



## **Rutland County Council**

Catmose, Oakham, Rutland, LE15 6HP

Telephone 01572 722577 Facsimile 01572 758307 DX28340 Oakham

**Meeting:** PEOPLE (CHILDREN) SCRUTINY PANEL

**Date and Time:** Thursday, 25 February 2016 at 7.00 pm

**Venue:** COUNCIL CHAMBER, CATMOSE, OAKHAM,  
RUTLAND, LE15 6HP

**Clerk to the Panel:** Jane Narey 01572 758311  
Email: [corporatesupport@rutland.gov.uk](mailto:corporatesupport@rutland.gov.uk)

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### **A G E N D A**

#### **1) MINUTES OF MEETING**

To confirm the record of the meeting of the People (Children) Scrutiny Panel held on Thursday, 14 January 2016 (previously circulated).

#### **2) DECLARATIONS OF INTEREST**

In accordance with the Regulations, Members are invited 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.

#### **3) PETITIONS, DEPUTATIONS AND QUESTIONS**

To receive any petitions, deputations and questions received from Members of the Public in accordance with the provisions of Procedure Rule 217.

The total time allowed for this item shall be 30 minutes. Petitions, declarations and questions shall be dealt with in the order in which they are received. Questions may also be submitted at short notice by giving a written copy to the Committee Administrator 15 minutes before the start of the meeting.

The total time allowed for questions at short notice is 15 minutes out of the total time of 30 minutes. Any petitions, deputations and questions that have been submitted with prior formal notice will take precedence over questions

submitted at short notice. Any questions that are not considered within the time limit shall receive a written response after the meeting and be the subject of a report to the next meeting.

**4) QUESTIONS WITH NOTICE FROM MEMBERS**

To consider any questions with notice from Members received in accordance with the provisions of Procedure Rules No 219 and No. 219A.

**5) NOTICES OF MOTION FROM MEMBERS**

To consider any Notices of Motion from Members submitted in accordance with the provisions of Procedure Rule No 220.

**6) CONSIDERATION OF ANY MATTER REFERRED TO THE PANEL FOR A DECISION IN RELATION TO CALL IN OF A DECISION**

To consider any matter referred to the Panel for a decision in relation to call in of a decision in accordance with Procedure Rule 206.

**SCRUTINY**

Scrutiny provides the appropriate mechanism and forum for members to ask any questions which relate to this Scrutiny Panel's remit and items on this Agenda.

**7) QUARTER 3 FINANCE MANAGEMENT REPORT**

To receive Report No. 27/2016 from the Director for Resources

*(Previously circulated under separate cover)*

**8) QUARTER 3 PERFORMANCE MANAGEMENT REPORT**

To receive Report No. 37/2016 from the Chief Executive

*(Previously circulated under separate cover)*

**9) LOCAL SAFEGUARDING CHILDREN'S BOARD: BUSINESS PLAN**

To receive Report No. 41/2016 from Paul Burnet, Chair of the Leicestershire and Rutland Safeguarding Children and Adults Boards.  
(Pages 5 - 46)

**10) OFSTED INSPECTION REPORT: LANGHAM COFE PRIMARY SCHOOL ACADEMY**

To receive the OfSTED Inspection Report for Langham CofE Primary School Academy

(Pages 47 - 56)

**11) PROVISION OF SCHOOL PLACES**

To receive Report No. 55/2016 from Mark Fowler, Head of Service: Learning and Skills  
(Pages 57 - 64)

**12) YOUTH SERVICE PROVISION**

To receive a presentation from Youth Service Officers regarding youth service provision within Rutland.

**13) PEER REVIEW: FEEDBACK**

To receive a verbal report from the Director for People about the recent peer review of certain elements of Children's Services

**14) PROGRAMME OF MEETINGS AND TOPICS**

**a) REVIEW OF FORWARD PLAN 2014/15**

To consider Scrutiny issues to review.

Copies of the Forward Plan will be available at the meeting.

**15) ANY OTHER URGENT BUSINESS**

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

**16) DATE AND PREVIEW OF NEXT MEETING**

Thursday, 28<sup>th</sup> April 2016 at 7 pm

**Agenda Items:**

1. Mental Health  
Detailed scrutiny of provision of mental health support and services to children and people in Rutland including CAMHS
2. Public Health: Children  
Scrutiny review of the public health outcomes for children and young people and the public health commissioning arrangements.
3. RALS Performance Report  
Report from Mark Fowler/Bob Shore
4. Rutland SACRE Annual Report 2014/15

Report to be presented by Mr Carl Smith, Headteacher at CCR as discussed at the Rutland SACRE meeting held on the 13/10/15

5. School Inspection Outcomes

Headteachers invited to present the findings of their OfSTED inspection.  
Annual standing item on the agenda.

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**TO: ELECTED MEMBERS OF THE PEOPLE (CHILDREN) SCRUTINY PANEL**

Mr J Dale (Chairman)

Mr E Baines

Miss R Burkitt

Mrs D MacDuff

Mr A Walters

Mr K Bool

Mr G Conde

Mrs L Stephenson

**TO: CO-OPTED MEMBERS OF THE PEOPLE (CHILDREN) SCRUTINY PANEL**

Mr P Goringe

Ms S Gullan-Whur

Mr A Menzies

**TO: YOUTH REPRESENTATIVES OF THE PEOPLE (CHILDREN) SCRUTINY PANEL**

Ms J Bailey

Miss K Gordon

**OTHER MEMBERS FOR INFORMATION**

## **PEOPLE (CHILDREN) SCRUTINY PANEL**

25 February 2016

### **LEICESTERSHIRE AND RUTLAND LOCAL SAFEGUARDING CHILDREN BOARD (LRLSCB) BUSINESS PLAN 2016/17**

#### **Report of the Independent Chair of the LRLSCB and LRSAB**

Strategic Aim:	'Creating a brighter future for all'.		
Exempt Information		No	
Cabinet Member(s) Responsible:		Councillor Foster	
Contact Officer(s):	Paul Burnett, Independent Chair of the LRS LCB and LRSAB		0116 305 0359 <a href="mailto:paul.burnett@leics.gov.uk">paul.burnett@leics.gov.uk</a>
Ward Councillors	All		

#### **DECISION RECOMMENDATIONS**

That the Panel consider the Business Plans and make any comments or proposed additions or amendments to the report that will be considered as amendments to the current version of the report;

## **1 PURPOSE OF THE REPORT (MANDATORY)**

- 1.1 The purpose of this report is to bring to the attention of the Rutland People (Children) Scrutiny Panel the Business Plan 2016/17 for the Leicestershire and Rutland Local Safeguarding Children Board (LRLSCB). This is brought for consultation and comment.
- 1.2 The Business Plan will have been considered by the LRLSCB at its meeting on 29th January 2016 with final sign off anticipated to be secured at their meeting on 15th April 2016. We wish to provide the Scrutiny Committee with the opportunity to comment at an early stage so that any proposed additions and amendments proposed can be considered by the Boards at their meeting in April.

## **2 BACKGROUND AND MAIN CONSIDERATIONS**

- 2.1 The LRLSCB is a statutory body established as a result of Section 13 of the Children Act 2004 and currently operates under statutory guidance issued in Working Together 2015. There is no statutory requirement to report the annual business plan to scrutiny but it has been considered best practice in the past so to do.

- 2.2 The Annual Report of the LRLSCB was considered by the Rutland People (Children) Scrutiny Panel on 17th September 2015 and emerging priorities for the new Business Plan for 2015/16 were discussed at that meeting. The views expressed by the Committee at that stage were fed into the formative process for the Plan and are reflected in the final versions of the Plan which is attached as appendix 1.
- 2.3 As in 2015/16 the LRLSCB has formulated an individual business plan supplemented by a plan that addresses priorities it will share with the Leicestershire and Rutland Safeguarding Adults Board. This is intended to secure a balance between achieving a strong focus on children's safeguarding issues and recognising that some safeguarding matters require approaches that cross-cut children and adult services and focus on whole family issues.
- 2.4 The future improvement priorities identified in the Annual Report 2014/15 have been built into the Business Plans for 2016/17. In addition to issues arising from the Annual Report the new Business Plans' priorities have been identified against a range of national and local drivers including:
- national safeguarding policy initiatives and drivers;
  - recommendations from regulatory inspections across partner agencies;
  - the outcomes of serious case reviews, serious incident learning processes, domestic homicide reviews and other review processes both national and local;
  - evaluation of the business plans for 2015/16 including analysis of impact afforded by our quality assurance and performance management framework;
  - best practice reports issued at both national and local levels;
  - the views expressed by both service users and front-line staff through the Boards' engagement and participation arrangements.
- 2.5 The new Business Plan has been informed by discussions that have taken place in a number of forums since the autumn of 2015. These include:
- the annual Safeguarding Summit of chief officers from partner agencies held on 13th November 2015;
  - meetings of the Scrutiny Panels in both Leicestershire and Rutland at which both the annual report 2014/15 and future priorities for action have been debated;
  - meetings of the Leicestershire and Rutland Health and Well-Being Boards at which both the annual report 2014/15 and future priorities for action have been debated;
  - discussions within individual agencies
- 2.6 Business Plan priorities were discussed and debated at a meeting of Rutland People (Children) Scrutiny Panel at their meeting held on 7th September 2015. As stated above all the issues raised at that meeting have been incorporated into the

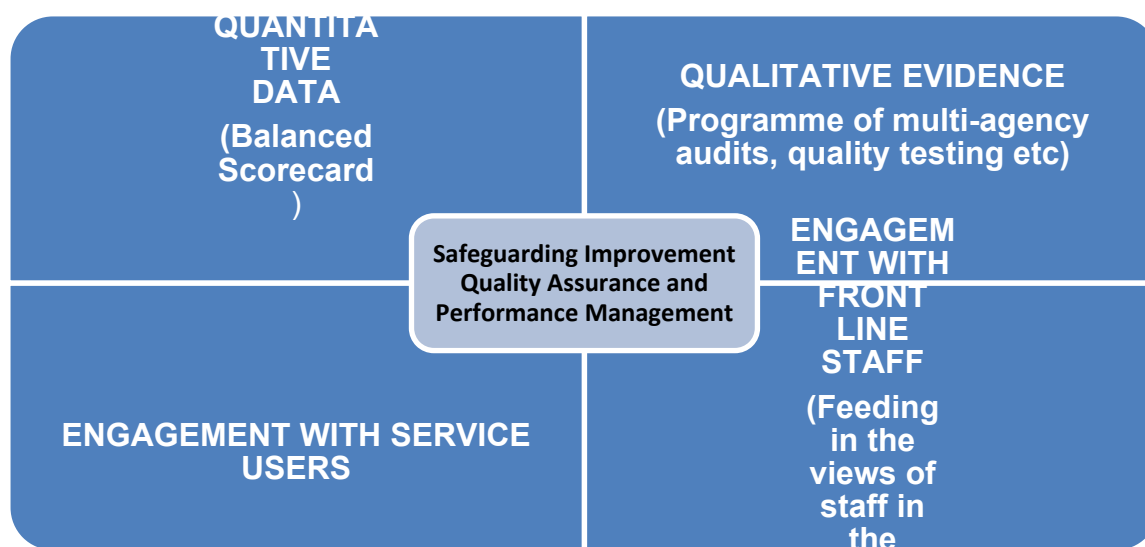
draft Business Plan attached.

- 2.7 The proposed strategic priorities, priority actions and key outcome indicators set out in the new Business Plans were formulated through the annual development session of the two safeguarding boards held on 25th November 2015.
- 2.8 We have adopted a new approach to our business planning this year moving away from the five strategic priorities that have been in place for the last three year and focusing on areas that we have identified as priorities for development and improvement. At the Development Day Board members identified areas in which we had reached good levels of performance and agreed that these would not be included in the Business Plan but rather monitored through a core quality assurance and performance management framework to ensure performance remained at levels judged to be good or better. By focusing the Business Plan on areas identified for improvement we also hope better to target work on a reduced number of priorities in recognition of the need to be SMART at a time of increasing pressures on capacity.
- 2.9 There are two Business Plans being presented to the Scrutiny Panel. The first is that which relates specifically to the LRLSCB. This is attached as Appendix A. The second is a plan developed jointly with the LR Safeguarding Adults Board and focuses on those areas that cross-cut children and adult services. This is attached as Appendix B.
- 2.10 The specific priorities that have arisen for the LRLSCB are:
- Child Sexual Exploitation
  - The impact of learning from Serious Case Reviews (SCRs) and other reviews
  - Signs of Safety
  - Early Help
  - Evidencing the impact of the threshold protocol across the partnership
  - Neglect
- 2.11 The priorities that have arisen for the part of the Business Plan shared with the LRSAB are:
- Domestic Abuse
  - Reducing safeguarding risk arising from mental health issues – including monitoring of the implementation of the Mental Capacity Act and DoLS and its application to 16-18 year olds
  - PREVENT

Consideration is also being given to whether, in the light of current international issues we should include a priority that considers safeguarding risks that may be faced by refugees. It would be helpful for the Scrutiny Panel to express a view on this area of consideration. Against each of these priorities the Boards are in the process of identifying key outcomes for improvement and the actions that will need to be taken over the next year to achieve these improved outcomes. These are set out in the draft Business Plans that are attached as Appendix A and Appendix B to this report.

- 2.12 The Quality Assurance and Performance Management Framework for the Board

will be revised to ensure that it reflects the new Business Plan and enables ongoing monitoring of performance of core business that is not covered in the business plan. The final framework will be signed off by the Board at its meeting on 15<sup>th</sup> April 2015 but the Scrutiny Panel may wish to comment on specific indicators and evidence it would wish to include. Quality Assurance and Performance Management will continue to be framed around our 'four-quadrant' model as set out below:



- 2.13** A further change to our Business Plan this year is that against all priorities for action we will include cross-cutting themes that must be addressed both to strengthen safeguarding practice and also secure stronger evidence of impact for the quality assurance framework. The cross-cutting themes are set out in the grid below.

Priorities for improvement	Learning and Improvement drivers	Audit implications	User views and feedback	Workforce implications	Comms implications
Priority 1					
Priority 2					
Priority 3					

These cross-cutting activities will be agreed by those mandated to lead on each specific priority.

- 2.14** The views of a range of forums are being sought on the Business Plans. This includes the Cabinets, children and adult scrutiny committees and the Health and Well-Being Boards in both local authority areas.



### **3 ORGANISATIONAL IMPLICATIONS**

- 3.1 Rutland County Council contributes £52, 250 to the costs of the LRLSCB (of a total budget of £335,525). In addition it contributes £8,240 to the costs of the Leicestershire and Rutland Safeguarding Adults Board (LRSAB) (of a total budget of £102,610).

### **4 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

- 4.1 It is recommended that the Scrutiny Panel consider the Business Plans and make any comments or proposed additions or amendments to the report that will be considered as amendments to the current version of the report;

### **5 BACKGROUND PAPERS**

- 5.1 There are no additional background papers to the report.

### **6 APPENDICES (SIMPLY STATE IF THERE ARE NO APPENDICES)**

- 6.1 The draft LRLSCB Business Plan 2016/17 is attached as appendix A. The joint business plan of the LRLSCB and the LRSAB is attached as appendix B.

A Large Print or Braille Version of this Report is available upon request –  
Contact 01572 722577. (18pt)

## **Appendix A. LRLSCB Business Plan 2016/17**

Attached

## **Appendix B. LRLSCB and LRSAB Joint Business Plan 2016/17**

Attached

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LRLSCB

1<sup>st</sup> DRAFT

BUSINESS PLAN 2016/17

## **Notes: Please read!**

- 1 The first section of this draft business plan is configured in a conventional way – it is aimed at the Board and the Executive group.**
- 2 Between the two sections are some notes suggesting how subgroups / task and finish groups should use the second section**
- 3 It is a first draft and therefore not complete.**
- 4 It will require significant input from subgroups.**

**The consultation plan for the business plan will include:**

### **Subgroups**

**The executive and Board membership**

**Childrens Scrutiny meetings in Leicestershire and Rutland LAs**

**Adults and communities scrutiny meetings in Leicestershire and Rutland**

**Cabinet in Leicestershire and in Rutland**

## LSCB Priority 1 Owner – TBC

### Secure robust and effective arrangements to tackle Child Sexual Exploitation, Missing and Trafficking

PRIORITY	What are we going to do?	How are we going to do it?	Who is responsible?	When is it going to be done by?	Impact / what difference has it made?	Progress made
To broaden awareness raising activity in relation to CSE, trafficking and missing whilst targeting identified underrepresented groups	<p>Implement the CSE, Trafficking and Missing Sub Group communications strategy</p> <p>Revise, update and deliver the training strategy</p>	Develop a programme of communication activity and training initiatives appropriate and relevant to a wide range of individuals and groups	<p>CSE, Trafficking and Missing Sub Group</p> <p>CSE Communications Coordination Group</p> <p>Training Sub Group</p> <p>CSE Coordinator</p> <p>SEG</p>	September 2016	<p>Improved levels of awareness</p> <p>Increased referrals from a wider range of agencies</p> <p>Increased levels of participation in training</p> <p>Increased reporting of concerns by underrepresented groups</p> <p>Improved public trust and confidence</p>	
To reduce the number and frequency of missing episodes for children deemed to be at highest risk of harm	Partners meet their statutory duties in relation to children returning from missing episodes including where CSE is a potential or	<p>Develop and implement a specialist response to those children at the highest risk</p> <p>Ensure learning from</p>	<p>CSE Sub Group</p> <p>SEG</p>	December 2016	<p>Improve the response to children and young people by understanding causes of missing episodes</p> <p>Reduce the number of</p>	

	known risk factor	return interviews is collated and acted upon			repeat missing episodes  Reduce impact of risky behaviours associated with missing episodes such as CSE, criminality and substance misuse	
To seek assurance that the implementation of the Strategic partnership Development Fund (SPDF) CSE programme leads to enhanced safeguarding outcomes for children 16	Implement the 13 projects linked to the programme arising from the SPDF  Ensure linkage between implementation of the SPDF programme and the LSCB CSE, Trafficking and Missing Strategy	Identify audit opportunities to test improved safeguarding outcomes  Monitor and review progress of programme implementation	CSE, Trafficking and Missing Sub Group  CSE Executive Group  SPDF Programme Board  SEG	September 2016	Improved professional and public confidence.	
To provide effective support and recovery services for victims of CSE and their families that meet the spectrum of their needs	Post abuse services are sufficient and effective	Review current commissioning arrangements to determine whether they are well planned, informed and effective  Assess and evaluate the sufficiency of current services to offer specialist interventions specifically post	CSE Executive Group	December 2016	Local services match local need	



		abuse  Ensure the needs of children and young people are represented in the Health and Well-Being Strategy use support				
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**LSCB Priority 2 Owner – TBC**

**To maximise the impact of learning from SCRs and other reviews**

<b>17</b>	<b>PRIORITY</b>	<b>What are we going to do?</b>	<b>How are we going to do it?</b>	<b>Who is responsible?</b>	<b>When is it going to be done by?</b>	<b>Impact / what difference has it made?</b>	<b>Progress made</b>
	<p>To ensure that recommendations from SCR and other reviews locally and nationally are disseminated, acted upon and positively impact on the quality of safeguarding services and their outcomes for children, young people and families.</p> <p>These would include</p>	<p>Identify the key learning and action points arising from local and national SCRs</p> <p>Disseminate relevant recommendations and learning points to those that need to implement and secure improvement.</p> <p>Ensure that appropriate workforce</p>	<p>Agree plan of action for improvement.</p> <p>Devise and implement communications and engagement activity to secure staff awareness.</p> <p>Trigger appropriate workforce development activity.</p>	<p>SCR Subgroup</p> <p>Communications and Engagement Subgroup</p> <p>Training and Development Subgroup</p>	<p>April/May 2016</p> <p>June 2016</p> <p>July 2016</p>		

issues identified from both National and Local SCR's: <ul style="list-style-type: none"> <li>• Young people 'Suicide and Self Harm</li> <li>• Bruising to non – mobile babies</li> <li>• Effective Information Sharing</li> <li>• Case Supervision</li> <li>• Vulnerable Looked after children</li> <li>• Transient families</li> <li>• Domestic Abuse in families with children</li> </ul>	development takes place to ensure staff can implement required change.  Agree a quality assurance and performance management framework to test impact on service quality and outcomes for children, young people and families.	Audit to test outcomes following implementation of recommendations.  Hold Review learning events.	Safeguarding Effectiveness Group	Spring 2017		
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**LSCB Priority 3 Owner - TBC**

**To champion and support the extension of Signs of Safety (SoS) across the Partnership and secure assurance of the effectiveness of multi-agency processes/working and evidence of positive impact for service users.**

<b>PRIORITY</b>	<b>What are we going to do?</b>	<b>How are we going to do it?</b>	<b>Who is responsible?</b>	<b>When is it going to be done by?</b>	<b>Impact / what difference has it made?</b>	<b>Progress made</b>
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19	Through Signs of Safety to secure improvement in multi-agency practice across the child's journey through early help, child protection and care to attain improved outcomes for the children and families supported	Quantify the means by which SoS can support improved safeguarding practice in areas previously identified as requiring improvement. Formulate a multi-agency programme of action to embed SoS across the partnership in both Leicestershire and Rutland possibly through a Multi-Agency Task and Finish Group	Undertake a deliberative enquiry session at Board to confirm key practice improvement priorities and multi-agency framework for collective delivery of SoS.	Board	April 2016		
		Monitor and evaluate the impact of the Innovation Programme in Leicestershire and enable learning to be disseminated in support of the roll out of SoS in Rutland.	Agree strategy and action plan for implementation of multi-agency delivery of SoS.	Development and Procedures Subgroup/Multi-agency Task and Finish Group	July 2016		
		Quality assure and performance manage SoS in both authorities to test the impact on key areas of targeted improvement	Ensure the delivery and evaluation of a workforce development programme to support effective implementation and improvement thought SoS.	Training and Development Group	September 2016 – March 2017		
			Design and agree quality assurance and performance management framework to test	Safeguarding and Effectiveness Group	July 2016		

		impact.				
<p style="text-align: center;"><b>LSCB Priority 4 – Owner: TBC</b></p> <p style="text-align: center;"><b>Be assured that thresholds for services are understood across the partnership and applied consistently.</b></p>						
<p>Be assured that multi agency understanding of LA thresholds (Leicestershire and Rutland) is robust and that implementation is consistent across all agencies. These would include the following issues:</p> <ul style="list-style-type: none"> <li>• LCC – Early Help occasionally not escalating cases soon enough</li> <li>• LCC – Child Protection Conference repeats.</li> <li>• LCC – CSE. Higher level of consciousness required across service including First Response Children's Duty.</li> </ul>	<p>Test multi-agency understanding and application of safeguarding thresholds (Leicestershire and Rutland) through the four quadrant QAPM framework.</p>	<p>Audit referrals to First Response in Leicestershire and Childrens Duty and assessment Team in Rutland</p>	<p>Safeguarding Effectiveness Group</p>	<p>March 2017</p>		

<ul style="list-style-type: none"> <li>• Rutland – Joint working in respect of S. 47</li> <li>• LCC/Rutland – Shared language and decision making regarding the use of 'No Further Action' to referrals</li> </ul>						
<p align="center"><b>LSCB Priority 5 – Owner:TBC</b></p> <p align="center"><b>Be assured that Early Help Service are effectively coordinated across the LSCB partnership and secure outcomes that reduce pressure on child protection and care services</b></p>						
<p>Be assured that Early Help services are coordinated effectively across the LSCB partnership in Leicestershire and Rutland to maximise impact on service quality and outcomes for children and families.</p>	<p>Review the map of service provision across early help in both local authorities and ensure there is coherence and co-ordination of provision.</p> <p>Test the impact of early help in terms of safeguarding service quality and outcomes for children and families through an agreed multi-agency QAPM framework .</p> <p>Identify any areas for improvement and secure assurance these are acted on.</p>	<p>Regular partnership reporting to the Executive on multi-agency performance in early help.</p> <p>Regular analysis of QAPM outcomes.</p>	<p>Safeguarding Effectiveness Group</p>	<p>March 2017</p>		

## LSCB Priority 6 – LLR lead is Rama Ramakrishnan (NSPCC)

**To be assured that the LLR Neglect strategy increases understanding, identification, risk assessment and management of Neglect and reduces prevalence in Leicestershire & Rutland**

**(Identifying neglect earlier within families, supporting parents to enable change through partnership working, in order to reduce the impact of neglect on the emotional and physical wellbeing of children).**

<b>PRIORITY</b>	<b>What are we going to do ?</b>	<b>How are we going to do it?</b>	<b>Who is responsible ?</b>	<b>When is it going to be done by?</b>	<b>Impact / what difference will it make?</b>	<b>Progress made</b>
Be assured that the LLR Neglect Strategy is effective in safeguarding children in Leics & Rutland	Develop and publish Neglect Strategy	Consultation with LLR Neglect Reference group members and national resources	LLR Neglect Reference Group Chair Rama Ramakrishnan (NSPCC)	March 2017	Create a standard to identify, risk assess and manage Child Neglect	Current draft completed 10/12/15
Seek assurance that the LLR Neglect Toolkit is effective in safeguarding children in Leics & Rutland	Development and Launch Neglect Toolkit	LLR-wide Frontline Practitioner Survey to gather evidence on existing ways in which neglect is identified, risk assessed and managed.	LLR Neglect Reference Group, Task & Finish Group Chair Julie Quincy (CCG Hosted Safeguarding Team)	Toolkit launch (early 2016)	Improved and consistent identification, risk assessment and management of Child Neglect across LLR partnership	

					agencies	
Seek assurance that LLR neglect procedures are effectively safeguarding children in Leics & Rutland	Procedures – promote LLR Practice Guidance to ensure buy-in of frontline practitioners  Review and update LLR procedures	Promote LLR Practice Guidance  Promote local dispute resolution process to consider neglect cases where appropriate protection is not achieved	LLR Neglect Reference Group Chair Rama Ramakrishnan (NSPCC)	March 2017		

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LSCB AND SAB  
1<sup>st</sup> DRAFT  
BUSINESS PLAN 2016/17

**Notes: Please read!**

- 1      The first section of this draft business plan is configured in a conventional way – it is aimed at the Board and the Executive group.
- 2      The second section is based on the grid developed at the Board development session and is intended to provide a framework for subgroups and task and finish groups to populate their action plans, showing how the priorities within this plan will be achieved.
- 3      Between the two sections are some notes suggesting how subgroups / task and finish groups should use the second section
- 4      It is a first draft and therefore not complete.
- 5      It will require significant input from subgroups.
- 6      All of the priority ‘owners’ suggested are unconfirmed and have not been approached or asked.

26  
The consultation plan for the business plan will include:

**Subgroups**

The executive and Board membership

Childrens Scrutiny meetings in Leicestershire and Rutland LAs

Adults and communities scrutiny meetings in Leicestershire and Rutland

Cabinet in Leicestershire and in Rutland

<div>Domestic Abuse</div> <div>Joint Priority 1 Owner – David Sandall ?</div>						
PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
A} Create Pathway for Victims, Children and Young people and seek assurance that the safeguarding elements of the pathway are robust.	Monitor the progress of the creation of the pathway by the DVSG	Ask for assurance that the work is completed and the pathway is effective; to be reported to the executive group every quarter Establish data set for performance report	Chair of DVSG via David Sandall?	March 2017		
B) Create pathway for perpetrators	Ask the DVSG to consider creating or further developing a pathway for perpetrators	Ask for assurance that the work is completed and the pathway is effective; to be reported to the executive group every quarter Establish data set for performance report	Chair of DVSG via David Sandall?	March 2017		

<div> <div>Mental Health</div> <div>Joint Priority 2 - Owner Rachael Garton?</div> </div>						
PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
<div>28</div> <div>A} Suicide</div>	<p>Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group.</p> <p>The subgroup will Review the existing local suicide prevention plan to assess it's effectiveness in relation to children, young people and adults safeguarding.</p> <p>The subgroup will develop an appropriate action plan to address any identified weaknesses,</p>	<p>This column to be determined by the subgroup / lead , in conjunction with a board officer.</p>	<p>Rachel Garton</p>	<p>March 2017</p> <p>March 2017</p>		
<div>B) Self Harm</div>	<p>Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group.</p> <p>Understand the current information and resources available to children, young people and adults on Self</p>	<p>This column to be determined by the subgroup / lead , in conjunction with a board officer.</p>	<p>?</p>	<p>March 2017</p>		

	Harm. Including what to do if someone you know is self-harming.					
C) MCA DOLS	<p>Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group.</p> <p>For the subgroup to ensure that the workforce across both Childrens and Adults services have an appropriate understanding of mental capacity act and deprivation of liberty safeguards</p>	This column to be determined by the subgroup / lead , in conjunction with a board officer.	?	March 2017		
8 Emotional Health and Wellbeing pathway	<p>Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group.</p> <p>To be assured that the safeguarding elements of the transformation plan for mental health and wellbeing effectively safeguards children, young people and adults (including transitions)</p>	This column to be determined by the subgroup / lead , in conjunction with a board officer.	?	March 2017		
E) CAMHS	Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group.	This column to be determined by the subgroup / lead , in conjunction with a board officer. 'Better Outcomes'	?	March 2017		

	To seek assurance that the CAMHS review will result in better safeguarding outcomes for children and young people.	to be agreed between the subgroup and the Board.				
30 F) Learning Disability pathway	Consider establishing a mental health sub group if this issue isn't currently within the remit of an established group. The LLR Health and Social Care Learning disability pathway planned within the BCT programme is being developed. The Board needs assurance that the safeguarding elements of services and pathway are robust.		?	March 2017		

### Joint Priority 3 Owner – Jane Moore?

**Prevent** - Should this be a priority or BAU

PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
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Prevent	Seek assurance that the Prevent actions agreed by the Boards (shown on the right) are delivered effectively.	b) That the Joint LSCB/SAB section receive quarterly reports on Prevent; c) That bespoke training be offered to members of the LSCB/SAB Board, Executive and Subgroups; d) That LSCB members promote WRAP sessions to educational institutions.		March 2017		
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31 LSCB Priority 1 Owner – Lesley Hagger and Tim O Neil ?

Child Sexual Exploitation, missing and Trafficking

PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
To be populated by Victor, Andy Sharp and Bally						





PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
Improve Multi Agency awareness and understanding of Signs of Safety	Develop a multi-agency briefing session and disseminate across the LSCB partnership		??	March 2017		
Do we need an additional priority on safeguarding of increasing numbers of young refugees and asylum seekers ?						
33						
Early Help						

Neglect						
Thresholds						
34						

**SAB Priority 1 Owner Jon Wilson**

**Hidden harm in the community**

<b>PRIORITY</b>	<b>What are we going to do ?</b>	<b>How are we going to do it?</b>	<b>Who is responsible ?</b>	<b>When is it going to be done by?</b>	<b>Impact / what difference will it make?</b>	<b>Progress made</b>
<p>Referral rates have until recently shown higher rates of referrals in relation to Care Providers (although this has levelled out.) The Board should now see an increase in community based referrals.</p>	<p>The Board to interrogate referral information and data.</p> <p>Establish if members of the public and Service Users ' know what is abuse/harm</p> <p>If necessary Initiate an awareness raising campaign</p>	<p>Survey public understanding of safeguarding adults (abuse and harm)</p> <p>Production of posters and leaflets</p>	??		An increase in community based referrals	

**SAB Priority 2 Owner – Jon Wilson**

**Thresholds**

PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
Increase Multi agency understanding of Safeguarding thresholds	Test out how thresholds are applied. Identify gaps in knowledge about thresholds? Thresholds document updated and agreed multi-agency	Audit to establish current understanding.				
<div>36</div> <div>SAB Priority 3 Owner - Carmel O'Brien?, or Carol Ribbins</div> <div>Making Safeguarding Personal</div>						
PRIORITY	What are we going to do ?	How are we going to do it?	Who is responsible ?	When is it going to be done by?	Impact / what difference will it make?	Progress made
Embed principles of MSP across the SAB partnership	Increase understanding and competence in the use of Making Safeguarding Personal	Create a multi-agency task and finish group to lead on this priority				

**Guidance for identified sub group Chairs for each of the Safeguarding Boards business plan priorities.**

You have been requested to Chair a sub group relating to an identified priority in the 2016/17 Business plan.

As part of each priority, individual actions have been identified by the Board in order for the priority to be effectively managed and the Board to be assured of outcomes and impact.

You may identify further actions that are required to complete the work.

A Safeguarding Board member has been identified as the Board lead for each priority.

You are asked to consider the following issues when completing and reporting on actions to the Safeguarding Board.

Considerations	Notes
LEARNING AND IMPROVEMENT	<ul style="list-style-type: none"><li>➤ What should be considered from local and National reviews including SCRs, SARs, Audits .</li><li>➤ Also consider how evidence of impact can be captured.</li></ul>
COMPETENT CONFIDENT WORKFORCE 37	<ul style="list-style-type: none"><li>➤ How are staff informed about changes that are made to policy ,</li><li>➤ procedure or practice as a result of your groups work.</li></ul>
VOICE OF THE SERVICE USER	<ul style="list-style-type: none"><li>➤ Information gathered from service user to inform your work. What do they say needs to change?</li><li>➤ How will communicate the outcomes to service users?</li></ul>
DATA	<ul style="list-style-type: none"><li>➤ How will the Board be assured of the outcomes and impact of your work?</li><li>➤ Consider data for the performance management report that would support improvements in performance.</li><li>➤ Consider case file audit when changes have been implemented</li></ul>
INFORMATION SHARING REQUIREMENTS	<ul style="list-style-type: none"><li>➤ What are the barriers (if any) to sharing information for example when someone has Mental Capacity and doesn't want you to do anything?</li><li>➤ How do we resolve these difficulties?</li></ul>

JOINT PRIORITIES						
PRIORITY	ACTIONS REQUIRED	LEARNING AND IMPROVEMENT (Reviews, SCRs, SARs, Audits, Impact Evidence)	COMPETENT CONFIDENT WORKFORCE	VOICE OF THE SERVICE USER	DATA What is needed?	Information on sharing requirements
38	1 Domestic Abuse  a) Pathways for Children, young people, victims etc.	Finish and embed the DV pathway for Children and YP  Assurance that Domestic Abuse Pathway considers all routes in	Draw out recommendations from DHRs locally, regionally, and nationally, and the Home Office repository for guidance  To assure learning is embedded carry out Multi-agency audit, including MARAC	Test via Outcome of audits  Use different Methods of communication with frontline staff  Assurance about cascading of knowledge	Gather via Data from IDVAs  Data from UEVA  DHRs  CPCs	MARAC meetings and outcomes MAPPA meetings and outcomes Use of DASH Feedback from operation encompass
	b) Pathways for perpetrators	Will need to be developed in partnership with DVSB for Leicestershire and Rutland	Care pathway and knowing how to act → clarity around process and procedure			DV ISA?
	2 Mental Health  a) Suicide	To be assured that the Suicide prevention plan includes action for preventing Children and young people suicide. Regular updates on the implementation and	Review learning from local and national SCRs  Have oversight of the Suicide prevention	Build confidence on what to do following suicide. Increase knowledge and bring together staff as an expert	Feedback and engagement from service user through service user groups  Multi-agency	Review what is already collected. 'Don't reinvent the wheel'.  How much are we doing?

	effectiveness of the suicide prevention Plan.	strategy.	resource hub. Provide advice, information, education	feedback and engagement needed (not just reviews)	<p>What is the result of what we are doing?</p> <p>What does user think?</p> <p>Are staff delivering? (survey)</p> <p>Are we doing what we should be doing against procedures? (audit)</p>	
39	b) Self-Harm	Understand the current information and resources available to children, young people and adults on Self Harm. Including what to do if someone you know is self- harming.		Provide information for staff on self harm within young people	Both Leicestershire and Rutland youth councils have asked that Self Harm be prioritised by the LSCB.	Feedback from children and young people.
	c) MCA, Dols and court of protection– embedding understanding	Receive assurance reports from MCA / DoLS and the new Transitions project		<p>Better understanding of mental health by staff including the use of:</p> <ul style="list-style-type: none"> <li>• Thresholds</li> <li>• MCA</li> </ul>	Learn from the feedback provided by Making Safeguarding Personal.	
	d) Emotional Health and Wellbeing pathway	To be assured that the transformation plan for Mental Health and Wellbeing effectively	Assured that lessons from Verita report, QSG etc. are	Better Care Together providing better multi-agency	Identify the standard of how the service user is engaged /	Work more closely with BCT For BCT – having safeguarding

	safeguards children and young people, including children and transition to adults	being addressed. Pathways have taken outcomes and evidence in new pathways of addressing gaps in assurance	approach Assured that LSCB Workforce Plan and BCT Workforce Plan informs training. Cross check with Competency Framework. Include voice of the Workforce – how competent and confident do they feel?	voice captured  Different / relevant cohorts to each step of the pathway	indicators for the work streams. Seek assurance that agencies are identifying the right indicators.	
40 e) CAMHS	<p>To be assured that the review of CAMHS continues and appropriate changes are identified .</p> <p>No place of Safety in UHL Child Mental Health?</p>		Dependant on the review of CAMHS	Gain feedback directly from young people using CAMHS services.	<p>Work more closely with BCT</p> <ul style="list-style-type: none"> <li>* Reduction in admission to Tier 4</li> <li>* Crisis minimised</li> <li>* More shift downwards to T3, T2, T1</li> </ul> <p>Reduction in use of place of safety (Section 46, PPO) 100% of children and young people – tier 4 are in the right setting K.L.O.E (Key lines of Enquiry) Demographics of population re targeting of</p>	



					services?	
f) Learning disability pathway	??					
3 Prevent	<p>Refresh of strategy across LLR - Making it real</p> <p>To be assured that the LLR prevent strategy is embedding effectively.</p> <p>PREVENT for Primary Schools – enabling them to ‘talk about it’</p>	To learn from the National Prevent strategy	All appropriate staff trained within the scope of the strategy	Gain feedback from Children, young people and adults on their awareness and understanding of Prevent.	% of relevant staff trained. Numbers of referrals	

4  
ON

LSCB PRIORITIES						
PRIORITY	ACTIONS REQUIRED	LEARNING AND IMPROVEMENT (Reviews, SCRs, SARs, Audits, Impact Evidence)	COMPETENT CONFIDENT COMMITTED... WORKFORCE	VOICE OF THE SERVICE USER	DATA What is needed?	Information on sharing requirements?
1. CSE						
2 Disseminate relevant Recommendations	Review SCRs published nationally, Disseminate relevant		Use Safeguarding matters, SCR	Test impact of recommendations with groups of		

	ons from SCR and other reviews locally and Nationally and evidencing the impact of the learning	recommendations and learning points. Audit to test outcomes following implementation of recommendations. Hold SCR learning events.		learning events.	young people		
	3 Multi Agency awareness and understanding of Signs of Safety	Develop a multi-agency briefing session and disseminate across the LSCB partnership		Audit M/A staff understanding of SOS	Collect feedback from Children and young people that have been present at SOS style conferences		
42	4 Do we need a priority on the rising number of young refugees and asylum seekers. ?						

SAB PRIORITIES						
PRIORITY	ACTIONS REQUIRED	LEARNING AND IMPROVEMENT (Reviews, SCRs, SARs, Audits, Impact Evidence)	COMPETENT CONFIDENT WORKFORCE	VOICE OF THE SERVICE USER	DATA / <b>AUDIT</b> What is needed?	Information sharing requirements
<b>1. Hidden Harm in Community</b>  Referral rates have until recently shown		Local Intelligence- where are alerts coming from	Clear alert/referral pathway in place.	What are people telling us about:  Understanding of what constitutes	Source of Alerts  No of Self Alerts  Demographics of	Sharing Information when someone has

<p>higher rates of referrals in relation to Care Providers although this has levelled out.</p> <p>Do members of the public and Service Users ' know what is abuse/harm</p> <p>Recognition of the changes to Care at home, self directed support</p> <p>43</p>		<p>Research</p> <p>Learning from themes of alerts</p> <p>National/Regional SAR's</p> <p>Data</p>	<p>Upskilling Home Care agencies – Using case scenarios to make it clear what we mean</p> <p>Communications Need to know where to target</p> <ul style="list-style-type: none"> <li>- Care Home newsletter</li> <li>- Safeguarding Matter</li> <li>- Website</li> <li>- Leaflets</li> <li>-Posters</li> </ul>	<p>abuse/harm</p> <p>Where they would get help</p> <p>Action-</p> <p>Survey – possibly HealthWatch</p> <p>SAB 'Listening Booth'</p> <p>Do you feel safe?</p> <p>Communications Need to know where to target</p> <ul style="list-style-type: none"> <li>- Care Home newsletter</li> <li>- Safeguarding Matter</li> <li>- Website</li> <li>- Leaflets</li> <li>-Posters</li> </ul>	<p>Leicestershire/Rutland Population</p> <p>Use data to identify gaps in service delivery/themes and hotspots</p>	<p>Mental Capacity and doesn't want you to do anything</p>
2. Thresholds	<p>Identify gaps in knowledge about thresholds?</p> <p>Thresholds document updated and agreed multi-agency</p>	<p>Understand if thresholds is an issue within SARs.</p>	<p>Understand multi agency staff understanding of thresholds. Currently it is a LA threshold document, for LA to apply. Test out how thresholds are applied.</p>	<p>Establish what making safeguarding personal says about thresholds.</p>		

3. Making Safeguarding Personal	Embed principles of MSP across the SAB partnership		Develop a multi agency understanding of MSP			

KEY LINES OF ENQUIRY – IMPACT – RESILIENT COMMUNITIES - \*INCREASED REFERRAL - \*INCREASE ADVICE AND INFORMATI

## EVIDENCE OF MATRIX

PRIORITY	LEARNING AND IMPROVEMENT (Reviews, SCRs, SARs, Audits, Impact Evidence)	COMPETENT CONFIDENT WORKFORCE	VOICE OF THE SERVICE USER	DATA What is needed?
Refugees	Balkans?  Conflicts  Uganda  (learning from history)	Briefing and learning event for staff - Entitlement to Public funds  High quality age assessments Consistency across areas  Workforce confidence to use evidence based decision making to prevent allegations of discriminatory behaviour  Linguistic and cultural issues	Community resistance balanced with welcoming new arrivals	Liaison with - Interpreter Service - Security Services - Understanding numbers and placement decisions  Strategic responsibility via national?, chairs? to understand statutory position of refugees. What triage has been completed before arriving?

## Notes

Add in a column for action owner and escalate to executive

Recommend the creation of a mental health sub-group – chaired by Rachel Garton?



# Langham CofE Primary School Academy

1 Burley Road, Langham, Oakham LE15 7HY

## Inspection dates

6–7 October 2015

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Subject leadership requires improvement. Leaders' roles require further development as they do not yet have enough impact on school improvement.
- Governance has been weak. Governors have an increasing understanding of the importance of their role after presiding over a period of school decline.
- Senior leaders and governors have not held colleagues to account for their performance in the past. There was too much complacency and not enough realism about the school's performance.
- The quality of teaching is inconsistent. Teachers do not use regular assessment of pupils' knowledge to inform the next steps in pupils' learning.
- Teachers do not always match the work they set to pupils' abilities well enough. As a result, some pupils could achieve more.
- Outcomes are not good enough for particular groups of pupils. Most-able pupils, disadvantaged and disabled pupils and those with special educational needs do not make as much progress or achieve as well as they should.
- Pupil achievement in Key Stage 2 has been inconsistent in recent years.
- The role of the early years' leader is underdeveloped. The quality of provision and resources for children, both indoors and outdoors, requires improvement.

### The school has the following strengths

- The executive headteacher and head of school have made an immediate difference to the school. Their actions are improving the school rapidly.
- Senior leaders have the full support of governors, staff and parents for their actions to improve the school.
- Pupils' attendance is good and they are eager learners who behave very well in class and around the school.
- The school's values and teaching prepare pupils well for life beyond the school gates. They understand fundamental British values and treat each other with respect, care and consideration.

## Full report

### What does the school need to do to improve further?

- Raise the standard and impact of subject leadership, by:
  - developing leadership skills
  - monitoring subject leaders' performance and ensuring that they hold colleagues to account for the outcomes of all pupils.
- Increase the impact of governors on school improvement by ensuring that:
  - governors challenge school leaders about their actions and insist that there is good evidence to support the answers provided
  - governors hold leaders and teachers to account for the progress of all pupils
  - governors fully understand all of the statutory duties required of an academy
- Ensure the consistently high quality of teaching and learning, by:
  - improving teachers' questioning skills so that they extend pupils' thinking and deepen understanding
  - assessing pupils' work to accurately identify the next steps in learning which provide sufficient challenge for all pupils
  - introducing a curriculum that engages pupils and provides them with meaningful opportunities to use their skills across a range of subjects.
- Raise outcomes for pupils in Key Stage 2, especially most-able pupils, disabled pupils, those with special educational needs and pupils in receipt of the pupil premium, through:
  - senior and subject leaders and governors holding colleagues fully to account for the achievement of all pupils
  - more regular monitoring of pupil performance
- Improve provision in the early years, by:
  - developing effective leadership to raise standards and ensure that pupils are better prepared for Year 1
  - providing an environment which strengthens the learning of children, both indoors and outdoors
  - assessing children accurately and using this information to identify next steps in learning for every child.
- The school should undertake an external review of governance.



# Inspection judgements

## Effectiveness of leadership and management requires improvement

- On their arrival, the executive headteacher and head of school rightly identified that school self-evaluation was over-generous and that there was a complacent attitude to school improvement. There was a culture of too much trust and not enough challenge within school leadership. Leaders did not hold staff to account for pupil outcomes with enough rigour. This resulted in some groups of pupils not achieving as well as they might.
- The role of subject and middle leaders is underdeveloped. In the past, these leaders were not held to account for their actions in improving outcomes in the areas they led. They lacked the necessary skills and understanding to discharge their responsibilities to full effect.
- Staff and governors have received the recently appointed executive headteacher and head of school like a breath of fresh air. Staff share their sense of purpose and understand the need for rapid change and improvement. The new senior leaders have effectively communicated important messages about raising expectations and now enjoy the full support of their staff.
- The executive headteacher and the head of school have evaluated the school's current position accurately and honestly. They have implemented a newly created plan for school development with signs of early and rapid improvement across the school. Staff know what is now expected of them and school leaders challenge underperformance effectively. Raised expectations are also reflected in the recent performance targets set for staff.
- There is a greater focus on the impact of actions taken and the use of additional funding such as the pupil premium and PE and sports premium. Leaders can identify where these grants have had most success and have pinpointed future spending with greater accuracy to improve outcomes for disadvantaged pupils, in particular.
- Senior leaders lead by example and parents comment on how they are now a more visible presence in school. Parents have better information about their children's progress and feel increasingly welcome in the school. Both parents and pupils speak highly of the wide range of extra-curricular activities covering the arts and sport and the impact that this has on their development.
- Leaders are improving the curriculum to enable better teaching and learning to take place. They have identified gaps, particularly in the teaching of literacy. A new assessment system is helping teachers to have a better understanding of what pupils can do and what they need to do to improve further.
- The school provides strong social, moral, spiritual and cultural education. Pupils have a good sense of justice, fairness and equality. They told inspectors how they feel safe at school and how their lives differ from those of refugees, for example. Pupils say there is no bullying and that they know who to turn to if they have a problem. They understand the rule of law and democracy, comparing it to those who do not enjoy such freedoms. Pupils know that the school does not tolerate discrimination of any kind and that they are responsible for their own actions. They are well prepared for life in modern Britain.
- During the last year, the local authority has provided effective support and this has helped to raise pupil achievement. The Rutland Learning Trust currently provides very good support which has speeded up school improvement.

### The governance of the school

- Governance was not as strong as it needed to be in the past. Governors took too much on trust and there was insufficient challenge to information provided by school leaders. As a result, governors were not clear enough about their roles and responsibilities and were not able to hold leaders to account effectively for their actions or the performance of the school.
- Over the last 18 months, the governors have begun to address gaps in their skills and knowledge, insisting on external reviews and support to improve the quality of school leadership. The school is now improving because of the quality of this support and the improved decision making by governors. They have an accurate picture of standards in the school, its strengths and weaknesses, and current priorities.
- Governors are ambitious for the children and are keenly aware of the vital role of the school in this community. However, they still need to address some gaps in their knowledge and understanding of their role, particularly as they consider any alterations to the school's position as a stand-alone academy. For this reason, the school would benefit from an external review of governance.

- The arrangements for safeguarding are effective. Senior leaders have reviewed and improved previous practices to ensure that the school meets statutory requirements. Recording of incidents or concerns about pupils' welfare or behaviour are well documented and analysed regularly for trends or patterns. The school now contacts parents promptly and involves them fully when an incident occurs. Pupils are taught about potential risks such as those posed by the internet or extremism as well as strategies to keep themselves safe from harm. The school works well with external agencies to safeguard pupils.

## **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching, learning and assessment across the school is inconsistent. Previous school leadership incorrectly identified teaching to be an outstanding feature and this resulted in a false impression being given to staff and governors. As a result of the narrowing of the literacy curriculum to focus on a single published scheme of work, there was not enough emphasis on writing and standards declined.
- Teachers do not use assessment consistently to inform the next steps in learning for pupils. On too many occasions lessons are built around activities rather than pupils' learning needs. Consequently, tasks are not always matched closely to pupils' abilities, particularly the most and the least able. Teachers do not consistently extend pupils' thinking or deepen their understanding using challenging and thought-provoking questions.
- Teachers are quickly adapting and improving their practice. This is happening more quickly in some parts of the school than others. Regular pupil progress meetings ensure that no pupil is left behind and that their learning is being accelerated. Teachers are in no doubt about the high expectations of senior leaders and this is incorporated into the management of their performance.
- The introduction of a simple and effective marking method has helped teachers and pupils. Teachers are more focused on what pupils can do and what they need to do next to develop further. Pupils are clearer about what they do well and how they can improve. This is helping to increase rates of progress and to develop a greater subject understanding in pupils. Pupils' books show progress at this early stage of the year. Pupils present their work well and take pride in their achievements. Teachers regularly set homework and parents support their children to ensure that it is returned on time.
- Where teaching is strongest, teachers know their subject and their pupils. Inspectors saw this used to good effect in a Year 5 mathematics lesson on fractions. At the start of the lesson the teacher used thoughtful questions to confirm the starting points for pupils. She then used her subject knowledge to extend the learning of the pupils, ensuring that they understood at points throughout the lesson and addressing misconceptions along the way.
- The teaching of writing is improving after a period of neglect. Improvements in the curriculum and teaching now ensure that pupils have meaningful opportunities to write. This has improved writing across a range of subjects over the past year. In mathematics, teachers now give more attention to assessment practices and place a greater emphasis on pupils applying their skills. This is having a positive impact on increasing the rates of pupils' progress in all year groups.
- Pupils read with understanding and fluency which is appropriate for their age. Younger pupils use their phonics skills to help them read new or tricky words. Books are well matched to ability and many pupils enjoy reading for pleasure.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils take pride in their school, their appearance and their work. They are confident individuals who know how to deal with disappointment as well as success.
- Teachers and teaching assistants treat all pupils with dignity and respect and are very effective role models for pupils.
- Pupils know how to keep themselves safe in different situations. They are particularly aware of online safety, the risks associated with social media and who to talk to if they have a concern. School leaders are vigilant to other forms of risk to pupils such as extreme views and domestic violence. Pupils report no bullying in school and no experiences of derogatory or offensive name-calling. Senior leaders have introduced a very effective recording system for any behavioural incidents and these records are analysed regularly for trends

or areas for further improvement.

- Pupils of different ages discuss democracy, elections, laws of the land, unfairness, equality and respect for the beliefs of others. They are positive about the role of the school in helping them learn more about life in modern Britain and about the role they will play in society. Pupils respect the views of each other and have a well-developed sense of collaboration when asked to work together.
- A small number of parents believe that pupil welfare could be further improved but inspectors found that leaders act promptly whenever they become aware of an issue.

## Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well as they move around the school and at playtimes. They show respect and consideration for each other and adults. Pupils benefit from the introduction and consistent application of routines from an early age.
- Pupils' attitudes to learning are consistently positive. There is no low-level disruption, even when work is not well matched to pupils' abilities. Teachers have consistently high expectations of pupils' behaviour in lessons and pupils are eager to meet these expectations.
- Attendance is above the national average and there is virtually no persistent absenteeism. Pupils are punctual and parents do much to support this.

## Outcomes for pupils

### require improvement

- The most recent pupil achievement information for Key Stage 2 shows that the proportion of pupils attaining at higher levels has dropped.
- The small number of disabled pupils, those with special educational needs, and those eligible for the pupil premium grant are typically one to one-and-a-half years behind other children nationally by the time they leave Year 6.
- Senior leaders are confident that assessment information is now more accurate and reliable than in previous years. This is providing a baseline on which to assess pupils' achievement more accurately in the future. They have used this information to set challenging targets for teachers and pupils. This information is now used to manage and reward the performance of staff more effectively.
- Children enter Reception at levels of development which are broadly typical, or above, those expected of children of this age. In 2015, the proportion of children reaching a good level of development by the time they completed Reception was above the national figure. Achievement in mathematical development was stronger than in literacy.
- There is an improving trend in outcomes for the Year 1 national phonics screening test. In 2015, the figure exceeded the national average and represented an improvement on the previous year.
- Achievement at the end of Key Stage 1 has stabilised. Information from 2015 shows that pupil attainment has risen to above average levels in reading, writing and mathematics. A greater proportion of pupils are attaining at higher levels because of more accurate assessment by teachers and clear guidance from senior leaders and external partners.
- By the end of Key Stage 2, pupils' achievement in reading is strong, exceeding national attainment figures. Attainment in writing and mathematics is broadly in line with national expectations for the most-able pupils. The proportion of pupils achieving the expected standard for their age is below the national figure for writing, although this figure rose in 2015.
- Work in pupils' books shows signs that the vast majority are making progress in the first months of the new term. Occasionally, there is some lack of challenge for the most able. However, teachers respond to pupils' work and act quickly to address misconceptions. They are beginning to provide greater challenge in a more timely fashion.
- Pupils of different ages and abilities read well. Younger pupils use a range of techniques to help them identify new words. Older pupils are able to discuss their books through mature and informed discussion.

## Early years provision

### requires improvement

- The leadership of early years is underdeveloped. In the past, support for the leader has been weak and the school has not made the most of her skills. As a result, information about children's achievements in

previous years has lacked accuracy.

- The learning environments, both inside and outdoors, have been neglected and under-resourced in recent years. There has been insufficient consideration and understanding of the impact of this on children's learning.
- Senior leaders have rightly identified shortcomings in the early years and have quickly provided external support to speed-up improvements. Their actions have already begun to increase the impact of the early years leader who now has a clear view of what good quality provision should look like.
- Staff have ensured that children feel safe and secure in the early years. Safeguarding is effective and children behave well, even after only a few weeks in school. Children adopt new routines quickly and they are well supported, for example, singing a short verse to remind them about putting away their own PE kits. The teacher works hard to get to know the children well. She makes good links between home and school and almost all parents take advantage of the home visits that are offered. The teacher has made effective links with other providers and uses external services to meet the needs of pupils.
- The teacher promotes early language skills well and this is effective in helping children make progress. She makes good use of scrapbooks that children have made with their families at home to develop their vocabulary and speaking and listening skills. Inspectors saw a good example of this when the teacher was sharing family photographs and, following a discussion about what the children could see, she then asked if they thought there was music at this family event.
- The teacher plans small group activities following an evaluation of the previous day's learning. For example, following an activity making lolly stick puppets, a cardboard theatre was created to encourage children to act out a story. This was successful in drawing in children who had previously not shown an interest in this activity. Children are able to make good links between activities in the classroom and this helps them to make sense of what they are learning.
- Last year, children's achievement was similar to that of other children nationally. This represented a sharp improvement. Prior to this, the practices in place to monitor and assess children's progress were not accurate. The teacher has put more effective assessment strategies in place but they are not yet used with sufficient rigour to track children's small steps closely enough. Consequently, children's progress could be improved further.
- Children enter the early years at levels of development which are generally typical or above that seen in other children their age. Children's development in literacy and mathematics does not progress as quickly as it should and, as a result, more children could be better equipped for their entry into Key Stage 1. However, a focus on improving outcomes in personal, social and emotional development has had a positive outcome in raising standards in this area of learning. The very small numbers of children who are identified as disadvantaged through the allocation of the pupil premium grant achieve well.

## School details

<b>Unique reference number</b>	139858
<b>Local authority</b>	Rutland
<b>Inspection number</b>	10002580

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Horrigan
<b>Executive Headteacher</b>	Mr R Gooding
<b>Telephone number</b>	01572 722676
<b>Website</b>	<a href="http://www.langhamprimary.co.uk">www.langhamprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:langhamoffice@rutlandlearningtrust.com">langhamoffice@rutlandlearningtrust.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Langham CofE Primary School Academy is smaller than the average primary school and shares its site with a pre-school which also serves this semi-rural village.
- Pupils are taught in single age classes, including children in the early years who attend full time.
- The vast majority of children of pupils are of White British heritage and there are very small numbers of pupils from minority ethnic backgrounds or those who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is significantly below the national average. This funding provides extra support for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- In 2014, the school met the national floor targets for pupil achievement.
- The school became a stand-alone converter academy in September 2013, having previously been judged as an outstanding school in 2009. Arrangements are in place for the school to join a multi-academy trust within the next year. The current executive headteacher and head of school joined the school in September 2015 following the retirement of the previous, long-serving headteacher.

## Information about this inspection

- Inspectors observed teaching in nine lessons, covering all year groups, including three which were jointly observed with the executive headteacher and head of school. They observed the teaching of early reading skills and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Inspectors held meetings with the executive headteacher, head of school, subject leaders, representatives of the governing body, a representative of the local authority and representatives from the Rutland Academy Trust.
- Inspectors spoke to parents informally at the start of the school day. They took account of the 15 responses to the online questionnaire (Parent View). Inspectors took note of the 15 responses to the staff questionnaire.
- Inspectors looked at a range of documents including: the school's own self-evaluation of current performance and plans for improvement, the school's most recent information on the achievement and progress of pupils, information relating to the safeguarding of pupils, the school's most recent information relating to the attendance of pupils, the school's most recent published financial statement and the minutes from meetings of the governing body.
- The inspectors considered the range and quality of information provided on the school's website.

## Inspection team

Stephen McMullan, lead inspector  
Di Mullen

Her Majesty's Inspector  
Her Majesty's Inspector

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## SCRUTINY PANEL

25 February 2016

### PROVISION OF SCHOOL PLACES

#### Report of the Director for People

Strategic Aim:	Creating a brighter future for all		
Exempt Information	No		
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Lifelong Learning		
Contact Officer(s):	Mark Fowler , Head of Learning and Skills	01572 758460 mfowler@rutland.gov.uk	
		Telephone email	
Ward Councillors			

REPORT TO SCRUTINY ON PUPIL PLACES v2 100216

Version control: v2 100216. Based upon: *Report on Pupil Places v1E 100216*.

#### DECISION RECOMMENDATIONS

That the Panel approve the recommendations to:

- a. continue to monitor demand for places in Uppingham;
- b. review the situation using the annual SCAP (school capacity survey) process in July. This will include a further analysis of pupil yield from new housing.
- c. report to Cabinet / Scrutiny on findings in October 2016.

## 1 PURPOSE OF THE REPORT

- 1.1 This report was requested by the Scrutiny Committee as an update to the report presented to Cabinet 17 March 2015 (68/2015) and the supplementary report to Cabinet 21 April 2015 (81/2015). It provides further background information on the current position regarding pupil place planning in Rutland. It includes information on the key factors influencing demand for pupil places and the projections of future demand.

## 2 BACKGROUND AND MAIN CONSIDERATIONS

### 2.1 The purpose and impact of the March 2015 report.

- 2.1.1 The purpose of the March 2015 report (68/2015) to Cabinet was to provide:

- background information on the context and current position regarding Pupil Place Planning;
- information on the key factors influencing demand for pupil places;
- projections of future demand;
- a strategy to match demand for places;
- a process for consultation on opening a new 210 place primary school in Oakham;
- funding arrangements (“Basic Needs Fund”) for expanding school place provision in Oakham and Uppingham.

2.1.2 The March 2015 report was approved and the recommendations were implemented.

## **2.2 The key points of the March 2015 report;**

2.2.1 The Pupil Place Plan (Appendix 1 of the March 2015 report) provided information under the headings below.

- Trends in Rutland.
- School Places in September 2014.
- Changes in Pupil Numbers.
- How school places are planned.<sup>1</sup>
- Providing School Places for Different Areas of Rutland.
- Demand for School Places in Urban Areas.
- Future School Places.
- Admissions Arrangements.
- Next Steps.

2.2.2 As pupil numbers vary, the Council is required to tailor the number of school places to match. It is a matter of judgement what level of surplus is required to allow for future growth (or reduction) in pupil numbers. The Audit Commission does not stipulate a single level of surplus places that would be appropriate, but has stated that 10% surplus capacity is generally agreed as the level that provides a prudent strategic use of resources and supports the process of providing an opportunity for parents to express a preference (*Audit Commission School Places Tool*, 2010).

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<sup>1</sup> See this section in Appendix 1 of the March 2015 report for method of calculating pupil numbers and level of demand.

- 2.2.3 The task of managing the supply of places is exacerbated by the variation in pupil numbers both in year and between years. In addition, Rutland faces the specific challenge of MOD movements. Schools can face quite large variations in their pupil numbers as MOD personnel move into and away from the military bases in Rutland or go on tour.
- 2.2.4 In analysing the provision in 2014-15, the Report concluded that more school places were needed in Rutland for 2015/16, but that the pattern of demand was not simple. Due to a range of factors, not just housing developments, the Oakham area would require additional places at both primary and secondary level. A similar requirement was identified in the Uppingham area.
- 2.2.5 In contrast, some parts of Rutland were shown to have surplus school places; these were mainly in the east of Rutland in the Great Casterton area.

## **2.3 The proposal contained within the March 2015 report**

- 2.3.1 Recognising the need to increase school places, Appendix 1 of the Report, - headed *Pupil Place Plan 2015-2020* - contained four proposals. These are copied below.

### **68/2015 March 2015 Report: Proposal**

- a. *"To build a new 210 places primary school in the Oakham area to address the projected demand largely arising from the pupil yield from major housing developments in Oakham.*
- b. *To open this school in the 2017/18 school year and to undertake a graduated admission process commencing with 30 reception age children, 15 Year 1 and 15 Year 2 children.*
- c. *To immediately install classrooms in 2 primary schools in the Oakham area to provide 60 primary places for the period 2015-2016.*
- d. *To install classrooms in one or two primary school in Uppingham in 2015 to provide up to 60 primary places for the period 2015-2020."*

## **2.4 The recommendations to Cabinet regarding the March 2015 report**

- 2.4.1 The recommendations of the March 2015 Report included the proposal described above and actions needed to realise the proposal. The recommendations were approved<sup>2</sup> and implemented directly.

### **68/2015 March 2015 Report: Recommendations to Cabinet**

1. *That Cabinet authorise the release of Basic Need funding as detailed in financial section 11 of the report.*
2. *That Cabinet agree the strategy for "Providing School Places for Local Children 2015-2020" and the proposal contained within it.*
3. *That Cabinet approve the consultation process for provision of a new primary school in Oakham as outlined at Appendix 4.*

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<sup>2</sup> See *Record of Decisions* Cabinet 17 March 2015.

2.4.2 At this stage, there is no reason to change or add to the recommendations of the March 2015 report.

## 2.5 An update on action taken in the light of the report.

We provide below an update on each of the four elements of the proposal.

2.5.1 *“To build a new 210 places primary school in the Oakham area to address the projected demand largely arising from the pupil yield from major housing developments in Oakham.”*

**UPDATE:** consultation has taken place and expressions of interest were invited to create a new free school. At the point of writing, one organisation has expressed interest in creating a “free school”, being Catmose Academy Trust. Detailed proposals are expected from the Trust in early 2016. The timetable currently is on target for completion as planned.

2.5.2 *“To open this school in the 2017/18 school year and to undertake a graduated admission process commencing with 30 reception age children, 15 Year 1 and 15 Year 2 children.”*

**UPDATE:** no changes are expected to this proposal. However, this being a free school, the intended owner has authority to establish their own admission arrangements (unless the Government imposes specific conditions).

2.5.3 *“To install classrooms in 2 primary schools immediately in the Oakham area to provide 60 primary places for the period 2015-2016.”*

**UPDATE:** this work is complete. Two additional classrooms have been created in Brooke Hill Academy. A further classroom is currently under construction in English Martyrs Primary School, providing an additional 22 places. This work should be completed by late spring 2016.

2.5.4 *“To install classrooms in one or two primary schools in Uppingham in 2015 to provide up to 60 primary places for the period 2015-2020.”*

**UPDATE:** this proposal was based upon predicted increases in pupil numbers at primary level in Uppingham. However, this increase has not been realised. It is believed that this was caused by the change in the admissions policy of Uppingham Community College.<sup>3</sup>

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<sup>3</sup> UCC changed its admissions policy for 2015. The new policy no longer gave priority to children from the two Uppingham primary schools in applying for the secondary school. We may infer that parents no longer felt the need to send their children to an Uppingham primary school in order to get a secondary place at UCC.

Consequently, the need for further primary places reduced. The additional classroom was not, therefore, installed. This situation is being monitored; the proposal will be reinstated if numbers rise substantially again.

At time of writing (21/1/2016), the demand from Rutland residents is:

2016	PAN <sup>4</sup>	1 <sup>st</sup> choice	2 <sup>nd</sup> choice
Leighfield	30	18	10
Uppingham CoE	30	17	8

We have yet to receive the number of requests from out-of-county residents. Last year's out-of-county demand levels were:

2015	Out-of-County
Leighfield	1
Uppingham CoE	1

## 2.6 Any issues that remain to be addressed

All issues raised in the March 2015 report have been addressed. There are no outstanding issues, except in relation to the level of demand for extra places in the Uppingham area.

## 2.7 Any changes to the analysis and key points; any additions

2.7.1 Key points relate to: secondary school pupil places; post 16 places. These are addressed in the following paragraphs.

## 2.8 Secondary school pupil places – current position

2.8.1 Whilst the matter of secondary school places was addressed in the March 2015 report, no recommendations were drawn up. Similarly, the proposal contained in the appendix to the Report (Pupil Place Plan 2015-2020) made no recommendations for change to secondary provision.

2.8.2 The pattern of school place provision in the secondary schools currently remains complex.

- **Casterton College Rutland** (academy); there is considerable spare capacity: 183 places = 20% (Y7-11 only). Almost 40% of its current pupils reside outside Rutland.<sup>5</sup>
- **Catmose College** (academy); there is almost no spare capacity, despite the increase in capacity figure over two years (see 4b below)<sup>6</sup>. Almost all its pupils are resident in Rutland.

<sup>4</sup> Pupil Admission Number.

<sup>5</sup> When Rutland Community College is included, this amounts to 30.5% spare capacity = 406 spare places out of 1329.

<sup>6</sup> Catmose Academy raised the number of pupils admitted in Y7 from 180 to 210. This change applied to the 2015 and 2016 cohorts only; there is no longer term commitment.

- **Uppingham Community College** (academy); there is no spare capacity. As with Casterton, almost 40% of its pupils reside outside Rutland.

2.8.3 The SCAP<sup>7</sup> analysis conducted by the Council Data Unit in June 2015 took full account of trends in pupil numbers and the impact of new housing, etc. Using those calculations, the following forecasts were made:

- Catmose would have no spare capacity by 2018/19 with a shortfall of 18 places. This would rise to a shortfall of 59 pupils in 2019/20;
- Uppingham would have no spare capacity by 2017/18 with a shortfall of 37 places. The shortfall would grow to 64 by 2019/20;
- Casterton's spare places would reduce from 166 to 111 by 2019/20.

2.8.4 Rutland predicted totals (secondary) 2019/20:

	2018/19		2019/20	
	Shortfall places	Excess places	Shortfall places	Excess places
Catmose	18		59	
Uppingham	63		64	
Casterton	0	126 <sup>8</sup>	0	111
<b>Rutland totals</b>		<b>45</b>	<b>12</b>	

2.8.5 Using these forecasts, there would be sufficient capacity at secondary level for all Rutland pupils if pupils travelled to Casterton College Rutland. The forecasts to 2019/20 indicate that there would continue to be enough pupil places in Rutland every year leading to 2019/20. (This would be based on the assumption that Catmose continued to increase its PAN from 180 to 210 for each year to Y11 – as described in footnote 6, above).

2.8.6 However, travelling to Casterton may not be an acceptable option as parents and pupils are entitled to express a preference for their school. In addition, the Council would incur substantial costs to transport children to Casterton College Rutland.<sup>9</sup>

## 2.9 An update on secondary school places

2.9.1 As indicated above, Catmose Academy has raised the number of pupils that may be admitted in Y7 from 180 to 210 for two years running. However, the Academy stated in January 2016 that it is, nonetheless, maintaining its PAN at 180. The decision to increase the PAN again in future years may relate to the possible move

<sup>7</sup> SCAP; *School Capacity Report*. Central government requires local authorities to provide information yearly on pupil place capacity. The analysis is conducted by LAs each summer and is reported to Government in late June.

<sup>8</sup> This figure does not include the post 16 numbers which will arise if the students at Rutland County College move to Casterton.

<sup>9</sup> By 2019/20 a shortfall of 50 places will be seen in secondary provision in the Oakham area (209 if Catmose does not continue to increase the PAN each year).

of the Children's Centre to an alternative site as this will release space at the College.

- 2.9.2 Casterton College Rutland is planning to move its post 16 students (currently no. 206) to the Casterton site from the Barleythorpe campus for September 2017. It is likely that some of these would remain in Oakham and join Harington College, but we cannot predict numbers. (If all were to transfer to Casterton in 2017 the Academy, with a capacity of only 900, would immediately be short of 23 places – but this is the worst scenario. The new 2015 cohort dropped to a total of 83 pupils; if this pattern continued, the total number of post 16 students in both Y12 & Y13 would reduce to circa 170. At this number, the Casterton site could house the students but would not have appropriate rooms.)
- 2.9.3 The Academy has plans to seek funding for further building to allow for this migration of students. Furthermore, it is foreseeable that the Academy would draw an increase in pupils from Y7 upwards once post 16 education is on the same site.
- 2.9.4 However, it should be noted that none of the changes outlined in the preceding three paragraphs is certain at present. Further uncertainties include:
- the numbers of pupils who may come from the extensive home building development in the Stamford area;
  - the impact on pupil numbers in Casterton of the improvement in the standards and reputation of secondary schools in Lincolnshire and Northamptonshire;
  - the impact of Harington College on pupil applications to Uppingham and Catmose.
- 2.9.5 It is clear that the large number of possible changes relating to secondary provision remain uncertain at point of writing. It may, therefore, be wise to delay any decisions regarding possible investment in further secondary provision until the pattern becomes clearer. A thorough review of school capacity and places is undertaken each year in May and June for reporting to central government. It is expected that this review will identify any further patterns from which recommendations may emerge.
- 2.9.6 Given the assumptions and method of the 58/2015 paper and strategy, there are no proposed changes other than monitoring the demand in Uppingham area.

## **2.10 Post 16 provision**

- 2.10.1 There is no lack of pupil places post 16. However, current provision within Rutland is suitable mainly for more academic pupils. Pupils seeking vocational and less academic post 16 options currently travel to providers in neighbouring counties.
- 2.10.2 The array of possible changes affecting post 16 are significant enough to warrant a separate paper on this aspect. This paper is expected to coincide with the substantial review undertaken in June/July for the SCAP report (c.f. 2.8.3 above).

## **2.11 Recommendations**

- a. Continue to monitor demand for places in Uppingham.
- b. Review the situation using the annual SCAP (school capacity survey) process in July. This will include a further analysis of pupil yield from new housing.
- c. Report to Cabinet / Scrutiny on findings in October 2016.

### **3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

- 3.1 There is no cause to change the overall strategy as approved in the Report 68/2015. No significant change is predicted in the level of demand and supply of pupil places.
- 3.2 The recommendations under 2.8 above will ensure that pupil place demand and supply are monitored in line with the significant research and evaluation work that takes place for the SCAP yearly return.

### **4 BACKGROUND PAPERS**

- 4.1 Report to Cabinet 17 March 2015 (68/2015).
- 4.2 Report to Cabinet 21 April 2015 (81/2015).

### **5 APPENDICES**

- 5.1 No appendices

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