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## Agenda

Name of meeting	<b>POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS</b>
Date	<b>THURSDAY 1 SEPTEMBER 2022</b>
Time	<b>5.00 PM</b>
Venue	<b>COUNCIL CHAMBER, COUNTY HALL, NEWPORT, ISLE OF WIGHT</b>
Members of the committee	Cllrs R Quigley (Chairman), J Lever (Vice-Chairman), D Adams, R Downer, S Ellis, S Hendry and T Outlaw

Democratic Services Officer: Sarah Philipsborn  
democratic.services@iow.gov.uk

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1. **Minutes** (Pages 7 - 14)

To confirm as a true record the Minutes of the meeting held on 9 June 2022

2. **Declarations of Interest**

To invite Members to declare any interest they might have in the matters on the agenda.



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3. **Public Question Time - 15 Minutes Maximum**

Questions may be asked without notice but to guarantee a full reply at the meeting, a question must be put including the name and address of the questioner by delivery in writing or by electronic mail to Democratic Services at [democratic.services@iow.gov.uk](mailto:democratic.services@iow.gov.uk), no later than two clear working days before the start of the meeting. Therefore the deadline for written questions will be Friday 26 August 2022.

Members of the public are invited to make representations to the Committee regarding its workplan, either in writing at any time or at a meeting under this item.

4. **Progress on outcomes and recommendations from previous meetings**  
(Pages 15 - 16)

The Chairman to report.

5. **School Place Planning** (Pages 17 - 42)

To consider a report on school place planning and future projections. Representatives from the Headteachers Executive Committee and the Isle of Wight Governors Board to attend and make a submission

6. **Children's Services Annual Report on Complaints and Representations**  
(Pages 43 - 62)

To consider the annual report.

7. **Schools White Paper - Opportunity for All - Strong Schools with Great Teachers for your Child** (Pages 63 - 66)

To consider the implications of the Government White Paper

8. **Green Paper SEND review - Right Support, Right Place, Right Time** (Pages 67 - 72)

To consider the implications of the Green Paper relating to Special Educational Needs and Disability

9. **Committee's Work Plan** (Pages 73 - 76)

To consider any amendments to the committee's current workplan.

10. **Members' Question Time**

To guarantee a reply to a question, a question must be submitted in writing or by electronic mail to [democratic.services@iow.gov.uk](mailto:democratic.services@iow.gov.uk) no later than 5.00pm on Tuesday, 30 August, 2022. A question may be asked at the meeting without prior notice but in these circumstances there is no guarantee that a full reply will be given at the meeting.

CHRISTOPHER POTTER  
Monitoring Officer  
Tuesday, 23 August 2022

## Interests

If there is a matter on this agenda which may relate to an interest you or your partner or spouse has or one you have disclosed in your register of interests, you must declare your interest before the matter is discussed or when your interest becomes apparent. If the matter relates to an interest in your register of pecuniary interests then you must take no part in its consideration and you must leave the room for that item. Should you wish to participate as a member of the public to express your views where public speaking is allowed under the Council's normal procedures, then you will need to seek a dispensation to do so. Dispensations are considered by the Monitoring Officer following the submission of a written request. Dispensations may take up to 2 weeks to be granted.

Members are reminded that it is a requirement of the Code of Conduct that they should also keep their written Register of Interests up to date. Any changes to the interests recorded on that form should be made as soon as reasonably practicable, and within 28 days of the change. A change would be necessary if, for example, your employment changes, you move house or acquire any new property or land.

If you require more guidance on the Code of Conduct or are unsure whether you need to record an interest on the written register you should take advice from the Monitoring Officer – Christopher Potter on (01983) 821000, email [christopher.potter@iow.gov.uk](mailto:christopher.potter@iow.gov.uk), or Deputy Monitoring Officer - Justin Thorne on (01983) 821000, email [justin.thorne@iow.gov.uk](mailto:justin.thorne@iow.gov.uk).

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If you wish to record, film or photograph the council meeting or if you believe that being filmed or recorded would pose a risk to the safety of you or others then please speak with the democratic services officer prior to that start of the meeting. Their contact details are on the agenda papers.

If the press and public are excluded for part of a meeting because confidential or exempt information is likely to be disclosed, there is no right to record that part of the meeting. All recording and filming equipment must be removed from the meeting room when the public and press are excluded.

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## Minutes

Name of meeting	<b>POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS</b>
Date and Time	<b>THURSDAY 9 JUNE 2022 COMMENCING AT 5.00 PM</b>
Venue	<b>COUNCIL CHAMBER, COUNTY HALL, NEWPORT, ISLE OF WIGHT</b>
Present	CLLrs R Quigley (Chairman), J Lever (Vice-Chairman), D Adams, R Downer, S Ellis, S Hendry, T Outlaw and D Andre (Cabinet Member)
Also Present	Kim Goode, Diane Hiscock, Brian Pope, Paul Thistlewood and Sarah Philipsborn
Apologies	Stuart Ashley, Steve Crocker and Rob Sanders

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### 39. **Minutes**

RESOLVED:

THAT the minutes of the meeting held on 3 March 2022 be approved.

### 40. **Declarations of Interest**

Councillor Hendry declared that he was a School Governor for Holy Cross and Queensgate Primary Schools.

Councillor Quigley stated he had been a foster carer in the past.

### 41. **Public Question Time - 15 Minutes Maximum**

No Public questions were received.

### 42. **Progress on outcomes and recommendations from previous meetings**

RESOLVED:

THAT the report be noted.

THAT all Councillors be offered the opportunity to visit the Multi Agency Service Hub (MASH).

#### 43. **School Governor Recruitment and Retention**

The Governor Support Officer presented a report regarding school governor recruitment and retention on the Island.

It was explained that being a school governor was a voluntary role that was both rewarding and time consuming. Regarding maintained schools, it was stated that there were currently 91 school governor vacancies which was a 21% vacancy rate, though this had come down from 25%. It was hoped that this downward trend would continue with the increase in virtual training and the ability to carry out responsibilities and duties remotely.

It was pointed out that the Local Authority did not hold data for Academy Schools and although there was communication between the two, the Council took no part in their recruitment of school governors. The Local Authority did not appoint school governors, as that fell under the remit of the individual schools, but the Local Authority did monitor the situation.

It was deemed highly important to encourage and promote the opportunities of school governorship as school governance was not widely known in the community. Induction training, workshops and annual development were said to be measures to help the retention of school governors.

Given the number of school governor posts to fill, it was felt it was important to adopt and adapt to the situation by making links with national organisations, as well as encouraging elected members to support the recruitment drive. It was stated that all school governors had access to the school governor hub and the database, as well as access to the school governor website.

Questions were asked about whether the vacancies were evenly spread across all schools, and whether a single space existed where all vacancies could be seen. It was explained that the vacancies tended to fluctuate across all the Island schools, and that no single space existed at present where all school governor vacancies were displayed.

The Cabinet Member indicated that it was proposed to undertake a recruitment drive in the local media. Details were still being finalised and these would be circulated to the Committee in due course.

**RESOLVED:**

**THAT** the contents of the report on School Governor Recruitment be noted.

#### 44. **UK Settlement Scheme for Refugees**

The Area Director for Children's Services presented a report on the UK Resettlement Scheme for Refugees with regards to the Isle of Wight Council.

It was stated that the UK's Homes for Ukraine Scheme was launched on 14 March 2022 and that there were 93 Ukrainian refugees on the Island to date.

It was explained that Children's Services were part of a cross-Council co-ordinated partnership with Community Action Isle of Wight and other organisations to deliver and support this scheme and these families.

After initial teething problems, it was claimed that the work across the Council concerning the Ukrainian refugees was going well and that Adult and Social Care had undertaken the host and household checks of those offering homes. ID checks and DBS checks, including all those who were 16+ residing at the property, had also been carried out by the relevant authorities. Second visits to the Ukrainian families took place after schools, GPs and other support services had been arranged. There had only been 1 family rematch so far.

The Area Director for Children's Services added a brief report on Unaccompanied Asylum-Seeking Children with regards to the Isle of Wight

It was stated that the Isle of Wight Council was part of the mandated National Transfer Scheme and that a local authority did not need to accept unaccompanied asylum-seeking children where the cohort already makes up 0.07% of the general child population (which equates to 17 children for the Isle of Wight.)

The Isle of Wight Council had previously made the decision that the unaccompanied asylum-seeking children, allocated to the Isle of Wight, would be placed on the mainland so that their cultural needs could be met and that they could live with carers who share a similar ethnic and cultural background.

The 17 children that were looked after by the Isle of Wight Council had an allocated social worker. They all received the same statutory services and support as other looked after children including health assessments, dental and optician checks. The Children were placed mainly in Croydon, but the Isle of Wight Council retained full statutory responsibility for them and met up regularly with the children

A comment was made about the sustainability of such a policy given that the child refugee situation was becoming increasingly difficult.

**RESOLVED:**

**THAT** the contents of the reports be noted.

#### 45. **Fostering Annual Report**

The Service Manager, Children in Care, presented the Fostering Annual Report 2021/2022.

The report provided an update on the Isle of Wight Council's fostering service in line with the fostering services statutory regulations and guidance.

It was stated that there were 98 registered and approved foster carer households on the Island as of end of March 2022 and that there was a target of recruiting a further 10 fostering households in 2022/23, as the number of foster carers needed to increase considerably. It was hoped that by increasing the allowances that foster carers received, it would help the recruitment of more foster carers along with the delivery of the Modernising Placements Programme.

It was explained that recruitment statistics were lower than in the previous year and this mirrored the national trend. The reasons for this were put down to the higher cost of living and life post lockdown.

It was hoped that continued marketing, local media, virtual drop-ins and face-to face events within the community would bring an upturn in foster carer numbers.

Foster carers were supported by the fostering support hub as well as numerous support groups, training and activities which had been welcomed by foster carers.

It was stated that the Council had a Complaints and Allegations against Foster Carers procedure as required by the Fostering Service Regulations 2011, and that there had been 7 allegations. A review of the policy was to be undertaken with staff and foster carers and this would make use of case studies.

It was concluded that the fostering team had continued to work well and had been able to demonstrate a greater level of compliance across all areas of work, the only exception being, unannounced visits, which would be made a priority for the next year.

RESOLVED:

THAT the Annual Fostering report be noted.

#### 46. **Adoption Annual Report**

The Service Manager, Children in Care, presented the Isle of Wight Annual Adoption report which set out the progress of the IW adoption team 2021-2022.

The report tracked recruitment activity, interagency activity, complaints and allegations statistics, regarding number of children placed and Adoption Orders.

The Service Manager highlighted the topic of score cards and explained that this was the average time between a child entering care and moving in with their

adoptive family. The scorecard figures were deemed as good with 449 days compared to the government threshold of 426 days, and although there were some children who took longer to find an adopted family, there had been no disruptions for a long period of time. The slightly longer timeframe for the assessments was counterbalanced by the fact that there was a much better permanency outcome rate.

The Head of Adopt South contributed to the presentation with a Summary Report from Adopt South with Isle of Wight highlights.

RESOLVED:

THAT the Annual Adoption report be noted.

#### 47. **Performance and Budget Update**

The Assistant Director, Education and Inclusion and the Area Director, Children's Services presented a report on Children's Services Performance Quarter Four 2021/2022.

It was stated that demand across social care and early help remained high and that the social care services sustained a good performance. This was highlighted by the fact that a written letter following an Ofsted focused visit in July 2021 stated that the senior leadership team had continued at a pace with their transformation project since the previous inspection in November 2018, when they were judged as good.

The challenge remained the recruitment of social workers which was not only hampered by the trend of a national shortage of social workers, but also by the 'Island factor' and the difficulties to recruit new staff due to poor transport links with the mainland and a shortage of housing.

It was explained that the Council relied on agency staff, but it needed to also recruit more social workers. A new marketing and recruitment strategy was being introduced and pay scales were being reviewed to make jobs in social care more attractive. This was being done with adult social care where similar problems were being experienced. It was hoped that a further campaign to cite the Island as an attractive place to live and work would reap benefits of more people wanting to seek employment with the Council.

The impact of Covid, successive lockdowns, rising fuel and energy prices, as well as an increase in food prices, had led to a spike in referrals and the trend was continuing. There was a greater reliance on food banks and community pantries as the cost-of-living crisis continued to effect families.

The Council had been consistently strong in its assessment of children but there were many more new families coming into the system. It was deemed essential that the integral work with the schools continue.

When looking at education and inclusion, it was pointed out that the Isle of Wight had a higher proportion of 16 and 17 year olds given an offer of education, employment and training (98.2% compared with the national average of 94.3%.)

It was stated that 29% of Education, Health and Care Plans were produced within 20 weeks for the last quarter, though the national average was around 55%. It was felt that recent new appointments and staff changes were now resulting in a much higher number of plans being produced within 20 weeks and April 2022 had seen 75% of plans being produced within the recommended time frame.

The number of children being electively home educated was 531 which was higher than the same point last year (508 children), of which the local authority had contact with 80% of the families.

Permanent exclusions in 2021/22 were 5, after 2 terms, compared to 17 in total for 20/2021. It was hoped that this trend would continue and that there would be a much lower number of exclusions in total for 2021/22.

The number of fixed period exclusions in 2021/22 was 869 after two terms (1092 in total in 2020/21). It was surmised that one of the reasons for this high figure was likely to be the fact that children who might have previously been permanently excluded were now in this bracket.

Attendance statistics which had been recently produced for the 2020/21 academic year showed that the attendance rate on the Isle of Wight was 95.3% which mirrored the national average of 95.4%.

RESOLVED:

THAT the contents of the report be noted

48. **Workplan 2022-25**

The current workplan was noted and it was highlighted that a date had yet to be set for consideration of the Carers Strategy.

49. **Members' Question Time**

Questions were asked about the trend of fixed period exclusions and it was stated in response that some fixed period exclusions were the same students. It was added that maturity levels in some children had dropped during Covid and the lockdown, and that some children didn't know the boundaries as previously.

Questions were asked about the definition of a 'suitable education' regarding home educated children, as it was brought to the committee's attention that all local authorities would soon have to register home educated children and assess the suitability of the education provided. It was suggested that the easier way of dealing with this point was to reverse the question as to what was unsuitable.



The decision to keep Rookley and Chillerton Primary School open was brought to the committee's attention with regarding the fact that there had been no uplift in the pupil numbers for September 2022, and the intake remained at 15. An update was asked for with respect to the policy used for place planning in the decision-making process. In response it was stated that this would be discussed in the autumn as there was currently a government White Paper on the issue.

Questions were asked about the distribution and duration of food vouchers and how could the distress to families be avoided in terms of the duration of the scheme and accessibility of the vouchers.

It was explained that the funding came from the Government and the Council was told that this was only for the short term. The Local Authority had received a set amount with a set criteria. The Council had not known if more funding would become available. It was stated that further funding did subsequently become available, but that the criteria had changed. It was pointed out that there then was another review of criteria, and that pensioners needed to receive a 1/3. In order to deal with situation, the Council had other schemes in place for the summer and in particular the summer holidays.

It was reiterated that Poverty was a top priority for the Administration.

CHAIRMAN

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**POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS – PROGRESS ON ACTIONS AND OUTCOMES 2021/22**

Date	Item	Actions	Comments
<b>17 June 2021</b>			
	Performance and Budget Update	THAT arrangements be made for members of the Committee to visit to the Multi Agency Service Hub (Mash).	An e-mail has gone to all councillors and arrangements will be made as appropriate.
	Young Carers Support	THAT the draft Isle of Wight Carers Strategy following a review be submitted to the Committee for comment before formal approval is given by the Cabinet.	A date is still awaited when a report on the review will be available for the Committee to consider.
<b>9 December 2021</b>			
	Committee's Work Plan	Reports on school exclusions, school governor recruitment and retention, social worker recruitment and retention, and elective home education, would be added to the workplan with the dates and timings to be confirmed after the meeting.	A date to be finalised for the inclusion of a report on social worker recruitment and retention
<b>3 March 2022</b>			
	Committee's workplan	The Cabinet Member for Children's Services, Education and Skills stated that an Annual Survey by the Youth Trust was due to be published shortly and it was suggested that this could be included on the June agenda as it would be useful to feed into the Green Paper.	Details of the survey have been obtained and circulated to the Committee for information.
<b>9 June 2022</b>			
	School Governor Recruitment and Retention	The Cabinet Member indicated that it was proposed to undertake a recruitment drive in the local media. Details were still being finalised and these would be circulated to the Committee in due course.	Details still to be circulated.

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## Committee report

### **POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS**

Date **1 SEPTEMBER 2022**

Title **SCHOOL PLACE PLANNING**

Report of **PETER COLENUTT, ASSISTANT DIRECTOR, STRATEGIC DEVELOPMENT AND CAPITAL DELIVERY, CHILDREN'S SERVICES**

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#### SUMMARY

1. Within the Isle of Wight Corporate Plan, it states that the Council will work with local communities to maintain and ensure appropriate local school provision. The plan states that the Council should ensure that a strategic school places plan is in place and maintained. This report discharges that priority.
2. The Isle of Wight Council has a statutory duty to ensure a sufficiency of school places for Isle of Wight children, this includes to:
  - Ensure sufficient childcare is available to meet the Early Years free entitlement as far as reasonably practicable
  - Ensure sufficient maintained school provision is available to meet the needs of all children aged up to 16
  - Ensure sufficient post-16 provision is available for all Isle of Wight children
  - Give priority at all ages to meet the needs of children with special education needs and disabilities (SEND), learning difficulties and/or disabilities up to 19 (in some cases 25)
  - Support all maintained nurseries, schools and Post-16 provision to function as high-quality, viable and financially efficient services
  - Ensure fair access to educational opportunity and promote diversity and parental choice.
3. This report is focused on ensuring sufficient maintained school provision is available to meet the needs of mainstream children aged up to 16.
4. At present, there is growth in Year 7 intake pupil numbers in the secondary phase, which will continue until 2026-27. The actions identified in this report therefore necessarily focus on the primary phase where a significant decline in pupil numbers is forecast during the five-year forecast period. In 2027-28, the decline in pupil numbers will reach the secondary phase, and therefore further place planning decisions will need to be made to manage surplus capacity in due course.

5. At times, the effective management of school places will include the need to remove surplus places to ensure overall provision aligns with forecast need. Due to a significant reduction in birth rates on the Island, in some areas, action is recommended in the primary phase in order to ensure demand and capacity are aligned and we continue to provide the best outcomes for the children, which is the focus of this report.

## BACKGROUND

6. The Isle of Wight has a diverse system of schools, early years' settings and Post-16 provision. The Council is committed to ensuring that families living on the Isle of Wight have access to a good local school which offers a rich and varied learning experience, has the highest expectations for their children's success and where parents can be confident that their children will be safe. All children have the right to an enjoyable, inclusive, and broad education and it is the role of the local authority to intervene on behalf of children, especially those experiencing vulnerabilities, when this is not the case.
7. The number of births on the Island has reached its lowest since 1941. The drop in the number of births is significant on the Isle of Wight due to its Island geography as migration to the Isle of Wight is greater in older age groups.
8. Longer term pupil trends show the decline in births directly impacting upon the number of children arriving into the primary phase. The numbers of primary pupils are forecast to decrease from c.9,200 in 2017 to c.8,000 by 2025. Secondary forecasts indicate pupil numbers are starting to grow from c.6,000 in 2017 to 6,400 in 2025.
9. The planning and provision of school places is a complex task that must take account of changing populations, parental preference, migration and new housing. Individual schools, subject to status, now have greater autonomy regarding admission numbers and decisions surrounding school expansion/reduction, adding further complexity to the role the Council's statutory sufficiency duty. The geography and rural nature of the Isle of Wight creates challenges in relation to small schools. The main principle of current and future provision is that we will seek to provide local schools for local children, which are both educationally and financially sustainable in the longer term.
10. Having a level of surplus across our schools provides flexibility; allows for movement onto, and around the Island and helps meet parental preference. The consequences of having too many surplus places can be severe. The main impact of reducing places on schools is the resulting reduction in individual school finances.
11. Falling rolls also make planning and staffing decisions difficult, with schools potentially having to make year on year redundancies. There is a particular problem for schools affected by infant class size legislation: they may have limited ability to make savings by changing staffing structures or changing the use of physical space. For example, a school with a 60 intake that only admits 32 pupils must still employ two teachers and heat, light and equip two

classrooms even though the budget for that year group may have nearly halved.

12. It is also important to understand that not all schools are affected equally by falling pupil numbers. For example, when there is a 10% drop in numbers, not all schools will see a 10% reduction. In reality, popular schools remain full or close to full and this may mean that a large drop in numbers could significantly affect a small number of less popular schools. When schools are disproportionately affected by falling rolls, those schools are at risk of spiralling decline. This means that we need to consider removing places.
13. The Isle of Wight's Cabinet has given a clear directive that school closures should be avoided wherever possible. This approach has informed the basis of the discussions held to date with headteachers and governors and is outlined in the presentation included at Appendix A.

### FORECASTING SCHOOL PLACES – METHODOLOGY

14. The Council collects data on the historical and current uptake of places in all schools. This data along with other linked information, primarily birth and housing data, is used to forecast school places across the Isle of Wight.
15. Immunisation and Vaccination data from Local Health Authorities are collected by age and Postcode, these are allocated to education planning areas. See Appendix B for defined education planning areas.
16. The methodology used is based upon a cohort survival model. The basic premise is that pupils will roll forward from one-year group to the next at the end of each academic year. If there are known housing developments within a school's planning area, the expected pupil yield is added to the projections where appropriate. This information is provided by the Isle of Wight Local Planning Authority (LPA). Expected changes due to pupil mobility and migration are also taken into account. For each year group, the number of pupils on roll in January is compared with the same cohort a year later. A weighted moving average of the observed changes over the last three years (3:2:1) is calculated and applied in the same way as the participation rate.

Intake into Reception Year – the number of four-year olds living in a school planning area is determined as above. This is compared with the number of pupils that are enrolled by the school and a participation rate is calculated. Again, a three-year weighted moving average is applied to calculate a participation rate for use in forecasting future YR enrolment at schools.

Intake to Year 7 – At secondary transfer, the participation rate is applied to the Year 6 numbers available in the primary schools across the Isle of Wight.

Assumptions - The model assumes that the school population tends to be stable rather than influenced by a trend in the long term; by using this methodology we can mitigate against an exceptional trend. Weighting the average accounts for the assumption that recent events are far more likely to be replicated but using a moving average smooths out high fluctuations in

year groups in a particular year. Data on housing developments is collected and the likely effects of housing developments on pupil numbers is applied to the schools as appropriate. The number of pupils that a particular development is likely to yield is determined from information supplied the Isle of Wight LPA as to the number and phasing of housing units combined with the type and tenure of those dwellings.

#### Understanding the forecasts for school places in each area

17. For the purposes of school place planning, the Isle of Wight is broken down into more localised education planning areas. The presentation provided to all Isle of Wight headteachers and governors (See Appendix A) identifies current and forecast future aggregated pupil numbers and schools' capacities within each planning area and, indicate both actions being taken and actions proposed to ensure a sufficiency of school provision within these areas.
18. When looking at forecasts in each of the following sections it is important to remember that the figures presented are not statements of fact – they are forecasts based on a methodology (described in paragraphs 15-17). It should also be noted that whilst the Local Authority will seek to support parental preference, Council forecasts focus on the number of school places available within a school place planning area. It can be the case that some schools in an area are regularly oversubscribed in relation to parental preference. This could suggest a shortage of school places in the area. However, parental preferences only show where parents would like their children to attend school, not if there is a shortage of school places in an area.
19. School place planning decisions cannot be explicitly based around meeting parental preference. Schools' popularity does change over time and, creating a school place planning system that overly follows such trends would ultimately lead to a lack of choice for parents and a longer-term insufficiency of school places.

#### EDUCATION WHITE PAPER

20. The DfE is currently consulting on a White Paper which contains an aspiration that all schools should be part of a multi-academy trust or planning to join a multi-academy trust by 2030. New levers are likely to be introduced to direct schools to become an academy where they have been judged to be requiring improvement over successive Ofsted inspections. Currently, there are no backstop measures in place to 'encourage' or 'force' schools to join a multi-academy trust by 2030. Importantly, the funding regime for schools in a multi-academy trust is the same as for any other maintained school on the Isle of Wight.
21. The White Paper sets out the possibility of a strong Local Authority (LA) establishing a multi-academy trust in partnership with school leaders. Officers are exploring this possibility with the DfE and a small group of headteachers who have expressed an initial interest in this model. This may provide a vehicle for small primary schools to share expertise and resources, although



there are also additional costs associated with the model such as the appointment of a Chief Executive Officer.

## ADMISSIONS

22. For Community and Voluntary Controlled (VC) schools, the LA is the admission authority and therefore manages any amendments to a school's PAN. However, community and VC schools have the right to object to the Schools Adjudicator if the LA set a PAN for them that is lower than they would wish. There is a strong presumption in favour of an increase to the PAN to which the Schools Adjudicator (SA) must have regard when considering any such objection (para 1.3 of the School Admissions Code). Therefore, it is considered unlikely that the Schools Adjudicator would support an application to reduce the PAN if the Governing Body are not in support.
23. For Voluntary Aided, foundation and academy schools, the Governing Body is the admission authority so the LA cannot enforce an amendment to PAN.

## HOME TO SCHOOL TRANSPORT

24. The Education and Inspections Act 2006 created new duties on the IWC to provide free transport for pupils in receipt of free school meals or whose families receive the maximum level of Working Tax Credit. Statutory Guidance has been issued by Central Government, particularly Home to School Travel and Transport Guidance (July 2014) and 2010 Post-16 Transport Guidance (February 2014) and is used by all LAs to inform policy and provision of the transport service. The July 2014 Guidance requires the LA to review its Home to School Transport arrangements regularly to ensure that they provide the most cost-effective service.
25. There are no priority/catchment areas for primary and secondary schools. Parents/Guardians are encouraged to apply for the school nearest to their home address. A pupil's nearest school is calculated by direct distance. This is a straight line from the centre of the home address to the centre of the school. This is calculated using the local authority's geographical information system (GIS). Home to School Transport is assessed on whether they are attending their nearest school (direct distance or walking route) and whether the shortest walking route is over the qualifying distance. The legislation specifies the statutory distances (2 and 3 miles) that apply to the provision of home to school transport, when distances are calculated from a pupil's home address to school, the measure of the shortest available walking route from the centre of the home address to the centre of the school building is used to ascertain whether the pupil lives more than the minimum number of miles to be entitled to free transport provision.

## FINANCE

26. Schools are funded through the ring-fenced Dedicated Schools Grant (DSG) using a local funding formula. On the Island this mirrors the Department for Education's (DfE) national funding formula. The revenue funding passed through the LA for maintained schools is strictly controlled by operational guidance supplied by the DfE and changes in schools generally have a per

pupil impact on the overall funding allocation. When the overall pupil numbers in an area reduce, the local allocation is reduced on a per pupil basis.

27. All schools have devolved funding, accounting systems and bank accounts and it is their responsibility to remain individually financially viable. Uncertainty around places creates budget risks at an individual school level, as they work to maintaining efficient right sized establishments that ensure in-year income matches in-year expenditure. The School Standards & Framework Act 1998 requires local authorities to have a Scheme for Financing Schools. The scheme drives the requirements of schools in managing their deficits and the local authority role is around adherence to the scheme only as it has no power to write off or contribute towards individual school deficits. When a school closes any deficit balances fall to the local authority, and therefore surplus capacity increases the risk of inefficient schools and potential increased deficits impacting upon local authority budgets. Sponsored academy conversion also results in deficits falling to the local authority, only convertor academies have deficits funded by the incoming trust or DfE.

#### PLANNING AREA REVIEW (PRIMARY AND SECONDARY)

28. The information detailed within this section outlines both the current and forecast position within each of the forecast areas. The September 2022 figures as at May 2022 which included all updated offers; however, these numbers are subject to change
29. COWES (WEST)

<b>Cowes (West) Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
Cowes Primary	4	180	158	12.2%	180	108	42.6 %
<b>Cowes (West) Secondary Schools</b>							
<b>Secondary Planning Area</b>	<b>Number of Secondary Schools</b>	<b>Year 7: Total PANs Sept 2022</b>	<b>Year 7: Number on roll Sept 2022</b>	<b>Year 7: % surplus Sept 2022</b>	<b>Year 7: Proposed PANs Oct 2024</b>	<b>Year 7: Forecast No. on Roll Oct 2024</b>	<b>Year 7: Forecast % surplus Oct 2024</b>
Cowes Secondary	1	210	226	-7.6%	210	223	-6.2%

Explanatory notes:

#### Primary

- Currently with the PAN reduction undertaken by Cowes Primary School, the area has a manageable level of surplus capacity which allows for in year movement. Typically, this is around 10% surplus capacity.

- There is a decrease in Year R pupils forecast in the area. A future consideration for reducing surplus places within the area is to lower the PAN for one or both 2FE Primary Schools (Gurnard Primary School and Lanesend Primary School).
- Autumn Census data to be reviewed and if required measures taken to reduce surplus.

30. COWES (EAST)

<b>Cowes (East) Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
East Cowes Primary	2	90	70	22.2%	90	67	26%

Explanatory notes:

Primary

- The number of Year R pupils living in the planning areas are typically accommodated within the number of places available.
- Currently there are no plans to reduce the total number of places available within the planning area. Autumn Census data to be reviewed and if required measures taken to reduce surplus.

31. NEWPORT

<b>Newport Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
Newport Primary	10	403	323	19.9%	403	311	22.9%
<b>Newport &amp; West Wight Secondary Schools</b>							
<b>Secondary Planning Area</b>	<b>Number of Secondary Schools</b>	<b>Year 7: Total PANs Sept 2022</b>	<b>Year 7: Number on roll Sept 2022</b>	<b>Year 7: % surplus Sept 2022</b>	<b>Year 7: Proposed PANs Sept 2024</b>	<b>Year 7: Forecast No. on Roll Sept 2024</b>	<b>Year 7: Forecast % surplus Sept 2024</b>
Newport Secondary	3	480	474	1.3%	480	466	2.9%

Explanatory notes:

Primary

- Year R pupils in the area remain steady for the forecast period.

- The area presents a number of surplus places which will accommodate future fluctuations across the years with a possible increase in numbers forecast for September 2025.
- Due to a low intake for September 2022 Barton Primary School has requested to reduce their PAN from 45 to 30. This temporary measure for 2022 is under review by the OSA (Office Schools Adjudicator) with a decision expected Autumn 2022. This reduction will be assessed against demand for September 2023.
- Currently there are no further plans to reduce the total number of places available within the planning area. Autumn Census data to be reviewed and if required measures taken to reduce surplus.

### 32. RYDE

<b>Ryde Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
Ryde Town	6	240	187	22.1%	240	169	29.4%
Ryde Rural	2	45	43	4.4%	45	37	16.9%
<b>Ryde Secondary Schools</b>							
<b>Secondary Planning Area</b>	<b>Number of Secondary Schools</b>	<b>Year 7: Total PANs Sept 2022</b>	<b>Year 7: Number on roll Sept 2022</b>	<b>Year 7: % surplus Sept 2022</b>	<b>Year 7: Proposed PANs Oct 2024</b>	<b>Year 7: Forecast No. on Roll Oct 2024</b>	<b>Year 7: Forecast % surplus Oct 2024</b>
Ryde Secondary	1	270	290	-7.4%	270	286	-5.9%

Explanatory notes:

#### Primary

- There is a forecast decrease in Year R pupils for both Ryde Town and Ryde Rural planning areas.
- Ryde Rural, due to its isolated nature, accommodates small numbers of children which translate to a large percentage of surplus when compared to the places available.
- For Ryde Rural, there are no further plans to reduce the total number of places available within the planning area. Autumn Census data to be reviewed and if required measures taken to reduce surplus.
- Ryde Town has a significant number of surplus places and action is required to reduce the overall number.
- Oakfield CE Primary School has lowered their PAN from 45 to 30 for September 2022.
- Within Ryde Town, two schools, Greenmount and Haylands Primary, who hold a larger proportion of forecast surplus have been approached to reduce their PAN from 60 to 45. Currently, these proposals have been

unsupported. Please see paragraph 38 for the outcome of these consultations.

- This area remains under review to determine the impact of declining population/new housing on individual schools and how this is best managed going forward.

### 33. SANDOWN, SHANKLIN & VENTNOR

<b>Sandown, Shanklin &amp; Ventnor Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
Sandown & Shanklin	7	250	200	20%	250	172	31.1%
Ventnor	4	112	89	21%	95	53	44%
<b>Sandown, Shanklin &amp; Ventnor Secondary Schools</b>							
<b>Secondary Planning Area</b>	<b>Number of Secondary Schools</b>	<b>Year 7: Total PANs Sept 2022</b>	<b>Year 7: Number on roll Sept 2022</b>	<b>Year 7: % surplus Sept 2022</b>	<b>Year 7: Proposed PANs Sept 2024</b>	<b>Year 7: Forecast No. on Roll Sept 2024</b>	<b>Year 7: Forecast % surplus Sept 2024</b>
Sandown & Ventnor Secondary	2	305	321	-5.24%	305	316	-3.6%

Explanatory notes:

#### Primary

- There is a forecast decrease in Year R pupils in the area and there remains a significant number of surplus places, particularly within the Ventnor planning area.
- Within the Ventnor area, St Francis Primary School reduced their PAN from 45 to 30. Wroxall Primary is considering lowering their PAN from 25 to 15. Godshill Primary School has also requested to lower their PAN from 27 to 20 for September 2024.
- Within the Sandown and Shanklin area, Broadlea Primary School has reduced their PAN from 60 to 45 but this has not reduced the overall surplus. Further options have been considered and consulted upon with the Headteachers and Governing Bodies. These include the following PAN reductions:
  - Bembridge Primary reduce their PAN from 30 to 20
  - Broadlea Primary reduce their PAN from 45 to 30
  - The Bay CE Primary reduce their PAN from 60 to 45

Please see paragraph 38 for the outcome of these consultations.

34. WEST WIGHT

<b>West Wight Primary Schools</b>							
<b>Primary Planning Area</b>	<b>Number of Primary Schools</b>	<b>Year R: Total PANs Sept 2022</b>	<b>Year R: Number on Roll Sept 2022</b>	<b>Year R: % surplus Sept 2022</b>	<b>Year R: Proposed PANs Sept 2024</b>	<b>Year R: Forecast No. on Roll Sept 2024</b>	<b>Year R: Forecast % surplus Sept 2024</b>
West Wight Primary	4	74	76	-2.7%	74	79	-6.6%

Explanatory notes:

Primary

- The West Wight planning area forecast data currently remains stable, following the review of surplus places which concluded the closure of All Saints CE Primary School as of September 2020.
- Brighstone CE Primary reduced their PAN from 30 to 15 in September 2021.
- The LA is closely reviewing demand for places with the use of additional physical accommodation already available at schools should extra admissions be required.

UPDATE AND PROGRESS REPORT

35. A number of our schools on the Island that have been subject to declining pupil intakes have proactively reviewed their PANs and made amendments to meet need. These are summarised below:

- **Oakfield Primary School**, Ryde – reduced PAN from 45 to 30 for September 2022.
- **Barton Primary School**, Newport – applied to OSA (Office Schools Adjudicator) to reduce PAN from 45 to 30 for September 2022. This application has not yet been approved.
- **Godshill Primary School**, Godshill – request received from the Governing Body to reduce the schools PAN from 27 to 20 in September 2024.
- **Wroxall Primary School**, Wroxall – applied to OSA to reduce PAN from 25 to 15 in September 2022. This application has not yet been approved.

36. Following the presentation to all headteachers, individual meetings have taken place with the following primary schools identified as having a significant number of surplus places:

- Bembridge Primary School, Bembridge (48.3% surplus in 2024)
- Broadlea Primary School, Lake (50.7% surplus in 2024)
- Greenmount Primary School, Ryde (39.4% surplus in 2024)
- Haylands Primary School, Ryde (34.7% surplus in 2024)
- Niton Primary School, Niton (40% surplus in 2024)
- The Bay CE School, Sandown (24.5% surplus in 2024)

37. Feedback and questions from schools as set out below:

- Concerns around the 'mixing' of age groups and practical management of PANs that are different to a multiple of a standard class size of 30.
- The size of the site being built/designed for a larger intake than the PAN. Running costs would not be reduced in line with the reduction in income generated by the PAN as there will still be a requirement to maintain the site/buildings.
- Reducing larger schools to smaller schools to avoid school closures, regardless of how small their roll, has a direct impact on the ability of larger schools to have staff numbers, and expertise, to provide system wide support to other schools.
- Maintaining lots of smaller schools is not the best use of the current cadre of headteachers.
- Whether local housing developments will have an impact on numbers the timescales for such developments.
- Schools will only see the financial benefit to PAN reductions put in place for September 2024 in September 2026 and that will continue to result in budgetary pressures.
- Educationally, a larger cohort provide opportunities to peers working at age related expectations or above to model their work to peers needed to accelerate their progress. Small cohorts do not provide the same level of opportunity for peer to peer learning.
- Having classrooms containing multiple year groups makes curriculum planning more challenging and that affects workloads of teachers working in those classes.
- Small schools provide less opportunity for professional dialogue between teachers and teachers have to manage a larger number of subjects and/or aspects of school provision.
- Concerns were raised around the resilience and wellbeing of staff in small schools, as well as the impact of staff leaving such schools.

38. As part of the drafting of this paper, officers provided opportunities for school leaders to help shape the strategic direction being proposed. Officers presented the attached slides (Appendix A) at a scheduled meeting for all headteachers and called an open meeting for school governors. Both meetings were well attended and wide-ranging viewpoints were expressed.

39. The consensus is that there needs to be a strategic plan to address the number of surplus places. School leaders were pleased that the LA was undertaking this piece of work. However, nearly all participants felt that more radical steps other than PAN reductions are required including school amalgamations and closures. Schools have expressed concerns that this should not be a decision for each Governing Body to take alone and that an Island wide approach is needed.

40. School leaders explained their concerns about impact on school budgets as numbers declined and the tough decisions that would have to be taken around staffing to continue to balance the books. Many expressed concerns

about the effect on the quality of education being provided where children were left with very small cohorts within their peer groups. In addition, school leaders explained the impact on staff well-being and professional development opportunities within a system of small schools with falling rolls.

41. The conclusion of many school leaders was that a more radical re-organisation needed to take place with school amalgamations and closures being part of the solutions. In the meeting with school governors, it was articulated that schools were a part of their communities though and that any closures would be challenging to achieve. Almost universally, both headteachers and governors expressed their frustration that the Council was over-relying on PAN reductions as the main strategy.

#### APPENDICES ATTACHED

Appendix A – School Place Planning presentation

Appendix B – IOW School place planning areas

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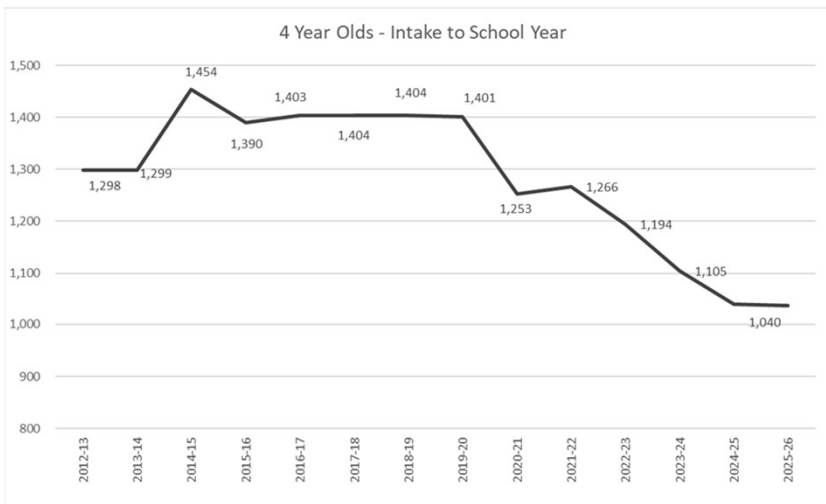


# School Place Planning Update

16<sup>th</sup> June 2022



1



## NHS Immunisation / Vaccination Data

- Data Source NHS PCT January 2022

Numbers from 2015-16 to 2019-20 approx. 1,400 4-year-old children entering education at Year R.

Numbers at 2020-21 reduced to 1,253

Forecast data indicates a decrease to 1,105 in 2024-25.



2

## Isle of Wight Council Pupil Forecasting Methodology

### Assessment of four year olds living within the planning area

Future intakes are estimated by calculating an average participation rate (PR) based on rates observed over the previous three years, using a three year moving average (weighted 3:2:1), giving the greatest weight to the most recent year. This weighted participation rate is applied to future forecast numbers of 4 years olds to determine likely intake to Year R.

Permitted housing data is not included within the forecast model used.

### Forecast numbers to other year groups:

#### Primary

This methodology used for year groups 1-6 is based upon a cohort survival model. The basic premise is that pupils will roll forward from one year group to the next at the end of each academic year. Expected changes due to pupil mobility and migration are taken into account. For each year group, the number of pupils on roll in January is compared with the same cohort a year later. A weighted moving average of the observed changed over the last three years (3:2:1) is calculated and applied in the same way as the participation rate.

#### Secondary

At secondary transfer, the PR is applied to the numbers available in the primary schools, with similar adjustments made to take account of year-on-year trends. Projections are reviewed annually on the basis of the January census.



3

### Planning Area

School Place Planning Area (SPP) are groups of schools that typically receive pupils from the collective area.

### Forecast Data

Year 2022-23 uses the admissions allocations information as at 19<sup>th</sup> April 22. Future forecast numbers have been re-estimated using this information as the most recent year.

### Published Admission Number

Each school has a published admission number (PAN) which indicates the number of children a school proposes to take in Year R.

### PAN Capacity

The published admission number (PAN) capacity is calculated by multiplying the schools current PAN x 7 to represent the number of year groups (in a primary school).

### Building Capacity

The building capacity is calculated by using the DfE's Net Capacity assessment tool. This provides a suggested total number of children the school building can accommodate.

### % Surplus

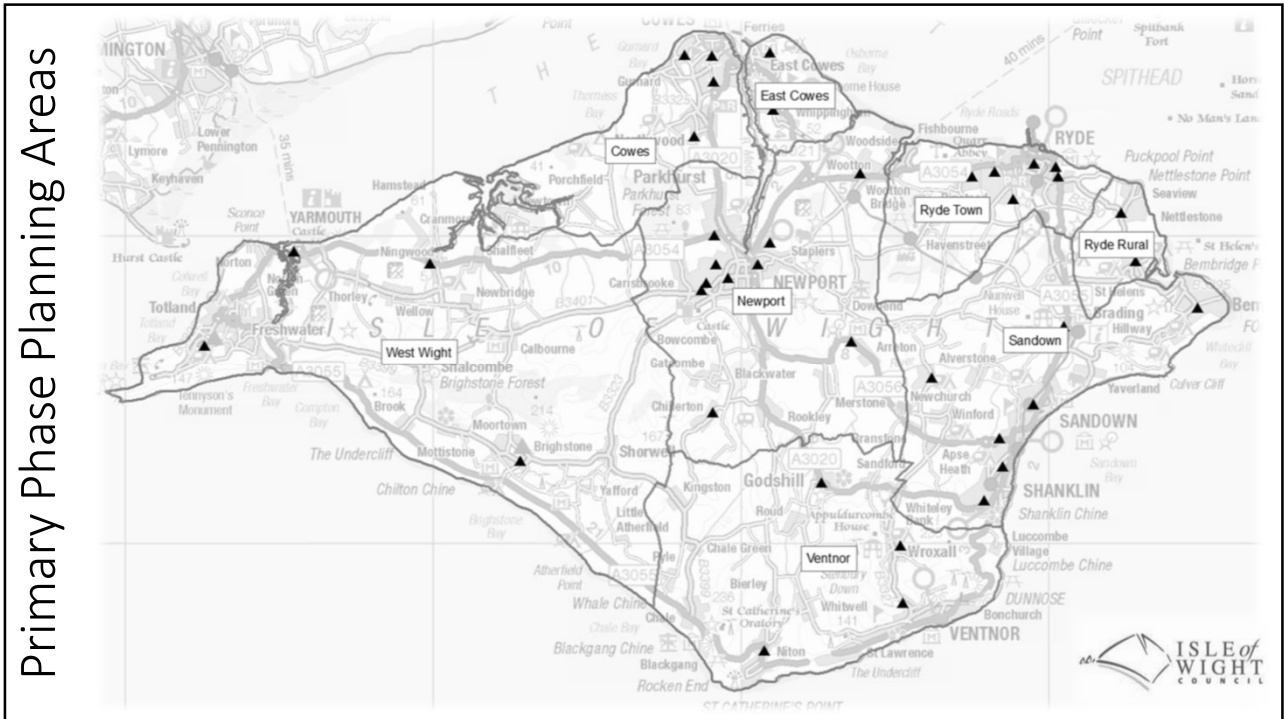
The % Surplus is calculated using the Planned Admission Number (PAN)

### Housing Data

The housing data referenced within the presentation only includes developments of 10 or more and the pupil yield from these developments is not included in the forecasts. This data was supplied by the Planning Department in August 2021.



4



5

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Cowes Primary	262	30	210	30	21	17	18	18	0%	44.2%	Reduced PAN from 60 to 30, some temporary accommodation has also been removed
Gurnard Primary	420	60	420	60	47	37	39	39	0%	38.5%	New 2FE School built in 2020
Northwood Primary School	210	30	210	22	20	16	16	16	26.7%	48.1%	Academy
Lanesend Primary	508	60	420	46	44	34	36	36	23.3%	43.2%	Academy
<b>Area Total</b>	<b>1,400</b>	<b>180</b>	<b>1,260</b>	<b>158</b>	<b>132</b>	<b>103</b>	<b>108</b>	<b>108</b>	<b>12.2%</b>	<b>42.6%</b>	

6

Cowes Primary

**Recommendations and Impact:**  
 Cowes Primary School has reduced their PAN to 30 from 60. The physical accommodation has also been reduced by the removal of one of the mobile classrooms.

PAN reductions of 30 across schools in the area would provide a potential solution.

**Housing:**  
 Total number of permitted dwellings: 687  
 Total number physically on site: 86

**Summary:**  
 The Cowes Primary has surplus places within the area, there are no major amendments planned other than possible PAN reductions. This area should remain under review on an annual basis to determine how the declining population will affect the individual schools and if any further amendments are required.



7

East Cowes Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Holy Cross Catholic Primary School	210	30	210	11	15	14	14	14	63.3%	53.6%	
Queensgate Foundation Primary	420	60	420	59	57	53	51	51	1.7%	12.1%	New 2FE School built in 2020
<b>Area Total</b>	<b>630</b>	<b>90</b>	<b>630</b>	<b>70</b>	<b>72</b>	<b>67</b>	<b>65</b>	<b>65</b>	<b>22.2%</b>	<b>26.0%</b>	



8

## East Cowes Primary

**Recommendations and Impact:**

East Cowes is a planning area where numbers fluctuate and therefore it is recommended no reductions are undertaken. Queensgate Primary has a double mobile installed to accommodate some earlier bulge year groups which was funded through S106.

**Housing:**

Total number of permitted dwellings: 202

Total number physically on site: 72

**Summary:**

The East Cowes primary planning area has surplus places within the area, numbers do fluctuate and therefore there are no major amendments planned at this time. This area should remain under review on an annual basis to determine how the declining population will affect the individual schools.



9

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Arreton St George's CE Primary	210	30	210	21	17	19	21	21	30.0%	35.6%	
Barton Primary School	315	45	315	23	23	27	29	29	48.9%	40.8%	£1.4m project completed in 2018, school have applied to reduce PAN to 30
Carisbrooke CE Primary	409	60	420	36	38	43	47	47	40.0%	28.1%	School has applied to reduce PAN to 45 and can be achieved for 2024
Chillerton and Rookley Primary School	90	13	91	1	1	1	1	1	92.3%	92.9%	
Hunnyhill Primary	420	60	420	60	46	53	58	58	0.0%	11.7%	8 Place SEMH RP Unit
Newport CE Primary School	367	45	315	45	36	42	45	45	0.0%	7.4%	Reduced PAN from 60 to 45
Nine Acres Primary	419	60	420	50	42	48	52	52	16.7%	19.7%	
St Thomas of Canterbury RC Primary	210	30	210	28	23	27	29	29	6.7%	11.6%	
Summerfields Primary	210	30	210	30	22	25	27	27	0.0%	15.8%	
Wootton Primary School	210	30	210	29	23	26	28	28	3.3%	13.4%	£2.6m project completed 2021
<b>Area Total</b>	<b>2,860</b>	<b>403</b>	<b>2,821</b>	<b>323</b>	<b>272</b>	<b>311</b>	<b>338</b>	<b>338</b>	<b>19.9%</b>	<b>22.9%</b>	

10

Newport Primary

**Recommendations and Impact:**

The Newport Primary planning area is a far-reaching area with some rural schools included and some that border other planning areas. Therefore, careful consideration needs to be taken on an individual school basis to ensure any proposals are effective. Carisbrooke CE Primary School has also applied to reduce their PAN from 60 to 45 for September 2022 due to a decrease in intake. Barton Primary School have applied to reduce their PAN from 45 to 30 for September 2022.

**Housing:**

Total number of permitted dwellings: 163  
Total number physically on site: 31

**Summary:**

The Newport primary planning area has surplus places within the area, Cabinet have decided that Chillerton and Rookley Primary School will remain open, and Carisbrooke Primary has applied to reduce their PAN from 60 to 45. Barton Primary School have applied to reduce their PAN from 45 to 30 for September 2022. However, this area should remain under review on an annual basis to determine how the declining population could affect the individual schools.



11

Ryde Rural Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Nettlestone Primary	210	30	210	30	24	27	18	18	0.0%	10.9%	Federated with Newchurch Primary
St Helens Primary	105	15	105	13	10	11	7	7	13.3%	28.9%	
<b>Area Totals</b>	<b>315</b>	<b>45</b>	<b>315</b>	<b>43</b>	<b>34</b>	<b>37</b>	<b>25</b>	<b>25</b>	<b>4.4%</b>	<b>16.9%</b>	



12

## Ryde Rural Primary

**Recommendations and Impact:**

Ryde has the highest number of permitted development within the area and should large developments such as Pennyfeathers commence school places may be needed. It is also a very active area in terms of developments underway. Historically new housing has not provided a net, Island-wide pupil yield.

Nettlestone Primary School is federated with Newchurch Primary and typically recruits a full cohort of 30 children. Therefore, the forecast will not reflect children from out of area opting for this school. St Helens Primary School is very rural and serves its local community.

**Housing:**

**Note. this data is for the whole Ryde area.**

Total number of permitted dwellings: 1,976

Total number physically on site: 419

**Summary:**

The Ryde Rural primary planning area has surplus places within the area, numbers do fluctuate and therefore there are no major amendments planned at this time . This area should remain under review on an annual basis to determine how the declining population/new housing may affect the individual schools.



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## Ryde Town Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Binstead Primary	210	30	210	29	30	25	24	24	3.3%	15.2%	£2.8m project completed in 2021
Dover Park Primary	210	30	210	31	31	27	26	26	-3.3%	10.9%	£2.9m project completed in 2021.
Greenmount Primary	420	60	420	39	43	36	35	35	35.0%	39.4%	£2.6m project completed in 2021
Haylands Primary	420	60	420	47	46	39	37	37	21.7%	34.7%	New 2FE School built in 2012
Oakfield C of E Primary	378	30	210	20	24	20	19	19	33.3%	32.1%	New 2FE School built in 2017
St Marys RC Primary	210	30	210	21	25	21	20	20	30.0%	28.7%	
<b>Area Total</b>	<b>1,848</b>	<b>240</b>	<b>1,680</b>	<b>187</b>	<b>198</b>	<b>169</b>	<b>162</b>	<b>162</b>	<b>22.1%</b>	<b>29.4%</b>	



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Ryde Town Primary



**Recommendations and Impact:**  
 Ryde has the highest number of permitted development within the area and should large developments such as Pennyfeathers commence, school places would be needed. It is also a very active area in terms of developments underway, however what is unknown is if this will attract new families.

Oakfield CE Primary has applied to reduce their PAN from 45 to 30 which is likely to be implemented for Sept 22 and is reflected in the figures within the table.

PAN reductions of 30 across schools in the area would provide a potential solution.

**Housing:**  
*Note. this data is for the whole Ryde area.*  
 Total number of permitted dwellings: 1,976  
 Total number physically on site: 419



**Summary:**  
 A detailed review of the planning area is required, and some action must be taken to reduce the number of surplus places. Physical accommodation and options for future expansion should be considered should the permitted housing produce have an impact.

15

Sandown & Shanklin Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Bembridge CE Primary	210	30	210	17	17	16	14	14	43.3%	48.3%	
Brading CE Primary	175	25	175	24	20	18	17	17	4.0%	28.4%	£1.5m project completed 2021. 8 Place RP on site
Broadlea Primary School	367	45	315	21	24	22	20	20	53.3%	50.7%	Reduced PAN from 60 to 45. Review underway to reduce the accommodation
Gatten and Lake County Primary	210	30	210	30	27	25	23	23	0.0%	18.2%	New 1FE school built in 2013
Newchurch Primary	210	30	210	30	27	25	23	23	0.0%	18.2%	Popular school. Federated with Nettlestone Primary
St Blasius Shanklin CE Primary Academy	210	30	210	27	24	22	21	21	10.0%	26.0%	Academy
The Bay CE All Through (Primary)	420	60	420	51	50	45	42	42	15.0%	24.5%	New 2FE School built in 2014
Area Total	<b>1,802</b>	<b>250</b>	<b>1,750</b>	<b>200</b>	<b>189</b>	<b>172</b>	<b>159</b>	<b>159</b>	<b>20.0%</b>	<b>31.1%</b>	

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## Sandown &amp; Shanklin Primary

**Recommendations and Impact:**

The Sandown and Shanklin primary planning area is a far-reaching area with some rural schools included. Therefore, careful consideration needs to be taken on an individual school basis to ensure any proposals are effective. Broadlea Primary has applied to reduce their PAN from 45 to 30 for September 2022 due to a decrease in intake.

PAN reductions of 40 across schools in the area would provide a potential solution, reducing the overall surplus to 12% in 24/25.

**Housing:**

**Note. this data is for the Sandown, Shanklin and Ventnor area**

Total number of permitted dwellings: 190

Total number physically on site: 108

**Summary:**

A detailed review of the planning area is required but some action must be taken to reduce the surplus places.



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## Ventnor Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Godshill Primary	179	27	189	16	17	12	14	14	40.7%	57.4%	
Niton Primary	197	30	210	27	26	18	21	21	10.0%	40.0%	
St Francis Catholic and CE Primary School	315	30	210	23	22	15	18	18	23.3%	48.5%	New build in 2013. Capacity of 420 places. RP occupying two classrooms
Wroxall Primary School	175	25	175	10	11	8	9	9	60.0%	68.9%	£2.3m project delivered in 2021
<b>Area Total</b>	<b>866</b>	<b>112</b>	<b>784</b>	<b>76</b>	<b>76</b>	<b>53</b>	<b>63</b>	<b>63</b>	<b>32.1%</b>	<b>52.9%</b>	



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## Ventnor Primary

**Recommendations and Impact:**

The Ventnor primary planning area is a far-reaching area with most of the schools being classed as rural. Therefore, careful consideration needs to be taken on an individual school basis to ensure any proposals are effective. St Francis primary has reduced their PAN from 60 to 30 and has repurposed two classrooms for the proposed 8 place resource provision, which is due to formally open in September 2022.

Wroxall Primary has applied to reduce their PAN from 25 to 15 for September 2022 due to a decrease in intake.

PAN reductions of 17-20 across schools in the area would provide a potential solution, reducing the overall surplus to 38% in 24/25.

**Housing:**

**Note. this data is for the Sandown, Shanklin and Ventnor area**

Total number of permitted dwellings: 190

Total number physically on site: 108

**Summary:**

A detailed review of the planning area is required but some action must be taken to reduce the surplus places.



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## West Wight Primary

School	Building Capacity	PAN	PAN Capacity	Year R Numbers					Surplus % 22/23	Surplus % 24/25	Comments
				22/23	23/24	24/25	25/26	26/27			
Brighstone CE Primary	157	15	105	6	8	9	7	7	60.0%	42.8%	Reduced PAN from 30 to 15
Shalfleet Primary	189	24	168	30	27	29	25	25	-25.0%	-20.4%	Federated with Yarmouth CE Primary
St Saviour's Catholic Primary	140	20	140	19	20	21	18	18	5.0%	-5.8%	
Yarmouth C of E Primary	105	15	105	21	19	20	17	17	-40.0%	-34.9%	New build due for completion Jan 2023. Build capacity of 210 places
<b>Area Total</b>	<b>591</b>	<b>74</b>	<b>518</b>	<b>76</b>	<b>74</b>	<b>79</b>	<b>67</b>	<b>67</b>	<b>-2.7%</b>	<b>-6.6%</b>	



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West Wight Primary

**Recommendations and Impact:**

The West Wight planning area underwent a school place plan review in 2019 which resulted in the closure of All Saints CE Primary School. This removed 210 surplus places.

A new school for Yarmouth CE Primary is currently being rebuilt on the former All Saints CE Primary School site, which will allow the school to be located closer to much of the community it serves. The school's PAN is currently only 15 but new building will have the capacity to increase to 30 should it be required in the future.

Brighstone CE Primary School has also reduced their PAN from 30 to 15.

**Housing:**

Total number of permitted dwellings: 108  
Total number physically on site: 64

**Summary:**

Due to the recent reorganisation of school places within the West Wight area there are currently no proposals to review this further. However forecast data will continue to be monitored on an annual basis.



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Secondary Phase Summary

PAN	Actuals								Forecast						
	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	2031-32	
Cowes	210	203	268	210	209	226	221	223	229	202	207	195	178	166	165
Ryde	270	263	272	279	287	290	284	286	294	259	266	250	228	213	211
Newport/West Wight	480	513	421	446	482	474	464	466	479	423	434	408	373	347	345
Sandown/Ventnor	305	295	301	307	318	321	314	316	325	287	294	277	252	235	234
<b>TOTAL</b>	<b>1265</b>	<b>1,274</b>	<b>1,262</b>	<b>1,242</b>	<b>1,296</b>	<b>1,311</b>	<b>1,283</b>	<b>1,291</b>	<b>1,327</b>	<b>1,171</b>	<b>1,201</b>	<b>1,130</b>	<b>1,031</b>	<b>961</b>	<b>955</b>
		-9	3	23	-31	-46	-18	-26	-62	94	64	135	234	304	310

The School Admissions Team are currently undertaking a review of places required following the reductions of PANs over the last two years. This will be reviewed alongside forecast data.

**PAN Reductions already actioned:**

- Cowes Enterprise College – from 270 to 210
- Christ the King- from 270 to 240 to 180
- Medina College – from 260 to 210 to 180

Total Places Available 1265

Schools have sufficient accommodation to meet the demand for places



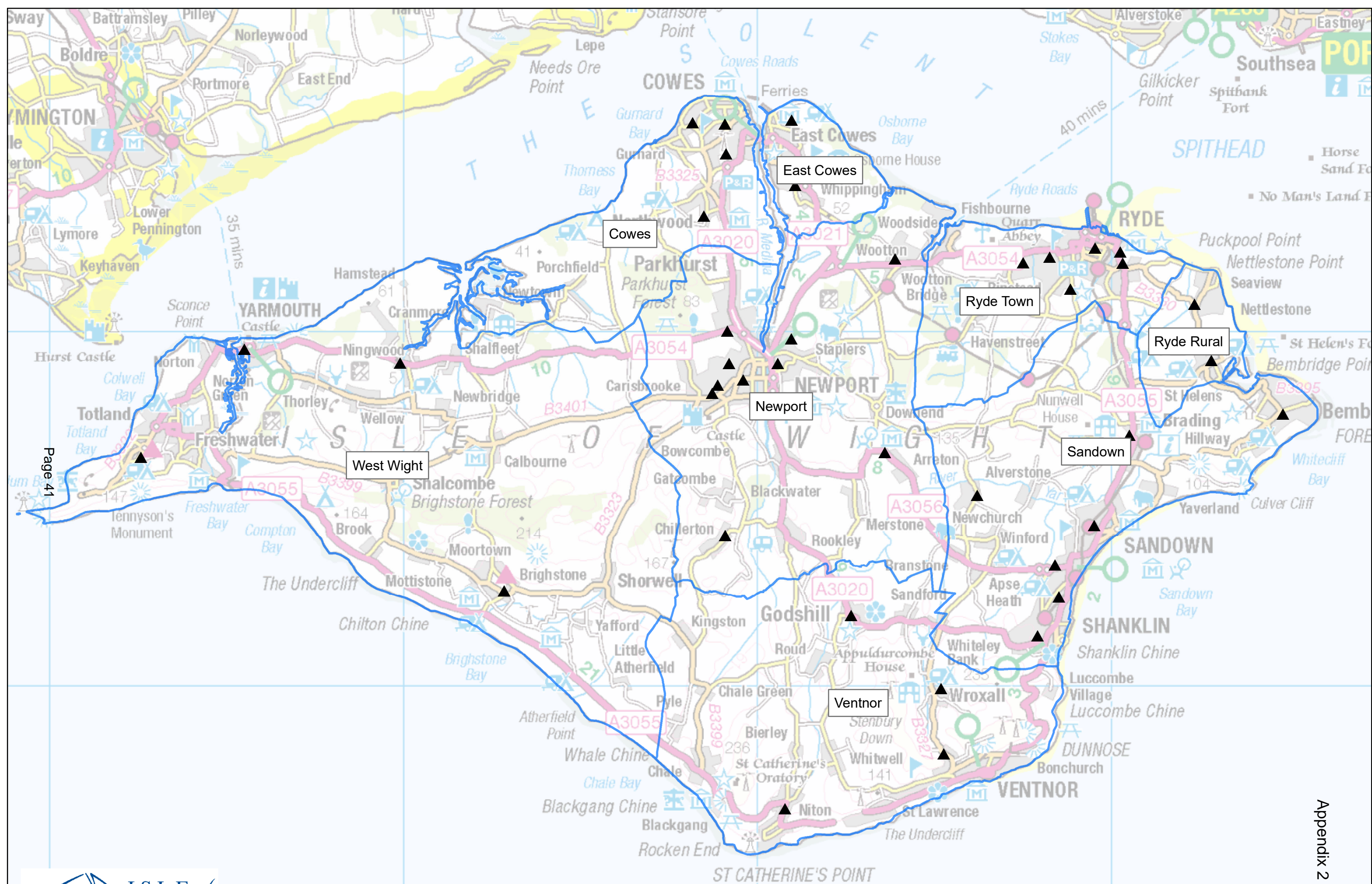
22

## Overall Summary & Next Steps

- Discussions with schools and governors – summer 2022
- School Places Plan to IWC Cabinet in September 2022
- Consultation/Implementation of proposed amendments (PAN amendments for 2024 to be agreed with Schools by October 22)
- Update to be provided to the DfE







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# Children's Services Department

## Annual Report on Complaints and Representations

2021/22

**DRAFT**





## Executive Summary

The Annual Complaints Report (ACR) is a public document, providing a mechanism by which the Isle of Wight Council's Children's Services Department (the Department) can be kept informed about the operation and effectiveness of its complaints procedure and support learning from complaints. This document covers the reporting period 01 April 2021 to 31 March 2022.

Non-Children's Social Care Complaints are responded to by the Nominated Complaints Officer within the Isle of Wight Council. These types of complaints were not included within the ACRs for previous reporting periods produced under the Partnership arrangement, which focused solely on Children's Social Care (CSC) Complaints. However, in order to provide the Children's Services Departmental Management Team (CSDMT) with a full picture of complaints activity upon the island, it was agreed that moving forward the Non-Children's Social Care Complaints (Corporate Complaints) data would also be included. The Department's Business Services Support Team have been able to supply certain data for corporate complaints for the 2021/22 reporting period only, which has been included within this report. This does mean that no comparison analysis will be included within the report for corporate complaints where no previous data has been provided.

The key findings within the report can be summarised as:

1. A total of 83 representations were received either by the Children's Services Department's Complaints Team (CSCT) or dealt with by the Nominated Complaints Officer within the Isle of Wight Council in the 2021/22 reporting period. CSC complaints and 'other' representations saw an increase of 4.7% from 2020/21.
2. 80.7% of representations were considered in accordance with the statutory guidance (43.4% were accepted and managed as statutory complaints), 19.3% were managed as corporate complaints and 37.3% were 'other' complaints/representations. On average, the department receives less than 7 representations per month.
3. Of the 20 pre-complaints received, only 10 became formal complaints (50%) and of the two case concerns received during the reporting period, none progressed to statutory complaints.
4. During 2021/22, the average time taken to investigate and respond to new social care stage one complaints was 12 working days. This is an increase of 0.1 working days on average compared to the previous reporting period. For corporate stage two complaints, the average was 34 working days.
5. 41% of CSC complaints were responded to within 10 working days at stage one (31% in 2020/21); 59% between 10-20 working days (66% in 2020/21) and none exceeded the maximum 20 working day limit (3% in 2020/21). 13% of corporate complaints were responded to within 10 working days at stage



two; 56% between 10-20 working days and 31% exceeded the maximum 20 working day limit.

6. 'Parents' continue to be the group most likely to make a CSC complaint to Children's Services (70%).
7. The three highest category for the reason (nature) why CSC complaints are made are 'conduct of worker' (30%), 'poor communication' (19%) and 'insufficient support from Children's Services' (16%). 'Conduct of worker' continues to be the main reason for social care complaints being submitted but has increased by 117% on the number of complaints with this reason in 2020/21. 'Insufficient support from Children's Services' has seen a reduction from 10 complaints in 2020/21 (28%) to seven complaints in 2021/22. 'Poor communication' has doubled the number of complaints with this reason compared to 2020/21.
8. CSC complaints continue to be mainly in relation to CAST teams (87%, compared to 59% in 2020/21). The main movement in terms of complaints about specific services has seen a decrease around Disabled Children's Teams with six complaints submitted in 2020/21 reducing to none in 2021/22).
9. The predominant reason (nature) why corporate complaints are made are relating specifically to the EHCP process with over half (56.25%) of all corporate complaints. In particular to do with either a child not being given an EHCP or because provision within the EHCP was not being implemented. The other main reason within the reporting period relates to the Chillerton and Rookley Primary School consultation (37.5%).
10. Corporate complaints were made about two services in the current reporting period; the SEN Service (62.5%) and Strategic Development (37.5%), which is not surprising when the nature of complaints made were either to do with EHCPs and SEN Tribunals or school closure consultations.
11. For CSC complaints, the predominant outcome sought has changed in this reporting period to 'Complaint Issues Investigated' (26%), whereas in 2020/21 it was 'Better Communication' (16%). The next three highest identified categories are 'Change of Social Worker' (14%), 'Better Communication' (9%), 'Apology' (7%) and 'Increase Support from CSD' (7%). Seven social care complaints (16%) did not identify an outcome being sought as part of their submission at stage one.
12. For corporate complaints, the main outcome being sought was for an 'Apology and consultation rendered null and void' (19%), followed by 'EHCP for Child' (13%).
13. 65% of the actual outcomes achieved during the reporting period for CSC stage one complaints was for 'Explanation' (61%), followed by 'Apology & Explanation' (30%).

14. The actual outcomes achieved for corporate stage two complaints in 2021/22 were 'Explanation' (38%), 'Explanation and OT appointment offered' (13%) and 'EHCP process started' (13%).

The report also identifies five recommendations for CSCT or the wider department to implement or monitor, as appropriate, during the 2022/23 reporting period:

- **Recommendation 1 – CSC Stage Two Recovery Plan.**
- **Recommendation 2 – Financial Resilience.**
- **Recommendation 3 – Service Improvement.**
- **Recommendation 4 – Continue to increase capacity within the Independent Person (IP) pool and the Investigating Officer (IO) pool.**
- **Recommendation 5 – Continue to work with the appropriate Departmental service lead to confirm what is recorded within the Department's Children's Social Care Case Management System, when a complaint is made.**

The full report follows, supported by an Appendix of tables, containing further breakdowns of the information recorded by CSCT.

## 1.0 Introduction

- 1.1 The report covers the Isle of Wight Council's Children's Services Department's (the Department) formal feedback and representations for the period 1 April 2021 to 31 March 2022. The report details the compliments and complaints formally recorded by the Children's Services Department's Complaints Team (CSCT). In addition to annual reporting, internal reporting takes place on a quarterly basis, with more regular monitoring reports for services issued on request. This regular monitoring of formal feedback enables ongoing improvement.
- 1.2 The Children's Act 1989 requires all local authorities with social services responsibilities to have a formal complaints procedure for children's social care complaints. Getting the Best from Complaint (statutory guidance issued by the DfE, 2006) provides guidance for local authorities on implementing the complaint process for social care complaints made in relation to Children's Services. This annual report is produced in line with national guidance and is designed to share information more widely with members of the public. For completeness, although not required by the statutory guidance, this report also includes corporate complaints pertaining to Children's Services.
- 1.3 **Children's Social Care (CSC) Complaints:** These statutory complaints follow the Council's Statutory Complaints Procedure for Children's Services (Stage One – local resolution; Stage Two – investigation; Stage Three – complaint review panel). When a complainant has exhausted the three stage complaints process, they can ask the Local Government and Social Care Ombudsman (LGSCO) to consider their complaint. Complainants are also able to refer their complaint to the LGSCO at any point in the formal process, however, if the complaint is still being considered by the local authority the LGSCO may deem the complaint premature and direct the complainant back to complete the local authority's complaint process.
- 1.4 **Corporate Complaints:** The majority of the remainder of complaints for Children's Services fall under the Council's corporate complaints procedure, ensuring compliance with the Local Government Act 1974. For example, these may be complaints about the Special Educational Needs (SEN) Service, School admissions, a support service or administrative process rather than children's social care. Having invariably received an informal response to their complaint, most corporate complaints are investigated directly at stage two and responded to by the Nominated Complaints Officer and if the complainant then remains dissatisfied they are also able to refer their complaint to the LGSCO.

## 2.0 Representations Received

2.1 A total of 83 representations were received by CSCT in the 2021/22 reporting period. This represents an increase 4.7% from 2020/21. Table 1.1 below highlights the breakdown of how these numbers compare to previous years.

**Table 1.1: Total Representations Split by Reporting Periods (Financial Years)**

Type of representation	Financial Year			
	2021/22	2020/21	2019/20	2018/19
<b>Children's Social Care (CSC)</b>				
Complaint	20	29	28	27
Pre-complaint (to Statutory Stage 1 Complaint)	10	3	2	0
Case Concern (to Statutory Stage 1 Complaint)	0	0	0	0
Joint complaint	0	0	0	0
Refused	3	3	8	0
Withdrawn	1	0	0	0
Case Concern	2	3	9	6
<b>Total CSC representations</b>	<b>36</b>	<b>38</b>	<b>47</b>	<b>33</b>
<b>Corporate Stage 1</b>				
Complaint	16	-	-	-
Pre-complaint (to Corporate Stage 1 Complaint)	0	-	-	-
Pre-complaint (to Corporate Stage 2 Complaint)	0	-	-	-
Refused	0	-	-	-
Withdrawn	0	-	-	-
Corporate Stage 1	0	-	-	-
<b>Total corporate representations</b>	<b>16</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Representations</b>				
Area initiated complaint	0	0	0	1
Pre-complaint	10	11	5	0
Professional to Professional Complaint	2	1	0	0
LGSCO	4	5	4	5
Local Response	0	2	2	0
Compliment	0	2	0	0
HantsDirect handoff	0	0	0	0
GDPR, FOI or SAR	7	3	4	0
Request for info	0	0	0	0
Ad Hoc	8	2	10	10
<b>Total other representations</b>	<b>31</b>	<b>26</b>	<b>25</b>	<b>16</b>
<b>Total representations</b>	<b>83</b>	<b>64</b>	<b>72</b>	<b>49</b>

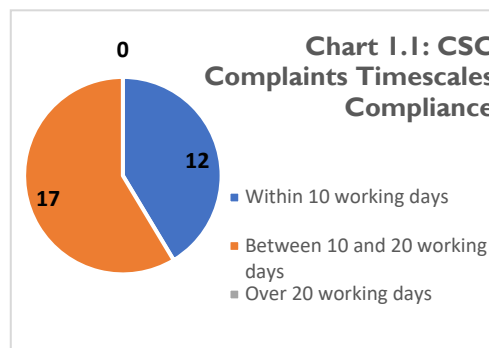
- 2.2 Within the reporting period, there were also:
- 0 compliments;
  - 31 'other' types of enquiry (8 were recorded as Ad Hoc);
  - 36 statutory representations of which 20 were accepted into the statutory complaints process; and
  - 16 corporate representations, of which all were accepted into the corporate complaints process.
- 2.3 80.7% of representations were considered in accordance with the statutory guidance (43.4% were accepted and managed as statutory complaints); 19.3% were managed as corporate complaints; and 37.3% were 'other' complaints/representations. On average, the department receives less than seven representations per month.
- 2.4 20 pre-complaints were received in the reporting period. A pre-complaint occurs when a representation is made but there is insufficient information included to allow the department to respond. The individual concerned is contacted by CSCT and asked to provide the necessary detail. Where this happens, the representation is then brought into the formal complaint process (pre-complaint to complaint).
- Observation** – 9.6% of all activity is classed as 'ad-hoc'.
- Observation** – no case concerns escalated into complaints.
- Observation** – of the 20 pre-complaints received, only 50% became formal complaints.
- 2.5 Professional to Professional complaints are complaints received from other professionals and not made on behalf of service users.
- 2.6 No compliments were received in the reporting period (two received in 2020/21).
- 2.7 A total of three complaints were refused during the reporting period, matching the number refused during 2020/21. A detailed breakdown of the reasons for these refusals can be found in table 1 within the supporting Data Appendix.

### 3.0 Timescale compliance

- 3.1 During 2021/22, the average time taken to investigate and respond to new CSC stage one complaints was 12 working days. This is a slight increase of 0.1 working days on average compared to the previous reporting period.

3.2 For corporate stage two complaints, the average was 34 working days but this number has been affected by two complaints going significantly over time.

3.3 As can be seen in Chart 1.1, 12 (41%) CSC complaints were responded to within 10 working days at stage one, compared to 10 (31%) in 2020/21; 17 (59%) between 10-20 working days, compared to 21 ( ) in 2020/21, and no completed CSC complaints exceeded the maximum 20 working day limit, compared to one (3%) in 2020/21.

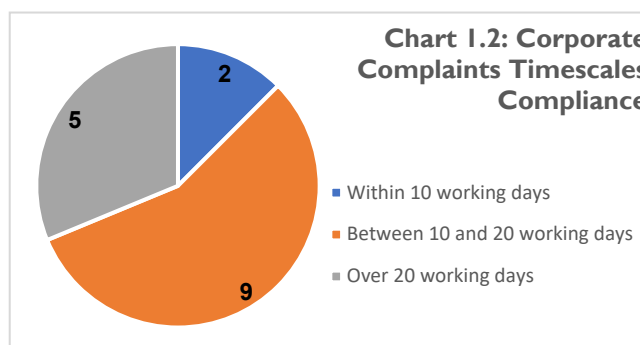


3.4 This reporting period has seen a positive movement around CSC complaints timescale compliance at stage one with more cases being completed either within the 10 working days indicator (10 percentage points increase).

3.5 However, the position around stage two social care complaints continues to be an area for improvement. At the end of the 2021/22 reporting period, there were four complaints accepted but awaiting allocation at stage two due to limited capacity within the County Council's Investigating Officer (IO) and Independent Person (IP) resource pool.

3.6 An implementation plan has been developed, with actions being taken both within and outside of the reporting period to tackle the issues being faced. This includes increasing the capacity within the County Council's Investigating Officer and Independent Person resource pool to assist with progressing CSC complaints at stage two and at stage three (see section 12 for more information of actions being taken).

3.7 13% of corporate complaints were responded to within 10 working days at stage two; 56% between 10-20 working days and 31% exceeded the maximum 20 working day limit, as can be seen in Chart 1.2.



3.8 A further breakdown of timescale compliance can be found in Table 2 within the supporting Data Appendix.

## 4.0 Who make complaints and how are they submitted?

- 4.1 Parents continue to be the group most likely to make a CSC complaint to Children's Services (70%). The three most popular methods for making a complaint continue to be by 'email', 'e-form' and 'letter'.
- 4.2 Data pertaining specifically to Young Peoples' complaints (as a subset) is included later in the report.
- 4.3 A further breakdown of who made CSC complaints and how they were submitted can be found in Table 5 within the supporting Data Appendix.

## 5.0 Nature and Service

- 5.1 The three highest category for the reason (nature) why CSC complaints are made are 'conduct of worker' (30%), 'poor communication' (19%) and 'insufficient support from Children's Services' (16%). 'Conduct of worker' continues to be the main reason for social care complaints being submitted but has increased by 117% on the number of complaints with this reason in 2020/21. 'Insufficient support from Children's Services' has seen a reduction from 10 complaints in 2020/21 (28%) to seven complaints in 2021/22. 'Poor communication' has doubled the number of complaints with this reason compared to 2020/21.
- 5.2 CSC complaints continue to be mainly in relation to CAST teams (87%, compared to 59% in 2020/21). The main movement in terms of complaints about specific services has seen a decrease around Disabled Children's Teams with six complaints submitted in 2020/21 reducing to none in 2021/22).
- 5.3 The predominant reason (nature) why corporate complaints are made are relating specifically to the EHCP process with over half (56.25%) of all corporate complaints. In particular to do with either a child not being given an EHCP or because Provision within the EHCP was not being implemented. The other main reason within the reporting period is to do with Chillerton and Rookley Primary School consultation (37.5%).
- 5.4 Corporate complaints were made about two services in the current reporting period; the SEN Service (62.5%) and Strategic Development (37.5%), which is not surprising when the nature of complaints made were either to do with EHCPs and SEN Tribunals or school closure consultations.

**Observation** – There is an argument that concerns being labelled 'complaints' due to dissatisfaction with a consultation

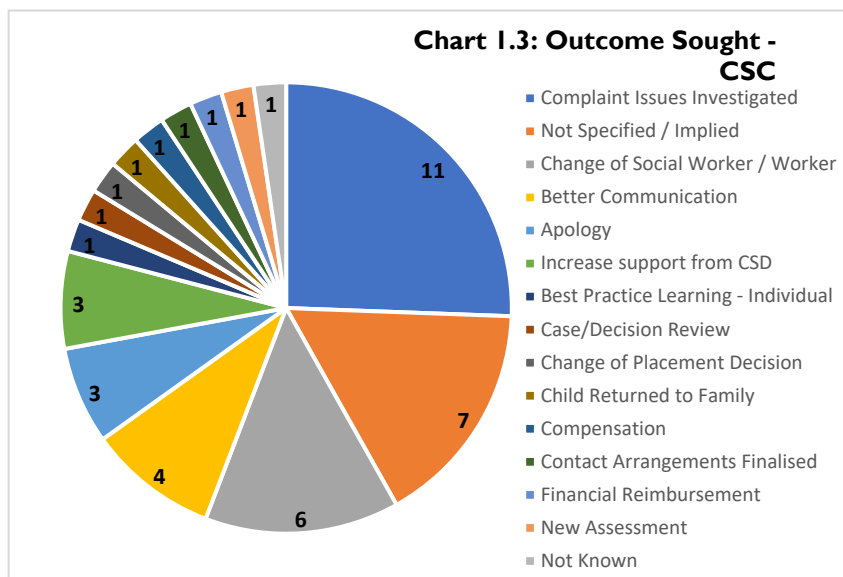
exercise should not be classed as a complaint but feedback through the consultation process.

5.5 A further breakdown of the nature of complaints made can be found in Tables 6a and 6b within the supporting Data Appendix, with services involved in Tables 7a and 7b.

## 6.0 Outcomes sought – social care and corporate complaints

6.1 When making a complaint, complainants are asked to state what outcome they are seeking. This provides a useful indication to the responding manager about what potentially would resolve the complaint and also provides comparative data in relation to the actual outcome i.e., the outcome of the investigation.

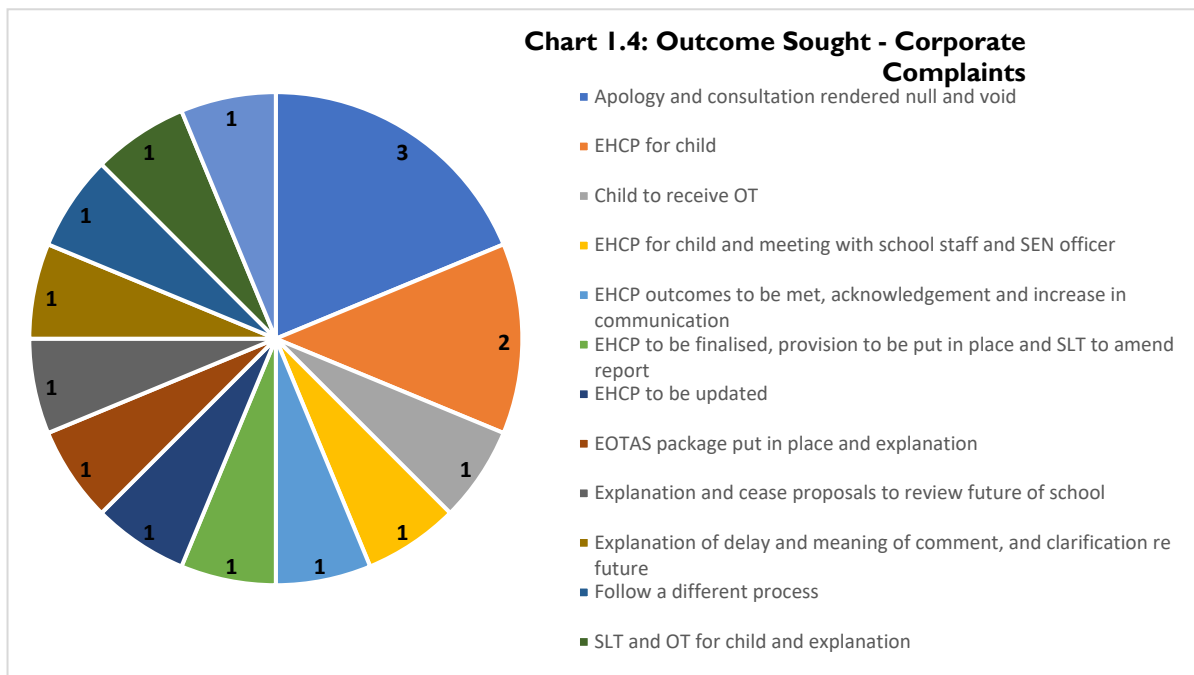
6.2 For CSC complaints, the predominant outcome sought has changed in this reporting period to 'Complaint Issues Investigated' (26%), whereas in 2020/21 it was 'Better



Communciation' (16%). The next three highest identified categories are 'Change of Social Worker' (14%), 'Better Communication' (9%), 'Apology' (7%) and 'Increase Support from CSD' (7%). Seven social care complaints (16%) did not identify an outcome being sought as part of their submission at stage one, as can be seen in Chart 1.3.



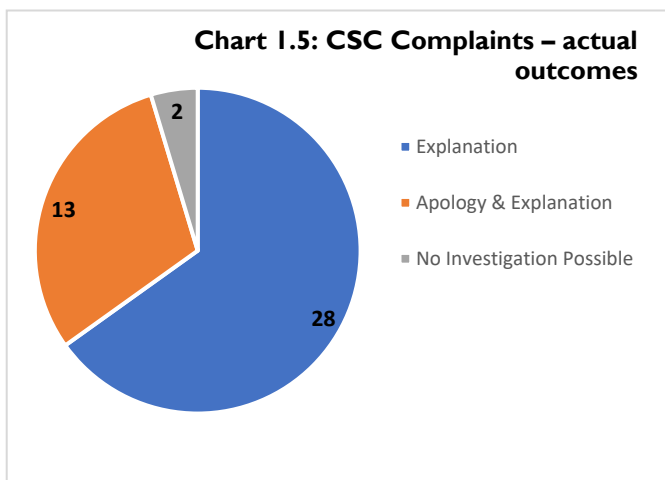
6.3 For corporate complaints, the main outcome being sought was for an ‘Apology and consultation rendered null and void’ (19%), followed by ‘EHCP for Child’ (13%), as can be seen in Chart 1.4.



## 7.0 Actual Outcomes – social care & corporate complaint

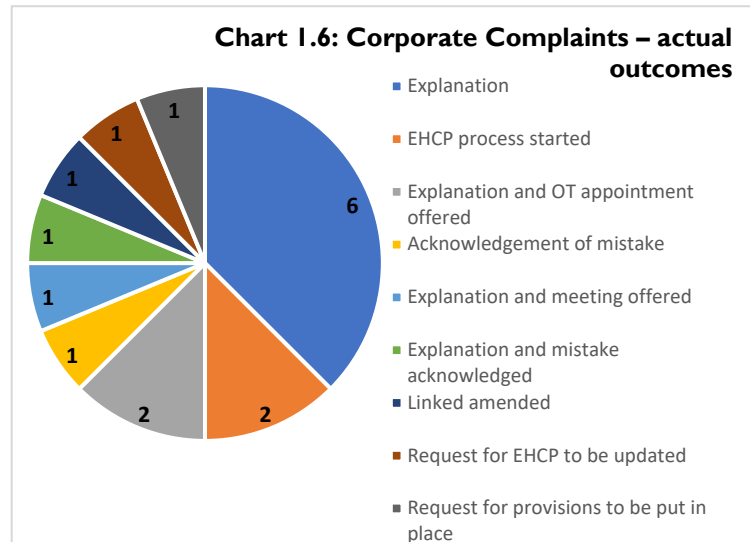
7.1 Having identified from the complainant the outcome they are seeking, the actual outcome achieved is taken from the response letter.

7.2 Chart 1.5 provides a summary breakdown of ‘actual outcomes’ for Social Care Complaints within the reporting period. Complaints falling under ‘other’, in respect of actual outcome, can take a variety of forms including specific agreed action to resolve the individual complaint, such as provision of funding/a one off payment, a specific communication plan or another bespoke outcome.



7.3 65% of the actual outcomes achieved during the reporting period for CSC stage one complaints was for ‘Explanation’ (61%), followed by ‘Apology & Explanation’ (30%).

7.4 The actual outcomes achieved for corporate stage two complaints in 2021/22 were 'Explanation' (38%), 'Explanation and OT appointment offered' (13%) and 'EHCP process started' (13%), as can be seen in Chart 1.6.



7.5 A further detailed breakdown of sought and actual outcomes is available under Tables 8 and 9 within the supporting Data Appendix.

7.6 Table 1.2 below shows the status of CSC complaints that completed stage one summarising whether a decision was 'upheld', 'not upheld', 'partially upheld' or where a 'no finding' outcome was required.

**Table 1.2: Social Care Complaints received**

Investigation Outcome	Number	Percentage
No Finding	1	2%
Not Upheld	18	36%
Partially Upheld	29	58%
Upheld	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

7.7 For the current reporting period, the following key points around 'actual' outcomes for Social Care complaints were identified:

- 'Explanation' made up 57.8% of complaint outcomes, of this 28 were CS Complaints and 6 Corporate Complaints.
- Of the 2 complaints which were 'Upheld', and 29 complaints which were 'Partially Upheld' all resulted in remedial action being taken.

## 8.0 Learning from complaints

8.1 Complaints can provide both opportunities for learning and indications that Children's Services practice is appropriate. In some instances, specific areas for service improvement are identified.

8.2 Key learning points and service improvements identified from both social care and corporate complaints received in 2020/21 were consistent with previous reporting periods, focusing on common re-occurring practice issues, which cause of a significant number of complaints, including:

- the importance of **good communication** and ensuring **agreed actions are completed** as agreed with service users.
- **timely replies** to communications from service users and correspondence (minutes and case paperwork) sent to service users as agreed.
- **adherence with CSD's own policies and procedures** particularly but not exclusively relating to workers conduct and timescales.

8.3 The learning from individual complaints is, as a point of good practice, usually included in the response letter to the complainant by the senior manager, who also implements and monitors any required action.

8.4 Some examples identified during the reporting period included:

- **Social care stage 1** – Following a complaint it was identified that there was a misunderstanding, which led to information being mis-communicated. This has been addressed with the member of staff and an explanation was provided.
- **Social care stage 1** – Children's Services failed to inform the individual of a meeting on the date it was due, and it was accepted that the timing was not appropriate. The inappropriateness of this was discussed with the member of staff and it was identified that the date of the next meeting should be provided in a timely manner to ensure attendance.
- **Social care stage 1** – Best practice not followed. This was followed up with member of staff to ensure that information is communicated in a timely and effective manner.

## 9.0 Young People's Complaints

9.1 In 2021/22, only one young person made a complaint, compared to five in the previous reporting period.

9.2 The young person's complaint was made via an advocate on the young person's behalf.

9.3 The complaint was in regard to 'Care Leavers' services, which had received two complaints in 2020/21.

9.4 'Financial Reimbursement' was the outcome being sought, with the complaint 'not being upheld' and resulting in an outcome of 'Explanation'.

9.5 A breakdown of young people's complaints can be found in Tables 10 to 13, within the supporting Data Appendix.

## Social care complaints escalation

- 9.6 There was a decrease in the number of complainants having their social care complaint escalated after receiving a statutory stage one response. In 2020/21 21.9% of CSC stage one complaints escalated to stage two, compared to 13.8% in 2021/22.
- 9.7 During the reporting period, four CSC stage two complaints were completed. None of the stage two complaints were completed within the 25 working day period, with all four complaints taking over the 65 working days to complete.
- 9.8 As identified under sections 11.0 and 12.0 within the report, further work has been undertaken within and outside of the reporting period to increase the capacity within the County Council’s Investigating Officer and Independent Person pool to assist with progressing CSC complaints at stage two and in turn for stage three.

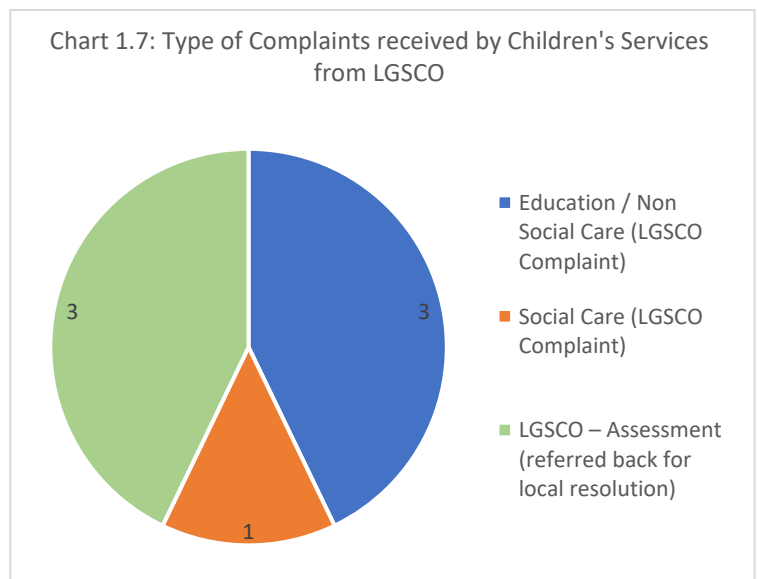
## 10.0 Local Government and Social Care Ombudsman (LGSCO)

10.1 The number of complaints received via the LGSCO was 7 during the reporting period.

10.2 42.8% of complaints received in the reporting period (3) were assessed by the LGSCO as being premature and therefore referred for local resolution.

10.3 When the LGSCO find fault, the ombudsman makes recommendations in relation to remedy to the complainant and/or learning for the County Council in terms of our practise and processes.

10.4 The LGSCO Assessment team will sometimes make enquiries in relation to the ‘status’ of a complaint to establish if it has gone through the Council’s complaint process before deciding whether to investigate. These enquires usually result in the LGSCO deciding a complaint is ‘premature’ and it is returned to the Council for investigation and response.



10.5 With regards to the single social care complaint that was not considered premature, the following actions were carried out and the LGSCO deemed them satisfactory:

- Action taken to address delays in allocating the complaint to stage two,
- A time and trouble payment made

## 11.0 2020/21 recommendations – progress

**Recommendation 1 – Develop an Implementation Plan and ensure delivery of the service improvements identified within the Children’s Services Transformation Practice’s review of Children’s Services Complaints.**

**Progress – Action Superseded.** This action has been superseded by the actions being developed as part of the recovery plan around CSC stage two complaints, service improvement actions and financial resilience activity, which has been included as part of the recommendations for the 2022/23 reporting period.

**Recommendation 2 – Working alongside the Childrens Services Performance Manager, continue to incorporate the benefits of the new Complaints Case Management System through the capturing of evidence to support learning, by updating the format of the Annual Complaint Report (ACR) to include this additional detail.**

**Progress – ONGOING.** This action will be carried forward as part of the service improvement activity being overseen by the new Complaints Manager.

**Recommendation 3 – Establish the ongoing team structure arrangements for the Children’s Services Complaints Team, confirming the ongoing approach to the statutory Complaints Manager position.**

**Progress – Partially Completed.** The department has successfully recruited a new permanent Complaints Manager and filled the vacancy create during the reporting period of an experienced Complaints Officer. The ongoing future proofing of the Children’s Services Complaints Team has been amalgamated into the Financial Resilience activity, which has been included as part of the recommendations for the 2022/23 reporting period.

**Recommendation 4 – Increase capacity within the Independent Person (IP) pool to ensure successful increases within the Investigating Officer (IO) role are not impacted by a lack of availability of IPs to support investigations.**

**Progress – ONGOING.** A lot of work has gone into generating additional capacity, which has proven successful. As of 30 May 2022, the CSCT had access to 20 IOs and 17 IPs. Activity is ongoing to continue to increase capacity and this action will continue to be included as part of the recommendations for the 2022/23 reporting period.

**Recommendation 5 – The observations identified within the 2020/21 ACR recommendations, to be further explored to identify any viable pattern/trend that could lead to learning/practice improvements.**

**Progress – ONGOING.** This action will be carried forward as part of the service improvement activity being overseen by the new Complaints Manager and extended to include 2021/22 data.

**Recommendation 6 – Continue to work with the appropriate Departmental service lead to confirm what is recorded within the Department’s Children’s Social Care Case Management System, when a complaint is made.**

**Progress – ONGOING.** To be carried forward to 2022/23 report.

## 12.0 2021/22 Recommendations

12.1 The following recommendations are put forward for completion by the CSCT and/or department service areas during the 2022/23 reporting period:

**Recommendation 1 – CSC Stage Two Recovery Plan.** Develop a forecast model of how the CSCT intends to return CSC Stage Two complaints to a more manageable level, setting out clear timescales for delivery.

**Recommendation 2 – Financial Resilience.** There is a requirement for additional permanent resourcing to ensure longer term stability of the service. A report is to be developed to set out the additional resources being sought corporately to ensure new ways of working can be implemented, both as part of the recovery plan and also to ‘right size’ the CSCT to prevent future backlogs re-occurring in the longer term.

Report to be submitted to Hampshire County Council’s Financial Resilience Group in June 2022.

**Recommendation 3 – Service Improvement.** To support the CSC Stage Two recovery activity and to contribute to the stabilising of the CSCT in the future, a range of operational improvements have been identified. These include:

- Measures to reduce escalation of CSC complaints from Stage One to Stage Two;
- Improvements to correspondence with complainants;
- Improvements to guidance provided to officers for responding at Stage One for CSC Complaints;
- Introduction of templates;
- Process improvements (to be identified via a workshop);
- CSC Stage Two document preparation;
- Optimised use of technology such as power automate to increase efficiency;
- Staff training;
- Management structure and oversight;
- Monitoring and reporting to support operational effectiveness and decision making within CSCT and wider Branch Management Teams; and
- Training and support to IOs and Adjudication Officers.

These improvements will be implemented across the 2021/22 reporting period.

**Recommendation 4 – Continue to increase capacity within the Independent Person (IP) pool and the Investigating Officer (IO) pool.** This will be an ongoing action across the 2021/22 reporting period.

**Recommendation 5 – Continue to work with the appropriate Departmental service lead to confirm what is recorded within the Department’s Children’s Social Care Case Management System, when a complaint is made.** Proposal to be completed by 31 March 2023.



## Appendix 1 – Data Report

The supporting data tables can be accessed through the following link:

**ADD WEBPAGE LINK BEFORE PUBLISHING ON WEBSITE**

## Appendix 2 - Glossary

### Complaint

*Getting the Best from Complaints, DfES 2006* defines a complaint as:

*'an expression of dissatisfaction or disquiet, in relation to an individual child or young person, which requires a response'.*

Within Hampshire Children's Services, both the children's social care and corporate complaints processes use this definition.

### Case Concern

The definition of a case concern, as developed by CSCT, is:

*'An operational / case issue which is current, has a 'here and now' impact and requires a 'same day' intervention.'*

This is in contrast to complaints which will nearly always have a historical element and, whilst significant, do not require immediate intervention. Correctly identifying representations as concerns enables them to be passed swiftly to the appropriate team for action. The option to have their concern dealt with as a complaint is explained and remains an option at any point.

### Pre-complaints

Representations received by the complaints team that could become a formal complaint in the future, or where further clarification is needed from the originator before the matter can be responded to, are recorded as pre-complaints.

### Area Initiated

Complaints which are managed at a local level, that CSCT become aware of, and may have some input into.

### Enquiries

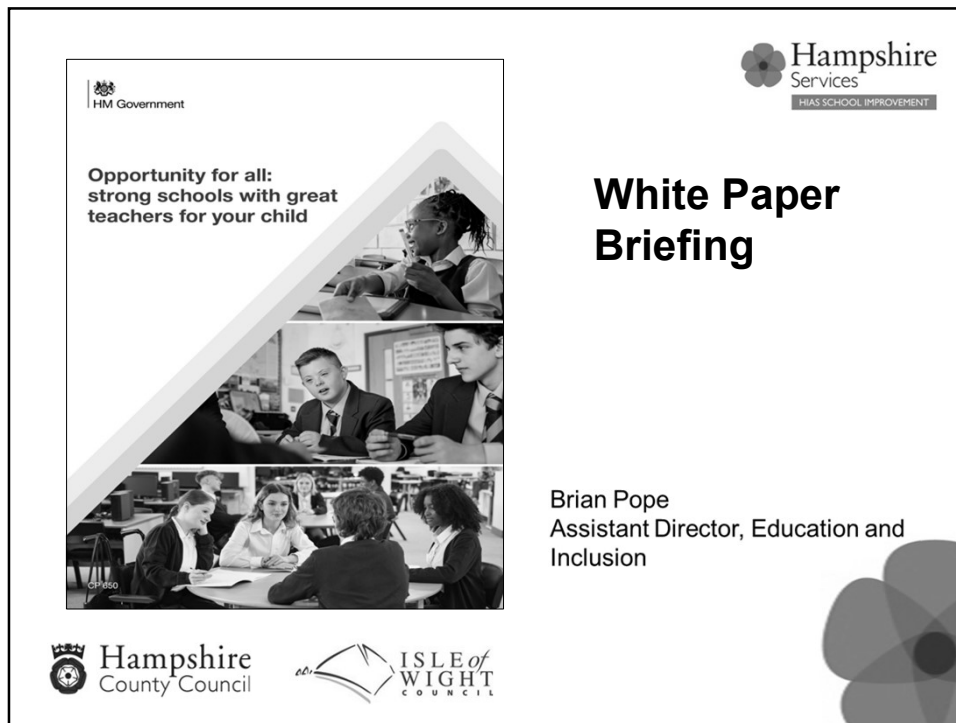
The complaints team is also involved with enquiries received by the Director's Office, from MPs, Councillors and the Department for Education (DoE).

### HantsDirect Handoff

Calls made to HCC's contact centre where the caller wants to speak to a manager, but they are either unavailable or not found. Request is passed to CSCT who identify manager and ask for contact to be made within three days whilst also advising that if concern is not resolved a formal complaint can be made.

### Miscellaneous

Representations received by the team that do not fall within its remit are recorded on Respond under 'miscellaneous'. These include disciplinary issues, non-Children's Services complaints, complaints about other agencies and local authorities.



The slide features a large graphic on the left consisting of three overlapping images of students in a classroom, arranged in a triangular shape. The top image shows a girl looking thoughtful, the middle shows two boys talking, and the bottom shows a group of students at a table. Text is overlaid on the top image. Logos for HM Government, Hampshire Services, Hampshire County Council, and Isle of Wight Council are present. The title 'White Paper Briefing' is in large bold font, and the speaker's name 'Brian Pope' is below it.

HM Government

Opportunity for all:  
strong schools with great  
teachers for your child

Hampshire  
Services  
HIAS SCHOOL IMPROVEMENT

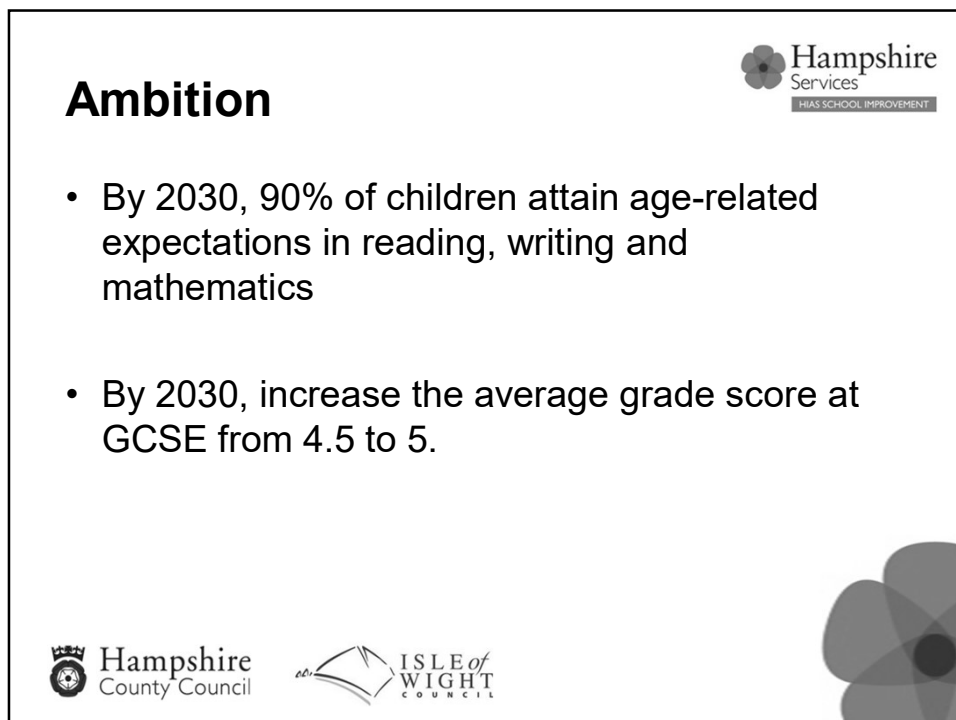
## White Paper Briefing

Brian Pope  
Assistant Director, Education and  
Inclusion

Hampshire  
County Council

ISLE of  
WIGHT  
COUNCIL

11



The slide features the Hampshire Services logo in the top right. The title 'Ambition' is in large bold font. Below it are two bullet points. Logos for Hampshire County Council and Isle of Wight Council are at the bottom. A decorative graphic is in the bottom right corner.

## Ambition

- By 2030, 90% of children attain age-related expectations in reading, writing and mathematics
- By 2030, increase the average grade score at GCSE from 4.5 to 5.

Hampshire  
Services  
HIAS SCHOOL IMPROVEMENT

Hampshire  
County Council

ISLE of  
WIGHT  
COUNCIL

12




## Improving teaching

- 500,000 teacher training opportunities by 2024
- Specialist training to drive literacy improvements
- New qualification for leading literacy
- £30,000 starting salary








13



## Improving teaching

- Free, ready made resources – digital curriculum
- A longer average mainstream school week – 32.5 hours minimum
- Support schools to improve attendance, behaviour and well-being

14

## Additional support for some children



- A parent pledge – schools will pledge to provide evidence-based support if your child is behind
- Up to 6 million tutoring courses by 2024
- Secure funding for Education Endowment Foundation – what works centre
- Establish a register for children not in school



15

## System wide reform




- All schools to join or have a plan to join a multi-academy trust by 2030
- Strong Local Authorities permitted to set up multi-academy trusts
- Strengthening powers of Local Authorities – place planning, admissions, championing interests of children, especially those experiencing vulnerability
- Education Investment Areas – increased funding and support in inverse proportion to success





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 HM Government


**SEND Review:**  
Right support  
Right place  
Right time





 Hampshire  
Services  
HIAS SCHOOL IMPROVEMENT

## Green Paper Briefing

Brian Pope  
Assistant Director, Education and Inclusion

 Hampshire  
County Council


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WIGHT  
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1


## Three challenges to solve

- Outcomes for those with SEND and in alternative provision are poor
- Navigating SEND system and alternative provision is not positive for families
- Current system is not delivering value for money

 Hampshire  
Services  
HIAS SCHOOL IMPROVEMENT

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2

## A single SEND and alternative provision system



- New national standards setting out how needs are identified and met
- Revise SEND Code of Practice to ensure it reflects those standards
- Establish a multi-agency SEND partnership to produce a local inclusion plan
- Standardised and digital EHC plans



3

## A single SEND and alternative provision system



- Support families to express a preference for a suitable placement by providing a tailored list of settings
- Streamline the redress process by providing mandatory mediation before tribunal




4





## Excellent provision

- Increase income to schools by £7 billion by 2024/25 (compared to 2021/22)
- A new SENCO qualification
- Commission an analysis to better understand the health support that is needed
- Improve mainstream provision – teaching and curriculum



HIAS SCHOOL IMPROVEMENT







5


## Excellent provision

- Fund 10,000 additional respite placements - £30 million
- Invest £2.6 billion capital for new specialist placements or improving existing provision
- Invest £18 million in supported internships
- All schools to join a strong multi-academy trust



HIAS SCHOOL IMPROVEMENT





6

## Alternative provision



- Part of integrated SEND system
- Create funding stability – dedicated funding workstream
- Create performance framework
- Greater oversight of pupil movements
- Call for evidence on use of unregistered provision
- All schools in a multi-academy trust



7

## System roles, accountability and funding reform



- Clarity of roles
- New DfE regional groups hold Local Authorities and multi-academy trusts to account
- Guidance to integrated care boards
- New inclusion dashboards
- National banding system and price tariffs
- New Ofsted area inspection framework




8

**Delivering change**

- Safety valve programme - £300 million
- Delivering better value programme - £85 million
- Task DfE with drafting national SEND standards
- Change management programme - £70 million
- Publish a delivery plan
- New national delivery board

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9

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## Policy and Scrutiny Committee for Childrens Services, Education and Skills - Workplan 2022/25

DATE	AGENDA ITEMS	DESCRIPTION & BACKGROUND	LEAD OFFICER/ CABINET MEMBER
1 September 2022	Schools White Paper	To consider the implications of the Schools White Paper, Opportunity for All, which sets out plans to make sure every child can reach the full height of their potential.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Annual complaints report – Children's Social Work	To consider the annual report in accordance with best practice advice from the Local Government and Social Care Ombudsman to ensure that lessons learnt are being implemented.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Green Paper - SEND review: right support, right place, right time	To consider the Government's green paper about the changes to make to the special educational needs and disabilities (SEND) and alternative provision (AP) system in England.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	School Place Planning	To consider the latest projections	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
1 December 2022	Performance and budget	Current performance trends and budget 2022/23	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	IW Safeguarding Children's Board annual report	To consider the annual report	Chairman of the Board
	Youth Offending	To consider a report on the work of the youth offending team	Director of Children's Services Cabinet Member for Children's Services, Education and Skills

	Social Care Review	To consider the implications of the Independent Review of Childrens' Social Care.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
2 March 2023	School attainment	To consider the annual report on attainment	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Pathway into further education and training	To look at how young people can access further education and training	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	School Exclusions	.To consider the latest position regarding school exclusions following consideration of a report in March 2022.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
June 2023	Performance and budget	Current performance trends and budget 2023/24	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Children's health and wellbeing	To discuss key issues in relation to the health and wellbeing of children	Director of Public Health Cabinet Member for Adult Social Care and Public Health
	Fostering and Adoption Annual Reports	To consider the annual reports	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
September 2023	Annual complaints report – Children's Social Work	To consider the annual report in accordance with best practice advice from the Local Government and Social Care Ombudsman to ensure that lessons learnt are being implemented	Director of Children's Services Cabinet Member for Children's Services, Education and Skills

	Early years – sufficiency of places	To consider the availability of early year places on the Island and the outcomes.	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
December 2023	Performance and budget	Current performance trends and budget 2023/24	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	IW Safeguarding Children’s Board annual report	To consider the annual report	Chairman of the Board
March 2024	School attainment	To consider the annual report on attainment	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
June 2024	Performance and budget	Current performance trends and budget 2024/25	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	Fostering and Adoption Annual Reports	To consider the annual reports	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
September 2024	Annual complaints report – Children’s Social Work	To consider the annual report in accordance with best practice advice from the Local Government and Social Care Ombudsman to ensure that lessons learnt are being implemented	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills

December 2024	Performance and budget	Current performance trends and budget 2024/25	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	IW Safeguarding Children's Board annual report	To consider the annual report	Chairman of the Board
March 2025	School attainment	To consider the annual report on attainment	Director of Children's Services Cabinet Member for Children's Services, Education and Skills

Items identified but no date set yet by the Committee :-

1. Draft Isle of Wight Carers Strategy following a review before formal approval is given by the Cabinet
2. Social worker recruitment and retention
3. Autism