

**Children's Services and Education
Scrutiny Board**

**Monday 8 January, 2018 at 5.00 pm
Committee Room 1
at the Sandwell Council House, Oldbury**

Agenda

(Open to Public and Press)

1. Apologies for absence.
2. Members to declare:-
 - (a) any interest in matters to be discussed at the meeting;
 - (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.
3. To confirm the minutes of the meeting held on 13th November, 2017 as a correct record.
4. Education Performance – Against National and Regional Comparisons.
5. School Place Planning.
6. Update on the Children's Trust.
7. Chair and Vice Chair Work Group Updates.

J Britton
Chief Executive
Sandwell Council House
Freeth Street
Oldbury

Distribution:

Councillor J Underhill (Chair),
Councillor S Phillips (Vice-Chair), Councillor C White (Vice-Chair),
Councillors Allen, Ashman, Y Davies, Hickey, L Horton, Preece, Rouf,
Shaeen.

Co-opted Members:-

Rev P French (Church of England Diocese representative)
Vacant (Roman Catholic Archdiocese representative)
Tahira Majid (Primary School Governor representative)
Vacant (Secondary School Governor representative)

**Agenda prepared by Deb Breedon
Democratic Services Unit - Tel: 0121 569 3896
E-mail: deborah_breedon@sandwell.gov.uk**

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Apologies

To receive any apologies from members.

Declarations of Interest

Members to declare:-

- (a) any interest in matters to be discussed at the meeting;
- (b) the existence and nature of any political Party Whip on any matter to be considered at the meeting.

**Minutes of the Children's Services and Education
Scrutiny Board**

**13th November, 2017 at 5.00 pm
at the Sandwell Council House, Oldbury**

Present: Councillor Underhill (Chair);
Councillors Allen, Ashman, Preece and Rouf,
Shaeen, White.

Apologies: Councillors Hickey, Phillips, and Reverend P
French.

21/17 **Minutes**

Resolved that the minutes of the meeting held on 11th
September, 2017 be confirmed as a correct record.

22/17 **Improved careers guidance in schools**

The Post 16 Manager advised that the representative from Ormiston Sandwell Community Academy (OSCA) was unable to attend the meeting due to ill health and the presentation relating to Quality in Schools Award would be deferred to a future meeting.

The Post 16 Manager provided an update relating to careers education, information, advice and guidance (CEIAG) strategy. He advised that two secondary schools in Sandwell had been awarded the Gold standard award, six had received other awards, 12 were registered for awards and that a further three schools were interested in taking awards forward. He confirmed that a further report would be provided to the Board in March 2018 when there would be more to report about progress and how the service was organised and managed.

Resolved that an update and presentation relating to Quality in Schools Award for the quality of careers advice be requested the Children's Services and Education Scrutiny Board in March 2018.

23/17 **Sandwell Safeguarding Children Board (SSCB) Annual Report**

The Independent Chair of the Safeguarding Sandwell Children's Board provided a presentation of the Sandwell Safeguarding Children Board Annual Report 2016-17.

The presentation outlined the following:

- Key milestones and challenges leading to the present position;
- What was working well;
- What were the concerns;
- What had been learned;
- The 2017-18 strategic priorities
- What happens next – the 10-point strategic plan.

The Safeguarding Board Chair advised that she had been in post since June 2017 and that the next 12 months would bring change to the safeguarding arrangements. She advised that the Local Authority, Clinical Commissioning Group (CCG) and the Police would be tasked to develop a safeguarding plan and that the Safeguarding Board would no longer exist under plans by the Department for Education (DfE). She clarified that once the new arrangements were published there would be 18 months to implement them and that this would probably come into effect in Sandwell in 2019.

In response to questions the Safeguarding Board Chair advised that the current Ofsted re-inspection did not include Safeguarding Board but that she would be interviewed by Ofsted as part of their process. She advised that Sandwell Safeguarding Team had led on regionalisation of safeguarding procedures with eight other Local Authorities to progress improved performance.

In response to questions about engaging with churches and community organisations to reach out to hard to reach communities the Safeguarding Board Chair advised that there was a Community Engagement Group led by the senior police officer on the Safeguarding Board to facilitate the faith partnerships, but progress has been slow but an event is planned to engage more fully with

Children's Services and Education Scrutiny Board 13th November 2017

groups across Sandwell. . She advised that she would attend this event in December 2017.

The Independent Chair advised that in a twelve-month period there had been a lot of training and multiagency work to make improvements. The Chair agreed to share the structure and guidance note on the structure and purpose of the Safeguarding Board with the Scrutiny Board Members.

The Scrutiny Board Chair highlighted a previous request from the Scrutiny Board to receive evidence of actions and learning from serious case reviews (SCR). The Independent Chair agreed it would be useful to share learning with the Scrutiny Board and that a recent case had detailed good practice and learning as part of the review. The Chair agreed to bring this detail to the 8 January 2018 Scrutiny Board meeting.

In response to questions about levels of deprivation and instances of the safeguarding cases the Independent Chair clarified that there was not always clear correlation of deprivation and safeguarding cases. She confirmed that there would be more information available to Scrutiny Board in the Sandwell refreshed Early Help Strategy and advised that there was a vibrant voluntary sector engaged in early help in Sandwell. The Chair requested that the Early Help Strategy be circulated to the Scrutiny Board.

Resolved

- 1) That the Scrutiny Board receive the 2016-17 Sandwell Safeguarding Children Board Annual Report.
- 2) That learning from Serious Case Reviews be presented to the Children's Services and Education Scrutiny Board on 8 January 2018.
- 3) That the Sandwell Early Help Strategy be circulated to the Children's Services and Education Scrutiny Board.

24/17

Vice-Chairs Updates

The Board was advised that the Fostering Work Group had met to agree the scope of the work to be undertaken when evidence gathering and the content of a survey to 174 foster carers.

[ILO: UNCLASSIFIED]

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The Board highlighted the need to consider statistical information, the way Sandwell recruits foster carers and the support of foster carers in their role. It was acknowledged that the Council does not offer the same as private foster care agencies and that the difference in payment and private foster carers offer should be considered as part of the work groups review.

25/17 **Update on the Children's Trust**



The item was withdrawn from the agenda due to presenting officers being delayed in an Ofsted meeting.

(Meeting ended 5.55 pm)

Contact Officer: Deb Breedon Democratic Services Unit 0121 569 3896

CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

08 January 2018

Subject:	Education Performance – Against National and Regional Comparisons
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	 
Contact Officer(s):	Rebecca Flowers, Education Systems' Support and Data Analysis Manager rebecca_flowers@sandwell.gov.uk 0121 569 8357

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Consider the following, which is summarised herein:

Educational attainment in Sandwell; comparisons with national attainment, neighbouring authorities and statistical neighbours. 2017 data is provisional and therefore is subject to change.

1 PURPOSE OF THE REPORT

- 1.1 To summarise attainment in Sandwell and make comparisons with national attainment, neighbouring authorities and statistical neighbours. 2017 data is provisional and therefore is subject to change.

2 IMPLICATIONS FOR SANDWELL'S VISION

2.1 This report supports ambition 4 by providing evidence about the quality of education within Sandwell across all key stages from reception to Post 16 education.

3 BACKGROUND AND MAIN CONSIDERATIONS

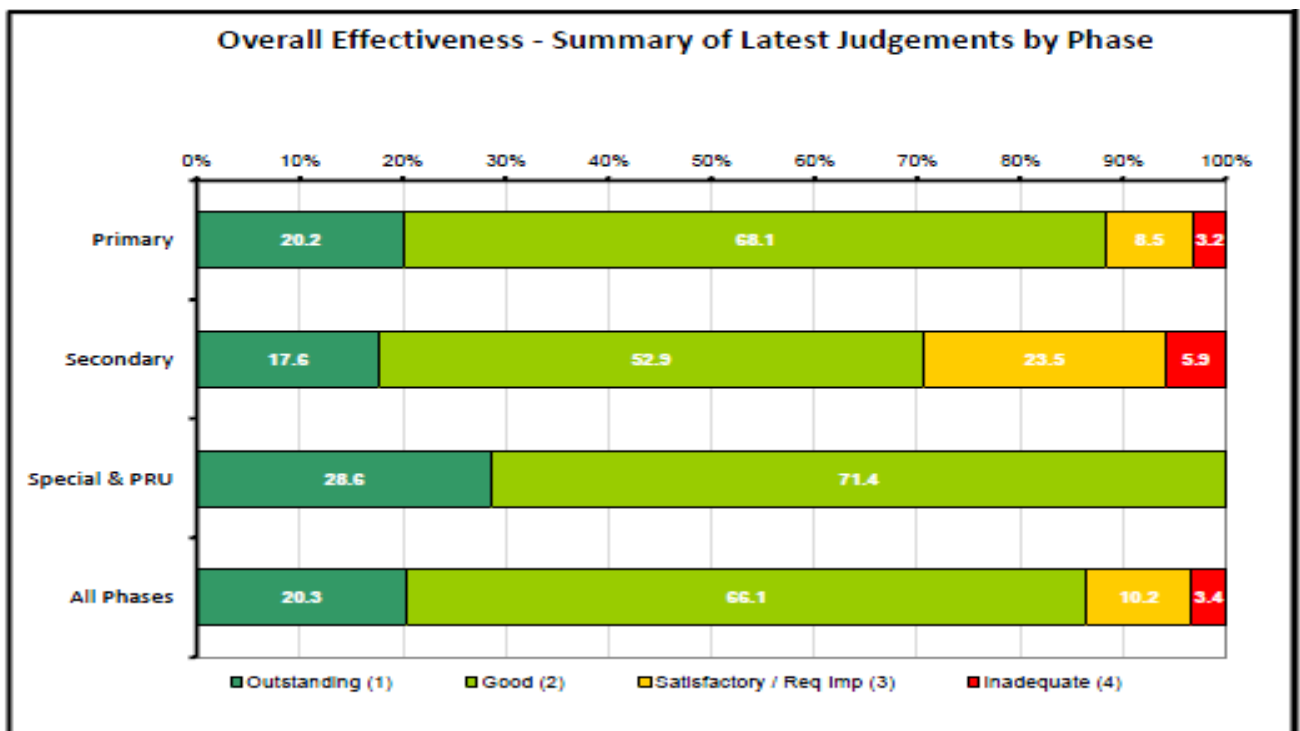
3.1 This is the annual report to members on the performance of schools.

3.2 In the primary sector there are 94 schools, 19 of which were academies in summer 2017.

3.3 In the secondary sector there are 19 schools, of these 14 are academies. The key stage 4 and Key Stage 5 results for 2017 include Health Futures UTC for the first time, but Q3 Langley hasn't yet had a set of results.

4 THE CURRENT POSITION

4.1 Ofsted Summary (as at 01/12/2017)

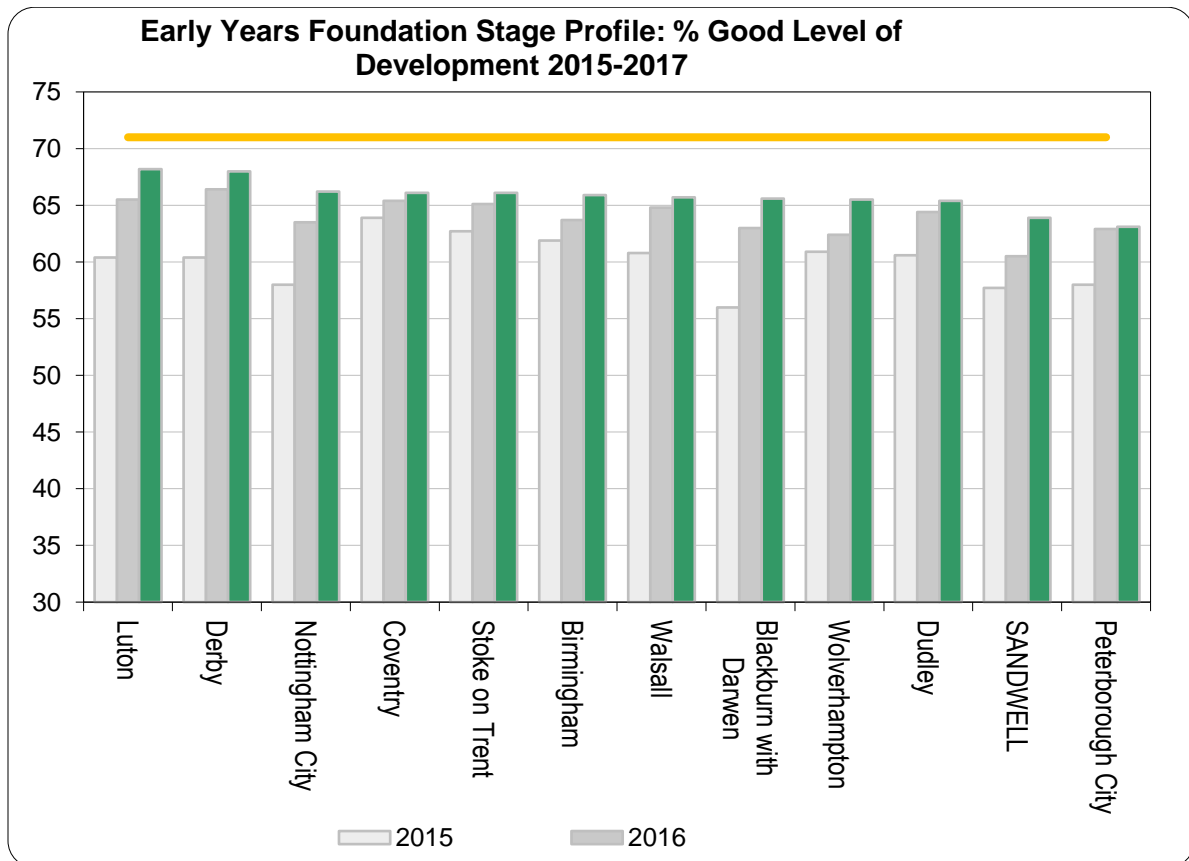


Source: Data Intelligence Unit data based on published Ofsted reports

- Currently **88% of Sandwell primary schools** are judged by Ofsted to be good or better. Published data, as at 31 August 2017, showed that 90% of Sandwell schools were judged to meet this standard which was close to the national figure (91%).

- Currently **71% of Sandwell secondary schools** are judged to be good or better. The latest published data as at 31 August 2017 was also 71% which was an **improvement from 65%** in March 2017, nationally in August 2017 79% of secondary schools received these judgements.

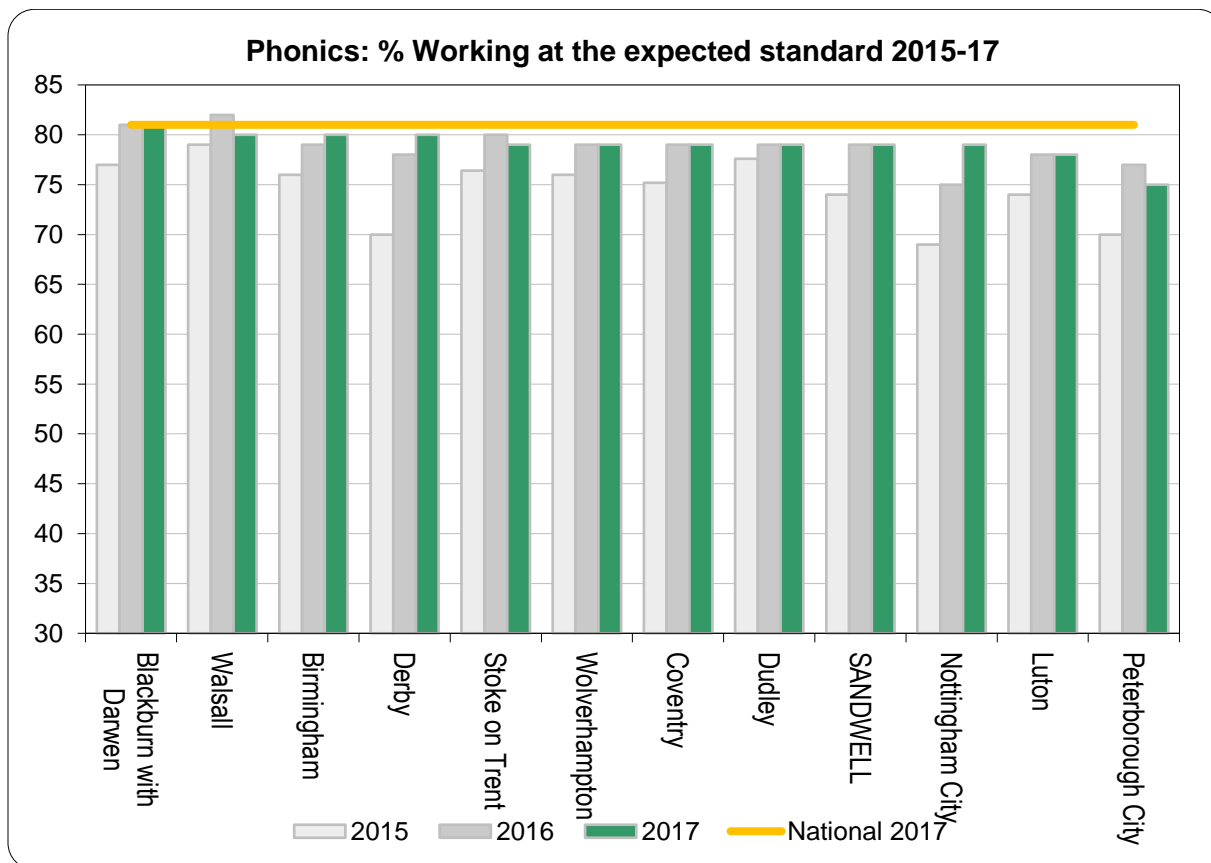
Early Years Foundation Stage Profile (EYFSP)



- **64%** of pupils in Sandwell achieved a good level of development in 2017 compared with 71% nationally. This was a **3 percentage point (ppt) improvement** on the previous year, nationally the rate of improvement was **2 ppts**.
- Sandwell made faster than national improvement in each area of learning within the profile, in particular Communication and Language was up 3 ppts in Sandwell but did not improve nationally. The largest gaps to national performance are in Mathematics and Understanding of the World.
- Sandwell is ranked **145th** out of 151 local authorities for the percentage of pupils achieving a good level of development in 2017, an **improvement of 3 places**.

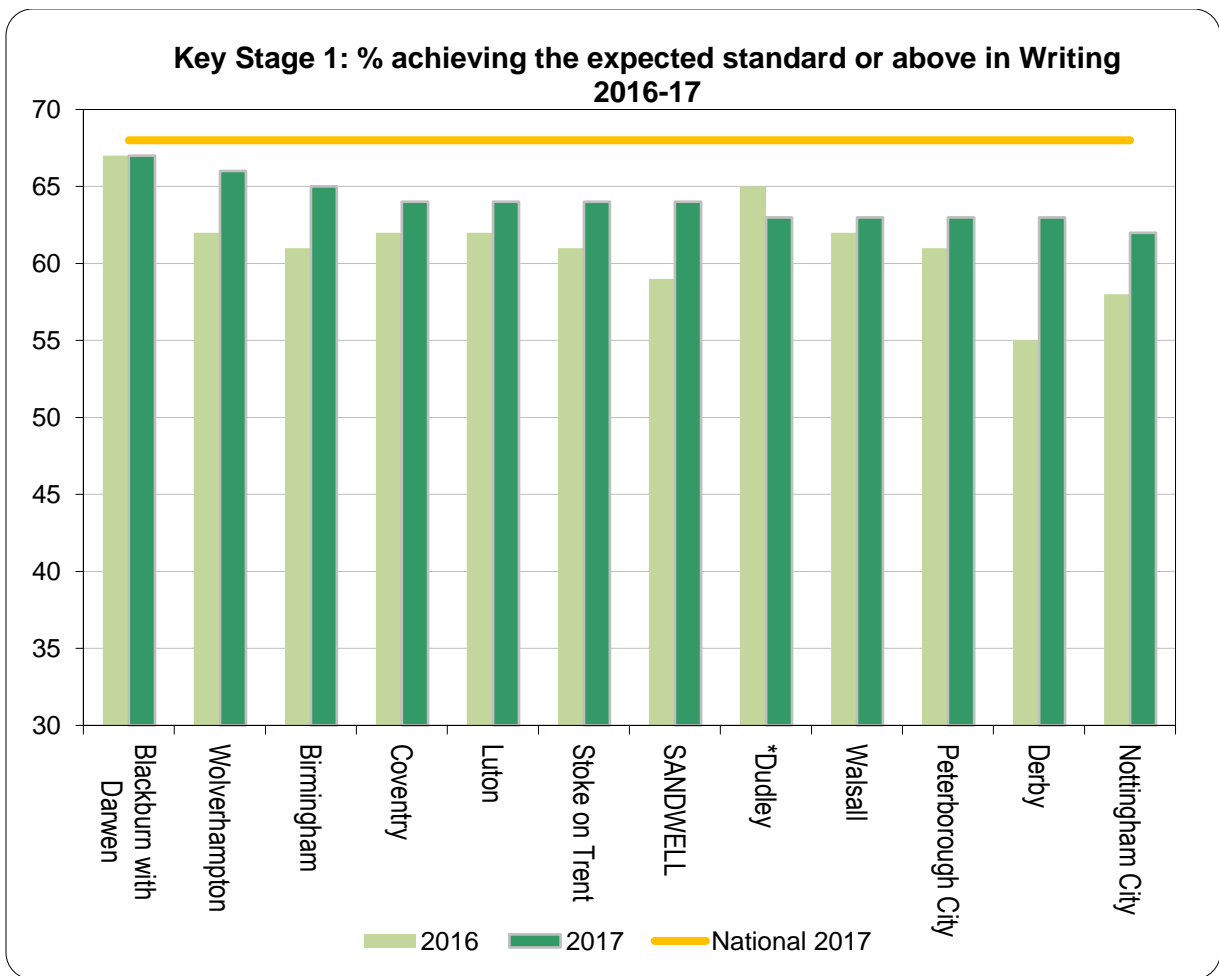
- Sandwell performance on this measure in 2017 is 2 ppts below the statistical neighbour average of 66% and **ranked second from bottom amongst statistical neighbours.**

Phonics - Year 1



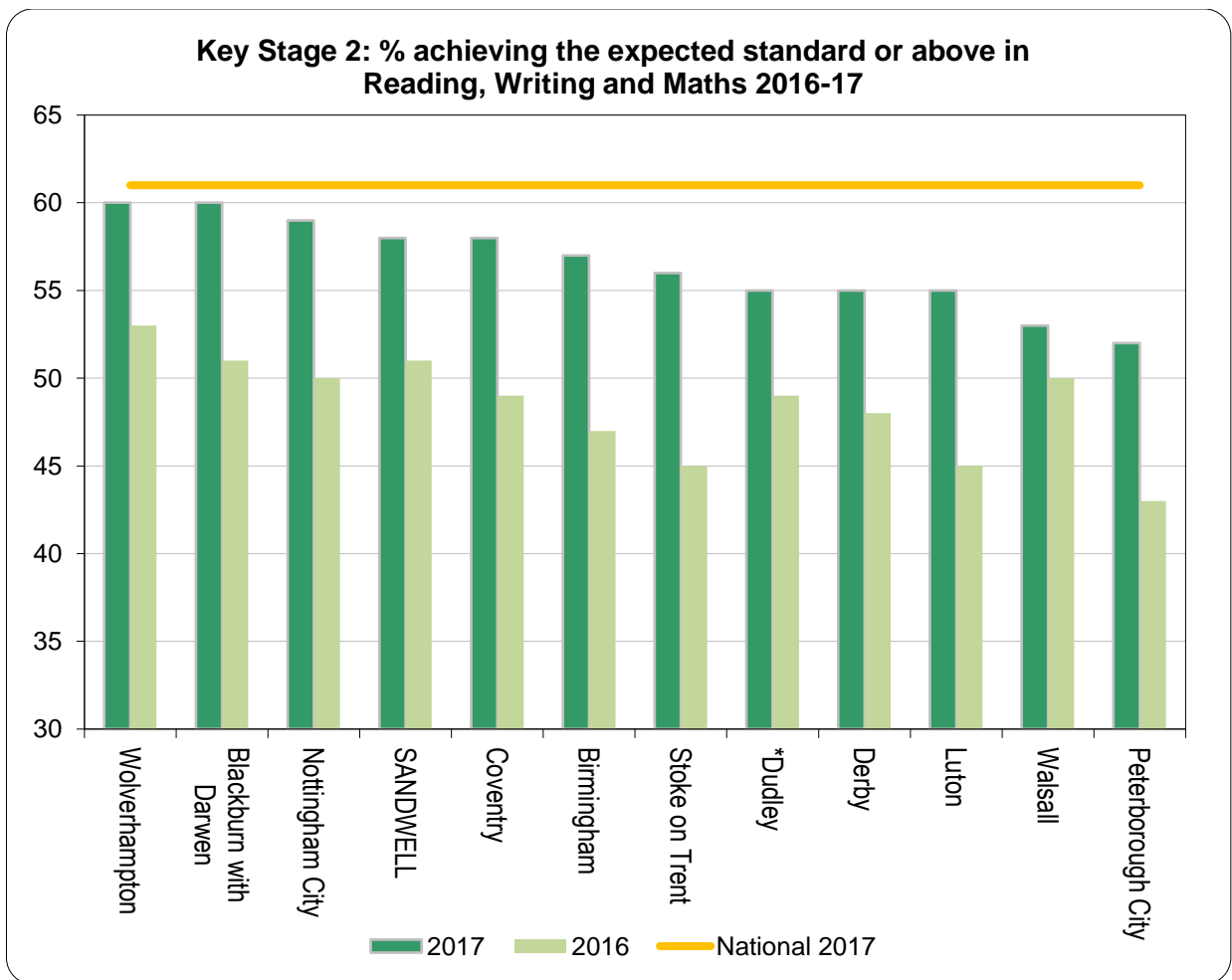
- **79%** of year 1 pupils in Sandwell were deemed to be working at the required standard in 2017. There was no change from the previous year in Sandwell or nationally, Sandwell remains **2ppts below the national percentage** in 2017.
- The proportion of Sandwell pupils achieving the expected standard by the end of year 2 has increased by 1 ppt from last year to 91%, this is 1 ppt below the national proportion.
- In 2017 Sandwell is ranked **112th** out of the 150 local authorities with published data, this is a drop of 10 places from last year. This is based on pupils working at the required standard.
- Sandwell is ranked joint **3rd** from top when compared to statistical neighbours.

4.2 Key Stage 1 (KS1)



- In 2017 in both reading and maths **71%** of pupils in Sandwell schools achieved the expected standard or above compared with 76% and 75% respectively nationally.
- Writing remains the subject where the fewest pupils attain the expected standard or above, however there was a 5 pts improvement from last year. The **gap to national performance has narrowed to 4 pts**, with **64%** of Sandwell pupils reaching the expected standard or above compared with 68% nationally.
- Sandwell is ranked **131st out of 150** authorities when looking at the average rank for those achieving the expected standard or above in reading, writing and maths. This is an improvement of 5 places.
- Sandwell is ranked joint 4th from top for each of reading writing and maths when compared to statistical neighbours.

4.3 Key Stage 2 (KS2)

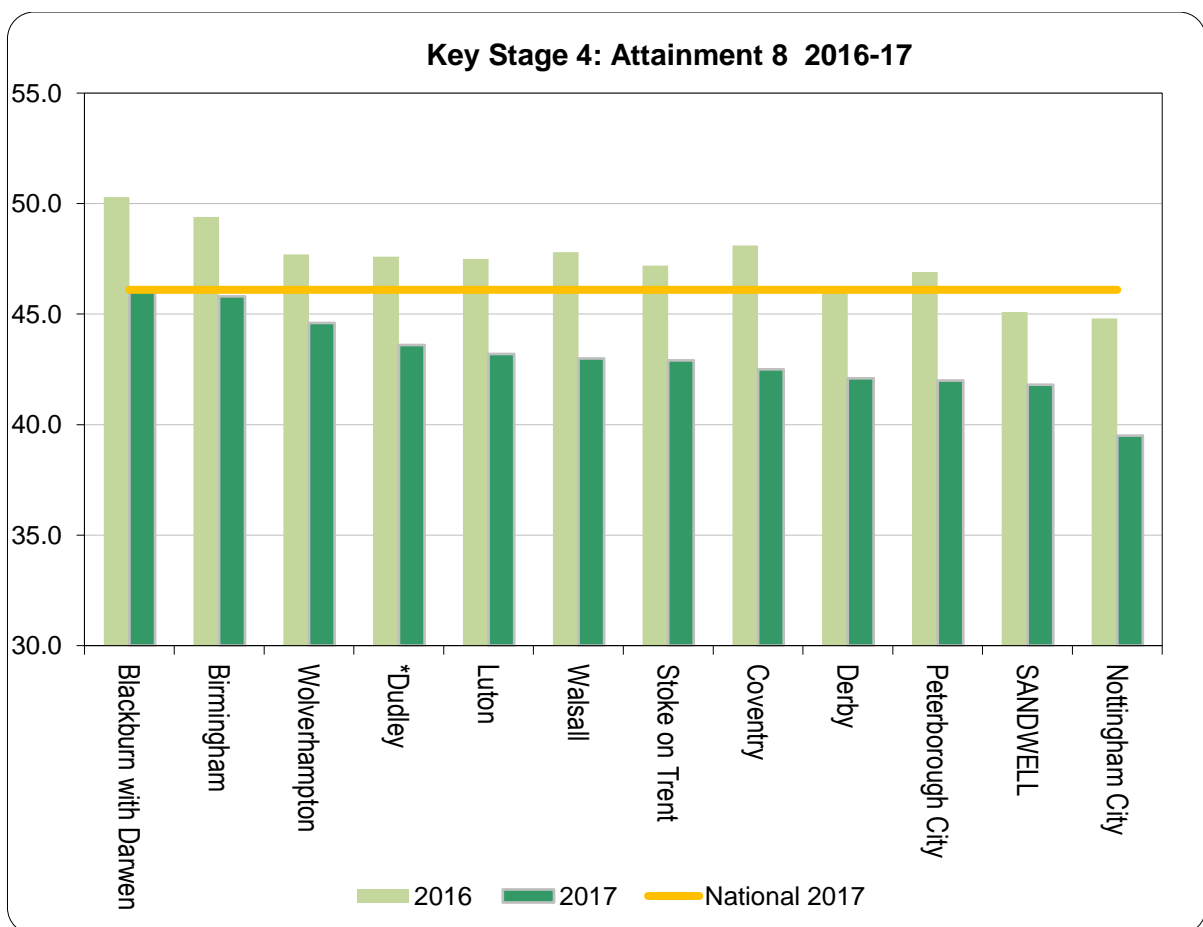


Source: Data Intelligence Unit, DFE Final SFR
 * Dudley is included for reference but is not actually a statistical neighbour

- Based on final data for 2017, **58%** of pupils achieved the expected standard in reading, writing and maths combined compared to 62% nationally. This is an **improvement of 7 ppts** from 2016, but **nationally performance improved by 8 ppts**.
- Attainment of the expected standard or above is 73% in maths and 75% in writing, in both cases this is **2 ppts below the national figure**. The progress measures in writing and maths demonstrate that pupils' **progress from KS1 is significantly above the national average**.
- **Reading** attainment in Sandwell at the expected standard or above (66%) is **6 ppts below the national figure**, a similar gap is also evident at the higher standard. The gap to national performance has widened by 1ppt from last year in both cases. However **progress in reading is broadly in line with national progress**.

- Sandwell’s performance for Grammar, Punctuation and Spelling is **within 1 ppt of national performance** for all measures.
- Sandwell is ranked **115th out of 150** authorities when looking at those achieving the expected standard or above in reading, writing and maths.
- Sandwell is ranked joint **4th out of its statistical neighbours** when looking at the percentage achieving the expected standard or above in reading, writing and maths.

4.4 Key Stage 4 (KS4)

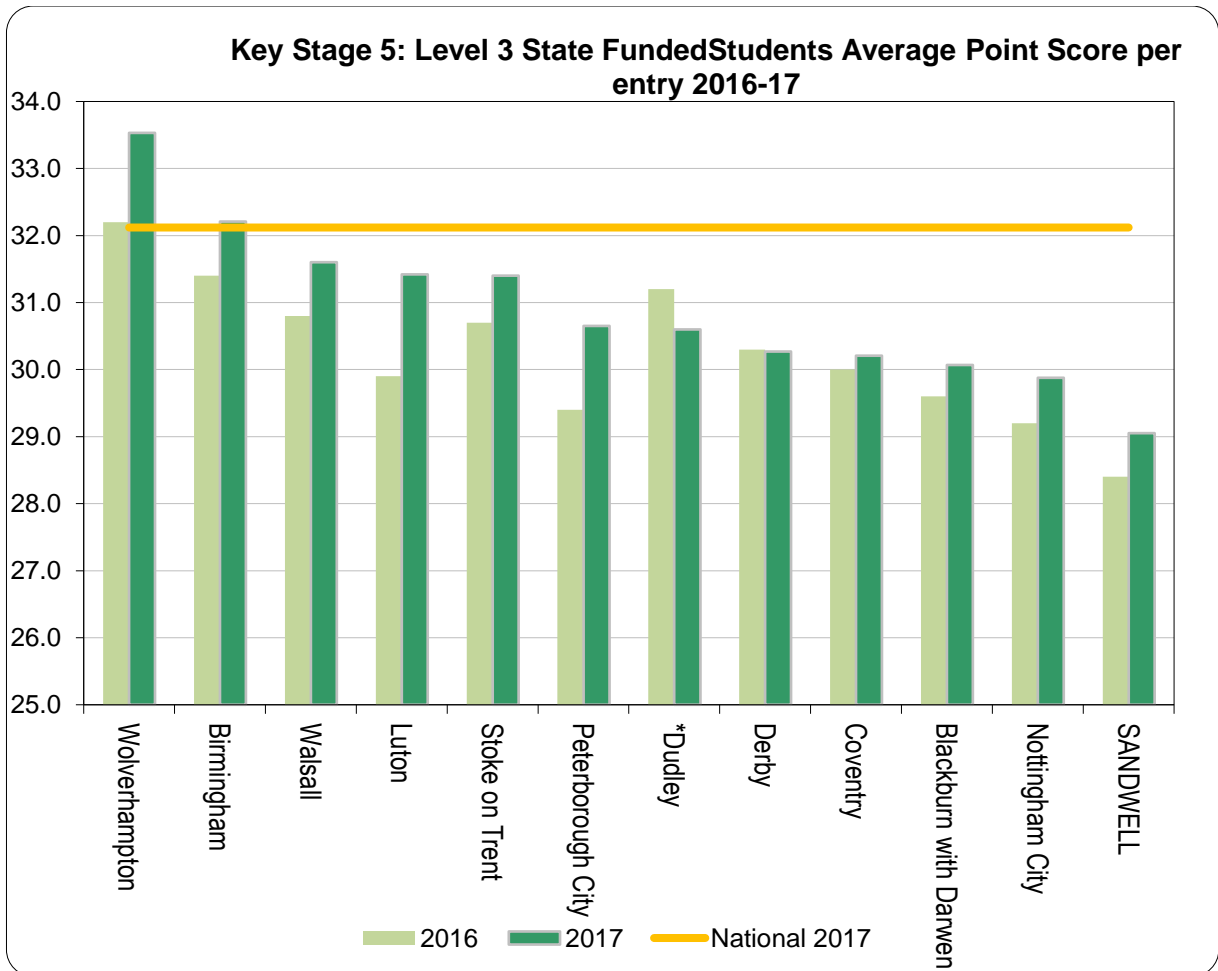


Source: Data Intelligence Unit, Provisional SFR
 * Dudley is included for reference but is not actually a statistical neighbour

- At Key Stage 4 changes to the point score system mean that Attainment 8 scores are generally lower than in 2016 as shown on the chart. In addition the grading system used for English and maths is now based on a scale from 9-1, where a grade 9 is the highest. It should also be noted that the figures for 2017 include an additional school for the first time, Health Futures UTC. Therefore comparisons with previous years are not straightforward.

- Provisional data suggests that **Sandwell continues to lag behind national** performance at Key Stage 4 although there are improvements in some areas.
- The provisional **Progress 8 measure improved** from -0.29 to -0.21, whilst this is an improvement it still suggests that Sandwell pupils make around one fifth of grade less progress on average than pupils nationally between KS2 and KS4. **Sandwell is ranked 127th** out of 151 local authorities based on this measure, an improvement of 13 places on last year.
- The provisional Attainment 8 score has decreased by 3.3 to **41.8**, however national performance also decreased by 4.0 to a score of **46.1**, therefore the **gap to national has closed slightly**. **Sandwell is ranked 145th** out of 151 local authorities based on this measure, an improvement of 2 places on last year.
- Attainment of a grade 4 or above in based on the new 9-1 scale used in English and maths, also known as a standard pass, can be compared to the previous attainment benchmark of a grade A*-C. Attainment of a grade 5 or above is known as a strong pass.
- Based on a standard pass, **GCSE English attainment improved** this year by 5 ppts. The gap with national has closed from 13 ppts to 7 ppts from last year. Sandwell pupils make just under a third of a grade less progress (-0.32) in English than is the case nationally, this is an improvement on last year (-0.38).
- Based on a standard pass, attainment in **GCSE Maths decreased by 1ppt** to 57%. However, the gap to national has increased to 12 ppts. In maths, the 2017 progress score in maths is -0.44, down from -0.28 last year, this indicates that Sandwell pupils make almost half a grade less progress than pupils nationally.
- Sandwell is ranked **2nd from bottom out of its statistical neighbours** when looking at the attainment 8 measure, and **3rd from bottom** based on the Progress 8 measure.

4.5 Key Stage 5 (KS5)



Source: Data Intelligence Unit, Provisional SFR
 * Dudley is included for reference but is not actually a statistical neighbour

- It should also be noted that the figures for 2017 include an additional school for the first time, Health Futures UTC. Therefore, comparisons with previous years are not straightforward.
- Sandwell is ranked **bottom out of its statistical neighbours** when looking at the average point score per entry across all Level 3 qualifications which includes both academic and vocational qualifications.
- The provisional 2017 data indicates that **A Level results are below national** levels with students on average achieving a C- compared to a C+ nationally. There was an improvement in the A Level point per entry from 26.7 to 27.5 but there was a bigger improvement nationally which means that the **gap is widening**.
- Sandwell students continue to **achieve well in vocational qualifications**, the Applied General measure demonstrates that student

generally achieve the equivalent of a distinction, which is in line with the national average.

- Historically many high-performing pupils leave Sandwell at the end of year 11 to attend post-16 provision at FE and Sixth Form colleges mainly in Dudley and some in Birmingham; this reduces the KS5 performance for Sandwell and inflates the performance for Dudley. With the growth of A-level provision at Sandwell College this trend is starting to slow, but it will take some years to have a major effect on performance.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

5.1 There is no consultation associated with this report.

6 ALTERNATIVE OPTIONS

6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

7.1 There are no strategic resource implications arising from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

8.1 Educational excellence

The duties and responsibilities for local authorities state that working with head teachers, school governors and academy sponsors and principals, the local authority must promote educational excellence for all children and young people and is ambitious in tackling underperformance.

In their respective roles, the Director of Children Services and Cabinet Member are required to:

- take rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regard to maintained schools and considering alternative structural and operational solutions;
- develop robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
- promote high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school,

such as poor performance in a particular subject area across a cluster of schools;

9 EQUALITY IMPACT ASSESSMENT

9.1 There are no equality implications arising from this report.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection issues from this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

12.1 The directorate reports annually to members on the performance of schools.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 This report has no health and wellbeing implications.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no implications of any council managed property or land in relation to this report.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 Cabinet members note the content of this report and the relevant performances at each Key Stage.

15.2 The Leader convenes a second 'Performance Summit' with secondary Headteachers and Principals and academy representatives to discuss ways of supporting high school KS4 performance.

15.3 The Cabinet Member for Children's Services, Director of Children Services and Director of Education convene individual performance meetings with academy principals and their sponsors where there are causes for concern.

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES

Appendix A Primary

Appendix B Secondary

Director – Education, Skills and Employment – Chris Ward

Appendix A – Primary

EYFS % Good Level of Development				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Herefordshire	75	18	1	
Staffordshire	75	23	2	
Warwickshire	73	43	3	
Solihull	72	53	4	
Shropshire	71	53	4	
National Average	71			
Telford and Wrekin	70	98	6	
Worcestershire	70	98	6	
Luton	68	116		1
Derby	68	119		2
Regional Average	67			
Nottingham City	66	130		3
Coventry	66	132	8	4
Stoke-on-Trent	66	132	8	4
Birmingham	66	136	10	6
SN Average	66			
Walsall	66	138	11	7
Blackburn with Darwen	66	139		8
Wolverhampton	66	140	12	9
Dudley	65	141	13	
SANDWELL	64	145	14	10
Peterborough City	63	149		11

KS2 R/W/M Expected				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Solihull	65	36	1	
Staffordshire	63	55	2	
Shropshire	62	65	3	
Warwickshire	62	65	3	
National Average	61			
Telford and Wrekin	61	77	5	
Herefordshire, County of	60	92	6	
Blackburn with Darwen	60	92		1
Wolverhampton	60	92	6	1
Nottingham	59	102		3
Regional Average	58			
Coventry	58	115	8	4
Sandwell	58	115	8	4
Worcestershire	57	124	10	
Birmingham	57	124	10	6
Stoke-on-Trent	56	139		7
SN Average	55			
Dudley	55	143	12	8
Derby	55	143	12	8
Luton	55	143		8
Walsall	53	149	14	11
Peterborough	52	151		12

Appendix B – Secondary


KS4 Attainment 8				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Warwickshire	48.7	29	1	
Solihull	46.9	50	2	
Worcestershire	46.3	101	3	
Telford and Wrekin	46.2	62	4	
Shropshire	46.1	64	5	
Blackburn with Darwen	46.1	64		1
National Average	46.1			
Birmingham	45.8	74	6	2
Herefordshire	45.5	78	7	
Regional Average	45.1			
Staffordshire	44.6	101	8	
Wolverhampton	44.6	101	8	3
Dudley	43.6	121	10	
Luton	43.2	129		4
Walsall	43.0	131	11	5
SN Average	43.0			
Stoke-on-Trent	42.9	133	12	6
Coventry	42.5	137	13	7
Derby	42.1	141		8
Peterborough City	42.0	142		9
SANDWELL	41.8	145	14	10
Nottingham City	39.5	149		11

KS4 Progress 8				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Blackburn with Darwen	0.12	33		1
Luton	0.06	40		2
Warwickshire	0.05	45	1	
Birmingham	0.00	60	2	3
Herefordshire	0.00	60	2	
Worcestershire	-0.02	67	4	
National Average	-0.03			
Peterborough City	-0.05	77		4
Wolverhampton	-0.06	82	5	5
Regional Average	-0.08			
Shropshire	-0.10	91	6	
Stoke-on-Trent	-0.10	91	6	6
SN Average	-0.10			
Dudley	-0.11	95	8	
Coventry	-0.12	100	9	7
Solihull	-0.12	100	9	
Telford and Wrekin	-0.12	100	9	
Staffordshire	-0.13	105	12	
Derby	-0.19	123		8
SANDWELL	-0.21	127	13	9
Walsall	-0.24	132	14	10
Nottingham City	-0.33	145		11

Chris Ward
Director – Education, Skills and Employment

CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

08 January 2018

Subject:	School Place Planning
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director of Children's Services - Jim Leivers Director – Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	
Contact Officer(s):	Sue Moore, Group Head, Education Support Services, sue_moore@sandwell.gov.uk Paul Hayward, Team Manager – School Organisation and Development paul_hayward@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers the council's actions with regards to school place planning and provision since 2010 and future plans for how the council intends to meet the challenges of demand for school places in the secondary sector from 2018 and makes any recommendations and or comments as necessary.

1 PURPOSE OF THE REPORT

- 1.1 To explain how the council has continued to undertake its statutory responsibilities with regards to meeting the increased demand for school places particularly in the primary sector since 2010 and;
- 1.2 To outline the requirements for new places in the secondary sector from 2018 and the current plans in place to meet this demand.

2 **IMPLICATIONS FOR SANDWELL'S VISION**

- 2.1 The recommendation in this report supports the desire of the council to focus resources on the specific needs and aspirations of the community. This contributes to the Council's Vision 2030 Ambition 1 – Raising aspirations and resilience, Ambition 3 – Young people to have skills for the future, Ambition 4 – Raising the quality of schools.

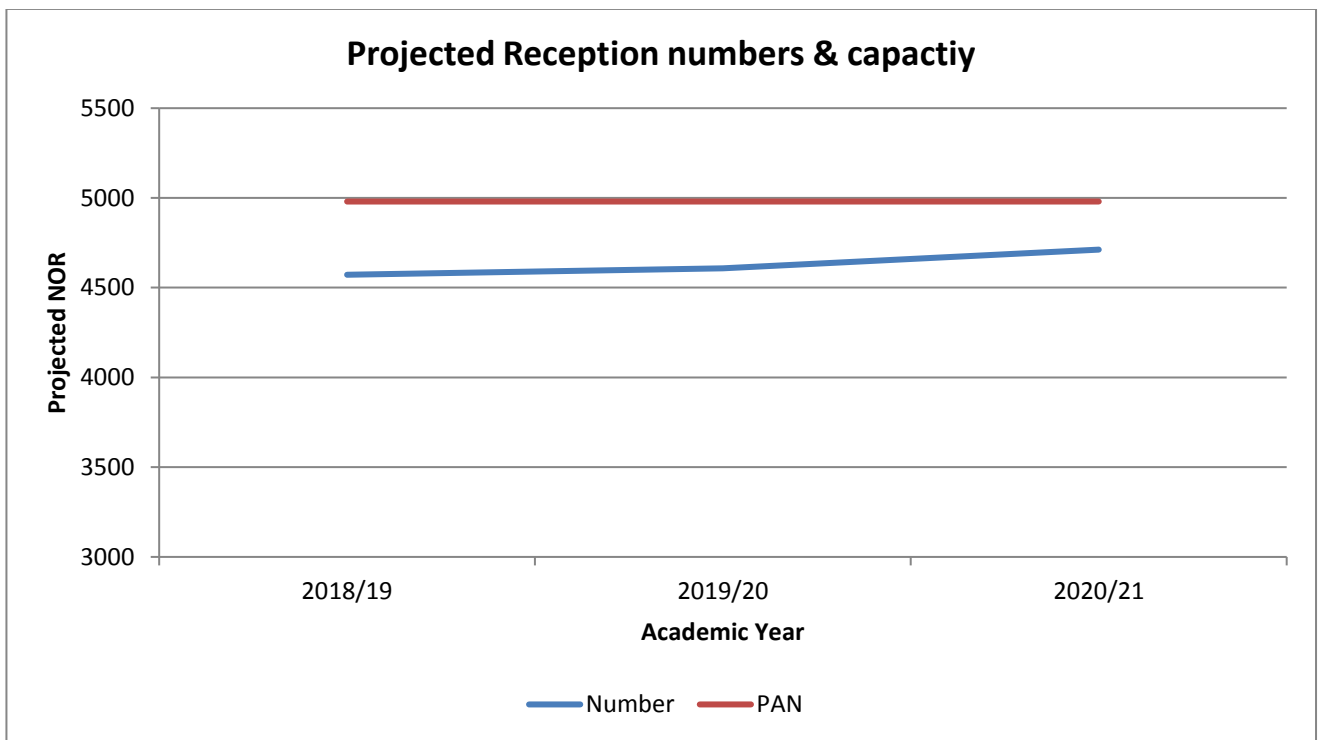
3 **BACKGROUND AND MAIN CONSIDERATIONS**

3.1 **Primary**

- There has been a 26% increase in Sandwell births from 3727 (2001/2) to 5058 (2012/13);
- The birth rate has since gone down and is now fluctuating between 4600 and 4800;
- There have been 37 expansions of existing primary schools, including 11 “bulge” expansions;
- 5200 new primary places have been provided including 390 “bulge” places;
- Reception capacity has increased by 834 in 7 years (from 4236 (in 2010) to 5070 (in 2017)). These new places are phased into schools as the cohorts move through;
- The LA is also responding to a significant increase in inward migration and retention - 33% increase of “new to UK” applications in 2 years. As a result, midyear places have increased by 220 over the last 4 years.
- LA expansion policy is to prioritise schools that are rated “good or outstanding”, are easy to expand and are in areas of projected high demand.

3.2 Reception projections and capacity across Sandwell

Academic Year	2018/19	2019/20	2020/21
Number	4572	4608	4712
PAN	4980	4980	4980



3.3 Reception projections and capacity by town*

	Academic Year	2018/19	2019/20	2020/21
Oldbury	PAN	900	900	900
	Projected	813	851	867
	Surplus	87	49	33
Rowley Regis	PAN	660	660	660
	Projected	607	625	626
	Surplus	53	35	34
Smethwick	PAN	990	990	990
	Projected	915	910	916
	Surplus	75	80	74
Tipton	PAN	690	690	690
	Projected	611	624	627
	Surplus	79	66	63
Wednesbury	PAN	570	570	570
	Projected	540	489	531
	Surplus	30	81	39
West Bromwich	PAN	1170	1170	1170
	Projected	1086	1109	1145
	Surplus	84	61	25

*This assumes no further increase in capacity from 4980. Surplus places are now evenly distributed across the towns in reception. The birth rate has decreased since peaking at 5063 in 2012 and the places provided in primary schools are now sufficient in number to provide adequate surpluses in reception. More pressure is placed on schools because of inward migration as cohorts move through. It is anticipated that based on existing trends, reception cohorts could increase by as much as 4% (200 pupils) by the time that cohort reaches Year 6. A further 420 primary places will be delivered for September 2019 in Smethwick with the opening of Shireland High Tech Primary Free School and this will assist with providing more places for children moving into the area.

4 THE CURRENT POSITION

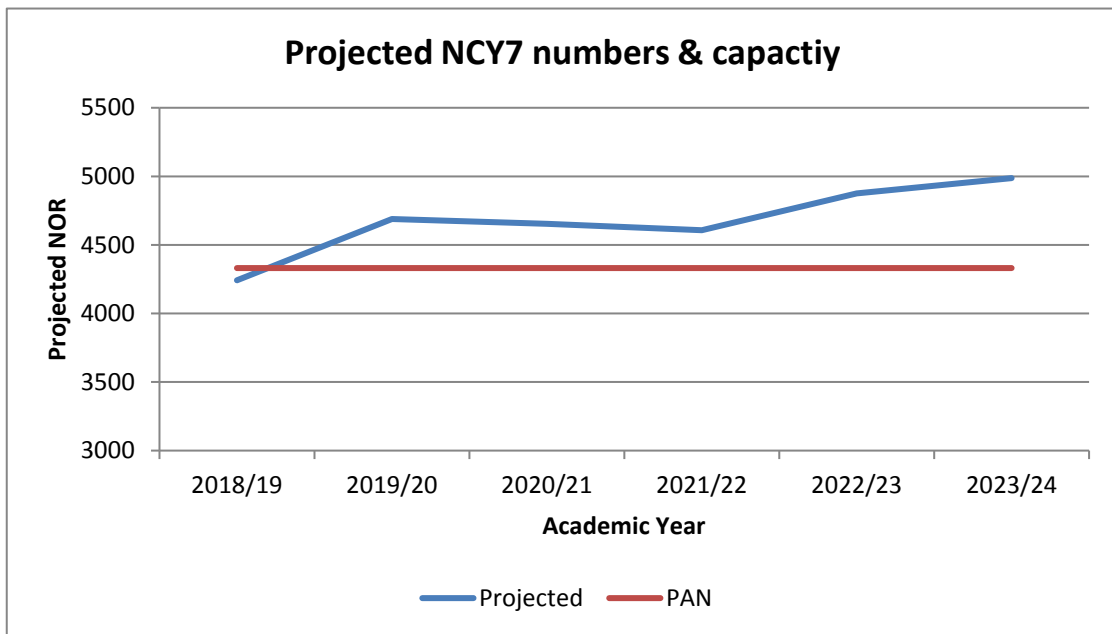
4.1 Secondary

- The increase in demand for secondary school places will occur from 2018 as higher primary numbers move through;
- 480 new secondary places have been delivered across 3 schools since 2016 with a further 2400 planned for September 2019. This will include a new school on Kelvin Way, West Bromwich which will provide 750 new places;
- A number of secondary schools have agreed to take extra pupils in 2019 to assist the council in managing the delay of a second new school to be delivered by the Education and Skills Funding Agency, which will now open in September 2020;
- Schemes are already approved for expansion in 2019 at the following secondary schools:
 - a) George Salter Academy (250 new places)
 - b) Shireland Academy (275 new places);
- Future new provision is also planned at Bristnall Hall Academy, Holly Lodge High, Wood Green Academy, Q3 Academy Great Barr and an exciting Free School proposal involving the City of Birmingham Symphony Orchestra.

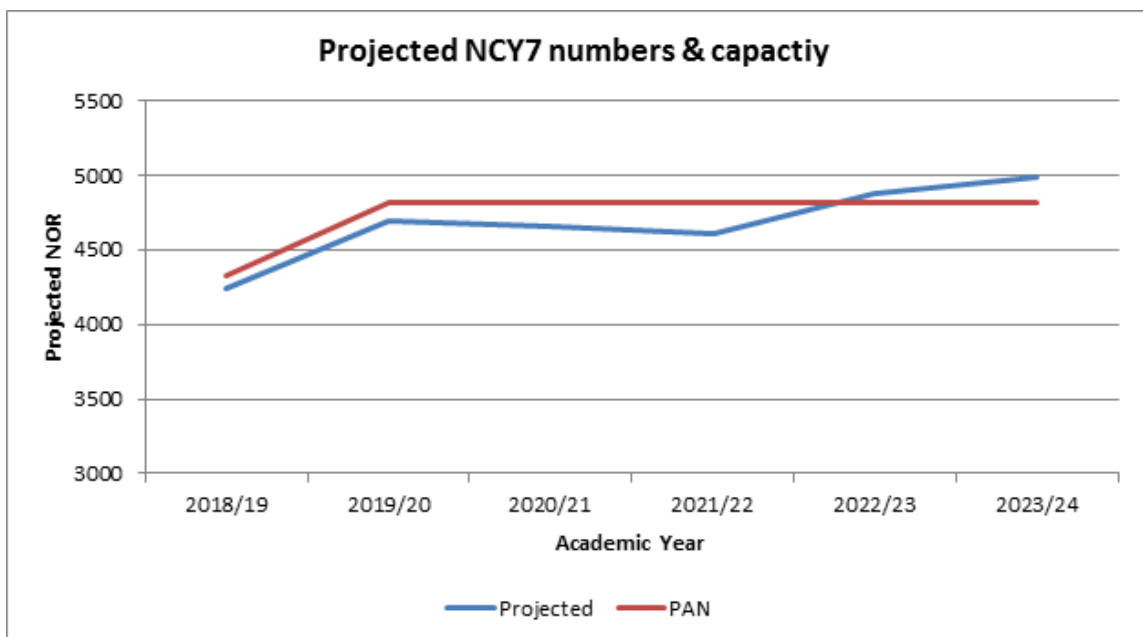
4.2 Year 7 projections and capacity across Sandwell*

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Projected	4242	4689	4653	4607	4875	4987
PAN	4331	4331	4331	4331	4331	4331

*This reflects existing capacity of 4331 and the graph below demonstrates the difference between pupil projections and capacity if this does not change. However, plans are in place for capacity to increase to 4811 in 2019/20.



The graph below takes account of the planned expansions from 2019 and the effect this has on the PAN capacity. Further new provision will need to be in place by 2022 as pupil projections increase again.



5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 The necessary statutory consultation takes place for maintained schools that permanently expand; Academies are obliged to consult as part of their proposals to expand.

6 ALTERNATIVE OPTIONS

- 6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 Funding for new school provision comes from the council's basic need allocation from central government.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 There are no direct legal and governance considerations as a result of these recommendations. In accordance with the Education Act 1996 the council has a statutory duty to ensure there are a sufficient number of school places available for the children of Sandwell. The council is required to follow a prescribed statutory process when making a permanent expansion to a maintained school. Academies are also required to undertake a consultation exercise as part of any expansion proposal. Such proposals are considered and decided by the Regional Schools Commissioner.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 All groups are potentially affected by the policy of expansion. This report demonstrates that this is uniformly applied in response to where pupil demand is expected although size and type of expansion is restrictive as it is dependent on the availability of government capital funding.

10 DATA PROTECTION IMPACT ASSESSMENT

- 10.1 There are no data protection implications in this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

- 11.1 There are no crime and disorder issues relevant to the recommendation in this report.

- 11.1 In so far as risk is concerned, the council's strategic risk register currently includes an amber risk around school place planning: SR040 - If the LA is unable to exert sufficient strategic control over school place planning and the direction of capital investment, then it will be unable to deliver on its statutory duties. An appropriate project management structure is in place, and the School Organisation Programme Board meets on a regular basis.

12 SUSTAINABILITY OF PROPOSALS

- 12.1 Plans for future school provision are only sustainable with continuing government funding directly to the LA through basic need or through the provision of new places via the government's free school programme.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

- 13.1 A sufficient level of school places in local areas where there is demand is of benefit to the local community. Enhanced community provision is often included when schools expand their facilities.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

- 14.1 There is no direct impact in the recommendation on any council managed property or land.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 15.1 The report outlines the council's past actions and future plans with regard to school place provision. Consequentially the recommendation is to note the report.

16 BACKGROUND PAPERS

- 16.1 None

17 APPENDICES:


None

Director of Children's Services - Jim Leivers

Director – Education, Skills and Employment – Chris Ward

REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

08 January 2018

Subject:	Update on the Children's Social Care Trust
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Executive Director of Children's Services – Jim Leivers
Contribution towards Vision 2030:	
Exempt Information Ref:	
Contact Officer(s):	Vince Clark, Interim Director - Children and families vince_clark@sandwell.gov.uk

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Considers and comments on the update on the Children's Social Care Trust.

1 PURPOSE OF THE REPORT

To consider an update on the Sandwell Children's Social Care Trust.

2 IMPLICATION FOR THE COUNCIL'S AMBITION

- 2.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. Therefore, the Trust will help achieve the ambitions around caring for vulnerable children and families and helping the community feel safer.
- 2.2 The Children's Social Care Trust will support the Council's ambitions:

- 2.3 5. Our communities are built on mutual respect and taking care of each other, supported by all the agencies that ensure we feel safe and protected in our homes and local neighbourhoods.
- 2.4 4. Our children benefit from the best start in life and a high quality education throughout their school careers with outstanding support from their teachers and families.
- 2.5 2. Sandwell is a place where we live healthy lives and live them for longer and where those of us who are vulnerable feel respected and cared for.
- 2.6 1. Sandwell is a community where our families have high aspirations and where we pride ourselves on equality of opportunity and on our adaptability and resilience.

3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 To be outlined in the presentation.

4 THE CURRENT POSITION

- 4.1 To be outlined in the presentation.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 There is no requirement to consult on this issue.

6 ALTERNATIVE OPTIONS

- 6.1 The Local Authority is under a statutory direction to set up a new arrangement in the form of a Children's Trust to deliver children's social care services. There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

- 7.1 There are no strategic resource implications directly from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

- 8.1 To be outlined in the presentation.

9 EQUALITY IMPACT ASSESSMENT

- 9.1 The Local Authority aims to ensure equality for vulnerable children and families and improve social care practice. In this way the Trust will contribute towards equality in the wider community.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection issues arising from this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

12.1 The proposals contained in this report have been future proofed for future requirements.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 The Sandwell Children's Social Care Trust aims to improve outcomes for vulnerable children and families and improve social care practice. In this way, the Trust will contribute towards the health and wellbeing of the wider community.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There is no effect to assets or land owned or managed by the Council.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 To be outlined in the presentation.

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES:

17.1 None.

Jim Leivers

Executive Director of Children's Services (Interim)