



LINCOLNSHIRE SCHOOLS' FORUM 15 JANUARY 2014

PRESENT: TERL BRYANT (CHAIRMAN)

David Bennett (Governor, Horncastle Queen Elizabeth's Grammar School), Ellenor Beighton (Headteacher, De Aston School, Market Rasen), Graham Burks (Headteacher, Kesteven and Grantham Girls School), Professor Ken Durrands CBE (Governor, The Kings School, Grantham), Roger Hale (Headteacher, Caistor Grammar School), Jonathan Maddox (Headteacher, Bourne Grammar School), Joanne Noble (Headteacher, Gainsborough Nursery School), John Beswick (Governor, Stickney Church of England Primary School), Vicky Cook (Headteacher, Welbourn Church of England Primary School), Patricia Ruff (Headteacher, Dunholme St Chads Church of England Primary School), Michael Follows MBE (Governor, John Fielding Community Special School, Boston), Bridget Robson (Headteacher, Fortuna Primary School, Lincoln), Dave Thompson (Pupil Referral Unit), Claire Flavell (14 - 19 Partnership), Councillor Mrs Patricia Anne Bradwell (Executive Councillor Adult Care and Health Services, Children's Services), Mrs Emma Joanne Olivier-Townrow and Helen Stokes (Branch Secretary, UNISON).

Ken Rustidge (Union Representative) attended the meeting as an observer.

Officers in attendance:-

Debbie Barnes (Executive Director Children's Services), Keith Batty (Assistant Director of CfBT Education Services), Katrina Cope (Team Leader Democratic and Civic Services), Tony Warnock (Head of Finance - Children's and Specialist Services) and Denise Hornsey (Programme Officer - Children's Health Team, Public Health).

27 APOLOGIES FOR ABSENCE/RESIGNATIONS/REPLACEMENT MEMBERS

Apologies for absence were received from Sharron Close (Primary Governor, Tall Oaks Academy Trust), Roger Hewins (Governor, Corringham Church of England Primary School), Craig Miller (Governor, All Saints Church of England Primary School) and Richard Thompson (Head teacher, Rauceby Church of England Primary School).

Members were advised that Mrs Emma Olivier-Townrow had attended the meeting as replacement member for Mr C Miller (Governor, All Saints Church of England Primary North Hykeham) for this meeting only.

The Forum was also advised that a resignation had been received from John Beaven. The Forum was advised further that an election process would be taking

place for the aforementioned vacancy, plus 3 further vacancies. It was hoped to get the new members in place before for the next meeting.

28 MINUTES OF THE MEETING HELD ON 9 OCTOBER 2013

Confirmation was received that a report concerning how the money for Looked After Children was spent would be presented to the 23 April meeting.

The Forum was advised that in relation to the Local Authority's proposals for use of the 2012/13 Dedicated Schools Grant (DSG) underspending, that a report was not now necessary, as all members of the Schools Forum would be receiving a copy of a letter shortly, which would explain the allocation per school.

The Forum requested that a report relating to Carbon Management should be presented to the next meeting of the Forum. It was highlighted that this report should include reference as to who now has responsibility for schools' carbon emissions, and provide evidence to demonstrate the value for money and effectiveness of the investment in smart metering.

RESOLVED

That the minutes of the previous meeting held on 9 October 2013 be agreed and signed by the Chairman as a correct record subject to meeting time being amended to read 4:15 pm.

29 SCHOOL FUNDING ARRANGEMENTS 2014/15

Consideration was given to a report from the Head of Finance – Children's & Specialist Services, which provided the Schools Forum with school funding arrangements for 2014/15 and sought support for the Local Authority (LA) proposals relating to a number of centrally held budgets.

The report detailed the following Department of Education's (DFE's) changes for 2014/15:-

- Local Authority's (LA's) were able to introduce a sparsity factor to target funds to avoid small schools becoming unviable;
- Greater flexibility to target the right level of lump sum to primary and secondary schools;
- LA's will be required to allocate a minimum of 80% of their delegated Schools block funding on the basis of pupil characteristics and will have to ensure that a minimum amount is funded for each pupil (£2,000 for primary and £3,000 for Key Stage three and four);
- LA's will provide notional Special Educational Needs (SEN) budgets to their schools on the basis that the schools will meet the first £6,000 of additional support required by a pupil with SEN; and
- That the prior attainment factor would be amended so that instead of pupils qualifying if they failed to achieve level four or higher in English and maths,

funding would be provided if they fail to achieve a level four or higher in English or maths.

Since the last meeting of the School Forum on 9 October 2013, the LA had gone through due process, full details were shown on page 12 of the report presented, and once again there had been significant support for the LA's proposals throughout the process, however a further significant amount of work still needed to be undertaken up to 31 March 2014 before the school budgets could be published.

It was highlighted that DFE guidance had been published on 18 December 2013, which confirmed funding arrangements, details were contained at page 13 of the report presented, the Head of Service made particular reference to:

- That the Early Years block for 2014/15 would use the January 2013 census, but would be updated in 2014/15 for the January 2014 census (5/12ths) and for the January 2015 census (7/12ths);
- That the Higher Needs block allocation for 2014/15 was provisional and could be subject to adjustment as a result of submissions made by the LA on 23 December 2013 and a review of those figures by the DFE;
- A total of £760m additional funding would be provided to enable LA's to secure early learning places for two year olds from lower income households; and
- LA's would no longer be required to administer the carbon reduction scheme on behalf of schools and so LA's Dedicated Schools Grant (DSG) allocations had been reduced by £50.5m to ensure that there was no loss of revenue to the Exchequer.

It was also highlighted that the DFE had announced that the 2014/15 Education Support Grant (ESG) which covered the additional responsibilities that academies acquired upon conversion would be set for LA's at £113.17 per pupil for mainstream schools and £424.38 and £480.98 per place for Pupil Referral Units (PRU's) and special schools respectively. It was noted that the LA would continue to receive £15 per pupil for all county pupils, to cover its retained duties. The minimum per pupil rate for mainstream academies was £140 with the minimum per place rates for PRU's and special academies being £525 and £595 respectively. There was also provision of an additional amount of £2.34bn funding up to 2017, to address the extra places needed for the growing population. This was on top of the £800m previously announced for 2014/15. The government had also confirmed that £150m of capital funding would be provided to improve school kitchen and dining facilities, in order to offer every infant pupil a free nutritious school meal at lunchtime.

A full detail of the 2014/15 pupil premium was detailed on page 14 of the report. It was highlighted that the government still intended to introduce a national funding formula during the next spending review period, to reduce funding differences between similar schools in different areas. Officers advised that the planned consultation had been put back to the spring of 2014.

The report detailed the 2014/15 DSG allocations: Table one identified Lincolnshire's 2014/15 DSG block allocation and table two provided the analysis of the Additions.

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The Schools Forum was reminded of the changes to the 2014/15 formula (these were highlighted on page 15 of the report).

Table three on page 16 of the report identified the main proposed changes to central DSG budgets.

Table four on page 17 provided the Forum with information relating to the proposed budgets for 2014/15 which required Schools Forum decision, which included:-

- Funding for significant pre-16 growth. Based on current commitments and expected growth it was estimated that a prudent budget for 2014/15 was £1.500m, the same amount as budgeted for in 2013/14;
- Places in independent schools for non-SEN pupils. It was reported that without this budget the LA would be unable to meet its contractual liabilities. It was the LA responsibility to make provision for these young people. The proposed budget was £0.930m;
- Early Years proposed budget was £16.298m;
- Broadband, the proposed budget was £1.778m;
- Admissions, It was reported that the proposed budget of £0.449m was the same as that set for 2013/14;
- Servicing of the Schools Forum, again the proposed figure was the same as that set in 2013/14, a figure of £0.020m;
- Carbon reduction commitment, It was highlighted that although there was no longer a need to retain a central budget for this purpose, the LA still had a £0.050m commitment in respect of smart metering;
- Central expenditure from revenue. Without this budget of £5.126m, the LA would not be able to finance on-going costs of historic contractual commitments, the budget proposed was therefore very similar to that proposed in 2013/14; and
- Schools centrally funded termination of employment costs. It was reported that the commitment was for a redeployment officer who would continue to help schools avoid redundancy costs by redeploying staff in other schools wherever possible. The proposed budget was £0.045m.

It was highlighted to the Schools Forum that the budgets proposed were prudent, and that some minor amendments might be necessary, but material changes were not expected. In accordance with established practise, the LA would report to the Schools Forum in April 2014 the final budgets for 2014/15, as set out in the S.251 budget statement which has to be published by 31 March 2014.

The officer highlighted concerns relating to the DFE's plan to review the Higher Need block funding, and advised that any concerns would be reported to the Schools Forum in April.

Overall, the financial outlook for schools, the LA and Children's Services was that there might be an underspending on the DSG in 2013/14, but this sum was expected to be a modest amount. It was expected that over the four year period, the pupil premium will have added £2.5bn to school funding nationally by the end of the year.

The impact of a national fair funding formula on Lincolnshire schools was impossible to determine, but it was highlighted that as one of the lowest funded LA's, the county's share of the national budget might increase. It was highlighted further that indications were that the LA's non-DSG budget could be reduced by over 10% in 2015/16 with further cuts to follow in subsequent years.

The Head of Service advised that the revised proforma for mainstream school budgets was due to be sent to the EFA on 21 January 2014, which would reflect the proposals reported to and subsequently supported by the Schools Forum on 9 October 2013. Briefing Sessions had already been arranged for maintained schools and academies to attend. The mainstream schools budgets (excluding sixth form funding) would be published by the 28 February 2014; and that the Mouchel Finance Team would continue to run budget settings courses for schools in March 2014.

Appended to the report was a copy of the LA Policy on Growth Fund and 2013/14 Commitments.

The Chairman on behalf of the Schools Forum extended his thanks to the Head of Finance – Children's & Specialist Services and his team for all their hard work.

During discussion, the following issues were raised:-

- Notional SEN budgets to schools, on the basis that the school will meet the first £6,000 of additional support required by a pupil with SEN. It was confirmed that this was notionally in the budget and that schools would continue to operate in the same manner;
- Higher Block funding – Members were advised that this information was not available yet, hopefully more information would be out for the end of March 2014;
- Carbon reduction – whose responsibility was it. It was agreed that a report would be received for the April meeting;
- Service premium – It was reported that the information came from data from the schools themselves;
- Support was expressed to the LA's stance on its prudent approach to the setting of central budgets and reference was made to tightening of the LA's non-DSG funding for 2015/16;
- Early Years Provision – Reference was made to the fact that the government extended provision to the 40% most deprived two year olds. Reference was made to transport eligibility and school meals. It was highlighted that there was some flexibility in the budget for two year olds access. It was noted also that by September all Infants would have access to free school meals;
- Admissions – some members felt that £0.449m was quite a large budget. Members were advised that the LA still had a responsibility for admissions across the county and that that this was a reasonable amount to fund that responsibility;
- Serving of the Schools Forum – It was noted that this amount had not been increased; the figure was the same as that presented in 2013/14. The budget

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figure included the cost of running the Forum, timesheets, members expenses and training etc; and

- School centrally funded termination of employment costs – It was highlighted that the £0.045m represented good value for money, as the Redeployment Officer had been very effective, and without the post schools would pick-up significantly greater costs from redundancies than would otherwise be the case.

RESOLVED

1. That the report be noted.
2. That support be given for the LA's proposals for setting of the central budgets as shown in Table Four of the report presented.

30 THE SCHOOL AND EARLY YEARS FINANCE REGULATIONS FOR 2014/15

The Forum gave consideration to a report from the Head of Finance - Children's & Specialist Services, which provided information on the publication of the School and Early Years Finance Regulations for 2014/15, which had come into force on 1 January 2014.

Appended to the report was a summary of the New Features in the School and Early Years Finance (England) Regulations 2013 and the DSG conditions of Grant for the Financial Year 2014/15. Members were guided through the document from which the following points were raised:-

- A question was raised as to whether the forum was compliant with regard to Regulation 3 – Members were reassured that the Forum was compliant; and
- Schedule 3, paragraph 9 - Members were advised that pupils who had been looked after for at least one day would be eligible for the looked after children factor. Some concern was raised as to what strategy schools should have with regard to this matter, some discussion was had as to problems encountered relating to data protection and sharing information. It was agreed that this issue would be included at the next Head teachers' conference.

RESOLVED

That the report be noted.

31 TEAM AROUND THE CHILD (TAC) PROPOSAL

Consideration was given to a report from the Team Manager for Team Around the Child (TAC), which provided the Schools Forum with a proposal to increase the efficiency and effectiveness of Team Around the Child arrangements in Lincolnshire, and to ensure systems and structures were conducive to continuous improvement on a multi-agency approach. It was reported that the proposal within the report did not

cover wider Early Help developments including the revision of TAC paperwork, as this would be addressed, by the multi-agency Early Help Steering Group.

The Executive Director of Children's Services guided the Forum through the report, bringing their attention to Appendix A which provided the Forum with a briefing as to the Early Help and Team Around the Child in Lincolnshire. The Appendix explained the definition of Early Help and what the Early Help Offer meant for children and families; What was Team Around the Child and how important it was for the Team around the Child to develop and deliver a package of solution focused support to meet the needs identified through the Single Assessment, with a lead professional having been identified to co-ordinate the support and act as the key point of contact for the family and professional/services.

The Executive Director highlighted that there were two areas of concern in relating to Early Help, one was providing administrative support and the other was not getting access to case supervisors for help and support and help manage the risks. The proposal suggested asked for financial support and infrastructure support to enable this to happen.

During discussion, the following points were raised:-

- Administrative and support expectations, Members were advised that it was hoped to implement "Signs of Safety" into TAC arrangements, which would provide smarter methodology. Also it was highlighted that another piece of work going on was in connection with Troubled Families, this would then dovetail into other work going on around the child;
- Administrative support in schools, it was hoped to replace the administrative burden with a legal professional, which would make it easier for schools;
- It was highlighted that there was a need for training professional in schools. It was reported that training would be given around Signs of Safety;
- Responsibility of third sector in the overall welfare of children. The Executive Director asked to be notified in cases when agencies were not taking responsibility through Head teachers; Funding issues surrounding TAC and increasing numbers of cases; and
- Members were reassured that the consultants would have experience safeguarding and managing risk.

The Schools Forum offered their support to the proposal and requested that a further report should be received in three months' time to ensure that things were moving in the right direction.

RESOLVED

In order to address the issues contained within the report and secure good improvements to TAC in Lincolnshire the Schools Forum gave their support to the following actions:-

1. The DSG jointly funds the creation of early Help Consultant posts.

2. LCC Cost £67,601
3. DSG proposed cost £113,082
4. That these posts will:
 - Ensure all schools and academies have access to advice and guidance on the assessment and management of Early help cases
 - Provide case supervision for school staff to ensure that cases are appropriately risk assessed and managed
 - Provide quality assurance to the TAC process to prevent drift in cases
 - Support the use of reflective and evidence-based best practice across early Help
5. These posts would be able to offer schools based case supervision for up to 224 cases per month, and quality assurance of 50 cases per month. If numbers exceeded these figures, more posts would need to be created.
6. That the Schools' Forum agrees to cease the one-off administrative payment to schools, and supports the establishment of a central administrative function to organise Schools based TAC meetings, type and distribute minutes. The funding identified below would support up to 120 meetings per month. If figures exceed this amount, extra funding would be required.
7. DSG proposed cost: £104,400
8. That a progress report be presented to the Schools' Forum in three months' time.

32 PATHFINDER OUTREACH AND WIDER OUTREACH SUPPORT

Consideration was given to a report from the Assistant Director CfBT Education Services, which provided the Schools Forum with a summary of the arrangements to secure holistic outreach support for mainstream schools with pupils with special educational needs and/or disabilities (SEND) that were put in place as part of the county's SEND Strategy increased locality based provision.

The item had been brought to the Schools' Forum to consider the continuation or otherwise of Pathfinder Outreach, beyond March 2014. It was reported however, as Pathfinder Outreach was only one component of the holistic package of support, members were asked to base their decision on the whole package.

The report provided information as to the effectiveness and value for money of the Pathfinder Outreach support provided by those schools currently in receipt of funding, the effectiveness of the wider offer and the way forward for the future.

During consideration, the Schools' Forum requested that they would support funding for one year to support Pathfinder Outreach and that they would like to receive a further report in six months' time which offered a single option approach, provided a clear direction and offered good value for money.

RESOLVED

That funding be supported for one year to support the Pathfinder Outreach; and that a further report be presented to the Schools Forum in June 2014, which offers a single option approach, provides clear direction and offers good value for money.

33 FREE SCHOOL MEAL ELIGIBILITY

The Schools Forum gave consideration to a report from the Specialist Children's Health Programme Manager – Public Health, which advised that currently in the county there was no direct mechanism to capture and notify those families with children who were entitled to free school meals (FSM). It was reported that a pilot was proposed to be commissioned by Lincolnshire County Council which would see the district councils actively seeking all housing benefit claimants eligible for free school meals and notifying the relevant schools that they have eligible children. The benefits of the pilot would streamline the current system and share the responsibility of seeking those eligible, increase free school meal take up and increase revenue for the county's schools. It was highlighted that the pilot would cost £30,000 to set up and run, but a cross directorate working group was currently in the process of detailing the project and its exact costs.

Some concern was raised as to the data relating to Housing Benefits belonging to Work and Pensions.

The report highlighted that Lincolnshire County Council and Lincoln District (incorporating North Kesteven claimants) would begin a pilot early in 2014. The pilot would test the discrepancies between those claiming housing benefit and eligibility for Free School Meals (FSM) within the District Councils Database and FSM list held by Lincolnshire County Council. The pilot will evidence where the missing children are and enable action to be taken. It was highlighted that it was then the intention to replicate the Lincoln pilot in all seven districts, working with schools in an effort to capture the revenue currently being lost from the county.

RESOLVED

1. That the report be noted.
2. That support be given to pilot outlined in the report presented.

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34 SCHOOLS FORUM GOOD PRACTICE GUIDE

Consideration was given to a report from The Head of Finance – Children's & Specialist Services, which highlighted to the Schools Forum the latest DfE's Schools Forum Practice Guide.

The report highlighted that the Schools Forum was already compliant with many aspects of the guide, but the report detailed further areas to improve the Forums compliance. These were shown on page 58 of the agenda.

RESOLVED

1. That the report and the LA's proposals for ensuring further compliance with the DfE's guidance be noted.

35 ACADEMIES UPDATE

Consideration was given to a report from the Head of Property and Technology Management, which provided the Schools Forum with the latest information on the number of pupils in academies.

The current position as at 1 January 2014, of pupil figures were detailed on pages 62/63. Overall out of 359 schools (101398 FTE) 250 were Maintained (44419 FTE) and 109 were now Academies (56979 FTE).

The projected six month status of all 359 Lincolnshire Schools (101398 FTE) showed that 248 would be Maintained (44185 FTE) and 111 would be Academies (57213 FTE).

It was highlighted that it was anticipated that the number of sponsored conversions would increase as the government moved its focus to schools that received inadequate Ofsted reports or that those whose assessment results were below floor target. As yet these figures had not been published.

RESOLVED

That the report presented be noted.

36 INFORMATION PACK

RESOLVED

That the work programme enclosed be agreed subject to the inclusion of items highlighted at minute numbers 28 and 31.

The meeting closed at 4.30 pm

REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|--|
| NAME OF COMMITTEE: | Schools Forum |
| DATE OF MEETING: | 23 April 2014 |
| SUBJECT: | Section 251 Budget Statement 2014/15 |
| REPORT BY: | Tony Warnock (Head of Finance – Children’s and Specialist Services) |
| NAME OF CONTACT OFFICER: | Tony Warnock |
| CONTACT OFFICER TEL NO: | 01522 553250 |
| CONTACT OFFICER EMAIL ADDRESS: | tony.warnock@lincolnshire.gov.uk |
| IS THE REPORT CONFIDENTIAL? | No |

SUMMARY

The purpose of this report is to provide the Schools Forum with a copy of the s.251 budget statement for the 2014/15 financial year.

DISCUSSION

Local Authorities (LA) are required under s.251 of the Apprenticeship, Skills, Children and Learning Act 2009 to prepare and submit an education and children’s social care budget statement for the relevant period to the Secretary of State for Education by 31 March each year. The s.251 return is intended to provide a clear picture of the LA’s planned spending on its schools budget, de-delegated items, high needs budget, early years budget, central provision within the schools budget and children’s and young people’s services.

The LA’s s.251 budget statement, and the DfE’s benchmarking data that will be published later in the year, should assist the Schools Forum’s consideration of budget levels and the balance of funding between early years, primary, secondary and special schools.

The information for 2014/15 was submitted to the DfE via its data collection and management system for education (COLLECT) by the 31 March 2014 deadline. As is customary, the DfE will carry out a number of checks on it. However, to ensure compliance with the statutory requirements, the LA has published the Early Years report, the LA Table report and the Schools Table report in the 'Downloads' section of LCC's website at:

<http://www.lincolnshire.gov.uk/parents/schools/for-schools/s251-statements>

This means that details are available to all maintained schools and academies; private, voluntary and independent providers that are funded to provide free early years provision to two, three and four year olds, and; the general public. The documents will be refreshed should the DfE require any amendments to the LA's reports.

Attached to this report is a copy of Table 1 – LA level information. This provides an overall picture of the funding being allocated direct to schools, the amount being spent on education centrally and the amount being spent on children's social care.

The LA proposed a number of changes to the centrally held budgets within the Dedicated Schools Grant for 2014/15. They were reported to and discussed by the Schools Forum at its meeting on 15th January 2014 and no material changes have been made to the budgets since then.

The report to Schools Forum in January 2014 stated that the Higher Needs block allocation for 2014/15 announced by the DfE on 18th December 2013 was provisional and could be subject to adjustment as a result of submissions made by LAs on 23rd December 2013, and a review of those figures by the DfE. Table 1 of that report showed Lincolnshire's provisional Higher Needs block for 2014/15 to be £60.906m. The report registered officers' concerns about the uncertainty that a late amendment to the Higher Needs block could create. The LA suggested that any uncommitted funds could be set aside to appear as an underspending at the end of the financial year. That would then be considered by the Schools Forum in October 2015.

On 13th March 2014, the DfE advised that Lincolnshire's Higher Needs block for 2014/15 would be £61.83m. This represents an increase of £0.924m on the DfE's provisional figure reported to the Schools Forum in January 2014. In its explanatory note, the DfE stated that its review of LAs' December returns had left some headroom which was to be distributed in two main ways:

1. A flat rate distribution based on 2014 population estimates using the 2 to 19 age group. Lincolnshire's share of the £38.62m national total is £0.487m.
2. LA planned additional places for the 2014/15 academic year, funded at £5,000 per place. Lincolnshire's share of the £6.1m total is £0.220m.

The DfE also made additional amendments following the review of each LA's bid for places. At the time of drafting this report, these adjustments were still the subject of ongoing discussion between the LA and the DfE. The revised DSG for 2014/15 has been published on the DfE's website and is £484.933m.

The LA will present a report on the s.251 benchmarking data later in the year, following publication of LAs' data by the DfE.

RECOMMENDATIONS

The Schools Forum is asked to note the contents of the report.

APPENDICES (If applicable) - these are listed below and attached at the back of the report.

Appendix 1 – The LA's s.251 Table 1 data for 2014/15

| BACKGROUND PAPERS | | | |
|--------------------------|-------------------------------------|-----------------|----------------------------------|
| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
| Report to Schools Forum | School funding arrangements 2014/15 | 15 January 2014 | County Offices, Newland, Lincoln |

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LA Table: FUNDING PERIOD (2014-15)

Department for Education Section 251 Financial Data Collection

Report produced on 31/03/2014 16:46:47

Local Authority 925 Lincolnshire

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|---|-------------|-------------|-------------|----------------------------|-------------|----------------|-------------|---------|-------------|
| 1.0.1 Individual Schools Budget (before Academy recoupment) | 30,857,935 | 193,479,183 | 190,933,881 | 17,202,685 | 2,477,333 | | 434,951,017 | | 434,951,017 |
| 1.1.1 Contingencies | | 1,255,747 | 0 | | | | 1,255,747 | 0 | 1,255,747 |
| 1.1.2 Behaviour support services | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.1.3 Support to UPEG and Bilingual learners | | 158,547 | 31,125 | | | | 189,672 | 6,410 | 183,262 |
| 1.1.4 Free school meals eligibility | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.1.5 Insurance | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.1.6 Museum and Library services | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.1.7 Licences/subscriptions | | 131,821 | 5,779 | | | | 137,600 | 137,600 | 0 |
| 1.1.8 Staff costs supply cover | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.1.9 Staff costs – supply cover for facility time | | 0 | 0 | | | | 0 | 0 | 0 |
| 1.2.1 Top up funding - maintained providers | 22,159 | 3,911,090 | 679,006 | 11,038,626 | 3,178,107 | | 18,828,988 | 17,100 | 18,811,888 |
| 1.2.2 Top up funding - Academies and Free Schools | 0 | 862,959 | 2,763,829 | 1,239,294 | 0 | 0 | 4,866,082 | 0 | 4,866,082 |
| 1.2.3 Top up funding - independent providers | 52,845 | 184,958 | 237,804 | 5,416,640 | 0 | 2,208,638 | 8,100,885 | 40,000 | 8,060,885 |
| 1.2.4 Additional high needs targeted funding for mainstream schools and academies | 0 | 2,792,784 | 2,683,263 | | | | 5,476,047 | 0 | 5,476,047 |
| 1.2.5 SEN support services | 2,626,372 | 659,271 | 659,271 | 219,191 | 0 | 0 | 4,164,105 | 87,770 | 4,076,335 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|--|-------------|-----------|-----------|----------------------------|-------------|----------------|-----------|-----------|-----------|
| 1.2.6 Hospital education services | | | | 0 | 0 | | 0 | 0 | 0 |
| 1.2.7 Other alternative provision services | 0 | 0 | 0 | 0 | 429,781 | 0 | 429,781 | 0 | 429,781 |
| 1.2.8 Support for inclusion | 596,999 | 1,680,151 | 1,361,976 | 385,317 | 0 | 45,376 | 4,069,819 | 755,667 | 3,314,152 |
| 1.2.9 Special schools and PRUs in financial difficulty | | | | 0 | 0 | | 0 | 0 | 0 |
| 1.2.10 PFI and BSF costs at special schools | | | | 0 | 0 | | 0 | 0 | 0 |
| 1.2.11 Direct payments (SEN and disability) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.2.12 Carbon reduction commitment allowances (PRUs) | | | | | 0 | | 0 | 0 | 0 |
| 1.3.1 Central expenditure on children under 5 | 1,268,040 | | | | | | 1,268,040 | 5,590 | 1,262,450 |
| 1.4.1 Contribution to combined budgets | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1.4.2 School admissions | 0 | 302,312 | 235,952 | 0 | 0 | | 538,264 | 3,730 | 534,534 |
| 1.4.3 Servicing of schools forums | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1.4.4 Termination of employment costs | 1,113 | 48,078 | 2,226 | 4,229 | 0 | | 55,646 | 0 | 55,646 |
| 1.4.5 Falling Rolls Fund | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1.4.6 Capital expenditure from revenue (CERA) | 94,575 | 6,098,317 | 523,244 | 2,668,170 | 0 | | 9,384,306 | 2,291,150 | 7,093,156 |
| 1.4.7 Prudential borrowing costs | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1.4.8 Fees to independent schools without SEN | 0 | 0 | 982,957 | 0 | 0 | | 982,957 | 0 | 982,957 |
| 1.4.9 Equal pay - back pay | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1.4.10 Pupil growth/ Infant class sizes | 0 | 1,500,000 | 0 | 0 | 0 | | 1,500,000 | 0 | 1,500,000 |
| 1.4.11 SEN transport | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|--|-------------|-------------|-------------|----------------------------|-------------|----------------|--------------|-----------|-------------|
| 1.4.12 Exceptions agreed by Secretary of State | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.4.13 Other Items | 5,027 | 279,596 | 54,325 | 20,107 | 0 | 0 | 359,055 | 0 | 359,055 |
| 1.5.1 Other Specific Grants | 399,080 | 733,940 | 22,500 | 52,150 | 0 | 0 | 1,207,670 | 1,207,670 | 0 |
| 1.6.1 TOTAL SCHOOLS BUDGET (before Academy recoupment) | 35,924,145 | 214,078,754 | 201,177,138 | 38,246,409 | 6,085,221 | 2,254,014 | 497,765,681 | 4,552,687 | 493,212,994 |
| 1.7.1 Estimated Dedicated Schools Grant for 2014-15 | | | | | | | 484,932,972 | | |
| 1.7.2 Dedicated Schools Grant brought forward from 2013-14 | | | | | | | 5,436,000 | | |
| 1.7.3 Dedicated Schools Grant brought to 2015-16 | | | | | | | 0 | | |
| 1.7.4 EFA funding | | | | | | | 4,280,199 | | |
| 1.7.5 Local Authority additional contribution | | | | | | | 0 | | |
| 1.7.6 Total funding supporting the Schools Budget (lines 1.7.1 to 1.7.5) | | | | | | | 494,649,171 | | |
| 1.8.1 Academy: recoupment from the Dedicated Schools Grant (please show any recoupment from the DSG as a negative in the cell) | | | | | | | -216,736,321 | | |
| 2.0.1 Therapies and other health related services | | | | | | | 127,743 | 66 | 127,677 |
| 2.0.2 Central support services | | | | | | | 3,080,900 | 2,354,757 | 726,143 |
| 2.0.3 Education welfare service | | | | | | | 937,828 | 183,298 | 754,530 |
| 2.0.4 School improvement | | | | | | | 3,254,062 | 27,142 | 3,226,920 |
| 2.0.5 Asset management - education | | | | | | | 201,537 | 52,126 | 149,411 |
| 2.0.6 Statutory/ Regulatory duties - education | | | | | | | 3,395,748 | 114,747 | 3,281,001 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|--|-------------|-----------|------------|----------------------------|-------------|----------------|------------|-----------|------------|
| 2.0.7 Premature retirement cost/ Redundancy costs (new provisions) | | | | | | | 0 | 0 | 0 |
| 2.0.8 Monitoring national curriculum assessment | | | | | | | 3,013 | 9 | 3,004 |
| 2.1.1 Educational psychology service | | | | | | | 1,900,021 | 30,064 | 1,869,957 |
| 2.1.2 SEN administration, assessment and coordination and monitoring | | | | | | | 1,311,418 | 484 | 1,310,934 |
| 2.1.3 Parent partnership, guidance and information | | | | | | | 259,159 | 5,851 | 253,308 |
| 2.1.4 Home to school transport: SEN transport expenditure(0 - 25) | 0 | 0 | 0 | 7,648,083 | 0 | 0 | 7,648,083 | 12,684 | 7,635,399 |
| 2.1.5 Home to school transport: Other home to school transport expenditure | 0 | 3,718,264 | 13,873,975 | 0 | 0 | 2,524,420 | 20,116,659 | 1,261,743 | 18,854,916 |
| 2.1.6 Supply of school places | | | | | | | 459,777 | 35,292 | 424,485 |
| 2.2.1 Young people's learning and development | | | 1,307,037 | 44,749 | 7,897 | | 1,359,683 | 358,036 | 1,001,647 |
| 2.2.2 Adult and Community learning | | | | | | | 2,450,862 | 1,939,200 | 511,662 |
| 2.2.3 Pension costs | | | | | | | 4,897,320 | 46,766 | 4,850,554 |
| 2.2.4 Joint use arrangements | | | | | | | 0 | 0 | 0 |
| 2.2.5 Insurance | | | | | | | 43,301 | 70 | 43,231 |
| 2.3.1 Other Specific Grant | | | | | | | 0 | 0 | 0 |
| 2.4.1 Total Other education and community budget | | | | | | | 51,447,114 | 6,422,335 | 45,024,779 |
| 3.0.1 Funding for individual Sure Start Children's Centres | | | | | | | 2,218,984 | 96,012 | 2,122,972 |
| 3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres | | | | | | | 6,961,913 | 443,906 | 6,518,007 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|---|-------------|---------|-----------|----------------------------|-------------|----------------|------------|---------|------------|
| 3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres | | | | | | | 337,865 | 5,085 | 332,780 |
| 3.0.4 Other early years funding | | | | | | | 514,896 | 848 | 514,048 |
| 3.0.5 Total Sure Start Children's Centres and Early Years Funding | | | | | | | 10,033,658 | 545,851 | 9,487,807 |
| 3.1.1 Residential care | | | | | | | 4,510,748 | 8,120 | 4,502,628 |
| 3.1.2 Fostering services | | | | | | | 8,745,272 | 244,235 | 8,501,037 |
| 3.1.3 Adoption services | | | | | | | 1,639,330 | 28,930 | 1,610,400 |
| 3.1.4 Special guardianship support | | | | | | | 585,489 | 1,661 | 583,828 |
| 3.1.5 Other children looked after services | | | | | | | 996,393 | 325,511 | 670,882 |
| 3.1.6 Short breaks (respite) for looked after disabled children | | | | | | | 1,986,533 | 304,544 | 1,681,989 |
| 3.1.7 Children placed with family and friends | | | | | | | 726,745 | 1,628 | 725,117 |
| 3.1.8 Education of looked after children | 17,893 | 34,978 | 58,338 | 55,013 | 0 | | 166,222 | 992 | 165,230 |
| 3.1.9 Leaving care support services | | | | | | | 2,070,076 | 4,280 | 2,065,796 |
| 3.1.10 Asylum seeker services children | | | | | | | 8,007 | 169 | 7,838 |
| 3.1.11 Total Children Looked After | 17,893 | 34,978 | 58,338 | 55,013 | 0 | | 21,434,815 | 920,070 | 20,514,745 |
| 3.2.1 Other children and families services | | | | | | | 134,950 | 1,779 | 133,171 |
| 3.3.1 Social work (including LA functions in relation to child protection) | | | | | | | 16,569,612 | 286,925 | 16,282,687 |
| 3.3.2 Commissioning and Children's Services Strategy | | | | | | | 6,007,416 | 41,454 | 5,965,962 |
| 3.3.3 Local Safeguarding Children Board | | | | | | | 395,110 | 300,743 | 94,367 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|--|-------------|---------|-----------|----------------------------|-------------|----------------|-------------|------------|-------------|
| 3.3.4 Total Safeguarding Children and Young People's Services | | | | | | | 22,972,138 | 629,122 | 22,343,016 |
| 3.4.1 Direct payments | | | | | | | 451,471 | 808 | 450,663 |
| 3.4.2 Short breaks (respite) for disabled children | | | | | | | 926,916 | 1,681 | 925,235 |
| 3.4.3 Other support for disabled children | | | | | | | 720,476 | 2,895 | 717,581 |
| 3.4.4 Targeted family support | | | | | | | 10,132,855 | 852,648 | 9,280,207 |
| 3.4.5 Universal family support | | | | | | | 1,183,066 | 83,173 | 1,099,893 |
| 3.4.6 Total Family Support Services | | | | | | | 13,414,784 | 941,205 | 12,473,579 |
| 3.5.1 Universal services for young people | | | | | | | 4,276,313 | 390,291 | 3,886,022 |
| 3.5.2 Targeted services for young people | | | | | | | 4,336,546 | 133,891 | 4,202,655 |
| 3.5.3 Total Services for young people | | | | | | | 8,612,859 | 524,182 | 8,088,677 |
| 3.6.1 Youth justice | | | | | | | 4,494,406 | 3,433,809 | 1,060,597 |
| 4.0.1 Capital Expenditure from Revenue (CERA) (Non-schools budget functions and Children's and young people services) | | | | | | | 0 | 0 | 0 |
| 5.0.1 Total Schools Budget and Other education and community budget (excluding CERA) (lines 1.6.1 and 2.4.1) | | | | | | | 549,212,795 | 10,975,022 | 538,237,773 |
| 5.0.2 Total Children and Young People's Services and Youth Justice Budget (excluding CERA)(lines 3.0.5 + 3.1.11 + 3.2.1 + 3.3.4 + 3.4.6 + 3.5.3 + 3.6.1) | | | | | | | 81,097,610 | 6,996,018 | 74,101,592 |

| Description | Early Years | Primary | Secondary | SEN/ Special Schools | AP/ PRUs | Post School | Gross | Income | Net |
|--|-------------|------------|-----------|----------------------------|-------------|----------------|-------------|------------|-------------|
| 6 Total Schools Budget, Other education and community budget, Children and Young People's Services and Youth Justice Budget (excluding CERA) (lines 5.0.1 + 5.0.2) | | | | | | | 630,310,405 | 17,971,040 | 612,339,365 |
| 7 Capital Expenditure (excluding CERA) | 834,060 | 17,676,392 | 2,439,620 | 1,475,928 | 0 | | 22,426,000 | 20,617,000 | 1,809,000 |
| 8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances) (included in 3.5.1 and 3.5.2 above) | | | | | | | 319,767 | 1,279 | 318,488 |
| 8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above) | | | | | | | 265,814 | 228,612 | 37,202 |

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REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|--|
| NAME OF COMMITTEE: | Schools Forum |
| DATE OF MEETING: | 23 April 2014 |
| SUBJECT: | DfE consultation: Fairer Schools Funding in 2015/16 |
| REPORT BY: | Tony Warnock Head of Finance (Children's and Specialist Services) |
| NAME OF CONTACT OFFICER: | Tony Warnock |
| CONTACT OFFICER TEL NO: | 01522 553250 |
| CONTACT OFFICER EMAIL ADDRESS: | tony.warnock@lincolnshire.gov.uk |
| IS REPORT CONFIDENTIAL? | No |

SUMMARY

1. The purpose of this report is to advise the Schools Forum that on 13th March 2014, the DfE launched a consultation entitled 'Fairer Schools Funding in 2015/16'. The report considers the key issues and seeks the Schools Forum's views on those prior to the Local Authority (LA) submitting a response to the DfE by the closing date of 30th April 2014.

DISCUSSION

2. The DfE has launched a consultation entitled 'Fairer Schools Funding in 2015/16'. A copy of the consultation document is available at:

<https://www.gov.uk/government/consultations/fairer-schools-funding-2015-to-2016>

3. The key points to note are:

- a. A new national fair funding formula will not be introduced in 2015/16. By way of explanation, the DfE stated that a national funding formula will be issued when the government has set spending plans over a longer period of time, to enable LAs to have more certainty about how the formula will affect them over a number of years. The government's next spending plans are for one year only, i.e. 2015/16.
- b. The document states that the proposals '..... will begin to address the unfairness of the current system and provide some help to authorities that are least fairly funded.'
- c. In 2015/16, the government plans to fund LAs at the same cash level per pupil as for 2014/15. No LA will therefore receive less per pupil funding in cash terms. The government will however allocate an additional £350m in 2015/16 to LAs with schools that are most in need.
- d. To determine whether a LA will qualify for funding, the DfE has calculated the minimum funding level for each one, by setting minimum funding levels for the following five pupil and two school characteristics. Table 1 shows these factors, the government's proposed minimum funding levels¹ and Lincolnshire's 2014/15 rates:

Table 1

| No. | Formula factor | DfE minimum rates | Lincolnshire's rate for 2014/15 |
|-----|---|----------------------------|---------------------------------|
| 1 | Age weighted pupil (awpu): Primary Key Stage 3 Key Stage 4 | £2,845 £3,951 £4,529 | £2,542 £3,468 £4,274 |
| 2 | Deprivation (free school meals and IDACI) | £893 to £1,974 | £1,186 to £2,379 |
| 3 | Looked After Children (LAC) | £1,009 | £600 |
| 4 | Low prior attainment: Primary Secondary | £878 £1,961 | £1,641 £1,420 |
| 5 | English as an Additional Language (EAL): Primary Secondary | £505 £1,216 | £1,000 £1,000 |
| 6 | Lump sum: Primary Secondary | £117,082 £128,189 | £115,490 £175,000 |
| 7 | Sparsity | £53,988 | £100,000 |
| 8 | Area Cost Adjustment | This varies from LA to LA | Not applicable |

- e. The minimum funding level for the awpu has been set at the average that LAs currently allocate through them.
- f. 75% of the £350m has then been applied to the awpu, with the remaining funds being allocated to the other factors.
- g. The government has used this information to calculate a minimum level of funding for each pupil in every school and where the Local Authority's (LA) funding is currently below that level, extra funding will be provided.
- h. As indicated above, an area cost adjustment has been applied to LAs with higher salary levels.
- i. 62 of the 152 LAs will receive a share of the £350m. Lincolnshire is one of those and provisional figures suggest this would be £3.7m or an increase of 0.9% in the

¹ These are based on LAs' 2013/14 proformas (except lump sum and sparsity where 2014/15 figures have been used) . The minimum levels will be updated when the 2014/15 proformas are available.

Dedicated Schools Grant (DSG). If the proposals remain unchanged after the consultation, the figures could still vary due to the DfE's planned use of LAs' 2014/15 proformas and data.

- j. Under the proposed approach:
 - i. The % increases in DSG range from 0.01% (Derby) to 11.3% (Bromley).
 - ii. In monetary terms, the increases range from £24.8m (Surrey) to £0.1m (Derby).
 - iii. Lincolnshire's £3.7m increase seems modest when one considers the likely levels of pay and price inflation next year.
 - iv. Lincolnshire's % increase is the 15th lowest of the 62 qualifying LAs and its per pupil funding would then be the 25th lowest of the 'least fairly funded' group of LAs.
 - v. In some cases, the differential in funding between Lincolnshire and other LAs will widen. 17 LAs that currently receive more per pupil funding than Lincolnshire would receive a greater percentage increase in their funding. For example, Westminster's current funding per pupil is £5,663 and this will rise by 3.5% to £5,862. Lincolnshire's comparable figures are £4,329 and £4,370 respectively. Also, 8 LAs that are currently receiving less per pupil funding than Lincolnshire will receive more per pupil funding than Lincolnshire under the proposals.
 - vi. LAs with similar characteristics to Lincolnshire will receive a greater increase in funding. For example, Norfolk's current per pupil funding is £5 greater than Lincolnshire's at £4,334, but its funding will rise by 3.7% to £4,494, well above Lincolnshire's £4,370. Every year, that will draw in an additional £16.0m to Norfolk compared to Lincolnshire's £3.7m.
 - k. Stability remains important to the government and so no LA or school's per pupil funding will fall as a result of the proposal.
 - l. It will be for LAs to decide how best to apply the additional funding to its local formulae. LAs are not required to distribute the funding through all seven factors, or set the rates for those factors at or above the minimum rates used by the government for allocating these funds.
 - m. The per pupil Minimum Funding Guarantee (MFG) has been confirmed at minus 1.5% for 2015/16, so protection arrangements will remain in place at school level.
 - n. No other DfE changes to LA funding formulae are expected in 2015/16, although the new sparsity factor is being reviewed and the consultation seeks views on that.
 - o. The consultation closes on 30 April 2014.
4. At the time of writing this report, the DfE was releasing further information to LAs on how the minimum funding levels had been calculated. That information will be reviewed and consideration will be given as to whether the proposed response in Appendix 1 requires amendment.
 5. The consultation invites views on how to set the minimum funding levels and how the DfE will distribute the additional £350m of funding. A copy of the draft response is set out in Appendix 1 for the Schools Forum to comment on.
 6. The delay in implementing a national funding formula is disappointing because it was hoped that the wide differential in per pupil funding across LAs would be markedly reduced in the near future. The proposed increase for Lincolnshire's DSG in 2015/16 is modest in the context of likely pay and price inflation for that year. Having said that, it is clear from the consultation that stability in school funding remains a top priority for the government, and so any major redistribution of resources between LAs was likely to have been curtailed by significant transitional protection arrangements. The relative protection of school funding next year should also perhaps be seen in the context of the wider reductions in public sector funding, including an expected 10% or more reduction in the LA's non-schools budget.
 7. LAs will be free to decide how to allocate any additional DSG funds that are forthcoming in 2015/16. It could be inferred from the consultation document that this funding is intended for

primary and secondary schools only. However, the use of any increase in funding will need to be considered by the LA and Schools Forum later in the year when the outcome from the consultation is known.

RECOMMENDATIONS

The Schools Forum is asked to:

1. note the content of the report;
2. comment on the government's proposals;
3. consider whether it supports the LA's provisional views as set out in the draft response at Appendix 1; and
4. decide whether to support a joint response to the DfE's consultation.

APPENDICES (If applicable) - these are listed below and attached at the back of the report.

Appendix 1: DfE Consultation questions and Lincolnshire County Council's draft response

BACKGROUND PAPERS

| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
|------------------|-----------------------------------|-----------------------------|---|
| DfE Consultation | Fairer Schools Funding in 2015/16 | 13 th March 2014 | https://www.gov.uk/government/consultations/fairer-schools-funding-2015-to-2016 |

DfE Consultation questions and Lincolnshire County Council's draft response

Lincolnshire County Council welcomes the opportunity to comment on the government's consultation.

1. As one of the lowest funded LAs for schools, it is disappointing that a new national fair funding formula will not be introduced in 2015/16, as previously expected.
2. The fact that no further changes will be made to LA's local funding formulae in 2015/16 is welcome. There has been considerable change and uncertainty in school funding for several years now and a period of relative stability is likely to be welcomed by schools.
3. The setting of the Minimum Funding Guarantee at minus 1.5% for 2015/16 is likely to be welcomed by schools, as it continues to offer a significant level of protection in times of austerity.
4. Whilst the provision of additional funding to the least fairly funded LAs is welcome, the extra £350m being made available is relatively modest and would constitute only c.1% of the national DSG. This sum is unlikely to cover pay and price inflation in 2015/16. Also, it cannot have a major impact on reducing the huge differentials in per pupil funding that currently exist across LAs, and that is hugely disappointing.
5. The DfE's approach of selecting most formula factors and applying average funding rates to determine minimum funding levels for each LA appears arbitrary and does not appear to be based on need. The proposed allocations are therefore unfair. Although Lincolnshire will qualify for funding under the proposals, its allocation at 0.9% is one of the lowest. Some LAs that already receive considerably greater levels of funding than Lincolnshire will receive significantly more funding in 2015/16, and so in some cases the current disparity in funding will only widen. Also, other LAs with similar characteristics to Lincolnshire will receive significantly more funding under the proposals (e.g. Norfolk, which will receive a 3.7% increase). This represents an extra £12m in funding each year, which appears to be completely unjustifiable given that both LAs are also of similar size.
6. Lincolnshire's 2014/15 actual awpu funding rates are between £200 and £500 lower than the DfE's minimum rates. As most school funding is distributed through awpus, this demonstrates the considerable shortfall in funding for LAs like Lincolnshire. The allocation of £350m and the proposed method of distribution will not have a significant impact on this critical issue.
7. The proposals are perpetuating the flaws and inconsistencies in the current funding system. The consultation states that for the first time in a decade funding is being allocated on the basis of actual characteristics of LAs pupils and their schools. However, the setting of minimum funding levels based on average funding across LAs, will clearly continue to reflect the funding system of the past. Other than the proposal for the Area Cost Adjustment, there appears to be no assessment of need and this is a fundamental weakness of the proposals.
8. The cost of running small schools in rural LAs is one area where a needs assessment is urgently required. It is inappropriate to use LA averages for that calculation when the needs of LAs are so diverse, and when the setting those rates has been heavily and adversely influenced by the government's decisions to place a cap on the lump sum. An appropriate lump sum rate should be determined for rural authorities through a needs assessment. It is inconsistent and unfair to adopt a needs assessment approach for the Area Cost Adjustment, which benefits the London boroughs, and not to do so for other elements of the formula such as the lump sum for rural schools.

1 Do you agree that the existing distribution of schools funding is unfair?

Yes. The disparity in per pupil funding is far too great and the formula underpinning it is out of date. However, the proposals in the consultation do not go far enough to redress this huge imbalance.

2 Do you agree with our proposed choice of characteristics to which to attach minimum funding levels?

Yes. It seems sensible to include in this mechanism the main formula factors currently permitted by DfE's regulations. However, the differentials in funding between Lincolnshire's actual awpu rates and the minimum specified by the DfE amount to between £200 and £500 and so this demonstrate how much further the government needs to go to deliver fair funding to schools across the country.

Given our proposal to set minimum funding levels such that we can afford to fund all local authorities at those levels or above in 2015-16, do you agree with the proposed values of the minimum funding levels?

The values should be determined by reference to need, not by reference to average funding values used by LAs, because they are a reflection of the decade old funding formulae which is out of date and fails to reflect need.

3 a) Age Weighted Pupil Unit

The proposed rates are acceptable but demonstrate the huge gulf between the minimum rates and those affordable in LAs like Lincolnshire. There is therefore a considerable way to go for the government to redress this inequality and unfairness.

3 b) Deprivation

This is acceptable.

3 c) Looked-after children

This is acceptable, but won't have a dramatic impact due to the relatively small numbers of LAC.

3 d) English as an additional language

This is acceptable, but won't have a dramatic impact due to the relatively small numbers of pupils with EAL.

3 e) Low prior attainment

The primary level is too low and does not reflect the need to target sufficient resource at younger children to help address learning difficulties as soon as they are identified. The secondary rate is acceptable.

3 f) Lump sum

This is unacceptable. The cost of running small schools in rural LAs continues to be overlooked by the DfE and a needs assessment is urgently required. The use of LA averages or some other arbitrary rate is wholly unjustified, not least when the needs of LAs are so diverse, and when the current lump sums have been heavily and adversely influenced by the government's decision to cap these rates. It is both inconsistent and unfair to adopt a needs based approach for the Area Cost Adjustment and not to do so for the lump sum which is equally as important to LAs with rural schools.

3 g) Sparsity

The value attributed to sparsity is too low and considerably below that currently used by Lincolnshire. For large, rural counties with a significant number of small schools, a high sparsity factor is necessary, not only to compensate for the government's unnecessary cap on the lump sum, but to enable rural schools to cover their fixed costs.

4 Do you agree that labour market cost differences should be taken into account as we allocate the £350m?

No. Those LAs that will benefit from this are already some of the highest funded in the country and this approach will only widen the differential in funding between LAs. It is accepted that there are greater labour costs in the London area, but whilst it is understandable that the DfE would want such costs to be factored in, there is a major inconsistency and unfairness in the DfE's approach. That is because the setting of the values for other factors is based on LA averages, which in turn are a

consequence of the decade old funding formula, and are not based on need. A needs assessment relating to the lump sum and small rural schools is equally as important to some LAs, as the ACA is to the London boroughs, etc.

5 Do you agree this should be calculated using the hybrid approach we have set out?

If the area cost adjustment is to be applied, the hybrid approach continues to appear preferable.

6 If you do not agree that we should use a hybrid approach, what would you prefer we used?

Not applicable.

Sparsity Review

7 We introduced a sparsity factor for the first time in 2015-16. How helpful has this factor been in ensuring that sufficient funding is targeted at small schools serving sparsely populated areas?

The sparsity factor has not been very helpful in ensuring sufficient funding is targeted at small schools, especially secondary schools. Lincolnshire has used the new factor to try to plug some of the gap in funding created by the DfE's decision to cap the secondary lump sum to a maximum of £175k, but has been unable to close it. As protection unwinds, many of our small secondary schools (most of which are academies) may struggle to survive financially. The method of assessing whether a school qualifies for sparsity funding seems bizarre, not least as the distance of pupils to their next nearest school appears to have no correlation with the fixed and variable costs of running the nearest school. Evidently, the funding allocated through this mechanism is not based on need and is fundamentally flawed.

8 Do you think it would be useful to revise the criteria for the sparsity factor to take into account the average number of pupils in each year group, rather than the number of pupils in the school? If so, how?

No. It would be helpful if this idea was exemplified to illustrate the proposal prior to comment, but a modest amendment to a fundamentally flawed approach is unlikely to be useful. Instead, the government should permit LAs to work with their schools and Schools Forum to determine an appropriate level of lump sum to help meet rural schools' fixed costs. That would mean raising the lump sum from £0.175m towards £0.3m.

9 Are there any other changes you would like to suggest to improve the operation of this factor, and why?

Yes. The government should remove the factor and allow the cap on secondary lump sums to be raised to £0.3m. This would allow LAs to reflect the fixed costs that these schools have, rather than rely on an unnecessarily complicated system that doesn't reflect needs, or the costs of running small schools.

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REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|---|
| NAME OF COMMITTEE: | Schools Forum |
| DATE OF MEETING: | 23 April 2014 |
| SUBJECT: | Scheme for Financing Schools |
| REPORT BY: | Tony Warnock Head of Finance – Children’s Services |
| NAME OF CONTACT OFFICER: | Tony Warnock Head of Finance – Children’s Services |
| CONTACT OFFICER TEL NO: | 01522 553250 |
| CONTACT OFFICER EMAIL ADDRESS: | tony.warnock@lincolnshire.gov.uk |
| IS THE REPORT EXEMPT? | No |
| IS REPORT CONFIDENTIAL? | No |

SUMMARY

The purpose of this report is to alert the Schools Forum to the outcome from the recent consultation exercise with maintained schools on a proposed change to the Scheme for Financing Schools.

DISCUSSION

Background

A report to the Schools Forum in October 2013 highlighted the following key points:

1. Schemes for Financing Schools were first introduced under the Schools Standards and Framework Act 1998.
2. The Local Authority (LA) is required to publish a Scheme for Financing Schools.
3. The Scheme sets out the financial relationship between the LA and the schools it maintains.

4. Any amendments to Schemes must be consulted on with all maintained schools and be approved by the Schools Forum.
5. The Scheme is not relevant to academies. They have their own arrangements with the EFA.
6. Periodically, the DfE directs LAs to amend their Schemes. The last direction was made by the DfE on 26th March 2013.

In addition to the directed revisions stipulated by the DfE, the LA also reported in October 2013 its intention to amend the Scheme to require all maintained schools to submit a medium term finance plan (MTFP) to the LA by the 31st May each year. The report noted that:

1. Presently, schools are required by that date to submit a brief budget statement for the new year, outlining how they plan to spend their budget over the 12 month period.
2. The financial management of schools would be enhanced by the introduction of this new requirement, as a MTFP is critical to effective financial management in schools.
3. All schools are expected to maintain a MTFP and the vast majority of schools already do so.
4. The majority of schools are familiar with the LA's MTFP spreadsheet and whilst most have the skills required to update them, training will continue to be made available to maintained schools on a regular basis and free of charge.
5. The MTFP should be updated at least twice per year. One of those occasions should be when the annual budget is drafted. The LA's proposal enables the school's annual budget to be set in the context of its medium term financial position.
6. The LA will undertake high level check on schools' MTFP and any key points or concerns will be fed back to schools. No additional resource is available for the LA to undertake this additional work but, given its importance, the finance team will re-prioritise its existing work.
7. The LA will consult all maintained schools on this change, with a view to the first submissions from schools being required by the 31st May 2014.

At its meeting on the 9th October 2013, the Schools Forum gave approval to the LA's proposal to require maintained schools to submit a MTFP to the LA by 31st May each year, in advance of the consultation exercise with schools. The LA has now consulted all maintained schools. 52 (21%) schools responded and 94% of those supported the LA's proposal. Further details of the schools' responses are set out in Appendix 1. The revised Scheme is therefore now in operation and has been published for all maintained schools to read at:

<http://www.lincolnshire.gov.uk/parents/schools/for-schools/secure-area/finance/handbooks-and-guidance/scheme-for-financing-schools/117371.article>

The LA is working to ensure that appropriate security arrangements are put in place to safeguard the confidentiality of information that is routinely captured within MTFPs. Officers are confident that this change to the Scheme will help strengthen the financial management in maintained schools across the county. The new arrangements will be kept under review and improvements will be sought on an annual basis, using the feedback gained from maintained schools.

RECOMMENDATIONS

The Schools Forum is asked to note the content of the report.

BACKGROUND PAPERS

The following reports were relied upon in the writing of this report.

| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
|-------------------------|------------------------------|------------------------------|-----------------------------------|
| Report to Schools Forum | Scheme for Financing Schools | 9 th October 2013 | County Offices, Newland, Lincoln. |

APPENDICES

Appendix 1 - Maintained schools' responses to the consultation exercise

Maintained schools' responses to the consultation exercise

| | |
|--|----------------|
| Number of schools consulted | 249 |
| Number of responses received | 52 |
| Percentage response rate | 20.88% |
| Primary Sector | |
| Number of schools in favour of submitting a finance plan | 42 |
| Number of schools not in favour of submitting a finance plan | 1 |
| Did not provide an answer | 1 |
| Secondary Sector | |
| Number of schools in favour of submitting a finance plan | 2 |
| Number of schools not in favour of submitting a finance plan | 1 |
| Did not provide an answer | 0 |
| Special Sector | |
| Number of schools in favour of submitting a finance plan | 5 |
| Number of schools not in favour of submitting a finance plan | 0 |
| Did not provide an answer | 0 |
| Total number of schools in favour | 49 |
| Total number of schools not in favour | 2 |
| Number of schools that did not provide an answer | 1 |
| Percentage of schools in favour | 94.23% |
| Percentage of schools not in favour | 3.85% |
| Percentage of schools that did not provide an answer | 1.92% |
| | <u>100.00%</u> |

No responses were received from the 5 Nursery schools.

Open Report on behalf of Director for Communities

| | |
|------------|---|
| Report to: | Lincolnshire Schools Forum |
| Date: | 23 April 2014 |
| Subject: | School Collaboration on Resource Efficiency (SCoRE) update |

Summary:

The report provides an update on recent activity.

Following the agreement of the Forum the Schools Collaboration on Resource Efficiency (SCoRE) programme is being implemented. The programme takes a whole school approach and supports schools in reducing their energy bills and spend. 126 schools have already completed the programme and it is planned to continue at a rate of 30 schools per term.

Investment in proven technologies (such as boiler optimisation) has begun utilising frameworks to obtain best value.

Automatic metering has been put in place wherever possible and data is now available and visible. Monthly reports will be sent to schools showing gas and electric consumption.

Programme spend is in line with agreed profile.

Actions Required:

That progress is noted. Further analysis of savings will be presented at a future meeting.

1. Background

1.1 This report provides an update on the following strands of action that support schools in reducing energy consumption and bills.

1.2 Schools Collaboration on Resource Efficiency (SCoRE)

The SCoRE programme is now being rolled out across the county. Two SCoRE officers are employed by Keep Britain Tidy and seconded to the county council. They work full time on recruiting, training and supporting Lincolnshire schools with

the elements of the SCoRE programme. There are three strands to the programme

- Behavioural and low cost savings
- Strategic investment in boiler room improvements
- Supporting investment identified in action plans in proven technologies

Each strand has the potential to deliver savings on energy consumption and spend. Schools need to remain committed, with energy consumption high on their agenda to maintain these potential savings long-term as direct support from their SCoRE officer is withdrawn. There is confidence that reductions can be maintained with investment of appropriate technologies and improved energy management behaviour in the school.

SCoRE is funded through the DSG underspend and therefore available to all schools, including academies. The programme works with geographic clusters centred on a secondary and their key feeder primaries. Students are essential to delivering the programme. The latest SCoRE background briefing and spring newsletter are appended to the report (Appendices A and B).

126 schools have so far completed the programme (Appendix C) and 32 spring term participant schools are due to start their activities with a training day after Easter. Training days will be held at Monks Dyke Tennyson College campuses, University Academy Holbeach, Charles Reed Academy, Kirton Middlecott School, and Walton Girls High School.

Schools begin the active phase of work with a training day for carbon ambassadors, a building audit and action planning before implementing quick win actions in an 'action week'. It is planned to involve 30 schools a term, although this is partly governed by schools' motivation and sign up!

1.3 Investment in energy efficiency technologies.

The procurement process establishing Frameworks for boiler optimisation and boiler room insulation is complete and implementation started in SCoRE schools in the September 2013. This investment is carried out at no cost to the individual school.

As part of their work schools put together an action plan which details investment opportunities and their business cases. SCoRE facilitates that additional investment through a number of routes. Guidance has been prepared to assist schools. The guidance provides advice for academies on sources of investment funds. William Farr CofE Comprehensive School, De Aston School and Stamford Queen Eleanor School have all completed lighting upgrades with funding from the national Salix programme. Appendix D provides evidence of the benefits in two of the schools.

1.4 Automatic metering, monitoring and targeting.

It is important to recognise that installation of the automatic meters will not itself reduce consumption and save money. To be effective schools need to understand

what the data is telling them and to act on it. Part of the SCoRE activity in schools provides training and understanding on how the data can be understood and acted upon. As they participate, schools will receive energy reports monthly. Those reports are intended to go to head teachers, Chair of Governors and relevant contacts identified during SCoRE work.

All schools which can be set up automatically have been activated and data from installation date is available and visible. As part of SCoRE we will work with contacts to enable them to make best use of the data. Schools can request additional reports at any time. Boston West Academy have made use of additional data to measure the impact of Earth Hour held at the end of March.

1.5 Low Carbon Schools conference

In partnership with Climate East Midlands and East Midlands local authorities we held the above event on 7th March 2014. It was a one day conference for people who lead, manage, teach and govern primary and secondary schools, academies and colleges together with those from local government and further afield that provide services and support. The day explored what a low carbon school means in practice, why it's a desirable goal from a financial, educational and environmental perspective and the various ways you can make it happen through a whole school approach. It was an inspirational day and featured a range of good practice examples from across the East Midlands. Overall feedback received was good, with delegates enthusiastic about the ideas and support services available. Exhibitors, particularly the conference sponsors, were pleased with the attendance and quality of the conversations they were able to have with school decision makers.

2. Conclusion

The SCoRE programme is making good progress with good levels of participation and significant savings made through quick wins and action weeks. Programme spend is on profile. Despite regrettable delays monthly consumption reports have been made available to participating schools and will soon be available to all schools with enabled meters. Boiler optimisation and boiler room insulation work is on track and all schools seem to be happy with their installations.

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 | SCoRE background information |
| Appendix B | SCoRE spring 2014 newsletter |
| Appendix C | Schools taking part in SCoRE and results |

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 Douglas Robinson, who can be contacted on 01522 554816 or douglas.robinson@lincolnshire.gov.uk.

The SCoRE Programme



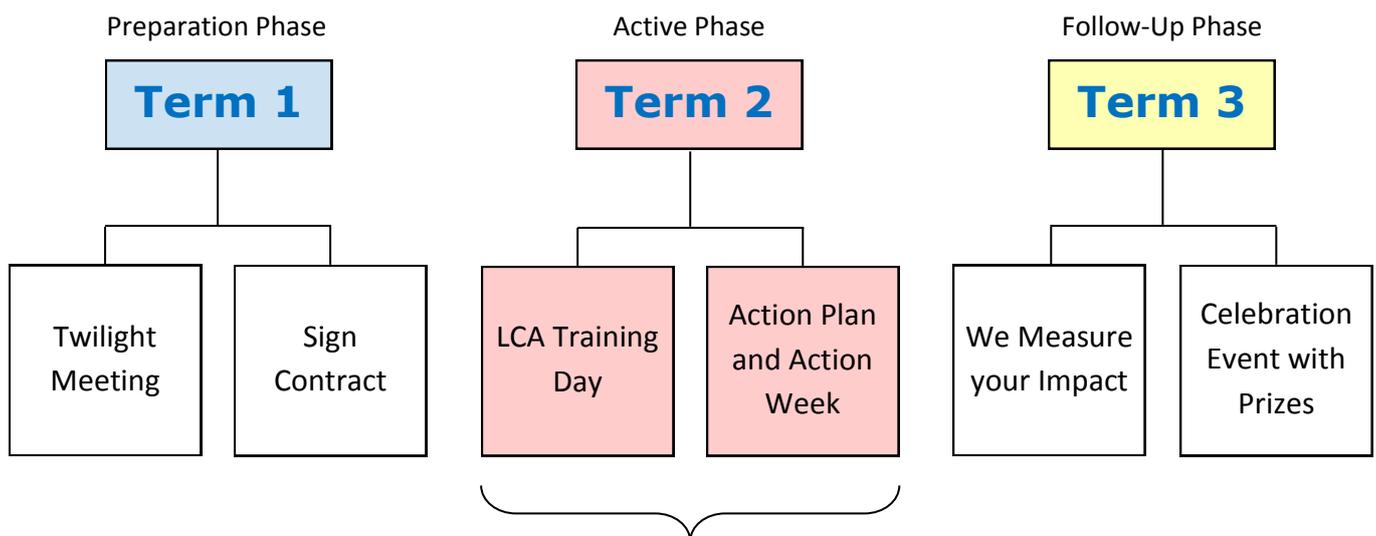
What is SCoRE?

SCoRE has been established by Lincolnshire County Council to help all schools become more sustainable. Participation is free for all, including academies. The Programme has been developed for upper KS2 and lower KS3 students taking an active role in their schools. We focus primarily on energy reduction to help realise immediate cost and carbon footprint savings. Registered schools have reported energy consumption savings of around 20% simply by making a few small changes. At a time when budgets are tight, every pound you save can be re-invested in your school, staff and resources.

What are the Benefits?

- ✓ Reduction in your school's utility bills and carbon footprint
- ✓ Free boiler load optimisation technology and free valve and flange insulation for your school's boiler room(s)
- ✓ Special access to financial support for investing in energy-saving measures via our SCoRE Revolving Fund
- ✓ Obtain a wider understanding of the environment and our impacts on it
- ✓ Work alongside schools in your area and share ideas
- ✓ SCoRE is completely free to participate in!

How it Works - Project Timeline



For this term we work closely with your LCAs - approximately **1 hour a week** see below for details

Lincolnshire Carbon Ambassadors

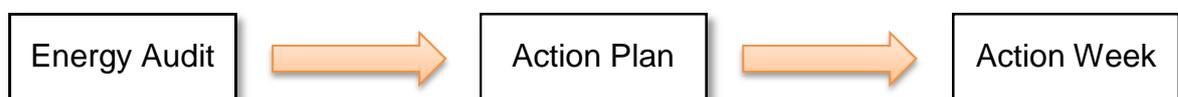
Three students from your school will be trained to become Lincolnshire Carbon Ambassadors. At a Training Day with other schools in your cluster, they will be taught how to conduct a building Energy Audit to identify opportunities for action. They will then have the necessary skills to be able to complete an Audit and Action Plan for your own school. The best Lincolnshire Carbon Ambassadors are students that are enthusiastic, confident and able. They will need to be able to implement their Action Plan, explaining to people why it is important and how much money and carbon can be saved.

Training Day Learning Outcomes

- Learn the principles of the Greenhouse Effect
- Learn how to conduct an Energy Audit and identify areas for improvement
- Learn how to prioritise improvements and develop an Action Plan

Action Week

Action Week will be your school's chance to put all the opportunities developed from the Energy Audit into practice. These should be the "quick win" low-cost or no-cost actions that could include holding an eco-assembly, active labelling of light switches or designating classroom energy monitors. Encouraging behavioural change and re-thinking everyday practice is essential; sustainability in your school should be "built-in" and not just "bolt-on".



Your Commitment

We ask for your LCAs enrolled to commit approximately 1 hour a week to the Programme to get the most out of SCoRE. It is a student-led project, meaning that the students do the work – not the staff. After the Training Day, you will have fortnightly visits for one full school term from your SCoRE Officer to help your LCAs through the process.

Do you have any questions about the SCoRE Programme? Please get in touch! Contact score@lincolnshire.gov.uk for further information.



Lincolnshire Carbon Ambassador News

Welcome back, Lincolnshire Carbon Ambassadors!

A huge well done to all of you that have been involved with helping your school save energy! All the schools that have been involved in the programme have worked really hard and seen some great savings. This is especially impressive as we would expect schools to increase their electricity use over the Christmas term as the days become shorter. LCAs have come up with some really great ideas over the term.

- LCAs at Tydd St. Mary Primary School and at Pointon St. Gilbert's Primary School carried out spot-checks on classrooms to check if classes were wasting electricity
- At Branston Junior School and Navenby Primary School, LCAs explained how the greenhouse effect worked to their whole school, through an interactive role-play.
- LCAs at Horbling Brown's Primary School organized a 'Green Day', where everyone in school wore something green. A special well done goes to the Market Rasen cluster and to Osgodby Primary School in particular, who managed to reduce their energy consumption by 59% over the Summer Term!



INVESTIGATE! Are there any areas around school where lights are always left on e.g. in toilets? What can be done about this?

Case Study: Morton CofE Primary School

LCAs at Morton Primary School conducted a very thorough energy audit and wrote a fantastic action plan. They then came up with a different theme for each day of Action Week:

Make a Plan Monday
Temperature Tuesday
Whiteboard Wednesday
Turn it Around Thursday
Flick the Switch Friday

All of this hard work has meant that Morton Primary School have used less energy compared to this time last year!



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SCoRE News

The SCoRE Programme, aimed at bringing sustainability into schools, celebrates its' 100th school enrolled

Uptake of SCoRE across Lincolnshire has been fantastic and we have just successfully delivered the programme to our first one hundred schools.

This Spring the LCC SCoRE Team are working with clusters of schools in:

- **Gainsborough** - Queen Elizabeth's High School
- **Lincoln** - Priory Academy LSST and Cherry Willingham Community School
- **Louth** - Cordeaux Academy

Energy Saving in Market Rasen

After the SCoRE Training Day at De Aston School, fully trained "Lincolnshire Carbon Ambassador" pupils were required to conduct an energy audit of their own school, utilising their knowledge of energy efficiency. LCAs then went on to write an action plan, which was filled with energy saving ideas for short and long term strategies.

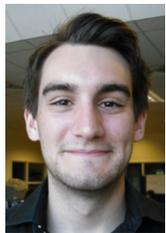
The SCoRE Team would like to congratulate all of the schools in this cluster for all of their fantastic enthusiasm and ingenuity, the LCAs worked really hard to tackle their energy usage over a whole school term. In particular we were delighted to award Osgodby Primary School with the "biggest percentage reduction prize". Eleanor, Alice and Jake should be extremely proud of themselves and we are looking forward to seeing which energy saving measure they would like to spend the prize money on. Keep up the great work!



LCAs from the Market Rasen cluster (clockwise from top left): Sam Brown, Luke Hewson, Chloe Mason, Joshua Wade, Jack Matthews, Mija Richardson, Alice Pedersen, Eleanor Moore, Jake Oliver



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Morton C of E Primary School

An Action Packed Action Week

After attending a Training Day at Bourne Academy in September and conducting a very thorough audit of their school, the three LCAs from Morton CE Primary School came up with a brilliant Action Plan and a very busy Action Week. Each day had a different theme which everyone in school got involved with.

- *Make a Plan Monday* – each class came up with a plan to make their classroom more sustainable
- *Temperature Tuesday* – each class monitored the temperature of their classroom every half an hour. Pupils noticed that temperatures were consistently above 20°C and after some investigating, the school found out that their heating system had been set at the wrong temperature.
- *Whiteboard Wednesday* – on this day, the school focused on making sure whiteboards were not left on unnecessarily and were switched off at the end of the day.
- *Turn-it-around Thursday* – each class thought about recycling in their classroom
- *Flick the Switch Friday* – everybody in school focused on how they used energy in school by trying to use as few lights and appliances as possible.

All of this hard work has meant Morton school have reduced their electricity consumption compared to this time last year so a huge well done to them!



Reminder!

Don't forget to book your place at the **East Midlands Low Carbon Schools Conference!** For more information, please visit <http://www.climate-em.org.uk/events/item/low-carbon-school-conference> Book your place at <http://bookwhen.com/cem-events>

Energy Price Increases

The big six utility companies operating in the UK announced more energy price increases in December 2013. If your school is on the ESPO contract, energy prices are well managed and reviewed regularly to accommodate the fluctuating market. In October, prices for electricity and gas rose by 10% and 8% respectively and are due for review. With prices likely to continue increasing, it is especially important for your school to consider how energy is used and where savings can be made.

Boiler Room Improvements

As part of the SCoRE Programme, schools receive free boiler load optimisation technology and valve and flange insulation for boiler rooms. These energy saving measures are now being installed across schools that have successfully completed SCoRE and will deliver extra savings on gas or oil consumption of around 15%. For more info, please send an email to score@lincolnshire.gov.uk

If you would like your school to be involved in SCoRE, we would love to hear from you! Please send an email to score@lincolnshire.gov.uk and we will get back to you asap.

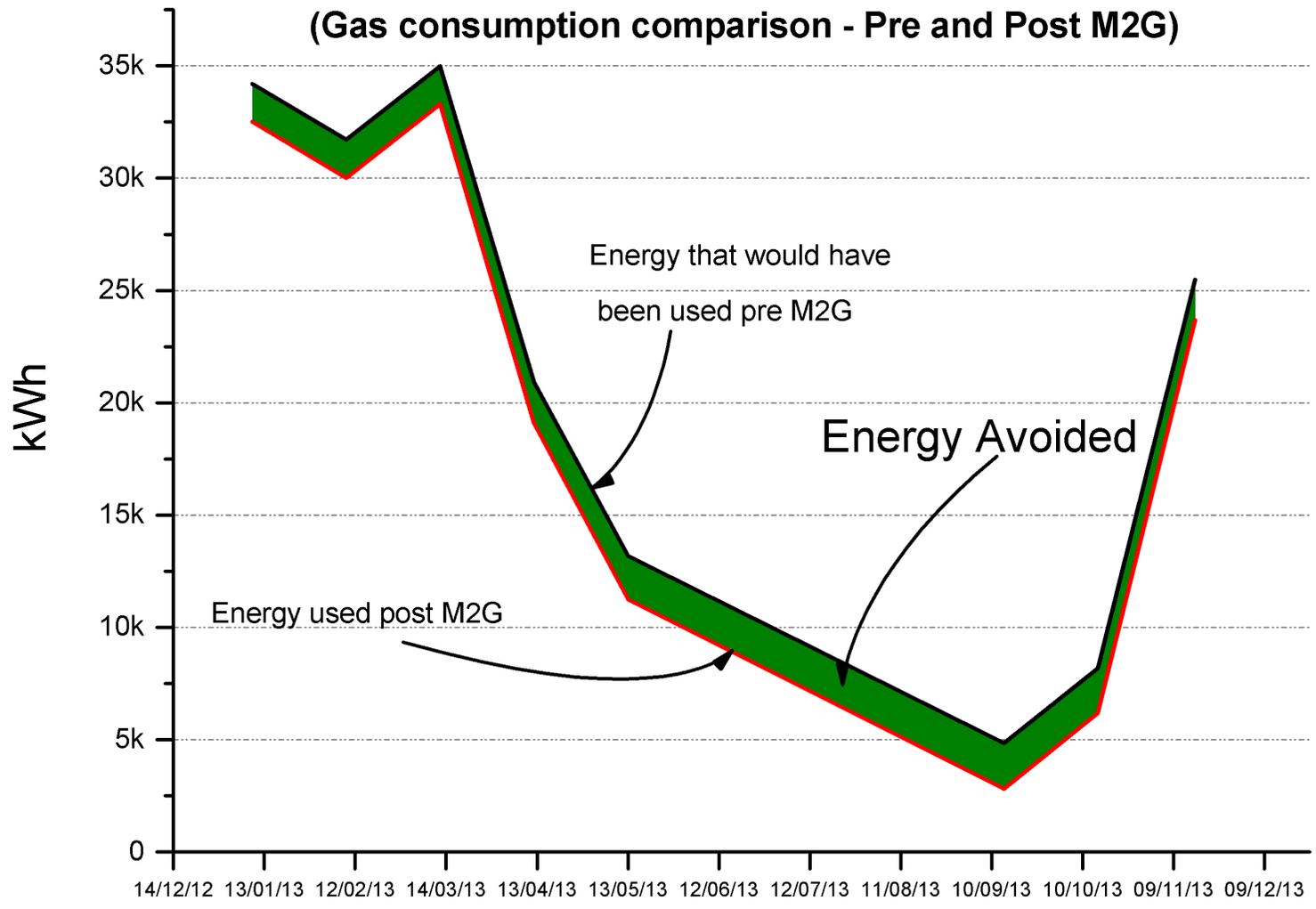
| School | Savings generated in one term of activity | | | | no. Students |
|---|---|----------------|--------------------|--------------------------|--------------|
| | % Decrease | kWh Saved | Money Saved | kg CO ₂ Saved | |
| Programme Summary; 126 schools completed | 14.09% | 150,809 | £ 14,853.06 | 77,704.34 | 425 |
| Pilot 2011-12 | | | | | |
| Caistor Yarborough Academy | | | | | |
| Caistor CofE and Methodist Primary | | | | | |
| Nettleton Community Primary | | | | | |
| Grasby All Saints Primary | | | | | |
| Brocklesby Park Primary School | | | | | |
| Lincoln Castle Academy | | | | | |
| St Faith & St Martin CofE Junior School | | | | | |
| Monks Abbey Primary School | | | | | |
| St Peter at Gowts Primary School | | | | | |
| Autumn 2012 | | | | | |
| Welton St. Mary's CofE Primary | | | | | |
| Trent Valley Academy School | | | | | |
| Marton Primary School | | | | | |
| Benjamin Adlard Community School | | | | | |
| Lea Frances Olive Anderson CofE Primary School | | | | | |
| Gainsborough Parish Church School | | | | | |
| St. George's CofE Primary School | | | | | |
| Blyton-cum-Laughton CofE School | | | | | |
| White's Wood Lane Community School | | | | | |
| Morton Trentside Primary School | | | | | |
| Nettleham CofE Junior School | | | | | |
| Chad Varah Primary School | | | | | |
| The Meadows Primary School | | | | | |
| St Johns Community School | | | | | |
| Waddington Redwood Primary School | | | | | |
| New Leake Primary School | | | | | |
| Ling Moor Primary School | | | | | |
| Boston West Academy | | | | | |
| Boston Park Academy | | | | | |
| Giles Academy | | | | | |
| Stickney Primary School | | | | | |
| Old Leake Primary and Nursery School | | | | | |
| South Hykeham Primary School | | | | | |
| Friskney All Saints CofE Primary School | | | | | |
| Wrangle Primary School | | | | | |
| Butterwick Pinchbeck's Endowed Church of England Primary School | | | | | |
| Spring 2013 | | | | | |
| Stamford Queen Eleanor School | | | | | |
| Bluecoat Primary School | | | | | |
| St Gilberts Primary School | | | | | |
| Malcolm Sargent Primary School | | | | | |
| Uffington Primary School | | | | | |
| Spalding High School | | | | | |
| St Norberts Primary School | | | | | |

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|--|
| Moulton Chapel Primary School |
| Weston Hills Primary School |
| William Stukeley CofE Primary School |
| St Pauls Primary School |
| Monkhouse Primary School |
| The Deepings School |
| Deeping St James Primary School |
| Linchfield Community Primary School |
| Southview Primary School |
| John Spendluffe Foundation Technology College |
| St Margaret's CofE Primary School |
| Alford Primary School |
| St Helena's CofE Primary School |
| Hogsthorpe Community Primary School |
| Huttoft Primary School |
| William Farr CofE Comprehensive School |
| Pollyplatt Community Primary School |
| Scampton CofE Primary School |
| Newton on Trent CofE Primary School |
| Sturton-by-Stow Primary School |
| Ingham Primary School |
| Dunholme St Chad's CofE Primary School |
| De Aston School |
| Market Rasen CofE Primary School |
| Osgodby Primary School |
| Legsby Primary School |
| Middle Rasen Primary School |
| Summer 2013 |
| Sir William Robertson Academy (Welbourn) |
| Welbourn CofE Primary School |
| Our Lady of Good Counsel RC Primary School |
| Ancaster Primary School |
| Caythorpe Primary School |
| Navenby Primary School |
| Peele Community College (Long Sutton) |
| Tydd St. Mary's CofE Primary School |
| Shepeau Stow Primary School |
| Gedney Hill Primary School |
| Deeping St. Nicholas Primary School |
| Cowbit Primary School |
| Bourne Academy (Bourne) |
| Morton Primary School |
| Edenham CofE Primary School |
| Horbling Browns CofE Primary School |
| Pointon St Gilberts of Semperingham CofE Primary |
| Ingoldsby Primary School |
| Westfield Bourne Primary School |
| Bourne Abbey Primary Academy |
| Branston Community Academy (Branston) |

| | |
|--|--|
| Branston Junior Academy | |
| Nocton Community Primary School | |
| Heighington Millfield Primary Academy | |
| Washingborough Academy | |
| The West Grantham Academy St Hugh's (Grantham) | |
| Spitalgate CofE Primary School | |
| Earl of Dysart | |
| Huntingtower Primary School | |
| Banovallum School (Horncastle) | |
| Edward Richardson Primary School | |
| Kirkby on Bain CofE Primary School | |
| Wragby Primary School | |
| Autumn 2013 | |
| Queen Elizabeth's High School | |
| Waddingham Primary School | |
| Corringham CofE Primary School | |
| Willoughton Primary School | |
| Hemswell Cliff Primary School | |
| Normanby-by-Spittal Primary School | |
| The Priory Academy LSST | |
| The Fosse Way Academy | |
| Lincoln Birchwood Junior School | |
| Lincoln Leslie Manser Primary School | |
| Cordeaux Academy | |
| St Michael's CofE Primary School | |
| North Cockerington CofE Primary School | |
| East Wold CofE Primary School (Legbourne) | |
| Scamblesby Primary School | |
| Utterby Primary Academy | |
| North Thoresby Primary Academy | |
| Binbrook CofE Primary School | |
| Cherry Willingham Community School | |
| Cherry Willingham Primary School | |
| Ellison Boulters CofE Primary School | |
| Westgate Junior School | |
| All Saints CofE Primary School | |
| Fiskerton CofE Primary School | |
| Spring 2014 | <i>Active phase to commence after Easter holidays 2014</i> |
| Monks Dyke Tennyson College (Mablethorpe) | |
| Chapel St. Leonards Primary School | |
| Sutton-on-Sea Community Primary School | |
| Theddlethorpe Primary School | |
| Mablethorpe Primary Academy | |
| University Academy Holbeach | |
| Holbeach Primary School | |
| Holbeach Bank Primary School | |
| Fleet Woodlane Primary School | |
| Gedney Church End Primary School | |
| Whaplode CofE Primary School | |

| |
|---|
| Charles Read Academy |
| Colsterworth CoE Primary School |
| Great Ponton CoE Primary School |
| Bythams Primary School |
| South Witham Community Primary School |
| Monks' Dyke Tennyson College (Louth) |
| Grimoldby Primary School |
| Lacey Gardens Junior School |
| Saltfleetby CofE Primary School |
| SEN St Bernard's School |
| Kirton Middlecott School |
| Wyberton Primary School |
| St. Thomas' CofE Primary School |
| Four Fields CofE Primary School, Sutterton |
| Swineshead St. Mary's Primary School |
| John Fielding Community Special School |
| Walton Girls High School |
| Allington and Sedgebrook Primary School |
| St Sebastian's CofE Primary School |
| Barkston & Syston CofE Primary School |
| Marston Thorold's Charity CofE Primary School |

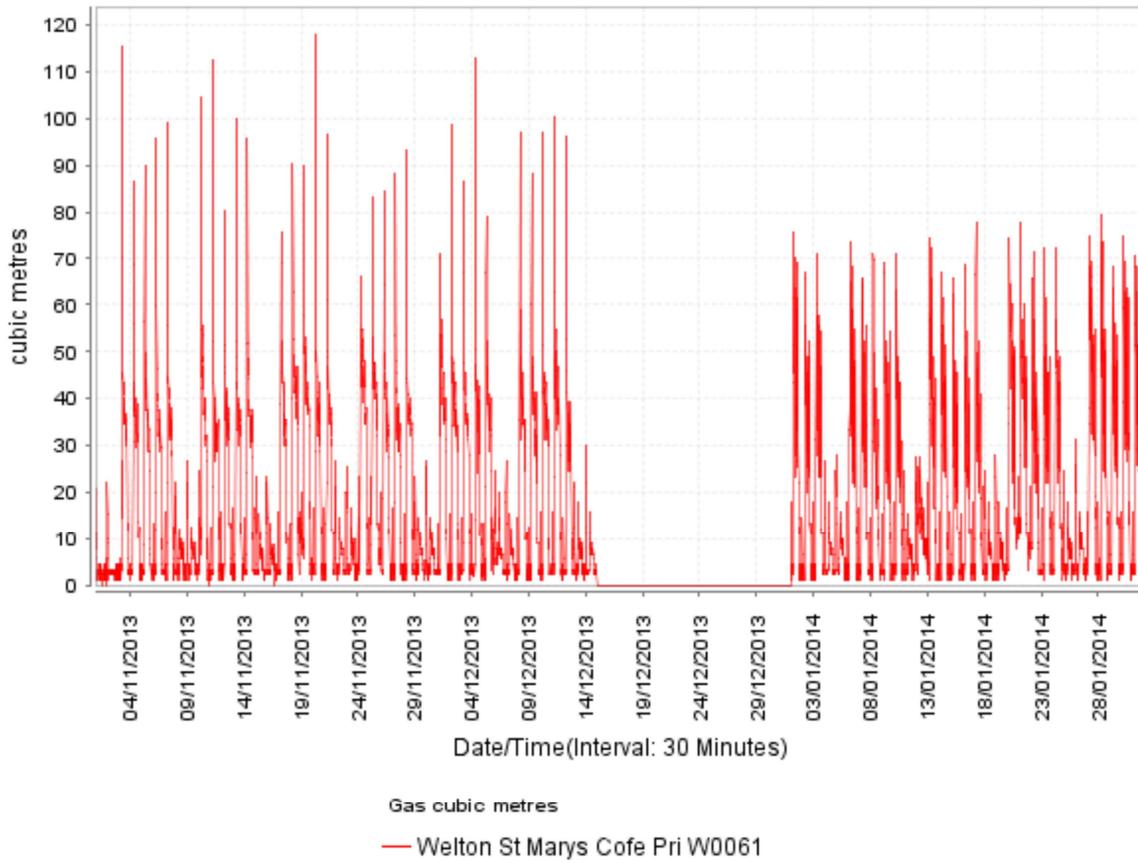
St. Faiths and St. Martins - Dec 2012 - Sep 2013



Value of avoided consumption is 11%

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Current Report



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REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|--|
| NAME OF COMMITTEE: | Lincolnshire Schools Forum |
| DATE OF MEETING: | 23 April 2014 |
| SUBJECT: | Team Around the Child (TAC) in Lincolnshire |
| REPORT BY: | Paula Whitehead, Manager, Team Around the Child, Lincolnshire County Council Children's Services |
| NAME OF CONTACT OFFICER: | Paula Whitehead |
| CONTACT OFFICER TEL NO: | 07909535868 |
| CONTACT OFFICER EMAIL ADDRESS: | Paula.whitehead@lincolnshire.gov.uk |
| IS REPORT CONFIDENTIAL? | No |

SUMMARY

The purpose of this report is to provide an update on Team Around the Child (TAC) in Lincolnshire, and describe future priorities and actions for the move from development phase into full implementation.

DISCUSSION

Background and Context

In January 2014, Schools Forum received a report highlighting the recommendations from the Local Safeguarding Children Board (L.S.C.B.) Audit of Team Around the Child (T.A.C.) cases. Within this report were recommendations to take forward developments to meet the education specific recommendations resulting from this audit. Schools' Forum accepted the recommendations and along with Lincolnshire County Council, committed to pilot funding for the developments. Schools' Forum

requested an update on progress, and firmer proposals to come to this meeting. The attached report (Appendix A) highlights actions and achievements that have taken place during the development phase January to April 2014.

Appendix B is the proposed implementation plan for the next phase of the pilot project, including targets to be achieved.

| |
|------------------------|
| RECOMMENDATIONS |
|------------------------|

1. The Schools' Forum is asked to accept the report on development phase (Appendix A).
2. The Schools' Forum is asked to endorse the Implementation Plan (Appendix B).
3. The Schools' Forum is asked to agree in principle to the allocation of further funding should the existing Team be at capacity.

| |
|--|
| APPENDICES (If applicable) - these are listed below and attached at the back of the report. |
|--|

| |
|--|
| Appendix A – report on development phase (January to April 2014) |
| Appendix B – proposed implementation plan April 2014 to April 2015 |

| | | | |
|--|---|-------------|----------------------|
| BACKGROUND PAPERS | | | |
| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
| Government Guidance | Working Together to Safeguard Children 2013 | March 2013 | |
| Local L.S.C.B. Safeguarding Threshold Document | Meeting the Needs of Children in Lincolnshire – A Shared Responsibility | April 2014 | |

| BACKGROUND PAPERS | | | |
|--|---|-------------|----------------------|
| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
| Government Guidance | Working Together to Safeguard Children 2013 | March 2013 | |
| Local L.S.C.B. Safeguarding Threshold Document | Meeting the Needs of Children in Lincolnshire – A Shared Responsibility | April 2014 | |

Report on Developments to Team Around the Child (TAC) 1/1/14 to 4/4/14

| Process Development | | | |
|---|---|---|---|
| <u>Objective</u> | <u>Actions</u> | <u>Progress</u> | <u>RAG</u> Red = incomplete Amber = partially complete Green = complete |
| Children and Young People's Strategic Partnership establish a mechanism for implementation and oversight of Early Help Strategy, including TAC developments | Establish Early Help Steering Group (EHSB) | This group is established and meeting monthly. It has clear terms of reference and wide representation from schools, academies, colleges, health agencies, voluntary sector, police and LCC Children's Services. | |
| | Ensure meetings are organised and administered | Monthly meetings are held and administered by Children's Services | |
| | Ensure EHSB has a workplan and that this is monitored regularly | There is a work plan for the group and this is monitored at every meeting. | |
| Ensure LSCB recommendation on documentation review is implemented | New assessment, and guidance drafted | This was completed in February 2014, and revised during March following feedback from a variety of agencies. | |
| | Consultation undertaken on new assessment | The new Early Help Assessment (EHA) underwent consultation during February and March 2014 via the EHSB and Local Safeguarding Children Board (LSCB). The consultation was, in the main, positive, and the EHSB responded accordingly. | |
| | New templates produced for all steps of TAC process | New templates for Initial TAC meetings, TAC Plans, TAC Reviews and TAC Closures have been developed to follow from the EHA, and are now available from the TAC website. | |
| | New TAC Handbook produced | The TAC Handbook has been rewritten to reflect the new documentation, and is published on the TAC website. | |
| | All information on TAC website revised and updated | The website has been updated as above. New Guidance Sheets have been issued on common issues. Systems are in place to continue to develop the resources available on this site. | |
| | Replace electronic Single Assessment Form with electronic Early Help Assessment (EHA) | This has been completed. | |

| | | | |
|--|---|---|--|
| Ensure all professionals and agencies are aware of the new developments and requirements | Training/ Communication Plan produced | This was agreed and supported by EHSG in February 2014. | |
| | Delivery of training/awareness raising | A rolling programme of Early Help Briefing Sessions has been delivered since 25/2/14. In the 5 weeks to date almost 600 professionals from a wide range of agencies have attended these 2 hour sessions. Headteachers have been updated at every Headteacher Briefing, and a Priority Email has gone to all schools and academies. This communication with schools and academies included details of access to their additional services. | |
| | Plan, organise and deliver an Early Help Conference | This is planned for 7 th July 2014, venue EPIC Centre, Lincolnshire Showground. The Conference will include both National and Local speakers, and a series of workshops. All agencies, including schools and academies have been asked to hold the date in their diaries. Formal invitations to follow shortly, once speakers are confirmed. | |
| Ensure staffing and processes are in place to enable agencies, in particular schools and academies to access increased support | Analysis of current roles and structures | This was completed in December 2013 and January 2014 to inform proposals to Schools' Forum | |
| | Staff Consultation and restructure | Formal consultation was undertaken with existing staff and ended in mid March 2014. All proposals from the consultation document have now been implemented. In particular, TAC Administrators are now managed as part of the Central TAC Team. | |
| | Recruitment and selection | Four Early Help Consultants, and a Senior TAC Administrator have been appointed in order to fulfil current service requirements. | |
| | Implementation of new staffing structure | The new structure was implemented from 1 st April 2014; and all staff will be in post by end April 2014. | |
| | Development of systems to enable access to additional services to Schools and Academies | Forms have been developed and distributed in a variety of ways to enable access to the new services. Adequate cover is in place pending all staff being in place | |
| Ensure targets and monitoring systems are in place | Agree targets with stakeholders | Agreed by Children's Services DMT, Schools Forum and EHSG. | |
| | Develop monitoring and reporting mechanisms | Systems are in place to produce regular performance information and analysis. | |

| Progress against Performance Targets | | | | |
|--|--|-----------------------------|--|--|
| <u>Performance Indicators</u> | <u>Baseline December 2013</u> | <u>Year 1 Target</u> | <u>Current Performance towards target</u> | <u>RAG</u> Red = below target Amber = some concern Green = on track to meet or exceed target |
| Number of TAC Initiations (per month) | 222 | 25% increase | 246 | Green |
| TAC Active Cases (open at month end) | 1094 | 25% increase | 1139 | Green |
| Number of 'Step Downs' from Social Care to TAC (per month) | 57 | 50% increase | 37 Despite lower figure for the month, the overall trend is still positive compared to previous years. The figure for the same month last year was 11. | Amber |
| Number of 'Step Ups' from TAC to Social Care | 5 | 10% decrease | 8 Trend remains relatively static | Amber |

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Mission Statement –To improve the lives of children and young people by facilitating the provision of effective, co-ordinated Early Help via Team Around the Child.

Values and Principles

- ❖ Empowerment of young people, families and Lead Professionals
- ❖ Multi-agency collaboration, support and challenge
- ❖ Reflective practice and continuous improvement

| Aim | Objective | Actions | By whom |
|---|--|--|--|
| To ensure vulnerable children and young people receive appropriate, co-ordinated Early Help via TAC | Provide support to Lead Professionals (LPs) in order to facilitate more effective involvement in TACs | Facilitate bi-monthly TAC Forums in each locality | Early Help Consultants |
| | | Provide telephone, and face to face support to LPs upon request | Early Help Consultants |
| | | Deliver a rolling programme of Early Help Briefing/Training sessions within each locality | Early Help Consultants |
| | | Provide information on process and signposting to services | TAC Administrators |
| | Provide challenge to agencies regarding responsibilities to initiate and participate in TACs | Challenge professionals as required for each case during mapping and Quality Assurance activities | Early Help Consultants |
| | | Analyse initiation and Lead Professional data, and provide targeted challenge to agencies as appropriate | Practice Supervisor and Early Help Consultants |
| To reduce the number of children and young people subject to Social Care intervention, whilst still providing appropriate support to the child and family | Provide support and challenge to Social Care Teams and Early Help Services regarding 'step downs' | Meet regularly with FAST Teams to reinforce process and provide support as required | Practice Supervisor |
| | | Analyse step down data by Team and provide appropriate support and challenge to address inconsistencies and improve practice | Practice Supervisor and Early Help Consultants |
| | | Liaise with agencies regarding accepting Lead Professional role for step downs on a case by case basis as required | Early Help Consultants |
| | Provide support and challenge to Lead Professionals and agencies to increase quality of TAC Plans in order to reduce need for 'step ups' | Develop Quality Assurance guidance for agencies | Early Help Steering Group |
| | | Quality assure 50 cases per month | Early Help Consultants |
| | | Provide case supervision to LPs in schools and academies | Early Help Consultants |

| | | | |
|--|---|---|---------------------------|
| To maximise outcomes for children and young people as a result of TAC | To ensure that TAC assess, plan, do, review process is followed for all children and young people who require multi-agency Early Help | Provide high quality information in paper and web-based formats | TAC Administrators |
| | | Log and monitor EHAs, TAC plans, review dates and closure forms. Liaise with agencies to ensure records are up to date | TAC Administrators |
| | | Quality assure 50 cases per month | Early Help Consultants |
| | | Provide case supervision to LPs in schools and academies | Early Help Consultants |
| | | Analyse single agency request data and challenge as appropriate | Practice Supervisor |
| | To promote good practice with regard to assessment, planning and multi-agency collaboration | Provide high quality information in paper & web-based formats | TAC Administrators |
| | | Quality assure 50 cases per month | Early Help Consultants |
| | | Provide case supervision to LPs in schools and academies | Early Help Consultants |
| | | Deliver a conference to promote good practice in Early Help | Early Help Steering Group |
| | | Facilitate bi-monthly TAC Forums in each locality | Early Help Consultants |
| | | Provide telephone, and face to face support to LPs upon request | Early Help Consultants |
| | | Deliver a rolling programme of Early Help Briefing/Training sessions within each locality | Early Help Consultants |
| | | Provide information on process and signposting to services | TAC Administrators |
| | | Promote use of Signs of Safety methodology in Early Help | Early Help Consultants |
| | | Provide Signs of Safety mapping sessions for TAC cases | Early Help Consultants |
| | To measure and monitor quality of TAC arrangements at case level, and secure continuous improvement | Log and monitor EHAs, TAC plans, review dates and closure forms. Liaise with agencies to ensure records are up to date | TAC Administrators |
| | | Quality assure 50 cases per month | Early Help Consultants |
| | | Work with LPs to develop and monitor improvement plans on an individual case, and agency basis | Early Help Consultants |
| | To ensure full participation of children, young people and families in their TACs. | Monitor quality of Early Help Assessments and plans regarding this issue and support as required | Early Help Consultants |
| | | Promote good practice via TAC Forums, Signs of Safety mappings and delivery of reflective practice sessions | Early Help Consultants |
| Develop high quality information for children, young people and families | | Early Help Consultants | |
| Promote and support use of Signs of Safety Tools for child and family engagement and participation | | Early Help Consultants | |

Performance Framework

| <u>Performance Indicators</u> | | <u>Year 1 Target</u> | <u>Analysis and Comment</u> | <u>RAG</u> Red = significantly below target Amber = some concern Green = on track to meet or exceed target |
|--|-------------------------|-------------------------------|--|---|
| Number of TAC Initiations (per month) | | 25% increase | | |
| TAC Active Cases (open at month end) | | 25% increase | | |
| Number of 'Step Downs' from Social Care to TAC (per month) | | 50% increase | | |
| Number of 'Step Ups' from TAC to Social Care | | 10% decrease | | |
| Number of closures due to needs being met (per month) | | 20% increase | | |
| Number of closures due to non-engagement (per month) | | 20% decrease | | |
| Number of TAC Cases subject to QA Process | | 50 per month | | |
| <u>Evaluation Activity</u> | <u>Responsibility</u> | <u>Timescale</u> | | |
| Results of quality assurance process | TAC Practice Supervisor | Monthly | System to be agreed and established by end April 2014 | |
| Evaluation of process efficiency and TAC Co-Ordinator role | TAC Practice Supervisor | September 2014 | Consultation, quantitative and qualitative review, to be presented to EHSG, CYPSP and Schools Forum | |
| Evaluation of Early Help Consultants (impact of support offered) | TAC Team Manager | September 2014 and April 2015 | Consultation and qualitative review, particularly with educational settings. To be presented to DMT, EHSG, and Schools Forum | |
| Survey of children, young people and families | Early Help Consultants | Annually | | |
| Case Studies | Early Help Consultants | September 2014 | Demonstrating impact on children, young people and families | |
| Multi-Agency Audit | LSCB | To be agreed by LSCB | Use of same LSCB Toolkit to enable direct comparison with June 2013 Audit. | |

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REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|----------------------------------|
| NAME OF COMMITTEE: | Schools Forum |
| DATE OF MEETING: | April 2014 |
| SUBJECT: | Outreach Support Service |
| REPORT BY: | Catherine Southcott |
| NAME OF CONTACT OFFICER: | Tony Warnock |
| CONTACT OFFICER TEL NO: | 01522 553250 |
| CONTACT OFFICER EMAIL ADDRESS: | tony.warnock@lincolnshire.gov.uk |
| IS REPORT CONFIDENTIAL? | No |

SUMMARY

The purpose of this report is to update and assure the Lincolnshire Schools Forum on progress of the Outreach Support Service following the report submitted on the 15th January 2014. The report shall summarise action taken to date and provide clarity around the identified next steps.

DISCUSSION

Background

Lincolnshire Outreach Support Service offers access to high quality specialist teaching advice, professional development training and direct engagement work with pupils from qualified practitioners to School staff in all phases of education. Outreach is delivered by a number of locality based providers located across the County and primarily seeks to improve outcomes for pupils with a range of needs including (but not exhaustive too) Autism, Physical Disabilities, moderate to severe Learning Difficulties, Challenging Behaviours and Social Communication challenges which impact on cognitive development and learning potential.

Outreach support is currently delivered via a number of identified Schools, which are allocated a level of funding from the DSB (Appendix A) for delivering support in various guises.

Outreach is one component of the holistic package of support for Schools and works in conjunction with other elements such as Children and Adolescent Mental Health Services, Youth Offending Services, Locality Targeted Teams, Online Counselling Support and Families Working Together.

Outreach support has previously been presented to Schools Forum and the last report submitted on 15th January 2014 outlined various options for the Schools Forum to consider.

The Schools in receipt of funding and therefore within scope include;

1. Spalding Special School
2. Gosberton House School
3. St Bernard's School
4. St Christopher's School
5. John Fielding School
6. Gainsborough Federation
7. Willoughby School
8. Ambergate Sports College part of Grantham Additional Feeds Federation
9. Eresby School
10. Phoenix School
11. Sincil Sports College
12. St Francis School

See Appendix A for the funding assigned to each School for the period 2014-2015.

At the previous Schools Forum, consideration was given to a report from the Assistant Director CfBT Education Services, outlining the current position of the Outreach Support Service and recommendations for the way forward. Within the report, an indication of the effectiveness of the service and value for money to date was outlined. Throughout; emphasis was placed on the need to consider the role of Outreach within the wider context of holistic support packages.

The Schools' Forum confirmed funding for a further period (see Appendix A) to support the Outreach Support Service whilst the revision of the specification is carried out. The Schools Forum also confirmed it would like to receive regular progress reports and in October, a recommendation for future service delivery which improves outcomes for pupils and schools whilst demonstrating good value for money.

Progress

Desktop analysis profiling the current financial, performance and service delivery expectations of the various existing agreements under Outreach Support has been undertaken by the Commissioning Team.

A Memorandum of Understanding (MoU) (Appendix B) between Lincolnshire County Council and each individual Outreach School, which includes a detailed service specification, has been sent to all Schools in receipt of the funding. The MoU outlines the expectations, volume, outcomes and quality of expected service delivery.

Key functions of the MoU are to ensure aligned expectations for service delivery across the County and to outline the intentions for Contract Management for the remaining period of delivery. Through Contract Management, evidence of service outcomes can be tracked and measured to feed into the broader picture of Outreach Support.

On an operational level, monthly Sponsor Project Board Meetings have been arranged to monitor progress.

As part of stakeholder engagement, meetings with Head Teachers at all Outreach Schools have been arranged. It is intended that these meetings shall provide assurance as well as seeking the input of Head Teachers and service delivery staff into the specification.

Outcomes to be reviewed

The Outcomes shall include but are not exhaustive too:

- Build capacity, confidence and competence of School Staff to provide for more increasingly complex presenting needs by developing the skills base of mainstream School Staff
- Provide direct engagement work with identified pupils
- Maintain pupils in mainstream education wherever possible and appropriate
- Create a wider range of provision that is able to respond to changing need and to create more inclusive opportunities
- Provide services with clear referral access and ensure response times are kept to a minimum with low waiting lists
- Pupils will be able to access high quality support within their locality
- More effective partnership working between Schools
- Pupils will have a more comprehensive overview as to how their needs will be met on a long term basis
- Reduce the reliance on Out of County, independent sector provision for pupils with complex needs through the use of locally available provision

The Service Specification within the Memorandum of Understanding (Appendix B) outlines the expected service delivery to be achieved by the Outreach Schools. Highlights of the Outputs include;

- Assign the minimum equivalent of 1.00 FTE appropriately qualified and trained staff to the project
- Provide specialist training, advice and guidance to enquiring Nurseries, Secondary, Specialist and Primary Schools
- There shall be an aspirational benchmark of engagement on a pro rata basis with Primary Schools over the year (number to be directly negotiated with each Outreach School)
- There shall be an aspirational benchmark of engagement on a pro rata basis with Secondary Schools over the year (number to be directly negotiated with each Outreach School)
- Create and maintain an engagement plan to promote the service to locality Schools
- Provide continuous professional development to staff at Primary/Secondary schools within locality, to increase robustness and responsiveness of existing staff teams
- Signpost Schools to relevant agencies and partners

- Maintain records identifying a breadth of information including waiting lists, volume of service, duration of support, case studies, stakeholder feedback, the predominate need of identified children and young people
- Attendance at termly Outreach meetings in order to provide updates and share best practice
- Completion and timely submission of required Key Performance Indicators to demonstrate impact of the service
- Contribution to the provision of professional reports on individual pupils when requested and appropriate
- Contribution to the ongoing evaluation and improvement of service and impact
- A requirement to work flexibly to meet the varying need and demand of the locality
- To be integral to Lincolnshire's local SEND offer to families, children, young people and Schools

Key milestones

The key milestones for the Review include;

- Analysis of effective Outreach to inform final proposed model April – September 2014
- Progress Report to Schools Forum in June 2014
- Recommendation to Schools Forum for proposed service delivery model in October 2014

Review Approach

The revision of the Outreach Support Service is being undertaken in line with the Commissioning for Lincolnshire strategy, considering the effectiveness and value for money of Outreach, working in line with the Analyse phase of the Commissioning for Lincolnshire strategy and as such, is likely to include;

- Political Input and Priorities and consider Risks
- A Strategic Needs Assessment
- A System and Service Performance Analysis
- A Partner and Market Analysis
- A Financial and Resource Analysis

Next Steps

Contract Management arrangements shall commence and rolling analysis of evidence shall be undertaken, with regular updates to be provided at the Sponsor Project Board.

Links into relevant and associated Reviews such as the Children and Adolescent Mental Health Services Review and Exclusions Review will be made.

Next steps shall also include engagement with key stakeholders to help evaluate the effectiveness of outreach support.

| |
|------------------------|
| RECOMMENDATIONS |
|------------------------|

The Schools Forum is asked to note the contents of the report.

APPENDICES - these are listed below and attached at the back of the report.
Appendix A – Financial Overview of Schools in receipt of Outreach Support Funding
Appendix B – Memorandum of Understanding

Appendix A

Outreach Funding - Overview

| SCHOOL NAME | 2014-15 Portage Approach | 2014-15 Specialist Schools | 2014-15 Outreach Funding | 2014-15 Residential Funding | 2014-15 Pathfinder Outreach | Total Commissioned funding |
|---|--------------------------------|----------------------------------|--------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| Boston John Fielding School | £35,258 | | | | £38,625 | £73,883 |
| Gosberton House School | | | £51,500 | | | £51,500 |
| Grantham Ambergate School | | £60,000 | | | | £60,000 |
| Grantham Sandon School | £35,258 | | | | | £35,258 |
| Gainsborough Aegir Community School | | | | | | £0 |
| Gainsborough Warren Wood Community School | £35,258 | | | | £38,625 | £73,883 |
| Lincoln St Christopher's School | | | £51,500 | | | £51,500 |
| Lincoln St Francis Special School | | £60,000 | £88,936 | £582,568 | | £731,504 |
| The Sincil School | | £60,000 | | | | £60,000 |
| Louth St Bernard's School | £35,258 | | | £327,644 | £38,625 | £401,527 |
| Spalding The Garth School | £35,258 | | | | £19,313 | £54,571 |
| Spalding The Priory School | | | | | £19,313 | £19,313 |
| Spilsby The Eresby School | £35,258 | £60,000 | | | | £95,258 |
| Boume Willoughby School | £35,258 | £60,000 | | | | £95,258 |
| Total | £246,806 | £300,000 | £191,936 | £910,212 | £154,500 | £1,803,454 |

Appendix B

DATED APRIL 2014

Lincolnshire County Council (1)

and

John Fielding School (2)

Memorandum of Understanding

CONTENTS

CLAUSE

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Annexes

Annex A: Service Specification

Annex B: Map of Schools

Annex C: Terms of Reference

THIS AGREEMENT is dated April 2014

Parties

The parties to this memorandum of understanding **MoU** are:

Lincolnshire County Council (LCC) of County Offices, Newland, Lincoln, LN1 1YQ

John Fielding School

1. Background

LCC and Authority Two have agreed to work together on the project detailed in Annex A to this MoU (**Service Specification**).

The parties wish to record the basis on which they will collaborate with each other on the Project. This MoU sets out:

- the key objectives of the Project;
- the principles of collaboration;
- the governance structures the parties will put in place; and
- the respective roles and responsibilities the parties will have during the Project.

2. Key objectives for the project

2.1 The parties shall undertake the Project to achieve the key aims and objectives set out in Annex A to this MoU (**Service Specification**.)

The parties acknowledge that the current position with regard to the Project and the contributions already made are as detailed in the Annex A to this MoU.

3. Principles of collaboration

The parties agree to adopt the following principles when carrying out the Project (**Principles**):

- collaborate and co-operate. Establish and adhere to the governance structure set out in this MoU to ensure that activities are delivered and actions taken as required;
- be accountable. Take on, manage and account to each other for performance of the respective roles and responsibilities set out in this MoU;
- be open. Communicate openly about major concerns, issues or opportunities relating to the Project;

- learn, develop and seek to achieve full potential. Share information, experience, materials and skills to learn from each other and develop effective working practices, work collaboratively to identify solutions, eliminate duplication of effort, mitigate risk and reduce cost;
- adopt a positive outlook. Behave in a positive, proactive manner;
- adhere to statutory requirements and best practice. Comply with applicable laws and standards including EU procurement rules, data protection and freedom of information legislation. [In particular the parties agree to comply with the requirements of the Information Sharing Protocol attached to this MoU in 0];
- act in a timely manner. Recognise the time-critical nature of the Project and respond accordingly to requests for support;
- manage stakeholders effectively;
- deploy appropriate resources. Ensure sufficient and appropriately qualified resources are available and authorised to fulfil the responsibilities set out in this MoU. [In particular the parties agree to make the contributions detailed in Annex A to this MoU]; and
- act in good faith to support achievement of the Key Objectives and compliance with these Principles.

4. Project governance

4.1 Overview

This MoU between Lincolnshire County Council and **John Fielding School**, details the expected outcomes and service delivery, for which each nominated School shall be held accountable.

The governance structure defined below provides a structure for the development and delivery the Project.

4.2 Guiding principles

The following guiding principles are agreed. The Project's governance will:

- provide strategic oversight and direction;
- be based on clearly defined roles and responsibilities at organisation, group and, where necessary, individual level;
- align decision-making authority with the criticality of the decisions required;
- be aligned with Project scope [and each Project stage] (and may therefore require changes over time);
- leverage existing organisational, group and user interfaces;

- provide coherent, timely and efficient decision-making; and
- correspond with the key features of the Project governance arrangements set out in this MoU.

4.3 Sponsors' board

The **Sponsors' Board** provides overall strategic oversight and direction to the Project. This group will consist of:

Stuart Carlton

Sally Savage

Sheridan Dodsworth

Andrew McLean

Jonas Gibson

Keith Batty

Catherine Southcott

Paul Copping

Schools Forum

The Sponsors' Board shall be managed in accordance with the terms of reference set out in Annex C to this MoU.

4.4 Project board

The Project Board will provide Contract Management at Project and workstream level. It will provide assurance to the Sponsors' Board that the Key Objectives are being met and that the Project is performing within the boundaries set by the Sponsors' Board.

The Project Board consists of representatives from each of the parties. The Project Board shall have responsibility for the creation and execution of the project plan and deliverables, and therefore it can draw technical, commercial, legal and communications resources as appropriate into the Project Board. The core Project Board members are:

Catherine Southcott

John Fielding School

The Project Board shall meet monthly.

4.5 Reporting

Project reporting shall be undertaken at two levels:

Project Board: Contract Management shall be undertaken to ensure key performance indicators are being met and that the Schools are performing well against the Specification. Findings of the Project Board shall be held within the Joint Evaluation Toolkit.

Sponsors Board: Reporting shall be monthly, based on the minutes from the Project Board highlighting: Progress this period; issues being managed; issues requiring help (that is, escalations to the Sponsors' Board) and progress planned next period and/or aligned with the frequency of the Sponsors' Board meetings.

4.6 Roles and responsibilities

The parties shall undertake the following roles and responsibilities to deliver the Project:

| Activity | Authority One - LCC | Authority Two - School |
|--|---------------------|---------------------------|
| Clarify expectations, outcomes and measurements through a clear Service Specification with appropriate Key Performance Indicators and accompanying measures. | Lead | Assure through acceptance |
| Commit to ensuring delivery in a measured way, to demonstrate effectiveness of the Service | Lead | Lead |
| Deliver outstanding services to those Schools and Children and Young People seeking support from the Outreach programme | Assure | Lead |
| Measurement impact of service delivery | Lead | Lead |

| | | |
|---|------|------|
| Review service delivery through Contract Management | Lead | Lead |
| Continuously seek ongoing service improvements and efficiencies | Lead | Lead |

For the purpose of the table above:

Lead: the party that has principal responsibility for undertaking the particular task, and that will be authorised to determine how to undertake the task. The Lead must act in compliance with the Objectives and Principles at all times, and consult with the other party in advance if they are identified as having a role to Assure the relevant activity;

Assure: the party that will defer to the Lead on a particular task, but will have the opportunity to review and provide input to the Lead before they take a final decision on any activity. All assurance must be provided in a timely manner. Any derogation raised must be limited to raising issues that relate to specific needs that have not been adequately addressed by the Lead and/or concerns regarding compliance with the Key Objectives and Principles.

Within 3 weeks of the distribution date of this MoU the party with the lead role for any aspect of the Project shall develop a delivery plan for that part of the Project which shall identify the following:

- the key milestones for the delivery the Key Objectives;
- Authority One shall look to ensure all identified Outreach Schools have signed the MoU
- Authority Two shall have begun a Communication strategy in conjunction with the Project Board to promote the service across the localities
- Monitoring of the service and its outcomes shall commence

Within 2 months of the date of this MoU;

- a) Regular review meetings shall have been undertaken and a comprehensive evaluation of evidence shall be well under way
- b) Evidence of work to engage with other Schools as outlined in the Communication plan shall be well under way

5. Escalation

5.1 If either party has any issues, concerns or complaints about the Project, or any matter in this MoU, that party shall notify the other party and the parties shall then seek to resolve the issue by a process of consultation. If the issue cannot be resolved within a reasonable period of time, the matter shall be escalated to the Project Board, which shall decide on the appropriate course of action to take. The Project Board shall respond within 5 working days.

5.2 If either party receives any formal inquiry, complaint, claim or threat of action from a third party (including, but not limited to, claims made by a supplier or requests for information made under the Freedom of Information Act 2000) in relation to the Project, the matter shall be promptly referred to the Project Board (or its nominated representatives). No action shall be taken in response to any such inquiry, complaint, claim or action, to the extent that such response would adversely affect the Project, without the prior approval of the Project Board (or its nominated representatives).

6. Intellectual property

6.1 The parties intend that [notwithstanding any secondment] any intellectual property rights created in the course of the Project shall vest in the party whose employee created them (or in the case of any intellectual property rights created jointly by employees of both parties in the party that is lead party noted in clause 0 above for the part of the project that the intellectual property right relates to).

6.2 Where any intellectual property right vests in either party, in accordance with the intention set out in clause 0 above, that party shall grant an irrevocable licence to the other party to use that intellectual property for the purposes of the Project.

7. Term and termination

7.1 This MoU shall commence on the date of 1st April 2014, and shall expire on 31st December 2014

7.2 Either party may terminate this MoU by giving at least one months' notice in writing to the other party at any time.

8. Variation

8.1 This MoU, including the Annexes, may only be varied by written agreement of the Sponsor Board.

9. Charges and liabilities

9.1 The parties shall each bear their own costs and expenses incurred in complying with their obligations under this MoU.

10. Status

10.1 This MoU is not intended to be legally binding, and no legal obligations or legal rights shall arise between the parties from this MoU. The parties enter into the MoU intending to honour all their obligations.

10.2 Nothing in this MoU is intended to, or shall be deemed to, establish any partnership or joint venture between the parties, constitute either party as the agent of the other party, nor authorise either of the parties to make or enter into any commitments for or on behalf of the other party.

11. Governing law and jurisdiction

11.1 This MoU shall be governed by and construed in accordance with English law and, without affecting the escalation procedure set out in clause 0, each party agrees to submit to the exclusive jurisdiction of the courts of England and Wales.

Signed for and on behalf of
[AUTHORITY ONE]

Signature:
Name:
Position:
Date:

Signed for and on behalf of
[AUTHORITY TWO]

Signature:
Name:
Position:
Date:

CONTACT POINTS

LCC

Name: Catherine Southcott
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Newland, Lincoln

Tel No: 01522 552728
E-mail Address: catherine.southcott@lincolnshire.gov
.uk

Authority Two

Name:

Office Address:

.....

Tel No:

.....

E-mail Address:

.....

Annex A: The Project

Service Specification

Outreach Support Service

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Section 1 - Background, Context and Policies and Procedures

1.1. Introduction and Context

Children and Young People's Plan

The Children and Young People's Plan sets the priorities for how the Children and Young People's Strategic Partnership (CYPSP) can contribute to make Lincolnshire a better place for Children and Young People.

Lincolnshire's Principles for Children and Young People are;

- Healthy and Safe
- Develop to their potential in their Early Years and are ready for School
- Learn and Achieve
- Ready for Adult Life

For further information about services for Children and Young People in Lincolnshire, including the full Children and Young Peoples Plan please see the lincolnshirechildren.net [website](#).

Please consult the Council [website](#) and the most recent Joint Strategic Needs Assessment (JSNA) and for local, up to date, demographic information.

Local Context

Schools have previously received monies from numerous funding streams for delivering support in various guises to other Nurseries, Primary and Secondary Schools.

The purpose of this agreement is to ensure standardisation of service delivery across the County.

1.2. Legislation, Policies and Procedures

The School needs to comply with all relevant legislation relating to the service.

This includes, but is not exhaustive to

- The Children Act 1989 and 2004
- Health and Safety at Work Legislation
- Disability Discrimination Act 2005
- Data Protection Act 1998
- Mental Health Act 1983
- Health and Social Care Act 2001
- Education Act 1996 and 2002

- NHS and Community Care Act 1990
- Sex Offenders Act 1997 as amended by pt 2 of the Sexual Offences Act 2003
- Police and Justice Act 2006
- 1998 Education Act
- Planning and Developing Special Education Provision – National Strategies 2009
- Special Educational Needs Code of Practice 2014
- Removing Barriers to Achievement – Government SEN Strategy 2004
- Inclusion: Does it Matter where Pupils are Taught – Ofsted 2006
- Aiming High for Disabled Children (HM Treasury 2007)
- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services – DCSF 2008
- The Children Act and Every Disabled Child Matters Charter 2008
- Narrowing the Gap: National Strategies 2009
- Disability and Discrimination Act and Disability Equality Act
- Government Response to the Education Select Committee report 2006
- The Education Act 1998

Schools are to have sufficient written policies, procedures and codes of practice in place to ensure that instruction and guidance for the School's Staff are available in relation to the functions and activities described in the specification.

The policies, procedures and codes of practice must be accessible at all times by Staff and must be readily available to relevant stakeholders.

Policies and procedures and codes of practice should include:

- Equalities standards
- Recruitment and selection policy
- Staff induction, appraisal and Staff training and development
- A code of conduct for Staff
- A robust code of practice concerning Staff rota systems including cover for foreseen and unforeseen Staff absence
- Contingency and business continuity arrangements
- Risk assessment and management

- Complaints by users and by Staff
- Safeguarding Children/Child Protection
- Protecting Vulnerable Adults
- Whistle blowing
- Confidentiality and Data Protection
- Health and Safety
- Anti-bullying
- Grievance

Children and young people, their families and carers shall be given written information on the Service and the School's complaints procedure. The complaints and representations procedure shall be compatible the requirements of the Children Act 1989 and 2004.

The Children and Young People's Strategic Partnership has a [Participation Charter](#) which Schools are required to sign up to. Signing up to the Charter is a commitment to involving children in decision making.

1.3. Safeguarding

The Council has multi-agency policy and procedures to protect children and vulnerable adults from abuse. These policies and procedures should be followed by the School. The School shall prepare its own internal guidelines to protect children from abuse that are consistent with the multi-agency policy and procedures.

The School shall make the necessary arrangements to ensure compliance with Section 11 of the Children Act 2004 and the duty to safeguard and promote the welfare of children in delivery of all aspects of the service. Schools must demonstrate compliance via a self-assessment process. Compliance must be demonstrated on an annual basis.

1.4. Equalities and Diversity

The general population of Lincolnshire is diverse in terms of faith, ethnicity, disability, culture, language, gender and sexuality. Schools are expected to develop a diverse workforce and promote sensitive and appropriate service delivery. The Schools will be expected to demonstrate a commitment to ensuring that their services meet the diverse needs of their target client group.

Section 2 – Service Summary

2.1. Service Overview

Lincolnshire Outreach Support offers access to high quality specialist teaching advice and training from experienced and qualified practitioners to School Staff in all phases of education. This offer is delivered by a number of locality based providers within nominated Schools located across the County.

Identified Schools include;

- Spalding Special School receive Portage Approach funding and Outreach funding
- Gosberton House receive Outreach funding
- St Bernard's School receive Portage Approach funding, Residential funding and Outreach funding
- Gainsborough Federation receive Portage Approach funding and Outreach funding
- St Christopher's School receive Outreach funding
- John Fielding School receive Portage approach funding and Outreach funding
- Willoughby School receive Portage Approach funding and Specialist Schools funding
- Ambergate School receive Specialist Schools funding
- Eresby School receive Portage approach funding and Specialist Schools funding
- Phoenix School receive Specialist Schools funding
- Sincil Sports College receive Specialist School funding
- St Francis School receive Specialist School funding, Outreach funding and Residential funding
- Grantham Federation receive Specialist School funding and Portage Approach funding

Outreach Support seeks to further improve outcomes for Pupils with a range of needs including;

- Support and guidance to School Staff and direct work with pupils in relation to the Autistic Spectrum Disorder, including those exhibiting behaviours associated with Autism; access to the Service shall not be dependent on a diagnosis of Autism

- Support and guidance to School Staff and direct work with pupils in relation to pupils whose social communication challenges impact on their cognitive development and learning potential
- Support and guidance to School Staff and direct work with pupils in relation to support for behaviour management
- Support and guidance to School Staff and direct work with pupils in relation to support for pupils with moderate to severe learning difficulties
- Support and guidance to School Staff and direct work with pupils in relation to support for pupils with moderate to severe physical disabilities

Outreach seeks to build capacity through;

- Specialist training to School Staff
- Specialist advice to Schools and settings
- Specialist teacher Telephone and Email Helplines for Schools, Parents and older students
- Direct contact work with pupils
- Developing partnerships with all stakeholders
- Encouraging development of Schools through accredited programmes, such as NAS accreditation. For the upcoming financial year, the AIM4Lincs quality mark shall be encouraged

Outreach support shall be co-ordinated and delivered by teaching Staff with a relevant accredited qualification and that identified teachers shall have regular access to relevant Continuous Professional Development opportunities.

Schools in receipt of Outreach funding shall ensure:

- Attendance at termly Outreach meetings in order to provide updates and share best practice
- Completion and timely submission of termly and annual performance indicators
- Completion of required Key Performance Indicators to demonstrate impact and outputs of the service
- Contribution to Educational Health and Care Plans (EHC), Special Educational Needs and Disability Statutory Assessment and Provision (SENDSAP) and Special Educational Needs and Disability Tribunal (SENDIST), including contribution to the provision of professional reports on individual pupils when requested and appropriate

- To contribute to the ongoing evaluation and improvement of service and impact
- Work flexibly to meet the varying need and demand of the locality
- To be integral to Lincolnshire's local SEND offer to families, children, young people and Schools

Outreach support shall ensure:

Inclusion; all children should attend a School in their locality with learning designed to meet their needs so that they have the potential to succeed

Localisation; the provision of a range of partnership services to meet need in the localities, to ensure equity of access to service provision

Personalisation; prompt and early access to services to improve longer term outcomes for the pupil and their families

Efficiency savings; locality based provision should ensure appropriate reduction in travel costs and well as demonstrating efficiencies gained through early access into services, reducing the number of forecasted Out of County placements.

Improving outcomes; for the School, as an inherent part of continuous professional development to ensure a robust, resilient and responsive Staff force as well as improving the outcomes for the identified pupils accessing the Outreach support and their families.

Best use of resources; Schools across the county are able to access specialist support, empowering those Schools to meet need and closing the gap for disadvantaged communities. Through School to School partnership working, early action can be taken in a simpler, less bureaucratic way so intensive support can be provided to vulnerable pupils.

Multi agency approach; the Outreach Support will link in to other key agencies such as;

- Lincolnshire Teaching and Learning Centre
- CAMHS
- Families Working Together
- Locality Targeted Teams
- Youth Offending Service
- CCG's and Local Health Provision
- Commissioned Services

2.2. Contract length

The new contract is to be awarded for XXX months from XXX to XXX (Varied as required to each School).

2.3. Contract Value

The indicative value of the contract will be XXX (Varied as required to each School)

In return for funding the Outreach Support Service, the Council expects evidence of identified Schools engaging with locality Schools and delivering outreach in a measurable way, demonstrating outcomes are met efficiently and with a view to ensuring value for money.

2.4. User Group

Predominately, the User Group is the Lincolnshire Nurseries, Pre-Schools, Specialist Schools and Primary and Secondary Schools accessing the Outreach service. The user does not need to access the nominated School based within their locality if another Outreach Support School has the particular specialist knowledge required however, it is agreed that in the first instance resources based within the same locality should be utilised.

Included as extended User Groups;

- The identified pupils and their families in receipt of improved and robust support as a direct result of Staff having engaged with the Outreach service.
- The identified pupils in receipt of direct engagement work
- Teachers and Staff within Schools seeking continuous professional development
- Communities receiving improved localised services

2.5. Aims and Objectives

Aim

Lincolnshire Outreach Support offers access to excellent specialist teaching advice and training from suitably experienced and qualified practitioners to School Staff.

The Service aims to develop locality based specialist support provision to mainstream Nurseries, Primary and Secondary Schools and Specialist Schools in response to meeting the needs of pupils.

The Service shall fund identified Schools to deliver regular and consistent Outreach support to other Nurseries, Primary and Secondary Schools as part of an ongoing package of support, as well as providing support in relation to particular identified pupils on a case by case basis and delivering periodic continuous professional development.

The opportunities for greater partnership working between Schools can be enhanced through localised provision, reducing bureaucracy.
The Service aims to increase the opportunity for pupils to remain in School wherever possible.

As a result of accessing the support available within Outreach, Schools can increase their ability to respond to the challenging, complex and increasing need of young people. Pupils can reach their potential and progress can be achieved.

Objectives

- Ensure that Schools across the districts have equal access to excellent specialist advice, guidance and support
- Maintain pupils in mainstream education wherever possible and appropriate
- Reduce the need for pupils with needs to travel outside of their locality to access the specialist provision they require
- Create a wider range of provision that is able to respond to changing need and to create more inclusive opportunities
- Provide services with clear referral access and ensure response times are kept to a minimum with low waiting lists
- Build capacity, confidence and competence of School Staff to provide for more increasingly complex presenting needs by developing the skills base of mainstream School Staff
- Establish clear expectations of Schools supporting the Outreach Work with regards to the nature of the provision and the intended outcomes to be achieved and share these with Schools across the county in order to promote and enhance accessibility of the Service.
- Reduce the reliance on Out of County, independent sector provision for pupils with complex needs through the use of locally available provision
- More effective partnership working between Special Schools and mainstream educational provision
- Effectively respond to the needs of Learners with Learning Difficulties and Disabilities, including for Pupils aged 16-19 reducing the need for residential or day placements with Independent Specialist providers
- Redress the imbalance of provision by district

2.6. User Outcomes

The School is expected to work with key stakeholders to achieve these outcomes for pupils. Stakeholder shall include Schools, the Project and Sponsor Board including

the Schools Forum, Health Services, Voluntary Organisations, Social Services, and the Council.

- Staff in Schools will benefit from continuous professional development opportunities accessed through outreach programmes
- High quality outreach programmes will be offered to ensure robust service delivery
- Needs will be more effectively met within the locality
- Provision in localities will be sufficiently comprehensive and of the highest quality so that parents/carers confidence is assured locally
- Early assessment and intervention is delivered in an inclusive mainstream environment within locality
- Pupils will be able to access more personalised support with a clearly defined offer and outcomes in relation to their individual needs
- Pupils will be supported by their School to remain in mainstream and local education wherever possible and appropriate
- Pupils will be able to access high quality support
- Pupils will remain in their communities
- Support offered to meet the whole needs of the child and their family (if appropriate)
- More effective partnership working between Schools
- Pupils should have a more comprehensive overview as to how their needs will be met longer term
- Reduce the reliance on Out of County, independent sector provision for pupils with complex needs through the use of locally available provision.

2.7. Service Outcomes

- All stakeholders shall work together to respond to the needs of identified Pupils
- Identified Schools shall work with Nurseries, Specialist, Primary and Secondary Schools within their localities to deliver continuous professional development to Staff and to respond to queries and requests for support on a case by case basis
- Through continuous professional development training, Staff shall be robust, resourceful and able to respond to increasingly complex need
- Pupils will be able to access high quality support within their locality

- Outreach Support shall provide direct engagement work with identified pupils

Section 3 – Services to be Provided

3.1. Service Deliverables

The Service shall provide financial support to identified Schools to deliver a package of Outreach support across localities.

There are a number of identified Schools, based across the County (see Appendix B). Identified Schools have been selected to ensure there is equity of access both in terms of geographical location as well as provision type.

The service shall work in parallel to additional agencies such as Children and Adolescent Mental Health Services (CAMHS), Youth Offending Services, Specialist Teaching and Applied Psychology Service (STAPS) and Lincolnshire Teaching and Learning Centre (LTLC)

Identified Schools in receipt of funding for Outreach shall;

- Assign the minimum equivalent of 1.00 FTE appropriately qualified and trained Staff to the project
- Provide specialist training, advice and guidance to enquiring Nurseries, Secondary and Primary Schools
 1. There shall be an aspirational benchmark of engagement on a pro rata basis with Primary Schools over the year (number to be directly negotiated with each Outreach School)
 2. There shall be an aspirational benchmark of engagement on a pro rata basis with Secondary Schools over the year (number to be directly negotiated with each Outreach School)
- Create and maintain an engagement plan to promote the service to locality Schools
- Provide continuous professional development to Staff at Primary/Secondary Schools within locality, to increase robustness and responsiveness of existing Staff teams
- Signpost Schools to relevant agencies and partners
- Maintain records identifying outputs including;
 - Volume of service, to include number of Schools seeking advice (type of School and name of School) and number of applicable pupils affected by Outreach work
 - Type of service required to support (eg training or advice and guidance)
 - Duration of support

- Method of delivery (eg telephone call, emails, face to face meetings)
- Predominate need of identified children and young people
- Record how School requesting support became aware of the Service
- Volume of observations of individual pupils
- Waiting lists and timescales of work
- Any onward referrals made
- Case studies
- Stakeholder feedback
- Record number of pupils where need has been met without a Statement
- Record number of pupils where need has been met without accessing an Out of County placement, when previously an Out of County placement had been considered
- Demonstrate continuous professional development through accreditation; in conjunction with evidencing professional development, this shall provide assurance to families and carers with a benchmark of excellence

3.2. Eligibility for the Service

All Nurseries, Specialist, Primary and Secondary Schools across the County are eligible to access the Service through identified Outreach Support Schools.

3.3. Referrals

Schools will be able to access into the Service by contacting the appropriate Outreach Schools, via email or telephone call.

The Outreach School must respond to the enquiry within 2 working days.

3.4. Hours of Operation

The support shall be available during term times.

Staffing

3.5 Service Resources

The School must provide, employ or have access to appropriate resources to deliver the services defined in the specification. The School must ensure that there is management available to provide supervision and guidance to support workers at all times.

Suitable accessible premises, facilities and equipment must be available to Staff, including provision for Staff meetings, training and one-to-one Staff appraisal and record keeping and back office administration.

3.6 Staff Recruitment

All School Staff must have clearly defined job descriptions outlining roles and responsibilities.

Schools must ensure that Staff are suitably qualified, trained and vetted and DBS checked for the delivery of the service. This should include enhanced DBS checks. The School shall ensure that the requirements for vetting and barring under the Safeguarding of Vulnerable Groups Act 2006 as amended (in particular by; The Protection of Freedoms Act 2012) are followed, and the safeguarding regulations are applied.

The School shall have regard to the statutory guidance on the supervision of children and adults and the new definitions of Regulated Activity under The Protection of Freedoms Act 2012. For more information on the statutory requirements and changes please follow the link:

Home Office: www.homeoffice.gov.uk/disclosure-and-barring

Schools should involve service users in Staff recruitment, induction and appraisal processes wherever practical.

The School should ensure that the Staff group as a whole reflects the cultural and gender mix of users where possible and ensure that there are robust contingency plans to cover unexpected Staff shortages.

3.7 Volunteering

The School should have a volunteering program that offers diverse opportunities. There are several different ways in which volunteers could support the School and users. The School is expected to be innovative to attract volunteers. The School should offer support and training to volunteers to help remove the barriers to volunteering. The result of this is that the volunteer should be visible and valued and benefiting from diverse volunteering opportunities.

The School should have in place policies and procedures to support and safeguard volunteers and have a structure for their supervision and development. The School should look, where possible, to secure funding and support for volunteering projects.

3.8 Resources to be Provided by the Purchaser

Lincolnshire County Council shall provide the funding assigned to this Memorandum of Understanding.

3.9 Resources to be Provided by the School

The identified Outreach Schools shall provide all required resources.

Section 4 - Contract Management and Performance Monitoring Arrangements

4.1. Statement of Intent

Lincolnshire County Council's Financial Procedures and Contract Regulations state the requirement to ensure that Best Value is achieved in all services commissioned. It is a requirement that Best Value is demonstrated through evidencing positive outcomes for children, young people and their families in receipt of commissioned services. Service commissioners and Schools need to ensure that robust Contract Management is undertaken within agreed thresholds in order to achieve value for money and positive outcomes.

4.2. Responsibilities of the Commissioning Officers

The Authorised Officers shall ensure that:

- A Contract Board is established comprising of the Commissioning Officer, Responsible Service Manager and the School. For the purpose of this MoU, this shall be referred as the Project Board.
- Contract Management meetings are arranged for the forthcoming year on a rolling basis in accordance with the Risk Analysis assessment.
- Contract Management meetings are chaired and directed by the Commissioning Officer.
- Contract Management meetings are properly recorded and that areas for improvement and action points are entered onto the Joint Evaluation Toolkit (JET) contract management recording system.
- The Contract Management function sufficiently challenges the performance of the service and compliance with the Service Specification.
- Information provided by the School should be provided prior to the contract meeting and is sufficiently scrutinised, analysed and challenged if required.
- The Commissioning Officer is informed of issues with regard to the performance and/or conduct of a School to ensure compliance with the Agreement and Service Specification.
- The Commissioning Officer provides support and advice as and when required.
- The Commissioning Officer records all contract management data onto the JET for risk and performance, and at each contract management meeting, supported by the Responsible Manager will provide a provisional assessment score before agreeing a final score once the JET has been reviewed and completed in full.
- If there is a requirement for a Best Value Options Appraisal it shall be undertaken by the Responsible Service Manager and Commissioning Officer.

4.3. Responsibilities of the School

The School shall at all times co-operate with the processes of the Authority for monitoring, evaluation and quality audit in whatever way reasonably requested, and shall provide copies of any documents that are reasonably requested by the Authority.

The School shall demonstrate to the Authority that it has a commitment to providing quality services and ensuring satisfaction of services to the child/young person and their family. In order to do this, the School shall have in place a quality assurance system, which continuously reviews and improves the standards of service delivery. Such a system will include but not be limited to the following:

- seeking the views of those in receipt of the service
- regular reviews of service delivery
- tracking the progress of Staff and pupils through anecdotal evidence and case studies
- checking that the specified Service is consistently being delivered efficiently, effectively and sensitively, taking account of Childs' needs and preferences;
- ensuring that appropriate changes are promptly made where the Service is not consistently being delivered efficiently, effectively and sensitively, taking account of Childs' needs and preferences;
- checking that all records are properly maintained and updated;
- regular monitoring and evaluation of complaints/concerns, in addition to the requirements of the School's complaints procedure;
- an annual service review of performance and Child satisfaction with the Service provided.
- self-evaluation of sessions

The School shall maintain regular communication with the Authorised Officer in whatever way reasonably required by the Authority.

The School shall allow the Authorised Officer or representatives' reasonable access to the premises where the Service is provided and access to all documents relating to the performance of the Service under this Agreement.

The School shall co-operate with the Authorised Officer and representatives of the Lincolnshire Safeguarding Children Board with any audit and review of compliance of all policies and procedures relating to Section 11 of the Children Act 2004.

The School shall provide relevant information concerning Childs on request from the Authority.

The Authority retains the right to confidentially canvass the views of the Child(s) and/ or their Representative in relation to the Service.

4.4. Performance Management and Monitoring Information

Contract management meetings shall be designed to share and exchange information that will support continuous improvement of service provision. The contract management process should lead to partnership learning and offer opportunities to share good practice with the wider partnership. Meetings will be led by the Contract Management Board, made up of representatives from the School, Commissioning team and the relevant Service Manager.

Contract management will be undertaken utilising the Council's Joint Evaluation Toolkit (JET) system. The JET adopts a balanced scorecard approach to manage the performance and risks of contracted services delivered; evaluating the quality of service provided against the associated costs to assist Children's Services in determining if the service provides value for money and improves outcomes for pupils.

The JET also requires the Commissioning Officer, after consideration with the Service Manager and School to allocate a grading to the contract, based on one of the following judgements:

| Grade | Score | Descriptor | Guidance on Strengths/Weaknesses | KPI's |
|--|-------|--------------|---|--|
| Outstanding | 9 | Exceptional | Exceptionally strong with essentially no weaknesses | All are above target |
| | 8 | Outstanding | Extremely strong with negligible weaknesses | Most are above target and are at least on target |
| Good | 7 | Excellent | Very strong with only some minor weaknesses | All are at least on target |
| | 6 | Good | Strong but with numerous minor weaknesses | Majority are on target with plans in place for all others to improve |
| Requires Improvement | 5 | Effective | Strong but with at least one moderate weakness | Some are under target, but showing signs of improvement |
| | 4 | Satisfactory | Some strengths but also some moderate weaknesses | Some are under target and provider has action plan in place to improve |
| Inadequate | 3 | Fair | Some strengths but with at least one major weakness | Majority are under target but provider can evidence action plans are in place to improve |
| | 2 | Marginal | A few strengths and a few major weaknesses | Majority are under target but provider has desire to improve |
| | 1 | Poor | Very few strengths and numerous major weaknesses | All are under target and no plans in place to improve |
| <ul style="list-style-type: none"> ▪ Minor Weakness: An easily addressable weakness that does not substantially lessen impact • Moderate Weakness: A weakness that lessens impact ▪ Major Weakness: A weakness that severely limits impact | | | | |

In addition, Commissioning Officers or Service Managers will undertake a monthly review of all contracted provision and apply a Red, Amber, Green (RAG) risk rating and an overall service rating; Outstanding, Good, Satisfactory or Inadequate for each contract. These grading's will be entered onto the LCC corporate contracts register and will be used to inform the DMT on current service performance.

4.5. Outcomes Framework

Lincolnshire County Council is committed to outcomes based commissioning. The below framework outlines how the performance measures link to overall outcomes for users we want to achieve.

| Principles for pupils | Outcome for Users | Expected service outcomes | Context Indicators |
|--|--|--|--------------------|
| Healthy and Safe | <ul style="list-style-type: none"> *Early Intervention to support concerns at first possible point *Pupils can access support across the County | <ul style="list-style-type: none"> *The Outreach Schools should support the identified Primary/Secondary Schools with advice and guidance as to how best to respond to behaviours. *There should be low waiting lists to ensure that Pupils can be met with quickly and appropriate support identified as soon as possible | |
| Develop to their potential in their Early Years and are ready for School | <ul style="list-style-type: none"> *Pupils can remain in mainstream education wherever it is possible and appropriate. *Pupils receive support which is able to meet their need and a longer term plan outlining delivery against required outcomes is established. This support is received quickly | <ul style="list-style-type: none"> Identified Outreach Schools are located across the county narrowing the gap between localities and ensuring equality of access to provision Pupils can attain and achieve in their education | |
| Learn and Achieve | <ul style="list-style-type: none"> The confidence and attainment of Pupils improves. Additionally, the attainment of Staff improves through Continuous Professional Development and Staff are more robust and resilient in the face of increasing need Reduction of travel | <ul style="list-style-type: none"> *Educational attainment for pupils improves *School to School working reduces bureaucracy *The cost of travel for Pupils reduces *The number of OOC provision reduces | |
| Ready for | <ul style="list-style-type: none"> *Pupils remain with their | <ul style="list-style-type: none"> *Pupils can maintain | |

| Principles for pupils | Outcome for Users | Expected service outcomes | Context Indicators |
|-----------------------|--|---------------------------|--------------------|
| Adult Life | peers and near families and can maintain bonds | positive links | |

4.6. Joint Evaluation Toolkit (JET) Key Performance Indicators (KPIs)

Detailed below are the minimum KPI's that will be monitored during the delivery of this contract. Additional indicators may be included in agreement with the Contract Management Board. The Key Performance Indicators will be reviewed annually in line with local and national reporting requirements.

The Joint Evaluation Toolkit will be finalised with the Contractor at the first contract management meeting

| Measure | Target |
|--|---|
| OUTCOMES & STAKEHOLDER FOCUS | |
| Number and % of complaints received that are resolved within agreed timescales of 10 working days | <ul style="list-style-type: none"> * Widely disseminated policy available to professionals and service users * 100% complaints resolved in 10 days * Number of complaints reduces year on year * Areas for improvement are identified and acted upon |
| Number of formal compliments received during the contract year (cumulative) | <ul style="list-style-type: none"> * Increase in compliments year on year |
| The School completes an annual stakeholder survey (to be included within the annual School Performance Report) | <ul style="list-style-type: none"> * Regular, planned programme of service evaluation * Evidence of systematic and continuing process of consultation with stakeholders * Areas for improvement are identified and acted upon |
| The School has a model in place to measure how users outcomes have been achieved | <ul style="list-style-type: none"> * Model to measure progression of outcome is in place * Desired outcome is identified at start of engagement and evaluated at point of transition * Analysis of outcome destination is reported on and evaluated * Direct to 'Outcomes Star' if no process is in place |
| The Provider is to demonstrate commitment to the Participation Charter (Participation Charter) | <ul style="list-style-type: none"> *The Provider is to demonstrate how key stakeholder feedback from pupils has been utilised in improving the service delivered |
| Clear plan put in place to review promotion of the service and engagement with locality Primary and | <ul style="list-style-type: none"> *Plan to be reviewed *Promotion of the service to be periodically reviewed |

| | |
|--|--|
| Secondary Schools | *All Primary and Secondary Schools in locality should be directly contacted |
| INPUTS & OUTPUTS | |
| There is a performance monitoring system in place for recording and reporting contract related management information. | * Monitoring information is provided in line with the measures agreed and is to schedule |
| The Provider shall record the volume of service, to include number of Schools seeking advice (type of School and name of School) and number of applicable pupils affected by Outreach work | *Minimum expectations of volume |
| The Provider shall record the type of service required to support (eg training or advice and guidance) | |
| The Provider shall record the duration of support | *Agreed timescales with reports by exception |
| The Provider shall record methods of delivery (eg telephone call, emails, face to face meetings) | |
| The Provider shall record the predominate need of identified pupils | |
| The Provider shall record volume of observations of individual Pupils | |
| Waiting lists and timescales of work | *Agreed low or zero waiting list |
| Any onward referrals made | *Any issues with onward agencies to be reported |
| Case studies | *1 supplied per quarter |
| Stakeholder feedback | * To be regularly reviewed and actioned |
| The Provider to record number of Pupils were need has been met without a Statement | *Progress of Pupils accessing the service is to be measured |
| Record number of Pupils were need has been met without accessing an Out of County placement, when previously an Out of County placement had been considered. | |
| CONTINUOUS IMPROVEMENT | |
| Annual Self-Review of Safeguarding | * Compliance is demonstrated and areas for |

| | |
|---|---|
| Arrangements in line with Section 11 of Children Act 1989. | <p>improvement are identified and acted upon</p> <ul style="list-style-type: none"> * Self review is completed annually * Direct towards using the Lincolnshire LSCB template or the 'Safe Network' website as a means to evidence compliance and best practice |
| School actively manages delivery utilising an up to date risk register, to include a business continuity plan. | <ul style="list-style-type: none"> * Risk Report: Any risks identified are managed and actions to mitigate risk are identified and implemented * School to manage, maintain and report by exception on contracts risk register * Business continuity plans are in place and available for review |
| The School can demonstrate continuous improvement in the development of their workforce. | <ul style="list-style-type: none"> * Induction and regular supervision/ appraisal is in place * School ensures training, development and support standards are met and plans are in place and monitored * Appropriate accreditation |
| Completed annual Contract Performance Report with a focus on improving delivery | <ul style="list-style-type: none"> * To include a review of the years performance: <ul style="list-style-type: none"> ~ year-end performance report ~ annual stakeholder survey completed and feedback reported upon ~ evidence that objectives, actions, tasks within the plan have led to actual service improvements ~ the impact of the service outcomes is demonstrated and benchmarked against other services locally, regionally and nationally ~ a service user engagement plan is presented for the forthcoming year ~ the effective engagement of other services is demonstrated ~ value for money is demonstrated ~ areas for improvement are identified and acted upon ~ findings from Quality Assurance audits have resulted in positive changes to services where needed ~ the service demonstrates Outstanding delivery in line with Ofsted grade descriptors, where applicable * Forward look at how to improve service delivery during the forthcoming year |
| FINANCE & PRODUCTIVITY | |
| The School can demonstrate financial stability and a commitment to open book accounting. | <ul style="list-style-type: none"> * Identified Budget Holder * Financial information and reports submitted on time as per agreed schedule |
| The School can demonstrate the unit cost of delivering the service and how it has worked with the LA to bring added value to the contract and improved value for money. | <ul style="list-style-type: none"> * Unit costs are established * Benchmarking data is established and comparisons are made and analysed against a relevant comparator group * School can demonstrate delivering added value to |

| | |
|--|---|
| | the service * Efficient, Effective, Economic service is provided |
| Number of Days that posts are vacant during the year (Cumulative) - Details of each vacancy to be provided through contact management. | * Vacancies are filled quickly, reduced reliance on agency Staff, vacancy impact on service is managed effectively |
| Number of Days and % of contract time lost to sickness (Cumulative). | * Lower is better |
| Provider can provide a budget breakdown as to how funding is spent | *CO to review *To include money apportioned for training, clarity around how training was delivered and feedback from stakeholders |

4.7. Monitoring Information

All monitoring information supplied for users should include the following details:

1. Name, address and date of birth of the user
2. Gender of the users
3. Ethnicity of the users
4. Religion of the users
5. Age group of the users
6. Need of user and outcomes to be achieved
7. Any disabilities of the user
8. School / Locality area attended by user

The Council may request other monitoring or performance information.

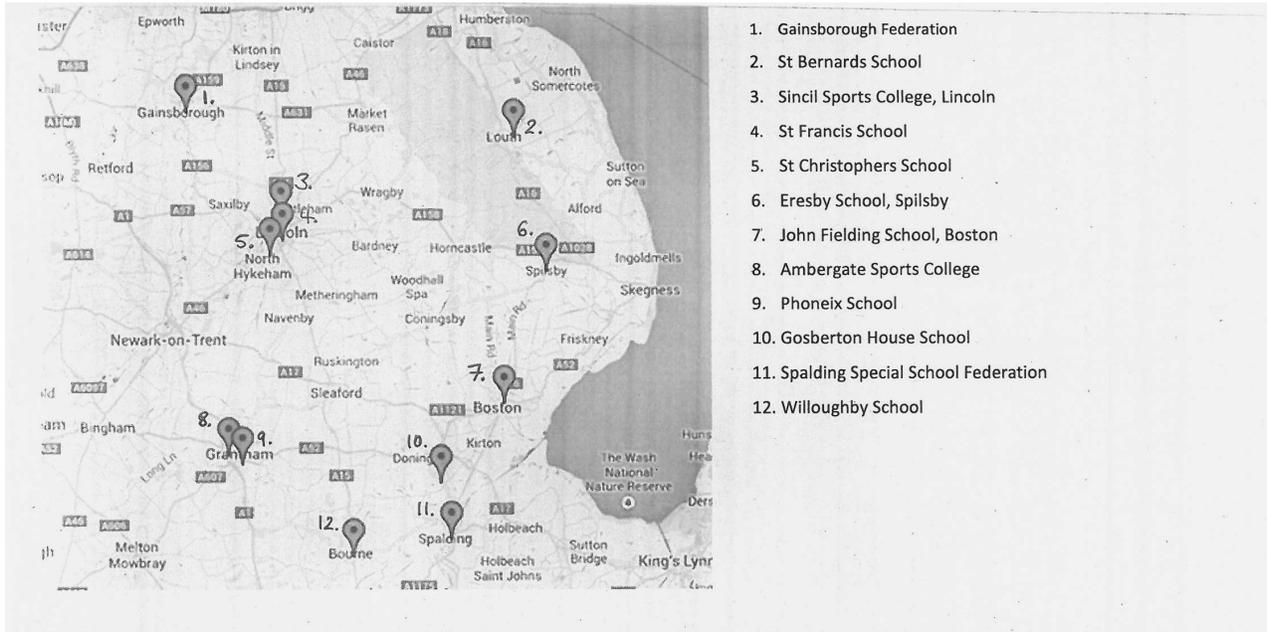
4.8. Financial Information

Please ensure that financial information supplied includes;

- Premises costs
- Administration and office costs
- Overheads and central management costs
- Management Staffing Costs
- Support workers
- Admin Staff
- Other Staff
- Other contract related costs

Annex B

Map of Schools



Annex C: Sponsors Board terms of reference

Terms of reference (April 2014)

Purpose of the group:

Accountability:

- Meetings will review the progress of the revised Outreach Support Service

Working methods:

- Meetings will be held monthly to review progress and determine further action and the administration of these meetings will be the responsibility of the Children's Services Commissioning Team.
- The meetings will focus on the development of the review
- Board members may be tasked with carrying out activities to ensure that essential elements of the new service are developed
- The Board meetings will act as the workshop where new approaches are developed and finessed, based on the work of the Board members between meetings
- Risk and issues will be reviewed and actions agreed to mitigate or overcome those identified.

Key Deliverables:

- To explore what changes will be required to service specifications and contracts to enable delivery of Outreach
- To put into place joint arrangements that satisfy all key stakeholders
- To develop clear and jargon free communication of commissioning processes to facilitate wide engagement and co-production with children, young people and their parents.
- Use evidence of need and what works to inform agreement about the outcomes we are seeking to deliver and the provision required to deliver them

| Name | Organisation |
|---------------------|--|
| Andrew McLean | Head of Service Children's Commissioning, LCC |
| Jonas Gibson | Team Manager, Children's Commissioning, LCC |
| Catherine Southcott | Commissioning Officer, Children's Commissioning, LCC |
| Sally Savage | Assistant Director, Commissioning Children's Services, LCC/CCG |
| Stuart Carlton | Assistant Director, Children's Services |
| Sheridan Dodsworth | Head of Service |
| Paul Copping | Centre for Federation of British Teachers |



REGULATORY AND OTHER COMMITTEE REPORT

| | |
|---------------------------------------|--|
| NAME OF COMMITTEE: | Schools Forum |
| DATE OF MEETING: | 23 April 2014 |
| SUBJECT: | Academies update |
| REPORT BY: | Michelle Andrews (Head of Property and Technology Management) |
| NAME OF CONTACT OFFICER: | Adrian Clarke |
| CONTACT OFFICER TEL NO: | 01522 553204 |
| CONTACT OFFICER EMAIL ADDRESS: | adrian.clarke@lincolnshire.gov.uk |
| IS REPORT CONFIDENTIAL? | No |

SUMMARY

The purpose of this report is to provide information on the latest number of pupils in academies.

DISCUSSION

The Schools Forum asked for an update to be provided to each meeting on the number of academy conversions.

This is the position as at the 1st April 2014. The pupil figures are based on the January census data (i.e. the latest available).

As of 1st April 2014, there are 110 academies (30.6%) in Lincolnshire representing 57173 FTE pupils (56.2%)

In the Primary phase there is an additional one academy bringing the total to 63 (22.7%) academies with 16842 pupils (32.1%).

A Special free school that opened in September 2014 has been categorised as a PRU. Therefore, the total number of Special Academies is now two (10%) representing 113 pupils (6.6%) and there is now one PRU Academy (50%) with 49 pupils (15%)

There has been no change in the number of secondary academies and the number remains at 44 (81.5%) representing 40169 pupils (85.7%).

Current Status of All Lincolnshire State Schools

| | Schools | | FTE | |
|------------------|---------|--------|--------|--------|
| Nursery | | | | |
| All | 5 | | 296.0 | |
| Maintained | 5 | 100.0% | 296.0 | 100.0% |
| Academy | 0 | 0.0% | 0.0 | 0.0% |
| Primary | | | | |
| All | 278 | | 52448 | |
| Maintained | 215 | 77.3% | 35607 | 67.9% |
| Academy | 63 | 22.7% | 16842 | 32.1% |
| Secondary | | | | |
| All | 54 | | 46875 | |
| Maintained | 10 | 18.5% | 6706 | 14.3% |
| Academy | 44 | 81.5% | 40169 | 85.7% |
| Special | | | | |
| All | 20 | | 1712 | |
| Maintained | 18 | 90.0% | 1599 | 93.4% |
| Academy | 2 | 10.0% | 113 | 6.6% |
| PRU | | | | |
| All | 2 | | 326 | |
| Maintained | 1 | 50.0% | 277 | 85.0% |
| Academy | 1 | 50.0% | 49 | 15.0% |
| Total | | | | |
| All | 359 | | 101657 | |
| Maintained | 249 | 69.4% | 44485 | 43.8% |
| Academy | 110 | 30.6% | 57173 | 56.2% |

By 1st October 2014 if conversions, sponsorships and new school openings proceed according to their target dates the position will be:

Projected Six Month Status of All Lincolnshire State Schools

| | Schools | | FTE | |
|------------------|---------|--------|--------|--------|
| Nursery | | | | |
| All | 5 | | 296.0 | |
| Maintained | 5 | 100.0% | 296.0 | 100.0% |
| Academy | 0 | 0.0% | 0.0 | 0.0% |
| Primary | | | | |
| All | 281 | | 52448 | |
| Maintained | 213 | 75.8% | 35516 | 67.7% |
| Academy | 68 | 24.2% | 16933 | 32.3% |
| Secondary | | | | |
| All | 54 | | 46875 | |
| Maintained | 8 | 14.8% | 5755 | 12.3% |
| Academy | 46 | 85.2% | 41120 | 87.7% |
| Special | | | | |
| All | 20 | | 1712 | |
| Maintained | 16 | 80.0% | 1404 | 82.0% |
| Academy | 4 | 20.0% | 308 | 18.0% |
| PRU | | | | |
| All | 2 | | 326 | |
| Maintained | 1 | 50.0% | 277 | 85.0% |
| Academy | 1 | 50.0% | 49 | 15.0% |
| Total | | | | |
| All | 362 | | 101657 | |
| Maintained | 243 | 67.4% | 43874 | 43.2% |
| Academy | 119 | 32.6% | 57784 | 56.8% |

There will be five (1.8%) more primary academies. Three of these new academies will be new schools (Bourne Elsea Park Church of England Academy, Skegness Beacon Primary Academy and Spalding Wygate Park Academy) therefore the increase in pupil figures of only 91 (0.2%) is not a true reflection as pupil figures are based on numbers currently attending schools.

Two Secondary Schools (3.7%) with 951 current pupils (2%) are also anticipated to be sponsored Academies by 1st October 2014.

Two federated Special Schools (10%) with 195 current pupils (11.4%) intend to convert to Academy status.

In total, there will be an additional nine (2.2%) academies representing 1237 (1.2%) of the current pupil population.

| |
|------------------------|
| RECOMMENDATIONS |
|------------------------|

The Schools Forum is asked to note the contents of the report.

| |
|--|
| APPENDICES - these are listed below and attached at the back of the report. |
|--|

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|------|
| None |
|------|

Agenda Item 11

Lincolnshire Schools' Forum

23 April 2014

Information Pack

| | | |
|----|---|---|
| 1. | Draft Minutes from the Children and Young People's Strategic Partnership held on 24 February 2014 | A |
| 2. | Draft Minutes from the Strategy Review Board held on | B |
| 3. | List of Acronyms | C |
| 4. | Schools Forum Work Plan | D |
| | | |

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**CHILDREN AND YOUNG PEOPLE
STRATEGIC PARTNERSHIP
24 FEBRUARY 2014**

PRESENT: MR D ASHCROFT (CHAIRMAN)

Councillors D Brailsford

Officers in attendance:-

Malcolm Barham (YMCA), Debbie Barnes (Executive Director Children's Services), Vindi Bhandal (South West Lincolnshire CCG) Stuart Carlton (Assistant Director of Children's Services), Richard Cumbers (Public Health), Michael Follows MBE (Lincolnshire Schools Forum), Andrew Garbutt (Lincolnshire County Council), Andy Morris (LSCB), Karen Parsons, Andy Payne (Lincolnshire Fire and Rescue), David McWilliams (Head of Performance Assurance), Sally Savage (Assistant Director Children's Services), Janice Spencer (Assistant Director, Children's Services) and Rachel Wilson (Democratic Services Officer)

36 APOLOGIES FOR ABSENCE

Apologies for absence were received from Rachel Boothby (Parent Partnership Co-ordinator), Councillor Mrs P A Bradwell (Executive Councillor Adult Care and Health Services, Children's Services), Chris Cook (Chairman of the Lincolnshire Safeguarding Children's Board), Mandy Cooke (Lincolnshire County Council), Andy Fisher (Boston Borough Council), Lee Freeman (Lincolnshire Police), Kerry Mitchell (Barnados), Semantha Neal (East Lindsey District Council), Chris Seymour (Pilgrim School), Nicki Silver (LCHS) and Pam Townsend (The Walton Girls High School)

37 MINUTES OF THE MEETING HELD ON 11 DECEMBER 2013

RESOLVED

That the minutes of the meeting held on 11 December 2013 be signed by the Chairman as a correct record.

38 CYPSP CHAIR COMMENTS

The Chairman reported that a regular pattern of pre-meetings with David McWilliams had now been arranged, and he wanted to use the formal meetings and development days to work together in constructive way, and ensure that the other groups and sub-groups which reported to this Partnership were held to account. It was thought that the Partnership was starting to develop a structure that would work.

**CHILDREN AND YOUNG PEOPLE STRATEGIC PARTNERSHIP
24 FEBRUARY 2014**

It was understood that the transfer of health visitors to the local authority had been confirmed for October 2015. This would represent a significant move in terms of local authority's becoming responsible for this service. It was suggested that this was an area that could be discussed in greater detail at a development day.

The Executive Director Children's Services reported that lessons were starting to be learned following the first and second tranches of Ofsted inspections. It was noted that the inspections seemed fair as inspectors were speaking with the right people including social workers, parents and carers. It was expected that Lincolnshire would have its inspection in May/June 2014.

It was noted that inspections of LSCB's had been less encouraging with all but one requiring improvement. Lincolnshire would be learning from all boards. However, it was noted that Ofsted appeared to be having difficulty in how best to review partnership arrangements. There was a need to be very clear about how partnership arrangements were working.

A number of staffing changes were highlighted to the Partnership, including welcoming Sally Savage, Assistant Director Children's Services. It was noted that this was a joint appointment with the CCG. It was also reported that there would be significant changes within the school improvement service, as Jill Hodges would be leaving the authority, and Tim Culpin would be leaving to work for CfBT nationally. Interim arrangements would be confirmed shortly.

39 LSCB CHAIR COMMENTS

An update on the LSCB was provided by Andy Morris, on behalf of the Chairman of the LSCB, Chris Cook.

Members were advised, that in terms of the Ofsted inspections, it was thought that the Lincolnshire LSCB was in quite a strong position compared to some others.

It was also reported that the Board was currently involved in work regarding child sexual exploitation and child trafficking with care homes in the south of the county. Work with legal highs was also underway as this was a big problem in Lincolnshire, as well as nationally. The Board was working with the Community Safety Partnership, and would be employing a Policy and Audit Officer. Once this person was appointed it was hoped that there would be a greater understanding of the problems in the county.

It was noted that the number of sub groups of the LSCB had reduced from 8 to 4, and the Terms of Reference had been reviewed.

A number of comments were made by members of the Partnership, in relation to the update provided, which included the following:

- It was noted that there was a serious problem with child sexual exploitation in Cambridgeshire, which was in close proximity to Lincolnshire and there were concerns that it would be very easy for the problem to cross county

boundaries. The Partnership was assured that officers were working closely with Cambridgeshire Police on this issue;

- It was highlighted that some of the work which had been done in relation to child sexual exploitation had raised issues regarding cross border working;
- The links between the police and Children's Services were very strong;
- Peterborough would be carrying out a serious case review shortly;
- It was noted that the Safeguarding Board had developed an action plan around tackling child sexual exploitation, and it was queried whether it would be useful to share it with the Partnership;
- The partnership was advised that the Lincolnshire LSCB had good communication with the Cambridgeshire LSCB;

40 SUB GROUP AND ACTION GROUP UPDATES:

(a) Lincolnshire Participation Action Group (LPAG)

An update was received from Andrew Garbutt, Participation Team, in relation to the work of the Lincolnshire Participation Action Group (LPAG). It was reported that Kerry Mitchell, who was the current chairman of the LPAG, was coming up to the end of her two year term as Chairman, and was likely to step down at the end of her term, as she was taking on more responsibility in her main role. It was reported that Francis Porter was happy to take over this role, and there would be a handover period.

It was reported that the last event had focused on the story board for the anti bullying film, and it was noted that there was a need to maintain consistency in terms of the young people attending these events. It was noted that the film would be available on the teen info links website. At the next event, the focus would be on working on developing the website and app ideas. It was hoped that following the next event, officers would be in the position to bring something back to this Partnership.

It was noted that dates during half term and school holidays would be the best times for holding events for young people. Officers would work with the LPAG to set these dates.

It was queried a joint meeting of the partnership was needed with the young people, and members were advised that the intention was for some of the young people to attend a future meeting once the web and app ideas had been developed.

(b) Children and Young People's Voluntary Sector Forum (CYPVSF)

The Partnership received an update from Karen Parsons in relation some of to the work of the Children and Young People's Voluntary Sector Forum (CYPVSF) over the past year. It was reported that the Forum had undergone a review, and it would continue to receive a grant from Lincolnshire county Council through Children's Services.

4

CHILDREN AND YOUNG PEOPLE STRATEGIC PARTNERSHIP 24 FEBRUARY 2014

Some of the activities which were highlighted included networking at the regular meetings and also specialist sessions on a targeted subject matter; representations from different partners including CYPSP, youth housing, Participation Action Group and families working together steering group; consultation activity including ensuring that information was distributed across the network as well as targeting particular information at specific members; and communication through their pages on www.lincolnshirechildren.net as well as e bulletin's and updates which were sent out regularly. It was noted that decision had been taken to not have a dedicated website, in order to drive internet traffic through the www.lincolnshirechildren.net website.

It was reported that the next meeting would be held on 13 March 2014, with the focus of 'what's important for going forward' and what areas of work members would like to see the Forum engaged in.

Members were advised that workforce development would be on the agenda for the next meeting, and would include the national workforce strategy. It was also commented that there was a need to improve people's opportunities for learning and training within Lincolnshire.

(c) Child Poverty

An update was received from the Executive Director Children's Services in relation to Child Poverty, and members were advised that a session on this issue was being held by City of Lincoln Council in the coming week and Boston Borough Council were carrying out a scrutiny review into this issue. It was noted that the county council had been asked to take part in the scrutiny review.

It was suggested that it might be helpful if a list of all events which were coming up was attached at the end of the minutes.

(d) Youth Housing

Members were reminded that they should have received an invite to the launch event for the Youth Housing Strategy which was taking place at the Bentley Hotel on the 6 March 2014.

(e) Childhood Obesity

The Partnership received an update from Richard Cumbers in relation to the work of the Childhood Obesity Task and Finish group. An update was circulated which showed the headlines from the results of the National Child Measurement Programme for the academic year 2012-13 in Lincolnshire. It was reported that 92% of children in reception and 915 of children in year 6 participated in the programme. It was noted that 174 parents opted out of their child taking part in the programme.

A sub group was working on the school meal offer, and this group was being chaired by Tony McGinty. A strategic plan was being pulled together before being presented to DMT and the relevant scrutiny committee. The membership was being refreshed and the group met every six months.

It was noted that a number of schools had opted out of the Programme, however, one had only opted out of the year 6 programme, but had included the reception class.

A discussion of the data presented followed and some of the points raised by members of the Partnership included the following:

- It was thought it would be useful to have the reasons why some parents had chosen to opt out of the Programme;
- This was the first year of data where the same children who were measured in reception were also measured in year 6;
- One complaint had been received in relation to a child who had opted out of the Programme in reception class, and this opt out had not been continued in year 6;
- The data indicated that obesity levels doubled between reception and year 6;
- Members were advised that any children who had not been included in the NCMP were likely to have been off sick or on holiday on the day of the measurements;
- Going forward officers would be able to do better data analysis as they would be able to drill down further into the data;
- It was stated that the current methods for tackling obesity were inadequate;
- The next meeting of the Task and Finish group would be at the end of March 2014, and any members of the Partnership were welcome to attend;
- It was requested that a more thorough evaluation of the information, including details of the gaps in the data, be brought back to a future meeting of the Partnership as an agenda item;
- It was queried how Lincolnshire compared to other counties in terms of this data, and whether there were any examples of best practice which could be of benefit;
- It was queried whether the measurement programme was commissioned from the same organisation that provided the intervention? It was suggested there could be merit from commissioning them both together, and a payment by results system would be of benefit;
- Work was underway to improve the participation rate;
- The Healthy Schools programme was still in place, and now sat within Public Health. Members of staff from the food in schools team would be transferring to the healthy schools team;
- It was important to work with parents to ensure they understood the messages regarding healthy eating. It was queried whether there would be any sanctions for those parents who chose to ignore the healthy eating messages;

It was noted that this discussion had highlighted a lot of issues, and it was suggested whether this issue should be picked up as part of a development day, when a more complete set of information could be provided, and representatives of public health, schools and CCG's could be invited.

(f) Early Help Offer

This would be covered under a later agenda item.

(g) Support and Aspiration

This would be covered by a later agenda item.

(h) Raising the Participation Age (RPA)/Vulnerable Learners Group

It was noted that this would be on the on the agenda as a substantive item for the next meeting in April 2014.

41 EARLY HELP AND TAC

The Partnership received a progress report from the Early Help Steering Group in relation to developments within Team Around the Child (TAC).

The Assistant Director Children's Services guided the Partnership through the report and advised that the recommendations made to CYPSP had all been accepted, and provided a progress update for each one. During discussion, the following points were noted:

- An Early Help conference was being held on 7 July 2014;
- There was a huge amount of work which needed to be done, and would be carried out;
- Work was underway to start addressing trigger points. Quality assurance would be built in;
- There was a need to be clear about supervision arrangements, and where officers could go to talk to someone about any concerns they had;
- Part of the early help consultations would include advice;
- Part of the assessment would involve deciding on the best of action for the child;
- The aim would be for people to carry out a holistic assessment based on signs of safety;
- Effective supervision requirements were essential;

RESOLVED

That the progress report be noted.

42 SUSTAINABLE SERVICES REVIEW

The Executive Director Children's Services reported that there had not been much progress in relation to the Sustainable Services Review since the last meeting of the Partnership.

It was reported that Price Waterhouse Cooper had been commissioned to assist with Phase 2 of the Review.

The Partnership was advised that this would be brought back to the next meeting.

43 LCC AND CCG COMMISSIONING GOVERNANCE

The Partnership received an update from the Executive Director Children's Services in relation to LCC and CCG Governance. It was reported that this was still a work in progress.

It was reported that it was felt that strategically there was a need to look at the commissioning arrangements, and ensure that they were robust. There would also be a need to match governance arrangements with what was happening in the Sustainable Services Review.

It was proposed to establish a single joint commissioning board, with four delivery boards based on the Sustainable Services Review workstreams.

During consideration and discussion of this report the following points were noted:

- The chart attached at appendix a of the report did not include how the work of the Partnership connected to the commissioning structure;
- The Children and Young People Strategic Partnership would report to the Health and Wellbeing Board, and there was a need to ensure that this was clear. The Executive Director Children's Services would feed this back into the process.

RESOLVED

That the update be noted.

44 SEND REFORMS UPDATE

An update was received from the Executive Director Children's Services in relation to the SEND Reforms. It was reported that Part 3 of the current Children and Families Bill, which was due for Royal Assent in Spring 2014, sought to streamline and align the system of SEN assessment, support and provision for young people 0-25.

The SEN reforms set out in the Bill were highlighted to the Partnership and some additional point discussed included the following:

- There would be a need to advertise the local offer;
- The timescale for implementation of the new statements was 1 September 2014;
- The authority was receiving approximately 25 requests per month;
- There would be a need to have systems and processes in place prior to implementation;
- There would be a three year transition period to transfer children with existing statements to the new Education, health and Care (EHC) plan. There were currently 3,000 children in Lincolnshire with a statement;
- There would be a huge issue in terms of expectations, and anxiety from parents would be expected;

**CHILDREN AND YOUNG PEOPLE STRATEGIC PARTNERSHIP
24 FEBRUARY 2014**

- It was expected that these changes would speed up the process and would hopefully prove more cost effective;
- It was queried whether this was something which should be looked at in more detail at a development day? It was agreed that the Partnership should receive an update at a later date.

RESOLVED

That the update be noted.

45 CQC INSPECTION

The Partnership was advised that the report had been received on the previous Friday, and it would now need to be circulated and an action plan produced. It was reported that the Assistant Director would be attending the action plan scheduled for 4 March 2014.

The published report would be circulated to the Partnership for information.

46 CORE EDUCATION OFFER TO SCHOOLS

It was reported that following the last meeting of the Children and Young People Strategic Partnership, one meeting had been held, and there would be a need to schedule a report back to this Partnership to set out what the offer to schools would look like.

47 WORK PROGRAMME

It was noted that a number of subjects had been identified as being suitable for the development days, as well as some items which needed to be reported back to this meeting at a later date.

The Chairman stated that he would work with David McWilliams to ensure that these items were included in the planning process for future meetings and development days.

48 REPORTS FOR INFORMATION ONLY

There were no reports circulated for information only.

The meeting closed at 3.55 pm

DRAFT MINUTES

**Strategy Review Board
Wednesday 12 March 2014**

Present: Michael Follows (Chair)

John Beswick

Ken Durrands

Michelle Andrews (Head of Service Property and Technology Management)

Adrian Clarke (School Reorganisation Officer)

Darren Pepper

1. Apologies for absence
Scott Healy

2. Introductions
None necessary

3. Minutes of previous meeting
Agreed as a true record

4. Matters arising from previous meeting
DP provided clarification regarding provisioning of schools explaining that all users in schools become users through contract. This can be an automated process using school database information like G2 Integris.

Schools now have to buy their own internet service provider services. Kcom provide internet access available to all Lincolnshire Schools under a collective deal brokered by LCC but since this change, Schools have been unable to see or use the LCC internal staff intranet (George) and LCC are unable to access schools' networks. DP explained that OPENHIVE portal cannot form an authority-wide portal at present; it cannot be used to replace George in its entirety although some elements of it can be utilised.

Fewer schools are using the learning elements available via OPENHIVE. Most are using MOODLE which is hosted and available as an extra in the OPENHIVE cloud. MOODLE is an open-source learning platform which delivers in a linear 'task follows task' manner. KD asked for definition of 'learning'. OPENHIVE produce to be rationalised. All elements that the learning module provided on OPENHIVE can be achieved through MOODLE.

5. Update following Service Implementation and Review Group meeting 6 March 2014

AC provided a summary of issues discussed at SIRG

Proposed timetable of reinvigorated project marketing for consideration of the group –

- commencing immediately after Easter holidays
- roll out first then second tranche of information (email/letter)

- publicity events
- Timetable good for schools coming on board for new academic year

Confirmation that access to OPENHIVE is free to all schools in Lincolnshire up until end contract date (December 2015)

Training has been identified:

Capita can provide training on installation and administration.
CfBT has previously provided training on implementation to schools; on installation and administration as part of initial contract. This may be arranged again in the future however school would need to liaise with CfBT and this would come at a costs that could not be met by LCC.

There is a need to confirm events and venues in order to provide confidence. Discussion regarding the potential success of these events and would this meet the requirements and desired outcome.

6. Discussion about proposed marketing events and materials

Discussion took place as to best method of raising awareness in schools of access to OPENHIVE and also appropriate individuals to target

It was suggested that the most effective method of communication would be via Debbie Barnes as Director at Headteachers' and/or Governors' meetings

DP provided information on Lincolnshire Marketing Approach and explained contents

Actions

- Encourage schools to register interest then investigate venues and dates of proposed information sessions if demand is identified.
- Joint action (LCC/Capita) – to describe access, product content, and benefits to input in to a letter
- Confirmation that all schools (including academies) are part of VLE contract therefore treated equally with option to buy in on an individual basis after end of contract (December 2015)
- Schools wishing to move ahead – contact via correct support number

Once key messages are agreed, suggested approaches could be mail shots via HTs' meetings or alternative method, create video casts to increase attendance.

MA to investigate use of HTs' meetings to distribute information. DP's briefing to be incorporated into information for HTs in Debbie Barnes name. DP/MA to discuss and progress

MA/DP

JB asked for clarification of personalised learning and DP explained the move to 2013 portal, which is compatible with tablet installations,

is the best method for personalised learning. Materials can be tailored and distributed to groups and individuals via tablet, PC or laptop

The decision was taken to produce a letter for distribution to all HTs providing details of OPENHIVE and seeking extent of interest in receiving further information

AC to provide minutes of the next SIRG meeting to members of this AC group

Training requirements

AC agreed to check provision with CfBT and investigate a way AC forward. AC to update MF

7. Review action plan and agree next steps
Dealt with in previous agenda items
8. AOB
Decision was taken to schedule an interim SRB meeting to discuss outcome of exercise seeking schools' expressions of interest in utilising OPENHIVE products and services. Meeting arranged for Thursday 1 May 2014, 1-3pm in the Newland Room, County Offices RSE
9. Date and time of next meeting
The next Strategy Review Board meeting is scheduled for Wednesday 11 June 2014 at 1pm in Committee Room 3 County Offices RSE

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Document

Acronyms

| | |
|-------|--|
| DSG | Dedicated Schools Grant |
| DSB | Dedicated Schools Budget |
| ISB | Individual Schools Budget |
| AWPU | Age Weighted Pupil Unit |
| MFG | Minimum Funding Guarantee |
| DfE | Department for Education |
| SFVS | Schools Financial Value Standard |
| ESG | Education Support Grant |
| LA | Local Authority |
| PVI | Private, Voluntary and Independent providers |
| EYSFF | Early Years Single Funding Formula |
| PFI | Private Finance Initiative |
| CERA | Capital Expenditure from the Revenue Account |
| MTFP | Medium Term Finance Plan |
| SEN | Special Educational Needs |
| DFC | Devolved Formula Capital |
| HN | Higher Needs |
| LAC | Looked After Children |

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Schools' Forum Work Programme

| DATE | ITEMS |
|----------------------------------|---|
| 23 April 2013 | See today's agenda |
| Items for Future Meetings | 25 June 2014 <ol style="list-style-type: none">1. Arrangements for Early Years Provision2. Arrangements for SEN provision3. Looked After Children4. Election of Chairman5. Future Meeting Dates |

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