

Democratic Services

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Date: 14th March 2016

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To: All Members of the Children and Young People Policy Development and Scrutiny Panel

Councillors: Lisa Brett, Matt Cochrane, Karen Warrington, Mark Shelford (substitute for Peter Turner), Sally Davis, Rob Appleyard (substitute for Alison Millar) and Liz Hardman

Co-opted Voting Members: David Williams and Andrew Tarrant

Co-opted Non-Voting Members: Chris Batten and Rebecca Thompson

Chief Executive and other appropriate officers
Press and Public

Dear Member

Children and Young People Policy Development and Scrutiny Panel: Tuesday, 22nd March, 2016

You are invited to attend a meeting of the **Children and Young People Policy Development and Scrutiny Panel**, to be held on **Tuesday, 22nd March, 2016 at 10.00 am** in the **Brunswick Room - Guildhall, Bath**.

The agenda is set out overleaf.

Yours sincerely

Mark Durnford
for Chief Executive

If you need to access this agenda or any of the supporting reports in an alternative accessible format please contact Democratic Services or the relevant report author whose details are listed at the end of each report.

This Agenda and all accompanying reports are printed on recycled paper

NOTES:

1. **Inspection of Papers:** Any person wishing to inspect minutes, reports, or a list of the background papers relating to any item on this Agenda should contact Mark Durnford who is available by telephoning Bath 01225 394458 or by calling in at the Guildhall, Bath (during normal office hours).
2. **Public Speaking at Meetings:** The Council has a scheme to encourage the public to make their views known at meetings. They may make a statement relevant to what the meeting has power to do. They may also present a petition or a deputation on behalf of a group. Advance notice is required not less than two full working days before the meeting (this means that for meetings held on Wednesdays notice must be received in Democratic Services by 4.30pm the previous Friday)

The public may also ask a question to which a written answer will be given. Questions must be submitted in writing to Democratic Services at least two full working days in advance of the meeting (this means that for meetings held on Wednesdays, notice must be received in Democratic Services by 4.30pm the previous Friday). If an answer cannot be prepared in time for the meeting it will be sent out within five days afterwards. Further details of the scheme can be obtained by contacting Mark Durnford as above.

3. **Details of Decisions taken at this meeting** can be found in the minutes which will be published as soon as possible after the meeting, and also circulated with the agenda for the next meeting. In the meantime details can be obtained by contacting Mark Durnford as above.

Appendices to reports are available for inspection as follows:-

Public Access points - Reception: Civic Centre - Keynsham, Guildhall - Bath, The Hollies - Midsomer Norton. Bath Central and Midsomer Norton public libraries.

For Councillors and Officers papers may be inspected via Political Group Research Assistants and Group Rooms/Members' Rooms.

4. **Recording at Meetings:-**

The Openness of Local Government Bodies Regulations 2014 now allows filming and recording by anyone attending a meeting. This is not within the Council's control.

Some of our meetings are webcast. At the start of the meeting, the Chair will confirm if all or part of the meeting is to be filmed. If you would prefer not to be filmed for the webcast, please make yourself known to the camera operators.

To comply with the Data Protection Act 1998, we require the consent of parents or guardians before filming children or young people. For more information, please speak to the camera operator

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5. **Attendance Register:** Members should sign the Register which will be circulated at the meeting.

6. THE APPENDED SUPPORTING DOCUMENTS ARE IDENTIFIED BY AGENDA ITEM NUMBER.

7. Emergency Evacuation Procedure

When the continuous alarm sounds, you must evacuate the building by one of the designated exits and proceed to the named assembly point. The designated exits are sign-posted.

Arrangements are in place for the safe evacuation of disabled people.

**Children and Young People Policy Development and Scrutiny Panel - Tuesday, 22nd
March, 2016**

at 10.00 am in the Brunswick Room - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST

At this point in the meeting declarations of interest are received from Members in any of the agenda items under consideration at the meeting. Members are asked to indicate:

(a) The agenda item number in which they have an interest to declare.

(b) The nature of their interest.

(c) Whether their interest is a **disclosable pecuniary interest** *or* an **other interest**,
(as defined in Part 2, A and B of the Code of Conduct and Rules for Registration of Interests)

Any Member who needs to clarify any matters relating to the declaration of interests is recommended to seek advice from the Council's Monitoring Officer or a member of his staff before the meeting to expedite dealing with the item during the meeting.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

At the time of publication no notifications had been received.

7. MINUTES - 12TH JANUARY 2016 (Pages 7 - 18)

8. CABINET MEMBER UPDATE

The Cabinet Member will update the Panel on any relevant issues. Panel members may ask questions on the update provided.

9. PRIMARY AND SECONDARY SCHOOL ORGANISATION PLAN 2015 - 2019 (Pages 19 - 60)

The Primary and Secondary School Organisation Plan 2015 – 2019 outlines the current level of primary and secondary provision in the Authority, detailed projected pupil numbers over the next four years up to admissions in September 2019 based on births and resident population data and outline pupil numbers up to 2029 as a consequence of the future planned housing development in the Authority.

10. EDUCATION RESULTS 2015 (Pages 61 - 78)

This report provides an analysis and summary of the performance of key groups of pupils in Bath and North East Somerset in 2015 in the Early Years and Foundation Stage (EYFS), Key Stages 1, Key Stage 2, Key Stage 4 and Post 16.

11. VIRTUAL SCHOOL ANNUAL REPORT (Pages 79 - 102)

This report provides information and analysis on the work of the Bath and North East Somerset Virtual School for Children in Care for the last academic year.

12. CHILD SEXUAL EXPLOITATION (Pages 103 - 108)

This report is an update on service developments in relation to Child Sexual Exploitation and “Missing” Young People.

13. YOUTH JUSTICE PLAN (Pages 109 - 114)

The current Plan was adopted as part of the Council’s Policy and Budget Framework on 16 July 2015 and has subsequently been approved by the national Youth Justice Board.

14. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

15. PANEL WORKPLAN (Pages 115 - 118)

This report presents the latest workplan for the Panel. Any suggestions for further items or amendments to the current programme will be logged and scheduled in consultation with the Panel's Chair and supporting officers.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

Minutes of the Meeting held

Tuesday, 12th January, 2016, 9.30 am

Bath and North East Somerset Councillors: Matt Cochrane (Chairman), Lisa Brett (Vice-Chair), Karen Warrington, David Veale (In place of Peter Turner), Sally Davis, Alison Millar and Liz Hardman

Co-opted Voting Members: David Williams

Co-opted Non-voting Members: Chris Batten

Officers : Ashley Ayre (Strategic Director, People and Communities), Richard Baldwin (Divisional Director, Children & Young People, Specialist Services), Mike Bowden (Director, Children & Young People, Strategy and Commissioning), Charlie Moat (Project Manager for Service Improvement), Kate Murphy (PSHE & Drug Education Coordinator), Judy Allies (Director of Public Health Award Coordinator) and Christopher Wilford (Head of Vulnerable Learners)

Cabinet Members in attendance: Councillor Michael Evans, Cabinet Member for Children's Services

40 WELCOME AND INTRODUCTIONS

Councillor Lisa Brett asked Councillor Matt Cochrane to be the Chairman for this meeting. He welcomed everyone to the meeting.

41 EMERGENCY EVACUATION PROCEDURE

The Chairman drew attention to the emergency evacuation procedure.

42 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Councillor Peter Turner had sent his apologies to the Panel, Councillor David Veale was present as his substitute for the duration of the meeting.

Andrew Tarrant had sent his apologies to the Panel.

43 DECLARATIONS OF INTEREST

Councillor Matt Cochrane declared a disclosable pecuniary interest in agenda items 10 & 11 (Special Educational Needs & Disability Reform & SEND Funding) as his wife is a Special Educational Needs Teaching Assistant at Combe Down School.

Councillor Liz Hardman declared an other interest in agenda item 11 (SEND Funding) as she is a governor at The Link (Aspire) School.

44 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

The Chairman informed the Panel that agenda item 12 (Care Act –Implications for Children) would move to their May meeting.

45 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

There were none.

46 MINUTES - 17TH NOVEMBER 2015

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chairman.

47 CABINET MEMBER UPDATE

Councillor Michael Evans, Cabinet Member for Children's Services addressed the Panel.

He informed them that the Council has been hit with an unexpected extra cut in government funding in the settlement at the end of December and has to find an extra £3.64m in addition to the anticipated £3.67m in 2016/17 alone. He said that discussions regarding the budget were ongoing and that the Cabinet would announce its recommended budget on February 10th. He stated that every effort was being made to protect front-line services, including those within Children's Services.

He explained that following the involvement of the National Union of Teachers, the headteacher of the Academy of Trinity, Pepe Hart resigned at the end of last term. He said that the Department for Education is conducting an investigation into the school's governance and that the Midsomer Norton Schools Partnership had taken over responsibility for the management of the school, with the heads of Clutton and High Littleton stepping into the breach.

He said that this case raises questions about the system's ability to hold Academies to account in good time.

He informed them that the Council has made its recommendations for the sponsors of the new schools scheduled to open in September 2017 at Ensleigh & Somerdale to Sir David Carter, Regional Schools Commissioner for South West England, who will make the final decision.

He said that he had also attended meetings of the Schools Forum, Local Safeguarding Children's Board and the Youth Offending Service.

He wished to thank the Director of Public Health, Bruce Laurence for inviting him to a team meeting and to a further discussion about fitness and obesity in young people.

The Strategic Director for People & Communities commented with regard to the budget that there appears to have been a complete change in funding methodology without consultation.

Councillor Matt Cochrane asked how long the Council had been aware of the situation at the Academy of Trinity.

The Strategic Director for People & Communities reminded the Panel that as with all academies the Council's role is limited and that accountability lies between the Academy Trust and the Secretary of State. He said that the Regional Schools Commission and Ofsted also have roles to play in this process. He added that the Council has an overarching standards role with regard to the safeguarding of pupils and teachers.

He stated that any issues that the Council had been made aware of had been passed to the previous mentioned agencies. He said that he maintains his belief that there is a gap in the law for how a Council can deal with academies and that he had previously contacted the Department for education on the matter in 2013.

He said that the Council had been aware for quite a while that there were problems at the Academy of Trinity and that a governance review will be carried out.

Councillor Liz Hardman said that she did not feel that the Regional Commissioner role was functioning properly.

The Strategic Director for People & Communities replied that the Commissioner has arranged for more Local Boards to meet and that the review was appropriate and that action was taken in good time given the current structure. He added that academies in the main are well run and led.

Councillor Sally Davis commented that locally they had been aware for 2 – 3 years that there were some problems at the school.

The Strategic Director for People & Communities said that the school had seen a 100% turnover of staff each year for the past three years.

The Director for Children & Young People, Strategy & Commissioning added that the service was offering support to the new management team at Trinity and also seeking to support others that had been affected – eg schools nearby receiving a significant number of pupils transferring from Trinity.

The Chairman thanked the Cabinet Member for his update.

48 CHILDREN'S SENSE OF SAFETY / SHEU

The Director of Public Health Award Coordinator and the PSHE & Drug Education Coordinator gave a presentation to the Panel regarding this item. A copy of the presentation will be available on the Panel's Minute Book and online as an appendix to these minutes, a brief summary is set out below.

The Director of Public Health Award Coordinator explained that all schools are invited to take part in the survey and that in 2015 29 Primary Schools and 12 Secondary Schools did. She said that any trend data would only concern those schools that had completed previous surveys in 2011, 2013 and this current one for 2015.

Smoking – Year 6 only:

Have you ever smoked a cigarette?

Never: 98% (2015), 97% (2013), 98% (2011)

E-Safety – Year 6 only:

Have you ever seen images online or videos that were for adults only?

No: 76% (2015), 73% (2013), 65% (2011)

Yes: 24% (2015), 27% (2013), 35% (2011)

Bullying:

Have you ever felt afraid to go to school because of bullying?

No: 70% (2015), 64% (2013), 65% (2011)

Yes: 30% (2015), 36% (2013), 35% (2011)

Alcohol (2015) – Year 6 only:

Have you had a proper alcoholic drink, not just a sip?

No: 90% (Boys), 92% (Girls)

Yes: 10% (Boys), 8% (Girls)

Feeling Safe (2015)

How many feel quite or very safe:

At school: 92% (Boys), 93% (Girls)

Going to and from school: 91% (Boys), 90% (Girls)

Going out during the day: 94% (Boys), 91% (Girls)

Going out after dark: 40% (Boys), 31% (Girls)

Using the internet online: 82% (Boys), 77% (Girls)

Self-esteem (2015):

High self-esteem scores:

Boys: 40% (Year 4), 52% (Year 6)

Girls: 32% (Year 4), 45% (Year 6)

Medium – Low self-esteem scores:

Boys: 16% (Year 4), 13% (Year 6)

Girls: 27% (Year 4), 17% (Year 6)

What do Year 8 & 10 Girls worry about?

Exams and tests (70%)
The way they look (57%)
Family (49%)

What do Year 8 & 10 Boys worry about?

Exams and tests (52%)
Career (45%)
Family (43%)

Areas for development – Primary 2015

Body image
Sun safety
Peer pressure
Information on body changes as they grow up
E-Safety

Areas for development – Secondary 2015

Having lunch
Sun safety
Viewing upsetting images online
Body image
Self-harm (Girls)

Councillor Liz Hardman wished to congratulate the officers present for winning a Stonewall award. She asked if pupils should receive further E-Safety information from their parents.

The PSHE & Drug Education Coordinator replied that they were working with two particular schools, 1 Primary 1 Secondary, to address this issue and were generally asking parents to be more vigilant. She added that officers were very proud that the Council had been awarded first place in the Stonewall index in 2015 for its work around LGBT / Celebrating difference following a submission of evidence (out of 47 Local Authorities who had submitted evidence).

Councillor Matt Cochrane asked if there was a strategy that parents could refer to.

The Divisional Director for Safeguarding & Social Care replied that there was an E-Safety Strategy in place.

The Strategic Director for People & Communities added that schools can gain access to a wide range of materials to help them regarding this issue. He added that work on children being able to view or access 18 certificate games should be highlighted.

Councillor Alison Millar said that she was worried about the figures concerning the self-esteem of girls.

The PSHE & Drug Education Coordinator replied that this was not an easy thing to fix and that a working group had been set up to discuss the matter further. She added that messages from the media need to be tackled.

The Strategic Director for People & Communities added that the Council should be realistic of what it can achieve regarding this matter as a national input is required. He added that schools could do some work on boys perception of girls.

Councillor Liz Hardman asked what schools are doing once they have received the results of the survey.

The Director of Public Health Award Coordinator replied that if schools are working towards their DPH award they will use the survey results to show what work they will undertake and then measure the impact of their actions.

Councillor Alison Millar asked why schools would not take part in the survey.

The Director of Public Health Award Coordinator replied that they may have already taken part in a similar survey or may feel they did not have enough time to take part.

Councillor Lisa Brett commented that she would like to have seen data relating to whether children have been affected by crime and data relating to Looked After Children.

The Director of Public Health Award Coordinator replied that a previous survey had contained questions relating to the perception of crime.

The Director for Children & Young People, Strategy & Commissioning added that the Local Safeguarding Children's Board receives some of this data.

The PSHE & Drug Education Coordinator added that data is available for Children in Care, but said that this is a small sample size.

The Director of Public Health Award Coordinator said that information relating to Young Carers was also available. She added that she would take the matters raised to the steering group.

The Chairman thanked them both for the presentation.

49 SPECIAL EDUCATIONAL NEEDS & DISABILITY REFORM

The Project Manager for Service Improvement introduced this item to the Panel. He said that the Council had made a good start to their work on the reforms and the transfer of data from statements of SEN to Education, Health and Care (EHC) Plans. He added that parents, carers and practitioners have welcomed the changes as the plans are more person centred.

He explained that significant work is underway through the Employment is Everyone's Business project (supported by National development Team for Inclusion) to improve pathways to employment for young people with SEND.

He added that a pre-apprenticeship scheme for young people with ASD is being piloted by Bath College and the Employment Inclusion Service using one-off funding provided by the DfE through B&NES Council.

Councillor Liz Hardman asked if the rise in numbers were due to awareness of the reforms or the extension of the age range from 0 – 25 years old.

The Project Manager for Service Improvement replied that he felt that the reforms extending eligibility to ages 0-25 is a factor but that there is also an increase in the identification of significant needs in early years.

The Head of Vulnerable Learners added that we are seeking a better understanding of the needs of our young people.

Councillor Liz Hardman asked if there were plans to improve the numbers of survey responses.

The Project Manager for Service Improvement replied that work was underway to improve feedback. He said they would look to use shorter surveys, target surveys to be issued following assessments and the use of online surveys as oppose to paper ones.

The Head of Vulnerable Learners added that they were seeking to gain regular feedback and to enable the public to see their plans online whenever they want.

Councillor Lisa Brett asked if all schools were publishing a Local Offer.

The Project Manager for Service Improvement replied that they all had done so as of last September and that they should be updating them on a regular basis.

Councillor Lisa Brett asked how confident of the changes proposed with regard to cultural shift they were.

The Project Manager for Service Improvement replied that he was confident of being able to make a change, but was aware that it could take some time. He added that the aspirations have been agreed in principle.

Councillor Lisa Brett asked if there were any incentives for employers to appoint young people with SEND.

The Project Manager for Service Improvement replied that Access to Work funding is available. He highlighted Project Search which is being carried out by the RUH and the Council and the increasing Government support apprenticeships.

The Divisional Director for Safeguarding & Social Care added that staff work with colleagues in Economic Development regarding apprenticeships and worklessness and that there is a strategic board in place for SEND.

Councillor Lisa Brett proposed the following recommendations to the Panel.

- i) Support the proposal to further develop the SEND Strategy Group to provide strategic leadership and introduce an Operational Group to replace the virtual leadership group.
- ii) Suggest SEND Strategy Group meetings should be held no less than once every two months during the second year.
- iii) Suggest that it might be advisable if the SEND Strategy Group Chair were from health or social care, rather than education to ensure inclusivity is embedded in the culture from the top.
- iv) Point 4.3, page 38 beside 'what else?' they could add an in depth review by the Children and Young People Policy Development & Scrutiny Panel.
- v) If the Head of Vulnerable Learners is to Chair the Operational Group, then the Vice Chair should be from either health or social care.

The Panel **REOLVED** to approve the recommendations proposed by Councillor Brett and note the progress made to date.

50 SEND FUNDING

The Director of Children & Young People, Strategy & Commissioning introduced this item to the Panel. He stated that there are a range of capacity and funding pressures facing schools and local authorities which may result from a combination of demographic and social change (more disabled children with more complex needs surviving for longer; parental expectations for specialist provision) and policy change (SEND Reforms).

He said that these pressures can be broadly broken down into 3 categories:-

- Pressure on Special School places;
- Pressure within mainstream schools and related services funded through the Direct Schools Grant;
- Pressure within local authority funded services.

He said that the Schools Forum had been briefed on the pressures in the schools system and would be considering proposals for additional investment during its January budget-setting meeting.

He added that the government has to some extent recognised the implications for local authorities through a specific one-off grant for SEND reform and through some 'new burdens' grant (only allocated on a one-year basis to date).

Councillor Liz Hardman asked as the Special Schools are all full are there any short term plans and can mainstream schools be enforced to take pupils.

The Director of Children & Young People, Strategy & Commissioning replied that decisions are based on the EHC Plans which will identify the most appropriate school and then travel needs would be assessed.

The Head of Vulnerable Learners added that Special Schools are flexible in terms of finding solutions and that the use of independent schools may be required in some cases. He said that planning for the future is required.

Chris Batten said that he was concerned over the changing landscape of our schools and the pressure that is being put on the curriculum. He asked if mainstream schools were taking their share of pupils with SEND.

The Director of Children & Young People, Strategy & Commissioning replied that there is a range of pressures on schools these days and wondered if the way that they are currently assessed by Ofsted could tend to incentivise them to be less inclusive in their decisions. He added that in the main most schools were inclusive and cooperative.

Councillor Lisa Brett asked how the Council were addressing the £200,000 shortfall in 'new burdens' funding.

The Director of Children & Young People, Strategy & Commissioning replied that this was being considered as part of the budget setting process.

The Panel **RESOLVED** to note the range of pressures and the work underway to address these.

51 CARE ACT - IMPLICATIONS FOR CHILDREN

This report was deferred until the Panel's meeting in May 2016.

52 SCHOOL ATTENDANCE / EXCLUSIONS

The Chairman asked that the Panel note this report and include any questions they may have as part of the next agenda item.

53 BEHAVIOUR STRATEGY

The Director for Children & Young People, Strategy & Commissioning introduced this report to the Panel. He explained that in May 2015, an independent review of behaviour and alternative education provision was commissioned by the local authority. He said that the review acknowledged the good practice for behaviour and alternative education provision that exists within the local authority and schools, and highlights areas where provision can be developed further to strengthen and extend learning for children and young people in schools and other education settings.

He drew the Panel's attention to the eight recommendations within the strategy.

Councillor Liz Hardman asked how well the pupils missing education are monitored.

The Head of Vulnerable Learners replied that attendance is monitored very closely.

Councillor Liz Hardman asked how many days of education are lost following a permanent exclusion and is there a link between children who have been excluded and our current NEET figures.

The Divisional Director for Safeguarding & Social Care replied that there had been a software problem over past year with recording this information. He added that the current figure was at 3.2% and would be able to report on this matter further at a future meeting if required.

The Director for Children & Young People, Strategy & Commissioning added that alternative provision is normally provided within six days.

The Head of Vulnerable Learners added that officers meet every two weeks to discuss pupil cases.

Councillor Lisa Brett asked if foster care placement as oppose to parenting orders had been considered to gain better outcomes for young people.

The Divisional Director for Safeguarding & Social Care replied that debate such as this would be entering into a moral maze. He said that the Council would always seek to work with parents on their skills and attending appropriate courses.

Councillor Alison Millar asked who has the role on this work area within schools.

The Head of Vulnerable Learners replied that it can be a number of people within school that lead on particular areas.

Councillor Alison Millar asked are all schools supported for these roles.

The Director for Children & Young People, Strategy & Commissioning replied that all schools receive our briefings on this issue.

Councillor Lisa Brett asked how the strategy will address the perceived lack of readily accessed information and advice about services that can support children with social, emotional and behavioural difficulties.

The Director for Children & Young People, Strategy & Commissioning replied that it will enable us to flesh out our current recommendations and to promote our early help services.

Councillor Lisa Brett asked how the strategy will promote tools like the Attachment Awareness programme.

The Head of Vulnerable Learners replied that termly meetings of the Behaviour Attendance Panels are held to raise and define local issues and share information.

Councillor Liz Hardman asked if the Panel could receive feedback in 12 months' time on how successful the recommendations have been.

The Panel **RESOLVED** to note the work undertaken to date to prepare and draft a Behaviour Strategy – ‘Promoting Positive Behaviour’.

54 PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The People and Communities Strategic Director informed the Panel in regard to incidents at Medway Secure Training Centre in Kent that no G4S staff were employed within facilities within the Council.

He said that no call had been received from Ofsted regarding an inspection of Children’s Services.

55 PANEL WORKPLAN

The Panel approved their current workplan as printed.

The meeting ended at 12.10 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

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Bath & North East Somerset Council	
MEETING/ DECISION MAKER:	Children and Young People Policy Development & Scrutiny Panel
MEETING/ DECISION DATE:	22 March 2016
TITLE:	Primary and Secondary School Organisation Plan 2015 – 2019
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report: Appendix 1 Primary and Secondary School Organisation Plan 2015 – 2019 Including Longer Term Place Planning within the Core Strategy Plan Period	

1 THE ISSUE

- 1.1 The Council has a statutory duty to secure sufficient school places for every child resident in the Local Authority who requires a place. The Primary and Secondary School Organisation Plan 2015 – 2019 at Appendix 1 outlines the current level of primary and secondary provision in the Authority, detailed projected pupil numbers over the next four years up to admissions in September 2019 based on births and resident population data and outline pupil numbers up to 2029 as a consequence of the future planned housing development in the Authority. Estimates for the number of school places likely to be required as a result and how and where these might be provided are also included.

2 RECOMMENDATION

The Children and Young People Policy Development & Scrutiny Panel is asked to:

- 2.1 Note the proposed strategy for the provision of school places within the 2015 – 2019 plan period.
- 2.2 Note the proposed strategy for the provision of school places over the longer term within the Core Strategy Plan Period.
- 2.3 Give feedback on the content of The Plan and future proposals.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 Revenue funding for pupil places will be provided by the Department for Education (DfE) through the Dedicated Schools Grant (DSG) on a per pupil basis.
- 3.2 Where pupils generated by Strategic Development Sites cannot be accommodated within existing provision, Developer Contributions in the form of capital and where appropriate land, will be sought from developers in order to provide the necessary school places. To date, the Council is in receipt of some Developer Contributions with further contributions currently pending. Community Infrastructure Levy (CIL) would be considered for the provision of other primary school places and for secondary school places.
- 3.3 The DfE currently allocate Basic Need capital funding to local authorities in order to provide additional school places where pupils are projected to exceed the number of places available and where the increase is occurring as a result of population growth other than from housing developments supported by Developer Contributions. The level of Basic Need Funding provided is calculated on the basis of the Local Authority pupil forecast data submitted to the DfE, which outlines the number of existing places in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils supported by Developer Contributions.
- 3.4 Basic Need funding of £6.4m was received in 2015/16 and is committed against Basic Need schemes that are currently under development to ensure that places projected to be required for 2016/17 can be provided.
- 3.5 The DfE has identified the Council's future Basic Need allocations as £6.7m for 2016/17 and £3m for 2017/18. A number of Basic Need schemes have recently been approved for 2016/17 as part of the Council's budget report. Beyond 2017/18 the Council has no indication of what capital will be received for Basic Need.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 Relevant considerations: The Council's statutory duty to provide sufficient school places, Children, Equalities, Planning, Social Inclusion, Property, Impact on Staff.
- 4.2 An Equality Impact Assessment has been completed using corporate guidelines. No adverse or other significant issues were found.

5 THE REPORT

- 5.1 Appendix 1 to this report contains all the information that The Panel should require in order to be able to assess the proposed strategy. A summary of the key issues impacting on pupil place planning is set out below.
- 5.2 Despite significant recent changes to the educational landscape with some schools becoming Academies and free schools being established, the Local Authority still retains the legal responsibility for pupil place planning in its area and for ensuring there are sufficient school places available.

- 5.3 In general, existing secondary school provision is expected to be sufficient for future pupil numbers arising from underlying population growth and future house building. Secondary pupil numbers have been lower over the last few years as the smaller numbers of pupils in the older year groups of primary school reached secondary school age. Numbers are projected to pick up again with admissions into Year 7 in 2018 onwards when the current younger primary age pupils who entered Reception in 2011 reach secondary school age.
- 5.4 However, should a future proposed new housing development in a particular area be projected to result in a shortfall of secondary school places, the Authority will apply for CIL funding to provide additional places. These are highly likely to be delivered via the expansion of existing schools rather than by building new schools.
- 5.5 The future need for primary school places is expected to be affected by levels of underlying population growth coupled with pupils generated from new housing developments in line with the Core Strategy and Strategic Housing Land Availability Assessment (SHLAA). The impact of this will vary from area to area across the Authority depending on where the population growth is taking place.
- 5.6 In some areas the impact is likely to be less severe and be felt more gradually as the number of places required will be fewer in number and will build up gradually and there will be more options available for delivery of any additional places that might be required, possibly via the expansion of existing local schools.
- 5.7 In most areas where growth is expected to be greater and faster and options for delivery of additional places is limited as existing local schools cannot be expanded because the sites they occupy are not large enough, the impact is likely to be much more pronounced and immediate, requiring additional places to be created early on and most likely via the provision of whole new schools which will require land to be provided. Officers have been working closely with colleagues in Planning Policy to ensure that these land requirements are reflected in the Council's Core Strategy and Infrastructure Delivery Programme.
- 5.8 We cannot say for certain what will happen to the population beyond the latest 2014-2015 births and resident population data – numbers could level off, fall or rise steeply or gradually and therefore it is difficult to forecast how many places will be required beyond admissions into Reception in 2019 and into Year 7 in 2021. This is particularly challenging for primary school place planning, as it is only possible to plan four years ahead with any degree of certainty.

6 RATIONALE

- 6.1 The Local Authority still retains the legal responsibility for pupil place planning in its area. In order to do this effectively the Local Authority must identify where new school places will be required as a result of underlying population growth or pupils generated from new housing development, how much additional provision is required and when. This additional provision might be provided via Basic Need funding from the Government or Developer Contributions or CIL as a result of new housing developments.

- 6.2 There is currently already pressure on primary school places in some parts of the Authority and also projected to be a shortfall in places in some areas in the future and the Authority must plan for the additional provision that is needed. The Plan will serve as a useful planning tool to identify areas and levels of need, when investment in places will be needed and also to inform discussions with Developers.

7 OTHER OPTIONS CONSIDERED

- 7.1 None

8 CONSULTATION

- 8.1 Cabinet Member for Early Years, Children and Youth; Children and Young People Policy Development & Scrutiny Panel; Ward Councillors; Catholic Diocese; Church of England Diocese; Primary, Secondary and Studio School Headteachers and Governing Body Chairs; Neighbouring Local Authorities; Planning Policy; School Advisers; Admissions and Transport; Education Finance.
- 8.2 All schools are consulted annually when Planned Admission Numbers (PANs) are discussed for the next academic year two years ahead, providing an opportunity to discuss any future projected impact on the school prior to setting the PAN. The last consultation took place from September to November 2015 for PANs in 2017.
- 8.3 Those schools that are expected to be most affected by increases in child population as a result of underlying population growth in the short term or proposed new housing developments will be consulted at greater length. Some specific discussions have taken place with Headteachers and Governing Body representatives at a number of schools to discuss additional places being added to their school and to identify the possible schools to be expanded in the longer term.

9 RISK MANAGEMENT

- 9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance. Significant risks identified are:
- 9.2 *The Council has a statutory duty to secure sufficient school places and failure to ensure this will result in the Council being at risk of breaching its responsibility.* This Plan sets out a strategy for delivery of sufficient school places in the right areas across the Authority.
- 9.3 *The actual eventual need for places is less or greater than projected.* Use of Primary and Secondary Planning Areas allows a good understanding of where places are likely to be required as a result of population growth. Where there are opportunities and within the limitations of the space and funding available, some additional extra places may be provided to give flexibility.
- 9.4 *Insufficient land available in the right area on which to build new school accommodation where existing school sites cannot sustain any further expansion and where new sites will need to be provided.* Officers have been working to identify where sites will be required for new school provision and

feeding these requirements into the Council's Infrastructure Delivery Programme to secure land Developer Contributions.

9.5 *New house building spread over a long period of time and therefore Developer Contributions received over an extended period will make the timing of the delivery of new school places challenging, particularly where land is also required.* Need to plan the delivery of new school accommodation via stages and through phasing and via the pooling of Developer Contributions. Explore the possibility of combining Basic Need Funding with Developer Contributions or CIL where possible.

9.6 *Available capital either through Basic Need funding or Developer Contributions not sufficient to cover cost of building work to provide additional accommodation.* Planned building work delivered as cost effectively as possible through effective project planning including utilising existing accommodation where possible to make best use of available resources. Ensure any potential shortfalls which may require Council funding are identified at an early stage and included in the Council's financial planning.

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Background papers	None
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Appendix 1

Bath and North East Somerset Council

Primary and Secondary School Organisation Plan 2015 – 2019

Including Longer Term Place Planning within the Core Strategy Plan Period

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Introduction

The provision of school places is going through a period of dramatic change. In line with current government strategy, rather than being direct providers of school places via Community schools, Local Authorities are moving to becoming commissioners of school places via a range of providers that include Academies, Free Schools, Studio Schools, Foundation schools, Trust schools, Voluntary Aided schools, Voluntary Controlled schools and Community schools.

Despite these changes, the Local Authority still retains the legal responsibility for pupil place planning within its area and has a statutory duty to provide sufficient school places for every child resident in the Local Authority who requires a place. In order to achieve this it can propose expansions to all categories of schools and commission the provision of new schools that will be run by the most appropriate body.

This plan outlines the current level of primary and secondary provision in the Authority, the projected pupil numbers based on births and resident population data over the next four years up to admissions in September 2019 in detail and in outline within the Core Strategy Plan period arising as a consequence of the future planned housing development expected to be delivered within this period in the Authority. The plan also gives estimates for the number of school places likely to be required in each of the planning areas across the Authority as a result of projected pupil numbers. In some cases it also proposes specific solutions as to how and where these additional places might be provided.

The plan does not extend to Special School provision as this is subject to a separate and distinct place planning and delivery process.

Summary Profile of Primary and Secondary Schools

In Bath and North East Somerset there are a total of 61 primary, infant and junior schools as follows:

26 Community schools
22 Voluntary Controlled Church of England schools
5 Voluntary Aided Church of England schools
2 Voluntary Aided Catholic schools
5 Church of England Academies
1 Academy
(Including 3 Federations: 2 Federations of 2 schools and 1 Federation of 3 schools)

There are a total of 13 secondary schools as follows:

10 Academies
1 Foundation school
1 Voluntary Aided Catholic school
1 Voluntary Aided Church of England school
(Including 1 Federation of 2 schools)
12 schools have sixth forms (The two Voluntary Aided schools share a joint sixth form).
11 schools are co-educational

1 school is single sex boys and 1 school is single sex girls

There are a total of 3 Studio Schools as follows:

3 Academies

Pupil Projections in General

The future need for school places is expected to be affected by rates of underlying population growth coupled with pupils generated from new housing developments. The impact of this will vary from area to area across the Authority depending on where the population growth is taking place.

Two main sources of funding are currently available to create additional school places, depending on how the need for places has been generated. These are: Basic Need funding and Developer Contributions or Community Infrastructure Levy (CIL).

Basic Need funding is currently allocated to local authorities by the Department for Education (DfE) to provide additional school places where there is underlying growth in pupil numbers that is projected to exceed the number of places available and where the increase is occurring as a result of population growth other than from housing developments supported by Developer Contributions. The level of Basic Need funding provided will be on the basis of the data contained within the annual School Capacity Return submitted to the DfE. This outlines the number of existing places in each planning area in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils from new housing development supported by Developer Contributions.

Developer Contributions will be sought to provide school places required as a result of pupils generated by Strategic Development Sites. The new school places provided could be in the form of additional accommodation added to existing schools where this is possible or via the provision of whole new schools to serve the development. In addition to capital, land may also be required to be provided by the development. CIL would be considered for the provision of other primary school places and for secondary school places.

The Local Authority liaises with the Health Authority to obtain accurate figures for births within the Authority for each academic year and also to obtain figures for the resident population of children. The resident population data we use is updated every six months to reflect on going changes and movements in the population. The births data is updated annually

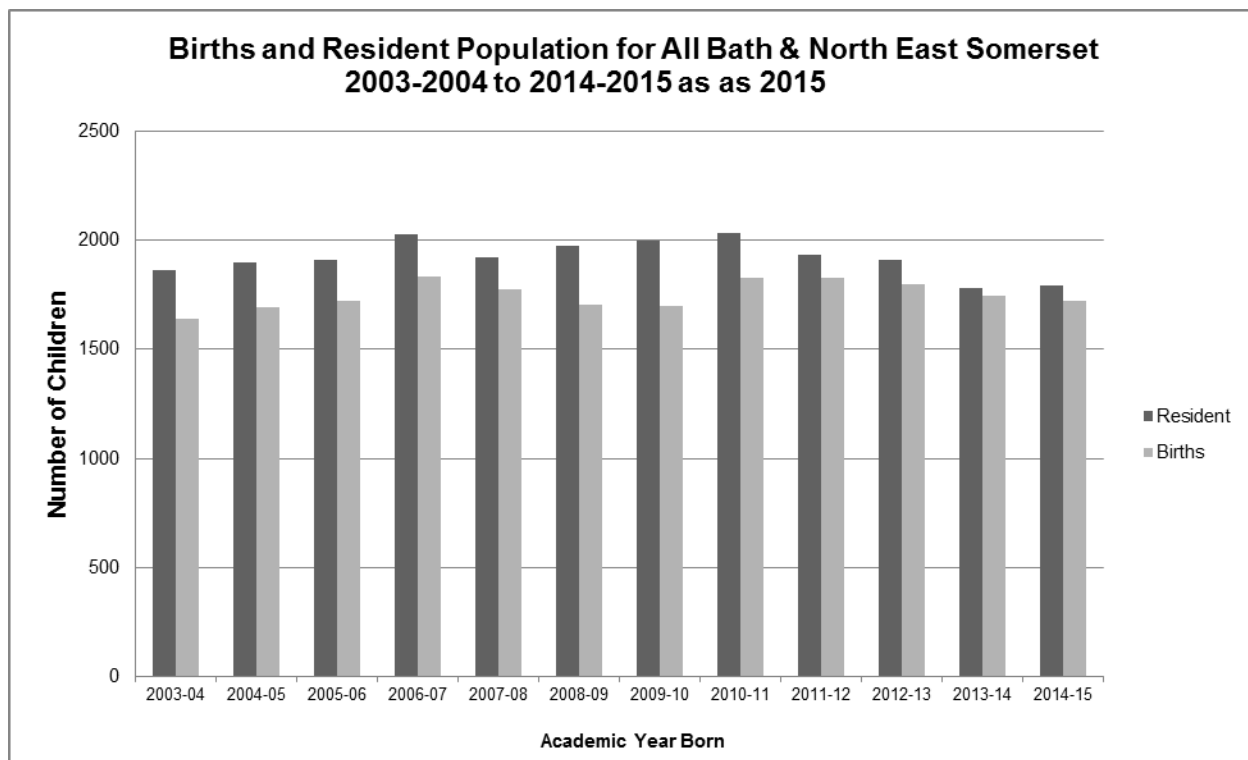
The Authority estimates what the resident population will be by the time children reach Reception age, based on the current resident population figures and births figures. It then estimates the percentage of resident 4 year olds that will take up a Reception (YR) place each year – the transfer rate – and also estimates how many 11 year olds there will be and what percentage of these will enter secondary school in Year 7 (Y7). It also estimates how the current year groups already within schools might change as they move through the school years.

The Authority also uses the figures contained in the Bath and North East Somerset Planning Obligations Supplementary Planning Document in order to calculate the number of children of each age group likely to be generated from new housing developments. The number of children generated from new housing developments will then be added to the number of children arising from births and underlying population growth.

As far as possible, school places should be distributed to meet current and projected needs and to ensure that sufficient school places are available reasonably close to the communities they serve. The Authority will seek to meet parental preferences as far as possible and to take this into account where possible when planning school places. The limitations associated with some school sites means that it is not always possible to put additional school places precisely where they are required, however the best possible achievable option will always be pursued.

The table and chart below show the births and resident population data for 0 - 11 year olds by academic year as at September 2015 for all Bath and North East Somerset.

Age in 2015	11	10	9	8	7	6	5	4	3	2	1	0
Academic Year Born	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Year Enter YR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Year Enter Y7	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Total Births	1642	1696	1720	1832	1774	1703	1698	1830	1829	1797	1747	1720
Total Resident	1864	1901	1911	2028	1925	1971	2000	2033	1931	1911	1781	1792
Difference Births/ Resident	222	205	191	196	151	268	302	203	102	114	34	72



Primary Pupil Projections by Planning Area for Admissions in 2015 – 2019

For the purposes of primary school place planning, the Authority has been divided into seventeen areas. Each planning area contains a grouping of Lower Super Output Areas which are the smaller areas that wards have been divided into nationally to allow a range of data to be recorded on a very local basis. Each planning area has been designed to group the child population living within that area with the school places that could reasonably be said to serve that planning area.

In some areas, usually in more rural areas, where some routes to schools are deemed to be hazardous (as described in the B&NES *A Primary School for Your Child* booklet), it is more likely that a single local school would normally be expected to serve a particular rural area or village, compared to urban areas where there would usually be more than one school located within a more compact geographical area that would be accessible to a local community.

Adjustments are made to allow for some movements between planning areas where this is thought to be reasonable i.e. within a reasonable distance, reflecting current patterns of movements of pupils that live in one planning area and attend school in another etc. and in this report some of the individual planning areas have been grouped.

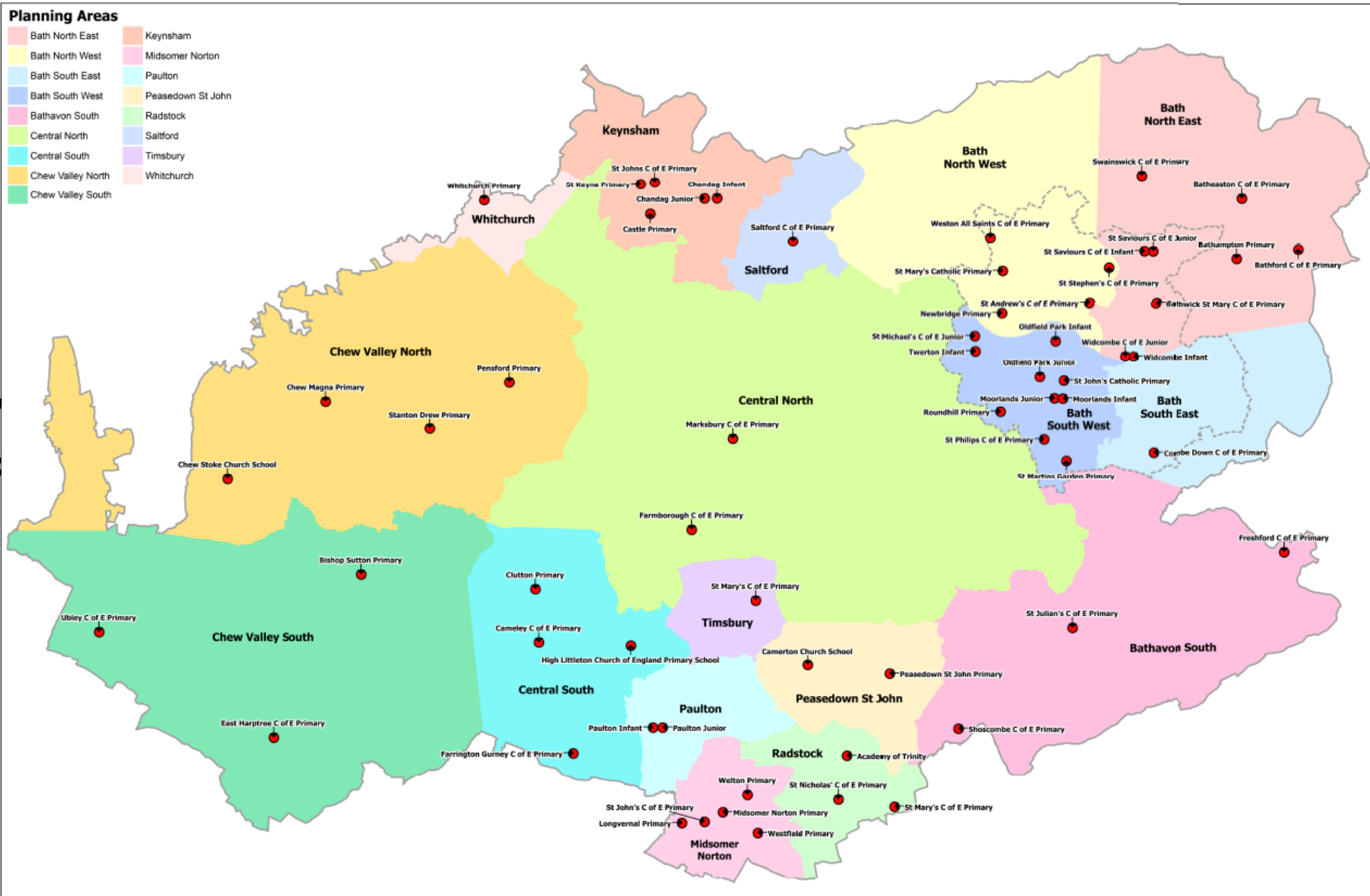
The challenges around primary school place planning are firstly to accurately estimate what the resident population of 4 year olds is likely to be in the future based on the births and current resident population data for each age group. Resident population figures change from year to year and generally increase compared to the births figure for that age group, although they can be lower. Increases can be irregular from year to year and vary for different year groups.

Secondly it is to project the percentage of those 4 year olds that will take up a YR place, primarily based on past patterns of admissions. The third factor is parental preference as parents do not always choose their nearest school. Estimates are based on the assumption that current patterns of take up of places will continue into the future. When planning YR places it is only possible to plan four years ahead with any degree of certainty due to the availability of data on actual births.

Finally, pupils generated from previously approved housing developments that have either yet to be built or are currently under construction need to be taken into account. The following projections up to 2019 would exclude all pupils from housing developments that have not yet commenced as they would not necessarily impact on school numbers by 2019. Some of the pupils generated from housing developments currently under construction will be included and some excluded, to reflect the progress of the construction programme. These additional pupils would need to be added on to the Baseline projection figures.

Pupil projections are reviewed annually and updated as necessary.

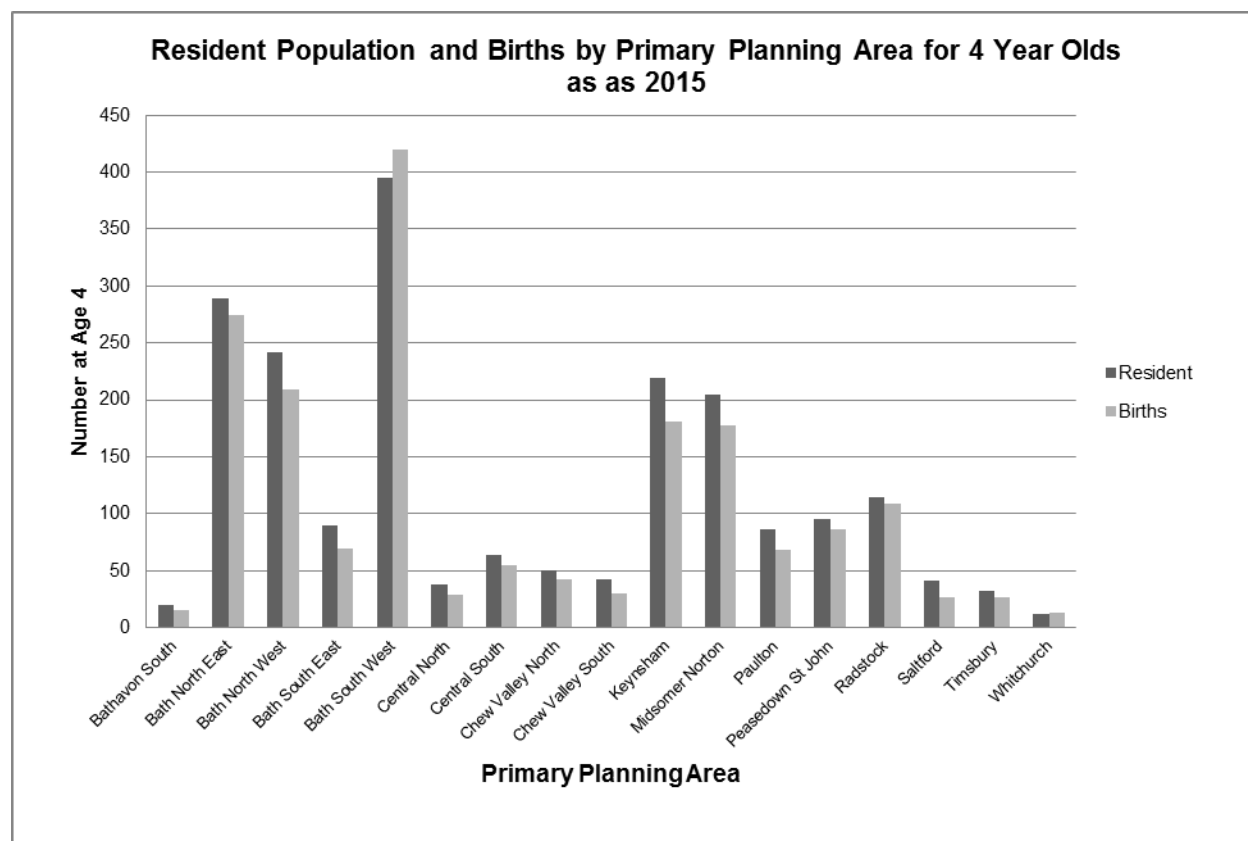
Primary Planning Areas Map



The table below shows births and resident population for 0 - 10 year olds by academic year as at September 2015 grouped by Primary Planning Area.

	Age in 2015	10	9	8	7	6	5	4	3	2	1	0
	Academic Year Born	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
	Year Enter YR	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	Year Enter Y7	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Bathavon South	Births	20	17	26	12	14	9	15	13	14	10	10
	Resident	27	20	34	20	18	19	20	14	22	12	10
Bath North East	Births	244	252	274	265	230	240	274	254	240	223	215
	Resident	255	230	289	256	245	281	289	240	234	214	223
Bath North West	Births	187	209	210	248	190	209	209	222	210	183	190
	Resident	224	259	240	257	233	248	242	229	222	178	186
Bath South East	Births	75	67	78	70	64	60	69	55	68	64	62
	Resident	95	101	93	97	75	90	90	72	71	62	59
Bath South West	Births	405	382	429	406	435	394	420	467	443	441	426
	Resident	408	370	423	398	435	401	395	452	439	452	456
Central North	Births	38	39	34	35	36	32	29	37	37	35	29
	Resident	47	49	46	44	42	41	38	44	39	34	26
Central South	Births	67	70	68	69	54	63	55	62	54	49	61
	Resident	75	74	74	87	74	74	64	65	67	43	66
Chew Valley North	Births	33	32	46	30	35	32	42	30	26	44	39
	Resident	41	51	56	41	53	44	50	39	32	43	45
Chew Valley South	Births	26	35	37	42	32	34	30	26	26	27	25
	Resident	42	47	48	44	43	51	42	37	33	37	25
Keynsham	Births	149	144	146	138	144	133	181	151	162	159	158
	Resident	172	167	185	175	188	174	219	194	196	175	167
Midsomer Norton	Births	146	170	170	150	170	159	178	192	182	162	197
	Resident	190	199	190	150	216	196	204	191	223	175	202
Paulton	Births	61	56	54	46	70	65	68	74	79	69	81
	Resident	61	79	56	62	94	77	86	78	82	82	88
Peasedown St John	Births	95	98	83	99	78	96	86	92	82	91	74
	Resident	90	97	85	99	88	109	95	97	81	93	81
Radstock	Births	90	98	115	115	116	104	109	98	108	126	89
	Resident	89	99	110	95	94	97	114	100	98	118	94
Saltford	Births	30	11	28	24	19	33	26	24	28	26	21
	Resident	51	32	46	50	42	52	41	37	31	29	20
Timsbury	Births	27	33	29	25	17	27	26	24	30	28	37
	Resident	28	25	41	36	24	37	32	31	29	28	37
Whitchurch	Births	4	6	6	0	0	9	13	9	8	8	7
	Resident	6	12	12	14	7	9	12	11	12	6	7

The chart below shows births and resident population data for children aged 4 in the 2015-2016 academic year as at September 2015 grouped by Primary Planning Area.



The following figures show the actual YR intakes for 2014 and the estimated YR intakes for the academic years 2015 to 2019 as at the May School Census date. Also latest Net Capacity (NC) figures or Capacity (C) if the school is an academy and the 2015 YR places.

Bathavon South and Peasedown St John Planning Areas

	R	1	2	3	4	5	6	Total
2012	120	123	126	105	107	118	120	819
2013	103	122	130	127	106	106	111	805
2014	130	105	127	137	130	108	105	842
2015	139	133	108	125	138	127	109	879
2016	149	142	136	111	128	141	130	937
2017	149	152	145	139	114	131	144	974
2018	156	152	155	148	142	117	134	1004
2019	149	159	155	158	151	145	120	1037

Reception Places in 2015: 147

Schools:

10 Camerton Church School (NC 55), 20 Freshford C of E Primary (NC 140), 75 Peasedown St John Primary (NC 525), 20 Shoscombe C of E Primary (NC 120), 22 St Julian's C of E Primary (NC 112).

Camerton Church School, Shoscombe C of E Primary and St Julian's C of E Primary are federated.

Some additional places can be created at Camerton Church School for September 2016 and 2017 admissions by increasing the PAN.

Capacity has been added to Peasedown St John Primary in order to accommodate the pupils generated from underlying population growth and from the new housing development at Wellow Lane in Peasedown. A feasibility study to add additional capacity to the school for September 2018 admissions onwards in order to accommodate pupils generated from the new housing development at Greenlands Road in Peasedown St John is being undertaken.

Bath North East Planning Area

	R	1	2	3	4	5	6	Total
2012	170	202	166	166	174	162	178	1218
2013	168	174	206	169	167	173	160	1217
2014	207	174	183	211	174	167	176	1292
2015	197	213	177	190	215	180	169	1341
2016	167	202	216	180	193	218	181	1357
2017	165	172	205	219	183	196	219	1359
2018	153	170	175	208	222	186	197	1311
2019	163	158	173	178	211	225	187	1295

Reception Places in 2015: 200

Schools:

30 Bathampton Primary (NC 206), 30 Batheaston C of E Primary (NC 209), 36 Bathford C of E Primary (NC 210), 30 Bathwick St Mary C of E Primary (NC 210), 60 St Saviour's C of E Infant (NC 210) (and 60 St Saviour's C of E Junior (NC 240)), 14 Swainswick C of E Primary (NC 84).

St Saviour's C of E Junior school will have a bulge class added for Year 3 admissions in 2017 to accommodate the bulge class of children that originally entered the St Saviour's C of E Infant school in 2014.

Bath North West Planning Area

	R	1	2	3	4	5	6	Total
2012	264	265	259	230	226	219	221	1684
2013	260	265	262	255	236	224	222	1724
2014	267	265	266	261	260	224	223	1766
2015	268	270	268	269	259	259	223	1816
2016	258	271	273	271	271	261	261	1866
2017	260	261	274	276	273	273	263	1880
2018	225	263	264	277	278	275	275	1857
2019	228	228	266	267	279	280	277	1825

Reception Places in 2015: 270

Schools:

60 Newbridge Primary (NC 450), 30 St Andrews C of E Primary (NC 210), 30 St Mary's Catholic Primary (NC 210), 60 St Stephen's C of E Primary (NC 420), 90 Weston All Saints C of E Primary (NC 630).

The process to deliver the new 210 place primary school at Ensleigh with a Planned Admission Number (PAN) of 30 has commenced and the school is scheduled to open in September 2017. This will also serve the Bath North East Planning Area.

Bath South East Planning Area

	R	1	2	3	4	5	6	Total
2012	114	113	119	111	113	106	103	779
2013	120	117	116	120	111	112	105	801
2014	119	114	120	116	118	112	118	817
2015	120	119	115	122	117	120	112	825
2016	120	121	120	117	122	118	120	838
2017	120	120	121	121	118	123	119	842
2018	120	120	121	122	122	119	124	848
2019	120	120	120	122	122	123	120	847

Reception Places in 2015: 120

Schools:

60 Combe Down C of E Primary (NC 418), 60 Widcombe Infant (NC 180) (and 60 Widcombe C of E Junior (NC 232)).

The new 210 place primary school with a PAN of 30 to accommodate pupils generated by the Mulberry Park (MoD Foxhill) development is currently being planned and is scheduled to open in September 2018. This will also serve the Bath South West Planning Area.

Bath South West Planning Area

	R	1	2	3	4	5	6	Total
2012	333	334	292	314	291	286	284	2134
2013	354	320	330	279	304	291	285	2163
2014	308	354	323	333	275	305	288	2186
2015	320	311	354	320	340	279	308	2232
2016	361	323	313	356	325	343	281	2302
2017	363	364	325	315	361	328	345	2401
2018	363	366	366	327	320	364	330	2436
2019	375	366	368	368	332	323	366	2498

Reception Places in 2015: 370

Schools:

60 Moorlands Infant (NC 210) (and 60 Moorlands Junior (NC 270)), 60 Oldfield Park Infant (NC 210) (and 75 Oldfield Park Junior (NC 229)), 60 Roundhill Primary (NC 407), 40 St Philip's C of E Primary (NC 280), 45 St Martin's Garden Primary (NC 315), 45 St John's Catholic Primary (NC 312), 60 Twerton Infant (NC 180) (and 60 St Michael's C of E Junior (NC 240)).

Moorlands Infant and Moorlands Junior are federated.

Should additional places be required in this area these are likely to be proposed to be provided by adding capacity to St Martin's Garden Primary school or Moorlands Infant and Junior schools.

The new 210 place primary school with a PAN of 30 to accommodate pupils generated by the Crest development at Bath Western Riverside (BWR) has an estimated opening date of approximately 2022/2023, based on the latest build programme for the development.

Central North and Timsbury Planning Areas

	R	1	2	3	4	5	6	Total
2012	54	60	49	61	53	57	54	388
2013	55	57	66	49	63	54	57	401
2014	65	57	57	60	46	55	45	385
2015	56	66	57	61	57	43	55	395
2016	66	58	68	59	63	59	44	417
2017	69	68	60	70	61	65	60	453
2018	59	71	70	62	72	63	66	463
2019	66	61	73	72	64	74	64	474

Reception Places in 2015: 65

Schools:

20 Farmborough C of E Primary (NC 120), 15 Marksby C of E Primary (NC 105), 30 St Mary's C of E Primary (Timsbury) (NC 210).

Farmborough C of E Primary school is currently being expanded to accommodate pupils generated from underlying population growth and from the new housing development currently

under construction in Farmborough. The school will have a PAN of 25 for Reception admissions in 2016 onwards.

Central South Planning Area

	R	1	2	3	4	5	6	Total
2012	78	65	70	70	64	58	61	466
2013	66	78	62	67	62	65	57	457
2014	64	65	72	61	70	59	67	458
2015	71	64	67	71	61	70	60	464
2016	79	72	65	68	72	62	71	489
2017	83	80	73	66	69	73	63	507
2018	61	84	81	74	67	70	74	511
2019	91	62	85	82	75	68	71	534

Reception Places in 2015: 80

Schools:

20 Cameley C of E Primary (NC 138), 25 Clutton Primary (C 147), 15 Farrington Gurney C of E Primary (NC 105), 20 High Littleton C of E Primary (C 140).

New housing development in Temple Cloud is expected to generate the need for additional capacity to be added to Cameley C of E Primary school.

New housing development in Clutton is expected to generate the need for additional capacity to be added to Clutton Primary school.

Additional places may be required for Reception admissions in 2017 and 2019. This could be achieved by expanding Clutton Primary school to a PAN of 30 and Cameley C of E Primary school to a PAN of 25 or 30.

Chew Valley North Planning Area

	R	1	2	3	4	5	6	Total
2012	62	59	58	55	52	64	58	408
2013	62	66	62	61	57	57	65	430
2014	55	66	67	62	62	59	58	429
2015	64	57	68	68	64	60	60	441
2016	53	67	59	70	70	66	61	446
2017	51	55	68	61	72	72	67	446
2018	65	53	57	70	63	77	73	458
2019	73	67	55	59	72	65	75	466

Reception Places in 2015: 67

Schools:

15 Chew Magna Primary (NC 105), 27 Chew Stoke Church School (C 189), 15 Pensford Primary (NC 105), 10 Stanton Drew Primary (NC 70).

Stanton Drew Primary is federated with Bishop Sutton Primary.

Future demand is expected to be met by current school provision in the Chew Valley North Planning Area up to 2018. Additional capacity may be required in the area for Reception admissions in 2019.

Chew Valley South Planning Area

	R	1	2	3	4	5	6	Total
2012	38	50	42	32	38	40	38	278
2013	42	38	52	43	34	37	38	284
2014	44	44	40	52	43	37	36	296
2015	47	46	45	41	55	45	35	314
2016	42	47	48	47	43	57	47	331
2017	48	44	49	50	49	45	59	344
2018	49	50	46	51	52	51	47	346
2019	40	51	52	48	53	54	53	351

Reception Places in 2015: 56

Schools:

25 Bishop Sutton Primary (NC 149), 15 East Harptree C of E Primary (NC 103), 16 Ubley C of E Primary (NC 80).

Bishop Sutton Primary is federated with Stanton Drew Primary.

Bishop Sutton Primary school is currently being expanded to a 210 place school with a PAN of 30 for admissions in September 2017 onwards due to new housing development in Bishop Sutton.

Additional capacity is expected to be required at Ubley C of E Primary school to accommodate pupils generated by local underlying population growth.

Keynsham and Saltford Planning Areas

	R	1	2	3	4	5	6	Total
2012	215	219	197	214	186	200	196	1427
2013	209	217	224	198	220	187	198	1453
2014	222	213	216	223	196	219	187	1476
2015	261	225	213	225	222	201	218	1565
2016	250	264	227	219	227	225	201	1613
2017	264	253	266	233	221	230	225	1692
2018	260	267	255	272	235	224	230	1743
2019	257	263	269	261	274	238	225	1787

Reception Places in 2015: 270

Schools:

60 Castle Primary (NC 327), 60 Chandag Infant (NC 180) (and 68 Chandag Junior (NC 240)), 60 St John's C of E Primary (Keynsham) (C 240), 30 St Keyna Primary (NC 210), 60 Saltford C of E Primary (NC 390).

Castle Primary school is currently being expanded to provide a total of 60 places per year group to become a 420 place school to accommodate pupils from both parts of the K2 housing development in Keynsham and some pupils from underlying population growth.

Two classrooms are being added to Saltford C of E Primary school to allow it to accommodate 60 pupils in every year group and become a 420 place school.

A bulge class of 30 places for Reception admissions in 2016 at St Keyna Primary school is currently being discussed with the school.

The process to deliver the new 210 place primary school with a PAN of 30 at Somerdale has commenced and the school is scheduled to open in September 2017. This will accommodate the pupils generated from the new housing development on the former Somerdale factory site in Keynsham.

Due to the higher than expected population growth being experienced in Keynsham in recent years, a feasibility study to add additional capacity to St Keyna Primary school in order to accommodate pupils generated from underlying population growth is being undertaken.

Midsomer Norton Planning Area

	R	1	2	3	4	5	6	Total
2012	158	188	192	178	163	174	193	1246
2013	199	163	186	203	183	164	177	1275
2014	186	205	167	193	201	189	165	1306
2015	206	190	210	175	196	210	194	1381
2016	208	211	195	215	180	201	215	1425
2017	245	213	216	200	220	185	206	1485
2018	246	250	218	221	205	225	190	1555
2019	264	251	255	223	226	210	230	1659

Reception Places in 2015: 218

Schools:

25 Longvernal Primary (NC 113), 45 Midsomer Norton Primary (NC 315), 60 St John's Primary School (Midsomer Norton) (C 420), 28 Welton Primary (NC 196), 60 Westfield Primary (NC 420).

Additional capacity will be required in Midsomer Norton by 2017 in order to accommodate pupils generated by several new housing developments under construction. A new 630 place Free School with a PAN of 90 has been proposed for Midsomer Norton to open in September 2017. Should this Free School not proceed it is proposed to add capacity to Welton Primary school and Westfield Primary school.

Paulton Planning Area

	R	1	2	3	4	5	6	Total
2012	58	57	60	52	60	62	61	410
2013	73	55	57	64	56	61	64	430
2014	75	72	58	53	63	61	63	445
2015	73	76	72	62	56	66	65	470
2016	75	75	78	74	64	58	68	492
2017	86	77	77	80	76	66	60	522
2018	90	88	79	79	82	78	68	564
2019	88	92	90	81	81	84	80	596

Reception Places in 2015: 90

Schools:

90 Paulton Infant (NC 269) (and 60 Paulton Junior (NC 255)).

Paulton Infant school has been expanded to provide 90 places per year group to become a 270 place school to accommodate pupils from underlying population growth and from existing housing developments in Paulton. Paulton Junior school is being expanded for September 2016 onwards to provide 90 places per year group and become a 360 place school.

Radstock Planning Area

	R	1	2	3	4	5	6	Total
2012	83	89	78	66	67	57	68	508
2013	75	80	84	72	65	64	57	497
2014	87	75	77	79	72	70	66	526
2015	89	91	74	77	80	72	73	556
2016	79	90	92	75	78	81	73	568
2017	79	80	91	93	76	79	82	580
2018	97	80	81	92	94	77	80	601
2019	83	98	81	82	93	95	78	610

Reception Places in 2015: 95

Schools:

30 Academy of Trinity (C 210), 25 St Mary's C of E Primary (Writhlington) (NC 149), 40 St Nicholas' C of E Primary (NC 270).

St Mary's C of E Primary school is currently being expanded to add capacity to accommodate pupils generated from the Knobsbury Lane new housing development in Radstock. It will have a PAN of 30 for admissions in September 2017 onwards.

In addition, a feasibility study to add additional capacity to St Nicholas' C of E Primary school for September 2018 admissions onwards in order to accommodate pupils generated from the new housing development at Radstock Railway Line is being undertaken.

Whitchurch Planning Area

	R	1	2	3	4	5	6	Total
2012	30	29	30	25	31	29	22	196
2013	29	30	28	29	27	31	26	200
2014	29	30	30	30	29	27	30	205
2015	30	30	30	30	30	30	30	210
2016	30	30	30	31	30	30	31	212
2017	34	31	30	30	31	30	30	216
2018	32	34	31	31	31	31	32	222
2019	30	32	34	32	31	31	32	222

Reception Places in 2015: 30

Schools:

30 Whitchurch Primary (NC 210).

There are projected to be sufficient places available in this planning area to accommodate pupils up to 2019.

Secondary Pupil Projections by Planning Area for Admissions in 2015 – 2019

For the purposes of secondary school place planning, the Authority has been divided into seven planning areas which relate to the seven secondary school catchment areas, also called Areas of Prime Responsibility, within the Authority.

The catchment areas for Chew Valley and Writhlington schools extend beyond the boundary of Bath and North East Somerset into the neighbouring authorities of North Somerset and Somerset respectively. Children living within this part of the catchment area are considered on the same level of priority as children living within the Bath and North East Somerset part of the catchment area for that school.

The catchment area for St Gregory's Catholic College extends beyond the boundaries of the Greater Bath Consortium catchment area, primarily to the north, east and south of the Authority as it serves designated Catholic parishes in North West Wiltshire and the north of the County of Somerset as well as Bath and North East Somerset.

The Authority is a net importer of pupils with many pupils travelling into the Authority from neighbouring authorities. This can create challenges when planning secondary school places as these patterns can change for a variety of reasons. External factors such as the popularity of schools in neighbouring authorities can impact on parental preference and affect the number of pupils that come into Bath and North East Somerset, as can any changes to schools within the Authority.

Some schools currently admit a significant number of pupils from outside of their catchment area and outside of the Authority, notably Chew Valley, Broadlands and Oldfield and to a lesser extent Writhlington. Within the Authority, there is an established pattern whereby Norton Hill, Somervale and Writhlington tend to admit pupils from each other's catchment areas to varying degrees and Wellsway admits a significant number of pupils from the Broadlands catchment

area and also from outside the Authority. Numbers at these schools can be significantly affected by these movements of pupils.

If pupil numbers in the catchment areas for these schools were to increase in future as a result of underlying population growth and/or new housing development, it is possible that gradually over time the new Year 7 pupils living in the catchment area who apply for a place at their local school could serve to displace some of these out of catchment pupils..

The projected Year 7 (Y7) intake figures for 2015 – 2019 have been calculated by estimating the number of resident population children reaching Year 7 age based on the current resident population and births figures in each secondary planning area and then the percentage of resident 11 year olds that will take up a Year 7 place is estimated, primarily based on past patterns of parental preference and take up of places. Then a projection of the current year groups already within schools is calculated. The estimates are based on the assumption that these current patterns will continue into the future.

The figures also include pupils who currently travel into the Authority from outside of the individual school catchment areas and again are based on the assumption that this current pattern continues at this level. Also, popular schools are likely to attract additional pupils from outside of their catchment area should less places be required by children living within the catchment area because the population there has fallen.

Finally, pupils generated from previously approved housing developments that have either yet to be built or are currently under construction need to be taken into account. The following projections up to 2019 would exclude all pupils from housing developments that have not yet commenced as they would not necessarily impact on school numbers by 2019. Some of the pupils generated from housing developments currently under construction will be included and some excluded, to reflect the progress of the construction programme. These additional pupils would need to be added on to the Baseline projection figures.

Generally speaking, secondary pupil numbers are expected to be lower over the next few years as the smaller numbers of primary pupils seen in the past reach secondary school age. The increasing primary age population is first anticipated to reach Year 7 of secondary school in the 2017/2018 and 2018/19 academic years, resulting in a marked increase in secondary school age pupils at this time in most areas and generally to remain higher from that point onwards.

However up to admissions in 2017 there are still projected to be sufficient secondary school places available in all areas of the Authority for children living within the secondary school catchment areas for Bath and North East Somerset.

Secondary Planning Areas Map



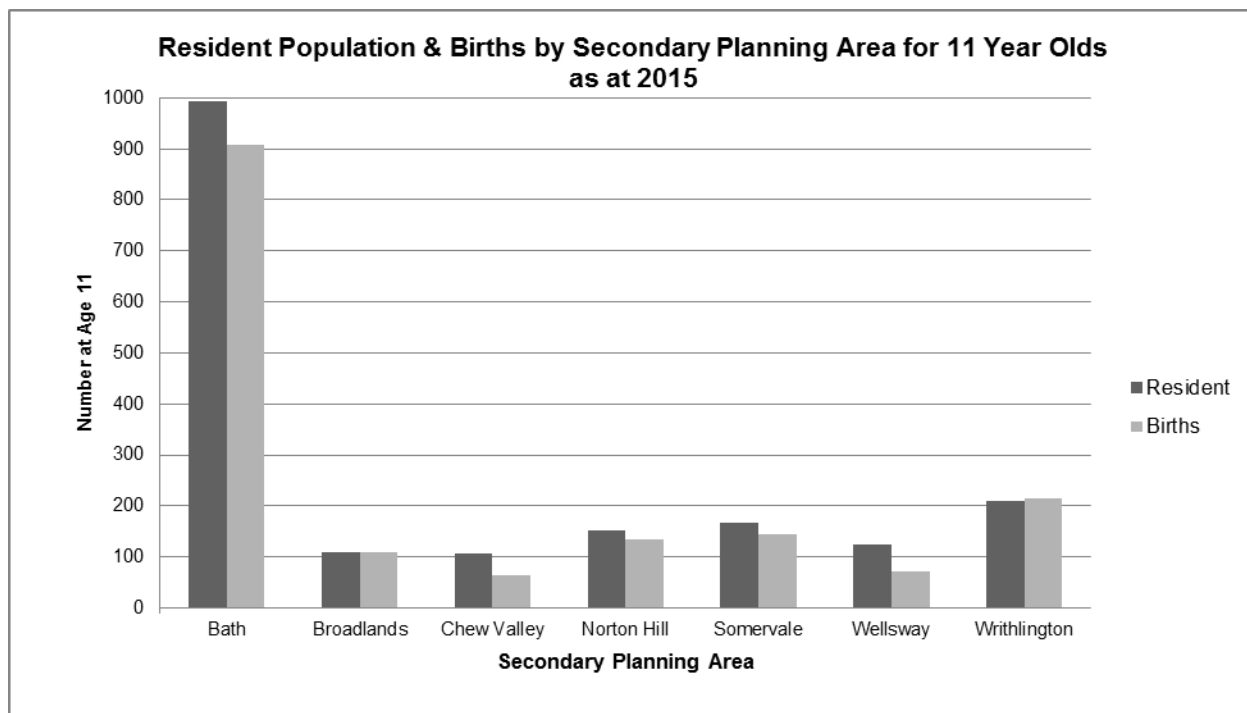
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The table below shows births and resident population data for 0 - 11 year olds by academic year as at September 2015 grouped by Secondary Planning Area.

	Age in 2015	11	10	9	8	7	6	5	4	3	2	1	0
	Academic Year Born	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
	Year Enter YR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	Year Enter Y7	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Broadlands	Births	109	117	115	125	105	119	104	160	128	129	131	121
	Resident	109	123	125	145	137	146	125	172	156	146	136	129
Chew Valley	Births	64	78	84	93	85	77	75	80	66	59	79	74
	Resident	106	102	111	116	99	109	108	102	86	74	87	79
Greater Bath Consortium	Births	907	932	926	1013	1005	936	913	989	1011	974	923	902
	Resident	993	1009	981	1073	1031	1010	1039	1036	1009	987	919	933
Norton Hill	Births	135	122	131	135	144	127	152	149	145	154	138	152
	Resident	153	151	166	163	156	160	175	172	159	186	144	163
Somervale	Births	144	156	176	166	135	182	163	179	211	190	170	206
	Resident	168	176	204	168	155	237	193	210	198	211	187	213
Wellsway	Births	71	85	66	76	77	63	88	74	76	90	81	81
	Resident	124	129	113	126	126	114	132	121	106	117	94	82
Writhlington	Births	214	207	221	224	222	200	204	199	193	197	225	183
	Resident	210	211	211	237	221	197	229	220	217	190	217	194

The chart below shows births and resident population data for children aged 11 in the 2015-2016 academic year as at September 2015 grouped by Secondary Planning Area.



The following figures show the actual Y7 intakes for 2014 and the estimated Y7 intakes for the academic years 2015 to 2019 as at the May School Census date. Also latest Net Capacity (NC) figures or Capacity (C) if the school is an academy and the 2015 Y7 places.

Broadlands Planning Area

	7	8	9	10	11	12	13	14	Total
2012	107	95	87	144	186	0	0	0	619
2013	44	101	94	83	142	0	0	0	464
2014	84	48	103	95	82	0	0	0	412
2015	95	87	57	107	92	0	0	0	438
2016	108	98	92	61	106	0	0	0	465
2017	111	111	103	96	60	0	0	0	481
2018	132	114	116	107	95	0	0	0	564
2019	130	135	119	120	106	0	0	0	610

Year 7 Places in 2015: 150

School:

150 Broadlands Academy (C 750).

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils up to 2019. Whilst there will be pupils generated from new housing development within this period the impact is not expected to be significant.

Chew Valley Planning Area

	7	8	9	10	11	12	13	14	Total
2012	189	195	196	200	187	101	102	0	1170
2013	193	187	198	198	199	108	77	0	1160
2014	184	193	182	196	199	107	90	0	1151
2015	202	182	196	182	196	113	81	0	1152
2016	198	204	184	198	184	112	86	2	1168
2017	238	200	206	186	200	105	85	2	1222
2018	238	240	202	208	188	114	79	2	1271
2019	219	240	242	204	210	107	86	2	1310

Year 7 Places in 2015: 210

School:

210 Chew Valley School (NC 1,336).

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils resident in Bath and North East Somerset up to 2019. This may be achieved via the displacement of some future pupils from outside the school's catchment area. Whilst there will be pupils generated from new housing development within this period the impact is not expected to be significant.

Greater Bath Consortium Planning Area

	7	8	9	10	11	12	13	14	Total
2012	893	892	906	934	969	443	394	5	5436
2013	998	878	901	918	969	513	330	17	5524
2014	988	999	886	910	911	596	418	26	5734
2015	1057	1008	1013	902	906	560	485	33	5964
2016	1088	1071	1022	1025	910	557	456	38	6167
2017	1105	1102	1085	1034	1033	560	453	36	6408
2018	1218	1119	1116	1097	1042	635	456	36	6719
2019	1203	1232	1133	1128	1105	641	517	36	6995

Year 7 Places in 2015: 1,195

Schools:

175 Beechen Cliff School (C 1,131), 120 Bath Community Academy (C 720), 190 Hayesfield Girls' School (C 1,226), 224 Oldfield School (C 1,216), 224 Ralph Allen School (C 1,110), 160 St Gregory's Catholic College (NC 951), 102 St Marks C of E School (NC 513), 30 (Year 10) The Bath Studio School (C 300).

The Bath Studio School opened in September 2014 and offers a total of 300 places for pupils aged 14 -19.

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils resident in Bath and North East Somerset up to 2019. This may be achieved via the displacement of some future pupils from outside the school's catchment area. Whilst there will be pupils generated from new housing development within this period the impact is not expected to be significant.

Norton Hill Planning Area

	7	8	9	10	11	12	13	14	Total
2012	252	243	252	258	249	129	108	5	1496
2013	238	252	246	248	259	141	112	6	1502
2014	225	239	251	251	250	145	135	0	1496
2015	277	232	244	252	250	164	133	8	1560
2016	293	281	234	246	254	164	150	8	1630
2017	343	297	283	236	248	167	150	9	1733
2018	338	347	299	285	238	163	157	9	1836
2019	347	342	349	301	287	156	149	9	1940

Year 7 Places in 2015: 280

School:

280 Norton Hill School (C 1,621).

Norton Hill School is federated with Somervale School.

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils resident in Bath and North East Somerset up to 2019. This may be achieved via the displacement of some future pupils from outside the school's catchment area. Whilst there will be pupils generated from new housing development within this period the impact is not expected to be significant.

Somervale Planning Area

	7	8	9	10	11	12	13	14	Total
2012	74	95	95	78	106	22	18	4	492
2013	90	73	96	93	81	39	14	1	487
2014	100	89	77	94	92	23	37	0	512
2015	61	105	91	78	96	41	17	1	490
2016	68	63	107	93	80	43	30	1	485
2017	80	70	65	109	95	36	32	1	488
2018	65	82	72	67	111	42	27	1	467
2019	68	67	84	74	69	49	31	1	443

Year 7 Places in 2015: 141

School:

141 Somervale School (C 839).

Somervale School is federated with Norton Hill School.

There could be an impact on numbers due to the Polestar Barratts and Polestar Bovis developments in Paulton and the Cautletts Close housing development in Midsomer Norton within this period. However there is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils up to 2019.

Wellsway Planning Area

	7	8	9	10	11	12	13	14	Total
2012	208	208	215	214	220	137	116	0	1318
2013	219	210	209	215	213	147	122	0	1335
2014	231	219	208	209	214	134	137	0	1352
2015	230	231	219	219	210	190	115	0	1414
2016	250	230	231	230	219	186	163	2	1511
2017	217	250	230	242	230	194	160	3	1526
2018	278	217	250	241	242	204	166	3	1601
2019	293	278	217	261	241	215	175	3	1680

Year 7 Places in 2015: 230

Schools:

230 Wellsway School (C 1,400), 40 (Year 10) IKB Studio School (C 300).

IKB Studio School opened in September 2015 and offers a total of 300 places for pupils aged 14 -19.

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils resident in Bath and North East Somerset up to 2019. This may be achieved via the displacement of some future pupils from outside the school's catchment area.

Writhlington Planning Area

	7	8	9	10	11	12	13	14	Total
2012	244	260	242	237	241	177	157	0	1558
2013	257	244	254	246	237	170	144	0	1552
2014	260	251	244	247	242	156	157	0	1557
2015	219	263	251	248	245	159	138	3	1526
2016	251	222	264	255	248	161	141	3	1523
2017	250	254	223	268	255	163	142	3	1514
2018	287	253	255	227	268	168	144	3	1537
2019	261	290	254	259	227	176	149	3	1529

Year 7 Places in 2015: 245

Schools:

245 Writhlington School (C 1,645), 40 (Year 10) The Mendip Studio School (C 300).

The Mendip Studio School opened in September 2015 and offers a total of 300 places for pupils aged 14 -19.

There is projected to be sufficient capacity available in this planning area to accommodate the projected number of pupils resident in Bath and North East Somerset up to 2019. This may be achieved via the displacement of some future pupils from outside the school's catchment area. Whilst there will be pupils generated from new housing development within this period the impact is not expected to be significant.

Longer Term Place Planning within the Core Strategy Plan Period

Future Housing as Outlined in the Core Strategy

The Core Strategy is the key overarching document in the Local Development Framework and is the first of a new generation of policy documents that will set out the long-term planning framework for the district.

The Core Strategy sets out the policy framework for the location and level of new housing and other development and is one of the Council's key policy documents that seeks to build upon the area's strong foundations which include the emerging creative industries, success of local Universities, and vibrant retail and tourist offer.

The Core Strategy for Bath and North East Somerset Council was formally adopted by the Council on 10th July 2014. The Core Strategy now forms part of the Development Plan for the District and will be used in the determination of all planning applications submitted to the Council alongside policies in the Joint Waste Core Strategy (2011) and those saved policies in the Local Plan (2007) not replaced by the Core Strategy.

The Core Strategy sets out the long term spatial vision for Bath and North East Somerset within the plan period from 2011–2029 and the broad locations for new housing, jobs and other strategic developments. It will also focus on the delivery of policy objectives and any infrastructure requirements, which would include schools.

The Core Strategy outlines the expected total number of new dwellings to be provided within the plan period in each of the five planning areas of the Authority, as follows: 7,022 dwellings in Bath, 2,152 in Keynsham, 2,467 in the Somer Valley area, 1,115 in the rural area and 200 in the Whitchurch area of Bath and North East Somerset. Some of these dwellings have already been built or are part of known housing developments that currently have planning permission but have not yet been built.

This plan outlines the likely need for primary and secondary school places based on these area quotas of dwellings as listed above. Should more dwellings than this be built, current place planning will need to be reviewed as more school places would be required.

In general, the majority of existing primary schools are either already at capacity or projected to reach capacity within the next few years and it is anticipated that there will be minimal or nil surplus capacity to absorb primary age children generated from future new housing development. Therefore additional primary school places will be required to accommodate these new pupils.

The impact of pupils generated from future house building will vary from area to area across the Authority depending on where the population growth is taking place. In some areas the impact is likely to be less severe and be felt more gradually, as the number of places required will be fewer in number and will build up gradually and also because there will be more options available for delivery of any additional places that might be required, possibly via the expansion of existing local schools using Developer Contributions or CIL.

In other areas where growth is expected to be greater or more rapid and options for delivery of additional places is limited, as existing local schools cannot be expanded, for example because the sites they occupy are not large enough, the impact is likely to be much more pronounced and immediate, requiring additional places to be created early on and most likely via the provision of whole new schools. This will require Developer Contributions and CIL in the form of capital to build the new school accommodation and sufficient land to build on.

In most parts of the Authority existing schools that occupy large enough sites will already have been expanded up to the maximum possible and it is anticipated that whole new primary schools on new sites will be required in most cases.

The Authority will need to consider the timing of the delivery of any additional places that might be required, particularly where the need for places is created by more than a single development and where Developer Contributions might need to be pooled or where a Developer Contribution from a single development is received in several staged payments. This is particularly so where additional land will be required.

It is likely that Developer Contributions and CIL could be received over an extended period of time which would make planning building work challenging. Also where additional places are required as a result of underlying population growth as well as new housing development, it would be best practice to combine Basic Need funding with Developer Contributions or CIL where possible to achieve the most cost effective solution. However it will be a challenge to achieve this level of co-ordination whilst at the same time ensuring that the additional places are provided in time and are available when required.

Existing secondary school and sixth form provision is currently expected to be sufficient in most areas of the Authority for future pupil numbers arising from future house building as outlined in the Core Strategy. However in other areas it is possible that there will be a future shortfall as a result of the additional dwellings being proposed in Bath and the Somer Valley.

The most significant future increases in pupil numbers as a result of new housing development are expected to be in the Broadlands Planning Area as a result of the two parts of the K2 development, the Somerdale factory site development and other future proposed housing development in Keynsham and Whitchurch, in the Somervale Planning Area as a result of the Polestar development and other developments in Midsomer Norton and in the Greater Bath Consortium Planning Area as a result of the BWR development and other major developments planned for Bath.

Should a future proposed new housing development in a particular area be projected to result in a shortfall of secondary school or sixth form places, the Authority will seek CIL contributions to provide additional places. If additional secondary and sixth form provision is required, this is likely to be delivered via the expansion of existing schools rather than by building whole new schools. This situation will continue to be monitored.

The West of England Joint Spatial Plan

Bath and North East Somerset Council together with the three neighbouring Unitary Authorities of South Gloucestershire, North Somerset and City of Bristol have recently commenced work on

preparing The West of England Joint Spatial Plan (JSP). This Plan will establish the amount of housing that needs to be provided in order to meet needs arising within the Bristol Housing Market Area during the period 2016 to 2036. The JSP will also establish a spatial strategy for providing this housing and identify broad locations for development, as well as outlining the infrastructure required to support this development, including for education.

The JSP may identify additional development locations within Bath and North East Somerset over and above that set out in the adopted Core Strategy. Associated with the JSP the Council is committed to undertaking a partial review of the adopted Core Strategy in order to allocate specific sites to provide this new development. The JSP and Core Strategy partial review are currently anticipated to be adopted in 2018.

In addition to the JSP the Council's Local Development Scheme also outlines the programme for a full review of the B&NES Core Strategy due to be undertaken in 2018-2019. This will establish and plan for future housing needed in the longer term in the Bath Housing Market Area.

School Place Requirements by Core Strategy Area

1) Impact on Primary

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St John

In Midsomer Norton approximately 27 more pupils per year group are expected to be generated from planned new housing development and will need to be added to the projections. Additional capacity will be required in Midsomer Norton in order to accommodate the pupils generated by the housing developments at Alcan, Cautletts Close, Fosseway South, Monger Lane and other developments in Midsomer Norton. A new 630 place Free School has been proposed for this area. Any further significant housing development in this area above that already planned is likely to generate the need for a new school.

In Radstock approximately 8 more pupils per year group are expected to be generated from planned new housing development and will need to be added to the projections. Additional capacity will be required in Radstock in order to accommodate the pupils generated by the housing development at the former Radstock Railway Line and other smaller developments. It is proposed to add capacity to St Nicholas' C of E Primary school in this area. Any further significant housing development in this area above that already planned is likely to generate the need for a new school.

Paulton Infant and Junior schools cannot take any further expansion above that already planned for the existing approved housing as the sites will be at capacity and any additional housing in Paulton would create the need for additional land and capital for a new school.

In Peasedown St John approximately 4 more pupils per year group are expected to be generated from planned new housing development and will need to be added to the projections. A small expansion of Peasedown St John Primary school is proposed in order to accommodate these pupils. Any additional housing in Peasedown St John would create the need for additional land and capital for a new school.

Bath Area

Many of the existing primary schools in Bath have limited or no capacity for extension or expansion on site as they are on sites that are constrained in size, therefore land for new school accommodation will be required in order to provide additional school places.

The exact number of additional places required in total will depend on the housing mix in the new housing developments – how many dwellings are flats, how many houses and how many bedrooms they have. It is expected that these places will be delivered via Developer Contributions in the form of capital and also land where appropriate.

The process to deliver the new 210 place on-site primary school to serve the MoD Ensleigh housing development in North Bath comprising of Ensleigh North and Ensleigh South and also for the adjacent new area of Royal High School land and Hope House has commenced.

It is planned to expand Bathwick St Mary C of E Primary school to accommodate pupils generated by the MoD Warminster Road development and for other smaller developments in the Bath North East Planning Area.

In addition to the Crest BWR school of 210 places, it is projected that another 210 places will eventually be required in the future to accommodate pupils from the remainder of the BWR development and other developments in the central and river corridor area in the Bath South West Planning Area.

A new 210 place on-site primary school is planned to serve the Mulberry Park (MoD Foxhill) housing development in the Bath South East Planning Area.

It is proposed to expand St Martin's Garden Primary school in order to accommodate the pupils generated by the proposed new area of housing development at Odd Down in the Bath South West Planning Area.

Keynsham Area

In Keynsham approximately 58 more pupils per year group are expected to be generated from planned new housing development and will need to be added to the projections.

There is considered to be limited future scope for existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity in Keynsham. This is due to both the more significant underlying population growth happening in this area as well as anticipated growth from new housing and the fact that the existing school sites do not lend themselves to expansion. The exception to this is St Keyna Primary school where a feasibility study to expand the school to a 420 place school via the use of an adjacent area of land is being undertaken.

The expansion of Castle Primary school to a 420 place school to accommodate pupils generated from the two parts of the K2 development is under construction.

The process to deliver the new 210 place on-site primary school to accommodate the pupils from the housing development planned for the former Somerdale factory site in Keynsham has commenced.

Additional school places would also be required in the Keynsham and Saltford planning area as a result of the proposed new areas of housing development in South West Keynsham and in East Keynsham and these places are expected to be provided via an additional new 210 place school located on the Keynsham East development site.

Whitchurch Area

Additional school places are required in the Whitchurch planning area as a result of the proposed new area of housing development in Whitchurch and this will be provided via the expansion of Whitchurch Primary school by 105 places to become a 315 place school with a PAN of 45. An additional area of land will be required in order to expand the school and Developer Contributions in the form of land and capital have been sought.

Rural Area – the Remainder of the Authority

In the rural areas there is generally considered to be greater scope for some existing primary schools to accommodate growth utilising Developer Contributions to add extra capacity. This is due to both the lower levels of growth anticipated which is also intended to be spread throughout various village centres across the area and not concentrated in one place and the greater potential for extension or expansion of most existing school sites. However some rural school sites do not lend themselves to expansion as they are on constrained sites and development in these areas could be an issue. It is not anticipated that any whole new schools will be required.

Some additional capacity is expected to be required in Timsbury at some point in the future as a result of new housing development.

2) Impact on Secondary

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St John

In the Somer Valley area secondary pupil numbers are increasing as a result of new housing and it is possible that the combined capacity available within Norton Hill, Somervale and Writhlington schools could start to be met or exceeded by admissions at some point after 2017 – possibly in 2018. It is possible that some of the future out of catchment pupils on roll at the schools in this area could be displaced gradually over time as new Year 7 pupils resident in the Catchment Area apply for a place at their local school, resulting in fewer places being available for pupils from outside the Catchment Area and sufficient places for pupils within the Catchment Areas.

The new areas of housing proposed for the Somer Valley Area may require additional secondary places to be created in the future.

Bath Area

In the Bath area secondary pupil numbers are projected to gradually increase, although the capacity available within the seven schools in this area is still likely to be sufficient to meet current demand if, over time, the future new Year 7 pupils resident in the Catchment Area gradually fill most of the places that are currently taken up by out of catchment pupils. If it is not possible to displace the majority of the future out of catchment pupils in this way, it is possible that available capacity could start to be met or exceeded at some point after 2017 – possibly in 2018.

The new areas of housing proposed for Bath may require additional secondary places to be created in the future.

Keynsham Area

In the Keynsham area there is projected to be sufficient secondary capacity available as the majority of the planned housing development is within the Broadlands Planning Area where there are projected to be secondary school spaces available in the future. Additional sixth form places may be required.

Whitchurch Area

As Whitchurch is within the Broadlands planning area, the pupils generated by the new housing proposed for this area could be accommodated at Broadlands as there is projected to be sufficient capacity available at this school in the future. Additional sixth form places may be required.

Rural Area – the Remainder of the Authority

There is also projected to be sufficient secondary capacity in the Rural Area as the planned development in this area is on a smaller scale and spread across a wide area and thus across several secondary school planning areas in the Authority. Also it is possible that some of the future out of catchment pupils at various schools could be displaced gradually over time as new Year 7 pupils living in the catchment area apply for a place at the school, resulting in fewer places being available for pupils from outside the catchment area and more to those from within.

Strategy for Provision of New School Places and Options Evaluation Criteria

‘School’ means maintained school, academy or free school. Any changes to existing maintained schools would be subject to completion of the appropriate statutory processes as necessary.

Criteria have been developed to enable options for the provision of new school places to be assessed. This will be applied when considering the options for providing additional places needed as a result of new housing development or underlying population growth (Basic Need).

New school places can be provided either through expansion alone or expansion and relocation of existing schools or through the provision of new schools.

When assessing the most appropriate educational solution, issues such as educational standards, proximity to development site or area of underlying population growth, admission policies and patterns, balance of faith and non-faith school places will be taken into account.

Where it is identified that the preferred educational solution requires additional land to enable expansion of an existing school or a site for a relocated and expanded school or a new school, this will be referred to Planning Policy to test its deliverability.

Educational Strategy

Sufficient school places must be provided so that the Council can meet its statutory obligation to provide a school place for every child that requires one.

Where possible existing schools should be expanded within their existing site or via the addition of an adjoining area of land. If this is not possible, expansion and relocation of an existing school may be considered. If this is not possible, new schools will be required on new sites.

The Council will retain a degree of flexibility when considering the expansion of existing schools to take account of future trends and the possible need to accommodate additional pupils generated by increased birth rates and not exclusively generated by new housing developments.

There must be a degree of flexibility within each school place planning area – not all schools should be 100% full – to allow for natural annual variations in intakes, families moving house etc.

All schools, including new and expanded schools are encouraged to be run in accordance with the Council's aspiration that schools are 'community hubs' in order to achieve:

- Schools that work within the local community and actively encourage those nearby to attend.
- School buildings that feature a range of services, all of which serve the wider community. Examples include healthcare; early years provision; advice and information services and youth provision.
- School buildings that are used to their maximum capacity, such as during evenings, at weekends, and during all school holidays e.g. through holiday clubs.

Educational Criteria

1. New school places will need to be provided where there is projected to be insufficient available surplus capacity in surrounding schools within a reasonable distance of a new housing development or area of underlying population growth (walking distance – 0.5 of a mile approximately in urban and suburban areas for primary school places and 1.25 miles for secondary school places) to accommodate pupils generated. Local school places should be provided to promote community cohesion and reduce length of journey from home to school,

enabling pupils to walk to school thus helping to promote healthy lifestyles and reducing carbon emissions as journeys by car are rendered unnecessary.

2. Where possible existing schools should be expanded. Expansion should be on a single site and not serve to create a split site school. If expansion cannot be within the existing site then expansion via the addition of an adjoining area of land will be considered. If this is not possible, expansion and relocation of an existing school may be considered providing this can be achieved without any negative impact on the local community served by the school in its current location. If this is not possible, new schools will be required on new sites.

3. If an existing school is to be expanded, where possible it should have good educational standards with an OFSTED rating of Outstanding or Good.

4. If an existing school is to be expanded, where possible it should be popular with parents and be admitting pupils at or near its PAN.

5. When considering the expansion of existing schools or the provision of new schools, preference will be given to those schools which use universal admissions criteria, in order to facilitate access to the local school.

6. When considering the expansion of existing schools or the provision of new schools, the balance of faith versus non-faith places within a school place planning area will be taken into consideration.

7. Where it is identified that existing local schools cannot be expanded then a new school will be required.

8. New primary schools will be expected to be all through schools (ages 4-11). New secondary schools will be expected to be secondary schools with a sixth form (ages 11-18).

9. New primary schools would be a minimum size of 210 places. New secondary schools would be a minimum size of 600 places in Years 7 – 11

Conclusion

Beyond the latest 2014 - 2015 births and resident population data provided by the Health Service, we cannot predict exactly what will happen to the child population in Bath and North East Somerset. Numbers could level off, fall dramatically or gradually or continue to rise steeply or gradually and therefore it is difficult to forecast precisely how many school places will be required beyond admissions into Reception in 2019 and into Year 7 in 2021.

It is also difficult to predict exactly when pupils expected to be generated by new housing developments will appear as this depends on when building work commences, how quickly it progresses, the final number and type of dwellings approved and how quickly the dwellings are occupied.

The Authority will continue to plan to ensure that a sufficient number of places are provided in the areas and within the timeframe required and delivered in the most cost effective way

possible. However this will be challenging as capital funding streams in the form of Basic Need from the DfE and Developer Contributions from new housing developments are uncertain in the long term, both in terms of the actual sums involved and when the capital will become available to the Council. The availability of sufficient land to build on is also an important factor that will need to be addressed.

Glossary

Academies

Publicly funded independent schools for pupils of all abilities that operate outside of Local Authority control with funding provided directly from central government. The Governing Body employs the staff and controls pupil admissions to the school. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. All new academies that open will be classed as Free Schools.

Community Schools

State maintained schools which are wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

Federated Schools

Two or more schools that agree to work together to raise standards. Leadership arrangements are shared by more than one school via an Executive Headteacher. A Hard Governance Federation is a statutory relationship in which the schools agree to have a single governing body, integrated service provision, integrated management and joint budgetary decisions. There are various 'softer' variations of such federations in which the joint working is less formalised but still collaborative. Federations often involve high performing schools supporting lower performing schools or are used as a way to improve the sustainability of small and rural schools.

Foundation Schools

State maintained schools where the Governing Body employs the staff and controls pupil admissions to the school.

Free Schools

A form of academy, they are publicly funded independent schools for pupils of all abilities that operate outside of Local Authority control with funding provided directly from central government. The Governing Body employs the staff and controls pupil admissions to the school. Free schools can be set up by groups of parents, teachers, businesses, charities, trusts, universities, independent schools, community groups, faith and voluntary groups. All new academies that open will be classed as Free Schools.

Studio Schools

Small schools of around 300 all ability pupils aged 14-19 years. Studio Schools teach the national curriculum through interdisciplinary, enterprise-themed projects and offer a range of academic and vocational qualifications. They have a very different style and ethos to most existing schools, with a much stronger emphasis on practical work and enterprise.

Trust Schools

Foundation schools that have acquired a charitable foundation (or trust) to support the school and enable it to work with external partners to bring expertise and wider knowledge to the school. Trust schools can be single schools or groups of schools - a shared trust - working within one overarching trust.

Voluntary Aided Schools

State maintained schools set up and owned by a voluntary body – usually a church body - but largely financed by the Local Authority. The Governing Body employs the staff and controls pupil admissions to the school.

Voluntary Controlled Schools

State maintained schools set up by a voluntary body – usually a church body and generally Church of England – and wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children & Young People Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	22 March 2016	
TITLE:	Education Results 2015	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix 1: Performance at Key Stage 4 for 5A* - C including English and mathematics by School		
Appendix 2: Schools Ofsted Inspection judgments		

1 THE ISSUE

- 1.0** This report provides an analysis and summary of the performance of key groups of pupils in Bath and North East Somerset in 2015 in the Early Years and Foundation Stage (EYFS), Key Stages 1, Key Stage 2, Key Stage 4 and Post 16. The performance data outlined in this report for all key stages is validated and available publicly. The report outlines where performance is strong and also where there is need to improve performances with recommendations to address this.

2 RECOMMENDATIONS

- 2.0** The EYFS team continues to use local data from early years settings to target their support in those schools where disadvantaged children (eligible for pupil premium funding) and boys are underperforming to accelerate closing the achievement gaps in the foundation stage.
- 2.1** The local authority in exercising its statutory duty to “*promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least good education*” should challenge Headteachers and other senior leaders effectiveness in the use of pupil premium funding to narrow the attainment gap for disadvantaged pupils.

- 2.2** Elected members support two local initiatives to raise standards in mathematics:
- A joint mathematics project with the Bath and Mendip Partnership Teaching School to champion girls and more able mathematicians particularly across KS2.
 - Encourage all governors to promote “Top marks for Maths” as agenda item for all their meetings.
- 2.3** Officers continue to explore with secondary schools strategies to improve A level outcomes and to share successful practice.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.0** There are no financial implications arising directly as a result of this report.

4 THE REPORT

- 4.0** Currently 90.5% of primary aged pupils attend a good or outstanding school in B&NES, this compares with 89.2% in the South West and 85% national, while 97.6% of secondary aged pupils attend a good or outstanding school compared to 84.5% in the South West and 78% national. The percentage of pupils attending a primary school judged as Requiring Improvement is 9.5% and 2.4% for secondary aged pupils; both are well below the national average. Of the 9.5% of primary schools requiring improvement, only one school has been issued with a Warning Notice, which is an indication of concern by the local authority to see rapid improvements. There are no pupils in schools judged by Ofsted requiring special measures.

- 4.1** Overall pupils’ performance in national tests and teacher assessments across the local authority remain high and is at least in line or above the national averages across all key stages. However, there are some areas where further improvements are needed and these are outlined in the report with recommended actions for improvements.

4.2 Performance in the Early Years and Foundation Stage

In 2015 the proportion of children who achieved a good level of development (GLD) in the Early Years and Foundation Stage (EYFS) improved for the third consecutive year from 63% to 70% and this is above the national average of 66%. This is a significant improvement on the previous year and the rate of improvement is at a faster pace than national.

- The achievement of disadvantaged children (eligible for pupil premium funding) improved and the gap in their performance compared to non-disadvantaged has also narrowed. The gap between disadvantaged children and others narrowed from by 17 percentage points the largest improvement nationally.
- The proportion of boys achieving a good level of development improved, but girls continue to outperform boys and the gap remains at 14%.
- The gap for Black and Minority Ethnic (BME) children increased by 2% to 11%.
- The gap between children in the bottom 20% of the scores and the rest has narrowed by 5% to 25% a good indication that the floor is being lifted.

Outcomes have improved for all children across the Early Learning Goals (ELG) but with a much faster rate of improvement in literacy (+5%), writing (+5.4), communication and language (+4%) and Personal Social and Emotional Development (+4.3%) compared to national averages.

The EYFS Team have made good use of local intelligence, pre-school data analysis and have established strong integrated working with the children's centres to targets support and this has contributed to narrow the gap.

Three year trend for the percentage of children achieving a good level of development at the end of the Foundation Stage

EYFS	2013	2014	2015
B&NES (National)	51% (52%)	63% (60%)	70% (66%)
Average point score	33.5 (32.8)	34.5 (33.8)	35.0 (34.3)

(National average in brackets)

The three year trend gap between disadvantaged and other children in the EYFS

GLD %	2013			2014			2015		
	FSM	Other	Gap	FSM	Other	Gap	FSM	Other	Gap
B&NES	29	54	-25	33	67	-34	54	71	-17
National	36	55	-19	45	64	-19	51	69	-18

4.3 Year 1 Phonics Performance

The proportion of pupils who achieved the national threshold standard in the Y1 phonics test improved for the fourth consecutive year to 79% and this is above the national average of 77%. This is a local authority improvement of 5% compared to the national improvement of 3%.

- Girls continue to perform better than boys, however the gap has narrowed to 4% and this is lower than national. The boys' performance is better than the national and the overall trend is rising.
- 61% of disadvantaged pupils met the national threshold, a 4% improvement on the previous year, but this is lower than the national average and the gap of 22% is much higher than national gap of 14%. Children who do not meet the Year 1 Phonics thresholds must be screened in Year 2. Cumulatively, 91% of children in the local authority met this threshold, 1% higher than national.
- Pupils with support for special education needs and with statements or Education Health Care Plans (EHC) perform better than their peers nationally (6% and 2% above national average respectively).
- National data does not provide comparators for BME instead data is broken down by ethnic groups.

Year 1 Phonics						
	2013		2014		2015	
	B&NES	National	B&NES	National	B&NES	National
All pupils	71	69	74	74	79	77
Boys	66	65	70	70	77	73
Girls	77	73	78	78	81	81
Disadvantaged	56	57	56	63	61	66
Other	74	73	78	78	83	80

4.4 Key Stage 1 Performance

Overall attainment at the end of KS1 remains high (at the more secure L2b+) and improved by 3% in reading, 6% in writing 6% and 3% in mathematics. The rate of improvement is more rapid than the national average and attainment in all core subjects is significantly above the national average for the fourth consecutive year.

- Girls' attainment at L2b+ improved in reading and writing and remained the same in mathematics. Girls outperformed boys in all the core subjects at L2b+, but the gap with boys is narrowing. Boys' attainment improved by 3% in reading, 8% in writing and 6% in mathematics. It is important to note that the attainment of both boys and girls is significantly above the national average in all the core subjects.
- Disadvantaged pupils' performance improved in reading and writing and remained the same in mathematics. The gaps remained the same in reading with a slight increase in writing and mathematics.
- BME pupils' attainment improved in all subjects and the gaps narrowed.
- The attainment of pupils with Special Education Needs (SEN) Support is significantly above the national average in mathematics and above for reading and writing. Pupils with statements of SEN or Education Health and Care (EHC) Plans attainment are above national for reading, writing and mathematics.

Level 2b+	Reading		Writing		Mathematics	
2015 (2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat
All Pupils	87 (84)	82 (81)	76 (70)	72 (70)	86 (83)	82 (80)
Boys	83 (80)	78 (77)	69 (61)	65 (62)	86 (80)	80 (78)
Girls	90 (89)	86 (85)	84 (80)	80 (77)	87 (87)	83 (82)
Gap	7(9)	8 (7)	15 (19)	15 (15)	1 (7)	3 (4)
Disadv.	71 (69)	72 (69)	55 (52)	59 (55)	68 (68)	71 (68)
Other	90 (88)	86 (85)	81 (74)	77 (75)	90 (87)	85 (84)
Gap	-19 (-19)	-14 (-16)	-26 (-22)	-18 (-20)	-22 (-19)	-14 (-16)

(2014 results in brackets)

4.5 Attainment at the higher L3+ remains significantly above the national average in all core subjects.

- Girls' attainment improved in reading, dipped slightly in writing and mathematics while boys' attainment improved in all the core subjects. Girls' continue to outperform boys in reading and writing and the gaps have narrowed. Boys' performed better than girls in mathematics and the gap between their performance and that of girls at the higher level widened. The attainment of girls and boys is above the national average in all core subjects.

- Disadvantaged pupil's attainment dipped in reading and writing and remained the same as the previous year in mathematics. The attainment gap at the L3+ widened in all three subjects. Their attainment is just below the national average.
- Local data show improved outcomes for BME pupils' attainment in reading, the gaps closed in reading and writing and increased in mathematics.
- In 2015 the attainment of pupils with SEN support was slightly below the national average for mathematics but above for reading and writing. Pupils with SEN statements or EHC plans attainment was the same as the national average for reading and writing and slightly below for mathematics.

KS1 Performance at the higher L3+ with gaps

Level 3+	Reading		Writing		Mathematics	
2015 (2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat
All Pupils	39 (36)	32 (31)	21 (19)	18 (16)	29 (28)	26 (24)
Boys	33 (30)	27 (26)	15 (12)	13 (11)	32 (29)	28 (26)
Girls	45 (43)	37 (35)	26 (27)	23 (21)	26 (27)	24 (22)
Gender gap	8 (3)	10 (9)	11 (15)	10 (10)	-6 (-2)	-4 (-4)
Disadv.	15 (17)	19 (17)	6 (9)	9 (8)	13 (13)	15 (13)
Other	44 (40)	37 (35)	24 (21)	21 (19)	33 (31)	30 (28)
Disadv. gap	-29(-23)	-18(-18)	-18(-12)	-12(-11)	-20(-18)	-15(-15)

(2014 results in brackets)

4.6 Key Stage 2 Performance

The overall attainment of pupils at the end of KS2 is significantly above the national average for the fourth consecutive year. Attainment is significantly above national averages in reading and mathematics. The proportion of pupils who achieved the floor standards for L4+ in reading, writing and mathematics combined dipped by 1% from 83% to 82% compared to a 1% increase at national from 79% to 80% at national but remains significantly above national.

- Girls outperformed boys in all core subjects at L4+ except for writing. The gap between girls and boys narrowed in reading and writing and widened in mathematics. The gaps between the attainment of girls and boys are at least the same or narrower than the national averages.
- Disadvantaged pupils' attainment dipped in reading and mathematics and stayed the same for writing. The gaps increased in reading by 3%, stayed the same in writing and increased by 5% in mathematics. The percentage of disadvantaged pupils who achieved L4+ in reading, writing and mathematics combined also dipped and is below the national average.
- BME pupils' attainment improved in writing and mathematics and the gaps with non-BME pupils narrowed for the third consecutive year.
- The attainment of pupils with SEN support is above the national average in all subjects while the attainment of pupils with SEN statements or EHC plans is below national for all subjects.

KS2 Performance at L4+ by groups with gaps

Level 4+	R, W & M Combined		Reading		Writing		Mathematics	
2015(2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat	B&NES	Nat
All	82 (83)	80 (79)	92 (92)	89 (89)	89 (88)	87 (85)	88 (89)	87 (86)
Boys	80 (79)	77 (76)	91 (91)	87 (87)	90 (83)	87 (81)	84 (88)	83 (86)
Girls	85 (87)	83 (82)	93 (94)	91 (90)	88 (93)	87 (90)	92 (89)	91 (86)
Gap	5 (8)	6 (6)	2 (3)	4 (3)	-2 (10)	0 (9)	8 (1)	8 (0)
Disadv.	67 (68)	70 (67)	83 (86)	83 (82)	76 (76)	79 (76)	77 (81)	80 (78)
Other	86 (86)	85 (83)	94 (94)	92 (92)	91 (91)	90 (89)	92 (91)	90 (90)
Gap	-1(-18)	-15(-16)	-11(-8)	-9(-10)	-15(-15)	-11(-13)	-15(-10)	-10(-12)

(2014 results in brackets)

4.7 The attainment of pupils at the higher L5+ is above the national average in all core subjects. Pupils' attainment dipped by 2% in reading, 3% in mathematics and improved by 1% in writing, this contrast with a 1% dip for reading, 3% increase for writing and 1% dip for mathematics at national. The proportion of pupils who achieved the higher levels for combined reading, writing and mathematics was also above the national average.

- While girls' outperformed boys at L5+ in reading and writing, the boys did better in mathematics. The gap between boys and girls narrowed for reading and writing and widened in mathematics because of a dip in girls' attainment from 45% to 35%.
- The attainment of disadvantaged pupils dipped in reading, writing and mathematics and for combined reading, writing and mathematics. The gaps also increased in all subjects and area above the national average with the biggest gap in reading.

KS2 Performance at L5+ by groups with gaps

Level 5+	R, W&M Combined		Reading		Writing		Mathematics	
2015 (2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat	B&NES	Nat
All	25 (26)	24 (24)	56 (58)	48 (49)	37 (36)	36 (33)	43 (46)	41 (42)
Boys	24 (22)	22 (20)	51 (53)	44 (46)	29 (27)	28 (26)	51 (47)	45 (44)
Girls	27 (30)	26 (27)	61 (64)	53 (53)	44 (47)	44 (41)	35 (45)	37 (40)
Gap	3 (F8)	4 (7)	10 (11)	9 (7)	15 (20)	16 (15)	-16 (-2)	-8 (-4)
Disadv.	10 (13)	13 (12)	34 (39)	34 (35)	17 (21)	22 (20)	27 (32)	28 (28)
Other	29 (29)	29 (29)	61 (63)	55 (56)	41 (40)	42 (39)	47 (49)	48 (48)
Gap	-19(-16)	-16(-17)	-27(-24)	-21(-21)	-24(-19)	-20(-19)	-20(-17)	-20(-20)

(2014 results in brackets)

4.8 Progress from Key Stage 1 to Key Stage 2

Overall the proportion of pupils who achieved expected progress (national expectations) from KS1 to the end of KS2 is below the national average for all subjects. Progress for reading dipped by 2% and by 3% for mathematics, this contrast with improvements at national of 1% for writing and 1% for mathematics.

- While boys' progress dipped in one subject (reading by 3%), girls progress dipped in all core subjects (reading by 1%, writing by 2% and mathematics

by 4%) and their progress is now below the national average for all subjects. Addressing girls' progress across KS2 especially in mathematics must be a key focus for schools across the local authority.

- The progress of disadvantaged pupils dipped in reading (3%) and mathematics (8%) and improved in writing (1%). The disadvantaged pupil gap for the local authority widened for reading and mathematics and is much bigger than the national gap. Narrowing the gap for disadvantaged pupils remains a key priority and appears to be linked with the progress of lower ability pupils as outlined in the table labelled – Expected Progress proportions by prior ability and subjects: three year trend.

Expected progress	Reading		Writing		Mathematics	
	B&NES	Nat	B&NES	Nat	B&NES	Nat
2015 (2014)						
All Pupils	90 (92)	91 (91)	92(92)	94 (93)	88 (90)	90 (90)
Boys	89 (92)	90 (90)	90 (90)	93 (91)	90 (90)	90 (90)
Girls	91 (92)	92 (91)	93 (95)	95 (94)	85 (89)	89 (89)
Gap	2 (0)	2(1)	3 (5)	2 (3)	-5 (-1)	-1 (-1)
Disadv	82 (85)	88 (88)	87 (86)	92 (90)	79 (87)	86 (85)
Non Disadv	92 (93)	92 (92)	93 (94)	95 (94)	89 (90)	91 (91)
Gap	-10 (-8)	-4 (-4)	-6 (-8)	-3 (-4)	-10 (-3)	-6 (-6)

(2014 in brackets)

The trend in pupils making expected progress by prior ability over the last three years

The table below shows the difference between the expected progress figures for Bath and North East Somerset and the national average broken down by prior ability for the last 3 years. This shows that expected progress is lower this year than previously and is lower in maths and writing. It also shows that lower ability pupils make less progress than similar pupils nationally. This has been the case for the past three years, and the trend is worsening. Value added analysis at KS2 confirms lower overall progress within Bath and North East Somerset primary schools, especially for the lower prior ability pupils.

Expected Progress proportions by prior ability and subject: 3 year trend

Expected Progress 2015		Lower Ability		Middle Ability		Higher Ability		All	
		182 Pupils		852 Pupils		548 Pupils		1582 Pupils	
Reading	National	80	-9	95	-1	92	-1	91	-1
	B&NES	71		94		91		90	
Writing	National	88	-11	96	-2	96	-2	94	-2
	B&NES	77		94		94		92	
Maths	National	76	-7	93	-3	93	-3	90	-2
	B&NES	69		90		90		88	

Expected Progress 2014		Lower Ability		Middle Ability		Higher Ability		All	
		178 Pupils		863 Pupils		542 Pupils		1583 Pupils	
Reading	National	79	-5	94	1	92	0	91	1
	B&NES	74		95		92		92	
Writing	National	86	-4	95	-2	95	-1	93	-1
	B&NES	82		93		94		92	
Maths	National	76	-6	92	0	94	0	90	0
	B&NES	70		92		94		90	

Expected Progress 2013		Lower Ability		Middle Ability		Higher Ability		All	
		215 Pupils		914 Pupils		475 Pupils		1604 Pupils	
Reading	National	76	-1	92	-1	89	0	88	0
	B&NES	75		91		89		88	
Writing	National	84	-1	93	-1	94	-2	92	-1
	B&NES	83		92		92		91	
Maths	National	74	-7	90	-1	93	-2	88	-1
	B&NES	67		89		91		87	

4.9 English, Grammar, Punctuation and Spelling (SPAG)

Pupils' attainment in SPAG at L4+ is significantly above the national average (82% compared to 80%).

- The attainment of boys and girls is above the national average. Girls' outperformed boys (85% compared to 80%) but the gap narrowed from 9% to 5%.
- The performance of disadvantaged pupils improved by 4% but their performance is significantly below the national average. The gap for disadvantaged pupils at L4+ is the same as 2014 and this is in contrast to a narrowing of the national gap of 2%.

At the higher L5+ attainment is also above the national average at L5+ (59% compared to 55%).

- The attainment of girls and boys is above the national average. Girls outperformed boys at the higher L5+ for SPAG but boys' attainment improved by 4%, while girls' attainment remained the same as in the previous year. As a result the gap between boys and girls is narrower than the national average.
- The performance of disadvantaged pupils improved but not as fast as national, 2% compared to 4% at national. The gap for disadvantaged pupil narrowed by 10% and is 7% below the national average.

Pupils' performance by groups with Gaps in English, Grammar, Punctuation and Spelling at L4+ and L5+

English Grammar Punctuation and Spelling	2014		2015	
	L4+	L5+	L4+	5+
	B&NES (Nat)	B&NES (Nat)	B&NES (Nat)	B&NES (Nat)
All	80 (76)	57 (52)	82 (80)	59 (55)
Boys	75 (72)	50 (46)	80 (76)	54 (50)
Girls	84 (81)	65 (58)	85 (84)	65 (61)
Gap	9 (9)	15 (12)	5 (6)	9 (11)
Disadv	62 (66)	40 (39)	66 (71)	42 (43)
Non-Disadv	84 (81)	61 (58)	80 (84)	63 (61)
Gap	-22 (-15)	-21 (-19)	-22 (-13)	-11 (-18)

(Gaps in brackets)

4.10 While overall attainment across KS1 and KS2 is high and significantly above the national average there are some key areas for further improvements. Firstly, the overall achievement of disadvantaged pupils is generally below the national average and the gaps at KS2 are not closing quickly enough. This is of particular concern as the vast majority of pupils are in schools that have been judged good or outstanding. Some of our highest performing primary schools have the biggest gaps for disadvantages pupils. This suggests that pupils from disadvantaged backgrounds are not benefitting from the very high performing education sector. Secondly, the most able pupils and girls progress in mathematics is not good enough because their progress is well below the national average. Raising the achievement by narrowing the gap for disadvantaged pupils and improving the rate of progress the most able and girls make in mathematics are key areas for improvement.

4.11 To address these two key priorities the School Improvement and Achievement Service are supporting a number of primary schools to develop best practice through the Achievement for All initiative and this is beginning to have a positive impact; tracking the progress of disadvantage pupils is a key focus of all school visits. In addition governors are encouraged to hold senior leaders to account for the effective use and the impact of pupil premium funding, which must be published on the school website. Schools are making use of research by the Education Endowment Foundation and advised to use the toolkit to support disadvantaged learners. To raise standards mathematics for the most able pupils and girls, a joint project is being developed with the Bath and Mendip Partnership Teaching School to improve teachers mathematics subject knowledge and produce high quality resources to support the teaching of mathematics and raise the profile of maths in all primary schools.

4.12 Key Stage 4 GCSEs Performance

Pupil attainment at KS4 has been agreed by Ofsted as the strongest in the region. Overall the proportion of KS4 pupils who achieved 5A* - C (GCSEs) including English and mathematics remained above the South West and is significantly above the national averages. For the third consecutive year attainment is above the national average despite changes in the way in which the entry is calculated from 2014 onwards. High standards have been maintained in Bath and North East Somerset, while there has been a dip in the region and at national level.

5A* -C Incl. English & Maths	2013	2014	2015
B&NES	64	62	62
South West	60	57	57
National (state funded)	60	56	56

Girls outperformed boys in the local authority and their peers in the South West and their performance is above the national averages. The gap between boys and girls performance is 9.5%, a slight increase on the previous year but this is lower than the national gap (9.9%).

5A* - C incl. English & Maths	B&NES	South West	National
Boys	57	52	53
Girls	67	62	62

The proportion of disadvantaged pupils achieving 5A* - C including English and mathematics is 1% below the national average. The trend in the attainment of disadvantaged pupils over the last three years is improving, is in contrast to the national trend, which has remained the same for the last two years. In addition the gap between disadvantaged pupils and other pupils has narrowed by 8% since 2013 this is strong improvement. The gap is narrowing but there is need for further improvement in the achievement of disadvantaged pupils.

Disadvantaged Gap	5+ A*-C GCSEs incl. English and mathematics (%)								
	Disadvantaged pupils			National other pupils			National Gap		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
England (state funded)	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%
B&NES	31%	33%	36%	71%	67%	69%	-37%	-31%	-29%

GCSE A* - G including English and mathematics

The proportion of pupils who achieve A* - G including English and mathematics is in line with Overall 92% of pupils achieved A* -G including English and mathematics compared to 92% in the South West and 91% national averages. There was a small dip (1%) for boys and girls compared to a marginal improvement for the South West and national averages.

A* - G Incl. English & Maths	Boys	Girls	All
B&NES	91	94	92
South West	91	94	92
National (state-funded)	90	93	91

Expected Progress from KS2 to KS4

Expected progress in **English** and mathematics improved for the third year and is well above the South West and national averages.

English Expected progress	2013	2014	2015
B&NES	72	74	76
South West	71	73	72
National	72	73	71.4

Expected progress in **Mathematics** improved on the previous year and these places the LA third in the South West. While progress in the South West improved by 2% and 1% nationally it improved by 4% in the local authority.

Mathematics Expected progress	2013	2014	2015
B&NES	74	69	73
South West	72	67	69
National	72	67	68

Value Added

Value added for pupils best 8 subjects (actually 10 subjects due to the English and Maths bonus) shows that pupils in Bath and North East Somerset make less progress than expected taking into account their prior ability. Although higher prior ability pupils make better progress than similar pupils nationally, middle ability, and particularly lower prior ability pupils, make lower progress than their peers nationally. For lower ability pupils this amounts to each child achieving half a grade below what would be expected for all of the subjects in the measure. Value added is a more comprehensive measure of progress than expected progress and gives a more accurate picture of the overall progress achieved.

Value Added (best 8) measure	All	Low attainers	Middle attainers	High attainers
England - state funded schools	1000.0	1000.2	1000.1	999.9
B&NES	996.2	972.0	997.7	1002.3

Source: Local Authority RAISE online

4.13 English Baccalaureate

This measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects. Pupils' in the local authority outperform the South West and national for the proportion of pupils who achieve the English Baccalaureate and Bath and North East Somerset is ranked number 1 of the 15 local authorities in the South West.

English Baccalaureate	2015	
	% entered	% achieved
B&NES	54	33
South West	38	23
National	39	24

Overall pupils' performance at KS4 is very strong and this has been maintained over a sustained period of time. Secondary schools have been very proactive in championing the achievement of disadvantaged pupils through a range of initiatives. These include use of research by the Education Endowment Foundation, introduction of Achievement for All, Think Differently, designated senior leader with responsibility for the achievement of disadvantaged pupils, visits to see best practice in other schools and providing a range of opportunities to build confidence and self-esteem. While high ability groups do as well as their peers nationally, pupils with low prior attainment do less well. This highlights the importance of pupils achieving L4b+ and meet age related expectations at the end of KS2 because this is crucial to their success at KS4. From September 2016, pupils not meeting age related expectations will be re tested in Year 7 so that their needs are identified early and can be addressed quickly.

4.15 Post 16 Performance

The data in these tables is for school students only and does not include the City of Bath college results. The proportion of pupils achieving the highest grades at A level (level 3) is below both the South West and national averages and at its lowest level for three years.

% Achieving 3 + A* & A	2013	2014	2015
B&NES	10	10	8
South West	11	11	11
National	11	10	10

Post 16 Level 3 point scores

The points per learner gives a measure of the total points that each learner achieves in A level and other level 3 qualifications, where each additional grade at A level is worth 30 points, and each additional grade at AS is worth 15 points. Nationally the total points per learner is falling slightly as schools concentrate on getting better grades for slightly fewer subjects.

The points per exam entry figure gives an indication of the average grade achieved for A level and level 3 qualifications where 210 points is equivalent to an average of a C grade and 240 would be equivalent to a B grade. The results for school pupils in Bath and North East Somerset are broadly constant at a high C grade.

	2013		2014		2015	
Indicator	B&NES	Nat	B&NES	Nat	B&NES	Nat
Points per learner	775	780	785	775	780	772
Points per exam entry	218	214	220	215	219	216

Given the high end of KS4 results for the proportion of pupils achieving 5+A*- C including English and mathematics, performance at Post 16 is too low and the trend over three years is down. Improving the proportion of pupils achieving the higher grade A is a key area for improvement.

5 RISK MANAGEMENT

A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	<i>Margaret Simmons-Bird, Head of Education Improvement</i>
Background papers	<i>List here any background papers not included with this report, and where/how they are available for inspection.</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix:1

Disadvantaged Pupil Attainment Gap Data

Gap with school 'other' pupils	5+ A*-C GCSEs inc English and Maths (%)									Gap Trend
	Disadvantaged pupils			Other pupils			In School Gap			
	2013	2014	2015	2013	2014	2015	2013	2014	2015	
England - state	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%	S
BANES	31%	33%	36%	71%	67%	69%	-39%	-34%	-33%	D
BCA	11%	25%	21%	25%	43%	30%	-14%	-18%	-9%	D
Beechen Cliff	48%	32%	46%	76%	64%	69%	-28%	-32%	-23%	D
Broadlands	NA	32%	42%	NA	58%	48%	NA	-26%	-6%	D
Chew Valley	17%	39%	30%	71%	63%	68%	-54%	-24%	-38%	D
Hayesfield	21%	33%	39%	79%	73%	74%	-58%	-40%	-35%	D
Norton Hill	25%	50%	43%	67%	71%	75%	-42%	-21%	-32%	D
Oldfield	47%	40%	48%	85%	72%	64%	-38%	-32%	-16%	D
Ralph Allen	33%	43%	37%	81%	81%	74%	-48%	-38%	-37%	D
Saint Gregory's	52%	50%	55%	65%	68%	64%	-13%	-18%	-9%	D
St Mark's	29%	23%	15%	72%	62%	53%	-43%	-39%	-38%	D
Somervale	32%	18%	22%	61%	51%	72%	-29%	-33%	-50%	U
Wellsway	29%	37%	55%	80%	79%	84%	-51%	-42%	-29%	D
Writhlington	42%	26%	36%	64%	59%	67%	-22%	-33%	-31%	U

Gap with national 'other' pupils	5+ A*-C GCSEs inc English and maths (%)									Gap Trend
	Disadvantaged pupils			Other pupils			'Ofsted' Gap			
	2013	2014	2015	2013	2014	2015	2013	2014	2015	
England - state	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%	S
BANES	31%	33%	36%	71%	67%	69%	-37%	-31%	-29%	D
BCA	11%	25%	21%	25%	43%	30%	-57%	-39%	-44%	D
Beechen Cliff	48%	32%	46%	76%	64%	69%	-20%	-32%	-19%	D
Broadlands	NA	32%	42%	NA	58%	48%	NA	-32%	-23%	D
Chew Valley	17%	39%	30%	71%	63%	68%	-51%	-25%	-35%	D
Hayesfield	21%	33%	39%	79%	73%	74%	-47%	-31%	-26%	D
Norton Hill	25%	50%	43%	67%	71%	75%	-43%	-14%	-22%	D
Oldfield	47%	40%	48%	85%	72%	64%	-21%	-24%	-17%	D
Ralph Allen	33%	43%	37%	81%	81%	74%	-35%	-21%	-28%	D
Saint Gregory's	52%	50%	55%	65%	68%	64%	-16%	-14%	-10%	D
St Mark's	29%	23%	15%	72%	62%	53%	-39%	-41%	-50%	U
Somervale	32%	18%	22%	61%	51%	72%	-36%	-46%	-43%	U
Wellsway	29%	37%	55%	80%	79%	84%	-39%	-27%	-10%	D
Writhlington	42%	26%	36%	64%	59%	67%	-26%	-38%	-29%	U

Source: 2015 Performance Tables

NB Trend compares 2015 to 2015: Up, Down or Static

Appendix: 2

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2015 KS2 to KS4 Value Added by ability and school

Value Added (best 8) measure	All	Low attainers	Middle attainers	High attainers
England - state funded schools	1000.0	1000.2	1000.1	999.9
Bath & North East Somerset	996.2	972.0	997.7	1002.3
BCA	927.2	899.0	951.8	885.2
Beechen Cliff	992.9	940.9	991.9	1003.9
Broadlands	983.2	1019.8	981.3	968.0
Chew Valley	993.1	989.5	992.2	994.8
Hayesfield	1009.8	995.9	998.7	1020.9
Norton Hill	1009.0	981.8	1012.5	1010.3
Oldfield	998.9	1016.5	1000.7	992.3
Ralph Allen	1006.0	1018.8	1003.0	1006.0
Saint Gregory's	1015.0	1023.5	1013.4	1014.4
St Mark's	917.3	826.7	904.7	1005.0
Somervale	1010.2	1008.7	1019.4	994.0
Wellsway	1019.1	1044.7	1023.9	1009.3
Writhlington	985.8	979.8	987.2	986.4

Source: School Data - Performance Tables

Source: LA Data - Local Authority RAISE
online

NB LA Data does not have significance tests applied. If this were to be the case it is likely that lower ability pupils' value added would show as significantly below.

As a guide a 30 point difference (from 1000) means that all pupils were half a grade above (or below) what they should have achieved based on their prior attainment, for all of their subjects (Best 8).

Date Inspected	Name of School	Ofsted Category
09/01/2007	Widcombe Infant	1
28/01/2009	Bathwick St Mary C of E Primary	1
08/02/2010	Bathampton Primary	1
09/06/2010	Weston All Saints C of E Primary	1
17/05/2012	St Julian's C of E Primary	1
04/07/2012	Bishop Sutton Primary	1
04/07/2012	Stanton Drew Primary	1
13/12/2012	Marksbury C of E Primary	1
16/01/2013	Farmborough C of E Primary	1
30/04/2013	St John's C of E Primary Keyn	1
27/06/2013	Trinity C of E Primary	1
23/01/2014	High Littleton C of E Primary	1
21/10/2014	Widcombe C of E Junior	1
29/01/2015	Paulton Junior	1
06/05/2015	Bathford C of E Primary	1

12/10/2010	St John's C of E Primary MSN	2
08/02/2011	Paulton Infant	2
25/05/2011	Farrington Gurney C of E Primary	2
03/10/2012	Oldfield Park Junior	2
17/10/2012	Chandag Junior	2
28/11/2012	St Saviours Infant	2
05/12/2012	Peasedown St John	2
07/02/2013	Midsomer Norton Primary	2
07/03/2013	St Saviours C of E Junior	2
30/04/2013	East Harptree C of E Primary	2
14/05/2013	Saltford C of E Primary	2
12/06/2012	Ubley C of E Primary	2
09/07/2013	Camerton Church School	2
18/09/2013	Batheaston C of E Primary	2
19/09/2013	Combe Down C of E Primary	2
26/09/2013	Chew Magna Primary	2
22/01/2014	Clutton Primary	2
04/02/2014	St Andrew's C of E Primary	2
05/02/2014	St John's Catholic Primary	2
11/02/2014	St Mary's C of E Primary Radstock	2
21/05/2014	Cameley C of E Primary	2
21/05/2014	Shoscombe C of E Primary	2
22/07/2014	Freshford C of E Primary	2
14/10/2014	Moorlands Infant	2
09/10/2014	Chandag Infant	2
16/10/2014	Chew Stoke C of E Primary	2
25/11/2014	Newbridge Primary	2
08/01/2015	St Michael's C of E Junior	2
03/02/2015	St Mary's Catholic Primary Bath	2
05/03/2015	Moorlands Junior	2
11/03/2015	St Stephen's C of E Primary	2
22/04/2015	Westfield Primary	2
29/04/2015	Twerton Infant	2
24/06/2015	St Nicholas' C of E Primary	2
08/07/2015	Oldfield Park Infant	2
22/10/2015	Longvernal Primary	2

06/10/2015	Welton Primary	2
09/11/2010	Swainswick C of E Primary	2
09/03/2011	St Philip's C of E Primary	2
13/06/2013	Pensford Primary	RI
28/01/2014	St Keyna	RI
26/02/2014	St Martins Garden Primary	RI
08/01/2015	Whitchurch Primary	RI
10/06/2015	Castle Primary	RI
29/09/2015	St Mary's C of E Primary Timsbury	RI

SCHOOL NOW AMALGAMATED
PREVIOUSLY SOUTHDOWN JUN
SO UNINSPECTED as ROUNDHILL

17/04/2013	Southdown Junior now Roundhill	RI
30/06/2009	Southdown Infant now Roundhill	1
	Roundhill	Uninspected

Date Inspected	Name of School	Ofsted Category
16/07/2013	St Gregory's Catholic School	1
19/03/2014	Beechen Cliff	1
12/09/2012	Oldfield School	1

28/02/2007	Writhlington School	2
22/06/2011	Ralph Allen School	2
17/01/2013	Norton Hill School	2
17/01/2013	Somervale	2
11/04/2013	Hayesfield	2
12/02/2014	Wellsway School	2
07/05/2015	Chew Valley School	2
13/05/2015	St Mark's C of E School	2
17/06/2014	Broadlands School	2

08/10/2014	Bath Community Academy	3
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UN-INSPECTED

	The Bath Studio School	Un-inspected
	The IKB Studio School	Opened Sep 15
	The Mendip Studio School	Opened Sep 15

SPECIAL

08/07/2014	Fosse Way	1
11/06/2015	Three Ways	1
		0

UN-INSPECTED	Aspire Academy (The Link)	
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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children and Young People Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	22 nd March 2016	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Virtual School Annual Report	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Virtual School Annual Report for Academic Year 2014-2015		

1 THE ISSUE

- 1.1 This report provides information and analysis on the work of the Bath and North East Somerset Virtual School for Children in Care for the last academic year.

2 RECOMMENDATION

- 2.1 Proposal 1: For elected members to ask about the progress of children in care when they visit schools in their wards
- 2.2 Proposal 2: For elected members to approach the Virtual School headteacher Michael Gorman for information on the performance of schools in their wards for looked after children
- 2.3 Proposal 3: For elected members to consider joining the Corporate Parenting Members' Group if they do not already belong

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 No additional resources are required.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 The local authority is under a statutory obligation under the Children Act 1989 to promote the educational achievement of looked after children. That includes those children placed out-of-authority. The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in

England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged. This post is usually referred to as the Virtual School Head.

5 THE REPORT

5.1 The Annual Report is attached.

6 RATIONALE

6.1 Schools in Bath and North East Somerset provide excellent support for our children in care, many of whom can face significant challenges in their lives. By enquiring about their progress in schools, members can help keep these vulnerable young people at the front of headteachers' thinking and demonstrate the high priority this authority places on their needs.

7 OTHER OPTIONS CONSIDERED

7.1 None

8 CONSULTATION

8.1 The report is based on a year of activity including Personal Education Plans in schools; surveys of teachers and social workers; discussions with the In Care Council; discussions at the Corporate Parenting Strategy Groups; feedback from foster carers at the annual education conference.

9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	Michael Gorman 01225 396932
Background papers	<p>Promoting the education of looked-after children – Department for Education July 2014</p> <p>Framework and evaluation schedule: children in need of help and protection CLA and care leavers and LCSBs Ofsted June 2014</p> <p>Statistical First Release: Children looked after in England (including adoption and care leavers) year ending 31 March 2014 Department for Education December 2014</p>
Please contact the report author if you need to access this report in an alternative format	

Bath & North East Somerset Council

VIRTUAL SCHOOL FOR CHILDREN IN CARE

ANNUAL REPORT FOR ACADEMIC YEAR 2014-2015

NOVEMBER 2015

**Author: Michael Gorman
Head of the Virtual School for Children in Care**

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1. Context
2. Structure and Reporting Arrangements
3. Profile of children and young people in care supported by the Virtual School
4. The educational attainment and progress of children in care
5. School enrolment
6. Absence and exclusions
7. Multi agency working and quality of personal education planning
8. The effectiveness of interventions and use of Pupil Premium Plus
9. Training and support for schools social workers and foster carers
10. Support for the education of looked after children across the local authority
11. Priorities for the academic year 2015-16

Appendix 1: 2015 and 2013-2015 outcomes for B&NES CiC who were in care on March 31st in year prior to exams

Appendix 2: 2015 and 2013-2015 Key Stage 4 outcomes for B&NES CiC who were in care on March 31st in year prior to exams - in and out of authority comparison

1. Context

This is the Annual Report of the Virtual School for Children in Care and covers the period September 2014 to August 2015. In the last academic year the Virtual School has been working against a national backdrop of:

- the Children and Families Act 2014 which made the post of Virtual School Head statutory for local authorities
- revision to the conditions of grant of the Pupil Premium Plus which gave control of the total grant to be Virtual School Head
- revisions to the National Curriculum including plans to end the use of levels in pupil assessment
- increased scrutiny of the work of virtual schools by Ofsted

2. Structure and Reporting Arrangements

2.1 The Virtual School is managed within Children and Young People's Strategy and Commissioning and are line managed by the deputy Director. There are 2.6 full time equivalent posts (three people) within the Virtual School and one 0.6 administrator.

2.2 The work of the Virtual School is organised as follows:

- Head of Virtual School: planning analysis and reporting; data management; complex cases; looked after children supported by the Disabled Children's Team
- Education Coordinator for early years to Year 8
- Education Coordinator for Year 9 and post 16 - appointed January 2015

2.3 The Virtual School attends and reports to the Corporate Parenting Management Group of the local authority and from time to time to the Overview And Scrutiny Panel. The VSH also meets the Deputy Director every month. An internal B&NES audit in 2014 identified that the accountability and scrutiny of the Virtual School could be strengthened. We have now established a Virtual School Performance Group (VSPG) which meets quarterly. This is comprised of LA officers and elected members. Part of the Terms of Reference states an expectation that elected members are to be notified by the VSH of significant strengths or weaknesses in educational provision in B&NES schools so that ward members can raise this with heads as appropriate.

3. Profile of children and young people in care supported by the Virtual School

3.1 The Virtual School supported 102 children in care in 2014-2015 of statutory school age comprised as follows:

Number of children in care KS1-4	102
Number in KS 1	9
Number in KS2	21
Number in KS 3	36
Number in KS 4	36

In addition, the Virtual School also worked with nine children in Early Years and 37 young people in Post 16 education.

3.2 The Virtual School worked with over 80 schools and settings in 2014-15, and with social workers in the Children in Care/Moving Team, the CFAIT team and the Disabled Children's Team. The Virtual School also liaises regularly with the Family Placement Team, the SEND team, the Hospital Education Referral Service, Educational Psychologists, CAMHS and Youth Connect. In addition the Virtual School also liaises with Virtual Schools and support services in other local authorities where necessary.

3.3 The cohort of children in care is comprised of subgroups as follows:

Group	%
Male*	61
Female	39
SEN statement or EHC Plan*	34
White British	81
Black Ethnic minority*	19

* This represents a higher proportion of children in care than is the case for the rest of Bath and North East Somerset and is referred to later in this report.

4. The educational attainment and progress of children in care

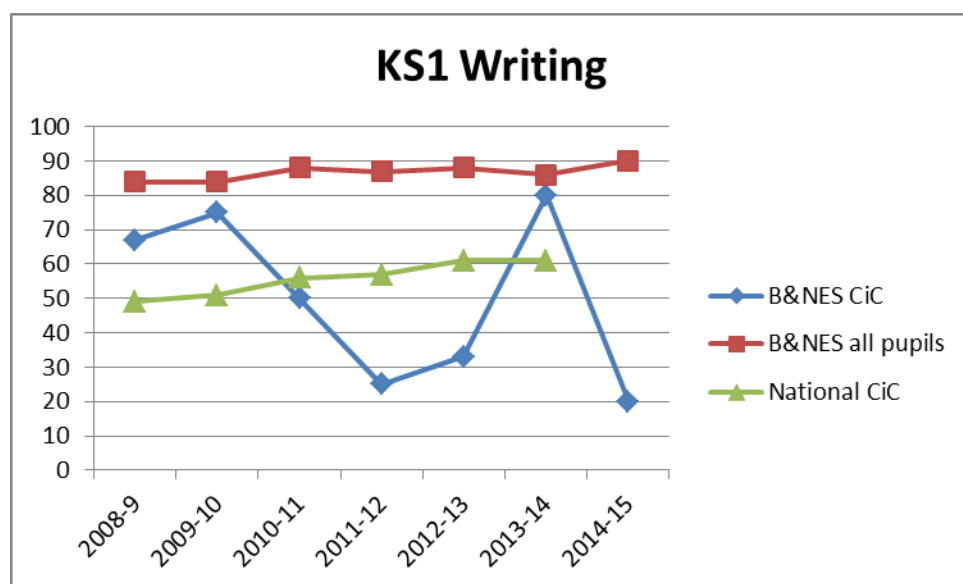
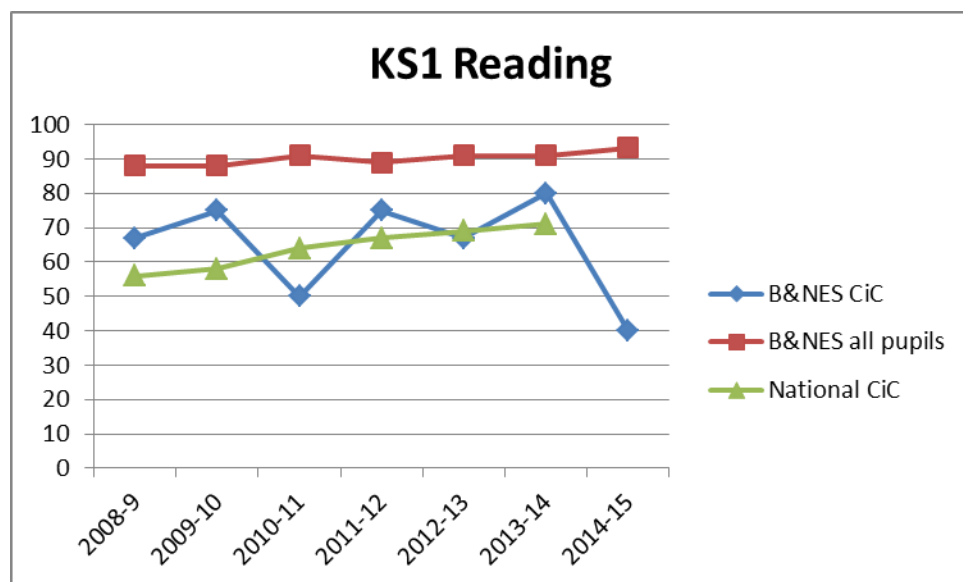
The following pages contain data and commentary on outcomes in public assessments and exams taken in the summer of 2015. A more details break down is given in Appendix 1, which also shows comparison with our statistical neighbours.

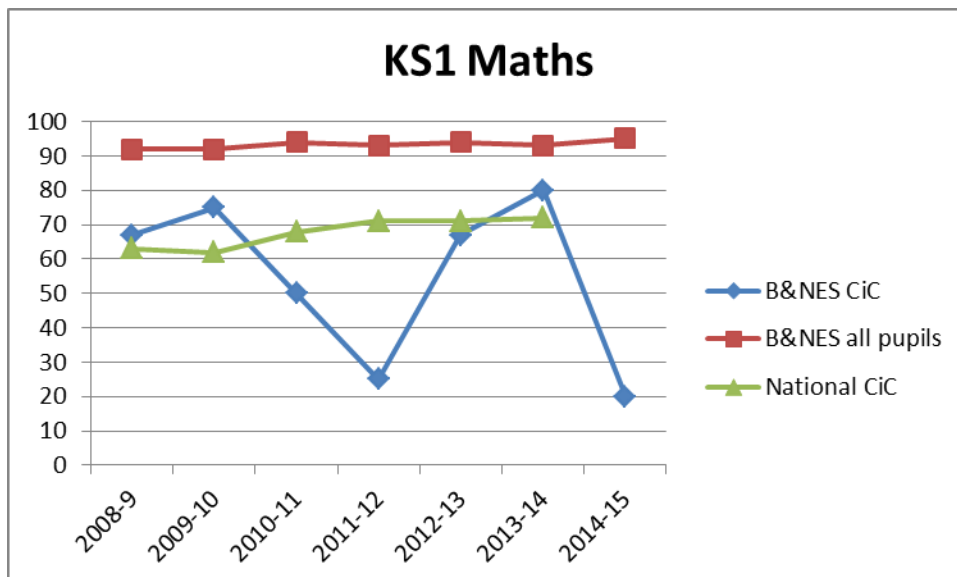
Please note that data should be treated with some caution for the following reasons:

- All data in this report refers to children who had been in care for over a year. SATs and GCSE data is shown in graphs allow comparison with national and local authority outcomes.
- The small numbers of children in each key stage can mean that data can be affected by the performance of just one child.
- There is currently a national debate about improving the national data set of education outcomes for children in care. This has been informed by research by Oxford and Bristol universities which has drawn attention to shortcomings in the way national data has been hitherto interpreted. We hope that there will be better national data available from 2016 onwards with greater emphasis on children's progress since entering care.

4.1 Key Stage 1:

The attainment of children in care in Year 2 varies significantly each year as there are usually fewer than five children in this year group. In 2015 three of the four children in Year 2 had SEN/EHC plans which explains the large drop in performance at level 2. In the three year period 2013-15 five children in care had SEN statements/EHC Plans. Analysis of Personal Education Plans shows that all these pupils are currently making good progress.



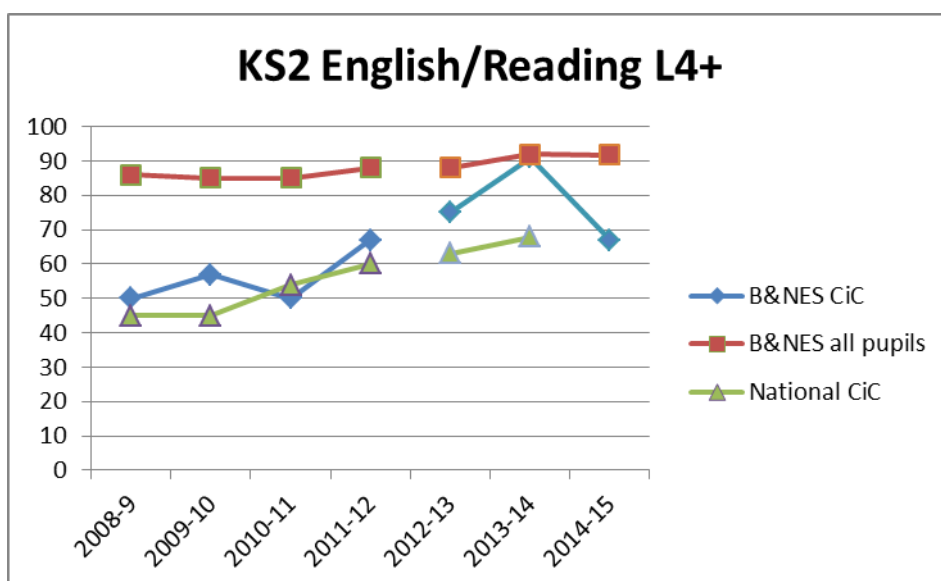


4.2: Key Stage 2:

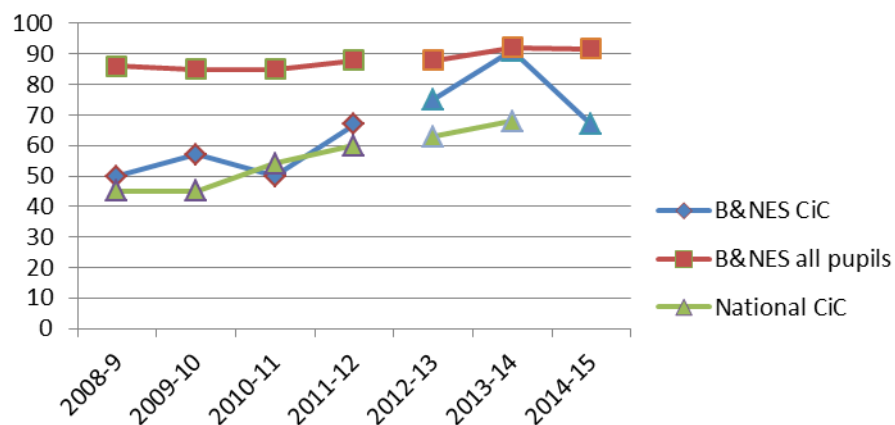
The attainment gap has been narrowing since 2013 but widened in 2015 largely because 33% of these pupils has SEND EHC plans.

Expected progress in reading, writing and maths was 100% for writing and Maths in 2015 and 83% for reading. Progress in all three areas has been largely in line with or better than progress for all B&NES pupils since 2011.

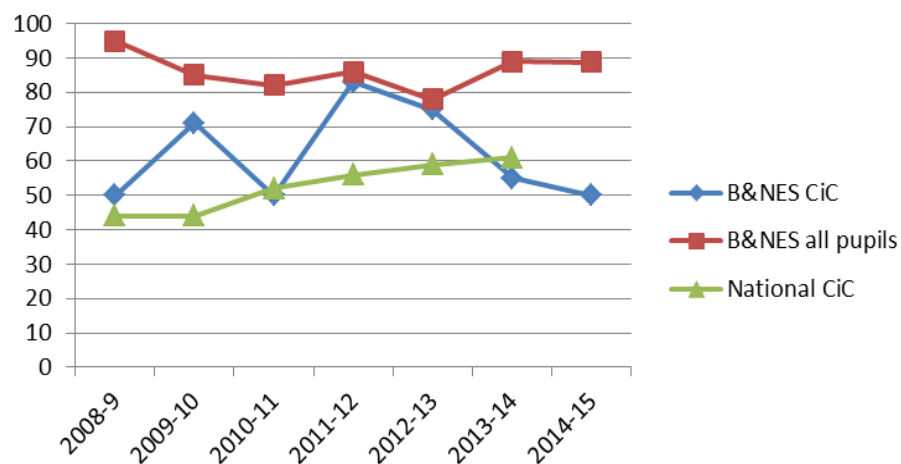
NB The next two graphs have gaps in them between 2012 and 2013 because the single assessment for English was replaced by separate assessments for Reading and Writing in 2013. English outcomes prior to 2013 are included here comparison.



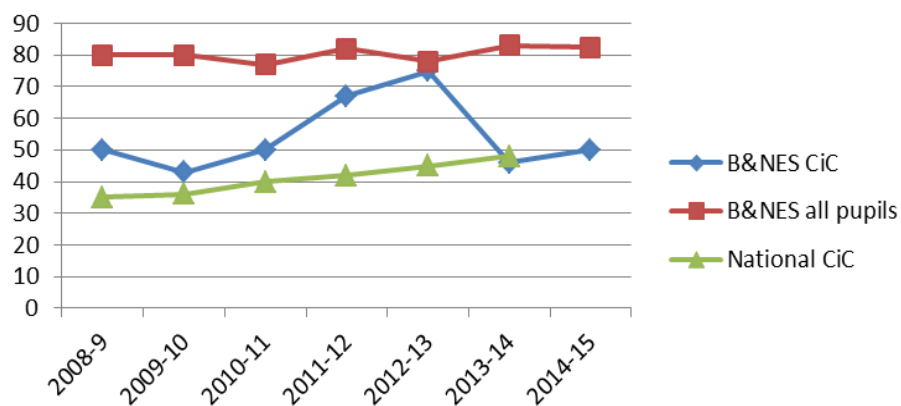
KS2 English/Writing L4+



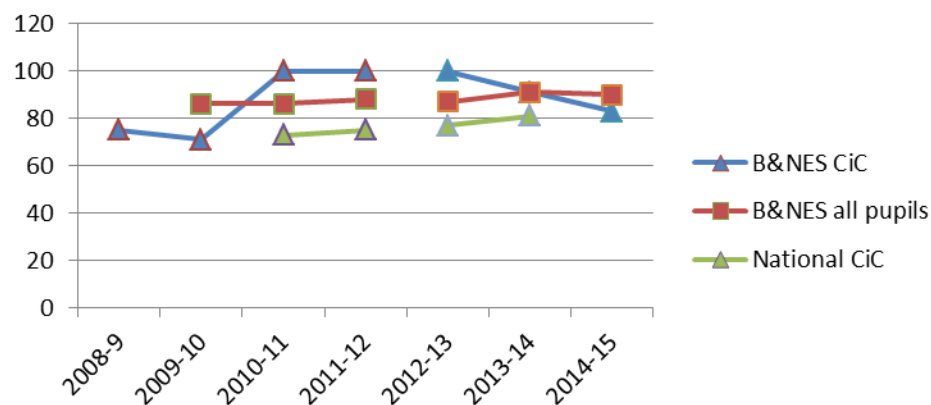
KS2 Maths L4+



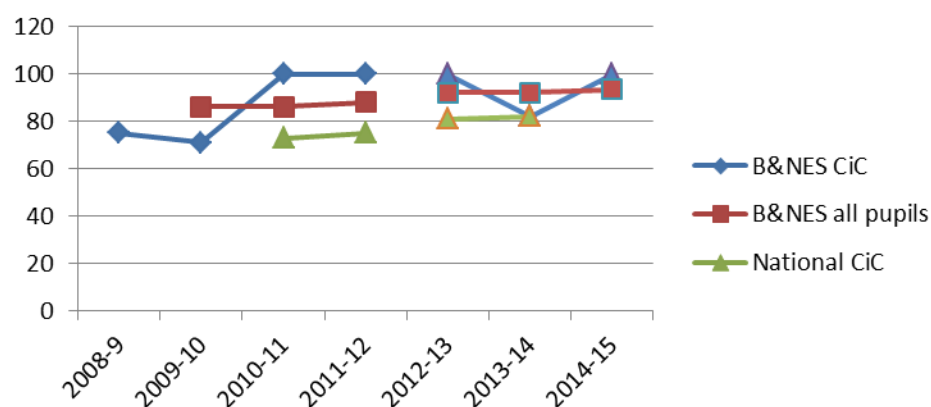
KS2 L4+ English/Reading/Writing & Maths



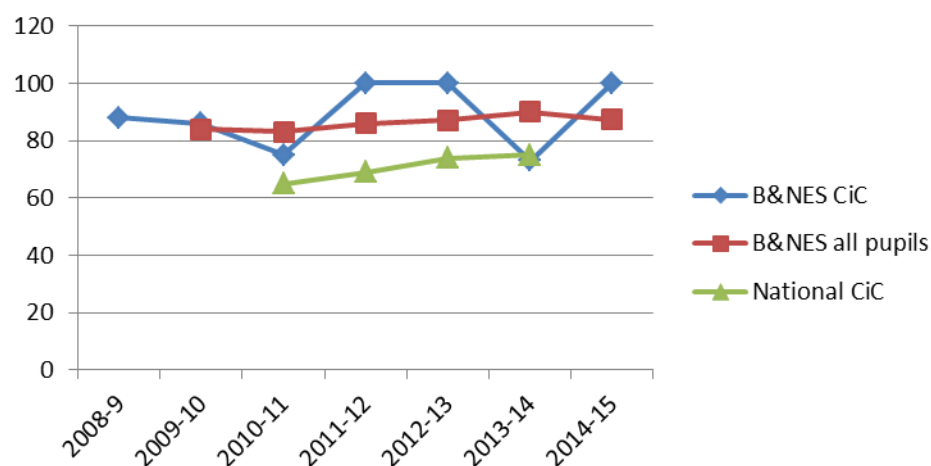
KS2 expected progress English/Reading



KS2 expected progress English/Writing



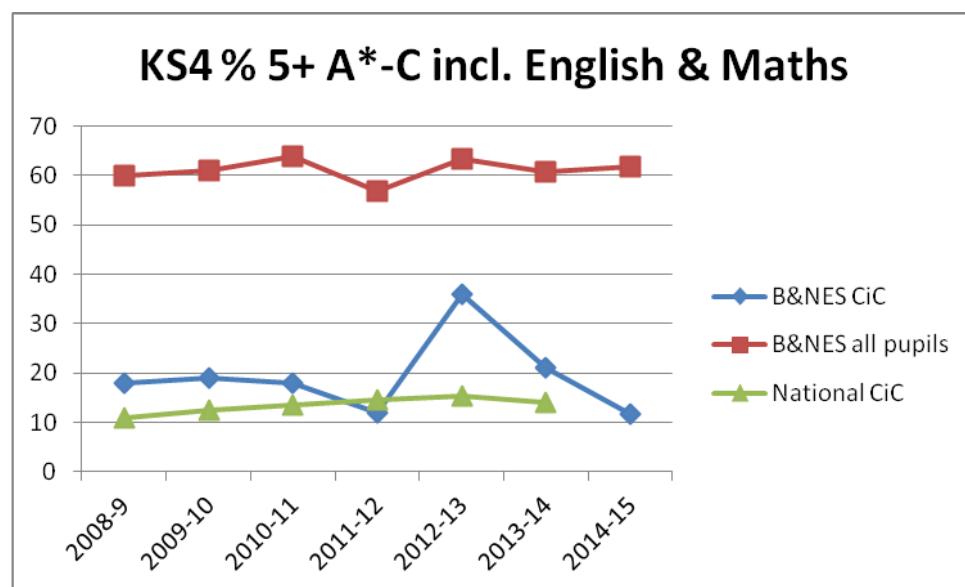
KS2 expected progress Maths



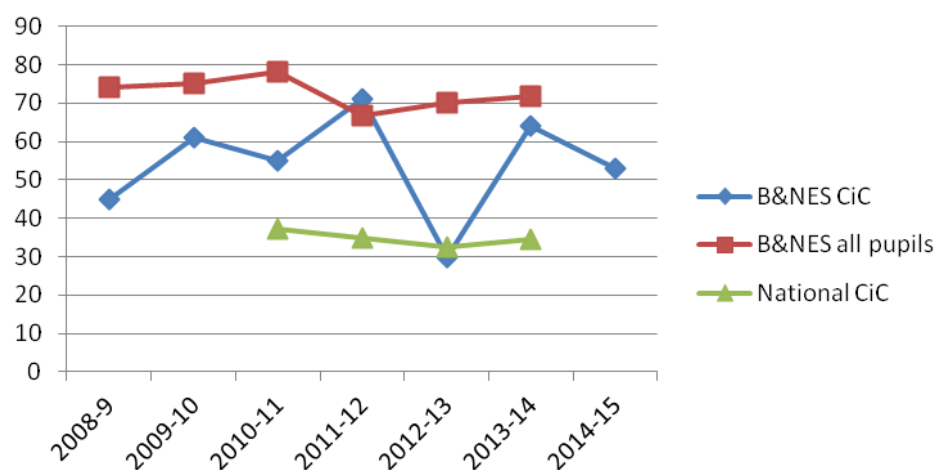
4.3 Key Stage 4:

The attainment gap widened in 2015 with 11.7% attaining five or more GCSEs at grades A*-C including English and Maths. This was a disappointing outcome, largely due to four of the 17 young people being unable to participate fully in education because of continuing personal and family difficulties. Considerable support was put in place by the Virtual School, schools, alternative providers and social workers. This reinforces the Virtual School's commitment to extending training around attachment and trauma to schools so that these young people can be better understood and supported to achieve within the wider education system. It should be noted that at time of writing, three of these four young people are now making good progress in education or training.

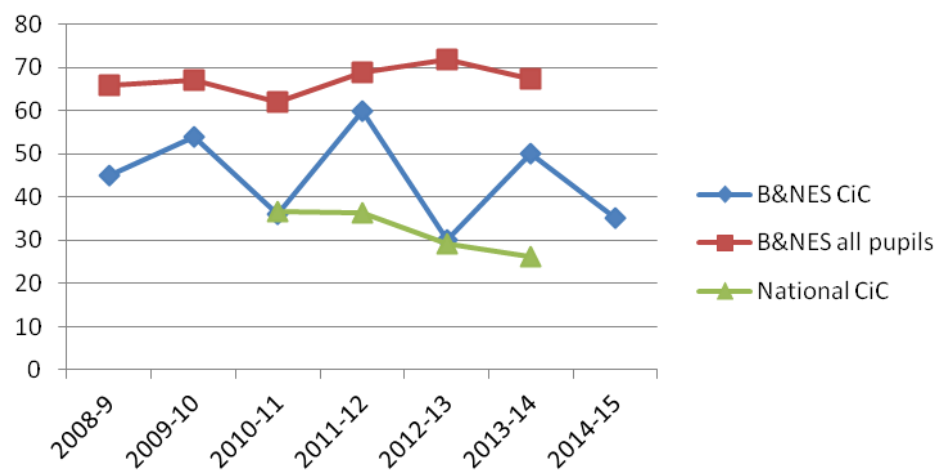
Expected progress in English (52.9%) is well above the national average for all children in care nationally (34.5%) and above the national average in maths (26.3%), but is below the outcome for all B&NES pupils (71.8% in English and 67.5% in Maths). In the period 2013-2015 33% of children in care in Year 11 had SEN statements/EHC Plans, and many of these had special needs which precluded them from accessing the National Curriculum. All of these SEND young people have made good progress at their special schools and are thriving in post 16 provision.



KS4 % expected progress English



KS4 % expected progress Maths



4.4 Analysis by groups

Our analysis also suggests that looked after children belonging to certain groups also perform less well than others. The table below shows the progress of all looked after children who had been in care for at least a year before the academic year 2014-2015. Groups causing concerns are:

- Boys
- Looked after children with SEN statements or EHC plans, in particular those who attend mainstream schools
- Black ethnic minority looked after children

The Virtual School pays particular attention to the progress of children in these groups and tries to attend all PEP meetings where possible.

Characteristic	Number	% making expected progress in Reading/Writing/English <u>and</u> Maths	% making expected progress in Reading/Writing/English <u>or</u> Maths	% not making expected progress in Reading/Writing/English and Maths	% significantly below expected progress Reading/Writing/English and Maths
All pupils	83	57	19	17	7
Male	51	49	24	18	10
Female	32	69	13	16	3
SEN statement or EHC Plan	28	54	14	25	7
White British	67	60	16	18	6
Black Ethnic minority	16	44	31	13	13

Please note – these figures are not cumulative.

Outcomes for B&NES children in care are broadly in line with or better than those of our statistical neighbours (see Appendix 1).

There are of course many significant individual success stories where children have been taken into care from very challenging circumstances and have been helped to make rapid and significant progress in school, far better than they would have done had they not been taken into care.

4.5 Post 16

4.5.1 In 2014-15 there were 35 care leavers aged 16-18 who were engaged during the academic year as follows:

Further Education	School sixth form	Special school	Employment
60%	12.5%	15%	12.5%

However, 34% of these were not in education, employment or training by the end of the academic year. This is in line with the national percentage for care leavers not in education employment or training but well below the B&NES figure of 95%. The main challenges facing Post 16 young people in care/care leavers are:

- Difficulty in coping with the independent learning skills and part time nature of much Post 16 education and training
- Lack of support for our young people to progress to employment for those not resident in B&NES
- A reluctance on the part of some young people to remain engaged with social care support

4.5.2 In 2014-15 12% of care leavers aged 18-24 were in Higher Education compared with 7% for all children in care nationally and 43% for B&NES young people. We are keen to promote Higher Education to all our young people and have organised a number of visits to universities for example in July 2015 we took four Y10 pupils to an excellent day at University College London and we have close links with Bath Spa University. More visits are planned for this academic year.

5. School enrolment

5.1 92% of B&NES children in care are on the roll of schools judged good or outstanding compared with 92.3% of all B&NES pupils. The VSH successfully directed two oversubscribed out of area schools to admit two children in care in September 2015 – both judged good or outstanding. Children in care on the rolls of schools under 'requires improvement' are closely monitored for progress. To date we have seen no evidence to show that they are disadvantaged by these schools or that moving them to available good or outstanding schools would improve their prospects.

Children in care without additional needs or those with statements/EHC plans are usually admitted to schools quickly, especially in the phase primary. We sometimes find admissions to schools out of area can require persistent lobbying to admit children in care where they have additional needs (especially behavioural). Admission is rarely a problem in B&NES schools.

5.2 Children placed out of area have attendance, attainment and progress broadly in line with children placed inside the authority. Where it is below other children in care it is usually because of the need to place children in care with complex issues in foster care placements that will accept them and in education provision most suited to their needs. For example, in 2013-15, 31% of KS4 children in care in B&NES schools attained five or more GCSEs at A*-C compared with 21% placed out of area (See Appendix 2). Of the latter group, 92% had statements of special educational need. B&NES social care sends notifications to other authorities when placing children in care, and children in care placed out of area receive the same support from the B&NES Virtual School as children placed in the authority.

5.3 All children in care who change schools are supported by the Virtual School e.g. early planning; funding for additional TA support. Where at all feasible the local authority ensures that looked after children stay at their current school as we recognise that this can be there one point of stability and safety in an otherwise turbulent life.

5.4 Vulnerable young people leaving school at the end of Year 11 receive mentoring support between the end of their exams and the commencement of their post 16 education or training. This helps with their transition to Post 16 education.

5.5 In 2014-15, 6 children in care were enrolled in full time alternative provision (AP). All were in KS4: two in Y10 and four in Y11. Of these:

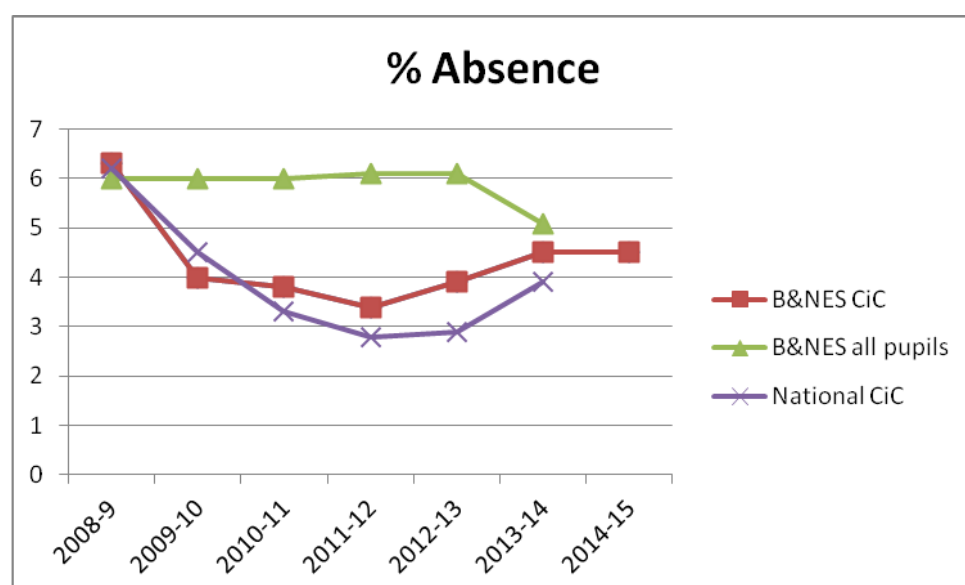
- Three were unable to participate fully in education because of continuing personal and family issues and so attained very low or no qualifications in 2015. Of these, two are now successfully engaged in Post 16 education/training. The other obtained an apprenticeship but subsequently left. He is now being supported to find new training opportunities.
- One participated intermittently and attained low qualifications. He is struggling to maintain his college place and is being supported to find a more sustainable alternative.
- One participated well in AP and has now transferred to a new school.
- One gradually built up her time in AP and is currently participating well. This pupil is currently the only children in care in alternative provision.

There are more varied opportunities for AP outside of B&NES than within, especially for Post 16s where providers are not obliged to maintain places for students with poor attendance or engagement.

5.6 We maintain a list children in care from other authorities enrolled in B&NES schools and update it three times per year. There were 49 in 2014-15. We monitor their attendance and offer advice and support to schools and local authorities when requested.

6. Absence and exclusions

6.1 Absence for B&NES children in care was 4.42% in 2014-15 and is broadly in line with all children in care nationally and all B&NES pupils.



6.2 Persistent absence (i.e. below 85%) was 5.9% in 2014-15 due to the four Year 11 children in care who were unable to participate fully in education mentioned above. Persistent absence in the years 2013-15 was 4% which below the national average for children in care (5%) but above that for all B&NES pupils (3%). In some cases earlier notification of absence by the school might have allowed us have intervened sooner.

6.3 The percentage of looked after children receiving at least one fixed term exclusion has always been below the figure for all looked after children nationally:

- B&NES children in care average 2009-2014: 3%.
- National children in care average for the same period: 12.3%.
- B&NES all pupils for the same period: 3.2%

The figure for B&NES children in care rose to 10.7% (9 pupils) in 2014-15. Of these, five pupils received one fixed term exclusion for relatively minor incidents. Four pupils receive more than one fixed term exclusion and all have now moved to new provision and are doing well. There have been no permanent exclusions of looked after children for over six years.

7. Multi agency working and quality of personal education planning

7.1 The Virtual School places great store on PEP meetings and we attend as many as we can. Every PEP is read by the VSH for quality assurance. Schools and social workers are challenged by Virtual School staff where PEPs do not set out ambitious and challenging plans for children in care. The Virtual School works closely with teams across and beyond the authority as appropriate and there are numerous examples of effective collaborative work to help children settle and make good progress in school.

7.2 At the time of writing, 76% of PEPs were graded good or outstanding on receipt from schools by the Virtual School. This is a decline from 91% in the first quarter of the year due largely to teachers getting used to the new electronic PEP (ePEP) system. The main difficulty is teachers distinguishing between targets and actions and also the complexity of using ePEP. A survey of designated teachers in July 2015 showed that 45% of respondents rated the effectiveness of the EPEP in helping them carry out their jobs as good but another 45% said it required improvement – a number said that is was not very user friendly. Schools tend to produce better PEPs when somebody from the Virtual School attends the meeting. This is especially the case for out of area placements. On the other hand there are several schools that regularly produce exemplary PEPs. PEPs include a section for transitions and we have transition PEP meetings where needed. We try to hold PEP and SEN annual reviews at the same time but this is not always feasible. Children in care are supported by schools to complete the 'views of the pupil' section in the PEP which gives them time to reflect on what they want to say at PEP meetings.

7.3 Independent Reviewing Officers routinely refer to PEPs in children in care meetings and are diligent in ensuring that any education points arising in these meetings are fed back for action by the Virtual School. There is frequent discussion between the Virtual School and the IROs about individual cases. The VSH attends the bimonthly Children in Care Quality Assurance Strategy Group meeting which reviews the multi-agency provision and planning around individual cases.

7.4 The Virtual School supports all children placed for adoption, wherever they are placed, as Children in Care until the final adoption order is granted. This means that all children placed for adoption continued to have Personal Education Plans (PEPs) and support for their education in-

line with statutory requirements for Children in Care. Following the conclusion of the adoption process, when the child is no longer in Care, the Virtual School offers advice and guidance for social workers and parents on educational issues e.g. school admission, transitions, Pupil Premium, Special Educational Needs and Education Health and Care Plans.

8. The effectiveness of interventions and use of Pupil Premium Plus

8.1 A wide range of strategies were used by schools to raise standards of achievement. In the academic year 2014-15, the main uses of PP+ were:

Intervention	%
Tuition	71
Social & emotional support	13
Inclusion activities/trips	9
Alternative provision	4
Equipment/books	3

On the basis of evaluations made in PEPs, the effectiveness of interventions is as follows:

Highly effective	43
Effective	36
Some effect	14
Limited or no effect	7

On the basis of evaluations made in PEPs, the effectiveness of tuition (one to one or small group tuition) is as follows:

Highly effective	34
Effective	48
Some effect	18
Limited or no effect	0

Pupil Premium Plus was used to subsidise school participating in the attachment aware Schools training programme in 2014-15. 22 children in care attended schools that had participated in this programme in 2013-2014. Data for 2014-15 is being analysed by Bath Spa University at the time of writing but of these 22 pupils:

Improved professional understanding and provision; expected progress in English and/or Maths	36%
Improved professional understanding and provision leading to more stable school placement	74%

A survey of designated teachers in July 2015 showed that 90% of respondents rated the effectiveness of the Pupil Premium Plus in helping their school improve outcomes for children in care to be good or outstanding. One school commented that they 'would not have engaged the child without it'. This was echoed by social workers in a similar survey where 100% of respondents rated the Pupil Premium Plus in helping their school improve outcomes for children in care as good or outstanding.

9. Training and support for schools social workers and foster carers

9.1 We provide three regular training events per year for designated teachers and other staff from schools on their statutory responsibilities and how looked after children can be supported. These sessions are entitled 'Children in care Champions' and are well attended and positively evaluated. A survey of designated teachers in July 2015 showed that 100% of respondents rated the effectiveness of the Virtual School in helping their school improve outcomes for children in care to be good or outstanding. One school said 'We always receive excellent support.'

9.2 We work with Bath Spa University to provide a comprehensive, year-long training course entitled Attachment Aware Schools. This is designed to give to members of staff from participating schools sufficient knowledge and understanding to be able to implement attachment and trauma inform practice in their schools and to provide some training and support for the wider school community. Impact data from this project is currently being collated and analysed by the University to further inform practice and training development.

9.3 We provide regular training events social care professionals on the education of looked after children. Attendance at these has been much better than the induction sessions which were poorly attended. A survey of social workers in July 2015 showed that 100% of respondents rated the effectiveness of the Virtual School in helping their school improve outcomes for children in care to be good or outstanding. One worker said 'Always available and proactive in seeking educational options for young people'.

9.4 Foster carers are expected to attend all PEP meetings, and all do so. Our training for foster carers is comprised of:

- An annual conference for foster carers and adopters is always well attended and positively evaluated. This is shared with South Gloucestershire.
- An annual conference on Post 16 support and opportunities.
- We run sessions on education at the Coffee and Learn mornings run by the Family Placement Team

9.5 The Virtual School subscribes to the Letterbox book scheme where children in care in years 3 and 5 receive books and games over a six-month period. This provides foster carers with suitable resources to help children with home learning.

10. Support for the education of looked after children across the local authority

10.1 There is strong support from elected members and the senior leadership team for the education of looked after children. The council has very high expectations that schools and council will do all they can to support the education of children in care. The local authority's role as corporate parents is well understood at every level in the Council. There are numerous examples of good practice for example, three care leavers are thriving in apprenticeships with the local authority.

10.2 The Virtual School organises a major achievement event held 18 months. This recognises and celebrates the many and various achievements of our children and young people in care of all ages. This is always a hugely successful and popular event with children, care leavers, foster carers, social workers and senior officers. The last event was in November 2014 and the next will be in February 2016.

10.3 The VSH participates in the In Care Council Management Board meetings and has attended In Care Council meetings of looked after children on occasions. In 2012 the Virtual School worked with the In Care Council, Bath Spa University to produce a school teaching and training resource entitled In Care, In School.. Proceeds from this have been made available to the Senior In Care Council to enable them to plan and record two podcasts with a local community radio station.

11. Priorities for the academic year 2015-16

Our team development plan sets out the following priorities and actions:

Priority/Outcome	Action
1. Raise the aspirations of all those who work with our children in care so that they can progress to the very best education and employment they can attain.	1.1. Arrange visits to local universities
	1.2. Arrange work experience for Year 11
	1.3. Promote the National Citizenship Service for Year 11 and older
	1.4. Arrange aspirational trip for children in care, carers and social workers
	1.5. Institute reward system for children in care to provide incentives and recognition of achievement – full details to be worked out.
	1.6. Arrange Celebration Evening for February 2016
	1.7. Support In Care Council to develop link to Tutela, Africa.
	1.8. Support In Care Council to create radio programmes about the successes of care leavers
2. Continually improve the rates of progress that our children in care make especially in English and maths.	2.1. Support expansion of the B&NES Vulnerable Learners Tuition Team
	2.2. Work with B&NES Vulnerable Learners Tuition Team to train tutors and quality assure one to one tuition
	2.3. Pilot online learning (eg GCSE Pod and Tute) and extend if successful
	2.4. Train foster carers in home based learning techniques e.g. shared reading
3. Continually improve PEP quality and provision for children in care	3.1. Introduce and evaluate new ePEP system and provide training and support for all users.
	3.2. Develop more precise data instruments for measuring impact of work of the Virtual School to better target support, taking new national assessment measures into account
	3.3. Ensure there are especially good quality education plans in place for the most vulnerable groups of children in care.
4. Provide and extend high quality training and support for schools, social workers and foster carers, especially around attachment and trauma.	4.1. Promote Attachment Aware Schools training to all B&NES schools and schools where B&NES children in care are on roll
	4.2. Reinstate Children in Care Champions training sessions. These are 3 hour long sessions covering updates and insights on the education of children in care, aimed at schools but open to all.
	4.3. Provide regular training for children's workforce through workforce training sessions. These are 2 hour long sessions covering updates and insights on the education of children in care, aimed at social workers but open to all.
	4.4. Continue with foster carer and adopter annual conference. This is held each autumn and covers updates and insights on the education of children in care and children adopted from care,

	aimed at foster carers and adopters but open to all.
	4.5. Hold foster carer 14-19 annual conference. This is held each autumn and covers updates and insights on the education of children in care aged 14+, aimed at foster carers and adopters but open to all.
	4.6. Improve coordination of planning between social care, SEN and the Virtual School
5. Strengthen governance and accountability arrangements for the Virtual School.	<p>5.1. Establish rigorous scrutiny and governance through Virtual School accountability group and reporting to:</p> <ul style="list-style-type: none"> • Corporate Parenting Members' Group • Overview and Scrutiny Panel • LSCB

APPENDIX 1: 2015 AND 2013-2015 OUTCOMES FOR B&NES CHILDREN IN CARE WHO WERE IN CARE ON MARCH 31ST IN YEAR PRIOR TO EXAMS

- RAG RATING: RED = Below national average and of concern AMBER = Around national average and/or some concern GREEN = above national average or of no significant concern
- B&NES statistical neighbours are: N Somerset; Hampshire; Wiltshire; Cambridgeshire; Gloucestershire; Oxfordshire; West Sussex; South Gloucestershire; Devon; Worcestershire. NB Data not provided by the Department for Education where year group is <11 so data in tables below is the average of the statistical neighbours where it is available.

Key Stage	Performance indicator & commentary	2014	2014	2014	2015	2015	2015	2013-15	2013-15	2013-15
		National CiC %	B&NES all pupils %	Statistical neighbours Average %	B&NES CiC %	Number of CiC	RAG	B&NES CiC %	Number of CiC	RAG
Key Stage 1	KS1 % L2+ Reading	71	91	70	25	4	GREEN	57	9	GREEN
	KS1 % L2+ Writing	61	86	63	0		GREEN	38		GREEN
	KS1 % L2+ Maths	72	93	72	0		GREEN	49		GREEN
	Brief commentary on KS1 outcomes 2015: 3 of the 4 CiC had EHC Plans. 2013-15: 5 of the CiC had SEN statements/EHC Plans. All making good progress according to last PEP.									
Key Stage 2	KS2 % L4+ Reading	68	92	66	67	6	AMBER	83	25	GREEN
	KS2 % L4+ Writing	59	88	51	67		GREEN	75		GREEN
	KS2 % L4+ Maths	61	89	55	50		AMBER	58		AMBER
	KS2 % L4+ English and Maths	48	83	44	50		AMBER	58		AMBER
	KS2 % making expected progress in Reading from KS1	81	91	n/a	83		AMBER	96		GREEN
	KS2 % making expected progress in Writing from KS1	82	92	n/a	100		GREEN	96		GREEN
	KS2 % making expected progress in Maths from KS1	75	90	n/a	100		GREEN	91		GREEN
	Brief commentary on KS2 outcomes 2015: 2 of the 6 CiC had EHC Plans. Excellent progress from KS1. 2013-15: 9 of the 24 CiC had SEN statements/EHC Plans. 21 making good progress according to last PEP.									
Key Stage 4	KS4 % 5+ GCSEs at grades A*-C incl. English & maths	14.2	61	13.8	11.7	17	RED	22	35	AMBER
	KS4 % 5+ GCSEs at grades A*-C	16.3	70.3	14.5	17.6		AMBER	29		AMBER
	KS4 % making expected progress in English from KS2	34.5	71.8	n/a	52.9		AMBER	44		AMBER
	KS4 % making expected progress in Maths from KS2	26.3	67.5	n/a	35.3		AMBER	41		AMBER
	Brief commentary on KS4 outcomes 2015: 5 of the 17 CiC were unable to participate fully in education because of continuing personal and family difficulties.. 5 others had EHC Plans. Progress in English good. 2013-2015: Attainment gap widening but 11 of the 35 CiC had SEN statements/EHC Plans. 21 now making good progress including 2 of the 3 who would not attend school/alternative provision.									
Key Stages 1-4	KS1-4 % attendance	96.1	94.92	95.8	95.48	83	GREEN	96	c. 250	GREEN
	KS1-4 % persistent absence (< 85%)	4.7	3.0	5.0	5.9		AMBER	4		GREEN
	KS1-4 % receiving at least one exclusion	9.78	2.4	13.08	10.7		AMBER	5.5		GREEN
	KS1-4 % on roll of good/outstanding schools (all CiC)	n/a	92	n/a	92	114	GREEN	n/a		n/a
	KSD1-4 % with SEND statement/EHC Plan (all CiC)	29	2.7	35.3	28.9		n/a	n/a		
	Brief commentary on KS1-4 outcomes 2015: Attendance good overall. Persistent absence higher due to exclusions/school refusal. Exclusions – 4 out of 9 CiC now in better provision; 5 were minor incidents. 2013-2015: Good indicator.									
Post 16	% 16-18 year olds in education, employment or training	67	96	n/a	90	29	GREEN	93	40	GREEN
	Number of 18-24 year old care leavers in Higher Education	7%	43%	n/a	11 no.	11 no.	GREEN	n/a		N/A
	Brief commentary on Post 16 Good indicators. National statistics are unclear – 7% or what? And is this ‘at university’ or accessing HE?									

APPENDIX 2: 2015 AND 2013-2015 KEY STAGE 4 OUTCOMES FOR B&NES CiC WHO WERE IN CARE ON MARCH 31ST IN YEAR PRIOR TO EXAMS - IN AND OUT OF AUTHORITY COMPARISON

Performance indicator	2014	2014	2014	2013-5	2013-15	2013-15
	National CiC benchmark	B&NES All pupils benchmark	Statistical neighbours	All B&NES CiC (n=35)	In B&NES schools (n=16)	On roll of out of area schools (n=19)
KS4 % 5+ GCSEs at grades A*-C including English and Maths	14.2	61	13.8	22	31	21
KS4 % 5+ GCSEs at grades A*-C	16.3	70.3	14.5	29	50	21
KS4 % making expected progress in English from KS2	34.5	71.8	n/a	44	50	47
KS4 % making expected progress in Maths from KS2	26.3	67.5	n/a	41	44	47
KS4 %with statements of SEN	29	2.7	35.3	28.9	8	92
Brief commentary Lower outcomes for CiC educated out of area explained by fact that 92% had statements/EHC plans and were educated at school suited to their needs.						

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children and Young People Policy Development and Scrutiny Panel	
MEETING/ DECISION DATE:	22 nd March 2016	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Update on Service Developments in relation to Child Sexual Exploitation and “Missing” Young People.	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: N/A		

1. THE ISSUE

- 1.1. There are no specific recommendations attached to this paper, it is tabled for the purposes of up-date and discussion.

2. RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 2.1. There are no specific resource or financial implications outlined or addressed in this paper as its remit is one of broad update.

3. STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 3.1. There are no specific statutory considerations to be addressed in this report. The Council will continue to address any identified issues that relate to Care Leavers through compliance with the Children Act 1989 and 2004.

4. THE REPORT

Service Developments in relation to Child Sexual Exploitation/Missing are co-ordinated by the LSCB (Local Safeguarding Children Board) Sub-group. This group was formed in June 2014 to develop and co-ordinate multi-agency services for young people at risk of CSE and young people that are missing from home/care/education. The sub-group meets on a six weekly basis. In October 2015 we held a half-day review of the first six months of the Willow Project. The Willow Project is the multi-agency team of volunteers from a number of

LSCB agencies that work young people at risk of CSE. The review included many of the Willow Project volunteers plus their line managers/supervisors. The review was very productive in confirming that the basic premise of the project, which is a strong emphasis on trying to maintain positive engagement/communication with these young people appears to be the right approach and there were early signs that this is proving to be positive for vulnerable young people at an early stage and has been successful in preventing an escalation of concern.

The review meeting also identified the need for action in the following areas;

- Development of promotional materials to use with young people and parents that highlight the role and function of the Willow project and key contact numbers. These materials are currently being developed by Rachel Allen-Ringham and some members of the team.
- Changes to the way in which Return Home Interviews are managed and undertaken. There was a strong view that the increase in referrals for RHI's meant that volunteers did not have sufficient time to undertake both these and the CSE work. Therefore it was agreed that RHI's would be undertaken by the Compass team, based in the YOS as the workers in this team had the requisite skills to do this work. The Compass team took over this work in November 2015.
- Discussion also identified the need for a third wave of volunteers for the Willow Project. These latest wave have recently completed their training, meaning that we now have 15 trained volunteers for the team.

Review/Clarification of Contact arrangements for referrals

Our on-going discussions and refinement/learning from developing our services have also seen some improvements to how we manage referrals and sharing information.

- a) Development of Single Point of Contact (SPOC); This new facility was launched on 15TH February 2016 and came out of discussions at the review of the first six months of the Willow Project. There was a view that although referrals relating to CSE were being received at a regular rate, a large number needed to be referred straight to the BASE project because they were too complex to be worked within the Willow project. Therefore the discussion identified a need to offer agencies the opportunity to discuss cases where initial/early stage concerns might be developing and to offer the opportunity of Willow workers to intervene/work with young people at risk of CSE at an earlier stage. The e-mail for SPOC is CSE.Referrals@bathnes.gcsx.gov.uk. Referrals are monitored on a daily basis so that one of the Willow team can contact referrers back without delay.
- b) Dedicated telephone number for "missing" referrals. Although we are also receiving a steady number of referrals in relation to young people that have gone missing or where there are concerns that they might go missing, these have been coming through the duty team, and as because the duty desk is manned on a rota system there have been some problems in ensuring a consistent understanding when making judgements about whether young people are missing rather than their whereabouts might simply be unknown at that point in time. Because of this, we have taken a decision to route all missing referrals through to a dedicated number which will be picked up by the soon to be appointed lead Social Worker for CSE/Missing. This will ensure a

more consistent and co-ordinated approach to these referrals and the interface with the Compass team who now undertake the Return Home interviews. The dedicated number is 01252 395200.

Main-streaming role for lead CSE Social Worker

For the past 18 months Rachel Allen-Ringham has lead on the training, and service development, particularly the development of the Willow Project. Rachel has been employed on a contractual basis, but we now need to mainstream a number of aspects of this role. Therefore the Council will now employ a Social Worker two days a week to undertake the management and co-ordination of the Willow Project. The advert for this post recently closed and interviews will be held on 5th March.

Update on the activity of the Sub-Group

The sub-group continues to meet on a six weekly basis which reflects the level of activity currently required in relation to this agenda. The sub-group has recently been joined by Kathryn Humphries of the Council's licensing team and at our last meeting Kathryn updated on the work that she and Rachel Allen-Ringham have undertaken with hotel owners and taxi firms which has included training sessions, and poster campaigns specifically designed and targeted at local hotels and taxi-cabs.

Regional Developments

All CSE sub-group chairs now meet on a quarterly basis to assist in developing a more consistent and co-ordinated approach to developing responses to CSE. These meetings also provide an opportunity for each LSCB to link directly with the Avon and Somerset CSE project managed by Dave McCallum. Much of our recent discussion has centred on developing an alternative to the CSE MARAC meetings. Most professionals had expressed concerns that the CSE MARAC format was duplicating or replicating the function of the strategy discussion which was leading to confusion in relation to which referral pathway agencies should take. In addition the CSE MARAC was becoming lengthy and taking up a lot of time for a larger and larger number of professionals.

All agencies agreed that this format needed reviewing so that a more strategic focus and level of information sharing could take place to ensure that perpetrators were "disrupted" and that each area was able to build up a "problem profile" of individuals and geographical areas of concern. It has now been agreed that we will pilot "Information Sharing" meetings which will take place every two months. The first of these takes place on the 9th March with further meetings in May and July prior to a review of their effectiveness.

Operation Button Update

BaNES have been involved in a number of 'Gold Group' meetings with Police and colleagues from three other LSCB's in relation to this operation which largely follows on from Operation Brooke. Seven suspects have been charged with offences, some of whom were also involved in Operation Brooke. Four young people from the BaNES area have provided testimony to this investigation and may well be required to provide testimony at the trial which is likely to be in the late summer.

The SCR sub-group is scheduled to meet on 9th March to consider what learning we might take from the way that agencies worked with these victims when they were younger and whether or not this should take place within an SCR framework.

CSE Referrals September 2015 - February 2016

	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16 (up to 19/2/16)
New referrals to Willow Project	5	5	2	4	2	2
New referrals to BASE	2	1	0	1	0	1
Total referrals (per month)	7	6	2	5	2	3
Total number of cases open to Willow	17	19	20	18	19	21
Total number of cases open to BASE	11	10	9	10	11	11
Number of CSE crimes recorded by Police	1	2	2	1	0	2

Missing Referrals

	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16 (up to 19/2/16)
Episodes per month	30	32	27	27	9	12
Total number of young people missing	26	20	19	22	9	10
Of which, number of young people also missing education	7	6	4	6	3	1
Of which, number of young people at risk of CSE	1	2	0	1	0	0

Return Home Interviews

	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16 (Up to 19/2/16)
Number of young people offered RHI	16	12	17	20	7	8
Number of RHI's undertaken	10	4	17	7	4	5

5. SUMMARY

This report outlines the continued high profile of Child Sexual Exploitation and “Missing” within the Council and partners within the LSCB. Services to this cohort of vulnerable young people continues to develop, and the initiatives such as the dedicated phone-line, SPOC, Information Sharing meetings with the Police and the appointment of a lead CSE post demonstrate our continuing refinement and growth in understanding of how best to work with this group.

Contact person	<i>Richard Baldwin; 01225 396289</i>
Background papers	Children Act 1989
Please contact the report author if you need to access this report in an alternative format	

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Bath & North East Somerset Council		
MEETING/	Children and Young People Policy Development and Scrutiny Panel	
MEETING	22 March 2016	EXECUTIVE FORWARD PLAN REFERENCE
TITLE:	Review of the Youth Justice Plan 2015-16	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Interim review of work plan 2015-2016		

1 THE ISSUE

1.1 The Local Authority is lead partner for the multi-agency Youth Offending Service which works with young people at risk of offending and re-offending. This work is set out in an annual Youth Justice Plan. The current Plan was adopted as part of the Council's Policy and Budget Framework on 16 July 2015 and has subsequently been approved by the national Youth Justice Board.

1.2 This report contains an update on the work of the Youth Offending Service.

2 RECOMMENDATION

2.1 Note the progress made in the partnership's statutory work of preventing youth offending.

2.2 Support the identification of priority areas for the Youth Justice Plan 2016-2017.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 The Local Authority is the lead partner in multi-agency arrangements to prevent youth offending, working closely with the Police, Probation and Health Services, in accordance with the Crime and Disorder Act 1998. All partners have a statutory responsibility to participate in resourcing the Youth Offending Service. The Council makes a significant contribution in terms of staff, revenue expenses and additional support including provision of office accommodation and a range of financial and Personnel services. In 2015-2016, the direct contribution is £384,877. This is 47% of the total budget of £823,964.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

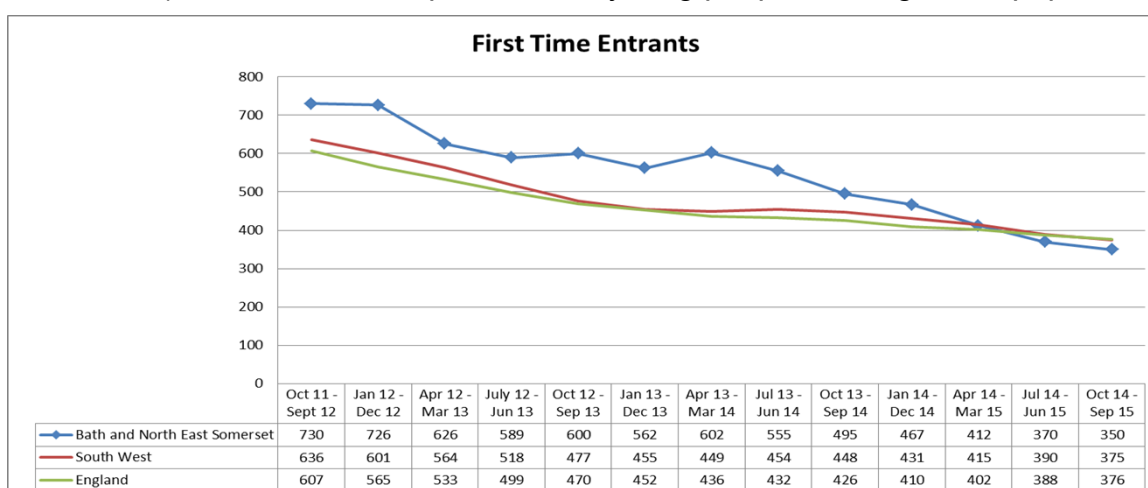
- 4.1 Preparation of an annual Youth Justice Plan is required under the Crime and Disorder Act 1998. This is submitted to the national Youth Justice Board, monitored by the Youth Offending Service Management Board and overseen by the Early Years, Children and Youth Policy Development and Scrutiny Panel.

5. THE REPORT

- 5.1 The Local Authority has three indicators for the effectiveness of local youth justice work, including the work of the Youth Offending Service: reducing first time entrants to the youth justice system, reducing the rate of re-offending and reducing the rate of custody.

5.2 Rate of first time entrants

For first time entrants, the indicator is the number of young people aged 10-17 who receive their first substantive outcome (a Caution, Conditional Caution or a conviction), shown as a rate per 100,000 young people in the general population.

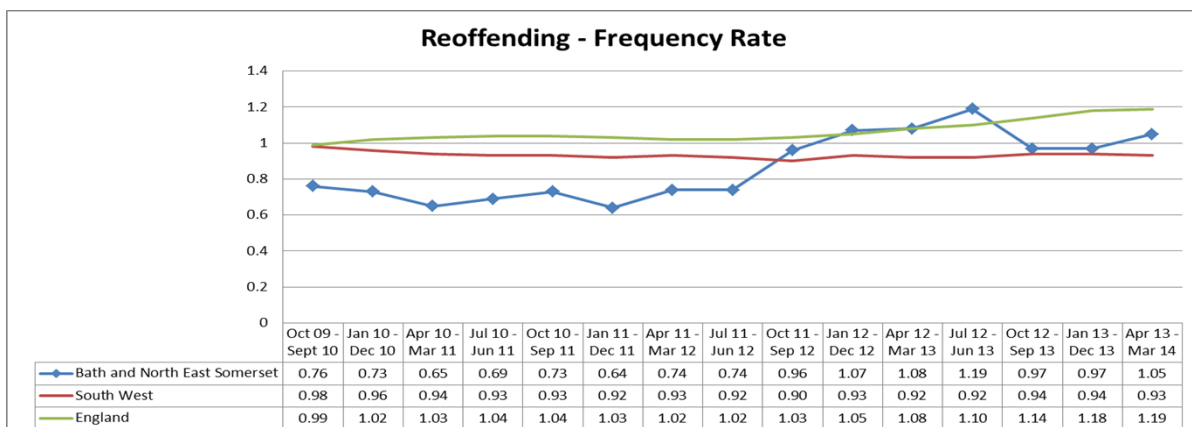
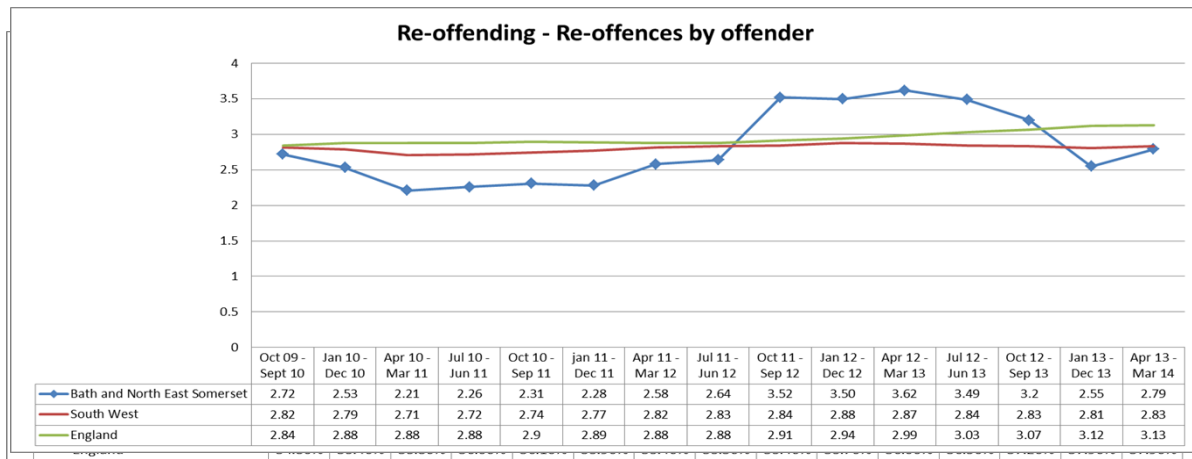


Data is taken from the Police National Computer and is published in rolling 12-month periods for the quarters ending March, July, September and December each year. This can be regarded as an indicator of the effectiveness of early help and specifically, crime prevention work undertaken by Mentoring Plus and Compass. The latest data available shows that the rate of first time entrants locally has now reduced to its lowest rate since this data started to be collected and is now below the regional and national averages.

- 5.3 It is worth highlighting an initiative which has contributed to this reduction. In its analysis of data about first time entrants, the Youth Crime Prevention Board noted that the single most common offence bringing young people into the youth justice system for the first time was Possession of Cannabis. Typically, they would admit an offence to the Police and receive an immediate Caution, with no further follow-up. In a partnership between the Youth Offending Service, Police and Project 28, young people who admit an offence of Possession of Cannabis are now offered attendance at a workshop where they learn about the impact of the use of Cannabis. If they attend, Police are able to record this as a community resolution without the need to issue a Caution. Some are then advised of further support that can be offered. A local evaluation of this initiative is underway.

5.4 Rate of Re-offending

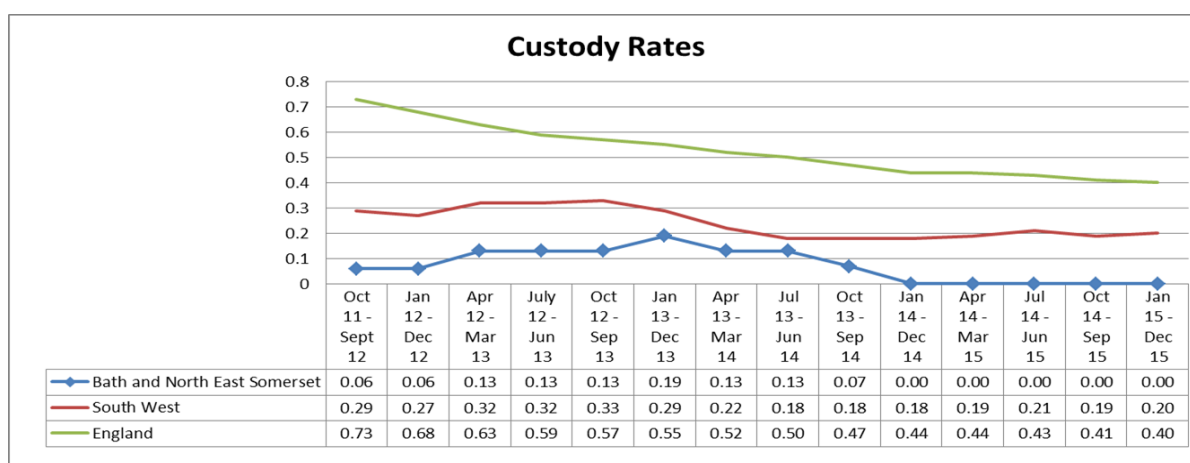
For re-offending, the indicator is the rate of re-offending after 12 months by a cohort of young people who received a substantive outcome. This is now shown in three ways – re-offending by individual young people, the binary rate (the percentage of young people who re-offended) and the frequency rate (the number of young people in the cohort divided by the total number of offences they committed). The latest data available shows that after a considerable period of having lower rates of re-offending than all comparator groups, the local rate is increasing, although it is below the national average. The Youth Offending Service is working with a small cohort of concerning young people whose behaviour is reflected in this data.



5.5 The Youth Offending Service Management Board has agreed to participate in the national re-offending tracking initiative to develop understanding of local rates of re-offending. This work will begin in April, with support from the Youth Justice Board and will include reviewing the interventions available for young people. The Service will also be strengthening its assessment and planning for preventing re-offending and managing risk of serious harm through the imminent roll-out of AssetPlus, a new assessment framework.

5.6 Rate of custody

For the rate of custody, the indicator is the number of custodial sentences passed by the Courts, presented as a rate per 1000 young people in the general population aged 10-17. There are currently no young people from Bath and North East Somerset serving custodial sentences and no such sentences have been passed for 2 ½ years.



5.7 The Service is not complacent about its performance in this area, nor of its public protection responsibilities. The multi-agency Custody Review Panel regularly reviews all incidences of young people who are held overnight in Police custody, securely remanded and/or at high risk of custody, in order to ensure that all options are being actively pursued to keep the young person and the public safe. The Service also enjoys good liaison with the local Court.

5.8 Work Plan

The annual Youth Justice Plan includes a work plan for the Youth Offending Service and its Management Board. This is included as an appendix and shows positive progress being made in most areas of work undertaken. Work is currently underway to produce a Youth Justice Plan for 2015-2016, to be taken to Council for approval in May 2016. Emerging priorities include work to address re-offending and strengthen planning for management of serious harm to others. There is also a national review of youth justice underway (the Taylor Review), due to report in June, and next year's work plan will reflect the need to respond to this locally.

5.9 Feedback from young people

HMI Probation now facilitates an annual survey of young people known to Youth Offending Services. The first survey yielded the following comments from young people:

(a) Things that have made you less likely to offend:

"being able to talk about my problems"

"mixing with the right people"

"coming to YOS"

"Moving back in with my Mum and Dad and being back in education"

"Realising if I reoffend I will not be able to get the job I want"

“Thinking about the consequences of actions”

(b) What things have got better for you or how has the YOS helped you?

“More positive thoughts”

“By listening to me”

“Helped me to think in a positive way”

“I have got a job and talk to people at the YOS”

“I haven’t been arrested in over a year now”

“It made me think about what people I should hang around with”

“Its made me think more about my mistakes and my relationships with Mum and Dad have got better”

“Stopped drinking”

“Tag makes you not want to do it cuz (sic) its just a waste of time”

“They have made me realise right from wrong”

“Thinking about my actions and consequences of my actions and keeping my temper”

(c) What has got better with your health?

“That I don’t drink”

“I’m using contraception and I’m eating properly”

(d) Ideas for how the YOS could be improved (and YOS response):

“Less meetings, better reparation” (our new Community Involvement worker has been tailoring reparation to the wishes of victims and young people, wherever possible. More bespoke projects now take place)

“Make the offices look better” (We involved young people in re-painting and furnishing our two interview rooms. One young woman who was involved in this went on to obtain an apprenticeship in painting and decorating, drawing on this experience)

“More computer-based stuff” (We have installed two new computers to facilitate this)

“Reparation was difficult to organise as I work full-time and no workers available the hours I am free” (We now have 3 sessional workers who are available at weekends)

6. CONSULTATION

The Work Plan progress report has been consulted with managers within the Youth Offending Service. The report includes performance data which is presented to the Youth Offending Service Management Board on a quarterly basis and some of which is also shared with the custody Review Panel and the Youth Crime Prevention

Board. This report also includes comments from young people who have been consulted about the nature of their work with the Youth Offending Service.

Contact person	Sally Churchyard, 11-19 Prevention Service Manager Sally_churchyard@bathnes.gov.uk
Background papers	Youth Justice Plan 2015-16
Please contact the report author if you need to access this report in an alternative format	

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

This Forward Plan lists all the items coming to the Panel over the next few months.

Inevitably, some of the published information may change; Government guidance recognises that the plan is a best assessment, at the time of publication, of anticipated decision making. The online Forward Plan is updated regularly and can be seen on the Council's website at:

<http://democracy.bathnes.gov.uk/mgPlansHome.aspx?bcr=1>

The Forward Plan demonstrates the Council's commitment to openness and participation in decision making. It assists the Panel in planning their input to policy formulation and development, and in reviewing the work of the Cabinet.

Should you wish to make representations, please contact the report author or Mark Durnford, Democratic Services (01225 394458). A formal agenda will be issued 5 clear working days before the meeting.

Agenda papers can be inspected on the Council's website and at the Guildhall (Bath), Hollies (Midsomer Norton), Civic Centre (Keynsham) and at Bath Central, Keynsham and Midsomer Norton public libraries.

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
22ND MARCH 2016				
22 Mar 2016 4 May 2016 E2840	CYP PDS Cabinet	Primary and Secondary School Organisation Plan 2015 - 2019	Helen Hoynes Tel: 01225 395169	Strategic Director - People
22 Mar 2016	CYP PDS	Education Results 2015	Margaret Simmons- Bird Tel: 01225 394240	Strategic Director - People
22 Mar 2016	CYP PDS	Virtual School Annual Report	Michael Gorman Tel: 01225 39 6932	Strategic Director - People
22 Mar 2016	CYP PDS	Child Sexual Exploitation	Richard Baldwin Tel: 01225 396289	Strategic Director - People
22 Mar 2016 12 May 2016	CYP PDS Council	Youth Justice Plan	Sally Churchyard Tel: 01225 395442	Strategic Director - People
17TH MAY 2016				

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
17 May 2016	CYP PDS	Care Act - Implications for Children	Lesley Hutchinson Tel: 01225 396339	Strategic Director - People
17 May 2016	CYP PDS	Review of Community Play and Specialist Family Support Services	Deborah Forward Tel: 01225 395305	Strategic Director - People
17 May 2016	CYP PDS	Update on implementation of Children's Centres & Services	Deborah Forward Tel: 01225 395305	Strategic Director - People
12TH JULY 2016				
ITEMS YET TO BE SCHEDULED				
Page 118	CYP PDS	Healthy Weight Forum Presentation	Denice Burton Tel: 01225 394061	Strategic Director - People
	CYP PDS	Pupil Parliament Feedback	Sarah McCluskey, Kate Murphy Tel: 01225 394464, Tel: 01225 394502	Strategic Director - People
The Forward Plan is administered by DEMOCRATIC SERVICES : Mark Durnford 01225 394458 Democratic_Services@bathnes.gov.uk				