

County Offices
Newland
Lincoln
LN1 1YL

26 February 2015

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 6 March 2015 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely



Tony McArdle
Chief Executive

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

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

Added Members

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

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

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 6 MARCH 2015**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declaration of Members' Interest	
3	Minutes of the meeting held on 16 January 2015	5 - 16
4	Stamford Endowed Schools Scholarship Tapering - Interim (8th Year) Review <i>(To receive a report which provides the Committee with information in relation to the Stamford Endowed Schools Scholarship Tapering scheme)</i>	17 - 28
5	Review of the accountability framework for the Independent Chair of the Lincolnshire LSCB <i>(To receive a report which provides the Children and Young People Scrutiny Committee with an opportunity to consider the report produced following the review of the accountability framework for the Independent Chair of the Lincolnshire LSCB which was undertaken in October 2014)</i>	29 - 46
6	Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update <i>(To receive a report which provides an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Groups)</i>	47 - 54
7	School Performance 2014 (Including Closing the Gap data) <i>(To receive a report which summarises the 2013-14 performance of Lincolnshire schools for the Children and Young People Scrutiny Committee, following the release of validated performance data released by the Local Authority (LA) Performance Team on 29 January 2015)</i>	55 - 94
8	Proposal to expand capacity at Lincoln Bishop King Church of England Primary School (Final Decision) <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision) prior to consideration by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015)</i>	95 - 122
9	Proposal to expand capacity at Spalding Monkhouse Primary School (Final Decision) <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider the proposal to expand the capacity at Spalding Monkhouse Primary School (Final decision) prior to it being by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015)</i>	123 - 150

- 10 Performance - Quarter 3 2014/15** 151 - 216
(To receive a report which provides the Committee with key performance information for Quarter 3 2014/15 that is relevant to the work of the Children and Young People Scrutiny Committee)
- 11 Children and Young People Scrutiny Committee Work Programme 2015** 217 - 226
(To receive a report which enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year)

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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
16 JANUARY 2015**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

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

Added Members

Church Representatives: Mr S C Rudman and Mrs G Wright

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

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

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Stuart Carlton (Assistant Director Children's Early Help), Sheridan Dodsworth (Service Manager SEND), Jonas Gibson (Commissioning and Development Manager), Tracy Johnson (Scrutiny Officer), Mark Popplewell (Assistant Head of Finance Children's & Specialist Services), Sally Savage (Chief Commissioning Officer) and Rachel Wilson (Democratic Services Officer)

60 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies were received from Councillors J P Churchill, Mrs L A Rollings and Mrs S Wray.

The Chief Executive reported that having received notice under Regulation 13 of the Local Government (Committees and Political Groups) Regulations 1990, he had appointed Councillors C L Strange and T M Trollope-Bellew as replacement members on the Committee in place of Councillors J P Churchill and Mrs S Wray respectively, for this meeting only.

61 DECLARATION OF MEMBERS' INTERESTS

Councillor B W Keimach wished that it be noted that he was a stakeholder of Lincolnshire Partnership NHS Trust and would be leaving the room for consideration of agenda item 11 – Child and Adolescent Mental Health Services Review.

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Councillor Mrs J Brockway requested that it be noted that in relation to agenda item 4 – Children's Services Budget Proposals 2014/15 and 2015/16, she was a trustee of Sound Lincs.

62 MINUTES OF THE MEETING HELD ON 28 NOVEMBER 2014**RESOLVED**

That the minutes of the meeting held on 28 November 2014 be signed by the Chairman as a correct record.

63 ALL-AGE AUTISM STRATEGY FOR LINCOLNSHIRE 2015 - 2018

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to consider a report on the All-Age Autism Strategy for Lincolnshire 2015-2018 which was due to be considered by the Executive on 3 February 2015.

The Draft Lincolnshire All-Age Autism Strategy had been developed in response to the Government's national strategy for adults with autism – 'Fulfilling and Rewarding Lives' which was published in 2010. A recent refresh of the national strategy, Think Autism, was published in 2014 and put a focus on the need for more autism friendly communities. In response to the national strategy, a 3 month consultation was carried out in Lincolnshire to help inform the development of an adults' autism strategy for Lincolnshire. Analysis of the feedback revealed a number of key themes including one area of repeated discussion, which was the transition from children's to adults' services. It was recognised that this transition could often be a difficult time for individuals with an autism spectrum disorder and so a decision was taken to develop an all-age autism strategy.

It was also reported that an independent review of the services in Lincolnshire for individuals with autism was jointly commissioned by the Lincolnshire Safeguarding Children's Board (LSCB) and the Children's Services management team during 2014.

It was reported that an action plan had been developed which incorporated four key strategic programmes to deliver the Autism Strategy with underpinning measurable objectives. The action plan would be overseen by the Autism Partnership Board which would take a leadership role and would be accountable for the delivery of the plan. Work was still being undertaken to develop and strengthen the Autism Partnership Board, including a review of the membership. The Strategy would be formally launched in Spring 2015.

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

- It was queried whether it was known how many people there were in Lincolnshire who required additional help, and also how many people there were with spectrum disorders who did not require any additional help. It was thought that there were 4237 people in Lincolnshire with some level of autism,

and the prevalence data from the review of children and young people projected that there would be approximately 1800 children and young people in the county with autism. However, it would be difficult to provide an exact number as it was a spectrum disorder and so people had different levels of need;

- It was clarified that an 'autism friendly society' was about awareness raising and training, and organisations making reasonable adjustments. There was a need to raise understanding of autism, especially among partners, as they may only need to make minor changes but they could have a big benefit to people with autism;
- Young people who were 16/17 years old and were at risk of homelessness regardless of whether they had autism would trigger a Team Around the Child (TAC). It was noted that it was not a different pathway if a young person had autism;
- It was welcomed that the work done with the Children's Review was being incorporated into the All-Age Autism Strategy;
- There were high functioning young people with autism who did not receive as much support, but for those at the other end of the scale there was a lot of knowledge and support available;
- It was noted that there were some young people with autism who had mental health issues, but these were often attributed to Autism and so did not receive mental health services. There were concerns that these young people would slip through the net;
- It was queried what the nature of the consultation with people with autism themselves had been and members were advised that as part of the engagement, the Autism Involvement Group was formed which was comprised of people of all ages with autism who agreed to take part in the consultation. Engagement was through a variety of different methods;
- Members were very pleased to read this report, and commented that it was excellent;
- It was commented that a diagnosis of autism was of great help to some families. Concerns were raised regarding what would happen when a young person reached the end of their education, and also that it was important to raise awareness as many people did not have first-hand experience of someone on the autism spectrum;
- If awareness of autism could be promoted, then people may notice traits within family members, and it could be ensured that services and support was available if a diagnosis was received;
- Members were informed that support to young people with autism would not stop when they reached the end of their education, although support could be in place until the age of 25 under the SEND reforms, in order to prepare the young person for adulthood;
- It was queried what publicity was planned to raise awareness of autism and this strategy. It was suggested that things were typical to autism should be highlighted, as some young people could be being held back due to a lack of diagnosis or understanding. One of the key events would be the launch of the formal Strategy which was planned for 2 April 2015, to coincide with World Autism Day;

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- Officers commented that they were happy to receive any suggestions from members on ways to promote the Strategy;
- It was suggested that there was a need for some of the timescale's on the action plan to be revised, as there were 14 actions listed for completion in March 2016, and it was thought that this was ambitious. Members were advised that the action plan would be reviewed by the Partnership Board on an annual basis.

RESOLVED

That the Children and Young People Scrutiny Committee support the recommendations as set out in the Executive report.

64 CHILDREN'S SERVICES BUDGET PROPOSALS 2014/15 AND 2015/16

The Committee received a report which provided an opportunity to consider the Children's Services budgets for 2014/15 and 2015/16.

It was reported that the authority's vision was for "Every Child, in every part of the County to achieve their potential" and were underpinned by a number of principles which determined how services were commissioned and delivered in order to achieve the vision. These principles included Early Help; Safeguarding; Aspiration; Learning and Achievement; and Best Use of Resources. There were also four commissioning strategies within the Children's Services area which were:

- Readiness for School;
- Learn and Achieve;
- Readiness for Adult Life;
- Children are Safe and Healthy.

It was reported that the overall funding for these four commissioning strategies was £102.281m, of which £39.508m was determined as a high priority service, with the remaining services being a medium priority.

The Committee was guided through the report, and some of the points highlighted to members included the following:

- The proposals including the protection of services for safeguarding children, and it was noted that it was positive that the authority was in a position to be able to do this;
- Lincolnshire had the 2nd lowest planned spending on Looked After Children. This included fostering, adoption, residential care and leaving care support (£146 per pupil compared to the England mean of £277 per pupil);
- Lincolnshire had the 5th highest planned spending on home to school and college transport (£244 per pupil compared to the England mean of £120 per pupil);

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- Since the Comprehensive Spending Review of 2010, Children's Services had worked hard to deliver a significant level of savings, and had been highly effective in reducing its spend;
- Savings of £27.631m in the period 2010/11 to 2013/14 had been delivered, and officers were confident that the savings for the current year of £2.626m would be delivered in full;
- Lincolnshire was seeing a significant demand for children's social care, due to a sharp rise in looked after children;
- A number of savings within Children's Services had been identified to be delivered within 2015/16 following the Fundamental Budget Review process;
- The majority of capital spend in relation to schools was used to ensure sufficiency of school places;
- An additional £500,000 had been requested to provide support for foster carers and adoptive parents who needed extensions to their properties. This would usually involve ensuring the suitability of accommodation for children with disabilities and enabling properties to be developed in order to provide increased living space for siblings to be placed together for permanence or adoption;

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

- Provisional budget information had been received which indicated that £5m of funding would be transferred from NHS England as part of the health visitors programme. Due diligence was ongoing around this at the moment, but it was thought that there was likely to be a 'sunset clause' so the authority would not be able to do anything differently for the next 18 months;
- Concerns were raised regarding the proposals to withdraw funding from the initiatives in schools which supported schools in addressing health outcomes using universal services to promote positive health messages. Members were advised that there was a need to make savings, and that many schools had underspends in their budgets and they were able to buy in these services if they felt they were appropriate;
- Schools and teachers were very aware of the healthy schools agenda;
- There were concerns that the withdrawing of some of these initiatives could mean that more social workers were required in the future;
- There would still be targeted programmes running in deprived areas, i.e. Positive Futures;
- Reductions to the school improvement service were not seen as a significant risk, as with more schools moving towards becoming academies, less support was required;
- The Music Service would be considering and consulting on changing to a new delivery model as without local authority funding it would be eligible for other grants, which could make the service stronger;
- Schools did receive money for sports, and officers were confident that schools would meet the gap and put interventions in place;

- Concerns were raised regarding the removal of county council funding from the Music Service, and it was commented that there was no evidence that it would be successful in gaining additional grants;
- It was commented that those children who would suffer most would be those whose parents could not afford to pay for the music lessons. There were concerns that this could have far reaching consequences;
- It was suggested whether the discretionary element of school transport could be looked at as an areas to find extra funding for services such as the Music Service. However, members were advised that most of the funding was allocated to the statutory element of the service with grammar and post 16 being the main non statutory transport issues;
- Members were informed that of the £200,000 proposed cuts to the Music Service, just under £100,000 of that related to 2 management positions;
- It was suggested that it would have been helpful if the report had shown how much of the total budgets of each activity the proposed reductions equated to;
- It was queried whether the authority could apply to the government for more money, as children were entitled to music and arts under the national curriculum;
- In terms of the School Improvement Service, any move to a new model would require pump priming and investment. Schools were funded separately, and their budgets went to the Schools' Forum meeting for considerations. The Dedicated Schools Budget was £480m and was ring fenced for education;
- Any proposal around the stopping of any service would be subject to consultation and impact analysis;
- The total underspend by schools was significant and was about £20m;
- There was no suggestion that any money should be taken away from schools;
- All grants that were provided to foster carers were subject to legal agreements, and if the person stopped being a foster carer, the money could be reclaimed;
- It was commented that the concerns regarding the Music Service were understood, but thought that it would be useful to see some modelling regarding what additional resources could be gained that they were not currently eligible for as it received funding from the County Council. It was also considered important that the costs of music lessons remained at a level that was accessible;
- It was commented that the authority frequently lobbied for increases to the schools grant, but counties always struggled in this area. It was also noted that the government was not particularly happy about schools having underspends. The Dedicated Schools Budget had been increased by approximately £3.7m which was some recognition for the problems faced by shire counties;
- There was a policy in place which allowed for a carry forward of 8% of the budget for primary schools and 5% of the budget for secondary schools. It was noted that any money which was clawed back from schools would need to be given back in equal parts to all maintained schools and academies;
- Within Children's Services there was normally an underspend of approximately £1m to carry forward to the following year, but it was not

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thought that it would be this much for this year. It was more likely to be about £500,000;

- There was a lot of work underway to make efficiencies within home to school transport;
- One of the challenges of the curriculum was that it did not create the additional time required for teachers to provide these services themselves. There was often not time in the school day due to teachers having to fulfil Ofsted requirements
- Members were reassured that the authority was arguing nationally on the transport issues, and it was felt that there should not have to be a compromise for rural counties;
- There were concerns that the training given to governors was minimal, and the Executive Director agreed to look into the issues around governor support;
- It was noted that the LGA Children's Board had asked the government to carry out a review of Ofsted;
- In relation to the reduction of funding to Children's Centres of £0.9m, this would include withdrawal of services such as debt advice, counselling services, reduction to Homestart etc.;
- It was noted that these were currently proposals and there would be a need to consult and undertake impact analysis before any decisions were made.

RESOLVED

1. That the Children and Young People Scrutiny Committee support the proposed budget;
2. That the following comment be passed to the Executive:
 - That the withdrawal of funding from sports provision, children's centres and the music service should be reconsidered;

65 OFSTED INSPECTION OF CHILDREN IN NEED OF HELP AND PROTECTION, CHILDREN LOOKED AFTER AND CARE LEAVERS

The Children and Young People Scrutiny Committee was invited to consider a report which set out the outcomes from the inspection of Lincolnshire's Children's Services for children in need of help and protection, children looked after and care leavers which was carried out during October/November 2014.

The Committee was advised that at the time of the meeting, 1/3 of local authorities had been inspected, and Lincolnshire had received the second best judgement in the country, being rated as outstanding in adoption performance, and rated as good in the following areas – children who need help and protection; children looked after and achieving permanence; experiences and progress of care leavers; and leadership, management and governance.

Some areas for improvement were identified which included ceasing the use of bed and breakfast accommodation for homeless 16 and 17 year olds and young people leaving care; reviewing quality assurance activity; improving the rate of progress and educational outcomes for children looked after; taking action to reduce offending rates of care leavers.

In response to some of the areas identified for improvements, members were advised that the authority very rarely made use of Bed and Breakfast accommodation, but this option would sometimes be necessary in an emergency. In relation to the quality assurance activity, it was reported that officers had used Ofsted's criteria, and so had challenged this area, however, there was no right of appeal. It was acknowledged that there was a need to continue to improve the rate of progress and educational outcomes for children looked after, however, Lincolnshire was already 3% above the national average. It was also noted that three of the areas for improvement under social work practice related to IT systems, and these should be improved following the move to the new system Mosaic in April 2015. The need to reduce offending rates of care leavers who received a custodial sentence was challenged by officers as there were only 11 young people who were in custody, and nationally this was a very low figure. It was agreed by the inspectors that this could be removed from the report, but it was left in the findings.

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

- It was difficult to measure the impact of preventative work on child sexual exploitation (CSE) as it was not known what could have happened if that work had not been carried out;
- It was an aspiration for FAST teams to be co-located;
- In relation to CSE, Ofsted was very process driven, but the relationship between the child and the worker was very important. This was a different type of harm and so needed a different approach;
- Bed and Breakfasts were only used as emergency accommodation for care leavers or those 16/17 year olds that presented to the authority as homeless. It was hoped that a new contract would be awarded which would provide for crisis accommodation and crash beds;
- The authority worked with a network of B and B providers who were all DBS checked and could provide support;
- It was commented that it had been an extremely thorough inspection;
- Members were advised that the report had been published on 6 January 2015 and the authority had 70 days to produce an action plan.

The Committee wished to record its thanks to the officers for all their hard work during the inspection, and looked forward to seeing the action plan.

RESOLVED

1. That the report and comments made be noted;

2. That the action plan in response to the Ofsted Inspection be considered at a future meeting.

66 CORPORATE PARENTING PANEL UPDATE

The Committee received an update on the work of the Corporate Parenting Panel from its Chairman, Councillor D Brailsford. It was reported that at the meeting on 18 September 2014, the Panel considered the Corporate Parenting Strategy which was subsequently approved at the Council meeting on 19 December 2014 and performance information relating to the looked after children performance indicators. Cllr A Hagues also provided a verbal update on his visit to the residential home in Sleaford, which he was the visiting member for.

The Panel had since met on 11 December 2014 where it was due to consider the Annual Health report for Looked After Children and an update on the CQC review of health services for Looked After Children. Unfortunately, the officer from the south west CCG who was due to present the reports was off sick and so these two items were deferred to the next meeting on 12 March 2015. The Panel did consider a report on the educational attainment of looked after children and was concerned about the overall results which were not good.

It was reported that of the Early Years Looked After Children (LAC) 18% achieved a Good Level of Development overall compared to 67% for non LAC in the local authority and 60% nationally. This was a drop of 15% on last years' cohort.

It was also reported that Key Stage 2 Reading, Writing and Maths outcomes were not showing any signs of improvement overall. This included the gap between other LAC nationally and those who were non LAC in the Local Authority. For Key Stage 4, according to the provisional data 16% of LAC in Lincolnshire achieved 5 A* - C including English and Maths in 2014. This compared to 54% for non LAC. However, compared to all LAC nationally, Lincolnshire had been comparable to previous national averages with a provisional dip in 2014.

The Committee was advised that work was currently ongoing with head teachers to ensure that Looked After Children were being assessed as cohorts of children, so they could be monitored more closely.

The Committee discussed the Closing the Gap Conference which had been held on 8 January 2015 and it was commented that there had been some very interesting presentations. However, it was felt that there had been a focus on how schools could use the pupil premium rather than on closing the gap. Some schools saw the pupil premium as another thing that was measured by Ofsted, rather than grasping the vision of what it could be used for.

RESOLVED

That the work of the Corporate Parenting Panel be noted.

67 POTENTIAL TOPICS FOR SCRUTINY REVIEWS

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to identify potential topics for its next scrutiny review taking into account the activities contained in the four commissioning strategies for Children's Services.

Members were advised that it was planned that the review would start after the General and District elections in May.

The Chairman invited Members to put forward ideas for the next scrutiny review or future reports to the Committee. Some initial ideas put forward included:

- Schools nurses
- A closer look at CAMHS and the tiers.

It was suggested that the Committee gave this some thought and contact the Scrutiny Officer after the meeting with any suggestions.

(NOTE: Mrs G Wright left the meeting at 12.15pm and Councillors L and R Wootten left the meeting at 12.20pm)

RESOLVED

That the Children and Young People Scrutiny Committee identify potential topics for a future scrutiny review and contact the Scrutiny Officer with any suggestions.

68 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME 2015

Consideration was given to a report which enabled the Children and Young People Scrutiny Committee to consider its own work programme for the coming year.

It was reported that a report on a proposal to expand capacity at Pinchbeck east Church of England Primary School (final decision) had been added to the 5 June 2015 agenda.

RESOLVED

1. That the content of the work programme as set out in Appendix A of the report be noted, subject to the inclusion of the additional item to the June meeting;
2. That the content of the Children's Services Forward Plan, as set out in Appendix B of the report.

69 CONSIDERATION OF EXEMPT INFORMATION

RESOLVED

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

70 CHILD AND ADOLESCENT MENTAL HEALTH SERVICES REVIEW

(Councillor B W Keimach left the meeting for consideration of this item)

Consideration was given to a report which provided the Committee with an overview of the commissioning review of the Child and Adolescent Mental Health Service.

Officers responded to a number of questions from Members in relation to this review.

RESOLVED

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

The meeting closed at 1.00 pm

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Stamford Endowed Schools Scholarship Tapering - Interim (8th Year) Review

Summary:

In 2006, Executive decided to taper the number of Lincolnshire County Council Scholarships to the Stamford Endowed Schools so that from 2012, there would be no new scholarships. It was also confirmed that there would continue to be four-yearly reviews of the educational provision for secondary school pupils in the Stamford area so that the decision could be revisited if necessary. This report is being presented in March 2015 to take account of the 2014 results which were published at the end of January.

The principal objective of the review is to ascertain the extent to which suitable education is provided for academically able students in the Stamford area as the number of Lincolnshire County Council Scholarships to the Stamford Endowed Schools is reduced.

Actions Required:

The Children and Young People Scrutiny Committee is invited to receive the report as requested in 2006 and make comment.

1. Background

1.1 On 04 July 2006, a report was presented to the Executive of Lincolnshire County Council entitled "Review of Stamford Endowed Schools Scheme". The report presented a number of recommendations. Executive resolved to adopt certain ones of these immediately and requested that further options be presented at a subsequent meeting. These were presented at its meeting of 18 July 2006. Subsequently it was resolved that "the decision of the Executive of 18 July in connection with "Review of Stamford Endowed Schools Scheme" (Decision Reference 00939) be upheld". The components of the decisions taken in 2006 that are pertinent to this Report are:

- (1) the proposal for assessing schools on a four yearly basis as set out in paragraph 6 of the Report be approved;

(2) negotiations be conducted with Stamford Endowed Schools for an annual reduction in the number of scholarship places from 2008/09 leading to the ending of the scheme in 2012/13 when no further places would be available with children in receipt of scholarship funding continuing to receive support until the end of their education at Stamford;

(3) To terminate the Stamford Endowed Schools scholarship scheme by

(a) terminating the existing contract which has 50 scholarship places per year by giving notice to Stamford Endowed Schools by 31 August 2006 (the last intake under that contract to be in September 2007);

(b) negotiating by 31 December 2006 a tapering contract for the period covering intakes from September 2008 to September 2011;

1.2 The interim report that appears as Appendix A has been commissioned by Lincolnshire County Council as the second four-yearly assessment of educational provision for able young people of secondary school age in the Stamford area, focusing particularly on the impact of the decision to taper the number of new scholarships that are funded by Lincolnshire County Council and on the broader objectives of the 2006 Report. The most recent performance data used to inform the report is based on the 2014 results that were only released to the public in validated form on 29 January 2015.

2. Conclusion

It is recommended that the Children and Young People Scrutiny Committee:

- 1) notes that the Cambridge Meridian Academies Trust and Casterton Business and Enterprise College are now the principal providers of state funded secondary education to the Stamford community.
- 2) confirms that it is satisfied that it considers that the Stamford community has access to appropriate* secondary education in accordance with Lincolnshire County Council's duties under the Education Act, 1996.

*** "Appropriate education" is defined in terms of a requirement ensuring that parents have access to a variety of education with a view of the pupils' different ages, abilities and aptitudes.

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	Stamford Endowed Schools Scholarship Tapering- Interim (8 th Year) Review- Full Report
Appendix B	Schools in the Cambridge Meridian Academy Trust (CMAT)

5. Background Papers

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

Document title	Where the document can be viewed
Review of the Stamford Endowed Schools Scheme- A Report to Executive, 04 July 2006	For a copy of any of these documents please contact Democratic Services on (01522) 552104 or email Democratic Services at DemocraticServices@lincolnshire.gov.uk
Executive Decision Reference 00939 – Review of the Stamford Endowed Schools Scheme- 04 July 2006	
Executive Decision Reference 00939 – Review of the Stamford Endowed Schools Scheme- 18 July 2006	
Minutes of the Scrutiny and Management Committee – July 2006	
Stamford Endowed Schools Scholarship Tapering- Interim (4 th Year) Review- A Report to Children and Young People's Scrutiny Committee- 13 May 2011	http://lincolnshire.moderngov.co.uk/uuCoverPage.aspx?bcr=1
Stamford Welland Academy website	http://www.stamfordwellandacademy.org/

This report was written by Keith Batty, who can be contacted on 01522 553288 or kbatty@cfbt.com .

Appendix A Stamford Endowed Schools Scholarship Tapering - Interim (8th Year) Review - Full Report

1. Background

- 1.1. The town of Stamford is located in the South-West corner of Lincolnshire within the district of South Kesteven. Lincolnshire operates a selective system of education at age eleven-plus in most parts of South Kesteven. However, Stamford does not have a local authority maintained grammar school within the town. Rather, grammar school education has for a number of years been commissioned from the independent sector. The Stamford Endowed Schools comprise three schools for pupils aged two to eighteen. Until 2006, Lincolnshire County Council commissioned twenty-five places per year for able boys at Stamford School and twenty-five places per year for able girls at Stamford High School. Access to these funded places has been through a system of selection tests that parallel, but do not replicate, the Lincolnshire eleven-plus process and are administered by the Stamford Endowed Schools Foundation. Access to a scholarship was not means-tested.
- 1.2. Acting on legal, financial and educational advice, on 18 July 2006 the Executive of Lincolnshire County Council resolved to taper-off the number of scholarships available over a number of years so that there would be no new scholarships by September 2012. The last cohort of County Council scholars will leave the endowed schools in 2018.
- 1.3. This decision was partly based on a report about the arrangements that was considered by the Executive of the County Council at the same time. This report recommended a four-yearly review of the provision for the able young people of Stamford following any tapering. This is the second of those reviews.

2. Desktop Data Analysis

- 2.1. The following desktop analysis was conducted to help judge whether the tapered cessation of the county council-funded scholarship scheme has had impact on the outcomes for young people at age 16 and whether state-funded secondary education in the town was meeting the needs of its pupils. It is based on pupils completing Year 11 in 2012, 2013 and 2014 (three-year totals and three-year averages).
- 2.2. 281 pupils progressed from state-funded primary schools (local authority maintained schools and academies) in the Stamford area into state-funded secondary schools at the end of Year 6.
- 2.3. 88 pupils progressed from state-funded primary schools (local authority maintained schools and academies) in the Stamford area into the Stamford Endowed Schools at the end of Year 6.

Table 1: Movement of pupils from primary school to secondary school for Year 11 completers 2012-14

Primary School Attended	Secondary School Attended							
	Bourne Academy*	Bourne Grammar	Charles Read	Deepings	Other Lincs	Stamford Queen Eleanor **	St Georges Academy	Stamford Endowed
Bluecoat	1				7	59	1	
Bythams	3	3	4		5			7
Malcolm Sargent	3	3		1	1	36		38
Other Lincs	6					54		11
St Augustine's	6	10		2	1	16		11
St Gilbert's	1	7		2	4	45		21

* *Previously Bourne Robert Manning*

** *Now Stamford Welland Academy but not within the three year period under analysis*

2.4. The Key Stage 2 Average Points Score (KS2 APS) is a measure of the attainment of pupils at the end of their primary education and at the start of their secondary education.

2.5. For pupils from Lincolnshire maintained primary schools completing Key Stage 4 between 2012 and 2014, the Key Stage 2 Average Point Score on entry into secondary school was:

- 26.33 for those who progressed into state funded secondary schools and
- 32.28 for those who progressed to the Stamford Endowed Schools

2.6. Pupils attending Stamford Endowed Schools from state funded primary schools had significantly greater attainment on entry than those attending state-funded schools in Stamford and the surrounding area.

2.7. Unsurprisingly, therefore, the Key Stage 4 Average Point Score (KS4 APS) of the cohort from state-funded primary schools completing Year 11 at the Stamford Endowed Schools was significantly higher than for those completing elsewhere, viz:

- 381.95 for those who progressed into state funded secondary schools and
- 545.08 for those who progressed to the Stamford Endowed Schools.

2.8. Pupils resident in Stamford continue to have two distinct schools to choose from within the Stamford area at age 11, and several more beyond.

- 2.9. In the past three years 221 pupils have transferred from Stamford state-funded primary schools to Casterton Business and Enterprise College but only 137 to Stamford Queen Eleanor at the end of Year 6.
- 2.10. At the time of writing, 65 pupils with a Stamford address are likely to be offered a place at Casterton Business and Enterprise College. Over the last three years admissions from Stamford primaries have varied between 59 in 2013 and 81 in 2012 and 2014. Casterton Business and Enterprise College relies on around 50% of its pupils coming from out of county.
- 2.11. Achievement data for the Stamford primary school pupils that transferred to Casterton Business and Enterprise College are not available to us.
- 2.12. In comparison, 73 pupils have been offered a place at Stamford Welland academy (previously Stamford Queen Eleanor) for September 2015. This is significantly greater than in any of the preceding three years in which the number admitted to Stamford Queen Eleanor from Stamford primaries has typically been between 30 and 55.
- 2.13. Despite its best efforts to attract more able pupils, it appears that the cohorts entering Stamford Queen Eleanor School were, at best, static in terms of their prior attainment on entry. For the cohort that left Year 11 in 2012, almost 88% had achieved Level 4 in English by the time they left primary school. By 2014 it was less than 83% and it had fallen as low as 75% in 2013. The picture in mathematics was similar with 85% of 2012 Year 11 leavers achieving this standard in primary school but fewer than 76% in 2014.
- 2.14. Against this backcloth, Stamford Queen Eleanor School raised attainment from 44.6% of pupils achieving at least 5 GCSEs at grade C or above including English and Mathematics in 2012 to 62.0% in 2013. Unfortunately, the percentage fell to 39.4% in 2014. However, it should be noted that there was a very significant drop in GCSE outcomes nationally in 2014 as a result of a raft of reforms to the examination system.
- (These data relate to pupils progressing from Lincolnshire primary schools).
- 2.15. Between 2012 and 2014, 6.67% achieved 5 or more A*-A grades at GCSE.
- 2.16. From 2012 to 2014, all Year 11 pupils from Lincolnshire state-funded primary schools who attended the Stamford Endowed Schools achieved 5 or more A*-C grade GCSEs including English and Maths. Almost 83% achieved 5 or more A*-A grades at GCSE.

2.17. On average, between 2012 and 2014, 75% of pupils from Lincolnshire state-funded primary schools who attended Stamford Queen Eleanor School made “expected progress” in English. More than 98% of pupils from Lincolnshire state-funded primary schools who attended the Stamford Endowed Schools made expected progress in English. Data for pupils attending Casterton Business and Enterprise College is not available to us.

2.18. On average, between 2012 and 2014, 57% of pupils from Lincolnshire state-funded primary schools who attended Stamford Queen Eleanor School made “expected progress” in Mathematics. More than 95% of pupils from Lincolnshire state-funded primary schools who attended the Stamford Endowed Schools made expected progress in Mathematics. Data for pupils attending Casterton Business and Enterprise College is not available to us.

(Key Stage 4 data relate to pupils progressing from Lincolnshire primary schools).

3. Conclusions from data analysis

3.1. Since the previous report, the cohorts of pupils completing compulsory education at Stamford Queen Eleanor School continued with a disproportionately low proportion of able students. Indeed, there is some evidence that the situation was worsening.

3.2. There are encouraging signs of an upturn in potential admissions to Stamford Welland Academy, that is the successor to Queen Eleanor School, in September 2015 (73 first preferences currently declared compared with 30 admitted in September 2014).

3.3. Although there were significant gains, particularly in 2013, there is little evidence of a significant and sustained improvement in attainment at the end of Year 11. However, the 2014 results are a poor guide given the plethora of changes that have impacted negatively on results nationally.

3.4. One would expect pupils selected to attend the Stamford endowed schools to leave with significantly higher attainment than those that attended Stamford Queen Eleanor School because they were selected by ability. This expectation is clearly evidenced in attainment data.

3.5. One might, however, expect pupils to make similar progress from their starting points regardless of the school which they attend. Nevertheless it appears that progress was greater at the Stamford Endowed Schools than in Stamford’s state-funded school: Queen Eleanor.

4. Changes since the previous report

- 4.1. In January 2014 an application was made for the establishment of a Free School academy in Stamford. The Cambridge Meridian Academies Trust (CMAT) was selected by the Stamford Free School Proposer Group as their education provider. The proposed Free School would have provided an alternative venue for secondary education in the town.
- 4.2. Rather than agreeing to the establishment of a new Free School, in June 2014 the Department for Education announced that CMAT had agreed to take over the running of Stamford Queen Eleanor School. CMAT runs another four academies outside Lincolnshire and a fifth is being planned.
- 4.3. A list of the CMAT schools besides Stamford Welland Academy is shown in Appendix B together with very basic performance information that does not take account of the schools' contexts.
- 4.4. The following is taken from the Stamford Welland Academy website and explains the ambitions of the proposer group:

“A group of Stamford parents decided to campaign on the basis that there were limited options in the Stamford area providing a high-quality education from 11–19. They refused to accept the fact that hundreds of pupils had to travel long distances in order to access the quality of education they deserve and are entitled to. The resulting costs and disruption incurred by this unnecessary travel has a detrimental effect not only on the families involved, but also on the community within Stamford and many of the surrounding villages.

After exploring options available and many meetings with local authorities, education trusts, schools and other interested parties the parents formed a Free School Proposer Group and campaigned for Stamford Free School – a new truly comprehensive secondary school for the town. The parents were soon joined by education and legal professionals that strengthened the group with the necessary experience and skills to develop their vision for the Free School.

The vision was based on the belief that Stamford needed a high-quality secondary school committed to the achievement of every member of the town's growing population of young people. The School would inspire students to realise their full potential and achieve the best possible academic outcomes through outstanding educational achievements which instil a love of learning. The curriculum would be focused on core subjects to give students a depth of understanding and knowledge, and which would act as a springboard for students to access university where they choose to do so.

The school would be outstanding in terms of teaching, leadership and governance. As well as the academic mission, the school would be a disciplined and caring environment, encouraging students of all backgrounds and abilities to flourish. This would begin through strong links with local primary schools, and a geographical location which enables students to remain in their established peer groups and their own town for secondary education. The school would encourage all students to contribute to the wider community, and inspire them to become engaged, healthy and responsible citizens. The school would draw on the town's rich and vibrant cultural heritage to create a unique learning environment to inspire young people and help to strengthen and engender a sense of pride in the community and wider society.

The Stamford Free School Proposer Group chose CMAT (Cambridge Meridian Academies Trust) to be their educational provider to support them in making the bid, based on their excellent track record in delivery outstanding schools.”

5. Looking forward

5.1. The Stamford Welland Academy plans to implement the curriculum proposed for the Stamford Free School. The proposals can be found on the Stamford Welland Academy website.

5.2. Significantly there is a commitment to:

- Achievement for all
- Valuing people
- A high quality learning environment
- The pursuit of excellence, and
- Extending the boundaries of learning

5.3. The ambition is to “drive up standards further by introducing an academic curriculum founded on breadth and rigour”. The original proposal stated that:

“The Free School will be completely comprehensive in intake. Whilst there is a definite theme in our vision of the highest academic standards and a very academic curriculum, we believe we can cater for all abilities and provide the necessary support to ensure that all students reach their potential”

5.4. The decision by the Department for Education to offer CMAT the opportunity to run Stamford Queen Eleanor with a wholly new approach and philosophy was taken close to the end of the summer term of 2014, in preference to agreeing the Free School proposition. This gave CMAT

very little time to implement fully all of its plans from the outset. However the headteacher, Mr Anthony Partington, is hopeful of a more complete implementation of the original vision by September 2015 for the new intake, whilst providing as much of this entitlement as possible for all other year groups. Mr Partington has been invited to present an outline of the vision for the Stamford Welland Academy at the Children and Young People's Scrutiny Committee meeting on 06 March 2015.

5.5. Casterton Business and Enterprise College and Stamford Welland Academy provide choice in secondary education for the residents of Stamford and there are adequate opportunities for parental choice.

5.6. State-funded secondary education in Stamford is potentially of a significantly different character in the future than it has been in the past.

6. Recommendations:

It is recommended that the Children and Young People's Scrutiny Committee :

- 1) notes that the Cambridge Meridian Academies Trust and Casterton Business and Enterprise College are now the principal providers of state funded secondary education to the Stamford community.
- 2) confirms that it is satisfied that it considers that the Stamford community has access to appropriate*** secondary education in accordance with Lincolnshire County Council's duties under the Education Act, 1996.

**** "Appropriate education" is defined in terms of a requirement ensuring that parents have access to a variety of education with a view of the pupils' different ages, abilities and aptitudes.*

Appendix B Schools in the Cambridge Meridian Academy Trust (CMAT)

School		Age Range	Joined CMAT	Ofsted	Percentage achieving 5A*-C GCSE including English & Maths			Percentage making expected progress in 2014	
					2012	2013	2014	English	Maths
Swavesey Village College	Cambridgeshire	11-16	Founding member-2011	Outstanding in 2011 prior to conversion	84%	80%	53%	76%	56%
Nene Park Academy	Peterborough	11-19	Sept 2011	Good-Nov 2013	49%	58%	41%	79%	50%
North Cambridge Academy	Cambridge	11-16	Sept 2013	No Ofsted report yet	No data before 2014		40%	67%	40%
ENGLAND- STATE FUNDED SCHOOLS					62.1%	61.8%	54.8%	66.5%	66.0%
West Town Primary Academy	Peterborough	4-11	June 2014						

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Review of the accountability framework for the Independent Chair of the Lincolnshire LSCB.

Summary:

This review was undertaken in October 2014 by Paul Burnett. The review took place during the Ofsted inspection but was not connected to this process. The purpose was to scrutinise the local authority's accountability framework for the independent chair of the LSCB and to ensure that it was compliant with statutory guidance set out in Working Together 2013 and Section 14A of the Children Act 2004. The review also considered the inter-relationships between the LSCB and other key forums across the partnership geography of Lincolnshire.

The review identified a number of strengths in the accountability arrangements in place in Lincolnshire. These are highlighted in the report below and in the full Review report which is attached.

It has also identified three areas for improvement which are also highlighted below and in the full Review report attached.

Actions Required:

The Children and Young People Scrutiny Committee is requested to:

- i. Consider the review report and record any comments on the findings;
- ii. Consider the identified strengths and areas for development and determine whether these match their perception of the accountability framework;
- iii. Agree that the Executive and the LSCB be asked to draw up an action plan to address the areas for development identified in the review.

1. Background

- 1.1 This report relates to a review of the accountability framework for the Independent Chair of the Lincolnshire LSCB that was undertaken in October 2014. The report was undertaken by Paul Burnett an experienced LSCB chair and former Director of Children's Services in two local authorities.

1.2 The purpose of the review was:

- to scrutinise the local authority's accountability framework for the independent chair of the LSCB;
- to ensure that the framework was compliant with statutory guidance set out in Working Together 2013 and Section 14A of the Children Act 2004
- to test that the arrangements met the requirements of the 'Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services' as set out in April 2013.

1.3 In addition the review considered the inter-relationships between the LSCB and other key forums across the partnership geography of Lincolnshire.

1.4 A full copy of the report is attached as Appendix A to this report.

1.5 The Review was based on consideration of a range of written documentation relating to both the accountability framework of the Independent Chair of the LSCB and a number of face-to-face interviews with key players in the accountability arrangements as set out in the review report.

1.6 The Review sets out in detail findings in relation to the a number of key lines of enquiry as follows:

- The roles of the Chief Executive, the Lead Member and the Director of Children's Services in holding the Board Chair to account for the effective working of the LSCB;
- The role of the Leader of the Authority in ensuring proper governance, scrutiny and oversight is achieved;
- The relationship between the Health and Wellbeing Board and the LSCB and the effectiveness of their interface.

2. Conclusion

2.1 The review concluded that there is a range of strengths in the accountability framework that is in place in Lincolnshire to manage the Independent Chair of the LSCB. These strengths are set out in detail in the review report and are headlined in the conclusion as follows:

- The accountability arrangements are compliant with the expectations of Working Together 2013 and other statutory requirements and guidance in relation to the roles of the Chief Executive, the Director of Children's Services, the Leader of the Council and the Lead Member for Children's Services;

- in many areas arrangements exceed statutory requirements in ways that facilitate effective stakeholder communication and engagement in the safeguarding agenda, incorporate safeguarding into key policy, strategic and resource priority setting and test the impact of this activity on safeguarding performance and outcomes for children and young people.
- the success of existing arrangements is based on strong inter-relationships and working arrangements between people in key roles - there was strong evidence of trust and respect between key stakeholders throughout the review.

2.2 The review has identified three areas for development as follows:

- the need to incorporate the individual performance priorities, goals and targets set for the Independent Chair with the Director of Children’s Services into the agenda of the meeting with the Chief Executive so that he is able to scrutinise, monitor and evaluate the Independent Chair’s performance on a regular basis;
- keep a log of the issues on which the Leader of the Council, the Lead Member for Children’s Services and Scrutiny have engaged in activities that support the LSCB’s strategic objectives, particularly examples of their impact on both improvement and the future priorities of the LSCB itself.
- To further develop the inter-relationship between the safeguarding boards and the Health and Well-Being Board in order to:
 - develop a more robust reciprocal challenge relationship between the two Boards;
 - secure greater connectivity between the annual safeguarding needs analysis and the JSNA process;
 - secure and extend the ‘Think Family’ concept that is championed by the Health and Well-Being Board into the work of the two safeguarding boards.
- To further develop joint working between the LSCB and SAB

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	‘Review of the accountability framework for the Independent Chair of the Lincolnshire LSCB’

5. Background Papers

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

Document title	Where the document can be viewed
Working Together 2013	https://www.gov.uk/government/publications/working-together-to-safeguard-children
The statutory roles of the DCS and Lead Member for Children's Services	https://www.gov.uk/government/publications/directors-of-childrens-services-roles-and-responsibilities
The Children Act 2004	http://www.legislation.gov.uk/ukpga/2004/31/contents

This report was written by Paul Burnett, who can be contacted on 07736 374048 and on pr.burnett@btinternet.com

REVIEW OF THE ACCOUNTABILITY FRAMEWORK FOR THE INDEPENDENT CHAIR OF THE LINCOLNSHIRE LSCB

Author: Paul Burnett

October 2014

A review of the accountability framework for the Independent Chair of the Lincolnshire LSCB.

1. Introduction

- 1.1 This report sets out the findings of a review of the Lincolnshire County Council's accountability framework for the independent chair of the Local Safeguarding Children Board (LSCB).
- 1.2 The review was undertaken in October 2014 by Paul Burnett, an experienced LSCB chair and former Director of Children's Services in two local authorities. A brief outline of Paul Burnett's experience is set out at appendix 1.

2. Purpose and terms of reference for the review

- 2.1 The purpose of the review was to scrutinise the local authority's accountability framework for the independent chair of the LSCB specifically to ensure that it was compliant with statutory guidance set out in Working Together 2013 and Section 14A of the Children Act 2004. In addition the review considered arrangements in the context of the 'Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services' as set out in April 2013.
- 2.2 The review also considered the inter-relationships between the LSCB and other key forums across the partnership geography of Lincolnshire.
- 2.3 The specific terms of reference were:
 - To examine the role of the Chief Executive, the Lead Member and the Director of Children's Services in holding the Board Chair to account for the effective working of the LSCB.
 - To examine the role of the Leader of the Authority in ensuring proper governance, scrutiny and oversight is achieved.
 - To examine the relationship between the Health and Wellbeing Board and the LSCB and the effectiveness of their interface.
 - To report on the effectiveness of this framework and make recommendations for improvement if required.

3. Methodology

- 3.1 The review was carried out in the week beginning 27th November 2014. The work comprised:

- Consideration of the requirements of legislation, statutory guidance and other documentation relating to the accountability, management and performance arrangements for independent chairs of LSCBs, including the statutory roles and responsibilities of Directors of Children's Services and Lead Members for Children's Services;
- Examination of documentation relating to these arrangements in Lincolnshire;
- Interviews with key stakeholders in these arrangements as follows:
 - The Leader of the Council, Councillor Martin Hill
 - The Lead Member, Councillor Patricia Bradwell
 - The Chair of the Health and Wellbeing Board, Councillor Sue Woolley,
 - The Chief Executive, Tony McArdle
 - The Director of Children's Services, Debbie Barnes
 - the LSCB Chair, Chris Cook.

3.2 The findings of the review are set out below.

4. The role of the Chief Executive, the Lead Member and the Director of Children's Services in holding the Board Chair to account for the effective working of the LSCB

- 4.1 Chapter 3 of Working Together 2013 sets out statutory guidance for the management and accountability of independent chairs of LSCBs. Relevant extracts from the document are set out in Appendix 2.
- 4.2 The review concludes that Lincolnshire is compliant with the expectations of Working Together and other related statutory guidance such as the statutory roles and responsibilities of the Director of Children's Services and Lead Member for Children's Services. Indeed Lincolnshire has arrangements in place that extend beyond the basic requirements of Working Together 2013. The evidence for this judgement is set out below.
- 4.3 First, the chair of the LSCB is independent and, on the basis of evidence collected during this review, has high levels of credibility and respect that enable him effectively to carry out the requirements of his role and hold member agencies to account.
- 4.4 Second, since the publication of Working Together 2013 the Chief Executive has had in place formal meetings with the independent chair to hold him to account for the effective working of the LSCB. These meetings are held on a quarterly basis and have agendas and minutes. Attendance at the meetings

extends to the Director of Children's Services, the Lead Member for Children's Services and the Munro Social Worker.

4.5 There is a number of strengths the review identified in these quarterly management meetings:

- The Chief Executive is able to scrutinise, monitor and evaluate the performance of the LSCB against its Business Plan priorities and its quality assurance and performance framework since each of these areas are standing items on meeting agendas;
- The LSCB chair is able to apprise the Chief Executive of key business and decisions that have been taken by the LSCB in its previous cycle of meetings and the forward plan of business for the next cycle thus enabling the Chief Executive actively to engage in consideration of key matters;
- The Chief Executive and others present are able to share local intelligence and alert the Independent Chair to local and national issues that may require the attention or engagement of the LSCB; for example, there has been sharing of information in relation to PREVENT/counter-terrorism issues that has raised the profile of these matters in the work of the LSCB;
- The LSCB chair is able to escalate to the Chief Executive any issues that may require his support/action both through his own meetings with individual chief officers in partner agencies, through other chief officer forums and in strategic partnership forums such as the Health and Well Being Board; whilst this intervention has not been regularly called upon he has lent his support on matters relating to, for example, the under-performance of the local acute health trust;
- The presence of the Lead Member for Children's Services, the Director of Children's Services and the Munro Social Worker enables robust and informed debate and discussion on key and high profile current issues- a recent example being consideration of responses to the Alexis Jay report on child sexual exploitation in Rotherham;
- The wider membership of the meeting similarly enables consideration of the interface between the LSCB and other key political and partnership forums thus facilitating strategic planning of wider engagement in key safeguarding issues;

4.6 In terms of recommendations for further strengthening the effectiveness of these meetings I would propose that:

- The individual performance priorities, goals and targets set for the Independent Chair with the Director of Children's Services (see below) feature on the agenda of the meeting in order that the Chief Executive is able to scrutinise, monitor and evaluate the Independent Chair's

performance on a regular basis. It is important to note that the Chief Executive does sign off both the performance priorities for the independent chair and his annual appraisal but regular monitoring of this performance through the quarterly meetings would enhance the process.

- 4.7 In addition to the quarterly meetings set out above the Independent Chair meets monthly with the Director of Children's Services. This meeting focuses on the core business of the LSCB including: oversight of past and future Board agendas; the work of LSCB sub-groups; quality assurance and performance management including the outcomes of audits and; planning for the quarterly meetings of with the Chief Executive and others. It is through meetings with the Director of Children's Services that the Independent Chairs annual performance management and appraisal is carried out and through which his performance objectives and targets are drafted. It is important to emphasise that the Independent Chairs annual performance objectives and the end of year appraisal against these is signed off by the Chief Executive.
- 4.8 There is a number of strengths the review identified in these monthly management meetings in that they:
- Provide a regular opportunity for the Independent Chair to brief the Director of Children's Services on his own performance and that of the Board and its sub-groups;
 - Enable the Director of Children's Services to retain oversight of the performance of the Independent Chair, the Board and its sub-groups and to consider these in the context of her wider role and responsibilities in securing effective partnership working in the children's services arena;
 - Provide opportunities for the participants to review the interface between the Board, the services under the management of the Director of Children's Services and wider partnership activities and forums;
 - Facilitate consideration of key strategic issues that affect the work of the Board most importantly any recent local or national issues that require immediate response – in recent months this has included consideration of responses to the PREVENT agenda and to the Alexis Jay report on CSE in Rotherham;
 - Facilitate planning of the quarterly meetings with the Chief Executive and the Director of Children's Services meetings with Members including the Leader of the Council and the Lead Member for Children.
- 4.9 In light of the area for development identified in 4.6 above I would suggest that key points arising from the performance management of the Independent Chair be carried forward to the quarterly meeting with the Chief Executive to ensure

he is regularly apprised of progress against objectives and targets set for the Independent Chair.

5. The role of the Leader of the Authority in ensuring proper governance, scrutiny and oversight is achieved.

5.1 The Leader of the Council has received the Annual Report of the LSCB which secures compliance with the expectations of Working Together 2013. In addition there is a variety of routes through which he is kept apprised of the work of the Board, key strategic safeguarding issues both local and national and key operational safeguarding matters including serious incidents, reviews and serious case reviews. These include:

- Direct communication with the Independent Chair;
- Briefings from the Lead Member for Children's Services – who is also lead member for Adult Services and Deputy Leader of the Council;
- Briefings from the Chief Executive;
- Briefings from the Director of Children's Services (monthly).

5.2 During the review the Leader of the Council illustrated that he was not only well briefed on current strategic safeguarding issues such as child sexual exploitation and recent safeguarding reviews but was also able to illustrate how strategic safeguarding matters had been escalated, where appropriate, to the Leadership Board for Lincolnshire. This included discussion of PREVENT and CSE. The Leader also meets regularly with the Police and Crime Commissioner and is able to raise safeguarding issues in this arena when appropriate.

5.3 The Leader of the Council clearly articulated and understood the need to be assured that safeguarding was effective and that all stakeholders were doing what they should be doing to safeguard children and young people. He was also able to illustrate how this was achieved through the meetings set out in 5.1 above. It is important to emphasise his encouragement of senior leaders, including the LSCB Independent Chair to be proactive, open and honest in alerting him to both effective practice and causes for concern. He expressed confidence that key stakeholders were working in these ways to ensure he was informed, assured and not surprised by the unexpected.

5.4 The Lead Member for Children's Services (who is Executive Councillor for Adult Care and Health Services and Children's Services and additionally the Deputy Leader of the Council) plays a proactive and effective role in securing communication and cohesion across the children's services arena and, in relation to this specific review, in ensuring safeguarding remains a priority issue

in officer/Member, Executive, Council-wide governance and partnership forums. She is well briefed on safeguarding matters given her active 'observer' role in the LSCB and meetings with the LSCB chair as set out above. This enables her then to ensure key strategic safeguarding issues are fed into other key political and partnership forums of which she is a member and that they are acted on as appropriate. Together she and the Leader have ensured that safeguarding and the wider children's services agenda are a high priority for the administration evidenced by a recent decision to invest an additional £400K in children's safeguarding to reflect the pressures on children's social care teams arising from increases in referrals and children on child protection plans. This decision has been based on clear analysis of caseloads. The authority has additionally sustained investment in early help with a clear strategic link to sustaining relatively low costs due to comparatively low numbers of children in care.

- 5.5 The Lead Member proactively challenges both agencies and partnerships to secure safeguarding improvement and will have robust conversations with partners where necessary. An example was a recent challenge to Lincolnshire Police in relation to changes to the SAFE hub. A further example is provided by recent discussions held with the CCG to secure improved focus and quality in safeguarding training and development activity. This proactive Lead Member approach in challenging and holding to account both council and partner services is a key component of effectiveness in relation to the statutory roles and responsibilities set out in legislation and in securing effective wider political engagement and activity in the safeguarding arena.
- 5.6 There is evidence of strong links between the LSCB and the local authority scrutiny function. There is a Scrutiny Committee specifically set up to focus on safeguarding the minutes of which are then reported to the Children and Young People's Scrutiny Committee. The Annual Report of the LSCB is presented to the Scrutiny Committee for Safeguarding and through this to the Children and Young People's Scrutiny Committee.
- 5.7 The Scrutiny Committee for Safeguarding has recently completed a scrutiny review of front-line practice in children's social care and the LSCB has played a role in this review. Recommendations include seeking improvements in the quality of assessments and report writing as well as extending the voice of the child in safeguarding planning, delivery and evaluation.
- 5.8 There is evidence to illustrate that the scrutiny committees are robust in holding council services to account and in escalating matters to the Executive and full Council. There is also evidence that the scrutiny committees consider and make recommendations about services provided by other agencies and can therefore be a support to the LSCB in driving improvements in partnership working.

- 5.9 In terms of council-wide engagement in safeguarding it is important to report that all councillors have been offered and undertaken training on safeguarding, the corporate parent role and children's services in the broad sense.
- 5.10 In conclusion there is strong evidence of effective communications and interfaces between the LSCB and both the Leader of the Council and the Scrutiny arrangements within Lincolnshire County Council. The LSCB is compliant with Working Together 2013 in ensuring the Leader of the Council receives the Annual Report.
- 5.11 In terms of development the LSCB should consider whether it should keep a log of the issues on which both the Leader of the Council and Scrutiny have engaged in activities that support the LSCBs strategic objectives particularly examples of their impact on both improvement and the future priorities of the LSCB itself.

6. The relationship between the Health and Wellbeing Board and the LSCB and the effectiveness of their interface.

- 6.1 The core requirement of Working Together 2013 that the Annual Report of the LSCB be submitted to the Chair of the Health and Well-Being Board is met. Indeed it is exceeded both in terms of the fact that the Annual Report has been presented to the full Health and Well-Being Board and a protocol between the two Boards has been agreed and put in place. At present the Independent Chair attends the Health and Well-Being to present both the Business Plan and the Annual Report. He is not a formal member of the Health and Well-Being Board. I would suggest this is appropriate given his independent status and the fact that the LSCB is not intended to be a commissioning or operational management entity. Indeed, to establish a robust reciprocal scrutiny and challenge relationship between the two Boards it is an advantage that the Independent Chair of the LSCB is not a formal member of the Health and Well-Being Board. This point is further developed below.
- 6.2 In addition to the above points it is important to note that the Suicide Prevention Action Plan developed under the auspices of the Health and Well-Being Board was informed by the outcomes of reviews of suicides amongst young people undertaken by the Child Death Overview Panel (CDOP). This presents evidence of a developing strategic interface between the two Boards.
- 6.3 There is an awareness and willingness to further develop the inter-relationship between the LSCB (and I would suggest that this should include also the Safeguarding Adults Board) and the Health and Well-Being Board. The Chair of the Health and Well-Being Board is actively seeking ways to further develop

the relationship with the LSCB and Safeguarding Adult Board. There is a number of ways in which the interface between the LSCB and the Health and Well-Being Board might be further developed:

- i. to develop a more robust reciprocal challenge relationship between the two Boards. One of the key purposes of the requirement that the Annual Report of the LSCB be submitted to the Chair of the Health and Well-Being Board was to ensure that safeguarding priorities and needs for improvement in safeguarding effectiveness be incorporated into the formulation of Health and Well-Being Strategy. The LSCB in this sense needs to be seen to scrutinise and challenge the Health and Well-Being Strategy to assure itself that the strategy is robustly including safeguarding as a cross-cutting issue and promoting safeguarding effectiveness. It is equally important, however, that the Health and Well-Being Board scrutinise and challenge the LSCB (and I would argue the Safeguarding Adult Board) in its delivery of its roles and responsibilities. Consideration needs to be given to how this reciprocal scrutiny and challenge between the safeguarding boards and the Health and Well-Being Board can become more rigorous and robust. LSCBs need to be able to test whether health and well-being boards are delivering improved service quality and outcomes for children in relation to safeguarding. Health and well-being boards similarly need to be able to scrutinise and challenge LSCBs in delivery of their key roles and responsibilities.
- ii. to secure greater connectivity between the annual safeguarding needs analysis and the JSNA process. Experience in other Board areas has shown that a more dynamic connectivity between the work of safeguarding boards and health and well-being boards can be achieved through alignment of their individual annual needs assessment processes. Consideration should be given to including annual safeguarding headline data within the JSNA process so that the safeguarding dimensions of key strategic health and well-being priorities can be more clearly identified and acted upon. An example of an area that is commonly an area of shared priority is mental health service provision for both children and adults – the connectivity and alignment between the wider service development priorities and safeguarding-specific issues in relation to mental health could be better secured if the supporting needs analyses are considered in an integrated and co-ordinated manner through the JSNA process;
- iii. to secure and extend the ‘Think Family’ concept that is championed by the Health and Well-Being Board into the work of the two safeguarding boards. The Health and Well-Being Board is adopting an approach that promotes ‘whole family’ approaches to service delivery and, through its strategic commissioning aims to secure better join up between children and adult

services. This approach is supported by its stance on Better Care Together. There is scope for the Health and Well-Being Board to drive greater strategic connectivity between the LSCB and SAB in supporting this 'think family' approach with a view to securing closer working between the two safeguarding boards.

- 6.4 It should be emphasised that the recommendations for the future development of the relationship between the LSCB and the Health and Well-Being Board are based on good practice developed in other areas and not on any expectations set out in legislation or statutory guidance.
- 6.5 In the course of the review it was possible to gain insight into the LSCBs activity across the wider partnership geography of Lincolnshire and whilst not directly sought in the terms of reference there are a number of points that I would want to make in relation to this work.
- 6.6 First, there is a strong relationship between the LSCB and the Children and Young People's Strategic Partnership. There is a clear protocol setting out the intentions of the interface between the two bodies and clearly outlining the respective roles and responsibilities of the two forums. The LSCB chair is a member of the CYPSP enabling effective cross-communication and engagement and the Children and Young People's Plan illustrates that safeguarding is a cross-cutting theme and features as a key priority.
- 6.7 Second, the existence of the Public Protection Board is a real strength, presenting an innovative way of securing co-ordination and cohesion across the partnership geography relating to public protection services. The Public Protection Board brings together the chairs of the safeguarding boards, with the chairs of the community safety partnership, the criminal justice board, the domestic abuse strategy group, MAPPA, PREVENT and the Health Steering Group on Safeguarding. The Directors of Children and Adult Services also attend. This forum enables both collective consideration of key public protection issues but, more importantly, identifies the specific roles and responsibilities of individual partnership bodies in acting on these issues to secure co-ordinated and coherent plans, delivery, monitoring and evaluation, ensure clarity in the roles, responsibilities and inter-relationships of these bodies and underline the role of the safeguarding boards as scrutiny and challenge bodies. It is a model worthy of sharing with other areas.
- 6.8 Third, there are arrangements in place through which the LSCB and SAB independent chairs meet on a bi-monthly basis. This is a positive development particularly in light of the comments made above in relation to the Health and Well-Being Board. There is scope however to consider ways in which the interface between the two safeguarding boards might be further strengthened

through joint planning, activity, monitoring and evaluation particularly in those areas that cross-cut the children and adult safeguarding arenas such as domestic abuse, sexual exploitation, mental health and its implications for safeguarding of children and adults being some examples.

7. Conclusion

- 7.1 The review has identified some considerable strength in the accountability frameworks for the Independent Chair of the LSCB in Lincolnshire and in the inter-relationships between the LSCB and other parts of the County's partnership geography.
- 7.2 First, the review concludes that there is evidence to illustrate that these arrangements are compliant with the expectations of Working Together 2013 and other statutory requirements and guidance in relation to the roles of the Chief Executive, the Director of Children's Services, the Leader of the Council and the Lead Member for Children's Services.
- 7.3 Second, that in many areas arrangements exceed statutory requirements in a ways that facilitate effective stakeholder communication and engagement in the safeguarding agenda, incorporate safeguarding into key policy, strategic and resource priority setting and test the impact of this activity on safeguarding performance and outcomes for children and young people.
- 7.4 Third, the success of existing arrangements is based on strong inter-relationships and working arrangements between people in key roles - there was strong evidence of trust and respect between key stakeholders throughout the review. It is important however to ensure that underpinning systems, procedures and working protocols do not come to rely too heavily on personality should personnel change.
- 7.5 The review has identified a number of areas that may be considered for further development and improvement. In summary these are:
- Incorporate the individual performance priorities, goals and targets set for the Independent Chair with the Director of Children's Services into the agenda of the meeting with the Chief Executive so that he is able to scrutinise, monitor and evaluate the Independent Chair's performance on a regular basis;
 - keep a log of the issues on which the Leader of the Council, the Lead Member for Children's Services and Scrutiny have engaged in activities that support the LSCBs strategic objectives, particularly examples of their impact on both improvement and the future priorities of the LSCB itself.

- To further develop the inter-relationship between the safeguarding boards and the Health and Well-Being Board in order to:
 - develop a more robust reciprocal challenge relationship between the two Boards;
 - secure greater connectivity between the annual safeguarding needs analysis and the JSNA process;
 - secure and extend the 'Think Family' concept that is championed by the Health and Well-Being Board into the work of the two safeguarding boards.
- To further develop joint working between the LSCB and SAB

7.6 I would like to thank those that agreed to be interviewed as part of this review. I was most grateful that they were willing to give of their valuable time but most importantly thank them for their open, transparent and honest engagement in assessing existing frameworks and future development and improvement. There is clearly a very strong commitment to safeguarding in Lincolnshire and to improving outcomes for children and young people across the County.

Appendix 1**Paul Burnett CV**

Paul Burnett is currently independent chair of children and adult safeguarding boards in Leicestershire and Rutland, Nottingham City and the Isle of Man. He has previously chaired LSCBs in Oxfordshire and Slough. He also works as an Inclusion Quality Mark assessor in schools. He is chair of governors at an infant school in Northamptonshire

Paul Burnett served as Director of Children's Services in two local authorities. From 2007 until 2011 he was Corporate Director for Children and Young People in Northamptonshire County Council. From 2003 until 2007 he was Director of Children's Services in the London Borough of Greenwich.

Paul began his career as a secondary school teacher in Northamptonshire holding a variety of roles including pastoral, staff development and special educational needs support posts. His local government career began with East Sussex County Council where he held a variety of posts covering in-service training, special educational needs, resources, strategic planning and support services as well as spending a period in the Executive Office. From 1997 he was Assistant Director in the new unitary authority in Brighton and Hove. Initially responsible for Parent and Pupil Services he took a lead role in the strategic planning for Children's Services and the creation of the Children, Families and Schools directorate that drew together education and children's social services.

Paul has sat on a number of national groups focussing on provision for children in public care.

Appendix 2**Extract from Working Together 2013, Chapter 3 setting out accountability arrangements for the independent chair of an LSCB**

12. In order to provide effective scrutiny, the LSCB should be independent. It should not be subordinate to, nor subsumed within, other local structures.
13. Every LSCB should have an independent chair who can hold all agencies to account.
14. It is the responsibility of the Chief Executive (Head of Paid Service) to appoint or remove the LSCB chair with the agreement of a panel including LSCB partners and lay members. The Chief Executive, drawing on other LSCB partners and, where appropriate, the Lead Member will hold the Chair to account for the effective working of the LSCB.
15. The LSCB Chair should work closely with all LSCB partners and particularly with the Director of Children's Services. The Director of Children's Services has the responsibility within the local authority, under section 18 of the Children Act 2004, for improving outcomes for children, local authority children's social care functions and local cooperation arrangements for children's services.³¹
16. The Chair must publish an annual report on the effectiveness of child safeguarding and promoting the welfare of children in the local area. The annual report should be published in relation to the preceding financial year and should fit with local agencies' planning, commissioning and budget cycles. The report should be submitted to the Chief Executive, Leader of the Council, the local police and crime commissioner and the Chair of the health and wellbeing board.
17. The report should provide a rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action. The report should include lessons from reviews undertaken within the reporting period (see chapters 4 and 5).
18. The report should also list the contributions made to the LSCB by partner agencies and details of what the LSCB has spent, including on Child Death Reviews, Serious Case Reviews and other specific expenditure such as learning events or training. All LSCB member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCB to be strong and effective. Members should share the financial responsibility for the LSCB in such a way that a disproportionate burden does not fall on a small number of partner agencies.
19. All LSCB Chairs should have access to training and development opportunities, including peer networking. They should also have an LSCB business manager and other discrete support as is necessary for them, and the LSCB, to perform effectively.

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

Report to:	Children and Young People Scrutiny Committee
Date:	6 March 2015
Subject:	Lincolnshire Safeguarding Boards Scrutiny Sub-Group – Update

Summary:

This report enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. The draft minutes of the last meeting of the Scrutiny Sub-Group held on 7 January 2015 are attached.

Actions Required:

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 7 January 2015 be noted.

1. Background

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

The last meeting of the Sub-Group was held on 7 January 2015 and the draft minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub-Group, which are relevant to this remit.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

This report does not require policy proofing.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 7 January 2015.

5. Background Papers

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

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

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

**WEDNESDAY 7 JANUARY 2015, COMMITTEE ROOM 3, COUNTY OFFICES,
NEWLAND, LINCOLN**

PRESENT: COUNCILLOR C R OXBY (CHAIRMAN)

Councillors D Brailsford, S R Dodds, Mrs S Ransome and Mrs L A Rollings.

Added Members: Councillor C Burke (District Councils Representative) and Emma Olivier-Townrow (Parent Governor Representative).

In attendance: Chris Cook (Independent Chair, Lincolnshire Safeguarding Children Board (LSCB)).

Officers in attendance: David Culy (Lincolnshire Safeguarding Adults Board (LSAB) Business Manager), Cheryl Hall (Democratic Services Officer), Tracy Johnson (Scrutiny Officer), Jane Mason (Programme Manager), Andrew Morris (LSCB Business Manager) and Jade Sullivan (LSCB Audit and Policy Officer).

22. ELECTION OF VICE CHAIRMAN

The Scrutiny Sub Group was informed that the Vice Chairman, Councillor Mrs H N J Powell, had resigned from the Scrutiny Sub Group and as a result there was now a vacancy and no Vice Chairman.

However, it was highlighted that, according to the terms of reference, if the Chairman was a member of the Children and Young People Scrutiny Committee, then the Vice Chairman had to be a member of the Adults Scrutiny Committee. Unfortunately there were currently no other members on the Scrutiny Sub Group from the Adults Scrutiny Committee and it was suggested that the Vice Chairmanship should be left in abeyance until the vacancy had been filled.

AGREED

That the Vice Chairmanship be left in abeyance until the vacancy on the Scrutiny Sub Group had been filled.

23. APOLOGIES FOR ABSENCE

An apology for absence was received from Elaine Baylis (Independent Chair, LSAB).

24. DECLARATIONS OF MEMBERS' INTERESTS

No interests were declared.

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

25. MINUTES OF THE LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP HELD ON 15 OCTOBER 2014

AGREED

That the minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 15 October 2014 be confirmed and signed by the Chairman as a correct record.

LINCOLNSHIRE SAFEGUARDING CHILDREN BOARD (LSCB) BUSINESS

26. UPDATE ON THE WORK OF THE LSCB AND ITS SUB-GROUP

Consideration was given to a report which updated the Scrutiny Sub-Group on the work currently being undertaken by the Lincolnshire Safeguarding Children Board and its Sub-Groups.

Members were advised that since the last meeting of the Scrutiny Sub-Group, the LSCB had been the subject of a full Ofsted inspection. It was noted that the Board had performed well in the inspection, and the Board Manager and Independent Chair were pleased to confirm that the published Ofsted report on 6 January 2015 had identified that the LSCB was a "Good" Board. The Ofsted grading had put the LSCB in the top 20% of Boards across the Country.

Two serious case reviews (SCR) were currently in progress and both would be concluded by March 2015.

It was noted that the LSCB was drawing to conclusion several large pieces of work, as follows: -

- The Section 11 Audit of Safeguarding in Lincolnshire. Members were advised that this was a large self-assessment of all the agencies and their safeguarding practice across the area;
- The Board was also finalising a joint protocol on Domestic Abuse;
- An Audit of Early Help was currently being undertaken. Members were advised that this was a multi-agency effort looking at cross cutting themes in Lincolnshire's Early Help provision;
- The All-Age Autism Strategy would be considered by the Children and Young People Scrutiny Committee and the Adults Scrutiny Committee at their January 2015 meetings, as pre-decision scrutiny. The Executive was due to consider this report on 3 February 2015.

Members were reminded that the All-Age Autism Strategy would be launched at an event scheduled to be held on 30 January 2015, of which all Members were invited to attend. Members were assured that a multi-agency approach had been taken in the formation of the Strategy.

AGREED

That the report be noted.

27. OFSTED INSPECTION OF LSCB

As stated above, Members were advised that since the last meeting of the Scrutiny Sub-Group, the LSCB had been the subject of a full Ofsted inspection of services for

children in need of help and protection; children looked after; and care leavers. It was noted that the Board had performed well in the inspection, and the Board Manager and Independent Chair were pleased to confirm that the published Ofsted report on 6 January 2015 had identified that the LSCB was a "Good" Board. The Ofsted grading had put the LSCB in the top 20% of Boards across the Country.

Members were advised that there were no areas for priority or immediate action. However, there were three areas for improvement, which were as follows: -

"152. Ensure that evidence of impact on practice is collected and analysed systematically to help the LSCB to measure its effectiveness more accurately and consistently.

153. Ensure that an evaluation of the impact of recent CSE initiatives relating to prevention, protection, prosecution and disruption is undertaken and that the right support is being made available to victims.

154. Ensure that the views of children and young people play an increasing role in the work of the Board and in any service developments that it oversees."

Members were assured that work was being undertaken to improve on the above three areas, and as part of the improvements it was noted that the service was looking to recruit two young inspectors during 2015, to ensure that services were inspected from a young person's perspective.

Members were pleased to note that the Ofsted report had deemed that there were 'well-established scrutiny arrangements which enabled elected members to provide challenge to both the Children's and the Adults Safeguarding Boards'.

AGREED

That the report be noted.

28. CHILD SEXUAL EXPLOITATION UPDATE

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

In Lincolnshire the LSCB remained confident that the multi-agency measures that had been put in place would continue to safeguard children and young people from this type of abuse.

In August 2014, the multi-agency CSE team, known as the 'SAFE Team' had become fully operational. The Team was based in Grantham and included officers and staff from Lincolnshire Police; Children's Services; Youth Offending Service; Health and the Police MISPER Co-ordinator. It was noted that the Scrutiny Sub-Group Members had been invited to visit the hub in Grantham and this visit was scheduled to take place on Thursday, 15 January 2015.

It was noted that there had recently been a successful prosecution within Lincolnshire. However, it was also noted that there was no CSE offence to use for prosecutions but that other charges, such as grooming, had to be used for a prosecution instead.

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP

Members were advised that during October 2014, the award winning drama 'Chelsea's Choice' had toured Lincolnshire schools, colleges and Learning and Teaching Centres. Each performance was attended by representatives from the SAFE Team who were on hand to support any child or young person who required help or additional information.

AGREED

That the report be noted.

29. SECTION 11 ASSESSMENT OVERVIEW

The report provided Members with an overview of the 2014/15 Section 11 Assessment co-ordinated by the LSCB and undertaken by a team of multi-agency moderators.

Section 11 of the Children Act 2004 had placed duties on a range of organisations and individuals to ensure their functions, and any services that they contracted out to others, were discharged having regard to the need to safeguard and promote the welfare of children.

The response from organisations had been very positive, demonstrating full co-operation and embracing a learning culture throughout the process. To date the LSCB had received moderated and agreed assessments from seventeen organisations, including all seven of the district councils. It was noted that officers had been working closely with the British Transport Police (BTP) to help develop a standard response template, as the BTP received approximately 160 requests from safeguarding boards across the county to complete Section 11 Assessments.

A discussion took place regarding town and parish councils and in particular, whether they should complete a Section 11 Assessment. It was suggested that in the first instance, town and parish councils should seek advice from their respective district council or visit the Safe Network website for information. Officers were also available to provide advice, should any be required.

AGREED

That the report be noted.

LINCOLNSHIRE SAFEGUARDING ADULTS BOARD (LSAB) BUSINESS

30. KEY MESSAGES FROM LINCOLNSHIRE SAFEGUARDING ADULTS BOARD

The Scrutiny Sub-Group considered an update on the key issues from the Lincolnshire Safeguarding Adults Board (LSAB).

Members were advised that the new Care Act had received Queens Ascent in the autumn of 2014 and would become Statutory on 1 April 2015. As well as setting the requirements for Adult Safeguarding, the Care Act had set out new guidelines and obligations for Safeguarding Adult Boards. At a previous meeting, Members were presented with a high level gap analysis based on a paper produced by the Association of Directors of Adult Social Services and the Local Government Association.

Members were invited to consider a low level gap analysis based on the new guidance, which also showed the current position of the Board against the twenty-nine specific guidance points. The LSAB Business Manager talked Members through the low level gap analysis.

The Act had also identified nineteen requirements for Safeguarding Adult Boards around Safeguarding Adult Reviews (SAR) and a new SAR protocol was currently being written.

It was noted that one of the overarching points within the Care Act was around Making Safeguarding Personal (MSP). The Adult Safeguarding Team was currently working on a programme of implementation around the MSP and this would be presented to the Scrutiny Sub Group at its next scheduled meeting.

The LSAB Business Manager explained that a number of new documents would be needed. A Strategic Plan was now mandatory for each financial year and was currently being written. It was aimed to have this published within the first three months of the new financial year. From this, the Business Plan would then be developed. A new Memorandum of Understanding would reflect the new membership of the Board and it was hoped that a representative from the Department for Work and Pensions (DWP) would be able to join the Board to provide financial input. A new Policy and Procedures document would also need to be developed.

AGREED

That the report be noted.

31. PEER-CHALLENGE

The report updated Members on the Peer Challenge process which had been undertaken within Lincolnshire County Council in 2013 and to present the Action Plan, as detailed at Appendix A to the report, which had been produced after the visit. An update on the current position of the actions attributed to the LSAB was also attached at Appendix B.

Members were advised that 'Peer Challenge' was a process commissioned by a council and involved a small team of local government peers spending time at the council to provide challenge, and share learning. It was designed to help the council and its partners to assess its current achievements and identify areas for improvement.

In November 2013, Lincolnshire Adult Care had hosted a Safeguarding Peer Challenge and the findings and areas for consideration were collated into an action plan and detailed within the Scrutiny Sub-Group's report.

Members were assured that all of the findings and areas for consideration had been addressed by the LSAB, with the assistance of the Business Manager.

AGREED

That the report be noted.

JOINT BUSINESS

32. LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP
WORK PROGRAMME 2015

The Scrutiny Sub-Group considered its work programme for 2015.

Members discussed the representation at forthcoming meetings of the LSAB and LSCB Strategic Management Group, where it was noted that Councillor S R Dodds could also attend the meeting of the Lincolnshire Safeguarding Adults Board on 29 April 2015 at 10.00 am.

Members were reminded of the visit to the SAFE Team in Grantham on Thursday, 15 January 2015.

AGREED

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

The meeting closed at 11.50 am.

Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	School Performance 2014 (inc Closing the Gap data)

Summary:

This report summarises the 2013-14 performance of Lincolnshire schools for the Children and Young People Scrutiny Committee, following the release of validated performance data released by the Local Authority (LA) Performance Team on 29 January 2015.

Actions Required:

That the Children and Young People Scrutiny Committee notes and comments on the contents of the report.

1. Background

1.1 This report provides information on the academic performance of pupils in Lincolnshire schools (Appendices A and B) compared with national, East Midlands and our statistical neighbour data averages, from Early Years until the end of Key Stage (KS) 5. Appendix C outlines the actions that are being taken to address any priorities for improvement identified from detailed interrogation of school level and Local Authority level data. The Local Authority schools' performance as measured by Ofsted inspections is reported in Appendix D. Examples of the impact of school improvement projects are provided in Appendices E and F.

1.2 It should be noted that there have been significant changes to the examination regime at KS4 and to the examination results that can be counted in the performance tables as reported here. This has resulted in a significant decrease nationally in the proportion of pupils achieving the 5A*-C including English and maths at GCSE indicator, for example. Lincolnshire has mirrored the national reduction so that overall we are performing in line with the national average, rather than exceeding it, as in previous years of late. Further national changes are planned in each of the next 2 or 3 years including a transition to a completely new set of measures (Achievement 8 and Progress 8). These changes are particularly challenging for our non-selective Secondary schools.

2. Conclusion

2.1 The pupil performance data in this report shows that, whilst there are many positive aspects of performance to celebrate, there are a number of key actions needed in order to improve the overall picture. Underperforming schools have already been challenged individually. CfBT Education Services has been proactive in tackling the priorities identified and will be offering a range of focused support to individual schools and school partnerships which encompass the skills and expertise within CfBT, enhanced through partnership working with Teaching School Alliances, National Leaders in Education (NLEs), Local Leaders in Education (LLEs) and Specialist Leaders in Education (SLEs). School to school support and joint practice development, benefiting from the successful approaches seen in Lincolnshire schools and nationally, will be key to ensuring the sustainability of this support.

2.2 In addition, CfBT Education Advisers and Associate Education Advisers will continue to work with school leaders to validate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is recognised and tackled, and to ensure good progress is being made towards improving outcomes in all Key Stages. Brokering of support will continue to encourage school leaders to use delegated funding to secure improved outcomes through the full range of external CPD available and to utilise cluster approaches to improving schools.

2.3 It is hoped that the newly developing county wide 'sector led' approach (the Lincolnshire Learning Partnership) will build on the successes achieved in existing clusters and accelerate the rate of improvement.

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	School Performance Data
Appendix B	Closing the Performance Gap for pupils eligible for Pupil Premium Grant (PPG)
Appendix C	Actions to Address Outcomes
Appendix D	Outcomes of Ofsted Inspections in Lincolnshire Schools 2013-14
Appendix E	Collaborative Partnerships in Primary Schools
Appendix F	The South Holland Project - interim report

5. Background Papers

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

This report was written by Keith Batty, who can be contacted on 01522 553288 or kbatty@cfbt.com.

School Improvement Performance Report 2013-14
School Performance Data

A1. Introduction

A1.1 This document reports on the academic performance of Lincolnshire primary and secondary maintained schools and academies for the academic year 2013-2014, and has been updated to include validated performance data for 2014 as produced by the Performance Assurance Team on 29th January 2015.

A2. Context

A2.1 This report refers to Lincolnshire Maintained Schools and Academies as identified by Sector as of the end of August 2014.

Nursery (5 schools)

	LA Maintained	Academies
Number	5	0
% of Schools in Phase	100%	0%

Primary (279 schools including Free Schools)

	LA Maintained	Academies
Number	216	63
% of Schools in Phase	77.4%	22.6%

Secondary (54 schools including Free Schools)

	LA Maintained	Academies
Number	10	44
% of Schools in Phase	18.5%	81.5%

Special (21 schools)

	LA Maintained	Academies
Number	19	2
% of Schools in Phase	90.5%	9.5%

A3. Performance Against Key Performance Indicators (KPIs)

Agreed CfBT indicators 2014	2014 results
CS28: Children making expected progress in reading between KS1 and KS2	91%
CS29: Children making expected progress in writing between KS1 and KS2	93%
CS30: Children making expected progress in mathematics between KS1 and KS2	88%
CS38: Achievement at level 4 or above in combined reading, writing and mathematics at KS2 (Threshold)	77%
CS39: Achievement Gap between pupils eligible for Pupil Premium Grant and their non Pupil Premium Grant Peers (Achieving Level 4 or above in Reading Writing and Maths KS2)	-20.5%
CS40: % CiN achieving L4 in Reading, Writing and Maths (Munro N1)	n/k
CS45: % of pupils achieving 5 or more A-G grade GCSEs (or equivalent) including English and Maths	90.5%
CS47: Achievement gap between pupils eligible for Pupil Premium Grant and their non Pupil Premium Grant peers (Achieving 5+ A-C GCSEs including English and Maths KS4)	-28.9%
CS48: % CiN achieving 5 A - C including English & mathematics (Munro N1)	n/k

CS49: Percentage of pupils achieving the English Baccalaureate at KS4	26.7%
CS50: % of pupils in good or outstanding schools	82% 31/08/14
CS51: % of schools to be judged good or outstanding	84% 31/08/14

A3.1 The following data provides comparison between the performance of Lincolnshire pupils at Early Years Foundation Stage (EYFS), Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 against national, the East Midlands and Lincolnshire's statistical neighbours' averages. Lincolnshire's statistical neighbours are Cornwall, Cumbria, Derbyshire, Nottinghamshire, Norfolk, North Lincolnshire, Somerset, Staffordshire, Suffolk and Worcestershire.

A4. EYFS Profile Outcomes

A4.1 A new national assessment system for the EYFS was introduced for 2012/13. This system is significantly different in implementation to the Early Years Foundation Stage Profile which existed previously. This new system of assessments has been successfully implemented by all schools and settings across Lincolnshire.

A4.2 Percentage of children achieving a 'Good Level of Development'	Lincolnshire Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	67	60	7	58	61	1 st

- A revised measure for the 'Good Level of Development' achieved by children at the end of the EYFS was also introduced.
- Data published in October 2014 indicates that 67% of Lincolnshire children achieved this level. This is higher than the national average, that of the Local Authorities in the East Midlands and all of our statistical neighbours.

A5. KS1 Phonics:

A5.1 Percentage of Y1 pupils meeting the required standard of phonic decoding		Lincolnshire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
At end of Year 1	2013-14	79	74	5	72	73	1 st
	2012-13	76	69	7	68	69	1 st
	2011-12	68	58	10	58	57	1 st

- 79% of Year 1 pupils achieved the Phonics test threshold, an increase of 3% on the LA 2013 figure.
- Whilst the national figure rose by 5 percentage points from 69% in 2013 to 74%, Lincolnshire remains significantly above national and its statistical neighbours for the third year.

A5.1 Year 2 pupils who had not reached the required standard of phonic decoding in Year 1 are re-screened in Year 2.

A5.2 Percentage of Y2 pupils meeting the required standard of phonic decoding at re-screening		Lincoln-shire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
At end of Year 2	2013-14	91	88	3	88	89	=1st
	2012-13	89	85	4	85	84	1st
	2011-12	N/A	N/A	N/A	N/A	N/A	N/A

A5.2 Year 2 pupils who had not reached the standard in Year 1 are re-screened in Year 2. 91% of pupils reaching the required standard by the end of Year 2 are now working at the appropriate phase; this is 3% more than the national average for this group.

A6. Key Stage 1

A6.1 Level 2+ in core subjects

		Lincoln-shire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	Reading	89	90	-1	89	90	=7 th
	Writing	85	86	-1	86	87	=10 th
	Maths	91	92	-1	92	93	=10 th
2012-13	Reading	88	89	-1	89	89	=8 th
	Writing	86	85	1	85	86	=6 th
	Maths	92	91	1	91	92	=6 th
2011-12	Reading	86	87	-1	87	88	=9 th
	Writing	82	83	-1	84	85	11 th
	Maths	90	91	-1	91	92	=10 th

- L2+ Reading improved by 1% from 2013, but remained below the national average which also improved by 1%.
- L2+ Writing is 1% lower than in 2013 and 1% below the national average which improved by 1%.
- L2+ Maths is 1% lower than in 2013 and 1% below the national average which improved by 1%.

A6.2 Level 3+ in core subjects

		Lincoln-shire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	Reading	29	31	-2	30	31	=10
	Writing	16	16	0	16	17	=7
	Maths	23	24	-1	24	25	=8
2012-13	Reading	29	29	0	28	31	=7 th
	Writing	16	15	1	16	17	=7 th
	Maths	23	23	0	23	24	=6 th
2011-12	Reading	27	27	0	28	29	=9 th
	Writing	14	14	0	15	15	=8 th
	Maths	22	22	0	23	23	=8 th

- Lincolnshire performance at L3+ has remained the same for all 3 subjects compared with 2013 which had seen an improvement from 2012.

- However, performance nationally has improved so that Lincolnshire Level 3+ outcomes are 2% below the national average in reading, in line with the national average for writing and 1% below in maths.

A7. Key Stage 2

A7.1 Level 4+ in core subjects

A7.1 Level 4+ in core subjects		Lincolnshire Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-4	Reading	88	89	-1	88	88	=5 th
	Writing	85	86	-1	85	85	=3 rd
	Maths	84	86	-2	85	85	=6 th
	GAPS*	74	77	-3	75	74	=5 th
	RWM	77	79	-2	78	77	=5 th
2012-13	Reading	87	86	1	86	86	=3 rd
	Writing	84	84	0	83	83	=2 nd
	Maths	85	85	0	84	83	4 th
	GAPS*	73	74	-1	72	71	=2 nd
	RWM	76	76	0	75	74	=4 th
2011-12	English	87	86	1	85	85	=3 rd
	Reading	88	87	1	86	87	=3 rd
	Writing	83	81	2	81	81	=3 rd
	Maths	85	84	1	84	84	=5 th
	RWM	76	75	1	75	74	4 th

- Attainment at Level 4+ Reading and Writing has improved by 1% from 2013; however Mathematics is 1% lower and this impacted on the combined RWM result which is 2 percentage points below the national average.
- For the first time, Lincolnshire is below the national average in all core subjects. It is in line with statistical neighbours for Reading and Writing but 1% below for Mathematics. It is in line with the East Midlands Local Authorities for Reading and Writing, but below for Mathematics and combined RWM.
- Grammar, Punctuation and Spelling (GAPS) results show that Lincolnshire is 3% below the national average, and below that of East Midlands Local Authorities but in line with statistical neighbours' average.

% of pupils achieving Key Stage 2 Level 4+ Reading, Writing and Maths

Statistical Neighbours	2009	2010	2011	2012	2013	2014
926 Norfolk	-	56.0	57.0	61.0	69.0	74.0
935 Suffolk	-	55.0	58.0	61.0	68.0	74.0
813 North Lincolnshire	-	57.0	61.0	62.0	70.0	75.0
925 Lincolnshire	-	62.0	64.0	67.0	76.0	77.0
880 Staffordshire	-	62.0	65.0	67.0	75.0	77.0
885 Worcestershire	-	60.0	62.0	67.0	73.0	77.0
908 Cornwall	-	61.0	60.0	65.0	73.0	77.0
933 Somerset	-	61.0	64.0	66.0	74.0	78.0
909 Cumbria	-	62.0	68.0	70.0	75.0	79.0
891 Nottinghamshire	-	65.0	66.0	70.0	77.0	79.0
830 Derbyshire	-	64.0	68.0	70.0	78.0	81.0
Statistical Neighbours	-	60.3	62.9	65.9	73.2	74.1
970 England	-	62.0	64.0	67.0	75.0	79.0

A7.2 Level 5+ in core subjects

		Lincolnshire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	Reading	49	50	-1	49	49	=4 th
	Writing	32	33	-1	32	33	6 th
	Maths	39	42	-3	41	39	5 th
	GAPS	49	52	-3	51	49	7 th
	RWM	22	24	-2	23	22	=4 th
2012-13	Reading	46	45	1	44	45	=4 th
	Writing	34	30	4	30	31	=1 st
	Maths	41	41	0	40	40	3 rd
	GAPS	47	48	-1	46	45	=1 st
	RWM	22	21	1	21	20	=2 nd
2011-12	English	39	37	2	37	38	=5 th
	Reading	49	48	1	47	49	6 th
	Writing	30	28	2	28	29	=2 nd
	Maths	39	39	0	39	39	=4 th

- For the first time, Level 5+ performance is below the national average for all core subjects, and particularly lower in Mathematics and Grammar, Punctuation and Spelling (GAPS).
- Lincolnshire is below the average of our statistical neighbours for Writing, but in line in all other subjects. Compared to the East Midlands local authorities, Lincolnshire is in line with Reading and Writing, below in all other comparisons.
-

A7.3 KS2

overview over time

	2010	2011	2012	2013	2014	National Figure 2014
% Level 4+ in R, W & M	57.4%	66.7%	75.5%	76.4%	77.0%	79%
% Level 5+ in R, W & M	11.1%	12.6%	20.8%	22.2%	22.0%	24%
% Level 4+ in Reading	76.0%	83.0%	87.5%	87.5%	88.1%	89%
% Level 4+ in Writing	62.9%	73.9%	82.0%	84.4%	84.5%	86%
% Level 4+ in Maths	72.8%	80.8%	84.9%	84.8%	84.3%	86%

- As can be seen above, the improvement over time from 2010 has continued with significant improvements noted when compared with 2010, however we do recognise that in 2014 pupil performance, particularly in mathematics has fallen below the expected standards and we will be working with schools to address this concern (see Appendix C).

A7.4 2 Levels Progress (Key Stage 1 to Key Stage 2)		Lincolnshire Actual	National Average	Lincs. against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	Reading	91	91	0	90	90	=2 nd
	Writing	93	93	0	92	92	=1 st
	Maths	88	90	-2	88	87	=5 th
2012-13	Reading	90	88	2	87	86	1 st
	Writing	93	92	1	91	90	1 st
	Maths	89	88	1	87	85	=1 st
2011-12	Reading	91	90	1	89	88	=1 st
	Writing	92	90	2	90	88	1 st
	Maths	89	87	2	87	85	1 st

- Lincolnshire is in line with the national average in Reading and Writing but 2% below in Mathematics.
- Lincolnshire has outperformed statistical neighbours and the local authorities in the East Midlands in Reading and Writing but is in line with East Midlands in Mathematics.

A8. Key Stage 4

A8.1 GCSEs

% Achieving 5+ A*-C including English and Maths	Lincolnshire Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	54.8	56.6	-1.8	54.0	55.0	6 th
2012-13	61.8	60.8	1	59.3	58.8	3 rd
2011-12	62.1	59.1	3.0	57.6	56.8	1 st

- Lincolnshire is below the national average and below statistical neighbours; this represents a declining trend from 2012.

5 or more A*-C grades at GCSE including English and Maths (End of Key Stage 4)

Statistical Neighbours		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
935	Suffolk	46.0	45.9	47.3	46.6	48.7	51.8	54.7	50.5	54.6	51.7
926	Norfolk	42.2	44.5	45.2	47.9	50.0	52.3	55.4	55.6	54.4	52.7
930	Derbyshire	43.6	45.5	47.0	48.5	51.0	55.0	58.4	57.2	59.1	53.7
933	Somerset	45.9	44.4	46.8	46.8	49.0	54.0	57.0	56.5	58.0	53.8
813	North Lincolnshire	37.7	38.5	40.9	41.6	45.4	51.5	52.4	56.3	56.8	54.7
925	Lincolnshire	46.2	48.6	50.6	52.6	56.2	59.2	62.2	62.1	61.8	54.8
860	Staffordshire	42.3	42.8	45.7	49.7	50.8	54.0	56.5	58.7	59.9	54.9
908	Cornwall	44.3	43.9	44.0	43.5	48.9	53.8	55.0	55.4	59.6	55.3
909	Cumbria	45.4	45.3	45.7	48.4	49.6	55.8	57.0	56.1	56.5	56.8
891	Nottinghamshire	38.0	40.1	41.7	43.3	47.2	51.4	57.6	60.6	63.4	58.0
885	Worcestershire	43.0	43.1	47.7	47.5	48.8	54.9	60.1	60.7	62.9	58.5
	Statistical Neighbours	42.8	43.4	45.2	46.4	48.9	53.5	56.4	56.8	58.5	55.0
970	England	44.7	45.6	46.3	47.6	49.8	53.5	59.0	59.4	59.2	53.4

Note: Bourne Grammar School, like many prominent independent schools nationally, are reported to have achieved 0% for 5A*-C including English and Maths. This is because the pupils' English results did not count in the performance tables. It should be noted that if the data from Bourne Grammar School's English was counted, then the Lincolnshire Actual 5A*-C (inc English and Maths) figure would be 56.6% which places Lincolnshire precisely in line with the national average; Lincolnshire's ranking within the statistical neighbour group would rise from 6th to 4th and the national ranking would rise from 102nd to joint 84th.

A8.2 Average Best 8 subjects including English and mathematics points score

	Lincolnshire Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	311.3	311.1	0.2	305.1	306.6	2 nd

A8.3 English Baccalaureate

- The EBacc subjects are English, maths, science, history or geography and a language. Students are deemed to have passed this measure if they gain A*-C in each of these 5 subjects.

% Achieving A*-C in all EBacc Subjects

	Lincolnshire Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	26.7	24.3	2.4	21.9	21.7	1 st
2012-13	27.2	23.0	4.2	20.9	21.1	1 st

- Lincolnshire was well above the national figure and ranked 1st among its statistical neighbours.

A8.4 % Making Expected Progress between Key Stage 2 and Key Stage 4

		Lincs Actual	National Average	Lincs. Against National	East Midlands Average	Average of Statistical Neighbours	Ranking Within Statistical Neighbour Group
2013-14	Eng	66.5	71.8	-5.3	66.9	69.3	10 th
	Maths	66.0	65.6	0.4	63.8	64.4	2 nd
2012-13	Eng	69.0	70.5	-1.5	68.5	68.0	4 th
	Maths	72.0	70.8	1.2	68.9	69.0	2 nd

A9. Key Stage 5

A9.1 A Levels

		Lincolnshire actual	National average	Lincs. against Nat.
2013-14	3A* - A	12	10.3	1.7
	AAB	15.9	13.5	2.4
	At least 2 substantial level 3 qualifications	97.2	98	0.8

- Performance in Lincolnshire is above the national average.
- The 16-18 performance tables include the percentages of students achieving A levels at grades AAB or higher in “facilitating” subjects. These indicators cover A levels only.
- The facilitating subjects are Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages.
- The 'AAB+' indicators include students who achieve three A levels in facilitating subjects at grades AAB and also three A levels, of which two are in facilitating subjects, at grades AAB.

		Lincolnshire actual	National average	Lincs. against Nat.
2013-14	% 1+ A* - E	99.4	99.6	-0.2
	% 2+ A* - E	91.8	91.8	0
	% 3+ A* - E	80.0	77.9	2.1

A10. Key Stage 4 Data

2014 Lincolnshire: Key Stage 4 School name	School type	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving the English Baccalaureate	School Below Floor Standards?	% Attainment Gap
		2014			5 A*-C
Lincolnshire	-	54.8%	26.7%	18.90%	
Weighted Average (Not inc Special Schools)	Academy	55.9%	26.8%	14.00%	
Weighted Average (Not inc Special Schools)	Maintained	56.8%	29.9%	40.00%	
Kirton Middlecott School	Community School	26%	3%	Yes	-3.7
Cherry Willingham Community School	Foundation School	38%	16%	Yes	-15.1
Stamford Welland Academy	Academy - Converter Mainstream	35%	5%	Yes	-5.6
William Lovell Church of England School	Academy - Converter Mainstream	35%	3%	Yes	-5.6
Sir John Gleed School	Academy - Converter Mainstream	31%	3%	Yes	-6.8
Monks' Dyke Tennyson College	Foundation School	26%	6%	Yes	-20.1
St Peter and St Paul, Catholic Voluntary Academy	Academy - Converter Mainstream	34%	18%	Yes	-13.1
The West Grantham Academy St Hugh's	Academy - Converter Mainstream	17%	7%	Yes	3.4
The Gainsborough Academy	Academy Sponsor Led	39%	6%	Yes	-23.6
Skegness Academy	Academy Sponsor Led	24%	2%	Yes	-2.6
Bourne Academy	Academy - Converter Mainstream	50%	9%	No	-23.7
University Academy Holbeach	Academy Sponsor Led	45%	13%	No	-13.7
King Edward VI Academy	Academy Sponsor Led	25%	8%	No	5.7
Cordeaux Academy	Academy Sponsor Led	49%	12%	No	-34.2
Kesteven and Grantham Girls' School	Academy - Converter Mainstream	91%	67%	No	0.1
Kesteven and Sleaford High School Selective Academy	Academy - Converter Mainstream	96%	80%	No	4.2

2014 Lincolnshire: Key Stage 4 School name	School type	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving the English Baccalaureate	School Below Floor Standards?	% Attainment Gap
		2014			5 A*-C
The Deepings School	Academy - Converter Mainstream	60%	22%	No	-31.2
Charles Read Academy	Academy - Converter Mainstream	44%	4%	No	-13.6
Walton Girls' High School & Sixth Form	Academy - Converter Mainstream	55%	19%	No	-5
Boston High School	Academy - Converter Mainstream	95%	46%	No	5.1
Spalding High School	Community School	96%	65%	No	-40.4
The Peele Community College	Foundation School	43%	3%	No	-0.3
John Spendluffe Foundation Technology College	Academy - Converter Mainstream	59%	23%	No	-26.7
Caistor Yarborough Academy	Academy - Converter Mainstream	51%	11%	No	-28.8
The Banovallum School, Horncastle	Academy - Converter Mainstream	51%	19%	No	-18.6
Birkbeck School and Community Arts College	Foundation School	40%	0%	No	-19.1
The Queen Elizabeth's High School, Gainsborough	Community School	95%	66%	No	-13.1
Haven High Academy	Academy - Converter Mainstream	24%	1%	No	-3
Bourne Grammar School	Academy - Converter Mainstream	0%	0%	No	-23.7
The Thomas Cowley High School	Academy - Converter Mainstream	53%	2%	No	-31.4
De Aston School	Academy - Converter Mainstream	58%	40%	No	-18
Spalding Grammar School	Academy - Converter Mainstream	88%	55%	No	3.2
Skegness Grammar School	Academy - Converter Mainstream	92%	51%	No	-2.6
Queen Elizabeth's Grammar Alford - A Selective Academy	Academy - Converter Mainstream	96%	85%	No	4.1

2014 Lincolnshire: Key Stage 4 School name	School type	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving the English Baccalaureate	School Below Floor Standards?	% Attainment Gap
		2014			5 A*-C
The King's School, Grantham	Academy - Converter Mainstream	98%	60%	No	2.2
Carre's Grammar School	Academy - Converter Mainstream	96%	76%	No	-46.5
The King Edward VI Grammar School, Louth	Foundation School	94%	83%	No	5.7
Caistor Grammar School	Academy - Converter Mainstream	99%	85%	No	1.1
Lincoln Castle Academy	Academy - Converter Mainstream	40%	19%	No	-28.1
Lincoln Christ's Hospital School	Academy - Converter Mainstream	42%	25%	No	-30.6
Tattershall Gartree Community School	Academy Sponsor Led	34%	6%	No	-20.3
Queen Elizabeth's Grammar School, Horncastle	Academy - Converter Mainstream	96%	80%	No	4.1
North Kesteven School	Academy - Converter Mainstream	65%	18%	No	-26.6
Sir Robert Pattinson Academy	Academy - Converter Mainstream	56%	26%	No	-23.7
William Farr CofE Comprehensive School	Academy - Converter Mainstream	68%	38%	No	-29.4
Branston Community Academy	Academy - Converter Mainstream	59%	32%	No	-20.3
Sir William Robertson Academy, Welbourn	Academy - Converter Mainstream	46%	22%	No	-19
The Giles Academy	Academy - Converter Mainstream	41%	13%	No	-10.7
The Boston Grammar School	Academy - Converter Mainstream	78%	56%	No	5.1
The Priory Witham Academy	Academy Sponsor Led	47%	4%	No	-26.3
The Priory City of Lincoln Academy	Academy Sponsor Led	46%	13%	No	-16
The Priory Academy LSST	Academy Sponsor Led	93%	68%	No	2.1
St George's Academy	Academy Sponsor Led	49%	17%	No	-17.8

2014 Lincolnshire: Key Stage 4 School name	School type	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving the English Baccalaureate	School Below Floor Standards?	% Attainment Gap
		2014			5 A*-C
The Priory Ruskin Academy	Academy Sponsor Led	48%	7%	No	-20.2
Ambergate Sports College	Academy Converter Special School	0%	0%		
The Grantham Sandon School	Academy Converter Special School				
The Priory School	Community Special School				
The John Fielding Community Special School	Community Special School				
The Garth School	Community Special School				
The Lincoln St Christopher's School	Community Special School	0%	0%		
The St Francis Special School, Lincoln	Community Special School	0%	0%		
The Horncastle St Lawrence School	Community Special School	0%	0%		
The Eresby School, Spilsby	Academy Converter Special School				
St Bernard's School, Louth	Community Special School				
The Willoughby School	Community Special School				
The Phoenix School	Academy Converter Special School	0%	0%		
The Lady Jane Franklin School	Community Special School	0%	0%		
Lincoln The Sincil School	Community Special School	0%	0%		
Aegir Community School	Community Special School	0%	0%		

A11. Key Stage 5 data

2014 Lincolnshire: Key Stage 5		Number of students at the end of Key Stage 5 study	% of KS5 students achieving 3 or more A levels at A*-E	Average Point Score per Student	Average Point Score per examination entry	Average Grade
				2014	2014	2014
925	Lincolnshire	-	80.0%	826.3	213.0	C
-	National	-	77.9%	772.7	211.2	C
9254000	Bourne Academy	79	57.0%	708.6	191.8	D+
9254001	University Academy Holbeach	75	9.0%	616.6	190.0	D+
9254003	Cordeaux Academy	23	0.0%	407.4	147.3	E
9254004	Kesteven and Grantham Girls' School	159	99.0%	1012.3	224.2	C+
9254005	Kesteven and Sleaford High School Selective Academy	83	98.0%	974.8	224.4	C+
9254010	The Deepings School	109	67.0%	753.8	213.2	C
9254019	Walton Girls' High School & Sixth Form	47	48.0%	673.1	194.8	D+
9254022	Boston High School	81	94.0%	712.6	208.3	C
9254027	Spalding High School	98	99.0%	1001.5	232.8	B-
9254065	The Queen Elizabeth's High School, Gainsborough	136	100.0%	1034.5	234.0	B-
9254072	Haven High Academy	NE	NE	NE	NE	NE
9254501	Bourne Grammar School	128	97.0%	795.5	222.2	C+
9254514	De Aston School	73	71.0%	723.3	202.4	C-
9254603	Spalding Grammar School	126	90.0%	695.0	195.8	C-
9255400	Skegness Grammar School	54	98.0%	793.8	219.5	C+
9255401	Queen Elizabeth's Grammar Alford - A Selective Academy	61	100.0%	899.4	227.1	B-
9255402	The King's School, Grantham	122	97.0%	1009.2	226.0	B-
9255403	Carre's Grammar School	110	84.0%	822.7	210.0	C
9255405	The King Edward VI Grammar School, Louth	80	100.0%	1025.2	230.5	B-
9255406	Caistor Grammar School	82	100.0%	1096.3	242.0	B
9255407	Lincoln Castle Academy	67	43.0%	636.4	191.8	D+
9255408	Lincoln Christ's Hospital School	125	62.0%	717.4	194.2	D+
9255411	Queen Elizabeth's Grammar School, Horncastle	104	100.0%	944.0	229.8	B-
9255412	North Kesteven School	102	45.0%	636.1	203.3	C-
9255413	Sir Robert Pattinson Academy	86	61.0%	675.3	205.3	C
9255415	William Farr CofE Comprehensive School	130	93.0%	895.6	210.0	C
9255416	Sir John Gleed School	93	0.0%	461.4	188.4	D+
9255417	Monks' Dyke Tennyson College	67	63.0%	630.7	189.8	D+
9255418	Branston Community Academy	86	59.0%	848.9	202.7	C-
9255420	Sir William Robertson Academy, Welbourn	22	82.0%	723.0	174.1	D-
9255421	St Peter and St Paul, Catholic Voluntary Academy	34	70.0%	731.2	200.0	C-
9255423	The Giles Academy	62	4.0%	755.8	210.0	C
9255424	The Boston Grammar School	75	96.0%	803.2	211.9	C
9256905	The Priory Witham Academy	24	0.0%	484.6	186.0	D+
9256906	The Priory City of Lincoln Academy	43	5.0%	484.1	153.5	E
9256907	The Priory Academy LSST	234	87.0%	944.0	213.2	C
9256909	St George's Academy	156	56.0%	660.8	199.3	C-
9256910	The Priory Ruskin Academy	17	65.0%	540.9	182.1	D
9256911	Skegness Academy	96	15.0%	631.1	178.5	D

A12. Lincolnshire Schools below the floor standard threshold

A12.1 Primary Schools:

- In the Key Stage 2 tests for 2014, a school will be classed as below the primary school floor standard if it meets **all** of the following criteria:
 - Fewer than 65% of pupils achieve level 4 or above in all of reading, writing and mathematics
 - Fewer than the 2014 median percentage 94% make expected progress in reading
 - Fewer than the 2014 median percentage (96%) make expected progress in writing
 - Fewer than the 2014 median percentage 93% make expected progress in mathematics
- 15 primary schools with more than 10 pupils failed to achieve the KS2 floor standard threshold in 2014.
- Of these 15 schools, 11 were maintained schools and 4 were academies at the time SATs were taken. 7 of these schools were judged Good by Ofsted, 7 judged as Requiring Improvement and 1 was inadequate.

A12.2 Secondary Schools:

- In 2014, a secondary school would need to meet **all** of the following 3 criteria in order to fall below floor standard:
 - Fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics
 - The school has a below median score (74%) for the percentage of pupils making expected progress between key stage 2 and key stage 4 in English
 - The school has a below median score (67%) for the percentage of pupils making expected progress between key stage 2 and key stage 4 in mathematics
- 10 secondary schools are below all three of the GCSE floor standards in 2014.
- Of these 10 schools, 6 were academies and 4 maintained at the time of the examination. 4 were graded as Good by Ofsted, 4 as Requiring Improvement and 2 as inadequate.

School Improvement Performance Report 2013-14
Closing the Performance Gap for pupils eligible for Pupil Premium Grant

B1. Introduction

B1.1 The pupil premium is designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances. The Pupil Premium Grant (PPG) for 2014-2015 includes pupils on the January 2014 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2014.

B1.2 The PPG per pupil for 2014-2015 is as follows:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900

B2. Outcomes for disadvantaged pupils 2014**B2.1 Early Years**

	Free School Meal Eligibility (FSM/FSM Ever 6)	% Achieving Good Level of Development (GLD)
2013	FSM	48.5%
	All Others	68.5%
	All Pupils	65.5%
	Gap	-19.9%
2014	FSM	53.2%
	All Others	69.8%
	All Pupils	67.3%
	Gap	-16.6%

B2.1.1 From 2013 there was a new measure introduced in Early Years which reports on the “good level of development” achieved by pupils. 67.3% of Lincolnshire pupils achieved this level compared to 60% of pupils nationally. However, the gap between those children eligible for free school meals and all children was **16.6%**. This is a narrower gap than seen in 2013 (19.9%). Improvement has been achieved through an accelerated rate of progress from FSM children although their peers have also improved. There will be a continued focus on the progress and attainment of FSM pupils but it is recognised that it will be a number of years before this improvement and success will filter through to secondary school progress measures

B2.2 Key Stage 1

Assessment Year	Free School Meal Eligibility (FSM/FSM Ever 6)			Non-FSM Pupils		All Pupils	
	Number of Pupils	% Level 2+ R,W & M	Gap	Number of Pupils	% Level 2+ R,W & M	Number of Pupils	% Level 2+ R,W & M
2009	689	55.7%	23.8%	5,903	79.5%	6,620	77.1%
2010	830	58.1%	22.2%	6,125	80.3%	6,955	77.6%
2011	932	60.9%	21.2%	6,070	82.1%	7,002	79.3%
2012	1,305	64.5%	19.3%	5,878	83.8%	7,183	80.3%
2013	1,476	72.2%	14.1%	5,814	86.3%	7,290	83.4%
2014	1,554	70.7%	15.9%	5,933	86.6%	7,487	83.3%

B2.2.1 Compared with 2009, the gap overall is closing between the outcomes for Year 2 pupils eligible for FSM who achieved level 2 or above in all reading, writing and maths and all other pupils. We recognise that in 2014 the gap has started to widen and buck the previous years' trends and this will be a focus for our work with schools in 2014-15.

B2.3 Key Stage 2

Assessment Year	Free School Meal Eligibility (FSM/FSM Ever 6)			Non-FSM Pupils		All Pupils	
	Number of Pupils	% Level 4+ R,W & M	Gap	Number of Pupils	% Level 4+ R,W & M	Number of Pupils	% Level 4+ R,W & M
2009	778	40.6%	23.3%	6,918	63.9%	7,696	61.6%
2010	812	33.1%	27.1%	6,845	60.3%	7,657	57.4%
2011	910	42.6%	27.4%	6,447	70.0%	7,357	66.7%
2012	1,333	57.3%	22.4%	5,779	79.7%	7,112	75.5%
2013	1,555	59.7%	21.7%	5,201	81.4%	6,775	76.4%
2014	1,758	61.5%	20.5%	5,415	82.0%	7,173	77.0%

B2.3.1 When we compare with 2010, the gap is closing between the outcomes for Year 6 pupils eligible for FSM who achieved level 4 or above in reading, writing and maths and all other pupils. However, only 61.5% of pupils eligible for FSM attained L4+ compared with 67% of similar pupils nationally. Nationally, 83% of non-PPG pupils attained L4+ (a gap of -16%). In order to address this, there will continue to be a focus on the performance of all groups of pupils, and particularly those eligible for PPG.

B2.4 Key Stage 4

Authority Area	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs									
	all pupils	disadvantaged pupils			other pupils			Gap		
		2014	2013	2012	2014	2013	2012	2014	2013	2012
National- All Schools	53.4%	-	-	-	-	-	-	-	-	-
National- State Funded Only	56.6%	36.5%	41.0%	38.5%	64.0%	68.0%	65.7%	27.5%	26.9%	27.2%
Lincolnshire	54.8%	31.7%	36.4%	34.5%	60.6%	67.3%	67.1%	28.9%	31.0%	32.6%

B2.4.1 As can be seen in the KS4 data above, the gap between the performance of Pupil Premium Grant (PPG) and non-PPG pupils in Lincolnshire is closing over time, at a rate that is more rapid than seen nationally, but at 28.9% it is still wider than seen nationally and is wider than seen in Lincolnshire EYFS (16.6%), KS1 (15.9%) and KS2 (20.5%).

B2.4.2 The LA/ CfBT Closing the Gap offer to educational settings (see Action Plan below) will contribute to Lincolnshire's Child Poverty Strategy by focussing on closing the educational gaps for vulnerable groups, particularly those children and young people eligible for Pupil Premium Grant. It will provide challenge for schools to access a 'robust evaluation' of how they spend all funding, in particular Pupil Premium funding, to support disadvantaged students. This will be augmented by Education Adviser Core Offer work in maintained schools which will include detailed data discussions around the performance of all groups of pupils, validating the schools monitoring and evaluation of the performance of groups of pupils, including monitoring by the Governing Body, and the brokering of additional support and intervention where the performance of disadvantaged pupils is not seen to be improving.

B2.4.3 Additionally there are opportunities for research and development, sharing good practice, working in partnerships with other schools and educational settings, accessing networking events, evaluating and refreshing current literacy and numeracy interventions.

B2.4.4 The offer to schools will have an explicit focus on strategies to support literacy and numeracy. The National Literacy trust report, '*Written Off? How literacy affects opportunity*' makes the link between poor literacy and the negative impact on life chances, health, wealth and personal satisfaction. It also details the link between deprivation and attainment. A clear focus on literacy and numeracy skills enables pupils to access all other areas of the curriculum; if pupils do not learn to read they cannot read to learn.

B2.4.5 Our young people need to be literate and numerate in order to achieve higher-level qualifications and to be functional, independent citizens when they leave formal education. It is vital that we continue to address literacy and numeracy and the Closing the Gap offer gives us the opportunity to challenge underperformance and celebrate success in supporting our disadvantaged pupils to achieve their academic potential.

B2.4.6 It is vital that all young people leave education with good qualifications as:

- Outcomes at the end of secondary school account to a large extent for success in courses and qualifications thereafter.
- Adults who do not secure good literacy and numeracy skills by the age of 19 struggle to gain them subsequently.

- In the UK, pupils from the highest social class groups are three times more likely to enter university than those from the lowest social class groups.

B2.4.7 The gap information shows that FSM children are more likely to leave school with lower attainment than their peers. This is a matter of concern nationally.

B3. CLOSING THE GAP ACTION PLAN

Action 1: Robust challenge to schools through analysis of data and Pupil Premium review

- Detailed data analysis to determine where gaps are widest and where gaps have narrowed
- At each key stage highlight schools where the gap has narrowed – make contact in order to share good practice / involve in county networks, mini case studies of 4/5 schools
- Identified schools with widest gap and offer challenge by having a Pupil Premium review
- Results of reviews collated to find commonalities and differences in schools' approach to Pupil Premium
- Report written which outlines above and suggests new approaches to be fed through Closing the Gap networks
- Schools where gap has narrowed, visited to establish learning which can be shared across the county

Action 2: Pupil Premium Conferences to offer challenge, support and strategy to all schools (autumn and spring term)

- Offered to all educational settings
- Range of guest speakers (eg Sir John Dunford, Sue Hackman, John West-Burnham, Patricia Meatham, Debra Myhill, David Waugh, Ofsted representative)
- Workshops led by local head teachers (primary and secondary) range of schools and contexts
- A range of other services in attendance
- Delegate evaluations ask detailed questions about own school response to Pupil premium spending and asks for schools willing to share good practice
- Evaluations followed up by consultants and advisers to inform end of year Closing the Gap conference which celebrates good practice locally

Action 3: Closing the Gap senior leader networks

- To offer robust challenge and to share and develop best practice
- Bespoke for primary / secondary and post 16 settings
- Once per half term
- Facilitated by CfBT consultants and advisers
- Action research based (using CfBT and national research as starting point)
- Use of international, national, regional and local research to inform workshops / school work / Pupil Premium planning
- Schools in attendance followed up and subsequent actions evaluated for impact

Action 4: Switch-on as new primary and secondary literacy intervention (Switch-on is a literacy intervention based on the principle of Reading Recovery, funded in Nottinghamshire by the Education Endowment Foundation and found to have a positive effect)

- Offer two days training each term (includes primary and secondary)
- Follow up impact with attending schools including method of delivery / timetabling / number of students having intervention and evaluation of success

Action 5: Establish research links with Lincoln University.

- Develop units on Pupil Premium research with possible Masters accreditation.
- Once in place, signpost schools to relevant areas of study
- Linked with CfBT Research and Development division
- Identified schools to share results of research at conferences and Closing the Gap

senior leader networks (and possibly at wider East Midlands forums)

**Action 6: Literacy and numeracy intervention analysis and evaluation
primary and secondary**

- Contact with Newark Town SENCO to adapt recent successful model of analysis
- Contact schools and send intervention audit and five point intervention analysis
- Collate and analyse information regarding which interventions are in place, which are successful / effective / which are funded by Pupil Premium
- Disseminate findings through Closing the Gap networks also possibly through primary and secondary headteacher briefings

**Action 7: Year 10 / 11 focus student GCSE conference (raising participation)
possibly in partnership with Lincoln Uni or Bishop Grosseteste**

- Pupil Premium (FSM / LAC / boys) students are invited to attend a day conference with a GCSE English and Maths D/C borderline focus (up to 80 student per day)
- Schools are targeted based on wide gap data
- Students attend 4 presentations / workshops over the day facilitated by local teachers and organised / led by H Spours
- Local teachers are recruited and attend a training day which supports planning for the students needs (this also builds capacity within the school)
- The university provide the venue and student helpers – part of the day is about supporting students to see higher education as an option
- Guest speaker presentation (Dreadlock Alien, Matt Windle)

School Improvement Performance Report 2013-14
Actions to Address Outcomes

C1. Introduction

C1.1 The data in Appendix A and Appendix B identifies that, whilst there are many positive aspects of performance across Lincolnshire to celebrate, there are a number of key actions needed in order to improve the overall picture for pupils. We recognise that attainment across Lincolnshire is a concern at Key Stages 1, 2 and 4, where too many young people do not attain as well as they should, especially when compared with similar local authorities.

C1.2 We responded to 2014 outcomes strategically to ensure actions taken would lead to sustainable improvement:

C2. Monitor and challenge the performance of all LA maintained schools and academies

C2.1 All Lincolnshire primary and secondary schools (Maintained and Academies) will continue to have dedicated Education Adviser time to monitor school effectiveness and will investigate and address, where possible, issues identified at school, academy, district or LA level in order to improve overall performance.

C2.2 Academies:

- The Local Authority, through CfBT, conduct an annual desk top review of each academy using published school performance data, information published by Ofsted or HMI, Local Authority information, the school's website and other local intelligence
- If the annual desktop review raises concern, or if any further concerns are identified over the year, these will be followed up in accordance with the LA agreed 'Monitoring of Academies' protocol

C2.3 Maintained schools:

- The CfBT Education Adviser work-stream within the School Improvement Core Offer has been reviewed to ensure there is a consistent approach to working with school leaders to evaluate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is swiftly recognised and tackled
- Interrogation of pupil performance, both historic and current in-school performance data is undertaken within Education Adviser autumn term visits to maintained schools to review whether good progress is being made towards improving outcomes at KS1, KS2, KS4 and KS5 and that school targets are setting sufficiently high expectations to reduce performance gaps
- Paired monitoring activities are regularly carried out with members of the school's leadership team to validate and challenge the school's self-evaluation processes and to ensure the leaders are correctly focused on the most immediate priority areas
- Governing Body meetings are attended, or meetings held with governors, to monitor the levels of challenge and support provided by Governors and to ensure there is evidence that governors have an accurate understanding of the strengths of, and priorities for, their schools
- Performance management process are reviewed to ensure that Governing Bodies are holding Headteachers to account via a robust and challenging process (this process is offered as traded work by CfBT but governors may chose their own External Performance Management Adviser for their Headteacher)

C3. Escalation of concern

C3.1 If concerns are raised about the performance of an Academy, these are followed up in accordance with the LA agreed 'Monitoring of Academies' protocol.

C3.2 If concerns are raised about the performance of a maintained school, there is an agreed process to be followed.

- If the concern is urgent, this is directed to the Assistant Director (School Improvement) for immediate action
- In other instances there is a weekly reporting process (the Weekly Grid) which is reviewed by the Assistant Director (School Improvement) and XXXuctioned to reflect the concern. Collated information is presented to the School Improvement Leadership Team and the Senior Leadership Team and informs strategy meetings with the Local Authority, the Diocese and the DfE
- The school may then be designated an LA School Causing Concern with the potential for further action being taken by the Local Authority, including the use of Warning Notices and Interim Executive Boards to bring about swift and robust action

C4. Identify and broker intervention and support

C4.1 Intervention is identified to bring about swift and sustainable improvement and is focused on the actions required for the school to improve; this may include the brokering of a National Leader of Education (NLE) who can bid for school improvement funding from the National College or identification of other formal school to school arrangements to provide a long-term school improvement option.

C4.2 Brokering of support is undertaken by Education Advisers and Teaching and Learning Consultants and is aimed at guiding school leaders to identify their own solutions and ensuring effective use of delegated funding is securing improved outcomes. Brokering offers a full range of externally provided CPD and promotes school to school approaches to improvement such as offered by Teaching School Alliances (TSA), Local Leaders of Education (LLE) and Specialist Leaders of Education (SLE).

C4.3 Primary School Intervention Funding may be requested for those maintained schools which fail to demonstrate sufficient pace of improvement in KS1 and KS2 outcomes but whose financial constraints are proving a barrier to improvement. It is intended that this will enable them to purchase additional support and resources and reduce the risk of becoming vulnerable to an inadequate or Requiring Improvement Ofsted judgement; these schools will also receive heightened monitoring and challenge from the Assistant Director (School Improvement) and may be designated as an LA School Causing Concern.

C5. Develop focused support programmes

C5.1 A programme of targeted projects and activities has been developed to support schools which have been identified as demonstrating a declining trend or achieving outcomes below those expected nationally.

C5.2 These support programmes may be targeted at individual schools if necessary, but we recognise that there is much that schools can learn from each other and promote school to school improvement and joint practice development, benefiting from the successful approaches seen in Lincolnshire schools and nationally which will be instrumental in ensuring sustainability. They are available to maintained schools and academies, although any subsidised places cannot be made available to academies.

C5.3 Where schools have a specific issue with their attainment in English, they will be invited to take part in an Assessment in English research project hosted by CfBT and Oxford University Press.

C5.4 Facilitate a county-wide spelling programme for primary schools to work within a cluster to improve outcomes in Grammar, Punctuation and Spelling, with particular focus on spelling (anticipated that 65 schools will be included during the programme based on the declining two year trend of L4+ GPS).

C5.5 Raising Attainment & Enhancing Pupil Outcomes Programme for KS1 and KS2 which includes targeted Education Adviser and Teaching and Learning Consultant support for a cluster of schools, with additional Adviser sessions for follow-up to support schools in peer evaluation of impact and sustainability and sharing of best practice. This programme can be adapted to reflect the District/ Locality context in order to raise attainment and enhance pupil outcomes as identified through KS1 and KS2 data analysis, EA feedback and school self-review; the intention is to promote locality cluster joint practice and longevity through facilitating a sector-led improvement model.

C5.6 Where schools only require KS1 focus, a programme has been designed to reflect the LA context:

- Reaching L2+ - focus on accelerating girls' writing including engaging lower attaining girls with writing
- Reaching L2+ - focus on boys' and girls' mathematics
- Attaining L3+ - focus on higher attaining boys' mathematics

C5.7 Update events for those teachers who have previously completed the Maths Specialist Teacher (MAST) accreditation with CfBT to review whole school progression and assessment in mathematics. These specialist teachers will also be utilised to share their expertise across clusters of schools or through school to school support.

C5.8 Secondary and Primary English programme with a focus on writing and communication skills. This is an intervention which has been shown to have statistical significance in improving outcomes in writing by the Education Endowment Fund from their work in both primary and secondary schools in Halifax and Calderdale.

C5.9 KS3 and KS4 maths programme supported through funding through NCETM in collaboration with the Lincoln Teaching Schools Alliance (LTSA) building on work in schools on the 'Shanghai maths' project and lesson study models.

C5.10 Expanding and further developing a cohesive approach to Subject Networks across Lincolnshire.

- These are a highly efficient way of disseminating information, sharing best practice and encouraging schools to work together in partnership
- A number have continued to flourish particularly in the core subjects English, maths and science, and these take place three times per year
- Lincoln University, LSTA and CfBT have joined together to form the Lincolnshire Science Partnership which is to be launched soon, using funding from National Science bodies to support the development of science across the county
- LSTA and CfBT are also looking to work in partnership to strengthen the maths networks across the county, with support from Edexcel and the National Maths Partnership
- Further work is ongoing, including undertaking a county wide survey of existing networks to identify how networks are led and managed and facilitation where required to support network leaders to deliver effective sessions. Also to investigate the setting up of a small web-based information site, hosting information about all networks and key contacts as well as aspects of work each network is developing. This will give opportunities for sharing best practice across the county. This can also be used to alert schools/academies to the latest information on key changes to education

C5.11 Where subject networks are not in existence, working with key schools and subject leaders to develop an effective subject network in that area and develop a mechanism for networks to identify highly effective practitioners who can then be trained to support delivery in other schools in preparation for the move to sector led improvement, or with the view to the accreditation of more Specialist Leaders in Education.

C5.12 In addition, a programme of support is currently being developed for all Lincolnshire Academies which have fallen below any floor standard or whose data is indicating a declining trend in performance. Academies may also continue to purchase additional support including that provided through CfBT traded services.

C5.13 Education Advisers, within the School Improvement Core Offer, will continue to evaluate implementation and impact of any brokered support.

C6. Evidence of impact of previous support

C6.1 Enhanced Education Adviser allocation, augmented by Core Teaching and Learning Consultant support, was targeted to those primary schools vulnerable to a Requiring Improvement outcome if inspected. This has contributed to an increase in the percentage of LA primary schools now being judged good or better, to just over 85% by the end of July 2014 (see Appendix D).

C6.2 Where there has been a county-wide focus, such as the support for phonics, this is reflected in the improving outcomes in this subject area from 68% of Year 1 pupils meeting the required standard in phonic decoding in 2012 to 79% in 2014.

C6.3 Where there has been a locality-focused programme of support, such as the South Holland Project (see Appendix F), this has been reflected in improved Ofsted outcomes and in pupil outcomes at KS2.

School Improvement Performance Report 2013-14
Outcomes of Ofsted Inspections in Lincolnshire Schools 2013-14

D1. Introduction

D1.1 This report is based on the situation at the end of August 2014 for comparability with the performance data presented in Appendices A to C. However, it should be noted that by the end of January 2015 the percentage of Lincolnshire schools graded Good or Outstanding by Ofsted was 86% (compared with 81% nationally), and the number of pupils attending good or outstanding schools was 83%. The percentage of schools graded inadequate was 1% (compared with 3% nationally).

D2. Nursery Schools:

- None inspected in 2013-14

D3. Special Schools

- 4 inspected – all Good

D4. Primary Schools

- In 2013-14, there were 71 primary school inspections:
 - 5 were judged Outstanding
 - 43 were judged Good
 - 19 schools were identified as Requiring Improvement
 - 4 were judged Inadequate
- Of the 33 Satisfactory/Requiring Improvement schools inspected:
 - 55% moved to Good or better
 - 39% retained their judgement
 - 6% (3 schools) were placed in a category of concern
- At the end of August 2014, 86% of Lincolnshire primary schools were judged to be Good or better at their most recent inspection compared with 80% at 31st August 2013; 86% of primary aged pupils were in Good or Outstanding schools.
- Nationally, the proportion of primary schools judged good or better at their most recent inspection reached 81% by the end of summer term 2014 compared with 78% at 31st August 2013.

D5. Secondary Schools

- In 2013-14, there were 9 secondary school inspections
 - 0 were judged Outstanding
 - 4 were judged Good
 - 4 schools were identified as Requiring Improvement
 - 1 was judged Inadequate
- Of the 5 Satisfactory/Requiring Improvement schools inspected:
 - 40% (2 schools) moved to Good or better
 - 40% retained their judgement
 - 20% (1 school) was placed in a category of concern
- At the end of August 2014, 77% of Lincolnshire secondary schools were judged to be Good or better at their most recent inspection compared with 78% at 31st August 2013; 78% of secondary aged pupils were in Good or Outstanding schools
- Nationally, the proportion of secondary schools judged Good or better at their most recent inspection remained at 71% by the end of summer term 2014; the same as at 31st August 2013

D6. Percentage of Primary and Secondary pupils attending good or outstanding schools by local authority in the East Midlands

PRIMARY				SECONDARY			
Rank*	LA	2014 %	Change from 2013 (% points)	Rank*	LA	2014 %	Change from 2013 (% points)
45=	Lincolnshire	86	5	1=	Rutland	100	0
68=	Leicestershire	83	3	28=	Leicester	88	-1
68=	Nottinghamshire	83	3	34=	Derby	86	13
91=	Rutland	80	7	55=	Nottinghamshire	81	1
103=	Derbyshire	78	6	67=	Lincolnshire	77	-1
116=	Nottingham	75	1	88=	Leicestershire	73	0
125=	Derby	73	4	111=	Northamptonshire	66	1
130	Northamptonshire	72	3	123=	Nottingham	57	-18
136=	Leicester	70	-5	143	Derbyshire	42	-13

*Rank – refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London which each contain only one school)

D6.1 We recognise that there are challenges for Lincolnshire schools:

- At Primary school level, as can be seen in the above table taken from *The HMI East Midlands Regional Report 2013-14*, the number of Good or better schools as judged by Ofsted is the highest in the East Midlands and above the national average, however, the proportion of schools judged as Outstanding is lower than seen nationally and remains a focus of our work.
- At Secondary school level, the percentage of school judged Good or better by Ofsted is ranked 6th in the East Midlands. This is a 1% drop compared with 2013 and is ranked 67th out of the 150 Local Authorities. Our smaller secondary modern schools are particularly vulnerable in light of the significant changes to the examination system and to the qualifications that count in performance tables, and because of the overall potential of these schools to achieve above floor standards that are predicated more on attainment than progress. This vulnerability will increase over the next few years as new accountability measures and new examinations come in, and rolls continue to fall in many Secondary schools.

School Improvement Performance Report 2013-14
Collaborative Partnerships in Primary Schools

E1. The original Collaborative Partnership initiative was developed to support sustained school improvement in small to medium sized Primary schools within a locality through a formalised approach to collaborative working. Over time, many of the original partnerships have developed further and deepened, some have re-grouped and some have only maintained a superficial contact. We are now seeing larger schools either joining existing partnerships or forging new ones of their own. Some schools have formalised their collaborative working by joining a Teaching School Alliance.

E2. This approach to collaboration for improving school effectiveness has provided many schools with wider opportunities for developing the quality of teaching and learning through joint practice development using the existing strengths within their group or through a more effective use of financial resources to purchase training and support from external providers. CfBT Advisers and Consultants have been proactive in facilitating, identifying and brokering school to school support to improve leadership and management and the quality of teaching. Education Advisers have provided external challenge to partnership effectiveness and have facilitated self and peer reviews to support school leaders in evaluating the impact of their partnerships.

E3. The following 2014 data, based on our understanding of primary schools in formalised partnerships, is an indicator of the impact of schools working successfully together

E4. Key Stage 1

Collaboration Code	Number of Schools*	Number of Pupils	% Level 2+ R, W & M	% Level 2B+ R, W & M	% Level 3+ R, W & M
Lincolnshire (Locally Calculated)	264	7,424	84.0%	64.9%	11.8%
Lincolnshire- In A Collaboration	132	2,174	85.4%	68.1%	12.3%
Lincolnshire- Not in A Collaboration	132	5,250	83.4%	63.6%	11.6%

E5. Key Stage 2

Collaboration Code	Number of Schools*	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
Lincolnshire (Locally Calculated)	260	7,054	78.2%	66.8%	22.4%	0.1%
Lincolnshire- In A Collaboration	130	1,990	78.3%	66.9%	23.3%	0.1%
Lincolnshire- Not In A Collaboration	130	5,064	78.2%	66.7%	22.1%	0.1%

E6. There are a number of projects ongoing in groups of schools across the county. Some have been initiated and supported by Education Advisers (EAs), some have been run through Teaching School Alliances and others initiated by schools themselves. Examples of those currently running include:

- Peer to peer school review: facilitated by EAs with school partnerships in the South Holland and East Lindsey districts to enable school leaders to engage in undertaking focused joint evaluation of aspects of school effectiveness
- Facilitated Governor Partnership clusters to utilise Governor expertise to build capacity in individual Governing Bodies
- Setting up pilot schemes within close geographical locations to provide long-term solutions to school leadership and succession planning across school partnerships

utilising current deputy head and subject leaders level within cross-school moderation and evaluation

- Leadership development within small school partnerships: developed and facilitated by one of the Teaching School Alliances
- The use of digital technology in effective feedback: initiated by a small group of schools, supported by an EA, and now involves approximately 40 schools in a research project to develop learning communities. Professor Steve Higgins from Durham University is involved with this project which has potential for being a case study in a future publication with the London Institute of Education. This is now also being expanded to maintain self sustaining professional learning communities

E7. Partnership working continues to be mentioned in Ofsted reports as a positive factor in good and improving schools.

E7.1 The local authority has given valuable support for improvements in teaching and learning, and the school has engaged in partnerships with other schools in order to share judgements of pupils' achievements and to continue to improve teaching and learning. (Spalding Parish October 2014)

E7.2 Strong collaborative partnership working with seven other schools in the locality has enabled all staff to benefit from a range of training opportunities. Such partnership work is promoted by the local authority, which also keep a watchful eye on the school to ensure high standards are maintained. (Weston Hills January 2015)

E7.3 The local authority has supported the school very well. Officers have supported the executive headteacher through the federation process and also made use of her leadership skills in other schools needing support. (Gedney Drove End January 2015)

E8. In April 2014 a research paper '*Partnership working in small schools: the best of both worlds*' was published by CfBT. The aim of the research was to investigate the most effective ways for small rural primary schools to work together in order to improve provision and raise standards and identified, as an outcome, ten lessons for schools:

1. Build on existing partnerships and relationships – partnership grows out of partnership.
2. Keep partnerships geographically focused – distance inhibits the frequency and intensity of schools' joint work.
3. Develop strong headteacher relationships, shared values and commitment by meeting regularly, visiting one another's schools, phoning and emailing frequently and welcoming new headteachers to a partnership school.
4. Be clear about governance arrangements, funding and accountability, and involve governors in school-to-school development and training.
5. Ensure that the leadership of partnerships reaches down to involve middle leaders and coordinators.
6. Use action plans to prioritise and clarify what partnerships will do together.
7. Focus partnership activity on improving teaching and learning through teacher-to-teacher and pupil-to-pupil engagement and learning – including the use of digital contact between staff and pupils.
8. Focus any dedicated resources on providing dedicated leadership or project management time to organise activity and/or cover transport costs.
9. Be prepared to engage in multi-partnership activity and for the form and membership of partnerships to evolve over time.
10. Monitor and evaluate the impact of partnership activity.

E9. The report gained recognition both within and outside Lincolnshire, and is included within DfE publications. CfBT staff and school leaders have been invited to meet with Headteachers from other Local Authorities to share the recommendations for this approach to facilitating collaborative partnership working between schools.

E10. A further outcome was international recognition with colleagues from Australia visiting Lincolnshire as part of a UK tour. They were interested in collaborative practice as a result of reading the published research and were keen to visit some of the schools involved in the research. They visited 4 schools (2 of which were case study schools for the research project) and a teaching school. Feedback from the group was very positive: *“ the two days in the Lincolnshire area provided a fantastic experience for our group - they have come home absolutely buzzing about a whole lot of things that they experienced and observed while in the UK - they were blown away by the experience they had with your schools.”*

E11. The promotion of meaningful collaboration between schools is central to the work of the CfBT Education Services. The Commons Education Committee Fourth Report on Schools and Academies released in January 2015 noted that *‘collaboration is essential in a self-improving school system in order to provide challenge, support and economies of scale. Harnessing the effectiveness of partnerships to raise school performance is particularly important where schools are autonomous. More needs to be done to encourage collaboration and ensure that it happens. Evidence to the inquiry suggests that collaboration is much more likely to occur and be effective if it is brokered by a third party, such as a trust or local authority. Effective brokering of collaboration between schools must be planned and considered, to ensure that the partnership is advantageous to both parties, rather than cumbersome, and real rather than cosmetic.’*

E12. CfBT is working with the ‘design and task group’ of Headteachers on the future sector-led model, utilising our existing bank of knowledge of effective partnerships, to inform their decision making. The school improvement Core Offer has been reviewed to reflect the number of schools now working in groups and is utilising the strengths within these partnerships to build the capacity for sustained improvement across the schools.

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School Improvement Performance Report 2013-14
The South Holland Project for Rural Primary Schools - An example of facilitated collaboration

South Holland Project 2013 -2015 (2013-14 Interim Report – Autumn 2014)						
F1. Context of Project						
F1.1 The South Holland Project has been planned as a two year project. This is an interim report based on the evaluation of the first year of the Project						
F1.2 The South Holland Project was developed in response to identification, through scrutiny of Education Adviser Annual Summary Reports completed in the summer term 2013 and analysis of pupil performance data in September 2013, of low performance in many schools in this District when compared with Lincolnshire overall						
KS2 outcomes 2013 District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	822	74.7%	60.9%	19.8%	0.4%
Lincolnshire	261	6,674	77.6%	65.1%	22.5%	0.2%
F1.3 It was also noted that a disproportionate number of schools had not yet been judged good or better by Ofsted compared with other Lincolnshire Districts: <ul style="list-style-type: none"> ○ 35 schools in the District; 17 (48%) with Ofsted judgements of Requiring Improvement compared to 20% in Lincolnshire overall 						
F2. Potential Contributory Issues:						
<ul style="list-style-type: none"> ○ Rural deprivation which is reflected in the on-entry to Early Years Foundation Stage often reported to be below national expectations for children at that stage of their education ○ School leadership which had, historically, been slow to identify and tackle underperformance and drive rapid improvement ○ Issues with recruitment and retention, particularly with small schools, often resulting in poor appointments. Where strong appointments had been made, good teachers and leaders are likely to move on within a short space of time; implications for continuity and stability ○ Schools working in isolation from each other, often inward thinking and not working together to share expertise and resources ○ Issues with recruitment and retention of strong governors who bring sufficient challenge to drive forward school improvement ○ An historic perceived culture of low expectation, particularly for the more able children 						
F3. Actions taken:						
F3.1 Programmes of support within the South Holland Project included:						
<ul style="list-style-type: none"> ○ Enhanced Education Adviser allocation to offer additional support and challenge for all schools judged as Requiring Improvement (RI) or Satisfactory from Ofsted inspection, or identified as potentially RI by Education Adviser; tightly focused on regularly monitoring and evaluating the impact of actions taken by school leaders to accelerate pupil progress and improve overall effectiveness of the school ○ Targeted formalising of collaborative partnerships and brokering of school to school support to strengthen leadership and to tackle the issue of isolation and inward thinking ○ Facilitating school partnership work to promote joint practice development to develop 						

middle leaders as well as senior leaders and thereby build capacity

- Brokering of Senior HMI to deliver 'Getting to Good' seminar to Headteachers and Chairs of Governors to provide an external perspective tightly aligned to Ofsted expectations
- Targeted support for school leaders in developing robust self evaluation to enable them to have an accurate understanding of the effectiveness of their own school through a range of monitoring activities, and through comparison with national and local expectations. As an outcome developing more precise action plans with milestones for measuring impact
- Regular Review and Planning meetings led by Strategic Lead for Primary Schools with the Headteacher, Chair of Governors and the Education Adviser to further challenge school leaders and to ensure that the external support provided, which included CfBT, NLE, TSA, etc was impacting as expected and to identify, and tackle, any potential barriers to further improvement
- Brokering of Supported Self Reviews within schools so that school leaders, including Governors, could work alongside Education Advisers and Teaching and Learning Consultants to undertake paired monitoring activities within their own school. This offered targeted CPD in school self-evaluation as well as providing external validation of school self-review judgments
- Brokering of SEND Health Checks undertaken by SEN specialist to ensure provision was meeting statutory requirements, and that accurate identification was resulting in targeted intervention which were leading to accelerated progress
- Brokering of EYFS Health Checks to validate EYFS assessment and to ensure provision was setting sufficiently high expectation for all groups of children regardless of their starting points
- Training for literacy subject leads within local clusters to strengthen individual leadership and further promote collaborative working for middle leaders
- Teaching & Learning Consultant support in driving improvement in classroom practice, assessment, planning and delivery – particular emphasis on the Developing Teacher programme
- Governor support including the brokering of External Reviews of Governance prior to these being requested by Ofsted and targeted Governor training for locality clusters. Additional Governors were recruited to some Governing Bodies

F3.2 Additional Actions Undertaken

- Assistant Director School Improvement held meeting for the Headteachers of RI schools to ascertain their views on the support required to improve outcomes for South Holland pupils; this informed the South Holland Project.
- Education Advisers' updated training in Headteacher Recruitment improving the quality of advice on the recruitment process and enabling Governors to consider alternative options for their school's future leadership to include their own substantive Headteacher, Federation, Executive Headteacher, Shared Headteacher, etc to widen the scope for recruitment.
- Brokering of Executive Headteachers for new appointments, or for interim arrangements, where requested.
- Intensive support package for newly appointed Headteachers.
- Natural changes in Headship, in addition to more formalised arrangements which have been necessary to address insufficiently strong leadership, has resulted in over a third of Headteachers being recently appointed – more frequently within federation arrangements
- Targeted deployment of the Consultant Headteacher team to provide high quality interim leadership where the schools have not been able to find their own solutions within the necessary time-frames

F4. Impact to date (11/08/14):

F4.1 This is an interim evaluation of impact of the two-year project, taking into account that this Project has only run for just over two full terms when the data for this report was

collated. It is recognised that there is still further intensive support required to further improve pupil performance and Ofsted outcomes, but improvements can already be measured

F4.2 2014 KS2 outcomes

KS2 outcomes 2013 District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	822	74.7%	60.9%	19.8%	0.4%
Lincolnshire	261	6,674	77.6%	65.1%	22.5%	0.2%

2014 KS2 outcomes District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	815	76.9%	63.7%	21.2%	0.0%
Lincolnshire (Locally Calculated)	260	7,054	78.2%	66.8%	22.4%	0.1%

- There is a noticeable improvement in the KS2 data for South Holland schools. The floor standard threshold attainment measurement is Level 4+ combined reading, writing and mathematics. This has improved by 2.2% in South Holland and has addressed the decline from the previous year. Lincolnshire L4+ combined data overall has only improved by 0.6%.
- A similar rate of improvement in excess of the rate in Lincolnshire overall is evident at Level 4b+ and L5+. Attainment at the highest level, L6+ will be a focus within the Project for 2015
- Three primary schools failed to achieve the floor standard threshold i.e. schools with more than 10 pupils in Year 6 in which fewer than 65% of pupils achieve L4+ in reading, writing and mathematics and achieve less than the progression median in reading, in writing and in mathematics. These schools will be of specific focus in the coming year

F4.3 2013/14 Ofsted inspections:

- Of the 17 inspections of South Holland primary schools undertaken by Ofsted within the academic year, 2013/14, 4 that had been judged RI received an overall effectiveness judgement of Good, and a judgement of Good leadership was made in one of the schools remaining RI.
- See Appendix at end of report for excerpts taken from Ofsted inspection reports and HMI letters for the academic year 2013/14 for evidence of impact of CfBT actions.

F4.4 CfBT Education Adviser judgements:

- Schools judged by Education Advisers within their Annual Summary Report as Good or better for Achievement have increased from 50% to 71%; for Teaching and Learning it has increased from 50% to 65%. The percentages of schools that have improved by at least one grade are 38% in Achievement and 26% in Teaching and Learning, which is an impact of focussed support within the classroom, including one-to-one enhanced support through the Developing Teacher Programme.
- 38% of the South Holland schools have improved in Behaviour and Safety; however, 18% now have a lower grade (mainly moving from Outstanding to Good) and this may be attributed to the change in the Ofsted framework which now places more emphasis on attitudes to learning and impact on pupil performance within this judgement.
- The percentage of all SHDC schools judged by the Education Advisers as Good or

better for Effective Governance increased significantly from 35% (2013) to 88% (2014). 62% of the schools improved their judgement on governance and this has been an impact of facilitated school-to-school support, collaborative working and bespoke governor and clerking training.

- CfBT has provided enhanced challenge and support, working particularly closely with the RI schools, which has also impacted on the percentage of schools that have had their Leadership and Management judged as Good or better, which has doubled from 41% (2013) to 83% (2014). 53% have improved on their 2013 grade.
- By the end of 2014, the percentage of schools judged by the Education Advisers within the Annual Summary Reports as Good or better for Overall Effectiveness is 62%, an increase of 12%; 29% improved on their overall grade.
- Stronger leadership in South Holland schools as recognised by Ofsted inspection, HMI visits and Education Adviser reports.
- Stronger governance as an impact of bespoke training for full Governing Bodies, again as recognised by Ofsted inspection, HMI visits and Education Adviser reports. Increasing evidence also in Governing Body minutes of Governors holding Senior Leaders to account.
- Collaborative partnerships strengthened; early feedback indicates this is effective where this is brokered and facilitated by an external party (currently Education Advisers).
- Awaiting outcomes of end of KS data, Ofsted reports and HMI letters for the full academic year, and outcomes as reported in Education Adviser Annual Summary Reports to measure impact, however 14/17 schools judged as RI are now reported to be making good progress.

F5. Issues remaining at the end of the first year of the Project:

- One school at risk of category and three yet to have made necessary progress to be judged good or better.
- Weak leadership still identified in a minority of schools which require further packages of support.
- Partnerships or Federations using existing South Holland Headteachers is becoming more difficult with strongest leaders already undertaking executive Headteacher roles, sometimes in more than one school. At risk of burdening these Headteachers and impacting on their well being and effectiveness.
- Requiring Improvement schools being inspected just within time frame of four terms; issue for those inspected late spring 2013 unable to demonstrate impact through published SATs outcomes; requires schools to ensure internal data is robust and externally moderated and inspection team to reflect on this. Ofsted has noted this as an issue nationally and has changed Inspector Guidance Briefings to reflect this.
- Recruitment and retention of high quality teachers and middle leaders.
- Continuing the rate of improvement so that Good schools are on the journey to becoming Outstanding.

F6. Next steps:

- Evaluation of impact of actions; use outcomes to inform plan for 2014-15; identify successful practices in schools and facilitate joint practice development utilising expertise from within locality schools and from schools across Lincolnshire.
- Target slow moving schools and any school vulnerable to category; precise programme of support developed to reflect context; intensified monitoring and challenge from Assistant Director School Improvement including formal identification as School Causing Concern.
- Utilise Intervention Funding for any maintained Primary School identified as requiring additional support to prevent becoming vulnerable to remaining stuck at RI or being judged inadequate to enable purchase of additional external CPD and/ or resources, or to cover staff-release time to engage in practice development.
- Further develop cluster arrangements to focus on continued improvement of specific curriculum areas and to further accelerate progress and attainment in Grammar,

Punctuation and Spelling (particularly Grammar and Spelling), writing and mathematics.

- Target Academies to promote engagement in collaborative work and joint practice development where desk-top analysis, or Adviser intelligence, identifies requirement.
- Further develop rigorous peer evaluation through structured facilitation model to build expertise in specific leadership areas across the partnerships.
- Further develop cluster arrangements for localised, and context driven, CPD programmes for newly appointed teachers and for those new to middle leadership (subject specific) – again, also target Academies.
- Promote opportunities for retention of middle and senior leaders through collaborative models.
- Targeted programme of Governor training for Governors in good or better maintained schools and Academies to further develop awareness and recognition of positive impact on their own school of their leaders engaging in school to school support.
- Explore options to develop localised ITT and other opportunities for recruiting high calibre teachers and leaders.

F7. Excerpts from inspection reports and HMI letters for the academic year 2013/14

Cowbit: *The local authority has increased its support for the school following the appointment of the new headteacher. The local authority officer provides good advice on specific issues identified by the headteacher and governors. Previously, it has provided training for governors and funding to support school improvement through a collaborative partnership with other local schools. (Ofsted May 2013)*

The headteacher has been very creative in calling upon a wide range of sources for additional and highly effective external support. Former colleagues and professional associates as well as the local authority education adviser have provided training for staff and the governing body and assisted with evaluating the progress that the school is making. (HMI, Nov 2013)

Deeping St Nicholas: *The local authority has provided support for the school's own evaluation of itself and for developing the quality of teaching and this is starting to improve. (Ofsted, Nov 2013)*

The school has drawn upon three sources of additional support. A local leader of education from a Grantham school worked with the headteacher and governing body for a period last year. The school is an active member of a rural schools partnership with five other local schools. The local authority has been able to offer additional support including providing some additional training for the governing body and supporting the headteacher in checking the quality of teaching. Good use has been made of all of these. (HMI, Dec 2013)

Gedney Church End: *The local authority has produced a well-founded analysis of the school's effectiveness and provided strong support. Organised training programmes and consultants' regular visits have underpinned the school's steady improvement over the last year. The good links with neighbouring schools in the form of the South Holland Collaborative Partnership is also helping to improve provision and staff expertise. (Ofsted, June 2014)*

Gedney Hill: *The local authority has provided support for governors for a long-term leadership solution for the school. They have supported the development of the provision for the Early Years Foundation Stage and the development of teaching throughout the school. (Ofsted, Oct 2013)*

The school has made good use of the additional support provided by CfBT on behalf of the local authority. The resources of the collaborative partnership of six local schools have also been an extremely useful source of support and professional development. (HMI, Dec 2013)

Gosberton Clough Risegate: *The local authority has provided good support for the school. This includes checking that the school's assessments are accurate, training for staff and help in developing the skills of subject leaders. (Ofsted, April 2014)*

Holbeach Bank: *The headteacher and governors have drawn on external support from a range of sources. The local authority support contractor has regular links with the school to check on progress. Work with the local collaboration of schools and with the partner school in the federation is helping to strengthen teaching. Teachers work with and learn from colleagues whose teaching is good and outstanding from these other schools.*

Holbeach Primary: *The local authority has supported the school well in recent times. It has provided consultants to help the school strengthen several of its systems during recent staffing difficulties. However, it has not challenged the school with sufficient rigour to clarify anomalies in data. (Ofsted, Sept 2013)*

The local authority has deployed teaching and learning consultants to advise staff on improving their practice. This has been effective in developing teachers' skills in assessing pupils' learning more accurately and providing work which meets the needs of pupils of different abilities.

The local authority advisor has helped senior leaders to improve their skills in evaluating the quality of teaching by honing their skills in undertaking scrutiny of pupils' work. This has helped senior leaders to provide more detailed feedback to staff on how to improve their practice, particularly in the teaching of writing and mathematics. (HMI, Nov. 2013)

Holbeach William Stukeley: *The school improvement adviser has supported the school very well in evaluating the quality of teaching and checking that teachers' assessments are thorough. She has provided several training sessions and is continuing to help leaders develop the use of assessment systems. (Ofsted, June 2014)*

Long Sutton: *Governors.... have attended appropriate training to improve their role and this enables them to ask challenging questions to help the school improve further. Governors have a good understanding of national and school information about pupils' progress, especially regarding the use and impact of pupil premium and sports funding. They set rigorous objectives for the headteacher's performance with the help of an external adviser and have received and agreed information about teachers' performance and pay progression. They carry out their statutory duties diligently. (Ofsted, June 2014)*

Lutton St. Nicholas: *The school is well supported by the local authority and external consultants. The education adviser has been involved in helping leaders with long-term planning and developing strategies to improve the quality of teaching. The school has good links with neighbouring schools through South Holland Collaborative Partnership. (Ofsted, June 2014)*

Moulton Chapel: *The local authority has provided good support for the school which has included leadership training, governor training and individual support for teachers. A Local Leader in Education has been working with the school and has supported the headteacher in developing teachers' leadership skills. (Ofsted, Jan 2014)*

The local authority school improvement adviser has also been providing an enhanced level of support to the school. Particularly good use is being made of the links with the other schools in the collaborative partnership, and there is real strength being gained from the joint work undertaken by the headteachers and the staff across all five schools. (HMI, Mar 2014)

Moulton John Harrox: *The local authority is providing appropriate advice, support and training, which is valued by the school. (Ofsted, Nov 2013)*

The local authority has acted quickly to support the school to improve its development plan. It has also provided effective support in checking the improvements in the quality of teaching. It has brokered a partnership between two other local schools to share training

and good practice in teaching, and school leadership and management. It has carried out an external review of governance. (HMI, Dec 2013)

Spalding Monkhouse: *The local authority has supported the school effectively over time, helping to make teaching more consistently good. This has resulted in most pupils being well prepared for the next stage in their education. Governors have also benefited from the relevant range of training programmes provided for them and these have helped them to develop their skills and expertise. (Ofsted, Nov 2013)*

Spalding Primary: *Good partnerships with other schools are used to share expertise and working practices. The local authority has been instrumental in helping the school to improve. A good level of support has helped to develop leadership and teaching skills, leading to improvements in the teaching of mathematics and the outside areas in the Reception classes. (Ofsted, Jan 2014)*

Surfleet: *Teachers' performance targets are appropriate and relate to what the school needs to do to improve. The staff feel that they have been provided with appropriate support to help them develop their practice, particularly through working with other teachers in the school and with local authority consultants.*

The local authority has provided good support for the school. It has enabled teachers to develop their skills, provided support for senior leaders and trained governors. The local authority has also provided an interim headteacher to lead the federation until a substantive executive headteacher is appointed. (Ofsted, Oct 2013)

The local authority has provided effective support to the school. Teaching and learning consultants have helped to improve teachers' skills in assessing accurately the attainment of individual pupils. This information is then used to help plan activities which more closely meet the needs of pupils. The local authority officer has provided effective support to the governing body. She has helped them to put in place a clearer leadership structure across the federation and ensure that all members of staff are aware of their roles and responsibilities. (HMI, Dec 2013)

Sutton St. James: *The rate of school improvement has been too slow since the last monitoring inspection... despite considerable and appropriate support from the local authority and the support of another local headteacher.*

Members of the governing body have ... undertaken training with the local authority to help them be more effective in their role.

The local authority offers either direct or brokered support which is appropriate to the needs of the school. Leadership of the school is currently dependent on this external support. The impact of this support has been weakened when it has been used or applied too slowly or selectively by school leaders. The local authority has responded swiftly to the findings of this monitoring visit and plans to carry out a review of the school's effectiveness. There will also be a full review of the effectiveness of the Governing Body. (HMI, Nov. 2013)

The local authority has worked to support the school through a period of upheaval and uncertainty with staffing and governance. The local authority brokered the support of an interim headteacher for the first three weeks of the spring term.

With the support of the local authority, and in partnership with the governing body, you have carried out an audit of the school's finances and produced a suitable plan to place the school on a secure financial footing.

The local authority has worked to support the school through a period of upheaval and uncertainty with staffing and governance. You report that you have valued highly the support you have been given by the local authority to strengthen leadership and management systems and particularly the support it has brokered through a consultant to improve the quality of teaching and learning. (HMI, May 2014)

Weston St. Mary's: *The local authority has provided good support for the school, once it identified that there were weaknesses across the federation. It has provided governor training, support for senior leaders and provided an interim headteacher to lead the*

federation until a substantive headteacher is appointed. (Ofsted, Oct. 2013)

The local authority has funded the temporary appointment of a teacher to provide support for Key Stage 2 in the absence of the substantive teacher. Appropriate checks have been carried out in relation to new staff. The school has begun the process of becoming an academy.

The governing body is now much more aware of the school's strengths and weaknesses and, with good local authority support and training, is becoming better at challenging the school on key aspects of its performance. It is fully aware of what is needed for the school to improve more rapidly.

The local authority is committed to providing support to the school. It has funded a number of the staff changes and provides ongoing advice for the leadership team. It intends to review and monitor the progress made by the school carefully, as is reflected well in its statement of action and related plans. The local authority's statement of action is fit for purpose. (HMI, Jan 2014)

Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision) which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of its consideration of this item.

Actions Required:

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

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider the report on the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision). The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision)

5. Background Papers

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

This report was written by John O'Connor, who can be contacted on 01522 553213 or john.c.connor@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services
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Report to:	Councillor Mrs P A Bradwell, Executive Councillor: Adult Care and Health Services, Children's Services
Date:	20 March 2015
Subject:	Proposal to Expand the Capacity at Lincoln Bishop King Church of England Primary School (final decision)
Decision Reference:	I008333
Key decision?	Yes

Summary:

This report concerns the permanent expansion of the capacity at Lincoln Bishop King Church of England Primary School to ensure that there is the required number of primary school places in this part of Lincoln to accommodate the increasing pupil numbers in the area. The proposal would expand the school to a 2 form entry in every year group so removing the need for mixed classes and would have a proposed implementation date of 1 September 2016. If this expansion proposal is approved additional classrooms would be provided together with the additional accommodation required to provide the appropriate infrastructure and facilities for the number of pupils on roll.

It is the Local Authority's (LA) statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age in Lincolnshire. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in this part of the city of Lincoln.

The LA is co-ordinating the process following statutory guidelines published in The Department for Education (DfE) guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 (with attached Annex A and B) in accordance with the terms of the Education and Inspections Act (EIA) 2006 as updated by the Education Act 2011.

On 13 October 2014 a five week period of consultation commenced which closed on 17 November 2014 and is further referred to later in this report in the Consultation section. A summary of written responses received is also attached in Appendix A.

Following the consultation period the decision was taken on 9 December 2014 to publish a Statutory Notice on 8 January 2015. This initiated a four week Representation Period up to 5 February 2015 when written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation period (by 5 April 2015).

This report seeks to advise the Executive Councillor on making the final decision regarding the proposed expansion of Lincoln Bishop King Church of England Primary School.

Recommendation(s):

The Executive Councillor for Adult Care, Health and Children's Services approves the expansion of the physical capacity for primary age provision from 378 to 420 places and the Published Admission Number (PAN) from 45 to 60 at Lincoln Bishop King Church of England Primary School with effect from 1 September 2016.

Alternatives Considered:

1. The Council retains the school as it is at present with no expansion of the capacity at Lincoln Bishop King Church of England Primary School.

However, the above alternative would have the following disadvantages:

It is likely that there would be insufficient primary school places in Lincoln and the LA may be unable to comply with its statutory duty to ensure that there are sufficient school places for children of a statutory school age in the locality in future years.

It would place increasing pressure on Lincoln Bishop King Church of England Primary School and other primary schools in the city, some of which are already offering places above their PAN at the request of the LA. Any further over-offers for future intakes would lead to concerns over the consequent impact of overcrowding on the quality of education provided if additional accommodation is not provided.

It would likely lead, in the future, to children being offered places at schools within the city of Lincoln other than their local school, or at schools outside of the city, with increasing transport costs and traffic from potential increased car usage, and also concerns over the impact of this additional travelling time on the young children concerned.

2. The Council retains the school as it is at present with no expansion of the capacity at Lincoln Bishop King Church of England Primary School but looks to increase capacity at other primary schools in the surrounding area.

Other options in Lincoln have been explored and all primary schools have been considered for potential expansion. However, none have been found to be as suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impact on standards, potential planning challenges and the fact that other schools are of suitable sizes for the areas they serve. This is the most appropriate primary school in the area for expansion.

Reasons for Recommendation:

To enable the LA to meet its statutory obligation to ensure that there are sufficient school places in Lincoln for all children of statutory school age. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in the area and fulfil its statutory duty of ensuring that there are sufficient school places to accommodate all pupils of primary school age in Lincolnshire. The LA would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community.

To ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal reinforces the priorities in the Children and Young People's Plan (CYPP) and will both enhance the quality of provision and sustain local provision. It is also an opportunity to address suitability and condition issues (such as the replacement of temporary accommodation with a permanent build) to benefit not just the additional pupils but also the ones that are already on roll.

The proposal will assist in meeting parental preference. The Government has made it clear that the wishes of parents should be taken into account in planning and managing school estates. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. The demand for Reception places in Lincoln is projected to increase. The school has been oversubscribed for the last four years on 1st and 2nd preferences, and it is also situated in an ideal location in relation to the demand for places. This proposal will ensure that parents will be able to send their children to a local school in their community.

The school was rated by Ofsted as 'Requiring Improvement' at an inspection in March 2014. However, since this report necessary steps have been taken to ensure that significant improvement is being made. A monitoring visit was made in June 2014 when Ofsted confirmed that senior leaders and governors at the school are taking effective action to tackle the areas requiring improvement identified in the March inspection. The school is also benefitting from LA support together with additional support from local leaders of 'outstanding' schools. The School Improvement Service (CfBT) is confident that by the time the expansion is implemented in 2016 the school will have made the progress required to successfully manage the increased capacity and provide the opportunity to improve the learning experience and outcomes for the children to enable them to reach their full potential. The proposal has the support of the Headteacher and the Governing Body as well as CfBT.

The LA considers the proposal to be the most appropriate available solution to the expected shortage of primary school places in this area of Lincoln to enable local children to attend their local school. There are also proposals to increase the capacity at other schools in other areas of Lincoln but this proposal is not directly related to any other proposal.

1. Background

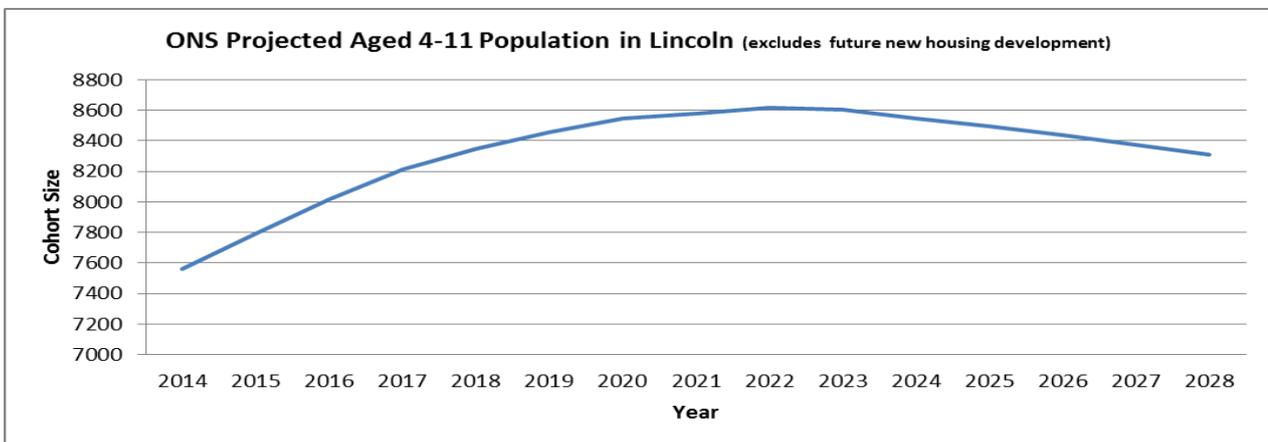
National birth rates, mostly concentrated in more urban areas, have been steadily rising in recent years. This increased birth rate, combined in some areas with inward migration and housing development, is resulting in increased demand for primary school places. There is expected to be a long term requirement for more school places. Lincoln will experience a shortage of available places if capacity at one or more of the local schools is not increased, or additional capacity added through alternative means. This is evidenced in the table below which shows the LA projections for the whole of Lincoln:

Forecast Years	Min Projected Numbers							Min Projected Surplus							Max Projected Numbers							Max Projected Surplus						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	794	802	763	712	625	645	604	16	10	17	36	65	45	86	797	812	773	724	636	655	616	13	0	7	24	54	35	74
2015	880	794	802	722	712	628	645	-55	16	10	28	36	62	45	888	809	817	748	738	660	674	-63	1	-5	2	10	30	16
2016	879	880	794	759	722	712	625	-54	-55	16	23	28	36	65	891	900	820	789	752	752	670	-66	-75	-10	-7	-2	-4	20
2017	858	879	880	760	759	722	712	-33	-54	-55	20	23	28	36	872	898	909	808	797	760	758	-47	-73	-84	-28	-15	-10	-10

The table below indicates the LA projections for the Central Lincoln area which includes Bishop King:

Forecast Years	Min Projected Numbers							Min Projected Surplus							Max Projected Numbers							Max Projected Surplus						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	229	235	236	205	179	183	158	11	5	4	5	16	12	37	229	236	237	208	182	186	161	11	4	3	2	13	9	34
2015	272	229	235	212	205	179	183	-17	11	5	-2	5	16	12	272	230	236	218	211	188	192	-17	10	4	-8	-1	7	3
2016	289	272	229	209	212	205	179	-34	-17	11	1	-2	5	16	289	274	231	215	218	214	191	-34	-19	9	-5	-8	-4	4
2017	290	289	272	202	209	212	205	-35	-34	-17	8	1	-2	5	290	289	272	214	218	221	217	-35	-34	-17	-4	-8	-11	-7

Population data [birth data supported by the Office of National Statistics (ONS)] confirms this expected medium to long term requirement for more places for children of a statutory primary school age in Lincoln. This is evidenced by the ONS projections data for the district of Lincoln shown here:



Therefore, a permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting 4 year old children to

alternative schools outside of their local community that are not within walking distance. It is also necessary to ensure that too much capacity is not created. There are proposals in place for school expansions in other parts of Lincoln to ensure that there are sufficient places right across the city without creating excess surplus capacity. Please note that the ONS data above does not factor in the impact of significant new housing development that is expected in the Lincoln area.

The school currently has a PAN capacity of 315 places and a Net Capacity of 378 places based on available accommodation. At the request of the LA and in order to meet the demand for places and parental preference the school has admitted above the usual intake of 45 by offering up to 60 Reception places for the intakes in September 2011 to 2014 and will be asked to do so again for the intake in September 2015. This will not be possible beyond 2015 without additional accommodation being provided. The proposal is to permanently expand the school from the existing physical capacity of 378 places to 420 places (PAN 60), with a proposed implementation date of 1st September 2016.

The proposal would formally increase the PAN for the Reception intake in September 2016 to 60 (with the September 2011/12/13/14 and 2015 over-offered intakes of 60 already being on roll). The intake of up to 60 would then apply to all years at the school for future intakes and will enable the move from the current mixed year group structure in some year groups to one where children are taught in single year group classes of 30 or less across all year groups as is already in place in Key Stage 1(KS1). This opportunity will further support the school in raising standards and provide a platform for continued improvements. The reduced class sizes in Key Stage 2 (KS2) that have been introduced following the Ofsted report have already had an impact with rapid progress being made through Quality First Teaching and intervention. Data for Foundation and KS1, which are the year groups already implementing a 2 form entry, show results are either in line with or above national expectations.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children.

If the proposal is approved it is proposed that building/refurbishment work will begin during 2015 (subject to planning permission being granted) and planned to be completed in advance of the start of term in September 2016. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible. Any potential building project would look to be isolated on site from the existing provision, again to ensure minimal disruption. Suitable additional teaching and resource spaces both inside and outside will be required to ensure sufficient facilities are in place to accommodate up to 420 primary aged children in total. The recently completed building work now completed, provided a new hall and other areas to provide the infrastructure for a 420 place school in the future, with minimal additional buildings required. This will include additional classrooms as well as other areas such as toilets and suitable outdoor hard play area. These new facilities will benefit the children already on roll at the school as well as provide additional accommodation for increased pupil

numbers on roll in the future. It will also be an opportunity to ensure that no temporary buildings are necessary on site for the delivery of mainstream primary education.

The planning application process will include the consideration of issues arising out of the physical expansion of the school such as the need for additional parking and the impact on traffic. This planning application process is dealt with and consulted on separately. There will be an opportunity for those that are interested to respond directly to the planning application at a later date.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA Maintained schools are set out in Annex B of the guide “School Organisation Maintained Schools January 2014” published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The LA conducted a five week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice (Appendix B) and Complete Proposal (Appendix C), initiating a four week Representation Period, were published in accordance with current statutory requirements.

Responses submitted during both the Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in section 5 of this report (**Consultation**).

Education standards and diversity of provision

The Executive Councillor should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to a closing of attainment

gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

As detailed earlier in this report the school was rated by Ofsted as 'Requiring Improvement' at an inspection in March 2014. However, this was followed up by a monitoring visit in June 2014 when Ofsted confirmed that senior leaders and governors at the school are taking effective action to tackle the areas requiring improvement identified in the March inspection. CfBT is confident that by the time the expansion is implemented in 2016 the school will have made the progress required to successfully manage the increased capacity and provide the opportunity to improve the learning experience and outcomes for the children to enable them to reach their full potential.

The opportunity offered by this expansion proposal for the replacement of temporary accommodation with purpose built permanent accommodation will also provide a platform on which standards of attainment can improve with enhanced provision at the school.

The LA believes that this proposal provides the best option to maintain and improve standards of attainment with an enhanced quality of education for current and future children in the area whilst maintaining diversity.

Demand

The Executive Councillor must consider the evidence presented for any projected increase in pupil population (eg planned housing developments and increasing birth rates) and any anticipated new provision (eg a new free school). A decision must also take into account parental preference and evidence of parents' aspirations for places in the school proposed for expansion together with the quality and popularity of schools in the area that have surplus capacity. Surplus capacity in less popular schools should not in itself prevent the addition of new places. The DfE recognises that for parental preference to work effectively there may be some surplus capacity in the system overall but that competition for places to be taken up will lead to existing schools improving standards.

The proposed expansion is required to meet the projected demand for places in Lincoln and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the city without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity in Lincoln and not to replace existing capacity in the primary sector, therefore not having a significant negative impact on neighbouring primary schools.

As stated earlier in this report, an increased birth rate in recent years is putting significant pressure on primary schools across the country with an expected shortage of school places if additional capacity is not created. Birth data for the Lincoln area confirms that this increase in births is resulting in larger projected intakes than there are currently places for in the area. There is expected to be a long term requirement for more primary school places.

The number on roll for statutory aged children at the time of the census taken in October 2014 was 323 which is broken down by year group in the table below. The PAN per year group is currently 45 with a permanent PAN capacity of 315 and a current physical capacity of 378:

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	51	56	55	53	32	38	38	323

Data from October 2014 School Census

There is expected to be a shortage of available primary places if capacity in Lincoln is not increased. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community.

The school is popular with parents and has been oversubscribed for the last four years on 1st and 2nd preferences.

This analysis of demand considers all expected admission applications not only those from the Council's area.

School size

Assumptions that schools should be of a certain size to be a good school should not be made although the viability and cost-effectiveness of a proposal is an important factor in the decision-making process eg the impact on a LA's budget to provide additional funding to a small school to compensate for its size.

If the expansion proposal is not approved with the school remaining at its current size the demand for places would put increasing pressure on the school leading to concerns over the consequent impact of overcrowding on the quality of educational provision if additional accommodation is not provided. This expansion will provide additional classrooms together with the appropriate infrastructure and facilities for a school of this size.

Proposed admission arrangements

Before approving the proposals the LA must ensure that the admission arrangements of the school are compliant with the School Admissions Code. The proposed increase to the PAN at Lincoln Bishop King Church of England Primary School will be processed in accordance with the School Admissions Code to determine admission arrangements for the academic year commencing September 2016.

National Curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption. Lincoln Bishop King Church of England Primary School currently follows the National Curriculum and will continue to do so if the proposed expansion is approved.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

There are no sex, race or disability discrimination issues arising from this proposal. The LA will continue to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all. The school offers education to a growing population of ethnic minority groups with nearly 60% of pupils having English as an additional language (EAL).

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

This expansion will enable the school to admit local children without discrimination and therefore continue to meet the needs of children from all backgrounds represented in the local community. To support community cohesion it is important that local children attend school within the local community and the school continues to be the hub of the community.

Travel and accessibility

The Executive Councillor should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

If this proposal goes ahead it should reduce the likelihood of local children having to travel to schools outside of their local community and therefore assist the Council to meet this duty.

The LA understands that an increase in the number of pupils attending a school may have an impact on the local road network and access. However, the majority of additional primary aged pupils are likely to come from within a suitable walking or cycling distance from the school. The LA is committed to promoting the use of sustainable travel and transport to school and this would be reflected in the implementation of the school travel plan. Should the proposal go ahead, all traffic

issues will be considered in the planning application process. As part of this process any planning queries will be dealt with through a separate planning consultation and the LA would have to meet stringent requirements at the planning application stage.

To support the planning application the school have been asked to update and produce a robust travel plan that should include any other means of travel such as walking, cycling, park and stride etc. There is also the possibility of having phased start times for KS1 and KS2 to help ease traffic congestion as has been successfully adopted by other schools in the county.

The LA will continue to work with Highways, planners and the school to ensure that any potential issues are taken into consideration as part of the planning application process. The LA will continue to look for suitable solutions to help mitigate against all concerns.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest designated school (if it is more than 2 miles away for primary aged pupils) but it is expected that most pupils will live within a two mile radius of the school.

Capital

The Executive Councillor should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available. Where the expansion is reliant on the DfE for funding it cannot be assumed that approval of the proposal will trigger the release of capital funds unless previously confirmed in writing.

This proposed expansion will incur capital costs that the LA will manage through the Children's Services capital programme. All capital costs are being covered by DfE Basic Need funding. The funding is provided to add capacity to primary provision where it is needed and is not intended for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

Appendix D1 shows the overall site plan for information. At this stage there are no detailed designs of how the school might be expanded, but initial feasibility studies have indicated that expansion will be achievable without negatively impacting on the existing school premises and playing fields. Sufficient suitable accommodation, playing field and hard team games area will be provided for the maximum number

of children that the school will be expected to accommodate. The areas for remodelling and new building are highlighted on the attached Appendix D2.

Special Educational Needs (SEN) Provision and SEN Improvement Test

If the proposal is approved there is likely to be no impact with regard to SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the enhanced facilities at the school. The LA will continue to ensure suitable provision for all children with special educational needs and consideration of their needs will take place with physical access being assured should a need be presented. The LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN and so meet the Special Educational Needs Test.

2. Conclusion

The final decision is required from the Executive Councillor to determine whether to approve the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section **5 Consultation**) must be considered.

The LA believes this proposal to be in the best interests of local children and local parents as well as educational provision in the area and it supports the council's aim of ensuring that as many children as possible can reach their full potential. It also enables the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

It is recommended that the proposal is implemented to ensure the best educational opportunities for the children of Lincoln. The advantages of implementing this proposal are detailed earlier in this report in the "Reasons for Recommendations" section.

3. Legal Comments:

The Council is the decision-maker for school alteration proposals of this type under the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013. The decision-maker may reject the proposal, approve the proposal without modification or approve the proposal with such modifications as the Council considers desirable but only after consultation on those modifications with the governing body.

The Council as decision-maker may make the approval of the proposal conditional but only on specified matters contained in the Regulations.

The proposal is consistent with the Policy Framework and within the remit of the Executive Councillor.

4. Resource Comments:

If the final decision is taken to expand the school the refurbishment and building costs would be met from DfE capital grant funding, with on-going revenue costs being funded from the Dedicated Schools Grant. The proposal to expand the capacity would help the Local Authority to meet its statutory duty to ensure sufficient places are available for all pupils; provide the school with better value for money through the adoption of a PAN of 60, and mitigate a potential increase in Home to School Transport costs.

5. Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the EIA 2006, the Education Act 2011 and the guidance of the DfE regarding expansion

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand and form a view on the proposal and make a response. Under the DfE guidelines which came into effect in January 2014 there is no longer a prescribed consultation period for significant changes to schools (including physical expansions). However there is a "*strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". To comply with this the LA has conducted a five week period of pre-consultation. Any documentation issued must set out the problem that is being addressed and invite comment on one or more solutions. The LA must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

Guidance requires current pupils to be consulted and the Headteacher of Lincoln Bishop King Church of England Primary School has consulted with the children currently attending the school via the school council. The children were able to discuss both the opportunities and issues that might arise out of their school increasing in size and consider what this would mean in practice for them. The consultation produced a positive response ("*more people will mean more friends*") and the children are supportive of the expansion of the school although did raise some minor concerns that will be addressed if the expansion proposal goes ahead. A summary of the issues discussed by the school council is attached in Appendix A.

The EIA 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in January only prescribes the minimum of who must be consulted and "*any other body or person that the local authority think appropriate and it is unlikely that that there will be any cases where it was not felt appropriate to notify the parents at the school of the proposals*". The list of interested parties was therefore compiled according to these

principles comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents of current pupils and the Chief Executive of the District Council as well as individual councillors as appropriate.

A letter incorporating relevant information and reasons for the proposal was sent out to interested parties on 13 October 2014 to commence a five week period of consultation. Individual meetings were offered to anyone interested to meet with representatives of the LA at the school to ask questions and raise any concerns but no appointments were taken up. There was the opportunity to provide a response to the consultation by letter, email or by returning the response form attached to the consultation document by 17 November 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage "Current Consultations" on www.lincolnshire.gov.uk/schoolorganisation

All written responses received during consultation have been provided to the Executive Councillor for consideration and further details are confirmed in this report in Appendix A. All comments made will be taken into consideration by the Executive Councillor in the decision making process. To briefly summarise, however, there were 12 valid responses in total with only one against the proposal. The response against the proposal raised three issues; the first being the recent Ofsted grading which is considered earlier in this report. The second concern was whether additional resources would be provided should a significant proportion of the additional children require SEND support. The final concern raised was that of child safety arising out of increased car parking and traffic. All of these issues will be taken into consideration in the future planning of the school and the design of the buildings if the expansion proposal goes ahead.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will be re-considered along with this report by the Executive Councillor) and a decision was taken on 9 December to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 8 January 2015 commencing with the publication of the Statutory Notice (Appendix B) in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix C) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website under the webpage 'Current Consultations' at www.lincolnshire.gov.uk/schoolorganisation. The Representation Period provides a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. No responses were received during the Representation Period.

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in March. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored altogether.

The last stage of the statutory process would be the implementation of the proposal with the expansion of the PAN capacity from 315 to 420 for primary age

provision at Lincoln Bishop King Church of England Primary School with effect from 1 September 2016 if it is decided to proceed.

a) Has Local Member Been Consulted?

Yes, the local member has been made aware of the proposal to expand Lincoln Bishop King Church of England Primary School.

b) Has Executive Councillor Been Consulted?

Yes, the Executive Councillor has been involved in the discussions regarding the proposal to expand Lincoln Bishop King Church of England Primary School.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee met on 6 March 2015 and considered this report concerning the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (Final Decision).

The comments of the Committee to be inserted here.

d) Policy Proofing Actions Required

An Impact Analysis has been completed. In summary the analysis undertaken indicates that there is some potential for minor negative impact but that this is far outweighed by the benefits of the proposal. The LA would look to mitigate negative impact on the existing site, local road network and access and address any other concerns that potentially might arise out of this expansion proposal. The stringent requirements at the planning application stage would include the active involvement of the Highways Department as well as a detailed travel plan.

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of written consultation responses
Appendix B	Statutory Notice
Appendix C	Complete Proposal
Appendices D1 and D2	Current School Site Plans

7. Background Papers

Document title	Where the document can be viewed
Report on the proposal to expand the capacity at Lincoln Bishop King Church of England Primary School (decision to go to Statutory Notice)	Lincolnshire County Council Committee Records Reference I008087 9 December 2014
The DfE guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014; letter to commence the operator selection process; list of interested parties; blank response form and the responses received from all interested parties.	All available on request from the School Organisation Planning Team, Children's Services
Impact Analysis	Available on request from the School Organisation Planning Team, Children's Services
Individual consultation responses	Individual responses available to be viewed by the decision maker. Content of responses anonymised and summarised in Appendix A

This report was written by John O'Connor, who can be contacted on 01522 553213 or john.o'connor@lincolnshire.gov.uk

APPENDIX A Summary of written responses and pupil consultation

Point of View	Supports Proposal (8)	Against Proposal (1)	Not For or Against (3)	Other comments/Notes
WRITTEN RESPONSES				
District Councillor	y			Change in demographics of area can lead to tension and recent surveys show few people believe that people from different backgrounds get on well together here and so this area needs its community to be schooled in the locality. This proposal will support the schools attempt to be a hub for this community which is even more important bearing in mind the lack of public space in the area.
Governor and staff member at Bishop King	y			I would like the new build to be as eco-friendly as possible
Lincoln City Councillor and governor at Bishop King	y			Bishop King has been admitting above intake to help meet parental preference but cannot continue to do so without increase to physical accommodation. The school is popular with parents, has a skilled staff with imaginative and industrious Head and Management team. Also works through partnership mechanisms to deal with community issues.
Parent	y			
Parent	y			
Parent	y			
Parent and governor	y			this would be beneficial for the school
Teacher	y			
City Kids Club			y	After school club provider registered for max of 20 children although this capacity restricted to 20 as only 2 toilets available
Government department			y	
Local employer			y	
Parent		y		Insufficient parking and restricted access and visibility and dangers of children running into the road will increase with more pupils. Will increase pressure on SEND support. Are there sufficient skills, resources and infrastructure to improve following recent Ofsted whilst focussing on expansion?
PUPIL CONSULTATION				
Pupils at Bishop King	y			More people will mean more friends. Discussed whether more classrooms would mean less space at playtime and for football; builders being in school and how the buildings might change with ebveryone wanting to be in a new room. Concerned that dinner times would be noisy and there might not be enough food!

APPENDIX B

Proposal to expand Bishop King Church of England Primary School, Lincoln

NOTICE IS HEREBY GIVEN in accordance with section 19(1) of the Education and Inspections Act 2006 as updated by the Education Act 2011 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ intends to make a prescribed alteration to Bishop King Church of England Primary School, Kingsway, Lincoln LN5 8EU with effect from 1 September 2016.

The proposal is to increase the Published Admission Number (PAN) from 45 to 60 and to permanently expand the school from the existing PAN capacity of 315 to 420 places. This would increase the PAN from 45 to 60 with effect from 1 September 2016.

The prescribed alteration being consulted on is not related to any other statutory proposal. All statutory consultation requirements in respect of this proposal have been complied with.

The current net capacity of Bishop King Church of England Primary School based on physical classroom spaces is 378 and the proposed net capacity will be 420. At the start of term in January 2015 the number of primary aged pupils on roll is 325.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to: School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by calling 01522 553329 or by emailing schoolorganisation@lincolnshire.gov.uk or under "Current Consultations" via <http://www.lincolnshire.gov.uk/schoolorganisation>

A copy of the County Council's Home to School Transport policy can be obtained on-line at www.lincolnshire.gov.uk/parents/schools/school-transport

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk.

Further details on the consultation which have led to this proposal can be accessed on-line under "Current Consultations" via <http://www.lincolnshire.gov.uk/schoolorganisation>

Signed: Debbie Barnes
Director of Children's Services
Lincolnshire County Council

Publication Date: 8 January 2015

APPENDIX C



Complete Proposal

to Expand

Bishop King Church of England Primary School, Lincoln

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND
INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

8 January 2015

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the expansion of Bishop King Church of England Primary School, Kingsway, Lincoln LN5 8EU.

Implementation

The proposal is to expand Bishop King Church of England Primary School with effect from 1 September 2016. This proposal is being made to ensure that there are sufficient primary school places in this part of Lincoln to accommodate the increasing pupil numbers in the city and to enable the Local Authority (LA) to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 5 February 2015.

Alteration description

The proposal being consulted on would formally increase the PAN for the Reception intake in September 2016 to 60 (with the September 2011, 2012, 2013, 2014 and 2015 over-offered intakes of up to 60 already being on roll). The intake of up to 60 would then apply to all years at the school following the September intake in 2017 and will enable the move from the current mixed year group structure in some year groups to 2 form of entry school ie one where children are taught in single year group classes of 30 or less across all year groups as is already in place in Key Stage 1. This opportunity will further support the school in raising standards and provide a platform for continued improvements.

School Capacity and Site

The school currently has a PAN (Published Admission Number) capacity of 315 places and a Net Capacity of 378 places based on available accommodation. At the request of the LA and in order to meet the demand for places and parental preference the school has admitted above the usual intake of 45 by offering up to 60 Reception places for the intakes in September 2011 to 2014 and will be asked to do so again for the intake in September 2015. This will not be possible beyond 2015 without additional accommodation being provided. The proposal being consulted on is to permanently expand the school from the existing physical capacity of 378 places to 420 places (to allow a PAN of 60), with a proposed implementation date of 1st September 2016.

Following statutory consultation, if the proposal is approved, it is proposed that building/refurbishment work will begin during 2015 (subject to planning permission being granted) and planned to be completed in advance of the start of term in September 2016. This would be managed to cause minimal disruption to the school

during term time making the best use of school holidays where possible. Any potential building project would look to be isolated on site from the existing provision, again to ensure minimal disruption. Suitable additional teaching and resource spaces both inside and outside will be considered to ensure sufficient facilities are in place to accommodate up to 420 primary aged children in total. This will include additional classrooms as well as other areas such as toilets and suitable outdoor hard play area. These new facilities will benefit the children already on roll at the school as well as provide additional accommodation for increased pupil numbers on roll in the future. It will also be an opportunity to ensure that no temporary classrooms are necessary on site for the delivery of mainstream primary education.

The planning application process required is dealt with and consulted on separately from this process. This process will include the consideration of issues arising out of the physical expansion of the school such as parking, access and the impact on traffic. There will be an opportunity for those that are interested to respond directly to the planning application at a later date.

The number on roll at the time of the census taken in October 2014 was 323 which is broken down by year group in the table below:-

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	51	56	55	53	32	38	38	323

Data from October 2014 Census

Objectives

The proposal detailed in this document is to expand Lincoln Bishop King Church of England Primary School with effect from 1 September 2016. The objective is both to ensure that there are sufficient primary school places in this area of Lincoln to accommodate the increasing pupil numbers in the city and also to enable the LA to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire within a reasonable distance from where they live.

The LA considers this to be the most appropriate available solution to the expected shortage of primary school places in this area of Lincoln to enable local children to attend their local school and would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community. The LA believes the proposal to be in the best interests of local children and local parents as well as educational provision in the area and it reinforces the priorities in the Children and Young People's Plan (CYPP). The proposal will ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision and at the same time it will assist in meeting parental preference. It is also an opportunity to address suitability and condition issues (such as the replacement of temporary accommodation with a permanent build) to benefit not just the additional pupils but those that are already on roll.

Other options in and around this part of the city of Lincoln have been explored and all primary schools have been considered for potential expansion, but none have

been found to be as suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impact on standards, potential planning challenges and the fact that other schools are of suitable sizes for the areas they serve or are being expanded in addition to this proposal.

The proposal to expand Lincoln Bishop King Church of England Primary School has the support of the Headteacher and the Governing Body, and also the School Improvement Service (CfBT). The LA is confident that the school has the leadership, management and governance required to drive forward a successful expansion which will provide the opportunity to improve the learning experience and outcomes for the children to enable them to reach their full potential. The LA believes it to be the most appropriate option for expansion in the area.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children. An increase in the potential number on roll at the school to 420 will also enable the option of moving from the current mixed year group structure to one where all children could be taught in single year group classes of 30 or less if the governors of the school choose to do so.

Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act (EIA) 2006 and updated by the Education Act 2011 together with the guidance of the Department for Education (DfE) regarding expansion. The relevant DfE guidance was updated in January 2014. Under this guidance there is no longer a requirement for a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal. However, the DfE still has a strong expectation that LAs will consult interested parties in developing their proposal. To fulfil this expectation the LA undertook the following consultation. This is also to enable the LA to operate a fair and open process and ensure all views are considered.

Consultation originally began on 13 October 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties were also informed as required by guidelines issued by the DfE. In addition, on 10th and 11th November 2014, individual drop in sessions were offered to parents to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. However, no appointments were taken up in this instance.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 17 November 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage Current Consultations on <http://www.lincolnshire.gov.uk/parents/schools/for-schools/school-organisation-planning-team/current-consultations/>

There were 12 valid responses in total with only one against the proposal and all comments made will be made available to the Executive Councillor in the decision making process. Under current legislation the LA is the decision maker for the proposal.

Project Costs

This proposed expansion will incur capital costs that the LA will fund from the Children’s Services capital programme. All capital costs are being covered by the Basic Need funding allocated by the DfE. This funding is provided to add capacity to primary provision where it is needed, and is not intended for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated.

Revenue costs associated with the proposed expansion would be funded from the Dedicated Schools Grant (Growth Fund).

Special Educational Needs (SEN) provision

The expansion of the school is not likely to have any impact on SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the school. Consideration of pupils with SEN will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN.

Need for places

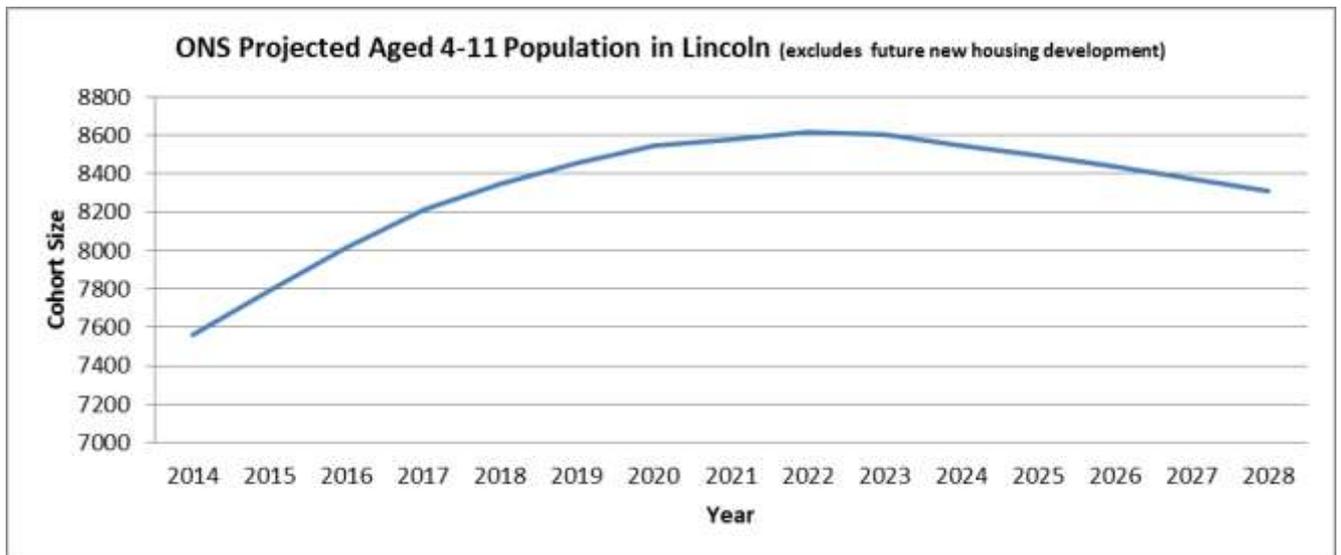
National birth rates, mostly concentrated in more urban areas, have been steadily rising in recent years. This increased birth rate, combined in some areas with inward migration (higher housing occupancy rates) and housing development, is resulting in increased demand for primary school places. There is expected to be a long term requirement for more school places. Lincoln will experience a shortage of available places if capacity at one or more of the local schools is not increased, or additional capacity added through alternative means. This is evidenced in in the table below which shows the LA projections for the whole of Lincoln:

Forecast Years	Min Projected Numbers							Min Projected Surplus							Max Projected Numbers							Max Projected Surplus						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	794	802	763	712	625	645	604	16	10	17	36	65	45	86	797	812	773	724	636	655	616	13	0	7	24	54	35	74
2015	880	794	802	722	712	628	645	-55	16	10	28	36	62	45	888	809	817	748	738	660	674	-63	1	-5	2	10	30	16
2016	879	880	794	759	722	712	625	-54	-55	16	23	28	36	65	891	900	820	789	752	752	670	-66	-75	-10	-7	-2	-4	20
2017	858	879	880	760	759	722	712	-33	-54	-55	20	23	28	36	872	898	909	808	797	760	758	-47	-73	-84	-28	-15	-10	-10
2018	858	858	879	794	760	759	722	-33	-33	-54	1	20	23	28	872	872	900	838	809	801	764	-47	-47	-75	-43	-29	-19	-14

And the table below indicates the LA projections for the Central Lincoln area which includes Bishop King:

Forecast Years	Min Projected Numbers							Min Projected Surplus							Max Projected Numbers							Max Projected Surplus						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	229	235	236	205	179	183	158	11	5	4	5	16	12	37	229	236	237	208	182	186	161	11	4	3	2	13	9	34
2015	272	229	235	212	205	179	183	-17	11	5	-2	5	16	12	272	230	236	218	211	188	192	-17	10	4	-8	-1	7	3
2016	289	272	229	209	212	205	179	-34	-17	11	1	-2	5	16	289	274	231	215	218	214	191	-34	-19	9	-5	-8	-4	4
2017	290	289	272	202	209	212	205	-35	-34	-17	8	1	-2	5	290	289	272	214	218	221	217	-35	-34	-17	-4	-8	-11	-7
2018	290	290	289	240	202	209	212	-35	-35	-34	-15	8	1	-2	290	290	290	252	214	218	221	-35	-35	-35	-27	-4	-8	-11

Population data (birth data supported by the Office of National Statistics) confirms this expected medium to long term requirement for more places for children of a statutory primary school age in Lincoln. This is evidenced by the ONS projections data for the district of Lincoln shown here:



Therefore, a permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting 4 year old children to alternative schools outside of their local community that are not within walking distance. Please note that the ONS data above does not factor in the impact of significant new housing development that is expected in the Lincoln area.

It is also necessary to ensure that too much capacity is not created. There are proposals in place for school expansions in other parts of Lincoln to ensure that there are sufficient places right across the city without creating excess surplus capacity. The proposed expansion at Bishop King Church of England Primary School is required to meet the projected demand for places in this part of Lincoln and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity and not to replace existing capacity in the primary sector, therefore not having a significant negative impact on other local primary schools.

Expansion of successful and popular schools

The Government is committed to ensuring that every parent can choose an excellent school for their child with the wishes of parents being taken into account. There is a strong presumption that proposals to expand popular and successful schools should be approved. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. This proposal will assist in meeting parental preference to help ensure that pupils do not have to be placed outside of the area against any of their preferences. The school is popular with parents and has been over-subscribed for the last four years on 1st and 2nd preferences, and it is also situated geographically in an ideal location in relation to the demand for places.

The school was rated by Ofsted as 'Requiring Improvement' at an inspection in March 2014. However, since this report necessary steps have been taken to ensure that significant improvement is being made. A monitoring visit was made in June 2014 when Ofsted confirmed that senior leaders and governors at the school are taking effective action to tackle the areas requiring improvement identified in the March inspection. The school is also benefitting from LA support together with additional support from local leaders of 'outstanding' schools. The School Improvement Service (CfBT) is confident that by the time the expansion is implemented in 2016 the school will have made the progress required to successfully manage the increased capacity.

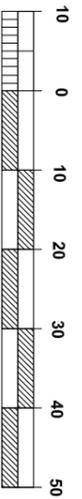
Related Proposals

The proposal to expand Lincoln Bishop King Church of England Primary School is not related to any other statutory proposal.

What will happen now?

Any person may object to or make comments on this proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

At the close of the 4 week representation period (statutory formal consultation) on 5 February 2015 responses will be collated and analysed and a further report will be presented to the Executive Councillor for a final decision in March 2015 on the expansion of the school. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.



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	TEAM GAME	5,903m ²		ACCESS & PATHS	1,737m ²
	PLAYING FIELD	10,817m ²		CAR-PARKING	215m ²
	TEAM GAME HARD PLAY	1,318m ²		G.I.A.	2,073m ²
	HARD SURFACE	500m ²		SITE AREA	19,021m ²
	SOFT LANDSCAPE	2,669m ²			

Rev.	Date	Description	By	Checked By



Client: MOUCHEL PROPERTY RECORDS

Project: Lincoln Bishop King CE Primary School
L0025

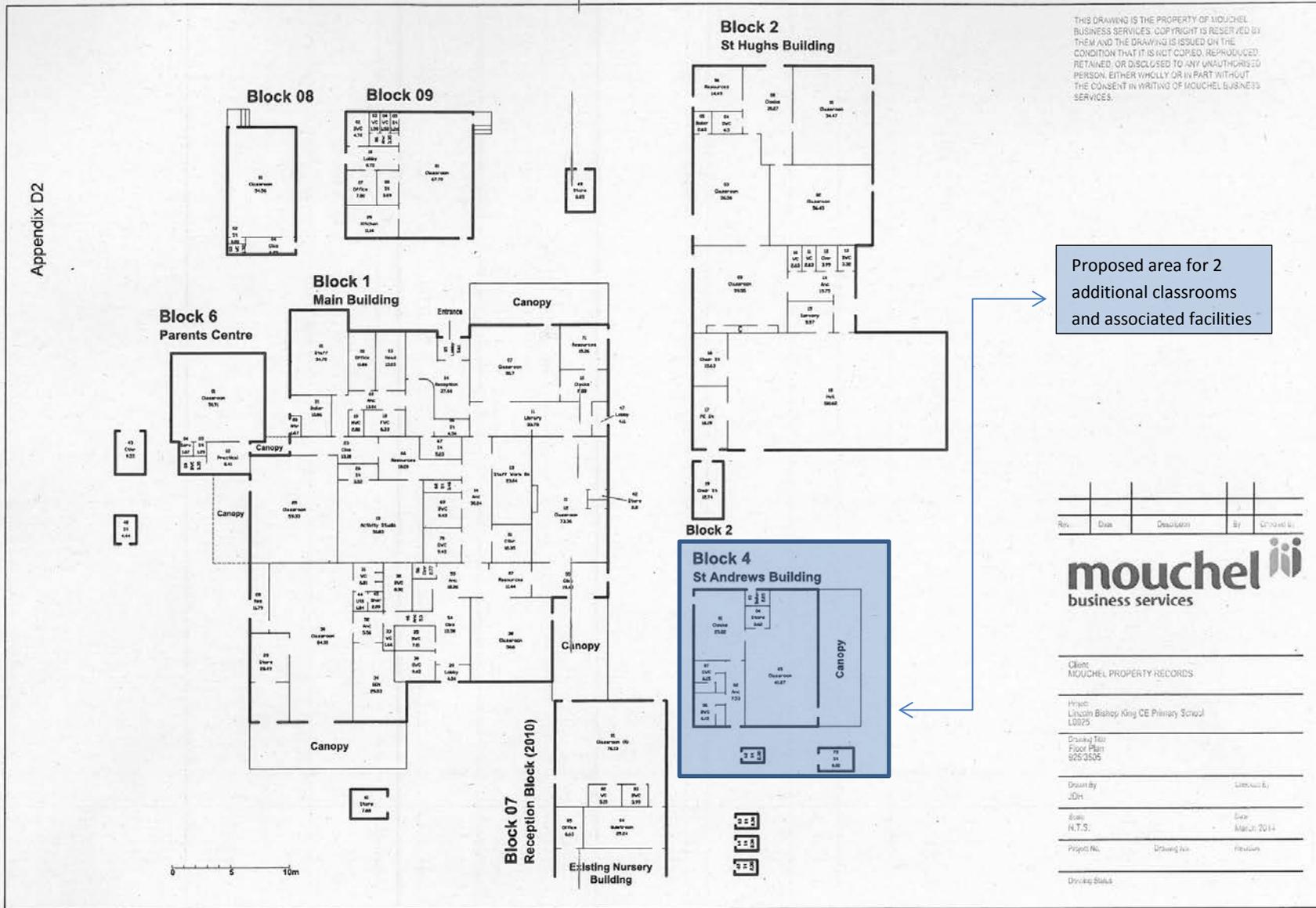
Drawing Title: AMP Plan
925/3505

Drawn By: JDH
Checked By:

Scale: N.T.S.
Date: March 2014

Project No.: Drawing No.: Revision:

Drawing Status



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Proposed area for 2 additional classrooms and associated facilities

Rev.	Date	Description	By	Checked by



Client: MOUCHEL PROPERTY RECORDS

Project: Lincoln Bishop King CE Primary School L0025

Drawing Title: Floor Plans 925/3505

Drawn by: JDR

Scale: N.T.S.

Project No. Drawing No. Revision

Drawing Status

Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Proposal to expand the capacity at Spalding Monkhouse Primary School (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the proposal to expand the capacity at Spalding Monkhouse Primary School (Final Decision) which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of its consideration of this item.

Actions Required:

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

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider the report on the proposal to expand the capacity at Spalding Monkhouse Primary School (Final Decision). The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Proposal to expand the capacity at Spalding Monkshouse Primary School (Final Decision)

5. Background Papers

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

This report was written by John O'Connor, who can be contacted on 01522 553213 or john.c.connor@lincolnshire.gov.uk.

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

Report to:	Councillor Mrs P A Bradwell, Executive Councillor: Adult Care and Health Services, Children's Services
Date:	20 March 2015
Subject:	Proposal to Expand the Capacity at Spalding Monkhouse Primary School (final decision)
Decision Reference:	I008266
Key decision?	Yes

Summary:

This report concerns the permanent expansion of the capacity at Spalding Monkhouse Primary School to ensure that there is the required number of primary school places in Spalding to accommodate the increasing pupil numbers in the area. The proposal would expand the school to a 2 form entry so removing the need for mixed classes and would have a proposed implementation date of 1 September 2016. If this expansion proposal is approved additional classrooms would be provided together with the additional accommodation required to provide the appropriate infrastructure and facilities for the number of pupils on roll.

It is the Local Authority's (LA) statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age in Lincolnshire. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in this area of Spalding.

The LA is co-ordinating the process following statutory guidelines published in The Department for Education (DfE) guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 (with attached Annex A and B) in accordance with the terms of the Education and Inspections Act (EIA) 2006 as updated by the Education Act 2011.

On 6 October 2014 a five week period of consultation commenced which closed on 10 November 2014 and is further referred to later in this report in the Consultation section. A summary of written responses received is also attached in Appendix A.

Following the consultation period the decision was taken on 2 December 2014 to publish a Statutory Notice on 8 January 2015. This initiated a four week Representation Period up to 5 February 2015 when written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation period (by 5 April 2015).

This report seeks to advise the Executive Councillor on making the final decision regarding the proposed expansion of Spalding Monkshouse Primary School.

Recommendation(s):

The Executive Councillor for Adult Care, Health and Children's Services approves the expansion of the capacity for primary age provision from 315 to 420 places at Spalding Monkshouse Primary School with effect from 1 September 2016.

Alternatives Considered:

1. The Council retains the school as it is at present with no expansion of the capacity at Spalding Monkshouse Primary School.

However, the above alternative would have the following disadvantages:

It is likely that there would be insufficient primary school places in Spalding and the surrounding area and the LA may be unable to comply with its statutory duty to ensure that there are sufficient school places for children of a statutory school age in the locality in future years.

It would place increasing pressure on Spalding Monkshouse Primary School and other primary schools in the Spalding area, some of which are already offering places above their Published Admission Number (PAN) at the request of the LA. Any further over-offers for future intakes would lead to concerns over the consequent impact of overcrowding on the quality of education provided if additional accommodation is not provided.

It would likely lead, in the future, to children being offered places at schools outside of Spalding with increasing transport costs and traffic from potential increased car usage, and also concerns over the impact of this additional travelling time on the young children concerned.

2. The Council retains the school as it is at present with no expansion of the capacity at Spalding Monkshouse Primary School but looks to increase capacity at other primary schools in the surrounding area.

Other options in and around this area of Spalding have been explored and all primary schools have been considered for potential expansion. However, none have been found to be as suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impact on standards, potential planning challenges and the fact that other schools are of suitable sizes for the areas they serve. This is the most appropriate primary school in the area for expansion.

Reasons for Recommendation:

To enable the LA to meet its statutory obligation to ensure that there are sufficient school places in Spalding for all children of statutory school age. The LA believes that this proposal is the best available option to address the increasing pressure on primary school places in the area and fulfil its statutory duty of ensuring that there are sufficient school places to accommodate all pupils of primary school age in Lincolnshire. The LA would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community.

To ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal reinforces the priorities in the Children and Young People's Plan (CYPP) and will both enhance the quality of provision and sustain local provision. It is also an opportunity to address suitability and condition issues (such as the size of the hall and the replacement of temporary accommodation with a permanent build) to benefit not just the additional pupils but also the ones that are already on roll.

The proposal will assist in meeting parental preference. The Government has made it clear that the wishes of parents should be taken into account in planning and managing school estates. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. Spalding Monkshouse Primary School was rated overall by Ofsted as a 'Good' school at its last inspection in November 2013. The demand for Reception places in Spalding is projected to increase. The school has been oversubscribed for the last two years on 1st preferences, and also continues to be popular with 2nd preferences. It is also situated in an ideal location in relation to the demand for places. This proposal will ensure that parents will be able to send their children to a school in the local area.

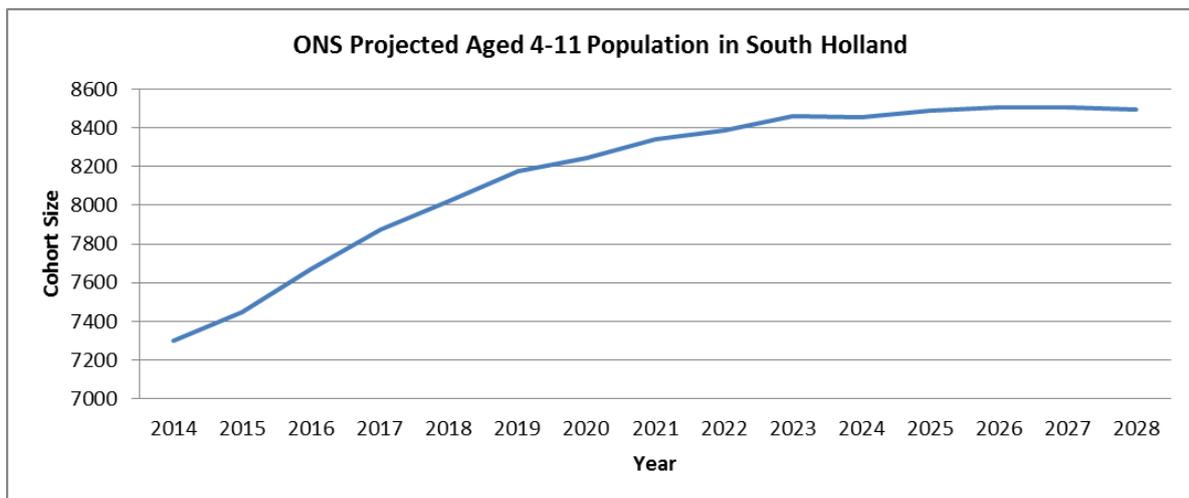
The LA considers the proposal to be the most appropriate available solution to the expected shortage of primary school places in Spalding to enable local children to attend their local school. There are also proposals to increase the capacity at other schools in other areas of Spalding but this proposal is not directly related to any other proposal. This proposal has the support of the Headteacher and Governing Body and also the School Improvement Service (CfBT). CfBT is confident that the school has the leadership, management and governance required to drive forward a successful expansion which will provide the opportunity to improve the learning experience and outcomes for the children.

1. Background

National birth rates, mostly concentrated in more urban areas, have been steadily rising in recent years. This increased birth rate, combined in some areas with inward migration and housing development, is resulting in increased demand for primary school places. There is expected to be a long term requirement for more school places. Spalding and the surrounding area will experience a shortage of available places if capacity at one or more of the local schools is not increased, or additional capacity added through alternative means. This is evidenced in the table below which shows the LA projections for the whole of Spalding:

Forecast Years	Min Projected Surplus							Max Projected Surplus Places						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	22	1	-4	4	9	7	9	21	-3	-8	0	5	3	5
2015	-54	22	1	-4	4	9	7	-63	10	-11	-19	-11	-9	-11
2016	-88	-54	22	1	-4	4	9	-103	-73	1	-20	-25	-20	-18
2017	-34	-88	-54	22	1	-4	4	-60	-114	-80	-4	-25	-30	-22

Population data [birth data supported by the Office of National Statistics (ONS)] confirms this expected long term requirement for more places for children of a statutory school age in Spalding and the surrounding area. This is evidenced by the ONS projections data for South Holland shown below:



Therefore, a permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting 4 year old children to alternative schools outside of their local community that are not within walking distance.

The proposal is to permanently expand the school from the existing capacity of 315 places based on a Published Admission Number (PAN) of 45 to 420 places (PAN 60), with a proposed implementation date of 1st September 2016. The school has admitted above the usual intake of 45 by offering up to 60 Reception places for the intake in September 2014 and a single classroom is being built on site to provide suitable accommodation for this, and for a further bulge year of 60 for the Reception intake in September 2015. However, this will not be possible beyond

2015 without additional accommodation being provided to enable a permanent expansion across all year groups. The proposal would increase the PAN initially for the Reception intake in September 2016 to 60 (with the September 2014 and 2015 over-offered intakes of 60 already being on roll) with the PAN for all other years remaining at 45. The increased intake of up to 60 would then be phased in with each subsequent Reception intake until the PAN of 60 applies to all year groups. This phased approach will allow the school to effectively manage staffing and teaching structures and help to ensure that pupil numbers at other local schools will be maintained. Should demand across the area result in mid-year pressures requiring additional higher year group places then this approach allows the flexibility to add capacity in those year groups at the appropriate time if needed.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children. If the governing body wish to do so then an increase in the potential number on roll at the school to 420 will also enable the option of moving from the current mixed year group structure to one where all children are taught in single year group classes of 30 or less.

If the proposal is approved, it is proposed that building/refurbishment work will begin during 2015 (subject to planning permission being granted) and planned to be completed in advance of the start of term in September 2016. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible. Suitable additional teaching and resource spaces both inside and outside will be required to ensure sufficient facilities are in place to accommodate up to 420 primary aged children in total. This will include additional classrooms as well as other areas such as group rooms, toilets, suitable outdoor hard play area and a larger school hall. These new facilities will benefit the children already on roll at the school as well as provide additional accommodation for increased pupil numbers on roll in the future. It will also be an opportunity to remove the temporary classroom currently on site and replace it with purpose built permanent accommodation linked to the main building. The planning application process will include the consideration of issues arising out of the physical expansion of the school such as the need for additional parking and the impact on traffic.

The planning application process is dealt with and consulted on separately. There will be an opportunity for those that are interested to respond directly to the planning application separately from this process.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA Maintained schools are set out in Annex B of the guide “School Organisation Maintained Schools January 2014” published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not

simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The LA conducted a five week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice (Appendix B) and Complete Proposal (Appendix C), initiating a four week Representation Period, were published in accordance with current statutory requirements.

Responses submitted during both the Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in section 5 of this report (**Consultation**).

Education standards and diversity of provision

The Executive Councillor should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to a closing of attainment gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The most recent Ofsted report following an inspection at the school was published in November 2013 and evaluated the school overall as "Good".

The opportunity offered by this expansion proposal to improve the accommodation offered and for the replacement of temporary accommodation with purpose built permanent accommodation will provide a platform on which standards of attainment can improve with enhanced provision at the school.

The LA believes that this proposal provides the best option to maintain and improve standards of attainment with an enhanced quality of education for current and future children in the area whilst maintaining diversity.

Demand

The Executive Councillor must consider the evidence presented for any projected increase in pupil population (eg planned housing developments and increasing birth rates) and any anticipated new provision (eg a new free school). A decision must also take into account parental preference and evidence of parents' aspirations for places in the school proposed for expansion together with the quality and popularity of schools in the area that have surplus capacity. Surplus capacity in less popular schools should not in itself prevent the addition of new places. The DfE recognises that for parental preference to work effectively there may be some surplus capacity in the system overall but that competition for places to be taken up will lead to existing schools improving standards.

The proposed expansion is required to meet the projected demand for places in Spalding and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity in Spalding and not to replace existing capacity in the primary sector, therefore not having a significant negative impact on neighbouring primary schools.

As stated earlier in this report, an increased birth rate in recent years, coupled with new housing development and an influx of families from eastern Europe in some areas, is putting significant pressure on primary schools across the country with an expected shortage of school places if additional capacity is not created. Birth data for the Spalding area confirms that this increase in births is resulting in larger projected intakes than there are currently places for in the area. There is expected to be a long term requirement for more primary school places.

The number on roll for statutory aged children at the time of the census taken in October 2014 was 330 which is broken down by year group in the table below. The published admissions number per year group is currently 45 with a permanent PAN capacity of 315:

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	61	46	48	45	41	43	46	330

Data from October 2014 School Census

There is expected to be a shortage of available primary places if capacity in Spalding is not increased. A permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting young children to alternative schools outside of their local community.

The school is popular with parents and has been oversubscribed for the last two years with 1st preferences and also continues to be very popular with 2nd preferences.

This analysis of demand considers all expected admission applications not only those from the Council's area.

School size

Assumptions that schools should be of a certain size to be a good school should not be made although the viability and cost-effectiveness of a proposal is an important factor in the decision-making process eg the impact on a LA's budget to provide additional funding to a small school to compensate for its size.

If the expansion proposal is not approved with the school remaining at its current size the demand for places would put increasing pressure on the school leading to concerns over the consequent impact of overcrowding on the quality of educational provision if additional accommodation is not provided. This expansion will provide additional classrooms together with the appropriate infrastructure and facilities for a school of this size.

Proposed admission arrangements

Before approving the proposals the LA must ensure that the admission arrangements of the school are compliant with the School Admissions Code. The proposed increase to the PAN at Spalding Monkshouse Primary School will be processed in accordance with the School Admissions Code to determine admission arrangements for the academic year commencing September 2016.

National Curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption. Spalding Monkshouse Primary School currently follows the National Curriculum and will continue to do so if the proposed expansion is approved.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

There are no sex, race or disability discrimination issues arising from this proposal. The LA will continue to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths

and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

This expansion will enable the school to admit local children without discrimination and therefore continue to meet the needs of children from all backgrounds represented in the local community.

Travel and accessibility

The Executive Councillor should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

If this proposal goes ahead it should reduce the likelihood of local children having to travel to schools outside of their local community and therefore assist the Council to meet this duty.

The LA understands that an increase in the number of pupils attending a school may have an impact on the local road network and access. However, the majority of additional primary aged pupils are likely to come from within a suitable walking or cycling distance from the school. The LA is committed to promoting the use of sustainable travel and transport to school and this would be reflected in the implementation of the school travel plan. Should the proposal go ahead, all traffic issues will be considered in the planning application process. As part of this process any planning queries will be dealt with through a separate planning consultation and the LA would have to meet stringent requirements at the planning application stage.

Discussions have already been taking place between the school and other interested parties to consider how potential access and traffic concerns can be mitigated in relation to the planning application. The school has been asked to update and produce a robust travel plan that should include any other means of travel such as walking, cycling, park and stride etc. Other options to consider include having phased start times for KS1 and KS2 to help ease traffic congestion as has been successfully adopted by other schools in the county.

There is also the possibility of improvements to an existing area of third party land informally used as a drop off/waiting area at present. That would encourage more parents to park and wait there, once improvements to the surface have been carried out, rather than near to residential areas. Negotiations are underway with the landowner to formalise the use of this area whilst not encouraging parents to drive rather than walk or cycle.

The LA will continue to work with Highways, planners and the school to ensure that any potential issues are taken into consideration as part of the planning application

process. The LA will continue to look for suitable solutions to help mitigate against all concerns.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest designated school (if it is more than 2 miles away for primary aged pupils) but it is expected that most pupils will live within a two mile radius of the school and be able to walk safely to school.

Capital

The Executive Councillor should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available. Where the expansion is reliant on the DfE for funding it cannot be assumed that approval of the proposal will trigger the release of capital funds unless previously confirmed in writing.

This proposed expansion will incur capital costs that the LA will manage through the Children's Services capital programme. All capital costs are being covered by DfE Basic Need funding. The funding is provided to add capacity to primary provision where it is needed and is not intended for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

Appendix D1 shows the overall site plan for information. At this stage there are no detailed designs of how the school might be expanded, but initial feasibility studies have indicated that expansion will be achievable without negatively impacting on the existing school premises and playing fields. Sufficient suitable accommodation, playing field and hard team games area will be provided for the maximum number of children that the school will be expected to accommodate. The areas for remodelling and new building are highlighted in the attached Appendix D2.

Special Educational Needs (SEN) Provision and SEN Improvement Test

If the proposal is approved there is likely to be no impact with regard to SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the enhanced facilities at the school. The LA will continue to ensure suitable provision for all children with special educational needs and consideration of their needs will take place with physical access being assured should a need be presented. The LA will continue to look to make improvements in the standard, quality and/or

range of the education provision for children with SEN and so meet the Special Educational Needs Test.

2. Conclusion

The final decision is required from the Executive Councillor to determine whether to approve the proposal to expand the capacity at Spalding Monkshouse Primary School as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section **5 Consultation**) must be considered.

The LA believes this proposal to be in the best interests of local children and local parents as well as educational provision in the area and it supports the council's aim of ensuring that as many children as possible can reach their full potential. It also enables the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

It is recommended that the proposal is implemented to ensure the best educational opportunities for the children of Spalding. The advantages of implementing this proposal are detailed earlier in this report in the "Reasons for Recommendations" section.

3. Legal Comments:

The Council is the decision-maker for school alteration proposals of this type under the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013. The decision-maker may reject the proposal, approve the proposal without modification or approve the proposal with such modifications as the Council considers desirable but only after consultation on those modifications with the governing body.

The Council as decision-maker may make the approval of the proposal conditional but only on specified matters contained in the Regulations.

The proposal is consistent with the Policy Framework and within the remit of the Executive Councillor.

4. Resource Comments:

If the final decision is taken to expand the school the refurbishment and building costs would be met from DfE capital grant funding, with on-going revenue costs being funded from the Dedicated Schools Grant. The proposal to expand the capacity would help the Local Authority to meet its statutory duty to ensure sufficient places are available for all pupils; provide the school with better value for money through the adoption of a PAN of 60, and mitigate a potential increase in Home to School Transport costs.

5. Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the EIA 2006, the Education Act 2011 and the guidance of the DfE regarding expansion

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand and form a view on the proposal and make a response. Under the DfE guidelines which came into effect in January 2014 there is no longer a prescribed consultation period for significant changes to schools (including physical expansions). However there is a "*strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". To comply with this the LA has conducted a five week period of pre-consultation. Any documentation issued must set out the problem that is being addressed and invite comment on one or more solutions. The LA must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

Guidance requires current pupils to be consulted and the Headteacher of Spalding Monkhouse Primary School has consulted with the children currently attending the school via the school council. The children were able to discuss both the opportunities and issues that might arise out of their school increasing in size and consider what this would mean in practice for them. The school council felt that the expansion would be good for the school.

The EIA 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in January only prescribes the minimum of who must be consulted and "*any other body or person that the local authority think appropriate and it is unlikely that that there will be any cases where it was not felt appropriate to notify the parents at the school of the proposals*". The list of interested parties was therefore compiled according to these principles comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents of current pupils and the Chief Executive of the District Council as well as individual County, District and Parish Councillors as appropriate.

A letter incorporating relevant information and reasons for the proposal was sent out to interested parties on 6 October 2014 to commence a five week period of consultation. Individual meetings were offered to anyone interested to meet with representatives of the LA at the school to ask questions and raise any concerns but no appointments were taken up. There was the opportunity to provide a response to the consultation by letter, email or by returning the response form attached to the consultation document by 10 November 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage "Current Consultations" on www.lincolnshire.gov.uk/schoolorganisation

All written responses received during consultation have been provided to the Executive Councillor for consideration. To briefly summarise there were 11 valid responses in total with none against the proposal and all comments made will be

taken into consideration by the Executive Councillor in the decision making process.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor and a decision was taken on 2 December to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 8 January 2015 commencing with the publication of the Statutory Notice (Appendix B) in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix C) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website under the webpage 'Current Consultations' at www.lincolnshire.gov.uk/schoolorganisation. The Representation Period provides a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. No responses were received during the Representation Period.

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in March. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored altogether.

The last stage of the statutory process would be the implementation of the proposal with the expansion of the capacity from 315 to 420 for primary age provision at Spalding Monkshouse Primary School with effect from 1 September 2016 if it is decided to proceed.

a) Has Local Member Been Consulted?

Yes, the local member has been made aware of the proposal to expand Spalding Monkshouse Primary School.

b) Has Executive Councillor Been Consulted?

Yes, the Executive Councillor has been involved in the discussions regarding the proposal to expand Spalding Monkshouse Primary School.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee met on 6 March 2015 and considered this report concerning the proposal to expand the capacity at Spalding Monkshouse Primary School (Final Decision).

The comments of the committee to be included here.

d) Policy Proofing Actions Required

An Impact Analysis has been completed. In summary the analysis undertaken indicates that there is some potential for minor negative impact but that this is far outweighed by the benefits of the proposal. The LA would look to mitigate negative impact on the existing site, local road network and access and address any other concerns that potentially might arise out of this expansion proposal. The stringent requirements at the planning application stage would include the active involvement of the Highways Department as well as a detailed travel plan.

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of written consultation responses
Appendix B	Statutory Notice
Appendix C	Complete Proposal
Appendices D1 and D2	Current School Site Plans

7. Background Papers

Document title	Where the document can be viewed
Report on the proposal to expand the capacity at Spalding Monkshouse Primary School (decision to go to Statutory Notice)	Lincolnshire County Council Committee Records Reference I008086 30 2 December 2014
The DfE guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014; letter to commence the operator selection process; list of interested parties; blank response form and the responses received from all interested parties.	All available on request from the School Organisation Planning Team, Children's Services
Impact Analysis	Available on request from the School Organisation Planning Team, Children's Services

Individual consultation responses	Individual responses available to be viewed by the decision maker. Content of responses anonymised and summarised in Appendix A
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This report was written by John O'Connor, who can be contacted on 01522 553213 or john.o'connor@lincolnshire.gov.uk

APPENDIX A Summary of written responses and pupil consultation

Point of View	Supports Proposal (8)	Against Proposal (0)	Not For or Against (3)	Other comments/Notes
WRITTEN RESPONSES				
County Councillor	y			Would like proposal to include additional staff car parking. Also questioned if increased capacity would require a larger school hall.
Government department - EFA			y	
Governor at Monkshouse school	y			Increase will enhance the school and be asset to the community
Governor at local primary school	y			No objections. Only 1 vacant place at own school and unable to offer places for several recent enquiries.
Local employer	y			Need to consider traffic disruption around the school on an already busy road.
Parent	y			
Parent	y			
Parent	y			Spalding needs more school places
Parent	y			I believe a larger hall will be of benefit and I have had discussions with parents and staff from other schools which suggest that single year classes will be of long term benefit. I hope this will not affect the 1 to 1 teaching that children currently enjoy.
Parent			y	
Parent			y	Any improvements to layout and teaching functions of the school are fantastic. But concerned that all extra places will be taken up by migrant children with teachers having to concentrate on teaching them english to the detriment of english speaking children.
PUPIL CONSULTATION				
Current pupils	y			This was discussed at the school council. The children felt that the expansion is a good idea because more people will be in the school and wanted to know if the class sizes would be smaller.

APPENDIX B

Proposal to expand Monkshouse Primary School, Spalding

NOTICE IS HEREBY GIVEN in accordance with section 19(1) of the Education and Inspections Act 2006 as updated by the Education Act 2011 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ intends to make a prescribed alteration to Monkshouse Primary School, Pennygate, Spalding PE11 1LG with effect from 1 September 2016.

The proposal is to increase the Published Admission Number (PAN) from 45 to 60 and to permanently expand the school from the existing PAN capacity of 315 to 420 places. This would increase the PAN from 45 to 60 with effect from 1 September 2016 and would initially increase the PAN for the Reception intake in September 2016 to 60 with the PAN for all other years remaining at 45. The increased intake of up to 60 would then be phased in with each subsequent Reception intake commencing in September 2017 until the PAN of 60 applies to all year groups.

The prescribed alteration being consulted on is not related to any other statutory proposal. All statutory consultation requirements in respect of this proposal have been complied with.

The current net capacity of Monkshouse Primary School is 315 and the proposed net capacity will be 420. As at 15 December 2014 there are 334 primary aged pupils on roll.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to: School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by calling 01522 553329 or by emailing schoolorganisation@lincolnshire.gov.uk or under "Current Consultations" via <http://www.lincolnshire.gov.uk/schoolorganisation>

A copy of the County Council's Home to School Transport policy can be obtained on-line at www.lincolnshire.gov.uk/parents/schools/school-transport

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk.

Further details on the consultation which have led to this proposal can be accessed on-line under "Current Consultations" via <http://www.lincolnshire.gov.uk/schoolorganisation>

Signed: Debbie Barnes
Director of Children's Services
Lincolnshire County Council

Publication Date: 8 January 2015

APPENDIX C



Complete Proposal

to Expand

Monkshouse Primary School, Spalding

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND
INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

8 January 2015

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the expansion of Monkshouse Primary School, Pennygate, Spalding PE11 1LG.

Implementation

The proposal is to expand Monkshouse Primary School with effect from 1 September 2016. This proposal is being made to ensure that there are sufficient primary school places in Spalding to accommodate the increasing pupil numbers in the community and to enable the Local Authority (LA) to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 5 February 2015.

Alteration description

The proposal under consideration is to increase the Published Admission Number (PAN) from 45 to 60 and to permanently expand the school from the existing PAN capacity of 315 to 420 places. This would initially increase the PAN for the Reception intake in September 2016 to 60 (with the September 2014 and 2015 over-offered intakes of 60 already being on roll) with the PAN for all other years remaining at 45. The increased intake of up to 60 would then be phased in with each subsequent Reception intake until the PAN of 60 applies to all year groups. This phased approach will allow the school to effectively manage staffing and teaching structures and help to ensure that pupil numbers at other local schools will be maintained. Should demand across the area result in mid-year pressures requiring additional higher year group places then this approach allows the flexibility to add capacity in those year groups at the appropriate time if needed. The proposal will expand the school to 2 forms of entry so removing the need for mixed age classes.

School Capacity and Site

It will not be possible to meet the growing demand for school places in the area without additional accommodation. The school has admitted above the usual intake of 45 by offering up to 60 Reception places for the intake in September 2014 and a single classroom is being built on site to provide suitable accommodation for this and for a further bulge year of 60 for the Reception intake in September 2015. Further accommodation is required if the school continues to take larger intakes to meet local demand. Accommodation will be provided, subject to planning permission and final approval of this proposal. The necessary building/refurbishment work will begin during 2015 (subject to planning permission being granted) and planned to be completed in advance of the start of term in September 2016. This would be managed to cause minimal disruption to the school during term time making best use of school holidays where possible. Suitable additional teaching and resource

spaces both inside and outside will be required to ensure sufficient facilities are in place to accommodate up to 420 primary aged children in total. This will include additional classrooms as well as other areas such as group rooms, toilets, suitable outdoor hard play area and a larger school hall. These new facilities will benefit the children already on roll at the school as well as provide additional accommodation for increased pupil numbers on roll in the future. It will also be an opportunity to ensure that no temporary buildings are necessary on site.

The planning application process required is dealt with and consulted on separately from this process. This process will include the consideration of issues arising out of the physical expansion of the school such as the need for additional parking and the impact on traffic. There will be an opportunity for those that are interested to respond directly to the planning application.

The number on roll at the time of the census taken in October 2014 was 330 which is broken down by year group in the table below:-

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll	61	46	48	45	41	43	46	330

Data from October 2014 Census

Objectives

The proposal detailed in this document is to expand Spalding Monkshouse Primary School with effect from 1 September 2016 and the objective is both to ensure that there are sufficient primary school places in this area of Spalding to accommodate the increasing pupil numbers in the community and also to enable the LA to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire within a reasonable distance from where they live.

The LA considers this to be the most appropriate available solution to the expected shortage of primary school places in this area of Spalding to enable local children to attend their local school and would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community. The LA believes the proposal to be in the best interests of local children and local parents as well as educational provision in the area and it reinforces the priorities in the Children and Young People's Plan (CYPP). The proposal will ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will both enhance the quality of provision and sustain local provision and at the same time it will assist in meeting parental preference. It is also an opportunity to address suitability and condition issues (such as the size of the hall and the replacement of temporary accommodation with a permanent build) to benefit not just the additional pupils but those that are already on roll.

Other options in and around this area of Spalding have been explored and all primary schools have been considered for potential expansion, but none have been found to be as suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impact on standards, potential planning

challenges and the fact that other schools are of suitable sizes for the areas they serve. However, further options are being considered across the town in addition to this proposal to cope with the increasing demand for primary school places.

The proposal to expand Spalding Monkshouse Primary School has the support of the Headteacher and the Governing Body, and also the School Improvement Service (CfBT). The LA is confident that the school has the leadership, management and governance required to drive forward a successful expansion which will provide the opportunity to improve the learning experience and outcomes for the children to enable them to reach their full potential. The LA believes it to be the most appropriate option for expansion in the area.

Having additional classes and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children. An increase in the potential number on roll at the school to 420 will also enable the option of moving from the current mixed year group structure to one where all children are taught in single year group classes of 30 or less if the governors of the school choose to do so.

Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act (EIA) 2006 and updated by the Education Act 2011 together with the guidance of the Department for Education (DfE) regarding expansion. The relevant DfE guidance was updated in January 2014. Under this guidance there is no longer a requirement for a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal. However, the DfE still has a strong expectation that LAs will consult interested parties in developing their proposal. To fulfil this expectation the LA undertook the following consultation. This is also to enable the LA to operate a fair and open process and ensure all views are considered.

Consultation originally began on 6 October 2014 with a letter, incorporating relevant information and reasons for the proposal, being sent to all parents of pupils attending the school informing them of the proposal. Interested parties were also informed as required by guidelines issued by the DfE. In addition, on 20 October 2014, individual drop in sessions were offered to parents to discuss the proposal further with an LA officer. These meetings were offered to allow those having an interest in this proposal to be able to gather information, ask questions and get involved in the debate. However, no appointments were taken up in this instance.

All parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 10 November 2014. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage Current Consultations on www.lincolnshire.gov.uk/parents/schools/for-schools/school-organisation-planning-team/current-consultations/

There were 11 valid responses in total with none against the proposal and all comments made will be made available to the Executive Councillor in the decision

making process. Under current legislation the LA is the decision maker for the proposal.

Project Costs

This proposed expansion will incur capital costs that the LA will fund from the Children’s Services capital programme. All capital costs are being covered by the Basic Need funding allocated by the DfE. This funding is provided to add capacity to primary provision where it is needed, and is not intended for alternative uses elsewhere. The capital project aims to create the required facilities to allow for up to 420 pupils to be accommodated.

Revenue costs associated with the proposed expansion would be funded from the Dedicated Schools Grant (Growth Fund).

Special Educational Needs (SEN) provision

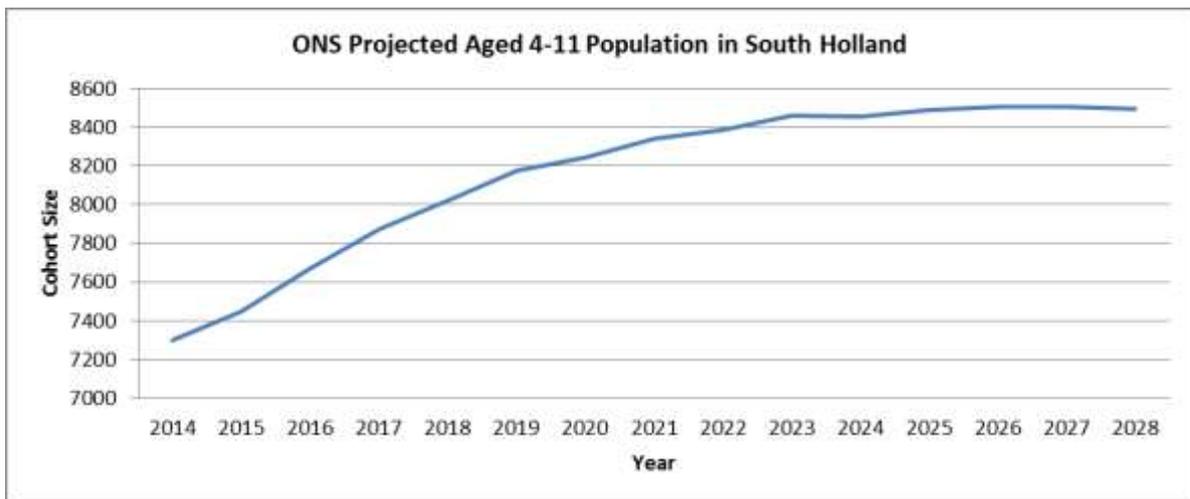
The expansion of the school is not likely to have any impact on SEN provision other than an opportunity to improve the provision with better access to resources and consistently good quality teaching, learning and leadership at the school. Consideration of pupils with SEN will take place and the LA will continue to look to make improvements in the standard, quality and/or range of the education provision for children with SEN.

Need for places

National birth rates, mostly concentrated in more urban areas, have been steadily rising in recent years. This increased birth rate, combined in some areas with inward migration and housing development, is resulting in increased demand for primary school places. There is expected to be a long term requirement for more school places. Spalding and the surrounding area will experience a shortage of available places if capacity at one or more of the local schools is not increased, or additional capacity added through alternative means. This is evidenced in in the table below which shows the LA projections for the whole of Spalding:

Forecast Years	Min Projected Surplus							Max Projected Surplus Places						
	R	1	2	3	4	5	6	R	1	2	3	4	5	6
2014	22	1	-4	4	9	7	9	21	-3	-8	0	5	3	5
2015	-54	22	1	-4	4	9	7	-63	10	-11	-19	-11	-9	-11
2016	-88	-54	22	1	-4	4	9	-103	-73	1	-20	-25	-20	-18
2017	-34	-88	-54	22	1	-4	4	-60	-114	-80	-4	-25	-30	-22
2018	-34	-34	-88	-54	22	1	-4	-55	-55	-113	-87	-9	-29	-34

Population data (birth data supported by the Office of National Statistics) confirms this expected long term requirement for more places for children of a statutory school age in Spalding and the surrounding area. This is evidenced by the ONS projections data for South Holland shown below:



Therefore, a permanent sustainable solution is needed to accommodate these extra children to avoid overcrowding and/or transporting 4 year old children to alternative schools outside of their local community that are not within walking distance.

The expansion is required to meet the projected demand for places in Spalding and to ensure that the LA meets its duty of providing sufficient places for children of statutory school age in the immediate area, without the need to transport young children more than 2 miles away. The expansion is proposed to meet the need for additional capacity in Spalding and not to replace existing capacity in the primary sector, therefore not having a significant negative impact on neighbouring primary schools.

Expansion of successful and popular schools

The Government is committed to ensuring that every parent can choose an excellent school for their child with the wishes of parents being taken into account. There is a strong presumption that proposals to expand popular and successful schools should be approved. DfE guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. This proposal will assist in meeting parental preference to help ensure that pupils do not have to be placed outside of the area against preference.

Spalding Monkshouse Primary School was rated overall by Ofsted as a 'Good' school at its last inspection in November 2013. The school is popular with parents and has been over-subscribed for the last two years on 1st preferences, and in addition continues to be very popular with 2nd preferences. It is also situated geographically in an ideal location in relation to the demand for places.

Related Proposals

The proposal to expand Spalding Monkshouse Primary School is not related to any other statutory proposal.

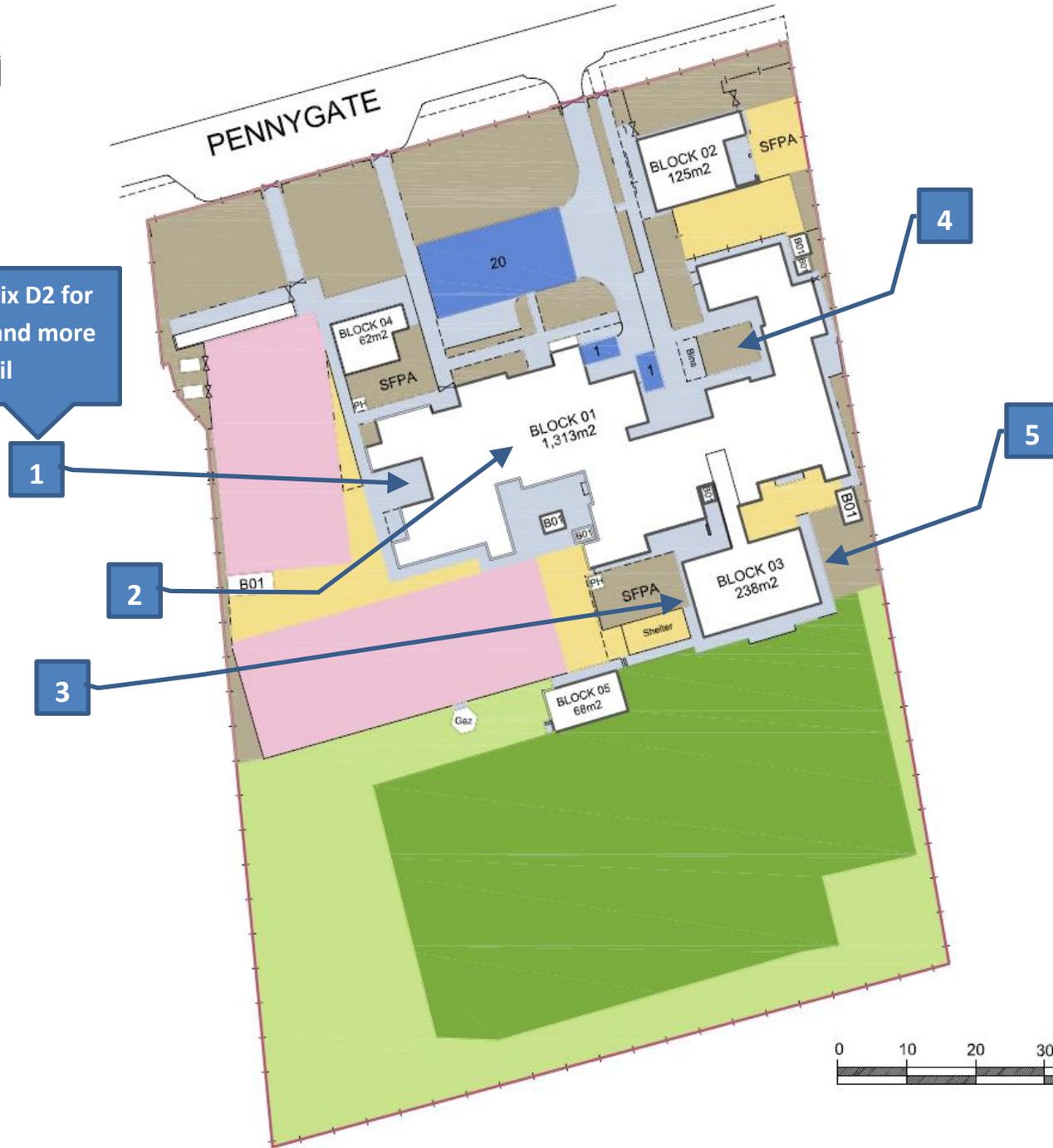
What will happen now?

Any person may object to or make comments on this proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

At the close of the 4 week representation period (statutory formal consultation) on 5 February 2015 responses will be collated and analysed and a further report will be presented to the Executive Councillor for a final decision in March 2015 on the expansion of the school. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.



See Appendix D2 for definitions and more detail



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- TEAM GAME
3,055m²
- PLAYING FIELD
5,270m²
- TEAM GAME HARD PLAY
1,424m²
- HARD SURFACE
727m²
- SOFT LANDSCAPE
1,819m²
- ACCESS & PATHS
1,518m²
- CAR-PARKING
264m²
- G.I.A.
1,805m²
- SITE AREA
12,900m²

Rev.	Date	Description	By	Checked By



Client
MOUCHEL PROPERTY RECORDS

Project
H0037
Spalding Monkshouse Primary School

Drawing Title
AMP Site Plan
925/2114

Drawn By
SH

Checked By

Scale
N.T.S.

Date
December 2013

Project No.

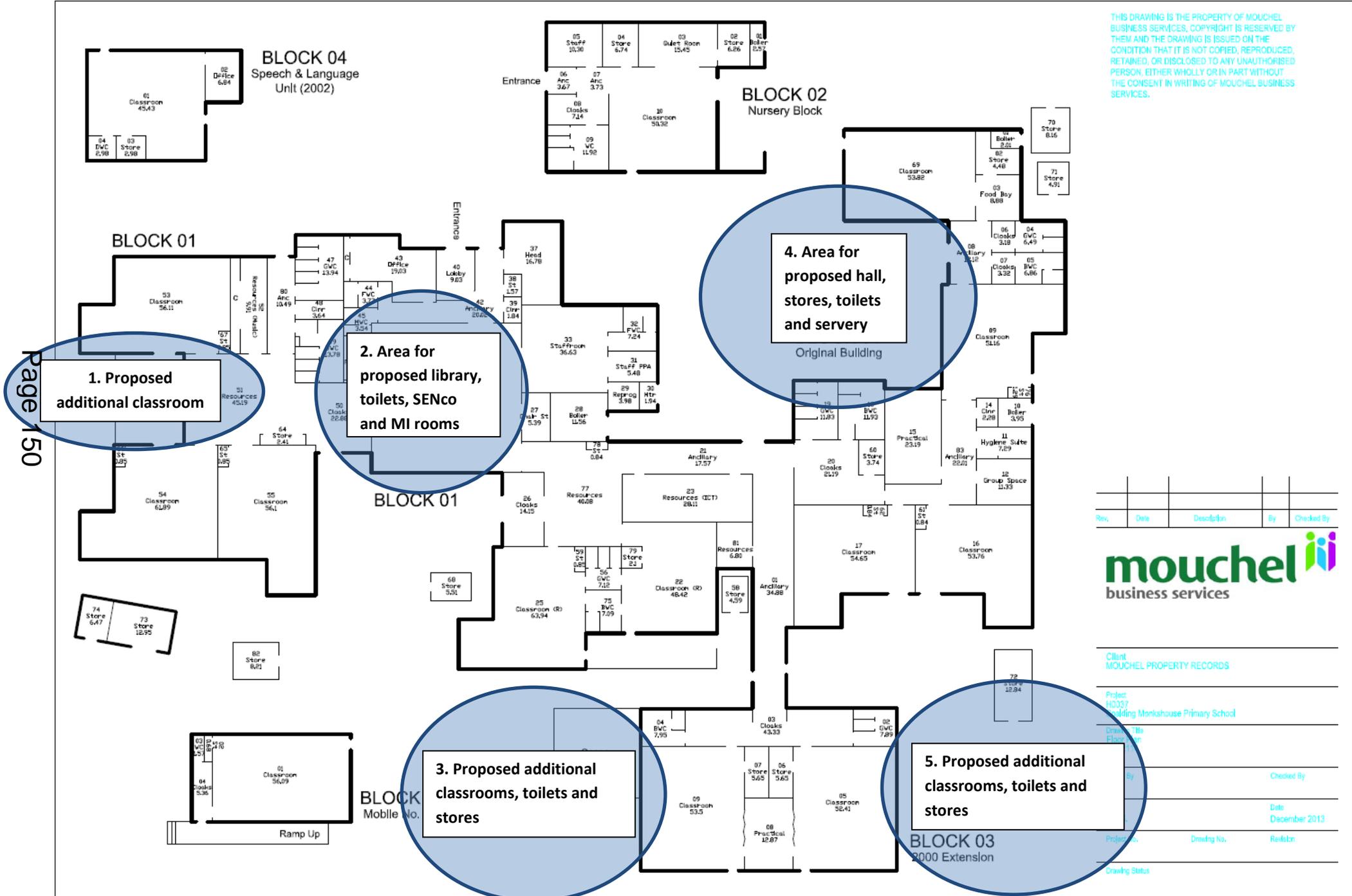
Drawing No.

Revision

Drawing Status



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Page 150

Rev.	Date	Description	By	Checked By



Client		MOUCHEL PROPERTY RECORDS		
Project		10037 Building Monkhouse Primary School		
Drawing Title		Classroom		
By		Checked By		
Date		December 2013		
Project No.		Drawing No.		
Drawing Status		Revised		

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

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Performance - Quarter 3 2014/15

Summary:

The accompanying appendices to this report provide key performance information for Quarter 3 2014/15 that is relevant to the work of the Children and Young People Scrutiny Committee.

Actions Required:

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

1. Background

Performance Indicators

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

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

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

Please be aware a key for the symbols has been added in to the report as it was requested when the last performance report was tabled.

Council Priority Activity Performance

Appendix C highlights Council Priority Activities. Corporate Management Board have identified a number of Council Priority Activities, these are the key projects and programmes that will deliver the most significant changes and new

commitments as detailed in the 2012-2015 Council Business Plan and Organisational Strategy, as well as the Executive Director's objectives. There are currently 20 priority projects and programmes, three of which are in the remit of this scrutiny committee.

Complaints and compliments

Appendix D covers complaints and compliments.

Status of schools

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

Performance Monitoring of Contracts

Appendix F is a new appendix, which was requested by Cllr J D Hough, this is the first time the appendix has been included. The appendix gives an overview of the performance management of contracts.

2. Conclusion

This report summarises the Quarter 3 performance for Children and Young People, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of performance
Appendix B	Detailed performance data for Quarter 3 2014/15
Appendix C	Update on key Children's Services projects
Appendix D	Complaint and compliments report
Appendix E	Ofsted school status report
Appendix F	Performance Monitoring of Contracts

5. Background Papers

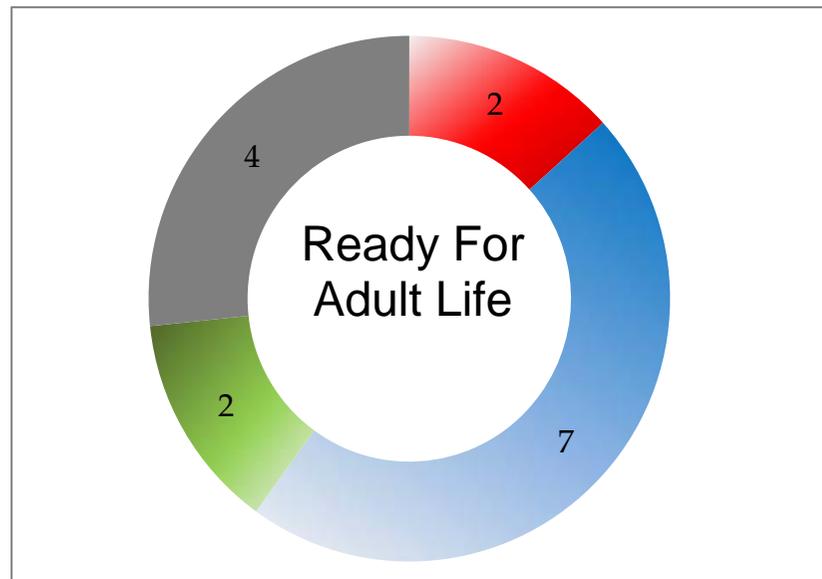
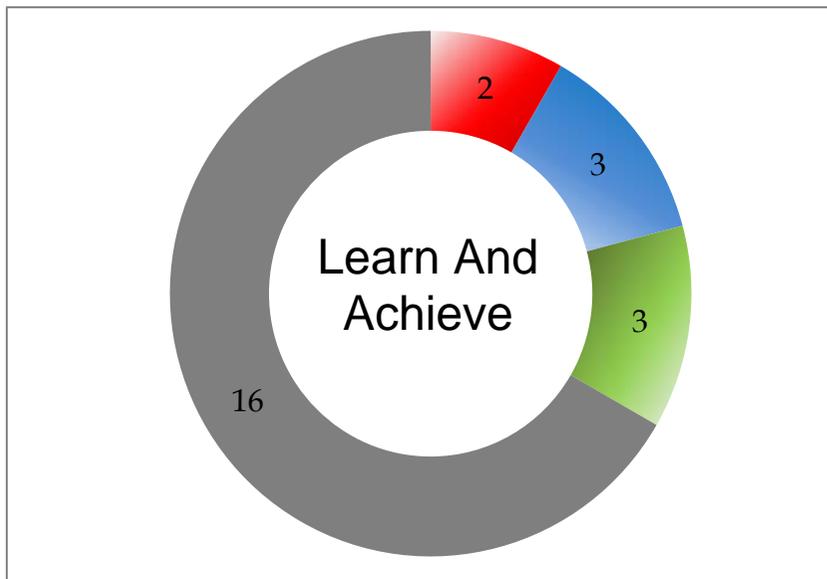
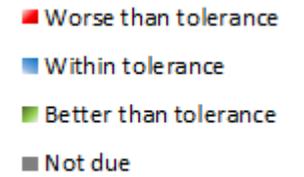
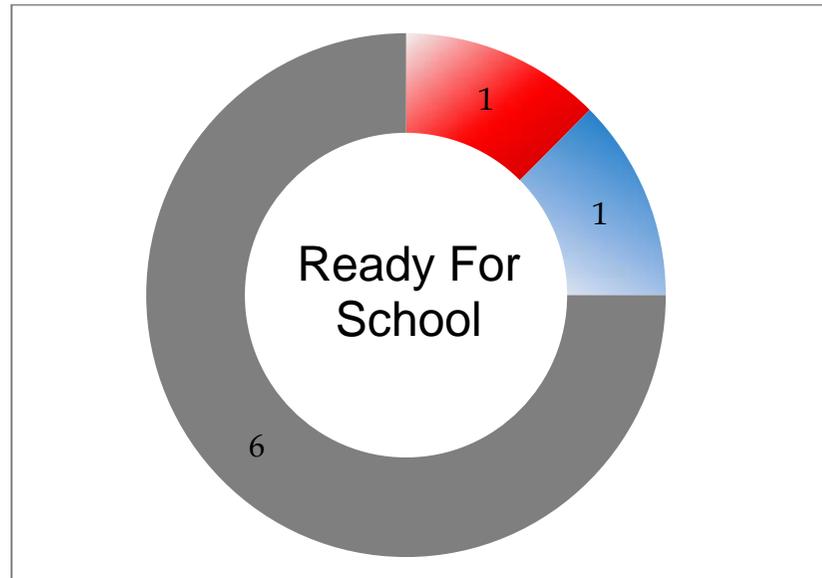
No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

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

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Appendix A - Summary of performance for quarter 3

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



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Healthy and Safe

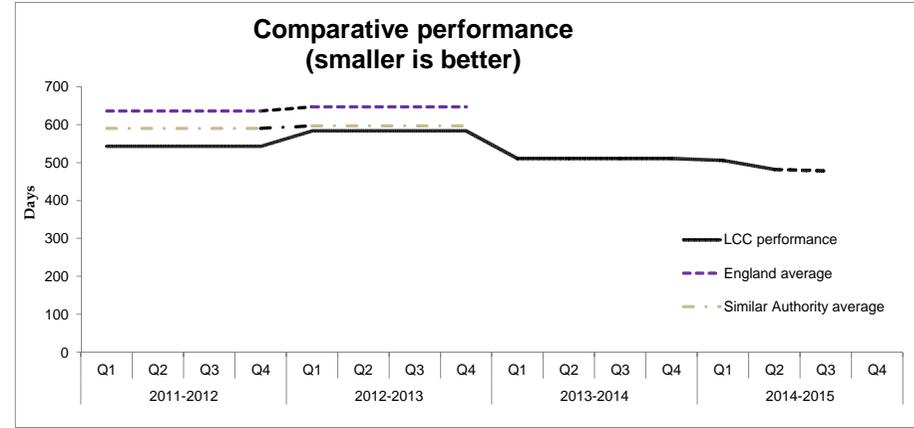
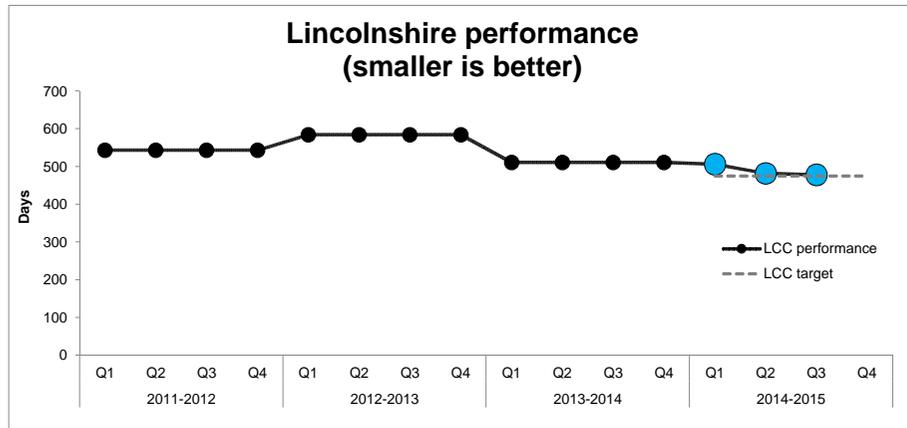
KEY FOR SYMBOLS

	This symbol denotes that the indicator is performing above its target range
	This symbol denotes that the indicator is performing within its target range
	This symbol denotes that the indicator is performing below its target range

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

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

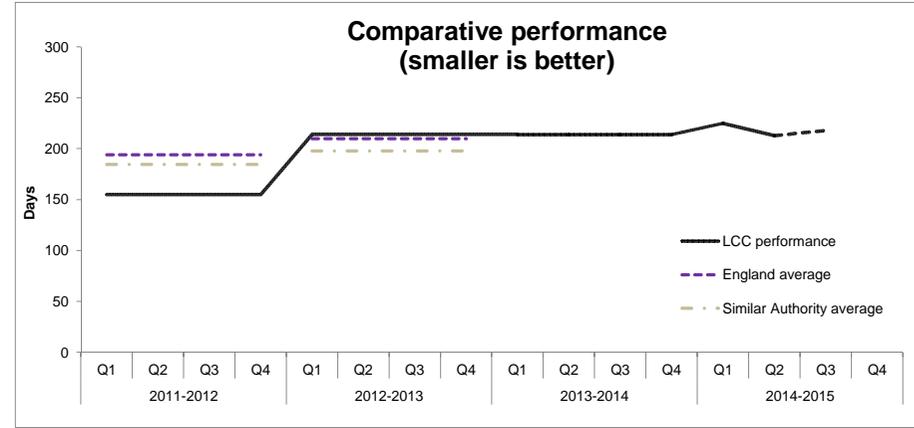
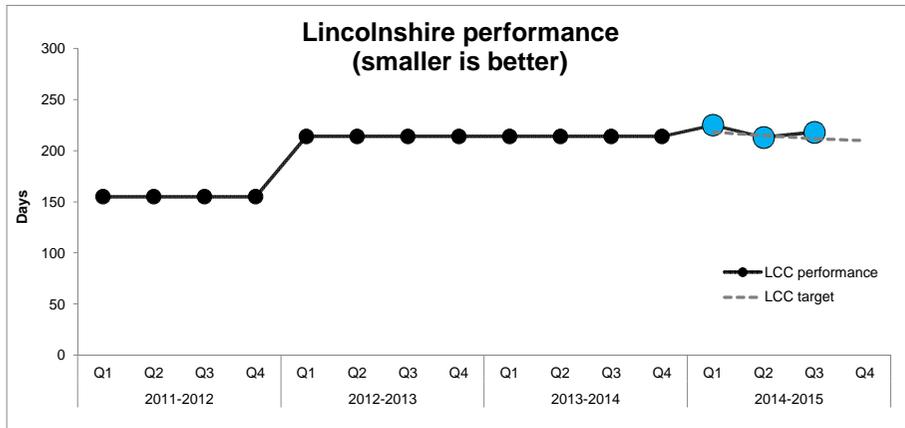
COMPARATIVE DATA SOURCE

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

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

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

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

2014/2015 TOLERANCE RATIONALE

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

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

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

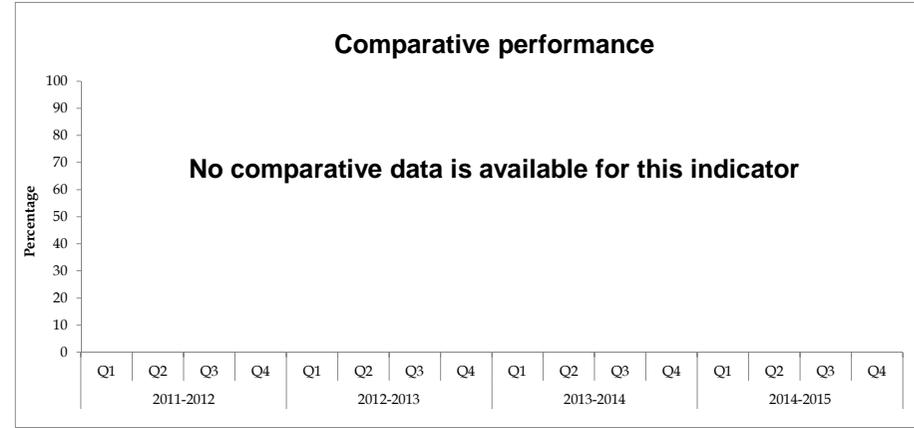
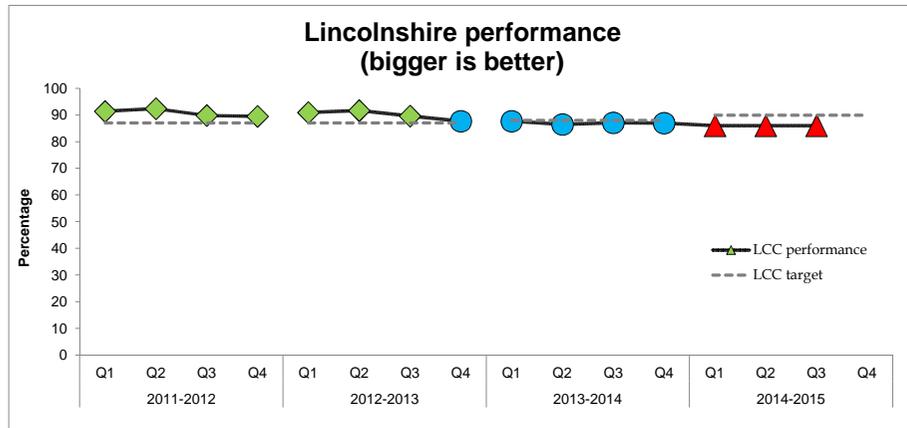
COMPARATIVE DATA SOURCE

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

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

This indicator is owned by **JOHN HARRIS**

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



Comment on latest performance from John Harris:

The figure for this quarter remains 1% below target. This quarter has seen a further increase in the number of looked after children 25% of whom have been aged 15 +. Although fostering remains the placement of choice for all children, suitable placements are not always available and for a small group of these children, their needs have not been able to be met in foster placements. As a result there has been an increase of 3 children placed in external residential placements. At the same time the number of children subject to care orders and placed at home has remained high at 38.

2014/2015 TARGET RATIONALE

Number of LAC aged 10 to under 16 is forecast to decrease slightly in 2015. The numbers placed for adoption or fostered over the past 5 years has been fairly consistent and the forecast for 2015 is reflective of this. The forecasted data has been rounded down and used as the target for March 2015. National and statistical neighbour data is not available on this measure for comparative analysis and context. Achieving the Q4 target would show significant improvement on 2014 and draw performance back in line with that achieved in the 3 years prior to that. National target is 87%

2014/2015 TOLERANCE RATIONALE

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

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

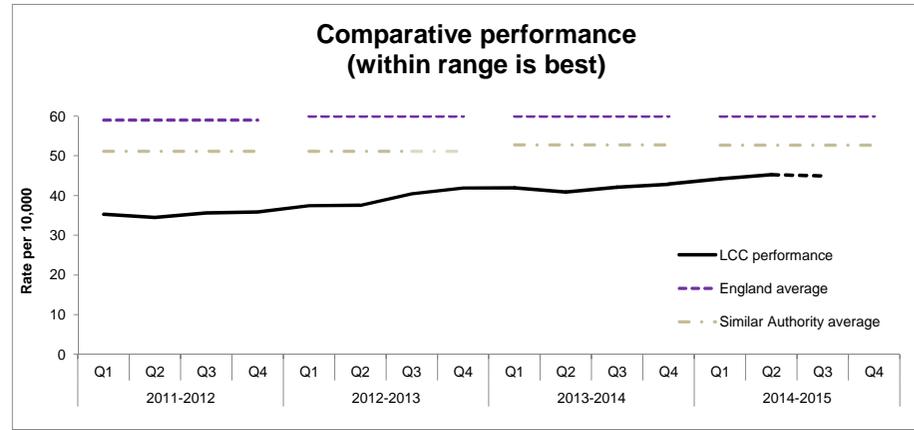
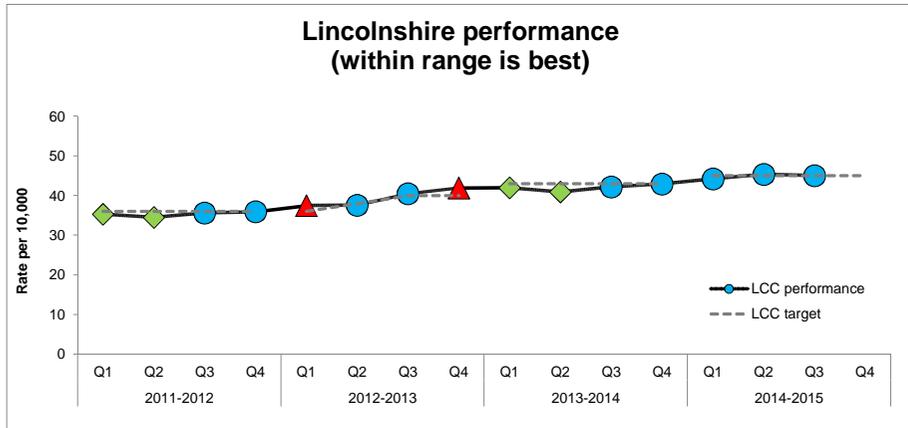
To achieve the lower tolerance level would maintain performance from 2014 and address the current downward trend. It would also meet the national target.

COMPARATIVE DATA SOURCE

No comparative data is available

Looked After Children per 10,000 population aged under 18

This indicator is owned by ROZ CORDY



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

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

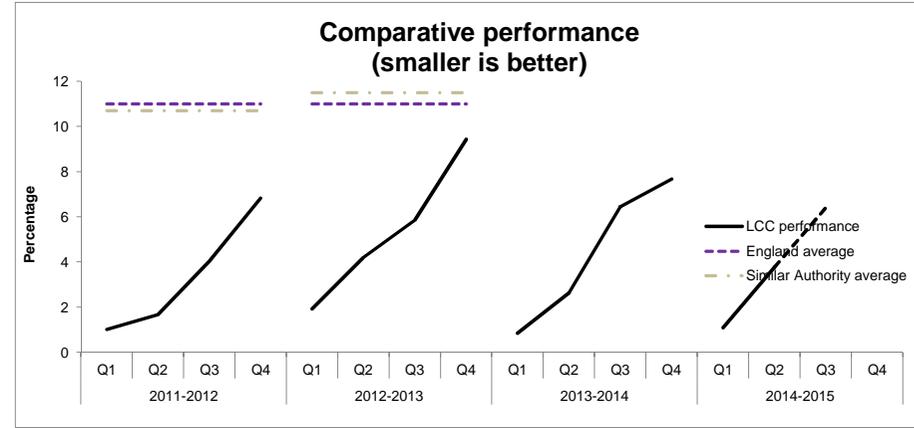
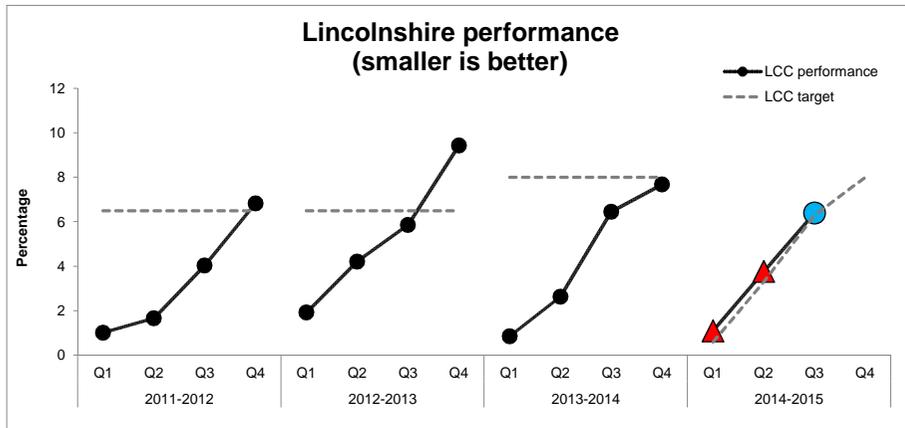
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Stability of placements of Looked After Children: number of moves

This indicator is owned by **JOHN HARRIS**

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



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

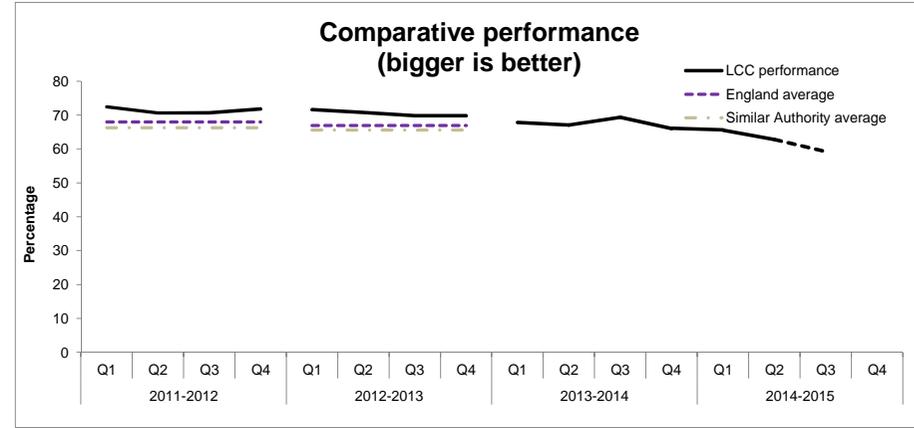
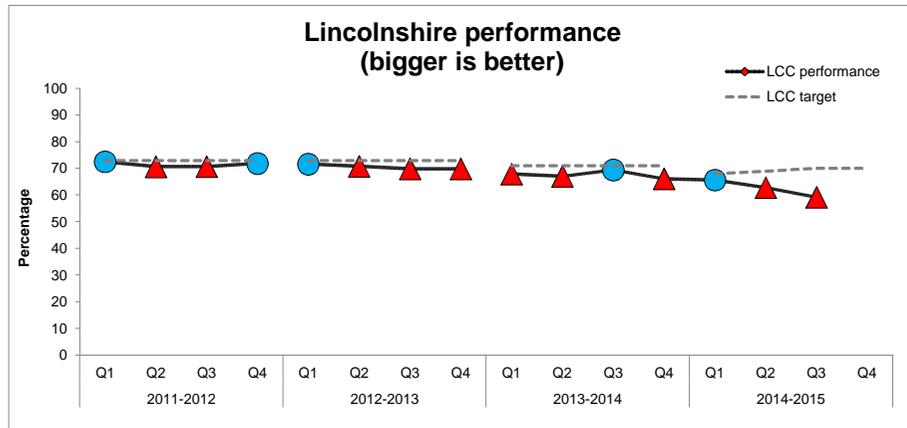
COMPARATIVE DATA SOURCE

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

Stability of placements of Looked After Children: length of placement

This indicator is owned by **JOHN HARRIS**

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



Comment on latest performance from John Harris:

The increase in the number of looked after children appears to have an impact upon the stability figures as this figure has been slipping for consecutive quarters. The service has put in place a more robust family finding process for children who require permanent fostering and have improved placement support by delivering a mentoring service with the psychology service. An independent reports has been commissioned to better understand the factors that impact upon this indicator and recommend service improvements to ensure that permanent foster placements are more durable. Within the numerator it is important to note that 6 children are placed with birth parents and 1 is placed with adoptive parents. This equates to a 3.9% increase upon the stated figure and represent positive outcomes for these children. In addition it is important to note that 41 or 22% of the numerator have been in the same placement for 1 year at least.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

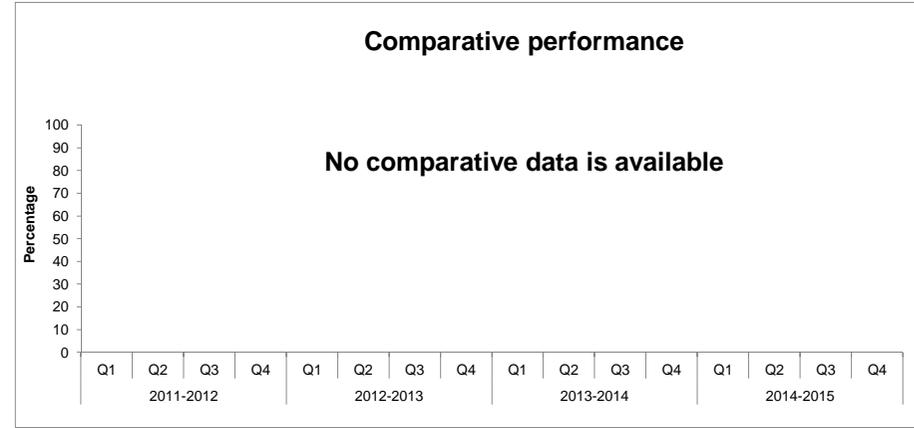
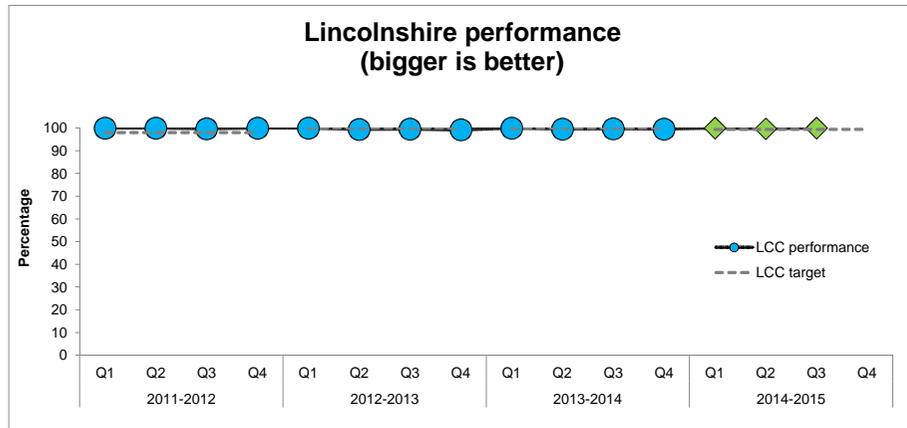
COMPARATIVE DATA SOURCE

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

Looked After Children reviews within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

In the previous two years the target was set at 100%, and this was achieved. This year the target was set at 99.5% , but we achieved 100%, hence we have over performed, which indicates good practice. I understand that next year the target will go back to 100% and we are confident that we will be successful in achieving this performance.

2014/2015 TARGET RATIONALE

LCC has achieved this level in previous years. Although the number of eligible LAC cases have increased significantly since then performance has been consistently good. March 2014 position of 99.3% was a half a percentage point better than the previous year. Historical data (2006-2010) showed Lincolnshire's performance vary, whilst a national trend of improvement was evidenced in the same period for the England average.

2014/2015 TOLERANCE RATIONALE

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

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

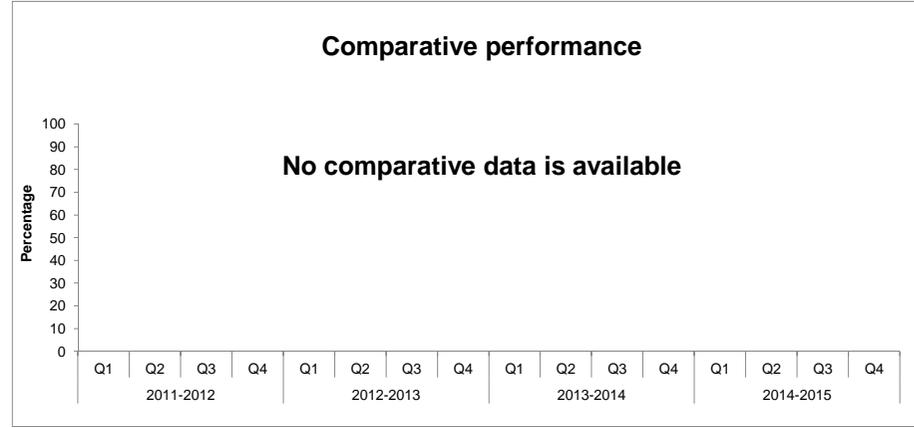
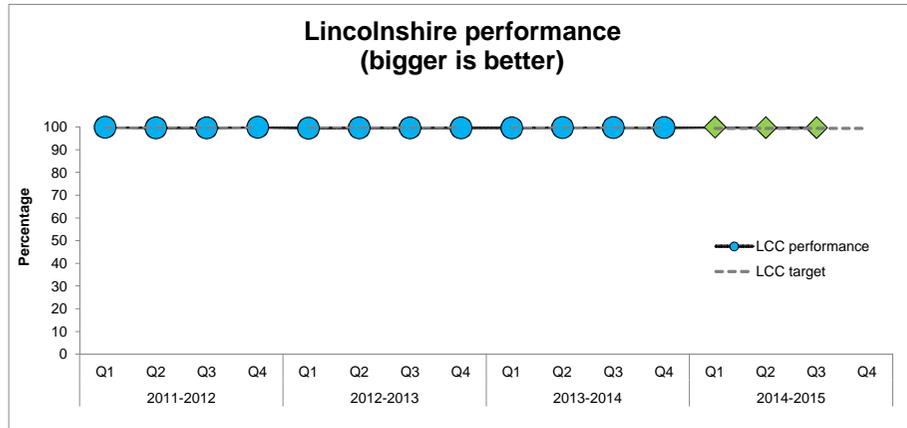
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator since 2010.

Participation of Looked After Children in reviews

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

We have over performed slightly on this target, which is good practice. There has only been one young person who did not participate in their review this year. All attempts were made to try and engage with this young person prior to their review, and will continue to be made.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

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

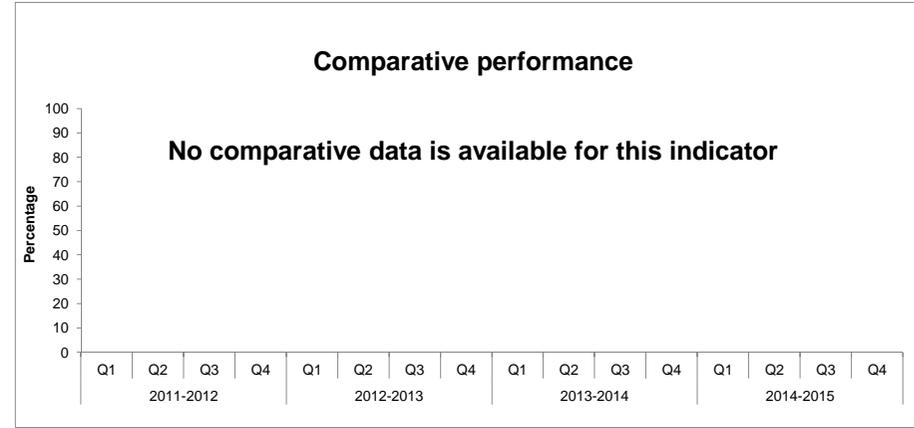
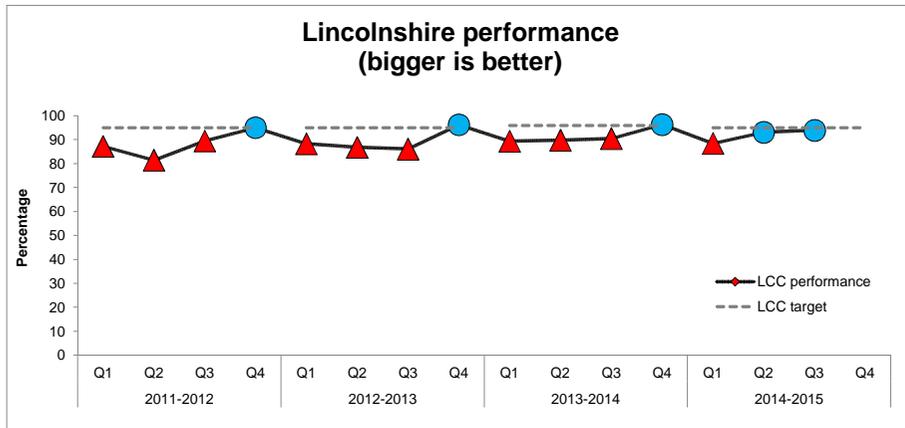
COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **TARA JONES**

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



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

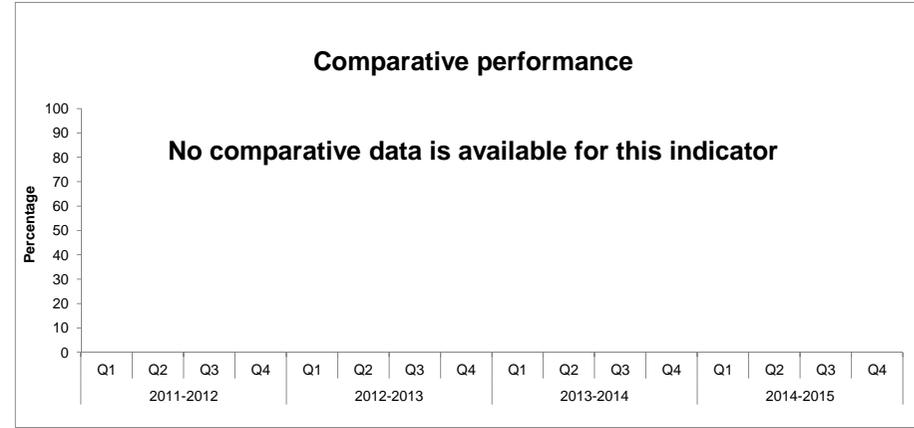
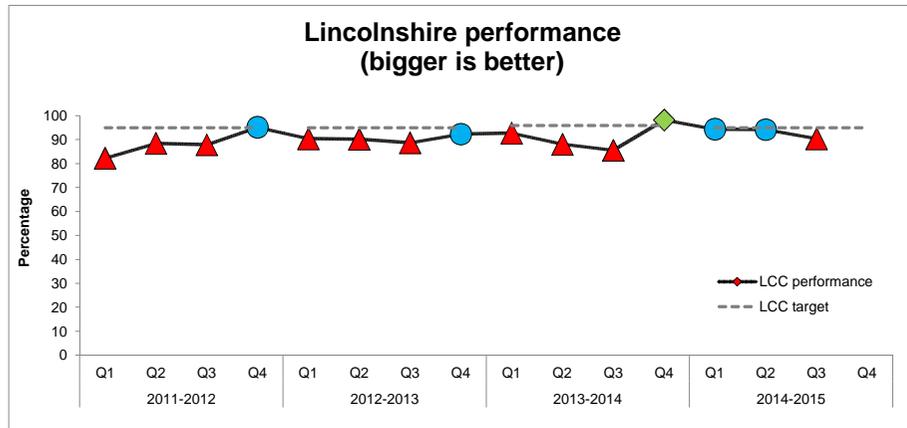
COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

The current percentage of dental checks for looked after children is 90.4%, this figure is an improvement on last year's quarter 3 figure. The end of year target is expected to be achieved. Data cleansing is in progress and this will increase the overall percentage by year end percentage, although there still remains a small number of young people who refuse a dental check. These young people continue to be encouraged and supported to attend dental appointments.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

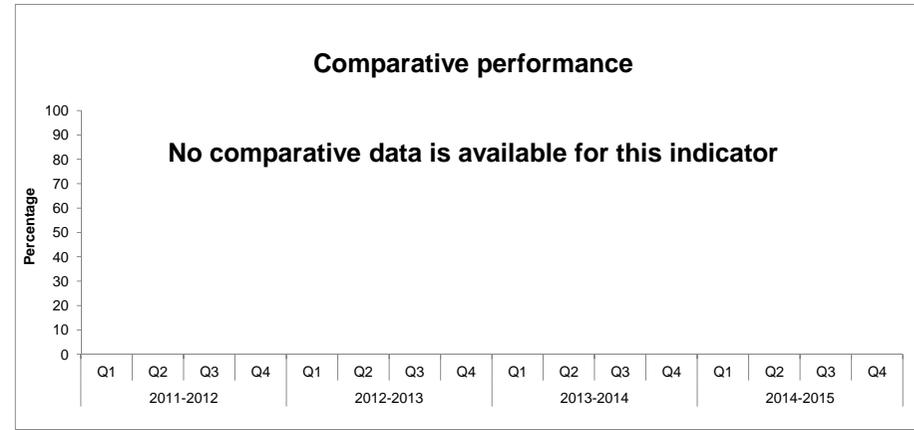
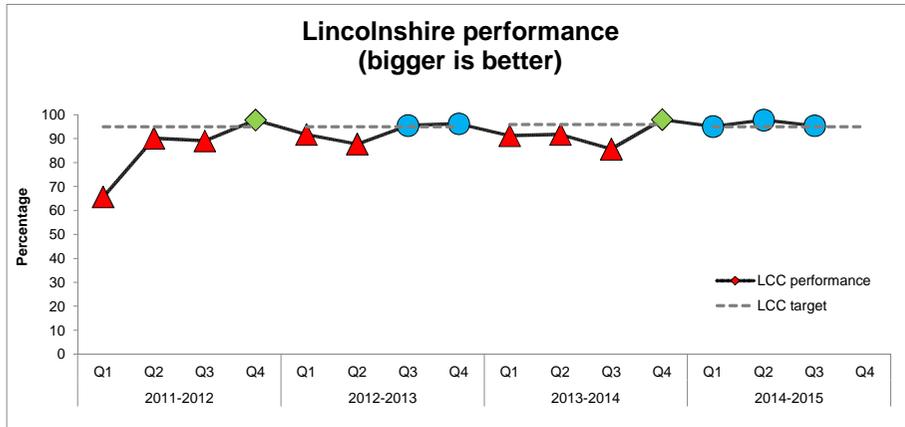
COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

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

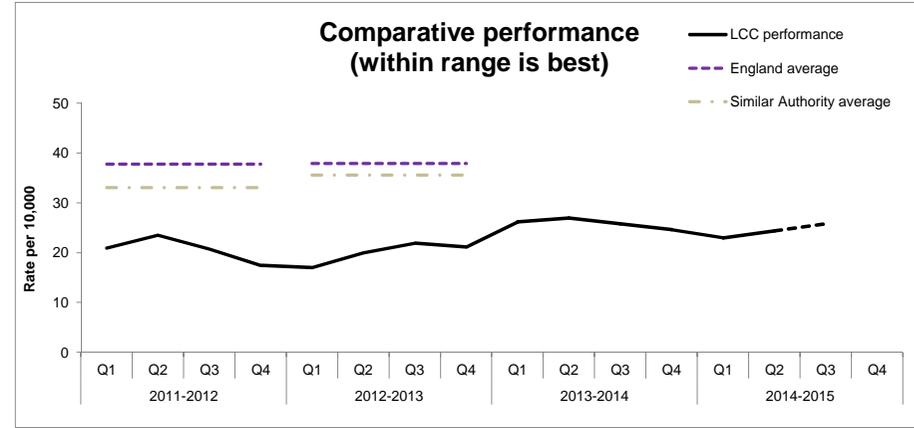
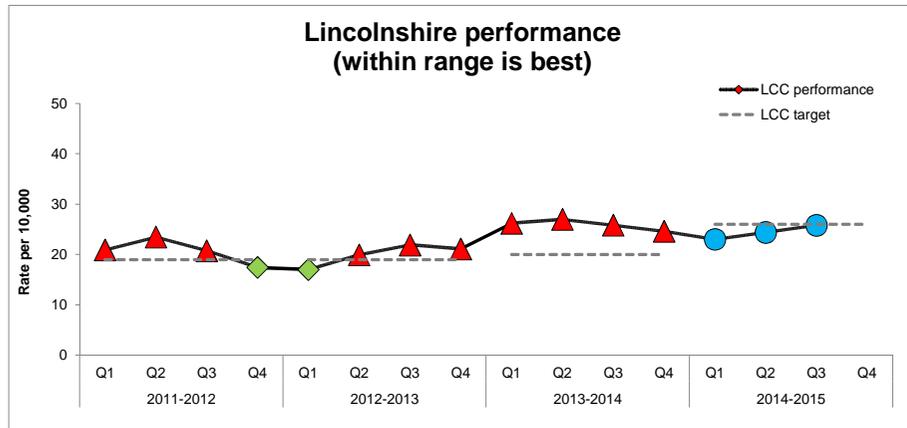
COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **ROZ CORDY**

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



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

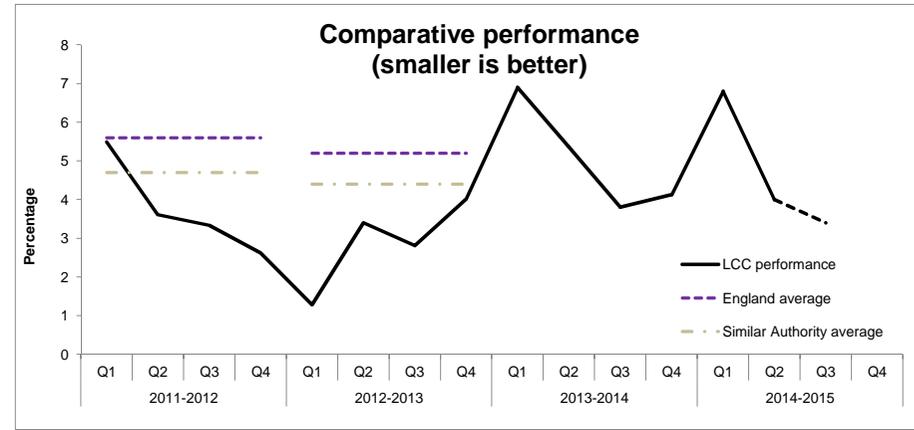
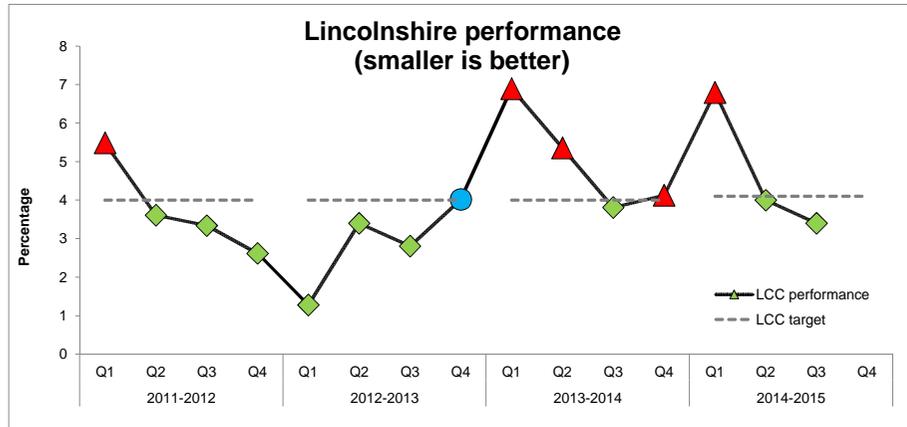
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

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

This indicator is owned by **ROZ CORDY**

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



Comment on latest performance from Roz Cordy:

The percentage is continuing to reduce as predicted. The small number shows that only a very small number of children have been on a child protection plan for over two years, which evidences that there has not been drift in cases.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

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

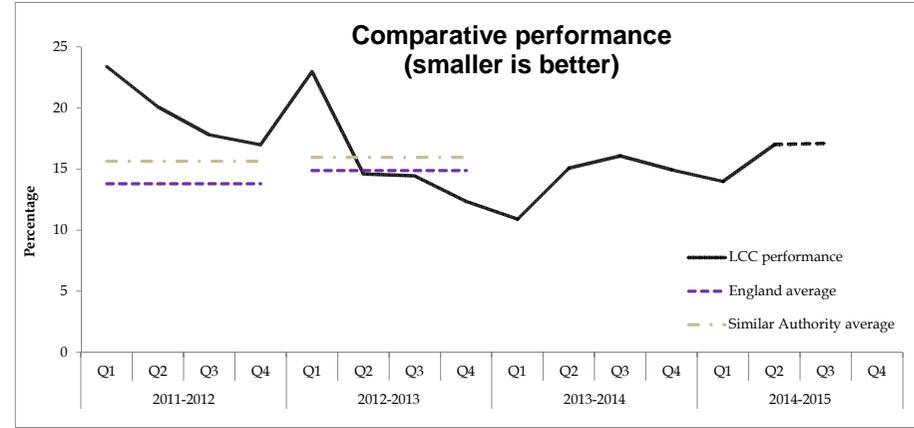
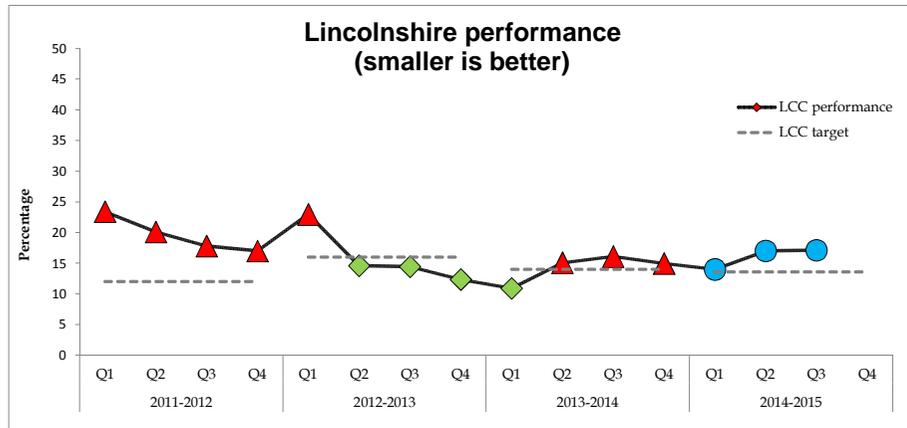
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

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

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

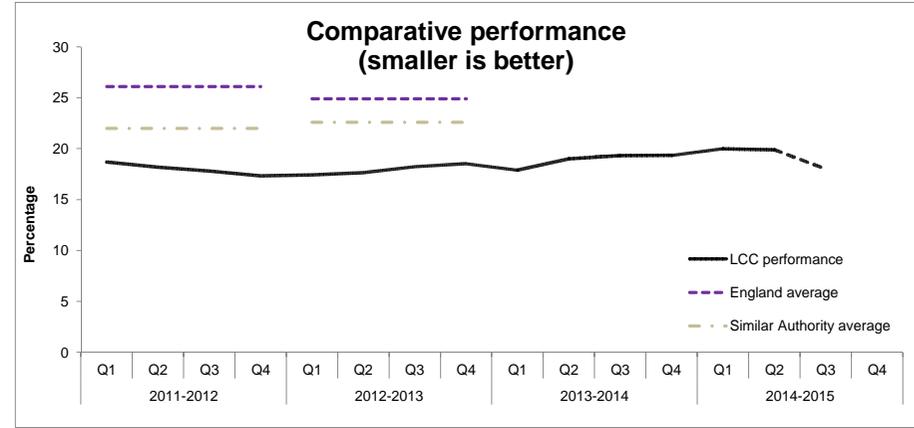
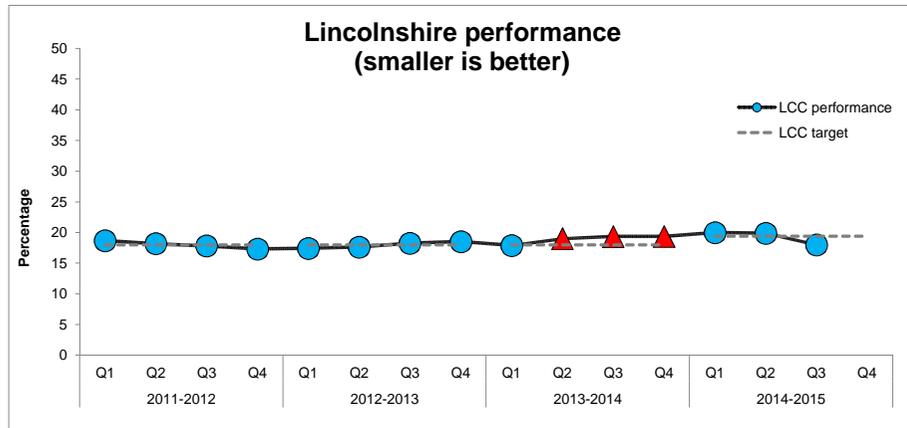
Tolerances have been set at 10% (upper and lower). This gives an 'in tolerance' range of approximately 12.3% to 14.9%. Achievement of the main target would show a significant improvement on last year. Achievement of the upper tolerance would be maintenance of last year's performance and the lowest target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

COMPARATIVE DATA SOURCE

Percentage of referrals that are repeats within 12 months

This indicator is owned by **ROZ CORDY**

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



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

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

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

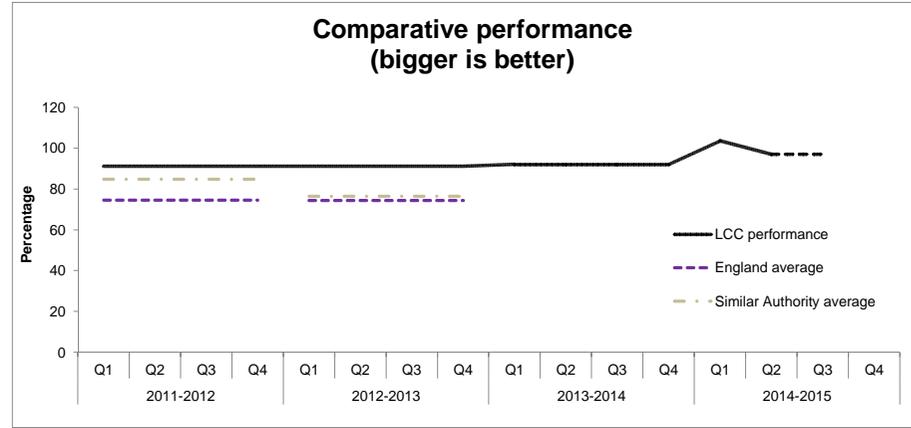
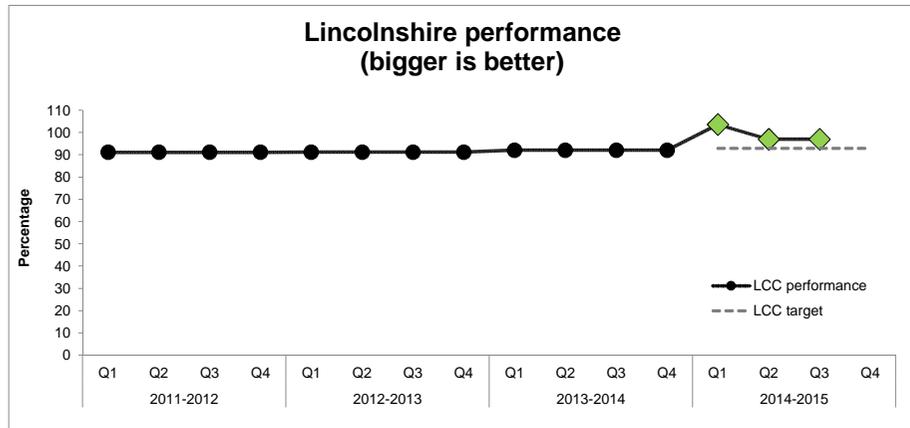
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

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

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

This evidences that the referrals that are being sent to the social care teams to undertake assessments have appropriately met threshold, resulting in a very small number of referrals being closed without an assessment being completed.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

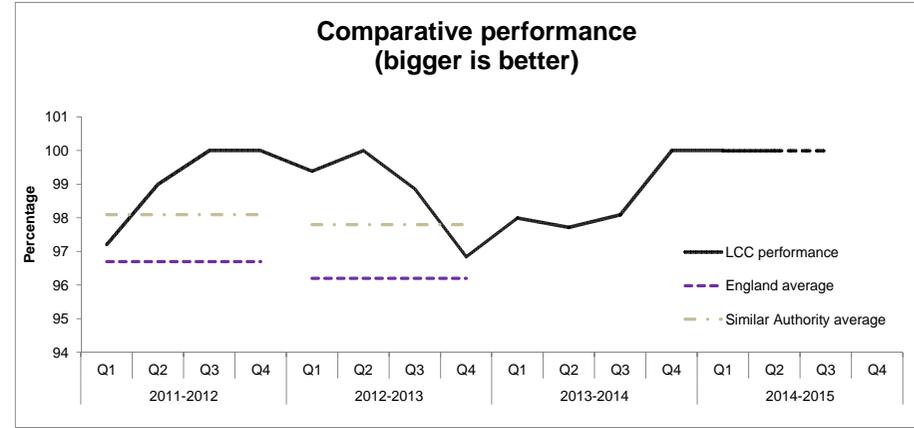
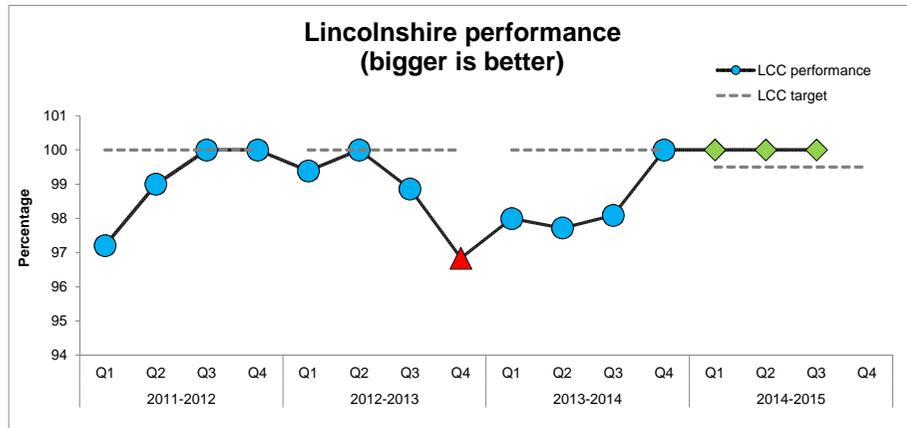
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Child Protection cases reviewed within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



Comment on latest performance from David McWilliams:

In the previous two years the target was set at 100%, and this was achieved. This year the target was set at 99.5% , but we achieved 100%, hence we have over performed, which indicates good practice. I understand that next year the target will go back to 100% and we are confident that we will be successful in achieving this performance.

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

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

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

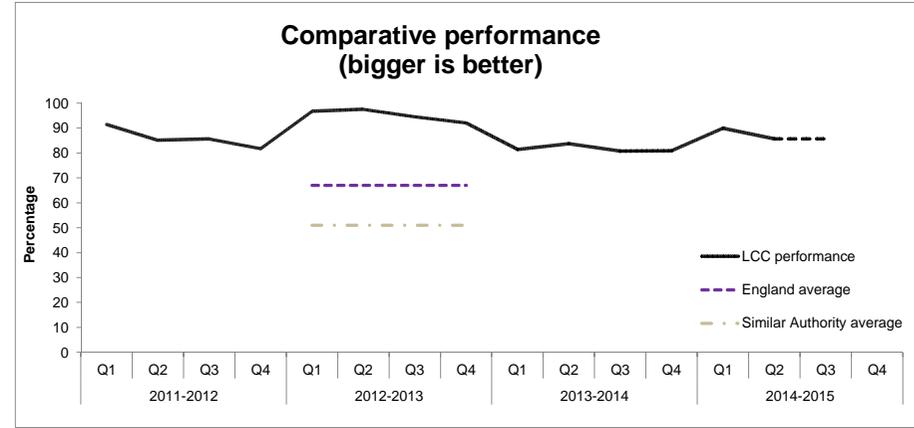
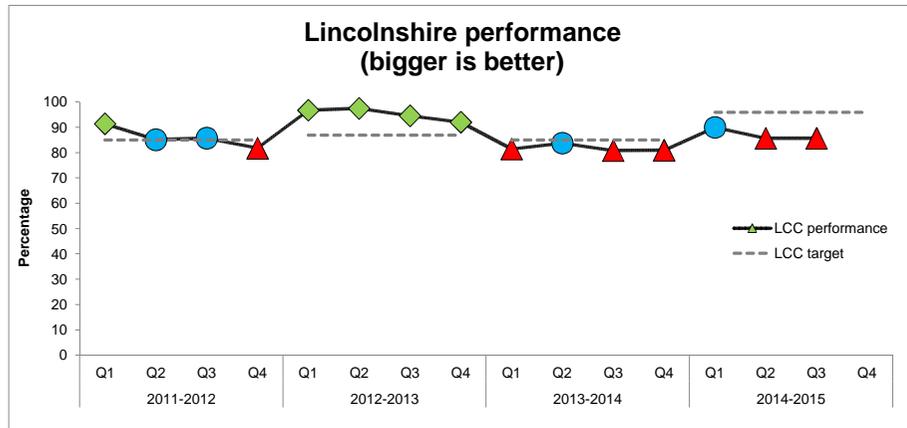
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of privately fostered children visited within required timescales

This indicator is owned by **JOHN HARRIS**

This indicator is not in any wider plans



Comment on latest performance from John Harris:

Performance remains as the same as the previous quarter with 7 visits not being completed within the timescale. The business support tracker post is key to sustaining the performance figure and works closely with the private fostering lead.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

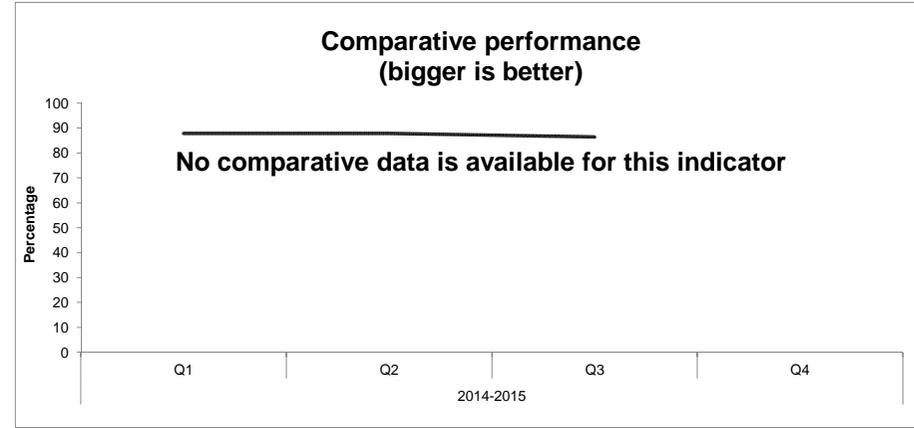
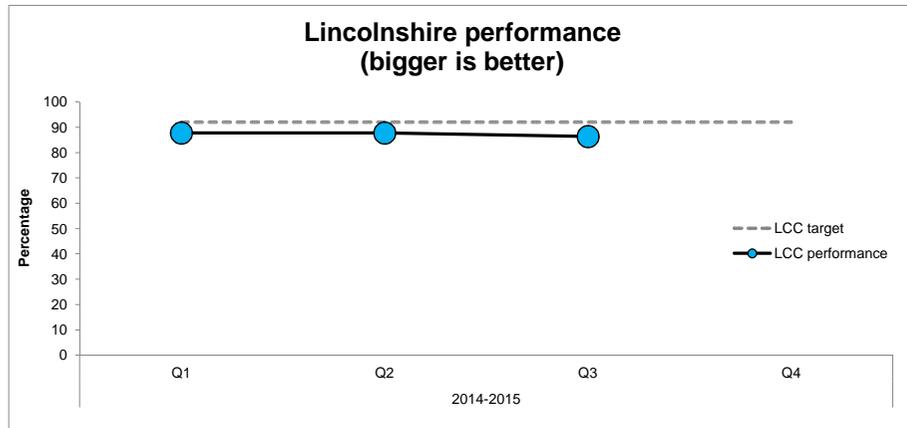
COMPARATIVE DATA SOURCE

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

Percentage of assessments completed within timescale (Munro N14)

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



Comment on latest performance from Jo Kavanagh:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

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

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

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

2014/2015 TOLERANCE RATIONALE

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

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

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

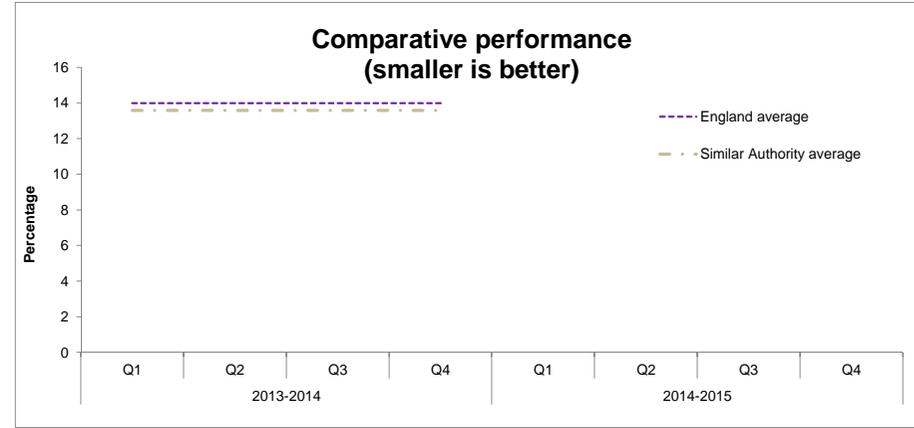
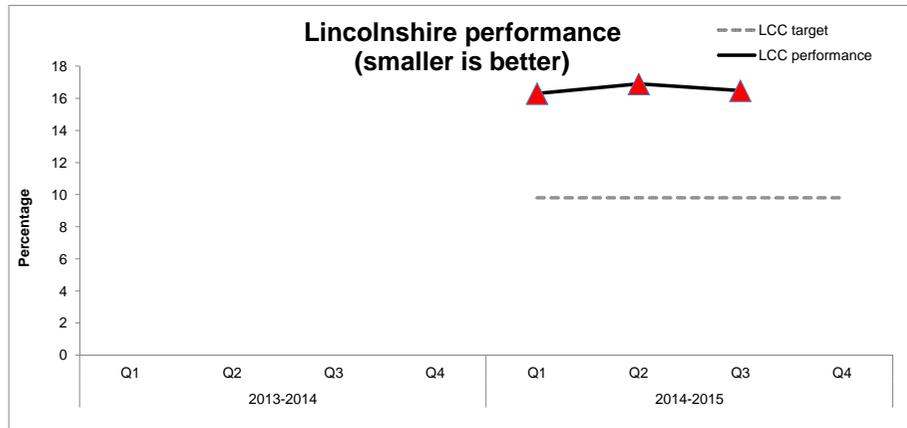
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

Vacancy Rate of Social Workers (Munro N23)

This indicator is owned by **SUE FLETCHER**

This indicator is not in any wider plans



Comment on latest performance from Sue Fletcher:

The performance has remained poor due to the national situation with regards to Social Work recruitment. However, significant progress has been made to position LCC more positively. Fiona Thompson attended a National Social Work recruitment meeting with the PPMA in December to ascertain the position from Directors of Children's Services perspective who are working with PPMA to adopt a common approach to the appointment of agency workers and pay scales and to encourage the Government to implement a national recruitment campaign. Sam Clayton and Faye Cooper have improved the co-ordination of recruitment, the monitoring of the use of agency workers and compliance with Manpower has been reinforced, developments are being made into the use of multi media for recruitment campaigns, Ben Lilley has attended the Career Fairs and we aim to attend every University Career Fair in the Notts, Leeds, Sheffield, Lincoln area.

In addition we are launching a programme of work with staff who hold a first degree in other areas to encourage them to join the "Step up to Social Work" programme - first introductory session to be held in February.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

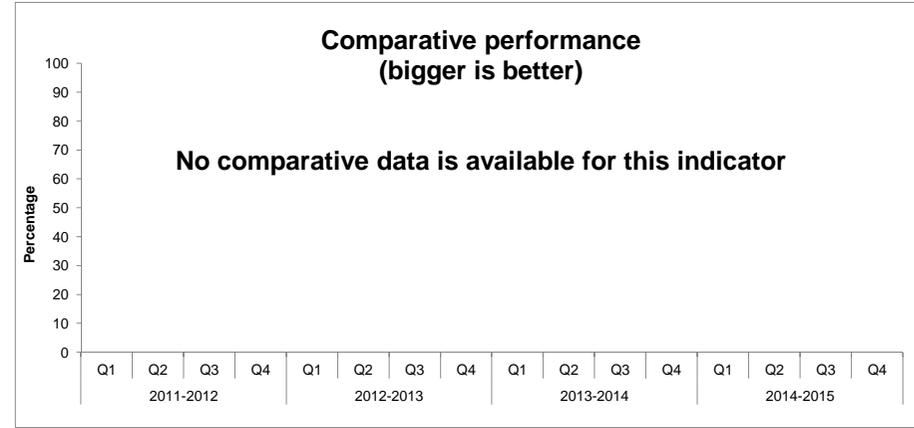
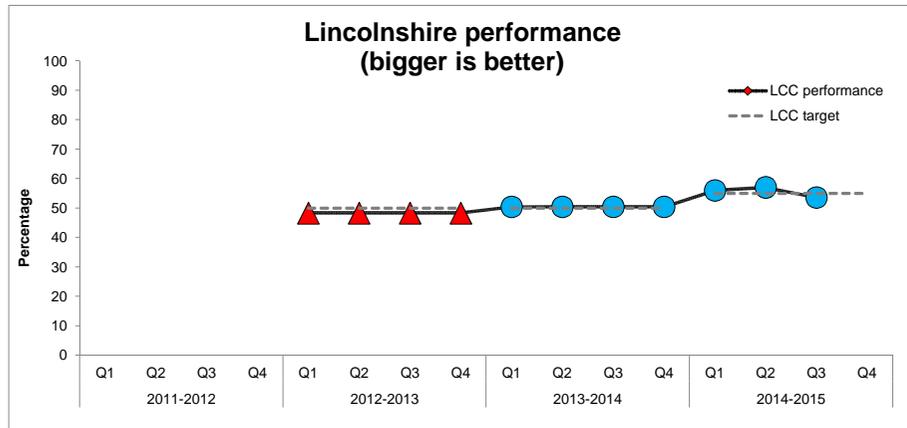
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of families of children with disabilities using direct payments

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



Comment on latest performance from Sheridan Dodsworth:

No comment is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

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

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

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

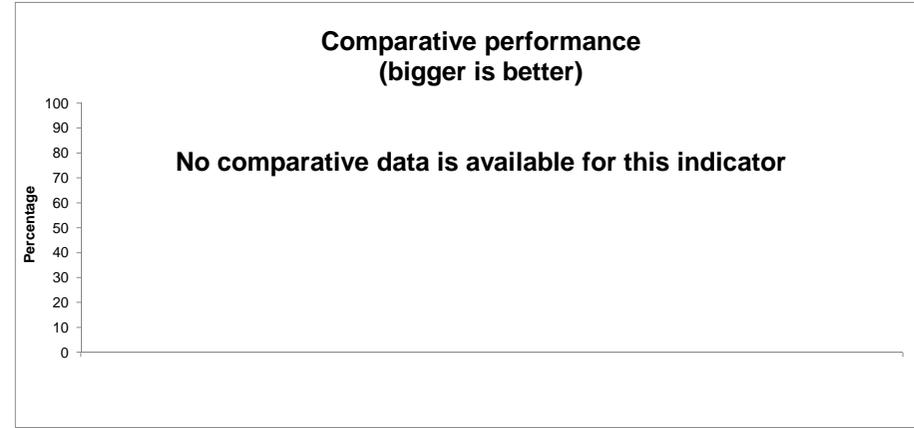
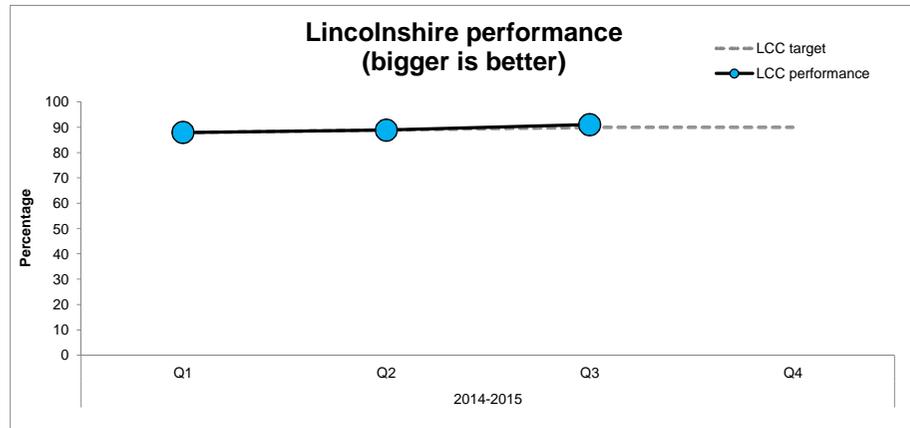
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

Ready For School

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

This indicator is owned by **CORNELIA ANDRECUT**



Comment on latest performance from Cornelia Andrecut:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

No comparative data is available for this indicator, so we have no wider context for our performance.
So the target has been set to simply have a slight improvement against our March 2014 position of 86% (taking account of our June 2014 position of 88%)
(Target set in August 2014 using Infoview reports not with LRO denominators)

2014/2015 TOLERANCE RATIONALE

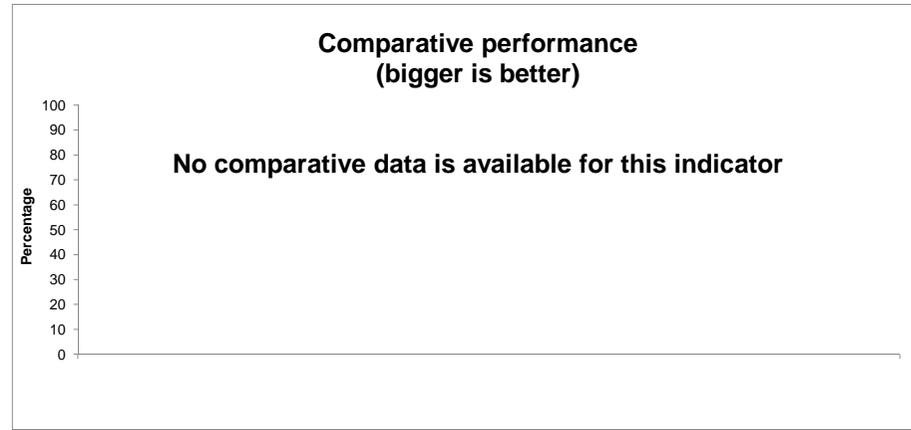
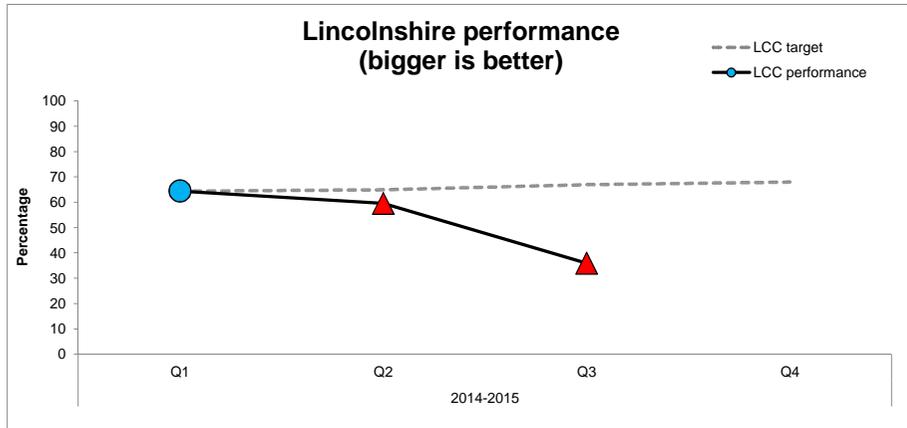
This variance has simply been proposed to allow a little tolerance. A 2% variance against a March 2015 target of 90% will show if we slip below our June 2014 position of 88%.
(Tolerance set in August 2014)

COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

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

This indicator is owned by **CORNELIA ANDRECUT**



Comment on latest performance from Cornelia Andrecut:

There is a seasonal trend in falling attendances each Autumn (observed 2013 and 2014), this is because the October EY census has the lowest cohort of under 5s. The Spring and Summer EY censuses have larger numbers and therefore boost total attendance when it is loaded. January's data is due to be loaded shortly. The other underlying "footfall into children centres" was up 15% in Oct to Dec 2014, compared to the same period in the previous year. This means that we are confident that when the new EY census data is added for the end of the year, that we will reach our target for this indicator.

2014/2015 TARGET RATIONALE

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

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

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

2014/2015 TOLERANCE RATIONALE

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

COMPARATIVE DATA SOURCE

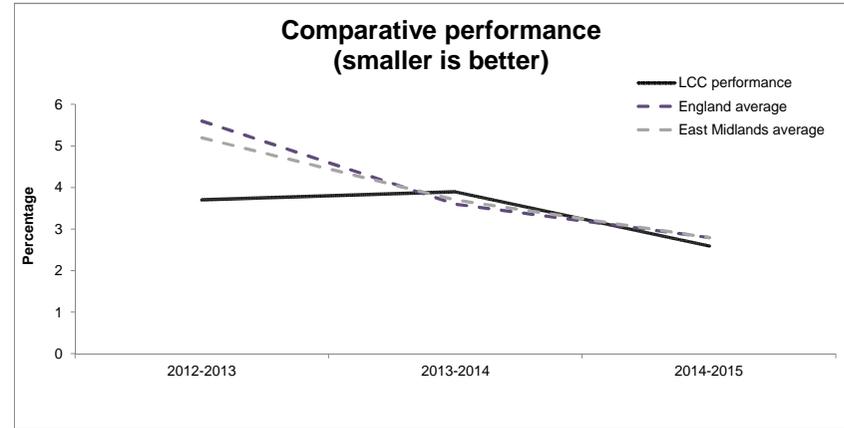
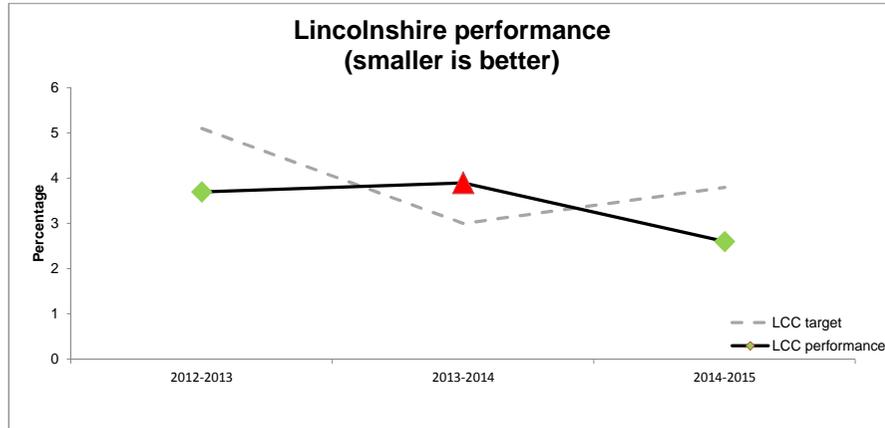
No comparative data is available for this indicator yet.

Learn And Achieve

Primary School persistent absence rate

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

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

2014/2015 TARGET RATIONALE

Historically according to DfE SFR data LCC has performed worse than Stat neighbours, east midlands and nationally with Norfolk being the exception. In 2011-12 Lincs performance rate was 0.12 compared with 0.09 for the East Midlands region and 0.07 Nationally. Lincolnshire's rate of exclusions increased from 2010/11 to 2011/12 and if increased at the same rate then the projected rate of exclusions for 2014-15 would be 0.18. The rate in Lincolnshire needs to turn a corner and that will be done by maintaining a rate of 0.12 and hence this is the proposed target for 2014-15. The next SFR data is released in July 2014, unfortunately just too late to be considered in this process.

2014/2015 TOLERANCE RATIONALE

- It is proposed to not exceed the 0.12 target as performance worse than this would indicate an increasing rate of permanent exclusions.
- The minimum target of 0.10 would align us within the performance achieved in 2010-11.
- Therefore the proposed tolerance is ± 0.01

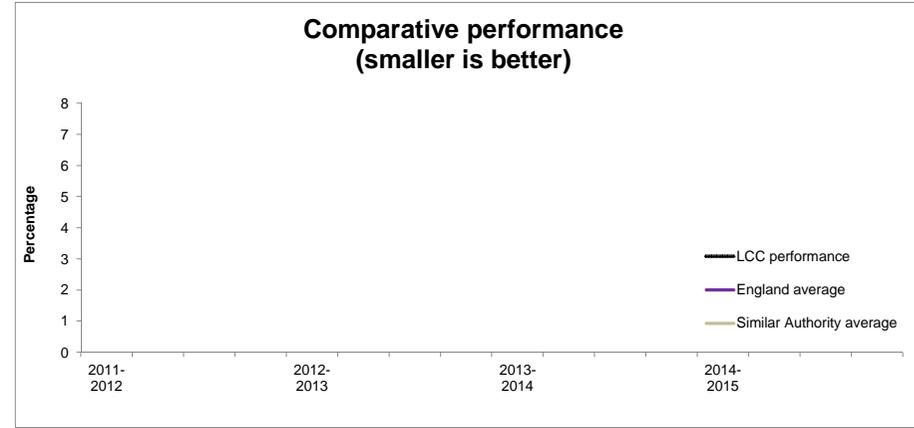
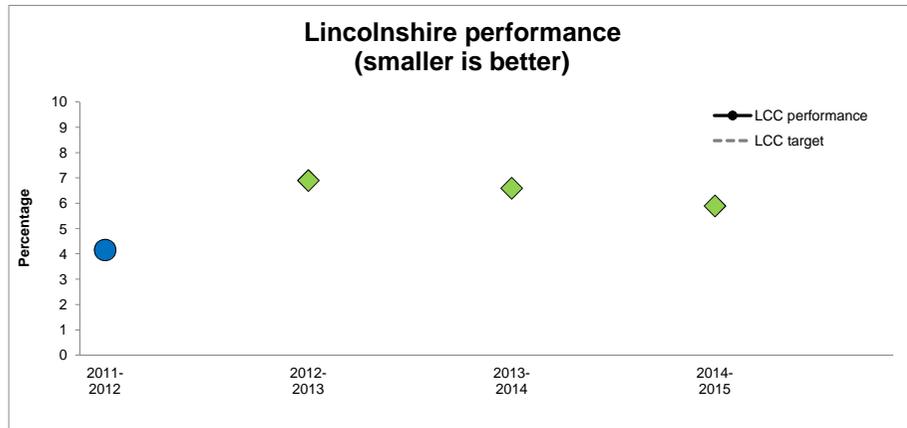
COMPARATIVE DATA SOURCE

DfE SFR??

Secondary School persistent absence rate

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

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

2014/2015 TARGET RATIONALE

Historically according to DfE SFR data LCC has performed worse than Stat neighbours, east midlands and nationally with Norfolk being the exception. In 2011-12 Lincs performance rate was 0.12 compared with 0.09 for the East Midlands region and 0.07 Nationally. Lincolnshire's rate of exclusions increased from 2010/11 to 2011/12 and if increased at the same rate then the projected rate of exclusions for 2014-15 would be 0.18. The rate in Lincolnshire needs to turn a corner and that will be done by maintaining a rate of 0.12 and hence this is the proposed target for 2014-15. The next SFR data is released in July 2014, unfortunately just too late to be considered in this process.

2014/2015 TOLERANCE RATIONALE

- It is proposed to not exceed the 0.12 target as performance worse than this would indicate an increasing rate of permanent exclusions.
- The minimum target of 0.10 would align us within the performance achieved in 2010-11.
- Therefore the proposed tolerance is ± 0.01

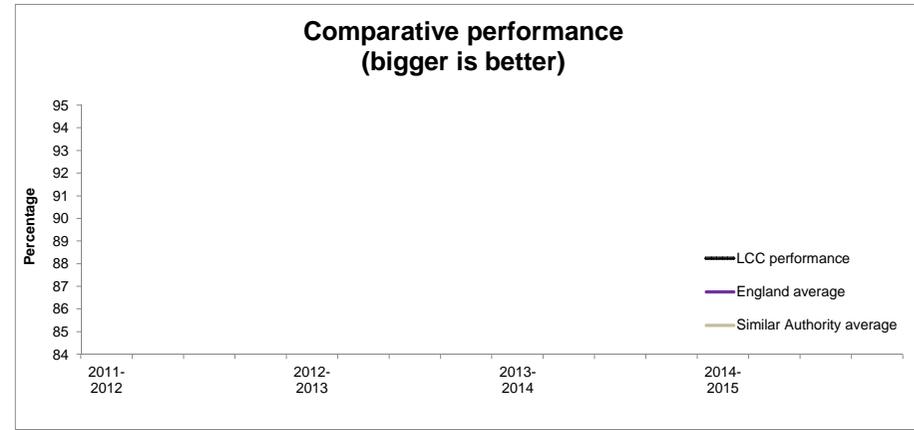
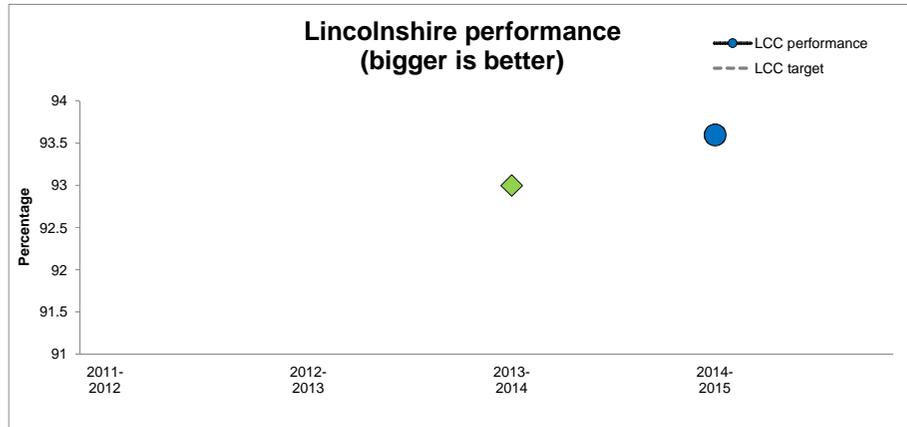
COMPARATIVE DATA SOURCE

DfE SFR??

Primary Admissions First Choice

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

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

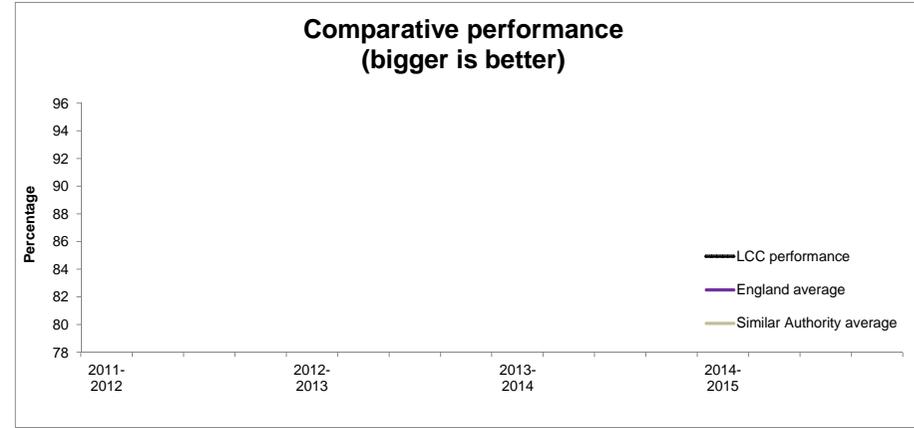
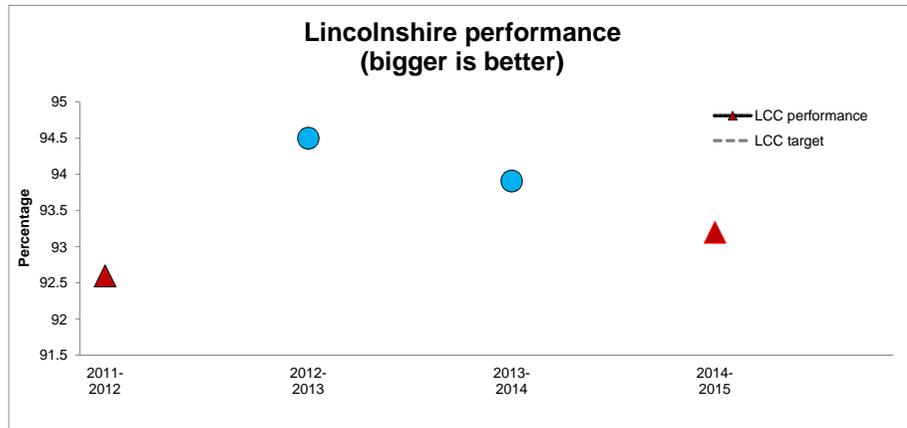
- Using the rationale above means that hitting the upper tolerance means we will have achieved our second best ever performance in line with 2010/11 data and hitting the lower tolerance means we will achieve 0.9% better performance than last year.
- This tolerance is somewhat arbitrary as we are only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

COMPARATIVE DATA SOURCE

Secondary Admissions First Choice

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

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

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

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

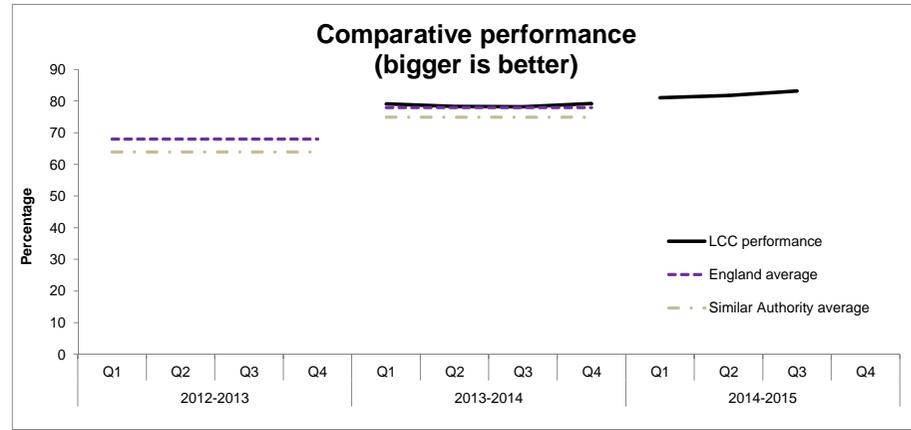
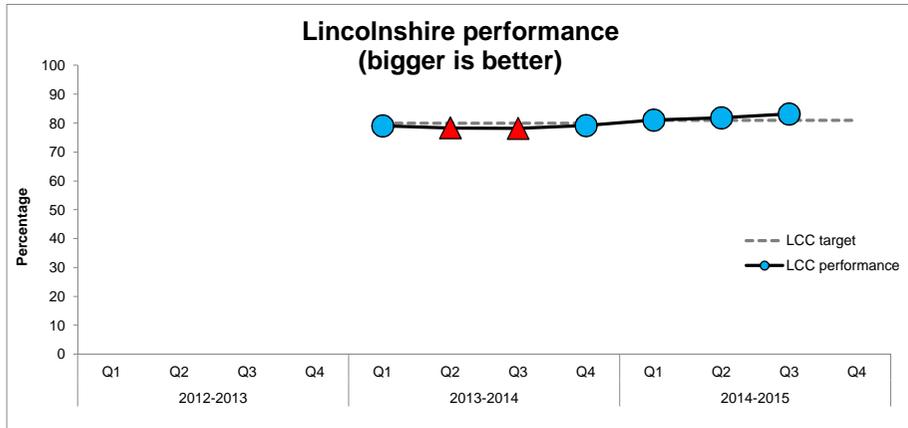
- This tolerance allows some flexibility but still ensures an improvement on last year.

COMPARATIVE DATA SOURCE

Percentage of pupils in good or outstanding schools

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

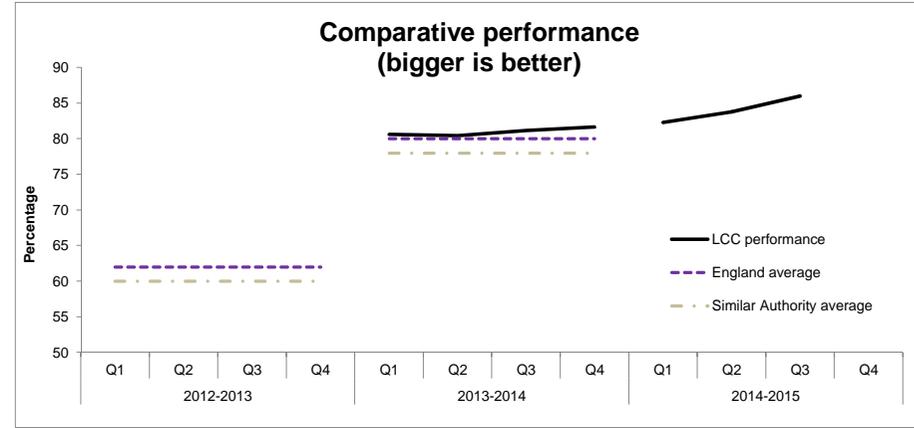
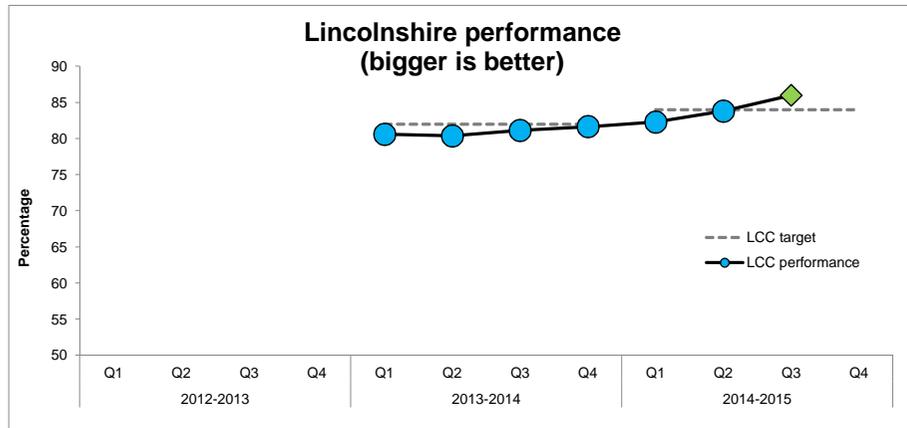
Upper - using an equal distribution of tolerance
Low - to maintain our current position

COMPARATIVE DATA SOURCE

Percentage of schools judged to be good or outstanding

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

There has been an intense focus on schools not yet good, particularly in the south of the county. This has accelerated progress in increasing the percentage of good or better schools.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

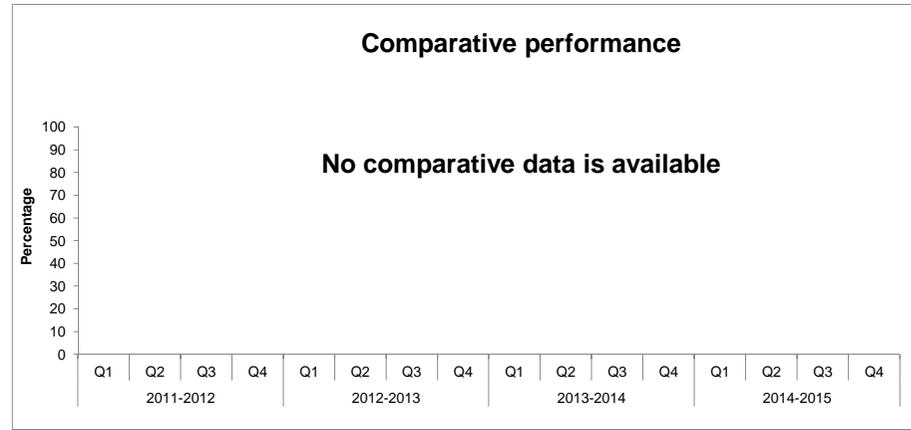
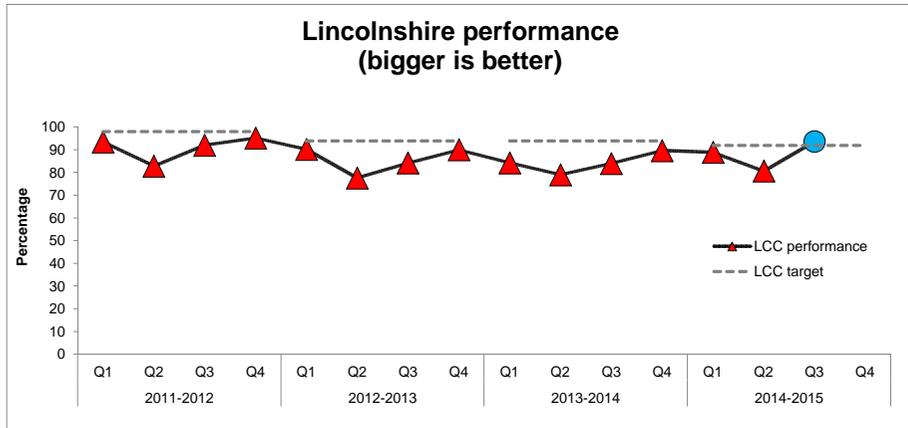
High - is the % is increase enough it should be recognised
Low - using the National linear trend and also to improve on last year's figures

COMPARATIVE DATA SOURCE

Looked After Children with a Personal Education Plan

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

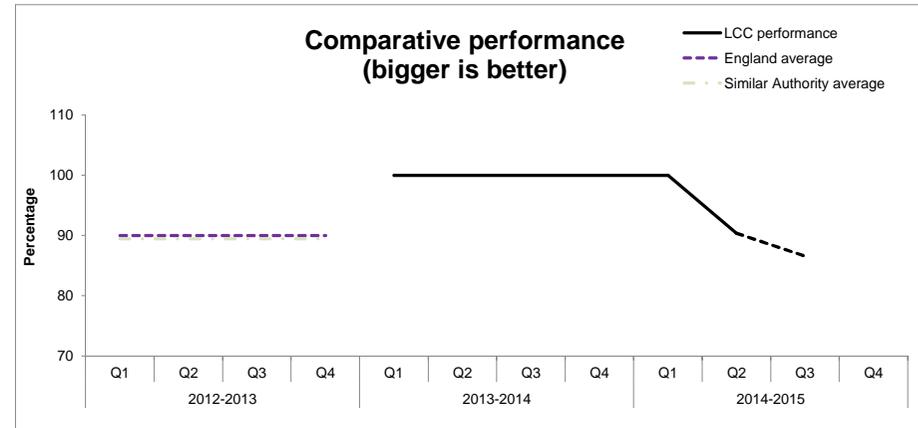
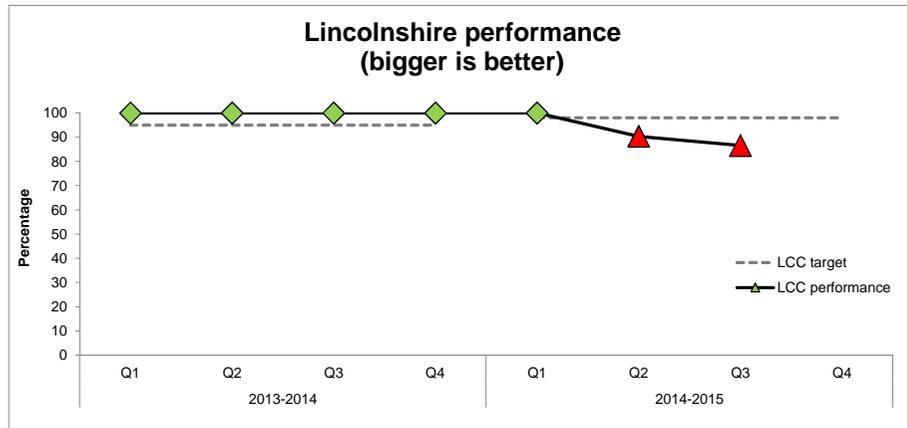
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of statements in the statutory timescale

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



Comment on latest performance from Sheridan Dodsworth:

The number of Statements completed in statutory timescales is under-performing by 8.4% against a target of 95%. Lincolnshire had consistently issued 100% of Statements within timescale but a number of issues have been identified in relation to the quality of the Statements. This has resulted in additional work for the Special Educational Needs and Disability (SEND) Team that also has 50% staff vacancies following restructure. The implementation of new legislative requirements, in terms of the introduction of Education, Health and Care Plans, is running in parallel with the 'old' Statmenting process which has also been a challenge for the team. The appointment of a temporary practitioner to write Statements has ensured that the last of the Statements are now completed and all future work will focus on meeting the requirements of the new legislation. Whilst timescales have suffered all Statements are now complete and the quality of the Statements has improved. A recent successful recruitment exercise will add significant capacity to the team in Quarter 4.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

COMPARATIVE DATA SOURCE

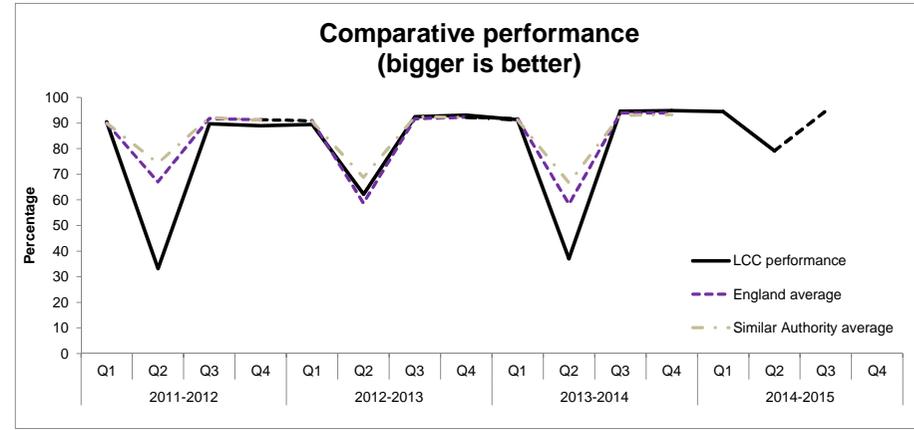
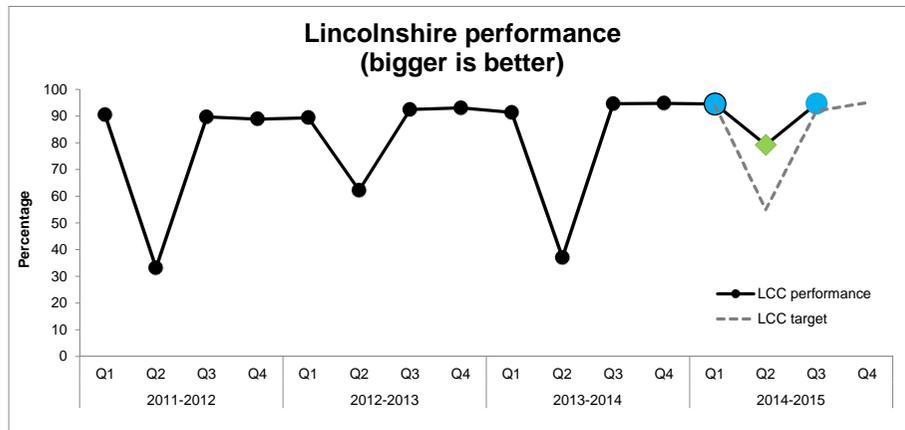
Local Authority Interactive Tool

Ready For Adult Life

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

This indicator is owned by **MAGGIE FREEMAN**

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



Comment on latest performance from Maggie Freeman:

Performance is on target. Information about enrolments has been made available earlier this year due to the efforts of schools, colleges and other providers. This has enabled those young people not participating in learning to be followed up earlier, and intervention to take place. The work that has previously taken place to raise awareness of the duty on young people to remain in education or training until the end of the academic year in which they turn 17, and the increased focus on destinations by Ofsted, has also had an impact.

2014/2015 TARGET RATIONALE

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

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

2014/2015 TOLERANCE RATIONALE

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

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

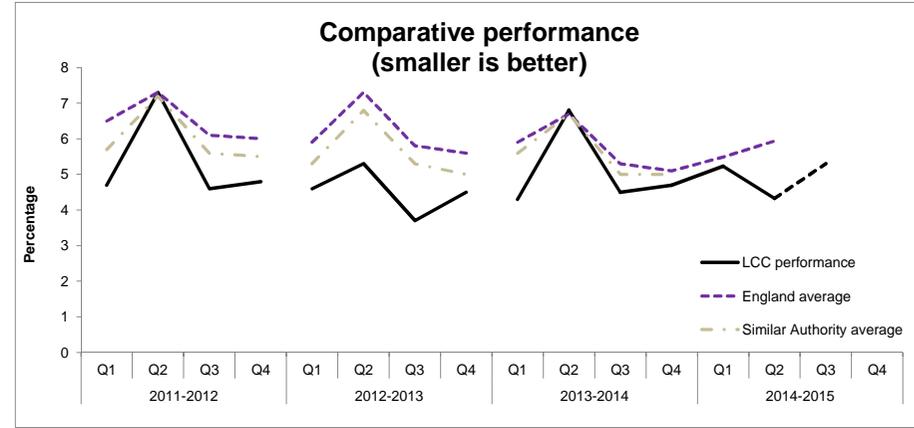
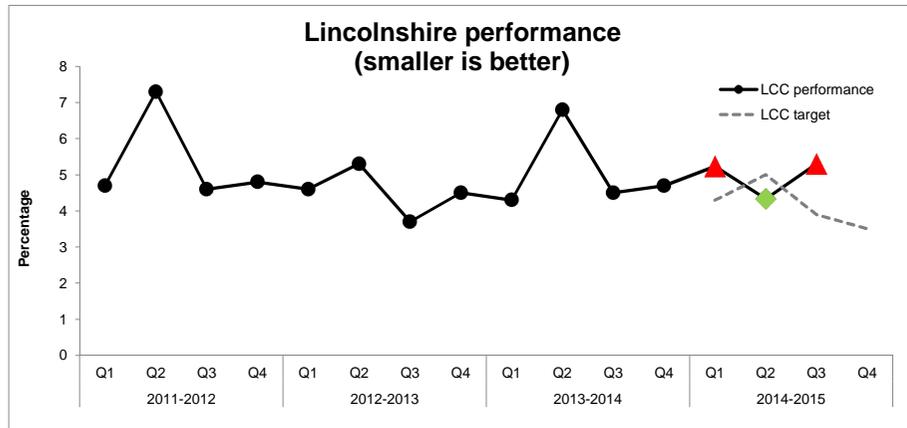
COMPARATIVE DATA SOURCE

National Client Caseload Information System

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

This indicator is owned by **MAGGIE FREEMAN**

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



Comment on latest performance from Maggie Freeman:

The increase in the number of young people not in education, employment or training (NEET) is the result of the work undertaken to reduce the number of 18 year olds whose education and employment status is unknown. The reduction in 'unknown' 18 year olds from 32.3% in December 2013 to 12.7% in December 2014, has meant that we have identified 10.3% of this age group are NEET, compared to the 8.3% we identified the previous year. The percentage of 16 and 17 year olds who are NEET has continued to reduce with 1.4% of 16 year olds and 3.5% of 17 year olds recorded as NEET, a reduction of 0.4% and 0.5% respectively. Performance continues to compare favourably overall with similar authorities and with the national average.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

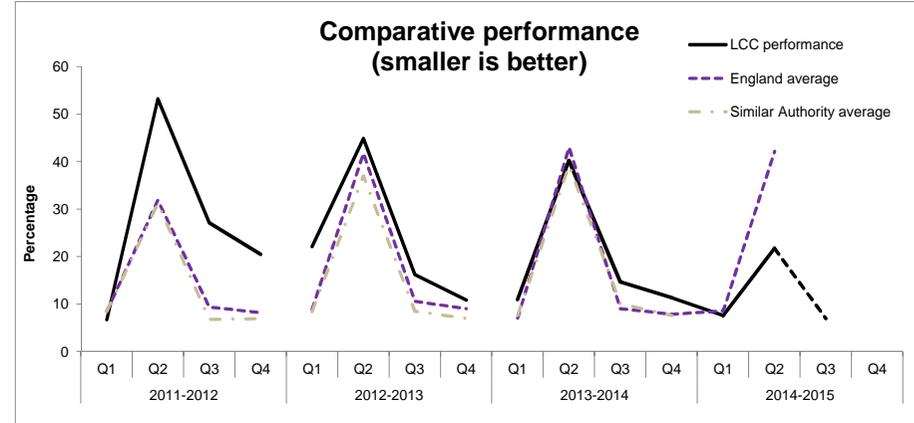
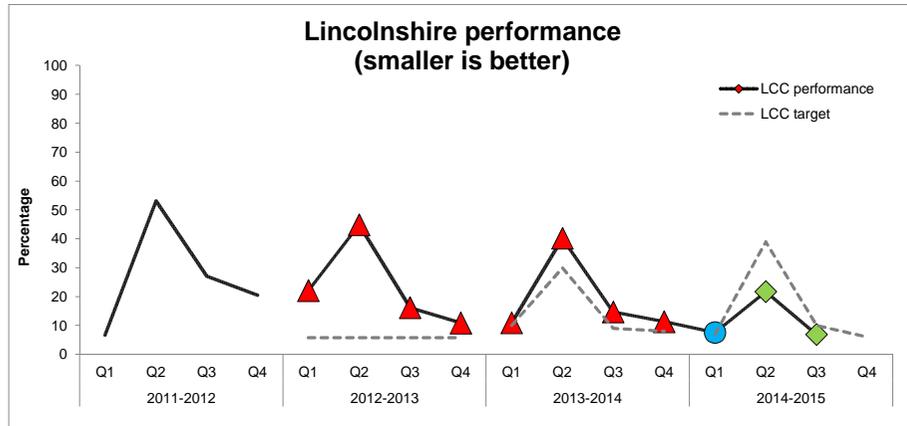
COMPARATIVE DATA SOURCE

National Client Caseload Information System

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

This indicator is owned by **MAGGIE FREEMAN**

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



Comment on latest performance from Maggie Freeman:

Performance is better than target. This is a result of the work undertaken to reduce the number of 18 year olds whose situation is unknown, which has reduced from 32.3% in December 2013 to 12.7% in December 2014. This has been achieved through the allocation of additional resource including additional CSC tracking and additional hours working by the Education Practitioners (Careers Guidance). The use of the additional resource to increase hours rather than numbers of staff has worked particularly well, as this has enabled out of hours and evening working to take place in order that contact be made with those individuals who are employed or in full time education. The proportion of 16 and 17 year olds whose situation is unknown has also reduced slightly. The information about the destinations of young people was available earlier this year which enabled earlier intervention to take place.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

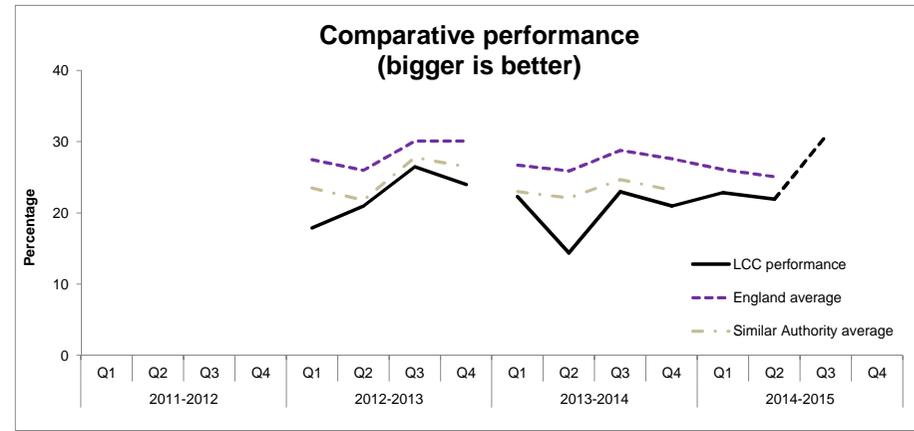
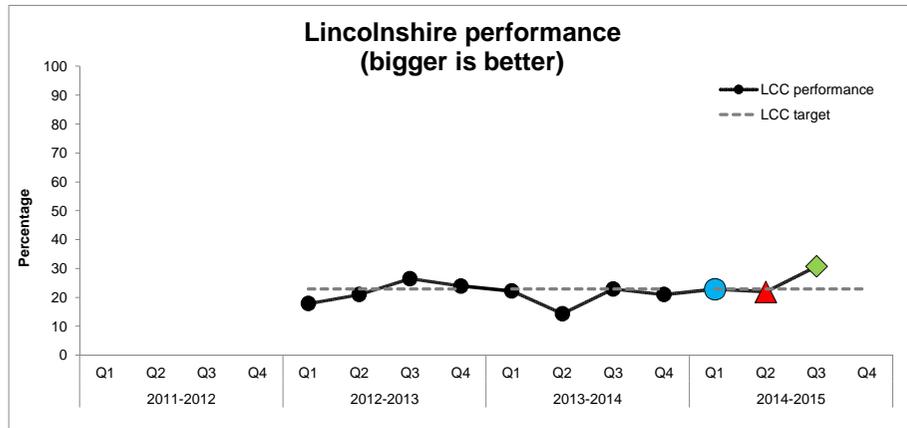
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of teenage mothers 16-18 in EET

This indicator is owned by **LIZ MORGAN**

This indicator is not in any wider plans



Comment on latest performance from Liz Morgan:

We have a robust EET action plan and have had a dedicated secondee to address issues around this target since April 2014; whilst Q3 figures are historically higher than other quarters, this figure suggests that the additional emphasis on EET in this small sub group is now achieving results. The team have continued to build links with Children Centres, the Family + Unit and the staff working within them across the county to deliver the YEP and Moving On courses. This has required significant work to ensure that notifications of TP are recorded accurately on ASPIRE and ICS which has increased opportunities to ensure that early and appropriate support can be put in place. Ongoing work with midwifery services has resulted in a change to the notification process from January 15 which has already resulted in a notable increase in the number of pregnant teenagers being identified early. This should support the sustained delivery of this target.

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

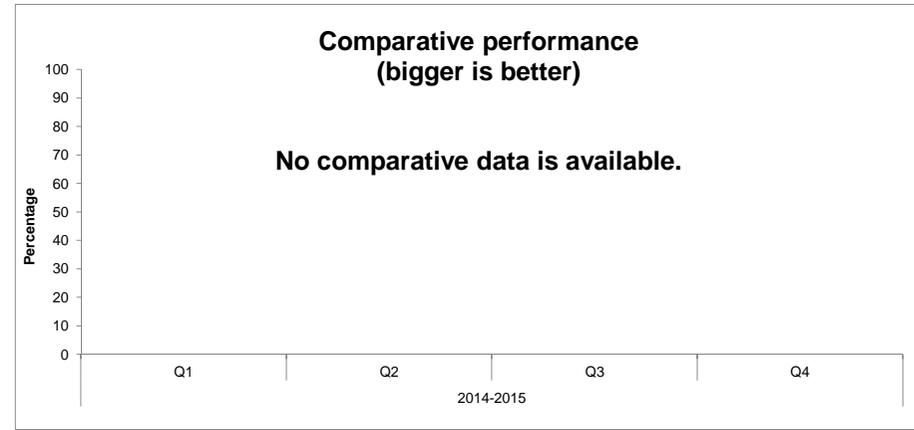
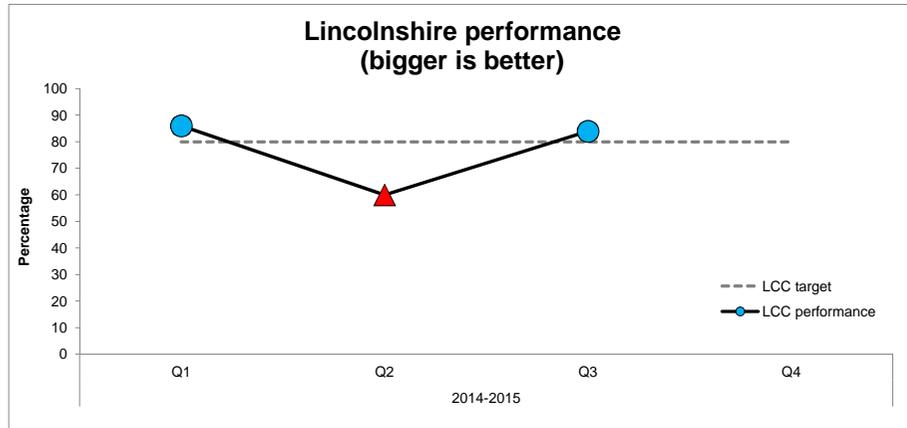
COMPARATIVE DATA SOURCE

National Client Caseload Information System

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

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

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

2014/2015 TOLERANCE RATIONALE

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

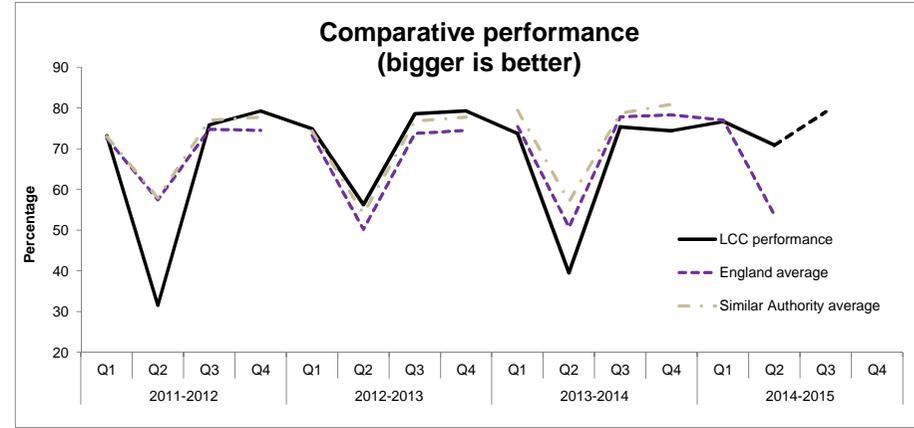
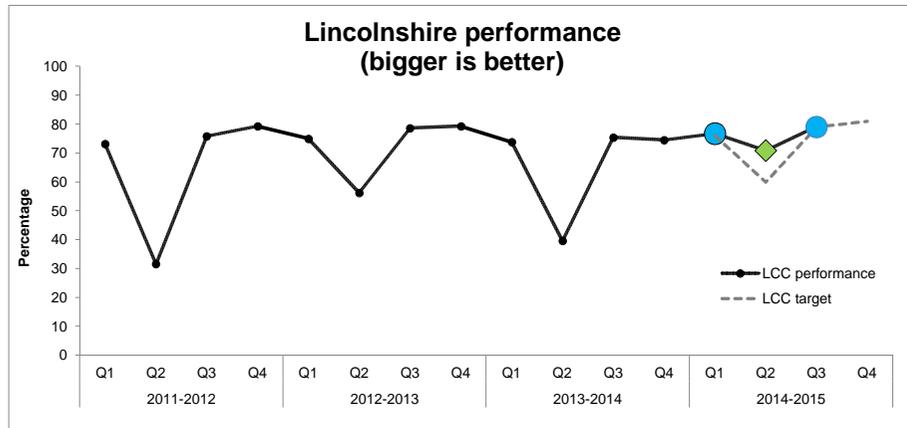
COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

The target has been set to bring the In learning figure in line with the National and Stat Neighbour linear projected figures
Historically Q2 unknowns would go down but with the theory that the LLDD team would be working on the unknown gap in the older cohort that this usual spike could be avoided.

2014/2015 TOLERANCE RATIONALE

Tolerances are set to ensure lowest expected value is an improvement on our current situation and matched the National linear trend.

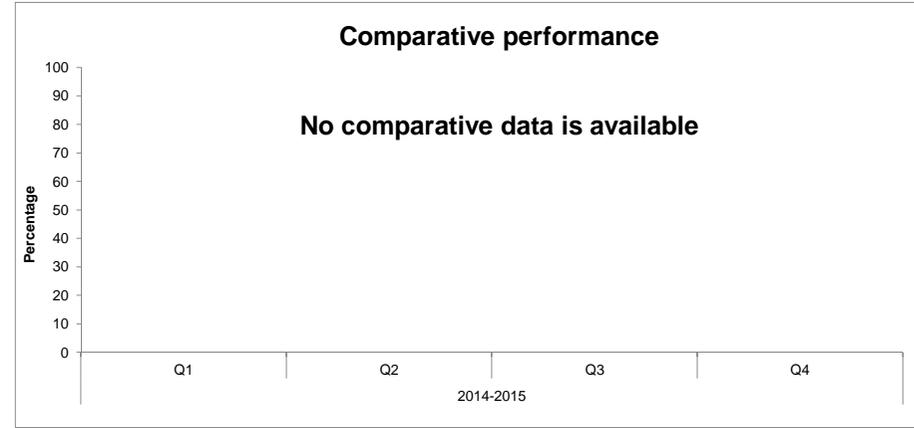
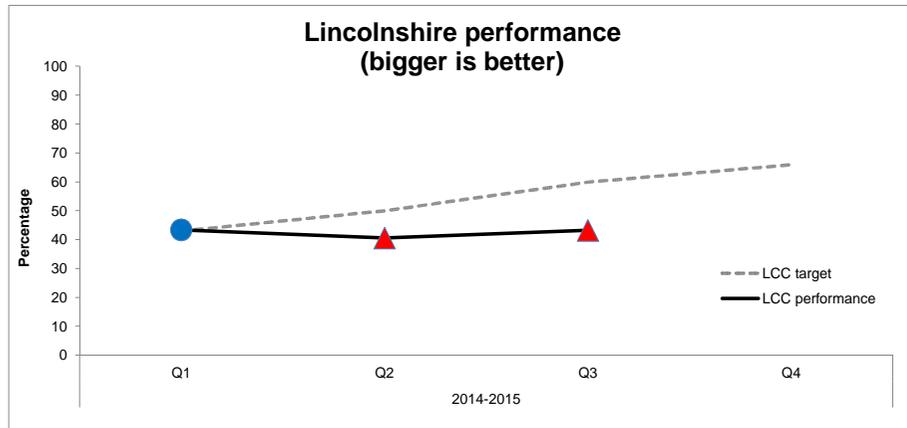
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of 19-25 Lifelong Learning Difficulties/Disability clients in legitimate outcomes

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

This is a new performance target for this year. The introduction of the SEND reforms has been a priority for staff and has meant that progress in establishing the education, employment or other outcome for this group has not been as rapid as anticipated. Staff are continuing to record the status of those young people and young adults they are currently working with. A specific piece of work will be required to establish the outcomes for those young adults (mainly the older age group) with whom there has been no contact by Children's Services for some time due to their having left education.

2014/2015 TARGET RATIONALE

This is a new way of recording the outcomes of the LDD 19-25 cohort and as such there is no comparable data, these are Lincolnshire only recognised outcomes.

Our current figure is 43% and has been entered against Q1 as this target was late being set.

The target has been set using the large number of unknowns in this group, assuming that half of these will be found to be in legitimate outcomes.

2014/2015 TOLERANCE RATIONALE

This number is not expected to decrease, it is expected to increase as we start to receive new data sets, therefore a small lower tolerance allows little reduction in this figure and a large upper tolerance has been set as we have new items available to record against this group of clients and do not know what impact this will have on the over all figures.

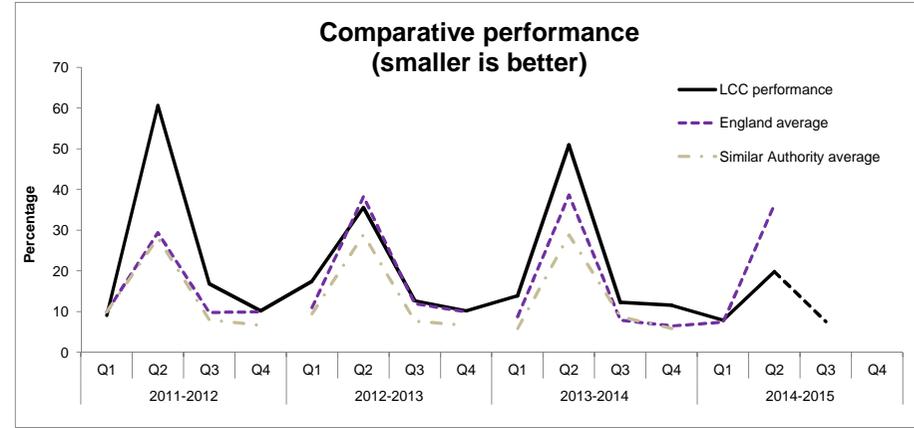
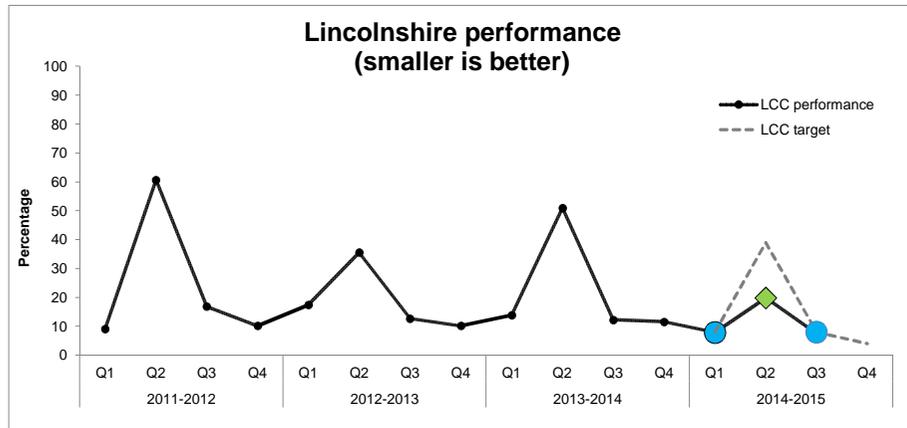
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of 16-18 Learning Difficulties and Disability clients with an unknown situation

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

As a vulnerable group we should know the whereabouts of all of the LLDD cohort. Currently LCC are worse at recording the whereabouts of these young people than the universal 16-18s cohort. The target is set to make a significant improvement on the number of unknowns and the target for this group should be better than the target for the universal.

2014/2015 TOLERANCE RATIONALE

The tolerance is set to allow the target to be in line with the linear progression of our statistical neighbours.

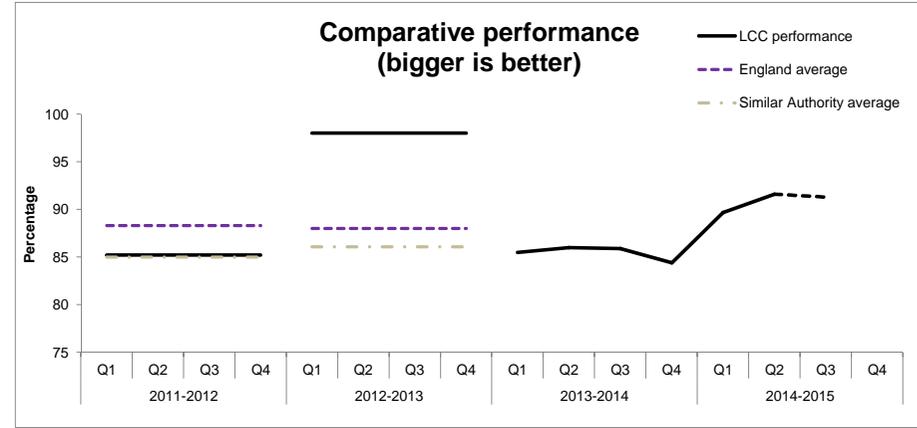
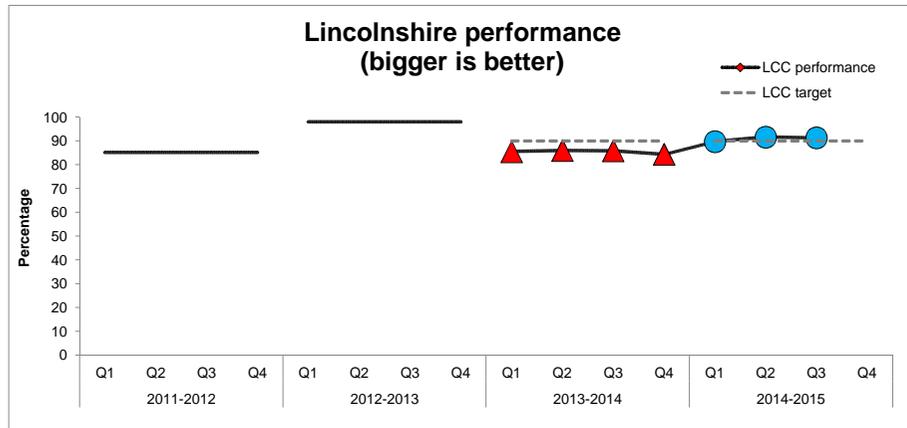
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Care Leavers in suitable accomodation

This indicator is owned by **JOHN HARRIS**

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



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

National target is set to achieve 90%
Lincolnshire's historical performance is better than statistical neighbours and the England average. However the March 2014 position suggests that we are now worse and probably in the lowest quartile.
Target set to return back to achieving national target.

2014/2015 TOLERANCE RATIONALE

Upper tolerance set at the level achieved by Lincolnshire in 2013.
Lower tolerance set to accommodate an improvement on 2014 performance but keep us above our statistical neighbours.

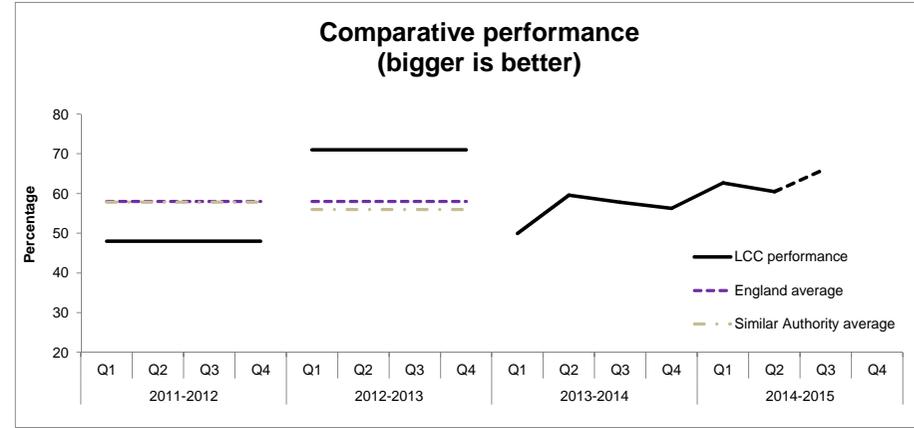
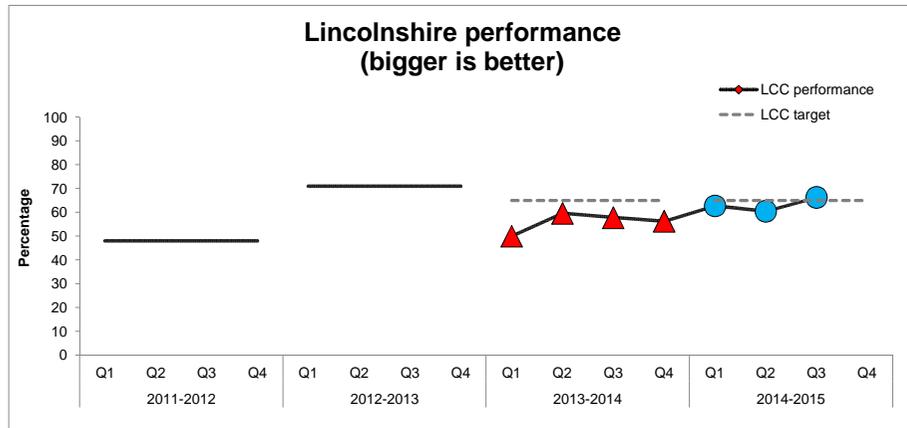
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Care Leavers in suitable employment, education or training

This indicator is owned by **JOHN HARRIS**

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



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

National target is set to achieve 65%
Lincolnshire's historical performance is better than statistical neighbours and the England average. However the March 2014 position suggests that we are now worse and probably in the lower middle quartile.
Target set to return back to achieving national target.

2014/2015 TOLERANCE RATIONALE

Upper tolerance set at 3% to aim to regain position in Quartile Band A again.

Lower tolerance set to maintain position achieved in 2014 – trend data is showing a downward trend between 2013 and 2014.

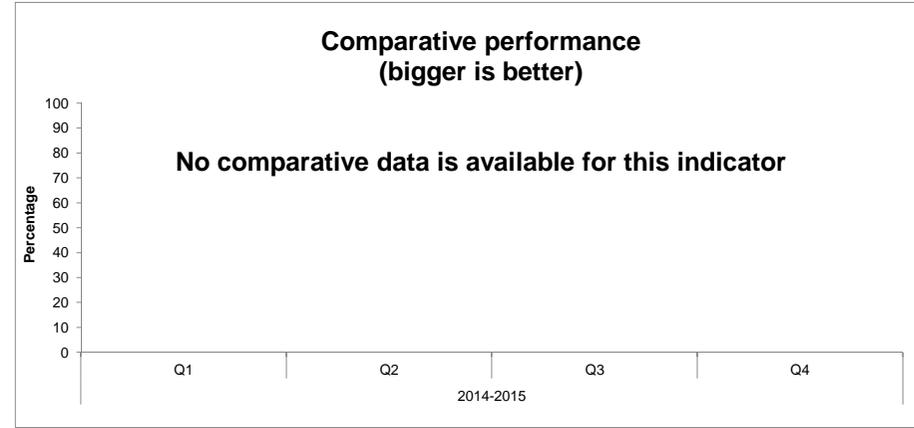
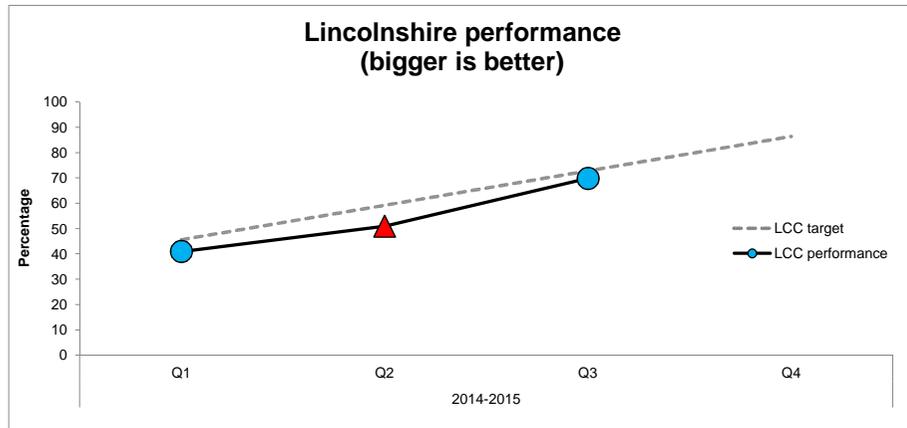
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Percentage of Troubled Families turned around

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



Comment on latest performance from Jo Kavanagh:

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

This is a new measure. Historical data is not available for this. Performance is being monitored against what is happening nationally.
A Lincolnshire target of 1370 families to be "turned around" has been agreed – to be achieved by Jun 2015. This is a cumulative measure starting from March 2013. The numbers turned around as at Jun 2014 is 568.
The incremental targets projected forward have been set.
The rationale for the 100% target in June is that there will be a final opportunity between April – Jun 2015 to make a claim for an outcome payment.

2014/2015 TOLERANCE RATIONALE

Upper value set at 5%. Lower value set to 5%.

Tolerances have been set allow some flexibility each quarter to stay on track to reach the overall target. They have been set at 5% because staying close to the target is vital throughout the year if achievement of 100% is to be achieved in Jun 2015. A common tolerance level has been applied by other LA's.

COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

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Date created: 14-Jan-15

Position as at 31-Dec-14

Symbol Key				
				
Green - No Issues	Blue - No significant concerns	Red - Significant issue(s)	Not yet started	Missing information

Activity Name	Overall Summary		Comment
	Nov 2014	Dec 2014	
Children & Young People Scrutiny Committee			
Project			
FWT Troubled Families			<p>The project continues to make progress and is on target to achieve Phase 1 requirements. Planning is still underway for Phase 2. In October 2014, FWT submitted a quarterly claim for those families which had achieved the outcomes necessary to be "turned around", attracting a payment to the local authority. 253 claims were made, of which 52 families achieved the ongoing employment outcome, moving into sustained employment. This means Lincolnshire has turned around 954 families countywide (70% of target, 1370 families). Lincolnshire has already identified and engaged all of its target number of families; turning them around remaining the only national target left to complete. Reaching 70% of the Lincolnshire target in October 2014, granted Lincolnshire early access to the second Phase of the Troubled Families programme (January 2015), due to begin formally in April 2015. This will allow Lincolnshire to participate in the final stages of shaping the next Phase of the programme before its details are finalised. The December 2014 Youth Homelessness report is attached for further information about service performance in the last 12 months.</p> <p>Scrutiny Comments: Progress was reported as part of the Quarter 2 Performance report considered at the meeting held on 28 November 2014.</p>

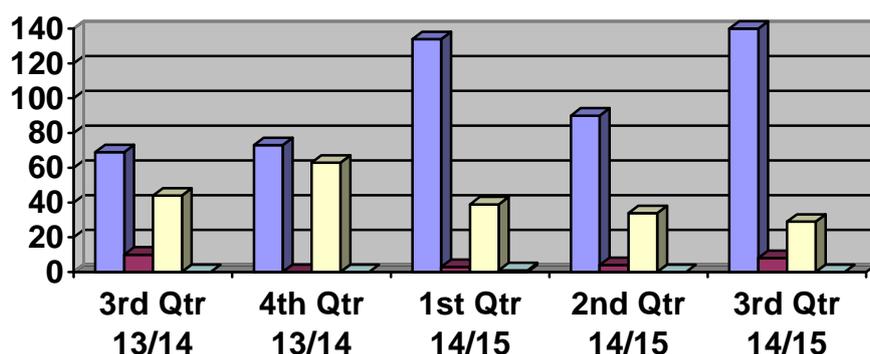
Activity Name	Overall Summary		Comment
	Nov 2014	Dec 2014	
SEND Reform Implementation	●	+	<p>This is the last Highlight Report for this Project as it closes 13th January, 2015. All the benefits as laid out in this report have been assigned to a designated service area to monitor over the next 3 years. Their findings will be reported to the SEND Team for service development.</p> <p>Likewise, all the Project's issues and risks have been closed within this Project and have been allocated to the relevant service area who will mitigate and complete - advising updates of improvement and final closure to the SEND Team.</p> <p>All documentation has been signed off, implemented and available on the Local Offer.</p> <p>The SEND budget is assigned to Sheridan Dodsworth to set projections at GL level.</p> <p>Scrutiny Comments: Progress was reported as part of the Quarter 2 performance report at the 28 November 2014 meeting. A report on the lessons learned from the implementation of the SEND Reforms will be presented to the 5 June 2015 meeting.</p>
Youth and Community Development	●	●	<p>The project continues to progress, with a number of leases still with legal representatives under negotiation. Community lead delivery continues in the Centres which don't have interested Community Groups.</p> <p>Scrutiny Comments: Progress was reported as part of the Quarter 2 performance item at the 28 November 2014 Committee.</p>

Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st October – 31 st December 2014 (1 st July – 30 th September 2014)	
Total number of complaints received across all LCC service area.	267 (235)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	177 (128)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	3 (0)	
Total Service Area Complaints	Schools	140 (90)
	Corporate – Education and School	8 (4)
	Statutory - Children’s Care	29 (34)
	Youth Service	0 (0)
Schools Complaint Reason Codes	Admission issue	2 (2)
	Allegation against Head Teacher	8 (5)
	Allegation against other school staff	8 (6)
	Attendance Issues	12 (4)
	Bullying – Homophobic	0 (0)
	Bullying – Gender	1 (1)
	Bullying – Racial	1 (0)
	Bullying – SEN	3 (0)
	Bullying – Social Media	0 (0)
	Bullying Issue	16 (15)
	Class/School Organisation	4 (8)
	Equality Issue	0 (1)
	Exclusion Issue	9 (0)
	Inconsistency in application of rules	1 (0)
	Meals/Snacks/Drinks	2 (2)
	Medical	9 (3)
	Other	17 (16)
	Parental responsibilities/rights	5 (0)
	Procedural Irregularity	7 (5)
	Racial Issues	5 (4)
	School Neighbours	2 (1)
	School Uniform	2 (1)
	SEN	13 (6)
	Social Media Abuse	2 (1)
	Truancy Issues	0 (0)
	Unfair treatment by staff	11 (9)
	No category selected	0 (0)

Corporate – Education and School Complaint Reason Codes	Age	0 (0)
	Breach of confidence	1 (0)
	Conduct/Attitude/Rudeness of staff	2 (0)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	2 (1)
	Disagree with Procedure	1 (3)
	Insufficient Information Provided	1 (0)
	Other	0 (0)
	Procedure not Followed	1 (0)
	Procedural - Other	0 (0)
	Service Delay	0 (0)
Statutory - Children’s Care Complaint areas	Children	20 (26)
	Children Looked After	2 (4)
	Children with Disabilities	3 (4)
	Other	4 (0)
	Children Access	0 (0)
	Children Family Support	0 (0)
Youth Service Complaint Reason Codes	Conduct/Attitude/Rudeness of staff	0 (0)
	Procedural – Other	0 (0)
Service Area Compliments	Schools	0 (0)
	Corporate - Children’s	0 (0)
	Statutory - Children’s Care	3 (0)
How many LCC Corporate complaints have not been resolved within service standard	5 (11)	
Number of complaints referred to Ombudsman	9 (11)	

Total Complaint Receipts by Quarter



Summary

LCC Overview of Complaints

The total number of LCC complaints received for this quarter (Q3) shows a 14% increase on the previous quarter (Q2). When comparing this quarter with Q3 2013/14 there is a 14% increase.

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

Children's services received a 38% increase (49 complaints) in the number of complaints received compared to quarter 2. There is a 44% increase in the number of complaints received compared to quarter 3 2013/14 when 123 were received.

In quarter 3 of 2013/14, schools made up 56% of the total complaints received, with statutory complaints at 36% and corporate complaints at 8%. In quarter 3 of 2014/15, schools have made up 79% of total complaints with statutory at 16% and corporate at 5%.

School Complaints

The volume of complaints for quarter 3 (140) was very high and shows the second highest volume recorded for any quarter during the last five years. The highest quarter being quarter 4 in 2010 (160). Quarter 3 follows the trend for previous quarters in 2014, which all show an increase.

As usual, complaints about bullying represent the highest single reason for contact with LCC (17). Bullying is not always accurately defined by parents and can be used to describe 'fall outs'. The school liaison officer continues to support parents and schools in seeking to resolve bullying complaints where possible. The LCC Anti-bullying Lead Officer also provides support to schools on anti-bullying strategies.

There has been a high volume of SEN complaints (13), with a number of parents complaining that their child's SEN are not met. Some have also brought complaints based on a flawed understanding of the new system following SEND reforms.

12 complaints related to Attendance, with many parents complaining that they have received warning notices or fines for children's poor attendance. Some schools do not buy into LCC's education welfare service, nor employ their own education welfare officer; hence parents contact the schools liaison officer for advice.

11 complaints alleged unfair treatment. These ranged from parents citing their child was being treated unfairly due to a case of mistaken identity, to parents complaining they were unfairly banned from the school site.

The category 'Other' covers complaints that do not sit within any of the existing categories and covers a diverse range of matters. During this quarter these included issues re. homework, 11+, school transport, school trips, and social media use, as well as complaints about governors, other parents and/or other children.

Education and School (Corporate) Complaints

Education and School corporate complaints received 8 complaints this Quarter. 2 of these complaints were regarding a member of staff from the Parent Partnership service and are currently under investigation. From the 6 remaining complaints, 4 were recorded as not substantiated. These were regarding transport allocation, removal of feeder transport, access to education and fixed penalty notice.

This quarter, 1 complaint was recorded as substantiated and was regarding a breach in data protection where email addresses were seen by multiple recipients. There has been 1 complaint received this quarter no outcome registered.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 3 for Children's Social Care have decreased by 5 complaints. From the 29 complaints received this quarter, 1 complaint was substantiated, 7 were partly substantiated and 21 were not substantiated.

The 1 complaint that was substantiated was regarding:

- Breach of Data Protection

Overall Children's and Young People Compliments

Statutory Children's Care received 3 compliments this Quarter. The compliments were regarding:

- Compliment for Charlie Cooper and Tracey Mason for their work on a case.
- Compliment for Kate Dobb for her continued support to the children throughout several moves.
- Compliment for Marie and Lucy for their help at Welton and Cherry.

Ombudsman Complaints

In Quarter 3 of 2014/15, 9 LCC complaints were registered with the ombudsman. 5 of these complaints were recorded against Children and Young People. 3 of these were recorded against Statutory Children's Care and 2 against Education and Schools.

Appendix E: Summary of most recent Mainstream Ofsted Inspections-
breakdown of 'Overall Effectiveness' judgement by school type as at
31/12/2014

Table 1a/1b: Schools/Pupils in Schools rated Outstanding or Good

Schools Outstanding or Good	CS166	Pupils in Outstanding or Good	CS165
300	86%	83,849	83.2%

Table 2a/2b: Count and percentage of schools by Phase and Overall Effectiveness

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	1	-	1	All-through	-	-	100%	-
Nursery	3	2	-	-	5	Nursery	60%	40%	-	-
Primary	36	202	31	2	271	Primary	13%	75%	11%	1%
PRU	-	1	-	-	1	PRU	-	100%	-	-
Secondary	13	23	13	2	51	Secondary	25%	45%	25%	4%
Special	6	14	-	-	20	Special	30%	70%	-	-
Total	58	242	45	4	349	Total	17%	69%	13%	1%

Table 3a/3b: Count and percentage of pupils by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	987	-	987	All-through	-	-	100%	-
Nursery	301	128	-	-	429	Nursery	70%	30%	-	-
Primary	9477	37192	5652	243	52564	Primary	18%	71%	11%	0%
PRU	-	180	-	-	180	PRU	-	100%	-	-
Secondary	14428	20510	8191	1814	44943	Secondary	32%	46%	18%	4%
Special	543	1090	-	-	1633	Special	33%	67%	-	-
Total	24749	59100	14830	2057	100736	Total	25%	59%	15%	2%

Table 4: Schools not yet inspected

DfE Number	School Name	Number on Roll
9251106	Acorn Free School	-
9252006	Lincoln Carlton Academy	114
9252010	Boston Pioneers Free School Academy	115
9252014	Beacon Primary Academy	53
9252016	Elsea Park Primary School	33
9252021	Wygate Park Academy	39
9252023	Weston St Mary CE Primary School	41
9252024	Grantham The Isaac Newton Primary School	-
9252027	St Giles Academy	446
9254003	Cordeaux Academy	579
9254008	Lincoln University Technical College	139
9254011	Tattershall The Barnes Wallis Academy	282
Total:		1841

Table 5: Schools currently judged to be Inadequate and/or under an Interim Executive Board

DfE Number	School Name	Academy Sponsor	Status	Time in Special Measures	Number on Roll	Comment
9252247	Gainsborough Benjamin Adlard Community	CfBT Education Trust	Inadequate	-	199	New executive HT in place through CST (Marie-Claire Bretherton). Advert for Head of School. Remaining with CfBT Schools Trust (not Education Trust)
9255416	Sir John Glead School	CfBT Education Trust	Inadequate	628 days	1344	HMI inspection visit on 4/5 December 2014. Having considered all the evidence HMI were of the opinion that at this time the academy is not making enough progress towards the removal of special measures.
9252026	Ingoldsby Primary School	-	Inadequate + IEB	299 days	44	Further delay in sponsorship with David Ross Education Trust. IEB active and improvements noted in school performance
9254028	Kirton Middlecott School	-	Inadequate + IEB	440 days	470	Kirton was to become an academy on 1st January 2015, but this has now been delayed for at least a month. Issues still continue, but will be picked up and improved by the new sponsor.
9252220	Theddlethorpe Primary School	-	IEB	-	68	Substantive Exec HT (with Saltfleetby) no longer in post (from 31/11/14). Experienced Interim HT in post from 01/01/15 following transition L & M arrangements in December. IEB currently 3 members but proactive. HMI due 10/02/15
9253111	Lincoln St Peter at Gowts CE Primary School	-	IEB	-	236	New substantive HT in post from 01/01/15 supported by IHT. IEB active but starting arrangements for shadow board with effect for summer term 2015
9253137	Saltfleetby CE Primary School	-	IEB	-	31	Substantive Exec HT (with Theddlethorpe) no longer in post (from 31/11/14). Experienced Interim HT in post from 01/01/15 following transition L & M arrangements in December. IEB currently 3 members but proactive
Total:					2392	

Appendix F - Children's Services Contract Performance

Provider and Service	Rating	Reason for rating	Controls in place and actions agreed
<p>Education and Youth Services (EYS)</p> <p>Delivers Key Stage 4 Alternative Education to 14-16 year olds who have been excluded from schools</p>	<p>Inadequate</p>	<p>Performance levels: – qualification results achieved for learners in 2013/14 was poor.</p> <p>Change of staff at EYS Lincoln school since Christmas is an issue for delivery of the GCSE programme.</p> <p>Attendance of learners:</p> <p><u>Lincoln Site:</u> 48.19% for 4 learners; (2 learners with 97.44% and 94% attendance since start of academic year), other two learners poor attenders.</p> <p><u>Newark Site:</u> Attendance improving, 3 learners 62%</p> <p><u>Wisbech Site:</u> 2 learners, one learner is a total non-attender since admission to the Lincolnshire Teaching and Learning Centre (LTLC), and the other learner's attendance is at 48%.</p>	<p>The Lincolnshire Teaching and Learning Centre (LTLC) which operates as the combined Pupil Referral Units has teaching and curriculum staff visiting to work with EYS staff to improve results.</p> <p>The LTLC teaching staff are monitoring through quality assurance visits.</p> <p>The Lincolnshire Teaching and Learning Centre is involved to provide additional support to engage the 2 learners with poor attendance.</p> <p>The LTLC are involved with both learners.</p> <p>Attendance targets are in line with all schools nationally. However it is recognized that Suppliers</p>

			<p>will receive learners with previous zero attendance and in these cases the initial focus will be on progress and engagement.</p> <p>The Suppliers are required to provide monitoring information on attendance and to report twice daily to the LTLC. The Suppliers record on individual learner files any issues relating to non-attendance. Education Welfare officers are brought in where necessary.</p> <p>Placements to this Supplier had been suspended, however this has now been lifted and the LTLC are beginning to place learners again due to improved attendance and the teaching staff support being provided by the LTLC.</p> <p>At the next contract management meeting (February 2015). The action plan based on the Ofsted Inspection in 2014 will be reviewed. If progress has been made against the action plan, the performance rating will be reviewed.</p> <p>All of the Key Stage 4 Alternative Education Provision is currently out for re-tender.</p>
<p>Shapwick School</p> <p>An Independent Non-maintained Special School that specialises in supporting boys and girls aged 8 to 19 years whose education has been adversely affected</p>	<p>Inadequate</p>	<p>Recent Ofsted inspection (September 2014) deemed the school as inadequate in their report released November 2014.</p> <p>Reasons for this include:</p>	<p>Checks are made each month to look at the latest Ofsted inspection reports that are released</p> <p>Annual reviews/visits are conducted in conjunction with Special Education Needs & Disabilities (SEN&D) as standard to determine the quality of provision</p>

<p>by dyslexia, dyspraxia and dyscalculia. They employ a team of specialist teachers, speech & language therapists and occupational therapists who deliver to small classes (average size is 8) and individuals.</p>		<ul style="list-style-type: none"> • Attendance not being logged; • Children & Young People being allowed to walk around the local village unattended; • Policies need to be updated; • The school should verify the arrangements made to ensure the suitability of the staff at the further education college. <p>No specific safeguarding issues raised and none concerning the 2 placements from Lincolnshire.</p> <p>The school is challenging the report.</p>	<p>and the progression/outcomes for the Children and Young People placed there.</p> <p>Checks are made with the School to understand the reasons for the rating and the seriousness (eg safeguarding).</p> <p>The number of placements is checked to help inform future actions that may be required if we had to replace.</p> <p>SEN&D team alerted to the report and the contents and that they remain happy with the provision.</p> <p>Annual visit conducted 25.9.14, but did not highlight any real concerns for the Lincolnshire children placed there. Ofsted were conducting their visit whilst our visit was also being undertaken.</p> <p>Performance rating will be reviewed once Ofsted releases outcome of the School's appeal.</p>
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Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	06 March 2015
Subject:	Children and Young People Scrutiny Committee Work Programme 2015

Summary:

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

Actions Required:

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

1. Background

Current Work Programme

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

Forward Plan

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

Scrutiny Activity Definitions

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

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

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

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

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

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

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

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

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

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

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

5. Background Papers

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

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

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

Chairman: Councillor John Hough

Vice Chairman: Councillor Bob Adams

6 March 2015		
Item	Contributor	Purpose
Stamford Endowed Schools Scholarship Tapering- Interim (8th Year) Review	Keith Batty Director of CfBT Education Services	Update Report
Review of Accountability Framework for the Chair of the LSCB, Lead Member for Children's Services and the Director of Children's Services	Debbie Barnes Executive Director for Children's Services Paul Burnett Independent Chair Leicestershire and Rutland LSCB	Status Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub-Group	Member Report
School Performance 2014 (including Closing the Gap data)	Keith Batty	Status Report
Proposal to expand capacity at Lincoln Bishop King Church of England Primary School (Final Decision)	John O'Connor Children's Service Manager – Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 20 March 2015)
Proposal to expand capacity at Spalding Monkshouse Primary School (Final Decision)	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision on 20 March 2015)
Theme Performance: Quarter 3	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny

24 April 2015		
Item	Contributor	Purpose
Frontline Social Workers and Safeguarding Scrutiny Review – First Monitoring Update	Janice Spencer Assistant Director – Children's (Safeguarding)	Scrutiny Review Activity
Annual Review of Children's Centres	Cornelia Andreucut Children's Service Manager - Locality	Status Report

24 April 2015		
Item	Contributor	Purpose
Strategic Priorities for 16 - 19(25) Education and Training for 2015/16 – Action Plan	Maggie Freeman 14-19 Commissioner	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Music Service Options Review	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision in May 2015)
Sector Led School Improvement	Andrew McLean Children's Service Manager - Commissioning	Pre-Decision Scrutiny (Executive decision on 5 May 2015)
Commissioning Review of the following services: Gainsborough Adventure Playground Association (GAPA), Short Breaks for Children with Disabilities, Relate (Counselling Sessions for Children & Young People) , Home Start and Gainsborough Toy Library (EXEMPT)	Miriam Binsztok Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 5 May 2015)
Family Support Review (EXEMPT)	Amy Allcock Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 5 May 2015)

5 June 2015		
Item	Contributor	Purpose
Proposal to expand capacity at Pinchbeck East Church of England Primary School (Final Decision)	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision on 22 June 2015)
Proposal to expand capacity at Spalding Parish Church of England Day School (Final Decision)	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision on 22 June 2015)
Consultation on the future of Brocklesby Park Primary School and potential closure (Final Decision)	John O'Connor	Pre-Decision Scrutiny (Executive Councillor decision on 22 June 2015)
Theme Performance: Quarter 4	Sally Savage	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby	Member Report

5 June 2015		
Item	Contributor	Purpose
Anti Bullying	Sophie Whitehead Anti Bullying Officer	Status Report

24 July 2015		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Board (LSCB) Neglect Strategy	Andrew Morris LSCB Business Manager	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford	Member Report
Improving Employment and Skills in Lincolnshire's Growing Business Sectors - Update	Maggie Freeman Clare Hughes Principal Development Officer (Skills)	Update Report
Ofsted Action Plan	Debbie Barnes	Status Report
Additional Item		
Additional Item		

11 September 2015		
Item	Contributor	Purpose
Theme Performance: Quarter 1	Sally Savage	Performance Scrutiny
Impact of the Inclusion Review Action Plan on Pupil Exclusions	John O'Connor	Update Report
Implementation of SEND Reforms – Lessons Learned	Sheridan Dodsworth John O'Connor	Status Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby	Member Report
Additional Item		
Additional Item		

Items to be Scheduled

Grammar School Transport: Options and Appraisal	David Robinson School Services Manager	Status Report
Transport Provision to Riseholme College	David Robinson	Pre-Decision Scrutiny (Executive Councillor decision)
Child Poverty Action Plan Themes - Poverty of Access, Economic Poverty, Poverty of Aspiration	Andrew McLean Children's Service Manager - Commissioning	Update Report

Theme Outcomes

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

1. Early Intervention and Prevention

- Strong universal services, providing early action and intensive support to vulnerable children and young people.

2. Safeguarding and Best Start in Life

- Ensuring children are safe in every environment.
- Encouraging community responsibility for safeguarding.

3. Aspiration and Well Being

- Ensuring all those working with children champion the importance of aspiration.
- Develop self-esteem, self-belief and resilience in all children, young people and their families.

4. Learning and Achievement

- All children being the best that they can be.
- Closing the gap between vulnerable groups and children living in disadvantaged communities.

5. Best Use of Resources

- Integrating delivery with a focus on outcomes, life chances and opportunities.
- Effective use of resources to provide better services locally.
- Empower communities, creating opportunities for them to engage.

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

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 2 MARCH 2015

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
I008555 New!	Proposal to expand capacity at Pinchbeck East Church of England Primary School (decision to go to Statutory Notice)	3 March 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County, District and Parish Councils, MPs, Trade Unions and Diocese	Report	Children's Services Manager - Education Support Tel: 01522 553213 Email: john.o'connor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Spalding East and Moulton; Spalding Elloe; Spalding South; Spalding West
I008557 New!	Proposal to expand capacity at Spalding Parish Church of England Day School (decision to go to Statutory)	18 March 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County, District and Parish Councils, MPs, Trade Unions and Diocese	Report	Children's Services Manager - Education Support Tel: 01522 553213 Email: john.o'connor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Spalding East and Moulton; Spalding Elloe; Spalding South; Spalding
I008266	Proposal to expand capacity at Spalding Monkshouse Primary School (final decision)	20 March 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Children's Service Manager - Education Support Tel: 01522 553213 Email: john.o'connor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Spalding East and Moulton; Spalding Elloe; Spalding South; Spalding West
I008333 New!	Proposal to expand capacity at Lincoln Bishop King Church of England Primary School (Final Decision)	20 March 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	Head of Service for Education Services Tel: 01522 553213 Email: john.o'connor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Lincoln Birchwood; Lincoln Boultham; Lincoln Bracebridge; Lincoln East; Lincoln Glebe; Lincoln Hartsholme; Lincoln Moorland; Lincoln North; Lincoln Park; Lincoln West

1008261	Proposal regarding the future of Brocklesby Park Primary School (decision to go to Statutory Notice)	26 March 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County and Parish Councils, MPs, Trade Unions and Diocese	Report	Children's Services Manager - Education Support Tel: 01522 553213 Email: john.o'connor@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Ancholme Cliff; Market Rasen Wolds; North
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