

Notice of Children's Services Overview and Scrutiny Committee



Date: Tuesday, 21 September 2021 at 6.00 pm

Venue: Committee Suite, Civic Centre, Poole BH15 2RU

Membership:

Chairman:

Cllr R Burton

Vice Chairman:

Cllr L Lewis

Cllr E Coope

Cllr B Dunlop

Cllr N C Geary

Cllr J Kelly

Cllr J Kelly

Cllr S Moore

Cllr L Northover

Cllr Dr F Rice

Cllr R Rocca

Cllr Dr F Rice

Cllr R Rocca

Cllr S Gabriel

Parent Governor Co-opted Representatives

Ms E Hall (Academy), Mr P Martin, Mr S Welch (Academy)

Diocesan Co-Opted Representatives

Mr M Saxby

Youth Parliament Representatives

Nathan Collins, Sarah Lockard, Adaya Brandon and Georgia Grogan

All Members of the Children's Services Overview and Scrutiny Committee are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

<https://democracy.bcpCouncil.gov.uk/ieListDocuments.aspx?MIId=4831>

If you would like any further information on the items to be considered at the meeting please contact: Louise Smith on 01202 096660 or email democratic.services@bcpCouncil.gov.uk

Press enquiries should be directed to the Press Office by email at press.office@bcpCouncil.gov.uk or tel: 01202 118686

This notice and all the papers mentioned within it are available at democracy.bcpCouncil.gov.uk

GRAHAM FARRANT
CHIEF EXECUTIVE

13 September 2021



Available online and
on the Mod.gov app



Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests

Do any matters being discussed at the meeting directly relate to your registered interests?

Disclosable
Pecuniary Interest

Yes

Declare the
nature of the
interest

Do NOT
participate in
the item at the
meeting. Do
NOT speak or
vote on the
item EXCEPT
where you hold
a dispensation

You must leave
the room
during the
debate unless
you hold a
dispensation

Other Registerable
Interest

Yes

Declare the
nature of the
interest

You may speak
on the matter
ONLY if
members of the
public are also
allowed to
speak at the
meeting

Otherwise, do
NOT speak or
vote on the
matter and
leave the room
during the
debate unless
you hold a
dispensation

No

Does the matter **directly** relate to your
financial interest or well-being or those
of a relative or close associate?

Yes

You must disclose the interest.

Does the matter affect your financial
interest or well-being:
(a) to a greater extent than it affects the
financial interests of the majority of
inhabitants of the ward affected by
the decision and;
(b) a reasonable member of the public
knowing all the facts would believe
that it would affect your view of the
wider public interest

Yes

You may speak on the matter ONLY
if members of the public are also
allowed to speak at the meeting

Otherwise, do NOT speak or vote on
the matter and leave the room during
the debate unless you hold a
dispensation

What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test

In all the circumstances, would it
lead a fair minded and informed
observer to conclude that there was
a real possibility or a real danger that
the decision maker was biased?

Predetermination Test

At the time of making the decision,
did the decision maker have a closed
mind?

If a councillor appears to be biased or to have predetermined their decision,
they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer
(susan.zeiss@bcpcouncil.gov.uk)

Selflessness

Councillors should act solely
in terms of the public
interest

Integrity

Councillors must avoid
placing themselves under
any obligation to people or
organisations that might try
inappropriately to influence
them in their work. They
should not act or take
decisions in order to gain
financial or other material
benefits for themselves,
their family, or their friends.
They must declare and
resolve any interests and
relationships

Objectivity

Councillors must act and
take decisions impartially,
fairly and on merit, using the
best evidence and without
discrimination or bias

Accountability

Councillors are accountable
to the public for their
decisions and actions and
must submit themselves to
the scrutiny necessary to
ensure this

Openness

Councillors should act and
take decisions in an open
and transparent manner.
Information should not be
withheld from the public
unless there are clear and
lawful reasons for so doing

Honesty & Integrity

Councillors should act with
honesty and integrity and
should not place themselves
in situations where their
honesty and integrity may
be questioned

Leadership

Councillors should exhibit
these principles in their own
behaviour. They should
actively promote and
robustly support the
principles and be willing to
challenge poor behaviour
wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

1. **Apologies**

To receive any apologies for absence from Councillors.

2. **Substitute Members**

To receive information on any changes in the membership of the Committee.

Note – When a member of a Committee is unable to attend a meeting of a Committee or Sub-Committee, the relevant Political Group Leader (or their nominated representative) may, by notice to the Monitoring Officer (or their nominated representative) prior to the meeting, appoint a substitute member from within the same Political Group. The contact details on the front of this agenda should be used for notifications.

3. **Declarations of Interests**

Councillors are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

Declarations received will be reported at the meeting.

4. **Confirmation of Minutes**

To confirm and sign as a correct record the minutes of the Meeting held on 27 July 2021.

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4a. **Action Sheet**

To consider any outstanding actions.

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5. **Public Issues**

To receive any public questions, statements or petitions submitted in accordance with the Constitution, which is available to view at the following link:

<https://democracy.bcpccouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bc r=1>

The deadline for the submission of a public question is 4 clear working days before the meeting.

The deadline for the submission of a public statement is midday the working day before the meeting.

The deadline for the submission of a petition is 10 working days before the meeting.

6. **Children's Services Capital Programme**

The report sets out the capital programme for Children's Services, including summarising the available funding and approved projects. It provides a brief summary of the status of projects which have been completed or are in

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progress, and of projects which have not yet been initiated. A review of inclusion practice in BCP schools and a revised special educational needs and disabilities (SEND) strategy is underway, led by the Director of Education. A programme of capital works to help deliver that strategy will be brought forward in the 2022 budget.

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|--|----------|
| 7. Children's Social Care Improvement Journey – progress update | 29 - 48 |
| Members received an overview report of progress at their meeting on 8 June and requested further updates in order to satisfy themselves that progress was being maintained. | |
| 8. School Place Planning Strategy | 49 - 92 |
| The School Place Planning Strategy is a non-statutory strategy intended to provide information about the forecast supply and demand for school places for the coming years, and to set out principles for organisational change. The intended audience includes BCP elected members, schools and academies, the Department for Education and its agencies, the wider community. The strategy does not make proposals for organisational change, such as the opening of new schools, school closures, or change of admission numbers: it provides information to enable strategic planning. | |
| 9. Portfolio Holder Update | |
| To receive any verbal updates from the Portfolio Holders. | |
| 10. Information Only Items | |
| Any Information Only Reports will be circulated after the meeting. | |
| 11. Forward Plan | 93 - 100 |
| To consider the Committee's Forward Plan. | |
| 12. Dates of Future Meetings | |
| To note the dates of future Children's Services Overview and Scrutiny Committees as follows: | |
| <ul style="list-style-type: none">• 23 November 2021• 25 January 2022• 22 March 2022 | |
| All meetings will commence at 6pm and venues to be confirmed. | |

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minutes of the Meeting held on 27 July 2021 at 6.00 pm

Present:-

Cllr R Burton – Chair

Present: Cllr E Coope, Cllr B Dunlop, Cllr J Kelly, Cllr S Moore,
Cllr L Northover, Cllr R Rocca, Cllr S Gabriel, Cllr G Farquhar and
Cllr P Hilliard

Co-Opted Parent Governors: Mr M Saxby and Ms E Hall
Members: Youth Parliament Members: G Grogan and N Collins

19. Apologies

Apologies were received from Councillors Geary and Lewis. Councillor Dr Rice was absent.

20. Substitute Members

Councillors Farquhar and Hilliard substituted Councillors Lewis and Geary.

21. Declarations of Interests

Councillor Hilliard declared an interest as Chair of Governors at Highcliffe School.

22. Confirmation of Minutes

RESOLVED that the Minutes of the Children's Overview and Scrutiny Committee held on 8 June 2021, having been previously circulated, be confirmed as read, accurate and signed by the Chair subject to the amendment of the spelling of Councillor Rocca's surname.

23. Action Sheet

The Chair advised that any outstanding actions were being progressed and an information only report would be circulated after the Committee in relation to an update on Child Exploitation and County Lines.

24. Public Issues

There were no public issues received on this occasion.

25. Update on SEND Ofsted Inspection

The Interim Corporate Director, Children's Services was due to provide a verbal update on the SEND Ofsted Inspection, however advised that the Service had not received the written outcome so there was no information that could be shared at this time. It was noted that the SEND Improvement Board and Plan were in place and that the inspection had focused on those areas.

The Committee discussed the timescales for when Member briefings could take place and the process that would be followed upon receiving the initial letter and was advised that Member briefings would hopefully be arranged for early September.

The Chair confirmed that Agenda Item 8 would be considered next due to online connection issues for the Officer due to present Agenda Item 7.

26. Covid Recovery - The Summer Offer

The Director of Education presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

The report outlined the Offer for vulnerable young people in BCP during the summer holiday. The Summer Offer looked to address mental health, gaps in learning, the lack of preparation for secondary school, exploitation and knife crime as well as ensuring that families had food during this period.

The Committee discussed the Report and comments were made, including:

- There was a large amount of discussion surrounding the seasonal response and targeting anti-social behaviour through outreach work in specific areas. In response to a request, the Committee was advised that feedback from the Seasonal Response Officer would be sought and feedback at a future date. **ACTION**
- The Portfolio Holder with responsibility for Covid Resilience, Schools and Skills confirmed that 3000 hours of detached outreach work had been commissioned to provide support to the seasonal response.
- Clarification was provided about the difference between children being in receipt of Free School Meals (FSM) and the Health, Activity and Food (HAF) Scheme. The Committee was advised of the number of children who would be able to access the HAF Scheme and what it involved, including the range of providers and activities and although this figure was less than those who were in receipt of FSM, food vouchers were available to all those who received FSM during the summer holidays
- In response to a query regarding whether the Vita Nova theatre group had signed up to the HAF Scheme, the Committee was advised that most of the providers who had signed up had been aimed at primary school children however work to extend the ages

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
27 July 2021

provided for would be considered for the future. The Director for Education advised she would contact the theatre group to see what could be offered in the future. **ACTION**

- A Member highlighted the lack of activities for the 14-17 year old age group and wanted to advertise the activities being arranged by Festival Coast Live. The Committee was advised that there was some funding left over which was going to be shared between youth groups and charities to assist with the seasonal response.
- The Portfolio Holder with responsibility for Children and Young People advised the Committee that a piece of work was being commissioned to see what offer could be provided for young people and the results of that piece of work could be shared with the Committee when completed. **ACTION**
- In response to a query from a Member of Youth Parliament (MYP), the Director for Education confirmed that she would request feedback in September regarding how many students had engaged in the summer schools including whether students were consulted about what would be offered. **ACTION.**

The Chair summarised the discussion as follows:

- Discussed problem behaviours in hotspot areas and the seasonal response team
- Details of the providers who had signed up to provide the HAF offer and the number of children it could accommodate
- Children in receipt of FSM being offered food vouchers for the summer holidays
- Festival Coast Live – ensuring interesting things for young people to do
- How many children engaged with schools offer.

RESOLVED that the committee note the Summer Offer that BCP Council were putting in place as part of the Covid Recovery Plan.

27. Partnership Academy development – Social Work initiative

The Head of Quality Assurance, Governance and Improvement presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The purpose of the Report was to provide an update on progress of improvement work regarding the development of the Children's Services Partnership Academy.

The Committee discussed the Report and comments were made, including:

- The Committee welcomed and praised the Academy's objective to upskill current staff and train new ones and felt this initiative needed publicity as a good news story

- In response to a query regarding capacity, quality of training and how long it would take for the impact/improvements to be seen, the Committee was advised that this scheme was linked to the improvement journey and action plan and that a new Practice Educator was working alongside the Social Workers to assess the quality of the work. The Committee was advised that some improvements were already being seen but that further progress was expected.
- The Committee was advised that Social Workers of all levels were needed and that BCP had two agencies supporting it with recruitment.
- In response to a query regarding the Equality impact assessment and protected characteristics, the Committee was advised that this was a large ongoing piece of work, which would take time to complete
- In response to a query regarding how the Academy Partnership was going to be developed into a Centre of Excellence, the Committee was advised that it would be developed through the improvement journey, with good solid training, support and workforce development. This would be measured through feedback regarding the lived experiences of staff and service users.
- In response to a query, an Officer advised of her experience and feedback regarding the toolbox which delivered some of the lived experiences, the Committee was advised that it gave people an understanding and indepth detail of all the different areas of Children's services
- The MYPs advised they would be interested to hear some of the experiences and messages, however had not seen any of training delivered.

The Chair summarised the discussions as follows:

- Capacity and whether large enough
- The different ways in which the work would be quality assured
- Good news story which should be publicised
- The number of Social Workers needed and how to recruit and retain
- The shortage of Social Workers and how this initiative would improve it.

RESOLVED that the content of this report was accepted as an update on progress to date.

28. Portfolio Holder Update

The Portfolio Holder with responsibility for Covid Resilience, Schools and Skills highlighted that it had been an extraordinary year for children and young people across BCP and wanted to recognise the work of the professionals who worked with them and acknowledged that support for the children and young people's mental health and wellbeing would be a main priority moving forward.

29. Items for Information

The Chair advised that there would be an confidential information only item circulated regarding Child Exploitation.

30. Forward Plan

The Chair requested a briefing for the Committee to be informed regarding the Social Work website.

In response to a request that future items being considered at Committee could demonstrate links to the Children's and Young People Plan, the Chair advised he would discuss this further with Officers. **ACTION.**

31. Dates of Future Meetings

The Committee noted the dates of future meetings.

The meeting ended at 8.00pm.

CHAIR

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ACTION SHEET – BOURNEMOUTH, CHRISTCHURCH AND POOLE CHILDREN’S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minute number	Item	Action* *Items remain until action completed.	Benefit	Outcome (where recommendations are made to other bodies)
Actions arising from Committee meeting: 28 July 2020				
	The BCP Children in Care and Care Experienced Young People Improvement Journey	Decision Made: Permanence Planning training on the processes used to be arranged for Committee Members Action – Brian Relph to arrange with Dem Services	To enable Councillors to have more in-depth understanding of the processes used.	
Actions arising from Committee meeting: 1 December 2020				
118	Forward Plan	Decision Made: An update on Child Exploitation, County Lines and numbers of Children in Care be provided to Committee Members Actioned – confidential briefing note circulated to Committee on 11 August 2021	To enable Councillors to have more in-depth information.	

29 March 2021				
	BCP 's Members of Youth Parliament Summary Report	<p>Decision Made:</p> <p>To investigate putting a link to the MYP's work/newsletters/recordings of recent debates on the BCP website.</p> <p>Action – being considered by Officers</p>	To enable greater visibility of the MYPs work on the BCP website.	
	Portfolio Holder Update	<p>Decision Made:</p> <p>To provide a brief information only report for Committee on work being undertaken by the Health and Wellbeing Board in relation to food poverty/anxiety.</p> <p>Action – PFH aware</p> <p>Decision Made:</p> <p>PFH investigate how young people can volunteer in the projects trying to combat food poverty and report to MYPs.</p> <p>Action – PFH aware</p>	To enable Councillors to have fuller information surrounding this issue.	
8 June 2021				
	Expansion of Longspee Special School at BLC	<p>Decision Made:</p> <p>Share the Report which detailed the renewable energy considerations of the project.</p> <p>Action – Officers aware – Terry Reynolds</p> <p>Decision Made:</p>	To enable Councillors to have fuller information surrounding this issue.	

		To arrange visits for Committee Members to the school Action – Officers aware – on hold until September	To enable Committee Members to see the works undertaken	
	Covid Impact to include information on Pupil Premium and child poverty	Decision Made: Arrange a meeting between Corporate Director and interested Committee Members to discuss the changes in Pupil Premium funding Action – Officers aware – Emma Regenhardt Decision Made: The Corporate Director to investigate whether the food vouchers were spent. Actioned – been advised this will not be possible to find out	To enable Councillors to have fuller information surrounding this issue. To enable Committee Members to see how successful the scheme was.	
	Sufficiency Strategy for Children in Care (CiC) and Care Experienced Young People (CEYP) 2021 – 2024	Decision Made: Share the Equality impact assessment with the Committee once completed. Action – Officers aware – Sarah Langdale Decision Made: Check the data relating to BAME in the strategy for accuracy. Action – Officers aware – Sarah Langdale Decision Made:	To enable Councillors to have fuller information surrounding this issue. To ensure data accurate in Strategy.	

		<p>MYPs to work with Officers and receive feedback through a meeting.</p> <p>Action – Officers aware – SL and MYPs (Becky McDade).</p>	<p>To enable communication between Officers and MYPs</p>	
27 July 2021				
	<p>Covid Recovery – Summer Offer</p>	<p>Decision Made:</p> <p>To feedback regarding any outreach work being undertaken in hotspots such as the Lower Gardens and Sandbanks.</p> <p>Action – Director of Education to report back at a future Committee.</p> <p>Decision Made:</p> <p>To link up with Vita Nova to see what could be offered to children in the future.</p> <p>Actioned – Director of Education has made email contact.</p> <p>Decision Made:</p> <p>To report back on work being done about the offer being provided to young people once completed.</p> <p>Action – add to the Forward Plan at an appropriate date.</p>	<p>To enable Councillors to have fuller information on this issue.</p>	

		<p>Decision Made:</p> <p>To report back on the take up off the offer being provided by the 9 schools across BCP, to include whether young people were asked what they would like</p> <p>Action – Director of Education to report back at a future Committee.</p>		
	Forward Plan	<p>Decision Made:</p> <p>To arrange a briefing for Committee Members to look at the Social Work website.</p> <p>Action – to be arranged at a future date</p> <p>Decision Made.</p> <p>To consider how to incorporate links to the Children and Young People’s Plan in future items coming to Committee</p> <p>Action – Chair to consider with Officers</p> <p>Decision Made:</p> <p>To arrange a Committee led Forward Planning meeting</p> <p>Action – Dem Services to arrange.</p>	<p>To enable Councillors to have fuller information on this issue.</p> <p>To create links within strategies and policies</p> <p>To plan the Committees Forward Plan.</p>	

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Children's Services Capital Programme
Meeting date	21 September 2021
Status	Public Report
Executive summary	The report sets out the capital programme for Children's Services, including summarising the available funding and approved projects. It provides a brief summary of the status of projects which have been completed or are in progress, and of projects which have not yet been initiated. A review of inclusion practice in BCP schools and a revised special educational needs and disabilities (SEND) strategy is underway, led by the Director of Education. A programme of capital works to help deliver that strategy will be brought forward in the 2022 budget.
Recommendations	<p>It is RECOMMENDED that Children's Services Overview and Scrutiny Committee request that:</p> <ul style="list-style-type: none"> (a) Cabinet notes the report (b) Cabinet approves the process for the development of a special educational needs and disabilities (SEND) strategy and an associated programme of capital works to be approved as part of the 2022-23 budget (c) Cabinet approves the pausing of the project to create a satellite for Winchelsea School at Somerford Primary School, and agrees to deferring the opening of such a satellite to the school year 2022-23 pending the approval of the SEND strategy and associated capital programme
Reason for recommendations	This report is intended to inform Children's Services Overview and Scrutiny Committee and Cabinet of the current status of the children's services capital programme, including the steps being taken to develop a new special educational needs and disabilities (SEND) strategy including a programme of capital works.

Portfolio Holder(s):	Councillor Nicola Greene (Portfolio Holder for Covid Resilience, Public Health and Education)
Corporate Director	Elaine Redding (Director of Children's Services
Report Authors	Andrew Hind (Interim Pupil Place Planning, Admissions and School Finance Manager)
Wards	Council-wide
Classification	For Recommendation

Background

1. The Children's Services Capital Programme mainly funds building projects in schools. Funding sources include:
 - a. Department for Education grants
 - b. Resources committed by the Council
 - c. Section 106 contributions arising from new housing development
 - d. Capital receipts from the sale of education assets
2. Projects include:
 - a. Condition works – maintenance of school buildings for which the council is directly responsible including health and safety works.
 - b. Sufficiency works – the addition of school places in either maintained schools or academies to ensure there is sufficient capacity to meet demand.
 - c. Suitability works – to ensure schools have suitable accommodation
 - d. Special Educational Needs and Disabilities (SEND) works – projects specifically intended to benefit pupils with SEND, whether at mainstream or special schools.
3. Academies and Free Schools are allocated condition funding through the Education and Skills Funding Agency, so maintenance works in academies are not part of this capital programme.
4. The Council may fund sufficiency and SEND works at Academies and Free Schools as well as at maintained schools in order to ensure there are sufficient school places, and sufficient and suitable provision for SEND.

Funding for the Children's Services Capital Programme

5. The full capital programme for the current year is shown in Appendix 1. The columns to the right show the various funding sources and sums available.

Basic Need Grant

6. Basic need grant (sometimes known as basic need allocations) are paid to local authorities (LAs) by the Department for Education to support the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools. The allocated sum is based on the annual school capacity (SCAP) survey returned to the DfE, giving details of the capacity of schools and academies in the LA area, and forecast future pupil numbers. The sum in the program is £840k. This is unringfenced capital funding that is not time-bound, so that local authorities can make the best decisions for their local area. Providing it is used for school-related capital works basic needs allocations are flexible. The full details of the allocation can be seen in Appendix 1.

Condition grant

7. Condition grant (also known as School condition allocations (SCA)), are funds paid by the Department for Education to eligible bodies responsible for maintaining school buildings on a formula basis. In the case of local authorities SCA is for condition works at local-authority-maintained schools, including maintained nursery schools. Academies, voluntary aided and other categories of school receive their SCA via other routes, such as the Education and Skills Funding Agency. The school condition grant at 1 April 2021 was £1,862k, and a further in-year allocation of £1,240k.
8. Maintained schools in BCP were the responsibility of the three predecessor Children's Services authorities until the establishment of BCP Council on 1st April 2019. Each of these had its own approach to managing condition works. A rolling programme of condition surveys led by surveyors in the BCP Asset Investment team is taking place, categorising the priority and timescale of required maintenance works. These surveys provide the basis for prioritising condition works. Urgent health and safety works always take top priority. In addition to planned maintenance works, some funding is reserved for reactive works where repairs are required unexpectedly, such as failure of mechanical or electrical systems.
9. The full details of the schools condition allocation can be seen in Appendix 1.

SEND Grant

10. SEND grant is provided by the Department for Education to fund capital works in respect of special educational needs and disabilities. The sum in the programme is £599k.

High Needs Capital Grant Funding

11. An in-year allocation of high needs capital grant funding has been made by the Department for Education. The sum in the programme is £2,366k.

Sundry small grants

12. There is a sum of £58k in the capital programme relating to "sundry small grants".

Housing capital receipts

13. There is a sum of £4,650k in the capital programme. This relates to the sale of land at Hillbourne for housing development. The sum raised has been used towards the rebuilding of Hillbourne Primary School.

Section 106

14. Section 106 of the Town and Country Planning Act 1990 (as amended) provides for agreed sums to be paid by housing developers to mitigate the effect of increased numbers of children on schools. This is usually ring-fenced to a school or schools, or to a specified geographical area, and is paid on completion of a set number of homes. There is a sum of £758k in the programme.

Supported borrowing

15. Supported borrowing is money borrowed by the council, repaid through revenue. The sum currently in the programme is £4,766k, and relates to a number of projects, usually combined with other funding sources.

SEND Infrastructure Loan

16. The SEND infrastructure loan is a sum of £10,000k approved by Council as supported borrowing for the purposes of delivering capital projects associated with the SEND Strategy.

Other capital

Devolved formula capital

17. Devolved formula capital are small Department for Education capital grants determined by formula allocated to individual maintained schools. These enable schools to undertake small capital projects of their own choosing. These are determined by governing bodies and headteachers. They do not form part of the council's capital programme.

Capital receipts

18. Where education sites and buildings are sold it is generally a requirement of the Secretary of State for Education that the sum raised is reinvested in the school estate. Such receipts could include the sale of caretakers' houses, and similar ancillary buildings. In the case of the disposal of a school site, including playing fields, the approval of the Secretary of State is required. Such large disposals are uncommon. Other than as listed above, there are no capital receipts in the programme.

Capital projects

Projects completed since 1st April 2020

19. This section briefly summarises larger projects (not including maintenance works) which have been completed since 1st April 2020:
- a. Two form of entry (2FE) extension of Cornerstone Academy (previously Carter Community School) was completed in February 2021. This was completed on budget but not on time after the contract with the initial contractor was terminated in early 2020 and new contractor was appointed. It was a complex project and the works started around the time of the first lockdown. The second phase of the work was a success. (£7.2m)
 - b. Canford Heath Junior School was remodelled in January 2021 to create a satellite classroom for Winchelsea Special School for 12 pupils. This was completed on time and to budget. (£75k)

- c. Winchelsea Special School has recently completed an extension of a building to provide a Life Skills Base, the opening ceremony of which was on 2nd September. This was completed on time and to budget. (£50k match funding – total £130k)
 - d. Longspee satellite at Bournemouth Learning Centre – practical completion achieved over the summer holidays ready for full occupation in September 2021. The project was delivered on time and within the **revised** budget. The delivery of the proposed multi-use games area (MUGA) awaits resolution of planning issues. The potential siting of solar panels on the roof awaits legal agreement between the Council (as freeholder) and the Ambition Academy Trust as lease holder.
 - e. Winchelsea 20 student base (secondary) at Magna Academy completed on time under budget
 - f. Broadstone Middle School 15 student resource base completed on time under budget
 - g. Winchelsea 12 pupil satellite base at Old Town Primary completed on time under budget
 - h. Manorside 10 primary pupil resourced base delivered on time on budget
 - i. A range of maintenance/condition works across the maintained school estate which are not listed individually.
- (Note: a resourced base provides necessary accommodation for a mainstream school to provide education to children with a specific category of special educational needs. A satellite school – or base – is accommodation where a special school can provide education at another site, often within the site or building of a mainstream school,)

Projects in progress

- j. The rebuild of Hillbourne Primary School is currently underway and the new building is due to be handed over on 11th October. Pupils and staff will relocate at half term and the building will open to pupils on 3rd November. The project is currently on time and on budget. A programme of external works and the demolition of the existing buildings is due to be completed by April 2022.

Winchelsea School satellite at Somerford Primary School

- 20. A decision to create a satellite of Winchelsea School at Somerford Primary School was taken by Cabinet on Wednesday 10th February 2021. This project was paused when a range of issues were discovered on site associated with the condition and structure of the existing Somerford building. In addition, the “2021 Appreciative Inquiry into Inclusion Practice in BCP Schools” led by Anthony Douglas CBE, the recent Ofsted inspection of SEND provision in BCP, and the appointment of a Director of Education has prompted the commissioning of an updated SEND Strategy which will result in a programme of SEND capital works across BCP to improve inclusion practice.

21. The pausing of the Winchelsea Satellite at Somerford Primary School project was communicated to both schools in April 2021 to enable the scope of the project fully to take account of the new strategy. Senior officers led by the Director of Education have had discussions with governors and headteachers about the way ahead. It is important that the project at Somerford fits into the broader SEND strategy, and therefore that it should not proceed until that strategy has been developed, consulted on and adopted. This report therefore recommends that the establishment of a satellite at Somerford is formally deferred and put back to 2022-23 pending a future decision about the overall strategy for SEND and inclusion in BCP.

Projects under development

22. It has been recognised that a higher proportion of children with SEND living in BCP are educated in the independent and non-maintained special school sector than in the majority of local authorities. Such provision often requires long journeys to school, or residential accommodation. It is significantly more expensive than special school provision provided through maintained special schools and academies. In addition, a greater proportion of children in BCP are educated in special schools rather than mainstream schools.
23. The 2021 Appreciative Inquiry into Inclusion Practice in BCP Schools led by Anthony Douglas CBE, and the recent focussed Ofsted inspection of BCP's SEND practice make it clear that more children and young people should be educated at local inclusive mainstream schools, or for those with more complex needs, in local maintained special schools and academies. The Director of Education is developing a new SEND Strategy to achieve this ambition. That strategy will underpin a programme of capital works which could include:
- a. improvements to mainstream schools and academies to improve accessibility and suitability to cater for a wider range of special educational needs and disabilities
 - b. the development of resource bases in mainstream schools and academies staffed with specialist teachers, support assistants and therapists with expertise in various types of SEND such as speech, language and communications needs and autistic spectrum disorders who work in the base and with mainstream teachers
 - c. improvements to the special school and academy estate – including the potential creation of new “satellite” bases enabling additional capacity to be located in local communities, often within the site and buildings of mainstream schools
 - d. other capital investments that could improve SEND provision
24. The process for the development of the SEND capital programme will be as follows:
- a. The development of a new SEND Strategy, led by the Director of Education, involving close consultation with schools and academies, and other key partners
 - b. Detailed analysis of past and forecast numbers of children with different categories of SEND and by geographical area to shape high level plans for the development of new capacity

- c. Discussion with schools and academies, collectively and individually, to develop specific proposals for capital improvements, including any new resources bases or satellites
 - d. Detailed options appraisal and feasibility studies conducted by or commissioned through the Council's Asset Investment Team of professional surveyors to:
 - i. investigate all relevant estates, site, and buildings issues
 - ii. develop sustainable outline designs in consultation with the schools involved and BCP SEND professionals, and
 - iii. to provide reliable cost estimates
 - e. Develop a proposed programme of projects, each of which has its own business case and supporting information,
 - f. The proposed programme to be approved through the Children's Capital Projects Board chaired by the Director of Education, The High Needs Board chaired by the Chief Executive prior to presentation to Council for approval as part of the capital programme.
25. It should be noted that in 2015 the Department for Education published Building Bulletin 104, "Area guidelines for SEND and alternative provision including special schools, alternative provision, specially resourced provision and units", which sets out recommended standards for SEND accommodation. Whilst these are not statutory, they are recommended as a starting point for the design of new SEND provision. It is intended that any proposals for capital works will have regard to these guidelines.
26. In addition to purely construction considerations, any SEND project will take account of the following:
- a. The willingness and professional capacity of school to manage and deliver inclusive practice and an improved SEND offer and the involvement of the school in developing plans
 - b. Parental and community support
 - c. Evidence of need – by category of SEND and geography leading to a robust business case for individual projects
 - d. Analysis of the revenue implications at school/academy level and at local authority level for the development and long-term operation of new capacity
 - e. Sustainability
 - f. Public health
 - g. Equalities
27. Other projects, not directly related to SEND, will follow similar processes and governance, including oversight by the Children's Capital Project Board, and formal decision making in accordance with the Constitution of the Council.
28. It should also be noted that the Oak Academy Bournemouth is expected to benefit from major capital investment by the Education and Skills Funding Agency, which will manage any capital project directly. This project will not form

part of BCP Council's capital programme, but does represent a major investment in education in the area.

Options Appraisal

- 29. Options relating to capital projects consist of deciding what projects to take forward.
- 30. **Condition projects** are usually driven by condition survey information, and in response to problems that arise, such as boiler failure or the discovery of asbestos. The prioritisation of condition works is guided by condition surveys conducted on all schools whose buildings are the responsibility of the council.
- 31. **Sufficiency projects** to add new school capacity take into account where the growing demand is arising, parental preference, the capacity of sites to accommodate additional buildings and hence additional pupils, and a range of other factors, such as the willingness of governing bodies, diocesan boards of education, and academy boards to participate in the project.
- 32. **SEND projects** must be informed by the SEND strategy as set out above.

Summary of financial implications

- 33. The current status of the Children's Services capital programme is set out in Appendix 1. This report does not propose new projects so there are no direct financial implications. The capital programme under development will be of a size requiring Council approval. Any projects proposed for the financial year 2022-23 will be brought to the Council's February annual budget meeting with full financial details.

Summary of legal implications

- 34. This report sets out the current position of the capital programme. The recommendation to confirm the pause of the Winchelsea satellite at Somerford Primary School is required to defer the delivery of the project until the next school year. Any decision to initiate projects must be taken in accordance with the Constitution of the Council.

Summary of human resources implications

- 35. The commissioning of Children's Services capital projects rests principally with the Director of Education staff within the directorate. This includes client-side project management. Technical project management is provided by or commissioned through the Council's Asset Investment Team. The ongoing staffing of schools and academies is the responsibility of governing bodies and academy boards, with day-to-day professional leadership and management provided by headteachers and school staff. During the delivery phase of a capital programme additional technical staff, such as surveyors, may be required: such costs are generally capitalised.

Summary of sustainability impact

- 36. Any new project will take account of sustainability at the design stage as set out above.

Summary of public health implications

37. Children with special educational needs and disabilities often have associated health needs, in some cases lifelong medical needs. The health needs of children will be taken into account as part of the options appraisal and design works for any project. This would include, for example, the provision of hygiene and first aid rooms.
38. The provision of outdoor play space and facilities for physical education will be considered as part of any project, as will the promotion of walking and cycling to school by the provision of appropriate facilities.
39. An approach to SEND which enables more children to attend a school in their local community will reduce journey times and distances, and potentially reduce emissions.

Summary of equality implications

40. All proposed capital projects will be developed in accordance with the Council's Equalities Policy. Children with SEND often have a range of disadvantages, such as economic deprivation. Better SEND provision is a means of mitigating these disadvantages and enabling children to achieve more. Some types of SEND affect either boys or girls disproportionately. Proposals for new SEND accommodation will help to address any such disadvantage.

Summary of risk assessment

41. This report concerns ongoing projects. It also sets out a process for the development of a programme of works associated with the SEND Strategy, however it does not ask for approval of any new projects at this stage. The main risks and mitigations are set out below.
 - a. Risk: **project costs exceed the approved budget.** Mitigation: all projects will be based on a professionally conducted feasibility study that takes account of all relevant site and building data, and current market conditions in respect of materials and labour.
 - b. Risk: **the project is not delivered on time.** Mitigation: all projects will have a professionally produced project plan setting out the timescale for critical products.
 - c. Risk: **the project is not delivered to the quality expected.** Mitigation: all projects will have a clear specification in terms of service outcomes (usually defined within Children's Services), and technical specifications (usually defined within the Asset Investment Team)
 - d. Risk: **the project does not deliver facilities that are required.** Mitigation: all projects will have a business case that clearly sets out the rationale for the project and the results that are expected from it.
 - e. Risk: **there is not a clear understanding of the respective responsibilities of the council and academy trusts in the delivery of a project on an academy site.** Mitigation: a development agreement, or memorandum of understanding, or "letter of comfort" will be produced for every such project as appropriate to ensure responsibilities are understood and agreed.

- f. Risk: **an unexpected event such as a major storm or flooding leads to unforeseen capital costs**. Mitigation: some condition funding is reserved for reactive maintenance. In extreme circumstances funds are vired from other capital budgets. Insurance.

Background papers

Building Bulletin 104, "Area guidelines for SEND and alternative provision including special schools, alternative provision, specially resourced provision and units"

[Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Appendices

Appendix 1: Children's Services Capital Programme

	Planned capital spend					
Project Description	Planned Programme 2021/22 £'000	Actuals 2021/22 £'000	Budget remaining 2021/22 £'000	Planned Programme 2022/23 £'000	Planned Programme 2023/24 £'000	MTFP Total 2022 to 2026 £'000
Capital grant / funding at 1 April 2021						
In-year allocation						
The Bourne Academy	10	0	10			10
The Bishop of Winchester Academy	42	0	42			42
Children's Services - BSF & School Borrowing funded by	51	0	51	0	0	51
Avonbourne Academy - phase 1 (feasibility)	177	0	177			177
Avonbourne Academy - phase 2 (delivery)	800	0	800			800
Feasibility Studies - Poole North (£300k less Winch & Linwood)	100	0	100			100
St Peter's phase 3C retention	20	0	20			20
St Aldhems - Internal Remodelling £390k and AP £610k	610	287	323			610
Bournemouth Learning Centre	1,063	456	607			1,063
Carter Community College	365	25	340	40		405
Ocean Academy	85	28	56			85
Children's Services - Basic Need Capital Works	3,220	796	2,424	40	0	3,260
Condition Surveys (Children's Strategy)	100	0	100			100
Children's Centres Urgent Works (Children's Strategy)	10	0	10			10
Contingency for Capital Maintenance	31	2	29			31
Feasibility studies Winchelsea and Linwood	200	0	200			200
Feasibility studies Christchurch area	50	0	50			50
Linwood school heating repairs	98	35	63			98
Winchelsea School Improvement Works	5	0	5			5
Hillbourne - New School	5,741	1,787	3,954	510	70	6,321
Access Projects	49	0	49			49
Poole High School - boiler works	50	50	0			50
Health & Safety works (Maintained schools)	42	0	42			42
Children's Services - School Condition Capital Works	6,376	1,874	4,501	510	70	6,956
Malmesbury Park School	2	0	1			2
SEND feasibility	70	7	63			70
Somerford Main Campus	400	0	400			400
Somerford (Winchelsea Campus)	546	8	538			546
Broadstone Resource Base/Satellite	39	0	39			39
Twynham Primary (Woodford relocation)	45	0	45			45
Muscliffe - alternative provision	25	0	25			25
Winchelsea Life Skills	50	38	13			50
SEND provision - Capital Works	1,177	54	1,123	0	0	1,177
Healthy Pupils - Capital Works						
Total Children's Services	10,824	2,724	8,100	550	70	11,444
Capital grant / funding remaining						

Planned funding								
Basic Need Grant £'000	Condition Grant £'000	SEND Grant £'000	High Needs Capital Grant Funding £'000	Sundry small grants £'000	Housing Capital receipts £'000	s106 £'000	Supported Borrowing £'000	SEND infrastructure loan £'000
840	1,862	599	0	58	0	758	4,766	0
0	1,240	0	2,366	0	4,650	0	0	10,000
10								
42								
51	0	0	0	0	0	0	0	
77							100	
							800	
5							95	
20								
							610	
			963				100	
105							300	
-10							95	
197	0	0	963	0	0	0	2,100	
	100							
	10							
	31							
	200							
	50							
	98							
	5							
	31				4,650	758	882	
	49							
	50							
	42							
0	666	0	0	0	4,650	758	882	0
		2						
		70						
		342	58					
	546							
39								
		45						
		25						
		50						
39	546	534	58	0	0	0	0	0
288	1,212	534	1,021	0	4,650	758	2,982	0
552	1,890	65	1,345	58	0	0	1,784	10,000

15,695

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 7



Report subject	Children's Social Care Improvement Journey – progress update
Meeting date	21 September 2021
Status	Public Report
Executive summary	Members received an overview report of progress at their meeting on 8 June and requested further updates in order to satisfy themselves that progress was being maintained.
Recommendations	That Members note and scrutinise the report and that any points and suggestions are built into the next stage of the children's social care improvement journey.
Reason for recommendations	Request by the committee

Portfolio Holder(s):	Councillor Mike White, Lead Member for Children and Families
	Elaine Redding, Corporate Director of Children's Services and Anthony Douglas, DfE improvement Advisor for BCP
Report Authors	Elaine Redding and Anthony Douglas
Wards	All
Classification	For recommendations going forward

1. Progress

- a. Previous reports to the committee set out the action plan and performance reports in detail, so today's report is a shorter report covering the period from the last Overview and Scrutiny meeting on 8th June until the end of August.
- b. Intensive improvement work has continued without any let up, despite significant demand pressures – see the Context section of the report below.
- c. We have gone back to the Areas for Priority Action identified by Ofsted in their last two focused visits to children's social care, which have been attached below for the convenience of members. We are satisfied that all priority actions have been implemented and that progress has been made on every single item of concern expressed by Ofsted. The remaining question is whether progress has been rapid enough and whether it will be sustained. A further focused visit and a full graded inspection by Ofsted are likely to take place between now and the end of the 2021/22 business year. They will of course reach their own independent conclusions about the rate of progress.
- d. Some key performance improvements over the period from the focused visit until the end of June are set out below to illustrate the changes. delivered so far, and those measures which continue to cause concern. The end of June was the last reporting quarter where a full set of data is available for scrutiny.

2. Improvements

- a. The timely progression of contacts at the front door by the MASH (the multi-agency safeguarding hub) has improved significantly over the last 9 months. In October 2020, 49% of contacts were progressed on time. In June 2021 performance rose to 93%. This is despite very high numbers of contacts (see context below).
- b. The timely completion of Children in Need (CIN) reviews has risen over the course of the last 9 months. In October 2020, 49% of CIN reviews were completed on time. This rose to 72% in June 2021.

- c. The percentage of repeat Child Protection plans has fluctuated over the last 9 months. It was 20% in October 2020 and is the same in June 2021, however, this has reduced from a peak of 39% in November 2020. This is a measure of whether decision-making about a reduced level of multi-agency concern is sound
- d. Placement stability for children in care has improved/remained stable over the last 9 months. In October 2020, 6% of children in care had 3 or more placement moves in the last year. In June 2021 this remains at 6%, falling from a peak of 11% in January 2021. For longer term stability, performance has risen from 69% to 75%. Both of these indicators come with the caveat that we have known issues with the timely recording of placement moves, although there have been many efforts to improve this over the last year.
- e. Education outcomes for CIC have improved over the 9 months. 14 Children in Care (CIC) are missing out on education (CMOE) in June 2021, down from 42 in June 2020. 100% of Personal Education Plans (PEP's) have been booked within 10 days of the child entering care in 5 of the last 6 months. The number of CIC not on roll has reduced from 21 to 10. 1 child was permanently excluded last year, none this year. However, fixed term exclusions have risen from 27 to 37, although both figures are affected by Covid lockdowns. We have not updated this to compare to 9 months ago because for the education indicators it is more comparable to use the same period each year.
- f. The number of children identified as at risk of Child Exploitation has fallen from 111 to 77, a reduction of 31%. This reduction includes the number suffering harm, which has reduced from 70 to 34. The lockdowns and closing down of public spaces may well have had an impact on the numbers. We are also working with the police to assure ourselves about the quality of protection made available to potentially exploited children and young people, as concerns about this were expressed in the recent inspection of Dorset police by their inspectorate, Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS).
- g. High professional supervision levels have been maintained (97% in October 2020, 91% in June 2021). Case supervision levels have improved, although figures for June 2020 have now been updated to reflect delayed recording. At the time we reported 24% of cases had management supervision in the last 4 weeks (October 2020). In June 2021 this stands at 77% of cases. This shows significant improvement in the timely recording of management oversight.
- h. The number of children in care proceedings in the family courts has increased from 70 to 103 (a 47% increase). The average length of care proceedings concluded each month has risen from 26 to 34 over the last 4 months. This data was not available in September – November 2020. This increase reflects a clearer level of protection for children most at risk. That figure – and the associated costs - would have been much higher had it not been for the positive impact of the Edge of Care Service, which has kept vulnerable children and young people out of care. 63% of their interventions into families have been successful.
- i. There has been some improvement in inclusion outcomes, although this has been affected by Covid. The number of children missing out on education fell from 635 to 612 (4% reduction), although the number electively home educated rose from 476 to 594 (increase of 25%, although down from a peak of 679 in May

2021). Permanent exclusions in primary schools fell from 16 to 4, and in secondary schools from 45 to 41. NEETs remained relatively stable but continues to be high within the national context. We have not updated this to compare to 9 months ago, as for the education indicators it is more comparable to use the same period each year. Intensive work in this area will continue, using the outcomes of the Appreciative Inquiry into inclusion practices in BCP schools, which has been carried out by the Portfolio Holder, Councillor Nicola Greene and the DfE Adviser. A draft report is currently out to consultation with schools and will come to this committee and onto Cabinet in the autumn.

- j. Across the service in June 2021 the average caseload is 16 which is down from 17 in October 2020. Currently the caseload range is 6-28. There has been a recent reduction in caseloads in the Assessment service, about which there were serious concerns in July 2021 with caseloads there peaking at an average of 34 in May. The current average caseload in that service is 20 (August 2021).
- k. There has been a significant rise in auditing and quality assurance activity in the last 9 months. These have covered all front-line services. Generally, results are encouraging though concerns remain about the quality of some services being delivered. The recent SEND inspection shows how far we still have to go for example to produce high-quality Education Health and Care plans (EHCP's). The amount of auditing to establish the level we have reached is continuing. For example, a new audit of Pathway Plans for care leavers is going to be carried out imminently, auditing measures like whether there is an up to date and timely pathway plan?: is the young person's voice coming through clearly?: has the young person been seen in the last 6 weeks?; and is case recording up to date. The findings, as with so many audits and practice reviews recently, will help with practice improvement. The results of practice reviews are still not entirely consistent and further work is needed on the measures and the analysis of work. It often takes time for a new quality assurance system to bed in, so this is not unusual.

3. No significant movement or deteriorations

- a. There have been challenges with the timely allocation of children to social workers at some points during the last 9 months. The number of 'unallocated' children has also been exaggerated by worksteps in our main management information system, Mosaic, that have not been closed fully. At June 2021, 82 children were unallocated, compared to 100 in October 2020. In July this figure has fallen to 45 and scrutiny by Service Managers confirmed these are all children where worksteps are not fully closed but should have been. Within the Children and Families First service (CFF), there can at times be a period of a few days where a child is unallocated due to their social worker leaving. Improvements in supervision mean that Team Managers have a good understanding of the risk issues on remaining cases and can prioritise these children for visiting.
- b. Repeat referrals have remained high throughout the last 9 months. However, this peaked at 35% in July 2020 and the level has stabilised at 27% for the last 2

months, the lowest seen since October 2020. This has been largely attributed to the known challenges within the Assessment service.

- c. The timely completion of assessments has fallen over the course of the last 9 months. In October 2020, 86% of assessments were completed on time. In June 2021 this fell to 77%. This has been attributed to unprecedented referral numbers, instability in the workforce within the Assessment service, and a focus on quality of assessments. 3 Holding to Account meetings were held about the Assessment Service between mid-July and the end of August and the DfE Adviser who chaired these meetings confirms the necessary improvements have been made rapidly and the situation has now been stabilised
- d. The timeliness of child protection visits has improved over the last 9 months but not yet to target levels. At October 2020 this was 76%. Since that point it has fallen to a low of 70%, since recovering. At June 2021, performance was 82% - the timeliness of CIN & CIC visits has remained good.
- e. The percentage of children with a plan for permanence by their second Looked After Child (LAC) review – the statutory deadline - fell from 96% in October 2020, to 92% in June 2021. For all children in care it has fallen from 96% to 92%. However, some of this has been updated retrospectively. When we look back at what we were reporting at October 2020, it has been much more stable at 92% for all children.
- f. There has been an increase in children in care placed 20+ miles from home over the last 9 months, rising from 17% to 25%. This has been affected by Covid, difficulties in finding placements for children with very complex needs, and an increase in the use of residential care which also correlates with complex needs and challenging behaviour.
- g. There has been a fall in the percentage of children in care who have up to date health assessments (85% to 66%) and dental checks (45% to 25%). A new process to receive and input health assessment information onto Mosaic has been implemented very recently and is expected to improve performance. The timeliness of initial health assessments has very recently improved (0% to 88%), but this has been low for much of the year. As can be seen from this data, a lot of work on performance and the recording of performance is still needed.
- h. Some care leaver performance has deteriorated this year. We are now in touch with 79% of 17-18s and this has fallen from 97%. However, we are in touch with more 19-21s. Education, employment and training rates have also fallen for 17-18s (65% to 52%), but for 19-21s performance has been sustained. EET levels have been significantly affected by Covid. Suitable accommodation measures remain good.
- i. The timely completion of Return Home Interviews after a child in care goes missing has fallen over the 9 months, from 85% to 79%. The number of missing incidents has risen. This partly correlates with the impacts of varying lockdown restrictions.
- j. Workforce stability has been a challenge throughout this period. In September 2020 the agency rate was 27% and vacancy rate was 21% (October data not available). In June 2021 the agency rate was 37% and vacancy rate 27%. We remain well above the national averages for this which places limits on forming stable permanent teams and also has an adverse budgetary impact. Rectifying this problem is a priority going forward.

4. Context

- a. Children's Services has seen a significant increase in demand compared to pre-Covid levels. For example, there have been significant increases in referrals; in the last 9 months only December saw referral numbers below comparator levels. As a consequence, the number of children in need has increased by 54% over the last 12 months. Numbers of children on a child protection plan have also increased, reflecting the increasing complexity of the cases. However, the number of children in care has reduced following a strengthening of the decision-making and development of edge of care services.
- b. Demand and financial pressures continue to affect nearly all local authorities in relation to their children's social care functions. There are particular pressures because of the shortage of foster care placements and specialist residential care beds. BCP is affected by this, though does well for foster care placements and is less dependent on the more expensive independent fostering agencies than many local authorities who despite forming consortia, have not been able to influence the market.

5. Challenges

- a. The recent SEND inspection by Ofsted and the Care Quality Commission, published on 31st August, shows the breadth of improvement work needed across Children's Services. The 3 main sets of services – children's social care, SEND and education – all need significant and progressive changes to be made. This is already stretching the available capacity and difficult choices will have to be made about the improvement priorities at any single point in time. The decision-making and governance structures are inevitably a matrix, given how many services are multi-agency rather than single-agency. At different points in the next few weeks, the BCP Cabinet, the SEND Leadership Board, the Children's Services Improvement Board and new structures like the proposed Partnership Academy Board (about joint workforce development across agencies), will all be meeting to take various aspects of improvement forward.
- b. Dorset CCG and BCP Council have been required to take the SEND improvements forward jointly and the recent inspection of Dorset Police which showed up weaknesses in their protection of vulnerable people, shows that improvements in services to vulnerable children, young people and their families are in every significant sense, a multi-agency improvement programme. Partner agencies have all committed to being part of the same intensive service improvement framework.
- c. The challenges of the Covid pandemic are still with us as we go into the autumn and then winter. It is probable we have only seen 'the tip of the iceberg' as far as issues like domestic abuse and deteriorating mental health are concerned. Many services are already either exhausted or depleted as a result of supporting local citizens during the pandemic. Fresh pressures will need even

greater resilience to withstand well.

6. Summary of financial implications

- a. Funding has been set aside in the current financial year for all areas in the Action Plan. A business case for additional funding to build up important functions like quality assurance and to buy in specialist training programmes is still being discussed with DfE as part of the Department for Education's support for BCP post-LGR. Whilst there are no guarantees, some extra funding between the coming autumn and March 2023 is possible. The wider context is that all the relevant Children's Services budgets are under long-term pressure, especially the Higher Needs Funding Block which is now being scrutinised by the High Needs Block Recovery Board and the projected overspend this year on the children's social care budget which is also being intensively scrutinized with a mitigation and recovery plan in place.

7. Summary of legal implications

- a. None arising from this report.

8. Summary of public health implications

- a. None arising directly from this report though improvements in all front-line services like children's services can have a positive public health impact.

9. Summary of equality implications

- a. Improved children's services make a positive impact to inclusion, equality and diversity by supporting disadvantaged and vulnerable individuals and their families and preventing or limiting their adverse experiences. However, more needs to be done to review the impact of services on vulnerable groups such as BAME individuals, women and girls (in relation to violence) and children with disabilities, some of whom are waiting too long for a service. Most services making a difference to vulnerable individuals are multi-agency services so a major part of the improvement journey in children's services is to build strong external partnerships. Recent commitments by the NHS to strengthen joint commissioning and the positive response so far by schools to the Appreciative Inquiry about inclusion practices in BCP schools, are encouraging signs for the future.

10. Summary of risk assessment

- a. The major risks facing children's services are intrinsic risks to all such services across the country and wider. This is when services to individual children fail to protect them or when whole services are compromised

because of a systemic failure or failures. The risks associated with the improvement journey across Children's Services are that progress is not quick enough or not made at all in a key area. At present, the risks of this are assessed as low. The Improvement Board continues to review a short risk register at each of its meetings.

11. Background papers

None.

12. Appendices

Ofsted letters for focused visits conducted in 2019 and 2020.

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18 December 2019

Ms Judith Ramsden
Corporate Director, Children's Services
Bournemouth, Christchurch and Poole Council
Town Hall
Bourne Avenue
Bournemouth
BH2 6DY

Dear Ms Ramsden

Focused visit to Bournemouth, Christchurch and Poole Children's Services

This letter summarises the findings of a focused visit to Bournemouth, Christchurch and Poole (BCP) children's services on 5 and 6 November 2019. The inspectors were Diane Partridge and Julie Knight, Her Majesty's Inspectors.

Inspectors looked at the local authority's arrangements for planning and achieving permanence for children in care. Inspectors considered a range of evidence, including case discussions with social workers, team managers, social care support practitioners and independent reviewing officers. They also looked at local authority performance management and quality assurance information and children's case records.

Overview

The councils previously serving the boroughs of Bournemouth, Christchurch and Poole have been replaced by one new council known as Bournemouth, Christchurch and Poole Council. A new corporate director of children's services (DCS) came into post when the council came into being on 1 April 2019. The senior leadership team has taken timely and effective measures to understand the experiences of children in care of the new council.

Senior leaders have found that not enough children have a timely, well-considered plan for permanence or have the security of being long-term matched to their forever home. Managers are not rigorous enough in providing direction to ensure that children's plans are progressed quickly enough. Independent reviewing officers (IROs) do not challenge the lack of pace in making important decisions for children.

Consequently, children experience drift and delay in achieving their permanence plans.

The senior leadership team is rightly embarking on a programme of integration and transformation. The DCS is unstinting in her efforts to engage political leaders and partners to become good corporate parents and grandparents. One example is her early action to ensure that all children in care have laptops. Purposeful work by the Children in Care Council is ensuring that children's experiences inform wider strategic planning.

Senior leaders are aware of the strengths and areas for development and have realistic plans to achieve the necessary improvements. Many initiatives, such as increased management oversight, investment in a case progression officer and 'whole service' training on permanence, are in place now, but it is too soon to see any positive impact on children.

What needs to improve in this area of social work practice?

- Permanence planning for children, including the use of parallel planning so that they achieve permanence at a time that is right for them.
- The quality of care plans so that they reflect children's current needs and circumstances and are informed by up-to-date, comprehensive needs assessments.
- The effectiveness of management oversight that ensures timely permanence for children.
- Scrutiny of permanence planning by independent reviewing officers so that children have timely and well-considered plans for permanence that progress.
- The range and choice of placements to meet children's needs and support permanency planning.

Findings

- For a significant number of children, important decisions about long-term arrangements when they cannot remain at home take too long. Early permanence planning, including parallel planning for adoption, is not sufficiently well considered. Although most children live in stable homes, shortfalls in management oversight lead to delay in achieving permanence.
- Most children benefit from trusting relationships with social workers. Social workers visit regularly and spend quality time with children. They are persistent and creative in how they engage with children. This helps children to share their

wishes and feelings. Social workers know children really well and can articulate what is important to them.

- Life-story work is a strength in Bournemouth, Christchurch and Poole. It is not seen as a 'one-off' piece of work but continues throughout children's lives. Written 'books' are of a very high quality, and are tailored to the needs of individual brothers and sisters. Most children are well supported to understand what is happening and why they are in care.
- The quality of assessments and effectiveness of care planning for permanence is inconsistent. Children's assessments and care plans do not comprehensively address their needs and experiences. They are not routinely updated in response to significant changes in children's circumstances. Options for permanence are not consistently considered. Too often, the child's plan or contingency arrangements are not sufficiently clear. This lack of clarity results in some children experiencing delay in achieving the security and stability they need.
- Extended family members are considered as potential carers for children who cannot live at home. Viability assessments vary in quality and are not always undertaken at the early stages of planning or in parallel with other plans. This contributes to the delay experienced by some children.
- Special guardianship and connected carers assessments are of a good quality. The rationale for recommendations and decisions is well explained so that family members understand them.
- Independent reviewing officers rarely challenge when permanence plans for children are not presented to the second review. Dispute resolution processes are not used effectively to bring traction to children's plans in order to help them to achieve permanence. Consequently, some children experience unnecessary delay. Nevertheless, the vast majority of children's reviews are held in a timely way. They are well attended by important people in children's lives and are consistent in capturing children's views.
- Most children in care are safe where they live and are living in their forever home. However, not all children are long-term matched with their carers. These children do not have certainty about their future. They do not benefit from the sense of belonging and stability afforded by a secure placement.
- There is not yet a sufficiently wide choice of placements to meet children's needs. This means that not all children are well matched to their carers, and a few children move out of area, causing disruption to their education and access to health services. Senior leaders are rightly concerned about long-term stability of placements, which, at 63%, is below comparators. The new sufficiency strategy appropriately analyses current demand and predicts likely future demand. Leaders are clear about what needs to happen. They have realistic action plans in place to address shortfalls.

- Foster carers are well supported through an extensive training offer and a broad range of monthly support groups. The resilience fostering scheme is equipping a small number of carers to offer permanent homes to children with highly complex needs and challenging behaviour. Children who have experienced instability are benefiting from this approach.
- Family time is well considered, appropriately risk assessed and informed by what children want. It is arranged flexibly so that it is meaningful and promotes positive relationships for children with their family, as well as others who are important to them.
- Supervision with social workers takes place regularly. Social workers talk positively about supervision and the support they receive from their managers. However, supervision records fail to demonstrate that permanence planning for children is at the forefront of discussions, or that permanence options have been carefully considered. Management oversight and supervision is therefore not driving progress with pace to achieve security and stability for children.
- Senior leaders are well aware of the issues identified by inspectors through their own audits, externally commissioned audits and data analysis. They demonstrate that they have well-thought-out and realistic actions to make the necessary improvements, for example acting promptly to create a new fostering panel that will focus on long-term matching arrangements, the creation of new permanence policies so that expectations are clear, and a new supervision policy and approach. However, it too soon to see the impact of these for children now.

Ofsted will take the findings from this focused visit into account when planning your next inspection or visit.

Yours sincerely

Diane Partridge
Her Majesty's Inspector

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27 November 2020

Elaine Redding
Interim Corporate Director, Children's Services
Bournemouth, Christchurch and Poole Council
Town Hall
Bourne Avenue
Bournemouth
BH2 6DY

Dear Ms Redding,

Focused visit to Bournemouth, Christchurch and Poole Children's Services

This letter summarises the findings of a focused visit to Bournemouth, Christchurch and Poole Children's Services on 13 October 2020. The inspectors were Neil Penswick, HMI, Louise Hollick, HMI, Peter McEntee, HMI, Jan Edwards, HMI and Chris Smith, HMI.

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's social care system has delivered child-centred practice and care within the context of the restrictions placed on society during the COVID-19 (coronavirus) pandemic.

The methodology for this visit was in line with the inspection of local authority children's services (ILACS) framework. However, the delivery model was adapted to reflect the COVID-19 context. This visit was carried out fully by remote means. Inspectors used video calls for discussions with local authority social workers, managers and leaders. The lead inspector and the corporate director of children's services agreed arrangements to deliver this visit effectively while working within national and local guidelines for responding to COVID-19 and meeting the needs of the local authority's workforce.

This visit looked at the quality and impact of key decision-making across help and protection, children in care and care leavers services, together with the impact of leadership.

Overview

There are serious and widespread weaknesses in the quality of children's services in Bournemouth, Christchurch and Poole (BCP). This leaves vulnerable children at risk of harm. Many children are repeatedly referred to children's services and do not have their needs responded to fully, or in a timely manner. Children in high risk situations are referred to early help services inappropriately by children's social care, without a thorough evaluation of whether they are being protected. The vast majority of assessments, to evaluate whether children and their families need a service, are unfit for purpose. They lack sufficient evidence, analysis and challenge. The failure of managers to provide appropriate oversight of the pre-proceedings stage of the public law outline (PLO) results in children remaining for too long in unsafe situations. Children in care, and care leavers, do not consistently have their needs met. Consideration of permanence for children in care is often absent, and significantly delayed when it does occur. There are no quality assurance systems in place, and therefore managers do not properly understand the quality of the services they provide, or the experiences of individual children and their families. Children in care and care leavers who met inspectors powerfully expressed serious concerns about the lack of support given to them by the council, including during the period of the COVID-19 lockdown.

Bournemouth, Christchurch and Poole council came into being in April 2019, following the merger of two previous unitary authorities and a town from a neighbouring county council. While there has not been a full inspection of this local authority, a focused visit was undertaken in November 2019, which focused on permanence arrangements. The areas for improvement identified at that time have not been effectively addressed.

A new interim corporate director of children's services (DCS) was appointed in September 2020. Prior to this focused visit, and due to the concerns already identified by the government, the Department for Education (DfE) appointed an improvement adviser to provide support and challenge to the authority and partner agencies. The Chief Executive of BCP council and politicians were made aware of the widespread deficits by the Interim DCS and DfE Adviser in September 2020. Plans are in place to address these concerns. The council has identified improving children's services as a priority, and additional finances have been secured in order to transform services.

Areas for priority action

The local authority needs to take swift and decisive action to address the following areas of weakness in:

- the arrangements for management oversight and quality assurance of social work practice
- the quality of practice, including the application of thresholds, the quality of assessments, the actions taken at the pre-proceedings stage of the Public Law Outline and the decision-making for permanence.

What needs to improve in this area of social work practice

- Social work supervision.
- The quality of children's plans.
- Attendance by partner agencies at strategy meetings.
- Placement sufficiency.
- Support given to children in care, and care leavers, during the COVID-19 pandemic.
- The quality and timeliness of social work recording.
- The profile of the virtual school so that its role is better understood by senior leaders in schools.
- The quality of personal education plans (PEPs).
- Plans to prevent exclusions from school for children in care.
- The response to electively home-educated children.

Findings

1. In the Multi-Agency Safeguarding Hub (MASH) managers prioritise the incoming work and identify tasks that need to be completed. However, the MASH focuses too narrowly on whether a contact meets the children's social care threshold for immediate involvement, rather than considering the longer-term needs of the family. As a result, there are high numbers of repeat requests from other agencies asking for assistance for those families whose home situations are deteriorating due to lack of support.
2. In the last 6 months, the local authority received 8,000 contacts. Less than 2,000 of these were accepted as referrals. When a referral was accepted, screening completed in the MASH was not sufficiently child-focused and did not take account of all of the issues. A high number of children's cases were passed to early help services. However, inspectors saw that many of these were children at risk of harm, and that a more robust response was needed from the MASH to ensure that they were protected.
3. When a child needs an urgent child protection response, strategy meetings are convened in a timely manner. But these are not always attended by all of the relevant agencies, in particular schools. This is a missed opportunity to ensure that all known information is shared to inform decision-making. The meetings do not always focus on the needs of all of the children in the family, which results in not all risks being considered well enough. Actions are often vague and without timescales.
4. In the last six months, over 700 assessments were completed which did not result in a social work service being offered. Inspectors found that the vast majority of the assessments undertaken were not fit for purpose. They failed

to consider all of the current and historical issues, accepted parental self-reporting, and did not check out information with other agencies. Most importantly, they failed to focus on the experience of the children and young people. Many sections of the actual reports were left blank. Despite their evident poor quality, these were signed off by managers as acceptable pieces of work. This means that many children do not receive a service when they would benefit from doing so.

5. There is a great deal of variability in the quality of children in need, and child protection, plans. Some plans are appropriately targeted, focused and clearly identify the areas of need. However, the majority of plans do not include all the essential actions that need to occur to protect the children, and they do not include timescales or identify the person with the responsibility for carrying them out.
6. A range of positive interventions, such as the CAMHS counselling and crisis team, emotional support in school, and attachment courses for parents, are included in some children's plans.
7. Inspectors had serious concerns about the PLO panel. In the majority of cases looked at, the panel did not respond in a timely manner, did not take action when repeated safeguarding incidents were occurring and left children in unsafe situations for too long. When children enter the family court system, inspectors saw better quality work, including up-to-date recording and supervision.
8. Too many children in care are placed some distance from their homes, families and communities. A sufficiency strategy is currently being developed and is due to be published in December 2020.
9. Inspectors saw some stronger practice, with social workers engaging with children and challenging parents. Social work visits are often purposeful, but they are not always well recorded. During the COVID-19 lockdown period, inspectors saw examples of where face-to-face visits to children in care, and care leavers, had been risk assessed and prioritised. There has also been good use of technology, such as video calls, to enable social workers to keep in touch with children and their carers. Some children have also been able to keep in touch with their families by using technology, and, more recently, they have been able to have face-to-face family time.
10. However, the children in care and care leavers who met with inspectors reported that they felt let down by BCP. They spoke about having minimal contact from their social workers or personal assistants (PAs), and, as a result, they felt alone, isolated and unsupported. Young people who are parents, or those who had left school and were going to university, spoke of having to cope pretty much alone.
11. Virtual school leaders have made some sensible decisions across the COVID-19 period. They have prioritised children's welfare and safety. They have communicated their expectations more effectively with school leaders. The 3 to 19 school improvement team has also provided effective leadership over

the last 6 months. It has fostered a closer working relationship between schools in the BCP area, which headteachers appreciate. All schools decided early on to stay open, although access to education has varied considerably. Link workers ensured that there were effective lines of communication, with a clear focus on helping and protecting vulnerable pupils. An increasing number of pupils were brought back into schools over the summer. Schools were supported to put in place COVID-19 risk assessments, and they reopened for all pupils in September.

12. However, there are some fundamental weaknesses that have not been addressed. The virtual school's profile is not high enough to champion the education of children in care effectively. Its role is not understood well enough corporately. It is not connected closely enough to the work of the 3 to 19 school improvement team.
13. Personal education plans for children in care are too variable. Schools fail to take ownership of the PEPs. The plans include little of any substance from the child's social worker. The voices of the carer and the child are not strong enough. The actions contained in the plans are often inappropriate or too generic to be meaningful. Management oversight of PEPs has not led to improvement.
14. Children in care told inspectors that they felt let down by the education system during the COVID-19 lockdown period. They describe how GCSE courses ended abruptly and little or no teaching was provided for them. In their own words, school was no more than 'baby-sitting'. On average 36% of children in care of school age attended school across the summer term, despite the government guidance being that children in care should attend school. Local authority records indicate that 82% of children in care were accessing home learning.
15. There are too many children in care being excluded from school, and some are excluded permanently. The inclusion team is establishing a 'preventing exclusion panel', but there is not an established culture in which schools hold one another to account for the use of exclusion. Academic outcomes for children in care have been low in recent years.
16. In September 2019, there were 478 children being educated at home. At the time of this visit, it had risen to 580. The local authority does not have the necessary capacity to make the statutory welfare, safeguarding and education checks it is required to make. There is no evidence that the local authority is challenging schools with higher numbers of pupils moving into elective home education that could, potentially, be off-rolling pupils.
17. Drift and delay in achieving permanence were evident in the experience of almost all children in care. Matching and permanence decisions are not timely, often taking several years. This is unacceptable. Ofsted carried out a focused visit on permanency in November 2019, and there has been a failure to ensure that there has been effective management oversight in this area since then.

18. Independent reviewing officers are not carrying out their duties sufficiently well or drawing up robust plans and ensuring they are progressed.
19. Inspectors had serious concerns about the quality of management oversight across children's services. This oversight is not sufficient to ensure that children are protected, or that their plans are progressed. During the course of this focused visit, inspectors asked the local authority to review the cases of 50 children, due to serious concerns about their safety and well-being.
20. Up until recently, there was no quality assurance framework, or dedicated staff, in place to fully ensure that senior managers understand the quality of the work, and the experiences of children and young people. The lack of this, or appropriate other arrangements, has been a major contributory factor in the corporate failure of the council to address the long-term serious weaknesses identified during this focused visit. A new quality assurance framework has been developed, a quality assurance manager has been appointed, and additional staff have been recruited, but it is too early to demonstrate any impact of this.
21. Social workers described that one-to-one supervision is perfunctory, lacking in challenge and does not assist them to progress children's cases or their own professional development. There is a lack of reflective discussion and poor management direction. Some workers described their caseloads as manageable, while others stated that they remain too high.
22. Overall, there is an over-reliance on short-term workers and managers at all levels. At the time of this focused visit, 55 agency staff were engaged by BCP, including some providing additional workforce capacity. Some social workers expressed dissatisfaction about working for BCP. They told inspectors that they felt there was too much churn in the workforce, with permanent staff leaving, too many agency staff, and too much reliance on recently qualified social workers who need to be better supported to be able to provide high-quality work and to build up resilience to carry out their challenging job.

We have notified the DfE of the areas for priority action and we understand you will receive separate correspondence from them. In terms of our next steps, we will be considering whether our next activity in Bournemouth, Christchurch and Poole will be a focused visit or a standard inspection in due course.

Yours sincerely

Neil Penswick
Her Majesty's Inspector

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	School Place Planning Strategy
Meeting date	21 September 2021
Status	Public Report
Executive summary	The School Place Planning Strategy is a non-statutory strategy intended to provide information about the forecast supply and demand for school places for the coming years, and to set out principles for organisational change. The intended audience includes BCP elected members, schools and academies, the Department for Education and its agencies, the wider community. The strategy does not make proposals for organisational change, such as the opening of new schools, school closures, or change of admission numbers: it provides information to enable strategic planning.
Recommendations	<p>It is RECOMMENDED that:</p> <p>(a) the Children's Services Overview and Scrutiny Committee notes and comments on the attached School Place Planning Strategy 2021-2024 (Appendix 1)</p>
Reason for recommendations	The School Place Planning Strategy is an informative document which sets out information about the supply of school places in Bournemouth Christchurch and Poole in the recent past and forecast numbers for the future. It sets out approaches for dealing with future scenarios. It does not make any proposals for change. It provides an indication of potential questions which may need to be addressed in coming years.

Portfolio Holder(s):	Councillor Nicola Greene – Portfolio Holder for Covid Resilience, Public Health and Education
Corporate Director	Elaine Redding – Corporate Director of Children’s Services
Report Authors	Andrew Hind – Interim Pupil Place Planning, Admissions and School Finance Manager
Wards	Council-wide
Classification	For Information

Background

1. As a Children’s Services Authority Bournemouth Christchurch and Poole Council is responsible for ensuring there is a sufficient supply of school places for children living in the council area. At one time councils were required to publish a school organisation plan, but this is no longer the case. However, it is of benefit for decision makers to be informed about the supply and demand of school places. This strategy provides such information for the benefit of the council, school governing bodies, academy trust boards, diocesan boards of education, the Department for Education and its agencies such as the Education and Skills Funding Agency, parents and the wider community. This is the first school place planning strategy published since the formation of Bournemouth Christchurch and Poole Council on 1st April 2019.

School Place Planning Strategy 2021-2024

2. The School Place Planning Strategy 2021-2024 can be found at Appendix 1. It sets out data about recent demand for school places and forecast future demand. It does this by planning area. These are sub-local-authority areas which broadly reflect natural recognised communities. The areas are those used for the annual School Capacity (SCAP) return all local authorities make to the Department for Education, and all the data in the strategy is consistent with the SCAP.
3. Forecasts are not made at individual school level. Individual schools are affected by many school specific factors which can make their numbers vary considerably from year to year. Forecast accuracy is generally good at local authority level, but becomes more volatile at smaller scale, and especially so at individual school level. From a strategic perspective it is the planning area that provides the best scale for thinking about the future need for school places.
4. There are more primary than secondary planning areas. This is because a) parents generally expect to access a school more locally for younger children than they do for older children; and b) there are many more primary than secondary schools.
5. Forecasts are extrapolations of past data, informed from a variety of sources including geo-coded NHS data, and historic trends of admissions to school. They do not account for new housing developments. These have to be considered separately.

6. The main observations to be made about the future demand for school places are a) that primary school numbers will fall; and b) that there will be a short-term bulge in secondary school numbers.
7. Primary school numbers will fall because fewer children have been born in the part four years than in the preceding period. This is partly because birth rates have fallen and partly because the number of women of child-bearing age in the population has declined. The population tends to come in waves – a boom generation is echoed by another boom generation about 25 years later. This means that school place planners often see rising and falling numbers of children over medium term periods. Birth rates can be volatile, so it is possible that numbers may start to rise again in about five years, however this is highly uncertain.
8. The forecast bulge in secondary school numbers is relatively certain, as those children are currently in the primary phase. The peak is likely to occur over the next two years. There is surplus capacity at several schools in BCP which will accommodate some of this, and plans are in place for adding bulge classes at some schools. Once the bulge has passed through it is likely that numbers will drop back to a level similar to the present.
9. This broad demographic phenomenon is common to many local authority areas nationally and regionally. It is not unique to BCP.
10. The strategy sets out the data relating to future demand so that decision makers can anticipate the sort of issues they may have to address in coming years. Decision making is highly dispersed in England, with local authorities having responsibility for ensuring a sufficiency of school places, but much decision making resting with academy trusts, and the Secretary of State for Education represented by Regional Schools Commissioners and the Education and Skills Funding Agency.
11. The strategy also sets out some broad principles and policies for dealing with potential scenarios. These are in accordance with relevant legislation and guidelines. It does not propose specific changes. It is not intended to constrain decision makers in the future, but rather to provide a context for strategic planning.

Options Appraisal

12. It would be possible for the council to have no school place planning strategy and simply take school organisation decisions in the context of changing circumstances and in accordance with the relevant legislation as and when required. However it is preferable if decision makers have an understanding of the strategic context of the demand for school places, now and in the future.
13. A school place planning strategy could be used to make specific proposals for organisational change. However no such changes are anticipated in the coming year which have not already been accounted for. For this reason the strategy focuses on information and the broad context.

Summary of financial implications

14. There are no direct financial implications arising from the strategy. It should be noted that school funding is largely driven by pupil numbers, both at local authority and at individual school level. When numbers rise or fall this affects the

allocation of dedicated schools grant to the local authority and, in turn, schools' budget shares. Other Department for Education grants are also driven by pupil numbers – particularly basic need grant, which contributes towards the expansion of school accommodation where numbers are forecast to exceed capacity within an area.

Summary of legal implications

15. There is no statutory requirement for a school place planning strategy.
16. Any proposals for school organisation change to maintained schools must be made in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. Changes to academies are a matter for the relevant Academy Trust and the Secretary of State for Education.

Summary of human resources implications

17. There are no direct human resources implications arising from the strategy, although the level of staffing required in schools may change as pupil numbers rise and fall.

Summary of sustainability impact

18. There are no direct sustainability implications arising from the strategy, although the efficient use of the school estate can contribute to making better use of resources and energy efficiency. In the long term the location of schools in relation to the distribution of the population can help reduce home to school travel distances.

Summary of public health implications

19. There are no direct public health implications arising from the strategy, although the organisation of schools can assist in promoting public health. The strategy is not proposing specific changes. [Public health and wellbeing should be at the heart of every decision, seeking the most health benefits for the investment. To assist with this section ask yourself key questions such as “what will this do for the health and wellbeing of the population?” and “will this reduce health inequalities locally?”]

Summary of equality implications

20. There is no EIA for this strategy as it does not propose any changes that would affect people or communities with protected characteristics. It mainly provides background statistical data which may be relevant if changes to school organisation are required in the future. Any specific proposals for change would require an EIA.

Summary of risk assessment

21. There are no risks associated with the strategy itself, however there are risks associated with the potential changes in school numbers as a result of demographic change.
22. If numbers at a particular age phase, or in a particular area, rise, then parents may be less likely to secure a place at one of their preferred schools. It may

become difficult for the council to fulfil its duty to offer a school place to children whose parents apply for one. The mitigation for this is to add places when required. Decisions have already been taken to add capacity at the secondary phase in anticipation of a “bulge” cohort expected to reach age 11 (year 7) in the next two years. Existing unfilled capacity will also be available. The scale of any bulge in the next few years is unlikely to present a problem that cannot be managed.

23. If numbers fall there is a risk that some schools could find it more difficult to set a balanced budget or to provide a broad and balanced education. In extreme cases schools could be at risk of unviability. A nationwide fall in primary age numbers is expected in coming years. The strategy sets out how this may impact in BCP. Mitigation could include finding alternative uses for surplus accommodation, and managing school admission numbers. It is important that the council and schools work together to avoid scenarios where individual schools struggle to recruit sufficient pupils to remain financially viable and to thrive educationally.

Background papers

None

Appendices

Appendix 1: School Place Planning Strategy 2021-2024

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Bournemouth Christchurch and Poole Council

School Place Planning Strategy 2021-2024

Introduction

This is BCP Council's first mainstream school place planning strategy. It sets out how school places will be managed to ensure that parents of all children living in Bournemouth Christchurch and Poole can obtain a good school place within a reasonable distance of home, and how the council will work with schools and academies to ensure there are neither too few nor too many school places.

This strategy will be of interest to parents, schools, academies, the local community, neighbouring councils, the Department for Education, the Regional Schools Commissioner, and to developers considering building new housing in the area.

The strategy supports the values set out in BCP Council's Corporate Strategy – particularly the "Brighter Futures" priority:

"Caring for our children and young people; providing a nurturing environment, high quality education and great opportunities to grow and flourish."

By ensuring that the supply of school places is well managed, we can better plan investment in the school estate – providing new capacity when and where needed, and making the best possible use of under-utilised space.

The strategy is not intended to bring forward specific proposals for reorganising school provision, but rather to provide a framework for decision making including a look ahead to potential future challenges.

This strategy sets out the future demand for mainstream pupil places. It highlights current and future challenges in meeting our statutory duty to provide sufficient school places. It does not address future demand for pupils with special educational needs and disabilities. That will be addressed in a separate strategy. It does however encourage schools to move towards more inclusive practice. Where surplus accommodation exists a potential alternative use could be to provide better facilities for pupils with SEND.

It will be used to inform the Council and schools when developing and approving policies and plans, such as changing admissions policies or published admission numbers and deciding how best to use Basic Need capital grant provided by the Department for Education, or Section 106 and Community Infrastructure Levy contributions from housing developers, to invest in new school places when required.

A Children's Services Capital Strategy is under development alongside this strategy, which will set out in more detail how the Council plans to invest in the school estate.

This strategy will be reviewed annually with updated school data. A fully revised strategy will be developed no later than 2024-25.

BCP Council has a statutory responsibility to ensure there are sufficient school places for resident children whose parents want one. The Council also needs to ensure that schools are viable, educationally, and financially. On occasion that can mean reducing surplus places. This strategy set out how we will plan school places for the next three years and beyond.

All schools have considerable autonomy, and academies are independent of the council in many respects. This means that planning for the future must be done in partnership. The council, school governing bodies, academy trusts, diocesan boards of education, the regional schools commissioner, and the secretary of state for education all have a role in decision making. Decisions about future school provision are important to children and families, to school staff, and the wider community. This strategy is therefore of wide potential interest.

The headline message for the coming three years is that primary school numbers will fall because of lower birth numbers, and that secondary school numbers will increase as the current primary school bulge ages through to the secondary phase. Whilst this broadly describes the likely position, it varies from one place to another, therefore this strategy looks at the position by planning area.

The primary planning areas which may experience the most significant drop in pupil numbers are:

South West Poole

West Bournemouth

Town Centre Bournemouth

East Christchurch

In these areas the delivery of new housing may mean that the fall in numbers is less than currently expected.

The bulge will affect all secondary planning areas – particularly the most densely populated areas of Central Poole, Bournemouth and Christchurch. Plans are already in place to add bulge classes at the Avonbourne Academies.

The intention of this strategy is to describe current organisational arrangements of schools in BCP and look ahead to likely challenges. It does not propose specific organisational changes, rather it sets the context for such changes should they be required.

Background

BCP Council came into existence on 1st April 2019, taking on responsibility for education. Previously Bournemouth Borough Council and the Borough of Poole were responsible for education in their respective areas, and Dorset County Council was responsible for education in Christchurch. The newly established Children's Services directorate has worked to ensure that day-to-day services have been maintained, and that strategic planning is integrated across the whole of BCP. Covid-19, first identified in late 2019, has had a big impact on schools and public authorities. As we emerge from the pandemic, the purpose of the school place planning strategy is to ensure we have a school system fit for the future.

Age phases

Schools are often organised by age phase. Children must be in full time education from the term following their fifth birthday. Many start school in reception in the autumn term after their fourth birthday. Most children remain in the national curriculum year group throughout their school life. Schools are organised in age phases. The following chart shows the various phases that can be found in BCP:

Age on 1st September	4	5	6	7	8	9	10	11	12	13	14	15	16	17
National Curriculum Year Group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Infant														
Junior														
Primary														
Secondary (statutory school age)														
Post 16/6th Form														
First School														
Middle School														
Upper Secondary School														
All through														

It is the responsibility of the council to ensure that there are sufficient places in all age groups. BCP is generally organised by primary/secondary age phases; however one area is organised by first/middle/upper phases. There is also a small number of all through schools.

Governance

Schools can be governed and managed in various ways. The main types of school are:

- Academy or free school – a state-funded independent school responsible for its own admissions and employing its own staff, responsible to an academy board
- Community school – a state-funded school maintained by the local authority, which sets its admissions policy and employs school staff. The school has a governing body.
- Foundation or trust school – a state-funded school which sets its own admissions policy, employs its own staff, and often owns its own site outright. The school has a governing body.
- Voluntary aided school – a state funded school usually associated with a religious denomination, responsible for its own admissions and employing its own staff. The school has a governing body.
- Voluntary controlled school – a state funded school usually associated with a religious denomination, maintained by the local authority, which sets its admissions policy and employs school staff. The school has a governing body.

Whilst many schools may set their own admissions policy the local authority is still responsible for coordinating admissions – that is, processing applications from families living in the area.

Schools in Bournemouth Christchurch and Poole

A list of mainstream schools (i.e. not special schools) is shown on the following page. This information is correct as of 1st September 2021. The total number of establishments was 91, comprising:

- 4 all through schools
- 1 middle (deemed secondary) school
- 66 primary schools (including infant and junior)
- 20 secondary schools

Of these there were:

- 56 academy converters
- 17 academy sponsor led
- 4 community schools
- 2 foundation schools
- 3 free schools
- 1 studio school
- 6 voluntary aided schools
- 1 voluntary controlled school

Establishment Name	Type of Establishment	Phase of Education	Statutory Low Age	Statutory High Age
Ad Astra Infant School	Academy converter	Primary	4	7
Avonbourne Boys' Academy	Academy converter	Secondary	11	16
Avonbourne Girls Academy	Academy converter	All-through	3	19
Avonwood Primary School	Academy converter	Primary	4	11
Baden-Powell and St Peter's Church of England Junior School	Academy converter	Primary	7	11
Bayside Academy	Academy sponsor led	Primary	4	11
Beardwood Primary and Nursery School	Academy converter	Primary	3	11
Bethany Church of England Junior School	Academy converter	Primary	7	11
Bishop Aldhelm's Church of England Primary School	Academy converter	Primary	3	11
Bournemouth School	Academy converter	Secondary	11	18
Bournemouth School for Girls	Academy converter	Secondary	11	18
Broadstone First School	Academy converter	Primary	5	9
Broadstone Middle School	Academy sponsor led	Middle deemed secondary	9	13
Burton Church of England Primary School	Voluntary controlled school	Primary	4	11
Canford Heath Infant School	Academy converter	Primary	4	7
Canford Heath Junior School	Academy converter	Primary	7	11
Christ The King Catholic Primary School	Academy converter	Primary	3	11
Christchurch Infant School	Community school	Primary	5	7
Christchurch Junior School	Academy converter	Primary	7	11
Corfe Hills School	Academy converter	Secondary	13	18
Corpus Christi Catholic Primary School	Voluntary aided school	Primary	4	11
Courthill Infant School	Academy converter	Primary	4	7
Em Academy	Academy sponsor led	Primary	3	11
Glenmoor Academy	Academy sponsor led	Secondary	11	16
Hamworthy Park Junior School	Academy converter	Primary	7	11
Haymoor Junior School	Academy converter	Primary	7	11
Heatherlands Primary School	Academy converter	Primary	4	11
Heathlands Primary Academy	Academy converter	Primary	3	11
Highcliffe School	Academy converter	Secondary	11	19
Highcliffe St Mark Primary School	Foundation school	Primary	4	11
Hill View Primary School	Academy converter	Primary	4	11
Hillbourne Primary School	Community school	Primary	4	11
Jewell Academy Bournemouth	Academy sponsor led	Primary	4	11
King's Park Academy	Academy sponsor led	Primary	4	11
Kingsleigh Primary School	Academy converter	Primary	3	11
Kinson Academy	Academy converter	Primary	4	11
LaAF Studio	Studio schools	Secondary	13	19
Lilliput Church of England Infant School	Academy converter	Primary	4	7
Livingstone Academy Bournemouth	Free schools	All-through	4	19
Livingstone Road Infant School	Academy converter	Primary	4	7
Livingstone Road Junior School	Academy sponsor led	Primary	7	11
Longfleet Church of England Primary School	Academy converter	Primary	4	11
Magna Academy	Academy sponsor led	Secondary	11	18
Malmesbury Park Primary School	Academy converter	Primary	3	11
Manorside Academy	Academy sponsor led	Primary	4	11
Merley First School	Academy converter	Primary	5	9
Moordown St John's Church of England Primary School	Academy converter	Primary	4	11
Mudford Community Infants' School	Community school	Primary	4	7
Mudford Junior School	Community school	Primary	7	11
Muscliff Primary School	Academy converter	Primary	5	11
Oak Academy	Academy converter	Secondary	11	16
Oakdale Junior School	Academy converter	Primary	7	11
Ocean Academy Poole	Academy sponsor led	Primary	7	11
Old Town Infant School and Nursery	Academy converter	Primary	3	7
Parkfield School	Free schools	All-through	4	19
Parkstone Grammar School	Academy converter	Secondary	11	18
Pokesdown Community Primary School	Academy converter	Primary	4	11
Poole Grammar School	Academy converter	Secondary	11	18
Poole High School	Foundation school	Secondary	11	18
Queen's Park Academy	Academy sponsor led	Primary	7	11
Queen's Park Infant Academy	Academy converter	Primary	5	8
Somerford Primary School	Community school	Primary	4	11
Springdale First School	Academy converter	Primary	5	9
St Aldhelm's Academy	Academy sponsor led	Secondary	11	19
St Clement's and St John's Church of England Infant School	Academy converter	Primary	5	7
St Edward's Roman Catholic Church of England School, Poole	Voluntary aided school	Secondary	11	18
St James' Church of England Primary Academy	Academy converter	Primary	4	11
St Joseph's Catholic Primary School, Christchurch	Voluntary aided school	Primary	5	11
St Joseph's Catholic Primary School, Poole	Academy converter	Primary	4	11
St Katharine's Church of England Primary School	Voluntary aided school	Primary	4	11
St Luke's Church of England Primary School	Academy converter	Primary	4	11
St Mark's Church of England Primary School	Academy converter	Primary	4	11
St Mary's Catholic Primary School, Poole	Academy converter	Primary	4	11
St Michael's Church of England Primary School	Academy converter	Primary	3	11
St Peter's Catholic Comprehensive School	Academy converter	All-through	4	18
St Walburga's Catholic Primary School	Voluntary aided school	Primary	4	11
Stanley Green Infant Academy	Academy converter	Primary	2	7
Stourfield Infant School	Academy converter	Primary	5	7
Stourfield Junior School	Academy converter	Primary	7	11
Talbot Primary School	Academy converter	Primary	4	11
The Bishop of Winchester Academy	Academy sponsor led	Secondary	11	18
The Bourne Academy	Academy sponsor led	Secondary	11	18
The Cornerstone Academy	Academy sponsor led	Secondary	11	16
The Epiphany School	Academy converter	Primary	4	11
The Grange School	Academy sponsor led	Secondary	11	19
The Priory Church of England Primary School	Voluntary aided school	Primary	4	11
Twyn Sails Infant and Nursery School	Academy converter	Primary	3	7
Twynham Primary School	Free schools	Primary	3	11
Twynham School	Academy converter	Secondary	11	19
Winton Academy	Academy sponsor led	Secondary	11	16
Winton Primary School	Academy converter	Primary	4	11

Number of pupils

The number of children on roll at state-funded schools in BCP is counted in a termly census. In January 2021 the numbers were:

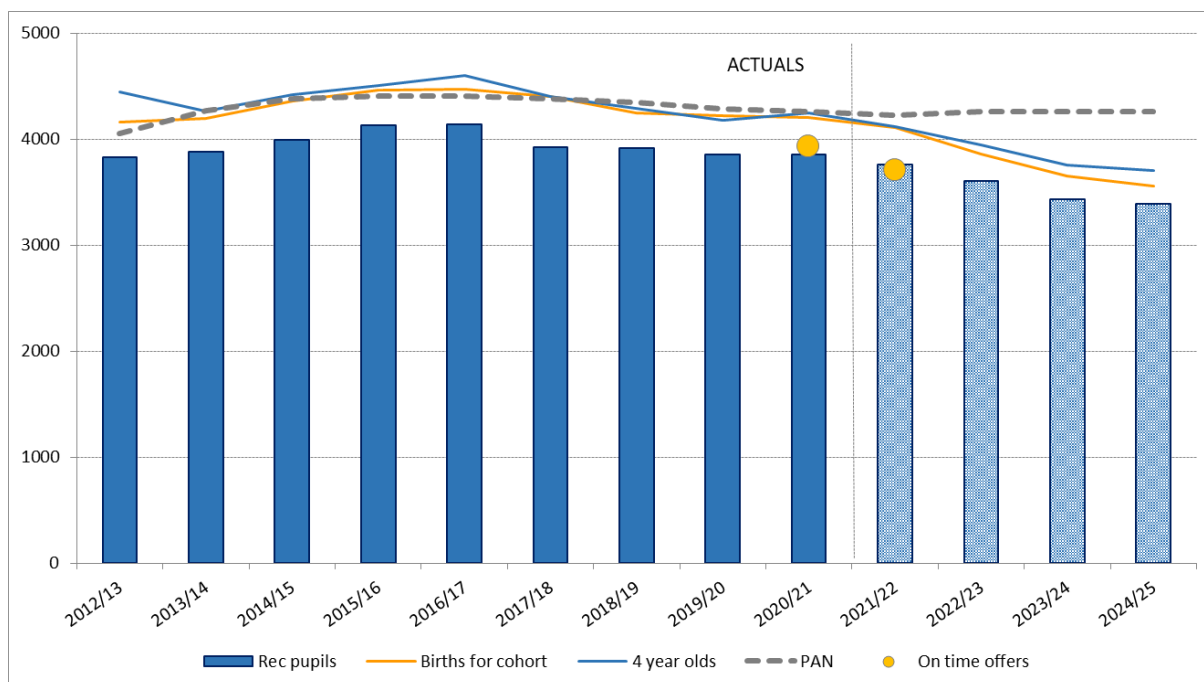
Primary (YR to Y6)	27,612
Secondary (Y7 to Y11)	19,148
Post 16 (Y12 and Y13)	3,660
Total	50,420

Forecast numbers of pupils

Every year councils are asked by the Department for Education to provide a forecast of future pupil numbers at a local authority and planning area level. A planning area is a geographical area

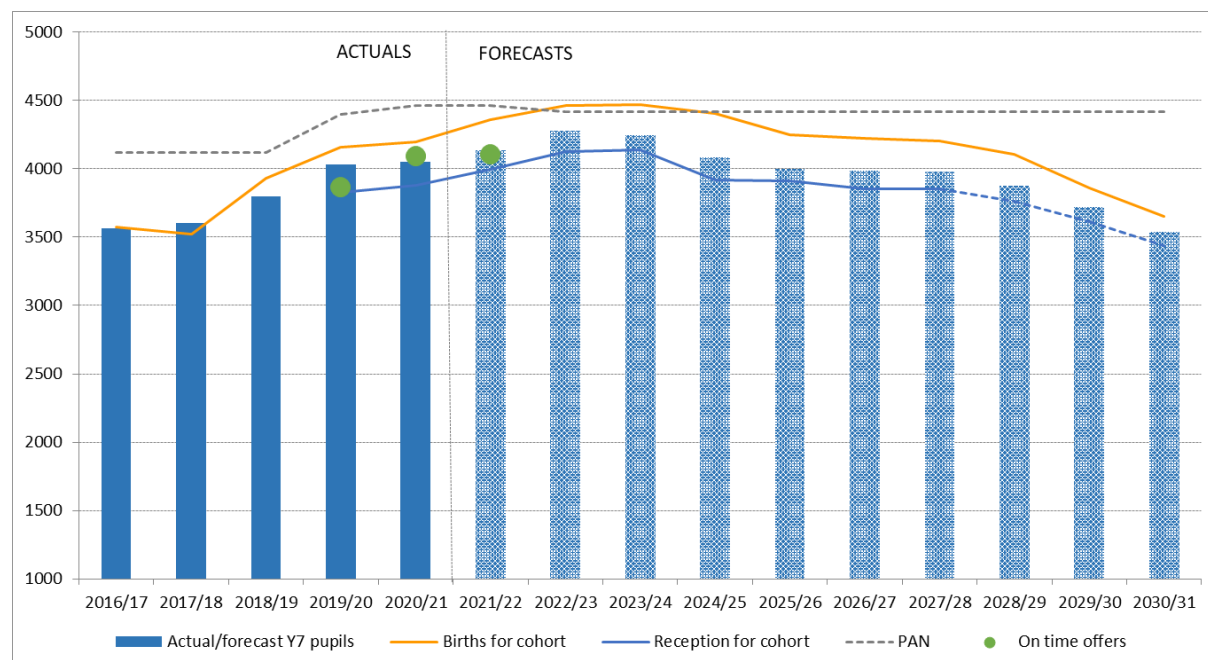
Forecasts are made using geo-coded NHS birth data and past trends in school admissions. The historic “survival” of children from one year group to the next is used to forecast numbers across all the year groups. Secondary forecasts take into account children who travel to BCP schools from neighbouring local authority districts. Future numbers attending schools is dependent on: a) underlying demography (how many children are there in the populations) and b) parental preference (which schools do parents tend to want their children to go to). The population tends to come in waves – with numbers rising and falling in response to the size of the parental age population. It is also affected by birth rates, and by housing growth. Parental preference is influenced by Ofsted reports, Department for Education performance data, word of mouth and personal experience. Over time the relative popularity of schools can rise and fall. It is not possible to forecast how parental preference will operate very far into the future.

At the primary age phase we expect to see numbers falling as a result of lower birth numbers in recent years. Smaller cohorts of women of childbearing age are the main underlying reason, but the effect of Covid-19 and changing patterns of international and internal migration may also have an impact.



The total number of children in Reception in BCP increased between 2012 and 2016 and has subsequently declined (solid blue bars). The total number of reception pupils is forecast to decline further in the coming years (hatched blue bars). The size of future reception cohorts is related to the number of births four years earlier (orange line). Because births have declined in the last four years we expect to see reception intakes also decline. This does not take account of the unknown effect of future housing development.

At the secondary age phase we expect to see numbers rising in the short term, as the bulge currently in primary school reaches secondary age. In addition to rising numbers of BCP resident secondary children, it should be noted that significant numbers of out-of-district children come into BCP to attend the grammar schools and other secondary schools in the area.



Year 7 cohorts have increased between 2016 and the present (solid blue bars) and are expected to continue to rise for the next two years. Numbers are then forecast to decline back to the 2016 level by 2030. Forecast numbers track the number of births eleven years previously reasonably closely (orange line). Because the rise and fall in pupil numbers will not affect all parts of BCP equally, there will be some areas where the bulge could adversely affect parental preference if mitigation is not put in place. In the longer term surplus places could be problematic in some areas.

Why plan school places?

Policies: [for discussion and agreement]

- BCP has a statutory duty to ensure all children resident in BCP are offered a school place if their parents want one.
- We aim to be able to offer a school place to BCP residents within 2 miles of their home for children under 8 (at Key Stage 1) or within 3 miles for children 8 and above (at Key Stage 2 and above).
- We aim to meet parental preference wherever possible. Parents can express a preference for three schools. In general if there are places available then a parent will be offered a place at their preference school. If there are more applications than places, then schools apply their published admissions criteria. Where we are unable to do so we will offer a place at the nearest available school in BCP.
- We will promote inclusion – enabling pupils with special educational needs and disabilities (SEND) to be educated in their local mainstream school wherever appropriate (as a preferred option). This includes making schools accessible, and providing resource bases to meet specific needs
- We aim to maintain a surplus of approximately 2% to enable parental preference and support the efficient use of resources. We recognise that some schools and planning areas may have a larger or smaller surplus because of local demography
- Where surplus places are forecast to fall below 2% for several years in a planning area, we will discuss with schools how additional places can be added. Usually this will be by expansion of individual schools. Where growth is very substantial and there is no viable option for expansion, we will consider proposing the establishment of a new school.
- Where surplus places are high and forecast to remain high within a planning area, thereby threatening the viability of a school we will discuss the removal or reuse of surplus accommodation. Where appropriate we may explore options such as the amalgamation of schools, or school closures in rare cases. It should be noted that all such changes require extensive consultation, and in many cases the support of academy boards, diocesan boards
- Where surplus places need to be removed we will explore alternatives for unused accommodation for educational purposes such as resource bases for children with SEND, or for early years provision, etc. in association with the reduction of a school's published admission number (PAN).
- We recognise the importance of preserving of school sites to enable future growth in the population. As a largely urban council area there are few potential sites for new schools.
- We do not have a fixed policy on optimum school size: we recognise that schools can and do operate successfully at a range of sizes. We do however regard a minimum published admissions number (PAN) of 30 (1 form of entry) as appropriate for primary schools. Thereafter it generally makes sense for PANs to be set at multiples of 30. We have no fixed policy on the maximum size of schools.
- The predominant model of school organisation in BCP is primary/secondary with pupils transferring at age 11. We support the continuation of that model. All through

schools can work successfully alongside the primary/secondary model, and we support this complementary approach.

- In north west Poole the first/middle/upper model is well established and is shared with the school system in the neighbouring part of Dorset. We support the continuation of this model in that planning area.
- We are committed to partnership working with academy boards and maintained school governing bodies when change is required. We encourage all schools and academies when considering changing any aspect of their organisation to think about the wider community of schools in their area, and in particular their role in providing inclusive learning opportunities for children with special educational needs living in their community.
- We recognise that BCP children may attend schools in another district – Dorset or Hampshire – and that children from other districts may attend schools in BCP. While BCP has a statutory duty to ensure all resident children are offered a school place, we will also have regard to parents’ right to express a preference for any school regardless of its location. We will work with our neighbouring authorities to ensure that the school system works effectively for all families and all schools.
- Section 106 of the Town and Country Planning Act 1990 (as amended) enables local authorities and housing developers to agree mitigation for the effect of new housing on the school system where necessary. When considering the need for mitigation we will consider the impact of new housing within the appropriate school planning areas and/or in schools within a two/three mile radius of the development (distance dependent on age of pupils). We expect that new housing development should not be to the detriment of existing schools or communities.
- Any change to school organisation will be subject to the relevant legislation, and guidance set out in the Department for Education Guidance, “Making significant changes (‘prescribed alterations’) to maintained schools Statutory guidance for proposers and decision-makers” (October 2018). Changes at academies have to be approved by the Secretary of State for Education, who will be advised by the Regional Schools Commissioner.

Primary planning areas

There are eleven primary planning areas. Primary planning areas are generally smaller than secondary planning areas because parents usually prefer their children to attend a more local school. There is no expectation that children should attend a school in the planning area where they live: it is simply a convenient planning tool to ensure there is an appropriate supply of places across the whole BCP area.

This section looks at each of the planning areas. For each area the following is presented:

- past data about numbers on roll
- forecasts of future numbers on roll
- a commentary about challenges ahead

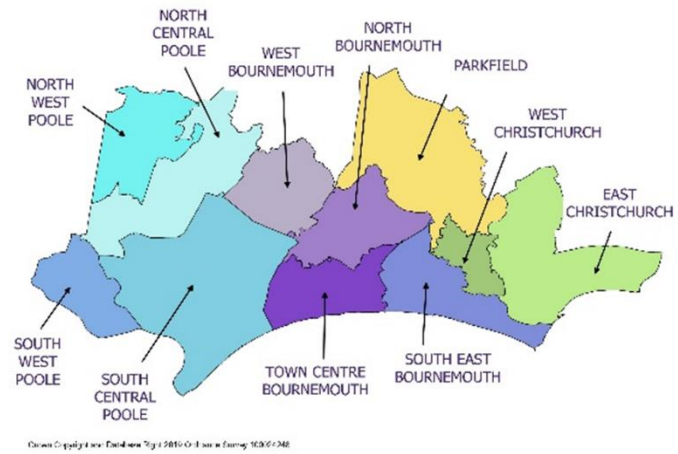
Forecasts are made annually. These take into account the number of births and admissions to Reception four years subsequently and the survival ratios from one age group to the next within the primary phase. NHS population data also informs the forecast.

The admissions process is driven by parental preference, as well as by demography (the underlying number of children). Over time, schools vary in popularity. If schools are oversubscribed and are unable to offer all applicants a place, then they applicants will be offered places at other schools. Predicting how this will affect numbers across planning areas involves considerable uncertainty.

Forecasts can be considered very accurate at BCP level, but less so at planning area level. Forecasts are not made at the level of individual schools. The purpose of forecasts is to enable strategic planning. If a large surplus or deficit of places is forecast then the council and schools can consider how best to respond. This strategy provides contextual information for such circumstances, but does not make detailed proposals for organisational change.

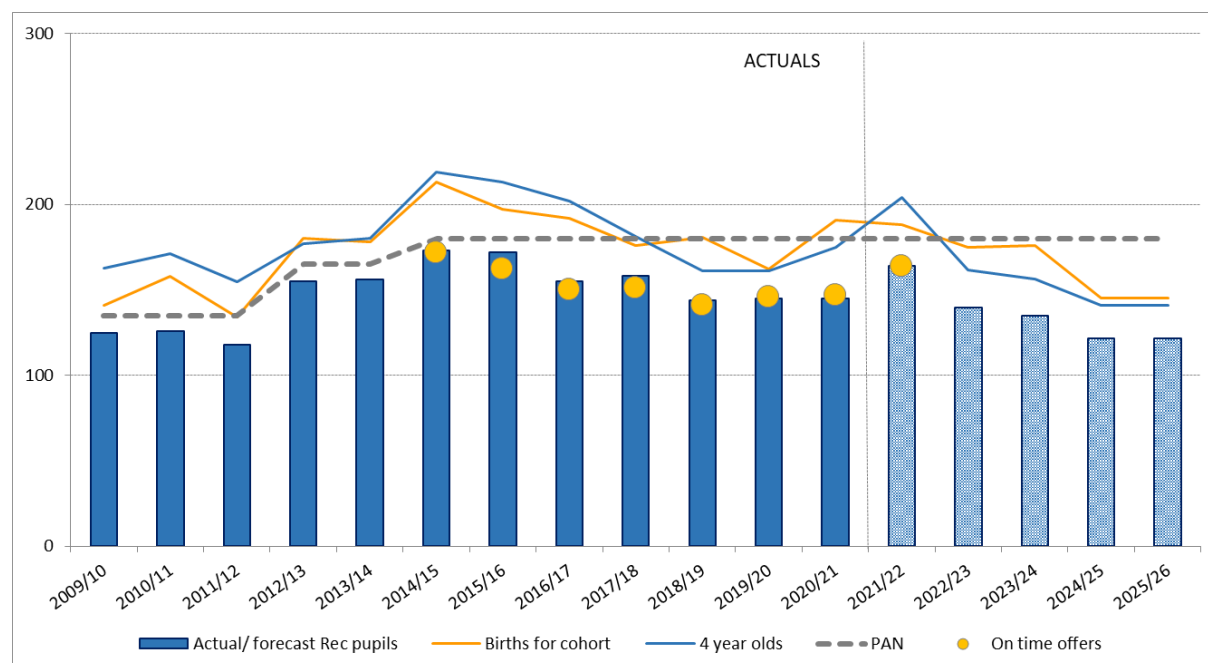
The big picture is that primary schools will see numbers fall over next few years as smaller cohorts reach school age. The smaller number of children is due to smaller numbers of women of childbearing age in the population and reduced birth rates. Despite this, some schools will experience pressure on places. There are large housing developments proposed in several parts of BCP. The effect of these is not built into the forecasts. Schools near such developments will see numbers increase.

There are some schools which are always strongly over-subscribed, and others at risk of under-subscription because of geographic factors and parental preference. Where substantial surplus capacity arises, we will work with schools to make alternative educational use of under-utilised space.



South West Poole

South West Poole is located south of Holes Bay. Its main residential areas include Hamworthy and Turlin Moor. To the west it borders Dorset. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Bayside Academy, Hamworthy Park Junior School, and Twin Sails Infant and Nursery School.



Past and forecast numbers for South West Poole primary planning area

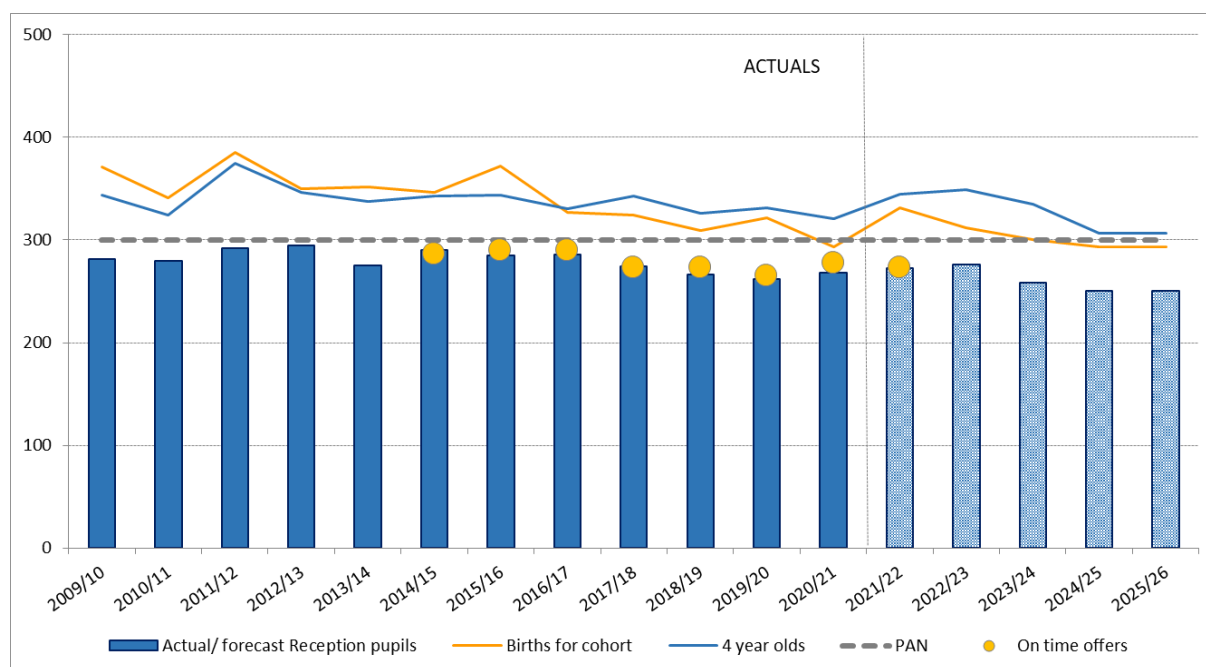
The chart shows that pupil numbers in South West Poole fell from a peak in 2014 but have increased slightly in recent years (solid blue bars). The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been relatively stable. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Numbers are forecast to increase in 2021 before falling for the remainder of the forecast period. The small size of the planning area makes any forecast subject to considerable uncertainty. Future housing developments could lead to high numbers.

Schools in this planning area might consider using surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	173	172	155	158	144	145	145	164	139	135	122	122
Year 1 (5+)	158	174	167	152	162	138	139	141	160	136	132	119
Year 2 (6+)	158	161	168	173	150	163	142	141	143	162	138	133
Year 3 (7+)	124	148	160	177	168	151	165	143	142	144	163	139
Year 4 (8+)	130	129	140	159	171	164	154	163	141	140	142	161
Year 5 (9+)	123	130	127	143	156	175	166	155	165	143	141	144
Year 6 (10+)	129	121	121	127	144	149	171	162	152	161	139	138
Total Rec to Year 6	995	1,035	1,038	1,089	1,095	1,085	1,082	1,070	1,042	1,020	977	955

North Central Poole

North Central Poole is located in urban central Poole and includes some heathland to the north. Its main residential areas include Bearwood and Canford Heath. To the north it borders North West Poole (which operates a three-tier system), to the south is South Central Poole and to the east is West Bournemouth. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Ad Astra Infant School, Bearwood Primary and Nursery School, Canford Heath Infant School, Canford Heath Junior School, Haymoor Junior School, and Hillbourne Primary School.



Past and forecast numbers for North Central Poole primary planning area

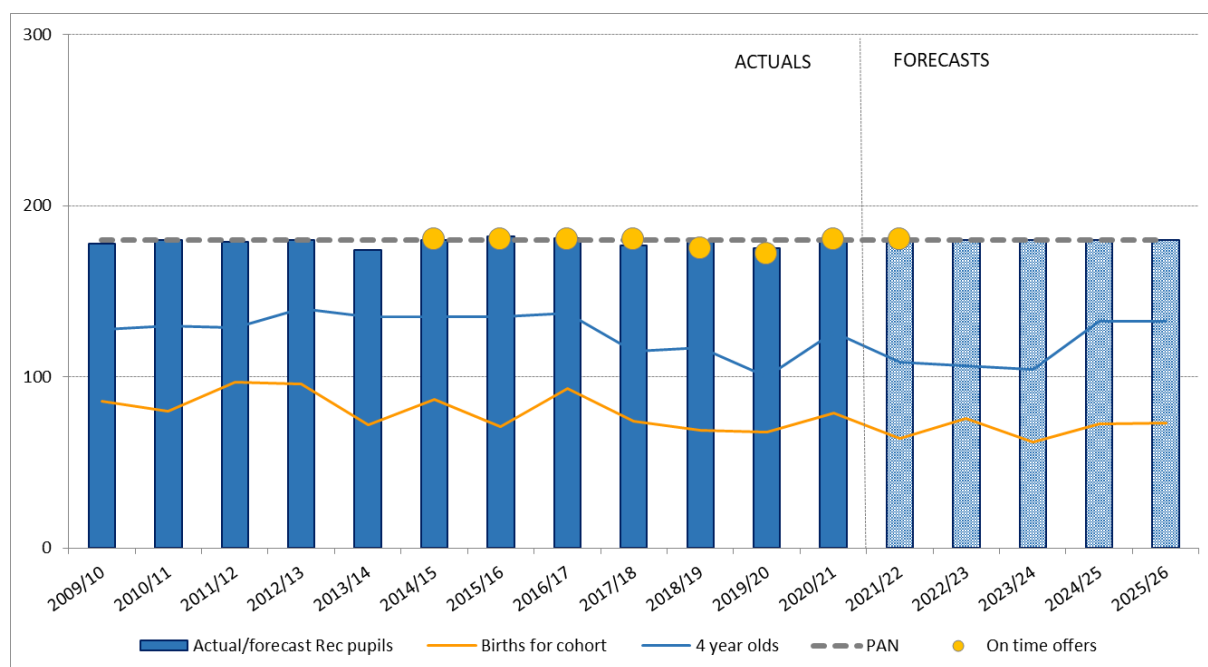
The chart shows that pupil numbers in North Central Poole fell slightly from a peak in 2014 but have increased slightly in recent years (solid blue bars). The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been relatively stable. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Numbers are forecast to remain similar in 2021 and 2022 before falling slightly for the remainder of the forecast period. Future housing developments could lead to high numbers. A large development is planned at Bearwood, and another development is planned next to the Hillbourne site. Hillbourne has been recently rebuilt and the effect of this on future recruitment has yet to be fully observed.

There may be some opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities; however the forecast surplus is not substantial.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	290	285	286	274	266	262	268	273	276	259	251	251
Year 1 (5+)	274	298	290	286	275	259	264	267	272	276	258	250
Year 2 (6+)	296	274	284	291	285	270	261	263	266	271	274	257
Year 3 (7+)	287	291	274	291	283	283	267	259	260	264	269	272
Year 4 (8+)	290	288	289	271	292	276	283	265	257	258	262	267
Year 5 (9+)	253	282	284	271	262	280	272	274	257	249	250	253
Year 6 (10+)	264	252	281	274	272	262	281	271	273	256	248	249
Total Rec to Year 6	1,954	1,970	1,988	1,958	1,935	1,892	1,896	1,872	1,862	1,832	1,811	1,798

North West Poole

North West Poole is located in semi-rural north Poole and includes heathland surrounding small villages. Its main residential areas are Merley and Canford Heath. The planning area operates a three-tier first/middle/upper system – the only part of BCP to do so. To the north it borders Wimborne Minster in Dorset (which also operates a three-tier system), to the south and south east is heathland and the north central Poole planning area. The schools in the planning area are: Broadstone First School, Broadstone Middle School, Merley First School and Springdale First School.



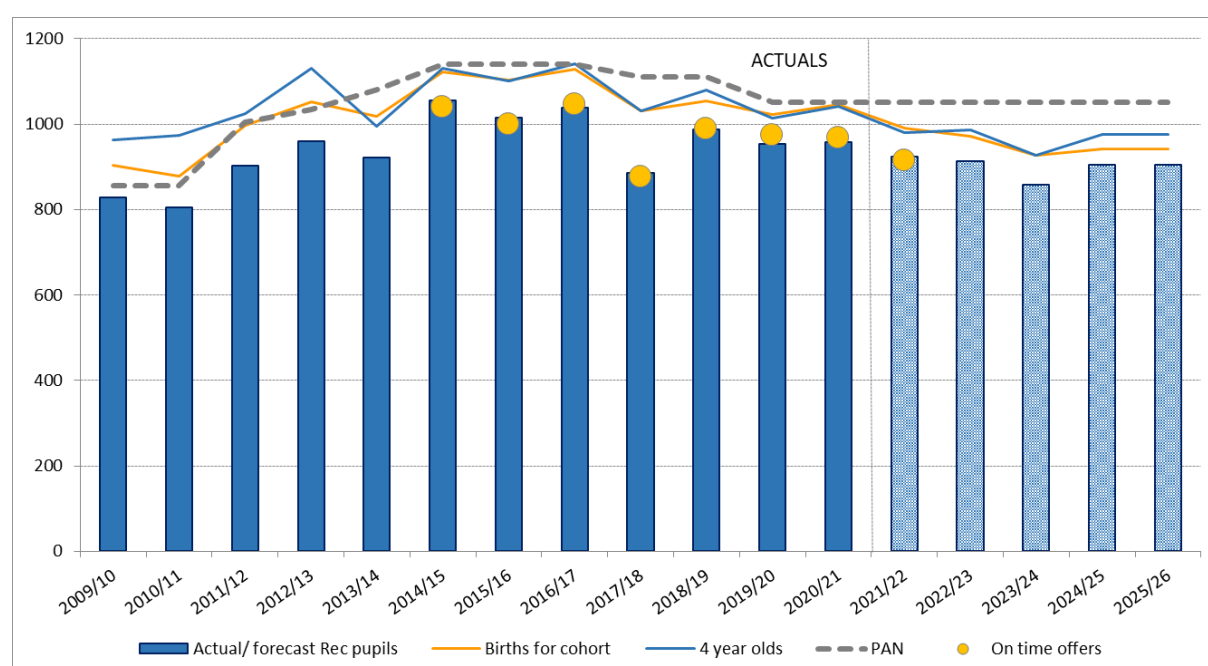
Past and forecast numbers for North West Poole primary planning area

The chart shows that YR pupil numbers (solid blue bars) in North West Poole have remained at or close to the area's aggregate admission number since at least 2009. This is because the schools all tend to be fully subscribed. The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been relatively stable, with four-year-old numbers showing an increase on birth numbers because of net inward migration. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Numbers are forecast to remain close to PAN in the future. Future housing developments could lead to even higher demand. A large development is planned north of Merley, and other developments may be brought forward. If such developments are approved BCP Council believes that additional primary capacity will need to be added.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	180	182	181	177	179	175	180	180	180	180	180	180
Year 1 (5+)	175	176	178	181	176	180	179	181	181	181	181	181
Year 2 (6+)	180	180	181	181	179	181	179	180	183	183	183	183
Year 3 (7+)	179	181	179	181	184	184	181	181	182	184	184	184
Year 4 (8+)	183	180	188	179	179	181	184	180	180	182	184	184
Year 5 (9+)	144	134	128	135	131	140	135	137	135	135	136	137
Year 6 (10+)	153	141	137	133	140	142	152	144	146	143	143	144
Total Rec to Year 6	1,194	1,174	1,172	1,167	1,168	1,183	1,190	1,184	1,187	1,188	1,191	1,193

South Central Poole

South Central Poole is a large planning area located in the southern part of urban Poole and includes the town centre, the old town, Parkstone and Canford Cliffs. To the north it borders north central Poole, to the east is Bournemouth, to the south Poole Bay and Poole Harbour. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Baden-Powell and St Peter's Church of England Junior School, Bishop Aldhelm's Church of England Primary School, Courthill Infant School, Heatherlands Primary School, Lilliput Church of England Infant School, Livingstone Road Infant School, Livingstone Road Junior School, Longfleet Church of England Primary School, Manorside Academy, Oakdale Junior School, Ocean Academy Poole, Old Town Infant School and Nursery, St Joseph's Catholic Primary School Poole, St Mary's Catholic Primary School Poole, Stanley Green Infant Academy, and Talbot Primary School.



Past and forecast numbers for South Central Poole primary planning area

The chart shows that Y7 pupil numbers in south central Poole have been surprisingly volatile in recent years (solid blue bars). In contrast, the ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been very stable. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Numbers are forecast to decline slightly to 2023 before rising. Future housing developments could lead to higher numbers.

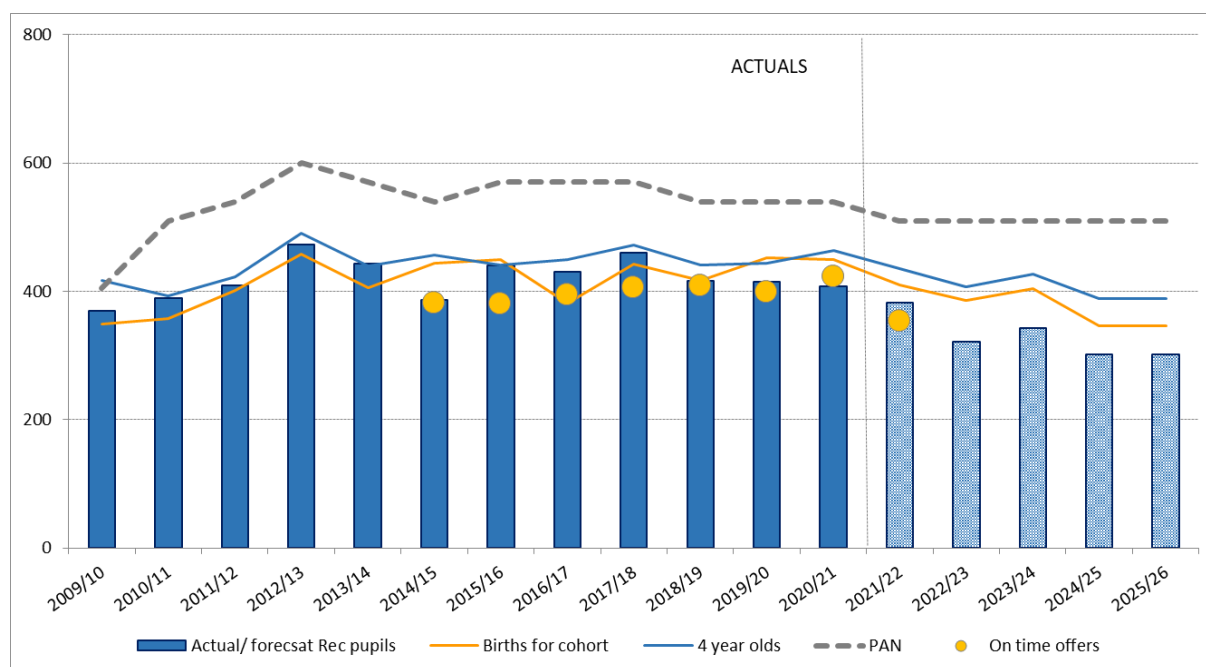
It is noteworthy that total numbers of primary children in south central Poole have increased very substantially in recent years - from 6,126 in 2014 to 6,688 in 2020.

There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	1,055	1,014	1,039	885	988	953	957	924	913	857	904	904
Year 1 (5+)	924	1,069	1,016	1,042	873	977	960	954	921	911	855	901
Year 2 (6+)	926	920	1,049	1,011	1,053	880	971	960	955	922	911	855
Year 3 (7+)	877	913	900	990	978	1,027	859	942	931	926	894	884
Year 4 (8+)	798	866	927	898	989	982	1,003	854	936	926	920	889
Year 5 (9+)	793	798	861	922	881	973	976	992	844	926	915	910
Year 6 (10+)	753	783	790	857	921	886	962	972	988	841	922	912
Total Rec to Year 6	6,126	6,363	6,582	6,605	6,683	6,678	6,688	6,598	6,489	6,308	6,321	6,254

West Bournemouth

West Bournemouth is located in the north west area of Bournemouth. Its main residential areas include Kinson and Northbourne. To the north it borders Ferndown in Dorset. To the West it borders North and South Central Poole, and to the south east it borders north Bournemouth. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Christ the King Catholic Primary School, Elm Academy, Heathlands Primary Academy, Hill View Primary School, Kingsleigh Primary School, Kinson Academy, and St Marks Church of England Primary School.



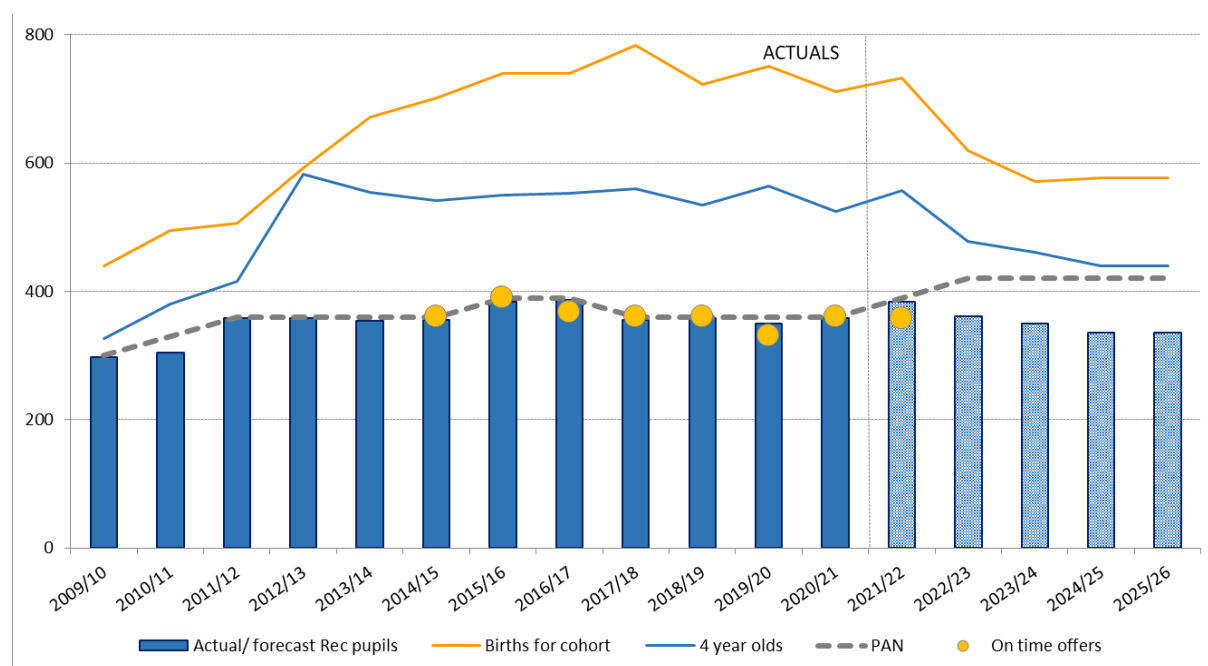
Past and forecast YR numbers for West Bournemouth primary planning area

The chart shows that Y7 pupil numbers in West Bournemouth have been somewhat volatile in recent years (solid blue bars). The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been relatively stable. The number of on-time application offers of places (yellow dot) has been a reasonably good predictor of the number of children subsequently on roll in Year R, although in some years more children have been admitted to schools in the area than initially expected. Numbers are forecast to drop in future years. The gap between forecast numbers and the aggregate published admission number for the area is forecast to be substantial. This is likely to present problems for some schools. Schools and BCP will need to work together to decide how best to address this problem. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities. The risk for individual schools is that they will have lower income as a result of falling numbers on roll, but still have the same overheads for their premises.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	387	440	431	460	417	415	408	382	321	343	302	302
Year 1 (5+)	435	381	450	444	476	414	415	412	386	324	347	305
Year 2 (6+)	436	439	392	461	434	472	404	411	408	382	321	343
Year 3 (7+)	384	426	449	399	458	417	459	397	404	401	376	316
Year 4 (8+)	380	388	424	451	396	447	411	453	392	399	396	371
Year 5 (9+)	378	375	387	420	453	396	438	408	450	389	396	394
Year 6 (10+)	337	374	374	389	419	451	389	435	405	447	387	393
Total Rec to Year 6	2,737	2,823	2,907	3,024	3,053	3,012	2,924	2,898	2,766	2,686	2,524	2,423

Town Centre Bournemouth

Town Centre Bournemouth is located on Bournemouth seafront. Its main residential areas include Westbourne and Boscombe as well as the town centre. To the north it borders North Bournemouth. To the West it borders Poole, and to the east it borders south east Bournemouth. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Bethany Church of England Junior School, Kings's Park Academy, Livingstone Academy Bournemouth (opened September 2021), Malmesbury Park Primary School, St Clement's and St John's Church of England Infant School, and St Michael's Church of England Primary School.



Past and forecast YR numbers for Town Centre Bournemouth primary planning area

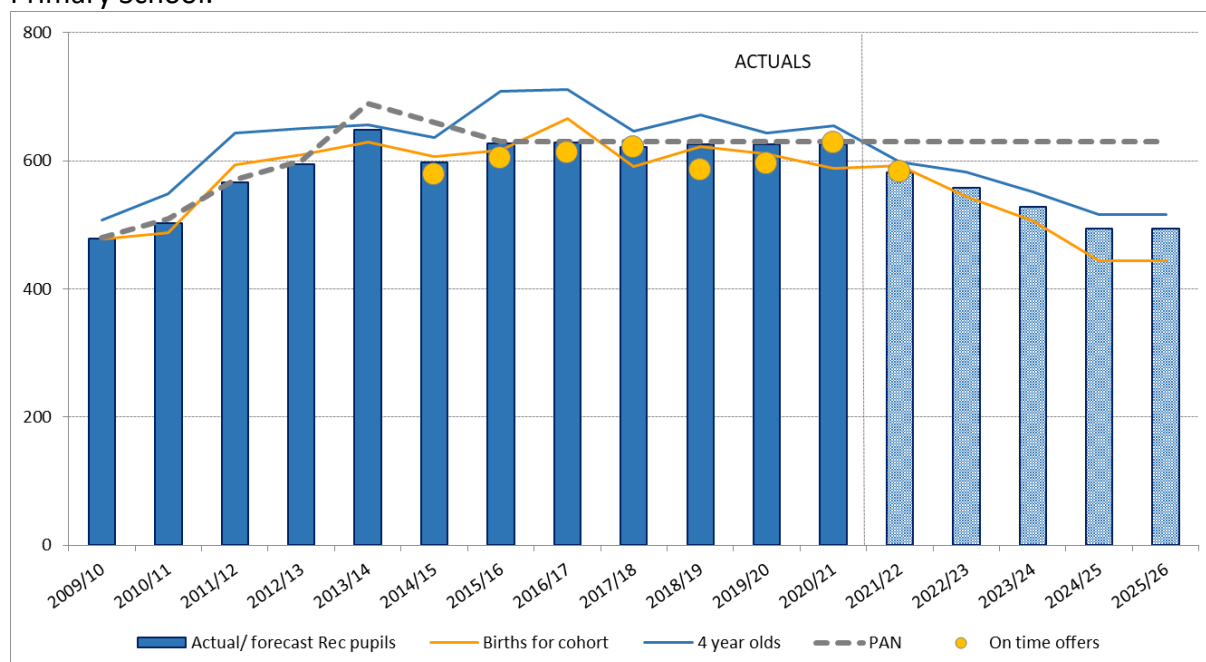
The chart shows that reception pupil numbers in Town Centre Bournemouth have been fairly stable in recent years (solid blue bars). The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has undergone significant change, but has been stable in the most recent period. The gap between births, and the subsequent number of four-year-olds in the same cohort suggests outward migration from the planning area. In many cases this will be to nearby more suburban areas. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Numbers are forecast to drop in future years. The forecast does not include the effect of housing growth. The planning area includes the Towns Fund regeneration project in Boscombe. Not only will this create new homes in the area, it is likely to change the character of the area, potentially making it more attractive for families. There may be other changes to household types in the area in response to changes in the economy. All this means there is considerable uncertainty in forecasting school places. There is very little opportunity for school expansion in the area, because of the density of development. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities.

However, numbers have grown in the past and although they are forecast to fall after 2023, the decline is not as great as in some other areas.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	356	384	387	356	359	350	359	383	361	350	336	336
Year 1 (5+)	352	357	382	384	359	358	352	360	384	361	350	336
Year 2 (6+)	353	353	352	384	383	359	346	348	355	379	357	346
Year 3 (7+)	333	355	352	353	390	376	363	347	349	356	380	358
Year 4 (8+)	311	331	356	342	348	388	379	361	345	347	354	378
Year 5 (9+)	272	316	339	360	350	345	379	378	360	344	346	353
Year 6 (10+)	273	279	327	340	357	354	345	381	380	362	346	347
Total Rec to Year 6	2,250	2,375	2,495	2,519	2,546	2,530	2,523	2,557	2,533	2,499	2,469	2,455

North Bournemouth

North Bournemouth is located to the north of the town centre. Its main residential areas include Charminster and Winton. To the north it borders the sparsely populated Parkfield planning area around the airport. To the west it borders West Bournemouth, to the east it borders Christchurch. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Jewell Academy, Moordown St John's Church of England Primary School, Muscliff Primary School, Queen's Park Academy, St Luke's Church of England Primary School, St Walburga's Catholic Primary School, The Epiphany School, and Winton Primary School.



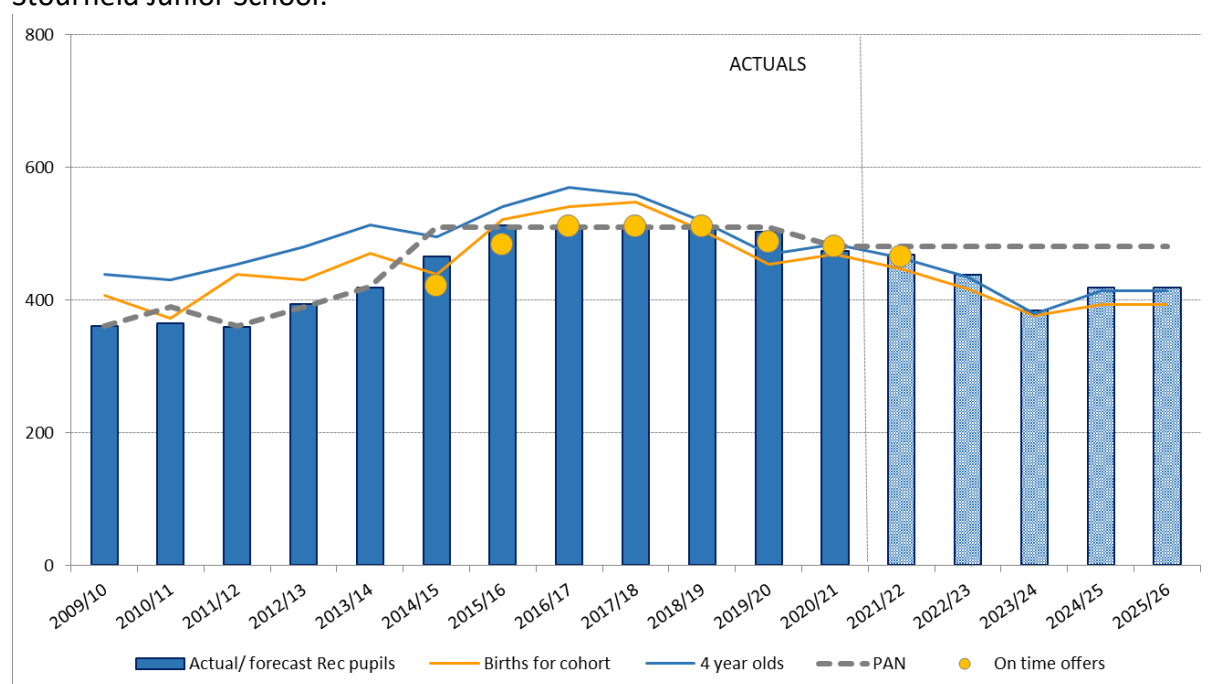
Past and forecast YR numbers for North Bournemouth primary planning area

The chart shows that reception pupil numbers in North Bournemouth grew strongly between 2009 and 2013 (solid blue bars). Although at a somewhat lower level since then, there has been very little surplus capacity at planning area level. The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been stable, but there are indications it may change in the future. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Total numbers are forecast to drop in future years. The forecast does not include the effect of housing growth. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	598	627	629	622	626	625	626	582	557	529	494	494
Year 1 (5+)	667	613	628	628	626	627	626	627	583	559	530	495
Year 2 (6+)	641	677	624	627	625	627	625	626	627	583	558	529
Year 3 (7+)	561	655	679	620	625	629	624	624	625	626	582	558
Year 4 (8+)	500	562	654	679	607	628	632	623	623	624	625	581
Year 5 (9+)	503	505	550	661	681	621	630	637	628	628	629	630
Year 6 (10+)	454	499	507	550	664	675	615	627	634	625	625	626
Total Rec to Year 6	3,924	4,138	4,271	4,387	4,454	4,432	4,378	4,346	4,278	4,174	4,044	3,913

South East Bournemouth

South East Bournemouth is located to the east of the town centre to Hengistbury Head. Its main residential area is Southbourne. To the north it borders the sparsely populated Parkfield planning area around the airport. To the west it borders West Bournemouth, to the north and east it borders Christchurch, although separated by the Rive Stour and Christchurch Harbour. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Avonwood, Corpus Christi Catholic Primary School, Pokesdown Community Primary School, St James' Church of England Primary Academy, St Katharine's Church of England Primary School, St Peter's Catholic Comprehensive School, Stourfield Infant School, and Stourfield Junior School.



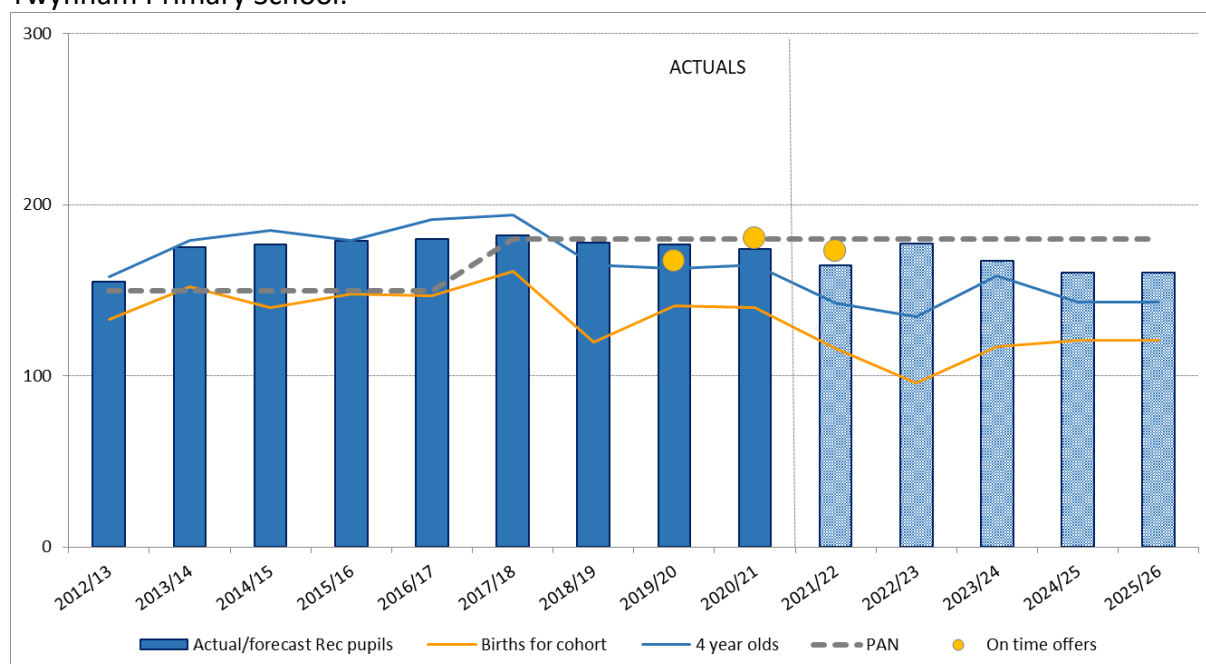
Past and forecast YR numbers for South East Bournemouth primary planning area

The chart shows that reception pupil numbers in South East Bournemouth grew strongly between 2009 and 2015 (solid blue bars) and have remained at that level ever since. The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been stable: it appears there is net inward migration of young children to the area from other parts of BCP and beyond. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Total numbers are forecast to drop in future years. This largely reflects the drop in numbers of births. In practice strong parental preference may maintain schools at their current level, with the surplus being displaced to other areas. The forecast does not include the effect of housing growth. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities; however such space may be hard to come by. South East Bournemouth and neighbouring West Christchurch have both had strong pupil numbers in the recent past and may continue to recruit strongly.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	465	512	510	510	508	503	473	468	438	383	418	418
Year 1 (5+)	422	472	508	510	507	503	500	470	465	435	381	416
Year 2 (6+)	392	416	486	507	505	509	504	501	471	466	436	381
Year 3 (7+)	365	396	413	487	517	514	515	510	507	477	472	441
Year 4 (8+)	369	368	398	417	506	518	514	520	515	512	481	476
Year 5 (9+)	389	367	365	395	408	506	512	509	515	510	507	477
Year 6 (10+)	353	383	362	364	392	403	514	512	509	515	510	507
Total Rec to Year 6	2,755	2,914	3,042	3,190	3,343	3,456	3,532	3,490	3,420	3,298	3,205	3,116

West Christchurch

West Christchurch between the Rivers Stour and Avon. Its main residential area is the town centre north west of the Priory. To the north it borders the sparsely populated Parkfield planning area around the airport. To the west it borders south east Bournemouth, to the east it borders east Christchurch, separated by the River Avon. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Christchurch Infant School, Christchurch Junior School, The Priory Church of England Primary School, and Twynham Primary School.



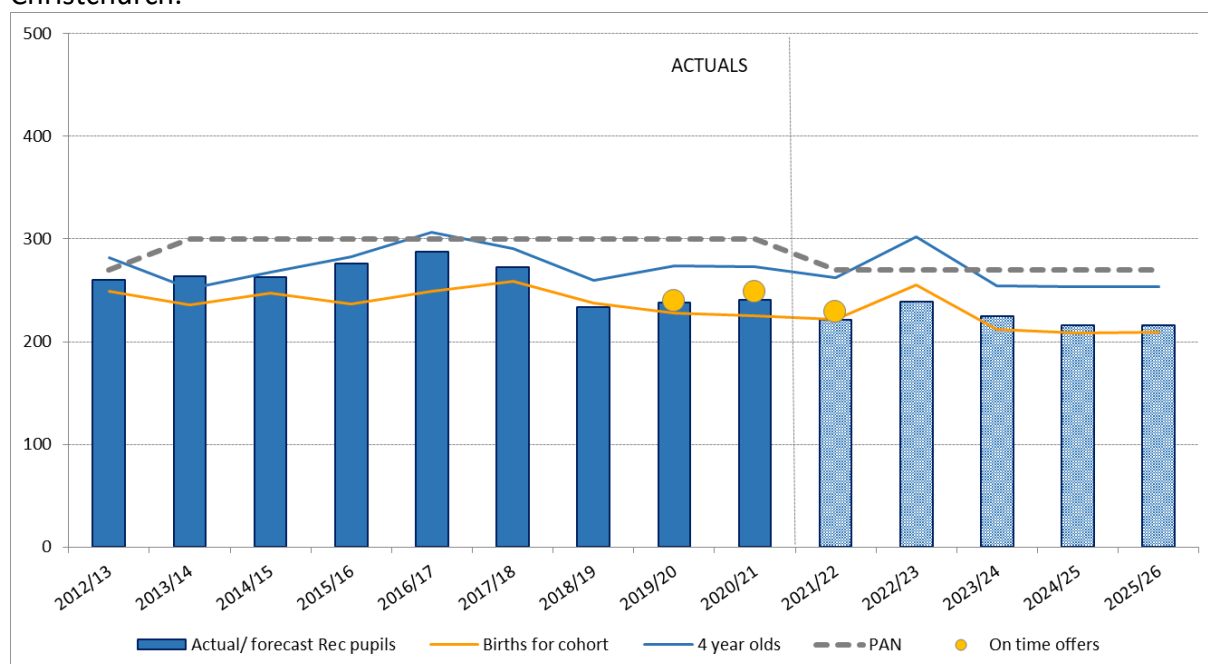
Past and forecast YR numbers for West Christchurch primary planning area

The chart shows that reception pupil numbers in West Christchurch grew between 2012 and 2013 (solid blue bars) and have remained at that level ever since. The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been stable: it appears there is net inward migration of young children to the area from other parts of BCP and beyond. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Total numbers are forecast to drop in future years. This largely reflects the drop in numbers of births. In practice strong parental preference may maintain schools at their current level, with the surplus being displaced to other areas. The forecast does not include the effect of housing growth. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities, however such space may be hard to come by. West Christchurch and South East Bournemouth have both had strong pupil numbers in the recent past and may continue to recruit strongly.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	177	179	180	182	178	177	174	164	178	167	160	160
Year 1 (5+)	178	178	180	180	180	179	175	173	164	177	166	160
Year 2 (6+)	156	177	180	180	180	180	178	175	173	164	177	166
Year 3 (7+)	162	161	178	187	182	187	187	184	180	178	169	182
Year 4 (8+)	161	160	161	184	187	183	185	187	184	181	179	169
Year 5 (9+)	162	163	159	160	185	188	185	186	188	185	182	180
Year 6 (10+)	160	161	163	159	159	188	188	186	186	189	185	182
Total Rec to Year 6	1,156	1,179	1,201	1,232	1,251	1,282	1,272	1,255	1,253	1,240	1,218	1,199

East Christchurch

East Christchurch is located east of the River Avon. Its main residential areas are Burton, Mudeford, Somerford and Highcliffe. To the north and east it borders the New Forest in Hampshire. To the west it borders west Christchurch. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Burton Church of England Primary School, Highcliffe St Mark's Primary School, Mudeford Community Infants' School, Mudeford Junior School, Somerford Primary School, and St Joseph's Catholic Primary School Christchurch.



Past and forecast YR numbers for East Christchurch primary planning area

The chart shows that reception pupil numbers in East Christchurch grew between 2012 and 2016 (solid blue bars) and have then fell back a little. The ratio between numbers born four years previously (orange line) and four-year-olds for the same cohort (blue line) has been stable: it appears there is net inward migration of young children to the area from other parts of BCP and beyond. The number of on-time application offers of places (yellow dot) has been a good predictor of the number of children subsequently on roll in Year R. Total numbers are forecast to drop in future years. This largely reflects the drop in numbers of births. The scale of the forecast drop in pupil numbers could present problems if it is not carefully managed. The area is strongly affected by the position in New Forest, which creates additional uncertainty. The forecast does not include the effect of housing growth. At least one major housing development is proposed for the area. If this begins to be delivered then the decline in numbers may be less than forecast. There may be an opportunity to use surplus space for alternative educational purposes, such as resource bases for children with special educational needs and disabilities.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception (4+)	263	276	288	273	234	238	241	222	239	225	216	216
Year 1 (5+)	262	267	276	289	280	248	246	249	229	247	232	223
Year 2 (6+)	273	272	268	282	287	288	255	251	254	233	252	237
Year 3 (7+)	284	272	272	269	290	293	292	259	255	258	237	256
Year 4 (8+)	242	279	274	274	268	301	289	294	261	256	259	238
Year 5 (9+)	268	246	280	277	273	270	302	290	295	262	257	260
Year 6 (10+)	288	272	250	281	274	280	271	304	292	297	264	259
Total Rec to Year 6	1,880	1,884	1,908	1,945	1,906	1,918	1,896	1,868	1,825	1,778	1,718	1,690

Parkfield

Parkfield is a planning area which covers a large geographical area including Bournemouth Airport. It is sparsely populated. The only school in the area draws its pupils from well beyond the immediate locality – across the whole of BCP and from neighbouring local authority areas. It offers a Montessori approach to education, and recruitment is mainly driven by parental preference for the specific ethos of the school. A forecast is likely to be misleading, as the methodology relies heavily on a reasonably long time series of data, which does not exist, and on geography, which is a less important factor for recruitment to Parkfield. In practice numbers are likely to remain at or above current levels assuming parents continue to seek the type of education offered.

Secondary planning areas

There are five secondary planning areas. Bournemouth and Christchurch are broadly defined by the borders of the former council areas. Central Poole comprises most of the former Borough of Poole.

The two other planning areas have unique circumstances.

- North West Poole has a three-tier (first/middle/upper) system unlike the rest of BCP. This means that transfer ages are different.
- Parkfield is the area around Bournemouth Airport. It is a big area with a very small population and just one school.

There is no expectation that children should attend a school in the planning area where they live: it is simply a convenient planning tool.

This section looks at each of the planning areas. For each area the following is presented:

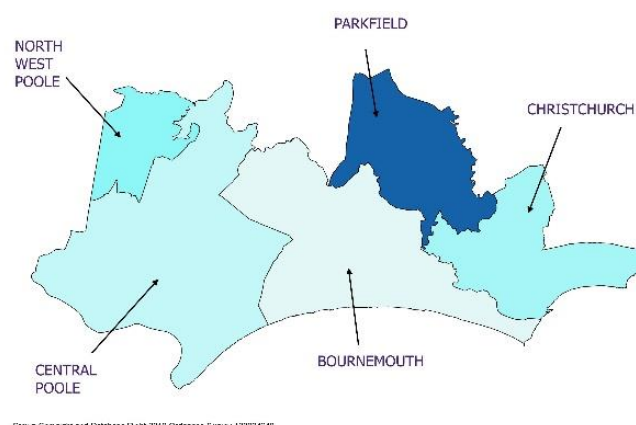
- past data about numbers on roll
- forecasts of future numbers on roll
- a commentary about challenges ahead

Forecasts are made annually. These take into account the proportion of Y6 children in primary school transferring to Y7 in secondary school, and the survival ratios from one age group to the next within the secondary phase. The ratio of children born eleven years previously to children admitted to Y7 at age 11 can also be a good predictor of future numbers.

The admissions process is driven by parental preference, as well as by demography (the underlying number of children). Over time, schools vary in popularity. If schools are oversubscribed and are unable to offer all applicants a place, then they applicants will be offered places at other schools. Predicting how this will affect numbers across planning areas involves considerable uncertainty.

Forecasts can be considered very accurate at BCP level, but less so at planning area level. Forecasts are not made at the level of individual schools. The purpose of forecasts is to enable strategic planning. If a large surplus or deficit of places is forecasted, then the council and schools can consider how best to respond. This strategy provides contextual information for planning does not make detailed proposals for organisational change.

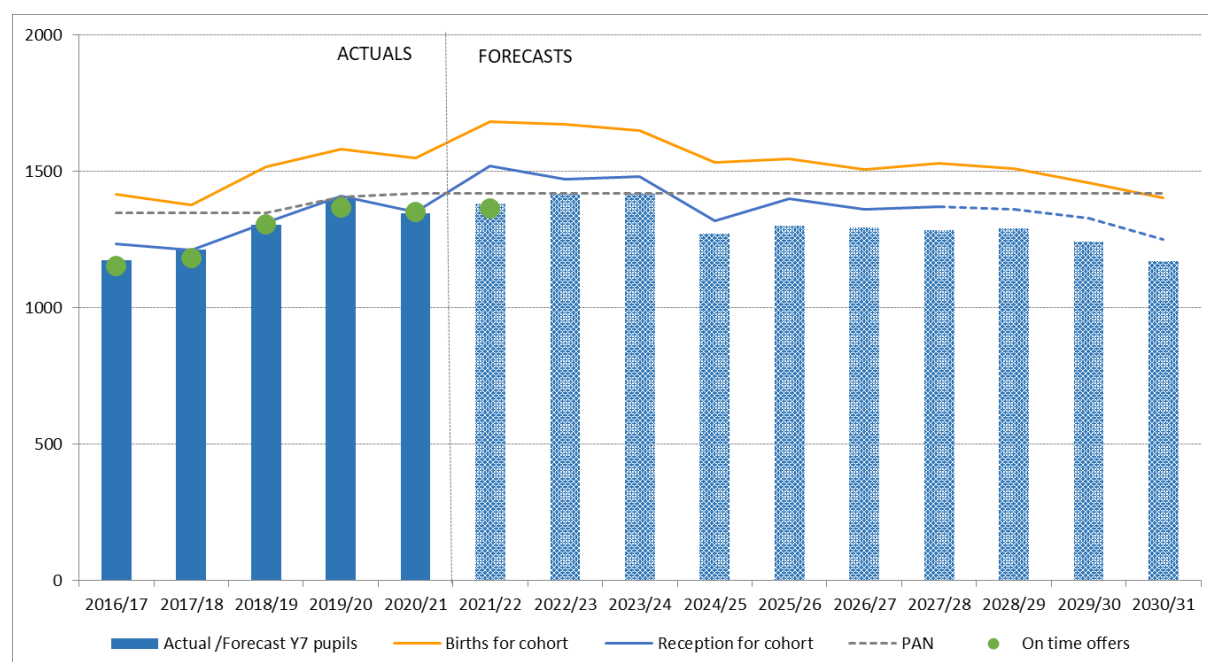
The big picture is that secondary schools will come under pressure in the next few years as larger year groups move on from the primary phase. This will require some capacity to be added on a temporary basis. Underlying this there are some schools which are always strongly over-subscribed, and others at risk of under-subscription because of geographic factors and parental preference. Where substantial surplus capacity arises, we will work with schools to make alternative educational use of under-utilised space.



Central Poole

Central Poole planning area comprises the whole of the area of the former Borough of Poole, except North West Poole. The planning area operates a two-tier primary/secondary system.

The schools in the planning area are: Cornerstone Academy, Magna Academy, Parkstone Grammar School, Poole Grammar School, Poole High School, St Aldhelm's Academy, and St Edward's Roman Catholic/Church of England School.



Past and forecast numbers for Central Poole secondary planning area

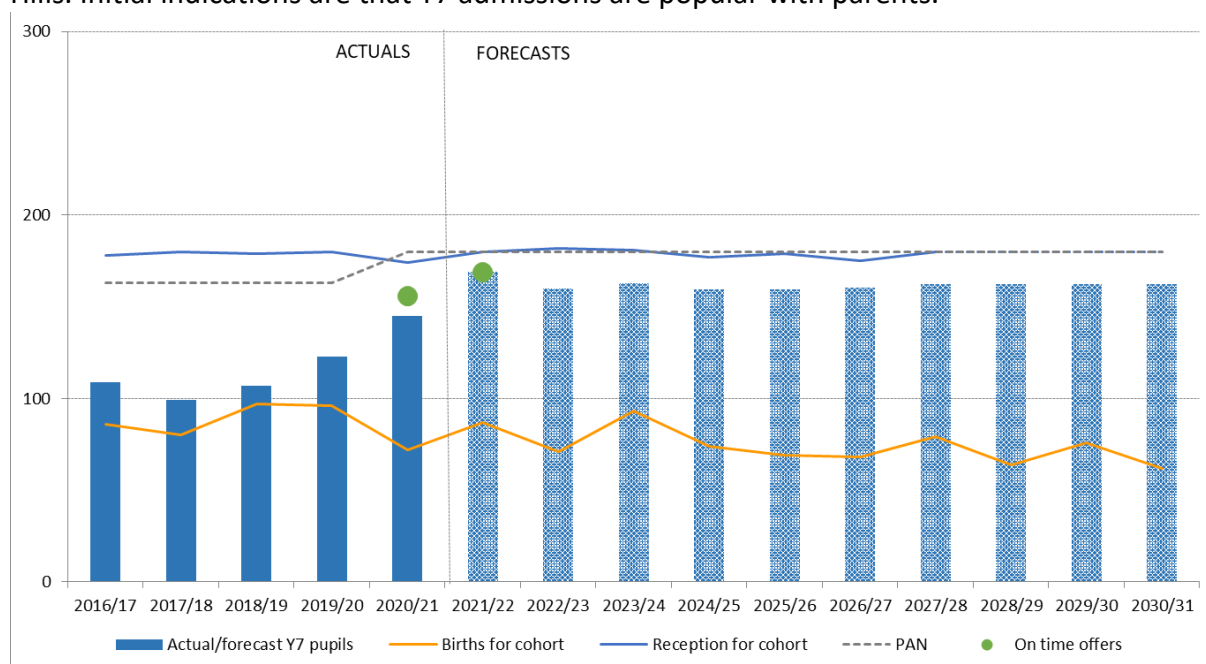
The chart shows that pupil numbers in Central Poole grew between 2016 and 2019 falling back a little in 2020 (solid blue bars). The ratio between numbers born eleven years previously (orange line) and reception year for the cohort (blue line) has been relatively stable. The number of on-time application offers of places has been a good predictor of the number of children subsequently on roll in Year 7. A bulge in secondary numbers is forecast for 2022 and 2023 (hatched blue bars), reaching the total published admission number for

the planning area (dotted line). It is therefore likely that there will be considerable pressure on places for those two years. The total number of Y7-Y11 pupils in the planning area is likely to remain above 2020 levels until 2027. The actual demand for places in Central Poole is also likely to be influenced by the position in the neighbouring planning areas of north west Poole and Bournemouth, as well as in neighbouring Lytchett Minster. It is highly likely that some of the additional demand in Central Poole will be met in north West Poole, Bournemouth, or elsewhere.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
Year 7 (11+)	1,175	1,214	1,303	1,399	1,347	1,382	1,419	1,419	1,270	1,300	1,293	1,285	1,291	1,242	1,172
Year 8 (12+)	1,160	1,173	1,214	1,302	1,389	1,342	1,377	1,414	1,414	1,266	1,296	1,289	1,281	1,287	1,238
Year 9 (13+)	1,153	1,129	1,164	1,192	1,289	1,368	1,322	1,356	1,393	1,393	1,247	1,277	1,270	1,262	1,268
Year 10 (14+)	1,062	1,125	1,125	1,138	1,200	1,276	1,355	1,309	1,343	1,379	1,379	1,234	1,264	1,257	1,249
Year 11 (15+)	1,019	1,042	1,096	1,111	1,125	1,180	1,255	1,332	1,287	1,320	1,356	1,356	1,214	1,243	1,236
Total Year 7 to Year 11	5,569	5,683	5,902	6,142	6,350	6,548	6,728	6,831	6,707	6,659	6,571	6,441	6,319	6,290	6,163

North West Poole

North West Poole planning area comprises the area of the former Borough of Poole, which operates a three-tier primary/secondary system. The schools in the planning area are: Broadstone Middle School (Y7 and Y8) and Corfe Hills School (Y9 and above). It should be noted that Corfe Hills has a catchment area that extends into Dorset: as a result, it draws in pupils from outside BCP. It should also be noted that Broadstone Middle School has a PAN of 163 at Y5, and (since 2020) a PAN of 17 at Y7. This means that Y7 and Y8 can accommodate up to 180 children each. Because there is only one year's data to draw on forecasting the effect of this is subject to uncertainty, as is the consequential effect on Corfe Hills. Initial indications are that Y7 admissions are popular with parents.



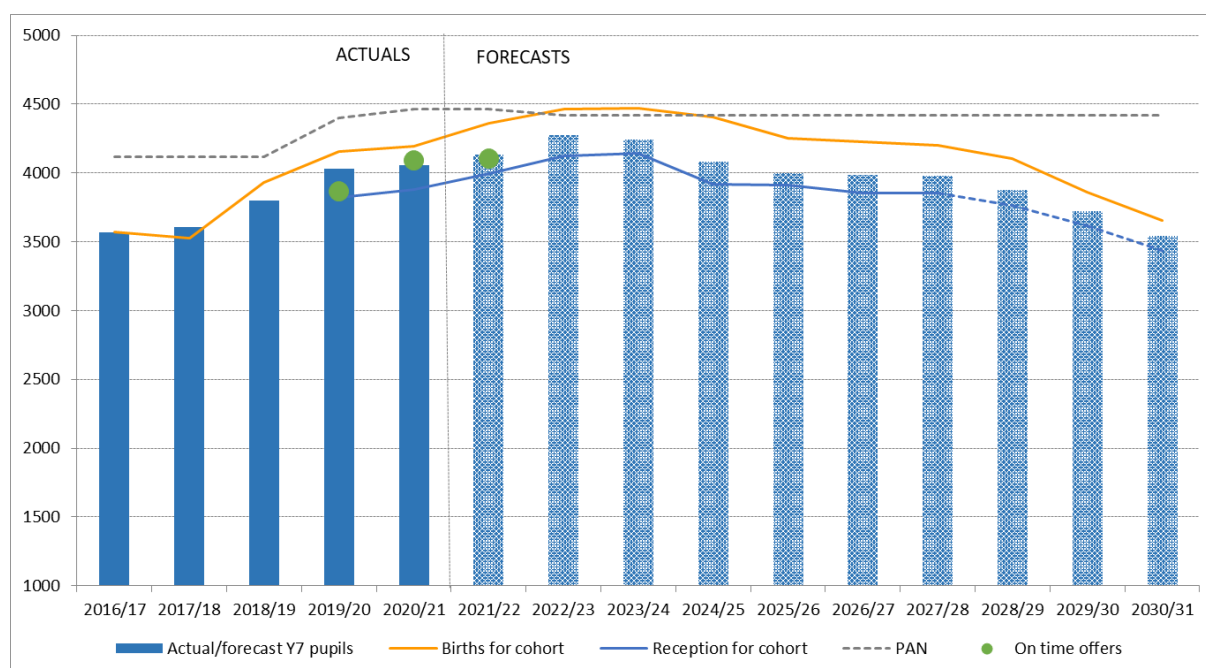
Past and forecast numbers for North West Poole secondary planning area

The chart shows that pupil numbers in north west Poole grew between 2017 and 2020 (solid blue bars). It should be recalled that for many pupils this does not involve a transfer of schools, but simply a progression from Y6 to Y7 at the same school, with additional pupils admitted in Y7. The ratio between numbers born eleven years previously (orange line) and reception year for the cohort (blue line) has been volatile. This is due to the small size of the planning area. The number of on-time application offers of places has been a good predictor of the number of children subsequently on roll in Year 7 to date. Forecast numbers beyond 2021 are very uncertain, because the long-term effect of the new Y7 admissions arrangements cannot be known. Y9 year groups are typically bigger than Y8, as the upper school admits children at Y9, including those from its catchment extending outside BCP. It is forecast that the increased pipeline of children through the middle school as a result of their Y7 admissions will lead to increased numbers at the upper school. The forecast may prove to be low, as there may be pressure arising in Central Poole increasing demand in the area.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
Year 7 (11+)	109	99	107	123	145	169	160	163	159	159	161	162	162	162	162
Year 8 (12+)	120	105	101	114	122	147	171	162	165	161	161	162	164	164	164
Year 9 (13+)	256	235	222	195	207	237	285	332	314	320	314	313	316	319	319
Year 10 (14+)	256	261	229	233	201	211	242	291	339	321	326	320	320	322	326
Year 11 (15+)	301	253	251	224	234	198	208	238	286	334	316	321	315	315	317
Total Year 7 to Year 11	1,042	953	910	889	909	962	1,066	1,186	1,264	1,295	1,278	1,279	1,277	1,283	1,289

Bournemouth

Bournemouth planning area comprises the of the area of the former Bournemouth Borough Council. The planning area operates a two-tier primary/secondary system, with some all-through provision. The schools in the planning area are: Avonbourne Boys' Academy, Avonbourne Girls Academy, Bournemouth School, Bournemouth School for Girls, Glenmoor Academy, LeAF Studio, Livingstone Academy Bournemouth (opened September 2021), Oak Academy, The Bishop of Winchester Academy, The Bourne Academy, and Winton Academy.



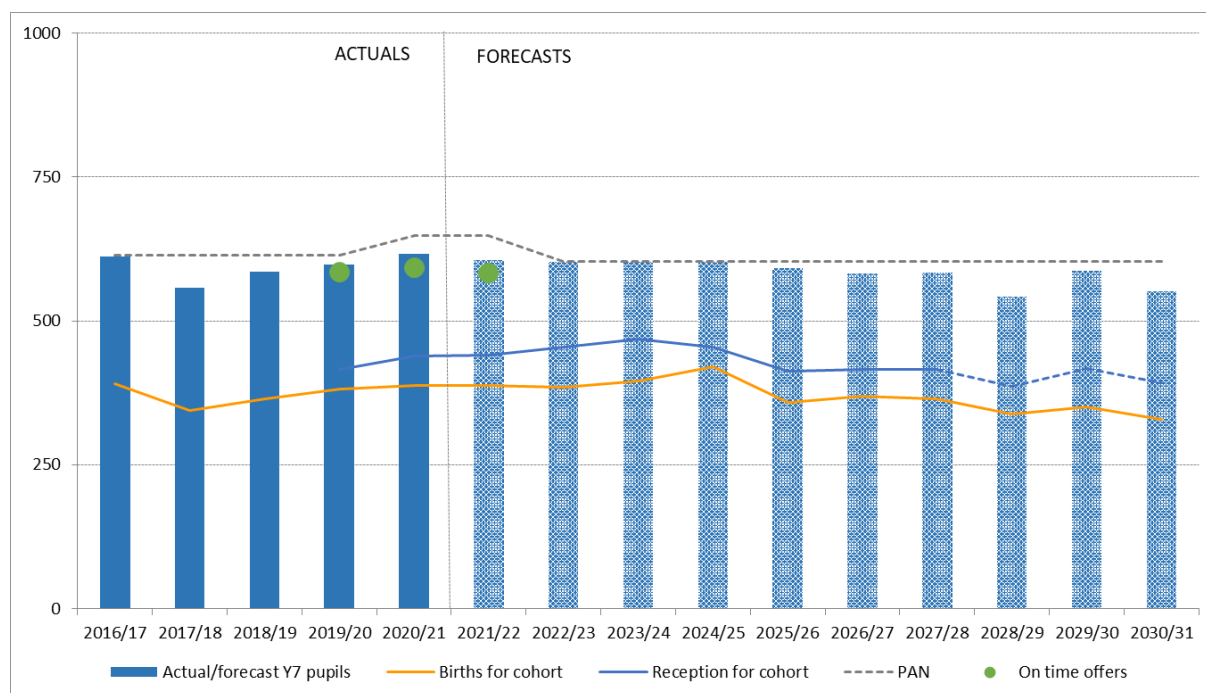
Past and forecast numbers for Bournemouth secondary planning area

The chart shows that Y7 pupil numbers in Bournemouth have grown since 2016 (solid blue bars). The ratio between numbers born eleven years previously (orange line) and reception year for the cohort (blue line) has been relatively stable. The number of Y7 admissions is generally higher than the number previously admitted to YR. This is mainly because children come into the area for the purpose of secondary education. The number of on-time application offers of places (green dot) has been a good predictor of the number of children subsequently on roll in Year 7. A bulge in secondary numbers is forecast for 2022 and 2023 (hatched blue bars). It is therefore likely that there will be considerable pressure on places for those two years. The total number of Y7-Y11 pupils in the planning area is likely to remain above 2020 levels until 2027. The actual demand for places in Bournemouth is also likely to be influenced by the position in the neighbouring planning areas of central Poole and Christchurch, as well as Dorset and Hampshire. With the opening of a new school there is additional uncertainty about future numbers. Initial indications are that the available places have been taken, but the effect on other schools is harder to measure. Although Y7 numbers are forecast to fall after the bulge, total Y7-Y11 numbers are expected to remain above 2020 levels for the whole forecast period as the bulge works through the secondary phase. As Bournemouth is geographically central, it is well placed to accommodate demand for places across the whole of BCP. The Avonbourne academies are planning to expand on a temporary basis to admit increased numbers in the bulge years.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
Year 7 (11+)	3,566	3,606	3,798	4,030	4,053	4,133	4,277	4,244	4,082	4,000	3,987	3,977	3,879	3,720	3,539
Year 8 (12+)	3,487	3,545	3,586	3,791	3,983	4,031	4,109	4,253	4,220	4,054	3,972	3,958	3,951	3,852	3,695
Year 9 (13+)	3,637	3,590	3,668	3,652	3,868	4,083	4,156	4,256	4,392	4,361	4,195	4,112	4,099	4,094	3,995
Year 10 (14+)	3,421	3,605	3,565	3,636	3,652	3,852	4,069	4,144	4,242	4,380	4,349	4,180	4,094	4,081	4,079
Year 11 (15+)	3,484	3,355	3,515	3,507	3,592	3,589	3,782	3,993	4,065	4,165	4,297	4,267	4,106	4,024	4,012
Total Year 7 to Year 11	17,595	17,701	18,132	18,616	19,148	19,688	20,393	20,890	21,001	20,960	20,800	20,494	20,129	19,772	19,320

Christchurch

Christchurch planning area comprises the whole of the area of the former Christchurch Borough Council, a district formerly in the Dorset Council area. The planning area operates a two-tier primary/secondary system. The schools in the planning area are: Highcliffe School, The Grange School, and Twynham School.



Past and forecast numbers for Christchurch secondary planning area

The chart shows that pupil numbers in Christchurch have grown since 2017 (solid blue bars). The ratio between numbers born eleven years previously (orange line) and reception year for the cohort (blue line) has been relatively stable. The number of on-time application offers of places (green dot) has been a good predictor of the number of children subsequently on roll in Year 7. A bulge in secondary numbers is forecast for 2022 and 2023 (hatched blue bars), reaching the total published admission number for the planning area (dotted line). It is therefore likely that there will be considerable pressure on places for those two years. Some of this will be displaced back to Bournemouth. A significant number of children come into the Christchurch area from the New Forest district of Hampshire. The total number of Y7-Y11 pupils in the planning area is likely to remain above 2020 levels until 2026. The actual demand for places in Central Poole is also likely to be influenced by the position in the neighbouring planning area of Bournemouth, as well as in neighbouring New Forest. It is highly likely that some of the additional demand in Christchurch will be met in Bournemouth.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
Year 7 (11+)	611	558	586	598	617	605	603	603	603	592	582	584	543	586	551
Year 8 (12+)	616	614	560	591	600	620	608	606	606	606	595	585	586	545	589
Year 9 (13+)	580	610	596	559	584	593	612	601	598	598	598	588	578	579	539
Year 10 (14+)	556	563	599	589	555	576	585	604	592	590	590	590	580	570	571
Year 11 (15+)	559	544	550	588	576	543	564	572	591	580	578	578	578	567	557
Total Year 7 to Year 11	2,922	2,889	2,891	2,925	2,932	2,937	2,972	2,985	2,991	2,966	2,943	2,924	2,864	2,848	2,807

Parkfield

Parkfield is a planning area which covers a large geographical area including Bournemouth Airport. It is sparsely populated. The only school in the area draws its pupils from well beyond the immediate locality – across the whole of BCP and from neighbouring local authority areas. It offers a Montessori approach to education, and recruitment is mainly driven by parental preference for the specific ethos of the school. A forecast is likely to be misleading, as the methodology relies heavily on a reasonably long time series of data, which does not exist, and on geography, which is a less important factor for recruitment to Parkfield. In practice numbers are likely to remain at or above current levels assuming parents continue to seek the type of education offered.

Forward Plan – BCP Children’s Services Overview and Scrutiny Committee

Updated 1921

The following forward plan items are suggested as early priorities to the Children’s Services O&S Committee by the Chairman and Vice Chairman, following consultation with officers.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
21 September 2021					
1.	Harmonisation Report	To provide the Committee with an overview	Committee Report	Lucy Eldred, HR	Delayed by CS Officers as further work was required Advised on 1/9 not coming
2.	Ofsted Improvement Plan Progress Update	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Anthony Douglas, Chair, C&YPPB and Elaine Redding, Interim Corporate Director, Children’s Services	Requested as recurring Agenda Items
3.	Children's Services Capital Programme	To enable the Committee to consider prior to recommendation to Cabinet.	Committee Report	TBC	Moved from July to September at request of Corporate Director

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
4.	School Placed Planning Strategy	To enable the Committee to consider before consideration at Cabinet	Committee Report	Terry Reynolds,	Requested by Debra Jones by email on 19/5/21
23 November 2021					
1.	Home to School Report	To enable the Committee to consider before consideration at Cabinet	Committee Report	Rachel Gravett/Angie Hill	Requested by Debra Jones by email on 7/4/21
2.	Ofsted Improvement Plan Progress Update	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Anthony Douglas, Chair, C&YPPB and Elaine Redding, Interim Corporate Director, Children's Services	Requested as recurring Agenda Items
3.	Covid Recovery	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Elaine Redding, Interim Director, Children's Services	Requested as recurring Agenda Items
4.	Proposed BCP NEET offer (the plan)	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Kelly Twitchen, Headteacher, Virtual School	Requested by Committee on 29/3/21

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
5.	Children Missing out on Education (CMOE) Report to include how Pupil Premium is being used to reduce these numbers	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Kelly Twitchen, Headteacher, Virtual School	Requested by Committee on 29/3/21
6.	Inclusion Enquiry Update	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Anthony Douglas?	Requested at Committee on 8/6/21
7.	Update on Longspee School/BLC project	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Terry Reynolds?	Requested at Committee on 8/6/21
25 January 2022					
8.	Virtual School Head Annual report	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report (every January)	Kelly Twitchen	Requested via email on 8/4 by Debra Jones
9.	Youth Justice Plan to include current data	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	David Webb, Manager, Youth Offending Service	Requested at Committee on 8/6/21.
10.	SEND Improvement Journey	To enable the Committee to maintain oversight of this	Committee Report	TBC	Requested at Committee on 8/6/21.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
		issue and target scrutiny as required.			
11.	Sufficiency Strategy Update	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Langdale	Requested at Committee on 8/6/21.
DATE to be allocated					
1.	Report on Children in Care To include details of any protected characteristics detailed within the Equalities Act	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Brian Relph, Interim Service Director, Children's and Young People's Social Care	Delayed at the request of CS Officers due to capacity within Children's Services and the need to prioritise
2.	Child Exploitation To include an update on County Lines and knife crime.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report – all Member briefing taking place 2 March - TBC	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
Information Briefing – date to be arranged - to be parked for present review after Feb					
3.	School Inclusion and Exclusion	To consider the rate of exclusions at secondary schools within the BCP	Inquiry session with headteachers / school	Elaine Redding, Interim Corporate Director,	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
		area and the underlying reasons for the exclusion rates. To investigate the actions that the Council are able to take in this matter and the outcome that they are delivering.	representatives / alternative provision / LA role Committee Report	Children's Services and Director of Education (TBC)	
4.	Post-16 Provision – to include apprenticeship programme and provision for those without good GCSE		Informal Briefing – Cllr Northover?	Kelly Twitchen Head Teacher Virtual School Inclusion and Family Services Children's Services	
Commissioned Work Work commissioned by the Committee (for example task and finish groups and working groups) is listed below: Note – to provide sufficient resource for effective scrutiny, one item of commissioned work will run at a time. Further commissioned work can commence upon completion of previous work.					
•	Visit to MASH (to be arranged when restrictions allow)	To enable Committee Members to gain insight into front line services	Shadowing	Brian Relph, Interim Service Director, Children's and Young People's Social Care	
•	School Exclusion Rates			TBC	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	Committee to agree enquiry session.				
Update Items The following items of information have been requested as updates to the Committee. The Committee may wish to receive these in an alternative to format to Committee updates (e.g. by emailed briefing note outside of the Committee) to reserve capacity in Committee meetings for items of value-added scrutiny.					
●	BCP Children's Services Self-Assessment TO BE REPLACED WITH THE OFSTED ACTION PLAN	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly by email and to receive a Committee Report bi-annually. To be considered at September Meeting	TBC	
●	Children in Care To receive updated information at regular intervals on this matter, including how the council has effected positive change in relation to these figures.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	Brian Relph, Interim Service Director, Children's and Young People's Social Care	
●	Child Exploitation To receive updated information at regular	To enable the Committee to maintain oversight of this	To be received quarterly. Considered in September 2020, an all Member	Lynn McIntosh, Strategic Lead Complex Safeguarding and	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	intervals on this matter, including how the council has effected positive change in relation to these figures.	issue and target scrutiny as required.	briefing scheduled for 2 March 2021	Quality Assurance	
•	Assurance of the impact of the Pan-Dorset Youth Offending Services Board To include a snapshot updates of entrance numbers to the Youth Offending Services.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Data to be received six monthly.	David Webb, Youth Offending Service	
•	Key Performance Indicators (KPIs) To receive KPIs to include updates on CMOEs and NEETs	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	TBC	

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