



## CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE AGENDA

6.30 pm

Tuesday  
29 October 2013

Town Hall

Members 14: Quorum 6

**COUNCILLORS:**

Sandra Binion (Chairman)  
Wendy Brice-Thompson  
Nic Dodin

Gillian Ford (Vice-Chair)  
Robby Misir  
Pat Murray

Frederick Thompson  
Melvin Wallace  
Keith Wells

**CO-OPTED MEMBERS:**

**Statutory Members  
representing the Churches**

Phillip Grundy, Church of  
England, Jack How, Roman  
Catholic Church

**Statutory Members  
representing parent  
governors**

Julie Lamb, Special Schools,  
Anne Ling, Primary Schools,  
Garry Dennis, Secondary  
Schools

Non-voting members representing local teacher unions and professional associations:  
Margaret Cameron, NAHT, Keith Passingham, NASUWT, Ian Rusha (NUT)

**For information about the meeting please contact:**

**Lorraine Hunter-Brown 01708 432436  
lorraine.hunterbrown@haverling.gov.uk**

## **What is Overview & Scrutiny?**

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

They have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns of the public.

The committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations.

Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research and site visits. Once the topic group has finished its work it will send a report to the Committee that created it and it will often suggest recommendations to the executive.

## **Terms of Reference**

The areas scrutinised by the Committee are:

- School Improvement (BSF)
- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- 14-19 Diploma
- Scrutiny of relevant aspects of the LAA
- Councillor Calls for Action
- Social Inclusion

## AGENDA ITEMS

### 1 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

### 2 **DECLARATION OF INTERESTS**

Members are invited to declare any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

### 3 **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

### 4 **MINUTES** (Pages 1 - 6)

To approve as a correct record the Minutes of the meeting of the Committee held on 19 September 2013.

### 5 **COUNCIL CONTINUITY IMPROVEMENT MONITORING** (Pages 7 - 16)

The Committee may wish to note that the following item from the Council's Continuous Improvement Model is due for review.

- Commissioning School Places Strategy 2012-2016

### 6 **NEW OFSTED INSPECTION OF EDUCATION FUNCTIONS** (Pages 17 - 24)

**Presentation including Power Point by Mary Pattinson**

### 7 **FUTURE AGENDAS**

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

### 8 **URGENT BUSINESS**

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

**Andrew Beesley  
Committee Administration**

# Public Document Pack Agenda Item 4

## MINUTES OF A MEETING OF THE CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

Town Hall

19 September 2013 (7.30 pm - 10.00 pm)

- Present:** Councillors Sandra Binion (Chairman), Gillian Ford (Vice-Chair), Wendy Brice-Thompson, Nic Dodin, Pat Murray, Frederick Thompson, Melvin Wallace, +Georgina Galpin and Keith Wells
- Co-opted Members:** Phillip Grundy, Jack How, Julie Lamb, Anne Ling, Garry Dennis and Keith Passingham
- Non-voting Members:** Keith Passingham (NASUWT)
- Officer Attendance:** Kathy Bundred Head of Childrens Services, LBH  
Mary Pattinson, Head of Learning & Achievement, LBH  
Lorraine Hunter-Brown, Committee Officer, LBH
- Apologies:** Councillor Robbi Misir, Margaret Cameron (NAHT)  
  
+Councillor Georgina Galpin was substituted for Councillor Robbi Misir.

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary.

### 42 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

Apologies for absence were noted and the Chairman welcomed Councillor Georgina Galpin as substitute member for Councillor Robbi Misir. The Chairman informed members of the resignation of Bev Whitehead (NUT) member. A replacement was being sought and details would be announced at a later date.

### 43 **DECLARATION OF INTERESTS**

None declared.

### 44 **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman asked the Committee to note the change in membership and welcomed Councillor Keith Wells to the meeting.

45 **MINUTES**

The Committee considered and agreed the minutes of the meeting held on 16 June 2013 and were duly signed by the Chairman.

46 **ANNUAL CABINET PERFORMANCE REPORT 2012/2013/APPENDIX 1  
ANNUAL CABINET PERFORMANCE REPORT**

The Committee considered the relevant sections to Children and Learning in the Annual Cabinet Performance Report 2012-2013.

Early Years

The Early Years Provision was 76.4% which was 3% above target and an improvement on last year.

The Committee were advised that there were private companies/individuals providing early year care and although they were subject to robust quality assurance, they were not local authority maintained and therefore the Authority had no control. A Quality Assurance team had been retained by the Local Authority to check on their provision. It was noted that there would be an increase of 500 places for this year. Officers were asked about the number of nurseries within schools as none of the maintained sector was represented in the figures.

Apprenticeships

The 14-19 Partnership had set a target of 500 apprentices to be recruited as part of a three year programme and that 242 had already been recruited in the first quarter. Officers confirmed that next year's academic outturn would be included in next year's target. A member queried the number of NEETs that would be included in this year's figures and officers agreed to obtain this information confirming that a NEET report was due soon. Another member wanted to know if the 242 included children who are resident but who do not necessarily attend Havering Schools. Officers explained that all data was recorded nationally and was linked to the Academic year not the financial year. There would be further comments relating to this in the next report.

Fostering

In fostering placements of two years or more, the authority did not achieve its performance target of 75% although the figure of 63% was an improvement on the previous year. Officers advised that in having reached 63% with an outturn of 49.1% had been very challenging and therefore the service had made significant progress. The Chairman suggested that this may be a matter for a Topic Group to address.

### Learning

It was noted that performance at Key Stage 4, pupils achieving 5 or more A\* - C grades had improved significantly with current Annual Performance at 65.2%. A report would be made available which would provide comparisons with other local authorities.

### NEET

Officers advised that the government had changed the processes in calculating NEET. Every young person who counts as unknown is marked as being NEET. It was noted that performance was better than target although slightly worse than last year. A target of 4.9% had been set for 2013/14 which was allowing for 3000 additional 17 year olds to be factored in. Havering was actually below target but hoped to retain performance.

Members questioned how the authority obtained accurate numbers and information about NEETs. Officers advised that local authorities commence the count in July so as to ensure an accurate measure as possible by early September. The intention of government policy was that all children/young people are in either school, training, college, an apprenticeship or employment. It was known that a small percentage of NEETs were in actual fact teenage mothers but that was only one group in a small NEET cohort and was typical nationally. Members enquired about putting young people through apprenticeships and asked what jobs would be available upon completion of their training. Officers advised that they would ask Trevor Cook to provide further details on any schemes in relation to work done with Job Centre Plus and report back to the Committee. It was also agreed that a representative from Job Centre Plus address a later meeting around policies and outcomes for NEETS.

### Child Protection Plans

It was noted that there had been an increase in Child Protection Plans however the duration of these had remained relatively short. In the current financial year, there had only been one child who became subject of a Child Protection Plan for the second or subsequent time within two years. The wording of the indicator had been modified to include within 2 years as per the Munro Report. The Authority's performance was better than target for 2012/2013 however the target had been reduced by 4% for 2013/2014 owing to the additional measures now in place to support children and families. Members requested that further information on Protections Plans be provided.

### Teenage Pregnancies

The Committee felt that 40,000 teenage pregnancies in the borough was far too high and were assured that Public Health was addressing the issue. The Chair stated that the subject formed part of the JSNA and further discussion on the issue would take place under the forthcoming joint scrutiny topic

group on children's Health Services. It had also been previously discussed at the last Children's OSC as it had featured in the Children and Young Peoples Plan. Officers were asked to provide the number of LAC children pregnant at the next CPP meeting. Members enquired whether movement from other areas or out of Havering had affected the figures. Officers affirmed that these would be health figures and would therefore not be available to Social Care. Officers asked the Committee to note that there had been a lot of positive work done with the Condom Card Scheme, however, the Committee felt that further work on sexual health needed to be done. The Committee requested a breakdown on pregnancy figures and agreed to review the subject again.

### Adoption

It was noted via the adoption indicators that the authority had not performed very well last year but performance overall was improving. It was hoped through better placements and quicker court proceedings, the situation would continue to improve. A member cautioned that adoption was about people's lives and that there should be time for reflection in the process.

### Summary

The Committee noted the Annual Cabinet Report and expressed concerns over the method of target setting where there was a lower level of provision and a greater cohort in a number of areas. Members also questioned whether the targets were subject to a robust challenge process. The officers present confirmed that the targets were externally benchmarked, the challenge process was robust and that the figures were signed off by the Chief Executive.

Members discussed the format of the Annual Corporate Performance Report which did not show how Havering was performing nationally and requested that the officers provide this information.

## 47 **COMMISSIONING SCHOOL PLACES STRATEGY 2012-2016**

It was noted that the Cabinet Report from the Council's Continuous Improvement Model relating to this item would be reviewed at a later meeting.

A further discussion was held with regards to the current school places situation in Havering. Concerns were raised by members regarding the number of schools that had been approached to take "bulge classes" Officers advised that there was a policy document that explained the strategy behind bulging and expanding classes and that a further document was due to go to Cabinet providing an update in class numbers. The Committee were asked to note that there had been a significant rise in the number of families requiring school places in Havering, and that officers were currently finalising strategies to manage the situation. A detailed report would be provided at the next OSC meeting.



The Committee enquired what steps were being taken to ensure applications for Havering Schools were from legitimate Havering residents. Officers advised that the Local Authority payed for a system that carried out checks on residency. The Committee were asked to note however that a pan London system operated within the secondary sector.

Members of the Committee questioned forecasting procedures if a number of schools in the borough had been asked to provide “bulge classes”. Officers advised that this was not an exact science and had to use birth data and social housing data (not private) which in itself was not always accurate – i.e. a two bedroom flat could contain six children. Officers stated that they had been aware of the additional numbers for September 2013 as they had known about families arriving in the borough and therefore had to act in order to provide extra capacity.

In response to a particular enquiry, it was agreed that officers would provide a report on the borough’s failing schools at the next meeting.

48 **LOCAL SAFEGUARDING CHILDREN'S BOARD 2012/2013 ANNUAL REPORT**

The Committee noted the LSCB Annual Report and that it had been agreed that members would receive minutes of future LSCB meetings. Officers confirmed that a new independent Chair had been appointed to the LSCB and had been selected through an open recruitment process. It was agreed that both the LSCB Chair and Vice Chair should be invited to address the Children and Learning OSC.

In relation to the Annual Report, it was noted that there had been no serious case reviews or child deaths. Owing to the complexity of the document, it was agreed that the Annual Report be discussed at a separate meeting and any questions be forwarded beforehand to the Committee Clerk.

Members of the Committee expressed their concerns that the OFSTED inspection had rated the Authority as adequate and that not all the recommendations had yet been met. Officers agreed to provide details of an improvement plan which had been implemented following the inspection.

Members asked for clarification of their statutory role and their responsibility for children and young people in the borough. It was noted that this was a shared responsibility with the OSC in conjunction with the Local Children’s Safeguarding Board and the Chief Executive.

Concerns were raised about the levels of young people involved in serious crime and requested further information from officers about the challenges in this area.

It was agreed that the Committee hold a further meeting to discuss the OFSTED findings and the LCSB Annual Report.

**49 NEW OFSTED INSPECTION OF EDUCATION FUNCTIONS**

The Committee agreed to defer item 8 on the agenda (New OFSTED Inspection of Education Functions) to a later meeting owing to time constraints.

**50 OFSTED ARRANGEMENTS FOR THE PROTECTION OF CHILDREN**

The item was discussed in conjunction with Item 7.

**51 JOINT TOPIC GROUP - CHILDREN & LEARNING OSC WITH HEALTH OSC**

Following discussions with the Health Overview and Scrutiny Committee, it had been agreed to establish a joint Children's Health Topic Group. It was noted that the Chairman and several Committee members from Children & Learning Overview and Scrutiny would attend future meetings.

**52 FUTURE AGENDAS**

The Chair confirmed that two additional meetings would be arranged for October 2013. One meeting would be held to discuss the omitted item (New OFSTED Inspection of Education Functions). A further meeting would discuss outstanding issues around the Annual Corporate Performance Report, the Local Children Safeguarding Board Annual Report and the associated OFSTED Inspection results.

**53 URGENT BUSINESS**

The Vice Chairman informed the Committee of a communication recently received highlighting transportation problems to and from Dycourts School. Transport would often arrive late at the school following journey times that ranged from 75 minutes to 2 hours. This was having a significant effect on pupil behaviour as well as reducing the time spent in lessons. A Committee member advised of similar problems at Corbets Tey School. It was agreed to forward the correspondence onto officers who would investigate and report back to the Committee.

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**Chairman**

**CABINET****REPORT****11 July 2012****Subject Heading:**
 Commissioning School Places Strategy  
 2012/13 – 2016/17  
 Cllr Rochford
**Cabinet Member:****CMT Lead:**
 Sue Butterworth  
 Group Director of Children's Services
**Report Author and contact details:**
 John Farry  
 Commissioner Capital & School Places  
 01708 431706 [john.farry@havering.gov.uk](mailto:john.farry@havering.gov.uk)
**Policy context:**
 The Strategy has implications for all wards  
 in the borough.
**Financial summary:**
 No financials implications from approving  
 the strategy however significant costs and  
 issues may arise as additional places are  
 implemented. £9.9m is currently approved  
 within 2012/13 Education Capital  
 programme for this purpose – detailed  
 review of financial implications to be  
 undertaken once schemes for delivery  
 become clearer.
**Is this a Key Decision?**

Yes

**Is this a Strategic Decision?**

Yes

**When should this matter be reviewed?**

July 2013.

**Reviewing OSC:**

Children's Services

**The subject matter of this report deals with the following Council Objectives**

Ensuring a clean, safe and green borough	<input type="checkbox"/>
Championing education and learning for all	<input checked="" type="checkbox"/>
Providing economic, social and cultural activity in thriving towns and villages	<input type="checkbox"/>
Valuing and enhancing the lives of our residents	<input checked="" type="checkbox"/>
Delivering high customer satisfaction and a stable council tax	<input checked="" type="checkbox"/>

## **SUMMARY**

By 2020 there will be around 21% more primary age children than in 2010 across the country. By 2015 all regions in England are projected to increase their primary aged population compared with 2010. Projected growth ranges from 10% to 15%, the rate for London.

In Havering the birth rate has grown substantially. This has begun to have implications for the sufficiency of places in primary schools, especially in the first year of entry (Year R). This report sets out our strategy to address this. In addition, while the Council retains statutory responsibility for ensuring there are sufficient school places to meet the needs of the population in the area, there is now an expectation that local authorities will introduce Free Schools and Academies as new providers in areas of demographic growth, and that the Council will therefore become a commissioner of additional places.

This strategy is intended to update the Cabinet on the latest school places data and set out the proposed approach to meet that growing demand for the next five years, in the context of new national expectations about this changing roll. The strategy is also intended to:

- help the school community understand the longer term population trends and the implications for their schools
- let parents and the wider community of Havering know what changes are planned and how their views and preferences have contributed to key planning decisions
- outline to potential sponsors of new schools, such as Academies and Free schools, contextual information about Havering's changing school population.

## **RECOMMENDATIONS**

That Cabinet:

1. Approve the draft Commissioning School Places Strategy 2012/13-2016/17 (CSPS)
2. Approve the circulation of the draft CSPS for consultation to all stake holders in school place planning
3. Delegate the determination of the final CSPS, to the Cabinet Member for Children Service's and the Group Director for Children's Services.

4. To note that a further report will be going to Cabinet in September 2012, which will set out the details of each expansion scheme, the consultation process and indicative costs and funding for each scheme.

**REPORT DETAIL**

**1. Introduction**

- 1.1 By 2020 there will be around 21% more primary age children across the country compared to 2010. Between 2010 and 2015 all regions in England are projected to increase their primary aged population between 10% to 15%.
- 1.2 In Havering the total number of primary pupils needing a school place is expected to increase by 2,833 (15%) between 2011/12 and 2016/17
- 1.3 At secondary level the pattern is different with a downward trend until 2015/16 and a rising roll from 2016/17. Due to this dip in secondary numbers there are currently no plans to expand secondary schools. Further discussions may be needed at a later date once the primary growth has moved through the system.
- 1.4 This substantial change in primary population requires an agreed plan to enable the Council to continue to meet its responsibility for ensuring there are sufficient school places in the area.

**2. Primary Places**

- 2.1 The factors that have contributed to the rise in primary pupil numbers have been identified as the:
- substantial increase in the number of births within the borough
  - increase in the cohort growth between those born in Havering and those entering Reception as a result of pupils moving into the borough
  - increase in the cohort growth across all primary year groups as a result of pupils moving into the borough
- 2.2 By 2016/17, it is projected that the number of Reception pupils will exceed available places by 521. However, as these pupils are spread out across the Authority, further analysis shows that there is a projected need for 21 additional Year Reception (Year R) classes across Havering in order that Reception age children do not have to travel exceptionally long distances to school.

- 2.3 This does mean that not all classes will be full, i.e. with 30 pupils at the beginning. However, based on the 30 pupils-per-class rule, if projected future demand for any given year group exceeds 30 pupils, it is necessary to create an additional class. This will then leave capacity to accommodate any additional pupils in year.
- 2.4 On the basis of seven year groups across Primary education, 21 Reception classes will eventually mean that 147 additional classrooms will be needed by 2023. Although most of this shortfall will require new classrooms some demand will be met by bringing spare accommodation back into a suitable teaching space.
- 2.5 The result is that although 147 classrooms will have maximum capacity of 4,410 pupils, it is projected that 2,836 of this capacity (64%) will be used. As stated previously this is due to the fact that demand is not spread even across the borough, although we are very likely to reach the Audit Commission's overall occupancy level of 90% in the near future. It is important to note that this is a borough-wide figure and the levels to which individual classroom capacity is filled will vary between individual schools.
- 2.6 All indications are that the drivers for demand for primary pupil places will continue and it is prudent therefore to have significant additional capacity across the entire Havering Primary school system, to absorb potential further increased demand and also to more reliably satisfy parents' choice of school for their child(ren). It should be noted however that the schools may face financial difficulties if they have significant spare capacity as the level of funding attracted on a per pupil basis may not be sufficient to employ the required staffing levels. Contingencies have been provided by Schools' Funding Forum for this situation should it arise.
- 2.7 There is a need to provide some additional primary places by September 2012 and this is being done by providing sufficient 'bulge classes', temporary expansions of one class of 15 or 30 for one year, for each planning area of the borough. These schools have already been approached if they were located within the area of growth and had sufficient existing space to accommodate a single class and have all accepted a bulge class.
- 2.8 For September 2013 there is a projected need for 12 permanent Reception classes and 1 more for 2014. To meet this we propose to expand the capacity of a sufficient number of schools by 15 or 30 pupils, ie 0.5-1 form of entry to meet the need within growth areas.
- 2.9 Suitable schools are being selected for expansion according to the following criteria :
- that they are both popular and successful;
  - they have sufficient site area for expansion;
  - expansion will not lead to the school becoming too large;
  - and the school is located within an area of growth.

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Work is currently underway to finalise this list of schools, together with a programme of works and detailed financial implications. A further report will be brought to the September Cabinet which outlines these proposals in more detail.

- 2.10 By 2016/17 there is likely to be a need to commission up to a further eight Reception classes. By this time there may be a more limited number of schools that will meet the criteria for formal expansion. Therefore alternative options such as new schools (possibly Academies/Free schools) may need to be considered.
- 2.11 The DfE will shortly be inviting expressions of interest from sponsors seeking to open new Free Schools or Academies from 2014/15 onwards. Havering's Officers are meeting with any potential sponsors and providing them, where appropriate, with the evidence they need of where there is a shortage of new places and any possible potential sites in the borough.

**3. Secondary**

- 3.1 The projected increase in primary pupils will transfer to secondary schools. As a result we are forecasting at secondary level (11-16) that the overall number of pupils will increase by 1,229 (8%) by 2020/21 and to continue to grow further into the future.

**4. Next steps**

- 4.1 Were Cabinet to approve the draft CSPA the Strategy would then be circulated for consultation with schools, the Dioceses and all other school place planning stakeholders. Following the end of the consultation period the Strategy would be revised appropriately and then subject to approval by Lead Member be circulated as the approved CSPA for the next five years.

<b>Key milestones</b>	<b>Date</b>
Cabinet decision on Draft CSPA	11 July 2012
Consultation period	July - September 2012
Decision by Lead Member and Group Director on Final CSPA	September 2012
Circulation of approved strategy	September 2012

**REASONS AND OPTIONS**

**Reasons for the decision:**

This decision is necessary to progress the strategy for ensuring there are sufficient school places in Havering to meet the rising pupil population.

**Other options considered:**

It was considered that the Council could proceed with the expansion programme without an agreed CSPA in place. However as the Council is in the leadership role for this major and long term expansion programme it should be consulting with stake holders on its proposed strategy for meeting the challenge of the rising school population and in so doing reduce the risk of these plans being unsuccessful.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

Approval of the draft strategy does not give rise to any financial implications; however, clearly its implementation will have significant financial implications.

**CAPITAL**

Within the Council's Education Capital Programme for 2012/13 £5.5m has been approved to fund both the replacement of the Key Stage 1 (KS1) accommodation and provision of additional places at Branfil Primary School. The implementation of additional places at this school is dependant on final forecasts of expected need and a Council decision to expand the school, following statutory consultation.

A further £9,876,472 has been approved within the 12/13 Capital Programme for the provision of additional primary school places.. This was funded from a combination of basic need grant (£3.7m) and expected S106 monies (£6.2m). Since approval of this funding additional basic need grant of £4m was received for 12/13 and this has been used to replace the expected S106 monies in the funding programme in order to reduce the risk associated around forecasting the receipts of S106 monies.

The bulk of this funding will be required to fund a permanent increase in school places from September 2013 onwards but £180k has been allocated to fund works to facilitate the admission of bulge classes in September 2012. This leaves a balance of £9,696,472 to fund places required from September 2013 onwards.



High level indications were that this £9.7m would fund the provision of additional 40 classrooms. This is obviously substantially less than the 147 classrooms required but some spare accommodation already exists within our schools and the costs of bringing these back into teaching space is much less than providing a new classroom. It is expected that the remaining classrooms may be provided as follows:

- S106 contributions / Tariffs ( actual and expected receipts are being reviewed)
- Contribution from the DSG as agreed by the Schools Forum (approx £1m)
- Further basic needs grant allocations from 2013/14 onwards (expectations are that further grant will be awarded from DfE based on pupil projections)
- Provision of places by Academies and Free Schools (not funded by the LEA)

The financial implications of the whole primary expansion programme will be kept under review as detailed plans for the delivery of additional classrooms becomes clearer. This will consider the estimated capital cost and funding sources plus the revenue implications of schools and the local authority. Any significant issues will be reported through the appropriate channels as necessary. An update will be provided to Cabinet in September.

## **REVENUE**

### **Implications for Schools**

The revenue implications for schools are that, in creating an additional class from September (eg Sept 12), additional resources will be incurred particularly for teaching and support staff. From the following financial year (eg 2013/14) the schools will receive additional funding through their budget shares as the pupils will be on roll at the date of the pupil census that is used to calculate funding. For the period September to March, however, additional resources will need to be provided. These will be met from a contingency held within the Schools Budget (funded by the Dedicated Schools Grant) as agreed by the Schools Funding Forum. As referred to above, the DSG will be increased from the following financial year as the Year R pupils are on roll; the bulk will be allocated to schools however there may be some available to fund LA services.

The contingency “pot” may reduce as a result of schools becoming academies and as such be insufficient to fund remaining schools for additional pupils.

It is proposed that from 2013/2014, the funding regime will be changing and contingency funds will be delegated to schools unless the schools forum approve otherwise. If a central contingency is not approved schools will be funded on the

basis of pupils on role in the previous January and will need to manage the in year financial consequences of any increase in admissions.

However, it should be noted that schools may face financial difficulties if they have significant spare capacity as the level of funding attracted on a per pupil basis may not be sufficient to employ the required staffing levels. At present there is a factor within the schools funding formula to allow additional funds to be allocated in these circumstances. However this will no longer be permitted in future .

**Legal implications and risks:**

The draft CSPA will be subject to consultation. It is critical to a sound consultation that it is meaningful, in other words the consultees must be given sufficient information and time to comment and their responses must be conscientiously taken into account by the decision maker before the decision is taken to finalise the CSPA.

The Council has a statutory duty to secure that efficient primary and secondary education are available to meet the needs of the population of their area. (section 13 Education Act 1996). It is clear that without a strategy to increase the provision within the Borough over the next few years the Council may fall into breach of its statutory duty.

Under Schedule 11 of the Education Act 2011 (1) If a local authority in England consider that a new school needs to be established in their area, they must seek proposals for the establishment of an Academy. The CSPA indicates that new schools are likely and as and when this arises officers will be provided with detailed legal advice.

Individual proposals will need to be submitted to Cabinet for all those schools requiring statutory approval to expand their accommodation to admit additional pupil numbers ie above 30 pupils or 25% of all school places. Detailed legal advice will be provided on individual cases as they arise.

**Human Resources implications and risks:**

As a result of a decision supporting the expansion programme, there is likely to be a need to recruit additional teaching and support staff within the relevant schools. These schools will directly manage the recruitment and selection process in accordance with the existing and relevant HR policies and procedures. Schools' HR support in relation to these processes will be provided as appropriate.

**Equalities implications and risks:**

An Equalities Impact Assessment has been conducted and the conclusion is that there would be no identified adverse impacts.

**BACKGROUND PAPERS**

- DfE Advice: Establishing a new school, Departmental advice for local authorities and new school proposers, May 2012
- Havering School Planning Data Pack Spring 2012

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## Effectiveness descriptors –the arrangements for supporting school improvement

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach which relies on the professional judgement of the inspection team and taking into account the context of the local authority.

Aspect	Descriptors for effective arrangements to support school improvement.
	<b>Corporate leadership and strategic planning</b>
<b>1. The effectiveness of corporate and strategic leadership of school improvement</b>	<ul style="list-style-type: none"> <li>■ Elected members and senior officers have an ambitious vision for improving schools, which is clearly demonstrated in public documents. Elected members articulate the local authority’s (LAs) strategic role, and enhance schools’ ability to self-manage. Accountability is transparent and efficiently monitored in a systematic way. Members’ challenge of officers is well informed by high quality information and data.</li> <li>■ There is coherent and consistent challenge to schools and other providers to ensure that high proportions of children and young people have access to a good quality education.</li> <li>■ Communications and consultation are transparent and lead to a shared understanding with schools. Schools respect and trust credible senior officers, who listen and respond to their views and advice.</li> <li>■ Senior officers ensure that strategies for school improvement are understood clearly by schools, other providers and stakeholders. There is tangible evidence that the strategy is effective in preventing failure, securing higher proportions of schools ‘getting to good’ and eroding inequality in different areas of the LA.</li> <li>■ Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16-19 year olds and in respect of raising the participation age (RPA) requirements.</li> </ul>
<b>2. The clarity and transparency of policy and strategy for supporting schools and other providers’ improvement, and how clearly the LA has defined its</b>	<ul style="list-style-type: none"> <li>■ Priorities in the LA’s plans for school improvement (including commissioning plans) are clearly articulated and reflect both national priorities and local circumstances.</li> <li>■ Schools and other providers and stakeholders have been fully consulted and agree the strategy and priorities for school improvement.</li> <li>■ Plans for school improvement demonstrate close</li> </ul>

<p><b>monitoring, challenge, support and intervention roles</b></p>	<p>integration with the programme for differentiated LA support and intervention.</p> <ul style="list-style-type: none"> <li>■ Reliable and valid measures are used to monitor progress of the school improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness of schools and other providers is identified.</li> <li>■ The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools.</li> <li>■ The LA promotes the effective participation of all 16- and 17-year-olds in education and training and makes arrangements identify young people who are not participating.</li> <li>■ The LA's definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by school leaders and governors.</li> </ul>
<p><b>Monitoring, challenge, intervention and support</b></p>	
<p><b>3. The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need</b></p>	<ul style="list-style-type: none"> <li>■ Senior officers and schools make intelligent use of pertinent performance data and management information to review and/or revise strategies for school improvement.</li> <li>■ The LA systematically and rigorously uses data and other information effectively to identify schools which are underperforming. It uses this information consistently to channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers.</li> <li>■ The LA provides a comprehensive range of performance data, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data. Schools and other providers have high regard for this, which is influential in helping them to identify school based performance priorities.</li> <li>■ School improvement staff are well equipped to use data and to challenge and support schools.</li> </ul>
<p><b>4. The effectiveness of the LA's identification of, and</b></p>	<ul style="list-style-type: none"> <li>■ Where appropriate, the LA deploys its formal powers of intervention promptly and decisively.</li> <li>■ Weaknesses are typically identified early and</li> </ul>

<p><b>intervention in, underperforming schools, including the use of formal powers available to the LA</b></p>	<p>tackled promptly and incisively. Headteachers, staff and governors in all schools causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, co-ordinated support, differentiated according to their needs.</p> <ul style="list-style-type: none"> <li>■ The LA engages systems leaders to support and challenge those in need and actively promotes sector led improvement.</li> <li>■ Progress of schools and other providers is monitored regularly and to a planned programme. Reports to headteachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision.</li> <li>■ The progress of schools causing concern is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly. Robust action is taken where progress is judged to be insufficient.</li> </ul>
<p><b>5. The impact of LA support and challenge over time and the rate at which schools and other providers are improving</b></p>	<ul style="list-style-type: none"> <li>■ Timely, differentiated intervention and coordinated strategies to support school leadership contribute to the improvement of school performance. All services recognise and actively support the autonomy of schools.</li> <li>■ Support services, either provided or procured, are well coordinated and accurately focused to make a sustainable improvement to overall educational standards and performance.</li> <li>■ The number of schools on the LA's own list of schools causing concern is reducing rapidly. Inequalities in the quality of education in schools and other providers in different areas of the LA are minimal and reducing.</li> <li>■ The support and challenge of the LA to its providers is rigorous, sharply focused on areas of greatest need, and results in sustained improvements in standards and provision.</li> <li>■ With very few exceptions, schools are either at least good or improving rapidly.</li> </ul>
<p><b>6. The extent to which the LA commissions and brokers support for schools and other providers</b></p>	<ul style="list-style-type: none"> <li>■ Schools and other providers are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement.</li> <li>■ The LA has comprehensive knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely</li> </ul>

	<p>shared with schools. Local networks and collaborative work between schools are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education.</p>
	<p><b>Support and challenge for leadership and management (including governance)</b></p>
<p><b>7. The effectiveness of strategies to support highly effective leadership and management in schools and other providers</b></p>	<ul style="list-style-type: none"> <li>■ The LA provides or secures expert advice and differentiated training for headteachers, governors and middle managers. This support and training is improving the capacity of schools and other providers to develop accurate self-evaluation and secure continuous improvement.</li> <li>■ The LA identifies accurately all schools that need support or intervention for leadership and management and governance, including the prompt application of statutory powers when necessary.</li> <li>■ The LA brokers or commissions effective school-to-school or other support for leadership and management in weaker schools.</li> </ul>
<p><b>8. Support and challenge for school governance</b></p>	<ul style="list-style-type: none"> <li>■ Where school performance and effectiveness is a cause for concern, the LA acts promptly to remedy concerns, including applying its powers of intervention, with demonstrable evidence of rapid and sustained improvement.</li> <li>■ The LA has a successful strategy for managing governor recruitment and retention of high quality governors. The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good.</li> <li>■ Governors are deployed where they are needed and any weaknesses in governance are being acted on.</li> <li>■ Training programmes for new governors and chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery.</li> </ul>
	<p><b>Use of resources</b></p>
<p><b>9. The way the LA uses any available funding to effect improvement, including how it is</b></p>	<ul style="list-style-type: none"> <li>■ Resourcing decisions are based on an accurate analysis of the needs of schools.</li> <li>■ The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and</li> </ul>



<b>focused on areas of greatest need</b>	<p>effectively on its findings.</p> <ul style="list-style-type: none"> <li>■ The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources are well understood by schools and other providers.</li> <li>■ The LA rigorously monitors and challenges the sufficiency and use of resources and those delegated to schools.</li> </ul>
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### Guidance for inspectors

All nine key aspects of a local authority's arrangements for supporting school improvement should be evaluated. For reporting purposes, the nine aspects have been aligned into four reporting areas, as follows:

- corporate leadership and strategic planning
- monitoring, challenge, intervention and support
- support and challenge for leadership and management (including governance)
- use of resources

As previously stated, inspectors are likely to encounter significant diversity in the way in which local authorities configure their arrangements for supporting school improvement. Professional judgement should be applied at all times when evaluating the effectiveness and impact of the arrangements on school improvement.

Inspectors should note that the framework for inspection is focused on school improvement and what the local authority does to effect improvement. It is very likely that other important services have a part to play in supporting school improvement, such as human resources, early years services, admissions and school place planning, pupil and student services for those with additional needs. Inspectors should take care to ensure that these services, where encountered, are not inspected discretely, as they fall beyond the remit of this inspection framework. However, where such services are making a significant contribution to coordinated strategies for improvement, or otherwise, reference may be made to this when evaluating the strengths and weaknesses and arriving at the overarching judgement about effectiveness.

### Corporate leadership and strategic planning

Inspection must examine the impact of corporate and operational leadership and evaluate how efficiently and effectively the local authority school improvement arrangements are led and managed.

Inspectors should consider:

- the local authority's vision for better education and how strategic planning has matched the delivery of those changes
- the quality of its decision making, including the effectiveness of its consultation with schools and other parties
- the commitment of members and senior officers to school improvement
- the degree to which schools understand the strategy and the priorities for school improvement.

### **Monitoring, challenge, intervention and support**

Inspection must examine the impact of the arrangements for monitoring, challenge, intervention and support.

Inspectors should consider:

- how effectively, or otherwise, the local authority uses pertinent data and management information to inform actions within the area
- the effectiveness and responsiveness of its monitoring of schools
- the form, nature and particularly the impact of its challenge to schools
- how swiftly, robustly and effectively the local authority has intervened, particularly in schools causing concern
- the quality of the support that the local authority has led, brokered and commissioned (and monitored) to enable schools to improve standards and outcomes for children and young people
- the use and effectiveness of formal powers of intervention
- how effectively the local authority engages systems leaders, National and Local Leaders of Education or training schools in promoting sector-led improvement
- the extent to which any significant regional variation in school performance in the local authority area has been tackled successfully.

### **Support and challenge for leadership and management (including governance)**

Inspection must examine how effectively the local authority arrangements promote and support highly effectively leadership, management and governance in schools.

Inspectors should consider:

- the effectiveness of the local authority's support for senior and middle managers across its schools, from those graded outstanding to those in categories of concern

- the precision with which support or intervention is identified, including the prompt application of statutory powers where appropriate
- strategies for the recruitment and training of senior managers and governors
- how effectively the local authority arrangements are promoting autonomy and utilising systems and sector-led resources
- the support and challenge of the local authority for governing bodies; this should take account of the effectiveness of any brokered or in-house training aimed at improving governors' ability to challenge the senior leadership team and to interrogate and question schools on their data and information. Lead inspectors should also take account of any training the local authority has sponsored on the use of such aspects as the School data dashboard.

### **Use of resources**

Inspection must examine how any available funding/resources are deployed to effect improvement.

Inspectors should consider:

- how well the local authority has used any resources (such as staffing, local authority's training courses, funding) and their sufficiency to support schools to achieve best value for money
- how resourcing decisions are made and understood by schools
- how delegated resources to schools are monitored and challenged where appropriate.

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