



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 he 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 	
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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

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