



County Offices
Newland
Lincoln
LN1 1YL

20 November 2014

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 28 November 2014 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in black ink, appearing to be "Tony McArdle", written over a horizontal line.

Tony McArdle
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(18 Members of the Council and 5 Added Members)

Councillors J D Hough (Chairman), B Adams (Vice-Chairman), W J Aron, Mrs J Brockway, J P Churchill, S R Dodds, A G Hagues, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, R Wootten, Mrs S M Wray and 1 Lincolnshire Independents Vacancy

Added Members

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

Parent Governor Representatives: Mr C V Miller and Mrs E Olivier-Townrow

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 28 NOVEMBER 2014**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting held on 24 October 2014	5 - 14
4	Physical Education (PE), School Sport and Physical Activity <i>(To receive a report which provides the Committee with an update on how the participation of children and young people in Physical Education (PE), school sport and physical activity is being sustained and enhanced in light of increasing childhood obesity and the Olympic/Paralympic Legacy)</i>	15 - 134
5	School Improvement Offer - Tackling School Performance & Closing the Gap <i>(To receive a report which sets out the Lincolnshire School Improvement Offer for 2014-2015 and details the roles of both Lincolnshire County Council and CfBT in the delivery of that offer)</i>	135 - 138
6	Lincolnshire Safeguarding Boards Scrutiny Sub-Group - Update <i>(To receive a report which enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters)</i>	139 - 146
7	Performance - Quarter 2 2014/15 <i>(To receive a report which provides key performance information for Quarter 2 2014/15 that is relevant to the work of the Children and Young People Scrutiny Committee)</i>	147 - 204
8	School Improvement - Proposal for a Working Group <i>(To receive a report which sets out a proposal to establish a working group to contribute to the work being undertaken by officers on the future school improvement offer)</i>	205 - 206
9	School Funding Arrangements 2015/16 <i>(To receive a report which provides the Committee with information in relation to School Funding Arrangements for 2015/16)</i>	To Follow
10	Improving employment and skills in Lincolnshire's growing business sectors <i>(To receive a report which explains the range of skills funding available and also shows the need to fill vacancies as the County's economy grows)</i>	207 - 214

11 Children and Young People Scrutiny Committee Work Programme 2015

215 - 222

(To receive a report which enables the Children and Young People Scrutiny Committee to consider its work programme for the coming year)

Democratic Services Officer Contact Details

Name: **Rachel Wilson**

Direct Dial **01522 552107**

E Mail Address rachel.wilson@lincolnshire.gov.uk

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

- Business of the meeting
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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
24 OCTOBER 2014**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors B Adams (Vice-Chairman), W J Aron, Mrs J Brockway, S R Dodds, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, R Wootten, Mrs S M Wray and C L Strange

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

Parent Governor Representatives: Mrs E Olivier-Townrow

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

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Stuart Carlton (Assistant Director Children's Early Help), Andrew McLean (Service Manager Commissioning), John O'Connor (Service Manager Education Support), Tracy Johnson (Scrutiny Officer), Rachel Wilson (Democratic Services Officer), Lynn Brammer (Interim Commissioning Team Manager), Caroline Mogg (CSE Co-ordinator) and Andrew Morris (LSCB Business Manager)

38 ANNOUNCEMENTS

The Chairman welcomed Carolyn Spray, the deputy lead inspector from the Ofsted inspection, who was in attendance to observe the agenda item in relation to item on the Frontline Social Workers and Safeguarding: A Review by the Children and Young People Scrutiny Committee.

The Chairman also informed the Committee of the recent death of Councillor John Hicks, who had been a member of this Committee since his election in June 2009. The Chairman paid tribute to the work of Councillor Hicks over the years and his dedication in supporting Children and Young People, and asked that the Committee stand for a minute's silence in memory of Councillor Hicks.

The Committee held a one minute silence in memory of Councillor Hicks.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014**39 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillor J P Churchill, Mr C V Miller (Parent Governor Representative) and Mrs G Wright (Church Representative).

The Chief Executive reported that under the Local Government (Committees and Political Groups) Regulations 1990, he had appointed Councillor C L Strange to the Committee, in place of Councillor J P Churchill, for this meeting only.

40 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest at this point in the meeting.

41 MINUTES OF THE MEETING HELD ON 12 SEPTEMBER 2014

RESOLVED

That the minutes of the meeting held on 12 September 2014 be signed by the Chairman as a correct record subject to a number of corrections in the attendance.

42 FRONTLINE SOCIAL WORKERS AND SAFEGUARDING: A REVIEW BY
THE CHILDREN AND YOUNG SCRUTINY COMMITTEE

Consideration was given to a report which provided the Committee with an opportunity to consider the Executive Response and action plan arising from the recommendations of the Frontline Social Workers and Safeguarding Task and Finish group.

The Executive Councillor for Adult Care and Health Services, Children's Services was in attendance to present the Executive Response and action plan to the Committee. Members were reminded that the final report of the Task and Finish Group had been presented to the Executive at its meeting on 1 July 2014, where it was commented that this had been a good piece of work. The Executive Councillor commented that she was really pleased with the report and review which had been done. In terms of the recommendations, some had already been completed and some were still ongoing. It was commented that the work which had been done provided a good reflection of what the frontline was like.

It was reported that the vast majority of recommendations had been accepted in full. However, it was noted that there had been a couple of recommendations which were only partially accepted as they were in relation to things that the Council could only influence partners to act on, rather than requiring them to act on the recommendations.

Each recommendation was discussed and comments and issues raised in relation to each recommendation were as follows:

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014

Recommendation 1

- There was a need to strengthen the wording in order to provide assurance that the recommendation would be acted upon and managed correctly;
- A survey would be undertaken with parents to ensure that the information was being received;
- There were no financial implications from this recommendation. However, it was noted that an additional £400,000 of funding had been received to recruit more social workers;
- The budget for 2015/16 would be considered at a future meeting of this Committee, but safeguarding children would continue to be a priority for the Authority, and would be protected from cuts;

Recommendation 2 & 3

- A Member commented that they had attended some very good sessions on adoption and corporate parenting, and would like some more information in relation to neglect. It was queried whether the training on neglect could be extended to Councillors;
- Queries were raised regarding the amount of 'in service' training which was received and it was confirmed that social workers were required to undertake a specified number of days' training every year;
- Concerns were raised in relation to teachers responsible for Looked After Children, as they had reported that they had found it difficult to contact social workers due to sickness absence. It was noted that it was important to look at what people were reporting and test perception against reality. Members were advised that the sickness rates in this area were much lower than in other areas of the Council;
- There were approximately 400 Looked After Children registered with the Authority, and another 400 Looked After Children who had been placed in Lincolnshire from other authorities;
- There was a comprehensive training programme for social workers, and there was an expectation that they would continue to access training and development;
- Any issues that needed to be escalated should be sent to the Executive Director;
- All frontline staff would receive training on neglect, and this would be monitored through the appraisals process and professional development. It would be ensured that staff accessed training which was appropriate and timely to their role. It was noted that the training would be available to all staff, but it would be prioritised for some areas. It was agreed that the wording would be strengthened to make it more explicit that that this training would be part of the core training for frontline staff;
- There was a need to look at both international and national best practice in relation to neglect;
- It was requested that the neglect strategy be brought to a future meeting of this Committee for consideration;

Recommendation 4

- It was queried whether the Closing the Gap conference was the best place for this to be considered, and whether it would reach the desired range of people. Members were assured that this was not just about a one off conference, but

that the format of Head Teachers briefings had changed and were also used as an opportunity to share best practice. It was also noted that previous conferences had been very well attended;

Recommendation 5

- There was a need to recognise the importance of writing to schools, and this would be followed up at Head Teacher briefings. It was also noted that this would be included in the action plan;
- It was requested whether members would be able to see a sample of the letter, as there was interest in how this would be delivered in schools;
- It could be helpful to look at examples of good practice and try and work them into headteacher briefings;

Recommendation 6

- Work was ongoing with partners in relation to capturing the voice of the child. It was noted that the recommendation was about encouraging partners to continue to work on this;
- It was felt that it was not explicit enough in the action that signs of safety briefings were about capturing the voice of the child, and it was commented that the authority was under-selling what it actually did;
- There was a need to ensure that good practice was carried out throughout the system;
- Members were advised that the wording of the action could be amended to make the methodology that supports capturing the voice of the child more explicit. It was also noted that the authority had been awarded funding as part of an innovation bid to implement signs of safety, and so Lincolnshire would be part of a national programme;

Recommendation 7

- The SAFE hub was located at Grantham as that's where the police headquarters was located, and it was also quite a central location. It was not located there in response to any problem profile;
- Staff being co-located and working together had benefits in terms of best practice;
- There was equal responsibility for funding, as the Grantham Hub was based in Police premises and the Lincoln hub was located in county council premises. Neither organisation wanted finance to be a barrier to this;
- Members hoped that the benefits would be replicated throughout the county;

Recommendation 8

- No further comments to add;

Recommendation 9

- It was queried whether it would be possible for the Terms of Reference of Support Panels to be circulated to the members of the Committee. The Executive Director was happy to share this information, but it needed to be noted that the changes were about enhancing the purpose and function of support panels, rather than a fundamental change;
- The majority of Task and Finish Group members attended at least one Support Panel;

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014

Recommendation 10

- It was commented that this was a robust action, but members would like to see some data on this action, such as how many staff had accessed the training;
- There was a need to ensure training for all new staff at the Customer Service Centre (CSC). It was reported that all Children's Services CSC Staff were specifically trained to answer calls in relation to Children's Services, and unlike other CSC staff did not move around to provide cover in other areas;
- There would be no changes to the training provided unless approved by Children's Services DMT following the transfer of service to Serco;

Recommendation 11

- There was a whole raft of measures underway to improve the recruitment and retention of frontline social workers;
- There was beginning to be a move away from 'growing our own' as it was thought there were better and more effective ways of recruiting. Officers were looking at opportunities for working with other universities in the region;

Recommendation 12

- In the East Midlands, officers were working with innovation fund money to carry out work into encouraging more social workers;
- Vacancy rates were tracked, and for Lincolnshire, were quite low. However, it should be noted that since the additional money had been provided for recruitment of more social workers, the vacancy rate would rise as the authority would be seeking to increase the number of social workers that it employed. This work to increase recruitment was now underway;
- This review had quashed the myth that social workers were not supported in their work;
- There was an underlying concern that the degree courses offered by universities bore little relation to the work that qualified social workers were asked to carry out. It was noted that the practice placements were a key aspect of the course;
- Part of the strategy was to go out to work with other universities. However, there was a national debate over the quality of social work courses;
- Alternative universities were being explored to determine what they offered in terms of work placements;

Recommendation 13

- This referred to the reports which were written by the social workers in relation to a child;
- Action was already being taken in relation to this recommendation, and it may be revisited in a year or two to determine whether it was having the desired effect;

Recommendation 14 & 15

- No further comments;

Recommendation 16 & 17

- Implementation of this recommendation was still on scheduled for April 2015;
- Mobile technology should be available to all frontline staff from April 2015;
- It was requested whether a report relating to the trials could be brought to this Committee for information;

6

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

24 OCTOBER 2014

- Remote technology was key to being able to work more effectively and efficiently;
- It was suggested whether 2/3 members of the Committee would like to speak with frontline staff in the future and then report back to the Committee.

RESOLVED

1. That the Executive response and action plan be received;
2. That the first monitoring update on the action plan be brought to the 24 April 2015 meeting.

43 SCHOOL ADMISSIONS AND EXCLUSIONS IN LINCOLNSHIRE

Consideration was given to a report which provided an update on the content and progress of the original and supplementary action plan, and a progress report on the introduction to schools and implementation of recommendations from the inclusion review in December 2013.

Members of the Committee were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- In relation to recommendation 5, it was confirmed that when there was a proposal to expand the capacity at a school, then the school would be visited. A school would also be visited if a planning application for a new housing development was received;
- There was a need to define what was meant by 'consider a planning application';
- The intervention before exclusion strategy was working;
- Members were informed that a response had not yet been received from the Secretary of State;
- The number of children who moved schools mid-term and the reasons for doing so were monitored. It was noted that this information was recorded but not published;
- Not all children wished to carry on at school after 14 years of age as they did not feel that the standard curriculum model was suitable for them. There was a need for other alternative curriculum models, such as that at Hill Holt Wood, where students could do a variety of activities;
- It was important to ensure that, regardless of the curriculum model, children still had access to numeracy and literacy learning;

(At this point in the meeting Councillor Mrs L A Rollings declared an interest as she was a teacher at an academy in Gainsborough)

- It was important to put some support in place before the child got to the point of exclusion;
- Some children demonstrated extremely disruptive behaviour from primary school age;

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014

- Some schools attracted pupils with a background of being excluded, instead of them being evenly spread across all schools;
- There was a desire to have more outreach work, where people would work with the child in the school. An option being considered was whether a child could be taken away from the school for a set amount of time, or even one day per week to enable staff to work intensely with that child on their behaviour;
- It was thought that more localised work on this, where children were worked with in smaller groups, would be beneficial;
- Concerns were raised regarding the cost of transport being a barrier to this type of work. Officers were working on ways to overcome this;
- Parents did not need to involve the local authority in relation to mid-year moves, however, 85% of parents did;
- It was thought that the impact of the implemented actions would be evident within two years, as it would take some time to gather demonstrable evidence of change.

RESOLVED

1. That comments on the content and progress of both actions plans and the content of the Inclusion Review update report be noted;
2. That the actions arising from the recommendations of the Inclusion Review continue to be monitored;
3. That a report be received in September 2015 detailing the impact of the Inclusion Review action plan on pupil exclusions;
4. That the trend in exclusions continue to be monitored as a measure of impact of any immediate and long-term proposals that might be agreed;

44 CORPORATE PARENTING PANEL UPDATE

The Committee received an update from Councillor D Brailsford, Chairman of the Corporate Parenting Panel in relation to the work of the Panel. It was reported that at the meeting held on 5 June 2014, the Panel considered a range of reports, as indicated by the minutes which were attached as a n appendix to the report. This included a report on the outcome from the CQC Review of Health Services for Children Looked After and Safeguarding in Lincolnshire, which as mentioned in the previous update at the July meeting, highlighted a number of issues and concerns relating to health services for Looked After Children. The Panel also considered an update on the Government's programme of adoption reform which was aimed at addressing the length of time a child waited to be adopted, the falling number of annual adoptions and the recruitment and subsequent support to adoptive parents.

The Panel also received the draft Corporate Parenting Strategy, which applied to all councillors, for comment. The final version was brought to the meeting held on 18 September 2014 for approval.

Also at the Panel's last meeting, it considered the annual report from the Barnardo's Leaving Care Service and an update on Barnardo's "Beyond Care Campaign" to

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014**

improve the accommodation and support given to young people as they left care across the country. An update about this Panel meeting would be provided at the January meeting of the Scrutiny Committee. The Panel also met Kieran Barnes, the new Virtual Head for Looked After Children. Kieran's role would be to promote the educational achievement of all the children looked after by Lincolnshire County Council.

The Panel would next meet on 11 December 2014 where it would be considering an update on the response to the CQC Review of health Services for Children Looked After and Safeguarding in Lincolnshire, and the Annual Report on the Educational Attainment of Looked After Children.

Members of the Committee were provided with the opportunity to ask questions in relation to the information presented and the minutes of the Panel, and some of the points raised during discussion included the following:

- It was queried whether the link to the video referred to in minute 6, which had been produced by the National Children's Bureau, could be made available to members of the Scrutiny Committee. Officers agreed to send the link to the Committee;
- Officers responded to a number of queries regarding Looked After Children (LAC) taking part in the Duke of Edinburgh Award Scheme, and it was noted that Looked After Children did not have to be part of a group in order to take part, and that most would receive 1:1 help throughout. However, a group was put together of Looked After Children from different schools for the Gold Award. Members were advised that a dedicated LAC group was formed due to the dedicated support that was required;
- It was clarified that the frustrations experienced by foster carers in obtaining specialist equipment for a disabled child had been an isolated incident;
- Councillor L Wootten advised that there were a number of small errors in the minute related to her visit to the Beacon Residential Children's Home in Grantham. It was reported that the home actually looked after 7 children and not 15 children;
- It was queried how many children placed for adoption were returned to foster care. Cllr Brailsford agreed to look into this and would let the Committee know. It was clarified that the numbers of children returned to foster care after adoption were very low, and it was often during the child's teenage years that the adoption would break down. However, it was emphasised that this was a rare occurrence.

RESOLVED

That the Children and Young People Scrutiny Committee not the work of the Corporate Parenting Panel.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
24 OCTOBER 2014

45 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK
PROGRAMME 2014/15

Consideration was given to a report which provided the Committee with an opportunity to consider its own work programme for the coming year.

The Scrutiny Officer presented the Work Programme and advised that there was one amendment to the work programme. The All Age Autism Strategy for Lincolnshire would be coming to the 16 January 2015 meeting for pre-decision scrutiny prior to an Executive decision on 3 February 2015. The report would also be considered by the Adults Scrutiny Committee in January 2015.

RESOLVED

1. That the content of the Work Programme, as set out in Appendix A to the report, be agreed subject to the above amendment;
2. That the content of the Children's Services Forward Plan, as set out in Appendix B to the report, be noted.

46 CONSIDERATION OF EXEMPT INFORMATION

RESOLVED

That in accordance with Section 100 (A)(4) of the Local Government Act 1972, the public and press be excluded from the meeting on the grounds that the following items of business contained exempt information as defined in Paragraphs 3 and 7 of Part 1 of Schedule 12 A of the Local Government Act 1972, as amended.

47 CHILD SEXUAL EXPLOITATION

Consideration was given to a report and presentation which provided the Committee with an update of the work currently being undertaken by the Lincolnshire Safeguarding Children Board (LSCB) and its sub groups around the issue of Child Sexual Exploitation (CSE).

Officers responded to a number of questions from the Committee in relation to the information contained within the report and presentation.

RESOLVED

That the exempt report and comments made be noted.

48 EARLY INTERVENTION SERVICES FOR YOUNG CHILDREN WITH A
DISABILITY COMMISSIONING REVIEW

The Children and Young People Scrutiny Committee received an exempt report in relation to Early Intervention Services for Young Children with a Disability

10

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

24 OCTOBER 2014

Commissioning Review which was due to be considered by the Executive on 4 November 2014.

Officers responded to a number of questions and queries in relation to the information contained within the report.

RESOLVED

1. That the Committee supports the recommendations to the Executive as set out in the exempt report;
2. That the additional comments agreed be passed to the Executive for consideration.

The meeting closed at 1.00 pm

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

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	Physical Education (PE), School Sport and Physical Activity

Summary:

This report is to provide an update on how the participation of children and young people in Physical Education (PE), school sport and physical activity is being sustained and enhanced in light of increasing childhood obesity and the Olympic / Paralympic legacy. As a key part of this, the report will also update the Committee on the use of the PE and Sport Premium.

Actions Required:

The Children and Young People Scrutiny Committee is invited to note the briefing paper and offer a recommendation to support the work of all partners identified.

1. Background

This report provides an update to the briefing on PE, school sport and physical activity (Legacy Challenge), provided to the Children and Young People Scrutiny Committee (November, 2013). One year on, this report demonstrates the strategic, collaborative approach adopted by the key partners responsible for developing the highest quality provision for PE, school sport and physical activity across Lincolnshire.

The PE and Sport Premium

The previous report highlighted that £150 million a year was being provided by the Government to enhance the provision of physical education and sport in primary schools. In February, 2014 the Government confirmed that the PE and Sport Premium would continue to 2020 (this is, however, subject to any change in Government). Schools with 16 or fewer eligible pupils receive £500 per pupil. Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil. A typical school with 250 pupils would receive around £9,250.

This ring-fenced funding for PE and school sport for schools with children of primary age is a significant opportunity to develop the highest quality, sustainable

provision within our schools across the County. To maximise this opportunity key partners are working together to support our schools as follows.

CfBT Education Services

CfBT, in partnership with Lincolnshire County Council, have the lead role across the county for ensuring the highest quality of provision for Physical Education for all children and young people of school age. In order to achieve this, CfBT works in collaboration with a range of key partners including the School Sports Partnerships, Inspire+, The Greenwood Dale Foundation Trust (GDFT), the County Sports Partnership (Lincolnshire Sport), and Public Health.

As well as meeting the needs of individual schools directly, CfBT responded quickly and strategically to the national funding announcement by writing to all Headteachers and also by developing a strategic, county offer of support (Appendix A), offered to all eight School Sports Partnerships (SSP) and Inspire+. This offer is delivered in partnership with the SSP, and CfBT has now been working very closely with several SSPs, Inspire+ and GDFT over the last year, supporting them and building upon the excellent work they are doing with their schools.

One key focus of the support provided to schools by CfBT is in relation to Ofsted Section 5 inspections which, since September 2013, must report on how primary schools spend their PE and Sport Premium funding. As identified in the 'Inspectors Handbook, September, 2014', the effective use of this funding impacts on judgements made in relation to whole school performance and must be summarised in the inspection report. In addition, schools are also required to publish details on their website of how they are spending their funding and the impact it is having, along with their provision for PE and Sport.

Developed specifically to support schools to meet the new Ofsted requirements, CfBT has received national recognition for their '*PE and Sport Premium Evidencing Impact and Accountability*' resource (Appendix B). Working closely with school based professionals in Lincolnshire, CfBT led on and developed this resource in partnership with the national Association for PE. This high quality resource supports schools to establish a base-line of provision for PE and school sport, prior to the use of the funding, which can then be used to measure and evidence progress and impact once the funding has been introduced. A costed action plan against the key factors Ofsted use to measure impact of the funding is also generated.

In addition to high quality resources, CfBT have supported all schools across Lincolnshire with updates and guidance provided at the CfBT led Headteacher Briefings and through a wide range of dedicated PE Forums and Development Days provided for Headteachers and PE Co-ordinators within School Sports Partnerships. 98% of evaluations from colleagues working in schools rate the support being delivered by CfBT for PE as being very Good to Outstanding.

The School Sports Partnerships (SSPs)

The current eight Lincolnshire SSPs are: Lincolnshire Central, City of Lincoln, Cherry Willingham, The Wolds, South West Lincolnshire, South East Lincolnshire, Coastal and Boston Borough SSPs. The partnerships receive government funding for the School Games Organisers (SGO's). This amounts to £571,000 of funding into Lincolnshire over the three year SGO programme. Funding is currently secured until August 2016. In addition to the eight SSP's there is Inspire+, a school sports charity complementing and adding value to the SSP model based in South West Lincolnshire.

The SSPs, Inspire+ and partners support every school in the county to maximise the impact of their PE and Sport Premium funding through a Partnership PE and Sport Premium offer (Appendices C & D). 65%-95% of schools buy in to their local partnership's sport premium offer. The success of the SSPs and partners is due to their direct delivery to schools. Each of these organisations sees, meets and works regularly with school leaders, teachers, pupils and parents to have a direct impact on the health and wellbeing of individuals and provision of PE and school sport in schools.

The table below is indicative of the offers by SSPs, Inspire+ and partners:

Strands	High Quality PE	Competition	Health and Wellbeing	Community
Lincolnshire Offer Summary by SSP's Advocacy Advisory Delivery	Curriculum Support. Physical Literacy coaches: •Key Stage 1 •Key Stage 2 Secondary PE Staff. Highly Qualified coach mentors. NGB Coaches. Courses / Workshops.	SSP events. School Games Mark. Gifted in PE / Talented in Sport. NGB Coaches. Intra / inter competition. County finals support.	Change for Life. Health Related Fitness. Eat Well Plate. Legacy Challenge. Bikeability. TOP Up Swimming.	NGB Coaches. Pupil Leadership. Coaching company quality assurance. School-Club links.

The funding supports young people to become more active and engaged in high quality physical education through the direct involvement of partners with school leaders and teachers. The impact is being achieved through:

- Localised continuous professional development courses
- Delivering inset training
- Mentoring primary school staff in curriculum PE
- Advising on school physical education policy
- Localised PE and sport conferences allowing schools to share good practice
- Ability to work with individual school/teachers

- Support funding applications to develop facilities

Please see Appendix E '*Inspire+ Impact Report, 2013/14*' which provides an example of the positive impact the offers from the SSPs are having. This is supported by individual feedback from Head teachers and Principals.

'This year we have benefitted from having specialist coaches to work every week alongside every teacher, training staff and coaching children in gymnastics, tennis, rugby and athletics. There have been individual and group training opportunities within our school for all of our staff throughout the year. Teachers now feel confident that they can continue, independently, to deliver high quality teaching including the specialist skills that they need in each of these areas.'

Sue Eveleigh, Head teacher Long Bennington Primary School & National Leader of Education.

The County Sports Partnership (Lincolnshire Sport)

As a county wide organisation, national partners have tasked County Sports Partnerships (CSP's) to provide a county picture of the structures in place to support schools and report back on provision. It is expected that CSP's will provide a consistent message of all national updates and ensure details of local and national services are available for primary schools.

County wide support and guidance is offered along with targeted individual school support where identified.

There are three areas of work:

1. Maintaining a county picture of provision and support to primary schools.
2. Resources and information to be made available to all schools regarding national and local opportunities to maximise their PE & Sport Premium funding.
3. Provide individual school support where schools need additional guidance and advocacy to understand the potential positive impact the funding can have.

Working with a number of partners (i.e. National Governing Bodies of Sport (NGB's), private service providers, coaching companies, Inspire+, the School Sport Partnerships of Lincolnshire and CfBT) the CSP have an insight into the engagement of schools within the county in programmes and initiatives. With this knowledge, combined with a website audit that was undertaken, a summary report was produced for CSP as part of the CSP role. The report can be seen in Appendix F.

As part of the primary school support work, signposting to resources and guidance has been taking place mainly via the CSP website and the 'PE & School Sport Solutions' brochure, which has been distributed through local networks (CfBT and SSP's). The brochure focussed on SSP offers, CfBT and Youth Sports Trust (YST) services available to schools, along with programmes to engage with through the CSP and other partners.

One of the nationally identified areas of focus is the utilisation of coaches in schools, as approximately 70% of coaches being used within primary schools are from private coaching agencies. The CSP offer a database of coaches (Coach & Instructor Network) who meet the minimum operating standards for active coaches. This is the first steps to helping ensure coaches are making efforts to align themselves with the increased demand from primary schools for provision. The task now is to promote this to schools and coaching agencies for them to understand the value of a standardised checking system.

To provide a strategic platform for local and national partner information a county wide PE & School Sport conference is being organised for June 2015. This will aim to support schools who need some additional support as well as those who are looking for added value to their current provision.

For schools who are still struggling to understand the benefits of the funding and implement opportunities individual support from an education specialist is offered to the schools to work with the governors, headteachers and PE leads. This is mapped out from the intelligence gathered from local and national partners.

For a summary of all the work areas and tasks being completed that relate to the strands mentioned above please refer to Appendix G. This covers all current and planned activity.

The PE and Sport Premium : Latest Department for Education (DfE) and Ofsted Surveys

The DfE has recently published very positive research on the perceived impacts of the PE and Sport Premium (Appendix H). The key findings are that:

- 91% of schools reported an increase in the quality of PE
- 96% of schools reported improvements in pupils' physical fitness
- 93% saw improvements in behaviour
- 96% thought the funding had contributed to a healthier lifestyle for their pupils
- schools using specialist PE teachers in lessons rose from 22% to 54%
- 84% of schools reported an increase in pupil engagement with PE during school time and 83% saw an increase in participation in after-school clubs
- more than two thirds of schools (67%) increased the number of sports offered during lessons with 77% increasing the sports on offer during after-school clubs
- 63% of schools had increased their amount of inter-school competitive sport

Ofsted (October, 2014) (Appendix I) published a survey of 22 schools, which complements the above DfE research. They report that:

- Employing sports coaches or specialist teachers to teach PE and extending the range of extra-curricular sports activities were the most common uses of the funding.
- Providing staff with professional development in PE was also popular with schools.

- Many of the schools are working in partnership with a wide range of local organisations and other schools to share expertise and extend provision.
- Pupils were generally being provided with better quality PE teaching. Additionally, they had more opportunities to participate in sport and physical activity.
- Although schools were using the premium in effective ways, some common weaknesses were noted. Strategic planning was generally poor. Monitoring and evaluation of the impact of actions to improve the provision of PE and sports were not rigorous enough. Additionally, there were often no means of evaluating the impact of actions taken to improve teachers' effectiveness in teaching PE.

Developing and Sustaining a Legacy of Healthy Physical Activity : Key Initiatives

The SSPs, Inspire+ and key partners such as CfBT and the CSP are continuing to secure the Olympic and Paralympic Legacy and helping build positive physical activity for life by:

- developing High Quality PE provision
- increasing and sustaining competitive school sport
- developing young leaders
- providing staff training
- rolling out the Change4Life Sports Club programme
- developing additional sports clubs
- managing programmes such as Top Up Swimming, Bikeability
- embedding the Legacy Challenge in schools

SSPs and The School Games Organisers (SGO's)

SSPs support young people to be more physically active and supported the Olympic Legacy. One of the key aims is to see more young people engaged in school sport competition. The following impact has been achieved by the SSPs:

- 76% of county schools are engaged in the School Games programme
- 300 primary, secondary and special schools participated in inter (school v school) competitions directly organised by School Games Organisers in 2013/14. National and county figures represent a year on year rise over the previous 2 years.
- Progression from the 300 competitions listed above has seen School Games Organisers support the entry of 340 school teams to the county finals events and this has seen over 2900 children take part across the year.
- 66 Lincolnshire schools achieved the School Games Mark, which is a national recognition for high quality school sport.

The SGO's are represented on the Lincolnshire Local Organising Committee for the Sainsbury's School Games (summer and winter county festivals), facilitated / co-ordinated by Lincolnshire Sport.

It is widely accepted that a developing workforce is required to support and contribute to the Olympic Legacy; more young people taking part in competitive school sport and being physically active. To develop this workforce, SSPs and Inspire+ make a significant contribution to develop young people in a number of roles ranging from playground leaders, sport leaders through to young ambassadors. These opportunities and experiences range from promoting lunchtime activities, running sports clubs, officiating and refereeing competitions. Young ambassadors have a key responsibility to promote the Olympic Legacy and increase physical activity. These leadership roles are also preparing the young people for future employment. This significant contribution from SSP and Inspire+ has seen:

- All SSPs are operating school based School Sport Organising Committees
- All SSPs & Inspire+ are supporting young coaches and officials by offering scholarships. Last year 123 young people from Lincolnshire have received a young coaches/official scholarship to enable them to access professional qualifications
- 354 young people aged 14+ were registered in Lincolnshire Sports Leadership Academies in 2013/14
- 509 primary school Young Ambassadors were trained in 2013/14 to inspire young to lead on the Legacy Challenge in their school. Secondary Young Ambassadors support the level 3 county competitions amongst many other programmes

'Being a leader at such a young age has helped me develop into a more confident and assured person. Supporting the training of hundreds of young people to deliver the Legacy Challenge this year has developed my communication and presentation skills, essential for university and future employment'.

Laura Graves, Lincolnshire Young Ambassador

Physical Activity: The Legacy Challenge

The Legacy Challenge resource designed and published by Inspire+ is to inspire young people to be more physically active and lead healthier lifestyles. Funding from Lincolnshire County Council (up to July 2015) has enabled Inspire+ to work closely with SSPs and Healthy Schools in 2013/14 to engage 28,000 young people from 147 Lincolnshire primary schools.

The Legacy Challenge resource acts as a platform to support local partners to engage schools in enhanced status accreditation, to promote sports club/school links and engage more pupils in competition. A key factor in the success of the initiative was the 509 young people trained alongside their teacher, who championed the Legacy Challenge in their own schools.

'We have found the Legacy Challenge a very useful resource that has engaged our children with focussed challenges promoting our pupil's spiritual, moral, social and cultural development. The logs have been great evidence for Ofsted'.

Mrs Baldwin, Head Teacher, St Sebastian's Primary School

Appendices J and K show the Key Stage 1 and 2 Logs.

The Legacy Challenge was recognised nationally by the Youth Sport Trust awards as the 'best increasing participation project' in 2014. The 2014/15 Legacy Challenge has been further developed through feedback from schools with our partners and this year includes a parent guide to encourage the whole family to be more physically active and healthier at Key Stage 1 and Key Stage 2.

'Establishing healthy habits early in life is critical for a long and healthy life. Being physically active is one of the most important ones and [the Legacy Challenge] is showing itself to be a great way to encourage young people to get active and stay active'.

Dr Tony Hill, Director of Public Health for Lincolnshire.

Physical Activity: Change4Life

Change4Life is a national initiative to get less active children more active, from the Youth Sport Trust and Department of Health. In Lincolnshire the eight SSPs have so far identified and allocated 174 Change4Life Sport Club bags to schools supported by formal training and commitment from school staff to roll out this initiative within their school. The financial value of this equipment and training totals £147,000.

Following a successful application to Lincolnshire County Council, Inspire+ and the SSPs now have the support of two Physical Activity Organisers (PAOs) to provide the capacity to help engage targeted pupils through training teachers and leaders to facilitate the clubs. The support of the PAOs has already seen an improvement in the number of schools willing to run a Change4Life sports club and the engagement of young people acting as leaders in the sessions. The overall target of the PAOs, supported by SSPs is to ensure all of the Lincolnshire Change4Life bags are fully utilised: to train 412 Young Leaders, 206 teachers to facilitate clubs and engage 3,090 targeted young people (who are less active).

The County Sports Partnership (Lincolnshire Sport)

The role of the CSP in the provision of school sporting competitions is to work with local partners on the Sainsbury's School Games programme. This includes coordinating the Local Organising Committee and all working groups in relation to the county finals (level 3 multi-sport festivals).

The CSP, in collaboration with partners, organised and delivered a level 3 winter and level 3 summer multi-sport festival in 2013-2014 academic year covering 14 different sports, of which 5 events were inclusive. This engaged approximately 170 school teams from across primary, secondary and special schools that qualified from SGO level 2 events. There were approximately 1,000 athletes and 230 young volunteers present at the level 3 events.

Due to the number of young volunteers required the CSP coordinate a training calendar for these volunteers. This adds value to the work SGO's do around leadership in their SSP areas. There is also an opportunity for the young ambassadors to be involved in the event team running the festivals which provides valuable experience to aid development.

There were also a number of level 3 standalone county events that ran separately covering another 8 sports.

Through a programme called satellite clubs the CSP have engaged 33 secondary schools and 3 FE colleges to create 70 additional satellite clubs on school sites. This allows community clubs to deliver activity on the school site to help inspire and motivate young people to participate and potentially transition into community sport. The result of this is that at least 1,500 secondary aged pupils have been exposed to a recreational sports club structure.

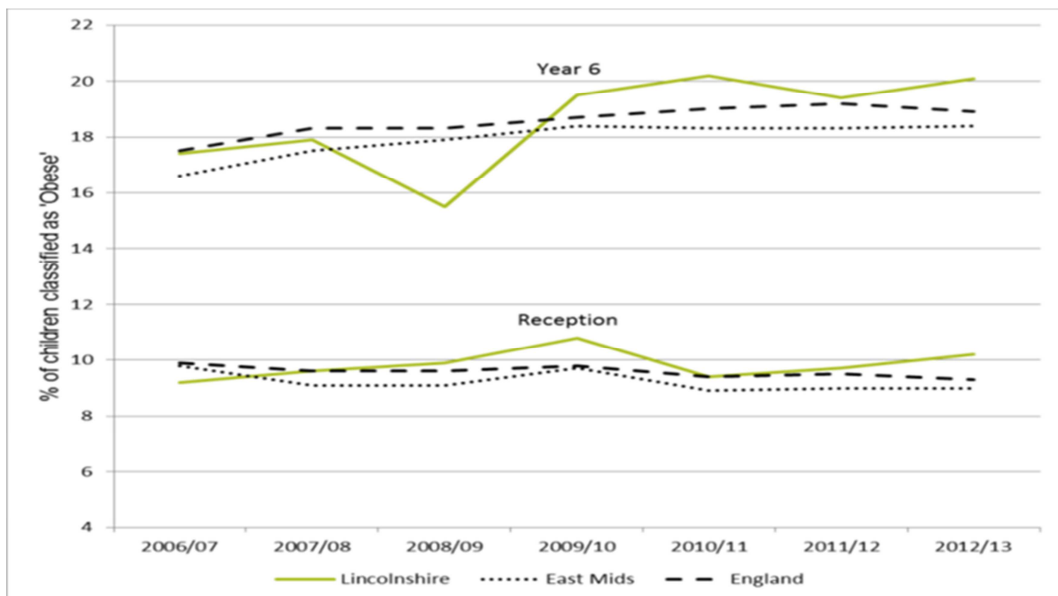
The aim is to engage every secondary school and FE college in the programme over the three year period April 2013 – March 2016. The mapping of this programme has been through direct school communications to audit and gain insight into development opportunities to be able to match provision with demand.

Childhood Obesity

Childhood obesity has been identified as a public health problem with associated future health burdens for individuals and society. A process to measure children's obesity now informs local authorities of the respective profiles and responsibilities. National guidance and an international evidence base offers support for the combined use of exercise, nutrition and behaviour change.

Since 2006/07 the National Child Measurement Programme (NCMP) has sought to measure the height and weight of children 4-5 years (Reception) and 10-11 years (Year Six) in England in order to investigate trends in childhood obesity. In 2012/13 over one million children were measured (93% of the eligible population). The annual data is available at a local authority level and is expected to be used for planning purposes. Please see Appendix L for the NCMP 2014 report.

Figure: Childhood Obesity in Lincolnshire 2006/07 to 2012/13



In an attempt to intervene to reduce the local obesity figures measured at Year 6, and in consultation with local council leisure providers, a review of the evidence base contained in Healthy Weight, Health Lives (Cross-Government Obesity Unit, 2008) identified the need to support families with physical activity, nutrition and behavioural support at a local level. In 2009, the 'Fit Kids' intervention was devised by Public Health, in partnership with district councils and Lincolnshire Sport. The Fit Kids initiative was endorsed within the Lincolnshire Children and Young People's Plan 2012-2015 and the Lincolnshire Childhood Obesity Strategy, 2012-2017. 'Fit Kids' is a 12 week lifestyle weight management programme for children aged 8-11 and their families. Over the last three years more than 670 children and families have engaged with the programme. In 2014 the programme began to accept children 5-11 years.

An extensive evaluation of 'Fit Kids' has been able to demonstrate that a three month combined exercise – nutrition – behavioural intervention was associated with significant weight loss and improved physical fitness in overweight and obese children:

- Significant reductions in BMI and the height/weight percentile score at 12 weeks and six months, aligned with
- Significant physical fitness improvements at 12 weeks.

Gender did not influence the weight or fitness changes at 12 weeks post engagement. The positive outcomes were sustained for six months; females were better able to maintain the changes at six months post engagement than males. All age groups above 7 years had significant changes in weight and fitness at 12 weeks post engagement. All age groups had sustained changes at six months post engagement, however only children aged 11 years had significant results. Health inequalities did not negatively impact upon the impact of the intervention at 12 weeks.

Parents reported wider benefits among the family from better behaviours, family meal times and more communal physical activity. 10% of parents went on to engage with adult health improvement programmes, for example, the community cooking programmes and the Health Trainer programme.

Collaboration between Legacy Challenge and the Change4Life Sport Club schemes and 'Fit Kids' is creating a further access point for children and families into 'Fit Kids'.

Lincolnshire PE and School Sport Survey 2014

This survey was conducted by CfBT, in collaboration with the County Sports Partnership, on behalf of Lincolnshire County Council. The survey concentrated on primary schools, focussing specifically on provision in relation to swimming and also the community use of primary school facilities. 217 schools responded (Appendix M). It was identified that:

- Most children take part in swimming lessons in Years 3 and 4, closely followed by children in Years 5 and 6
- Whilst nearly 100% of children take part in Year 3, there is a gradual drop off in participation from Year 3 to 6 (just below 90%)
- On average children take part in one swimming lesson per week for an average of 10 to 14 weeks
- Children spend an average of 24 to 37 minutes per lesson in the water
- 76% of lessons take part off-site at leisure centres with 81% of lessons being delivered by pool staff
- 69.6% of children, from Year 3 to Year 6, can swim 25m unaided (the PE National Curriculum benchmark)
- Barriers to accessing swimming included cost, transport issues, staffing, time taken to get to and from an off-site pool, and timetabling issues linked to availability of an off-site pool
- 44% of schools have facilities that are used by the community
- On average, 180 minutes per week were used by the community for sport, fitness or health related activity
- Barriers to access included availability of facilities, staffing and insurance

Challenges

Funding

Whilst there is a great deal of excellent work being undertaken by a range of partners across the county, it needs to be acknowledged that much of this excellent work described in the report is dependent upon national and local funding streams from the public and charitable sector. These include the following, with their current time frames:

- PE and Sport Premium – 2020
- School Games – 2016
- Legacy Challenge/C4L Sport Club – 2015
- Inspire – charitable funding and related income from the premium and grants
- Lincolnshire Sport Primary Support – 2015
- Fit Kids - 2015
- Lincolnshire Sport – 2017
- CfBT funding from Lincolnshire County Council – January 2017

Ensuring the most effective use of the PE and Sport Premium

Capacity to meet the needs of all schools in Lincolnshire, ensuring that schools engage with quality assured partner providers so that the PE and Sport Premium funding is used as effectively as possible to meet the needs of the children, young people and staff in our schools. Not all schools engage with the quality assured services and support offered by the partners identified in this report, with many purchasing services from the commercial and private sectors. Lincolnshire Sport and the SSP's want to ensure coaches understand the minimum operating standards, and want schools to engage with their Coach & Instructor Network as

an initial indicator that coaches have all relevant paperwork in place to meet the minimum operating standards for active coaches.

National Physical Activity Measures

No national measures for children's physical activity exist currently. Physical inactivity is an independent risk factor for poor health outcomes in the future (DoH, 2011). Being regularly physically active has benefits that are physical, psychological and social. Physical activity alone has a poor evidence base for long-term outcomes in tackling obesity, but are a positive contributory in association with good nutrition, active travel and reduced sedentary behaviour (Butland, 2007).

A More Strategic Structure across the county

Capacity is needed to further develop a strategic, sustainable structure for PE and school sport across Lincolnshire that engages all key partners for the benefit and inclusion of all schools. This would help to co-ordinate, even more strategically, support for schools, ensuring that there is less duplication of courses or offers being made to schools and making it easier for them to select the appropriate support to meet their needs.

This would also support Lincolnshire Sport who would like to gain more information from all partners providing services and opportunities for schools to ensure a 'true' picture is reported back to national partners of the Lincolnshire structure and landscape.

It is also crucial for SSP's which, whilst self-funding at present, any alteration to central government funding either for the SGO role or Sport Premium is likely to see the SSP structures disappear.

To date the SSPs of Lincolnshire have not been directly funded by any other local organisation to support the vitally important structure, however programme funding via Lincolnshire County Council has been received this year and is appreciated and being well used. However if this funding commitment was to change at any point, the excellent work undertaken for these programmes would be threatened and be a loss to the young people in the county and hamper the Olympic Legacy and see a reduction in physical activity levels.

All partners in this report, CfBT, the SSP network, Inspire+, Lincolnshire Sport and Public Health, are committed to working to address the challenges identified above.

2. Conclusion

The PE and Sport Premium has the capacity to transform the quality of provision within our schools in Lincolnshire, increasing staff confidence and competence, raising standards of achievement in PE, and increasing greatly the opportunities for children and young people to engage in purposeful, healthy physical activity and competitive opportunities within and beyond the curriculum.

This transformation can only take place through the involvement of the key agencies identified in this report, working collaboratively, and working closely with colleagues in our schools. This is the approach that is taking place across the county with many benefits already being evidenced, and is the strategic, collaborative approach that should be further nurtured and developed to ensure all opportunities for our children and young people are maximised.

As seen, there are many examples of best practice taking place within Lincolnshire, with not only many national initiatives being professionally implemented and embedded across the county, but with several Lincolnshire based initiatives and resources being recognised nationally themselves.

Whilst there are still challenges, through this collaborative approach, we have the opportunity to build upon the excellent 2012 legacy work Lincolnshire has already undertaken, with a key focus on childhood obesity and the crucial role of developing healthy, active lifestyles for our children and young people.

Our primary schools are working hard to make a difference through PE and Sport, and it is through the engagement with the key partners identified in this report that they are able to maximise and enhance the opportunities for their children, young people and staff.

These agencies are playing a crucial role, and, as we move forwards, it is essential that continued investment in these agencies is made so the high quality of support for schools, and the opportunities for our children and young people, in Lincolnshire, are maintained and further developed.

3. Consultation

In preparation for this briefing the following partners have been consulted: CfBT Education Services; Lincolnshire Public Health; The School Sports Partnerships; Lincolnshire Sport; and Inspire+.

a) Policy Proofing Actions Required

n/a

4. Appendices

Due to their size, the following appendices have not been printed and are available online at www.lincolnshire.gov.uk/committeerecords .	
Appendix A	CfBT Strategic PE and Sport Premium Offer to support PDM / SGO Partnerships, and eligible schools and academies in Lincolnshire
Appendix B	CfBT and afPE 'PE and Sport Premium: Evidencing Impact and Accountability' national resource
Appendix C	Sport Premium Offer: Inspire+ Services 2014 - 15
Appendix D	SSPol : Sport Premium Offer
Appendix E	Inspire+ Impact and Progress Report, 2013/14
Appendix F	Lincolnshire Sport (LS1)
Appendix G	Lincolnshire Sport (LS2)
Appendix H	DfE (2014) : PE and sport premium: an investigation in primary

	schools
Appendix I	Ofsted (2014): The PE and sport premium for primary schools - Good practice to maximise effective use of the funding The
Appendix J	Inspire+ Legacy Challenge KS 1 Log Book 2014
Appendix K	Inspire+ Legacy Challenge KS 2 Log Book 2014
Appendix L	NCMP Report - 2014
Appendix M	Lincolnshire PE and School Sport Survey 2014

5. 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
Butland B, Jebb S, Kopelman P, McPherson K, Thomas S, Mardell J, Parry V (2007). Tackling Obesities: Future Choices – Project Report. 2nd Edition. Government Office for Science. UK.	Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287937/07-1184x-tackling-obesities-future-choices-report.pdf .
Department of Health (2011). Healthy Lives, Healthy People: A call to action on obesity in England. Obesity Policy Team. London. UK.	Available at https://www.gov.uk/government/publications/healthy-lives-healthy-people-a-call-to-action-on-obesity-in-england
Department of Health, Physical Activity, Health Improvement and Protection (2011). Start Active, Stay Active: A report on physical activity from the four home countries' Chief Medical Officers. London. UK.	Available at https://www.gov.uk/government/publications/uk-physical-activity-guidelines
Lloyd C, Fry A and Wolny I (2014). PE and sport premium: an investigation in primary schools: Research brief. NatCen Social Research.	This document is available for download at www.gov.uk/government/publications

This report was written by Stuart Allison (with support from key partners), who can be contacted on 01522 553285 or sallison@cfbt.com

New PE and Sport Premium Funding

CfBT Strategic Offer to support PDM / SGO Partnerships, and eligible schools and academies in Lincolnshire

PE Partnership Professional Development Agreement (PEP PDA)

Overview

- The Government is providing funding of £150 million per annum for academic years 2013/14 and 2014/15 to headteachers to spend on improving the quality of PE and sport for all their children.

Purpose of funding

- Schools will **have to** spend the sport funding on improving their provision for PE and sport, but they will have the freedom to choose they do this.
- Possible uses for the funding include:
 - ✓ hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
 - ✓ paying for professional development opportunities in PE/sport
 - ✓ providing cover to release primary teachers for professional development in PE/sport
 - ✓ buying quality assured professional development modules or materials for PE/sport

Funding period

- The funding will be paid in each of the two academic years 2013/14 and 2014/15.
- All state-maintained secondary schools, academies, middle schools, special schools which have primary aged pupils will receive funding.

Amount of funding per school - a breakdown

- In each year all schools with 17 or more primary-aged pupils will receive a lump sum of £8000 plus a premium of £5 per pupil.
- Smaller schools will receive £500 per pupil.

How the funding will be paid

- For 2013/14 and 2014/15 the PE and sport funding will be included in the additional grant for schools (AGS) 2013-14 and 2014-15.
- The payments will cover the total funding for the academic years 1 September 2013 to 31 August 2014 and 1 September 2014 to 31 August 2015.

Accountability

- Schools will be held to account for how they spend the sport funding.
- Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.

Benefits

- This new funding will have a wide range of benefits for the children and young people of Lincolnshire, for staff in schools and for staff and organisations supporting the work in schools.
- This is a golden opportunity to support staff development, raise standards and enhance the quality of provision in curriculum PE. Importantly, this opportunity will also allow us to develop sustainability by building capacity within each school.
- Can also support us as a county to re-develop a more co-herent structure and approach across Lincolnshire
- Supports us all in maintaining and further developing a legacy for our children and young people of high quality PE and Sport and healthy, physical activity on the back of London 2012
- To maximise the potential of the funding and realise fully the benefits, CfBT believe a partnership approach is the best way forwards.

Strategic Offer :

PE Partnership Professional Development Agreement (PEP PDA)

CfBT would like to work with each of the 8 PDM / SGO partnerships to maximise the opportunities and benefits this new funding offers.

Benefits CfBT can bring :

- ✓ We can support you to support your schools more comprehensively and more effectively
- ✓ Working in partnership with us will allow you to increase your capacity and the range of support you can offer to your schools
- ✓ We are the recognised, trusted LA School Improvement Partner
- ✓ We are well known and respected within Lincolnshire's schools and academies
- ✓ We have a specific expertise, experience and focus on curriculum PE
- ✓ We have a team of qualified staff experienced in delivering high quality PE CPD on both a local and national stage
- ✓ We have worked very successfully in partnership with the 8 partnerships before
- ✓ We already have existing local knowledge and relationships with many of your schools
- ✓ We can enhance your offer to your schools which will support you in attracting members

A Partnership Model : PE Partnership Professional Development Agreement (PEP PDA)

- Each SSP has the opportunity to 'buy in' support for their schools, through CfBT, for the high quality PE CPD aspect relating to the effective use of the PE and Sport funding
- This model has been developed by CfBT in partnership with Inspire+ who have already purchased a PEP PDA with CfBT

E-mail : sallison@cfbt.com

Tel. (07919) 167621

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Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

Amount of Grant Received – Year 1: £

Date:

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p><i>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</i></p> <p>Curriculum</p>	<ul style="list-style-type: none"> • Schools own data / registers 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Gifted in PE</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing specialist teachers of Physical Education • Improving staff professional learning to upskill teachers and teaching assistants • Paying the most effective teachers an enhanced allowance to lead improvements in PE and School Sport • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p style="text-align: center;">(Sign-posts to our sources of evidence)</p>	<p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p>	<p style="text-align: center;">(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">(How much spent on each area)</p>	<p style="text-align: center;">(The difference it has made / will make)</p>
<p>Extra-Curricular</p>	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities • Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes • Introducing an in-school physical activity programme • providing pupils who are gifted and talented in sport with expert, intensive coaching and support • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p>Participation and success in competitive school sports</p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p>	<ul style="list-style-type: none"> Schools own data / registers SGO Calendar of events / fixture lists School Games Kitemark 	<ul style="list-style-type: none"> Review our strategy for engaging in competition Engage with our School Games Organiser (SGO) Engage more staff / parents / volunteers / young leaders Improve links with other schools Satellite clubs 	<ul style="list-style-type: none"> Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games Paying for transport for fixtures and festivals 	<p>£</p>	<ul style="list-style-type: none"> Increased pupil participation Extended provision Increased staffing capacity Improved positive attitudes to health and well-being and PESS Clearer talent pathways Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values Positive impact on middle leadership Other
<p>How much more inclusive the physical education curriculum has become</p>	<ul style="list-style-type: none"> Curriculum plan Long, medium and short-Term plans Planning for Gifted and SEND pupils Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <i>Breadth and Balance</i> <i>Accessibility of all the activities</i> <i>Use of TA’s to support learning</i> <i>Quality of teaching and learning</i> <i>Staff Professional Learning (PL)</i> <i>Access to facilities / resources</i> <i>Pupil Needs (Pupil Voice)</i> <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE</p>	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Introducing basic movement skills in the Early Years / Foundation Stage PL for staff to increase subject knowledge and confidence in PE Employing a specialist teacher to lead after-school clubs for disable pupils and for those with SEND Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£</p>	<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils More confident and competent staff Enhanced quality of teaching and learning Increased capacity and sustainability Other

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p><i>Growth in the range of provisional and alternative sporting activities</i></p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing a specialist teacher to lead after-school clubs for disabled pupils and for those with SEND • Introducing an in-school physical activity programme including walking programme • Paying for transport and access to indoor leisure facilities • Introducing new initiatives • Purchasing specialist equipment and teaching resources to develop a non-traditional activity • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks 	<p>£</p>	<ul style="list-style-type: none"> • Extended, alternative provision • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other

Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Do you attend local PESS forums? • Identify any new possible partnerships 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£</p>	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • Positive impact on middle leadership • Other

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p style="text-align: center;">(Sign-posts to our sources of evidence)</p>	<p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p>	<p style="text-align: center;">(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">(How much spent on each area)</p>	<p style="text-align: center;">(The difference it has made / will make)</p>
<p>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities • Ensure your vision for PESS is developed to reflect contribution to SMSC • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement • Paying the most effective staff an enhanced allowance to lead improvements in PESS • Providing PL on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning 	<p>£</p>	<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school • Staff across the school can start to make the links across subjects and themes including PE • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on Middle Leadership • Other

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p>Review the impact that the funding has had on other factors</p> <p>Inspectors also take account of the following factor: <i>The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health</i></p>	<ul style="list-style-type: none"> • Used afPE Framework for Review to generate PESS Action Plan • Staff PL Record • SMT QA strategies for planning • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PESS • On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school’s current provision strengths and areas for development • Employing evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>£</p>	<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • Will help to identify the added value of the funding • Will support the identification of other areas of need to direct funding spend towards to enhance overall provision



Primary Physical Education and Sport Premium 'One Stop Shop' 'Evidencing Impact and Accountability'



Further links to support you

Ofsted

www.ofsted.gov.uk

[Preparing a school self-evaluation summary \(April. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(April. 2014\)](#)

[Physical Education Survey Visits \(April. 2014\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(April. 2014\)](#)

CfBT

www.cfbt.com

Association for Physical Education (afPE)

www.afpe.org.uk

Free Downloads:

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

New 2014 National Curriculum:

[New 2014 National Curriculum](#)

Membership:

[afPE School Membership Form](#)

afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (To apply for this award please contact simon.leach@afpe.org.uk)



Primary Physical Education and Sport Premium 'One Stop Shop'



'Evidencing Impact and Accountability'

Qualifications:

[Level 2/3 Qualifications & Diploma in Physical Education and School Sport](#)

[Level 5 Certificate in Primary School Physical Education Specialism](#)

[Level 6 Award in Primary School Physical Education Subject Leadership](#)

Professional Learning Opportunities:

[afPE 2014 National Physical Education & School Sport Conference](#)

Department for Education

www.education.gov.uk

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)

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City of Lincoln School Sports Partnership
Cherry Willingham School Sports Partnership
Primary Sport Premium Offer - Summary

Meeting Your Sport Premium Needs

Core Offer for the 2014/15 Academic Year

Initiative	Value per school	Description
Continued Professional Development 10 practical courses	£300	10 high quality primary school courses will be arranged.
Coaching & Legacy Coaches	£600	Multi Sport Pro coaching will deliver at least 20 hours PE based coaching in your school.
Staff Mentoring: 20 hours per school	£600	20 hours mentoring for primary school staff who deliver PE, focusing on improved delivery and confidence whilst delivering.
Physical Literacy Twilight course: 2 hours per course	£280	Twilight course focusing on the FUNdamentals of movement, dance and gymnastics. Year 2 schools topic will be assessment and progression of pupils.
Competition	£200	Competition / festival organisation targeting Key Stage 1 held at central venues - Minimum of 8 per academic year.
Young Leaders Programme - Promoting Active Playgrounds	£500	Developing young people to lead structured play at lunch times that increase physical activity levels and decreases incidents of poor behaviour.
Community Links	£250	We will work with partners around the county to develop links to either sports clubs or community based sports providers. We will aim to leverage in additional funding via other organisations.
Youth Sport Trust Membership	£300	This membership will enable access to national programmes and directives as secured by the trust run through the SSP.
Professional PE and School sport support	£250	This facility will support your school to have access to professional support to help you develop your Sport Premium Offer. This will aid your school links and partnership creation.
Extracurricular clubs and holiday Sports Clubs	Charge Per pupil	Extra-curricular sports clubs/holiday camps aimed at increasing physical activity levels for pupils in years 1-6. (eligible for Sport Premium funding)
Gifted and Talented Grant Scheme	FOC	We will support your schools development of a Gifted and/or talented process to allow you to recognise (identify), register and further develop your pupils who are considered gifted and/or talented.
Kite Marking	FOC	Sainsbury's School Games Kitemarks Enabling you to measure your school against other schools provision.
Monitoring and Evaluation	£300	As part of your Sport Premium buy in we will work with you and fully support the development of a PE and School Sport report which will be used to show how your school has utilised your Sport Premium funding.
Total	£3,580.00	

CHARGES: Minimum charge to each school £3,580.00. Except Infant schools and small schools who can select delivery based on the model above (Minimum Charge £2,000.00). Small schools (less than 40 pupils).

Bolt on offers for the 2014/15 Academic Year - purchased in addition to the core offer.

Each of the modules below can be purchased individually.

Initiative	Value per school	Description
Challenge Module Gifted and Talented and new competitions	£500	This option includes : <ul style="list-style-type: none"> • Additional competitions in sports such as biathlon, Lacrosse, central coordination of a world record attempt • A gifted and talented programme for 15 of your schools best athletes. 3 sessions including nutrition, elite performance and personal development goal setting. • School based festival day run at your school.
Health and Life Skills Module: PART A	£350	This option includes : <ul style="list-style-type: none"> • Development of your lunchtimes making them more safe and more active. We will work with your lunchtime staff to train them in safe practice, put a bespoke plan in place to increase activity at your school lunchtimes. This will include 3 visits. • This programme will support other initiatives in your school and is school specific
Health and Life Skills Module: PART B	£TBC	<ul style="list-style-type: none"> • We are able to offer you central coordination of the Balance bike scheme. This scheme will result in the training of your Key Stage 1 cohort in the basic principles of cycle handling. It will also help to develop core stability, improves confidence and of course balance. • We will provide training per child at your school and if requested be able to supply your school with the balance bike equipment package (additional cost). • Price is dependent on a per pupil charge of £10 per pupil + the cost of the equipment if selected.
Mentoring Top Up	£2,130 £1,050	<ul style="list-style-type: none"> • This option allows you to receive high quality coaching for the whole year by Multi Sport Pro. This top up package allows you to purchase an additional 70 mentoring hours, meaning you have 3 hours per week for the whole academic year. • This is the cheapest and easiest method to book MSP. • We can also supply a 35 hour top up on request.



DEADLINE: We are actively seeking schools to confirm buy in (if a new school to the offer) and for all schools to confirm their order by 25TH May 2014.

If you would like to meet to discuss the options available please contact Gareth Hart on email gareth.hart@cwcs.lincs.sch.uk or tel: 07846 839692 or Carley Shutt on email cshutt@prioryacademies.co.uk or tel: 07500308854

COMMITMENT: We would encourage schools to have a PE Coordinator allocated to PE and School Sport development within your school for at least a 1 year term.

Annual report 2013-2014

Generated July2014

Services	Description of services	Impact	
<p>Continuous Professional Development</p>	<p>A comprehensive programme of primary school courses, delivered locally, aimed at supporting all school staff deliver high quality PE and Sport.</p> <p>Courses included; Gymnastics, Netball, Orienteering, Athletics, Quick Sticks, Teacher Certificate in Elevating Athletics, Table Tennis, Cheerleading, Football, Street Dance, LTA Teacher Certificate in Tennis, Zumba, ASA Teacher Certificate in Curriculum Swimming, Playground Leadership and Curriculum Games</p> <p>We also facilitated a bespoke course on engaging pupils actively in PE and sports clubs as a result of Ofsted findings, which stated that in a quarter of schools, warm ups were too short and easy, followed by long periods of inactivity.</p>	<ul style="list-style-type: none"> • We have held 57 local CPD courses • In total there have been 578 school staff attendances to the courses • 100% of teachers who attended these courses either agreed or strongly agreed to the courses equipping them to make an impact in their practice • 98% of candidates stated that the course met their needs • 98% agreed or strongly agreed to the training having an impact on their teaching practice • Key actions of teachers from courses included: <ul style="list-style-type: none"> ○ 'Ensure use of deeper cross-curricular links' ○ 'Embed PE/Sport across the curriculum' ○ 'Deliver staff training on using PE in other areas' ○ 'More structured games in the playground' ○ 'Take a lot of ideas back into own teaching' 	 
<p>Specialist coaches</p>	<p>Inspire+ provided qualified coaching in our schools delivering a comprehensive range of activities with local, dependable, qualified and CRB (DBS) checked coaches, who inspire pupils to continue to play these sports both at school</p>	<ul style="list-style-type: none"> • Coaches have attended schools to deliver high quality PE during curriculum and afterschool sessions in various sports • Currently 43 schools have accessed a minimum of two terms worth of specialist coaching sessions as 	

and in the community setting.

We currently have 22 specialist coaches that provide schools with this service and can facilitate over 17 different sports including; Athletics, Badminton, Netball, Tennis, Yoga, Multi-Skills and Dance.

- part of their Inspire+ membership, with many of the schools paying for additional sessions
- Our specialist coaches provide teachers with the knowledge and guidance to improve and up skill their current PE experience
- 15 schools have accessed specialist coaches to support the development of their teachers to deliver PE in the curriculum
- Head teacher of one of our schools commended the team at Inspire+ for providing such a fantastic quality of service. *“The impact on staff and children has been immense and the possibilities for future development across the whole range of aspects of children’s physical development is very exciting”* Sue Eveleigh, Long Bennington Primary School
- Our specialist coaches also identify talented participants within their sessions and promote local community sports clubs



PE curriculum development support

We work closely with the County Council to ensure that each school can access support from the CfBT PE Team. This included:

- A PE consultant visit to support curriculum PE development
- Three localised termly PE forums aimed at, Head Teachers /PE Co-ordinators

Education awareness training was also provided to Inspire+ specialist coaches delivering PE.

- Support has been given to schools in Assessment, High Quality PE, Schemes of Work, new Ofsted criteria and new curriculum framework
- Feedback from a Head teacher that received CfBT training; *‘Thank you for coming to our school to deliver on Outstanding PE Lessons to the staff of our Federation. Your training was really well received and I have seen evidence of impact already. I thought the resources you left for staff and the activities throughout the evening were excellent.’* Mrs Edwards, Harlaxton and Denton Head teacher



Inspire+
Legacy
Challenge

The Legacy Challenge has been created and published by Inspire+. Launched in 2012 with the support of Lord Coe pupils from South Kesteven embarked on a series of challenges created to realise the London 2012 pledge of 'Inspire a Generation'.

The new 2013/14 Legacy Challenge challenges pupils to be more physically active and leading healthier lifestyles.

Inspire+ has designed the resources so that young people play a big role in promoting and supporting the Legacy Challenge within their school through engaging their peers in the initiative. This leadership role has helped develop their future employability skills.

The Legacy Challenge can be used throughout the whole year or as a condensed project within the school and it is suitable for both Key Stage 1 & Key Stage 2.

Inspire+ has secured two contracts from Public Health to roll out the initiative to schools in Lincolnshire. The interest in the Legacy Challenge has also been substantial outside the county of Lincolnshire. Many School Games Organisers including those in Nottinghamshire, Rutland, Peterborough, Devon and Cambridgeshire have utilised the Legacy Challenge initiative.

- The Legacy Challenge has been successfully launched in Lincolnshire and funded by Public Health Lincolnshire
- Throughout the year we have conducted 25 centralised training events that engaged both teachers and young people
- We have trained over 500 young people to become their schools Bronze Young Ambassadors through the training. They have championed sports and physical activity through the Legacy Challenge in their school
- Currently 149 primary schools within Lincolnshire are actively engaged in the Legacy Challenge, which equates to 53% of the county's primary schools
- 30,000 primary school pupils are engaged in the Legacy Challenge. This equates to 58% of the primary school population in Lincolnshire
- The Legacy Challenge has gained national recognition from Youth Sport Trust for being the 'Best Increasing Participation Project'

Impact Quotes from Pupils:

"The Legacy Challenge just made me more sporty"

"I have become more healthy after completing the Legacy Challenge"

"The Legacy Challenge taught me about teamwork"

"It makes you a healthy person"



"The Legacy Challenge allowed me to feel a part of



Baroness Sue Campbell, Chair of the Youth Sport Trust, Speaking at the Legacy Challenge Launch



New Bronze Young Ambassadors being trained at the Legacy Challenge Launch

		<p><i>everything and get involved”</i></p> <p><i>“The Legacy Challenge taught me not to be shy and afraid of being a leader”</i></p>	
<p>Young Ambassadors (YAs)</p>	<p>After the hugely successful introduction of Bronze YAs in recent years, Inspire+ & Platinum YAs will facilitate training events designed to inspire the new Bronze YAs.</p> <p>Bronze YAs are responsible for supporting our bespoke Legacy Challenge resource and encouraging their fellow pupils to be more physically active and leading healthier lifestyles. This programme is being evolved for next academic year and will continue to support Ofsted (SMSC) as well as Ofsted key findings/recommendations.</p>	<ul style="list-style-type: none"> • The Young Ambassador Programme is a Youth Sport Trust national programme which we have used to full affect in the South Kesteven District • For the past 5 Years we have had a Platinum Young Ambassador from the South Kesteven District steering group be a member of the National Young Ambassador steering group • The South Kesteven Steering Group has 16 active members which comprises of Gold and Platinum Young Ambassadors • In total the South Kesteven area has over 100 active Young Ambassadors within local Secondary schools and the community • Over 100 local Bronze Young Ambassadors have been trained this year through the Legacy Challenge training • The South Kesteven Steering Group has assisted in providing the county training for the Legacy Challenge and Bronze Young Ambassadors • The South Kesteven Young Ambassador Steering Group played a vital role in the Legacy Challenge receiving national recognition from Youth Sport Trust for being the ‘Best Increasing Participation Project’ (Pictured Right) • Bronze Young Ambassadors have taken ownership in promoting and encouraging their fellow pupils to complete the Legacy Challenge 	 <p>The South Kesteven Young Ambassador Steering Group collecting the award for the ‘Best Increasing Participation Project’ from Youth Sport Trust CEO John Steele and Great Britain’s 2012 Gold Medallist slalom canoeist, Tim Baillie. <i>(Photo courtesy of Youth Sport Trust)</i></p>

Year 3 & 4 Programme

Inspire+ has established a termly club for Gifted and Talented pupils in Year 3 and 4. These sessions will cover skill development, team work, communication and confidence by engaging young athletes in a variety of activities led by Inspire+ staff.

- One parent told us about his son; *“It has made him think more about how he can improve himself in the sports he participates in. Thank you for giving him the opportunity!”*
- One child who left straight from the University sessions to compete in a dance competition won her first ever gold medal putting into practice the techniques learnt from the day. Her Dad Mick Oliver, assistant Head teacher at Priory Ruskin Academy, Grantham stated: *“Just want to say Beth got loads out of yesterday at Lincoln. She went straight into her festival competition (dancing and drama). She's never been 'placed' before but she got silver and gold! The psychology session really made a difference. She went in full of positive thinking. Thanks again - the Inspire+ team is doing a great job!”*

Year 3 & 4 Programme




Sessions included: Nutrition, communication/problem solving, goal setting, athlete development, fitness training and psychology.

41 children in total took part in the programme, feedback that was given (see below) gives a real sense that all the children were able to get something out of the sessions no matter what their chosen sport and talent:

“Made me eat more healthily and think about my food”

“Really enjoyed the sessions – I think I can run faster



		<p><i>now I think about what I'm doing"</i> <i>"The quiz made me think about the session – really enjoyed as my team won"</i> <i>"Used my smart goals for gymnastic training"</i> <i>"I would like to do more strength work so I can improve"</i> <i>"It has helped me understand different food groups and what they do"</i></p> <p>Moving forward Inspire+ would like to open up the gifted and talented sessions to key stage 1 to also work on communication, multi-skills, functional movement and development.</p>	
<p>PGL Half day access</p> <p>Page 51</p>	<p>Each school had the opportunity to take 12 pupils to PGL Caythorpe for team building exercises designed to raise confidence and self-esteem.</p> <p>Emphasis was placed around extending PE opportunities (OAA) outside of school giving pupils access to outstanding facilities and instructors.</p>	<ul style="list-style-type: none"> • 29 schools to date have accessed PGL activities for half a day • Many schools have paid for more children to access the programme • These sessions have been accessed regularly throughout the year 	
<p>PGL Access Weekend</p>	<p>Inspire+ organise and staff a special weekend at PGL. Full board and accommodation is provided.</p> <p>Schools have the discretion on which pupils they choose. This could be those that are a Young Ambassador, have good attainment, good behaviour, students who have low self-confidence/esteem or students who have never experienced this type of activity before possibly</p>	<ul style="list-style-type: none"> • This year's PGL access weekend was held in April and was attended by 67 primary school pupils from 28 Inspire+ member schools • The PGL access weekend allowed pupils to mix and make friends from the different schools • Pupils were given the opportunity to try various activities which they might not have done before including archery, abseiling and sensory trail • Pupils were grouped into the secondary schools they would be attending in September to provide 	

due to financial restrictions.

Aimed at pupils in year 6. This weekend also supports transition from primary school to secondary school.

- them with an opportunity to get to know other pupils that will be starting at the same school
- 98% of the children who attended enjoyed the weekend experience. 76% told us that it had helped them meet people they would be going to secondary school with. 90% of the children achieved something positive during the weekend

Impact Quotes from Pupils:

"It was amazing to be able to make new friends overnight!"




"It has helped me make new friends and they are going to the same schools as me"

"We worked as a team, which I haven't really done before"

"The sensory trail made me feel how hard it was to be blind"

"It was awesome, I loved it!!"



<p>Olympic Holiday Sports Camps</p>	<p>Holiday sports camp aimed at introducing young people to Olympic and Paralympic Sports. The camps that were introduced in 2012/13 academic year have proven to be very popular with hundreds of pupils attending since their inception.</p> <p>Parent and pupil feedback is always very positive.</p>	<ul style="list-style-type: none"> • By the end of the August 2014 we will have facilitated thirty day camps • We have to date averaged 45 children aged 6-11 years old per day camp • Total of 113 children have accessed the camps to date this academic year 	
<p>Parent Volunteer Programme</p>	<p>Inspire+ will provide an induction for parents with CfBT and provide access to basic sports training to enable parents to assist sports clubs at their child's school.</p> <p>This year a grant has been accessed by Inspire+ to allow parents to access NGB coaching awards free of charge for those parents who show commitment.</p> <p>Inspire+ will offer to mentor parents throughout the year.</p>	<p>Over 200 parents trained to date. 30 parents registered in 2013/14 academic year.</p> <p>Throughout the year we've had some great responses to the parent volunteer programme with 18 parents actively volunteering within schools.</p> <p>A large range of clubs and extra-curricular lessons are being developed through parents, from tag rugby, gymnastics, multi-skills to extra maths and literacy.</p> <p>We even had a parent offered a paid job after volunteering at the school through the programme.</p>	
<p>Mini Olympics</p>	<p>Nationally acclaimed event organised and run by our local Young Ambassadors (with a little help from Inspire+!).</p> <p>Mini Olympics is aimed at years 3&4s, giving them an opportunity to participate in Olympic and Paralympic activities. It is expected that over 1000 young people will participate this year.</p>	<p>The seventh annual Inspire+ Mini Olympics was held on the 26th June at the Grantham Meres Athletics Stadium. This year the event was re-named the Mini Commonwealth Games to celebrate the forthcoming Glasgow 2014 Commonwealth Games. 32 local schools took part, with a record number of participants (nearly 1000 year 3&4 pupils) taking part in 14 Olympic and Paralympic sports and getting to meet sporting celebrities including, local Winter Paralympian star Jade</p>	

The 2013 Mini Olympics saw 37 primary schools from across South Kesteven take part involving 60 teams and 730 primary school children. In addition to this, 68 Bronze Ambassadors attended from their primary schools and 50 secondary school Young Ambassadors and Sports Leaders.

This totalled 848 young people there on the day all inspired by eight sports celebrities including Sam Ruddock and Hannah Cockcroft.

Etherington whilst taking part in their own opening ceremony. Each school represented a Commonwealth Country which they researched as part of the charities 2014 Legacy Tour.

The event was organised by the Young Ambassador Steering group, with a further 50 Young Ambassadors and Sports Leaders from local secondary schools helping on the day. The day was opened and closed by the charities Ambassador, Paralympian Sam Ruddock. Pupils were treated to a surprise display of sky divers to close the event.

SKDC's portfolio holder for leisure, arts and culture Cllr Bob Adams said: *"This was another fantastic day at the Meres that gave just under 1,000 children from South Kesteven the opportunity to experience the true spirit of an Olympic style day. We're pleased we could again support the event and my congratulations go to Inspire+, the Young Ambassadors, sporting celebrities including Paralympian stars and 1Life staff at the Meres for helping to make this another special occasion for so many youngsters."*



Inspire+
Legacy Tour
2014

Three tours have been organised by Inspire+. In 2011/12 the Olympic and Cultural Tour focussed on raising awareness of the Olympic and Paralympic Games.



In 2012/13 the Legacy Tour focussed on disability sport and encouraging 'Sport for All'. Each school received free Boccia kit worth £120.

This year the Inspire+ team has again led an assembly at every school in the district that sees pupils and teachers visit other schools.

- Focus of the 2014 tour was the Glasgow Commonwealth Games and importance of regular physical activity for children.
- Each school received a blind football and 20 blind folds
- The Bronze Young Ambassadors from each school wrote a message of good luck to Team England to pin to Clyde the Glasgow Commonwealth Mascot which will be presented to Team England before the Commonwealth Games
- A relay baton with the motto 'On fire with desire to inspire' was created through a competition and was taken by Young Ambassadors to each school

- This year's tour took place in 43 Primary Schools across South Kesteven
- Assemblies were delivered with the assistance of the schools Bronze Young Ambassadors who then presented the tour to the next school
- As well as the tour focusing on the Glasgow 2014 Commonwealth Games and encouraging everyone to complete the government recommended amount of 60 minutes physical activity, the Tour also looked at the Tour De France and each school had a bike for the day for them to hold their very own time trials
- This year's Tour encouraged cross-curricular activities. At each assembly the school selected their Commonwealth Country for the Mini Commonwealth Games. They were then tasked with making a poster to represent their country and show facts linked with athletes from the country, the countries geography, local food, culture, music and the countries national sport
- A quote from a Deputy Head teacher following their Legacy Tour assembly *"Thank you for your really SUPER assembly – it was very well presented and inspiring for us all!"*



<p>Inspire+ mentor programme</p>	<p>The mentoring programme is first and foremost for young people who have a genuine interest in sport. Schools will identify young people who are not maximising their potential specifically in the following areas:</p> <ul style="list-style-type: none"> • Not applying themselves academically • Gifted and Talented • Young people with behavioural issues • Low confidence children <p>The programme begins with an assembly for Key Stage 2 pupils in an attempt to make a wider impact. The assembly focuses on 'Talent Versus Effort'. Selected children have three one-to-one sessions with the Inspire+ mentor on a fortnightly basis. The mentor will help remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential. Between each session the children are set a pledge for them to attempt to achieve.</p>	<ul style="list-style-type: none"> • 17 schools have accessed the mentoring programme • Through use of the pledge cards there has been improvement shown from children as a result of the mentoring <p>One PE Coordinator from a school that had received the mentoring programme told us: <i>"Both years 5 & 6 teachers said the assembly was very interesting and liked how the mentors own experiences where shared putting talent verses effort into real context. The children had continued discussing it in class and also applying it to other parts of their life, brilliant!"</i></p> <p>The teacher went onto say regarding a child being mentored: <i>"I have seen a marked improvement in her willingness to take part in class. All three are enjoying the sessions but with this one girl especially it is really making a difference."</i></p>	
<p>Inspire+ Ambassador Sam Ruddock</p>	<p>2012 Paralympian Sam Ruddock delivered whole school assemblies at schools that focussed on his special journey to becoming an athlete at the London Paralympic Games.</p>	<ul style="list-style-type: none"> • Sam has completed 32 assemblies in our Primary Schools across South Kesteven to date • In addition to these assemblies Sam has also presented to our gifted & talented pupils, Young Ambassadors, Children & staff at PGL and South Kesteven District Council. • We have received messages from schools almost instantly following his assembly including these quotes 	

"It was brilliant, what an inspiration to everyone!"

"Just had to drop you a line to say how inspirational Sam Ruddock was this afternoon. You could have heard a pin drop in our hall, as he held the children spell-bound. The children didn't want it to finish!"

"Just to say how brilliant Sam was today – awesome talk that inspired staff as well as children. Fabulous!"



<p>Inspire+ Ambassador Sarah Outen</p>	<p>Sarah Outen MBE, British Adventurer has recently joined Inspire+ as our new Ambassador. She is currently undertaking the amazing journey / adventure of travelling London to London via the world by human power (kayaking/ biking/ rowing). Sarah held a special presentation for all children within the Inspire+ programmes, demonstrating the importance of determination, courage, belief, confidence and leadership to achieve and develop. Sarah will be linking with each school for satellite calls throughout 2014-2015 and assemblies when back.</p> <p>Sarah is currently on her kayaking stint around the Aleutian Islands. She has completed over 150miles with some difficult conditions – a note that Sarah sent to us describes what she’s up against</p> <p><i>“I have an Inspire + sticker on the deck of my boat in front of me so I can see it when paddling. I certainly thought of you guys during our last day on the water this week - it was brutal, 15 hours of madness trying to cross a 25-mile pass. We made it in and are now having a few days off. Hooray!”</i></p>	<p>Currently:</p> <ul style="list-style-type: none"> • Sarah has been launched throughout every school • Flag competition is in process – in the hope to get the Flag out to Sarah before the New Year • Weekly updates of Sarah and her progress • Young Ambassador meeting – Where the Young Ambassadors were introduced to Sarah and asked for their help to launch Sarah and keep their school updated • Extra-curricular resources and packs are being supplied to schools from September to allow for wider learning e.g. Geography, Science, Health 	 
<p>Guinness World Record attempt</p>	<p>Following on from last year, Inspire+ have once again arranged a world record attempt that will increase physical activity levels. Last year’s record was titled ‘Most people</p>	<ul style="list-style-type: none"> • Last year’s attempt was held across our schools in South Kesteven and over 2700 people participated • This year the attempt will be open to all primary schools across Lincolnshire 	<p>This year’s attempt has had to be postponed due to a change in requirements from Guinness World Records regarding the eligibility of witnesses.</p>

running 100 metres in a 1 hour relay (multiple venues)'.

- It will also support the pupils achieve the 'My Challenge' of the Legacy Challenge

Inspire+ are working with Guinness World Records to resolve this issue. We hope to be rescheduling the attempt during term 1.

Pictures below from last year's attempt



Sports Leadership Academy

Nominated students had the opportunity to become part of the Sports Leadership Academy. At the launch students met NGB development officers who gave them an insight to their work.

Every student accessed two NGB Leadership bolt on awards free of charge and the opportunity to be mentored by the Inspire+ team throughout the year.

Inspire+ ensured access to high quality

76 active pupils within the SLA programme.

Students volunteering hours (10 hours minimum) through after school clubs/ lunch time clubs/ breakfast clubs/ competitions/ Inspire+ holiday camps.

Many of the students are also part of the Young Ambassador programme- working hard to develop their leadership and organising skills, which will be invaluable to their employability development.



Lincolnshire Area Picture: Phase Two May 2014

The following template example is designed to guide partners in the creation of their local picture. Please keep as brief as possible (max 2 sides), additional detail to be retained and used locally by the partners.

1. Introduction including Local Support Infrastructure

In the Lincolnshire area, there is a variable local support infrastructure.

- In all 8 areas of Lincolnshire, the former school sport partnerships (School Sports Partnerships of Lincolnshire and Inspire+) are taking the lead and supporting schools. Most areas have a comprehensive membership package open to all or most schools in the SSP boundaries.
- In 4 areas the county council through their school improvement partner is supporting the school sports partnerships and individual schools. Done through a lead officer and membership scheme for partners and/or individual schools. This organisation also runs head teacher forums across the county to support in various areas including primary premium updates.
- In 1 area, there is limited support to all schools due to capacity. In this area plans are to work with local providers to offer services to schools not able to access anything currently.

2. School use of the Premium including Provision of services

In Lincolnshire, most schools appear to have decided how to utilise the first year of the primary premium funding, and from a sample of schools.

- 75% have published their offer to parents and others through their web site.
- Schools who have published their offer have also specified how they are utilising the premium. Some descriptions are more detailed than others and range from a list of what the funding is being used for to a detailed plan and breakdown of how the funding is being utilised.

Since September 2013 there is evidence to suggest that:

- a. Coaching – Overall our insight suggests that since September 2013 more coaches are being deployed and there are not sufficient quality coaches / coaching providers to meet demand.**
 - i. Numbers** - our web site review indicated that 85% of schools are deploying additional coaches taking an average from the sample review.
 - ii. Deployment** – we estimate 40% of schools appear to be utilising coaches for after school activities along with a number of schools using coaches to provide teacher support and professional development delivering curriculum (55%).
 - iii. Providers** – we would estimate the majority of coaching provision is through commercial multi-skill / sport providers (85%).
 - iv. Quality** – Our perception of the quality of coaching in schools in the area is that there are some really proactive and professional coaching providers. To ensure this quality across

Lincolnshire Area Web Site Review

How schools are utilizing the Primary PE & Sport Premium

Published offer – 75%

Published use of Premium - 75%

Additional Coaches - 85%

Extending Competition – 68%

Health Enhancing Activities – 41%

PE Specialist or peripatetic Teachers – 13%

Professional Learning for teachers – 80%

Other - 85%

Other significant areas of investment:

Inclusion – 17%

Extra-curricular clubs – 53%

Facilities – 8%

Equipment – 45%

Transport – 33%

Swimming – 35%

Other - 39%

county an online system has been launched to provide a checking system for minimum operating standards. We believe most coaches are appropriately qualified.

- v. **Supply** – There are currently sufficient coaches to meet demand, however no quality checks in place for many. More coaches delivering multi skills and multi sports activities are needed, along with inclusive activities.

b. **Competition** –

- i. **Numbers** - our web site review indicated that 68% of schools are using the funding to extend participation in competitive activities.
- ii. **School Games** - participation in school games competition has increased, 37 more schools have activated their school games account and there have been 16 more registered School Games Level 1 Days.

c. **Health/Physical Activity** –

- i. **Numbers** - our web site review indicated that 41% of schools are investing the funding in activities to increase participation by the least active and or increasing provision of health related activity.
- ii. **National initiatives** - 12 more schools have taken up Change 4 Life Clubs and no more schools have Energise Clubs
- iii. **Other activities** - Local intelligence suggests a number of schools are investing in other health enhancing activities such as playground leaders, activate, five a day and gardening scheme. Our insight also suggests approximately 50% of schools are engaging in a healthy lifestyle programme within the county. This is coordinated through a local charity, Inspire+ with the support of the School Sports Partnerships of Lincolnshire, funded through the county council.

d. **Shared or Single School PE Specialist Teachers** –

- i. **Numbers** – our web site review indicated that 13% of schools are using the funding to utilise specialist teachers or are working with peripatetic specialists individually or across a group of schools.
- ii. **Supply** – local intelligence suggests there are **sufficient / insufficient** specialist teachers to meet demand from schools.

e. **Professional Learning** –

- i. **Numbers** - our web site review indicated that 80% of schools are investing in up-skilling in PE and or School Sport and our insight suggests that at least 194 teachers have received professional development, ranging from course attendance through to individual support meetings.
- ii. **Providers** – significant providers in the county are the School Sports Partnerships of Lincolnshire, Secondary Schools, CfBT, Bright PE and coaching providers.
- iii. **Quality** – In general schools appear to be taking up in school bespoke support around curriculum development as well as sports specific delivery.
- iv. **Supply** – supply currently appears to meet demand most courses are well attended and there are no significant waiting lists.

f. **Other** –

- i. Our web site review and local intelligence suggests the other significant areas where schools are investing their funding includes inclusion (17%), extra-curricular clubs (53%), facilities (8%), equipment (45%), transport (33%) and swimming (35%).

3. Summary including Highlights, Demand-Supply Analysis and actions arising

Highlights in our area include the high quality membership schemes being provided by the School Sports Partnerships of Lincolnshire, the Legacy Challenge being provided by Inspire+, in school support provided by CfBT, An online Coach and Instructor Network system and a new Professional Education and Training Calendar for CPD provided by Lincolnshire Sport. We are working to make sure services are available to all schools and there is a central point for all updates and communications regarding the development of PE and School Sport in the county. We are also working with a number of local partners to host an informative high quality county wide PE and School Sport Conference. There is a lack of coaches with multi-sport delivery capabilities and we are working with coaching providers and the county council to address training needs.

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SUPPORTING THE PRIMARY SCHOOL SPORTS PREMIUM FUNDING

Information

Sport England, the County Sports Partnership Network and the Youth Sport Trust are combining effort to help schools and sports make the most of the new Government £150m pa Primary School Sport Premium. The Association for Physical Education (afPE) has also joined the partnership to ensure quality.

By collaborating and working together to support schools, sports and others make the most of the premium they are aiming to ensure that the funding delivers high quality physical education and school sport. The support is being made readily available to schools, sports or anyone else, but there will be no compulsion or any requirement to take up this support.

Together we will create a simple picture at County Sport Partnership (CSP) level of how primary schools plan to deploy their share of the premium. This intelligence will enable all partners involved nationally to target support and help to those who want and need it. This picture will be regularly updated to ensure support and guidance is in place for sports and schools.

CSP's will need to report back with a clear picture of what is on offer locally, including what sports can provide in their area. The CSP will need to make sure the primary schools in their county know what's available nationally and locally. Then CSP's and the Youth Sport Trust will work together to support any schools which want and require help in maximising the investment or accessing services to help them improve the quality and quantity of physical education and school sport.

Youth Sport Trust have been commissioned to work with NGBs to help them develop simple offers focussed around primary school engagement alongside working with a range of partners and stakeholders to develop a 'Physical Literacy Framework' which will help guide quality.

Data has been sourced from Edubase nationally. It is recognised that there could be discrepancies; however, this is the most accurate data source at this moment in time. The reporting document provided is a government document, therefore will not be shared outside of CSP's, and will be an online portal for data submission during set periods.

Along with this online reporting CSP's will be asked to provide a qualitative report as part of their existing reporting mechanism to Sport England, 6 monthly (Q2 & Q4) detailing the landscape and local services and support on offer to schools, as well as the impact and benefits the funding is making within the county.

Area 1

CSP's, drawing on support from YST, afPE and others will create and maintain a simple picture of primary schools' readiness and then deployment of their premium funding. This includes four phases of mapping to detail the landscape and impact of the funding.

Phase 1 (September 2013) – Readiness (baseline data of engaged schools in PE & School Sport).

Phase 2 (March 2014) – Delivery (early impact via school website audit and phase 1 review).

Phase 3 (September 2014) – Impact (update/comparison of current delivery against phase 1 data).

Phase 4 (March 2015) – Likely Sustainability (Using local intelligence).

Data capture will be through the lead for each programme (i.e. Bikeability, Tesco Soccer Skills and The Legacy Challenge) or service (i.e. Membership Schemes, Consultancy and CfBT) along with research and national data provided by regional and national partners. All data will be collated and inputted via the online portal for CSPn to feedback to government.

Area 2

CSP's will have a clear view on what is on offer locally (through NGBs, private providers, the YST, afPE and others) to support primary schools and will promote the opportunities to schools benefiting from the new PE and Sport funding in the county.

Some of the support areas CSP's could provide include;

- *Communicating with schools through local networks.*
- *Advocating the value of PE, School Sport and Community Sport.*
- *Linking NGB clubs with local schools, whilst supporting NGB's to promote their products.*
- *Provide guidance on the use of external coaches and volunteers.*
- *Identifying and promoting a range of appropriate and high quality CPD products.*

To cover a number of the above support areas the following is being utilised;

- **Lincolnshire Sport website; promotion, advocacy, signposting and guidance.**
- **PE & School Sport bulletin; promotion, advocacy, signposting and guidance.**
- **'PE & School Sport Solutions' brochure; local services and schools programmes.**
- **The Coach & Instructor Network; database of coaches and coaching providers.**
- **Professional Education & Training Calendar; programme of courses.**
- **Club Database; junior membership auditing and development support.**
- **Lincolnshire PE & School Sport Conference; promotion, education and support.**
- **Services Portfolio; detailing all services available to schools across the county.**
- **Briefings; where needed to signpost to all of the above.**

Area 3

CSP's and YST working in partnership will then work with a smaller number of primary schools. These will be the ones that want and need help to make effective use of the premium funding. It may be useful to identify whether the targeted schools;

- a) are unsure what they want to do to improve their provision
- b) are clear what they want to do, but are unsure how to go about it

There may be some schools who do not wish to take up an offer of support where further advocacy work will be required.

CSP's should take the following steps;

Step 1 – Awareness (ensure schools are aware of local services via email, mailings and/or website).

Step 2 – Engagement & Advocacy (advocate where necessary with Headteachers and Governors).

Step 3 – Planning (what to do; signpost to YST Self-review tool, afPE kitemark and YST quality mark).

Step 4 – Delivery (how to deliver; signpost to programmes, local services and/or NGB products).

The following is being offered to support the identified schools;

- **1-2-1 meetings; advocating and signposting to resources and/or services.**
- **Local briefing sessions; detailing agreed topics for specific areas.**
- **Headteacher and Governor telephone guidance; advocacy and sharing good practise.**



Department
for Education

PE and sport premium: an investigation in primary schools

Research brief

September 2014

**Cheryl Lloyd, Alexandra Fry and Ivonne
Wollny - NatCen Social Research**

Contents

Introduction 3

Key Findings 4

Spending the premium 4

Changes to PE and sport provision using the premium 4

 Changes to curricular and extra-curricular PE & sport staffing 4

Plans to use the 2014/15 PE and sport premium 6

Perceived impacts of the premium 6

Making decisions about spending the premium 7

Background 8

Aim of the survey 8

Methodology 8

List of Tables

Table 1: Confidence intervals expected for a number of sample sizes 9

Introduction

Research was commissioned to conduct two surveys of primary school headteachers and senior managers, to examine how the [PE and sports premium](#) is being used in schools in England and the perceived impacts of the fund on PE and sports provision. The first survey was undertaken between April and July 2014 and the second survey will follow up the responses to the first survey in February/March 2015. This research brief presents the key findings from the first school survey, focusing on changes and perceived impacts of the fund as reported by school based staff.

Key Findings

Spending the premium

- Nearly all schools (99%) had started to spend the PE and sport premium allocation at the time of the survey, with most having started implementing changes before the end of the Autumn 2013/14 term.
- Schools were asked about the different ways they had spent their PE and sports premium and tended to report using the fund in a number of ways. Eighty-six per cent of schools reported using the premium to up skill and train existing staff. Changes reported by more than two thirds of schools included buying new equipment (76%), providing more extra-curricular activities (74%), and employing a new sports coach (67%).

Changes to PE and sport provision using the premium

Schools reported the following changes between 2012/13 and 2013/14 (the first year of the premium):

Changes to curricular and extra-curricular PE & sport staffing

- Seventy per cent of schools reported making changes to who delivered curricular PE lessons as a result of the funding.
- Of those who had made changes to their **curricular** PE staffing, the use of external sport coaches had increased from 37 per cent to 82 per cent of schools, and the use of specialist PE teachers had increased from 22 per cent to 54 per cent of schools. The use of School Sport Partnerships Co-ordinators had also increased from 9 per cent to 29 per cent of schools.
- Sixty-four per cent of schools reported making changes to who delivered their **extra-curricular** PE and sport as a result of the premium. Of those who had, the use of external sport coaches had increased from 56 per cent to 91 per cent of schools; and the use of specialist PE teachers from 26 per cent to 47 per cent of schools.

Changes to PE and sport provision

- The vast majority of schools (91%) reported that due to the funding there had been an increase in the quality of PE teaching, with 9 per cent reporting it had stayed the same.

- Other changes to PE and sport in the first year of the funding included an increase in the range of equipment (79%), and an improvement in the quality of equipment (73%).
- Sixty-seven per cent of schools reported offering a wider range of sports during curricular time whilst 77 per cent reported doing so during extra-curricular time. On average an additional three sports were offered in both curricular and extra-curricular time compared to the year prior to the premium.
- Smaller schools and those with a higher proportion of pupils eligible for free school meals (FSM) were more likely to report improvements in the quality and availability of facilities. Around half of small schools¹ (52%) reported an increase in the facilities available to them, compared to 40 per cent of large schools. Similarly, 51 per cent of schools with the highest proportion of FSM pupils² reported an increase in the facilities available, compared to 39 per cent of schools with the lowest proportion of FSM pupils³.

Changes to PE and Sport engagement

- Eighty-four per cent of schools reported that there had been an increase in pupil engagement in PE during curricular time; this was more likely amongst schools with higher levels of pupils eligible for free school meals (FSM). Similarly, 83 per cent of schools reported an increase in the levels of participation in extra-curricular activities.
- Seventy-nine per cent of responding teachers thought that the premium had increased participation for *all* children. Particular groups of pupils were also mentioned in relation to this increased participation, including those less engaged/least active (38%), disadvantaged children (35%), and children with SEN (30%). Around a fifth of schools reported an increase in participation particularly amongst girls.
- Around half of schools (51%) had increased participation in intra-schools competitions, and 63 per cent reported an increase in inter-school competitions.
- Thirty-five per cent of schools made changes to the costs of extra-curricular PE and sports – a third of these reduced the costs to attend (33%), and a fifth made some clubs free to attend (21%).

¹ For this research a small school was defined as having up to 149 pupils; a medium school between 150 and 299 pupils, and a large school was defined as over 300 pupils.

² Schools with more 27.9% of pupils eligible for FSM (the highest quartile).

³ Schools with less than 7.2% of pupils eligible for FSM (the lowest quartile).

- There was no significant change in the average time pupils spent in curricular PE – this was two hours in both 2012/13 and 2013/14.

Plans to use the 2014/15 PE and sport premium

- The majority of schools (70%) said they had already started planning how they were going to use the second year of PE and sport premium funding. A minority (14%) reported that they had already committed to spending some of the second year's funding. Sixteen per cent of schools had not got to the stage of planning how to use next year's funding yet.

Perceived impacts of the premium

- Overall, perceptions about the impact of the premium on pupils were positive.
- Around a third of schools felt that the premium had had a big positive impact on behaviour - including confidence (35%); a healthier lifestyle (33%) and physical fitness (26%). There was less of a perceived big impact on improvements in other academic subjects (9%).
- Approximately two thirds of schools felt that there had been 'a little' impact on the above behaviours, however a quarter (25%) felt that there had been no impact at all on improvements in other academic subjects.
- Schools with the lowest levels of FSM eligibility were less likely to report that there had been an impact on pupils' behaviour compared to schools with higher levels of FSM eligibility.

Note: Interpreting the perceived impacts

It is important to note that this report uses survey methodology to examine any perceived impacts of the fund as reported by school based staff. It was not able to provide a robust assessment of impact as there were no control group schools available.

Making decisions about spending the premium

- Key members of staff involved in making decisions about how to spend the PE and sport premium included: the headteachers (97%), other teachers (73%), and members of the senior management/leadership team (71%). Governors (54%) and the School Sports Partnership (44%) were also commonly involved in this process. Pupils were involved in the decision making in 33 per cent of schools, and parents/carers were involved in 10 per cent of schools.
- Sixty-eight per cent of schools reported accessing information from the School Sport Partnership to help inform their spending; other common sources included head/teachers in other primary schools (55%), the local authority (51%), and the Department for Education (45%).

Background

In March 2013 the Government announced a major new funding initiative to support the delivery of physical education (PE) and sport in primary schools.

This cross-government funding is provided by the Department for Education, with contributions from the Department of Health and the Department of Culture, Media and Sport. The PE and sport premium will provide over £150 million per year for the academic years 2013/14 to 2015/16.

The PE and sport premium is paid directly to primary schools and is ring-fenced to spend on improving the quality of PE and sport provision for all their pupils.

In 2013/14 all primary schools in England with 17 or more primary-aged pupils received a lump sum of £8,000 plus a premium of £5 per pupil. Smaller schools with fewer than 17 pupils received £500 per pupil.

Aim of the survey

The aim of the survey was to find out how primary schools in England were spending the first years' PE and sport premium; how spending decisions were made, and the perceived impact of the new premium on schools.

Methodology

Telephone and web surveys of schools were commissioned. Interviews were completed with the headteacher or another member of staff responsible for making decisions about PE spending and provision, such as the PE co-ordinator. A total of 586 interviews were carried out in primary schools between April and July 2014.

Sampling

The sampling frame for the survey was state-funded primary schools in England. The sample was designed to be representative of primary schools in England but with an over-sample of academies to enable comparisons between primary academies and LA maintained schools. With the exception of the academies, the sample was representative of primary schools in England. The responses were weighted to correct for non-response bias so the sample for analysis was representative of primary schools in England.

Confidence Intervals

Confidence intervals are a measure of precision, they are intervals placed around survey estimates which give an indication of where the true population is likely to fall. A 95 per cent confidence interval is calculated in such a way that 95 times out of 100 it captures the true population value. Therefore, they provide an idea of how large the true

population value might be (i.e. the upper limit) and how small it might be (i.e. the lower limit). The table below shows the confidence intervals expected for a number of sample sizes for a simple random sample which does not take into account design effects. For example, an estimate of 30% where the base is all schools surveyed (n=586), has a confidence interval of + or - 3.7%, hence the true value is within the range of 26.3 to 33.7%.

Table 1 Confidence intervals expected for a number of sample sizes for a simple random sample

Sample size	Survey estimate		
	10% or 90%	30% or 70%	50%
200	4.2%	6.4%	6.9%
300	3.4%	5.2%	5.7%
400	2.9%	4.5%	4.9%
586	2.4%	3.7%	4.0%
600	2.4%	3.7%	4.0%



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Any enquiries regarding this publication should be sent to us at joanne.oshea@education.gsi.gov.uk or www.education.gov.uk/contactus

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The PE and sport premium for primary schools

Good practice to maximise effective use of the funding

The government is providing funding to maintained primary schools and academies that is specifically targeted at improving the provision of physical education (PE) and sport. Her Majesty's Chief Inspector (HMCI) commissioned a survey to identify and share good practice in 22 schools previously identified as performing well in PE. This survey complements a study in this area by the Department for Education (DfE) that surveyed headteachers between April and July 2014.

In the majority of the schools visited, headteachers are using the additional funding to make improvements to PE and sport, including in competitions, for pupils. However, this survey has highlighted the need for clearer guidance to schools on how best to spend the funding and the importance of good specialist PE knowledge for teachers of the subject.

Age group: 4–11

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Piccadilly Gate
Store Street
Manchester
M1 2WD
T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Contents

Executive summary	4
Key findings	6
Recommendations	7
Good practice case studies	8
Notes	19
Annex A. Providers visited	20

Executive summary

Central to the successful bid to host the 2012 Olympic and Paralympic Games in London were the government's wide-ranging legacy commitments. These included the aim of re-energising school sport, with a focus on competition and creating a sporting habit for life in young people.¹ Since September 2013, Ofsted inspectors have assessed and reported in section 5 inspections on the use of the additional funding called the PE and sport premium for primary schools.² This funding has been provided by the government to help deliver the London Games legacy commitments.

For this survey, evidence was collected from 22 visits by Ofsted inspectors to primary schools known to be performing well in PE. The inspectors found that the new funding is beginning to make a difference in these schools.

A range of effective approaches to using the PE and sport premium were seen by inspectors. In the majority of the 22 schools visited, headteachers were using the additional funding to make improvements to PE and sport for pupils. Employing sports coaches or specialist teachers to teach PE and extending the range of extra-curricular sports activities were the most common uses of the funding. Providing staff with professional development in PE was also popular with the schools. Many of the schools are working in partnership with a wide range of local organisations and other schools to share expertise and extend provision. Inspectors reported on the different ways that schools are implementing these common approaches, although, understandably, some of these are likely to be more effective than others in the long run.

As a result of the funding, pupils in the schools visited were generally being provided with better quality PE teaching. Additionally, they had more opportunities to participate in sport and physical activity. Headteachers noted that the premium had brought a renewed and sharper focus on PE and sport. They also highlighted that the reporting in section 5 inspections had raised their awareness of the importance of using the funding effectively.

Most of the headteachers of the schools visited commented on a lack of clear guidance on how the new funding should be spent when it was first allocated. This meant that they did not initially feel confident or well prepared to use it effectively. They indicated that they would welcome further guidance on effective uses of the

¹ *Inspired by 2012: The legacy from the London 2012 Olympic and Paralympic Games*, HM Government and Mayor of London, July 2013; www.gov.uk/government/publications/the-olympic-and-paralympic-legacy-inspired-by-2012.

² The PE and sport premium for primary schools is worth £150 million per year. The funding is provided to improve the quality and breadth of PE and sports provision in primary schools. Funding was allocated to all maintained and state-funded schools with primary-aged pupils, including primary, middle, special and non-maintained special schools, academies and pupil referral units from 1 September 2013, and will continue until at least 2015/16. Schools have the freedom to choose how they spend their allocation to improve the quality and breadth of their PE and sport provision. They are expected to be accountable for measuring the impact of their spending.

premium to ensure that the benefits are long-term and sustainable, especially concerning promoting pupils' health and well-being. The wider survey of headteachers by the DfE³ suggested that schools are seeking support to inform their spending from a range of bodies, including School Sport Partnerships and local authorities.

Ofsted's last national report into PE⁴ noted that a major weakness in primary schools was the lack of specialist subject knowledge among teachers. It is, therefore, not surprising that, even in schools known to have strong practice in PE, a significant part of the new funding is being used to improve the quality of teaching in the subject. In the schools visited, this was mainly achieved by using the funding to employ specialist PE teachers and sports coaches to work with other teachers and teaching assistants. However, some schools were also using it to improve the skills of existing members of staff so that they could provide good quality training for their colleagues in school. This concurs with the DfE survey, which found that 86% of the sample schools were using the premium to provide extra PE training for staff.

Inspectors also found that the new funding was being used effectively to increase pupils' participation in sport and physical activity. In some schools, part of the funding was used to help selected pupils overcome personal difficulties and as a platform to improve their physical and social development.

Although most of the schools visited were using the premium in effective ways, some common weaknesses were noted. Strategic planning was generally poor. Monitoring and evaluation of the impact of actions to improve the provision of PE and sports were not rigorous enough. For example, too often, teachers' professional development was not planned thoroughly. Additionally, there were often no means of evaluating the impact of actions taken to improve teachers' effectiveness in teaching PE.

A few of the schools had used a small part of the funding to promote pupils' health and well-being, including providing help for those pupils who were overweight or obese. However, overall, this was not done well enough in the majority. This is an area where headteachers feel that more guidance and support would be helpful.

³ *PE and sport premium – an investigation in primary schools. Year 1 interim report*, Department for Education, September 2014; www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools.

NatCen Social Research was commissioned by the DfE to conduct a survey of primary school headteachers and senior managers to examine how the PE and sport premium is being used in schools and perceived impacts of the fund on PE and sports provision in England. This is part of a larger two-year study investigating the use of the premium in 2013/14 and 2014/15. A telephone and web survey of schools was carried out between April and July 2014 and 586 interviews took place in primary schools.

⁴ *Beyond 2012 – outstanding physical education for all* (120367), Ofsted, 2013; www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all.

In a small minority of the schools, the new funding was not being used well enough to provide new activities. In some, for example, the premium was being used to pay for swimming lessons even though schools already have money provided to teach pupils to swim.

Key findings

- In all 22 schools visited by inspectors, headteachers and governors viewed the new funding as an opportunity to build on their current good practice. They were determined that the premium should leave a legacy of improved sporting performance, increased participation and better promotion of health and well-being.
- In the schools visited, most of the funding is being used to:
 - deploy new sports coaches and other personnel qualified in sport to teach pupils in PE lessons and to coach sport in new after-school clubs
 - join in with existing sports partnerships or new arrangements, pooling their funding to share the cost of new sports staff and organising inter-school sports competitions
 - improve teachers' subject knowledge and enable them to work alongside specialist teachers and coaches to observe and learn new skills and techniques from them
 - work in partnership with secondary schools to enable specialist teachers to teach PE and organise additional extra-curricular sport in primary schools
 - engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and physical activity within and outside school hours
 - help selected pupils, including the disabled and those who have special educational needs, to overcome barriers and enjoy the benefits of PE and sport.
- All 22 schools visited by inspectors had a plan of how they intended to use the funding for at least the first year. However, a common weakness was that plans lacked clear targets for improvement and did not show how senior leaders would measure the impact of new funding on improving PE and sports provision.
- Most schools employed specialist teachers or sports coaches to help improve the effectiveness of class teachers and teaching assistants in teaching PE. These specialists also sought to increase pupils' participation in sport and physical activity. In all of the schools visited, new appointees were carefully selected, often following advice from the local authority or the local secondary school, and their performance was routinely monitored.
- Discussions with staff showed that professional development is most effective when it is planned to meet the individual needs of teachers and teaching assistants. In schools visited where this was the case, teachers and teaching assistants demonstrated greater subject knowledge and confidence in teaching

PE. Professional development was generally less effective where staff training consisted of simply observing specialists with no opportunities to teach or coach alongside them or improve their skills through other means.

- Many of the schools visited had identified a small minority of pupils as 'non-participants' in lunchtime and after-school sports activities. Schools were using the new funding to put in place a range of additional activities to stimulate the interests of these pupils.
- Many headteachers were using new funding to promote wider links with a range of local sports clubs. They saw this as a sustainable way of improving the participation and performance of all pupils, including disabled pupils, pupils with special educational needs and the most able.
- Only six of the 22 schools visited specifically targeted new funding towards their most able pupils. However, most headteachers felt that these pupils benefited anyway from the additional funding through better-quality PE teaching by specialist teachers and coaches. Schools also felt that these pupils benefited from the wider range of extra-curricular sports clubs provided and improved links with local sports clubs.
- Very few schools were using their funding to improve pupils' health and well-being, especially those known to be overweight or obese. In particular, there was a lack of engagement with parents and local health agencies to develop and implement effective approaches to tackle these issues.

Recommendations

Schools should:

- ensure that their strategic plans for using the new funding include clear, measurable targets for improvement
- clearly show how school leaders will evaluate the impact that the premium is having on improving PE and sports provision
- regularly monitor the work of specialist PE teachers and sports coaches to ensure that their teaching and coaching are consistently good
- ensure that the professional development of staff is systematically planned and tailored to the individual needs of teachers and classroom assistants
- monitor the impact of professional development to ensure a lasting legacy of consistently good teaching of PE
- identify 'non-participants' in extra-curricular sport and provide additional activities to encourage their immediate and longer-term participation in sport and physical activity
- introduce activities specifically aimed at enabling their most able pupils to achieve high standards in PE and sport

- forge links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport
- work closely with parents and carers and local health agencies to promote the health and well-being of all pupils, especially those who are overweight or obese.

Government departments should:

- provide further advice to schools about how to engage with health agencies and parents to promote pupils' health and well-being, especially concerning those pupils who are overweight or obese.

Ofsted will:

- continue to evaluate the use of the premium in section 5 inspections, focusing particularly on how effectively school leaders monitor the impact of new funding over time on increasing pupils' participation, improving performance in PE and sport, and promoting health and well-being.

Good practice case studies

Improving the quality of PE teaching

'The first principle is ensuring that all children get good-quality teaching in PE. If we don't use the funding to achieve this, then we have missed out on a huge opportunity. But we can only do this if we train teachers and teaching assistants well.'

Headteacher, Archibald First School

Headteachers in the 22 schools visited considered developing the skills and expertise in PE of their staff as the most sustainable way of using the PE and sport premium. The schools identified two key factors to ensure effective development activities for staff:

1. the quality of the specialists used to deliver the training
2. the opportunity for staff to do more than just observe these specialists teaching pupils.

Case study: Using local talent – employing specialist PE teachers to plan and deliver a structured professional development programme

Rickleton Primary School

Local headteachers agreed to commission the specialist sports academy nearby to draw up a training programme to improve their staff's knowledge and understanding of PE. A 90-hour training programme was provided by a specialist PE teacher already known to the staff. This included a combination of direct teaching and extended learning through

independent and school-based tasks. The programme is being accredited by the local university as a component of a master's degree. As the programme is modular, schools can choose whether to support one member of staff or several. Schools can therefore target modules to the needs of particular teachers or teaching assistants. After each module, teachers feed back on what they have learnt to their own headteachers and governors. Feedback is also provided to the academy so that the programme can be amended if needed.

One teaching assistant who attended a module that focused on improving the teaching of swimming commented, 'I am no longer concerned that I might be teaching pupils in a way that conflicts with that of the swimming coach. I now understand the correct way to demonstrate the various swimming strokes to pupils.'

New resources on teaching techniques in swimming, both printed and on video, are shared with other members of staff to help them provide support during swimming lessons.

Case study: Grow your own – using expert staff to plan staff development and train others in PE

Orrets Meadow School

This special school decided to use some of its new funding to allocate a temporary pay award and some non-teaching time to the specialist PE subject leader. The aim was to ensure a lasting legacy of good-quality PE and sport throughout the school. This included:

- leading training to increase the subject knowledge and teaching skills of staff
- monitoring the work of visiting specialist teachers and coaches
- organising after-school sport and engaging all pupils in sustained physical activity during lunchtimes
- organising more competitions within school and between schools in the cluster
- liaising each week with the specialist PE teacher from a partner school
- linking learning to major sporting events, such as the Commonwealth Games and the Open Golf Championship
- developing opportunities for pupils to become sport leaders.

Part of the new funding was also used to employ a second specialist teacher from a partner special school. Both specialist teachers have

organised personalised programmes of support and development for each member of staff based on an audit of their individual needs. Common areas for improvement, such as assessment and adapting activities to provide the right level of challenge and support for pupils of different abilities, were addressed with staff collectively. At the start of each six-week unit of work, a specialist teacher taught PE lessons while the class teacher observed and assisted. In subsequent lessons, the class teacher began to contribute to assessments, lead parts of lessons or work with small groups. By the end of the unit of work, the teacher led the lesson, observed by a specialist teacher who provided feedback and set objectives for further improvement. The work in lessons was supported by regular staff meetings and training from the specialist teachers. Governors received regular reports from the subject leader to help them evaluate the success of the actions being taken. These reports were then posted on the school website for parents.

Case study: The power of partnership – joining with other small schools to achieve structured staff training and value for money

St John’s Chapel Primary School

Headteachers decided to pool together part of their new funding to establish a bespoke sports partnership programme for their cluster of small rural schools. To do this, they worked with other key partners, including the local authority advisory staff, sport and leisure services and public health staff. Following a rigorous audit of each school’s strengths and weaknesses, the partnership planned a professional development programme to improve the quality of PE and sports provision. Modules were half-termly and began with a training session led by local authority specialist staff. Headteachers, other staff of all schools and the hired sport and leisure services coaches attended the training to ensure consistency of approach to teaching and coaching.

The training was followed up by coaches working regularly alongside teachers in their own schools. At the end of each module, the partnership organised sports competitions and festivals for all pupils in schools within the partnership. The increased motivation of staff for PE has encouraged them to use a wider range of resources to extend their knowledge and skills when planning and teaching lessons. To ensure that the professional development made a difference, lessons and coaching sessions were monitored not just by the headteachers of the partnership schools but also by local authority advisory staff. Schools received written termly reports from the local authority that included evaluations of these teaching and coaching observations. Further monitoring of the coaches was carried out by the sports and leisure services staff to ensure consistency across all schools.

Increasing pupils' participation

There was clear evidence in the schools visited that the new funding was increasing pupils' participation in sports competitions, festivals and extra-curricular sports clubs, including those at lunchtime. Schools were using their funding to employ specialist coaches or paying their own staff to increase the number and range of extra-curricular sports and physical activity clubs provided. A wide range of novel activities were introduced in schools to add variety to extra-curricular provision and to encourage participation of a greater number of pupils. These included Taekwondo, karate, multi-skills, badminton, fencing, cheerleading, street dance and boxing.

Case study: Extending participation in competitive school sport

Portway Junior School

Portway Juniors used its funding to join the local school sports partnership to promote more inter-school sports competitions. As a result, the number of pupils who have taken part in inter-school sports competitions has more than doubled, from 40 to 100, since last year. All these competitions were organised by the school sports partnership. The funding was also used to provide transport for pupils to attend competitions held in central venues.

Case study: Maximising participation in the local community

Sturton Church of England Primary School

The headteacher aimed to increase pupils' participation in sport and improve their fitness by introducing them to middle distance running. He felt that pupils' interest could be most effectively sustained by involving their parents and carers in these activities. Part of the new funding was used to pay the entry fees for a mini-marathon event for pupils and their parents and carers. Over 60 parents and children participated. Such was the enthusiasm created by this event that the headteacher decided to organise the school's own 'fun run' for all children and adults in the local community.

This year, 225 runners took part in a five kilometre running event, 'The Sturton Stride'. Participants were made up of serious club runners, local runners and families with children. Many parents, 43 pupils, six members of staff and the two additional specialist PE teachers employed through the funding took part, along with children and families from other schools. The event had the support of local companies, sponsors and the parish council. It started with a mass warm-up led by a fitness instructor. It ended with health-related activities on the school field, including a climbing wall, sports demonstrations and a bouncy castle. Feedback from everyone was very positive. The plan is for the run to become an annual event. The headteacher reported that many pupils continued to show an

interest in middle distance running. Parents commented that the school's positive attitudes to PE and sport have inspired families to participate more in sports activities. This has placed the school very firmly at the centre of the community.

Case study: Fitness first – getting pupils busy, active and healthy

Springfield Junior School

The premium has been used to raise staff awareness of the need to increase pupils' aerobic fitness through regular physical activity. The school has focused its staff training on raising physical activity levels in lessons and increasing pupils' participation in out-of-school-hours clubs. The assistant PE leader took staff training, observed lessons, suggested areas for improvement and revisited lessons to ensure that they included high levels of physical activity.

The school was also aware of a number of pupils who did not participate in any of the extra-curricular sport and physical activity clubs on offer. It felt that new activities were needed at a different time of the day to attract the non-participants and enable the school to reach its aim of 100% pupil participation. The school introduced a cycling and running club (duathlon) run by the headteacher and assistant PE coordinator, for pupils to attend from 7.30am on four days each week. Pupils who took part in the club were given a healthy breakfast before school began.

Initially, the clubs targeted 18 children from each year group who were invited to attend six sessions to spark their enthusiasm for cycling and running. The club now opens to all pupils, with approximately one third of each year group attending weekly. New funding has been used to purchase six training bikes. The school has further plans to include swimming as part of the club's activities and organise duathlon and triathlon teams to take part in local competitions. Local adult duathletes and triathletes were contacted and invited to school to work with the children. Contact was also made with a local triathlon club. Feedback was very positive. One parent said, 'My daughter can't wait for Fridays – she's always up early and ready to go.' One pupil commented, 'I've lost weight, and I can cycle and run for longer now.'

Case study: Fun, competitive approaches to improving lunchtime participation

Arden Grove Infant and Nursery School

A weekly sports challenge demonstrated by the headteacher during assembly each Monday was introduced to Arden Grove pupils to promote their physical activity during lunchtimes. With the help and encouragement of lunchtime supervisors, young children practised the challenge each day during the lunchtime period.

Friday was competition day, when a star pupil from each year group was chosen and awarded a 'lunchtime sports award' certificate. Challenges included: 'who can balance a bean bag on their foot?', 'how many hops can you do on your left foot?' and 'how many throws can you do without dropping the ball?' This proved to be a fun way of improving participation, enhancing skills and encouraging competition.

Case study: Using experts to improve lunchtime participation

Christ the King Catholic Primary School

The PE and sport premium was used to employ a specialist advisory PE teacher from the local authority to carry out a review of lunchtime activities and of the space and resources available. The advisory teacher delivered training for four midday staff and provided them with a file of physical activity resources. In addition, the school's PE subject leader trained eight pupils to become junior play leaders, showing them how to organise and play a number of games and activities. The school also used a small amount of its new funding to purchase additional equipment for use at lunchtimes. The advisory teacher continues to provide ongoing support and guidance to the school. School leaders reported a significant increase in pupils' participation in sport and physical activities over lunchtime.

Case study: Leading by example – empowering pupils to make lunchtimes more active and fun

Wyken Croft Primary School

The school's detailed records of pupils' participation in physical activity and sport showed that a small number of pupils did not participate in extra-curricular sports activities. They were also generally inactive outside of school. These pupils were targeted for greater involvement in physical activity and encouraged to attend lunchtime activities by their teachers, teaching assistants, external coaches and lunchtime supervisory assistants.

External coaches were employed to introduce lunchtime games and physical activities. To make this sustainable, the school's two deputy headteachers also attended the 'Powerful Positive Lunchtimes' training. In turn, they trained lunchtime supervisory assistants, who will eventually take over from the coaches. The school's records showed that approximately one third of all pupils took part in these organised lunchtime activities during their first term of operation.

As a result of the success of this initiative, the school decided it would look for ways to involve even more pupils in lunchtime physical activity sessions. Eighteen pupils have been trained as the 'Sport Crew'. Using a

different area of the playground and targeting different year groups, the 'Sport Crew' organised a range of games and physical activities over the lunchtime period. School leaders report that this was highly popular and had notably increased pupils' participation. The school also reports that some of the 'Sport Crew' members gained in confidence and improved their leadership skills as they worked with younger pupils.

Case study: Developing the leadership skills of Year 2 pupils to become 'Little Leaders'

Tylers Green First School

The school decided to involve Year 2 pupils in leading playground games for the other children to encourage more participation in active play at lunchtimes. The school's specialist coach, employed using the new funding, trained 20 Year 2 pupils using play leaders' resources. The PE subject leader built on this initial training by creating a poster of photographs of 'Little Leaders' and a 'fun stop' where pupils waited if they wanted to be included in Little Leader activities.

Little Leaders are identified by special badges. The school reported many more pupils taking part in lunchtime activities. Teachers noted that the Little Leaders showed higher levels of responsibility for themselves and others. They also demonstrated a greater range of vocabulary in their explanations and instructions, better personal organisation in their work, and improved concentration and focus in lessons.

Improving attainment and overcoming barriers

Many headteachers spoke of how they used PE and sport to create a culture of high expectation and achievement among pupils of all abilities and aptitudes. Some headteachers were using the premium to extend this approach by developing cross-curricular activities. These broadened the range of sports that pupils experienced and developed their academic knowledge and skills. Many of the schools visited were also targeting support towards those pupils who lacked the confidence to join in with particular sports or activities. Some of the strongest approaches seen by inspectors were focused on helping disabled pupils or those with special educational needs overcome the barriers to participating and achieving in PE and sport. These approaches were built on a clear understanding of the barriers for the individual or groups of pupils combined with innovative solutions to overcoming these barriers.

Case study: Identifying non-participants and providing new, additional activities to re-engage them in sport and physical activity

Wyken Croft Primary School

The school keeps detailed records of all the extra-curricular activities attended by pupils. The headteacher says, 'We know from questionnaires, talking to parents and our own knowledge of the children which of them attend sports clubs in the evening and at the weekend. On the same recording sheet we also have the academic interventions that children attend and the support they are getting for social and behavioural difficulties. All this information allows us to target certain individuals for additional sports activities paid for by new funding and for extra support or encouragement in PE and sport.'

Case study: Overcoming low confidence and poor motor skill development

Navigation Primary School

The school's monitoring of pupils' achievement in PE showed that the basic skills in running, catching and throwing of some Key Stage 1 pupils were well below those expected for pupils of their age. Many of these pupils lacked enthusiasm for PE, particularly games lessons, and did not attend extra-curricular sports clubs. To tackle this, the school introduced a 'Change4Life' programme for this group of pupils. The school's own budget financed a training course for one teacher and the necessary resources were paid for using the premium.

Pupils attended the Change4Life programme once a week during school time to improve their basic skills and coordination. Some of the physically more able pupils were selected to lead this group session to develop their own leadership skills. The sessions were very well received by the children and their parents. All staff involved said how much pupils enjoyed the sessions and had improved their motor skills. Class teachers commented that these pupils became much more confident in PE lessons and enjoyed 'having a go' at the activities in PE. Initially, they had seemed scared to involve themselves in case of failure in front of others. Teachers also commented that the pupils now joined in games during break and lunchtimes, whereas in the past they avoided any interaction with other pupils who were playing games. School questionnaires showed that pupils in this group were enjoying PE far more than before and that they felt their skills had developed well.

Case study: Overcoming communication and social barriers in a Reception class

Hindlip Church of England First School

Last year, one third of pupils joining Hindlip First School had special educational needs; these were mostly poor communication skills and an inability to work and play with others. Nearly all of these pupils were boys. Despite already having many strategies in place to address these issues, the school decided to look for other ideas.

The school used its new funding to employ a private sports company to improve children's team-working, listening skills and basic motor skills through physical activity and sport. Specialist coaches ran a 'Footie Bugs' programme for pupils for one hour each week. A senior teaching assistant was present at each session to work alongside the specialist coach and to monitor, assess and record individual pupils' progress. The school reported that the programme had a positive impact on the children, with many making rapid progress in their physical, personal and social skills. The teaching assistant reported that she has used many of the activities she learned from the coaches when helping the class teacher plan for other PE lessons.

Case study: Overcoming disability in mainstream schools

Padiham St Leonard's Voluntary Aided Church of England Primary School

Padiham St Leonard's is one of a group of schools that used some of their new funding to buy into the local sports partnership. Within this partnership, one headteacher aimed to provide sports competitions and events for disabled pupils. These pupils were included as much as possible in lessons, but because of their severe disabilities they had few opportunities to play in school teams or experience winning and losing through competitive sport.

Working with staff from the local special school, the partnership organised a sports festival for local disabled pupils. The school reported that, having participated in a sports festival suited to their needs, disabled pupils said how much they had enjoyed the experience. One pupil commented 'I love it. I love the cricket. It makes me feel happy. I threw the bean bag into hoops and I won. I'm proud.' The school staff said that, apart from enjoyment and significant improvement in confidence, other gains for the pupils included improved behaviour and better attitudes towards learning in lessons.

Improving pupils' health and well-being

Other than general improvements to pupils' lifestyle through increased participation in physical activity, the use of funding to promote the health and well-being of all pupils was a relative weakness in the schools visited in the survey. Many schools visited felt that they already had in place a curriculum that promotes healthy lifestyles and some had introduced Change4Life programmes. However, very few schools invested their funding in tackling pupils' obesity. Headteachers said that they did not have a clear understanding of what was needed to tackle this issue effectively. They also said that they would welcome further advice to enable them to use the funding to introduce new and effective activities in this area.

Case study: Food for thought – improving individual pupils' health and well-being by changing their diet and exercise plans

Springfield Junior School

Along with a Change4Life club targeted at non-participants, Springfield used the premium to employ a nutritionist to work with a small number of overweight pupils. This gave the pupils and their parents the knowledge to make positive choices about diet and lifestyle to improve their health. The activity levels of the targeted pupils were recorded at the start of the programme and again two terms later. School records showed that, although it is very early to report any substantial weight loss, pupils have increased their general levels of physical activity and feel that their personal fitness has improved. Pupils also commented that they were more confident about joining in with sport and physical activities.

Case study: Building on an established 'health week' to promote active, healthy lifestyles

Arden Grove Infant and Nursery School

The school aimed to build on its existing annual health week by developing a wider range of physical activities and learning opportunities for pupils. New funding was used to employ specialist coaches and other adults with sports qualifications, including some parents and carers, to run additional workshops for pupils in all year groups alongside other class-based activities. These included dance for toddlers, Zumba and gymnastic taster sessions for pupils and their parents and carers. During the week, the children participated in new physical activities and learned about the importance of exercise and its impact on health, how our bodies work, the dangers of drugs and how to eat healthily.

The range of additional activities offered to pupils are now included in the school's extra-curricular programme, which runs throughout the year. The school also has plans to open a 'PE café' for parents, to provide them with information about how they can continue to support positive healthy

lifestyles at home and, in particular, how they can engage their children in simple physical activities and skill practices. The new funding will be used to purchase equipment that can be borrowed from school to make this happen.

Notes

Twenty-two schools with pupils of primary school age were visited by Her Majesty's Inspectors or additional inspectors. The schools included 10 from the North East or North West, five from the East or West Midlands, four from the East of England and three from the South East or South West. The schools were recommended to Ofsted or were known by Her Majesty's Inspectors as providers of good quality PE. All the schools were judged to be good or outstanding in their last inspection, not only in their overall effectiveness but also in their quality of teaching and the quality of leadership and management. The schools varied in size and context, including small rural schools such as St John's Chapel Primary School with 45 pupils and a large inner-city school such as Wyken Croft Primary School with 705 pupils. The median number of pupils was 235, which is close to the national median for primary schools.

Survey visits took place between the end of March and the middle of June 2014. During each visit, inspectors met with school leaders, including governors, looked at relevant documents and talked with pupils and staff. They also observed a variety of lessons and extra-curricular activities, mainly taught by specialist teachers and coaches paid for through the new funding.

Annex A. Providers visited

School name	Local authority
Archibald First School	Newcastle upon Tyne
Arden Grove Infant and Nursery School	Norfolk
Christ The King Catholic Primary School	Wirral
Combs Ford Primary School	Suffolk
Easington CofE Primary School	Durham
Elmlea Junior School	Bristol City of
Heath Fields Primary School	Derbyshire
Hindlip CofE First School	Worcestershire
Navigation Primary School	Trafford
Orrets Meadow School	Wirral
Padiham St Leonard's Voluntary Aided Church of England Primary School	Lancashire
Portway Junior School	Derby
Rickleton Primary School	Sunderland
Springfield Junior School	Suffolk
St John's Catholic Infant School	Wirral
St John's Chapel Primary School	Durham
St Paul's Church of England Primary School, Langleybury	Hertfordshire
St Thomas More Catholic Primary School, Kidlington	Oxfordshire
St Thomas More Roman Catholic Voluntary Aided Primary	Durham
Sturton CofE Primary School	Nottinghamshire
Tylers Green First School	Buckinghamshire
Wyken Croft Primary School	Coventry

inspire+

The Legacy Challenge

Name

School

Class

Introducing the HealthyBunch



Your Challenge

We challenge you to be the best you can be by being active, thinking about your health and creating your own adventures that will challenge you to do something new. Can you complete all 4 of the Legacy Challenges?

Using the evidence boxes record how you completed each challenge and attach any photos, pictures or stories you have created along the way. Don't forget to read the hints and tips for each challenge, and to get your logbook signed by an adult!

Can you achieve your goals and be the best you can be?

Reward System

Bronze Medal

Complete 1 Challenge

The Legacy Challenge
Bronze

Silver Medal

Complete 2 Challenges

The Legacy Challenge
Silver

Gold Medal

Complete all 4 Challenges

The Legacy Challenge
Gold

Challenges

Please tick when completed

My Challenge

Signature

Date

Competition+

Signature

Date

Adventure Challenge

Signature

Date

Health Challenge

Signature

Date

My Challenge

Task 1:

Sporting values

The Healthy Bunch live by these sporting values:

**Friendship – Respect – Courage –
Determination – Honesty – Teamwork**

Why not be like the Healthy Bunch and show us how to do it!

You don't have to use sport to show these values, you can use any activity.

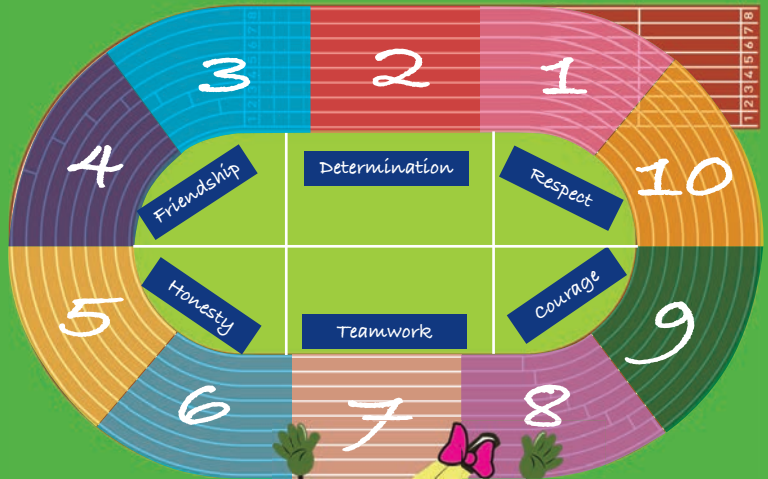
Evidence:

Once you have shown a sporting value, get an adult to sign, sticker or stamp the value in the athletics field. Show 2 values to complete this task.

Examples:

Friendship – Make up a new game with a friend and teach other friends how to play.

Determination – I have never been given a class certificate. I was extra helpful and managed to get one.



Task 2:

Helping Others

Help Hannah Banana race around the track by helping out 10 times or more at school or at home.

Remember to get an adult to sign each section of the track after you have helped out.



We would love to see you doing these amazing values.

Take a photo or draw a picture showing what you did.

Competition+

Here are **3 ways** to compete like the Healthy Bunch:

Competition 1: A Selfie comp! This is where you do some sporting activity, practice and then see if you can beat yourself. For example: How many times can you bounce and catch a ball in 1 minute?

Competition 2: Take part in an organised competition in your school (intra-school competition).

Competition 3: Represent your school in a competition against another school (inter-school competition).

Evidence:

Colour in the trophy on top of the podium to show which competition you have done and...

Don't forget to take a photo of you taking part!

Be a Challenge Champion and do all 3!



Remember, it's not always about winning but being your best!



**Sam Ruddock,
London 2012 Paralympian**

Adventure Challenge

Adventurer Sarah Outen MBE is currently on her 'London2London via the World' journey using human power alone. Support and join Sarah in creating your own adventures by completing 1 of these 3 tasks.

Now is your chance to be an adventurer – go on an exciting journey and discover new things.

Here are **3 tasks** to help discover your inner adventurer:

Remember to take photos - but leave the creatures and plants where you find them!



"For me, adventures are a great way to have fun, try new things, keep healthy and learn about yourself and the world. These challenges will help you on your way to a life of adventures"



Sarah Outen MBE

Task 1:

Go on an adventure with your friends or family somewhere new or make your normal play area more exciting.

Evidence:

Task 2:

Build a den. This could be in your garden, at school or even in your bedroom!

Attach your photo/drawing here

Task 3:

Explore your garden or school field to see how many creatures and plants you can find. Don't forget to write down what you have found in the evidence box.

Creatures	Plants
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Health Challenge

Did you know to stay healthy you need to have at least 60 minutes of exercise every day, plenty of sleep, and to eat the right things? This challenge will help get you on the right track.

Task 1:

Walk, bike, scoot or skip to school for at least 2 weeks

Don't stop there, where else can you go- to the shop, the park? Remember to tick the box when you get to school.

Tip: If you live too far away from school to do this, build up your exercise by walking up and down the stairs or around the garden.

Task 1	Mon	Tues	Wed	Thurs	Fri
Week 1					
Week 2					

Task 2:

Eat a healthy lunch

Swap your packed lunch for a healthy school dinner for a week. You might find a new favourite food that you could cook at home with your family.

Tip: Ask your lunchtime staff / school cook what is in the meal. If having a school meal is not possible for you, why not help make a healthy dinner at home and write down what ingredients are used.

Evidence:

Task 3:

Switch it off!

You need to sleep well to be great at school. Get yourself ready to snuggle up in bed by turning off all electrical devices at least 1 hour before bed and take your time to slow your brain down.

Tip: You should be getting at least 10½ hours sleep every night. Think about all the things you need to do before you sleep. Why not use our weekly routine chart to help you keep to a bedtime routine?

Day:	Bedtime	Time woke up	Day:	Bedtime	Time woke up
Day 1			Day 6		
Day 2			Day 7		
Day 3			Day 8		
Day 4			Day 9		
Day 5			Day 10		

Task 4:

Get Happy!

Do at least one thing that makes you feel good every day.

Tip: Think 'What has made me smile today?' If you can't think of anything, make something happen: look at a photo of a great day, play with your pet or maybe do something nice for someone - these are a great way to feel good.

Attach your Feel Good Diary to your logbook along with any photos you may have!



Remember, to be a Challenge Champion you need to complete all tasks!

inspire⁺

The Legacy Challenge

Name

School

Class

Your Challenge

We challenge you to be the best you can be by being active, thinking about your health and creating your own adventures that will challenge you to do something new. Can you complete all 6 of the Legacy Challenges?

Using the evidence boxes record how you completed each challenge and attach any photos, pictures or stories you have created along the way. Don't forget to read the hints and tips for each challenge, and to get your logbook signed by an adult!

Can you achieve your goals and be the best you can be?

Reward System

Bronze Medal

Complete 2 Challenges

The Legacy Challenge
Bronze

Silver Medal

Complete 4 Challenges

The Legacy Challenge
Silver

Gold Medal

Complete all 6 Challenges

The Legacy Challenge
Gold

Challenges

Please tick when completed

Sporting Values

Signature

Date

My Challenge

Signature

Date

Join a Sports Club

Signature

Date

Competition+

Signature

Date

Adventure Challenge

Signature

Date

Health Challenge

Signature

Date



Sam Ruddock, London 2012 Paralympian

Legacy Challenge Ambassador

Sporting Values

Here are our Sporting Values:

**Friendship – Respect – Courage – Determination
– Honesty – Teamwork**

Ambassadors Sam Ruddock and Sarah Outen live by values such as these which have helped them be their very best.

Examples:

- **Courage** – Face your fear of speaking in front of a large group of people.
- **Teamwork** – With a group of friends or your class, work together on a project to improve your school.
- **Honesty** – Always treat everyone fairly and if you make a mistake, learn from it. When working in a group make sure you do your share of the work.

Remember to record evidence by writing what you have done and/or take a photo.

To become a Challenge Champion demonstrate **all 6** values.

- Friendship Respect Courage Determination
 Honesty Teamwork

value 1 evidence: _____

value 2 evidence: _____

value 3 evidence: _____

Now is your chance to be like Sarah and I – demonstrate that you live by at least 3 of these values to complete this challenge. You don't have to use sport to show these values, you can use any activity.



My Challenge

Task 1:

Choose a goal that will really springboard your learning and make a difference to you. Discuss this challenge with your parents/guardians/teacher.

Evidence:

When you have completed the challenge write and record it in the evidence box.

Task 2:

Help out more at school, home or in your community. Complete 5 hours or more and race around the track.

Evidence:

Remember for every 30 minutes you help out, get an adult to sign off the sections on the athletics track!

Task 3:

Support a local or national charity. Can you help to raise money or awareness? You could work with your school mates and school council to organise a charity day. Working together helps achieve more.

Evidence:

Remember to take a photo of you and your mates to show what you have done!



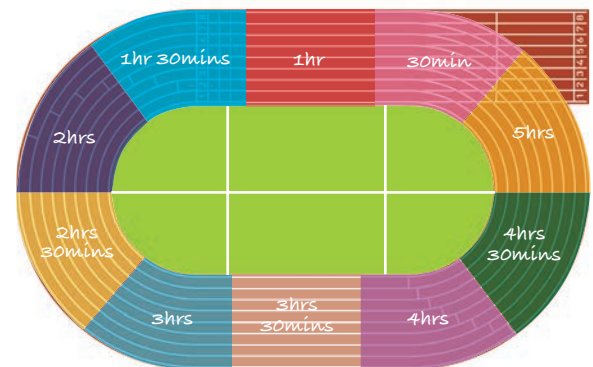
To achieve this challenge complete at least one of the tasks.

To be a Challenge Champion you must complete **all 3** tasks.

Task 1

Evidence: _____

Task 2



Task 3

Charity: _____

Amount Raised: _____

Join a Sports Club

Your school will have lots of sports clubs, but you could also join a local sports club or take part in an activity session for at least 6 weeks or longer.

Are you already part of a sports club? Why not try a new sports club or get a friend or family member to go with you?

Remember to get an adult to sign your logbook every week you attend!

Evidence:

Get a teacher or coach that is running the sports club to sign the box each week that you attend. Write down what you do at the sports club and attach a photo or drawing of yourself taking part.

For more information about local clubs and activities visit www.lincolnshiresports.com/clubs

This can be in school or an outside club. If you already do a club can you get someone who doesn't go to join you?



My Sports Club

Week 1	Week 2
Week 3	Week 4
Week 5	Week 6

Competition+

Be a competitor like Sam Ruddock by either:

Taking part in an organised competition in your school (intra-school competition) run by sports leaders, a teacher or a sports coach.

Or

Represent your school in a competition against another school (inter-school competition) or for your sports club.

Evidence:

Don't forget to take a photo of you taking part or include a certificate showing that you have competed.

Intra Competition Inter Competition

Evidence:

To become a Challenge Champion you must take part in the two different types of competition!

Adventure Challenge

Adventurer Sarah Outen MBE is currently on her 'London2London via the World' journey using human power alone. Support and join Sarah in creating your own adventures by completing 1 of these 3 tasks.

Task 1:

Make a camp somewhere in your house or garden and sleep in it overnight.

Evidence:

Attach a photo or picture of you in your camp.

Task 2:

Research Sarah's challenge and write/draw a story about an adventure you would like to do.

Evidence:

Put a copy of what you do with your logbook.

Task 3:

Plan and carry out a human powered journey (walking, biking or boating) of your own to take you somewhere new with either your family or friends. Make a map of where you went and take pictures to attach to your logbook! **Speak to your parents/teachers for ideas.**

Remember, you must do **all 3** tasks to be a Challenge Champion

"For me, adventures are a great way to have fun, try new things, keep healthy and learn about yourself and the world. These challenges will help you on your way to a life of adventure."

Task 1: Attach your photo/picture to the logbook

Task 2: Attach your adventure story or drawing to the logbook

Task 3:
Where did you go?

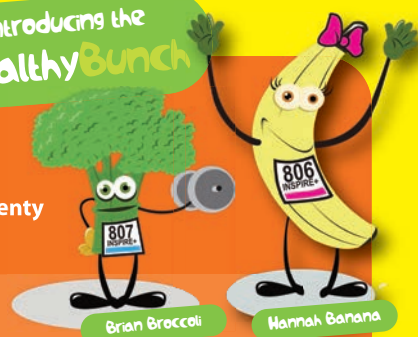
How did you get there?

Who did you go with?

Attach your map to the logbook



Sarah Outen MBE



Health Challenge

Did you know to stay healthy you need to have at least 60 minutes of exercise every day, plenty of sleep, and to eat the right things? This challenge will help get you on the right track.

Task 1:

Walk, bike, scoot or skip to school for at least 2 weeks

Don't stop there, where else can you go- to the shop, the park? Remember to tick the box when you get to school.

Tip: Why not use an app like Mapmyride to record the distance. If you use a bus, make up the miles by walking to the park or the shops.

Task 1	Mon	Tues	Wed	Thurs	Fri
Week 1					
Week 2					

Task 2:

Eat a healthy lunch

Eating the right things will help you to be healthy, so can you eat a healthy packed lunch or school meal for a week?

Tip: Ask your lunchtime staff / school cook what is in the meal. If having a school meal is not possible for you, why not help make a healthy dinner at home and write down what ingredients are used.

Evidence:

Task 3:

Switch it off!

Get a good night's sleep by turning off those electrical devices at least 1 hour before you go to bed. Get a good routine going and you'll be ready and alert for the next day.

Tip: You should be getting at least 9½ hours sleep every night. Think about all the things you need to do before you sleep. Why not use our weekly routine chart to help you keep to a nightly routine?

Day:	Bedtime	Time woke up	Day:	Bedtime	Time woke up
Day 1			Day 6		
Day 2			Day 7		
Day 3			Day 8		
Day 4			Day 9		
Day 5			Day 10		

Task 4:

Get Happy!

Do at least one thing that makes you feel good every day.

Tip: Think 'What has made me smile today?' If you can't think of anything, make something happen: look at a photo of a great day, play with your pet or maybe do something nice for someone - these are a great way to feel good.

Attach your Feel Good Diary to your logbook along with any photos you may have!



Remember, to be a Challenge Champion you need to complete all tasks!

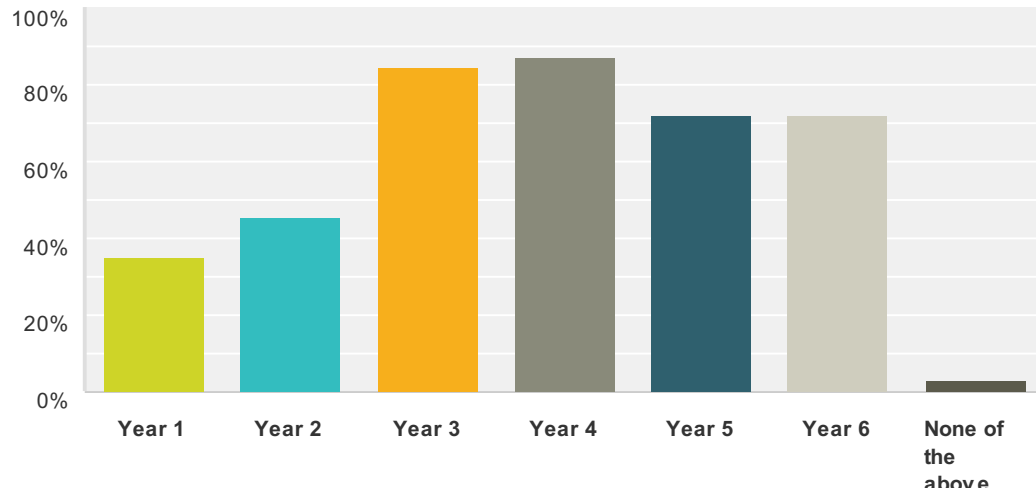
Q1 Please enter the following information:

Answered: 217 Skipped: 0

Answer Choices	Responses
School/Academy Name:	100.00% 217
Postcode:	100.00% 217
Phone Number:	100.00% 217
Name of Person Completing Survey:	100.00% 217
Position:	100.00% 217
Email Address:	100.00% 217

Q2 Which year groups attend swimming lessons?

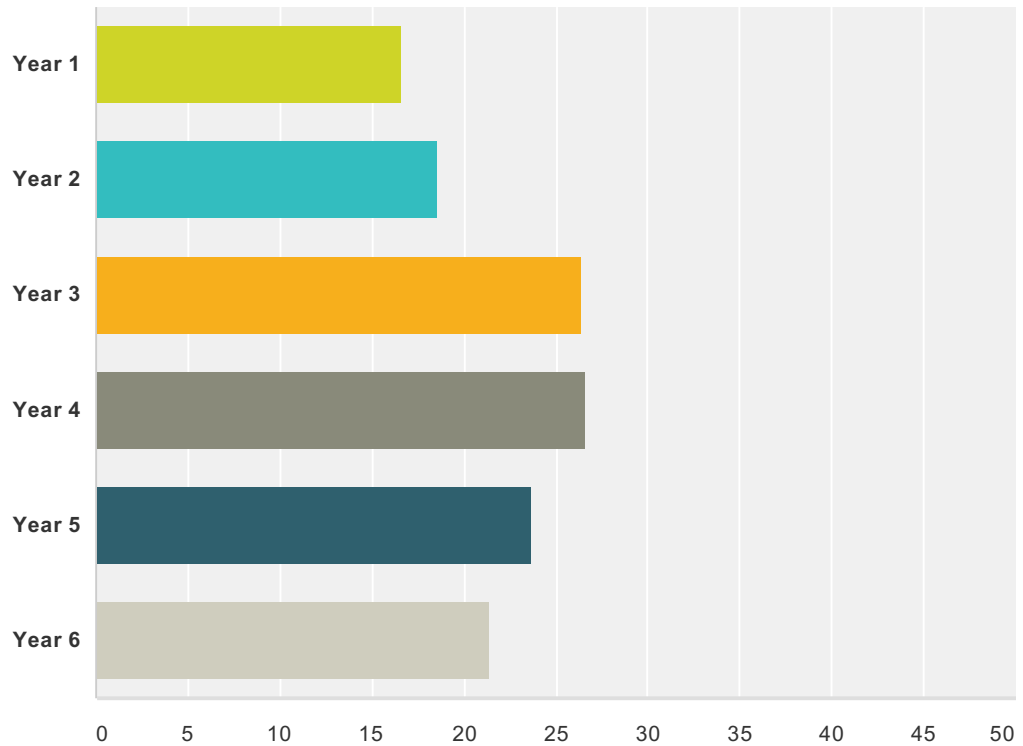
Answered: 216 Skipped: 1



Answer Choices	Responses	
Year 1	35.19%	76
Year 2	45.37%	98
Year 3	84.26%	182
Year 4	87.04%	188
Year 5	72.22%	156
Year 6	71.76%	155
None of the above	2.78%	6
Total Respondents: 216		

Q3 How many pupils per year group attend swimming lessons?

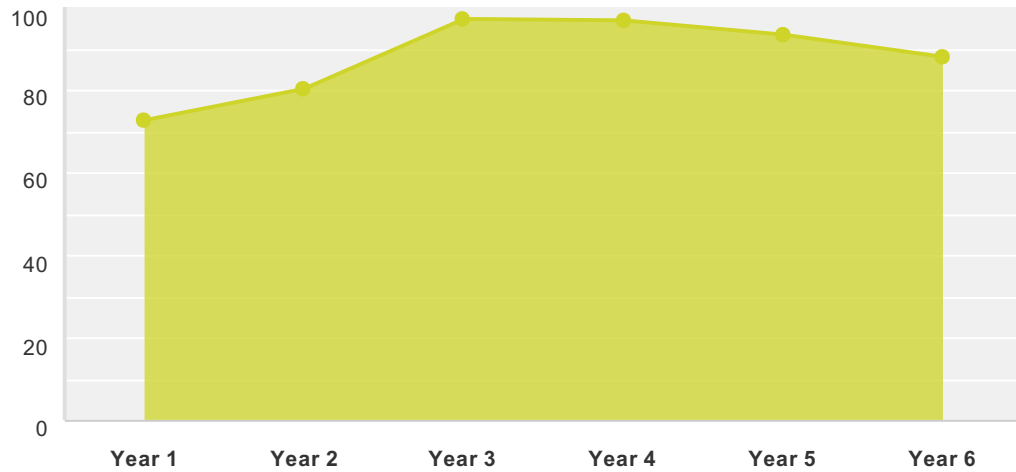
Answered: 200 Skipped: 17



Answer Choices	Average Number	Total Number	Responses
Year 1	17	1,639	99
Year 2	19	2,150	116
Year 3	26	4,648	176
Year 4	27	4,827	181
Year 5	24	3,739	158
Year 6	21	3,291	154
Total Respondents: 200			

Q4 What percentage of the year group does this account for?

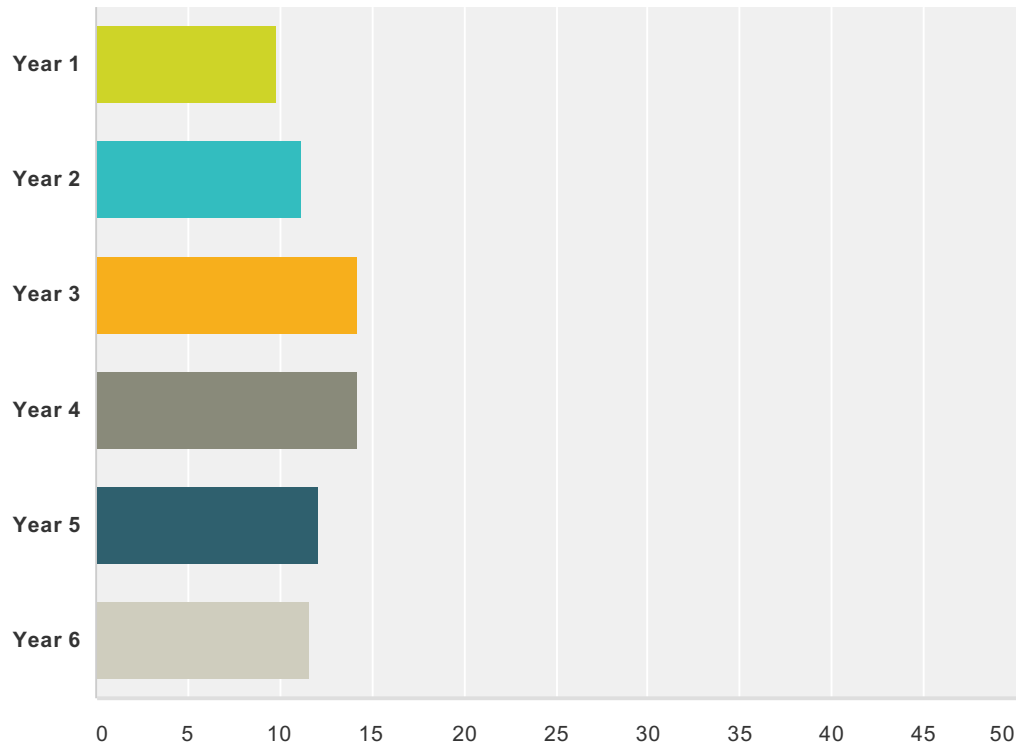
Answered: 200 Skipped: 17



Answer Choices	Average Number	Total Number	Responses
Year 1	73	7,116	98
Year 2	80	9,226	115
Year 3	97	17,095	176
Year 4	97	17,326	179
Year 5	93	14,560	156
Year 6	88	13,458	153
Total Respondents: 200			

Q5 How many weeks, per school year, does each year group swim for?

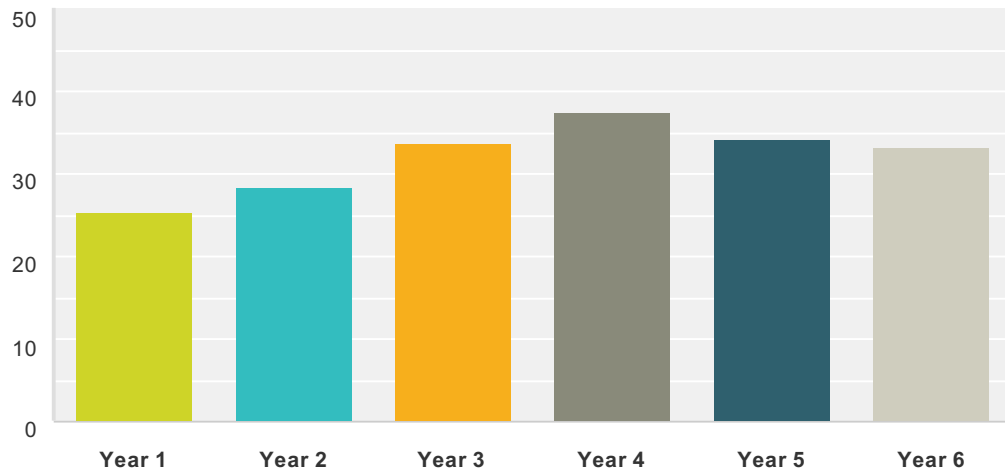
Answered: 180 Skipped: 37



Answer Choices	Average Number	Total Number	Responses
Year 1	10	873	89
Year 2	11	1,153	103
Year 3	14	2,235	158
Year 4	14	2,335	165
Year 5	12	1,716	142
Year 6	12	1,615	139
Total Respondents: 180			

Q6 On average how much time per lesson does a pupil spend in the water? (Please provide your answer in minutes)

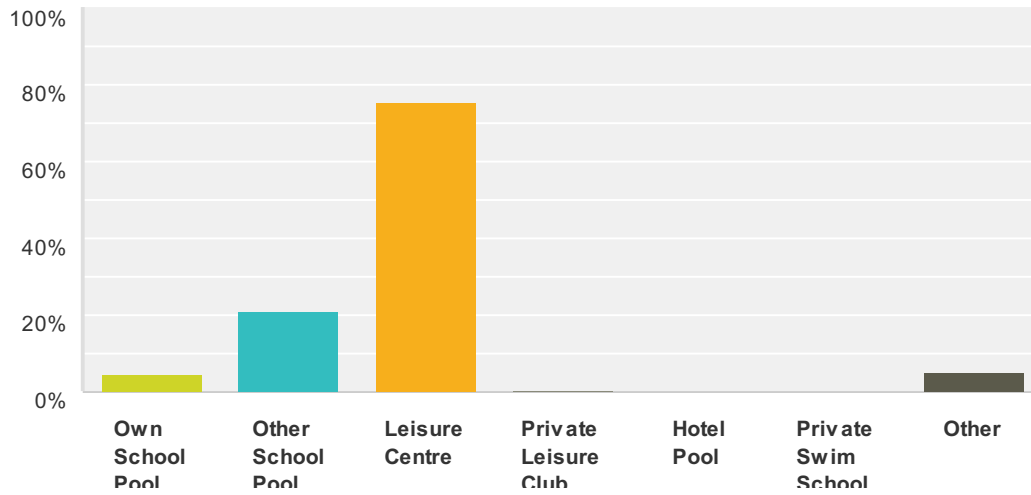
Answered: 180 Skipped: 37



Answer Choices	Average Number	Total Number	Responses
Year 1	25	2,230	88
Year 2	28	2,925	103
Year 3	34	5,345	158
Year 4	37	6,160	165
Year 5	34	4,785	140
Year 6	33	4,635	139
Total Respondents: 180			

Q7 Where do your swimming lessons take place? (Please select all that apply)

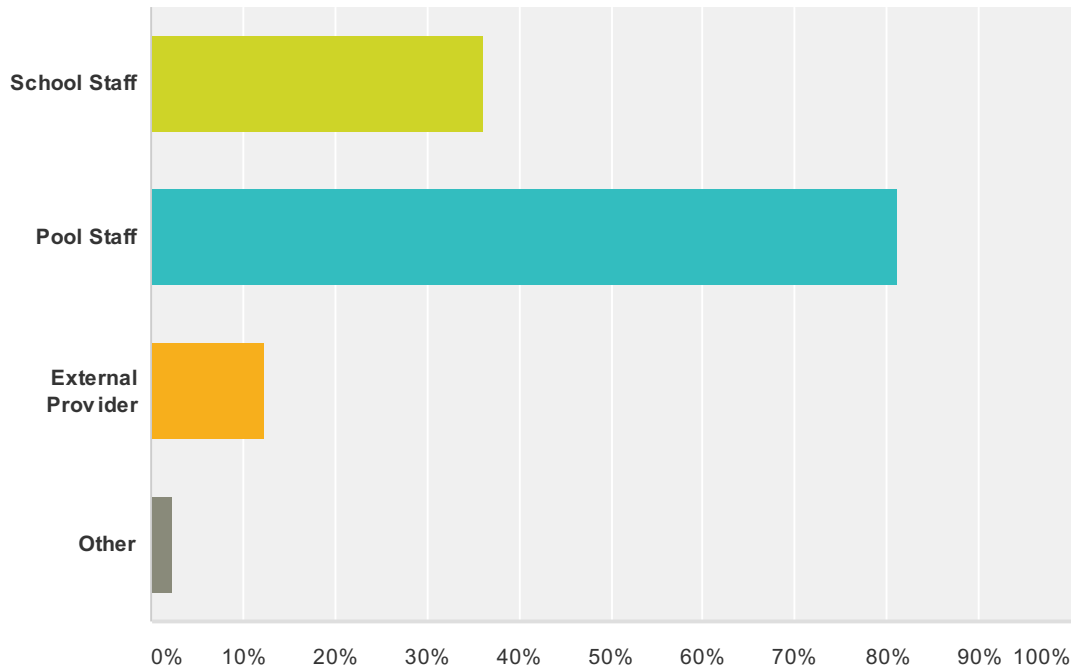
Answered: 180 Skipped: 37



Answer Choices	Responses
Own School Pool	4.44% 8
Other School Pool	21.11% 38
Leisure Centre	75.56% 136
Private Leisure Club	0.56% 1
Hotel Pool	0.00% 0
Private Swim School	0.00% 0
Other	5.00% 9
Total Respondents: 180	

Q8 Who delivers these swimming lessons? (Please select all that apply)

Answered: 180 Skipped: 37



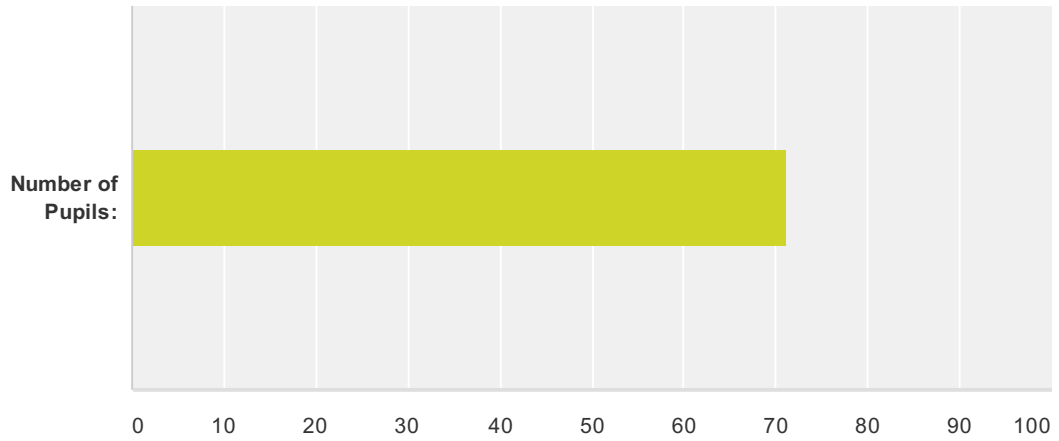
Answer Choices	Responses
School Staff	36.11% 65
Pool Staff	81.11% 146
External Provider	12.22% 22
Other	2.22% 4
Total Respondents: 180	

Q9 Please provide details of any barriers you have faced in the past 12 months in providing swimming lessons (e.g. cost, travel time, transport, staff expertise or facilities):

Answered: 149 Skipped: 68

Q10 How many pupils in the school can swim the minimum national expected standard of 25m unaided?

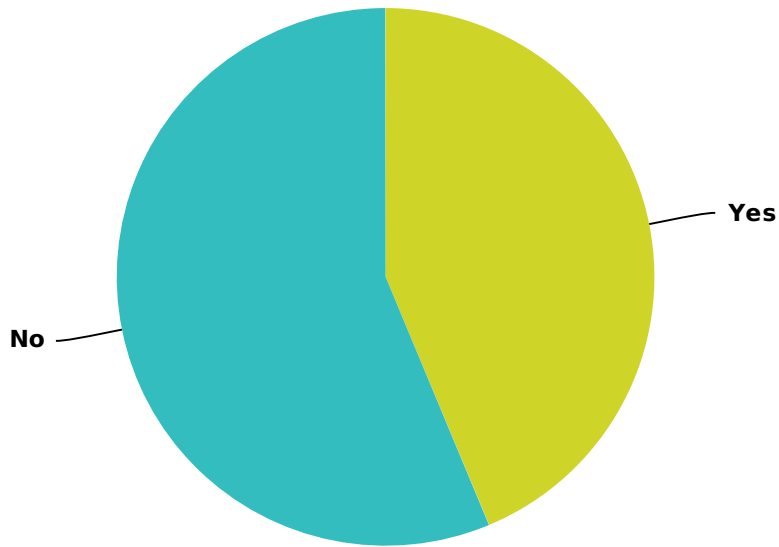
Answered: 184 Skipped: 33



Answer Choices	Average Number	Total Number	Responses
Number of Pupils:	71	13,101	184
Total Respondents: 184			

Q11 Do you have facilities which are used by the community, community user groups, parents/carers, general public?

Answered: 183 Skipped: 34

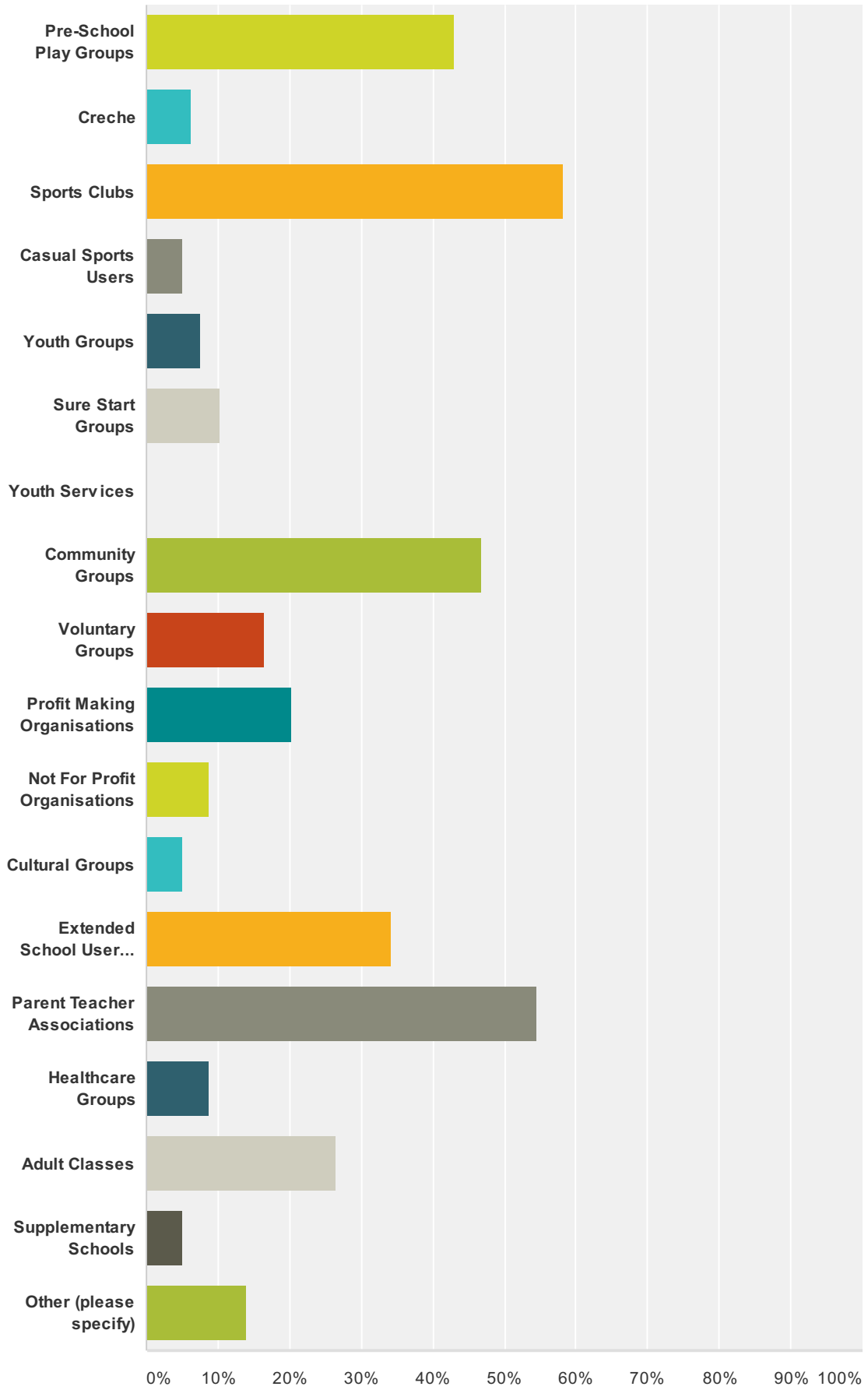


Answer Choices	Responses	
Yes	43.72%	80
No	56.28%	103
Total		183

Q12 Please select those that use the facilities: (Please select all that apply)

Answered: 79 Skipped: 138

Lincolnshire PE and School Sport Survey 2014



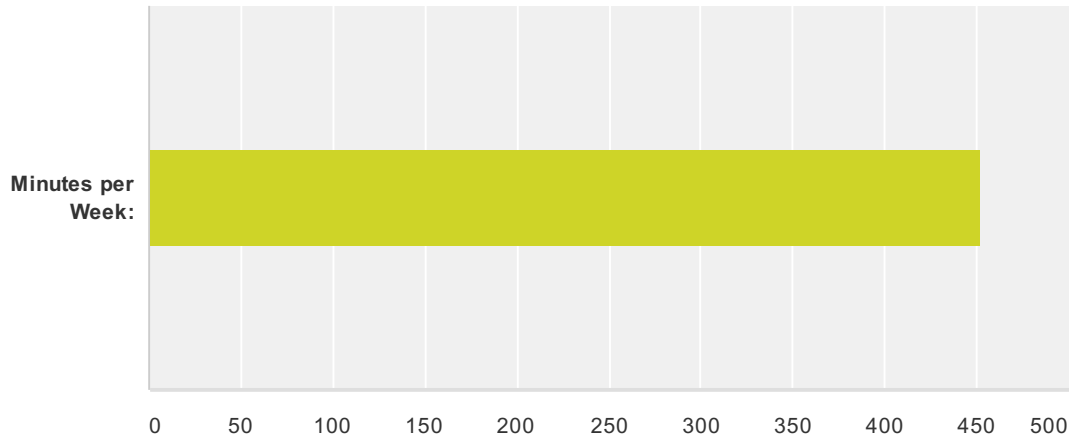
Answer Choices	Responses
Pre-School Play Groups	43.04%

Lincolnshire PE and School Sport Survey 2014

Creche	6.33%	5
Sports Clubs	58.23%	46
Casual Sports Users	5.06%	4
Youth Groups	7.59%	6
Sure Start Groups	10.13%	8
Youth Services	0.00%	0
Community Groups	46.84%	37
Voluntary Groups	16.46%	13
Profit Making Organisations	20.25%	16
Not For Profit Organisations	8.86%	7
Cultural Groups	5.06%	4
Extended School User Groups	34.18%	27
Parent Teacher Associations	54.43%	43
Healthcare Groups	8.86%	7
Adult Classes	26.58%	21
Supplementary Schools	5.06%	4
Other (please specify)	13.92%	11
Total Respondents: 79		

Q13 On average, how many minutes per week do community groups use your facilities?

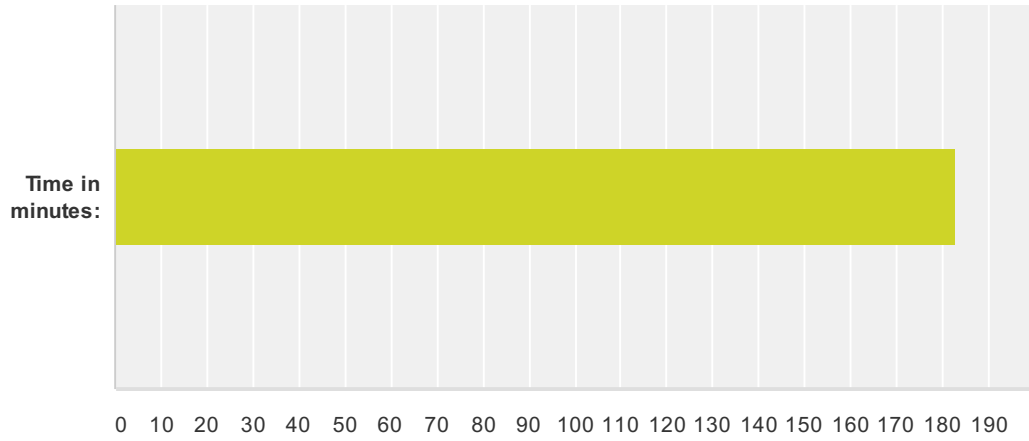
Answered: 79 Skipped: 138



Answer Choices	Average Number	Total Number	Responses
Minutes per Week:	452	35,712	79
Total Respondents: 79			

Q14 How much of this time is used for sports, fitness or health related activity?

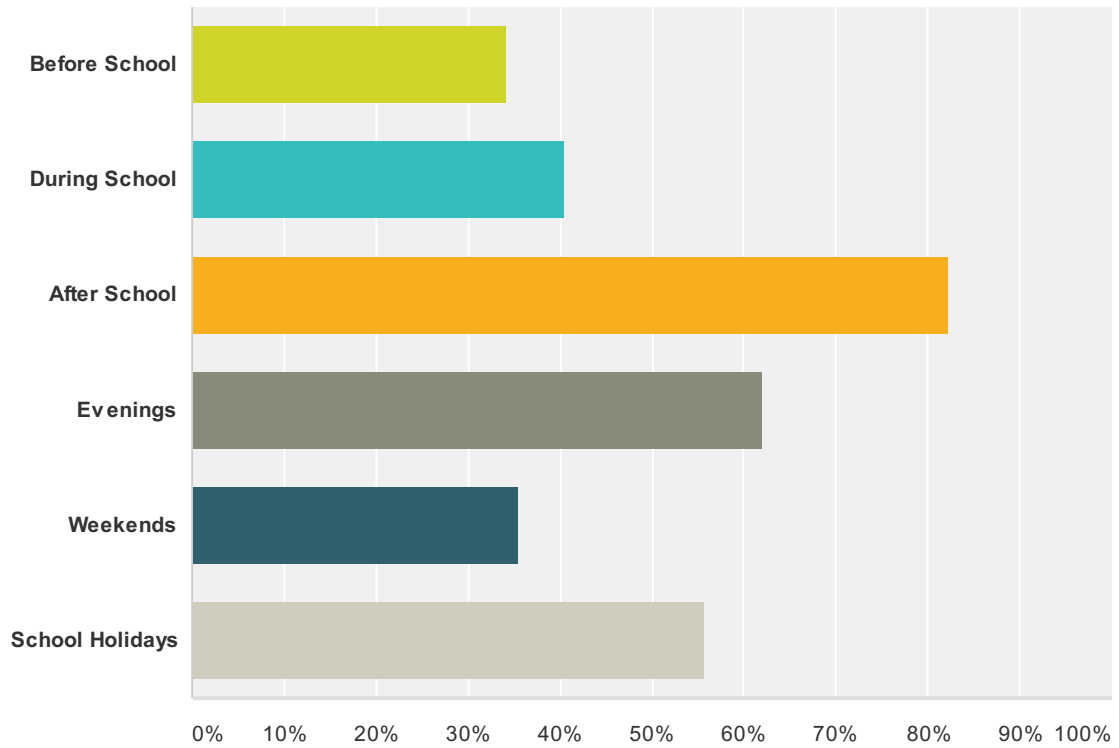
Answered: 79 Skipped: 138



Answer Choices	Average Number	Total Number	Responses
Time in minutes:	183	14,444	79
Total Respondents: 79			

Q15 When are the facilities accessible? (Please select all that apply)

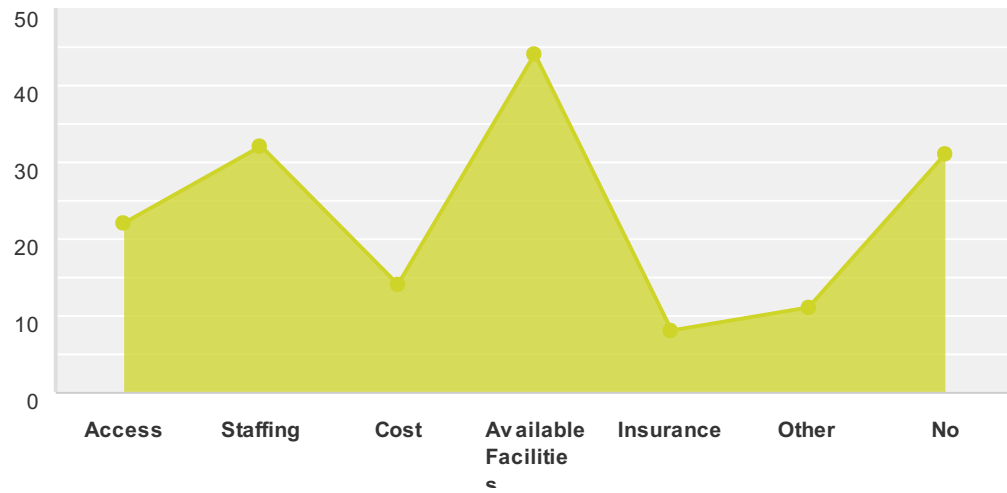
Answered: 79 Skipped: 138



Answer Choices	Responses	
Before School	34.18%	27
During School	40.51%	32
After School	82.28%	65
Evenings	62.03%	49
Weekends	35.44%	28
School Holidays	55.70%	44
Total Respondents: 79		

Q16 Are there any reasons for the school facilities not being used by the community? (Please select all that apply)

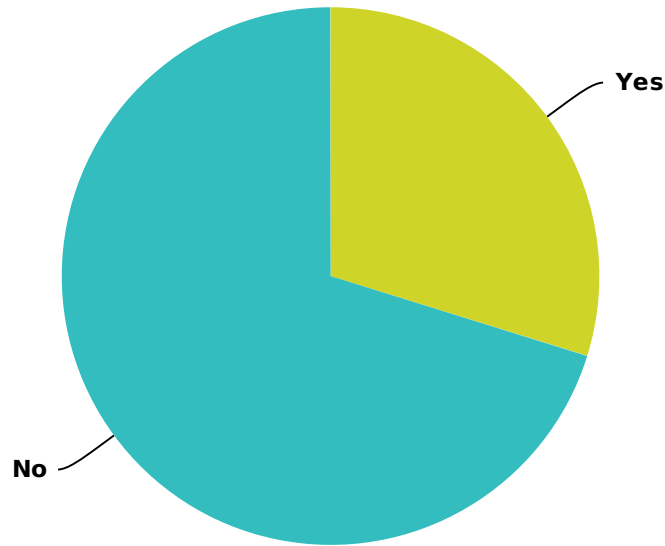
Answered: 104 Skipped: 113



Answer Choices	Responses	
Access	21.15%	22
Staffing	30.77%	32
Cost	13.46%	14
Available Facilities	42.31%	44
Insurance	7.69%	8
Other	10.58%	11
No	29.81%	31
Total Respondents: 104		

Q17 Do you have plans to open up the school facilities to the community?

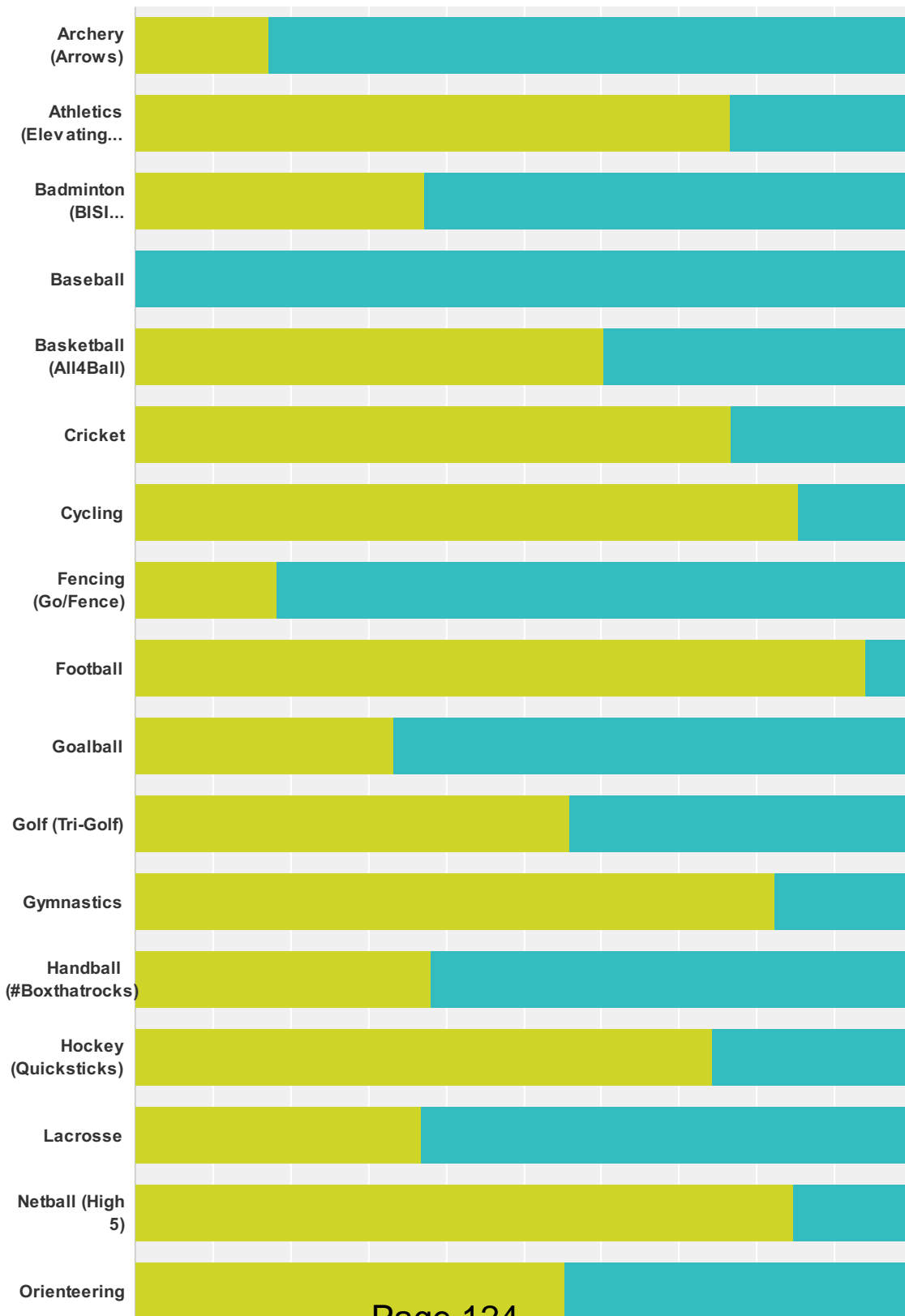
Answered: 104 Skipped: 113



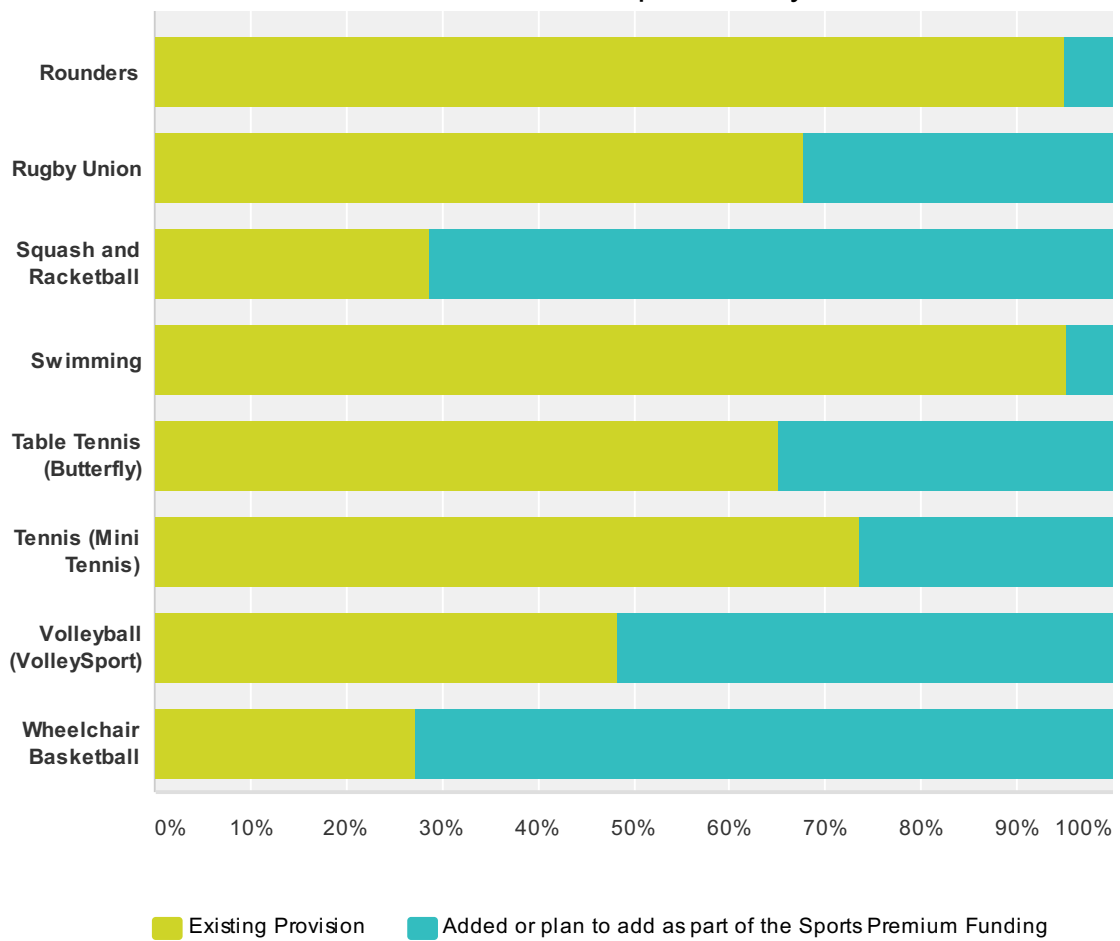
Answer Choices	Responses	
Yes	29.81%	31
No	70.19%	73
Total		104

Q18 From the sports below please identify existing provision and any sports that have been added or plan to be added through the Primary School Sports Premium Funding: (Please select all that apply)

Answered: 176 Skipped: 41



Lincolnshire PE and School Sport Survey 2014



	Existing Provision	Added or plan to add as part of the Sports Premium Funding	Total
Archery (Arrows)	17.14% 6	82.86% 29	35
Athletics (Elevating Athletics)	76.56% 98	23.44% 30	128
Badminton (BISI Badminton)	37.29% 22	62.71% 37	59
Baseball	0.00% 0	100.00% 5	5
Basketball (All4Ball)	60.38% 32	39.62% 21	53
Cricket	76.69% 102	23.31% 31	133
Cycling	85.29% 58	14.71% 10	68
Fencing (Go/Fence)	18.18% 2	81.82% 9	11
Football	93.98% 156	6.02% 10	166
Goalball	33.33% 5	66.67% 10	15
Golf (Tri-Golf)	55.81% 48	44.19% 38	86

Lincolnshire PE and School Sport Survey 2014

Gymnastics	52.55% 112	17.55% 24	136
Handball (#Boxthatrocks)	38.10% 8	61.90% 13	21
Hockey (Quicksticks)	74.40% 93	25.60% 32	125
Lacrosse	36.84% 7	63.16% 12	19
Netball (High 5)	84.77% 128	15.23% 23	151
Orienteering	55.32% 52	44.68% 42	94
Rounders	95.07% 135	4.93% 7	142
Rugby Union	67.69% 44	32.31% 21	65
Squash and Racketball	28.57% 2	71.43% 5	7
Swimming	95.27% 141	4.73% 7	148
Table Tennis (Butterfly)	65.22% 30	34.78% 16	46
Tennis (Mini Tennis)	73.55% 89	26.45% 32	121
Volleyball (VolleySport)	48.21% 27	51.79% 29	56
Wheelchair Basketball	27.27% 3	72.73% 8	11

**Q19 Are there any other sporting activities
your school offers? (Please list)**

Answered: 93 Skipped: 124

Q19 Are there any other sporting activities your school offers? (Please list)

Answered: 93 Skipped: 124

#	Responses	Date
1	Hula Hoop club Tag Rugby	4/23/2014 7:10 AM
2	Kingball as part of the tournament at Linciln Castle Academy Change4Life club from Sport buy-in	4/23/2014 1:29 AM
3	Both schools cover the POS for Key Stage 1 and 2	4/23/2014 1:22 AM
4	Trampoline due to school sports fund	4/22/2014 10:50 AM
5	multi-skills,	4/22/2014 8:35 AM
6	multi sports sessions tag rugby	4/22/2014 6:23 AM
7	All activities listed as existing are delievered by class teachers in lesson time. Additional provision through the Sports Premium Funding provides qualified coaches.	4/22/2014 6:06 AM
8	skipping, will be doing Zumba in September,	4/22/2014 5:13 AM
9	Croquet dodgeball	4/22/2014 5:02 AM
10	Multi Skills	4/22/2014 4:45 AM
11	We give all our pupils opportunity to go ice skating for a taster session.	4/22/2014 4:27 AM
12	Cheerleading Dance	4/22/2014 3:55 AM
13	Dance club	4/12/2014 7:05 AM
14	Dance Health related fitness Multi-skills	4/8/2014 3:55 AM
15	Ultimate Frisbee Dodgeball Dance	4/5/2014 1:44 AM
16	Multiskills	4/3/2014 1:37 PM
17	Tae Kwon Doe	4/3/2014 8:18 AM
18	cheerleading	4/3/2014 7:53 AM
19	Tag Rugby Dance	4/3/2014 7:00 AM
20	Street dance, multisports	4/3/2014 6:44 AM
21	Skipping, Hoola Hoop, Tag Rugby, Change4Life & Dance	4/3/2014 3:41 AM
22	Tag Rugby	4/3/2014 3:30 AM
23	Taikwondo, dance club	4/3/2014 2:56 AM
24	Tag Rugby and Dance.	4/3/2014 2:09 AM
25	Dance, Judo,	4/2/2014 6:28 AM
26	Streetdance club and over the summer term teachers will usually do a sports club	4/2/2014 4:39 AM
27	Judo Multiskills	4/1/2014 5:00 AM
28	karate hula hoop korfbal	3/21/2014 2:05 AM
29	Dance club Multi sports	3/20/2014 2:13 PM
30	We take part in competitions organised through the SSP. Football in the Community provided by local football club (paid for by parents). Cross country through local athletics club.	3/20/2014 4:39 AM
31	Tag-rug	3/19/2014 8:46 AM
32	Tag rugby	3/19/2014 5:01 AM

Lincolnshire PE and School Sport Survey 2014

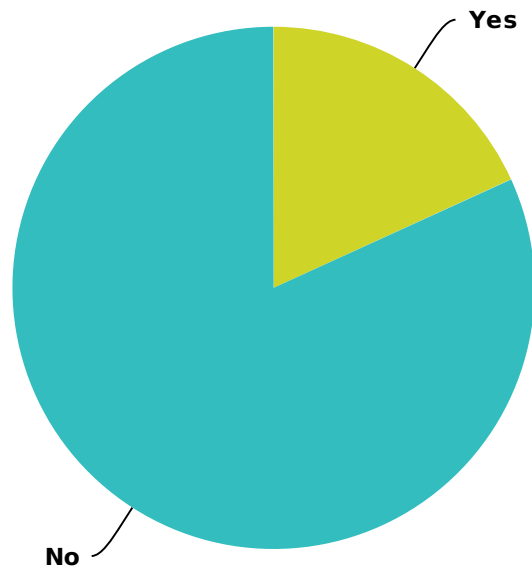
33	dance	3/18/2014 9:48 AM
34	Outdoor and adventurous activities through residential trips. Country dancing, cross country.	3/18/2014 7:10 AM
35	Running/Multiskills	3/18/2014 3:10 AM
36	Multi-Sports Martial Arts	3/18/2014 2:46 AM
37	Tag Rugby	3/18/2014 2:10 AM
38	Dance	3/18/2014 2:09 AM
39	Dance	3/17/2014 9:23 PM
40	Cross country Street dance	3/17/2014 2:38 PM
41	Dodgeball	3/17/2014 2:27 PM
42	Dance, multi skills, tagrugby, crosscountry	3/17/2014 2:20 PM
43	Cross Country Running	3/17/2014 1:58 PM
44	Multi sports activities Martial arts (as a club)	3/17/2014 1:20 PM
45	Dance	3/17/2014 11:54 AM
46	Dance Multiskills	3/3/2014 9:19 AM
47	fitness/ circuits training	3/3/2014 9:15 AM
48	Multi skills, soft play gymnastics, running club,	3/3/2014 1:52 AM
49	multisports dance	3/2/2014 5:32 AM
50	Judo, Kickboxing, tap dancing, street dance, tag rugb	2/28/2014 9:08 AM
51	Tchoukball	2/28/2014 7:41 AM
52	Judo Cross Country	2/28/2014 5:56 AM
53	Multi-Sports, Dance	2/28/2014 2:47 AM
54	Dance CLub	2/28/2014 12:59 AM
55	Boot Camp planned	2/27/2014 12:40 PM
56	We will be offering yoga.	2/27/2014 10:36 AM
57	Zumba and dance fitness	2/27/2014 9:18 AM
58	rock climbing as part of a sports week dance	2/27/2014 8:14 AM
59	Currently exploring karate	2/27/2014 8:01 AM
60	Dance and movement to music Theatre Dance offered after school via a link with Boston College	2/27/2014 7:55 AM
61	Tag rugby, cross country running, 2.7k road run in Lincoln	2/27/2014 7:30 AM
62	Cheerleading	2/27/2014 6:32 AM
63	Multi skills, dodge ball	2/27/2014 6:20 AM
64	Running club	2/27/2014 6:04 AM
65	no	2/27/2014 6:03 AM
66	Boccia Curling Dance	2/27/2014 5:58 AM
67	cheerleading dance	2/24/2014 5:55 AM
68	Kurling, dance, cheerleading	2/24/2014 2:22 AM
69	Twinkle Toes and Synergy after school clubs	2/23/2014 12:45 PM
70	no	2/14/2014 2:47 AM
71	As our families are from very low incomes (majority out of work) we have paid for all children to attend PGL for a days activities, to experience sports they would not normally participate in. KS2 are going this term funded through sports premium and KS1 next term.	2/13/2014 9:35 AM

Lincolnshire PE and School Sport Survey 2014

72	New age Kurling	2/13/2014 6:38 AM
73	We offer several after school sports clubs as well as provision for those children who are deemed 'less active'. This has been achieved using the Primary sports premium funding.	2/13/2014 12:02 AM
74	cross country	2/12/2014 10:47 AM
75	Multi sports, KS1	2/12/2014 10:36 AM
76	Dodgeball	2/12/2014 10:17 AM
77	Dance Multi skills	2/12/2014 5:41 AM
78	Tag Rugby, Cross Country, Dance.	2/12/2014 1:56 AM
79	Depending on time of the year. We follow our yearly plan	2/12/2014 1:23 AM
80	Trim trail physical challenge activity	2/12/2014 1:15 AM
81	croquet	2/12/2014 12:30 AM
82	Dodge ball Cheerleading	2/12/2014 12:27 AM
83	We have instilled sport leaders in the school	2/12/2014 12:01 AM
84	Horse riding Taekwando Running	2/11/2014 3:37 PM
85	Multi sports for KS1	2/11/2014 2:33 PM
86	Tag Rugby	2/11/2014 1:59 PM
87	Climbing wall, cross country,	2/11/2014 1:13 PM
88	Benchball Multisports	2/11/2014 12:37 PM
89	cross country, indoor sports hall athletics	2/11/2014 12:01 PM
90	Dance	2/11/2014 9:37 AM
91	multi sports, tag rugby	2/11/2014 9:21 AM
92	circuit training Irish Dancing Martial Arts Street Dance	2/11/2014 9:04 AM
93	Tag Rugby	2/11/2014 8:36 AM

Q20 Have you received your copy of the Lincolnshire Sport "PE & School Sport Solutions" brochure?

Answered: 176 Skipped: 41



Answer Choices	Responses	
Yes	18.18%	32
No	81.82%	144
Total		176

**Q21 Please state how you received your
Lincolnshire Sport "PE & School Sport
Solutions" brochure:**

Answered: 31 Skipped: 186

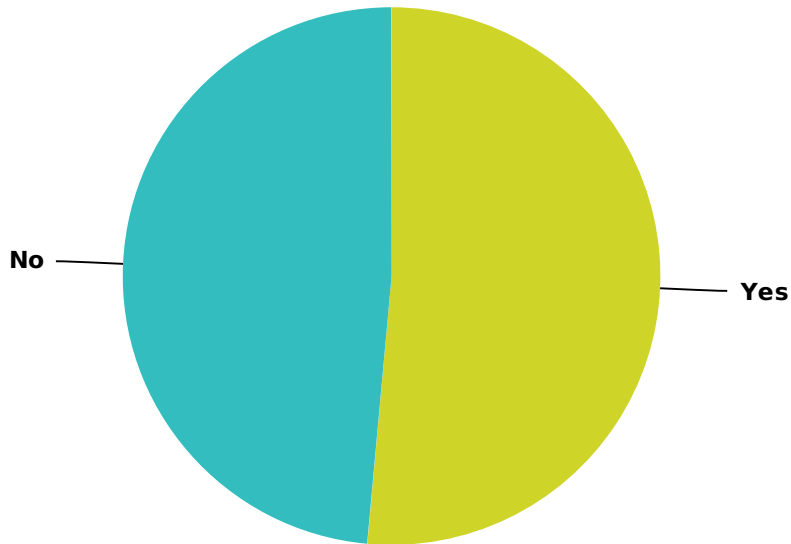
Q21 Please state how you received your Lincolnshire Sport "PE & School Sport Solutions" brochure:

Answered: 31 Skipped: 186

#	Responses	Date
1	Not known	4/23/2014 7:10 AM
2	Post	4/23/2014 1:24 AM
3	Courier	4/22/2014 7:33 AM
4	post	4/22/2014 5:02 AM
5	Courier	4/22/2014 4:27 AM
6	Post	4/4/2014 5:43 AM
7	Through partnership	4/3/2014 8:36 AM
8	post	4/3/2014 5:06 AM
9	intemal mail	4/3/2014 2:59 AM
10	post	4/1/2014 7:51 AM
11	School post	3/20/2014 4:39 AM
12	Post	3/19/2014 8:46 AM
13	Through the courier I think	3/18/2014 1:22 AM
14	Electronic	3/17/2014 2:39 PM
15	Unsure - passed via admin	3/17/2014 2:28 PM
16	??	3/17/2014 11:56 AM
17	Courier	3/17/2014 11:26 AM
18	Courier	3/17/2014 11:03 AM
19	POST	3/3/2014 2:06 AM
20	By courier	2/27/2014 7:30 AM
21	Post	2/27/2014 6:05 AM
22	Local PE Forum	2/27/2014 5:58 AM
23	courier	2/13/2014 6:39 AM
24	via sports partnership school	2/12/2014 10:47 AM
25	post	2/12/2014 12:31 AM
26	Courier	2/11/2014 3:37 PM
27	Post	2/11/2014 2:33 PM
28	Courier	2/11/2014 11:58 AM
29	courier?	2/11/2014 9:08 AM
30	HT Briefing	2/11/2014 9:02 AM
31	courier (I think)	2/11/2014 8:40 AM

Q22 Does your school website feature your sporting offer?

Answered: 173 Skipped: 44



Answer Choices	Responses	
Yes	51.45%	89
No	48.55%	84
Total		173

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

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	School Improvement Offer - Tackling School Performance & Closing the Gap

Summary:

This report sets out the Lincolnshire School Improvement Offer for 2014-2015 and details the roles of both Lincolnshire County Council and CfBT in the delivery of that offer.

Actions Required:

That the School Improvement Offer, and the respective roles of Lincolnshire County Council and CfBT within the delivery of the offer, are agreed.

1. Background

At the heart of the Lincolnshire Strategy for School Improvement is a commitment to work with autonomous schools and other partners, such as multi-academy trusts and teaching school alliances, to secure:

- the best possible levels of attainment and progress;
- outstanding leadership including effective governance;
- safety, fairness and equity for all pupils and staff;
- value for money;
- the capacity for continuous improvement within a self improving system.

Much is changing in the world of education and in line with the philosophy outlined above, negotiations are currently underway to determine a model of sector led improvement for Lincolnshire. CfBT is extremely supportive of those changes. In the short term and while these long term changes are being negotiated, CfBT, through its core contract with Lincolnshire County Council, continues to be the key strategic partner for the delivery of School Improvement in Lincolnshire. In essence this means that CfBT carries out the statutory responsibilities of monitoring, challenging, supporting, and intervening where necessary in maintained schools. In addition to this is monitoring the performance of Academies and carrying out the statutory duty to monitor and moderate Key Stage 1 and Key Stage 2 assessments on behalf of Lincolnshire County Council.

The core contract for School Improvement Services between Lincolnshire County Council and CfBT Education Trust is the vehicle through which these duties are agreed. As indicated the key focus of the core contract is the monitoring of and challenge to all Lincolnshire state-funded schools. It also provides a mechanism for the limited monitoring of the performance of Academies and the reporting of concerns to the Department for Education.

CfBT ensures that all maintained schools have either an Education Adviser (EA) or an Associate Education Adviser (AEA) who works in partnership with them. EAs act as a critical professional friend, helping a school leadership team evaluate its performance, identify priorities for improvement and plan effective change. The role is to support the school in setting ambitious targets, building a school's capacity to improve the achievement of children and young people, and to meet other key outcomes.¹

The contract also makes specific provision for the targeted support and intervention with maintained schools facing the greatest difficulties. Where EAs or Ofsted judge that a school needs additional support CfBT co-ordinates support from other state-funded agencies such as Teaching Schools and National and Local Leaders of Education. Typically, EAs will work with governing bodies and leadership teams to make improvements without recourse to statutory powers. Where there are positive appropriate working relationships with Governors and senior leadership teams, it is usually possible to secure the necessary changes in schools through discussion and negotiation. There are comprehensive systems which underpin the decision making process regarding schools causing concern, or schools likely to cause concern. Such concerns are discussed at regular intervals, both internally at CfBT team meetings and at formal meetings with the Local Authority and DfE. Should it not be possible to reach agreement and there is no evidence of improvement, formal warning notices will be issued to schools and governing bodies replaced with interim executive boards.

The statutory duty to moderate Key Stage 1 and Key Stage 2 assessments, and monitor statutory tests at Key Stage 1 and Key Stage 2, on behalf of Lincolnshire County Council is carried out by teaching and learning consultants who are 'contracted' from the traded team for this purpose and EAs.

Support for schools and academies, deemed not to be at risk, have access to support through a range of agencies, including CfBT, on a traded basis. CfBT's traded offer to Lincolnshire maintained schools complements the core school improvement offer and is provided at a reduced rate for maintained Lincolnshire schools. The offer is extensive and includes a range of courses and support for the development of teaching and learning, leadership and management, including peer review and it also focuses support on identified local priorities as well as responding to key national initiatives.

¹ An AEA is an accredited serving Headteacher in Lincolnshire who carries out the role of the EA. Academies can also purchase the services of an EA from CfBT.

In addition to working with individual schools CfBT also works on a number of cross cutting themes that have been identified as key priorities. These priorities have been agreed between LCC and CfBT under the terms of the core contract for school improvement services. The 'Strategy for School Improvement' from which these priorities are derived opens with a joint commitment between LCC and CfBT to aim for 'all children and young people to go to a school that is at least good', and that 'no school, or child within it, should be left behind'. This is also the vision that drives the work of the Headteacher focus group to establish a school led system for school improvement ('No Lincolnshire school left behind: All schools good or outstanding'). The key priorities include issues such as 'Closing the Gap' in achievement between advantaged and disadvantaged pupils. This is because in Lincolnshire disadvantaged pupils perform less well overall. The Directorate Management Team have tasked CfBT, through the Core Contract, to challenge schools and to identify and share good practice. A 'Closing the Gap' action plan has been developed. This includes activities such as:

- a 'Closing the Gap' Conference taking place in January
- pupil premium reviews for selected schools
- surveys of best practice in literacy and numeracy interventions
- development of a Senior Leader network to share best practice
- introduction of 'Switch- on', a specific training programme focussed on reading and writing
- a student conference with a focus on English for those on the C/D borderline

Other key priorities that will be pursued in 2014/15 in order to meet the aspirations in the 'Strategy for School Improvement' are:

- ensuring that the percentage of pupils making expected progress in English and in Maths exceeds the national median for each, especially in secondary schools and academies, including selective schools;
- improving the quality of teaching and learning, assessment and curriculum planning in Secondary;
- challenging schools with high rates of exclusion and absence.

Each of the above themes has a detailed Action Plan indicating key actions and expected outcomes.

As part of the core contract, CfBT also works to address the challenge of recruiting and developing high quality staff by running a SCITT programme and providing a comprehensive package of support for Newly Qualified Teachers. As the sector led model develops in Lincolnshire, CfBT will explore the potential for working with new partners to maintain the current incentives for starting and maintaining a career in Lincolnshire schools.

Other services to schools provided by CfBT on behalf of LCC include the Educational Visits Approval and Advice Service, the Freiston Centre for Environmental Education, Governor Services and the Interim Head team. The Governor Support Service is staffed by LCC staff but is managed strategically by CfBT. The service organises its own programme for schools that is advertised as part of LCC's offer. However, the following activities are organised by the Governor

Support Service but delivery is supported by CfBT advisers as part of the CfBT core offer:

- the foundation training programme for newly appointed governors
- delivery at a total of 12 Governor Partnership meetings per year (four per term)
- the successful GEL training, free of charge for all maintained schools

The Freiston Centre for Environmental Education provides significant targeted provision for vulnerable children and young people, and accessible residential visits for children across Lincolnshire. Activities delivered at Freiston include EHE residential and day visits; residential and Duke of Edinburgh's award programmes for LAC, family sessions and weekly visits (term time) by a local special school and Teaching and Learning Centre.

Implementation of the core contract is subject to regular monitoring by LCC to ensure that the provision meets the needs of schools and is cost effective.

Monitoring of the Core Contract:

The performance of CfBT in relation to the delivery of the Core Contract is regularly monitored by the contract board, the partnership board, Children's Services Directorate Management Team and monthly meetings with the Executive Member and the Director of Children's Services.

2. Conclusion

That the arrangements outlined in the report are noted.

3. Consultation

a) Policy Proofing Actions Required

N/A

4. Background Papers:

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

This report was written by Keith Batty who can be contacted on 01522 55 3288 or kbatty@cfbt.com.

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	Lincolnshire Safeguarding Boards Scrutiny Sub-Group – Update

Summary:

This report enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. The draft minutes of the last meeting of the Scrutiny Sub-Group held on 15 October 2014 are attached.

Actions Required:

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 15 October 2014 be noted.

1. Background

The Lincolnshire Safeguarding Boards Scrutiny Sub-Group considers both adults' and children's safeguarding matters, in particular focusing on the activities of the Lincolnshire Safeguarding Children Board and Lincolnshire Safeguarding Adults Board.

The last meeting of the Sub-Group was held on 15 October 2014 and the draft minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub-Group, which are relevant to this remit.

2. Conclusion

The draft minutes appended to this report are for the Committee's information.

3. Consultation

a) Policy Proofing Actions Required

This report does not require policy proofing.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 15 October 2014.

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 Catherine Wilman, who can be contacted on 01522 55(3788) or catherine.wilman@lincolnshire.gov.uk.

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

**WEDNESDAY 15 OCTOBER 2014, COMMITTEE ROOM 3, COUNTY OFFICES,
NEWLAND, LINCOLN**

PRESENT: Councillors C R Oxby (Chairman), S R Dodds, D Brailsford, and Mrs S Ransome.

Added Members: Emma Olivier-Townrow (Parent Governor Representative)

In attendance: Elaine Baylis (Independent Chair, Lincolnshire Safeguarding Adults Board), Chris Cook (Independent Chair, Lincolnshire Safeguarding Children Board),

Officers in attendance: David Culy (LSAB Business Manager), Simon Evans (Scrutiny Officer), Tracy Johnson (Scrutiny Officer), Andrew Morris (LSCB Business Manager), Jade Sullivan (LSCB Audit and Policy Officer), Catherine Wilman (Democratic Services Officer).

11. APOLOGIES FOR ABSENCE

Councillors Mrs H N J Powell and Mrs L A Rollings.

12. DECLARATIONS OF MEMBERS' INTERESTS

No interests were declared.

13. MINUTES OF THE LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY
SUB-GROUP HELD ON 16 JULY 2014

AGREED

That the minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 16 July 2014 be confirmed and signed by the Chairman as a correct record.

LINCOLNSHIRE SAFEGUARDING CHILDREN BOARD (LSCB) BUSINESS

14. UPDATE ON THE WORK OF THE LSCB AND ITS SUB-GROUPS

The Sub Group considered a report which provided an update on the work currently being undertaken by the Lincolnshire Safeguarding Children Board (LSCB) and its Sub-Groups.

Two serious case reviews were currently in progress which were due to be finished by the end of the year. More detailed reviews provided better accountability.

Jade Sullivan the newest member of the LSCB team was introduced to the Scrutiny Sub Group. Jade had been appointed as the LSCB's Audit and Policy Officer.

There was a significant amount of auditing being undertaken at the present time.

AGREED

That the report be noted.

15. CHILD SEXUAL EXPLOITATION UPDATE

This report provided an update on the work currently being undertaken by the LSCB and its Sub Groups, in particular the Strategy around preventing Child Sexual Exploitation (CSE).

CSE did occur in Lincolnshire and agencies were fairly confident they knew where it was occurring, however it was more of an issue in areas immediately south of the county.

Educationally, the age group of 11-18 year olds were the main target for CSE education, however there was a gap in year 5 and 6 CSE provision and the LSCB were currently identifying which agency would be best to fill this.

The CSE theatre-in-education play "Chelsea's Choice" was still touring around secondary schools in Lincolnshire and information cards were handed out to students afterwards to help further CSE awareness. In addition, resources for pre and post-play workshops were provided to schools.

It was reported that the Child Sexual Exploitation hub at Grantham Police Station was now operational. Tracy Johnson would co-ordinate visits to the hub for members of the Sub Group.

Ofsted was currently carrying out thematic inspections of CSE provision at other local authorities and their local safeguarding children boards.

A Communications Sub Group was being set up by Caroline Mogg, the CSE Coordinator.

Discussion took place regarding school governors and it was reported that every academy and maintained school should have a governor responsible for safeguarding issues within their school. Three members of the Sub Group who were governors each reported that this was not the case at their schools. It was noted that Hilary Wells was the appropriate officer to speak to regarding this issue.

AGREED

That the report be noted.

16. PRE BIRTH PROTOCOL AUDIT

The Scrutiny Sub Group considered an audit report on the Pre Birth Protocol. The Pre Birth Protocol was created as a result of a Serious Case Review in order to provide practitioners with a tool and a clear pathway to assist with the decision making process when undertaking a pre birth assessment. Children's Social Care would accept referrals for an unborn child at 20 weeks gestation which enabled preventative work to be undertaken with the parents.

Following its creation, the protocol required auditing which was undertaken by Dr Kathryn Houghton of Safer Outlook Consulting Ltd.

Agencies were committed to supporting the protocol and had recently agreed to increase the Board's budget to assist this work.

AGREED

That the report be noted.

17. CHILD PROTECTION PLANS AUDIT

Consideration was given to an audit report of child protection plans which had been undertaken by Barbara Simpson of The Lucy Faithfull Foundation.

A lot of the work highlighted by this report had already been completed by Signs of Safety.

Members felt the audit report had been well written and was very readable. It was agreed the report should be passed to the Chairman of the Children and Young People's Scrutiny Committee for his information in relation to the scrutiny review into Frontline Social Workers and Safeguarding.

It was noted that the Local Authority had done a lot of work raising awareness on early intervention in safeguarding, however a culture change was needed in Team Around the Child.

It was highlighted that all agencies must be responsible for safeguarding, not just social care.

AGREED

1. That the report be noted;
2. That the Child Protection Plans audit be passed onto the Chairman of the Children and Young People Scrutiny Committee.

LINCOLNSHIRE SAFEGUARDING ADULTS BOARD (LSAB) BUSINESS

18. KEY MESSAGES FROM LINCOLNSHIRE SAFEGUARDING ADULTS BOARD

The Sub Group considered an update on the key issues that the Lincolnshire Safeguarding Adults Board (LSAB) had reviewed at its meetings held on 23 July and 2 October 2014.

The Care Act 2014 had been highlighted as it had now completed its journey through parliament. The LSAB would be fully compliant with the Act as of 1 April 2015.

The Board had been pleased with the Assessment Framework and agencies were being asked to complete it next year. On completion, an action plan would be automatically set up for them. The Framework had been adapted from a predominantly health centred format to a document suitable for all LSAB partner agencies.

A Domestic Homicidal Review had recently been undertaken and the action plan and lessons learnt had been shared as appropriate.

AGREED

That the report be noted.

19. DEPRIVATION OF LIBERTY SAFEGUARDS

Consideration was given to an update on the Supreme Court ruling on two cases with regard to the Deprivation of Liberty Safeguards (DoLS), which had lowered the threshold at which deprivation of liberty claims could be triggered. This had meant an unprecedented number of assessment applications to the Council. Councils nationally were seeing a similar response.

Before the court ruling, the Council would receive approximately 150 applications per year. This had increased to approximately 260 per month since the ruling. The issue would eventually be resolved but, due to the sheer volume of applications, there was no quick resolution. It would require either the court judgement to be changed, or for the application process to be changed, the latter of which was more likely.

AGREED

That the report be noted.

20. HUMAN TRAFFICKING UPDATE

The Sub Group considered a report which provided an update on the recent multi-agency operations, undertaken across Lincolnshire, based around human trafficking.

Following a multi-agency operation in the county in September 2014, arrests were made and potential victims identified in respect of Human Trafficking or Modern Day Slavery. Those arrested had been released on Police bail pending further enquiries.

A national phone line (which could be found on the LSAB website) could be used by the public if they suspected human trafficking. More work was currently being undertaken to raise awareness of the issue, especially for staff who were working on the front line for the Council and within the community.

AGREED

That the report be noted.

JOINT BUSINESS

21. LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP
WORK PROGRAMME 2015

The Sub Group considered its work programme for 2015.

The Members discussed and arranged representation at forthcoming meetings of the LSAB and LSCB Strategic Management Group.

Consideration was given to the Ten Questions from the Ofsted Framework table and their application to the reports discussed during the meeting.

AGREED

That the work programme and all changes made therein be noted.

The meeting closed at 11.30am.

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

Report to:

Children and Young People Scrutiny Committee

Date:

28 November 2014

Subject:

Performance - Quarter 2 2014/15

Summary:

The accompanying appendices to this report provide key performance information for Quarter 2 2014/15 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

Performance Indicators

Appendix A 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.

Appendix B provides a full and detailed report that covers all indicators used by Children's Services. This is also available for questions.

Data in Appendices A and B is presented in a new format for the second time. The changes have been made to show more data more clearly for each performance indicator.

Council Priority Activity Performance

Appendix C highlights 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 20 priority projects and programmes, 3 of which are in the remit of this scrutiny committee.

Complaints and compliments

Appendix D covers complaints and compliments.

Status of schools

Appendix E gives an overview of the Ofsted status of schools in Lincolnshire, including specific details of schools judged to be inadequate.

2. Conclusion

This report summarises the Quarter 2 performance for Children and Young People, 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	Summary of performance
Appendix B	Detailed performance data for Quarter 2 2014/15
Appendix C	Update on key Children's Services projects
Appendix D	Complaint and compliments report
Appendix E	Ofsted school status report

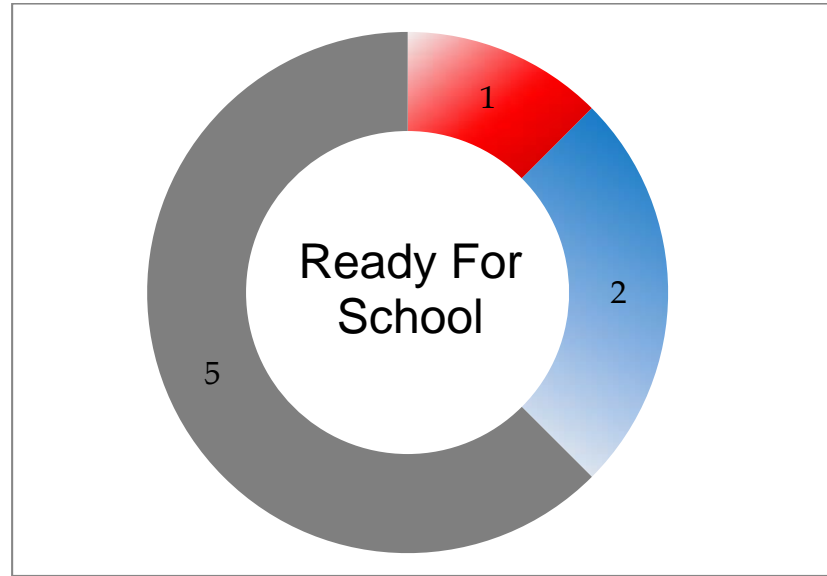
5. Background Papers

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

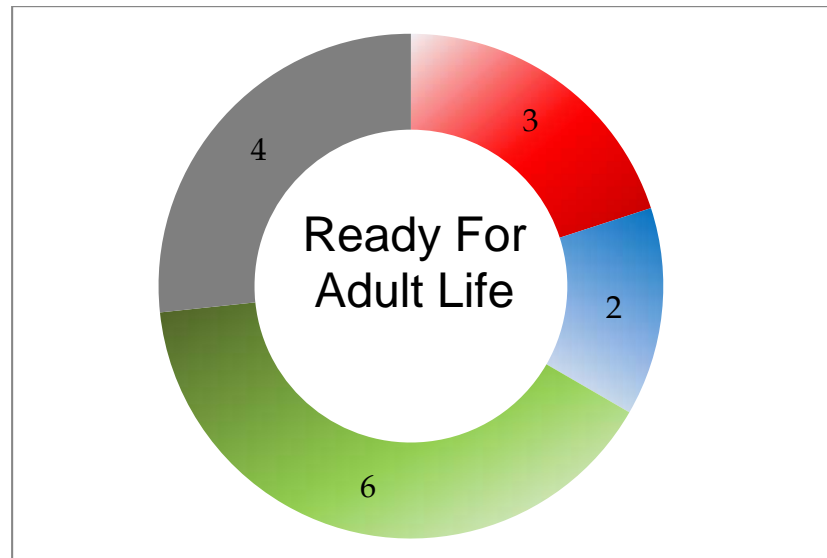
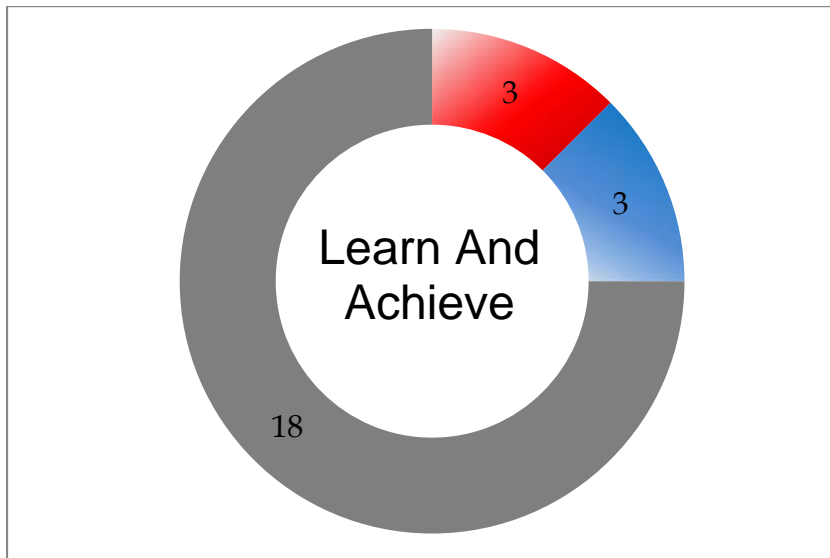
This report was written by Sally Savage, who can be contacted on 01522 553204 or sally.savage@lincolnshire.gov.uk.

3. Summary of performance for quarter 2

These charts summarise the current performance of our 69 indicators, split by the four commissioning groupings.



- Worse than tolerance
- Within tolerance
- Better than tolerance
- Not due



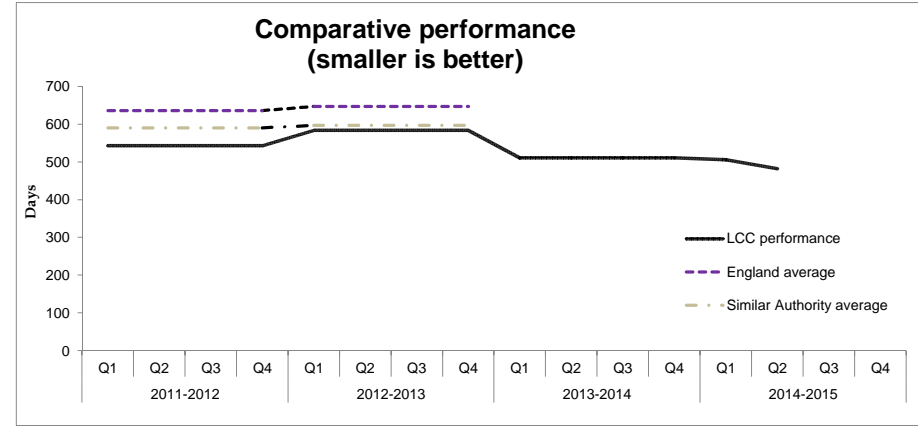
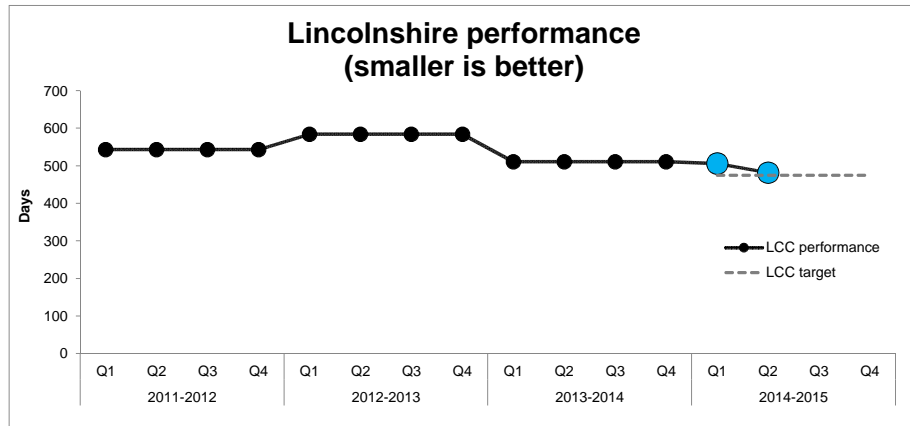
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Healthy and Safe

Average time for child to move in with adoptive family (Adoption Scorecard A1)

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Lincolnshire performance is historically better than Stat' Neighbours and England average. Although trend data for the last 3 years published data shows deterioration for LCC, local data collection shows an improvement for the 2011-14 rolling 3 years average. The position as at Q4 in that period is 502 days. As this is based on a local collection and because this performance in itself is a huge leap forward, the target has been set to reduce this by a small amount to continue the trend. LCC currently sit within Quartile Band B (2010-13) however, if the 2011-14 position is verified nationally it is expected that we will be in Band A. The expectation is to retain this position.

2014/2015 TOLERANCE RATIONALE

An upper value of 90 has been set as there is still some uncertainty of the 2014 position – how the national position is derived is not shared with LA's so our proxy local collection may be subject to change. The value has been set to an upper level 565 which should still retain our position in Quartile Band A (if the 2014 value stands)

A lower value has not been set. Achievement of the target would be deemed a considerable improvement.

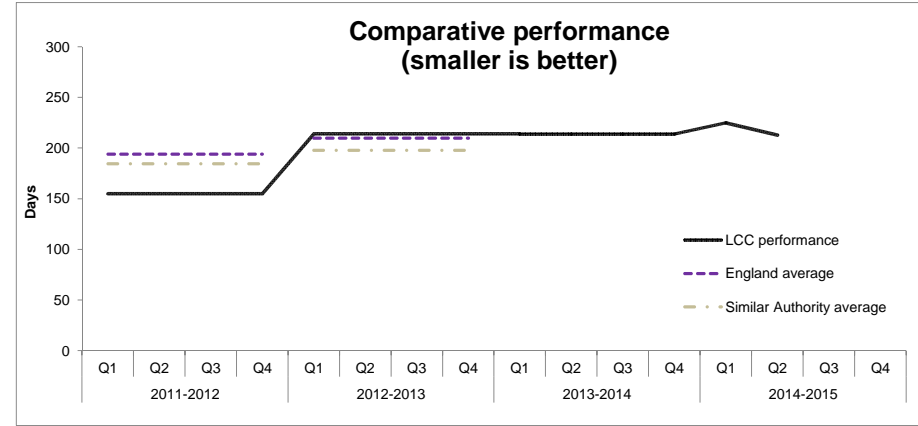
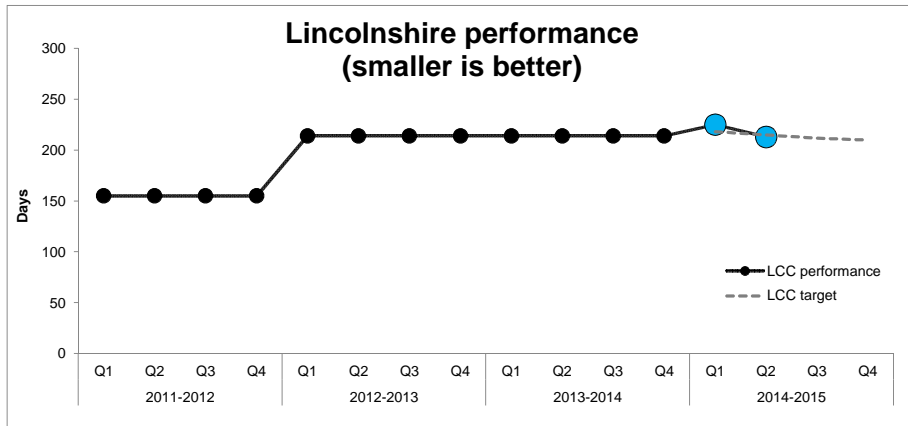
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool. No East Midlands comparative data available.

Average time to decide on an adoptive family match (Adoption Scorecard A2)

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Targets have been set to match the England average achieved in 2010-13. National datasets show deterioration in performance for LCC. However, local analysis of data for the 4 quarters in 2013/14 shows a gradual improvement downwards.

Lincolnshire performance has historically been inferior to the England average and Statistical neighbours.

Current Quartile Banding is C, and it is unlikely that reaching Band B is likely this year.

2014/2015 TOLERANCE RATIONALE

Both upper and lower tolerances have been set at 10 days (average).

Achievement of the upper tolerance would almost match the LCC position achieved in 2014 (2012-14) and maintain the performance, stopping the downward trend indicated by the national data.

Achievement of the lower tolerance would be a significant improvement and change in direction and may be enough to move LCC up to Quartile Band B.

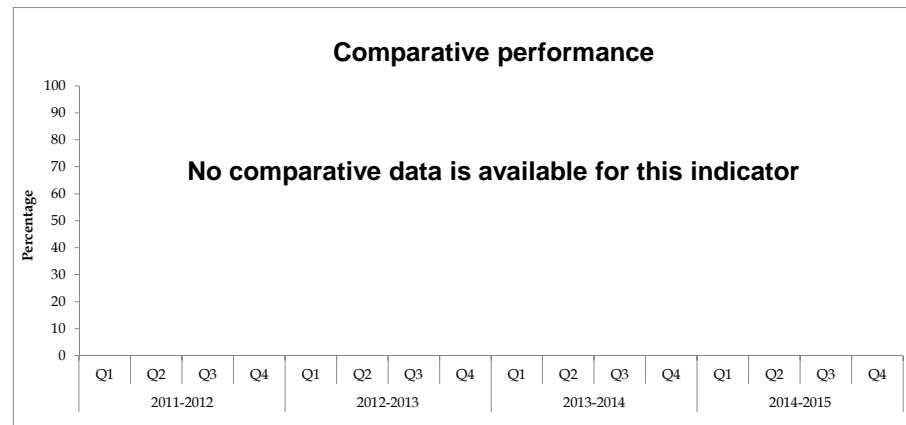
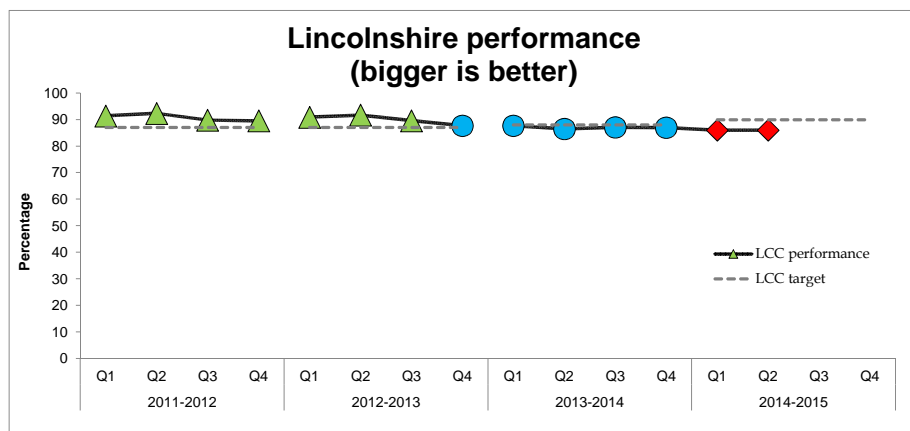
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool. No East Midlands comparative data available.

Fostering/adoption of Looked After Children aged 10 to <16

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

This quarter's figure is 1% below the national target. Foster placements remain the preferred choice for children who become looked after. There are 2 trends that have developed over the previous 2 quarters, firstly, an increase in children placed at home on care orders and secondly, an increase in children placed in external residential provision. The first group is indicative of an increase in care proceedings that allow a child to remain at home but grant a care order to ensure that any identified risk is managed with the support of the Local Authority. The second group is a reflection on a group of young people whose behaviours are so challenging that they have experienced too many foster placement moves.

2014/2015 TARGET RATIONALE

Number of LAC aged 10 to under 16 is forecast to decrease slightly in 2015. The numbers placed for adoption or fostered over the past 5 years has been fairly consistent and the forecast for 2015 is reflective of this.

The forecasted data has been rounded down and used as the target for March 2015. National and statistical neighbour data is not available on this measure for comparative analysis and context.

Achieving the Q4 target would show significant improvement on 2014 and draw performance back in line with that achieved in the 3 years prior to that. National target is 87%

2014/2015 TOLERANCE RATIONALE

A 2% variance is set for the upper value and 3% for the lower value.

Meeting the upper tolerance level would achieve a performance level not reached in recent years and show a change in the overall trend.

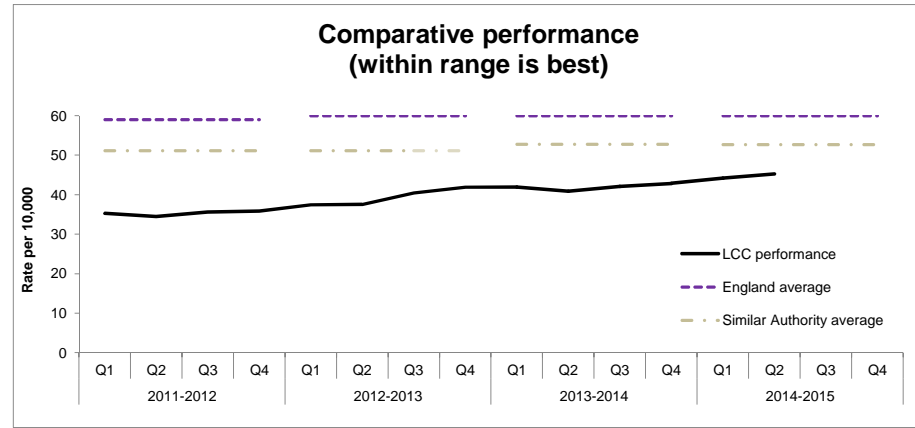
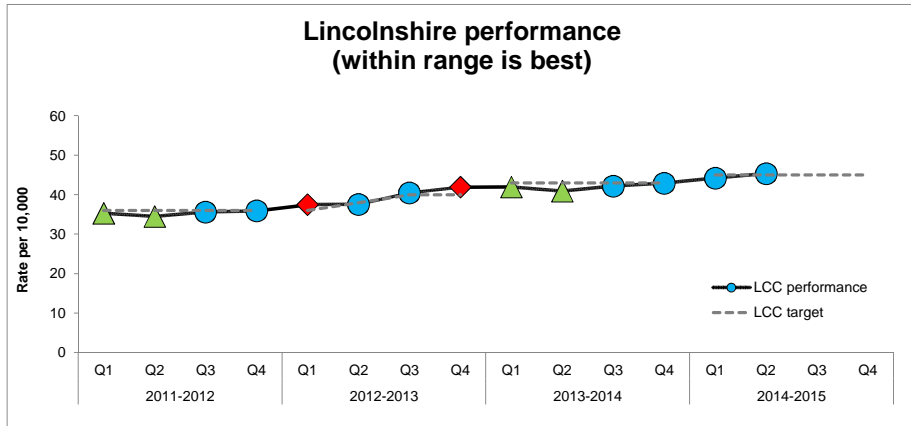
To achieve the lower tolerance level would maintain performance from 2014 and address the current downward trend. It would also meet the national target.

COMPARATIVE DATA SOURCE

No comparative data is available

Looked After Children per 10,000 population aged under 18

This indicator is owned by ROZ CORDY



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Lincolnshire data shows an increasing trend for this measure. Target is set to stabilise by maintaining the position as at June 2014 (approximately 630 LAC). Historical Lincolnshire performance against national and statistical neighbours shows Lincolnshire with a much lower rate. Quartile bands data is not available.

2014/2015 TOLERANCE RATIONALE

The tolerance range allows for the number of LAC to vary between approximately 600 – 660. This is about +/- 30 on the June 2014 position of 630 LAC.

Anything above or below this number would be flagged as worse than target, ie indicating a significant variance from the current position.

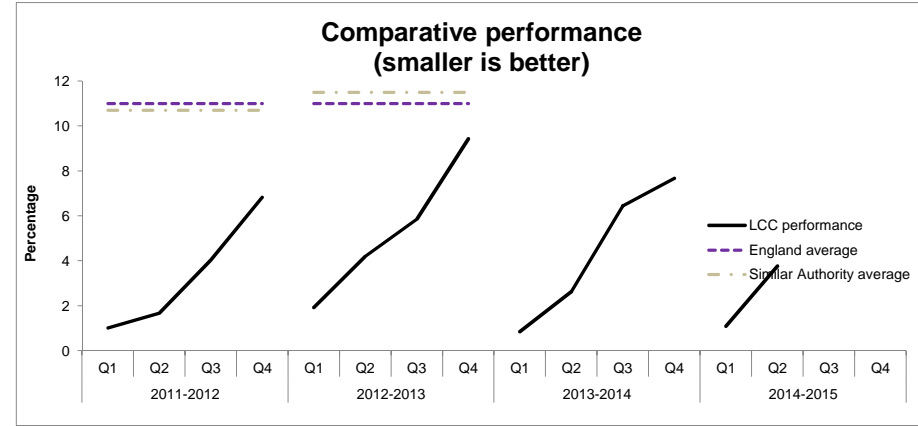
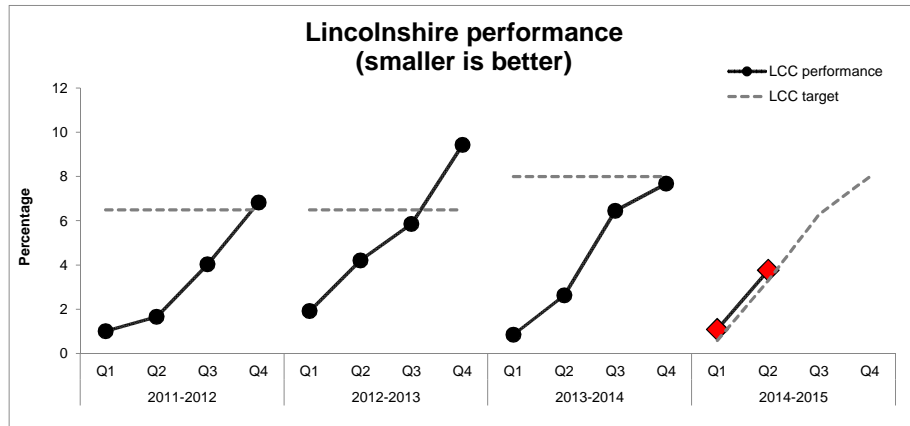
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Stability of placements of Looked After Children: number of moves

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

The corrected figure is 3.77% and the continued growth in the looked after population continues to put this indicator under pressure. The recruitment of foster carers has not kept pace with the increase in demand and as a result, matching children at the point of entry into care, has not always been effective. The service is taking action to improve response times and recruitment of potential applicants. In addition, the figure incorporates a number of young people who have struggled to manage within a family setting and for whom a residential placement appears to offer an improved level of stability. The figure also includes 8 children for whom the third move was either a return home to parents or into a permanent placement. These children represent 1.4% of the numerator.

2014/2015 TARGET RATIONALE

The number of LAC with 3 or more placements doesn't show a clear trend in recent years
2013/2014 target was 8%, the actual performance was 7.68%. The 2014/2015 target has been set to maintain performance at around 8%, the service feels this is more appropriate than a target to improve performance.

2014/2015 TOLERANCE RATIONALE

Achieving the upper tolerance level should maintain LCC's position within the top quartile nationally and still maintain LCC as one of the best performing of our statistical neighbours. Anything below the lower level should be shown as a significant improvement over last year.

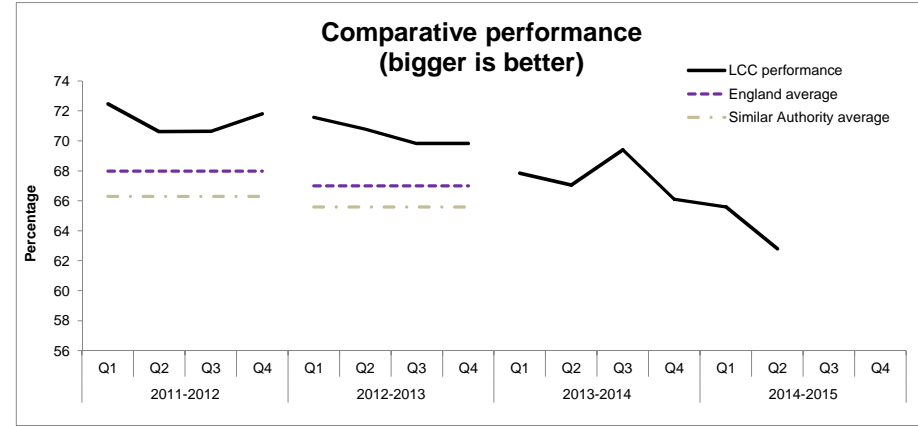
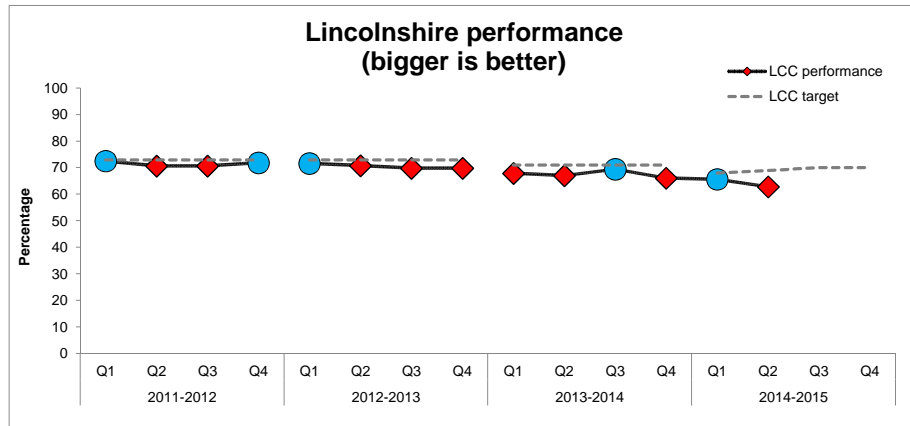
COMPARATIVE DATA SOURCE

Local Area Interactive Tool.
No East Midlands data is available.

Stability of placements of Looked After Children: length of placement

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

With the increase in the number of looked after children this has continued to fall gradually. The corrected figure is 62.8% and does present a significant challenge. The performance is affected in 2 ways. Firstly, the increased number of children with care plans for permanence who we have not been able to secure in permanent placements. For this group a Family Finder review meeting has been put in place to provide oversight of the processes for identifying a suitable family placement. However there is a significant national shortage of permanent foster carers and this remains an area of considerable challenge. Secondly, there are still a number of young people whose placements disrupt after 3 or 4 years in placement. This has become a pattern for a small number of children. The service has as a result introduced a formal placement review process and has engaged the psychology service in offering improved training and support to permanent foster carers.

2014/2015 TARGET RATIONALE

The recent trend in Lincolnshire is showing deterioration in performance. 2013's position placed us in Quartile Band B, 1% outside Band A. Statistical neighbours and England average in the same year were approx. 67%, this was 3% below LCC. Targets have set to move the directional trend back to the 2013 position of 70%.

2014/2015 TOLERANCE RATIONALE

Lower tolerances have been set to account for the downward trend currently occurring. A 4% lower tolerance is set to allow for maintenance of the 2014 position at 66%. The upper tolerance is set at 1% which should push LCC up into Quartile Band A and more importantly stop the downward trend.

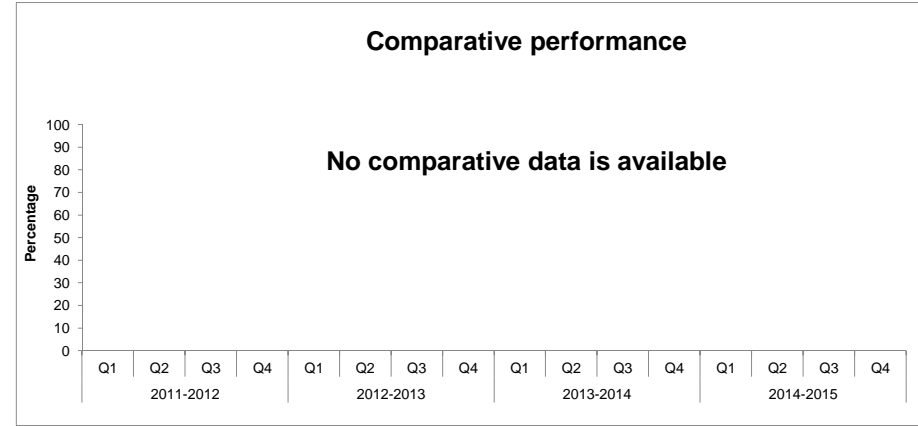
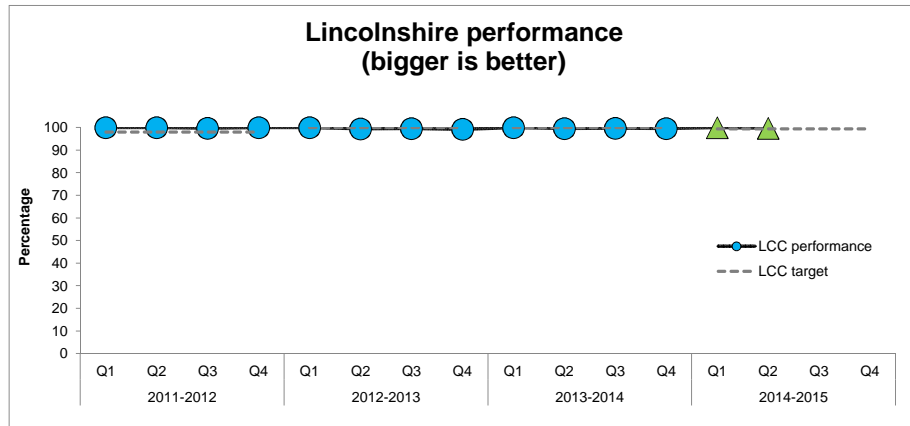
COMPARATIVE DATA SOURCE

Local Area Interactive Tool.
No East Midlands data is available.

Looked After Children reviews within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

Routine checks by the Safeguarding and Review Team are supporting the Independent Chairs in maintaining performance at 100%. It is worth noting that as Looked After Children number have risen significantly, the team continues to achieve its performance target.

2014/2015 TARGET RATIONALE

LCC has achieved this level in previous years. Although the number of eligible LAC cases have increased significantly since then performance has been consistently good.

March 2014 position of 99.3% was a half a percentage point better than the previous year.

Historical data (2006-2010) showed Lincolnshire's performance vary, whilst a national trend of improvement was evidenced in the same period for the England average.

2014/2015 TOLERANCE RATIONALE

As the target is 99.5%, an upper value of 0% has been set. Reaching anywhere above the target would be seen as a significant achievement.

A lower value of 0.7% has been set to accommodate a maintenance of performance to that achieved in 2014.

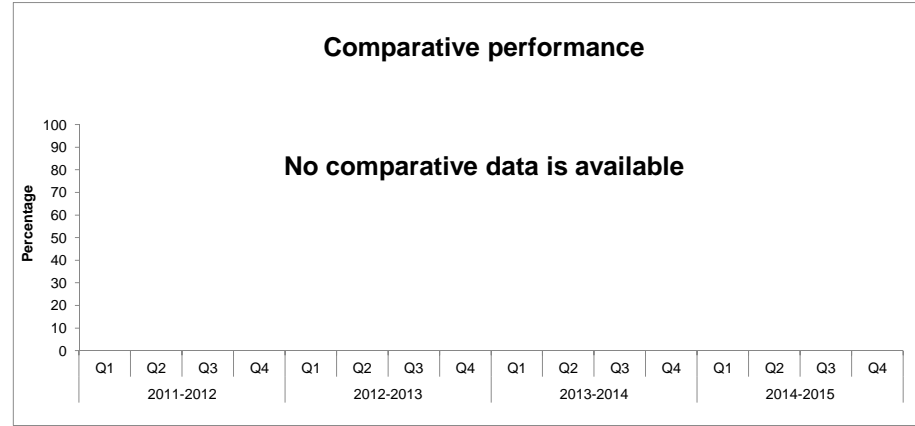
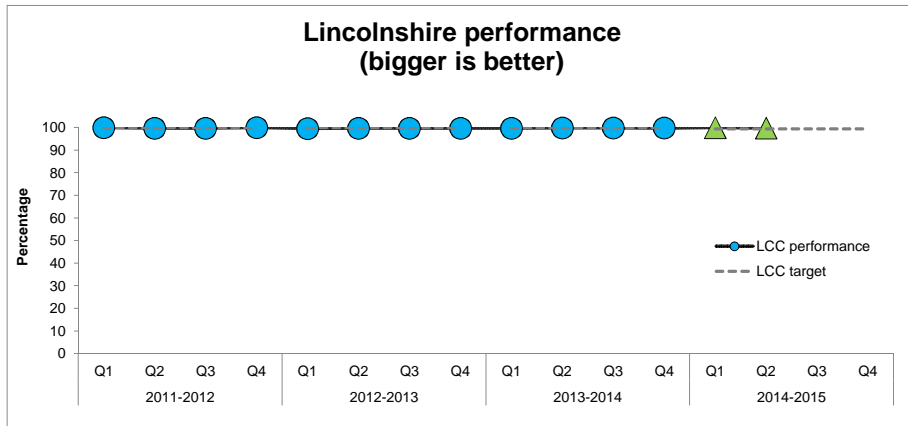
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator since 2010.

Participation of Looked After Children in reviews

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

From April, all were 100% - In September we did have a non participation in a Review which accounts for the dip in the performance from 100% to 99.8%.

2014/2015 TARGET RATIONALE

Stat neighbours and England average data not available for this measure. Lincolnshire have achieved 100% or close to it for the last 4 years.

2014/2015 TOLERANCE RATIONALE

An upper tolerance of 0% has been set. Reaching anything above the target would be seen as a significant achievement.

A lower value of 0.5% has been set to accommodate recent variances in performance.

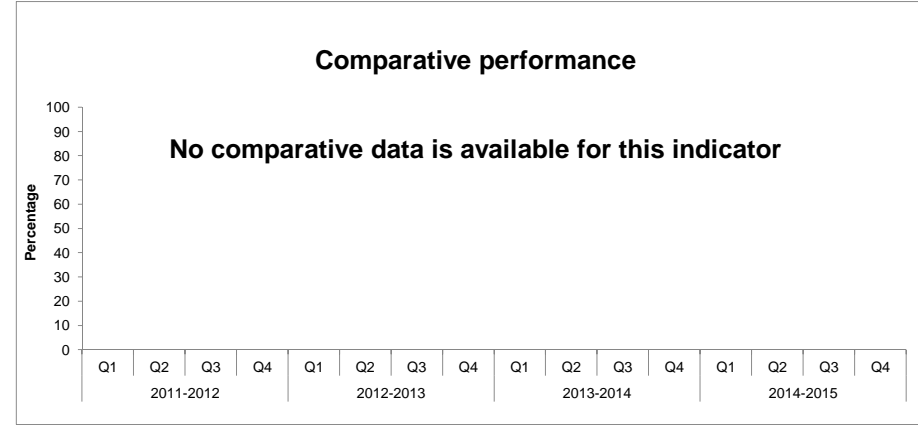
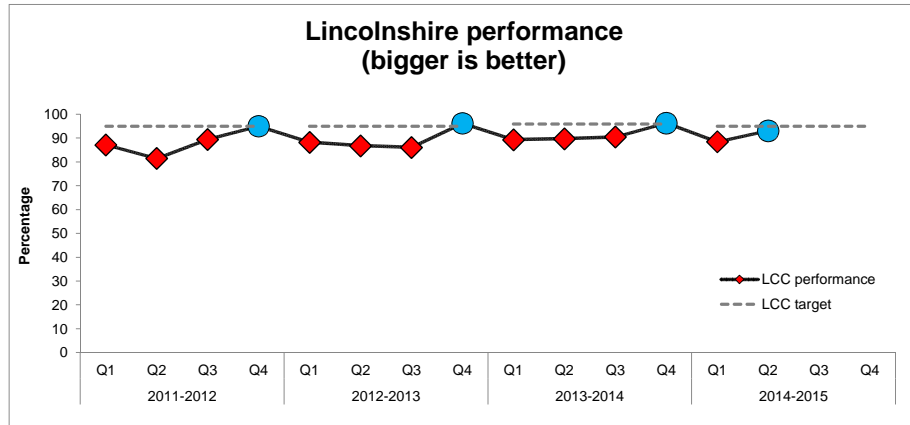
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of Looked After Children with an up-to-date health check

This indicator is owned by **TARA JONES**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Targets are to reduce slightly to 95%
Historic performance over the past 2 years has seen both under and over performance.

2014/2015 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker.

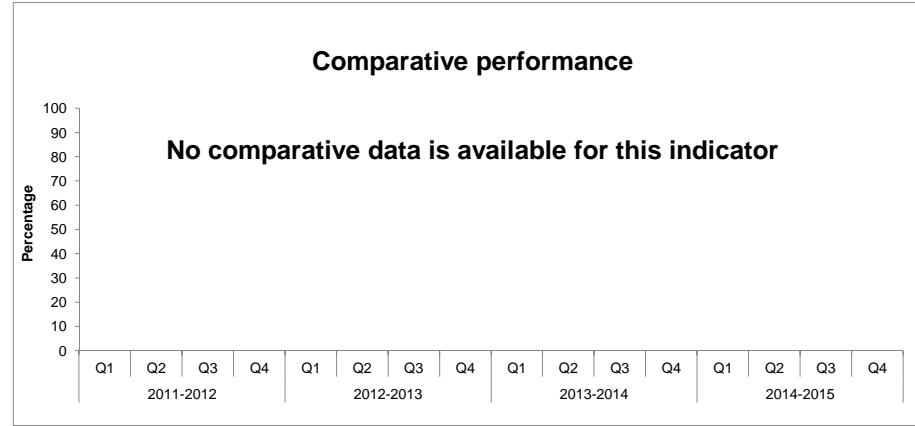
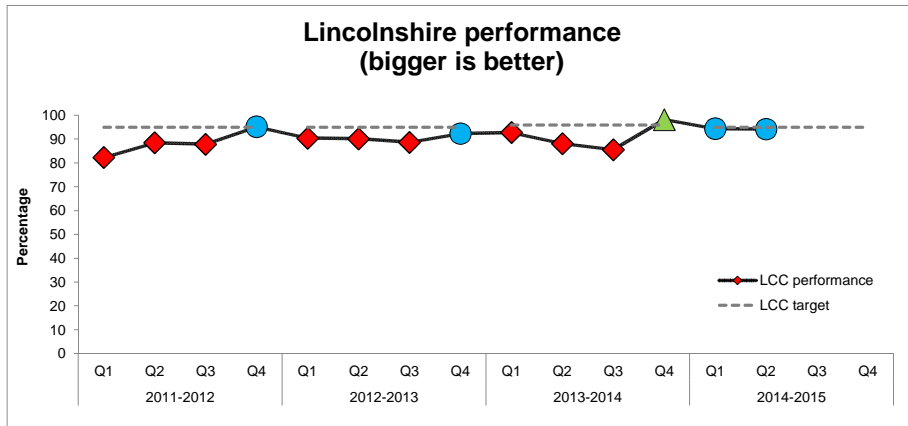
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of Looked After Children with an up-to-date dental check

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Targets are to stay reduce slightly to 95%
Historic performance over the past 2 years has seen both under and over performance.

2014/2015 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker.

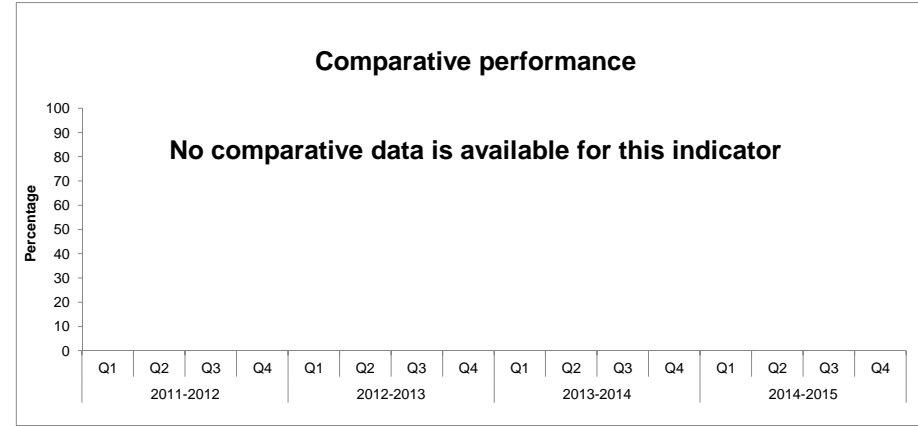
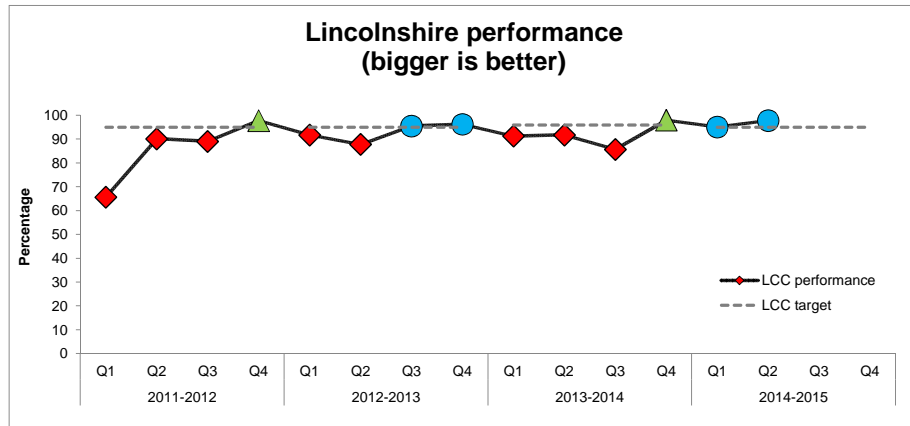
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of Looked After Children with an up-to-date immunisations

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Targets are to stay reduce slightly to 95%
Historic performance over the past 2 years has seen both under and over performance.

2014/2015 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. Achievement of this would indicate that all LAC received all their health checks within timescale – achievement of 100%.

A lower tolerance of 1% has been set to allow for under performance. Data from the last two years shows achieving 94% is very achievable and performance has not often fallen below this marker.

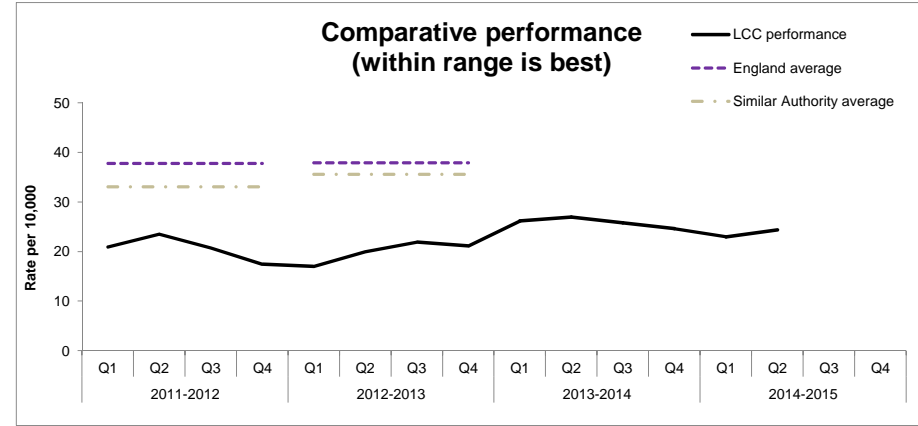
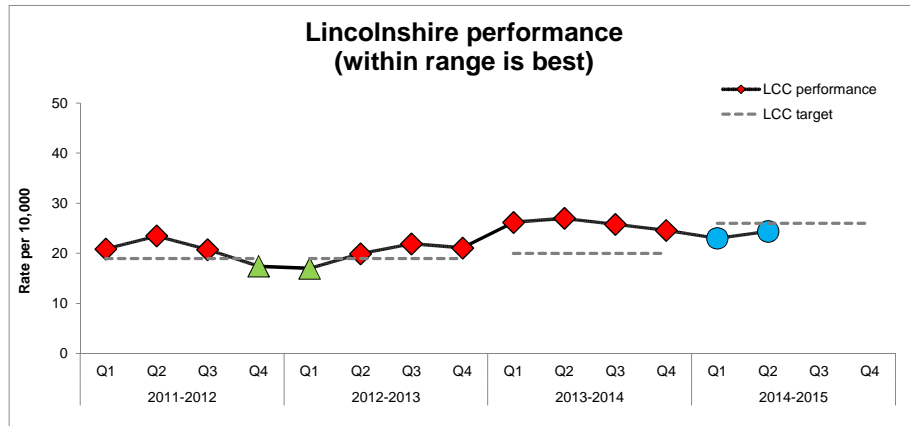
COMPARATIVE DATA SOURCE

No comparative data is available.

Number subject to a Child Protection Plan per 10,000 population <18 (Munro N19)

This indicator is owned by **ROZ CORDY**

This indicator is in the **COUNCIL BUSINESS PLAN** and the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Targets are based on absolute figures rather than rates and projections. Our expectation is that numbers of children requiring protection will remain at this level, although previous years' performance has depended upon high profile stories of safeguarding in the national media changing threshold and the authority's risk assessment approach. Historically Lincolnshire's rate has been much lower than national, regional or statistical neighbours. Target set in Jan 2014 as this indicator is in the Council Business Plan.

2014/2015 TOLERANCE RATIONALE

No inner tolerances as hitting target is not really appropriate for this measure. Tolerance range set for a rate to vary between 23 per 10,000 and 27 per 10,000. This looks asymmetrical but it accounts for our year end position of approximately 25 per 10,000. This gives a 'within tolerance' position of approximately 320 – 380 children with a CPP. This equates to a tolerance range of approximately +/- 30 children against our end of March position of about 350 children. Anything outside of that range – above or below – will be flagged as red.

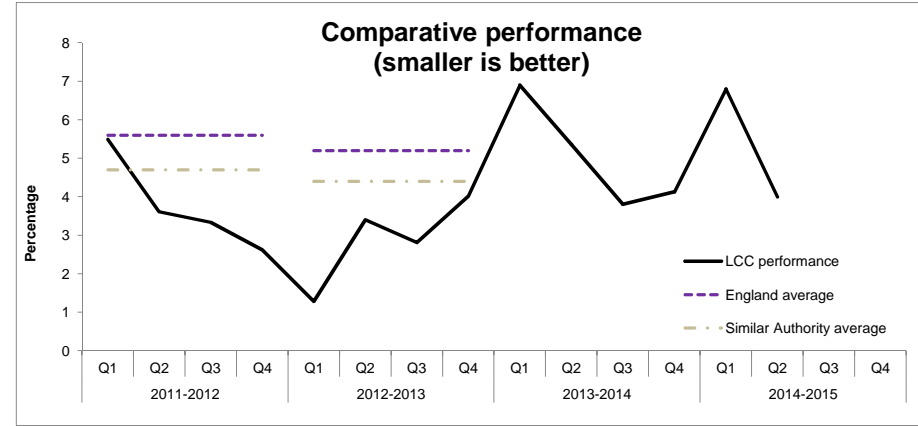
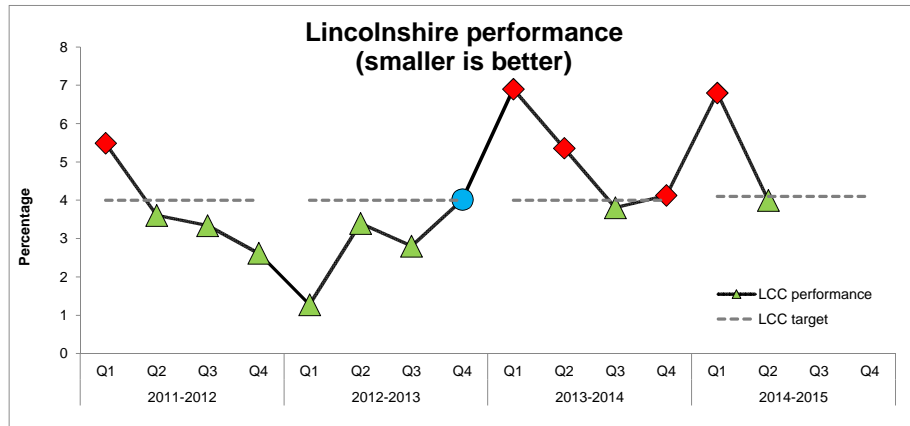
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Child Protection Plans lasting 2 years or more (Munro N17)

This indicator is owned by **ROZ CORDY**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Roz Cordy:

The percentage is continuing to reduce, as previous years have highlighted the way this indicator works is that this is likely to improve further. The small number shows that only a small number of children have been on a plan over two years which evidences that there has not been drift for the children .

2014/2015 TARGET RATIONALE

Targets have been set to address the upward direction in percentage. The target is set to maintain the position achieved in March 2014. Lincolnshire currently sits in Quartile Band B, with a smaller % than England average and Statistical neighbours, however national trend and is improving and if this isn't addressed locally, there is a chance we could drop into Band C. By maintaining the 2014 position, it is expected that we will stay within Band B comfortably.

2014/2015 TOLERANCE RATIONALE

The upper tolerance is set at the level calculated using the trend data (4.8%).

A lower tolerance has not been set as addressing the deterioration in recent years by maintaining the position in March 2014 would be a significant achievement.

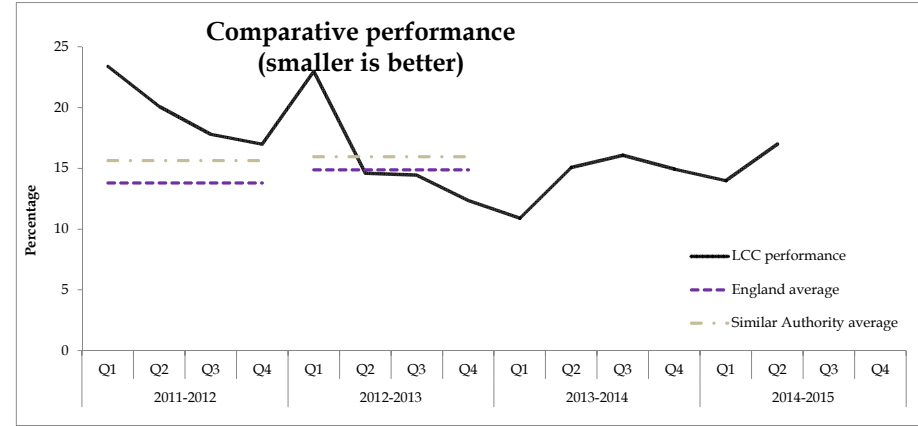
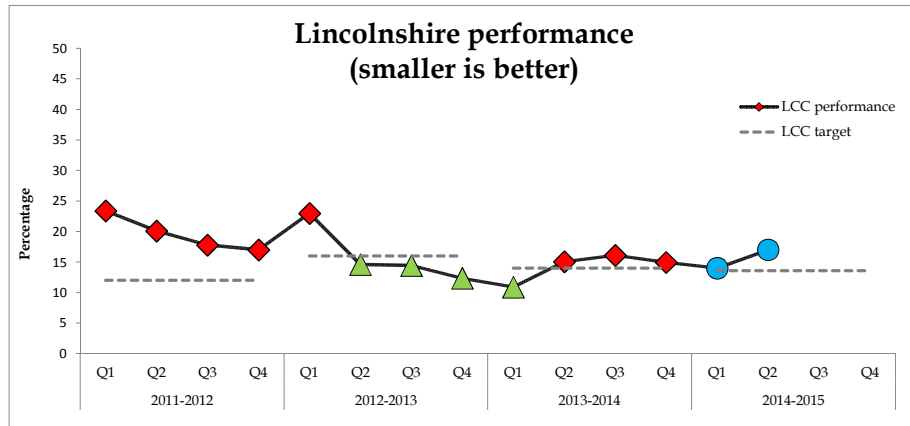
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Children becoming subject to a Child Protection Plan for a 2nd time or more

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Trending the last 3 years data shows an expected improvement in this measure at year-end. Lincolnshire performance has shown an inconsistent trend in recent years and there isn't an incremental trend within years. National and similar authority data is limited, but Lincolnshire historical performance is better than these two comparators

2014/2015 TOLERANCE RATIONALE

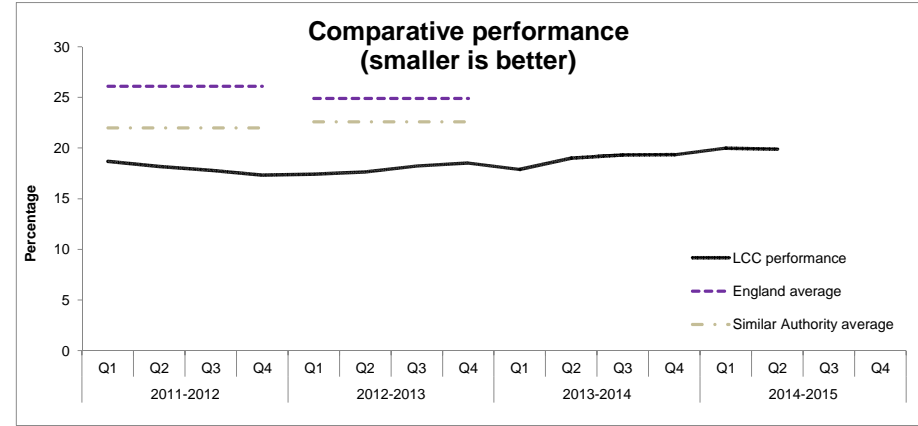
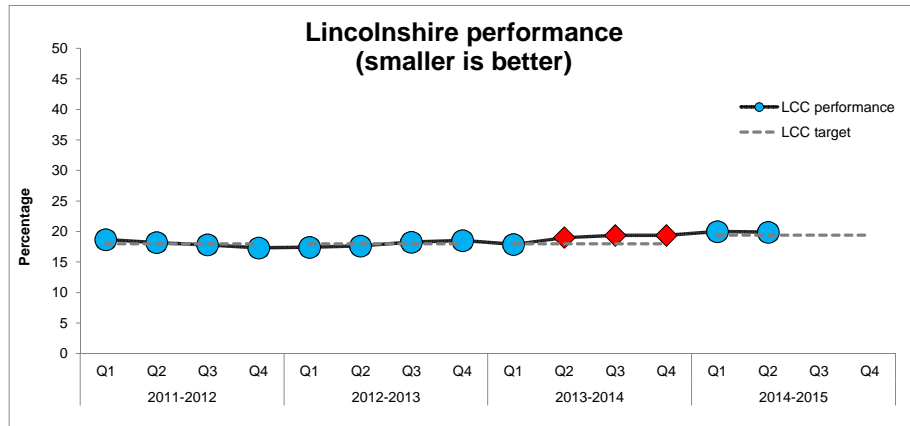
Tolerances have been set at 10% (upper and lower). This gives an 'in tolerance' range of approximately 12.3% to 14.9%. Achievement of the main target would show a significant improvement on last year. Achievement of the upper tolerance would be maintenance of last year's performance and the lowest target would mean attainment of the level achieved in March 2013.

COMPARATIVE DATA SOURCE

Percentage of referrals that are repeats within 12 months

This indicator is owned by **ROZ CORDY**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

Lincolnshire data over the past few years has been inconsistent. Data for the last 2 years indicates an upward trend in % of re-referrals. The target has been set to maintain performance from 2014 and stop the trend.

Lincolnshire performance is still expected to be better than Statistical Neighbours and England average – even with an expected increase in target. Lincolnshire currently sits comfortably in Quartile Band B (based on 2013 data).

2014/2015 TOLERANCE RATIONALE

An upper tolerance of 0.9% has been set. This is based on the trended expected performance level (indicating deterioration in performance). If this was achieved in 2015, LCC are still expected to maintain their position comfortably within Quartile Band B.

The lower tolerance 1.4% is set to help move LCC up to Quartile Band A (latest marker at 18.3% - 2013 data).

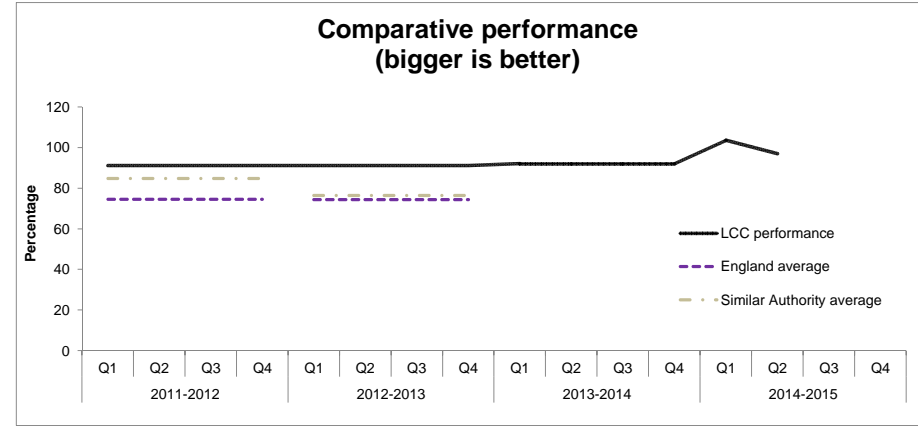
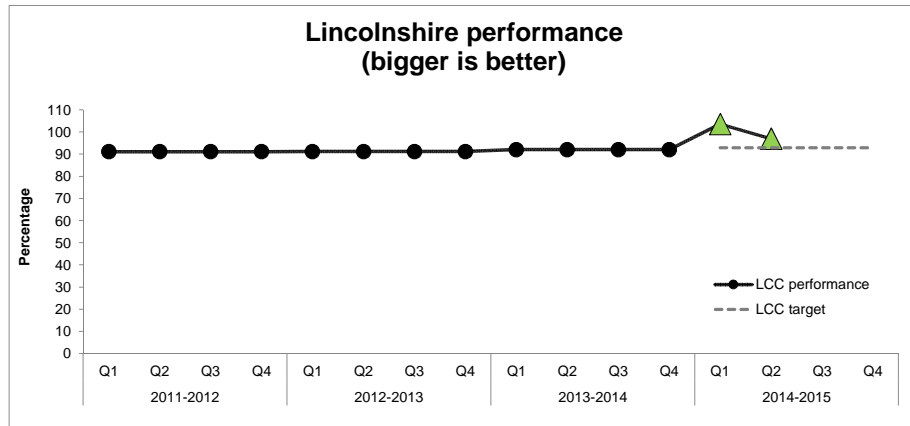
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of referrals to children's social care going on to assessment (Munro N9)

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

This evidences that the referrals that are being sent to the teams to undertake assessments have appropriately met threshold resulting in a very small number being closed at referral.

2014/2015 TARGET RATIONALE

Latest national data shows Lincolnshire out-performing Stat' Neighbours and England Average by a considerable margin. 2014 performance showed a performance of 92%, an improvement of 0.8% on 2013. Recent trends show some stability in performance nationally between 2012 and 2013. Lincolnshire improved by 0.10% to buck the trend of performance dropping off for the previous 4 years. Target set to demonstrate small improvement on 2014 by 1%.

2014/2015 TOLERANCE RATIONALE

Tolerances have been set to cover the uncertain and controllable nature of this measure. Upper value set at 1% Lower value set to 2% to cover reaching the level achieved in 2012 and 2013.

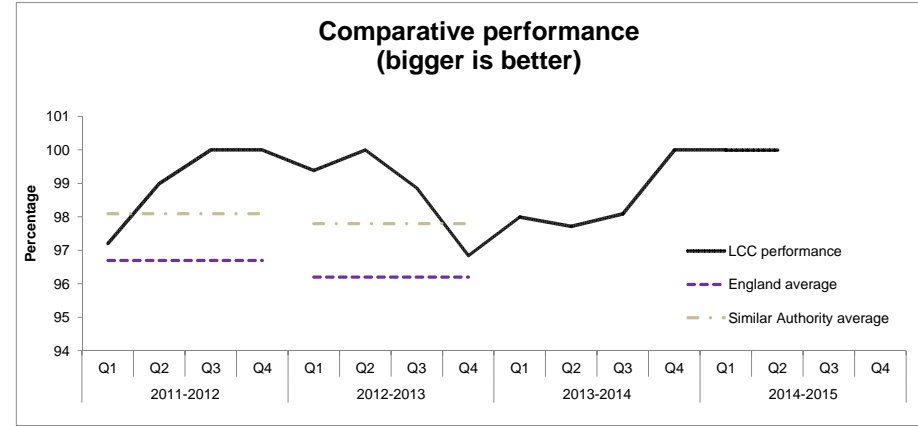
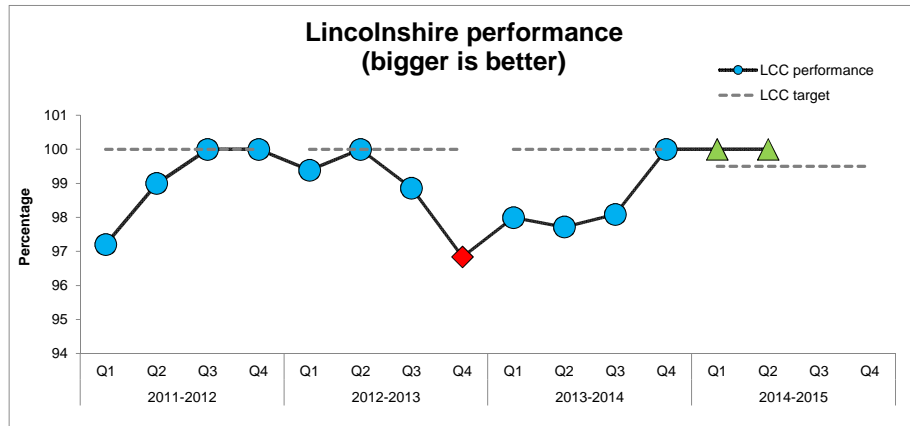
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Child Protection cases reviewed within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

The recent improvement in the transfer in process and the routine checks by the Safeguarding and Review Team are enabling us to achieve the 100%.

2014/2015 TARGET RATIONALE

Lincolnshire performance has historically achieved over the Stat Neighbours and England average over the past few years.

March 2014 position was 100% and maintenance of this would be seen as a significant achievement in 2014/15.

2014/2015 TOLERANCE RATIONALE

As the target is 99.5%, achievement of anything above this is considered a significant achievement. Therefore the upper tolerance has been set to 0%

A lower value of 2% has been set to accommodate maintenance of performance to that was achieved in March 2013.

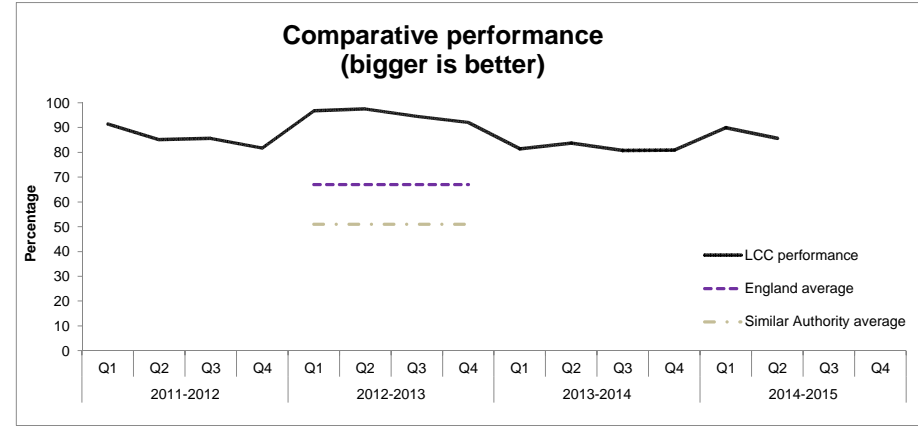
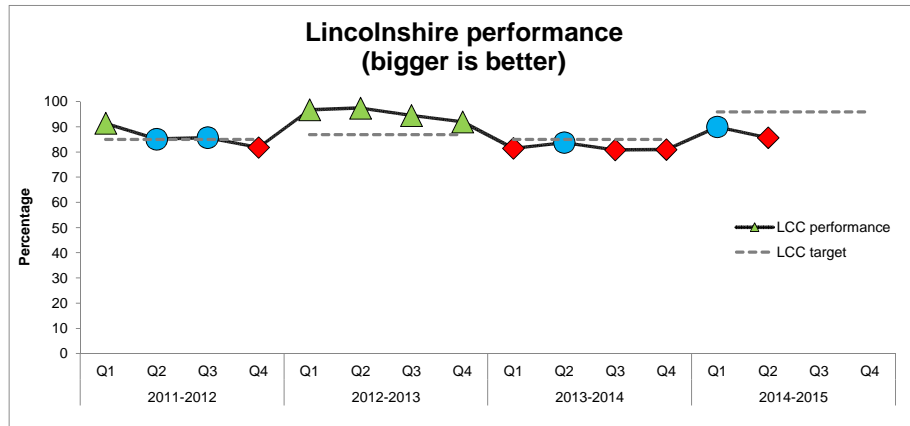
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of privately fostered children visited within required timescales

This indicator is owned by **JOHN HARRIS**

This indicator is not in any wider plans



Comment on latest performance from John Harris:

Performance continues to be in line with that of the previous year. In 2014/15, 7 reg visits have been recorded outside of the timescale. All visits have been completed and children seen. Of these 7, 4 cases have now been closed as a result of the arrangement having concluded or the young person reaching the age of 16. The service has now employed an officer to replace the previous Private Fostering lead.

2014/2015 TARGET RATIONALE

The way this measure is calculated has changed. Historical data and submissions over-penalised the authority and the new method for calculating adheres to the DfE guidance for the annual return. The PF1 return showed us at 94% and it is expected this this can be maintained/slightly improved on in 2015. Statistical neighbours and England average data is much lower, however clarity is sought on how other LA's are calculating this measure.

2014/2015 TOLERANCE RATIONALE

A 3.5% variance is set for the upper value to allow for 100% achievement of this measure and to highlight 100% as excellent. A lower value is set at 6%. This is to equate for up to 5 children not being visited within timescales if the expected number of total children in the denominator is reached. As the change in how the measure is calculated by LCC has only recently been applied, it is not possible to say if the March 2014 position is considered a strong performance or not.

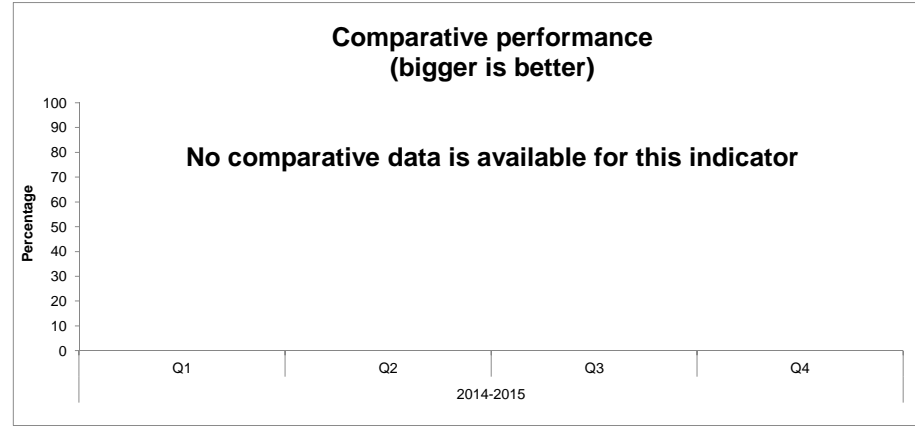
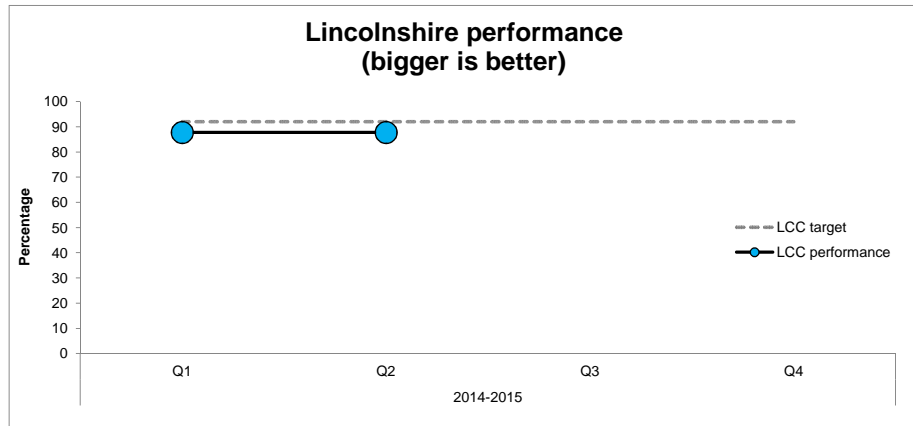
COMPARATIVE DATA SOURCE

Private Fostering Return (PF1) supporting information. No East Midlands data is available. Statistical Neighbour information includes a degree of estimation due to suppressed records.

Percentage of assessments completed within timescale (Munro N14)

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



Comment on latest performance from Jo Kavanagh:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

This is a new measure for 2014/15. The Continuous Assessment was launched in Lincolnshire in October 2013.

Based on the monthly monitoring of this since its launch, Lincolnshire seems to be achieving 92% each month – although performance since the turn of the year has dropped closer to the 90% mark.

The target has been set to achieve 92% in 2015. There is evidence that this figure is achievable based on performance to date, however setting a target to high may be detrimental in its first full year.

2014/2015 TOLERANCE RATIONALE

Tolerances have been set to cover the unknown nature of this measure.

Upper value set at 3% is to factor in the possibility of achieving the 95% met comfortably at its initial launch (Oct 13 to Dec 13).

Lower value set to 7%. This has been set based on the proxy data for Lincolnshire – averaging out at 84% over the last 8 years approximately.

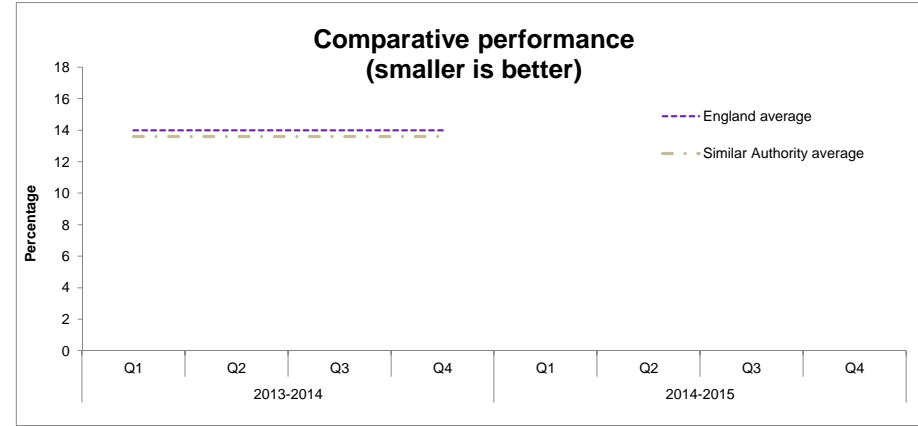
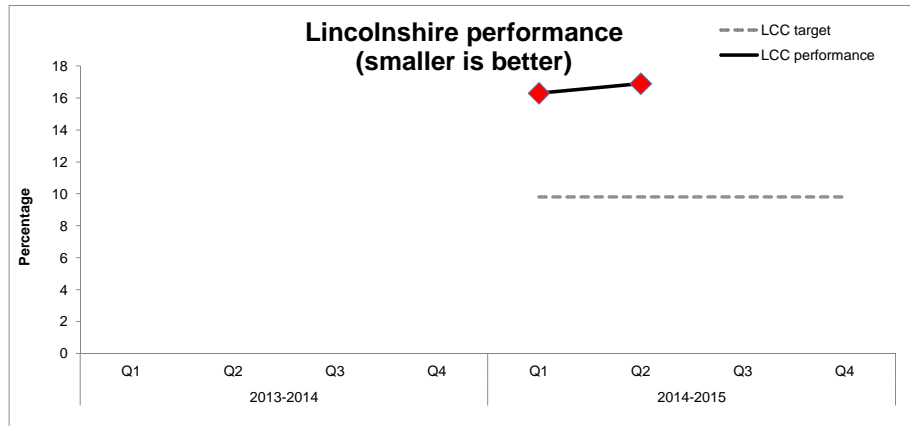
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

Vacancy Rate of Social Workers (Munro N23)

This indicator is owned by **SUE FLETCHER**

This indicator is not in any wider plans



Comment on latest performance from Sue Fletcher:

Vacancies are reported to DMT on a monthly basis from the resourcing board.

The recruitment, retention and sustainability action plan is currently being updated and will be presented to DMT outlining short term and long term actions.

A social work specific page has been developed and is operational on the LCC website. The new e-recruitment system has now been put in and from November there will be a continual rolling advertisement for social workers. People Management are to attend a conference with other Local Authorities in regards to the recruitment and retention of Social Workers in November.

The Workforce Development Manager and Social Workers are attending regional careers fairs and have entered into positive dialogue with other regional universities to widen our potential catchment for future employees. New materials are being provided to support these events.

The Step up to Social Work scheme continues.

2014/2015 TARGET RATIONALE

Target has been set to maintain the position achieved in December 2013 (but with the new establishment figure of total number of social workers). The position for March 2014 has been queried with our HR data supplier - as performance for this period appears inconsistent, showing an inflated position against previous quarters and years. Only summary data is available for setting a target against; work is ongoing to obtain the underlying data. If inaccuracies are found, these targets/tolerances will have to be reviewed.

2014/2015 TOLERANCE RATIONALE

Tolerance boundaries have been set to allow for a variance of +/- 3 FTE against the target. This would allow a degree of flexibility slightly greater than the variance shown in the historical data we have available.

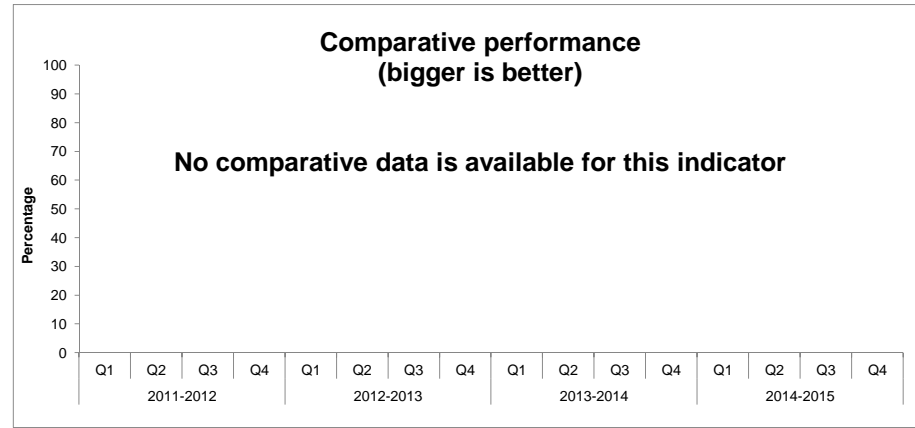
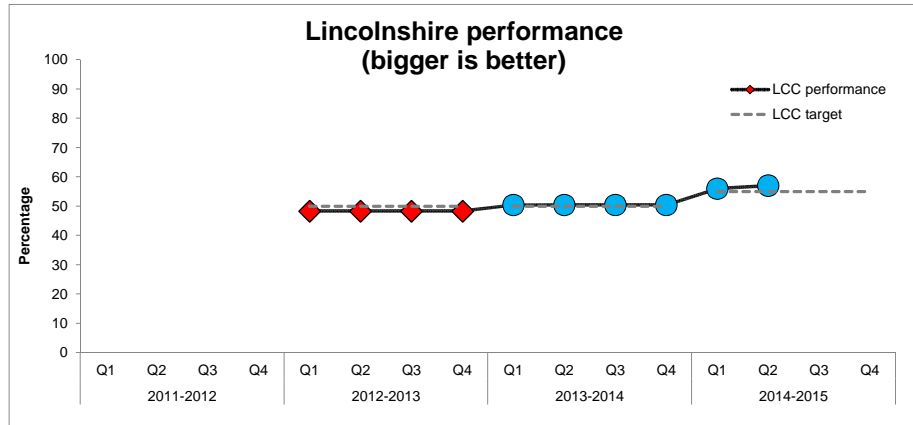
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of families of children with disabilities using direct payments

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



Comment on latest performance from Sheridan Dodsworth:

No comment is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

There is no comparative data available for this indicator, and only 2 years of past Lincolnshire data.

Target set at 55% to show a step-up in performance against the past 2 years.

2014/2015 TOLERANCE RATIONALE

Tolerance range set at 53% to 57%. The cohort size is large enough for these values to be sensible.

Achievement of the lower value of 53% would still be an improvement on previous years in line with the trajectory; anything below that would not be consistent with the improving trajectory of previous years.

Anything above 57% would be a significant step up from previous years.

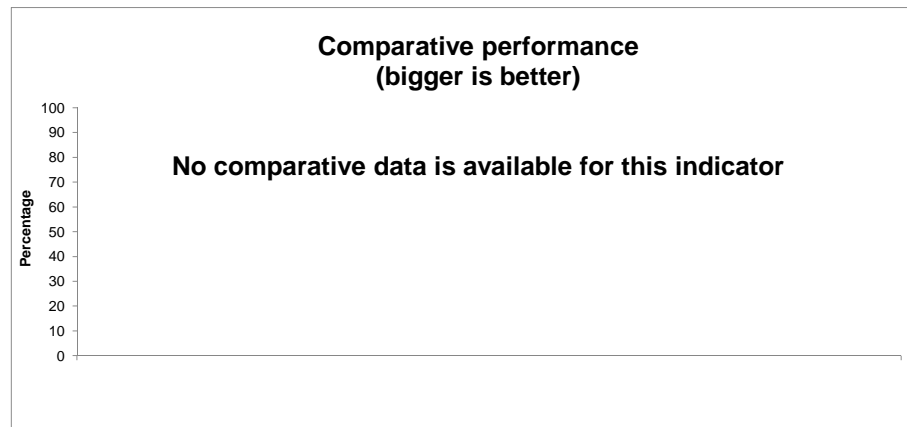
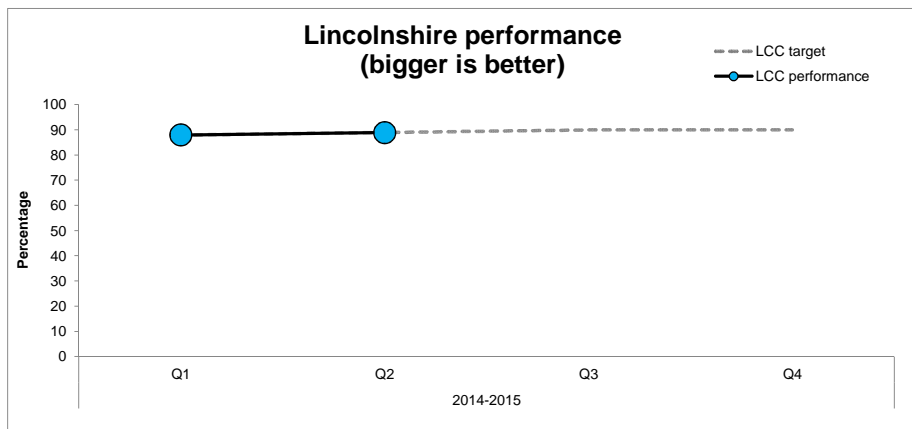
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

Ready For School

Percentage of 0<5 year olds in Lincolnshire registered to a Children Centre

This indicator is owned by **CORNELIA ANDRECUT**



Comment on latest performance from Cornelia Andrecut:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

No comparative data is available for this indicator, so we have no wider context for our performance.

So the target has been set to simply have a slight improvement against our March 2014 position of 86% (taking account of our June 2014 position of 88%) (Target set in August 2014 using Infoview reports not with LRO denominators)

2014/2015 TOLERANCE RATIONALE

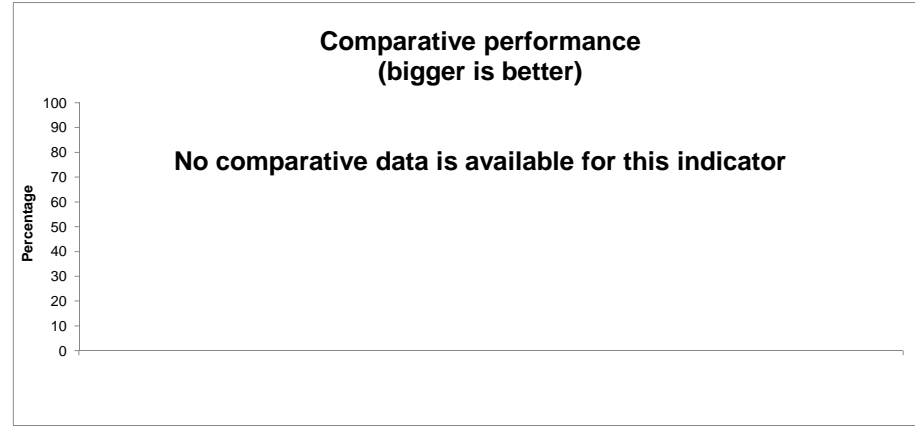
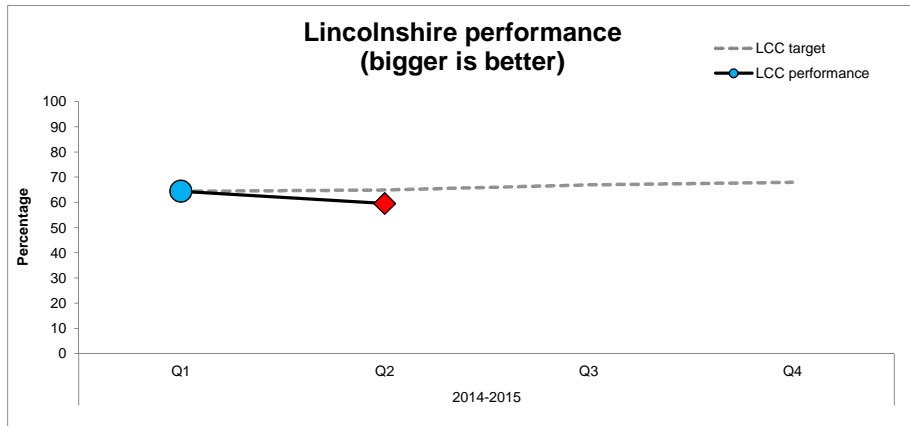
This variance has simply been proposed to allow a little tolerance. A 2% variance against a March 2015 target of 90% will show if we slip below our June 2014 position of 88%. (Tolerance set in August 2014)

COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

Percentage of 0<5 year olds registered having at least one attendance within last 3 months

This indicator is owned by **CORNELIA ANDRECUT**



Comment on latest performance from Cornelia Andrecut:

This quarter has seen a decrease in the attendance figures of children under 5 having attended at least once in the last 3 months however this may be because of the summer holiday when in general we see attendance decreasing. Compared to this time last year we have increased from 35.1% to 59.6%. We monitor these figures on a monthly basis and will be working with the Children's Centres to increase this figure for next quarter.

2014/2015 TARGET RATIONALE

No comparative data is available for this indicator, so we have no wider context for our performance.

The March 2014 figure was 67%, there was a deterioration to around 64.5% in June 2014. So the target profile is set to get back to the March position in Q2 and then improve to the year end.

(Target set in August using Infoview reports not with LRO denominators)

2014/2015 TOLERANCE RATIONALE

These variances allow some leeway whilst still requiring performance to improve a little by the end of the year.

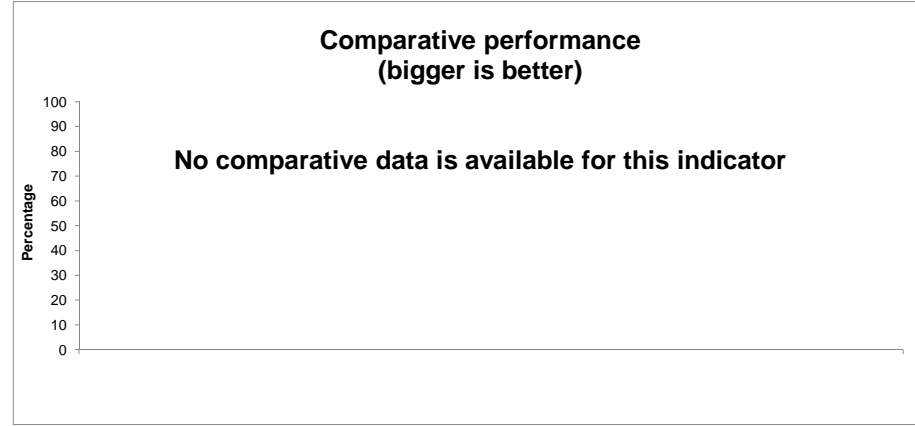
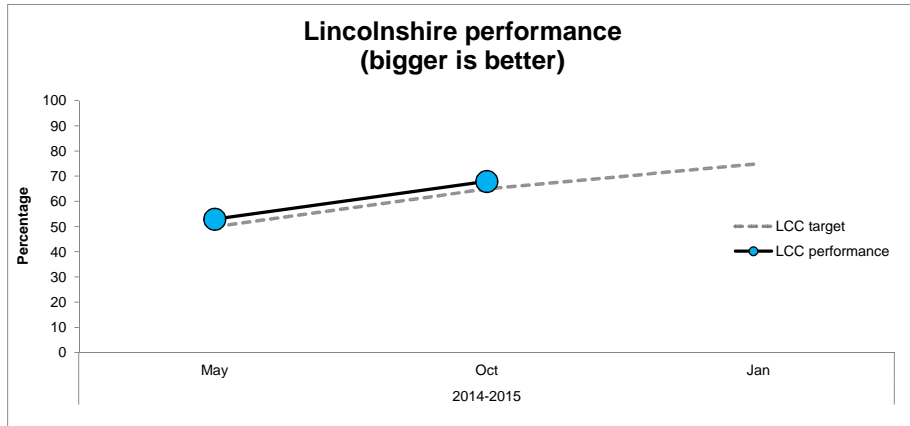
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

Percentage of eligible 2 year olds who are in receipt of their Early Years Entitlement

This indicator is owned by **CATHERINE STRATTON**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Catherine Stratton:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

This is the first year this information will have been collected based on the cohort being the 40% most deprived families in Lincolnshire. Previous profile of performance against the 20% most deprived families shows that at the end of 2013/14 financial year the performance was 84.3%. Initial indications shows that performance will be around 50% in May 2014 and so some rough estimates based loosely around figures from last year's 20% most deprived figures have been used to define the final 75% target in January 2015

2014/2015 TOLERANCE RATIONALE

A 5% tolerance has been set relative to each of the targets as this is a previously unmeasured indicator.

COMPARATIVE DATA SOURCE

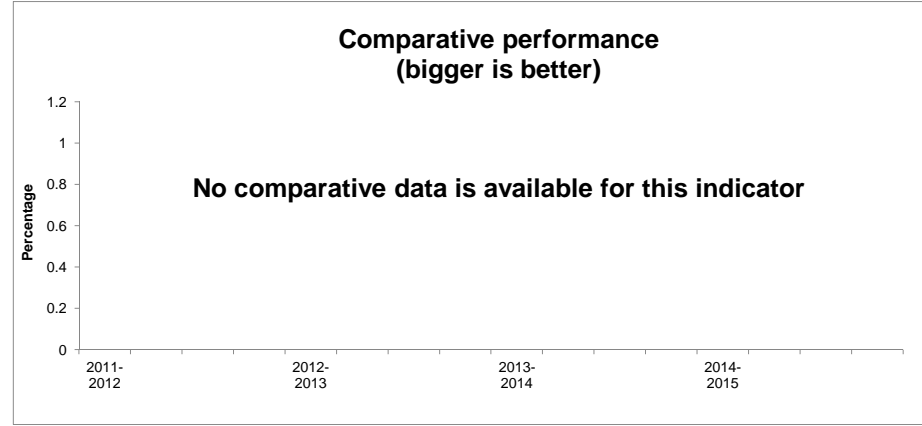
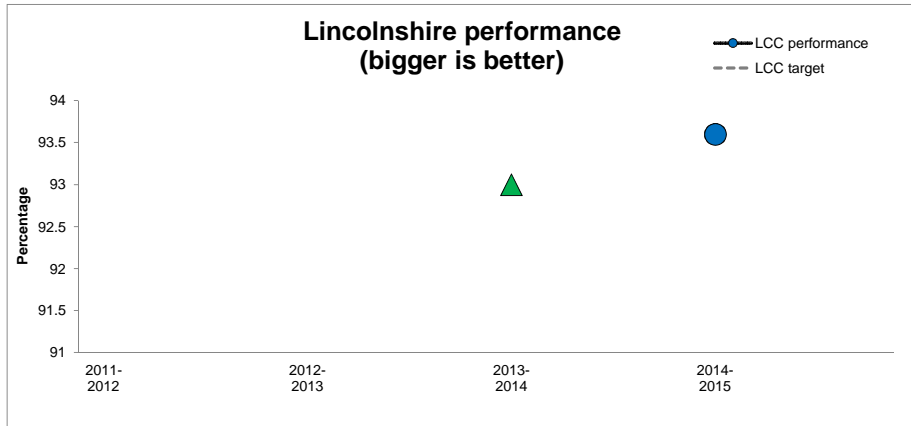
No comparative data is available for this indicator yet.

Learn And Achieve

Primary Admissions First Choice

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

There is no national, regional or stat neighbour average data available to inform the target and so this years target is arbitrary based on improving against previous years' performance. It is advised to revise this target when data is available from the SFR later in June 2014 for 2015-16 targets. The proposed target has been set based on the projected rate for 2014-15 based on the last three years data at 93.4% This target is 1.1% better than the figure achieved last year. This would align us with performance achieved in 2010/11.

2014/2015 TOLERANCE RATIONALE

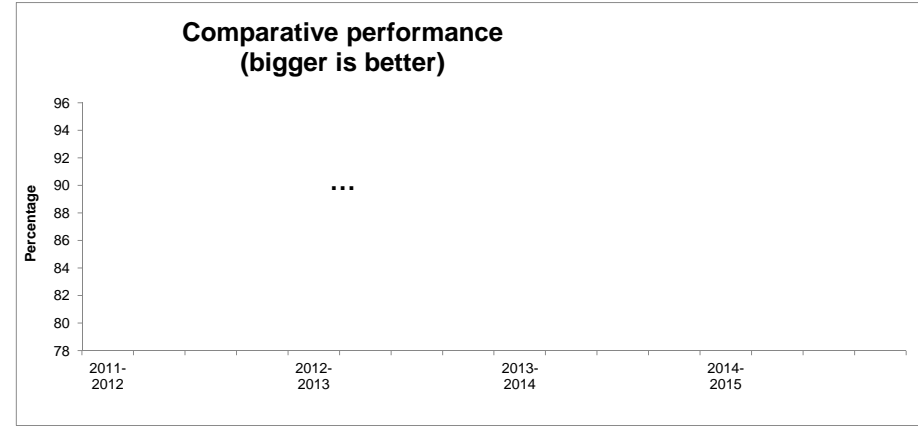
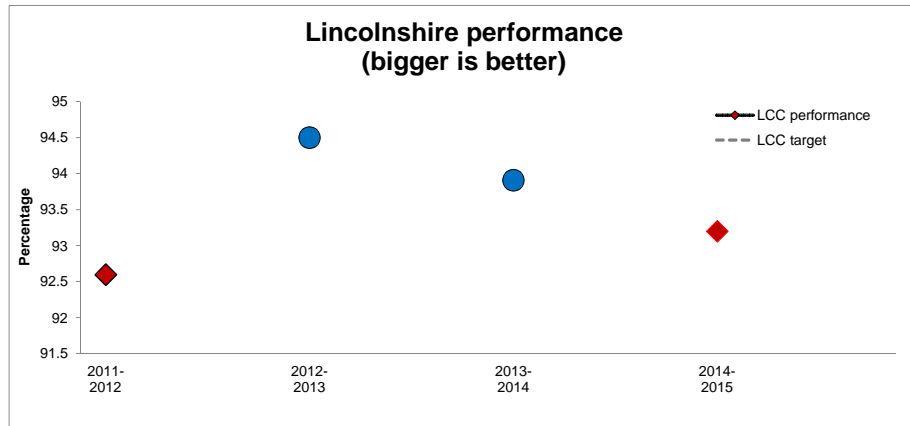
- Using the rationale above means that hitting the upper tolerance means we will have achieved our second best ever performance in line with 2010/11 data and hitting the lower tolerance means we will achieve 0.9% better performance than last year.
- This tolerance is somewhat arbitrary as we are only looking for improved performance against our own benchmarks

COMPARATIVE DATA SOURCE

Secondary Admissions First Choice

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

This is a final outcome. This indicator is outside the Council's direct control as it is driven by parental preference. Over the last 3 years half the refusals of first preference applications were because parents made a grammar school their first preference for a child who had not qualified in the 11+ tests (parents know the test results before they express their preferences). We advise parents to make their preferred non-selective school their first preference in this situation, as a refusal of a grammar school place is inevitable and parents gain the right of appeal to an independent panel by including the grammar school at preference 2 or 3. Although we were a little below our statistical neighbours (0.3%) we were above the East Midlands average of 91.3% and the England average of 85.2%. The cohort was 500 children larger this year, which always reduces first preference satisfaction. We also noted that the number of applications for the oversubscribed schools increased considerably this year due to parental preference; this too will have reduced first preference satisfaction. All children received an offer of a school place and there are places available in all areas for this cohort. We will review the wording of our advice to parents on the 11+ issue and monitor the availability of sufficient places with the provision planning team.

2014/2015 TARGET RATIONALE

A target of 94.8% would require some improvement on last year and would still leave Lincolnshire well above the national average. Statistical neighbours cannot be used as a benchmark as many of our stat neighbours are not selective authorities and there still persists the impression that putting a grammar school as first choice makes a difference, but it does not. Non-qualifying children therefore cannot achieve their first choice so using the stat neighbour average is not realistic as the ceilings/upper limits are not the same.

The proposed target has been set based on the projected rate for 2014-15 based on the last three years data at 93.4%. This target is 1.1% better than the figure achieved last year. This would align us with performance achieved in 2010/11.

2014/2015 TOLERANCE RATIONALE

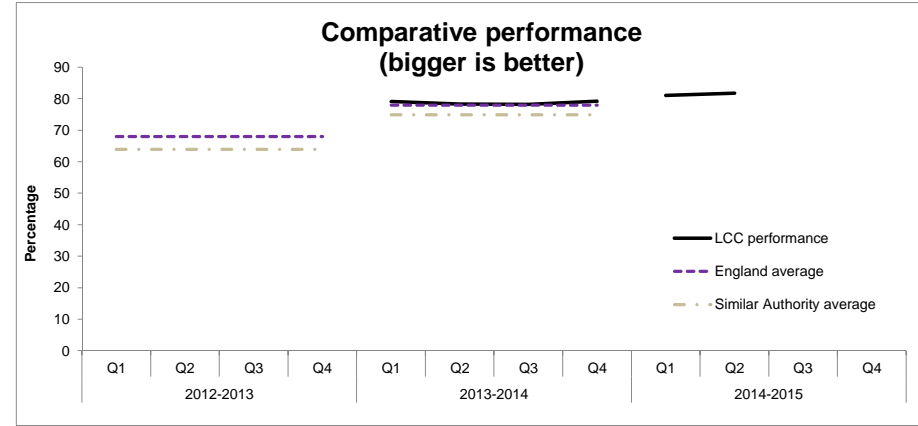
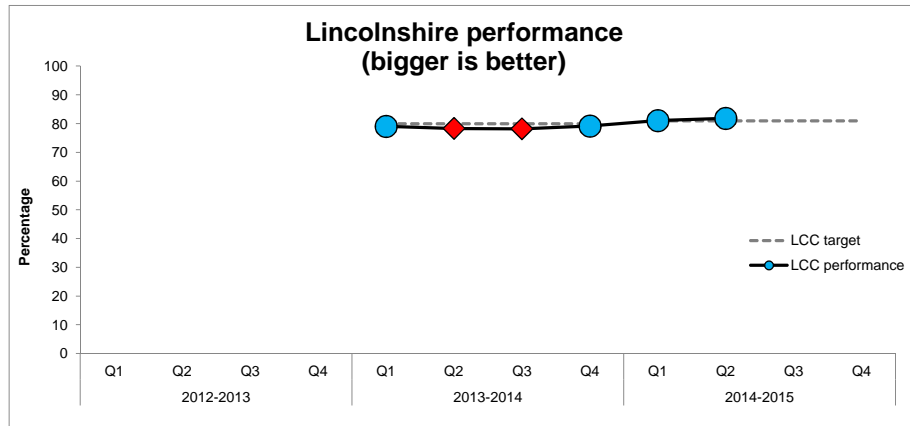
- This tolerance allows some flexibility but still ensures an improvement on last year.

COMPARATIVE DATA SOURCE

Percentage of pupils in good or outstanding schools

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

All comparator figures started levelling off in 2013/14 year. A Logarithmic trend has been used here as the data has increased quickly and is now levelling out

Using the logarithmic trend to aim to stop the downward trend. An adhoc report to predict expected Ofsted in the Secondary sector suggested that we would increase overall % pupils in this sector.

2014/2015 TOLERANCE RATIONALE

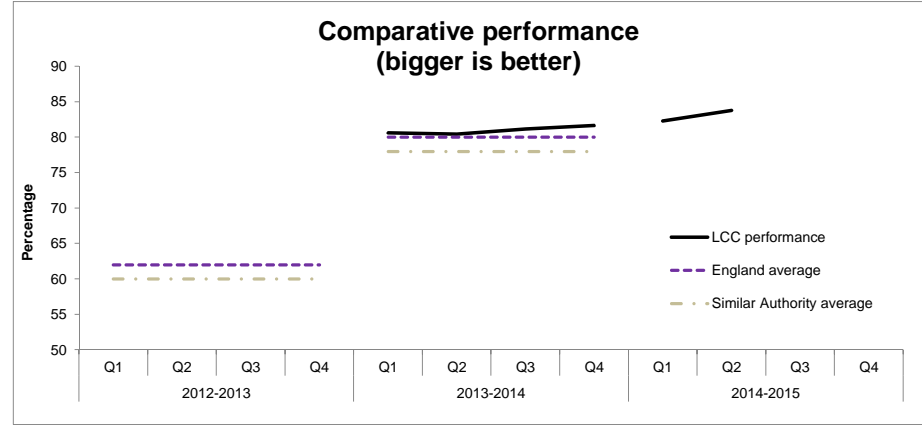
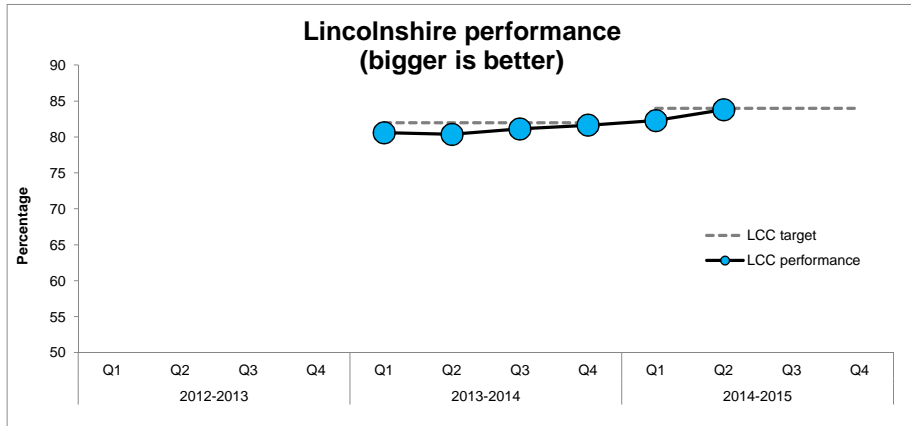
Upper - using an equal distribution of tolerance
Low - to maintain our current position

COMPARATIVE DATA SOURCE

Percentage of schools judged to be good or outstanding

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

The data is showing an increase here over the years - using a linear line to project forward a year and set the target (Lincolnshire's linear trend) and lower tolerance (National Linear trend)

2014/2015 TOLERANCE RATIONALE

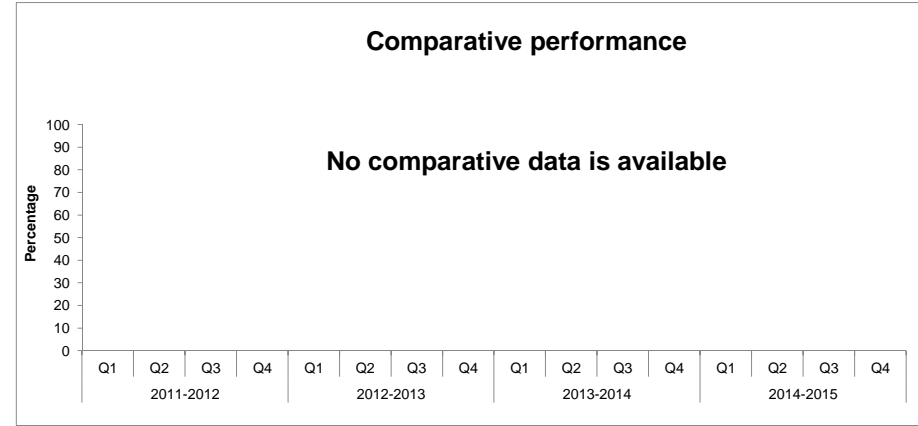
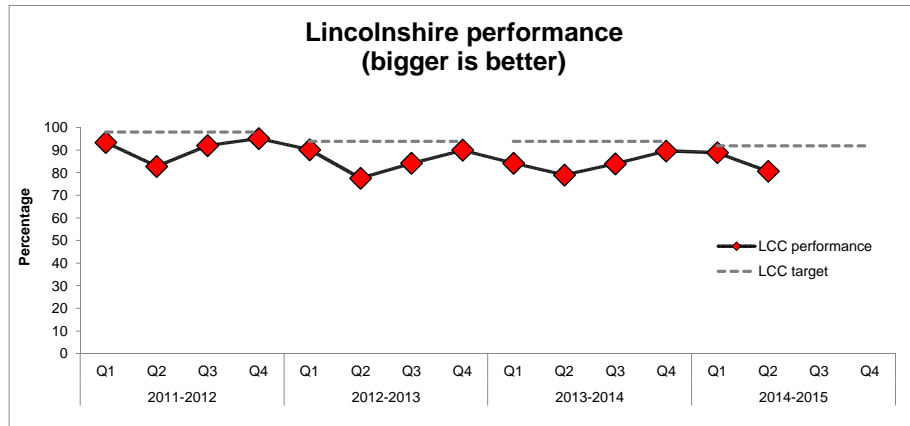
High - is the % is increase enough it should be recognised
Low - using the National linear trend and also to improve on last year's figures

COMPARATIVE DATA SOURCE

Looked After Children with a Personal Education Plan

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

ePEP performance at 80.7% is 9.3% below the tolerance level of 90%. Historically the ICT system was unfit for purpose. The ePEP was upgraded in September 2014 and this has resulted in increased technical performance. It is expected that all ePEPs are completed by social care by 11th November 2014 with Virtual School signoff by end of December 2014. New performance measures will be set to report completion three times per year as set out in the guidance for Local Authorities (July 2014).

2014/2015 TARGET RATIONALE

This target of 92% was agreed by DMT as suitably stretching.

2014/2015 TOLERANCE RATIONALE

The tolerance range of 90% - 95% was agreed by DMT as suitably stretching.

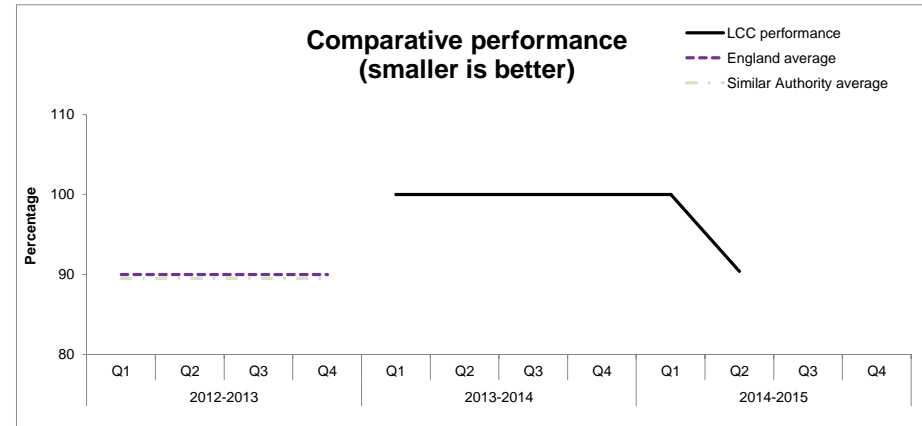
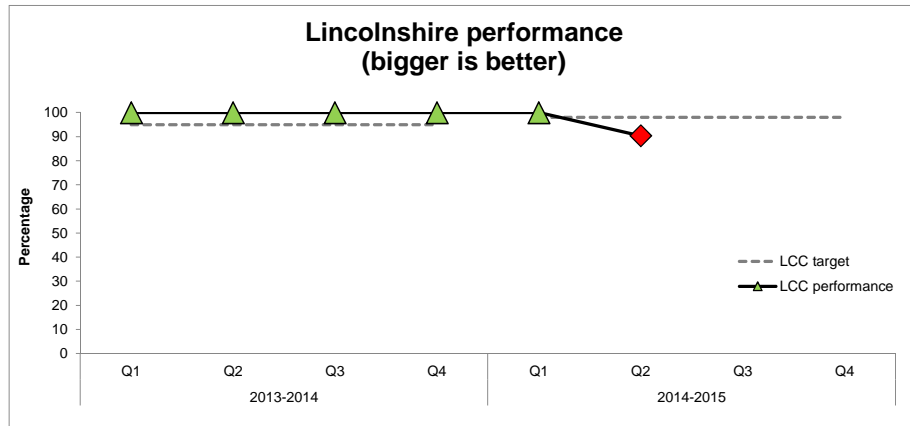
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of statements in the statutory timescale

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



Comment on latest performance from Sheridan Dodsworth:

The number of Statements completed in statutory timescales is under-performing by 4.6% against a target of 95%. Whilst Lincolnshire has consistently issued 100% of Statements within timescale a number of issues have been identified over recent weeks that have required remedial action in relation to the quality of the Statements. This has resulted in additional work for the Special Educational Needs and Disability (SEND) Team at time when it is also implementing new legislative requirements in terms of the introduction of Education, Health and Care Plans. Timescales have therefore suffered, however the quality of the Statements is improved as a result of the actions taken. It is anticipated that performance will improve over the next Quarter with additional resources being brought in to support the team.

2014/2015 TARGET RATIONALE

The statementing process is changing and therefore will require a new measure capturing the new process. On the basis of previous performance of 100 the target is set to recognise good performance.

2014/2015 TOLERANCE RATIONALE

Upper limit recognising good performance
Lower limit to ensure poor performance is captured whilst ensuring previous target is improved upon

COMPARATIVE DATA SOURCE

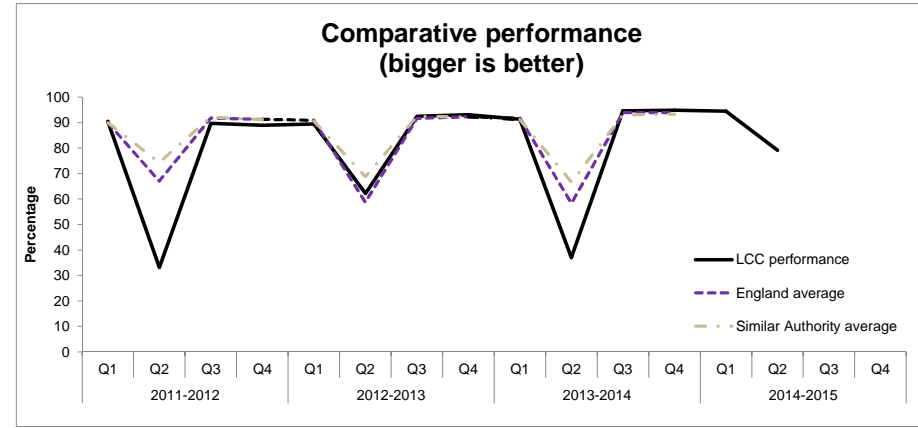
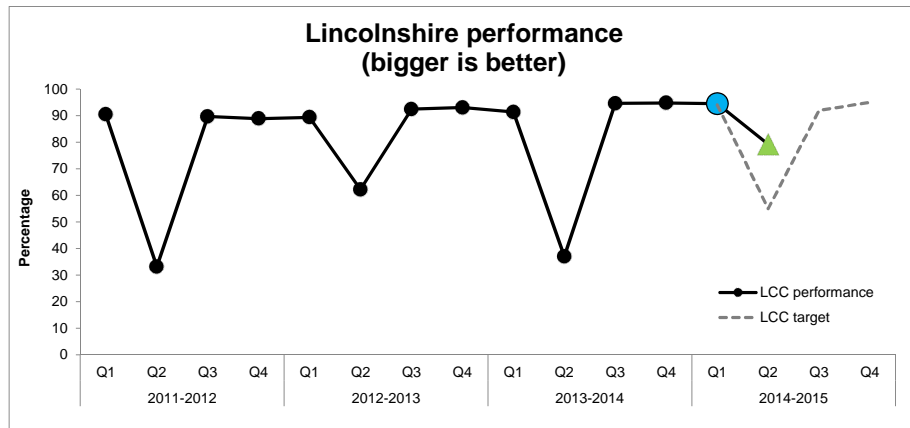
Local Authority Interactive Tool

Ready For Adult Life

Percentage of 16 year olds Participating in Learning (according to Raising the Participation Age)

This indicator is owned by **MAGGIE FREEMAN**

This indicator is in the **COUNCIL BUSINESS PLAN** and the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Maggie Freeman:

Performance is better than target at the end of quarter 2. Traditionally we do not have full information about the participation of all young people at this stage of the year. Due to efforts to gather this information earlier and the co-operation of schools and providers in providing this information we have more information earlier than has been available in previous years. It is not possible at this stage to predict whether this will result in an improvement in performance by the end of the year as there is still more destination data to gather.

2014/2015 TARGET RATIONALE

To continue participation in line with the new Raising of the Participation Age agenda. Target set with an aim to maintain our current performance which is, currently, above all comparators.

Dip in Q2 allows for the "Roll up" process before we start getting Destinations data in following the end of the academic year – this is an anticipated dip.

2014/2015 TOLERANCE RATIONALE

No Lower tolerance as the targets are for maintenance, we do not expect to have a worse performance than previous years.

Upper value of 3% allows us to achieve a good level of improvement.

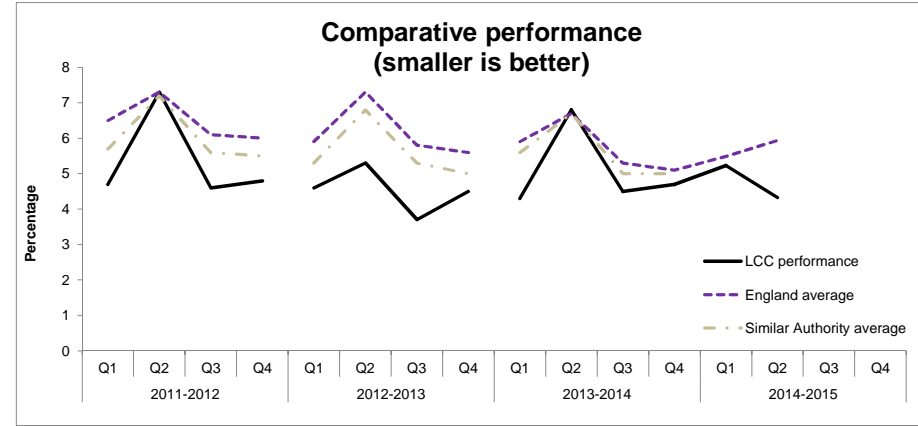
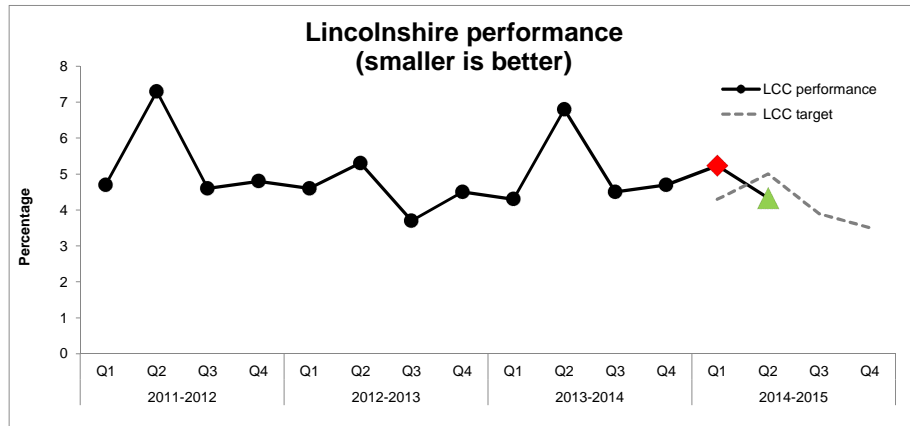
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Young people not in education, employment or training (adjusted)

This indicator is owned by **MAGGIE FREEMAN**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Maggie Freeman:

Performance at the end of quarter 2 is better than target and the England average. Traditionally we have less information about the destinations of young people at this stage of the year, but due to the efforts to gather the information earlier, and the co-operation of schools and providers in providing the data we have data for more young people that has been the case in the past. It is too early to predict the performance at the end of the year as there is further data to gather from some providers.

2014/2015 TARGET RATIONALE

Q1 - maintain our good performance whilst reducing unknowns, and improvement on end of Q4 2013/14
 Q2 - slight shift due to Destinations updates coming through but should aim for the shift not to be too significant
 Q3 & 4 - aspirational target to improve NEETs whilst improving unknowns. We are already performing better on our NEETs than our comparators.

2014/2015 TOLERANCE RATIONALE

Quarter 1 - no worse than last Quarter 1
 Quarter 2 - improvement on 2012/13 Quarter 2 which is our best performance over the last 3 years
 Quarter 3 & 4 - continues the standard tolerance

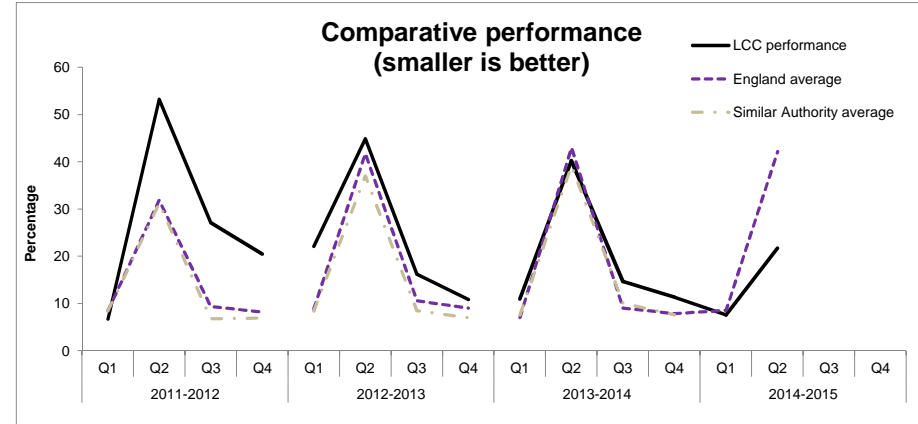
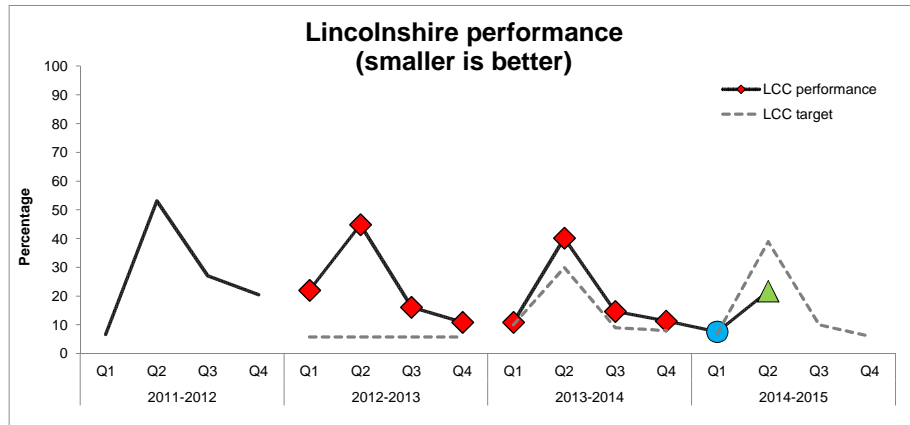
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of 16 to 18 year-olds whose situation is 'unknown'

This indicator is owned by **MAGGIE FREEMAN**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Maggie Freeman:

Performance is better than target and better than the England average. This is due to the efforts to gather the information earlier and the co-operation of schools and other providers in providing destination data earlier. It is too early to predict performance at the end of the year as there is further data to be provided.

2014/2015 TARGET RATIONALE

To bring Lincolnshire in line with our statistical neighbours - as the reason for unknowns are potentially down the geographical layout of Lincolnshire we should aspire to be in line with them.
Quarter 2 – this spike falls at the end of September shortly the beginning of a new academic year and it takes some time to identify those people have continued in education.

2014/2015 TOLERANCE RATIONALE

Whilst the overall target is challenging it should be achievable to stay within the tolerance levels if the Unknowns are effectively targeted with the final target tolerance being between 8% and 5%.

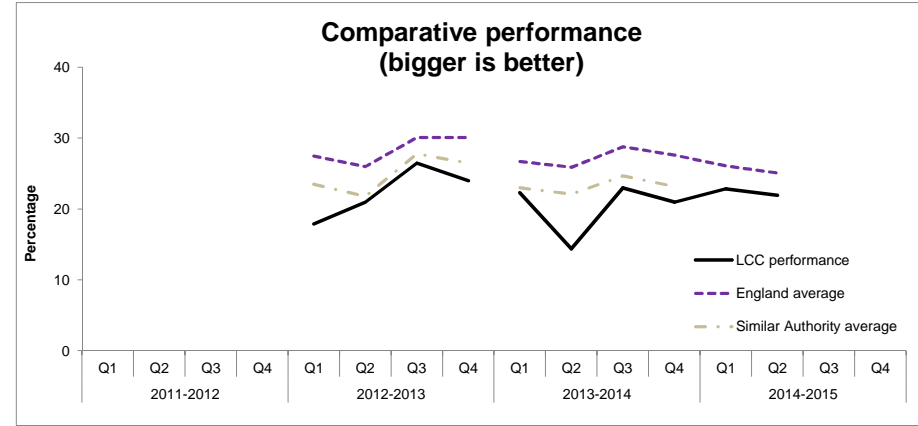
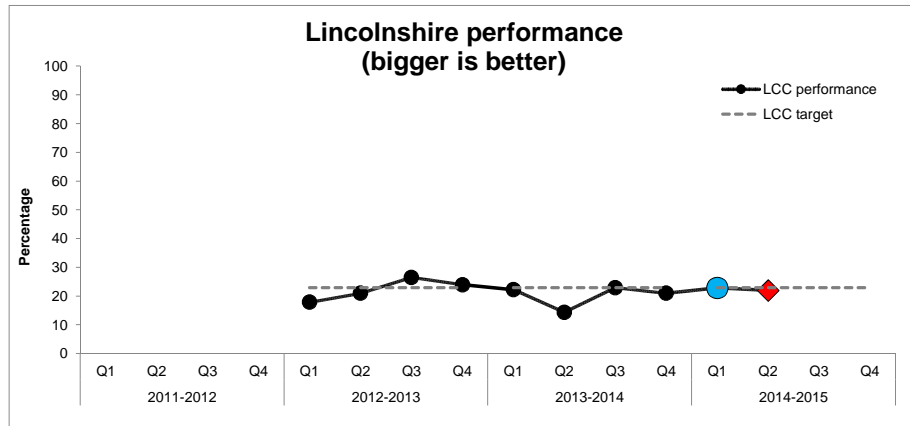
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of teenage mothers 16-18 in EET

This indicator is owned by **LIZ MORGAN**

This indicator is not in any wider plans



Comment on latest performance from Liz Morgan:

Although the figure for Q2 is marginally below target, it exceeds the data point in Q2 for 12/13 and 13/14. Of this cohort of young people, a majority are 18 yr olds are entitled to benefits which do not incentivise participation in education or training; most 16 and 17 year olds already continue in some form of education or training or are legitimately NEET under RPA. The accurate recording of young women participating remains a challenge because of inconsistencies in midwifery reporting. The Teenage Pregnancy (TP) team are working in partnership with Lincolnshire Community Health Services to become part of the new Midwife and Health Visitor information sharing pathway. The pathway will include TP as well as Family Nurse Partnership (FNP) to ensure all teenagers who are pregnant are known. In addition, a meeting with the new Head of Midwifery has been arranged to discuss a number of issues of which midwifery notifications is one.

The TP Team have developed a new antenatal pathway to assist professionals from statutory and voluntary organisations to support teenagers who are pregnant in accessing services. This will allow them to make informed decisions at the earliest opportunity and help prevent disengagement from professional services once they become parents. A support package has been developed in partnership with Young People's Learning Provision to ensure all teen parents have access to accredited ante and postnatal training which they can be paid to attend. FNP is now operational in some parts of the County and where applicable all teenage parents are referred to that service.

2014/2015 TARGET RATIONALE

Figures for July 2013-June 2014 show Lincolnshire at 22%
Target set at 23% to show roughly a 5% increase on the last 12 months' data.

2014/2015 TOLERANCE RATIONALE

Lower tolerance set at level of last year's performance
Upper level set to mirror it.

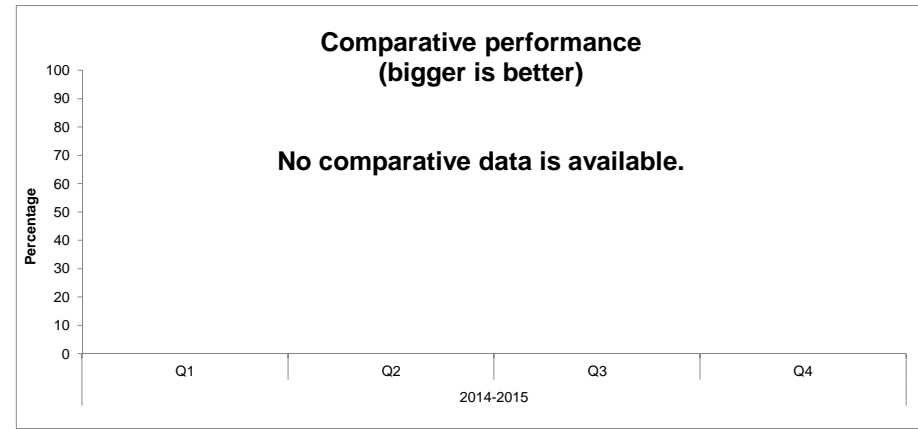
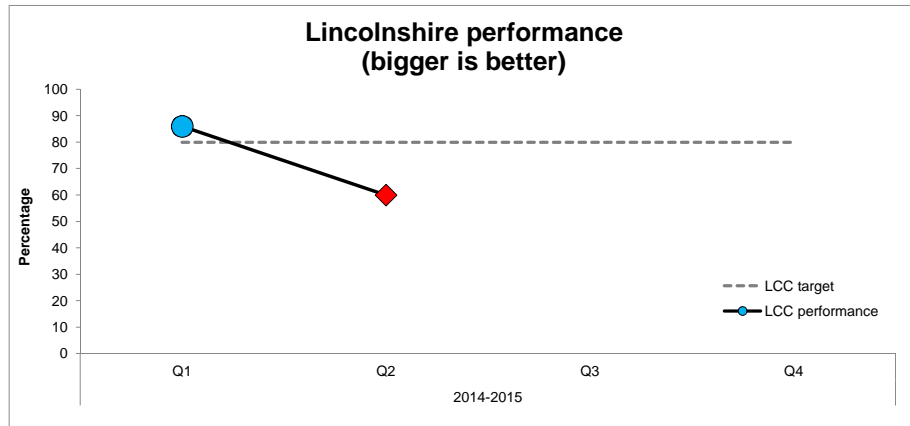
COMPARATIVE DATA SOURCE

National Client Caseload Information System

16-18 year old Looked After Children who are participating in learning

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

To increase participation LACES have a post 16 worker in place since September 2014 working with social care to identify education opportunities. When the careers service is informed that a young person is no longer engaged in learning the careers service would make contact with them to support them to participate. The careers service are ensuring all year 11 LAC have an effective and timely careers interviews.

2014/2015 TARGET RATIONALE

- The cohort consists of approximately 50-70 young people.
- Data extracted from Aspire and ICS suggests that approximately 80% of LAC young people are participating in learning.
- Total Lincolnshire population in learning is approximately 81% so target is comparable.

2014/2015 TOLERANCE RATIONALE

- Due to the small numbers (between 50-70 young people), each person represents 1.5%-2%.
- The tolerance is set at level to allow for 3-4 young people either way. This seems reasonable as performance in the range 74% - 86% would still be comparable with the wider cohort.

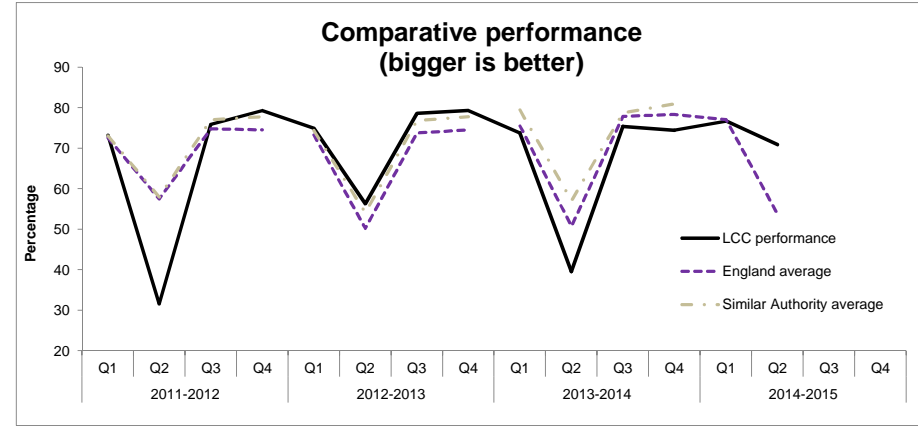
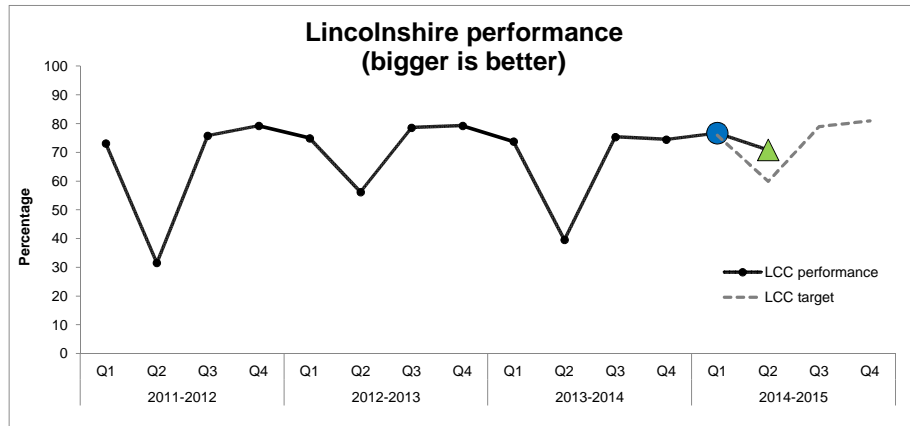
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of 16 to 18 Lifelong Learning Difficulties/Disability clients who are in learning

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

Performance is better than target and better than the average for England. This is in part due to the efforts to gather destination information earlier (including the co-operation of schools and other providers in providing the data) and in part due to the refocus of the Learning Disability Advisors team to support the transition of young people into a positive destination. The changes resulting from the SEND reforms including the introduction of Education, Health and Care plans should result in continued improvement in performance.

2014/2015 TARGET RATIONALE

The target has been set to bring the In learning figure in line with the National and Stat Neighbour linear projected figures. Historically Q2 unknowns would go down but with the theory that the LLDD team would be working on the unknown gap in the older cohort that this usual spike could be avoided.

2014/2015 TOLERANCE RATIONALE

Tolerances are set to ensure lowest expected value is an improvement on our current situation and matched the National linear trend.

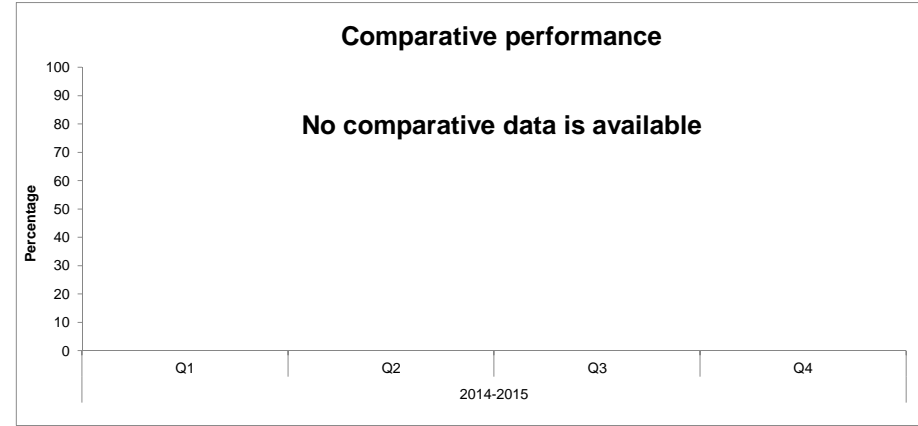
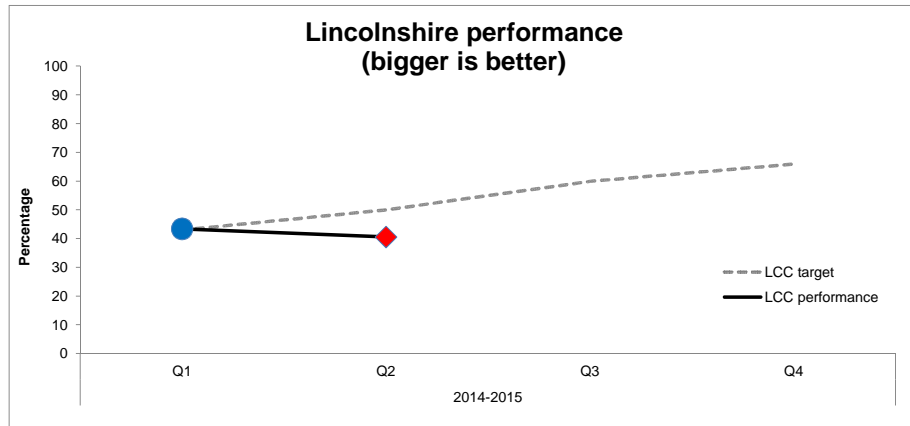
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of 19-25 Lifelong Learning Difficulties/Disability clients in legitimate outcomes

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

This is a new target in relation to the LDD 19 - 25 cohort. Work has been done to establish what constitutes a legitimate outcome for this group, which along with employment (including supported, and part time employment) will include voluntary work and increased independence. Further work needs to be now undertaken to track the status of the young adults in the cohort.

2014/2015 TARGET RATIONALE

This is a new way of recording the outcomes of the LDD 19-25 cohort and as such there is no comparable data, these are Lincolnshire only recognised outcomes.

Our current figure is 43% and has been entered against Q1 as this target was late being set.

The target has been set using the large number of unknowns in this group, assuming that half of these will be found to be in legitimate outcomes.

2014/2015 TOLERANCE RATIONALE

This number is not expected to decrease, it is expected to increase as we start to receive new data sets, therefore a small lower tolerance allows little reduction in this figure and a large upper tolerance has been set as we have new items available to record against this group of clients and do not know what impact this will have on the overall figures.

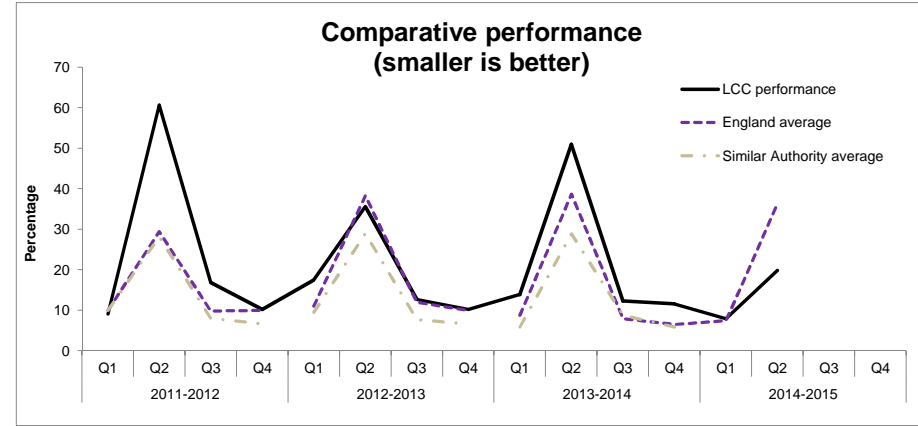
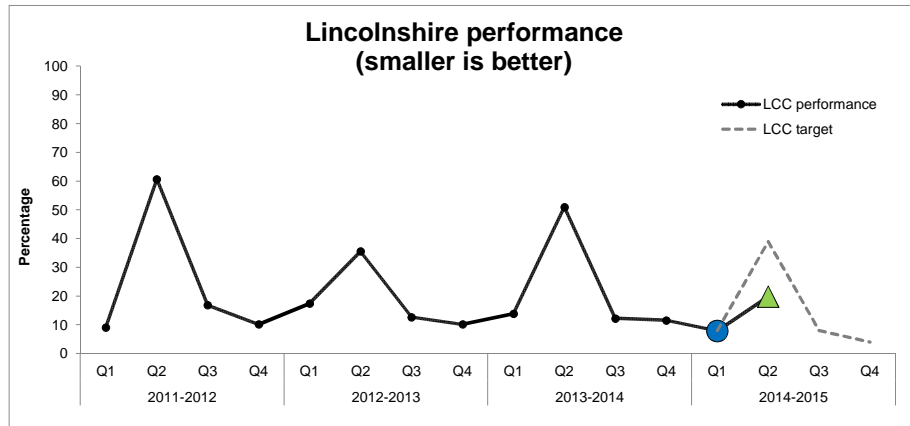
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of 16-18 Learning Difficulties and Disability clients with an unknown situation

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

Performance is better than target and than the average for England at Quarter 2. This is due to the refocus of the Learning Disability Advisor team from Feb 2014 to include managing the transition of young people into their post 16 learning destination to ensure that an effective transition is made. Young people who experience any problems in making the transition are supported to access alternative provision should their be a breakdown in their original placement. The changes resulting from the SEND reforms including the introduction of Education Health and Care plans should mean performance continues to improve in the future.

2014/2015 TARGET RATIONALE

As a vulnerable group we should know the whereabouts of all of the LLDD cohort. Currently LCC are worse at recording the whereabouts of these young people than the universal 16-18s cohort. The target is set to make a significant improvement on the number of unknowns and the target for this group should be better than the target for the universal.

2014/2015 TOLERANCE RATIONALE

The tolerance is set to allow the target to be in line with the linear progression of our statistical neighbours.

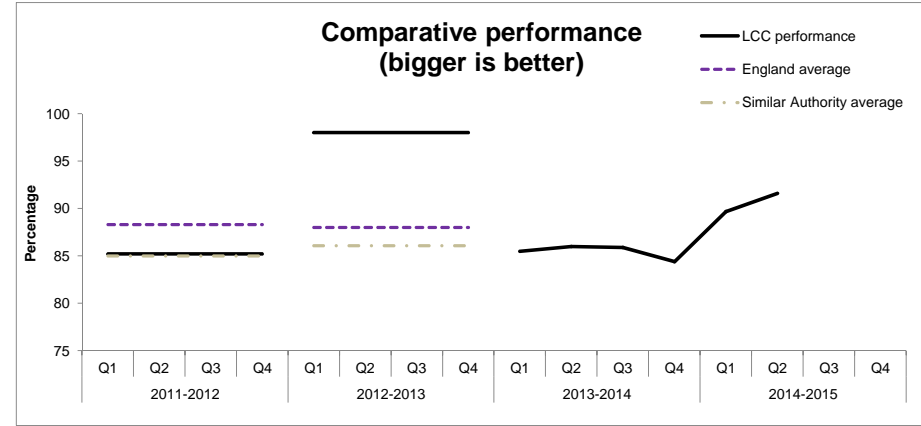
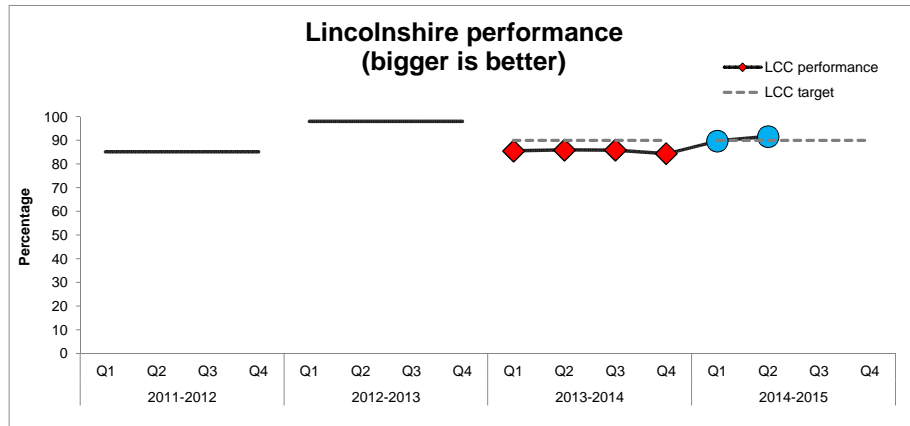
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Care Leavers in suitable accomodation

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

National target is set to achieve 90%
Lincolnshire's historical performance is better than statistical neighbours and the England average. However the March 2014 position suggests that we are now worse and probably in the lowest quartile.
Target set to return back to achieving national target.

2014/2015 TOLERANCE RATIONALE

Upper tolerance set at the level achieved by Lincolnshire in 2013.
Lower tolerance set to accommodate an improvement on 2014 performance but keep us above our statistical neighbours.

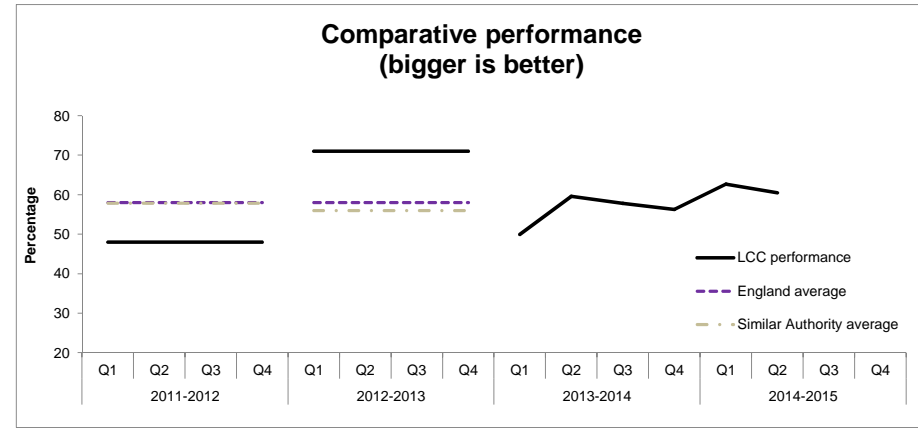
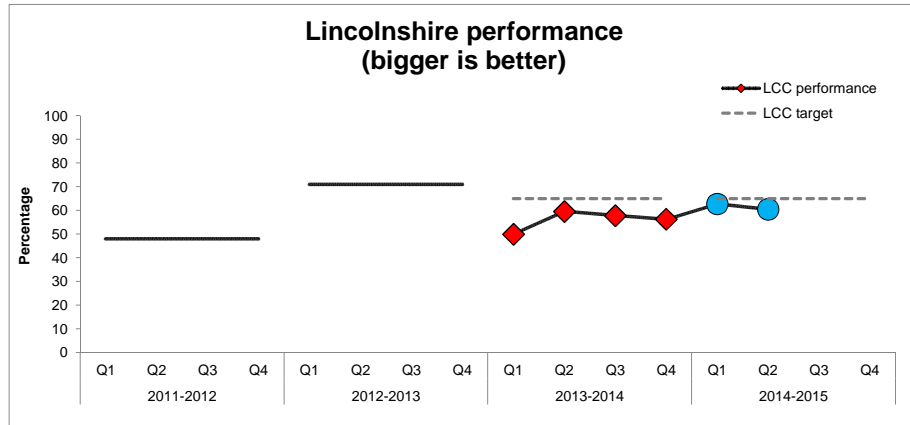
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Care Leavers in suitable employment, education or training

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

National target is set to achieve 65%
Lincolnshire's historical performance is better than statistical neighbours and the England average. However the March 2014 position suggests that we are now worse and probably in the lower middle quartile.
Target set to return back to achieving national target.

2014/2015 TOLERANCE RATIONALE

Upper tolerance set at 3% to aim to regain position in Quartile Band A again.

Lower tolerance set to maintain position achieved in 2014 – trend data is showing a downward trend between 2013 and 2014.

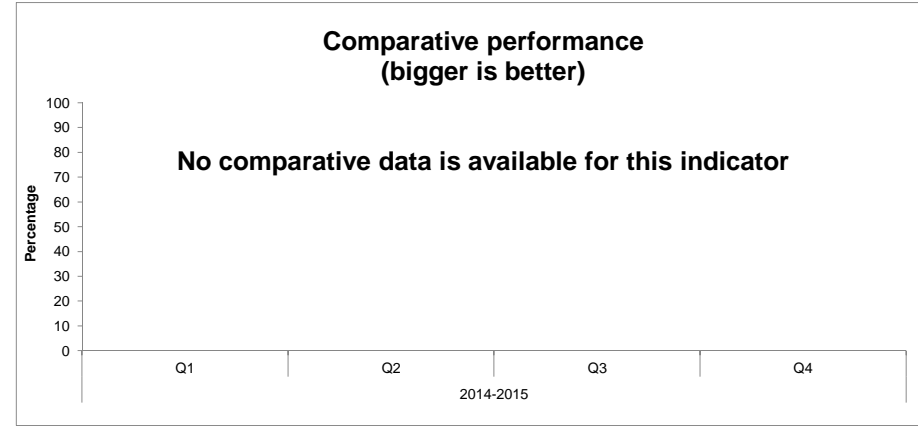
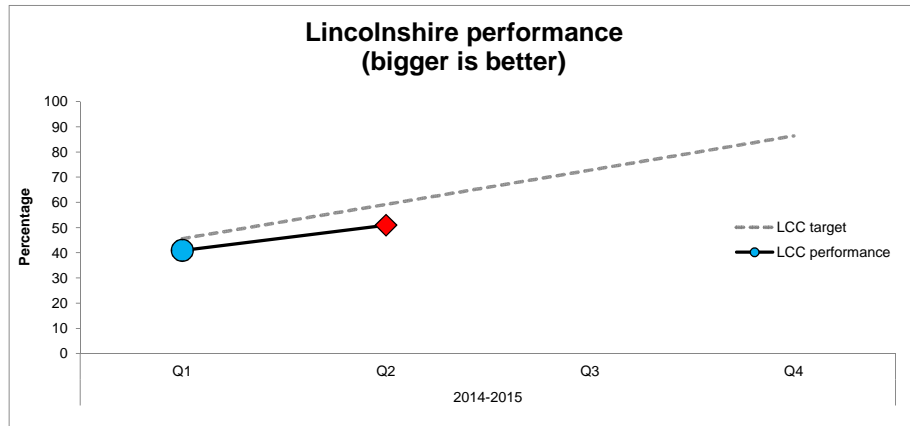
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Percentage of Troubled Families turned around

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



Comment on latest performance from Jo Kavanagh:

Performance in quarter two was below the target profile that would see Lincolnshire turn around its allocation of families by May 2015. However, we expect to see performance recover in quarter 3 following the release of additional intelligence from Dept. Work & Pensions, indicating a greater number of families eligible for the Troubled Families programme than have been identified so far. In turn, this will allow Families Working Together to identify which of these families have also been worked with by Lincolnshire agencies and which have achieved the payment by results outcomes and can be claimed for. Early estimates suggest this will be On Target in Quarter 3 and that sufficient progress will have been made to become an "Early Adopter" of the expanded second phase of the Troubled Families programme in January 2015.

2014/2015 TARGET RATIONALE

This is a new measure. Historical data is not available for this. Performance is being monitored against what is happening nationally. A Lincolnshire target of 1370 families to be "turned around" has been agreed – to be achieved by Jun 2015. This is a cumulative measure starting from March 2013. The numbers turned around as at Jun 2014 is 568. The incremental targets projected forward have been set. The rationale for the 100% target in June is that there will be a final opportunity between April – Jun 2015 to make a claim for an outcome payment.

2014/2015 TOLERANCE RATIONALE

Upper value set at 5%. Lower value set to 5%.

Tolerances have been set allow some flexibility each quarter to stay on track to reach the overall target. They have been set at 5% because staying close to the target is vital throughout the year if achievement of 100% is to be achieved in Jun 2015. A common tolerance level has been applied by other LA's.

COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

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Date created: 16-Oct-14
 Position as at 30-Sep-14

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

Activity Name	Overall Summary		Comment
	Aug 2014	Sep 2014	
Children & Young People Scrutiny Committee			
Project			
SEND Reform Implementation	●	●	<p>We continue to develop and improve the SEND implementation processes. The EHC Plans and referral packs are being approved by our legal team. The SEND Local Offer continues to grow, inputting information from service areas across Education Health and Social Care, together with clubs and activities.</p> <p>We are working closely with Lincolnshire Parent Carer Forum and the Information Advise and Support Service (formerly Parent Partnership) to amalgamate the previously planned two leaflets giving information on support for families into one. This is a preferred approach taken from feedback from families and practitioners.</p> <p>The Project is working towards BAU (business as usual) in readiness for Project closure. At the next Board meeting, updated issues, risks and benefits will be discussed. Decisions will be made as to where the on-going responsibility and commitment will 'sit' to monitor, realise and resolve these logs.</p> <p>Next month's Highlight Report will evidence intended approach going forward.</p> <p>Scrutiny Comments: Progress was reported as part of the Quarter 1 performance report at the 12 September 2014 meeting. A report on the lessons learned from the implementation of the SEND Reforms will be presented to the 5 June 2015 meeting.</p>
Youth and Community Development	●	●	<p>The project is still progressing, although the progression of a small number of leases has slowed due to ongoing legal negotiations. However, progression is now be back on track and should continue without delay. Community lead delivery continues in the Centres which don't have interested Community Groups.</p> <p>Scrutiny Comments: Progress was reported as part of the Quarter 1 performance item at the 12 September 2014 Committee. The Committee was satisfied with the progress of this project.</p>

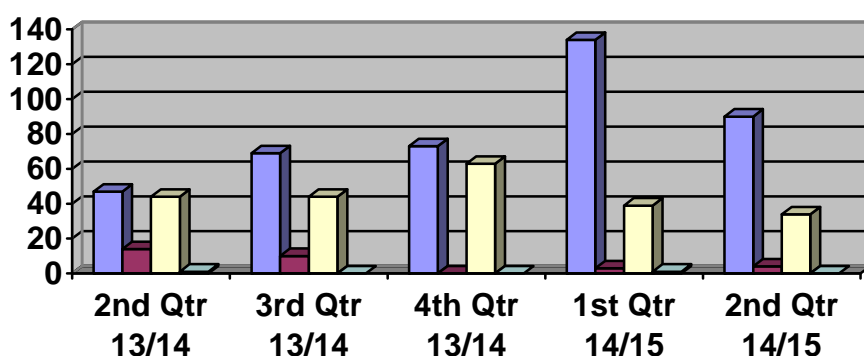
Activity Name	Overall Summary		Comment
	Aug 2014	Sep 2014	
FWT Troubled Families	●	●	<p>Activities - The following activities have taken place during September.</p> <ul style="list-style-type: none"> • Families Working Together (FWT), through partnership working with YOS, have been able to provide an additional valuable service for young people through the provision of mentors for young people. There has been an early take up of the service through Key Worker referrals. • A whole team meeting took place in which the team contributed to the FWT Action Plan and shared good practice. The team were given an update on the performance of the team, Youth Homelessness and changes to the Jobcentre Plus. The team were informed about the paperwork changes being implemented and the changes to the mandatory training being implemented based on feedback received from Key Workers. The team were given a presentation on Child Sexual Exploitation delivered by the SAFE Team. • Lincolnshire County Council Chief Executive, Tony McArdle, has been to visit an FWT family who advised him that, having worked with public service organisations over several years, had found the family intervention approach to be the way of working that they most preferred and has made a significant positive impact on their family outcomes. • All District Councils have been provided with reports which clearly state the outcomes for young people who have presented as homeless. This was developed to respond to DC concerns about fulfilling their safeguarding duties. This has been very well received by DCs and will be sent monthly. • FWT is contributing to the development of ASBRAC processes in Lincolnshire. FWT will continue to attend ASBRACS and provide support to families, along with other agencies, to fulfil the preventative work required prior to presentation at ASBRACS • New Psychoactive Substances training is being planned for the FWT team and resources have been circulated to raise awareness of this growing issue • Planning is underway for a joint YOS/FWT day (5th Nov) to share best practice and develop skills in working with challenging families. Various agencies will be represented on the day to share details of their services and allow networking opportunities and the building of more effective working relationships (Maria will be able to tell you who the agencies are). • FWT visited Bradford City Council colleagues on 10th September to gain an insight into how health services fit into their Troubled Families Team. • FWT attended the Lincolnshire New Psychoactive Substances strategy meeting at Police HQ and planning is now underway for a FWT Drugs and Alcohol focus group to plan how we can link into their agenda. • Jobcentre Plus are rolling out digital Jobcentres and FWT staff will attend the launch breakfasts. • A joint piece of work with Public Health and Jobcentre Plus Lincoln is underway to promote closer working with Employment and Support Allowance claimants. • On-going joint working with Children's Centre to promote Employability courses at each Children's Centres is currently being rolled out. • Developed a 'Changing Lives' screening tool for Jobcentre Plus to support identifying troubles families. Department of Communities and Local Government have sent this to their Whitehall Team for consideration. • Performance –As at 30th September 2014, Lincolnshire has made the following progress towards turning around its 1,370 troubled families target (set by central government). LCC have identified: 2,058 families. LCC have worked with: 1,517 (which is 111% of LCC/Central Government target). LCC have 'Turned Around' 701 (51% of LCC/Central Government target). The next claim opportunity ends on 31st October 2014 and the next phase of early adopters of Phase Two of the Troubled Families programme will be chosen from those working with 100% of their target allocation and having turned around 65% of target following this claim. • Youth Homelessness – In September, 16 young people presented themselves as homeless in Lincolnshire. This is a return to the typical number of presentations per month so far this year, where August saw relatively few (8). Since the beginning of 2014, 41% of young people have been returned home or stayed with other family or friends. 29% of young people found Supported Accommodation, 11% have no further contact, 15% are Social Care Responsibility, 2% find private rented accommodation, and 3% are inappropriate referrals. <p>• New PM revisited the budget for this service with finance colleagues for the 3 years and the following has been determined:</p> <ul style="list-style-type: none"> - Baseline Budget for the 3 years is estimated as being £6,005,000 (£5,480,000 + £525,000). This is based on the maximum income we would receive per family (4,000 x 1370 families) and our co-ordinator monies. - Actual Spend is the Total spend for Year 1 (£760,560) + Total spend for Year 2 (£1,625,930) + Actual spend so far this year (£931,420), equating to £3,317,910 - Committed is currently at £94,100 based on the Purchase Orders that have been raised. - Known future is currently at £849,990 based on future Staffing Costs and future spends. - Cost at Completion is currently estimated at £4,262,000. This is based on the Total spend of Year 1 (£760,560) + the Total spend of Year 2 (£1,625,930) and the budget for Year 3 (£1,875,510) <p>Scrutiny Comments: Progress was reported as part of the Quarter 1 Performance report considered at the meeting held on 12 September 2014. The Committee was pleased with the progress made on this project.</p>

Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st July – 30 th September 2014 (1 st April – 30 th June 2014)	
Total number of complaints received across all LCC service area.	235 (291)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	128 (177)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	Unable to report this quarter (0)	
Total Service Area Complaints	Schools	90 (134)
	Corporate – Education and School	4 (3)
	Statutory - Children’s Care	34 (39)
	Youth Service	0 (1)
Schools Complaint Reason Codes	Admission issue	2 (1)
	Allegation against Head Teacher	5 (4)
	Allegation against other school staff	6 (12)
	Attendance Issues	4 (4)
	Bullying – Homophobic	0 (0)
	Bullying – Gender	1 (0)
	Bullying – Racial	0 (2)
	Bullying – SEN	0 (3)
	Bullying – Social Media	0 (0)
	Bullying Issue	15 (20)
	Class/School Organisation	8 (18)
	Equality Issue	1 (1)
	Exclusion Issue	0 (6)
	Inconsistency in application of rules	0 (1)
	Meals/Snacks/Drinks	2 (2)
	Medical	3 (6)
	Other	16 (14)
	Parental responsibilities/rights	0 (5)
	Procedural Irregularity	5 (6)
	Racial Issues	4 (10)
	School Neighbours	1 (0)
	School Uniform	1 (0)
	SEN	6 (13)
	Social Media Abuse	1 (2)
	Truancy Issues	0 (0)
	Unfair treatment by staff	9 (3)
	No category selected	0 (1)

Corporate – Education and School Complaint Reason Codes	Age	0 (0)
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	1 (1)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	1 (1)
	Disagree with Procedure	1 (1)
	Insufficient Information Provided	0 (0)
	Other	0 (0)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (0)
	Service Delay	0 (0)
Statutory - Children’s Care Complaint areas	Children	26 (30)
	Children Looked After	4 (4)
	Children with Disabilities	4 (4)
	Other	0 (1)
	Children Access	0 (0)
	Children Family Support	0 (0)
Youth Service Complaint Reason Codes	Conduct/Attitude/Rudeness of staff	0 (0)
	Procedural – Other	0 (1)
Service Area Compliments	Schools	0 (0)
	Corporate - Children’s	0 (0)
	Statutory - Children’s Care	0 (0)
How many LCC Corporate complaints have not been resolved within service standard	11 (12)	
Number of complaints referred to Ombudsman	11 (1)	

Total Complaint Receipts by Quarter



Summary

LCC Overview of Complaints

The total number of LCC complaints received for this quarter (Q2) shows a 19% decrease on the previous quarter (Q1). When comparing this quarter with Q2 2013/14 there is a 14 % decrease.

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

Children's services received a 28% decrease (49 complaints) in the number of complaints received compared to quarter 1. There is a 21% increase in the number of complaints received compared to quarter 2 2013/14 when 106 were received.

In quarter 2 of 2013/14, schools made up 44% of the total complaints received, with statutory complaints at 42%, corporate complaints at 13% and youth at 1%. In quarter 2 of 2014/15, schools have made up 70% of total complaints with statutory at 27% and corporate at 3%.

School Complaints

Complaint receipts for Schools in quarter 2 shows a decrease of 33% (90) compared to the previous quarter (134). However, Quarter 2 covers the period of the summer holidays, with schools in session for only approximately half the reporting period.

The data captured shows a rise in comparison with 2nd quarters from preceding three years. The figure for Quarter 2 in 2014 is almost double that for 2013. However, this rate of increase must be treated with some caution as there were issues with data recording for Quarter 2 in 2013. Data for Quarter 2 in previous years is as follows 2012 (70); 2011 (58); 2010 (88). The number of complaints received for Quarter 2 in 2014 is in line with the volume for Quarter 2 in 2010. It should be noted that during 2010 a particularly high volume of complaints was reported.

Again, complaints about bullying represent the principle reason for contact with LCC. The School Liaison Officer continues to support parents and schools in seeking to resolve such complaints where possible, and referrals are made to the LCC Anti-bullying Lead Officer where appropriate.

The category 'Other' covers those complaints that do not sit within any of the existing categories and covers a diverse range of matters. During this quarter these have

included issues relating to parking, site issues, transport costs and name changes, as well as complaints about governors, other parents and/or other children.

The School Liaison Officer provided advice to parents, head teachers and governors to help support the resolution of concerns, and also supported a number of parental meetings at schools. Where necessary, complainants were directed into formal complaints procedures and the School Liaison Officer supported governing bodies in the correct handling of such procedures.

Education and School (Corporate) Complaints

Education and School corporate complaints received 4 complaints this Quarter. 2 of these were related to the allocation of transport, 2 complaints were also received regarding the school admissions process. From the 4 complaints received 2 complaints were not substantiated, 1 was partly substantiated and 1 is not reporting due to technical problems in IMP.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 2 for Children's Social Care have decreased by 5 complaints. From the 34 complaints received this quarter, 3 complaints were substantiated, 7 were partly substantiated and 27 were not substantiated.

Overall Children's and Young People Compliments

Due to technical problems with the IMP system we use to collate this data we are not able to report on comments or compliments this quarter.

Ombudsman Complaints

In Quarter 2 of 2014/15, 11 LCC complaints were registered with the ombudsman. 3 of these complaints were recorded against Children and Young People.

Appendix E: Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 30/09/2014

Table 1a/1b: Schools/Pupils in Schools rated Outstanding or Good

Schools Outstanding or Good	CS166	Pupils in Outstanding or Good	CS165
294	84.2%	83,220	82.1%

Table 2a/2b: Count and percentage of schools by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	1	-	1	All-through	-	-	100%	-
Nursery	3	2	-	-	5	Nursery	60%	40%	-	-
Primary	31	201	36	3	271	Primary	11%	74%	13%	1%
PRU	-	1	-	-	1	PRU	-	100%	-	-
Secondary	14	23	11	3	51	Secondary	27%	45%	22%	6%
Special	6	13	1	-	20	Special	30%	65%	5%	-
Total	54	240	49	6	349	Total	15%	69%	14%	2%

Table 3a/3b: Count and percentage of pupils by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	969	-	969	All-through	-	-	100%	-
Nursery	336	206	-	-	542	Nursery	62%	38%	-	-
Primary	7982	37167	6793	827	52769	Primary	15%	70%	13%	2%
PRU	-	318	-	-	318	PRU	-	100%	-	-
Secondary	15215	20483	6636	2760	45094	Secondary	34%	45%	15%	6%
Special	550	963	137	-	1650	Special	33%	58%	8%	-
Total	24083	59137	14535	3587	101342	Total	24%	58%	14%	4%

Table 4: Schools not yet inspected

DfE Number	School Name	Number on Roll
9251106	Acorn Free School	-
9252006	Lincoln Carlton Academy	60
9252007	Fishtoft School	73
9252008	Mercer's Wood Academy	176
9252010	Boston Pioneers Free School Academy	55
9252014	Beacon Primary Academy	-
9252016	Elsea Park Primary School	-
9252021	Wygate Park Academy	-
9252023	Weston St Mary CE Primary School	-
9254003	Cordeaux Academy	556
9254008	Lincoln University Technical College	-
9254011	Tattershall The Barnes Wallis Academy	-
Total:		920

Table 5: Schools currently judged to be Inadequate and/or under an Interim Executive Board

DfE Number	School Name	Academy Sponsor	Status	Time in Special Measures	Number on Roll	Comment
9255416	Sir John Gleed School	CfBT Education Trust	Inadequate	534 days	1441	Recently visited by DfE, with mixed feedback from the team. Warning notice is still in place and data to support pupil progress has been requested
9256908	The Gainsborough Academy	The Lincoln College Academy Trust	Inadequate	-	840	The school has been recently inspected and is now graded as a 3 by ofsted. Academy was taken over in Sept by Lincoln College as sponsor
9253509	Lincoln Chad Varah Primary School	-	Inadequate	262 days	465	Academy conversion completed 01/10/14; sponsorship through Hartsholme Academy within New Dawn Multi Academy Trust. Below KS2 floor threshold.
9255213	Grantham The Isaac Newton Primary School	-	Inadequate	325 days	318	Positive HMI visit; IEB proactive and effective; leadership driving improvements in school. Sponsorship with CIT delayed until 01/12/14
9252026	Ingoldsby Primary School	-	Inadequate + IEB	205 days	44	Positive HMI visit; IEB set up to replace inadequate Governance; IEB proactive; Sponsorship with DRET on track for 01/10/10.
9254028	Kirton Middlecott School	-	Inadequate + IEB	346 days	479	Academy conversion has been confirmed for January 2015 with DRET taking the lead as sponsor. Recent HMI visit indicated that things were going well and confidence in leadership expressed
9252220	Theddlethorpe Primary School	-	IEB	-	73	Exec HT returned to post; IEB strong and taking appropriate action to ensure leadership of Federation (with Saltfleetby) will drive improvement. Below KS2 floor threshold.
9253111	Lincoln St Peter at Gowts CE Primary School	-	IEB	-	256	Ofsted 01/10/14 R.I. Interim HT in post; IEB pro-active; successful HT recruitment underway for January 2015
9253137	Saltfleetby CE Primary School	-	IEB	-	34	Exec HT returned to post; IEB strong and taking appropriate action to ensure leadership of Federation (with Theddlethorpe) will drive improvement.
					Total:	3950

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	School Improvement – Proposal for a Working Group

Summary:

This report sets out a proposal to establish a working group to contribute to the work being undertaken by officers on the future school improvement offer.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

1. Approve the establishment of a working group to contribute to the work being undertaken by officers on the future school improvement offer.
2. Agree the membership for the working group.

1. Background

At the meeting of the Children and Young People Scrutiny Committee on 12 September 2014, the Committee considered an exempt report on Governance Arrangements for the School Improvement Service. The report set out proposals for a new school led school improvement initiative in Lincolnshire which is being developed between headteachers, CfBT and Lincolnshire County Council. This initiative will be embedded alongside a new Local Authority school improvement offer, ready to be implemented in 2017.

It has been previously proposed to carry out a scrutiny review by a Task and Finish Group into school improvement. However, given that there is work currently ongoing on a new school led approach and the future Local Authority offer, there is a risk that a scrutiny review would be duplicating the work currently being undertaken by officers. One of the criteria that the Overview and Scrutiny Management Committee considers when approving scrutiny reviews is that a review will not duplicate other significant review activity.

In addition, there are concerns that conducting a time limited scrutiny review now would be too early in the process, given that a review would be completed in mid-2015 but the current contract does not end until January 2017.

It is now proposed that member involvement through a working group, rather than a task and finish group, would be preferable. This would allow members to work with officers to understand and feedback on the current practice for school improvement and what the future practice would be. A working group is not time limited and can start immediately, which would allow members to become involved in the process while the new school led approach is still being developed and to work with officers on the new Local Authority school improvement offer as it is developed.

Terms of Reference

The terms of reference for the School Improvement Working Group are:

1. To examine with officers what support the current School Improvement Service offers to schools and academies and how effective it is.
2. To examine with officers the role of teaching schools in Lincolnshire in improving educational standards.
3. To make recommendations on improvements to the existing School Improvement offer for schools and academies.

2. Conclusion

As there is work already ongoing by officers into a new school led school improvement approach and the new Local Authority offer, there is a risk that a formal scrutiny review would be duplicating this work. So that members have an input into the work that officers are undertaking on school improvement, it is proposed that the Committee establishes a working group to work collaboratively with officers, with a suggestion that this would comprise of 3 members of the Committee.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Background Papers

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

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

Open Report on behalf of Richard Wills, Executive Director for Environment and Economy

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	Improving employment and skills in Lincolnshire's growing business sectors

Summary:

This report explains the range of skills funding available and also shows a real need to fill vacancies as the county's economy grows. There is a new opportunity for important local partnerships to have greater control of skills provision. The Greater Lincolnshire Local Enterprise Partnership (GLLEP) will be choosing what additional training provision to buy through new EU funds, with advice from important local partnerships and LCC, as a member of the LEP and as the secretariat to the LEP, should take advantage of this opportunity.

Actions Required:

Members are asked to consider how it should advise and support the LEP, in particular through considering:

- The scale of approach that the council wishes to take in addressing this challenge
- How the council wishes to focus – eg on those sectors with higher numbers of vacancies or those sectors that will offer higher value jobs. (NB. in discussion with employers, it appears that jobs in agri-food, manufacturing, and healthcare are the most difficult to fill)
- How the council can fill the gaps around making students, parents, and schools aware of growth in economic sectors
- How the council wishes to monitor and shape progress moving forward
- Implementation of tactical schemes / pilot schemes as described in the report

1. Background

Forecasting models predict that over the next 5-10 years our local businesses will need larger numbers of more highly skilled workers and we will need to prepare

our population to take advantage of opportunities in sectors that are traditionally seen as low skilled.

This is something that senior councillors and scrutiny committees have discussed before, and it is an increasing priority to support the county's economic growth. Equally, it is an increasing priority to tackle unemployment among the younger and older workforce.

Claimant count, September 2014		
Jobseekers Allowance Claimants, ONS	Lincolnshire	England and Wales
Total Claimants	8,563	785,550
Total Claimant Rate	1.9%	2.2%
Total Youth Claimants (16-24)	2,490	192,715
Youth Claimant Rate (as a proportion of all those aged 16-24)	3.2%	2.9%
Youth Claimants as a proportion of all claimants	29.1%	24.5%
Total long term claimants (claiming for 6 months or over)	3,930	361,820
Long term claimant rate (as a proportion of all working aged people)	0.9%	1.0%
Long term claimants as a proportion of all claimants	45.9%	46.1%

The forecasts that are set out below show the extent of the challenge to our workforce – this challenge is partly caused by projected growth in industry (described as "Change 2012-2022" in the table) and it is partly caused by the need to replace people who retire or move out of county (described as "Replacement demand" in the table). The source for all data is the Working Futures, Warwick Institute for Employment Research/Cambridge Econometrics, 2014.

The need for additional jobs can be shown by industry:

Industry	Current Jobs	Change 2012-2022	Replacement Demand	Total Requirement 2012-2022
Agri-Food	37,000	-4,000	14,000	10,000
Manufacturing/Engineering	39,000	-3,000	13,000	10,000
Visitor Economy	41,000	2,000	17,000	19,000
Ports & Logistics	27,000	3,000	11,000	14,000
Health & Care	60,000	5,000	25,000	30,000
Energy & Water	6,000	1,000	2,000	3,000

Construction	35,000	5,000	13,000	18,000
Retail and Wholesale	83,000	4,000	32,000	36,000
Information & Communications	7,000	1,000	2,000	3,000
Financial & Business Services	64,000	6,000	25,000	31,000
Public Admin. Defence & Education	60,000	-2,000	24,000	22,000
Other Services	10,000	1,000	4,000	5,000
Total	468,000	18,000	182,000	200,000

And by qualification level:

Qualification	Current Jobs	Change 2012-2022	Replacement Demand	Total Requirement 2012-2022
QCF8	4,000	2,000	2,000	4,000
QCF7	27,000	13,000	13,000	26,000
QCF6	74,000	30,000	33,000	63,000
QCF5	29,000	3,000	12,000	15,000
QCF4	26,000	7,000	11,000	18,000
QCF3	102,000	-6,000	38,000	32,000
QCF2	106,000	-3,000	41,000	38,000
QCF1	70,000	-16,000	25,000	8,000
No Qualifications	30,000	-13,000	8,000	-5,000
Total	468,000	18,000	182,000	200,000

QCF6 is broadly equivalent to university degree level and QCF3 is broadly equivalent to A level.

The tables clearly show that there is a need for more employees and at higher levels.

Responses to the skills challenge

The issue of skills is wider than simply providing training to people. It will also cover:

- Making students, teachers, and parents aware of job opportunities and requirements in the area
- Building up an individual's work readiness through education, training, and placements
- Delivery mechanisms of training
- Upskilling within their job

Government emphasis for public skills funding is currently on preparing the existing and future workforce for the opportunities on offer in the labour market, i.e. training unemployed people through apprenticeships, direct training, and placements. The appendix explains what funding is available from government sources.

Local government's influencing role: To ensure our local population has the right skills for local opportunities, however, the right training must be available. Government look to Local Enterprise Partnerships (LEP) to provide advice on this (LCC provides the secretariat to the GLLEP and Cllr Colin Davie and Richard Wills are both board members on the LEP), and FE colleges are asked to take notice of their local authorities' 14-19 priorities in developing their provision.

Local government's commissioning role: some gaps in government provision are still likely to prevail. Either through its own resources, or through using grants e.g. from the European Social Fund (ESF), local government can fill gaps. Similarly, helping schools, students, and parents to gain information about the growing sectors is an important part of this.

Local Enterprise Partnership (LEP): There are 39 LEPs across England, set up in 2010/11 following a request from Government for the private sector to take a role in local economic growth. The Greater Lincolnshire Local Enterprise Partnership (GLLEP) is a partnership between the private and public sector, led by the private sector. Its priorities are on improving business conditions to create a dynamic economy where businesses can prosper and communities can thrive. The LEP is not a delivery body. It sets strategic priorities and has an important role in influencing Government funding.

How can LCC influence the skills of the current and future workforce?

Whilst LCC can add value to existing training by using its own funds to tailor programmes that meet local need or target specific gaps not currently met, there is now an opportunity to influence large amounts of ESF funds (£45m) through the Greater Lincolnshire LEP over the next few years.

ESF funding can be used to deliver training and qualifications where there are gaps in provision and it can also be used to stimulate demand or increase participation. Historically, most of this funding has been managed and delivered by national or regional organisations. There is now an opportunity to direct resources to specific need, and design how programmes are best delivered.

As can be seen from Appendix A, the amount of funding that LCC has direct responsibility for is small compared to others. However, if the funding is used tactically (to test new models which could then be replicated by government bodies) the LCC's modest budget will have a powerful impact.

LCC and the LEP's strength is bringing partnership and contact with employers into the skills system. For example, we are working with Mortons of Horncastle, who have set up a network of local manufacturers with the main aim of influencing local skills delivery; we have worked with a range of businesses including Butlins, the Co-op, Visit Lincoln and Sector Skills Council People 1st, to develop a training scheme that will lead to World Host destination status and we are working with all of our Colleges and Training Providers so they can develop better ways to understand the skills needs of the businesses they work with and develop training that meets these needs

In recent months, Economic Development councillors and officers have held face-to-face meetings with 100 of the county's top employers. These meetings have identified the following schemes – often proposed/championed by businesses – which LCC could facilitate on a pilot basis using the council's own funds plus ESF or other funding sources.

These are:-

- Awareness of opportunities: Social media promotion of apprenticeships, employer "buddying" scheme for careers teachers
- Work readiness: extension to National Citizen Service
- Training delivery: graduate underemployment / commercial skills, collaborative training project for employers
- Upskilling: medical practices sponsoring students through University

2. Conclusion

The question of filling skills gaps has been prevalent for some time. However, the ability to influence government provision through the LEP (combined with our access to data concerning job vacancies) means that now is a good time for the council to develop a strong approach.

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	Skills Funding

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 Clare Hughes, who can be contacted on 01522 550545 or clare.hughes@lincolnshire.gov.uk.

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Skills Funding

The system for publically funded skills development is complicated. An interconnected set of institutions are involved in designing, supporting, resourcing and delivering the improvement of skills. They include:

The Education Funding Agency (EFA), an agency of the Department for Education, funds all state education for 3-19 year olds, and for those with learning difficulties and disabilities up to 25.

Its priorities are around increasing the number of high quality schools, reforming the school curriculum and supporting the creation of new places for pupils and learners.

The Skills Funding Agency (SFA), an agency of the Department for Business, Innovation and Skills, funds skills training following compulsory education.

It funds Colleges and training organisations to help adults, young people, the unemployed and people with low skill levels to get the skills they need for employment. This includes funding & coordinating apprenticeships for all ages and the Adult National Career Service.

Colleges and training providers juggle a range of different funding pots, each with various 'strings' attached, to deliver training to individuals and employers who each have a particular set of circumstances that may or may not make them eligible. As a result, the training on offer can be determined by the availability of funds and not the exact needs of an employer or individual.

Delivery	Funder(s)	Budget	Commissioner	Note
Awareness				
Careers Information, Advice & Guidance (CIAG) in Schools	Schools from core budgets – no ring fenced funding	200k spend with LCC provider	Schools	Schools can purchase this service for providers if their choice. Some schools employ their own staff
Training				
Adult Skills Budget (all skills training including Apprenticeships for 19+)	SFA	£20.000m	SFA	SFA seek LEP advice on prioritisation
Vocational learning in school for 16 – 18 year olds	EFA	£5.000m	EFA	EFA seeks LCC advice on prioritisation
Vocational skills: level 1 and 2	LCC/ESF	£0.800m	LCC	Economic Regeneration lever ESF against existing budgets
Higher level Skills	ESF	£0.450m	LCC	Economic Regeneration lever ESF against existing budgets
Upskilling				
Workforce Retraining and upskilling	SFA/ESF	£1.250m	SFA	SFA and LEP jointly commission this
Work Readiness				
Apprenticeships and traineeships for 16-18 year olds	EFA/SFA	£6.000m	SFA	SFA seek LEP advice on prioritisation
National Careers Advice service to 18+	SFA	£1.000m	SFA	LEP could use ESF opt-in funds to top up this service

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	28 November 2014
Subject:	Children and Young People Scrutiny Committee Work Programme 2015

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

28 November 2014		
Item	Contributor	Purpose
School PE, Sport and Physical Activity (including Lincolnshire Sports Partnership, Legacy Challenge and Community Access to School Sport Facilities)	Philip Garner Specialist Programme Manager Public Health Keith Batty Director of CfBT Education Services	Update Report
School Improvement Offer - Tackling School Performance and Closing the Gap	Keith Batty	Status Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub-Group	Member Report
Theme Performance: Quarter 2	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
School Improvement – Proposal for a Working Group	Tracy Johnson Scrutiny Officer	Scrutiny Review Activity
School Funding Arrangements 2015/16	Tony Warnock Operations and Financial Advice Manager	Status Report
Improving employment and skills in Lincolnshire's growing business sectors	Justin Brown Commissioner for Economic Growth Maggie Freeman Head of Service 14-19 Clare Hughes Principal Policy Officer (Skills)	Status Report

16 January 2015		
Item	Contributor	Purpose
Children's Services Budget Proposals 2015/16 – 2018/19	Debbie Barnes Executive Director of Children's Services	Budget Scrutiny
Review of Accountability Framework for the Chair of the LSCB, Lead Member for Children's Services and the Director of Children's Services	Debbie Barnes	Status Report
All Age Autism Strategy for Lincolnshire	Sharon Jeffreys, Head of Commissioning, Learning Disability and Autism, South West Lincolnshire Clinical Commissioning Group	Pre-Decision Scrutiny (Executive Decision on 3 February 2015)
Anti Bullying	Sophie Whitehead Anti Bullying Officer	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Potential Topics for Scrutiny Reviews	Tracy Johnson	Scrutiny Review Activity

6 March 2015		
Item	Contributor	Purpose
Proposal to expand capacity at Spalding Monkshouse Primary School (Final Decision)	John O'Connor Children's Service Manager – Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 20 March 2015)
Proposal to expand capacity at Lincoln Bishop King Church of England Primary School (Final Decision)	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision on 20 March 2015)
Theme Performance: Quarter 3	Sally Savage	Performance Scrutiny
School Performance 2014 (including Closing the Gap data)	Keith Batty	Status Report
Stamford Endowed Schools Scholarship Tapering- Interim (4th Year) Review	Keith Batty	Update Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby	Member Report

24 April 2015		
Item	Contributor	Purpose
Frontline Social Workers and Safeguarding Scrutiny Review – First Monitoring Update	Janice Spencer Assistant Director – Children's (Safeguarding)	Scrutiny Review Activity
Lincolnshire Safeguarding Children Board (LSCB) Neglect Strategy	Andrew Morris LSCB Business Manager	Status Report
Strategic Priorities for 16 - 19(25) Education and Training for 2015/16 – Action Plan	Maggie Freeman Head of Service 14-19	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford	Member Report
Additional Item		
Additional Item		

5 June 2015		
Item	Contributor	Purpose
Implementation of SEND Reforms – Lessons Learned	Sheridan Dodsworth Children's Service Manager - SEND John O'Connor	Status Report
Theme Performance: Quarter 4	Sally Savage	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby	Member Report
Additional Item		
Additional Item		
Additional Item		

24 July 2015		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford	Member Report
Additional Item		
Additional Item		
Additional Item		
Additional Item		
Additional Item		

11 September 2015		
Item	Contributor	Purpose
Impact of the Inclusion Review Action Plan on Pupil Exclusions	John O'Connor	Update Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby	Member Report
Additional Item		
Additional Item		
Additional Item		
Additional Item		

Items to be Scheduled

Child Poverty Action Plan Themes - Poverty of Access, Economic Poverty, Poverty of Aspiration	Andrew McLean Children's Service Manager - Commissioning	Update Report
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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 1 DECEMBER 2014

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
I008086 New!	Proposal to expand capacity at Spalding Monkshouse Primary School (decision to go to Statutory Notice)	2 December 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Service for Education Tel: 01522 553213 Email: john.oconnor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Stamford North; Stamford Rural; Stamford West
I008087 New!	Proposal to expand capacity at Lincoln Bishop King Church of England Primary School (decision to go to Statutory Notice)	9 December 2014	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Service for Education Services Tel: 01522 553213 Email: john.oconnor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Lincoln Birchwood; Lincoln Boultham; Lincoln Bracebridge; Lincoln East; Lincoln Glebe; Lincoln Hartsholme; Lincoln Moorland; Lincoln North; Lincoln Park; Lincoln West

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