

County Offices
Newland
Lincoln
LN1 1YL

29 August 2013

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 6 September 2013 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



Tony McArdle
Chief Executive

Membership of the Children and Young People Scrutiny Committee (19 Members of the Council and 6 Added Members)

Councillors J D Hough (Chairman), B Adams (Vice-Chairman), W J Aron, J P Churchill, S R Dodds, A G Hagues, J R Hicks, R J Hunter-Clarke, B W Keimach, P J O'Connor, C R Oxby, Mrs S Ransome, Mrs N J Smith, Mrs C A Talbot, S M Tweedale, L Wootten, R Wootten, Mrs S M Wray and 1 Vacancy

Added Members

Church Representatives: Mr S C Rudman, Mr P Thompson and Mrs G Wright

Parent Representatives: Mr C V Miller, Mrs E Olivier-Townrow and Dr E van der Zee

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 6 SEPTEMBER 2013**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declaration of Members' Interest	
3	Minutes of the meeting of the Children and Young People Scrutiny Committee held on 26 July 2013	1 - 8
4	School Funding Reforms 2014/15 <i>(To receive a report from Tony Warnock, Head of Finance – Children's and Specialist Services, which invites the Committee to consider the Government's recent announcements on school funding reforms)</i>	9 - 24
5	Strategic Priorities for 16-19 (25) Education and Training for 2014/15 <i>(To receive a report from Maggie Freeman, Head of Service 14-19, which invites the Committee to consider a report on the Strategic Priorities for 16-19 (25) education and training for 2014/15 and decide whether it supports the recommendations to the Executive as set out)</i>	25 - 42
6	Performance - Quarter 1 2013/14 <i>(To receive a report from Stuart Carlton, Assistant Director of Children's Services, which invites the Committee to consider, and comment upon, key performance information for Quarter 1 2013/14 which is relevant to the work of the Children and Young People Scrutiny Committee)</i>	43 - 86
7	Corporate Parenting Panel Update <i>(To receive a report from John Harris, Joint Head of Service for Regulated Services, which provides the Committee with an update on the work of the Corporate Parenting Panel)</i>	87 - 96
8	Relationship with Academies <i>(To receive a report from Tim Culpin, Head of School Improvement, CfBT, invites the Committee to consider a report which outlines the proposed process in regard to 'The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement' published by OfSTED in May 2013)</i>	97 - 158
9	Children and Young People Scrutiny Committee Work Programme 2013/14 <i>(To receive a report by Tracy Johnson, Scrutiny Officer, which provides the Committee with an opportunity to consider its Work Programme)</i>	159 - 166

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- Business of the meeting
- Any special arrangements
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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
26 JULY 2013**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors B Adams (Vice-Chairman), W J Aron, J P Churchill, S R Dodds, A G Hagues, J R Hicks, R J Hunter-Clarke, B W Keimach, P J O'Connor, C R Oxby, Mrs S Ransome, Mrs N J Smith, S M Tweedale, L Wootten and R Wootten

Added Members: Mrs E Olivier-Townrow, Mr S C Rudman, Mr P Thompson, Mrs G Wright and Dr E van der Zee

Replacement Members: Councillor T M Trollope-Bellew

Councillors: Mrs P A Bradwell and D Brailsford attended the meeting as observers

Officers in attendance:-

Cornelia Andrecut (Head of Service Locality), Michelle Andrews (Interim Head of Property and Technology Management), Debbie Barnes (Executive Director Children's Services), Andy Breckon, (Interim Director of CfBT Education Services), Andrea Brown (Democratic Services Manager), Stuart Carlton (Assistant Director Children's Services), Matt Clayton (School Organisation Planning Manager), Maggie Freeman (Head of Service 14-19), Tracy Johnson (Scrutiny Officer), Phil Taylor (Lincolnshire Youth Housing Coordinator) and Meredith Teasdale (Assistant Director Children's Services)

13 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies were received from Councillors Mrs C A Talbot and Mrs S M Wray.

Mr Miller (Added Member) also submitted apologies for absence.

Councillor T M Trollope-Bellew attending as a Replacement Member in place of Councillor Mrs C A Talbot.

14 DECLARATION OF MEMBERS' INTEREST

In respect of Agenda Item 8 – Related Proposals to Amend the Age Range and Expand the Capacity at Grantham The Isaac Newton Primary School (Final Decision), Councillor B Adams advised the Committee that he was a Trustee and Governor of another school in Grantham which had links to The Isaac Newton Primary School. Councillor Adams confirmed that this was for information only.

15 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE HELD ON 14 JUNE 2013

Councillor L Wootten asked the Committee to note that the reason herself and Councillor R Wootten left the last meeting, as shown on page 6 of the minutes, was to fulfil a civic engagement on behalf of Lincolnshire County Council.

RESOLVED

That the minutes of the previous meeting of the Committee, held on 14 June 2013 be agreed as a correct record and signed by the Chairman.

16 CHILDREN'S CENTRES PROGRESS AND SUCCESSES

Cornelia Andrecut, Head of Service Locality, introduced the report which provided an update in relation to Lincolnshire Children's Centres, demonstrating outcomes for Lincolnshire families and identifying areas requiring development.

During discussion, the following points were noted:-

- Some concern was noted in relation to the presentation of the report and the content which did not explain clearly what the statutory duties were in relation to the Children's Centres thereby making it difficult for Members to successfully compare the requirements against performance. It was agreed that the context of the report was written in such a way that those working in that area would easily understand the content but not for those who don't.
- It was noted that the report presented was a progress report from a monitoring report from previous scrutiny arrangements which is why the report had been presented in that format. This was accepted by the Committee who requested that future reports be more understandable.
- Despite the high priority to encourage and support new mothers in breast feeding, it was hoped that as much support was being provided to mothers who were physically unable to breastfeed. It was confirmed that all mothers were supported within the Children's Centres.
- There remained a small percentage of children who had not accessed early years sessions. Following a scrutiny review into "Narrowing the Gap" it had been suggested to offer 2-year olds access to 15 hours of early years education per week. The target was to provide 40% of economically disadvantaged 2 year olds with 15 hours of early education by September 2014 and LCC were scheduled to meet that target.
- Ethnic minorities remained a hard to reach group but specific activities were in place to try and increase attendance from those groups. Children's Centres also have parent engagement at management board to ensure the Centres are fully aware of the issues and challenges faced by certain communities.
- Marketing strategies were being developed to focus on those who weren't currently registered and how to encourage them to attend. More outreach work was being undertaken, although obstacles have been faced in information sharing between services. That situation had been rectified and

the information was now available so the marketing was being redeveloped to target these families. It was acknowledged that marketing of these services needed to move in line with modern society and therefore social networking, apps, etc, were being considered.

- The differing levels of need across the county were acknowledged and it was agreed that Children's Centres needed to have systems in place to respond to changing need.
- Support for fathers was also available and, where need had been identified, fathers groups had been developed and were running successfully. There was an issue with transition to new contracts but this was resolving.
- Members were encouraged to visit Children's Centres and were advised that CRB/DBS checks would not be necessary if accompanied by a member of staff.

RESOLVED

1. That the report be noted;
2. That further work around Children's Centres be undertaken and Members offered an opportunity to visit.

17 YOUTH HOUSING STRATEGY

Phil Taylor, Lincolnshire Youth Housing Coordinator, introduced the report which provided the Committee with the strategic vision for the delivery of youth housing services in Lincolnshire over the next five years.

During discussion the following points were noted:-

- The report and ongoing work was a joint effort and opportunity between the County Council and all District Councils.
- It was suggested that the data recording needed to be improved so that the figures of young people who remain in accommodation once housed could be captured. It was acknowledged that it may be difficult to accurately reflect this data as there is occasionally a high degree of movement of young people due to their chaotic lifestyles. The strategy was looking at this issue overall.
- Parental eviction was explained further as it covers a wide spectrum of issues, from persistent disobedience/disrespect to more serious behavioural issues. The workstreams aimed to return a child home, unless it was unsafe for them to do so, but with mediation and support. However, if return home with support was not possible, the pathway would propose mediation, look to place in supported lodgings (with another family) and finally provide supported accommodation with wraparound support. Ideally, the best outcome would be to get them back into a family situation or independent tenancy wherever possible and safe to do so.

Councillor Mrs P A Bradwell joined the meeting at 11.10am.

- The procurement plan was currently being developed in order to improve the pathway.

- Some districts were reporting figures once but others were reporting repeat visits for the same issue which caused the figures to be inconsistent.
- Although a breakdown by district was provided, in relation to parental evictions, it was asked if the information was further broken down by gender. Officers agreed to try and gather this information.
- The report noted what actions would be completed by December 2013 and Members felt that this may be slightly ambitious. Officers were asked to reconsider these deadlines.

RESOLVED

1. That the report be noted;
2. That figures in relation to parental eviction, broken down into districts and gender, be provided to Members after the meeting.

18 PROPOSAL TO REVOKE THE DECISION TAKEN IN MAY 2012 TO EXPAND SPALDING PRIMARY SCHOOL

Meredith Teasdale, Assistant Director for Children's Services, introduced the report initially before handing over to Michelle Andrews, Interim Head of Property and Technology Management. The report invited the Committee to consider the proposal to revoke the decision taken previously to expand Spalding Primary School.

During discussion the following points were noted:-

- Planning permission for the original scheme had been refused due to issues with access to the school, the position in which the buildings were going to be situated and potential congestion in nearby streets. In light of planning refusal, the whole process was relooked at and a new scheme developed.
- It was acknowledged that the school wanted to prioritise the needs of their own school so they were supported when they decided to withdraw from running the school as a split site school.
- An issue was raised regarding bulge year groups and officers confirmed that they were having regular meetings with the school to consider how to provide the interim support. The governors and leadership team of the school were working with the Local Authority and a seven year plan was being developed to support them through this issue and the improvement works.
- Members requested that the Executive Councillor ensured that this seven year plan was in place with the school to support the two bulge years of additional pupils.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor for Adult Care, Health Services and Children's Services as set out in Appendix 1 of agenda item 6.

2. That the comments of the Committee in relation to a seven year plan be relayed to the Executive Councillor for Adult Care, Health Services and Children's Services for their consideration.

Councillor Mrs P A Bradwell left the meeting at 11.40am and did not return.

19 PROPOSAL FOR A NEW PRIMARY ACADEMY IN SPALDING
 (SUBMISSION TO SECRETARY OF STATE OF RESULTS AND
 EVALUATION OF PROCESS TO IDENTIFY AN OPERATOR)

Michelle Andrew, Interim Head of Property and Technology Management, introduced the report which invited the Committee to consider a report on the proposal for a new primary Academy in Spalding.

During discussion the following points were noted:-

- Four strong providers had submitted applications, each of which were measured and scored against specific criteria. Although all four were strong candidates, two were being put forward as the preferred operator did not yet have agreement from the DfE to be an approved sponsor. The presentation and interview demonstrated that the relationship between the executive Headteacher and the teams within two of the schools proved to be excellent and had taken another school from 'requiring improvements' through to 'outstanding' in a relatively short period of time.
- The timeline for approval was after the GCSE results when the DfE would decide if the schools could be a DfE 'approved sponsor' or not. The Local Authority have to consider these risks when moving through processes for new schools as to disregard these bidders for that reason alone would restrict the Local Authority's choice.
- The panel who interviewed the candidates had felt it important to find out what their understanding was of the local area. As a panellist, Mrs Olivier-Townrow confirmed that they had done that during interview.
- The Committee were content with the proposals and confirmed that they had no comments for consideration by the Executive Councillor.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor for Adult Care, Health Services and Children's Services as set out in Appendix 1 of agenda item 7.

20 RELATED PROPOSALS TO AMEND THE AGE RANGE AND EXPAND
 THE CAPACITY AT GRANTHAM THE ISAAC NEWTON PRIMARY
 SCHOOL (FINAL DECISION)

Michelle Andrews, Interim Head of Property and Technology Management, introduced the report which invited the Committee to consider related proposals to

amend the age range and expand the capacity at Grantham The Isaac Newton Primary School.

The proposal looked to confirm the age range that the school had been temporarily operating under for the last 18 months. From September 2013, the school wanted to adopt the standard age range of 4-11. The Local Authority and school also wanted to increase the number of 4-11 pupils on site from 45 to 60.

During consideration, the following points were noted:-

- Schools were able to try different ways of operating for a short period of time before deciding if it would be suitable for their particular school, as in this case. The DfE allows schools the opportunity to do this.
- Despite the loss of nursery provision at this particular school, it was confirmed that work was ongoing with the sufficiency team within 'Birth to Five' to ensure sufficient nursery provision remained in the area. Some providers have struggled to fill places due to over provision and so it was felt that this would assist other nursery providers as a result.
- Although not in his particular ward, Councillor R Wootten had previously worked with the Headteacher since he took up post and asked that it be formally noted that he has proved an excellent asset to the school and credit should be given to him.
- The project was in the design stage at present and it was expected to be submitted to planning later in the year. It was stressed that the majority of work required at the school was internal remodelling so this was very different to the other proposals put forward.
- Although the consultation had gone out to over 100 people including all parents of children in the school, only five responses had been received.
- The Committee were content with the proposals and confirmed that they had no comments for consideration by the Executive Councillor.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor for Adult Care, Health Services and Children's Services as set out in Appendix 1 of agenda item 8.

21 IMPROVING ACCESS TO POST-16 LEARNING PROVISION IN LINCOLNSHIRE ACTION PLAN (SECOND MONITORING UPDATE)

Andy Breckon, Interim Director of CfBT Education Services, introduced the report before handing over to Maggie Freeman, Head of Service 14-19, which invited the Committee to consider the actions/progress of the action plan resulting from the Access to Post 16 Learning Provision review undertaken in 2011.

Councillor S R Dodds left the meeting at 12.15pm and did not return.

During discussion the following points were noted:-

- Schools were encouraged to purchase independent careers advice by someone external to the school and the Local Authority would encourage them to do so.
- An ongoing piece of work was being undertaken to further build relationships with schools in regard to careers advice. Schools were under great pressure due to their sixth form numbers and part of the challenge was to work with them to encourage them to buy-in careers advice.
- The Committee took the opportunity to formally thank all those involved in this process as the actions taken had resulted in tremendous progress over the last 18 months.
- Concern was noted in relation to the apprenticeship system and the number of available apprenticeships against the number of applications. It was acknowledged that this was a challenging area and work continued with employers to encourage them to offer more places. Strategic analysis was also being undertaken with a view to providing a report in September 2013.

Councillor Mrs J P Churchill and Mr S C Rudman left the meeting at this point and did not return.

- Members highlighted concerns about school transport and requested that a report be brought to a future meeting outlining the current policy.

RESOLVED

1. That the report be noted;
2. That a report on the current school transport policy be added to the Work Programme for a future meeting.

22 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME 2013/14

Tracy Johnson, Scrutiny Officer, presented the Committee's work programme for 2013/14 and advised that this included, at Appendix A, the priorities raised by Members at the first meeting.

At the request of the Executive Councillor, Councillor Mrs P A Bradwell, the Committee were invited to put two people forward to participate in a review regarding Tobacco Control as part of a cross-committee working group. The review was expected to involve two to three meetings from September onwards.

Councillors B Adams and J R Hicks volunteered to be the representatives of the Children and Young People Scrutiny Committee.

The Executive Councillor had also suggested a Task & Finish Group to look at frontline social workers and the robustness of safeguarding practices. This information was for the Committee's information only at this stage and would be discussed further prior to the next meeting as to the best way forward.

Further to discussions, the following items were agreed to be added to the work programme:-

- Youth Housing Strategy
- School Transport Policy – Post-16 Learning Provision

RESOLVED

That the contents of the work programme be noted and the additional items, as agreed at this meeting, be added.

The Chairman announced that this was the last meeting for Meredith Teasdale, Assistant Director of Children's Services. He thanked her for her continued support to the Committee and wished her well in her new role with Cambridgeshire County Council.

The meeting closed at 12.45 pm

Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Children's & Young People Scrutiny Committee
Date:	6 September 2013
Subject:	School funding reforms 2014/15

Summary:

This report summarises the Government's recent announcements on school funding reforms. It highlights the Local Authority's (LA) provisional response and sets out the next steps for taking this work forward. The Scrutiny Committee's views are sought at this early stage of the process.

The government's proposals for school funding reforms for 2014/15 are less radical than those for 2013/14 but when taken together, they will have significant implications for the funding of many Lincolnshire schools, especially small secondaries. Looking ahead, a key date is the 31st October 2013 when the LA will again be required to submit to the Education Funding Agency (EFA) proposals for the funding of the county's schools from 2014/15.

Actions Required:

The Children's and Young People's Scrutiny Committee is asked to receive and consider this report and provide feedback on the key issues identified within it.

1. Background

As reported to the Scrutiny Committee in September and October of last year, the government plans to introduce a national funding formula in the next spending period. As a step towards that, it introduced a number of significant reforms in 2013/14 to simplify the way in which schools are funded. Some of the key features included:

- Only twelve specified formula factors were permissible.
- Age weighted pupil unit funding (awpu) and deprivation factors were compulsory.
- The same lump sum allocation had to apply to both primary and secondary schools and an upper limit of £0.2m was set by the DfE.

- To ensure stability in funding, the Minimum Funding Guarantee (MFG) was set at minus 1.5% per pupil for both 2013/14 and 2014/15.
- LAs were required to delegate more services and budgets to schools.
- Relevant members of the Schools Forum could elect, on behalf of all maintained schools, for certain budgets to be retained by the LA (this is known as 'de-delegation').
- Radical changes were made to the way in which aspects of special educational needs is funded.

The LA undertook an extensive consultation exercise with all schools, a working group comprising Schools Forum members, the Schools Forum and the Children and Young People's Scrutiny Committee, before final decisions were made. The new funding formula for schools was introduced on 1 April 2013.

2. Lincolnshire's position for 2013/14

The government has recently published some analysis of the new funding formulae that each LA introduced. The main conclusion from it is that Lincolnshire's current funding formula for schools is very similar in many regards to most other LAs. It is noteworthy that Lincolnshire:

- distributes a similar percentage of funding through 'basic entitlement' or the age weighted pupil unit as most LAs.
- directs a slightly greater percentage of funding through deprivation factors than the average LA.
- has a relatively high percentage of school funding allocated for low cost, high incidence special educational needs.
- does not operate a Looked After Children factor (81 out of 152 LAs operate one).
- allocates a little more funding than most LAs for English as an additional language, although only 0.6% of the schools' funding is distributed through this factor.
- does not operate a mobility factor (62 out of 152 LAs operate one).
- distributes quite a high percentage of funding through 'pupil-led' factors rather than the lump sum.
- has a lump sum slightly below the LA median.
- sets the relative funding of the primary and secondary sectors close to the national average.

3. Lincolnshire's proposals for 2014/15

In February 2013, the government conducted a five week consultation on the 2013/14 reforms. Its purpose was to consider whether the DfE needed to make 'small changes' in 2014/15 to address some of the issues raised in the lead up to the 2013/14 reforms.

On 5th June 2013, the government published 'School Funding Reform: Findings from the Review of 2013/14 & Arrangements and changes for 2014/15'. The Minister of State for Schools stated that a number of improvements to the initial arrangements were necessary. The key changes are:

- LAs will be able to introduce a sparsity factor to target funds to avoid 'necessary small schools' becoming unviable.
- LAs will have greater flexibility to target the right level of lump sum to primary and secondary schools.
- LAs will be able to provide funding to support good and outstanding maintained schools and academies through short periods of falling rolls.
- LAs will be required to allocate a minimum of 80% of their delegated Schools block funding on the basis of pupil characteristics and will have to ensure that a minimum amount is funded for each pupil (£2,000 for primary, and £3,000 for KS3 and KS4). Lincolnshire already meets these targets.
- LAs will provide notional SEN budgets to their schools on the basis that the school will meet the first £6,000 of additional support required by a pupil with SEN.
- The prior attainment factor will be amended so that instead of pupils qualifying if they fail to achieve level 4 or higher in English *and* Maths, funding will be provided if they fail to achieve a level 4 or higher in English *or* Maths.
- Where they choose to operate a mobility factor, LAs will be required to apply a 10% threshold so that it will only support schools which experience significant mid-year changes in their pupil numbers.
- LAs will be permitted to allow two merging schools to keep 85% of the two lump sums for the next full financial year following the year in which they merge.

These changes therefore offer the LA the opportunity to reconsider the current formula and a number of decisions taken last year. The LA's proposals were being finalised at the time of writing this report. Once again, they will have regard to: the government's vision, the current funding arrangements already in place in Lincolnshire, Children's Services priorities and key performance measures, and a set of core funding principles (e.g. stability, simplicity and fairness). Taking account of feedback from the School Forum on 26th June 2013, the main proposals that the LA is minded to make are set out in Appendix 1.

4. Next steps

The LA is required to follow a similar process to last year. It is required to consult all schools and the Schools Forum, prior to submission of a proforma to the EFA on 31st October 2013. The proforma will set out how the LA plans to fund local schools from 2014/15. Once again, the timescale to develop, consult upon and formally approve a revised funding formula is extremely limited. The key dates in the process are set out in the table below.

5 September 2013 to 19 September 2013	Individual Governing bodies are consulted on outline proposals.
6 September 2013	The Children and Young People's Scrutiny Committee is consulted.
20 September 2013	The responses from schools are collated and analysed.
24 September 2013	A working party of school representatives considers key issues and the feedback from schools.
26 September 2013	The feedback from schools and the working group is considered by the Executive DMT.
30 September 2013	A report outlining the LA's proposals is drafted for the Schools Forum.
9 October 2013	The report and the proposals are considered by the Schools Forum.
10 October 2013	The Executive DMT considers feedback from schools, the working group and the Schools Forum.
18 October 2013	The Children and Young People's Scrutiny Committee is consulted.
22 October 2013	A formal report for the Executive member to approve is drafted and published.
30 October 2013	A formal decision is made by the Executive member.
31 October 2013	The LA submits its proposal for the future funding of schools to the EFA for approval.

5. Conclusion

The government's proposals for changes to school funding arrangements in 2014/15 are less radical than those introduced in 2013/14. The changes allow the LA to partially address its fundamental concern for the current year, i.e. the government's insistence that the lump sum allocation for primary and secondary schools had to be the same, and be set below £0.2m. However, the changes don't fully address those concerns, and small secondary schools will continue to be less well funded compared to 2012/13. Nevertheless, the government's proposals allow the LA to reflect on the current formula and, in light of the changes made by the government, the LA proposes to make modest changes to the funding of county schools from 2014/15. Significant transitional protection will apply for the next two years, so there should be no material impact upon local schools in the short term.

6. Consultation

As indicated above, the Schools Forum was consulted on 26th June 2013. The DfE requires all schools to be consulted on the LA's proposals and that will take place in September. The Schools Forum will be consulted again on 9th October and the Scrutiny Committee will receive a further report on 18th October. The LA is required to submit its proposals for the funding of schools to the EFA by 31st October 2013.

a) Policy Proofing Actions Required

n/a

7. Appendices

These are listed below and attached at the back of the report	
Appendix 1	The LA's draft proposals for school funding in 2014/15

8. Background Papers

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

BACKGROUND PAPERS			
PAPER TYPE	TITLE	DATE	ACCESSIBILITY
Letter from the DfE	'School Funding Reform: Findings from the Review of 2013/14 & Arrangements and changes for 2014/15'	5 June 2013	http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/a00221523/review-of-2013-14-school-funding-arrangements
Report to Schools Forum	School Funding Reform: Findings from the Review of 2013/14 & Arrangements and changes for 2014/15	26 June 2013	Committee Services, LCC

This report was written by Tony Warnock, Head of Finance, Children's and Specialist Services. tony.warnock@lincolnshire.gov.uk

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THE LA'S DRAFT PROPOSALS FOR SCHOOL FUNDING IN 2014/15

CONSULTATION – PRIMARY AND SECONDARY MAINTAINED SCHOOLS AND ACADEMIES

1. LUMP SUM

Purpose

The DfE's view is that the main purpose of the optional lump sum formula factor is to provide sufficient funding to 'necessary' small schools, which could not operate on the basis of per pupil funding alone.

Background

Prior to the 2013/14 reforms, this factor provided a fixed sum of c.£0.393m to all secondary schools with less than 700 on roll, and £0.323m to those with more than 700 on roll. The sums for primary schools varied slightly according to their size but averaged £0.093m.

From 2013/14, the government allowed a lump sum factor to operate, but required the same figure to be applied to both the primary and secondary sectors. An upper limit of £0.2m was set.

The LA set the block allocation at c.£0.115m in 2013/14. The balance of the funding for the secondary sector was ring-fenced and distributed through a new rates factor and the Key Stage 3 and Key Stage 4 awpus.

The rationale for the LA's approach was that the £0.115m lump sum would help sustain the £0.020m extra funding earmarked in 2012/13 for small primary school collaborations. Also, although the lump sum was set significantly below the £0.200m permitted limit and so would adversely affect small secondary schools, the LA wished to guard against primary schools with pupil numbers well below 30 being viable, due to the impact upon pupil outcomes and value for money.

Government changes for 2014/15

The government will allow LAs to set different lump sums for primary and secondary schools from 2014/15, with a cap being set at £0.175m.

LA proposal

The LA proposes to leave the primary block allocation at its current level and increase the secondary school lump sum to the maximum level of £0.175m. The increase for the latter would be funded from the KS3 and KS4 awpus and so essentially represents a partial reversal of the change made in 2013/14.

Rationale

The LA lobbied Ministers and MPs last year over the government's decisions to reduce the lump sum to £0.2m and set the same rate for both primary and secondary schools. The LA argued that a larger lump sum is necessary in rural areas to cover the fixed costs of operating small secondary schools. The government has now made a partial concession for 2014/15 and it would seem irrational for the LA not to take advantage of this opportunity.

The proposed approach to funding the increase in the secondary school block, as outlined above, is entirely logical. Although this is largely a reversal of what happened in 2013/14, and confines the change to the secondary sector, most schools will again see minimal immediate change due to the protection offered by the MFG.

The DfE's amendment for next year does not, of course, enable the LA to return the lump sum for small secondary schools to its pre 2013/14 level of £0.393m. However, as indicated below, the LA's proposal for the sparsity factor will bridge more of the funding gap created by the government's reforms, but only for some secondary schools.

It is worth noting that the government's reforms for 2013/14 also enabled the LA to introduce a rates factor. The LA took advantage of that opportunity and each school's actual rates bill is now funded (incidentally, the rates figures are based on the latest information available in November each year). The rates bill per school varies, but when mandatory rate relief is set aside, the average rates bill for a small secondary school is typically £0.050m per annum. Therefore, the proposal to increase the secondary lump sum to £0.175m, together with the rates factor and the LA's proposal below to introduce a sparsity factor of £0.1m for small secondary schools, would mean that the eventual loss in funding to small secondary schools with less than 600 on roll since 2012/13 will be substantially bridged. Secondary schools with more than 600 on roll are not eligible for the sparsity factor and so will still be losing out compared to 2012/13, even if the LA's proposal for the lump sum is implemented. However any such losses were and will continue to be protected through the MFG.

The LA believes there is no need to alter the lump sum for primary schools. Small school collaborations appear to be working well and the increased lump sum to c.£0.115m in 2013/14 will help sustain those. Also, the current lump sum appears to strike the right balance between maintaining small rural schools and ensuring that good value for money is secured from the DSG.

Expected impact

There would be no impact upon primary schools as a result of this proposal.

All secondary schools will receive a larger lump sum of £0.175m, which will be financed through a reduction in secondary awpu values. The MFG will offer a significant level of protection to schools for this change.

Question 1

Do you agree that the secondary school lump sum should be increased to £0.175m?

2. SPARSITY

Purpose

The purpose of the optional sparsity factor is to provide extra funding to small schools in rural areas to recognise their dis-economies of scale.

Background

As highlighted above, the DfE's introduction of the sparsity factor seeks to address the concerns of rural LAs like Lincolnshire, to the reduction in the lump sum for secondary schools in 2013/14.

Government changes for 2014/15

The government will allow a sparsity factor to operate from 2014/15. It will measure the distance pupils live from their second nearest school. Allowances have been made for the selective system. To qualify for funding, the average sparsity distance must be at least 2 miles for primary schools and 3 miles for secondary schools. LAs can set the threshold above that limit. Only primary schools below 150 on roll and secondaries below 600 on roll can qualify for funding, but LAs can set the cap lower than this. LAs can allocate up to £100,000 per school, either as a lump sum, or tapered according to the size of the school.

LA proposal

The LA proposes not to introduce a sparsity factor for primary schools.

The LA proposes to introduce a sparsity factor for secondary schools of £0.1m. This would apply to all schools up to 600 on roll and would be given as a fixed amount (it would not be tapered). As with the lump sum, the factor would be funded from the KS3 and KS4 awpus and so this proposal essentially represents a partial reversal of the change made in 2013/14, when the lump sum was reduced.

Rationale

It is clear that in its move towards a national funding formula, the government is keen to see a larger proportion of school funding being directed through pupil-led factors. That helps explain why the lump sum is still being restricted to a maximum of £0.175m and a sparsity factor is being introduced (allowing a lump sum for secondary schools of up to £0.4m would have been a much simpler solution).

The use of a sparsity factor for primary schools is considered unnecessary. Unlike the secondary sector, no reduction was made to this sector's lump sum in 2013/14 to necessitate the introduction of this factor next year. In fact, as indicated above, the primary school lump sum was actually increased in 2013/14 by c.£0.022m to enable small schools to continue to collaborate. Further protection is therefore considered unnecessary and, indeed, undesirable because the LA wishes to balance the protection of small schools with securing good value for money from the DSG. If the sparsity factor was implemented for primary schools next year, it would probably need to be financed through a reduction in primary awpus. Furthermore, the DfE data on which the sparsity factor would apply may produce anomalous results and therefore unfair funding, as the distance of pupils to their next nearest school is likely to have no correlation with the fixed costs of running those schools.

By contrast, small secondary schools did lose funding in 2013/14 as a result of the changes to the lump sum. The DfE's intention to allow LAs next year to set a separate, higher lump sum for secondary schools up to a limit of £0.175m can go some way to alleviating that situation, but it will not bridge the gap. The government's new sparsity factor has its limitations in that it will not assist secondary schools above 600 on roll which have lost out due to the changes to the lump sum this year. Also, as indicated above, the results could be anomalous. Nevertheless, it provides an opportunity to reverse some of the losses that a number of small secondary schools suffered in 2013/14 (before the MFG was applied). It is unfortunate that all secondary schools below 700 on roll are not able to qualify for this funding. However, although the introduction of this factor won't benefit all of the schools that lost funding in 2013/14, it will assist some. So, on balance, the LA believes the sparsity factor should be introduced for the secondary sector.

Expected impact

Only c.8 small secondary schools would qualify for this funding due to the government's cap at 600 on roll. Each of those schools would receive £100,000 p.a.

The data for calculating the sparsity distance for each school has been provided by the DfE. There may be practical problems with measuring distances 'as the crow flies' in certain cases and it is not easy for the LA to validate the figures or identify anomalies which could allow exceptions to be requested for more schools to qualify. Nevertheless, the LA will continue to keep the data under review.

The use of tapered funding is not proposed, as this would reduce the stated benefits given for introducing this factor.

Question 2

Do you agree that the sparsity factor should not be introduced in the primary sector?

Question 3

Do you agree that the sparsity factor should be introduced for the secondary sector at a rate of £0.1m per school and without tapering?

3. SUPPORT FOR SCHOOLS WITH FALLING ROLLS

Purpose

The purpose of this optional factor is to provide extra funding to schools that experience a temporary dip in numbers on roll, to help them avoid the need to make expensive redundancies.

Background

The government recognises that a falling roll caused by a temporary dip in the pupil population, could create surplus places and potentially lead to an unmanageable funding reduction in the short term. The funding from this factor would enable such schools to avoid the cost of redundancies.

Government changes for 2014/15

The government will allow the LA to top-slice the DSG to create a small fund to support schools with falling rolls, in exceptional circumstances.

The creation of a budget would need to be agreed by the Schools Forum and would have to be applied fairly to maintained schools and academies. Funding could only be allocated to schools rated good or outstanding by OFSTED; it could not be allocated to schools that are simply unpopular or of low quality.

LA proposal

The LA proposes not to introduce this factor.

Rationale

There are several reasons behind the LA's proposal.

1. It could be considered unfair, and therefore counter to the LA's underlying principles, not to make available funding to schools that are not good or outstanding when they too have falling rolls for short periods of time. Such schools could already be facing significant challenges, e.g. be small, rural, serve deprived areas and have an intake with below average abilities, etc.
2. It may be difficult to define: 'small amounts of money', 'short periods of time' (although the DfE's operational guidance suggests it should be restricted to population increases expected in the next 2 to 3 years) and 'exceptional circumstances' when developing the factor.
3. When considering the allocation of funding to individual schools, it may be difficult and subjective to identify 'clear evidence' that a school's roll will rise again, and will do so in the near future. Numerous factors can influence a school's number on roll and it may be incredibly difficult to determine whether a dip in roll is due to factors that warrant additional funding or others that do not. Indeed, falling rolls can be created by schools' deliberate actions (e.g. where they are seeking to maintain efficient class sizes) and so it may not be appropriate to provide funding in certain circumstances. The funding system must avoid creating perverse incentives.

4. This factor is unlikely to be necessary in the primary sector for several years because currently, pupil numbers are continuing to rise.
5. It may be difficult to determine in total, how much extra funding will be required if the factor is introduced. This could become a complex task because each case is likely to be different. Also, it may not be easy to create a transparent, formulaic approach that provides a fair amount of additional funding to each school. The government has indicated that the funding should be 'small', but has not defined what it means by that.
6. It may be difficult to determine the length of time that funding should be made available to schools. This too may vary from case to case, up to a maximum of three years.
7. The subjectivity involved in determining allocations could undermine the transparency that exists with the rest of the school funding formula, and therefore the trust and faith that schools have in the funding system.
8. There may be practical difficulties associated with the Schools Forum assessing applications.
9. It has not been necessary to operate such a factor in the two decades that local management of schools has been operating and yet there have been demographic changes in that time.

With good local financial planning and continued stability in government funding levels, it should be possible for most schools to manage staffing levels in such a way as to avoid the need for a lot of redundancies. Of course, the government's reforms for 2013/14 no longer permit the LA to retain a redundancy budget within the DSG, so the flexibility that existed prior to this year has now gone. However, both the LA and the EFA could, in theory, licence schools to overspend for a short period of time, where costs cannot be reduced in a timely manner and redundancies prove necessary.

In summary, due to current demographics, there will be no need to protect primary schools from falling rolls for at least several years. The introduction of this factor for secondary schools would: probably be unfair; be difficult to design; involve too much subjectivity, and; be likely to deliver limited benefit for very few schools.

Expected impact

None.

Question 4

Do you agree that the LA should not introduce a factor to support for schools with falling rolls?

4. PRIOR ATTAINMENT

Purpose

The purpose of this optional formula factor is to target funding to pupils with low cost, high incidence special educational needs.

Background

In 2013/14, the government introduced a factor similar to the one the LA introduced in 2010. However, the government's had fewer and less frequent prior attainment measures. So, the LA amalgamated a number of other funding streams and mirrored as far as possible the previous distribution mechanism to retain stability in this funding in 2013/14. For primary schools, the LA opted for the DfE's foundation stage qualifying points score of 73. For the secondary sector, the prior attainment criterion was set to support pupils that failed to achieve a level 4 or higher in English and Maths at KS2.

Government changes for 2014/15

The government will require LAs to alter their prior attainment factor to fund pupils that at KS2 failed to achieve a level 4 or higher in English *or* Maths, not English *and* Maths as is required now.

LA proposal

The LA will implement the government's decision and, in doing so, proposes to reduce the unit rate of funding so that no more funding is distributed through this factor next year, when compared to all other factors.

Rationale

The LA has no choice but to implement the government's decision.

If the DfE's national projections are replicated locally, we can expect to see double the number of secondary pupils qualifying for funding. That would drain resource from other formula factors if the unit rate was left unchanged. Comparisons with other LAs' funding formulae for 2013/14 show that Lincolnshire's current funding of low cost, high incidence SEN is already in the top quartile nationally. Therefore, there appears to be no justification for altering the level of funding distributed for low cost, high incidence SEN and it seems appropriate to adjust the unit rate to ensure that a similar level of funding to this year is allocated to secondary schools in 2014/15.

Expected impact

The impact of the proposal upon individual schools is expected to be quite modest, for the reason explained above.

Question 5

Do you agree that the LA should seek to maintain the same overall level of funding for low cost, high incidence SEN to ensure stability in funding, rather than re-direct more funding into this factor from other pupil-led factors?

5. PUPIL MOBILITY

Purpose

This purpose of this optional factor is to offer support to schools with high levels of pupil mobility, because they incur greater costs as a result.

Background

Lincolnshire continued to operate a pupil mobility factor until 2013/14, even though very limited funding was triggered through it. The main reason that the LA chose not to continue operating the factor in 2013/14 was because the government did not allow the application of a qualifying threshold. The absence of a threshold meant that many more schools would have qualified for

funding, and either that would have diluted the funding that individual schools were previously receiving, or it would have required extra funding to have been taken from other formula factors to finance it.

Government changes for 2014/15

From 2014/15, LAs operating this factor will have to apply a 10% threshold. It will therefore only provide financial support to schools which experience a significant change in their pupil numbers. Crucially, it will also not provide finance for pupils that join and leave a school in between the annual October census returns.

LA proposal

With the help of a significant number of schools, a review has recently been undertaken to understand the additional costs incurred as a result of pupil mobility. Schools with mobility above the 10% threshold were asked to complete a survey to quantify the additional resources required. The feedback suggested an average cost of £106 per child.

If this factor was introduced, it would require a small shift in funding from the awpu.

The LA is not proposing to introduce this factor in 2014/15.

Rationale

In recent years the total funding allocated through the LA's previous mobility factor, and the amounts to individual schools, was very low.

There is a risk that the DfE's methodology for identifying pupil mobility will not meet Lincolnshire's requirements. Schools with service and traveller children may have pupils on roll for very short periods of time and therefore using only the October schools census returns may fail to take account of the full impact of mobility upon these schools.

Last October, the Children and Young People's Scrutiny Committee asked the LA to re-consider the introduction of this factor when conducting its next review. As indicated above, the LA has done that and a critical issue in reaching its proposal is that the net financial benefit to those schools most affected by pupil mobility, is likely to be extremely modest. That is partly because of the low cost per pupil (i.e. £106) and partly because all schools' awpu would have to be reduced to fund it.

Expected impact

None.

Question 6

Do you agree that the LA should not introduce a factor for pupil mobility?

6. LOOKED AFTER CHILDREN

Purpose

The purpose of this optional formula factor is to provide extra funding for Looked After Children (LAC), as they often under-perform relative to their peers.

Background

Lincolnshire has not previously operated a funding factor for LAC mainly because LAC already attract the pupil premium. Last year the Children & Young People's Scrutiny Committee asked the LA to review this decision at the next opportunity, to try to address the large gap in attainment between LAC and their peers. The table below shows a comparison of current attainment achieved.

	Lincolnshire LAC average 2011/12	Non-LAC average
5+ A*-C GCSE's inc Maths & English	24%	65.70%
KS2 Levell 4+ in English	58%	85%
KS2 Levell 4+ in Maths	58%	85%

Government changes for 2014/15

The government has made a relatively simple change to the arrangements for 2014/15 by requiring LAs that operate this factor to include children even when they have been looked after for only one day. For 2013/14, LAs could choose a qualifying period of one day or more, six months or more, or twelve months or more.

LA proposal

The LA proposes to introduce a factor for Looked After Children in 2014/15. It is proposed that a sum of £1,200 is paid for each LAC. This figure is based on Teaching Assistant support (2 hours per week) and other support costs (e.g. voluntary reading scheme). It is proposed that the factor is financed by newly delegated funding which is anticipated to be released from the unwinding of this year's MFG protection arrangements. It should not therefore require reductions in funding to other existing formula factors.

Rationale

Nationally and locally, the outcomes for LAC are poor.

Exclusions of LAC are high.

Given the relatively small number of LAC, a very modest proportion of the DSG could make a significant difference to the outcomes for this vulnerable group.

The Children and Young People's Scrutiny committee asked the LA to re-consider this as part of its next review.

The proposed allocation per LAC would be close to the average value that is being applied by the 81 (out of a total of 152) LAs that introduced this factor in 2013/14.

The LA would expect schools in receipt of this funding to be able to demonstrate both its use and the impact it has had on the outcomes for these children.

Expected impact

The impact upon those schools with LAC should be sufficient to make a material difference to the outcomes for LAC.

The impact upon other schools should be much more modest, as the funding required is likely to equate to less than c. 0.1% of the DSG. Indeed, viewed from another perspective, there should be no impact because the LA hopes to use the resource freed up from the unwinding of the 2013/14 transitional protection to fund this.

Question 7

Do you agree that a factor for Looked After Children should be introduced in primary and secondary schools in 2014/15?

Question 8

Do you agree that the funding for the Looked After Children factor should be set at £1,200 per pupil?

Special schools, Nursery schools and private, voluntary and independent providers

No material changes to special school funding are planned for 2014/15.

Modest changes may be made to the funding of nursery schools and private, voluntary and independent providers in 2014/15. This will be subject to a different consultation process and different timescales.

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Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	6 September 2013
Subject:	Strategic Priorities for 16 – 19 (25) Education and Training for 2014/15

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Strategic Priorities for 16 – 19 (25) education and training for 2014/15 which is due to be considered by the Executive on 1 October 2013. The views of the Scrutiny Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation to the Executive set out in the report.
- (2) To agree any additional comments to be passed to the Executive in relation to this item.

1. Background

The Executive is due to consider the report on the Strategic Priorities for 16 – 19 (25) education and training for 2014/15. The full report to the Executive is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation in the report and whether it wishes to make any additional comments to the Executive. The Committee's views will be reported to the Executive.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report and Appendices to the Executive on Strategic Priorities for 16 – 19 (25) education and training for 2014/15

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 Maggie Freeman, who can be contacted on 01522 552753 or 07826873167 or Maggie.freeman@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Executive
Date:	1 October 2013
Subject:	Strategic Priorities for 16 – 19 (25) Education and Training for 2014/15
Decision Reference:	
Key decision?	Yes

Summary:

This report sets out the current situation in relation to post 16 education and training and establishes the changes to the mix and balance of provision that will be required to achieve full participation to age 18 by 2015.

It also suggests the priorities for strategic commissioning of education and training provision for 16 – 18 year olds (25 for young people with a learning difficulty assessment or education health and care plan) 2014/15

Recommendation(s):

Participation and Retention

- Increase the number of young people aged 16-18 participating in post 16 education and training and therefore meeting their duty to participate as required by Raising of the Participation Age.
- Reduce the number of 17 year olds not participating in education or training. Specifically reduce the proportion of young people failing to progress from AS to A2 programmes.

Curriculum

- Reform the curriculum through the development of Study Programmes, including Traineeships and Supported Internships that better meet the needs of young people and employers in Lincolnshire to improve participation and outcomes for young people
- Increase the number of available Apprenticeships in line with the skills priorities identified by the Lincolnshire and Rutland Employment and Skills Board and the Greater Lincolnshire Local Enterprise Partnership
- Encourage further collaboration between school sixth forms and other providers to maintain niche provision including some A level provision in minority subjects and provision at entry and level 1 delivered by commercial and charitable providers.
- Increase the availability of level 3 programmes including Apprenticeship places and frameworks at level 3 and beyond to secure vocational progression routes for young people not wishing to follow a traditional academic pathway.

Attainment and Progression

- Close the gap in attainment at level 2 and level 3 by the age of 19 between young people from deprived backgrounds (those who have been eligible for free school meals) and the overall cohort.

Access to Information, Advice and Guidance

- All young people have access to independent and impartial careers guidance and information about all opportunities so they are able to make realistic, informed decisions about post 14 choices and their future post 16 options
- All young people and those supporting them (parents, carers, teachers, careers advisers and others) have access to information about post 16 provision and about the labour market

Vulnerable Learners and Learners with Learning Difficulties and/or Disabilities (LLDD)

- Improve the availability and range of opportunities and outcomes for LLDD to increase their participation and to enable more young to access learning within their own community in line with the Lincolnshire County Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities
- Increase participation and attainment of young people from vulnerable groups including those who have been eligible for free school meals, to the same level as the cohort as a whole

Employment and Skills

- Provide information, advice and guidance, and deliver programmes and other support that will enable young people to successfully progress into employment or higher education that contributes to the growth of the Lincolnshire economy.

Alternatives Considered:

Not
Applicable

Reasons for Recommendation:

Under sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009) local authorities have a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in their area, and to make available to young people age 19 and below, support that will encourage, enable or assist them to participate in education or training (section 68, Education and Skills Act 2008).

The Education and Skills Act (ESA) 2008 also places a duty on all young people to participate in education and training. From 2015, they will be required to remain in learning until their 18th birthday.

The Education and Skills Act 2008 places duties on local authorities in relation to 16 and 17 year olds. These relate to Raising the Participation Age (RPA):

- A local authority in England must ensure that its functions (so far as they are capable of being so) are exercised so as to promote the effective participation in education or training of persons belonging to its areas to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.
- A local authority in England must make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area to whom Part 1 of the ESA applies but who are failing to fulfil the duty to participate in education or training.

Failure to set out the priorities and changes that are required to ensure suitable provision is available to meet the reasonable needs of all young people in the area will mean:

- Lincolnshire County Council will not deliver its statutory duties;
- Schools, Academies, Colleges and other providers will not have the information they require to enable them to develop their provision to respond to the needs of young people and employer;
- The 14 – 19 Strategic Partnership (and its supporting structures) and learning providers will lack the policy steer that will lead to full participation to age 18 by 2015.

1. Background

There have been, and are continuing to be, a number of statutory and policy changes that will impact on post 16 education and training provision from September 2014. These include:

- The transfer of the statutory duty to provide careers guidance to pupils in key stage 4 from local authorities to schools from September 2012.
- From September 2013, schools and colleges are required to provide independent careers guidance to pupils in year 8 and up to year 13.
- The implementation of the duty on all young people to participate in education or training until the end of the academic year in which they turn 17 from 2013.
- From 2015 young people will be required to participate in education or training until their 18th birthday.
- Schools funding reform, including changes to funding high needs i.e. learners with learning difficulties and/or disabilities (LLDD) in post 16 provision from 2013
- Changes to the post 16 curriculum including the introduction of Study Programmes (which will include the introduction of Traineeships and Supported Internships) which whilst providing some real opportunities to tailor programmes to better meet young people's and employer's specific needs, will be challenging for some providers to deliver
- Changes resulting from the Children and Families Bill currently passing through parliament including the introduction of Education, Health and Care Plans, and the entitlement to personal budgets for those who are eligible from 2015.
- There are also a number of other reports and consultations, the recommendations from which, if implemented will have an impact on post 16 education and training. These include the Heseltine review and the Richard review into apprenticeships, A level reform etc.

Raising of the Participation Age (RPA)

Participation remains good in Lincolnshire compared to regional and national averages and those of our statistical neighbours, and the number of young people not in education, employment or training (NEET) remains relatively low. The year 11 cohort who reached the statutory school leaving age in June this year are the first to whom the duty to participate in post 16 education applies. We do not yet have destination data for this group, and are therefore unable to assess the impact of the new duty. The duty on young people to participate extends to the age of 18 from September 2014. Whilst the number of young people not in education, employment or training (NEET) aged 16 and 17 remains fairly static, it is higher for 17 year olds and therefore this may become an issue in relation to RPA in 2014. There continues to be a need to increase the number and availability of level 3 programmes for those young people who have already achieved level 2 (over 40% of the NEET group) including progression opportunities in apprenticeships.

Young people from a range of vulnerable groups (learners with learning difficulties and/or disabilities, care leavers, teenage parents, those known to the youth offending team, those who have been eligible for free school meals) continue to be over-represented in NEET.

Apprenticeships

A significant increase in the number of apprenticeship opportunities available will be required if the coalition government's ambition, that one in five young people will be studying an apprenticeship by 2020, is to be achieved. In addition the assumption is that any additional places required to meet the requirements of RPA will be apprenticeships rather than additional places in schools sixth forms or colleges. As an apprenticeship requires an employment opportunity, this provides significant challenges given the current levels of youth unemployment opportunities generally. Lincolnshire has however seen a growth in the number of young people age 16 to 18 undertaking an apprenticeship compared to a decline regionally and nationally. This is a result of: our investment in Apprenticeship Champions who work directly with employers and young people to increase the number of apprenticeship opportunities; our support for initiatives such as the 'Have a Go' events and World Skills; and the work with employers via colleagues in the Economy Directorate and with the Employment and Skills Board (ESB).

A 'Ready to Work' survey commissioned by the ESB in 2011, found that many employers were unhappy with the preparedness of young people (and adults) for the world of work. The introduction of Traineeships (which are a strand of Study Programmes) from September 2014 will enable young people to undertake a 6 month programme comprising of work experience, English and maths, and other employability skills including interview skills and curriculum vitae preparation. This will equip them to take up the opportunities that are available. Guidance for Traineeships has only recently been published (July 2013) and therefore the programme will develop over the next few months.

Some progress has been made in increasing the proportion of advanced apprenticeships (level 3) compared to intermediate (level 2). In the year April 2012 to April 2013 advanced apprenticeships were 30% of starts compared to 25% the previous year. There is still a need to increase the opportunities for young people to progress through from intermediate apprenticeships to advanced and higher levels if the apprenticeship is to be a real and plausible alternative to the academic route into higher education. The lack of progression opportunities is also likely to

have an impact on young people's ability to meet the duty to participate when this is extended to their 18th birthday in 2015. The proportions of apprenticeships in specific sectors still do not reflect sufficiently the skills priorities for Lincolnshire. As a result of various national reports into apprenticeships over the last year we anticipate some changes to the apprenticeship programme, including an increased role for the Local Enterprise Partnerships.

Success rates for apprenticeships in Lincolnshire remain static at 72%, which is around 1% below regional and national rates.

School Sixth Forms

Of our schools with sixth forms, 14 are judged by Ofsted to be Outstanding, 17 are Good, 10 Satisfactory/Requiring Improvement, and 1 Unsatisfactory. The on going financial viability of some of our school sixth forms continues to be an increasing concern. Whilst there is an increase in this year's (2013/14) year 11 cohort of 80, there is a forecast decline to 7759 (400 fewer than the current year in 2015/16, and a further drop of 300 the following year). This reduction in cohort size will coincide with the planned ending of transitional protection funding in 2015. There continues to be overcapacity of school sixth form A level provision, resulting in many small class sizes (23 sixth forms have more than 40% of their offer with less than 10 enrolments and 17 have 25% of subjects with less than 6 enrolments). In many instances there is another institution offering the same course nearby. There is a concern that alongside the viability issue there will be a reduction in the breadth of the offer available to young people and a reduction in minority subjects as schools seek to manage the reductions in funding and numbers. This is likely to be exacerbated in the future as there are a number of options available to the sector to increase post 16 provision that do not require the consent of the local authority. Some of our school sixth forms are heavily reliant on out of county learners (616 out of county learners attended our school sixth forms in 2012/13).

There has been an improvement in the proportion of young people progressing from year 12 to 13 in school sixth forms with the percentage of young people leaving at the end of year 12 falling from 21% in 2010/11 to 18% in 11/12. In grammar schools the continuation rate has remained the same at 86%, and the improvement has been within comprehensives (5% increase to 78%). There are however, some significant variations between schools (both grammar and comprehensive) with some schools retaining less than 60% of pupils into year 13. Two schools have shown significant improvement as a result of changing their curriculum offer.

Performance of Lincolnshire sixth forms remains good overall. However, points per student and points per entry are below the national averages. In terms of the points per entry, there is a mix of schools that have improved and those that have declined. The decline in points per student is however a trend and a result of moves to reduce the size of learner programmes in line with the funding.

There remains an urgent need to find ways to maintain the curriculum and secure the future of some sixth form provision. Success in encouraging collaboration has been minimal and there needs to be a substantial increase in partnership working and cooperation both between schools sixth forms, and with other post 16 providers, in order to minimise duplication and ensure there is an appropriate full curriculum offer in each area. Individual schools also need to review their curriculum offer to consider whether it is appropriate in terms of the local area and RPA.

General Further Education Colleges (GFE)

At the time of writing, of the 4 GFE colleges based in Lincolnshire, one is judged by Ofsted to be Outstanding, 2 to be Good and 1 Requiring Improvement. None are unsatisfactory. Ofsted have recently communicated to colleges their intention to: increase the impact of inspection; increase the impact and scope of improvement work; raise the status, quality and impact of vocational training; and improve the quality of teaching, learning and assessment; within the further education and skills sector. We can therefore anticipate a more rigorous inspection regime which may impact on future inspection outcomes. A significant number (almost 1500) of Lincolnshire learners access GFE colleges outside of Lincolnshire in the main Grimsby Institute for Further and Higher Education (759), College of West Anglia (217), Peterborough Regional College (207) and North Lindsey College (128).

Changes to the adult funding in GFE colleges and the introduction of student loans for adults are likely to have a significant detrimental impact on GFE finances which in turn may have an impact on provision for young people.

GFE colleges are the main providers of vocational programmes and of provision at level 2 and below. Only 14% of their delivery is A levels. They are also the largest providers of Apprenticeship programmes in Lincolnshire and as such are well placed to support the increase in number and the range and levels of apprenticeship programmes required to meet the government ambitions and the requirements of RPA.

The main GFE colleges have been proactive in supporting the Lincolnshire County Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities (LLDD) and have increased their offer significantly to these learners. This has significantly reduced the authority's reliance on costly specialist residential and out of county post 16 education provision, as well as improving outcomes for learners.

From September 2013 GFE colleges are able to recruit young people aged 14 – 16. The Lincolnshire colleges have signalled that they will be considering offering this provision from September 2014. This may have a further impact on the number of young people accessing sixth form provision in schools as young people are less likely to transfer back into school post 16. (Only 7 GFE colleges nationally will be offering this from September this year.)

There continues to be a need for flexible start dates to enable young people to access provision other than in September where they may have dropped out of their first choice of learning. There has been some progress in this, but it remains difficult due to issues of viability of courses for low numbers of learners.

There will also be a requirement to provide part time courses for young people who are in employment to enable them to meet their statutory duty to participate in learning.

Further Education In Higher Education

From September 2012, Bishop Burton College have been operating from the Riseholme campus of Lincoln University to provide specialist programmes in agriculture and horticulture, one of the skills priority sectors for Lincolnshire.

Commercial and Charitable Providers (formerly referred to as Independent Private Providers)

We currently have 7 Commercial and Charitable Providers (CPPS) based in Lincolnshire. Of these 4 are deemed by Ofsted to be Good, the remaining

Satisfactory (or Requiring Improvement the new description for grade 3 provision) with one being unsatisfactory. The changes to funding, reduction of learner number allocations (168 less in 2013/14) and the introduction of new curriculum requirements of study programmes mean that some of these providers are potentially financially vulnerable. This provision is the only provision (apart from some apprenticeship programmes) that has truly flexible start dates and that supports some of our most vulnerable young people to progress into apprenticeship programmes, GFE courses and employment with training. They also in the main offer a unique learning environment that some young people need in which to progress. We are taking a more proactive approach to supporting these providers in terms of the development of the new curriculum and how they can make best use of the available funding to ensure their continued sustainability to enable them to support some of Lincolnshire's most vulnerable learners.

There is also one relatively large independent specialist provider, Linkage, based in Lincolnshire which provides residential education placements for young people with Learning Difficulties and/or Disabilities (LLDD) nationally. Most local authorities are, like Lincolnshire, reducing their dependence on residential out of county placements for these young people, and therefore specialist providers are needing to review their offer, for example to provide day placements to local young people.

Learners with learning Difficulties and/or Disabilities (LLDD)

The Lincolnshire County Strategy for Post 16 Learners with Learning Difficulties and or Disabilities (LLDD) was officially launched in September 2012 with the key priority being to develop local provision for Post 16 LLDD to meet both their diverse needs and their aspirations for adult life within their own communities. This is an area of work where collaboration has been successful. There are 6 groups working across the county comprising of representatives from Special schools, Colleges of Further Education, Independent Specialist Providers, Independent Training Providers, Learning Disability Advisers, Welfare to Work team, Support organisations and parents / carers. These groups have brought about increased collaboration and cooperation between special schools, colleges and other post 16 providers facilitating improved transition between organisations, skills sharing, joint training opportunities and cost effective development and sharing of resources.

Three Colleges of Further Education, supported by Lincolnshire County Council have been successful in their applications for the Education Funding Agency Demographic Growth Capital Fund (DGCF) resulting in £1.8 million being invested in four projects to further develop facilities for Post 16 Provision for Learners with Learning Difficulties and / or Disabilities. We are advised that Lincolnshire were the only authority in the East Midlands to secure any of this funding and this is a direct result of the strategy and the successful partnerships that have been established. The increased availability and quality of local provision for LLDD has resulted in a substantial reduction in the numbers and associated high costs of young people requiring residential education provision. The funding to support these high needs learners transferred to local authorities for 2013/14 and is likely to be under increasing pressure over the coming years. This, and the continuing need to improve the outcomes for young people with LDD means that this work will remain a priority for Lincolnshire. Future attention needs to be given to the need to improve transition from post 16 education into employment and/or independence. The introduction of Supported Internships which are a strand of Study Programmes

provides an opportunity for programmes to be much better tailored to individuals needs and work will be undertaken to support providers and collaborative partnerships to implement these programmes. A further priority will be the implementation of changes resulting from the Children and Families Bill including the introduction of Education, Health and Care plans, personal budgets and increased learner choice.

Information Advice and Guidance

The statutory duty to provide impartial and independent advice and guidance transferred from local authorities to schools in September 2012. From September 2013 the duty is extended to pupils in schools in year 8 and in schools and colleges up to year 13. As with RPA, the young people reaching the statutory school leaving age this year are the first to be affected by this change, and it is too early to assess the impact of this on their participation post 16. There does however continue to be a potential tension in 11 – 19 schools between the requirement to provide independent impartial guidance and the need to maintain learner numbers in sixth forms to maintain funding levels. The local authority funded careers service works with young people aged 16 – 18 who are not in education, employment or training (NEET) to fulfil the statutory duty to make available to young people support that will encourage, enable or assist them to participate in education or training. From September 2013 the local authority duties are extended to include promoting effective participation to ensure young people meet their statutory duty to participate, and make arrangements to establish the identities of those young people who are failing to fulfil the duty to participate. The careers service also offers a traded service to schools, which 39 secondary schools took advantage of in 2012/13. There is an increasing need to ensure all young people, and their parents and carers, as well as professionals outside of the local authority who are working with young people, have access to information about the opportunities available both in education and in terms of employment and skills. This is provided locally through the on-line prospectus and by publication (3 times a year in partnership with the Employment and Skills Board and the Work Based Academy) of 'Aspirations' which provides information about the skills economy and opportunities in Lincolnshire. Young people are also able to access the National Careers Service website as well as search for Apprenticeship vacancies via the Apprenticeship website.

Attainment and Closing the Gap

Projected figures for 2012/13 show that attainment at level 2 by age 19 for Lincolnshire is 85.3% and above the regional (82.5%), and national (84.8%) averages and that of our statistical neighbours (83.7%). Attainment of level 3 by age 19 for Lincolnshire at 56.8% is below the national average for England (57.8%) but above the regional (53.8%) average and that of our statistical neighbours (55.6%). The trend for both level 2 and level 3 attainment at age 19 is upwards regionally and nationally as well as for Lincolnshire. However, until 2009/10, attainment of level 3 by 19 year olds in Lincolnshire was above that in England, the East Midlands and our statistical neighbours. Since then the increase in attainment has been slower in Lincolnshire. There is progress being made in closing the gap in attainment between young people who have at some stage been eligible for free school meals and the overall cohort. However, for level 2 at age 19 in Lincolnshire, the gap remains significantly higher at 25% than the averages for

England (17%), and higher than that for the East Midlands (24%) and our statistical neighbours (23%), and is not reducing as quickly. The gap in attainment of level 2 with English and Maths at age 19 is considerably worse at 35% compared to the East Midlands (31%), England (27%) and our statistical neighbours (31%) and is not improving. It has remained at around 35% since 2005 other than in 2010 where the statistics show a reduction to 32%. The gap in attainment at level 3 at age 19 for Lincolnshire at 32% also does not compare well with the East Midlands (28%), England (24%) or our statistical neighbours (31%). The gap has been gradually reducing since 2009 but the figure for 2012 shows an increase of 1%. Closing the gap in attainment at level 2 and 3 by 19 is therefore a key priority for Lincolnshire. The lack of apprenticeship opportunities at level 3, the high proportion of young people leaving school at the end of year 12, and the proportion of young people who are not in education, employment or training at age 17 are all contributory factors.

Curriculum

Following the publication of Alison Wolf's 'Review of vocational Education in 2011', the government has introduced, from September 2013, changes to the way in which it funds schools, colleges and training providers to enable the delivery of programmes that include maths and English, and substantial, well recognised vocational programmes. These new programmes are referred to as Study Programmes. Within the Study Programmes framework, providers will be able to tailor programmes to more effectively meet individual needs. Within the Study Programmes framework there are also specific programmes to prepare young people for apprenticeships to be known as Traineeships, and programmes to prepare young people with LDD for employment which will be known as Supported Internships. The introduction of Study Programmes provides some real opportunities to create programmes that more effectively meet individual learner needs. However, there is an increased requirement for work experience for all of the programmes, which along with the needs for continued growth in apprenticeship places and the requirements for Department for Work and Pensions programmes for the jobless give some cause for concern that the demands on employers may be too great. There will also be a range of providers and programmes competing to gain opportunities with employers. More work is required to engage the public sector in Lincolnshire which as the largest employment sector in Lincolnshire will be key to making opportunities for work experience and work related learning opportunities available to young people.

Provision

There continues to be increasing competition within post 16 education provision, and this is in the context of a reducing cohort (following a very small increase in 2014). The University Technical College (a partnership between Lincoln University, Lincoln College and Siemens) will be recruiting for the first time in September 2014 and we expect the other colleges will start to offer places to 14 – 16 year olds from 2014. Two additional providers have recently been awarded 'zero' contracts by the Education Funding Agency whereby they (the providers) fund the provision themselves in the first year and receive funding to the equivalent level the following year. There are other initiatives including the Youth Contract and additional European Social Funded programmes commencing from September 2014. In addition there are over 334 different apprenticeship training providers working

within Lincolnshire most of which are based outside the county. Many are national employers with their own Apprenticeship programmes for example British Telecom and British Gas Services who have 2 apprentices each based in Lincolnshire. Others have specialisms in specific sectors such as CITB in construction. Given the context of increasing competition, reducing funding, and increased rigour in inspection, there is a concern that some provision, particularly smaller specialist provision based in Lincolnshire, will become financially unviable and therefore disappear. Providers may also become more risk averse in terms of the young people they are prepared to accept onto their programmes. In either case it is likely to impact on the more vulnerable young people within the cohort.

Student finance

It is difficult to evaluate the impact of student finance on participation and attainment in post 16 education. Information on the reasons why young people drop out of learning is not systematically gathered in a way that would provide this information. Participation rates remain relatively high in Lincolnshire, but it is not clear whether student finance will impact on full participation needed to meet the requirements of Raising the Participation Age.

Role of the local authority in supporting post 16 participation

Lincolnshire County Council has developed a corporate youth employment strategy. The Council currently employs 33 apprentices, 10 of whom are care leavers and we expect the total of apprentices employed in 2014 to be around 40. With the development of Study Programmes, there is the potential for the Council to provide opportunities for Supported Internships for young people with learning difficulties and/or disabilities, Traineeships, and wider work experience opportunities for post 16 learners. If the increased demands for work experience opportunities are to be met there is a need for the public sector, which is the largest employment sector in Lincolnshire, to lead the way in providing these opportunities. Lincolnshire County Council can use its influence, for example in its partnerships with health and the district councils to promote opportunities for post 16 learners. Some work has been started to investigate how providers of services to Lincolnshire County Council can demonstrate added social value as required under the Social Value Act, by supporting young people to participate in post 16 learning through for example employing apprentices or providing work experience opportunities. There is also close working with the Employment and Skills Board for Lincolnshire and Rutland and the Greater Lincolnshire Local Enterprise Partnership. The growth in the number of 16 – 18 year old Apprentices in Lincolnshire is an example of how this work has been effective.

Skills

The Government wants to grow the UK economy by helping businesses realise their growth potential. They are encouraging this through the introduction of private sector led Local Enterprise Partnerships that will influence local provision and services so that these better fit the needs of business. Growth Plans are currently being developed that will prioritise local activity aimed at growing the private sector. Plans will cover a wide range of topics that create better conditions for business growth, including infrastructure, housing, planning and skills. Skill plans will focus on making sure that:

1. there is a pool of suitable people from which employers can recruit, and

2. the existing workforce can be up skilled and re-trained as industry demands require

In relation to point 1, schools, colleges and other post 16 providers will have a role in contributing to the success of Lincolnshire's growth ambitions and the county's ability to compete for national funds, by ensuring that its learners are suitably prepared for the world of work.

There are range of issues and challenges facing (but not all unique to) Lincolnshire in relation to employment and skills:

- Work readiness of young entrants to the labour market (as well as adult returners)
- Young people and their parents and carers' perception of the opportunities available and the image of some sectors for example care and the food industry as mainly low paid menial sectors
- Low wages
- Transport infrastructure and the high cost of car insurance meaning young people have difficulty accessing some employment opportunities and conversely some employers have difficulty recruiting young people, particularly apprentices.
- The need to retain skilled young people within the county
- Disproportionate high number of residents who out-commute (using their higher level skills outside of the county) and yet we continue to have unsatisfied demand for professional, technical and managerial skills within the County.
- Cost of recruitment, particularly in light of difficult perceptions that need to be overcome, and lack of good recruitment and induction practices in some organisations

Priorities for the Growth Plan are therefore likely to include:

- Helping young people and their parents understand local industry, important sectors and the careers and jobs within them;
- Providing good information to young people about all of the routes they can take to obtain a career/job;
- Preparing young people for the world of work; which might include a focus on enterprise and employability.
- Recognising the importance of, and making links with, relevant partners and employers who can help deliver appropriate outcomes, and find successful destinations for their learners.
- Helping employers understand the role they have in promoting their sectors and providing both experience and jobs to young people.

As an important stakeholder within the Employment and Skills Board (ESB) and LEP, the Local Authority has already started to address some of these through its joint working with other LCC teams and partners by introducing Apprentice Champions, through the Aspirations publications, supporting increased number of Apprentices in the food sector and the 'Did You Know?' campaigns and it is important that these activities continue.

The following priorities seek to address the key issues outlined above:

Participation and Retention

- Increase the number of young people aged 16-18 participating in post 16 education and training and therefore meeting their duty to participate as required by Raising of the Participation Age.
- Reduce the number of 17 year olds not participating in education or training. Specifically reduce the proportion of young people failing to progress from AS to A2 programmes.

Curriculum

- Reform the curriculum through the development of Study Programmes, including Traineeships and Supported Internships that better meet the needs of young people and employers in Lincolnshire to improve participation and outcomes for young people
- Increase the number of available Apprenticeships in line with the skills priorities identified by the Lincolnshire and Rutland Employment and Skills Board and the Greater Lincolnshire Local Enterprise Partnership
- Encourage further collaboration between school sixth forms and other providers to maintain niche provision including some A level provision in minority subjects and provision at entry and level 1 delivered by commercial and charitable providers.
- Increase the availability of level 3 programmes including Apprenticeship places and frameworks at level 3 and beyond to secure vocational progression routes for young people not wishing to follow a traditional academic pathway.

Attainment and Progression

- Close the gap in attainment at level 2 and level 3 by the age of 19 between young people from deprived backgrounds (those who have been eligible for free school meals) and the overall cohort.

Access to Information, Advice and Guidance

- All young people have access to independent and impartial careers guidance and information about all opportunities so they are able to make realistic, informed decisions about post 14 choices and their future post 16 options
- All young people and those supporting them (parents, carers, teachers, careers advisers and others) have access to information about post 16 provision and about the labour market

Vulnerable Learners and Learners with Learning Difficulties and/or Disabilities (LLDD)

- Improve the availability and range of opportunities and outcomes for LLDD to increase their participation and to enable more young to access learning within their own community in line with the Lincolnshire County Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities
- Increase participation and attainment of young people from vulnerable groups including those who have been eligible for free school meals, to the same level as the cohort as a whole

Employment and Skills

- Provide information, advice and guidance, and deliver programmes and other support that will enable young people to successfully progress onto employment or higher education that contributes to the growth of the Lincolnshire economy.

2. Conclusion

Data is not yet available to identify the number of young people who are failing to meet the duty to participate in learning this current academic year. Analysis shows that there will be sufficient post 16 places available to meet the requirements of the extension of the duty to participate to the age of 18 from September 2014, although there will need to be continued growth in the availability of apprenticeship places. However, there is still a need to alter the mix and balance of provision in order to better meet the needs of young people; in particular those with low attainment at age 16; those who find it difficult to participate due to a range of vulnerabilities; and those that are failing to participate beyond the age of 17. If young people are to take advantage of the employment opportunities in Lincolnshire, it is important that the available curriculum takes into account the current and future skills needs of employers in the County and the plans for growth currently being developed by the LEP.

There continues to be an over (and increasing) supply of A level provision in school and Academy sixth forms. There remains an urgent and pressing need to find ways to maintain the curriculum and secure the future of some sixth forms. The only way to achieve this, whilst maintaining the same number of schools sixth forms, is through collaboration and partnership working including the sharing of resources.

3. Legal Comments:

The legal issues to be taken into account in the making of these decisions, which are within the remit of the Executive, are fully set out in this report.

4. Resource Comments:

The paper sets out the strategic priorities for the 16-19 (25) education and training for 2014/15 and will have no direct impact initially on resources until detailed plans are drawn up to implement the strategic plan. This will need to be delivered within the current funding envelope and providers will need to adapt to the changing delivery model and financial landscape.

5. Consultation

a) Has Local Member Been Consulted?

b) Has Executive Councillor Been Consulted?

c) Scrutiny Comments

The Children and Young People Scrutiny Committee considered this report at its meeting on 6 September 2013. Comments from this meeting are included below to inform the Executive when making its decision:- *(To be inserted)*

d) Policy Proofing Actions Required

N/A

6. Appendices

These are listed below and attached at the back of the report	

7. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Education and Skills Act 2008	http://www.legislation.gov.uk/ukpga/2008/25/contents
Apprenticeship, Skills, Children and Learning Act 2009	http://www.legislation.gov.uk/ukpga/2009/22/contents
Education Act 2011	http://www.legislation.gov.uk/ukpga/2011/21/section/74/enacted
Children and Families Bill 2012-13 to 2013-14 Bills before Parliament	http://services.parliament.uk/bills/2012-13/childrenandfamilies.html
Participation of young people - Statutory guidance	http://www.education.gov.uk/aboutdfe/statutory/g00222993/stat-guide-young-people-edu-employ-train
16 to 19 study programmes	http://www.education.gov.uk/childrenandyoungpeople/youngpeople/gandlearning/programmes
Traineeships	http://www.education.gov.uk/childrenandyoungpeople/youngpeople/gandlearning/traineeships

Supported internships for young people with SEN	http://www.education.gov.uk/childrenandyoungpeople/send/changin-gsen/b00211325/sen-supported-internships
Education Funding Agency market entry 2013 to 2014 academic year	http://www.education.gov.uk/a00226738/efa-market-entry

This report was written by Maggie Freeman, who can be contacted on 07826873167 or Maggie.freeman@lincolnshire.gov.uk

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Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	6 September 2013
Subject:	Performance - Quarter 1 2013/14

Summary:

The accompanying appendices to this report provide key performance information for Quarter 1 2013/14 that is relevant to the work of the Children and Young People Scrutiny Committee.

Actions Required:

The Committee is invited to consider and comment on the performance information contained in the appendices to this report.

1. Background

Council Business Plan and Council Priority Activity Performance

Appendix A highlights performance relevant to this committee against the following:

- Council Business Plan Performance Indicators: There are eight indicators in the Council Business Plan that are within the remit of this scrutiny committee. Appendix A contains any of these that are worse than target (red) or better than target (green).
- Council Priority Activities: Corporate Management Board have identified a number of Council Priority Activities, these are the key projects and programmes that will deliver the most significant changes and new commitments as detailed in the 2012-2015 Council Business Plan and Organisational Strategy, as well as the Executive Director's objectives. There are currently 32 priority projects and programmes, five of which are in the remit of this scrutiny committee.
- Council Priority Activities Exception Highlight Reports: Where a Council Priority Activity is reporting significant issues (red) a project highlight report has been included to provide further information.

Performance Indicators

Appendix B is the summary report of the performance indicators relating to Children's Services. On presentation of the summary report there will be an opportunity to ask questions.

As requested a full and detailed report has been provided (Appendix C) which covers all indicators used by Children's Services. This is also available for questions.

Customer Satisfaction

Appendix D is a breakdown of customer satisfaction information and sets out the complaints and compliments received in Quarter 1 relating to Children's Services.

2. Conclusion

This report summarises the Quarter 1 performance for Children and Young People, which is broken down by each of the Assistant Directors, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Council Business Plan and Council Priority Activity Performance
Appendix B	Summaries of performance
Appendix C	Exec DMT Children's Services Performance Report for Quarter 1 2013/14 - this is a detailed report covering all indicators that are currently in operation in Children's Services
Appendix D	Customer Satisfaction

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 Stuart Carlton, who can be contacted on 01522 554051 or stuart.carlton@lincolnshire.gov.uk.

Appendix A(i): Summary Performance Report

Symbol Key		
Performance band	Symbol	Colour
Better than target	+	Green
Worse than target	◆	Red

Performance Indicators - Children and Young People Scrutiny Committee							
Measure Name	Actual Mar 2013	Target Mar 2013	Actual Jun 2013	Target Jun 2013	Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome
Number of children subject to a Child Protection Plan per 10,000 children	21.30	19.00 ◆	26.20	20.00 ◆	<p>There has been an increase in the number of children with a Child Protection Plan. This is a difficult indicator to manage by target. The reasons for the increase can be several and combined; for example, earlier recognition that children are suffering significant harm, case being managed at Child Protection rather than at Child in Need, increased number of large sibling groups and better recognition of harm by other agencies. However it should be noted that Lincolnshire's performance is still lower than both its statistical neighbours 34.7 (March 2012) and the All England rate 37.8 (March 2012). It is likely that this rate will continue to be higher than the target rate, with some fluctuation.</p> <p>Monitoring and auditing of Child Protection cases occurs on a monthly basis with team managers meeting with the Case Conference Chairs to discuss individual cases and at Head of Service and Assistant Director level at the monthly performance meeting to look at themes and trends. [Comment provided by Roz Cordy / Stuart Carlton]</p>		

Performance Indicators - Children and Young People Scrutiny Committee							
Measure Name	Actual Mar 2013	Target Mar 2013	Actual Jun 2013	Target Jun 2013	Head of Service Comment and Action	Scrutiny Committee Date	Scrutiny Committee Outcome
Number of Looked After Children per 10,000 children	41.90	40.00	41.60	43.00	<p>The current performance is 41.6 per 10,000 population; the target is 43 per 10,000 and so this target is over performing. In terms of actual children, 590 were in the care of the Local Authority on 30th June 2013. The target was increased this year in recognition of the increase in children being looked after both in Lincolnshire and nationally. In the main this is due to changes in legislation which obliges Children's services to classify some children as "in care" in certain circumstances. The key changes are young people, aged 16 and 17 who are homeless and children who are placed with a friend or family member if they cannot live with a parent.</p> <p>[Comment provided by Roz Cordy]</p>		

Appendix A(ii): Council Priority Activities with comments

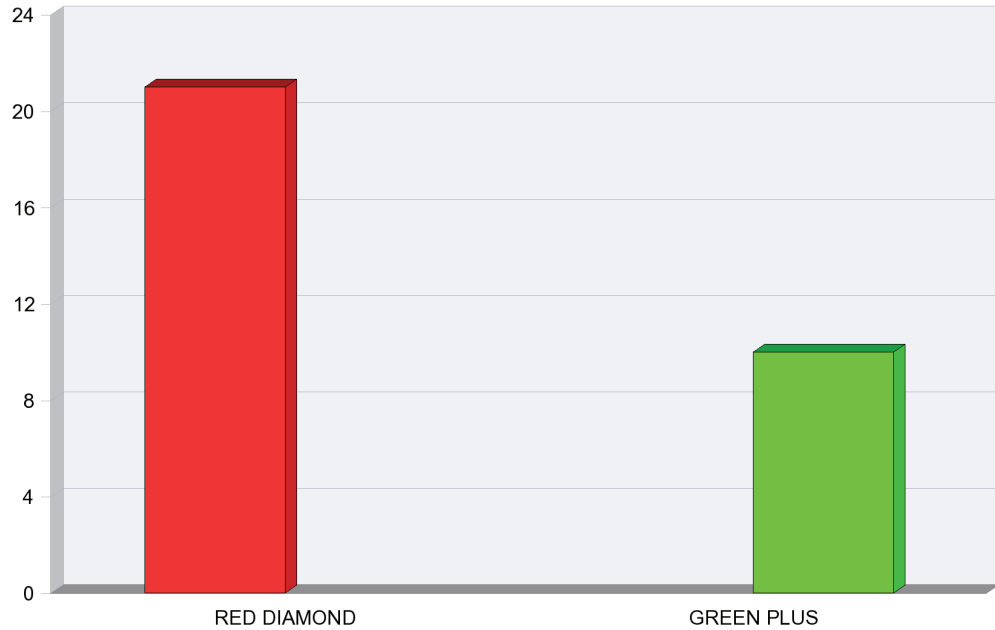
Date created: 09-Jul-13
 Position as at 30-Jun-13

Symbol Key				
+	●	◆	>>	?
Green - No issues	Blue - No significant concerns	Red - Significant issue(s)	Not yet started	Missing information

Activity Name	Overall Summary		Comment
	May 2013	Jun 2013	
Programme			
Raising the Participation Age	●	●	<p>Preparations for the implementation of Raising the Participation Age are progressing to plan. The first data on intended destinations for pupils in year 11 has been received from schools, and the careers service and schools are working together to identify those young people most at risk of not participating to enable support to be put in place.</p> <p>Scrutiny Comment The Committee considered an update on the programme in the quarter 4 performance report received at the meeting on 14 June 2013. The Committee was satisfied with the progress being made on the programme. The issues around this programme will be further discussed as part of other reports relating to post-16 changes, namely Strategic Priorities for 16 – 19 (25) education and training for 2014/15, Improving Access to Post-16 Learning Provision in Lincolnshire Action Plan – Second Monitoring Update and Opportunities for Young People Post 16 which will be considered by the Committee at future meetings.</p>
Project			
FWT Troubled Families	●	●	<p>The project continues to make progress in terms of the numbers of families identified (on target) and classifying those that are being worked with already by partner organisations (ahead of target). We also expect to exceed targets on the number of outcome claims being made in July.</p> <p>The expansion of the Operational team is close to completion, the majority of which is through secondments from partner organisations, enabling the project to work directly with a larger number of families itself and meet our objectives in the long-term. The project has also been boosted by commitment from central government in the Comprehensive Spending Review to look to expand the Troubled Families Programme.</p>

Activity Name	Overall Summary		Comment
	May 2013	Jun 2013	
			<p>Scrutiny Comment</p> <p>The Committee considered this project for the first time at its meeting on 1st March 2013. The Committee was satisfied with the progress made but highlighted that a major issue will be sustainability and further funding in order to maintain the benefits in the future. The Committee requested a statistical report in 12 months time to update on what progress has been made on the project. This has been programmed in for the meeting on 7 March 2014. An update was provided on the project in the quarter 4 performance report received at the meeting on 14 June 2013 and the Committee was satisfied with the progress achieved.</p>
Youth and Community Development	●	●	<p>The project is progressing. 30% of properties owned by LCC have been leased or are in the process of being leased. 25 youth development grants have been awarded and processed; a further 7 grants have been approved.</p> <p>Scrutiny Comment</p> <p>The Committee considered an update on the project in the quarter 4 performance report received at the meeting on 14 June 2013 and was satisfied with the information presented. A full update on the project will be brought to the meeting on 18 October 2013.</p>

Appendix A - Performance Summary



RED DIAMOND

Measure Name
2023SC: No. subject to a CPP per 10,000 population <18
CS012: % of privately fostered children visited within required timescales
CS052: % of CwD who participate in their short-term breaks review
CS077: % of open referrals to CWD (excl. OT) and Transition Teams that have a transition plan
CS118: % 16-19 LDD clients in EET
CS141: Children's Centres Targeted Reach Achieved
CS144: The percentage of LAC with an up-to-date health check
CS145: the percentage of LAC with an up-to-date dental check
CS146: The percentage of LAC with up-to-date routine immunisations
CS156: Number of full Duke of Edinburgh awards gained
CS160: Percentage of 16 to 18 year-olds whose situation is 'unknown' on Aspire
CS168: % of 16 year-olds participating in Learning (according to RPA)
CS174: % Academic age 16 - Raising the Participation Age (RPA) cohort, whose situation is 'unknown'
CS175: % Academic aged 17, whose situation is 'unknown' on Aspire
CS176: % Academic aged 18, whose situation is 'unknown' on Aspire
CS177: % Academic aged 16 - Raising the Participation Age - LAC Participation in learning

Measure Name
NI061 Timeliness and stability of adoption of looked after children
NI063 Stability of placements of looked after children: length of placement
NI064 Child protection plans lasting 2 years or more
NI147 Care leavers in suitable accommodation
NI148 Care leavers in education, employment or training

GREEN PLUS

Measure Name
2042SC: LAC per 10,000 population aged under 18
CS117: % 16-19 teenage mothers in EET
CS127: % of CWD who've had a transitional annual review
CS161: Troubled families programme - number of families worked with
NI059P Percentage of Initial assessments for children's social care carried out < 10 working days
NI062 Stability of placements of looked after children: number of moves
NI065 Children becoming the subject of a Child Protection Plan for a second or subsequent time
NI068 Percentage of referrals to children's social care going on to initial assessment
NI117 16 to 18 year olds who are not in education, employment or training (NEET)
PAF C23 (BV163): Adoptions of LAC

Exec DMT Children's Services Performance Report Quarter 1 2013/14

Page	Audience:	
51	Debbie Barnes	Director of Children's Services
	Keith Batty	Assistant Director
	Janice Spencer	Assistant Director
	Meredith Teasdale	Assistant Director
	Stuart Carlton	Assistant Director
	Cllr P Bradwell	Executive Councillor, Children's Services (including Post 16 education)

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Part 4 – Performance by Assistant Director: Page 6

4.1 Janice Spencer – Page 6

4.2 Meredith Teasdale – Page 17

4.3 Stuart Carlton – Page 20

4.4 Keith Batty – Page 25

4.5 Public Health – Page 31

NB. A number of Public Health's performance indicators and targets that were included in last year's reports are still to be confirmed following the recent move into LCC and the ongoing discussions around ownership and availability of data; they have been excluded from this report and an update will be provided in Q2's report.

1. Introduction

This is the Quarter 1 2013/14 performance report for Children's Services, covering the period 1st of April to the 30th June 2013.




This is the first performance report for the financial year 2013-14. There has been a change in the targets and the ownership of certain performance indicators for this new financial year in order to better reflect changes within the service as well as legislation and reporting requirements; commentary has been provided by a new head of service where there has been a change.
NB. Due to the unavailability of some Heads of Service at the time of report production, some comments in this report have been provided by other managers.

Performance is presented by Assistant Director (AD) and performance indicators for each AD are listed below, grouped into those that are underperforming (red diamond), over performing (green plus) and on-plan (blue circle).

As with previous reports, Heads of Service are only required to comment on those PIs that are under-performing and over-performing.

For information, the next Scrutiny Committee meeting is scheduled for Friday 6th September 2013.

Key to Performance Symbols

Performance	Symbol
Within Tolerance of Target	
Better Than Target	
Worse Than Target	

2. Notes for consideration

Following the sign-off of 2013/14's performance measures and targets, a query has been raised regarding the current performance measures *NI147: Care leavers in suitable accommodation* and *NI148: Care leavers in education, employment or training* in that these indicators no longer exist due to a change in the reporting requirements for the (903) Looked After Children statutory return.

The new requirements now include a breakdown in age, i.e. cohorts of 19, 20 and 21 year olds, whereas these indicators previously covered all ages. It has been suggested that the targets used in Performance Plus should only reflect the 19-year old cohort and that proxy measures for the 20 and 21-year old cohorts will be reported and monitored through contract management meetings and targets established next year when we have a full year of performance data.

The current P+ indicators will not provide an accurate year-on-year comparison due to the change in cohort.

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Suggested descriptors for the new measures to replace NI147 and NI148 respectively are;

- % of eligible care leavers in suitable accommodation at age 19
- % of eligible care leavers in EET at age 19

Agreement of these proposed changes is required in order to amend the measures and reflect these new descriptions in future reports.

Summary - Symbol Counts by AD



Janice Spencer	3	6	10
Meredith Teasdale	0	1	2
Stuart Carlton	4	1	2
Keith Batty	2	1	7
Public Health	0	1	0
Total	9	10	21

Janice Spencer

RED DIAMOND





2023SC: No. subject to a CPP per 10,000 population <18

Owner : Roz Cordy

Polarity: Smaller is Better

Unit: Number per 10,000

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			26.2									
Target			20			20			20			20
Symbol												

Interest Comments:

Comment Author: Roz Cordy / Stuart Carlton - Comment Subject: Head of Service Commentary

There has been an increase in the number of children with a Child Protection Plan. This is a difficult indicator to manage by target. The reasons for the increase can be several and combined; for example, earlier recognition that children are suffering significant harm, case being managed at Child Protection rather than at Child in Need, increased number of large sibling groups and better recognition of harm by other agencies. However it should be noted that Lincolnshire's performance is still lower than both its statistical neighbours 34.7 (March 2012) and the All England rate 37.8 (March 2012). It is likely that this rate will continue to be higher than the target rate, with some fluctuation. Monitoring and auditing of Child Protection cases occurs on a monthly basis with team managers meeting with the Case Conference Chairs to discuss individual cases and at Head of Service and Assistant Director level at the monthly performance meeting to look at themes and trends.

Performance Report - Quarter 1 2013/14

CS012: % of privately fostered children visited within required timescales

Owner : John Harris

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			81.48									
Target			85			85			85			85
Symbol												

Latest Comments:

Comment Author: Sue Clark / Chris Sharp on behalf of John Harris - Comment Subject: Head of Service Commentary

Performance as of 30th June is 3.52% below target with 5 cases showing in June performance with Reg. 8 visits out of timescales. There was 1 case delay in last visit being recorded on ICS. This has now been recorded, closed and the young person is the subject of a Special Guardianship Order. 2 cases have now been closed appropriately and 2 cases where the visits were completed but not fully recorded on ICS within timescales have been rectified. We now have a tracking system in place to support social workers to record within timescales. This continues to require business support input but if sustained is likely to ensure that performance improves and is achieved and we are confident that we can achieve the year-end target.

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CS144: The percentage of LAC with an up-to-date health check

Owner : Tara Jones

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			89.4									
Target			96			96			96			96
Symbol												

Latest Comments:

Comment Author: Sue Clark / Chris Sharp on behalf of Tara Jones - Comment Subject: Head of Service Commentary

Performance as of 30th June 2013 is 7.6% below target of which 1.72% are the young people who exercise their right to refuse a health assessment. These young people are within the 16 to 17 year age range. There have also been some issues with the unavailability of identified GP's and whilst attempts have been made to rectify these with some health assessments being completed by the nurses, this is not possible for children under the age of 10 years or those with additional needs. Health have worked proactively to ensure capacity of GP's availability is improved, as required to conduct assessments. The Looked After Children's Teams now have a very robust system in place to monitor this performance. The most recent figures indicate a higher percentage of completed health assessments and we are confident that we will achieve the year-end target. There is no immediate evidence that missing our target has impacted directly on customers at this time.

Performance Report - Quarter 1 2013/14

CS145: the percentage of LAC with an up-to-date dental check

Owner : Tara Jones

Polarity: Bigger is Better

Unit: %

CBP CYP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			92.8									
Target			96			96			96			96
Symbol												

Latest Comments:

Comment Author: Sue Clark / Chris Sharp on behalf of Tara Jones - Comment Subject: Head of Service Commentary

Performance as of 30th June 2013 is 3.2% below target. These figures are also impacted by the number of young people who exercise their right to refuse a dental appointment although every effort is made to encourage attendance. We have recently reviewed the process for monitoring this performance and now have a support system in place to ensure robust monitoring of this. The most recent figures indicate a slight improvement and we are confident that in utilising the new monitoring system, that we will achieve the year-end target. Whilst there is no direct evidence that missing our target has impacted directly on our customers, it has to be acknowledged that for those young people who refuse dental appointments there is likely to be a negative impact on their dental health.

Age 08

CS146: The percentage of LAC with up-to-date routine immunisations

Owner : Tara Jones

Polarity: Bigger is Better

Unit:

CBP CYP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			91.3									
Target			96			96			96			96
Symbol												

Latest Comments:

Comment Author: Sue Clark / Chris Sharp on behalf of Tara Jones - Comment Subject: Head of Service Commentary

Performance as of 30th June 2013 is 4.7% below target. A substantial proportion of the young people looked after are within the age range where they do not require immunisations each year. A review of this area of performance evidences that we need to be more robust in reviewing ICS data to ensure that when there are no immunisations due the system is still updated to reflect that they are up to date. A system is now in place within supervision process to ensure that this is fully reviewed every month. There is no evidence to indicate that our young people have not had their immunisations and therefore missing our target has not impacted directly on our customers. The failure has been in the area of recording on ICS.

Performance Report - Quarter 1 2013/14

NI061 Timeliness and stability of adoption of looked after children

Owner : Tara Jones

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			71.4									
Target			90			90			90			90
Symbol												

Latest Comments:

Comment Author: Bryan Glover on behalf of Tara Jones - Comment Subject: Head of Service Commentary

The gap between performance and target has reduced this period. This is due to the large number of children being adopted which offset a small number of older children, or those with complex needs, who successfully achieve adoption but over longer timescales than is set out in the measure. Given the high number of links currently being made it is anticipated that performance at year end will meet to the target.

NI063 Stability of placements of looked after children: length of placement

Owner : John Harris

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			67.86									
Target			71			71			71			71
Symbol												

Latest Comments:

Comment Author: Deborah Crawford on behalf of John Harris - Comment Subject: Head of Service Commentary

The performance has marginally reduced compared to the same reporting period last year. The trend continues to reflect the challenge for carers in managing the most complex and persistent behaviours. Such carers remain effectively supported and placements are regularly monitored in an effort to create greater stability. Continued scrutiny reinforces the importance and value in achieving placement stability whilst acknowledging that some young people choose to end placements after several years of stability. Continued evaluation and review of placements that have broken down indicate that the service needs to ensure that specialised training is made available to all permanent carers.

Performance Report - Quarter 1 2013/14

NI064 Child protection plans lasting 2 years or more

Owner : Roz Cordy

Polarity: Smaller is Better

Unit: %

CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			6.9									
Target			4			4			4			4
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

This target is under performing with a rate of 6.9 when the target is 4.0. However this data does not give a true reflection until the year end as it is based on the number of children who cease to be subject to a plan and this increases over the year. The actual number of children open over 2 years tends to remain low. Currently the actual number is 6 which is 3 families. There will always be a small number of children who need long term social care intervention with a multi-agency Child protection Plan. These cases are rigorously reviewed at one year, 18 months and at 2 years to ensure the plan is still the appropriate plan. It is likely that the target will be met over the year.

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9147 Care leavers in suitable accommodation

Owner : John Harris

Polarity: Bigger is Better

Unit: %

CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			88									
Target			90			90			90			90
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Kerry Mitchell / Stuart Carlton on behalf of John Harris - Comment Subject: Head of Service Commentary

85% (53) care leavers in the 19 year old cohort are in suitable accommodation. There are nine care leavers in unsuitable accommodation, of which, two are in custody where change cannot be affected. Therefore seven care leavers are in unsuitable accommodation where change can be affected. Of these 7; three are not in contact with the service, two have been given the opportunity to move into suitable accommodation but are making the choice as adults to live with family or friends who we cannot class as suitable, one is in a probation hostel and the other has chosen to leave Barnardos supported accommodation.

Performance Report - Quarter 1 2013/14





NI148 Care leavers in education, employment or training

Owner : John Harris

Polarity: Bigger is Better

Unit: %

CBP  CYP 

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			55									
Target			65			65			65			65
Symbol												

Latest Comments:

Comment Author: Kerry Mitchell on behalf of John Harris - Comment Subject: Head of Service Commentary

There has been a recording error on this target. The NI figure is 50% (31) are in education employment and training and 50% (31) are not in education, employment and training. Three of these young people are not in contact with the service. Barnardos have made many attempts to get in touch and are working with other partners to try and track young people and support with options.

One young person has just had a child removed so priority is supporting emotional well-being. Five young people are pregnant or parents, seven young people have complex health issues which need to be addressed before looking at EET options. Two young people are in custody. Four young people state they do not wish to take part in EET and Barnardos are going on going support to these young people to understand this is not an option. One young person is closed where change cannot be effected. Eight young people are involved in project to support them move into EET, work programme job centre, WPP, BEET etc.

GREEN PLUS

2042SC: LAC per 10,000 population aged under 18

Owner : Roz Cordy

Polarity: Smaller is Better

Unit: Number per 10,000

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			41.6									
Target			43			43			43			43
Symbol												

Latest Comments:

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

The current performance is 41.6 per 10,000 population; the target is 43 per 10,000 and so this target is over performing. In terms of actual children, 590 were in the care of the Local Authority on 30th June 2013. The target was increased this year in recognition of the increase in children being looked after both in Lincolnshire and nationally. In the main this is due to changes in legislation which obliges Children's services to classify some children as "in care" in certain circumstances. The key changes are young people, aged 16 and 17 who are homeless and children who are placed with a friend or family member if they cannot live with a parent.

62

N1059P Percentage of Initial assessments for children's social care carried out < 10 working days

Owner : Jo Kavanagh

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			89.1									
Target			85			85			85			85
Symbol												

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

Performance is above the level required reflecting the continued efforts by all staff to ensure all assessments are completed in a timely manner. There is a trend for improving performance which needs to be maintained once the Single Assessment is introduced later this year.

Performance Report - Quarter 1 2013/14

NI062 Stability of placements of looked after children: number of moves

Owner : John Harris

Polarity: Smaller is Better

Unit: %

CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			0.85									
Target			8			8			8			8
Symbol			+									

Latest Comments:

Comment Author: Deborah Crawford on behalf of John Harris - Comment Subject: Head of Service Commentary

The figure confirms that the service continues to provide stable placements for most children and young people looked after as a result of robust wrap around services. The service continues to manage increased numbers of looked after children combined with identifying placement matches that serve to manage the complexity of need.

NI065 Children becoming the subject of a Child Protection Plan for a second or subsequent time

Owner : Roz Cordy

Polarity: Smaller is Better

Unit: %

CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			10.9									
Target			14			14			14			14
Symbol			+									

Latest Comments:

Comment Author: Roz Cordy - Comment Subject: Head of Service Commentary

The number of children who have previously been subject to a Child Protection Plan is over performing at 10.9, the target is 14.0. This equates to 17 children, the same number as last year. However last year there had been 74 children in total subject to a plan, as opposed to a total of 156 children subject to a plan from April 2013 to June 2013. This target is likely to continue to over perform or meet the target due to the overall increase in children subject to a child protection plan.

Performance Report - Quarter 1 2013/14

NI068 Percentage of referrals to children's social care going on to initial assessment

Owner : Jo Kavanagh

Polarity: Bigger is Better

Unit: %

CBP ✓ CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			84.34									
Target			82			82			82			82
Symbol			+			█			█			█

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

The performance in this quarter demonstrates an improvement when compared to each quarter last year and demonstrates that the screening of initial referrals on receipt is accurate and that the correct proportion of those referrals are closed by the locality team with the remainder going on to initial assessment.

PAF C23 (BV163): Adoptions of LAC

Owner : Tara Jones

Polarity: Bigger is Better

Unit: %

CBP ✓ CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			3.8									
Target			3			6			9			12
Symbol			+			█			█			█

Latest Comments:

Comment Author: Bryan Glover on behalf of Tara Jones - Comment Subject: Head of Service Commentary

Performance exceeds target for this quarter and is likely to continue to do so throughout the year. This is due to effective management of timescales for both adopters and children's assessments alongside stronger performance of matches. Performance in this area remains strong both against regional and national comparators.

BLUE CIRCLE





2016SC: % of referrals that are repeats, within 12 mths (QP7.1)

Owner : Jo Kavanagh

Polarity: Smaller is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			17.9									
Target			18			18			18			18
Symbol												

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

This indicator continues to be within tolerance. This indicates children's needs are being met at the first referral. There is a trend for continuing improved performance which can hopefully be maintained throughout the year.





201606 Percentage core assessments for children's social care carried out < 35 working days

Owner : Jo Kavanagh

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			83.72									
Target			85			85			85			85
Symbol												

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

The performance in this quarter demonstrates an improvement in performance when compared to each quarter last year. The performance is now within tolerance and again reflects the efforts to ensure assessments are completed in a timely manner. There is a trend for improving performance.

Performance Report - Quarter 1 2013/14





PAF B79: Fostering/adoption of LAC aged 10 to <16

Owner : John Harris

Polarity: Bigger is Better

Unit: %

CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			87.63									
Target			88			88			88			88
Symbol												

Latest Comments:

Comment Author: Deborah Crawford on behalf of John Harris - Comment Subject: Head of Service Commentary

Performance has decreased very slightly within the quarter yet remains on target. For all children requiring placements, fostering is the preferred choice of placement. Even at a time of increased placement demand and complexity, this remains the case. In order to maintain this performance, the fostering service continues to recruit carers but this is achieved against a backdrop of increased competition from independent fostering providers.

Meredith Teasdale

RED DIAMOND

CS052: % of CwD who participate in their short-term breaks review

Owner : Sheridan Dodsworth

Polarity: Bigger is Better

Unit: %

CBP



CYPP



	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			83.3									
Target			94			94			94			94
Symbol												

Latest Comments:

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

This indicator is currently under-performing by almost 11%. The under-performance relates to six children who appear not to have participated in their Short Breaks' Review. This is highly unusual as every effort is made to enable the child to attend all Reviews or to have their views represented by a suitable advocate.

On reviewing the information on each of the six children it is confirmed that all of them did in fact participate in their Reviews but this has not been recorded accurately. The Team Manager has sent an email to all Social Workers within the Children with Disabilities Team to remind them of the process to record this information. This will also be reiterated in a Team Meeting.

I am confident that the target of 94% will be met in quarter 2.

Performance Report - Quarter 1 2013/14

CS077: % of open referrals to CWD (excl. OT) and Transition Teams that have a transition plan

CBP ✓ CYP ✓

Unit: %

Polarity: Bigger is Better

Owner: Sheridan Dodsworth

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			92.9									
Target			97			97			97			97
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

This indicator is under-performing by 5% in Quarter 1. On reviewing the data the under-performance relates to six children. However, one child has been identified three times therefore in reality there are only 4 children who appear not to have a Transition Plan. The data is being revised to rectify this error.

Of the four children identified as not having a Transition Plan two of them have only recently turned 14 and therefore are likely to have their Transitional Review in the first term of the new academic year. The other two are currently showing as having a Transitional Plan but they are not current. The Children with Disabilities Team will be checking this with the schools in September and will remedy any error in recording or will ensure that Transitional Reviews, and subsequent Plans are undertaken early in the new term.

We are confident that the target of 97% will be met during the second quarter.

GREEN PLUS





CS127: % of CWD who've had a transitional annual review

Owner : Sheridan Dodsworth

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			90.48									
Target			85			85			85			85
Symbol												

Latest Comments:

Comment Author: Sheridan Dodsworth - Comment Subject: Head of Service Commentary

This indicator is over-performing by 5.5% and is testament to the continued efforts of the Children with Disabilities Team who work closely with schools to ensure that children open to the team have their Annual Transitional Review.

The Transitional Review is an essential part of the planning for a young person's transition into adulthood to ensure that the appropriate needs, and services to meet those needs, have been identified well before the child moves from Children's Services. It also allows time for parents or carers to prepare for the way in which their young person will be supported once they reach adulthood. The Team recognises the significance of this period of change and makes it a priority to ensure that young people have their annual review.

Stuart Carlton

RED DIAMOND

CS141: Children's Centres Targeted Reach Achieved

Owner : Cornelia Andrecut

Polarity: Bigger is Better

Unit:

CBP ✓
CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			68									
Target			75			75			75			75
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Cornelia Andrecut - Comment Subject: Head of Service Commentary

Performance has slightly decreased since last quarter and stands at 68% (which is 7% under target of 75%). It is expected that this will improve as all locality teams actively work on improving this target. Teams are focusing on both increasing the number of registration and capturing all relevant activity on the Children's Centre's data system.


Performance Report - Quarter 1 2013/14

CS156: Number of full Duke of Edinburgh awards gained





Owner : David McWilliams

Polarity: Bigger is Better

Unit: Number

CBP 

CYPP 

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			162									
Target			250			500			750			1,000
Symbol												

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

The number of full Duke of Edinburgh awards gained is currently below target by 88. The target set for this quarter is significantly higher than the same quarter last year due to last year's targets consistently over-performing.

The Duke of Edinburgh award is currently in the expedition phase and schools have until October 2013 to complete these. The dedicated Children's Services team that work with schools on Duke of Edinburgh awards are confident that the target will be reached as in previous years when schools return and record completed expeditions.

GREEN PLUS





CS16.1: Troubled families programme - number of families worked with

Owner : Jo Kavanagh

Polarity: Bigger is Better

Unit: Number

CBP  CYP 

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			616									
Target			457			548			693			892
Symbol												

Latest Comments:

Comment Author: Jo Kavanagh - Comment Subject: Head of Service Commentary

The Service has made significant progress in identifying families that meet the criteria for the Troubled Families Programme and we are now satisfied that over 600 families are receiving support from a range of partner agencies with over 100 families allocated a dedicated Key Worker from the Families Working Together Team. This number is above target as considerable efforts have been undertaken in cross matching data about families with the Police in relation to crime and anti-social behaviour and it is likely that the progress will slow down over the coming quarters in line with the numbers required by the Department for Communities and Local Government.

BLUE CIRCLE





CS108: % LAC (> 20 days) with a PEP

Owner : Karen Bailey

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			91.18								
Target			94		94			94			94
Symbol											

Latest Comments:

Comment Author: Karen Bailey - Comment Subject: Head of Service Commentary

Performance at 91.18% is within target for ePEP completion. This is due to increased focus by Practice Supervisors. Plans are being developed to utilise business support to assist the process and raise the % completion further.

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N1066 Looked after children cases which were reviewed within required timescales

Owner : David McWilliams

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			99.81								
Target			100		100			100			100
Symbol											

No Comment Required (on target)

Performance Report - Quarter 1 2013/14





NI067 Percentage of child protection cases which were reviewed within required timescales

Owner : David McWilliams

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			99									
Target			100			100			100			100
Symbol												
No Comment Required (on target)												





PAF C63: Participation of LAC in reviews

Owner : David McWilliams

Polarity: Bigger is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			99.7									
Target			100			100			100			100
Symbol												
No Comment Required (on target)												

Keith Batty

RED DIAMOND

CS118: % 16-19 LDD clients in EET

Owner : Maggie Freeman

Polarity: Bigger is Better

Unit: %

CBP ✓ CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			86.7									
Target			94			94			94			
Symbol			◆			■			■			

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is currently 7.3% below target. There continues to be some inconsistencies in the data as we move towards the DfE definition of LDD. Work continues to be undertaken to increase participation of LDD through the Lincolnshire Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities. The introduction of Study Programmes including Supported Internships for LDD from September 2013 should mean that learning providers are able to deliver programmes that are more appropriate for these young people.

Performance Report - Quarter 1 2013/14





CS160: Percentage of 16 to 18 year-olds whose situation is 'unknown' on Aspire

Owner : Maggie Freeman

Polarity: Smaller is Better

Unit: %

CBP  CYPP 

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			10.97									
Target			8			8			8			8
Symbol												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 2.97 below target. This is a legacy resulting from the fact that there was no service specifically supporting 16 -18 year old NEETs for a year to September 2012. As a result we lost contact with many young people and it has proved difficult to re-establish contact due to changing, and lack of, contact details. The work that has been done since the refocusing of the careers service in September 2012 has led to a significant improvement on 2012 with a reduction from 13.7% to 10.97%. Data sharing agreements with colleges, schools and other providers have been refreshed and should result in more accurate and timely information being provided about young people who enter and leave post 16 provision.

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CS168: % of 16 year-olds participating in Learning (according to RPA)

Owner : Maggie Freeman

Polarity: Bigger is Better

Unit: %

CBP  CYPP 

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			91.47									
Target			98			98			98			98
Symbol												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 6.53% below target at 91.47%. This compares however to a national performance of 92.2% and regional of 92.4% (DfE March 2013). The young people who reach the statutory school leaving age in June 2013 are the first to be affected by the transfer of the statutory duty to provide careers guidance to schools, and the first to which the duty to participate in education or training until the end of the academic year in which they turn 17 applies. The 14-19 team have worked with schools, colleges and providers as well as employers to ensure that there is a resulting increase in participation. However, we will not know the impact of the changes until the end of the calendar year when accurate destination data is available.

Performance Report - Quarter 1 2013/14

CS174: % Academic age 16 - Raising the Participation Age (RPA) cohort, whose situation is 'unknown'

Owner : Maggie Freeman Polarity: Smaller is Better Unit: % CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			4.28									
Target			3			3			3			3
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 1.28% below target. It is anticipated that as the new age 16 cohort come through the system we have undertaken to link with schools and the revised data sharing agreements will reduce this figure further as we are better able to maintain contact with more young people and receive up to date and timely data on their education status from providers. Young people failing to meet their statutory duty to participate will be contacted on a quarterly basis.

CS175: % Academic aged 17, whose situation is 'unknown' on Aspire

Owner : Maggie Freeman Polarity: Smaller is Better Unit: % CBP ✓ CYP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			9.17									
Target			7			7			7			7
Symbol			◆			■			■			■

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 2.17% below target. This is a legacy resulting from the fact that there was no service specifically supporting 16-18 year old NEETs for a year to September 2012. As a result we lost contact with many young people and it has proved difficult to re-establish contact due to changing and lack of contact details. It will take a further 2 years before the young people leaving statutory education in 2012, whose status in education and training was not tracked for a year, work through the system. Efforts continue to make contact with these young people via the Customer Service Team and Careers Advisers. We are also exploring ways to share data with partners that may assist us to contact young people.

Performance Report - Quarter 1 2013/14

CS176: % Academic aged 18, whose situation is 'unknown' on Aspire

Owner : Maggie Freeman

Polarity: Smaller is Better

Unit: %

CBP CYP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			19.06									
Target			18.2			18.2			18.2			18.2
Symbol												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 0.86% below target. Significant work has been undertaken to reduce the number of 18 year olds whose situation is unknown which was as high as 26.8% in December 2012. The Customer Service team are contracted to continue with this activity. These young people fall outside of the duty to participate and therefore the Council role is limited to establishing their status.

CS177: % Academic aged 16 - Raising the Participation Age - LAC Participation in learning

Owner : Maggie Freeman

Polarity: Bigger is Better

Unit: %

CBP CYP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			75									
Target			87			87			87			87
Symbol												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 8% below target. Specific action is being taken to improve participation of Looked After Children. A multi-agency conference has recently been held to enable providers to understand the range of support available to vulnerable young people including care leavers and an action plan is being developed by the RPA Vulnerable Learners Group (which is part of the 14-19 strategic partnership). Aspire records of all LAC who reached the statutory school leaving age in June 2013 are being examined to ensure that they all have appropriate offers of post 16 education. Work is being undertaken in partnership with Barnardos to explore how the new post 16 curriculum (Study Programmes) can be exploited to better meet the needs of LAC, including the development of the new Traineeships to support young people and prepare them to progress onto the Leaving Care Apprenticeship programme.

GREEN PLUS

NI117 16 to 18 year olds who are not in education, employment or training (NEET)

Owner : Maggie Freeman

Polarity: Smaller is Better

Unit: %

CBP CYPP

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			3.27									
Target			3.5			3.5			3.5			3.5
Symbol												

Latest Comments:

Comment Author: Maggie Freeman - Comment Subject: Head of Service Commentary

Performance is 0.23% above target. The LCC funded careers service is now focussed on supporting NEET. The young people who reach the statutory school leaving age in June 2013 are the first to be affected by the transfer of the statutory duty to provide careers guidance to schools, and the first to which the duty to participate in education or training until the end of the academic year in which they turn 17 applies. We will not know the impact of these changes on NEET and participation until the end of the calendar year when accurate destination data is available. Much work has been undertaken by the 14-19 team to prepare schools to deliver their statutory duties in relation to careers guidance, and in relation to raising the Participation Age.

BLUE CIRCLE





CS165: % of pupils in good or outstanding schools

Owner : Tim Culpin

Polarity: Bigger is Better

Unit: %

CBP ✓ CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			79.1									
Target			80			80			80			80
Symbol												

Latest Comments:

Comment Author: Pat Eccles - Comment Subject: Head of Service Commentary

It is anticipated that this target will be met or exceeded by the end of 2013/14.

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CS166: % of schools judged to be good or outstanding

Owner : Tim Culpin

Polarity: Bigger is Better

Unit: %

CBP ✓ CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			80.6									
Target			82			82			82			82
Symbol												

Latest Comments:

Comment Author: Pat Eccles - Comment Subject: Head of Service Commentary

It is anticipated that this target will be met or exceeded by the end of 2013/14.

Public Health

GREEN PLUS

CS117: % 16-19 teenage mothers in EET

Owner : Marie Jarrett

Polarity: Bigger is Better

Unit: %

CBP ✓

CYPP ✓

	30/04/13	31/05/13	30/06/13	31/07/13	31/08/13	30/09/13	31/10/13	30/11/13	31/12/13	31/01/14	28/02/14	31/03/14
Actual			31.11									
Target			27			27			27			27
Symbol			+			█			█			█

Latest Comments:

Comment Author: Marie Jarrett - Comment Subject: Head of Service Commentary

How post agreed to improve the target (1 year fixed term contract) and implement the following pathway.
 Follow up on all notifications from midwifery service and cross reference with ICS and soft smart data bases. Liaise with Careers service, Family Support, Families Working Together
 and other professional partnership agencies on a support 'offer' for the teen parent. The offer will include supporting teenage parents' to access accredited training opportunities.
 Support partnership agencies to deliver locally developed accredited training courses to all professionals working in partnership with the TP team. Support delivery of the Train the
 Trainer model to support staff to deliver accredited courses to teen parents, supporting improved outcomes for teenage parents to access education, employment and training
 opportunities and meeting RPA quality standards.

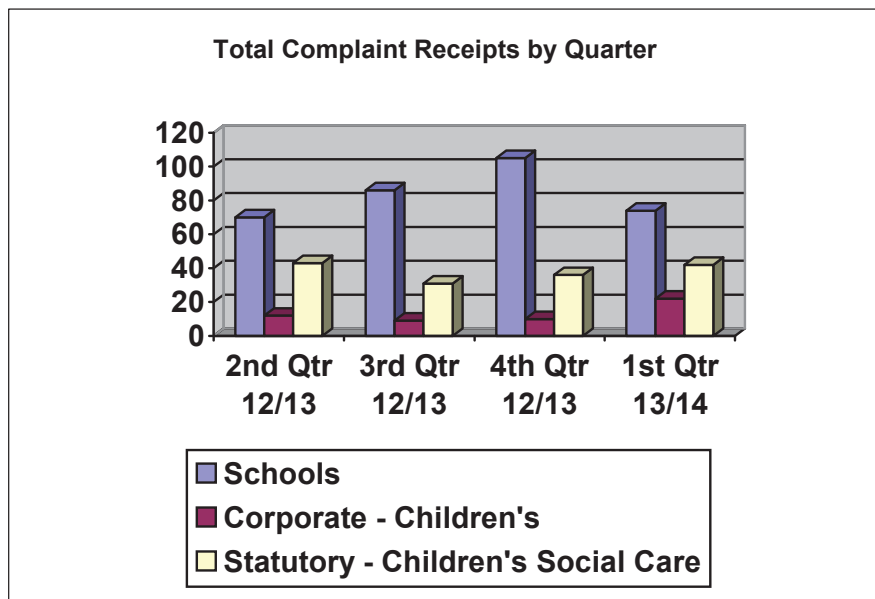
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Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st April 2013 – 30 st June 2013 (1 st January 2013 – 31 st March 2013)	
Total number of complaints received across all LCC service area.	270 (302)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	138 (151)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	5 (3)	
Total Service Area Complaints	Schools	74 (105)
	Corporate - Children's	22 (10)
	Statutory - Children's Social Care	42 (36)
	Youth Service	0 (0)
Schools Complaint Reason Codes	Admission issue	1 (0)
	Allegation against Head Teacher	9 (7)
	Allegation against other school staff	4 (15)
	Attendance Issues	1 (9)
	Bullying – Homophobic	1 (0)
	Bullying – Gender	0 (0)
	Bullying – Racial	0 (0)
	Bullying – SEN	2 (4)
	Bullying – Social Media	0 (1)
	Bullying Issue	19 (20)
	Class/School Organisation	5 (15)
	Equality Issue	0 (1)
	Exclusion Issue	2 (5)
	Inconsistency in application of rules	1 (0)
	Meals/Snacks/Drinks	1 (0)
	Medical	2 (4)
	Other	9 (10)
	Parental responsibilities/rights	3 (2)
	Procedural Irregularity	4 (2)
	Racial Issues	3 (0)
	School Neighbours	1 (0)

	School Uniform	0 (2)
	SEN	2 (7)
	Social Media Abuse	0 (1)
	Truancy Issues	0 (0)
	Unfair treatment by staff	4 (4)
Corporate - Children's Complaint Reason Codes	Age	0 (0)
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	2 (0)
	Delayed Assessment of Service request	0 (1)
	Disability	2 (0)
	Disagree with policy	6 (7)
	Disagree with Procedure	12 (1)
	Insufficient Information Provided	0 (0)
	Other	0 (0)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (0)
	Service Delay	0 (1)
Statutory - Children's Social Care Complaint Reason Codes	Conduct and attitude of staff	13 (14)
	Breach of confidentiality	6 (1)
	Delay in Receiving Service	3 (0)
	Disagree with Assessment	1 (0)
	Disagree with Decision	8 (13)
	Failed Home Care Visit	0 (0)
	Insufficient Service	0 (2)
	Lack of Communication	4 (1)
	Lack of Service	1 (5)
	Missed Call	0 (0)
	Other	0 (0)
	Procedure	3 (0)
	Quality of Service	3 (0)
	Racial discrimination	0 (0)
	Reduction in Service	0 (0)
	Refusal of Service	0 (0)
	Religious and cultural issues	0 (0)
	Standard of Care	0 (0)
	Undue Delay in Service Response	0 (0)
Youth Service Complaint Reason Codes	Procedural – Other	0 (0)
Service Area Compliments	Schools	0 (0)

	Corporate - Children's	3 (0)
	Statutory - Children's social Care	2 (3)
How many LCC Corporate complaints have not been resolved within service standard		3 (3)
Number of complaints referred to Ombudsman		17 (7)



Summary

LCC Overview of Complaints

The total number of LCC complaints received for this Quarter (Q1) shows a 10.6% decrease on the previous Quarter (Q4).

Children's and young people's Services Overview of Complaints

This Quarter shows that Children's services received a decrease of 13 complaints compared to the 151 complaints they received in Quarter 4. 54% of the Children and Young People's complaints received this Quarter are for the Schools service area.

School Complaints

Complaint receipts for Schools in Quarter 1 shows a decrease of 29.5% compared to the previous Quarter.

Complaints are down slightly but a reduction in volume has been offset by an increase in the level of complexity of complaints and in the levels of support provided to schools and parents. Support to schools ensures complaints are handled appropriately and according to procedures. Support to parents involves mediated meetings between parents and schools and often achieves better outcomes than the formal complaint procedure.

Children's (Corporate) Complaints

Children's corporate complaint receipts have increased from 10 complaints in Quarter 4 to 22 complaints in Quarter 1.

This Quarter, 6 complaints were received regarding transport and covered the areas of allocation, cost and route changes/suitability. 2 complaints were received regarding the changes in courses at Linkage College.

This Quarter, 6 complaints were received from MP's raising issues on behalf of their constituents.

Children's Social Care (Statutory) Complaints

Complaint receipts in Quarter 1 for Children's Social Care have increased by 6 complaints compared to Quarter 4. Following the trend over the past four Quarters, 'Conduct and Attitude of staff' remains the highest reason for complaints.

Overall Children's and Young People Compliments

The overall compliments received for Children and Young People has slightly increased this Quarter with 5 compliments received.

Children's (Corporate) Compliments

Received 3 compliments this Quarter. These compliments were:

- Thanks from a Head Teacher to Dee Freeman for support given.
- Compliment for Steve Gamble for being professional and gracious.
- Letter of thanks regarding a Primary School application place.

Children's Social Care (Statutory) Compliments

Received 2 compliments this Quarter. The compliments were:

- Compliment for Children's Services for help and support with their grandchild.
- Compliment for Ruth Fox regarding the delivery of Child Protection training.

School Compliments

Received no compliments this Quarter.

Ombudsman Complaints

In Quarter 1, 17 LCC complaints were registered with the Ombudsman. All 7 of these complaints were considered by the Ombudsman. Children's Services received 4 complaints this Quarter, with 2 of these being premature.

Further in-depth analysis, if required, is available by contacting the Quality and Performance team on 01522 782037 (ext 50037).

Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	6 September 2013
Subject:	Corporate Parenting Panel update

Summary:

The work of the Corporate Parenting Panel remains critical in promoting life chances and opportunities for vulnerable children, Looked After Children and Care Leavers. Members act as Champions on behalf of these groups of children and young people. The Panel meets on a quarterly basis and includes representatives from Looked After Children and Foster Carers.

Through the presentation of Reports, Performance Information Sub-Groups, and Visiting Members responsibilities, the Panel scrutinise that arrangements for the safety and welfare of Looked After Children and Care Leavers are in accordance with what every good parent would want for their own child.

It is agreed that the minutes of the Corporate Parenting Panel be presented to the Children and Young People Scrutiny Committee and the draft minutes of the meeting held on 18/07/2013 are attached.

Actions Required:

The Children and Young People Scrutiny Committee is asked to note the work of the Corporate Parenting Panel and to consider the matters raised and addressed.

1. Background

The Panel meet quarterly and is continually evolving and is very proactive in seeking information to inform members about the quality of services provided by the Local Authority and partner agencies, as is evidenced in the recording of the minutes.

2. Conclusion

The on-going scrutiny process looking at how well we meet our respective responsibilities and the different aspects of a child and young person's needs is pivotal to the work of the Corporate Parenting Panel. The attached draft minutes provide an account of the work undertaken since the previous Panel held on 04/04/2013.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Corporate Parenting Panel minutes 18/07/2013

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 John Harris, who can be contacted on 01522 554109 or john.harris@lincolnshire.gov.uk .

PRESENT: COUNCILLOR D BRAILSFORD (CHAIRMAN)

Councillors A G Hagues, J R Hicks, J D Hough, R J Hunter-Clarke, P O'Connor and L Wootten

External Members:

Jean Burbidge (Lincolnshire Community Health Services), Polly Coombes (Foster Carer), Beth Tibbles-Hammond (Children in Care Council)

Councillors B Adams, W J Aron, S R Dodds, B W Keimach, N H Smith, R Wootten and S M Wray attended the meeting as observers

Officers/invited guests in attendance: Karen Bailey (Looked After Children's Education Services Manager), Andrea Brown (Democratic Services Officer), Clive Chambers (Assistant Director Children's Services, Barnardo's Midlands Region), Dave Clarke (Unit Principal, Lincolnshire Secure Unit), John Harris (Joint Head of Service for Regulated Services), Colin Hopkirk (Participation Officer), Tracy Johnson (Scrutiny Officer), Tara Jones (Head of Service for Regulated Services), Kerry Mitchell (Leaving Care Manager, Barnardo's), Janice Spencer (Assistant Director Children's Services) and Barbara Starns (Team Manager, Independent Chairs).

1. ELECTION OF CHAIRMAN

RESOLVED

That Councillor D Brailsford be elected as Chairman of the Corporate Parenting Panel for the 2013/2014 municipal year.

COUNCILLOR D BRAILSFORD IN THE CHAIR

2. ELECTION OF VICE-CHAIRMAN

RESOLVED

That Councillor J D Hough be elected as Vice-Chairman of the Corporate Parenting Panel for the 2013/2014 municipal year.

3. APOLOGIES FOR ABSENCE

Apologies for absence were received from Samantha Edwards (Lincolnshire Partnership NHS Foundation Trust), Ted Normandale (National Youth Advocacy Service) and Marilyn Graham-Williams (Foster Carer)

Apologies for absence were also received from Councillor Mrs P A Bradwell (Executive Councillor for Adult Care, Health Services and Children's Services)

**CORPORATE PARENTING PANEL
18 JULY 2013**

4. DECLARATIONS OF MEMBERS' INTEREST

No declarations of Members' interests were made at this stage of proceedings.

5. MINUTES OF THE MEETING HELD ON 4 APRIL 2013

RESOLVED

That the minutes of the previous meeting held on 4 April 2013 be confirmed and signed by the Chairman as a correct record.

6. VOICES FOR CHOICES (V4C) MINUTES (THE LOOKED AFTER CHILDREN COUNCIL) HELD ON 23 APRIL 2013, 21 MAY 2013 AND 18 JUNE 2013

Consideration was given to the minutes of the Voices for Choices (the Looked After Children Council) meetings held on 23 April, 21 May and 18 June 2013. Members were encouraged to look at the V4C Website as it provided a lot of information.

Colin Hopkirk took the Panel through the minutes, following which the ensuing points were noted:-

- Following the Who Cares Trust event 'Listen Up' in London on 10th July 2013, the Panel were advised that it had been a success with a number of other local authorities showing an interest in the Web App developed in Lincolnshire. It was anticipated that the design company, also based in Lincolnshire, would benefit from repeat business as a result.
- Work was in progress with the LPAC group to try and ascertain the issues for children in care in respect of bullying. The group of children currently supported would be consulted to find out their perspective and what they feel would be necessary to improve their situation and to reduce bullying.
- Key links with the Children & Young People Strategic Partnership was helping to shape the plan to take the issues forward.
- It was agreed to bring a brief presentation of progress on the Web App to a future meeting.

RESOLVED

1. That the minutes from the Voices for Choices Executive meetings held on 23 April, 21 May and 18th June 2013 be noted;
2. That a future presentation on the Web App be given to the Corporate Parenting Panel and that this be added to the Work Programme.

Colin Hopkirk and Beth Tibbles-Hammond left the meeting at this point and did not return.

7. VISITING MEMBERS LOG

Consideration was given to a report which detailed the visits to Lincolnshire children's homes from April 2012 to March 2013.

Janice Spencer explained that this was last year's log and acknowledged that the Panel should now be considering April, May and June data. Due to the recent elections and the need to establish new Visiting Members, work was ongoing to ensure that the new members were appropriately prepared to undertake the visits.

It was stressed that these visits were crucial and that OfSTED would judge the local authority on these visits. Members were expected, therefore, to undertake their visits and in the event that these were not undertaken, an escalation process would be followed. Members were encouraged to advise officers of any change in circumstance which would prevent them from undertaking visits and to do so as soon as possible to enable them to put other arrangements in place.

It was confirmed that visits to Haven Cottage and also Strut House had been done but that the follow-up reports had not yet been received.

RESOLVED

That the Visiting Member's Log 2012-2013 – Quarterly Report and comments made be noted.

8. PERFORMANCE REPORT

Janice Spencer introduced the report which provided progress information for Quarter 4 2012/13 on items relating to this Panel only. Confirmation was received that future meeting dates would be scheduled to correlate with performance reporting to ensure the Panel were in receipt of the most current data.

Councillor B W Keimach left the meeting at 11.50am and did not return.

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

- NI063 – it was explained that if permanent places had been secured for some children this target would have been met. Officers were currently looking at the number of children who had suffered disruption if carers required a different form of support. It was agreed to report this information on a quarterly basis.
- NI147 – some care leavers felt unsafe in their accommodation. Kerry Mitchell and her team work with them to ensure any issues are rectified.
- Although the targets set for EET appeared to accept that 30% of care leavers would not be in EET this was the way the target had been set for local authorities. It was acknowledged that there would always be a percentage who would not be in EET purely due to the challenges and circumstances attached to care leavers and it was felt that a 70% target may be aspirational. It was suggested that the narrative for that performance indicator could be more detailed which would explain the difficulties faced.

Councillors S R Dodds and B Adams left the meeting at 12.00pm and did not return.

RESOLVED

That the Performance Report be noted.

CORPORATE PARENTING PANEL
18 JULY 2013

9. "TELL US WHAT YOU THINK" SURVEYS 2012/13

Consideration was given to a report which was presented by Tara Jones, Head of Service – Regulated Services, and provided a summary of the 2012/13 responses to the survey and the subsequent service improvements.

During discussion, the following points were noted:-

- In relation to "coping with money" it was asked if any more could be done in relation to training and the provision of ongoing information to the children. It was confirmed that, from an early age in foster placements, children are taught how to manage their pocket money, for example. Training was provided to foster carers to assist them in teaching children how to manage money going forward.
- Additionally, specific 2 day courses were being provided by the Credit Union, who currently manage the budgets of young people. Their bills, including rent, bills and any outgoings would be taken at source and they would only then have access to the money left over. Work was ongoing with young people to provide some regularity and teach them about personal responsibility, i.e. if they don't physically attend the Job Centre they will not then receive their money.
- The Web App developed for young people also had a budget calculator but it was suggested that every time a meeting of young people was held, some budgetary training be incorporated or have someone available that they can approach if needs be. It was agreed to raise this with V4C for their views.
- Members were pleased that all children were engaged in clubs or hobbies and that the funding of one additional activity for each child had been taken up.

RESOLVED

That the report be noted.

Councillor W J Aron left the meeting at 12.15pm and did not return.

10. ADOPTION REFORM PROGRAMME

The Panel considered a report which provided background information on an adoption reform programme being implemented by the Government. During discussion of the report, the following points were noted:

- Although not complacent, officers appeared confident that the work undertaken and the performance within Lincolnshire in regard to adoption would make it difficult for this function to be withdrawn from the Local Authority under the new policy.
- A total of £1.2m had been ringfenced, some of which was to be used alongside the "Foster to Adoption" Campaign.
- The approval of adopters within Lincolnshire was increasing with 22 assessments being undertaken in June 2013.
- One of the challenges was to find adopters who were willing to take sibling groups and those larger sibling groups with age ranges from 0 to 10, for example. This was a national issue, however, and not particular to Lincolnshire.
- Adoption Activity Days had proved successful and provided an opportunity for potential adopters to make a connection with children in a relaxed setting. Six activity days per year were planned although, due to the number of adopters being approved, it was thought two more days would be required.

- Preparation training days were being explored with the East Midlands Consortium, including shared dates and reservations of at least two places for Consortium members in case they were unable to attend the day scheduled in their own county, thereby reducing any further delays in the process.
- An update position was requested within six months.

Councillor R Wootten left the meeting at 12.30pm and did not return.

RESOLVED

1. That the report be noted.
2. That Adoption Reform Programme Update be added to the work programme for a future meeting.

11. FOSTERING SERVICE ANNUAL REPORT 2012/13

John Harris introduced the report and explained that this report was presented to the Panel on a quarterly basis and outlined what service was provided, how many carers there are within the county and what their role is.

During discussion the following points were noted:-

- Even if a child is placed from another county, the responsibility for that child remains with the home county.
- Education courses were being rolled out to foster carers with a specific officer working with foster carers. Progress would be shown in the next quarterly report.

RESOLVED

That the report be noted.

12. FOSTERING SERVICE STATEMENT OF PURPOSE

John Harris introduced the document which was a statutory requirement to provide for the public and was presented for information only. It was noted that Appendix 3 had not been included in the agenda pack as this included personal details and was, therefore, not required to be published.

The Chairman asked members to contact John Harris directly should they require any further information on the Statement of Purpose.

RESOLVED

That the report be noted.

Councillor J R Hicks left the meeting at 12.50pm and did not return.

13. INDEPENDENT CHAIR SERVICE ANNUAL REPORT

Consideration was given to the report which was a statutory requirement under the Care Planning, Placement and Case Review (England) Regulations 2010.

**CORPORATE PARENTING PANEL
18 JULY 2013**

Councillor Mrs S M Wray left the meeting at 12.55pm and did not return.

During consideration, the following points were noted:-

- Concern was noted that despite the report indicating at section 6 (Qualitative Information about the IRO Service) that the target appeared to have been met, user feedback suggested that more than half of young people reported that they had not, in fact, been involved in choosing the day of their review, the time, venue or who attended. It was stressed that reports should not include misleading information and it was agreed that this would be raised with health visitors.

RESOLVED

That the report be noted.

14. BARNARDO'S LEAVING CARE SERVICE ANNUAL REPORT 2012/13

The Panel considered a report which provided an opportunity to review and reflect on the Leaving Care Service Annual Report for 2012/13.

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

- Further explanation was given on how young people were supported in reaching specific levels to then move on to apprenticeships. Work preparation training, including educational support, and work based training were available via certain programmes. It was noted that many care leavers are successful and attend university but it was acknowledged that a small number need additional support.

RESOLVED

That the report be noted.

15. LINCOLNSHIRE CHILDREN'S RIGHTS SERVICE ANNUAL REPORT

Due to unforeseen circumstances, Ted Normandale was unable to attend the meeting but asked that any queries or questions on the report be forwarded to Tracy Johnson, Scrutiny Officer, who would collate and forward as appropriate.

RESOLVED

That the report be noted.

16. CORPORATE PARENTING PANEL WORK PROGRAMME 2013/14

A report by the Scrutiny Officer was considered, which invited the Corporate Parenting Panel to consider its work programme for the coming months.

The Panel were informed that future dates of the Panel would be discussed with the Chairman and Vice-Chairman and circulated to members once agreed. The dates would take into account performance deadlines to enable the most current figures and position to be included in reports.

It was also suggested that a one hour training session be held at the start of the next few meetings to increase the Panel's knowledge of different topics.

RESOLVED

1. That the work programme as presented be approved.
2. That a programme of training sessions be agreed.

The meeting closed at 1.25pm.

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Open Report on behalf of Debbie Barnes, Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	6 September 2013
Subject:	Relationship with Academies

Summary:

Through the publication by OfSTED of 'The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement' in May 2013 it has been made clear that the Local Authority has the responsibility to discuss with the leadership of an Academy any concerns about its performance.

This paper outlines the proposed process which should be in place from June 2013.

Actions Required: Discussions have already been held with headteachers of academies. Once the process has been approved a detailed paper will be written and shared with headteachers at the headteacher briefings in September and October.

1. Background

Up until the publication of 'The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement' in May 2013 it was not clear where the Local Authority's responsibilities lay in regard to the performance of academies.

The statutory basis has always been within 13A of the Education Act 1996:

"A local authority in England must ensure that their relevant education functions are exercised by the authority with a view to

- a) promoting high standards,*
- b) ensuring fair access to opportunity for education and training,*
- c) **promoting the fulfilment of learning potential by every person to whom this subsection applies"***

In effect, the Local Authority was responsible for all pupils if not all schools. OfSTED have now made the position clear. Within the inspection framework they state:

'Inspectors should note that local authorities have no specific powers of intervention in relation to academy schools. Local authority powers of intervention as set out under part 4 of the Education and Inspections Act 2006 do not apply to academy schools, which are state-funded independent schools. In terms of standards in academies, and holding sponsors to account for this, the lead responsibility lies with the Department for Education and the Schools Commissioner.'

The form of relationship between academies and local authorities is largely for the academies to determine. There is no statutory requirement for them to establish such a relationship beyond that which is required for the delivery of local authority statutory duties, such as the making and reviewing of special educational needs statements, securing sufficient education in an area and provision of home-to-school transport for eligible children.

Despite this, local authorities retain a legal responsibility for performance in the area as a whole, under the 1996 Education Act. In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for all schools. Where the local authority has concerns about the performance of an academy, inspectors should explore whether the local authority has, within the confines of its responsibilities, taken reasonable steps to discuss this with the individual establishment, the executive leadership and governance of the chain, and/or the Department for Education, where appropriate.”

Or in simple terms where the Local Authority has concerns it must discuss these concerns with the appropriate body.

As a result of discussions with a group of academy headteachers a clear process is proposed. Academy headteachers who were present saw no problem with the process outlined and some wanted a more thorough process.

The principles:

- All Lincolnshire children to attend a good school
- Supportive of academies
- Constructive relationship – working with academies
- Open, honest and transparent relationship
- No surprises
- Minimal bureaucracy

The process:

1. Annual desk top review of academy using; school’s website, local intelligence, LA information, OfSTED information and data. There would be two areas of focus:

- Learning of pupils
- Leadership and management of school

As well as the annual desktop review if information comes to light during the year that is of concern this will be fed into Schools Causing Concern meetings.

2. Discussion with the academy

As a result of the desk top review two possible courses of action:

- If no concerns then no further action
- If there are concerns then the academy, (trust, governors and headteacher), are contacted. Discussion to include:
 - LA outline concerns
 - Academy leadership to respond and outline actions if necessary to remedy concerns
 - Decision made as to next steps

3. Next steps could be;
- No further action as academy has resolved/is resolving issue or concerns unfounded
 - Agreed follow up to review progress and broker further support if required.
 - If an academy refuses to engage in discussions re concerns, is unable or unwilling to take appropriate course of action they become an academy causing concern. If this happens a meeting will be held with the DCS and appropriate key local authority officers to decide whether to discuss with DfE

Schools Causing Concern meetings are held three times a year for maintained schools. From September 2013 any concerns about the performance of academies will also be discussed at these meetings. Local Authority officers from all parts of Children’s Services attend these meetings, so they will have an opportunity to share any issues. This will allow the Local Authority to monitor the performance of academies between annual reviews. If a concern is highlighted at a SCC meeting then steps 2 and 3 (above) will be followed.

Brief records will be kept with a log of actions for each academy.

2. Conclusion

The Local Authority retains a responsibility for all pupils therefore has to discuss any concerns about the performance of academies with the leadership of the academy, or where necessary the DfE. Lincolnshire has just over 100 academies with the vast majority maintaining strong links with the Local Authority. These links need to be maintained. The process outlined above would help to ensure that, where any concerns are highlighted about the performance of an academy, these would be discussed in an open, honest and transparent way initially with the academy, but if necessary with the DfE. We have yet to determine what the costs will be and how they will be met.

3. Consultation

a) Policy Proofing Actions Required

4. Appendices

These are listed below and attached at the back of the report	
A	Handbook for the inspection of local authority arrangements for supporting school improvement
B	The framework for the inspection of local authority arrangements for supporting school improvement
C	A good education for all: inspection of local authority services- a report on responses to consultation

5. Background Papers

None

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Handbook for the inspection of local authority arrangements for supporting school improvement

Handbook for inspecting local authority arrangements for supporting school improvement in England under section 136 (1) (b) of the Education and Inspections Act 2006 from May 2013

This handbook provides instructions and guidance for inspectors conducting inspections under section 136(1) (b) of the Education and Inspections Act 2006. It sets out what inspectors must do and what local authorities can expect, and provides guidance for inspectors on making their judgements.

Age group: 0-19

Published: May 2013

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Introduction

1. This handbook sets out the main activities undertaken by inspectors conducting inspections of local authority functions in relation to supporting school improvement in England under section 135 and section 136(1)(b) of the Education and Inspections Act 2006 from May 2013. It also sets out the judgements that inspectors will make and on which they will report.
2. Local authorities subject to inspection are determined by a data set of key indicators where the inspection of schools or other providers, carried out under section 5 or section 8 of the Education Act 2005, raise concerns about the effectiveness of a local authority's functions to support school improvement or where Ofsted becomes aware of other concerns.
3. The handbook has two parts.
 - Part 1 – How local authorities will be inspected: this contains instructions and guidance for inspectors on the preparation for, and conduct of, local authority inspections.
 - Part 2 – The evaluation schedule: this contains guidance for inspectors on judging the effectiveness of school improvement arrangements in a local authority they inspect, and provides an indication of the main types of evidence they collect and analyse.

Part 1: How local authorities will be inspected

Before the inspection

Introduction

4. Inspectors are likely to encounter many different configurations of the way in which local authorities conduct their statutory functions, including formal contractual partnerships for the delivery of school improvement services. It is important that lead inspectors gain an overview of how arrangements are made as early as possible and work with the approach that the local authority is taking. Ofsted has no pre-conceived view on the different configurations of arrangements but inspectors should evaluate how effective they are and evaluate their impact on improving school performance.

Inspectors' planning and preparation

5. The lead inspector must prepare for the inspection by gaining a broad overview of the local authority's recent performance. The outcomes of this preparation must be summarised in the evidence notebook.
6. Inspectors must use all available evidence to develop an initial overview of the local authority's performance as reflected in the local authority dashboard and

local authority RAISEonline. Planning for the inspection should be informed by analysis of:

- data from the local authority RAISEonline
 - the previous inspection report (where LAs may have been subject to a previous inspection)
 - issues raised about, or the findings from, the investigation of any qualifying complaints¹ about schools within the local authority catchment area
 - information from HMI monitoring visits of schools that are in a formal Ofsted category of concern or those schools judged to be requiring improvement
 - information available on the local authority website.
7. The lead inspector should prepare and distribute brief joining instructions to the inspection team. These should include:
- key information about the local authority and the timings for the inspection
 - a brief analysis of the pre-inspection information, including important areas to be followed up
 - an outline of inspection activity, for example planned meetings with elected members, senior officers, school improvement staff, governors, school based staff; this will be finalised once on site.
8. Lead inspectors should deploy their inspection team member as they see fit. All members of the inspection team must contribute to the evaluation of key judgements and come to a collective view about the effectiveness of school improvement arrangements secured by the local authority.
9. The lead inspector should plan sufficient time for holding team meetings and providing feedback to the local authority, where this can be provided during and at the end of the inspection, to ensure that the inspection is concluded on time.

Notification and introduction

10. The lead inspector will normally inform the authority up to five days before the start of the inspection. Lead inspectors should bear in mind that they may not get through to the Director of Children's Services (DCS) (or their equivalent) immediately. They should reserve sufficient time to ensure that they make direct contact.

¹ Ofsted has specific powers (under section 11A-C) of the Education Act 2005 (as amended) to investigate certain complaints known as qualifying complaints. Further guidance is available at <http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>.

11. If the DCS (or their equivalent) is unavailable, the lead inspector should ask to speak to the most senior officer available with responsibility for the improvement of schools. Once the lead inspector has spoken to the local authority and is able to confirm that the inspection will take place, she/he will send formal confirmation to the local authority by email.
12. The purpose of the lead inspector's notification call is to:
 - inform the local authority of the inspection
 - make arrangements for the inspection; this includes an invitation to the DCS (or their equivalent and/or nominee) to participate in main inspection team meetings
 - make arrangements for discussions with key elected members, senior officers and other staff/partners
 - make arrangements for a meeting with the lead elected member for education (or similar) and other officials and/or councillors
 - invite the local authority to share a summary of its self-evaluation (if available) and contextual background on day one of the inspection fieldwork
 - request that relevant documents from the local authority are made available as soon as possible from the start of the inspection
 - provide an opportunity for the local authority to raise any initial questions.
13. The telephone call is an important opportunity to initiate a professional relationship between the lead inspector and the local authority. It should be focused on practical issues. Inspectors should not use this as an opportunity to probe or investigate the local authority's self-evaluation or any other matters.
14. Inspectors should also request that the following information is made available at the start of the inspection:
 - if available, a summary of the local authority's self-evaluation (if not already shared with the lead inspector) regarding arrangements to support school improvement and their impact on improving schools
 - the current local authority strategic plan for education, including details of partnership arrangements, commissioning, brokerage and any evaluation reports and/or reports to elected members
 - documentation about how arrangements for monitoring, challenge, intervention and support are provided, including details of the application of statutory obligations and powers
 - the local authority data sets about school performance and any analysis of it
 - case study material regarding targeted school improvement work and its impact
 - school improvement or similar staff list, where relevant, with roles and responsibilities

- information regarding strategies used to support leadership and management in schools and evidence of its impact
- evidence of the work of governors support services and their impact on improving governance
- evidence to demonstrate how the local authority uses any available funding to effect improvement, particularly how it is focused on areas of greatest need.

Requests for deferral

15. If a local authority requests a deferral of its inspection the lead inspector must notify Ofsted via the appropriate Regional Director as soon as possible. Ofsted will decide whether this request should be granted in accordance with Ofsted's policy on the deferral of inspections. The deferral policy makes clear that the absence of the Chief Executive or DCS (or their equivalent) is not normally a reason for deferring an inspection.

During the inspection

The start of the on-site inspection

16. Inspectors must show their identity badges on arrival and ensure that the Chief Executive and DCS (or equivalent) have been informed of their arrival. Inspectors should ensure that inspection activity starts promptly.
17. The lead inspector should meet briefly with the Chief Executive and/or DCS (or their equivalents or representatives) at the beginning of the inspection to:
 - introduce team inspectors and other attendees
 - make arrangements for a longer meeting on day one to receive the local authority's self-evaluation and contextual briefing and any other relevant matters
 - confirm arrangements for meetings with representatives of the local authority and schools
 - confirm arrangements for providing feedback at the end of each day and at the end of the inspection
 - request information about staff absence and other practical issues
18. A short team meeting should take place to clarify the areas to be explored, inspection activities and individual roles and responsibilities.

Gathering and recording evidence

19. Inspectors must spend as much time as possible gathering and triangulating evidence that will ensure a robust first-hand evidence base against the scope of the inspection in order to arrive at a fair judgement about the effectiveness of the arrangements to support school improvement.

20. Inspectors must record their evidence clearly and legibly in the evidence notebook, ensuring that all relevant sections are completed for all evidence-gathering activities. This includes records of analyses of data and the evidence that underpins key judgements. The notebook should also be used to summarise the main points of discussion when feeding back to senior officers and elected members.
21. Notebooks may be scrutinised for the purposes of retrieval and quality assurance monitoring and in the event of a complaint. It is important that inspectors record accurately the time spent gathering the evidence in the notebook. Inspectors should highlight or identify any information that was provided 'in confidence'.
22. The lead inspector should then coordinate the summary of the evidence and judgements made in the summary notebook. This is used to inform final feedback and the inspection report and is part of the inspection evidence base.

The use of data on inspection

23. Inspectors should use a range of data to inform the evaluation of a local authority's performance, including that found in the local authority RAISEonline, and examination of the local authority's own data sets where available. No single measure or indicator necessarily determines judgements.
24. The data, including that provided by the local authority, should be used to:
 - check the accuracy of the local authority's assessment of school performance, pupils' progress and attainment levels
 - check the robustness and accuracy of the local authority's self-evaluation (where available).

Meetings with elected members, senior and operational staff, school-based staff and governors and other stakeholders

25. It is important that every opportunity must be taken to discuss the arrangements for supporting school improvement and their impact with the full range of senior and operational staff and stakeholders in the local authority.
26. Inspectors are highly likely to conduct meetings with:
 - elected Members of the Council, particularly those responsible for education
 - the Chief Executive
 - The DCS (or their equivalent)
 - the head of school improvement (or their equivalent)
 - local authority staff, or contracted staff who support school improvement
 - school improvement data manager(s)

- chair/vice chair of the schools' forum
 - other agencies involved in school improvement such as National/Local Leaders of Education/training schools and /or other contracted partners
 - post-16 strategic planning representative
 - headteachers of schools subject to intervention or intensive support
 - headteachers of schools subject to light touch monitoring
 - governors as above
 - governor support services (or their equivalent) staff
 - other stakeholders as appropriate.
27. In drawing on evidence from meetings with staff and other stakeholders, every endeavour must be made not to identify individuals. There may, however, be circumstances in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where there are concerns about serious misconduct or criminal activity.

How the Director of Children's Services (or their equivalent) or representative is involved in the inspection

28. The lead inspector should meet the DCS (or their equivalent) or their nominee throughout the inspection to:
- provide an update on emerging issues, and enable further evidence to be provided
 - allow the DCS, their equivalent or nominee to raise concerns, including those related to the conduct of the inspection or of individual inspectors
 - alert the DCS to any serious concerns.
29. The outcomes of all meetings with the DCS (or their equivalent) or nominee should be recorded in the evidence notebook.

Team meetings held during the inspection

30. The inspection team should meet briefly at different points during the course of the inspection to reflect on their respective evidence and discuss emerging findings. Where possible, the DCS, their equivalent or nominee should be invited to attend more formal team meetings where emerging and final judgements are discussed. Inspectors should record such meetings in the evidence notebook.
31. If there is evidence that the local authority arrangements for supporting school improvement may be judged 'ineffective' the lead inspector should alert the Chief Executive and the DCS or their equivalent to this possibility. It must be emphasised that final judgements are not made until the final team meeting

towards the end of the inspection week. In some instances, inspectors may need to consider evidence further after the end of the on-site inspection before arriving at their judgements.

Reaching final judgements

32. The team should ensure that time is set aside to prepare for the final team meeting and the final feedback. There should also be sufficient time planned for the team to meet, to consider the evidence available, and make judgements. The judgement should be recorded and key points for feedback should be identified as the meeting progresses. In advance of the final feedback to the local authority, the lead inspector should contact Ofsted's relevant Regional Director to discuss the findings and the overarching judgement.

Providing feedback to the local authority

33. Following the end of the inspection there must be a brief feedback meeting including the DCS or their equivalent, the lead elected member and Chief Executive where possible. It is for the lead inspector to decide, following discussion with the DCS or equivalent, whether other senior staff should be present. If it is appropriate, representatives from contracted partners for school improvement may also be invited by the DCS.
34. The lead inspector should explain to those present that the purpose of the feedback session is to share the main findings of the inspection and how the local authority can improve further. Those present may seek clarification about the judgements, but discussion should not be lengthy. Any feedback or comments should be in the form of professional and objective language and should not include informal remarks that may be personally damaging to the reputation of a member of staff or to the professionalism of the inspectors. Key points raised at the feedback should be summarised and recorded in the evidence notebook.
35. In the event that the DCS (or their equivalent) has declined or has been unable to take up the opportunities to engage with the inspection team, the lead inspector should prepare a more extended formal feedback meeting. In such circumstances, the lead inspector should inform the DCS (or their equivalent) of the main findings in advance of the extended formal feedback meeting.
36. Before leaving, the lead inspector must ensure that the local authority is clear:
 - about the overarching judgement determining whether the local authority arrangements for supporting school improvement are effective or not unless evidence needs further consideration
 - that any judgement may be subject to change as a result of moderation and should, therefore, be treated as confidential until the local authority receives a copy of the final inspection report

- that the strengths and weaknesses and main findings of the inspection and the main points provided orally in the feedback will be referred to in the text of the report subject to quality assurance and moderation
- about the recommendations for improvement
- about the procedures leading to the publication of the report
- about (where relevant) the implications of the local authority being recommended for re-inspection.

Where an LA is judged ineffective in its arrangements for supporting school improvement

37. Inspectors will consider whether or not the local authority requires re-inspection within nine to 12 months.
38. Where an LA inspection of arrangements to support school improvement is judged to be ineffective, the timescale for publication of the report is extended so that the judgements can be moderated and confirmed by HMCI.

After the inspection

Arrangements for publication of the report

39. The report will be forwarded to the DCS (or their equivalent) for a factual accuracy check shortly after the end of the inspection. The local authority will have three working days to respond. The lead inspector will respond to the comments about factual accuracy.
40. Local authorities judged as 'effective' will normally receive an electronic version of the final report within 20 working days of the end of the on-site inspection.
41. Once a local authority has received its final report, it is required to take such steps as are reasonably practicable to secure that stakeholders receive a copy of the report within five working days. After that time, the report will be published on Ofsted's website. Local authorities will be required to respond with a written statement setting out what action it proposes to take in light of the report of inspection findings and setting out a timetable for those actions. The local authority must publish the letter report and action plan.

Quality assurance and complaints

How are inspections quality assured?

42. Responsibility for assuring the quality of the inspection and the subsequent report lies with Ofsted. The lead inspector is expected to set clear expectations for the team and ensure that those expectations are met. The lead inspector must ensure that all judgements are supported by evidence and that the way in which the inspection is conducted meets the expected standard.

43. Some inspections are subject to quality assurance by HMI and/or Senior HMI. When an external quality assurance visit is scheduled, the lead inspector should explain clearly the purpose and likely format of the visit during the initial telephone conversation with the local authority.

What happens if a local authority has a concern or complaint during the inspection?

44. If a local authority raises a concern or complaint during the course of an inspection, the lead inspector should seek to resolve it directly. It is often easier to resolve issues on the spot and this helps to avoid formal complaints later.

Review and evaluation

45. This handbook, the accompanying framework for inspection and other inspection instruments will be evaluated and reviewed at the end of 2013 as set out in Ofsted's consultation report. The instruments will also be reviewed to ensure that the inspection process and methodology are aligned to any wider accountability systems.

Part 2: The evaluation schedule – how local authorities will be judged

46. The evaluation schedule sets out the sources of evidence and grade descriptors that guide inspectors in judging the effectiveness of school improvement arrangements provided by the local authorities they inspect. The schedule is not exhaustive and does not replace the professional judgement of inspectors.
47. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document – How local authorities will be inspected. Inspectors must interpret the effectiveness descriptors in relation to the context of each local authority.

Judging the effectiveness of arrangements to support school improvement

48. Inspectors must judge the extent to which the local authority's arrangements for supporting school improvement are effective or ineffective. This is the overarching judgement.
49. In order to make a judgement about the effectiveness of arrangements to support school improvement, inspectors must take into account the following aspects:
 - the effectiveness of corporate and strategic leadership of school improvement
 - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
 - the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
 - the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including the use of formal powers available to the local authority
 - the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - the extent to which the local authority brokers support for schools and other providers
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - support and challenge for school governance, where applicable

- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.
- 50. Inspection is primarily about evaluating how well the arrangements for supporting school improvement are working and whether they are having sufficient impact in improving standards, progress and the quality of provision in schools and other providers.
- 51. In making their judgements, inspectors draw on the available evidence, use their professional knowledge and consider the guidance in this document and, in particular, the effectiveness descriptors for the aspects of inspection.

Local authorities and academies

Inspectors should note that local authorities have no specific powers of intervention in relation to academy schools. Local authority powers of intervention as set out under part 4 of the Education and Inspections Act 2006 **do not** apply to academy schools, which are state-funded independent schools. In terms of standards in academies, and holding sponsors to account for this, the lead responsibility lies with the Department for Education and the Schools Commissioner.

The form of relationship between academies and local authorities is largely for the academies to determine. There is no statutory requirement for them to establish such a relationship beyond that which is required for the delivery of local authority statutory duties, such as the making and reviewing of special educational needs statements, securing sufficient education in an area and provision of home-to-school transport for eligible children.

Despite this, local authorities retain a legal responsibility for performance in the area as a whole, under the 1996 Education Act.² In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for **all** schools. Where the local authority has concerns about the performance of an academy, inspectors should explore whether the local authority has, within the confines of its responsibilities, taken reasonable steps to discuss this with the individual establishment, the executive leadership and governance of the chain, and/or the Department for Education, where appropriate.

The effectiveness of arrangements for supporting school improvement

- 52. When reporting on the effectiveness of arrangements, inspectors must evaluate evidence for each of the nine key aspects above and identify pertinent strengths and weaknesses. Inspectors will then judge the extent to which the

² For further information, see:
www.education.gov.uk/schools/leadership/typesofschools/academies/la/a00205173/local-authorities-faqs#faq6.

arrangements are having sufficient impact and making the important contribution to school improvement. Irrespective of how the arrangements in the local authority are configured, inspectors must consider the impact of the local authority in improving standards and the quality of education in schools.

53. In judging the overall effectiveness of the local authority's arrangements for supporting school improvement, inspectors consider whether:
- the local authority is **effective** in its arrangements to support school improvement
 - the local authority is **ineffective** in its arrangements to support school improvement. A local authority will be ineffective because the arrangements for supporting school improvement are not having the required impact as reflected in the effectiveness descriptors.

Effectiveness descriptors –the arrangements for supporting school improvement

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team and taking into account the context of the local authority.

Aspect	Descriptors for effective arrangements to support school improvement.
Corporate leadership and strategic planning	
<p>1. The effectiveness of corporate and strategic leadership of school improvement</p>	<ul style="list-style-type: none"> ■ Elected members and senior officers have an ambitious vision for improving schools, which is clearly demonstrated in public documents. Elected members articulate the local authority's (LAs) strategic role, and enhance schools' ability to self-manage. Accountability is transparent and efficiently monitored in a systematic way. Members' challenge of officers is well informed by high quality information and data. ■ There is coherent and consistent challenge to schools and other providers to ensure that high proportions of children and young people have access to a good quality education. ■ Communications and consultation are transparent and lead to a shared understanding with schools. Schools respect and trust credible senior officers, who listen and respond to their views and advice. ■ Senior officers ensure that strategies for school improvement are understood clearly by schools, other providers and stakeholders. There is tangible evidence that the strategy is effective in preventing failure, securing higher proportions of schools 'getting to good' and eroding inequality in different areas of the LA. ■ Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16-19 year olds and in respect of raising the participation age (RPA) requirements.
<p>2. The clarity and transparency of policy and strategy for supporting schools and other providers' improvement, and how clearly the LA has defined its</p>	<ul style="list-style-type: none"> ■ Priorities in the LA's plans for school improvement (including commissioning plans) are clearly articulated and reflect both national priorities and local circumstances. ■ Schools and other providers and stakeholders have been fully consulted and agree the strategy and priorities for school improvement. ■ Plans for school improvement demonstrate close

<p>monitoring, challenge, support and intervention roles</p>	<p>integration with the programme for differentiated LA support and intervention.</p> <ul style="list-style-type: none"> ■ Reliable and valid measures are used to monitor progress of the school improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness of schools and other providers is identified. ■ The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools. ■ The LA promotes the effective participation of all 16- and 17-year-olds in education and training and makes arrangements identify young people who are not participating. ■ The LA's definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by school leaders and governors.
<p>Monitoring, challenge, intervention and support</p>	
<p>3. The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need</p>	<ul style="list-style-type: none"> ■ Senior officers and schools make intelligent use of pertinent performance data and management information to review and/or revise strategies for school improvement. ■ The LA systematically and rigorously uses data and other information effectively to identify schools which are underperforming. It uses this information consistently to channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers. ■ The LA provides a comprehensive range of performance data, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data. Schools and other providers have high regard for this, which is influential in helping them to identify school based performance priorities. ■ School improvement staff are well equipped to use data and to challenge and support schools.
<p>4. The effectiveness of the LA's identification of, and</p>	<ul style="list-style-type: none"> ■ Where appropriate, the LA deploys its formal powers of intervention promptly and decisively. ■ Weaknesses are typically identified early and

<p>intervention in, underperforming schools, including the use of formal powers available to the LA</p>	<p>tackled promptly and incisively. Headteachers, staff and governors in all schools causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, co-ordinated support, differentiated according to their needs.</p> <ul style="list-style-type: none"> ■ The LA engages systems leaders to support and challenge those in need and actively promotes sector led improvement. ■ Progress of schools and other providers is monitored regularly and to a planned programme. Reports to headteachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision. ■ The progress of schools causing concern is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly. Robust action is taken where progress is judged to be insufficient.
<p>5. The impact of LA support and challenge over time and the rate at which schools and other providers are improving</p>	<ul style="list-style-type: none"> ■ Timely, differentiated intervention and coordinated strategies to support school leadership contribute to the improvement of school performance. All services recognise and actively support the autonomy of schools. ■ Support services, either provided or procured, are well coordinated and accurately focused to make a sustainable improvement to overall educational standards and performance. ■ The number of schools on the LA's own list of schools causing concern is reducing rapidly. Inequalities in the quality of education in schools and other providers in different areas of the LA are minimal and reducing. ■ The support and challenge of the LA to its providers is rigorous, sharply focused on areas of greatest need, and results in sustained improvements in standards and provision. ■ With very few exceptions, schools are either at least good or improving rapidly.
<p>6. The extent to which the LA commissions and brokers support for schools and other providers</p>	<ul style="list-style-type: none"> ■ Schools and other providers are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement. ■ The LA has comprehensive knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely

	<p>shared with schools. Local networks and collaborative work between schools are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education.</p>
	<p>Support and challenge for leadership and management (including governance)</p>
<p>7. The effectiveness of strategies to support highly effective leadership and management in schools and other providers</p>	<ul style="list-style-type: none"> ■ The LA provides or secures expert advice and differentiated training for headteachers, governors and middle managers. This support and training is improving the capacity of schools and other providers to develop accurate self-evaluation and secure continuous improvement. ■ The LA identifies accurately all schools that need support or intervention for leadership and management and governance, including the prompt application of statutory powers when necessary. ■ The LA brokers or commissions effective school-to-school or other support for leadership and management in weaker schools.
<p>8. Support and challenge for school governance</p>	<ul style="list-style-type: none"> ■ Where school performance and effectiveness is a cause for concern, the LA acts promptly to remedy concerns, including applying its powers of intervention, with demonstrable evidence of rapid and sustained improvement. ■ The LA has a successful strategy for managing governor recruitment and retention of high quality governors. The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good. ■ Governors are deployed where they are needed and any weaknesses in governance are being acted on. ■ Training programmes for new governors and chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery.
	<p>Use of resources</p>
<p>9. The way the LA uses any available funding to effect improvement, including how it is</p>	<ul style="list-style-type: none"> ■ Resourcing decisions are based on an accurate analysis of the needs of schools. ■ The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and

focused on areas of greatest need	<p>effectively on its findings.</p> <ul style="list-style-type: none"> ■ The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources are well understood by schools and other providers. ■ The LA rigorously monitors and challenges the sufficiency and use of resources and those delegated to schools.
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Guidance for inspectors

All nine key aspects of a local authority's arrangements for supporting school improvement should be evaluated. For reporting purposes, the nine aspects have been aligned into four reporting areas, as follows:

- corporate leadership and strategic planning
- monitoring, challenge, intervention and support
- support and challenge for leadership and management (including governance)
- use of resources

As previously stated, inspectors are likely to encounter significant diversity in the way in which local authorities configure their arrangements for supporting school improvement. Professional judgement should be applied at all times when evaluating the effectiveness and impact of the arrangements on school improvement.

Inspectors should note that the framework for inspection is focused on school improvement and what the local authority does to effect improvement. It is very likely that other important services have a part to play in supporting school improvement, such as human resources, early years services, admissions and school place planning, pupil and student services for those with additional needs. Inspectors should take care to ensure that these services, where encountered, are not inspected discretely, as they fall beyond the remit of this inspection framework. However, where such services are making a significant contribution to coordinated strategies for improvement, or otherwise, reference may be made to this when evaluating the strengths and weaknesses and arriving at the overarching judgement about effectiveness.

Corporate leadership and strategic planning

Inspection must examine the impact of corporate and operational leadership and evaluate how efficiently and effectively the local authority school improvement arrangements are led and managed.

Inspectors should consider:

- the local authority's vision for better education and how strategic planning has matched the delivery of those changes
- the quality of its decision making, including the effectiveness of its consultation with schools and other parties
- the commitment of members and senior officers to school improvement
- the degree to which schools understand the strategy and the priorities for school improvement.

Monitoring, challenge, intervention and support

Inspection must examine the impact of the arrangements for monitoring, challenge, intervention and support.

Inspectors should consider:

- how effectively, or otherwise, the local authority uses pertinent data and management information to inform actions within the area
- the effectiveness and responsiveness of its monitoring of schools
- the form, nature and particularly the impact of its challenge to schools
- how swiftly, robustly and effectively the local authority has intervened, particularly in schools causing concern
- the quality of the support that the local authority has led, brokered and commissioned (and monitored) to enable schools to improve standards and outcomes for children and young people
- the use and effectiveness of formal powers of intervention
- how effectively the local authority engages systems leaders, National and Local Leaders of Education or training schools in promoting sector-led improvement
- the extent to which any significant regional variation in school performance in the local authority area has been tackled successfully.

Support and challenge for leadership and management (including governance)

Inspection must examine how effectively the local authority arrangements promote and support highly effectively leadership, management and governance in schools.

Inspectors should consider:

- the effectiveness of the local authority's support for senior and middle managers across its schools, from those graded outstanding to those in categories of concern

- the precision with which support or intervention is identified, including the prompt application of statutory powers where appropriate
- strategies for the recruitment and training of senior managers and governors
- how effectively the local authority arrangements are promoting autonomy and utilising systems and sector-led resources
- the support and challenge of the local authority for governing bodies; this should take account of the effectiveness of any brokered or in-house training aimed at improving governors' ability to challenge the senior leadership team and to interrogate and question schools on their data and information. Lead inspectors should also take account of any training the local authority has sponsored on the use of such aspects as the School data dashboard.

Use of resources

Inspection must examine how any available funding/resources are deployed to effect improvement.

Inspectors should consider:

- how well the local authority has used any resources (such as staffing, local authority's training courses, funding) and their sufficiency to support schools to achieve best value for money
- how resourcing decisions are made and understood by schools
- how delegated resources to schools are monitored and challenged where appropriate.

The framework for the inspection of local authority arrangements for supporting school improvement

The framework for inspecting local authority arrangements for supporting school improvement responsible for schools and for the wider education of children and young people in England under section 135 and section 136(1)(b) of the Education and Inspections Act 2006.

Age group: 0-19

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Preface

This framework constitutes the basis for the inspections of local authority arrangements for supporting school improvement in schools, and the education of children and young people, from May 2013. These arrangements have not been inspected by Ofsted and other inspectorates since 2004/05, when the former local education authority (LEA) inspections by Ofsted were replaced by joint area reviews.

The reintroduction of inspection aims to assist local authorities in their duty to promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least a good education.

This new inspection framework will be implemented using Her Majesty's Chief Inspector's (HMCI's) powers to carry out an inspection of the performance of a particular local authority function as set out in section 136(1)(b) of the Education and Inspections Act 2006. Specifically, HMCI can use this power to inspect how well the local authority is fulfilling its general duty to promote high standards and fulfilment by every child of their educational potential as set out in section 13A of the Education Act 1996.

Reports of the findings of an Ofsted inspection under section 136 may be of assistance to the Secretary of State in the use of powers under part 4 of the Education and Inspections Act 2006, which enables the Secretary of State to effect swift improvement in the local authority's exercise of its functions and to the improvement of educational performance in the area.

HMCI's Annual Report 2011/12 drew national attention to the marked inequality of access by children and young people to a good education across England. This inequality can limit the life chances of children and young people. This framework acknowledges that the role of local authorities has changed in relation to schools and for those 14-19-year-olds attending a college where these sit outside of local authority control. However, local authorities still have an important statutory duty to promote high standards and fulfilment of potential.

From January 2013, Ofsted has a more focused regional presence. This enables closer scrutiny of local education arrangements and provides greater support for schools and other education providers. This inspection framework will act as a powerful lever for improvement in helping to challenge inconsistencies and will enable Ofsted to report more rigorously on the contribution of local authorities to improving education in England.

Inspection will not be universal. We will inspect only where concerns about performance are apparent or where requested to do so by the Secretary of State. Where inspections are undertaken they will report on the effectiveness, or otherwise, of the local authority functions for promoting improvement in relation to education. We believe this will help local authorities to improve their own performance in

supporting and challenging schools, and other providers as relevant, in order to raise standards for all children and young people.

We will introduce these new inspection arrangements from 1 June 2013.

Sir Michael Wilshaw

Her Majesty's Chief Inspector of Education, Children's Services and Skills

Introduction

What is the purpose of inspection?

1. The inspection of a local authority provides an independent external evaluation of how well it carries out its statutory duties in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.
2. Ofsted inspections of local authorities perform four essential functions and lead to a published report of findings that:
 - provides parents¹, elected council members, schools and other providers and those who lead and manage the local authority with an assessment of how well the local authority is performing in supporting and challenging its schools and other providers to improve
 - provides information for the Secretary of State for Education about how well the local authority is performing its role in promoting high standards, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern²
 - promotes improvement in the local authority, its schools, children and young people and the education system more widely
 - requires the local authority to consider the actions that it should take in the light of the report and prepare a written statement setting out those actions and the timetable for them.

How does inspection promote improvement?

3. Inspection acts in the interests of children, young people, their parents and employers. It encourages high-quality provision and outcomes that meet diverse needs and foster equal opportunities. Ofsted is required to carry out its functions in ways that encourage those it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.³ By inspecting and reporting, Ofsted will ensure that the local authority is able to consider the steps that need to be taken to effect improvement and set out formally the actions it intends to take to achieve this.

¹ The term 'parents' refers to mothers, fathers and/or carers.

² Under section 118 of the Education and Inspections Act 2006.

³ Under sections 117(1) and 119(1) of the Education and Inspections Act 2006.

4. Inspection supports improvement by:

- raising expectations about the standards of performance and effectiveness expected of local authorities in supporting and challenging educational provision in a local authority area
- identifying good or better practice so that it can be shared more widely
- providing a sharp challenge and the impetus to act where improvement is needed
- recommending specific priorities for improvement and, when appropriate, checking on subsequent progress
- promoting rigour in the way that local authorities evaluate their own performance, enhancing their capacity to improve their functions.

Local authority inspections will:

- support and promote improvement by:
 - reporting on whether or not local authority strategies, support and challenge for schools and other providers are effective in raising standards
 - identifying the weakest local authorities, providing challenge and support to elected members, senior leaders, school and other provision improvement staff as relevant, and those responsible for supporting governance in schools
 - explaining and discussing inspection findings with those whose work has been inspected
 - identifying precise actions to underpin recommendations
 - adjusting the focus of inspection to have the greatest impact
- be proportionate by:
 - inspecting where concerns are raised through inspection outcomes for individual schools and other providers, or groups of schools and other providers, or through other means
 - adjusting the frequency of inspection, having regard to any previous inspection outcomes and risk assessment
 - deploying resources where improvement is needed, or where inspection can add value
- focus on the needs of children and young people by:
 - drawing on the views of those that lead and manage the schools and other providers, to inform inspectors' judgements and the outcomes of inspection
 - taking account of relevant views expressed by users

- evaluating the extent to which local authorities foster an inclusive and aspirational environment, ensuring fair access to opportunity for education and training in schools and other providers that meets the needs of all pupils
- focus on the needs of local authorities by:
 - making use, as far as possible, of the existing data, documentation and systems of a local authority area and avoiding placing unnecessary burdens on them
 - taking account of any self-evaluation by the local authority
- be transparent and consistent by:
 - making clear and transparent judgements based on sound evidence
 - inspecting and reporting with integrity
 - having clear, brief evaluation criteria, procedures and guidance that are well understood by local authorities and other users and that are readily available
- be accountable by:
 - reporting the findings of inspection without fear or favour
 - publishing clear, accurate, timely letters that report independently on the effectiveness of the education functions of the local authority
 - gathering the views of schools and other stakeholders, and those who have a significant interest in the local authority, to inform inspection
- demonstrate value for money by:
 - targeting inspection resources and deploying them effectively and efficiently
 - evaluating the outcomes and processes of inspection and making improvements where necessary.

Inspection policy and principles

What is the statutory basis for the inspection?

5. The Education and Inspections Act 2006 makes provision for the Chief Inspector to inspect the overall performance by any local authority of particular functions that are within the Chief Inspector's remit.
6. This framework applies to all local authorities responsible for schools and other education providers in England who have a legal duty to promote high standards and fulfilment of potential in relation to their relevant education functions under section 136 of the Education and Inspections Act 2006.

The general duty for local authorities to promote high standards of education is set out under section 13A of the Education Act 1996, as follows:

'Duty to promote high standards and fulfilment of potential

(1) A [Local Authority] in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

(2) Subsection (1) applies to the following—

- (a) persons under the age of 20;
- (b) persons aged 20 or over but under 25 who are subject to learning difficulty assessment.

(5) In this section—

"education" and "training" have the same meanings as in section 15ZA;

"relevant education function", in relation to a [Local Authority] in England, means a function relating to the provision of education for—

- (a) persons of compulsory school age (whether at school or otherwise);
- (b) persons (whether at school or otherwise) who are over compulsory school age and to whom subsection (1) applies;
- (c) persons who are under compulsory school age and are registered as pupils at schools maintained by the authority;

"relevant training function" means a function relating to the provision of training.'

7. HMCI may inspect a local authority's education function at any time under section 136(1)(b) of the Education and Inspections Act 2006. This may happen, for example, where concerns are identified through the performance of individual schools and other providers or if Ofsted becomes aware of concerns about the standards of education of children and young people.
8. The reported findings of Ofsted's inspection may be of assistance to the Secretary of State in relation to his powers to effect swift improvement in the

local authority's exercise of its functions. The Secretary of State has powers to require HMCI to carry out an inspection of a local authority's education functions under s136(3).

What determines the timing of an inspection?

9. Ofsted does not intend to inspect all local authorities to a regular cycle or interval. Where inspections of schools or other providers, under either section 5 or section 8 of the Education Act 2005, raise concerns about the effectiveness of a local authority's education functions or where Ofsted becomes aware of other concerns, an inspection may be carried out.
10. In practice, this means that some local authorities may not be inspected at all, while others may be inspected more than once over a particular period.
11. HMCI may cause a local authority to be inspected, in relation to its support and challenge for schools and other providers, so that they improve, including where one or more of the following apply:
 - where the proportion of children who attend a good or better school, pupil referral unit and/or alternative provision is lower than that found nationally
 - where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement
 - where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
 - where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
 - where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
 - where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern
 - where the Secretary of State requires an inspection of local authority school improvement functions.
12. Notice of up to five days will normally be given and the purpose of the inspection, the powers under which it is carried out and the arrangements for reporting on the inspection will be sent in writing to the relevant local authority.

Who carries out the inspection?

13. All inspections will be led by Her Majesty's Inspectors (HMI), employed directly by Ofsted, with at least one other inspector. HMI may be accompanied by other HMI (including Senior HMI) or Additional Inspectors.

14. All inspectors undertake regular training to ensure that they are familiar with changes in inspection frameworks, inspection methodology and developments in educational practice.
15. An inspection team will normally comprise of two HMI irrespective of the size of the local authority. However, where circumstances dictate, the team may be larger although Ofsted will not use any more inspectors than is required and will always seek to minimise disruption to the local authority and stakeholders during inspection.
16. Ofsted will also quality assure inspections by visiting a sample of local authority inspections during fieldwork and reviewing a sample of letters reporting inspection findings.

What will be inspected?

17. Ofsted will inspect the effectiveness of local authority education functions in promoting improvement, high standards and the fulfilment of educational potential of children and young people in schools. Ofsted recognises that the configuration of school improvement functions will be diverse and relevant to local circumstances. Ofsted has no fixed view on the configuration of such functions, but will focus on their impact and effectiveness. In particular, Ofsted will evaluate:
 - the effectiveness of corporate and strategic leadership of school improvement
 - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
 - the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
 - the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority
 - the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - the extent to which the local authority brokers support for schools and other providers
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - support and challenge for school governance, where applicable
 - the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

What grading will inspectors use when making judgements?

18. Inspections are not universal and are likely to be carried out only where a concern has been identified or where HMCI has received a request to inspect from the Secretary of State. Ofsted will not use the overall effectiveness grade descriptors of outstanding, good, requires improvement or inadequate to evaluate and report the effectiveness of the local authority support and challenge for schools and other providers.
19. In judging the local authority's effectiveness, inspectors will evaluate the effectiveness of arrangements to support school improvement and identify the strengths and weaknesses of support and challenge for schools and other providers. The evaluation will take account of a local authority's statutory duties set out in section 13A of the Education Act 1996 and the key areas of focus as set out in paragraph 17 above, in so far as they are capable of being exercised.
20. In doing this, they consider all the evidence gathered to support the overarching judgement they will make on their effectiveness. Inspectors will consider and report on whether the arrangements are being exercised effectively or not. If it does not meet an acceptable standard, inspectors will consider whether or not the local authority requires re-inspection.

What happens during the inspection?

How many days do inspectors spend in the local authority?

21. Inspections do not normally last longer than five days, which in most cases will be consecutive. In some instances, inspections may be shorter, as concerns leading to the inspection and its circumstances will vary. In other instances, inspections may be extended in order to gather additional evidence.

How do inspectors use their time during the inspection?

22. Inspectors will spend their time gathering robust, first-hand evidence to inform their judgements. This will involve meeting with key leaders and other stakeholders, and scrutinising relevant written documentation and analysis of numerical and other data.

How is evidence recorded?

23. During the inspection, inspectors will gather, analyse and record evidence in an evidence notebook (EN) and note their judgements in a summary notebook (SN). Both notebooks are part of the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

How are judgements secured?

24. The lead inspector has responsibility for ensuring that judgements about the local authority are collectively agreed by the inspection team and based on the guidance contained in the inspection handbook and that they are supported convincingly by recorded evidence. Inspectors will identify the strengths and weaknesses of the local authority school improvement functions and what it must do to improve. Emerging findings will be discussed with the nominee/ senior officers at regular intervals and, where appropriate, other senior staff. The local authority will be given the opportunity to provide evidence, where it is relevant.
25. Final judgements will be made only when all evidence has been collected and considered. These judgements represent the corporate view of the inspection team. They will be subject to quality assurance before the report is published.

How do senior officers and senior staff engage in the inspection?

26. Inspection has the strongest impact on improvement when those inspected understand the evidence and findings that have led to the judgements and what it needs to do to improve. The lead inspector, therefore, will ensure that the senior officers and senior staff:
 - are kept up to date about the inspection
 - understand how the inspection team reaches its judgements
 - have opportunities to clarify how evidence is used to reach judgements
 - are given the opportunity to present evidence.
27. Senior officers will be invited to:
 - support the planning of the inspection
 - attend the formal inspection team meetings during the inspection
 - receive regular updates from the lead inspectorand, unless there are compelling reasons not to do so,
 - comment on the inspectors' recommendations to ensure that these are understood.
28. Participation in inspection activities, such as attendance at team meetings, will not be mandatory and senior officers/nominee may choose whether or not to accept.
29. The absence of the Director of Children's Services, or their equivalent, will not normally be grounds for the deferral of an inspection.

What is the code of conduct for inspectors?

30. Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct, which is set out below.

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or regulatory requirements
- base all evaluations on clear and robust evidence
- have no connection with the local authority that could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

31. When inspectors meet senior officers, elected members, school-based staff and governors or other stakeholders, every endeavour will be made to ensure that individuals and individual comments are not identified in the further exploration of issues or in the inspection report. However, there may be circumstances where it will not be possible to guarantee the anonymity of the interviewee, for example where a safeguarding issue is disclosed. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where serious misconduct or potential criminal activity is involved.

How should local authority staff engage with inspectors?

32. To ensure that inspection is productive and beneficial, it is important that inspectors and local authorities establish and maintain an appropriate working relationship based on courtesy and professional behaviour. Ofsted expects senior officers, elected members or other stakeholders to:

- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the local authority objectively against the inspection framework
- provide evidence that will enable the inspectors to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure that the health and safety of inspectors is not prejudiced while they are on local authority premises
- maintain a purposeful dialogue with the inspectors
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- understand the need for inspectors to secure evidence and talk to staff and stakeholders without the presence of a senior officer.

What feedback do inspectors give to local authority staff during the inspection?

33. Inspectors will offer oral feedback on emerging inspection findings to senior officers and elected members in order to promote improvement. Constructive dialogue is essential between inspectors and local authority staff and particularly between the lead inspector and the Chief Executive or Director of Children’s Services and/or her/his representatives.

How is the quality of inspection assured?

34. Ofsted monitors the quality of inspections through a range of formal processes. Some local authorities may be visited by an HMI to check the quality of the inspection. Their assessments are confidential to the inspectors. As part of quality assurance, a sample of inspection evidence bases will be evaluated.
35. In the rare event that an inspection and/or inspection letter report are judged by Ofsted to be seriously flawed, the local authority will be notified that the inspection is incomplete and that a further visit may be necessary, to make sure that enough evidence is gathered to make the inspection judgements secure.

What feedback is provided to the local authority?

36. Before leaving the inspection, the lead inspector must ensure that the local authority is clear:
- about the relative strengths and weaknesses of functions for supporting and challenging schools and other providers
 - that the main points provided orally in the feedback will be referred to in the text of the report letter subject to quality assurance

- about the procedures leading to the publication of the report letter
 - where relevant, about the implications of the local authority being deemed to require re-inspection
 - about what to do if there are complaints.
37. After the inspection team has reached its conclusions, the draft judgements will be presented and briefly explained to senior representatives of the local authority. In some instances, inspectors may need to return to the local authority to provide oral feedback if there remains a need to consider evidence further. While any oral feedback should be consistent with the inspection findings, all final judgements will be subject to moderation and quality assurance by senior Ofsted staff.

What happens after the inspection?

The written reporting arrangements

38. Ofsted will publish the inspection findings in letter form, setting out briefly the context of the inspection, the evidence gathered, any strengths and weaknesses and areas recommended for improvement. Letters will constitute an inspection report under section 137 of the Education and Inspections Act 2006.
39. Ofsted will offer local authorities the opportunity to make factual accuracy comments on the report in line with other inspection remit reports.
40. Local authorities will be required to respond with a written statement setting out what action it proposes to take in light of the report of inspectors' findings and setting out a timetable for those actions. The local authority must publish the letter report and action plan.
41. Where there is evidence that the local authority is not exercising its functions effectively, or does not have adequate capacity to support schools and other providers to improve, the inspection findings will report this to the Secretary of State and Ofsted may arrange for a further inspection.

When is the report letter issued?

42. The report is normally sent to a local authority within 20 working days of the end of the inspection, and published on Ofsted's website within 25 working days of the end of the inspection.

43. A copy of the report is sent to:⁴

- the Chief Executive of the local authority
- the Director of Children’s Services in the local authority (or their equivalent) and the lead elected member for Children’s Services in the local authority
- the Secretary of State
- other prescribed persons.

How do local authorities complain about their inspection or inspection report letter?

44. Any concerns that the local authority has about the inspection should be raised and, where possible, resolved with the lead inspector (and/or visiting inspector who is carrying out a quality assurance visit) during or as soon as possible after the inspection.
45. If it has not been possible to resolve concerns directly, then individuals or local authorities are able to lodge a formal complaint. The complaints procedures are available on Ofsted’s website.⁵

Review and evaluation

46. This framework, the accompanying handbook for inspection and other inspection instruments will be evaluated and reviewed at the end of 2013 as set out in Ofsted’s consultation report. The instruments will also be reviewed to ensure that the inspection process and methodology are aligned to any wider accountability systems.

⁴ Under sections 14(1) and 14(2) of the Education Act 2005 (as amended).

⁵ Complaints procedure: raising concerns and making complaints about Ofsted (130128), Ofsted, 2013; www.ofsted.gov.uk/resources/130128.

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A good education for all: inspection of local authority services

A report on the responses to consultation

This report sets out the outcomes of the consultation on the introduction of arrangements for the inspection of local authority arrangements for supporting school improvement from 1 June 2013.

If you would like a version of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

Age group: 0-19

Published: May 2013

Reference no: 130152



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Introduction

1. This report summarises the responses to Ofsted's consultation on the proposals for a new inspection of the local authority arrangements to support school improvement. Under Section 136 of the Education and Inspections Act 2006, Ofsted has powers to inspect particular functions that are carried out by a local authority. This includes inspection of the local authority's performance of its duties in relation to education and training. Her Majesty's Chief Inspector (HMCI) may inspect a local authority at any time, but must inspect when required to do so by the Secretary of State
2. HMCI's Annual Report 2011/12 acknowledges that the role of local authorities has reduced in terms of the direct control they have over schools, particularly if a school is no longer a local authority maintained school. However, local authorities retain statutory responsibilities, as set out in section 13A of the Education Act 1996, and a range of powers that they may use to drive school improvement.
3. Ofsted intends to introduce a sharply focused and targeted inspection framework that will evaluate the effectiveness and impact of arrangements to support school improvement, whatever their diversity, that are provided or secured by the local authority. Ofsted only intends to inspect where schools and other providers are not yet uniformly good or where they are not improving quickly enough.
4. Ofsted has consulted widely on six key questions that will underpin the new framework. Respondents were asked about the extent to which they agreed, or disagreed, with the following questions.
 - To what extent do you agree or disagree that targeted inspections, rather than universal inspections of all local authorities, is the right approach?
 - To what extent do you agree or disagree that the indicators that might be used to trigger an inspection (paragraph 10 of the consultation document) are appropriate?
 - To what extent do you agree or disagree that the inspection proposals in paragraphs 10 to 11 cover the right areas?
 - To what extent do you agree or disagree with our proposed inspection notice period?
 - We do not intend to use a four-point grading scale for judging the effectiveness of local authority school improvement services. We propose to evaluate strengths and weaknesses and arrive at a summary judgement of how effectively the functions are being exercised. To what extent do you agree or disagree that this is the right approach?
 - To what extent do you agree or disagree that we should publish the inspection report findings in a letter format?

5. The results of the consultation will help Ofsted to develop and implement a new framework from 1 June 2013. Ofsted aims to publish the new framework and accompanying guidance on 14 May 2013.

The consultation method

6. The consultation period ran from 5 February to 19 March 2013. Ofsted used a range of methods to consult with people. These included:
 - an online questionnaire available through Ofsted's website
 - a survey of parents on the Ofsted parents' panel
 - a survey of children and young people from Ofsted's children and young peoples' panel
 - a range of face-to-face events, including conferences, meetings and focus groups with key stakeholders.
7. Ofsted received 186 responses to the online questionnaire. These came from teachers and headteachers, school governors, parents, local authority employees and senior officers, organisations working closely with local authorities and school improvement functions, as well as representatives from local and national organisations, stakeholders and unions.
8. The parents' panel consultation attracted 259 responses and the children and young peoples' panel attracted 147. During the consultation period, Ofsted organised over 10 conferences, meetings and focus groups with external stakeholders, headteacher reference groups and local authority senior officers across the country to talk about the consultation proposals and to seek views.
9. These responses have been carefully collated and considered and this report reflects the results of all of the feedback we have received.

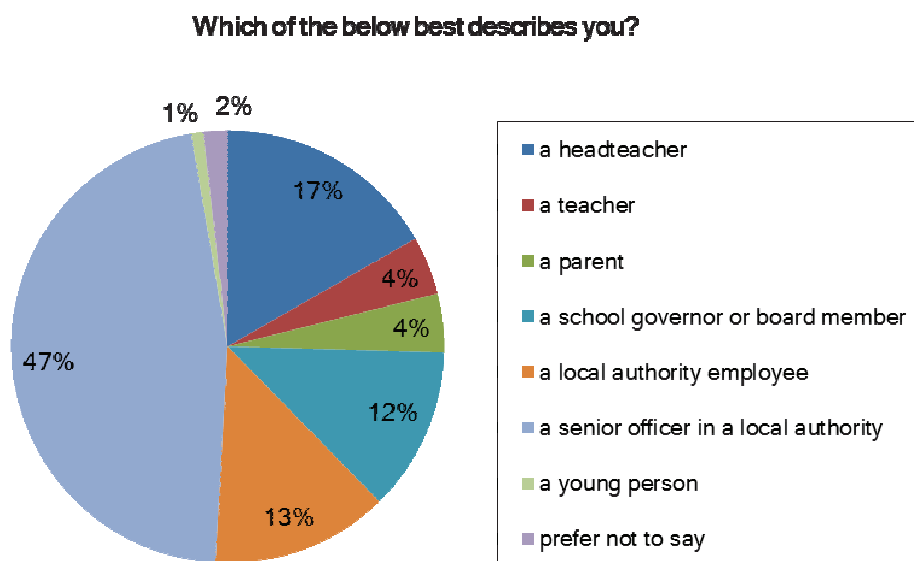
Summary of findings

10. Overall, the feedback received was positive. The majority of respondents agreed or strongly agreed with all the proposals for the inspection of arrangements put in place by local authorities to support school improvement.
11. Of the 186 responses to the online consultation, 65 were official responses from local authorities. The majority of local authorities support the inspection proposals and agree that scrutiny of the effectiveness of school improvement services in local authorities is an important process in ensuring a good education for all.
12. Face-to-face engagement with stakeholders also provided positive support for our proposals. Workshops held with local authority senior officers were very constructive, and the detailed comments they provided have helped to inform and develop the final inspection framework and handbook.

13. Two major stakeholders, the Society of Local Authority Chief Executives (SOLACE) and the Local Government Association (LGA), disagreed in principle with the notion of inspecting local authority school improvement services because of the increased autonomy given to schools. Ofsted met with SOLACE at different points during the consultation process to gather their feedback and views, and, while the views expressed have been carefully considered and noted, they do not accord with the generally supportive responses received from 65 local authorities and other major stakeholders, including the Association of Directors of Children's Services (ADCS). Ofsted intends to maintain regular communication and consider further helpful proposals such as the inclusion of local authority officers on inspection teams as 'current practitioners' and to develop further local authority survey work to help benchmark effective practice.
14. A significant number of responses highlighted the changing role of local authorities in a more autonomous and diverse school system and sought clarification on the expectations on local authorities in supporting and challenging non-maintained schools. This is a matter of government policy, which needs to be addressed by the Department for Education. However, the Secretary of State has made his expectations clear and issued guidance for local authorities in the way that local authorities should support schools, including through their role as strategic commissioners. This includes academies and free schools.
15. The National Deaf Children's Society (NDCS) submitted a significant volume of coordinated responses (just under 800) from individual parents who were encouraging Ofsted to include the inspection of services for vulnerable pupils as part of the proposed framework for inspection of local authority school improvement arrangements. Although Ofsted recognises that such services have a key role to play in protecting and supporting the interests of vulnerable pupils, Ofsted will not explicitly inspect local authorities' support for them as this is a bespoke inspection of school improvement arrangements. However, we will highlight any instance where a local authority's arrangements for supporting vulnerable pupils is seen to be helping or is detrimental to the effectiveness of, their support for school improvement in the inspection findings.
16. Additionally, the duties on local authorities as outlined in the Education and Inspections Act 2006 remain and are applicable to all schools. The proposals for the inspection of local authority school improvement services will include consideration of the support and challenge offered to all schools. Many respondents asked for greater detail on the inspection proposals. The consultation process has been particularly valuable in helping to shape the final and full inspection proposals. The feedback we have received has been used to develop the full inspection framework, guidance and instruments. These documents will add necessary detail and clarity to the proposals and are published alongside this report.

Findings in full

1. Respondents to the online consultation who identified themselves came from a range of roles. The largest group responding (47%) were senior officers in local authorities.



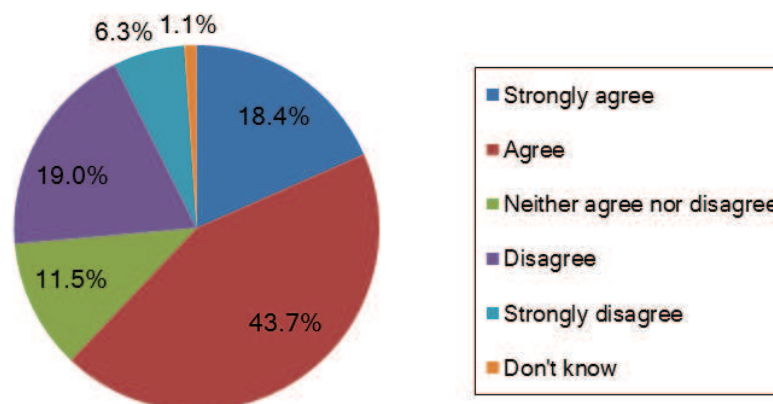
Based on 112 reponses

The detailed responses to each consultation question are set out below.

Q1. To what extent do you agree or disagree that targeted inspections, rather than universal inspections of all local authorities, is the right approach?

2. There was strong support for this proposal, with the majority (62% of responses) agreeing or strongly agreeing:

Q1. To what extent do you agree or disagree that targeted inspections, rather than universal inspections of all local authorities, is the right approach?



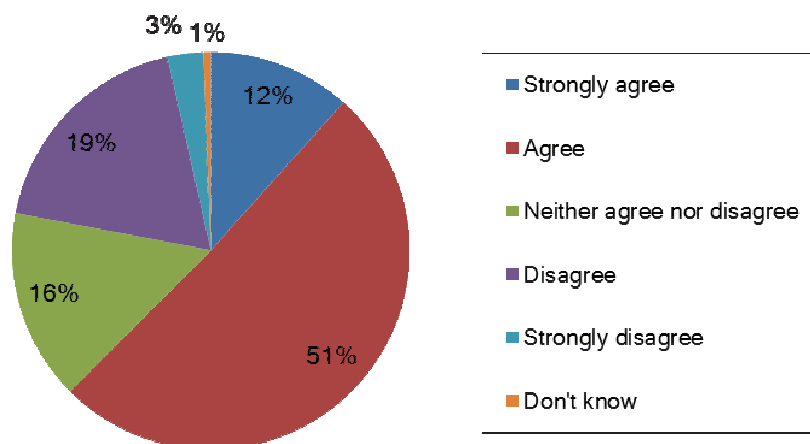
Based on 170 responses

3. Over half of those who responded to the online consultation (62%) agreed with targeted inspections, rather than a universal approach. These respondents felt that targeted inspections would focus resources on those who need it most and that this approach matches Ofsted's proportionate approach to school inspection. Conversely, the majority of children and young people's panel members were in favour of inspections for all local authorities. The question was worded differently for this group and 62% of respondents felt that Ofsted 'should try to inspect every local authority in England', rather than 'give most attention to local councils who are struggling'.
4. A common concern was that targeted inspection would not allow Ofsted to identify and share good practice across local authorities. To ensure that a balanced picture of local authority provision is gained, Ofsted will look to undertake regular surveys to identify and share good practice.
5. It is also expected that local authorities who are inspected will have strengths in particular areas of their work. The inspection methodology will expect inspectors to identify case study material from these strengths for wider dissemination, adding to the good practice survey resources that will be available.

Q2. To what extent do you agree or disagree that the indicators that might be used to trigger an inspection (paragraph 10 of the consultation document) are appropriate?

6. Again, the majority of those who responded to the online consultation (63%) supported the proposals for indicators which could trigger an inspection:

Q2. To what extent do you agree or disagree that the indicators that might be used to trigger an inspection (paragraph 10 of the consultation document) are appropriate?



Based on 169 responses

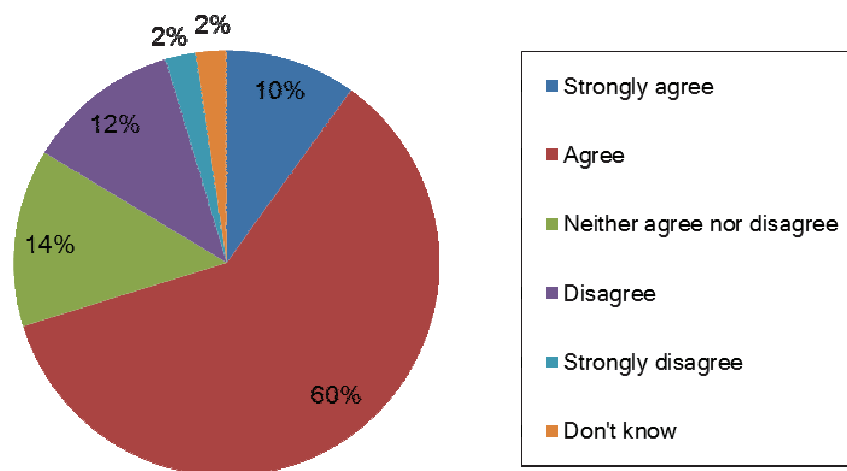
7. Over half of respondents to the online consultation agreed or strongly agreed with the proposals as set out in the consultation document. Support was consistent across different types of people and organisations responding to the consultation.
8. Many respondents asked for more clarity on the use of indicators. It is intended that Ofsted will draw on the indicators three times a year when selecting local authorities for inspection. Ofsted’s new regional structure also means that greater engagement with local authorities will enable Ofsted’s Regional Directors to draw on local knowledge and this will be considered alongside the data indicators when determining which local authorities to inspect.
9. Another common question raised was about the transparency of the indicators. The evidence and justification for the selection for inspection will be made available to the local authority at the point of announcing an inspection. We will also look to the possibility of regularly producing a dashboard of these indicators and sharing the data more widely, to aid self-evaluation.

10. Some respondents raised concerns about the inclusion of the Secretary of State's power to require Ofsted to undertake an inspection of a local authority as an indicator. The Secretary of State has the statutory powers to call for an inspection of any of a local authority's services. Ofsted must inspect the local authority specified when required to do so by the Secretary of State. This is clearly set out in Section 136(3) of the Education and Inspections Act 2006. Therefore this indicator will remain as part of the inspection framework.

Q3. To what extent do you agree or disagree that the inspection proposals in paragraphs 10 to 11 cover the right areas?

11. Those who responded online were in favour (70%) of the proposals as set out in the framework. Again, there was no significant difference across different groups and people.

Q3. To what extent do you agree or disagree that the inspection proposals in paragraphs 10 to 11 cover the right areas?



Based on 167 responses

12. Responses from the parents' and children and young peoples' panels were also supportive, with 82% and 94%, respectively agreeing or strongly agreeing.

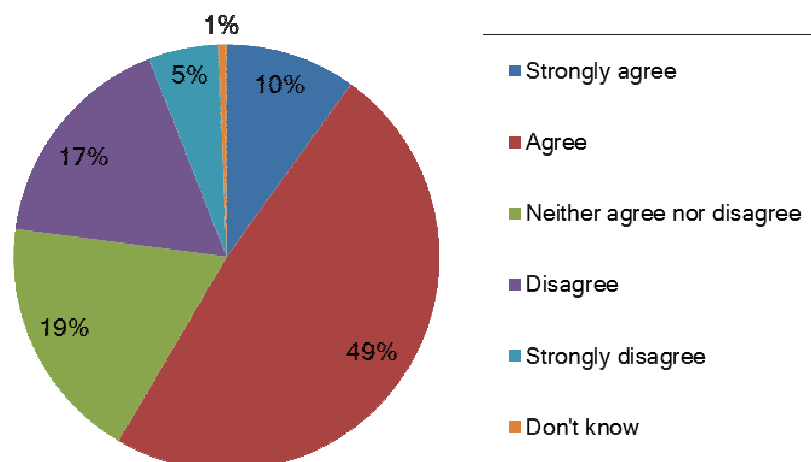
13. The inspection proposals as outlined in the framework apply to all schools. The inspection framework will seek to evaluate the extent to which the arrangements for supporting school improvement are effective, taking into account local circumstances and context. At the commencement of the inspection, local authorities will be given the opportunity to provide contextual information that will be considered by inspectors as part of the evidence base.

14. A number of those who responded to the consultation raised queries about the inspection of additional services local authorities offer, including their role in supporting groups of vulnerable children. Additional services will not be inspected discretely, but will be accommodated in the general evaluation of how well the local authority knows its schools and what it does to monitor, challenge, support and intervene in order to target resources where improvement is necessary. If the impact of those services is helpful or detrimental to improving outcomes, they will be highlighted as part of the inspection findings. Ofsted will review these areas before the end of 2013 in light of experience.

Q4. To what extent do you agree or disagree with our proposed inspection notice period?

15. The majority of those who responded to the online consultation (59%) agreed with the proposed inspection notice period of five days:

Q4. To what extent do you agree or disagree with our proposed inspection notice period?



Based on 167 responses

16. Over half of responses agreed or strongly agreed with the proposed inspection notice period. Many respondents recognised that five days would be required to make all the necessary inspection arrangements.

17. While there was little difference between the groups who responded to the online consultation, the responses from the parents' and children and young peoples' panels were very different to this question. The parents' panel reached no majority opinion, with 44% agreeing and 45% disagreeing. The children and

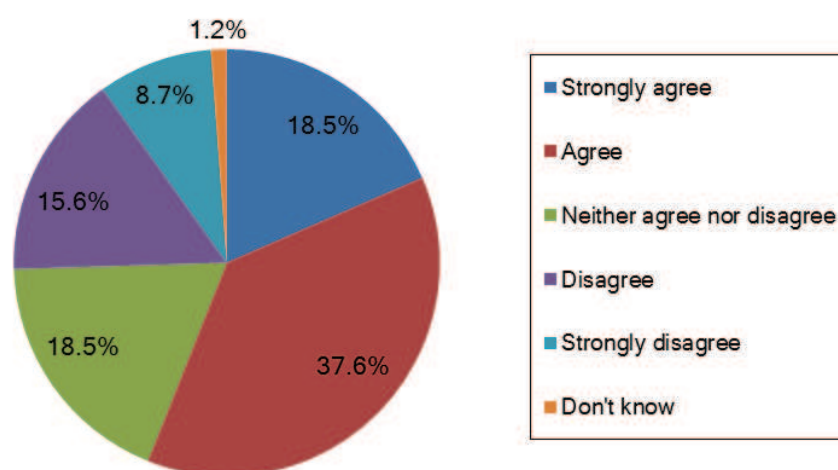
young peoples’ panel tended to disagree, with 72% of responses falling into this category.

18. Those who disagreed with this question had varying opinions about the inspection notice period that should be given. Some felt that more time was needed to ensure that all key staff were available at the point of inspection and others felt that a shorter notice period, comparable with that given to schools, would be preferred.
19. Recognising the arrangements that need to be made ahead of an inspection commencing, we intend to retain the five day notice period. We will always endeavour to give five days’ notice of an inspection. Any instance where notice is less than this will be subject to the availability of local authority representatives in receiving requests.

Q5. We do not intend to use a four-point grading scale for judging the effectiveness of local authority school improvement services. We propose to evaluate strengths and weaknesses and arrive at a summary judgement of how effectively the functions are being exercised. To what extent do you agree or disagree that this is the right approach?

20. Responses to this question were marginally positive, with 57% of those who responded online agreeing or strongly agreeing with the proposal:

We do not intend to use a four-point grading scale for judging the effectiveness of local authority school improvement services. To what extent do you agree or disagree that this is the right approach?



Based on 169 responses

21. Similarly, 55% of parents’ panel respondents and 62% of children and young peoples’ panel respondents agreed with the proposal. There were fewer

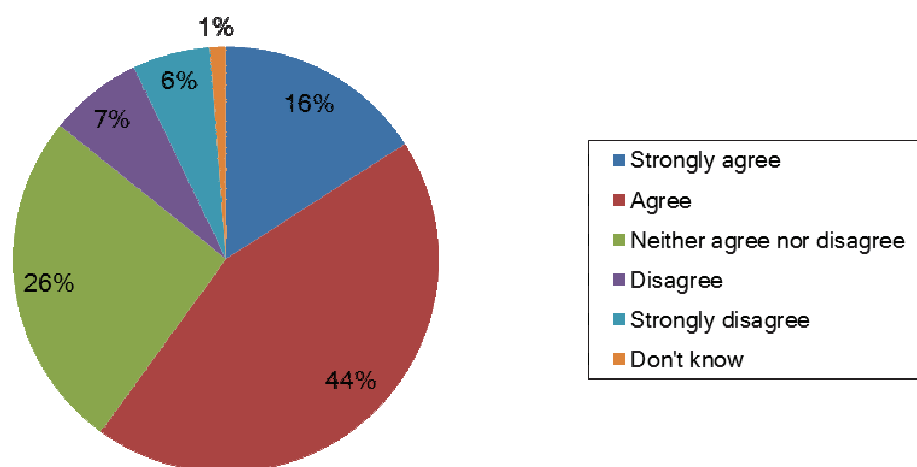
responses to this question than to others, and 33% of the parents' panel and 23% of the children and young peoples' panel representatives neither agreed or disagreed.

- 22. Those who disagreed with this question felt that the four-point scale was recognisable and allowed for easy comparison, as well as being consistent with other inspection frameworks.
- 23. While we have carefully noted these points, we believe that the four-point scale is not appropriate at this point as Ofsted does not have a duty, or intent, to inspect all local authorities to a regular cycle. Additionally, Ofsted will not be inspecting the full range of local authority services, only their arrangements for supporting school improvement. We therefore feel that a summary judgement of their effectiveness or otherwise in securing school improvement is more appropriate than using the four-point scale. However, Ofsted will review the process and methodology of inspection following the remit's implementation by the end of 2013 and consider whether a four-point scale would be better serve the reporting arrangements.

Q6. To what extent do you agree or disagree that we should publish the inspection report findings in a letter format?

- 24. The majority of those who responded online, 60%, agreed with this proposal. Just over a quarter of these respondents did not express an opinion on this proposal, with 26% neither agreeing or disagreeing.

Q6. To what extent do you agree or disagree that we should publish the inspection report findings in a letter format?



Based on 166 responses

25. The parents' panel and children and young peoples' panel showed stronger support for this proposal, with 84% and 90%, respectively, tending to agree.
26. Those who provided comments felt that the inspection findings should give sufficient detail on the strengths, weaknesses and areas for improvement for the local authority inspected. It is Ofsted's intention to publish these findings in a letter report that will clearly explain these details.

The way forward

27. We are grateful to all those who responded to the consultation. The views expressed highlighted many areas where respondents are content with the proposals, but also some important concerns that we have considered carefully. These have been valuable in helping us to develop the proposals. We aim to publish our revised inspection framework, handbook and inspection instruments alongside this report.
28. In order to help clarify the position around academies and other non-maintained schools, the references to schools throughout the framework will be amended to 'all schools'. Local authorities who are unclear about their role in supporting non-maintained schools should refer to guidance from the Department for Education. Ofsted will consider all schools when assessing the indicators which determine an inspection, as well as during the inspection, as set out in the framework but will take account of the circumstances of the schools and of the local authority.
29. To respond to concerns around clarity of the inspection process and proposals, we intend to rename the inspection framework to 'Framework for the inspection of local authority arrangements for supporting school improvement'. We hope this will make it clear that inspection will consider the effectiveness of the arrangements local authorities have in place to support school improvement, and that it is not a full inspection of local authority services in relation to schools. The terms 'functions' and 'services' will be amended to 'arrangements' where appropriate throughout the framework to reiterate this point. This change will also acknowledge that the configuration and provision of arrangements for supporting school improvement are now very diverse across England's local authorities.
30. Ofsted will not explicitly inspect local authorities' support for vulnerable pupils as this is a bespoke inspection of school improvement arrangements. However, any instance where a local authority's arrangements for supporting vulnerable pupils is seen to be helping, or detrimental to the effectiveness of, their support for school improvement will be highlighted in the inspection findings. References to pupils and groups will be amended to 'all pupils' throughout the framework to ensure clarity about the local authorities' role in supporting all pupils, including vulnerable groups.
31. In response to queries raised around the indicators that determine inspection, the revised framework will clearly state that the indicators for the selection of local

authorities for inspection will be considered alongside contextual insight from Ofsted's Regional Directors.

32. We recognise the need to ensure that examples of good practice are gathered alongside the targeted inspection so that a full balanced picture of provision can be gained. We will be publishing a good practice survey report alongside this consultation and will look further into ways of gathering and sharing good practice in the future.

Annex A – Local authorities and stakeholder organisations who responded to the consultation

The following local authorities submitted responses to the online consultation:

Blackburn with Darwen Borough Council	London Borough of Redbridge
Bracknell Forest Council	London Borough of Tower Hamlets
Bristol City Council	Luton Borough Council
Buckinghamshire County Council, Children & Young People Services	Merton LA
Bury Council	Milton Keynes Council
Calderdale Local Authority	Newcastle City Council
Cambridgeshire County Council	North Somerset Local Authority
Cheshire East Council	Northamptonshire County Council
Children & Younger Adults Department, Matlock	Oxfordshire County Council
City of York Council	Peterborough City Council
Cornwall Council	Rotherham Local Authority
Coventry Local Authority	Sandwell Metropolitan Borough Council
Devon County Council	Sheffield City Council
Durham County Council	Shropshire Council
East Sussex County Council	Somerset County Council
EducationKingston (R.B. Kingston Upon Thames)	South Tyneside Council
Essex County Council	Southampton City Council
Harrow Council, London	Southend on Sea Borough Council
Kent County Council	Southwark Local Authority
Knowsley Council	Staffordshire County Council
Lancashire County Council	Suffolk County Councils
Leicester City Council	Sunderland Local Authority
Leicestershire Children and Young People's Service	Surrey County Council
Lewisham	Surrey's Secondary Phase Council
Lincolnshire County Council	Swindon Borough Council
London Borough of Barking and Dagenham	Thurrock Council
London Borough of Barnet	Trafford local authority

London Borough of Bromley	Wakefield Metropolitan District Council
London Borough of camden	Wandsworth Borough Council
London Borough of camden	Warrington Borough Council
London Borough of Croydon	West Sussex County Council
London Borough of Enfield	Wolverhampton City Council
London Borough of Islington	Worcestershire Local Authority

The following stakeholder organisation submitted responses to the online consultation:

AMiE (Association of Managers in Education)	NAHT
Aspect Group of Prospect	NASUWT
Association of Christian Teachers	National Foundation for Educational Research (NFER)
Association of Directors of Children's Services (ADCS)	National Governors' Association
Association of School and College Leaders	National Sensory Impairment Partnership (NatSIP)
BATOD, British Association of Teachers of the Deaf	National Union of Teachers
BeLGBT Bedfordshires LGBT community voice	NDCS policy and campaigns team
Best Practice Network	Norfolk Children's Services
CfBT Education Trust	Royal National Institute of Blind People (RNIB)
Chartered Institute of Library and Information Professionals	School Councils UK
Chartered Institute of Library and Information Professionals	Scope
Cheshire East Association of Primary Headteachers	SOLACE
Children and Young People's Mental Health Coalition	South West Heads of School Improvement Network
Children, Young People and Families team that will be part of Public Health England from 1 April 2013	Stonewall
Children's Services- School Improvement Division	Surrey Governors' Association
Cumbria County Council and partners from the Cumbrian Alliance of System Leaders	The Association of Teachers and Lecturers
Edyourself, independent home education consultancy	The Children's Society

Home Education Advisory Service + Fiona Nicholson & Tricia Farey	The County Councils Network
Home Education Consultancy http://edyourself.org/	The Dyslexia-SpLD Trust
London Assistant Directors and Heads of School Improvement	Tribal Inspections, Quality Review and Evaluation
London Council	Voice the Union for Education Professionals
London network of LA school improvement advisers	West Midlands Councils
Mick Seller Education Ltd	YoungMinds

Open Report on behalf of David O'Connor, Executive Director Performance and Governance

Report to:	Children and Young People Scrutiny Committee
Date:	6 September 2013
Subject:	Children and Young People Scrutiny Committee Work Programme 2013/14

Summary:

This item enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year.

Actions Required:

- (1) To comment and agree on the content of the work programme, as set out in Appendix A to this report.
- (2) To note the content of the Children's Services Forward Plan, as set out in Appendix B to this report.

1. Background

Current Work Programme

At every meeting of the Committee, Members are invited to consider their future Work Programme and to agree on items to be included in the Work Programme. The current work programme for the Committee is attached at Appendix A to this report.

Forward Plan

Also attached at Appendix B for the Committee's consideration is a list of the intended decisions of the Executive or Executive Councillor for Adult Care and Health Services, Children's Services, which fall within the remit of the Children and Young People Scrutiny Committee.

Scrutiny Activity Definitions

Set out below are the definitions used to describe the types of scrutiny, relating to the items:

Budget Scrutiny - The Committee is scrutinising the previous year's budget, the current year's budget or proposals for the future year's budget.

Pre-Decision Scrutiny - The Committee is scrutinising a proposal, prior to a decision on the proposal by the Executive, the Executive Councillor or a senior officer.

Performance Scrutiny - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

Policy Development - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

Consultation - The Committee is responding to (or making arrangements to respond to) a consultation, either formally or informally. This includes pre-consultation engagement.

Status Report - The Committee is considering a topic for the first time where a specific issue has been raised or members wish to gain a greater understanding.

Update Report - The Committee is scrutinising an item following earlier consideration.

Scrutiny Review Activity - This includes discussion on possible scrutiny review items; finalising the scoping for the review; monitoring or interim reports; approval of the final report; and the response to the report.

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Children and Young People Scrutiny Committee Work Programme
Appendix B	Children's Services Forward Plan

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 Tracy Johnson, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk .

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Theme: “That every child, in every part of the county should achieve their potential”

Chairman: Councillor John Hough

Vice Chairman: Councillor Bob Adams

6 September 2013		
Item	Contributor	Purpose
School Funding Reform: Findings from the Review of 2013/14 & Arrangements and changes for 2014/15	Tony Warnock Head of Finance – Children’s and Specialist Services	Consultation
Relationships with Academies	Tim Culpin Head of School Improvement	Status Report
Strategic Priorities for 16 – 19 (25) education and training for 2014/15	Maggie Freeman Head of Service 11-19	Pre-Decision Scrutiny (Executive Decision on 1 October 2013)
Theme Performance: Quarter 1	Debbie Barnes Director of Children's Services	Performance Scrutiny
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of Panel	Update Report

18 October 2013		
Item	Contributor	Purpose
Proposal for a new primary academy in Gainsborough (submission to Secretary of State of results and evaluation process to identify an operator)	Michelle Andrews Interim Head of Property and Technology Management	Pre-Decision Scrutiny (Executive Councillor Decision on 31 October 2013)
School Funding Reform: Findings from the Review of 2013/14 & Arrangements and changes for 2014/15	Tony Warnock	Pre-Decision Scrutiny (Executive Councillor Decision on 30 October 2013)
Youth Housing Strategy	Phil Taylor Lincolnshire Youth Housing Coordinator	Pre-Decision Scrutiny (Executive Councillor on 22 October 2013)
Frontline Social Workers and Safeguarding – Proposal for a Review	Tracy Johnson Scrutiny Officer Janice Spencer Assistant Director	Scrutiny Review Activity
School Admissions and Exclusions in Lincolnshire	Keith Batty Assistant Director	Scrutiny Review Activity

18 October 2013		
Item	Contributor	Purpose
Action Plan – First Monitoring Update, including synopsis of “Always Someone Else’s Problem” - Office of the Children’s Commissioner’s Report on Illegal Exclusions	CfBT Education Services	
Narrowing the Attainment Gap (including vulnerable learners)	Maggie Freeman Tim Culpin	Status Report
Sufficiency of School Places	Matt Clayton School Organisation Planning Manager	Status Report
Youth Offer	Stuart Carlton Assistant Director	Update Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Pat O'Connor Chairman of Scrutiny Sub-Group	Update Report
Support and Aspiration for Children with Special Educational Needs	Gary Nixon Head of Service Additional Needs Sheridan Dodsworth Head of Service Children with Disabilities	Status Report

29 November 2013		
Item	Contributor	Purpose
Theme Performance: Quarter 2	Debbie Barnes	Performance Scrutiny
Feedback from Members' Visits to Children's Centres	Stuart Carlton	Status Report
Current Transport Policy (including Post 16)	David Robinson School Services Manager	Status Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Pat O'Connor	Update Report
Corporate Parenting Panel Update	Cllr David Brailsford	Update Report

10 January 2014		
Item	Contributor	Purpose
Children’s Services Budget 2013/2014 and 2014/15	Debbie Barnes	Budget Scrutiny
Child Poverty Strategy and Action Plan Update	TBC	Update Report
Early Help Strategy	Stuart Carlton	Status Report

10 January 2014		
Item	Contributor	Purpose
Collaborative Partnerships for sustaining small and medium sized primary schools in Lincolnshire - Update	Tim Culpin	Update Report

7 March 2014		
Item	Contributor	Purpose
Theme Performance: Quarter 3	Debbie Barnes	Performance Scrutiny
Families Working Together	Stuart Carlton Jo Kavanagh Lincolnshire's Troubled Families Co-ordinator/ Head of Service Youth Offending	Update Report
Lincolnshire Public Health Annual Report 2012 – Progress against recommendations on Childhood Obesity	Dr Tony Hill Director of Public Health	Status Report
Child and Adolescent Mental Health Services (CAMHS) – Tier 2 Update	Stuart Carlton Charlotte Gray Commissioning Officer	Update Report
Early Education Offer for 2 Years Old Living in Disadvantaged Communities	Steph Douglas Head of Service Birth to Five	Status Report

25 April 2014		
Item	Contributor	Purpose
Community Access to School Facilities – Interim report	Keith Batty	Update Report
Opportunities for Young People Post 16	Maggie Freeman	Status Report

13 June 2014		
Item	Contributor	Purpose
Theme Performance: Quarter 4	Debbie Barnes	Performance Scrutiny
Policy on Support and Aspiration for Children with Special Educational Needs	Gary Nixon Sheridan Dodsworth	Consultation

25 July 2014		
Item	Contributor	Purpose
Policy on Support and Aspiration for Children with Special Educational Needs	Gary Nixon Sheridan Dodsworth	Pre-Decision Scrutiny
Strategies for Recruiting Qualified and Experienced Social Workers	Janice Spencer Assistant Director	Status Report

Items to be Scheduled

- Strengthening partnerships between Diocesan church school providers and LA providers for education (2014)
- Stamford Endowed Schools Scholarship Tapering- Interim (4th Year) Review – May 2015

Theme Outcomes

The Children and Young People Scrutiny Committee is aligned to the five principles set out in the Children and Young People's Plan 2012-2015:

- 1. Early Intervention and Prevention**
 - Strong universal services, providing early action and intensive support to vulnerable children and young people.
- 2. Safeguarding and Best Start in Life**
 - Ensuring children are safe in every environment.
 - Encouraging community responsibility for safeguarding.
- 3. Aspiration and Well Being**
 - Ensuring all those working with children champion the importance of aspiration.
 - Develop self-esteem, self-belief and resilience in all children, young people and their families.
- 4. Learning and Achievement**
 - All children being the best that they can be.
 - Closing the gap between vulnerable groups and children living in disadvantaged communities.
- 5. Best Use of Resources**
 - Integrating delivery with a focus on outcomes, life chances and opportunities.
 - Effective use of resources to provide better services locally.
 - Empower communities, creating opportunities for them to engage.

For more information about the work of this Committee please contact Tracy Johnson, Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 2 SEPTEMBER 2013

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
1005448 New!	Strategic Priorities for 16-19 (25) education and training for 2014/15	1 October 2013	Executive	Children and Young People Scrutiny Committee, 14-19 Strategic Partnership	Report	Head of Service 14-19 E-mail: maggie.freeman@lincolnshire.gov.uk Tel: 07826 873167	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions
1005453 New!	Adoption of Lincolnshire Youth Housing Strategy	22 October 2013	Executive Councillor: Adult Care and Health Services, Children's Services	Young people, Children and Young People Scrutiny Committee, Children and Young People's Strategic Partnership, Lincolnshire Safeguarding Children's Board, Lincolnshire Homeless Strategy Group, Young People's Supported Accommodation, providers and the Children's Services teams	Report	Youth Housing Coordinator E-mail: phil.taylor@lincolnshire.gov.uk Tel: 07775 026264	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	All Divisions
1005426 New!	Changes to the funding formula for county schools	30 October 2013	Executive Councillor: Adult Care and Health Services, Children's Services	All schools, Lincolnshire Schools' Forum and the Children and Young People Scrutiny Committee	Report	Head of Finance (Children's and Specialist Services) E-mail: tony.warnock@lincolnshire.gov.uk Tel: 01522 553250	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions

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