Children and Young People Overview and Scrutiny Committee

Agenda

2 September 2014

A meeting of the Children and Young People Overview and Scrutiny Committee will be held in the Conference Room, Northgate House, Warwick on 2 September at 10.00 a.m.

1. General

- (1) Apologies
- (2) Members' Disclosures of Pecuniary and Non-Pecuniary Interests

Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. A member attending a meeting where a matter arises in which s/he has a disclosable pecuniary interest must (unless s/he has a dispensation):

- Declare the interest if s/he has not already registered it
- Not participate in any discussion or vote
- Must leave the meeting room until the matter has been dealt with.
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

Non-pecuniary interests must still be declared in accordance with the new Code of Conduct. These should be declared at the commencement of the meeting.

(3) Minutes of the meeting held on 18th August 2014

2. Public Question Time (Standing Order 34)

Up to 30 minutes of the meeting is available for members of the public to ask questions on any matters relevant to the business of the Overview and Scrutiny Committee. Questioners may ask two questions and can speak for up to three minutes each. To be sure of receiving an answer to an appropriate question, please contact Georgina Atkinson at least 3 working days before the meeting. Otherwise, please arrive at least 15 minutes before the start of the meeting and ensure that Council representatives are aware of the matter on which you wish to speak.

3. Questions to the Portfolio Holder

Up to 30 minutes of the meeting are available for members of the Committee to put questions to the Portfolio Holder on any matters relevant to the remit of the Committee.

4. Children's Centre Providers

To receive a presentation from Barnardo Services Ltd and The Parenting Group regarding their plans and aspirations for the Children's Centres.

5. Work Programme 2014/15

To consider the Committee's updated Work Programme and future areas of scrutiny activity.

6. Super Priority Areas – Report of the Task and Finish Group

To consider the report and recommendations of the Task and Finish Group.

The Committee to then adjourn for a lunch break from 12.30 p.m. to 1.00 p.m.

7. Number of Young People Not in Education, Employment or Training (NEET)

To receive an annual update on the figures in Warwickshire with reference to statistical neighbours, looked after children, pupil referral units and apprenticeships.

8. Academies and Free Schools Scrutiny Action Plan

To receive an update on the recommendations included in the Scrutiny Action Plan and consider which recommendations have been fully implemented.

9. Proposed Home to School Transport Policy

To receive a verbal update on the Head of Education Learning regarding the proposed consultation.

10. Draft Schools Places Sufficiency Strategy

To consider the draft School Places Sufficiency Strategy, prior to Cabinet on 18th September 2014.

11. Draft Vulnerable Learner Strategy

To consider the draft Strategy.

12. Any Urgent Items

At the discretion of the Chair, items may be raised which are considered urgent (please notify Democratic Services in advance of the meeting).

13. Date of Next Meeting

The next meeting has been scheduled for 4th November 2014, commencing 10.00 a.m. in Committee Room 2, Shire Hall, Warwick.

Children and Young People Overview and Scrutiny Committee Membership

Councillors:

Mike Brain, Jonathan Chilvers, Bob Hicks, Julie Jackson, Dave Parsons, Dave Shilton, Jenny St. John, Angela Warner, Chris Williams, John Whitehouse

Co-opted members for Education matters:

Joseph Cannon and Dr Rex Pogson, Church representatives

John McRoberts – Parent Governor representative*

(*currently there is one vacancy for a Parent Governor representative)

Non-Voting Representatives:

Max Hyde, Chris Smart, Diana Turner

Portfolio Holders relevant to the remit of the Overview and Scrutiny Committee

Councillor Colin Hayfield, Portfolio Holder for Education and Learning Councillor Bob Stevens, Portfolio Holder for Health

Contact Details

For queries regarding this agenda, please contact:
Georgina Atkinson, Democratic Services Team Leader
Tel: (01926) 412144, e-mail: georginaatkinson@warwickshire.gov.uk

JIM GRAHAM Chief Executive Shire Hall Warwick

Present

Members:

Councillor Mike Brain

Councillor John Horner (Replacing Councillor Chris Williams

Councillor Julie Jackson (Vice-Chair)

Councillor Dave Parsons

Councillor Mike Perry (Replacing Councillor Angela Warner)

Councillor Jenny St. John

Councillor June Tandy (Replacing Councillor Bob Hicks)

Councillor John Whitehouse

Councillor Chris Williams

Other Councillors:

Councillors Hayfield, Rickhards, Roodhouse,

Officers:

Hugh Disley, Head of Early Help and Targeted Support
Wendy Fabbro, Strategic Director, People Group
Helen King, Deputy Director of Public Health
Nigel Minns, Head of Learning and Achievement
Jane Pollard, Specialist Governance Advisor
Adrian Wells, Interim Service Manager, Integrated Disability Service
Paul Williams, Democratic Services Team Leader

Other representatives:

Chris Smart, Diana Turner

1. General

(1) Apologies

Apologies for absence were received from Councillors Hicks, Shilton, Warner and Williams as well as Joseph Cannon.

(2) Members' Disclosures of Pecuniary and Non-Pecuniary Interest

Councillor Mike Brain declared a non-pecuniary interest; the nature of the interest being that he was a governor at Quinton Primary School.

Councillor Julie Jackson declared a non-pecuniary interest; the nature of the interest being that she was a governor at Oakwood Academy and that she had a relative with a disability.

Councillor Dave Parsons declared a non-pecuniary interest; the nature of the interest being that he was a governor at Nethersoles Church of England Academy, Polesworth, and that his son was a teacher at The Croft Junior School.

Councillor Mike Perry declared a non-pecuniary interest; the nature of the interest being that he was a Trustee at King Edward VI School, Stratford upon Avon.

Diana Turner declared a non-pecuniary interest; the nature of the interest being that she had a grandson who was mentally disabled.

(3) Minutes of the meeting held on 3 June 2014

The Committee agreed that the minutes of the previous meeting held on 3 June 2014 be signed by the Chair as a true and accurate record.

2. Public Question Time

There were no public questions. However Rebecca Page representing "Family Voice" had sent via e-mails two questions to the committee and a statement for consideration by Cabinet. For the sakes of completeness and so they could be considered as part of the debate the Chair read these to the committee.

Questions to the committee

- 1). Do the committee consider using a RAS that is available to the public is an important element in financial transparency?
- 2). Has the committee been consulted on the policy whereby the Council refused to sign up to the Every Disabled Child Matters Strategy.

Statements for Cabinet.

- "In terms of parent participation (co-production and co-participation are fundamental aims of the new reforms);
- 1. This document contains an incorrect statement as follows...

'Overnight Respite

Parents believe that the Council should allocate resources to provide respite based on the assessment of need for a child and family and they believe that up to 24 nights would be the starting point depending on assessment based on the new framework of need.' Page 33.

There was indeed prolonged discussion between parent representatives and council officers over this issue and an email was sent as follows:

After consultation with parents here is our answer on the 24 nights issue:

- 24 nights should be the starting point for new users
- Existing users should stay on the current provision because they have already been fully assessed and they will obviously be reviewed regularly
- Include reference to 'various different types of respite provision'

 to provide more than one option i.e. Family Link; Rouncil Lane
 Holly/Gramer; overnight respite in people's own homes;
 daytime respite in own homes or elsewhere etc. there may be others

End of email from Rebecca Page

The inclusion of two small words in the Cabinet report (up to) and the exclusion of two other words (for new users) actually represents a fundamental difference from the feedback in the email above. Therefore FVW wishes to correct this misleading statement.

2. This document has been sent to parents who are caring for children and young people with disabilities in the middle of the summer holidays. It contains a considerable amount of important information which has never been consulted on and we simply don't have time to respond adequately within the time given.

We are very concerned indeed about the proposals within the paper in relation to IDS social care services and the budget in particular. Legal advice is being taken in relation to a legal challenge in the event that the proposals contained in this paper are approved".

End of questions/statements from Rebecca Page

3. Special Educational Needs and Disability (SEND) Reform Plan

Wendy Fabbro (Strategic Director, People Group) informed the committee that the Department for Education (DfE) had recently commended the County Council on its rapid progress with this matter. In addition the DfE advisor had confirmed at a meeting on 15th August that the DfE was satisfied that the County Council will be compliant regarding SEND on 1st September. The County Council is not unusual in consulting on an integrated health, education and care package. Other authorities are taking a similar approach.

In response to Rebecca Page's questions to the committee the meeting was told that 1) the arrangements for managing personal budgets will be part of the consultation running from September, and the Council will include any proposals in relation to a potential RAS and 2) in line with other local authorities the County Council has a practice of not automatically signing up to such documents. It does however note them pulling out the key points and reporting them to Overview and Scrutiny.

In response to the point made by Rebecca Page concerning respite care the meeting was told that it is expected that in the future short breaks will be accessed through an assessment process thus ensuring a level of fairness and appropriateness. It was emphasised that the recommendations to be placed before Cabinet were the result of extensive discussions with parents, carers and partners. From these discussions it had been concluded that the assessment approach was the right one for meeting the needs of vulnerable children. The approach being followed by the County Council is one of co-production as opposed to consultation. This has involved the operation of a focus group which is working towards establishing a means of moving forward in an open and transparent way. It was acknowledged that whilst some parents/carers will welcome changes to the system others will be less satisfied with it. Effective communication is seen as the key and as a consequence service users have been written to on a regular basis. In addition a series of events is being planned around Warwickshire that will not only inform people of what is happening but enable them to help shape the future service.

It was reiterated that assessments will be undertaken by officers working *with* parents and carers.

The Overview and Scrutiny Committee was informed that Family Voice have been on the SEND reference group since January 2014. Their contribution was of such value that it was felt by the committee that it would be of assistance if they were able to broaden their representation. To aid the SEND co-production an officer of the County Council will work with partners and others to ensure as broad a reach as possible. Social media will be used widely as will other technological solutions including the website. The need to ensure that people from all communities have access to services was recognised.

The committee discussed the need to ensure that everyone including those in hard to reach groups are provided with the information and support they require. Members were informed that referrals come from a range of sources including midwifery, health visitors and the education system. Through these means it is possible to identify a service user and place them on the register.

There will be a transition period from the current to the new system with service provision being based on assessment.

The meeting recognised that the recommendation of the SEND Reference Group (that 24 nights should be the starting point for respite provision) and the recommendation to Cabinet were not the same. The committee agreed to draw this divergence of views to the attention of Cabinet.

In response to a question from Diana Turner the committee was informed that under the proposed system there will be opportunities for families to take holidays whilst their child is in respite care. The personalisation agenda provides families with more flexibility around the services they receive. The rate and extent of transition experienced by each service user will reflect the outcome of assessments. The key is to establish need and base services around that.

The committee discussed the role of the Disability Living Allowance (DLA). It was recognised that whether a child receives the high-level component of DLA or the mid-level component can often depend as much on the language used on the assessment form than on actual need. This has provided further impetus to the need to move towards officer assessments.

The committee was informed that respite transport arrangements are being reviewed as part of a wider exercise around County Council supported transport. The matter has been discussed with parents/carers and whilst some have expressed a desire to take control of the transport component of the care package they receive most wish to retain the status quo. Officers were keen to reiterate that no changes will be made without robust consultation and joint work with service users.

Discussion moved to the preparedness of the County Council for the introduction of the new Local Offer. Officers assured the committee that an overwhelming desire to deliver the right system means that all efforts will be made to work with service users in its development. An Education and Care Plan exists for 1st September and processes have been tested internally thus ensuring that all officers involved know what is required of them. A considerable amount of work has been undertaken with schools and the early years setting and engagement will continue at a muiti-agency level. The process is on-going. Feedback will certainly be received and changed will be made as the service changes are rolled out. DFE advisors have been helpful and are satisfied that the Council is compliant. Where any gaps remain in the Local Offer documents work is underway to fill them.

Concern was expressed that the demand for the service may outstrip the budget and that parent/carers may not receive the support they

need. In response members were reminded that the challenge for them will be to ensure that the annual budget setting process addresses this. In addition new approaches to service provision will offer better value for money. For example family-based residential care is much cheaper than institutional residential care. (Family-based care involves a service user being looked after by another family in that family's home).

It is important to remember that the service user cohort is not fixed. Young people get older and their needs change. The proposed system provides the opportunity to review the situation and identify the best approach to service delivery.

Regarding SEN statementing the committee was informed that the previous system was very rigid with little opportunity for parents to provide input. The new system is more collaborative beginning with schools and early years settings (and occasionally doctors and families) identifying children who may be in need of additional support. The aim is then bring support into one place.

Returning to the matter of family-based v's institutional care the committee was informed that for some young people only institutional residential care would ever be appropriate. With regard family-based respite care it is important to ensure quality and consistency thus allowing the service user to develop a relationship with his or her carers. Family-based care can serve a valuable developmental purpose for the service user. One challenge for the Council is in recruiting sufficient carers. Fresh efforts will be made in this direction but given the need to recruit and then train carers there will certainly be a 3 to 6 month time lag in this area.

The committee agreed that there needs to be a consistency of service provision across the whole of Warwickshire.

Emergency respite care is difficult to plan for. However officers are confident that these can be managed on a case by case basis and within budget.

The assessments that will be required under the new system will initially be very resource intensive. To meet the demands on the authority temporary staff will be appointed. There will be a team charged with managing conversion to new care plans and another handling new referrals and reviews.

It was recognised that an IT based approach to accessing the service would not be appropriate for everyone. Consequently work is being undertaken with partner agencies to ensure that support and advice is available to those who do not have access to IT or who for whatever reason have difficulty working with it.

The committee acknowledged the need to monitor the effectiveness in service quality and financial terms of the new arrangements. In terms of special education the committee was reminded that ultimately the effectiveness of the support provided would be indicated by the service user's success at school. Aware of the upcoming changes some Head Teachers have delayed SEN plans. However these can now be progressed.

The Portfolio Holder and Strategic Director confirmed the need to operate within the budget. If demand begins to outstrip the budget it will be necessary for politicians to consider what actions are required. The committee was informed that benchmarking with statistical neighbours was problematic owing to different approaches taken by authorities. The committee agreed that work needs to be undertaken with the DfE and LGA to remedy this situation.

The monitoring of the effectiveness of respite care was addressed. Officers conceded that more needs to be done to regularise feedback. Often reports are only made when something has been less than satisfactory but even then some people are reluctant to complain. Because the County Council has a contract with the John Waterhouse Project in Rouncil Lane, Kenilworth the effectiveness of that contract is regularly assessed. There is no such contract with the units in the north of the county and as a consequence less feedback is received.

The precise scale of the challenge facing the County Council in terms of balancing the needs of those requiring social care and those requiring special educational support will not be clear for a year. This is due largely to the timing of reviews which are undertaken either annually or 6 weekly depending on the severity of need.

Members were assured that if further resources are required to meet demand they cannot be drawn from the Dedicated Schools Grant.

In summing up the committee developed 5 observations/recommendations which it resolved should be passed to Cabinet for its consideration. These comprise the resolution below.

Resolved

For conveyance to the Cabinet meeting of 18th August 2014 the Children and Young People Overview and Scrutiny Committee,

 Notes the difference between the recommendation of the SEND Reference Group that 24 nights should be the starting point for new users and the recommendation to Cabinet that focusses on an assessment of need.

- 2. Welcomes the intention to ensure a consistent approach across Warwickshire aimed at meeting the needs of children and young people.
- 3. Recommends the use of a set of key performance indicators regarding service quality and financial performance for reported on a quarterly basis to the Children and Young People Overview and Scrutiny Committee.
- 4. Supports the efforts identified by officers to continue to improve consultation with parents/carers and young people but calls on officers to ensure a focussed approach to communication with hard to reach groups and individuals.
- 5. Encourages the County Council to work with the LGA and DfE to identify good consistent benchmarking data.

4. Unannounced Ofsted Inspection

Wendy Fabbro the Strategic Director for People Group outlined the purpose of the report. In response to a question from Councillor Mike Perry the committee was informed that so far as is known none of the matters that have recently beset some schools in Birmingham concerning religious extremism have been identified in Warwickshire. The committee was reminded that councillors who are school governors should be aware of this matter and be prepared to report any concerns they may have

5. Date of Next Meeting

The Children and Young People Overview and Scrutiny Committee noted that the date of the next meeting had been scheduled for 2nd September 2014.

6. Any other Business

Following a request from Chris Smart the Chair agreed to discuss at the next Chair and Party Spokes meeting for the committee the recently reported incident of a year 11 pupil in Rugby who has struggled to find a school place.

The Committee rose at 3.50 p.m.	
	Chai

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Questions to Cabinet and Portfolio Holder

Recommendations

That the Children and Young People Overview and Scrutiny Committee consider the forthcoming Cabinet and Portfolio Holder decisions relevant to its remit, asking any relevant questions and considering areas for further scrutiny, where appropriate.

1.0 Cabinet and Portfolio Holder Decisions

- 1.1 The decisions relevant to the remit of the Committee are listed below.

 Members are encouraged to seek updates on decisions and identify topics for pre-decision scrutiny. The Portfolio Holder for Education and Learning may be in attendance at the meeting to answer any questions from the Committee.
- 1.2 The list was last updated from the Forward Plan on 21st August 2014. (*Key decision)

Decision	Description	Date due	Cabinet / PfH
(Exempt) Procurement of Placements in Children's Homes - West Midlands Consortium Framework Contract	Warwickshire People Group purchase places at Children's Residential Homes for individual looked after children as the need arises. In 2014 there are around 30 placements at any one time, with a total spend of £5million per annum. The West Midlands Consortium has proposed that a regional framework contract will ensure best value for money and quality of service. Sandwell MBC is carrying out a procurement to establish a contract which West Midlands councils may use. Following evaluation of tenders in August, WCC officers will make a recommendation to Cabinet of 18 th September 2014 regarding the Council entering the proposed contract, which is intended to commence on 10 th November 2014.	18 th September 2014	Cabinet

Draft School Places Sufficiency Strategy	A report detailing the Strategy for ensuring a sufficient supply of school places across the county.	18 th September 2014	Cabinet
Permission to Consult on Proposed Changes to School Priority Area	This report will explain the reasons behind our wish to change priority areas and seek approval to do so.	26 th September 2014	Portfolio Holder
Proposed Changes to Home to School Transport Policy	The report will be seeking permission to consult on proposed changes to the Home to School Transport Policy to support the savings target identified in the One Organisation Savings Plan.	24 th October 2004	Portfolio Holder

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Introducing Our Children's Centre Service Providers

Recommendations

That the Children and Young People Overview and Scrutiny Committee:

- 1) Welcomes the new providers and raise any questions relating to their presentations;
- 2) Actively supports the embedding of the new children's centre model within their communities:
- Continues to both support and challenge officers and providers in the delivery of children's centre services for the duration of the new contracts;
 and
- 4) Considers the update on the implementation of the recommendations outlined in the Children's Centres Scrutiny Action Plan and determines whether any of the recommendations have been completed, as outlined at 5.0.

1.0 Key Issues and Background

- 1.1 This covering report provides Members with a summary of our position as we begin our new children's centre service offer, which formally became operational on 1st September. The report and introduction from Chris Lewington, Head of Strategic Commissioning, will be accompanied by short presentations from Barnardo's and The Parenting Project, who are now managing our 10 locality groups of centres.
- 1.2 Following the Council decision to reduce the children's centre budget by £2.3m from 1st April 2014, a public consultation was held to determine the best way of meeting outcomes for young children and their families, within the context of diminished resources. Our children's centre services are highly valued, and consultation confirmed the preferred option of arranging centres into locality groups and collaborations, rather than opting for closures.

1.3 A formal two-stage tender exercise was undertaken between October 2013 and May 2014, with contracts being formally awarded on 23rd May. Since then, a major transition project has been underway, with a view that all services would transfer to the new contracts by 1st September. Contracts are for three years until 31st August 2017, with two optional one-year extensions subject to funding, performance and local requirements.

2.0 Children's Centre Groups and Providers

2.1 Children's centre services are now delivered under a group and collaboration model, and are provided as follows:

Group	Centres	Provider	With effect from
North Warwickshire	Atherstone, Coleshill, Kingsbury, Mancetter, Polesworth	Barnardo's	01/09/2014
Bedworth	Bedworth Heath, Rainbow, Bulkington	Barnardo's	01/09/2014
Nuneaton	Park Lane, Camp Hill, Abbey, Riversley Park, Ladybrook	Barnardo's	01/09/2014
Rugby	Newbold Riverside, Claremont, Boughton Leigh, Hillmorton, Cawston, Wolston, Dunchurch, Oakfield	Barnardo's	01/09/2014
South Warwickshire	Wellies, Badger Valley, Lighthorne Heath	The Parenting Project	01/08/2014
South West Warwickshire	Clopton, Alcester, Stratford, Studley	The Parenting Project	01/07/2014
Southam	Southam	The Parenting Project	01/08/2014
Kenilworth	Kenilworth, St John's	Barnardo's	01/09/2014
Leamington	Kingsway, Lillington, Sydenham, Whitnash	Barnardo's	01/09/2014
Warwick	Warwick, Westgate & Newburgh	Barnardo's	01/09/2014

- 2.2 Barnardo's is a national charity, currently managing 135 centres across the country. The Parenting Project is a local charity, which has already been managing the four centres making up the South West Warwickshire group. This group transferred to the new contracts at the earlier date of 1st July. Please see http://www.barnardos.org.uk and http://www.stratfordchildrenscentre.org.uk/ for further information about the organisations.
- 2.3 Two centres Stockingford in Nuneaton and St Michael's in Bedworth did not go through the competitive tender process and will continue to be managed by the schools. They will be working in collaboration with Barnardo's in their respective areas to deliver services across the groups, and are therefore also operating under the new contracts as of 1st September.

3.0 Service Offer

- 3.1 The core purpose of children's centres is to improve the outcomes and life chances for children, particularly those experiencing the most challenges in their lives. Under the new contracts, this core purpose is to be met across a whole locality group or collaboration, rather than per single site as was previously the case. Each centre must provide at least 15 hours of on-site activity per week.
- 3.2 The Local Authority has commissioned the new providers to deliver services to meet the following outcomes for young children and their families:

Outcome 1 - Children are ready for school at age 5

At the end of the Early Years Foundation Stage (EYFS):

- All children will have a Good Level of Development (GLD) in personal, social and emotional development, physical development, and communication and language, enabling children's healthy development (prime areas of learning).
- All children have a Good Level of Development (GLD) in mathematics and literacy to enable them to be ready for school, strengthening children's knowledge and understating in these important areas (specific areas of learning).
- All children develop age appropriate comprehension and use of spoken and written language, self-management and self-control.

Outcome 2 – Parents and carers of under-5s are equipped to give their children the best start in life

- Parents and carers act as positive role models and demonstrate good parenting skills.
- Parents and carers understand their role in child development and the importance of learning at home.
- Parents and carers are able to access family learning courses learning courses which enable them to improve their parenting and personal skills.
- Parents are able to access evidence based parenting programmes such as Triple P.

Outcome 3 – Children under 5 and their families experience good health and well-being

- Parents/carers and unborn children get the best chance to experience a healthy
 pregnancy and early bonding and attachment. Parents need to access or be
 signposted to ante natal parent craft sessions such as Baby Steps to support them in
 their relationship with their baby.
- Breastfeeding is encouraged and supported leading to an increase in the number of mothers breastfeeding at 6-8 weeks
- Parents and carers are supported to encourage healthy eating and active lifestyles leading to a reduction in childhood obesity.

Outcome 4 – Parents and carers of under-5s achieve economic well-being

- Parents and carers receive support to improve family resilience, improve employability and reduce worklessness.
- Parents and carers are able to access accredited and non-accredited adult learning courses which enable them to improve their personal skills and access further education, employment and training.

Outcome 5 is overarching, and underpins all the work towards achieving outcomes 1 to 4:

Overarching outcome 5 – Children under 5 and their families achieve good outcomes regardless of their circumstances or location

- The centre engages with all families with children under 5 within the reach area.
- Parents and carers and children under 5 at risk of poor outcomes (with reference to target groups) are identified early, with an effective and targeted response to their needs.
- The centre maintains sustained contact with target groups.
- Parents and carers are supported to engage (where appropriate) with both statutory and voluntary support services for children and families.
- Advice and guidance is given to parents and carers to make informed, appropriate choices to meet their needs without creating service dependency.
- 3.3 The four providers of children's centres in Warwickshire will be both supported and challenged by the Local Authority to meet these outcomes. The Committee will receive an update report on this in January 2015 as requested.

4.0 Vision and Priorities

- 4.1 We are pleased to introduce our new providers to Members of the Committee. Throughout the tender and transition process, they have demonstrated that they are eager to work alongside the Council and with communities in order to deliver top quality children's centre services on our behalf and we look forward to working with them as the new model embeds.
- 4.2 Representatives from Barnardo's and The Parenting Project will provide a short presentation on their vision for children's centres in Warwickshire, their key priorities, target groups and areas of focus.
- 4.3 In attendance will be:

Parenting Project

Elaine Johnston – Chief Officer Caroline Loveridge – Children's Centre Co-ordinator

Barnardo's

Sue Berry – Assistant Director, Children's Services, Midlands Vicki Lant – Head of Children's Centre Development

5.0 Children's Centre Scrutiny Action Plan

5.1 Members will recall that in August 2013, the Children and Young People OSC carried out a Select Committee review of the Early Years Commissioning consultation and proposals. Following the review, the Committee's nine recommendations were approved by Cabinet on 12th September 2013. A copy of the Scrutiny Action Plan, which includes the list of recommendations and an outline of progress, is attached at **Appendix A.**

5.2 The Committee is asked to consider whether any of the recommendations included in the Scrutiny Action Plan have been completed and determine appropriate timescales for future updates.

Appendices

Appendix A – Children's Centres Scrutiny Action Plan

	Name	Contact details
Report Author	Lisa Robertson	lisarobertson@warwickshire.gov.uk
		01926 742356 (part time)
Head of Service	Christine Lewington	chrislewington@warwickshire.gov.uk
		01926 745101
Strategic	Wendy Fabbro	wendyfabbro@warwickshire.gov.uk
Director		01926 412665
Portfolio Holder	Cllr Bob Stevens	cllrstevens@warwickshire.gov.uk
		01926 814031

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
R1	That Cabinet recognise the needs of deprived families across the county and how they will be affected by the reduction of the Family Support Funding.	Cabinet recognises the importance of targeting resources on the needs of deprived families.	Barbara Wallace	16 th December 2013 – service specification	22 nd January 2013	COMPLETED The detail of the targeted approach to Children's Centres services is included within the Service Specification. The service specification has been shared with the Chair and Spokes on 28 th November and 17 th December 2013.
R2	That Cabinet includes in its 2014/15 budget proposal that funding for the Children's Centres for 2015/16 and 2016/17 is ringfenced so that there will not be a further reduction in funding.	Noted on the basis that the future funding of Children's Centres is a matter for decision as part of the 2014/15 - 2017/18 budget setting process and ring-fencing may have a disproportionate effect on other areas of the portfolio.	TBC	February 2014	2 nd Sept 2014	This recommendation is dependent on Cabinet decision and subsequent approval of the budget at Budget Council in February 2014. The savings plan has been approved to include a saving of £700,000 in 2017/18 to be achieved through the integration of children's centres and other early intervention family services. Officers are beginning to scope the options for this under the savings plan.

R3	That Cabinet recognise the issues regarding potential redundancies and TUPE arrangements and how these issues will impact on providers, particularly third party providers, in terms of funding frontline services.	Approved – officers to note when taking forward the proposals.	Barbara Wallace HR consultants	2 nd Sept 2014	Officers from Pensions, Legal, Procurement and HR have been working together to look at options to mitigate against the potential pension and redundant liabilities. An agreement was made to offer Voluntary Redundancy to all Warwickshire County Council and Schools based staff to mitigate against the need for the new provider to make compulsory redundancies. Following an expression of interest process, 18 members of staff have taken voluntary redundancy and 3 members of staff have voluntary reduced their hours. The total cost of this exercise was £346K. This, alongside a number of other staff who have resigned from their posts within children's centres, is hoped will have gone some way to mitigate the potential redundancies that will need to be made by the new providers. As part of the TUPE process, both providers have stated that they will need to restructure the services in order to respond to the budget cut.
R4	That Cabinet gives due consideration to the governance arrangements to be determined for the Children's Centres.	Approved – officers to note when taking forward the proposals.	Barbara Wallace	2 nd Sept 2014	Following completion of the tender process for the future governance of children's centres in Warwickshire, contracts were awarded on 23 rd May to the two successful providers, Barnardos and the Parenting Project. The tender process invited expressions of interest for the future governance of 10 separate groups across Warwickshire. Of the 10 groups, 7 were won by Barnardos, the wellestablished national organisation, and 3 by the Parenting Project, a small, local organisation already governing children's centres in the south of the county. All new contracts are in place as of 1 st September.

R5	That all Children's Centres offer Birth Registration services.	Approved – officers requested to pursue	Barbara Wallace in negotiation with Kushal Birla's team who presently manage this service	2 nd Sept 2014	An early meeting has taken place to consider a pilot scheme in Nuneaton as this area has the highest number of birth registrations. Comments from Kushal Birla: Currently, all births within Warwickshire are registered through an appointment-only service delivered through the four registration service offices in Nuneaton, Rugby, Stratford and Warwick. The service previously delivered services at outreach offices in Atherstone, Shipston and Southam. The level of demand through these outreach offices was very low. The offices have been closed as running the business from these outlets was no longer financially
					viable. The All Party Parliamentary group recognises the value of promoting birth registrations in children's centres. No legislation is required to allow this to happen but cross-government political commitments will be needed to make it happen. However, at the last meeting in November 2013, a number of barriers were identified by Mark Rimmer (Chair of the Local Registration Services Association) who spoke to the meeting about birth registration in Children's Centres. Mr Rimmer began by noting that as well as being Chair of the Local Registration Services Association, he has also worked as Director of Registrars Services in Brent Council and had recently been appointed Head of Registration and Nationality at Barnet Council, so was able to bring a front-line perspective to the debate.
					At the outset, he expressed his support for the idea of registering births in Children's Centres and affirmed that all of his comments should be framed in that context. However, he wanted to highlight some of the

	practical challenges which surrounded running registration offices in Centres.
	In particular, Mr Rimmer noted that there is currently huge resource pressure on registration services, particularly in terms of staff resources and employment. Given this, he said that his priority needed to be the delivery of the most effective registration service possible within the resource constraints he was facing.
	There were, in Mr Rimmer's view, efficiencies connected with the delivery of registration services in a civic centre setting, as opposed to a Children's Centre. For one, there would be fewer demands on staff time and resource if registration was co-ordinated from a centralised location such as a civic centre, as staff would not be required to visit all the Children's Centres in a local authority in order to deliver the service. Mr Rimmer also suggested that good transport links to central civic locations meant that these were often appropriate places for registration services to be situated, as they would be accessible to new parents from across the local authority.
	Recognising the importance of Children's Centres, Mr Rimmer argued that one cost effective alternative could be to have Children's Centre staff stationed within civic centres, from where they could distribute information about Centres and collect contacts for new parents who present to the registrars.
	In response to the presentation, the Group's Chair Andrea Leadsom expressed the strong disappointment of the APPG in Mr Rimmer's assessment, and stressed that there was political

					interest in implementing birth registration in Children's Centres across Government. She was aware, for example, that the Prime Minister had shown specific interest in the proposal. Further discussions are taking place with Kushal Birla with regard to the establishment of community hubs which would add strength to this debate.
R6	That the Children and Young People Overview and Scrutiny Committee and the Health and Wellbeing Board monitors the key service delivery outcomes, as defined by the Learning and Achievement service, and the extent to which these are achieved by the Children's Centre providers.	Approved – to be actioned by the CYP OSC and the HWBB	CYP OSC HWBB - Cllr Seccombe & Wendy Fabbro	2 nd Sept 2014	The Performance Management Framework was considered by members of Overview and Scrutiny at the meeting on 28 th November 2013. Responses to questions were presented to members at a later meeting on 17 th December. A response from the HWBB is yet to be received. The CYP OSC has requested a performance report for 6 th January 2015.
R7	That the Health and Wellbeing Board clarifies the strategic view of the Clinical Commissioning Groups (CCGs) regarding Children's Centres and their commissioning intentions to explore service delivery opportunities with the Centres.	Approved	Cllr Seccombe / Wendy Fabbro	2 nd Sept 2014	A response from the HWBB is yet to be received. Also see R8.

R8	That Elected Members support the Learning and Achievement* service in the development of Service Level Agreements with the following partners and/or services: Job Centres Plus, Health Visiting, Midwifery, Children's Services, Public Health, CAHMS and Adult and Community Learning. *the responsible service has become early Help and Targeted Support.	Approved – officers requested to pursue	Barbara Wallace	22 nd January 2014	Partnership agreements are already in place with South Warwickshire Foundation Trust. Barbara Wallace, along with the Strategic Commissioning team, are working to establish greater liaison with the three acute trusts working in Warwickshire. Work is being undertaken with Arden Commissioning Support Unit to strengthen the integration between children's centres and midwifery services, within the context of reduced resources. Meetings have also taken place to establish formalised working agreements with Adult Community Learning, but finalised agreements are dependent upon the proposed restructure of this service. Children's Centres are encouraged to widen their working arrangements with other training providers to ensure adult learning may effectively be delivered from Warwickshire Children's Centres. A working agreement with Job Centre Plus is now in place but subject to the capacity of JCP staff.
R9	That parents and other appropriate representatives are invited to contribute and submit their views at the appropriate stage of the procurement process.	Approved – officers to note when taking forward the proposals.	Barbara Wallace John Hopper	2 nd Sept 2014	Please see briefing note which was circulated to the Committee on 19 th March 2014. Both Barnardo's and Parenting Project have planned sessions at the start of their new contracts, to engage with parents in developing children's centre services to meet local need.

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Work Programme 2014/15

Recommendations

That the Children and Young People Overview and Scrutiny Committee:

- 1) Approves the updated Work Programme 2014/15;
- 2) Notes the update on the Transition of Mental Health Services Task and Finish Group and agree to have a joint meeting with the Adult Social Care and Health Overview and Scrutiny Committee to consider the final report;
- 3) Notes the arrangements for attendance at the Skills Show on 14th November 2014; and
- 4) Notes the update on recommendations and actions previously agreed.

1.0 Work Programme 2014/15 and Annual Event, 30th July 2014

- 1.1 The updated Committee Work Programme for 2014/15 is attached at **Appendix A.**
- 1.2 The Annual Work Programme event for all Overview and Scrutiny Committees was held on 30th July 2014 and gave members the opportunity to record their suggestions and priorities for the forthcoming year. The list of items relevant to the Committee will be shared with the Chair and Spokespersons to determine priority and allocation to future meetings, following which the Work Programme will be updated and shared with the Committee.

2.0 Briefing Notes

- 2.1 The following Briefing Notes have been circulated since the last meeting of the Committee:
 - Weblinks to Youth Centres 23rd June 2014
 - Children's Centres Commissioning 11th August 2014

2.2 Members are asked to consider whether they wish to undertake further scrutiny of any of the above topics.

3.0 Transition of Mental Health Services Task and Finish Group

- 3.1 The Task and Finish Group last met on 15th August to discuss a series of site visits which will be undertaken during September. As part of the review, members will be engaging directly with service users (and will receive training beforehand) and HealthWatch has devised a number of short questions for the young people to respond to. It is anticipated that the review will be completed in October 2014.
- 3.2 As this is a joint review of the Children and Young People and the Adult Social Care and Health Overview and Scrutiny Committees, it is suggested that a joint meeting be arranged to consider the final report and recommendations of the Task and Finish Group, to provide both Committees the opportunity for due consideration and discussion of the outcome of the review, prior to submission to Cabinet.

4.0 Super Priority Areas Task and Finish Group

4.1 The final report and recommendations of the Super Priority Area Task and Finish Group will be considered by the Committee at Item 6 on the agenda.

5.0 Skills Shows, 14th November 2014

- 5.1 The Chair and Spokespersons of the Committee have agreed to attend the Skills Show which is being held at the Birmingham NEC 13th to 15th November.
- 5.2 "The Skills Show, the nation's largest skills and careers event, is helping to shape the future of a new generation. Attracting over 75,000 visitors, the show provides hands-on experiences that inspire young people to explore further education, skills and Apprenticeships. The Skills Show is part of Find a Future, the organisation which brings together the nation's flagship skills and careers experiences." www.theskillsshow.com
- 5.3 If sufficient members are interested in attending, a mini bus will be arranged to transport members to the event from Shire Hall on Friday 14th November. Members are asked to confirm their attendance either at the Committee meeting, or to contact Elaine Sale in Democratic Services.

6.0 Recommendations and Action Plan

6.1 Attached at **Appendix B** is the document which helps the Committee to keep track of recommendations and requests that it has made. The document is regularly updated and presented to each Committee meeting, so that members can track progress and determine whether any further action is required.

7.0 Dates of Future Meetings

- 7.1 Future meetings of the Committee have been scheduled for 10.00 a.m. on the following dates:
 - 4th November 2014
 - 6th January 2015
 - 7th April 2015

Appendices:

Appendix A – Work Programme 2014/15

Appendix B – Recommendations and Actions 2014/15

	Name	Contact details
Report Author	Georgina Atkinson	georginaatkinson@warwikshire.gov.uk
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Strategic Director	David Carter	davidcarter@warwickshire.gov.uk
Portfolio Holder	Councillor Kam Kaur	cllrkamkaur@warwickshire.gov.uk

Item	Report detail	Date of last report	Date of next report
Questions to the Portfolio Holders / Forward Plan	Report which includes Forward Plan decisions relevant to the remit of the Committee. (Georgina Atkinson)	N/a	* Standing item for every meeting
Draft School Place Sufficiency Strategy	To consider the submission of the Draft School Place Sufficiency Strategy, prior to Cabinet on 18 September. (June Maw)	N/a	2 nd September 2014
Children's Centres Providers	To receive a presentation from Barnardo Services Ltd and The Parenting Group regarding their plans and aspirations for the Children's Centres. (Chris Lewington / Lisa Robertson)	N/a	2 nd September 2014
Home to School Transport Policy	Raised at 3 rd June 2014 meeting; Cllr Hayfield agreed to bring an update to the 2 nd September meeting – verbal update at this stage. (Nigel Minns)	N/a	2 nd September 2014
Super Priority Areas Task and Finish Group	To receive the report and recommendations of the Task and Finish Group. (Sally Baxter)	2 nd April 2014	2 nd September 2014
Vulnerable Learner Strategy	Consideration of the draft Strategy, which incorporates the 'Narrowing the Gap' objectives. (Nigel Minns)	N/a	2 nd September 2014
Scrutiny Action Plans	To receive an update on recommendations previously submitted and subsequently agreed (or noted) by Cabinet in respect of the following: • Academies and Free Schools (Claudia Wade – to confirm other officers) • Children's Centres (Barbara Wallace)	22 nd January 2014	2 nd September 2014

Item	Report detail	Date of last report	Date of next report
NEETs Update Report	The Committee to consider an annual update, with reference to statistical neighbours, looked after children, the legacy of pupil referral units and link to apprenticeships and work experience, with reference to the work of the Coventry and Warwickshire LEP in this area. Sept report – to include information on non-academic destinations. (Sarah Bradwell) Annual update to be scheduled for June each year, following September 2014.	22 nd January 2014	2 nd September 2014
Joint Strategic Needs Assessment	There will be a full review of the JSNA in 2015, focusing on the last three years work/products. The update is to be presented to the Health and Wellbeing Board in May (2014) and will cover the current 5 themes and 10 topics. It is recommended that a joint meeting with the ASC&HOSC is held towards the end of the year (October/November) to consider the review. (Georgina Atkinson / Ann Mawdsley)	N/a	Additional single item meeting in Oct/Nov – date TBC
Transition of Children to Adult Mental Health Services	Report of the joint Task and Finish Group with the OSC, Adult Social Care and Health OSC and Health Watch to review the transition of children to adult mental health services. Possible joint OSC meeting to approve. (Ann Mawdsley)	Agreed by OSC – 22 nd January 2015	Joint meeting with ASC&HOSC – TBC
Performance of Warwickshire C&YP in National Tests and Examinations	To consider the annual report on school attainment. Primary school data available by January and Sixth Form data by March. Headline data to go to members in November, what is the value added. Final data really available in June. (Nigel Minns) 3 rd June 2014 – request that the report include clarity on the County Council's strategy for how members, as 'Champion of the Learner', could successfully address school underperformance.	6 th November 2013	4 th November 2014

Item	Report detail	Date of last report	Date of next report
School Performance and Improvement	To receive a report on the current arrangements and resources for the School Improvement team and an overview of performance in each district/borough (building on the data in the Schools Dashboard) to identify any key performance issues/trends. (Graham Pirt)	N/a	4 th November 2014
Area Behaviour Partnerships	To consider an annual update on the progress of the ABPs, focusing on the performance, how any issues with underperformance have been addressed and what the impact of performance has been on young people. (Steve Pendleton)	6 th November 2013	4 th November 2014
All Age Autism Strategy	To consider an update on the Delivery Plan, the achievement of key outcomes and the three recommendations from the Chair & Spokes. (Lisa Lissaman)	N/a	4 th November 2014
Child Poverty Strategy	To consider the shortlist of proposed priorities, and the anticipated outcomes, for inclusion in the refreshed Strategy. (Bill Basra)	3 rd June 2014	4 th November 2014
Priority Families Programme	To receive an update on the Programme, refreshed criteria and expenditure of the surplus DCLG funding. (Nick Gower-Johnson)	3 rd June 2014	4 th November 2014
Children's Centres Service Delivery Outcomes	To undertake the Committee's previous recommendation for the Children's Centres Select Committee: That the Children and Young People Overview and Scrutiny Committee and the Health and Wellbeing Board monitors the key service delivery outcomes, as defined by the Learning and Achievement service, and the extent to which these are achieved by the Children's Centre providers.	23 rd August 2013	6 th January 2015

Item	Report detail	Date of last report	Date of next report
	The Committee to receive a performance report in order to monitor outcomes. First update to include detail regarding the award of the contract and the key service delivery outcomes that have been set. (Barbara Wallace / Kate Harker)		
Performance of the Independent Reviewing Service	To consider a report on the impact on young people of the performance of the Independent Reviewing Service and the application for a Market Forces Supplement for IRO salaries. (Jenny Butlin-Moran)	22 nd January 2014	6 th January 2115
Adoption Process and Scorecards	To receive an update on the implementation of changes to the adoption process, including the impact of the Government Adoption Action Plan. (Brenda Vincent)	2 nd April 2014	7 th April 2015
Primary Inclusion Support Groups	The Committee to consider an annual report on the Primary Inclusion Support Groups to include the experience gained of transport issues and how these have been resolved. (Pat Tate / Graham Pirt)	2 nd April 2014	7 th April 2015
Childcare Sufficiency Assessment	To consider the annual report (prior to approval at Cabinet) on how the Council is meeting its duty to secure sufficient childcare. (Diana Spragg) Possible Select Committee approach – requires further discussion at Chair & Spokes (then add to Forward Plan)	N/a	7 th April 2015 – TBC *discuss at future Chair & Spokes
Mental Health Service Provision for Children in Schools	Possible joint Task and Finish Group with Adult Social Care and Health – needs further discussion with Chair and Wendy Fabbro. Request that School Governor representatives be invited to participate in that review. (Georgina Atkinson)	or 22 nd January 2015	

Item	Report detail	Date of last report	Date of next report
Organisational Health Report 2014/15	Quarterly report to scrutinise the performance management of services that fall within the remit of Committee. (Georgina Atkinson)	22 nd January 2014	TBC
Local Offer	To consider the outcome of the consultation regarding the Local Offer for social care, education and health for children with disabilities. (Hugh Disley / Adrian Wells) *Need confirmation of when this will be available	16 th July 2014	TBC

Briefing Notes

Item	Briefing Note detail	Date requested	Date circulated
Role of the Director of Children's Services	To assess the robustness of arrangements in place for the dual role of the Director of Children's and Adult Services. To include minutes of the Warwickshire Safeguarding Boards who also monitor this arrangement. (Wendy Fabbro)	13 th January 2014	
Children & Families Bill 2013 and SEND Reforms	To consider an update on the implications and changes arising from the implementation of the Children and Families Bill 2013 and the Special Educational Needs and Disability (SEND) reforms. (Judith Humphry)	2 nd May 2014	
School Improvement Team	To consider the findings of the internal audit review of the School Improvement team. (Claudia Wade to confirm)	27 th January 2014	

Warwickshire Education Services (WES) – Trading Update	To assess the progress of WES and the competitiveness of the LA's offer to schools. (Janice Ogden)	27 th May 2014	
Schools Dashboard Report	Includes KPIs for schools, i.e. number of children attending 'good' schools. (Wendy Fabbro)	2 nd May 2014	21 st May 2014
Review of Threshold Document	Briefing note regarding the review of the document which focuses on the threshold for children and/or families requiring social care support. (Wendy Fabbro)	2 nd May 2014	
Universal Free School Meals	First briefing note provided in January 2014 – request update on the latest position, particularly around the County Caterers Implementation Plan, the readiness of schools for September and arrangements for those schools who do not have any catering provision.	2 nd May 2014	30 th May 2014
Coventry & Warwickshire Partnership Trust	Briefing notes regarding the recent Care Quality Commission report.	2 nd May 2014	7 th May 2014
Adoption Performance	Briefing note on the County Council's performance in respect of adoption targets and process times. Last update received April 2101 – 6 month update due October 2014. (Brenda Vincent)	3 rd June 2014	

Recommendations and Actions raised by Children and Young People Overview and Scrutiny Committee 2014/15

Date raised by the OSC	Recommendation / Action	Lead Member / Officer	OSC Update	Progress Notes
2 nd April 2014	Early Years Commissioning – Chris Lewington undertook to circulate a briefing she had prepared to members of the Committee, which would include details of future savings plans.	Chris Lewington	3 rd June 2014	COMPLETED Briefing notes circulated to members 12 th May 2014
2 nd April 2014	Warwick Super Priority Area – June Maw undertook to check whether a response to the consultation had been received from the Warwick Transport Strategy Group.	June Maw	3 rd June 2014	COMPLETED June Maw has confirmed that no consultation response was received from this group.
22 nd January 2014	Hugh Disley, Head of Early Intervention, agreed that the page would be amended to include the full list of youth and community centres, with web links to the full youth other in each area.	Hugh Disley	2 nd April 2014	COMPLETED Briefing note circulated to the OSC – 19 th June 2014
22 nd January 2014	Request that the Committee have sight of the County Council's response to the letter that was submitted to the Chief Executive and the Leader of the Council by the Chair of Governors at Kenilworth Children's Centre and Nursery.	Hugh Disley / Claudia Wade	2 nd April 2014	Letter circulated to the Committee by email – 13 th March 2013. Further request for clarification raised by Cllr Whitehouse re: 1) Informal comments raised by some providers; 2) A clear statement of WCC's own policy position? Do we "value the

Recommendations and Actions raised by Children and Young People Overview and Scrutiny Committee 2014/15

				expertise of EYTCs" or not?; and 3) What is WCC doing to utilise Nursery schools/classes to the full for the benefit of the whole of early years education across the county, and to ensure the sustainability of the EYTCs for the future? Issue referred to Cllr Hayfield – 6 th June 2014
3 rd June 2014	 Early Years Commissioning: A list of the Children's Centres to be transferred under each tranche. Information on the rationale for the selection of Barnardo Services Ltd (once no longer commercially sensitive). Clarification on whether, and to what extent, the Social Value Fund had been considered as part of the procurement process. 	Chris Lewington	2 nd Sept 2014	COMPLETED Briefing note circulated to the OSC – 11 th August 2014
3 rd June 2014	Members briefing be arranged to provide information and assurances on: the County Council's approach to commissioning to ensure that micro enterprises were being positively engaged; the consideration of Social Value; the balance of transparency against commercial sensitivity; and the parameters for commissioning to ensure that locally experienced providers could be captured.	Chris Lewington	2 nd Sept 2014	Request sent to CL – 5 th June 2014

Recommendations and Actions raised by Children and Young People Overview and Scrutiny Committee 2014/15

3 rd June 2014	The Committee to give consideration to the invitation of community groups, partners and services users to present their views on key topics included in the Committee's Work Programme.	Georgina Atkinson / Chair & Spokes		COMPLETED – discussed at the Chair & Spokes meeting, 1 st August 2014, no further action required.
3 rd June 2014	That a written version of Nigel Minns' vision for the Leaning and Achievement service be circulated to all elected members.	Nigel Minns	2 nd Sept 2014	Request sent to NM – 5 th June 2014
3 rd June 2014	Educational Provision: 1) Clarification on the reasons for the 20 per cent decrease in responses to the annual pupil survey in 2013. 2) Information on the County Council's 34 apprenticeship placements.	Sarah Bradwell		1) The survey was offered free to all schools, but is not compulsory for schools to take part in. Many undertake their own consultations/surveys with pupils and parents and tailor them to meet their own needs accordingly. The annual pupil survey was commissioned by the Children's Trust (CT) and when the need for each LA to have a CT became 'non statutory', priorities shifted away from the CT agenda, the survey has not been commissioned this year. 2) For information this has now increased to 47 in total with 44 still with us working in the following areas of the council: Information Assets, Forestry (County wide), CFM Warwick, CFM Coleshill, Waste Projects, Trading Standards, Rural Services (Kingsbury Water Park), Business Support, Pension

Recommendations and Actions raised by Children and Young People Overview and Scrutiny Committee 2014/15

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				Services, HR Service Centre, Heritage & Culture, Transport and Highways, HR Business Partnership, Strategic Procurement,, Finance, Regeneration & Special Projects, Library and Information Service (Across all districts), Pension Services, Exchequer Services, Localities and Partnerships (North, East, Central & South), Physical Assets, Public Health, Targeted Youth Support, Service Development and Assurance, Payroll Services, Assets Strategy, Regeneration & Special Projects (Nuneaton), Customer Relations, Rural Services (Ryton Pools Country Park).
3 rd June 2014	Democratic Services to organise the Committee's attendance at the Skills Show at the NEC.	Georgina Atkinson / Elaine Sale	2 nd Sept 2014	Chair & Spokes agreed to attend on 14 th November – mini bus to be arranged if sufficient members wish to attend. See Work Programme report for 2 nd Sept 2014.
3 rd June 2014	Priority Families Programme: 1) Data regarding Priority Families in each electoral division be circulated, 2) Information about the partnership event scheduled for 14 th July 2014 be circulated, with an invitation for up to three members to attend.	Nick Gower- Johnson	2 nd Sept 2014	Request sent to NGJ – 5 th June 2014 1) Awaiting information. 2) COMPLETED - Cllrs Williams, Parsons, Chilvers and Whitehouse attended the event.

Children and Young People Overview and Scrutiny Committee

2nd September 2014

School Admissions Super Priority Area Task and Finish Group Report

Recommendation

That the Children and Young People Overview and Scrutiny Committee:

- 1) Approves the final report and recommendations of the Super Priority Areas Task and Finish Group; and
- 2) Agrees to forward the report and recommendations to Cabinet for approval on 18th September 2014.

1.0 Background

- 1.1 At the meeting of the Children and Young People Overview and Scrutiny Committee on 22nd January 2014, members were consulted on the proposed admissions arrangements for 2015/16. Pending the outcome of the consultation, it was proposed that a Super Priority Area (SPA) be implemented as it could provide a solution with regard to siblings' admissions.
- 1.2 A further report on the SPA proposal was considered by the Committee on 2nd April 2014 who remained supportive of the proposal but had concerns regarding the timescale and communication in relation to the consultation and recognised that it would not be possible for Cabinet, given the time constraints, to introduce this on a countywide basis.
- 1.3 The Committee concluded that a Task and Finish Group be established to examine the principle and feasibility of the establishment of SPA's across the urban areas of Warwickshire with the initial focus on Warwick and Leamington and to submit recommendations to the Children and Young People Overview and Scrutiny Committee on 2nd September 2014.

2.0 School Admissions Super Priority Area Task and Finish Group

2.1 The first meeting of the Task and Finish Group was held on 12th May 2014 with a subsequent six meetings to consider a wide range of information to establish whether a SPA would address the issue of sibling displacement.

Information was provided by the following sources:

- Officers from Learning and Achievement, People Group;
- Officers from Transport and Highways, Communities Group;
- 48 responses to the admission arrangements 2015/16;
- 'Siblings at the Same School'
- Two members of the public; and
- Views of education professionals.
- 2.2 During the evidence gathering process, the following themes were identified and provided the basis for the Group's conclusion.
 - Local children and families;
 - Schools:
 - The Application Process;
 - Transport; and
 - Local issues

3.0 Recommendations of the School Admissions Super Priority Area Task and Finish Group

3.1 On the basis of its work, the Task and Finish Group has developed the following recommendations:

<u>Recommendation 1</u> – That Cabinet does not pursue the previously proposed Super Priority Area for Warwick.

Recommendation 2 – That Cabinet consider consulting on the running of a two year pilot in Warwick and Learnington during the academic year 2016/17 on the basis of the following criteria:

- (1) Children with a statement of Special Educational Needs that names a school will be admitted and then children in the care of, or provided with accommodation by, a local authority and children who are looked after, but ceased to do so because they are adopted (or became subject to a residence order of special guardianship order);
- (2) Children who have a brother or sister at the school at the time of admission;
- (3) Children who have a brother or sister at the partner junior school at the time of admission:
- (4) Other children living within the priority area;
- (5) Other children living outside of the priority area.

Recommendation 3 – That Cabinet request that officers review the annual school admission booklet for schools outside of the pilot area, with a view to make it more explicit that where parents choose schools out of their priority area there is a chance that there will not be a place for siblings in future years and that parent's enter a choice of up to six schools because entering only one choice will not guarantee a place at that school.

4.0 Comments from Learning and Achievement

4.1 In response to the 3 recommendations agreed by the task and finish group comments were made by officers from Learning and Achievement in the People Group. These are attached at Appendix B for the committee's consideration.

Appendices

Appendix A – Report of the Super Priority Area Task and Finish Group Appendix B – Comments of Learning and Achievement

	Name	Contact Information
Report Author	Sally Baxter	sallybaxter@warwickshire.gov.uk
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APPENDIX A

SCHOOL ADMISSIONS SUPER PRIORITY AREA **DRAFT REPORT**

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1.0 Introduction

1.1 Executive Summary

Warwickshire County Council is the Admissions Authority for all community and controlled schools. Governing bodies are the admission authorities for voluntary aided, trust and academy schools. Every year the council is required to consult on its admission policy. In recent years, a pressure for places has grown and in light of this, concerns have been expressed that the policy discriminates against certain children and families. These include those families where a place is sought for a younger sibling.

The County Council undertook a consultation which commenced on 6 January 2014 for a period of 8 weeks until 1 March 2014 on school admission arrangements for 2015. Consultation included a proposal to merge the current priority areas of the six primary schools in Warwick into one Super Priority Area (SPA).

The Council's Children and Young People Overview and Scrutiny Committee consulted on the proposed primary school admission arrangements at a meeting on 22 January 2014 and at this point indicated support for the proposed SPA as it could provide a solution with regard to siblings' admissions.

A further report on the SPA proposal was considered by the Committee on 2 April 2014 who remained supportive of the proposal but had concerns regarding the timescale and communication in relation to the consultation and recognised that it would not be possible for Cabinet, given the time constraints, to introduce the SPA.

The Committee concluded that a task and finish group be established to examine the principle and feasibility of the establishment of SPA's across the urban areas of Warwickshire with the initial focus on Warwick and Leamington areas and to submit recommendations to the Children and Young People Overview and Scrutiny Committee on 2 September 2014. The Cabinet on 10 April considered the recommendations from the Committee and decided to defer proceeding with the Warwick SPA proposal pending the outcome of the Task and Finish Group.

The timescale has been tight but the Task and Finish Group has considered the implications of the introduction of SPAs, looking at evidence, including that provided in relation to the specific proposal for an SPA for Warwick. The principal conclusion from the Group is that an SPA for Warwick be not pursued (section 3.0, Part A) and that the

model deriving from the evidence is explored further (section 3.0, Part B).

1.2 Members and Contributors

Members of the Task and Finish Group were Councillors Maggie O'Rourke, Wallace Redford, Clive Rickhards (Chair) and John Whitehouse. Chris Smart MBE was co-opted to the group.

Officers from Warwickshire County Council's Learning and Achievement Service met with the group to provide knowledge of the background to the review and the public consultation. They also provided guidance on the legal framework such as the school admissions criteria and information which had been considered during and following the consultation on the proposed Super Priority Area in Warwick. Officers from the Transport and Highways Service also provided evidence with regard to the impact on travel routes and mode of travel of any changes to the admissions policy.

The group was also supported by members of the Democratic Services Team.

1.3 Evidence

The following evidence was considered:

Primary

- Verbal evidence provided by two members of the public in support of adopting the Proposed Super Priority Area in Warwick with a view to give priority to siblings.
- Verbal evidence from the co-head teacher of Coten End Primary School.
- Verbal evidence from Siblings at the Same School.
- Maps and statistical data generated regarding the current situation and assess the impact of the Super Priority Area in Warwick and North Leamington.

Secondary

- Background information regarding the school admission code, key elements of the School Adjudicators Annual Report, the original proposal and the consultation document that was considered by Cabinet.
- Warwickshire County Council Admission Arrangements 2015/16.
- Information regarding other authorities' oversubscription criteria.

- All responses (48) to the public consultation that were considered by Cabinet earlier in 2014.
- Views and opinions of officers working within the Learning and Achievement Service.
- Information from Transport and Highways on the potential impact on traffic and transport.
- Written submission with supporting evidence from the 'Siblings at the Same School'.

1.4 Dates and Timescales

- <u>02 April 2014</u> Task and Finish Group established by the Children and Young People Overview and Scrutiny Committee.
- <u>10 April 2014</u> Consultation responses considered by Cabinet.
- 12 May 2014 Initial meeting of the Task and Finish Group with officers from Learning and Achievement and Supporting officers from Democratic Services to agree the scope of the review.
- O2 June 2014 Presentation provided by Learning and Achievement on the Schools Admissions Code and the Annual Office of the Schools Adjudicators Report. Data was distributed providing a comparison of school place offers for both in/out area children with or without a sibling for reception intake in 2014. Further information was distributed after the meeting at the request of the Task and Finish Group.
- 16 June 2014 Verbal evidence provided by a Co-Head Teacher of Coten End Primary School. The full list of responses to the consultation was distributed to the group after the meeting.
- 17 July 2014 Verbal evidence and consideration of written evidence by 'Siblings at the Same School'. Evidence including maps and data with regard to mode of transport of the 6 primary schools within the proposed Super Priority Area and the potential effects on the mode of transport and traffic levels. Further evidence was distributed after the meeting by Transport and Highways at the request of the Task and Finish Group.
- <u>23 July 2014</u> Verbal evidence provided by parents that have experienced the displacement of their children.
- <u>30 July 2014</u> Meeting of the Task and Finish Group to discuss the evidence provided and identify potential recommendations.
- 06 August 2014 Report drafted for Task and Finish Group consideration.
- <u>15 August 2014</u> Meeting of the Task and Finish Group to discuss and amend the first draft report.

2.0 Overview

2.1 Background

Warwickshire County Council is responsible for determining school admission arrangements in line with statutory guidance (Schools Admission Code 2012) for all community and controlled schools within the county. The number of applications for school places can exceed the number of available places. In this instance, oversubscription criteria are used to determine how the school places are allocated.

The Learning and Achievement Service is responsible for the administration of the Warwickshire County Council School Admissions Arrangements. They are the first point of contact for parents that are applying for school places both at intake and during ('in year') the academic year.

2.2 Rationale

The Task and Finish Group was established by the Children and Young People Overview and Scrutiny Committee to inform further consultation on the primary school admission arrangements by exploring the theory and practice of Super Priority Areas for urban areas.

Members of the Children and Young People Overview and Scrutiny Committee reviewed the consultation and produced a response in support of the proposed Super Priority Area. In addition, a report consisting of a request and a recommendation was considered at Cabinet held on 10 April 2014 detailing their concern with the timeliness of the consultation and opportunity for elected members to challenge and scrutinise decisions.

Cabinet accepted the recommendation and would await the outcome of the review to be undertaken by the Task and Finish Group.

2.3 Objectives

A short-life Task and Finish Review was undertaken to gather evidence from a variety of sources to inform a report regarding the proposed Super Priority Area. The report will be considered at the Children and Young People Overview and Scrutiny Committee meeting scheduled for 2 September 2014 with a view to these being conveyed to Cabinet.

A copy of the full scope for the review is attached at Appendix A.

3.0 Evidence leading to conclusions and recommendations

The Task and Finish Group held seven meetings to evaluate information from a variety of sources including the oversubscription criteria for 24 local authorities in England and the 48 responses to the consultation. A detailed list of the information is contained in Appendix B.

A wide range of information was considered in order to establish whether a Super Priority Area would address the issue of sibling displacement. The focus would be to address issues of the moment however, the Task and Finish Group was mindful that circumstances may change in the future. Initial work concentrated on gathering information on the existing Rugby Super Priority Area, the admission arrangements in operation and the regulations (School Admissions Code) that the authority is required to comply with.

A range of internal and external representatives were invited to share their expertise and evidence regarding the practical implication of a Super Priority Area. This enabled the Task and Finish Group to determine the feasibility and appropriateness of the approach in Warwickshire's urban areas.

During its consideration of the evidence, the Task and Finish Group examined the impact of the Super Priority Area against five key themes:

- 1. Local children and Families;
- 2. Schools;
- 3. The Application Process;
- 4. Transport; and
- 5. Local Issues.

Detail of the evidence examined and conclusions reached in respect of the above four areas as detailed.

Local children and Families

Evidence provided by 'Siblings at the Same School' and members of the public, highlighted both the national and local problem with regard to the lack of school places and this was acknowledged throughout the review.

'Siblings at the Same School' stated that where siblings are unable to attend the same school this can have a detrimental effect for the following reasons:

- Families and children not being able to take an active part in the school community due to conflicting demands of having children attending different schools.
- Difficulties in managing day to day tasks such as transporting the children to different schools which could be some distance apart.

- Families feeling 'punished' by the school admissions arrangements for not choosing the school within their local area when it was acknowledged that parents did not always choose the local school for reasons such as:
 - 1. The local school is oversubscribed:
 - 2. Another school is chosen because it is closer to where they live;
 - 3. Another school is chosen based on Ofsted reports, school facilities, school ethos etc and;
 - 4. Another school is chosen to better facilitate family life such as proximity to the parents workplace/ other childcare arrangements.

A statistical analysis (see below table) was produced by Learning and Achievement Service, to give a context to the numbers of children adversely impacted by the school admission arrangements and the displacement of siblings, based on the number of applications for 2014 reception year intake.

			Total applicants <u>offered</u> places with a sibling		Total <u>not offered</u> places with a sibling	
School Name	PAN	Total applicants	In A rea	Out Area	In A rea	Out Area
Coten End Primary School	90	213	30	9	0	0
Emscote Infant School	75	144	7 (8 with Jnr)	5 (8 with Jnr)	0	0
Newburgh Primary School	60	100	22	0	0	0
Woodloes Primary School	60	83	12	13	0	0
Westgate Primary School	30	67	3	4	0	0
Warwick SPA Total	315	607	75	45	0	0
Warwickshire Total (LA criteria)			1144 (1259 with Jnr)	493 (577 with Jnr)	0	46
All Saints' C of E Junior School	60	58	6 (11 with Inf)	8 (0 with Inf)	0	0

It was acknowledged that whilst only a small number of families were adversely affected by the oversubscription criteria (46), the impact on those families can be significant.

The School Adjudicator's Report reiterated the issue of displacement for first born children, or not being able to provide a place for children new to the area, if siblings in or out of area, were given priority. It also comments upon the disadvantages for families when a younger sibling retains priority at an oversubscribed school when a family moves out of the area and the situation in 'bulge' classes where the overall effect in some schools is that sibling priority reduces the number of places available for children living near the school. However, it concluded that "there is no easy solution to any of the sibling related objections".

The effect on displaced children within a locality was also considered as this would be an issue if the Super Priority Area was adopted because it was possible that out of area siblings could be allocated a school place over a local child that lived geographically closer to the particular school. This would be especially problematic for children living on the outer areas of Warwick e.g.

Myton Road, who wouldn't live close enough to the centre of the Super Priority Area therefore, may have to travel greater distances to attend school.

A counter argument to the locality issue was put forward which suggested that the education provision at a school could be enhanced by having children from a different area as opposed to the local area. This diversification would enrich the culture of the school but it was identified that as a result, local children could be displaced. It was accepted that the Task and Finish Group was focussing on the urban area of Warwick, but there was an expectation that any recommendation could potentially be applied county wide and the impact of displacing local children in a rural area, would need to be considered.

The displacement of local children and the importance of retaining locality were highlighted in the responses to the consultation. Parents wanted their children to attend the 'local' school to establish a community; a support network within the area they lived e.g. taking children to school. This sense of community also promoted social development for their children who were educated amongst their friends within the locality and build strong links with the area. The sense of local community would be diluted by the implementation of a Super Priority Area with children attending any of the six schools within it.

Schools

During verbal evidence from one of the Co-Head Teachers of Coten End Primary School, it was asserted that although they supported the principle that siblings should be educated together, the school still did not support the Super Priority Area as they believed that the proposed model would be disproportionately at the expense of children within the priority area.

In addition to this concern, the issue was raised that some schools within the area would see their admission numbers negatively impacted with parents' choice being driven by Ofsted ratings. Instead, the issue could be addressed by creating an 'urban area of Warwick' which gave priority to siblings, but retain the schools' individual priority areas as this would still serve the local community.

The issue of the application process was raised during the verbal evidence received from a primary school teacher and parent. She stated that she was aware of the application process and the criteria applied for oversubscribed schools but did not fully comprehend or appreciate the impact of the oversubscription criteria. She said it was not easy to understand and may lead to parents misunderstanding that they may not be allocated the place they want for their child.

Furthermore, when stating their choices, they do not follow the instructions and advice of the Admissions Team and the publications regarding the application process. Many only stated one choice, rather than up to the maximum six, in the belief that they will be allocated that place because it is the only school they have listed. She asserted that the process was complex and, at times, misleading for parents.

Support for a 'simple' model of admission arrangements was provided by 'Siblings at the Same School'. The information contained the opinion of the Warwickshire Teacher Representative Panel, which stated:

- "We support the simplest model. This three part process is already practiced in many Local Authorities and comprises:
- *Vulnerable children (those in care, looked after, those with health issues and those with SEN);
- *Siblings;
- * Proximity to the school (Proximity also used as criteria if school is oversubscribed by children form the first two elements)".

This led the Task and Finish Group to conclude that a Super Priority Area and its relating oversubscription criteria would exacerbate the application process further for parents and children by removing the individual priority area for schools in Warwick. Parents may choose and do, to state only one place for their child in the belief they will be allocated that place when in fact, they may be allocated a place at any school within the Super Priority Area, in the case of oversubscription.

The Application Process

During discussions with officers and independent witnesses consideration was given to the literature produced by the County Council for the use of parents and carers when applying for a primary, infant or junior school place. Each year a detailed colour booklet is produced and distributed to parents. In 2014 – for the 2015 intake - the booklet extended to 48 pages. This contains a wealth of information regarding the application process and the criteria by which admissions are regulated. In addition it contains a list of primary, infant and junior schools in Warwickshire along with an indication of the number of places available at them.

Within the introduction to the current booklet (page 4) it is stated that where a parent selects a school that is out of area for their first child they run a risk that there will be no place at that school for any subsequent children (siblings). However, this is contained in the general body of text and is not highlighted in any way.

In addition, officers and independent witnesses discussed the issues associated with parents entering only one choice for a school place. Parents

were given the opportunity to list up to six choices, in order of preference, on the application form. Some parents entered only one choice and this did not guarantee a place at that school and may result in offer of a school some distance away after other parents have had their choice based on their expressed choices in preference order.

Transport

With displacement of children as an issue, this would also increase the financial implications for the admission authority in so far, School Transport may be required to transport children that live over 2 miles from their allocated school and qualify for assistance.

The Learning and Achievement Service have provided an estimated analysis of the likely cost to the authority, based on 2014 data but applying it to give siblings priority after the statutory requirements (Looked after Children). It is reported that 39 in area children in addition to the 46 in area children, across Warwickshire, that were not offered a place within their priority area on National Offer Day for September 2014 entry, would also be displaced.

At least a third of the additional 39 displaced in area children would qualify for free transport via School Transport. The estimated financial impact for the authority is difficult to calculate but the authority currently charges un-entitled students £660 per year to use its bus services, in order to cover the operating costs of the service. In areas where a bus service is not operated, the average mainstream taxi cost is £22 per day, per student.

In light of this, if siblings were to be given priority, the long-term impact could produce a greater number of in area children being displaced with the potential to increase demand of School Transport. If displaced children are entitled to School Transport, this may increase pressures on the School Transport budget.

Further evidence provided a strong correlation with increased traffic when children had a greater distance journeys to travel. It was reported that during the peak period Warwick has the lowest speed journeys in the county and this could be exacerbated with parents opting to use vehicular transport the further away their child's school is located from their home. This also raises health implications for children because they will not be able to walk to school. The table below provides an analysis of children walking to school and the impact the greater the distance is on this mode of transport provided by information gathered at the 2011 School Census.

School	Walk (within 1 mile)	Walk (within 1-2 miles)	Car (within 1 mile)	Car (within 1- 2 miles)
All Saints C of E School	87%	71%	10%	14%
Coten End	77%	16%	18%	68%

Primary School				
Emscote Infant and Junior School	74%	33%	24%	50%
Newburgh Primary School	88%	10%	13%	90%
Westgate Primary School	68%	67%	22%	33%
Woodloes Primary School	77%	30%	21%	70%

Local Issues

In consideration of financial implications for the authority, it was reported that in addition to potential increases in School Transport costs for those children displaced, due regard must be given to the Warwick District Council Local Plan. New residential development will create additional demand for education facilities and place pressure on existing facilities. Developer contributions towards educational facilities are calculated on the need for expenditure which is based on the number of pupils expected to come from a development and the number of pupils that are already or expected to be in the local school and where they come from.

The Warwickshire Observatory produces an analysis of "Who goes where"; that is the number of pupils in each group who live in the school's priority area and the number from other schools' priority areas. As discussed earlier in the report (page 8, Local children and Families), some children already attend schools that are not within their priority area for a number of reasons including the oversubscription of the school, parental choice, closer proximity to another school or another school is more compatible to assist with family life.

Developers and their agents can, and routinely do, access this information, scrutinise it and, where there are children from other priority areas, challenge any case for need, by making the case that the school is not meeting local demand and that demand coming from the development can be met by not admitting children from outside the priority area in future years, therefore not requiring financial contributions.

A potential impact of moving to sibling priority would be to increase the potential number of pupils coming from outside the priority area, which could result in a reduction of developer financial contributions (which currently stand at (per pupil) at Primary school, £11,687 and £13,079 for early years and Primary SEN).

As the Council's capital budget is already very limited, any measure which potentially reduces it further runs the risk of the Council not being able to fulfil its statutory duty to provide sufficient places. It also runs the risk that pupils from the developments (as well as existing homes) would not be able to go to

their priority area school, thus incurring additional costs to a transport budget which is already significantly overspent.

With regard to school priority areas, it was accepted the areas were based on historical information and these areas would need to be reviewed to incorporate any development included in the final Local Plans.

The Task and Finish Group highlighted the importance that the admission arrangements for the Super Priority Area would only be applicable to community controlled schools and with more schools exploring academy status, the arrangements may not be fit for purpose. Academies, voluntary aided schools and foundation schools had their own individual admission arrangements and were less likely to adopt any criteria that supported a complicated model for primary school admission arrangements.

During the process the Task and Finish Group considered other authorities Admission Arrangements and the list of priority children contained in the oversubscription criteria. Surrey County Council and Birmingham City Council give priority to siblings, after those that each authority was required to give priority, without any in/out of area distinction. The Task and Finish Group discussed this approach and believed that this would address the sibling displacement issue without implementing a complex admission system which could be the case if the Super Priority Area was implemented.

<u>Conclusions Derived from the Evidence presented to the Task and Finish</u> Group

This section is divided into two parts (A&B). Part A concerns the consideration of a Super Priority Area for Warwick. Part B concerns an alternative admissions model that the authority may wish to consider.

Part A

It was evident that after considering the information, the Rugby Super Priority Area was established to ensure that children from the local area had the choice to apply for a place at a local school and was not linked to the issue of sibling displacement. For this reason the Task and Finish Group did not pursue this line of inquiry but turned instead to the effect of an SPA in Warwick and Leamington.

It became evident that the proposed Super Priority Area in Warwick did not guarantee that siblings would be educated together, a point that was raised by officers in Learning and Achievement Service and concluded by the Task and Finish Group when looking at the maps and receiving advice as to how it would operate.

Based on the evidence considered the Task and Finish Group has agreed that the Super Priority Area in Warwick be not pursued for the following reasons:

- This model does not address the issue of siblings not being educated together because it was designed for a different purpose (Rugby Super Priority Area model).
- The implementation could potentially exacerbate reported problems with the application process and lead to misunderstanding.
- Children living on the periphery of popular/ oversubscribed schools
 priority areas could be disproportionately disadvantaged resulting in
 them being displaced and, having to potentially travel further distances
 to attend a school.
- Some schools could be negatively impacted by creating a Super Priority Area that provided the choice of six schools within it. This raises the issue of sustainability and financial implications for schools that had surplus places.
- Traffic would be increased by creating a Super Priority Area with children travelling greater distances by car to attend school. This does not support or promote the Health and Wellbeing strategy for children.
- The proposed Super Priority Area did not guarantee that out of area siblings would be allocated a place at the same school.
- Possible financial implications for Warwickshire County Council.
- Loss of 'local school community'.
- Academies and Voluntary aided schools would also need to adopt the oversubscription criteria for there to be a uniformed approach and, it was not guaranteed that this would be the case.

Part B

In light of the recommendation not to pursue the Super Priority area in Warwick, information and evidence received during the review process, the Task and Finish Group has developed an alternative model for implementation in Warwick/Leamington, for the Children and Young People Overview and Scrutiny Committee and Cabinet, to consider:

A pilot model that gave siblings greater priority in the Primary School Admission Arrangements for the defined area of Warwick/Leamington.

- This option would support evidence that siblings' educational, emotional and social development is enriched when they attend the same school (Section 3.0).
- Support evidence that a simple model would promote equality and mitigate against misunderstandings during the application process (Section 3.0).
- The pilot model would enable the demonstration and subsequent analysis, of the impact on some on the issues raised (see section 3.0, Transport and Local issues).

The current admission arrangements give children with siblings that live out of area, fifth priority out of a list of seven priorities. The current arrangements are as follows:

- (1) Children with a Statement of Special Educational Needs that names a school will be admitted and then Children in the care of, or provided with accommodation by, a local authority and children who are looked after, but ceased to do so because they are adopted (or became subject to a residence order or special guardianship order);
- (2) Children living in the priority area who have a brother or sister at the school at the time of admission;
- (3) Children living in the priority area who have a brother or sister at the partner junior school at the time of admission;
- (4) Other children living in the priority area;
- (5) Children living outside the priority area who have a brother or sister at the school at the time of admission;
- (6) Children living outside of the priority area who have a brother or sister at the partner junior school at the time of admission;
- (7) Other children living outside of the priority area.

The pilot model for Warwick/Leamington would increase priority for all siblings with no in/out of area distinction, to second priority, after the statutory prescribed first priority. Thus the priorities would be:

- (1) Children with a Statement of Special Educational Needs that names a school will be admitted and then Children in the care of, or provided with accommodation by, a local authority and children who are looked after, but ceased to do so because they are adopted (or became subject to a residence order or special guardianship order);
- (2) Children who have a brother or sister at the school at the time of admission;
- (3) Children who have a brother or sister at the partner junior school at the time of admission;
- (4) Other children living within the priority area;
- (5) Other children living outside of the priority area.

The pilot model could be implemented for a period of two years to enable officers to assess its effectiveness and impact on issues with the focus of the impact on children. Cabinet could consider a countywide introduction of the model, to be achieved by an identified target date. However, if, after the two year time frame, the pilot model was to be demonstrated to disadvantage more children than it benefited, or to be causing a noticeable financial impact to the authority, it could be terminated and arrangements return to those applying elsewhere in the county.

The Application Process

The task and finish group commended officers for the content of the booklet (and was interested to hear that some local authorities no longer produce such printed information) but was of the opinion that it would benefit from a clearer statement of the implications for parents of selecting an out of area school. That this review has been undertaken indicates the strength of feeling regarding the need to ensure the needs of the child are placed first and to this end the group concluded that every effort should be made to ensure that parents make an informed choice. This may involve placing greater emphasis in the booklet on the possible implications for siblings of choosing an out of area school. Parents should also be encouraged to enter a choice of schools, up to six, in order of preference. In exploring this further members wondered whether the use of (fictional) case studies in the document would help parents in their understanding.

4.0 Recommendations

- (1) That Cabinet does not pursue the previously proposed Super Priority Area for Warwick.
- (2) That Cabinet consider consulting on the running of a two year pilot in Warwick and Leamington during the academic year 2016/17 on the basis of the following criteria:
 - (1) Children with a Statement of Special Educational Needs that names a school will be admitted and then Children in the care of, or provided with accommodation by, a local authority and children who are looked after, but ceased to do so because they are adopted (or became subject to a residence order or special guardianship order);
 - (2) Children who have a brother or sister at the school at the time of admission;
 - (3) Children who have a brother or sister at the partner junior school at the time of admission;
 - (4) Other children living within the priority area;
 - (5) Other children living outside of the priority area.
- (3) That Cabinet request that officers review the annual school admission booklet with a view to make it more explicit that where parents choose schools out of their priority area there is a chance that there will not be a place for siblings in future years and that parent's be encouraged to enter a choice of up to six schools because entering only one choice will not guarantee a place at that school.

Appendix A

Scoping Document

Review Topic (Name of review)	Super Priority Areas		
Task and Finish Group Members	Cllrs John Whitehouse, Cllr Clive Rickhards, Cllr Wallace Redford, Cllr Maggie O'Rourke		
Co-option of District and Borough members (where relevant)	Chris Smart		
Key Officers / Departments	Nigel Minns, Craig Pratt, June Maw, Colette Naven-Jones		
Lead Scrutiny Officer	Sally Baxter		
Relevant Portfolio Holder(s)	Cllr Heather Timms		
Relevant Corporate Ambitions	From the One Organisational Plan: Our economy is vibrant, residents have access to jobs, training and skills development. - Our young people are supported to meet their needs and aspirations		
Type of Review	Short-life task and finish review		
Timescales	Commence 12 th May 2014 Complete 2 nd September 2014 – Meeting of Children and Young People Overview and Scrutiny Committee		
Rationale (Key issues and/or reason for doing the review)	Requested by the Children and Young People Overview and Scrutiny Committee to inform consultation on school admission arrangements for 2015/16		
Aim	To undertake a task and finish review to examine the principle and feasibility of the establishment of super priority areas across the urban areas of Warwickshire with an initial focus on the Warwick and Leamington Areas.		

Objectives of Review (Specify exactly what the review should achieve)	To gather evidence from a range of sources. To produce a report based on the group's findings To develop recommendations for consideration by the Children and Young People Overview and Scrutiny Committee with a view to these being conveyed to Cabinet. Include
Scope of the Topic (What is specifically to be included/excluded)	The following is included in the scope of the review: - Local authority maintained primary schools (Junior and Primary) Excluded The following falls outside the scope of the review: - Secondary schools - Schools in rural areas - Schools not under local authority control - Special schools
How will the public be involved? (See Public Engagement Toolkit / Flowchart)	Ellie Costello, Siblings at the Same School School Governors Schools and parents
What site visits will be undertaken?	None
How will our partners be involved? (consultation with relevant stakeholders, District / Borough reps)	Partners to be invited to evidence gathering meetings. If appropriate members will visit partners. Partners include: - Headteachers either individually or via Consortium Chairs - Consultation of statutory consultees. WCC invitees include: - School Admissions Team - Portfolio Holder - Senior management (Nigel Minns and Wendy Fabbro) - Transport and Highways (Margaret Smith) Public Invitees include: Siblings at the Same School Parents

How will the scrutiny achieve value for money for the Council / Council Tax payers?	By examining the principle behind the establishment of super priority areas a clear decision can be made whether this approach should be implemented.
What primary / new evidence is needed for the scrutiny? (What information needs to be identified / is not already available?)	Meetings/interviews with witnesses
What secondary / existing information will be needed? (i.e. risk register, background information, performance indicators, complaints, existing reports, legislation, central government information and reports)	School Admissions Code Adjudicators Report Briefing note on rationale behind Rugby SOA Statistics regarding: - Sibling applicants - Levels of acceptance - Refusals (and in-area) Modelling of the 50 unsuccessful siblings Pupil number forecasts Details of the appeals process Admissions criteria in other areas Policies of other admissions authorities
Indicators of Success – (What factors would tell you what a good review should look like? What are the potential outcomes of the review e.g. service improvements, policy change, etc?)	Completion of report and development of recommendations that are agreed for implemented by Cabinet. Increased level of satisfaction by parents/carers and schools with admissions policy.

Other Work Being Undertaken (What other work is currently being undertaken in relation to this topic, and any appropriate timescales and deadlines for that work)	Officers in School Admissions constantly managing process.
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Appendix B

Learning and Achievement

- School Admissions Code.
- School Adjudicators Report.
- Briefing note on the rationale behind the Rugby Super Priority Area.
- Statistics with regard to school admissions reception intake for 2014 for the six schools in the proposed Super Priority Area. The statistics focussed on sibling applicants, levels of acceptance and refusals (both in and out of area).
- Maps to illustrate the current priority areas for the six individual schools and how the one Super Priority Area would look if adopted.
- Additional maps were provided to include North Learnington to help the Task and Finish Group establish what area was considered North Learnington and primary schools within the area.

Transport and Highways

- A presentation based on information gathered in 2013 from school survey's to illustrate the current mode of travel for children attending the six schools in Warwick including the impact on transport choice when children were allocated school places further distances from their homes.
- Maps highlighted the journeys for children to school from their homes within each of the areas for each school.
- Statistics to inform the review of the current situation and numbers of children travelling to school on foot and the impact of this mode when allocated places further away from their homes.
- Analyses of possible implications if the Super Priority Area was
 adopted in terms of children travelling further to attend school because
 parents have chosen a school further away than their existing priority
 school. This would have an impact on the mode of travel with parents
 opting to transport their children by vehicle as opposed to walking. It
 was also suggested that children living on the outer edge of the Super
 Priority Area may travel further distances to school due to children
 living within the Super Priority Area being displaced.

Siblings at the Same School

- Verbal evidence.
- Written submission containing:
 - 1. Statistics for the years 2012 to 2016 in relation to admission numbers for primary schools in Warwick and Leamington North.
 - 2. A statement setting out the views of the group
 - 3. Research undertaken by the group including admission arrangements of other local authorities such as Surrey County Council and Birmingham City Council.

Service users and professionals working within an educational setting

- Verbal evidence from Mrs Dodsworth, Co-Head Teacher at Coten End Primary School.
- Verbal evidence from Holly Horton, a parent who has had experience of having her children displaced.
- Verbal evidence from Jill Manley, a primary school teacher and parent that had had experience of having her children displaced.

Comments from Learning & Achievement on the OSC report on the work of the Task & Finish Group on a Super Priority area for Warwick

Officers in Learning & Achievement support recommendations 1 and 3 of the OSC report: that the Cabinet does not pursue the Super Priority Area proposal for Warwick and that officers review the annual school admissions booklet as the Council reviews all its admission arrangements.

We have concerns about the proposal in recommendation 2 for the following reasons:

- 1. No pilot has been defined so we are unable to quantify the impact, positive or negative, of defining one:
- 2. No modelling has been carried out of this proposed pilot to quantify the impact on families living within or outside the area, or on schools inside and outside the area or on the council's financial resources;
- 3. There has been no consideration as to how the pilot area would operate in practice;
- 4. Adding a further layer to the current admissions arrangements will add further complexity to what parents said in evidence was a complex system;
- 5. There would be inconsistency in admission arrangements within the county;
- 6. The model could not be imposed upon schools which are their own admissions authority. The previously proposed SPA would only work in Warwick where all the schools were community schools. This position will change as Newburgh becomes an academy and Aylesford develops its primary provision;
- 7. Operating the proposed model as a pilot would add further confusion for parents: some may find themselves advantaged only to be disadvantaged at the end of the pilot.

We would reiterate the comments and advice given during the task and finish group:

- It is unfortunate, but perhaps understandable, that the group did not hear evidence for parents of lone or first born children to weigh up their experiences;
- 2. "Out of area" parents choosing have the opportunity to make that choice, although it is acknowledged that some have compelling reasons for doing so, and are advised of the consequences for second and subsequent siblings. Families with lone or first born children or those moving into an area would not be able to exercise the choice of their local school and may have to travel some distance;

- 3. The One Organisation Plan requires the council to reduce its spending on home to school transport. This proposal is likely to increase transport spend;
- 4. Revised arrangements could not be imposed on own admission authority schools, leading to a confusing mix of arrangements with no coherence for parents who already find the system difficult to navigate;
- 5. The council could lose out on valuable developer contributions towards education infrastructure as the council would not be able to demonstrate that schools are filled with local children. Their argument would be to displace out of area children in future years, leaving sufficient places for pupils from development and therefore no need to provide financial contributions to additional infrastructure:
- 6. Significant change to school organisation is occurring across Warwickshire with planning applications for housing and imminent local plans which will require review of priority areas anyway. For instance, housing applications within and in advance of Warwick District's local plan are likely to require an additional 5 forms of entry, which will require revisions to current priority areas anyway.

Learning and Achievement

20 August 2014

Children and Young People Overview and Scrutiny Committee

2nd September 2014

16-19 year old NEETs (Not in Education Employment or Training) Performance Update 5

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the latest Department for Education (DfE) published NEETs performance data for Warwickshire and agrees the need for continued support for tracking all young people aged 16-19.

1.0 Summary

1.1 In 2013/14, Warwickshire saw an apparent increase in the number of young people aged 16-19 not in education, employment or training. There was also a significant fall in the proportion of young people whose post 16 situation is not known, due to more effective tracking. This reduction contributed to the rise in the NEET figures, as did a change in the DfE reporting methodology.

2.0 Purpose of the report

2.1 The Committee has received regular progress reports on young people not in education, employment and training (NEET) since 2012. This is the fifth report presented to the Committee.

3.0 Background

- 3.1 The NEET performance report 4 tabled in January 2014 to the Committee set out the policy context in which the Authority is working with young people who are NEET in Warwickshire. It outlined the Raising the Participation Strategy, had a focus on the employment aspects of NEETs and work with the Local Enterprise Partnership and considered the impact of the Area Behaviour Partnerships on reducing the number of NEETs.
- 3.2 The number of NEET young people aged 16-19 remains a key performance measure for the County Council within the new One Organisational Plan 2014-2018.

- 3.3 The Local Authority's statutory duties are to:
 - encourage, enable and assist the participation of young people in education or training, including the most vulnerable and those at risk of disengaging;
 - promote the effective participation in education and training of young people covered by the duty to participate (RPA); and
 - have in place arrangements to identify those who are not participating.
- 3.4 On a monthly basis, local authorities are required to track and report to the Department for Education (DfE) the status of all young people in post-16 destinations until the end of the academic year in which they reach 19 years of age (or up to 25 years of age for those young people with learning difficulties). Local authorities also need to have arrangements in place to ensure that 16 (year 11) and 17 (year 12) year olds have received an offer of a suitable place in post-16 education or training by each September (known as the September Guarantee).

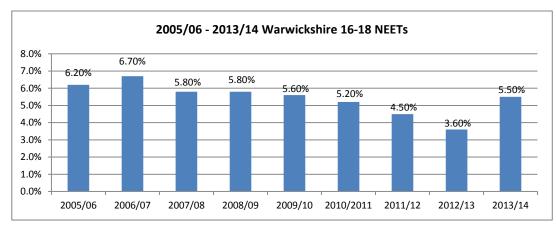
4.0 Overview of NEETs and situation 'Not known' in Warwickshire

- 4.1 The term NEET refers to the group of 16 to 19 year olds who have left school and are not engaged in any form of further education, employment or training, this includes those who are actively seeking help via other agencies¹.
- 4.2 The term 'situation not known' refers to young people aged 16-19 who are believed to be resident in the area but whose current activity is not known, this can be due to the following:
 - current situation is not known
 - the young person cannot be contacted (e.g. may have moved out of area or abroad)
 - the young person refuses to disclose
- 4.3 Research shows that disengagement at this age in a young person's life is disastrous in personal terms for them. A young person who experiences a period of NEET will, on average, lose up to £50,000 in earnings over their working life when compared to a peer who has never been NEET. They will lose up to £225,000 over the same period when compare to a peer who has never been NEET and who has graduated from university. The long-term scarring of a period of NEET to a young person's future life is dramatic². This has long term effect on society as a whole in lost taxes, additional public services costs and associated impacts such as youth crime and poor health.

² Make NEETs history in 2014, January 2014, Impetus Private Equity Foundation

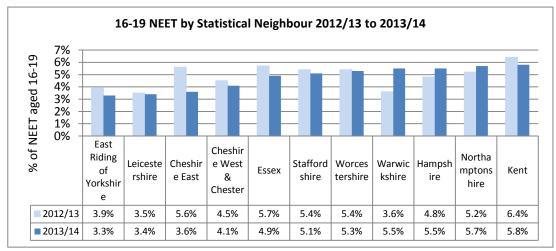
¹ The NEET DfE published figure is an average of the number of NEETs at the end of November, December and January. Three month averages are less prone to statistical blips and provide a more robust assessment of year-on-year performance. From 2011/12 the figures include young people resident in Warwickshire up until the end of the academic year in which they become 19.

4.4 As shown in the following graph Warwickshire has seen the first increase in seven years in the numbers of young people aged 16-19 who are NEET. Latest data published by the DfE in May 2014 shows the proportion of young people in Warwickshire who are recorded as NEET has increased to 5.5% (1,010 estimated young people) from 3.6% (660 estimated young people) in 2012/13.



Source: DfE

4.5 The following graph shows Warwickshire placed joint 8th within its group of 11 statistical neighbours (those local authorities deemed to have similar characteristics and used for benchmarking progress) compared to being placed 2nd in the table in 2012/13.

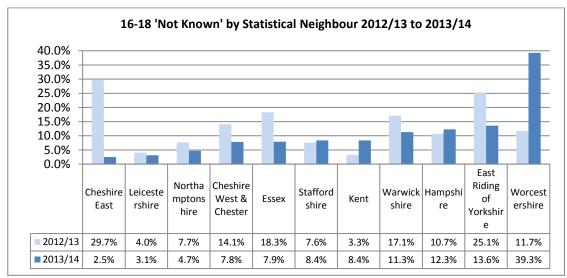


Source: DfE

4.6 There has been a change in the methodology used to calculate NEET figures, from April 2013 young people who are recorded as NEET but whose records have lapsed will no longer expire from being NEET but remain NEET until they go into a positive destination. Despite this change eight statistical neighbour authorities still saw improvement in their NEETs figures from 2012/13. We will be contacting these authorities to compare practise and identify any further areas for improvement. Two other authorities, Kent and Hampshire also saw increases in their number of NEET young people.

5.0 Tracking of young people

5.1 The increase in numbers of NEET has partly resulted from more effective tracking of young people which has reduced the number of young people with a current activity status of 'Not Known' from 17.1% (3,135 estimated young people) last year to 11.3% (2,075 estimated young people) this year. This proportion of 'Not Known' places Warwickshire 8th within its statistical neighbours.

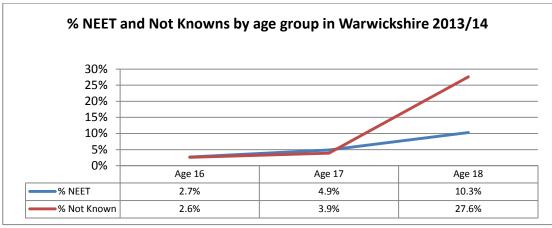


Source: DfE

5.2 Regular tracking is a vital element of this work so that we know young people's destinations each month. The cohort is identified (set) through data from the school census and regularly updated through on-going reporting from schools, colleges and providers. The Local Authority (LA) also works with other organisations such as the voluntary sector and Job Centre Plus to share information about young people who they know about and the authority may not. Information about the characteristics of the young people are recorded, such as RONI ratings, GCSE achievement, looked after children etc. This allows the LA to track the destinations of vulnerable young people and allows for sign posting more targeted to support with re-engagement work when appropriate.

6.0 NEET by age

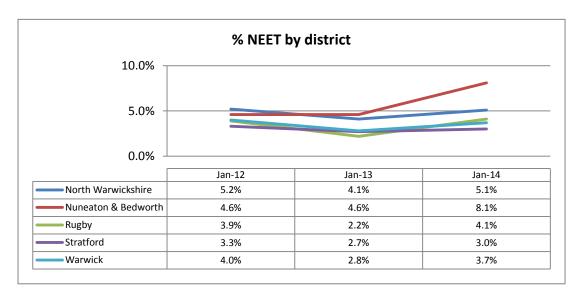
- 6.1 Percentages of NEETs at age 18 in Warwickshire are significantly higher at 10.3% than at age 17 (4.9%) and age 16 (2.7%). Disappointingly compared to statistical neighbours Warwickshire has seen the largest increases in the NEET numbers across all three age ranges.
- 6.2 The percentages of young people with a situation not known also increases by age. At 16 years 2.6%, at 17 year 3.9% and at 18 years this rises to 27.6%.



Source: DfE

6.3 The LA is working with colleagues at Job Centre Plus, through a memorandum of understanding, in order to share data identifying the 18 and 19 year olds that they are currently working with, and therefore would remove them from our NEETs/Not Known lists; this is in line with recent guidance produced by the DWP and DfE.

7.0 NEET by District



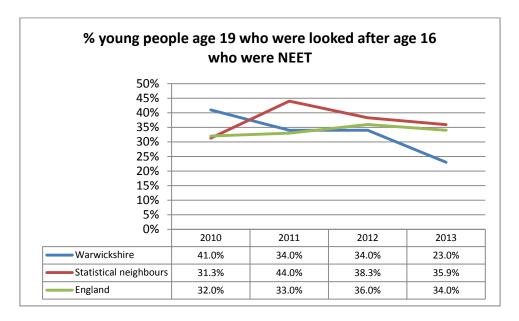
Source: CSWP

7.1 Increases in percentages of NEET young people were seen across all districts in January 2014. The largest increase was seen in Nuneaton and Bedworth with a 3.5 percentage point increase, from 4.6% (224 young people) in January 2013 to 8.1% (381 young people) in January 2014. This was partly due to more effective tracking, as the majority of the young people previously identified as situation not known have now been identified as NEET. The NEETs team is now intensively working with these young people to support them to move onto positive opportunities.

7.2 Rugby district increased from 2.2% (76 young people) to 4.1% (143 young people). Smaller increases of 1.0% or less were seen in North Warwickshire, Warwick and Stratford returning to similar levels to those seen in January 2012.

8.0 Looked After Children who are NEET

8.1 Encouragingly 2013 saw a reduction of eleven percentage points to 23.0% (15 young people) in the proportion of Warwickshire young people aged 19 who were looked after at age 16 and who since have become NEET. This places Warwickshire 2nd amongst its statistical neighbours (whose average is 36%) and well ahead of the England figure of 34%.



Source DfE Local Authority interactive Tool (LAIT)

9.0 Snapshot of characteristics of NEET young people

- 9.1 National research shows that the majority of young people who are NEET do not face multiple or complex barriers to engagement (such as being a teenage parent or having social care involvement) and could be prevented from falling into this group if they were targeted with the right intervention early on.
- 9.2 Warwickshire LA has undertaken an analysis of the characteristics of young people in Warwickshire who are NEET. The following summarises the findings from a snapshot of NEET young people as at 2nd May 2014:
 - Gender and ethnicity do not appear to contribute to a young person being NEET;
 - Having a special education need, disability, being a looked after child (at any point), being resident in a deprived area of the county and

underachievement beginning at key stage 2 assessments were all found to be contributory factors to a young person being NEET.

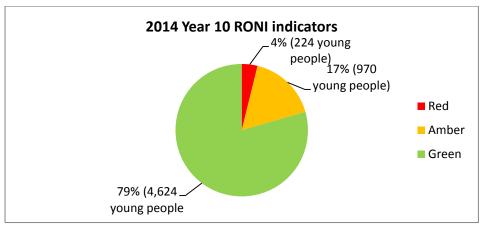
9.3 With the exception of residency all of the above factors identified as contributing to a young person being NEET are included in the Risk of NEET indicators. See section 11.

10. 'PRE NEET' activity

- 10.1 Every year CSWP on behalf of the Local Authority undertakes the September Guarantee a national measure which aims for all 16 and 17 year old young people to receive a suitable offer of education or training for the coming year by the end of September. Since 2008 the September Guarantee has been a key policy measure of the DfE. Reported in the January 2014 NEETs O&S report Warwickshire showed improvements in September 2013 on previous years with 98.8% (6,456) of 16 year old leavers received an offer of education or training and for 17 year olds the figure was 90.1% (5,423). As of the 3rd July this year, year 11 stands at 90% and year 12 at 75% and are both ahead of the same period last year.
- 10.2 Following on from the September Guarantee the Activity Survey reports on how many 16 year old statutory education leavers have commenced a place in training, education or employment by the end of October. In October 2013 the numbers recorded in a positive destination increased from 96.6% to 97.2% (6,351.
- 10.3 The number of young people remaining in full time education increased from 90.7% to 92.6% in 2013 but there were slight falls in the numbers of young people entering employment or vocational training.

11.0 Risk of NEET indicator (RONI)

- 11.1 Part of the LAs strategy to reduced NEETs has been to develop an early identification system for young people at risk of disengaging, known as the Risk of NEET Indicator (RONI). It provides an analysis of data held by the LA on young people on roll in Warwickshire schools and identifies characteristics that evidence has shown puts the young person at risk of becoming NEET at age16.
- 11.2 In June 2014 the LA provided each secondary and special school with a RONI report for their current year 10 and year 7 cohorts in order that preventative activity can be targeted at those young people specifically at risk.



Source: WCC Warwickshire RONI Update July 2014

Of the current year 10 cohort there are 224 young people identified at high risk (red) of becoming NEET post 16. A further 970 have been identified at medium risk (amber) of becoming NEET post 16.

11.3 The following table shows a district breakdown of those young people identified as most at risk of becoming NEET. The highest proportions are in Rugby district at 23.2% of the current year 10 cohort.

	Year 10	REDs	Year 7 REDs	
	Number	%	Number	%
North Warwickshire	13	5.8%	12	13.6%
Nuneaton & Bedworth	46	20.5%	25	28.4%
Rugby	52	23.2%	8	9.1%
Stratford	46	20.5%	11	12.5%
Warwick	42	18.8%	18	20.5%
Special schools	25	11.2%	14	15.9%
Total	224	100%	88	100%

12. Update on initiatives to engage those young people who are NEET or at risk of becoming NEET

- 12.1 There are a number of externally funded initiatives in the sub-region working towards reducing the number of NEET young people. These were detailed in January's paper and include:
 - The DfE Youth Contract: the Youth Contract project runs from September 2012 to March 2016. The programme is for 16 and 17 year olds who have been identified as the hardest to reach/engage and to support them into education, training or employment. Prospects hold the Youth Contract for the West Midlands region; they sub-contract to CSWP for delivery in Coventry and Warwickshire.

- The DfE commissioned a national evaluation of the Youth Contract between October 2012 and March 2014, to identify the impact on the outcomes of the eligible NEET population. It reported (June 2014) that by the end of September 2013, official figures showed that 11,920 young people had started the programme and 4,114 (34.5%) were recorded as initially re-engaged in a positive outcome. It would be expected that smaller numbers would show in the sustained re-engagement data because of the time-lag involved in achieving these outcome, by the end of September 2013, 489 (12%) participants were recorded as having sustained engagement³.
- Warwickshire's Youth Contract target for 2013/14 was to work with 189 young people, the programme exceeded its target and supported 202, of which 76 were able to re-engage into provision; so far 6 of these young people have sustained 6 months in the provision. However, as the programme is able to recruit young people at any point in the year, and due to the time lag, some of the re-engagements and sustainment figures will fall into next year's reporting data.
- European Union Social Fund (ESF) contract (locally called Evolution 3) these contracts support young people who are aged between 14 and 19, and either NEET or at risk of becoming NEET. The young people who access these programmes are more likely be those who face multiple barriers to their participation and need a different type of offer of 14 -19 provision to engage them in learning and keep them engaged. CSWP currently hold this contract in Coventry and Warwickshire, they engage with young people and meet their needs by providing individually tailored solutions locally.
- The Priority Families Programme works systemically with a specified number of families to improve the life chances of the children and young people in those families.

13.0 Conclusion/Next steps

13.1 There is a need for continued support for tracking all young people aged 16-19. The LA to develop more robust and effective processes for communicating and sharing data with the voluntary and community sector, who may already be working with a number of the young people identified as current situation not known.

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³ The Youth Contract for 16-17 year olds not in education, employment or training evaluation. Research report, DfE, June 2014.

13.2 Working jointly across the council will maximise opportunities, improve coordination and engage a range of partners in order to continue to raise the profile of this agenda.

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Children and Young People Overview and Scrutiny Committee

2nd September 2014

Academies and Free Schools Scrutiny Action Plan

Recommendation

That the Children and Young People Overview and Scrutiny Committee:

- 1) Considers the update on the implementation of the recommendations outlined in the Scrutiny Actions Plan; and
- 2) Determines whether any of the recommendations have been completed.

1.0 Background Information

- 1.1 The Scrutiny Action Plan document was introduced in early 2012 to provide members with an effective procedure for the monitoring of recommendations that have been formulated by previous Task and Finish Groups and subsequently approved by Cabinet. The document will allow members to receive regular progress updates at Overview and Scrutiny Committees. Information from the relevant Portfolio Holder / Head of Service responsible for the implementation of the recommendations will include key timescales, milestones and outcomes. Members are encouraged to raise questions in terms of the progress of recommendations.
- 1.2 The Scrutiny Action Plans that are currently live for the Children and Young People Overview and Scrutiny Committee are:
 - Academies and Free Schools
 - Children's Centres (refer to Item 4 on the agenda)

2.0 Academies and Free Schools

2.1 A Task and Finish Group was appointed in July 2012 to explore the various aspects of academisation and the impact it would have on the future role of the Local Authority (LA) in education. Following completion of the review, the Group's nine recommendations were endorsed by the Children and Young People OSC on 30th January 2013 and subsequently approved by Cabinet on 14th March 2013. A copy of the Scrutiny Action Plan, which includes the list of recommendations and an outline of progress, is attached at **Appendix A.**

2.3 The Committee is asked to consider whether any of the recommendations included in the Scrutiny Action Plan have been completed and determine appropriate timescales for future updates.

Appendices

Appendix A – Academies and Free Schools Scrutiny Action Plan

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
R1	The LA should provide a timely response to any school that indicates an intention to convert to academy status, and ensure that the response contains up-to-date and accurate guidance and contact information.	Approved	(Philip Edmundson / Greta Needham) Vince Quayle/ Meena Lekhi/ Sarah Duxbury		2 nd Sept 2014	27th January 2014: Philip Edmundson is now taking the role of key contact for all schools considering transfer to Academy status. He will be supported in this by Legal Services (Meena Lekhi) who ensure that all supporting guidance and guidance information is accurate and update. 1st April 2014: Sarah Duxbury became Head of Law & Governance. July 2014: Legal Services has co-ordinated the development of supporting guidance and documentation for those schools considering converting to Academy status and this has been made available to all schools considering conversion. The guidance is reviewed periodically to ensure it remains up to date and accurate Vince Quayle will be joining WCC as Leadership and Governance Manager in October 2014 and he will be the key contact for all schools considering transfer to Academy status. He will be supported in this by Legal Services (Meena Lekhi) who ensure that all supporting guidance and guidance information is accurate and update. (CW)

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
						WES team are notified at the earliest opportunity to discuss continuation of purchased support after conversion.
R2	The LA should co-ordinate an event, such as a seminar or conference, for headteachers of all schools, lead officers/members of the LA and other appropriate stakeholders. The intention would be for headteachers to network, share issues and build relationships, and to work towards agreed protocols with the LA around key issues such as school-place planning.	Approved	(Philip Edmundson) Nigel Minns / Claudia Wade / Graham Pirt		2 nd Sept 2014	27th January 2014 Learning and Achievement has plans to lead an event for head teachers of all schools, chairs of school governing bodies, lead officers, elected members and other stakeholders entitled "The Local Authority's New Relationship with Schools and Academies" before the end of the financial year. Democratic Services will timetable this into the Member Development Programme and School Governor Services will contribute to the event. July 2014: The suggested event for head teachers of all schools, chairs of school governing bodies, lead officers, elected members and other stakeholders entitled "The Local Authority's New Relationship with Schools and Academies" has not been delivered but HoS and SI team are working closely with Academies to secure effective working relationships. All Academies are participating actively in the Consortia structure.

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
R3	The LA should strongly encourage academies to sign up to a datasharing protocol that guarantees the transparency of key school information.	Approved	(Philip Edmundson) Graham Pirt / Michelle Pickering		2 nd Sept 2014	27 th January 2014: The Data Sharing protocol supports many aspects of the LA's work, including the consortia model and to offer a wide range of support and challenge to all compulsory settings, regardless of status. This needs to be updated and will be reissued to all schools and academies at the start of term 3 in 2014. July 2014: A draft Data Sharing protocol will be shared with the primary and secondary School Improvement Boards at their next meeting in October 2014; to be effective from January 2015.
R4	The LA should investigate options for a jointly agreed protocol between elected members and headteachers to clarify and define members' role as "champion of the learner". This should include guidance about how members can get to know their local schools and how they can engage with headteachers and governing bodies.	Approved	(Philip Edmundson) Vince Quale		2 nd Sept 2014	27 th January 2014: This is an exercise that needs to be undertaken in consultation with Democratic Services (who are responsible for the member development programme) and Nigel Mills (Governor Services Manager). 13 th October 2014: Vince Quale will start his role as Service Manager: School Governance & School Leadership Development.

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
R5	The LA should continue to review the Governor Training service it offers to academies on a traded basis, to ensure it is up to date, fit for purpose and provides governors with clear guidance on their roles and responsibilities. This review should also ensure that the training offered to Academy clerks equips them with the appropriate skills.	Approved	(Greta Needham) Sarah Duxbury / Vince Quale		2 nd Sept 2014	School Governor Services have invested significant effort in addressing Academy needs in a customised Governor Training and Development Programme offer available to Academies. The Programme offers a number of distinctive courses focused on the needs of Academy governors, Clerks and Chairs, and we are continuously responsive to newly arising needs. We have doubled the number of Academies buying into Governor Services in this academic year in 2013/14 when take up both in terms of subscriptions and also 'buy as you need' increased. We have also won a contract from the South Northamptonshire Academy group of schools. School Governor Services have also commissioned a nationally based trainer to deliver our Academy Clerks' training this term, with one of our Clerk Trainers working alongside her so that she can take this responsibility over in the future. The appointment of the new service manager with responsibility for governor services from 13th October 2014 will provide an opportunity to review our Governor Training offer and ensure that we continue to provide a holistic school improvement training offer to governors which is complementary to the school improvement offer being developed by Education and

Page 4 of 7

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
						Learning colleagues. We continue to seek opportunities beyond our borders and would like to build on the success of the contract we won to deliver governor training In pursuing the above direction, our aim is also to ensure that the Governor training and development offer from School Governance continues to aligns with the local authority's school improvement and attainment agenda
R6	The Children and Young People Overview & Scrutiny Committee should investigate whether the School Improvement team has sufficient capacity to ensure it can carry out its role.	N/a – for the CYP OSC to consider	(Philip Edmundson) Nigel Minns		2 nd Sept 2014	27th January 2014: CYP OSC agreed to request a briefing note on the findings of the internal audit review of the School Improvement Team. August 2014: Review of School Improvement by Simon Cox, Principal Audit, Risk & Assurance – conclusions about capacity. Audit ongoing. Core offer has identified a shortfall in FTE Improvement Advisors to ensure contact is made termly with all school. Re-structure to increase capacity in School Improvement team.

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
R7	a) The LA should actively promote closer working arrangements between the different agencies that provide services for vulnerable children, including better integration of their different systems, processes and terminology, so that families receive a more consistent experience. b) The Children and Young People Overview & Scrutiny Committee should consider if further scrutiny of services to vulnerable children is required.	7a – Approved 7b – for the CYP OSC to consider	(Jayne Mumford) Pat Tate Pat Tate (Jayne Mumford)		2 nd Sept 2014	28 th June 2014: Jayne Mumford, Interim Service Manager, left WCC. July 2014: Vulnerable Learner Strategy to be presented to the Committee on 2 nd September 2014.
R8	a) The LA should urgently review its statutory duties for school-place planning in the context of an increasingly fragmented and diverse educational landscape. b) The LA should adopt a coordinating role between all relevant stakeholders (e.g., district councils, property developers, headteachers) to address the risks to sufficiency of school places caused by potential new	8a – Approved 8b – for the CYP OSC to consider	(Peter Speers) June Maw / Fay Ford June Maw / John Harmon (Resources) / Janet		2 nd Sept 2014	 7th August 2014: a) A part of the sufficiency strategy sets out the process for identifying areas to be reviewed and how all school, of whatever type, will be engaged. b) The LA has responded to each of the Borough and District Core Strategies and assesses the impact on school places of every relevant planning application. The LA works closely with Officers of DC's and BC's and with developers where there is early involvement. c) The sufficiency strategy will identify the forecast

	Recommendation	Cabinet Comments	Lead Officer	Target Date for Action	OSC Update	Progress Notes
	housing developments. c) The Children and Young People Overview & Scrutiny Committee should request a report on the LA's strategy for addressing the risks to both insufficiency and oversufficiency of school places.	8c – Approved	Neale (Peter Speers) June Maw / John Harmon (Resources)			supply and demand for school places and will identify options for how any identified shortfall will be met. Options appraisals will identify the most economic means of addressing any unmet demand. The draft strategy will be considered by the Committee at its meeting on 2 nd September. Updates on the implementation of the strategy can be provided annually. d) Law and Governance (Legal Services) continues to provide support to the Capital Access and Organisation Board. This is an officer working group which has school place planning within its remit.
R9	The LA should review its approach to future planning developments to ensure it has the strongest possible evidence base to access Community Infrastructure Levy (CIL) funds.	Approved	(Peter Speers) June Maw / John Harmon (Resources)		2 nd Sept 2014	The LA responds to every relevant planning application and to the policy and strategy consultations carried out by DCs and BCs. The LA also works directly with developers during pre-planning to help shape the response to the supply of school places. The emerging sufficiency strategy will provide the basis of the evidence for accessing CIL funds.

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Proposed Changes to Home to School Transport Policy

Recommendations

That the Children and Young People Overview and Scrutiny Committee consider the verbal update on the proposed consultation exercise for the Home to School Transport Policy.

1.0 Summary

- 1.1 The proposed changes to the Home to School Transport Policy will be published for public consultation later this year, subject to approval by the Portfolio Holder for Education and Learning on 24th October 2014.
- 1.2 The Head of Education and Learning will be in attendance at the meeting to provide a verbal update on the latest position with regard to the consultation proposals.

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Draft Schools Sufficiency Strategy

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the draft Schools Sufficiency Strategy and makes any comments to be considered by Cabinet at its meeting on 18 September 2014.

1.0 Background

- 1.1 Warwickshire County Council, in common with many other councils, is experiencing an increase in the birth rate. There is also an increase in actual and proposed housing development in each of the five District and Borough Councils. These factors require regular review of school places to ensure the Council continues to meet its statutory duty to provide sufficient places.
- 1.2 The Schools Sufficiency Strategy will be the key driver for the review of mainstream school places across the county for the forthcoming years.

2.0 Schools Sufficiency Strategy

- 2.1 The Strategy is set out in three parts. The first sets out the background and context and the principles underpinning school organisation in Warwickshire. The second part sets out the current and forecast position in each of the school planning areas within the county. Current and projected pupil numbers at each school are set against their capacity and admission number to demonstrate supply and demand. An estimate of anticipated housing development across each area is included, together with indications of priority for action. It will be the basis for the school place planning service work programme and will guide decision making on capital allocations. This section will be refreshed annually to update pupil forecasts and housing developments and take account of actions taken to resolve any mismatch. The third part of the strategy includes a section for internal use only, setting out agreed governance and operational processes and timescales.
- 2.2 Once approved by Cabinet, it is proposed that the Strategy is widely published to schools, district and borough councils and other stakeholders for a month's consultation. At the end of the consultation period, any comments will be considered by Cabinet at a future meeting; then the Strategy will be

adopted and published, with colour coded maps to indicate priority areas for review. It will then provide a transparent, objective, evidence based approach for the Council's decision making on school organisation and the allocation of the Council's capital programme. The evidence base will be refreshed on an annual basis according to the timetable in the capital planning cycle when pupil forecasts are updated. There is a subsequent decision to be taken as to whether reviewed priorities are approved by Cabinet or whether this decision is delegated to the Capital, Access and Organisation Board.

Appendices

Appendix A – Draft Schools Sufficiency Strategy

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Warwickshire County Council: Schools Sufficiency Strategy

Foreword by Strategic Director and Portfolio Holder

Structure and purpose of document

This strategy is to help council staff, schools, parents, local partners and stakeholders understand how Warwickshire County Council plans and provides school places to ensure that all children and young people thrive in sustainably good or outstanding schools and settings throughout their education, wherever they live. It sets out the principles underpinning school place planning; the ways in which places will be delivered, the information which will be used and the way we work with people to deliver high quality, accessible schools and early years places for all learners.

Warwickshire County Council has a legal duty to:

- ensure sufficient schools and places in a locality;
- ensure sufficient early years & childcare places;
- ensure sufficient post 16 provision;
- provide appropriate education provision for children with special educational needs and disabilities;
- promote high education standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child's education potential; and
- promote diversity and parental choice.

It is the Council's role to plan, organise and commission in a way that raises standards, manages supply and demand and creates a diverse infrastructure. This strategy provides for the longest possible planning horizon to ensure that need is anticipated and met in a transparent, objective, cost effective and sustainable way.

The strategy supports the coordinated approach to Warwickshire County Council's estates and assets, set out in the *Council's property strategy* (insert hyperlink). The Council is committed to providing accommodation, whether permanent or temporary, that is high quality, fit for purpose, provides value for money and ensures flexibility to respond to changes in need and curriculum.

Whilst the focus of this strategy is the provision of mainstream school places, it also links with a number of other key Council strategies:

- Early Years and Childcare Sufficiency Assessment (insert hyperlink)
- Secondary phase commissioning statement (insert hyperlink)
- Vulnerable Learners strategy (insert hyperlink)

- SEN market position statement 2013/14 (insert hyperlink)
- Special educational needs and disabilities reform plan (insert hyperlink)

PART 1: OVERVIEW and PRINCIPLES

Headline data

In Warwickshire the population increased by 8.3% from 2001 to 2011, a trend expected to grow by 13% to 2021. Population increase is above this average in Stratford (24%), Rugby (17%), Warwick (15%), Alcester (13%) and Shipston (11%).

There has been a corresponding increase of nearly 20% in the annual number of births in Warwickshire with 6,273 births in 2011. The 5-18 year old population is expected to rise by 10% up to 2021. The number of children entering Warwickshire primary schools has risen by over 1,000 in the last 6 years. However, projections for 16 and 17 year olds show a 5.8% decline between 2011 and 2021.

Housing developments

New housing developments create additional demand for, and put additional pressure on, education facilities. Alongside birth data, housing development forms the basis for school reorganisation. Each District Council produces a Local Plan which sets out development policies and sites over a 15 year period. Four of the five districts in Warwickshire are in the process of producing, consulting on and adopting their local plans that will identify potential housing sites up to and beyond 2031. Rugby Borough has adopted its previous core strategy. In total, there are plans to build over 50,000 additional homes across the 5 areas. These are likely to lead to over 20,000 additional children. Growth is not uniform across the county: Rugby is one of the fastest growing areas outside London. However, there are a significant number of housing developments receiving planning permission outside the local plan process, which are impacting on local schools. These are set out in Part Two below.

Early education and childcare provision

Councils also have a duty to provide sufficient free early education places and childcare. From 2013, Councils have been required to provide free early education places for approximately 20% of two year olds (1,000 places for Warwickshire). This rises to approximately 40% for 2014 (a further 1,200 places). Early years education and childcare is provided in nursery schools, school nursery classes and in private, voluntary and independent settings. *Warwickshire's Childcare Sufficiency Assessment 2014* (insert hyperlink) sets out the gap analysis and action plan for ensuring that sufficient places are made available and this strategy is closely aligned to the Assessment and action plan.

Mainstream school provision

At September 2014, Warwickshire has 191 primary phase and 38 secondary phase schools, with 46,330 primary places; 31,845 secondary places and 1,828 sixth form places.

	Primary (inc infant & junior)	Secondary
Community	82	4
Voluntary aided CE	19	0
Voluntary aided RC	21	2
Voluntary controlled	45	0
Academy (non selective)	18	21
Grammar	0	5 (6 inc Ashlawn Selective)
Free school	1	0
Studio school (Academy)	0	1
Foundation (inc Foundation Trust)	5	3
Special Arrangement	0	1

Independent schools: These are fee paying schools outside the maintained sector and beyond the scope of this strategy, although the number of Warwickshire resident pupils attending independent schools is monitored.

SEND provision: A key strategic intention of Warwickshire County Council is for pupils with a statement of special educational needs to attend good quality local specialist education provision. A key aspiration is to make all appropriate school placements of pupils with SEN within the county by September 2016 so the development of in-house provision and the development of the external market are key priorities. The County is taking actions expected to reduce the number of pupils with SEND whose needs are met in independent schools and to increase the proportion of pupils whose additional needs are met in a mainstream school as part of a broad continuum of provision. Where appropriate and reasonable to do so, the Council will make adaptations and alterations, provide equipment and other such support as pupils ned to enable them to flourish alongside their peers. Warwickshire is currently consulting on its "Local Offer" for children and young people with SEND to meet their education, health and social care needs. It is anticipated that future versions of this strategy will include SEND sufficiency.

Post 16 provision

Young people have the opportunity of studying at the 23 schools with a sixth form, one sixth form college, three further education colleges or at the new studio school

opened in September 2013. There are also other training and apprenticeship providers within Warwickshire. The growth in providers set against the current decline in the 16 to 18 year old population, presents tensions and challenges. The county's approach to commissioning post 16 provision is set out in the *Principles for Commissioning post 16 provision* document (www.warwickshire.gov.uk/schoolsandlearningpolicies)

Partnership working

Councils now have a strategic role to commission school and early years places to ensure a balance between supply and demand across their areas and maintain a diversity of provision. Planning and updating the schools' infrastructure is complex and depends on the involvement and collaboration of all parties. We work in partnership with:

- teams across Education and Learning to ensure that provision for all age groups and needs are taken into account when planning provision;
- other County Council departments to ensure a coordinated and consistent approach to estate management, with Education and Learning commissioning and Resources Group leading on delivery;
- district councils to ensure timely reorganisation which fits with local plans and optimises financial contributions from developers;
- schools, governors and school providers. We support the Church of England and Catholic Dioceses and academy sponsors to establish schools in areas of need which support choice and diversity. We work with academies to ensure any proposed increase in their admission numbers supports strategic planning and with free school providers to support new provision in areas of need;
- parents/carers and local residents through consultation to ensure we provide places close to where parents live and want their children to go to school, maximising benefits to local communities;
- the Education Funding Agency which oversees school capacities, pupil projections and plans for rationalisation and assesses bids for the funding of basic need places.

Information management

The data in Part Two of this this strategy will be refreshed annually to ensure we have accurate, transparent, objective criteria to prioritise and agree projects. Information will be shared with schools on an area and Council wide basis to seek agreed solutions. Pupil forecasts and standards of attainment are two of the main criteria for submitting bids for funding to government and the Council, the major sources of finance to effect reorganisation.

Predicting the demand for school places is a complex task, especially across a diverse county like Warwickshire. Primary pupil forecasts are made up of information

about historic births and current GP registrations, provided every February by Warwickshire Observatory. The school place planning team moderates this information using historic data on admissions patterns, current numbers on roll, new housing developments and expected inward and outward migration. Secondary pupil forecasts are based on the average proportion of children transferring to secondary schools over the last three years. There is a current transfer rate of 93%. The net loss of 7% is to the private sector and schools outside Warwickshire. In previous years forecasts have been accurate to within 1%.

We use formulae to generate the likely number of pupils coming from each new housing development. The formulae are location specific, dependent on the scale, mix and tenure of the development and vary according to the prevailing birth-rate in different areas of the county. The likely scale and impact of housing growth is assessed from each of the Local Plans and Infrastructure Delivery Plans. These plans cannot guarantee that a particular level of development will occur, as housing development is driven by economic conditions and market forces. Likewise, these plans do not preclude additional speculative development being proposed. We liaise closely with district councils to take all substantial developments into account.

The capacity of schools to accommodate pupils is calculated using a national formula. For primary schools, capacity is calculated on the basis of the number and size of spaces designated as 'class bases'. For secondary schools, the net capacity is based on the number, size and type of teaching spaces and the age range of the school. Pupil forecast and capacity data are analysed to identify areas where there is a shortfall or surplus of places and where action needs to be taken.

The published admission number (PAN) for each year group is calculated by dividing the capacity figure by the number of year groups. So, in a primary school, PAN = capacity \div 7 and in secondary is divided by 5. The result is then adjusted to produce a multiple of 30 (a form of entry) wherever possible to meet the infant class size limit & teaching capacity. In small schools, it will not always be possible to create full or even half a form of entry, therefore the PAN may match the overall capacity division calculation.

Options for change

Warwickshire is divided into 33 areas for primary school place planning purposes and 16 areas for secondary to reflect local differences. Reviews in areas with the most pressing need are prioritised_according to the data in part two of this strategy. How schools are best organised in a particular area is based on a number of factors that will change over time, such as pupil demographics, school performance and the urban or rural environment. These are not static, but mismatches of supply and demand will be resolved by one or more methods:

commissioning new schools (must now be academies or free schools);

- supporting applications for free schools, studio schools and/or university technical colleges (UTCs);
- expansion of existing schools, where these are successful and popular, either permanently or by adding a "bulge" class where an increase in pupils is anticipated to be shot term;
- reorganising existing schools (e.g. infant and junior school amalgamations);
- rationalising provision on existing sites, possibly by bringing accommodation back into use or identifying alternative uses for surplus places;
- making, extending or enhancing provision on mainstream school sites for children with SEND or early years places;
- school closure, especially where a school performs poorly as judged by OFSTED and there are other, accessible alternatives;
- review of priority areas for admission, to ensure these meet patterns of parental preference;

The County wishes to have all through primary schools, wherever possible, which are large enough to offer a well-resourced, broadly based education. In general, new schools will be expected to be a minimum of 210 (1 form of entry), however Warwickshire recognises the impact of school change on communities. There is an expectation that authorities will not close schools in rural areas, unless the quality of education is deemed unsatisfactory or they cannot provide value for money. At secondary phase, it is expected that new schools will have capacity for 900 pupils (6 forms of entry). Schools with actual or projected surplus places of 25% or more will be closely monitored.

Preferred options will meet the vision for children and young people set out in "Championing the Learner" (insert hyperlink) and the principles and delivery mechanisms set out in the Council's property strategy. We will avoid temporary solutions (bulge classes, temporary classrooms) unless there are genuine temporary factors which are expected to be resolved within 2 years. We will work with academies and free school providers to secure capital funds from the Education Funding Agency (EFA) to help us address condition and suitability needs.

Governance

Planning and delivery of programmes arising from this strategy will be fully consulted on. Monitoring will be carried out by the Council's Capital, Access and Organisation Board and overseen by the Council's Corporate Assets Board. The Council's Cabinet of elected councillors will approve preferred options for consultation and inclusion in the Council's capital programme. In some cases, decisions are taken by the Schools Adjudicator or the Secretary of State for Education (see Annexe A.5 of DfE guidance on school organisation).

Councils can publish proposals to make "prescribed alterations" for community schools. These include: alteration of upper or lower age limit by 3 years or more;

adding/removing a sixth-form; removing boarding provision; a single sex school becoming co-educational or vice versa; transferring to a new site; closure of one site in a split site school; removing selective admission arrangements at a grammar school; changes of category (excluding changes of category to foundation; establishing/ removing/ altering SEN provision at a mainstream school; alteration of upper or lower age limit at a special school); increasing/decreasing pupil numbers at a special school; and changing the types of needs catered for by a special school. Councils can also propose expansion for foundation and voluntary schools.

Funding: generally

The authority has limited access to funding and is reliant upon government allocations for the overwhelming majority of capital expenditure on schools. The authority sets its priorities for capital expenditure as part of its annual budget cycle. Funding from central government is based on its assessment of Warwickshire's need to provide additional school places and to maintain its school estate. There is little flexibility built in to the allocations and the authority therefore has limited capacity to address issues that fall outside of the funding purpose.

Funding: government allocations

The authority receives an annual capital allocation which comprises two sums; an allocation for basic need (the provision of additional school places at community and voluntary (church) schools) and an allocation for maintenance (a sum from which capital repair and maintenance is funded). These sums are non-ring-fenced and can be used flexibly by the authority to meet its priorities. However the clear expectation of the Department is that the authority will manage its expenditure to deliver the required number of additional school places and maintain its existing school stock to address Health and Safety and maintenance issues.

From time to time there are other additional sources of funding provided by the department, usually in the form of ring-fenced grants available for a specific named purpose for example, Universal Infant Free School Meals Grant. These sums are available only for the purpose given and cannot be used to address other priorities. Similarly there are occasionally opportunities for the authority to submit bids for funding through various government initiatives, for example the Targeted Basic Need Programme or the Priority Schools Building Programme. If successful, funds paid through these regimes are ring-fenced for the purpose for which they are given and cannot be used for any other purpose.

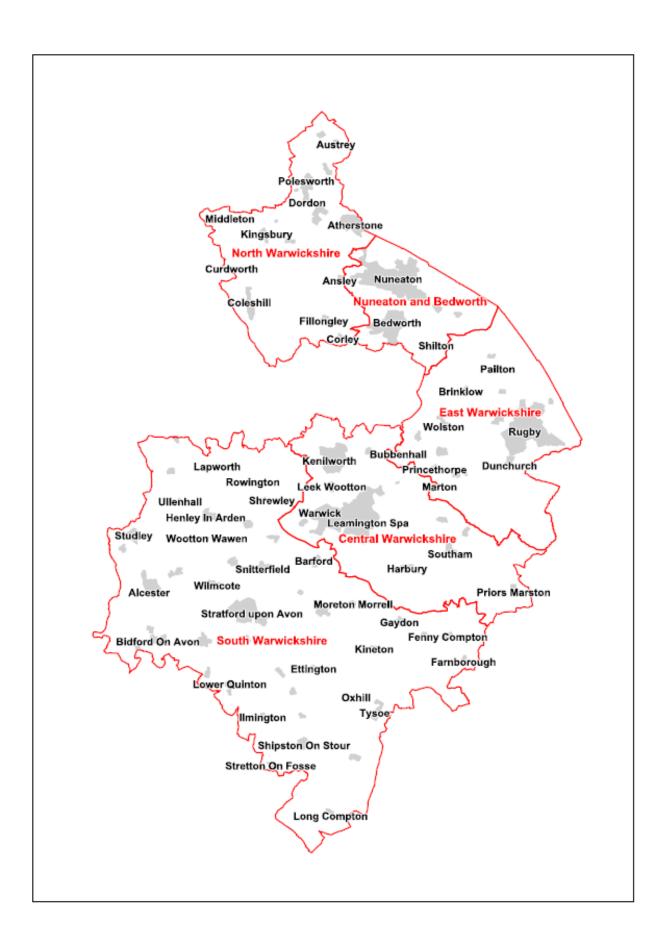
Warwickshire Country Council sets its annual capital programme from its annual allocation of funding and takes every available opportunity to submit bids for additional funds where it can.

Funding from housing developers

Housing developers contribute to the cost of new facilities based on the capital costs of providing the additional places generated from new housing through developer contributions. Where a development can be demonstrated to have an impact on local schools, the authority may request that the developer make a contribution towards securing additional school places. Such requests usually take the form of a request for funding but may also, in some cases, be a payment in kind, for example, the provision of a new school.

It is not the right of the authority to request contributions from every development but where it can demonstrate, quantify and justify an impact arising from a development then it is entitled to make a request. Where successful, sums are normally paid over the life of the development and are ring-fenced for the purpose set out in a legal agreement between the authority and the developer. Such funding is not transferable but must be spent for the purpose given.

With the advent of the Community Infrastructure Levy (CIL), the district and borough councils, as planning authorities will request contributions from every development in their area. They will administer the collection and distribution of funding, including education provision. The intention is that nearly all developments will contribute to the provision of infrastructure, the process will be more transparent, developers and infrastructure providers will have greater certainty about costs and income and that pooling of resources will be simpler to achieve.



PART TWO: DATA BY COUNTY COUNCIL PLANNING AREA & EDUCATION PLACE PLANNING AREAS

Planning areas

The data in this section is arranged into the County Council's five areas for school admissions purposes. These are similar to, but not exactly the same as the borough and district council areas. These 5 admissions areas are sub-divided into the 16 secondary and 33 primary education planning areas agreed by the Council and the Education Funding Agency (EFA). These areas reflect schools' priority areas, patterns of parental preference and travel distance and form the basis on which the EFA calculates the council's capital allocations.

Pupil forecasts

For each area, pupil forecasts for primary and secondary schools are set out. The forecasting methodology is set out on pages 4 and 5. Forecasts run for 5 years for primary schools, the longest timescale for which we can forecast accurately and for 10 years for secondary. Forecasts are updated annually as well as being monitored for accuracy once the October pupil census data is known.

Housing developments

Estimates of pupils generated from new housing developments have been taken from draft local plans and from planning applications submitted up to the end of March 2014. The position with each district and borough Local Plan is set out below, but to date no firm decisions have been taken on type and tenure which will affect the number of pupils likely to be generated.

District/Borough	Housing requirement	Plan Period	Plan status
North Warwickshire Borough Council (includes Tamworth Housing requirement)	3,650	2011-2029	Proposed Adoption Autumn
(includes failiworth flousing requirement)	3,030	2011-2029	2014
Nuneaton & Bedworth Borough Council	12,300	2011-2029	Proposed Adoption April 2015
Rugby Borough Council	10,800	2006-2026	Adopted June 2011
Stratford upon Avon District Council	10,800	2009-2031	Proposed Adoption April 2015
Warwick District Council	12,860	2011-2029	Proposed Adoption April 2015

In advance of plans being adopted, applications for planning permission are regularly received and the Council estimates the likely pupil yield and need for places at primary, secondary and post 16 phases and for pupils with SEND. The pupil yield is

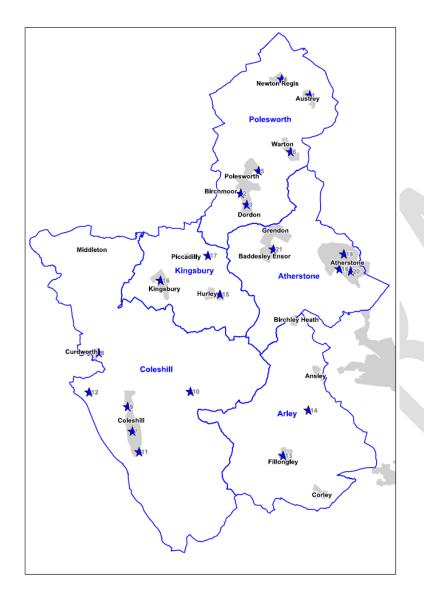
calculated from the area based birth rate and average occupation rates for family housing. Where places are unlikely to be available, developers are required to contribute towards places for all age groups and needs.

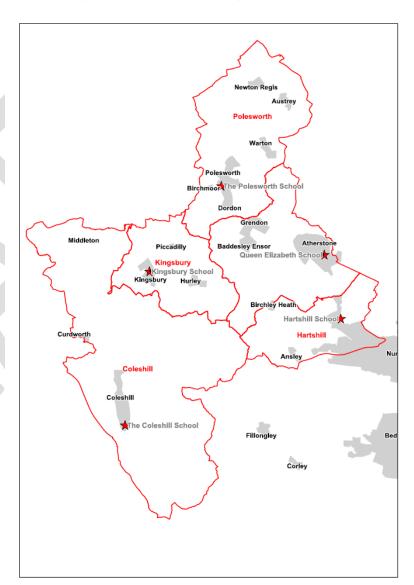
Priorities for review

When considering the future pattern of school places it is important to be open, transparent and communicate the pressures of over and under supply of places with schools and their communities. However, given that circumstances surrounding schools can change quickly, the Council must manage expectations and avoid any adverse impact on schools regarding proposals that may or may not come forward. This strategy provides an overview of the supply and demand issues likely to arise over the next 5 to 10 years and outlines the areas to be prioritised, with an indication of action to be taken in each area. This section will be refreshed annually.



North Warwickshire area profiles & forecasts for primary and secondary phase schools





Primary schools

Polesworth

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Austrey CE Primary (1)	Academy	4-11	15	105	90	89	88	80	77	74
Birchwood Primary (2)	Academy	4-11	60	420	419	427	419	414	410	414
Dordon Primary (3)	Academy	4-11	30	210	136	145	147	143	152	154
Newton Regis CE Primary (4)	Academy	4-11	17	119	68	57	64	69	75	80
The Nethersole CE Primary (5)	Academy	4-11	45	315	268	272	264	249	249	250
Warton Nethersole's CE Primary (6)	Academy	4-11	22	154	133	141	135	122	125	122
			189	1323	1114	1131	1117	1077	1088	1094

Comments

The North Warwickshire Borough Council Local Plan indicates this as an area for growth with the potential for an additional 700 homes during the life of the plan. On current information we would estimate this would generate 153 primary age pupils.

Current pupil forecasts suggest that the additional pupils from proposed housing could be accommodated across the wider area without the need for expansion.

Coleshill

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data			
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Coleshill CE Primary (7)	C E Aided	4-11	30 R	330	311	316	322	329	330	330
			60 3							
Curdworth CE Primary (8)	Community	4-11	17	119	110	114	116	116	117	118
High Meadow Infant (9)	Community	4-7	30	90	92	89	89	90	90	90
Shustoke CE Primary (10)	CE Controlled	4-11	27	189	170	179	188	191	188	187
St Edward's Catholic Primary (11)	Catholic Aided	4-11	30	210	204	208	206	206	207	207
Water Orton Primary (12)	Community	4-11	45	315	327	332	328	322	325	330
			179*	1253	1214	1238	1249	1254	1257	1262

Comments

The Borough Council expects 176 new homes to be developed across the area between 2014 and 2019. This could generate an additional 38 pupils at primary age and a similar number at secondary age.

The Local Plan indicates that there is potential for a further 370 homes being developed across the life of the plan. On current figures we would estimate that this could generate an additional 81 primary age pupils.

There is significant inflow of pupils from across the county boundary. Initially, capacity within the schools for children from new housing will come from not admitting so many children from outside Warwickshire.

On-going growth in numbers and capacity within schools will continue to be closely monitored.

Coleshill CE Primary School takes an additional intake at Key Stage 2...

Arley

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data			
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Bournebrook CE Primary (13)	CE Controlled	4-11	20	140	137	130	136	137	137	138
Arley Primary (14)	Community	4-11	45	315	173	188	206	212	223	240
			65	455	310	318	342	349	360	378

Comments

Some small scale development has already taken place in the area with the potential for more. We believe that the additional demand for places generated by new housing can be met by the existing schools. However, there is scope to consider the expansion of Arley Primary School should this become necessary longer term.

^{*} The total PAN shown for the area is for Reception intake only

Kingsbury

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data					
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Hurley Primary (15)	Community	4-11	25	175	190	182	166	160	161	158	
Kingsbury Primary (16)	Community	4-11	45	315	288	293	287	280	282	271	
Wood End Primary (17)	Academy	4-11	25	175	122	119	126	121	122	123	
			95	665	600	594	579	561	565	552	

Comments

The Borough Council expects 29 new homes to be built between 2014 and 2019. This could generate an additional 6 primary age pupil and a similar number at secondary.

Across the life of the local plan there could be a further 96 homes developed resulting in an additional 21 primary age pupils.

At present we believe the forecast additional children from proposed housing could be accommodated within the existing schools without the need for expansion.

Atherstone

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Outwoods Primary (18)	Community	4-11	60	420	342	369	377	391	398	414
Racemeadow Primary (19)	Academy	4-11	60	420	228	233	226	223	231	239
St Benedict's Catholic Primary (20)	Catholic Aided	4-11	25	175	155	162	158	160	160	158
Woodside CE Primary (21)	Academy	4-11	40	280	197	204	217	214	216	215
			185	1295	922	968	978	988	1005	1026

Comments

The Borough Council expects a minimum of 220 new homes to be built between 2014 and 2019. This could generate an additional 48 primary age pupils and a similar number of secondary age pupils. However, longer term there could be a further 945 new homes across the life of the plan. This would generate an additional 206 primary age pupils and the potential impact on the local schools would need to be monitored closely with appropriate action taken as required.

Secondary schools

North Warwickshire (excluding Hartshill)

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Kingsbury School	Community	11-16	126	630	600	613	626	619	609	614
The Polesworth School	Academy	11-18	224	1120	1485	1488	1401	1354	1298	1246
The Coleshill School	Academy	11-18	180	900	758	752	711	711	704	667
Queen Elizabeth School	Foundation	11-16	163	1141	539	521	517	533	550	576
			693	3791	3382	3374	3255	3217	3161	3103

Comments

There is significant inflow of pupils from across the county boundary into the North Warwickshire secondary schools.

We believe that in the short to medium term, there is sufficient capacity within the schools to cope with additional pupils from the proposed new housing developments. The longer term situation will be kept under review.

Hartshill

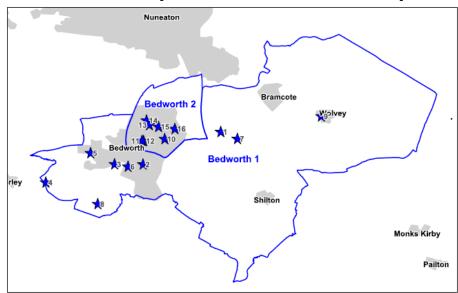
School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Hartshill School	Academy	11-18	210	1050	1026	1041	1044	1052	1051	1051	

Comments

Although Hartshill falls within North Warwickshire, the priority area for the school also includes parts of Nuneaton. As a result Hartshill will be affected by both Borough Council Local Plans.

In the Hartshill area, applications have been submitted for 314 homes which could generate an additional 51 primary phase and 54 secondary phase pupils.

Bedworth area profiles & forecasts for primary and secondary phase schools





Primary schools

Bedworth 1

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Arden Forest Infant (1)	Community	4-7	60	180	177	181	180	180	180	180
Exhall Cedars Infant (2)	Community	4-7	60	180	173	173	169	167	168	175
Goodyers End Primary (3)	Community	4-11	60	420	361	391	391	405	408	400
Keresley Newland Primary (4)	Community	4-11	30	210	195	205	204	205	208	205
Newdigate Primary (5)	Community	4-11	45	315	221	264	276	295	307	317
St Giles' Junior (6)	Community	7-11	60	240	216	228	235	237	236	229
St James' CE Junior, Bulkington (7)	Academy	7-11	60	240	230	227	233	235	237	237
Wheelwright Lane Primary (8)	Community	4-11	30	210	217	222	220	217	215	210
Wolvey CE Primary (9)	CE Controlled	4-11	30	210	206	206	206	209	218	211
			315*	2205	1996	2097	2114	2150	2177	2164

Comments

*The total PAN shown for the area is for entry into reception only.

It should be noted that for pupil place planning and schools admissions purposes, Wolvey CE Primary school is considered as part of Nuneaton and Bedworth. However the school is actually part of the area covered by Rugby Borough Council.

Wheelwright Lane and Keresley Newland Primary Schools are both located close to the Coventry border and have traditionally taken children from out of county. Wolvey Primary and the Bulkington schools are affected by the movement of Armed Forces personnel at Bramcote Barracks.

There is already pressure on places across Bedworth with Newdigate Primary School having agreed to take above their admission number in reception in September 2014.

The Nuneaton and Bedworth Borough Council draft Local Plan proposes an additional 700 houses within the area. We estimate this will generate an additional 153 pupils of primary age. There is insufficient capacity to cater for this number of additional pupils and so longer term expansion is likely.

Bedworth 2

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
All Saint's CE Infant (10)	CE Aided	3-7	30	90	73	67	73	76	86	86
Canon Evans CE Infant (11)	CE Aided	4-7	90	270	264	264	268	270	270	270
Canon Maggs CE Junior (12)	Academy	7-11	89	356	350	347	354	358	360	360
Race Leys Infant (13)	Community	4-7	70	210	170	181	171	190	180	180
Race Leys Junior (14)	Academy	7-11	70	280	233	255	265	267	272	272
St Francis Catholic Primary (15)	Catholic Aided	4-11	30	210	207	207	207	211	210	209
St Michael's CE Primary (16)	CE Aided	4-11	45 R 50 3	335	249	272	308	332	364	402
			265*	1751	1546	1593	1646	1704	1742	1779
Comments						•				

Comments

There is a mis-match of places between Key Stages 1 & 2 which needs to be addressed to ensure all infant children can secure a junior place. We have also seen a shortage of places in Key Stage 1 and in Year 3. Although a fluctuating birth rate in this area makes place planning difficult, we believe there is a need for further capacity within the town. St Michael's CE Primary school has agreed to take above their admission number in reception in September 2014 to help meet local demand.

In order to address the mismatch of Key Stage 1 & 2 places, this area is a priority for review in autumn term 2014.

^{*}The total PAN shown for the area is for entry into reception only.

Secondary schools

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2014/15 2015/16 2016/17 2017/18 2018				
Nicholas Chamberlaine School	Academy	7-18	300	1500	1203	1141	1211	1266	1349	1460	
Ash Green	Academy	7-18	170	850	885	925	936	959	964	970	
			470	2350	2088	2066 2147 2225 2313 24					

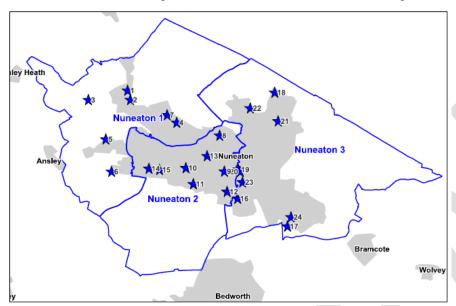
Comments

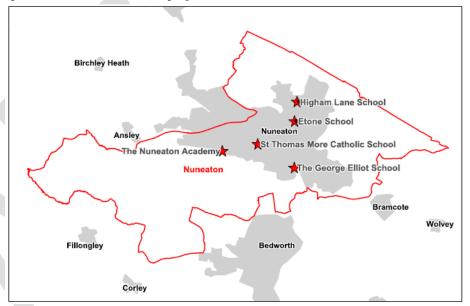
The proposed development in the Local Plan falls within the Ash Green priority area. The school is already over-subscribed and forecast to remain so. It is possible that some capacity could be realised through the displacement of Coventry pupils but this alone will not meet the estimated need for a further 135+ pupils across secondary and post 16.

There is currently some spare capacity in Nicholas Chamberlaine School although longer term we also expect this school to fill.

The Local Authority will continue to liaise closely with the schools to ensure sufficient places.

Nuneaton area profiles & forecasts for primary and secondary phase schools





Primary schools

Nuneaton 1

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Michael Drayton Junior (1)	Community	7-11	127	508	489	501	494	477	457	439
Nathaniel Newton Infant (2)	Community	4-7	60	180	178	180	177	171	171	174
Nursery Hill Primary (3)	Community	3-11	25	175	107	135	148	164	176	170
Camp Hill Primary (4)	Community	3-11	60	420	340	371	385	391	401	411
Galley Common Infant (5)	Community	4-7	50	150	159	155	150	144	144	144
Park Lane Primary (6)	Academy	3-11	50	350	267	279	291	305	318	321
St Anne's Catholic Primary (7)	Catholic Aided	3-11	29	203	174	186	187	199	200	205

	274*	1986	1714	1807	1832	1851	1867	1864

Comments

This area will be affected by both the North Warwickshire Borough Local Plan and the Nuneaton and Bedworth Borough Plan.

Nuneaton and Bedworth's Local Plan proposals for a further 3000 homes across the north of the town are likely to require the provision of new schools.

The North Warwickshire Borough Local Plan includes provision for a further 490 homes in this area and review is required to profile the likely impact of proposed housing.

Nuneaton 2

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Abbey CE Infant (8)	Community	3-7	60	180	171	171	178	180	180	180	
Chilvers Coton Infant (9)	Community	3-7	60	180	142	158	173	190	180	180	
Croft Junior (10)	Community	7-11	90	360	301	329	331	350	366	366	
Glendale Infant (11)	Community	4-7	90	270	266	269	270	270	270	270	
Middlemarch (12)	Foundation	7-11	60	240	198	201	199	203	198	187	
Queen's CE Junior (13)	Academy	7-11	90	360	144	160	167	188	239	263	
St Paul's CE Primary (14)	CE Controlled	3-11	60	420	437	440	437	437	431	425	
Stockingford Primary (15)	Community	4-11	120	840	578	648	706	767	819	840	
			390*	2850	2237	2376	2461	2585	2683	2711	

Comments

The Local Plan includes provision for an additional 1000 homes at Arbury. We believe this will require a new one form entry primary school.

^{*}The total PAN shown for the area is for entry into reception only.

^{*}The total PAN shown for the area is for entry into reception only.

Nuneaton 3

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
All Saint's CE Primary (16)	CE Controlled	3-11	30	210	200	217	225	231	234	215
Chetwynd Junior (17)	Community	7-11	90	360	337	351	357	360	360	360
Milby Primary (18)	Community	4-11	60	420	429	426	426	425	422	416
Our Lady of the Angels Catholic Infant (19)	Catholic Aided	3-7	70	210	210	208	208	210	210	210
St Joseph's Catholic Junior (20)	Catholic Aided	7-11	68	272	271	270	271	272	272	272
St Nicolas CE Primary (21)	Academy	4-11	60	420	419	422	422	421	420	420
Weddington Primary (22)	Community	4-11	60	420	400	397	396	407	411	410
Wembrook Primary (23)	Community	4-11	90	630	624	629	631	632	630	628
Whitestone Infant (24)	Community	4-7	90	270	269	263	263	270	270	270
			460*	3212	3159	3183	3199	3228	3229	3201

Comments

The Local Plan includes provision for an additional 500 homes on Gipsy Lane. We believe the additional demand for places could be met through the expansion of existing schools rather than by building wholly new ones.

Parts of the area will be affected by both the North Warwickshire Borough Local Plan and the Nuneaton and Bedworth Borough Plan.

Nuneaton and Bedworth's Local Plan proposals for a further 3000 homes across the north of the town is likely to require the provision of new schools.

^{*}The total PAN shown for the area is for entry into reception only.

Secondary schools

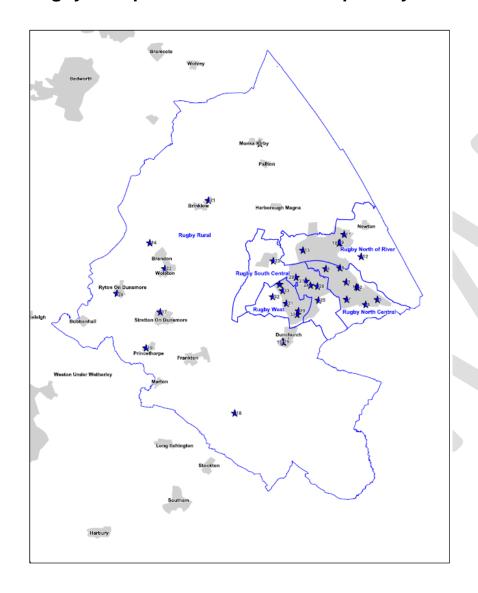
School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Etone College	Academy	11-18	155	755	861	806	825	823	830	837	
Higham Lane School	Academy	11-16	238	1190	1204	1207	1184	1150	1144	1143	
St Thomas More Catholic School	Catholic Aided	11-18	156	1092	912	905	906	909	906	910	
The George Eliot School	Academy	11-16	190	950	652	703	722	743	794	842	
The Nuneaton Academy	Academy	11-18	210	1050	967	862	865	885	920	1058	
			949	5037	4596	4483	4502	4510	4594	4790	

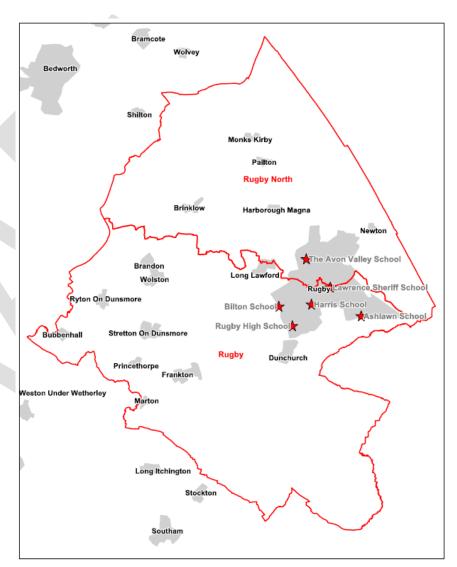
Comments

Although there is currently some spare capacity within the secondary schools, current pupil forecasts suggest that additional places will be required by September 2017.

The impact of the proposed housing across the Borough is significant and discussions have begun with all secondary providers about how we can work together to ensure a sufficient supply of places longer term.

Rugby area profiles & forecasts for primary and secondary phase schools





Primary schools

Rugby North Central

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Abbots Farm Infant (1)	Community	4-7	60	180	180	181	181	180	180	180	
Abbots Farm Junior (2)	Community	7-11	60	240	239	251	254	249	246	240	
Eastlands Primary (3)	Community	4-11	30	210	210	246	246	245	244	241	
English Martyrs Catholic Primary (4)	Catholic Aided	4-11	30	210	215	213	211	209	209	208	
Hillmorton Primary (5)	Community	4-11	30	210	203	203	207	206	206	205	
Northlands Primary (6)	Community	4-11	30	210	205	206	207	207	209	209	
Paddox Primary (7)	Community	4-11	60	420	437	437	463	476	502	526	
St Andrew's Benn CE Primary (8)	CE Aided	3-11	45	315	283	299	327	333	316	312	
			255*	1995	1972	2036	2096	2105	2112	2121	

Comments

There is already a shortage of places across Rugby. Eastlands Primary School has agreed to take an additional 30 children into Reception in September 2014 as a bulge year in advance of the permanent expansion of Paddox Primary by one form of entry with effect from September 2015 admissions. Review of this area is a high priority for 2014/15.

This area of Rugby is closest to the future Mast Site development and it is possible there could be some short term impact in the area ahead of new schools being built.

^{*}The total PAN shown for the area is for entry into reception only.

Rugby North of River

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Boughton Leigh Infant (9)	Community	3-7	90	270	226	243	263	258	255	255
Boughton Leigh Junior (10)	Community	7-11	120	480	397	438	466	509	534	558
Brownsover Community School (11)	Community	3-7	60	180	170	170	180	180	180	180
Clifton CE Primary (12)	CE Controlled	4-11	30	210	227	222	218	214	210	210
The Riverside Academy (13)	Academy	3-11	30	210	199	202	207	205	211	214
			210*	1350	1219	1275	1334	1366	1390	1417

Comments

Expansions have already taken place at Boughton Leigh Infant and Boughton Leigh Junior Schools. However, there is more housing planned for Coton Park East with a further 65 homes due to be completed within the next 2 years.

This part of Rugby is closest to The Gateway development of 1300 homes. We have reserved a site on this development and need to prioritise the development of the new school.

It should be noted that there are more places at Key Stage 1 than Key Stage 2 in this area and a solution must be found within the next twelve to eighteen months.

We are aware of an application for a 2 form entry free school which would be due to open in September 2015. We await the outcome of the application.

^{*}The total PAN shown for the area is for entry into reception only.

Rugby Rural

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Binley Woods Primary (14)	Community	4-11	30	210	202	201	193	181	181	182	
Dunchurch CE Boughton Junior (15)	CE Aided	7-11	66	264	267	262	262	263	264	264	
Dunchurch Infant (16)	Foundation	4-7	60	180	178	178	176	175	175	177	
Knightlow CE Primary (17)	CE Aided	4-11	30	210	210	213	211	212	211	210	
Leamington Hastings CE Infant (18)	CE Controlled	4-7	18	54	41	42	40	40	38	35	
Our Lady's Catholic Primary (19)	Catholic Aided	4-11	17	119	121	123	123	120	118	114	
Provost Williams CE Primary (20)	CE Controlled	3-11	30	210	161	164	181	169	166	166	
The Revel CE Primary (21)	CE Aided	4-11	45	315	306	310	306	305	299	292	
Wolston St Margaret's CE Primary (22)	CE Controlled	3-11	30	210	178	186	190	188	197	202	
			260*	1772	1664	1679	1682	1653	1649	1642	

Comments

The majority of the schools in this area are at or very close to capacity. Over recent years children have been redirected form Rugby town as places more locally have diminished.

This area is high priority for review in 2014/15.

We are aware that Rugby Borough Council is looking at future housing development across the villages. We will continue to liaise with them to ensure we can meet emerging need.

^{*}The total PAN shown for the area is for entry into reception only.

Rugby South Central

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Long Lawford Primary (23)	Community	3-11	45	315	285	325	348	373	380	404	
Oakfield Primary School (24)	Academy	3-11	45	315	219	253	269	284	299	309	
Rokeby Primary (25)	Community	3-11	30	210	218	237	237	234	235	215	
St Marie's Catholic Primary (26)	Catholic Aided	3-11	60	420	380	390	400	401	396	380	
St Matthew's Bloxam CE Primary (27)	CE Controlled	3-11	30	210	212	223	223	223	223	216	
St Oswald's CE Primary (28)	CE Controlled	3-11	30	210	198	209	212	212	213	213	
			240	1680	1512	1637	1689	1727	1746	1737	

Comments

Long Lawford Primary School increased by 15 places per year group in 2012. The school has agreed to take above admission number across most year groups in recognition of the increased local demand for places. Temporary accommodation has been put in place for September 2014 in advance of a permanent expansion by a further 15 places per year group from September 2015.

This area is high priority for review in 2014/15.

Rugby West

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Bawnmore Infant (29)	Community	4-7	60	180	180	180	180	180	180	180
Bilton CE Junior (30)	CE Controlled	7-11	105	420	410	412	418	418	420	420
Bilton Infant (31)	Community	4-7	57	171	209	204	202	171	171	171
Cawston Grange Primary (32)	Academy	4-11	30	210	253	250	276	332	358	358
Henry Hinde Infant (33)	Academy	4-7	60	180	180	181	211	241	270	270
Henry Hinde Junior (34)	Academy	7-11	70	280	261	270	273	277	280	300
			207*	1441	1493	1497	1560	1619	1679	1699
Comments	·	•	•			•				

*The total PAN shown for the area is for entry into reception only.

Bilton Infant School took an additional 30 children into Reception in September 2013. Cawston Grange Primary is to expand by one form of entry with effect from September 2015 and has agreed to take an additional intake into Year 3 in September 2016 to cater for the bulge year currently in Bilton Infant School.

Henry Hinde Infant is also considering expanding by one form of entry from September 2015. Expansion at Key Stage 1 will have longer term implications for places at Key Stage 2 and additional Junior places need to be provided as soon as possible.

The Published Admission Numbers at both Henry Hinde Junior and Bilton CE Junior Schools require classes of 35. However, the schools do not have sufficient class bases capable of taking 35 children in all year groups. A review of the school PANs will take place early in the autumn term 2014.

Secondary schools

Rugby North

School Name	Governance	Age	PAN	Net	NOR		Pupi	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15 2015/16 2016/17 2017/18 2018/				
The Avon Valley School	Foundation	11-16	220	1100	1109	1102	1101	1101	1114	1151

Comments

There is significant housing development on-going and planned for this area of Rugby. The school is already at capacity and is forecast to be over-subscribed from 2015 onwards.

Work will take place with the school to look for the most appropriate way of meeting local demand.

Rugby (excluding Avon Valley)

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Bilton School	Academy	11-18	210	1050	926	936	926	943	977	1034
Ashlawn School	Academy	11-18	280	1400	1695	1691	1699	1722	1741	1758
Lawrence Sheriff	Voluntary Aided	11-18	120	600	885	919	956	955	963	974
Harris CE School	Academy	11-16	182	910	845	767	767	780	790	828
Rugby High School for Girls	Academy	11-18	120	600	794	827	859	885	911	955
			912	4560	5145	5140	5207	5285	5382	5549

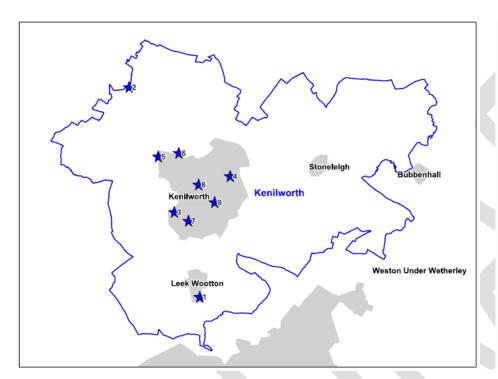
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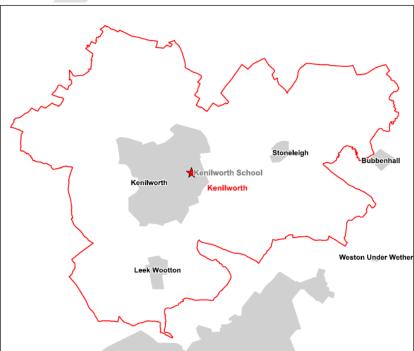
Rugby operates a selective system of secondary education. There are 3 schools offering selective places, Ashlawn is a bi-lateral school with both grammar and non-selective places. Lawrence Sheriff is a boys grammar school and Rugby High School for Girls is a girls grammar school. All 3 schools attract applications from a wide geographic area including other parts of Warwickshire and from across the county boundary.

The shortage of places within Rugby at primary level and the subsequent expansion of a number of schools over recent years will start to impact on the secondary sector by 2017/18. A review of secondary education across Rugby will take place in early 2015.

The Mast Site will see the provision of a new secondary school. Although we believe the Mast Site development will have sufficient children to support a secondary school, the selective system makes things less clear and it is possible that the new school will add to place provision across the main town as well as providing for the new development.

Kenilworth area profiles & forecasts for primary and secondary phase schools





Primary schools

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
All Saint's CE Primary, Leek Wootton (1)	CE Aided	4-11	20	140	138	140	142	142	140	140
Burton Green C E Primary (2)	CE Controlled	4-11	15	105	97	99	96	97	100	99
Clinton Primary (3)	Community	4-11	30	210	216	212	205	204	204	204
Park Hill Junior (4)	Community	7-11	66	264	258	256	250	245	242	242
Priorsfield Primary (5)	Community	4-11	30	210	207	201	200	202	203	205
St Augustine's Catholic Primary (6)	Catholic Aided	4-11	30	210	208	206	199	193	196	197
St John's Primary (7)	Community	3-11	30	210	224	239	236	235	243	230
St Nicholas CE Primary (8)	CE Controlled	4-11	60	420	408	407	398	397	407	406
Thorns Community Infant (9)	Community	4-7	60	180	181	179	179	180	180	180
			275*	1949	1937	1939	1905	1895	1915	1903

Comments

Warwick District Local Plan has allocated the development of 850 homes on greenfield sites on the edge of Kenilworth. In addition, there are a further 380 homes proposed on the existing Kenilworth School sites. We believe housing of this nature is likely to generate an additional 320 primary age pupils.

A new primary school for 210 pupils is planned for the Thickthorn development. However, the additional housing planned will require the provision of additional spaces within the town and further work is required to determine how these places will be delivered.

There are small scale developments planned for Leek Wootton, Burton Green and Baginton and we will monitor the potential impact of these.

^{*}The total PAN shown for the area is for entry into reception only.

Secondary schools

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15					
Kenilworth School	Foundation Trust	11-18	270	1350	1768	1811 1783 1770 1720 172					

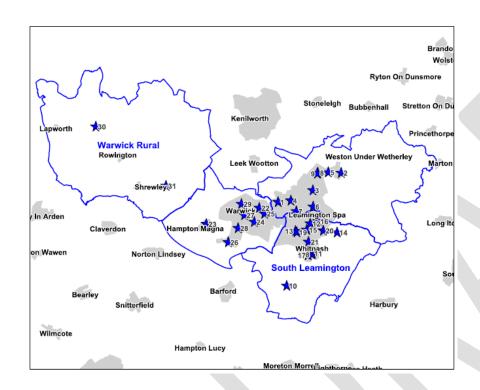
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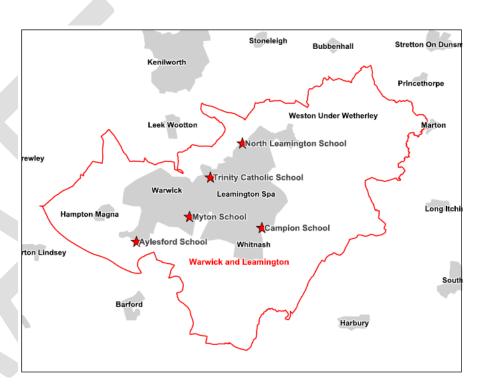
Kenilworth School has been working with Warwick District Council about the sale of their existing sites for housing development with the subsequent provision of a new, larger, school.

The issue of funding lag with the school being needed to be built in advance of receipt of sales proceeds is an issue.

In the short term there are sufficient places at Kenilworth School, although some out of area and out of county children might find it harder to secure places longer term.

Warwick & Leamington area profiles & forecasts for primary and secondary phase schools





Primary schools

North Leamington

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Brookhurst Primary (1)	Community	4-11	60	420	411	410	412	414	418	420
Cubbington CE Primary (2)	CE Controlled	4-11	30	210	197	197	204	206	208	208
Lillington Primary (3)	Community	3-11	60	420	173	199	231	261	288	313
Milverton Primary (4)	Community	4-11	45	315	315	321	319	319	319	315
Our Lady & St Theresa's (5)	Catholic Aided	4-11	30	210	137	157	170	179	179	180
St Paul's CE Primary (6)	CE Aided	3-11	45	315	321	321	322	322	323	322
St Peter's Catholic Primary (7)	Catholic Aided	4-11	15	105	119	123	124	122	125	120
Telford Infant (8)	Community	4-7	90	270	264	265	266	270	270	270
Telford Junior (9)	Community	7-11	90	360	350	358	357	350	355	356
			375*	2625	2287	2351	2405	2443	2485	2504

Comments

There are a number of proposed developments across the area resulting in an additional 510 homes. This will generate in the region of a further 133 primary age pupils across the life of the Local Plan. Of the proposed housing, over half falls within the priority area of Lillington Primary School.

We will monitor the position closely but do not believe that there will be a need to change the existing pattern of schools in the short to medium term.

^{*}The total PAN shown for the area is for entry into reception only.

South Leamington

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Bishops Tachbrook CE Primary (10)	CE Controlled	4-11	30	210	206	207	208	207	208	209
Briar Hill Infant (11)	Community	4-7	90	270	271	268	269	270	270	270
Clapham Terrace Primary (12)	Community	3-11	28	196	192	188	195	195	198	198
Kingsway Primary (13)	Community	4-11	30	210	140	162	163	171	181	188
Radford Semele CE Primary (14)	CE Controlled	4-11	30	210	200	203	208	206	212	210
Shrubland Street Primary (15)	Community	3-11	28	196	165	168	174	179	181	180
St Anthony's Catholic Primary (16)	Catholic Aided	3-11	30	210	209	210	212	211	211	210
St Joseph's Catholic Primary (17)	Catholic Aided	4-11	30	210	208	212	212	211	211	211
St Margaret's CE Junior (18)	CE Controlled	7-11	90	360	354	350	355	356	352	350
St Patrick's Catholic Primary (19)	Catholic Aided	3-11	30	210	188	203	212	211	213	207
Sydenham Primary (20)	Community	4-11	60	420	245	288	322	352	382	407
Whitnash Primary (21)	Community	4-11	45	315	183	213	229	241	257	272
			431*	3017	2561	2672	2759	2810	2876	2912

Comments

*The total PAN shown for the area is for entry into reception only.

This area will be affected by the proposal to build 3245 homes on greenfield sites on the edge of Warwick, Leamington and Whitnash. In addition there are a further 700 homes proposed across the area.

The level of development proposed will require new schools as well as the planned expansion of Whitnash Primary School.

Warwick

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
All Saint's CE Junior (22)	CE Controlled	7-11	60	240	183	204	221	233	263	285
Budbrooke Primary (23)	Community	4-11	45	315	305	301	305	302	303	307
Coten End Primary (24)	Community	4-11	90	630	463	493	519	544	570	600
Emscote Infant School (25)	Community	4-7	75	225	186	204	222	230	240	240
Newburgh Primary (26)	Community	4-11	60	420	310	351	374	391	415	417
St Mary Immaculate Catholic Primary (27)	Catholic Aided	4-11	20	140	91	93	104	110	114	118
Westgate Primary (28)	Community	4-11	30	210	152	170	181	189	190	197
Woodloes Primary (29)	Community	4-11	60	420	341	363	380	393	396	402
			380*	2600	2031	2179	2306	2392	2491	2566

Comments

*The total PAN shown for the area is for entry into reception only.

Expansions have already taken place across a number of schools in the area adding an extra 75 places across all year groups over the past 4 years.

In addition, Aylesford School and Sixth Form will be extending its age range to include primary provision, with 30 Reception places available from September 2015.

Warwick Rural

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Lapworth CE Primary (30)	CE Controlled	4-11	23	161	136	148	154	163	177	183	
The Ferncumbe CE Primary (31)	CE Controlled	4-11	20	140	141	149	147	151	157	152	
			43	301	277	297	301	314	334	335	

Comments

There is limited housing planned in this area over the life of the Local Plan. After a successful bid for Targeted Basic Need Funding, Lapworth CE Primary School will be expanded to enable them to take up to 30 in each year group from September 2015. We believe that this, along with the previous expansion of The Ferncumbe CE Primary School, will be sufficient to meet local demand for places in the medium term.

Secondary schools

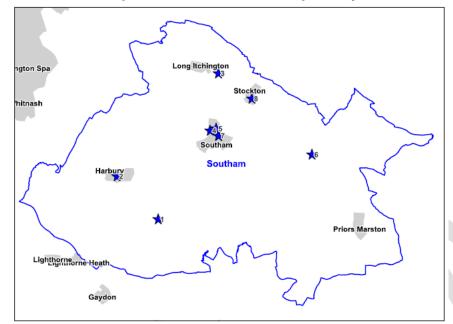
School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Aylesford School and Sixth Form	Academy	11-18	206	1030	765	750	769	790	840	896
Campion School	Academy	11-18	155	755	595	579	604	617	634	667
North Leamington School	Community	11-18	240	1200	1216	1281	1356	1408	1430	1447
Trinity Catholic School	Catholic Aided	11-18	210	1050	902	811	802	849	931	1013
Myton School	Academy	11-18	275	1375	1638	1657	1656	1666	1683	1687
			1086	5410	5116	5078	5187	5330	5518	5710

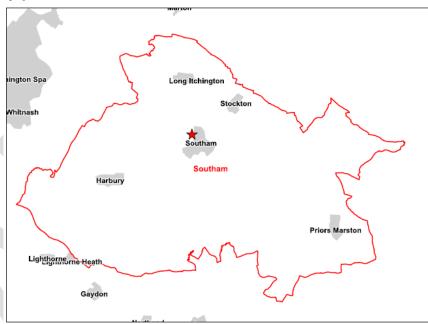
Comments

The expansion of both Campion School and Myton School is set out in the Warwick District Local Plan.

There will be a need to closely monitor the phased development of this significant new housing, working with all partners to ensure sufficient places locally without creating surplus capacity.

Southam area profiles & forecasts for primary and secondary phase schools





Primary schools

Southam

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Bishops Itchington Primary (1)	Community	4-11	30	210	124	130	133	137	145	147
Harbury CE Primary (2)	CE Controlled	4-11	30	210	212	203	200	185	175	167
Long Itchington Primary (3)	Community	4-11	28	196	161	170	173	176	178	170
Southam Primary (4)	Community	4-11	42	294	274	254	258	252	246	241
Southam St James CE Primary (5)	CE Aided	4-11	30	210	178	184	176	176	185	186
St Lawrence CE Primary (6)	CE Aided	4-11	26	182	168	174	169	167	164	152
Southam St Mary's Catholic Primary (7)	Catholic Aided	3-11	30	210	94	84	84	87	86	86
Stockton Primary (8)	Community	4-11	18	126	103	102	93	88	89	74
			234	1638	1314	1301	1286	1268	1268	1223

Comments

Information from the Local Plan suggests that there will be in excess of 700 homes developed across the area over the life of the plan, with 370 expected to be completed within the next five years.

At Bishops Itchington we estimate an additional 21 primary age pupils over the next 5 years with a further 15 in Napton. We believe the existing primary schools will be able to cater for these additional numbers.

In Southam an increase in pupil numbers is manageable in the short term although we will need to review provision to determine how best to meet the estimated longer term additional need.

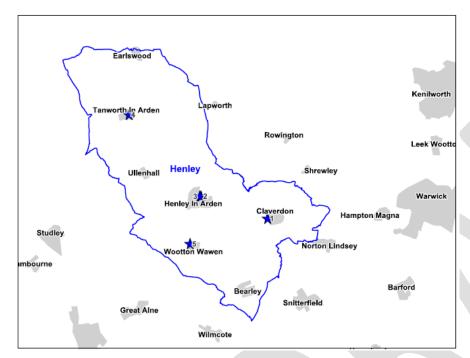
Secondary schools

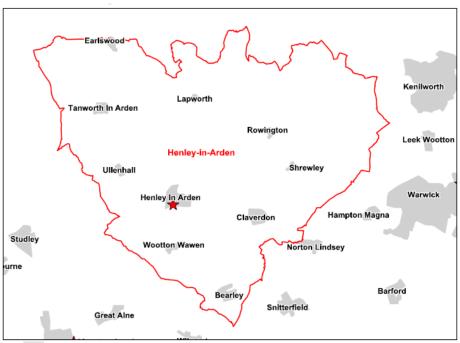
School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2018/19				
Southam College	Community	4-11	210	1050	1377	1409	1415	1433	1426	1433	

Comments

Southam College is a successful and heavily over-subscribed school. Currently admitting a significant number of pupils from outside its own priority area, we believe that in the short term the need for places can be met with local children taking priority over those from further afield. Longer term it is possible that we will need to work with Southam College to increase the total number of places available.

Henley in Arden area profiles & forecasts for primary and secondary phase schools





Primary schools

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Claverdon Primary (1)	Community	4-11	30	210	204	207	208	206	206	209	
Henley in Arden Primary (2)	Academy	4-11	30	210	202	200	204	205	203	198	
St Mary's Catholic Primary (3)	Catholic Aided	4-11	10	70	65	68	71	70	69	69	
Tanworth in Arden CE Primary (4)	Academy	3-11	30	210	210	213	212	208	206	204	
Wootton Wawen CE Primary (5)	CE Controlled	4-11	24	168	145	147	139	130	124	119	
			124	868	826	835	834	819	808	799	

Comments

Information from the Local Plan suggests there will be approximately 280 new houses developed in the area over the life of the plan. This is likely to result in approximately 51 additional primary age pupils.

A number of the schools currently admit pupils from outside their own priority area and we will monitor the position closely to ensure a sufficient supply places for local children.

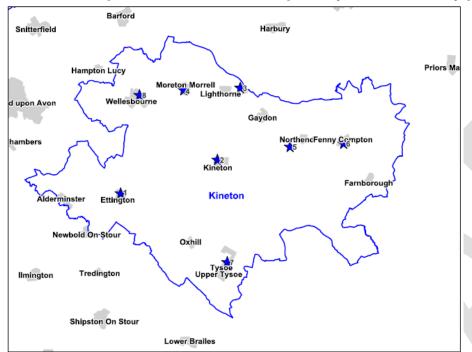
Secondary schools

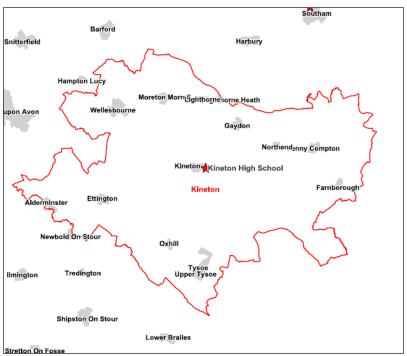
School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Henley in Arden High School	Academy	11-16	123	615	619	617	589	593	584	596

Comments

The proposed housing across the life of the Local Plan could generate approximately 40 additional secondary age pupils. The school currently admits approximately 20 – 30 pupils per year from outside their own priority area and we believe that in the short term the school will be able to cater for additional children generated from new housing. However, we will keep this situation under review.

Kineton area profiles & forecasts for primary and secondary phase schools





Primary schools

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Ettington CE Primary (1)	CE Controlled	4-11	25	175	164	169	165	171	173	171
Kineton CE Primary (2)	CE Aided	4-11	30	210	168	172	178	184	185	184
Lighthorne Heath Primary (3)	Community	3-11	13	91	56	52	56	59	66	71
Moreton Morrell CE Primary (4)	Foundation	4-11	15	105	95	98	95	98	96	101
Temple Herdewyke Primary (5)	Community	4-11	15	105	89	86	91	98	99	99
The Dassett CE Primary (6)	CE Controlled	4-11	30	210	173	178	174	170	163	155
Tysoe CE Primary (7)	CE Controlled	4-11	30	210	165	154	160	153	145	148
Wellesbourne CE Primary (8)	CE Controlled	4-11	60	420	307	307	312	323	332	344
			218	1526	1217	1216	1231	1256	1259	1273

Comments

Information in the Local Plan suggests that there will be an additional 3341 homes delivered across the life of the plan in this area. This includes 2500 at Kingston Grange which will require the relocation and expansion of the existing Lighthorne Heath Primary School.

In the next 5 years we believe there will be approximately 324 homes developed in Wellesbourne. This is likely to generate a further 59 primary age pupils. These additional children should be able to secure places within Wellesbourne Primary without the need for expansion.

The impact of the development of 90 homes within Kineton should be manageable within the existing provision.

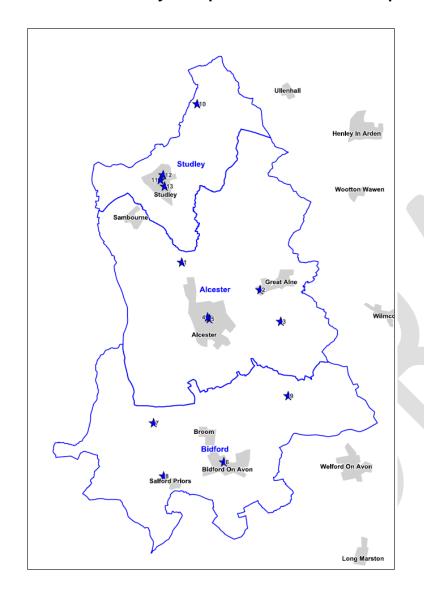
Secondary schools

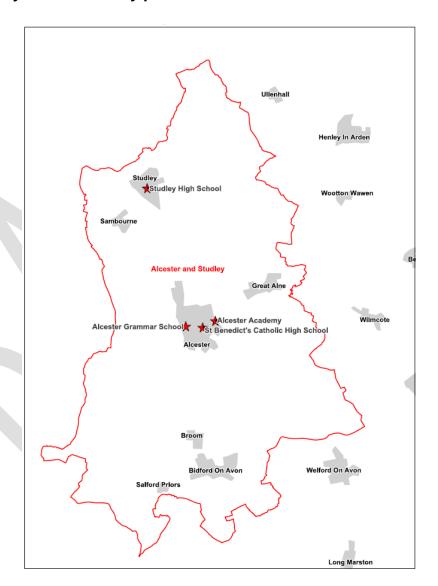
School Name	Governance	Age	PAN	Net	NOR		Pupi	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Kineton School	Community	11-18	123	615	824	834	813	801	830	839

Comments

We believe the additional housing proposed in the Local Plan will require the longer term expansion of Kineton High School. Discussions will continue to ensure the most appropriate solution to meet the needs of existing pupils and those likely to be generated as a result of new housing.

Alcester & Studley area profiles & forecasts for primary and secondary phase schools





Primary schools

Alcester

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Coughton CE Primary (1)	CE Controlled	4-11	20	140	130	130	127	120	119	113	
Great Alne Primary (2)	Community	4-11	16	112	83	76	82	78	82	77	
The Tudor Grange Primary Academy (3)	Academy	4-11	15	105	80	79	70	61	61	64	
Our Lady's Catholic Primary (4)	Catholic Aided	4-11	15	105	86	88	82	78	78	77	
St Nicholas CE Primary (5)	Academy	4-11	60	420	383	415	410	418	425	419	
			126	882	762	788	771	755	765	750	

Comments

Over the life of the Local Plan there are estimated to be an additional 678 new homes in this area generating approximately 124 primary age pupils. 566 of these are expected to be developed over the next five years, resulting in an additional 104 primary pupils. A number of the schools currently admit from outside their priority areas and this will reduce as the number of local pupils increase.

Longer term we will need to look to expand existing provision and change priority areas to better match demand and provision. We are aware that Coughton CE Primary School does have some additional accommodation and will be willing to consider permanent expansion.

Bidford

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Bidford on Avon Primary (6)	CE Controlled	4-11	45	315	292	298	282	270	262	254	
Dunnington CE Primary (7)	CE Aided	4-11	15	105	100	98	98	91	87	81	
Salford Priors CE Primary (8)	CE Controlled	4-11	15	105	79	73	74	68	72	72	
Temple Grafton CE Primary (9)	CE Controlled	4-11	15	105	96	99	96	95	94	96	
			90	630	567	568	550	524	515	503	

Comments

Over the life of the Local Plan there are estimated to be an additional 303 new homes in this area, generating approximately 56 primary age pupils. 153 of these houses are expected to be developed over the next five years, resulting in an additional 28 primary pupils. Currently a number of the schools admit from outside their priority areas and this will reduce as the number of local pupils increase.

Bidford on Avon Primary is currently close to capacity and although there are some out of area pupils in the school these numbers are relatively low. This area will be monitored closely.

Studley

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data					
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19		
Mappleborough Green CE Primary (10)	CE Controlled	4-11	17	119	123	120	121	121	120	118		
St Mary's Catholic Primary (11)	Catholic Aided	4-11	30	210	228	223	218	214	210	210		
Studley Infant (12)	Community	4-7	60	180	209	154	147	141	147	147		
Studley St Mary's CE Junior (13)	Academy	7-11	60	240	218	215	216	209	205	204		
			107*	749	778	712	702	685	682	679		

Comments

Over the life of the Local Plan it is estimated that 111 new homes will be developed across the area, generating an additional 20 primary age pupils.

The schools in Studley take significant numbers from outside Warwickshire and we believe there is adequate provision for children coming from new housing.

Secondary schools

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19	
Alcester Academy	Academy	11-16	150	750	602	519	522	527	529	581	
St Benedict's Catholic High	Catholic Aided	11-18	140	700	684	727	744	775	803	821	
Alcester Grammar	Academy	11-18	120	840	1017	1016	1022	1042	1068	1140	
Studley High	Academy	11-16	150	750	730	715	659	599	533	486	
			560	3040	3033	2977	2947	2943	2933	3028	
Comments	<u>.</u>	•	•		•	•			•	•	

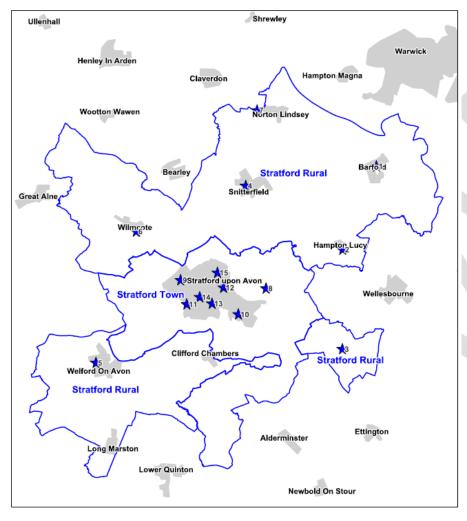
^{*}The total PAN shown for the area is for entry into reception only.

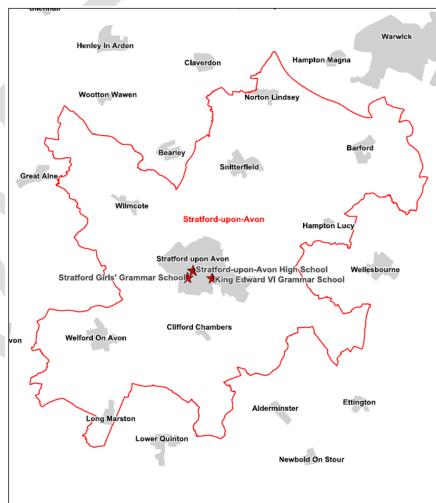
Alcester Grammar and Alcester St Benedict's Catholic High School admit from a wide geographical area with children selecting the school on ability and religious belief respectively.

Studley High has adequate space for additional children generated by proposed housing locally.

There is significant housing proposed within the priority area for Alcester Academy and although we believe there are adequate places in the short term, we will continue to monitor the position. We believe across the life of the plan there will be in excess of 1000 homes developed generating an additional 134 pupils. We will work with the school to ensure sufficient provision without generating excess capacity.

Stratford on Avon area profiles & forecasts for primary and secondary phase schools





Primary schools

Stratford Rural

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Barford St Peter's CE Primary (1)	CE Aided	4-11	20	140	133	136	142	144	143	142
Hampton Lucy Ce Primary (2)	CE Controlled	4-11	15	105	97	94	94	90	93	96
Loxley CE Primary (3)	CE Controlled	4-11	6	42	38	43	42	41	41	38
Snitterfield Primary (4)	Community	4-11	15	105	101	99	100	99	98	95
Welford on Avon Primary (5)	Community	3-11	30	210	216	222	221	218	215	212
Wilmcote CE Primary (6)	CE Aided	4-11	16	112	76	75	74	72	70	69
Wolverton Primary (7)	Foundation	4-11	15	105	97	100	102	103	106	104
			117	819	758	769	775	767	766	756

Comments

Across the life of the Local Plan there will be a further 243 homes across this area of Stratford District. In addition there will be homes generated as a result of the Warwick District Local Plan. We estimate that this will result on an additional 45 – 60 primary age pupils. We believe that these pupils will be able to be accommodated in existing provision although we will keep the position under review.

Stratford Town

School Name	Governance	Age	PAN	Net	NOR		Pup	il Forecast	Data	
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Alveston CE Primary (8)	CE Controlled	4-11	30	210	195	200	204	199	201	201
Bishopton Primary (9)	Community	4-11	30	210	194	184	191	193	205	222
Bridgetown Primary (10)	Community	4-11	60	420	356	369	369	373	383	383
Shottery St Andrew's CE Primary (11)	CE Controlled	4-11	10	105	70	73	77	81	89	95
St Gregory's Catholic Primary (12)	Catholic Aided	4-11	30	210	209	209	211	211	211	210
Stratford upon Avon Primary (13)	Community	4-11	30	210	220	218	217	215	213	209
The Willows CE Primary (14)	CE Controlled	4-11	60	420	393	404	405	415	421	421
Thomas Jolyffe Primary (15)	Community	4-11	60	420	361	366	352	359	360	350
			310	2205	1998	2023	2026	2046	2083	2091

Comments

Across the life of the Local Plan it is estimated than an additional 2697 homes will be developed across Stratford Town. The development of 800 homes at Shottery Fields will require the relocation and expansion of Shottery St Andrew's CE Primary School.

In the short term we secured targeted basic needs funding to add an additional form of entry at Bishopton Primary School from September 2015. Further discussions will be required with Stratford District Council re likely phasing and type of build so that informed decisions can be taken for the future.

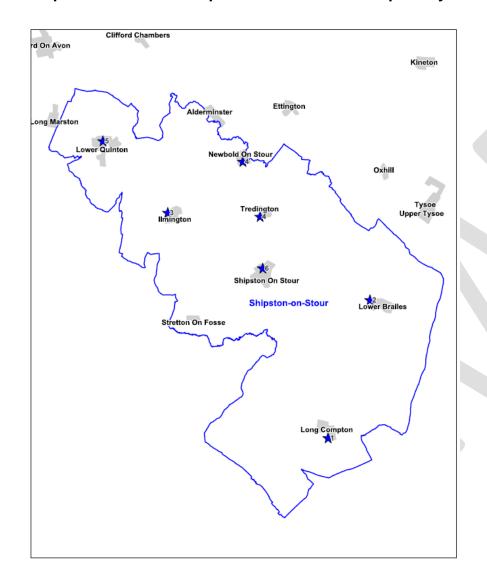
Secondary schools

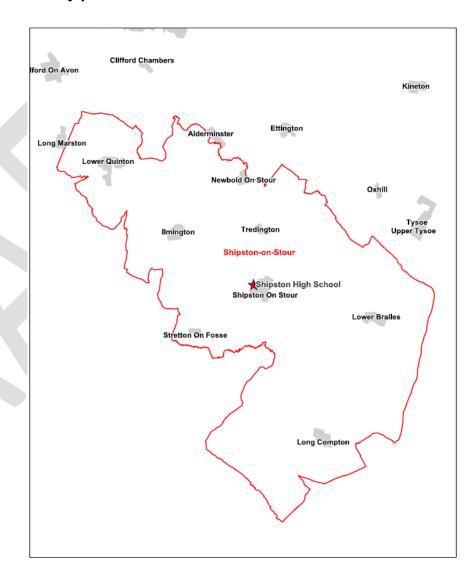
School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data					
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19		
Stratford Grammar School for Girls	Academy	11-18	112	560	652	688	741	788	818	861		
Stratford upon Avon School	Academy	11-18	290	1450	1463	1460	1490	1517	1559	1602		
King Edward V1 Grammar School	Academy	11-18	81	567	633	647	614	611	611	610		
			483	2577	2748	2795	2845	2916	2988	3073		

Comments

Across the life of the Local Plan it is estimated that an additional 2940 homes will be developed across the existing Stratford School priority area. Although there is currently some spare capacity within the school, we will look longer term to review priority areas to help create a better match between demand for places and provision.

Shipston on Stour area profiles & forecasts for primary and secondary phase schools





Primary schools

School Name	Governance	Age	PAN	Net	NOR		Pupil Forecast Data			
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Acorns Primary (1)	Community	3-11	10	70	69	69	71	69	73	71
Brailes CE Primary (2)	CE Controlled	4-11	15	105	73	71	73	66	65	63
Ilmington CE Primary (3)	CE Controlled	4-11	15	105	104	109	109	112	111	109
Newbold & Tredington CE Primary (4)	CE Controlled	4-11	15	105	69	65	66	73	76	71
Quinton Primary (5)	Community	3-11	30 *	210 *	116	124	130	136	152	162
Shipston Primary (6)	Foundation	4-11	60	420	381	399	400	405	403	398
			145	1015	812	837	849	861	880	874

Comments

This is a large rural area covering a significant part of south Warwickshire.

*Quinton Primary School has increased its Published Admission Number from 15 to 30. Building work is taking place at the school to support this expansion with the increased admission to reception feeding through on year groups at a time.

Over the life of the plan there is expected to be an additional 1092 homes developed across this area. Of these, 523 are planned for delivery within the next 5 years. Although there is currently some capacity within a number of the primary schools we will review this area in 2015 to ensure a sufficient supply of places longer term.

The proposed developments site at Long Marston is partly within Warwickshire and partly in Worcestershire. Stratford District Council has not yet issued definitive numbers for houses in this area. We are also aware of developments taking place and/or proposed within the Wychavon District Council area which could impact on this area. We will work closely with the district council to monitor this area closely over the forthcoming year.

Secondary schools

School Name	Governance	Age	PAN	Net	NOR	Pupil Forecast Data				
		Range		Capacity	Oct 13	2014/15	2015/16	2016/17	2017/18	2018/19
Shipston High	Academy	11-16	90	450	440	460	462	458	456	454
Comments										

Shipston High School serves a largely rural area in South Warwickshire. The school has consistently taken above admission number over recent years to ensure local children can secure a place. The next nearest school is more than 8 miles away, and if places weren't made available at Shipston High students could incur in return journeys of about 40 miles daily to secure a Warwickshire school place.

The Stratford District Council Local Plan suggests there could be a further 1092 new homes built within the priority area of the school during the life of the plan.

This, along with the forecast shortfall of places based on children already in the primary sector, suggests that the school will need to expand by almost 300 places.

In the short term the Local Authority is working with the school to support an expansion from 3 forms of entry, i.e. 90 pupils per year group, to 4 forms of entry i.e. 120 pupils per year group.

List of schools and electoral wards

ELECTORAL_DIVISION	SCHOOL_NAME
Admirals	BILTON HIGH SCHOOL
Admirals	CAWSTON GRANGE COMMUNITY PRIMARY SCHOOL
Admirals	HENRY HINDE INFANT SCHOOL
Admirals	HENRY HINDE JUNIOR SCHOOL
Alcester	ALCESTER GRAMMAR SCHOOL
Alcester	ALCESTER HIGH SCHOOL TECHNOLOGY COLLEGE
Alcester	GREAT ALNE PRIMARY SCHOOL
Alcester	OUR LADY'S CATHOLIC PRIMARY SCHOOL
Alcester	PRU Support Team
Alcester	ST. BENEDICT'S CATHOLIC HIGH SCHOOL
Alcester	ST. NICHOLAS' C OF E PRIMARY SCHOOL (ANNEX)
Arbury & Stockingford	ALDERMAN SMITH SCHOOL
Arbury & Stockingford	ALDERMAN SMITH SCHOOL
Arbury & Stockingford	CROFT JUNIOR SCHOOL
Arbury & Stockingford	CROFT JUNIOR SCHOOL
Arbury & Stockingford	GLENDALE INFANT SCHOOL
Arbury & Stockingford	GLENDALE INFANT SCHOOL
Arbury & Stockingford	PARK LANE PRIMARY SCHOOL
Arbury & Stockingford	PARK LANE PRIMARY SCHOOL
Arbury & Stockingford	ST. PAUL'S C. of E. PRIMARY SCHOOL, NUNEATON
Arbury & Stockingford	ST. PAUL'S C. of E. PRIMARY SCHOOL, NUNEATON
Arbury & Stockingford	ST. THOMAS MORE CATHOLIC SCHOOL
Arbury & Stockingford	ST. THOMAS MORE CATHOLIC SCHOOL
Arbury & Stockingford	STOCKINGFORD INFANT SCHOOL
Arbury & Stockingford	STOCKINGFORD INFANT SCHOOL
Arbury & Stockingford	STOCKINGFORD JUNIOR SCHOOL
Arbury & Stockingford	STOCKINGFORD JUNIOR SCHOOL
Arbury & Stockingford	STOCKINGFORD NURSERY SCHOOL
Arbury & Stockingford	STOCKINGFORD NURSERY SCHOOL
Arley	BOURNEBROOK C. of E. PRIMARY SCHOOL
Arley	GUN HILL INFANT SCHOOL
Arley	HERBERT FOWLER JUNIOR SCHOOL
Arley	NURSERY HILL PRIMARY SCHOOL
Aston Cantlow	CLAVERDON PRIMARY SCHOOL
Aston Cantlow	HASELOR SCHOOL
Aston Cantlow	SNITTERFIELD PRIMARY SCHOOL
Aston Cantlow	TEMPLE GRAFTON C. of E. PRIMARY SCHOOL
Aston Cantlow	WILMCOTE C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Aston Cantlow	WOLVERTON PRIMARY SCHOOL
Atherstone	ATHERSTONE NURSERY SCHOOL
Atherstone	RACEMEADOW PRIMARY SCHOOL
Baddesley Ensor	DORDON COMMUNITY PRIMARY SCHOOL
Baddesley Ensor	SPARROWDALE SPECIAL SCHOOL
Baddesley Ensor	WARTON NETHERSOLE'S C. of E. PRIMARY SCHOOL
Baddesley Ensor	WOODSIDE C OF E PRIMARY SCHOOL
Bede	CANON EVANS C. of E. INFANT SCHOOL
Bede	CANON MAGGS C. of E. JUNIOR SCHOOL
Bede	ST. FRANCIS CATHOLIC PRIMARY SCHOOL

Bede	ST. GILES JUNIOR SCHOOL
Bedworth North	RACE LEYS INFANT SCHOOL
Bedworth North	RACE LEYS JUNIOR SCHOOL
Bedworth West	ASH GREEN SCHOOL
Bedworth West	BEDWORTH HEATH NURSERY SCHOOL
Bedworth West	EXHALL GRANGE SPECIAL SCHOOL
Bedworth West	GOODYERS END PRIMARY SCHOOL
Bedworth West	KERESLEY NEWLAND PRIMARY SCHOOL
Bedworth West	NEWDIGATE PRIMARY SCHOOL
Bedworth West	PRU Support Team
Bedworth West	WHEELWRIGHT LANE PRIMARY SCHOOL
Bidford-on-Avon	BIDFORD-ON-AVON C. of E. PRIMARY SCHOOL
Bidford-on-Avon	DUNNINGTON C. of E. PRIMARY SCHOOL
Bidford-on-Avon	SALFORD PRIORS C. of E. PRIMARY SCHOOL
Bidford-on-Avon	WELFORD-ON-AVON PRIMARY SCHOOL
Bishops Tachbrook	BARFORD ST. PETER'S C. of E. PRIMARY SCHOOL
Bishops Tachbrook	BISHOPS TACHBROOK C. of E. PRIMARY SCHOOL
Bishops Tachbrook	BUDBROOKE PRIMARY SCHOOL
Brownsover	BOUGHTON LEIGH INFANT SCHOOL
Brownsover	BOUGHTON LEIGH INFANT SCHOOL
Brownsover	BOUGHTON LEIGH JUNIOR SCHOOL
Brownsover	BOUGHTON LEIGH JUNIOR SCHOOL
Brownsover	BROWNSOVER COMMUNITY SCHOOL
Brownsover	BROWNSOVER COMMUNITY SCHOOL
Brownsover	NEWBOLD RIVERSIDE PRIMARY SCHOOL
_	NEWBOLD RIVERSIDE PRIMARY SCHOOL
Brownsover	NORTHLANDS PRIMARY SCHOOL
Brownsover	
Brownsover	NORTHLANDS PRIMARY SCHOOL
Brownsover	ST. ANDREW'S BENN C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Brownsover	ST. ANDREW'S BENN C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Brownsover	THE AVON VALLEY SCHOOL
Brownsover	THE AVON VALLEY SCHOOL
Bulkington	ARDEN FOREST INFANT SCHOOL
Bulkington	CHETWYND JUNIOR SCHOOL
Bulkington	ST. JAMES C. of E. JUNIOR SCHOOL
Bulkington	WHITESTONE INFANT SCHOOL
Caldecott	BAWNMORE INFANT SCHOOL
Caldecott	BAWNMORE INFANT SCHOOL
Caldecott	BILTON C. of E. JUNIOR SCHOOL
Caldecott	BILTON C. of E. JUNIOR SCHOOL
Caldecott	BILTON INFANT SCHOOL
Caldecott	BILTON INFANT SCHOOL
Caldecott	BISHOP WULSTAN CATHOLIC SCHOOL
Caldecott	BISHOP WULSTAN CATHOLIC SCHOOL
Caldecott	BROOKE SPECIAL SECONDARY SITE
Caldecott	BROOKE SPECIAL SECONDARY SITE
Caldecott	HARRIS SCHOOL
Caldecott	HARRIS SCHOOL
Caldecott	LAWRENCE SHERIFF SCHOOL
Caldecott	LAWRENCE SHERIFF SCHOOL
Caldecott Caldecott Caldecott	ROKEBY INFANT SCHOOL ROKEBY INFANT SCHOOL

Caldecott	ROKEBY JUNIOR SCHOOL
Caldecott	ROKEBY JUNIOR SCHOOL
Caldecott	RUGBY HIGH SCHOOL
Caldecott	RUGBY HIGH SCHOOL
Caldecott	ST. MARIE'S CATHOLIC INFANT SCHOOL
Caldecott	ST. MARIE'S CATHOLIC INFANT SCHOOL
Coleshill	BLYTHE SPECIAL
Coleshill	COLESHILL C. of E. PRIMARY SCHOOL
Coleshill	HIGH MEADOW INFANT SCHOOL
Coleshill	SHUSTOKE C. of E. PRIMARY SCHOOL
Coleshill	ST. EDWARD'S CATHOLIC PRIMARY SCHOOL
Coleshill	THE COLESHILL SCHOOL
Cubbington	CUBBINGTON C. of E. PRIMARY SCHOOL
Cubbington	NORTH LEAMINGTON SCHOOL (upper)
Cubbington	OUR LADY & ST. TERESA'S CATHOLIC PRIMARY SCHOOL
Cubbington	RADFORD SEMELE C. of E. PRIMARY SCHOOL
Cubblington	DUNCHURCH BOUGHTON C. of E. (VOLUNTARY AIDED) JUNIOR
Dunchurch	SCHOOL (VOLENT/MCT/MBLB) GOMEN
Dunchurch	DUNCHURCH INFANT SCHOOL
Dunchurch	KNIGHTLOW C. of E. PRIMARY SCHOOL
Dunchurch	LEAMINGTON HASTINGS C. of E. INFANT SCHOOL
Dunchurch	OUR LADY'S CATHOLIC PRIMARY SCHOOL
Earl Craven	BINLEY WOODS PRIMARY SCHOOL
Earl Craven	BRINKLOW ANNEX (THE REVEL PRIMARY)
Earl Craven	PROVOST WILLIAMS C. of E. PRIMARY SCHOOL
Earl Craven	WOLSTON ST. MARGARET'S C. of E. PRIMARY SCHOOL
Eastlands & Hillmorton	ABBOTS FARM INFANT SCHOOL
Eastlands & Hillmorton	ABBOTS FARM INFANT SCHOOL
Eastlands & Hillmorton	ABBOTS FARM JUNIOR SCHOOL
Eastlands & Hillmorton	ABBOTS FARM JUNIOR SCHOOL
Eastlands & Hillmorton	ASHLAWN SCHOOL
Eastlands & Hillmorton	ASHLAWN SCHOOL
Eastlands & Hillmorton	EASTLANDS PRIMARY SCHOOL
Eastlands & Hillmorton	EASTLANDS PRIMARY SCHOOL
Eastlands & Hillmorton	ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL
Eastlands & Hillmorton	ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL
Eastlands & Hillmorton	HILLMORTON PRIMARY SCHOOL
Eastlands & Hillmorton	HILLMORTON PRIMARY SCHOOL
Eastlands & Hillmorton	PADDOX PRIMARY SCHOOL
Eastlands & Hillmorton	PADDOX PRIMARY SCHOOL
Feldon	BISHOPS ITCHINGTON PRIMARY SCHOOL
	HARBURY C. of E. PRIMARY SCHOOL
Feldon	
Feldon	LONG ITCHINGTON PRIMARY SCHOOL
Fosse	CLIFTON-UPON-DUNSMORE C. of E. PRIMARY SCHOOL
Fosse	THE REVEL C. of E. (AIDED) PRIMARY SCHOOL
Fosse	WOLVEY C. of E. PRIMARY SCHOOL
Hartshill	ARDEN HILL INFANT SCHOOL
Hartshill	HARTSHILL SCHOOL
Hartshill	MICHAEL DRAYTON JUNIOR SCHOOL
Hartshill	NATHANIEL NEWTON INFANT SCHOOL
Hartshill	OAKFIELD JUNIOR SCHOOL
Hartshill	QUEEN ELIZABETH SCHOOL

Hartshill	ST. BENEDICT'S CATHOLIC PRIMARY SCHOOL
Henley-in-Arden	HENLEY-IN-ARDEN HIGH SCHOOL
Henley-in-Arden	HENLEY-IN-ARDEN PRIMARY SCHOOL
Henley-in-Arden	RIVER HOUSE
Henley-in-Arden	ST. MARY'S CATHOLIC PRIMARY SCHOOL
Henley-in-Arden	TANWORTH-IN-ARDEN C. of E. PRIMARY SCHOOL
Henley-in-Arden	WOOTTON WAWEN C. of E. PRIMARY SCHOOL
Kenilworth Abbey	BURTON GREEN C. of E. PRIMARY SCHOOL
Kenilworth Abbey	KENILWORTH NURSERY SCHOOL
Kenilworth Abbey	PRIORS FIELD PRIMARY SCHOOL
Kenilworth Abbey	ST. AUGUSTINE'S CATHOLIC PRIMARY SCHOOL
Kenilworth Abbey	ST. NICHOLAS C. of E. PRIMARY SCHOOL
Kenilworth Park Hill	KENILWORTH SCHOOL
Kenilworth Park Hill	PARK HILL JUNIOR SCHOOL
Kenilworth St. John's	CLINTON PRIMARY SCHOOL
Kenilworth St. John's	ST. JOHN'S PRIMARY SCHOOL
Kenilworth St. John's	THORNS COMMUNITY INFANT SCHOOL
Kineton	KINETON C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Kineton	KINETON HIGH SCHOOL
Kineton	LIGHTHORNE HEATH PRIMARY SCHOOL
Kineton	TEMPLE HERDEWYKE PRIMARY SCHOOL
Kineton	THE DASSETT C. of E. PRIMARY SCHOOL
Kingsbury	HURLEY PRIMARY SCHOOL
Kingsbury	KINGSBURY COMPREHENSIVE SCHOOL
Kingsbury	KINGSBURY INFANT SCHOOL
Kingsbury	KINGSBURY JUNIOR SCHOOL
Kingsbury	WOOD END PRIMARY SCHOOL
Lawford & New Bilton	BROOKE SCHOOL
Lawford & New Bilton	LONG LAWFORD PRIMARY SCHOOL
Lawford & New Bilton	OAKFIELD PRIMARY SCHOOL
Lawford & New Bilton	ST. MARIE'S CATHOLIC JUNIOR SCHOOL
Lawford & New Bilton	ST. MATTHEW'S BLOXAM C. of E. PRIMARY SCHOOL
Lawford & New Bilton	ST. OSWALD'S C. of E. PRIMARY SCHOOL
Leamington Brunswick	KINGSWAY COMMUNITY PRIMARY SCHOOL
Leamington Brunswick	SHRUBLAND STREET COMMUNITY PRIMARY SCHOOL
Leamington Brunswick	ST. PATRICK'S CATHOLIC PRIMARY SCHOOL
Leamington Brunswick	WHITNASH NURSERY SCHOOL
Learnington Milverton	BROOKHURST PRIMARY SCHOOL
Learnington Milverton	MILVERTON PRIMARY SCHOOL
Learnington Milverton	PRU Support Team
Learnington Milverton	THE TRINITY CATHOLIC TECHNOLOGY COLLEGE
Learnington North	LILLINGTON NURSERY SCHOOL
Learnington North	LILLINGTON NURSERY SCHOOL LILLINGTON NURSERY SCHOOL
Learnington North	LILLINGTON NORSERT SCHOOL LILLINGTON PRIMARY SCHOOL
Leamington North	LILLINGTON PRIMARY SCHOOL
Learnington North	ST. PAUL'S C. of E. PRIMARY SCHOOL, LEAMINGTON SPA
Leamington North	ST. PAUL'S C. of E. PRIMARY SCHOOL, LEAMINGTON SPA
Leamington North	ST. PETER'S CATHOLIC PRIMARY SCHOOL
Learnington North	ST. PETER'S CATHOLIC PRIMARY SCHOOL ST. PETER'S CATHOLIC PRIMARY SCHOOL
Learnington North	TELFORD INFANT SCHOOL
Leamington North	TELFORD INNION SCHOOL
Leamington North	TELFORD JUNIOR SCHOOL

Leamington North	TELFORD JUNIOR SCHOOL
Leamington North	THE ROUND OAK SCHOOL AND SUPPORT SERVICE
Leamington North	THE ROUND OAK SCHOOL AND SUPPORT SERVICE
Leamington Willes	CLAPHAM TERRACE COMMUNITY PRIMARY SCHOOL
Leamington Willes	ST. ANTHONY'S CATHOLIC PRIMARY SCHOOL
Leamington Willes	SYDENHAM PRIMARY SCHOOL
Leek Wootton	ALL SAINTS C. of E. PRIMARY SCHOOL
Leek Wootton	LAPWORTH C. of E. PRIMARY SCHOOL
Leek Wootton	THE FERNCUMBE C. of E. PRIMARY SCHOOL
Nuneaton Abbey	ABBEY C. of E. INFANT SCHOOL
Nuneaton Abbey	MANOR PARK COMMUNITY SCHOOL
Nuneaton Abbey	QUEEN'S C. of E. JUNIOR SCHOOL
Nuneaton Camp Hill	CAMP HILL PRIMARY SCHOOL
Nuneaton Camp Hill	ST. ANNE'S CATHOLIC PRIMARY SCHOOL
Nuneaton Galley Common	GALLEY COMMON INFANT SCHOOL
Nuneaton St. Nicolas	
	ETONE COMMUNITY SCHOOL
Nuneaton St. Nicolas	ST. NICOLAS C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Nuneaton Weddington	HIGHAM LANE SCHOOL
Nuneaton Weddington	MILBY PRIMARY SCHOOL
Nuneaton Weddington	WEDDINGTON PRIMARY SCHOOL
Nuneaton Wem Brook	ALL SAINTS C. of E. PRIMARY SCHOOL
Nuneaton Wem Brook	CHILVERS COTON COMMUNITY INFANT SCHOOL
Nuneaton Wem Brook	GEORGE ELIOT COMMUNITY SCHOOL
Nuneaton Wem Brook	MIDDLEMARCH SCHOOL
Nuneaton Wem Brook	OUR LADY OF THE ANGELS CATHOLIC INFANT SCHOOL
Nuneaton Wem Brook	ST. JOSEPH'S CATHOLIC JUNIOR SCHOOL
Nuneaton Wem Brook	THE GRIFF SPECIAL SCHOOL
Nuneaton Wem Brook	WEMBROOK PRIMARY SCHOOL
Nuneaton Whitestone	LEYLAND SPECIAL SCHOOL
Polesworth	AUSTREY C. of E. PRIMARY SCHOOL
Polesworth	BIRCHWOOD PRIMARY SCHOOL
Polesworth	NEWTON REGIS C. of E. PRIMARY SCHOOL
Polesworth	POLESWORTH HIGH SCHOOL
Polesworth	THE NETHERSOLE C. of E. PRIMARY SCHOOL
Poplar	ALL SAINTS C. of E. INFANT SCHOOL
Poplar	BULKINGTON ROAD NURSERY SCHOOL
Poplar	EXHALL CEDARS INFANT SCHOOL
Poplar	NICHOLAS CHAMBERLAINE TECHNOLOGY COLLEGE
Poplar	ST. MICHAEL'S C OF E PRIMARY SCHOOL
Shipston-on-Stour	ACORNS PRIMARY SCHOOL
Shipston-on-Stour	BRAILES C. of E. PRIMARY SCHOOL
Shipston-on-Stour	SHIPSTON HIGH SCHOOL
Shipston-on-Stour	SHIPSTON-ON-STOUR PRIMARY SCHOOL
Southam	SOUTHAM COLLEGE
Southam	SOUTHAM PRIMARY SCHOOL
Southam	SOUTHAM ST. JAMES (VOLUNTARY AIDED) C. of E. PRIMARY SCHOOL
Southam	ST. LAWRENCE C. of E. (VOLUNTARY AIDED) PRIMARY SCHOOL
Southam	ST. MARY'S CATHOLIC PRIMARY SCHOOL
Southam	STOCKTON PRIMARY SCHOOL
Stour & The Vale	ETTINGTON C. of E. PRIMARY SCHOOL
Stour & The Vale Stour & The Vale	ILMINGTON C. of E. PRIMARY SCHOOL
I STATE & ING VAID	LOXLEY C. of E. PRIMARY SCHOOL

Stour & The Vale	NEWBOLD AND TREDINGTON C. of E. PRIMARY SCHOOL
Stour & The Vale	QUINTON PRIMARY SCHOOL
Stour & The Vale	TYSOE C. of E. PRIMARY SCHOOL
Stratford Avenue & New	TTOOL C. OF E. I KIWAKT SCHOOL
Town	ST. GREGORY'S CATHOLIC PRIMARY SCHOOL
Stratford Avenue & New	
Town	THOMAS JOLYFFE PRIMARY SCHOOL
Stratford Avenue & New	
Town	WELCOMBE HILLS SCHOOL
Stratford South	ALVESTON C. of E. PRIMARY SCHOOL
Stratford South	ALVESTON C. of E. PRIMARY SCHOOL
Stratford South	BISHOPTON PRIMARY SCHOOL
Stratford South	BISHOPTON PRIMARY SCHOOL
Stratford South	BRIDGE TOWN PRIMARY SCHOOL
Stratford South	BRIDGE TOWN PRIMARY SCHOOL
Stratford South	KING EDWARD VI SCHOOL
Stratford South	KING EDWARD VI SCHOOL
Stratford South	SHOTTERY ST. ANDREW'S C. of E. PRIMARY SCHOOL
Stratford South	SHOTTERY ST. ANDREW'S C. of E. PRIMARY SCHOOL
Stratford South	STRATFORD-UPON-AVON GRAMMAR SCHOOL FOR GIRLS
Stratford South	STRATFORD-UPON-AVON GRAMMAR SCHOOL FOR GIRLS
Stratford South	STRATFORD-UPON-AVON HIGH SCHOOL
Stratford South	STRATFORD-UPON-AVON HIGH SCHOOL
Stratford South	STRATFORD-UPON-AVON PRIMARY SCHOOL
Stratford South	STRATFORD-UPON-AVON PRIMARY SCHOOL
Stratford South	THE WILLOWS C. of E. PRIMARY SCHOOL
Stratford South	THE WILLOWS C. of E. PRIMARY SCHOOL
Stratford South	WELCOMBE HILLS SCHOOL
Stratford South	WELCOMBE HILLS SCHOOL
Studley	COUGHTON C. of E. PRIMARY SCHOOL
Studley	MAPPLEBOROUGH GREEN C. of E. PRIMARY SCHOOL
Studley	ST. MARY'S CATHOLIC PRIMARY SCHOOL
Studley	STUDLEY COMMUNITY INFANT SCHOOL
Studley	STUDLEY HIGH SCHOOL
Studley	STUDLEY ST. MARY'S C. of E. JUNIOR SCHOOL
Warwick North	ALL SAINTS C. of E. JUNIOR SCHOOL
Warwick North	EMSCOTE INFANT SCHOOL
Warwick North	THE RIDGEWAY SPECIAL SCHOOL
Warwick North	WOODLOES INFANT SCHOOL
Warwick North	WOODLOES JUNIOR SCHOOL
Warwick South	COTEN END PRIMARY SCHOOL
Warwick South	MYTON SCHOOL
Warwick South	THE TRINITY CATHOLIC TECHNOLOGY COLLEGE
Warwick West	AYLESFORD SCHOOL
Warwick West	NEWBURGH PRIMARY SCHOOL
Warwick West	ST. MARY IMMACULATE CATHOLIC PRIMARY SCHOOL
Warwick West	WARWICK NURSERY SCHOOL
Warwick West	WESTGATE PRIMARY SCHOOL
Water Orton	CURDWORTH PRIMARY SCHOOL
Water Orton	WATER ORTON PRIMARY SCHOOL
Wellesbourne	HAMPTON LUCY C. of E. PRIMARY SCHOOL
Wellesbourne	MORETON MORRELL C. OF E. PRIMARY SCHOOL
Wellesbourne	WELLESBOURNE C. of E. PRIMARY SCHOOL

Whitnash	BRIAR HILL INFANT SCHOOL
Whitnash	CAMPION SCHOOL AND COMMUNITY COLLEGE
Whitnash	ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
Whitnash	ST. MARGARET'S C. of E. JUNIOR SCHOOL
Whitnash	WHITNASH PRIMARY SCHOOL



PART THREE: SCHOOLS REVIEW, COMMISSIONING and DELIVERY PROCESS

The Council has revised its process for reviewing, commissioning and delivering changes to the schools estate. We are committed to working with all schools and partners, sharing comprehensive, objective evidence to ensure that all relevant information is taken into account and preferred options are understood and agreed, so that the best possible decisions are taken. Although the sufficiency strategy relates principally to mainstream schools, similar review, commissioning and delivery processes will apply to special schools.

Review stage

This strategy is the starting point for review. The data in Part Two will be updated each year following the release of the pupil forecast data by Warwickshire Observatory in February/March. The raw data will be moderated to reflect patterns of parental preference and pupil yields from known housing developments before being included in Part Two. The data highlights the areas of most significant mismatch which will be prioritised for review. The Capital, Access and Organisation Board (CAOB) will commission the review, agreeing the schools to be included. A matrix of evidence will be shared with Head Teachers in the review area, officers from Education and Learning and Physical Assets, other relevant Council services and the Dioceses. Meetings to agree the data and discuss possible options will take place to ensure that all relevant factors are taken into account in order to develop and agree preferred, realistic options. These may include making or enhancing provision at mainstream schools for pupils with SEND or for early years places where this would be in line with the Childcare Sufficiency Assessment.

Preferred options will be developed into a business case and referred to CAOB who will determine the preferred option. This will be tested for feasibility and cost effectiveness.

The preferred option will then be referred to the Council's Asset Strategy Board for their recommendation of inclusion in the Council's capital programme. The capital programme is set before the start of the financial year. An indicative timetable is included below:

February / March 2014	Observatory release data
March to November 2014	Collation / analysis of pupil level data to prioritise reviews.
	CAOB commission review.
	Matrix of data produced and shared with schools in review area and relevant officers and services to agree

	preferred options.
End November 2014	Business case with preferred option(s) submitted to, and agreed by, CAOB
December 2014	Preferred, costed option(s) reported to Asset Strategy Board
December 2014	Capital funding announced
January 2015	Capital programme reported to GLT and Cabinet report drafted
February 2015	Budget resolution through Council
March 2015	Proposed Schools capital programme taken to members for approval
April 2015	Parallel building design and statutory consultation

Consultation on preferred options

The School Organisation guidance (January 2014) no longer prescribes 'prepublication' consultation, although there is a strong expectation that schools and Councils will consult interested parties in developing their proposals prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations. The review stage above, with all relevant partners, satisfies this consultation for the Council and for schools which may publish their own proposals.

The January 2014 guidance reduces the formal consultation (representation) period to four weeks, beginning with the publication of a statutory notice. Decisions which fall to the Council to take will be submitted to the Council's Cabinet within two months of the close of the representation period.

Delivery phase

Delivery of agreed proposals will be coordinated by the Council, but may include construction by housing developers.

Revenue funding for schools

It is acknowledged that schools are likely to incur revenue costs associated with reorganisation, especially expansion, for example the cost of employing additional staff. Schools Forum have agreed that, where schools expand, funding up to the cost of a teacher and a teaching assistant for two terms (three for academies) will be approved until they receive funding for the cost of additional pupils. We also work through Warwickshire's traded services (WES) making it easier to run schools or

academies by supporting them to achieve their objectives and maximise the value they deliver to pupils, parents and the community.

Process and criteria for considering ad hoc requests for capital funding

Warwickshire County Council adopts a prudent forward planning approach and the education capital programme is set before the start of each financial year. All capital is allocated and the proposals in the capital programme will be communicated to all schools based on the outcome of area reviews.

However, it is recognised that there may be a small number of exceptional, unanticipated needs to support reorganisation which need to be funded outside the annual capital programme cycle. The resources unallocated are likely to be minimal, therefore it is essential that there are objective and transparent criteria for deciding between competing needs. The criteria are set out in document 10 of the list in Appendix 2.



Appendix1

Externally available documents referred to in this strategy

Warwickshire County Council's Property strategy

Warwickshire County Council's Childcare sufficiency assessment, gap analysis and action plan

Warwickshire County Council's Principles for commissioning post 16 provision Warwickshire County Council's Vulnerable pupils strategy

Warwickshire county Council's Education strategy: Championing the Learner – vision, values and priorities

Department for Education (DfE) School Organisation: Guidance for proposers and decision makers



Appendix 2

Internal Council governance and process documents

- 1. Terms of reference for Capital, Access and Organisation Board (CAOB)
- 2. Terms of reference for Capital, Access and Organisation working group
- 3. Governance process chart
- 4. Project review process
- 5. Planning & reorganisation process
- 6. Annual capital programme timetable
- 7. Sample schools criteria matrix for initiating reviews
- 8. Supporting information for data matrix
- 9. Agreement from Schools Forum to offer financial support for expanding schools (to follow)
- 10. Process and criteria for considering ad hoc requests for capital funding



CAPITAL, ACCESS AND ORGANISATION BOARD

TERMS OF REFERENCE

1. Context

Warwickshire County Council is committed to improving outcomes for children, young people and families. The increasing diversity of educational provision across the county, combined with on-going financial pressures throughout the public sector, demand that the Authority adopt a strategic and co-ordinated approach both to capital and to the planning and organisation of education provision. In future, only by working closely with a wide range of partner providers will the Authority be able to meet its statutory responsibility of ensuring a sufficiency of high quality education places in all of Warwickshire's communities.

2. Why have a Capital, Access and Organisation Board?

The purpose of the Board is to:

- Ensure that Warwickshire County Council meets its statutory duties to provide places for children and young people.
- Be proactive in the development of sufficient high quality childcare and education places in a time of reduced resources and a mixed market economy.
- Agree capital investment to support educational opportunities.
- Align capital development with key County Council wide policy drivers and District Council plans to make best use of resources recognising opportunities to capitalise on shared outcomes.
- Have a dual focus on investment and procurement of provision to meet the needs of diverse communities.
- Develop, embed and implement processes that support reorganisation and capital investment that are consistent, transparent and collaborative.

3. Key Functions

The Key Functions of the CAO Board will be:

3.1 To develop an overarching vision and delivery strategy for education organisation in Warwickshire (age 0 to 19), including the provision of preschool, school and college places. The offer extends to age 25 for children and young people with a disability.

- 3.2 To keep under review the likely impact of demographic trends and new housing developments across all areas of the county.
- 3.3 To assess and respond to the impact of new legislation on the provision of education places.
- 3.4 To promote and secure key partnerships in the future provision of education places, acknowledging the diversity of potential providers and innovative forms of provision.
- 3.5 To identify priorities for inclusion in the authority's capital programme, in support of the above, in the context of an agreed process for managing allocations and monitoring progress thereon.
- 3.6 To commission, agree and monitor the delivery of the education capital programme and projects from project initiation to implementation.
- 3.7 To monitor the production of capital related data returns to maximise funding from external sources.
- 3.8 To agree and monitor actual and forecast resources and expenditure in support of the delivery of capital programmes.
- 3.9 To consult with and inform Elected Members on issues of strategic significance.
- 3.10 This Board reports, and makes recommendations, to GLT, Corporate Assets Board and the Cabinet.
- 3.11 To contribute to the ongoing process of redefining the Authority's relationship with its schools and other education providers.

4. Membership

To ensure that the Board is fit for purpose and has the remit to influence strategic decision making, agreeing the right membership is crucial. It is the expectation of the CAO that membership will include

- 4.1 4 WCC Heads of Service, as follows:
 - Learning and Achievement (Chair)
 - Physical Assets and Resources
 - Law and Governance
 - Early Help & Targeted Support

- 4.2 Service Managers in attendance will include:
 - Service Manager Access and Organisation
 - Service Manager Learning Improvement
 - Service Manager, SEN & Inclusion
 - Asset Strategy Manager
 - Design and Major Projects
 - Strategic Finance Manager
- 4.3 An operational working group will monitor the progress of all education related projects and agree which projects need escalating to the Board. The Board Chair will decide which items should be included on the agenda.
- 4.3 Papers will be circulated to a wider group of WCC officers and external partners, with invitation to attend CAO Programme Board meetings where relevant
 - The Diocese of Birmingham
 - The Diocese of Coventry
 - The Diocesan Schools Commission, Birmingham
 - People Group Business Partner Human Resources
 - People Group Business Partner Finance
 - Head of ICT development
 - Headteacher & governor representatives

5. Programme Management

- 5.1 The CAO Board will meet approximately monthly. The agenda will be circulated 10 working days in advance of each meeting and initial papers will be circulated 5 working days in advance of each meeting to allow proper consideration. Agreed actions will be recorded and circulated.
- 5.2 Each individual element (project) will be allocated a lead officer from People Group/Learning & Achievement (Project Manager) who will be accountable to the CAO Board. Projects will adhere to the Council's project management principles.
- 5.3 There will be a time frame applied to actions and the designated Lead Officer will report back on these actions to the CAO Board.

6. Project Outcomes

To make best use of resources, the CAO Board will be outcome focussed. To meet this objective, the expectation is that decisions are made at the Board with regard to investment.

To ensure that decisions are made with due regard to the full implications on key stakeholders, the following process will be observed:

The CAO Board is the forum for ensuring the full implications of any investment/commission are explored.

ASSESS

Demonstrate demand.

Any investment must be meeting demand that can be clearly evidenced.

CONSULT

All investments/commissions must be considered against key policy drivers and this must be clearly evidenced at the CAO Board.



A decision will be made at the CAO Board in response to the case presented. The case must demonstrate demand and be aligned to key policy drivers.

There are 4 possible outcomes for all cases discussed.

- **6.1 Invest.** This is when a need is identified, resources are available, investment is aligned to key policy drovers and initial formative consultation has taken place.
- 6.2 Represent with further information. This is when a case is presented that is not robust either because there is insufficient information to demonstrate demand, the investment has not been considered against key policy drivers/corporate objectives. In some instances, it is appropriate that this decision is sought to ensure there is support from the CAO Board for further exploration before times is wasted on a project that would not be worthy of pursuing.

- **Refuse**. This is when a case is presented that neither evidences demand, or cannot be resourced or is at odds with key policy drivers/corporate objectives.
- **6.4 Defer.** To invest but within another timeframe.

CAPITAL, ACCESS AND ORGANISATION WORKING GROUP

TERMS OF REFERENCE

1. Context

Warwickshire County Council is committed to improving outcomes for children, young people and families. The increasing diversity of educational provision across the county, combined with on-going financial pressures throughout the public sector, demand that the Authority adopt a strategic and co-ordinated approach both to capital and to the planning and organisation of education provision. In future, only by working closely with a wide range of partner providers will the Authority be able to meet its statutory responsibility of ensuring a sufficiency of high quality education places in all of Warwickshire's communities.

2. Purpose of the Capital, Access and Organisation Working Group

The purpose of the Group is to:

- Ensure that Warwickshire County Council delivers its statutory duties to provide places for children and young people.
- Ensure that areas for review are appropriately prioritised, based on demographic and other data to CAOB.
- Recommend options for change to CAOB.
- Monitor delivery to time, cost and quality.
- Ensure alignment of capital development projects with other County Council resource plans.
- Compile and submit returns to maximise external funding.
- Maintain timely communication with schools, settings, other Council departments and stakeholders
- Develop, embed and implement processes that support reorganisation and capital investment that are consistent, transparent and collaborative.

3. Key Functions

The key functions of the CAO working group will be to:

 Develop and compile objective evidence bases for reviews, in conjunction with the District Councils

- Recommend options for change to CAOB
- Prepare bids to secure maximum capital allocations from external sources
- Develop robust project plans, with key milestones for projects agreed by CAOB, Asset Strategy Group and Cabinet.
- Monitor progress against agreed project plans, including time, cost & quality, reporting by exception to CAOB.
- Maintain good communication between the Council and schools, settings and other stakeholders

4. Membership

To ensure that the group is fit for purpose the membership of the working group should include:

- Service Manager, Access & Organisation, L & A (Chair)
- Education Planning Officer, Access & Organisation,
- Project Officer, Access & Organisation
- Asset Strategy Manager
- Design & Major Projects Manager
- Strategic Finance Manager
- SEN representative (when appropriate)
- Early Years representative (when appropriate)
- ICT representative (when appropriate)

ASSET STRATEGY BOARD

approves and monitors all capital allocations



CAPITAL, ACCESS and ORGANISATION BOARD

Purpose

- Agrees schools & Early Years sufficiency strategy
- Commissions projects from agreed reviews
- Monitors projects in progress
- Oversees maintenance programme
- Recommends capital allocations, monitors all capital resources
- Reports to Asset Strategy Board & GLT

Membership

- Commissioners (L&A: Access & Organisation, Learning Improvement; SEN & Inclusion)
- Deliverers (Asset Strategy & Design & Major Projects)
- Partners (Schools, Dioceses)
- Finance

CAPITAL, ACCESS and ORGANISATION WORKING GROUP

Purpose

- Develops project plans and project milestones for agreed projects
- Monitors project progress & expenditure
- Reviews requests outside agreed programme
- Reports by exception to CAOB

Membership

- Project managers (L & A)
- Project managers (Asset Strategy & Design & Major Projects)
- Finance
- SEN, Early Years & ICT representative, when appropriate



Project Group

- Project Managers (L & A & Resources)
- Contractors
- Schools

Project Group

- Project Managers
 (L & A & Resources)
- Contractors
- Schools

Project Group

- Project Managers
 (L & A & Resources)
- Contractors
- Schools

PLACE PLANNING CYCLE

7.

Review process

Lessons learned

Update Sufficiency Strategy area appendices

1.

Information gathering

Using pupil forecasts, housing developments, etc

Identify priority areas for review

6.

Delivery Phase

Seek planning permission, monitor times, quality targets

Agree schools to be included in review

Develop matrix of information:

Current & forecast numbers, standards, building condition, Diocesan plans, etc

5.

Consultation

Statutory consultation

Report to Cabinet

4.

Agree preferred option(s) & recommend to **Asset Strategy Board**

Feasibility studies

Submit bids to EFA and S106

Report to Cabinet

3.

Options appraisal

With schools, Education & Learning/ Resources Group, Dioceses and CAOB, Elected members including Portfolio Holder & O&S

School Place Planning and Reorganisation Process:

Decision making on options for change

Data in part 2 of sufficiency strategy identifies areas for priority review and schools in planning area to be included

Matrix of information about schools area to be reviewed is compiled by Local Authority (Education Learning & Physical Assets) & circulated to schools, Dioceses & relevant LA officers

Meeting of schools in the review area commissioned by Head of Service/PSH to ensure data is accurate and comprehensive. Potential options explored by schools/Dioceses and LA officers

Potential options reported to CAOB who will identify preferred option/s and commission feasibility study

Outcome of feasibility study on preferred option/s reported to:

GLT, CAOB & Asset Strategy Board, then:

Cabinet for approval for inclusion in the Council's capital programme

2015/16 Learning & Achievement Capital Programme - Timetable

February / March 2014	Observatory release data
August 2014	Submit SCAP return to DfE
March to November 2014	Collation / analysis of pupil data Development and agreement for a School Access and Organisation Strategy – priority list – full options appraisal
End November 2014	Final priority list produced
December 2014	Priority list reported to Asset Strategy Board
December 2014	Capital funding announced
January 2015	Draft programme agreed by CAOB, cabinet report drafted
January 2015	Programme reported to GLT
February 2015	Draft cabinet report 'signed off' by Asset Strategy Board
February 2015	Budget Resolution through Council
March 2015	Proposed Schools capital programme taken to members for approval
April 2015	Parallel building design and consultation re PAN

Primar	Primary Organisation Matrix - Sample Version July 2014										7	
				Infant	Infant	Junior	Combined	Primary	Primary	Infant	Junior	Combined
Surplus/Deficit Data	data	1	Current capacity									
	Jan 19 projections (Jan Jan14 c 13 data)		NOR Jan 14									
		3	Surplus/Deficit Jan14	L		L				L		
		4	Projected NOR 18/19									
ns/l		5	Projected Surplus/Deficit 18/19									
r J			Projected NOR 19/20									
Su		7	Projected Surplus/Deficit 19/20									
		8	No. in priority area (specific to school age) ***									
			No. (%) loyal to own priority area									
Parental Preference (catchment Loyalty)	a e	10	No. (%) going other schools in review									
efe Lo	Jan 14 R to 6 (Jan 13 data)		No. (%) going to VA schools									
l Pr ent	14 F 13	12	No. (%) going out of area (Other)									
nta hm	an ' Jan		NOR Jan 14									
are :atc	3.5		No. (%) of NOR from own priority area									
<u>م</u> 9			No. (%) of NOR from other in review									
			No. (%) of NOR from out of area (Other)									
Suildings and Site	Condition & Suitability	1/	Council ward and area		 		l	·		 -		
		18	Current Total Condition Liability (£) Date of most recent Condition Survey Suitability of Buildings - Health & Safety Cond. Of blgs - Priority 1 works needed									
		19	Suitability of Buildings Hoalth & Safaty									
Buil		21	Cond Of blas - Priority 1 works needed									
			Restricted site access									
Data	Buildings		Site area - % of 210/420/630									
		+	Gross Area - % of 210/420/630									
Sufficiency			Net Area - % of 210/420/630									
ffic			Teaching Area - % of 210/420/630									
Su			Total Existing Classrooms									
ta	Site	28	Restricted site access									
' Da t Jr S	Buildings	29	Site area - % of 225/270/315 or 600/720/840									
ncy fan ool		30	Gross Area - % of 225/270/315 or 600/720/840									
Sufficiency Data For Infant Jr Schools		31	Net Area - % of 225/270/315 or 600/720/840									
uffii Fo			Teach Area - % of 225/270/315 or 600/720/840									
S	ш	33	Total Existing Classrooms									
	2012	3/1	Latest Ofsted date and Grade									
			KS1 Reading (2+)	 					 	├		
		36	KS1 Writing (2+)				-					
			KS1 Maths (2+)				-					
			KS2 Reading (4+)				-					
			KS2 Writing (4+)				-					
		40	KS2 Maths (4+)				-					
			KS1 Reading (2+)									
		42	KS1 Writing (2+)				-					

				Infant	Infant	Junior	Combined	Primary	Primary	Infant	Junior	Combined
				<u> </u>	드	η	Соп	Pri	Pri	드	3	Соп
rds	2013	43	KS1 Maths (2+)				-					
Standards		44	KS2 Reading (4+)				-					
Star			KS2 Writing (4+)				-					
0,			KS2 Maths (4+)	L			-	ļ	L	L		
			KS1 Reading (2+)				-					
		48	KS1 Writing (2+)				-					
		49	KS1 Maths (2+)				-					
			KS2 Reading (4+)				-					
			KS2 Writing (4+)				-					
		52	KS2 Maths (4+) 2012 Value Added					l —————				
			2013 Value Added				-					
			2014 Value Added	_	-		-					
_		1		_			_					
/ d 00t			Offer 8am - 6pm year round childcare					1				
shi scl			Offer Breakfast/after school clubs									
ner ded cillit		58	Wider community access									
art enc fa		59	SEN, health & social care services on-site									
Partnership / extended school facilities		60	Sports or arts facilities on site									
		61	2011/12 school budget (£)									
		62	2012/13 school budget (£)									
		63	2013/14 school budget (£)									
			2014/15 school budget (£)									
		65	2011/12 FTE Pupils numbers (incl Nursery) used to set school budget									
93		66	2012/13 FTE Pupils numbers (incl Nursery) used to set school budget									
Finance			2013/14 FTE Pupils numbers (incl Nursery) used to set school budget 2014/15 FTE Pupils numbers (incl Nursery)									
			2014/15 FTE Pupils numbers (incl Nursery) used to set school budget									
		69	2011/12 Year end balance (£)									
			2012/13 Year end balance (£)									
		71	2013/14 Year end balance (£)									
		_	2014/15 Projected year end balance (£)									
		73	Latest projection as at period x									

Explanatory Notes

NORs do not include nursery pupils

Warwickshire Schools reorganisation: explanation of the data matrix

Local authorities have a statutory duty to ensure sufficient school places are provided. Warwickshire County Council wishes to ensure that additional capacity is provided in the most high performing, popular schools which can expand in the most efficient, cost effective way with the minimum disruption to the school itself, surrounding schools or local residents.

The matrix of information is an objective evidence base informing the review and reorganisation process. It brings together all the key information relating to each school in a planning area to start and underpin discussions leading to transparent, rational decision making.

The key elements are those commonly used by local authorities to ensure a sufficient supply of high quality places. The matrix is slightly different for primary & secondary phases:

- Current and projected surplus/deficit of places;
- Patterns of parental preference & placement;
- Building and site, sufficiency, suitability & condition;
- Indication of access to sites;
- Education standards currently & in the recent past, including OFSTED judgements;
- Use of the school by other groups, partners or agencies;
- Financial health of the school.

How to read the matrix (primary):

<u>Lines 1-3:</u> set out the current capacity across each school with the number of pupils on roll (NOR) at the last pupil census, with the surplus/deficit position. This information can be supplemented with data from on admission numbers in each year group to identify growing or reducing pressure on places.

<u>Lines 4-7:</u> show the projected numbers for the short to medium term to identify trends towards deficit or surplus.

<u>Lines 8- 16:</u> information is drawn from Warwickshire Observatory's annual "Who Goes Where" document to_identify the proportion of pupils going to their priority area school, other local schools or schools further afield. For each school it shows how many come in from outside the priority area. It also identifies a potential requirement for faith school places and will be used for changes to priority areas (supported by mapping exercises).

<u>Lines 18-21:</u> set out the condition and suitability of buildings to link_reorganisation to maintenance to achieve cost effective outcomes, wherever possible.

<u>Line 22:</u> identifies any concerns with access to the site. Some sites are large enough to expand significantly but restricted access can preclude planning permission being granted or require expensive remediation works.

<u>Lines 23-27:</u> We wish to support whole forms of entry wherever possible, so set out here are the capacities of a school's site, all its buildings and its teaching areas, together with the potential for each to accommodate a 1fe, 2fe or 3fe primary school. For example, some schools may have sufficient site are to expand but the internal layout may preclude expansion without significant, expensive remodelling and disruption to education.

<u>Lines 28-33</u>: sets out the same information for separate infant & junior schools.

<u>Lines 34-55:</u> sets out the educational standards at each school for the current and preceding school years.

<u>Line 56-60:</u> notes the other uses of buildings by the school, private providers etc. as an indication of the need & value to parents & the community. These lines can also identify any under/unused space or leases & licences to be considered.

<u>Lines 61-73:</u> signify the financial health of a school which could be enhanced by reorganisation/expansion (if other factors lead to this conclusion) or could preclude reorganisation.

Warwickshire County Council Pupil Increase Policy 2013/14

The Purpose of the Pupil Growth Fund

The Schools Forum agreed to allow a contingency from the Dedicated Schools Grant (DSG) of £400,000 to allocate to schools during 2013/14 where there is an increase in pupil numbers in the autumn term compared to the previous autumn term on which the main schools funding formula is based.

In terms of the details of the any new policy, the key points are that:

- the criteria is applicable to both maintained and academy schools
- It relates to both the primary and secondary sector
- It should be used to meet "basic need" and/or to meet the infant class size regulations
- Any unused funding at the end of the year should be transferred to the overall DSG for the next year
- The Schools Forum is required to agree the retained funding levels, the allocation criteria and receive updates regarding the actual use of the funding

The regulations state this this funding should be used to meet "basic need". The "basic need" definition is specifically where the Local Authority has requested a school to expand to meet its statutory requirements.

The Criteria for accessing the Pupil Growth Fund

Currently, due to demographic trends, the need for increased pupil places tends to be focused at the primary sector.

The policy should only be relevant where additional costs have been incurred; some expansions can take place within the current teaching structures of the schools and additional costs are marginal. Funding should only be offered to schools when there is agreement with the Local Authority that an additional class is required. This will take into account the Infant Class Size Regulations and the physical size of the building to accommodate more pupils. However, the option to have mixed aged classes will always be considered.

The criteria therefore for eligibility for funding is that:

- 1. The Local Authority requires the school to expand to meet its statutory duties regarding the provision of places, and
- 2. There is agreement by the Local Authority that a new class structure is required

The value of the Pupil Growth Fund allocations

Expansion costs are incurred in the Autumn term as the school opens their new class(es) in September. The funding contributions are intended to reflect the additional costs incurred in schools between September and the following April before the increase in pupils is reflected in the main funding formula.

The average classroom teacher costs of 20 primary sector schools, 5 in each of the 4 areas within the county were analysed, including a mix of infant, junior and primary schools. The average was £23,000 for a 7 month period. The feedback over several years from head teachers is that it is common practice that a new classroom would include a teaching assistant. Again, looking at the average costs of the 20 schools that were analysed, the average cost for 15 hours a week was £4,500 for a 7 month period.

As such, the allocation agreed is £27,500 based on the following:

- £23,000 reflecting the average cost of a classroom teacher from 1st September to 31st March and
- £4,500 reflecting the average cost of a teaching assistant for 15 hours a week from 1st September to 31st March

The policy will be applicable to both maintained and academy schools in 2013/14 and is expected to be allocated to schools in the autumn term. The core intention is that this funding offers a one off contribution towards the additional costs that are incurred by the necessary establishment of a new classroom. Some schools where there is an annual need to increase classrooms could access the funding over a period of years. However, it is expected that after this initial financial support, the schools funding formula will provide a budget to the school on a per pupil basis for these additional pupils.

The Schools Forum will be updated throughout the year regarding the number of schools meeting the eligibility criteria.

Sara Haslam

Schools Funding and Strategy Manager

March 2013

Process and criteria for considering ad hoc requests for capital funding

Introduction

It is recognised that there will always be a small number of unanticipated needs to be funded outside the annual capital programme cycle. However, the resources unallocated are likely to be minimal, therefore it is essential that there are objective and transparent criteria for deciding between competing needs.

Scope – schools and settings

Requests can be considered for proposals relating to schools' early years settings; all LA maintained primary, secondary and special schools; and education centres. Private, voluntary sector and independent settings cannot be considered.

Scope – type of proposals considered

- Unanticipated demand to meet local needs or developments;
- Unexpected health and safety needs outside the scope of the annual maintenance budget;
- Unanticipated costs arising from school reorganisation projects which cannot be met from contingency but which are essential to the completion of the project to time/quality;
- Development opportunities associated with school reorganisation which arise outside the capital programme cycle.

Criteria for determining priority for resource allocation First priority:

- Essential to meet child/ pupil demand from the local priority area and no other feasible alternatives in the area, or;
- Essential to address health & safety concerns associated with a current or recent reorganisation.

Thereafter proposals will be assessed against all the following criteria:

- whether it maximises positive impact &/or minimises negative impact of the reorganisation;
- comparative value for money against other similar schemes;
- whether it would give rise to further capital requirements;
- whether it would have a positive impact on other local provision, community or service users.

Decisions

The priority for funding and decisions as to whether to approve proposals will be decided on the above criteria. Consideration will also be given other sources of

funding, including LCVAP (for voluntary aided schools), s106 funds (provided that the request meets the conditions of the original s106 agreement) and the school's own balance. Where alternative funding is or may be available, a decision will be made as to whether it is reasonable to require that funding to be used or sought. In all cases, the proposal must be deliverable within the requested/assessed funding.

Projects may be fully funded or a contribution may be offered.

Schools may also be offered a loan facility, with the pay back period agreed between the school and the council.

Process

To avoid expectations being raised and individual officers lobbied, each requestor will be asked to submit a business case (pro forma) setting out what is required, by when, indicative costs (if known), expected benefits and ability to repay, if a loan is agreed.

The recently established Capital, Access & Organisation Working Group will assess each application against the criteria and all unallocated Council capital and s106 resources. If approved, an officer will visit to assess feasibility and report back to the Capital, Access and Organisation Board for a final decision.

Children and Young People Overview and Scrutiny Committee

2nd September 2014

Strategy for Vulnerable Learners – Championing better life chances for our most vulnerable learners

Recommendation

That the Children and Young People Overview and Scrutiny Committee consider the draft Vulnerable Learners Strategy.

1.0 Introduction

1.1 A key outcome of the Council's One Organisation Plan is that:

'Our young people are supported to meet their needs and aspirations'.

1.2 This is supported by the People Group Outcomes Framework where one of the Key Business Outcomes for the Learning and Achievement Business Unit is that:

'Children and young people achieve high standards and realise their full potential regardless of their circumstances or location (narrowing the outcome gaps for vulnerable groups)'.

- 1.3 Our Education Vision states that every child and young person in Warwickshire will:
 - attend a good or outstanding school or setting;
 - achieve well whatever their starting point or circumstance; and
 - go on to positive destinations so that, as they become young adults, they have an independent economic and social life.
- 1.4 The draft Vulnerable Learners Strategy (**Appendix A**) is one of the core drivers for the vision and provides a framework for the commissioning and delivery of education services and support for vulnerable children and young people. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our most vulnerable and disadvantaged groups.
- 1.5 Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life, especially those most vulnerable and disadvantaged.

1.6 Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance, but not all children and young people start from the same point and factors in some children's lives, such as poverty and family circumstances, can have a significant limiting effect on their achievement and attainment.

2.0 Definition

- 2.1 For the purposes of this Strategy, vulnerable learners are defined as children and young people at greater risk of poor educational outcomes. These include children and young people:
 - 1) Being looked after or on the edge of Care
 - 2) Eligible for the Pupil Premium
 - 3) With Special Educational Needs / Learning Difficulties and Disabilities
 - 4) Excluded or at risk of exclusion from school
 - 5) From Gypsy, Roma and Traveller backgrounds
 - 6) Missing education
 - 7) Who have ill health (including mental health), including hospitalisation, affecting attendance at school
 - 8) Whose lives have been affected by drug or alcohol abuse
 - 9) Who are school age parents
 - 10) Who are young carers
 - 11) Who are offending or at risk of offending.

3.0 Background

- 3.1 Many children do well in our schools but a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.
- 3.2 Warwickshire's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (the DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA)) and those with Special Educational Needs. These are the key groups that Warwickshire should support and focus on. Whilst those pupils whose first language is not English and those from different ethnic groups face their own challenges, the data does not necessarily support significant underperformance by these groups.

Disadvantaged Pupils

3.3 The proportion of disadvantaged pupils achieving Level 4 or above in Reading, Writing and Maths at the end of Key Stage 2 was 59% in 2013, compared to 82% of other pupils. The Warwickshire 'gap' has grown by 2

percentage points (21% to 23%) in the past two years whilst the national gap has fallen by 1% (from 19% to 18%) over the same period of time.

Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

		R/W/M % achieving L4 and above				
		Disadv Pupils	Other Pupils	Gap		
Warw ickshire	2012	60%	81%	21%		
	2013	59%	82%	23%		
Similar Councils	2012	58%	80%	22%		
	2013	59%	81%	22%		
England	2012	61%	80%	19%		
	2013	63%	81%	18%		

		R/W/M % achieving L5 and above				
		Disadv Pupils	Other Pupils	Gap		
Warw ickshire	2012	9%	27%	18%		
warwickshille	2013	11%	29%	18%		
Similar Councils	2012	8%	24%	16%		
Similar Councils	2013	9%	26%	17%		
England	2012	9%	24%	15%		
i i i giai i u	2013	10%	26%	16%		

3.4 The gaps widen as pupils continue their schooling, with a difference of 32 percentage points in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2013. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%. However, the attainment of other pupils has matched this, up from 66% to 71%, maintaining the gap between the two groups.

Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A*-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
	2011	33%	66%	33%
Warw ickshire	2012	36%	69%	33%
	2013	39%	71%	32%
	2011	31%	64%	33%
Similar Councils	2012	33%	65%	32%
	2013	35%	67%	32%
	2011	36%	65%	29%
England	2012	39%	66%	27%
	2013	41%	68%	27%

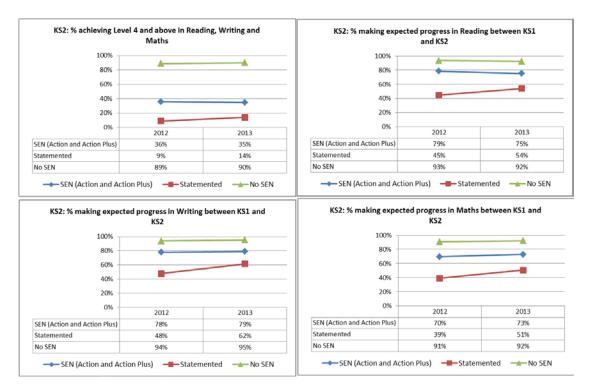
	% achieving English Baccalaureate		Other Pupils	Gap
	2011	5%	20%	16%
Warw ickshire	2012	5%	22%	17%
	2013	7%	25%	18%
	2011	4%	18%	14%
Similar Councils	2012	4%	18%	14%
	2013	7%	25%	19%
	2011	5%	19%	14%
England	2012	6%	20%	14%
	2013	10%	28%	18%

Children with Special Educational Needs

- 3.5 The following data compares the performance of children with and those pupils that have no SEN at all. It is somewhat unfair to directly compare those children with statements to those without or those with no SEN, due to the differing SEN complexities of need that they have.
- 3.6 At the end of KS2 in 2013, just over a third of pupils with an SEN but without a statement achieved level 4 or above in Reading, Writing and Maths compared to 90% of those pupils with no SEN. This 55ppt attainment gap is 2ppts higher than the 2012 figure and slighter larger than the national gap of 50ppt. The difference in progress made by non-SEN pupils and SEN pupils without a

statement is not as great as the attainment gaps, with three quarters of pupils with SA or SA+ achieving expected levels of progress in Reading, Writing and Maths. However, this proportion is below that being achieved by SEN pupils in England and therefore the gaps in achievement for each of the subjects of Reading, Writing and Maths are a couple of percentage points higher in Warwickshire than at the National level.

Figure 10: Percentage of pupils achieving level 4 and above in Reading, Writing and Maths and expected progress at the end of KS2, by SEN status



3.7 At the end of KS4 in 2013, only a third of SEN pupils without a statement achieved 5+ A*-C GCSEs or equivalent, including GCSE English and Maths, compared to three quarters of those pupils with no SEN, equating to an attainment gap of 42%. The attainment of both groups of children is higher than comparative data nationally and our statistical neighbour average.

4.0 Roles and Responsibilities

- 4.1 It is the responsibility of the school or setting to be ambitious for all their children and to ensure that all children have the opportunity to enjoy, achieve and live independently. All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.
- 4.2 In the context of increasing diversity of educational provision, with greater freedoms extended to schools and other education providers, it is the responsibility of the Local Authority to champion all learners by challenging schools and holding schools to account for improving outcomes and closing

the gap between the outcomes for vulnerable learners and their peers. It is, therefore, the role of the Local Authority to work across the early years foundation stage sector, primary and secondary schools to ensure that they share best practice and support the development of evidence-based approaches.

4.3 Our expectations of schools and the Local Authority approach to championing vulnerable learners are set out in the Vulnerable Learners Strategy.

5.0 Governance

- 5.1 The School Improvement Board, made up of headteachers and Local Authority officers, will monitor the day-to-day implementation of the Strategy.
- 5.2 The Strategy will be reviewed annually with the review available to the Children and Young People Overview and Scrutiny Committee as required.
- 5.3 The performance of disadvantaged pupils and children with special educational needs will be included in the annual performance report to the Children and Young People Overview and Scrutiny Committee.
- 5.4 The performance of Children Looked After will be reported annually to the Corporate Parenting Panel.

6.0 Resources

- 6.1 The Strategy will be delivered within existing resources, including the current staffing establishment.
- There are two specific commitments within the Strategy for 'pump priming' funding for 2014/15. These commitments are as follows:
 - £500,000 commitment to support bids from the school improvement Consortia; and
 - £50,000 to support targeted schools to engage with the Achievement for All programme.

This funding has been allocated from within the existing Learning and Achievement budget.

7.0 Next Steps

7.1 Following feedback from the Overview and Scrutiny Committee, officers will consult with schools through headteacher and governor representative meetings and with service users and / or their families before developing a final strategy for approval.

- 7.2 In parallel with further consultation on and development of the Strategy, the Education and Learning Business Unit will develop an implementation plan setting out how the Strategy will be delivered.
- 7.3 The post-consultation version of the Strategy will be available for scrutiny by the Children and Young People Overview and Scrutiny Committee before it is approved.

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Education and Learning

Strategy for Vulnerable Learners

Championing better life chances for our most vulnerable learners

2014 - 2016

Working for Warnickshire

Contents:

- Introduction
- · Who will this strategy support
- Background
- Why is this strategy needed
- What makes a difference for Vulnerable Leaners?
- Facts and Figures
- What we expect of schools
- What will the Local Authority do to support and challenge schools
- Targets
- Governance Arrangements

Appendix A: Warwickshire's Equality, Diversity and Inclusion Statement

Introduction

Our Education Vision states:

Warwickshire will be forward looking in Education and Learning, wanting every child and young person to:

- attend a good or outstanding school or setting;
- · achieve well—whatever their starting point or circumstance; and
- go on to positive destinations so that, as they become young adults, they have an independent economic and social life.

This strategy provides a framework for the commissioning and delivery of education services and support for vulnerable children and young people. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our most vulnerable and disadvantaged groups.

Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life. Especially those most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently. 'Our young people are supported to meet their needs and aspirations' is a stated aim in the One Organisation Plan.

Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance.

It is an important fact however that not all children and young people start from the same point and factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.

Sir Michael Wilshire, HMCI has stated recently that:

"A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages"

In the publication, *Unseen Children: access and achievement 20 years on* (2013), he goes on to say:

"Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school regardless of your Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so".

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Role of the School /Setting

It is the role of the school to be ambitious for **all** their children and to ensure that all children have the opportunity to enjoy, achieve and live independently.

Role of the Local Authority

To champion all learners by challenging schools and holding schools to account for improving outcomes for all learners and closing the gap between the outcomes for vulnerable learners.

It is therefore the role of the local authority to work across the early years foundation stage sector, primary and secondary schools to ensure that they share best practice and support the development of evidence – based approaches. They should plan targeted approaches to raise the aspirations of children from low – income families and engage parents in school life.

Recent changes in legislation confirm increasing diversity of educational provision with greater freedoms extended to schools and other education providers. Additionally the local authority now has a very different role and must evolve and adapt to this role to meet the needs of a more autonomous education system.

In a climate of financial austerity it is crucial that schools target any new resources for vulnerable learners into interventions that are proven to raise outcomes.

Who will this strategy support?

Vulnerable learners are defined as children and young people at greater risk of poor educational outcomes. These include children and young people:

- 1. being looked after or on the edge of Care
- 2. eligible for the Pupil Premium
- 3. with Special Educational Needs / Learning Difficulties and Disabilities
- 4. excluded or at risk of exclusion from school
- 5. from Gypsy, Roma and Traveller backgrounds
- 6. missing education
- 7. who have ill health (including mental health), including hospitalisation, affecting attendance at school
- 8. whose lives have been affected by drug or alcohol abuse
- 9. who are school age parents
- 10. who are young carers
- 11. who are offending or at risk of offending.

Background

Many children do well in our schools, but a significant minority does not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

Narrowing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good progress.

All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

Pupil Premium funding

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are Looked After by the local authority (children who have been looked after continuously for more than six months), have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and children of service personnel.

The Pupil Premium has risen to £1.875 billion in 2013 – 2014, with schools attracting significant additional funding per disadvantaged child.

Why is this strategy needed?

Research evidence indicates that children and young people from vulnerable groups are at risk of poorer outcomes and life chances than their peers. Data available from Warwickshire School shows that children and young people from vulnerable groups perform less well than their peers and in some case the performance gap is widening.

This strategy has been developed at a time of significant change within the government's programme of reform, including the Children and Families Act (2014) and new SEN Code of Practice. New reforms will include changes to the way in

which some services are delivered and the local authority needs to be sufficiently flexible to respond to these challenges.

What makes a difference for Vulnerable Learners?

Children and young people living in poverty respond to classroom interventions that improve instructional processes and teaching methods. Children from deprived backgrounds respond positively to opportunities that raise their aspirations for learning and future success.

Parents and carers should be actively engaged by schools to support their child's development and learning. Breaking cycles of low aspiration and disenfranchisement with education is an important step for narrowing attainment gaps.

Strong and visionary leadership, provided by head teachers, is often the driving force behind improving outcomes for children living in poverty.

Consciously or otherwise, leaders and managers develop cultures around them. They may articulate what they believe is important but their behaviours show what really matters to them and are modelled by others across the organisation. What is tacitly accepted or ignored also impacts on the behaviours of others. Effective leaders model a strong and consistent alignment between what is said and what is done. Schools are often clear about their values and beliefs. The most effective ensure that these carry through to the behaviours of every member of staff and every pupil.

Culture is particularly powerful as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. The explicit development of a culture conducive to success is a key responsibility of all headteachers and senior leaders.

Promoting an inclusive learning school environment is likely to have the greatest impact on the most disadvantaged and vulnerable learners. A learning environment which label pupils entitled to FSM as less able, undeserving or lacking commitment ensures pupils are likely to be further disadvantaged. By contrast, a learning environment which insists that everybody values individuals and personal opportunity builds self – belief and focuses on the core business of learning, is likely to increase success. The development of an inclusive learning environment is a key responsibility of all headteachers and senior leaders and is outlined in the Equality, Diversity and Inclusion Statement. (Annex 1)

Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach

within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. Every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency.

Facts, Figures and Findings

Warwickshire's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (free school meal eligible and/or looked after) and those with Special Educational Needs. These are the key groups that Warwickshire should support and focus on. Whilst those pupils whose first language is not English and those from different ethnic groups face their own challenges, the data does not necessarily support significant underperformance by these groups.

1. Disadvantaged Pupils (Free School Meal Children, Looked After Children and Service Children)

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable. When comparing Key Stage 2 and Key Stage 4 data, these 'disadvantaged pupils', as defined by the DfE, underperform compared to their peers. The DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA).

Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

		R/W/M % achieving L4 and above			
		Disadv Pupils	Other Pupils	Gap	
Warw ickshire	2012	60%	81%	21%	
warw icksnire	2013	59%	82%	23%	
Similar Councils	2012	58%	80%	22%	
	2013	59%	81%	22%	
England	2012	61%	80%	19%	
	2013	63%	81%	18%	

		R/W/M % achieving L5 and above			
		Disadv Pupils	Other Pupils	Gap	
Warw ickshire	2012	9%	27%	18%	
warwickshire	2013	11%	29%	18%	
Similar Councils	2012	8%	24%	16%	
Similar Councils	2013	9%	26%	17%	
England	2012	9%	24%	15%	
El Iglariu	2013	10%	26%	16%	

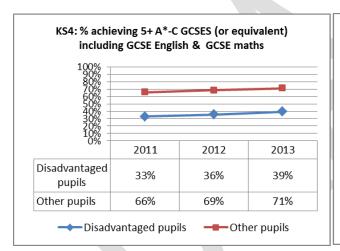
The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in Reading, Writing and Maths has grown by 2 percentage points (21% to 23%) in the past two years whilst the national gap has fallen by 1% (from 19% to 18%) over the same period of time. Encouragingly, the attainment of disadvantaged pupils achieving above the nationally expected level (achieving a Level 5) has increased by 2% between 2012 and 2013; however the attainment of other pupils has also

increased maintaining rather than 'closing' the gap, which holds at 18%. At this level nationally, the gap has grown by 1%, from 15% to 16%, however it still remains lower than Warwickshire's gap.

The disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 increased slightly in Reading and Writing between 2012 and 2013 and remained static at 10 percentage points in Maths. Compared to Warwickshire, at a National level higher proportions of disadvantage pupils are making expected progress in all three of the subjects of Reading, Writing and Maths.

The gaps widen as pupils continue their schooling, with a difference of 32ppts in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2013. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%. However the attainment of other pupils has matched this, up from 66% to 71%, maintaining the gap between the two groups.

Figure 5: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A*-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate



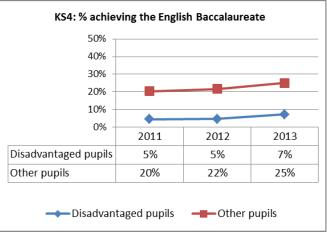


Figure 6: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A*-C GCSES (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
	2011	33%	66%	33%
Warw ickshire	2012	36%	69%	33%
	2013	39%	71%	32%
	2011	31%	64%	33%
Similar Councils	2012	33%	65%	32%
	2013	35%	67%	32%
	2011	36%	65%	29%
England	2012	39%	66%	27%
	2013	41%	68%	27%

% achieving English Baccalaureate		Disadv Pupils	Other Pupils	Gap
	2011	5%	20%	16%
Warw ickshire	2012	5% 22%		17%
	2013	7%	25%	18%
	2011	4%	18%	14%
Similar Councils	2012	4%	18%	14%
	2013	7%	25%	19%
	2011	5%	19%	14%
England	2012	6%	20%	14%
	2013	10%	28%	18%

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4 is lower in Warwickshire than at a National level for both English and Maths; 54% of disadvantaged pupils in England achieved the expected progress in Maths compared to the lower 47% in Warwickshire. Although the percentage of disadvantaged pupils making expected progress between these two key stages has been on the rise in recent years, so too has the progress being made by other pupils; thus, whilst the gap in achievement has narrowed slightly in English it has remained the same at 30 percentage points for Maths.

2. Children with Special Education Needs and Disabilities (SEND)

The following data compares the performance of children with and those pupils that have no SEN at all. It is somewhat unfair to directly compare those children with statements to those without or those with no SEN, due to the differing SEN complexities of need that they have. However, all groups have been included to demonstrate the gaps that exist and it may be more beneficial to focus on the gaps between those children with SEN School Action and School Action Plus and non-SEN pupils.

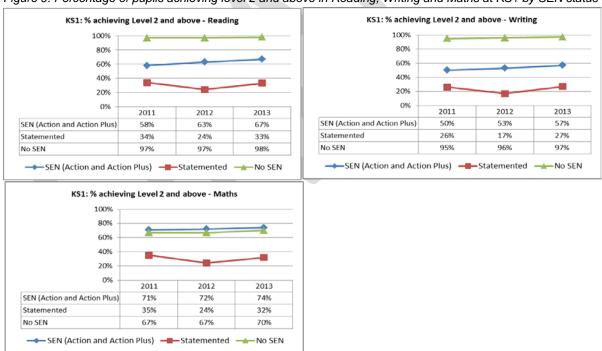


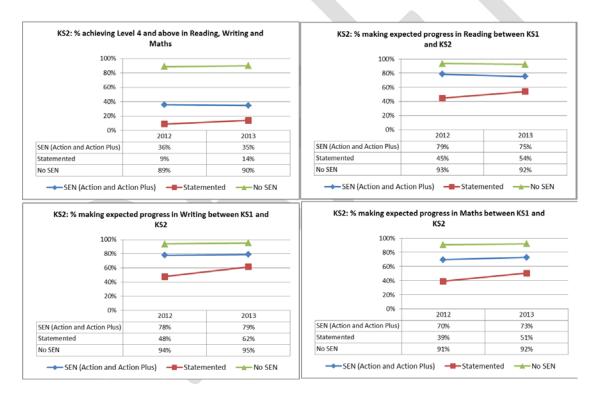
Figure 9: Percentage of pupils achieving level 2 and above in Reading, Writing and Maths at KS1 by SEN status

There has been an improvement in the proportion of children with SEN but without a statement achieving level 2 or above across the KS1 subjects, consequently narrowing the gap in the attainment of this expected level over the last 3 years when compared with children with no SEN. For example, the percentage of SA and SA+children achieving L2+ in Reading increased from 58% in 2011 to 67% in 2013, narrowing the attainment gap with those non SEN children from 39ppts to 31ppts. The greatest gap remains in the subject of Writing at 40ppts. The attainment gap

between these two groups of pupils is smaller than our statistical neighbour and national averages.

At the end of KS2 in 2013 just over a third of pupils with an SEN but without a statement achieved level 4 or above in Reading, Writing and Maths compared to 90% of those pupils with no SEN. This 55ppt attainment gap is 2ppts higher than the 2012 figure and slighter larger than the national gap of 50ppt. The difference in progress made by non-SEN pupils and SEN pupils without a statement is not as great as the attainment gaps, with three quarters of pupils with SA or SA+ achieving expected levels of progress in Reading, Writing and Maths. However, this proportion is below that being achieved by SEN pupils in England and therefore the gaps in achievement for each of the subjects of reading, writing and maths are a couple of percentage points higher in Warwickshire than at the National level.

Figure 10: Percentage of pupils achieving level 4 and above in Reading, Writing and Maths and expected progress at the end of KS2, by SEN status



At the end of KS4 in 2013, only a third of SEN pupils without a statement achieved 5+ A*-C GCSEs or equivalent, including GCSE English and Maths, compared to three quarters of those pupils with no SEN, equating to an attainment gap of 42%. The attainment of both groups of children is higher than comparative data nationally and our statistical neighbour average. Although the progress being made in English and the progress in Maths between KS2 and KS4 by SEN children without statements and those children with no SEN is higher than their national counterparts, the gap between the two groups of pupils is wider than at the end of KS2.

We expect schools to support disadvantaged children by:

- rigorously use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate;
- accepting no excuses;
- taking time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly;
- evaluating, celebrate and share success;
- supporting school transitions;
- providing strong and visionary leadership

We also expect schools to make effective use of the Pupil Premium to:

- raise pupil aspirations using engagement/aspiration programmes;
- develop social and emotional competencies;
- intervene early and effectively, track progress and change approaches where necessary;
- focus on transition, one-to-one tuition and progressive development of language and literacy skills;
- search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning.

http://educationendowmentfoundation.org.uk/toolkit/

We expect schools to support children with SEND needs by:

- ensuring that, to the best of their endeavours, the necessary provision is made for any pupil who has SEND
- ensuring that where the headteacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
- ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- ensuring that a pupil with SEND and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- reporting to parents on the implementation of the school's policy for pupils with SEND
- having due regard to the statutory guidance within the current SEND
 Code of Practice when carrying out duties toward all pupils with SEND
- ensuring that the school notifies parents of a decision by the school that SEND provision is being made for their child

The Local Authority will support disadvantaged children by:

- using performance data to analyse where the educational gaps are across the County in order to inform work with all schools as well as targeting resources and capacity where the gaps are the most significant;
- monitoring the progress of all children looked after by the Local Authority through the PEP process;
- embedding reviews of 'gap' data in agendas for Learning Improvement Officer visits to all maintained schools;
- supporting schools to identify effective strategies for narrowing the gap, including through the dissemination of good practice examples and research;
- providing funding in 2014/15 to target schools to engage with the Achievement for All programme;
- challenging the way in which schools and other educational settings use pupil
 premium funding to raise aspirations and to ensure accelerated progress and
 attainment for the most vulnerable;
- undertaking Pupil Premium Reviews;
- sharing 'gap' data with Consortia to support a partnership approach to narrowing gaps;
- ensuring good practice is shared amongst schools and settings and broker or, where appropriate, commission expertise for school to school support; and
- providing funding in 2014/15 to support consortia projects which are designed to narrow the gap.

The Local Authority will support children with SEND by:

- using performance data to analyse where the educational gaps are across the County in order to inform work with all schools as well as targeting resources and capacity where the gaps are the most significant;
- monitoring the progress of all children looked after by the Local Authority through the PEP process;
- challenging the ways that schools use resources to support children with SEN to ensure that provision has an impact on outcomes;
- embedding reviews of 'gap' data in agendas for Learning Improvement Officer visits to all maintained schools;
- providing funding in 2014/15 to target schools to engage with the Achievement for All programme;
- ensuring a sufficiency of provision for pupils with SEN and review it annually
- publishing information on SEND funding and provision
- monitoring the progress of children with SEND
- providing information, support, advice and guidance to parents of children with SEND including the provision of a statutory Parent Partnership Service and Mediation Service
- publishing information about the local offer, i.e. what is expected to be available for children and young people with SEND 0-25
- making arrangements for the statutory assessment of pupils, where agreed, and maintain and review statements of SEND and/or EHC Plans

Targets (also see Business Plan)

Business Unit	Moasuros	Targets				
Outcome	Measures	2013/14	2014/15	2015/16	2016/17	2017/18
1.2 Children & young people attend & enjoy childcare & education through all phases from early years to post-16	Reduction in the number of permanent exclusions from school	20	15	15	15	15
1.3 Children & Young People achieve high standards & realise their full potential regardless of their	Closing the Gap - Attainment: Key Stage 2 (Primary): % point gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths	18%	15%	10%	5%	0%
circumstances or location (narrowing the outcome gaps for vulnerable groups)	Closing the Gap - Attainment: Key Stage 4 (Secondary): % point gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A*-C grades inc Eng&maths	25%	15%	10%	5%	0%
	LAC children achieving level 4 at KS2 in English	70%	72%	73%	74%	75%
	LAC children achieving level 4 at KS2 in maths	70%	72%	73%	74%	75%
	LAC achieving 5 A*-C at GCSE including English and maths	30%	35%	40%	45%	50%
	% young people who were in receipt of FSM at academic age 15 who attain level 2 qualification by the age of 19	67%	70%	72%	74%	75%
	% young people who were in receipt of FSM at academic age 15 who attain level 3 qualification by the age of 19	41%	45%	49%	51%	53%

Governance Arrangements:

The School Improvement Board, made up of headteachers and Local Authority officers, will monitor the day to day implementation of the Strategy.

The Strategy will be reviewed annually with the review available to the Children and Young People Overview and Scrutiny Committee as required.

The performance of disadvantaged pupils and children with special educational needs will be included in the annual performance report to the Children and Young People Overview and Scrutiny Committee.

The performance of Children Looked After will be reported annually to the Corporate Parenting Panel.

Appendix A

Warwickshire's Equality, Diversity and Inclusion Statement

Legal Status

The Children and Families Bill (2013) and the SEN Code of Practice (0 - 25) requires us to provide and promote inclusive education.

The Equality Act 2010 requires public bodies to meet general and specific duties.

General duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Specific duties:

- Collect and publish Equality Information
- Analyse data and use analysis to prepare and publish equality objectives

We also recognise our duties under the following:

- Education and Inspection Act 2006
- UN convention on the Rights of the Child
- UN Convention of the Rights of People with Disabilities
- Human Rights Act 1998

Our Statement of Intent

Warwickshire County Council recognises that in order to be totally inclusive we must in – bed the requirements of the Equality Act 2010 into our every day practices. Although our inclusion agenda covers learners who may not typically be recognised as being discriminated against they all have protected characteristics and therefore covered by equalities legislation.

Promoting inclusive, fair and diverse education is a key strategic aim of Warwickshire County Council's People Group, and is everyone's responsibility. This Statement sets out what we mean by Inclusion, Equality and Diversity and who it impacts on.

The following groups have been identified as key recipients in terms of the provision of the Inclusion Strategy

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are Missing education
- Have ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented

The following groups have been identified as having protected characteristics under the Equality Act 2010.

- Age
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership

Inclusion is concerned with the identification and removal of barriers to the ambition, participation and effectiveness of all children and young people. There needs to be an emphasis placed on groups of learners that may be at risk of under achievement, exclusion or marginalisation. For inclusion to move forwards successfully there needs to be engagement with all of those involved with the education of children and young people both in terms of what can be achieved now and through the continuous development of long –term strategies.

Equality is concerned with providing a level playing field so that all children and young people have an equal chance to succeed and reach their full potential.

Diversity is concerned with recognising that our communities are made up of different people, accepting those differences and respecting them. Diversity therefore needs to be reflected in our service provision.

The removal of barriers is essential to success of Inclusion, Equality and Diversity. We recognise these barriers in terms of ambition, participation and effectiveness.

'Ambition is concerned with expecting and wanting the very best for all our learners. This includes where children and young people are educated, whether they attend regularly and arrive punctually. In line with government policy, we believe that learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not appropriate, they should receive their education as close to their home as possible. Every effort should also be made to enable learners attending specialist provision to maintain social links with their neighbourhood peers and have access to appropriate mainstream experience.

'Participation' is concerned with the quality of learners' educational experiences, and the extent to which they feel that they "belong". We believe that all learners have a right to experience success in learning and, as a result, become self—confident and develop a strong sense of self—worth. Children, young people and their parents, have a right to express their views about educational matters that affect them. We have a responsibility to listen to, and learn from, those views.

'Effectiveness' is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom and how they learn. Achievement, therefore, includes academic attainment, but is a much broader concept and cannot be measured by tests alone. Finally, we believe that promoting inclusion, equality and diversity is a "whole – service" issue. This Statement, therefore, has implications for everything that the Local Authority, its schools and Early Years providers do. We are committed to evaluating our progress towards becoming more inclusive and in particular, we will collect information that relates directly to the "ambition" "participation" and "effectiveness" for all children and young people with an emphasis on those learners who we believe may be at risk of under – achievement and not fulfilling their aspirations or potential.

Aims

Our starting point is the Warwickshire Equality, Diversity and Inclusion Statement, and more specifically we aim to:

Ambition

- Reduce the number of children and young people educated outside a mainstream setting.
- Ensure that children with protected characteristics are not over-represented in certain areas and that they are recognised within the groups identified in our inclusion strategy.
- Ensure that all children with severe and complex needs have consistent access to specialist provision and expertise of equally high quality that is as close to their home as possible.

- Ensure that children attending specialist provision are provided with access to appropriate mainstream experience, in line with the wishes of the children and their parents.
- Improve the attendance and punctuality of these children, wherever they are educated.

Participation

- Ensure that children and young people feel included, they are listened to and that their contributions are valued, wherever they are educated.
- Ensure that provisions and services are respectful to children and young people and that they are fully consulted on educational matters that directly affect them, taking account of their developmental age and background.
- Ensure that parents and carers are consulted on educational matters that affect their children, and feel welcome in school or wherever their child is educated.

Effectiveness

- Improve the educational achievements of children and young people across the whole curriculum.
- Ensure that children and young people experience success in their education by having their achievements recognised, recorded and celebrated.

Removing Barriers to Achievement

Early Intervention

- Health and social care organised around the needs of children and their families, with better information sharing and assessments leading to early intervention
- Parents having access to good quality childcare and early years provision in their local community.
- Schools with the skills and resources to enable them to take prompt action to help children who are falling behind their classmates.
- Teachers and early years staff spending more time supporting early intervention approaches.

Removing Barriers to Learning

- Schools with the confidence to innovate and with the skills and specialist support they need to meet the needs of all pupils successfully.
- Special schools providing education for children with the most severe and complex needs and sharing their specialist skills and knowledge to support inclusion in mainstream schools.
- Schools working together to support the inclusion of all children from their local community, backed up by specialist support from the local authority and health services, working in multi-disciplinary teams.

 Parents with confidence that, in choosing a local mainstream school, their child will receive a good education and be a valued member of the school community.

Raising Expectations and Achievement

- All teachers having the skills and confidence, and access to specialist advice where necessary, to help vulnerable learners to reach their potential.
- Improved data giving parents and teachers a clearer picture of how well children working below age – related expectations are progressing.
- Young people able to follow courses which build on their interests and aptitudes and lead to recognised qualifications.
- Vulnerable learners actively involved in decisions about their education and options post – 16 and having real opportunities for progression, training and work.

Delivering Improvements in Partnership

- Schools regularly reviewing the effectiveness of their provision, with LAs providing support and challenge where concerns are raised.
- Parents with greater confidence that vulnerable learners needs will be met in school.
- Greater integration of education, health and social care to meet the needs of children and families.

This statement should be read in conjunction with the Inclusion Strategy and the Equality Toolkit for schools.