

County Offices  
Newland  
Lincoln  
LN1 1YL

16 April 2015

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 24 April 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, 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, C L Strange, S M Tweedale, L Wootten, R Wootten and Mrs S M Wray

**Added Members**

Church Representatives: Mr S C Rudman, Mr P Thompson and  
1 Church Representative Vacancy

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



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA  
FRIDAY, 24 APRIL 2015**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Apologies for Absence / Replacement Members</b>	
<b>2</b>	<b>Declarations of Members' Interests</b>	
<b>3</b>	<b>Minutes of the meeting held on 6 March 2015</b>	5 - 16
<b>4</b>	<b>Music Service Options Review</b> <i>(To receive a report which invites the Committee to consider a report on the Music Service Options Review which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 5 May 2015)</i>	17 - 58
<b>5</b>	<b>Future Delivery of Lincolnshire's School Improvement Service</b> <i>(To receive a report which invites the Committee to consider a report on Future Delivery of Lincolnshire's School Improvement Services which is due to be considered by the Executive on 5 May 2015)</i>	59 - 94
<b>6</b>	<b>Annual Review of Children's Centres</b> <i>(To receive a report which gives an overview of the work of Children's Centres in Lincolnshire highlighting the impact that has been achieved on delivering improved outcomes for children and their families as well as identifying the areas for development to ensure that children and families receive the best service possible)</i>	95 - 114
<b>7</b>	<b>Corporate Parenting Panel Update</b> <i>(To receive a report which provides the Committee with an update on the work of the Corporate Parenting Panel)</i>	115 - 138
<b>8</b>	<b>Strategic Priorities for 16 - 19 (25) Education and Training for 2015/16 - Action Plan</b> <i>(To receive a report which provides the Committee with an opportunity to consider the proposed action plan for post 16 education and training, as requested by the Children and Young People Scrutiny Committee at its meeting in October 2014)</i>	139 - 148
<b>9</b>	<b>Children and Young People Scrutiny Committee Work Programme 2015</b> <i>(To receive a report which enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year)</i>	149 - 156

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

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**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE  
6 MARCH 2015**

**PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)**

Councillors B Adams (Vice-Chairman), W J Aron, Mrs J Brockway, S R Dodds, A G Hagues, B W Keimach, C R Oxby, Mrs H N J Powell, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, R Wootten, Mrs S M Wray, R G Fairman and Mrs M J Overton MBE

**Added Members**

Church Representatives: Mr P Thompson and Mrs G Wright

Parent Governor Representatives: Mrs E Olivier-Townrow

Councillors: D Brailsford and P M Dilks attended the meeting as observers

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Keith Batty (Director of Programme, CfBT Education Services), Simon Evans (Health Scrutiny Officer), John O'Connor (Service Manager Education Support), Sally Savage (Chief Commissioning Officer) and Rachel Wilson (Democratic Services Officer)

**71 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillors J P Churchill, T Keywood-Wainwright and Mrs S Ransome.

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 Mrs M J Overton MBE and R G Fairman as replacement members on the Committee in place of Councillors T Keywood - Wainwright and Mrs S Ransome, for this meeting only.

It was also noted that notice had been received that Councillor C L Strange had been appointed as a replacement member for Councillor J P Churchill until 15 May 2015. However, an apology for absence was subsequently received from Councillor C L Strange.

Apologies for absence were also received from Mr S Rudman and Mr C V Miller.

The Committee was informed that this would be Mrs G Wright's last meeting as she had resigned from her position as an Added Member on the Children and Young

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People Scrutiny Committee and the Overview and Scrutiny Management Committee. The Committee wished to record its thanks to Mrs Wright for the contribution she had made to the work of the Committee.

72 DECLARATION OF MEMBERS' INTEREST

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

73 MINUTES OF THE MEETING HELD ON 16 JANUARY 2015

## RESOLVED

That the minutes of the meeting held on 16 January 2015 be signed by the Chairman as a correct record

74 STAMFORD ENDOWED SCHOOLS SCHOLARSHIP TAPERING -  
INTERIM (8TH YEAR) REVIEW

Consideration was given to a report which provided an interim review of the Stamford Endowed Schools Scholarship Tapering Scheme. The Committee was advised that in 2006, the Executive agreed 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 the political process had required a four yearly review of educational provision for secondary school pupils in the Stamford area to consider impact. This report was presented to take account of the 2014 results which were published at the end of January 2015.

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

It was announced in June 2014 by the Department for Education that The Cambridge Meridian Academies Trust (CMAT) had agreed to take over the running of Stamford Queen Eleanor School as Stamford Welland Academy. Anthony Partington, Principal of Stamford Welland Academy and Mark Woods, Executive Principal of Cambridge Meridian Academies Trust were in attendance and provided the Committee with a presentation which outlined the changes which had taken place at the school since it became Stamford Welland Academy. The presentation provided further detail in relation to the following areas:

- The case for change;
- Who are we;
- Transition process;
- The first few months:
- Core purpose;
- House Offices – First Point of contact – The Hub;
- Curriculum;

- Session 6 and PLEDGES;
- Ofsted;
- The future.

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

- Staff had worked hard to put together both academic and after school provision to provide the 'complete parallel curriculum' at Stamford Welland Academy;
- Members were supportive of the Academy and pleased that all students would be catered for;
- Strong leadership was considered important;
- Most of the children attending the Stamford Endowed School as part of the scholarship scheme were from Stamford and were not entitled to home to school transport assistance. A councillor commented that a criteria for being accepted was that pupils must live within 3 miles of the school;
- Members were pleased that parents in Stamford would still have a choice of which school to send their child to;
- It was noted that vocational courses in schools were still important;
- Members were advised that the Stamford Welland Academy aim was to provide a broad and balanced curriculum and would maintain the vocational element;
- The Stamford Welland Academy still had a number of students who were at the grade C/D borderline and below. There was a wish to extend the courses in technology areas, such as engineering, and the school would be looking into working with engineering firms in relation to apprenticeships;
- Most of the pupil premium received was spent on staffing for students to have additional support or additional lessons;
- Some students were accessing extra maths lessons, especially Year 11 students. There was a lot of energy focused on Year 11 as well as Year 7;
- Members were informed that the Stamford Welland Academy also had a lot of Services children, and so were providing transport facilities so that they could access after school activities;
- Members were pleased to hear that the Stamford Welland Academy was planning to expand on the practical side of education such as the Arts, as it was important that students had access to practical subjects;
- The Stamford Welland Academy had a history of being very strong in technology areas, particularly design and fashion. Stamford was developing a reputation for media and creative industries;
- In terms of extra-curricular activities, it was positive that those children who were not as academically gifted as others were encouraged to become involved in the Duke of Edinburgh award scheme;
- Members were encouraged by the enthusiasm of the senior staff at CMAT to provide the best education experience, but urged them to continue to encourage students to become involved in the arts as it was felt that this could help with building confidence as well as developing the person as a whole. Members were informed that a House system had been implemented and the

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Arts subjects were spread across the different Houses, as it was believed that arts and sports underpinned the academic side of learning;

- CMAT did not currently include any primary schools in Stamford, but it worked closely with a number of local primary schools, including the sharing of teachers, and allowing primary schools to use the School's minibus when it was not in use;
- Staff at Stamford Welland Academy were working to ensure that community knew that the most gifted students could be catered for, and was a school for those that were aspirational;
- There were currently 124 pupils on roll at Stamford Endowed School under the scholarship scheme, at a cost of £923,000 for 2014/15. It was highlighted that reduction of the scheme would not make that saving as the pupils would still need to be educated elsewhere. Taking this into account, as well as the local authority costs, the costs difference was not as great as considered;
- It was noted that this scholarship scheme was funded by the Dedicated Schools Budget. It was agreed by the Lincolnshire Schools' Forum that the existing contracts would be honoured. However, these costs would reduce to £657,000 in 2015/16 and £300,000 in 2016/17;
- The latest Ofsted report for Casterton Business and Enterprise College, an alternative secondary provision for Stamford, was that it required improvement. The inspection was carried out in November 2014 and the report was published in December 2014;
- CMAT had made use of the Children's University in its other locations;
- In terms of uniform policy, the Stamford Welland Academy would gradually change to a new uniform which would comprise a blazer, tie, shirt and skirt or trousers;
- It was commented that it was not believed that 'one size fits all' in terms of education, and members were given confidence regarding the school as the senior management team were aware of the differing needs of children;
- Following on from the recent launch of the All-Age Autism Strategy, assurance was sought by Members that the needs of children with autism would be adequately met by the Stamford Welland Academy. Members were advised that the Nene Park Academy in Peterborough, which was part of CMAT, had enhanced provision for autism with specialist staff that supported autistic students. Training was also provided for all staff in relation to autism;
- Members were unhappy that more detailed information in relation to numbers of pupils that transferred from Stamford Primary Schools to Casterton was not available at the meeting, but officers could provide that information to Members after the meeting if necessary.

**RESOLVED**

1. That the Cambridge Meridian Academies Trust and Casterton Business and Enterprise College as the principal providers of state funded secondary education to the Stamford community be noted;
2. That the Children and Young People Scrutiny Committee confirm that it considered that the Stamford community had access to appropriate

secondary education in accordance with Lincolnshire County Council's duties under the Education Act, 1966.

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

The Committee received a report which provided details in relation to the review of the accountability framework for the Independent Chair of the Lincolnshire LSCB which was undertaken in October 2014 by Paul Burnett, an experienced LSCB chair and former Director of Children's Services in two local authorities. It was noted that 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 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.

Paul Burnett presented the report to the Committee and explained in more detail some of the strengths and areas for improvement that he found during the review. Firstly, he thanked the Executive Director of Children's Services and the authority for the time they had given to him as well as their transparency and honesty throughout the process. In explaining his findings, some of the main points highlighted to the Committee included:

- The strengths significantly outweighed the areas for improvement;
- Some of the methods and processes encountered were now being implemented by the LSCB's in Leicestershire, Rutland and Nottingham;
- One of the strengths noted was the strong interpersonal relationships which were in place between the Chair of the LSCB and the authority, which were challenging both professionally and politically, and it was found that issues were openly discussed which led to good quality outcomes;
- There was very strong evidence that the LSCB's priorities and needs were informing other partnerships, and could have an impact on the public protection agenda;
- There were some small development areas noted including the need for closer communication when setting performance goals with the Chief Executive, and it was also suggested that a log should be kept of the challenges made to the Board;
- It was noted that when people worked well together they did not always record everything, such as the challenges to the Board, and an audit trail of evidence was important in order to show that due process was being followed;
- Another area for improvement was the relationship with the Health and Wellbeing Board, which needed to be more challenging and robust. The LSCB should be holding the Health and Wellbeing Board to account in terms of ensuring safeguarding was included in the Health and Wellbeing Strategy, and the Health and Wellbeing Board should be challenging the LSCB in its delivery of strategic health plans;
- Overall it was found that there were very strong arrangements in place, which was supported by the outcome of the recent Ofsted inspection, and that the

authority was going beyond its statutory requirements in terms of safeguarding.

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:

- A councillor commented that he was a member of the Health and Wellbeing Board and the recommendations in relation to the Health and Wellbeing Board had been noted and would be reported back;
- Members were pleased to hear that Lincolnshire was leading the way in some areas;
- Members were advised that there were a number of pressures within safeguarding and frontline social workers were seeing an increase in their workloads, however, this was a trend which was being seen nationally as well, but it was not on the same scale in Lincolnshire as it was nationally. It was noted that demography was also impacting on the increased referral rates;
- It was noted that there was a link between safeguarding children and drink, drugs and domestic violence;
- Caseloads had increased due to the complexities of family's needs, which meant that social workers were often involved with the same family longer than previously. The aim was to keep caseloads at an average of 16-18 families;
- The additional £400,000 which had been allocated to children's safeguarding would be used to recruit more frontline social workers;
- Concerns were raised regarding the Health and Wellbeing Board and its overall link with the rest of the Council;
- One member commented that they had attended a LGA forum on safeguarding where Lincolnshire's safeguarding Toolkit had been referred to, and it was good to know that the authority was ahead of other areas;
- Concerns were also raised regarding the targets which were set for the Independent Chair of the LSCB. Members were reassured that the targets were negotiated with the Chair, but that it was important that the Chief Executive did have clear targets and performance indicators for the Chair;
- It was important that the Chair had a clear performance framework in which to work, and the review demonstrated that Lincolnshire County Council was doing this effectively;
- It was commented that the scrutiny review which had been carried out on frontline social care in 2014 was very good and gave members a lot of confidence in the safeguarding arrangements;
- In terms of member involvement in the review, there had been a focus on the strategic leads, but it had come through in interviews that there was good training of members in safeguarding. It was also a strength that there was a dedicated safeguarding scrutiny sub-group. Evidence had also been seen that individual members of the council were able to seek information and guidance from the authority, and that there was openness and transparency within the system;

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- Wider community engagement was one of the major challenges in safeguarding, but the Ofsted report had complimented the LSCB on its ability to get its message out.

RESOLVED

1. That the report and comments made be noted;
2. That the identified strengths and areas for development be noted;
3. That the Executive and the LSCB be asked to draw up an action plan to address the areas for development identified in the review.

76 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP  
UPDATE

The Committee considered a report which provided an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Groups consideration of child safeguarding matters. It was reported that the Sub-Group would be looking for a Vice-Chairman following the AGM of the County Council as the present Vice-Chairman had stepped down due to other work commitments.

The Chairman of the Sub-Group, Councillor R Oxby updated the Committee on the work of the Committee and highlighted some of the main issues which had arisen, including that there were two serious case reviews in progress and that the Ofsted Inspection outcome had meant that Lincolnshire's LSCB was in the top 20% of Boards across the country.

Nationally there were two recent incidents related to safeguarding, including the recent events reported in Oxford, and the murder of a 16 year old girl by her step brother in recent weeks. Reports on both these incidents would be considered by the Sub-group in due course.

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

- It was queried whether there was a case for the government to be approached with a view to reviewing the position relating to Child Sexual Exploitation (CSE) prosecutions. Officers agreed to explore this;
- Domestic abuse was the number one issue for frontline teams in East Lindsey, and was a serious local issue, and it was requested that the Scrutiny Sub Group explore further what was being done to tackle this issue.

RESOLVED

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

**77 SCHOOL PERFORMANCE 2014 (INCLUDING CLOSING THE GAP DATA)**

Consideration was given to a report which summarised 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.

The Committee was informed that the report provided information on the academic performance of pupils in Lincolnshire schools compared with national, East Midlands and Lincolnshire's statistical neighbour data averages, from Early Years until the end of Key Stage (KS) 5.

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:

- The complexities of the mitigating factors were understood, and were apparent nationally;
- Concerns were raised regarding narrowing the gap at Key Stages 1 & 2, and it was suggested that if the gap was narrowed at Key Stage 1, it was more likely to stay narrow;
- It was considered important that Lincolnshire's data should always be compared to national data;
- It was suggested that it would have been beneficial to have references to teaching and learning included within the Closing the Gap Action Plan;
- It was commented that a lot of time was spent looking at averages in terms of performance, was there a need to focus more on the performance of those schools outside of the average?
- Members commented that the recent 'Closing the Gap' conference which was held at the Epic Centre was inspirational, and that some of the energy and enthusiasm needed to be captured by the schools;
- There was a need for the School Improvement Working Group to engage with teachers in order to understand what was involved in their workloads.

It was suggested that this matter be referred to the School Improvement Working Group to look at in more detail and then report back to this Committee with some recommendations.

**RESOLVED**

1. That the Children and Young People Scrutiny Committee note the content of the report;
2. That the matter be referred to the School Improvement Working Group for further consideration, and recommendations be brought back to this Committee at a later date.

**78      PROPOSAL TO EXPAND CAPACITY AT LINCOLN BISHOP KING  
CHURCH OF ENGLAND PRIMARY SCHOOL (FINAL DECISION)**

Consideration was given to a report which invited 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 was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015. The Head Teacher, Mrs Kate Rouse, and Chair of Governors Mrs Samantha Smith were in attendance to explain why there was a need for the expansion of capacity to go ahead, and to answer questions and queries from the Committee. Some of the points highlighted to the Committee included the following:

- There were currently 367 pupils enrolled at the school;
- It was still a maintained school and took children predominantly from the Sincil Bank area of Lincoln;
- There had been 'Good' or better achievement across the school, this financial year in all year groups;
- Following increased involvement of parents, attendance was now in line with national expectations and often exceeded 96%;
- Ofsted had rated Pupils Spiritual, Moral, Social and Cultural Development as strong;
- Three bilingual support staff had been appointed which covered 6 of the main languages spoken at the school;
- There was a focus to improve key skills in Reading, Writing and Maths across the school;
- The best attainment in 2013/14 was made by Early Years and Key Stage 1, all of which have single aged classes;
- There were an increasing number of Houses of Multiple Occupation (HMO's) in Park Ward which led to a high turnover of residents and the School provided consistency and stability for children;
- The Leadership and Management Team was now stable, and recruitment had been carried out to ensure that the right people were in the right jobs;
- When this proposal had been subject to consultation, there was general support for it, and only one objection was received which related to parking;

Councillor N I Jackson was in attendance at the meeting as the Local Member and informed the Committee that this was the only primary school in the area which was able to expand, as it had the land available. The school also had very strong community links as it was also close to the Children's Centre and the Head Teacher would attend discussion meetings at the Children's Centre. It was commented that the benefits of expanding this school were significant, and it did have the ability to reach the required standards.

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:

- Members supported the statements made by Councillor Jackson in relation to the School, and added that the school worked very well;

- There were concerns regarding the amount of time that the Headteacher spent being involved in social work, and how this would continue to be managed if the number of pupils increased. Members were advised that there were currently 48 families involved with Children's Services at some level and a full time member of staff had been involved who now managed this work load. It was noted that the Head Teacher only got involved if it progressed to a child protection issue. Other various additional responsibilities had been delegated to other members of staff, and all staff had received safeguarding training;
- The Diocese of Lincoln fully supported the expansion of the School. It was commented that the school served a challenging area but it had been seen first hand that the Head Teacher was an inspirational leader and the staff worked hard to give the children the best opportunities. The Diocese had confidence in the school and the Senior Leadership Team to continue to make improvements;
- A concern was raised regarding the need for the building work to not distract from the work that the Head Teacher was currently doing. It was noted that last time building work was undertaken at the school it did become a distraction, but that was due to the project becoming more complex than originally thought. It was not expected that the same problems would arise again;
- The space in relation to car parking was thought to be adequate, however, the surfacing was not.

**RESOLVED**

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

**79 PROPOSAL TO EXPAND CAPACITY AT SPALDING MONKHOUSE  
PRIMARY SCHOOL (FINAL DECISION)**

Consideration was given to a report which invited 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 was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 20 March 2015.

The Committee was advised that this was a school which was over offering places, as it was the first preference for a lot of families, and it was also a popular second choice as well. It was also noted that there was a rising birth rate in the area, and the school had been rated as 'good' by ofsted. This proposal had been through the statutory process, and 12 comments had been received during the consultation, and there had been overwhelming support for the proposal, with no objections received. In relation to available parking, it was reported that there was an area of land close to the school which it may be possible to use more formally as a drop off point for parents, but this would need further examination.

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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:

- In relation to the consultation which took place, there was a wide range of stakeholders who were invited to comment and made aware of the consultation itself. Officers also worked very closely with the schools themselves and offered drop in sessions for parents and residents to discuss the proposals;
- It was suggested that there tended to be more responses to a consultation if people were not supportive of the proposals;
- The local neighbourhood would be leaflet dropped when planning permission was sought.

**RESOLVED**

1. That the Committee supported the recommendation to the Executive Councillor as set out in the report;
2. That the Executive Councillor be advised that the Committee strongly supported the negotiations underway with the owner of adjacent piece of land to formalise the use of the area as a drop off/waiting area..

**80      PERFORMANCE - QUARTER 3 2014/15**

The Committee received a report which provided key performance information for Quarter 3 2014/15 which was relevant to the work of the Children and Young People Scrutiny Committee.

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

- In relation to stability of Placements for Looked After Children (LAC) it was noted that if a child was in foster care and then moved back home, this would still be classed as a move. Members were advised that the Executive Director had requested a more detailed report to understand the wider issues of stability of placements;
- It was queried whether there was anything that could be done to reduce the timescales between fostering and adoption? It was noted that the national Adoption Reforms had reduced the time frames, and the authority was working to get this down, in some cases to 18 weeks;
- It was noted that there were some legacy cases which would skew the data, and it was important to understand what the data was saying;
- In relation to the vacancy rate of social workers, it was noted that performance of this indicator had become considerably worse when an additional £400,000 was allocated to recruit additional social workers. This was due to it creating an increase in the number of available vacancies. However, it was acknowledged that the authority continued to use agency staff more than it would like, and there were a number of agency staff who had been working for the authority for a number of years, but they preferred to continue as agency staff;

- Concerns were raised regarding the number of complaints which had been made in relation to schools, and members were advised that people would often complain to the Council as they did not know where else they could go to complain;
- The issue of vacancy numbers for social workers was one raised by the Task and Finish Group review which was carried out in 2014. It was requested that a report in relation to the vacancy numbers came back to the next meeting;
- There were three criteria which classified a family as a 'Troubled Family' and it was agreed that the Executive Director would provide a briefing via e-mail to Members;
- In relation to complaints, 'other' would be selected if the issue highlighted did not fit any of the other categories;
- It was noted that the increase in the number of young people classed as NEET (Not in Education, Employment or Training) was due to the work undertaken to reduce the number of 18 year olds whose education and employment status was unknown. It was expected that performance in relation to the number of NEET's would look better by the next quarter;
- A more detailed update on Youth and Community Development was requested.

**RESOLVED**

That the comments made in relation to the performance data presented be noted.

**81 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME 2015**

The Committee received a report which enabled it to consider its own work programme for the coming year.

It was noted that an update on Youth and Community Development would be included on a future agenda.

**RESOLVED**

1. That content of the work programme be noted;
2. That the content of the Children's Services Forward Plan be noted.

The meeting closed at 1.25 pm

## Policy and Scrutiny

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Music Service Options Review</b>

#### Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Music Service Options Review which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 5 May 2015. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

#### Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) 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 Music Service Options Review. 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(s) 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 Music Service Options Review.

#### **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](mailto:john.c'connor@lincolnshire.gov.uk).

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

Report to:	<b>Councillor Mrs P A Bradwell, Executive Councillor: Adult Care and Health Services, Children's Services</b>
Date:	<b>05 May 2015</b>
Subject:	<b>Music Service Options Review</b>
Decision Reference:	<b>I008809</b>
Key decision?	<b>Yes</b>

**Summary:**

Lincolnshire County Council has made the decision to withdraw its financial contribution to the Music Service post April 2016. In preparation for this a 50% reduction (£200k) will be carried out during 2015/16. This is reflected in the budget approved by the full Council on 20<sup>th</sup> February 2015.

In preparation for this the Music service has been considering a set of options to ensure its sustainability for the longer-term future so that while the Council may not continue to provide music services, there will still be a provider of music services in the County.

This paper sets out those options and seeks approval to the preferred option from the Executive Councillor.

**Recommendation(s):**

That the Executive Councillor:-

- 1 approves the proposal that Lincolnshire County Council ceases to operate a music service and supports Lincolnshire Music Service (LMS) to become a viable charitable entity; and
- 2 delegates to the Director of Children's Services in consultation with the Executive Councillor for Adult Care, Health and Children's Services the negotiation of the final terms on which LMS is supported to become a separate entity and approval of the terms of and the entering into of any legal documentation necessary to give effect to the decision at 1 above.

**Alternatives Considered:**

1. Lincolnshire Music Service continues to be a service offered by Lincolnshire County Council, but exists as a traded, non LCC-funded service.

The pros and cons of this option are set out in the Report.

2. Lincolnshire County Council continues to provide funding for the Lincolnshire Music Service and makes savings elsewhere within the Children's Services budget to ensure that the budget is balanced.

The pros and cons of this option are set out in the Report.

3. Lincolnshire County Council ceases to run a Music Service and disestablishes it and does not provide any support to the Lincolnshire Music Service to become a viable charitable entity.

The pros and cons of this option are set out in the Report.

4. Lincolnshire County Council ceases to operate a music service and supports LMS to become a viable charitable entity.

The pros and cons of this option are set out in the Report.

**Reasons for Recommendation:**

Although Lincolnshire County Council only contributes 8% towards the operational costs of Lincolnshire Music Service (28% is a DfE music grant and 64% is traded income), as a charitable entity LMS will be eligible to make use of tax reliefs such as gift-aid and donations to support its financial position. It will also be able to, longer-term, set its own terms of conditions for employment and choose a pension scheme fitting to its organisation and employees.

LCC's main business is not a traded service so many of its systems and processes are not flexible or possible to enable a positive trading experience for its customers.

If the Council were to disestablish the service without taking any steps to ensure its continued viability then a valuable service would be lost to the children of Lincolnshire and the Council would pick up a major redundancy liability.

**1. Background**

Lincolnshire Music Service (LMS) is a traded service generating a turnover of around £2.7 million. The projected income streams for 2015/16 are:

Income Stream	Projection	%
DfE Music Grant	£755,798 (£970,00 inclusive of 15/16 uplift)	28%
Lincolnshire County Council	£200,000	8%
Generated Income	£1.697,000	64%

An additional 29% DfE Music Grant uplift (outlined in brackets above) has been received by LMS for 2015/16 however this grant remains un-stable and has not been relied upon when calculating future projections.

LMS has a set of clear objectives which relate to the requirements of the DfE Music Grant which are:

1. Children from all backgrounds should have the opportunity to learn a musical instrument including whole-class instrumental teaching programmes
2. Make music with others
3. Learn to sing
4. The opportunity to progress to the next level of excellence if they wish to

Despite a backdrop of reduced funding, LMS has remained robust and adapted resulting in:

1. The introduction of a 9% price increase in September 2014
2. Efficiencies through smarter timetabling, travel arrangements and online claiming/processes
3. New hybrid contractual arrangements for all staff
4. Full restructure reducing management costs
5. Savings through streamlined delivery

LMS presented to DMT originally in June 2014 the desire to form a Charitable Organisation and to trade from outside the Council's structures. Approval was given to:

1. Engage an external finance company to provide a report, in partnership with LCC finance, to ascertain the viability of LMS as an separate non-Council entity
2. Research further the legal forms / options available

In addition it was recommended that contact should be made with the Enterprise Growth Manager who would assist in terms of business and long-term planning.

External advice suggested the creation of a Charitable Incorporated Organisation (CIO). CIOs were launched in January 2013 and are the only bespoke incorporated legal form for charities with flexibility to incorporate a staff mutual within the governance.

A further report was presented in November 2014 detailing a full financial synopsis and report and also explored the hidden shared costs currently provided by LCC.

The report also identified some of the benefits that may be available to an externalised service if LMS became a registered charity. The report considered the current and future operating cost of the service and explored factors that would directly impact on the viability of the business case and identified strategies moving forward.

In September 2014, LMS canvassed their staff members to ascertain the will from tutors to potentially externalise. They are our greatest asset and demonstrated a real ambition to externalise with a shared desire to influence its future direction. This was an exciting and a critical component within the preferred legal form in terms of governance and influence. Staff were in support of the move forward and had been aware of a similar approach by other local authority areas.

The Council must now consider how to approach the removal of funding for the LMS. The following options have been considered.

**1 Lincolnshire Music Service continues to be a service offered by Lincolnshire County Council, but exists as a traded, non LCC-funded service.**

Under this option the Music Service would continue to be delivered by Lincolnshire County Council but any funding by the Council would be removed. The service would therefore need to fund itself from external sources of funding and from charging users of the service. An 8% shortfall in income would be sought through business remodelling.

The advantage of this model is that the service would continue to be badged as a Council service. The Council's 'brand' is easily recognised and trusted and much of the necessary business infrastructure (e.g IT and financial systems, accommodation, access to HR and legal support) already exists and will continue to be there to support the service.

The disadvantage is that the Council is not in the business of traded services where the client base is so large and the invoicing period so small and frequent – this gives rise to a large overhead of financial invoicing which requires efficient processes specifically designed to handle transactions of this type. Its systems and processes and culture are not essentially entrepreneurial or commercial. The Council's ability to access third party funding is limited and the service is fundamentally at risk from reductions in existing third party funding (DfE Music Grant principally but also user charges) if it does not have the freedoms to pursue new avenues of funding or new services.

The Council therefore remains at risk of meeting the redundancy costs attendant on reductions in funding or demand for services.

**2 Lincolnshire County Council continues to provide funding for the Lincolnshire Music Service and makes savings elsewhere within the Children's Services budget to ensure that the budget is balanced**

Under this option the Music Service would continue to be delivered by Lincolnshire County Council and the Council would continue to fund it to the extent that it was not able to fund itself from external sources of funding and from charging users of the service.

The advantages of this approach are the same as for option 1 above.

As well as the disadvantages under option 1 above, this approach would mean the Council would continue to have to find funding of some £200k per annum to support the service. This money is no longer within the budget approved on 20<sup>th</sup> February 2015. This money would therefore have to be found from other services for 2016/17 as no budget has yet been set beyond 2015/16. However, other Children's Services budgets have had to find some £5.3m of savings for 2015/16 out of a budgeted £30.2m from the Council as a whole. In these circumstances, if there is a viable option in which the Music Service is able to become self-sustaining without recourse to Council funding this is a better solution.

### **3 Lincolnshire County Council ceases to run a Music Service and disestablishes it and does not provide any support to the Lincolnshire Music Service to become a viable charitable entity**

Under this option the Council would simply cease their relationship with LMS and make all staff members redundant.

However, LMS accesses over 20,000 children and young people on an annual basis through opportunities and tuition. They are a highly respected service with a national reputation serving 99% of Lincolnshire schools through learning an instrument, progression, singing and ensembles. This option would and would be detrimental to the creative outcomes for CYP across the county. It would also carry a great cost with many LMS staff members with high levels of continuous service over the 40 years since its conception.

### **4 Lincolnshire County Council ceases to operate a music service and supports Lincolnshire Music Service (LMS) to become a viable charitable entity.**

This option is described in more detail in Appendix A including the financial analysis and consideration of the options for the legal form of the service. Under it the Music Service would become a separate entity. The Council would therefore cease to provide a music service but the service would continue on a commercial basis through the new entity. The new entity would deliver the services under its own remit and would not be delivering services to the Council under a contract. There would therefore be no procurement implications of such a model.

This option would maintain the Music Service as a resource for children and young people within Lincolnshire while enabling the service to access the financial benefits of charitable status and to operate outside restrictions on the Council's freedom to trade. Staff would transfer to the new entity under existing terms and conditions and it is envisaged that the new entity would take admitted body status

to the Teacher's Pension Scheme. An 8% shortfall in income would be sought through business remodelling.

The Executive Councillor's attention is drawn to the list of pre-requisites at pages 10 and 27 of Appendix A which lists a number of potential means of support to be offered by the Council to the new entity to support its viability. None of these suggestions has been agreed. If the Executive Councillor approves this option in principle then each of these issues, amongst others, will need to be worked through with the service. As part of this process legal advice will be taken to ensure that any arrangement does not breach any legal requirements including State Aid. The final decision would be taken under the delegation set out at recommendation 2 in consultation with the Executive Councillor.

## **Legal Issues**

### ***Equality Act 2010***

The Council's duty under the Equality Act 2010 needs to be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 section 149(1).

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having

due regard, in particular, to the need to tackle prejudice, and promote understanding

Compliance with the duties in this section may involve treating some persons more favourably than others.

The relevant protected characteristics are:

- ❖ Age
- ❖ Disability
- ❖ Gender reassignment
- ❖ Pregnancy and maternity
- ❖ Race
- ❖ Religion or belief
- ❖ Sex
- ❖ Sexual orientation

A reference to conduct that is prohibited by or under this Act includes a reference to:

- ❖ A breach of an equality clause or rule
- ❖ A breach of a non-discrimination rule

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and must be discharged by the Executive Councillor. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

There will be limited change to the offer for children and young people and therefore no immediate impact. Staffing will be subject to a staff consultation where an impact assessment will be undertaken.

### ***Child Poverty Strategy***

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so.

The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The Strategy has been taken into account in this instance and the following comments are made:

#### Economic Poverty

Improved performance of schools will enhance pupil's educational performance and attainment, providing improved chances of access to further education and well paid employment.

Around 20,000 CYP accessed opportunities through LMS during 2014 enhancing pupils' educational performance and attainment. Learning a musical instrument has the following educational benefits:

- Teaches perseverance and discipline
- Fosters self-expression and relieves stress
- Promotes social skills
- Boosts self-confidence
- Promotes happiness
- Increases the capacity of your memory
- Enhances coordination
- Boosts listening skills
- Improves reading and comprehension skills

#### Poverty of Access

Lack of qualifications and skills are a key barrier in accessing creative employment opportunities and the ability to earn at least a living wage. Improving schools and pupils performance will enhance the ability to access employment opportunities. Other key skills as outlined above are also vital in terms of self-confidence and securing the path to employment.

#### Poverty of Aspiration

A key part of school improvement is to close the gap of attainment between those vulnerable groups and their peers and to ensure that pupil premium funding is utilised effectively. This service will provide support and monitor schools use of the funding to ensure vulnerable groups are able to achieve their aspirations and fulfil their potential. This also includes bespoke remission policies for children in challenging circumstances including free school meals and looked after children.

#### Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way. Lincolnshire Music Service is the lead organisation of the Lincolnshire Music and Arts Education Hub removing the duplication of multiple organisations and implementing a streamlined approach to music education in Lincolnshire.

## ***Joint Strategic Needs Assessment (JSNA)***

The Lincolnshire JSNA identifies a number of needs that directly relate to young people, with a specific focus on Educational Attainment. This service directly supports the improvement in:

- Outcomes for pupils at the end of Foundation and Key Stage 4
- Outcomes for pupils eligible for Free School Meals (economic deprivation), and those with Special Educational Needs
- Reducing the gap in achievement between “key vulnerable groups” and their peers

## ***Health & Well Being Strategy***

The Lincolnshire Health & Well Being Strategy includes five main themes. This service specifically supports:

Promoting healthier lifestyles – monitoring of appropriate educational activity.

Improve health and social outcomes for children and reduce inequalities – ensuring the pupil premium funding is targeted to close the attainment gap between vulnerable groups and their peers.

The wider benefits of music are evidenced earlier in the report in terms of deeper impact.

## **2. Conclusion**

Approval is sought to support LMS to form a CIO with an implementation date of 1st April 2016 as part of a supported transition in partnership with LCC.

The financial analysis undertaken has identified factors in favour of this approach however LMS would need to identify a combined annual income target / efficiency saving representing 8% of income. This is a risk and further work will be carried out to identify how this would be achieved e.g. gift-aid, donations, price increases etc.

Cash flow is a key risk factor that requires mitigation and a combination of process changes to invoicing and financial support will be required. This is not insurmountable though and through transfer planning and due diligence should be resolved.

Another key risk for LMS whether aligned to LCC or externalised is the continuation of central DfE funding. LMS is the lead organisation for the Lincolnshire Music and Arts Education Hub which consist of around 20 organisations from across Lincolnshire united in achieving the best possible musical outcomes for CYP across the county. LMS is the conduit of the central funding and it has been confirmed by the DfE that it is not necessary for the lead organisation to be within the structure of a LA. This funding represents around 1/3 of the service's income and the withdrawal of significant reduction would have material impact on LMS. This is unlikely and an externalised entity would have

increased ability to draw on funding and other income opportunities easier as a charity.

### **3. Legal Comments:**

The Council has the power to pursue the recommended option. No procurement issues arise for the reasons set out in the Report. Any support given to the proposed new entity may amount to State Aid and legal advice will be required during any negotiations to ensure the final agreement is lawful.

Otherwise the issues that the Executive Councillor must take into account in reaching a decision are addressed in the Report.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor if it is within the budget.

### **4. Resource Comments:**

The intention is to enable the service to prosper and in so doing remove LCC's subsidy, but the precise financial implications cannot be determined at this stage.

### **5. Consultation**

#### **a) Has Local Member Been Consulted?**

n/a

#### **b) Has Executive Councillor Been Consulted?**

Yes

#### **c) Scrutiny Comments**

The Children and Young People Scrutiny Committee will consider this report at its meeting on 24 April 2015. Comments from this meeting will be presented to the Executive Councillor for Adult Care, Health and Children's Services on 5<sup>th</sup> May 2015.

#### **d) Policy Proofing Actions Required**

The purpose of this decision is to enable the music service to be a viable entity that can continue to deliver its services to families and schools in the future. Detailed plans, including an impact assessment will be ratified once the final delivery model has been agreed. This work will take place up to December 2015.

### **6. Appendices**

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

Appendix A	LMS paper to DMT - Nov 14
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### **7. 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.o'connor@lincolnshire.gov.uk](mailto:john.o'connor@lincolnshire.gov.uk).

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**DMT Report – November 2014**

**Jennifer McKie, Senior Music Adviser**

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# Lincolnshire Music Service – Life beyond the Local Authority...

## BACKGROUND

Lincolnshire Music Service (LMS) presented to DMT in June 2014 a paper, outlined in appendix 1, detailing the potential of externalisation. Approval was given to:

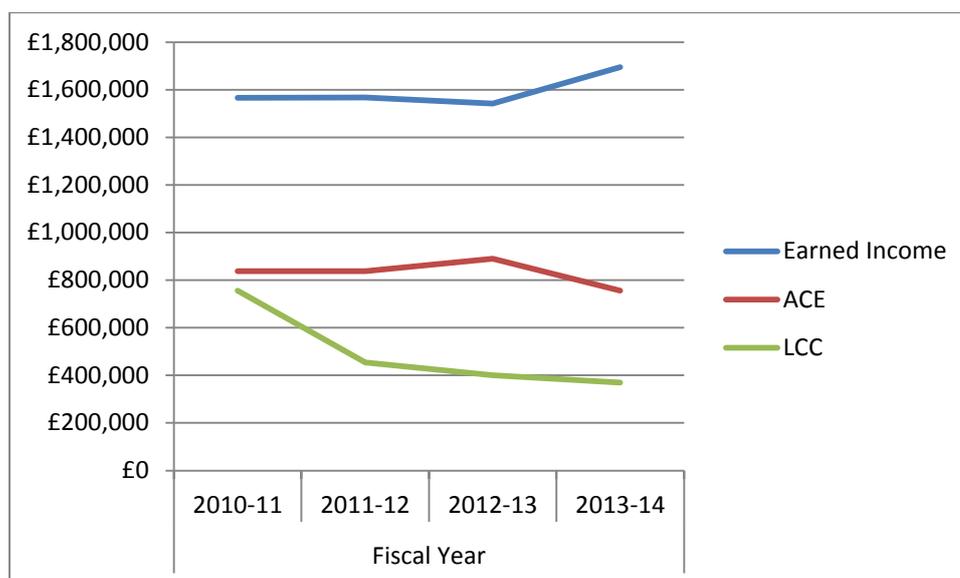
1. Engage an external finance company to provide a report, in partnership with LCC Finance, to ascertain the viability of LMS as an external entity
2. Research further the legal forms available and bring back to DMT in autumn 2014

In addition it was recommended by Sally Savage / Andrew Mclean that contact was made with the Enterprise Growth Manager who would be able to assist in terms of business and long-term planning.

## FUNDING

LMS is a traded service with the following grant and income streams:

- Arts Council England (ACE) – DfE Music Grant 2012-2015 (grant extension 2015-16)
- Lincolnshire County Council (LCC)
- Traded Stakeholder Income



Fiscal Year	2010-11	%	2011-12	%	2012-13	%	2013-14	%
ACE	837,730	27	837,730	29	890,121	31	755,793	27
LCC	755,340	24	453,870	16	401,102	14	370,210	13
Earned Income	1,565,579	49	1,567,853	55	1,541,358	55	1,694,748	60
Total	3,158,649		2,859,453		2,832,581		2,820,751	

## FINANCIAL ANALYSIS (CERT AND LCC)

### OVERVIEW

The external finance company, CERT (as outlined in appendix 2), were recommended by Bates, Wells & Braithwaite who offered legal advice to LMS regarding the potential options for externalisation and transfer prior to the initial presentation to DMT in June 2014. They are a specialist business experienced in supporting social enterprises, mutual, charities and co-operatives.

The full financial synopsis and report, as outlined in appendix 3 and 4, reviews the financial work already undertaken by LCC and explores the hidden shared services costs being provided to the service by LCC. The reports also investigate some of the benefits that may be available to an externalised service if LMS became a registered charity. The reports have been drawn up in order to consider the current and future operating cost of the service, explore factors that directly impact on the viability of the business case and identify strategies for the service moving forward.

LMS requires £2.7m in operating costs and is currently subsidised by LCC. The funding gap in 2014/15 is budgeted at £0.3m. Through price increases and cost reduction exercises LMS will have reduced the LCC contribution by one third to £0.2m in 2015/16.

## Lincolnshire Music Service

Headline Figures	*2013-14		^2014-15		^2015-16
<b>Income</b>	£		£		£
<b>Total</b>	<b>2,480,599</b>		<b>2,386,341</b>		<b>2,542,885</b>
<b>Direct Costs</b>					
<b>Total Direct Costs</b>	<b>2,134,501</b>	86%	<b>2,122,193</b>	89%	<b>2,148,848</b> 85%
<b>Gross Surplus</b>	<b>371,478</b>	15%	<b>264,148</b>	11%	<b>394,037</b> 15%
<b>Overheads</b>					
<b>Total Overheads</b>	<b>534,765</b>	22%	<b>619,173</b>	26%	<b>594,034</b> 23%
<b>Net Surplus (Deficit)</b>	<b>(163,287)</b>	-7%	<b>(355,025)</b>	-15%	<b>(199,997)</b> -8%
<b>LCC Contribution</b>	<b>163,287</b>		<b>355,025</b>		<b>199,997</b>
* - Actual from SAP; ^ - Budget from SAP; % of income;					

## Lincolnshire Music Service – Life beyond the Local Authority...

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The future analysis is based on the service opting for a charitable organisational structure. It should be noted that there are identified opportunities within this report that will only be available to an external charitable entity.

### Business Case Summary

<b>Externalised Entity: Charity</b>	<b>2016-17</b>		<b>2017-18</b>		<b>2018-19</b>	
Income	£		£			
<b>Total</b>	<b>2,525,965</b>		<b>2,561,083</b>		<b>2,596,903</b>	
<b>Direct Costs</b>						
<b>Total Direct Costs</b>	<b>2,088,742</b>	82.7%	<b>2,094,367</b>	81.8%	<b>2,119,070</b>	82.1%
<b>Gross Surplus</b>	<b>437,223</b>	17.3%	<b>466,716</b>	18.2%	<b>464,864</b>	17.9%
<b>Overheads</b>						
<b>Total Overheads</b>	<b>444,724</b>	17.6%	<b>459,545</b>	17.9%	<b>460,675</b>	18.2%
<b>Net Surplus (Deficit)</b>	<b>(7,501)</b>	-0.3%	<b>7,171</b>	0.3%	<b>4,189</b>	0.2%

### **FINANCIAL CONCLUSION**

The reports demonstrate that there are factors in favour of externalisation in that LMS is clearly capable of managing its budgets prudently. LMS has demonstrated a track record in reducing its required contribution year on year from LCC whilst effectively maintaining a substantial service to children and young people within Lincolnshire.

LMS, as an externalised entity, would only need to identify a combined annual income target and efficiency saving representing 8% of income of the 2015-16 budget. In taking a combined strategy it is possible to achieve a break even and possibly a modest surplus in future years.

LMS derives the majority of its income from fees which demonstrate customer buy-in and local demand. Opportunities are actively explored and there is a keen understanding of the Music Service and its potential.

The externalised entity will face additional costs from the 'in-kind' shared services provided by LCC however these costs should not have a material impact on the overheads of the service.

Cash flow is a key risk factor that requires mitigation and a combination of process changes to invoicing and financial support will be required. This is not insurmountable though and through transfer planning and due diligence this should be resolved.

Another key risk for LMS whether aligned to LCC or externalised is the continuation of ongoing DfE music funding. The funding is secure 2012-2015 with a confirmed grant extension 2015-16. There will also be a likely uplift in funding of 19% which is yet to be confirmed by Arts Council England. This funding represents around one third of the service's income and the withdrawal of significant reduction would have material impact on LMS. This is unlikely however and an externalised entity would have increased ability to draw on funding and other income opportunities easier as a charity.

### LEGAL FORM

The report presented in June 2014 to DMT outlined the potential business models weighing up both the advantages and disadvantages of each in detail. It included:

- Community Interest Company (CIC)
- Charitable Company limited by Guarantee
- Charitable Bencom
- Co-operative
- LA Traded Service

The option for LMS to be subsumed by a 3<sup>rd</sup> Party could not be considered as the level of return expected would be unviable and jeopardise future funding arrangements with key funders e.g. Arts Council England.

Post-presentation in June 2014, further discussion took place with Tony Warnock and Mark Popplewell regarding an additional option which could be LMS as an Arms' Length organisation. It is unclear what the advantages of this would be other than the absorption of current in-kind services at zero cost. These have been identified within the external report and shouldn't be a key issue for LMS. If this was a model that LCC wish to explore a checklist of questions/issues would need drawing together to establish the nature of the arms' length agreements to be proposed.

The final option which was proposed by Bates, Wells & Braithwaite at the beginning of July 2014 is a Charitable Incorporated Organisation (CIO), as outlined in appendix 5. CIOs were launched in January 2013 and are the only bespoke incorporated legal form for charities. It has the flexibility for a model which incorporates elements of a staff mutual within it.

### **PREFERRED LEGAL FORM AND BUSINESS MODEL**

The preferred legal form, as recommended by Bates, Wells and Braithwaites, would be a hybrid model of a Charitable Incorporated Organisation (CIO) and a Staff Mutual.

A CIO is the only bespoke incorporated legal form for charities and there are now more than 1300 CIOs registered with the Charity Commission and the number is rising. For CIOs, there is just a single regulator – the Charity Commission- and CIOs only have to comply with the Charities Acts and CIO regulations. Charities are the only legal structure that benefits from wide tax reliefs such as gift aid and potential donations. Being a CIO means that the charity will have legal personality and can enter into legal relationships in its own name. In most situations, it is the CIO, rather than the members or trustees, which would be responsible for the charity's debts or for any other liabilities that might arise from its legal relationships. The advantages and disadvantages of the CIO are outlined in appendix 6.

In September 2014, LMS carried out some informal consultation, overview in appendix 7, with LMS staff members focusing on the prospect of externalising the organisation. They are our greatest asset and they demonstrated a real ambition to externalise LMS which a shared desire for ownership of the new organisation. This was an exciting development and a critical component within the preferred legal form governance in terms of influence.

### **Economic Growth (NBV)**

It was recommended by Sally Savage / Andrew Mclean that contact should be made with the LCC Enterprise Growth Manager, Sally Harrison, who would be able to assist in terms of business and long-term planning.

LMS has secured business planning support from NBV Enterprise Solutions Limited as part of their Business Start Up Support programme which is a funded service offered to businesses in Lincolnshire. NBV is a social enterprise funded largely by Regional Growth Fund and European Regional Development Funds as well as some commercial activities. They specialise in the production of Business Plans for new start-ups and growing businesses.

A new style LMS business plan, outlined in appendix 8 in draft format, has now been put together with an attractive simple and focused approach in a readable format for a range of stakeholders and key commercial funders.

## **What Next – key questions?**

### What processes are in place to secure approval for externalisation?

I assume approval will be needed by members and when is the earliest opportunity for presentation and debate to take place?

### When should the transfer take place?

There are two main opportunities to externalise which are:

- 1<sup>st</sup> September 2015
- 1<sup>st</sup> April 2016

In order to secure and maintain the business it would be sensible to opt for 1<sup>st</sup> September as an implementation date. This also allows LMS to externalise and secure additional charitable funding post 2016. In discussion with ACE, the funding agreement 2012-2016 would remain with DfE with LMS as the lead organisation of the Lincolnshire Music and Arts Education Hub regardless of whether LMS is a LA service or not. The risk rating will escalate though up until the point of transfer.

### Consultation?

LCC HR has confirmed that a consultation period of 45 days would be necessary and there would be two parallel elements of the process:

- LMS Management Review and Restructure
- Externalisation

A meeting with LCC HR has been arranged post the DMT presentation in November 2014.

### Pre-requisites and measures?

In order to achieve independence for LMS and remove the longer-term liability for LCC there need to negotiated pre-requisites such as:

In order to achieve independence for LMS and remove the longer-term liability for LCC there need to be a number of pre-requisites in place:

- The agreement to carry forward any LMS surplus into the new organisation post April 2015
- Underwrite the redundancy costs accrued up until the time of TUPE transfer, in perpetuity
- Agree to finance the bond (circa £190k) for the Trust to become a recognised body for TPS. This bond is a hypothetical representation of funds as a guarantor which could sit within the reserves of LCC.

## Lincolnshire Music Service – Life beyond the Local Authority...

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- Transfer of existing assets e.g. instruments which are of no material value to LCC. If this was agreed in principle a full inventory would be confirmed.
- Benevolent loan agreement if needed during the first 12 months to address cash-flow vulnerability
- The agreement for LCC to continue to administer the Assisted Instrument Purchase Scheme enabling tax free purchasing for families within the county. This is a relatively straight forward tax free purchase process for parents with no financial burden to LCC. Suppliers have already been identified through the central purchasing team and therefore the administration would be minimal.
- The agreement for LCC to pass to LMS, any funds that are collected through Standing Orders that were set-up in favour of LMS, by parents, prior to the transfer (e.g. membership fees for county ensembles and foreign tours). (This arrangement would effectively apply only for a few months after the date of transfer.)
- A data sharing agreement between LMS and LCC in order to validate information e.g. FSM/LAC CYP impacting subsidised tuition. This is also necessary to complete the annual data return requested by ACE.

The TUPE measures that would need considering would be relating to technical, economic and organisational and would include:

- Childcare vouchers
- Mileage rates

Independent legal advice would be secured through Bates Wells & Braithwaite, who are not only knowledgeable within the field but have also assisted Northamptonshire Music and Performing Arts Trust and other services to achieve independence recently. The initial quoted costs for the externalisation are outlined in appendix 9.

# Lincolnshire Music Service – Life beyond the Local Authority...

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Appendix 1: DMT Report June 2014 – Life beyond the Local Authority...

## Lincolnshire Music Service – Life beyond the Local Authority...

**DMT Report – October 2014**

**Jennifer McKie, Senior Music Adviser**

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### **Lincolnshire Music Service – Life beyond the Local Authority...**

#### **Background**

Lincolnshire Music Service (LMS) is a successful traded service with an excellent reputation. An external review carried out by Richard Hallam MBE, the DfE consultant on the National Plan for Music Education concluded:

"LMS is an outstanding music service. LMS provides outstanding music leadership, achieves excellent standards and delivers high quality activities through a diverse range of opportunities for all"

LMS is the lead organisation of the Lincolnshire Music and Arts Education Hub (LMAEH) which consists of 20 organisations united in providing the best possible music opportunities for all children regardless of their circumstances or background. During 2013/4 around 18,000 children and young people accessed music opportunities via LMS resulting in over 90% of schools receiving provision.

# Lincolnshire Music Service – Life beyond the Local Authority...

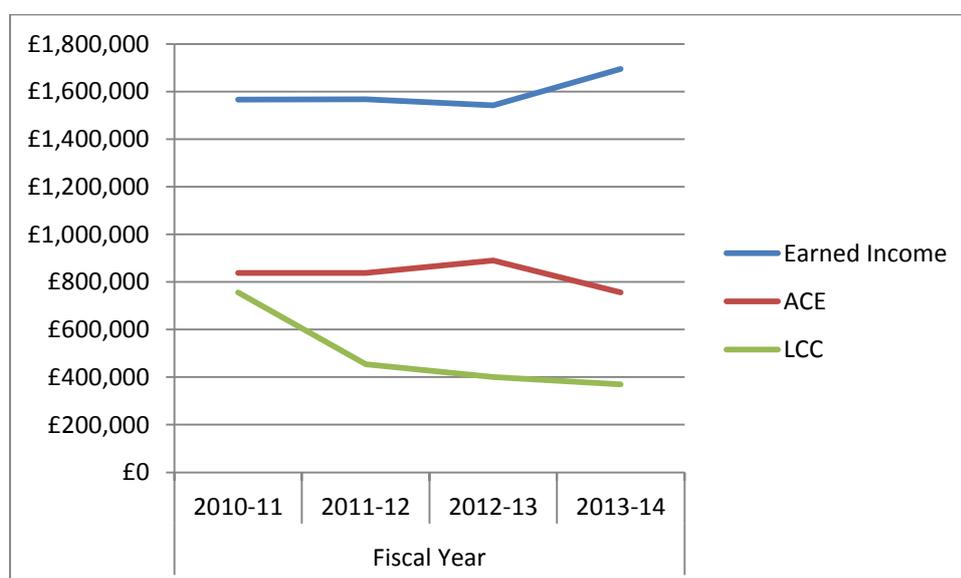
## Funding

LMS is a traded service with the following grant and income streams:

- Arts Council England (ACE) Music Grant (DfE funding)
- Lincolnshire County Council (LCC)
- Trading Stakeholder Income

Since 2010, LMS has received a 30% reduction in central funding through ACE and LCC.

Grant Funding including overall % level of contribution and earned income: (INSERT NEW GRAPH)



Fiscal Year	2010-11	%	2011-12	%	2012-13	%	2013-14	%
ACE	837,730	27	837,730	29	890,121	31	755,793	27
LCC	755,340	24	453,870	16	401,102	14	370,210	13
Earned Income	1,565,579	49	1,567,853	55	1,541,358	55	1,694,748	60
Total	3,158,649		2,859,453		2,832,581		2,820,751	

The ACE grant conditions are explicit with an agreed LMAEH business plan. The core requirements of the funding state children from all backgrounds and every part of England should have the opportunity to learn a musical instrument including whole class ensemble teaching programmes; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to.

The ACE funding formula is based on a 'per pupil' formula, along with a weighting for pupils in receipt of Free School Meals. In rural areas, the costs associated with providing services to and reaching all schools (especially on the peripherals of the county) is expensive. We receive no additional funding for travel time or travel costs.

## Lincolnshire Music Service – Life beyond the Local Authority...

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It has been confirmed that the ACE grant will be extended into 2015/16 providing stability for a further year. This confirmation includes an additional £18 million contribution from the DfE during 2015/16 with specific allocations directed to music hubs across England. These are yet to be confirmed.

LCC funding does not have a set of grant conditions attached and therefore the budget is currently used to offset the totality of the budget at the end of the financial year.

Despite reduced funding overall, LMS has remained robust and adapted resulting in:

- Efficiencies through smarter timetabling, travel arrangements and online claiming and other online processes
- Savings through streamlined delivery through LMAEH, training and other everyday costs e.g. instrument purchasing
- New contractual arrangements moving away from Teachers T&Cs to an annualised hours contract set at 75% with claimable additional hours
- Full restructure reducing the number of full-time staff including management

Throughout this time, LMS has developed a range of high quality products available to stakeholders set at realistic charges and delivered by an experienced team. These products are aligned to the core and extension requirements of the National Plan for Music Education.

## Lincolnshire Music Service – Life beyond the Local Authority...

### Financial Analysis

LMS is aware of the rapidly changing landscape and we must assume the withdrawal of the 2015/2016 LCC contribution. Regardless of the business model adopted post 2015, the financial position must be robust and balanced.

Detailed analysis, as outlined in appendix 4, has been carried out in partnership with LCC finance which includes identifying trading trends and the level of subsidy required to maintain a viable service. A range of factors have been included:

- Management
- Overheads including mileage / travel time etc.
- Administration
- Other partnership work (other hired services)

All calculations are based on actual trading hours which have been analysed to identify trends and the impact of varying levels of buy-back. The level of subsidy is projected to decrease with the complete withdrawal of LCC reliance by 2015-16.

#### Financial position - 2013/2014

Funding	Total
ACE	£755,793
LCC	£370,210

Product	Hours per annum	Total costs per hour	Total Subsidy per annum
Individual, small group and whole class tuition	47,162	£41.97	£476,855
Total			£476,855

The overall level of subsidy contribution required was £558,927 which also included:

- Music centre activity
- County ensembles
- Other projects e.g. live music
- Other hired services
- Free school meal and looked after children remission

There was a surplus of £193,000 due, in part, to the number of charging weeks (37) available during this financial year (LMS schedules 36 teaching weeks in the academic year). A case was presented for the carry forward of these funds into 2014-15 but rejected due to financial regulations.

## Lincolnshire Music Service – Life beyond the Local Authority...

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### Financial position - 2014/2015

Funding	Total
ACE	£755,793
LCC	£402,696

Product	Hours per annum	Total costs per hour	Total Subsidy per annum
Individual, small group and whole class tuition	41,753	£43.12	£380,509
<b>Total</b>			<b>£380,509</b>

The overall level of subsidy contribution required is £465,704 which also includes:

- Music centre activity
- County group ensembles
- Other projects e.g. live music
- Other hired services
- Free school meal and looked after children remission

An increase in charges (academic year related) to stakeholders from September 2014 was agreed following a DMT presentation in March 2014 and a 10% decrease in buy-back predicted as a direct impact of increased charges. This was essential to prepare for the withdrawal of LCC funding and the instability of the DfE funding post April 2015.

Although 2014-15 represents 35 charging weeks compared with 37 weeks in 2013-14, LMS projects around £280k surplus at the end of the financial year. There are other factors which have been considered to arrive at this figure which are estimated at this stage:

- Independent legal advice<sup>i</sup> to support transfer arrangements
- The impact on income due to adverse weather conditions or other external factors
- Potential LMS tutor pay increase (1%) and other incremental pay awards
- Initial set-up costs including IT, HR, payroll and premises calculated at around £40k however LCC still to confirm 'in-house' central costs i.e. contributing costs to fulfil the council's functionality. Mark Popplewell has agreed to quantify for LMS.

Calculations, as outlined in appendix 5, also confirm the impact on the overall level of subsidy according to a varying level of buy-back from schools and the financial impact. This has been set at 100%, 90% and 80% buy-back compared with 2013-14. The calculations highlight that the decreased level of buy-back does not make a significant impact on the overall budget.

The proposal would be to agree the carry-forward of surplus funds into 2015-16 to pump-prime the new business model post April 2015.

## Lincolnshire Music Service – Life beyond the Local Authority...

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### Financial position - 2015/2016

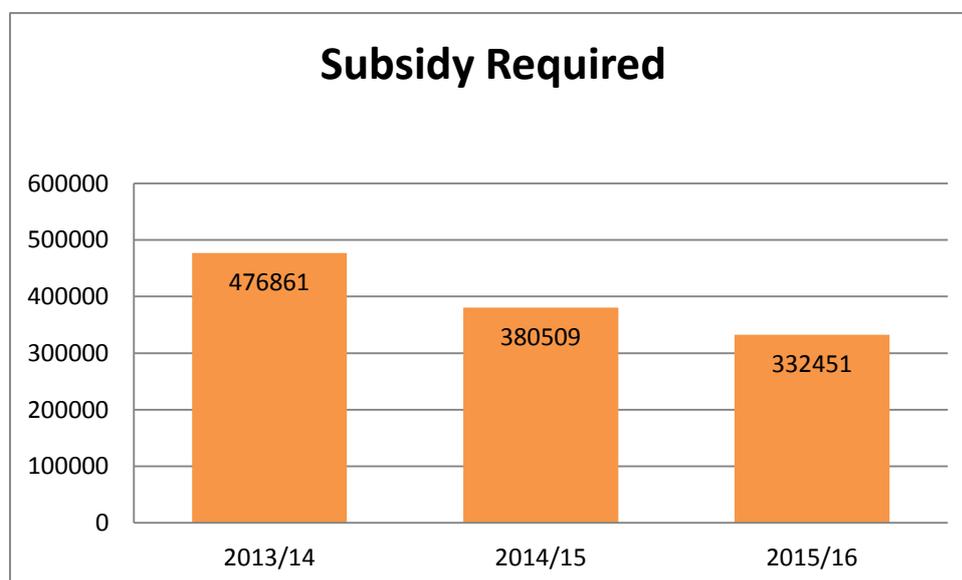
Funding	Total
ACE	£755,793
LCC	£0

ACE funding 2015-16 has been confirmed extending the funding period by one year. An assumption has been made that the level of funding will remain stable however this will be confirmed by July 2014.

Product	Hours per annum	Total costs per hour	Total Subsidy per annum
Individual, small group and whole class tuition	41,363	£43.22	£332,446
<b>Total</b>			<b>£332,446</b>

The overall level of subsidy contribution required is £417,901 which also includes:

- Music centre activity
- County group ensembles
- Other projects e.g. live music
- Other hired services
- Free school meal and looked after children remission



*This chart shows a diminishing requirement for subsidy over 3 fiscal years.*

Additional costs to consider during 2015/16 will depend on the model secured moving forward but will include:

- IT Support
- HR and Payroll

## Lincolnshire Music Service – Life beyond the Local Authority...

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- Possible premises hire

Further research has taken place to project additional overhead costs as an independent organisation and is detailed below:

Area	LA costs per annum	External costs per annum	Impact on buy-back per hour
IT	Awaiting costs	£8,000	19p
HR	Awaiting costs	£8,000	19p
Payroll	Awaiting costs	£4,500	10p
Premises hire	n/a	£10,000	24p
Total		£30,500	72p per hour

Although the table outlines the impact as an hourly cost to stakeholders, it is envisaged that these costs would be secured through efficiencies.

### Challenges

LCC has continued to support LMS over many years and it is because of this support the service has grown in size as well as reputation. The high level of financial support has been exceptional and compares well with other authorities across the East Midlands and beyond. It is inevitable, however, that LCC will withdraw funding post April 2015 and there is a need to:

- Minimise the level of political impact
- Choose the most appropriate legal form for LMS
- Continue to provide a range of music opportunities for children and young people within the county.

Operating as a traded service within an LA commissioning infrastructure represents a number of key challenges:

- Lack of restrictive covenant within LCC contract therefore less ability to protect existing business
- The inability to carry forward surplus funding e.g. 2013-14 surplus of £193k therefore reduced opportunity to reinvest and increase provision for children and young people
- The lack of control over decisions directly impacting LMS budgets e.g. mileage rate increase, pay and reward consultation, mandatory LCC training.
- The lack of clarity relating to the LCC contribution (14% of total) resulting in risk and control to the totality of the budget e.g. Proposed withdrawal of FSM funding set at £95k contravening the key requirements of the ACE grant.
- The implementation of LCC recruitment procedures for all posts regardless of direct business in need of delivery or critical business roles within the service e.g. LMS finance officer contract expired and no replacement or interim arrangements.
- The current infrastructure makes cross-border collaboration difficult due to the current funding position e.g. Peterborough and North East Lincolnshire Music Service Contracts
- The inability to claim gift-aid or other charitable funding streams which could directly impact children and young people within the county
- Governance – ultimately LMS employees can advise but decisions taken centrally regarding critical decisions and future direction e.g. structure and policy.

LMS understands LCC's role as a commissioning service and the challenges / liabilities surrounding a traded service. LMS has demonstrated over many years the viability of the business however doesn't have control of many critical decisions that impact its sustainability.

## Lincolnshire Music Service – Life beyond the Local Authority...

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### The Legal Form

LMS proposes to work in partnership with LCC to get to the point of achieving a viable entity post April 2015.

The partnership would remove the liability for LCC without the removal of the service which would be politically volatile within the county. This would also enable the council to achieve its objective of a commissioning council post April 2015 if appropriate.

The following questions have been addressed<sup>ii</sup> in order to clarify the most appropriate legal form for LMS:

Area	Questions
Funding and finance	What are our income streams? How will we diversify income? Will we be applying for grants/other public funding? Will members of the public donate/buy services?
Tax considerations	Do we want access to charitable tax breaks (e.g. no corporation tax on profits, gift aid, business rates relief etc.)?
Social purpose embedded into legal structure	Is it important that the social purpose of the service is part of the legal structure (e.g. stated in the constitution)?
Flexibility	How much flexibility do we want about the direction of the service? Could we deliver other commercial activities?
Reputation and kudos	What impression does the new entity need to give to members of the public? Is it important that the new entity seems charitable?
View/role of Local Authority	What role will the LA have in respect of the new entity? What will the funding/contractual relationship be with the LA?
Governance	Who do we want to be on the Board? Do we want employees on the board/to take membership? What about the service users? How will we ensure the board has appropriate skills? Is it important that employees/ the public are seen to "own" or "control" the entity?
Administration	How do we feel about external regulation and scrutiny / filing document and reports?
Timescale	How urgent is the establishment of the new entity?

# Lincolnshire Music Service – Life beyond the Local Authority...

## Research

In depth research has taken place since the concept was pitched to the CfBT Senior Leadership Team in December 2013. This has included:

- Preliminary discussions with LMS Senior Managers
- Financial review in partnership with LCC finance
- Meetings with a range of services operating in varying models including Northamptonshire (Independent Trust), Birmingham (Independent Trust in partnership with other traded services) and Staffordshire (Bought and operated by a 3<sup>rd</sup> Party, alongside other traded services)
- Meetings with neighbouring music services to ascertain other business potential e.g. North East Lincolnshire Music Service regarding future alignment of provision
- Legal advice, Bates Wells Braithwaite, Erica Crump, Senior Associate

## Potential Business Models Considered

The table below outlines the potential benefits and any limitations for each legal form considered which include:

- Community interest company (CIC)
- Charitable company limited by guarantee (Trust)
- Charitable bencom (IPS community benefit society)
- Co-operative (Industrial and Provident Society)
- LA traded service

Please note that the option for LMS to be subsumed by a 3<sup>rd</sup> party organisation could not be considered. The level of return expected would be in the region of 12-14% and this would be unviable for the service as well as jeopardise funding arrangements with our key funders e.g. Arts Council England. A high profit margin would increase prices to a point that the market would not sustain the service.

Legal Form	Pros	Cons
Community Interest Company (CIC)	<p>A CIC is a type of company with a community purpose and a lock over its assets</p> <p>Employees can be directors – this means the head of service and other employees can sit on the board. Non-employee directors can also be paid for their services</p> <p>Social enterprise "brand" – the CIC is widely seen as a type of social enterprise (a company with a social purpose)</p>	<p>No tax reliefs unlike charities</p> <p>CICs are less well known than charities</p> <p>Less public trust than a charity</p> <p>Some funders may be less likely to fund a CIC than a charity</p>

## Lincolnshire Music Service – Life beyond the Local Authority...

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	<p>The CIC Regulator/Companies House are regulators of CICs. They are both light touch regulators</p> <p>CICs can offer shares to members of the public/organisations if CIC limited by shares i.e. may be able to raise equity finance</p> <p>Easy and quick to set up</p> <p>Easier to carry out more commercial activities than a charitable legal structure</p> <p>Potential to achieve recognised body status for Teachers Pension Scheme</p>	
<p><b>Conclusion:</b>          This option would be relatively straight forward to set up with a community purpose and lock over the assets. As employees can be Directors, this would allow the Senior Music Adviser and other employees to sit on the Board. There would however be some infrastructure set-up needed and a major disadvantage would be no tax reliefs unlike charities. Some funders may also be less likely to fund a CIC than a charity with less public trust</p>		
<p>Charitable Bencom (IPS Community Benefit Society)</p>	<p>Should be able to register with HMRC for charitable tax reliefs</p> <p>Not regulated by the Charity Commission, so easier to get employees (like the Head of Service) on the Board of Directors than a charity registered with the Charity Commission</p> <p>The Financial Conduct Authority (FCA) is more "light-touch" as a regulator than the Charity Commission</p> <p>Widely seen as a democratic model (1 member, 1 vote). The Bencom will have a wide membership who will collectively control the service</p>	<p>A Bencom must have a wide membership. For music service this membership groups is likely to be students/parents/staff who are likely to have rights to vote in the directors/remove directors/attend annual general meetings. This shifts control to a wide membership group</p> <p>Stakeholders, funders, and the public are less likely to understand what a Bencom is (as it has no registered charity number and is far less common legal form than a registered charitable company)</p> <p>It is anticipated that in the future Bencoms will be regulated by the Charity Commission at which point the Commission could</p>

## Lincolnshire Music Service – Life beyond the Local Authority...

		<p>require employees to be removed from the board of directors</p> <p>HMRC may have questions about employees sitting on the board of directors before granting charity tax reliefs</p> <p>FCA is a less efficient regulator than the Charity Commission/Companies House</p>
<p><b>Conclusion:</b> Although widely seen as a democratic model, it would result in a wide membership who would collectively control the service. For LMS this membership group is likely to be a range of stakeholders which shifts the control to a wider membership. This could be potentially too risky to meet the objectives of our key funders.</p>		
<p>Co-operative (IPS)</p>	<p>Seen as a democratic model (1 member, 1 vote)</p> <p>The Co-op would have a wide membership who would collectively control the service</p> <p>Members of the co-op can be paid shares</p> <p>Buy-in and support from the membership</p> <p>Part of the co-operative movement</p> <p>Could achieve recognised body status for Teachers Pension Scheme (TPS)</p>	<p>The Financial Conduct Authority (regulator of Co-ops) less efficient than Companies House/Charity Commission</p> <p>The Council/public may not want members to be able to receive dividend out of the Co-op as this takes money away from the services and into the pockets of members</p> <p>Does not give out a message to the public/council/members that it is not for profit as profit can be distributed to members</p> <p>A co-op must have a wide membership which is likely to be students/parents/staff etc. who are likely to have rights to vote in the directors/remove directors/attend annual general meetings. This shifts control to a wide membership group.</p>
<p><b>Conclusion:</b> Although widely seen as a democratic model, it would result in a wide membership who would collectively control the service. For LMS this membership groups is likely to be a range of stakeholders which shifts the control to a wider membership. This could be potentially too risky to meet the objectives of our key funders.</p>		

## Lincolnshire Music Service – Life beyond the Local Authority...

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<p>LA Traded Service</p>	<p>Kudos and profile already in place and therefore an element of stability from stakeholders</p> <p>Established infrastructure however costs are still to be confirmed</p> <p>Support provided by LA and Cllrs.</p>	<p>No tax reliefs (unlike charities)</p> <p>Some funders may be less likely to fund a LA than a charity</p> <p>Financial restrictions limited ability to trade e.g. carry forward potential</p> <p>Tensions between funding agreements of key funders e.g. ACE and LCC</p> <p>Lack of control and flexibility would remain, limited trading potential e.g. external contracts</p> <p>Inability to extend online trading options e.g. paypal</p> <p>Lack of restrictive covenants within a commissioning authority</p>
<p><b>Conclusion:</b>                  The removal of LCC funding would reduce the benefit of aligning provision with the LA. The ability to carry forward funds would be beneficial for the service impacting children and young people directly. It would provide an element of stability regarding the infrastructure issues of HR, finance and payroll however central costs are still to be confirmed. The tensions surrounding control and flexibility would still remain, limiting the trading potential of the service.</p>		

## Lincolnshire Music Service – Life beyond the Local Authority...

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### Preferred Legal Form and Business Model

Legal Form	Pros	Cons
Charitable company limited by guarantee (Trust)	<p>The public trusts registered charities and are reassured by a registered charity number</p> <p>Charities are the only legal structure that benefit from very wide tax reliefs (e.g. gift aid, no corporation tax on charitable trading profits, business rates relief, no stamp duty land tax, inheritance tax relief etc.)</p> <p>Maximum access to trust, foundation and public funding as a registered charity, although many funders will fund other not for profit legal structures</p> <p>LAs may only want to transfer the service to a registered charity (for reputational and governance reasons)</p> <p>Could achieve TPS recognised body status</p>	<p>Difficult for employees to be directors (known as trustees) of the charity. This means the Head of Service and other staff can only sit on the board with special consent from the Charity Commission</p> <p>It is necessary to have at least 2 or 3 entirely independent directors</p> <p>The Charity Commission has extensive regulatory powers/powers to intervene/launch investigations</p> <p>Charities have the least flexibility over their activities/commercial trading although it is possible to set up a trading arm</p> <p>Cannot pay dividends/raise equity finance</p>
<p>Conclusion: In partnership with the LA as a commissioning authority, LMS would agree a set of pre-requisites with the LA to achieve independence. It is likely the Trust would be an admitted body for TPS and have the flexibility to make its own decisions according to business need. Charitable status would also benefit LMS through a range of tax reliefs. There is already a precedent within the East Midlands for this as an option which was a highly successful collaboration between LA and Northamptonshire Music Service.</p>		

Lincolnshire Music Service is:

- large, with a turnover of around £3 million
- automatically high risk due to its 100 employees
- reliant on trading, so vulnerable to market forces
- Although financially viable it is dependent on some continued level of public funding so vulnerable to decision outside of its immediate control.

The preferred structure for LMS is a free-standing Independent Trust with charitable status. Charities are the only legal structures that benefit from wide tax reliefs such as gift aid and

## Lincolnshire Music Service – Life beyond the Local Authority...

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potential donations. Although the Trust wouldn't be a legal entity in itself, it would be a convenient overarching body supporting the trading company (company limited by guarantee, not shares) that works alongside the registered charity.

The Trustees/Directors will be unobtainable unless there is some level of protection through limited liability.

Although it can be difficult for employees to be trustees/directors of the charity, special consent can be given from the Charity Commission. This consent isn't unusual and a precedent has already been set with other music services within the region and beyond.

The ability to function as an independent organisation would also provide the opportunity for LCC to commission aspects of the work, if felt appropriate, within a tighter and much more focused budget framework e.g. Lincolnshire Youth county group performances such as the Youth Orchestra in Lincoln Cathedral.

The greatest asset of LMS is its people however we understand that they also bring with them the greatest financial liability.

In order to achieve independence for LMS and remove the longer-term liability for LCC there need to be a number of pre-requisites in place:

- The agreement to carry forward any LMS surplus into the new organisation post April 2015
- Underwrite the redundancy costs accrued up until the time of TUPE transfer, in perpetuity
- Agree to finance the bond (circa £190k) for the Trust to become a recognised body for TPS. This bond is a hypothetical representation of funds as a guarantor which could sit within the reserves of LCC.
- Transfer of existing assets e.g. instruments which are of no material value to LCC. If this was agreed in principle a full inventory would be confirmed.
- Benevolent loan agreement if needed during the first 12 months to address cash-flow vulnerability
- The agreement for LCC to continue to administer the Assisted Instrument Purchase Scheme enabling tax free purchasing for families within the county. This is a relatively straight forward tax free purchase process for parents with no financial burden to LCC. Suppliers have already been identified through the central purchasing team and therefore the administration would be minimal.
- The agreement for LCC to pass to LMS, any funds that are collected through Standing Orders that were set-up in favour of LMS, by parents, prior to the transfer (e.g. membership fees for county ensembles and foreign tours). (This arrangement would effectively apply only for a few months after the date of transfer.)
- A data sharing agreement between LMS and LCC in order to validate information e.g. FSM/LAC CYP impacting subsidised tuition. This is also necessary to complete the annual data return requested by ACE.

## Lincolnshire Music Service – Life beyond the Local Authority...

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The TUPE measures that would need considering would be relating to technical, economic and organisational and would include:

- Childcare vouchers
- Mileage rates
- Post transfer financial review
- Post transfer management team review

Independent legal advice would be secured through Bates Wells and Braithwaite, who are not only knowledgeable within the field but have also assisted Northamptonshire Music and Performing Arts Trust and other services to achieve independence recently.

### **Timeline**

It is envisaged that although the Trust could be established, with the consent of LCC, within around 3-6 months, it would be necessary to launch the Trust at the start of the new financial year (April 2015). Bates Wells and Braithwaite have recommended allowing at least 3 months for the final stage of the transfer.

It would be sensible to align with LCC and therefore commence activity relating to the transfer as part of the next round of change post the senior management review i.e. September 2014. This would allow all LMS staff members to be made aware of the proposed change in September with enough time for negotiation before the implementation date of April 2015. It is vital that LMS staff members are aware of any proposed changes at the earliest stage and therefore necessary to treat any negotiations as confidential until September 2014.

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<sup>i</sup> Bates Wells and Braithwaite (Erica Crump, Senior Associate) are the preferred legal organisation to administer the move away from the LA and come highly recommended from other music services e.g. Northamptonshire.

<sup>ii</sup> Bates Wells Braithwaite – Choosing your legal form

## Policy and Scrutiny

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Future Delivery of Lincolnshire's School Improvement Service</b>

#### Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on Future Delivery of Lincolnshire's School Improvement Service which is due to be considered by the Executive on 5 May 2015. The views of the Scrutiny Committee will be reported to the Executive as part of its consideration of this item.

#### Actions Required:

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

### 1. Background

The Executive is due to consider the report on Future Delivery of Lincolnshire's School Improvement Service. The full report to the Executive is attached at Appendix 1 to this report.

### 2. Conclusion

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

### 3. Consultation

#### a) Policy Proofing Actions Required

Not applicable

### 4. Appendices

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

Appendix A	Report and Appendices to the Executive on Future Delivery of Lincolnshire's School Improvement Service
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### 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 Andrew McLean, who can be contacted on 01522 554079 or by email at [andrew.mclean@lincolnshire.gov.uk](mailto:andrew.mclean@lincolnshire.gov.uk).

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

Report to:	<b>Executive</b>
Date:	<b>05 May 2015</b>
Subject:	<b>Future Delivery of Lincolnshire's School Improvement Service</b>
Decision Reference:	<b>I008698</b>
Key decision?	<b>Yes</b>

**Summary:**

Lincolnshire County Council has statutory duties to fulfil in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.

This statutory duty is currently fulfilled through a contract with CfBT Education Trust (CfBT) to deliver the School Improvement Service, which expires on the 31<sup>st</sup> January 2017.

This report recommends that the future commissioning arrangements for school improvement is focussed on an integrative, school-led system, to establish a Lincolnshire Learning Partnership, delivering a tiered approach to school improvement, including; peer review, quality assurance and appropriate governance arrangements to drive the strategic vision for education in Lincolnshire.

This approach will result in the existing contract expiring and not being replaced, with Children's Services leading on the monitoring, challenging and intervening with schools. In line with the DfE development of 'system leadership', arrangements will be established with Lincolnshire Teaching Schools to support teachers and improve standards in schools. The service will be subject to a review each year to ensure it is deliverable in line with the Council's financial position.

Under the Lincolnshire County Council's Constitution Part 2 article 10.03 (b) (ii), this is a Key Decision due to it being 'a decision which is likely to result in expenditure of £500k'.

**Recommendation(s):**

The Executive:

1. Approves the proposed Lincolnshire Learning Partnership school-led approach to school improvement, subject to funding availability, as the future means of providing the Existing Delivery Category 1 services set out in Table 1 of this Report;
2. Approves the establishment of a Lincolnshire Learning Partnership Board to fulfil the role set out for that Board in the description of Tier Three in this Report;
3. Approves the Lincolnshire Learning Partnership school led approach as the model for the delivery of school improvement that all Lincolnshire maintained schools will be offered by the Council;
4. Approves the development of collaborative arrangements with Lincolnshire's Teaching Schools as the future means of providing the Existing Delivery Category 2 services set out in Table 1 of this Report;
5. Approves that the function of Governor Support be absorbed within the Council's existing governor support service and no longer be delivered as a managed service by CfBT;
6. Approves the continued commissioning of the Educational Visits Approval and Advice Service directly by the Council as a contracted service;
7. Approves the taking effect of the decisions in paragraphs 1 to 6 above from 1 February 2017 or such earlier date as may be agreed with CfBT;
8. Notes that an options appraisal is currently in production to determine the future provision of Freiston Environmental Centre; and
9. Delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Adult Care and Health Services, and Children's Services the authority to take all decisions in respect of the implementation of the decisions in paragraphs 1 to 7 above including decisions to determine the final form of the commissioning approach for the delivery of the Lincolnshire Learning Partnership function (including the role of the Lincolnshire Learning Advisors) and to approve the award of any subsequent contracts and the entering into of all contract and other legal documentation necessary to give effect to any of the decisions in paragraphs 1 to 7 above.

**Alternatives Considered:**

1. Do Nothing:  
This was discounted as a viable option due to the contract having already been fully extended under the terms and conditions of the contract.
2. De-commissioning:  
The Council has statutory duties to fulfil and needs to ensure that appropriate provision is in place to improve standards in schools.
3. Influence:  
There is not a requirement for other public services to deliver the school improvement statutory requirements. An element of this proposed approach does require influence with the DfE through the National College

for Teaching & Leadership and also with Lincolnshire Teaching Schools.

4. Partnership:

A collaborative approach to the service is proposed in the establishment of the Lincolnshire Learning Partnership Board and through partnership working with Teaching Schools to draw down resources to support our most vulnerable schools.

5. Insourcing:

This report proposes to explore the possible insourcing or part in-sourcing of the monitoring, challenge and intervention requirements of the service to ensure the Council has the appropriate operational and strategic oversight of school performance.

6. Re procurement by means of a competitive tender:

The benefits of schools working together to lead school improvement are well-established and the introduction of a separate entity to that arrangement is not considered to support the model. A collaborative model with Teaching Schools may be implemented for Lincolnshire Learning Advisors and is proposed for certain of the services. Educational Visits Approval and Advice Service will continue to be contracted through a competitive process.

**Reasons for Recommendation:**

1. The contract for the existing school improvement service has 21 months until it expires and so it is the right moment to begin transitional arrangements to a new model of delivery.
2. The Council having the appropriate operational and strategic oversight of school performance will mean we have a better understanding of the needs of our population and our communities, which will support us in effectively setting local priorities, providing strategic direction and leadership, ensuring sufficiency of places that meets the needs and aspirations and jointly commissioning services with partners to meet local need.
3. Most of Lincolnshire's children perform well at all key stages compared with their peers nationally, but the rate of national progress has started to improve faster than in Lincolnshire. This recommendation forms a significant part of the 'Learn and Achieve' commissioning strategy to address this.
4. This recommendation ensures the development of a sector led approach to school improvement so outstanding educational leaders, teaching schools and national leaders in education work in partnership with other schools to ensure that no school is left behind in Lincolnshire
5. In line with DfE systems leadership arrangements, this recommendation embeds the role, breadth and capacity of Teaching Schools and Local and National Leaders of education as part of Lincolnshire's approach to sector led improvement
6. Recognising the financial position of the Council, this recommendation continues to raise standards and build capacity through a local self-improving school system which is sector led, regardless of status.

## 1. Background

### Overview:

The Council has statutory duties to fulfil in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.

In 2002 Lincolnshire County Council entered into an agreement with CfBT Education Trust (CfBT) to deliver the School Improvement Service for a period of 10 years commencing 1st September 2002. In 2010, this agreement was extended to 31st January 2017, in line with the conditions of the contract i.e. a maximum extension period of 4 years 5 months. With effect from the 1st April 2015, the contract value is £2.15m per year, reducing by £0.5m with effect from the 1st April 2016.

CfBT are required to continuously challenge Schools to improve their performance and the standards of their teaching, governance and management. CfBT should also identify and advise the Council as to any targets set by Schools as part of their own planning process which it considers to be insufficiently challenging and identify the action which it would recommend the Council to take to help those Schools to exceed those targets.

The existing service includes the delivery of the following components to ensure LCC meets its obligations:

- i. **Monitoring through supported self-evaluation of all LA Maintained schools** - working with the senior leadership of each school to develop and validate self-evaluation so that the judgement is jointly owned wherever possible.
- ii. **Monitoring of all academies and of colleges delivering to 5 to 16 year-olds** – carrying out a desk top review of each academy using; school’s website, local intelligence, Local Authority information, Ofsted and HMI information and data, with a focus on; achievement of pupils and leadership and management.
- iii. **Intervention with LA Maintained Schools Causing Concern (SCC)** – providing enhanced Advisor support to all Schools Causing Concern (SCC) as identified in the SCC process, with the objective of helping them out of the Schools Causing Concern category as quickly as possible. There are usually between 15 and 25 SCC at any one time.
- iv. **Escalation to the Department for Education of academies and colleges causing concern** - the dialogue with officers of the Department for Education required when an academy causes concern is often considerable.
- v. **Headteacher appointments in LA Maintained schools** - provide each affected maintained school with a Director of Children’s Services Representative for up to 2 days of interviews if required.
- vi. **Moderation of KS1 assessment and KS2 assessment in primary maintained schools and primary academies** – fulfilling the LA statutory obligation in respect of this.

- vii. **Monitoring of the outcomes for vulnerable groups including SEND** - review the attainment and progress of vulnerable pupils including Special educational Needs & Disabilities (SEND); Looked After Children (LAC); Free School Meals (FSM); Pupil Premium (PP) and English as an Additional Language (EAL) and to consider the impact of the strategies schools are using to close the achievement gap between advantaged and disadvantaged pupils.
- viii. **Governor Support** – provide a range of support tools to governors including training, monitoring visits, appropriate challenge, partnership meetings and setting up a Local Leaders of Governance programme to develop a bank of Governors to enable systematic school to school Governor support to augment the National Leaders of Governance (NLG) model.
- ix. **Support and Accreditation of Newly Qualified Teachers (NQT)** - the service is provided free to LA maintained schools and available to academies at a charge, but the transaction is handled by LCC as the service is provided under the Council’s ‘Appropriate Body’ status.

In addition to the delivery of the school improvement service, CfBT also carry out the following function on behalf of the Council:

- x. **Educational Visits Approval and Advice Service** - the local authority is required to approve higher risk Educational Visits proposed by maintained schools and to make recommendations for improvements in the proposed arrangements to enable approval to be given.
- xi. **The Freiston Environmental Centre** - management of a well-regarded residential centre providing significant targeted provision for vulnerable children and young people, and accessible residential visits for children across Lincolnshire.

### **School Performance:**

An overview of the latest 2014 performance data available for Lincolnshire schools is given below.

**Key Stage 1** – L2+ attainment is broadly in line with 2013 Lincolnshire and national data but whilst Lincolnshire has remained relatively stable other than in maths which has decreased, the national average has risen in 2014.

- The percentage of children who attained L2+ in all reading, writing and maths for 2014 is 83.3%.
- L2+ in reading is 88.5% (in line with 2013), below national of 90%, regional 89% and statistical neighbours 90%.
- L2+ in writing is 85.2% (in line with 2013), below national of 86%, regional 86% and statistical neighbours 87%.
- L2+ in maths is 90.6% (a decrease of almost 2% from 2013), below national of 93%, regional 92% and statistical neighbours 92%.

**Key Stage 2** – The percentage of children who attained L4+ in all reading, writing and mathematics for 2014 is 77% which is an increase of 1% from 2013, and is well above the floor standard of 65%, however Lincolnshire is 2% below the

national figure of 79%, and regional 78%, but is in line with our statistical neighbours 77%. This is after a rise nationally of almost 4% for this measure.

- L4+ in reading is 88% which is in line with regional and statistical neighbours, but 1% below national of 89%.
- L4+ in writing is 84%, again in line with regional and statistical neighbours, but is below national of 86%.
- L4+ in maths, is 84% which is 1% lower than our than our regional and statistical neighbours and 2% lower than national of 86%
- A total of 16 Lincolnshire schools achieved an outstanding 100% of pupils attaining a Level 4+ in Reading, Writing and Maths.
- The floor standard measure is more stringent this year with the % Level 4+ in Reading, Writing and Maths floor standard increasing from 60% in 2013 to 65% this year. The percentage of Lincolnshire schools falling below floor standards is 7% and this compares favourably to a Regional value of 8%, is in line with Statistical Neighbours at 7% and worst that National at 6%.

Lincolnshire is ranked joint 104<sup>th</sup> out of 152 Local Authorities in 2014, this represents a large drop from 64<sup>th</sup> out of 152 Local Authorities in 2013.

This is the first year that Lincolnshire has been below the national average in all core subjects.

**Key Stage 4** - The percentage of students in Lincolnshire achieving 5+ A\*-C including English and maths is 54.8% and is above the regional East Midlands average of 54.0% and in-line with our Statistical Neighbours average (55%). Lincolnshire's figure of 54.8% falls below the National figure of 56.6%; although without the technicality affecting Bourne Grammar's English qualification then Lincolnshire's figure would have been in-line with national at 56.6%.

- The percentage of Lincolnshire pupils achieving the English Baccalaureate is 26.7% and is significantly above our Statistical Neighbours 21.7%, the Regional East Midlands figure of 21.9% and National 24.3%. Lincolnshire was ranked first within the statistical neighbours group.
- A total of 13 Lincolnshire schools had more than 90% of their pupils achieving 5 or more A\*-C for GCSE's (or equivalents) including English and maths.
- A total of 14 schools achieved in excess of 90% 5 A\*-C grades including English and Maths. In Grammar schools 49.5% achieved 5 or more A\*-A grades – an increase of 0.3% from last year. The percentage of students achieving the English Baccalaureate across Lincolnshire is currently 31.0% compared to 27.2% in 2013.
- The average capped points score per pupil are calculated using the best 8 GCSE and equivalent results for each pupil. In this measure Lincolnshire pupils attained an average of 311.3, in line with the national figure of 311.1 and above the statistical neighbour average 306.6 and the regional East Midlands average of 305.1.
- Lincolnshire's Expected Progress in English figure is a cause for concern. Lincolnshire's figure of 66.5% is significantly below the national figure of 71.8% and the Statistical Neighbour average of 69.3%. We are broadly in-line with the regional figure of 66.9%.

- Lincolnshire's Expected Progress in mathematics figure is 66% and is above National 65.6%, Statistical Neighbours 64.4% and the Regional East Midlands figure of 63.8%.

Another area of concern for Lincolnshire is the percentage of schools falling below floor standard. Lincolnshire have 10 (18.9%) schools below floor standard. This compares to a national value of 11.2% of schools, a statistical neighbour value of 9.2% of schools and a regional East Midlands figure of 14.5%.

Lincolnshire is ranked 102nd out of 151 Local Authorities in 2014, this represents a large drop from joint 61st in 2013.

**Key Stage 5** - 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.

- Percentage of students achieving 3 A\*-A grades or better at A level or Applied single/double award A level for Lincolnshire is 12% compared to national figure of 10.3%.
- 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.
- Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects for Lincolnshire is 15.9% compared with the national figure of 13.5%.
- The average grade in Lincolnshire of a C is consistent with a national average grade of a C.
- 80% of Lincolnshire KS5 students achieved 3 or more A levels at grade A\*-E and compares to a national figure of 77.9%.
- Percentage of students achieving 3 A\*-A grades or better at A level or Applied single/double award A level

### **Closing the Gap:**

**Early Years** – 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.

**Key Stage 1** – From 2009 the gap has been 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. In 2014 the gap has started to widen again therefore this is one of the priorities for the 2014/15 academic year; 2013 was 14.1%, 2014 is 15.9%. There are no regional or national similar measures available for comparison, all are measured at subject level only.

**Key Stage 2** – From 2010 onwards the gap has been 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 (Pupil Premium Grant) pupils attained L4+ (a gap of -16%). In order to address this, focus will be on the performance of all groups of pupils, and particularly those eligible for PPG.

**Key Stage 4** – Lincolnshire's gap in attainment for 5+ A\*-C including English and maths between disadvantaged pupils and others has dropped by 2.1% from 31% in 2013 to 28.9% in 2014; this has bucked the trend seen nationally with a slight increase in this gap. It is worth noting that this decrease would be reduced without the technicality affecting Bourne Grammar's English qualification.

The performance of disadvantaged pupils for this KPI was 31.7% and compares to a national figure of 36.5%.

### **Ofsted Ratings:**

At the end of February the percentage of Lincolnshire schools graded Good or Outstanding by Ofsted was 85.7%, (299 schools), compared with 81% nationally, and the number of pupils attending good or outstanding schools was 83% (83,546 pupils). The percentage of schools graded inadequate was 1% (4 schools, 2,057 pupils) compared with 3% nationally.

The comparison of the percentage of schools that are deemed Good or Outstanding is: Lincolnshire 86%, national 81% and statistical neighbours 79%.

Given the areas of decline in performance as outlined above, it is anticipated that this may affect the future Ofsted rating of some of Lincolnshire schools, with more schools rated as Requires Improvement or Inadequate.

### **Schools Causing Concern:**

Local authorities' statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Part 4 of and Schedule 6 to, the 2006 Act set out that a (maintained) school is "eligible for intervention" where:

1. a warning notice has been given (section 60) with which the school has failed to comply or has failed to comply to the satisfaction of the local authority and the local authority have also given the governing body a written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;

2. teachers' pay and conditions warning notice has been given (section 60A)4 with which the school has failed to comply and the local authority have also given written notice to the governing body that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;
3. a school requires significant improvement (section 61); and,
4. a school requires special measures (section 62).

Where maintained schools are eligible for intervention local authorities have powers under the 2006 Act to: suspend the delegated budget of the school; appoint an Interim Executive Board (IEB); appoint additional governors; or require the governing body to enter into specified arrangements with a view to improving the performance of the school.

Local authorities should also consider contacting the Department for Education to discuss academy sponsorship as soon as they are being made aware that a maintained school is likely to be rated as inadequate by Ofsted.

Where maintained schools are eligible for intervention, the Secretary of State has the power to appoint additional governors, appoint an IEB, or direct the local authority to close a school. The Secretary of State also has the power under the Academies Act 2010 to make an academy order, subject in certain cases to consultation.

Academies are accountable to the Secretary of State for Education. Therefore, local authorities should focus their school improvement activity on the schools they maintain. Local authorities should raise any concerns they have about an academy's performance directly with their Regional Schools Commissioner.

In February 2015, there were 16 maintained schools and 9 academies deemed to be schools causing concern. Plans are in place to provide the appropriate support to those schools.

### **Schools with Issues:**

Schools which are facing specific problems which have the potential to escalate and could ultimately result in a poor Ofsted inspection, low attainment or in becoming a school causing concern are monitored through the local Schools with Issues process.

Schools are categorised against 4 levels of issues which are closely monitored and where appropriate, supported, to help the school improve out of the categories.

In February 2015, 31 maintained schools and 18 academies were deemed to be a schools with issues, these included the schools in the Schools Causing Concern category as reported in the section above.

### **National Perspective:**

There has been much interest and research at a national level into the development of a self-improving, school-led education system (see Appendix B). There has been a transformation in the roles and responsibilities of schools as they move towards a school-led education system.

The role of a head teacher is changing significantly and many head teachers, including those in Lincolnshire, have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.

Schools are taking an increasing role in initial teacher training, the selection and training of school leaders, school improvement and evidence-based continuing professional development (CPD). These changes are evolving partly because headteachers are realising that by working collectively they are able to achieve more for both their own school and for their partners.

Teaching School alliances are at the forefront of this change both nationally and in Lincolnshire. There are nearly 600 teaching schools in England; these are outstanding schools that work with others to improve the workforce and quality of local schools. They are represented nationally by the Teaching Schools Council (TSC), a self-elected body that is now also responsible for the designation of new teaching schools.

Teaching schools and their alliances work with National Leaders of Education (NLEs) and national support schools (NSS) to help shape a self-improving system through many ways including peer review, sharing data and evidence-based practice, supporting schools in difficulties and, as necessary, full academy sponsorship.

There are over 900 NLEs across the country and they are working with 1,600 Local Leaders of Education (LLEs), almost 5,000 Specialist Leaders of Education (SLEs) and just under 300 National Leaders of Governance (NLGs). These system leadership roles give professionals more responsibility for school improvement, putting the sector in control of its own strategic direction. There is strong evidence that Teaching Schools themselves and their teachers benefit when they work to support other schools.

The National College for Teaching & Leadership used to commission and develop training programmes like the National Professional Qualifications for Middle Leadership, Senior Leadership and Headship. Now these programmes are delivered by licensed providers across the country, in conjunction with schools. This new flexibility means that schools can develop leaders with the skills they need to succeed locally.

Local authorities and Teaching Schools are encouraged to take the lead in designing and delivering bespoke CPD that has a direct impact in the classroom, building on existing research and using evidence to support CPD and to develop practice.

Nationally, the school-led system is becoming a reality with more schools collaborating and improving one another.

**Lincolnshire Learning Partnership School-led Approach Proposal:**

With the existing contract with CfBT ending in the near future and the current issues concerning Lincolnshire schools performance compared to the national picture, Children's Services have engaged Lincolnshire Headteachers, the DfE and research & evaluation organisations to promote a school-led approach to school improvement.

The benefits of schools working together to lead school improvement are well-established. They have led to a broad range of bespoke professional development opportunities, specialist expertise, innovative school improvement and improved outcomes in teaching and learning, progress and attainment, and inspection.

A task and design group of head teachers from across Lincolnshire have worked extensively on designing a system for sector-led self-improvement, exploring national systems and developments surrounding the sector-led approach. Consultation has taken place with a range of stakeholders, including head teachers and governor workshops.

In essence, a school-led approach will establish a collaborative Lincolnshire Learning Partnership, delivering a tiered approach to school improvement, including peer review, quality assurance and appropriate governance arrangements to drive the strategic vision for education in Lincolnshire.

Whilst all schools will be proactively encouraged to engage with, support and adopt the Lincolnshire Learning Partnership approach, it is envisaged that it will become a requirement for all Lincolnshire maintained schools.

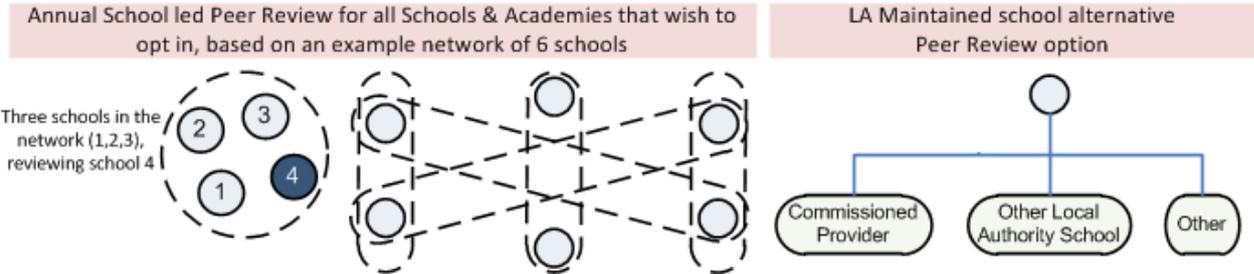
**Tier One: Peer Review and School to School Improvement**

Peer review has demonstrated its effectiveness as a tool in raising standards across many different sectors. Head teachers in Lincolnshire have been vocal in their desire to see this process as key to their future working together. It allows head teachers to be engaged in such an intense process of formative and summative evaluation and although, professionally challenging, it is hugely rewarding. In response to this, Peer Review is established as the foundation of the Lincolnshire Learning Partnership with the aim of ensuring we know our own and each other's schools well. In doing so, we can identify and share excellent practice and also those schools requiring early intervention or additional challenge.

To support Headteachers in being equipped to carry out peer review, a number of suppliers will be commissioned to provide training to Headteachers on how to complete a successful peer review programme. This training will be free of charge to all maintained schools and also to those academies that choose to join the partnership. It will increase access to peer reviewers in Lincolnshire as well as increase the capacity of individual head teachers to precisely identify and focus their own school improvement activity.

Excellent practice across Lincolnshire will be identified as a result of peer review and fed into the national DfE network of Specialist Leaders of education (SLE), local leaders of education (LLE), National Leaders of Education (NLE) and National Leaders of Governance (NLG). This would ensure the best practice is nationally and regularly quality assured.

The Peer Review will cover specified areas ensuring a full and equitable review takes place in each school. It is expected that schools will engage in school to school improvement activities following peer review and, naturally, networks of head teachers will continue to share and utilise best practice in addition to this. The outcomes of peer review will primarily be used by head teachers to affirm or refocus school improvement activity and will also be monitored to identify excellent practice and support for those schools requiring early intervention or additional challenge.



**Tier Two: Monitoring Outcomes and establishing a Network of Excellence**

As the Lincolnshire Learning Partnership matures, it will become an alliance of Lincolnshire schools challenging each other to do better and supporting weaker schools to improve. The peer reviews will raise aspirations and drive professional accountability, as well as highlighting professional development needs at a school and local authority level.

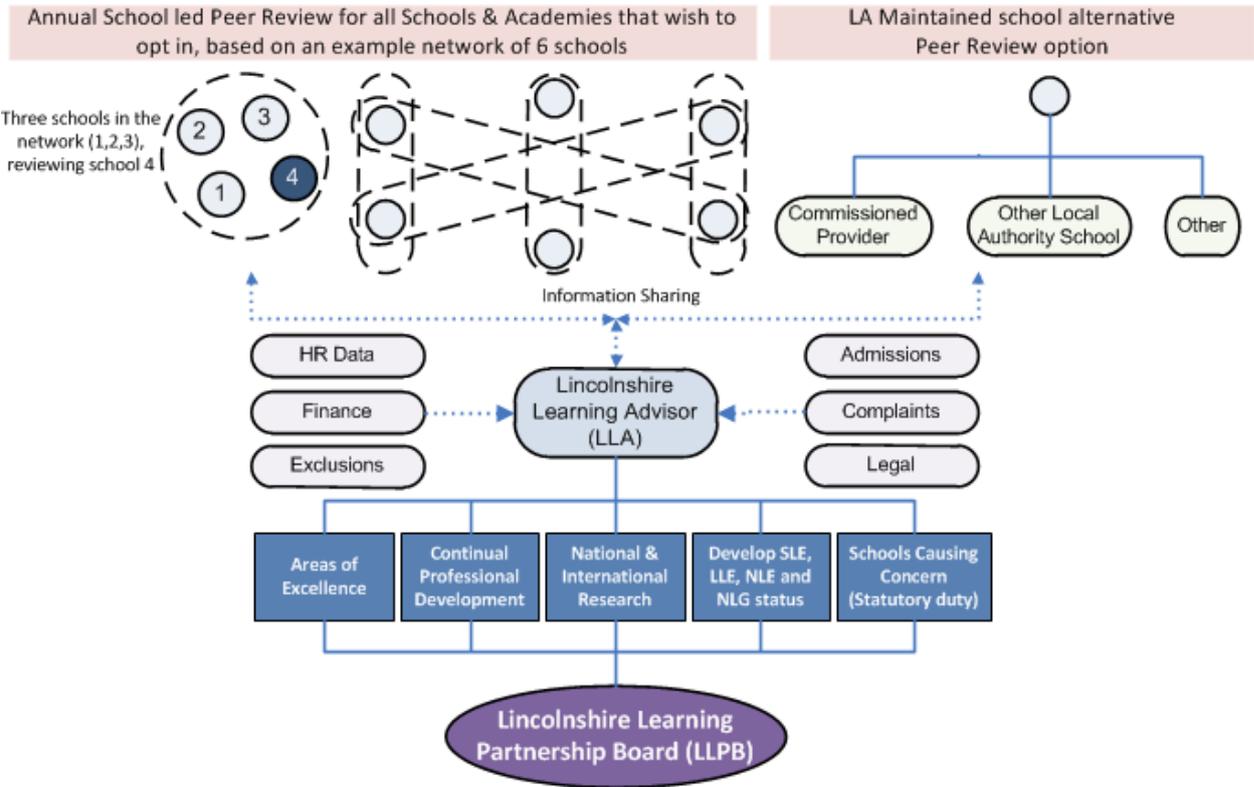
It is essential that this valuable information is captured and that networks of excellence, led by schools, are used to improve Lincolnshire’s whole system performance. This can be achieved through effective learning partnerships, rigorous and relevant professional development at all levels and quality assurance processes for school-to-school improvement.

In order to undertake this work, Lincolnshire Learning Advisors (LLAs) will be appointed to add capacity and drive improvement. Their role will involve monitoring all schools in Lincolnshire to identify excellent practice, those requiring early intervention or additional challenge and CPD requirements for the Lincolnshire Learning Partnership schools. They will engage in national and international research to find proven solutions and effective approaches to challenges faced by schools in the Lincolnshire Learning Partnership.

Where excellent practice is identified, LLAs will ensure this is recognised and shared through the national conduit of SLE, LLE, NLE and NLG status. Working alongside the Lincolnshire Learning Board and Lincolnshire’s Teaching Schools, LLAs will ensure all schools in the partnership are kept at the forefront of national and international research, progress and statutory change.

LLAs will initially support peer review by ensuring rigour and challenge, advising headteachers when necessary. LLAs will gather information and triangulate all available key performance indicators at a school and local level to support and advise the Lincolnshire Learning Partnership Board in their strategic decisions. LLAs will have a wider remit including monitoring and data analysis at a countywide level.

The future commissioning of the LLA role to deliver and oversee this function is currently under review as to whether it should be outsourced, form part of a collaborative arrangement with Teaching Schools or delivered internally.



**Tier Three: Lincolnshire Learning Partnership Board**

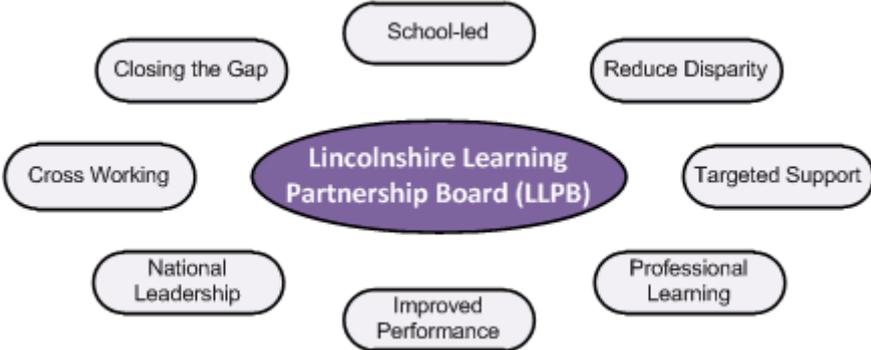
The Lincolnshire Learning Partnership aims to provide all schools in Lincolnshire with a professional learning partnership rooted in peer learning and development. It will build knowledge, capacity and practice across Lincolnshire, using all available resources.

In order to ensure effective strategic leadership of this system, which can evolve over time, the Lincolnshire Learning Partnership Board (LLPB) will be established and will be charged with ensuring the performance of schools in Lincolnshire improves.

The LLPB will be led by the Council and will have representation of head teachers, with an appropriate skill-set and proven track record in school improvement, across all sectors. The LLPB will reduce the risk of isolation by offering schools access to

a professional learning partnership and opportunities for working across the system. In addition to this, it will provide targeted support for schools identified as needing it by the Lincolnshire Learning Advisors or from regular scrutiny of up-to-date data, including identifying specific support arrangements for those schools classed as Schools Causing Concern.

Final decision-making in relation to the exercise of the Council's functions especially the statutory role of intervention will be reserved to the Council and decisions taken in accordance with its internal governance arrangements.



The national move towards a sector led self-improving system is set and there has been extensive work put into creating the conditions to enable this. Many of Lincolnshire’s leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.

**Future Commissioning of existing SIS Contract Delivery:**

Based on the school-led approach to school improvement, the Council will continue to meet its statutory and non-statutory obligations, as set out below:

**TABLE 1**

Existing Delivery Category 1	Future Provision
Monitoring through supported self-evaluation of all LA Maintained schools	The development of the Lincolnshire Learning Partnership approach, led by the Council, will deliver this function in the future via the tiered approach to sector-led school improvement.
Monitoring of all academies and of colleges delivering to 5 to 16 year-olds	
Intervention with LA Maintained Schools Causing Concern (SCC)	The future commissioning of the LLA role to deliver and oversee this function is currently under review as to whether it should be outsourced, form part of a collaborative arrangement with Teaching Schools or delivered internally.
Escalation to the Department for Education of academies and colleges causing	
Monitoring of the outcomes for vulnerable groups including SEND	
Headteacher appointments & induction in LA Maintained schools	
Moderation of KS1 assessment and	

KS2 assessment in primary maintained schools and primary academies	Children's Services Chief Commissioner for Learning will oversee the delivery of the LLA's and chair the Partnership Board to ensure operational and strategic improvement is embedded across Lincolnshire schools.
<b>Existing Delivery Category 2</b>	
School-centred initial teacher training (SCITT)	Teaching Schools are strategically placed at a national and local level to lead on these services moving forward, working collaboratively with the Council. It is the intention to enter into an agreed collaborative commissioning arrangement with an alliance of all of Lincolnshire's Teaching Schools to deliver these functions in the future.
Support and Accreditation of Newly Qualified Teachers (NQT)	
Establishing and supporting excellence networks to allow ease of access to quality CPD	
Identification of excellent local and national practice	
Research and Development for effective school improvement	
Governor Support	This function will be absorbed within the existing LCC governor support service and will no longer be delivered as a managed service by CfBT.
Educational Visits Approval and Advice Service	Continue to be commissioned as a contracted service directly by LCC.
The Freiston Environmental Centre	An options appraisal is currently in production to determine the future provision of this facility.

The service will be subject to a review each year to ensure it is deliverable in line with the Council's financial position.

### ***Procurement Implications***

It is proposed that the Existing Delivery Category 2 Services referred to in the Table above be delivered through a collaborative arrangement with Teaching Schools in Lincolnshire. The Council is also considering the Lincolnshire Learning Advisor role within the Existing Delivery Category 1 Services being delivered in the same way. Teaching Schools are Academies or maintained schools.

Under Regulation 12(7) of the Public Contracts Regulations a contract is not caught by the Regulations if it is concluded exclusively between two or more contracting authorities and all of the following conditions are fulfilled:-

- (a) the contract establishes or implements a co-operation between the participating contracting authorities with the aim of ensuring that public services they have to perform are provided with a view to achieving objectives they have in common;
- (b) the implementation of that co-operation is governed solely by considerations relating to the public interest; and

- (c) the participating contracting authorities perform on the open market less than 20% of the activities concerned by the co-operation.

Academies and maintained schools are contracting authorities for these purposes and it is considered that the other elements of this Regulation are met. In the circumstances it is not considered that any such a proposal is caught by the Public Contracts Regulations and such a contract can be entered into by way of direct negotiation. Recommendation 4 seeks approval for such direct negotiation in relation to Existing Delivery Category 2 Services and a delegation of the decision in relation to the LLA element of Existing Delivery Category 1 services.

Although such a contract is arguably not a contract for services covered by the Contract Regulations Recommendation 4 would amount to approval of such a commissioning route notwithstanding that there would be no competition for the purposes of Contract Regulations.

The Education Visits Approval and Advice Services will be procured in accordance with Contract Regulations and applicable procurement law.

#### ***Public Services (Social Value) Act 2012***

In January 2013 the Public Services (Social Value) Act 2012 came into force. Under the Act the Council must, before starting the process of procuring a contract for services, consider two things. Firstly, how what is proposed to be procured might improve the economic social and environmental wellbeing of its area. Secondly, how in conducting the process of procurement it might act with a view to securing that improvement. The Council must only consider matters that are relevant to the services being procured and must consider the extent to which it is proportionate in all the circumstances to take those matters into account.

Under Section 1(7) of the Act, the Council must consider whether to undertake any consultation as to matters referred to above.

It is considered that insofar as the Act applies, the provision of robust sector led school improvement services will improve the economic and social wellbeing of the area through improvement in educational provision and attainment. The process of contracting will secure that wellbeing by implementing a collaborative model whereby all schools go through a robust process of peer review and learn from each other.

Stakeholder consultations have been put in place for all Lincolnshire schools, Governors, Diocese, Schools Forum, the Regional Schools Commissioner for academies and programme of Headteacher briefings is in place.

#### ***Equality Act 2010***

The Council's duty under the Equality Act 2010 needs to be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 section 149(1). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7)

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities
- Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding
- Compliance with the duties in this section may involve treating some persons more favourably than others
- The relevant protected characteristics are:
  - ❖ Age
  - ❖ Disability
  - ❖ Gender reassignment
  - ❖ Pregnancy and maternity
  - ❖ Race
  - ❖ Religion or belief
  - ❖ Sex

- ❖ Sexual orientation

- A reference to conduct that is prohibited by or under this Act includes a reference to:
  - ❖ A breach of an equality clause or rule
  - ❖ A breach of a non-discrimination rule

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and must be discharged by the Executive Councillor. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An impact analysis has been undertaken and is attached as Appendix A. However, this is a live document and will be amended as appropriate during the commissioning process.

Individuals who have protected characteristics should experience an accessible service regardless. Accessibility means that first and foremost they have easy access to the service and that the service offered has equal regard in terms of supporting their individual needs and aspirations. The collaborative partners and service providers will be required to have policies and procedures in place and have staff sufficiently trained in their responsibilities in regard to the Equality Act. An integral part of the monitoring of the arrangements will be to look at where individuals have experienced negative outcomes, looks at trends and whether there is any association with protected characteristics. As a result policies and procedures must be changed and regularly reviewed to minimise any negative impact.

### ***Child Poverty Strategy***

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The Strategy has been taken into account in this instance and the following comments are made:

#### Economic Poverty

Improved performance of schools will enhance pupil's educational performance and attainment, providing improved chances of access to further education and well paid employment.

#### Poverty of Access

Lack of qualifications and skills are a key barrier in accessing employment opportunities and the ability to earn at least a living wage. Improving schools and pupils performance will enhance the ability to access employment opportunities.

#### Poverty of Aspiration

A key part of school improvement is to close the gap of attainment between those vulnerable groups and their peers and to ensure that pupil premium funding is utilised effectively. This service will provide support and monitor schools use of the funding to ensure vulnerable groups are able to achieve their aspirations and fulfil their potential.

#### Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way. The proposals within this paper support that through the development of a Lincolnshire Learning Partnership approach.

### ***Joint Strategic Needs Assessment (JSNA)***

The Lincolnshire JSNA identifies a number of needs that directly relate to young people, with a specific focus on Educational Attainment. This service directly supports the improvement in:

- Outcomes for pupils at the end of Foundation and Key Stage 4
- Outcomes for pupils eligible for Free School Meals (economic deprivation), and those with Special Educational Needs
- Reducing the gap in achievement between “key vulnerable groups” and their peers

### ***Health & Well Being Strategy***

The Lincolnshire Health & Well Being Strategy includes five main themes. This service specifically supports:

Promoting healthier lifestyles – monitoring of appropriate educational activity.

Improve health and social outcomes for children and reduce inequalities – ensuring the pupil premium funding is targeted to close the attainment gap between vulnerable groups and their peers and improving overall KS4 attainment.

Tackling the social determinants of health – through supporting the reduction of the percentage of people aged 16-18 who are not in employment, education or training (NEETs).

## **2. Conclusion**

In conclusion, the current contract will end on 31/01/2017 and there is a real opportunity to re-shape school improvement services in a collaborative manner, which embeds a school-led self-improvement system with continuing monitoring and support from the Council.

The national drive to create Teaching Schools will see an increase in provision across Lincolnshire, providing the opportunity to ensure the future school improvement service in Lincolnshire is at the forefront of an integrated approach.

### **3. Legal Comments:**

The Report sets out proposals for fulfilling the Council's statutory duty to promote high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. The Report also addresses the fulfilment of the Council's responsibilities under Part 4 of the Education and Inspections Act 2006.

The Council has the power to pursue the recommended proposals. The legal issues raised by the Report are addressed in it.

The decision is consistent with the Policy Framework and within the remit of the Executive if it is within the budget.

### **4. Resource Comments:**

The recommendations made in the report to redesign the school improvement service to a school-led approach will look to secure improved outcomes for Lincolnshire and better value for money. Whilst the current school improvement contract has been in place, the schools landscape has changed, which this service redesign is responding to. The cost of the new delivery model will be kept within the available budget at the time of implementing this school-led approach.

## **5. Consultation**

### **a) Has Local Member Been Consulted?**

n/a

**b) Has Executive Councillor Been Consulted?**

Yes

**c) Scrutiny Comments**

This Report will be considered by the Children and Young People Scrutiny Committee on the 24<sup>th</sup> April 2015 and the views of the Committee will be reported to the Executive.

**d) Policy Proofing Actions Required**

n/a

**6. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Impact Assessment
Appendix B	National Research into self-improving education system

**7. Background Papers**

Background papers within Section 100D of the Local Government Act 1972 concerning the self-improving education system were used in the preparation of this report and are available from the links referred to in Appendix B.

This report was written by Andrew McLean, who can be contacted on 01522 554079 or [andrew.mclean@lincolnshire.gov.uk](mailto:andrew.mclean@lincolnshire.gov.uk).

## Appendix A – Impact Assessment as at 24<sup>th</sup> February 2015

<b>Impact Analysis</b>						
<b>Background Information</b>						
<b>Directorate</b>	<b>Assistant Director area</b>	<b>Service area</b>	<b>Lead officer</b>	<b>Person / people completing analysis</b>	<b>Date of workshop / meeting</b>	<b>Version</b>
Adults & Children's	Sally Savage	Children's Services	Heather Sandy/Andrew McLean	Clare Stephenson/ Heather Sandy / Andrew McLean	24th February 2015	V 1.4
<b>Title of the policy / project / service being considered</b>	Sector-Led School Improvement Review Project					
<b>General overview and description of the Sector-Led School Improvement Review Project</b>	<p>The project is designed to redevelop the way school improvement is delivered in Lincolnshire. The project is led by a team of Headteachers and LCC jointly to develop a working model which is school led. The benefits of schools working together to lead school improvement are well-established nationally. They have led to a broad range of bespoke professional development opportunities, specialist expertise, innovative school improvement and improved outcomes in teaching and learning, progress and attainment, and inspection.</p> <p>A task and design group of head teachers from across Lincolnshire are working extensively on designing a system for sector-led self-improvement, exploring national systems and developments surrounding the sector-led approach.</p>					
<b>The status of the Sector-Led School Improvement Review Project</b>	New			LCC Directly Delivered		
<b>Timescales for implementation</b>	01 October 2014 - 21 January 2017					

## Analysis

<b>1. What is the current situation?</b>	<p>The project is designed to transform the way school improvement is delivered in Lincolnshire. Currently, CfBT Educational trust, on behalf of the Local Authority, carry out the statutory functions of the Schools Causing Concern process and arrangements for monitoring, challenging, intervening and supporting school improvement across the county. Currently this includes monitoring through self-evaluation of all LA Maintained schools; Monitoring of all academies and of colleges delivering to 5 to 16 year-olds; Intervention with LA Maintained Schools Causing Concern (SCC); Escalation to the Department for Education of academies and colleges causing concern; Head Teacher appointments in LA Maintained schools; Moderation of KS1 assessment and KS2 assessment in primary school settings etc.</p> <p>CfBT's contract with LCC ends on the 31st January 2017 and this project will ensure a smooth transition from CfBT to a Sector-Led School Improvement model.</p>
<b>2. What are the drivers for change?</b>	<p>A National Trend towards Sector-Led School Improvement is showing improvement performance in key indicators for those authorities engaged in this work already. Data shows Lincolnshire falling behind the national average and statistical neighbours in KS1, KS2 and KS4, especially of those local authorities where Sector-Led School Improvement is the current working model.</p> <p>There are a growing number of academies in Lincolnshire and this is further reducing funding to the LA. The current pressures on both capital and revenue funding for the education system are likely to become more constrained. Academies, academy groups, sponsors and schools will have to increasingly collaborate to share services, raise standards and provide both teacher training and teacher education.</p> <p>Looking forward, there is a real opportunity to develop educational expertise within Lincolnshire schools. The national move towards a sector led self-improving system is set (including the work of NLEs, LLEs, SLEs, NLGs and Teaching Schools) and there is extensive work being put into creating the conditions to enable this. Many of Lincolnshire's leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.</p>

**3. What difference will we make?**

Improving achievement at KS1 and KS2 and raising attainment at Key Stage 4, to improve Lincolnshire's position when compared nationally and to statistical neighbours.

Embedding a shared moral imperative that every child deserves to do well, driven by a commitment of collective responsibility.

The review will drive the 'Closing the gap' agenda to remove the attainment gap between disadvantaged pupils and other children.

Establishing a Sector-Led approach in Lincolnshire.

The expanded capacity of NLEs, LLEs, SLEs will enhance support to schools across the system.

Collaborative approaches to sharing best practice and using data and intelligence with a challenge and support system intertwined.

School to school support as the most powerful means of fostering improvements particularly in challenging circumstances.

Building capacity and sustainable models with a commitment to seriously developing human capital. Regional and local solutions for schools in challenging circumstances.

<p><b>4. What are the assumptions about the benefits?</b></p>	<p>A Lincolnshire Learning Partnership will be established offering peer review training and networks, quality assurance and excellent CPD opportunities within a Partnership Board of head teachers taking ownership for the strategic vision of education in Lincolnshire. Many of Lincolnshire's leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement. When headteachers challenge each other and use that challenge as a support for better practice, accountability will become an effective vehicle to raise aspirations and accelerate improvement in Lincolnshire.</p> <p>Excellent practice across Lincolnshire will be identified as a result of a peer review process and feed into the network of SLE, LLE, NLE and NLGs. This would ensure the best practice is nationally and regularly quality assured. Broadly speaking, there are three key benefits for schools providing support to other schools.</p> <ol style="list-style-type: none"> <li>1. Improving the school's own school improvement practice – the opportunity to reflect and revise the school's own practice by explaining it and testing it with counterparts in another school.</li> <li>2. Succession-planning and retention of future leaders – working with other schools can offer a vital opportunity for aspiring middle and senior leaders to hone their practice and develop key leadership skills. It can also help to manage the risk that outstanding teachers may feel that they need to move to another school in order to progress and fulfil their ambitions.</li> <li>3. Fulfilling the moral purpose of the school's leadership – many leaders who are involved in school-to-school support see this work as fulfilling their original purpose in coming into the profession. Supporting other schools in challenging circumstances can be important in motivating and retaining key senior leaders, and allowing them to continue to deploy their school improvement and leadership skills, and fulfil their moral purpose.</li> </ol>
<p><b>5. How are you testing your assumptions about the benefits?</b></p>	<p>Assumptions are based on national statistics and current national research:  'Towards a self-improving system: the role of school accountability' - Christine Gilbert (National College for School Leadership).  The London Challenge - proven track record of sustained improvements.  Ben Bryant ISOS National Researcher.</p> <p>Pilots of peer review are in place - there has been consultation with key stakeholders Headteachers and Governors. A group of Headteachers have formed a Task and Design group, meeting monthly to develop a sector-led system for Lincolnshire. They met initially in September 14 and meet monthly to shape the vision and develop the system. Sub-groups have been formed and individual areas of the Lincolnshire Learning Partnership are scrutinised, discussed and developed in detail to discuss with the wider group. Head teachers have also been consulted at Head teacher briefings, Governor workshops have taken place throughout the county and two days of workshops in January have involved 140 head teachers in shaping the new system, looking specifically at the Peer Review process, the specific positive model of the role of the Lincolnshire Learning Advisors, Data Sharing, Governance, the Lincolnshire Learning Partnership Board and Schools Causing Concern.</p>

<p><b>6. What are the assumptions about any adverse impacts?</b> Could it have a negative effect on anyone?</p>	<p>Yes</p>
<p>6.1 Which groups/individuals could it have a negative impact on?</p>	<p>Schools choosing not to opt into this revised approach.</p> <p>Existing provider staff who currently deliver the school improvement service on behalf of LCC.</p>
<p>6.2 How could it have a negative impact on these groups/individuals? Please refer to the list of protected characteristics to assist your answer</p>	<p><b>Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences are detailed below</b></p> <p><b>On people without protected characteristics</b></p> <ul style="list-style-type: none"> <li>• Staff working for the current Provider – Existing staff which deliver this service may not have a role in the system going forward and may lack the required expertise to deliver it in the future. Changes could result in the redundancy of members of the current Provider's workforce; however some staff may be eligible to transfer to the new provider of services.</li> <li>• New Providers of service(s) – The existing contract may not be renewed in the future or may not be offered for tender. Whilst there is unlikely to be a significant negative impact on Providers not currently working with LCC, there will be a lost opportunity to develop the market place and increase/extend the activities available.</li> <li>• Schools may feel isolated, but all are encouraged to opt into the system. Schools may feel they do not have the expertise to 'give back' within reciprocal arrangements. Some Headteachers may not have the time and resources to support the approach given the commitments of their existing role, specifically those in small, rural schools.</li> </ul> <p><b>On people with protected characteristics</b></p> <p><u>Age</u></p> <p>School age pupils' learning will be directly affected by the performance of the schools which they attend. This proposal is designed to enhance school improvement in Lincolnshire and improve learning and attainment.</p> <p><u>Disability</u></p> <p>Not Applicable</p>

	<u>Gender reassignment</u>
	Not Applicable
	<u>Marriage and civil partnership</u>
	Not Applicable
	<u>Pregnancy and maternity</u>
	Not Applicable
	<u>Race</u>
	Not Applicable
	<u>Religion or belief</u>
	Not Applicable
	<u>Sex (gender)</u>
	Not Applicable
	<u>Sexual orientation</u>
	Not Applicable
	<b>If you have identified negative impacts for other groups not specifically covered by the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision i.e. Carers, socio economic groups.</b>

<p><b>7. How are you testing your assumptions about adverse impacts?</b></p>	<p>The Task and Design group has been set up to support the project and drive the model forward - September 14, including a range of Headteachers from different sectors of education, LCC key personnel, CfBT representative, East Midlands National College for Leadership and Teaching representative. Also involved in decision making which has been further expanded to include Governors, Schools Forum representative and Diocese of Lincoln Education representative.</p> <p>This group meets each month to discuss every element of the project, including all stakeholders and sectors. Sub-groups are formed each month and proposals fed back to the board. In January 15 Workshops were held consider the views on the system and proposed model - all headteachers in Lincolnshire were invited. CfBT continue to fulfil the existing school improvement service with LCC until 31st January 17 whilst supporting the sector-led model. We have planned visits to Hertfordshire CC and Leicestershire CC where the sector-led approach has been adopted and is working very successfully. We have been to North Lincolnshire to discuss their Education Board of headteachers and their approach to a Sector-led System which is showing improvement in the number of schools who are now rated by Ofsted as good.</p> <p>Contract Management meetings with the existing supplier have provided the appropriate forum to discuss these impacts and to work collaboratively in finding solutions.</p>
<p>7.1 What further evidence do you need to gather?</p>	<p>Headteacher workshops planned for January 15 (all sectors invited).</p> <p>Further support from Headteachers so they are fully involved in evolving the new system - Headteacher briefings March 14 and December 14.</p> <p>Meetings set up to invite Multi-Academy Trusts - Meeting held with Jennifer Bexton Smith - Academies - to discuss involvement November 14.</p> <p>Governor consultations April 14, Nov 14 and Dec 14 - future Governor participation from January 15.</p>
<p><b>8. Who are the stakeholders and how will they be affected?</b></p>	<p><b>Primary</b> (those directly affected, either positively or negatively by the organisation's actions)</p>

	<p>Headteachers - improved outcomes and provision, additional responsibilities for sector support, managing change, receiving support and challenge from peers, potential new posts and opportunities for system level leadership;</p> <p>Governors - improved outcomes and provision, need to adapt to a new system, need training and education around the implications,</p> <p>LCC - improved outcomes and provision, new system needs to secure confidence in terms of fulfilling statutory duties, potential new roles e.g. Lincolnshire Learning Advisor</p> <p>Existing Supplier - potential loss of future contract opportunity and associated implications</p> <p>Teaching Schools - improved outcomes and provision, different route for info re schools causing concern, different mechanisms for communication, heightened responsibility for school improvement.</p>
	<p><b>Secondary</b> (intermediaries, people or organisations who are indirectly affected by the organisation's actions)</p>
	<p>Parents - improved outcomes and provision, need to adapt to potential changing role of Headteacher and teaching staff.</p> <p>Pupils - improved outcomes and provision.</p>
<p><b>9. How are you assessing the risks and minimising adverse impacts?</b></p>	<p>Consultation and open discussion with all stakeholders throughout the process. A timeframe of 2 years to embed the project before CfBT support is withdrawn. Risk/ Issues Log established December 14. Appropriate membership of the Task and Design group now includes DCS, DfE representative, Mix of school sectors, teaching schools, schools forum, Commissioning, Finance, National Expertise support (Patrick Scott/Ben Bryant ), Governor representation, Diocese of Lincolnshire Education representative to minimise any adverse impacts on all sectors and stakeholders.</p>
<p><b>10. What changes will the Council need to make as a result of introducing the policy / project / service etc.?</b></p>	<p>Information sharing Agreement, Confidentiality of Data Sharing Agreement, Set up a Lincolnshire Learning Partnership Board, Appoint a new Lincolnshire Chief Commissioner of Learning. Commit time and human resources to the transition from one provision to the other. The Employment of Lincolnshire Learning Partnership Advisors, systems and protocols,etc.</p>
<p><b>11. How will you undertake evaluation once the changes have been implemented?</b></p>	<p>Impact of Peer Reviews - Lincolnshire Learning Advisors. Impact of Lincolnshire data at KS1, KS2, KS4 and Closing the Gap to National and Statistical Neighbours. Number of schools good or better to be greater than current data.</p>

Further Details				
<b>Are you handling personal data?</b>	YES	If yes, please give details	Information sharing agreement and confidentiality updated for interested parties. Awaiting Data flows and working currently with Information Governance to manage this.	
<b>How was this analysis undertaken?</b> Facilitated workshop? Who attended?	Heather Sandy - Chair of Task and Design Board and Clare Stephenson Sector-Led School Improvement Project Manager, Design and Task Team			
<b>Are you confident that everyone who should have been involved in producing this version of the Impact Analysis has been?</b>	Yes	If No, who needs to be involved?		
<b>If this is new, or requires a decision by Councillors to revise, has this impact analysis been included with the committee report?</b>	Yes	If No, why?		
<b>Actions required</b> Including any actions that have been identified in this analysis for monitoring in the service area workplan?	Please select	Action		
		* Ensure all Lincolnshire Schools, Academies and their governing bodies are kept up to date with developments. Consider developing a broader range of communications methods and approaches.	Lead Officer	Timescale
			Andrew McLean	Sep-15
<b>Signed off by</b>			<b>Date</b>	
* Cells of the form with shading will help you form your consultation plan, should you need to carry out a consultation as a result of Impact Analysis discussions.				

## Appendix B – References

### National Research to a self-improving, school-led education system

Education Committee Publishes report on school partnerships and cooperation  
<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/publication-of-school-partnerships-report-substantive/>

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<https://nctl.blog.gov.uk/2015/02/16/10-tips-for-successful-school-led-research-projects/>

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<http://dera.ioe.ac.uk/15912/1/a-self-improving-school-system-towards-maturity%20%281%29.pdf>

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<http://schoolpartnerships.co.uk/symposium/downloads/a-self-improving-system-in-international-context.pdf>

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Why the self-improving school system needs to be more like the Tour de France - Toby Greany – Institute of Education, University of London  
[http://www.ioe.ac.uk/about/documents/About\\_Policies/Greany\\_-\\_FINAL.pdf](http://www.ioe.ac.uk/about/documents/About_Policies/Greany_-_FINAL.pdf)

School Partnerships and Cooperation - Potential for school collaboration - Importance of mutual benefit- Commons Education Committee  
[file:///C:/Users/Clare%20Stephenson/Documents/Project%20Management/Research/House%20of%20Commons%20-%20School%20Partnerships%20and%20Cooperation%20-%20Education%20Committee.html](http://C:/Users/Clare%20Stephenson/Documents/Project%20Management/Research/House%20of%20Commons%20-%20School%20Partnerships%20and%20Cooperation%20-%20Education%20Committee.html)

How the worlds most improved school systems keep getting better – Mckinsey and Co

<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>

[http://www.mckinsey.com/client\\_service/social\\_sector/latest\\_thinking/worlds\\_most\\_improved\\_schools](http://www.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools)

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[www.nfer.ac.uk/publications/MTSL01/MTSL01.pdf](http://www.nfer.ac.uk/publications/MTSL01/MTSL01.pdf)

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System Leadership – Building Capacity for school to school support in Norfolk - NCC  
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School self-evaluation for school improvement: what works and why? Christopher Chapman and Pamela Sammons  
<http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2013/r-school-self-evaluation-2013.pdf>

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Annual Review of Children's Centres</b>

**Summary:**

This report gives an overview of the work of Children's Centres in Lincolnshire highlighting the impact that has been achieved on delivering improved outcomes for children and their families as well as identifying the areas for development to ensure that children and families receive the best service possible.

**Actions Required:**

The Committee is invited to comment on the contents of the report and make any further recommendations as they see fit for the continued development of Children's Centres in Lincolnshire.

## **1. Background**

An analysis of the Children's Centres' activity over the last year shows that 2013/14 has been a good year for Lincolnshire Children's Centres with a substantial increase in registrations and engagement with families and three Ofsted inspections - all achieving 'Good' in all areas. Other areas that show good achievements are: the Early Years Foundation Stage Profiles, early education for 2yrs old least disadvantaged, quality improvement, the development of the advisory boards and the contract management.

The review of the year has helped us to identify areas for improvement such as health outcomes (breastfeeding, obesity) and also the need to continue and diversify programmes that aim to break the link between disadvantage and low achievement.

## **2. Conclusion**

The overview of Children's Centres would indicate that children are accessing a quality early years provision in Lincolnshire Children Centres; this contributes to their readiness for school and adult life.

A number of priority areas have been identified such as the use of data and feedback from families to improve services; tracking of progress and impact; to develop closer links with midwifery and health visiting colleagues whilst focusing on improving health outcomes; to further develop the engagement of volunteers and support employability prospects.

The centres will also build on the successes in registering and engaging, and continue to implement effective universal and targeted approaches that will make a sustained difference to young children’s outcomes and ensure that no child is left behind.

We strive to deliver a quality service and believe in continuing improvement, and will therefore continue with our Quality Improvement programme by implementing Peer Reviews, Mock Inspections and Mystery Visits.

**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	Children’s Centre Review 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 Cornelia Andrecut, who can be contacted on 01522555020 or [cornelia.andrecut@lincolnshire.gov.uk](mailto:cornelia.andrecut@lincolnshire.gov.uk).

*'Every child in every part of the County should achieve their potential'*

# Review of the Year—Lincolnshire Children's Centres 2013/14

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# Message from the Strategic Lead for Children's Centres

I am delighted to welcome you to the Children Centre Review Report. This report gives an overview of the work of Children's Centres in Lincolnshire and illustrates the positive difference our services have made on outcomes for young children and their families over the past year.

Our Children's Centre staff, services and partners are committed to making a positive difference to the children and families they work with and do so through excellent practice. Over the year, significant progress has been made with registrations, attendance and the targeting of vulnerable children and families.

The range of stories throughout this report from parents and partners give a first hand view of the outstanding service provided by the centres and the enthusiasm they have for what they do. The Early Years Foundation Stage profile results are one of the best in the Country and this achievement should be celebrated.

I would like to thank all staff, services and partners for their hard work and ongoing commitment to Children Centres, children and their families.

*Stuart Carlton*

Assistant Director



**'Every child in every part of the County should achieve their potential'**

# Purpose of the report

To provide Children and Young People Scrutiny Committee (CYPSC) with an update on Lincolnshire Children's Centre's during 2013/2014. The report will highlight the impact that has been achieved on delivering improved outcomes for children and their families in Lincolnshire. As well as examples of good practice, we will be recognizing areas for development to ensure that children and families receive the best service possible.

## Context

Children Centres are critical in ensuring that children reach their potential and are ready for school and adult life; they provide an environment that promotes growth and learning to enable the children to enter school eager and excited to learn. We have 25 main Children's Centres, with 23 linked sites, all of which are owned and managed by Lincolnshire County Council, apart from the Witham Family Centre, which is run by an Academy funded by Lincolnshire County Council. Children's Centres are multi-agency hubs that provide a package of integrated services delivered by Lincolnshire County Council staff, partner agencies and commissioned providers.

2013/14 has been a good year for Children's Centres with a substantial increase in engagement with families and three Ofsted inspections - all achieving 'Good' in all areas, which is a significant achievement nationally under the new inspection framework. This would indicate that children are accessing a quality early years provision in Lincolnshire Children Centres that contributes to their readiness for school and adult life.

Lincolnshire's commitment to ensuring the children develop to their potential in their early years and are ready for school is central to our Children and Young People's Plan.

# Overview: Children's Centres and Ofsted inspections 2013/2014

Children's Centres have statutory Ofsted inspections which make judgments on the quality of the provision and impact on children's outcomes. Inspectors focus particularly on the impact of Children's Centre on targeted young children and their families, especially those that the Centres have identified as being in most need of intervention and support. They make three key judgments that contribute to a judgement on the overall effectiveness of the Centre. The three key judgements are:

- *access to services by young children and their families*
- *the quality and impact of practice and services*
- *the effectiveness of leadership, governance and management.*

*There is four grades for judgement: Outstanding, Good, Requires Improvement and Inadequate*

**During the last year we have had 3 Ofsted Inspections under the new framework in Stamford, Swineshead & Sutterton and Lincoln North. Each of these centre groups have achieved 'good' in all areas. In the data released by Ofsted for the first 6 months of the year, Lincolnshire Children's Centres have 86% of their Children's Centres rated 'good' or 'outstanding', compared to an average of 58% for other authorities in the East Midlands.**

## Strengths highlighted by Ofsted:

- Family support, including assessment, monitoring and supervision. Also quality of packages of support offered, including parenting programmes
- Information sharing agreements and effective partnerships
- High expectations of leadership teams and excellent planning and evaluation by leaders and Local Authority
- Contract monitoring and target setting
- Safeguarding policies and procedures
- Good quality sessions, particularly for children with disabilities
- Effective use of feedback from users to plan and improve services
- Access to 2 year disadvantaged funding
- Aspirations for parents, encouraging access to volunteering and learning

# Overview: Children's Centres and Ofsted inspections 2013/2014

## Areas for improvements highlighted by Ofsted:

### 1. Analysis of data and setting more measureable targets

#### What are we doing about this:

We are providing support to teams to make better use of the data to inform their planning . Training has been delivered to improve the quality of Self Evaluation (SEF) AND setting SMART targets.

### 2. Demonstrating increased and sustained engagement

#### What are we doing about this:

We are constantly working with partners to increase engagement and all centres have commissioned a Parent Engagement contract to support this. The provision includes hand holding families into services.

### 3. More emphasis on children's educational development and learning at home

#### What are we doing about this:

Children's Centre teachers have delivered projects to groups of children to support their development and resources are available for families to share at home.

### 4. Ensure the continuous quality assurance of early years groups

#### What are we doing about this:

A new quality improvement framework for Early Years Sessions is now in place.

### 5. Participation of fathers and priority groups

#### What are we doing about this:

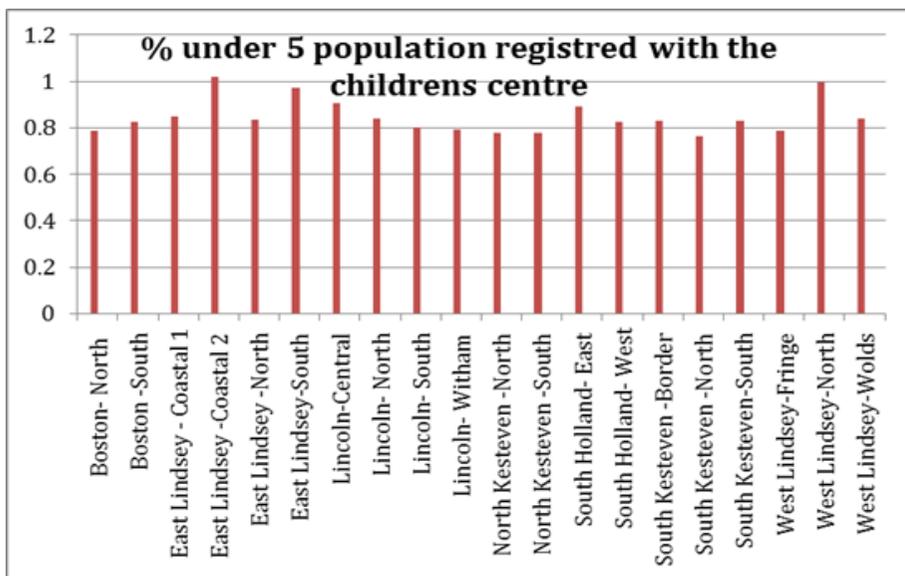
All Centres have reach and participation plans in place to identify and support those excluded groups and centre leaders are expected to ensure that they understand who their priority groups are—this will be further challenged at the next Annual Conversations.

**We will describe further our progress against Ofsted Judgements: Access to services by young children and their families; The quality and impact of practice and service; The effectiveness of leadership, governance and management.**

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# Access to services by young children and families

## Universal Families—all children under 5 years old



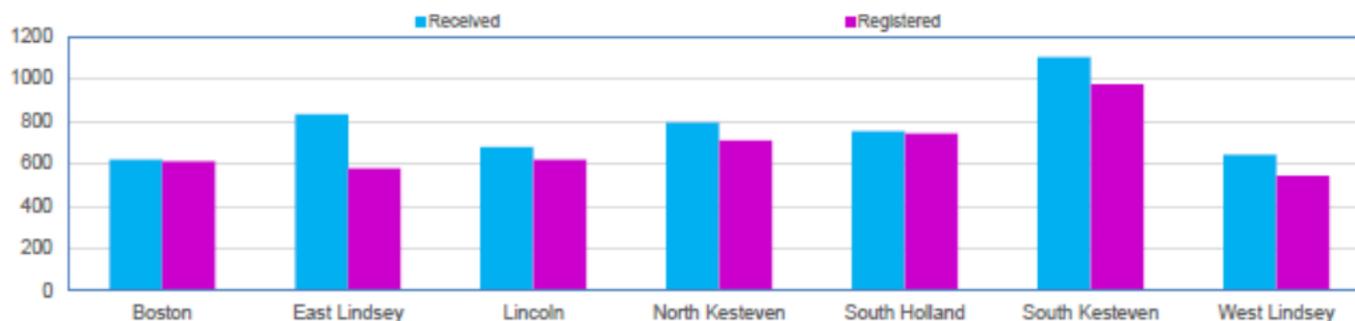
To get a 'Good' or above Ofsted grade, the centres need to register at least 65% of under 5's in their area.

All districts have commissioned a community engagement project that promotes and supports families to access services. In addition to this, **all Lincolnshire Registrars give information about Children's Centres at each birth registration.**

### IMPACT:

Membership for the Children's Centre groups across the county is high with all groups having an average of 80% of the families in the reach area being registered with the Children's Centre. In some areas this is higher and in some exceeds the population — this is due to the population data being from the 2011 census and families out of the reach area attending the centres. Of those families registered an average of 55% are accessing services on a regular basis.

Health Notifications Received and Registered (number YTD)



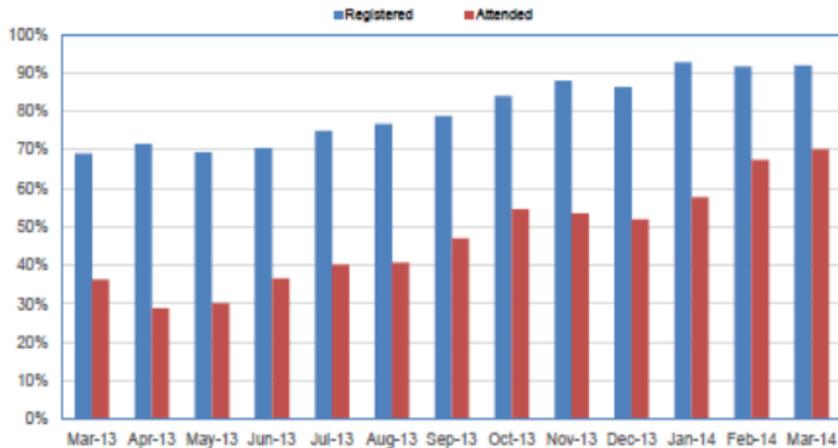
As a result of the Information Sharing Protocol between Health and Children's Centre's, from June 2013 Children's Centre's are receiving weekly information on live births and families moving into the area.

Parental Engagement Officers support these families to access services.

*'Every child in every part of the County should achieve their potential'*

# Access for those that need our services most

Percentage of cases open to Social Care Registered and Attending a Children's Centre



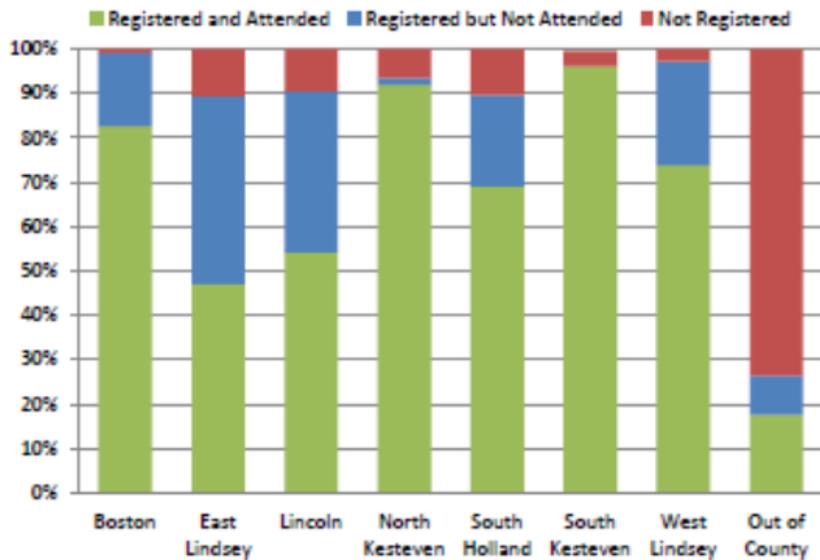
**Ofsted expect us to engage with at least 65% of our priority children to achieve 'Good'**

Lincolnshire took the decision to set the children on a plan (Team around the child, Child in need, Child protection, Looked after Children) open to Children's Services as a priority. An Information Sharing Protocol between Social Care and Children's Centre's was implemented by senior leaders.

**IMPACT:**

As a result the number of children that are on a plan and registered with a children's centre has increased significantly by 23% over the year with an average of 92% being registered—for this target this puts us into the 'Outstanding' category for Ofsted.

Registrations and Attendance at Children's Centres for cases open to Children's Social Care



Each locality commissions a Parent Engagement Service to support families to engage with the Children's Centre. Each family open to social care, or on the live birth list from health is offered a home visit with the purpose of hand holding more vulnerable families into the centre services. Many centres also have volunteers in place to support families into the centre and/or to run groups within the centres.

**IMPACT:**

Attendance at a children's centre, or one to one work in the home, with children who are on a plan has doubled in the last year, The county average is currently (Mar 14) 70% and continuing to rise.

# The quality and impact of practice and services

## Case Studies

There is a wealth of targeted work going on across the county to support children and families. Services are commissioned to support school readiness and to ensure that the achievement gap is narrowed.

### GRANTHAM PERINATAL SUPPORT SERVICE

Partnership between Children's Centres, Family Action and Health.

#### Case Study:

Mum was having mental health difficulties during her pregnancy and was anxious that she would not be able to bond with the baby when it was born. Mum had a history of low mood, anxiety and low self confidence. The project provided a trained volunteer/befriender, who supported mum with weekly listening visits and to prepare for the baby.

Support continued until after mum had the baby. Once baby was born mum was supported by maternal grandparents and mum's low mood and anxiety levels have reduced considerably.

Mum and baby have bonded well and she is coping well with his day to day care.

### Partnership working between children's centres, adult learning and family support workers:

Parent from Italy who found herself unemployed and separated from her partner in 2009 was supported to attend universal groups in the centre and to seek help with overcoming her financial difficulties. By 2010 Citizens Advice Bureau had helped her to overcome her debts and she felt more in control of her life.

She accessed the 2 year old disadvantaged funding for her daughter and was supported by the Learning Officer at the children's centre to become work ready.

In 2011 she completed a Steps to Work programme and started to engage with adult learning.

In 2012 she attended an ESOL course and supported other parents for whom English was a second language as a volunteer. In 2013 she completed a PETAL's qualification to enable her to teach adults and was successful in gaining paid employment. Her daughter is happy and healthy now at school, living in a household with a mother that works.

July 2013, once I have pass my PETAL's qualification I am hopeful that I will be able to find work teaching adults. I have decided to give something back to the Children's centre by becoming a vounteer, supporting families with overcoming a language barrier.

After receiving support from the Perinatal project I felt a lot more con-

family  
action

# The quality and impact of practice and services Universal Provision—what families say .....

Olly had his assessment with the health visitor. She asked if I used any services, when I explained where we went she said she could tell the difference between parents and children that did attend groups to those that didn't. So thanks to all the staff who are making a difference to Olly and to myself, they are always happy to listen, help and give advice. **CFBT group March 14**



We have just moved up to Toddler PEEP from baby PEEP and thoroughly enjoy our time there. We get a lot out of the session and I feel happy bringing my daughter here. It's safe and fun environment. **CFBT group Oct 13**

The R family has been attending the Children's centres in the Boston area for almost 3 years.

Dad told me that the centres have been invaluable to the wellbeing of their family and played an important role in their parenting.

The whole family has grown in confidence, and Dad is still working at Tesco's as a result of the help and support provided by the centres, Dad said he cannot thank us enough.

Their understanding of their daughter's development shines through, and the family between them attend something almost every day. **Boston Centre Jan 14**

An access to swimming project was developed in West Lindsey after thorough risk assessment. Over the term children developed their skills so that they achieved a Swimming Teachers Association (STA) swimming badge. **Market Rasen 2013**



# Improving Health Outcomes

Two key health targets for children's centres are:

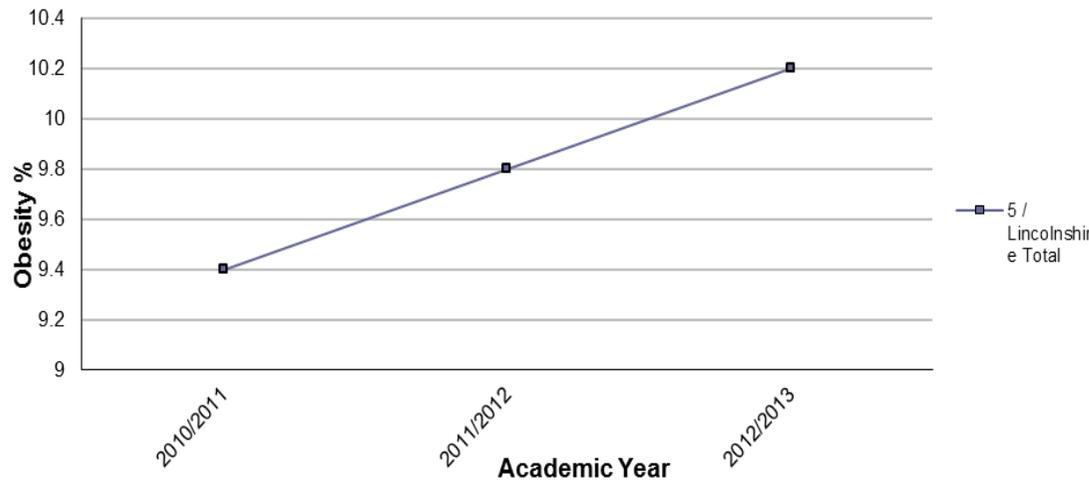
- Percentage of (breastfeeding prevalence) - higher rate is better
- Obesity rates in children at the end of Reception—lower rate is better



## Breastfeeding:

The infants being breastfed at 6-8 weeks- average for the county for 2013/14 is **38% of infants being breast fed**. The national average is 47.6% so this is a priority target in many of Lincolnshire's children's centres. Only 7 sites across the county match or exceed the national average.

Breastfeeding support groups are held across the county in some children's centres run by health staff and Le Leche volunteers.



## Obesity Data –End of reception:

Lincolnshire is showing an **upward trend** for those children at the end of reception who are obese—**10.2%** for 2013/14 in data from the Public Health England.

This is a complex issue that requires co-ordinated actions and children centres have this as a target if their data shows the level is higher than the National Average of 9.3%. **The data shows high levels of obesity in Reception age children in West Lindsey and South Holland.**

# Early Years Foundation Stage Profile Score -

this is the measurement of children's progress at the end of Reception—higher score is better

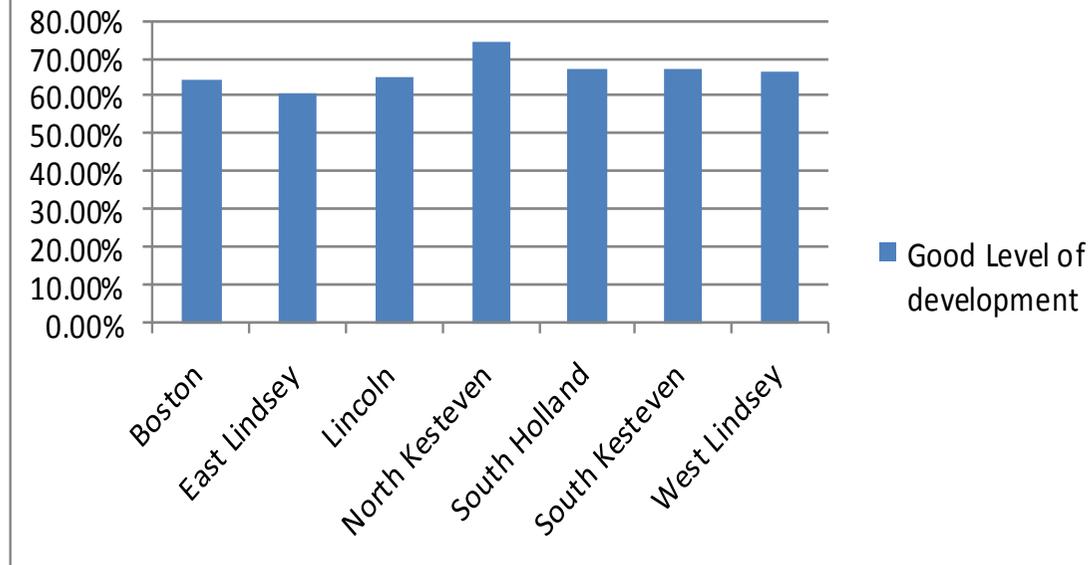
Early years sessions and targeted group work takes place in the children's centres to support school readiness.

## IMPACT:

The majority of Lincolnshire children achieved a good level of development above the National Average of 56%. The majority of children living in the most deprived areas achieved above the National average of 44%. The average % of children achieved a Good Level of development of 65.4%.

*The assessment system for the Early Years Foundation Stage Profile changed in 2013, therefore this year's data cannot be compared to previous years.*

## Good Level of development



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# Breaking the link between disadvantage and low achievement in the early years - A good start in life is important for all children, particularly for those at risk of falling behind.

Pupils **eligible for free school meals perform less well than other pupils** (those who are not eligible for free school meals and unclassified). In 2013, in Lincolnshire 47% of pupils eligible for free school meals achieved a good level of development compared with 69% of other pupils, an attainment gap of 22 percentage points. The attainment gap is wider than in the previous year (19 percentage points) whilst for the statutory neighbours and England the gap remained the same (19 for England and 21 for Statutory neighbours).

Improving the outcomes for all young children is critical to narrowing the gap and Children's Centres deliver activities with particular focus on those children at risk of falling behind.

Chop, chop! I like doing thing by myself! I am developing independence skills and need less help to do some things at home. I am getting ready



## Prime Time- Children's Centre Teachers working with children who need more support

**Context-** Children's Centre Teachers worked with local providers who deliver 2 year old funded places, to identify children who would benefit from extra support in the Early Years Foundation Stage Prime areas of Learning. Priority was given to children subject to Social Care involvement or those attaining below developmental age and stages. Parents and Carers were invited to a Launch and Celebration event to involve them in the programme and the home learning follow-up tasks.

**IMPACT**—All children showed improved attainment in the prime areas of learning by the end of the programme

"Our children were excited to come to Prime Time every week.

We enjoyed playing together with the activities provided for us to do at home."



*'Every child in every part of the County should achieve their*

# Breaking the link between disadvantage and low achievement in the early years- *Evidence shows that high quality early education at age two brings benefits to children's development.*

Lincolnshire has been offering free early education to the least advantaged two year olds since the government introduced the 2 year old funding pilot, which consists of free early education entitlement for 15 hours a week over 38 weeks a year for the least advantaged 20% of two year olds nationally in September 2013. As from September 2014, 40% of all two year olds in the country will be offered secure funded early education, and the funding or 2015/16 will be based upon participation. It is crucial that eligible families access their child's place so children are able to start the first phase of their education earlier, which is considered to be critical for preparing them for school and future success.

The Local Authority has commissioned further outreach support to raise awareness of and to increase the number of children accessing two year old places across Lincolnshire.



"I practised my mark-making skills holding my pen in a tripod grip. My mum says I am getting better at drawing using my white board at home."

## IMPACT:

*The pilot phase included 25 early years providers delivering childcare places to the least advantaged 2 year olds. This increased to 274 early years providers delivering the two year old entitlement in Lincolnshire by January 2014. This includes private, voluntary, independent, maintained and childminder settings.*

*The number of children accessing this provision has increased from 171 in December 2009 to 1457 by January 2014.*

**'Every child in every part of the County should achieve their potential'**

# Leadership and Management

Each Children's Centre group is led and managed by a Children's Centre Leader and is part of our Targeted Locality teams, ensuring that children's centres are a key component of our Early Help offer.

## Children's Centre Hub:

In October 2013, a Children's Centre Hub was established to provide support for children's centres across the county - to share good practice, improve the quality of delivery and support with Ofsted inspection.

The Hub is a multi-disciplinary group of staff and consists of an LCC Team Manager and Early Intervention Officer, two part time Children's Centre teachers and a part time Health Visitor.

## Commissioning:

The majority of children centre services are commissioned to external providers, under the direction and leadership of the locality teams. Some of the contracts are commissioned and managed on a county wide basis – for example CfBT contracted to deliver early years activities in centres. Other services are commissioned at locality level depending on the needs of that local community and feedback from parents.

For all contracts there is a rigorous contract management process in place, with quarterly meetings taking place and a monthly risk rating to identify any concerns in service delivery.

There are **61** contracts relating to children's centres, 26 of these are managed at a locality level and the other 35 are managed centrally owing to their higher value.

## IMPACT:

**As of March 2014 - 91% were rated as good or outstanding via the contract management process.**

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# Challenge to the Leadership of Children's Centres

## Annual Conversation:

Each year in the Autumn every locality has an Annual Conversation with their Head of Service, supported by the Children's Centre Hub. The purpose of this is to identify what has gone well during the year and to measure progress against targets set the previous year. This is the opportunity for teams to celebrate success and also a forum for Heads of Service to challenge teams to ensure that the best possible outcomes for children and families are being delivered.

A common theme target set in 2013 was for centres to continue to increase attendance and to ensure that they set smarter targets for the coming year.

## Advisory Boards:

Each children's centre group has an Advisory Board which is made up of partner agencies, parents and community groups. In some cases elected members also choose to attend Advisory Board meetings and this has been very appreciated by Children' Centre Leaders. The purpose of the Board is to provide support and challenge to leadership teams to ensure that the best possible service is delivered in that community. Lincolnshire's aim is to have 50% representation by parents on the Board – this has been achieved in some areas although not all. In some areas, parents have been more comfortable attending a parents only forum to feed their views into the Board via this mechanism. Teams are working with the parent forums to build confidence amongst the parents to empower them to make their views heard. Parents are also being supported to take on the role of Chair where possible as Advisory Boards should not be chaired by a member of staff as this would break statutory guidance. Advisory Board training has been organised for parents and there needs to be an on-going commitment to delivering this.

*'Our partnership working I feel is second to none and this is evidenced by our linking with neighbourhood action plans, our recent integration of the advisory boards in the north has gone extremely well and our parents are becoming even more involved and empowered.*

*The centres are reaching those families that truly need the services and obtaining the right support, the range and quality of what is being provided is continually improving and we are tracking the children to ensure best outcomes. '*

**Quote from Noel Tobin, Chair of the Advisory Board, Lincoln at Annual Conversation**

***'Every child in every part of the County should achieve their potential'***

# Partnership Working

A wide range of partner agencies work with or from the children's centres. This ensures that a joined up service is delivered to children and families and strengthens communication between services. Health visitors, social workers, midwives and community partners work out of many centres and requests for hot-desking is steadily increasing as the benefits of joint working becomes more apparent.

**IMPACT:** As a result of successful partnership working a number of specific projects have been possible, for example:

- To support ethnic minority families — the Afghan Women's Project in Lincoln, Project with ethnic minority families in Boston and volunteer development project in South Kesteven
- To support school readiness — dual delivery of sessions with schools and settings and implementation of transition cluster meetings across the county
- To support healthy eating — The Grow project in Gainsborough

## The Grow Project

A project funded by West Lindsey District Council to support local communities to grow their own fruit and vegetables. The project which is supported by Garden Organic means that local children, their families and community volunteers will benefit from the advice and guidance of a Master Gardener. Master Gardeners support individuals to grow food in their gardens, allotments, windowsills, workplaces and other community growing spaces. This brings a wide variety of health benefits as individuals get more exercise, eat more fresh fruit and vegetables, and food miles are reduced. The children's centres will work with WLDC Cook Connect to give local families ideas of recipes to try.



I like play with my baby and sing song with my baby because I learned English with English play. Very helpful for my to play with my baby. Special thanks of your time.

## The Afghan Women's Project

The Children's Centre Leader worked in partnership with EMTET (Ethnic Minority and Travellers Education Team) to discuss the needs of the Afghan families in order to support them to access services in the Lincoln Children's Centres. It had been identified that the Afghan families had felt excluded in the local community. The children's Learning and Development had also been identified as an area in need of support.

The programme content was planned in consultation with the parents themselves, to ensure topics were relevant and of interest to them. The Pre School Learning Alliance and health partners supported the project.

## KIDS CRECHE—is a commissioned service to support children with additional needs.



Since January 2012 KIDS have been commissioned to deliver extended KIDS' crèches to enable parent/carers to participate in the Early Support Parent /Carer Workshops at their local Children's Centre. Parents are being trained to deliver the workshops with Kids staff. Feedback from parents who

attended the Spalding and Birchwood workshops was very positive:



*'I have found these workshops very informing. Delivered well and a warm and friendly atmosphere with it.'*

*Woo hoo I'm not losing my mind! There are others in same situation. Lovely, caring, friendly group and so helpful.'*

**'Every child in every part of the County should achieve their potential'**

**PARENT FORUM**—most centres have a Parents Forum where parents come together to have their say on what is provided in the centre. Many raise money for families at their centre and provide trips and activities that would otherwise be unaffordable to disadvantaged children.

### IMPACT: Case Study

“Out of the blue one day I had a knock on the door and it was Social Services, they explained the reason they were at my house was because someone had put a complaint in about my parenting. At first I was upset as I thought I was doing ok. Then realised actually I could do with some support as my son was quite challenging and I didn't really know how to deal with it.

We had a few TAC meetings at the Surestart Centre and I learnt more about the activities at the Centre

Eventually I was talked into joining the Parent Forum, I was very nervous at first but S assured me she would be at the group most weeks and would 'look after me'. On my first visit to the group it was an open coffee morning so there were a couple of other new people who were there finding out a little more about the group. I actually really enjoyed it, S introduced me to the members and everyone made me feel very comfortable. I left that day feeling like I had achieved something and looked forward to the next session.

I myself noticed how much my confidence was growing as a person, not just with my parenting as I was learning different ways of dealing with things that my son was doing, I realised the group doesn't just meet for the meetings and even planning but is also a great group for friendships, advice and general support.

I became a volunteer for ABC and Secretary for the group and took part in many activities in the Centre.

## Next Steps

# Priorities and actions for Children's Centres to be considered by Children and Young People Scrutiny Committee

- To ensure each centre uses local and national data, as well as feedback from families and partners to effectively ensure it is offering the most appropriate services for its local community. This will be challenged at Annual Conversations and during Peer Review
- To continue to build on the success of centres in registering and engaging with children and families to ensure that as many families as possible are benefitting from services— particularly those families most in need.
- To build on early engagement with families by working more closely in partnership with midwifery and health colleagues
- To work with our Health Visiting colleagues to improve % of infants being breastfed at 6-8 weeks
- To work with Public Health colleagues to deliver the new Healthy Weight project to target support as early as possible
- To implement effective universal and targeted approaches that will make a sustained difference to young children's outcomes and ensure that no child is left behind.
- To improve the processes that we use to track the impact of services on children
- To build on our successful track record in engaging volunteers, particularly parents of young children, to support their employability prospects and to build capacity in Children's Centres
- To improve the life chances of children by raising the incomes of poor children's families by helping them to move into work, moving from welfare dependant to financially independent
- To continue with our Quality Improvement programme by implementing Peer Reviews, Mock Inspections and Mystery Visits

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Corporate Parenting Panel Update</b>

**Summary:**

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

Through the presentation of reports, performance information, and Visiting Members responsibilities, the Panel scrutinise that the arrangements for the safety and welfare of Looked After Children and care leavers are in accordance with what every good parent would want for their own child.

It is agreed that the minutes of the Corporate Parenting Panel be presented to the Children and Young People Scrutiny Committee, and attached are the approved minutes of the meeting held on 11<sup>th</sup> December 2014 and the draft minutes (subject to final agreement) of the meeting held on 12<sup>th</sup> March 2015.

**Actions Required:**

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

**1. Background**

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

**2. Conclusion**

The on-going scrutiny process looking at how well we meet our respective responsibilities and the different aspects of a child and young person's needs is

pivotal to the work of the Corporate Parenting Panel. The attached minutes provide an account of the work undertaken since the Panel meeting held on 11/12/2014.

**3. Consultation**

**a) Policy Proofing Actions Required**

n/a

**4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Corporate Parenting Panel Minutes 11/12/2014
Appendix B	Corporate Parenting Panel Minutes (draft) 12/03/2015

**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 Tara Jones, who can be contacted on 01522 552686 or tara.jones@lincolnshire.gov.uk.

**CORPORATE PARENTING PANEL  
 11 DECEMBER 2014**

**PRESENT: COUNCILLOR D BRAILSFORD (CHAIRMAN)**

Councillors A G Hagues, J D Hough (Vice-Chairman), R J Hunter-Clarke and L Wootten.

Added Members: Jean Burbidge (Lincolnshire Community Health Services), Mrs Polly Coombes (Foster Carer), Samantha Edwards (Lincolnshire Partnership NHS Foundation Trust), Mrs Marilyn Graham-Williams (Foster Carer), Mr Ted Normandale (National Youth Advocacy Service) and Mary-Beth Pepperdine (V4C The Children in Care Council).

Officers/invited guests in attendance: Karen Bailey (Looked After Children Educational Services Manager), Kieran Barnes (Virtual Head of Looked After Children), Theresa Buhryn (Performance Development and Reviewing Manager), Clive Chambers (Barnardo's), Katrina Cope (Democratic and Civic Services Team Leader), John Harris (Children's Service Manager Regulated – North and Fostering), Colin Hopkirk (Participation Officer), Tracy Johnson (Scrutiny Officer), Tara Jones (Children's Service Manager Regulated – South and Adoption), Carolyn Knight (Acting Team Manager Independent Chairs), Kerry Mitchell (Barnardo's), Jeanette Mitchell-Fox (Home Manager, 33 Northholme), Councillor Mrs A M Newton and Lizette Watts (Team Manager).

The Chairman advised that agenda Item 5 would be discussed later in the agenda and that agenda item 6 was to be deferred until the 12 March 2015 meeting.

**30. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Dave Clarke (Secure Unit Principal), Lee Crisp (Homes Manager, Spalding), Sheridan Dodsworth (Children's Service Manager – SEND), Jan Gunter (Designated Nurse for Looked After Children), Sally Savage (Chief Commissioning Officer – Children's) and Janice Spencer (Assistant Director Children's Safeguarding).

**31. DECLARATIONS OF MEMBERS' INTERESTS**

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

**32. MINUTES OF THE MEETING HELD ON 18 SEPTEMBER 2014**

**RESOLVED**

That the Minutes of the meeting of the Corporate Parenting Panel held on 18 September 2014, be confirmed and signed by the Chairman as a correct record.

33. VISITING MEMBERS – LOG OF QUARTERLY VISITS TO CHILDREN'S HOMES APRIL 2014 – MARCH 2015

The Panel was advised that since the last meeting, the Scrutiny Officer was now acting as a Co-ordinator to receive the Visiting Members' reports, it was hoped that the single point of contact would assist in alleviating issues with regard to data capture.

An updated Log of Quarterly Visits to Children's Homes April 2014 – March 2015 was circulated at the meeting. During consideration of the updated log sheet the Panel was advised that the updated sheet still did not take into account visits carried out by some visiting members during September.

Officers agreed to look into the matter further to ensure that for the next quarter the figures presented represented the activity undertaken during the quarter.

The Panel was advised that there had been positive reports from the mainstream homes, given the complex nature of the young people in care. The Panel was advised further that the seventh bed at Albion Street had been completed and that the emergency bed at The Haven was now available.

The Children's Service Manager Regulated – South and Fostering reported that Alison Marshall had left the Beacon, and that Maggie Nowland was now covering the Beacon and Strut House. The Panel noted that it was hoped to have the position filled by April 2015.

Councillor Mrs A M Newton provided a verbal update on her visit to 67 Albion Street, Spalding on 1 December 2014. Councillor Mrs Newton reported that the grounds were well maintained and that the internal decoration was good and that the new games room was nearly finished. The children had appeared well cared for; and had advised that they liked living in the home most of the time. On the whole the children felt safe, but two of the children mentioned some bullying on the football field (staff were aware of the situation and were putting in place team building events to help the boys work together). At the time of her visit, some of the children were playing football with members of staff. The children advised that they liked the food and on occasions helped to prepare it, but they never washed up.

It was reported that staff were currently trying to persuade one young person to attend NACRO meetings regularly. All the children appeared to go to different places for education and that there was some home working in place. Overall, facilities at the home were good, there was a selection of games and books and the young people were encouraged to participate in activities such as swimming and playing basketball, watching rugby matches, bowling and cycling. During the year the children had visited the caravan at Skegness and they had been to Woburn Safari Park, Butlins, Alton Towers, Duxford Air Display and London.

Councillor Mrs Newton advised that from her South Holland Big Society fund she would be pledging £1,200.00 to the home to buy something for the games room as the Home Manager decided to be appropriate. Councillor Mrs Newton also advised that she would be happy to donate some of her Lincolnshire County Council Big Society fund to help fund a visit by Looked After Children to London.

## RESOLVED

That Officers look into why all visiting members' reports were not included in the log, with a view to rectifying the problem before the next meeting.

34. CARE QUALITY COMMISSION REVIEW OF HEALTH SERVICES FOR LOOKED AFTER CHILDREN AND SAFEGUARDING IN LINCOLNSHIRE

## RESOLVED

That the Care Quality Commission Review of Health Services for Looked After Children and Safeguarding in Lincolnshire be deferred until the 12 March 2015 meeting.

35. UPDATE ON HEALTH OF LOOKED AFTER CHILDREN

The Chairman advised that the Annual Report would be deferred until the 12 March 2015 meeting. In the absence of Jan Gunter, who was recovering from an accident, the Chairman invited Jean Burbidge (Named Nurse Vulnerable Children and Young People's Team) to provide the Panel with verbal summary update.

Reference was made to the contents of the Executive summary of the proposed Annual Report document, which took into account issues and concerns. These included the challenges and priorities raised by the previous annual report; the CQC's review which identified the 2012/13 annual report as being too narrow in focus. It identified the variable quality of children's statutory health assessments in Lincolnshire and capacity for specialist professionals for Looked After Children; the result of the independent review which also highlighted capacity as an issue; concern that the Local Authority felt that they were not adequately informed with regard to the health status of Looked After Children; and the increasing national concern with regard to Child Sexual Exploitation and Radicalisation following a number of high profile cases across the Country.

The Panel noted that as at 31 March 2014 there were 591 children being looked after by the County Council. This number was increasing year on year.

It was highlighted that Lincolnshire had performed well with regard to children placed out of the local authority area with out of area placements accounting for 6-7% (average) of Looked After Children, which was significantly below the national figure of 30%. The Panel was advised that Lincolnshire was a net importer with children being placed by other authorities, notably, the bordering counties, which had an impact on service demand as often children placed from other areas represented those with the highest and most complex needs. It was reported that there were 382 children placed in Lincolnshire from external counties as at 31 March 2014.

It was also reported that the Lincolnshire model of health care for Looked After Children was an integrated one, but it was acknowledged that there was insufficient capacity in some area, but that this was being addressed. Quality assurance was undertaken by the Designated and Named professionals who deliver a comprehensive programme of training to ensure all health professionals met the competences required. It was highlighted that specialist training was also provided by the Child and Adolescent Mental Health Services (CAMHS) Children Looked After Team.

The Panel was advised that the Looked After Children service was performance monitored nationally by Ofsted on a number of key indicators. A yearly audit was also undertaken to provide a more comprehensive monitoring of health assessment and provision and some significant improvements had been noted in comparison with 2012/13 data. The Panel was advised that Lincolnshire could demonstrate a number of examples of good practice and developing practice comparable with examples highlighted by the CQC. Some of the examples quoted included:-

- 98.2% of LAC were registered with a dentist;
- The average percentage of completed review health assessments improved slightly for 2012/13 to 2013/14 (92.2% rising to 93.7%). The Panel was advised that overall there was an increase in completion of total assessments of 803 to 876 representing a percentage increase of 9%; and
- Education history had been entered on the BAAF form for all children of eligible age and correspondingly all children identified as requiring further support were being supported as necessary within the school setting.

There were also some areas where significant challenges still existed, particular reference was made to:

- An average of only 28.9% initial health assessments were completed within the 20 day time period;
- Issues still remained with regard to the timeliness of notification for children from out of area;
- The monitoring of substance misuse was dependent on self-disclosure, which was known to provide inaccurate results; and
- That there was a variability in the ability to meet the CAMHS fast track target of four weeks.

The Panel was advised that a revised health questionnaire informed and developed through the findings of the audit had been introduced into practice for every Looked After Child undergoing an initial statutory health assessment and review. It was noted that whole population data for six months would be included in the 2014/15 annual report and would be included on an annual basis after that point.

The audit had demonstrated that there were unacceptable numbers of assessments completed to less than the required standard. It was reported that actions had been taken to improve consistency and quality.

The Panel was advised that recent high profile cases had highlighted the need to increase awareness of child sexual exploitation especially with regard to missing children and Looked After Children. Lincolnshire had begun raising awareness via a sexual exploitation conference and training provided by the LSCB team.

The Panel was advised further that there were 24 recommendations detailed with the Executive summary which would be discussed at the 12 March 2015 meeting.

During discussion, the following issues were raised:-

- The need to ensure that young people in foster care were registered with a GP; and who had responsibility for ensuring that this was done, as one of the

Panel highlighted that they had come across a case where a young person in foster care had not been registered with a GP and they had health issues. (The Panel was reassured that this matter had now been addressed). Another member advised that due to surgery overload, there had been an incident of a young person only being temporarily registered with a GP. The Panel felt that neither scenario was acceptable and that this needed further investigation and that officers needed to look at what the statutory responsibility was of a GP;

- The Foster Carer representative at the meeting highlighted that she had still not received her 'Blue Books' for her foster children. Officers present agreed to look into the matter further; and
- Who was responsible for the young people placed within Lincolnshire from other local authorities? The Panel was advised that this was a complex issue and would be dependent on the needs of the young person. It was highlighted that it was very important that the NHS was made aware of placements in the County and their needs.

## RESOLVED

1. That the verbal update be received and that the Annual Report be received at the 12 March 2015 meeting.
2. That Officers look into the issue of 'Blue Books' not being received by foster carers.
3. That Officers look into the issues raised with regard to registration with GP's and find out what the statutory responsibility of a GP was with regard to Looked After Children.

## 36. LOOKED AFTER CHILDREN ANNUAL REPORT

Consideration was given to a report from the Executive Director of Children's Services, which advised the Panel of the work of the Looked After Service for the year 2013/14.

Detailed at Appendix A was a copy of the Looked After Children Annual Report 2013/14. The Children's Service Manager Regulated - North and Fostering guided the Panel through the report and Appendix A.

The Panel was advised that the number of Looked After Children had increased from 585 in March 2013 to 606 in March 2014, and that this represented an increase of 4% in the total looked after population. It was highlighted that despite this trend, Lincolnshire's numbers had remained low, and that this was largely due to the effective focus on early intervention and prevention, including the early identification of kinship placements secured through Special Guardianship Orders. The report provided details of Court Proceedings initiated from April 2013 – March 2014. The Panel noted that 37% of the children admitted into care were aged two or under for which the main reason continued to be neglect. The majority of these were subject to care proceedings and would have a care plan for adoption.

The Children's Service Manager Regulated – South and Adoption advised that the Strengths and Difficulties Questionnaire (SDQ) Review Group was a multi-agency moderation, action and decision making group. It was noted that the SDQ was not used to diagnose or label children, rather it was a tool designed to get an overall picture of the child's strengths and difficulties. Lincolnshire had developed a review

group who had an overview of high SDQ scores for children and young people, with the data analysis and tracking progress, reviewing at three monthly intervals to monitor the progress and outcomes for children and young people. It was highlighted that the average score was 14.2.

A discussion ensued, from which the following issues were raised:-

- That the SDQ tool was used any time in a Looked After Child's journey and would be conducted by the school or the carer as part of the reviewing process. It was then tied into the educational plan. The Panel was advised that any that caused concern would be investigated;
- With the sustained increase in numbers of Looked After Children, a question was asked as to whether there was capacity to keep up with the increase. The Panel was advised that officers were hugely grateful to foster carers in the County. It was noted that a recruitment plan was in place to improve placement choice;
- 'Staying Put' scheme. It was noted that the scheme was now in its fifth year, and it had enabled young people to remain with their 'foster family' after they ceased being Looked After at age 18. In March 2014, there was a total of 37 young people in 'Staying Put' arrangements. Of these, 30 were in higher education and full time further education with the remainder being in employment. The scheme had been successful as it had ensured that young people were able to remain with their former foster carers, experiencing the transition into adulthood/independence; and
- Percentage of children being classed as being persistently absent. It was noted that there had been a small increase from the previous year. The Panel was advised that the attendance of Looked After Children was collected monthly from completed ePEPs and any young person with attendance at, or below, 85% were raised at a multi-agency meeting. The Educational Welfare Service would also work with the school, the young person and the carer until the attendance increased. Some discussion took place as to how you make a child go to school and whether there was a programme. The Panel was advised that there was home tutoring and a programme was developed around the child to encourage progress to be made. Some Panel members requested that further absence information should be presented to the next meeting along with information explaining what was being done to overcome the absence issue.

## RESOLVED

1. That the Looked After Children Annual report presented be accepted.
2. That information relating to absence be presented to the next meeting along with details explaining what was being done to overcome the absence issue.

## 37. V4C ANNUAL REPORT 2014/15

The Panel gave consideration to a joint report from the Participation Officer and the Co-Chairman of the V4C Executive, which provided an update on the work of the

V4C Executive Group. The report detailed the progress and achievements made throughout the year.

Particular reference was made to the fact that the membership remained healthy and was about to increase, the university training had continued to progress; and managing time demands on members had become increasingly important, and the group had exercised its right to say no at times, agreeing for themselves what was important.

The V4C Executive had been involved in:-

- Co-designing the Coming into Care Kit with Studio View;
- April 2014 - Big Conversation;
- April 2014 - The Group had been involved in expressing their views and ideas about the way in which health services in Lincolnshire could be improved;
- July 2014 – Pre-summer holiday meal at which the Group talked about recruitment;
- August/September 2014 – The Group designed and delivered training to 32 Masters in Social Work students for Manchester Metropolitan University, from which terrific feedback had been received (comments were contained within the report presented);
- September 2014 – The Group contributed their views to help re-shape CAMHS Services in Lincolnshire;
- October 2014 – The Group reviewed the Participation Strategy and suggested what a young person's version needed to be like. The Group also talked to OFSTED on 5 November, advising them of what things were like;
- November 2014 – The Group worked with Janice Spencer to review and start to update the Care Pledge; and
- The Group had also been involved with three Big Conversation Priorities, which were: create a foster carer training and induction film; the development of clear transition plans for young people with the LACES team; and were involved in a new programme of activities and positive well-being in the South of the County.

RESOLVED

That the report be noted.

38. ANNUAL REPORT – THE VIRTUAL SCHOOL FOR LINCOLNSHIRE LOOKED AFTER CHILDREN – SEPTEMBER 2013/AUGUST 2014

Consideration was given to a report from the Virtual Head of Looked After Children. The report provided the Panel with data relating to the educational progress of Lincolnshire Looked After Children on roll in May 2014.

It was reported that there were still many challenges ahead for the Virtual School, as standards of achievement were not high enough in many areas particularly when measured against the Non LAC Cohort nationally. The report identified that progress was being made but that it would take time.

As at October 2014 the number of Looked After Children in Lincolnshire was 638. Of these there were 533 between the age of 3 and 18 years of age and 408 between 5 and 16 years of age.

The Panel was advised that there had been some progress in narrowing the gap, however this was not reflected fully in the report presented, as there had been some difficulties with the software. It was hoped that the system and reporting would be back on track by early January 2015.

It was reported that overall results were not good and that work was currently ongoing with head teachers to ensure that Looked After Children were being assessed as cohorts of children, so that they can be monitored.

During discussion, the following issues were raised:-

- Where was the pupil premium being spent and where the governance was. The Panel was advised that there had been a problem with data, and the information was needed every six weeks. At the moment work was ongoing to fill the gaps and work with schools and children for Key Stage 4 (short term) to improve English and Maths. Also, work was ongoing with Key Stage 1 to work with young teachers to help address the gap;
- Concern was expressed as to what had gone wrong as the Panel was under the impression that things were improving. The Panel was advised that there was a lot of data all driven from the Fisher Family Trust, but the data was not aspirational. The Panel was advised that schools were very supportive of the Virtual School. However, the accountability of providers providing the extra tuition, had not made the progress required. Tuition can only make so much difference, and it was also the responsibility of the schools who have the children some 25 hours a week compared to one hour's tuition. It was therefore imperative to work together with the schools and this was now starting to happen. The Virtual School was now mirroring what the schools do with assessments every six weeks so that progress could be monitored. With the schools working alongside the Virtual School, this would then help raise the profile and make it easier to hold them to account; and
- The Panel enquired as to how progress would be monitored and reported. The Panel was advised that there would be a regular report to the Panel once a mechanism had been agreed. Some members felt that an action plan was needed to monitor performance and to ensure that the gap was being narrowed.

It was reported that the key priorities for the Virtual School for Looked After Children to narrow the gap were to raise the standards of academic achievement and progress from all Looked After Children regardless of where they lived; to champion the individual needs of all Looked After Children, thereby creating a culture of high quality learning for all and building strong and resilient partnerships to support Looked After Children to achieve the best they can and develop the skills needed to allow them to grow successfully into adult life.

In conclusion, the Panel requested that the good work should continue to make the necessary changes to the way things operate to narrow the gap.

RESOLVED

That the report be noted.

### 39. PERFORMANCE REPORT - QUARTER 2 – 2014/15

The Panel gave consideration to a report from the Assistant Director of Children's Safeguarding, which outlined Quarter 2 Performance.

The Children's Service Manager Regulated – North and Fostering presented the report and invited questions from the Panel.

The questions raised included the following issues:-

- External residential provision – The Panel was advised that external residential provision was only used where there was complex needs and that there had been an increase in numbers;
- The lack of Tier 4 beds, and the lateness of notification from NHS England - The Panel was advised that Children's Services and Health were exploring how better to jointly respond to young people transitioning from Tier 4 beds;
- Foster Carer Recruitment – The Panel was advised that the recruitment of foster carers had slowed down, however there were 25 people within the process and were at either Stage 1 or Stage 2. It was reported that it was difficult to put a timescale on the length of the recruitment process as DBS checks could take some time. On average it could take 8 months from Stage 1 to Stage 2; and
- ePEP – It was noted that ePEP performance at 80.7% was 9.3% below target but within tolerance. The system had been upgraded in September 2014 which had resulted in an increase in technical performance information. The new performance information should be able to provide the data required for March 2015.

### RESOLVED

That the report be noted.

### 40. ANNUAL REPORT 2013/14 AND STATEMENT OF PURPOSE 2014/15 ON PRIVATE FOSTERING

Consideration was given to a report from the Executive Director of Children's Services, which advised the Panel of the performance and developments within Private Fostering.

The Children's Service Manager Regulated – North and Fostering introduced the report and advised the Panel that the Children Act 1989 defined Private Fostering as occurring when a child under 16 (or under 18 years if disabled) was cared for, and provided with accommodation, for 28 days or more by someone other than a close relative, guardian or someone with parental responsibility.

The Team Manager guided the Panel through the report making particular reference to the process behind a private fostering case. It was reported that Lincolnshire had 22 privately fostered children. Pages 5/6 of the report provided the Panel with information pertaining to the notification requirements.

The Panel was advised that at the end of March 2014 the Council had received 45 notifications of new fostering arrangements. This number had decreased in comparison with the previous year. Nationally there had been an overall increase of 15% in notifications.

It was noted that the activities of the Private Fostering Service were reported to the Director of Children's Services and that reports were shared six monthly with the Lincolnshire Safeguarding Children Board. Also, the Team Manager attended a Private Fostering Special Interest Group which meets quarterly in the Midlands, which gave Lincolnshire the opportunity to share experiences, best practice and remain alert to national developments. Lincolnshire continues to review and develop a comprehensive service for privately fostered children and it was anticipated that an Ofsted inspection would look at private fostering in the near future.

Detailed at Appendix A to the report was a copy of the Private Fostering Annual Report 2013/14 and at Appendix B was a copy of the Private Fostering Statement of Purpose 2014/15.

## RESOLVED

That the report be noted.

### 41. FOSTERING REPORT QUARTER 2

The Panel gave consideration to a report from the Executive Director of Children's Services, which outlined the activity within the Fostering Service during Quarter 2. A joint presentation was received from the Children's Service Manager Regulated – North and Fostering and the Team Manager which highlighted that the second quarter had seen a continued increase in the number of Looked After Children from 628 at the end of June to 637 at the end of September. The Panel noted that the service had revised its approach to permanent fostering within this quarter with clearer requirements of the Family Finding process and a monthly review meeting to consider all relevant actions required to achieve permanence.

During the period, 136 enquiries had been received from members of the public interested in becoming foster carers, this had been a significant increase on the previous quarter. Also 23 assessments of new foster carers had commenced or were on-going, and 8 new fostering households had been approved by the Fostering and Permanence Panels offering potentially 17 placements. It was reported that 6 carers had deregistered.

Appendix A to the report provided the Panel with a full update for Quarter 2.

During discussion, a question was raised as to the training of foster carers. The Panel was advised that training was ongoing and that during Quarter 2 preparation groups had been held which had provided training to 28 individual carers representing 15 foster carer households.

Post approval training had also been held relating to Safeguarding, First Aid, Safe Care and Diversity. A total of 92 foster carers had attended these training events.

In conclusion, the Panel was advised that the service had plans to increase awareness to local businesses of the need for more foster carers. 100 of the top companies would be approached to join the scheme to become foster friendly employers recognising that to be an effective foster carer you may require more

flexible working at times. There was also a strategy in place to ensure a more sufficient supply of foster careers by using a well-funded and diverse programme of recruitment.

RESOLVED

That the report be noted.

42. NATIONAL YOUTH ADVOCACY SERVICE – LINCOLNSHIRE CHILDREN'S RIGHTS – HALF YEAR REPORT – APRIL/SEPTEMBER 2014

The Panel gave consideration to a report from the representative from NYAS who presented the National Youth Advocacy Service – Lincolnshire Children's Rights – Half Year Report – April/September 2014.

In guiding the Panel through the report, reference was made to the fact that the number of referrals to the service so far was slightly more than the same period in the previous year. Despite the increase the Advocacy Service was still continuing to meet the target responses as a result of flexible working with bordering areas.

It was noted that for Quarter 1 there had been 31 child protection referrals and 41 non-child protection referrals (cumulative total 72). In Quarter 2 there had been 18 child protection referrals and 38 non-child protection referrals (cumulative total 128). Full details of the breakdown of the referrals were shown within the report presented.

RESOLVED

That the report be noted.

43. INDEPENDENT CHAIR SERVICE

Consideration was given to a report from the Executive Director of Children's Services, which provided the Panel with a six monthly update on the Annual Report for the Independent Chair Service from April 2014 to September 2014.

It was reported that the Annual Report for the Independent Chair (Review) Service was a requirement under the Care Planning, Placement and Case Review (England) Regulations 2010.

Attached to the report were:-

Appendix A - a copy of Independent Review Service Annual Report;  
Appendix B - a copy of the Lincolnshire IRO Handbook Compliance; and  
Appendix C - a copy of the Independent Reviewing Officer Service (a summary report for children and young people).

The Panel noted that the Independent Chair Service was working with other teams in Children's Services to develop a Life Skills package for Looked After Children. A Virtual Head Teacher had now been appointed to post, to strengthen arrangements for the education of Looked After Children.

The Independent Chair Service continued to develop good links with the Lincolnshire Safeguarding Children Board.

It was highlighted that 2 additional posts had been created in the Independent Chair Service at the beginning of the year which had had a positive effect on caseloads. There had also been a new Quality Assurance Apprentice post created which had also proven to be valuable to the team. The caseload was currently just below 70 which had enabled the Council to be compliant with the statutory guidance of between 50-70 cases.

Page 14 of Appendix A to the report provided the Panel, with the current Work Programme for the Independent Chair Service, which included the key priorities for the next six months.

RESOLVED

That the report presented be noted.

#### 44. ADOPTION SERVICE ANNUAL REPORT

The Panel gave consideration to a report from the Executive Director of Children's Services, which advised members about the work of the Adoption Service in accordance with the requirements of the National Standards.

Appended to the report at Appendix A was a copy of the Adoption Annual Report 2013/14.

The Children's Service Manager Regulated – South and Fostering guided the Panel through the report and responded to questions raised, which included the outcomes of the Re B-S Court of Appeal Case and the policy regarding 10+ children.

RESOLVED

1. That the report be noted.
2. That a briefing paper on the Re B-S case be presented to the next meeting of the Corporate Parenting Panel on 12 March 2015.

#### 45. CORPORATE PARENTING PANEL WORK PROGRAMME 2015

The Scrutiny Officer presented the Corporate Parenting Panel's Work Programme 2015.

Attached at Appendix A to the report was a copy of the Work Programme for 2015.

RESOLVED

That the Work Programme presented be approved subject to the addition of the items identified in Minute numbers 34, 35 (1) (2) & (3), 36 (2) and 44 (2) for the 12 March 2015 meeting.

The meeting closed at 1.20 pm.

**CORPORATE PARENTING PANEL  
 12 MARCH 2015**

**PRESENT: COUNCILLOR D BRAILSFORD (CHAIRMAN)**

Councillors A G Hagues, J D Hough (Vice-Chairman), P J O'Connor and L Wootten.

Added Members: Jean Burbidge, (Lincolnshire Community Health Services), Samantha Edwards, (Lincolnshire Partnership NHS Foundation Trust) and Mary-Beth Pepperdine, (V4C The Children in Care Council).

Officers/invited guests in attendance: Kieran Barnes, (Virtual Head of Looked After Children), Theresa Buhryn, (Performance Development and Reviewing Manager), Dave Clarke, (Secure Unit Principal), Annie Fletcher, (Children's Services Manager, Barnardos), Judith Gilbert, (Democratic Services Officer), Jan Gunter (Designated Nurse for Looked After Children, South West Lincolnshire CCS), John Harris, (Children's Service Manager Regulated – North and Fostering), Laura Hyatt, (Regulation 33 Officer), Tracy Johnson, (Scrutiny Officer); Kerry Mitchell, (Leaving Care Manager – Barnardos), Ron Oliver (Assistant Director, Barnardos) and Janice Spencer (Assistant Director Children's Safeguarding).

Observing: Beverley Kitchen, Head of Safeguarding Children, South West Lincolnshire CCG.

46. APOLOGIES FOR ABSENCE

The Chairman invited attendees to introduce themselves.

Apologies for absence were received from Polly Coombes, (Foster Carer), Sheridan Dodsworth, (Children's Service Manager – SEND), Colin Hopkirk, (Participation Officer), Tara Jones, (Children's Service Manager Regulated – South and Adoption) and Ted Normandale, (National Youth Advocacy Services).

47. DECLARATIONS OF MEMBERS' INTERESTS

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

48. MINUTES OF THE MEETING HELD ON THE 11 DECEMBER 2014

**RESOLVED**

That the Minutes of the Meeting of the Corporate Parenting Panel held on the 11 December 2014 be confirmed and signed by the Chairman as a correct record, subject to the following amendments:

- (a) Page 4 (Item 35) to read – "*the audit had demonstrated that there were unacceptable numbers of health assessments completed to less than the required standard*"
- (b) Page 5 (Item 35) to read – "Each Local Authority retains responsibility for the young people they place within Lincolnshire".

#### 49. OUTCOMES FROM THE OFSTED INSPECTION

Consideration was given to a report by Janice Spencer, Assistant Director Children's Safeguarding, together with an Action Plan for improvements identified from the Ofsted Inspection at Appendix A.

It was explained that, following a recent Ofsted Inspection in Children's Services, Lincolnshire County Council had been graded as "good" in the following areas:

- Children who needed help and protection;
- Children looked after and achieving permanence; and
- Leadership, management and governance.

The Panel was informed that the adoption performance had been graded as "outstanding".

It was noted that Lincolnshire had achieved second position out of the 43 local authorities who had received a recent Ofsted Inspection in Children's Services and the Panel offered their congratulations to all the staff in Children's Services for their commitment and hard work on achieving such good results.

It was reported that the Ofsted Inspectors appreciated the help and support given to them by elected members and felt that their contribution had been valuable. It was noted that there had been no "unallocated cases" of children who needed child protection in the County.

During discussion, the following points were noted:

- The penultimate Ofsted Inspection had focussed mainly on the processes undertaken by Children's Services whereas the latest inspection undertaken was much more robust and in depth;
- Local authorities would continue to receive independent inspections until 2017 as Ofsted had currently abandoned plans for multi-agency inspections due to the challenges of inspecting Health, Probation, Police and Children's Services all at the same time;
- The inspection framework would continue in its current format;
- Ofsted was committed to improving standards in Children's Services throughout the Country and it was reported that the grades Local Authorities received had decreased since their last inspection;
- Children's Services in Lincolnshire felt that early intervention in a vulnerable child's life was paramount;
- Children's Services Officers challenged Ofsted Inspectors if they felt their judgement to be unjust;

- It was confirmed that Members did not have access to case files on their visits to children's homes;
- It was confirmed that the Chairman would be attending a Safeguarding Assurance Day on the 17 April 2015 and Councillor Mrs P A Bradwell would be attending on the 18 March 2015;
- Bed and Breakfast accommodation would only be used in exceptional circumstances;
- Social Workers were receiving training to raise awareness on the importance of maintaining Personal Educational Plans;
- It was queried why there were no timescales in the Action Plan. It was noted that this was a draft version and there was now a version with the timescales included. The Assistant Director Children's Safeguarding agreed to send the updated version to the Corporate Parenting Panel;
- It was confirmed that a non-operational practice supervisor would be appointed on the 1 April 2015 who would be leading on the Task and Finish Group looking at identifying key priorities for improving the quality and timeliness of all assessments, care plans and placement planning for Looked After Children. The Panel requested a copy of the report once it had been completed;
- 8 young people were currently in police custody out of 320 and some young people were already in custody when they came into Local Authority Care. When young people had been in custody for over 13 weeks they were referred to the Leaving Care Service; and
- It was queried whether there was any work being done to look at as to why those Looked After Children ended up in custody to see if there were any lessons to be learned. The Assistant Director Children's Safeguarding agreed to work with Barnardo's post April 2015 to complete a piece of work on this.

#### RESOLVED

1. That the report be noted;
  2. That an updated version of Appendix A, showing timescales, be circulated to the Panel;
  3. That the report from the Children's Services Task and Finish Group looking at identifying key priorities for improving the quality and timeliness of all assessments, care plans and placement planning for Looked After Children be brought back to the Panel; and
  4. That Children's Services work with Barnardo's to investigate the reasons why Looked After Children ended up in custody and identify any lessons that could be learned.
50. LINCOLNSHIRE LOOKED AFTER CHILDREN – QUALITY AUDIT – REVIEW OF THE STATUTORY HEALTH ASSESSMENTS FOR 2012/2013 AND 2013/2014 AND HEALTH SCRUTINY COMMITTEE EXTRACT FROM MINUTES HELD ON THE 14 JANUARY 2015

Consideration was given to a report presented by Jan Gunter, Designated Consultant Nurse Safeguarding and Looked After Children and Jean Burbidge, Named Nurse Vulnerable Children and Young People's Team. The report focused on the improvements which had been made since the Clinical Commissioning

Group's last report in November 2013 which had identified that the quality of Looked After Children's statutory health assessments had been variable and inconsistent. It was noted that a positive letter had been received by the Chairman of the Corporate Parenting Panel from the Chairman of the Health Scrutiny Committee observing the improvements made.

The following points were noted:

- A pilot needed to be undertaken to understand how many Looked After Children had acknowledged health conditions and what these conditions were;
- There had been increased staffing investment in the Children and Young People's Team;
- Quality of information received by the Health Review Association was improving;
- A summary of each child's individual health history would be available for each Looked After Child;
- Dentists must complete information accurately for health assessments for Looked After Children which they had carried out otherwise the information would be returned to them;
- Registered professionals currently carry out health checks for Looked After Children, although this may change in the future;
- It was felt important that a child was ready to receive their health assessment before this was being undertaken;
- Lack of an initial health assessment for Looked After Children should not delay any medical care a child may require;
- Foster Carers must register Looked After Children with their Doctor as soon as possible in order that health assessments were not delayed;
- Following a query, it was agreed to find out how many Looked After Children had Chromosome Disorder. It was confirmed that the growth hormone administered for Chromosome Disorder had been genetically manufactured and was completely safe for use;
- Children could refuse consent to give a urine sample to detect drugs in their system;
- Doctors needed to complete the records of Looked After Children accurately in order to receive payment for health assessments undertaken;
- Every child received a "Red Book" from birth and every Looked After Child received a "Blue Book" as well. Foster Carers were given training on how to maintain the books; and
- Work was being undertaken in order to improve the BAAF form for Looked After Children in Lincolnshire.

RESOLVED

That the report be noted.

51. LOOKED AFTER CHILDREN – ANNUAL REPORT FOR HEALTH 2013/2014

Jan Gunter, Designated Nurse for Looked After Children, introduced the Looked After Children – Annual Report for Health 2013/2014. The report related to the period 1 April 2013 to 31 March 2014 with regard to health service provision and health outcomes for children looked after by Children's Services and those children who resided in Lincolnshire which had been placed in the County by neighbouring authorities. It was noted that the report received did not provide an overview of services and outcomes for Looked After Children in Lincolnshire as some data was collected and reported on by Children's Services. It was noted that it was essential that Children's Services and the National Health Service (NHS) worked together.

The Panel was informed that the funding was divided between each child regardless of which Clinical Commissioning Group the child resided in the County.

It was noted that for 2014/2015 the Annual Report for Health would be integrated with the Children's Services Annual Report for Looked After Children.

#### RESOLVED

That the Action Plan be presented to the next Corporate Parenting Panel detailing progress against the recommendations outlined in the Annual Report.

#### 52. CORPORATE PARENTING PANEL – PERFORMANCE REPORT – EXCEPTIONS ONLY – QUARTER 3 – 2014/2015

John Harris, Children's Services Manager Regulated - (North and Fostering), presented the Performance Report for Quarter 3.

It was noted that in relation to the performance indicator for fostering/adoption of Looked After Children aged between 10 and 16 the figure for this quarter remained 1% below the target figure. This quarter had seen a further increase in the number of looked after children 25% of whom had been aged 15 years plus. Although fostering remained the placement of choice for all children, suitable placements were not always available for all children. There had been an increase of three children placed in external residential placements. It was noted that 38 older children had been subject to care orders and still lived at home although the children and parents continued to be monitored carefully by Children's Services.

It was reported that there was an increase in the complex behavioural issues which young people now presented with and foster carers needed support to be able to deal with those issues. It was observed that although a good support network had been established between foster carers, this still needed to be strengthened further as it was found that some foster carers were ceasing to foster after 500 days of providing care. The service had commissioned an independent review of this cohort in order to better understand why seemingly stable placements had been disrupted and consideration should be given to what additional support Foster Carers needed to improve placement stability.

It was noted that every looked after child had been registered with a dentist and good oral care should be promoted with each child.

The Panel was informed that Barbara Simpson, Consultant, was doing a piece of work on why foster placements were going wrong after 500 days. It was agreed that the report arising from this work on placement stability would be brought to the Panel in September 2015.

RESOLVED

1. That the report be noted; and
2. That the report arising from the placement stability review be presented to the Corporate Parenting Panel in September 2015.

53. V4C THE LOOKED AFTER CHILDREN COUNCIL QUARTERLY MINUTES OF THE V4C EXECUTIVE MEETING HELD ON THE 20 JANUARY 2015

Consideration was given to the V4C Quarterly Minutes of the 20 January 2015. It was reported that the FAB Awards held had been a tremendous success and a very enjoyable event. Foster carers, with over 15 years' service, had received recognition at the event. It was observed that the birth children of foster carers should not be ignored and they should be encouraged to enjoy the event also. It was agreed that all members of the Corporate Parenting Panel should be invited to future FAB Awards.

The Care Pledge for Looked After Children was shortly to be relooked at to ensure that all their needs were being met by Children's Services. It was noted that a residential weekend had been held during February 2015 and work had been undertaken in preparing the young people in interview skills.

The Panel was informed that Mary-Beth Pepperdine had purchased her first home and the Panel offered their congratulations and best wishes to her.

RESOLVED

1. That the report be noted; and
2. That all members of the Corporate Parenting Panel should be invited to attend future FAB Award ceremonies.

54. VISITING MEMBERS' LOG OF QUARTERLY VISITS TO CHILDREN'S HOMES – APRIL 2014 – MARCH 2015

Consideration was given to the Visiting Members' log of visits to Children's Homes between April 2014 and March 2015. It was noted that all visits scheduled had been completed. The Panel expressed concern that, once again, visits had been completed but as the reports had not been received the visits had not been recorded onto the log of visits. It was confirmed that Dave Clarke, Secure Unit Principal, would inform Tracy Johnson, Scrutiny Officer, after the completion of Members' visits. The Chairman offered to contact Members in future who had not completed reports of their visits to the Children's Homes.

RESOLVED

That the report be noted.

55. COMPLIMENTS, COMMENTS AND COMPLAINTS RECEIVED FOR LOOKED AFTER CHILDREN

Janice Spencer, Assistant Director Children's Safeguarding introduced the Compliments, Comments and Complaints report received regarding Looked After Children for the period 1 April to 30 September 2014.

It was noted that in the above period there had been six complaints from children in care which had all been resolved although two of the complaints were related. No compliments or comments had been received from children in care for this period. It was known that social workers did receive many verbal compliments from children in care which went unrecorded. The Panel was informed that there were many ways in which children in care could make a complaint, namely:

- Through statutory reviews;
- Reg 33 visits;
- Residential meetings;
- Through their Social Worker;
- NYAS; and
- Voices for Children.

It was noted that a complaints leaflet was currently issued to every child in care but the V4C had concerns over how accessible this was to young people. The V4C was now looking into putting the information onto the Coming into Care App which was currently being developed. The Panel noted that an E Safety Training Officer made regular visits to schools in Lincolnshire and had attended last year's Lincolnshire Show.

RESOLVED

That the report be noted.

56. BARNARDO'S LEAVING CARE SERVICES REPORT

The Panel was informed that Kerry Mitchell, Leaving Care Manager – Barnardo's, would be leaving Barnardo's shortly to pursue a career in London. The Panel offered their thanks to Kerry for all her support and commitment over the years and wished her well for the future.

It was noted that Barnardo's had been awarded the leaving care contract for a further three years and had also achieved the status of "good" from the recent Ofsted Inspection.

It was reported that Barnardo's was currently working with District Councils in Lincolnshire with the aim of achieving a Lincolnshire Homeless Strategy. It was

noted that pregnant care leavers were to be supported by a Parenting Worker who would be attending Teenage Pregnancy Meetings.

The Panel was informed that professionals from the Family Nurse Partnership had been working for the last nine months in Boston to strengthen the family coverage which the town currently received from Children's Services. It was suggested that this service could be linked in with Barnardo's around pregnant care leavers. It was hoped that this service would be extended to further towns in the County depending on the funding bid which had been submitted to the Health and Wellbeing Board.

Following the presentation of the report, a short film was shown to the Panel, entitled "Tumezghi's Story".

RESOLVED

That the report be noted.

#### 57. FOSTERING REPORT QUARTER THREE

Consideration was given to the third quarterly report from John Harris, Children's Services Manager - Regulated – (North and Fostering).

It was noted that during Quarter 3, 224 general enquiries had been received from members of the public interested in becoming foster carers. Out of the 224 general enquiries received, 50 had contacted the service to attain further information. The Panel was informed that 23 applications for foster carers were currently being processed within the Stage 2 process, and five new fostering households had been approved by the Fostering and Permanence Panels, which had offered 9 placements to children during the Quarter 3 period. In addition to this, 3 "foster to adopt" carers had been approved which would enable young children who required an adoptive placement to be placed directly. It was also noted that 4 foster carers had de-registered. The Panel was informed that the retention of foster carers was a significant issue and it was apparent that foster carers were generally fostering for shorter periods. The number of children looked after had increased to 656 within this quarter.

The Panel was informed that the Stage 1 of the Foster Carers' process would take two months to complete and the Stage 2 Assessment Process would take six months to complete. It was confirmed that officers had an ability to prioritise urgent applications if necessary. It was noted that the main issue around retention was the retirement of long-term foster carers.

The Panel received reassurance that although Equip Expo 2014 targeted recruitment for foster carers from Church groups, officers always endeavoured to recruit the most suitable candidates as foster carers.

RESOLVED

That the report be noted and any future reports presented to the Panel must contain comparative figures from the previous year which would enable the Panel to determine trends.

58. HALF YEARLY REPORT OF THE REGULATION 33 SERVICE – SEPTEMBER 2014 – JANUARY 2015

Consideration was given to a report which was presented by Laura Hyatt, Regulation 33 Officer which provided the Panel with an overview of the functioning of the Residential Homes for young people in Lincolnshire.

Laura reported that she would be leaving the service at the end of May. She reported that she felt very proud of the work which was being undertaken in the County's children's homes which enhanced the lives of the young people in care. She felt that the staff worked tirelessly, often around the clock, to try and make a difference to children who were being looked after.

It was felt imperative that the Panel read the reports presented to them which gave an insight into some of the challenging behaviours experienced by staff in Children's Homes. It was noted that a Member had visited The Beacon at Grantham which was a home for children with disabilities and she had been left alone in the home, albeit for only a short period of time, which made her feel vulnerable. An apology was received from the Secure Unit Principal who stated that this should not have happened and the issue would be addressed with staff immediately. It was noted that staff at The Beacon had received training in behaviour management techniques which would help to prevent aggressive behaviour occurring.

It was also noted that there were currently five staff vacancies, which it was hoped would be filled within the next few weeks. Despite a big recruitment drive being undertaken, the numbers of applications received had reduced from previous advertisements undertaken.

During discussion, the following points were noted:

- It was confirmed that Managers of Children's Homes would discuss the menu with the young people as some people found the food provided to be rather bland;
- From April 2015, Taylor Shaw would be the providers of food in Children's Homes;
- Police Community Support Officers worked and supported Looked After Children in Children's Homes; and
- Staff in Children's Homes were receiving additional training and education with regard to dealing with Legal Highs.

The Panel thanked Laura for all her work over the years and wished her well for the future.

RESOLVED

That the report be noted.

59. INTERIM REPORT – THE VIRTUAL SCHOOL FOR LINCOLNSHIRE – LOOKED AFTER CHILDREN – JANUARY 2015

Consideration was given to a report which updated the Panel on the work being undertaken by the Virtual School in Lincolnshire. It was noted that the Virtual School had appointed a number of Educational Co-ordinators to their team. It was also observed that no one in the Virtual School team had previously taught in schools and needed to develop their awareness which would enable them to have the confidence to challenge schools in raising their expectations and standards of Looked After Children. It was explained that staff in the team were receiving training in order to increase their confidence and awareness levels.

It was reported that schools had been contacted either by letter or in person informing them of the statutory role of the Virtual School Head. It was important that Looked After Children who were underperforming in schools received the help needed in order to be able to achieve their full potential. It was also observed that schools were under-predicting attainment figures for Looked After Children in Key Stage 4, as it was in the interest of the schools to predict a lower figure of possible attainment. Absence Management for Looked After Children was reported at 93% for 2013/2014, which was a decrease of two percent school attendance from the previous year.

It was noted that there was now a much greater focus on continual professional development in schools in Lincolnshire and good progress needed to be achieved. The Virtual School's team would be producing a plan to ensure that interventions at schools were implemented.

RESOLVED

That the report be noted.

60. CORPORATE PARENTING PANEL WORK PROGRAMME 2015

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

RESOLVED

That the work programme be approved as set out in the report.

At this point of the meeting the Chairman thanked the officers of the Panel who were leaving for their support and wished them well for the future.

The meeting closed at 1.40 pm.

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Strategic Priorities for 16 – 19 (25) Education and Training for 2015/16 - Action Plan</b>

**Summary:**

The strategic priorities for post 16 education and training for the academic year 2015/16 were approved by the Council Executive in November 2014 following the consideration and recommendation of the Children and Young People Scrutiny Committee (CYPSC) in October 2014. The CYPSC requested that an action plan be put in place. The proposed action plan is attached at Appendix 1.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to consider the attached action plan and to agree any additional comments or proposals to be included.

### 1. Background

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

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

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

- A local authority in England must ensure that its functions (so far as they are capable of being so) are exercised so as to promote the effective participation in education or training of persons belonging to its areas to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.

- A local authority in England must make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area to whom Part 1 of the ESA applies but who are failing to fulfil the duty to participate in education or training.

The context in which the Local Authority is required to fulfil these duties is one where the funding for post 16 education (for all but the high cost element of education for young people with SEND) is the responsibility of the Education Funding Agency (EFA) and the Skills Funding Agency (SFA) for Apprenticeships and Traineeships. The Greater Lincolnshire Local Enterprise Partnership (GLLEP) will have an increasing influence on how some funding e.g. European funding and post 16 capital funding is allocated in the future.

The deliverers of education and training (schools, academies, GFE colleges and independent providers) are independent autonomous organisations who are free to determine their own curriculum. As such the Local Authority does not have any powers or levers to determine the education offer in Lincolnshire. However, all providers are required to take into account the priorities identified by their local authority when planning their curriculum, and are required to demonstrate how they meet the needs of the local community, including employers, when inspected by Ofsted.

The role of the Local Authority therefore is one of strategic commissioner and influencer, and the means to do this is through engaging providers and other stake holders including employers (via the Employment and Skills Board and the Greater Lincolnshire Local Enterprise Partnership) to take action that supports the priorities. This will require working in partnership to secure the best outcomes for young people in Lincolnshire including ensuring they are well prepared to take up employment opportunities to meet the economic growth requirements in their local area.

The draft action plan (Appendix 1) sets out the required actions and desired outcomes that will be necessary to achieve this. This includes working across service areas and directorates within the Council.

It will be the role of the 14 – 19 Commissioner to co-ordinate, facilitate and evaluate implementation of the plan.

It should be noted that whilst the Local Authority can make every effort to secure action and behaviour that supports the priorities, there will continue to be some difficulties in achieving this in some cases. These were described in detail within the paper to the Executive in November 2014.

### **The role of Lincolnshire County Council as Strategic Commissioner**

There are a number of ways the Council could potentially influence the development of opportunities for young people, in particular to address the significantly higher proportion of young people under the age of 25 making up the total unemployed population in Lincolnshire (5% higher than nationally). These include:

- Establish Lincolnshire County Council as an exemplar employer in terms of providing increasing numbers of opportunities for young people including: employment; work experience; apprenticeships; traineeships; and supported internships.
- Ensure organisations delivering services on behalf of the Council provide similar opportunities for young people through the Council's commissioning processes, including encouraging suppliers to meet their requirement to demonstrate social value through provision of opportunities for young people.
- Explore the potential benefits to develop and implement higher and degree level apprenticeships to meet developing skills shortages and recruitment and retention issues for particular roles within the Council and its strategic partners including: Registered Social workers, Qualified Teachers and Nurses. This will not only address some of the Council's own future staffing needs, but will provide a true alternative to the traditional academic route by establishing progression routes for young would-be Apprentices right through to degree level. This would increase the attractiveness of the Apprenticeship route and therefore increase participation of 16 and 17 year olds.
- Identify and use opportunities to influence key stakeholders and partners through established networks and membership of statutory and non-statutory bodies, including the Greater Lincolnshire Local Enterprise Partnership (GLLEP) and its Employment and Skills Board (ESB), to secure commitment to increasing opportunities for young people and reducing youth unemployment. In particular to raise awareness of the links between social inclusion and economic growth, and the costs of youth unemployment and under-employment to the public purse in terms of welfare benefits, social care and poor health. This could include increased joint working and shared objectives between Children's Services and Environment and Economy Directorates and Committees
- Identify opportunities, for example through the work with schools to develop sector led improvement, and through other links e.g. with governing bodies, to encourage schools and other providers to collaborate to ensure continuing viability of some of the smaller providers including sixth forms and to ensure a continued appropriate curriculum offer for all young people throughout the county. This should include raising awareness of the issues in Lincolnshire through dialogue with the relevant statutory agencies including the funding bodies and FE and Schools Commissioners.

## **2. Conclusion**

Failure to provide leadership in terms of setting the priorities for post 16 education in Lincolnshire would mean Lincolnshire County Council would be failing to meet its statutory duties. The action plan sets out what needs to happen to ensure that the priorities will have some impact on outcomes for young people in Lincolnshire.

### **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	Strategic Priorities for post 16 education 2015-16 Action 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 Maggie Freeman, who can be contacted on 01522 552753 or 07826873167 or [Maggie.freeman@lincolnshire.gov.uk](mailto:Maggie.freeman@lincolnshire.gov.uk).

Strategic Priorities for post 16 education 2015-16 Action Plan

This action plan has been developed to identify the actions required by Lincolnshire County Council, its strategic partners and post 16 providers to implement the Council's strategic priorities for post 16 education for the academic year 2015 – 16.

<b>Priority 1: Increase the number of young people aged 17 participating in education or training and therefore meeting their duty to participate. As required by Raising of the Participation Age</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 April 2015</u>
Track education status of young people within the RPA cohort and provide support to re-engage young people aged 16 and 17 who are not participating, back into learning	Careers Service	Increase in participation particularly young people aged 17	Ongoing	Jan 2015 NEET 16 year olds were 2.2% compared to 2.5% Jan 2014 and NEET 17 year olds 4.4% compared to 5.6% previous year.
Undertake the September Guarantee to ensure that all young people age 16 and 17 have an offer of an education placement	Careers Service	Increase in the proportion of young people age 17 that have an offer of an education in September to the same level as for 16 year olds	September 2015	Figures for September 2015: Offer of place 94.8% compared to 92.5% nationally and only 2.3% no contact compared to 5.2% nationally.
Work with providers, partners and other key stakeholders to increase participation of vulnerable learners to the level of the cohort as a whole through the RPA Vulnerable learners group	14 – 19 Commissioner	Increase in participation levels of vulnerable learners including LLDD, young people known to the Youth Offending Team, Care leavers, young carers, teenage parents, FSM	Ongoing	Detailed analysis of performance is shared with RPA VL group at termly meetings.
Work with the ESB and GLLEP to ensure that some of the funding they influence is directed to developing coherent programmes to support NEET young people into education	14 – 19 Commissioner	Appropriate programmes to support NEET back into learning are commissioned	From July 2015	The process for commissioning of the first programmes will not take place until Summer 2015. There is likely to be a gap in provision
Map the available support to NEET young people to engage them in learning to identify gaps in provision and provide a coherent offer	Careers Guidance Manager/RPA vulnerable learners group	Information produced identifying support available to NEET, and gaps identified to inform GLLEP commissioning	July 2015	
<b>Priority 2: Reduce the number of young people failing to progress from AS to A2</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 April 2015</u>
Develop data dashboard for schools sixth forms which will include data regarding	14 – 19 Commissioner/	LCC will have detailed information about schools performance and be able to identify areas of risk	July 2015	Data dashboard has been developed. Final validating currently taking place

progression from AS to A2, as well as Closing the Gap, minimum performance levels, QSR, careers guidance.	Performance Team			for issue to schools in the summer term
Integrate performance of school sixth forms, including retention rates into current and future school improvement arrangements (school to school support)	14 – 19 Commissioner/ CfBT	LA and Schools will have detailed information regarding performance of their sixth form, which Ofsted will now separately grade.	July 2015	Data dashboard has been developed. Discussions with CfBT commenced
Explore potential to develop data dashboard for Colleges and other providers	14 – 19 Commissioner/ Performance team	LA will have more detailed information regarding performance of colleges and other providers to inform impact on outcomes for young people including vulnerable groups	July 2016	Agenda item for meeting with College Principals Summer term 2015
Monitor schools' response to A level reform in terms of financial viability and outcomes for young people	Planning and allocations manager	Forecast of impact outcomes will enable LCC and schools to identify actions to mitigate risks in relation to funding and learner outcomes	July 2015	Completed.
<b>Priority 3: Close the gap in attainment at level 2 and level 3 by the age of 19 between young people from deprived backgrounds (those who are or have been eligible for free school meals) and the overall cohort.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 April 2015</u>
Review data sharing arrangements with colleges and other providers to enable sharing of information on FSM students	14 – 19 Commissioner/ performance team	Colleges and other providers have the information to enable them to target additional support, including bursary funding, to FSM students	March 2015	Data sharing agreement revised. Discuss with college Principals in June 2015
Refine performance data to provide more detailed analysis of FSM performance	14 – 19 Commissioner/ performance team	LCC will have more detailed breakdown of FSM students e.g. proportion leaving school after completing AS level	July 2015	FSM and Closing the Gap is included in new data dashboard for school sixth forms to be issued June 2015
Work with CfBT to ensure sufficient focus on closing the gap at KS5 in schools sixth forms	14 – 19 Commissioner/ performance team	Action to address CTG at KS5 is included and integrated into overall project and single conversation with schools	July 2015	Data dashboard for school sixth form has been developed. Discussions with CfBT commenced
Review the terms of reference for the RPA vulnerable learners group to include a focus on closing the gap	14 – 19 Commissioner /RPA vulnerable learners group	Partnership activity has a focus on improving attainment for young people in poverty	July 2015	Completed Spring term

**Priority 4: Improve progression pathways, including specifically increasing the availability of Apprenticeships at advanced level (level 3) and higher (level 4 and above), to enable young people to access an alternative route to higher study.**

Action	Lead	Outcomes	Date	Progress as at 1 April 2015
Establish role to develop employment and training opportunities for young people within LCC and its strategic partners including Apprenticeships, Supported Internships and Traineeships	14 – 19 Commissioner/ Service Manager - People Management	Increase the number of apprenticeships, particularly at advanced and higher level, and Traineeships within LCC and its strategic partners	March 2015	Completed – fixed term post established and appointment made commenced March 2015
Investigate potential to deliver Apprenticeships 'in-house' through LCC contract with Skills Funding Agency	14 – 19 Commissioner	Increase in income to support Apprenticeship programme when funding is routed directly to employer (LCC)	July 2015	Discussions with SFA have commenced

**Priority 5: Maintain a broad curriculum offer across Lincolnshire so that young people are able to access the courses they require to achieve their career aspirations. This will require schools, colleges and providers to work together in geographical areas**

Action	Lead	Outcomes		Progress as at 1 April 2015
Analyse school census data and future funding arrangements to identify impact of funding on each school sixth form including small class sizes	Planning and Performance Manager	LCC has a detailed overview of potential areas of risk to curriculum and viability of individual school sixth forms	Feb 2015	Completed for 2015/16 academic year
Each school with a sixth form is offered a meeting to discuss funding projections and curriculum	Planning and Performance Manager	All schools have the opportunity to discuss predicted funding impact	Feb 2015	Completed
Undertake risk assessment and develop contingency plans as appropriate. Link into Schools Causing Concern process and continuing dialogue with DfE/EFA/SFA where appropriate	14 – 19 Commissioner	Risks are formally documented and actions to mitigate risk agreed. Young people continue to access full curriculum.	July 2015	Meeting with Regional Commissioner arranged to take place in April 2015. Link in to Schools Causing Concern process is established
Undertake review of progress in developing collaborative arrangements and provide support to facilitate this as appropriate	14 – 19 Commissioner	Increase in collaborative and partnership delivery resulting in improvements in cost effectiveness and preservation of curriculum.	Review by May 2015	Ongoing – limited progress and increase in number of schools planning to provide sixth form opportunities through partnership arrangements from September 2015
Work with providers, partners and key stakeholders including ESB and WBLA to increase the take up of apprenticeships by 16 – 18 year olds to achieve government	14 – 19 Commissioner	Halt the reduction in 16 – 18 year olds taking up apprenticeships	Ongoing	Data not yet received to assess progress.

ambition of 1 in 5, and mitigate any potential reduction as a result of changes to funding				
Maintain regular dialogue with GFE colleges and other providers (via WBLA) and the funding agencies to inform them of the Council's priorities and identify any specific issues	14 – 19 Commissioner	Schools, colleges and other providers are aware of LCC's strategic priorities and able to respond, thus demonstrating to Ofsted requirement that they are working to meet local needs	Termly	Meetings have been held with GFE principals and independent providers and presented to secondary heads Spring term 2015
<b>Priority 6: To ensure that all young people have access to independent and impartial careers guidance and information about the labour market and opportunities so that they are able to make realistic, informed decisions about post 14 and post 16 education.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 April 2015</u>
Encourage the development of innovative partnership arrangements to enable young people and their parents to access careers advice outside of school	CEIAG Manager	Children and Young People are able to access careers guidance outside of school	Ongoing	Delivery of careers guidance through CAB Boston, supported by the college, independent providers and schools commenced in March 2015
Undertake annual quality assurance visits to schools to discuss their arrangements for providing careers guidance	CEIAG Manager	Schools will receive advice about the appropriateness of their career guidance arrangements to support self-evaluation and inspection preparation	Summer term 2015	
Develop with Nottingham Futures an 'offer' of provision that schools can access to include free of charge as well as services which they can purchase	CEIAG Manager	Schools and other providers are aware of the support they and their students can access resulting in improved offer	Spring term 2015	Brochure produced and circulated to schools
With the ESB, NCS and Capgemini to develop a plan to facilitate links between schools and employers including developing coherence in the offer	14 – 19 Commissioner/ CEIAG manager	Schools will have opportunities to access input from employers to support their careers education and guidance	Autumn term 2014/15	NCS offer has already been made to schools. Environment and economy team send labour market information monthly to NCS.
<b>Priority 7: Develop programmes and transition pathways which better prepare young people with special education needs and or disabilities (SEND) for adulthood and lead to improved outcomes in terms of employment, independent living, good health and community inclusion.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 April 2015</u>
Develop and implement a multi-agency 'Promoting Independence' strategy and plan to enable young people with complex SEND to make a smooth transition from education into adult life and become as	LLDD Programme Co-ordinator	Young people with complex needs will have improved outcomes including greater independence, resulting in less reliance on adult care services.	Jan 2015	Better Care funding has been secured to support the project to the end of the academic year 2016 Action plan has been produced, agreed and implemented by steering

independent as possible				group in January 2015
Co-produce EHC plans that 'promote independence' and that clearly identify the appropriate nature and timing of the transition into adulthood, and the support that will be required	Children's Services Manager SEND	Improvement in transition into adult life as young people and their families agree and are clear when education will cease and what the transition and outcome will be.	From September 2014	EHCP process has been implemented in line with legislation and transfer timetable.
Increase the capacity of LCC 'Promoting Employment' team to deliver supported internships via YPLP EFA contract	SEND Team Manager post 16	Increase in EFA funding secured under 'lagged learner' formula Increase the number of young people with SEND securing employment through participation in supported internships (50 in 2014/15 and 80 in 2015/16)	February 2015	Additional Employment Officer and 2 Job Coaches recruited- funded through promoting independence (better care funding) to July 2016, then funded via EFA formula funding
<b>Priority 8: Stimulate demand for courses and programmes which better match the economic growth requirements and skills shortages in Lincolnshire, and therefore reduce youth unemployment among 19 – 25 year olds in particular.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 April 2015</u>
Work to secure better links between ESB, GLLEP and Education to include establishing joint objectives in relation to social inclusion and economic growth, identifying best practice elsewhere	14 – 19 Commissioner	Education providers have more information about the courses and skills young people require to meet the economic growth requirements for Lincolnshire	Ongoing	Visit to Manchester City Council where some progress has been made has taken place. 14 – 19 Commissioner joined ESB as observer
Develop a LCC youth employment strategy to increase opportunities for young people under the age of 25 within Lincolnshire County Council and its key strategic partners	14 – 19 Commissioner/ Youth Employment Project Officer	Increase in apprenticeships, traineeships, supported internships and work experience within LCC. Increase in proportion of under 25s within the workforce.	July 2015	
Encourage post 16 providers to develop study programmes that better prepare young people for employment in Lincolnshire including work preparation and substantial work experience on vocational courses	14 – 19 Commissioner/ LLDD Programme Co-ordinator	Reduction in numbers of employers stating young people are not work ready. Increase in young people accessing apprenticeship opportunities	Ongoing	Supported Internship programme well established and securing good outcomes (68% full time employment) Further improvements are required in relation to A level and other provision. Ofsted including in inspection of post 16 provision
Develop LCC own provision (YPLP) to be exemplar deliverer of study programmes and supported internships	YPLP Manager	Best practice is established and shared with other providers	Ongoing	

Agree a plan with Job Centre Plus to increase the number of young people (19 – 25) undertaking Traineeships in line with DWP targets	14 – 19 Commissioner	Increase in traineeships compared to low level and zero hours contracts	July 2015	
Work with not for profit organisation to develop and secure funding for drama programme in schools to promote Lincolnshire opportunities and sectors	CEIAG Manager	Young people are aware of the range and scope of employment opportunities in Lincolnshire	Autumn term 2015/16	Programme currently being planned and developed
Undertake a survey of young people in post 16 education to ascertain barriers to participation and whether these have impacted on the choice of programme/course	Planning and Allocation Manager/ Touchstone	Detailed information on factors affecting choices young people make in relation to their post 16 education, including whether they are able to secure their first choice of programme	Summer term 2015	Survey developed and will take place summer term as planned

**Glossary**

CEIAG	Careers Education, Information, Advice and Guidance
CTG	Closing the Gap in attainment between young people who have ever been eligible for free school meals and those who have not
DWP	Department for Work and Pensions
EFA	Education Funding Agency
EHC	Education, Health and Care (Plan)
ESB	Employment and Skills Board
GFE	General Further Education College
GLLEP	Greater Lincolnshire Local Enterprise Partnership
NCS	National Careers Service
NEET	Not in Education, Employment or Training
LCC	Lincolnshire County Council
RPA	Raising the Participation Age (to 18 <sup>th</sup> birthday in 2015)
SEND	Special Educational Need and Disability
WBLA	Work Based Learning Alliance
YPLP	Young People's Learning Provision (Lincolnshire County Council's own EFA funded provision for young people)

## Policy and Scrutiny

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>24 April 2015</b>
Subject:	<b>Children and Young People Scrutiny Committee Work Programme 2015</b>

#### 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](mailto:Tracy.Johnson@lincolnshire.gov.uk).

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

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

Chairman: Councillor John Hough

Vice Chairman: Councillor Bob Adams

<b>24 April 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Music Service Options Review	John O'Connor Children's Service Manager – Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 5 May 2015)
Future Delivery of Lincolnshire's School Improvement Service	Andrew McLean Children's Service Manager - Commissioning	Pre-Decision Scrutiny (Executive decision on 5 May 2015)
Annual Review of Children's Centres	Cornelia Andrecut Children's Service Manager - Locality	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Strategic Priorities for 16 - 19(25) Education and Training for 2015/16 – Action Plan	Maggie Freeman 14-19 Commissioner	Status Report

<b>5 June 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Frontline Social Workers and Safeguarding Scrutiny Review – First Monitoring Update	Janice Spencer Assistant Director – Children's (Safeguarding)	Scrutiny Review Activity
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)

<b>5 June 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Theme Performance: Quarter 4	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub-Group	Member Report
Anti Bullying	Sophie Whitehead Anti Bullying Officer	Status Report

<b>24 July 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
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 Executive Director for Children's Services	Status Report
Monks Dyke Tennyson College	TBC	Status Report
Introduction of the National Progress 8 Measure for Monitoring School Performance	Keith Batty Director of CfBT Education Services	Status Report

<b>11 September 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Strategic Priorities for 16 – 19 (25) Education and Training for 2016/17	Maggie Freeman	Pre-Decision Scrutiny (Executive decision on 6 October 2015)
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
Review of Education Support Arrangements (Provisional)	Tony Warnock Operations and Financial Advice Manager	Consultation

<b>16 October 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Review of Education Support Arrangements (Provisional)	Tony Warnock	Pre-Decision Scrutiny (Executive Councillor Decision)
Additional Item		

<b>27 November 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Theme Performance: Quarter 2	Sally Savage	Performance Scrutiny
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)
Youth and Community Development	TBC	Update Report
School Performance 2015	Keith Batty	Status Report (March 2016 meeting)

### **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](mailto:tracy.johnson@lincolnshire.gov.uk)

**FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 2 APRIL 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
I008809 New!	Music Service Options Review	5 May 2015	Executive Councillor: Adult Care and Health Services, Children's Services	Children and Young People Scrutiny Committee	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	Yes	All Divisions
I008698	Sector Led School Improvement	5 May 2015	Executive	Lincolnshire schools	Exempt Report	Children's Services Manager - Commissioning Tel: 01522 554079 Email: andrew.mclean@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	

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