

Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP. Telephone 01572 722577 Email <u>governance@rutland.gov.uk</u> DX28340 Oakham

Meeting:	CABINET
Date and Time:	Tuesday, 20 March 2018 at 10.00 am
Venue: RUTLAND, LE15 6HP	COUNCIL CHAMBER, CATMOSE, OAKHAM,
Governance Officer to contact:	Natasha Taylor 01572 720991 email: <u>governance@rutland.gov.uk</u>

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AGENDA

1) APOLOGIES FOR ABSENCE

2) ANNOUNCEMENTS FROM THE CHAIRMAN AND/OR HEAD OF THE PAID SERVICE

3) DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are required to declare any personal or prejudicial interests they may have and the nature of those interests in respect of items on this Agenda and/or indicate if Section 106 of the Local Government Finance Act 1992 applies to them.

4) **RECORD OF DECISIONS**

To confirm the Record of Decisions made at the meeting of the Cabinet held on 20 February 2018.

5) ITEMS RAISED BY SCRUTINY

To receive items raised by members of scrutiny which have been submitted to

the Leader (copied to Chief Executive and Governance Officer) by 4.30 pm on Friday 16 March 2018.

REPORT OF THE DIRECTOR FOR PEOPLE

6) RUTLAND COUNTY COUNCIL CHILDCARE SUFFICIENCY ASSESSMENT REPORT 2016 - 2017

Report No. 51/2018 (Pages 5 - 62)

7) RUTLAND AGREED SYLLABUS

Report No. 52/2018 (Pages 63 - 80)

8) VARIATION TO THE SECTION 75 AGREEMENT - HOSPITAL DISCHARGE CARE COMMISSIONING

(KEY DECISON)

Report No. 53/2018 (Pages 81 - 84)

REPORT OF THE DIRECTOR FOR RESOURCES

9) EXCLUSION OF THE PRESS AND PUBLIC

Cabinet is recommended to determine whether the public and press be excluded from the meeting in accordance with Section 100(A)(4) of the Local Government Act 1972, as amended, and in accordance with the Access to Information provisions of Procedure Rule 239, as the following item of business is likely to involve the disclosure of exempt information as defined in Paragraph 2 of Part 1 of Schedule 12A of the Act.

Paragraph 2: Information which is likely to reveal the identity of an individual.

10) WRITE OFF OF IRRECOVERABLE DEBTS

Report No. 21/2018 (Pages 85 - 94)

REPORT OF THE CHIEF EXECUTIVE

11) EXCLUSION OF THE PRESS AND PUBLIC

Cabinet is recommended to determine whether the public and press be excluded from the meeting in accordance with Section 100(A)(4) of the Local Government Act 1972, as amended, and in accordance with the Access to Information provisions of Procedure Rule 239, as the following item of

business is likely to involve the disclosure of exempt information as defined in Paragraph 2 of Part 1 of Schedule 12A of the Act.

Paragraph 3: Information relating to the financial or business affairs of any particular person (including the authority holding that information).

12) ST GEORGES BARRACKS - POTENTIAL ACQUISITION AND DEVELOPMENT OF THE OFFICERS MESS

(KEY DECISION)

Report No. 54/2018 (Pages 95 - 118)

13) ANY ITEMS OF URGENT BUSINESS

To receive items of urgent business which have previously been notified to the person presiding.

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MEMBERS OF THE CABINET: Mr O Hemsley

Mr N Begy Mr G Brown Mr R Foster Mr A Walters Mr D Wilby

SCRUTINY COMMISSION:

Note: Scrutiny Members may attend Cabinet meetings but may only speak at the prior invitation of the person presiding at the meeting.

ALL CHIEF OFFICERS PUBLIC NOTICEBOARD AT CATMOSE GOVERNANCE TEAM This page is intentionally left blank

Agenda Item 6

REPORT NO: 51/2018

CABINET

20 March 2018

RUTLAND COUNTY COUNCIL CHILDCARE SUFFICIENCY ASSESSMENT REPORT 2016 - 2017

Report of the Director for People

Strategic Aim:	Creating a bright	reating a brighter future for all			
Key Decision: No		Forward Plan Reference:			
Exempt Informa	tion No.				
Cabinet Member(s) Responsible:		Cllr D Wilby, Portfolio Holder for Lifelong Learning, Early Years, Special Educational Needs & Disabilities, Inclusion			
Contact Officer(s):	Gill Curtis Head of Lear	ning and Skills	Telephone: 01572 758460 gcurtis@rutland.gov.uk		
Ward Councillo	rs N/A		·		

DECISION RECOMMENDATIONS

That Cabinet:

1. Notes that there is currently sufficient childcare across Rutland to meet the requirements of parents and carers and that the Learning and Skills Service is undertaking a range of planned activities to manage the market and maintain capacity within the system

1. PURPOSE OF THE REPORT

- 1.1 All Local Authorities have a statutory duty under the Childcare Act 2006 to complete an annual report which assesses the sufficiency of childcare in the local authority area and identifies gaps in provision. The assessment must also consider whether sufficient childcare is available to meet the needs of disabled children. This assessment must be published on the County Council website.
- 1.2 This report aims to provide Cabinet with assurance that there is currently sufficient childcare to meet the requirements of parents and carers

2. BACKGROUND AND MAIN CONSIDERATIONS

- 2.1. The Childcare Act 2006 gives local authorities a key role in shaping the childcare market in their area. Working with providers from private, voluntary, independent childcare sectors, academies and local authority maintained schools, the local authority aims to create a strong, sustainable and diverse childcare market that meets the needs of Rutland parents and carers.
- 2.2. Rutland County Council identifies available childcare spaces through completion of the Annual Childcare Sufficiency Assessment which reflects the DfE Early Education and Childcare statutory guidance for local authorities September 2014. Updated guidance, which takes account of the Childcare Act 2016, was released in March 2017 and came in to effect from September 2017; this will inform Rutland's Annual Childcare Sufficiency Assessment for future years.
- 2.3. Rutland Childcare Sufficiency Assessment 2016-17 is based on information gathered and evaluated by Rutland County Council's Early Years' Service from June 2016 June 2017. All relevant data is used to compile the report and inform recommendations in relation to the sufficiency of early years and childcare provision in Rutland and informs the Childcare Sufficiency Action Plan 2017-18
- 2.4. Whilst the Childcare Act 2006 requires local authorities to ensure there is sufficient childcare to meet the needs of parents who require childcare, in Rutland the focus is not just about childcare sufficiency but is also aims to:
- 2.4.1. make sure this childcare is accessible and affordable so that parents have the opportunity to take up or remain in work or to undertake education or training to obtain work.
- 2.4.2. make sure it is of consistently good quality so that it benefits the child and contributes to the child's readiness for school
- 2.5. When considering capacity and sufficiency of childcare, it is important to separate early education and childcare for under 5's from childcare provided either as 'wrap-around' or 'out-of-school/ holiday care'. Wrap-around care refers to childcare that is offered in addition to the school day and may consist of before or after-school clubs or holiday clubs; this may be offered regularly throughout the year or as sessions focused on a specific area such as a summer holiday sports event.

2.5.1. Early Years Childcare:

- 2.5.1.1. As an outcome of the Childcare Assessment, it has been identified that, at the time of the assessment, there was sufficient Early Years childcare. It is worth noting that this assessment was completed before the introduction of the 30 Hour Extended Entitlement (30HEE)
- 2.5.1.2. The impact of 30HEE has yet to be fully established, and will be reported within the Childcare Sufficiency Assessment 2017-18 but, at the time of this report, the Learning and Skills Service data gathering does not indicate that there is lack of sufficiency to meet the needs of parents and carers who are entitled to claim this funding.

- 2.5.1.3. The Early Years Provider Hub software, Open Objects, has been available to the Early Years' Service since the autumn and provides a systematic evaluation of available capacity based on feedback from childcare providers. This enables the Early Years' Service to maintain a more up to date picture of sufficiency across Rutland.
- 2.5.1.4. The Learning and Skills Service is working with Early Year providers within a Schools Forum sub-group working party to support the viability of provision across Rutland. The group hopes to identify ways to deliver cost efficiencies and explore options for increasing income.

2.5.2. Wraparound / out-of-school/ holiday care:

- 2.5.2.1. As an outcome of the 2015-16 Childcare Assessment it was identified that further work should be undertaken by the Learning and Skills Service to clarify the availability of childcare to greater meet the needs of working parents, or those in education, whose needs may not be met purely by school or Early Years providers.
- 2.5.2.2. As an outcome of a revised methodology, supported through the appointment of a part-time Early Education and Child Care Co-ordinator within the Learning and Skills Service, a more systematic approach to gathering information on the wraparound care available has been developed. Information, particularly related to holiday care, is now more readily available for parents and carers. This information is published on the Families' section of the revised Rutland Information Service website.
- 2.6. Plans to address issues or concerns identified through the Childcare Sufficiency Assessment are included in the Action Plans within the Report. An update on the progress towards completing these actions is included (Appendix B). Additionally, a focused programme is currently being developed by the Learning and Skills Service to further extend childcare options across Rutland which will commence within the coming financial year.

3. CONSULTATION

3.1. Consultation is undertaken annually through the Parental Childcare Assessment Survey.

4. ALTERNATIVE OPTIONS

4.1. The childcare assessment is a statutory requirement and therefore if it was not undertaken the Council would not be undertaking its statutory functions and could be open to legal challenge.

5. FINANCIAL IMPLICATIONS

5.1. The Childcare Sufficiency Assessment and subsequent planned actions are included within the annual Learning and Skills budget; there are no further financial implications anticipated.

6. LEGAL AND GOVERNANCE CONSIDERATIONS

- 6.1 The Childcare Act 2006 places specific duties on the local authority to secure sufficient childcare and to carry out a Childcare Sufficiency Assessment.
- 6.2 Failure to secure any shortfall in childcare provision highlighted by the CSA would render the Council liable to a challenge that it was not meeting its statutory duties under the Childcare Act 2006.

7. EQUALITY IMPACT ASSESSMENT

7.1. An Equality Impact Assessment (EqIA) has been completed. No adverse or other significant issues were found. A copy of the EqIA can be obtained from Gill Curtis, Head of Learning and Skills

8. COMMUNITY SAFETY IMPLICATIONS

8.1. No community safety implications have been identified through the Childcare Sufficiency Assessment

9. HEALTH AND WELLBEING IMPLICATIONS

9.1. Rutland County Council has a statutory duty under the Childcare Act 2006 to secure 'as far as is reasonably practicable' sufficient childcare to meet the requirements of working parents/carers, or parents/carers undertaking education or training that will lead to work.

10. CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 10.1. Under the Department for Education's (DFE) '*Early Education and Childcare: Statutory Guidance for Local Authorities*', local authorities should report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents.
- 10.2. This report provides elected members with this information and identifies that, at the time of the Childcare Sufficiency Assessment being completed, there were sufficient places available. Routine assessment and reviews will continue be undertaken by the Learning and Skills Service to ensure sufficiency is maintained and, should a potential pressure be identified, positive action will be taken with existing and potential providers to minimise the impact on parents and carers.

11. BACKGROUND PAPERS

11.1. There are no additional background papers to the report

12. APPENDICES

Appendix A – Rutland County Council Childcare Sufficiency Assessment Report 2016 – 2017

Appendix B - Rutland County Council Childcare Sufficiency Assessment Report 2016 – 2017 Action Plan

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

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Annual Childcare Sufficiency Assessment Report

2016-17

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- 6. Quality
- 7. Childcare Costs and Funding
- 8. Parental Views of Childcare Provision
- 9. Future Population Predictions
- 10. Local Businesses' Views of Childcare Provision
- 11. Summary of National Policy Changes

Appendices

- Appendix 1 Overview of Holiday Childcare Summer and October 2017
- Appendix 2 30 Hour Extended Entitlement User Guide
- Appendix 3 Childcare Sufficiency and Early Education Action
 Plan

Please note any reference to 'parents' in this report reflects parents, carers or those with parental

responsibility for children.

Introduction

Rutland County Council has a statutory duty under the Childcare Act 2006 to secure "as far as is reasonably practicable", sufficient childcare to meet the requirements of working parents or parents undertaking education or training that will lead to paid employment.

The Council is required to complete an annual report which assesses the sufficiency of childcare in the local authority area. The assessment must also consider whether sufficient childcare is available to meet the needs of disabled children. Further information relating to matters such as local labour market characteristics must also be included.

The assessment is based on evidence gathered during the period June 2016 – June 2017. The findings of this assessment are used to develop a local authority strategic action plan to be implemented 2017-18.

Aims

To provide an understanding of:

- Different types of childcare places available
- The range of data collected to complete the 2016-17 Childcare Sufficiency Assessment
- How parents and carers are supported in accessing childcare provision

Objective

• To identify any gaps that may exist and consider how they may be addressed in the future

NOTE:

The focus areas of this report are provision for early education, wraparound and holiday childcare.

Early education relates to children aged birth to five years of age.

Wraparound and holiday childcare refers to school age children and those children who are aged four to twelve years.

1. Findings

Rutland County Council has met the childcare sufficiency duty in 2016-17 by:

- Ensuring there is sufficient early years and childcare provision across the county. Information has been collated through direct contact with providers, invitation for parental response and views of the Rutland business sector.
- Ensuring that there is access to high quality early years and childcare provision for all children including access to the funding entitlement for two, three and four year olds.
- Ensuring there is sufficient early years and childcare provision for children from families taking up the childcare element of the working tax credit, children with additional needs, school-aged children and children needing care through school holidays.

During May 2017, a thorough assessment of occupancy of childcare places concluded that there was 23% vacant capacity of childcare places across the authority with no setting at 100% capacity. The normal pattern of capacity would indicate occupancy may increase towards the end of the summer term and that a high number of vacant places will be created during the autumn term when a majority of four-year olds join reception classes in a primary school.

Although not impacting on this year's assessment, it is worth taking in to account the introduction of the 30 Hour Extended Entitlement on 1st September 2017 which may significantly impact on the current levels of vacant capacity. However, the Learning and Skills Service is working pro-actively with providers to address this and, in 2016-17, Rutland's County Council's Early Years' service has received enquiries from three potential childcare providers considering opening additional provision across Oakham. The Early Years' Service continues to liaise with all providers and undertakes regular sufficiency monitoring of current providers, to ensure that sufficiency is maintained.

To ensure the continued sufficiency of high quality early years and childcare provision in 2017-18, Rutland County Council will:

- Continue to focus on ensuring providers are offering consistently high quality educational opportunities through regular review, as identified within the Learning and Skills Prioritisation and Entitlement guidance 2017-18. This will enable identification of provision which is vulnerable to failure of the delivery of high expected outcomes for Rutland children
- Continue with annual visits to all Early Years providers, offering advice and support and giving prioritisation in reverse proportion to success, guided through regular liaison with the Regional Early Years Ofsted team

The Learning and Skills Service has not, historically, been responsible for undertaking routine monitoring of the availability of, and accessibility to, wraparound and holiday childcare available to children in Rutland. However, in order to meet the increasing demands of working parents, or those in education or training, this will be included in the Learning and Skills Service delivery plan for 2017-18.

Recommendations to be addressed in the 2017 Childcare Sufficiency Assessment Action Plan:

- Continue to market and promote the free education entitlement for two, three and four year olds to ensure parents/carers are accessing the high quality provision to which they are entitled
- To further explore the availability and reach of wrap-around and holiday provision to meet the needs of Rutland families
- Continue to monitor childcare sufficiency data through the implementation of the new Open Objects System to support the introduction of the 30 Hour Extended Entitlement
- If childcare quality and sufficiency concerns are identified, this is to be followed by a comprehensive approach to planning for additional provision to meet the needs of all Rutland children and their families

The actions to achieve this are detailed in the Early Years and Childcare Action Plan 2017-18 and reflect the intention of Rutland County Council Education Framework 2017-20.

2. Entitlement and Outcomes of Children and Families in Rutland

This data is gathered from the Early Year Census (January 2017).

2.1 Two Year Old Entitlement

The two year old entitlement (15 hours per week) of free Early Education is not a universal offer and is only accessed by meeting national eligibility criteria to support the 40% most disadvantaged children across the county. Each eligible child is entitled to receive a maximum of 15 hours of free early learning per week over no fewer than 38 weeks per year (totalling 570 hours per year) until the term after they turn three years of age. Then like all children, they will become eligible for the universal free entitlement for three and four year olds.

Parents/carers and childcare providers are able to access, free of charge, an eligibility check via Visions Children's Centre.

2.2 Three and Four Year Old Entitlement

At the time of the assessment, all three and four year olds are entitled to 15 hours of free Early Education for 38 weeks of the year, until they reach compulsory school age (the term following their fifth birthday). The free entitlement is available for 570 hours per year (15 hours per week over 38 weeks of the year or 11.2 hours over 51 weeks of the year).

2.3 Take-up of the Two, Three and Four Year Old Entitlement

The latest Rutland Early Years Census took place in January 2017 and identified that a total of 601 children were accessing a funded Early Education place, of those children, 17 accessed provision between two different settings.

Numbers of funded children:

- 31 x 2 year olds
- 420 x 3 year olds
- 150 x 4 years olds

Of those children 323 were boys and 278 were girls.

In addition, there were 237 two year old children accessing a non-funded place

3. Early Education and Childcare Provision across Rutland

CONTEXT

Early Education and childcare in Rutland is provided by a large number of different which include schools and private, voluntary or independent day nurseries, preschools and childminders. This provision is registered and regulated by Ofsted.

At the time of the Assessment, Rutland providers offer a total of 1,118 places. Since the 2016 Childcare Sufficiency Assessment (CSA) one nursery provider in Oakham has closed with a loss of 28 places and five providers have increased their capacity giving an overall increase of three places from 1,115 to 1,118. The closure therefore has not added pressure to sufficiency of places at this time.

3.1 Childcare Providers

The twenty two Early Years childcare providers consist of eighteen nurseries and preschools registered with Ofsted on the Early Years Register, and four nurseries which operate under the Governing Body within primary schools.

In addition Rutland has one Independent School and one Special School for nursey aged children.

There are twenty four childminders in Rutland who are registered with Ofsted. During 2016-17, Rutland Early Years Agency Limited (REYAL), which is registered with Ofsted, has worked in partnership with Rutland County Council Early Years' Service to help recruit and support childminders in Rutland. As a consequence, a further four childminders have registered with REYAL. REYAL is responsible for monitoring the practice of childminders registered directly with them.

Rutland also has five 'child-carers' who have voluntarily registered with Ofsted.

Provision	Number of places
22 Childcare Providers	945
1 Independent School	24
1 Special School	9
24 Ofsted registered Childminders Early Years Register	120
4 Childminders registered with REYAL	20
Total number of registered childcare places	1,118

All providers offer inclusive practice to meet the needs of children with disabilities. The requirements of the Early Years Foundation Stage ensure that childcare providers have arrangements in place to support children with Special Educational Needs and/ or Disabilities (SEND). Additional advice and support to meet the individual needs of children is offered by the Local Authority Early Years Inclusion Team, Visions Children's Centre, the Early Help Team and Aiming High.

3.2 Information on Occupancy of Childcare Places

Information on occupancy is collected from settings three times a year – autumn, spring and summer. Latest data for this report was collected during the week beginning 7th May 2017.

A childcare place describes the number of children that can attend the provision at any one time. However, each place may be utilised by numerous children during the day. For example one place could be accessed by up to four children in any one day, therefore creating four sessions from one single place.

All providers were contacted to assess their current level of occupancy. This information was then collated and concluded that, at that time, there was a 77% take up of childcare places across Rutland leaving a surplus capacity of 23%.

Nationally the number of childcare places has remained broadly stable since August 2012 and this is reflected in Rutland. A current total of almost 1.3 million places are delivered by 81,800 childcare providers nationally.

The School Admissions Code allows parents and carers of summer born children (born between 1 April and 31 August) to request that their child is admitted out of their normal age group (into reception in the September following their 5th birthday i.e. a year later than their peer group). In the 2016 academic year only three parents opted to defer entry of their children into primary school. This number will not have an impact on childcare sufficiency.

CONCLUSION

Although a Rutland nursery closed in 2016, this has not had a detrimental effect on the number of places available for children in Rutland with the overall number of places slightly increasing. This is largely due to the extension of provision at two nurseries and an increase in the number of Rutland childminders.

Through routine monitoring, the Early Years' service will continue to carefully assess childcare provision available and to work with Early Years' providers and Rutland Early Years Agency Limited to promote further childminding facilities as required.

4. Wraparound and Holiday Childcare Provision across Rutland

4.1 Wraparound and Holiday Childcare

The 2016 Annual Childcare Sufficiency Assessment report highlighted the need to clarify the sufficiency of 'wraparound and holiday childcare'. Wraparound childcare refers to 'before' and 'after school' childcare. Holiday childcare refers to the provision available to children during school holiday periods. Within the 2016 report, parents requested to see an increase in childcare provision during holiday periods. This became a focus of the subsequent action plan. The 2017 parental survey did not raise access to holiday childcare as a major issue.

Research in to the availability of this provision was undertaken by the Early Years' Service and included identification of how each provision is registered and regulated, with further evaluation to identify gaps between supply and demand of places.

It was identified however, that holiday childcare was largely centred around Oakham and Uppingham (Appendix 1) with less on offer in rural villages and did not always meet the hours requested by parents. This will continue to be a focus area for the Early Years' Service in 2017-18.

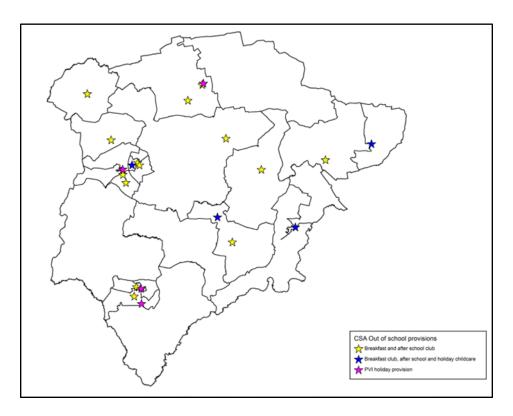


Fig 1 A small scale research project identified venues of wraparound and holiday childcare.

4.2 Wraparound and Holiday Childcare Information

The Private, Voluntary and Independent (PVI) sector support several schools by facilitating wraparound clubs and holiday childcare. Most providers are registered with Ofsted. Providers may be exempt from Ofsted registration if sessions operate for less than two hours.

During term time, breakfast clubs tend to commence from 07:30 until the start of the school day. At the end of the school day children access 'after school' provision which generally finishes at 18:00.

Seven providers are actively involved in facilitating holiday clubs; appendix 1 within this report provides an overview of holiday childcare provision during summer 2017. Although there are opportunities to access additional holiday provision across Rutland, it is important to note these activities are limited to identified dates and not necessarily for the whole of the school holiday periods.

Holiday childcare providers confirmed that age ranges were capped at eleven years although older siblings would be welcomed. Provision for older children was not always appropriate. All providers said they offer an inclusive service for children with disabilities and would ensure staffing ratios were amended to ensure safeguarding requirements are met and also enable opportunities to deliver quality experiences for all children.

CONCLUSION

The Local Authority fulfils its statutory duty to ensure sufficiency of childcare places through undertaking the annual Childcare Sufficiency Assessment and through a weekly update from Ofsted of new registrations, as well as providers that have been de-registered or are not continuing to offer provision. Until recently, this information was gathered and distributed through Rutland Information Service (formerly Family Information Service). However, the responsibility for collation is now being moved to the Learning and Skills Service. The Early Years team will continue to monitor the availability of provision through this approach.

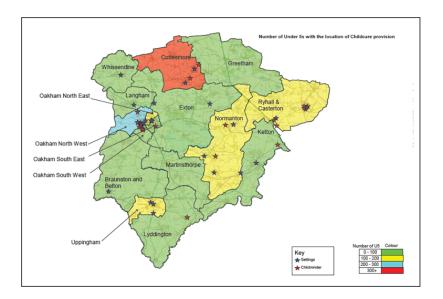
The Local Authority will continue to monitor the sufficiency of childcare and use the Ofsted inspection outcomes of all providers as the benchmark of quality. However, if local intelligence indicates that a provider is not meeting the 'Safeguarding and Welfare' or the 'Learning and Development' requirements of the Early Years Foundation Stage the Local Authority will report any issues of concern directly to Ofsted.

5. Location of childcare providers

5.1 Childcare Match to Population

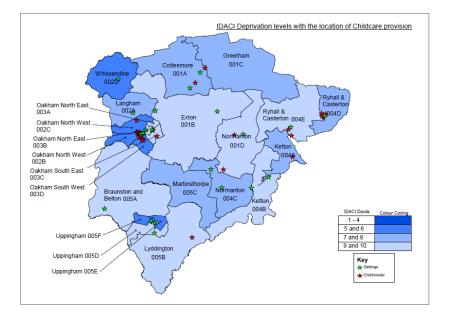
The provision of childcare is spread across Rutland as shown in the map below. Green and yellow areas are lower density of population; red and blue the highest. The provision of places largely reflects the population distribution.

Of the 130 responses, 46% of parents chose childcare due to the proximity of their homes. Only 11.6% of parents reported that the current childcare provision does not meet their individual needs citing high costs or current opening hours not covering working patterns. The Rutland Information Service website, which provides childcare information to parents, will offer current information on childcare places and will support individual families to access services which best meet their needs. This tailored support will be monitored over the next year and the effectiveness reported in the 2018 Childcare Sufficiency Assessment.



5.2 Childcare Match to Deprivation

The location of childcare provision also generally matches the differing levels of deprivation within the county. Where deprivation levels are higher, childcare is more locally available. In the map below, the darker shading indicates the areas that are more deprived. With the exception of Whissendine, the childcare mirrors areas of deprivation. The Early Years' Service will continue to monitor this carefully to ensure that vulnerable children are not being disadvantaged by insufficient childcare.



Locality of Childcare Providers

Locality Areas	Childminders/ childcare on domestic premises	Full daycare	Sessional/ part-time daycare	Wraparound childcare	Holiday Clubs
Oakham and Barleythorpe	13	3	3	6	3
Uppingham	2	2	1	3	3
Ryhall, Great Casterton and Tinwell	7	1	1	2	1
Whissendine	0		1	1	
Cottesmore and Greetham	3	1	1	1	
Langham	0		1	1	
Empingham	1		1	1	
Exton	0		1	1	
Normanton	0			0	
Martinsthorpe	0			0	
Ketton	0	1	1	1	1
Belton	0		1		
Edith Weston, North Luffenham	2		2	1	
Total	28	8	14	18	8

CONCLUSION

Childcare largely meets the needs of the Rutland population and currently there is surplus capacity across all areas of the county. Through regular monitoring of available provision and promotion of childcare activities, the Early Years' Service will continue to monitor the availability of places against parental need and support the development of the market in meeting need.

Continued monitoring of location of provision remains a priority to ensure that the needs of all families are met, and that families are not disadvantaged by lack of provision readily accessible within their locality.

6. Quality

6.1 The Quality of Provision in Rutland

6.11 The quality of provision in Rutland as judged by Ofsted inspection and overall outcomes for all children are high.

- At the time of the Child Care Sufficiency Assessment 2016-17, 100% of Rutland Early Years settings are rated as good or outstanding by Ofsted and Rutland has the highest percentage of good and outstanding Early Years settings in the East Midlands.
- The Local Authority works closely with Ofsted through regular communication including regular meetings at three points within the year. This enables the Early Years team to be kept updated on Ofsted inspection expectations and focus areas and to share where concerns about EYFS provision have been raised.

For an explanation on the role of Ofsted, the inspection framework and a description of the Ofsted judgements please see Ofsted Early Years' inspection handbook available at https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015

6.12 The Early Years Foundation Stage Profile is the statutory assessment completed at the end of the Reception year. <u>https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook</u>

The EYFS Profile 'Good Level of Development' (GLD) (the expected standard) validated results in 2016, show that although there is a slight decline in outcomes, these remain above national and regional levels. At the time of this report, provisional data for 2017 indicates an upward trend at a rate higher than seen nationally but it must be noted that this is early release data and, as such, has potential to change.

	2015	2016	2017
			Initial indications
Rutland	75%	72%	76.3%
England	66%	69%	70.7%
East Midlands	64%	68%	69.4%

Early indications are that early years outcomes in Rutland schools, as measured by GLD, are amongst the highest in the East Midlands.

6.2 Early Years support from April 2017

Rutland County Council offers a package of comprehensive support for both existing Early Year childcare providers and those wishing to set up new provision.

This support is delivered through:

- Initial support visits to new practitioners
- Early Years networks
- Annual Early Years Foundation Stage visits by LA specialists to all settings
- Early Years managers' training day with 95% attendance
- Early Years training programme

• Ongoing email and telephone support to ensure issues and concerns and dealt with quickly

Rutland Early Years' Service has a proactive approach to evaluating the impact of training and support to ensure that providers can remain well-informed and continue to offer high quality education. Where concerns are identified, these are shared with the provider and a programme of additional support offered; if concerns remain this information would be shared with Ofsted. Further detail is provided in Rutland County Council's Education Provider Prioritisation and Entitlement 2017-18.

CONCLUSION

All areas of the county have access to high quality early years provision. At the time of the Childcare Sufficiency Assessment, 100% of Early Years providers were judged by Ofsted to be good or outstanding.

It is recognised that, despite the level of support offered through the Early Years' Service, some provision may be identified as less than good through Ofsted or local intelligence gathering and that inspection outcomes are liable to change. In this case, the Early Years' Service will ensure that children are not disadvantaged by provision that is less than good and will act swiftly to work with the provider to address identified issues. Where slower than expected progress is noted, the Early Years' Service will work proactively with Ofsted and the appropriate agency as required.

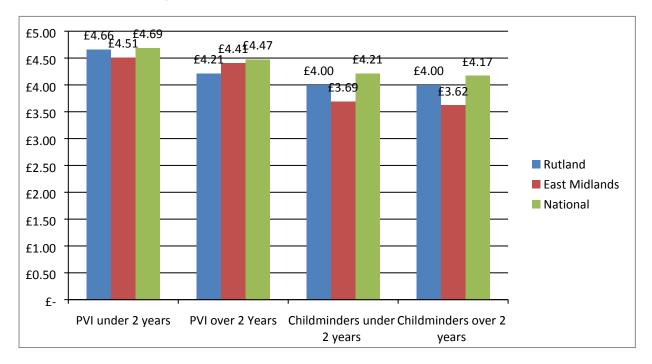
7. Childcare Costs and Funding

7.1 Average Costs

The average cost for parents of a childcare place in Rutland is:

- nursery for children under 2: £4.66
- nursery for children over 2: £4.21
- childcare place with a childminder in Rutland: £4.00

https://www.onefamily.com/hub/finance/childcare-calculator/



Average Cost (Per Hour) for Childcare June 2017

7.2 Payment to Providers of Childcare

Rutland County Council pays the providers of the 15 hours free universal educational entitlement for 38 weeks of the year (or 11.2 hours if stretched over 51 weeks), totalling 570 hours per child. From 1st September 2017, children of working parents meeting the eligibility criteria for the extended 30 hour entitlement will be able to access a total of 1140 hours free childcare per year.

The levels of payment to providers are as follows:

- 2 year olds: £5.20 per hour
- 3 and 4 year olds: £ 4.40 per hour

In line with the provider agreement, an indicative budget is set for the financial year and payments are made to providers once a term in advance. The payment is based on an estimation of the numbers of eligible children expected to attend the early years setting for the forthcoming period, any under or over payments are adjusted in the following funding period. The provider agreement also requires the setting to inform the Local Authority immediately if it falls into financial difficulties which might threaten its viability. Additional funding will be sent out early in the autumn term to cover the additional funding for the 30 Hour Extended Entitlement.

CONCLUSION

Childcare costs remain broadly in line when compared both regionally and nationally. However, providers accessing government funding for places have taken a significant financial cut from April 2017. Funding levels will once again be reduced in April 2018 although Rutland County Council is paying their providers at a slightly higher rate than other local authorities in the East Midlands.

The Local Authority must monitor the viability of settings and work with providers to ensure the statutory duty of 'securing sufficient childcare' to meet the needs of parents who meet the eligibility criteria for Early Education of two, three and four year olds' is fulfilled. Schools Forum has requested that a working party is set up to develop a solutions-focused approach to supporting early years providers to deliver cost efficiencies as well as considering activities to support income. The Early Years' Service is contributing to this activity.

8. Parental Views of Childcare Provision

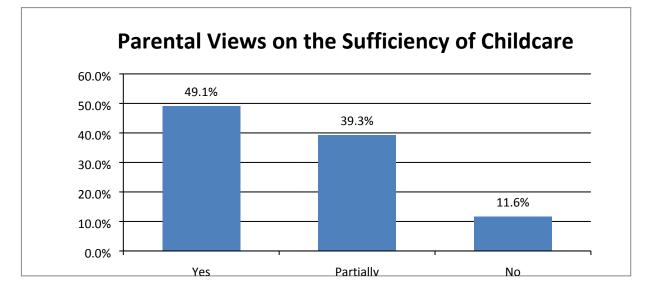
8.1 Childcare Sufficiency Assessment Consultation

The Childcare Sufficiency Assessment (CSA) consultation with Rutland families took place in March 2017 and 130 responses were received. This was lower than in the previous year when 235 responses were received and the Early Years' Service will take this in to account when promoting the 2018 parental survey to ensure greater engagement.

The consultation was promoted via schools, settings, childminders, and colleagues in the health services and through other Rutland County Council service areas. Families were encouraged to respond electronically although other response methods were also made available.

Of the 109 parents who responded to this question, 86 (78.9%) of those parents reported they heard about the survey through their child's school or early years setting and 15 (13.8%) of those parents through Visions Children's Centre. Consideration must be given to other routes to parental engagement with this survey.

- 120 respondents (93%) currently use Rutland based childcare
- 91% were females; 9% were males
- 9% indicated that they are a 'lone parent'.

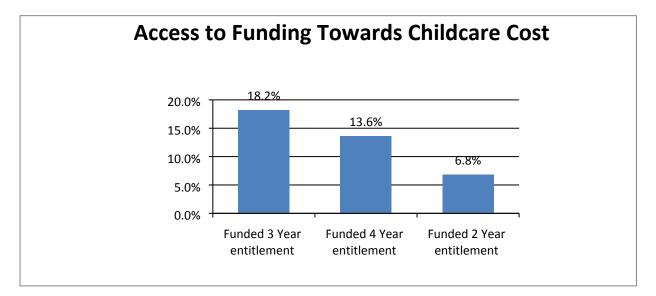


8.2 Parental Views of Sufficiency of Childcare

When asked if they felt there was sufficient childcare in Rutland to meet families' needs, the views of 112 parents' were:

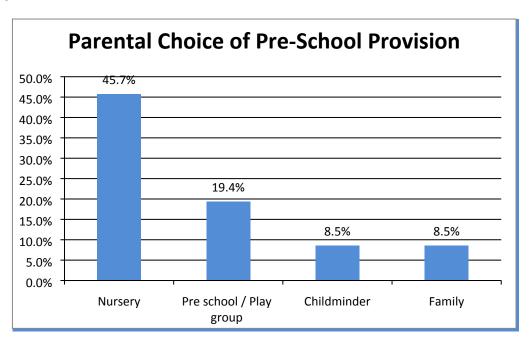
- 55 respondents (49.1%) stated there was sufficient childcare
- 44 respondents (39.3%) partially met
- 13 respondents (11.6%) felt that there is not sufficient childcare

The number of parents who feel there is insufficient childcare to meet their needs has fallen by 10.6% since 2016. This may be impacted by fewer parents completing the 2017 survey.



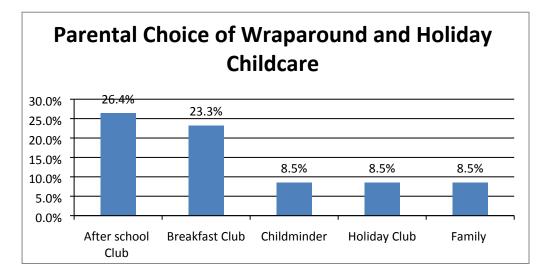
8.3 Take-up of Childcare Funded by Government

Of the 88 parents who responded to this question, 34 (38.6%) currently claim government funding to access the two, three and four-year-old entitlement. Parents also access financial support through childcare vouchers, tax credits and tax free childcare.



8.4 Types of Childcare

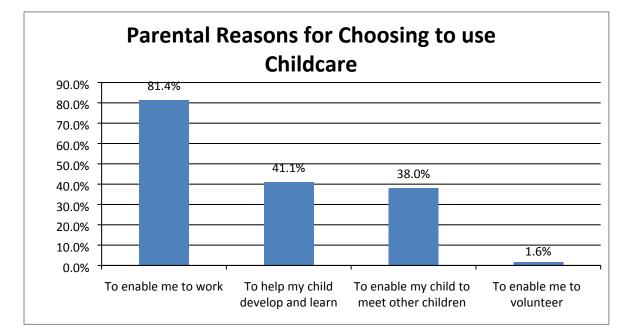
Of the 129 responses to this question, nursery provision is the most utilised form of pre-school childcare with 59 (45.7%) of parents accessing a nursery place. This may be due to working parents choosing nurseries because they are open throughout the year and for longer hours in contrast to pre-school and play groups whose opening times are often term time and sessional.



After-school clubs are the most popular form of wraparound childcare with 34 of the 129 responses (26.4%) from parents indicating that they use this provision. The use of holiday clubs is lowest with 11 (8.5%) parents indicating their child(ren) access provision.

During an academic year, school holidays account for 13 weeks. For many families working parents do not have 13 weeks annual leave. Holiday childcare can be deemed as expensive. In Rutland the cost is approximately £20-£35 a day per child.

In May 2016, DfE published a policy entitled 'Wraparound and Holiday Childcare'. The overall aim of this policy is to help parents to work, or work for longer, if they chose to do so, by making more quality childcare available during the week and school holidays. The Family and Childcare Trust discuss the disappointment that this new policy is yet to achieve its potential in increasing the supply of wraparound and holiday childcare in a local area. Rutland Local Authority is working in collaboration with providers to ensure more accessible and affordable childcare particularly during holiday times.



8.5 The main reason for using childcare:

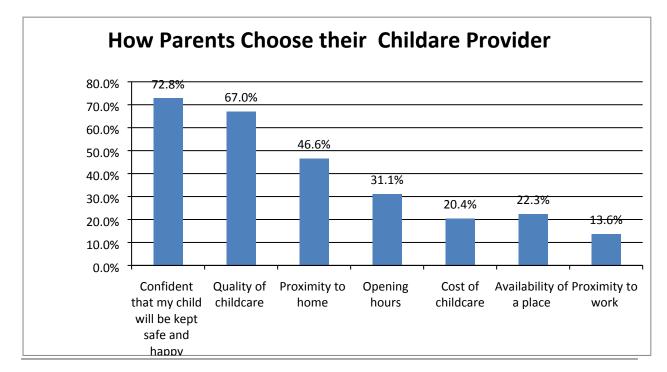
Of the 129 responses to this question, 105 parents (81.4%) stated the prime reason for using childcare was to enable them to work. This far exceeds the second most important reason – "to help my child develop and learn" 53 (41.1%)

8.6 Hours Worked by Parents who Choose Childcare

Of the 108 parents who responded, 44 reported that they work in the region of 40 hours per week or more. Of this group of parents, they have also responded, that their partner is also employed for a similar number of hours per week.

Of all 109 responses 56 (51.4%) parents indicated that they may be eligible to access the 30 Hours Extended Entitlement from September 2017. Of the 75 parents who responded to this question, 22 parents (29.3%) were already accessing 30 hours of childcare.

This representation of parental feedback will need to be closely monitored following the introduction of the 30 hour extended entitlement in September. The additional hours may entice more parents into work resulting in the increased take up of childcare places.



8.7 The key considerations of parents in choosing childcare

The response to this question has changed from previous years where the quality of provision had been the most popular response. However, 75 (72.8%) of parents have indicated that 'being confident that my child is being kept safe and happy' is now the prime reason for parental choice of childcare. This may be due to media coverage and increased parent awareness of the safety of their child in their absence.

8.8 Finding Childcare

This survey revealed that of the 96 responses to this question, 56 (58.3%) of parents choose childcare based on recommendation. 16 (16.7%) parents have indicated that

they find information about providers from Ofsted outcomes and 5 (5.2%) parents from Rutland Information Service (RIS). The low number of parents using RIS is a concern and this will be addressed through greater promotion of this service following a revision in autumn 2017 which will enable a more co-ordinated approach to developing this as a promotion tool.

Parents also identified:

- Difficulties in finding a childminder in the Uppingham area
- The limited hours of 'out of School' provision, highlighting that no service available before 7:30am and likewise usually closes at 6pm, with an impact for parents who work longer hours or have additional travel time on top of their working day
- A number of parents also identified increased challenges when their children attend Early Years provision in Rutland and live in a neighbouring authority when school holidays are not aligned

The Rutland County Council website has been updated to ensure parents and prospective parents can access up-to-date, online information about childcare and early education, including free places in the area and in future will publicise venues to access wraparound and holiday childcare provision. The Early Years' Service will also feedback concerns about current opening hours to providers and discuss potential options for extending provision.

CONCLUSION

The number of parents completing the consultation this year was significantly lower than previous years; outcomes of the survey were from a smaller representation of parents. Of parents responding, a greater number indicated they used childcare to enable them to work. This is a 3.4% increase from the 2016 report and will need to be closely monitored following the introduction of the 30 Hour Extended Entitlement from September 1st 2017.

From 112 responses, 99 (88.4%) parents reported that their childcare needs are partially or fully met with only 13 (11.6%) parents indicating there was insufficient childcare to meet their needs. This is a 1% increase from 2016 which is broadly in line taking account of small numbers. The 2017-18 action plan includes promotion of more accessible childcare provision across Rutland.

A thorough evaluation of current wraparound and holiday childcare provision has been undertaken since last year's report and concludes that 18 wraparound childcare providers operate across the county while holiday care in the summer of 2017 was more limited with only 8 available schemes. The October 2017 half term break offers a wider availability with 10 schemes available.

9. Future Population Predictions

9.1 Population Information

At the time of the last census in 2011, there were 37,369 residents in Rutland. The current population is now 38,600; this is a 3% growth since the 2011 census.

The 2011 census identified:

- 7,373 children were under the age of 16
- 26% of all households in Rutland included dependent children (including 16-18 if still in full time education)
- 35% of these were pre-school aged children

9.2 Live Birth Data – Impact on Childcare

Retrospective birth data for Rutland is tracked year on year and a forecasting method is used to predict the number of births in the coming years. These are given in the tables below:

Retrospective Live Birth Data 2006-2016			
Calendar Year	Actual Birth Data	% Difference year on year	
2007	330	-12.0	
2008	341	3.3	
2009	333	-2.3	
2010	307	-7.8	
2011	291	-5.2	
2012	314	7.9	
2013	318	1.3	
2014	291	-8.5	
2015	335	15.1	
2016	339	1.2	

The birth rate figures show a little variation over time when comparing actual numbers of births. However, when viewed on calendar years, supported by a standard calculation, future predictions and trends can identify possible sufficiency issues allowing time to adjust capacity to reflect predictions.

Approximately 60 of the children in the 2016 birth data are part of a Service family and are liable to redeployment.

9.3 Service Families and Children

Changing numbers of service personnel at Kendrew and St George's Barracks, due to redeployment, can cause fluctuations to childcare requirements in Rutland.

It is anticipated that troop movements in Rutland will increase over the next few years. However, family movements in and out are usually similar in size and so the total number of children at any one time is expected to remain roughly stable. Current information indicates that approximately 106 children under 5 years of age will be moving into Rutland during summer 2017. This information will be confirmed upon the final arrival of all military families. The Local Authority work in partnership with the MOD to identify numbers of children moving into and out of Rutland to ensure childcare sufficiency needs are identified and addressed early.

9.4 Large Scale Housing Developments

A number of large scale housing developments are taking place in Rutland. These are taken into account in assessing childcare sufficiency. Forecasts of the impact of housing developments are based on the number of 0-4 year olds living in recently-built developments in Rutland.

The projected number of new-build completions in Rutland from 2016 to 2026 is 1319.

Assumption	No. of new	Estimated increase	Number of	Number of
	build	in 0-4 year olds	sessions	sessions
	completions	based on recent	needed based	needed based
	April 2016-	new build	on 15 hours per	on 30 hours per
	March 2026	completions	week per child	week per child
2016-2026 Housing Trajectory	1319	196	980	1960

Given the current level of vacancies of childcare places there are sufficient places in Rutland to match the housing growth. The actual build rate and occupancy is liable to variation and will be monitored to assess childcare demand

CONCLUSION

There is a slight increase in the birth rate over recent years although this is unlikely to have significant impact on the overall population and associated implications for childcare sufficiency.

The troop movement in and out of Rutland may have a significant impact on capacity and this will need to be closely monitored.

Similarly, the impact of the 30 hour Extended Entitlement will need to be monitored to ensure choice for parents. The Early Years Services predicts that the Local Authority will exceed the Government allocation of 104 full time equivalent 30 Hour Extended Entitlement places. Although 22 (29.3%) working parents are already accessing and paying for 30 hours of childcare, we anticipated more parents may choose to increase the hours of childcare they currently used once the funding becomes available.

The Department for Education allocated Rutland County Council a small amount of funding early in 2017 to support the development of an IT system to administer the 30 Hour Extended Entitlement. The purchased system, Open Objects, will not only support the administration of funding but also help the team to monitor occupancy and sufficiency of childcare places.

10. Local Businesses' Views of Childcare Provision

10.1 Consultation with Businesses

To understand the childcare needs of shift workers and those with unusual working patterns the Local Authority contacted a sample of Rutland's small, medium and large businesses. One to one conversations with managers of small businesses highlighted a lack of knowledge in relation to the impending 30 Hour Extended Entitlement for working parents and the financial implications for their workforce. This was promoted by both the Government nationally and locally and is leading to a very high take up of the entitlement.

10.2 Key Comments from Larger Businesses

Many of the larger businesses who took part in the survey indicated that they offer family friendly flexible working wherever possible and identified that to cover all eventualities such as ill health or holiday care, parents often have backup childcare support in place.

10.3 Key Comments from Small and Medium Sized Businesses

The small and medium sized businesses did not identify any major childcare issues for their employees although this survey revealed that unexpected absences of employees, often through child illness, had a greater impact for smaller businesses.

CONCLUSION

Businesses taking part in this survey have received information about the 30 Hour Extended Entitlement with a suggestion of signposting their workforce to the Rutland Information Service for more information. However, the majority of businesses have concluded that childcare is not an issue for their employees. The Learning and Skills Service will continue to work with Rutland businesses to assess any further impact.

11. Policy Changes

11.1 Impact of Deferred Entry for Summer-Born Children

Parents of summer-born children now have the right to defer entry to primary school until the beginning of the academic year in which the child turns six years of age. Parents can also request for their child to remain a year behind their natural year group. In the 2016 academic year three children deferred entry.

67% of respondents in this year's survey said they would not defer their child's entry into school. It is unknown if the remaining 33% would defer entry due to limited information collated within the survey. Deferred entry into school must be closely monitored in view of the introduction of the 30 Hour Extended Entitlement as potentially a child could access continued free childcare with an early year provider for 51 weeks of the year as opposed to attending school for 38 weeks of the year.

11.2 The level of Government funding of childcare and the impact of new National Funding Formula for Rutland from April 2017

From 1st September 2017, Early Years Providers are being requested by the Government to extend the free childcare places they provide for 3 and 4 year olds from 15 hours per week to 30 hours per week for working parents meeting the prescribed criteria. This could have a significant impact on the viability of both Early Years Settings and Childminders in Rutland.

Prior to April 2017 the Local Authority paid £4.60 per hour for each child placed; this was reduced to £4.40 from 1st April 2017 and could be reduced even further to £4.25 in April 2018. As the majority of places are provided by private businesses, childminders are usually self-employed.

As a Local Authority we need to ensure that these businesses remain viable. This will be supported through Schools Forum and the setting up of a Schools Forum Working Party which includes representatives of providers and local authority officers in autumn 2017.

(Please see appendix 2)

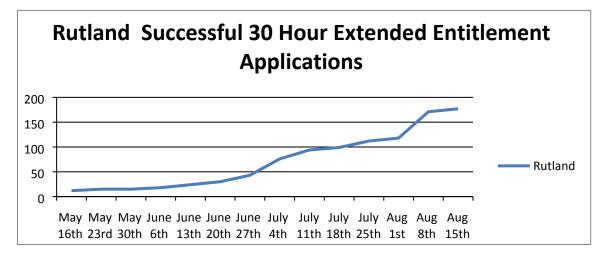
11.3 The 30 Hour Extended Entitlement

The government has committed to doubling the amount of free childcare from 15 to 30 hours a week for working parents of three and four year olds from September 2017. The Government want the 30 hours Extended Entitlement to have a real impact on the lives of families, supporting parents who wish to work, or to work more hours, to be able to do so.

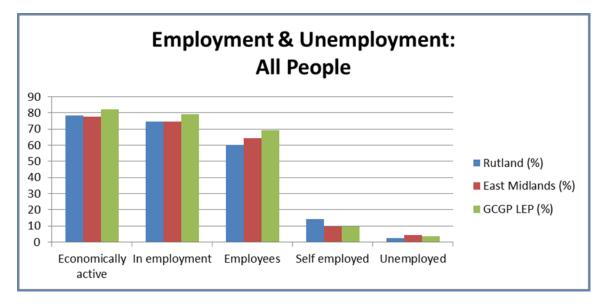
The purpose of this entitlement is to make sure that the cost of childcare is not a barrier to parents who want to work or who wish to work more hours. As stated in 3.2 the universal entitlement for all 3 and 4 year olds remains at 15 hours per week of free early education.

Rutland has been funded from 1st September 2017 for 104 full time equivalent which equates to approximately 178 30 Hour Extended Entitlement places. The number of successful parent applications, in September 2017, slightly exceeds the funding allocation. Funding from Department of Education (DfE) for the additional places will

be reassessed through the Early Year's census in January 2018 and adjusted accordingly as shown below:



Rutland Key Statistical Data November 2016



Rutland has high levels of employment and therefore it is essential that childcare sufficiency is closely monitored to ensure insufficient local childcare does not impact on parents wishing to work or return to education or training.

Appendix 1 Overview of Holiday Childcare

	July 24 th	25th	26 th	27th	28th
Bright Spark Holiday Camp Uppingham 4-11 years					
Wild Camp 5-12 years Oakham					
The Ark Association Oakham					
Churchill Summer Camp Multi Activities 4-14 years Oakham					
Sports Camp Uppingham 5-14 years					
Kaleidoscope in Action at Ketton and Ryhall Primary School					
Dodgeball Eshelby Leisure 6-14 years					
	31st	August 1st	2nd	3rd	4 th
Bright Spark Holiday Camp Uppingham 4-11 years					
Wild Camp 5-12 years Oakham					
The Ark Association Oakham					
Churchill Summer Camp Multi Activities 4-14 years Oakham					
Sports Camp Uppingham 5-14 years					
Kaleidoscope in Action at Ketton and Ryhall Primary School					
Rutland Water / Nature Detectives 7-14 years					
	7th	8th	9th	10th	11 th
Bright Spark Holiday Camp Uppingham 4-11 years					
Wild Camp 5-12 years Oakham					
The Ark Association Oakham					
Sports Camp Uppingham 5-14 years					
Kaleidoscope in Action at Ketton and Ryhall Primary School					

	Rutland Water / Nature Detectives 7-14 years					
		14th	15th	16th	17th	18 th
	Bright Spark Holiday Camp Uppingham 4-11 years					
	Wild Camp 5-12 years Oakham					
	The Ark Association Oakham					
	Kaleidoscope in Action at Ketton and Ryhall Primary School					
	Rutland Water / Nature Detectives 7-14 years					
		21st	22nd	23rd	24th	25 th
	Bright Spark Holiday Camp Uppingham 4-11 years					
	Wild Camp 5-12 years Oakham					
	The Ark Association Oakham					
	Sports Camp Uppingham 5-14 years					
ر ال	Kaleidoscope in Action at Ketton and Ryhall Primary School					
	Dodgeball Eshelby Leisure					
		28 th	29th	30th	31 st	
	Bright Spark Holiday Camp Uppingham 4-11 years					
	Wild Camp 5-12 years Oakham	Bank Holiday			Back to school	
	The Ark Association Oakham					
	Kaleidoscope in Action at Ketton and Ryhall Primary School					

	October 16th	17th	18 th	19th	20th
Bright Spark Holiday Camp Uppingham 4-11 years					
delivered by Little Angels Uppingham					
Wild Camp 5-12 years Oakham, Catmose sports centre					
The Ark Association Oakham					
Churchill Summer Camp Multi Activities 4-14 years Oakham					
Sports Camp Uppingham Community College					
Premier Sports at Ryhall Primary					
Kaleidoscope in Action (KIA) at Ryhall Primary School					
Dodgeball Eshelby Leisure at Whissendine Primary School					
Oakham Tennis Club					
One Touch Football Cottesmore					
Little Bloomers at Kendrew, Cottesmore					
	23rd	24th	25 th	26 th	27 th
Bright Spark Holiday Camp Uppingham 4-11 years delivered by Little Angels Uppingham					
Wild Camp 5-12 years Oakham					
The Ark Association Oakham					
Churchill Summer Camp Multi Activities 4-14 years Oakham					
Sports Camp Uppingham Community College					
Kaleidoscope in Action at Ryhall Primary School					
Kaleidoscope in Action Ketton					
Little Bloomers Cottesmore					
Just do Sport at Oakham CE Primary					



A Quick Guide to the 30 Hour Offer in Rutland

This document is designed to help early years professionals, across all sectors, plan for the implementation of the Department for Education's 30 hour offer in September 2017.

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What is the 30 hours offer?

On top of the universal 15 hours free provision that all 3 and 4 year olds receive currently, the government has committed to doubling this offer for working parents of 3 and 4 year olds from September 2017. The aim is to help families by reducing the costs of childcare and supporting parents to work.

Why is the Government introducing the 30 hour offer?

The government wants to see childcare that is good for families and children. The purpose of this entitlement is to make sure that the cost of childcare is not a barrier to parents who want to work or who wish to work more hours. Childcare in the early years must be a caring and happy experience that supports children's development and gets children ready to thrive at school and in later life. The Early Years Team are mindful that in order to give young children the best start in life provision requires well qualified, experienced staff and suitable facilities to deliver the 30 hour offer and are aware of the importance of a sustainable funding rate to support this.

Will this affect the 2 year old entitlement and the existing universal entitlement for 3 and 4 year olds?

No. The 2 year old entitlement to 15 hours per week of free early education will continue to be provided for children in the 40% most disadvantaged households as per the specified criteria. All 3 and 4 year olds will continue to be eligible for 15 hours per week of free early education. This is a universal entitlement for all children.

Eligibility

Which parents will be eligible to receive the 30 hours?

Eligibility for the 30 hours will include households where;

• Both parents are working (or the sole parent is working in a lone parent family) and each parent must earn a weekly minimum equivalent to 16 hours at the National Minimum or Living Wage and less than £100,000 per year. This can include self-employment and parents on zero-hours contracts;

- Both parents are working (as above) and in receipt of tax credits and/or universal credit;
- Both parents are employed but one or both parent is temporarily away from the workplace on parental, maternity, paternity or adoption leave;

• Both parents are employed but one or both parent is temporarily away from the workplaces on statutory sick pay;

- One parent is employed and one parent is in receipt of carers allowance (or receives the carer element of Universal Credit); or
- One parent is employed and one parent is disabled or incapacitated (based on specific benefits)

'Parent' means a person who has parental responsibility for the child or care of the child. In cases where a parent has remarried or is living with a partner, the step-parent or partner must also meet the earnings threshold.

Parents who are studying will not qualify for the 30 hours, unless they meet the criteria outlined above.

Where grandparents or other family members have parental responsibility for a child aged 3 or 4 and they meet the eligibility criteria set out above, the child will have access to the 30 hours.

The government has developed a single, seamless online childcare application system which will allow parents to apply for Tax Free Childcare and 30 hours of free childcare at the same time. Parents will need to declare that they expect to earn the equivalent of 16 hours national minimum or living wage on average each week over the next quarter. The quarterly declaration has been designed to help those on fluctuating incomes and zero hours contracts to meet the criteria. Parents will be required to confirm their eligibility on a quarterly basis from the time of application.

Parents will apply online with HMRC, who will make the eligibility decision as part of this application process. If eligible, parents will be issued with a verification code which they can present to any participating provider with availability. Providers will check with the local authority that the child is eligible for the 30 hours to enable the provider to offer the family a place and the local authority will ensure each provider is funded appropriately for the children they are caring for.

What happens if the parent falls out of the eligibility criteria?

The new system will see the introduction of a 'grace period'. This is intended to enable parents to retain their childcare place for a short period if they become ineligible for the 30 hours. This will provide continuity for the child, give the parents the opportunity to regain employment and give providers certainty that if they offer a place under the 30 hours they will not risk having an empty place immediately following a change in the parents' circumstances. The government will be setting a national grace period to ensure simplicity and clarity for parents and providers and will develop the existing national Eligibility Checking Service to automatically calculate the grace period to minimise administrative burdens on providers and local authorities.

Flexibility

The delivery of the 30 hour offer by providers is set out in the statutory guidance.

Delivery must be over no fewer than 38 weeks per year;

- Funded hours can be delivered between 6am and 8pm; all year round, including weekends
- Children can take their free entitlement at maximum of 2 sites in a single day to avoid any adverse impact due to transitions between multiple providers and a maximum of 3 providers
- There is no minimum session length that will be stipulated by government to count towards the free entitlement, but that the maximum session length will be no more than 10 hours in any one day.

Do all early years providers have to offer the 30 hours?

No. The 30 hour offer, like the 15 hour universal free entitlement, is optional for providers to deliver and the government will not penalise providers if they opt out of delivery. Providers who opt out of the 30 hour offer can continue to deliver the 15 hour universal offer if they wish to do so.

Providers unable to offer the extended entitlement may work in partnership with another local provider to ensure the parent has the opportunity to take up their entitlement flexibly should they wish to do so.

How flexible do providers need to be?

It would be unrealistic and unfeasible for providers to allow parents to access their 30 hour offer as and when they choose to. Whilst the government expect providers to be flexible, it is appreciated that this needs to be within your chosen business model and this is looked at in more detail later in this document.

Will quality requirements change?

No. The government is committed to retaining the existing EYFS ratios and qualifications across the 30 hour offer. The government is clear that the additional hours of childcare need to be of high quality. All childcare must be delivered in a way that makes a contribution to a child's physical, cognitive, social and emotional development, without placing inappropriate strain on young children who might be spending a significant part of their day in childcare. The additional 15 hours need to supplement and complement the current early education entitlement. It will need to provide positive and stimulating experiences for children, and staff will need to have the right skills and knowledge to deliver this care as the main driver of quality in a setting.

If eligible parents want more than 15 hours but less than 30 is that an option?

Yes. Parents don't have to take up their full entitlement. Providers will receive proportionate to the number of hours that a child is taking up.

Who can deliver the 30 hour offer?

The entitlement can be delivered by all early years registered providers; this includes day nurseries, pre-schools, out of school clubs and childminders, as well as schools offering early years provision.

Understanding demand for the 30 hour offer

The majority of working families with 3 and 4 year olds already use more than 15 hours of childcare, which means many children will already be accessing a place and will not necessarily require a new one as part of the 30 hour offer.

The actual number of new childcare places that will be needed depends on;

- How many eligible parents we have locally
- How many eligible parents take up the new entitlement;
- The extent to which eligible parents already pay for additional hours of childcare over and above the existing 15 funded hours;
- How quickly eligible parents choose to make use of all of the additional 15 hours to which they would be entitled; and
- The level of vacant capacity in the system.

Nationally, new providers will be encouraged to enter the childcare market and existing providers to expand. Collaborative arrangements across different types of providers and increased flexibility for providers are important elements of this.

During spring 2017 the Local Authority intends to carry out a parental survey to establish parental needs of wishing to access and take up the 30 hour entitlement.

The Department for Education have estimated that there are a possible 509 3 and 4 year olds in Rutland who currently take up the 15 hour entitlement. Of those children 104 will be eligible to access the 30 hour entitlement. These predictions were based on the January 2016 Early Years Census information and will provide an approximate estimation of eligibility through 2017.

Over Spring 2017 we will undertaking further data analysis to identify how these potentially eligible children are spread across the county and will be working with providers to map local delivery models so that we can match what different providers can offer, with parents differing needs, to ensure we have sufficient provision to meet local demand across the county.

Whilst the Childcare Sufficiency Assessment gives us an overview of parental demand, local childcare providers are those best placed, with a captive market, to identify what the anticipated demand is within their own setting. As such, it is recommended that you conduct some market research with existing parents and those on your waiting list to enable you to understand the needs of your families if they are likely to be eligible for the 30 hour offer, what their current arrangements are, and how they may wish to access the 30 hour offer at your setting.

This would give you a starting point for planning for implementation with current parents from September 2017 onwards, but providers obviously need to be mindful that this cohort of parents will change annually and building in some regular review and assessment of the 30 hour offer to accommodate for room for growth and participation would be advisable. If parent's needs aren't addressed, they may opt to take their business elsewhere.

There are lots of examples of parent surveys in the various business toolkits referred to later in this document.

Meeting the identified demand for the 30 hour offer

Feedback from such a parent survey may support you in identifying any increase in demand for places by identifying what hours, days or sessions parents mainly want, whether you have the capacity to meet such demand, what additional services are needed locally and how you could meet this need. It may be that you need to change your delivery model to meet an identified need, whilst keeping a balance between 30 hour, 15 hour, 2 year old and fee paying places. These changes could affect fee levels, number of funded places offered, staff and premises implications and overall business viability. It may be that you choose to offer your funded places differently, through what is being commonly referred to as a blended offer or partnership model, where you work in partnership with another local provider to offer 30 hours to local parents between you, or through a stretched offer where the 30 hours are stretched over longer than 38 weeks, at fewer hours per week by utilising the school holiday periods.

Once parental need has been established, a consideration as to how your setting can meet, or not, that need will support future plans to ensure your business remains effective and viable and meet the demand of your local market.

A business model to meet your needs

First and foremost you need to understand the needs of your business and identify ways to deliver the 30 hour offer which could involve looking at;

- Your admissions policy in terms of how many places you already offer and how many places you could offer and when?
- Will you keep a certain number of places for 30 hour places, 15 hour places, 2 year old funded places and fee paying children?
- How will you prioritise and deal with requests from parents?
- How will the 15 universal and the 15 additional hours be recorded so they can be easily identifiable in case of a dispute or if parents want to split them across more than 1 provider?
- The demand for these sessions
- The additional services you can provide
- Staffing implications do you need to revise your staffing model?
- Can you maintain staff roles and ratios?
- Is additional training for staff needed?
- The impact of wages, holiday requests, workplace pension entitlements, staff contracts or working patterns
- Premises implications

- Your current hourly costs of delivering a place
- What your occupancy level and hourly rate needs to be to achieve your breakeven point
- If your fee structure allow you to achieve your breakeven point or make a surplus
- The trends in your occupancy levels and how this is monitored and subsequently reflected in your business planning

• How your costs, occupancy levels and fee structure impact on your cash flow forecasts and have budgets that are set realistically to enable you to manage and monitor this.

It is also worth ensuring you are aware of additional funding which children may attract and how you can access it, such as Deprivation supplement, Early Years Pupil Premium, Disability Access Fund and SEN Inclusion Funding. Being aware of funding that parents can also access to pay for childcare, such as tax free childcare, childcare elements of tax credit and universal credit and employer support schemes, can also enable you to set your fees at realistic levels by sharing this information with parents.

Nationally, there is a wealth of resources and information that have been published by various agencies to support providers with the planning and delivery around the 30 hour offer. We appreciate the needs of each sector, and indeed each provider, are different in relation to the support required regarding this agenda, so we are providing the following links to enable you to establish the aspects of these resources that you may find helpful;

• The **DfE** has published an online business sustainability package for providers which can be accessed at https://www.gov.uk/government/collections/early-years-business-sustainability

• The **Family and Childcare Trust** have developed a toolkit to support mixed model partnership approaches to delivering the extended free entitlement. It is designed to help childcare providers set up or join a partnership, maximise the benefits of working together and tackle the challenges joint working can bring. This toolkit includes getting started guides, frequently asked questions, planning supply to meet demand and a focus on delivery in partnership. It can be accessed at http://www.familyandchildcaretrust.org/access-dfes-30-hour-mixed-model-partnership-toolkit

They have also produced a toolkit for the delivery of the extended and flexible hours in school nurseries, which can be found at <u>http://www.familyandchildcaretrust.org/free-toolkit-delivering-extended-early-education-hours-school-nurseries</u>

• Focusing on helping providers ensure their business remain sustainable with a document of key insights from successful providers, case studies of efficient business practices, guidance on marketing and managing finances and business planning and an online directory of organisations that can provide business and finance support, the **Foundation Years** toolkit can be accessed at <u>http://www.foundationyears.org.uk/business-sustainability/</u>

• The **Pre-School Learning Alliance** have also produced 'A Guide to Early Years Funding and Delivery Changes' which may be of particular interest to our pre-schools and playgroups and can be accessed at <u>https://www.pre-school.org.uk/EYguide</u>

Different delivery model options

Remember that you won't be able to meet the needs of all parents, but having undertaken parental demand surveys and assessed your current business model for how the universal 15 hour entitlement is offered you will need to identify how you could offer the 30 hours in your setting and there will be numerous options available to you;

Partnership Working – A 'blended' offer

• Continue with your existing provision, making no provision for the 30 hour offer, but work in partnership with other local providers to offer a 'blended' offer to parents of 30 hour provision across more than 1 provider. This will work particularly well where the free places don't fit into your viable business model, where you may be restricted by premises and where there are other providers who can also offer part of the 30 hour offer to enable you to work together

• Providers across 2 different sites can claim funding for a single child but it will need to be agreed with parents and providers which are the universal 15 hours and who are claiming for what as the additional 15 hours could be withdrawn if they become ineligible.

Direct delivery

• Offer the 30 hour provision by making the necessary changes within your setting to accommodate parental needs

'Stretching' the offer

• Eligible parents will be entitled to a total of 1140 hours per year. If using all their entitlement during term time this would equate to 30 hours per week of early education funding over 38 weeks. Alternatively, this can 'stretched' over the year. For example, a parent using a nursery 51 weeks of the each could receive 22.4 hours per week of early education funding.

• Offer extra weeks during school holidays as part of holiday provision or before or after school during term time.

Delivery Model Example of a 'blended offer' between a school and local childcare provider

Neither the school nor the childcare provider is able to accommodate the 30 hour offer for local parents so opt to work together.

During term time, this may equate to 6 funded hours a day, across 2 sites (or 1 site if the childcare provider is located on the school site) and could look like;

Opening – 9.00	9.00 – 12.00	12.00 – 3.00	3.00 – Close
Childcare Provider	School	Childcare Provider	Childcare Provider
Paid for hours	3 funded hours	3 funded hours	Paid for hours
		Or	
	School	Childcare Provider	
	3 funded hours	3 funded hours	

Funding

What is the Early Years National Funding Formula?

Government recognises that the cost of delivering childcare varies across the country so not every provider will be paid the same rate. However, the government has introduced a new national funding formula to help ensure that as much funding as possible reaches providers and that funding is fairly distributed between different types of providers. The new Early Years National Funding Formula will come into effect from April 2017.

	Current 2016/17 Budgets	Proposed 2017/18 allocations	Proposed 2018/19 allocations
Hourly rate to LA	£4.98	£4.72	£4.48
3&4 year olds (PTE)	508.9	508.9	508.9
Total budget	£1,445,000	£1,371,955	£1,299,442
Allocated to providers	£1,340,500	£1,275,918	£1,234,470
1aximum held centrally	£104,500	£96,037	£64,972
lourly rate to providers	£4.60	£4.40	£4.25

The 2 year old entitlement will see uplift from £4.85 per hour to £5.20 per hour from April 2017.

Can providers charge top up fees?

The additional 15 hours must be free at the point of delivery and meet the same regulatory requirements as the existing hours. You should use government funding for childcare to provide 15 or 30 hours a week of high quality, flexible early education and childcare. The entitlement doesn't cover the cost of consumables so providers can charge for additional services such as nappies, milk, drinks, meals and additional services as long as parents don't have to pay for them in order to access a place, so for example, they can choose to provide their own at no extra cost if they wish to do so.

Will there be any changes in the way the local authority pays providers for these funded places?

This is an area we are currently reviewing and will be confirmed at a later date.

What next?

Considering all the information in this document, you will need to decide on how you will support the 30 hour offer within your setting and who you could work collaboratively with. Use your market research to develop a business plan that is viable and sustainable for your setting and produce an action plan that will move your business plan objectives, and delivery of the 30 hour offer, towards implementation for September 2017.

Whilst it is expected there will be a national marketing campaign, don't forget to communicate and promote how you will be offering the 30 hour offer to existing and potential families. You may need to change of develop certain

documentation for parents and may find it helpful to nominate key members of staff as liaison points for parents about the extended entitlement

Our thanks to colleagues in Nottingham City for their support in the development of this document

Appendix 3

Rutland Early Years' Service Childcare Sufficiency and Early Education Action Plan 2017

Aim:

To ensure sufficient, high quality early education and childcare and wraparound and holiday care places are available to meet the needs all Rutland children and their families.

Outcome:

Parents and carers report that, because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings, it is sufficient to meet needs so that they are able to study or work.

1. MAINTAIN SUFFICIENCY OF EARLY EDUCATION AND CHILDCARE ACROSS RUTLAND

N N		Actions	Responsibility	Timescale	Completed and evaluated
	Systematic processes for childcare sufficiency data collection, to include information to ensure sufficiency for the 30 Hour Extended Entitlement, are implemented	 Organise programme of training and guidance for LA staff and early years providers to ensure confident use of Open Objects Calculate the number of additional hours accessed 	Early Years adviser, Childcare officer Early education and	September 2017 Autumn 2017	
	 ensuring accurate data is readily available sufficiency of provision ensured 	 Calculate the number of additional hours accessed by eligible 30 hour entitled children following the Head count data collection process 	childcare co- ordinator	Spring 2018 Summer 2018	

 The Open Objects System is implemented and monitoring in place to ensure it is providing an effective data resource and evaluation tool for 30HEE so that the system meets the needs of both the LA and all Early Years providers supports the effective allocation and audit of the Early Years funding 	 Organise promotional materials to ensure all Early Years providers sign up to and use Open objects Continue to market and promote the free education for two, three and four-year olds to ensure parents/ carers are accessing the high quality provision to which they are entitled 		January – March 2018 On-going
A comprehensive approach to support the generation of additional provision to meet the requirements of all Rutland children and their families is planned with stakeholders and providers and implemented in a timely manner	 Monitor take up of places using Open Objects three times annually. Confirm and evaluate information collected above to assess overall sufficiency to report to elected members annually. Work with LA officers and childcare representatives to explore and develop processes to suppor viability of existing providers and increase the number of new providers within Rutland 	 and Childcare officer Early Years Adviser and Childcare officer Early Years Adviser and Childcare officer 	September 2017- May 2018 September 2017- May 2018 September 2017 – April 2019

Target	Actions	Responsibility	Timescale	Completed and evaluated
Sufficiency of good or better quality of childcare is assured through systematic monitoring of performance and promoting of good practice	 Monitor Ofsted inspection outcomes and identify: Strengths; work with Providers to provide opportunities for sharing good practice Areas for improvement: offer support and guidance to bring about rapid improvement. Monitor for evidence of sustained impact 	Early Years adviser	September 2017- August 2018	
	 Routinely complete the Early Years priority assessment process to identify any issues relating to quality or sufficiency; implement appropriate actions to address identified issues 	Early Years adviser and Childcare officer	3 times per year	
	• Develop a cohesive programme of training and guidance for all pre-school childcare providers, focusing on high quality early education, safeguarding and meeting the needs of all young children in preparation for readiness for school	Early Years adviser and Childcare officer	April 2018 to April 2019	

Target	Actions	Responsibility	Timescale	Completed and evaluated
Accurate data on wrap-around and holiday childcare maintained; information readily available to parents and carers on RCC/ Rutland Information website	 Undertake regular monitoring of provision to include providers added to and removed from register; update RCC website and link to neighbouring authority websites for parents attending provision outside Rutland. 	Early Years and Childcare Co- ordinator	Weekly from October 2017	
	• Develop a plan to support increased local authority partnership with wrap-around and holiday providers to include systematic audit of need and provision, updated to ensure information is current at key school holiday times; signpost through publication and website	Early Years officers	December 2017 to March 2018	
	 Confirm strategic policy in relation to monitoring of wrap-around and holiday childcare beyond LA statutory duty; potential to include increased levels of data collection, programme of provider training and support, quality assurance of provision. 	Head of Learning and Skills	March 2018	

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Appendix 3

Rutland Early Years' Service Childcare Sufficiency and Early Education Action Plan 2017

Completed and

evaluated

All providers using Open Objects; successful training

Aim: To ensure sufficient, high Rutland children and their	• • •	lucation and childcare and wraparound and ho	liday care places are a	available to me	et the needs
Outcome:					
		childcare places are available, accessible and eds so that they are able to study or work.	affordable and deliver	ed flexibly in a	range of hiç
1. MAINTAIN SUFFICIENCY	OF EARLY ED	UCATION AND CHILDCARE ACROSS RUTLAN	D		
Target		Actions	Responsibility	Timescale	Comple
Systematic processes for chi sufficiency data collection, to information to ensure sufficie the 30 Hour Extended Entitle	include • ncy for	Organise programme of training and guidance for LA staff and early years providers to ensure confident use of Open Objects	Early Years adviser, Childcare officer Early education and	September 2017	All provid Open Obje successful provided.

 are implemented ensuring accurate data is readily available sufficiency of provision ensured 	 Calculate the number of additional hours accessed by eligible 30 hour entitled children following the headcount data collection process 	childcare co- ordinator	Autumn 2017 Spring 2018 Summer 2018	Phone support continues to be available to all providers Update on hours accessed available
The Open Objects System is implemented and monitoring in place to ensure it is providing an effective data resource and evaluation tool for 30HEE so that the system	 Organise promotional materials to ensure all Early Years providers sign up to and use Open objects 	Early education and childcare co- ordinator	January – March 2018	100% providers using Open Objects
 meets the needs of both the LA and all Early Years providers supports the effective allocation and audit of the Early Years funding 	• Continue to market and promote the free education for two, three and four-year olds to ensure parents/ carers are accessing the high quality provision to which they are entitled	Early Years adviser, Childcare officer	On-going	Marketing and promotion includes Rutland Information Service website and RCC social media options
A comprehensive approach to support the generation of additional provision to meet the requirements of all Rutland children and their families is planned with stakeholders and providers and implemented in a	 Monitor take up of places using Open Objects three times annually. Confirm and evaluate information collected above to assess overall sufficiency to report to elected members annually. 	Early Years Adviser and Childcare officer Early Years Adviser and Childcare officer	September 2017- May 2018 September 2017- May 2018	Delay in accessing Open Objects due to system becoming operational overcome successfully; fully functioning Spring 2018.
timely manner	 Work with LA officers and childcare representatives to explore and develop processes to support viability of existing providers and increase the number of new 	Early Years Adviser and Childcare officer	September 2017 – April 2019	Schools Forum EYFS working party established to support viability of

	providers within Rutland			provision; reporting back to Schools Forum meetings
2. ASSURE QUALITY OF EARLY ED	UCATION AND CHILDCARE			
Target	Actions	Responsibility	Timescale	Completed and evaluated
Sufficiency of good or better quality of childcare is assured through systematic monitoring of performance and promoting of good practice	 Monitor Ofsted inspection outcomes and identify: Strengths; work with Providers to provide opportunities for sharing good practice Areas for improvement: offer support and guidance to bring about rapid improvement. Monitor for evidence of sustained impact Routinely complete the Early Years priority assessment process to identify any issues relating to quality or sufficiency; implement appropriate actions to address identified issues 	Early Years adviser Early Years adviser and Childcare officer	September 2017- August 2018 3 times per year	On-going support provided. Challenge where provision less than good. Use of Early Years practitioners in support/ moderation Outdoor Project in conjunction with Early Excellence. Managers Day Event completed – focus on safeguarding
	 Develop a cohesive programme of training and guidance for all pre-school childcare providers, focusing on high quality early education, safeguarding and meeting the needs of all young 	Early Years adviser and Childcare officer	April 2018 to April 2019	Developing Childcare Project within Learning and

children in preparation for readiness for school		Skills Action Plan
		2018-19

Target	Actions	Responsibility	Timescale	Completed and evaluated
Accurate data on wrap-around and holiday childcare maintained; information readily available to parents and carers on RCC/ Rutland Information website	 Undertake regular monitoring of provision to include providers added to and removed from register; update RCC website and link to neighbouring authority websites for parents attending provision outside Rutland. 	Early Years and Childcare Co- ordinator	Weekly from October 2017	October half term February half term added; currently uploading Easter information on to RIS Cleansing of RIS website to ensure accurate provide information has bee completed Contact being made with out of school , holiday childcare providers to ensure information up to date

 Develop a plan to support increased local authority partnership with wrap-around and holiday providers to include systematic audit of need and provision, updated to ensure information is current at key school holiday times; signpost through publication and website 	Early Years officers	December 2017 to March 2018	Ofsted links Plan being developed as part of wider childcare project; programme to be published for summer term
 Confirm strategic policy in relation to monitoring of wrap-around and holiday childcare beyond LA statutory duty; potential to include increased levels of data collection, programme of provider training and support, quality assurance of provision. 	Head of Learning and Skills	March 2018	Further confirmation required; provider training and support to be included as above. LA role not to measure quality; this is determined by Ofsted

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Agenda Item 7

Report No: 52/2018 PUBLIC REPORT

CABINET

20 March 2018

RUTLAND AGREED SYLLABUS

Report of the Director for People

Strategic Aim:	Reaching our Fu	aching our Full Potential		
Key Decision: No		Forward Plan Reference: FP/301117		
Exempt Information		No		
Cabinet Member(s) Responsible:		Councillor D Wilby, Portfolio Holder for Lifelong Learning		
Contact Officer(s): Gill Curtis, H	ead of Learning and Skills	01572 758460 gcurtis@rutland.gov.uk	
Ward Councillor	s N/A			

DECISION RECOMMENDATIONS

That Cabinet:

1. **Recommends to Council** to adopt Rutland Agreed Syllabus as the locally agreed framework for the teaching of Religious Education in Rutland schools.

1. PURPOSE OF THE REPORT

- 1.1 The Rutland Agreed Syllabus for Religious Education sets out the statutory requirements for schools. The syllabus provides teachers with a framework from which to plan and to deliver lessons that are informative and challenging and will allow pupils to gain a developing understanding of the range of religious and non-religious world views studied.
- 1.2 The Agreed Syllabus must be formally adopted by each local authority. This report presents the draft Agreed Syllabus for adoption by Rutland County Council.

2. BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 Religious Education (RE) is a legal requirement; as education policy changes, the legal requirement for RE remains unchanged.
- 2.2 RE is a necessary part of a 'broad and balanced curriculum', in accordance with the Education Reform Act (1988) and must be provided for all registered pupils in state-funded schools in England, including those in the reception year and sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). The Agreed Syllabus for Religious Education sets out the statutory requirements for the teaching of RE in schools:

- 2.2.1 Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- 2.2.2 Voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- 2.2.3 Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- 2.2.4 Academies, Free Schools and Voluntary Aided schools may choose to follow their locally agreed syllabus or a different locally agreed syllabus (with the permission of the SACRE concerned) or devise their own curriculum (which must broadly reflect the requirements of an agreed syllabus).
- 2.2.5 Maintained special schools are required to ensure that as far as practicable, pupils receives RE according to the locally agreed syllabus.
- 2.3 There is no national syllabus for the teaching of RE; the syllabus is produced locally and must be formally adopted by each local authority. Under the Education Act 1996 (Sections 375 and 390 to 392 and Schedule 31) as amended by the School Standards and framework Act 1998, every local authority has a duty to establish a permanent body known as the Standing Advisory Council on Religious Education (SACRE) and, at least every five years, to establish a body known as an Agreed Syllabus Conference (ASC) to develop an Agreed Syllabus for the teaching of RE in its area.
- 2.4 This agreed syllabus is the key document in determining the teaching of RE and explains the value and purposes of RE for all pupils, and specifies, for teachers, what shall be taught in each age phase. It provides a coherent framework for setting high standards of learning in RE, and enabling pupils to reach their potential in the subject. The syllabus does not dictate the detail of what it should contain other than 'every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'
- 2.5 However, RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, by developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as important opportunities for exploring British Values.
- 2.6 Rutland adopted the Northamptonshire Agreed Syllabus for use for a five-year period from September 2011, ending in September 2016. In July 2016, Rutland SACRE recommended that the Local Authority approve the existing syllabus until a new syllabus was agreed locally with Cambridgeshire, Northamptonshire and Peterborough.
- 2.7 On 5th December 2016, members from Cambridgeshire, Peterborough and Northamptonshire SACREs met in Northampton and convened as a joint Agreed Syllabus Conference (jASC) to co-produce a concise new syllabus. Rutland SACRE joined in April 2017. The four local authorities share the services of Amanda Fitton as Religious Education Advisor.
- 2.8 The jASC has written a new syllabus and recommends that Rutland County Council, as Education Authority, adopt it for use in schools from September 2018. The jASC

has noted the 2010 Department for Children Schools and Families' 'Religious Education in English schools: Non statutory guidance 2010' within the development of this syllabus.

2.9 The jASC has considered national changes and developments, both in RE and in education in general, and proposes changes which will allow many schools to continue as before with no need to significantly change lesson content, whilst being free to plan learning in a more enquiring and learning-focused way. It will also allow individual schools to ensure that younger pupils acquire the foundation knowledge needed for whichever GCSE and higher examinations they may take in the subject. There is less focus on content, allowing schools the freedom to plan a curriculum which is appropriate for their pupils yet still maintaining the integrity of RE as a discrete subject, promoting religious literacy.

3. CONSULTATION

3.1 The Agreed Syllabus Conference consulted with Head Teachers and with wider teaching staff through network meetings and this has continued throughout the process.

4. ALTERNATIVE OPTIONS

4.1 The Agreed Syllabus is a statutory requirement and therefore if it was not provided the Council would not be undertaking its statutory functions and could be open to legal challenge.

5. FINANCIAL IMPLICATIONS

- 5.1 There are no significant financial implications for Rutland County Council associated with the adoption of a new syllabus for the teaching of Religious Education in Rutland from September 2018.
- 5.2 A small amount of funding may be required for a launch event to ensure school leaders, governors and relevant teaching staff in Rutland maintained schools and academies have knowledge and understanding of this new syllabus. This is accounted for within the Learning and Skills Service budget in funding annually allocated to support SACRE.

6. LEGAL AND GOVERNANCE CONSIDERATIONS

6.1 The actions outlined above have been carried out in order to comply with the requirements of the Education Reform Act 1988 and the Education (Schools) Act 1996

7. EQUALITY IMPACT ASSESSMENT

7.1 An Equality Impact Assessment (EqIA) has been completed. No adverse or other significant issues were found. A copy of the EqIA can be obtained from Gill Curtis, Head of Learning and Skills <u>gcurtis@rutland.gov.uk</u>

8. COMMUNITY SAFETY IMPLICATIONS

- 8.1 There are no community safety implications associated with the Rutland Agreed Syllabus. Religious Education encourages children and young people to develop and express their insights and to agree or disagree respectfully and contribute respectfully to an open, articulate and understanding society.
- 8.2 Schools do not accept intolerant attitudes to members of the community; attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. RE can challenge children and young people to be increasingly respectful and to celebrate diversity which will contribute to maintaining community safety.

9. HEALTH AND WELLBEING IMPLICATIONS

9.1 Good religious literacy supports the teaching and understanding of British Values, Spiritual, Moral, Social and Cultural development and the PREVENT agenda. It is important to prepare children and young people in Rutland for life in a twenty-first century world, and it is clear that religion and belief play a central role in local and global affairs.

10. CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 10.1 Religious education gives Rutland pupils an ideal opportunity to explore matters of religions and non-religious beliefs, to find out what matters most to people in a wide range of traditions represented in our county and beyond, and to discern what is of value for themselves as they develop their own ideas and ways of living.
- 10.2 This new agreed syllabus has been developed as a resource to support pupils in this endeavour. It sets out what should be studied in RE and offers clear advice and guidance on how this can be done so that pupils can develop a coherent understanding of religions and non-religious beliefs and will promote high standards of RE in Rutland schools.

11. BACKGROUND PAPERS

11.1 There are no additional background papers to the report

12. APPENDICES

12.1 Appendix A – Rutland Draft Agreed Syllabus

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577

THE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

2018

www.website.gov.uk

Contents

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1. Introduction

"The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate" – Why RE Matters -The RE Council

"Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring" - A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013)

"RE is an important curriculum subject. It is important in its own right and it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion" - Religious Education in English Schools: Non-statutory guidance 2010

A review of the National Curriculum for schools in England was made by the Department for Education (DfE) in 2013. RE was not part of the DfE review because it is statutory as Basic Curriculum alongside the National Curriculum subjects. The RE curriculum is set locally where the local authority Standing Advisory Council on Religious Education (SACRE) is responsible for producing the locally agreed syllabus for RE.

As a result of the DfE review, the Religious Education Council for England and Wales (REC) concluded that a review of RE was needed for reasons of equity with other subjects. Teachers with responsibility for RE in schools in England are expected to plan lessons, assess pupil progress, and have their performance held to account, as other teachers do. School leaders expect them to use the same or similar criteria to those deployed in other subjects in the curriculum. In October 2013 the REC published "A Curriculum Framework for Religious Education in England" to support those teachers and schools.

Taking our lead from the REC and following the lay out and style of the documents for the National Curriculum, you will find that the new syllabus for the teaching of RE in schools in the Cambridgeshire, Northamptonshire, Peterborough and Rutland local authority areas, set out here is shorter and less prescriptive as to content than in earlier years. Schools have the flexibility to provide more coherent and integrated cross curricular learning experiences to complement discrete subject teaching tailored to the needs of their pupils and community.



2. The Legal Requirements

- What schools must do

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online. 'The national curriculum in England: Framework document', September 2013, p.4

All maintained schools must follow the legal requirement to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';
- academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998.
- for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and
- in voluntary aided schools RE must be taught in accordance with the trust deed.

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school;
- any person over compulsory school age who is receiving part-time education. Based on NATRE website -National Association of Teachers of Religious Education



3. Aims and purpose (statutory)

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

4. Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.



5. What to teach (statutory)

All content in the WHAT TO TEACH column is statutory and therefore must be taught.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order.

- Christianity will be studied in all Key Stages.
- The choice of which other religion(s) to study in KS1 should be relevant to the experience of the pupils in the class and local demographic. Where Christianity is the only religion present the school will choose the other religion to be studied.
- However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.
- In KS3, building on KS2, all major religions and a secular world view must have been studied in greater depth.

It is desirable that all pupils visit a church or other Christian place of worship and the school should make all efforts to plan visits to religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

RE and Pupils with Special Educational Needs and Disability (SEND)

RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts and all teachers are teachers of SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. Pupils with special educational needs will not always meet the same expectations in RE as other pupils and therefore appropriate assessment materials will need to be used, (exemplars are indicated within the support materials). All programmes of study that are planned for pupils with special educational needs should take account of the targets and recommendations in their Individual Educational Programmes. A multi-sensory approach can be helpful in planning RE for children with special needs.

For the small number of pupils who may need the provision, material may be selected from materials used in earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate to subsequent teachers a specific differentiated approach to entitlement.

In Special Schools there is no recommended time allocation for RE but it should be part of the main curriculum.







6. Teaching (statutory)

	What to teach	Approach	Entitlement
EYFS	Will follow EYFS framework. Minimum 30hr	s teacher-led activities	
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year
KS3	Christianity and five other world religions, humanism and an acknowledgement of other world views and other religions found in the locality.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion.	Equivalent of 45hrs in a schoo year
KS4	Students will follow a course which may lead to a public examination in RE or explore (in specific curriculum time) topic based learning relating to local and international issues paying attention to their religious dimensions. Explore the connections between RE and other subject areas.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion	5% curriculum time
KS5	Some students will follow a course which may lead to a public examination in RE and others will explore a RE specific enrichment project or equivalent (e.g. a religious text, concept or view point) supporting them in their further education.	Examinations, enrichment curriculum time and individual projects including EPQs.	Flexible programs which, whilst avoiding tokenism, may include units of study, day conferences and work integrated with other subjects



7. Attainment Targets (statutory)

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

AT1 - LEARNING ABOUT RELIGION AND BELIEF

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 - LEARNING FROM RELIGION AND BELIEF

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Schedules for measuring assessment (statements) are in the supporting materials.

8. RE and the wider school curriculum

An holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study.

Although RE contributes to other subjects it must not be defined by or confined to them.

Similarly, although RE and Collective Worship can enrich each other, RE cannot be replaced by or delivered through Collective Worship.









9. Non-statutory Guidance

The aims of this syllabus are supported by non-statutory guidance including progression documents on individual religions and world views, exemplar lesson plans and relevant topics for Key Stages, and Assessment Criteria written by your local SACRE, together with teacher training sessions, RE newsletters, other online resources such as the Cambridgeshire Knowledge Hub, together with links to other web based materials.

Notes:

Links to progression documents in alphabetical order



10. Humanism

a. Key Stage 1

Key vocabulary	Knowledge and	Meaning and	Celebrations and	Humanist ethics
	belief	purpose	ceremonies	
		(happiness)		
Q: What are the key words/phrases?	Q: Why humanists believe human beings are special?	Q: How can we be happy?	Q: What are the special ways Humanists celebrate in their lives?	Q: Why do Humanists think we should be good to each other?
Celebrant Happy Human Humanism Humanist Science The Golden Rule	What human beings share with other animals and what makes us unique Our ability to question and reason, to empathise with other humans and animals, and our creativity How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society	The Happy Human as a symbol of Humanism Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals Many ways of finding happiness; there is no one recipe for happiness One way to be happy is to make other people happy (Robert Ingersoll)	Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness	Reasons to be good to each other; promoting happiness and avoiding doing harm Thinking about the consequences of our actions The Golden Rule Taking care of other living creatures and the natural world







Key vocabulary	Knowledge and	Meaning and	Celebrations and	Humanist ethics
	belief (Atheism	purpose	ceremonies	
	and agnosticism)	(happiness)		
Q: What are the key words/phrases? Agnosticism Atheism Celebrant Compassion Curiosity Dignity Empathy Evidence Evolution Flourishing Happy Human Human rights Humanist Humanist Humanist Humanist Humanity Natural selection Reason Respect Responsibility Science The Big Bang The Golden Rule	Q: How do Humanists decide what to believe? The material world as the only one we can know exists Rejection of sacred texts and divine authority; mistrust of faith and revelation Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc. Willingness to adapt or change beliefs when faced with new evidence	Q: What are Humanists' views on happiness? Happiness as a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others The absence of the need for religion or the belief in a god or gods to be happy The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive Human beings' responsibility for their own destiny	Q: What do humanist celebrations tell us about the things humanists value? Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths The importance of human relationships The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple	Q: What do humanists value in life? Humanity, the human spirit and human attributes, including our ability to question and reason Human creativity and achievement: intellectual, technological and artistic The natural world and other living things; the environment in which we all live Human relationships and companionship; our ability to empathise with other humans and animals Our shared human moral values: kindness, compassion, fairness, justice, honesty Our ability to improve our quality of life and make the world a better place for everyone

1.1. Key Stage 2





Key vocabulary	Knowledge and	Meaning and	Celebrations and	Humanist ethics
	belief (Atheism	purpose	ceremonies	
	and agnosticism)	(happiness)		
	Q: Why don't Humanists believe in a god or gods?			Q: How do humanists believe we can lead a morally good life?
	Atheism: the absence of belief in a god or gods Agnosticism: the belief that we can't know whether a god or gods exist or not			The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions
	Absence of convincing evidence for a god or gods Consequences of atheism/agnosticism for			The importance of reason, empathy, compassion, and respect for the dignity of all persons
	how humanists live Humanism as a positive philosophy; living good and happy lives without the need for a god or			Following the Golden Rule as a naturally evolved ethical principle, present in many cultures
	gods			Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way
				Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule

Key Stage 2 cont/d.







Key vocabulary	Knowledge and	Meaning and	Celebrations and	Humanist values
	belief (Atheism	purpose	ceremonies	and ethics
	and agnosticism)	(happiness)		
Q: What are the key words/phrases?	Q: What do humanists believe about the claims of religion? Q: How does the	Q: How do humanists find meaning in a purposeless universe?	Q: How do humanists understand and approach the challenge of death?	Q: How do humanists find value in their lives? Recognising that we are
Agnosticism	absence of belief in a			part of something
Altruism	god affect the way		Death as the end of	bigger than ourselves:
Atheism	humanists live their	The absence of any	personal existence; the	humanity and the
Celebrant	lives?	discernible 'ultimate' or	absence of evidence for	natural world
Compassion		external meaning to life	an afterlife; responses	
Critical thinking	The absence of	or the universe	to religious arguments;	Human relationships
Curiosity	convincing evidence for		reasons why people	and companionship; our
Dignity	a god or gods;	The experience of living	want to believe in an	ability to empathise
Empathy	alternative explanations	life in a purposeless	afterlife	with other humans and
Empirical	of suggested evidence	universe; giving		animals
Eudaimonia	(Occam's razor); the	meaning to our own	Reasons not to believe	
Evidence	burden of proof	lives	in an afterlife: the	Our shared human
Evolution	(Bertrand Russell's		absence of identity in	moral values: kindness,
Flourishing	teapot)	Our responsibility for	dreamless sleep, the	compassion, fairness,
Happy Human		our own destiny;	importance of the	justice, honesty
Human rights	Responses to religious	making the most of the	physical brain to our	
Humanism	arguments for the	one life we know we	personality (the effect	Human creativity and
Humanist	existence of a god; the	have	of brain damage on a	achievement:
Humanity Materialism	problem of evil	Elements and varieties	person)	intellectual, technological, and
Mortality	(Epicurus)	of 'the Good Life': the	Attitudes towards death	creative/artistic
Natural selection	Attitudes towards	importance of	and mortality; avoiding	creative/artistic
Naturalism	claims about miracles	relationships,	overwhelming fear of	The humanist attitude
Pastoral support	and revelation; the	connections,	death (Epicurus'	in art (e.g. Renaissance
Rationalism	absence of evidence for	exploration,	arguments)	artists' painting of
Reason	the power of prayer;	contributing to human	angamento)	personalities as
Relativism	preference for action	knowledge, achieving	Valuing human life and	opposed to
Respect	over prayer	our goals, and acting to	making the most of it:	undifferentiated human
Responsibility		benefit humankind	'For the one life we	worshippers) and
Scepticism	Humanist views on the		have'	literature (George Eliot,
Science	origins of religion, and	Personal development		Thomas Hardy, Philip
Secularism	on why religion is so	and living a flourishing	Something of us	Pullman)
The Big Bang	important to many	and fulfilling life: the	survives our death:	
The Golden Rule	people	whole person	genes, ideas, actions,	Valuing sensory
The Good Life			and works; living in the	pleasures; contrast with
The problem of evil	Consequences of	Optimism about human	others' memories	some religious attitudes
	atheism/agnosticism for	potential	I have a state for a sector of a	
	how humanists live		Humanist funerals as a celebration of a life and	
	Positive Humanism:		an occasion for those	
	more than just not		still living	
	believing in a god			
	0 - 0			

8.4. Key Stage 3





Rutland County Council

Key Stage 3 cont/d

Key vocabulary	Knowledge and	Meaning and	Celebrations and	Humanist values
-,,				
	belief (Atheism and agnosticism) Q: How do humanists decide what is true? Rationalism: basing beliefs on reason and evidence, not on religious belief or emotional responses Scepticism: applying critical thinking to judge whether something is true; subjecting ideas to logical and empirical challenge Rejection of superstition and pseudoscience; the scientific revolution and the historical tension between science and religion: the god of the gaps (Copernicus, Galileo) The scientific method: hypotheses, predictions, experiments, conclusions, and further testing (Karl Popper); relying on evidence Recognition of the limits of science and the imperfect knowledge it provides; accepting uncertainty as an unavoidable feature of life; being ready to adapt/change beliefs when new evidence emerges Non-scientific questions: science can inform but not answer	purpose (happiness)	ceremonies	and ethics Q: Where does morality come from? Q: How do humanists work out what is good? The rejection of sacred texts, divine rules, or unquestionable authorities Morality as a naturally evolved, human construct (Peter Singer); morality as a project or journey Improving human welfare in this life as the aim of morality (rather than any divine purpose) Following the Golden Rule as a naturally evolved ethical principle, present in many cultures Obligations to contribute to the common good; the balance between individual autonomy and social responsibility; tolerance of different ways of living Respecting people as persons; human rights (UN Declaration of Human Rights, UN Declaration on the Rights of the Child)
	questions of meaning and value			
	inform but not answer			







Agenda Item 8

Report No: 53/2018 PUBLIC REPORT

CABINET

20 March 2018

VARIATION TO THE SECTION 75 AGREEMENT - HOSPITAL DISCHARGE CARE COMMISSIONING

Report of the Director for People

Strategic Aim: Me	eting the health and wellbeing needs of the community			
Key Decision: Yes		Forward Plan Reference:	FP/011117	
Exempt Information		No		
Cabinet Member(s) Responsible:		Mr A Walters, Portfolio Holder for Adult Social Care and Health		
Contact Officer(s):	Mark Andrew People	vs, Deputy Director for	01572 758339 mandrews@rutland.gov.uk	
	Karen Kibblewhite, Head of Commissioning		01572 758127 kkibblewhite@rutland.gov.uk	

DECISION RECOMMENDATIONS

That Cabinet:

1. Approve the variation to the Section 75 Agreement between Rutland County Council and East Leicestershire & Rutland Clinical Commissioning Group (ELRCCG) to delegate the commissioning of hospital discharge packages of care for individuals from ELRCCG to Rutland County Council.

1 PURPOSE OF THE REPORT

1.1 This paper sets out the process currently used to commission packages of care on discharge from hospital and requests approval to formalise that process and the related funding, by using a variation to the current Section 75 Agreement to delegate commissioning of those care packages.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 The Better Care Fund Programme sets out requirements for health and care partners to reduce the level of delays in transfers of care from hospital to the community once individuals are medically fit to be discharged, known as Delayed Transfer of Care (DTOCs). The reduction of these delays creates better care and outcomes for the individuals concerned, and leads to wider savings in the health system against cost of acute bed stays.
- 2.2 Rutland has made significant progress in reducing these delays and are one of the top performing authorities within the country. As part of the programme of work to ensure these delays are kept to a minimum for Rutland residents, the Council works jointly with East Leicestershire and Rutland Clinical Commissioning Group (ELRCCG) to identify and commission packages of care to ensure individuals can be discharged from hospital safely.

2.3 Current Model of Commissioning

- 2.3.1 For the past 21 months, the Council has trialled a process to support the effective commissioning of care packages for individuals being discharged from hospital, thus reducing delays in their discharge. The RCC Social Workers, on behalf of Health, assess individuals' needs and commission appropriate support packages enabling those individuals to leave hospital as soon as they are medically fit. The majority of these packages are residential care home placements, but also include home care packages.
- 2.3.2 For each package of care which is likely to be funded by Health, the assessing Social Worker contacts the Head of Strategic Commissioning and Planning at the CCG to request permission to commission that individual placement and recharge the CCG where applicable.
- 2.3.3 Post-discharge from hospital, the assessment of whether an individual should be funded by Social Care or by Health is undertaken; where the assessment shows that the individual is eligible for health funding this is recharged to ELRCCG at the relevant set rate. This process has resulted in a significant positive impact on reducing delays of hospital discharge.

2.4 Use of the Section 75 Agreement

- 2.5 Section 75 Agreements are made under the National Health Services Act 2006 and enable commissioning functions to be delegated from health - in this case ELRCCG - to the local authority. The Council and ELRCCG have a Section 75 Agreement in place currently, this paper requests approval of a variation to that Agreement for the purpose of commissioning the hospital discharge packages of care.
- 2.5.1 So far the process of commissioning hospital discharge has worked on a mutual

informal agreement with funding for each package of care being recharged in arrears; the request is to formalise this delegated commissioning and recharging arrangement via the Section 75 Agreement, reducing overall risk to the Council by holding the funding from the CCG in advance within the Adult Social Care budget.

2.5.2 The formalised arrangement can be provided for as a variation within the existing Section 75 Agreement held between ELRCCG and the Council.

3 CONSULTATION

- 3.1 The Portfolio Holder, who is also Chair of the Health & Wellbeing Board, supports the recommendation to add this funding as a variation to the Section 75 Agreement.
- 3.2 ELRCCG are concurrently taking this proposed variation through their own governance processes for formal approval.

4 ALTERNATIVE OPTIONS

- 4.1 This arrangement could continue on an informal basis, with the Council requesting permission to commission each individual placement and recharging the CCG after each placement is made. This alternative has been rejected for two reasons:
 - a) It can result in delays where the relevant authority in the CCG is unavailable and cannot give immediate permission to commission the placement;
 - b) The Council has to fund the placement in advance and recharge afterwards, thereby carrying the financial risk despite the care package being the CCG's responsibility.

5 FINANCIAL IMPLICATIONS

- 5.1 The value of this proposed schedule of the Section 75 is based on the spend on activity over the first three quarters of 2017/18, since 1st April 2017, which was £74,911. The value is therefore proposed at £103,400 for 2018/19. This is slightly less than the previous full year figure of £118,500, but reflects the changing pattern of individuals' needs.
- 5.2 It is proposed that this sum is held by Adult Social Care and spent per package of care as they are commissioned.
- 5.3 The spend will be forecast to year end quarterly and monitored by the BCF Partnership Board. Where it becomes apparent through this monitoring that the sum is not sufficient to last to the end of the financial year, both parties will agree an estimation of the spend for the remainder of the financial year and that additional sum will be transferred to the Council.
- 5.4 Any unspent monies at the end of each financial year held by the Council for this purpose will be rolled over to the new financial year, remaining ring-fenced for this use only.

6 LEGAL AND GOVERNANCE CONSIDERATIONS

6.1 The current Section 75 Agreement provides for a variation to be made by

agreement of both parties through the BCF Partnership Board.

6.2 The spend will be monitored by the Council's Senior Service Manager - Adult Social Care and the Head of Strategic Planning and Commissioning from ELRCCG, and reported to the Partnership Board, as part of the wider Section 75 Agreement monitoring.

7 EQUALITY IMPACT ASSESSMENT

8 This will not change the process assessing and determining need for care packages, and therefore have no impact on those receiving care.

9 COMMUNITY SAFETY IMPLICATIONS

9.1 This will not change the process assessing and determining need for care packages, and therefore there are no direct community safety implications.

10 HEALTH AND WELLBEING IMPLICATIONS

10.1 This will not change the process assessing and determining need for care packages, and therefore have no impact on those receiving care.

11 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 11.1 By delegating the commissioning of hospital discharge packages of care, the current process will be formalised and remove the requirement for individual permission to commission each care package. This will make the process more efficient, and reduce the risk associated with recharging the costs after the fact.
- 11.2 A Section 75 Agreement is already in place to manage delegated commissioning arrangements and the related funding streams between the Council and ELRCCG, and can be varied to include this.

12 BACKGROUND PAPERS

12.1 There are no additional background papers to the report.

13 APPENDICES

13.1 There are no appendices.

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

Agenda Item 10

Report No: 21/2018 PUBLIC REPORT

CABINET

20 March 2018

WRITE OFF OF IRRECOVERABLE DEBTS

Report of the Director of Resources

Strategic Aim: So	und Financial	und Financial and Workforce Planning				
Key Decision: No		Forward Plan Reference: FP/240817				
Exempt Information			ains exempt information as f Part 1 of Schedule 12A of the 972			
Cabinet Member(s) Responsible:		Mr Gordon Brown Portfolio Holder for Regulatory Services, Waste Management, Property Services, Culture & Leisure, Finance.				
Contact Officer(s):	Saverio Della Rocca, Assistant Director - Finance		01572 758159 sdellarocca@rutland.gov.uk			
	Andrea Grinney, Revenues and		01572 758227			
	Benefits Man	lager	agrinney@rutland.gov.uk			
Ward Councillors	N/A					

DECISION RECOMMENDATIONS

That Cabinet:

- 1. Notes the action taken to recover outstanding debts.
- 2. Approves the write off of the debts shown in Appendix A.

1 PURPOSE OF THE REPORT

1.1 The purpose of this report is to seek approval to write off debts, over the value of £2,500, where officers believe that there is little or no prospect of recovering them.

2 BACKGROUND AND MAIN CONSIDERATIONS

2.1 Overview

- 2.1.1 The Council collects council tax, business rates, overpaid housing benefit and sundry debtor income. Every effort is made to collect all monies due by the most appropriate and effective method. This includes reminder letters, attachment of earnings and benefits, civil enforcement action and special arrangements to pay.
- 2.1.2 The Assistant Director-Finance has delegated authority to write off debts up to £2,500 and debts above that level are written off by Cabinet. Cabinet are being asked to write off debts of £87,863.85 which officers believe cannot be recovered.
- 2.1.3 The Council has a good track record of collecting debt and in the context of these collection rates, the level of proposed write offs is relatively low. Current issues in relation to type of debt are given below. The Corporate Debt policy is also being reviewed this year.

2.2 Council Tax

- 2.2.1 The Council has above average collection rates. The national average for all Councils in England and Wales is 97.2% for 2016/17.Our collection rates are typically around 98.9% in year. Our forecast collection rate for 2017/18 is 98.9%.
- 2.2.2 The recovery process is defined in legislation and a set process must be followed. Instalments are due on the 1st of each month. For example, the first instalment is due on 1st April. If this first instalment is not paid the Council would only be able to obtain a Liability Order to take enforcement action towards the end of June, by which time further debt will accrue. If a Liability Order is obtained a number of measures can be taken to recover the debt which include attachment of earnings, attachment of benefits, referral to enforcement agents, bankruptcy and placing a charge on a property.
- 2.2.3 There are a small number of "difficult to collect debts" (c30 cases with arrears on average of £4,500) where the statutory process has been largely exhausted. Officers are left with three choices a) we monitor and continue to pursue as best we can; b) we write off the debt or c) we pursue committal action (but this can result in the debt being expunged if a prison sentence is given so this is only used as a last resort). We are requesting write off of one debt that falls into this category.
- 2.2.4 We have recruited a specialist recovery lead officer and this has had a significant impact on our difficult to collect debts. We have started committal action for three cases and this has resulted in contact from debtors and payments are being made.

2.3 Business Rates

2.3.1 The Council has above average collection rates, but Members should note that

only c500 businesses pay the full charge with many benefiting from reliefs. This has helped keep our collection rates high as most Small and Medium-sized Enterprises (SME) are not required to pay any rates.

- 2.3.2 The recovery process is defined in legislation and a set process must be followed as detailed at point 2.2.2.
- 2.3.3 Our experience tells us we have two problem areas:
 - Businesses going into liquidation in this event, we are a non-preferential creditor and as such we come below HM Revenues & Customs, employees' wages etc. as preferred creditors. In Rutland, we regularly see public houses struggling to stay in business and often close down. The Government has recognised this and given a £1,000 rate relief for public houses with a rateable value of less than £100,000 for 2017/18 and 2018/19. We are requesting write off of two cases that fall into this category.
 - Undiscovered businesses (e.g. someone running a business unbeknown to us) – In this case, if we identify a new business then we can raise a bill accordingly but we can only the collect amount owing for the existing year. We have an Outside Inspector who does identify such instances but there is always a high residual risk that businesses exist that we are not aware of. This is a common issue particularly in rural areas and two cases have been presented for write off.

2.4 Housing Benefit Overpayments

- 2.4.1 The Council pays out £5.2m Housing Benefit (HB) every year, overpayments arise when claimants have a change in their circumstances and are not entitled to the amount that they have been paid e.g. an increase in their earnings. As the Council is not aware of changes in circumstances until it is notified then an overpayment is inevitable. Overpayments can also arise as a result of fraudulent claims e.g. undeclared savings. HB overpayments are difficult to collect because claimants generally have low incomes, they may be affected by welfare reforms i.e. underoccupancy charges (bedroom tax) or they may have other debts. Overpayments collected from on-going entitlement to HB or other benefits are restricted by legislation which is currently £11.10 per week.
- 2.4.2 Recovering overpaid HB is very difficult as people tend to be on a low income and have numerous changes in their circumstance i.e. partner moves out, wages increase, grown up children move in or out, health deteriorates. We often see that people have other debts that they are repaying as well e.g. rent arrears, utility bills.
- 2.4.3 Collection rates are low nationally (between 25% 35%). A high % of our debt is being recovered by repayment plans but these arrangements are often for low amounts and take a long time to repay e.g. £2.50 per week for the next 3 years. We are requesting write off of two cases that we are unable to pursue any further.

2.5 Sundry Debts

- 2.5.1 The Council raises on average £8.5m sundry debt invoices every year. There are two key types of sundry debts:
 - (a) Social care debtors

(b) Commercial rents

- 2.5.2 In terms of social care, people are often vulnerable i.e. have a learning disability, have dementia, are in and out of hospital. It is often difficult to contact the person to discuss payment of invoices and sometimes family members have to take on managing the person's finances either informally or formally by Power of Attorney. If there are no family members or there are signs of financial abuse we apply for Deputyship which takes a long time to obtain.
- 2.5.3 The Council has a duty of care and we cannot simply stop providing care even if people do not pay their invoices. Debt can accrue quickly e.g. £500 a week for residential care fees if unpaid for only 2 months can quickly accrue to a debt of £4,000. Where a person dies and there are no funds left in the estate, debts will be presented for write off. The family are not required to pay the debt. One of the write offs presented for approval is in this category.
- 2.5.4 The process of recovering unpaid social care invoices is therefore not easy. It is a problem for many Councils. Currently we have 28 cases where there are debts outstanding that are over 90 days old. These debts total £92k and the debtor has been identified as vulnerable and recovery is complex (7 of these debts account for £76k).
- 2.5.5 One of the key areas relates to business units. The Council's position, as indicated in its standard lease terms, is quite clear. If payment of any rent is 28 days overdue, even if it is not billed, then the tenancy is subject to forfeiture. There are some challenges in applying this strictly including:
 - The Council tends to work with SME's and there have been many examples whereby tenants fall behind with their rent but then catch up the Council wants to support businesses if this is the case rather than exacerbate the situation.
 - By evicting tenants, the Council effectively creates a void unit with no income coming in where there is not waiting demand, giving the tenant more time to pay does not worsen the Councils position.
 - The position can change quickly making decision-making about when to take recovery action difficult.
- 2.5.6 The Council is presenting three write offs for approval that relate to the circumstances outlined above. Whilst nothing further can be done in these cases, the Council has revisited its approach and strengthened it by:
 - Closer working relationships between Property Services and Exchequer which has resulted in issues being flagged earlier and an agreed approach being taken to recover the debt.
 - Rent Bonds now being taken for 3 month's rent as standards across all units.
 - Introduction of Direct Debits from April 2018.

3 CONSULTATION

3.1 Consultation is not required for any decisions being sought in this report.

4 ALTERNATIVE OPTIONS

4.1 The Council has a statutory duty for the proper administration of its financial affairs and this is detailed in the Council's Financial Procedure Rules.

5 FINANCIAL IMPLICATIONS

5.1 A bad debt provision is made for loss of collection for all debts and the provision is sufficient to cover these write offs. When the provision is reset any increase is charged to the Revenue Account.

6 LEGAL AND GOVERNANCE CONSIDERATIONS

6.1 There are no legal and governance implications arising from this report.

7 EQUALITY IMPACT ASSESSMENT

7.1 An Equality Impact Assessment questionnaire has been completed and there are no specific issues arising from the write off of uncollectable amounts.

8 COMMUNITY SAFETY IMPLICATIONS

8.1 There are no community safety implications arising from this report.

9 HEALTH AND WELLBEING IMPLICATIONS

9.1 There are no health and wellbeing implications arising from this report.

10 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

10.1 There is no prospect of collecting the debts detailed in Appendix A; it is therefore prudent to write off the debts.

11 BACKGROUND PAPERS

11.1 There are no additional background papers to the report.

12 APPENDICES

12.1 Exempt Appendix A– Appendix A is marked as "Not For Publication" because it contains exempt information as defined in paragraph 2 of Part 1 of Schedule 12A of the Local Government Act 1972, namely information which is likely to reveal the identity of an individual.

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By virtue of paragraph(s) 2 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

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Report No: 54/2018 PART EXEMPT

CABINET

20 March 2018

ST GEORGES BARRACKS – POTENTIAL ACQUISITION AND DEVELOPMENT OF THE OFFICERS MESS

REPORT OF THE CHIEF EXECUTIVE

Strategic Aim:	•	livering Sustainable Growth, Supporting the population of Rutland in hieving their full potential and a balanced Medium Term Financial an.				
Key Decision: Y	es	Forward Plan Reference	e: FP/221117			
Exempt Informa	tion	Yes:				
		paragraph 3 of Part 1 of				
Cabinet Member(s) Responsible:		Cllr Oliver Hemsley, Leader and Portfolio Holder for Rutland One Public Estate & Growth, Tourism, & Economic Development and Resources (other than				
		Finance and Communications)				
Contact		wards, Head of Property	Tel: 01572 758391			
Officer(s):	Services.		Email: aedwards@rutland.gov.uk			
Ward Councillo	s Cllr K Bool Cllr G Walle	er	· · · · · · · · · · · · · · · · · · ·			

DECISION RECOMMENDATIONS

That Cabinet:

1. Authorises the Chief Executive in consultation with Leader and Portfolio Holder for Rutland One Public Estate & Growth, Tourism, & Economic Development and Resources (other than Finance and Communications) and Director of Resources to enter into negotiations to acquire the Officers Mess Site on a conditional basis which are set out in Section 3.

- 2. Approves the release of up to £850k of funds from capital receipts to support the redevelopment of the Officers Mess Site at St Georges Barracks up to the point where tenders are received from contractors for the development works.
- 3. Authorises the Chief Executive in consultation with the Leader and Portfolio Holder for Rutland One Public Estate & Growth, Tourism, & Economic Development and Resources (other than Finance and Communications) and the Director of Resources to determine a procurement route, award criteria and if a suitable supplier or suppliers are identified move forward and award a series of contracts for all works necessary to develop the proposals at 'The Officers Mess' up to the point prior to the issue of tenders for the contractor that will deliver the works element of the project.

1 PURPOSE OF THE REPORT

- 1.1 To obtain Cabinet endorsement to move forward to agree an option for the acquisition of the Officers Mess Site (part of St Georges Barracks) subject to final Council Agreement.
- 1.2 To release capital receipts of up to £850k that will test the financial viability, undertake risk mitigation surveys and develop the design to a point where it is practicable to issue tenders to potential contractors who will build the units.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 In November 2016 the Ministry of Defence (MOD) made the decision to close St Georges Barracks during 2021.
- 2.2 The MOD and RCC have signed an innovative Memorandum of Understanding (MOU) the first of its kind in the Country to work together in a Public/Public partnership to deliver joined up de-risking, master planning and development of the site.
- 2.3 St Georges Barracks is a 300 Hectare brownfield site with enormous potential in an accessible and attractive location. It gives an opportunity to deliver a 1,500 – 3,000 homes in a 'Garden Village' at pace alongside an Enterprise Zone and an area for enhanced leisure and recreation.
- 2.4 Essential in taking this development forward will be the development of the Officers Mess site. This is a brownfield site (4 Hectares) adjacent to St George's Barracks but entirely separate. The proposal is that the Council acquires this site and takes forward the development outside of the main St Georges project.
- 2.5 There are a number of reasons for taking this approach:
 - It will allow the Council to take control of the design and build quality which will help set expectations for the main St Georges project.
 - The site will be used to build confidence with the local community regarding future developments of the Officers Mess and main St Georges Project.
 - It will bring forward housing that will build out quickly. Effectively, c70 homes could be completed by June 2023 or earlier if the Army are able to vacate St

Georges or the Officers Mess before 2021. Alternatively it could be included as a site within the main development of St George's Barracks. If this approach is adopted then it is unlikely that that housing will be delivered prior to April 2025.

3 PROJECT PROGRAMME

- 3.1 This project will be split into a number of phases which will in some instances run concurrently. The Flowchart at Appendix A sets out how the various phases will work together and where the formal approvals are required. An overall project plan is attached at Appendix B which identifies the shortest timescales possible. The programme will be adjusted to meet the actual release date from the MOD when known
- 3.2 It should be noted however informal consultation has already started regarding the development of The Officers Mess as part of the overall consultation on St Georges Barracks. This will be fed into the master planning process for The Officers Mess. Consultation will formally take place during the development of the plans for the development of the site with Statutory Consultees and the Community as set out in the High Level Programme at Appendix B, and will in particular consider the proposals set out in the High Level Masterplan.

Phase 1: Acquisition of the Officers Mess Site

- The MOD has indicated that they may release this part of the site prior to formal closure of St Georges Barracks. Before RCC can move forward it will be necessary to have some clarity on the future value. It has been agreed by both parties that the District Valuer will undertake an initial valuation, but this will be revisited prior to the formal transfer of the site to RCC later in the project.
- As part of the Site Investigations (Phase 2) and Design Development (Phase 3) consideration will be given to the levels of contamination and other factors that will influence the development costs of the site. As part of the 'Option' agreement and eventual contract of sale it will be clear that the cost of any remediation work or other factors that influence development costs will be borne by the MOD.
- The land will be transferred to RCC at a suitable point provided that a number of conditions will be met. These will include:
 - i) Financial viability of the development
 - ii) Vacant possession
 - iii) The land value is acceptable to RCC, taking into account mitigation costs.
 - iv) Any 'clawback' and 'buy-back' provisions required by the MOD are acceptable to RCC
 - v) The MOD are able to sell the site free from encumbrances and/or are able to provide a satisfactory indemnity to RCC against any factors that could impact on the ability to develop the site.

Phase 2: Site Investigations and Risk Mitigation

• With any site of this nature it will be necessary to undertake a series of surveys to fully determine the scope and extent of any works that could have an impact on the overall costs. Typically surveys will consider but not be limited to:

Asbestos

Ground Contamination

Ground Conditions

Wildlife – in particular roosting bats, badgers, flora and fauna

Archaeology

Services and utilities

- This phase will also include:
 - i) The development of the initial Masterplan that will confirm that the site can support the intended residential density and confirm the initial viability of the proposals.
 - ii) An Initial Feasibility Report that will confirm that the proposals set out in this report, including financial viability are realistic and can be achieved.
- These will take place early in the development process to inform the final costs and also aid the design process. Costs for the completion of these works are included within the overall request of £850k.

Phase 3: Appointment of the Design Consultant and Design Development.

- Given the nature of this project it is proposed that the lead designer is appointed via a design competition. This will ensure that we encourage innovative design approaches that will provide an iconic design solution that sets the standard for the rest of the development. Planning will be engaged early in the process to ensure that the design standard and quality is set. This 'design standard' could form the basis of the whole development at St Georges. It is currently anticipated that this will transfer across to the MOD for them to use in procuring the development of the St Georges Barracks.
- To secure this service it will be necessary to develop a brief that will form part of the formal tender package. The selection criteria will be based on the design solution together with a value for money assessment. The development of the design brief will require additional resources and these are included within the funding request of £850k
- Included within the proposal will be costs to undertake all Project Management and Supervision tasks during the length of the project.

- Before proceeding to the appointment of the Development Contractor (Phase 4) it is anticipated that due to financial constraints an additional report will be required for Cabinet and Council as the design fees will exceed £1m. It should be noted that this will be one of the 'Gates' In the development process and should the project not meet the defined criteria then it will progress no further.
- The final mix of units (market, affordable, rented, etc) will be determined as the design progresses and in accordance with the overall Council policy. The aim will be to provide a development that fits this location and surrounding area but also delivers a minimum of 30% affordable units.
- The Council has ambitions to exceed the 30% affordable homes as required by Planning Policy. However this is dependent upon support funding from Homes England (previously known as the Housing and Communities Agency). The Council continues to pursue this as a possible funding option.
- The development will offer mixed residential and included within the overall scheme will be a number of 'starter homes'.
- It is at this point we will seek to engage with the community to understand their ambitions for the site. We will hold a number of meetings with stakeholder groups to set out how we are taking the site forward and to understand and mitigate and concerns. Where practicable these will be incorporated into the design.

Phase 4: Appointment of the Development Contractor

- The design and specification issued to the development contractor will be well developed. Whilst there will be scope for innovation on their part the documents will specify certain requirements that must be delivered including agreed site layouts and unit densities. This approach will ensure that the quality of the units not only exceeds minimum standards but also meets our expectations. RCC will control the site and since we have not transferred ownership densities, house types and numbers will remain as previously agreed.
- The appointment of the Development Contractor will be subject to a further report to Cabinet and Council seeking the release of funds, setting out the award criteria and seeking delegation to appoint the contractor.
- One consideration at this point will be the mechanism used to appoint the development contractor. There are 2 options available:
 - (i) A formal tendering exercise where the design is offered to the market and bids invited. Given the level of design we are proposing this approach will open up the project to both larger and small housebuilders who do not have standard designs or a design capability. The down side is that this will be a formal tendering exercise that will need to comply with EU procurement rules as it exceeds the works threshold of £4.5m

(ii) The MOD will appoint a Land Sale Delivery Partner (LSDP) to take forward the development of St Georges. There is the potential for the LSDP to take forward the development of the 'Officers Mess' on our behalf. The disadvantage of this approach is that there is lengthy tendering process.

The formal recommendation to Cabinet and Council will be dependent upon a business case that considers the options, the benefits and costs and whether or not the LSDP appointment is at a point where the transfer of the Officers Mess site for delivery is realistic.

Phase 5: Marketing

• Key to the success of this project will be the targeted marketing of the site both inside and outside of the RCC area. As a result of this early in the development process a marketing specialist will be appointed to ensure that we target the relevant market segments.

4 CONSULTATION

4.1 Consultation has taken place internally with Senior Elected members, Finance and Legal Services. Comments are included within this report

5 ALTERNATIVE OPTIONS

- 5.1 In identifying alternative options for the site the overarching aims of the MOD must be considered. It has been clearly stated that the MOD is under a remit to:
 - Maximise capital receipts to support the Defence Budget, and
 - Support Central Government targets in the delivery of additional housing.

It is likely that the MOD will insist on these requirements in their disposal agreement to RCC should it proceed.

- 5.2 Given this the Council has considered the following alternative options:
 - Use as a Hotel/Leisure Complex: Whilst there is an argument that additional facilities of this nature will be required as a result of the development of the main site these are best placed close to their point of use. In addition this option will not be supported by the MOD as it fails to meet their aims, i.e. additional housing and maximised Capital receipts
 - Use as a recreational area. Activity of this nature in this area will generate noise that will be disruptive to the local population. However as above this option will not increase housing number or maximise Capital receipts.
 - Not to acquire the site and to leave the MOD to develop. This option would depend upon planning policy to control development on this site. It is inevitable that the DIO will press for numbers of units in excess of those proposed by RCC due to the lack of Council Control.
- 5.3 The proposals set out in this report assume that we will use a 'Delivery-bid-build' system where a contractor bids on set of design and provides a fixed cost within

prescribed parameters. However as the design phase progresses other options will be considered. These will include:

- Construction Manager at Risk: Here the contractor would agree to deliver the number of units at a Guaranteed Maximum Cost
- Design and Build: The contractor undertakes the detailed design and builds the units for a fixed cost
- Cost plus Contracts: This is an open book approach where all costs are reimbursed plus a % profit.
- Integrated Project Delivery: This is an integrated team where both parties share the risks and rewards. All parties provide their expertise to deliver the project together and in line with shared objectives.
- Land Sale Delivery Partner: As outlined earlier in the report there is the potential to use the same physical delivery approach as the MOD. The potential of using this mechanism will be considered as the design progresses.
- 5.4 The above procurement options aim to give an indication of those available. Each has advantages and disadvantages specific to a particular project. They will be explored to ensure that the recommended solution offers the most commercially advantageous solution to the Council.

6 FINANCIAL IMPLICATIONS

6.1 Overall Business Case

- 6.1.1 The financial details and the business case are set out in exempt Appendix C as the information contained within the report could provide others with a commercial advantage. However in considering the costs and benefits of the project the following points should be noted:
 - The costs and benefits are 'first-cut' figures at the initial stages. As the project matures they will be further developed, refined and tested
 - There will be 'Gates' at which point the project will tested against agreed criteria. At this point a go/no-go decision will be made and approval sought to proceed to the next stage.

Gate	Phase	Description
1	1	At agreement of initial valuation of the site
2	2	Completion of the initial feasibility study, masterplan and feasibility report.
3	3	Completion of 50% design
4	3	Pre-tender estimate
5	4	Receipt of tender from development contractor

These 'Gates' are also identified on the project programme at Appendix B.

- RCC will enter into an agreement with the MOD to acquire the land at some time in the future. This agreement may be a conditional contract that will require the MOD to sell the land and RCC to purchase subject to certain agreed conditions being met or an option agreement where RCC is able to require the MOD to sell if they serve notice on them to do so, and it would be RCC's decision whether or not to serve the notice Typical conditions would include financial viability, vacant possession, clawback to the MOD, a development programme and a revised value depending on any additional works. The conditions will be agreed in negotiations between the MOD and RCC and approved by the Chief Executive in line with the recommendations in this report.
- The actual transfer of any funds would be at the point where RCC receive control of the land although there is the potential to stage the transfer of funds on a phased basis in line with the development of the site.
- RCC will have reasonable access to the site to undertake initial survey work.
- For the purposes of financial profiling it has been assumed that we will receive the site on the 1st April 2021. The programme attached at Appendix B considers the shortest time periods.

6.2 Financial risk

- 6.2.1 Undertaking a development project of this type carries risk. A high level risk register is attached at Appendix D. Examples of the types of risks are noted below:
 - There is limited demand due to changes in the market and the Council is unable to sell homes developed quickly
 - Property market dips so capital receipts generated are less than anticipated
 - Build costs are more than expected due to site issues or external pressures

- Site acquisition costs are too great and do not give sufficient scope for a potential return.
- 6.2.2 These risks will be kept under review during the project and formally reviewed at the Gates identified in Paragraph 6.1.1
- 6.2.3 The initial £850k cost could be at risk should the Council not later proceed with the development. Importantly should the Council not proceed then it would need to assess whether costs incurred can be capitalised (paid for from capital receipts). If this is not the case then costs would be charged against the General Fund.
- 6.2.4 There may be an opportunity to recoup costs incurred e.g. site investigation surveys, planning fees, designs etc but this is not guaranteed. The opportunity to recover costs will be included within the agreement to acquire the site entered into with the MOD.
- 6.2.5 The above the 'Gates' will allow progress to be reviewed together with financial viability at various stages. This approach will ensure that should viability be in question the project can be put 'on-hold' until resolved. Resolution could involve changing the 'form' of development i.e. the mix of units or if necessary not proceeding.
- 6.2.5 It is anticipated that relatively early in the design process it will be possible to determine whether or not the scheme is viable thereby minimising the financial exposure of the Council.

6.3 Use of capital receipts

6.3.1 Presently, the Council has c£1m of capital receipts unallocated. There are various projects/schemes in the pipeline (e.g. planned maintenance programme for council properties) which could be funded by capital receipts but the Council has other resources available to fund such projects in the short term.

7 PLANNING CONSIDERATIONS

- 7.1 The site is outside the Planned Limit to Development but is a brownfield site in a sustainable location. This is similar to the Greetham Garden Centre site where planning permission was granted for housing as the site met the 3 dimensions of sustainable development, economic, social and environmental, as set out in Para 7 of the National Planning Policy Framework.
- 7.2 Policy CS6 of the Core Strategy sets out the criteria for developing redundant military bases. This states:

'The Council will seek to ensure that any re-use or redevelopment of former military bases or prisons is planned and developed in a comprehensive and co-ordinated manner. Proposals will be subject to a development brief or masterplan setting out the main requirements. This will form part of a supplementary planning document or development plan document to be prepared in consultation with the prospective developers and local communities.

The key requirements for any proposals are that they should:

a) Re-use existing land and buildings and where appropriate minimise any built development on undeveloped airfield land;

b) Not lead to undue disturbance to nearby local communities through traffic, noise, aircraft activity or other uses;

c) Protect and where possible enhance the countryside and character of the landscape, natural and cultural heritage;

d) Be accessed satisfactorily and not generate unacceptable traffic on the surrounding road network

e) be accessible by public transport and include measures to encourage walking and cycling;

f) Incorporate high quality design and construction including the need for energy efficiency, renewable energy and waste management.

- 7.3 The site is on the edge of the Edith Weston Conservation Area, the boundary of which runs along the opposite side of the road, where development would be required to respect the character and appearance of the Conservation Area, including views into and out of the area.
- 7.4 Whilst the grant of planning permission cannot be guaranteed, the indications are that there is a possibility that permission would be forthcoming based on the above circumstances and polices.
- 7.5 The Officer's Mess site is being put forward for consideration as an allocation in the new Rutland Local Plan. As part of this process the Local Plan team will be carrying out a site assessment of the suitability of the site for allocation. The Local Plan has already made significant progress, with a consultative Draft Local Plan published for consultation last summer. This plan made very little reference to the St George's site and did not indicate any of the site being allocated for development. Inclusion of the Officers Mess in the next version of the plan will therefore be the first opportunity people have had to formerly comment on it as an allocation in the Local Plan.
- 7.6 The next step in the preparation of the Plan will be the publication of a "pre-Submission" version. This should be the Council's final plan which it considers is "sound" and which will be submitted to the Planning Inspectorate for Examination. The Pre-submission consultation is a formal stage during which people are invited to make representations of objection or support based on prescribed "tests of soundness". The procedure for this is set out in Regulation 19 of the Local Plan Regulations. All representations made at this stage will be forwarded to the Planning Inspectorate for consideration as part of the Examination in Public.
- 7.7 It is currently anticipated that the Pre-Submission (Regulation 19) consultation will take place during the summer 2018 and that the plan will be submitted in the Autumn. Examination in Public is then expected to take place towards the end of the year.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 This report seeks the release of up to £850k of funding support the acquisition and development of the Officer Mess Site at St Georges Barracks. Since the procurement of the works will be in accordance with the Contract Procurement Regulations there are no Legal and Governance issues. The eventual transfer of the land will be subject to formal valuation advice to ensure that the purchase is in accordance with best value.
- 8.2 As outlined earlier in the report it is anticipated that subject to meeting the conditions of the options and demonstrating viability it will be necessary to obtain further approvals from Cabinet and Council. In addition the project will also follow the previously approved Council Project Management Framework.
- 8.3 Cabinet will be asked to approve the award criteria for the development contractor and approve the appointment subject to acceptable bids. Council will be asked to release additional funding to complete the design development and also to fund the site development works by the development contractor.
- 8.4 There will be a RCC Project Board that will take forward the development of the project. This will be focussed on the operational aspects of the project, in particular progress, financial viability and resources. This Board will be constituted as follows:
 - Cllr Hemsley (Chair & Leader and Portfolio Holder for Rutland One Public Estate & Growth, Tourism, & Economic Development and Resources (other than Finance and Communications)
 - Helen Briggs (Chief Executive)
 - Cllr Brown (Portfolio Holder for Regulatory Services Waste Management, Property Services, Culture & Leisure, and Finance including Revenues and Benefits and Internal Audit)
 - Cllr K Bool (Ward Member for Normanton)
 - Andrew Edwards (Head of Property Services)
 - Dee Rajput (Corporate Projects Programme Manager)
 - Sav Della Rocca (Assistant Director Finance)
 - Rachel Armstrong (Planning Officer)
 - Stacey Potter (Support Officer Projects)
- 8.5 The overall development of the Project will report to the St Georges Project Delivery Board. This board considers the whole of the development – St Georges Main Site and the Officers Mess. It will be this board that will consider the viability of the project at the 'Gates' described earlier and make the decision as to whether the project is to progress or where appropriate make recommendations to Cabinet and Council.

- 8.6 The Project Delivery Board's Terms of Reference were agreed in May 2017. The Board is constituted as follows:
 - Cllr Hemsley Chair
 - Helen Briggs Deputy Chair.
 - Debbie Mogg RCC Director for Resources
 - MOD Representation
 - One Public Estate Representation
 - GCGP LEP Representation
 - Ward Member
 - Stacey Potter Clerk to the Board
 - St Georges Project Support Teams

Andrew Edwards – Advanced Delivery

James Frieland – Commercial

Roger Ranson (Minerals, Advanced Delivery & Housing)

Robert Clayton (Minerals and Leisure)

- 8.7 The responsibility of the Board can be defined as:
 - To agree the vision, objectives, programme and resourcing for the St George's project for recommendation to the Programme Board
 - To agree the overall masterplan for the site for recommendation to the Programme Board
 - On-going strategic oversight of the St George's Project
 - Responsibility for the St George's budget and investment plan
 - Approve and review the Terms of Reference for the St George's Project Support Teams
 - To monitor progress and programme delivery across the St Georges project
 - Approve recommendations to be made relating to the project to the ROPE Programme Board, Cabinet and Council.
 - To sign off and expressions of interest, funding applications or submissions relating to the project for final agreement by the Programme Board
 - To sign off any expression of interest, funding applications or submissions relating to the project.

- To sign off the MOU with the MOD.
- 8.8 The Project Delivery Board reports to the ROPE Programme Board which is chaired by Cllr Oliver Hemsley and has representatives from RCC, MOD, OPE and the GCGP LEP.

9 EQUALITY IMPACT ASSESSMENT

9.1 This reports seeks approval for the release of funds. There is no requirement for an EIA.

10 COMMUNITY SAFETY IMPLICATIONS

10.1 There are no Community Safety Implications

11 HEALTH AND WELLBEING IMPLICATIONS

11.1 There are no Health and Wellbeing Implications

12 ORGANISATIONAL IMPLICATIONS

11.1 There are no organisational implications

13 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

13.1 The recommendations set out in this report will allow the early progress and delivery of the Officers Mess site for housing. This will generate confidence in the local community, bring forward delivery, establish the design standard and deliver a surplus for RCC which can be reinvested into the Community.

14 BACKGROUND PAPERS

14.1 There are no additional background papers to the report.

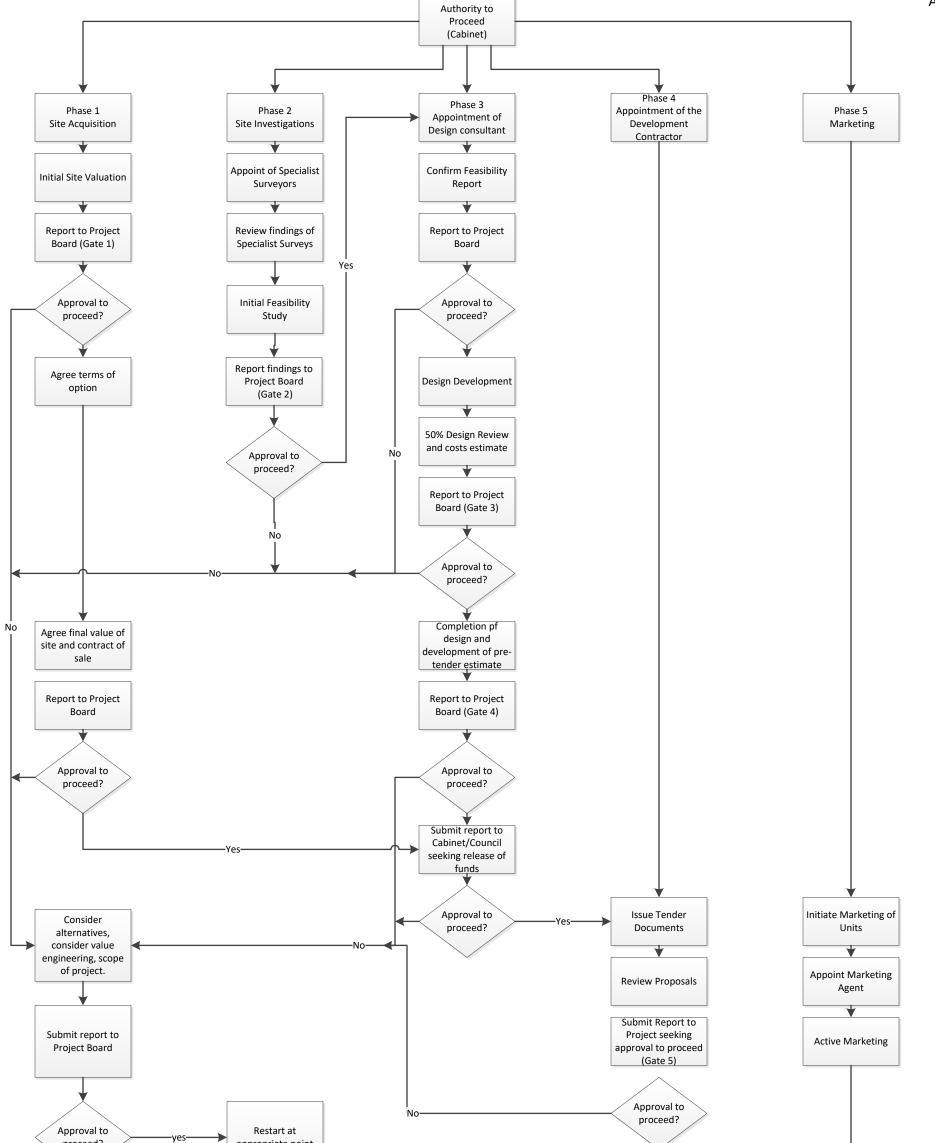
15 APPENDICES

- 15.1 Appendix A Delivery route and approval process flowchart
- 15.2 Appendix B High Level Project Plan
- 15.3 Appendix C Exempt Appendix
- 15.4 Appendix D High Level Risk Register

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

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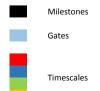
Project Complete

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Appendix A - Officers Mess High Level Project Plan

RCC Project Framework (for Design Team appointment) Stage 1 - Project Initialisation Business Justification Delivery Strategy Competitive Procurement Stage 2 - Project Definition and Planning Project Start-Up and Governance Scope, Deliverables Risk and Budget Project Management Plan Stage 3 - Project Execution and Control Initiate, Implement and Review Works Change Control and Risk Review Project Closure Commercial Closure Lessons Learned Project Delivery Authority to proceed Phase 1 Initial Site Valuation Milestone 1 : Site Value Approval Phase 2 Site Investigations and Risk Mitigation Due Diligence Public Engagement Milestone 2: Feasibility Study Approved Phase 3 Appointment of the Design Consultant & Design Development of Docs and EU Procurement Queries Development of Docs and EU Procurement Queries Aktiestone 2: Feasibility Study Approved Phase 3 Appoint and Design Development	or-18 or-18 eb-18 ay-18 or-18	Completion May-20 Jul-18 Oct-18 Apr-18 May-20 Apr-18 Nov-19 Nov-19 Nov-19 Jun-20 N/A Jul-20 Mar-18 May-18 May-18 May-18 May-18 Jun-18 Jun-18 Jun-18		Gate 1			F M A M	_	D19 JASO		D J F M			J J A S O N D J F M A
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Milestone 3: Approval of 50% Design		un-19												
Public Engagement A	or-19	May-19												
Planning Application & Review Period Ju	in-19	Oct 2019												
	or-19	Oct 2019												
	t 2019	Nov-19												
Milestone 4: Approval of Pretender Estimate		ec-19							_					
Phase 4														
Appointment of the Development Contractor														
	ec-19	Dec-19												
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Milestone 5: Approval to Proceed		un-20												
	in-20	Jun-20												Construction of the
	in-20	Jun-23												Construction underwa
Phase 5 - Marketing	2012	•• ••										_		
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Notes RCC Project Framework covers appointment and delivery of design team only



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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

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Appendix D

High Level Risk Register

Risk	Description	Mitigating Action	Outcome
1	Abnormal Ground Conditions (Geological)	Phase 1 Land Quality Assessment Supporting Trial holes	Greater understanding of the costs for the site development. These will be used to assist in development of the costs of development and thereby testing the financial viability,
2	Abnormal Ground Conditions (Contamination)	Phase 1 Land Quality Assessment Supporting Trial Holes Chemical Analysis	Greater understanding of the costs for the site development. These will be used to assist in development of the costs of development and thereby testing the financial viability,
3	Archeology	A series of desk top studies will consider any Archeological remains. This will be supplemented by 'on-site' trial holes and trenches if required.	Will identify areas that are to be excluded from the development (if any) or physical mitigation works.
4	Flora and Fauna	Full suite of surveys will be to undertaken to identify any potential risks. Included within this will be surveys to consider Bats, Badgers and any plant or animal life that will need to be considered and protected during the development of the project.	Will identify areas that are to be excluded from the development (if any) or physical mitigation works.
5	Access	Access/Highways surveys will be undertaken to ensure that ingress and egress from the site are acceptable	Costs for any highways upgrades or mitigating actions will be included within the works. It is likely that a proportion of these would be required for the main site. Therefore costs will need to be apportioned accordingly.
6	Utilities	Early engagement will take pace with utilities suppliers to ensure that costs associated with the upgrade of utilities (if required).	Costs carried by the project together with capacity and any delays to that provision.
7	Demand for Housing	An initial market assessment will take place. This will be refreshed every 6 months to ensure	Identify likely unit value and when needed. Will assist in testing the financial viability and delivery

		that residential units are being developed at	rate of units. Market Assessment to be updated prior
		the correct pace and to ensure that cash flows	to each Gate or on a frequency of not less then 9
		remain favourable to the development.	months.
8	Market Conditions	Impact from changes in borrowing rates and	Will have an impact on (7). However could be
		the general economy. Monitor	influenced by Central Government Policy
9	Development Costs	Costs of materials and influence of markets	Will provide information to enable a sensitivity
		outside of Rutland. Review of costs and in	analysis that will consider demand as a result of
		particular inflation in the building industry	increasing unit costs.
9	Availability of Labour	As above(8)	As above(8)
10	Planning	Early engagement with planning to develop a	Able to fix costs eely in the process. Establishes a
		planning brief, agree materials and quality	design standard for the whole site.
		standards	
11	Public Opposition	Early engagement with the public to manage	Whilst the public may not agree with the proposals
		expectations and control the rumour mill.	they will have been involved in the proposals. Where
			practicable we will include suggestions/ideas and log
			the response.
12	Land Value	Unrealistic land value expectataions from the	Costs to factor into the financial model
		existing landowner. To be addressed by	
		independent land value	
13	Boundaries/Wayleaves	Full title search to identify any items that may	Mitigation actions to be included within the financial
		have an impact on the land value	model.
14	Options Agreement	Terms required by the DIO are unacceptable to	Early discussion of the Options Agreement prior to
		RCC	major expenditure will establish whether or not terms
			are acceptable. If not then RCC can withdraw from the
			agreement.
15	Access to site for inspections	Work closely with MOD to ensure access is	Inclusion of survey results will reduce risk leading to
		available for on-site inspections prior to land	greater cost certainty.
		transfer	