



Agenda

To all Members of the

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Notice is given that a Meeting of the above Panel is to be held as follows:

Venue: Council Chamber - Civic Office Civic Office, Waterdale, Doncaster, DN1 3BU

Date: Monday, 5th March, 2018

Time: 10.00 am

Items for Discussion:

1. Apologies for absence
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting.
3. Declarations of Interest, if any.
4. Minutes of the meeting held on 5th December, 2017 (*Pages 1 - 10*)
5. Public Statements

(A period not exceeding 20 minutes for statements from up to 5 members of the public on matters within the Panel's remit, proposing action(s) which may be considered or contribute towards the future development of the Panel's work programme).

Jo Miller
Chief Executive

Issued on: Friday, 23 February 2018

Governance Services Officer for this meeting

Christine Rothwell
Senior Governance Officer

Doncaster Metropolitan Borough Council

www.doncaster.gov.uk

A. Items where the Public and Press may not be excluded

6. Summary of the High level quarterly performance challenge meeting of Doncaster Children's Services Trust: Quarter 3 2017/18. *(Pages 11 - 22)*
7. Social Mobility Opportunity Area Delivery Plan *(Pages 23 - 40)*
8. Learning Provision and Organisation Update. *(Pages 41 - 98)*
9. Post 16 Review - Interim Report. *(Pages 99 - 122)*
10. Presentation on the future delivery landscape for children and young people with behaviour difficulties. *(Pages 123 - 128)*
11. Doncasters Attendance Strategy. *(Pages 129 - 186)*
12. Overview and Scrutiny Work Plan 2017/2018 - February 2018 *(Pages 187 - 210)*

MEMBERSHIP OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Chair – Councillor Neil Gethin
Vice-Chair – Councillor John Mounsey

Councillors Nick Allen, Mick Cooper, Jane Cox, Sean Gibbons, Nikki McDonald, Sue McGuinness and Tina Reid

Invitees:

Jim Board - UNISON

Education Co-optees

John Hoare
Bernadette Nesbit

Public Document Pack Agenda Item 4.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

TUESDAY, 5TH DECEMBER, 2017

A MEETING of the CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL was held at the COUNCIL CHAMBER - CIVIC OFFICE, DONCASTER on TUESDAY, 5TH DECEMBER 2017 at 10.00 AM

PRESENT:

Chair - Councillor Neil Gethin

Councillors John Mounsey, Nick Allen and Mick Cooper

Co-optees – Bernadette Nesbit (Diocese of Hallam Roman Catholic Church)

ALSO IN ATTENDANCE:

Councillors:

Councillor Kevin Rodgers

Doncaster Metropolitan Borough Council (DMBC):

Damian Allen – Interim Director of People

Leanne Hornsby - Assistant Director, Commissioning and Business Development

Paul Thorpe - Quality and Service Improvement Manager

Doncaster Children's Services Trust (DCST):

James Thomas - Head of Performance and Business Intelligence

Dawn Jones - Customer Experience Manager

Rosie Faulkner - Board Manager (Safeguarding and Standards)

Angela Harrington - Commissioning Manager

Other:

Detective Inspector Richard Partridge – South Yorkshire Police

		<u>ACTION</u>
66.	<u>APOLOGIES FOR ABSENCE</u>	
	Apologies for absence were received from Councillors Sean Gibbons and Jane Cox.	

67.	<u>TO CONSIDER THE EXTENT, IF ANY, TO WHICH THE PUBLIC AND PRESS ARE TO BE EXCLUDED FROM THE MEETING.</u>	
	None	
68.	<u>DECLARATIONS OF INTEREST, IF ANY.</u>	
	There were no declarations of interest made.	
69.	<u>MINUTES OF THE MEETING HELD ON 12TH SEPTEMBER, 2017</u>	
	RESOLVED: That the minutes be agreed as a true record.	
70.	<u>PUBLIC STATEMENTS</u>	
	There were no public statements made.	
71.	<u>DONCASTER SAFEGUARDING CHILDREN BOARD ANNUAL REPORT</u>	
	<p>The Panel received a report outlining the progress and work of the Doncaster Safeguarding Children Board (DSCB). This report included the arrangements the Board's Annual Report and the Independent Chair's updated assessment of the response to child sexual exploitation (CSE) for Doncaster. Members were reminded that the Independent Chair's first assessment was published back in December 2014 and covered ten key CSE assurance questions. Following a brief summary of the report, there was a discussion around the following areas.</p> <p><u>Attendance</u> – Concern was raised about the zero percentage attendance at Board Meetings of one of the partners. Members were informed that closer working would be undertaken with the Doncaster Safeguarding Adults Board providing more opportunity for joint working.</p> <p><u>Progress and Impact against Strategic Priorities 2014 – 2017</u> – It was outlined that in February 2016, the Board had approved a new Business Plan for 2016/17, which brought together actions in response to the Boards strategic priorities and recommendations from Ofsted's review of the Board (carried out in October 2015). Concern was raised that a numbers of strategic priorities were showing an overall impact rating as being "under development". It was explained that each of the priorities were graded in this way as they were still being worked on and showed the level of impact that had been made. It was acknowledged that there needed to be more of an explanation around the terms used and that the plan and priorities were at an early stage.</p> <p><u>Voluntary and Community Sector, including Faith Group</u> – It was explained that there were more organisations listed than numbered as</p>	

some were umbrella organisations that had been individually identified.

Child Protection – Clarification was sought on the use of percentage figures in the tables shown on Page 58 of the agenda under “category of need”. In relation to the “sexual” category of abuse, it was explained that this was sexual abuse in addition to sexual exploitation.

Members were informed that to reduce figures, included within plans and priorities 2017-2018 for safeguarding children was “ to continue to deliver services to children, young people and families who are at risk through running away or going missing”. It was commented that the number of incidents reported tended to increase when there was more focus placed on the issue. Members heard how there was robust case management in place and a shift in strategy that sited more emphasis upstream.

Missing Children - Clarification was provided that when a child went missing from school during the day, it was the schools responsibility to notify the parents. It was commented that the challenge was about what point was it a missing episode and concern was raised that missing education may result in that child missing from home.

It was commented that the advocacy service was about what was going on at home or at school. It was added that there had been a reduction in Looked After Children in receipt of early help and that more was being done to engage with those children. It was hoped that next year, there would be a clearer idea of what was being undertaken within schools. It was advised that it would be helpful to circulate information about children missing from education.

Mental Health – It was questioned whether Mental Health should come under a separate heading and be a standalone priority. Members were informed that this and the Transformation Plan were considered as being equally importantly. Members were assured that there was a focus on Mental Health issues that had involved looking into individual cases and digging down to see what had taken place and how partners could work more effectively together.

Members were informed that the Council has a link with each school to ensure early intervention was available in this area. It was added that steps were being taken to remove the stigma around mental health issues by raising awareness and for those affected to be able to work with the person who has the best relationship with them. It was also explained that assurances had been provided by colleagues from NHS Clinical Commissioning Group who supported such plans.

Child Sexual Exploitation – It was explained that there were increased areas of responsibility around CSE and an awareness of many more issues. As a result, good progress had been made particularly around awareness raising and more referrals were going

Assistant
Director,
Commissioning
& Business
Development

into the system, with a better understanding of children and young people. It was also highlighted that the young people's group, industry sector and retailers all continued to improve in this area.

Members were informed that the Board had identified work following an increasing trend of neglect witnessed in a number of cases. It was explained that the development of the Neglect Strategy and implementation was underway and multi-agency training had been undertaken. It had been recognised that there more needed to be done within this area.

It was reported that there was a more positive and effective culture of challenge made through the Accountability Board. It was added that in place was a suite of performance reports that enabled monitoring to be undertaken. Members were also informed that a strength-based approach had been embedded through Child Protection Case Conferences (which also used the rolled out Signs of Safety model).

An improvement in services for Looked After Children was reported with more children being brought back into Doncaster and provided with safer support to live within a family surrounding.

Child Poverty – Members were informed that the proportion of children and young people living in poverty in Doncaster was higher than that found nationally. Members were made aware of the CIPFA report 'Changing Children's Lives' that looked at the change in children's services and outlined some key issues including policy, outcomes and leadership development.

Areas for development – A further outline was provided of the key areas which the Board will be focussing on to continue progress. These included;

- Establishing a formal mechanism to ensure that the voice of children and young people was directly heard and linked to work undertaken alongside the Council.
- An evaluation of the Communication Strategy including use of the website.
- The need to look at local multi-agency arrangements for safeguarding in line with the Children and Social Work Act and statutory guidance.
- Assurance being sought on the review of the effectiveness of MASH.
- Continuation to scrutinise the quality of early help and vulnerable young people.
- Further assurance to scrutinise and challenge the partnership's strategy for managing demand in children's services.
- Assurances continuing to be sought regarding the quality of early help assessments and the embedding of the lead professional role across all agencies.

	<p>The Chair, Councillor Neil Gethin and Damian Allen, Director of People both passed thank the departed Chair, John Harris for his work with the Doncaster Safeguarding Children’s Board.</p> <p>RESOLVED that the Panel note the;</p> <ul style="list-style-type: none"> • Doncaster Safeguarding Children’s Board Annual Report 2016/17; and; • The Independent Chair of Doncaster Safeguarding Children Board’s (DSCB) updated assessment of the response to child sexual exploitation (CSE) in Doncaster. 	
72.	<p><u>SUMMARY OF THE HIGH LEVEL QUARTERLY PERFORMANCE CHALLENGE MEETING OF DONCASTER CHILDREN'S SERVICES TRUST: QUARTER 2 2017/18</u></p>	
	<p>A report was provided that summarised the business of the high level Quarterly Performance challenge meeting (Quarterly Performance Monitoring) of the Doncaster Children’s Services Trust in Quarter 2 of 2017/18. Reference was made to the recent Ofsted meeting that had been recently undertaken, it was explained that the outcome was embargoed until 19th January 2018.</p> <p>Panel Members were also reminded of the invite to them to visit the Doncaster Children’s Services Trust at the Hub (Mary Woollett Centre) during October 2017, when as part of the Panel’s Corporate Parenting role.</p> <p>Concern was raised about the Trust’s projected overspend, if there was value for money and whether the Trust was financially sustainable. Members were informed that there had been a reduction in overspend since Quarter 1, which had taken into account £1.1 million provided at the beginning of the year to fund increased activity from Doncaster Council.</p> <p>Members were reminded that this issue had already been considered by OSMC on two occasions and would remain on the workplan. Members were informed that the Trust was looking at ways of generating income. Regarding the contract, it was clarified that it was a 10-year contract with a break after 5 years, (due in 2 years) and that notice would need to be provided to the Department of Further Education to consider the next best model for Trust.</p> <p>It was explained that one of the contributing factors to the overspend was an increased demand (particularly from the high numbers of Looked after Children) for which the contract has allowed for. In respect of Out of Authority Placement, it was explained that the Trust had a desire to place children within the borough or a 20 miles radius. It was added that the Trust would never be in a position to bring all</p>	

	<p>placements within the borough as some children had complex needs. It was acknowledged that the quality and standards of children in care and at risk of abuse, was viewed as an improving situation.</p> <p><u>Impact of Austerity</u> – Concern was raised about the effects of austerity on children in the Borough. It was acknowledged that Children’s Services across the board were all under pressure, with overspends on children social care due to increased demand and complexity. It was recognised that the priority of children was foremost although savings needed to be made.</p> <p><u>Projections</u> – It was acknowledged that it was a tough challenge to anticipate demand and understand what was happening locally in the long term. It was noted that it was a challenging situation for colleagues and that there was a need to participate in a wider policy conversation.</p> <p>RESOLVED That the Panel note the content of the report.</p>	
73.	<p><u>ASSOCIATION OF DIRECTORS OF CHILDREN'S SERVICES (ADCS) - ANNUAL SELF-AWARENESS AND CHALLENGE PROCESS 2017</u></p>	
	<p>This report provided a description of the Association of Directors of Children’s Services (ADCS) self-assessment challenge exercise for children’s services and a summary of the process carried out by the Council and the Trust to support this activity. It was explained that it was an annual process in which the Trust and the Council jointly compiled a submission to an event at which 14 other local authority Children’s Services shared their self-assessment and participated in a challenge.</p> <p>It was explained that the Council and Trust were both consistent participants in the challenge process. The exercise comprised of the compilation of a template which identified the Children’s Services Authority’s improvement journey including up to six jointly agreed core Strengths and Areas for improvement (between the Trust and the Council), with a supporting explanatory narrative. It was outlined that each submitted challenge templates were distributed and considered by other authorities in the region at the challenge event in December each year. Following this, a Local Authority may be requested to reconsider its listings of strengths and areas for development and/or its priority ordering.</p> <p>It was explained that at subsequent Directors meeting, issues would be identified from the challenge day, which were common to a number of authorities. This was then fed into the Directors summary and taken forward as a programme of work.</p> <p>The region’s Directors of Children’s Services consider the compiled</p>	

	<p>results and to what extent, it was a shared reflection of regional performance. It was further explained that this agreed listing of ‘wicked issues’ would inform improvement activity over the following 12 months. This would feed into a programme of peer reviews and a programme of task and finish groups.</p> <p>It was outlined that the 2016, three ‘wicked issues’ which were currently being worked on by regional task and finish groups included:</p> <ul style="list-style-type: none"> • Placement sufficiency • Educational attainment at key stages 1 and 2 • Outcomes for vulnerable groups. <p>Members were advised that on the 29th November 2017, Ofsted produced guidance for new single inspection framework, inspecting local authority children's services. Members were informed that there was a dialogue being undertaken between children’s services and Ofsted. It was commented that there was more flexibility in how this takes place with less emphasis, more frequent inspections, re-inspection and a number of monitoring visits peer evaluations. It was believed that these were valuable and supported the inspection as more of a process and less of a one off event.</p> <p>RESOLVED That the Panel:</p> <ol style="list-style-type: none"> i. Note the content of the report. ii. Review the outcomes of the discussions, which have taken place to establish priorities and the next steps in the challenge process. iii. Request an update of the results of the challenge activity and how this will be applied to the Council and the Trust’s programme of self-improvement. 	<p>Quality and service Improvement Manager</p>
<p>74.</p>	<p><u>EDUCATION AND SKILLS COMMISSION AND SOCIAL MOBILITY OPPORTUNITY AREA (SMOA)</u></p>	
	<p>A report was presented that updated the Panel on the progress of the Education and Skills Commission and Social Mobility Opportunity Area (SMOA). The report set out the progress made to date in terms of implementing the recommendations of the One Doncaster report, and also how it aligned with the structure and intent of SMOA in the borough.</p> <p>Members were reminded how, in January 2017, Mayor Ros Jones announced the formal response to the independent One Doncaster Report. It followed that in the same month, Doncaster was awarded SMOA status by the Department for Education. The Board then established in shadow form and met formally back in August.</p> <p>The report highlighted that the Board had been established and was functioning well, with;</p>	

- A high level 'delivery plan' that has been developed - It was explained that the delivery plan was different to the action plan and would involve more dialogue as to who will be providing what.
- A programme that still required further refinement at a programme level around benefits mapping, blueprints and stakeholder mapping; and at a project level to further define scope of projects and develop PIDs and project briefs
- Some roles still to be assigned including Programme Manager for Social Mobility and the Project Managers for the whole programme.

Reference was made to recent national events where members of the board had stood down over lack of progress. It was commented that although the policy was secure, it was still awaiting commitment. It was added that £100,000 had been received in advance to establish governance arrangements. It was noted that once the delivery plan was agreed then it needed to be delivered in accordance with established governance arrangements. It was explained that the SMOA brings with it £6m of funding and a further £2.5 M for life skills such as collaboration, coping with difficulty and IT skills. Areas that were not always recognised in attainment tables and were more about the wider contributions that schools could make.

Members stressed that they felt that it was key to ensure that young people developed the right skills to ensure that they were job ready. Members were assured that with the funding targeting youngsters at that age, investment should roll out from junior school level onwards. It was explained that there was a focus on primary outcomes, then on secondary outcomes, third was careers then fourth was school experiences.

Teacher Recruitment and Retention - It was felt that achieving teacher recruitment and retention was key to Doncaster's success. Concern was raised that this was a big issue as Doncaster did not have a university and therefore did not attract young people. It was seen that there was a link to the place marketing agenda and for more could be done to make Doncaster more attractive.

Although it was recognised that there was a wealth of teaching schools around Yorkshire and the Humber, comments were made that more schools should be involved in teaching teachers. It was responded that there had been a shift in paying off student loans in order to attract teachers. It was also acknowledged that there were variations in pay supplied by larger trusts.

In response to children who were not receiving a suitable education, it was explained that children were identified through merging different

	<p>data sets. It was outlined that the Delivery plan was shared with ESPB in the September and October Board meetings. As a consequence of those discussions that took place within the meetings, work was underway to:</p> <ul style="list-style-type: none"> • Improve alignment to the Social Mobility Opportunity Area Programme and other programmes across the wider Doncaster Growing Together Learning policy area. • Avoid duplication. • Provide clarity regarding governance arrangements. • Provide assurance for the ongoing programme management. <p>It was acknowledged that the programme was being resourced out of existing resources and therefore a need to ensure the funding was targeted appropriately.</p> <p>The Panel stated that they would like to see the delivery plan at the next meeting.</p> <p>RESOLVED that the Panel notes the report and endorses the direction of travel.</p>	<p>Senior Governance Officer</p>
<p>75.</p>	<p><u>OVERVIEW AND SCRUTINY CHILDREN AND YOUNG PEOPLE'S PANEL WORK PLAN 2017/2018</u></p>	
	<p>The Panel received a report updating Members on the Panels work plan for 2017/18. A copy of the work plan was attached at Appendix A of the report taking account of issues considered at the Children and Young People Overview and Scrutiny workplanning meeting held on the 1st June 2017.</p> <p>Updates were provided on the following:</p> <p>Visit to the Trust to look at the "Front door" of Children's Service based at the Hub at Mary Woollett. – Councillors were invited to see the initial referral team and spoke with Managers and frontline staff about the day-to-day workings and how things were managed. Consideration was given to;</p> <ul style="list-style-type: none"> • Early Help; • Transferred family support workers; and • Front door pressure. <p>It was commented that schools and academies needed to work as a partnership and liaise better with Education and Attendance Officers. It was recognised that they were achieving their best with limited resources.</p> <p><u>Early Help</u> – That this had been repeatedly evaluated over the last 2 years and that Members might find it helpful to be provided with an</p>	<p>Assistant Director Partnerships & Operational</p>

	<p>update.</p> <p><u>Appointments</u> – That a new Head of Service had been appointed to develop education welfare and attendance strategy together under the one banner.</p> <p><u>School Transport</u> - It was added that discussions have been taking place regarding school transport and that this has been added to the workplan as an issue for future consideration.</p> <p><u>Workplan</u> - It was commented that there is an extraordinary meeting to be arranged to consider the draft Annual Impact Report and Child Poverty.</p> <p>RESOLVED that the Panel note the Children and Young People Overview and Scrutiny Panel report.</p>	Delivery
--	---	----------



Doncaster Council

Report

Date: 5th March 2018

To the Chair and Members of the CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL

Summary of the High level quarterly performance challenge meeting of Doncaster Children's Services Trust: Quarter 3 2017/18

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools	All	No

EXECUTIVE SUMMARY

1. This report provides a summary of the business of the High level Quarterly Performance challenge meeting (Quarterly Performance Monitoring) of the Doncaster Children's Services Trust (the 'Trust') in Quarter 3 of 2017/18 and the Extraordinary Quarterly Performance Monitoring meeting of 30th January, 2018

EXEMPT REPORT

2. Not exempt

RECOMMENDATIONS

3. The Panel is asked to:

- Note the content of the report;
- Review with the Director of People the outcomes of the discussions which have www.doncaster.gov.uk

taken place within the Quarterly Performance Monitoring meeting and the next steps;

- Use the information in this report and from the Director of People in order to enhance its understanding of the Trust's improvement journey.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and developing policy. This is achieved through making robust recommendations, monitoring performance of the Council and external partners and reviewing issues outside the remit of the Council that have an impact on the residents of the borough.

BACKGROUND

5. The arrangements by which the Trust is held to account are extensive and far reaching – a point reaffirmed by the November 2017 Ofsted Re-inspection of services for children in need of help and protection, children looked after and care leavers, which detailed
'There is an effective relationship between the senior managers from Doncaster council and the trust. The contract between the council and the trust sets out arrangements for quarterly performance monitoring meetings, which are supported by a suite of performance indicators, and an annual review meeting. These arrangements ensure that both the council, including elected representatives, and the trust know well the strengths and areas needing further development in the services for children.'

The requirements specified in the contract (as amended) comprise:

- A performance and finance review meeting on a monthly basis.
- Quarterly Joint Performance and Finance meetings at Chief Executive / Director and Assistant Director level of the Council and Trust; embracing finance and operations as a focus, but including contract monitoring more widely, at which performance is forensically challenged and issues referred for 'deep dive' investigation, or escalated to the high level meeting, should there be any areas of concern.
- A high level Quarterly Performance Monitoring meeting at Chief Officer and non-Executive level, where operational, financial and quality assurance is monitored.
- A requirement placed upon the Director of People to report to the Scrutiny Committee on the Trust's performance twice per annum with the requirement for the Chief Executive of the Trust, or his/her representative, to attend to respond to the issues raised in that report.

Both the Joint Performance and Finance meeting and the High level Quarterly Performance Monitoring share overarching principles to ensure joint leadership and management to improve outcomes and value for money for children and young people across the partnership and thereby ensure robust contract management. Both meetings share principles of collective responsibility, mutual respect and support and a desire to explore opportunities for innovation, best practice and integrated working.

In addition to the regular reporting schedule, the Council called an Extraordinary Quarterly Performance Monitoring Meeting (30th January, 2018) due to significant concerns regarding the financial position of the Trust. The management of those finances raised significant performance issues. A formal notice of concern (as set out in clause 4.1 of schedule 6 of the contract) was issued to the Trust requesting attendance at the Extraordinary Quarterly Performance Monitoring Meeting.

An operational finance meeting was implemented in December 2017 to review and interrogate spend and business plans, following the Extraordinary Quarterly Monitoring meeting this has increased frequency to a monthly meeting to strengthen grip on the financial aspects of the contract.

QUARTERLY PERFORMANCE MONITORING MEETING

6. The next meeting is scheduled to take place on 22nd February 2018, at which the following items will be discussed:

6.1 The re-inspection of services for children in need of help and protection, children looked after and care leavers services in November 2017, judged the Local Authority as 'Good' in all judgement areas. The final version of the re-inspection report was made public and published on the Ofsted website on 19th January, 2018. This judgement marks a seismic shift in the validation of the quality of children's services in Doncaster over the term of the contract.

The Ofsted report cites good support from social workers; that children and young people are at the centre of everything that social workers do; that children are only placed into care when it is their best interests and when other options have been considered; alongside which, adoption services are also 'good'. 'This is the result of the robust and determined leadership, management and governance provided by Doncaster Children's Trust and Doncaster council, in particular by the chief executive of the trust and the director of children's services'

The Quarterly Performance Monitoring will review the indicative outcomes and recommendations from the inspection and report on a regular basis, monitoring progress against the action plans.

6.2 Performance Report

As part of the contract monitoring arrangements indicated above performance is reviewed and challenged and where necessary escalated.

There has been consistent good performance in the following, which will be reported at the Quarterly Performance Monitoring meeting:-

At quarter 3 2016/17 no measures were outside tolerance, and 50% were at or above target performance.

- **Timeliness of Single Assessments**

The Trust states that it continues to set a high standard for assessments and expects case holders to meet these standards. The target for this measure is ambitious and places The Trust above national, regional and strategic neighbours' performance. This may add some delay into the system as below standard assessments will be returned to case holders. Assessment completion shows improvement in this quarter.

- Case File audits – A selected sample of audits were rated as ‘good or outstanding; 50% and 10% in the last quarter, respectively.
The few cases graded as inadequate have improvement action plans in place that are monitored to completion by the Head of Service, with an independent audit within 6 months. The Doncaster Safeguarding Children’s Board receive a regular report of the audited cases from the Trust.
- Children placed on a Child Protection plan for a second time within a two year period;
- Children in care placement stability;
The Trust’s longer term ambition is to rely less upon ‘Out of Area’ placements which will bring some long term placements to a close, providing of course that this is in the child’s best interests. This links to the broader partnership work around the Doncaster Place Plan and vulnerable adolescent’s work stream.
- Care leavers in suitable accommodation;
The last annual outturn (2017) shows Doncaster performance (90%) had improved, and is better than the National and Regional averages.
- The three youth offending measures (those in employment, education and training; custody rates and the reoffending rate), placing Doncaster Youth Offending service in the top 6 performing services in the Country.

The following areas of activity, or performance, continue to be monitored, due to the overarching challenge of high demand pressures within the social care system:

High demand levels have impacted negatively on the timeliness of the social care assessment process, albeit timeliness is still better than all benchmark comparators.

The number and rate of contacts and referrals to the Trust remain high, which has implications for the volume of re-referrals into social care which are showing an increase and which are now higher than all comparator averages. Re-referral rates remain high but reduced in this quarter, and are comparable to last year’s outturn. There is improvement in key areas, for example a reduction in re-referrals where Domestic Abuse Navigators have been involved. However latest, published comparator information has shown some unusual fluctuations in reported referral rates in other Local Authorities, which merit further investigation and consideration when benchmarking.

The vast majority of attention remains focused on the continually increasing number of contacts and referrals to the Front Door. There remains an ongoing problem with rising demand at the front door and its appropriateness for social care – the conversion rate to statutory assessment remains low with few proceeding to a statutory intervention being delivered. A deep dive investigation is being carried out by the Early Help Strategy group into the ‘Step Up / Step Down’ process, to ensure that children receive timely early help support and do not reappear as social care re- referrals. In addition, the partnership has invested resource to improve the application of thresholds where referrals are made.

Further actions have been taken and are underway to mitigate this by funding to deploy a Police triage resource to reduce the high number of contacts from that source although the effectiveness of this post has not been demonstrated

to date. The impact of this post will be reported in quarter 4 when there will be a meaningful dataset regarding the outcomes of assessments triaged through this route

The number and rate of children in need and children in care is reflective of demand pressures, demand in the system is rising nationally and ADCS data shows an increase of 3% and reports that this is the 9th year of rising numbers. All Local Authorities (excluding Leeds) have shown an increase since 2016. The Quarterly Performance Monitoring meeting reported the rising number of Children in Care is not due to poor adoption performance, risk aversion or inappropriate application of thresholds. Ofsted noted 'Adoption services are good. Children are considered for adoption at the earliest opportunity. This early identification enables children to be placed in a permanent placement without delay. Timeliness throughout the service has improved. Some of the adoption reports submitted to the adoption panel are not of a good quality', Other contributing factors are Foster Care proceedings, placing Children in Care where previously there would have been Special Guardianship Order.

The rising rate of Children in Need is against a backdrop of increasing Early Help take up, with 'Neglect' the most prominent presenting issue. However, there is no suggestion of inappropriate application of thresholds, or drift and delay in the system and the number of external validations confirms that practice is not a contributing factor. The recorded 'Primary need' in Doncaster is 'abuse or neglect' which is considerably higher than all other benchmarks; and is not replicated for Early Help. One reason for this is the recent development in recording at Early Help stage and efforts are underway to improve understanding of neglect for EH Practitioners using the Trust toolkit this will be reinforced via training to Lead Practitioners and to the Hub when screening cases to facilitate better enquiry if not already identified.

6.3 Quality and Audit report

The Trust provides a regular audit report on the two strands of case audit activity: - A monthly sample of 50 cases and a thematic audit of additional cases.

There was reduced scheduled audit activity in quarter 3, due to the reinspection of services that took place in November 2017. This resulted in the November case audits being carried forward into December 2017 with no additional audits being allocated for that month. The demands of the inspection also impacted on the thematic audits due to take place in the period so that only one took place in the period. During the quarter, 92 audits have been completed. This is as a result of one month's audits not being undertaken because of the inspection.

Performance information is collated and in this quarter shows a slight dip in performance compared with the second quarter of 2017/18. Encouragingly, outstanding cases continue to be identified throughout the quarter. The percentage of good or better cases over the quarter has decreased from 64.3% in quarter 2 to 60% in quarter 3. The figures were brought down by October's results with December's figures improving again to 61.9%.

The case file audits identified the areas of good and outstanding practice, the quality of the case recordings was generally of a high standard. A small number of cases that were graded inadequate in the quarter were characterised for example by plans not having clear objectives that fully addressed concerns, the child's voice not being properly evidenced, visits not being undertaken in timescale, evidence of some drift and delay in planning for children and supervision not evidencing reflective thinking and challenge.

6.4. Finance, including financial sustainability

At Q3 the Trust are projecting an overspend of £2.98m, which is an increase of £1.35m from £1.63m at Q2. £2.60m of this pressure is due to more children in care (42 more in the Care Ladder) and the cost of more complex cases. This includes £2.05m overspend on the Care Ladder covering Out of Authority (OOA) placements and £0.62m in respect of 18+ accommodation and CIC transition accommodation. The overspend on the Care Ladder has increased by £1.11m; this includes an increase to the OOA overspend of £0.5m due to increased growth, movements in the care ladder taking place later than planned and changes to packages, and other areas e.g. In-house Residential Homes.

Since Q2 the Council has funded £1.65m of business cases submitted by the Trust of which £0.41m will be funded from DSG for additional educational costs of OOA placements, giving a net total of £1.24m. After this adjustment, the remaining overspend is the £1.35m swing from Q2 to Q3 of which, under the 70/30 risk share agreement, the council is liable to fund a further £0.94m, therefore the total overspend to the Council is £2.18m. The Trust's reserves are £0.07m which means they will be unable to fully fund their 30% of the overspend, therefore it is assumed that the Council will meet the shortfall of £0.33m from general reserves in 2017/18.

The financial position is a potential risk to continuous performance improvement. To mitigate this and ensure service improvement is sustained and protected over the longer term, monthly financial monitoring will be implemented. This will provide increased transparency of the financial position and will include more detailed information on the Care Ladder in particular movements in numbers and price by placement type and any income contributions.

The Trust's own engagement of CIPFA in August 2017 to undertake an independent review of its financial management in February/March 2018 is welcomed in supporting the measures outlined above and it is envisaged that this will help further embed sustained improvement.

The Council agreed funding of £2.39m over the next three years to cover the Trust's supplementary resource requirements for "getting to good", continuation of the Growing Futures, Pause and Mockingbird approaches to work (Mockingbird has also successfully secured DfE funding). At the Joint Performance and Finance meeting the Trust presented a benefits realisation framework, which will enable the group to monitor the impact of the additional funding on the outcomes. In 2017/18 the Trust are projecting to draw down £1.18m of the funding.

The Trust have shared with senior Council Officers their Medium Term Financial Strategy (MTFS) detailing cost pressures and efficiency proposals to achieve the £4.5m savings target over the next 3 years. This includes care ladder financial modelling for 2018/19 onwards which sets out when children will naturally transfer out of the system, forecast growth for future years and movement on the care ladder etc. A review of the Trust's Medium Term Financial Strategy is required in light of the increased pressures on placements in 2017/18 to confirm financial sustainability for 2018/19 onwards.

The Trust has produced a Capital Strategy and additional capital investment will be included in the Capital Programme for 2018/19 to 2020/21.

ANNUAL CONTRACT REVIEW

Due to the Ofsted inspection taking place during the timeframe for the Annual Contract Review process; at the Quarterly Performance Monitoring meeting on 29th November 2017 it was agreed to request an extension for the report submission. A draft Annual Report was subsequently provided at the end of December 2017 for consideration by The Trust. A requested extension was submitted to the Secretary of State with a revised submission date confirmed as 8th January 2018. This was to allow for content to be included from the Ofsted inspection November 2017.

However, a further approval for later submission by Department for Education (DfE) was granted following contact with the Council CEO and with reference to an extraordinary Quarterly Performance Board Meeting on 30th January 2018 to consider the quarter 3 financial position. The report was subsequently submitted on 8th February 2018.

The Annual Contract review detailed recognition of the key improvements in the quality and standards of practice which have led to 'Getting to Good' in November 2017, but additionally highlighted a number of risks and challenges linked to the financial position and future sustainability of the Trust. These have in turn exposed the Council to enhanced financial risk. Consequently, the Council has agreed that the Trust will provide further assurance and risk mitigation by the development of a sustainable Business Plan. High level strategic fortnightly meetings have been implemented to review the position for April 2018.

Next steps from the Annual Contract review detailed that work is currently underway and ongoing to address the following actions:

- The Council to comment on the Terms of Reference for the Trust's recently commissioned external audit, with the expectation that legitimate comments/amendments are acted upon by the Trust, given that this is the source of resource decisions and overspend.
- The Council to review and agree the Terms of Reference for the Trust's Resource Panel. This will enable a joint commissioning process led by the Trust but open to challenge by the Council with a clear link between Trust

commissioning decisions and Joint Resource Panel. This will include comment and agreement of a pre-panel process which will act as moderation for all placement decisions, to highlight points for escalation, trends and form a monthly rolling financial projection. A Joint Commissioning protocol will be developed which enables a framework for challenges against value for money, options considered on sampled placements, to be set and provide assurance. This could include a conflict resolution clause to clarify roles and escalation, by exception, where consensus was not arrived at.

- Review the Terms of Reference for Joint Performance and Finance meetings and the Quarterly Performance Monitoring meetings for robustness, to ensure the meeting covers both a review of last quarter's performance and finance and future predictions, to reflect a monthly real position.
- To introduce monthly operational finance monitoring meetings with an open view of management accounts, including individual children's care packages.
- To introduce an intervention that allows for the challenge of business processes relating to all commissioning decisions, via the introduction of monthly operational meetings.
- In addition to the establishment of a monthly Finance Operational Group, a core strategic group to be established to review and progress a sustainable business model and associated company structure. The core membership will consist of Senior Officers.
- Service and contract reviews identified as part of the Quarterly Performance Monitoring process will be scheduled as part of the annual review plan. This will include reviews of the services that have previously transferred from Doncaster Council to the Trust (Children with Disability service and Family Support service). The findings from these reviews will allow for benchmarking and to review performance indicators for these services within the next year
- Alignment of Doncaster Children's Safeguarding Board in line with developments in Children and Adults Services, the Children and Young People's Plan and the Caring Programme within the Doncaster Growing Together Programme

The action plan following the re-inspection by Ofsted in November 2017 will include the following recommendations:-

1. Ensure that all social workers receive high-quality supervision which is recorded in a timely manner.
2. Ensure assessments and plans and subsequent actions are completed to the trust's standards for all children.
3. Continue to improve the availability of local placement options and ensure that national guidance is followed when placing children.
4. Ensure that all children looked after and care leavers have easy access to leisure facilities.

These actions will be addressed at appropriate meetings within the annual governance arrangements detailed in point 5.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

8.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The Council and the Trust as major partners in the Children and Families Partnership Board share the Children’s plan outcome that all children should achieve their potential – in removing barriers and developing good quality service delivery children will be able to access the benefits of a thriving economy and will themselves be participants in creating and sustaining the strength of the economy.</p>
	<p>Doncaster Living: Our vision is for Doncaster’s people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>Delivering against the service delivery contract between the Council and the Trust has clear implications for safeguarding communities, in reducing risk and exposure of risk to children; improved early help and thus better outcomes for families.</p>
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>The role of the Virtual school in the education provision for looked after children has ensured Doncaster Children in Care have achieved well against most of the Department for Education’s published measures.</p>

	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>Ensuring children and young people are free and feel from harm are key ambitions of both the Council and the Trust.</p>
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>Ofsted, in its inspection report commented favourably on the relationship and governance arrangements between the Council and the Trust, recognising that formal arrangements for monitoring and challenge exceed the requirements set out in the contract between the two organisations.</p>

RISKS AND ASSUMPTIONS

9. Strategic Risk SR 14 provides an overall assessment as to the safety and risk of harm for children and young people in need of help and protection in the borough and thereby the likelihood of an 'Inadequate inspection' occurring.
10. Children's services (save for a small element of the inspection of training provision by the Council) remains the only statutorily inspected area of commissioning and delivery and is the most regulated of all Local authority services being subject to either, singly, or jointly, no less than seven inspection frameworks. This in itself provides an additional layer of risk management, via assessment, challenge and assurance, which is not replicated for other Council services.

LEGAL IMPLICATIONS [Officer Initials KDW Date 20.218)

12. In September 2014, the Secretary of State for Education issued a Direction transferring various children's services to Doncaster Children's Trust Limited ("the Trust"). Although the Trust performs Services on behalf of the Council,

the legal powers and duties in relation to safeguarding children remain with the Council and court proceedings continue to be brought in the name of the Council.

13. On 30th September 2014, the Council entered into a contract with the Trust governing the provision of services by the Trust. The contract with the Trust contains various monitoring powers so that that the Council can assure itself that services are being delivered correctly.

Since 2014 further services have also been transferred into the Trust including support for Children with Disabilities and Early Help.

FINANCIAL IMPLICATIONS [Officer Initials AB Date 20/02/2018]

11. Doncaster Children's Services Trust's current financial position is outlined in section 6.4. The financial position of the Trust is having a serious and detrimental impact on the finances of the Council as a whole and monthly financial monitoring will be implemented. This will provide increased transparency of the financial position and will include more detailed information on the care ladder in particular movements in numbers and price by placement type.

HUMAN RESOURCES IMPLICATIONS [Officer Initials MLV Date 20/02/18]

12. Whilst there are no specific HR implications related to the contents of this report it is possible that some may arise as a result of issues that are detailed. Any HR implications which arise due to actions taken in relation to the contents of this report should be addressed at the appropriate time through relevant reports and governance arrangements.

TECHNOLOGY IMPLICATIONS [Officer Initials PW Date 20/02/18]

13. There are no specific technology implications in relation to this report

HEALTH IMPLICATIONS [Officer Initials VJ Date 21/02/2018]

14. The choices the council makes with regard to children and young people will impact the health of the borough not only now but also in the future. In general 20% of what contributes to health is due to clinical care, 30% due to behavioural factors, 40% due to socio-economic factors and 10% due to the built environment. Doncaster Children's Services Trust (DCST) provides an important contribution to the health and wellbeing of vulnerable children, young people and their families in Doncaster. Decision makers will need to consider how the performance (including financial performance) impacts on the health and wellbeing outcomes of this group, whilst at the same time considering how the financial performance of DCST may impact on ability of the rest of the system to impact positively on the health and wellbeing of children, as resources may need diverting from other areas to address the budget pressure. A better understanding of the costs and benefits of the local approaches used to improve children and young people's health and wellbeing may help decision making within a finite budget.

The action plan agreed following the inspection by OFSTED in November 2017 needs to be monitored on its impact on the quality of care and the impacts on children and young people. Physical activity for looked after children is likely to have positive impact on the health of these children.

The long term implications on health and health inequalities will need to be monitored by the provider and advice is available from the Public Health team.

EQUALITY IMPLICATIONS [Officer Initials AH Date 19/02/18]

15. Whilst there are no direct implications, the support to vulnerable young people in Doncaster are indirect and promote equality of opportunity. The work of the Trust supports these vulnerable young people

CONSULTATION

16. N/A

BACKGROUND PAPERS

17. None

REPORT AUTHOR & CONTRIBUTORS

Name, Title Angela Harrington, Commissioning Manager
01302 862676 Angela.harrington@doncaster.gov.uk

Name & Title of Lead Officer
Jo Miller Chief Executive



Doncaster Council

**To the Chair and Members of the
OVERVIEW & SCRUTINY COMMITTEE**

SOCIAL MOBILITY OPPORTUNITY AREA PROGRAMME

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly Lead Member Children, Young People and Schools	All	Yes

EXECUTIVE SUMMARY

1. This paper provides detail regarding the recent publication of the Doncaster Opportunity Area (OA) Delivery Plan (DP) and sets out the funding associated with the OA programme which is due to be transferred to DMBC over the life of the programme (2017/18 to 2019/20). It reports the outcomes of a Cabinet decision on this work on the 6th of February and provides an update on progress made towards implementation.
2. The Delivery Plan includes 4 priorities:
 - Building solid foundation for all children;
 - Brilliant teaching and leadership for all secondary pupils programme;
 - No career out of bounds; and
 - Opportunities extend to all
3. Each priority is led by a working group made up of local stakeholders and the programme is governed by a Partnership Board (PB) into which all the working groups report. The Partnership Board is responsible for making decisions relating to the OA Programme, these will then need to be signed off through Council governance in accordance with relevant guidelines. For expediency we are seeking Partnership Board approval of these proposals in parallel. Any substantive changes resulting from this process will need to be signed off by Cabinet.
4. The paper sets out the approach Cabinet have agreed to commissioning services with the dedicated funding to implement the activities promised in the Delivery Plan, in 2017/18 this includes a £1,050k grant to Expect Youth to deliver the Essential Life Skills element of the OA programme and an associated mentoring offer, a £300k grant to Partners in Learning (PIL) to deliver tailored training to teachers and school leaders, in line with identified need and £100k of further expenditure through contracted services, grants of under £50k to, for example, schools or staff salaries.
5. Cabinet also agreed that the Council will provide commissioning support to Expect Youth and PIL, to both enable them to commission further activity in year and to develop each organisations internal commissioning capacity.

6. We also plan to work with other OAs and DfE to establish a National framework for 2018/19 and 2019/20.
7. The Delivery Plan is attached via the following link [Doncaster plan](#)

EXEMPT REPORT

8. This report is not exempt.

RECOMMENDATIONS

9. It is recommended that O&S:
 - a) Note to the decisions that have been taken by Cabinet and the progress made on implementation;
 - b) Agree to take 6 monthly updates on progress.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

10. The Doncaster Opportunity Area Delivery Plan sets out an ambitious agenda to improve social mobility for the children and young people of Doncaster by reducing the gap in attainment between disadvantaged and non-disadvantaged children at primary school; improving the performance of the borough's secondary schools, helping Doncaster's young people to find the right academic and vocational routes to the careers they aspire to; and taking active steps to help the most vulnerable, to access opportunities that will support them in and out of education.

BACKGROUND

11. The Opportunity Area Programme was launched in January by the Department for Education (DfE), it identified 6 social mobility hotspots and allocated each £6m over three years to tackle social mobility, building on the available evidence base. On 18th January a further 6 regions were announced, including Doncaster.
12. Over the last year DfE, working closely with the Council, have analysed available data, engaged local stakeholders and consulted with young people and professionals to develop a plan to improve the life chances of Doncaster's young people. The plan, that was published on the 19th January sets out high level proposals for change and improvements and particular activities in 2018.
13. The OA programme has established a working group for each of the 4 priorities and a Partnership Board (PB) to govern the programme. The PB is chaired by Professor Chris Husbands, Vice Chancellor of Sheffield Hallam University and Damian Allen, Director of People is a PB member. The full membership of the working groups and the partnership board is at Annex B. The working groups' role now is to develop detailed proposals to deliver the DP commitments. All decisions relating to the OA will be taken by the PB.
14. To ensure synergy with wider Council activity the OA work also sits within the learning theme in the Doncaster Growing Together Programme. We will monitor and report on progress and manage dependencies with related projects and programme through the DGT programme.

15. We have recruited a Programme Manager, Robin MacNeill to lead on implementation of the plan, working closely with colleagues across the Council, DfE and wider stakeholders. David Ayre Head of Service in the Strategy & Performance Unit, has acted as the LA lead on the development of the plan, working in partnership with DfE and drawing on expertise of colleagues across the Council and the wider Team Doncaster partnership, as required.
16. Development of the delivery plan has been informed by the views of children and young people, who were engaged through a variety of approaches including an event at the Doncaster Dome and visits to particular vulnerable groups, including looked after children. We will continue this engagement through implementation to ensure the views of children and young people have not only informed the identification of high level priorities but also the detail of the activities we put in place.
17. An Essential Life Skills Programme has also been launched, this aims to share opportunities to engage in extra-curricular activities with the more disadvantaged to develop non-cognitive abilities, collectively named, 'essential life skills'. There is additional funding associated with this programme. The ELS programme brings £2.75m over the 3 year lifetime of the programme. It is funding released by the 'sugar tax' and has been distributed between OAs on the basis of the number of disadvantaged children in the areas. More detail on the rationale for the ELS programme can be found in Annex C.
18. Expect Youth is the name the Strategic Youth Alliance (SYA) have taken since they were established as an association. The Council committed £475k over 3 years to develop the SYA to deliver the youth offer element of starting well. This was grant funding approved through a Cabinet report in June 2016. Since their formation Expect Youth have performed well against the principles in their grant agreement including exceeding ambitions in terms of identifying match funding to sit alongside the Council grant, including successfully bidding for £1m of #iwill¹ funding.
19. Expect Youth's partners are already delivering a range of high quality youth-centred provision across the borough. Partners include Club Doncaster Foundation, Flying Futures, Doncaster Community Arts, Doncaster Culture and Leisure Trust, Doncaster Children's Service Trust, Active Fusion, the Chamber of Commerce, Public Health and Doncaster Council Youth Services.

¹ The #iwill campaign vision is to make involvement in social action the norm for 10 to 20 year-olds across the UK by 2020. The provision of high quality opportunities, available to all, will enable social action to become a part of life for young people and, it is hoped, form a lifelong habit of community engagement.

FUNDING

20. In addition the ELS funding of £2.75m, the OA Programmes brings with it £6m of funding which will be transferred through to the Council, in quarterly instalments. The assumption is that this funding will be used to deliver the activities and ambitions in the plan. £450k is profiled for 2017/18 and £1m of ELS is profiled for 2017/18. The annual profile of funding for the OA and ELS funding streams is included in table 1 below.

Table 1

	2017/18	2018/19	2019/20
OA ²	£450,000	c£3.5m	c£2m
ELS	£1,008,267.22	£1,750,199.70	0
total	£1,458,267.22	£5,250,199.70	£2,000,000

21. In addition to these dedicated funds national programmes are also being focussed on OAs. This includes the Teaching and Leadership Fund and the Strategic School Improvement Fund. This funding will go to national providers who will deliver training to teachers in schools in the borough, this is managed nationally so the Council will not be required to commission this provision.

Commissioning in 2017/18

22. 2017/18 is the first year of a three year programme, we are keen to drive implementation forward and give our interventions as much time as possible to have an impact. DfE share this desire to see implementation progress and as such have asked that we commit funding profiled for 2017/18 by the end of March 2018 and that funding is spent promptly within an agreed timeframe but at latest by the end of the next academic year, August 2019, with spent meaning spent in the fullest sense, for example delivering services to children and young people. There is a risk that failure to commit and spend funding could result in future years payments from DfE reducing or in extreme cases being stopped.

23. We are keen to move quickly to implementation while ensuring the funding is used effectively and in line with the relevant finance and procurement guidelines, we are also keen to strike a balance between expenditure on the issues now and investment in the future. Part of the approach taken is to recommend using organisations already actively engaged in the programme, with whom the Council already has grant funding arrangements, on the basis these organisations will be well placed to hit the ground running.

Essential life skills

24. We plan to grant fund £1,050k to Expect Youth to deliver an Essential Life Skills offer to the schools in the borough and an associated mentoring programme targeted at the most vulnerable children in Doncaster. Vulnerable children include children in care of the state, those supported by national programmes, like the Troubled Families Programme, those with Special Educational Needs or elective home schooled children.

² The 2018/19 and 2019/20 figures are estimates, DfE will be confirming the 2018/19 figure in the New Year, the total transferred to DMBC from the OA line will be less than £6m as there are some central costs around for example evaluation that have been taken out at source.

The offer would take the form of a directory of extra-curricular activities schools could pick from to best meet the needs of their children, supported by mentoring and coaching to help children make the most of these opportunities. These would be designed to develop essential life skills. We would ask that in developing the directory of activities they carry out a tendering exercise to both broaden the offer available to Doncaster children but also to further develop the voluntary community sector (VCS) in the borough, in line with the objective we gave them when they were established. This increased investment in the VCS would bring wider benefits to local communities, where we can find ways to engage this valuable sector in delivery of delivery agreement priorities, with the vulnerable children priority being a particularly good fit. Expect Youth do not currently have commissioning capacity so we propose the Council provide commissioning support to the tendering exercise with a view to developing internal commissioning capacity in Expect Youth.

25. A specification for this activity is included in Annex D, this sets out what needs to be delivered plus ongoing performance management arrangements, to monitor spend and impact.

Continuing Professional Development in Doncaster Schools

26. Continuing Professional Development (CPD) is a significant part of the offer to schools and the DP sets out a range of strands of activity to both establish and meet CPD needs in Doncaster schools

27. Cabinet have agreed a £300k grant to Partners in Learning to meet the variety of training needs expected to arise over the first year of the programme.

28. Some of the training would be delivered by PIL, some through national programmes and some through training providers procured by PIL. The benefit of this approach is it allocates funding within the required timeframe but enables us to take time working with schools to identify specific training needs, for example through the proposed curriculum review of secondary schools maths, English and science provision. PIL do not have significant commissioning capacity so we would offer commissioning support to both carry out any tendering and develop commissioning capacity in PIL.

OPTIONS CONSIDERED

29. We are not asking the O&S to make any decisions, this section reflects the advice we put to Cabinet to inform their decision making. Cabinet agreed our recommendations.

30. Do nothing. Clearly this is not a viable option, it would cause reputational damage with DfE and fail to realise the benefits of this funding on local children and young people. Failure to spend the funding in year 1 is likely to result in funding being withdrawn in future years.

31. A competitive tender process. The timeframes associated with a competitive tender of this scale are prohibitive if we are looking to commit funding this financial year. It is not possible in the available time.

32. Grant fund another provider. This was considered but discounted based on the strong track record PIL have in this area and the breadth of partners EY bring together.

REASONS FOR RECOMMENDED OPTION

33. Both EY and PIL have been closely engaged with the OA programme to date so can help moved swiftly to implementation and maintain momentum developed through the early planning phase of the work. They are both exceptionally well placed to take this work on. Supporting local middle tier organisations brings additional sustainability, not only will the investment deliver immediate gains but it will also increase local capacity and strengthen partnerships, to the benefit of the region for years to come.
34. The plan that they both carry out onward commissioning brings on opportunity to test the market and bring in additional capacity and capability to enhance the offer they can bring as organisations and partnerships. This offers a best of both worlds solution.

Remaining areas of commissioning

35. The range of services we anticipate funding / commissioning with the remaining £100k of 2017/18 OA funding includes: salary associated with the programme manager role; the Post 16 Review; a study looking at parental engagement and funding for Children's University places for disadvantaged children.

Commissioning in 2018/19 to 2019/20

36. Decisions on this spend will be made through the priority working groups and agreed with the PB. To support commissioning in future years we aim to establish a national framework, spanning all OAs, hosted either by DfE or one of the OA Local Authorities. The benefits of this approach include:
- Provide a structure for organisations to work with OAs;
 - Support organisations with a “national footprint” to deliver in OAs and encourage them to think about an offer to OAs;
 - Enable OAs to act with scale, improving our purchasing power and our collective ability to deliver VfM;
 - Enable greater efficiency in delivery through collaborative advantage;
 - Ensure “compliance” and “transparency” across OA delivery.
37. We will work with DfE and other OAs to implement this over early stages of the coming year. We will update Cabinet on progress on a 6 monthly basis and will seek approval for spend in years 2 and 3 of the programme through these updates.

Update on implementation progress

38. Now the plan has been published we need to move quickly to implementation. On that front we have made good progress across the priorities in terms of engaging stakeholders and beginning to develop the detailed plans that will drive our implementation efforts.
39. The PB have agreed a business case allocating funding to PiL to: recruit an education adviser to support a number of primary schools; develop a bespoke leadership programme for primary heads and senior leaders; develop and coordinate implementation of a primary maths strategy, drawing on existing resources in the local maths hubs and to deliver a curriculum reviews in all secondary schools in the borough

with a view to identifying potential areas for improvement and best practice that can be shared between schools.

40. We have met with secondary heads to agree what else we can do to forward this priority both this year and in the future. They are engaged and have promised to nominate future leaders in their organisations to help shape this priority. Teacher recruitment and retention is a big issue locally and we have arranged for Partners for Attainment (PfA), a Sheffield Hallam University led initiative looking at teacher recruitment and retention regionally, to meet with secondary heads to understand the problem in Doncaster and collectively develop solutions. We are also engaging colleagues in the Council to agree how the PfA response can be augmented locally if required.
41. We are working with a range of local stakeholders, including the Doncaster Chamber of Commerce and Sheffield Hallam University to develop detailed plans for improving careers advice in schools and better coordinating business engagement with education. The Post 16 review had also reported interim findings and the final recommendations in April will be brought into the OA programme to be implemented.
42. On the vulnerable strand we have also made good progress. We expect a business case to go to the February PB seeking agreement to fund EXPECT Youth to deliver an Essential Life Skills Programme and to run a number of pilots looking at different approaches to mentoring and coaching disadvantaged and vulnerable children and young people. We are also working closely with colleagues in the Council on the behaviour strategy, to agree how the OA programme can support this important agenda.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

43. There is strong correlation between the priorities in the Delivery Plan, and the council's key outcomes. The implications for these are set out below:

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Young people, particularly those from a disadvantaged background are equipped to access education, employment or training with a view to moving into further or higher education and employment.</p>
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>Most vulnerable children supported in engaging in school and extra-curricular activities to equip them with the skills they need to thrive.</p>
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> 	<p>Allocation of funding to the voluntary community sector will strengthen this sector, to the benefit of Doncaster citizens.</p>

	<ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	Families from disadvantaged backgrounds encouraged to engage in their children's education.
	Council services are modern and value for money.	
	Working with our partners we will provide strong leadership and governance.	

RISKS AND ASSUMPTIONS

44. The DfE ambition to have all 2017/18 funding spent within the next 2 academic year is potentially challenging. There is a risk that a drive to spend could impact on the quality of service or that a failure to spend could lead to reputational damage between the Council and the DfE and potentially to lower sums being transferred in future. To mitigate this risk we will work with partners to model a likely profile of spend across the large spend areas and share this with DfE with a view to agreeing an ambitious but deliverable spend profile.
45. Working across all OAs to commission in 2018/19 and 2019/20 would bring significant advantages but in turn requires greater coordination and proactive project management. A failure to successfully delivery a national framework brings a risk of each OA going through its own labour intensive and potentially sub-optimal procurement processes. To mitigate this risk OA leads need to develop a robust project plan for activity and ensure the project maintains momentum.

LEGAL IMPLICATIONS (NJD 7/2/18)

46. Section 1 of the Localism Act 2011 provides the Council with a general power of competence, allowing the Council to do anything that individuals generally may do. Section 111 of the Local Government Act 1972 gives an Authority power to purchase goods and services.
47. The Council will be expected to sign a funding agreement in order to access this funding. It is important that legal advice is provided on the terms of that funding agreement and that the responsible Directorate understand the terms under which the funding is provided. It is standard practice within such funding agreements to require clawback of funded monies (or refuse payment) if funding conditions are not complied with.
48. All funding (including the £1 050 000.00 funding to Expect Youth and the £300 000.00 to the PIL) should be the subject of a funding agreement, approved by Legal Services and should only be entered into when the Director is satisfied that the obligations in the FPRs have been satisfied. Such funding agreements should mirror the terms of the funding agreement referred to in the above paragraph in order to protect the interests of the Council.

49. The service contracts referred to in this report should be procured in compliance with the Council Contract Procedure Rules and the Public Contracts Regulations 2015 (if applicable).
50. Further specific legal advice will be given throughout the life of the project.

FINANCIAL IMPLICATIONS (DB 21.2.18)

51. The funding of up to £8.76m will be received from DfE in the form of Section 31 non-ringing fenced grant, £6m for the Opportunity Area (OA) Programme and £2.76m for the Essential Life Skills (ELS) Programme, and under the grant determination we are required to confirm at the end of each financial year that the funding has been properly expended. The funding will be received in instalments as agreed through the delivery plans with the first payments of the OA programme funding having been received in October 2017 (£100k) and the remaining £350k for 2017/18 received in January 2018. The indicative OA funding profile for 2018/19 (£3.5m) and 2019/20 (£2m) shown in the report covers the overall programme however elements of this funding will be retained centrally by DfE for expenditure on elements such as programme evaluation, therefore the final grant the Council will receive will be less than the totals shown.
52. The grants to be made from the 2017/18 allocations for the OA and ELS programmes, as outlined in the report, of £1,050k to Expect Youth and a grant of £300k to Partners in Learning were approved by Cabinet on 6th February 2018 (FPR) E14. Appropriate funding agreements will be required for these grants, as outlined in under financial procedure rules E15-E16. The remaining 2017/18 allocations for the OA programme of £100k will be required to cover programme lead and support costs, contracted services and grants of under £50k, as covered in the report, in order to meet the delivery plan objectives, with the final spend profile for 2017/18 still to be agreed with DfE.

HUMAN RESOURCES IMPLICATIONS (MLV 21/02/18)

53. There are no specific HR implications related to the content of this report for the council. There may be HR implications for organisations who are given grants depending on how they are using the money which will be for them to consider. If there are HR implications arising from specific elements of the Opportunity Area Delivery Plan and any other associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS (PW 21/02/18)

54. There are no specific technology implications related to the content of this report. Where requirements for new, enhanced or replacement technology to support the delivery of the Opportunity Area Delivery Plan are identified, these would need to be considered by the ICT Governance Board (IGB).

HEALTH IMPLICATIONS (VJ 22/02/18)

55. Evidence shows that education, training and employment are key determinants, while socio-economic factors help to determined 50% of health status (Marmot, 2010). The Social Mobility Opportunity Area programme provides for enhancing education, training and employment prospects for children in Doncaster. With its focus on reducing the gap in educational attainment between the disadvantaged and non-disadvantaged children, the programme is likely to impact positively in reducing long-term health inequalities in Doncaster. The health impact of this programme will need to be

monitored in the course of its implementation, and public health can provide the appropriate advice in assessing the health impact.

EQUALITY IMPLICATIONS (RM 21/2/18)

56. The OA programme's explicit aspiration is to narrow the gap between disadvantaged and non-disadvantaged children and young people and to support the most vulnerable. Improving the equality and inclusivity of the education system sits at the heart of the programme. On this basis the programme should have a disproportionately positive impact on protected groups. We will carry out an equality impact assessment on major activities to ensure there are no unexpected negative impacts on protected groups.

CONSULTATION

57. The DP has been consulted on extensively with partners across Doncaster during its production. The full list of partners that have engaged with the Plan is reflected by the range of organisations represented through the working groups, we have also consulted with children from a variety of backgrounds and school heads.

BACKGROUND PAPERS

58. Strategic Youth Alliance Cabinet Report 18th October 2016, agenda item 8.
<https://doncasterintranet.moderngov.co.uk/ieListDocuments.aspx?CId=131&MId=2416&Ver=4>

REPORT AUTHOR & CONTRIBUTORS

Robin MacNeill, Opportunity Area Programme Manager

Telephone: 07813038733

Email: robin.macneill@doncaster.gov.uk

David Ayre, Head of Service

Strategy & Performance Unit

Telephone: 01302 735412

Email: david.ayre@doncaster.gov.uk

Damian Allen
Director of People (DCAS/DASS)

Opportunity Area (OA) Partnership Board and Working Groups

OA Partnership Board

Professor Chris Husbands – Chair – Vice Chancellor, Sheffield Hallam University
Damian Allen - Director of People, Doncaster Metropolitan Borough Council
Carolyn Blundell - Associate Executive Principal, Outwood Grange Academy Trust
Nigel Brewster - Partner of Brewster Pratap & Vice Chair of Sheffield City Region LEP
John Edwards - Regional Schools Commissioner, East Midlands and Humber Region
Janet Foster - Executive Headteacher, Kirk Sandall Academy Trust
Clare Hutchinson - Area Manager, Careers and Enterprise Company
Jim Lord - Club Doncaster Foundation Chief Executive
Paul Moffatt - Chief Executive, Doncaster Children's Services Trust
Helen Redford-Hernandez – Headteacher, Hungerhill School
Lisa Suter – Headteacher, Heatherwood Special School
Anne Tyrrell - Interim CEO, Doncaster College

Primary Working Group (this reflects people who have attended previously, membership of this group is being reviewed as the work moves from planning to implementation)

Gill Ayre - Director of NQT's - School Improvement & QA Consultant
Helen Bellinger - Director of School Improvement & Research School for Partners in Learning
Dianne Dunn - Strategic Lead for NQT's - School Improvement & QA Consultant -
Strategic Lead for School Improvement
Janet Foster - Executive Headteacher, Kirk Sandall Academy Trust
Jill Foster – CEO, The Rose Learning Trust
Sara Harle – Business Manager, Partners in Learning
Helen Harrison – Headteacher, Woodfield Primary School
Jeremy Harris – Headteacher, Hatchell Wood Primary School
Helena Honeybone – Headteacher, Townfield Primary School
Janis James – Headteacher, Bentley High Street Primary School and Rosedale Primary School
Bev Lockwood – Headteacher, Kirkby Avenue Primary School
Alison Navas – Headteacher, Cannon Popham Primary School Church of England Primary School
Beryce Nixon – Headteacher, Hill Top Academy

Jonathon Sharpe - Doncaster Metropolitan Borough Council

Secondary Working Group

Lisa Allott– Principal, Outwood Academy Adwick

Tom Ashley – Headteacher, Balby Carr Academy

Carolyn Blundell – Associate Executive Principal, Outwood Grange Academy Trust

Yvonne Bootman – Sir Thomas Wharton

Richard Brooke – Principal, Don Valley Academy

Rob Burton – Associate Principal, Rossington All Saints

Adam Dale – Headteacher, Campsmount

Pippa Dodghson – Headteacher, Hall Cross Academy

Maggie Dunn – Headteacher, Ridgewood

Lisa Fox – Headteacher, The Hayfield School

Jayne Gaunt – Principal, Outwood Academy Danum

John Higgins – Principal, Ash Hill Academy

David Page – Principal, Trinity Academy

Andy Peirson – Headteacher, Armthorpe Academy

Lucie Pond – Deputy Head, Hungerhill School

Helen Redford-Hernandez – Headteacher, Hungerhill School

Anna Rooney – Principal, De Warenne Academy

John Rooney – Headteacher, McAuley

Andy Sprakes - Executive Principal,XP

Richard Wood – Headteacher, Mexborough Academy

Post 16 Working Group

Nigel Brewster – Partner, Brewster Pratap & Vice Chair Sheffield City Region LEP

Greg Burke – Director, South Yorkshire Futures

Eleanor Churchward - Advice Transition and Quality Manager, Doncaster Council

Lee Douglas – Enterprise Coordinator, Careers and Enterprise Company

Brendon Fletcher – Principal, New College

Mike Garnock-Jones - Director, Higher Education Progression Partnership

Andy Hood – Head of Service, Youth Offending Service

Clare Hutchinson – Area Manager, Careers and Enterprise Company

Jacqui Jameson – Director, Careers Inc

Maria Lowry - Student Services and Marketing Manager, Doncaster College

Tina Slater - Head of Business and Education, Doncaster Chamber

Vulnerable Children Working Group

Debbie Burton - Partnership and Engagement Officer, Doncaster Metropolitan Borough Council

Jan Budtz – NCS, Programme Manager

Andy Hood - Head of Service, Youth Offending Service

Alison Leeming – Partnership Manager, Doncaster Metropolitan Borough Council

Dean Mangham – Youth Alliance Lead

Simon Noble - Doncaster Metropolitan Borough Council

Peter Norman - Strategic Development Director, EXPECT Youth

Lauren O'gboru – NCS, Innovation Project Manager

Ruth Rickman-Williams - Regional Youth Work Adviser, West Midlands

Pauline Turner - Head of Service, Doncaster Children's Services Trust

Doncaster Opportunity Area Essential Life Skills' programme

Introduction

1. The Secretary of State is committed to ensuring we have an education system that prepares young people for life in modern Britain, regardless of their background or where they grew up. This means all schools offering a broad, academically rigorous curriculum, which is supported by the development of essential life skills such as resilience, confidence, team working and leadership skills.
2. The department has been supporting schools, through both the curriculum and extra-curricular programmes, to help them embed the development of non-cognitive skills into the school system to guarantee that pupils in every school receive the best possible education.
3. DfE will continue with this by funding a £22m Essential Life Skills programme in the 12 Opportunity Areas (OAs) over two years, to enable children and young people aged 5 - 18 years old to participate in regular extra-curricular activities. Children and young people will be able to participate in extra-curricular activities such as sports, volunteering and social action projects.

Doncaster Coast funding allocation

4. The allocation of this funding for Doncaster Opportunity Area is approximately £2.75m indicatively split over this and the next financial year with c. £1m in 2017-18 and c. £1.75m in 2018/19. This has been based on Doncaster having some 47,124 eligible children, making up 12.68% of all eligible pupils across all 12 OAs.

Rationale for intervention

5. There is a growing body of evidence that links non-cognitive skills such as resilience, self-efficacy, emotional and social skills with improved outcomes. These life skills have shown to be highly predictive of educational and labour market success and good mental health³. The evidence also suggests that school interventions such as extra-curricular activities can play a role in building these skills.
6. Extra-curricular activities can benefit disadvantaged pupils, including improving outcomes around attainment⁴. However, the Sutton Trust's 2014 report found that wealthier children and those in private schools are more likely to access and utilise extra-curricular provision.⁵ Other reports also found a strong socio-economic gradient in participation in a range of both physical and cultural activities, with those with parents in higher professional occupations much more likely to participate than those with non-working parents or those in routine occupations⁶.

³ Cunha, F., Heckman, J. J., & Schennach, S. M. (2010). Estimating the technology of cognitive and non-cognitive skill formation. *Econometrica*, Vol 78 (No 3), 883-931.

⁴ <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/technical-appendix>

⁵ Sutton Trust (2014). 'Research Brief: Extra-curricular Inequality'

⁶ Richards, L., Garratt, E, and Heath, A.F. with Anderson, L. and Altintas, E. (2016) 'The childhood origins of social mobility: socio-economic inequalities and changing opportunities', Centre for Social Investigation, Nuffield College, Oxford University, page 41 (survey data collected 2006-2008)

7. A number of studies have shown that regular and persistent attendance at after school club programmes is positively associated with many academic and non-academic youth outcomes including higher academic achievement and grades, long-term educational and occupational outcomes, lower problem behaviour, higher beliefs about abilities and better emotional adjustment⁷. These studies also suggest that positive youth outcomes increase, the longer the duration of activities⁸.
8. Based on the evidence, we recommend that ELS programme should fund regular participation in extra-curricular activities to ensure the best outcomes possible for the young people involved.

⁷ Harvard Family Research Project. (2004). *Issues and Opportunities in Out-of-School Time Evaluation*, 7, 3-4. ; Vandell, D. L., Larson, R. W., Mahoney, J. L. and Watts, T. W. (2015). Children's Organized Activities. *Handbook of Child Psychology and Developmental Science*. 4:8:1–40.

⁸ Harvard Family Research Project. (2004). *Issues and Opportunities in Out-of-School Time Evaluation*, 7, 4-5.

Essential Life Skills Specification

1. We propose grant funding £1m to Expect Youth to deliver an Essential Life Skills offer to the schools in the Borough. This offer should take the form of a directory of extra-curricular activities schools could pick from to best meet the needs of their children. These would be designed to develop essential life skills including but not limited to:
 - Resilience, perseverance and persistence.
 - Hard work, self-control, discipline, good time keeping.
 - Self-confidence, leadership and team working.
 - Honesty, integrity and engaged citizenship.
 - Attitude, respect and empathy.
 - Curiosity and problem solving.
2. Expect Youth will be asked to demonstrate how the activity/projects included in the directory will advance these skills. Ultimately the Opportunity Area (OA) Partnership Board (PB) will agree the directory of activities. They will be keen to see activities that require committing time to practice, involve team participation and require perseverance to progress. These can be activities such as sports, art, social action or volunteering, young enterprise, Guides and Scouts.
3. Based on the evidence around effective interventions, all directory activities should:
 - Take place on a regular basis, in most weeks of the term and throughout the school year where possible. Residential, weekend or holiday activities that take place over a short period can be very useful but should be considered as part of a wider package of regular term-time activities for those pupils involved. Funding for one-off activities which are not part of a long-term programme should be kept to a minimum.
 - Collectively form a broad offer across the OA, ensuring that there is sufficient variety and appeal to children and young people of both genders, all ethnic backgrounds and across a range of abilities across the various areas within the borough.
 - Take account of young people's views on the types of activities that could improve their life skills. Ultimately, it will be the responsibility of the Partnership Board to ensure activities deliver the desired outcomes.
 - Be targeted to address the needs of pupils, including those with mental health issues.
 - Increase the number of children and young people with SEND and non-able bodied pupils' involved in activities, both with and without Education Health and Care plans.

- Provide an activity that goes beyond what could reasonably be expected as part of the standard school day and does not duplicate or act as a substitute for core curriculum teaching.
- Should be developed actively with schools and pupils from within the opportunity area. There should also be clear evidence that the schools and pupils are benefitting from such activities.
- Not be for any activity which is already being funded whether directly or indirectly by HM Government or its agencies.

4. The PB will be particularly keen to see activities that:

- a. Offer new or significantly extended access to relevant activities for disadvantaged children within the area
- b. Are financially sustainable beyond the initial funding period. Where possible, schools involved should be encouraged to adapt or adopt successful activities to increase the range of high quality activities that they offer. OAs may work with schools to consider how they could utilise existing budgets to fund successful activities beyond the funding period, for example through the use of pupil premium funding – where there is good evidence that developing these skills in eligible pupils should support improved academic achievement.

5. To ensure the breadth of the offer, and that this funding reaches every corner of the borough we will ask Expect Youth to run a commissioning process to enable a wider range of providers to deliver activities for schools. This will be to the benefit of local children but also to the wider network of community facing organisations who could benefit from this offer.

6. We will put in place project management arrangements in partnership with Expect Youth to track development of the directory of activities, including the commissioning beyond existing Expect Youth partners.

7. We will establish performance management arrangements to track delivery of activities and take up by young people. This will include financial information on funding spent to date and profiles of take up and funding going forward. This will also involve the collection of data to inform a national evaluation of ELS expenditure. This will report into the PB.

8. We will work with Expect Youth to develop an ambitious but deliverable profile of delivery.

9. Failure to spend allocated funding to within an agreed variance of this profile may result in funding being withdrawn.

This page is intentionally left blank



Doncaster Council

Report

Date:

**To the Chair and Members of the
CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL**

LEARNING PROVISION AND ORGANISATION - UPDATE

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools	All	No

EXECUTIVE SUMMARY

1. This report provides an update on progress with Learning Provision Organisation in Doncaster, the establishment of the Learning Provision Organisation Board (Board), Learning Provision Organisation Strategy (Strategy) and work to date.
2. The overarching intention of the above is to ensure the effective delivery of high quality learning provision in response to local demographic pressures and demand for learning places across Doncaster and thus has a significant impact in all wards.

EXEMPT REPORT

3. This is not an exempt report.

RECOMMENDATIONS

4. Members the Panel is asked to:-
 - i. Consider and comment on the contents of the Report and the Learning Provision Organisation Strategy. (Appendix 1);
 - ii. Note that the Strategy is a living document and will be reviewed and updated at each meeting of the Learning Provision Organisation Board as necessary to include any relevant updates, new issues and resources available to meet additional requests.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

5. Local council's play the key role in the organisation of learning provision for children and young people. A co-ordinated approach to the commissioning of learning places will ensure that all citizens benefit from improved outcomes and experiences in Early Years, Schools, and post 16 Settings.

BACKGROUND

Learning Provision Organisation Strategy

6. The Strategy was approved by Cabinet at its meeting on 12 December 2017 and sits within Doncaster's Strategic Vision and associated plans. By providing the policy and strategic framework for consultation with sponsors and potential learning providers the strategy will inform the commissioning of Early years provision, school places, and post 16 development and training and hence improve educational outcomes and aspirations in Doncaster.
7. It is intended to be a living document overseen by the Board and is the focal point for the development of proposals for expenditure of significant amounts of capital funding and to ensure that:
 - we meet the demands within a multi provider infrastructure for appropriate and varied learning provision in a range of settings over the next five years;
 - a framework is in place for planning and for generating the necessary resources to ensure the commissioning of high quality learning settings;
 - a coherent and connected response to growth and diversity in Doncaster is provided; and
 - there are sufficient places to meet the needs of learners with individual needs, including those with Statements of Special Educational Need or Education, Health and Care Plan, and those who require additional support.

The Learning Provision Organisation Board

8. The Board has been established to improve outcomes for all children by building strong partnerships, working effectively together, and providing rigorous and regular performance management. The Board's primary role is to ensure the effective delivery of the Learning Provision and Organisation Strategy.
9. The Board's inaugural meeting was held on 26 September 2017 and has met on two subsequent occasions. The membership includes representatives from a number of officers in addition to representatives from schools, academy trusts, early years settings and Doncaster College. Full details of the terms of reference, membership and meetings of the Board have been placed on the School Organisation Web Page at www.doncaster.gov.uk/schoolorganisation
10. In addition to the establishment of the terms of reference and membership of the Board, immediate areas of focus and activity have been on:
 - the consideration of the draft Strategy;
 - an analysis of the school and childcare provisions within each pyramid of the Borough and assessment of need; and
 - the determination of funding requests from schools to address Safeguarding and Access concerns.

Local Area Analysis and Recommendations

11. Underpinning the Strategy will be the Pupil Place Planning Local Area Plans. These plans are made up of pyramid based Key Data Reports and Pupil Place Proposal and Action Plan Reports. These together incorporate both school place planning and childcare place planning in one set of strategic plans.
12. The reports look at a range of information from demographics through to the current situation, pyramid development compared to the current status of provision and how we plan to resolve any potential shortfalls.
13. The outline plans were considered and approved by the Board at its meeting on 24 January 2018 details of the contents are included within Appendix 2. Five pyramids have been prioritised for completion by the end of the Spring Term based on the demographic information and volume of additional housing. These are:

Armthorpe	Hall Cross	Hayfield
Hatfield*	Rossington	

*Partial review of Dunsville area pending full review including Unity Development.

Additional Areas of Consideration

14. In addition to the development of area plans covering mainstream schools and early years provision the Strategy covers additional areas. These include SEND, Post 16 and Inclusion. Each of these are currently being reviewed with a view to providing appropriate high quality learning provision in response to local demographic pressures and demand for learning places.

OPTIONS CONSIDERED

15. In order for the Local Authority and the School Organisation Board to be best placed to take advantage of the opportunities ahead it is essential that the Authority has a Strategy in place ready to meet the demands of future education provision.

REASONS FOR RECOMMENDED OPTION

16. This report provides an opportunity for Members to discuss the impact of the Strategy across all areas of the wider LO: CYP areas of responsibility.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

17. The impact of the Strategy is as follows:

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are 	<p>The Strategy will provide a context within which there will be opportunities to access to funding from the DfE for some of the learning provision.</p>

	<p>supported to flourish</p> <ul style="list-style-type: none"> • Inward Investment 	
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>The strategy will inform investment in the development of high quality learning settings through the associated capital strategy</p>
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>Effective organisation of learning provision provides the infrastructure for improved education and skills for all people.</p> <p>Young people of Doncaster will be provided with high quality, appropriate provision to meet their needs within Doncaster.</p> <p>Improved learning outcomes will enable more people to pursue safe, healthy, active and independent lives.</p>
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents 	<p>The Strategy provides firm leadership and governance working with partners across the areas of Early Years, School, and Post 16 Learning Provision.</p>

	<ul style="list-style-type: none"> • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	
--	--	--

RISKS AND ASSUMPTIONS

18. Should the Council not provide a clear Strategy for the Organisation of Learning Provision there is the risk that Learning Provision will emerge in a piecemeal and disconnected fashion led by potential alternative providers.
19. The Council has the responsibility to ensure that every child has a school place. The Strategy provides the vision and methodology for ensuring that the Council can fulfil this obligation.

LEGAL IMPLICATIONS [HMP 21/02/18]

20. The Authority has school place planning duties under the Education Act 1996. This duty includes:
 - promoting high standards of education and fair access to education;
 - securing sufficient schools in the area; and
 - considering the need to secure provision for children with special education needs.

The Strategy will assist in ensuring that these responsibilities will be effectively managed and that any potential risks are mitigated.

FINANCIAL IMPLICATIONS [SB 21/02/18]

Capital

21. As part of the Councils capital budget setting process analysis has been undertaken of the Learning and Opportunities Children and Young People (LOCYP) estimated capital expenditure and funding options. The summary of the capital budget model is presented in the table below. The strategy also sets out the funding options available for Pupil Place Planning and the current Council policy is to ring-fence these available resources to LOCYP need.
22. The capital budget model includes assumptions of known on-going commitments for schools condition, other early help and short breaks and estimated new school places from census data forecasts and local plan / housing developments.
23. The model also includes assumptions on academy conversions and the consequent transfer of grant funding from the Council to academies direct, however the pace of academy conversion will mean that the model may require updating to present the increased reduction in the Schools Conditions Allocations for maintained schools.

24. The model includes assumptions on contributions from schools and includes prudent S106 contributions from developers. More S106 money may be available as and when signed agreements are in place and when developments happen.

LOCYP Budget Plan	2017/18 £000	2018/19 £000	2019/20 £000	2020/21 £000	2021/22 £000	2022/23 £000
Balance B/F	8,785	10,749	10,295	3,881	2,037	393
Annual DfE Allocation Basic Need, Maintenance, S106 and Contributions	10,746	6,426	1,867	4,186	4,186	4,186
TOTAL Funding Available	19,531	17,175	12,161	8,067	6,223	4,579
Spend Commitments Maintenance	3,029	3,230	3,030	3,030	2,830	2,830
Spend Commitments Other	3,456	350	350	350	350	350
Spend Commitments School Places	2,297	3,300	4,900	2,650	2,650	400
Net Balance C/f (+surplus/-deficit)	10,749	10,295	3,881	2,037	393	999

25. The table above shows that in 2021-22 spending commitments almost match the resources available however it is extremely likely based on previous years spend that the estimated costs for schemes will increase.
26. The aim overall remains to balance spend against available LOCYP funding. On-going the strategy will be reviewed and performance measured as part of the Directorate's Learning Provision & Organisation Board meetings with the capital programme updated accordingly.

Revenue

27. The local authority must determine a budget share for all schools and academies, funded from the Dedicated Schools Grant (DSG), in accordance with the School and Early Years Finance Regulations. For any new schools opening in their area there would be no actual pupil numbers as at the October census for the subsequent year's schools formula calculation (i.e. from the date of the school's opening), therefore an estimate of the pupil numbers to attend the new school should be included in the budget share calculation for the new school.
28. Funding for significant pupil growth is currently retained centrally from the Dedicated Schools Grant (DSG), as a growth fund before the schools funding formula is calculated, as permitted and set out in the School and Early Years Finance Regulations (Schedule 2, Part 2). The growth fund was set up from 2014/15 with agreement of Schools Forum on criteria for allocation, and the total sum top-sliced from Schools Block DSG for this purpose in 2017/18 & 2018/19 is £370k. The criteria for allocation include funding for the provision of an extra class, an increase in admission numbers and an agreed pre-opening cost allowance for new schools (all of which must be in order to meet basic need as agreed with the local authority).

29. In terms of DSG contributing towards capital spend, the School Funding Reform arrangements for 2013/14 set out that revenue funding to cover costs of capital expenditure could not be centrally retained, therefore funding from DSG revenue is not now possible without the specific agreement of the Secretary of State.

HUMAN RESOURCES IMPLICATIONS [AG 19/02/18]

30. The Strategy is a significant programme of change, with significant HR implications associated with the increasing diversity of education provision – the continuing expansion of academies and free schools mirroring a continuing diminution in the number of employees working in maintained community schools with Doncaster Council as their employer. Related to this is the further development of the local authority as an enabler and broker rather than a direct provider of services. It is essential that staff are appropriately engaged in this transformation, and are equipped with the skills to make it a success. A particular challenge that schools and academies will need to address is in ensuring that the best talent can be attracted to work in Doncaster and be retained.

TECHNOLOGY IMPLICATIONS [PW 20/02/18]

31. There are no direct technology implications at this stage. Any requirements for new, enhanced or replacement technology to support the delivery of the Learning Provision Strategy would need to be considered by the ICT Governance Board (IGB) in line with the agreed ICT governance processes.

HEALTH IMPLICATIONS [RS 20/02/18]

32. Learning outcomes and health outcomes are intrinsically linked. On the whole investments in improving learning outcomes should also improve health outcomes. The strategy makes reference to matching provision to geographical demand and the needs of specific population groups. Decision makers will want to ensure that there is effective ongoing monitoring of the implementation of this strategy.

EQUALITY IMPLICATIONS [NMc 15/02/18]

33. The Learning Provision Organisation Strategy gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

34. The Strategy and establishment of the Board have been subject to full consultation with all relevant partners including schools.
35. Further consultation will be undertaken regarding individual proposals with relevant stakeholders in two parts; Part 1 will involve informal consultation of proposed solutions within each pyramid; Part 2 will involve consultation in respect of any prescribed alterations which may be necessary.

BACKGROUND PAPERS

36. Learning Provision Organisation Board; Terms of Reference, Membership and Agendas and Minutes of meetings are available from the School Organisation Web Page at www.doncaster.gov.uk/schoolorganisation

REPORT AUTHOR & CONTRIBUTORS

Neil McAllister, School Organisation Service Manager – 01302 735283
neil.mcallister@doncaster.gov.uk

Damian Allen (DCS/DASS)
Director of People
Learning and Opportunities: Children and Young People/Adults Health
and Wellbeing Directorates



Doncaster Council



The Organisation of Learning Provision in Doncaster

Table of Contents

1. The Strategy	4
2. The National Social Economic Context	4
3. The Local Social Economic Response.....	5
3.1 Strategic Vision	5
3.2 The Corporate Plan.....	5
4. The National Educational and Young People’s Context	7
4.1 National Pupil Projection Results	7
4.2 Legislation affecting Children and Young People	7
4.2i Early Years	7
4.2ii Schools.....	8
4.2iii 14-19 and beyond.....	9
5. The Local Education and Young People’s Context.....	10
5.1 Children and Young People’s Plan 2017 -2020:	10
6. Demand and Growth	11
6.1 Responsibilities.....	11
6.2 Doncaster’s Population	13
6.3 Housing.....	14
6.4 Business.....	16
7. Skills Development	17
7.1 Education and Skills Commission:	17

- 8. Improving Outcomes for Children and Young People 18
 - 8.1 Environments for Effective T&L..... 18
 - 8.2 Local Educational Landscape 19
 - 8.3 School Improvement 19
 - 8.3i Doncaster’s Vision: All Schools aspiring to be Outstanding - No One Left Behind 19
 - 8.3ii Doncaster Raising Aspiration and Achievement Plan 20
- 9. Continuity and Progression 22
 - 9.1 Resourcing Continuity and “all through” settings 22
 - 9.2 Early Year’s Platform 22
 - 9.3 Post 16 settings and provision..... 22
 - 9.4 SEND and Alternative Provision..... 23
 - 9.4i The Special Needs Review 2017 24
 - 9.4ii Behaviour Review 2017 25
 - 9.4iii Meeting SEND and Behavioural Needs..... 25
 - 9.5 Introduction of Big Picture Learning as Alternative Provision 25
- 10. Assessment of Demand for Learning Places..... 25
 - 10.1 Demographics..... 25
 - 10.2 Capacity and Projections 26
 - 10.3 Pupil Place Planning..... 27
- 11. Local Area Plans..... 32
 - 11a The Pyramid Key Data Report..... 33
 - 11b The Pyramid Places Proposal & Action Plan:..... 34
 - 11c Local Area Plan 35

12. Asset Management	36
12.1 Meeting maintenance priorities in existing schools	36
12.2 Expansion and development of Learning Provision to meet needs identified in Local Plans.....	37
12.3 Safeguarding.....	37
12.4 Diversity and Equality.....	37
13. Capital Funding.....	38
13.1 Potential Sources of Capital Funds to meet Local Plans.....	38
13.2 Capital Allocations to Doncaster	40
14. The Capital Programme	41
14.1 Current (to 2020/21)	41
14.2 Medium Term (beyond 2020/21).....	41
15 Leadership and Governance.....	42
15.1 The Learning Provision and Organisation Board	42
15.2 Operational Leadership Arrangements	44
16. Maintenance and Review of the Strategy	44
16.1 Methodology.....	44

1. The Strategy

This Strategy sets out key components and approaches contributing to the Learning Landscape in Doncaster by:

- Capturing the main opportunities and challenges we work with in a mixed economy, multi-provider infrastructure in meeting the demand for appropriate and varied learning provision in a range of settings over the next five years.
- Providing a framework for planning and generating the necessary resources to ensure that we meet the requirement to commission high quality learning settings and thus provide appropriate environments for effective learning over the next five years
- Enabling a coherent and connected response to growth and diversity in Doncaster.
- Ensuring there are sufficient places to meet the needs of learners with individual needs, including those with Statements of Special Educational Need or Education, Health and care Plan and those who have been excluded from school.

The Strategy sets out the main challenges that Doncaster faces in meeting demand for learning provision over the next 3 - 5 years, as well as the key approaches through which the Council will meet this need with high quality learning provision in response to the ongoing analysis of local pressures and the changing demand for learning places. This will inform the commissioning of Early Years provision, school places, and post 16 development and training and hence help to improve educational outcomes and aspirations in Doncaster. More detail regarding the implementation of this strategy and Doncaster's priorities for securing sufficient learning places for each locality is outlined in Sections 10 and 11.

2. The National Social Economic Context

Growth in the UK economy during the second half of 2016 continued unaffected by the EU referendum result. GDP increased by 0.6% in Q3 2016 compared with the previous quarter and by 0.7% in Q4 2016, supported by robust consumer spending. In 2016, GDP growth was 1.8%. Growth in UK services has been strong since the recession, but manufacturing and construction have lagged behind. Growth in consumer spending and the services sector slowed contributing to weaker GDP growth. Considerable uncertainties remain regarding the anticipated scenarios around inflation with a range of predictions between 1% and 3% by mid-2018.

Relatively strong post-Brexit trends in the services and manufacturing sectors have tailed off in the second half of 2017 and sterling remains weak against the dollar and euro, pushing up UK import prices and inflation. The Office of Budgetary Responsibility predicts that UK growth is likely to ease in 2017-18 due to Brexit-related uncertainty and slowing consumer spending growth. Growth in real earnings is projected to remain negative as inflation picks up and wage growth stays subdued.

This means that it is very unlikely that there will be any significant increase in levels of public sector spending that will enable the planning of learning organisation provision to be boosted by additional funding sources from central government unless they are within in the pipelines already identified.

Concerns about the spending pressures faced by schools have been intensified by the planned introduction of a National Funding Formula in England. As with any change of this type there are expected to be winners and losers. Even after taking Government steps to limit the impact into account, some schools will face reductions in cash funding per pupil towards the end of this Parliament.

3. The Local Social Economic Response

3.1 Strategic Vision

Doncaster Growing Together is the Mayor’s four-year strategic plan to improve the lives of Doncaster residents. It focuses on four key policy areas: Living, Working, Caring and Learning. There is a portfolio of eight programmes which have been agreed as partnership priorities over the forthcoming four years, which will deliver transformational change across many critical areas, including economic growth, the re-design of the behaviour system in schools and the implementation of the independent Education and Skills Commission recommendations. Each programme is currently being defined to ascertain the major reforms that will take place and when, what the benefits of these changes will be, and who will be responsible for the delivery them. The intended impact of the combination of the programmes is to reduce poverty, increase social mobility and foster community enterprise and resilience.

Of particular relevance to this Plan is the Doncaster Learning theme and the Doncaster living theme, as these respond directly to the challenges we face in terms of housing and access to high quality education.

3.2 The Corporate Plan

Corporate Plan Strand	Component	Relevance of Organisation of Learning Provision Strategy
Doncaster Learning	Residents have the knowledge and skills for life, creativity, and employment All children are able to access high quality education Learning and creativity is supported through a whole person, whole life focus Residents have the skills, abilities and attributes that employers need	The capacity, nature and effectiveness of environments within which effective learning takes place in Doncaster is clearly fundamental to success
	Residents benefit from a thriving and resilient economy	

<p>Doncaster Working</p>	<p>Existing businesses and new start-ups are supported to grow and create more quality jobs Residents are supported to access job opportunities and higher wages Doncaster’s social and economic assets are enhanced, supporting inclusive growth, increasing inward investment and attracting visitors</p>	<p>Effective Learning Provision will support excellence in training and learning and thus a resilient and positive economy</p>
<p>Doncaster Caring</p>	<p>Residents live safe, healthy, active and independent lives Care and support will harness community strengths to help residents maximise their independence, health and well-being Children and families access the right services and support at the earliest opportunity Children have the best start in life to achieve their full potential People in urgent need or crisis are healthy and safe</p>	<p>Effective Learning generates an environment in which a knowledgeable, well-educated and aware set of residents can reach their full potential</p>
<p>Doncaster Living</p>	<p>Doncaster is a modern, thriving and safe place to live in, work in, and visit Our built and natural environment is enhanced and protected Working with our partners we will reduce crime and anti-social behaviour Residents lead more active, healthy lives The number and quality of homes in Doncaster meet housing needs</p>	<p>Effective Environments for Learning support, model, and encourage positive lifestyles</p>

The Corporate Plan sets out annually the 4 ways in which Doncaster as a “Connected Council” is ready for the future.

Clearly the effective Organisation of Learning Provision is fundamental to all 4 of the following strands of work and thus helps in ensuring the connectivity we expect by addressing at least **one** of the key objectives in all 4 strands.

4. The National Educational and Young People's Context

4.1 National Pupil Projection Results

In SFR 31/2017 13 July 2017, the DfE identify the future trends in pupil numbers nationally up to 2026 as follows:

- **Early Years:** The population of under 5 year olds in state funded schools is projected to decrease slightly from 865,000 fte in 2017 to 824,000 fte in 2019 before rising again slightly to 859,000 fte by 2026. The drop is mainly due to the number of births in 2013 and 2014 feeding into this age group. The vast majority of both current and projected early years pupils are in primary schools.
- **State Funded Primary schools:** There was a 1.8% increase in the population in state funded primary schools between 2016 and 2017. The annual rate of increase is expected to fall gradually to 0% for 2020 and remain stable up to 2026. This is due to the drop in births in 2013 and 2014 and the expected recovery in birth rates in later years. There will be a 2.2% increase over the projection period.
- **State Funded Secondary schools:** In 2017 the overall number of secondary school pupils increased for the second year, reaching 2,797,000. This is primarily because increased births from 2002 onwards increased the numbers entering secondary schools at age 11 compared with those leaving at 16. The rate of increase is expected to increase in 2018 to 2.4% and to remain high until towards the end of 2026. There is thus forecast to be a continuous increase in demand for secondary places until 2026 when the secondary population is predicted to be 3,331,000 – 534,000 higher than 2017.

Migration and birth rate trends have been factored into the above calculations but the predictions acknowledge possible variations. Modelling indicates that the total number of children in the system is unlikely to vary from the predictions until 2022 since it takes several years for changes in birth rates to feed through and affect the size of the school aged population.

4.2 Legislation affecting Children and Young People

4.2i Early Years

Related legislation is contained in The Childcare Acts 2006 and 2016. The Children and Families Act 2014 is also relevant.

Councils have a duty to:

- Ensure there are sufficient places for two year olds from disadvantaged and low income families to access 15 hours a week of funded early learning from the term after their second birthday
- Ensure there are sufficient places for all 3&4 year olds to access 15 hours a week of funded early learning from the term after their third birthday until the child reaches statutory school age or joins a Reception class
- Ensure there are sufficient places for 3&4 year old children of working parents to access 30 hours of weekly early learning/childcare until such time as they go to school.

It is important to note that while there is a duty to ensure sufficient early education places and encourage take up, there is no legal requirement for parents to make sure their children attend pre- statutory school age provision.

4.2ii Schools

It is a national requirement that parents, and carers, make arrangements for children to be educated from the first term that they begin as a five year old to the end of the academic year in which their sixteenth birthday falls. The Local Authority has to make sure there is school sufficient provision to meet this expectation. These school places must be available either in mainstream schools or in special schools or non-school forms of special provision where the individual needs of the child dictates.

The Academies Act 2010 enabled all schools to become academies which are state funded schools independent of the local authority. The same legislation allowed the creation of “Free Schools” which are new state funded independent schools with the same legal status as academies. As at 1 October 2017 all of Doncaster’s secondary schools and 44% of primary schools have converted to academy status.

This changing pattern means that there are a growing number of schools where the governing body is increasingly autonomous with regard to pupil places and admissions policy. The governing bodies of Voluntary Aided, Academy, and Free Schools are all responsible for determining the school’s admissions policy in line with the Admissions Code. Academy and Free Schools can independently consider expansion through amendment of their Academy Funding Agreement with the Secretary of State, whilst changes to school organisation legislation allow governing bodies of all types of maintained mainstream schools to expand without following a statutory process under the provisions of The School Organisation (Prescribed Alterations to maintained Schools) (England) Regulations 2013.

Significant changes were also embodied in the Education White paper: “Educational Excellence Everywhere” (March 2016) which set out plans up to 2021 that build upon and extend reforms to achieve educational excellence everywhere covering Teaching and leadership, Behaviour, Curriculum, Assessment and Qualifications, New Schools Systems, Accountability, School Improvement, and School Funding.

These changes extend the government's approach towards increasing autonomy through school led systems with every school an academy, empowered pupils, parents and communities, allowing schools to have more control when making decisions about their size and composition.

Local Authorities have become "Champions of Choice" and are required to work collaboratively with schools and other partners to commission a supply of school places in order to effectively discharge their duty to ensure that every child is allocated a place of learning.

4.2iii 14-19 and beyond

Councils are the lead strategic commissioners of 14-19 education and training, so the LA has the responsibility to ensure that sufficient education and training opportunities are accessible to all young people in the Borough aged 14 -19 and up to age 25 for those with learning difficulties and /or disabilities.

The Academies Act 2010 makes provision for University Technical Colleges (UTCs) which are technical schools for 14-19 year olds, working alongside employers and universities. They operate as a type of academy within the terms of their funding agreement with the Secretary of State for Education.

5. The Local Education and Young People's Context

5.1 Children and Young People's Plan 2017 -2020:

The Children and Young People's Plan (CYPP) 2017 – 2020 sets out how the overall ambition for children and young people translates into action and how we can assess the impact we are having. The Plan has the following four priority themes that have been identified by young people across the partnership and the Strategy for Organisation of Learning Provision supports all four themes as follows:

CYPP Theme	CYPP Priorities	Relevance to the Learning Provision and Organisation Strategy
Safe	Knowing that they can safely live and thrive in the borough.	Students in safe and effective learning environments will develop increasing awareness and self confidence
Healthy and Happy	Better knowledge of services	Students operating in effective and appropriate learning environments will be happy and will develop an appreciation of healthy ways of life
Achievement	Life skills – making sure that they are well prepared for adulthood	Appropriate and effective learning provision provides the environment within which our children and young adults can thrive
Equality	Treated respectfully and seen as valuable members of society	An appropriate and effective learning provision demonstrates that we value our young people and provide them with a learning environment that will meet their needs.

Through consultation with children and young people we know that they want an education that equips them for adulthood, providing them with the right skills, aptitudes and real-world experiences that can positively inform and impact upon their ability to achieve their aspirations.

During the development of the CYP Plan, we ran two large scale consultation events with children and young people to test their priorities. These sessions were grounded in consultation that had taken place over the previous three years, and allowed us to better understand both what's good about Doncaster from a young person's perspective and the challenges that they continue to face. This marked a step change in the way that we work with children and young people, moving from a deficit based approach to an asset based approach – in simple terms, we are focussing not on what the matter is, but what matters to them. This engagement culminated with a group of young people who had been involved in shaping the Plan running the launch event at the Keepmoat Stadium in May, designing the format and structure for the launch and helping to develop a child friendly version of the Plan in the form of a video which was aired at the event.

We understood that to ensure we deliver on our ambition to be the most child friendly borough, we need specific actions for how we engage with children and young people, and a clear set of principles to guide this engagement. This allows for the partnership to be consistent in its approach to working with young people, and that everyone can be held to account for the extent to which they deliver on our shared ambition. As a result, we developed a Participation & Engagement (P&E) Strategy to sit alongside the CYP Plan, which details the journey that we have been on over the course of the previous Plan, how and why our approach has shifted in line with the new Plan, and how we will move from consultation to an approach grounded in co-production and advocacy. This strategy was agreed at the October meeting of the Children & Families Executive Board and is now in full effect. This approach will inform future iterations of this Strategy

Regarding the current strategy, a consultation/engagement event was held with the Doncaster Youth Council as part of the development of the first version of the document. Young People welcomed the fact that they were able to express a preference to go to a particular school but felt that Home School transport arrangements could be reviewed to better coincide with evolving choice patterns, destinations, and points of origin. They also welcomed the fact that a review of post 16 provision was being carried out and that new arrangements for vocational education, such as UTC's, were being actively explored. When asked about the long term improvements they would like to see, they could not understand why some areas had Infant and Junior Schools (often next door to each other) that were run as two separate establishments while students in other areas had no worries about transition until the age of 11. They identified continuity of experience and family cohesion as the aspects that would benefit from a single transition from Primary to Secondary.

6. Demand and Growth

6.1 Responsibilities

a) Early Years: Under the Education Act 2011, the LA has the duty to secure free early years provision for each eligible two year old and for every three and four year old in their area. There is also a requirement to secure sufficient childcare places, as is reasonably practicable for working parents, parents who are studying and /or training for employment, for children aged 0 to 14 (or up to 18 for disabled children).

Sections 6 and 11 require LAs to assess the local childcare market and secure sufficient childcare within their area. The Childcare Sufficiency Assessment undertakes a gap analysis to inform forward planning which is based on the supply of places against demand, taking into account birth rates and demographic information.

b) Schools: The Local Authority (LA) has a key role in the commissioning of school places and has the statutory duty to ensure that there are sufficient school places for children of "statutory age" (Reception to Year 11 for most pupils) who wish to access state education. The

LA produces a detailed analysis of education need based upon local population trends by age cohort and also derived from the Borough's housing development plans.

Where a shortfall of places is identified, the LA determines where to provide solutions to address the need for additional places. This can be at any publicly funded school, including all Community, Voluntary Aided, Academy, and Free Schools. LA's thus rely on co-operation from individual schools to expand existing provision, as whilst a local authority can direct the expansion of community and voluntary controlled schools, it cannot direct others, including academies and free schools.

The LA has a number of learning settings provided and supported by different faiths. It is expected that any changes in faith provision would be part of a Local Area Plan, which had been fully consulted upon, or initiated by faith groups themselves. Such developments would either be the result of changes in pupil populations, reflecting the demographics of the population or in response to evidence of demand.

Every child should have access to a school place within a reasonable travelling distance of their home. Where children are not able to access a place at their nearest school the LA has the responsibility to provide suitable transport to the nearest school with capacity, resulting in increased pressure on the school transport budget.

c) Post 16: The Local Authority is the commissioner for post 16 provision and has the broad duty to encourage, enable and assist young people to participate in education or training. More specifically the LA should secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty under the Education Act 1996.

To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

Every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. Local authorities are required to lead the September Guarantee process for 16 year olds who are educated in their area; and 17 year olds who are resident in their area.

6.2 Doncaster's Population

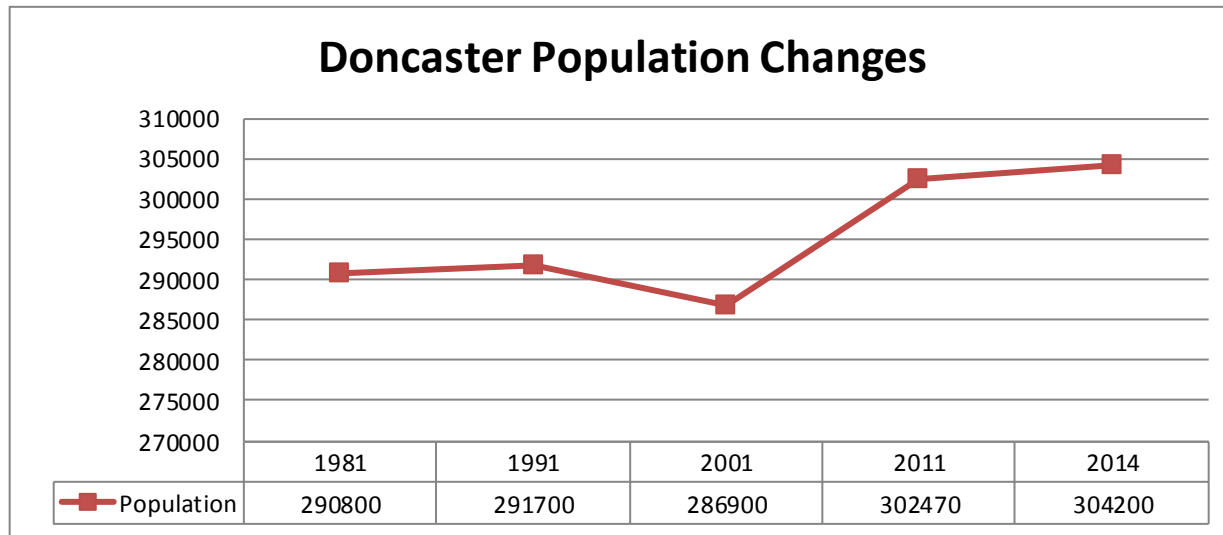
The 2011 Census shows that the population of Doncaster was 302,470 and was made up of approximately 51% females and 49% males. The population has grown and is projected to grow as shown in the graphs below.

The Census also shows that nearly 18 700 people resident in Doncaster on census day were born outside the UK. Over 7500 residents arrived over ten years ago, or 40% of non-UK born Doncaster residents – a little lower than the regional average of 47% Nearly 1300 people resident in Doncaster arrived during 2010 and 2011; this equates to 7% of the non-UK born population. Most non-UK born residents in Doncaster arrived as children or up to the age of 45. 20-24 years was the most common age range on arrival in Doncaster.

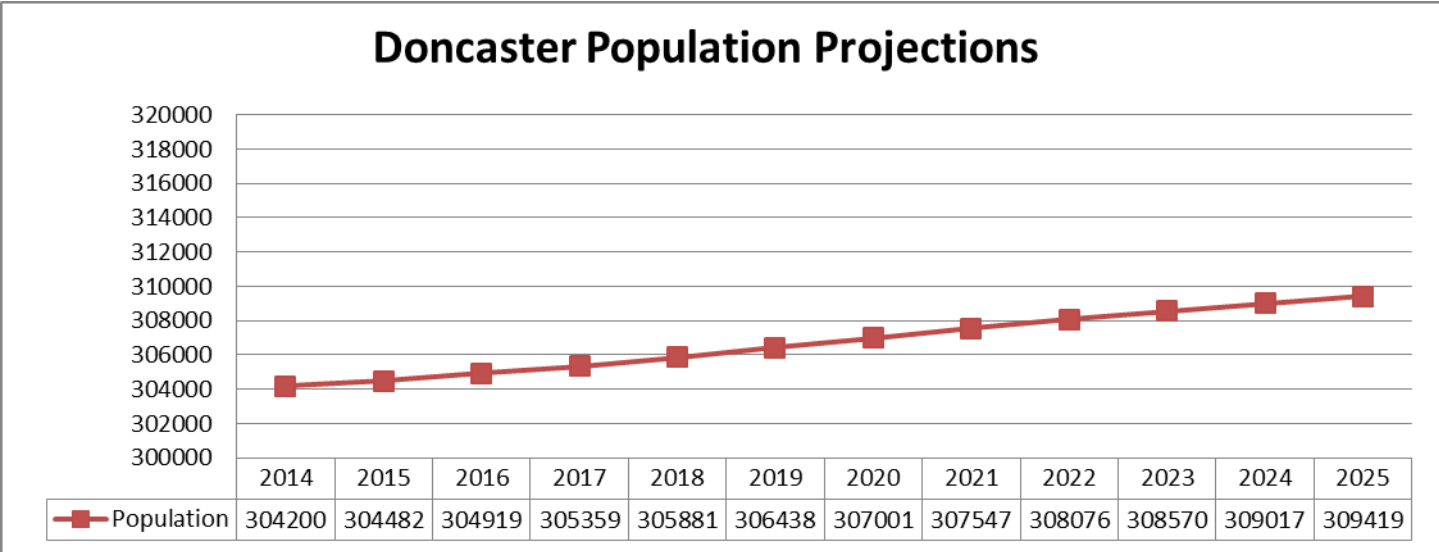
Poland is the most common country of birth for non-UK born residents and accounts for 1.6% of the whole population and arrivals from other countries in Europe [EU and non-EU] are also significant when combined.

'White other' is the predominant minority ethnic group – a change from 'Asian' in 2001 which is now the second largest group

In 96% of households, all adults have English as a main language – higher than the regional average of 93%. Only in 3% of households does nobody have English as a main language



Data Source: Subnational Population Projections, Local Authorities in England: 25/05/2016 (Office National Statistics)



Data Source <http://population.city/united-kingdom/doncaster>

6.3 Housing

Future housing development is captured in the Local Development Framework Core Strategy (adopted May 2012) which provides the strategic planning policy framework for growth up to 2028 and sets out the level and distribution of development. This includes support for 18,450 new homes (1,230 dwellings per annum) over the plan period, as well as other land uses. New housing is distributed in accordance with a sustainable settlement hierarchy that directs a significant number of new homes to the most sustainable locations in the borough, such as the Doncaster Main Urban Area; 6 Principal Towns; and 2 Potential Growth Towns.

Full Council took the decision in Autumn 2014 to commence work on a new Local Plan for the borough which, once adopted, will replace the Local Development Framework. The emerging Local Plan, and its associated evidence base such as the Housing Needs Assessment (2015), identifies that the borough needs to build 920 net new dwellings per annum, so slightly lower than the Core Strategy target. However, the Local Plan is subject to further consultation and Examination and carries no weight at present. Again, growth is directed to a

sustainable settlement hierarchy, but the proposed approach introduces a larger number of settlements compared to the Core Strategy hierarchy, such as the Service Villages, where more modest levels of growth will now be supported.

As at 1st April 2017, there are planning permissions granted that equate to 9,840 net new homes with the delivery and timing of these dependent on market demands. At the time of drafting, annual housing completions (see summary table below) are at an all-time high, although housing delivery is cyclical and follows economic trends. The starting point for the new Local Plan and housing site allocations will be this supply of planning permissions first and foremost before new sites need to be identified. However, the number and distribution of permissions will be insufficient on their own to meet the Local Plan objectively assessed housing need target of 15,640 net new dwellings (plan period 2015 – 2032) so ‘new’ sustainable and deliverable/developable housing sites are likely to be required in several geographical locations, including the Doncaster Main Urban Area; Conisbrough-Denaby; Mexborough; and, Adwick-le-Street-Woodlands.

Government planning reforms and drive for localism has also seen a significant demand from Town/Parish Councils in the borough preparing Neighbourhood Plans, with numerous at various stages of production, including 2 that are now “made” (adopted) and used for determining planning applications and form part of the statutory development plan. Some of these plans, such as the emerging Armthorpe Neighbourhood Plan which has been through Examination and now carries significant weight, are now making decisions for themselves as to the exact location of housing development, in this case the plan identifies 2 housing sites to accommodate up to 800 new dwellings to the north of the settlement.

Local projections include information regarding the impact of housing developments in the area where planning permission has been granted. Its inclusion since 2013 continues to be refined each year. From 2013 the LA included housing developments within its projections. At that time, the LA undertook a thorough review of all potential housing developments across the Borough working in partnership with colleagues in Planning as part of the Council’s Local Development Framework. As set out above, this is to be replaced by the emerging Local Plan, work on which continues with consideration of the impact on local schools through the Local Plan’s Infrastructure Delivery Plan and Sustainability Appraisal evidence base documents.

The trend in house building in the area has risen significantly as follows in recent years and post-2008 recession:

Year	Completions
2011 - 2012	457
2012 - 2013	316
2013 - 2014	654
2014 - 2015	792
2015 - 2016	1,170

2016 - 2017	1,057
-------------	-------

Whilst the Local Plan is being finalised those sites with planning permission continue to be monitored on an annual basis with significant increases in houses being proposed/built in the following planning areas:-

Balby
 Hayfield
 Rossington
 Hall Cross
 Hatfield
 Armthorpe

Education provision is considered as part of the infrastructure planning figures here.

The methodology for determining how many pupils each development will generate has resulted in applying a ratio of 3 pupils per year group per 100 dwellings. Each housing development is reviewed individually depending on the scale of the development, the type of dwellings and the predicted timescales of the development. In accordance with good practice, a 5% error margin is built into the process.

6.4 Business

The cornerstones for developing a suitably skilled workforce are:

- broad availability of good-quality education as a foundation for future training;
- a close matching of skills supply to the needs of enterprises and labour markets;
- enabling workers and enterprises to adjust to changes in technology and markets;
- and anticipating and preparing for the skills needs of the future.

When applied successfully, this approach nurtures a cycle in which more and better education and training fuels innovation, investment, economic diversification and competitiveness, as well as social and occupational mobility.

Good-quality primary and secondary education leading into relevant vocational training and skills development opportunities will prepare Doncaster's future generations for their productive lives, endowing them with the core skills that enable them all to continue learning.

Young women and men looking for their first jobs are better prepared for a smooth transition from school to work as a result.

Ensuring that every young person has access to effective learning provision generating a wide range of opportunity ensures a high quality basic education that gives everyone a basis for the development of their potential, laying the foundation for employability.

7. Skills Development

7.1 Education and Skills Commission:

The Independent Commission on Education and Skills in Doncaster in their “One Doncaster” report identified the need for the education and skills system in the borough to thrive. The Local Authority will work with strategic Partners, school leaders and governors, national agencies and other partners and stakeholders to ensure that the system delivers what is expected and required. The Organisation of Learning Provision Strategy supports the key tenets of the reform programme that tie in with Skills development:

By ensuring that every young person is assured of a positive learning environment in their local context everyone will have every chance to take advantage of the opportunities they are given. See Section 9.3 below.

The Organisation of Learning Provision Strategy supports the recommendations of the “One Doncaster” report. In January 2017 the Secretary of State announced that Doncaster would be part of the expansion of the Opportunity Areas programme which enables local partnerships to be formed to build young people’s knowledge and skills and provide them with the best advice and opportunities to enable them to meet the challenges emerging in an area of high deprivation and mobility. The Opportunity Area Programme is focused on four priority themes; Building Solid Foundations at primary school; Brilliant Teaching and Leadership for all secondary school pupils; No Career Out of Bounds (post-16, careers IAG); and Opportunities Extend to All (aspiration, ambition, character and resilience, including the more vulnerable children and those with high rates of exclusions). The Organisation of Learning Provision Strategy will dovetail with the emerging Opportunity Area Delivery plan to ensure that all students can access high quality education at every stage.

The development of this Strategy for the Organisation of Learning Provision in Doncaster is a key strand of the Strengthening Schools section of the Council’s Education and Skills Delivery Plan being driven by the Doncaster Education and Skills Partnership Board. This is being monitored and supported through the Board. Business Change Managers have been identified to ensure benefits of the programme are realised and translated into business as usual and to ensure service improvement. (See Education and Skills Delivery Plan).

8. Improving Outcomes for Children and Young People

8.1 Environments for Effective T&L

In order to ensure that we have the best possible environments for learning, and that teaching is at its most effective in our settings, it is very important that the organisation of provision is locally co-ordinated and that there are Area Plans in place to meet demographic change. The Organisation of Learning Provision Strategy provides the context for growth in each area so that coherent school plans can be established in advance giving us to time for the partnership work that will provide excellent learning environments rather than meeting demographic change through a “bolt on” approach such as those often applied when rapid expansion is required and there is not the time for exploration of wider solutions.

By planning for provision within this strategy the opportunity also arises for partnership or pooled funding for building solutions, for full needs analysis for commissioning innovative solutions, or for pooling funding so that more beneficial or more holistic proposals can be delivered to generate improved environments for learning and thus improve outcomes.

Due attention can also be paid to ensuring that proposals meet basic national and regulatory expectations and guidelines such as those set out in Building Bulletin 103 “Area Guidelines for Mainstream Schools” which sets out simple, non-statutory area guidelines for mainstream school buildings (part A) and sites (part B) for all age ranges from 3 to 19. Such guidance assists architects, sponsors and those involved in creating a design brief for new school buildings, or for school refurbishment or conversion projects. It may also be of interest to head teachers, governors and others who need advice on the appropriate amount of space for teaching and learning activities. This guidance can be used to estimate the area needed for new schools, as well as the extra building area that may be needed for schools increasing in size.

By exploring solutions in a timely fashion we can also ensure that all our settings fulfil a range of expectations that will attract and retain excellent teachers and enable them to orchestrate the effective, exciting, and varied activities that will engage all our learners. Such an approach enables us to expect all our emerging solutions to include the following:

- Classrooms that will enable rather than restrict inventive and innovative teaching and learning and will thus support the development of engaged young people
- Environments that are easy to keep clean, well maintained, and attractive.
- Spaces that meet environmental needs such as warmth, lighting, and comfort.
- Classrooms that are equipped to satisfy the various rhythms of effective learning, movement, seating density and arrangement etc.

- Appropriate and easily maintained technologies for learning such as ICT and whiteboards.
- Spaces that enable flexible and multiple uses and are adaptable to enable the full variety and styles of required for outstanding teaching and learning.

8.2 Local Educational Landscape

There have been changes to the ways schools are supported and these changes have seen the role of the LA change from being a direct provider of support to maintained schools to becoming a broker of support with a focus on evaluating the impact that the support has had on a school. The local authority is working closely to develop a strategic partnership with Partners in Learning, (PiL) the Teaching School Alliance that centres on Doncaster. A key role for the local authority continues to be to ensure that the overarching organisation of Learning Provision matches and supports this thrust towards excellence by ensuring that every child has a place in a learning environment that supports outstanding teaching and learning.

Doncaster is largely unique in that all of its secondary schools are Academies or part of Multi Academy trusts. This shift in the locus of control for education has perhaps best been characterised by the introduction of a regional schools commissioner.

The renewed focus on diverse provision through Free Schools, University Technical Colleges and Studio Schools, is leading to a large increase in the range of providers that are responsible for the education and training of children and young people. This requires a consultative and collaborative approach to planning for the provision of learning places throughout the Borough. To ensure such a collaborative approach to full provision of effective learning places within the Borough is realised, a Learning Provision Organisation Board has been established to monitor and support the process. (See Section 15.1)

Although there is an increasingly diverse landscape of designation of learning provision, DMBC holds responsibility for the quality of education provision in all settings irrespective of their funding source. We are also accountable for educational opportunities offered to the most vulnerable learners. This includes helping to ensure that all settings are in an environment that is fit for purpose and safe.

8.3 School Improvement

8.3i Doncaster's Vision: All Schools aspiring to be Outstanding - No One Left Behind

The local authority, schools and all professionals involved in education in Doncaster have a clear vision for learning provision in Doncaster. We are committed to achieving excellence in education and believe that all children and young people are entitled to be educated in successful local schools. These schools should be good or outstanding, and improving. The local authority is challenging all school leaders, Multi Academy Trust (MAT) leaders and governors to move their schools to outstanding within five years. It is only by

accessing outstanding provision do children and young people have the best chance of fulfilling their potential and competing on favourable terms with their peers nationally for higher education places at prestigious universities or for high value apprenticeships.

This is underpinned by our ambition, as set out in the Children and Young people's Plan, to become the most child friendly borough in the country. This ambition is twofold: firstly, to ensure that the provision of direct services in Doncaster, be they related to education, employment, leisure or otherwise, are of the highest standard and capable of delivering improved outcomes for children and young people; secondly, to ensure that the voice of children and young people is at the heart of what we do, by adopting an approach with spans from consultation and engagement through to co-production and advocacy. By combining these two crucial strands of our ambition, we believe that this strategy can help to deliver improved social mobility and an education and skills system that is outstanding.

The improvements to the quality of provision in Doncaster schools colleges and settings will lead directly to improved outcomes for children and young people at all stages. This will be reflected in the position of Doncaster in performance tables where, by 2018, Doncaster will be at the national average for key outcomes and in the top 25% of Local Authorities the year after. These improved outcomes will not be limited to a narrow range of academic areas but across the whole curriculum. Children and young people will be skilled and enthusiastic learners who are willing to embrace new learning challenges. Their learning success will not stall at the point of transfer to another school, college or into the workplace.

The means to moving forward are set out in the Raising Aspiration and Achievement Plan.

8.3iii Doncaster Raising Aspiration and Achievement Plan

The Plan captures 6 Priorities for raising achievement and the Organisation of Learning Provision Strategy supports these priorities as follows:

	Strategic Priority	Relevance of the Organisation of Learning Provision (Examples only – not a definitive list)
1	Improving leadership: To reduce by half the number of schools that are categorised as Schools Causing Concern and to improve the LA Ofsted Schools' profile	Schools in Categories will reduce as a result of: <ul style="list-style-type: none"> • The schools being located in appropriate positive community contexts • Schools being sustainable and having positive group sizes that reflect the diversity of the community
2	Improving leadership: To improve the quality of leadership in	Leadership will improve as a result of: <ul style="list-style-type: none"> • Motivated young people as a result of schools being located in the optimum

	Doncaster schools	<p>places to meet local demand</p> <ul style="list-style-type: none"> • As a result of the above, schools having a sustainable and secure future so that they enable governors to attract and retain the best leaders available. • Effective colocation of phases of provision to facilitate the continuity of learning that will develop good leadership and attract good leaders
3	Improving provision: To improve the quality of teaching in Doncaster schools	<p>High quality teaching is sustained when:</p> <ul style="list-style-type: none"> • Good and outstanding teachers are attracted and retained because they feel that local provision is well planned and maintained. • Learning provision reflects the community and engages with that community in both planned and informal ways. • Schools and Classes are neither overcrowded nor too small for effective shared learning experiences.
4	Improving provision: To improve the behaviour and attendance for vulnerable students in Doncaster	<p>Behaviour and attendance for vulnerable children will improve because:</p> <ul style="list-style-type: none"> • The organisation of learning provision ensure that the identified needs of vulnerable children are met in line with the SEN and Behaviour Review outcomes (See Section 9.4) • A judicious blend of mainstream and alternative provision to meet the needs of all learners.
5	Improving provision: Curriculum	<p>Curriculum coverage and delivery is enhanced because:</p> <ul style="list-style-type: none"> • When establishing new schools or modifying existing provision in response to changing demand there is an opportunity to redefine each schools learning strategy. • There is the potential to develop new provision in response to changing teaching and learning approaches • There is an opportunity to determine new provision in ways that will minimise disruptive transitions and maintain continuity of learning.
6	Improving support: To improve the ability and capacity of parents and carers and the broader community to support children and young people achieve in school and college	<p>Parental and carer support for schools will be enhanced because:</p> <ul style="list-style-type: none"> • Learning provision is geographically best placed to enable ready access by parents and carers during the learning day and beyond. • New provision benefits from an “all through approach” in order to build upon relationships established during Early Years.

9. Continuity and Progression

9.1 Resourcing Continuity and “all through” settings

The Council believes that there are clear benefits for student performance and well-being that result from consistency and continuity in learning provision. In making proposals for future provision the principles of co-location of learning establishments, campus approaches, “all through” arrangements for learning, and the minimisation of the number of transitions through learning phases will be key drivers when carrying out any analysis of options. As a result, when considering developments and approaches within each Local Area Plan, the Council will seek solutions that capture the benefits of continuity and all age provision in Teaching and Learning.

9.2 Early Year’s Platform

Outcomes for Doncaster children in Early Years Foundation Stage settings continue to improve as below:

Percentage of Children achieving good level of development in Foundation Stage Provision					
LA / Region / England	2013	2014	2015	2016	Change from previous year
Doncaster	43.30	53.20	65.30	69.70	4.4
Yorkshire and Humber	50.10	58.70	64.60	67.40	2.8
Statistical Neighbours	49.29	57.78	64.62	67.74	3.12
England	51.70	60.40	66.30	69.30	3.0

To maintain and accelerate this improvement, it is essential that the Strategy for the Organisation of Learning Provision in Doncaster ensures that there is sufficient high-quality provision for all those requiring it. See Section

9.3 Post 16 settings and provision

Post 16 learning in Doncaster is provided in a range of settings: One Sixth Form College, Doncaster College, and 15 11 -18 Secondary Schools.

Following the “One Doncaster” recommendations the Education and Skills Programme Board has commissioned a review of Post 16 provision to explore Access; Standards and Quality; Progress and Pathways; Curriculum Offer; and Value for Money. Of direct relevance

to the Organisation of Learning Provision Strategy, the Review is also charged with exploring current post 16 provision and making recommendations relating to future post 16 demand, sufficiency of places over time and geographically, and access to learning both within and out of the borough.

The final report (expected March 2018) will include an options appraisal and series of detailed short and medium-term recommendations on how Doncaster can seek to strengthen and improve the post-16 educational offer for children and young people in the borough. This will include what practical steps can be taken to lay the groundwork for longer term reforms, a clear view of baseline data and insight, compare it to regional and national data, identify the characteristics of successful post 16 education, and look at what is required for demand-led needs locally.

Clearly the Learning Provision Strategy will be informed by the review going forward.

9.4 SEND and Alternative Provision

The Council has the responsibility to ensure that there are sufficient places to meet the needs of children with individual needs. This strategy, therefore, also sets out how the Council ensures there are sufficient numbers of places available in alternative provision, including Special Schools and Pupil Referral Units.

Many children will, at some stage in their educational career, experience barriers to or difficulty with their learning. About one fifth of all children may be expected to experience longer-term difficulties accessing some part of the academic or social curriculum. The majority of children with special educational needs have their needs met by their mainstream school.

For a small minority of children their needs and rate of progress evidence the importance of them having a formal assessment of their special educational needs. After this, a proportion of children are provided with a Statement of Special Educational Needs (SEN) or EHCP.

All schools in Doncaster comply with the requirements of the Code of Practice for Special Educational Needs and have a Special Educational Needs Policy that details how the school will support children with additional needs

A Statement of Special Educational Needs or ECHP must name the school the child attends, and the procedure followed to amend the statement to name a new school are those that are specified in the Code of Practice for SEN. We are required to try, wherever possible, to place children in accordance with parental preference if the school requested by parents can meet the child's needs and the request does not compromise the efficient use of resources or the efficient education of other children. In Doncaster, a wide range of educational provision is available for children with identified barriers to learning. The requirements of the Code of Practice for Special Educational

Needs are implemented, and these ensure that children with Statements of Special Educational Needs or ECHP are not disadvantaged in their choice of school at any age.

In 2016, 40% of those with statements/EHC plans attended a special school which is around the National average (4.3%). The number of placements in special schools has increased over the years and is at its highest in 2017 (4.3%). The majority of these special school placements are in LA maintained special schools (35%) with this proportion considerably higher than the national average. This is probably because there are no special academies in the Doncaster area. To account for this, analysis combining Doncaster and comparators for maintained special schools and special academies has been undertaken and shows that, the use of state-funded special schools is around that of national average, and has decreased over the past three years (4.5%). There are similar proportions of children and young people attending non-maintained special schools and independent special schools between 2014 and 2015 (an increase of 58%), this slowed in 2016 but remains at its highest (4.6%)

Following the SEN reforms in 2014, there has been a significant growth in the number of young people attending a post 16 provision, with 17% of the total cohort equating to this. 13% of children and young people attend a general further education, higher education or tertiary college, this is 4.5 above the national average. There are a slightly higher percentage of young people attending specialist post 16 institutions in Doncaster than seen nationally (4.2%)

9.4i The Special Needs Review 2017

In order to establish a clear rationale for future provision, a SEN Review was completed in 2017 and strategic demands have emerged to inform and shape the development of capacity, alternative provision, support services, and commissioning. The key principles for the development of SEN Learning Provision in Doncaster have been defined within the review as follows:

- Supporting the capacity of mainstream schools to enable them to be more inclusive.
- Enabling Quality First teaching in every setting
- Ensuring sufficient quality alternative provision in settings that enable us to meet the needs of individual pupils leading to improved outcomes
- A transparent, accountable, and principled system that enables targeted work and sustainable challenge.

It is likely that the Action Plan meeting these principles and following the Review will require modification of the management of existing provision as well as the expansion of provision in line with growth in demand. This will include such things as developing areas in mainstream schools where SEN outreach work can be effective, satellite provision, short term provision, and environments within which commissioned services can be deployed.

9.4ii Behaviour Review 2017

During 2017 a full review of Doncaster's approach to meeting Behavioural Needs was completed and a management group has been established to ensure that the 99 recommendations arising from the review are met. There will be recommendations regarding provision that will go forward into the determination of appropriate options that will inform local plans

9.4iii Meeting SEND and Behavioural Needs

Clearly the Learning Provision Strategy will be informed by and will support the SEND and Behaviour Policies and associated action plans going forward. It is important to be certain that the future demand for SEND provision and for meeting Behaviour Needs arising from demographic changes are given full consideration when considering the options proposed within each Pyramid's Local Plan.

9.5 Introduction of Big Picture Learning as Alternative Provision

In addition to absence and exclusions it is also known that young people that are accessing alternative provision due to their behaviour do not fare well academically and struggle to progress later in life. Furthermore, due to their limited engagement in learning and the environments they grow up in, they are at a higher risk of engaging in risk taking behaviours/anti-social/criminal activity and potentially could suffer with low self-esteem/resilience/mental health.

We have applied to Life Chances Fund which seeks to secure a 20% contribution to the proposed Social Impact Bond that would introduce Big Picture Learning as a new model of alternative provision in Doncaster with up to 60 places at full capacity. We expect to hear whether our application has been successful by January 2018. If we are successful, we anticipate that provision will open in September 2018.

10. Assessment of Demand for Learning Places

10.1 Demographics

The number of births is the most significant factor for the Borough in determining the number of school places it needs. The birth rate in Doncaster was in excess of 4000 per annum through the 1980s. The 1990s saw a steady annual fall in the birth rate leading to an overall decrease of over 1000 births per annum (25%) between 1989/90 and 1999/2000. Birth rates continue to be maintained at their higher levels over the last 7 years.

The current population is gathered regularly from the Health Service and is modified annually by the actual admissions to the reception class the respective school - averaged out over a four-year period. (Two years in areas which have seen a rapid increase in numbers due to a large volume of houses being built)

10.2 Capacity and Projections

Section 11 of the Childcare Act 2006, subsequently updated within the Early Education and Childcare Statutory Guidance March 2017 placed a duty on local authorities to manage the childcare market ensuring there are sufficient childcare places to meet the needs of working parents and our population in general. This involves a comparison of supply and demand data and the undertaking of a gap analysis to identify areas of unmet demand (parents unable to access suitable childcare provision) whether due to the lack of availability of childcare places, costs of childcare, suitable hours of provision or any other pertinent reasons. Each local authority is then required to publish an annual childcare sufficiency assessment.

Projections for Primary Schools were significantly revised for 2015 with GP data being used for the first time. This data has not been available from Health colleagues in 2016 and live birth data has had to be used as a basis for the primary projection data, as the best available source. Information Sharing protocol issues and agreements are being pursued by the Council with Health to formalise permissions and the release of appropriate GP data in future years. Each child is allocated a primary school catchment area determined by their post code.

Secondary school projections use the top year from the primary schools, multiplied by a variable created using historic figures of pupils from the catchment Primary schools entering the Secondary schools at Year 7. This therefore takes into account historical migration of pupils to enable us to forecast where our Year 6 pupils enter Year 7. This approach is reviewed annually.

Sixth Form projections follow a similar method, by looking at historical migration of Year 11 pupils into Years 12 and 13 we can project figures for how many will enter those school years in the forecasted years. A four year historical percentage rate is calculated for each school to forecast future student numbers.

In all the above cases, Heads are also asked to comment on their projections in view of their experience and developments within their catchment area (e.g. Housing regeneration proposals/progress, significant new housing).

10.3 Pupil Place Planning

a) Early Years

The School Organisation Service collects occupancy data (supply) from childcare providers and schools who provide childcare three times per year termly. The annual parental childcare needs survey (demand) provides and assessment of the needs of families across Doncaster. Both the supply and demand are assessed together as part of a comprehensive gap analysis exercise. Identified gaps form part of our action planning and directly inform how we manage the childcare market. Specifications for numbers, access, space, health and safety, and safeguarding will be in line with those set out in the statutory framework for the Early Years Foundation Stage.

b) Schools

The Local Authority (LA) has a key role in the commissioning of school places and has the statutory duty to ensure that there are sufficient school places for children of “statutory age” (Reception to Year 11 for most pupils) who wish to access state education. The LA produces a detailed analysis of education needs based on demographic population trends by age cohort, factoring in the Borough’s own housing development trajectory. The Council plans, organises, and commissions places for all maintained schools in Doncaster in a way that supports the raising of standards and manages rising and declining pupil numbers. The Council seeks to fulfil this work in partnership with Dioceses, governing bodies, Trusts, head teachers, local communities and other stakeholders. Wherever possible Doncaster Council will promote diverse and sustainable communities and minimise reliance on school transport by ensuring that places are provided where the demand is rather than seek to fill surplus places elsewhere.

The demand for school places changes over time. This strategy document sets out, in the Local Plans in Section 11 below, where the Council believes there will be a need to provide more school places in the future and where there may be a need to provide fewer places. Increases in demand can lead to the commissioning of a new school or the expansion of existing schools. Surplus places will also mean the reduction of school provision in an area through the rationalisation of school places. Any reviews of school provision carried out by the LA involving closure, federation, amalgamation, expansion, or contraction of schools, will be prompted by the methodology for projecting the need for school places contained in this document.

Predicting school demand is a challenging and complex task. Determining where children go to school involves a number of interrelated considerations and, at times, there can be a conflict between these factors. These factors include migration, responding to local need, raising standards, promoting diversity, and ensuring that scarce resources are used efficiently. Many of these factors change over time

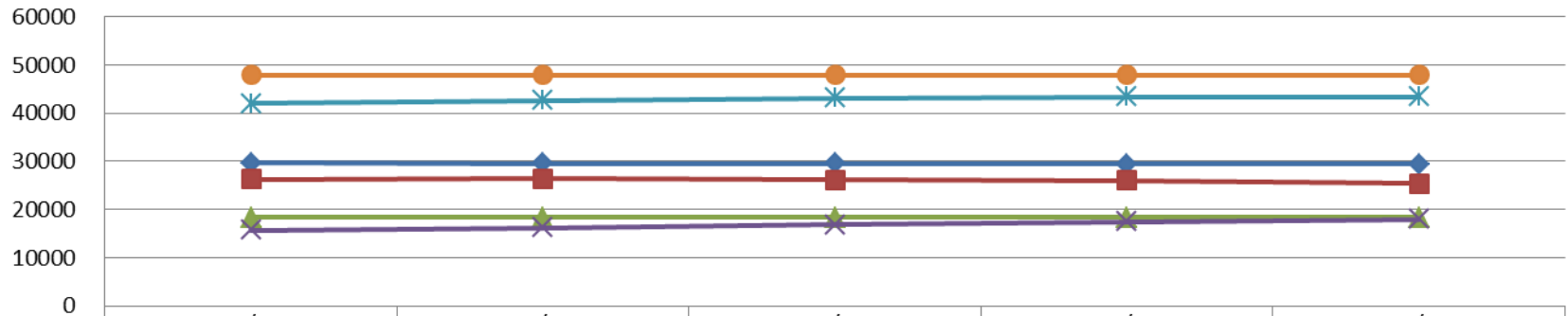
and are also influenced by such things as changing school performance, popularity of schools, government policy, and school funding. This Strategy, and the Local Plans within it, is thus a “live document” and will be updated on a regular basis.

Because schools are at the very heart of their communities, it is essential that they are sustainable and that the Council is open and transparent about any issues emerging regarding any potential over or under supply of school places. Rumours about a school’s future can be self-fulfilling and can damage the potential for students to thrive. It is essential that we manage expectations regarding school organisation proposals that may, or may not, happen. This strategy provides the overview of the likely supply and demand issues that will arise. The Council will only make specific school reorganisation recommendations when there is sufficient confidence that the proposal will be implemented. This means that the issues will have been explored with the school(s) and key stakeholders in advance, a proposed solution discussed, and viability confirmed.

The Authority has a number of full primary schools for admission in September 2017 and projections through to 2020 indicate significant pressures on infant classes in a number of planning areas. Previous years’ expansions have helped to stabilise the level of oversubscription particularly in the urban area of Doncaster. The pressure on primary places is driven by birth rates coupled with migration into the urban area and significant housing development schemes in specific areas of the Borough. The principal hotspots continue to be the Urban area, Hayfield, and Armthorpe. Significant new current and future housing developments in Hayfield, Armthorpe, Edenthorpe, Hatfield (DN7), Rossington and Bessacarr present significant pressures.

The secondary sector also mirrors the national trend as the increase in primary school pupil numbers progresses through the secondary sector. Planning in the secondary arena is based upon current capacity assessments and dialogue with Doncaster secondary academies will continue to be undertaken to review existing net capacity assessments and evaluate potential expansion options. A key focus for this Strategy and of School Organisation work over the next three years will be developing solutions to increasing demand in the secondary schools. The overall situation is as follows as we head into the next 4 years:

Current NOR & Pupil Projection's inc Capacity



	17/18	18/19	19/20	20/21	21/22
Years R-6	29617	29577	29577	29367	29367
YEAR R-6 CAP	26331	26449	26197	25978	25380
YEARS 7-11 NOR	18340	18340	18340	18340	18340
YEARS 7-11 CAP	15684	16228	16884	17453	17960
Total R-11 NOR	42015	42677	43081	43431	43340
Total R-11 Capacity	47957	47957	47957	47957	47957

Please note that the above projections do not include the 5% contingency to allow for pupil movement. More detailed information by Pyramid and Area is set out below and indicates where there are likely to be the greatest capacity pressures over time.

c) Comparative Pyramid Level Data 2017 to 2022

Pyramid	2017/18						2021/22					
	Primary			Secondary			Primary			Secondary		
	CAP	NOR	Diff	CAP	NOR	Diff	CAP	NOR	Diff	CAP	NOR	Diff
Adwick	1890	1643	247	1050	995	55	1890	1518	372	1050	1087	-37
Armthorpe	1260	1119	141	900	488	412	1050	1156	-106	900	575	325
Balby Carr	2520	2082	438	1050	889	161	2520	2226	294	1050	1149	-99
Campsmount	1320	961	359	750	679	71	1320	816	504	750	779	-29
Conisbrough	1450	1232	218	750	704	46	1450	1167	283	750	785	-35
Danum	2450	2186	264	1400	993	407	2450	2157	293	1400	1152	248
Don Valley	1960	1752	208	1120	878	242	1960	1821	139	1120	1112	8
Edlington	1890	1615	275	1050	797	253	1890	1515	375	1050	938	112
Hall Cross	2170	2074	96	1400	1391	9	2170	2051	119	1400	1712	-312
Hatfield	1750	1424	326	1260	687	573	1750	1380	370	1260	808	452
Hayfield	1120	1159	-39	900	971	-71	1120	1026	94	900	1050	-150
Hungerhill	1680	1666	14	1120	1166	-46	1680	1566	114	1120	1252	-132
Mexborough	1505	1321	184	1120	681	439	1505	1340	165	1120	804	316
Rossington	1220	1020	200	750	666	84	1180	983	197	750	689	61
Ridgewood	1862	1723	139	1200	1179	21	1862	1586	276	1200	1209	-9
McAuley	1820	1752	68	1400	1399	1	1820	1625	195	1400	1588	-188
Thorne	1750	1602	148	1120	1121	-1	1750	1447	303	1120	1271	-151
TOTAL	29617	26331		18340	15684		29367	25380		18340	17960	

The gap analysis above has informed the proposal to develop Local Plans (see Section 11) in 3 tranches with plans for those areas with more immediate needs being addressed first.

ii) Comparative Area Level Data 2017 to 2021

Primary					Secondary				
	CAP 17/18	NOR 17/18	CAP 21/22	NOR 21/22		CAP 17/18	NOR 17/18	CAP 21/22	NOR 21/22
Central	8960	8094	8960	8059	Central	5250	4672	5250	5601
North	7032	6079	7032	5741	North	4120	3731	4120	4187
East	6440	5811	6230	5549	East	4400	3462	4400	3906
South	7145	6347	7145	6031	South	4570	3819	4570	4266

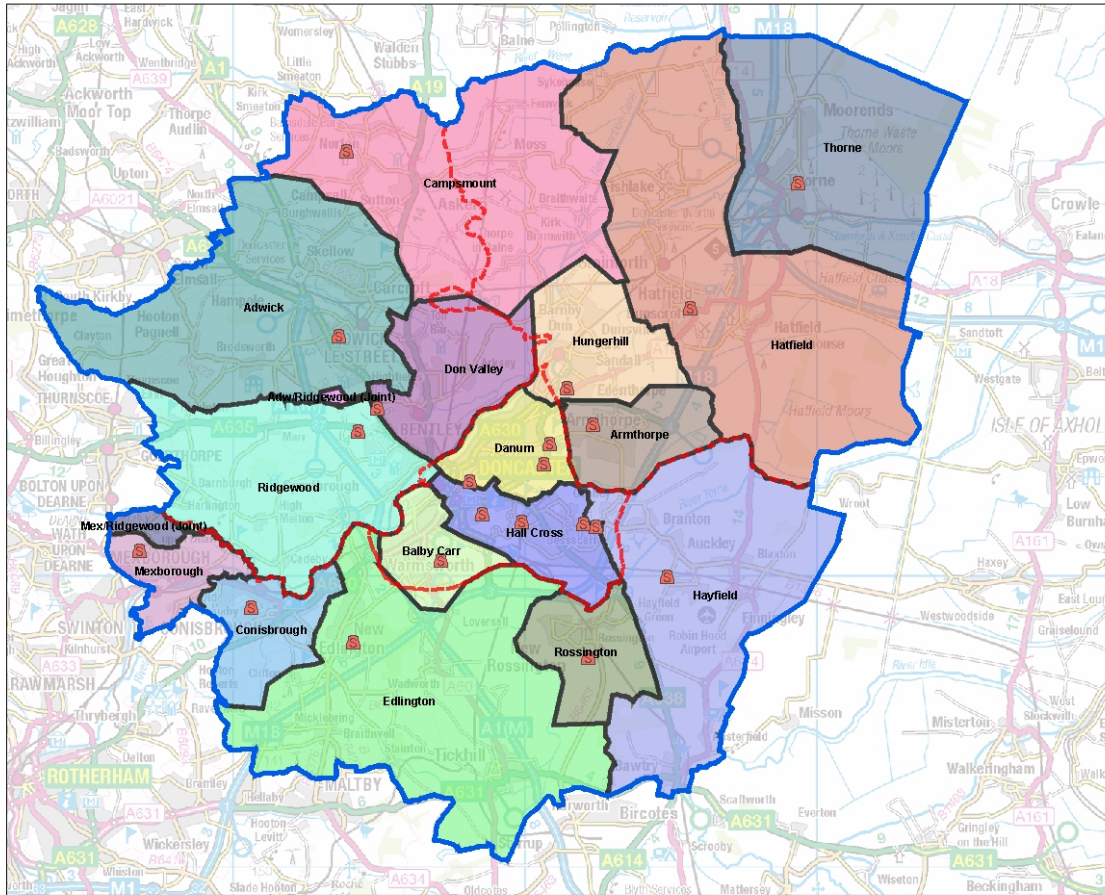
d) Post 16


Pending the outcomes of the post 16 review, current post 16 placements are reflected below:

Post 16 Summary	Yr 12	Yr 13	Yr 12-Yr 13 Total
In Education	2425	2175	4600
School Sixth Form	1292	1230	2522
Sixth Form College	103	67	170
Further Education	1013	856	1869
Higher Education	0	8	8
Full time education - Other	9	0	9
Special Post-16 Institution	8	14	22
Employment	548	911	1459
Training	75	47	122
NEET Group	171	187	358
Other (not EET or NEET)	2	1	3
Current situation not known	43	89	132
Cohort total	3264	3410	6674

11. Local Area Plans





The map below shows the current School Organisation Pyramids, the location of Secondary Schools, and their relationship with Family Hub areas.




Doncaster
 Metropolitan Borough Council

Doncaster Council Map Showing
 - Secondary Pyramid Areas
 - Family Hub Areas
 - Secondary Schools

Key :

-  Secondary Schools
-  Family Hub Areas
-  Secondary Catchments
-  Doncaster Boundary

School Organisation Service

Reference :
271117MapSecondaries

Date:
27/11/2017

Scale :
1:124,727

This map is reproduced from Ordnance Survey material with the permission of Ordnance Survey on behalf of the Controller of Her Majesty's Stationery Office (c) Crown copyright. Unauthorized reproduction infringes Crown copyright and may lead to prosecution or civil proceedings. Licence Number 100019782, 2007. The map may contain Aerial Photography Supplied by the GeoInformation Group (c) 1997, (c) 2002, (c) 2005, (c) 2007.

As a fundamental part of the evolution of this Strategy it is envisaged that during 2017 2018 this strategy document will be developed to include a web link to a detailed Local Area Plan that will present the data underpinning demand for school places and proposals for satisfying that demand in each pyramid in two components as shown in the diagram below:

11a The Pyramid Key Data Report

LOCAL AREA PLAN COMPONENT ONE (Needs Analysis)	
PYRAMID KEY DATA REPORT	
Context	Demographics and Population Ethnicity and Migration Indices of Multiple Deprivation (IMD) Working Tax Credits Free School Meals Birth Data Structure of Learning Provision Academy Status Geographical Map Housing Growth and Schools Capacity (SCAP) Pupil Admission Numbers and Number on Role Capital Projects
Pupil Places	Primary School Projections Secondary School Projections Childcare Places and Availability Childcare Projections for Spring Term Local and Borough wide SEND Provision Childcare Costs
Early Education Funding	2 Year Old Early Education Eligibility Criteria and Take Up 3 and 4 Year Old (Universal Entitlement) Eligibility and Take Up 30 Hours Free Childcare
Parent Feedback	Overview of the 2017 Survey of Parents Childcare Needs
Summary	Analysis and overview of findings

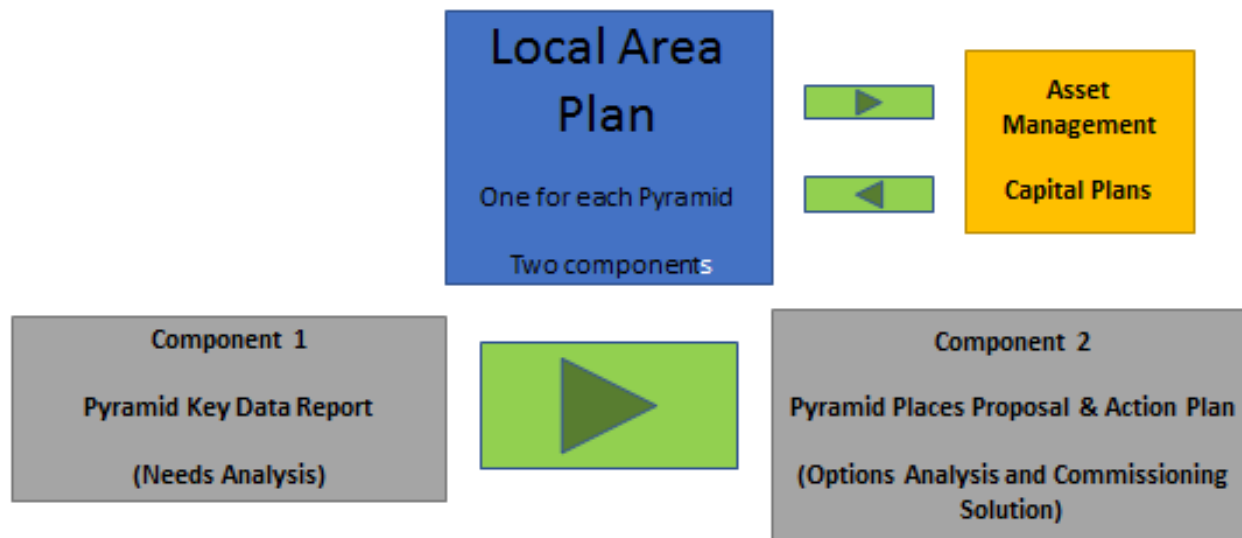
11b The Pyramid Places Proposal & Action Plan:

LOCAL AREA PLAN COMPONENT TWO (Commissioning Solution)	
PYRAMID PLACES PROPOSAL & ACTION PLAN	
School Places	Introduction and Summary Essential Elements of Place Planning Section 106 Developer Contributions School Place Planning Potential Solutions
Options and Potential Plans	Potential Solutions, School by School Capital Appraisal School Pedagogical Considerations Pre-Feasibility Estimates
Childcare Places	Childcare Sufficiency Gap Analysis 30 Hours Sufficiency of Places Sufficiency Action Plan Childcare Sustainability and Business Planning
Summary	Conclusions and Recommendations

11c Local Area Plan

Each Local Area Plan will be the key document in informing the Council’s proposed capital budgets for the maintenance and provision of Learning Settings going forward – See Sections 12 – 14.

Organisation of Learning Provision in Doncaster



There will be a [Web link](#) to each Local Plan that will enable stakeholders to identify quickly local needs and how the Council proposes to commission a solution. Local Plans will be developed in 3 tranches during 2017 – 2018 with the areas with greatest and most immediate

needs being approved by the Learning Provision Organisation Board in March 2018 and the remaining two tranches being approved by the end of the Autumn Term 2018.

12. Asset Management

Doncaster's Asset Management Strategy 2017 – 2027 sets out a clear overall vision for the Council's property portfolio which is "an efficient and effective estate which supports the delivery of the strategic objectives set out in the Council's Corporate Plan".

12.1 Meeting maintenance priorities in existing schools

Maintenance priorities for the next 3 years for the Council's maintained schools are based upon condition surveys and maintenance work is funded through the School Condition Allocations to the LA and from each individual school's own budgets. Current priorities and expenditure are set out in Section 14.

Capital Condition Programme The LA identifies a programme of works through the annual survey of schools, the programme is revised if essential work is identified or issues relating to safeguarding and school closure are a potential consequence.

The Capital Condition project delivers the planned maintenance programme across maintained community schools i.e. not academies or church schools. The current focus is on mechanical (new heating & water tanks), electrical (mains upgrades and classroom lighting) and fabric (windows, external cladding and drainage) Cat A graded (TF Database) works as identified by the Building Inspectors and annual scheduled inspections are prioritised by those identified as most at risk of failure leading to school closure. Alongside the allotted programme slots we also from time to time need to respond to urgent works where failure has occurred or is imminent and the risk of school closure is high.

The **School Roof Programme** delivers the replacement or improvement to school roofs identified within the annual surveys. We have an identified programme of works through the annual survey of schools, the programme could change if essential work is identified or issues relating to safeguarding and school closure are a potential consequence. Each year a small number of school roofs in most urgent need of repair have been addressed. However many more schools are now experiencing a large number of minor leaks and damaged areas that are starting to overlap with each other and the problems are now highlighted in recent site visits as category D, Bad (life expired and/or serious risk of imminent failure) and 1, Urgent/immediate requirement (urgent work that will prevent immediate closure of premises and or address an immediate high risk to the H & S of occupants and/or remedy a serious breach of legislation).

Ongoing capital maintenance needs in Academies and Free Schools are funded separately – see 13.1 below.

12.2 Expansion and development of Learning Provision to meet needs identified in Local Plans

Meeting the capital demand for new or modified buildings in response to growth in local areas, is funded through Basic Need Capital Funding and through the development of Free Schools as set out in 13.1 below. This funding is added to by building developers through the Section 106 arrangements. The Pyramid Place Pressure Analysis within the Local Plan identifies the organisational arrangements proposed to meet need in each local area and the associated capital proposal to ensure that the need is accommodated in appropriate provision.

12.3 Safeguarding

Within the LA's Safeguarding of Children Policy, it is important that solutions to pressures on capacity are developed with due attention to the health and well-being of all children and young people. All Organisation of Learning Provision proposals within Local Area Plans will provide a context within which the LA, schools, and other providers, can fulfil all their safeguarding requirements.

12.4 Diversity and Equality

Doncaster Council is committed to being a truly inclusive organisation that promotes equality, achievement and diversity. Our work is centered on building meaningful, enduring and respectful relationships across different cultures. The Council is committed to providing an environment which recognises and values people's differences, capitalises on the strengths that those differences bring to the council and supports everyone in maximising their potential to succeed.

Fundamental to this aim is the belief that everyone has the same rights and will be treated fairly and with respect, irrespective of their cultural background, race, religion or belief, disability, gender, sexual orientation, or age. We expect everyone to share and champion inclusion, to challenge and eradicate practices and behaviours that are contrary to this aim, and play an active role in ensuring that all programme and project participants enjoy equality of opportunity.

All Local Area Plans developed within this Organisation of Learning Provision Strategy will fulfil these expectations through thorough options appraisals and associated impact assessments.

Any proposals to change in education provision will also be considered in the light of social and community cohesion both locally and across the LA. The Council will consult those directly and indirectly affected by any proposals in order to identify concerns and address them.

13. Capital Funding

13.1 Potential Sources of Capital Funds to meet Local Plans

There are a range of sources of capital funding for schools, reflecting differing objectives and the need for both national and local approaches. This capital funding aims:

- to provide more school places both to meet demands and to increase choice; and
- to improve the condition of existing school buildings.

In 2015-16 the Department spent £4.5 billion on capital funding. Half was spent creating school places either in new or existing schools and half on maintaining existing schools. The Department allocates funding to local bodies to build, maintain, refurbish and, sometimes, rebuild schools. Most local authorities provide extra funding to help meet their responsibilities to provide sufficient school places and to maintain school buildings. The Department manages centrally a programme of school rebuilding under the Priority School Building Programme. It also manages the Free Schools Programme. Free Schools are a type of academy that can be set up by people or organisations as an alternative to existing local schools.

AS identified in 4.2ii, by exploring opportunities across the sources outlined in the table below, the LA can act as a commissioner and draw upon these sources to meet the shortfalls in funding these needs. This partnership and commissioning approach requires considerable negotiation with existing and potential providers. The principles for the generation and approval of such solutions are as set out in this Strategy.

	Source of Funding	Targeted Activity	Commissioning and partnership opportunity?
1	Capital Basic Need	Providing Buildings to meet demand for school places	Impact can be enhanced by pooling with other sources and grants (e.g. those from sporting bodies)
2	Devolved Formula Capital Allocations (DFC)	Direct funding for individual schools rather than those managed by LAs or large Multi Academy Trusts	As above
3	School Condition Allocations (SCA)	To help pay for the maintenance needs of existing LA schools	As above Schools should also set aside an amount for this from their revenue funding
4	Condition	To help Trusts pay for the maintenance of	As above

	Improvement Fund (CIF)	existing Academies and Free Schools	Academies should also set aside an amount for this from their revenue funding
5	Priority Schools Build Programme (PSBP)	LA's and Academies can bid to this centrally managed scheme which is designed to replace a number of schools in the UK that are in extremely bad condition	There have been two phases of this programme announced in May 2012 and May 2014 and no further allocations are currently planned.
6	Free School Programme	When a new Free School is approved the new building is funded and project managed for the sponsors by the EFA.	Central Government has identified the Free School programme as a key element of their approach to meeting Basic Need in all authorities alongside the allocations in 1.
7	University Technical College (UTC) Funding	When a new UTC is approved, the new building is funded and project managed for the sponsors by the EFA.	This programme also part meets Basic Need up to 16.
8	Section 106 Funding	Under the Town and Country Planning Act 1990, contributions can be sought from developers towards the cost of providing community and social infrastructure that has arisen as a result of a new development.	
9	Other specific one off or irregular allocations	E.g. The Safeguarding and Access Provision Funds	Such allocations can frequently be used to complement work on other strands. However, they are rarely embedded and can't be relied upon in planning provision.
Notes	Condition Funds	The results of a national condition survey are expected to become available in late 2017 and the next round of allocations will be based upon this.	Clearly the findings will inform Maintenance Strategy for Maintained Community Schools going forward
	Curriculum Suitability	There is currently no provision beyond LA's and schools' "own funds" to support changes in buildings in response to changes in curriculum priorities.	Any building adaptations to meet changing T&L approaches have to be funded by careful use of other funding streams.

13.2 Capital Allocations to Doncaster

School Places:

Basic need funding allocated by Government (Not ring-fenced)					Targeted basic need funding (TBN)	Total basic need funding (inc TBN)	Basic need funding allocated				Total basic need funding
2011-12	2012-13	2013-15	2015-16	2016-17	2013-15	Total 2011-17	2017-18	2018-19	2019-20	Total 2017-20	Total 2011-20
3,609,851	3,017,949	2,664,707	1,732,666	4,612,646	6,497,890	2,135,709	8,220,879	4,379,648	0	12,600,527	34,736,236

Basic need places funded through the above allocations (Not ring-fenced)			
2017-18	2018-19	2019-20	Total 2017-20
789	271	0	1,060

Identified Section 106 Contributions – Signed Agreements (Subject to house completions - Ring-fenced)
11,015,000

School Condition:

School Condition Allowance (Capital Maintenance Grant – Maintained Schools)								(Not ring-fenced)	
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (est)	2019/20 (est)	
5,610,567	3,561,747	2,985,603	2,866,952	2,302,001	2,230,983	1,966,542	1,666,542	1,666,542	

14. The Capital Programme

The School Organisation Team manages the capital allocation process and makes recommendations to LPOB for final approval by Cabinet. It is important to stress that the Council will exhaust and search for all funding sources as they become available. This will include preferential borrowing if appropriate.

14.1 Current (to 2020/21)

The total Capital Budget for 2017/18 to 2020/21 is £13.6 million including agreed Section 106 contributions. These funds are being used to meet growth in the Armthorpe, Hall Cross, Hayfield, Rossington, and Hungerhill Pyramids.

14.2 Medium Term (beyond 2020/21)

As yet Government has not released any information regarding capital funding beyond 2020. Once known, capital projects will be informed by each Pyramid's Local Plan. The Strategy for Organisation of Learning Provision will drive the Council's approaches to deploying any capital resources allocated by Central Government going forward and will provide the overarching context for bidding for additional resources, working with potential partners, and commissioning new learning environments.

Access to Section 106 Developer Funds is subject to the delivery of the sites identified and is not therefore guaranteed but it is very important that the Council utilises this source of funding where appropriate. The Organisation of Learning Provision Strategy will ensure that we have immediate reference to the needs of each Local Area Plan. This will subsequently mean that the Council can very quickly make explicit to planners and developers the learning provision contributions that we expect from developers before each project is agreed.

15 Leadership and Governance

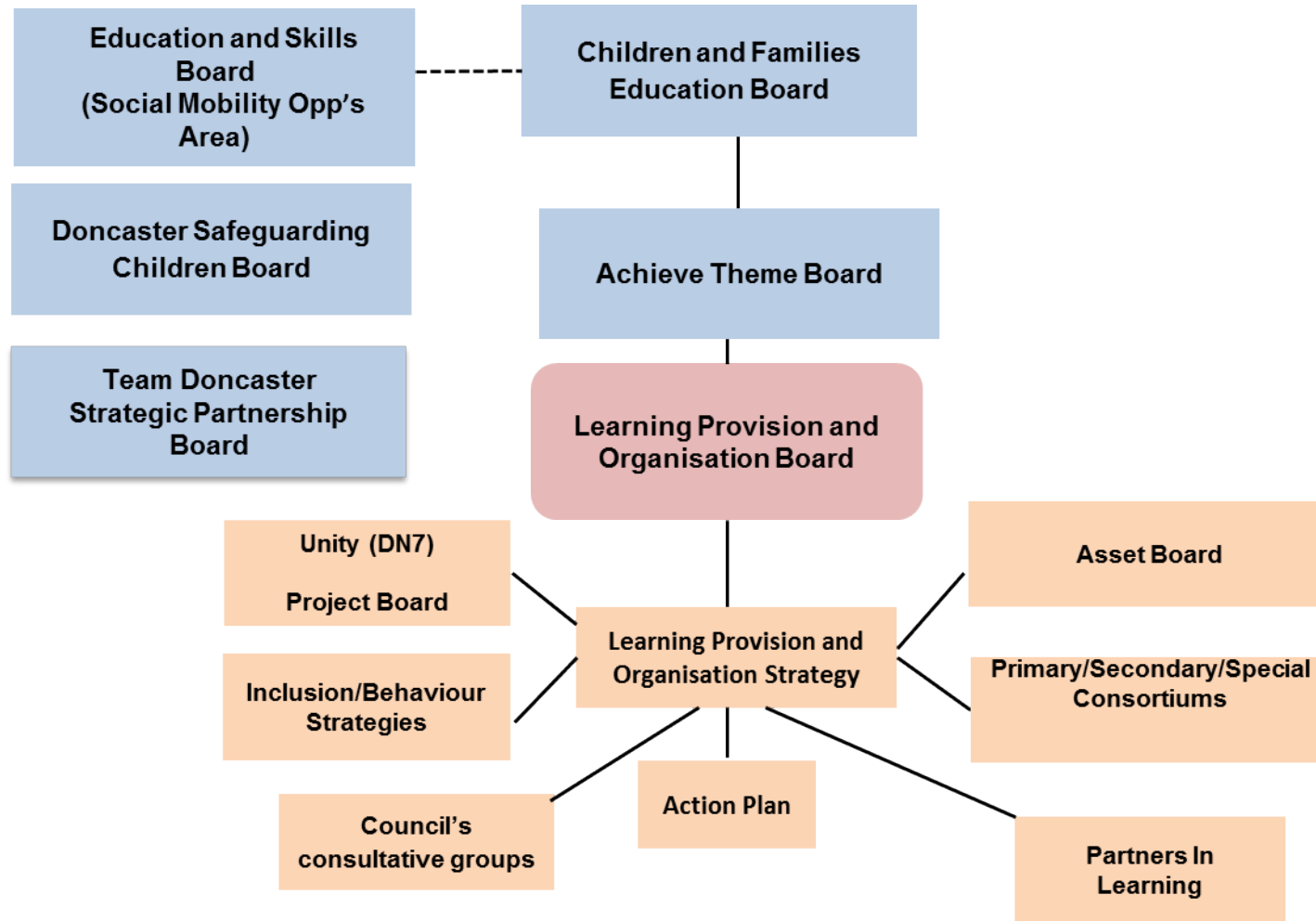
15.1 The Learning Provision and Organisation Board

The Learning Provision and Organisation Board has been established to improve outcomes for all children by building strong partnerships, working effectively together, and providing rigorous and regular performance management.

The Board's primary role is to ensure the effective delivery of the Learning Provision and Organisation Strategy. The Board will provide strategic direction and challenge for:

- The Review of Education Places including Early Years
- The Capital Strategy
- Monitoring the Capital Programme (Delivery & Approval)
- Establish a protocol for allocation of funds from the safeguarding and access capital provision budget
- Monitor the allocation of the funds from the safeguarding and access capital provision budget
- The identification and application of Funding Opportunities
- School Organisation – Responding positively to national developments such as Academisation
- Section 106 Capital
- Partnership Development
- Working together with Schools
- Developing appropriate settings for those with Additional Needs
- Ensuring that appropriate environments are in place for supporting those with Behaviour Needs.

The Learning Provision and Organisation Board



15.2 Operational Leadership Arrangements

The responsibility for the management of the Organisation of Learning Provision in Doncaster rests with the School Organisation team within the Commissioning and Business Development strand of the People Directorate.

16. Maintenance and Review of the Strategy

16.1 Methodology

The Organisation of Learning Provision Strategy has been developed during the Autumn term 2017 following extensive visits to settings; consideration of the Borough's other existing and emerging plans; meetings between the School Organisation team and other teams and individuals, and reference to other models from other local authorities.

The draft Strategy has been shared with the Learning Provision and Organisation Board and approved by Cabinet on December 12 2017.

It is proposed that the Strategy will be kept under review and scrutiny by the Learning Provision and Organisation Board and will, in turn, inform the work of the Education and Skills Programme Board.

This page is intentionally left blank



Learning Provision Organisation Strategy

– Local Area Plans

Underpinning the Strategy are the Pupil Place Planning Local Area Plans. These plans are made up of pyramid based Key Data Reports and Pupil Place Proposal and Action Plan Reports. These together incorporate both school place planning and childcare place planning in one set of strategic plan.

The reports look at a range of information from demographic information through to the current situation, pyramid development vs. the current status of provision and how we plan to resolve any potential shortfalls.

The below shows an overview of what is comprised within each local area plan.

Report One: Pyramid Key Data Report

The Pyramid in Context

- Demographics and Population
- Ethnicity and Migration
- Indices of Multiple Deprivation (IMD)
- Working Tax Credits
- Free School Meals
- Birth Data
- Structure of Learning Provision
- Academy Status
- Locality of Provision (Geographical Map)
- LOCYP Land and Potential Sites for Expansion
- Housing Growth and Schools Capacity (SCAP)
- Pupil Admission Numbers and Number on Role
- Capital Projects

Pupil Places

- Primary School Projections
- Secondary School Projections
- Childcare Places and Availability
- Childcare Projections for Spring Term
- Local and Borough wide SEND Provision
- Childcare Costs

Early Education Funding

- 2 Year Old Early Education Eligibility Criteria and Take Up
- 3 and 4 Year Old (Universal Entitlement) Eligibility and Take Up
- 30 Hours Free Childcare

Parent Feedback

- Overview of the 2017 Survey of Parents Childcare Needs

Summary

- Analysis and overview of findings

Report Two: Pyramid Places Proposal & Action Plan

School Places

- Introduction and Summary
- Essential Elements of Place Planning
- Section 106 Developer Contributions
- School Place Planning Potential Solutions

Options and Potential Plans

- Potential Solutions, School by School
- Capital Appraisal
- School Pedagogical Considerations
- Pre-Feasibility Estimates

Childcare Places

- Childcare Sufficiency Gap Analysis
- 30 Hours Sufficiency of Places
- Sufficiency Action Plan
- Childcare Sustainability and Business Planning

Summary

- Conclusions and Recommendations



Doncaster Council

Report

Date: 5 MARCH 2018

**To the Chair and Members of the
OVERVIEW & SCRUTINY COMMITTEE**

POST 16 REVIEW – INTERIM REPORT

EXECUTIVE SUMMARY

1. In January 2017, Mayor Ros Jones announced the formal response to the independent One Doncaster¹ Report. In the same month, Doncaster was awarded Social Mobility Opportunity Area (SMOA) status by the Department for Education. The Education & Skills Commission and SMOA seek to improve educational attainment in the borough, to increase social and cultural capital of children and young people, ensure that the skills that young people develop are well placed to meet the needs of the job market, and to make sure that schools in Doncaster can thrive.
2. In May 2017, the Children and Young People's Plan 2017-2020 was launched. This set out our ambition for children and young people across four key policy areas: achievement, safety, health & happy, and equality. This collective view of the partnership for children and young people acknowledged the need for clear learning pathways for children and young people, an inclusive education system at all key points of transition, and the importance of the development of the Organisation of Learning Provision Strategy.
3. In September 2017, the Doncaster Growing Together prospectus was approved by Full Council. Within this, plans for the Doncaster Learning theme were approved. This focuses on ensuring we prepare our young people for fulfilling lives, with bold reforms that will broaden their horizons and ambitions, and bringing our education system and business community together to give our young people more exposure and opportunities to flourish. These include the guarantee of meaningful experiences for all children aged under 11, the development of Doncaster as a University City, and to improve routes to work through the Doncaster Skills Academy.
4. The One Doncaster report made a series of recommendations for local strategic partners in education, public services and business. One of the key recommendations from the Commission was to conduct a Post-16 review of the education landscape in Doncaster. The Commission found widespread evidence of confusion and dissatisfaction with the current arrangements. Young people, employers and the business community all spoke of the urgent need to put in place a simplified, more focused, more unified and more collaborative post-16 system that works in the interests of students and employers as well as providers.

¹ <http://www.doncaster.gov.uk/services/schools/one-doncaster-report>

5. This paper provides detail regarding of the interim report for the post 16 review, indications of next steps, and a timeline for delivery of the full report.

EXEMPT REPORT

6. This report is not exempt.

RECOMMENDATIONS

7. It is recommended that O&S:

- Note the significant progress made to date to deliver the interim report
- Note the next steps for the review over the next 3 months
- Agree to receive the full report in April when delivered

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

8. The post-16 review builds on the recommendations of the Education & Skills Commission's report by covering the extent to which the borough-wide curriculum is geared towards future economic needs, including an assessment of the extent and nature of training for jobs that will be radically changed by automation and other new technologies.
9. The aim of the review is to enable Doncaster to make the best collective use of the entirety of its post-16 resources, and the opportunities presented by current government post-16 policy and funding reforms, to create the high skills, high wage economy that is predicted for the wider area over the next decade.

BACKGROUND

10. In September 2017, Dr Paul Lally was commissioned to undertake the post 16 review on behalf of Doncaster Council, with an interim report produced by December 2017 and a full report produced by April 2018.
11. The review will create baselines for and make recommendations on the following six areas:
 - Access – this will include, but not be limited to, Careers Education Information Advice and Guidance, recruitment, travel to learn opportunities, matriculation and pre-requisites, equality and diversity and barriers faced by young people with SEND.
 - Standards and Quality - performance in subjects and courses including retention and completion rates.
 - Progress and Pathways – including the current qualification framework, routes and continuity linked to sectoral demand and HE Progression.
 - Curriculum Offer/choice – assessment of the nature and composition of offer and the different options taken at different levels
 - Provision, demand, sufficiency over time and Geography of system - linked to access and demand in and out of borough
 - Value for Money - assessment of the efficiency and suitability of current learning environments.
12. Post-16 education and training across Doncaster is delivered through seventeen separate school sixth forms, a college of further education, a range of independent private training providers and some adult education and higher education institutions.
13. The interim report has focussed primarily on establishing a current and accurate baseline of data and insight across the system, canvassing the views of providers and stakeholders

alike, and seeking to build consensus for the emerging findings. The evidence suggests that there are significant strengths in participation in Doncaster:

- great strides have been made in narrowing the gap with regional and national comparators in participation rates 16 and 17;
- Doncaster has the highest rate of apprenticeships at 16/ 17 in the country;
- Doncaster has the highest rate in the country of 16/17 years olds in employment with training.

14. However there are also longstanding weaknesses in achievement. The latest reported figures (2016) show that:

- at level 2 the proportion of 19 years old with level 2 is one of the lowest in the country and has declined since 2015;
- at level 3 the proportion of 19 year olds at level 3 is one of the lowest in the country and has declined since 2015;
- at level 3 at 19 there is a bigger attainment gap between young people on free school meals with their peers than the national average for such a gap.

15. The impact of these weaknesses is reflected in low progression rates into Higher Education as well as high levels of unemployment among 18-24 year olds.

16. There are also system management issues that need further investigation. There has been significant decline in sixth form numbers across the system and the opening of New College will increase this decline. There is also a need to test the readiness of the system to prepare for the new levels and areas of vocational sectors envisaged in *Doncaster Growing Together*.

17. The second stage of the review will seek a better understanding of the nature of all of these issues. It will also explore what is meant by good system leadership of 16-18 education, the quality and breadth of the curriculum, and make clear recommendations about the sustainability of provision based on pupil numbers, course choices and geography.

Next Steps

18. The next stage of the review will focus on three main areas: the principles of a good system of 16-18 education in Doncaster; alignment with wider strategic intent; and developing a vision for post 16 education. These will ensure that we identify the principles of an effective system of education for 16-18, ensure planning and direction of 16-18 provision contribute to the wider economic agendas of the borough and sub region and lay the groundwork for the establishment of a vision for post 16 education in light of this review. To ensure that the recommendations are implementable, Dr Lally will work closely with the DCS, providers, the DfE and the regional schools commissioner to build consensus for what will deliver the best outcomes for young people in Doncaster.

19. The work will also dovetail with the development of Doncaster as a University City. The Education & Skills programme board recommended at their November meeting that a task and finish group be established to produce a strategy for delivery a university in Doncaster. This, alongside the post 16 review, will ensure that children and young people have a coherent educational offer that can meet their aspirations and deliver the higher level qualifications to meet the needs of the economy.

RISKS AND ISSUES

20. There is a risk that partners across the system do not accept the findings of the final post 16 review and that there is a lack of collaboration between academies to effectively co-ordinate the response necessary to initiate change. To mitigate against this, significant time has been invested in stakeholder engagement with key players in the system, including schools, the colleges, and the Regional Schools Commissioner. The work is also being communicated through the post 16 working group for the Social Mobility Opportunity Area, which brings together colleagues working in careers information, advice and guidance, along with providers.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

21. There is strong correlation between the priorities of the post 16 review, and the council's key outcomes. The implications for these are set out below:

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>Young people will be better equipped to access education, employment or training due to the improved choice of provision available if the recommendations are adopted.</p> <p>Children and young people enjoy improved social mobility due to improved attainment and a model of education that provides a clear pathway through to further and higher education.</p> <p>It will diminish the difference</p>

		between disadvantaged and non-disadvantaged children and young people by ensuring that there are clear academic, vocational and work-based options for further education in Doncaster.
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents:</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance. 	<p>The use of a SIB provides value for money to the Council as it allows it to test a new intervention but only pay for it if it is successful.</p> <p>The established of a Special Purpose Vehicle and a Social Investment Board will ensure strong leadership and governance.</p>

LEGAL IMPLICATIONS

Officer Initials: KDW

Date: 21.02.18

22. The report assists the Local Authority to ensure it fulfil its responsibilities as set out in the Education and Skills Act 2008 and statutory guidance 'Participation of young people in education, employment or training (September 2016)' in supporting young people post 16 to access education and training.

FINANCIAL IMPLICATIONS

Officer Initials: Steve Boldry Date: 11/01/2018

23. There are no specific financial implications relating to the recommendations and next steps contained within this report, however, the review will make recommendations that may require financial investment. A full report is expected in April 2018 and at this stage it will be necessary to fully detail the costs of any recommendation.

24. Budget for the production of the report is expected to cost £20,000 and is expected to be funded from LOCYP's Social Mobility Opportunity Area funding however this is still to be confirmed, if not this will be funded from LOCYP's approved Service Transformation Funding.

HUMAN RESOURCES IMPLICATIONS Officer Initials: Maxine Le-Voguer Date: 10/01/2018

25. There are no specific HR implications related to the content of this report.

TECHNOLOGY IMPLICATIONS Officer Initials PW Date: 20/02/2018

26. There are no specific technology implications related to the content of this report.

HEALTH IMPLICATIONS Officer Initials: RS Date: 20/02/2018

27. Learning outcomes and health outcomes are intrinsically linked. On the whole investments in improving learning outcomes should also improve health outcomes especially where they lead to employment in good quality jobs. The post 16 review will need to support matching provision to geographical demand and the needs of specific population groups. Decision makers will want to ensure that there is effective ongoing monitoring of the implementation of this strategy.

EQUALITY IMPLICATIONS Officer Initials: David Ayre Date: 19/02/18

28. The post 16 review's explicit aspiration is to improve the quality and sufficiency of the post 16 education system in Doncaster. This will mean that there are appropriate options for children and young people across the borough, regardless of their background or aspiration.

BACKGROUND PAPERS

29. Initial findings of post 16 review (attached).

REPORT AUTHOR & CONTRIBUTORS

David Ayre, Head of Service, Strategy & Performance Unit
01302 735412 david.ayre@doncaster.gov.uk

Damian Allen (DCS/DASS)
Director of People

Interim report of Review of post 16 education in Doncaster

Introduction

The House of Lords Select Committee on Social Mobility published a report on 16-18 education in 2016. This report, *Overlooked and left behind*, focused on national failings in transition beyond 16 caused by the fragmentation of the different routes available to young people post -16. This fragmentation was exacerbated by the poor profile and low awareness of many of the routes. The report called for the development of a coherent and navigable transition of system overseen by a single Cabinet Minister.

The underlying basis of this national problem is the longstanding failure to treat 16-18 education as a single system of learning. The different routes that can be pursued by young people are managed within administrative silos. One of the central aims of this review will be to make a case for identifying 16-18 education as a single system and to urge the leadership arrangements to mobilise a transformational programme of improvement as well as ensuring breadth of curriculum for all 16-18 year olds.

Within the national context identified in Lords' Select Committee report it is unsurprising that the *One Doncaster* report identified the transition beyond 16 as an area of concern. The report indicated a series of challenges facing transition at 16 in Doncaster:

- incoherent progression pathways for routes into further and higher education, apprenticeships and employment;
- the absence of a system wide learner centred approach that ensures that students do not slip through gaps in provision particularly in the 14-19 age range;
- increasing fragmentation of the education and skills system;
- lack of formal and informal opportunities to coordinate and collaborate across different sectors;
- resources contracting both locally and nationally.

This interim report represents a snapshot on 16-18 education in Doncaster taken in the last three months of 2017. It attempts an overall assessment of the position according to current data available, interviews with some of the key stakeholders as well as analysis of reports on recent exploration of the views of young people from Doncaster.

The report is written in three sections to cover the following areas:

1. overview of 16-18 education in Doncaster;
2. outline of strategic challenges for 16-18 education;
3. further areas of analysis to be made to assist the final report.

The overview of 16-18 education outlines some of the important challenges facing the system and gives support to the national conclusions made by the Select Committee on Social Mobility. The first section of this report will explore some headline indicators on participation of 16 and 17 years olds as well as achievement levels that have been recorded at 19. Such figures will be compared to national levels and this will indicate the particular parameters in which 16-18 education operates in Doncaster. These headline indicators seek to identify the range of challenges that are faced in 16—18 education in Doncaster.

The depth of such challenges requires a focused strategic response and three areas are proposed in the second section of this report. These areas should form the strategic basis for development of 16-18 education in Doncaster. They cover ambition and vision; strategic leadership/oversight and breadth and benefit. Doncaster will not be able to realise its plans for social and economic transformation without appropriate strategic leadership being exercised to support the transition of its young people into work and further/higher education. One of the core tasks of such leadership is to ensure that young people receive education between 16-18 that is both broad and effective.

The recently published *Doncaster Growing Together* represents a significant vision for a transformation of the borough supported by impressive partnership relationships between the private, voluntary and public sector organisations. Such strategic partnership is also reflected in the Education and Skills Board seeking to implement the *One Doncaster* report. The first strategic challenge facing 16-18 education is to capture this ambitious strategic intent in a vision which is both bold and realistic. The outline of the content of such a vision is included in the second stage of this report as a way of opening the discussion on it.

This vision leads into the remaining two strategic challenges: leadership/oversight and breadth/benefit of 16-18 education. The first considers three levels of strategic leadership of 16-18 education in the borough. The second is around the choices at 16 as well as the breadth of learning programmes involved.

Effective system oversight forms the first level of strategic leadership. In the recent past there have been major changes within education and skills that have significant impact on the framework of accountability in which sit the various organisations that make up 16-18 education. To maximise the impact of 16-18 education in Doncaster it is vital that co-ordinated direction and oversight is developed across the government bodies that share responsibility in this area. The recent broadening of the Department for Education's role offers an opportunity for this to take place.

There are significant opportunities for a new relationship to support post 16 education in the borough. The recent opening of three post 16 institutions gives a physical demonstration of this. The New College opened in September represents a positive opportunity for the development of widening the range of A level provision in the borough as well as deepening the curriculum support for provision across Doncaster.

The merging of Doncaster College with North Lindsey College enables greater resources and strategic management to be deployed within the important area of vocational education. Good colleges transform people's lives especially those who have not benefited from their statutory education. The new Doncaster College has the opportunity to make a vital contribution to the development of new skills required in the emerging economy of the region.

The Advanced Skills High Speed College represents the wider ambition of Doncaster to become a natural place of higher learning for many of its residents. The important challenge this presents to the 16-19 sector in Doncaster is how it works with the new college (and other institutions offering advanced level work) to enable young people to access these courses. The vision of advanced skills that is being developed within Doncaster raises important challenges for 16-18 education. The proposed UTC would also play a significant part in transforming the vocational learning and skill base in Doncaster.

Sheffield Hallam University has recognised its wider role in education and skills, for example through its new programme, South Yorkshire Futures. The university has also supported the South Yorkshire Higher Education Participation Partnership (HEPPSY) which is currently working with 6 schools in Doncaster as well as Doncaster College to support and encourage young people from a disadvantaged background to progress to higher education.

The Doncaster Chamber of Commerce has recognised the strategic need to raise awareness of the work place particular among all young people in secondary education. Its programme, the Doncaster Skills Academy, is working with secondary schools in Doncaster to support both enterprise development and the wider awareness of work.

The breadth of economic changes envisioned in *Doncaster Growing Together* will be enabled by a transformed system of 16-18 education. Such changes will be supported by the economic and skills improvements planned through the Local Enterprise Partnership.

The *One Doncaster* report threw down the challenge of how to develop an effective education and skills system which supports Doncaster's wider ambitions. Such a challenge needed to be met by a vision of learning as a lifetime process supporting the continuing development of the whole person. The report acknowledges that in an increasingly devolved education system this could only be achieved by a shared vision and clear partnership working across the whole landscape of education and skills.

This interim report sets out the next stage of the review which intends to complete by March 2018. In its final version the review will set out a series of principles of an effective system of 16-18 education and a series of actions to support them. Through the focus of a single system it will be possible to realise improved breadth and benefit for the young people of the borough as well as develop a platform for current and future economic needs.

Section 1 Overview of 16-18 education in Doncaster

1.1 General Overview

This review is seeking to identify the extent of the impact of these challenges upon young people. The datasets are set within a context of what young people themselves think and the issues they raise about the breadth of education and its role in preparing them for adult life. There are three areas that are considered within this context:

1. Participation
2. Achievement
3. Progression.

The evidence suggests that there are significant strengths in participation in Doncaster:

great strides have been made in narrowing the gap with regional and national comparators in participation rates 16 and 17;

Doncaster has the highest rate of apprenticeships at 16/ 17 in the country;

Doncaster has the highest rate in the country of 16/17 years olds in employment with training.

However there are also longstanding weaknesses in achievement. The latest reported figures (2016) show that:

at level 2 the proportion of 19 years old with level 2 is one of the lowest in the country and has declined since 2015;

at level 3 the proportion of 19 year olds at level 3 is one of the lowest in the country and has declined since 2015;

at level 3 at 19 there is a bigger attainment gap between young people on free school meals with their peers than the national average for such a gap.

The impact of these weaknesses is reflected in low progression rates into Higher Education as well as high levels of unemployment among 18-24 year olds.

There are also system management issues that need further investigation. There has been significant decline in sixth form numbers across the system and the opening of New College will increase this decline. There is also a need to test the readiness of the system to prepare for the new levels and areas of vocational sectors envisaged in *Doncaster Growing Together*.

The second stage of the review will seek a better understanding of the nature of all of these issues. It will also explore what is meant by good system leadership of 16-18 education and make appropriate recommendations accordingly.

Views of Young people

There are very impressive accounts of young people's views on education and wider issues that have been captured within Doncaster. Such accounts will be examined in greater detail in the second phase but one example indicates that young people have great interest in the nature and purpose of the education they receive.

In the recent survey which was part of the *Make Your Mark* national survey of young people. 9,154 Doncaster 11-18 year olds formed part of the 948,677 who took part nationally. This represents a participation rate of nearly a third of the young people involved.

Their top three issues were:

1. Transport (1,510)
2. A Curriculum to prepare us for life (1,312)
3. Work Experience hubs for 11-18 year olds (1,144).

The curriculum they sought involved aspects of adult life including finance, personal relationships and politics. They also supported that knowing where to find work experience can be challenging. The suggestion was made that Government should create an online space to help.

1.2 Participation

Over the past 4 years Doncaster has increased participation at 16 and 17. The participation figures are close to regional and national averages. The headline figure for 16/17 participation is in Table 1.

Table 1 Overall 16/17 participation

% 16/17 in learning	June 2014	June 2015	June 2016	June 2017
Doncaster	85.5	88.6	91.3	91.4
National	89.7	89.5	91	91.5

Source participation in education and training: local authority figures published by DfE 12 /10/17

However there has been a reduction in full time education. In 2016 the full time participation rate was 75.8% and in 2017 it was 70.7%. This figure was lowest percentage nationally and it represents a move away from traditional post compulsory routes in education. In the latest national figures published Doncaster has the largest proportion of apprenticeships in the country. Similarly its proportion of young people in employment with training is the highest number in the country.

Table 2 Breakdown by participation in full time education and apprenticeships

% Participation 16/17	June 2014	June 2015	June 2016	June 2017
Doncaster full time education	73.1	72.2	75.8	70.7
National full time	82.3	81.6	82.5	82.5
Doncaster apprenticeships	5.7	9.4	9.2	13.4
National apprenticeships	4.6	5.3	6.3	6.7

Source participation in education and training: local authority figures published by DfE 12 /10/17

Nationally there has been a drop in this age cohort and the numbers of 16 and 17 year olds in Doncaster have also been reducing. The effect of this reduction has been disproportionate on some school sixth forms.

Table 3 Numbers in school sixth forms in the past 4 years

	Spring 2013/14	Spring 2014/15	Spring 2015/16	Spring 2016/17
Total 6 th form in Doncaster schools	3346	3090	2852	2482
Numbers in preceding YR 11 of schools with sixth forms	3176	3100	3017	2784

Figures from DMBC 7/11/17

The effect of this decline has been to reduce participation rates in school sixth forms to 38% of the cohort. Table 4 records the final participation figures for the 2016/17 academic year against the four main strands of provision.

Table 4 Breakdown of participation (August 2017)

Type of provision	Year 12	Year 13	Total (6674)
School sixth form	1292	1230	2522 (38%)
College non-advanced education	1013	861	1874 (28%)
Apprenticeship training	413	556	969 (14.5%)
Employment with training	112	342	454 (6.8%)

Figures submitted by DMBC on 19/10/17

A comparison between Table 3 and 4 shows in 2016/17 that schools in Doncaster captured most of the Doncaster residents attending sixth forms. The second stage of the review will analyse the impact of New College upon participation and cross boundaries flows and seek to identify any longer term implications on travel to learn patterns as well as wider implications for post 16 education.

1.3 Achievement at 19

Table 5 Percentage Level 2 and Level 3 Achievement at 19

% Achievement at 19	2013	2014	2015	2016
Doncaster Level 2	81.7	83.1	81.4	77.5
National Level at 2	85.0	85.6	86.1	85.3
Doncaster Level 3	48.0	47.8	47.9	44.9
National Level 3	56.3	57.0	57.5	57.1

Level 2 attainment (Table 16) Level 3 attainment (Table 18) published in *Level 2 and 3 attainment by young people aged 19 in 2016* DfE 30 March 2017

Although 16-18 education is much more than the qualifications that young people get as a result of it, the achievement rates at 19 do signal a good indication of the overall health of the 16-18 system of education. Of course achievement levels at 19 are summative: they represent the combination of over 3000 individual journeys through the education system from early years onwards. Accordingly it is important to look at performance at 16 as a benchmark for the progress that young people are making.

Table 6 Percentage of 5 A*-Cs inc. English and Maths at key stage 4

	2011	2012	2013	2014	2015	2016
Doncaster	54.4	54.7	56.6	49.4	50.1	55
England	59	59.4	59.2	53.4	53.8	53.5

Source Local Authority Activity Tool accessed 7/12/17

The performance at for young people who were on free school means is also a cause for concern where there is a significant bigger gap in achievement with their peers than exists in the national averages.

Table 7 Achievement at 19 by young people on FSM (free school meals)

% Level 3 at 19	% of FSM pupils getting level 3 through academic quals.	% of FSM pupils getting level 3 through other qualifications	% of all other pupils getting level 3 through academic quals.	% of all other pupils getting level 3 through other quals.
Doncaster	10.0	11.2	32.0	17.7
National	16.9	19.3	39.4	21.3

Education statistics by LA district and pupil disadvantage published by DfE 06/10/2017

The second phase will explore the implications of this data. The central question is that at a time when Doncaster has closed the gap with national achievement at 16 there has been a reduction in the numbers attending sixth form. There has also not yet been a corresponding narrowing of the gap between national and Doncaster achievement levels at 19.

1.4 Progression of Young people 18 and beyond

The lack of data on the progression of young people was identified as an issue in the *One Doncaster* report. This is one of the areas to be developed in the second stage of the report. There is data available but often with a time lag that reduces its effectiveness as an influence on policy. There are two pieces of progression evidence that can be reported here relating to progression to HE and youth unemployment rates for 18-24 year olds.

The Higher Education Funding Council for England (HEFCE) produce data at a constituency level on HE progression. This table summarises their most recent information.

Table 8 Percentages of 18 year olds going to Higher Education 2016 by constituency, and sub-regional, regional and national averages

Don Valley	28.3
Doncaster Central	26.9
Doncaster North	23.1
South Yorkshire average	27.3
Yorkshire and Humber average	31
English average	32.5

Source HEPPSY 23.11.17

Table 9 Claimant count by age - not seasonally adjusted (October 2017)

	Doncaster (level)	Doncaster (%)	Yorkshire and The Humber (%)	Great Britain (%)
Aged 16+	4,675	2.5	2.2	1.9
Aged 16 to 17	0	0.0	0.1	0.1
Aged 18 to 24	1,140	4.8	3.2	2.8
Aged 18 to 21	715	5.6	3.5	3.0
Aged 25 to 49	2,495	2.5	2.3	1.9
Aged 50+	1,040	1.7	1.7	1.6

Source: ONS Claimant count by sex and age

Note: % is number of claimants as a proportion of resident population of the same age

Although the Doncaster percentages for young people remain some of the lowest in the region, there are some signs of improvement and a narrowing of gap with regional and national figures. In October 2016 5.4% of 18-24 years were claimants in Doncaster, the regional and Great Britain figures were 3.4 and 2.9 % respectively. Similarly in 2016 there were 6.4% 18-21 year old claimants in Doncaster, the regional and GB figures were 3.5 and 3.1% respectively.

The second stage will seek to explore in more depth the nature of destination data in terms of the level and quality of the destinations that young people achieve at 18 and beyond.

Section 2 Three strategic challenges for 16-18 education

The review has identified three strategic challenges which can help to transform the nature and benefit of 16-18 education in Doncaster. The intention behind these challenges is to help Doncaster shape an effective 16-18 education system which makes its full contribution to the wider strategy of social and economic transformation that is being advanced by Doncaster MBC and its strategic partners.

The central burden of the strategic challenge is the articulation of the ambition of 16-18 education through a vision which has the full commitment of all the strategic partners involved in this important area. The outline for such a vision that is developed in this interim report evolves from the analysis of both the *One Doncaster Report* as well as the initial research that supports this report. The critical element of any such vision must be its partner buy in and it is presented here as an illustration of what might be in the scope of such a vision. The precise wording and emphasis should be determined by the partnership.

The outline raises implications for the rest of this section in terms of how strategic leadership and oversight might be developed as well as the consideration of breadth and benefit with 16-18 education

2.1 Ambition and vision

Doncaster is actively engaged in a social and economic transformational programme that is seeking to encourage a wider pattern of employment supported through a better skilled workforce. *Doncaster Growing Together* draws together all the strands of a successful transformation. At the heart of its aspirations is its ambition for transformed learning at all ages as well as the vision of Doncaster as a University City. These are exciting developments which provoke a collective system response from those charged with delivering successful transitions for young people from school to adult life. Co-leadership and strategic partnership of 16-18 education is a way of developing such coherent and effective transitions.

The findings in this interim report confirm many of the concerns expressed by the *One Doncaster Commission*. Young people access a wide range of 16-18 provision and accordingly there is a need for the best careers, information, education and guidance possible to help them navigate the choices that are available. Thinking of 16-18 education as a system helps to shape the idea of it being comprised of four main strands of learning: the academic, the general vocational, apprenticeships and employment with training. Young people need to be supported in their ability to transfer from one strand to another. The achievement figures at 19 result from the combination of performances within each strand and will improve when planning and monitoring is conducted at a system level.

However it is not enough to think merely in terms of qualifications, young people require learning that supports personal and creative development as well as skills that will be useful in the emerging labour market that they will join.

In awarding Doncaster the status of Opportunity Area in January 2017 central government recognised the particular challenges facing Doncaster both in terms of the benefits young people from disadvantaged backgrounds receive from their education and the access of such young people to jobs in the labour market that signal upward social mobility. An effective 16-18 education system would enable more young people from disadvantaged backgrounds to access higher level education and the route to better employment. Any vision that the strategic partners develop should consider the following:

Strong strategic leadership of a coherent system of 16-18 education to provide:

- a simplified , more focused post 16 offer with clear pathways to employment, advanced skills, and university;
 - breadth in post 16 education which prepares young people for adult life;
 - contribution to the changing economy of Doncaster through better preparation for the developing employment opportunities within Doncaster and across the sub-region;
 - improved learning outcomes demonstrated through achievement levels at 19 as well as higher levels of transition into Higher Education and employment at 18 and beyond'
 - a learning offer that works for all the 16-18 years olds in Doncaster and ensures a narrowing of the gap between average Doncaster levels of achievement and those achieved by disadvantaged young people in Doncaster.
-

There are at three elements to the strong strategic leadership:

Improved oversight of 16-18 education drawing on the collective strength of central and local government;

Strong local partnership of public, private and voluntary agencies, mobilising support for education and skills in a locality;

Increased collaborative working by providers of 16-18 education empowered as autonomous agencies to combine resources and expertise to support 16-18 education across the board.

The discussion of these elements will form the next two sub-sections.

2.2 Strategic Leadership and Oversight

There are three levels attached to strategic leadership of 16-18 education. Each level is vital for the transformation of this important phase of education. Indeed because of the

increased complexities of both institutional and qualification arrangements post 16 strategic leadership and oversight at a system level is more important than in the mainstream phases. Three levels of strategic leadership are exercised through strategic oversight – a term which seeks to capture system overview and intelligence; strategic partnership- the coming together of key stakeholders involved in 16-18 education and institutional strategic leadership- the engagement of autonomous institutions with core strategic issues which can be tackled through collaborative working.

Strategic oversight forms the first level. The recent changes in system governance in education run the risk of deepening the longstanding demarcation of the different routes post 16. Accordingly they require a new response to system oversight and direction. Such a response is also needed to enable 16-18 education reflect the wider social and economic changes that are occurring.

The initial findings of this report point to the need for closer working of all local and central government agencies that are tasked with the oversight and strategic direction of 16-18 provision and need for the wider understanding of the progression routes which 18 year olds find in further/higher education as well as employment. Within central government this would involve pooling of intelligence from those charged with the oversight of schools, colleges and apprenticeships. Within local government it means the greater facilitation of strategic information across education and skills and in the Doncaster context involves the both the education and skills parts of DMBC as well as the Sheffield City Region LEP.

Such collaboration between central and local government would build on the work already being developed to support the Opportunity Area programme in Doncaster but its focus could be around the challenge of turning current data in this area into intelligence to inform strategic direction of 16-18 education. If this is done properly it will enable the formulation of an improved strategic platform for increasing participation in appropriate and improving 16-18 provision. This will lead to better progression and achievement at 18 and 19. It will also support the wider economic and social ambitions of Doncaster and the sub-region.

The effective operation of the first level will enable the better framing of the strategic context for 16-18 year olds and in doing that it will support the work of autonomous schools and colleges within the system of education. The identification of data to be used to inform strategic oversight and planning should result in a reduction of the data requests put upon such organisations.

The second level already exists in Doncaster and is exercised by the Education and Skills Board. This level seeks to secure the strategic commitment of all the key stakeholders in education and skills and transmits strategic policy intent to the wider education community. The Board will need to consider its operational response to this review as well as the implications about progression beyond 18 that will be raised. However if the Board is

satisfied that the first and third levels are operating effectively it may not need to develop additional activities in response to this report.

The third level of strategic leadership impacts directly on the learning of 16-18 year olds. One of the central organising principles of education policy in England is that schools, colleges and training providers act as autonomous agencies. Their ability to do so in the most effective way is assisted by the framing of the context in which they work as well as the clarity of the accountability expectations placed upon them.

There is significant opportunity for academies and colleges in Doncaster to develop their engagement with the important strategic opportunities that are facing the borough. Such engagement offers the potential for a transformed state of 16-18 education as part of wider social and economic improvements. The next sub-section outlines some of these possibilities.

2.3 Breadth and benefit

In the 1980s the most significant institutional innovation in education in England was the Tertiary College. Such colleges were formed to capture the breadth of options available at 16 within a single institution which enabled young people to navigate these options with the support of this institution. This central idea was not to survive the policy changes instituted from the 1992 Further and Higher Education Act.

The challenge in the modern context is to generate the set of solutions the Tertiary College sought while maintaining the distinct attributes of good school sixth forms, sixth form colleges and FE. In Doncaster this also includes capturing the growing contribution being made by apprenticeship providers and employers.

The set of solutions needed in a tertiary system can be summed up as breadth and benefit: the breadth of choice and of learning and the benefit of appropriate and interchangeable pathways leading to good outcomes and progression. Two aspects are examined here: breadth of choice and breadth of learning. Both aspects support better outcomes for young people.

The first challenge is the breadth of options that can be accessed by young people and the support given so that young people can exercise that choice in an appropriate and effective manner. It is clear that many young people in Doncaster are opting for less traditional routes in post 16 education than their peers elsewhere. In broad terms this might be welcomed but it puts the spotlight on the nature and breadth of careers information, education, advice, and guidance (CEIAG) that is provided in secondary schools. This issue has been raised in the One Doncaster report, the recently published Careers Education, Information, Advice and Guidance Strategy for The Sheffield City Region as well as the emerging priorities for the Opportunity Area in Doncaster. These interim findings add

urgency to the call for improved CEIAG not least because of the numbers of the young people who are opting for employment based learning routes post 16.

One of the shared tasks at all three levels of strategic leadership of 16-18 education is the need to simplify and publicise the various strands of learning available at post 16. Consideration needs to be given to how learning post 16 can be presented in a clearer way to young people. Such clarity should emerge from the greater attention being given to 16-18 education as a system of learning and the developing strategic approach. Indeed greater coherence and clarity of the offer at post 16 is one of the natural outcomes (and indicators) of improving strategic leadership within the system.

One of the problems with focusing on qualifications as an indicator of success in education is that it narrows the process down and runs the risk of diminishing the importance of wider learning including the essential aspects of personal development that good education should be about. The *One Doncaster* report recognised the need for creative and personal development within education and listed what it described as some of the essential skills that can be derived from such education. The idea of breadth in learning form important questions that need to be asked to gain a fuller understanding of the education of 16-18 years old. Gaining a qualification is of itself not sufficient for successful learning and progression. The challenge to all providers of education is that other, less tangible aspects of education and personal development are also part of the learning package that is provided. It is a mistake to concentrate solely on qualifications. As the young people of Doncaster point out there is a need for wider learning that helps them prepare for adult life. Such preparation needs to cover creative and artistic development as well as progression through formal qualifications.

Post 16 institutions will seek to provide such breadth. In the first phase of this review certain ideas were put forward:

- Promotion of the idea of a ‘town centre Post 16 Learning offer’ in Doncaster
- collaboration between special schools on sixth form provision.

Such ideas of institutional collaboration could be extended to secure the breadth and quality of the four strands of 16-18 education:

- the academic offer
- the general vocational offer
- apprenticeships
- employer based learning.

Such collaboration could be borough wide and seek to raise the breadth and benefit of provision as well to develop innovative curriculum practices to future proof 16-18 education in Doncaster. There are challenges as well as opportunities within such ideas as they require the strategic appetite for engagement as the well as the time and resource costs involved.

However they present possibilities for all post 16 providers in Doncaster to collaborate around identified strategic needs to raise the breadth and benefit of post 16 learning.

Young people need to be adequately prepared for a changing adult life. All 16-18 providers need as best they can to keep up with planned developments in Doncaster and the surrounding area. Such developments might lead to innovation both in curriculum delivery but also on curriculum content. An example of this, at its earliest stage of development, is the prototype being developed at the New College's sister institution at Pontefract. This development is an International Baccalaureate (IB) qualification that is more vocational than the traditional IB and it is truly international as it involves schools in Hong Kong.

It is likely that over the next ten years there will be significant transformation of the learning offer post 16 as Doncaster moves into a differentiated economy around logistics, construction and the increasing application of new technology in the work place. This economy will influence and be influenced by post 16 education. The challenge is for 16-18 education to be informed by these developments as well as seeking to be ahead of them.

Section 3 Recommendations for further exploration

The final report of the review will be submitted in early March 2018. The purpose of this section is to outline the likely areas for further exploration over the next three months which will seek to test and develop many of the ideas and findings identified in this report.

Understanding the data and improving intelligence about 16-18 education in Doncaster

The first set of influences on reviewing and planning post 16 education must be the views and experiences of young people. Doncaster has an excellent record in seeking out the articulation of young people's voice. The second stage of the review will seek to capture further and in greater depth aspects of this voice for 16-18 education.

The review will continue to explore data on 16-18 education. It will consider emerging data about the academic year 2017/2018 as well achievement data on performance in 2017. It will also explore in greater depth the views of young people.

There are four key challenges that emerge from the findings canvassed in this interim report:

1. seek an understanding of the impact of the participation figures at 16 and 17 across the four main routes of learning;
2. explore the implications of such participation upon likely achievement figures in the future;
3. seek a further understanding the implications of the performance data of young people previously on free school meals at 19;

4. it will also continue to consider the issue raised in the *One Doncaster* report about readily available and recent destination analysis. This will form part of the discussion with government agencies.

Some stakeholders have raised concerns about the size of some of the sixth forms in Doncaster and their ability to offer the breadth of provision normally associated with a sixth form. This raises a specific issue that will be considered in the second phase of the review.

The second phase will also seek a better understanding of the differential retention rates between 16 and 17 year olds across all strands of 16-18 education. Part of the aim of this analysis will be to gain a better idea of system effectiveness in holding young people at 16 and 17. The final report will provide an account of inflow and outflow of learners in Doncaster.

There needs to be better understanding at a system level of how well 16-18 education is working in terms of breadth and benefit. The second stage will make further analysis of the nature and type of offer being made to young people in terms of breadth and range of learning as well as outcomes and progression.

The report will seek to deploy such data to help inform the understanding of 16-18 education as well as highlight important dates in which new data will become available as a trigger for better system management and oversight.

In summary the second stage of the review will develop the data analyses indicated in section 1 of this report and to use them to develop the principles of an effective system of post 16 education. The aim will be to generate greater correspondence between such principles and the intelligence required to support their development. Further analysis of participation, type of learning offer and learning support, achievement and progression will be undertaken to identify the capacity and readiness of the system to meet the challenges that it faces. A critical element of the second stage of this review is the developing co-ownership by partners of both these principles and the intelligence gathering required.

Ambition and Vision

The challenge facing 16-18 education in Doncaster is how it can respond to the set of ambitions indicated in *Doncaster Growing Together*. As 16-18 education provides a transitional phase for young people going into early adult life, it is a vital component of such ambitions. It meets such challenges through the provision of 16-18 education which provides proper bridges to further/higher education and employment. It needs to ensure this through better alignment between planning the 16-18 curriculum and the wider plans for transformation of the economy and skill requirements.

There are two big tasks that need to be undertaken. Those responsible for wider economic and social changes must ensure that those responsible for planning education are both

informed of their plans and the implications they have for education and skills and also have an opportunity to contribute to the planning of such changes. Secondly 16-18 education responds to the task of making its contribution to the economy, as it is now and as it will be.

The second stage of this review will do some of the groundwork to:

- test the possibilities of greater alignment between planning the economy and its implications for planning 16-18 education:
- seek to establish a vision for the strategic partners involved in 16-18 education.

Strategic Leadership and Oversight

Securing appropriate strategic leadership and oversight in 16-18 education is both the central opportunity and challenge of this review. The gaps identified are the level of strategic oversight and institutional collaboration. The second stage will explore the appetite and potential for increased joint working to fill such gaps. The final report will contain an assessment of the potential in this area. Given that half of 16-18 year olds in Doncaster are involved in vocational programmes those responsible for the oversight of FE and apprenticeships need to be brought into this discussion.

There are three aspects of this exploration that will take place:

1. scoping the possible shape of strategic oversight to be developed by the collaboration of central and local government;
2. scoping the possible outlines of increased strategic collaboration between institutions in Doncaster;
3. identifying the key data required for strategic oversight and a data calendar to enable its timely exercise.

Breadth and benefit

The most direct impact on the learning of 16-18 year olds will be made by the organisations that have responsibility for their learning. This review indicates the need for greater collaboration between providers. Such collaboration needs to be informed by the strategic needs of all 16-18 year olds.

16-18 education cannot remain in the same place. It needs to anticipate changes in the workforce and help provide young people with the values, knowledge and attributes to prosper. Curriculum development and innovation will be key to the constant need for ensuring that young people are enabled to navigate their adult lives accordingly.

The second stage of the review will test the possibilities for better collaboration around the following themes:

- Curriculum entitlement- breadth in choice between the strands and within each strand;
- Quality of provision- best support for teaching and learning across all the four strands;
- Curriculum development – balancing the needs of today with the requirements of tomorrow, enabling institutions to develop their learning offer;
- Access and support- developing clarity in the offer and best practice in learner support including counselling, guidance and transport.

Such themes can be taken forward in several ways and the second stage of the review will assess the readiness within the system for such changes.

Section 4 Conclusion

Since 2015, The Foundation for Young Australians' *New Work Order* research series has explored the implications of automation, globalisation and flexibility upon work, and has sought to consider what this means for young people. In their most recent report they identify that on average a 15 year old today is likely to face a portfolio career containing 17 different jobs spanning 5 different careers across a lifetime. The future by definition is uncertain: however what is likely is that the pace of change will quicken and the implications of technology will transform the workplace.

The Foundation's analysis raises profound implications for the nature of all mainstream education as well as prefigures greater learning at work as well. The challenge for 16-18 education is how it balances preparation for today's employment with the need to future proof the learning of young people as far as is possible.

Despite its historic issues with achievement levels and progression Doncaster is in a good position to enable such preparation to take place. It begins with recognition of the problem. The *One Doncaster* report recognises the need for a different approach to learning which develops the widest ranges of skills and attributes among the young people of Doncaster. There is also a desire among young people for such learning.

In Doncaster there is energised and informed local strategic partnership which is seeking to mobilise resources and intelligence to overcome the range of issues that Doncaster faces. This readiness needs to infect the wider strategic infrastructure of education. Government policy for many years has combined radical institutional changes with traditional curriculum and qualification solutions. However recently the Government has announced its intention to develop *T qualifications* to provide a long overdue strengthening of technical and vocational education.

The Government has also over relied on market mechanisms in education to provide improved outcomes. It is clear that such an over-reliance does not provide benefit for all young people and the recent awarding of Opportunity Area status for Doncaster is recognition of a need for more strategic approach to tackle some deep rooted problems.

The new approach to strategic leadership being developed through the Opportunity Area offers a positive model for the future development of post 16 education. Such a model involves the better collaboration of all agencies involved in education. This report outlines some of the ways in which such collaboration might be developed in regard to post 16 education. The central argument of this report is that new forms of partnership need to be constructed which enable 16-18 education to work effectively for all young people. Central and local government in Doncaster need to co-own both the problems and the solutions that will develop. Within such a context the local strategic partnership can more effectively operate and autonomous local institutions can be encouraged to contribute strategically to the development of Doncaster and its surrounding areas.

The success of such partnership working will lie in its ability to identify and strengthen the principles of effective working of a system of post 16 education. The second stage of this review will seek to construct such principles around the strategic challenges identified in this report.

The young people of Doncaster have indicated a desire for broader education. The data outlined in this interim report points to the need for significant change. Doncaster and its partners seem ready to make the changes necessary to transform education in the borough.

Paul Lally December 2017



Doncaster Council

Report

Date: 05/03/18

To the Chair and Members of the CYP: Overview and Scrutiny COMMITTEE

Presentation on the future delivery landscape for children and young people with behaviour difficulties.

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly	All	No

EXECUTIVE SUMMARY

1. The Education Inclusion programme seeks to improve educational outcomes for all children in Doncaster, with a particular focus on vulnerable and/or disadvantaged children. This work is made up of three projects: the behaviour and attendance review, the SEND Review, and an application to the Life Chances Fund for a Social Impact Bond to introduce Big Picture Learning to Doncaster.
2. The inclusion agenda is a priority for the Mayor and her cabinet and it is seen as one of the top priorities that will contribute to the future of Doncaster.
3. This report and presentation focusses and is part of the behaviour and attendance review. Since the work program is in a phase of consultation this report serves as a cover note to the presentation attached.

EXEMPT REPORT

2. Not exempt

RECOMMENDATIONS

4. It is recommended that the Committee take note of the presented options and provide feedback that will be included in the determination of the recommendation to be presented at Cabinet.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

5. Phase 1 and Phase 2 recommendations are already benefitting young people in the system. Schools are supported and challenged to consider their behaviour policies and practice, and the Local Authority are assuring their own decision making in this regard.
6. The preferred option will build capacity in the system through workforce development and an outreach service. In addition to this a number of new educational opportunities will exist for children and young people. Ultimately the aim is that young people will be better supported within school and for those that need education outside of mainstream, that they are able to access high quality education that achieves best outcomes.

BACKGROUND

7. A report was presented to cabinet in March 2017: Endorsement of the children's commissioning inclusion program (February 2017 – August 2018) which set out the ambition to develop a systems wide Inclusion Strategy that will ensure equity of access to education for all children and young people in the borough. The report provided an overview of the current system and provision, the pressures within the system and the need for change. Interim proposals were made in relation to Learning Centres to provide a holding position for 2017/18, whilst further work is done to develop a structural design, fit for purpose to meet the changing needs in Doncaster.
8. Cabinet supported the delivery of the program in 3 phases: phase 1 – review of current need, capacity, pathways, provisions etc. (completed); phase 2 – remedial actions to prepare and align the system for a new way of working (underway); and phase 3: linking with the One Doncaster programme to create a sustainable fit for purpose system that meets the needs of all young people in the borough. On-going changes to the system will embed with continued long term commissioning against need with appropriate resources (underway).
9. The phase 2 review report was presented to LOCYP senior leadership team in May 2017 which included a number of operational and strategic recommendations. Actions against operational recommendations have been progressing since then and continues to be implemented. The recommendations are aimed at improving support to schools, ensuring clear, evidence based decision making in agreeing and securing appropriate alternative provision for young people disengaging from learning and / or who have been excluded on a fixed or permanent basis.
10. The phase 2 strategic recommendations indicated a review of the current structural arrangements and consideration of need, capacity and future direction aligned to the Doncaster Growing Together, One Doncaster and the Children and Young People's Plan. The findings and options for consultation with wider stakeholders were presented to Executive board in December 2017. Options for Primary and Secondary support are different due to the profile of need and challenges in each sector are different.
11. Officers of the council are at present consulting on the various options with stakeholders, in the main with schools.

12. A report is scheduled to be presented at Cabinet in April 2018 that will set out the intended Commissioning landscape and a timeline for implementation.

OPTIONS CONSIDERED

13. The Local Authority has set out the future continuum of support. This is intended to reset the system and to enable young people receiving support at the earliest opportunity, proportionate to their need.

14. At present 3 options are being consulted on, with schools in particular but also the wider stakeholder network, including young people and their families. Overall it provides further clarity as to how the current delivery model will change and align to the future desired state. These are:

Option 1: mixed economy – that the LA and the wider system, in particular schools work in partnership to transform the current pathway and system ensuring that the resources are directed and targeted to meet the needs of Doncaster children.

Option 2: Delegation of all provisions to schools. A proportion of designated schools grant (High Needs Block) will be delegated to schools to handle and manage all aspects of inclusion.

Option 3: The LA becomes a strategic commissioner to enable a mixed economy of provision through a procurement process.

Option 1 is the LA's preferred option however we are consulting at this stage with schools, etc.

REASONS FOR RECOMMENDED OPTION

15. Not yet determined.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

16.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p>	

	<ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>Children and young people with behavioural difficulties and their parents rarely thrive. The negative impact they are seen by some to have on society often outweighs the underlying needs behind their difficulties. Evidence is clear that young people excluded by school and educated in alternative provision are more likely to be NEET and have poorer life chances than other young people.</p>
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>The approaches recommended in the report are in line with good practice nationally and address a recognised weakness in our current profile of support for schools and young people.</p>
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>The challenges presented by young people with Behavioural difficulties require partnership working to bring about effective change. Although schools are the key partner there is a need to effectively work with Health, CAMHS and social care services to create a team around the child approach. The young person ideally would become a committed partner in their own change.</p>

RISKS AND ASSUMPTIONS

16. A risk analysis of the options has been carried out.
17. The biggest risk is seen as the reputational risk to the Council if the proposed changes are not seen to be effective.
18. There is a history of behaviour reviews which have been seen to have limited impact on the problem. There is a lack of confidence of the Council's ability to make effective change in this area.
19. Another risk is that schools and academies may not all feel able to take on additional responsibilities at this moment in time. Related to this is the risk that the Local Authority may not be able to recruit the senior staff with the appropriate experience and expertise to provide support to schools.
20. There is an assumption that things will get worse before it gets better.
21. There will be an increase in Permanent exclusions as they have been held artificially low. This is not an increase in need but in how need is recorded.
22. There are a group of young people who have been out of mainstream school for so long that their successful reintegration is unlikely and their needs will have to be resourced in Alternative provision.
23. As the impact of the improved quality of alternative provision and of the operational recommendations are felt the number of children requiring alternative provision should reduce and the number successfully returning to mainstream school will increase. Fewer young people should require long term acute provision.

LEGAL IMPLICATIONS [Officer Initials HMP Date 23/02/2018]

24. The Council as an education authority has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons including exclusion would not receive it unless such arrangements were made under s19 Education Act 1996). The Council has a duty to provide education for a permanently excluded child from the sixth day after the exclusion

FINANCIAL IMPLICATIONS [Officer Initials AB Date 23/02/2018]

25. All the 3 options currently being consulted on will need to be fully costed.
26. It is the LA's responsibility to manage the High Needs Block of DSG within budget, with accountability to School Forum on how it manages and makes arrangement for provision. The current budget position on High Needs DSG is expected to be sufficient to cover the annual costs of these options, however it is expected that the options will eventually create saving elsewhere in the High Needs Block over the life of the programme.

HUMAN RESOURCES IMPLICATIONS [Officer Initials TL Date 23/02/2018]

27. There are no HR implications associated with this particular decision

TECHNOLOGY IMPLICATIONS [Officer Initials PW Date 23/02/2018]

28. There are no specific technology implications related to the content of this report. Where requirements for new, enhanced or replacement technology to support any agreed changes to the current delivery model are identified, these would need to be considered by the ICT Governance Board (IGB).

HEALTH IMPLICATIONS [Officer Initials RS Date 23/02/2018]

29. Children and young people with behavioural difficulties can experience poorer health outcomes than their peers. Decision makers will want to consider how this approach matches provision to need, addresses inequalities, delivers evidence based interventions and promotes an overarching approach to inclusive Doncaster.

EQUALITY IMPLICATIONS [Officer Initials RN Date 23/02/2018]

30. We must give due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that disadvantaged, is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

31. Young people, families and Schools have been consulted to date and is being consulted with at present.

BACKGROUND PAPERS

32. Not applicable.

REPORT AUTHOR & CONTRIBUTORS

Riana Nelson, Assistant Director Partnerships and Operational Delivery
01302 737909 riana.nelson@doncaster.gov.uk

Damian Allen
Director of People (DCS/DASS)



Doncaster Council

Date: 05/03/18

**To the Chair and Members of the
CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE**

DONCASTER ATTENDANCE STRATEGY

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly	All	Yes/No

EXECUTIVE SUMMARY

1. CYP Scrutiny committee are asked to consider the information in this report with relation to the borough's Attendance Strategy and associated delivery plan for the improvement of Attendance and Persistent Absence at school level.
2. This programme is the LOCYP response to the request for a report that investigated the scale of the issue and how it links with the Doncaster Children and Young Peoples Plan 2017-2021 and the Social Mobility Opportunity Area, enabling teams to maximise their skills and expertise on delivering improved outcomes to children and young people.
3. The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.
4. There is a sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues that schools in Doncaster face. Building on the evidence of the CYPP the Education & Skills Commission seeks to strengthen schools by improving the quality of teaching and learning, improving teacher recruitment and retention, and by ensuring that there is a broad and balanced curriculum that both meets the needs of pupils and the labour market. This is reflected in our 'Raising aspiration and achievement strategy', which sets out how local partnerships will impact upon school provision and outcomes including, specifically attendance.
5. Attendance is one of the three strands of the work of the Doncaster Growing together Inclusion board, which provides overall governance for this strategy.
6. This is strongly correlated with the ambition and intent of the Social Mobility Opportunity Area. Doncaster is set to receive £6m in funding over the next three years to improve the life chances of children and young people; an initial analysis of the challenges we collectively face has focussed on the home learning environment, narrowing the gap between disadvantaged pupils and their more affluent peers, persistent absence, and higher level qualifications.

EXEMPT REPORT

7. Not exempt.

RECOMMENDATIONS

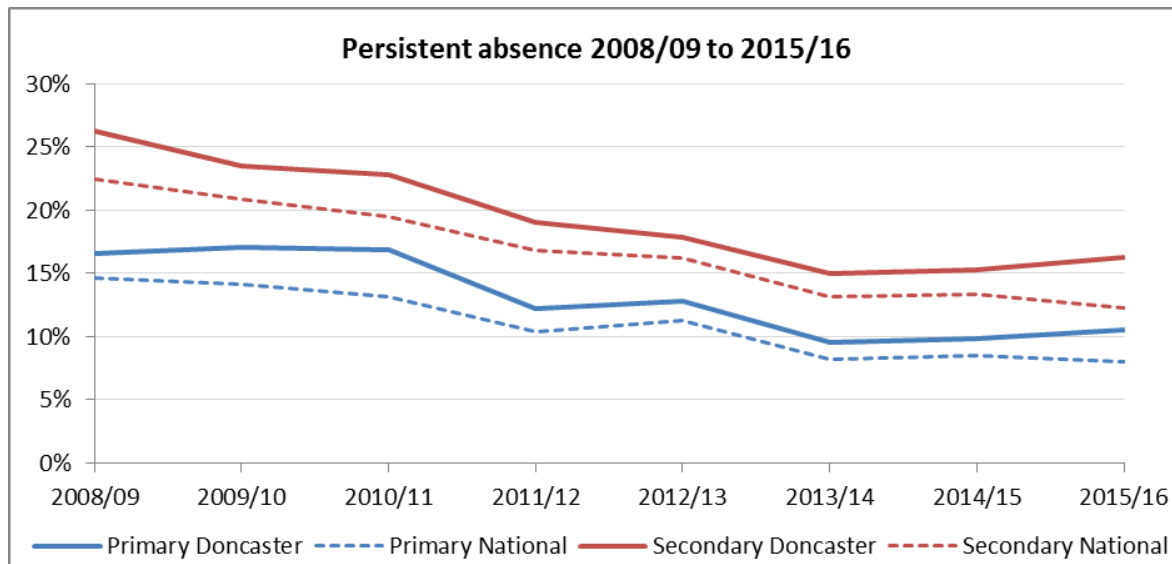
8. It is recommended that O&S:
 - a) Consider that the poor performance of schools in this area is a key issue for Team Doncaster and impacts on a multitude of associated economic and social outcomes for children and young people.
 - b) Consider the borough wide priority for a public attendance campaign that draws attention to the scale of the problem and the social and financial costs of allowing this position to continue, whilst setting out a clear position to the community regarding the value of attending school.
 - c) Consider the strategic actions in this plan and to monitor the impact of this work.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

9. The impact of high levels of school absence are a significant problem for citizens, limiting equality of opportunity, employment, economic activity, aspirations and the quality of educational provisions and their outcomes.
10. Whilst children are not attending school they are of much greater risk of harm and this presents a genuine safeguarding risk. For individual citizens there is great risk of longer term problems with employability, engagement and poverty. Reversing this trend is a priority activity.

BACKGROUND

11. Doncaster's attendance and Persistent Absentee figures have been significantly below the National Average in both compulsory phases of education for the last nine years and are worsening.
12. Students counted as persistently absent have attended school for less than 90%. This represents half a day per week. Young people with this level of absence has a significant effect on outcomes, with over 90% of students in this category failing to achieve 5 A*-C with English and Maths at GCSE.
13. There are a significant number of schools that are above the National Average for persistent absenteeism, with only three secondary schools at or above the National Average for persistent absenteeism. Seventeen schools have persistent absenteeism affecting over 20% of their cohort. This is a key issue for children in the borough.



14. Aims of the strategy

- To develop collective responsibility for driving improvements in attendance.
- To deliver greater accountability for Doncaster schools around absence and P.A. ensuring that schools have a whole school approach to improving attendance.
- To ensure that school improvement services have a clearly defined role in improving attendance.
- Ensure that the attendance service is having a clear impact upon schools

15. Summary of actions:

- Conducting a Doncaster-wide campaign stressing the fundamental importance of school attendance and highlighting the risks of continuing poor performance in this area.
- To develop a Doncaster wide approach to and ownership of attendance issues.
- To identify schools who are persistently below the National Average for absence and support and challenge them to improve their practice.
- To offer a programme of professional development including networking opportunities that will develop the leadership capacity of schools in this area.
- To provide support and challenge to schools in order to reduce the impact of fixed term exclusions upon whole school attendance.
- To provide renewed leadership to schools by strengthening guidance and expectations around enforcement and day to day practice.

16. What success looks like

- There is effective targeted support in place from across the council for all schools who need to improve attendance and pupil behaviour.
- There is a consistent approach to the managing of attendance and behaviour across Doncaster.
- There is a reduction in persistent absence and an increase in pupil attendance across

all schools so that the Doncaster statistics are in line with the national average..

- There is a reduction in the number of fixed term exclusions across all schools.
- There is a diminishing distance between disadvantaged pupils and their peers in relation to persistent absence and attendance.
- Improve the quality of provision (educational and therapeutic) available for CYP with behavioural difficulties both in a mainstream setting and in alternative settings.
- There are strong networks and CPD opportunities for those leading behaviour and attendance in schools.
- The L.A. and key stakeholders have a clear role in supporting the improvements in attendance, fixed term exclusion rates and the quality of behaviour provision in Doncaster.

17. Progress so far:

Officers have been engaged in working directly with schools since October 2017. So far we have worked directly with 51 schools in order to audit practice and develop action plans. Eighty schools have signed up to our first attendance network and we are planning a second event in April. We are reviewing the impact of the borough's attendance procedures, including processes for enforcement and the use of Fixed Penalty Notices. We are planning a major communications programme for the 2018-2019 academic year that will send out public messages regarding the importance of school attendance. We are also working directly with schools in order to support them in reducing fixed term exclusions, an important contributory factor to the borough's absence profile.

We expect to see improvements in rates of attendance and a reduction in persistent absence over the first year of the project. The strategy is expected to maintain its delivery through academic years 2017-2018 and 2018-2019.

OPTIONS CONSIDERED

18. There are no alternative options within this report.

REASONS FOR RECOMMENDED OPTION

19. There are no recommended options.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

20.

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Improve social mobility and economic activity by improving school engagement and outcomes.</p>
	<p>People live safe, healthy, active</p>	<p>Ensuring that all schools prioritise</p>

	<p>and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>student safety and have robust procedures for minimising school absence. Reducing the likelihood of anti-social behaviour through school absence.</p>
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Schools become more effective in providing support and guidance for families and ensuring greater engagement with the school system and other agencies.</p>
	<p>Council services are modern and value for money.</p>	<p>The authority will, as part of this strategy, review the effectiveness of its attendance provision in order that it impacts upon a broader range of families and schools.</p>
	<p>Working with our partners we will provide strong leadership and governance.</p>	<p>Focused training and network events are provided through the Local Authority. Supporting and challenging school leaders in order to improve systems and practices within their settings.</p>

RISKS AND ASSUMPTIONS

21. Doncaster's schools are challenged by their Governing Bodies, the Local Authority and OFSTED in order to ensure that children attend school.
22. The Local Authority monitors results and progress and exercises its duties in accordance with the Doncaster School Improvement Strategy.

LEGAL IMPLICATIONS Officer Initials: HP Date: 20.02.2018

23. A local authority has a number of statutory duties concerning attendance and this strategy assists in ensuring these duties are met. Specific relevant duties include identifying children not receiving education and sending a written notice to parents; power to prosecute a parent for a child's non-attendance; publishing a Code for penalty notices to address poor attendance and administering the penalty notice regime; and to investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from the schools' admission register.

FINANCIAL IMPLICATIONS Officer Initials: DB Date: 21.02.18

24. All actions listed in this report have carried out by existing staff within budgeted resources (the total controllable expenditure budget for the Attendance and Education at Home team is £668,290, the staffing posts included within this budget are subject to the on-going LOCYP Functional Analysis).

Any additional expenditure arising in the future from the Attendance Strategy will need to be fully costed to ensure that funding is available from existing resources.

HUMAN RESOURCES IMPLICATIONS Officer Initials: TL Date: 28.02.18

25. There are no specific HR implications related to the content of this report. If there are HR implications arising from specific elements of the Attendance Strategy and associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS Officer Initials: PW Date: 21/02/2018

26. There are no specific technology implications related to the content of this report. Where requirements for new, enhanced or replacement technology to support the delivery of the Attendance Strategy and associated delivery plan are identified, these would need to be considered by the ICT Governance Board (IGB).

HEALTH IMPLICATIONS Officer Initials: RS Date: 21/02/2018

27. Learning outcomes and health outcomes are intrinsically linked. On the whole investments in improving learning outcomes should also improve health outcomes. The strategy makes reference to matching provision to geographical demand and the needs of specific population groups. Decision makers will want to ensure that there is effective ongoing monitoring of the implementation of this strategy.

EQUALITY IMPLICATIONS Officer Initials: MO Date 21.02.2018

28. We must give due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that disadvantaged, is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

29. No further consultation is required for this report.

BACKGROUND PAPERS

DMBC Attendance and PA Strategy report and Executive Summary (attached)

REPORT AUTHOR & CONTRIBUTORS

Martyn Owen
Head of Service, Behaviour and Inclusion
martyn.owen@doncaster.gov.uk
Telephone: 01302 735674

Damian Allen
Director of People (DCS/DASS)



Doncaster Council

Doncaster Metropolitan Borough Council

Strategy for Attendance and Persistent Absence – Schools 2017 -18.

Contents

Section	Page
Executive summary	3-9
Introduction and Rationale	10
Vision	11
Aims	11
The priorities of the strategy	11
Persistent Absence	11
Vulnerable pupil groups	13
Attendance data collection	17
How schools can promote attendance and reduce persistent absence	20
How the Local Authority will promote attendance and fulfil statutory duties	21
LA Statutory duties	22
Admissions, Attendance and Pupil Welfare Service	22
Children Missing Education	23
Elective Home Education Team – Statutory duties	24
Admissions, Attendance and Pupil Welfare Service – Traded Offer to schools	25
Role & responsibilities of wider partners	26
The Behaviour and Inclusion Team	
Doncaster Children’s Services Trust	

(DCST) (Social Care)	26
Communities Area Team	27
Magistrates	27
Police	28
Local Authority Safeguarding Team	28
Post 16	29
Virtual School – Looked After Children	29
Virtual School – Gypsy, Roma, Traveller (GRT) and English as an Additional Language (EAL)	29
Early Years	30
Elected members	30
Parents and Carers	30
Governing Bodies	31
School partnerships	31
Systems Support Team	31
Youth Offending Service	31
Health	32
Education Standards and Effectiveness Officers	32
Early Help Hub	33
The Pupil Level School Census	33
Next steps actions	34
Monitoring and reviewing	36
Priorities and success criteria	36
Appendices	
Appendix 1 - Cabinet report Summer 2017	38
Appendix 2 - Legislation Statutory Intervention – Attendance Legal proceedings	40
Appendix 3 - The local procedures on DSCB website	42
Appendix 4 - Attendance and P.A. strategy- Objectives and actions	47
Appendix 5 – Focus schools attendance letter- September 2017	50

ATTENDANCE STRATEGY

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1. The purpose of this document is to introduce Cabinet to the Attendance Strategy and associated delivery plan for the improvement of Attendance and Persistent Absence at school level.
2. This programme is the LOCYP response to the request for a report that investigated the scale of the issue and how it links with the Doncaster Children and Young Peoples Plan 2017-2021 and the Social Mobility Opportunity Area, enabling teams to maximise their skills and expertise on delivering improved outcomes to children and young people.
3. The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.
4. There is a sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues that schools in Doncaster face. Building on the evidence of the CYPP the Education & Skills Commission seeks to strengthen schools by improving the quality of teaching and learning, improving teacher recruitment and retention, and by ensuring that there is a broad and balanced curriculum that both meets the needs of pupils and the labour market. This is reflected in our 'Raising aspiration and achievement strategy', which sets out how local partnerships will impact upon school provision and outcomes including, specifically attendance.
5. Attendance is one of the three strands of the work of the Doncaster Growing together Inclusion board, which provides overall governance for this strategy.
6. This is strongly correlated with the ambition and intent of the Social Mobility Opportunity Area. Doncaster is set to receive £6m in funding over the next three years to improve the life chances of children and young people; an initial analysis of the challenges we collectively face has focussed on the home learning environment, narrowing the gap between disadvantaged pupils and their more affluent peers, persistent absence, and higher level qualifications.

EXEMPT REPORT

7. Not exempt.

RECOMMENDATIONS

8.

- To note that the poor performance of schools in this area is a key issue for Team Doncaster and impacts on a multitude of associated economic and social outcomes for children and young people.
- To explore underlying reasons.
- To give priority to a public attendance campaign that draws attention to the scale of the problem and the social and financial costs of allowing this position to continue, whilst setting out a clear position to the community regarding the value of attending school.
- To endorse the strategic actions in this plan and to monitor the impact of this work, notably:
 - To directly support and challenge all Doncaster schools who are performing below the National Average for attendance.
 - To offer professional development opportunities for school leaders and governors so that they are increasingly able to improve attendance in their settings.
 - To review the work of the DMBC attendance service in order to ensure greater impact upon attendance and persistent absenteeism.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

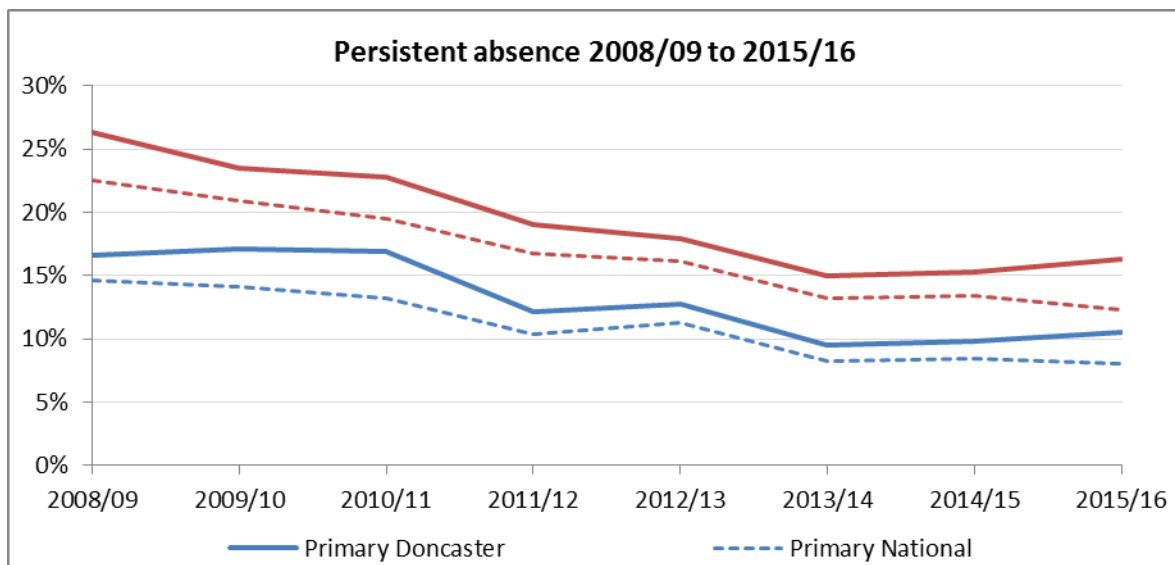
9. The impact of high levels of school absence are a significant problem for citizens, limiting equality of opportunity, employment, economic activity, aspirations and the quality of educational provisions and their outcomes.

10. Whilst children are not attending school they are of much greater risk of harm and this presents a genuine safeguarding risk. For individual citizens there is great risk of longer term

problems with employability, engagement and poverty. Reversing this trend is a priority activity.

BACKGROUND

- 11. Doncaster’s attendance and Persistent Absentee figures have been significantly below the National Average in both compulsory phases of education for the last nine years and are worsening.
- 12. Students counted as persistently absent have attended school for less than 90%. This represents half a day per week. Young people with this level of absence has a significant effect on outcomes, with over 90% of students in this category failing to achieve 5 A*-C with English and Maths at GCSE.
- 13. There are a significant number of schools that are above the National Average for persistent absenteeism, with only three secondary schools at or above the National Average for persistent absenteeism. Seventeen schools have persistent absenteeism affecting over 20% of their cohort. This is a key issue for children in the borough.



14. Aims of the strategy

- To develop collective responsibility for driving improvements in attendance.
- To deliver greater accountability for Doncaster schools around absence and P.A. ensuring that schools have a whole school approach to improving attendance.
- To ensure that school improvement services have a clearly defined role in improving attendance.
- Ensure that the attendance service is having a clear impact upon schools

15. Summary of actions:

- Conducting a Doncaster-wide campaign stressing the fundamental importance of school attendance and highlighting the risks of continuing poor performance in this area.
- To develop a Doncaster wide approach to and ownership of attendance issues.
- To identify schools who are persistently below the National Average for absence and support and challenge them to improve their practice.
- To offer a programme of professional development including networking opportunities that will develop the leadership capacity of schools in this area.
- To provide support and challenge to schools in order to reduce the impact of fixed term exclusions upon whole school attendance.
- To provide renewed leadership to schools by strengthening guidance and expectations around enforcement and day to day practice.

16. What success looks like

- There is effective targeted support in place from across the council for all schools who need to improve attendance and pupil behaviour.
- There is a consistent approach to the managing of attendance and behaviour across Doncaster.
- There is a reduction in persistent absence and an increase in pupil attendance across all schools so that the Doncaster statistics are in line with the national average..
- There is a reduction in the number of fixed term exclusions across all schools.
- There is a diminishing distance between disadvantaged pupils and their peers in relation to persistent absence and attendance.
- Improve the quality of provision (educational and therapeutic) available for CYP with behavioural difficulties both in a mainstream setting and in alternative settings.

- There are strong networks and CPD opportunities for those leading behaviour and attendance in schools.
- The L.A. and key stakeholders have a clear role in supporting the improvements in attendance, fixed term exclusion rates and the quality of behaviour provision in Doncaster.

17. Officers have been engaged in working directly with schools since October 2017. We expect to see improvements in rates of attendance and a reduction in persistent absence over the first year of the project. The strategy is expected to maintain its delivery through academic years 2017-2018 and 2018-2019.

IMPACT ON THE COUNCIL’S KEY OUTCOMES

18.

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster’s vital services</i> 	<p>Improve social mobility and economic activity by improving school engagement and outcomes.</p>
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>Ensuring that all school prioritise student safety and have robust procedures for minimising school absence. Reducing the likelihood of anti-social behaviour through school absence.</p>
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our</i> 	

	<p><i>Communities</i></p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Schools become more effective in providing support and guidance for families and ensuring greater engagement with the school system and other agencies.</p>
	<p>Council services are modern and value for money.</p>	<p>The authority will, as part of this strategy, review the effectiveness of its attendance provision in order that it impacts upon a broader range of families and schools.</p>
	<p>Working with our partners we will provide strong leadership and governance.</p>	<p>Focused training and network events are provided through the Local Authority.</p> <p>Supporting and challenging school leaders in order to improve systems and practices within their settings.</p>

RISKS AND ASSUMPTIONS

19. Doncaster's schools are challenged by their Governing Bodies, the Local Authority and OFSTED in order to ensure that children attend school.

20. The Local Authority monitors results and progress and exercises its duties in accordance with the Doncaster School Improvement Strategy.

LEGAL IMPLICATIONS

21. A local authority has a number of statutory duties concerning attendance and this strategy assists in ensuring these duties are met. Specific relevant duties include identifying children not receiving education and sending a written notice to parents; power to prosecute a parent for a child's non-attendance; publishing a Code for penalty notices to address poor attendance and

administering the penalty notice regime; and to investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from the schools' admission register.

FINANCIAL IMPLICATIONS

22. The total controllable expenditure budget for the Attendance and Education at Home team is £668,290. The staffing posts included within this budget are subject to the on-going LOCYP Functional Analysis.

Any additional expenditure arising from the Attendance Strategy will need to be fully costed to ensure that funding is available from existing resources.

HUMAN RESOURCES IMPLICATIONS

23. There are no specific HR implications related to the content of this report. If there are HR implications arising from specific elements of the Attendance Strategy and associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS

24. There are no technology implications arising from this report.

EQUALITY IMPLICATIONS

25. We must give due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that disadvantaged, is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

Introduction and Rationale

The expectation for children and young people to attend school/education every day underpins the focus of this strategy as a key factor in promoting better outcomes for all young people. It is the collective responsibility of schools, academies, Multi Academy Trusts, Local Authorities, Multi Agencies who support children and young people, parents/carers and key partners to promote and support good and improving attendance.

The Doncaster Children and Young Peoples Plan 2017-2020 clearly articulates 'strengthened partnership working and the acceptance that it is a collective responsibility to ensure that we create the right conditions for children and young people to thrive in Doncaster' (p4) and targets a significant shift in outcomes around attendance.

There is a sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues that schools in Doncaster face. Building on the evidence of the CYP the Education & Skills Commission seeks to strengthen schools by improving the quality of teaching and learning, improving teacher recruitment and retention, and by ensuring that there is a broad and balanced curriculum that both meets the needs of pupils and the labour market. This is reflected in our 'Raising aspiration and achievement strategy', which sets out how local partnerships will impact upon school provision and outcomes including, specifically attendance.

This is strongly correlated with the ambition and intent of the Social Mobility Opportunity Area. Doncaster is set to receive £6m in funding over the next three years to improve the life chances of children and young people; an initial analysis of the challenges we collectively face has focussed on the home learning environment, narrowing the gap between disadvantaged pupils and their more affluent peers, persistent absence, and higher level qualifications. By having a consistent focus on these issues we feel confident we can make significant progress in improving outcomes for children and young people.

The link between attendance, attainment and better outcomes for young people can be measured by the qualifications and relevant skills, including life skills and aspirations to secure a place within further education/training or to secure employment. Attendance is also linked to safeguarding and is a recurrent theme in Serious Case Reviews. The Local Authority and schools must act in a way that protects young people and ensure attendance is high on their respective agendas, take the necessary steps to notice, follow up and alert the necessary agencies when a child or young person is regularly absent or has a prolonged absence from their educational setting. This document will provide a corporate approach for managing attendance and absence in Doncaster.

Vision

A comprehensive strategy to reduce absence and the level of persistent absence that filters through all agencies and settings working with children and young people will be evaluated and reviewed. This document intends to help schools and services efficiently manage pupil attendance and absence procedures as set down by the statutory requirements and the guidance from the Department for Education.

Aims

- Overall attendance improves and persistent absence reduces
- Vulnerable groups of pupils attend school regularly in line with their peers
- Children and young people who are disengaged from learning can access provision that provides interest and learning
- Schools provide secure safe environments with high quality teaching and learning
- Parents, schools and partners understand their contribution and engage in promoting good attendance
- Young people will improve their life chances and reach their full potential by attending school regularly
- Young people leave school adequately equipped to access employment or further education and training and develop the relevant life skills to be successful in their adult life

The priorities of the strategy

- To create a culture across the borough that reflects the desire to raise aspiration for all Doncaster children and young people
- To develop new ways of promoting good and outstanding attendance whilst continuing to challenge, support and build the capacity of schools' own management of attendance
- To work collaboratively across teams to provide early intervention and prevention
- To identify and support vulnerable groups of children including disadvantaged children, Looked After Children, Pupils with Special Educational Needs and Disabilities, Young carers, children with health needs that impact on their learning, achievement and attainment including both Physical and Mental Health needs, and Minority Ethnic groups especially Gypsy, European Roma and Travellers of Irish heritage.
- To provide high quality, effective and targeted Local Authority Support in a timely manner.
- To ensure the Local Authority supports schools and education settings to make Full and Effective use of Legal Powers
- To ensure the overarching theme of safeguarding children is linked to all priorities.

Persistent Absence

Persistent Absence thresholds have changed from when they were first introduced in 2005/6, where pupils with attendance below 80% were originally identified in this category. This is equivalent to 1 day absent per 5 day week.

The threshold was adjusted to 85% and below in 2010/11 to raise expectations in recognition of improvements to attendance nationally. The last a change to 90% threshold level occurred in 2015/16. This is equivalent to ½ day absent per 5 day week.

Persistent Absence Threshold 80%	Up to 2009/10
Persistent Absence Threshold 85%	Up to 2014/15
Persistent Absence Threshold 90%	From 2015/16

All historic figures given for persistent absence are based on the **current** methodology of 90% threshold. This section uses the "5 terms" data as "6 terms" data is not available before 2012/13.

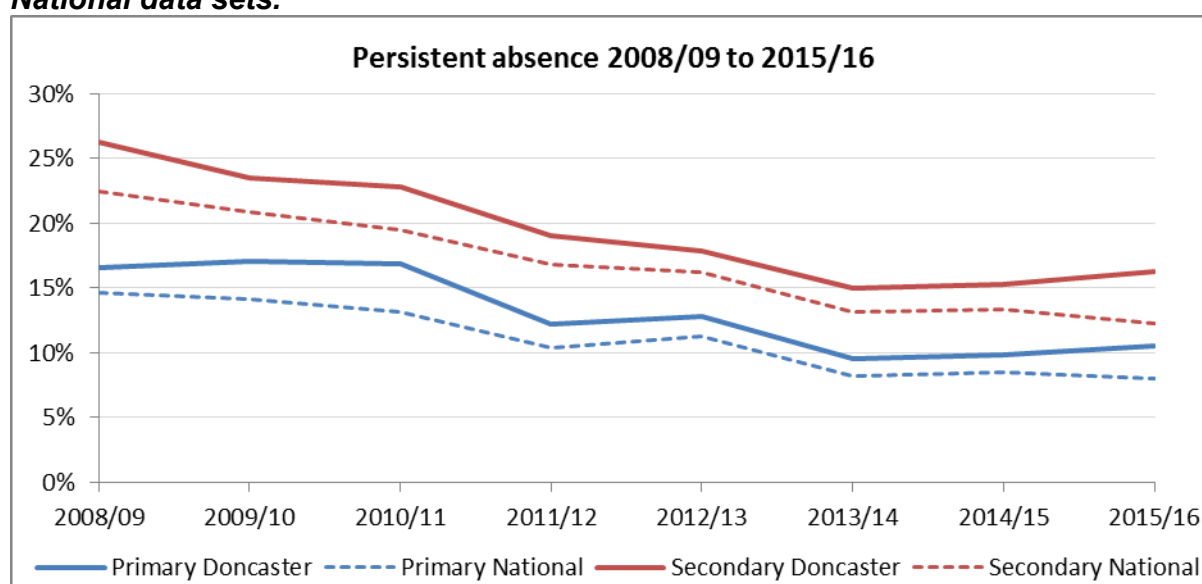
Primary Mainstream Schools Persistent Absence

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Doncaster	16.6%	17.1%	16.9%	12.2%	12.8%	9.5%	9.8%	10.5%
National	14.6%	14.1%	13.2%	10.4%	11.3%	8.2%	8.5%	8.2%
Gap	2%	3%	3.7%	1.8%	1.5%	1.3%	1.3%	2.3%

Secondary Mainstream Schools Persistent Absence

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Doncaster	26.3%	23.5%	22.8%	19.0%	17.9%	15.0%	15.3%	16.3%
National	22.5%	20.9%	19.5%	16.8%	16.2%	13.2%	13.4%	13.1%
Gap	3.8%	2.6%	3.3%	2.2%	1.7%	1.8%	1.9%	3.2%

Table 1.1- Doncaster Primary and Secondary Persistent Absence compared to National data sets.



Graph 1.1 - Doncaster Primary and Secondary Persistent Absence compared to National data sets.

Table 1.1 and Graph 1.1 show how Doncaster has always been above the figures for persistent absence for eight years, compared with National in both phases of education. In general Secondary schools in Doncaster have had a larger gap between Doncaster schools compared to national data. The highest gap was 2015/16 when the threshold for Persistent absence was increased to 90% with +3.2% above national. The lowest gap for secondary schools was 2012/13 with +1.7% above national. This was the third year when the threshold was 85% for persistent absence. When comparing the gap in 2010/11 when the 85% threshold was first introduced Doncaster gap with national was +3.3%. The trend during the five year period for the 85% threshold was improving up to 2012/13 with slight increases for the next 2 years. When the threshold was increased to 90% the gap widened to +3.2% compared to national figures in 2015/16.

In Doncaster primary schools the largest gap with national was 2010/11 with +3.7%. This coincided with the introduction of the 85% threshold. There was an improvement the following year 2011/12 where the gap was reduced to +1.8%. The gap with national was at its lowest in 2013/14 & 2014/15 at 1.3%. The gap increased when the 90% threshold was introduced in 2015/16 to +2.3%

Overall Doncaster schools have not been in line with national averages for the last 8 years up to 2015/16. Although there were improvements made they were not sustained. Each time the threshold was increased there were widening gaps with national data. This points to a need to focus on persistent absence to close the gaps with national data that must be sustained.

96% attendance means a pupil has been absent for 8/190 days in an academic year

Vulnerable pupil groups

Missed learning in the form of poor attendance, makes young people more vulnerable. The proportion of children entitled to free school meals in Doncaster has been above the national averages in both primary and secondary schools over a period of 8 years up to 2015/16. By focusing on 2015/16 there were 15.8% in primary compared to national average of 14.1% and 14.8% in secondary compared to national average of 12.9%. See table 2.1 below. Family circumstances are more diverse than ever, early childhood development is poorer than many other Authorities. Figures for free school meals in primary schools nationally are higher than secondary schools. Changes in figures year on year show how the threshold for claiming free school meals have changed not necessarily due to families having an increase in income when looking at the drop in percentages from 2014/15, this is reflected at national level as well as in Doncaster.

The largest gap in primary between national data and Doncaster was 2013/14 with a gap of +3.5% in Doncaster compared to national. In secondary schools the largest gap was 2012/13 with a gap of +1.6% from national data. This was also the highest percentage over an 8 year period in Doncaster for both primary and secondary schools, 21.2% and 16.7% respectively.

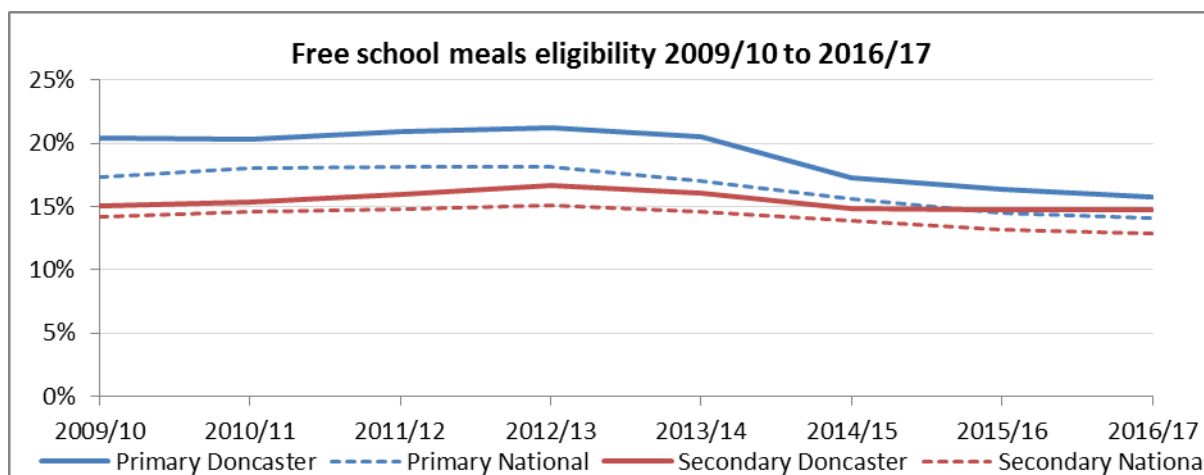
Percentage of primary school pupils eligible for free school meals

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Doncaster	20.4%	20.3%	20.9%	21.2%	20.5%	17.3%	16.4%	15.8%
National	17.3%	18.0%	18.1%	18.1%	17.0%	15.6%	14.5%	14.1%
Gap	+3.1	+2.3	+2.8	+3.1	+3.5	+1.7	+1.9	+1.7

Percentage of secondary school pupils eligible for free school meals

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Doncaster	15.1%	15.4%	16.0%	16.7%	16.1%	14.9%	14.8%	14.8%
National	14.2%	14.6%	14.8%	15.1%	14.6%	13.9%	13.2%	12.9%
Gap	+0.9	+0.6	+1.2	+1.6	+1.5	+1	+0.9	+1.9

Table 2.1 – Doncaster primary and secondary schools pupils eligible for free school meals compared to national data.



Graph 2.1 – Doncaster primary and secondary schools pupils eligible for free school meals compared to national data.

Ofsted expect schools to have a clear understanding of their vulnerable groups of pupils in relation to attendance. Schools should be able to analyse their data to demonstrate how each group is performing compared to one another. Missed learning due to poor attendance makes children and young people more vulnerable to lower educational outcomes and places them at risk in terms of safeguarding. Doncaster and partner agencies will need to work collaboratively to ensure the level of support required for these pupils is coordinated effectively to have an impact on individual pupils and families.

Vulnerable cohorts of pupils include:

- Pupils who are eligible for pupil premium
- Children and young people identified as having SEND either as a statutory EHCP or at SEN Support
- Children with a medical condition
- Children Looked After
- Children/young people subject to a child protection plan
- Children/young people classified as a child in need
- Young carers
- Gypsy/ Roma/ Travellers of Irish heritage
- Pregnant School girls/teenage parents
- Children Missing Education – either on a school roll or not allocated a place
- Children/young people who are persistently late to school
- Children and young people on part time or reduced timetables
- Children and young people who are excluded Fixed term/Permanent/ at risk of exclusion

Good attendance at school is an important factor that ensures pupils have maximum life chances and is strongly linked to educational achievement.

Pupils with 95% attendance – 73% achieve 5 GCSE A*-C or equivalent including English & Mathematics

Factors associated with absenteeism

Studies have found that many contextual factors are associated with absenteeism. Factors discussed below include neighbourhood attributes, school building conditions, pupil health conditions, and grade retaining policies.

A large scale US study by Gottfried (2014) indicates that the neighbourhood context can influence school absenteeism in urban youth. The results from the study show significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race.

Simons et al. (2010) found that building conditions in Upstate New York schools was also a contributing factor. An association was found between student absenteeism and adverse school building conditions such as visible mould, humidity, poor ventilation, vermin, building system or structural problems related to these conditions. These 43 effects were stronger in schools in lower socioeconomic areas and in schools attended by younger students.

Researchers have also investigated the impact of certain health factors, along with socioeconomic status. In a US-based study of 920 fourth grade pupils, Baxter (2011) found no statistically significant relationship between absenteeism and Body Mass Index or Socio-economic Status (operationalised as eligibility for free/reduced price school meals). This result does contradict other research (see for example Gottfried, 2014, cited above), and more robust investigation may be needed to understand the interplay of socio-economic status and absenteeism.

Finally, a quasi-experimental study by Gottfried (2013b) examined the effect of retained pupils (pupils who repeat a year) on the outcomes of other students in the same classroom. Results showed that a greater percentage of retained classmates increased other students' absence rates. Because the effect was only present on unexcused absences, and not excused absences, this suggests that grade retention increases disengagement levels in other students in the classroom.

(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p42)

**Pupils with attendance below 92% risk dropping a GCSE grade;
this is equivalent to 17 days absent in a year.**

Approaches to reduce absenteeism – in line with the impact of absenteeism on achievement

A literature review by Kearney and Graczyk (2014) identifies the need for identifying and intervening early, monitoring progress overtime, assessing functional behaviour, and the implementation of evidence-based procedures and protocols, and of team-based approaches.

Researchers have also focussed on absence due to ill health (Wilkie 2011; 2012), and approaches to keeping those pupils in education. Wilkie (2012) conducted a qualitative case study of 22 senior secondary students and their mathematics teachers. The study found widespread ambiguities about educational responsibility for students during absence due to ill health. Teachers also demonstrated surprise in finding out that their students wished to continue their studies, and also a degree of hesitance to initiate contact with students. Students nevertheless expressed their desire for teachers to remain involved with them.

Wilkie (2011) discusses the potential of using online collaboration to allow for academic continuity for pupils with absence due to chronic ill health. The study finds that early data from the 'Information and Communications Technology addressing educational disadvantage due to remoteness or prolonged absence from school' project (Royal Children's Hospital Education Institute, 2007), have demonstrated the potential of videoconferencing, online 'whiteboarding', and interactive whiteboard application sharing for pupils in this situation. The authors also acknowledge that this approach requires particular resources and infrastructures, and support for teachers.

(A guide to absence statistics. Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p43

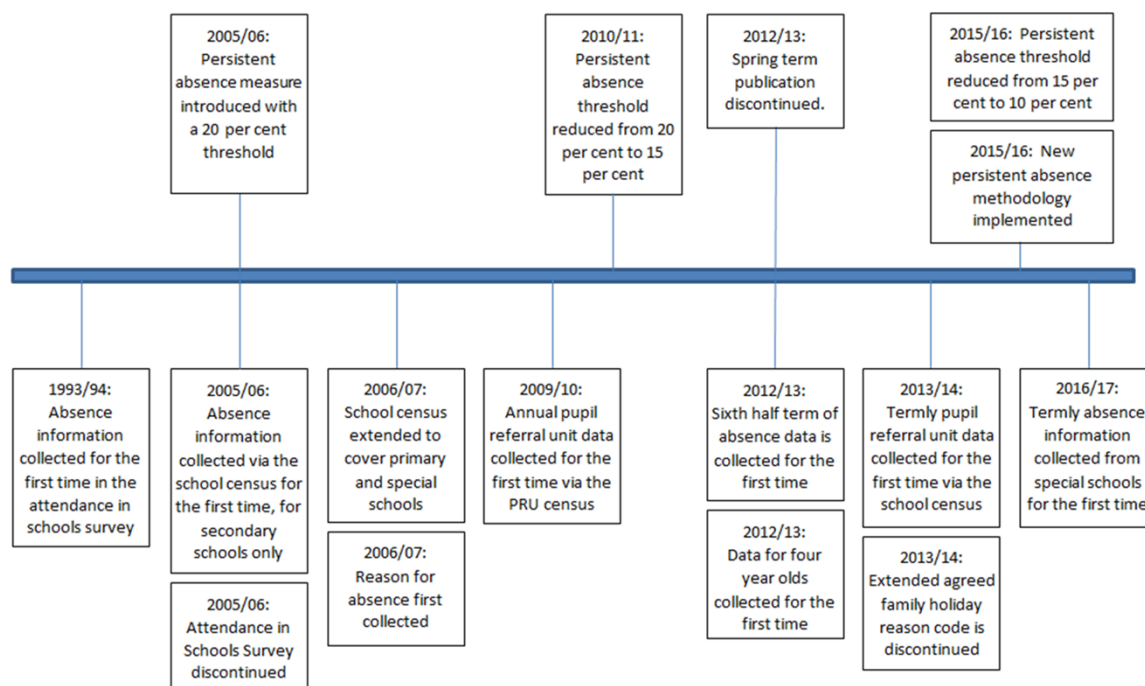
Pupils with attendance between 80% - 90% only 35% achieve 5 GCSE A*-C or equivalent including English & Mathematics

90% of Persistently Absent pupils fail to achieve 5 GCSE A*-C or equivalent including English & Mathematics.

33% of Persistent Absentees fail to achieve any GCSE grades at all.

Pupils with 50% or more absence – only 3% achieve 5 GCSE A*-C or equivalent including English & Mathematics

Attendance data collection – Timeline of key events

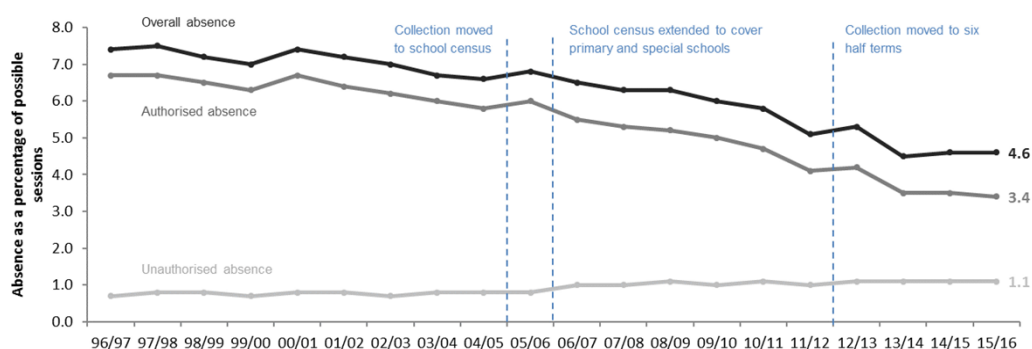


(A guide to absence statistics. Department for Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p55)

Annex G – Absence rates over time

The chart and table below shows overall, authorised and unauthorised absence rates, comparing absence levels from when collected via the attendance in schools survey to those collected via the school census. Comparisons here are for contextual information only and should be treated with caution as the survey and census did not collect information on the same basis – see background of absence data collection for further information. Current national statistics compare absence rates to the earliest comparable academic year, 2006/07.

Table 13: State-funded primary, secondary and special schools – Absence rates 1996/97 to 2015/16



(A guide to absence statistics. Department for Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602572/Guide_to_absence_statistics_2203217.pdf p56)

Doncaster compared to National - Primary school absence

		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Doncaster	Auth	5.2%	5.0%	5.0%	4.7%	4.0%	4.1%	3.0%	3.0%	3.0%
	Unauth	0.6%	0.7%	0.8%	1.0%	0.8%	1.1%	1.2%	1.3%	1.4%
	Total	5.8%	5.7%	5.8%	5.7%	4.8%	5.2%	4.2%	4.4%	4.4%
National	Auth	4.7%	4.7%	4.6%	4.3%	3.7%	3.9%	3.0%	3.1%	3.1%
	Unauth	0.6%	0.6%	0.7%	0.7%	0.7%	0.8%	0.8%	0.9%	0.9%
	Total	5.3%	5.3%	5.2%	5.0%	4.4%	4.7%	3.9%	4.0%	4.0%

Doncaster compared to National - Secondary school absence

		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Doncaster	Auth	6.4%	5.9%	5.6%	5.3%	4.7%	4.5%	3.7%	3.6%	4.0%
	Unauth	2.1%	2.2%	2.0%	2.1%	1.8%	2.1%	2.2%	2.3%	2.5%
	Total	8.6%	8.1%	7.7%	7.4%	6.5%	6.6%	5.9%	5.9%	6.4%
National	Auth	5.9%	5.7%	5.4%	5.1%	4.6%	4.5%	3.9%	4.0%	3.8%
	Unauth	1.5%	1.5%	1.5%	1.4%	1.3%	1.4%	1.3%	1.3%	1.4%
	Total	7.3%	7.2%	6.9%	6.5%	5.9%	5.9%	5.2%	5.3%	5.2%

Table 3.1 – Doncaster overall absence compared to national 9 year trend

When comparing the level of absence at primary and secondary level in Doncaster with National figures it is possible to notice that Doncaster has higher levels of absence than national in both phases. The largest gap in primary schools was 2010/11 at +0.7% whereas in secondary schools the largest gap was 2007/8 +1.3%.

Primary school absence in Doncaster compared to national had the largest gap in 2010/11 at +0.7%. The narrowest gap was +0.3% in 2013/14 remaining at +0.4% in the following two years. When considering authorised absence compared to unauthorised absence figures; Doncaster primary schools were in line with national for authorised absence from 2013/14. However the difference in absence was due to the increase in unauthorised absences in Doncaster schools since 2012/13. Doncaster ranged from 1.1% - 1.4% between 2012/13 – 2015/16 compared to national data ranging from 0.8%- 0.9% in the same period. This shows how Doncaster schools were coding absence and not authorising more absences than national levels.

In secondary schools the gap narrowed to a low of +0.6% in 2011/12 and 2014/15 increasing to +1.2% in 2015/16. The increased gap from +0.6% to +1.2% is a huge concern when looking at 2014/15 and 2015/16. The threshold for persistent absence increased nationally to 90% in 2015/16 but additional investigation is needed to explain the increase in absence between the two consecutive academic years.

When looking at fixed term exclusions for Doncaster secondary schools in 2015/16 it is clear to see the increase in absence can be linked to the data for fixed term exclusions almost doubling when compared to 2014/15. At school level Mexborough, Balby Carr, Don Valley, Ash Hill, De Warrenne, Ridgewood & Hall Cross showed marked increases in the number of fixed term exclusions in 2015/16. Outwood Adwick with the highest number of fixed term exclusions had more than doubled in 2013/14 with a slight drop in 2014/15 and 2015/16 yet remained the highest fixed term excluding secondary school in the LA.

A focus on authorised absence compared to unauthorised absence shows how Doncaster has higher levels of unauthorised absence compared to national for the nine years represented in table 3.1. Doncaster unauthorised absence has ranged from 1.8% in 2011/12 to its highest level of 2.5% in 2015/16. National data ranges from 1.3% to 1.5% during the same period. A focus on unauthorised absence and what schools are putting into place to reduce this type of absence to be in line with national should be implemented from 2017/18.

Yorkshire and Humber region average attendance is 95.3% and Persistent absence is one of the highest regions nationally at 11.3%

	Doncaster	Yorks &Humber	Stat Neighbours	National
Absence (pri)	4.4%	4.1%	4.1%	4.0%
Absence (sec)	6.4%	5.5%	5.5%	5.2%
Absence (total)	5.3%	4.7%	4.7%	4.6%
PA (pri)	11.1%	8.9%	8.5%	8.2%
PA (sec)	17.5%	14.2%	14.2%	13.1%
PA (total)	13.8%	11.3%	11.1%	10.5%

Table 4.1 – Absence and persistent absence for Primary and Secondary schools 2015/16

It is possible to consider Doncaster data with regional, statistical neighbours and national data. Table 4.1 shows how Doncaster compared with all data sets is higher for the levels of absence and persistent absence. When comparing Doncaster with statistical neighbours the gap for absence in primary schools is +0.3%, Secondary schools is higher at +0.9%. The overall gap is +0.6% for all schools in Doncaster compared to statistical neighbours. As a bench mark figure Doncaster needs to firstly come in line with its statistical neighbours, and ideally in line with national data.

The persistent absence gaps with statistical neighbours at primary level is +2.6% compared to secondary schools with a gap of +3.3%. In both cases a focus on the levels of persistent absence that are significantly higher than statistical neighbours is needed to ensure data is aligned to regional, statistical neighbours and national figures.

Data collected from Autumn 2016 for secondary schools showed levels of persistent absence for all secondary schools apart from Danum Academy. The following eight schools were above 20%. Outwood Adwick 20.6%; Trinity 20.9%; De Warrene 22%; Don Valley 24.3%; Ash Hill 25.3%; XP 26.7%; Mexborough 30.3% and Balby Carr 30.8% (placed into Special measures by Ofsted April 2017). There were six schools above national and below 20% for persistent absence – Campsmount and Hall Cross 14.8%; Ridgewood and Rossington 15.9%; McAuley 16.3% and Armthorpe 17.4%. Only 3 schools were at or below national averages for persistent absence during this period – Hayfield; Hungerhill and Sir Thomas Wharton.

Further investigation of primary schools with high levels of persistent absence needs to be carried out to identify which primary schools are partner schools for the schools with the highest levels of persistent absence. This would allow a locality action plan to be developed to concentrate resources to make improvements.

From the cabinet report that prompted this document nine primary schools were reported to have persistent absence ranging from 20.1% to 34.2% (Hexthorpe 20.1%; St Marys 20.8%; Grange Lane 22.2%; West Road 22.4%; Hillside 22.6%; Waverley 22.7%; Toll Bar 31.9%; Moss Road Infants 33.3% and Holy Family 34.2%). When we consider the figures for Persistent Absence, nationally is 8.2%, regionally 8.9% and statistical neighbours is 8.5% a focus on primary schools with excessively high levels of persistent absence must be implemented.

How schools can promote attendance and reduce persistent absence

In order for attendance and persistent absence to improve across Doncaster opportunities to identify and share good practice will be necessary. Nationally recognised good practice in schools who have successfully tackled poor attendance and persistent absence have the following in place:

- The Attendance Leader is a member of the Senior Leadership Team who provides reports to The Senior Leadership Team/Governors and directs the strategic leadership of attendance across the school
- The Attendance Policy is regularly reviewed - annually- clearly identifies how attendance is managed and monitored, with clear systems, roles and responsibilities of staff/leaders and shared with all stakeholders to reflect practice within the school. Governors are consulted along with other stakeholders and ratify the policy
- There is a dedicated Governor responsible for attendance, who is knowledgeable and actively engaged in monitoring pupil attendance to support and challenge the school leadership team
- There are realistic yet challenging annual targets set by governors and used as an indicator of whole school performance and progress
- All registers are completed in line with the school procedures as part of safeguarding children by encouraging punctuality and regular attendance to school
- An admission and attendance register is accurately kept by the school and regularly quality assured by a senior member of the leadership team and are in line with statutory requirements
- Follow the statutory regulations and requirements for removing pupils from the admissions register
- All registers record a morning and an afternoon attendance mark for all pupils

- First day calling procedures are in place with robust and timely follow up to ensure all pupils are accounted for in terms of safeguarding
- The school analyses its data in terms of whole school, groups, vulnerable cohorts and individual pupils to spot patterns and any changes in attendance to promote efficient and timely monitoring and referral systems that provide support when appropriate
- The school uses the national attendance codes correctly as regards authorised and unauthorised absence, including a rigorous approach to sanctioning holidays in term time in line with LA and national guidelines.
- Notify the LA of any unexplained absences above 10 continuous school days clearly documenting what the school had done to ascertain the whereabouts of a child as part of safeguarding procedures
- The school works in partnership with parents/carers by actively seeking to develop effective and strong links for the benefit of pupils.
- Have a system of interventions that are internal to the school or external such as Early Help Assessments to support a pupil to improve their attendance
- Make referrals to the LA for any statutory casework / fixed penalty notices whilst continuing to support a child to attend using whole school systems
- Keep accurate records of interventions/support offered to encourage good and improved attendance. Early intervention, a chronology of all contact linked to pupil absence with the pupil, parents/carers and other agencies. This evidence may be required if legal proceedings are in place
- Archive registers for three years and make them accessible to LA Officers when required
- Schools across the LA share good practice and work together to ensure children have access to fulltime education
- Free schools/Academies can purchase support from the LA

Pupils who are persistent absentees in Primary School are likely to be Persistent Absentees at Secondary School.

How the Local Authority will promote attendance and fulfil statutory duties

- The local authority receives national data sets as part of the Statistical First Release (SFR) in order to measure the success of Doncaster, whilst being in a position to make comparisons with the Yorkshire and Humber region, with statistical neighbours and at national level.
- The national figures will be the benchmark to make direct comparisons with individual schools. This ensures targets are linked to national expectations and raises aspirations as part of school improvement across Doncaster.
- The LA will set realistic but challenging attendance targets for attendance and persistent absence. Progress against these targets will enable the LA to demonstrate that the early intervention and prevention approach is having a positive impact on the children, young people and families that have been supported across all schools.
- The LA will track and monitor attendance as a means of targeting resources in support of early intervention and prevention to support schools as they manage attendance at school level.
- The LA will offer a traded service of Officers that schools can choose to access as additional support and to fulfil statutory processes. This service will be coordinated by a Senior Officer as LA Lead for Attendance.
- A team of LA Officers, school staff and partners will form an Attendance Strategy Group to deliver this plan, monitor its effectiveness, report to key members of the LA and schools

- Ensure all multi agency safeguarding processes are followed and feedback to schools
- Provide opportunities for school professionals to receive regular updates, share good practice and access relevant training
- Develop strategies to promote and celebrate good attendance at schools and for pupils attending out of authority provision
- The strategy will consider any changes to local authority and schools responsibilities around part time timetables and exclusions.

LA Statutory duties

- Where children of compulsory school age are not receiving suitable education, the LA has a duty to initiate legal proceedings
- Monitor and challenge school attendance registers and data for all schools who access LA support
- To ensure all schools comply with the Registration Regulations, England 2006 and all other legislation related to attendance
- To follow and implement the appropriate legislation linked to child employment and entertainment.
- To have a rigorous and robust process for Children Missing Education and ensure schools are aware of the process and engage with it effectively
- To issue penalty notices for absence following the agreed protocol
- To comply with the legal duty to service School Attendance Orders on parents/carers
- When a parent/carer breaches a School Attendance Order the LA will initiate proceedings against them
- Where a child of school age is not receiving suitable education the LA has a duty to consider the use of an Education Supervision Order.

Free School Meal Pupils attendance nationally is 93% compared to Non Free School Meals Pupils attendance nationally is 95.9%.

Free School Meal Pupils Persistent Absence nationally is 21.6% compared to Non Free School Meals Pupils attendance nationally is 8.2%.

Admissions, Attendance and Pupil Welfare Service

Statutory Duties of this team include Children Missing Education and Elective Home Education

- ✓ Prepare court papers and attend trials to fulfil the responsibilities of the full casework and evidence strong support and challenge
- ✓ Ensure the safeguarding of children not seen in accordance with the 10 day reporting
- ✓ Issue Penalty Notices in line with the locally agreed protocol

Children Missing Education

- ✓ Children Missing Education (CME) are defined as children of compulsory school age who are not on a school roll and who are not receiving a suitable education elsewhere: for example, at home, privately, or in alternative provision (Education and Inspections Act 2006)
- ✓ Children missing from education are amongst the most vulnerable in our communities. They may be from disadvantaged families, travelling communities, immigrant families, be unaccompanied asylum seeking or trafficked children, or be at risk of neglect or abuse and it is vital that all practitioners work together to identify and re-engage these children back in to appropriate education provision as quickly as possible. Any child who is identified as not being on roll at a school and not receiving any appropriate education MUST be placed on the Children Missing Education Register. This includes children who have applied for a school place but not yet admitted to a school and children who have been removed from a school register before being placed on another school roll. Doncaster Council has developed and implemented a robust, effective and sustainable system for monitoring and preventing children being missing from education. The procedures in place will ensure early identification, location and engagement of the children who are missing from education and will ensure Doncaster Council meets its statutory duties relating to the provision of education and safeguarding the welfare of children missing education (Section 14 (1), S7, S437 (1), S19 (1), S19 (4a) of the 1996 Education Act, S175 of 2002 Education Act, Circular 11/99 Social Inclusion: the Local Education Authority role in pupil support, Children's Act 2004;)
- ✓ The procedures will help to ensure that all children in Doncaster achieve the five core outcomes under the Children's Act (2004): 'Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Well-Being'. It is the responsibility of all professionals who work with children to ensure the following procedures are implemented.
- ✓ It is often the case that another agency becomes aware of the existence of a child living in the area but not in education before the Local Authority becomes aware. Links are made with all relevant stakeholders in order to raise awareness of children missing from education and the procedures to notify the Local Authority.

Children go missing from the education system for various reasons. For instance, they may:

- Fail to start school at Reception, never entering the authority's system
- Fail to complete transition between Key Stage 1 and 2 or Key Stage 2 and 3
- Be excluded from school and further provision is not immediately put in place
- Be withdrawn by parent/carer
- Have parents/carers who chose Elective Home Education, but following advice and support the education provided is unsuitable to the child's age, aptitude and ability and any special needs they may have
- Leave Private/Independent Schools
- Seek refuge due to Domestic Abuse
- Become homeless
- Have long-term medical or emotional health problems
- Move to a different Local Authority and no school place is identified

- Arrive in the country via asylum, refugee status or as EU nationals
- Leave the country

Children not engaged in education provision can be exposed to greater risks including being at risk of physical harm or neglect, sexual exploitation, anti-social behaviour and/or criminal activity. These children need to be re-engaged back into education quickly in order to achieve their full potential and reduce the risk of harm.

- ✓ At the time of writing this report Doncaster have 233 active cases on CME of which 205 are pupils who have applied for and are waiting to go on roll at a school.

Elective Home Education Team – Statutory duties

- ✓ Parents who elect to home educate must inform their child's school, in writing, of their intention to do so. On receipt of this letter a school can remove the child from their roll. The school should forward the parent's letter, together with the school's information form, to the Local Authority via the School's Portal system (LAGAN). The Local Authority Elective Home Education team will then contact parent to request further information and to arrange a visit if appropriate. If a child is on roll at a Special School then a Review must be called as the Local Authority have to agree to the removal from school roll to home educate. If the child has never attended a school then parents are under no legal obligation to inform the Local Authority that they are home educating.
- ✓ A parent who elects to home educate takes on full responsibility for their child's education provision, including any financial costs. They do not have to follow the National Curriculum or adhere to 'school hours'. Parents do not have to accept a visit from the EHE Officer and may choose to submit a written report instead.
- ✓ Parents are responsible for providing an education that is 'full time and suitable'. The Local Authority has no statutory duty to monitor EHE but has duty to intervene if they believe a suitable education is not being provided. In Doncaster the aim is to support parents by providing advice and guidance around home education. If, however, following this support it appears that suitable provision is not in place steps would be taken to return the child to school. A referral is made to the In Year Fair Access Panel for a school place to be allocated. A School Attendance Order may be issued if the child does not attend the allocated school.
- ✓ At the time of writing this report the current number on EHE in Doncaster was 380, approximately 90 of these are Travellers. The figure is steadily rising. Nationally the number on home education is rising with some Authorities reporting that their numbers have tripled or quadrupled. In Doncaster (and Nationally) the rising numbers also reflect a change in the circumstances for a family choosing to home educate. There has been an increase in SEN pupils particularly those on the Autistic Spectrum or those awaiting a diagnosis. That number has gone from below 5% of the cohort to above 10% in three years. There has also been a rise in the numbers of pupils at risk of exclusion, those with attendance issues at risk of prosecution and those with Social Care/Early Help involvement – Doncaster's most vulnerable young people. The EHE team endeavour to visit any new EHE family where concerns have been expressed either by school or another agency promptly so that a return to school can be actioned, where necessary, with as little interruption to the child's education as possible. The EHE team would also challenge schools where parents indicate that they have been 'encouraged' to home educate i.e. to avoid prosecution, exclusion.
- ✓ For some families the decision to home educate is both rewarding and successful with their children progressing on to lead fulfilling lives. Children from this cohort do go on to take

GCSEs, enrol at sixth forms, enter University. The EHE Officer aims to support these families by providing useful information and signposting to opportunities available in Doncaster. Currently the EHE Officer is working with a local school to look at providing a GCSE exam centre that can consistently provide opportunities for EHE young people to take a range of GCSE exams.

Admissions, Attendance and Pupil Welfare Service – Traded Offer to schools

Since April 2017 schools have an opportunity to purchase support from the Local Authority by requesting the level of service they believe they need to support their overall attendance and persistent absence.

- ✓ Provide bespoke tailored support for the individual school to reduce Overall Absence and Persistent Absence
- ✓ Analyse data to plan intervention, offer advice and guidance to schools
- ✓ Work to tackle Overall Absence and Persistent Absence in partnership with other Doncaster agencies and services
- ✓ Ensuring that Doncaster residents with siblings and friends in different schools are supported and challenged with some consistency across Doncaster
- ✓ Support full complex cases with barriers to attendance through quality casework, assessments of need, family work, intervention and wider multi agency approaches through to legal proceedings when appropriate
- ✓ Support the Implementation of a whole school policy and initiatives to tackle attendance
- ✓ Undertake regular checks of attendance registers and ensure processes are in place with school to ensure a timely and planned approach to non attendance and punctuality
- ✓ Support schools to promote and reward good attendance
- ✓ Provide updates in legislation and implementation around attendance
- ✓ Support schools to identify and initiate Penalty Notices unauthorised absences due to holidays in term time when it is part of the schools attendance policy
- ✓ Liaise and check with other agencies including the Early Help Hub for wider service involvement and to avoid isolated working or duplication.
- ✓ Issue Penalty Notices in line with the locally agreed protocol
- ✓ Provide quality assurance for school attendance registers, coding and data production.
- ✓ Work with partners to cascade relevant information to protect the most vulnerable
- ✓ Education Welfare Officers work with schools to identify and support children and young people who are not attending school regularly. This role involves complex casework and implementing initiatives.
- ✓ Home visits are made to the family homes and assessments are undertaken as appropriate alongside referrals to other agencies and partners for additional support.

Special Educational Needs & Disabilities (SEND) pupils with an Education Health & Care Plan (EHCP) attendance nationally is 92.3% compared to pupils without SEND & EHCP attendance 95.8%.

Special Educational Needs & Disabilities (SEND) pupils with an Education Health & Care Plan (EHCP) Persistent Absence nationally is 22.6% compared to pupils without SEND & EHCP Persistent Absence is up to 3 times lower at around 7.5%.

Individual schools should have systems that will allow them to create reports to identify if they are in line with national data for SEND and other vulnerable groups. It is expected that schools can demonstrate how vulnerable groups perform to cohorts within their own school as well as national levels.

Irish Traveller attendance nationally is 82.1% and Gypsy Roma Traveller pupils is 87.3%.

Irish Traveller persistent absence nationally is 63.2%.

Role & responsibilities of wider partners

The Behaviour and Inclusion Team

- Ensure statutory functions in respect of Fixed Term and Permanent Exclusions from any education setting are adhered to without exception.
- Ensure pupils who are permanently excluded are financially supported to access high quality alternative education provision.
- Triage and case manage in collaboration in schools to reduce permanent exclusions and the frequency of Fixed Term Exclusions within the Authority by coordinating managed moves, provision changes, personalised learning and OOA placements via the Behaviour Panel.
- Management of Alternative provisions- PRU's, AP providers & cluster Learning Centres to ensure they are providing outstanding education provision for young people with specialist needs.
- Develop outreach provision that meets the needs of young people and focuses on progress towards clear outcomes
- Lead Outstanding Behaviour Programme including multi-agency collaboration
- Add value to current behaviour support practices within schools, academies & PRU's via training and Network opportunities

Doncaster Children's Services Trust (DCST) (Social Care)

- ✓ DCST Children's Social Care under take assessments of children in collaboration with other relevant professionals.
- ✓ The assessment will look at all aspects of the child's developmental needs, including their educational needs.
- ✓ Social workers include educational needs and attendance when working with families and ensure that good attendance is built into plans as a priority, children not on a roll in school identified by Social Care will be referred to Children Missing from Education / Admissions and Attendance Pupil Welfare Service. The Attendance, Admissions & Pupil Welfare Service will also make referrals to the D.C.S. Trust, supporting Working Together 2015.
- ✓ Securing good school attendance and educational provision is paramount to raising aspirations and achievement. Professionals will include attendance statistics in any early help, stronger families, PEP, team around a child, CIN plans and CP Plans. Any named social worker will be notified without delay where absence is noted, and the DCST Social Workers will work in

partnership with named designated safeguarding leads in schools/academies to recognise any risks identified with poor attendance, for example CSE.

Communities Area Team

The aim of the Stronger Families Programme is to improve the way families are supported to improve their lives using a whole family approach through a lead practitioner model and building resilience; as well as reduce the demand on high cost services by identifying and intervening in families earlier.

- Doncaster successfully delivered the first phase of Stronger Families between 2012 and 2015, supporting over 1000 families and successfully *'turning around'* (DCLG criteria) 870 families as agreed with the Government.
- This has enabled Doncaster to be eligible for the Expanded Programme (AKA Phase 2) which is proposed as a 5 year programme (2015 -2020) with the first year guaranteed and the subsequent four to be agreed after the General Election May 2015 as part of the Autumn Spending Review statement in November.
- The Expanded Programme is named as such because it does just that, it has widened the eligibility criteria for families to be included so that local areas will be able to include the families that are of most concern to them, high cost or fit local priority issues. This programme is based on 6 family themes which families must have at least two to be eligible. These themes are:
 - 1. Parents and children involved in crime or anti-social behaviour.**
 - 2. Children who have not been attending school regularly.**
 - 3. Children who need help.**
 - 4. Adults out of work or at risk of financial exclusion and young people at risk of worklessness.**
 - 5. Families affected by domestic violence and abuse.**
 - 6. Parents and children with a range of health problems.**
- Stronger Families is not a service that can be referred into, it is a transformational programme and hence Stronger Families is everyone's business.
- We have there sought to embed the programme into all current services, agencies and partners current working rather than creating a separate team / service.
- There is additional support for services/ agencies / partners in terms of the innovation fund and posts are also funded by the programme to empower the change required to deliver true service transformation and enable services to work holistically across the family in a "stronger families ethos" of working

Magistrates

- Legal Services, represented by the lawyer who has conduct of the particular matter, will fulfil the legal obligations in relation to the legal process concerning enforcement of school attendance and will liaise with the Local Authority Attendance leader to address any issues of concern. Key to this process is ensuring accurate and up to date documentations and statements are produced timely and provided to Legal Services for the court process.

- Legal Services will promote Doncaster's school attendance enforcement guidance and prosecution policy with magistrates and will seek to raise awareness of relevant issues through the Court as necessary. This will help to ensure that magistrates have a shared understanding of attendance issues and the criteria used when pursuing a prosecution with the aim of achieving better outcomes for our young people through evidencing the importance of education and the strategies Admissions Attendance and Pupil Welfare Service use to try to effect change before a prosecution.
- There is therefore likely to be a reduced likelihood of ineffective outcomes as a result of legal action having been taken against the parent of a non-attending child.

Police

- There are 4 School Police Officers across Doncaster. Part of their work includes supporting children and young people to attend school regularly. Depending upon their availability Police Officers have attended school attendance panel meetings for individual pupils if they are involved with the police.
- Officers will stop pupils who are out in the community during school time to check why they are not in school. As follow up they will contact the school to say they have stopped a pupil in the community. Police officers reinforce the expectation that pupils should be in school.
- Police Officers have been known to support school staff to do home visits when pupils are not in school. This is on an ad hoc basis due to resource and other duties taking the first priority.

Local Authority Safeguarding Team

- Working together, schools and the wider council staff must understand mandatory reporting duties and how to refer concerns to social care and access Doncaster Safeguarding Children Board (DCSB) child protection policy and procedures. Line managers are responsible for ensuring their staff can demonstrate their understanding via induction 1:1 meetings and Performance Development Reviews (PDR).
- Safeguarding training - all staff must access Safeguarding training at Level 1.
- DCSB has a free online learning module for staff to complete. DCSB/Engage Doncaster advertise a range of face to face additional safeguarding courses for example Signs of Safety and Early Help. All staff need to be aware of how to access safeguarding training. Other types of training linked to Safeguarding include: Designated Safeguarding Lead Level 3; Anti bullying; LGBTQ support and Trans toolkit; Prevent; FGM; CSE; Online safety; Safeguarding Health checks in partnership with Partners in Learning (PiL); Governor training and policy and procedures.
- The package provides appropriate training and advice to schools on safeguarding the welfare of children and child protection issues. This might include giving advice about vulnerable children, risk factors and record keeping for safeguarding. It covers training specific to children looked after by the Local Authority, young carers, children subject to child protection plans, and those living with domestic abuse.
- When schools are investigating patterns of absence they should consider Child Sexual Exploitation (CSE) indicators, advice is provided by the team (3 minute guide).
- Reporting and ensuring schools implement any lessons learned from local or national serious case reviews where attendance was a factor.

Post 16

The Education and Skills Act 2008 increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training to age 18 or until they achieve a full Level 3 qualification, whichever is the sooner.

For Raising the Participation Age, learning is defined as:

- ✓ Full-time education, school, college or home education
- ✓ Work based learning including Apprenticeship
- ✓ Part-time accredited education or training for 280 hours per year (the equivalent of 1 day per week) if they are employed, self-employed or volunteering for more than 20 hours per week

Virtual School – Looked After Children

- ✓ Doncaster Council is the Corporate Parent to 538 Children Looked After (CLA) of whom 444 are of compulsory school age and attend schools in and beyond Doncaster. The Virtual School is a way of thinking about all these children as if they were pupils of one school with a Virtual School Head overseeing all aspects of their education including their attendance.
- ✓ Raising the educational attainment of all CLA is both a national and local priority and the Virtual School Head has a statutory duty to monitor outcomes for CLA and ensure that all staff are working together to promote the educational attainment of CLA by Doncaster wherever they are placed.
- ✓ (Children's Act 2004 S52). This includes working with the Admissions Attendance and Pupil Welfare Service to ensure that all CLA have good attendance.

Virtual School – Gypsy, Roma, Traveller (GRT) and English as an Additional Language (EAL)

- ✓ The team supports vulnerable minority groups, including Gypsy, Roma and Travellers of Irish heritage, in having equitable access and inclusion into education.
- ✓ The Virtual School holds regular monitoring meetings with schools at which attendance is discussed for all GRT pupils. Where patterns of poor attendance are identified support and challenge takes place.
- ✓ Schools are also recommended to produce an annual report to their Governors which includes data showing how the attendance of GRT pupils as a group compares to the rest of the school. Key to this process is identifying what actions the school is taking to improve attendance for these vulnerable ethnic minority groups.
- ✓ The Virtual School also plan to offer training for the local authorities EWOs as well as school attendance officers around strategies to improve GRT attendance, (early in the autumn term) engaging parents in the whole process.

Early Years

Research demonstrates that Children with poor attendance in their Early Years provision have little chance of recovering lost learning at the same rate as their peers who have attended regularly.

- ✓ The Statutory Framework for the Early Year Foundation Stage (2017) and the Common Inspection Framework (2015) expects Early Years practitioners to promote good attendance within their settings.
- ✓ The reasons for children to attend regularly at their Early Years setting are to support their learning and development, to make sure that children are kept safe, their wellbeing is promoted and they do not miss out on their entitlements and opportunities.
- ✓ Good attendance promotes good outcomes for children. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.
- ✓ The Early Years Inspection Handbook states: *'Although attendance at the setting is not mandatory, providers should be alert to patterns of absence that may indicate wider safeguarding concerns,. Inspectors will explore how well providers work with parents to promote children's good attendance, especially the attendance of children for whom the provider receives the early years pupil premium'* (Page 41, point 160)
- ✓ The EYFS guidance states that providers *'should have good policies and procedures in promoting, supporting, recording and monitoring the attendance of children in the EYFS; this includes keeping accurate records of the daily times of arrival and departure for each child. It is in the best interests of children and families that all settings are aware of effective practice. Settings are required to keep full registration details for every child, as specified in the EYFS (3.76 a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person;)*
- ✓ The Early Years Service advises settings through both direct intervention, guidance and training of the following;
- ✓ Doncaster schools should operate similar procedures in their maintained Nursery and Reception classes as they do in compulsory mainstream to promote good attendance
- ✓ Through the Doncaster Early Years Entitlement Funding agreement and the Doncaster Early Years Safeguarding Audit that has been implemented across settings, there is an expectation that Private, Voluntary and Independent Settings will follow up on absences.
- ✓ The guidance in the Directory states that providers should seek to find reasons for any absence and the likely date of return and inform the Local Authority as soon as possible if the child is not returning to the setting. The Local Authority will not reclaim funding for a child who is temporarily absent during their free entitlement hours.
- ✓ Safeguarding training courses advise that if a setting has safeguarding concerns about a child and this child subsequently leaves the setting or a child has extended or an irregular pattern of attendance, this information is passed on to Social Care as quickly as possible, and also that, Early Years providers should have a protocol and operate a first day absence telephone call to the parent/carer. If there is a pattern of attendance or non-attendance a home visit is made.
- ✓ Before a child starts school a transition document is completed by any registered setting within Doncaster and given to the receiving school so as the receiving school have knowledge of their attendance whilst at nursery.

Elected members

- ✓ Provide scrutiny of attendance, the initiatives and the breakdown of data across Doncaster. Support celebration events and media coverage.
- ✓ Consider central resources and wider partnership working.
- ✓ Link with council wide attendance management and strategy for council staff
- ✓ Identify a member as the Attendance Champion.

Parents and Carers

- ✓ Parents have a responsibility to ensure their child has regular attendance to school.
- ✓ They have legal responsibilities to ensure regular attendance at nursery and in schools and academies.
- ✓ Parents are expected to respond to concerns about attendance working in partnership with schools, Admissions Attendance and Pupil Welfare Service and other relevant support services

Governing Bodies

- ✓ As part of the overall Leadership and Management of a school or Academy, the governing body must reassure itself that the school keeps admission and attendance registers in accordance with the regulations. By identifying a Governor with responsibility for Attendance to work with the designated senior Leader for Attendance there will be a better understanding of the attendance practice of the school.
- ✓ The Governing body should also ensure that the school has an attendance policy and practice which reflects Doncaster Council's School Attendance Strategy, receive termly information in relation to Overall Attendance and Persistent Absence and ask the Head teacher/Principal to account for a decline in absence or poor rates of progress or celebrate share and promote the good practice throughout the school.

School partnerships

- ✓ Work together to develop common policy and practice across all schools in Doncaster Council.
- ✓ Offer peer support and scrutiny on improving attendance. Consider, where appropriate, the pooling of resources to support school attendance.
- ✓ Seek representation for pupils with attendance difficulties through links with the Health and Well Being Board and Doncaster Children's Safeguarding Board

Systems Support Team

- ✓ Provide relevant, accurate and up to date information and data to enable practitioners to monitor and manage attendance of pupils within Doncaster schools and academies.
- ✓ Assist services in developing appropriate strategies for increasing attendance, and understanding the reasons for absence by assisting relevant professionals in the interpretation of data / information

Youth Offending Service

- Pre-sentence reports include information for the court about how a young person is doing at school including their attendance and behaviour to help inform sentencing.
- Post sentencing young people on a Youth Conditional Caution or court order are allocated a Case Manager who completes an AssetPlus assessment which includes how they are engaging with school. If there are problems that require support then a referral is made to the YOS Education Co-Ordinator. Support can include transporting young people to school to

improve their attendance, working with the young person and their family to encourage good attendance (e.g. visual timetables where appropriate) and behaviour and attending school meetings. EPIC early intervention crime prevention clients may also be referred for a short piece of education work if required.

- We work to a target of 90% of young people engaged in ETE at the end of their order.
- The YOS Education Co-Ordinator attends and produces reports for DMBC Secondary Inclusion Panel, a multi-agency approach to improving behaviour and attendance. Checks are done for IYFAP Panel and the Panel is attended if any clients are discussed.
- The YOS Education Co-Ordinator works collaboratively with the Virtual School, Education Welfare Officers (including CME) and school Attendance Officers as required (attend attendance meetings, home visits, school visits, etc.) to improve attendance of clients.
- During a young person's order they will have regular appointments with their Case Manager who will encourage good school attendance and behaviour. This will also happen at order reviews.
- If a young person receives an Intensive Surveillance and Supervision requirement with their order then 15 hours of education becomes an enforced part of their order with breach of order possible for missed education attendance.

Health

- ✓ Clinical Commissioning Group (CMG), Medical Officers, General Practitioners, School Nurses, Child and Adult Mental Health Service (CAMHS)
- ✓ Health practitioners are encouraged to support improvements to attendance by offering, when possible, appointments for pupils of compulsory school age out of school hours.
- ✓ Health practitioners should aim to address inappropriate condoned parental absence for medical reasons and consider the ability of the pupils to access appointments for specialised services (e.g.) CAMHS and work with schools/academies and locality teams to address these matters
- ✓ Health practitioners attend any support meetings where health was identified as the main reason for poor school attendance and work with the child, family and other professionals to ensure physical health needs were being met and any appointments accessed. Should a parent persistently fail to take a child to an appointment, then this could be seen as Neglect and the appropriate action would be taken in relation to safeguarding the child.
- ✓ The School nursing team offer an e clinic appointment system where young people can have an 'on line' chat with the team. We have Facebook and Twitter and the School nursing app where young people can access our team for support and advice.
- ✓ Every secondary school has a Health & Well-Being clinic every 2 weeks where young people can access the team face to face
- ✓ We have a Single Point of Contact (SPOC) where a young person, family member or professional can refer in to our service at any time.

Education Standards and Effectiveness Officers

- ✓ Discuss Overall and Persistent Absence rates with Headteachers /Principals and liaise with Admissions, Attendance and Pupil Welfare staff regularly.
- ✓ Provide support and challenge in the process of target setting when appropriate
- ✓ Share schools' good practice in relation to attendance
- ✓ Support schools to improve through the school of concern process

School of concern:

The Local Authority has a clear legal responsibility to monitor school performance and to intervene where necessary. The Education Standards and Effectiveness team will work gather information from a range of sources including StEPS reports, parental concerns and OFSTED inspections. There are a variety of potential triggers for a school being classified as a 'school of concern'. Poor attendance is one of these potential triggers alongside other areas such as attainment, progress, exclusions or safeguarding concerns. When a school is identified as a School of Concern the L.A. will work with schools and academies in order to diagnose priorities, broker support and ensure that there is clear impact. The L.A. will monitor this through a sequence of 'School of Concern' meetings

Early Help Hub

With parental consent the Early Help Hub uses data to identify vulnerable families which includes young people with issues such as Persistent Absenteeism, SEN/D, school exclusions and Anti-Social Behaviour. This information is then shared with relevant practitioners who can support the family appropriately. The Early Help Hub and Multi-Agency Safeguarding Hubs include Senior Education welfare practitioners.

The Pupil Level School Census

The Pupil Level School Census is a termly electronic return. Information about absence will be collected for each pupil who has attended for at least one session during a particular period. The periods and dates of returns are:

- Between 1 September - 31 December on 3rd Thursday in January
- Between 1 January - Easter Sunday on 3rd Thursday in May
- Between Easter Monday - 31 May on 3rd Thursday in September

The September census will also collect data for 1 September to 31 May replacing the annual Absence Return

Next steps actions as follow up from this report:

1. Create an LA Attendance Strategy Team with representatives from different teams within the LA to collaborate and disseminate information to their teams and become part of their individual team action plans for academic year 2017/18 in to 2018/19.
2. All schools to receive a letter at the start of autumn term 2017 informing them about the Doncaster focus on reducing persistent absence and increasing attendance across all schools. All schools with PA above National figures (autumn term 2016 figures) of 13.1% = Secondary; 8.2% = Primary; 26.9% = Special schools; all schools = 10.5%; will become target schools from September 2017. This should be for Primary and Secondary schools. The letter will also explain schools who are above National will fall into the category of School of Concern.
3. The School of Concern category for attendance will include challenge, support and building capacity of schools to improve attendance and reduce Persistent Absence so it is in line with national with the aspiration of being better than national figures. Each school in this category will be set a target for attendance and Persistent Absence for the academic year 2017/18.
4. Training for School Governors regarding Attendance and Persistent Absence. Chair of Governors to receive notification of falling into the category of school of concern and what they can do to ensure their school improves. Headteachers/Principals performance management to reflect this category to show improvement and movement to achieve the new target during the academic year.
5. In line with data, the use of pupil premium funding to promote attendance for disadvantaged pupils will be a focus of the input from School Improvement. Also, SEND funding will be considered for those pupils who receive additional funding to meet the needs of their SEND.
6. A regular termly network and training event will be provided at the beginning of each term. This will be aimed at the School Strategic Leader for Attendance and the School Attendance Administrator. This will be an opportunity to access training, share good practice and develop strategies for schools to implement and report back on in subsequent Network meetings. There should be other training events/ support made available for schools to buy in as needed.
7. The LA will take the lead on borough wide Attendance initiatives at key points in the year where the data shows attendance usually dips. November; March and May are indicated as months of the year when there is a dip in attendance. This should complement/inform whole school initiatives run during these months. The support from partners to supply prizes and incentives for individual pupils with 100% and improved attendance during these months are needed. This will need to be marketed and promoted across the borough during these times.

8. The Attendance traded service must be regarded as a quality service that schools will want to buy in. It must be value for money and targeted at areas that have maximum impact. This will need to be developed further based on intelligence from the attendance team and schools. Doncaster could allocate some time free with the expectation the school buys in top up as a target school.
9. If the LA does not currently have a fast track initiative, to implement it by launching with schools and settings to provide guidance of when this will apply. Need to ensure Legal Services are kept up to date with this as it will result in a need for increased court time for the Fast Track penalty notices to be issued by the magistrates.
10. The use of Fixed Penalty Notice fines for absence will be routinely issued where pupils are not regularly attending and parents/carers are failing to ensure regular attendance to school in line with the Education act 444. This will need to be driven by schools who will refer cases on to the Attendance Team to carry out legal work and progress cases through this system.
11. Schools should ensure pupils are able to access fulltime education by refraining from using part time timetables for extended periods of time.
12. In year admissions should ensure a pupil is allocated a school swiftly and schools must ensure they are enrolled onto their admissions roll and register within a specified time frame to reduce the amount of time a pupil is without education provision.
13. An EWO/ LA Officer should be allocated to a pupil who is awaiting a school place to ensure they are safeguarded and quickly placed on a school roll. Maybe not with over 200 cases. Currently an administrator maintains records and alerts the CME team if a pupil has not taken up an offer of a school place.
14. School Improvement Officers will routinely provide support to schools to train staff to analyse data, identify strategies and interventions to improve attendance in the short and long term.
15. Schools will be required to review and update their Attendance Policy to ensure it reflects practice, meets legal requirements and demonstrates how staff work collectively to promote good and improving attendance. This will include whole staff training.
16. An attendance code analysis should be carried out at LA level and schools level to understand how the use of relevant coding explains absence data in particular. This can also be done at pupil level to explain the types of absence as a means of preventing absence in the future.
17. A focus on the use of 'B' and 'D' codes to ensure they are correctly applied.
18. A focus on codes for exclusion 'E' and the use of 'C' code and reasons for use at school level. Particularly pupils who receive a reduced timetable for a period of time to avoid exclusion.
19. The use of illness code 'I' to identify pupils and areas where high numbers of absence is caused by illness. This may require the support of health professionals to identify pupils with ongoing medical needs and the support they need to improve school attendance. This will include physical and mental health professionals.

20. The Virtual school team working to support Children in Care to improve their attendance to school and challenge schools to provide a full time education for this cohort of children.
21. Staff training via Partners in Learning to promote attendance via subject leader network meetings and other training for school professionals.
22. The use of Specialist Leaders in Education (SLE) with expertise in Attendance to support, challenge and build capacity with a commitment from schools to release SLEs with this expertise to share best practice.
23. At the end of the academic year celebrate success of schools to reduce Persistent Absence and increase Attendance.
24. Schools to reinforce how staff should welcome pupils back into school following absence, how they catch up with missed work/ lost learning, provided with support to return to school after an extended absence, e.g. circle of friends, copies of notes from lessons missed and an opportunity for an adult to get them back on track.
25. Schools to identify key pastoral staff and their capacity to support pupils with poor attendance.
26. Schools to carry out 'pupil voice' surveys such as 'The Lifestyle survey' to identify their views on attendance to school.
27. Multi agency approach to support pupils to access education and receive full time education.
28. Investigate how schools support disadvantaged pupils by utilising their pupil premium funding to encourage good and improving attendance for this cohort of pupils.
29. A focus on unauthorised absence and what schools are putting into place to reduce this type of absence to be in line with national should be implemented from 2017/18.
30. Further investigation of primary schools with high levels of persistent absence needs to be carried out to identify which primary schools are partner schools for the schools with the highest levels of persistent absence. This would allow a locality action plan to be developed to concentrate resources to make improvements.
31. When we consider the Persistent Absence figures for nationally is 8.2%, regionally 8.9% and statistical neighbours is 8.5% a focus on primary schools with excessively high levels of persistent absence must be implemented.
32. Conduct an Attendance Deep Dive for schools with exceptionally high levels of PA.

Monitoring and reviewing

Doncaster Council in partnership with its schools and academies owns the attendance strategy and is accountable for its delivery. This strategy will be reviewed in July 2019

Priorities and success criteria

- Attendance to increase across Doncaster schools and close the gap between the National Average to be in line or better than National average
- Persistent absence will decrease across Doncaster schools and close the gap between National average to be in line or better than National average

- Attainment to increase based on data that links GCSEs to attendance resulting in improved levels of attainment and outcomes for pupils, this includes vulnerable pupil groups; disadvantaged learners; SEND; LAC, Young Carers, minority ethnic groups
- Reduction in the number of young people Not in Employment Education or Employment (NEET)
- Reduction in absence due to holidays in term time
- Reduction in the number of children accessing education provision on a part time or reduced timetable
- A reduction in the number of fixed term exclusions that create absence and persistent absence
- Reduction in number of children requiring Child in Need (CiN); Child Protection Plans; taken into the care of the LA.
- A reduction in the use of absence codes for unauthorised absence
- Attendance/absence codes are correctly utilised to reflect the reason for absence or attendance as part of education provision
- Action plan to be achieved, reviewed and developed in line with key findings.

Appendix 1

From the cabinet report Summer 2017

1. The purpose of this report is to provide an update on the current position regarding persistent absenteeism in schools and academies across the borough and ascertain if underlying issue of high levels of persistent absence across the authority can be attributed to the attendance of any particular vulnerable group of children or young people, or rather a generic issue around wider attendance issues linked to school culture, aspiration and achievement.

Proposed Actions/Update

5. The steps actioned illustrated below provide the basis of a broad suite of actions to be undertaken to target schools with high persistent absence, and thus monitored and challenged under the schools of concern process.
 - In the absence of a substantive Admissions, Attendance and Pupil Welfare Service Manager, which has proven hard to appoint to, identify an interim resource to over the development of this programme.
 - Establish a secondary Senior Standards and Effectiveness Officer with oversight for attendance; to be recruited as part of the recruitment drive to appoint to the remaining vacant management posts.
 - Develop a borough wide strategy and programme for attendance, including the adoption by schools identified as causing concern in relation to persistent absence, including devising a clear action plan and targeted interventions from traded services, standards and effectiveness and attendance services, reinforcing the importance of good attendance.
 - Use the school of concern process to raise attendance issues with individual schools. The school of concern process now includes the schools identified above, all of which have persistent absence figures higher than the national average.
 - Aligning with the recommendations identified in the behaviour review, liaise with the behaviour service to challenge specific schools with high exclusion rates, mitigating, where possible an adverse negative impact on attendance.

- Monitor the effective use of pupil premium to ensure that individual schools with high levels of persistent absence target funding appropriately, against a clear action plan, the details of which can be assessed through the schools of concern process.
- Match the schools with the highest levels of absence with appropriate 'traded services', including the attendance service provision, provided through the attendance and pupil welfare service.
- Proactively work with those schools of concern without 'traded services' buy back to purchase the service on a bespoke/targeted basis.
- Through education services, including standards and effectiveness and attendance and pupil welfare services, provide robust challenge to those schools where persistent absenteeism is a significant issue.
- As part of an overall action plan, develop targeted initiatives in specific secondary academies to encourage good attendance. This would involve a whole school approach to developing resilience, self-esteem and aspiration where students can develop an understanding of the importance of attending school in terms of future prospects and life chances.

OPTIONS CONSIDERED AND REASONS FOR RECOMMENDED OPTION

6. The following options have been considered when reviewing persistent absence issues across schools in Doncaster.
 - Do nothing – this is not an option as raising persistent absence figures significantly impacts upon the achievement of children and young people, their life chances and potentially surrounding communities
 - Develop a targeted and focussed borough strategy and action plan to identify an action plan as part of the schools causing concern process and support schools with significantly high figures of persistent absence.

Appendix 2**Legislation Statutory Intervention – Attendance Legal proceedings**

The Admissions Attendance and Pupil Welfare Service carries out the Local Authority's legal function to enforce school attendance from the Education (Pupil Registration) (England) Regulations 2006 and The Education (Pupil Registration) (England) (Amendment) Regulations 2010.

The available measures are:

- Prosecution of parents under sections 444 (1) / 444 1 (A) of the Education Act 1996
- Section 444 (1) Education Act 1996 states 'if a child of compulsory school age who is a registered pupil at a school fails to attend regularly, his / her parent is guilty of an offence'. This offence is one of 'strict liability', a legal term that means that the offence is committed whether the parent knew the child was absent or not. It is not a defence to say that the parents have tried everything in their power to get the child to school. The parent's efforts could be raised in mitigation if they were found guilty but would not amount to an outright defence. Defences against Section 444 are specific and set out in that section of the Act. The penalty for the offence is a fine of up to £1,000 for each parent with the option of a conditional or absolute discharge. One of the available defences, absence due to an 'unavoidable cause', only relates to a cause connected with the child.
- Section 444 (1)(A) Education Act 1996 as inserted by S72 Criminal Justice and Courts Act 2000, includes that both parents can be prosecuted for an aggravated offence when the child fails to attend school with the parent's knowledge but the parent fails without reasonable excuse to cause the child to attend. This offence carries a maximum fine of £2,500 and/or 3 months imprisonment.
- The aggravated offence was introduced after the consultative exercise 'Tackling Truancy Together'. If parents facing the aggravated offence fail to turn up at court it is likely that a warrant for their arrest would be issued.
- The possible outcomes following a conviction for the lesser offence are a fine, an Education Supervision Order, Community Order, a Parenting Order, a Conditional Discharge or an Absolute Discharge. For the aggravated offence all the above are an option, however a custodial sentence is possible.

PACE Cautions -Police and Criminal Evidence Act 1984.

- The Code of Practice attached to the act sets out the conduct that persons who are charged with the duty of investigating offences or charging offenders' should observe when carrying out their duties, in particular the conduct of interviews and recording of statements under caution.
- School Attendance Orders S437-443 Education Act 1996
School Attendance Orders (SAOs) are used when a child of compulsory school age is not registered at a school and not receiving suitable education and where the Local

Authority believes that the child should attend school will be served in writing to the parents requiring them to satisfy the Local Authority within a period specified. They are not to be used for children who are on the roll of a school. Failure to comply with an SAO will lead to a prosecution under section 443 and is a criminal offence carrying a maximum fine of £1,000 per parent.

- Parenting contract (Antisocial Behaviour Act 2003) is a voluntary agreement / contract between school and the parent; sometimes the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.
- Penalty Notices (inserted into the Education Act 1996 by section 23 Anti-Social Behaviour Act 2003; and Section 105 of the Education and Inspections Act 2006) will be considered when holidays are taken in school time, impacting on a pupils attainment following warning, the Penalty Notice will be issued and needs to be paid within a maximum of 28 days, failure to do may result in prosecution for the non-attendance.

Education Supervision Order (ESO):

- The Local Authority may apply for an ESO, when appropriate, rather than a prosecution against parents for poor attendance. Before initiating a prosecution under section 444(1) or (1)(A) of the 1996 Education Act, or after failing to comply with a SAO a Pupil Welfare Officer will consider whether it is appropriate to apply for an ESO under Section 36 of the 1989 Children Act to the Family Court. The ESO is usually granted for a period of up to 12 months at a time.
- The purpose of an ESO is to place a young person who is not being properly educated under the supervision of the Local Authority as opposed to the parent having full responsibility for the choices regarding the child's education therefore enabling the Local Authority more control in educating a child of compulsory school age.
- ESOs are 1989 Children Act Orders and as such the welfare of the child is paramount. Parents must obey the reasonable directions given under an ESO and persistent failure to comply is a criminal offence in the Magistrates Court under Section 444(1) of the 1996 Education Act.

Parenting Orders

- Magistrates may impose a Parenting Order under S8 Crime and Disorder Act 1998 if they feel this is suitable and could help prevent further pupil absence. The Order will require parents to attend counselling or guidance sessions for up to three months. It may specify other requirements, for example, ensuring the child is escorted to and from school for up to 12 months. Non-compliance with a Parenting Order can result in a further prosecution by the Police and carries a fine of £1,000 if convicted.

Penalty Notices for parents of Truants

- Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 introduces Penalty Notices as an alternative to prosecution.
- The penalty is £120 but is reduced to £60 if paid within 21 days of receipt of notice.

- If the Penalty Notice is not paid within 28 days the matter may proceed to court for prosecution under Section 444 (1) of the 1996 Education Act 17
- If the attendance of a child improves but the Penalty Notice remains unpaid then the parent may still be prosecuted

Appendix 3

The local procedures on DSCB website refer to procedures for challenging attendance - see

http://doncasterscb.proceduresonline.com/chapters/p_ch_missing_educ.html?zoom_highlight=attendance

Definition and Overview

The statutory guidance Children Missing Education (September 2016) sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and, where it is not followed, the local authority should have reasonable grounds for not doing so.

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have;

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life;

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Statutory guidance for local authorities: Children missing education (September 2016).

Risks

Each year children living in Doncaster will either fail to start in a new school or appropriate education provision, become lost from school rolls or fail to re-register at a new school when they move home.

These 'missing' children can be vulnerable, and it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as

possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.
- Children who remain disengaged from education are potentially exposed to higher degrees of risk.

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

When families move between local authority areas it can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities – either regionally or nationally – and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or the provision of electronic or distance learning packages where these are available.

Research has shown that many children from Gypsy, Roma and Traveller (GRT) families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer within the local authority, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education.

Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) for advice on making arrangements to ensure continuity of education for those children when the family moves.

Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that children are receiving, or return to, appropriate full-time education.

Indicators

Schools

As a result of daily admissions registration, schools are particularly well placed to notice when a child has gone missing. If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability by making reasonable enquiries, and refer (see also Referrals Procedure) any concerns about the child to Children's Services.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in 'Keeping Children Safe in Education' September 2016 statutory guidance.

All schools are required to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.

Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral (see Referrals Procedure) should be made to children's social care (and the police if appropriate).

Other Agencies

Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, then this information should be passed to the Pupil Tracking Officer with any details they have of the child in question. If they have concerns about the welfare of the child they should refer to Children's Services.

Pupil Tracking Officer

The Pupil Tracking Officer (or CME Officer) should ensure through the Education Welfare Officer that reasonable enquiries are made - e.g. home visits, liaison with the Children's Services Trust and/or Housing - and notify the school if it appears that the child has moved out of the area.

If no information is forthcoming within 2 days, the Pupil Tracking Officer should alert her/his manager, who should inform the Children's Services Trust and the Police in writing.

Protection and Action to be Taken

Head teachers should inform the Pupil Tracking Officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

In the following circumstances a referral to Doncaster Children's Services Trust and /or the Police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is Looked After;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

Where a child on a school roll is missing, the child's name may not be removed from the school roll until s/he has been continuously absent for at least 4 weeks and both the school and the education service have failed, after reasonable enquiry, to locate the pupil and her/his family. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer in the Local Authority must also be informed.

In these circumstances the child's name is kept on a centrally held register, and should be clearly identified as missing from education.

Where the child's name has been removed from the school roll, but s/he has not been located, the Head Teacher should arrange for the pupil's records to be retained until the child is located. They may be held centrally according to local arrangements.

Where a Head Teacher has been notified by a parent that a pupil is receiving education other than at school, and has removed the child's name from the school roll, notification must be given to the education service within 10 school days; the pupil's records should then be transferred to the education service to be stored in accordance with local arrangements.

If a school receives a new pupil without receiving information about the pupil from his or her previous school, the school should contact the Pupil Tracking Officer.

If the Pupil Tracking Officer becomes aware the child has moved to another school s/he should ensure all relevant agencies are informed and arrangements made to forward records from the previous school.

Issues

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Schools should endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence has occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.

Further Information

This guidance should be read in the context of the statutory duties upon local authorities and parents as set out in the following:

- The Education Act 1996 section 436A;
- The Education Act 2002;
- The Children Act 1989;
- The Children Act 2004;
- Statutory guidance for local authorities: Children missing education (September 2016);
- Elective Home Education Guidelines;
- School Admissions Code;
- School to school service: how to transfer information;
- The Education (Pupil Registration)(England) Regulations 2006, as amended (Education law regarding pupil registration where a child is on a school roll); The Education (Pupil Registration) (England) (Amendment) Regulations 2013; as amended The Education (Pupil Registration) (England) (Amendment) Regulations 2016. In particular the guidance provides for professionals seeking to exercise their duty under the following Acts to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 175 of the Education Act 2002;
- And Section 11 of the Children Act 2004. Additionally, this guidance seeks to ensure that the duty to co-operate to improve the well-being of children under section 10 of the Children Act 2004[32] is discharged. All schools will have a designated teacher for looked after

children. These teachers are ideally placed to assist when identifying those looked after children currently in school who may be at greater risk of going missing from education.

Attendance and P.A. strategy- Objectives, actions and initial timeframe for set up:

Objective and actions	Timeframe for set up
<p><i>To develop collective responsibility for driving improvements in attendance.</i></p> <ul style="list-style-type: none"> ✓ Create an LA Attendance Strategy Team with representatives from different teams within the LA to collaborate and disseminate information to their teams and become part of their individual team action plans for academic year 2017/18 in to 2018/19. AAPW to clarify and communicate high expectations for officers, schools, governors and parents. This includes holidays, language around expectations, evidence based decisions. ✓ The LA will take the lead on borough wide Attendance initiatives at key points in the year where the data shows attendance usually dips. 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO to approach 4 officers with strategic roles around attendance in order to convene a group for 9/17. Identify common strands of strategy for their areas. ✓ MO Set out timeline of activity. ✓ Consider high profile launch of Doncaster Attendance strategy with elected members , senior and middle leaders etc. 9/17 ✓ Investigate partners for the delivery of an LA led Attendance campaign at key times in the academic year based on best practice and data led. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Consider high profile launch of Doncaster Attendance strategy with elected members , senior and middle leaders ✓ Publication of expectations and strategies to support initiatives to all professionals involved. ✓ Clear messages are communicated to all key teams within council including elected members, social care colleagues, LOCYP managers, behaviour, school effectiveness etc. ✓ November- ‘second wave’ of strategy launch after HT in media, schools and council with info re ‘fast track’, clear message on holidays etc.
<p><i>To deliver greater accountability for Doncaster schools around absence and P.A.</i></p> <ul style="list-style-type: none"> ✓ All schools to receive a letter at the start of autumn term 2017 informing them about the Doncaster focus on reducing persistent absence and increasing attendance across all schools. All schools with PA above National figures (with some regard to proportionality) become ‘focus schools’. ✓ The Focus school category for attendance will include challenge, support and building capacity 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ LG/MO Profile and risk assess all schools against 3 year trend in data with S&E colleagues ✓ LG/MO to speak to PR/ LH. Both to speak at ‘School briefing’ about this strategy 9/17. ✓ Letter to schools should alert them to becoming an attendance focus school and how the LA intends to support them. Include an invitation to a meeting of schools in this category to launch the programme with schools in this category. ✓ MO/LG/SP All focus schools have termly visit from MO/SP/LG so that provision is evaluated and action plans are drawn up and reviewed. A timeline for ‘deep dives’ is published.

<p>of schools to improve attendance and reduce Persistent Absence so it is in line with national.</p> <ul style="list-style-type: none"> ✓ Training for School Governors regarding Attendance and Persistent Absence. Chair of Governors to receive notification of falling into the category of school of concern and what they can do to ensure their school improves. Training available for governors with attendance role. ✓ Schools will be required to review and update their Attendance Policy to ensure it reflects practice, meets legal requirements and demonstrates how staff work collectively to promote good and improving attendance. 	<ul style="list-style-type: none"> ✓ Support and capacity building provided to schools by officers with a track record of improving attendance and reducing PA to ensure credible support to schools as part of launch. ✓ The L.A. strategy for pupil premium will link explicitly to on-going work on auditing and improving attendance policy and practice in schools. ✓ Develop a training slide set to be used with a range of audiences regarding attendance and PA ✓ Agree an LA Target for attendance and PA for 2017/18 and 2018/19 moving towards national averages and then to be better than national averages. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ All attendance focus schools to have a clear support plan led by the LA that is developed with the school and regularly RAG rated half termly. LA to use the support plans to identify the type of support schools need collectively and provide training/share practice. Support plan to be available for school governors as part of monitoring process. ✓ Arrange a training session with SESOs to explain the attendance strategy and how they can challenge school leaders with regard to attendance. Also signpost where schools can obtain support. ✓ Governor training session to be developed with key messages regarding attendance and advice/guidance for Governors to challenge school leaders, encourage GB to set a performance target for the schools leadership that includes attendance/PA target to be achieved during 2017/18 ✓ Info pack and model policy sent to schools 10/17 ✓ Session at Attendance network 11/17 ✓ Offer a critical friend approach to current school policies for attendance, Officers with expertise in developing and reviewing policies that reflect school practice to provide this service. This can be follow up from the SESO meetings. ✓ School briefing meetings will include exchange between SESO and AAPW over attendance targets and strategies/pupil premium action planning.
<p><i>To ensure that school improvement services have a clearly defined role in improving attendance.</i></p> <ul style="list-style-type: none"> ✓ A regular termly network and training event will be provided at the beginning of each term. This will be aimed at the School Strategic Leader for Attendance and the School Attendance Administrator. ✓ School improvement officers conduct termly discussion with schools regarding PP attendance when reviewing PP outcomes and plans. ✓ Offer a programme of staff training on managing attendance through PIL. ✓ Introduce termly attendance networks 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO to meet with PIL to discuss brokering, training and SI package. 9/17 ✓ LG/MO to meet PR re use of attendance data in SI meetings. 9/17. ✓ LG/MO to produce pack of info to guide conversations. 9/17 <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Training for school leaders on data analysis and targeting pupils/pupils groups for intervention through Behaviour and attendance network. ✓ Termly network meetings to spotlight good practice in schools so others can implement interventions and campaigns in their own schools. Create a learning community that is mutually supportive
<p><i>Ensure that the attendance service is having a clear impact upon schools</i></p>	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO/SP to undertake evaluation of EW team- looking at KPIs and consistency of work. 9/17 ✓ MO/ SP Action planning with EW team regarding whole

<ul style="list-style-type: none"> ✓ Quality assure the strands of work undertaken by the attendance team. ✓ Refocus resources in order to maximise impact-including allocation of additional resources to areas of need. ✓ Consider using ‘fast track’ initiative if officers and members are convinced that this will work locally. ✓ Consistent use of FPN. ✓ An attendance code analysis should be carried out at LA level and schools level to understand how the use of relevant coding explains absence data in particular ✓ Base SLA for AAPW on a clear analysis of need and likely impact. 	<p>attendance strategy. 9/17</p> <ul style="list-style-type: none"> ✓ If Fast Track is implemented work with Legal Services/ Magistrates to ensure additional time is allocated for the Fast Track cases. ✓ MO/ SP Identify and clarify operational and S.I. roles in supporting schools to review and improve attendance. 9/17 ✓ MO/SP 09/17 to study evaluations of FT strategies and report to A.D.s on its impact ✓ Single attendance target setting process for all schools agreed by L.A. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Launch Fast Track system with schools to ensure they fully understand which cases are suitable for this process. Provide examples of case studies/scenarios to help them to identify how best to utilise this system. ✓ SP/MO Use of extra time to implement FT and system reviews of attendance. EWO and AAPW team managers support strategy timeline in schools. ✓ Code analysis at LA and individual school level to be shared with key stakeholders and inform next steps ✓ All schools set targets for absence and P.A. Based on how to achieve the LA targets for attendance and PA set for 2017/18 and 2018/19.
<p><i>Minimise the impact of weaker behaviour practice upon attendance</i></p> <ul style="list-style-type: none"> ✓ Behaviour strategy includes attendance and school improvement representatives. ✓ Minimise the use of part-time timetables across the authorities. 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ Ensure that behaviour team members sit on Attendance strategy group and vice versa. 9/17 ✓ Work with behaviour colleagues to profile extent and impact of this practice 9/17 ✓ MO/LG to be part of the task and finish group of the Behaviour Review to establish guidance and best practice for reduced timetables. <p>October/November 2017</p> <ul style="list-style-type: none"> ✓ A focus on reduced timetable practice across schools to be highlighted across stakeholder groups including Governors to challenge schools who regularly use this as an intervention. As part of the focus on attendance schools should be transparent about the number so of pupils on reduced timetables. Ensure that any pupil on a reduced timetable is monitored and reviewed regularly. Guidance and best practice to be school Improvement Teams to have this item as a regular agenda item for their visits. 11/17 ✓ Share AP with schools for reducing and monitoring PT timetables. 11/17
<p><i>Ensure that admissions functions rapidly in order to minimise time out of school.</i></p> <ul style="list-style-type: none"> ✓ Ensure that in-year admissions are all processed rapidly so that children lose as little time as possible. ✓ Ensure that IYFAP and inclusion panels are screened, minuted and policed so that practice is transparent and based upon a collective will to achieve the best outcomes for Doncaster 	<p>September 2017</p> <ul style="list-style-type: none"> ✓ MO/SP Analysis of current data on IFAP. ✓ MO to meet with heads in order to gather views regarding improvements to IYFAP processes and build consensus for fortifying partnerships around mobility. ✓ Clear strategy for ensuring cohesion, parity and equality across all L.A. panels 9/11 ✓ MO/LG to be part of the New panels task group identified in the Behaviour Review

<p>children.</p>	<p>October/November 2017</p> <ul style="list-style-type: none"> ✓ Conduct an in depth analysis and review of reasons why pupils are presented at IFAP, how long it takes from being identified as requiring a school place and the time frame before they are accessing full time education. ✓ New IYFAP procedures in place.
------------------	--

Appendix 5 – Letter to Focus schools –September 2017

Dear (Name of Headteacher/Principal)

Doncaster Council Attendance Strategy 2017/18

A new Local Authority strategy focused on school attendance is being launched this academic year following an LA review of school attendance and persistent absence. In the Doncaster Children and Young People’s Plan 2017-2020 school attendance and persistent absence were highlighted as areas where significant improvement is required. This not just a priority for the local authority, but for all partners, as reflected in the problem diagnosis for the Social Mobility Opportunity Area, which again highlighted persistent absence as a key challenge that Doncaster faces. We believe that the local authority has a key role to play in supporting schools to improve attendance and reduce persistent absence so that outcomes for children in all school can improve further.

From the data held by the Local Authority and compared with national data, Doncaster is one of the lowest ranked Local Authorities in the country for attendance and persistent absence. National figures show the Doncaster average for attendance in primary schools is 95.6% compared to National of 96%. In Secondary schools the data shows national averages at 94.8% and Doncaster schools 93.6%. When focusing on persistent absence Primary schools national average is 8.2% compared to Doncaster at 10.5% Secondary persistent absence national 13.1% compared to Doncaster at 16.3%. Ofsted compare schools to national averages as regards attendance and persistent absence data. The aim is to bring Doncaster schools in line with national data in the first instance, moving towards being better than national average in the future.

As part of the Attendance Strategy, schools with lower attendance and higher persistent absence than national will become a focus for support from the local authority. From centrally held data (name of school) will be a focus school 2017/18.

LA Officers plan to visit identified schools in the autumn term 2017 in order to agree how we can support you to make improvements. There will be a series of network meetings for school Attendance Leaders and their Attendance Administrator this academic year. Individual schools can be supported by Attendance Specialists with a track record of improving attendance at school and Local Authority Level. Governors will be provided with training on Attendance and Persistent absence to enable them to effectively support and challenge their schools on Attendance.

Impacting on system wide issues requires collective leadership and appropriate support programmes. On this basis, an initial meeting will be scheduled at your school at a mutually convenient time to discuss how the local authority can support your school to improve attendance. A Local Authority Officer will be in contact with you over the coming weeks in order to discuss this further.

Old letter.

Dear (Name of Headteacher/Principal)

Doncaster Council Attendance Strategy 2017/18

A new Local Authority strategy focused on school attendance is being launched this academic year following a LA review of school attendance and persistent absence.

You will be aware of the strong links between raising pupil attainment and improving progress with pupil attendance, based on your own school data. At Local Authority level it has been decided that schools need to be supported to improve overall attendance and reduce persistent absence to improve outcomes for children and young people in Doncaster.

From the data held centrally and compared with national data, Doncaster is one of the weakest Local Authorities for attendance and persistent absence. National figures show the Doncaster average for attendance in primary schools is 95.6% compared to National of 96%. In Secondary schools the data shows national averages at 94.8% and Doncaster schools 93.6%. When focusing on persistent absence Primary schools national average is 8.2% compared to Doncaster at 10.5% Secondary persistent absence national 13.1% compared to Doncaster at 16.3%. Ofsted compare schools to national averages as regards attendance and persistent absence data. The aim is to bring Doncaster schools in line with national data in the first instance moving towards being better than national average in the future.

As part of the Attendance Strategy, schools with lower attendance and higher persistent absence than national will become a focus school. From centrally held data (name of school) will be a focus school 2017/18.

It is intended that individual schools will be visited by LA Officers in the autumn term 2017 to discuss attendance and identify the support needed to improve. There will be a series of network meetings for school Attendance Leaders and their Attendance Administrator this academic year. Individual schools can be supported by Attendance Specialists with a track record of improving attendance at school and Local Authority Level. Governors will be provided with training on Attendance and Persistent absence to enable them to effectively support and challenge their schools on Attendance.

An initial meeting will be scheduled at your school at a mutually convenient time to discuss the focus school for attendance strategy and how the Local Authority can support your school to improve attendance. You will be contacted by a Local Authority Officer in September 2017.



Doncaster Council

Date: 5th March 2018

To the Chair and Members of the Children and Young People Scrutiny Panel

OVERVIEW AND SCRUTINY WORK PLAN 2017/2018 – February 2018

Relevant Cabinet Member(s)	Wards Affected	Key Decision
The Mayor	All	None

EXECUTIVE SUMMARY

1. The Panel is asked to consider the Overview and Scrutiny Work Programme for 2017/18 – February 2018 and receive an update on progress and agree future items for consideration.

EXEMPT REPORT

2. The report is not exempt.

RECOMMENDATIONS

3. The Committee is asked to
 - Review the Overview and Scrutiny Management Committee work plan attached at Appendix A;
 - Agree when items be programmed for consideration or removed from the work plan; and
 - Consider the Council's Forward Plan of key decisions attached at Appendix B

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Regular review of the Overview and Scrutiny work plan enables the Committee to ensure it remains relevant and is responding to important issues for citizens and the borough. The work plan update helps support openness, transparency and accountability as it summarises outcomes from overview and scrutiny activities. Citizens are able to contribute to the work of overview and scrutiny by attending

meetings or contributing to reviews.

BACKGROUND

5. Overview and Scrutiny has a number of key roles which focus on:
 - Reviewing decisions made by the Executive of the Council
 - Policy development and review
 - Monitoring performance (both service indicators and financial)
 - Considering issues of wider public concern.
6. An updated version of the work plan is regularly presented to OSMC and Panels for consideration. The Panel is asked to consider the unresolved issues in Appendix A and agree when items should be programmed or removed from the list. It should be noted that the work plan highlights those items that have been considered up to the end of February, 2018 and those that are planned at the time this agenda is published.

Council's Forward Plan of Key Decisions

7. Attached at Appendix B is the Council's Forward Plan of key decisions for consideration by the Panel.

OPTIONS CONSIDERED

8. There are no specific options to consider within this report as it provides an opportunity for the Panel to review its work plan for 2017/18.

REASONS FOR RECOMMENDED OPTION

9. There is no recommended options.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

- 10.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and policy development through robust recommendations, monitoring performance of the Council and external partners, services and reviewing issues outside the remit of the Council that have an impact on the residents of the Borough.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a</p>	

	<p>borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and 	

	aspirations of residents <ul style="list-style-type: none"> • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	
--	---	--

RISKS AND ASSUMPTIONS

11. To maximise the effectiveness of the Overview and Scrutiny function it is important that the work plan is manageable and that it accurately reflects the broad range of issues within its remit. Failure to achieve this can reduce the overall impact of the function. National research has identified that over ambitious work plans that include too many items are a common cause of frustration for Scrutiny Members as they fail to achieve any outcomes. The work plan will continue to be reviewed at each ordinary meeting and officers will advise on the capacity available to undertake any additional work. This provides an opportunity to ensure work plans can be regularly monitored and reviewed.

LEGAL IMPLICATIONS (Officers initial HMP Date 9.2.18)

12. There are no specific legal implications to the work plan though specific reports may require legal consideration.

FINANCIAL IMPLICATIONS (DB 12/2/18)

13. There are no specific financial implications arising from this report.

HUMAN RESOURCES (Officers initial MLV Date 16/02/18)

14. There are no specific HR implications related to the contents of this report. There may be HR implications relating to specific elements on the work plan but these will be highlighted in the relevant reports at the appropriate time.

TECHNOLOGY IMPLICATIONS (Officers initials PW Date 07/02/18)

15. There are no specific technology implications in relation to this report.

HEALTH IMPLICATIONS (Officers initials SH Date 13/02/2018)

16. This report provides an overview on the work programme and as such there are no specific health implications associated with this report. Within its programme of work, Children and Young People Scrutiny Panel will need to ensure it is able to review how the Council addresses health inequalities within its policies and programmes and ensure that these do engender inequalities.

EQUALITY IMPLICATIONS (CDR) 7th February, 2018

17. This report provides an overview on the work programme and there are no significant equality implications associated with the report. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

18. During May and June 2017, OSMC and the standing Panels held work planning sessions to identify issues for consideration during 2017/2018.

BACKGROUND PAPERS

19. Agenda, guidance and draft work plan produced following OSMC work planning events held during May and June 2017.

REPORT AUTHOR & CONTRIBUTORS

Christine Rothwell, Senior Governance Officer

☎ 01302 735682 ✉ christine.rothwell@doncaster.gov.uk

Caroline Martin, Senior Governance Officer

☎ 01302 734941 ✉ caroline.martin@doncaster.gov.uk

Damian Allen
Director of People
**Learning and Opportunities: Children and Young People/
Adults Health and Wellbeing Directorates**

This page is intentionally left blank

OVERVIEW & SCRUTINY WORK PLAN 2017/18

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
June	Tues, 6th June 2017, 11:30am – Rm 209 (CR) <ul style="list-style-type: none"> • Work planning – OSMC • State of the Borough Assessment (Andy Pattinson) • Local Plan (Jeremy Johnson to inform Members prior to July meeting) 	21st June 2017, 11am – Rm 210 (CR) <ul style="list-style-type: none"> • Work planning – HASC O&S • State of the Borough Assessment (Andy Pattinson) 	Thurs 1st June 2017, 10 am Rm 008 (CR) <ul style="list-style-type: none"> • Work Planning • State of the Borough Assessment (Andy Pattinson) 		Fri, 16th June 2017, 9:00am, Rm 413 (CM) <ul style="list-style-type: none"> • C&E O&S Work planning • State of the Borough Assessment (Andy Pattinson)
	Fri, 16th June 2017, 12:30pm – Council Chamber (CM) <ul style="list-style-type: none"> • Youth Justice Plan 				
	(Members Briefing - Community Engagement Framework briefing to follow the meeting)				
	Thurs, 29th June 2017, 10am – Council Chamber (CR) <ul style="list-style-type: none"> • Updated Medium Term Financial Forecast 2017/18 • State of the Borough Assessment (Andy Pattinson) • O&S Draft Work Plans 				
	OSMC Evaluation – scoping following meeting				
	Thurs, 20th July 2017, 10am – Council Chamber (CM) <ul style="list-style-type: none"> • DCST Update (and DMBC action plan) • DMBC Finance & Performance - Qtr 4 – 16/17 • St Ledger Finance & Performance - Qtr 4 – 16/17 	5th July 2017 Leeds City Council (CM) Joint Health Overview and Scrutiny Committee (Chair Only) <ul style="list-style-type: none"> • Congenital Heart Disease 	Wed, 5th July 2017, 10am – Rm 007b (CR) <ul style="list-style-type: none"> • Youth Council – from discussion raise possible review on children to adult services mental Health. • Doncaster Children’s 	Thurs, 20th July 2017, 4pm – Rm 210 (CM) <ul style="list-style-type: none"> • R&H O&S Work planning • State of the Borough Assessment 	
	Mon 31st July, 2017 3.30pm				

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
July		<p>CCG, Jctn 1 Rotherham Jt Health O&S Committee (CR)</p> <p>CWT (Commissioning Working Together) Hyper acute stroke services and children's surgery and anaesthesia services – final consideration</p>	<p>Trust Update following high level Challenge Meeting with DCST - Damian</p> <ul style="list-style-type: none"> Fostering Children and Young People Plan (including Governance of the Children and Families Strategic Board) Behaviour Inclusion Programme Overview (key programme that contributes to the state of the borough assessment) Academies Overview – progress update on the current state of relationships and challenges 		
Aug		<p>Mon 14th August, 2017, 2pm – Rm 007a&b (CM)</p> <p>Standard Items</p> <ul style="list-style-type: none"> Substantial Variation GP Scawthorpe Surgery. Doncaster Strategic Health and Social Care Plans (Sustainability and Transformation Plan, Place Plan and Adults Health & Wellbeing Transformation Programme). Inspection and Regulation O&S Workplan 			
	<p>1st September 2017 (CR)</p> <ul style="list-style-type: none"> Doncaster Growing Together (Corporate Plan) <p>Thurs, 7th Sept 2017, 10am – Council Chamber (CM)/SM</p>	<p>Wed, 20th Sept. 2017, 10am – Council Chamber (CR)/AT</p> <p>Standard Items: - Doncaster Strategic Health and Social Care Plans</p> <p>Other Items: -</p>	<p>Tues, 12th Sept. 2017, 10am – Council Chamber (CM)</p> <ul style="list-style-type: none"> Doncaster Children's Trust (split screen) Children's Trust and Damian 		<p>Tues, 12th September, 2017, 8:45pm – Rm 409 (CR)</p> <ul style="list-style-type: none"> Joint Waste strategy and update on new waste collection contract

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Sept	<ul style="list-style-type: none"> Finance & Performance - Qtr 1 17/18 Equalities and Diversity Plan O&S Workplan Report 	<ul style="list-style-type: none"> End of Life Care – CCG/Public Health – Non hospice care, sufficient nursing, pain relief Carers Strategy – review impact and effectiveness (to invite CYP Scrutiny panel) Intermediate care O&S Workplan Report 	<ul style="list-style-type: none"> Education and Skills Overview (key programme that contribute to the state of the borough assessment) – to include post 6th form review School Performance Tables Annual Complaints O&S Workplan Report 		
		<p>Thursday 21st September - 1pm Room 210 (CM)</p>			
	<p>Mon 18th September, 2017 at 2pm – Council chamber</p> <ul style="list-style-type: none"> Scrutiny Evaluation (Scoping) 	<ul style="list-style-type: none"> Social Prescribing 			
Oct	<p>Thurs, 5th Oct 2017 – 10am Council Chamber (CM)</p> <ul style="list-style-type: none"> Doncaster and North Lindsey College Merger 		<p>31st October 2017, at 11am Hub, Mary Woollet Centre (TBC)</p> <ul style="list-style-type: none"> Early Help; Transferred family support workers; and Front door pressure 	<p>Mon, 16th Oct 2017 – 3:15 – Rm 209 (CM)</p> <ul style="list-style-type: none"> Economic Plan Refresh 	<p>Wed 18th Oct 2017 – 10am Rm 413 (CM)</p> <ul style="list-style-type: none"> Community Engagement Framework
Nov	<p>Thurs, 9th Nov 2017, 10am – Council Chamber (CM/CR)</p> <ul style="list-style-type: none"> Scrutiny Evaluation (Stage 1 – Taking Stock) 	<p>Wed, 22nd Nov 2017, 10am – Council Chamber (CM)</p> <p>Standard Items</p> <ul style="list-style-type: none"> Adult Transformation - 		<p>Wed, 29th Nov 2017, 3.30pm - Room 413 (CR)</p> <ul style="list-style-type: none"> Urban Centre Master 	<p>Wed, 8th Nov, 2017, 9:45am Room 413 (CR)</p> <p>Crime and Disorder Meeting – evidence gathering addressing anti-social behaviour to serious</p>

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
		<p>Overview and spotlight on specific required areas eg: Place Plan, better care fund</p> <ul style="list-style-type: none"> Quarterly Performance – eg. regular updates into uptake of direct payments, residential and homecare Inspection and Regulation Memorandum of Understanding (STP) - TBC <p>Other Items: -</p> <ul style="list-style-type: none"> Suicide Safeguarding – (Assets Team to provide risks/update on number of cases) O&S Workplan Report 		<p>Plan Overview and progress including what is happening in terms of delivery, implementation and priorities with regards to physical developments.</p>	<p>crime pathway – strategic overview and background</p> <ul style="list-style-type: none"> DMBC - overview South Yorkshire Police (strategic and PCSOs) Ward Councillors <p>Wed, 15th Nov, 2017, 8:30am Room 210 (CM)</p> <p>Crime and Disorder Meeting – evidence gathering addressing anti-social behaviour to serious crime pathway – perception</p> <ul style="list-style-type: none"> St Leger Homes South Yorkshire Fire Service Neighbourhood response team Other community leaders <p>Wed, 29th Nov, 2017, 11am Room 110 (CM/CR)</p> <p>Crime and Disorder Meeting –</p> <ul style="list-style-type: none"> Recommendations and Conclusions
Dec	<p>Thurs, 7th Dec 2017, 11am – Room 409 (CR/CM)</p>		<p>Tues, 5th Dec 2017, 10am - Council Chamber (CM)</p>		
	<ul style="list-style-type: none"> Scrutiny Evaluation – Step 2 (Identifying What Scrutiny’s Role Is) 		<ul style="list-style-type: none"> Doncaster Children’s Trust Update following Directors Challenge Meeting with DCST - Damian 		
	<p>Thurs, 14th Dec 2017, 1pm – Council Chamber (CR)</p>		<ul style="list-style-type: none"> Annual Children’s Safeguarding Report (including update on CSE) 		
	<ul style="list-style-type: none"> 4 Year Financial Plan Finance & Performance - Qtr 2 17/18 O&S Workplan Report 		<ul style="list-style-type: none"> Education and Skills Update (key programme that contribute to the state of the borough assessment) – to include 		

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
			careers advice and guidance <ul style="list-style-type: none"> • Association of Directors of Children’s services regional self-awareness 2017 • O&S Workplan Report 		
Jan	Thurs, 18th Jan 2018, 10am – Council Chamber (CM) <ul style="list-style-type: none"> • Budget (invite to Directors) • O&S Workplan Report Evaluation Meeting to follow OSMC - TBC	Tues, 23rd Jan 2018, 10am Council Chamber (CM) Standard Items <ul style="list-style-type: none"> • The Inspection and Regulation of Adult Social Care – In House Community Services Other Items: <ul style="list-style-type: none"> • Adult Safeguarding Board (Chair in attendance) • Transition from child to adult services (invite CYP O&S) • Health and Well-being Board Strategy update • GP Branch Merger • O&S Workplan Report 		Thurs, 11th Jan, 2018, 3.15pm - Room 413 (CR) <ul style="list-style-type: none"> • Wool Market • Railway Station Forecourt • Options for the future provision of the central library/museum/ archives 	Jan 2018
	10th Jan 2018, 11am (CR)			Invite to H&ASC O&S re: "Transition from child to adult services" item.	
	<ul style="list-style-type: none"> • Scrutiny Evaluation – Visit to Rotherham MBC O&S Meeting 				
Feb	Thurs, 8th Feb 2018, 10am Council Chamber (CR)				Wed, 7th Feb 2018, 1.30pm Rm 409 (CR)
	<ul style="list-style-type: none"> • DCST Update (and DMBC action plan) • Final Evaluation Meeting - ~TBC 				<ul style="list-style-type: none"> • Waste Collection
	Thurs, 22nd Feb 2018, 10am (CR)				Mon, 19th Feb 2018, 10am – Council Chamber (CR)
					Crime and Disorder meeting <ul style="list-style-type: none"> • Feedback from evidence gathered in the Autumn anti-social behaviour to serious crime pathway.

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
	<ul style="list-style-type: none"> Finance & Performance - Qtr 3 17/18 O&S Workplan Report Housing Allocations Policy – invite Regeneration and Housing Panel for this item 				<ul style="list-style-type: none"> Hate Crime Strategy. Community Safety Strategy
Mar	<p>Thurs, 22nd March 2018, 10am Council Chamber (CR)</p>	<p>Wed, 14th March 2018, 10am Council Chamber (CM)</p>	<p>Mon, 5th March 2018, 10am Council Chamber (CR)</p>	<p>Tuesday 15th March 2018, 3.15pm – Room 210 (CR) – Was 6th March</p>	
	<ul style="list-style-type: none"> O&S Evaluation Report C&E O&S Review Health report for Joint Scrutiny work OSMC Workplan 	<p>Standard Items</p> <ul style="list-style-type: none"> Adult Transformation - Overview and spotlight on specific required areas eg: Place Plan, better care fund Quarterly Performance – eg. regular updates into uptake of direct payments, residential and homecare Inspection and Regulation <p>Other Items: -</p> <ul style="list-style-type: none"> Substantial variation to Barnburgh Surgery– CCG Public Health Protection Assurance Responsibilities Annual report of the Joint Health Yorkshire and Humber Scrutiny Meeting O&S Workplan Report 	<ul style="list-style-type: none"> Doncaster Children’s Trust (split screen) Children’s Trust Social Mobility Opportunity Area delivery Plan - NEW Education and Skills UpdateThree Strands: <ul style="list-style-type: none"> i. Learning Provision and Organisation update ii. Post 16 update iii. Update on functional review Behaviour Inclusion Programme update <p>Special school for communication and Interaction and its establishment</p> <p>Behaviour Review – strategic proposals</p> <ul style="list-style-type: none"> Strategies in place to improve schools ‘Attendance Strategy Action Plan’ Work Plan 	<ul style="list-style-type: none"> Housing Needs Analysis Universal Credit Housing Allowance (impacts) Town Centre connectivity 	

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
	April 2018	April 2018	April 2018	April 2018	April 2018 (TBC)
April					Drainage Boards Following the floods where are we now, what has changed and future plans. Drainage Board Governance Invite to: <ul style="list-style-type: none"> • Environment Agenda and DMBC • Drainage Board Chairs
	May 2018	May 2018	May 2018	May 2018	May 2018
May		<ul style="list-style-type: none"> • Yorkshire Ambulance Service – remodelling of estates (Date TBA) 			
ISSUES FOR FUTURE CONSIDERATION					
	<ul style="list-style-type: none"> • OSMC Evaluation – currently in discussions with CfPS 	<ul style="list-style-type: none"> • Air Quality – to be invited if considered by the Community and Environment Scrutiny Panel 	<ul style="list-style-type: none"> • Children and Young Peoples Plan - Annual Impact Report. • Child Poverty Overview with a view to possible in-depth review • Youth Parliament item (TBC) • Youth Parliament – piece of work from scrutiny to be identified (TBC) 	<ul style="list-style-type: none"> • Homelessness Recommendations Update – re: recs on update funding and legislation) 	
	<ul style="list-style-type: none"> • Area Based Review – ward comparisons (Learning, Working, Living and Caring) – currently in discussions with CfPS 	<ul style="list-style-type: none"> • STP update 	<ul style="list-style-type: none"> • Emerging themes from Annual Impact Report – June 2018 	<ul style="list-style-type: none"> • Planning Enforcement – Is planning enforcement effective – raising awareness session 	

10th January 2018

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
	<ul style="list-style-type: none"> Consultants – VFM – Overview and understanding 	<ul style="list-style-type: none"> Health inequalities – BME Health Needs Assessment – 5th July 2018 	<ul style="list-style-type: none"> Education and Skills thematic update – June 2018 		
	<ul style="list-style-type: none"> Welfare Reform – Universal Credit and Sanctions on Benefits 		<ul style="list-style-type: none"> School transport for young people. 		
Moved For Consideration as part of O&S Draft Workplan 2018/2019					
	<ul style="list-style-type: none"> Quarter 4 Performance – 28th June, 2018 	<ul style="list-style-type: none"> State of the Borough Assessment 	<ul style="list-style-type: none"> State of the Borough Assessment 	<ul style="list-style-type: none"> State of the Borough Assessment 	<ul style="list-style-type: none"> State of the Borough Assessment
		<ul style="list-style-type: none"> Continuing Health Panel 	<ul style="list-style-type: none"> Invitation to children in care council to attend the panel next July 2018 (suggested at the CYP Panel 5th July) 	<ul style="list-style-type: none"> Economic Plan Refresh 2nd Meeting – June 2018 	<ul style="list-style-type: none"> Traffic Offences, town centre parking, parking on grass verges – available later on around autumn.
		<ul style="list-style-type: none"> Veteran’s Plan 	<ul style="list-style-type: none"> Child Poverty 		
		<ul style="list-style-type: none"> Clinical Waste – Environmental Health 	<ul style="list-style-type: none"> Association of Directors of Children’s services regional self-awareness 2017 update (July 2018 TBC) 		

DONCASTER METROPOLITAN BOROUGH COUNCIL
FORWARD PLAN FOR THE PERIOD 1ST MARCH TO 30TH JUNE, 2018

The Forward Plan sets out details of all Key Decisions expected to be taken during the next four months by either the Cabinet collectively, The Mayor, Deputy Mayor, Portfolio Holders or Officers and is updated and republished each month.

A Key Decision is an executive decision which is likely:-

- (a) to result in the Local Authority incurring expenditure which is, or the making of savings which are, significant having regard to the Local Authority's budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions in the area of the Local Authority;
- (c) any decision related to the approval or variation of the Policy and budget Framework that is reserved to the Full Council.

The level of expenditure/savings which this Authority has adopted as being financially significant is £250,000.

Please note in addition to the documents identified in the plan, other documents relevant to a decision may be submitted to the Decision Maker. Details of any additional documents submitted can be obtained from the Contact Officer listed against each decision identified in this plan.

In respect of exempt items, if you would like to make written representations as to why a report should be considered in public, please send these to the contact officer responsible for that particular decision. Unless otherwise stated, representations should be made at least 14 days before the expected date of the decision.

KEY

Those items in **BOLD** are **NEW**

Those items in **ITALICS** have been **RESCHEDULED** following issue of the last plan

Prepared on: 31 January, 2018 and superseding all previous Forward Plans with effect from the period identified above

Jo Miller
Chief Executive

MEMBERS OF THE CABINET

Cabinet Member For:

Mayor - Ros Jones
Deputy Mayor - Councillor Glyn Jones

- Housing and Equalities

Councillor Nigel Ball
Councillor Joe Blackham
Councillor Rachael Blake
Councillor Nuala Fennelly
Councillor Chris McGuinness
Councillor Bill Mordue
Councillor Jane Nightingale

- Public Health, Leisure and Culture
- Highways, Street Scene and Trading Services
- Adult Social Care
- Children, Young People and Schools
- Communities, Voluntary Sector and the Environment
- Business, Skills and Economic Development
- Customer and Corporate Services

Some Decisions listed in the Forward Plan are to be taken by Full Council

Members of the Full Council are:-

Councillors Nick Allen, Duncan Anderson, Lani-Mae Ball, Nigel Ball, Iris Beech, Joe Blackham, Rachael Blake, Nigel Cannings, Bev Chapman, Phil Cole, John Cooke, Mick Cooper, Jane Cox, Steve Cox, Linda Curran, George Derx, Susan Durant, Nuala Fennelly, Neil Gethin, Sean Gibbons, John Gilliver, Martin Greenhalgh, Pat Haith, John Healy, Rachel Hodson, Charlie Hogarth, Mark Houlbrook, David Hughes, Eva Hughes, Glyn Jones, R. Allan Jones, Ros Jones, Ken Keegan, Majid Khan, Jane Kidd, Nikki McDonald, Chris McGuinness, Sue McGuinness, John McHale, Bill Mordue, John Mounsey, David Nevett, Jane Nightingale, Ian Pearson, Andy Pickering, Cynthia Ransome, Tina Reid, Andrea Robinson, Kevin Rodgers, Dave Shaw, Derek Smith, Austen White, Sue Wilkinson, Jonathan Wood, Paul Wray.

WHEN DECISION IS EXPECTED TO BE TAKEN	KEY DECISION TO BE TAKEN	RELEVANT CABINET MEMBER	DECISION TO BE TAKEN BY	CONTACT OFFICER(S)	DOCUMENTS TO BE CONSIDERED BY DECISION MAKER	REASON FOR EXEMPTION – LOCAL GOVERNMENT ACT 1972 SCHEDULE 12A
Not before 2nd Mar 2018	Extension of employment contract from 1 April 2018 to 31 March 2020 of Well North Project Team	Councillor Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture	Cabinet Member	Victor Joseph, Consultant in Public Health victor.joseph@doncaster.gov.uk	Well North Staffing 2018-2020 Report	Part exempt 3
Not before 5th Mar 2018	To approve the Revenue Budget 2018/19	Mayor Ros Jones	Council, Cabinet Decision to be taken to Cabinet on 20 February, 2018, prior to full Council approval on 5 March, 2018	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk		Open
Not before 5th Mar 2018	To approve the Capital Programme 2018/19 to 2021/22	Mayor Ros Jones	Cabinet, Council Decision to be taken to Cabinet on 20 February, 2018, prior to full Council approval on 5 March, 2018	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk		Open
Not before 5th	To approve the Housing	Councillor	Cabinet,	Steve Mawson, Chief		Open

Mar 2018	Revenue Account Budget 2018/19	Glyn Jones, Deputy Mayor, Portfolio Holder for Housing and Equalities	Council Decision to be taken to Cabinet on 20 February, 2018, prior to full Council approval on 5 March, 2018	Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk		
Not before 5th Mar 2018	To approve the Treasury Management Strategy Statement 2018/19 to 2021/22	Mayor Ros Jones	Council, Cabinet Decision to be taken to Cabinet on 20 February, 2018, prior to full Council approval on 5 March, 2018	Steve Mawson, Chief Financial Officer & Assistant Director of Finance Tel: 01302 737650 steve.mawson@doncaster.gov.uk		Open
5 Mar 2018	To approve the level of the Council Tax for 2018/19 and to pass the appropriate statutory resolutions including the Council Tax requirement for 2018/19.	Mayor Ros Jones	Council	Marian Bolton, Head of Revenues and Benefits marian.bolton@doncaster.gov.uk		Open
5 Mar 2018	Approval of Doncaster Council's Corporate Plan (2018/19)	Mayor Ros Jones, Mayor of Doncaster with responsibility for Budget and Policy Framework	Council	Allan Wiltshire, Head of Policy and Partnerships allan.wiltshire@doncaster.gov.uk		Open

6 Mar 2018	Acceptance of grant from Sheffield City Regions Business Investment Fund to support the inward investment of a film and TV production facility onto the former Doncaster College High Melton campus	Councillor Bill Mordue, Portfolio Holder for Business, Skills and Economic Development	Cabinet	Tim Hazeltine, Inward Investment Manager, Business Doncaster Tel: 01302 862465 tim.hazeltine@doncaster.gov.uk		Part exempt 3
6 Mar 2018	Approval of Equality, Diversity and Inclusion Framework	Councillor Glyn Jones, Deputy Mayor, Portfolio Holder for Housing and Equalities	Cabinet	Allan Wiltshire, Head of Policy and Partnerships allan.wiltshire@doncaster.gov.uk		Open
6 Mar 2018	To approve Doncaster Council's Housing Allocation Policy.	Councillor Jane Nightingale, Portfolio Holder for Customer and Corporate Services	Cabinet	Andrea Jarratt, Access and Allocations Service Manager Andrea.Jarratt@stlegerhomes.co.uk		Open
Not before 6th Mar 2018	The approval, endorsement and implementation of a Corporate Health and Safety Strategy across all Doncaster Council Directorates and Services.	Portfolio Holder for Public Health, Leisure and Culture	Cabinet	Tracey Harwood, Head of Service Regulation & Enforcement tracey.harwood@doncaster.gov.uk		Open

20 Mar 2018	Approval to enter into Funding Agreement with Sheffield City Region to enable draw down of SCRIF approved funding for the delivery of Waterfront (West) & approval to enter into an associated 'Back to Back Agreement' with Network Rail.	Councillor Joe Blackham, Portfolio Holder for Highways, Street Scene and Trading Services	Cabinet	Steve Shannon, Strategic Infrastructure Manager Steve.Shannon@doncaster.gov.uk		Open
20 Mar 2018	Approval to enter into Funding Agreement with Sheffield City Region to be able to draw down SCRIF approved funding for the delivery of Quality Streets.	Councillor Joe Blackham, Portfolio Holder for Highways, Street Scene and Trading Services	Cabinet	Steve Shannon, Strategic Infrastructure Manager Steve.Shannon@doncaster.gov.uk		Open
20 Mar 2018	To approve the purchase of a strategic Investment for Regeneration purposes in the Civic and Cultural Quarter	Councillor Bill Mordue, Portfolio Holder for Business, Skills and Economic Development, Councillor Joe Blackham, Portfolio Holder for Highways, Street Scene and Trading Services	Cabinet	Scott Cardwell, Assistant Director of Development scott.cardwell@doncaster.gov.uk, Simon Maxton, Investment and Development simon.maxton@doncaster.gov.uk		Fully exempt 3

20 Mar 2018	To approve the purchase of a strategic Investment for Regeneration purposes in Town Centre	Councillor Joe Blackham, Portfolio Holder for Highways, Street Scene and Trading Services, Councillor Bill Mordue, Portfolio Holder for Business, Skills and Economic Development	Cabinet	Simon Maxton, Investment and Development simon.maxton@doncaster.gov.uk		Fully exempt 3
27 Mar 2018	To approve the commissioning of Adult Social Care contracts which are due to expire in 2018/19 and delegate the award of contracts which are re-procured to the Director of People in consultation with the Cabinet Member for Adult Social Care	Councillor Rachael Blake, Portfolio Holder for Adult Social Care	Cabinet	Denise Bann, Strategic lead Commissioning denise.bann@doncaster.gov.uk	Adult Social Care Commissioning 18/19	
27 Mar 2018	To approve the financial plan for the non-recurrent Better Care Fund ear-marked reserve	Councillor Rachael Blake, Portfolio Holder for Adult Social Care, Councillor	Cabinet	Faye Tyas, Head of Financial Management faye.tyas@doncaster.gov.uk, Rupert Suckling, Director of Public Health rupert.suckling@don	Doncaster Place Plan Commissioning Agreement	Open

		Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture, Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools		caster.gov.uk		
27 Mar 2018	Expect Youth (former Strategic Youth Alliance)	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	Damien Allen, Director of People damien.allen@doncaster.gov.uk	Strategic Youth Alliance Cabinet Report 18 October 2016	Open
27 Mar 2018	To establish Big Picture Learning as a new model of alternative provision in Doncaster, subject to the successful application for a Social Impact Bond from the Life Chances Fund	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	David Ayre, Head of Service David.ayre@doncaster.gov.uk		Open
24 Apr 2018	To enter into a formal joint commissioning arrangement with Doncaster Clinical	Councillor Nigel Ball, Portfolio	Cabinet	Rupert Suckling, Director of Public Health		Open

	Commissioning Group for specified range of commissioning responsibilities	Holder for Public Health, Leisure and Culture		rupert.suckling@doncaster.gov.uk		
10 Apr 2018	Behaviour Improvement Programme	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	Jane Mills, Children's Commissioning Manager Jane.Mills@doncaster.gov.uk		Open
10 Apr 2018	To adopt a new Housing Enforcement Policy setting out the standard of enforcement landlords, businesses, individuals and the community can expect from Doncaster Council in relation to Housing matters.	Portfolio holder for Housing, Portfolio Holder for Communities, Voluntary Sector, and the Environment	Cabinet	Carolina Borgstrom, Enforcement Manager- Urban carolina.borgstrom@doncaster.gov.uk, Tracey Harwood, Head of Service Regulation & Enforcement tracey.harwood@doncaster.gov.uk		Open
10 Apr 2018	Approval of a new Public Libraries Strategy for Doncaster.	Councillor Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture	Cabinet	Nick Stopforth, Head of Libraries & Culture nick.stopforth@doncaster.gov.uk		Open
10 Apr 2018	Approval of a new Public Art	Councillor	Cabinet	Nick Stopforth, Head		Open

	Strategy.	Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture		of Libraries & Culture nick.stopforth@donc aster.gov.uk		
24 Apr 2018	To approve a Doncaster Town Centre Parking Strategy	Councillor Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture	Cabinet	Kerry Perruzza, Senior Transport PLanner Kerry.Perruzza@don caster.gov.uk		Open
24 Apr 2018	Agree specific budget reductions and service changes to public health commissioned services as outlined in the Mayor's Budget and national reductions to the Public Health Grant to Local Authorities	Councillor Nigel Ball, Portfolio Holder for Public Health, Leisure and Culture	Cabinet	Rupert Suckling, Director of Public Health rupert.suckling@don caster.gov.uk	Joint Commissionin g Agreement Doncaster Place Plan	Open
22 May 2018	To approve the sponsor for the new Special School for Communication and Interaction and establishment the contractual arrangements for the school build	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	David Ayre, Head of Service David.ayre@doncast er.gov.uk	Cabinet Report (18/07/17)	Open