

REPORT TO THE CHILDREN AND YOUNG PEOPLE'S SERVICES POLICY AND SCRUTINY PANEL

DATE OF MEETING: 22 JUNE 2015

SUBJECT OF REPORT: DRAFT EDUCATION PROVISION IN NORTH SOMERSET ~ A COMMISSIONING STRATEGY 2015 - 2018

TOWN OR PARISH: ALL

OFFICER/MEMBER PRESENTING: SHEILA SMITH, DIRECTOR OF PEOPLE AND COMMUNITIES

KEY DECISION: YES

RECOMMENDATIONS:

That members of the CYPS Policy and Scrutiny Panel consider the draft Education Provision in North Somerset ~ A Commissioning Strategy 2015 – 18. Their views, along with all other consultees, will be considered by the Executive Member for Children & Young People's Services before he approves the final strategy for implementation from September 2015.

1. SUMMARY OF REPORT

1.1 This draft Education Delivery Plan sets out how we will work with our partners to deliver new school places to meet Basic Need; how we will support schools to be good and outstanding and sustainable; how we will support schools working in partnerships and collaborations to meet the needs of their local communities; and how we will improve the participation of our young people beyond school so they can reach their full potential in the world of employment.

1.2 The Plan embraces the *North Somerset Challenge of Learning without Limits*. In North Somerset we aspire to:

- enable all children to have the chance to surprise us - and themselves - about what they can achieve when they experience a richly creative, broad and balanced curriculum;
- develop expert teachers who trust in every child's learning capacity, and focus their energy on planning high quality learning experiences;
- offer appropriate challenge within lessons so children develop the dispositions to work at the very limit of their current understanding;
- provide feedback about learning which is kind, specific and helpful and builds motivation to approach new learning in a very powerful way;
- find a way through for every child in order to remove 'barriers' to learning;
- develop leadership by creating a culture of professional learning across the school;
- find ways to encourage the growth of inventiveness and openness to new ideas;

- look beyond the limits of our own locality to incorporate current international research into limitless pedagogy;
- engage with others in collaborative projects to explore and develop our own understanding of what it means to learn without limits.

1.3 The plan has been circulated for consideration on e.consult and directly to all schools and academies and other local stakeholders. Prior to this date it had been discussed and sent to all schools and academies via the Primary Heads in North Somerset (PHANS), Secondary Heads in North Somerset (SHINS) and Special Educational Needs Heads in North Somerset (SENS) groups. The consultation covers the period 19 May 2015 to 3 July 2015.

1.4 The final plan will cover the period 1 September 2015 to 31 August 2018.

2. POLICY

2.1 The School Standards and Framework Act 1998 had set out how Local Authorities would exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The Education and Inspection Act 2006 enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity.

The Council will act in the interests of pupils to secure education settings that are proven to be sustainable and provide good/outstanding standards of education.

2.2 The Education Act 2011 maintains the role of Local Authorities as the strategic commissioner of services, but provides greater autonomy of education provision by the encouragement of the establishment of academies, free schools, studio schools and Enterprise Colleges that are independent of the Local Authority. The Act gives Local Authorities *'a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children, and challenging schools which fail to improve.'*

The Council supports the principle of partnership working and will act as a facilitator or challenger of change where this is in the best interests of learners.

2.3 The Council will use [Intervention Strategies](#) (Education and Inspections Act 2006) to determine what support the Local Authority can secure to ensure that weaknesses identified at schools are resolved within a year. Every child should have access to a local good or outstanding school, college or training provider. Through the annual cycle of Local Authority monitoring, the Council will identify schools below floor standard or, if inspected, are likely to be judged as Requires Improvement or Inadequate. Any concerns will be shared with the school and governing body and/or multi-academy trust.

The Council will always act to secure the best outcome for all learners. In working with our partners, together we should ensure that children can be safe and happy.

2.4 The 2002 Education Act established the legal basis in which locally managed schools can formally work together at the level of strategic governance, through collaborations, federations and trusts with the intention of increasing flexibilities and encouraging joint working. Collaboration provides formal partnerships with a strategic group across the partnership making policy decisions, which are binding on all members. Federation

provides opportunities for two or more schools to be governed collectively under a single governing body.

The Council will support schools working together through formal partnerships where schools co-design, co-construct and take responsibility for co-accountability to enhance educational outcomes and provide greater sustainability across the partnership.

- 2.5 There is a current Government expectation that within the schools' system, academy status will become the norm. Where there is a need for a new school, the first choice will be a new academy or free school.

Local Authorities currently have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools, and in increasing opportunities for parental choice when planning the provision of school places. Local Authorities must also have regard to the presumption that successful and popular schools should be expanded.

In making decisions about the provision of a new school, the Council will take into consideration the sustainability of the new and other local schools; and local standards and effectiveness. It will recommend the option that secures the best outcome for learners.

- 2.6 The DfE consulted in September 2013 on Changes to the System of School Organisation. The Government response was published on 18 December 2013 along with two new sets of regulations:

- [The School Organisation \(Establishment and Discontinuance of Schools\) \(England\) Regulations 2013 \(SI 2013, No 3109\)](#); and
- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013 \(SI 2013, No 3110\)](#). [Associated DfE guidance School Organisation: Maintained Schools Guidance for proposers and decision-makers](#) was published on 28 January 2014.

The new School Organisation regulations support the government's aim of increasing school autonomy and reducing bureaucracy. They allow all schools to have more control when making decisions about their size and composition. As a consequence of the changes introduced by the 2013 Regulations, governing bodies of all categories of mainstream school can now expand or alter the upper or lower age limit by up to two years without following a formal statutory process.

Although governing bodies are no longer required to follow a statutory process for the alterations set out above, they are nevertheless required to adhere to the usual principles of public law: they must act rationally; they must take into account all relevant considerations; and they must follow a fair procedure. The DfE expects that in making any changes governing bodies will have liaised with all relevant stakeholders (LA and trustees/diocese (if any)) to ensure that, where possible, a proposal is aligned with wider place planning/organisational arrangements, and that any necessary consents have been gained. Governing Bodies must ensure effective consultation with parents and other interested parties to gauge demand for their proposed change(s) and provide them with sufficient opportunity to give their views.

Local authorities can still propose all of the changes outlined above for Community schools, and can propose expansions for Foundation and Voluntary schools. When doing so they must follow a streamlined statutory process as set out in the Prescribed

Alterations Regulations. Where decisions are still to be made by the Local Authority (for Community, VA and VC schools) such decisions will be made by The Executive (where a Statutory Proposal is to be published), or by the Executive Member for Children and Young People's Services, after taking formal advice from the Children and Young People's Services Scrutiny Panel, and the Director of People and Communities.

The Local Authority can still propose the amalgamation of schools. They must follow a streamlined statutory process as set out in the Prescribed Alterations Regulations. Locally schools may be recommended for an amalgamation where the joining of two schools results in the creation of a primary school from a separate infant and junior school; where the amalgamation provides greater sustainability for the joining schools; or where a weaker school is amalgamated with a stronger establishment with the purpose of strengthening education standards.

Expansions at a mainstream school that do not require a physical enlargement to the premises of the school are not covered by the Prescribed Alterations Regulations. An increase in pupil numbers may be achieved solely by increasing the Planned Admission Number (PAN) in line with the School Admissions Code.

The Council will continue to look strategically at the needs of the District and will act in the interests of all children and young people.

3. DETAILS

Part 1

Principles and roles

- 3.1 Nationally, the role of Councils in the planning of school places and other provision has changed. The Commissioning Strategy provides the strategic overview of how North Somerset, acting as the local 'Children's Champion' and working in partnership with others, will secure sufficient suitable education and training to meet the reasonable needs of all children and young people in its district. North Somerset aims to support schools in providing 'inclusive and improving' education that is continually being enhanced, is financially viable and achieves the highest possible standards.
- 3.2 The Council has a duty to make decisions that meet the best interests of children and communities. The Council will actively work to the principles of: supporting 'Local Schools for Local Children'; the belief that every child should have access to a good or outstanding school; to the expectation that all schools, colleges and other education and training providers will welcome and provide effectively for all children; to a collective moral purpose to enable every child to fulfil their potential and make a full contribution to society; to promoting opportunities that result in an employable workforce; and to be the champion of children and young people.
- 3.3 The Commissioning Strategy covers how the Council will support schools and other partners to: provide inclusive and improving education; add diversity and choice; provide the right number of places in the right locations; and provide (when financially possible) 21st century learning spaces.
- 3.4 In considering the needs of the district the Council will: work with stakeholders to understand their needs; provide solutions to meet demand at good and outstanding

schools where viable; provide projections to assist schools and other partners in their long-term planning; when providing Council buildings, ensure they are flexible and capable of being adapted; lead an ethos of ensuring that all partners are committed to working together to meet the best interests of children and families; act as a brokerage service; and, where possible, enable schools to facilitate access to wider community resources.

- 3.5 The Council expects its partners to: work together to meet the best interests of children, young people and families; provide places for all local pupils (and challenge schools that fail to meet this expectation); provide inclusive learning environments that are good or outstanding; promote opportunities for an employable workforce; contribute to the community and economy; commit to work with their stakeholders; and ensure collective accountability in the local area with a commitment to work together to meet the best interests of all children, young people and families.
- 3.6 When meeting new demand any new school should: be at the centre of their community; be working for the benefit of and sharing its resources with that community; be providing genuinely personalised learning; and providing engaging learning environments and wide curriculum offers. There is an expectation any new provision will be judged by Ofsted as at least good or outstanding.

District Overview

- 3.7 North Somerset has around 28,800 school-aged pupils. As at September 2015, there will be 75 maintained schools and academies across North Somerset. Between 2012 and 2015, 1,620 new permanent and 150-180 'breach' primary school places were created across 16 sites. 350 new secondary school places (aged 11 - 16) were also provided at two secondary academies.

There are 296 planned places for pupils at Special Schools. The Voyage Learning Campus has 128 places for pupils with challenging behaviour who have or who are at risk of permanent exclusion.

- 3.8 In addition to the above, the Council coordinates early years and childcare provision; commissions post-16 places through academies/a local school and Weston College; supports 14 Sure Start Children's Centres; provides universal and targeted support to families through 3 Community Family Services Teams; commissions activities for young people through 11 local networks; supports the North Somerset 14 – 19 Partnership that helps shape 16 – 19 strategic priorities; promotes the welfare and protection of all children, including their mental health; provides healthy and balanced meals across the majority of North Somerset schools; and offers a music service that provides the opportunity for every young person to develop their musical skills.

Partnership Working

- 3.9 Whilst North Somerset Council is still the major provider of education for the 4 – 11 age range, most of the secondary provision across the district is delivered by academies. The Council will work with all existing and new partners to develop diversity and choice for parents and families. All provision and the aspirations within this plan can only be delivered in partnership with all education providers within the district.

- 3.10 The Council values the links it has with pupils; parents; Early Years providers; Businesses; Diocesan partners; Community Partnership Groups; the Police; Governors; Key health partners; schools and academies; Youth providers; neighbouring Local Authorities; other admission authorities; local residents; Trust bodies; and the Education Funding Agency and Department for Education.

Capital Resources and School Place Planning

- 3.11 Capital allocations come to the Council from a range of sources including: Basic Need; Targeted Basic need; one-off grants such as the Universal Infant Free School Meals for infant-aged pupils; Locally Co-ordinated Voluntary-Aided Programme (LCVAP); Local Authority maintenance allocations and s106 contributions. Schools have ear-marked Devolved Capital paid to them to meet the improvement needs of their sites. Academies can also bid for funds from the Academies Capital Maintenance Fund.
- 3.12 In 2013 – 2015, the Council had a capital programme of £13,832,667 to deliver new school places, free meal updates for infant aged pupils and to maintain the school estate. This was reduced to around £6,569,173 between 2015 and 2017. As at September 2012, there was a £16.5m maintenance backlog across the Council's school estate. The Council has provided every pupil with a school place within the district that asked for one, and is working through a three year programme to address urgent statutory condition needs where the work is urgent or essential.
- 3.13 There is a set criteria for spending capital funds. Schemes are prioritised based on: 1) being fully funded by Government initiatives; 2) where specific grants are allocated; 3) to meet large-scale basic need requirements; 4) to meet urgent compliance condition needs; 5) to meet residential growth outside areas of large-scale growth; 6) where condition is an issue that can be resolved within the money available; 7) where the project is supported by the Future Schools Service; and 8) where other funding can contribute to any remaining allocation.
- 3.14 The Council has clear strategies for school place provision. They support effective planning; the promotion of good and outstanding schools; the addition of diversity and choice; all whilst giving value for money.

The principles cover areas such as the expansion of schools; new housing developments; how the Council deals with surplus places and school closures; how it supports partnerships; its school improvement priorities and when Academy Orders must be used; and the sizes and diversity of provisions.

The Council is committed to develop, in partnership with local providers, high quality, accessible and sustainable provision that meets the needs of all learners, including keeping them happy and safe.

New Developments, Developer Contributions and New Schools

- 3.15 The Council's Core Strategy, adopted in 2012, originally proposed 14,000 new dwellings to be built between 2006 and 2026. Following a High Court challenge, around 20,985 are required during the same period. As at April 2014 7,987 sites had consent or allocation status. A 900 property development will yield around 260 pre-school; 433 primary; 325 secondary and 14 special need places.
- 3.16 The Council expects developers to make a considerable contribution towards any educational needs where pupils generated by their development cannot be

accommodated within current provision. The Council has set strategies for the sizes of schools needed. Where the numbers of new school places are significant the Council may ask that the schools are built on a phased basis, but with the capacity in terms of supporting facilities such as the hall or staff rooms, at the maximum end size for the site.

School buildings should be built to the highest standards possible. This may include reverting to Building Bulletin BB98 and BB99 standards where this is in the interests of the school.

- 3.17 Local Authorities have a statutory duty to provide sufficient school places and secure diversity and choice. When considering new school place provision, North Somerset will: establish new academies and free schools; where appropriate, expand popular good or outstanding schools; and work with existing and seek out new partners to increase diversity.

Expressions of Interest processes will be overseen by officers with the approval of the Executive Member for Children & Young People's Services. Potential promoters will need to have the ability to run a co-educational school; for (at least) primary schools, provide an opportunity for a pre-school to operate from the site for at least up to 60 part time learner sessions (30FTEs); be able to provide an inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be; provide a clear vision for teaching and learning, showing how success will be measured; have the capacity and capability to deliver the new school, based on a proven record of delivering successful schools either independently or alongside other recognised stakeholder partners; provide inclusive and improving education that can be proven to be financially viable and deliver value for money; prove that it will engage with, inspire and motivate its pupils and staff so that they achieve the highest possible standards and outcomes; enable the full participation of all learners; ensure that the needs of our most vulnerable learners are met; provide local school places, with particular regard to meeting the needs of potential residents from any new development; work in partnership with other local schools, (not promoting or encouraging large-scale relocations of existing pupils); where needed, provide high quality education for the residents generated from any new development before the opening of the new school buildings; enable community facilities to operate from the site; work in positive partnership with North Somerset Council's People and Communities Directorate (P&C) to enable services to support families being available in the locality; demonstrate that they support UK democratic values including respect for the basis on which UK laws are made and applied, respect for democracy, support for individual liberties within the law, and mutual tolerance and respect; attend Council meetings on request to report on the progress of the school(s) they are working with and provide data, as requested by the Council, to enable the LA to monitor their performance; and cover all reasonable costs in relation to the transfer of land.

In cases where the expansion or a dual site for an existing school or academy is considered to be in the best interests of the community, the same principles as above will be applied to any bid from the existing partner.

For all new schools, whilst Councils have a part to play in seeking new sponsors, the successful applicant is determined by Secretary of State for Education.

- 3.18 The Corporate Asset Management Plan (CAMP) sets out how the Council intends to realise planned corporate, service and financial outcomes from holding property. The key priorities for schools, are to: ensure all schools are compliant in terms of health and safety; provide sufficient school places (particularly in Weston-super-Mare and Portishead); work with schools in making best use of devolved revenue and capital

funding; review the schools' estate to identify potential opportunities to reduce the cost base and dispose of property; take out or improve the worst teaching areas across the estate; and generally ensure that value for money is achieved from all investment in the estate.

- 3.19 Condition surveys undertaken in 2012 identified required expenditure over a 10 year period (excluding academies) of over £16.5m with works equating to around £10m required in the first 6 years. Also, over £10m of the backlog relates to category 3 and 4 works (Category 1: good, Category 2: satisfactory, Category 3: poor and Category 4: bad). Whilst major maintenance and/or replacement works (mainly boiler replacements, rewiring and repairs to the external fabric of buildings) have been carried out at a number of schools, there has also been further general deterioration across the estate, ensuring that there is still a significant backlog.

The proposed programme for 2015/16 alone needs at least £2.2m to ensure that the schools can remain open and weather-tight.

Whilst no recent assessments have been undertaken, it is also evident that many schools have undersized or poor quality classrooms, a lack of or unsuitable communal and circulation space, halls, storage, toilets and changing facilities. Whilst general advice and support can be provided, these issues will have to be addressed by schools from devolved budgets.

Part 2

Cluster-wide Plans

- 3.20 Part 2 of the Education Provision in North Somerset ~ A Commissioning Strategy 2015 – 2018 looks at the Delivery Plans for the district. It notes the latest projections and suggests delivery options for new and existing primary and secondary aged school places across the district (via clusters). It looks at the provision of services for vulnerable learners, early years, specialist places and the 14 – 19 district plans.

In brief, cluster wide plans are shown below.

3.21 Backwell Cluster

- The Council will review the demand for new school places in and around Long Ashton. This may include working with Flax Bourton C of E Primary School to meet some of the current pressure for places, or commencing an Expressions of Interest process to seek a sponsor to run a new school or site.
- Demand for school places in Backwell and Yatton will be kept under review. If necessary, the Council will commence the Expressions of Interest processes to seek sponsors to run new school(s) or site(s) as appropriate.
- Update admission arrangements for Northleaze C of E Primary School to facilitate more equitable arrangement for local siblings.
- Review secondary place provision if significant new developments within the cluster are forthcoming.
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.22 Churchill Clusters

- The Council will review the demand for new school places in and around Sandford and Banwell. This may include working with the schools in these villages, or commencing an Expressions of Interest process to seek out sponsor(s) to run a new school(s) or site(s).
- The Council's Future Schools Service is working with the governing body of Dundry C of E Primary School to secure significant and sustained improvements. The school will become a sponsored academy by 1 September 2015.
- Demand for school places in Winford will be kept under review. If necessary, the Council will work with the local school(s) to consider an expansion (if appropriate).
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.23 Gordano and Pill Clusters

- The Council will continue to work with all schools in the cluster to provide 'breach' classes to meet peaks in demand during the life of this plan.
- A project will be delivered at the High Down Schools to build in extra capacity across the sites to accommodate two separate breach admission classes and to facilitate greater joint facilities across these federated schools.
- A review of secondary capacity across the cluster will be undertaken. The Council will consider the need for extra places and work with schools to facilitate extra capacity where needed, utilising basic need and s106 funding allocations as appropriate.
- The Council will work with St Katherine's Secondary School to seek out new and innovative ways of utilising the opportunities for the school across its site.
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.24 Clevedon Cluster

- A project to deliver extra places at St Nicholas Chantry C of E Primary School will be delivered for September 2015.
- The Council will continue to work with all schools in the cluster to provide 'breach' classes to meet peaks in demand during the life of this plan.
- Replacement buildings for parts of the All Saints C of E Primary School site will be delivered during the life of this plan.
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.25 Nailsea Cluster

- An accommodation project will be delivered at the Hannah More and Grove Federated schools site to facilitate greater joint facilities across these federated schools.
- A review of the capacity of schools across the town will be encouraged to ensure that overall capacity across Nailsea best meets the needs of the town.
- Depending on planning submissions, options for new place provision may be explored and progressed during the life of this plan.
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.26 Weston-super-Mare Clusters

- The Council will work with the Cabot Learning Federation to deliver a new school in Hayward Village to meet the needs of this new community.
- The Council's Future Schools Service will work with the staff and Governors of St Anne's C of E Primary School to assist them in growing their 2nd site to offer education for up to 210 pupils.
- Parts of the temporary accommodation at Mendip Green Primary School will be replaced to ensure that the school can meet the needs of its 630 pupils plus its Hearing Impaired Resource Base (HIRB).
- The Council will work with the Diocese of Clifton to review Catholic place provision across the town.
- The Council will continue to work with existing and new schools across the Weston clusters to provide 'breach' classes to meet peaks in demand during the life of this plan.
- The Council will progress plans to secure a sponsor for the 2nd of up to 5 new schools in the Weston-super-Mare new residential development areas. A new school will open by September 2017.
- A review of secondary provision will take place. The 5 current providers will be asked to agree plans to deliver extra places once all schools are full/nearly full. Where extra capacity is needed, basic need and s106 funding allocations will be utilised as appropriate.
- The Future Schools Service will support all primary schools in the cluster in progressing partnership arrangements that support school improvement and sustainability needs.

3.27 Catholic Cluster

- The Council will work with the Diocese of Clifton to review the provision of Catholic school places both during the life of this plan and thereafter.

3.28 Special Schools

- Working with current providers, the Council will seek solutions to enable new places to be provided for pupils with SEND living on the new housing developments in Weston super Mare.
- A review of provision across the district will be undertaken to ensure that future needs can be met.

- Expressions of Interest for the creation of an Assessment and Intervention Hub will be progressed, with new places available for pupils in 2015.
- Schools will be encouraged to explore partnership arrangements that support school improvement and sustainability needs.

3.29 Early Years Plans

- North Somerset will work to build capacity and quality within the current early year's workforce to ensure quality provision and meet demand.
- New 2-year old provision will be created at Becket Primary School by 2016 at the latest.

3.30 The Commissioning Plan includes a summary of the primary school projections for the district from 2014 to 2018 inclusive, and secondary school projections from 2014 to 2020 inclusive.

4. CONSULTATION

4.1 The Education in North Somerset ~ A Commissioning Strategy 2015 – 2018 has been circulated for consideration to the following groups:

- Schools/Partners/Governors
- Members via the CYPS Policy and Scrutiny Panel and members Briefing Sheet
- Strategic Schools Forum
- Primary Heads' Association of North Somerset/Secondary Heads in North Somerset/ Heads' Association of North Somerset/Special Heads of North Somerset/School Cluster Groups
- Heads and Chairs Briefing Forum
- Governors Association of North Somerset (GANS)
- Heads' Asset Management Reference Group
- Council's Corporate Management Team
- D&E Directorate's SLT
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group
- Academy Partners
- Early Years Partners
- Members of the public and other stakeholders via e.Consult
- Future Schools Programme Board
- Town and Parish Council's

4.2 Prior to the formal start of this consultation, presentations outlining the main details of the plan have been given to the following groups:

- People & Communities Directorate Leadership Team (P&C DLT)
- Secondary Heads in North Somerset (SHINS)
- Special Educational Needs Headteachers in North Somerset (SENS)
- Strategic Schools Forum (SSF)
- Corporate Management Team (CMT)
- CYPS Policy and Scrutiny Committee

It will be shared at the Heads and Chairs Briefing on 25 June 2015.

It was also circulated, prior to the start of the formal consultation via the Chair of the Primary Heads Association of North Somerset (PHANS), to all primary headteachers in the district.

- 4.3 The Commissioning Strategy is available for review and response on the Council's e.consult website at:
http://consult.n-somerset.gov.uk/consult.ti/EducProv_CommStrat/consultationHome?done=VOTConsultationNotOpen#3660739

Links to the consultation have been included in the following publications:

- Governor Briefing Sheet
- The Knowledge
- Noticeboard
- Members briefing

Views can also be gathered, via information events and discussions with Members, officers, schools and governors as required.

- 4.4 The purpose of this report is to highlight the consultation about the Commissioning Strategy to members of the CYPS Policy and Scrutiny Panel. Their views, along with all other consultees, will be considered by the Executive Member for Children & Young People's Services before he approves the final strategy for implementation from September 2015.
- 4.5 The final plan will cover the period 1 September 2015 to 31 August 2018.

5. FINANCIAL IMPLICATIONS

- 5.1 There are no direct financial implications as a result of the consultation of this plan.

6. RISK MANAGEMENT

- 6.1 There is no longer a requirement to produce a School Organisation Plan. It is important, however, that the strategic plans and commissioning strategies the Council wishes to pursue in relation to its education provision planning should be shared with schools and other partners. By consulting on proposed strategies, the risk of not providing the right forms of education in the future is mitigated.

7. EQUALITY IMPLICATIONS

- 7.1 The strategies within the Education Provision in North Somerset ~ A Commissioning Strategy 2015 – 2018 document provide a greater emphasis on the need within North Somerset to providing genuine learning experiences for **all** children and young people 0 – 25 (pre-schools; schools/academies/post- 16/vulnerable learners/other CYPS settings (Children's Centres).

8. CORPORATE IMPLICATIONS

- 8.1 The draft Education Provision in North Somerset ~ A Commissioning Strategy 2015 – 2018 (once agreed) will be the new People and Communities policy base for strategic

decisions. The Council has a duty to undertake a review of provision to ensure that the best possible long-term educational outcomes can be achieved for children and young people and that local resources are used effectively across the whole district.

9. OTHER OPTIONS CONSIDERED

- 9.1 To make no changes to the exiting plan despite many changes nationally in the role of Councils in the planning of school places and other provisions and the changing needs of the district.

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BACKGROUND PAPERS

None