



Agenda

To all Members of the

CABINET

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

Venue: Virtual meeting via Microsoft Teams

Date: Tuesday, 17th November, 2020

Time: 10.00 am

The meeting will be held remotely via Microsoft Teams. Members and Officers will be advised on the process to follow to attend the Cabinet meeting. Any members of the public or Press wishing to attend the meeting by teleconference should contact Governance Services on 01302 736716/ 737462/ 736712/ 736723 for further details.

BROADCASTING NOTICE

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Damian Allen
Chief Executive

Issued on: Monday, 9 November 2020

Governance Services Officer for this meeting:

Andrea Hedges
01302 736716

Doncaster Metropolitan Borough Council

www.doncaster.gov.uk

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. Public Questions and Statements.

(A period not exceeding 20 minutes for questions and statements from members of the public and Elected Members to the Mayor of Doncaster, Ros Jones. Questions/Statements should relate specifically to an item of business on the agenda and be limited to a maximum of 100 words. As stated within Executive Procedure Rule 3.3 each person will be allowed to submit one question/statement per meeting. A question may only be asked if notice has been given by delivering it by e-mail to the Governance Team no later than 5.00 p.m. on Thursday, 12th November, 2020. Each question or statement must give the name and address of the person submitting it. Questions/Statements should be sent to the Governance Team, Floor 2, Civic Office, Waterdale, Doncaster, DN1 3BU, or by email to Democratic.Services@doncaster.gov.uk).

4. Declarations of Interest, if any.
5. Decision Record Forms from the meeting held on 13th October 2020 for noting (previously circulated).
- A. Reports where the public and press may not be excluded**

Key Decisions

- | | | |
|----|--|---------|
| 6. | To approve the Revised Organisation of Learning Provision Strategy 2020. | 1 - 72 |
| 7. | Big Picture Learning Update.
<i>(Appendix 1 to the report is Not for Publication because it contains commercially sensitive information which is Exempt by virtue of Paragraph 3 (information relating to the financial or business affairs of any particular person, including the authority holding that information) of Part 1 of Schedule 12A of the Local Government Act 1972, as amended).</i> | 73 - 92 |

Cabinet Members

Cabinet Responsibility For:

**Chair – Ros Jones, Mayor of
Doncaster**

Budget and Policy Framework

**Vice-Chair – Deputy Mayor
Councillor Glyn Jones**

Housing and Equalities

Councillor Nigel Ball
Councillor Joe Blackham

Portfolio Holder for Public Health, Leisure and Culture
Portfolio Holder for Highways, Street Scene and
Trading Services

Councillor Rachael Blake
Councillor Nuala Fennelly

Portfolio Holder for Adult Social Care
Portfolio Holder for Children, Young People and
Schools.

Councillor Chris McGuinness

Portfolio Holder for Communities, Voluntary Sector
and the Environment.

Councillor Bill Mordue

Portfolio Holder for Business, Skills and Economic
Development

Councillor Jane Nightingale

Portfolio Holder for Customer and Corporate
Services.

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Report

Date: 17th November 2020

To the Mayor and Members of the Cabinet

TO APPROVE THE REVISED ORGANISATION OF LEARNING PROVISION STRATEGY 2020

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

EXECUTIVE SUMMARY

1. The Organisation of Learning Provision Strategy 2020 sets out the future Learning Landscape for Doncaster and thus has a significant impact in all Wards.
2. The Strategy will be the focal point for the development of proposals for expenditure of significant amounts of capital funding with a 12-month review point for the capital programme.
3. The Strategy will ensure that:
 - We meet the demand 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;
 - We provide a coherent and connected response to growth and diversity in Doncaster;
 - There are sufficient places to meet the needs of learners with individual needs, including those with Education, Health and Care Plans and those who have been excluded from school.

EXEMPT REPORT

4. This is not an exempt report.

RECOMMENDATIONS

5. The Mayor and Members of Cabinet are asked to:
 - a) approve the Organisation of Learning Provision Strategy 2020;
 - b) agree to delegate authority to The Learning Provision Organisation Board to oversee and ensure the effective delivery of the Organisation of Learning Provision Strategy 2020

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

6. Local councils 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

7. The proposal is to approve the revised Strategy for the Organisation of Learning Provision in Doncaster.
8. The Strategy:
 - a) Captures the opportunities and challenges the Council faces within a mixed economy, multi provider infrastructure in meeting the demand for effective learning provision in a range of settings in the future
 - b) Provides a framework for planning and generating the necessary resources to ensure that we meet the requirement to commission high quality learning settings
 - c) Enables a coherent and connected response to growth and diversity in Doncaster
 - d) Enables the secure planning to ensure that there are sufficient places to meet the needs of all learners, including those with Special Educational Needs and Disabilities and those who have been excluded from school.
9. The Strategy supports and sits within Doncaster's Strategic Vision and associated plans.
10. The Strategy sets out the main challenges that Doncaster faces in meeting demand for learning provision over the next 3 – 5 years and the way that the Council proposes to meet this need with high quality learning provision in response to local demographic pressures and demand for learning places..
11. 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.

OPTIONS CONSIDERED

12. In order for the Local Authority and the Learning Provision 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 learning provision.

REASONS FOR RECOMMENDED OPTION

13. This report provides an opportunity for Members to discuss the impact of the strategy across all areas of the wider Learning Opportunities: Children & Young People areas or responsibility.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

14. 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 supported to flourish • Inward Investment 	<p>Effective organisation of learning provision provides the infrastructure for improved education and skills for all people.</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>Improved learning outcomes will enable more people to pursue safe, healthy, active and independent lives.</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 proposed strategy will inform investment in the development of high quality learning settings through the associated capital strategy</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>Young people of Doncaster will be provided with high quality, appropriate provision to meet their needs within Doncaster.</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 Strategy will provide a context within which there will be opportunities to access to funding from the DFE when available.</p>

RISKS AND ASSUMPTIONS

15. 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.
16. 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 – 25 August 2020]

17. The Authority has a number of legal duties under education law to provide for children in schools and Pre-school settings.
18. 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 and securing sufficient schools in the area.
19. The Authority under the Childcare Act 2016 and the Childcare Act 2006 must ensure sufficient Pre-School provision.
20. The Authority under the Education Act 1996, the Learning and Skills Act 2000 and

the Children and Families Act 2014 has legal duties to identify and assess, and ensure provision for the special educational needs of children and young people for whom they are responsible

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

FINANCIAL IMPLICATIONS

[DA & SB – 01 September 2020]

Capital

22. As part of the Councils capital budget setting process analysis has been undertaken of the Learning, Opportunities and Skills (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.
23. 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. The timing assumptions used in the model are reviewed on a regular basis and are subject to change as new information is received and project plans are amended.
24. 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.
25. 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 Capital Budget Plan	2020/21 £000	2021/22 £000	2022/23 £000	2023/24 £000	2024/25 £000
Balance B/F	13,633	12,854	3,110	250	0
Annual DfE Allocation Basic Need, Maintenance, S106 and Contributions	7,355	4,302	900	800	800
TOTAL Funding Available	20,988	17,156	4,010	1,050	800
Spend Commitments Maintenance	1,575	1,305	632	500	415
Spend Commitments Other	2,107	2,157	400	550	385
Spend Commitments School Places	4,452	10,584	2,728	0	0
Net Balance C/f (+surplus/- deficit)	12,854	3,110	250	0	0

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. The growth fund was set up from 2014/15 with the agreement of Schools Forum on the criteria for its allocation, with the total sum top-sliced from Schools Block DSG for this purpose. 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).

HUMAN RESOURCES IMPLICATIONS

[JC – 21 August 2020]

29. There are no specific HR implications related to the content of this report for the Council.
30. If there are HR implications for the Council arising from specific elements of the Strategy, these will be addressed at the appropriate time through the relevant governance arrangements.

TECHNOLOGY IMPLICATIONS

[PW – 26 August 2020]

31. There are no specific technology implications at this stage. Where there are requirements for new, enhanced or replacement technology to support the delivery of the Organisation of Learning Provision Strategy, a report would need to be progressed for consideration and prioritisation by the Technology Governance Board (TGB).

HEALTH IMPLICATIONS

[CW - 21 August 2020]

32. Pupils requiring specialist education provision have vulnerabilities that can often place them at a disadvantage with both educational and health outcomes. The report states the Learning Provision Strategy aims to ensure there are sufficient places to meet the need of vulnerable children, in particular those children with special educational needs and disabilities, and those who have been excluded from school. Improving accessibility and attendance to education will support the educational attainment of these children and is likely to impact positively on reducing long-term health inequalities in Doncaster.

EQUALITY IMPLICATIONS

33. The Strategy is intended to provide equal opportunities for all children, pupils and students to access appropriate and effective learning provision, which demonstrates that we value our young people and provide them with a learning environment that will meet their needs.

CONSULTATION

34. Discussion have been held with colleagues within Finance, Property and Construction Services, Planning, Housing, Regeneration and Environment and

Asset Board regarding the need for a Strategy and its proposed content.

35. A copy of the Strategy was circulated to all Members of the School's Forum for comments.
36. Primary, Secondary, and SEND Headteachers have been consulted either individually or through pyramid heads groups. Further consultation will be carried out on individual projects.
37. Previous consultation was carried during a Consultation / Engagement session held with the Doncaster Youth Council and key issues arising from the discussion were incorporated into the previous strategy. Further engagement will be carried out during the autumn term.
38. Everyone consulted was very positive regarding the development of the Strategy. They welcomed the fact that there would be a clear statement of principles for the Organisation of Learning Provision to ensure that the Council's response to future population growth was well managed and sensitive to local needs.
39. Consultees welcomed the fact that there would be a clear and transparent strategy within which the Council would be fulfilling its responsibility to commission Early Years, School, and post 16 provision in a coherent manner so that initial placements will be sound, there will be continuity in learning, and outcomes will improve.

BACKGROUND PAPERS

- **Cabinet Report covering and explaining process and rationale for the Strategy**
- **Copy of "The Draft Strategy for Organisation of Learning Provision in Doncaster 2020".**
- **Due Regard Statement "Organisation of Learning Strategy"**
- **Education Act 1996 Section 14 (responsibility to provide sufficient school places)**
<https://www.legislation.gov.uk/ukpga/1996/56/section/14/enacted>
- **Childcare Act 2006 (Section 6 – duty to secure sufficient childcare for working parents)**
<https://www.legislation.gov.uk/ukpga/2006/21/section/6>

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

None

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Doncaster
Council

Organisation of Learning Provision Strategy

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1. About this 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 Education, Health and care Plan and those who have been excluded from school.

It also 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 Section 8.

2. Our Local Social Economic Response

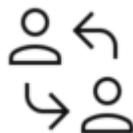
The learning provision strategy supports and is driven by a number of local strategies and plans, including:

- Education and Skills Strategy 2030 (Appendix 1)
- Children Young Peoples Plan 2017-2020 (Appendix 3)
- Future Placements
- Growing Together - Doncaster Borough Strategy
- Doncaster Place Plan 2019-22 (Appendix 4)

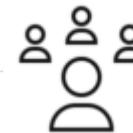
Our vision for 2030 is for Doncaster to become a learning city, where lifelong learning is directed towards individual and collective wellbeing – empowering all residents to flourish in life and work. Led by expert and collaborative professionals, working together with a diverse set of committed partners, we will create a hybrid model of learning that encompasses a leading technical and vocational education offer that both meets the needs of the modern economy and widens access to high-quality employment through industry-driven career pathways – enabling all residents to fulfil their aspirations. See Appendix 1 for more details on our approach, which includes 6 priorities and works on three key principles:



Learners for Life



Expert & Collaborative



Diverse & Committed Partners

Professionals

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. It has already driven 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. Of particular relevance to this learning provision strategy is the Doncaster Learning and living themes, as they respond directly to the challenges we face in terms of housing and access to high quality education. The intended impact of the combination of the programmes is to reduce poverty, increase social mobility and foster community enterprise and resilience.

3. The National Social Economic Context

The UK is the fifth largest economy in the world and London is a world-leading hub for financial services and a city with global reach. Nearly 20% of the world's highest ranked leading research universities are in the UK.

However, there are also deep-rooted inequalities across the UK for example in terms of wealth, health, education, skills and employment. These inequalities are especially concentrated within the neighbourhoods of towns and cities, as well as between nations and regions. Over the last decade, real growth in productivity (GDP per capita) has been almost twice the UK average in London, and nearly 50% of employment growth in the UK being in London and the Wider South East.

The imperative of moving to a zero-carbon economy and the fourth industrial revolution, could exacerbate these inequalities, but could also provide real opportunities if properly harnessed. The Government has set out its intention to address spatial inequalities and 'level up' the UK by creating opportunities for everyone. It is within this context that the Covid-19 pandemic has had an unprecedented impact on the world that will reverberate for years to come. It has affected every child, adult, family and community in the UK.

The UK economy suffered its biggest slump on record between April and June 2020 as Covid-19 lockdown measures pushed the country officially into recession. The economy shrank 20.4% compared with the first three months of the year. Whilst the technical recession (GDP falling for two quarters in a row) may be short-lived, unemployment could stay at elevated levels for several years. This could have a long lasting 'scarring' impact on individuals who find it increasingly difficult to reconnect with job opportunities. The biggest impacts are already being felt by the most economically disadvantaged, particularly young people. These economic impacts risks widening inequalities between different parts of the country. A sustained recovery is by no means assured, particularly given the dual threats of further spikes in Covid-19 and slow progress over the Brexit negotiations.

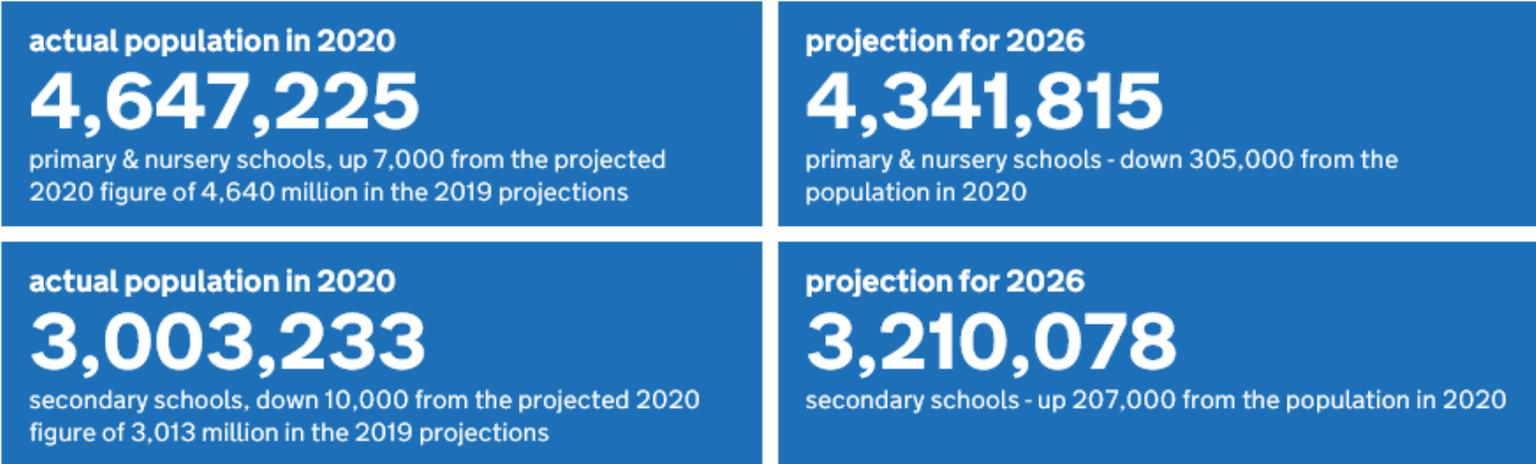
It is now even more essential that the Government delivers its ‘levelling up’ commitment through a place-based, well-being perspective that supports, at scale, the regional and local efforts get people back into work and to enable as many businesses as possible to bounce back.

The objective of ‘building-back better’ for the longer term must underpin this – to improve the long-term well-being of people and places. This includes building a culture of learning that enables everyone to up-skill and retrain, supported by clear pathways into quality employment.

UK 2070 Commission Final Report

4. The National Picture

4.1 The National Educational and Young People’s Context



Headline Data from the 2020 National Pupil Projections:

- The nursery and primary school population has been rising since 2009 but has now plateaued, as the drop in births in 2013 feeds into the main school population, and is projected to drop for the whole projection period to 2030. The drop is steeper than previously projected due to lower births recorded since the end of 2016.

- The secondary school population began rising in 2016 and is projected to continue increasing until 2024 before gradually dropping until the end of the projection period. The peak and then fall is primarily due to the lower births seen in 2013 and beyond, which start to reach secondary school age in around 2025.
- The population in special schools has been increasing for a number of years, at least partly driven by the increase in the overall population, and this is projected to continue until 2024, before also very gradually dropping.
- The alternative provision population is projected to increase slowly before stabilising.

Data sourced from <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

4.2 Legislation affecting Children and Young People

4.2i - 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.

4.2ii - Early Years

A) Early Years: Under the Childcare Act 2016, the LA has the duty to:

- secure sufficient childcare for working parents
- secure early years provision free of charge:
 - 15 hour entitlement for the most disadvantaged two-year-olds:
 - 15 hour entitlement for parents of three- and four-year-olds (the universal entitlement); and
 - 30 hour entitlement for working parents of three- and four-year-olds (the extended entitlement).

Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents.

Local authorities are responsible for determining the appropriate level of detail in their report, geographical division and date of publication.

4.2iii - Schools and Academies

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 September 2020, all of Doncaster’s secondary schools and 62% of primary schools, an increase from 44% in September 2017, 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.

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

Local Authorities continue 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.

4.2iv - 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. At GCSE they offer a similar curriculum to a typical 11 – 18 secondary school, including English, Maths and Sciences as well as their specialist subjects. Their aim is to ensure young people achieve excellent GCSE or A level results along with high value technical qualifications delivered via employer and university contextualised challenges, that support high level technical and employability skills.

This approach continues to gain momentum in Doncaster with the opening of Doncaster's own UTC in September 2020 following a successful bid to the DfE. The UTC opened in the heart of Doncaster's Civic Quarter making it accessible to students across the Borough and specialises in Engineering and Creative & Digital Technologies.

In addition, The Academies Act allowed for applications for Free School schools and following a successful application a new sixth form College, New College Doncaster opened in September 2017. The College caters for students aged 16 to 19 and provides access to a range of A levels and Level 3 BTEC qualifications. Whilst based outside of the centre of Doncaster, transport links are provided for students across Doncaster and beyond. (See Appendix 5).

4.2v - Post 16 settings and provision

Post 16 learning in Doncaster is provided in a range of settings and the Doncaster Association of Secondary Heads is working collaboratively with external partners and the Opportunity Area to ensure that provision is appropriate to the needs and aspirations of our young people. Recent developments included the opening in September 2020 of a University Technical College (UTC) in the town centre Civic Quarter which provides technical and vocational options for 13-19 year olds.

A number of Town Centre providers are collaborating to meet the challenge of offering accessible, high quality P16 pathways to suit all abilities and interests. Doncaster Central 6th Form, or "DC6", is a partnership comprising Doncaster College, Doncaster and Bassetlaw Teaching Hospitals Trust, Hall Cross Academy and the new UTC (with ongoing talks with others in or close to the Town Centre and no notional limit in the numbers of partner institutions). In its first year the UTC and Hall Cross have recruited learners in addition to those who might have applied for one or the other (or elsewhere) who will access teaching on both campuses. The College offers further hybrid options for learning and the pilot phases will focus on those areas identified as Centres of Excellence for the University City. Pathways for Health and Social Care have provided particular focus initially, with DBHT collaborating closely with the College and also with Hall Cross which became a Foundation School in Health in 2018.

The DC6 partners offer differing but complementary routes into future employment, characterised by innovative engagement with employers, a curriculum involving real-life problem solving and enhanced support into higher education. Learners are able to see that high level graduate opportunities are available in Doncaster. DC6 models capacity-building which will be able to meet the needs of increased numbers of Post 16 learners.

Post -16 Education has been identified as Priority 3 in the 2030 Education and Skills Strategy, A new model for Post-16 Education. There are three aims to this strategic priority:

- An Education and skills system that is responsive to the needs of the local and national economy
- A co-ordinated post-16 offer that gives learners the skills they need to prosper in the local economy
- A University City that provides advanced learning through centres of excellence.

The Learning Provision Strategy will have a pivotal role to play in the delivery of these priorities, ensuring that there is sufficient, high quality provision to meet the needs and aspirations of our young people, providing them with the skills and knowledge they will need to prosper in a rapidly changing world.

4.2vi - 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, to children and young people with additional needs including Special Schools and Pupil Referral Units and in Alternative Provision

We are currently developing a long term SEND sufficiency plan as part of a wider SEND strategy. This work will reflect key findings such as enhancing early intervention approaches within mainstream and developing satellite and short term provision in line with a new graduated approach to meeting need.

This strategy accompanies other key work including the development of the Bader School for communication and interaction difficulties and the opening of SEMH places through the Pupil Referral Unit.

5. Demand and Growth

5.1 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 of the Education Act 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. LAs 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.

Sufficiency of SEND places is embedded within the SEND strategy and sets out to ensure the below priorities:

- Ensuring a clear, needs led approach to the commissioning of special school places.
- Special school places will be supplied only in circumstances where needs can't be met in mainstream by employing the graduated approach
- Supporting the graduated approach so that that special school places are accessible for those who require them, as close to home as possible.
- Ensuring that where ever possible needs are met within or close to local mainstream schools.

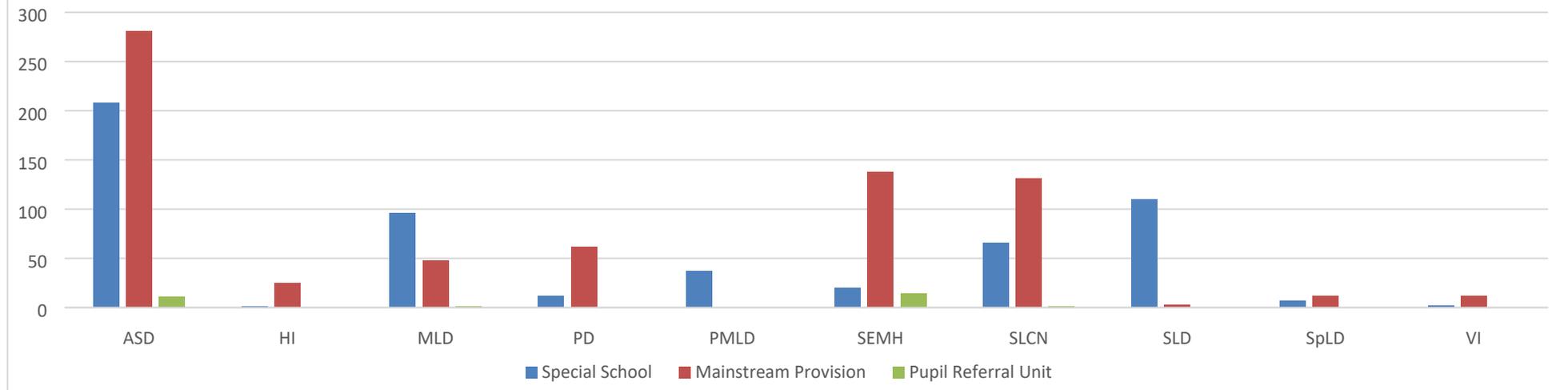
The Current Position

The current special school estate in Doncaster consists of six schools including one new academy, which opened in the autumn term 2020. The breakdown of provision is as follows:

The Special School Estate

School Name	Specialism	Capacity	Number on Roll (Spring 2020)
Coppice School	ASD / SEMH / SLD	130	129
Heatherwood School	SLD / PMLD	73	123
Pennine View School	MLD	130	120
North Ridge Community School	SLD	138	121
Stone Hill School	MLD	125	123
Bader Academy	ASD / SLCN	100	(Opened Autumn 2020)
Total		696	616

Placements of Pupils with an EHC Plan Spring 2020



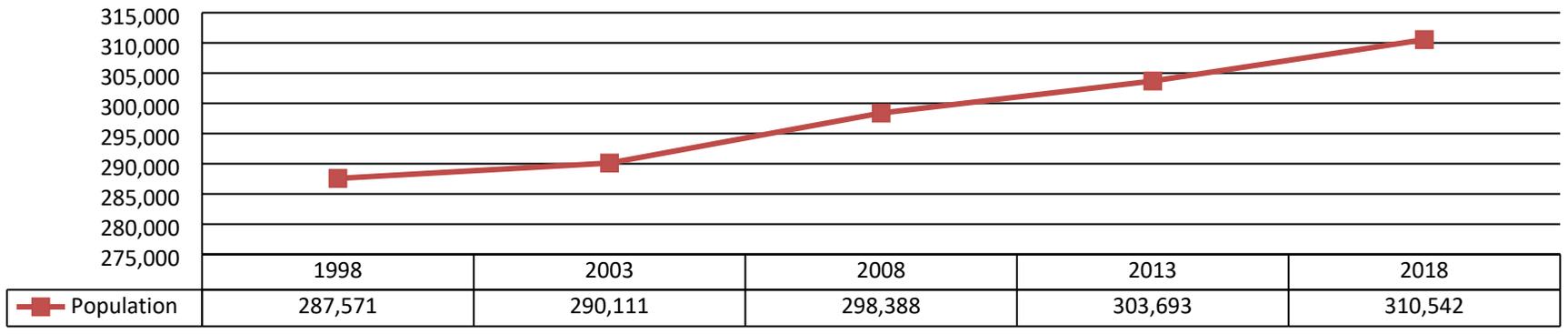
Key: ASD: Autism Spectrum Disorder, HI: Hearing Impairment, MLD: Moderate Learning Difficulties, PD: Physical Disabilities, PMLD: Profound Multiple Learning Difficulties, SEMH: Social Emotional Mental Health, SLCN: Speech Language Communication Needs, SLD: Severe Learning Difficulties, SpLD: Specific Learning Difficulties, VI: Visual Impairment

5.2 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.

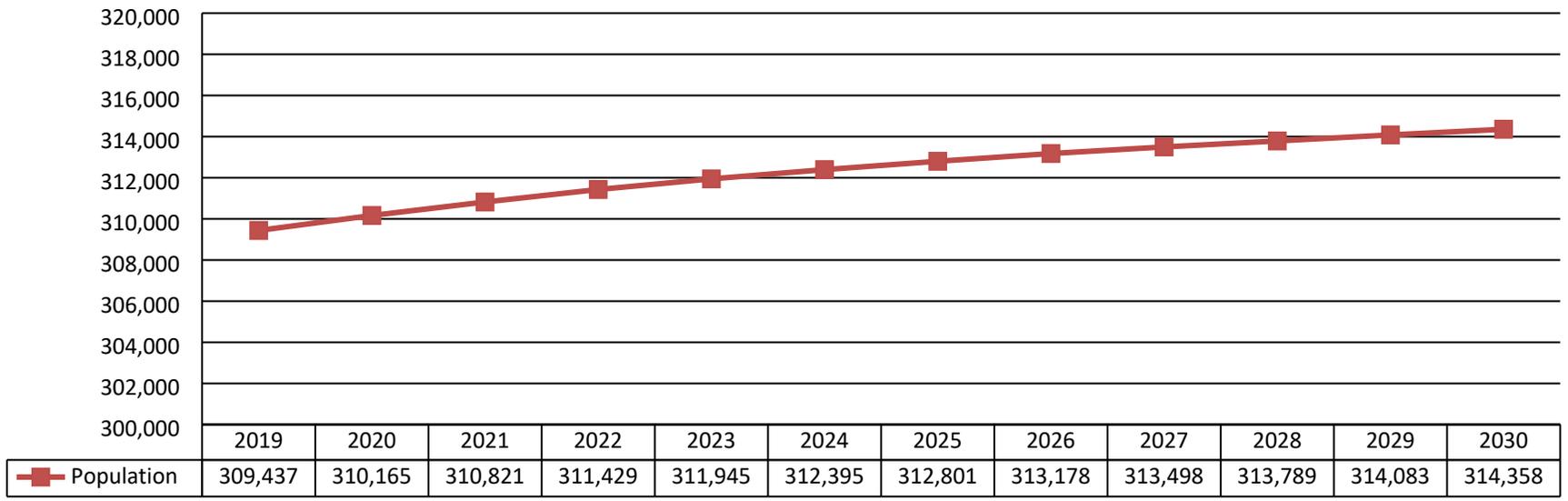
The Census also shows that nearly 18 700 people resident in Doncaster on census day were born outside the UK. Over 7500 residents arrived over ten years ago, or 40% of non-UK born Doncaster residents – a little lower than the regional average of 47% Nearly 1300 people resident in Doncaster arrived during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

Doncaster Population Changes



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

Doncaster Population Projections



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

Doncaster population is due to increase by 3,816 people (1.2%) in 2030. Projected growth is lower than comparators; similar authorities are due to increase by 3.3%, Yorkshire & Humber by 3.6% and England by 6.4%.

5.3 Housing

The Council is currently preparing a new Local Plan covering the period up to 2035. The draft Local Plan was submitted to Government in March 2020 and, at the time of drafting, is currently being examined by a Planning Inspector with an anticipated adoption date of Spring 2021. The Local Plan is planning for at least 920 new homes per annum over the plan period which equates to 18,400 dwellings in total, 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 and 7 Main Towns. More modest levels of new housing are directed to the 10 Service Towns and Villages.

The Local Plan identifies specific housing sites (known as allocations) to meet the Borough's development needs and these are a combination of sites that already have planning permission (capable of building 5 or more new homes) as well as a number of 'new' allocations where further sites are required to ensure each town/villages' housing requirement is met. The starting point for the new Local Plan and housing site allocations has been the supply of planning permissions first and foremost, before new sites have been identified. However, the number and distribution of permissions are insufficient on their own to meet the Local Plan housing requirement so 'new' sustainable and deliverable/developable housing sites are required in several geographical locations, including the Doncaster Main Urban Area (see table below for details).

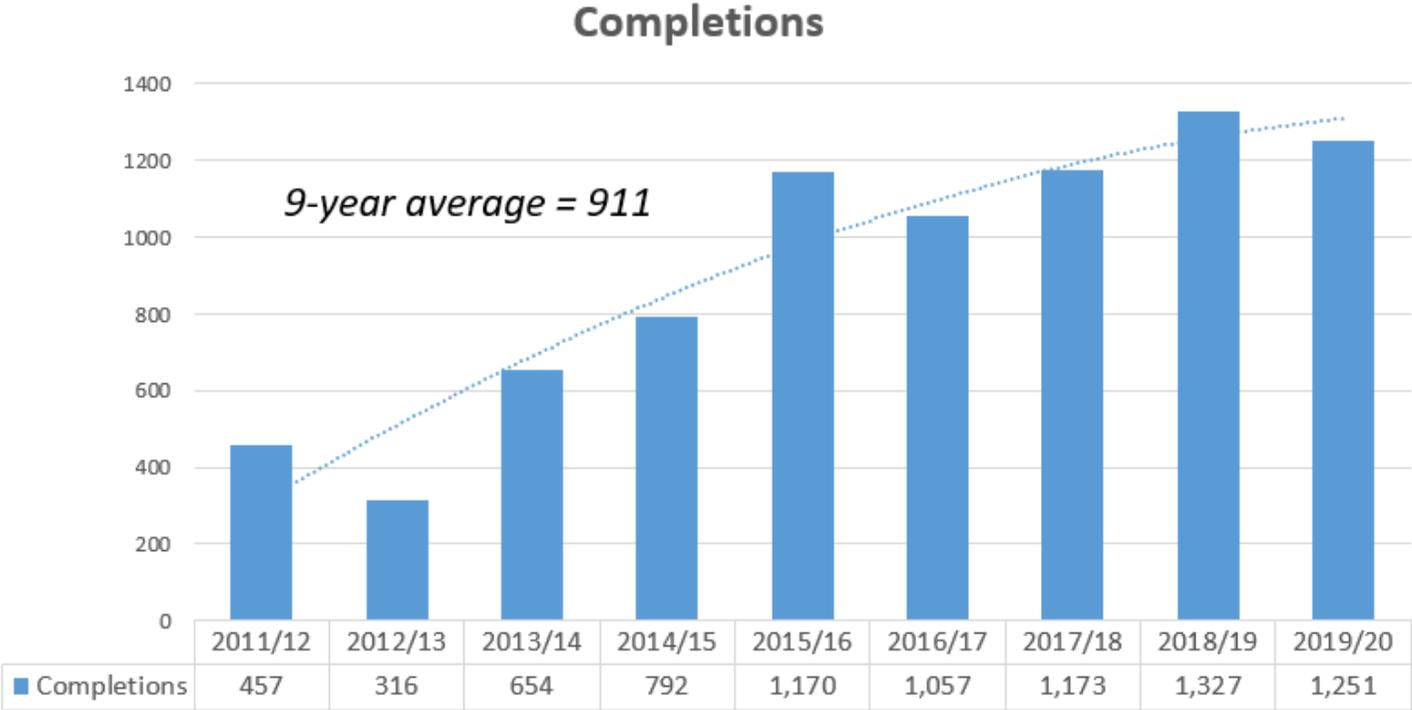
Government planning reforms and drive for localism has also seen a significant demand from Town/Parish Councils in the borough preparing Neighbourhood Plans, with numerous at various stages of production, including 5 that are now "made" (adopted) and used for determining planning applications and form part of the statutory development plan. Some of these plans, such as the Armthorpe Neighbourhood Plan, has made decisions for themselves as to the exact location of housing development.

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 (back then 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 has continued with consideration of the impact on local schools through the Local Plan's Infrastructure Delivery Plan and Sustainability Appraisal evidence base documents. These were used to

inform decisions on which sites to allocate, as well as the need for developer contributions towards increasing capacity of schools and the implications on whole plan viability.

At the time of drafting, annual housing completions (see summary table to right) are at an all-time high, although housing delivery is cyclical and follows economic trends and there will be some inevitable impact due to Covid-19. The trend in house building in the area has risen significantly as follows in recent years and post-2008 recession:



Please note, these completion figures are largely derived from net additions to the Council Tax Register

Whilst the Local Plan is being finalised those sites with planning permission continue to be monitored on an annual basis. The following table then combines the supply from sites already with planning permission (as at 1st April 2018), to the ‘new’ allocations supported through the Local Plan and, subject to these sites being allocated in the adoption version of the plan itself, are the areas where the Council expects the majority of new housing to come forward over the plan period by 2035.

Location	Planning Permissions (5+ Units)	'New' Allocations (5+ Units)	Total Plan Period Supply
Doncaster Main Urban Area	3,489	3,693	7,182
Adwick-le-Street & Woodlands	437	45	482
Armthorpe	486	563	1,049
Conisbrough & Denaby	203	325	528
Hatfield-Stainforth (including Dunscroft & Dunsville)	1,860	108	1,968
Mexborough	108	202	310
Rossington	897	385	1,282
Thorne & Moorends	391	345	736
Askern	564	127	691
Auckley-Hayfield Green	115	140	255
Barnburgh-Harlington	0	66	66
Barnby Dun	6	98	104
Bawtry	54	36	90
Carcroft & Skellow	7	300	307
Edlington	622	43	665
Finningley	50	0	50
Sprotbrough	0	80	80
Tickhill	0	74	74
TOTAL	9,289	6,630	15,919

In addition to this, Policy 7 of the Local Plan supports up to 1,200 new homes on land at Doncaster Sheffield Airport, but the majority of this development is conditional to the delivery of new jobs in and around the Airport first in line with the draft Airport Masterplan's ambitions. Education provision is considered as part of the infrastructure planning figures. 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. Suitable Settings for Effective Teaching & Learning

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. 00

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” and Building Bulletin 104 “Area guidelines for SEND and Alternative Provision” which set out simple, non-statutory area guidelines for school buildings. 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.

6.1 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 the system. 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, the Learning Provision Organisation Board, meets each term to monitor and support the process. (See Section 12.4)

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.

6.2 Impact of COVID-19 On Settings

The impact of Covid is being felt across all aspects of Learning Provision from curriculum delivery to the built environment which are being adapted and designed to accommodate enhanced health and safety regimes from social distancing measures to approaches to personal hygiene and ability for students and staff to mix on site. Changes are being considered and implemented across a whole range of aspects starting well before families approach their settings, from their journeys to and from school through to the movement around sites. Whilst many measures have been implemented already, an assessment of our current estates and assets will need to be carried out to inform future planning in areas such as:

- *Curriculum delivery models;*
- *Hygiene and social distancing;*
- *Ability to compartmentalise;*
- *Impact of the use of Personal Protection Equipment*
- *Capital investment in new methods of delivery i.e. remote learning.*

7. Assessment of Demand for Learning Places

7.1 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, although a lower rate is now becoming apparent.

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

7.2 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 is based on birth data from Health colleagues with a rolling 3 year variance based on actual uptake through parental preference and taking into account pupils generated from projected housing. Each child is then 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).

7.3 Pupil Place Planning

a) Early Years

Part B of the Early Education and Childcare Statutory Guidance prescribes that local authorities are required by legislation to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

The Learning Provision 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.

A Childcare Sufficiency Assessment measures the nature and extent of the demand and supply of childcare within a local authority area. It identifies where there are gaps in the childcare market and informs a market management action plan to ensure there are sufficient childcare and early education places. The government has set a number of factors, which can be regarded as the benchmark of sufficiency:

- There are sufficient childcare places overall in each pyramid
- Provision is flexible and accessible to fit in with working patterns
- There is a range of childcare provision that is affordable and of a high quality

Childcare sufficiency is not just about having the right number of childcare places to meet the needs of working and training parents, it is about ensuring: the provision is of a high quality; it improves the outcomes for children; narrows the gap in attainment; prepares children for school; and is inclusive and flexible to meet families' needs. The provision needs to ensure continuity of care and service by being a sustainable business with affordable fees. A sufficient, sustainable, quality childcare market underpins the poverty agenda, supports local economic development and the Councils Starting Well Service early intervention and preventative strategies.

There are 16 locality based pyramids across Doncaster. Data and information has been collated and a gap analysis undertaken to provide a localised picture for each area. The Learning Provision Organisation Service has worked in partnership with a range of public, voluntary and private sector partners, early help, schools / academies, service providers and families to collate the information within this report.

Each year we publish a Childcare Sufficiency Assessment which presents these findings on the local authority website. The most recent version can be found at: <https://www.doncaster.gov.uk/services/schools/securing-sufficient-childcare>

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 beyond a reasonable travelling distance. This is balanced against opportunities for co-location of services such as sports and fitness or community health facilities.

The demand for school places changes over time. This strategy document sets out in the Local Area Plans in Section 8 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 and opportunities for co-location. 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. This links in closely with the Doncaster’s Place Plan. (see Appendix 4).

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.

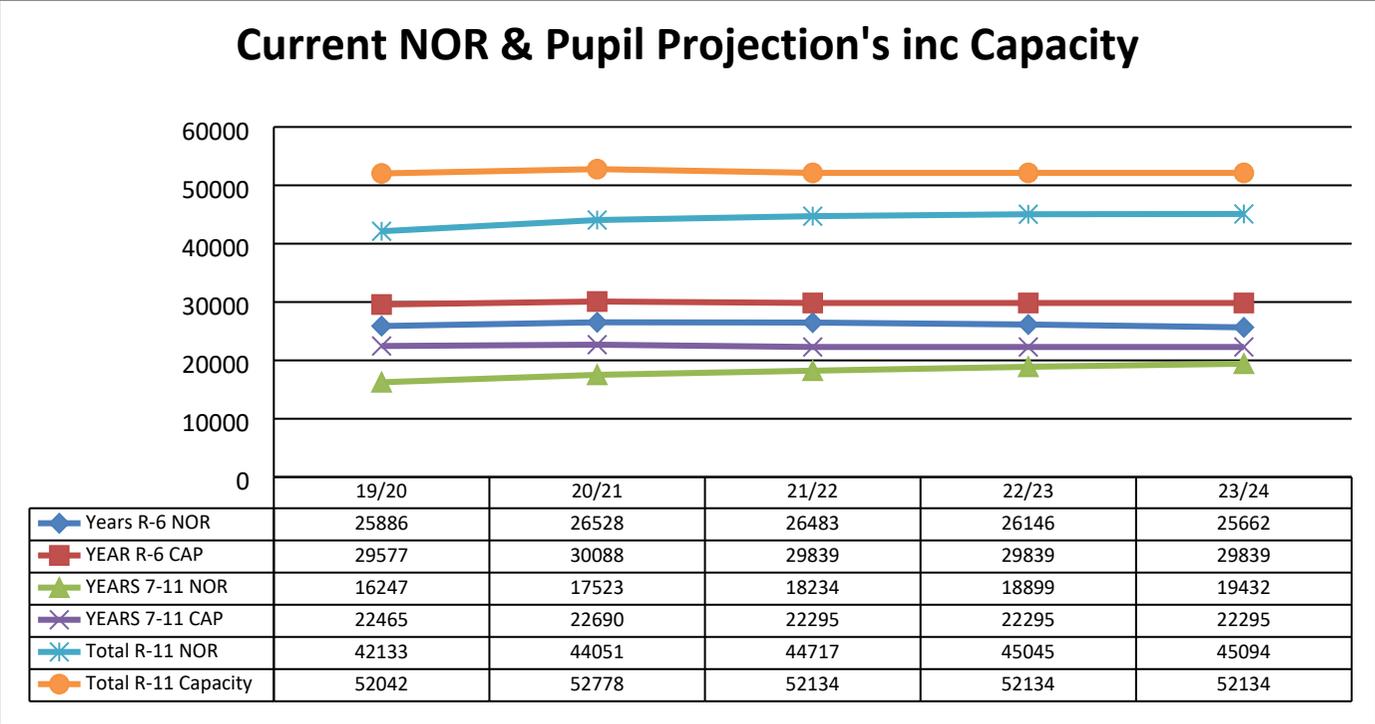
Because schools are at the very heart of their communities, it is essential that they are sustainable and that the Council is open and transparent about any issues emerging regarding any potential over or under supply of school places. Rumours about a school's future can be self-fulfilling and can damage 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 2020 and projections through to 2024 indicate 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 Learning Provision 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:

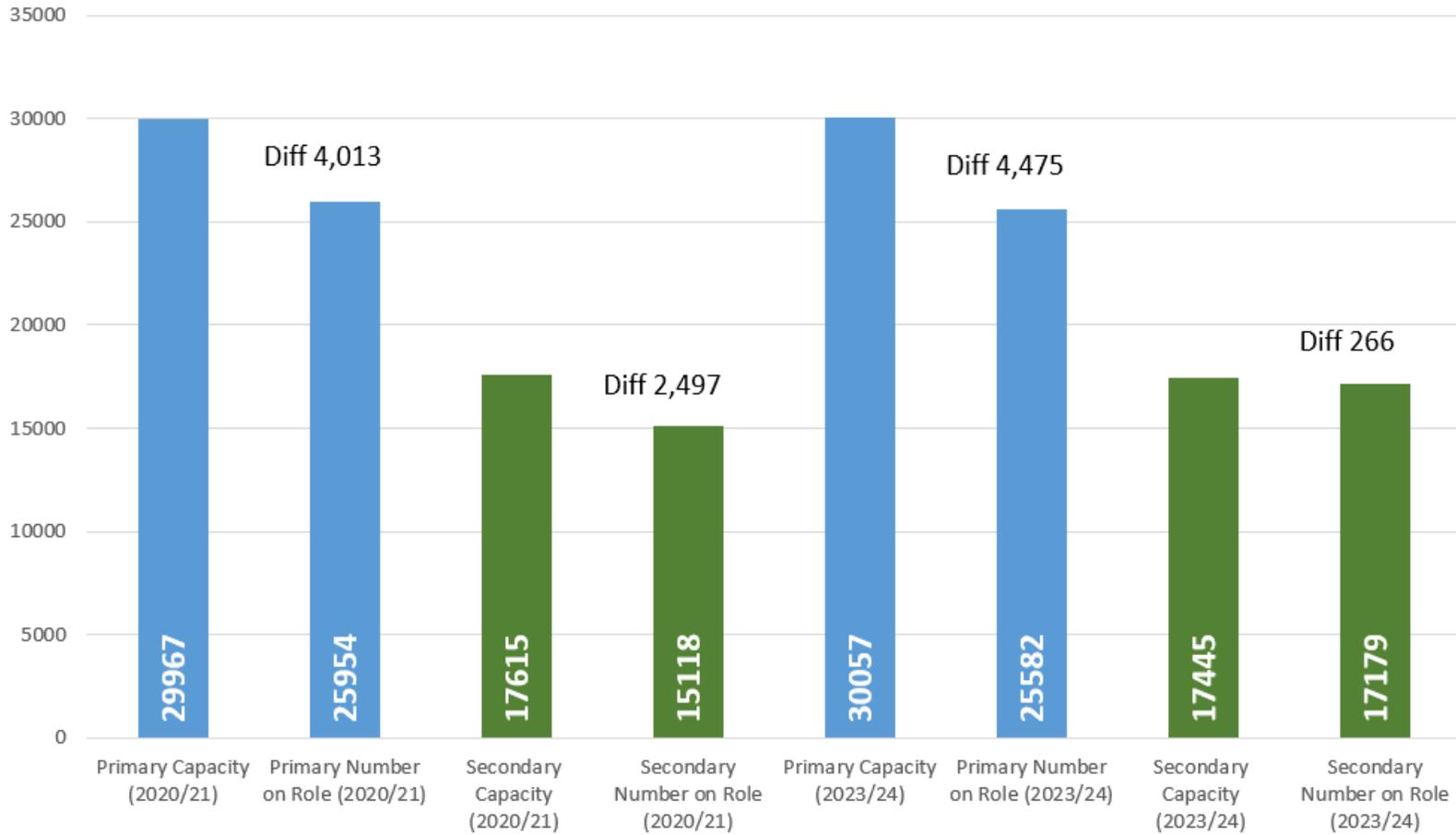
c) Comparative Pyramid Level Data 2019 to 2024



Please note that the above projections do not include the 5% contingency to allow for pupil movement.

The gap analysis in the table below has informed the proposal to develop Local Area Plans (see Section 8) in 3 tranches with plans for those areas with more immediate needs being addressed first. The full breakdown by school for 2019 to 2024 is show in Appendix 8 and indicates where there are likely to be the greatest capacity pressures over time.

Comparative Sector Level Data 2019 to 2024



d) *Post 16*

Current post 16 placements for July 2020 are reflected below:

Post 16 Summary	Yr 12	Yr 13	Yr 12-Yr 13 Total
In Education	2674	2250	4924

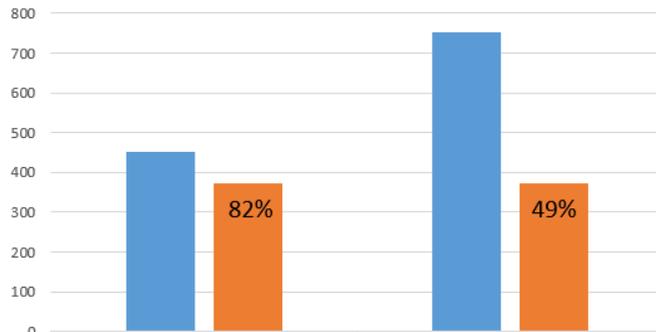
School Sixth Form	881	826	1707
Sixth Form College	629	471	1100
Further Education	1151	938	2089
Higher Education	0	0	0
Full time education - Other	0	0	0
Special Post-16 Institution	8	13	21
Employment	391	709	1100
Training	85	56	141
NEET Group	134	138	272
Other (not EET or NEET)	0	0	0
Current situation not known	31	59	90
Cohort total	3315	3212	6527

*post-16 destination data table

7.4 Out of Area (OOA) Secondary aged Children Summary

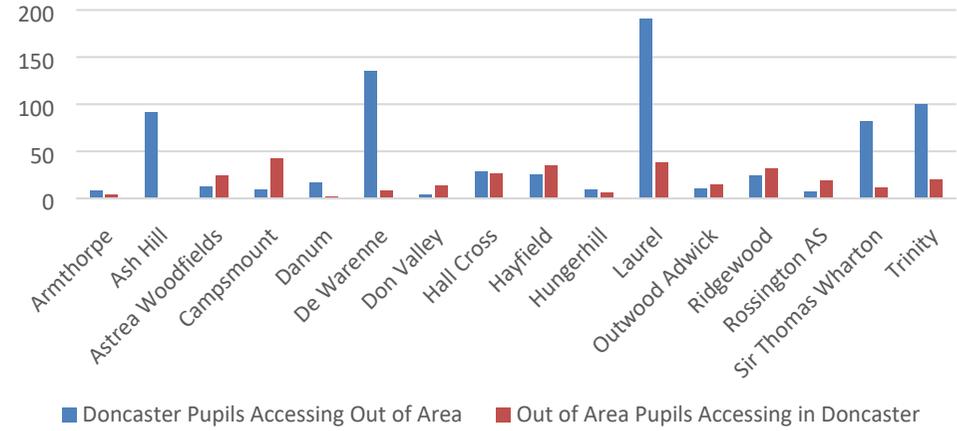
The graphs below and table in Appendix 9 shows the number of Doncaster pupils attending schools outside of the area and those that have chosen to attend schools in Doncaster from outside and a pyramid analysis based on the most recent data. The relatively new analysis that will continue to be refined as more years are added to identify trends. It has been shared with those schools most affected in order to determine strategies in order to secure retain local pupils.

Out of Area - Secondary Children



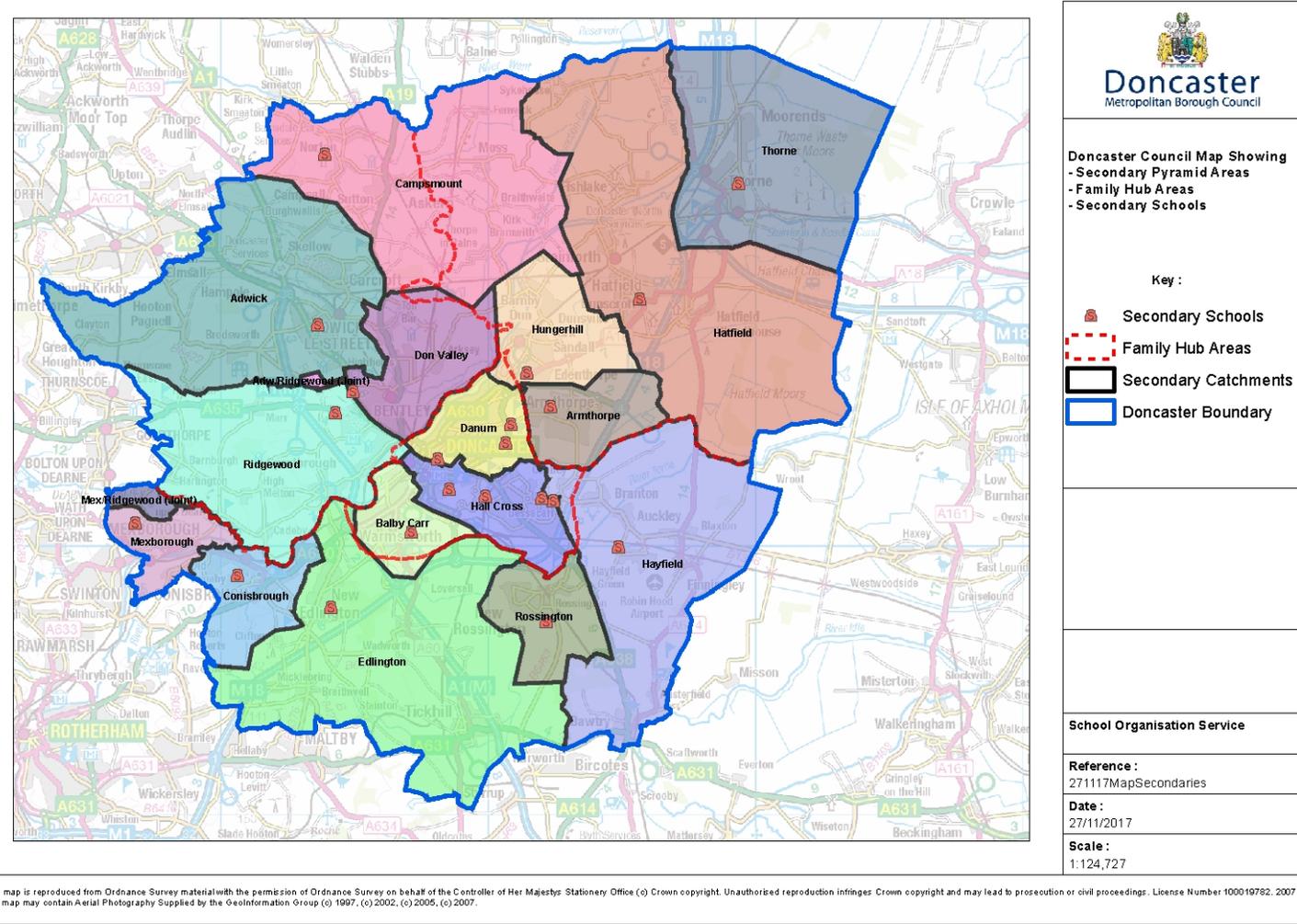
	2017/18	2018/19
■ Number of Pupils Travelling to an OOA School	451	751
■ Number of OOA pupils travelling into Doncaster Schools	371	371

Out of Area - Secondary Children

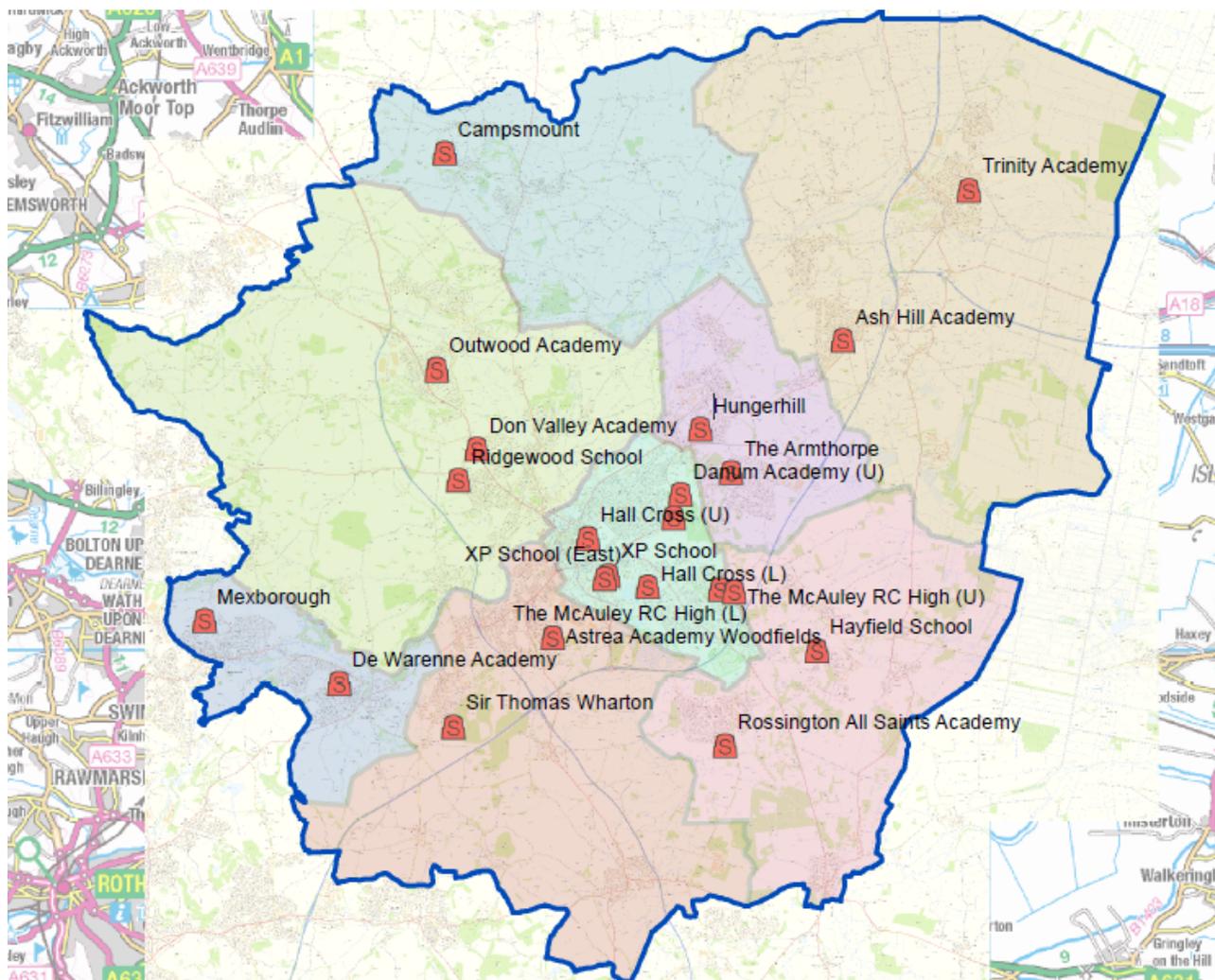


8. Local Area Plans

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



The map below shows the secondary planning areas that are used for reporting purposes for school capacity.



8.1 Local Area Plan

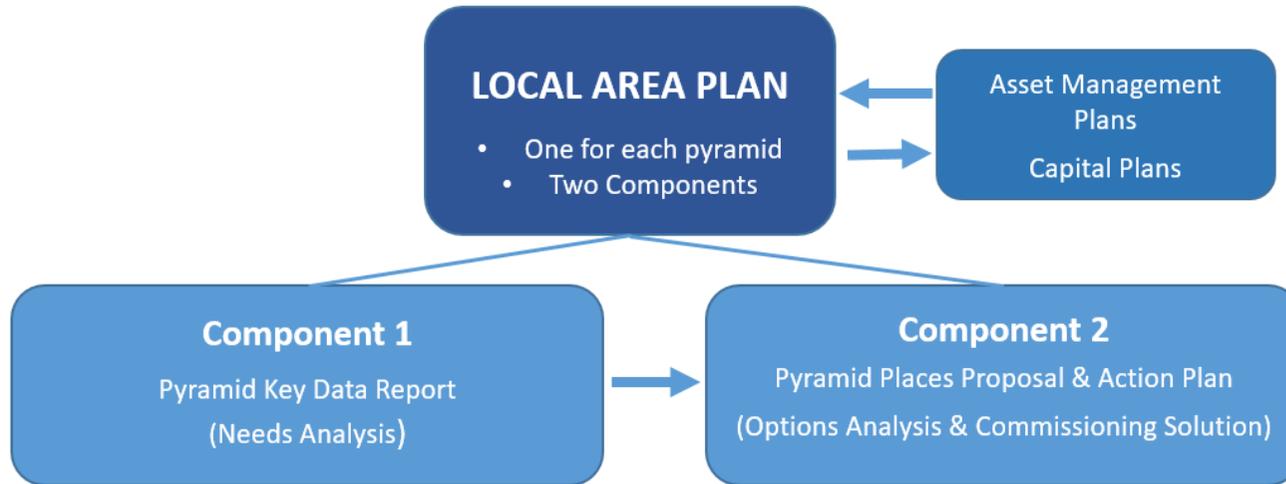
This strategy is underpinned by a series of locality based local area plans. Each plan consists of two elements, the first being a report of local context, its current position, and any identified pressures or requirements. The second report is an action plan to resolve the identified pressures. The reports are broken down as follows:

LOCAL AREA PLAN COMPONENT ONE (Needs Analysis)	
PLANNING AREA 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

LOCAL AREA PLAN COMPONENT TWO (Commissioning Solution)	
PLANNING AREA - PROPOSALS & 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

Each Local Area Plan is now the key document for informing the Council’s proposed capital budgets for the maintenance and provision of Learning Settings going forward. (See Section 10.2).

Organisation of Learning Provision in Doncaster



The current local area plans can be found at <https://www.doncaster.gov.uk/services/schools/school-organisation-commissioning-and-performance>

Each plan will enable stakeholders to identify quickly local needs and the ways in which the Council proposes to commission a solution. The plans will be presented to the Learning Provision Organisation Board for approval and the areas with greatest and most immediate needs will be prioritised and potential solutions investigated.

9. Asset Management

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

9.1 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 11.

The Learning & Opportunities: Children & Young People directorate are working closely with the Strategic Asset Management Team to ensure that all the directorates assets are managed effectively and all parties have an understanding on what assets we currently have. We currently have a termly partnership meeting with the Strategic Asset Management Team and Heads of Service responsible for buildings where any issues are raised and relevant actions agreed. A key focus of the termly meetings is a review of the Responsive Asset Management Plan (RAMP) document containing details of properties and land for which the department is responsible. This allows for an asset review and a discussion regarding future requirements.

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) Category 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, 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.

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 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.

9.2 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.

9.3 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.

9.4 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.

10. Capital Funding

The Learning Provision 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.

10.1 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. Whilst maximising unused surplus capacity in neighbouring areas this capital funding aims:

- to provide more school places both to meet demands and to increase choice;
- to creating opportunities to redesign and repurpose current provision; and
- to improve the condition of existing school buildings.

The Department for Education allocate capital funding to create 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 academies 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

	Source of Funding	Targeted Activity	Commissioning and partnership opportunity?
4	Condition Improvement Fund (CIF)	To help Trusts pay for the maintenance of existing Academies and Free Schools	As above 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/Community Infrastructure Levy	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 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.

10.2 Capital Allocations to Doncaster

School Places:

Basic need funding allocated 2015/20					Total for Period	Basic need funding allocated 2020/21			Total for Period	Overall Total 2015/23
2015/16	2016/17	2017/18	2018/19	2019/20	Total	2020/21	2021/22	2022/23	Total	Total
1,732,666	4,612,646	8,220,879	4,379,648	0	18,945,839	0	1,392,652	0	1,392,652	20,338,491

Identified Section 106 Contributions – Signed Agreements (Subject to site completions - Ring-fenced) 2015 Onwards		
Section 106 Received	Development Underway - But Trigger-point Not Reached	Development Not Started - But Contribution Agreed
£148,002	£24,286	£1,323,587
£500,000	£538,056	£60,715
£45,742		£54,891
£180,000		£255,003
£376,433		£485,720
£60,715		£36,594
£60,715		£8,500,000
£45,742		£72,858
		£201,267
		£252,000
Section 106 Received - Total		
£1,417,349.00		
Development Underway But Trigger-point Not Reached - Total		
£562,342.00		
Development Not Started But Contribution Agreed - Total		
£11,242,635.00		
Section 106 – Overall Total		
£13,222,326		

Projected Demand and Funding for Places

This table sets out the current and projected pupil places in primary and secondary and the sources of investment now and in the coming years by locality of allocation as per the Section 106 Agreement.

For Pupil Places:

- Green - sufficient places
- Amber - potential risk
- Red - insufficient places

For Funding:

- Green - funding secured
- Amber - funding may be required
- N/A - Funding not secured or funding not required.

Pyramid	Primary Pupil Places		Secondary Pupil Places		Funding Investment	
	2020/21	2025/26	2020/21	2025/26	S106	Capital
Adwick	Green	Green	Red	Red	Green	Green
Don Valley	Green	Green	Red	Red	N/A	Green
Ridgewood	Green	Green	Amber	Amber	N/A	Amber
Armthorpe	Amber	Amber	Green	Green	Green	Amber
Hungerhill	Green	Green	Amber	Amber	Green	Amber
Balby	Green	Green	Amber	Red	N/A	Amber
Edlington	Green	Green	Amber	Amber	Green	Amber
Campsmount	Green	Green	Amber	Amber	Green	Amber
Conisbrough	Green	Green	Amber	Red	N/A	N/A
Mexborough	Green	Green	Green	Green	N/A	N/A
Danum	Green	Green	Green	Green	N/A	N/A
Hall Cross	Green	Green	Red	Red	Green	Amber
Hatfield	Green	Green	Amber	Amber	Green	Amber
Thorne	Green	Green	Amber	Amber	Green	Amber
Hayfield	Amber	Amber	Red	Red	Green	Green
Rossington	Green	Green	Red	Red	N/A	Green

School Condition:

School Condition Allowance (Capital Maintenance Grant – Maintained Schools)								
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Total
2,302,001	2, 230,983	1,966,542	1,568,752	1,407, 179	1,084,927	800,00 (Estimate only)	700,000 (Estimate only)	7,622,222 (Estimate only)

10.3 Capital Funding Risks and Challenges

As financial pressures become more acute should funding not be received for school places i.e. Basic Need or from the Community Infrastructure Levy/Section 106 can be mitigated by taking into account the following factors:-

- Planning areas have been revised to take into account provision in other schools in the immediate area and provide opportunities to use surplus places in those schools. This is in addition to taking into account places in the wider geographical area and areas from which children attend. Hence they are taken into account when determining the need for places elsewhere and so are a factor when considering whether to expand or not.
- The Governments White Paper “Planning for the Future” which seeks to streamline the planning system and modernise the planning process. The biggest impact in the context of the strategy will be the move towards the use of a Community Infrastructure Levy in place of Section 106 which essentially standardises the contributions from developers based on volume to generate a fixed rate which poses the risk to dilute opportunities for funding for places within Learning Provision.

11. The Capital Programme

11.1 Current (to 2020/21)

The total Capital Budget for this period including agreed Section 106 contributions is detailed above. These funds are initially being used to meet priority demand in the Adwick, Don Valley and Ridgewood and the Hayfield and Rossington secondary planning areas.

11.2 Medium Term (beyond 2020/21)

Future capital projects will be informed by each Pyramid's Local Area 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.

12. Leadership and Governance

12.1 The Learning Provision Organisation Board

The Learning Provision 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.

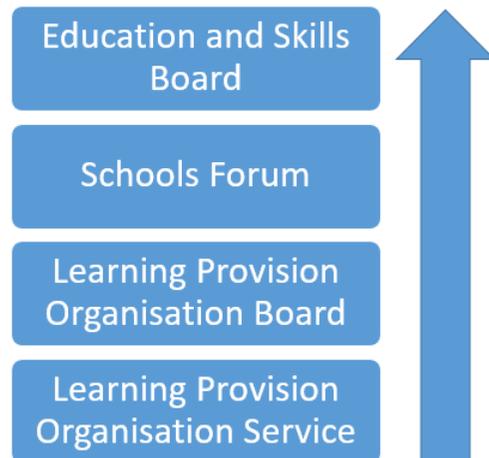
The Board's primary role is to ensure the effective delivery of the Learning Provision and Organisation Strategy. The Board provides strategic direction and challenge for:

- The Review of Learning Provision Places
- 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
- Learning Provision 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.

12.2 Operational Leadership Arrangements

The responsibility for the management of the Organisation of Learning Provision in Doncaster rests with the Learning Provision Organisation Service.

The Learning Provision Organisation Board (Governance Structure)



13. Maintenance and Review of the Strategy

13.1 Methodology

The Learning Provision Strategy has been developed during the summer term 2020 following extensive visits to settings; consideration of the Borough's other existing and emerging plans; meetings between the Learning Provision Organisation Service and other teams and individuals, and reference to other models from other local authorities.

The Strategy will be reviewed and scrutinised by the Learning Provision Organisation Board every 12 months in the summer term 2021. This will inform the work of the Education and Skills Programme Board.

Appendices

Appendix 1: The 2030 Learning Environment: Doncaster as a Learning City

Our Approach

It is our belief that all stakeholders must play a role in making the changes needed to bring about our vision for the 2030 learning environment. The future learning environment, and the means for achieving it, therefore has three core dimensions – what we call agents for innovation and change – learners for life; expert and collaborative professionals; and diverse and committed partners. Our principles for delivering this our vision are centred on these three core elements and align with consultation findings, leading academic research (including the Organisation for Economic Cooperation and Development Learning Compass), and our wider strategic values (including the Team Doncaster operational principles). All stakeholders should have these same principles in mind when it comes to action planning, implementation, and any further decision-making in relation to this strategy.



Learners for Life

As a partnership, we have a responsibility to provide high quality learning opportunities for residents. However, learners themselves have a role to play too, in taking an active role in their own learning. Developing lifelong learning in Doncaster therefore, means not only equipping learners with the skills and competencies needed to thrive in life and work, but also empowering residents to play an active role in their own learning, creating opportunities for themselves and shaping their own learning journey. By giving residents greater ability to determine what, when and how they will learn, we hope to increase their motivation to learn as well as their ability to ‘learn how to learn’ – an essential life skill that they can and will use throughout their lives. To enable this, the learning environment must be learner-centred – acknowledging individual learner differences, and recognising the wider factors that enable learners to thrive. Our vision for the 2030 learning environment is one that shifts the focus from ‘earning a living’ to ‘learning a living’.

1. Whole-person:

A learning offer that develops the ‘whole person’, equipping learners with agency and the skills, attitudes, and competencies needed to thrive at individual, community, societal, and global level.

2. Whole-life: A system that encourages learners to take an active role in their own learning, and provides them with opportunities to learn, re-learn, and up-learn at every stage of life.

3. Learner-centred: An environment that recognises the importance of social learning, and is sensitive to the individual differences among learners, including their needs, backgrounds, and abilities.



Expert & Collaborative Professionals

As key influences of educational outcomes, a successful learning system must value and cultivate its professional workforce.

Leaders and educators must be recognised as highly trained and differentiated subject specialists, who each have a valuable and different set of skills, knowledge, and experience to offer in terms of shaping a positive learning environment. Learning professionals must in turn recognise themselves as learners; utilising research, evaluation, technology, and community assets, as well as and nationally and internationally recognised ‘best practice’ models to engender continuous improvement and drive forward innovation within the local learning sector. In addition, learning professionals must have an openness to working collaboratively, understanding that teaching and leadership are fundamentally social and interactive activities, with shared knowledge as integral to a successful system.

4. Expert-led: A culture that values and cultivates teachers and leaders as highly skilled differentiated professionals and subject-experts.

5. Innovative: Learning led by educators who are constantly engaged in professional learning, driven by data, intelligence, and best practice, and who have an open approach to innovation and reflection.

6. Collaborative: A network of learning professionals who collaborate across, and outside of the system, to support each other, learn from each other, share knowledge and constructively challenge each other.



Diverse & Committed Partners

We believe that successful education systems are those that look outwards to connect learning to the wider world, enabling learners to apply and transfer their knowledge and skills in a variety of ways. Developing a wide network of partners is crucial for ensuring the learning environment is not isolated. Ensuring that the future learning environment involves a range of diverse, long-term partners will effectively extend the educational workforce, the resources and the sites for learning, and the range of knowledge and expertise available. These partnerships include parents, families, local community bodies, businesses and cultural institutions. Distributing leadership across these partnerships enables collective and extended responsibility for driving change and continuous improvement, and maximises investment in the social, intellectual and professional capital on which the future learning environment operates.

- 7. Whole-system:** Learning coordinated by a diverse range of committed partners who promote 'horizontal connectedness' across systems, disciplines and communities; integrating commissioning, decision-making and interventions to improve collective well-being.
- 8. Distributed leadership:** A system that mobilises leadership at all levels and across partnerships to take shared responsibility for improvement, and for promoting learning as a way to transform lives.
- 9. Place-based:** A learning offer that is rooted in Doncaster as a place, connecting learning to families and communities, with culture and heritage at the centre.

Doncaster’s Education and Skills 2030 Strategy establishes six priority areas for action over the next ten years, a set of shared delivery principles, and a transformational model of learning. This strategy was co-produced with partners and stakeholders from across the system following a phased methodology that has gathered information from a wide and diverse range of people, organisations, and groups, as well as a variety of data sources, case studies, and best practice examples. This approach ensured that key stakeholders, including educators, employers, parents, carers, children and young people, had opportunity to inform, shape and influence the strategy throughout its

development. The strategy therefore also provides a holistic assessment of the changes needed to develop an Education and Skills system that delivers better outcomes for all learners in Doncaster.

The following table outlines the six priority areas for action (and sub-aims), their relevance to the Organisation of Learning Provision Strategy.

	Priority	Relevance of the Organisation of Learning Provision <i>(Examples only – not a definitive list)</i>
1	Best Start 1. Building strong foundations for all children and young people 2. Provide a strong Early Help, health and social care offer to support effective learning 3. Promote community learning to support families and strengthen parental engagement	The organisation of Learning Provision contributes to this as <ul style="list-style-type: none"> • Schools need to be located in appropriate positive community contexts • Schools need to be sustainable and have positive group sizes that reflect the diversity of the community • Basic cognitive and social skills need to be developed as a foundation for accelerated achievement
2	Accelerating Achievement 4. Develop a Doncaster entitlement for all with a whole-person focus and a balanced curriculum 5. Consistency and sustained progress towards positive outcomes 6. Nurture an outstanding educational workforce	Achievement will improve as a result of: <ul style="list-style-type: none"> • Schools located in the optimum places to meet local demand • Schools having a sustainable and secure future enabling governors to attract and retain the best leaders and teaching staff. • Effective collocation of phases of provision to facilitate the continuity of learning to develop good leadership and attract good leaders
3	A new model of Post -16 Education 7. An Education and skills system that is responsive to the needs of the local and national economy 8. A co-ordinated post-16 offer that gives learners the skills they need to prosper in the local economy 9. A University City that provides advanced learning through centres of excellence	<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. • Emphasises the importance of curriculum design and vocational learning in partnership with businesses • Post 16 provision reflects the community and engages with that community in both planned and informal ways. • Focused learning provision planning ensures that the location and condition of schools and colleges enables learners to prosper and thrive.
4	New Skills and Pathways for Rewarding Life and Work	<ul style="list-style-type: none"> • The provision of high quality learning environments will ensure that

	<p>10. Establish learning partnerships with local and regional industries that provide quality, sustainable employment</p> <p>11. Ensure all residents have opportunity to access and develop fulfilling careers</p> <p>12. Remove barriers to employment and develop, retain, and attract talent</p>	<p>all members of the community will have the opportunity to thrive and succeed in a flexible way.</p> <ul style="list-style-type: none"> • The provision of high quality learning environments will help to remove barriers to employment and help to develop, retain and attract talent.
5	<p>Extending Opportunities to All</p> <p>13. Improve social mobility</p> <p>14. Support vulnerable learners</p> <p>15. Ensure every person in every community has equal opportunity to access high-quality education</p>	<p>Opportunities for all are extended and improved as:</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 to ensure that vulnerable and disadvantaged learners are always a priority. • There is the potential to develop new provision in response to changing needs within the community • There is an opportunity to determine new provision in ways that will address disadvantage and support vulnerable learners.
6	<p>Working Better Together</p> <p>16. Improve communication and collaboration across the system</p> <p>17. Prioritise initiatives and secure sustainable funding</p> <p>18. Improve and simplify strategy and governance arrangements</p>	<p>It is essential that any decisions made about learning provision and placement are made through:</p> <ul style="list-style-type: none"> • Extensive research and consultation with stakeholders • Transparent, rigorous and responsive governance arrangements.
<p>Talent & Innovation Ecosystem for learning (TIE), and delivery principles:</p> <p>We cannot deliver our strategic priorities without making systemic change across key part of educational provision. We are therefore developing and implementing a <i>Talent & Innovation Ecosystem</i> for learning, which will deliver a ‘hybrid model’ of learning based on the three principles mentioned above.</p> <p>The aim of an effective ecosystem will be to transform Doncaster’s people, places and businesses by:</p> <ul style="list-style-type: none"> • Raising educational standards across all areas of the borough • Widening access to education and employment for young and older learners across diverse and less advantaged communities • Retaining local talent and skills for the Doncaster economy 		

Appendix 2: The Corporate Plan and the Mayoral Pledges

Corporate Plan

Outcomes	Actions
<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>Effective organisation of learning provision provides the infrastructure for improved education and skills for all people.</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>Improved learning outcomes will enable more people to pursue safe, healthy, active and independent lives.</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 proposed strategy will inform investment in the development of high quality learning settings through the associated capital strategy</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>Young people of Doncaster will be provided with high quality, appropriate provision to meet their needs within Doncaster.</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 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>

The Corporate Plan sets out annually the 5 ways in which Doncaster as a “Connected Council” is ready for the future. Clearly delivering an effective Organisation of Learning Provision strategy is fundamental to the Doncaster Learning strand however the strategy will have an impact on the remaining 4 strands.

Mayoral Pledges: In addition to the 5 strands of the Corporate Plan, the impact of Covid on the Borough has led to significant challenges for Doncaster. These are addressed within the 17 Mayoral Pledges and as with the Corporate Plan the Strategy seeks to support these priorities and in particular to develop an Education Recovery Plan and continue to invest in education provision in the area.

Appendix 3: CYPP - Local Education and Young People's Context

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 was developed through a prolonged consultation with children and young people, ensuring that the priorities what, in young people's minds is good about Doncaster, as well as the challenges that they to face.

The idea of young people being able to express a preference to go to a particular school was positive, but they felt that Home School transport arrangements could be reviewed to better coincide with evolving preference patterns. They also welcomed the review of post 16 provision and that new arrangements for vocational education, 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. They identified continuity of experience and family cohesion as the aspects that would benefit from a single transition, from Primary to Secondary.

The Plan's four priority themes and their respective relationship to the Strategy for Organisation of Learning Provision are detailed in the table below:

CYPP Theme	CYPP Priorities	Relevance to the Learning Provision 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.

Appendix 4: Doncaster Place Plan 2019-22

Doncaster Place Plan was updated in 2019 focusing again on how local health and care services work together to improve outcomes and the experience of patients and members of the public. This work supports the NHS Long Term Plan where Doncaster health and care services are moving towards a focus on people as opposed to services. This means that instead of looking at where care is delivered, we are now thinking about local communities and their needs.

Revisions to the Place Plan will bring about changes to the way we work locally and to address the issue of rising demand and fewer resources to work with, but at the same time, improve and future proof our services so people can lead healthy lives. It highlights how services will continue to work together to ensure seamless, coordinated services for the people of Doncaster.

To support delivery of the Place Plan, Doncaster's first joint health and social care commissioning strategy was published in 2020. Aligned with the NHS Long Term Plan, it sets the direction of travel for priorities up until 2021, reducing duplication and making best use of local resources. It also highlights how we will change the way we work and think in the future.

The Place Plan refresh is based on a four-layered model, focussing on:

- Supporting communities to thrive, working much more closely with the voluntary, community and faith sector, investing in social prescribing to improve health and emotional wellbeing
- Developing a 'front door system', where there is no wrong door to access health and care services. This will help get people to the right place, first time
- Joining up care and support at home. We know many people can recover quickly and easily if they are supported at home
- All of this will help ensure our specialist services can be used more appropriately, across all three life stages – reducing the demand and need for hospital and emergency care.

Appendix 5: National Guidance and Legislation

- Children Act 1989 - An Act to reform the law relating to children; to provide for local authority services for children in need and others.
- Children Act 2004 - An Act to make provision for the establishment of a Children's Commissioner to make provision about services provided to and for children and young people.
- Children Act 2014 - An Act to make provision about children, families, and people with special educational needs or disabilities; to make provision about the right to request flexible working; and for connected purposes.
- Equalities Act 2010 - An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities.
- Send Code of Practice - Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
- Working Together 2018 – Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- SENDIAS – Provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.
- United Convention on the Rights of the Child (UCRC) – Is the basis of all of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

Appendix 6: 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. This is why this document directly addresses the overarching theme of 'promoting ambition and aspiration' espoused in the One Doncaster Report and the strategic objectives of the borough plan which seek to ensure that 'many more great teachers work in Doncaster schools that are good or better' and that 'learning in Doncaster prepares young people for the world of work'. The strategy shall consider and pay due regard to the strategic frameworks which are set to imminently supersede these core borough strategies, specifically the emergent Doncaster 2030 Education & Skills Strategy and its core priorities in relation to skills, which are:

- Priority Three – A New Model of Post-16 Education
- Priority Four – New Skills & Pathways to Rewarding Life and Work
- Priority Five – Extending Opportunities to All

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, outstanding or demonstrating rapid improvement. The local authority is leading rapid change through a partnership approach of support, challenge and collaboration with all school leaders, Multi Academy Trust (MAT) leaders and governors to move their schools to providing an excellent education within five years.

Appendix 7: A robust and sustainable response to Covid-19

The COVID-19 Pandemic and the resultant loss of education for the majority of our children and young people have presented the education system in Doncaster with a new and *unprecedented* set of challenges. The priority for schools as all children return in September is in developing a curriculum that is focused on children and young people's emotional health and well being as well as providing opportunities for recovering lost learning. This recovery curriculum is being developed in collaboration with partners from all phases of education and from both the maintained and academy sectors. New governance arrangements are being developed through the establishment of a Wellbeing and Curriculum Group that has four subsidiary workstreams. These are Behaviour, Teaching and Learning, Equity and Diversity and Health and Wellbeing. Another crucial strand to this work is the development of a Strategic Leaders Network that will meet termly and will provide high quality professional development for all school leaders. Through this work and the other regular meetings that take place with schools, the aim is to reset the priorities for education in Doncaster and create a template for ethical leadership that puts the child and young person at the centre of all educational activity.

Through access to excellent, inclusive educational provision children and young people have the best chance of fulfilling their potential and becoming productive and fulfilled members of society. Excellent educational provision enables young people from Doncaster to compete on equal terms with their peers nationally for higher education places at prestigious universities, for high value apprenticeships and for well-paid skilled employment opportunities.

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. 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 Education and Skills Strategy 2030.

Appendix 8: Comparative Pyramid Level Data 2019 to 2024 by school

Pyramid	2020/2021						2023/24					
	Primary			Secondary			Primary			Secondary		
	CAP	NOR	DIFF	CAP	NOR	DIFF	CAP	NOR	DIFF	CAP	NOR	DIFF
Adwick	2030	2030	0	1050	1030	20	2030	1699	331	1050	1129	-79
Armthorpe	1260	1250	10	900	575	325	1350	1266	84	900	704	196
Balby	2730	2226	504	1050	780	270	2730	2388	342	1050	1003	47
Campsmount	1120	836	284	750	753	-3	1120	828	292	750	781	-31
Conisbrough	1680	1344	336	750	740	10	1680	1311	369	750	784	-34
Danum	2660	2333	327	1400	1008	392	2660	2270	390	1200	1153	47
Don Valley	2170	1890	280	1120	1068	52	2170	1795	375	1200	1221	-21
Edlington	2100	1747	353	1050	942	108	2100	1719	381	1050	1059	-9
Hall Cross	2590	2265	325	1550	1428	122	2590	2391	199	1550	1743	-193
Hatfield	2240	1859	381	1260	745	515	2240	1929	311	1260	979	281
Hayfield	1330	1201	129	1100	1071	29	1330	1136	194	1050	1265	-215
Hungerhill	1400	1272	128	1260	1238	22	1400	1258	142	1260	1270	-10
Mexborough	1505	1272	233	1120	635	485	1505	1237	268	1120	729	391
Rossington	1470	1143	327	900	795	105	1470	1176	294	900	941	-41
Ridgewood	1862	1767	95	1200	1190	10	1862	1641	221	1200	1210	-10
Thorne	1820	1519	301	1155	1120	35	1820	1538	282	1155	1208	-53
Total	29967	25954	4013	17615	15118	2497	30057	25582	4475	17445	17179	266

Appendix 9: Out of Area Secondary aged Children by school

Doncaster Secondary School	Number of Pupils Travelling to an OOA School (2017-2018)	Number of OOA pupils travelling into Doncaster Schools (2017-2018)	Net Balance In-Out (2017-2018)	Number of Pupils Travelling to an OOA School (2018-2019)	Number of OOA pupils travelling into Doncaster Schools (2018-2019)	Net Balance In-Out (2018-2019)
Adwick/Ridgewood	7	N/A	-7	N/A	N/A	0
Armthorpe	8	N/A	-8	8	4	-4
Ash Hill	49	1	-48	91	1	-90
Astrea Woodfields	10	33	23	12	24	12
Campsmount	5	29	24	9	42	33
Danum	17	2	-15	17	2	-15
De Warenne	82	4	-78	135	8	-127
Don Valley	7	5	-2	4	13	9
Hall Cross	18	34	16	28	26	-2
Hayfield	25	49	24	25	35	10
Hungerhill	2	10	8	9	6	-3
Laurel	101	29	-72	190	38	-152
McAuley	N/A	77	77	N/A	51	51
Outwood Adwick	5	10	5	10	14	4
Ridgewood	16	28	12	24	32	8
Rossington AS	7	13	6	7	19	12
Sir Thomas Wharton	41	14	-27	82	11	-71
Trinity	51	18	-33	100	20	-80
XP	N/A	13	13	N/A	17	17
XP East	N/A	2	2	N/A	8	8
Grand Total	451	371	-80	751	371	-380

Out of Area for secondary children – by Local Authority

Local Authority	Number of Pupils Travelling to an OOA School (2017-2018)	Number of OOA pupils travelling into Doncaster Schools (2017-2018)	Net Balance In-Out (2017-2018)	Number of Pupils Travelling to an OOA School (2018-2019)	Number of OOA pupils travelling into Doncaster Schools (2018-2019)	Net Balance In-Out (2018-2019)
Barnsley	22	55	33	29	66	37
Bromley	N/A	1	1	N/A	N/A	0
Darlington	1	N/A	-1	N/A	N/A	0
Derbyshire	N/A	3	3	N/A	7	7
East Riding of Yorkshire	15	10	-5	30	3	-27
Hampshire	N/A	1	1	N/A	N/A	0
Kingston upon Hull	N/A	3	3	1	3	2
Kirklees	2	N/A	-2	1	1	0
Leeds	3	N/A	-3	2	2	0
Leicester	N/A	N/A	0	N/A	1	1
Lincolnshire	34	2	-32	57	5	-52
Liverpool	1	N/A	-1	N/A	N/A	0
Manchester	N/A	1	1	N/A	N/A	0
North East Lincolnshire	N/A	1	1	N/A	N/A	0
North Lincolnshire	82	40	-42	164	33	-131
North Yorkshire	19	32	13	22	44	22
Nottingham	2	N/A	-2	3	N/A	-3
Nottinghamshire	23	167	144	18	145	127
Rotherham	210	40	-170	393	41	-352
Sheffield	21	4	-17	34	6	-28
Telford and Wrekin	N/A	N/A	0	1	N/A	-1
Wakefield	14	10	-4	20	14	-6
York	3	1	-2	2	N/A	-2
Grand Total	452	371	-81	777	371	-406

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**Doncaster
Council**

EQUALITY, DIVERSITY AND INCLUSION

DONCASTER METROPLITAN BOROUGH COUNCIL

Due Regard Statement

The Organisation of Learning Provision Strategy

How we show due regard to the equality duty in how we develop our work and in our decision making.

September 2020

Due Regard Statement

A **Due Regard Statement** (DRS) is the tool for capturing the evidence to demonstrate that due regard has been shown when the council plans and delivers its functions. A Due Regard Statement must be completed for all programmes, projects and changes to service delivery.

- A DRS should be initiated at the beginning of the programme, project or change to inform project planning
- The DRS runs adjacent to the programme, project or change and is reviewed and completed at the relevant points
- Any reports produced needs to reference “Due Regard” in the main body of the report and the DRS should be attached as an appendix
- The DRS cannot be fully completed until the programme, project or change is delivered.

1	<p>Name of the ‘policy’ and briefly describe the activity being considered including aims and expected outcomes. This will help to determine how relevant the ‘policy’ is to equality.</p>	<p>The Council has the responsibility to ensure that every child has a school place – this strategy provides the vision and methodology for ensuring that the Council can fulfil this obligation. The document relates to the approval of a revised Organisation of Learning Provision Strategy. 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.</p> <p>The Authority has school place planning duties under the Education Act 1996. This duty includes:</p> <ul style="list-style-type: none"> • 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. <p>The Strategy will assist in ensuring that these responsibilities will be effectively managed and that any potential risks are mitigated.</p>
2	<p>Service area responsible for completing this statement.</p>	<p>Learning Provision Organisation Service Learning and Opportunities: Children & Young People</p>
3	<p>Summary of the information considered across the protected groups.</p> <p>Service users/residents</p>	<p>The Strategy is intended to provide equal opportunities for all children, pupils and students to access appropriate and effective learning provision which demonstrates that we value our young people and provide them with a learning environment that will meet their needs. In addition to the requirements of the Equalities Act, the Organisation of Learning Provision Strategy includes a Diversity statement as follows:</p> <p>“Doncaster Council is committed to being a truly inclusive organisation that promotes equality, achievement and diversity.</p> <p>Our work is centered on building meaningful, enduring and respectful relationships across</p>

Doncaster Workforce

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 all those directly and indirectly affected by any proposals in order to identify concerns and address them.

Age– These arrangements will have no negative impact on this protected group.

Disability – These arrangements will have no negative impact on this protected group.

Race – These arrangements will have no negative impact on this protected group.

Gender – These arrangements will have no negative impact on this protected group.

Sexual Orientation – These arrangements will have no negative impact on this protected group.

Religion and Belief – These arrangements will have no negative impact on this protected group.

Maternity and Pregnancy - These arrangements will have no negative impact on this protected group.

Gender Reassignment – These arrangements will have no negative impact on this protected group.

Marriage & Civil partnership - These arrangements will have no negative impact on this protected group.

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

		<p>requirements.</p> <p>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.</p>
4	Summary of the consultation/engagement activities	<p>Discussions have been held with colleagues within Finance, Property and Construction Services, Planning, Housing, Regeneration and Environment and Asset Board regarding the need for a Strategy and its proposed content.</p> <p>Everyone consulted on the original strategy were very positive regarding its development. They welcomed the fact that there would be a clear statement of principles for the Organisation of Learning Provision to ensure that the Council's response to future population growth was well managed and sensitive to local needs and to the needs of particular groups.</p>
5	Real Consideration: Summary of what the evidence shows and how has it been used	<p>Consultees welcomed the fact that there would be a clear and transparent strategy within which the Council would be fulfilling its statutory responsibility to commission Early Years, School, and post 16 provision in a coherent manner so that initial placements will be sound, there will be continuity in learning, and outcomes for all stakeholders will improve.</p> <p>Effective organisation of learning provision for all learners is informed by this strategy and by all associated consultation around the included Local Area Plans. This provides the infrastructure for improved education and skills for all people.</p> <p>Improved learning outcomes will enable more people to pursue safe, healthy, active and independent lives.</p>
6	Decision Making	<p>This Due Regard Statement will be specifically referred to and deliberated within the agenda item at Cabinet meeting on 17 November 2020.</p> <p>The Mayor and Portfolio holder will be provided with the statement in advance of the Cabinet meeting.</p>
7	Monitoring and Review	<p>The Organisation of Learning Provision Strategy is formally overseen by the Learning Provision Organisation Board which reports to the Education and Skills Board via Schools Forum. 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</p>

		regular performance management. Progress at a more operational level is covered under the council's standard performance management framework; and is monitored on an on-going basis.
8	Sign off and approval for publication	Neil McAllister – Learning Provision Organisation Service Manager Learning and Opportunities: Children and Young People



Date: 17 November 2020

TO: THE MAYOR AND MEMBERS OF CABINET

BIG PICTURE LEARNING - UPDATE

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

EXECUTIVE SUMMARY

1. Previous cabinet reports have outlined the journey thus far with ([BIG PICTURE LEARNING CABINET REPORT APRIL 2018](#) & [BIG PICTURE LEARNING CABINET REPORT DECEMBER 2018](#)) describing the mobilisation of the provision and the most recent cabinet report ([BIG PICTURE LEARNING CABINET REPORT JUNE 2020](#)) reporting on the progress of the provision in its first year of operation and outlines a new structure for the future of the provision. Whilst there have been significant challenges around delivery, it is clear that the Big Picture personalised curriculum design and pastoral delivery model is still highly relevant to our context.
2. Cabinet agreed in June 2020 a revised delivery model that gave freedom to:
 - Engage a range of delivery partners to build this new model of provision.
 - Develop a blended offer of delivery, with some learning taking place online.
 - Increase the range and scope of the cohort in order to support those who are out of education or are affected by Covid-19.
3. There have been significant changes to the overall governance of Big Picture Doncaster, with local community and sector expertise, at the appropriate level, now in place. The above has been achieved through a continuing positive relationship between the council and the investor, who has been flexible and pro-active in supporting improvements and developing the emergence of a new model. The investor has been able to take a prudent view of the losses created in the first year of the project in order to ensure the continuity of the project and has also carried out work without payment in order to secure improvements for the charity and the Contractor (Big Picture Invest) in order to ensure momentum, despite financial risk.
4. In summary, there has been agreement with the Contractor(Big Picture Invest Ltd) and its Sub-Contractor ("BP Learning UK Ltd which is the charity which operates the School") around these relevant areas:

- The existing Big Picture school will convert to an alternative provision and will be de-registered with the Department for Education as a school from October 26th 2020.
 - A new curriculum model has been developed to include a blended offer with online delivery where necessary, with a strong emphasis on workplace skills for all year groups.
 - The new Key Stage 4 offer will be co-developed with a group of partners who will be procured by the Contractor. These partners will be proven education or pastoral support providers within the local area, who will then mobilise provision in accordance with the contract. An updated set of outcomes will be aligned to the demands of the new service and this will be included in a contract variation.
 - The Key Stage 3 provision will open as an alternative provision in November 2020 and the Key Stage 4 model in January 2021/Spring 2021. There has been agreement on a new financial model to support this change. The shifts in delivery model and the change in the nature and volume of the cohort will ultimately produce a higher quality delivery at a lower cost than previously planned. At Key Stage 3, 90 young people accessing the model in the first year, as opposed to the 60 young people who would have attended the school under the original contract, with young people being accommodated for up to 18 weeks and then supported in their return into the mainstream classroom. This will be complemented by a further 30 young people accessing the Key Stage 4 alternative provision during the 2020-2021 academic year.
 - A new identification and recruitment procedure has been developed which will guarantee sufficient places and finances for the new model whilst ensuring that the right young people will receive support as quickly as is possible. The above changes will be reflected in a contract variation which will be enacted after the cabinet decision described below. An agreement has been made with Opportunities Doncaster and the Chamber of Commerce to support the delivery of work experience and work place mentoring for all students accessing the Key Stage 4 provision.
5. The new provision will support the council and local schools in mobilising immediate additional capacity for young people affected by Covid-19. Careful consideration has been given to the scaling of this provision that ensures high quality leadership, governance and provision. The new model focuses on a much wider cohort, including those young people returning to schools following unsuccessful periods of home education or those who have moved into the area with high levels of need, alongside those who have had chronic patterns of school absence. Over time, the new model will deliver higher quality provision, supported by improved leadership whilst serving significantly more young people and reducing costs elsewhere in the system. In order to mobilise the new models quickly there has been the need to ensure that the Contractor has sufficient cash flow in order to deliver this change and this is addressed within the new financial model.
6. This report provides a summary of the work undertaken since June to mobilise the new provision and sets out how the new provision will be delivered over the coming months. Cabinet are asked to approve this new model of working including new partnership arrangements, contracts and specifications for each Key Stage, with accompanying high level financial model as described in the relevant sections of the report below.

EXEMPT REPORT

7. Whilst this report is not exempt it does contain an exempt Appendix 1. Appendix 1 is not for publication because it contains exempt information within paragraph 3 of Schedule 12A of the Local Government Act 1972, as amended, as it contains exempt information relating to the financial or business affairs of any particular person (including the authority holding that information).

RECOMMENDATIONS

8. Cabinet are asked to note the updated delivery model for Contractor, which will consist of the following:
 - The development of a new provision for Key Stage 4, which will explicitly aim to support disengaged young people with sustained work experience supported by coaching and mentoring, whilst providing relevant qualifications.
 - This provision will be delivered by a range of qualified and experienced partners who will be procured by the Contractor and will maximise the overall offer to allow a significant increase on the number of young people who are able to access the school, with 120 young people able to access the provision in the first year, as opposed to a limit of 60 in the original model.
9. Cabinet are asked to approve:
 - The changes to the overall delivery model and to enter into the deed of variation, and noting that the contract variation to the Life Chances Fund (LCF) agreement will be approved separately through an ODR.
 - The changes to the delivery model as summarised below, with the newly agreed financial model and rate card including the splitting of the provision into distinct age-focussed areas and the competitive procurement process for partners who will be responsible for the Key Stage 4 model.
 - The financial summary (covered in paragraphs 29-32) which set out the costs, outcomes and rate card for this and subsequent years.
10. Note the continued delegated authority to the Director of Learning Opportunities and Skills and the Chief Financial Officer, in consultation with the Portfolio Holder for Children and Young People to take all strategic decisions pertinent to the delivery of this model via the Contractor, including those related to the development of the new model.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

11. Young people who are disengaged with learning have struggle to progress in later life. Furthermore, due to their limited engagement in learning and the environment they grow up in they are at a higher risk of engaging in risk taking behaviours and potentially could suffer with low self-esteem, resilience or poor mental health Doncaster has historically seen large numbers of young people attend provisions which have not been of sufficient quality. This risk has been exacerbated by the recent Covid-19 situation, with higher levels of risk of disengagement, unsafe behaviour and anxiety and this reshaped model will aim to ensure that these young people are quickly re-engaged with education through a blended approach.

12. Children and young people fare better if they are attending school and enjoy their learning. The successful delivery of alternative provision and behaviour support to schools has the potential to improve outcomes for children and young people in the medium to long term, improving overall levels of social mobility within the borough our intent is to ensure that young people are educated within their communities as much as is possible. The new delivery model will target a safe and smooth return to the mainstream environment for young people who may have become further disengaged or likely to leave mainstream for more specialist provisions.
13. A significant number of young people miss out on qualifications and work place opportunities because they are absent, home educated or excluded from our schools. Many of these children struggle to find a meaningful role within the local economy. By utilising our well-developed partnerships and wider strategies across the borough, we will be able to use our learning within this project to provide a robust and unique bridge into employment and training for some of these young people. The proposed model will create a larger number of places at a lower cost, whilst also ensuring that young people are able to benefit from enhanced opportunities to engage with the local economy and clear pathways towards employment.

BACKGROUND

Strategic Context:

14. Like many Local Authorities Doncaster has had to address the issue of increased demand on the high needs block since the changes brought in by the 2014 Special Needs Code of Practice. As noted in the last report, there have been significant changes made within the local landscape over the last three years as a consequence of the Behaviour Transformation Programme ([Behaviour Transformation Update October 2019.- Appendix A](#)), with a much improved local system of decision making accompanied by a more appropriate and high quality range of providers.
15. Our strategic intent reflects the importance that young people's needs should be met as much as possible, close to home in mainstream schools and that this should be supported by high quality provision beyond schools and robust multi-agency decision making. The new 'Graduated Approach' to meeting need sets out how these needs should be responded to at each level and by whom.
16. It is clear that the Covid-19 situation will present a significant challenge to the system in ensuring that all young people are able to access education. The immediate likelihood of many young people returning to school with increased or previously undetected emotional and mental health needs means that it is critical that the Authority ensure that sufficient support is made available during the autumn term 2020 and beyond. The changes made to the operating model will allow the support to a significant number of young people of secondary age back into schools, supported by a multi-agency team. The new model of provision set out in this report includes working with schools to identify young people who are experiencing difficulties and support them to reintegrate into their settings. We know that, by intervening earlier we will be able to reduce costs elsewhere, particularly with a reduction in placements in therapeutic provision, Pupil Referral units and out of area placements. In developing the updated model, both the council and investor have prioritised increasing efficiencies for the high needs block alongside a closer fit to the needs of Doncaster

children, ensuring that the new contract arrangements reflect these changes and expected outcomes.

17. Following a period of review it is clear that the re-profiled Big Picture project can play a key role in this delivery. Partners recognise that the highly individualised and person centred planning in Big Picture model, can play a key role in delivering the aim of supporting young people into successful mainstream placements and employment. It will be able to ease the burden of support within mainstream schools whilst also providing knowledge and expertise to embed improving practice. To this end, the Contractor has worked with all parties to prioritise the development of this innovation-reshaping the current offer with the Sub-Contractor) to support a revised key stage 3 proposal. The Key Stage 4 offer will enhance outcomes, widening both curriculum and participation and creating a new pathway into training and employment. This innovation will represent a unique approach nationally. The Key Stage 4 model allows young people who ordinarily receive limited or no provision or access to qualifications being able to acquire a personalised curriculum and intensive support to sustain engagement with relevant accreditation and sustained workplace experience.

The Big Picture Model:

18. The previous report (June 2020 [BIG PICTURE LEARNING CABINET REPORT JUNE 2020](#)) described the context regarding the unique use of a Social Impact Bond, the support from the Life Chances Fund (LCF) and the interim arrangements until September 2020. £1,007m has been paid compared to the maximum cumulative outcomes payments from the 'payment by results' Contract of a planned £2,037m. The Contract was paused during the initial lockdown period and then restarted from September 2020, whilst we renegotiate a new financial model and rate card to begin in December 2020. The Contractor will be paid upon the achievement of the same overarching outcomes over the next three months, supporting cash flow as set out in the Contract whilst a new financial model is agreed.
19. The previous Cabinet paper ([BIG PICTURE LEARNING CABINET REPORT JUNE 2020](#)) set out what lessons had been learned throughout this process and how we would set out to mitigate these through the design of a new model. The key issues were:
 - The school suffered from a lack of sufficiently experienced and capable leadership and governance.
 - Removing young people from mainstream roles detracted from the key thrusts of our strategy to engage young people in mainstream schools and who are currently out of the school system.
 - The highly innovative model did not easily translate into the Independent Schools OFSTED framework.
 - The model did not utilise the existing wider work done by partners in relation to local economy and pastoral initiatives.
20. As described in the June 2020 report ([BIG PICTURE LEARNING CABINET REPORT JUNE 2020](#) reporting), the previous iteration of the Contractor through its Sub Contractor struggled to deliver a high quality education due to challenges around designation and leadership. Consequently this resulted in cash flow issues for the Contractor due to the non-payment of outcomes. The review of the model, which coincided with the beginning of the Covid-19 outbreak, allowed the potential redesign of the delivery model in order to accommodate the anticipated demands of young

people as the crisis deepened alongside a consideration of how to sharpen impact and achieve better value for money. Recognising the local need and potential for strong impact, the council and investor have worked very closely in order to deliver a renewed project. The Contractor has worked without reward in order to develop the detail of the new model so that we are able to deliver both quality and cost- effectiveness, not receiving interest payments and only planning to do so at the point where the contract is cash positive.

New Delivery model:

21. A new set of delivery and governance groups have been set up in order to oversee the development, transitional and implantation phase, with council, Contractor and its Sub-Contractor working together. This includes groups set up to define the provision and set up of the two new models alongside one group devoted to revising the contractual arrangements. A weekly strategic oversight group, chaired by the Director of Learning, Opportunities, Skills and Culture provide timely decisions and direction. Representation on the Board includes the Contractor and its Sub Contractor. The Contractor has continued to commit high levels of resource and energy to this project in order to deliver an innovative and cost effective model for Doncaster, bearing significant financial risk and supporting the development of effective delivery structures as described above. The long term delivery and financial model will aim to ensure that there is sufficient capacity to manageably deliver momentum.

The new model will have the following key elements:

- The BP Learning UK Ltd school alternative provision for Key Stage 3 will work with mainstream schools in order to meet needs and secure reintegration, offering a blend of physical and remote delivery.
- At Key Stage 4, there will be an access to extended work experience and mentoring from fully trained work based mentors via support from Opportunities Doncaster.
- Access to relevant vocational qualifications, delivered through a combination of online, face to face and work based experiences thus awarding the identified course (on a dual/mixed registered basis if needed).
- Integration of student and family 'wraparound' support into the model so that all decisions are made within the frame of the wider needs of the students.

Key stage 3 provision

22. The Contractor has overseen improvements in the overall governance of the project. The Local governing board, which will oversee the transition of the Big Picture BP Learning UK Ltd school into an alternative provision, now has two current Multi-academy trust Chief Executive officers alongside local ex-head teachers and community. With the transition from an independent school to an alternative provision, the board have overseen a communication plan to schools and the initial engagement with potential students under the wider cohort definition.
23. Significant work has been undertaken to ensure that the overall curriculum and delivery model of the Key Stage 3 provision are improved. A new curriculum model has been produced which contains an online offer to support blended learning, which has been tested with schools in other areas and quality assured with other 'Big Picture' provisions. Core Big Picture Learning curriculum characteristics will remain in place and will be key to ensuring continuity as the young person transitions into their named

setting at the end of the programme. Each student will have a Personal Learning Plan which will set out how their learning journey will contribute to their longer term aspirations, progress and immersion. Council Standards and Effectiveness officers are currently working with the school to ensure that curriculum planning and safeguarding arrangements are significantly robust. Overall quality assurance will also be provided by council Standards and Effectiveness officers throughout the life of the provision. This quality assurance process has been moderated by currently serving OFSTED practitioners in order to ensure fidelity and quality. The outcomes of this process will be summarised in the next Cabinet report (January 2021).

24. The transition for current students in years 7 and 8 is taking place currently, with the school deregistering as an independent school at that point and being re-classified as an alternative provision. A separate ODR, utilising the delegated authority to record the variation to the contract in respect of this, as this change will take place prior to the cabinet decision. The provision will then service short term (12-18 weeks) placements of young people and will support their reintegration through the continuation of the highly personalised Big Picture delivery model.

Key Stage 4 Provision:

25. The Contractor will procure additional sub-contractors in order to deliver the Key Stage 4 provision ready for January 2021. These sub-contractors will be successful groups or trusts who are already working with a similar cohort of young people. They will be supported by the wider partnership from within the local economy, business sector and wider agencies such as health and social care. The Contractor has worked with the council in order to gain an understanding of the local landscape and the potential of various local partners to contribute within this partnership. The Contractor will undertake a competitive process in order to procure delivery partners, but this will not be an EU compliant process as the Council's Legal Services has advised. The overall contract value of the sub-contracts will be £1,396,350. This process will complete by the end of November in order to allow sub-contractors to mobilise provision ready for January 2021.
26. The Key Stage 4 provision will be delivered through a mixed approach, with all young people accessing at least one day of work experience in a sustained placement. The employer will also supply weekly workplace mentoring, which will run alongside job coaching for each student. Students will access a range of qualifications including core subjects and relevant vocational courses. All students will complete a workplace skills qualification. Tutors will use their knowledge of each individual in order to oversee curriculum delivery and co-ordinating pastoral care, with students accessing lessons and support online and in person, depending on personal plans. Students will access a 'blended' approach to learning and some will build up their physical presence within settings and workplaces in order to support delivery. This number of students accessing this provision will build to 30 by Summer 2021 and 60 by Autumn 2022. The majority of students will then access a full Key Stage 4 programme and will leave in the Summer of Year 11.

Cohort:

27. The potential future cohort will be widened at both key stages 3 and 4, covering those who have been recently excluded, are returning from Elective Home Education or

missing education alongside those who are missing school due to high levels of anxiety created by the Covid-19 situation or are persistent absentees. There will be two clearly defined target age groups (Key Stage 3- Years 7-9, focussing on returning to school environments and Key Stage 4-Years 9 and above who will focus on accessing the workplace). The focus of this project on these often invisible cohorts is highly innovative and unusual and reflects a renewed shared responsibility across council, various agencies and schools in order to tackle the social cost of young people missing formal education. A recruitment timeframe is in place for both areas of provision so that schools, agencies and the Council can work together in order to identify cases in good time and support initial engagement and assessment from the provisions themselves.

28. The first year of the project will see a build-up of students in Key Stage 3, with a total number of 45 being educated at any one time in Key Stage 3, with 90 accessing the provision during 2020-2021. Big Picture Doncaster will have a gradual approach to student admissions, with cohorts starting at fixed points throughout the academic year.
29. There have been secure arrangements made for the continuity of education for the existing cohort of students attending the school, who have already transitioned to new provisions or are in the process of moving to new providers based upon their individual needs and interests.

Contracts and finance:

30. A new set of outcomes have been co-produced, alongside additional performance indicators and these will be quality assured by the council's School Improvement, Inclusion and Commissioning functions on a half-termly basis as part of the reporting process on the quality of overall provision. This process will cover key areas such as attendance, academic progress and metrics associated with readiness to reintegrate into school. Key Stage 4 outcomes will target key delivery areas such as workplace skills and engagement alongside behaviour and attendance measures.
31. The contract specification has been negotiated with the Contractor in order to document these changes and to ensure stronger accountabilities around the work in each key stage. The contract is also being reviewed in line with changes to the outcomes and financial model. These changes will be set out in a contract variation and the intention is that the contract variation will be signed following cabinet and Life Chances Fund approval. The council are aware that the Contractor does not have the capacity to run a full EU compliant process for procuring partners to the KS4 development and are not bound by these regulations, but will run a competitive process for this procurement.
32. A new financial model has been finalised with the Contractor in order to fund this volume of students and is subject to further analysis and agreement. Overall the number of students accessing the provision will grow from a limit of 60 in the initial contract to 120 (90 in Key Stage 3, 30 in Key Stage 4), with a further 120 (90 in Key stage3 and 30 in Key stage 4) by September 2022. The current rate card is being maintained until December 2020. A new financial model and rate card below for both KS3 has received agreement between all parties, as has the overarching financial model for KS4 whilst this will still need market co-production and testing.
33. The total expected cost of the revised financial model for the 4 year period is as follows,

but still needs final sign-off.

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
TOTAL expected Outcome Payments	1,254,168	1,286,467	1,221,275	1,251,438	57,112	5,070,461
Payment Funded By						
DMBC Contribution	899,991	923,169	876,387	898,032	40,983	3,638,563
LCF Contribution	354,177	363,298	344,888	353,406	16,128	1,431,898
TOTAL	1,254,168	1,286,467	1,221,275	1,251,438	57,112	5,070,461

34. Within this revised financial model, the average total cost per place is £13,926 per annum across the life of the contract. The contract saw an average cost of £17,665 per annum across the life of the contract. This represents better value for money as the council benefits from greater economies from the increased volume of students and compares favourably to the relative costs of provision elsewhere within Doncaster. This will allow reduced costs over time, whilst greatly improving the quality, relevance, accountability, reach and scope of the overall project. Life chances fund (LCF) have indicated that they are comfortable with changes to the contract, outcomes and financial model described here and that their financial support will be sustained.

35. In order to facilitate the new delivery model, there are therefore four key changes to the contract, which will form part of the contract variation in November/ December 2020:

- Changes to the outcomes, rate card and payments as described in points 31-33
- The separation of the Key Stage 3 and 4 delivery elements
- Further definition of the Key Stage 3 model so that it reflects the 'blended' learning element.
- The Contractor introducing further sub-contractors into its Key Stage 4 delivery through a competitive tendering process.

IMPACT ON THE COUNCIL'S KEY OUTCOMES:

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>Improving outcomes for our most disadvantaged young people will lead to a larger proportion of the population contributing to the local economy. Doncaster businesses will also benefit from this capacity as they continue their recovery.</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>	<p>Big Picture Doncaster will make a significant contribution to improving access to the local economy and healthier lifestyles for a cohort of</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>young people who have historically, suffered from low expectations and social alienation. Our retention of the Big Picture model whilst also revitalising the Provider will allow us to offer students a highly personalised curriculum whilst also exploring how to develop further other modes of personalised curriculum.</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>Due to the personalised nature of the BPL learning model, children and young people will be better equipped and motivated to engage and access education.</p> <p>The learning experiences for all children will be personalised and innovative, utilising interests and the local environment to ensure that learning is relevant and inspiring. Education will take place within schools and the work place, wherever necessary it will take place within home or community facilities. Children and young people enjoy improved social mobility due to improved attainment and a model of education that focuses on their interests and ambitions.</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>Big Picture has a highly personalised model of pastoral delivery. The Council will also look now to use the Provider in order to develop more effective ways of integrating and targeting services for vulnerable children and young people, achieving greater synergy and efficiencies.</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 	<p>The use of a SIB provides value for money to the Council, as it allows it to test a new method of intervention but only pay for it if it is successful.</p> <p>The establishment of a Special Purpose Vehicle (SPV) and a Social Investment Board will ensure strong leadership and governance.</p> <p>The Council will consider the needs of the communities and partners as</p>

<ul style="list-style-type: none"> Working with our partners and residents to provide effective leadership and governance 	<p>future models of delivery are developed.</p>
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Risks and assumptions

36. The development of the new model will offer increased flexibility, capacity and breadth to the wider system without sacrificing the uniqueness of the delivery model and contract. However the following risks has been identified:
37. Key Stage 3:
- A. *The sub-contractor (Big Picture Doncaster) not delivering high quality provision or sufficient achievement outcomes.* This will be mitigated through early engagement of the council’s quality assurance procedure for alternative provision schools and the maintenance of the contract. There will be monthly reviews of attendance outcomes and advice provided to the provider in order to ensure progress. The revised contract will set out improved terms of service failure to the provider, which will support early intervention in order to prevent further failures to deliver the contract. The Investor will work with the local governing board to ensure that there is sufficient oversight and pace over this time. Additionally the council will support and advise where appropriate in order to ensure that only high quality local providers with expertise and experience in this form of delivery join the KS4 delivery partnership.
 - B. *The sub-contractor fails to deliver reintegration within agreed timescales.* This will be mitigated through the ongoing support of the council’s Behaviour Outreach Support Service, who will carry out routine assessment and 6 weekly reviews with the Provider and partner schools. They will advise where a statutory process is required and will support referral to other agencies or panels in line with the local graduated approach where needed. Additionally, progress in this areas has been factored into an updated outcome and indicators within the wider contract.
 - C. *The Contractor is not given sufficient financial viability due to lack of referrals or outcomes.* The council has modelled the cohort and currently identified a large surplus of young people who would be fit the criteria for this provision. Officers will support schools in making referrals and advising on provision through panel decisions and planning sessions with schools. Early indications show that there is a significant waiting list of young people who are willing to access the provision, even before we elicit referrals from schools. A communication campaign is underway in order to ensure that all schools and officers are supported to identify relevant cohorts of young people in the lead in to the beginning of operations.
38. Key Stage 4:
- D. *The Contractor is unable to deliver provision within agreed timescales.* The council is working with the Contractor in order to ensure that any risks to the delivery of this Key Stage 4 project within agreed timescales are minimised. This will allow the Contractor to be able to work with partners in order to ensure secure planning for mobilisation. Any procurement decision will be presented back to cabinet before the end of November 2020 as part of the update accompanying this report. Further development activity is taking place to support this and will involve creating detailed delivery models (curriculum organisation, delivery and planning methodologies etc.) and ensuring that logistics (learning locations, access to ICT

facilities, Service Level Agreements with schools, shadow mobilisation planning, etc.) are in place in order to guarantee delivery within the agreed timeframe.

- E. *The Contractor is financially able to deliver services despite challenges around cash-flow.* The council and investor have worked closely to ensure interim support and a new financial model supports the Contractor in overcoming immediate financial challenges. This will continue to happen as the Contractor begins delivery of the new arrangements from November 2020. The investor has foregone the performance management fee stipulated in the contract and has pushed back interest payments in order to support the efficient delivery of the contract and to demonstrate commitment to delivery.
- F. *The Contractor) fails to procure a partner with sufficient expertise in order to develop the new model or fails to procure in a timely fashion.* This will be mitigated by ensuring that any procurement is supported by the council's expertise in this area, engaging the market and ensuring a high quality procurement process. The council will maximise its relationships with partners in order to build awareness of this procurement, ensuring a strong response from the market, supported by the investor. There has already been significant interest around this project from local trusts. In order to ensure that the uncertain current climate does not prevent activation in January 2020 a 'shadow' mobilisation plan will set out how the service will be delivered should an unavoidable delay in partnership mobilisation take place so that the opening of provision is not affected.

39. Contractor :

- G. *The Contractor is financially able to deliver services despite challenges around cash-flow.* The council and investor have worked closely to ensure interim support and a new financial model supports the Contractor in overcoming immediate financial challenges. This will continue to happen as the Contractor begins delivery of the new arrangements from November 2020. The investor has foregone the performance management fee stipulated in the contract and has pushed back interest payments in order to support the efficient delivery of the contract and to demonstrate commitment to delivery.
- H. *That Life Chances Fund (LCF) are unable to receive approval for the changes to the financial model.* We have already received indicative support for the changes to the contract described above and are meeting with LCF regularly in order to ensure that any potential risks are mitigated and that the contract conforms to their requirements

LEGAL IMPLICATIONS [Officer Initials: PA Date: 4/11/20]

- 40. 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.
- 41. Under the Education Act 1996, the Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a

general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with special educational needs.

CHANGES TO PAYMENT TERMS

42. New payment terms are currently being negotiated with the Contractor. These should cover the whole life of the contract in order to protect the interests of the Council and ensure the best commercial outcome.

CHANGES TO THE SERVICE

43. The Council wishes to continue to work with the Provider to deliver a different service, starting November /December 2020 for Key Stage 3 and January 2021 for Key stage 4. Key Stage 4 provision will involve the engagement of additional sub-contractors by the Provider.
44. It should be noted that there is a risk that a procurement for Key Stage 4 will not be achieved for a commence date of January 2021 and Spring 2021 may be more realistic, bearing in mind the detailed preparatory work that needs to be undertaken.

Life Chances Fund

45. The Council must comply with the terms of the funding agreement it has entered into with Life Chances Fund in order to avoid clawback and/or withholding of funds. As set out in the report 28.24% of the outcome payment is paid for by the Life Chances Fund (LCF), the Council will enter into discussions with LCF to agree that the LCF payments are maintained, i.e. paid to the Council. The Council must communicate all changes to DCMS/LCF and any agreement reached will require a variation to the LCF/DCMS agreement.
46. There is a risk that DCMS may not approve the changes outlined in this report in which case if the Council were to press ahead with the changes and enter into the contract variation with the Contractor, there will be a breach of the funding agreement which may result in DCMS/LCF invoking clawback provisions of funding already paid and withholding of further funding.

The BPL Licence

47. The Council should be satisfied that the changes to the model as set out in this report not do breach the BPL licence held by the BPL Doncaster School otherwise there may be consequences such as termination of the licence by BPL USA and/or the payment of compensation by the BPL School to BPL USA.

School Registration and misc.

48. It is not necessary for an alternative provision to be registered as an independent school unless it is providing full time education to five or more full time pupils of compulsory school age, or one such pupil who is looked-after or has a statement of SEN. The 2019 independent school guidance provides that '*generally we consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and*

therefore indicates that the education provided is the main source of education for that child.' Big Picture Learning will now be working as a part time alternative provision with children on roll in schools. The statutory guidance on Alternative Provision (January 2013) must be followed. Consultation with the parents and children at the school should take place. Legal advice should be sought as necessary regarding any implications for staff at the school.

Equality Duty

49. The decision maker must also comply with the Public Sector Equality duty to consider the need to promote equality for persons with “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and have due regard to:
 - i) eliminate discrimination, harassment, and victimisation;
 - ii) advance equality of opportunity
 - iii) foster good relations between persons who share a relevant protected characteristic and those who do not share it.
50. In order to do this the decision maker will need to have sufficient information about the effects of the proposed changes on the aims of the Equality Duty. The Equalities implication section below is designed to assist with compliance with this duty and so the decision maker must take that into consideration and the public sector equality duty before taking the decision.
51. Further legal advice will be required as this project progresses.

FINANCIAL IMPLICATIONS [SB 13.10.20]

52. A social impact bond (SIB) for Big Picture Learning in Doncaster, was created during 2017-18 and the use of this SIB means that payments for provision are only made based on outcomes being achieved. The payment by results contract was paused in March 2020 and was impacted upon due to COVID 19 (including claims to LCF) with payments from March to August 2020 instead being made for services received. The payments by results contract was reinstated in September 20 as the provision reopened its physical school site.
53. To the end of August 2020, payments of £1,007,363 have already been incurred against the Big Picture Learning project. Within the original contract, payments of £2,037,542 would have been expected to be made by this date. This project is funded through Doncaster MBC's Dedicated Schools Grant (DSG) High Needs Block and the National Lottery's Life Chances Fund (LCF) with the LCF paying out up to 28.24% of the outcomes achieved.
54. Through ongoing discussions, a new financial model has been agreed with the investor for maximum outcomes payments resulting from this provision. Within this new financial model, a greater number of children will be accessing the provision due to the shorter-term nature of provision.
55. The total budget remaining for Big Picture is £5,152,768 (DMBC DSG £3,697,706 and LCF £1,455,062). The expected costs of the new financial model (as detailed within the table within paragraph 32 of this report is £5,070,461 (DMBC DSG

£3,638,563 and LCF £1,431,898). The changes to the financial model will require approval by LCF and as such, a risk remains that the £1,431,898 LCF budget is not guaranteed at this stage. Positive discussions continue to take place with LCF and they have indicated a change would likely be agreed and it is hoped that confirmation of this is communicated prior to this report being considered at Cabinet to allow this model to be considered.

56. The new financial model provides more short term places and therefore the new cohort of students should be larger. The average number of pupils in the provision at any one time is expected to be increased from 60 places to 90 places. Based on this the average cost within the agreed financial model is £13,926 per annum, compared to the original model of £17,665. This has been achieved within the new model by reduction on amounts payable on the rate card per student. The new rate card within this model is detailed within the table below.

	Rate to September 21 Year 1	Rate to September 24 Years 2-4
KS3		
Outcome 1.1 – Personal Learning Plan (starter)	£10,750	£1,904
Outcome 1.1 - PLP (refresh)	£0.00	£1,651
Outcome 2 – Attendance	£1,340	£4,594
Outcome 3 – Progression	£1,600	£4,307
KS4		
Outcome 1:: PLP	£6,000	£6,000
Outcome 2: Exclusion reduction	£1,031	£1,031
Outcome 3: Engagement with workplace	£767	£767
Outcome 4: Workplace skills	£767	£767
Outcome 5: BTEC qualifications	£767	£767

57. Whilst the average cost for the 20-21 academic year equates to a KS3 average cost per place of £46,539 (based on an average of 20 pupils attending in the academic year) and KS4 £12,781 (based on an average of 25 pupils attending in the academic year). The overall average cost across the 4 years of the project is reduced over the life of the contract based on the increased number of students.
58. The service are still exploring the possibility of obtaining independent financial advice in order to review the new financial model and to ensure the pupil outcomes and funding flows within this SIB model are appropriate for the new model of provision, as the original SIB model was worked up by Futuregov. In terms of overall contract cost however the outcomes payments per year are expected to be capped within the contract at maximum cumulative values in line with the table detailed within paragraph 32. This is to ensure that any deviations in pupil numbers against the proposed model do not result in any increased liability for outcomes payments above those listed within the financial payments model in paragraph 32.

HUMAN RESOURCES IMPLICATIONS [Officer Initials... DC Date 08.10.20]

59. There are no specific HR implications related to the content of this report for the Council.

60. If there are HR implications for the Council arising from specific elements of the Strategy, these will be addressed at the appropriate time through the relevant governance arrangements.

TECHNOLOGY IMPLICATIONS [Officer PW Initials Date 8/10/20]

61. There are no anticipated technology implications in relation to this report.

HEALTH IMPLICATIONS [Officer Initials...CW... Date 09/10/2020]

62. Learning outcomes and health outcomes are intrinsically linked. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). Big Picture Learning is aimed at supporting young people who suffer disadvantage in educational attainment. Programmes that aim to improve accessibility and attendance to education, and reduce the gap in educational attainment are likely to impact positively on reducing long-term health inequalities in Doncaster.

Covid-19, lockdown and the closure of educational establishments has presented many challenges for Doncaster's young people, in particular those who are vulnerable or disadvantaged. Reintegration back into learning environments will raise challenges for some pupils and it is essential these pupils are fully supported back into education to fulfil their potential.

Data suggests that anxiety and mental health issues have risen during lockdown, creating a potential increase in need. Places in this provision are limited, has any mitigation for young people who are unsuccessful in securing a place been considered?

EQUALITY IMPLICATIONS [Officer Initials MO Date 24/9/20]

63. Big Picture Learning is an inclusive model of education that seeks to ensure that all children and young people accessing it are treated equally. It is particularly targeted at disadvantaged young people, with the eligibility criteria citing that young people will have experience of interaction with social care, health services, the police, or be from a family in receipt of long term welfare support. Big Picture Learning has the potential to deliver improved social mobility for the young people in the provision, and reduce levels of inequality in the borough as a result. The reconfigured model will facilitate stronger assessment, induction and engagement, thereby, increasing the chances of this vulnerable group receiving stronger outcomes.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

Sub Contractor - BP Learning UK Ltd which is the charity which operates the School

BPL - Big Picture Learning

BPD - Big Picture Doncaster

Contractor - BPI - Big Picture Invest Ltd

DfE - Department for Education

LCF - Life Chances Fund

PIP - Performance Improvement Plan

SIB - Social Impact Bond

SPV - Special Purpose Vehicle

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