



County Offices  
Newland  
Lincoln  
LN1 1YL

27 February 2020

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 6 March 2020 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in black ink that reads 'DBarnes'.

Debbie Barnes OBE  
Chief Executive

**Membership of the Children and Young People Scrutiny Committee**  
**(11 Members of the Council and 4 Added Members)**

Councillors R J Kendrick (Chairman), A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, R L Foulkes, C Matthews, S R Parkin, M A Whittington, L Wootten and R Wootten

**Added Members**

Church Representatives: Reverend P A Johnson (vacancy)

Parent Governor Representatives: Miss A E I Sayer (vacancy)



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA**  
**FRIDAY, 6 MARCH 2020**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Apologies for Absence / Replacement Members</b>	
<b>2</b>	<b>Declarations of Members' Interest</b>	
<b>3</b>	<b>Minutes of the Children and Young People Scrutiny Committee meeting held on 17 January 2020</b>	5 - 14
<b>4</b>	<b>Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and Chief Officers</b>	Verbal Report
<b>5</b>	<b>Referral from OSMB - Children who are subject to a Child Protection Plan (Measure 24)</b> <i>(To receive a report from Roz Cordy, Interim Assistant Director – Safeguarding, which requests the Committee to consider further the performance of Measure 24 – Children who are subject to a Child Protection Plan)</i>	15 - 18
<b>6</b>	<b>Lincolnshire Local Authority School Performance 2018/19</b> <i>(To receive a report from Kate Rouse, Interim Head of School Standards, which provides the Committee with an update regarding standards within the sector led system)</i>	19 - 28
<b>7</b>	<b>Lincolnshire Learning Partnership and Sector-Led Update</b> <i>(To receive a report from Sue Williams, Head of Education Strategy, which provides the Committee with an update on the Lincolnshire Learning Partnership and its development over the last year)</i>	29 - 36
<b>8</b>	<b>Children and Young People Scrutiny Committee Work Programme</b> <i>(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which provides the Committee with an opportunity to consider and comment on its work programme for the coming months)</i>	37 - 42

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**Please note:** for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

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**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE  
17 JANUARY 2020**

**PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)**

Councillors A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, C Matthews, S R Parkin, M A Whittington, L Wooten and R Wooten

**Added Members**

Church Representatives: Reverend P A Johnson

Councillor Mrs P A Bradwell OBE (Executive Councillor: Adult Care, Health and Children's Services) was also in attendance.

Also in attendance:-

Jill Chandar-Nair (Inclusion and Attendance Manager), Matthew Clayton (Admissions and Education Provision Manager), Cheryl Evans (Democratic Services Officer), Ann Hoffmann (Executive Headteacher, St Francis and St Christopher's School), Tracy Johnson (Senior Scrutiny Officer), Kevin Kendall (Assistant Director - Corporate Property), Eileen McMorrow (Senior Project Officer Specialist Schools Project), Emily Nicholls (School Admissions Manager), Mark Popplewell (Head of Finance (Children's Services)), Heather Sandy (Interim Director - Education) and Justin Ward (Programme Manager - Corporate Property).

**43     APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillors D Brailsford (Executive Support Councillor for Children's Services) and R L Foulkes and Added Members: Mrs P J Barnett, Miss A E I Sayer and Mr S C Rudman.

**44     DECLARATIONS OF MEMBERS' INTEREST**

Councillor M A Whittington wished it be noted that he had an adopted son who was in receipt of services from Barnardo's.

**45     MINUTES OF THE MEETING OF CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE HELD ON 22 NOVEMBER 2019**

**RESOLVED**

That the minutes of the Children and Young People Scrutiny Committee meeting held on 22 November 2019 be agreed and signed by the Chairman as a correct record.

46      ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND CHIEF OFFICERS

The Chairman announced that the term of office for Mrs Patricia Barnett, one of the two parent governor representatives on the Committee, was due to expire on 4 March 2020, prior to the Committee's next scheduled meeting. Unfortunately, Mrs Barnett had been unwell and had not attended meetings for a while. The Chairman stated that he would be writing on behalf of the Committee to Mrs Barnett thanking her for her service on the Committee over the past four years.

The Executive Councillor for Adult Care, Health and Children's Services stated that a consultation had begun on a proposed merger of New College Stamford and Peterborough Regional College. The Council would be responding with a view to stressing the need for a college presence in Stamford to continue. It was agreed that the Chairman of the Committee and the Executive Support Councillor for Children's Services would work with the Assistant Director for Growth on this matter. The Committee would receive a briefing paper on the current further education provision in Lincolnshire, including transport arrangements.

47      COUNCIL BUDGET 2020/21

The Committee considered a report, which set out the budget proposals for 2020-21 for children's services, which were organised into four areas: children's commissioning and health; children's early help services; children's safeguarding; and education and special educational needs and disability services. For each of these four areas, savings and cost pressures were detailed.

The report also set out details of the schools budget, funded by the dedicated schools grant. Unlike many local authorities, which were in deficit for their designated schools grant, Lincolnshire was in surplus, but this needed to be managed in the future.

The report provided details of the Council's ten year capital programme, which for children's services, included an allocation of basic provision school needs grant; and allocation for two small children's homes.

The following points were clarified by the Committee through questioning:

- There would be no impact on service delivery from the changes to the Children's Services budget.
- The approach across the Council this year was to identify any savings by removing flexibilities from budgets, that could be given up to help with balancing the Council's budget to avoid making cuts to services and staffing.
- The Home to School/College Transport budget would be directly impacted by any major increases in fuel prices. Assurance could not be provided that there would be no cost pressure arising from fuel price rises. The budget had been reviewed and cost increases were considered and built within the 2020-21 requirements. This budget was monitored on a monthly basis, as it was

volatile and demand-led. If a cost pressure arose, it would be reported through the budget monitoring process, and managed corporately.

- The budget for the Building Communities of Specialist Provision Strategy consisted mainly of government grant funding. The government's Special Provision Fund allocations to transform SEND capital infrastructure was relatively small compared to what was actually required. The finances of this programme of works (£50.637m) were regularly reviewed as surveys and requirements of the schemes' progress, including the completion of capital appraisals for Executive approval and exploring alternative funding streams that come available. It was agreed that a working group be established to consider the programme of capital scheme appraisals and undertake visits to some of the special schools to gain an understanding of the current situation and what was planned for them in the capital scheme appraisals.
- All schools would be receiving an increase in per pupil funding under the schools national funding formula for 2020/21. There was a government review on how to make small schools more sustainable which may lead to greater certainty for small schools. It was suggested that the Committee considers the government review of school funding for small schools once it had been published.

#### RESOLVED

- (1) That the Children and Young People Scrutiny Committee's support for the children's services budget proposals for 2020-21 be recorded.
- (2) That the comments of the Children and Young People Scrutiny Committee on the children's services budget proposals for 2020-21 be forwarded to the Executive.
- (3) That a working group be established to consider the programme of capital scheme appraisals for special schools, comprising Councillors Mrs W Bowkett, C Matthews, S R Parkin, L Wootten, R Wootten and any other nominations from the Committee's membership received by the Senior Scrutiny Officer.

#### 48 SCHOOLS FUNDING UPDATE 2020/21 - MAINSTREAM SCHOOLS

A report by the Head of Finance – Children's Services set out the Council's proposal to continue following the national funding formula in 2020-21, by adopting a no gains ceiling cap; new mobility formula factor; positive minimum funding guarantee ranging between +0.5% and +1.84% (subject to affordability); new PFI formula factor; and rates adjustment in-year for 2020-21 only. The Council's current proposals were detailed at Appendix A to the Executive Councillor report.

The vast majority of schools who had responded to the consultation had supported the Council's proposals to continue replicating the government's national funding formula for 2020-21, and for schools to attract at least their full allocations under the national funding formula.

## **CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

### **17 JANUARY 2020**

The following points were confirmed following questions from the Committee:

- With the removal of the 'Gains Ceiling Cap' and the application of the positive minimum funding guarantee, all schools would see increases in pupil-based funding, but some schools significantly more so. This was due to historical funding and schools starting from different baselines, and gains ceiling caps applied in prior years due to government affordability.
- The revisions to the schools national funding formula in 2020-21 would allow for a greater consistency in funding between academies and maintained schools since all schools would be funded on at least the national funding formula, resulting in a fairer system of school funding.
- Rurality was still an issue that was not factored into the national funding formula, despite the additional costs associated with it. The government had however committed to consider how the national funding formula better supports small rural schools from 2021-22 onwards.

### **RESOLVED**

- (1) That the Children and Young People Scrutiny Committee's support for the recommendation to the Executive Councillor for Adult Care, Health and Children's Services, as detailed in the report, be recorded.
- (2) That the comments of the Children and Young People Scrutiny Committee, as set out above, be submitted to the Executive Councillor for Adult Care, Health and Children's Services.

### **49 PROPOSAL TO EXPAND CAPACITY AT THE LINCOLN ST CHRISTOPHER'S SCHOOL FROM 200 TO 333 (FINAL DECISION)**

A report by the Admissions and Education Provision Manager presented a proposal to expand the capacity at the Lincoln St Christopher's School from 200 to 333 places over two sites with provision for both primary and secondary age children.

Lincolnshire County Council had a statutory duty to ensure sufficient school places for all pupils at statutory school age, including children with special educational needs and disabilities.

A four-week period of consultation had taken place between 5 September and 3 October 2019, following which a decision had been taken on 22 October 2019 to publish a statutory notice of a four-week representation period up to 5 December 2019 for any written objections or comments.

The Committee heard from Ann Hoffmann, Executive Headteacher for St Francis and St Christopher's School, who highlighted the support for the proposals from staff and parents. The Executive Headteacher also described the current constraining environment of the existing site. It was suggested that the working group, as established under Minute 47, undertake a visit to the current St Christopher's School site.

The following points were confirmed by the Committee's consideration:

- The Committee expressed its enthusiasm over the proposals for the two sites, as outlined in the report.
- With regards to the carbon impact of the proposal, it was anticipated that staff would not be moving between the two sites a great deal, as staff tended to focus on either primary or secondary level. There should be reduced traffic at the current St Christopher's School site as in the future the traffic would be split between the two sites, and there would be improved parking and drop off/pick up places available as well. In addition, the new access to the St Christopher's School site would be away from the main road. Pupils would also have reduced travelling times to school as a result of more local places being made available. The carbon impact could be considered as part of the School's travel plan.
- Disruption to the pupils from the building works would be kept to a minimum as the primary site would be completed first allowing the primary pupils to move across when complete, which would then create additional capacity at the secondary site to minimise disruption to the secondary pupils. Work was being undertaken to minimise the impact on the children and to involve them where appropriate.
- A capital appraisal for the scheme would be prepared once the expansion had been agreed. An explanatory note on the decision-making process for decisions on capital appraisals would be provided to the Committee.

#### RESOLVED

- (1) That the Children and Young People Scrutiny Committee's support for the recommendations to the Executive, as detailed in the report, be recorded.
- (2) That the comments of the Children and Young People Scrutiny Committee, as set out above, be submitted to the Executive.

(NOTE: At this stage in proceedings, the Committee adjourned from 12 noon – 12.05pm. Councillor M D Boles left the meeting and did not return.)

#### 50 BOSTON JOHN FIELDING SPECIAL SCHOOL CAPITAL APPRAISAL

Consideration was given to a report by the Assistant Director – Corporate Property on the capital appraisal for the Boston John Fielding Special School.

The Committee was advised that the Building Communities of Specialist Provision had been approved by the Executive on 6 November 2018. The Strategy had proposed the expansion and relocation of the Boston John Fielding School to provide sufficient and local specialist education to children and young people with special educational needs and disabilities (SEND) in the Boston area. The relocated and expanded school would be sited adjacent to St Nicholas Primary School on Kitwood Road in the Skirbeck area of Boston. The new school would provide a modern facility to meet all needs and have capacity for 140 pupils.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE  
17 JANUARY 2020**

The design for the new school had been granted planning permission on 4 November 2019 and it was proposed that construction would commence in February 2020.

The proposal was for the design and construction to be procured via the SCAPE National Framework with Wates Construction operating as the main contractor. This framework was fully compliant with all relevant procurement regulations.

During consideration of the report, the following points were noted:

- A major benefit of using the SCAPE National Framework over the usual tendering process was that it enabled earlier involvement of the contractor with the school. Each project was individually assessed on whether it would be subject to tender or would use the Framework, and in this case the Framework had been assessed as the better option, to allow early involvement due to the complexity of the project.
- The £13.2m cost was built up from individually tendered work packages by Wates Construction. Each package would receive three tenders which provided confidence that value for money for the scheme would be achieved.
- The design was efficient and future proof, and provided what the children and the school required.
- The new build was particularly complex as it involved a special school which required modifications such as for wheelchair access; an academy trust; and a complex build on a current school site which was on a flood plain. The budget included £1.6m for 'abnormal' items such as flood risk mitigation and a hydrotherapy pool.
- There was a £713,500 risk budget for the scheme which was already built into the £13.2m budget.
- This would be the only new build funded through the overall budget for the Building Communities of Specialist Provision Strategy.
- The scheme would not be carbon neutral due to the costs of constructing a carbon neutral building, but would aim to minimise the carbon footprint. The Council was working towards a science based approach to measuring the carbon impact of future projects.
- A breakdown of the full costs for the new build scheme was available. As this was not detailed within the report to the Leader of the Council it was suggested that this be presented to him, alongside the Committee's comments, prior to him taking the decision.

**RESOLVED**

- (1) That the Children and Young People Scrutiny Committee's support for the recommendation to the Leader of the Council (Executive Councillor: Resources and Communications), as detailed in the report, be recorded.
- (2) That the comments of the Children and Young People Scrutiny Committee, as set out above, be submitted to the Leader of the Council (Executive Councillor: Resources and Communications).

- (3) That additional information and assurance, which was presented verbally at the Committee meeting, regarding the costs and value for money of the new build scheme be presented to the Leader of the Council (Executive Councillor: Resources and Communications) alongside the scrutiny comments, prior to him taking the decision.

51 SCHOOL ADMISSIONS POLICIES AND CO-ORDINATED SCHEMES FOR 2021 INTAKE

Consideration was given to a report by the School Admissions Manager, which set out the proposed school admission policies and co-ordinated schemes criteria for 2021 entry to school, to take effect from 1 September 2021 for in-year admissions.

The Committee was advised that the Council, under the School Admissions Code (2014), was required to formulate and publish a co-ordinated scheme in respect of admissions for all publicly funded schools within its area. This details how applications would be processed to provide clarity for parents, schools and other admission authorities.

The Council, as the Admission Authority for all community and voluntary controlled primary schools within Lincolnshire, and for Spalding High School (including the separate sixth form), was also required to determine the admission policies for these schools (including the separate sixth form admission arrangements at Spalding High School).

During consideration of the report, the following points were noted:

- The reduction in PAN from 50 to 40 for Gonerby Hill Foot School could be supported, as the majority of the housing expansion in Grantham was outside the Gonerby area and analysis had shown that there were sufficient school places across Grantham to cope with the additional housing.
- Contributions were requested as required from developers to expand schools for the additional demand from housing developments. The impact on secondary schools could be modelled 7 – 10 years in advance based on primary school numbers which allowed the Local Authority to plan appropriately. Assurances on developer contributions were a key issue in planning applications.

**RESOLVED**

- (1) That the Children and Young People Scrutiny Committee's support for the recommendations to the Executive Councillor for Adult Care, Health and Children's Services, as detailed in the report, be recorded.
- (2) That the comments of the Children and Young People Scrutiny Committee, as set out above, be submitted to the Executive Councillor for Adult Care, Health and Children's Services.

**52      CHILDREN MISSING OUT ON EDUCATION ANNUAL REPORT 2018/19**

A report by the Inclusion and Attendance Manager was considered, which presented the Children Missing Out on Education Annual Report 2018/19. The Annual Report was detailed at Appendix A to the report.

The Council had a duty under Section 436A of the Education Act 1996 to have processes in place to identify children who were not receiving a suitable full time education. The report provided an update on the processes in place to capture this information and explained any trends where possible.

The definition *Children missing out on education* was used in the report to encompass children who were out of any form of education, for example, not on a school roll and those not receiving the full time education that they were entitled to, either through irregular attendance at school or by not receiving a suitable education elsewhere.

The covering report highlighted a number of activities and trends for the academic year 2018-19, which included:

- The number of children being removed from school to be electively home educated had continued to grow but at a slower rate than the previous year.
- The process for reporting children missing education and following up notifications had continued to improve with the introduction of the new data management system, Synergy.
- The use of fixed penalty notice by schools as a tool for addressing irregular attendance continued to increase with more than 3,000 notices being issued in 2018-19.
- The school persistent absence rate in Lincolnshire had increased in-line with the national data.
- The majority of schools were now using the reduced timetable reporting process and following the new guidance introduced in June 2019.

The following points were made during discussion of the report:

- A concern was raised that the fixed penalty notices were no longer deemed a deterrent by parents and it was suggested that parents could factor the penalty charge into the total cost for holidays.
- Each local authority had its own Missing Education Team and there was collaborative working across all the teams.
- It was confirmed that the Council carried out checks to ensure home schooled children received the right level of education.
- There was a dedicated education support service for Roma and traveller communities.

RESOLVED

That the Children Missing Out on Education Annual Report 2018/19 be supported.

53     CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

Consideration was given to a report which enabled the Committee to comment on the content of its work programme.

Details of the Committee's planned items were shown on pages 189 – 192 of the report.

RESOLVED

That the content of the Committee's Work Programme be agreed.

The meeting closed at 1.10 pm.

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**Open Report on behalf of Janice Spencer OBE,  
Interim Director - Children's Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>06 March 2020</b>
Subject:	<b>Referral from OSMB - Children who are subject to a Child Protection Plan (Measure 24)</b>

**Summary:**

At the meeting of the Overview and Scrutiny Management Board (OSMB) on 28 November 2019, the Board considered a report on the Performance Reporting against the Council Business Plan 2019/20 - Quarter 2.

The Board raised concerns about the performance of Measure 24 "Children who are subject to a Child Protection Plan", which had not achieved its target in Quarter 2.

It was agreed by the Board that the measure be referred back to the Children and Young People Scrutiny Committee to explain why the number of children on a plan had increased, following the analytical work undertaken to understand the increase.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to

1. seek assurance on the performance of Measure 24 "Children who are subject to a Child Protection Plan".
2. agree any comments to be passed to the Overview and Scrutiny Management Board and the Executive in relation to this measure.

## **1. Background**

At the end of Quarter 2, there had been an increase in the number of children subject to a Child Protection Plan from 341 at the end of Quarter 1 to 400 at the end of Quarter 2, with no obvious reasons for the increase.

The increase was across all eight Family Assessment Support Teams (FAST), with the exception of North Kesteven.

It is worth noting that none of the teams had seen any significant changes in managers and so the same managers were in post making the decisions about whether a case should go to Child Protection in Quarter 2.

To understand the increase, there has been an analysis of the data and an in depth audit of some cases across the teams.

The focus of the audit were cases that had not been open for more than 20 days and cases that had become subject to a Child Protection Plan within 30 to 60 days of becoming Child in Need (CIN). This was to test out a hypothesis that some cases may be going to Child Protection too early before other interventions had been given time to support the family.

The key findings from the data analysis were:

- The number of children going on a plan is higher than the number of children coming off a plan as the children are remaining on a plan longer, hence the increase in numbers.
- The Performance team is predicting 423 de plans this year. The England comparator is nearly double this (if England was the same size as Lincolnshire, in 2018/19 they would have had 827 de plans).

This evidences that children are not going on a plan just for a short period of time, that is under 6 months. The analysis of the children who are going on a plan is that the issues and risks that they are experiencing and subject to, tend to be multiple rather than single issue. Therefore, the needs and risks for the cohort of children who are going on plans are complex and plans are being tried and tested before the children are coming off a plan.

One of the key factors in why social care are working with children and families with the most complex needs and risk is due to the strong early help offer, both internally in Children's Services and externally across partners and commissioned services. There are currently 2346 children who have a Team Around the Child (TAC) plan.

To ensure that there is no drift and delay, the Conference Chairs meet with the individual Team Managers and their Practice Supervisors on a regular basis to discuss all Child Protection cases that have been open a year, and to discuss the effectiveness of the Child Protection Plans.

Nine cases related to 43 children and therefore there has been an increase in the number of big sibling groups subject to a Child Protection Plan. This was also a finding of the audit.

Comparative to both our statistical neighbours and England our Child Protection numbers are still relatively low. The number of children subject to a Child Protection Plan in our statistical neighbours in 2018/19 was 642 and the England figure was 636. In 2018/19 our figure was 303, less than half. The figure for December 2019 was 388.

Key findings from the audit were:

- In all cases children are seen promptly and statutory timescales are mostly adhered to.
- Children are safeguarded as a result of the action taken by Children's Social Care.
- Where insufficient progress is made, children are escalated to pre-proceedings or become looked after.
- The majority of the cases where there had been no early help related to children who had transferred in to Lincolnshire from another local authority where they were already the subject of a Child Protection Plan.
- In the group of cases where the children had previously been CIN for 31-60 days, almost all are from large sibling groups.
- Where there are large sibling groups, overcrowded and/or insanitary conditions, eviction, debt and the family are living with relatives, these are all going to have an exponential impact on other issues, compounding factors such as domestic abuse, alcohol misuse, non-attendance at school and so on, and making children more vulnerable to injuries and neglect.
- None of the children seen have previously been the subject of a Child Protection Plan in Lincolnshire, although most have had periods of involvement at different levels.
- There are a small minority of cases where CIN plans had been given insufficient time to be effective before children were made subject of a Child Protection Plan.

## **2. Conclusion**

There is no evidence that the increase in Child Protection numbers has been due to any changes in practice or decision making. The right children are going on a Child Protection Plan and in the majority of cases this is after working with the family at Child in Need but the risks and need required escalation to Child Protection. Due to the complexity of need and risk, the children are remaining on a Child Protection Plan for longer to ensure the plan is tried and tested. However the audit highlighted that in cases where it is no longer safe for children to live at home, alternative care provision is put in place.

The number of children subject to a Child Protection Plan will fluctuate and since Quarter 2 there has been a reduction in the number of children on a plan with the figure being 388 at the end of December 2019 and 374 on 30 January 2020.

## **3. Consultation**

### **a) Have Risks and Impact Analysis been carried out?**

No

## **b) Risks and Impact Analysis**

Not applicable

## **4. Background Papers**

Document title	Where the document can be viewed
Report to Overview and Scrutiny Management Board 28 November 2019 - Performance Reporting against the Council Business Plan - Quarter 2	<a href="https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=553&amp;MId=5309&amp;Ver=4">https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=553&amp;MId=5309&amp;Ver=4</a>

This report was written by Roz Cordy, who can be contacted on 01522 554403 or [roz.cordy@lincolnshire.gov.uk](mailto:roz.cordy@lincolnshire.gov.uk).

**Open Report on behalf of Heather Sandy, Interim Director - Education**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>06 March 2020</b>
Subject:	<b>Lincolnshire Local Authority School Performance 2018/2019</b>

**Summary:**

This report provides an update regarding standards within the sector led system. It sets out an overview of validated performance data from Lincolnshire schools for 2018/2019. The report includes the outcomes at Early Years, Key Stage 1, Key Stage 2 and Key Stage 4.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to review and comment on the outcomes for Lincolnshire schools for 2018/19.

## **1. Background**

This report presents an analysis of the current performance within the Lincolnshire schools system. The data shared uses validated figures. Analysis of needs and areas for development has been shared with the sector and partners to assist with targeted support programmes of professional development.

## **2. Conclusion**

### **High level summary:**

**OfSTED Outcomes:** As of 31 August 2019, Lincolnshire has 83.9% of schools rated as good or better. Lincolnshire is below the National of 86% and Statistical Neighbours of 84.1%.

**Early Years (Aged 5):** This is measured as a 'Good Level of Development'. The percentage of Lincolnshire pupils achieving a good level of development in 2019 has increased to 70% from 69% in 2018. This increase is in line with Statistical Neighbour average (72%) which has increased by 1% since 2018. The National (72%) and East Midlands (70%) have remained the same; this has reduced the gap between Lincolnshire and National to 2% compared to 3% in 2018. Free

School Meal (FSM) eligible pupils achieving a Good Level of Development in Lincolnshire have increased by 4% and is now higher than the Statistical Neighbour and East Midlands. National has remained the same, which has reduced the gap between Lincolnshire and National to 1% this year compared to 5% in 2018. The percentage of Special Educational Needs (SEN) support pupils achieving a Good Level of Development in Lincolnshire is below its comparators. The gap between Lincolnshire and National remained at 4%.

**Phonics Screening Check (Aged 6):** The percentage of children meeting the expected standard by Year 1 in Lincolnshire is in line with East Midlands and statistical neighbours. Lincolnshire remains 1% below National. The percentage of FSM Eligible pupils achieving the threshold by end of Year 2 has improved by 2% and is now roughly in line with National FSM Eligible and ahead of the East Midlands. The percentage of SEN Support pupils achieving the threshold in Phonics is below National.

**Key Stage 1 (Aged 7):** This is a local measure of Reading, Writing and Mathematics combined (a pupil achieved age related or above in all three subjects). This has dropped from 62.2% in 2018 to 61.5% in 2019. The national average in 2019 was 64.9%, dropping from 65.3% in 2018. The gap between Lincolnshire and National is broadly the same year on year. Writing is the weakest area in this Key Stage. Pupils known to be FSM Eligible are performing less well than National in Reading, Writing and Maths. The performance of SEN support pupils is below National, East Midlands and Statistical Neighbours in each of Reading, Writing and Maths and for these subjects combined for percentage achieving the expected standard.

**Key Stage 2 (Aged 11):** This is a national measure of reading, writing and mathematics combined (a pupil achieved age related or above in all three subjects). Lincolnshire has improved in this measure since last year to 61% in 2019. The percentage expected standard for Lincolnshire children in Reading, Writing and Mathematics is below National by 4%, below East Midlands by 2% and below Statistical Neighbour Average by 2%. Lincolnshire performance in attainment has seen a 4% increase in Mathematics, 1% increase in Writing and 3% decrease in Reading, compared to 2018. The percentage of FSM Eligible pupils has improved by 2% compared to 2018 in meeting the expected standard in Reading, Writing and Maths combined. However the group are performing below National by 8%. Pupils receiving SEN support achieving the expected standard in Reading, Writing and Maths combined has improved by 1% compared to 2018 but remains below National.

Progress in Reading is below National, East Midlands and Statistical Neighbours. Progress in Writing is below National, East Midlands but better than Statistical Neighbours. Progress in Maths is below National, East Midlands and in line with Statistical Neighbours. Pupils receiving SEN support progress less well than National, East Midlands and Statistical Neighbours in Reading but better than statistical neighbours in Writing and Mathematics. Pupils known to be FSM Eligible are progressing less well than National, East Midlands and Statistical Neighbours in Reading and Mathematics and in line with Statistical Neighbours in Writing.

**Key Stage 4 (Aged 16):** In 2018, we see the first year of the new numbered grading system for GCSEs in a wider range of subjects with a range of 9-1. A standard pass is deemed a grade 4 and a good pass being a grade 5. This is then calculated into Attainment 8 and Progress 8 Scores. The subjects included are double weighted English and Mathematics and then a combination of Science, Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbour in the percentage of pupils achieving 9-5 in English and Maths GCSE. Lincolnshire presents an upward trend compared to 2018 in the percentage of pupils achieving 9-4 in English and Maths GCSE, is above the East Midlands figure and above Statistical Neighbours.

In 2019 Lincolnshire's English Baccalaureate Average Point Score per Pupil is 4.1, which is above East Midlands and Statistical Neighbours and slightly above National.

The percentage of pupils achieving English and Mathematics (strong 9-5) in Lincolnshire is 42.5%, which is 0.9% below National, 0.4% above East Midlands and 1.5% above Statistical Neighbours. 64.8% of pupils achieved a standard pass showing an increase of 1.3% on 2018. Lincolnshire's 2019 percentage is roughly in line with National, 1% above East Midlands and 0.9% above Statistical Neighbours.

Lincolnshire's average Attainment 8 score of 46.8 per pupil is in line with National, 1 point above East Midlands and 1.2 points above Statistical Neighbours. The Average Attainment 8 score per pupil in Lincolnshire for those known to be eligible for free school meals is below National and above East Midlands. The performance of Lincolnshire's SEN Support pupils is above National and East Midlands for average Attainment 8 Score.

Progress 8 is a relative measure, which means that the overall national score remains the same between years. This measure is better compared between groups in the same year, e.g. by school rather than year on year comparisons. That said, Lincolnshire's Progress 8 score is much improved in 2019. The Average Progress 8 score of -0.03 in Lincolnshire is in line with the national figure of -0.03. Lincolnshire is above East Midlands average and Statistical Neighbour average. The Average Progress 8 score in Lincolnshire for Pupils known to be eligible for free school meals is in line with National and above East Midlands. The performance of Lincolnshire's SEN Support pupils is above National and East Midlands for average Progress 8 Score.

### **3. Consultation**

#### **a) Have Risks and Impact Analysis been carried out?**

No

## **b) Risks and Impact Analysis**

Not applicable

## **4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Key Numbers report 2019

## **5. Background Papers**

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Kate Rouse, who can be contacted on 01522 552253 or [katej.rouse@lincolnshire.gov.uk](mailto:katej.rouse@lincolnshire.gov.uk).

# 2019 EYFSP

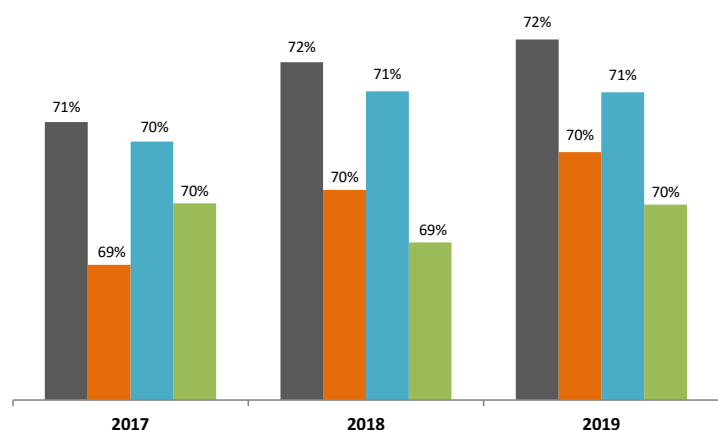
## 7,954

Lincolnshire children assessed for the Early Years Foundation Stage Profile in 2019

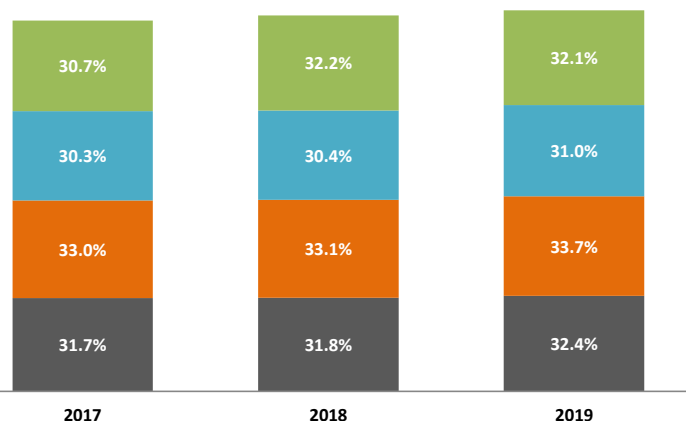
## 69.6%

Achieved a Good Level of Development in 2019

### Achieved a Good Level of Development



### Inequality Gap in Achievement across all Early Learning Goals



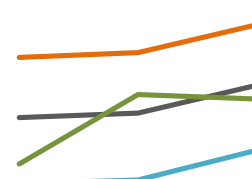
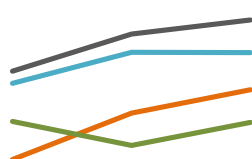
#### Achieved a Good Level of Development

#### Average Total Points Score

#### Inequality Gap in Achievement across all Early Learning Goals

	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	70.7%	71.5%	71.8%	34.5	34.6	34.6	31.7%	31.8%	32.4%
East Midlands	68.8%	69.8%	70.3%	34.1	34.2	34.2	33.0%	33.1%	33.7%
Statistical Neighbour	70.4%	71.1%	71.1%	34.3	34.4	34.3	30.3%	30.4%	31.0%
Lincolnshire	69.6%	69.1%	69.6%	34.5	34.4	34.3	30.7%	32.2%	32.1%

#### 3 Year Trend Comparison



#### Commentary

1. The percentage of Lincolnshire children achieving a Good Level of Development has increased by 0.5% since last year and is now below National by 2.2%.
2. The Lincolnshire Inequality Gap is narrower than East Midlands and England (the difference between the lowest performing 20% of pupils and their peers) in achievement across all Early Learning Goals.

Data sourced from: <https://www.gov.uk/government/statistics>

# 2019 Phonic Decoding

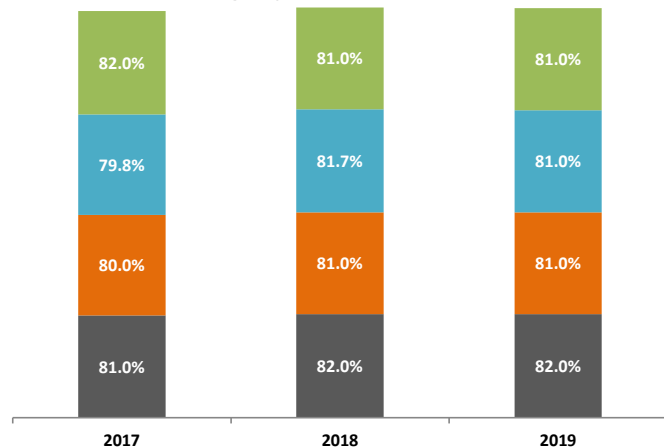
## 8,204

Lincolnshire children assessed in Phonic Decoding in 2019

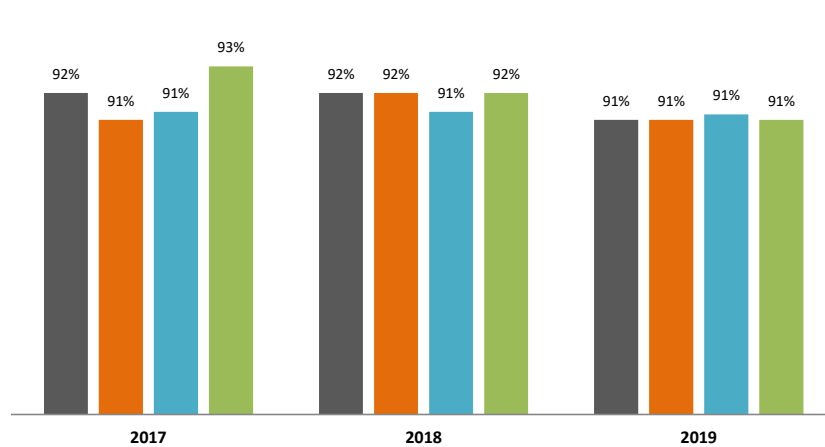
## 91.0%

Met the expected standard by the end of Year 2

Meeting Expected Standard Year 1



Meeting Expected Standard Year 2



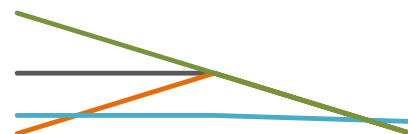
Meeting Expected Standard Year 1

	2017	2018	2019
England	81.0%	82.0%	82.0%
East Midlands	80.0%	81.0%	81.0%
Statistical Neighbour	79.8%	81.7%	81.0%
Lincolnshire	82.0%	81.0%	81.0%

Meeting Expected Standard Year 2

	2017	2018	2019
England	92.0%	92.0%	91.0%
East Midlands	91.0%	92.0%	91.0%
Statistical Neighbour	91.3%	91.3%	91.2%
Lincolnshire	93.0%	92.0%	91.0%

3 Year Trend Analysis



### Commentary

1. The percentage of children meeting the expected standard by Year 1 in Lincolnshire is in line with East Midlands and Statistical Neighbours. However Lincolnshire remains 1% below National.
2. Lincolnshire is in line with England, East Midlands and the Statistical Neighbour average for children meeting the Expected Standard by the end of Year 2.
3. Trends indicate that Lincolnshire pupils meeting the Expected Standard by the end of Year 2 has decreased by 1% each year since 2017.

Data sourced from: <https://www.gov.uk/government/statistics>

# 2019 Key Stage 1

## 8,227

Lincolnshire children assessed in Key Stage 1 in 2019

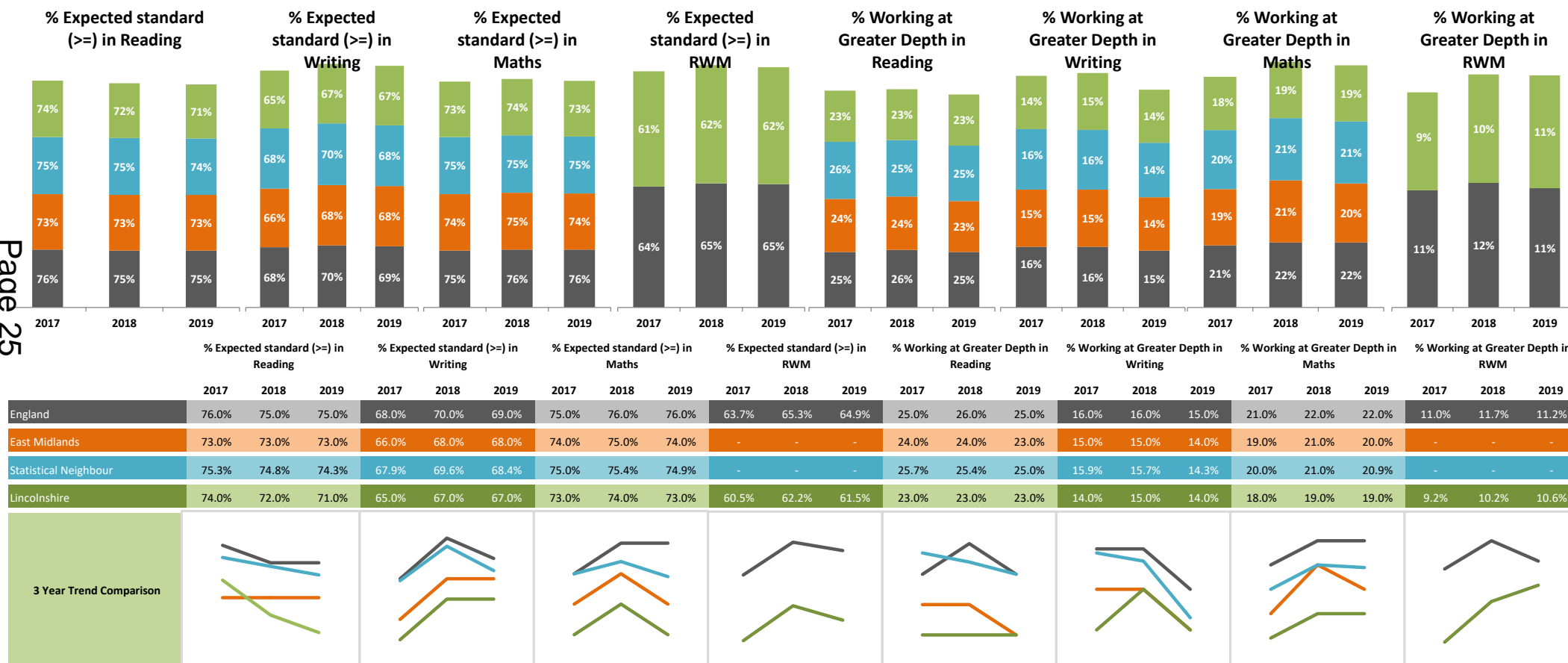
## 61.5%

Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

## 10.6%

Lincolnshire children Working at Greater Depth in Reading, Writing & Maths in 2019

Page 25



### Commentary

**Please note:** Lincolnshire and National figures for RWM is sourced from unpublished data available from NCER Website.

1. The percentage Expected Standard for Lincolnshire children in Reading is below National by 4%, below East Midlands by 2% and below Statistical Neighbours by 3.3%.
2. The percentage Expected Standard for Lincolnshire children in Writing is below National by 2%, below East Midlands by 1% and below Statistical Neighbours by 1.4%.
3. The percentage Expected Standard for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbour by 1.9%.
4. The percentage Working at Greater Depth for Lincolnshire children in Reading is below National and Statistical Neighbours by 2%, and in line with East Midlands.
5. The percentage Working at Greater Depth for Lincolnshire children in Writing is below National by 1%, in line with East Midlands and below Statistical Neighbours by 0.3%.
6. The percentage Working at Greater Depth for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbours by 1.9%.

# 2019 Key Stage 2

8,281

Lincolnshire children assessed in Key Stage 2 in 2019

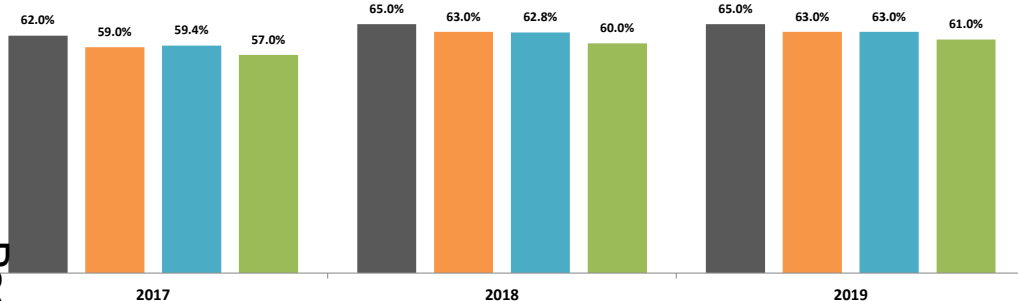
61.0%

Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

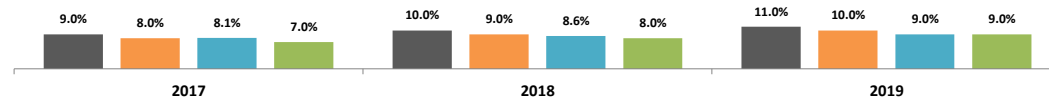
9.0%

Lincolnshire children Higher Standard in Reading & Maths and Greater Depth in Writing in 2019

% Expected standard (>=) in RWM



% Higher standard (>=) in RWM



	% Expected standard (>=) in Reading			% Higher standard (>=) in Reading			% Expected standard (>=) in Maths			% Higher standard (>=) in Maths			% Expected standard (>=) in GPS			% Higher standard (>=) in GPS			% Expected standard (>=) in Writing			% Working at Greater Depth in Writing			% Expected standard (>=) in RWM			% Higher standard (>=) in RWM			Progress Score in Reading			Progress Score in Writing			Progress Score in Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	72.0%	76.0%	74.0%	25.0%	28.0%	27.0%	75.0%	76.0%	79.0%	23.0%	24.0%	27.0%	78.0%	78.0%	78.0%	31.0%	35.0%	36.0%	77.0%	79.0%	79.0%	18.0%	20.0%	20.0%	62.0%	65.0%	65.0%	9.0%	10.0%	11.0%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
East Midlands	70.0%	74.0%	71.0%	22.0%	26.0%	25.0%	73.0%	74.0%	78.0%	20.0%	22.0%	25.0%	76.0%	76.0%	77.0%	28.0%	32.0%	34.0%	76.0%	78.0%	78.0%	18.0%	19.0%	20.0%	59.0%	63.0%	63.0%	8.0%	9.0%	10.0%	-0.7	-0.5	-0.3	-0.2	-0.1	0.1	-0.6	-0.4	-0.1
Statistical Neighbour	71.2%	74.7%	72.0%	23.7%	26.5%	25.0%	72.8%	73.8%	77.0%	19.2%	20.1%	23.0%	74.5%	75.2%	76.0%	26.8%	29.7%	31.0%	76.1%	77.9%	78.0%	18.7%	20.2%	20.0%	59.4%	62.8%	63.0%	8.1%	8.6%	9.0%	-0.5	-0.6	-0.6	-0.2	-0.2	-0.2	-0.9	-0.8	-0.7
Lincolnshire	69.0%	72.0%	69.0%	22.0%	25.0%	23.0%	71.0%	71.0%	75.0%	18.0%	18.0%	22.0%	74.0%	74.0%	75.0%	26.0%	29.0%	30.0%	73.0%	76.0%	77.0%	16.0%	18.0%	18.0%	57.0%	60.0%	61.0%	7.0%	8.0%	9.0%	-0.9	-0.7	-0.9	-0.6	-0.3	-0.2	-1.2	-0.8	-0.7

3 Year Trend Comparison



## Commentary

- The percentage Expected Standard and Higher Standard for Lincolnshire children in Reading, Writing & Mathematics remains steady compared to 2018, the same picture can be seen nationally.
- The percentage Expected Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 4%, below East Midlands and Statistical Neighbour average by 2%.
- The percentage Higher Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 2%, below East Midlands by 1% and in line with Statistical Neighbour.
- The percentage Expected Standard for Lincolnshire children in Reading is below National by 5%, below East Midlands by 2% and below Statistical Neighbours by 3%.
- The percentage Higher Standard for Lincolnshire children in Reading is below National by 4%, and below East Midlands and Statistical Neighbours by 2%.
- The percentage Expected Standard for Lincolnshire children in Maths is below National by 4%, below East Midlands by 3% and below Statistical Neighbours by 2%.
- The percentage Higher Standard for Lincolnshire children in Maths is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in GPS is below National by 3%, below East Midlands by 2% and below Statistical Neighbours by 1%.
- The percentage Higher Standard for Lincolnshire children in GPS is below National by 6%, below East Midlands by 4% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Writing is below National by 2% and below both Statistical Neighbour and East Midlands by 1%.
- The percentage Working at Greater Depth for Lincolnshire children in Writing is below National, East Midlands and Statistical Neighbours by 2%.
- The progress score for Lincolnshire children in Reading has decreased by 0.2 since 2018. The Statistical Neighbour average has remained the same and East Midlands has increased by -0.2, this has increased the gap between Lincolnshire and East Midlands to -0.6.
- The progress score for Lincolnshire children in Writing has increased by 0.1 since 2018. The Statistical Neighbour average and East Midlands has remained the same.
- The progress score for Lincolnshire children in Maths has increased by 0.1 since 2018. This increase is in line with Statistical Neighbour average. East Midlands has increased by 0.3.

# 2019 Key Stage 4

## 7,652

Lincolnshire pupils assessed in Key Stage 4 in 2019

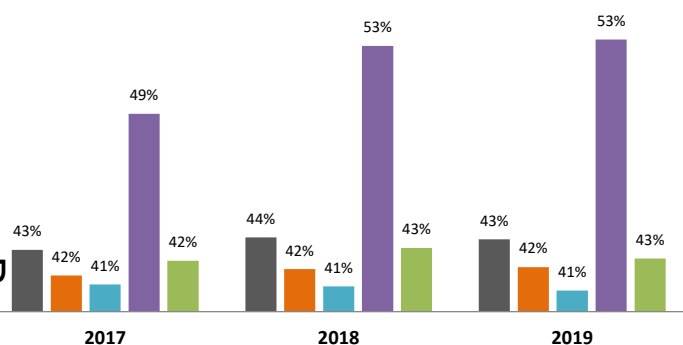
## 42.5%

% 9-5 in English and Maths GCSEs

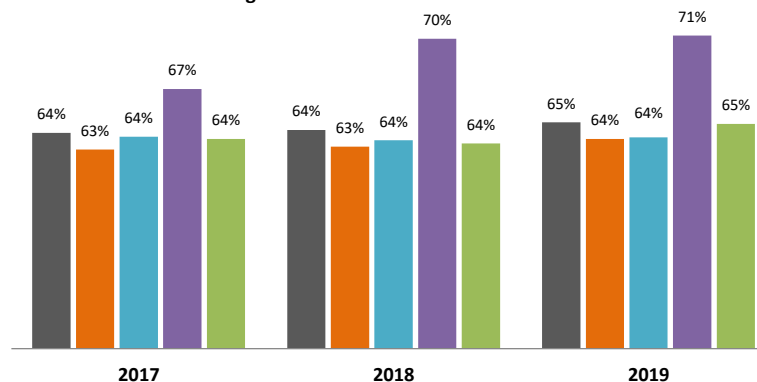
## 64.8%

% 9-4 in English and Maths GCSEs

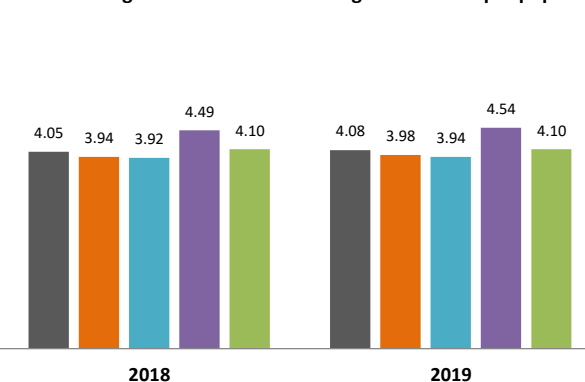
% 9-5 in English and Maths GCSEs



% 9-4 in English and Maths GCSEs



English Baccalaureate Average Point Score per pupil



English and Maths GCSEs - % Pupils entered for components

% 9-5 in English and Maths GCSEs

% 9-4 in English and Maths GCSEs

English Baccalaureate % entered

English Baccalaureate Average Point Score per pupil

Average Attainment 8 score per pupil

Average Progress 8 score

	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	96.9%	97.0%	97.1%	42.9%	43.5%	43.4%	64.2%	64.4%	64.9%	38.4%	38.5%	40.1%	-	4.05	4.08	46.4	46.6	46.8	-0.03	-0.02	-0.03
East Midlands	97.3%	97.3%	97.4%	41.7%	42.0%	42.1%	63.1%	63.3%	63.8%	34.6%	35.8%	36.2%	-	3.94	3.98	45.4	45.5	45.8	-0.11	-0.09	-0.06
Statistical Neighbour	97.7%	97.5%	97.5%	41.3%	41.2%	41.0%	64.0%	63.7%	63.9%	33.6%	33.5%	35.2%	-	3.92	3.94	45.7	45.6	45.6	-0.06	-0.05	-0.06
Other Selective Authority*	94.4%	97.5%	97.1%	49.3%	52.5%	52.8%	67.1%	70.4%	70.6%	42.0%	40.1%	44.7%	-	4.49	4.54	49.6	51.1	51.3	-0.03	0.07	0.03
Lincolnshire	97.3%	97.2%	97.8%	42.4%	43.0%	42.5%	63.8%	63.5%	64.8%	37.7%	40.9%	41.7%	-	4.10	4.10	46.4	46.6	46.8	-0.15	-0.14	-0.03

3 Year Trend Comparison



### Commentary

\*Other Selective Authority is based on the combined statistical average of Kent & Buckinghamshire.

- Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbours in the percentage of pupils achieving 9-5 in English and Maths GCSEs.
- National, East Midlands and Statistical Neighbours have remained broadly steady compared to 2018, Lincolnshire presents an upward trend compared to last year in the percentage of pupils achieving 9-4 in English and Maths GCSEs.
- The percentage of pupils achieving 9-4 in English and Maths GCSEs increased in Lincolnshire from 2018 to 2019 by 1.3%. In 2019 Lincolnshire is roughly in line with to National and above East Midlands and Statistical Neighbours by 1%.
- In 2019 Lincolnshire's English Baccalaureate Average Point Score per pupil is higher than East Midlands and Statistical Neighbours and broadly in line with National.
- Lincolnshire's Average Attainment 8 score per Pupil is in line with National and above East Midlands and Statistical Neighbours.
- The Average Progress 8 score in Lincolnshire is in line with national, but above East Midlands and Statistical Neighbours.

# 2019 Key Stage 5

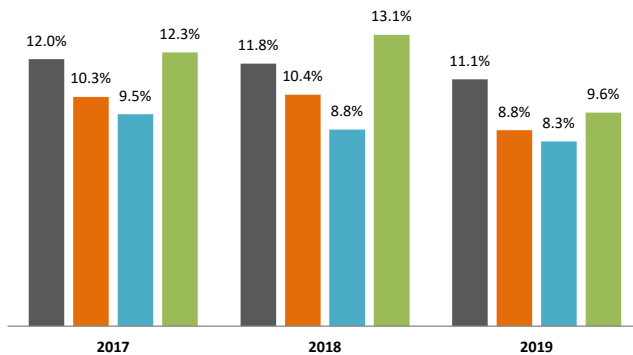
## 2,344

Lincolnshire Students entered for one or more A level or applied A level

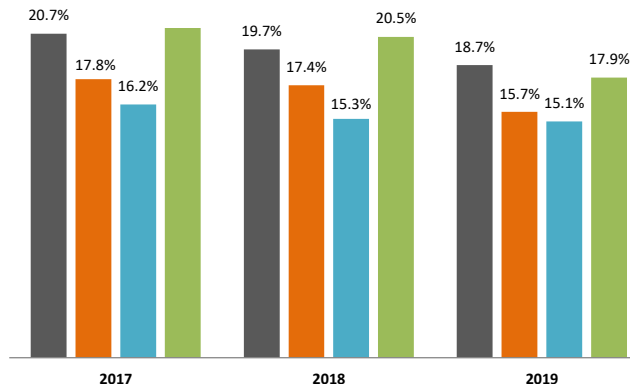
## 14.5%

Students Achieved Grades AAB or better at A level, of which at least two are in facilitating subjects

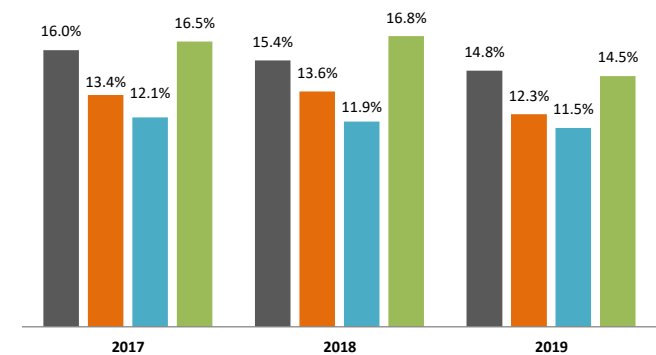
Percentage of Students Achieving 3 A\*- A Grades or better at A level



Percentage of Students Achieving Grades AAB or better at A level



Percentage of Students Achieving Grades AAB or better at A level, of which at least two are in facilitating subjects



	% of students achieving 3 A*-A grades or better at A level			% of students achieving grades AAB or better at A level			% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects			Level 3 Students Average Point Score per entry			A level Students Average Point Score per entry			Academic Students Average Point Score per entry			Tech level Students Average Point Score per entry			Applied General Students Average Point Score per entry		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	12.0%	11.8%	11.1%	20.7%	19.7%	18.7%	16.0%	15.4%	14.8%	32.88	32.20	32.62	31.45	32.35	32.90	31.65	32.53	33.07	38.47	31.49	32.12	39.60	29.09	29.21
East Midlands	10.3%	10.4%	8.8%	17.8%	17.4%	15.7%	13.4%	13.6%	12.3%	31.36	31.15	31.62	30.18	31.23	31.66	30.30	31.32	31.80	37.51	32.96	33.37	39.02	28.93	29.49
Statistical Neighbour	9.5%	8.8%	8.3%	16.2%	15.3%	15.1%	12.1%	11.9%	11.5%	31.01	30.51	31.18	29.50	30.35	31.33	29.66	30.45	31.37	36.96	33.00	32.85	40.18	29.86	29.53
Lincolnshire	12.3%	13.1%	9.6%	21.3%	20.5%	17.9%	16.5%	16.8%	14.5%	33.12	32.52	32.88	31.80	32.60	32.78	32.00	32.76	33.10	36.59	34.33	36.57	39.20	29.65	30.15

### 3 Year Trend Comparison



### Commentary

- Lincolnshire's percentage of students achieving 3 A\*-A grades or better at A level has decreased by 3.5% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire's percentage of students achieving grades AAB or better at A level has decreased by 2.6% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire has decreased in the percentage of students achieving grades AAB or better at A level (of which at least two are in facilitating subjects) by 2.3% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- The average point score (APS) per entry for A level has increased each year since 2017. APS fell substantially for Applied General and Tech level qualifications between 2017 and 2018, this coincided with the implementation of additional requirements for eligible vocational qualifications as part of vocational qualification reform, the drop is consistent with that of Lincolnshire's comparators. However in 2019 APS in Lincolnshire saw some improvement on 2018 with an increase of 2.24 for Tech Students and 0.5 for Applied General Students.

**Open Report on behalf of Heather Sandy, Interim Director - Education**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>06 March 2020</b>
Subject:	<b>Lincolnshire Learning Partnership and Sector-Led Update</b>

**Summary:**

This report gives an update on the Lincolnshire Learning Partnership (LLP) and its development over the last year. The partnership has been and continues to be the key strategic group representing the views of schools leaders in Lincolnshire.

The report also discusses the different ways of working in the sector-led system over the last year and shares some of the work that has been happening in schools.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to review and comment on the contents of the report.

## **1. Background**

The Lincolnshire Learning Partnership Board (LLPB) was set up as part of a sector-led system following the decision of the Executive to cease the funding for a school improvement contract.

The Lincolnshire Learning Partnership's mission is that:

- All children and schools in Lincolnshire are our collective responsibility;
- Every child and school is known, valued and supported to achieve;
- No school is more important than an individual child's needs.

The board members are headteachers and senior leaders elected from Lincolnshire schools including primary, secondary, special schools, stand-alone academies and those within Multi-Academy Trusts. There are also co-opted positions with officers of Lincolnshire County Council and other partners including Lincolnshire Teaching Schools Together (LTT) and the Church of England Lincoln

Diocesan Education Board. The LLP is led by a seconded chairperson, this is currently Suzanne Scott, Principal of Ellison Boulsters Church of England Academy.

## **2. Lincolnshire Learning Partnership Update**

### **Strategic Education Group (SEG)**

The Lincolnshire Learning Partnership Board, Lincolnshire Teaching Schools and Lincolnshire County Council officers reviewed the needs of the sector-led self-improving school system. A Strategic Education Group was established with a representative from each of these partners and Multi-Academy Trusts to support the strategic direction of the system. This has supported the development of the system and closer working between partners.

### **Mobilise**

Mobilise is the largest of the LLP commissions and began in 2016. It uses research to inform practice in schools. Initially the focus was to use research to develop the practice of teaching assistants in schools. In the second and third years schools had a wider range of research projects to choose from.

The LLP launched the third stage of Mobilise in September 2018. This evolution of the project engaged 172 schools with research-led practice. It included strands focusing on English and mathematics, the development of cognition, thinking and memory choice where cognitive theory is used to improve learning. Curriculum design was included to support schools wishing to review the current evidence base for the structure and design of their curriculum. Schools also had the opportunity to apply for grant funded small-scale trials if they wished to evaluate the impact of a current or new practice used in the classroom.

The board are planning to fund Mobilise for a further 3 years (September 2019 - August 2022) in a reduced finance model.

### **Peer Review**

The foundation of the sector-led approach to school improvement was Peer Review. To support headteachers in being equipped to carry out peer review, training was provided to all headteachers on how to carry this out successfully. Peer review supports headteachers in knowing their own schools and in being able to precisely focus their own school improvement activity. It also develops the skills of leaders in supporting and challenging each other. Through this process, we can identify and share excellent practice as well as establishing priorities for improvement across the system. This, along with school data and inspection information supports the board in making decisions to support schools. The LLP has commissioned further work this year to refresh and invigorate peer review in Lincolnshire schools.

## **Annual Conference**

The LLP organises an annual conference to ensure that school leaders in Lincolnshire have access to high quality inspirational speakers, national policy updates and leaders of the sector sharing best practice. In March 2019, 150 delegates attended the conference.

Delegates who attended last year's conference commented:

'Very informative it is the best conference I have attended in recent years.'

'Great for laying the foundation of our thinking.'

'The conference was excellent; it was definitely the best one I have attended.'

This is expected to be a key event moving forward. The title of the conference for 2020 is 'Leading Learners; Connecting Communities'. Once more the conference was sold out.

## **Leadership Briefings**

Leadership briefings have continued to take place three times per year for headteachers and school leaders to ensure they have the most up-to-date information about the Lincolnshire system and national updates to assist them in their role. During the 2018/19 academic year over 250 schools attended each round of the briefings.

Feedback from headteachers and school leader continues to be positive and includes:

'As I am new to Lincolnshire it was all very helpful.'

'The Ofsted update was brilliant.'

'Many valuable key messages condensed into one meeting as a whole.'

'All relevant and well delivered, always clear and concise.'

## **Governor Briefings**

Governor briefings take place three times a year following the leadership briefings and are targeted at the chairs of governors of each school to ensure that the main critical leaders in schools are provided with the same important information. The format of these was also changed this year to include sessions on important aspects of governance and to give governors time to discuss aspects of their role and share practice. This has been well received and there have been sessions from governors on different ways of working, sharing what has worked in their school for inspection and for governors all knowing more about their school.

Feedback from governors is positive and includes:

'A good range [of content] covered and update information is very useful.'

'It was superb to meet governors from other schools.'

'Found this meeting very interesting and took some ideas/thought processes away that will help in challenging information/processes that I may not have used previously.'

'A good breadth of information shared, thank you.'

## **Stronger Governance**

The LLP has successfully coordinated the Stronger Governance offer which has been delivered in partnership with the Local Authority, Lincolnshire Teaching Schools, The Lincoln Anglican Diocese and Leaders of Governance.

The LLP offer has enabled the sector to fulfil the commitment to ensure that all governors from across Lincolnshire are able to access appropriate local support throughout the year. The sector led system continually aims to explain the offer, to make it simple for users to engage with professional development and to source bespoke support for their school or academy.

The offer available in Lincolnshire includes national approved training sessions, e-learning, governor development programmes, guidance on performing Headteacher Performance Management, external reviews of governance and a dedicated governor support service at the local authority.

In the first year of the project 83 schools engaged with the range of initiatives. This support package is moving in to year two during the 2019-20 academic year with the LLP continuing to support the offer. There will be the first governor conference run by the group for the benefit of all Lincolnshire governors. The title is Governance for the Future: Lincolnshire and Beyond.

## **LeadLincs**

The LLP is keen to invest in the development of leaders and has funded 45 places on the LeadLincs programme which supports aspiring leaders to consider applying for headship. Participants have had sessions on different aspects of headship and support in how to prepare their application and interview practice. The funding has also enabled a session for previous participants to have further leadership training and to work with them to engage them in opportunities for leadership development in the future in Lincolnshire schools.

The LLP is now supporting the Leadlincs programme to be expanded and sustained via LTT. Leadlincs will now be developed to have eight levels and create a pathway for aspiring school leaders in Lincolnshire. The LLP funding will cease under the new model.

## **Caring2Learn**

The LLP supports a wider range of programmes than those that they commission themselves. For example, the LLPB has supported Caring2Learn which is a project to improve outcomes for Lincolnshire's looked after and previously looked after young people, as well as other vulnerable children and young people. The project aims to develop an effective learning and support network and provide innovative training in Restorative Practice and Social Pedagogy which has been accessed by over 150 Foster Carers, education and Social Care Professionals so far.

### **3. Sector-Led Update**

During 2018/19 there were a number of school improvement projects which Lincolnshire schools could participate in. It is clear that schools are engaging with the projects and up-take on the projects was good across all phases. In the primary phase 89.4% of schools participated in at least one project.

#### **DfE Strategic School Improvement Funding**

The co-ordinated approach to working in Lincolnshire enabled £1.2m of school improvement funding to be secured by Lincolnshire Teaching Schools Together from the Department for Education (DfE) to fund targeted programmes of support.

#### **LEAP**

The LEAP programme was the first of Lincolnshire's successful bids to the Strategic School Improvement Fund. Its aim was to reduce the attainment gap for disadvantaged children and vulnerable groups in Early Years, Key Stage 1 and Key Stage 2 by improving literacy and communication skills in 41 schools using Education Endowment Foundation research recommendations.

Each school had a system leader working with them to monitor progress and provide support. Learning Champions were selected from each school who attended regular training and then cascaded this back into school. Compared to contextually similar pupils nationally, the LEAP schools show better gains in terms of attainment and progress for Reading and Writing relative to Non-LEAP schools.

#### **LAMP**

The LAMP programme was another successful bid to the Strategic School Improvement Fund. This time the focus was on Key Stage 2 mathematics. Twenty schools were selected to be part of this programme. The programme worked in a similar way to LEAP with system leaders supporting the schools and learning champions from the schools leading training. In addition, specialised programmes and resources to support the teaching of and assessment of mathematics have been provided to participating schools. This programme aimed to develop progress and attainment in mathematics through the Education Endowment Foundation research recommendations on what works best.

Compared to contextually similar pupils nationally, the LAMP schools show better gains in terms of attainment and progress for Maths. For the proportion of pupils meeting the expected standard in mathematics, the gains are particularly strong with the LAMP cohort closing the relative gap to similar pupils nationally by 4.2%.

#### **LENS**

The LENS project is the last successful project funded through the Strategic School Improvement Fund by the DfE. This commenced in Autumn 2018 and is supporting schools across Lincolnshire to raise standards for pupils with special educational needs and disabilities (SEND) through a bespoke package of support

and training using a quality assured collaborative approach. This is focused on processes and whole systems, as well classroom practice improvement for those learners who do not have an Education, Health and Care Plan (EHCP), but have needs that require support. This programme is also evidence based and rooted in research recommendations from the London Challenge Initiative.

Compared to contextually similar pupils nationally the LENS schools' SEN Support pupils show better gains in terms of attainment for Reading, Writing and Maths combined than the non-LENS schools' SEN Support pupils. The LENS cohort has closed the relative gap to similar pupils nationally by 2.1% over the first year of the programme.

### **Small Schools Project**

The Small Schools Project focuses on working with small schools with mixed age classes to develop a research informed curriculum that supports effective implementation for all pupils to achieve, particularly disadvantaged pupils and pupils with SEND. Projects took place with a focus on both English and mathematics.

Compared to contextually similar pupils nationally, the cohort of schools involved in the Maths Spring 2018 Small Schools Project has seen greater relative gains than non-project schools, not only in the evaluated outcomes of the proportion of pupils achieving the expected standard in mathematics and mathematics progress, but also in the proportion of pupils achieving the expected standard in reading and reading progress.

Compared to contextually similar pupils nationally, the cohort of schools that participated in the English Autumn 2018 Small Schools Project saw greater relative gains than non-project schools in reading attainment (against a backdrop of a reduction in Reading attainment nationally) and gains in reading and writing progress.

The project schools have seen an actual year on year increase of 7.0% in their Maths attainment figure compared to 3.4% for those schools not involved in the project. When you compare the outcomes to those of contextually similar pupils nationally, the cohort of schools that participated in the Maths Autumn 2018 Small Schools Project made better gains in both mathematics attainment (4.7%) and mathematics progress (0.2) than non-project schools.

### **Year 6 Booster**

This project supported 42 schools to provide additional learning opportunities for children in Key Stage 2 who were assessed to require additional support. The aim of the additional sessions was to develop the knowledge and skills involved in reading, writing and mathematics at Key Stage 2. The Local Authority's Education Team carried out an assessment of the school based on expected pupil outcomes and previous school performance to effectively target funding at these schools and monitored the impact of the work.

Compared to contextually similar pupils nationally, the cohort of schools that participated in 'Year 6 Booster' made a greater improvement in reading, writing and mathematics combined relative to the schools that did not participate.

It is to be noted that in all subjects for attainment and progress, the participating schools are still a long way behind both the performance of non-participating schools and the performance of similar pupils nationally.

### **Other system activities**

- Education Locality Leads - continue to engage directly with schools to support, monitor and challenge those schools where standards are not strong enough in line with the Strategy for School Improvement in Lincolnshire 2018-19. The Education Locality Leads have supported maintained schools appropriately through the Intervention Fund to ensure improvement activity can be taken on board swiftly without delay.
- Early Years with a focus on curriculum development, Reading, Writing, Assessment and transition.
- Lincolnshire Approach to Reviewing the Curriculum (LARC) focusing on clear curriculum intent, clarity of implementation and a clear understanding of intended outcomes for children and young people.
- Leadership Development Programmes - National Professional Qualifications in Middle, Senior, Headship and Executive Headship and Lead Lincs developmental progression ladder for Lincolnshire Leaders.
- English Hub – DfE funded to support target schools to develop phonics and English.
- Mathematics Hub – although this is not based in Lincolnshire, the DfE has funded this to work with a number of Lincolnshire schools to develop mathematics.

### **One Plan**

The Lincolnshire Learning Partnership Board, Lincolnshire Teaching Schools and Lincolnshire County Council officers reviewed the needs of the sector-led self-improving school system. The strength of partnerships has benefitted the County by providing all schools the opportunity to engage and participate in professional development and school improvement activity. The co-ordinated approach to working in Lincolnshire has enabled an alignment in vision, values and aims of the whole system to create a shared vision of:

- Every learner and school deserves to be known, valued and supported to achieve.
- Our focus is on the learner; therefore no school is more important than an individual learner's needs.
- All partners will work together relentlessly to unlock our potential and deliver our shared goals.

This shared vision for improvement across the county has led to the development of the 'One Plan', highlighting our shared vision to address priority areas in order to

achieve system goals. Financial resources were agreed and allocated by Lincolnshire County Council and Lincolnshire Learning Partnership Board to develop strategies that will impact on four priority areas:

- 1. System and infrastructure**
- 2. Great leaders and great teachers**
- 3. Improving the quality of education**
- 4. Wider conditions**

The focus of these areas is to ensure that the system works well and works in a way so that every school and every child thrives with outcomes improving at all key stages. This is an exciting next stage of the sector led system with all partners working to the same shared goals.

### **Forward Planning – 2019/20 Academic Year**

The LLP is currently working alongside the County Council, Lincolnshire Teaching Schools Together (LTT) and the CEO network (who represent our Multi Academy Trusts) to review the progress we have made in developing a sector-led system of education provision and school improvement. This will inform the future strategic direction of the board and the role it plays in the system.

The education system in Lincolnshire is currently being reviewed to ensure that the system has the capacity, skills and structures to sustain school improvement moving forward. The LLPB is playing a full role in both supporting the capacity review but also embracing its role to be the 'voice of the system'. The board is performing the role of Governance in the education system.

A full system review of the sector led school improvement in Lincolnshire is currently being undertaken with the final report due in Summer 2020.

### **4. Consultation**

#### **a) Have Risks and Impact Analysis been carried out?**

Not applicable.

#### **b) Risks and Impact Analysis**

Not applicable.

### **5. Background Papers**

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sue Williams, who can be contacted on 01522 552262 or [SueE.Williams@lincolnshire.gov.uk](mailto:SueE.Williams@lincolnshire.gov.uk).

**Open Report on behalf of Andrew Crookham, Executive Director - Resources**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>06 March 2020</b>
Subject:	<b>Children and Young People Scrutiny Committee Work Programme</b>

**Summary:**

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. The Committee is encouraged to highlight items that could be included for consideration in the work programme.

**Actions Required:**

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

## 1. Background

### Current Items

For reference, the Committee's items for this meeting are set out below: -

<b>6 March 2020</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Referral from OSMB - Children who are subject to a child protection plan (Measure 24)	Roz Cordy, Interim Assistant Director - Safeguarding	Performance Scrutiny
Lincolnshire Local Authority School Performance 2018-19	Kate Rouse, Interim Head of School Standards	Performance Scrutiny
Lincolnshire Learning Partnership and Sector Led Update	Sue Williams, Head of Education Strategy	Policy Review

## Planned Items

The Committee's planned items are listed below:

<b>24 April 2020</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Sustainable Modes of Transport to School (SMOTS) Strategy	Mark Rainey, Children's Commissioning Manager Teri Marshall, Education Transport Manager	Pre-Decision Scrutiny (Executive Councillor Decision on 4 May 2020)
Post 16 Transport Policy Statement 2020/21	Teri Marshall, Education Transport Manager	Pre-Decision Scrutiny (Executive Decision on 5 May 2020)
Inclusive Lincolnshire Strategy Progress Report	Mary Meredith, Head of Inclusion	Policy Review
Early Years Strategy	Michelle Andrews, Head of Early Years	Policy Review
Local Area Special Educational Needs and Disability Inspection by Ofsted and Care Quality Commission – Action Plan Progress Report	Sheridan Dodsworth, Head of Special Educational Needs and Disability	Performance Scrutiny

<b>5 June 2020</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Transitions Scrutiny Review Recommendations – Monitoring Report	Sheridan Dodsworth, Head of Special Educational Needs and Disability  Justin Hackney, Assistant Director - Specialist Adult Services	Scrutiny Review Activity
Partners in Practice Programme Update	Tara Jones, Head of Service – Boston and South Holland	Policy Review

5 June 2020		
Item	Contributor	Purpose
30 Hours 'Free' Childcare Provision Update	Michelle Andrews, Head of Early Years	Update Report

17 July 2020		
Item	Contributor	Purpose
The Future of Ash Villa School	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Councillor Decision on 31 July 2020)
0-19 Health Services Progress Report	Sally Savage, Chief Commissioning Officer – Children's	Policy Review

4 September 2020		
Item	Contributor	Purpose
Restorative Practice - Lincolnshire Joint Diversionary Panels (JDP) – Position Report and Evaluation Report from University of Lincoln	Andy Cook, Youth Offending Manager	Performance Scrutiny
Looked After Children and Care Leavers Strategy – Update on Action Plan	Andrew Morris, Corporate Parenting Manager	Policy Review

9 October 2020		
Item	Contributor	Purpose
Update on the Building Communities of Specialist Provision Strategy	Sheridan Dodsworth, Head of Special Educational Needs and Disability  Eileen McMorrow, Senior Project Officer, Special Schools Project  Dave Pennington, Head of Property Development	Policy Review (Yearly Update)
Annual Review of Complaints for Children's Services	Jo Kavanagh, Assistant Director, Early Help	Performance Scrutiny

20 November 2020		
Item	Contributor	Purpose

## 2. Conclusion

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

## 3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

## 4. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or by e-mail at [Tracy.Johnson@lincolnshire.gov.uk](mailto:Tracy.Johnson@lincolnshire.gov.uk)

**FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 02 MARCH 2020**

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW AND WHEN TO COMMENT PRIOR TO THE DECISION BEING TAKEN	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
I018626	The Sustainable Modes of Transport to School (SMOTS) Strategy	4 May 2020	Executive Councillor: Adult Care, Health and Children's Services	Colleagues in Highways; Countryside Services; Public Health; the Transport Services Group; Children and Young People Scrutiny Committee	Report	Children's Commissioning Manager Tel: 01522 554053 Email: <a href="mailto:mark.rainey@lincolnshire.gov.uk">mark.rainey@lincolnshire.gov.uk</a>	Executive Councillor: Adult Care, Health and Children's Services and Interim Director of Education	Yes	All Divisions
I019546	Post 16 Transport Policy Statement 2020/21	5 May 2020	Executive	Education Providers; Transport Providers; Young People and Parents/Carers; Children and Young People Scrutiny Committee	Report	Education Transport Manager Tel: 01522 553440 Email: <a href="mailto:teri.marshall@lincolnshire.gov.uk">teri.marshall@lincolnshire.gov.uk</a>	Executive Councillor: Adult Care, Health and Children's Services and Interim Director of Education	Yes	All Divisions

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