

County Offices
Newland
Lincoln
LN1 1YL

16 July 2015

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 24 July 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 **(17 Members of the Council and 4 Added Members)**

Councillors J D Hough (Chairman), R Wootten (Vice-Chairman), B Adams, 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, S M Tweedale, L Wootten and Mrs S M Wray

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

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

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

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| 1 | Apologies for Absence / Replacement Members | |
| 2 | Declarations of Councillors' Interests | |
| 3 | Minutes of the meeting of the Children and Young People Scrutiny Committee held on 5 June 2015 | 5 - 18 |
| 4 | Monks' Dyke Tennyson College Options <i>(To receive a report which provides the Committee with information in relation to the Monks' Dyke Tennyson College Options)</i> | 19 - 68 |
| 5 | New Key Stage 4 Performance Measures <i>(To receive a report which outlines the new performance measures to be introduced in 2016 for all secondary schools and its potential impact on Lincolnshire School)</i> | 69 - 100 |
| 6 | Neglect Strategy <i>(To receive a report which presents the Neglect Strategy which has been developed by the Lincolnshire Safeguarding Children Board (LSCB) and its partners)</i> | 101 - 112 |
| 7 | Anti Bullying <i>(To receive a report which sets out the support services provided to children and young people, schools and colleges for Anti Bullying across Lincolnshire)</i> | 113 - 126 |
| 8 | Corporate Parenting Panel Update <i>(To receive a report which provides an update on the work of the Corporate Parenting Panel and presents the draft minutes of the meeting held on 11 June 2015)</i> | 127 - 140 |
| 9 | Improving Employment and Skills in Lincolnshire's Growing Business Sectors <i>(To receive a report which invites the Committee to consider a report on improving Employment and Skills in Lincolnshire's growing Business Sectors, and invites views on how all children and young people can be better prepared to meet future skills requirements)</i> | 141 - 152 |
| 10 | Ofsted Action Plan Update <i>(To receive a report which sets out the action plan which has been developed to address the areas for improvement identified in the Ofsted inspection of services for children in need of help and protection, children looked after and care leavers which took place in 2014)</i> | 153 - 160 |

11 Children and Young People Scrutiny Committee Work Programme 2015

161 - 166

(To receive a report which provides the Committee with an opportunity to consider its work programme for the forthcoming year)

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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
5 JUNE 2015**

PRESENT:

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

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

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Stuart Carlton (Assistant Director Children's Early Help), Matthew Clayton (School Organisation Planning Manager), Tracy Johnson (Scrutiny Officer), John O'Connor (Service Manager Education Support) and Rachel Wilson (Democratic Services Officer)

1 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors J D Hough and Mrs H N J Powell.

The Chief Executive reported that having received notice under Regulation 13 of the Local Government (Committees and Political Groups) Regulations 1990, he had appointed Councillor D C Morgan as a replacement member on the Committee in place of Councillor J D Hough for this meeting only.

2 DECLARATIONS OF INTEREST

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

3 MINUTES OF THE MEETING HELD ON 24 APRIL 2015

RESOLVED

That the minutes of the meeting held on 24 April 2015 be signed by the Chairman as a correct record.

4 PROPOSAL FOR A SCRUTINY REVIEW ON THE COUNCIL'S HOME TO SCHOOL TRANSPORT POLICY IN RELATION TO DISCRETIONARY GRAMMAR SCHOOL TRANSPORT

The Committee received a report which set out a proposal for a scrutiny review on the Council's Home to School Transport Policy in relation to discretionary Grammar School Transport to be carried out by a Task and Finish Group.

Members were informed that during the past year a group of parents in the villages north of Grantham had campaigned for changes to the Home to School and College Transport policy in respect of transport to the county's Grammar Schools. Following representations by the parents, and meetings with their representatives and the local MP, Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services, asked the Committee to consider at its meeting on 24 April 2015 whether this was a suitable topic for a scrutiny review. It was agreed at this meeting that a draft proposal should be developed.

The Committee was guided through the scoping document highlighting the purpose for the review and main lines of enquiry. It was also noted that the review had the support of the Executive Councillor and the Executive Director.

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

- It was clarified that this review would be examining the policy in relation to grammar school transport only which was from age 11-16/18. Home to college transport was covered under the policy for Post-16 transport;
- It was clarified that grammar school transport and Post-16 transport were discretionary functions;
- There was no difference in the eligibility criteria for Post-16 transport regardless of whether a young person attended a college, sixth form or a grammar school;
- It was clarified that the statutory school leaving age was still 16 years old, but the participation age had increased which required a young person to be in education or work based training until they were 18 years old;
- Members were informed that the Council had received a petition from parents who felt that they were being discriminated against by the existing policy as their children could not receive free transport to a grammar school, and therefore the proposal for a scrutiny review into this had been proposed;
- A councillor commented that they supported this proposal, and in relation to petitions, felt that in some cases were not being treated with enough seriousness. In this instance parents had put forward a petition asking the Council to look at this issue in particular.

RESOLVED

1. That the proposal for a review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport be agreed as a suitable topic for a scrutiny review, taking into account the guidelines;
2. That the Proposal for the Scrutiny Review be approved and submitted to the Overview and Scrutiny Management Committee for approval;

3. That Councillor Mrs J Brockway and Councillor B Adams be noted as expressing an interest in participating in this scrutiny review if agreed.

5 FRONTLINE SOCIAL WORKERS AND SAFEGUARDING SCRUTINY REVIEW - FIRST MONITORING UPDATE

Consideration was given to a report which provided an update on the content and progress of the original action plan devised from the Task and Finish Group of October 2013.

It was reported that the Committee had agreed at its meeting on 18 October 2013 that there was a need for scrutiny to review and investigate the safeguarding arrangements in frontline social work teams. This review was approved by Overview and Scrutiny Management Committee on 24 October 2013. The key purposes of this review were to examine the robustness of safeguarding practice and to ensure sufficient support was provided to frontline social workers.

The Task and Finish Group completed the review and presented the final report to this Committee on 13 June 2014. The report contained 17 recommendations which were nearly all accepted in full by the Executive on 1 July 2014 and were subsequently developed into an action plan to address the issues raised in the review.

The Executive Director for Children's Services provided the Committee with an update on progress with each of the recommendations as follows:

Recommendation 1 – this has been implemented, however, there was a delay with the survey being released, but work was ongoing;

Recommendations 2 & 3 – the strategy was in development, and it was on the forward plan to be considered by this Committee at its next meeting;

Recommendation 4 – one 'Closing the Gap' conference had been held and it was intended to hold another one in July 2015;

Recommendation 5 – a letter had been sent to secondary school head teachers. There was also a national debate taking place on whether personal, social and health education (PSHE) should be part of the mandatory curriculum;

Recommendation 6 – there was an ongoing training programme in relation to signs of safety;

Recommendation 7 – options for Louth and Grantham were being explored;

Recommendation 8 – some internal standards had been set, and the amount of time that parents must wait to receive the review report had reduced;

Recommendation 9 – this had been completed;

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Recommendation 10 – this had also been completed and was subject to a quarterly review;

Recommendation 11 – a more detailed update on this recommendation had been included at Appendix B of the report. It was also noted that Samantha Clayton was leading on a significant piece of work around this. There had been some really positive successes in terms of newly qualified social workers;

Recommendation 12 – work was continuing, and the authority was expanding the number of universities that it worked with;

Recommendation 13 – the case manager was leading on this work which was ongoing;

Recommendation 14 – officers were working with the university;

Recommendation 15 – the authority was working regionally to review the role;

Recommendation 16 & 17 – these recommendations were linked together and were linked with the procurement of the new case management system. The time scale for the implementation of this system was currently July 2015, but it was acknowledged that there were risks associated with the implementation.

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

- It was commented that the communication between social workers and managers was very open and it was suggested that there were some social workers who should be invited to attend a future meeting of this Committee;
- Another member also commented that they found the relationships within the teams to be very supportive, in particular the dynamic between new staff and experienced social workers was very good;
- In terms of report writing, it was commented that an improvement in the standard of reports presented to the Adoption Panels had been seen;
- It was confirmed that the neglect policy was on the work programme for the July meeting of this Committee;
- Signs of Safety had been introduced consistently across all areas of business. Members were advised that the authority was moving to the compliance part, as it was now expected that it would be used as all relevant staff had been trained;
- In relation to parental training, it was commented that there was a drive from secondary schools to focus on the core subjects, and personal, social and health education (PSHE) was not a subject they were judged against, which was why there was a national drive to make this subject mandatory;
- A briefing session on Signs of Safety would be organised for the independent members on adoption panels;

- It was agreed that the capability framework for social workers and the Customer Service Centre advisor training programme would be circulated to the Committee;
- It was commented that it had been an impressive experience meeting some of the frontline social workers;
- Health services and the Clinical Commissioning Groups (CCG's) would be involved in elements of the work, such as the Neglect policy, and the Lincolnshire Safeguarding Children Board;
- It was queried whether the authority had considered working with the Open University in relation to recommendation 12, and officers agreed to look into this further.

RESOLVED

1. That the content and progress of the action plan be noted;
2. That the Committee continue to monitor the actions arising from the review and receive an update on the action plan in six months' time;
3. That visiting frontline social work teams be an ongoing piece of work and visits for Mrs E Olivier-Townrow and Councillors S R Dodds, J D Hough and Mrs L A Rollings be arranged in the near future.

6 APPOINTMENT OF LOOKED AFTER CHILDREN/CARE LEAVER REPRESENTATIVE

The Committee received a report which invited the Committee to appoint a Looked After Children/Care Leaver Representative for the Committee, following approval of the Corporate Parenting Strategy at the Council meeting on 19 December 2014.

Members were advised that the role of the Looked After Children/Care Leaver Representative would be to ensure that the Committee actively considered the potential impact of a policy, strategy or action carried out by the Committee on Looked After Children/Care Leavers and to seek further advice from relevant officers where this is unclear or unsure.

It was proposed that when the representative raises any issues at the Committee, this would be formally recorded in the minutes and passed onto the Assistant Director – Children's Safeguarding for information and any further action required. Members were advised that training for this role would be provided.

Councillor S R Dodds volunteered to act as the Looked After Children/Care Leaver Representative for the Children and Young People Scrutiny Committee.

RESOLVED

That Councillor S R Dodds be appointed as the Looked After Children/Care Leaver representative for the Children and Young People Scrutiny Committee.

7 PROPOSAL TO EXPAND CAPACITY AT PINCHBECK EAST CHURCH OF

ENGLAND PRIMARY SCHOOL (FINAL DECISION)

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to consider the proposal to expand the capacity at Pinchbeck East 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 22 June 2015.

It was reported that there was a requirement for the expansion of this school due to the increasing pressure on primary school places from the rising birth rate and increased migration into the area.

Members were advised that officers used data from the health services to be able to plan for what the population was likely to look like. There was confidence that the projections were correct to within 1%.

It was reported that this was an outstanding school, as rated by Ofsted, and was very popular in the local area, and so the proposals would also assist in meeting parental preference.

Members' attention was drawn to the written responses which had been received, of which there were 48 valid responses, of these 29 were in support, with 14 against and 5 which were neither for nor against but made comments for consideration. It was noted that the majority of the points raised were around parking, access and safety of the children and the loss of outdoor space, as well as concerns over whether the facilities at the school would cope with the increased numbers.

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

- Members were advised that officers had met with the Highways department and local residents in relation to access arrangements to the site from Knight Street, which was currently pedestrianised. It had been suggested that arrangements be put in place with the local pub for a park and stride scheme. There were also discussions with the parish council regarding the use of the playing field;
- It was important that the impact of the changes to the school on the local area were not underestimated;
- There was a need to use the local knowledge of residents/parish councils/town councils and community groups in planning projects such as this;
- It was noted that some very good ideas had been received from local groups;
- Some concerns were raised regarding the low level of responses from residents to the consultation, and it was queried whether the residents from Guildhall Drive had also been included in the consultation;
- It was confirmed that it would be a single storey extension;
- A pre-planning meeting had been held in the past week in relation to the design, and residents from Guildhall Drive, as well as other streets had been invited to attend;

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- Comments from the pre-planning meeting would be included as part of the final consultation for the planning application;
- The size of the site had been examined, and there was a formal agreement with the parish council to allow the school to use the playing field for PE as required;
- It was also commented by another councillor that it was thought that there had been a relatively good response to the consultation.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor set out in the report;
2. That the following additional comments be passed to the Executive Councillor in relation to this item:
 - It was queried what the impact would be on the surrounding neighbourhood in terms of parking and access. It was highlighted that a number of options were being investigated, including looking at a park and stride option from a local pub car park. It was suggested that using local knowledge would help to provide the best solution. The Committee was informed that a local resident group had been consulted which came up with a number of good ideas and these had been passed onto the Road Safety Partnership and the Highways team.
 - It was queried if the expansion would be a single storey and whether the residents on Guildhall Drive had been consulted as the proposed extension would back onto the housing along this road. It was reported that the extension would be a single storey and that the residents of Guildhall Drive had been consulted as part of the design and planning process which was separate to this consultation process. The residents' comments would be put forward to the Planning Committee as part of the planning application. The Committee suggested that for future school expansion reports, it would be useful to also include the consultation responses from the design and planning process in the reports to the Committee.

8 PROPOSAL TO EXPAND CAPACITY AT SPALDING PARISH CHURCH OF ENGLAND DAY SCHOOL (FINAL DECISION)

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to consider the proposal to expand the capacity at Spalding Parish Church of England Day School (Final decision) which was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 22 June 2015.

It was reported that this expansion was required to ensure that there was the required number of primary school places in Spalding to accommodate the increasing pupil numbers in the area. This proposal would expand the Ofsted rated 'Good' school from a two form entry, to a three form entry, with a proposed implementation

date of 1 September 2016. Members were advised that there was a requirement for school places due to the continuing increase in the birth rate in the area. This proposal would not create competition between schools.

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;

- Concerns were raised regarding the potential loss to the early years play area. However, members were advised that space for the extension would not be from the current early years play area;
- It was noted that this proposal was at a much earlier stage of the design process than the previous one;
- The school was currently rated as 'good' by Ofsted and should be able to respond flexibly to grow to meet the needs of the community;
- It was noted that the number of pupils with English as a second language was above average for this school.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor as set out in the report;
2. That the following additional comments be passed to the executive Councillor in relation to this item:
 - Concerns were raised about whether there would be a reduction in the outside playing area as there were no play areas marked on the existing floor plan. The Committee was informed that the outside playing area would actually be increased rather than reduced. It was suggested that in future reports, it would be useful to have a site plan, and if no plans to show the expansion were available yet, then a plan showing the existing site should be included.
 - It was queried whether there was a high proportion of pupils with English as an additional language at the school. It was reported that the number of these pupils was above average, but as it was a "good" school, it should be able to deal with any changes in the demographics of its pupils with flexibility.

9 CONSULTATION ON THE FUTURE OF BROCKLESBY PARK PRIMARY SCHOOL AND POTENTIAL CLOSURE (FINAL DECISION)

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to consider the proposal to close Brocklesby Park Primary School (Final Decision) which was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 22 June 2015.

Members were advised that at the time the report was produced there were 14 pupils on roll (75% surplus capacity) with no pupils due to start Reception in September 2015 and 2 leaving Year 6. Therefore there were 12 pupils expected to be on roll at the beginning of the next academic year. Members were advised that there were not

enough pupils in the local area to sustain an educationally and financially viable primary school without relying on attracting pupils from areas closer to other schools, many of which already had surplus capacity.

It was reported that following careful consideration of how to secure a viable future for the school, the Governing Body had taken the difficult decision in November 2014 to request that the local authority started the consultation process on the proposal to close the school.

The Chairman read out a statement from Councillor A H Turner, the local member for the school, which stated that "whilst disappointed at the outcome of the recommendation he accepted the situation".

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

- It was considered sad when a small school had to close, particularly when the parents had spoken with such passion for the school;
- Small schools were a nurturing environment for those children who did not cope well in a larger schools;
- It was queried whether setting up a nursery provision would help with increasing the pupil numbers. Members were informed that there was already sufficient nursery provision in the area;
- It was noted that the neighbouring schools were not large and so personalisation in terms of education would still be maintained;
- It was queried whether, as the neighbouring schools were also small, if they would be faced with a situation where they would need to expand in the future. Members were informed that there was sufficient capacity for primary school places for the current and projected number of pupils in the area;
- There were concerns that in a rural village, the school was often the hub for the village, and so the loss of this school would impact the village. Members were advised that this school was slightly displaced from the village centre, and a new village hall had recently been built;
- It was also noted that it was unlikely that further housing developments would be built in the village as it was within Lord Yarborough's Estate;
- If the school was to close, the building would revert back to the Estate, as it was built on Lord Yarborough's land;
- It was commented that demographics changed and populations moved;
- Significant sums of money would be needed for the school to remain open, and if an early years provision was to be introduced, then further investment in the building would be required;
- Lord Yarborough had offered to financially support the school, but this contribution would be capped so there would still be a financial risk to the Council;
- It was suggested whether this school could be used to create some personalised education for children to avoid exclusion. However, members were advised that this would be a re-appropriation of use of the building. It was also noted that it was not in an area of high exclusions, and there was a

centre not far from this school which was meeting the needs of children who had been excluded;

- It was commented that the closure of any school was a very big step;
- It was noted that the school had submitted another application to the Regional Schools Commissioner to become an academy with an early year's unit as part of the Tollbar Multi Academy Trust;
- It was suggested that the school should be given the additional year to ensure that every option to avoid closure was considered;
- It was very stressful for parents to have their child in a school with an unknown future;
- The Council had been supportive of the Tollbar Trust application to take over the school, but it had been the Regional Schools Commissioner that turned it down;
- A school needed a minimum of 40 pupils to be financially viable;
- The pupil numbers at this school had been monitored for the past 8-10 years, and the school had recently seen a big drop in pupil numbers;
- The school could not legally teach all children in Key Stage 1 and Key Stage 2 in the same class;
- There was a need to think about what the children were getting out of this school;
- Members were reminded that it was not within the power of the County Council to appoint a sponsor for an academy;
- It was queried whether there would be another opportunity to bring this back to scrutiny in September, however, members were advised that there were only two months to make this decision following the end of the consultation and a decision had to be made by 22 July 2015;
- The cost of maintaining this school further was huge. The governors of the school had asked the council to start the closure process. It was felt by one member that it was the right decision to close the school;
- In response to a comment made, it was clarified that the authority had not commissioned a 50 seater bus to transport 2 pupils to the school. If that was what was provided then that was the company's decision;
- Marketing had been undertaken by the school over the previous year to try and increase its pupil numbers;
- There were no new housing developments planned for this area as the village was surrounded by thousands of acres of farming land;
- If the school was to remain open for a further year it would have a budget deficit of around £50,000.

RESOLVED

1. That the Committee support the recommendation to the Executive Councillor as set out in the report;
2. That the following additional comments be passed to the Executive Councillor in relation to this item:
 - It was questioned whether there was enough demand for the early years unit at the school. It was noted that in terms of nursery provision, there was already sufficient capacity in the area.

- It was queried whether there would be a shortage of primary school places in the area in future as a result of rising birth rates. The Committee was informed that there were more than enough places for current and projected numbers as there were nine other primary schools in the area. In addition, there was no new housing planned for the area as the school was in the middle of an arable estate.
- Concerns were raised as to whether it was too soon to close the school, and whether the closure should be delayed until August 2016 to see what the outcome would be from the school's submission to the Regional Schools Commissioner to become an academy with an early year's unit as part of the Tollbar Multi Academy Trust. The Committee was informed that the delay would lead to further uncertainty for the parents and children, and that a school needed sufficient pupils to be financially viable.

10 PERFORMANCE: QUARTER 4 2014/15

Consideration was given to a report which provided performance information for Quarter 4 2014/15 which was relevant to the work of the Children and Young People Scrutiny Committee.

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

- It was queried whether there were any measures which could be introduced to improve the average time for a child to move in with an adoptive family. Members were advised that Lincolnshire's court times were outstanding and the authority was one of the best in the country for this. However, there were always one or two cases which experienced delays;
- In relation to the percentage of privately fostered children visited within required timescales it was commented that there had been some improvement. Members were advised that this was a strange indicator, as if one visit was missed, even if by only a day, then all scheduled visits would then be late. Officers were not happy with this and would be re-examining it. However, members were reassured that children were being visited and officers had no concerns in relation to this. It was noted that the implementation of the new case management system should help to address this issue and make planning easier;
- It was noted that the vacancy rate of social workers was slightly below target. However, it was confirmed that this related to the earlier document presented with the action plan for the Frontline Social Workers and Safeguarding scrutiny review report;
- The below target performance of children making expected progress in Maths between Key Stage 1 and Key Stage 2 was attributed to change in the maths requirement, and all results needed to be re-balanced so that they were more comparable at all levels;
- It was queried whether there was any reason for the rate of permanent exclusions to be worse than target. Members were advised that a new strategy around exclusions would shortly be considered by the Children's

Services management team, and would be added to the Committee's work programme at the appropriate time;

- In terms of families turned around, it was confirmed that 100% would be moving to phase two;
- Members were informed that it was proposed that all ombudsman complaints which were recorded against the authority would be reported to the Overview and Scrutiny Management Committee;
- There was a need for a rethink in relation to how schools with extremely challenging children were supported, as the impact on the needs of other children in schools and academies who sit with these children was considerable;
- It was commented that the Narrowing the Gap conference was inspirational, and there were three speakers who were particularly good, and it would be money well spent to run it again. It was queried whether there would be a follow up with schools that attended to see what effect it had had;
- It was confirmed that the Narrowing the Gap conference would be repeated;
- It was noted that exclusion of pupils was an issue that affected all schools, including grammar schools, and that school engagement on this issue was crucial;
- Bullying was a very subjective issue, and all schools had an anti-bullying policy. It was noted that a report was scheduled to come to this Committee in July 2015 on this issue. There was a need for schools to work with pupils and parents. Officers would continue to monitor this, but it was the responsibility of the school;
- 100% of troubled families involved in the Families Working Together programme had been turned around, and the authority would be able to continue this work as it was funded by central government. However, funding levels for next year had not yet been announced, but it was hoped that the same level of funding would continue. There was a five year plan if the funding level was maintained.

In order for the Committee to discuss the content of Appendix F, which was marked as exempt, it was moved, seconded and agreed that the press and public be excluded for consideration of that information.

RESOLVED

That the performance information presented be noted.

11 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME 2015

The Committee received a reported which provided the opportunity to consider its own work programme for the coming year.

The Scrutiny Officer advised that there were no amendments to the work programme.

It was suggested that a working group be set up to allow a few members to discuss the options for the Monks Dyke Tennyson College which would be considered by the Committee at its meeting in July 2015. Volunteers were requested for the working group for a one-off meeting to discuss this.

Councillors S R Dodds, Mrs L A Rollings and A G Hagues volunteered to sit on this working group.

It was suggested that it would be useful to invite some social workers to attend the meeting when the Committee considered the next monitoring update on the Frontline Social Workers and Safeguarding Scrutiny review. It was also suggested that it would be useful to hear from some of the Families Working Together officers and troubled families who had been turned around when the Committee considered the Families Working Together Update in October 2015. The Scrutiny officer advised that she would look into whether these attendances would be possible.

RESOLVED

1. That the content of the work programme be noted;
2. That the above members be appointed to sit on the working group to discuss the options for the Monks Dyke Tennyson College;
3. That the attendance of Social Workers, Families Working Together officers and troubled families at future meeting be investigated by the Scrutiny Officer.

The meeting closed at 12.27 pm

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

| | |
|------------|---|
| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Monks' Dyke Tennyson College Options |

Summary:

This report seeks to:

- Inform Members of the proposal from the Governing Body of Monks' Dyke Tennyson College (MDTC) to close the Mablethorpe site and consolidate provision on the Louth site
- Provide information about the statutory process and the role of the Local Authority (LA) as decision maker regarding the proposal of the Governing Body to close the Mablethorpe site
- Explore options for the provision of future secondary education in Mablethorpe
- Inform Members that at the direction of the Department for Education (DfE) MDTC is also proposed to become a sponsored academy in response to the need to raise academic standards

Actions Required:

That members of the Children and Young People Scrutiny Committee:

- acknowledge the MDTC governors' decision to propose the closure of the Mablethorpe site
- are aware of the reasons for the proposal from the Governing Body, directly linked with the financial constraints of providing a broad and balanced curriculum across two sites with very low pupil numbers
- are aware that standards concerns have driven the DfE to require that MDTC become an academy with a strong sponsor
- are aware of and understand the statutory process underpinning the proposed closure of the Mablethorpe site and the LA's role as decision-maker and support to the process
- accept the evaluation of the range of options (16) around provision of future secondary education in Mablethorpe

- accept that there are only two options within the scope of the LA decision making control (options 2 and 3)
- are fully aware of the issues and constraints around the options and LA scope of control
- are, prior to the Governing Body of MDTC commencing the statutory process, fully informed around the complexities of closing MDTC Mablethorpe site, in order that the LA can perform its role as decision-maker from a position of knowledge and awareness

1. Background

1.1 Mablethorpe Tennyson High School and Louth Monks' Dyke Technology College began working together in partnership in 2008. They were federated in 2010 but remained as separate schools under a single leadership arrangement. In June 2010 the then Mablethorpe Tennyson High School was inspected and overall effectiveness was graded 'Satisfactory' by Ofsted (Grade 3). In January, 2012, the then Monks' Dyke Technology College was inspected and overall effectiveness was graded 'Satisfactory' by Ofsted (Grade 3). In September 2012 they were brought together as a single split site school at the request of the respective governing body following full consultation. This structural change was proposed as a solution to sustain secondary provision in Mablethorpe when there was serious concern regarding the financial and educational viability of Mablethorpe Tennyson High School as a small stand-alone secondary school which was experiencing falling pupil numbers. The schools were merged and renamed Monks' Dyke Tennyson College in September 2012.

1.2 In March, 2014, the amalgamated Monks' Dyke Tennyson College was inspected and overall effectiveness was again graded as 3 with the new descriptor 'Requires Improvement'. A monitoring visit was carried out by Ofsted in July 2014 and the report concluded that:

"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection"

1.3 Following amalgamation, it has become apparent that the two-site single school has been difficult to manage financially, making it difficult for an effective curriculum offer to be maintained on both sites, with the Mablethorpe site unable to sustain a suitable broad and balanced curriculum with the funding available.

1.4 By December 2014, pupil numbers had fallen at both sites, with currently only 231 pupils located at the Mablethorpe site and 554 at the Louth site (now expected to fall to around 200 and 500 for the 2015/16 academic year). The subsequent effect on the school budget is significant and the governors were facing a predicted deficit of £1.4m by the end of 2015/16 rising to £3.4m by the end of 2016/17 if no action was taken. On January 13, 2015, The Chair of Governors, Rachel Tickhill, emailed Debbie Barnes, Director of Children's Services the following message:

"The Governing Body of Monks' Dyke Tennyson College held an extraordinary Full Governing Body meeting on 18th December 2014 and voted in favour to close our Mablethorpe site."

You will no doubt understand this was a very difficult decision and we would welcome feedback and guidance from the local authority at the earliest opportunity in respect of the future of the site so we can have as much time as possible to prepare for this information becoming public."

1.5 The LA considered that, although a site closure will affect where existing pupils receive their education in terms of location, those who already have a school place at MDTC, or who have been offered a place, have the right to continue as pupils of the school and would therefore be transferred to the Louth site to continue their education. Transport would be provided to enable them to get to school under the LA's transport policy.

1.6 The potential impact of closure of the site upon parents and young people in Mablethorpe who are not yet seeking a secondary school place will affect access to secondary education and parental choice. Therefore the LA decided to investigate options for secondary provision in Mablethorpe prior to any formal process to close the school site. Governors agreed to delay the statutory process required in accordance with the closure of a site of a foundation school, and to work collaboratively with the LA to identify and examine options. However, the statutory process and subsequent public consultation will need to proceed early in the new academic year, in order to facilitate budget reductions. Finance is only secured up until the end of the 2015/16 academic year for the Mablethorpe site. From September 2016 continuing with the existing model is not a viable option.

1.7 At the direction of the DfE, MDTC is also in the process of becoming a sponsored academy in response to the need to raise academic standards. In the summer examinations of 2014, Monks' Dyke Tennyson College experienced particular difficulties with GCSE English. This led to the percentage of pupils achieving 5 or more GCSEs at grade A*-C including English and maths falling below the DfE's Floor Standard (currently set at 40% regardless of the ability of the cohort). The DfE subsequently notified the school and the LA that Monks' Dyke Tennyson College was required to academise with a strong and approved 'sponsor'. Approval has been given by the Minister to the sponsor being Louth King Edward VI Grammar School (KEVIGS), which is also in the process of becoming an academy, an 'approved sponsor' and setting up a multi academy trust (MAT). The DfE are aware of Governors' decision to close the site, and subsequently, have agreed to defer the academisation of the school to allow for the statutory process around site closure to be undertaken and options for Mablethorpe to be considered.

1.8 KEVIGS supports the Governing Body of MDTC around the rationale for site closure and confirmed their continuing support of the school through a Memorandum of Understanding which operates from this point, in advance of the academisation.

1.9 The governors and Head Teacher of MDTC and the Principal of KEVIGS have been working closely with LA officers to identify and consider options around the closure of the Mablethorpe site, the impact upon existing pupils and future secondary provision in the locality. They have also been working closely with School Finance officers to reduce the predicted level of deficit at MDTC in order to reach a balanced and therefore, legal budget. This involves significant reductions to staff throughout the school, review of the curriculum offer and delivery, revised staffing structures and school organisation. Both sites are affected. It should be noted that if there is a

budget deficit at the time the school becomes a sponsored academy, the LA has a legal responsibility to cover the shortfall from its own resources.

1.10 LA officers have also ensured that DfE officers with responsibilities for academies and education standards at national and regional level have been kept informed and updated about options and timelines. The Minister responsible for academy decisions has so far accepted arguments that the academisation needs to be delayed for a limited period while the options appraisal is underway on condition that the school continues to be supported by the preferred sponsor under a Memorandum of Understanding. It should be noted that responsibility for such decisions, however, has recently moved to the Regional Schools Commissioner (RSC).

1.11 The demographic data shared with the DfE, RSC and schools and academies in relation to secondary school provision in the area is provided as Appendix A to this report. The options for consideration are provided at Appendix B.

2. The Statutory Process to Close a School Site of a Foundation School

2.1 Governors of a Foundation school cannot proceed with closing a school site without undertaking a statutory process as the proposed closure is considered a "significant change" under the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013 and (Establishment and Discontinuance of Schools) Regulations 2013 that came into force on January 28, 2014, which state:

"Governing bodies of voluntary and foundation schools and LAs (for community schools) seeking to close one site (where a school occupies more than one site) must follow a statutory process unless the straight line distance between the main entrances of the sites is less than one mile"

NB The distance between the two MDTC sites is 15.1 miles.

2.2 The regulations go on to state that governing bodies may propose the closure of one site in a split site school by following a statutory process:

The statutory process for making significant changes to schools has four stages:

| | | |
|---------|---|---|
| Stage 1 | Publication | Statutory proposal published – 1 day. |
| Stage 2 | Representation (formal consultation) | Must be 4 weeks, as prescribed in regulations. |
| Stage 3 | Decision | The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to Schools Adjudicator (OSA). Any appeal to the adjudicator must be made |

| | | |
|---------|-----------------------|---|
| | | within 4 weeks of the decision. |
| Stage 4 | Implementation | No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker. |

Although there is no longer a prescribed ‘pre-publication’ consultation period for significant changes, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.

2.3 It should be noted that the **Proposers** of the site closure are the Governors of MDTC – and the **Decision-maker** is the LA. Towards the end of the process, the LA has two months from the end of the representation period to arrive at a decision (Stage 3). If the LA fails to decide during this time then the Schools Adjudicator decides.

2.4. It is particularly important to be aware of the range of responsibilities that the LA has within this type of proposal. These responsibilities are all statutory and include:

- the role of decision maker regarding a statutory proposal to change provision significantly
- the strategic responsibility in providing sufficient school places
- the responsibility to ensure that a maintained school is not in breach of the legal requirement to set a balanced budget

NB There are times when these roles may not sit comfortably together and may create conflict and tension.

3. DfE Guidance to Decision Makers

The DfE provides the following guidance to decision makers of statutory proposals:

3.1 The Process and Consideration of Responses

- that decision-makers need to be satisfied that the appropriate consultation and/or representation period has been carried out
- that the proposer has had regard to the responses received
- that the decision-maker must consider all the views submitted, including those which express support for, objections to and comments upon the proposal
- the decision-maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give the greatest weight to responses from those stakeholders likely to be most affected – especially the parents of children at the affected school

3.2 Education Standards and Diversity of Provision

- decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps
- decision-makers should take into account the extent to which the proposal is consistent with the government's policy on academies

3.3 Demand

- that decision-makers should consider demand for school places, including consideration of any planned housing and any new provision opening in the area eg free schools
- decision-makers should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places.
- that decision-makers should take into account the quality and popularity of the schools where spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity should not in itself prevent the addition of new places
- that decision-makers should be aware that reducing surplus places is not a priority (unless running at very high levels) because for parental choice to work effectively there may be some surplus capacity in the system and competition from additional schools and places in the system will lead to pressure on existing schools to improve standards

3.4 School Size

- decision-makers should not assume that schools should be of a certain size, although the viability and cost-effectiveness of a proposal is an important factor for consideration.
- that consideration should also be given to the impact upon the LA's budget of the need to provide additional funding to a small school to compensate for its size

3.5 Admissions

- decision-makers should consider all expected admission applications when assessing demand, not only those from the area of the LA in which the school is situated
- that where a proposal is likely to affect admissions to the school, the decision-maker should confirm that the admission arrangements are compliant with the School Admissions Code and where arrangements seem unsatisfactory, the decision-maker should inform the proposer and the admissions authority in order that they be given the opportunity to revise them

3.6 National Curriculum

- all maintained schools should follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community. (This is not a requirement of academies, although all state-funded schools are

extremely mindful of the accountability measures against which their performance will be judged. At the moment, the key measure is the percentage of pupils achieving five or more GCSEs at grade C or above including English and mathematics. From 2016 it will be the Progress 8 measure that is scheduled to be explained in a separate report.

3.7 Equality of Opportunity

- that the decision-maker must have regard to the Public Sector Equality Duty of governing bodies and LAs which requires that due regard is given to eliminate discrimination; advance equality of opportunity, and foster good relations. The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed.
- that the proposals should show that there is a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all

3.8 Community Cohesion

- that decision-makers must consider the impact on community cohesion, taking account of the community served by the school, the views of different sections, in order to ensure that there are opportunities for young people from different backgrounds to learn with, from and about each other

3.9 Travel and Accessibility

- decision-makers should satisfy themselves that accessibility planning has been properly taken into account and that proposed changes should not adversely impact upon disadvantaged groups
- decision-makers should bear in mind that a proposal should not unreasonably extend journey times or increase travel costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes
- a proposal should be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school

3.10 Capital

- that decision-makers should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (trustees or religious authorities) have given their agreement
- a proposal cannot be approved conditionally upon funding being made available, and where proposers are relying on the DfE as a source of capital funding there can be no assumptions that the approval of a proposal will trigger the release of capital funds, unless the DfE has previously confirmed in writing that funds will be available, nor can any allocation be increased "in principle".
- If such capital is required then the proposal should either be rejected or consideration deferred until it is clear that funding will be provided

3.11 School Premises and Playing Fields

- Decision-makers must be mindful that under School Premises Regulations, all schools are required to provide suitable outdoor space in order to enable physical education to be provided in accordance with the curriculum and for pupils to play safely outside. Guidelines as to suggested areas for pitches and games courts are in place but are non-statutory
- all proposals must be considered on their individual merits.

4. The Lincolnshire Context

4.1 The LA has its statutory role to ensure that there are sufficient school places available to pupils within a reasonable travel distance – this can be a challenge within a large rural county like Lincolnshire, in particular for secondary provision, where schools are located far apart from each other and some communities are more isolated. In order to assist with accessibility planning, secondary schools are aligned to Designated Transport Areas, which are drawn up to link schools to "reasonable" travel areas. This provides guidance to parents around identifying which school is their local school and provides a framework through which to operate the LA Transport Policy.

4.2 Parents apply for secondary school places through the application process of the local Admissions Authority which operates a co-ordinated scheme, in accordance with the National Admissions Code and which includes administering applications on behalf of local authority maintained schools, voluntary aided church schools, foundation schools and academies. The co-ordinated scheme is run by the LA admissions authority for all schools and academies for year 7 intakes. Mid-year admissions are also co-ordinated through the LA for the majority of schools and academies. Like voluntary aided and foundation schools, academies are their own admissions authority and set their own admissions policy and over-subscription criteria.

4.3 The LA will support parental preference where possible, and through the Admissions process encourage them to consider more than one school, particularly where there is competition for places. Where there is a need to create new school places, due to increased demand, the LA will consider expanding successful and popular schools, however, it would not look to create additional places at schools which are oversubscribed, unless there is an overall increase of pupils in the wider area. There are other conditions around creating additional school places which include ensuring that the school site can sustain further development in terms of meeting regulations around site provision and guidelines around outside sports provision. There must also be sufficient capital available to support additional investment in buildings and curriculum provision.

4.4 Each year Lincolnshire submits a statistical return to the DfE regarding the numbers of pupils within the county, the projected numbers requiring places in primary and secondary schools, and the number of available places. This is called the School Capacity Survey, otherwise known as the SCAP return. This data is submitted at planning area level so that the DfE are aware of availability and demand for school places within localities, not at individual school level (although some Lincolnshire planning areas only have one school due to the rural nature of the county). Funding is then allocated to Lincolnshire on the basis of the need to create

additional school places to meet demand in that planning area. It should be noted that this funding is demand led, rather than choice/preference led, although all local authorities take account of popularity of schools and education standards when considering the most cost effective means of creating good quality school places. The funding is referred to as Basic Need.

The planning areas relevant to this area of the county are as follows:

| Planning Area | School or Academy within the planning area |
|----------------------|--|
| Alford | Alford John Spendluffe Academy |
| | Alford Queen Elizabeth Grammar School |
| Louth | Louth Cordeaux Academy |
| | Louth King Edward VI Grammar School (KEVIGS) |
| | Louth Monks' Dyke Tennyson College (MDTC Louth site) |
| | Louth Monks' Dyke Tennyson College (MDTC Mablethorpe site) |
| North Somercotes | North Somercotes Birkbeck College |

4.5 LAs can propose to expand LA maintained schools, voluntary aided schools with whom they work closely, and academies. However, academies have more autonomy around their provision, including their size, which means that they could take a different view around creating additional places, preferring in certain circumstances, not to expand. The Education Funding Agency and the Secretary of State agree the number of places, age range and overall size of academies directly with them. Funding to create additional school places in academies due to an increase in demand is part of the LA Basic Need allocation.

4.6 The LA aspires that all schools will be good schools and has a role in holding schools to account with regard to education standards.

4.7 As with other LAs, there has been an increase in demand for primary school places across the county, and Basic Need funding has been used to create more than 4000 additional school places within the primary sector over the last 5 years. As the larger primary cohorts progress to the secondary education, the demand for secondary places will increase accordingly. As part of the LA's statutory duty for school place planning, continual review and monitoring takes place to track demand for school places and highlight "hot spots" targeted as priority areas for Basic Need investment. However, the pattern of demand across the county is not consistent, and one area of the county can be identified as an exception because the demand for school places is decreasing, rather than increasing. In general, some of the more densely populated urban areas of the county have seen significant increases in primary pupils coming through e.g. Lincoln, Gainsborough, Spalding, Boston, Bourne and Skegness. However, in some of the more rural areas numbers have continued to decrease or remained relatively low. This is true for the North of the East Lindsey District. In Louth the primary pupils have been on the increase in recent years and required additional places to be added at primary schools, however in Mablethorpe the numbers have remained relatively low in the primary sector, not experiencing the increases in pupil numbers that other parts of the county have.

4.8 The North of the East Lindsey District includes the following schools which serve the local area:

Non selective schools

- Monks' Dyke Tennyson College (MDTC) (Mablethorpe and Louth sites)
- Cordeaux Academy (Louth)
- John Spendluffe Technology College (Alford)
- Birkbeck College (North Somercotes)

Selective schools

- King Edward VI Grammar School (KEVIGS) (Louth)
- Queen Elizabeth's Grammar School (Alford)

NB All schools are academies except for KEVIGS which is in the process of becoming an academy with its own Multi Academy Trust (MAT); MDTC and Birkbeck College - which are both in the process of becoming sponsored academies.

5. Overview – The supply of Secondary School Places in the North of East Lindsey

5.1 Tables showing pupil numbers in East Lindsey non selective and selective schools by Year group; current and projected numbers against PAN and capacity and % occupancy (see Appendix A which provides this in larger text along with further information)

East Lindsey (North) Non-Selective Secondary School Pupil Numbers by Year Group

| School Name | Distance (miles) to: | | | PAN | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | |
|--|-----------------------|---------------------------|-----|-----|-------------|---------------------------------------|-----|-----|-----|-----|----|----|------|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|
| | MDTC Mablethorpe Site | Birkbeck North Somercotes | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N Somercotes Birkbeck College | 11.7 | - | 71 | 39 | 47 | 37 | 49 | 65 | 69 | - | - | - | 267 | 355 | 52 | 68 | 64 | 68 | 63 | 64 | 60 | 65 | |
| | Surplus Places | | | | 32 | 24 | 34 | 22 | 6 | 2 | - | - | 88 | 75% full | 19 | 3 | 7 | 3 | 8 | 7 | 11 | 6 | |
| | Surplus Capacity (%) | | | | 45% | 34% | 48% | 31% | 8% | 3% | - | - | 25% | | 27% | 4% | 10% | 4% | 11% | 10% | 15% | 8% | |
| Louth Cordeaux Academy | 16.1 | 10.2 | 110 | 121 | 102 | 80 | 91 | 110 | 92 | 64 | 33 | 2 | 574 | 750 | 98 | 98 | 105 | 99 | 116 | 111 | 119 | 103 | |
| | Surplus Places | | | | -11 | 8 | 30 | 19 | 0 | 18 | - | - | 176 | 77% full | 12 | 12 | 5 | 11 | -6 | -1 | -9 | 7 | |
| | Surplus Capacity (%) | | | | -10% | 7% | 27% | 17% | 0% | 16% | - | - | 23% | | 11% | 11% | 5% | 10% | -5% | -1% | -8% | 6% | |
| Alford John Spendluffe | 8.4 | 16.8 | 125 | 135 | 86 | 98 | 101 | 105 | 119 | - | - | - | 509 | 625 | 115 | 108 | 93 | 105 | 115 | 107 | 118 | 108 | |
| | Surplus Places | | | | -10 | 39 | 27 | 24 | 20 | 6 | - | - | 116 | 81% full | 10 | 17 | 32 | 20 | 10 | 18 | 7 | 17 | |
| | Surplus Capacity (%) | | | | -8% | 31% | 22% | 19% | 16% | 5% | - | - | 19% | | 8% | 14% | 26% | 16% | 8% | 14% | 6% | 14% | |
| Monks' Dyke Tennyson College (both sites)* | | | 200 | 64 | 107 | 104 | 128 | 137 | 178 | 68 | 63 | - | 785 | 1585 | 147 | 149 | 146 | 150 | 171 | 154 | 170 | 154 | |
| | Surplus Places | | | | 136 | 93 | 96 | 72 | 63 | 22 | - | - | 800 | 50% full | 53 | 51 | 54 | 50 | 29 | 46 | 30 | 46 | |
| | Surplus Capacity (%) | | | | 68% | 47% | 48% | 36% | 32% | 11% | - | - | 50% | | 27% | 26% | 27% | 25% | 15% | 23% | 15% | 23% | |
| Total of above schools/academies | | | 506 | 359 | 342 | 319 | 369 | 417 | 458 | 132 | 96 | 2 | 2135 | 3315 | 412 | 423 | 408 | 422 | 465 | 436 | 467 | 430 | |
| | Surplus Places | | | | 147 | 164 | 187 | 137 | 89 | 48 | - | - | 1180 | 64% full | 94 | 83 | 98 | 84 | 41 | 70 | 39 | 76 | |
| | Surplus Capacity (%) | | | | 29% | 32% | 37% | 27% | 18% | 9% | - | - | 36% | | 19% | 16% | 19% | 17% | 8% | 14% | 8% | 15% | |

* MDTC pupil numbers recorded as at May 2015

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

| School Name | Distance (miles) to: | | | PAN | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | |
|-------------------------|--|---------------------------|-----|-----|-------------|---------------------------------------|-----|-----|-----|-----|----|----|-----|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|
| | MDTC Mablethorpe Site | Birkbeck North Somercotes | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| MDTC (Louth Site) | 15.6 | 10.1 | 115 | 35 | 85 | 74 | 93 | 80 | 117 | 57 | 48 | - | 554 | 1160 | - | - | - | - | - | - | - | - | |
| | Louth site offers is approx based on addresses of pupils ↗ | | | | 80 | 30 | 41 | 22 | 35 | -2 | - | - | 606 | 48% full | - | - | - | - | - | - | - | - | |
| | | | | | 70% | 26% | 36% | 19% | 30% | -2% | - | - | 52% | | - | - | - | - | - | - | - | - | |
| MDTC (Mablethorpe Site) | - | 11.7 | 85 | 29 | 22 | 30 | 35 | 57 | 61 | 11 | 15 | - | 231 | 425 | - | - | - | - | - | - | - | - | |
| | Mablethorpe site offers is approx based on addresses of pupils ↗ | | | | 56 | 63 | 55 | 50 | 28 | 24 | - | - | 194 | 54% full | - | - | - | - | - | - | - | - | |
| | | | | | 66% | 74% | 65% | 59% | 33% | 28% | - | - | 46% | | - | - | - | - | - | - | - | - | |
| MDTC Total | | | 200 | 64 | 107 | 104 | 128 | 137 | 178 | 68 | 63 | - | 785 | 1585 | 147 | 149 | 146 | 150 | 171 | 154 | 170 | 154 | |
| | Surplus Places | | | | 136 | 93 | 96 | 72 | 63 | 22 | - | - | 800 | 50% full | 53 | 51 | 54 | 50 | 29 | 46 | 30 | 46 | |
| | Surplus Capacity (%) | | | | 68% | 47% | 48% | 36% | 32% | 11% | - | - | 50% | | 27% | 26% | 27% | 25% | 15% | 23% | 15% | 23% | |

East Lindsey (North) Selective Secondary School Pupil Numbers by Year Group

| School Name | PAN | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | |
|--------------------------------------|----------------------|-------------|---------------------------------------|------|-----|-----|-----|------|----|----|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|
| | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| King Edward VI Grammar School, Louth | 120 | 151 | 146 | 121 | 121 | 122 | 131 | 117 | 84 | - | 842 | 845 | 122 | 134 | 134 | 122 | 140 | 128 | 137 | 125 |
| | Surplus Places | | -31 | -26 | -1 | -1 | -2 | -11 | - | - | 3 | 100% full | -2 | -14 | -14 | -2 | -20 | -8 | -17 | -5 |
| | Surplus Capacity (%) | | -26% | -22% | -1% | -1% | -2% | -9% | - | - | 0% | | -2% | -12% | -12% | -2% | -17% | -7% | -14% | -4% |
| Queen Elizabeth's Grammar, Alford | 84 | 74 | 87 | 69 | 88 | 84 | 92 | 85 | 69 | - | 574 | 628 | 96 | 88 | 82 | 86 | 93 | 95 | 97 | 92 |
| | Surplus Places | | 10 | -3 | 15 | -4 | 0 | -8 | - | - | 54 | 91% full | -12 | -4 | 2 | -2 | -9 | -11 | -13 | -8 |
| | Surplus Capacity (%) | | 12% | -4% | 18% | -5% | 0% | -10% | - | - | 9% | | -14% | -5% | 2% | -2% | -11% | -13% | -15% | -10% |

5.2 The number of places available at each school is calculated using a DfE formula based upon measuring the amount of space within teaching areas and calculating work places. The formula determines the number of pupil places within the teaching accommodation of a school, which is called the Net Capacity (NC) i.e. the physical capacity the school buildings are capable of taking. Should the amount of teaching space change – i.e. the school building is extended, or teaching space is taken out of

use to provide library or resource areas, then the NC will change to reflect this. Once the DfE formula for NC is evaluated, it provides the basis upon which to establish the number of places available for each new intake year – known as the Published Admission Number (PAN). Under normal circumstances, the NC and the PAN directly relate to each other, forming a planning tool which is the basis for establishing the size of the school and the numbers of pupils it can admit, but there can sometimes be exceptions where the NC and the PAN are not aligned e.g. the change of use due to amalgamation. It should also be noted that the NC of an Academy may not match the Capacity stated in the Funding Agreement (FA) between the Secretary of State and the Academy. The FA stated capacity is the figure used for determining the NC of an Academy.

5.3 According to information provided by the Office of National Statistics (ONS) in 2012, which is derived from census data, the numbers of secondary aged pupils within and across the whole of East Lindsey has fallen and remains low, which reflects the birth rate and migration trends. This decline is set to continue until 2017, when the numbers of secondary aged pupils will slowly begin to increase, although this pattern of increase is not uniform across the whole of the district. Louth is expected to see an increase where Mablethorpe is expected to see very little change.

5.4 Across all the non-selective schools in the north of East Lindsey there are a total of 3315 secondary places and currently 2135 secondary age pupils attending. Given the data provided by the ONS and projecting forward, it is highly unlikely that there will be the need for around 3000 secondary places across these schools in the short to medium term.

5.5 The table shows that MDTC has the largest number of secondary school pupils and places out of the non-selective schools with 800 11-18 pupils across both its sites. According to the NC of the school it is supporting a total of 1585 places, and is therefore 50.4% full. If the 11 – 16 pupil numbers only are considered (785), this reduces to 49.5% full.

5.6 MDTC is carrying the majority of the unfilled places within the area. This means that the school is paying for the maintenance and upkeep of twice as many school places as pupils attending across two separate sites, which is highly significant when considering the negative effect the reducing pupil numbers are having on the ability of the school to maintain a balanced budget, and constitutes poor value for money and a significant challenge in providing a broad and balanced curriculum.

5.7 Because MDTC has two separate sites, they are evaluated separately in terms of capacity. Mablethorpe site has a capacity of 425 places and Louth site has 1160 places. As well as being smaller, Mablethorpe has fewer curriculum facilities and less specialist accommodation. Table 5.1 shows the Projected Pupil Intake over the next seven years and indicates that the PAN of 200 is not likely to be reached. It therefore appears feasible that the 800 pupils at MDTC could be located comfortably on the Louth site (which could accommodate a PAN of 200 on its own given its NC).

5.8 There is a dislocation of NC and PAN in the case of MDTC, where the PAN is 200 (up to 200 pupils can be accepted into the school each year) and there are five statutory year groups (Year 7 to 11) plus Post 16. It would therefore be expected that the capacity of the school would be around 1000 plus Post 16, when in fact it stands

at a combined total of 1585 places. This would support the removal of the 425 places at Mablethorpe.

5.9 Taking into account the overall supply and demand for school places in the locality currently and projecting forward on the basis of the data available, it seems that it would be sustainable for 425 places to be taken out of the system without risk that future demand will outstrip supply. This does not however address the issues of the location of places, access to pupils in terms of travel and distance, parental choice, and impact upon local communities.

6. The Current situation in Mablethorpe

6.1 MDTC is the only provider of secondary education in Mablethorpe. Its closest neighbouring secondary school is at Alford (John Spendluffe Technology College/Academy) which is 8.1 miles away, followed by Birkbeck College in North Somercotes which is 11.7 miles away.

6.2 MDTC is a foundation school which is maintained by the LA and was formed in September 2012 by merging two existing secondary schools, Tennyson High School in Mablethorpe and Monks' Dyke Technology College, located in Louth. This merger enabled secondary provision to continue to be provided in Mablethorpe, as pupil numbers at Tennyson High School were worryingly low and the future of Tennyson High School was at risk.

6.3 The school operates as a split site school across a distance of 15.1 miles, which is the largest distance between school sites in Lincolnshire. It principally serves both local communities, although children can apply to any school for a place, and be offered one should there be a place available. Both sites deliver education to Years 7, 8, 9, 10 and 11 by running a parallel curriculum. Most Post 16 courses are delivered at Louth, though some Post 16 options are also delivered on the Mablethorpe site where there are facilities for a small number of vocational courses. The Mablethorpe site has fewer specialist curriculum facilities than the Louth site, and does not have a sports hall.

6.4 At the time of the merger, pupil numbers at Mablethorpe were predicted to increase, however, three years on, due largely to changes in parental preference, this increase has not materialised and there are currently 231 pupils in a building with capacity for 425. Pupil numbers at the Louth site have also decreased. MDTC is currently OFSTED rated Requires Improvement. It is in the process of becoming a sponsored academy, which has been initiated by the DfE. The sponsor identified by DfE is King Edward VI Grammar School (KEVIGS), the only local outstanding school. KEVIGS is also in the process of becoming an academy and setting up a multi academy trust (MAT).

6.5 In order for parents of secondary aged pupils in Mablethorpe to exercise preference for a school other than their local school, they have to take account of travel, distance and transport costs. The nearest alternative school to Mablethorpe is 8.1 miles away in Alford (John Spendluffe Academy) which is OFSTED rated Good; followed by Birkbeck College in North Somercotes (OFSTED rated Inadequate) which is 11.2 miles away. There are two other secondary schools in Louth, located close to the Louth MDTC site 15 miles away; Cordeaux Academy, (OFSTED rated Requires Improvement) and KEVIGS which is a selective independent school

(OFSTED rated Outstanding). The LA transport policy does not automatically fund free transport to these schools from Mablethorpe, however a significant number of parents choose to send their children to schools outside of Mablethorpe.

6.6 Currently, secondary age children who live in Mablethorpe attend the following schools (due to rounding these percentages do not total 100%):

- MDTC 40%
- Alford John Spendluffe 32%
- Birkbeck College 9%
- Cordeaux Academy 2% (Louth)
- King Edward V1 Grammar School 1% (Louth)
- Alford Queen Elizabeth's Grammar School 15%

In summary, the majority of parents of secondary age children (59%) choose to send their children to schools outside Mablethorpe. This breaks down into 43% attending non selective schools outside the town and a further 16% attending selective schools. More parents are choosing a non-selective option outside the town, than opting for MDTC in Mablethorpe. This data was established prior to MDTC being rated Requiring Improvement by OFSTED.

6.7 In September 2015, two schools in the vicinity are planning to take a greater number of pupils than their PAN (the legal minimum number of pupils who can be admitted to a year group) into Year 7, because they received a high number of first choice applications and have chosen to offer places to as many as possible, making use of their available accommodation. They are: Alford John Spendluffe Technology College and Cordeaux Academy. As both of these schools are academies, they are allowed to do this provided that they have appropriate accommodation available. Inevitably, this means that MDTC will be expecting fewer pupils that they anticipated and planned for.

6.8 Since the merger of the two schools, school organisation and curriculum delivery at MDTC has focussed upon enabling pupils to access their secondary education locally by reducing the need for pupils to travel therefore preserving equality of entitlement to all pupils, irrespective of where they live.

6.9 To achieve this it has been necessary for staffing levels to be higher than usual to reflect the replication of classes of the same year group at each site. It has also been necessary for staff to regularly travel between sites. Whilst these arrangements are costly, they have preserved some secondary provision in Mablethorpe for the last two years, despite reducing numbers of pupils. However, the new performance measures will make it increasingly difficult for an adequate curriculum offer, delivered by specialist teachers, to be maintained

6.10 Because the funding mechanism for schools is based upon the number of pupils attending school, the reduction in pupils at both sites has had a direct effect on the school budget, which was predicted to have a significant deficit (£1.4m by the end of 2015/16 rising to £3.4m by the end of 2016/17) before steps were considered by the school to reduce costs.

6.11 Delivering a parallel curriculum across two sites has considerable logistical and financial challenges. It negates economies of scale in terms of group size, requires

an increased staffing structure (management team and within subject areas) to support curriculum delivery, increases staff travel costs and time in transit (less break time), and adds to the complexities of school organisation when the sites are such a significant distance apart with a relatively poor road network. Unoccupied school places reduces the overall need for space, but it can be difficult to identify areas to close down while continuing to deliver a full range curriculum, therefore running costs remain the same. A parallel curriculum protects pupils aged 11 to 16 from experiencing an extended school day and considerable travel – and it retains education provision in the heart of local communities. It has, however, proven to be costly and unsustainable, made worse by falling rolls. The school can no longer afford to deliver education in this way and continue to provide the quality of education and breadth of curriculum that the pupils are entitled to.

Below is a table showing the current numbers of pupils attending each site by year group:

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

| School Name | Distance (miles) to: | | | PAN | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | | |
|--|-----------------------|---------------------------|--|-----|-------------|---------------------------------------|-----|-----|-----|-----|----|----|----|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|---|
| | MDTC Mablethorpe Site | Birkbeck North Somercotes | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | |
| MDTC (Louth Site) | 15.6 | 10.1 | | 115 | 35 | 85 | 74 | 93 | 80 | 117 | 57 | 48 | - | 554 | 1160 | - | - | - | - | - | - | - | - | - |
| Louth site offers is approx based on addresses of pupils ↗ | | | | | 80 | 30 | 41 | 22 | 35 | -2 | - | - | - | 606 | 48% full | - | - | - | - | - | - | - | - | - |
| | | | | | 70% | 26% | 36% | 19% | 30% | -2% | - | - | - | 52% | | - | - | - | - | - | - | - | - | - |
| MDTC (Mablethorpe Site) | - | 11.7 | | 85 | 29 | 22 | 30 | 35 | 57 | 61 | 11 | 15 | - | 231 | 425 | - | - | - | - | - | - | - | - | - |
| Mablethorpe site offers is approx based on addresses of pupils ↗ | | | | | 56 | 63 | 55 | 50 | 28 | 24 | - | - | - | 194 | 54% full | - | - | - | - | - | - | - | - | - |
| | | | | | 66% | 74% | 65% | 59% | 33% | 28% | - | - | - | 46% | | - | - | - | - | - | - | - | - | - |
| MDTC Total | | | | 200 | 64 | 107 | 104 | 128 | 137 | 178 | 68 | 63 | - | 785 | 1585 | 147 | 149 | 146 | 150 | 171 | 154 | 170 | 154 | |
| Surplus Places | | | | | 136 | 93 | 96 | 72 | 63 | 22 | - | - | - | 800 | 50% full | 53 | 51 | 54 | 50 | 29 | 46 | 30 | 46 | |
| Surplus Capacity (%) | | | | | 68% | 47% | 48% | 36% | 32% | 11% | - | - | - | 50% | | 27% | 26% | 27% | 25% | 15% | 23% | 15% | 23% | |

6.12 The governors' concern about the quality of education was around maintaining the equality of provision across the two sites when pupil numbers at Mablethorpe were especially low. This concern is accentuated by the school now being rated as Requiring Improvement by OFSTED, though it is hoped that with the support of KEVIGS, there will be a rapid improvement in standards. This cannot be achieved without reviewing curriculum planning and delivery and consideration of staffing levels – all of which are currently changing in the light of essential budget reductions. Staffing reductions are well underway with a total of 13.2 teaching posts and 19 administrative and support posts proposed to be removed from the structure. Delivering the curriculum on one site and ensuring cost effective group sizes is a key part of the budget reduction strategy and it would be possible for all the pupils from the Mablethorpe site to transfer to the Louth site without any physical alterations to the school building, as it has the capacity for 1160 pupils.

7. Options for the future of secondary provision in Mablethorpe

7.1 Officers from School Organisation, CfBT, Admissions, Finance and School Transport have worked with the Director of Children's Services and Head Teachers from schools in the north of East Lindsey (principally MDTC and KEVIGS) to identify a range of options around future provision in Mablethorpe.

7.2 Sixteen (16) options were identified and evaluated against the DfE criteria for guiding decision makers with respect to the statutory process to close a school site of a foundation school. These are all set out in the Options Matrix (Appendix B). It was decided to use these criteria as they are the benchmark against which any statutory decision to close the Mablethorpe site would be made. The LA would be the decision maker for any proposal resulting in the closure of the Mablethorpe site whilst the school remains maintained, and the statutory process begins when the governors make public their proposal. These are also the criteria against which the decision would be judged by the Schools Adjudicator if the LA failed to decide upon the proposals within 2 months after the end of the representation period. Once the school becomes an academy, the LA role of decision-maker for any proposals put forward is removed.

7.3 Out of the 16 options identified, 9 involved Mablethorpe/MDTC only (options 1 – 9); 2 relate to circumstances involving Birkbeck College in North Somercotes (options 10 - 11) ; and 5 relate to both Mablethorpe/MDTC and Birkbeck College. It is considered important to extend the options and draw in circumstances at Birkbeck, due to the size of the school (267 on roll/capacity 355) and because 9% of pupils from Mablethorpe opt to attend there. There are also buses provided by Birkbeck College which pick up pupils in Mablethorpe and Louth, as well as those which transport pupils to Birkbeck and are paid for by the LA if they qualify under the LA home to school transport policy.

7.4 The options for consideration are as follows (the majority are outside of the control of the LA):

Mablethorpe Only

1. MDTC becomes a sponsored academy and maintains provision on the Mablethorpe site as part of the new academy (continues as split site).
2. MDTC consolidates provision in Louth. Mablethorpe site transfers to a new academy provider. Pupils either remain with MDTC at Louth or apply to transfer to another school, including the new academy.
3. MDTC consolidates provision in Louth. Mablethorpe site closes and secondary provision discontinues in Mablethorpe. All pupils continue on the roll of MDTC at the Louth site or apply to other schools; OR Years 9, 10, 11 and 12 transfer to Louth to continue on the roll of MDTC, but Year 6 pupils with offers and Years 7 and 8 transfer to other schools with available places (LA to designate pupils or pupils apply via a possible mini admissions round with the agreement of other schools and academies affected).
4. MDTC closes Mablethorpe site and the LA seeks to expand an existing local school/academy for Mablethorpe pupils.
5. MDTC becomes a sponsored academy and closes Mablethorpe site. Pupils transfer as option 3.
6. MDTC becomes a sponsored academy and closes Louth site. Pupils transfer to other schools.

7. Extend the age range of Mablethorpe Primary Academy (part of the Greenwood Dale Academy Trust) to become a 4 – 16 years through academy with the current or alternative provider.
8. MDTC becomes a sponsored academy and the new provider maintains KS3 (age 11 – 14) provision only for Mablethorpe pupils on Mablethorpe site.
9. Establish a new academy in new buildings to serve the east coast area providing secondary provision for Mablethorpe and surrounding areas with potential for offering specialist provision (vocational) linked to area needs. Location of the new academy would need to be determined (new or existing sites), capital would be required, and buy in from all schools/academies affected (North Somercotes, Mablethorpe and Alford John Spendluffe) by merging them into one single new area academy.

Related Options – Birkbeck College

10. Birkbeck College (North Somercotes) becomes a sponsored academy and maintains provision at North Somercotes.
11. Birkbeck College closes and pupils transfer to Mablethorpe, Louth or other schools.

Mablethorpe/MDTC and Birkbeck College/North Somercotes

12. Retain secondary provision at both Mablethorpe and North Somercotes as two academies with different sponsors.
 13. Retain provision at both Mablethorpe and North Somercotes either as a split site academy – or two sponsored academies within the same Multi Academy Trust (MAT).
 14. MDTC closes Mablethorpe site. Birkbeck becomes a sponsored academy and relocates from North Somercotes to Mablethorpe.
 15. MDTC closes Mablethorpe site, Birkbeck becomes a sponsored academy at North Somercotes. Pupils from Mablethorpe continue at Louth site or apply to Birkbeck/other schools (as in option 3).
 16. Close both schools, removing secondary provision from both areas. Pupils take up places in Louth and the LA expands existing local schools/academies to provide additional places for both Mablethorpe and Birkbeck pupils.
- 7.5 All the options are evaluated against the DfE criteria for decision makers within the Options Matrix which forms Appendix B to this paper.

8. Secondary provision close to Mablethorpe – response from academies

8.1 Officers from School Organisation have been working to identify possible impact on children and families in terms of other schools in the locality, should secondary provision in Mablethorpe no longer be available within the town itself. It should be noted that pupils currently attending MDTC and who are based at Mablethorpe, or those with offers of a school place at Mablethorpe will continue to have a right to attend the school - but the location of their place will be transferred to the Louth site. Transport would be provided to enable them to get to school under the LA's transport policy.

8.2 The distance to Louth site is 15.1 miles (depending on where pupils live) which may be considered too far to travel by some families. The journey time is approximately 30 minutes by car. Therefore, they may want to consider applying for a school place at an alternative school, closer to where they live. This would involve making a formal application through the Admissions process and withdrawing from MDTC when and if they received an offer for a different school.

8.3 The schools nearest to Mablethorpe are:

- Alford John Spendluffe Technology College – academy (8.1 Miles / approx. 17 minutes by car)
- Birkbeck College - becoming a sponsored academy - (11.2 miles / approx. 21 minutes by car)

8.4 There could be difficulties for parents seeking to secure a place at alternative schools as the school nearest to Mablethorpe is Alford John Spendluffe Technology College and is full or almost full in some year groups (81% full overall) – the school census on October 2014 shows 116 available places for 11-16 year olds. It should also be noted though that the LA do not have the powers to instruct an Academy to take up to PAN if they do not wish to, so it may be that there would be far less than 116 places available in reality. Birkbeck is 75% full and has 88 places for 11 – 16 year olds currently available. Although East Lindsey area continues to have more secondary school places than pupils, the location of these places can be problematic for families living in Mablethorpe.

8.5 Whilst the DfE guidance makes it clear that although there is no requirement for a pre-publication consultation period for a statutory process for significant change to a foundation school, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication, as part of their duty under public law to act rationally and take into account all relevant considerations.

8.6 The work that the MDTC Head Teacher and KEVIGS Principal have been involved with alongside the LA in exploring impacts and options has involved other local schools. They have been fully briefed about the proposals and options identified, and given the opportunity to comment. Direct contact has been made by the LA, and by both MDTC and KEVIGS, to the nearest affected school, Alford John Spendluffe Academy. An initial meeting took place between the LA and the Head Teacher and Deputy Head Teacher of John Spendluffe in order to share information around potential effects upon their school, including the possibility for increased numbers of applications and competition for school places, both mid-year and for

Year 7, should the Mablethorpe site be closed. The LA wanted to explore with the school, the views around its present size and possible potential for expansion, in order to facilitate the current parental preference as expressed by a significant number of Mablethorpe parents. The meeting took place in a spirit of collaboration on both sides. There was an acknowledgment of the limitations of the school site. Data held by the LA shows that with some capital investment the site is large enough in terms of size to accept an additional form of entry (30 pupils per year group) but without more detailed examination and modelling, this cannot be evaluated on a practical level. The LA strongly suggested exploring this further with the academy by modelling the curriculum and space requirement for current pupil numbers and potential increased pupil numbers to understand whether the school capacity could be altered, and to be able to get a broad estimate of the capital required. However, after the initial meeting, the academy stated that expansion is not of interest to them at this time and have therefore, not engaged with any curriculum modelling or further discussion.

8.7 Birkbeck College also receives pupils from Mablethorpe (9%). This school has capacity for 355 11 – 16 year olds and currently has 267 pupils on roll which is very small by national standards. It is located 11.2 miles away from Mablethorpe, which is 3 miles further than Alford John Spendluffe. It takes pupils from the north of Mablethorpe. 9% of pupils from Mablethorpe choose to attend Birkbeck and buses are provided by Birkbeck College which run to both Mablethorpe and Louth to pick up pupils. In addition, there are currently 107 pupils who are transported to Birkbeck via closed contract buses by the LA. This school has recently been judged to be 'Inadequate (4)' by Ofsted, and the DfE are engaged in academising it within the Tollbar Multi Academy Trust which has its base just over the border in NE Lincolnshire (14 miles away). A meeting with the Executive Head Teacher of Tollbar Academy has taken place to provide information and collect views on the options. At this stage there was no indication about changing the size of the school, however any additional pupils in years 7 to 10 would be welcome to support the viability of the school. The school site is limited, but may be able to sustain additional pupils and there is scope to increase the capacity in the future if required. The PAN is currently 71, and there would be a possibility for this to be increased to 90, providing a school size of 450 if the site could sustain this and investment was available. As this school is in the process of becoming a sponsored academy with Tollbar MAT, it would be the MAT which would be responsible for proposing a change to the school size and PAN.

See Appendix A for relevant tables and pupil distribution maps

8.8 An approach was made to the Greenwood Dale Multi-Academy Trust around the potential extension of age range to Mablethorpe Primary to incorporate the Mablethorpe site of MDTC. The response was as follows:

"We have studied the additional information sent over to us ... and have come to the conclusion that the secondary proposal is just not viable.

The issues we see are:

- *low pupil numbers (less than two forms of entry)*
- *the inability to run a broad curriculum with such low numbers*

- *the introduction of a more academic curriculum over the next few years, with progress 8 being used to assess outcomes, mitigating against any possible success.*

I am sorry that on this one occasion, we do not feel able to be involved"

9. Overview on school performance - schools north of East Lindsey

9.1 This is a table summarising the most recent validated performance data for schools within the area north of East Lindsey:

| School | NOR | %5+ A*-A | %3+ A*-A | 5+ A*-C | 5+ A*-G | 1+ A*-G | %5+ A*-C incl A*-C GCSE E&M | 5+ A*-C incl Level 2 E&M | 5+ A*-G incl Level 1 E&M | Eng Bacc | A*-C GCSE Eng | A*-C GCSE Maths | APS | Capped APS | GAP % 5 A*-C EnMa |
|---|--------|-------------|-------------|------------|------------|------------|---|--------------------------------------|--------------------------------------|-------------|---------------------|-----------------------|-------|---------------|-------------------------|
| Cordeaux Academy | 94 | 3.2 | 8.5 | 55.3 | 98.9 | 100 | 48.9 | 48.9 | 98.9 | 11.7 | 69.1 | 59.6 | 305.3 | 278.9 | -34.2 |
| Alford John Spendluffe School | 125 | 4.8 | 11.2 | 67.2 | 96.8 | 100 | 59.2 | 59.2 | 94.4 | 23.2 | 70.4 | 68 | 549.4 | 396.8 | -26.7 |
| Monks' Dyke Tennyson College | 196 | 2 | 5.1 | 38.3 | 85.7 | 100 | 25.5 | 25.5 | 85.2 | 5.6 | 42.9 | 47.4 | 365.4 | 328.5 | -20.1 |
| North Somercotes The Birkbeck School | 65 | 1.5 | 3.1 | 53.8 | 95.4 | 100 | 40 | 40 | 92.3 | 0 | 70.8 | 49.2 | 268.5 | 265.3 | -19.4 |
| Alford Queen Elizabeth's Grammar School | 84 | 52.4 | 66.7 | 98.8 | 100 | 100 | 96.4 | 96.4 | 98.8 | 84.5 | 97.6 | 100 | | | 4.1 |
| Louth King Edward VI Grammar School | 126 | 56.3 | 72.2 | 100 | 100 | 100 | 94.4 | 94.4 | 100 | 82.5 | 95.2 | 99.2 | 284.2 | 254.3 | 5.7 |
| NATIONAL | 559389 | 16 | 24.1 | 65.2 | 92.8 | 97.8 | 56.2 | 56.2 | 90.5 | 24 | 68.5 | 67.4 | 364.3 | 308.7 | -27.6 |
| LA AVERAGE | 8298 | 16.5 | 24.5 | 64.4 | 93.2 | 98 | 54.4 | 54.4 | 90.1 | 26.5 | 64.5 | 68.8 | 365 | 309.8 | -28.4 |

| School | % 3 Levels ENG | % 4 Levels ENG | % 3 Levels MATHS | % 4 Levels MATHS | % 3 Levels SCI |
|---|-------------------|-------------------|---------------------|---------------------|-------------------|
| Cordeaux Academy | 77.4 | 25.8 | 55.9 | 10.8 | 33.3 |
| Alford John Spendluffe School | 68.3 | 21.3 | 65.9 | 20.5 | 58.1 |
| Monks' Dyke Tennyson College | 47.1 | 8.9 | 44.3 | 5.2 | 13 |
| North Somercotes The Birkbeck School | 77.8 | 20.6 | 51.6 | 9.4 | 55.6 |
| Alford Queen Elizabeth's Grammar School | 93.9 | 68.3 | 97.6 | 67.1 | 92.7 |
| Louth King Edward VI Grammar School | 84.4 | 31.7 | 99.2 | 73 | 100 |
| NATIONAL | 71.5 | 32.7 | 65.8 | 29.4 | 53 |
| LA AVERAGE | 66.2 | 28.4 | 65.4 | 28.3 | 53.8 |

9.2 The principal measure of secondary school performance is currently the percentage of pupils that achieve five or more GCSEs including English and mathematics at a grade C or above. The minimum "floor" standard is 40% by this measure. Performance is measured across five subjects for each student. In 2016, a new measure is introduced called "Progress 8". This will measure the performance of each pupil across eight tightly prescribed subjects and a new floor standard will be introduced. Schools will be obliged to offer a wider curriculum if students are to be given choice and be measured across eight rather than five subjects.

9.3 The data in the table is from the 2014 GCSE results. It shows that MDTC is below floor targets as a school overall ie. Below floor standard in all three measures – 5 A* - C including English and mathematics, percentage 3 levels progress English, and percentage 3 levels progress mathematics. The predicted performance estimates from the school indicate that the school will be below floor standards in 2015 and will only just exceed these standards in 2016.

9.4 Birkbeck's data shows that it is not below floor standards overall because standards are above floor in 5 A* - C and English progress. However, mathematics remains a key cause for concern. School data suggests that standards will rise but mathematics may not reach floor standard in 2015.

9.5 Alford John Spendluffe is not below floor standards overall, however, progress in English and mathematics remain below floor standards expected.

9.6 Both grammar schools (KEVIGS and Queen Elizabeth) comfortably exceed floor standards, however, the percentage making expected 3 levels progress in English might be considered relatively low considering the context of the schools.

9.7 Cordeaux is below floor target in mathematics progress but above in English. The percentage 5 A* - C attainment is above floor but remains close enough to be a

cause for continued monitoring. The gap in overall attainment between disadvantaged pupils and their peers is largest in Cordeaux compared to the other local schools.

10. Conclusions

10.1 The option of doing nothing is not available as governors of MDTC have voted in favour of closing the Mablethorpe site. They will be engaging in a statutory process through which they will formally propose closure, undertake the prescribed process as outlined in Section 2 of this report that involves a period of 4 weeks of representation/formal consultation (likely to be preceded by a period of consultation as advised by DfE guidance) and in which the LA acts as decision-maker.

10.2 The scope of the LA decision-making control across the 16 options is considerably limited. 14 of the options are around changes to, and are dependent upon the agreement of academies/multi academy trusts (MATs). Academies and multi academy trusts are independent of LA control.

10.3 The academies/MATs which could be the most affected or involved, have not indicated that they would be interested in engaging with any changes which could be a consequence of the closure of MDTC Mablethorpe site in the initial stages of review and pre-consultation.

10.4 The only options which elected members could decide upon within the LA role as decision-maker are options 2 and 3:

2. MDTC consolidates provision in Louth. Mablethorpe site transfers to a new academy provider (LA would be the decision maker regarding the closure of the site prior to any transfer). Pupils either remain with MDTC at Louth or apply to transfer to another school, including the new academy (if a suitable academy sponsor could be found and the DfE were prepared to enter into a Funding Agreement with them – which at this current time is unlikely).
3. MDTC consolidates provision in Louth. Mablethorpe site closes and secondary provision discontinues in Mablethorpe. All pupils transfer to Louth or apply to other schools; OR Years 9, 10, 11 and 12 transfer to Louth but Year 6 pupils with offers and Years 7 and 8 transfer to other schools with available places (LA to designate pupils or pupils apply via a possible mini admissions round – would require the agreement of other schools and academies)

10.5 Pupils who have a school place at MDTC, and those who have been offered a place (current Year 6) have the right to continue as pupils of the school at the Louth site. MDTC recognise this and have modelled the increase of pupils on the Louth site. All pupils can be safely accommodated with no additional investment to the building. They have also considered the support required to all pupils during transition – especially pupils on examination courses – and have strategies planned to minimise disruption, support individuals and reduce impact upon pupils.

10.6. Forthcoming changes to school performance measures to be introduced in 2016 (Progress 8) present a challenge to small secondary schools as a wider curriculum of eight tightly prescribed subjects will be the new indicator of attainment

and performance, instead of the current five subjects. This is critically important when considering the opportunities for pupils from Mablethorpe to attain high levels of achievement which can affect their future further education and employment options.

10.7 Retaining MDTC as a split site school has proved to be financially unviable and the school has already been engaged in reviewing staffing structures, reducing teaching and support staff in order to manage a budget which was spiralling into deficit (predicted £1.4m by the end of 2015/16 rising to £3.4m by the end of 2016/17). Revised staffing structures reflect moving to one site at Louth.

10.8 The majority of unfilled places in the area are located within MDTC and it can be demonstrated that removal of 425 places (Mablethorpe site) can be sustained across the location, whilst still enabling parental preference.

10.9 The LA School Transport policy will apply to more pupils if Mablethorpe site closes which needs to be reflected in consideration of the budget and the LA responsibilities to pupils and their families.

10.10 The majority of parents of pupils in Mablethorpe (59%) choose to send their children to schools outside Mablethorpe. This breaks down into 43% attending other non-selective schools and 16% attending selective schools.

10.11 Two academies locally (Alford John Spendluffe and Cordeaux) have arrangements to take a greater number of pupils than their planned admission number (PAN) into Year 7 in September due to the high proportion of first choice applications.

10.12 Pupils at MDTC who wish to apply to transfer to other local schools may experience difficulty in achieving their first choice due to availability and location of places.

10.13 There continues to be limited capital available to support significant changes to secondary school provision, unless it is to create additional places through a proven Basic Need case. Projected pupil numbers within schools north of East Lindsey do not justify a Basic Need case as school capacities are well able to accommodate demand, as confirmed by available data. This situation will be kept under annual review.

11. Recommendation

11.1 That Members of the Children and Young People Scrutiny Committee:-

- acknowledge the MDTC governors' decision to propose the closure of the Mablethorpe site
- are aware of the reasons for the proposal from the Governing Body, directly linked with the financial constraints of providing a broad and balanced curriculum across two sites with very low pupil numbers
- are aware that standards concerns have driven the DfE to require that MDTC become an academy with a strong sponsor

- are aware of and understand the statutory process underpinning the proposed closure of Mablethorpe site and the LA's role as decision-maker and support to the process
- accept the evaluation of the range of options (16) around provision of future secondary education in Mablethorpe
- accept that there are only two options within the scope of the LA decision making control (options 2 and 3)
- are fully aware of the issues and constraints around the options and LA scope of control
- are, prior to the Governing Body of MDTC commencing the statutory process, fully informed around the complexities of closing MDTC Mablethorpe site, in order that the LA can perform its role as decision-maker from a position of knowledge and awareness

11.2 Next steps/Consultation timelines:

In order for a decision to be made in time for the new academic year, and to provide parents who will be considering applications to secondary schools for September 2016, the statutory process led by governors, needs to commence early in September 2015. If this was achieved, an LA final decision would be anticipated by the end of January 2016.

12. Consultation

a) Policy Proofing Actions Required – n/a

13. Appendices

| | |
|---|--|
| These are listed below and attached at the back of the report | |
| Appendix A | Demographic Trends and Projections – North of East Lindsey |
| Appendix B | Options Matrix |

14. Background Papers

All references in relation to decision makers' guidance and DfE statutory processes in relation to prescribed alterations or school closures for maintained schools can be found here:

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

This report was written by Matt Clayton and Angela Pae, who can be contacted on 01522 553535 / 01522 553366 or matthew.clayton@lincolnshire.gov.uk / angela.pae@lincolnshire.gov.uk

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Demographic Trends and Projections
in the North of the East Lindsey District

Overview of Secondary School Pupil Numbers

June 2015

NB: Data based on a range of sources including:

- Office of National Statistics (ONS) Subnational population projections for England 2012-based (by Calendar Year) – Published June 2014
- October 2014 and January 2015 Lincolnshire School Census
- Lincolnshire County Council 2014 Pupil Number Projections (by Academic Year)
- NHS GP Registrations January 2015
- LA Admissions Offers/Acceptance June 2015

LA Pupil Projections (July 2014)

Not accounting for changes in parental preference, future housing development and assuming continuation of recent patterns of migration

North Somercotes Birkbeck (PAN 71)

| Academic Year | Year Group | | | | | | | Total On Roll | Capacity | Surplus Places | Surplus Capacity |
|---------------|------------|----|----|-----|-----|-----|-----|---------------|----------|----------------|------------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | | | | |
| 2014/15 | 47 | 35 | 55 | 61 | 74 | 0 | 0 | 272 | 355 | 83 | 23% |
| 2015/16 | 52 | 48 | 37 | 57 | 63 | 0 | 0 | 257 | 355 | 98 | 28% |
| 2016/17 | 68 | 53 | 50 | 38 | 58 | 0 | 0 | 267 | 355 | 88 | 25% |
| 2017/18 | 64 | 69 | 55 | 51 | 39 | 0 | 0 | 278 | 355 | 77 | 22% |
| 2018/19 | 68 | 66 | 72 | 51 | 52 | 0 | 0 | 309 | 355 | 46 | 13% |
| 2019/20 | 63 | 70 | 68 | 74 | 52 | 0 | 0 | 327 | 355 | 28 | 8% |
| 2020/21 | 64 | 65 | 72 | 70 | 76 | 0 | 0 | 347 | 355 | 8 | 2% |

Louth Cordeaux Academy (PAN 110)

| Academic Year | Year Group | | | | | | | Total On Roll | Capacity | Surplus Places | Surplus Capacity |
|---------------|------------|-----|-----|-----|-----|-----|-----|---------------|----------|----------------|------------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | | | | |
| 2014/15 | 104 | 77 | 90 | 111 | 89 | 48 | 45 | 564 | 750 | 186 | 25% |
| 2015/16 | 99 | 104 | 77 | 90 | 111 | 45 | 45 | 571 | 750 | 179 | 24% |
| 2016/17 | 98 | 97 | 97 | 72 | 85 | 96 | 40 | 585 | 750 | 165 | 22% |
| 2017/18 | 107 | 100 | 100 | 105 | 78 | 46 | 53 | 589 | 750 | 161 | 21% |
| 2018/19 | 102 | 108 | 101 | 101 | 106 | 41 | 44 | 603 | 750 | 147 | 20% |
| 2019/20 | 119 | 102 | 108 | 101 | 101 | 54 | 38 | 623 | 750 | 127 | 17% |
| 2020/21 | 114 | 119 | 102 | 108 | 101 | 52 | 50 | 646 | 750 | 104 | 14% |

Alford John Spendluffe Academy (PAN 125)

| Academic Year | Year Group | | | | | | | Total On Roll | Capacity | Surplus Places | Surplus Capacity |
|---------------|------------|-----|-----|-----|-----|-----|-----|---------------|----------|----------------|------------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | | | | |
| 2014/15 | 86 | 97 | 101 | 116 | 128 | 0 | 0 | 528 | 625 | 97 | 16% |
| 2015/16 | 117 | 87 | 98 | 102 | 117 | 0 | 0 | 521 | 625 | 104 | 17% |
| 2016/17 | 112 | 119 | 89 | 100 | 104 | 0 | 0 | 524 | 625 | 101 | 16% |
| 2017/18 | 99 | 114 | 121 | 91 | 102 | 0 | 0 | 527 | 625 | 98 | 16% |
| 2018/19 | 113 | 101 | 116 | 123 | 93 | 0 | 0 | 546 | 625 | 79 | 13% |
| 2019/20 | 124 | 114 | 102 | 117 | 124 | 0 | 0 | 581 | 625 | 44 | 7% |
| 2020/21 | 116 | 124 | 114 | 102 | 117 | 0 | 0 | 573 | 625 | 52 | 8% |

Louth and Mablethorpe Monks' Dyke Tennyson (PAN 200)

| Academic Year | Year Group | | | | | | | Total On Roll | Capacity | Surplus Places | Surplus Capacity |
|---------------|------------|-----|-----|-----|-----|-----|-----|---------------|----------|----------------|------------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | | | | |
| 2014/15 | 105 | 110 | 138 | 144 | 189 | 89 | 65 | 840 | 1585 | 745 | 47% |
| 2015/16 | 149 | 106 | 111 | 139 | 145 | 86 | 70 | 806 | 1585 | 779 | 49% |
| 2016/17 | 149 | 146 | 101 | 105 | 133 | 108 | 64 | 806 | 1585 | 779 | 49% |
| 2017/18 | 150 | 153 | 151 | 108 | 113 | 65 | 54 | 794 | 1585 | 791 | 50% |
| 2018/19 | 156 | 152 | 155 | 153 | 110 | 55 | 53 | 834 | 1585 | 751 | 47% |
| 2019/20 | 177 | 156 | 152 | 155 | 153 | 52 | 44 | 889 | 1585 | 696 | 44% |
| 2020/21 | 161 | 178 | 157 | 153 | 156 | 73 | 43 | 921 | 1585 | 664 | 42% |

Total of all of above

| Academic Year | Year Group | | | | | | | Total On Roll | Capacity | Surplus Places | Surplus Capacity |
|---------------|------------|-----|-----|-----|-----|-----|-----|---------------|----------|----------------|------------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | | | | |
| 2014/15 | 342 | 319 | 384 | 432 | 480 | 137 | 110 | 2204 | 3315 | 1111 | 34% |
| 2015/16 | 417 | 345 | 323 | 388 | 436 | 131 | 115 | 2155 | 3315 | 1160 | 35% |
| 2016/17 | 427 | 415 | 337 | 315 | 380 | 204 | 104 | 2182 | 3315 | 1133 | 34% |
| 2017/18 | 420 | 436 | 427 | 355 | 332 | 111 | 107 | 2188 | 3315 | 1127 | 34% |
| 2018/19 | 439 | 427 | 444 | 428 | 361 | 96 | 97 | 2292 | 3315 | 1023 | 31% |
| 2019/20 | 483 | 442 | 430 | 447 | 430 | 106 | 82 | 2420 | 3315 | 895 | 27% |
| 2020/21 | 455 | 486 | 445 | 433 | 450 | 125 | 93 | 2487 | 3315 | 828 | 25% |

East Lindsey (North) Non-Selective Secondary School Pupil Numbers by Year Group

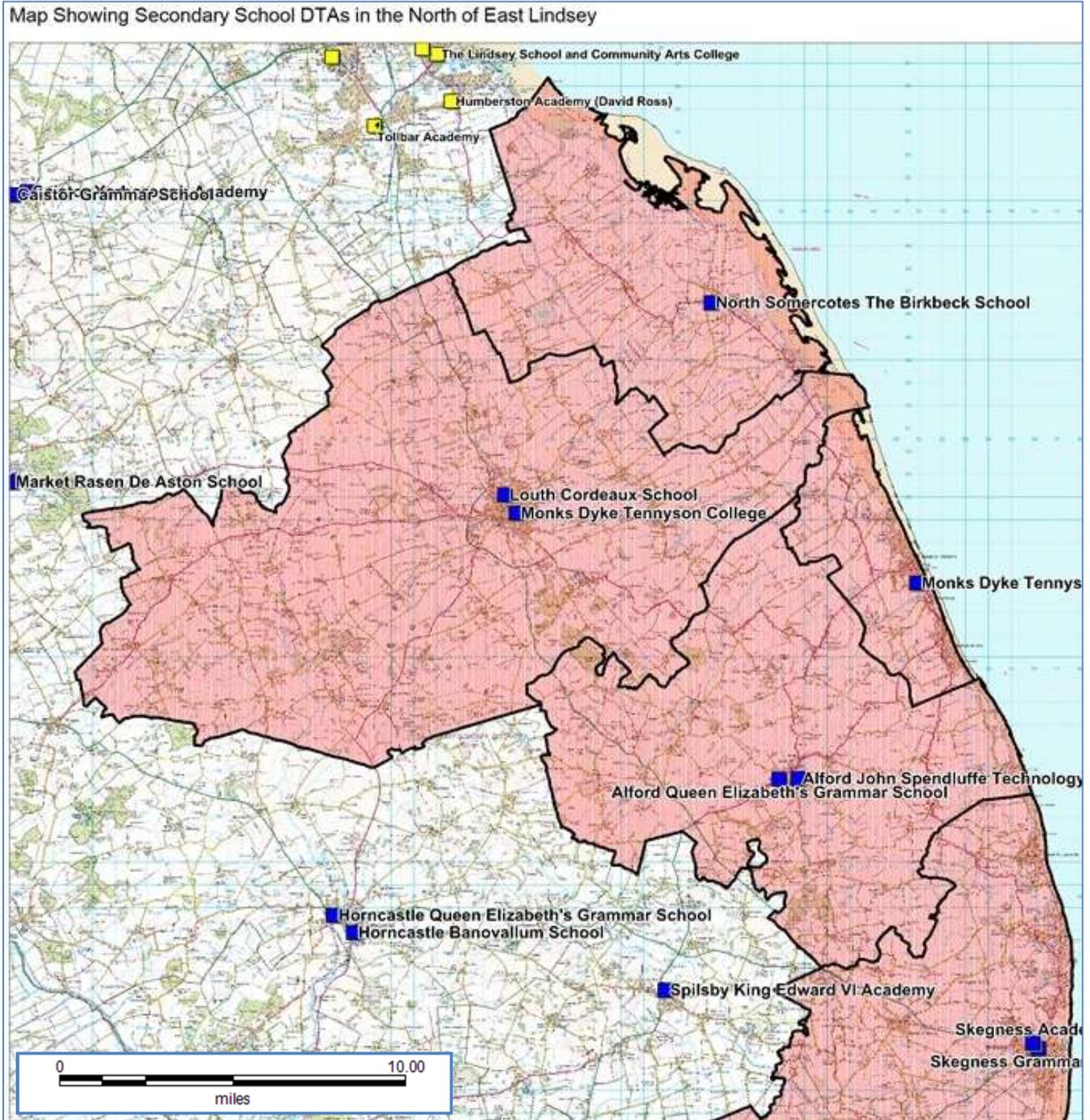
| School Name | Distance (miles) to: | | | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | | |
|--|-----------------------|---------------------------|-----|-------------|---------------------------------------|-----|-----|-----|-----|-----|-----|----|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|-----|
| | MDTC Mablethorpe Site | Birkbeck North Somercotes | PAN | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | |
| N Somercotes Birkbeck College | 11.7 | - | 71 | 39 | 47 | 37 | 49 | 65 | 69 | - | - | - | 267 | 355 | 52 | 68 | 64 | 68 | 63 | 64 | 60 | 65 | |
| | Surplus Places | | | 32 | 24 | 34 | 22 | 6 | 2 | - | - | - | 88 | 75% full | 19 | 3 | 7 | 3 | 8 | 7 | 11 | 6 | |
| | Surplus Capacity (%) | | | 45% | 34% | 48% | 31% | 8% | 3% | - | - | - | 25% | | 27% | 4% | 10% | 4% | 11% | 10% | 15% | 8% | |
| Louth Cordeaux Academy | 16.1 | 10.2 | 110 | 121 | 102 | 80 | 91 | 110 | 92 | 64 | 33 | 2 | 574 | 750 | 98 | 98 | 105 | 99 | 116 | 111 | 119 | 103 | |
| | Surplus Places | | | -11 | 8 | 30 | 19 | 0 | 18 | - | - | - | 176 | 77% full | 12 | 12 | 5 | 11 | -6 | -1 | -9 | 7 | |
| | Surplus Capacity (%) | | | -10% | 7% | 27% | 17% | 0% | 16% | - | - | - | 23% | | 11% | 11% | 5% | 10% | -5% | -1% | -8% | 6% | |
| Alford John Spendluffe | 8.4 | 16.8 | 125 | 135 | 86 | 98 | 101 | 105 | 119 | - | - | - | 509 | 625 | 115 | 108 | 93 | 105 | 115 | 107 | 118 | 108 | |
| | Surplus Places | | | -10 | 39 | 27 | 24 | 20 | 6 | - | - | - | 116 | 81% full | 10 | 17 | 32 | 20 | 10 | 18 | 7 | 17 | |
| | Surplus Capacity (%) | | | -8% | 31% | 22% | 19% | 16% | 5% | - | - | - | 19% | | 8% | 14% | 26% | 16% | 8% | 14% | 6% | 14% | |
| Monks' Dyke Tennyson College (both sites)* | | | | 200 | 64 | 107 | 104 | 128 | 137 | 178 | 68 | 63 | - | 785 | 1585 | 147 | 149 | 146 | 150 | 171 | 154 | 170 | 154 |
| | Surplus Places | | | 136 | 93 | 96 | 72 | 63 | 22 | - | - | - | 800 | 50% full | 53 | 51 | 54 | 50 | 29 | 46 | 30 | 46 | |
| | Surplus Capacity (%) | | | 68% | 47% | 48% | 36% | 32% | 11% | - | - | - | 50% | | 27% | 26% | 27% | 25% | 15% | 23% | 15% | 23% | |
| Total of above schools/academies | | | | 506 | 359 | 342 | 319 | 369 | 417 | 458 | 132 | 96 | 2 | 2135 | 3315 | 412 | 423 | 408 | 422 | 465 | 436 | 467 | 430 |
| | Surplus Places | | | 147 | 164 | 187 | 137 | 89 | 48 | - | - | - | 1180 | 64% full | 94 | 83 | 98 | 84 | 41 | 70 | 39 | 76 | |
| | Surplus Capacity (%) | | | 29% | 32% | 37% | 27% | 18% | 9% | - | - | - | 36% | | 19% | 16% | 19% | 17% | 8% | 14% | 8% | 15% | |

* MDTC pupil numbers recorded as at May 2015

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

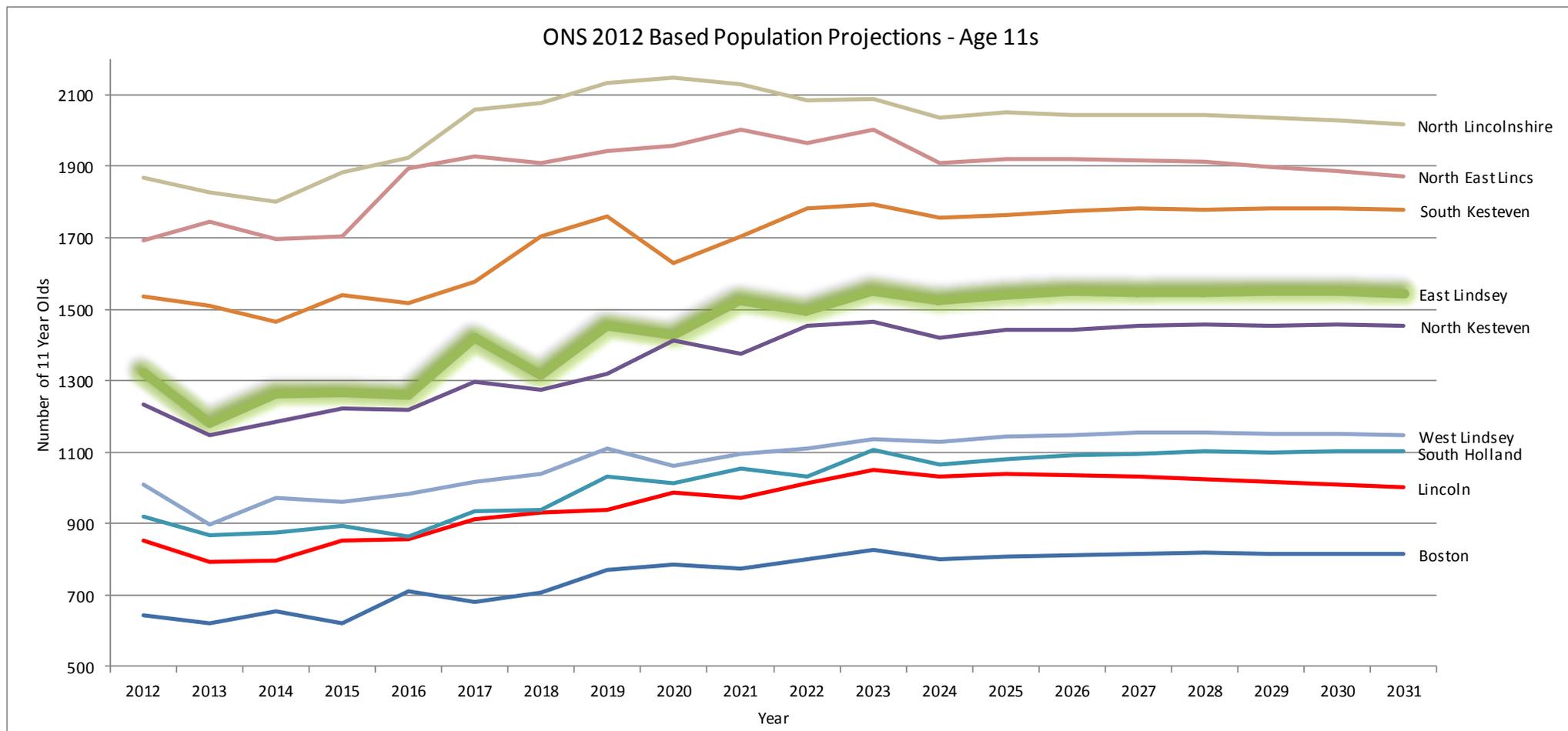
| School Name | Distance (miles) to: | | | 2015 Offers | NC Year - January 2015 School Census* | | | | | | | | Total on roll | Net Capacity | LA 2014 Option 2 Projected Intakes | | | | | | | | |
|-------------------------|--|---------------------------|-----|-------------|---------------------------------------|-----|-----|-----|-----|-----|----|----|---------------|--------------|------------------------------------|------|------|------|------|------|------|------|-----|
| | MDTC Mablethorpe Site | Birkbeck North Somercotes | PAN | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | |
| MDTC (Louth Site) | 15.6 | 10.1 | 115 | 35 | 85 | 74 | 93 | 80 | 117 | 57 | 48 | - | 554 | 1160 | - | - | - | - | - | - | - | - | |
| | Louth site offers is approx based on addresses of pupils ↗ | | | 80 | 30 | 41 | 22 | 35 | -2 | - | - | - | 606 | 48% full | - | - | - | - | - | - | - | - | |
| | | | | 70% | 26% | 36% | 19% | 30% | -2% | - | - | - | 52% | | - | - | - | - | - | - | - | - | |
| MDTC (Mablethorpe Site) | - | 11.7 | 85 | 29 | 22 | 30 | 35 | 57 | 61 | 11 | 15 | - | 231 | 425 | - | - | - | - | - | - | - | - | |
| | Mablethorpe site offers is approx based on addresses of pupils ↗ | | | 56 | 63 | 55 | 50 | 28 | 24 | - | - | - | 194 | 54% full | - | - | - | - | - | - | - | - | |
| | | | | 66% | 74% | 65% | 59% | 33% | 28% | - | - | - | 46% | | - | - | - | - | - | - | - | - | |
| MDTC Total | | | | 200 | 64 | 107 | 104 | 128 | 137 | 178 | 68 | 63 | - | 785 | 1585 | 147 | 149 | 146 | 150 | 171 | 154 | 170 | 154 |
| | Surplus Places | | | 136 | 93 | 96 | 72 | 63 | 22 | - | - | - | 800 | 50% full | 53 | 51 | 54 | 50 | 29 | 46 | 30 | 46 | |
| | Surplus Capacity (%) | | | 68% | 47% | 48% | 36% | 32% | 11% | - | - | - | 50% | | 27% | 26% | 27% | 25% | 15% | 23% | 15% | 23% | |

Data to show how many pupils live in each local area by current year group
 (as registered at Lincolnshire schools at the October 2014 school census)



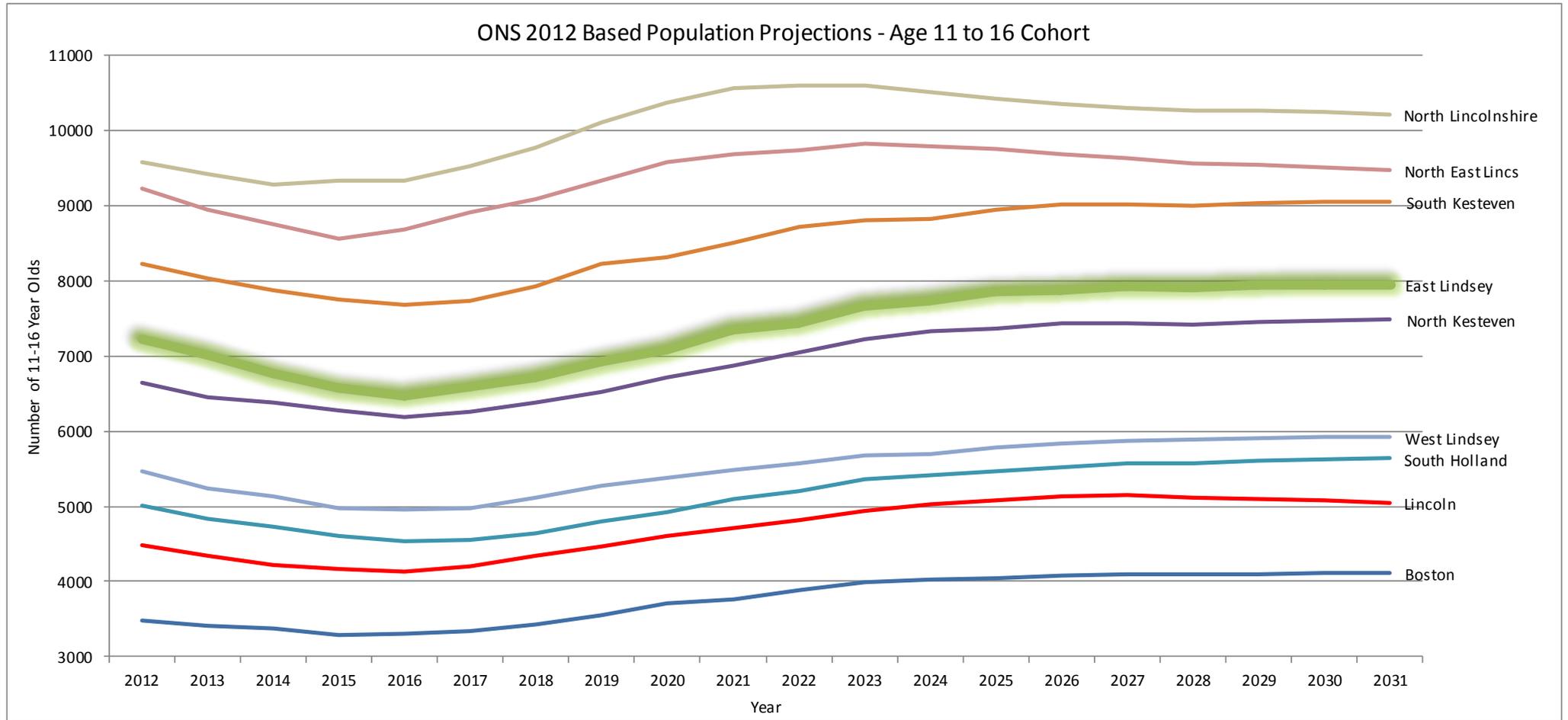
October 2014 School Census - On roll at Lincolnshire Schools

| Cohort size by DTA and Year Group | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Avg |
|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Mablethorpe DTA Total | 107 | 87 | 101 | 98 | 82 | 105 | 99 | 70 | 96 | 94 | 118 | 122 | 98 |
| Skegness DTA Total | 357 | 352 | 373 | 274 | 358 | 325 | 330 | 328 | 331 | 333 | 335 | 365 | 338 |
| Alford DTA Total | 93 | 78 | 81 | 78 | 74 | 86 | 92 | 90 | 85 | 107 | 91 | 100 | 88 |
| Louth DTA Total | 299 | 271 | 285 | 254 | 254 | 216 | 233 | 260 | 220 | 255 | 259 | 281 | 257 |
| North Somercotes DTA Total | 42 | 52 | 56 | 60 | 59 | 71 | 52 | 56 | 46 | 50 | 60 | 65 | 56 |
| Area Total | 898 | 840 | 896 | 764 | 827 | 803 | 806 | 804 | 778 | 839 | 863 | 933 | 838 |
| Area Total Excluding Skegness | 541 | 488 | 523 | 490 | 469 | 478 | 476 | 476 | 447 | 506 | 528 | 568 | 499 |



Number of 11 Year Olds - ONS 2012 based population projections

| Authority | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Boston | 642 | 620 | 655 | 622 | 709 | 681 | 708 | 771 | 786 | 774 | 799 | 828 | 799 | 807 | 813 | 816 | 818 | 817 | 817 | 816 |
| East Lindsey | 1324 | 1183 | 1264 | 1266 | 1258 | 1419 | 1314 | 1453 | 1426 | 1525 | 1495 | 1553 | 1524 | 1541 | 1550 | 1548 | 1548 | 1550 | 1549 | 1545 |
| Lincoln | 851 | 794 | 795 | 851 | 857 | 911 | 932 | 939 | 986 | 972 | 1011 | 1051 | 1033 | 1038 | 1034 | 1031 | 1024 | 1016 | 1010 | 1003 |
| North Kesteven | 1234 | 1149 | 1183 | 1223 | 1219 | 1295 | 1274 | 1318 | 1411 | 1377 | 1454 | 1465 | 1420 | 1442 | 1444 | 1455 | 1457 | 1455 | 1456 | 1454 |
| South Holland | 918 | 869 | 873 | 893 | 865 | 935 | 939 | 1030 | 1013 | 1053 | 1033 | 1107 | 1066 | 1079 | 1092 | 1096 | 1102 | 1101 | 1102 | 1101 |
| South Kesteven | 1534 | 1511 | 1466 | 1538 | 1515 | 1578 | 1705 | 1761 | 1631 | 1704 | 1783 | 1794 | 1756 | 1764 | 1776 | 1783 | 1779 | 1783 | 1782 | 1780 |
| West Lindsey | 1008 | 896 | 971 | 959 | 984 | 1018 | 1041 | 1109 | 1063 | 1095 | 1109 | 1137 | 1127 | 1142 | 1149 | 1153 | 1154 | 1152 | 1152 | 1148 |
| Lincolnshire | 40528 | 39337 | 38473 | 37616 | 37284 | 37642 | 38549 | 39749 | 40722 | 41820 | 42677 | 43687 | 44032 | 44523 | 44877 | 45066 | 45008 | 45158 | 45212 | 45202 |
| North East Lincs | 1692 | 1744 | 1696 | 1702 | 1894 | 1927 | 1909 | 1942 | 1957 | 2004 | 1966 | 2003 | 1910 | 1920 | 1922 | 1915 | 1912 | 1899 | 1887 | 1873 |
| North Lincolnshire | 1867 | 1828 | 1801 | 1884 | 1922 | 2058 | 2077 | 2134 | 2148 | 2128 | 2086 | 2089 | 2038 | 2052 | 2042 | 2044 | 2044 | 2037 | 2028 | 2016 |
| Greater Lincolnshire | 11070 | 10595 | 10704 | 10939 | 11224 | 11822 | 11899 | 12458 | 12421 | 12631 | 12738 | 13026 | 12674 | 12786 | 12822 | 12841 | 12840 | 12810 | 12782 | 12736 |

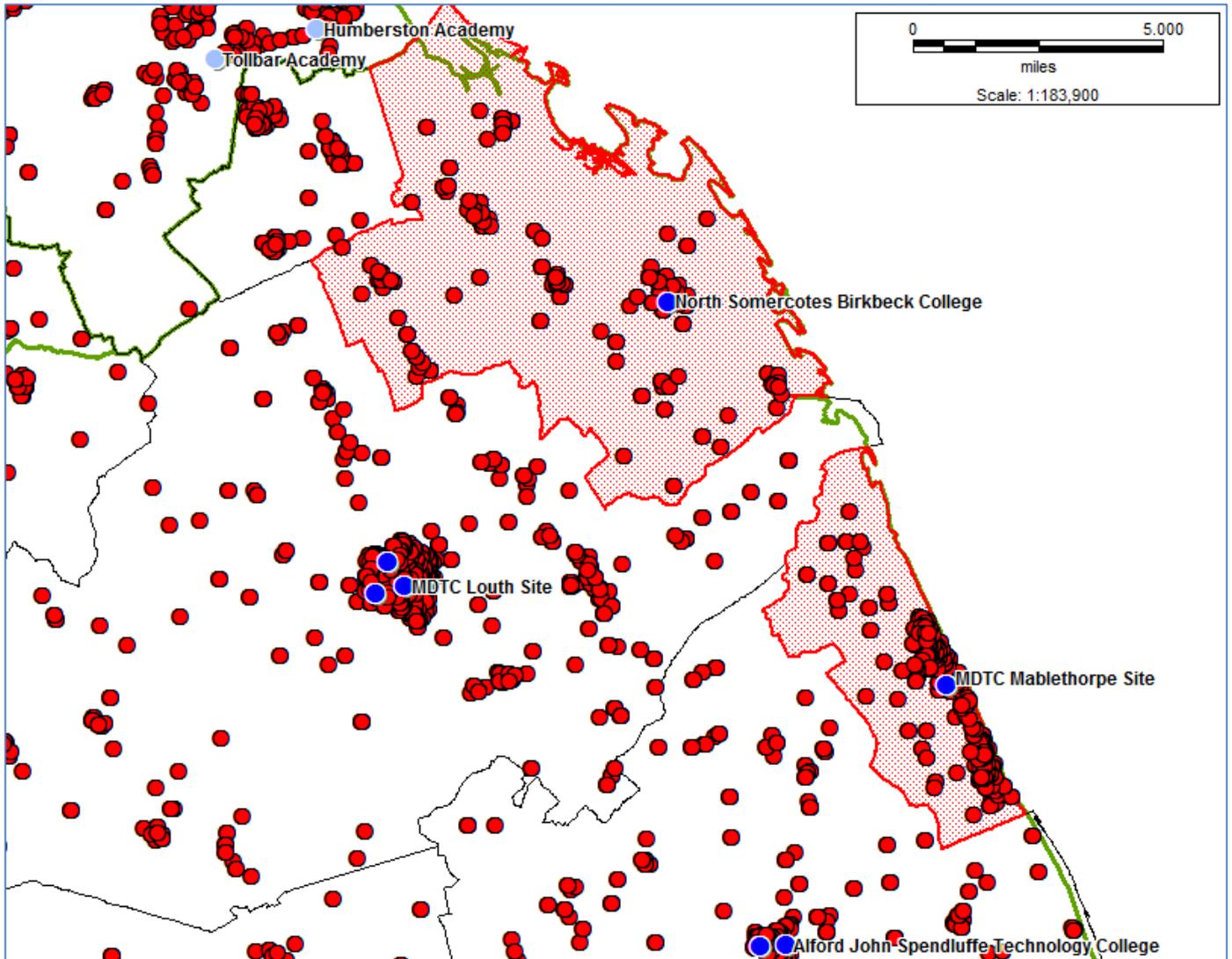


Number of 11-16 Year Olds - ONS 2012 based population projections

| Authority | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Boston | 3485 | 3416 | 3381 | 3295 | 3312 | 3349 | 3437 | 3551 | 3704 | 3771 | 3882 | 3997 | 4023 | 4045 | 4080 | 4096 | 4088 | 4105 | 4115 | 4118 |
| East Lindsey | 7218 | 7020 | 6761 | 6567 | 6482 | 6590 | 6720 | 6920 | 7086 | 7351 | 7439 | 7669 | 7737 | 7846 | 7876 | 7923 | 7916 | 7943 | 7951 | 7947 |
| Lincoln | 4489 | 4341 | 4217 | 4163 | 4137 | 4199 | 4336 | 4472 | 4605 | 4716 | 4815 | 4934 | 5022 | 5072 | 5130 | 5147 | 5120 | 5107 | 5082 | 5053 |
| North Kesteven | 6644 | 6447 | 6383 | 6268 | 6186 | 6251 | 6378 | 6520 | 6716 | 6878 | 7042 | 7230 | 7326 | 7363 | 7429 | 7433 | 7425 | 7459 | 7473 | 7481 |
| South Holland | 5010 | 4835 | 4728 | 4603 | 4537 | 4558 | 4633 | 4795 | 4919 | 5105 | 5204 | 5368 | 5406 | 5473 | 5514 | 5574 | 5569 | 5604 | 5625 | 5634 |
| South Kesteven | 8218 | 8035 | 7873 | 7754 | 7676 | 7724 | 7928 | 8226 | 8321 | 8510 | 8715 | 8812 | 8817 | 8945 | 9016 | 9019 | 9002 | 9030 | 9047 | 9051 |
| West Lindsey | 5464 | 5244 | 5129 | 4967 | 4955 | 4972 | 5117 | 5265 | 5372 | 5488 | 5579 | 5677 | 5702 | 5779 | 5833 | 5874 | 5887 | 5911 | 5919 | 5918 |
| Lincolnshire | 40528 | 39337 | 38473 | 37616 | 37284 | 37642 | 38549 | 39749 | 40722 | 41820 | 42677 | 43687 | 44032 | 44523 | 44877 | 45066 | 45008 | 45158 | 45212 | 45202 |
| North East Lincs | 9220 | 8953 | 8761 | 8561 | 8690 | 8919 | 9087 | 9328 | 9573 | 9690 | 9732 | 9829 | 9795 | 9761 | 9686 | 9638 | 9553 | 9543 | 9511 | 9464 |
| North Lincolnshire | 9585 | 9422 | 9285 | 9335 | 9325 | 9519 | 9769 | 10098 | 10360 | 10561 | 10590 | 10605 | 10512 | 10424 | 10345 | 10306 | 10261 | 10261 | 10238 | 10212 |
| Greater Lincolnshire | 59333 | 57711 | 56518 | 55513 | 55300 | 56079 | 57404 | 59175 | 60655 | 62072 | 62999 | 64121 | 64339 | 64709 | 64908 | 65010 | 64821 | 64962 | 64961 | 64878 |

Where do pupils go to school in relation to where they live?

(October 2014 Census – when Secondary numbers are highest during the academic year)

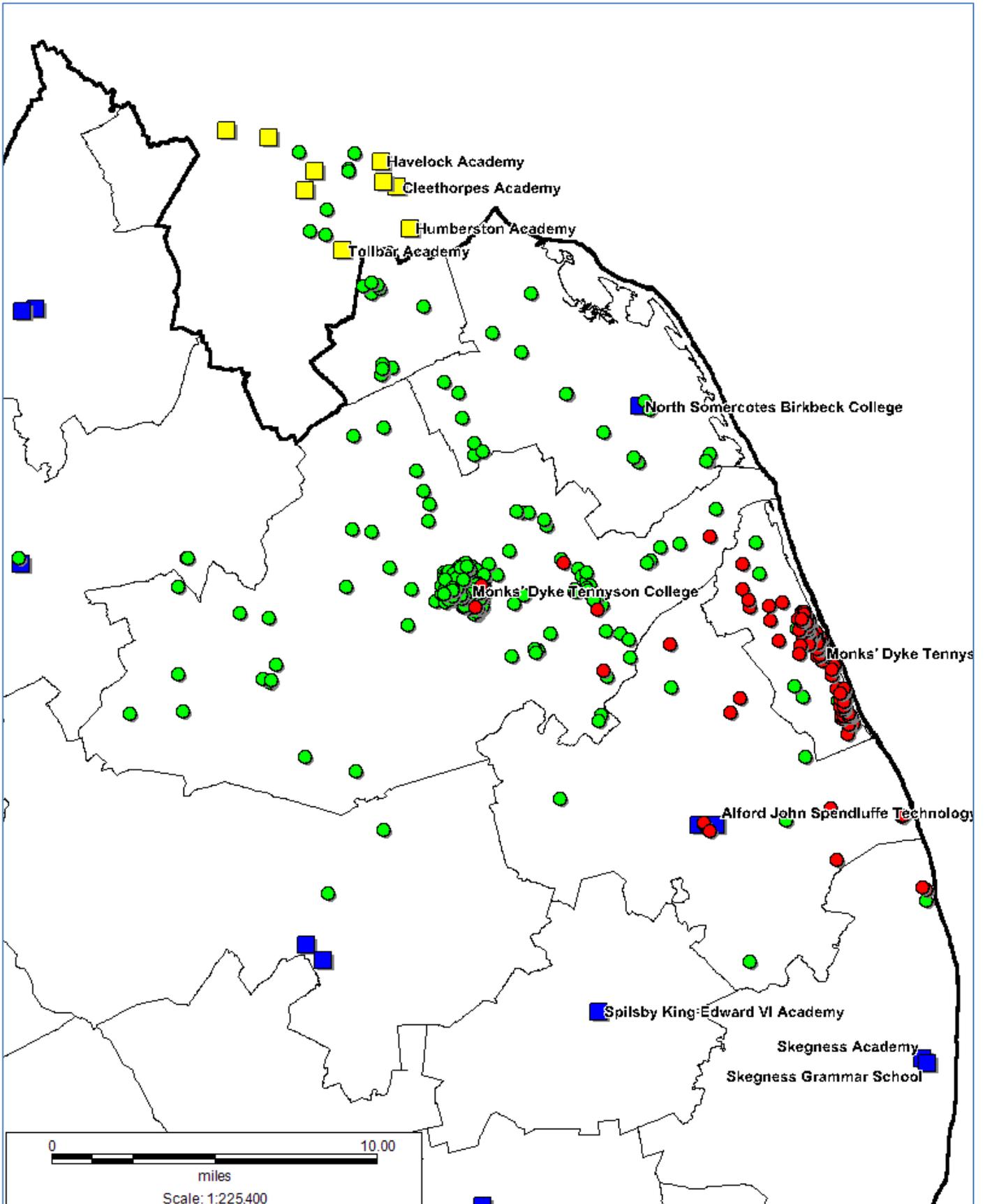


October 2014 Census Pupils Living in the **North Somercotes DTA** and where they go to school:

| School | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|------------|
| North Somercotes Birkbeck College | 28 | 17 | 27 | 35 | 41 | 148 |
| | 51% | 37% | 57% | 59% | 65% | 55% |
| Louth King Edward VI Grammar School | 17 | 13 | 13 | 17 | 13 | 73 |
| | 31% | 28% | 28% | 29% | 21% | 27% |
| Monks' Dyke Tennyson College | 5 | 8 | 3 | 3 | 4 | 23 |
| | 9% | 17% | 6% | 5% | 6% | 9% |
| Louth Cordeaux Academy | 4 | 7 | 4 | 4 | 4 | 23 |
| | 7% | 15% | 9% | 7% | 6% | 9% |
| Others <5 (inc. Special) | 1 | 1 | | | 1 | 3 |
| | 2% | 2% | 0% | 0% | 2% | 1% |
| Grand Total | 55 | 46 | 47 | 59 | 63 | 270 |

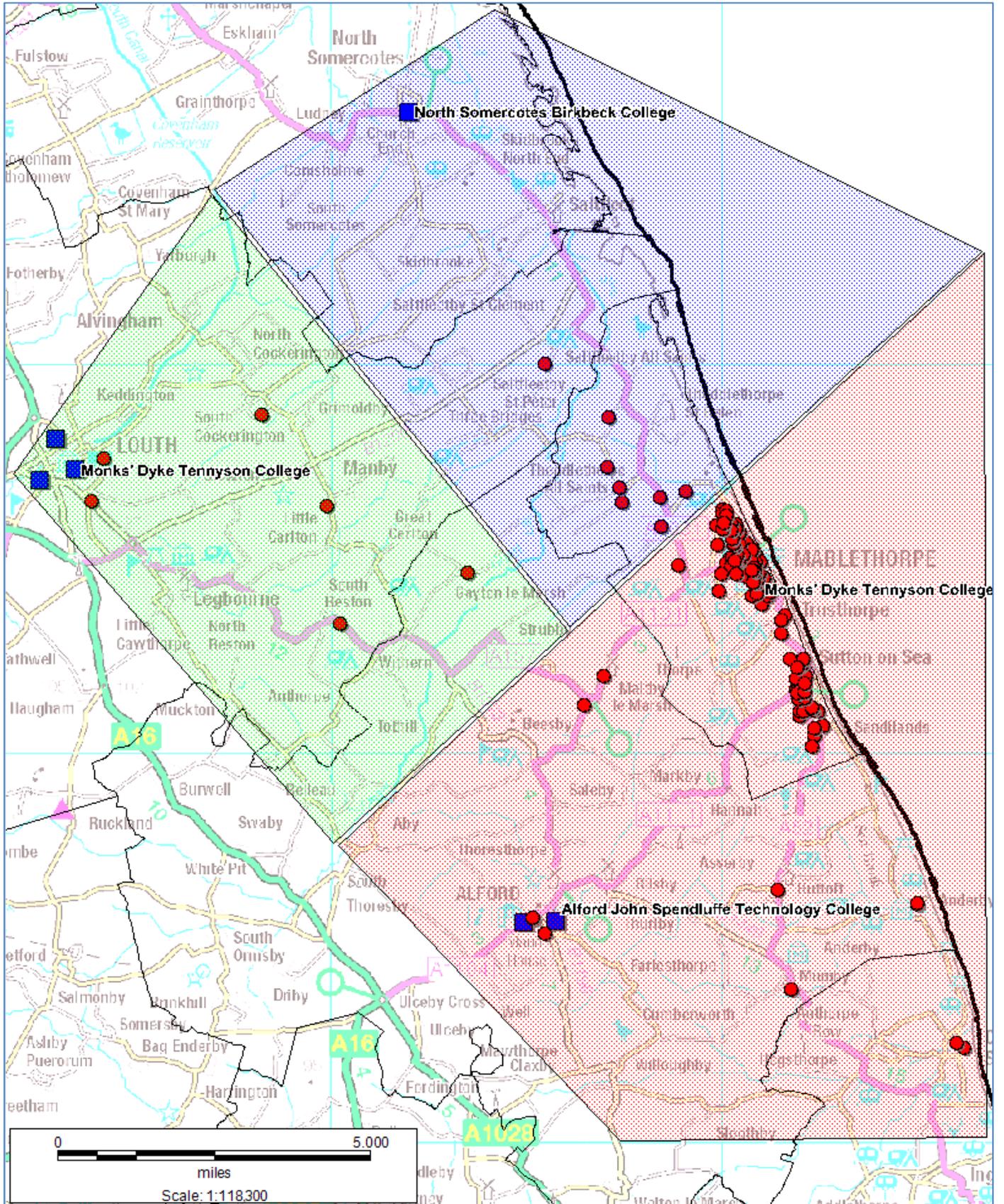
October 2014 Census Pupils Living in the **Mablethorpe DTA** and where they go to school:

| School | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
|---|-----------|-----------|-----------|------------|------------|------------|
| Monks' Dyke Tennyson College | 23 | 28 | 41 | 51 | 56 | 199 |
| | 33% | 29% | 44% | 43% | 46% | 40% |
| John Spendluffe Technology College | 28 | 33 | 27 | 37 | 34 | 159 |
| | 40% | 34% | 29% | 31% | 28% | 32% |
| Queen Elizabeth's Grammar, Alford - A Selective Academy | 8 | 20 | 17 | 13 | 18 | 76 |
| | 11% | 21% | 18% | 11% | 15% | 15% |
| North Somercotes Birkbeck College | 7 | 10 | 5 | 11 | 11 | 44 |
| | 10% | 10% | 5% | 9% | 9% | 9% |
| Louth Cordeaux Academy | 1 | 3 | 2 | 2 | 2 | 10 |
| | 1% | 3% | 2% | 2% | 2% | 2% |
| Louth King Edward VI Grammar School | 1 | | 1 | 2 | 1 | 5 |
| | 1% | 0% | 1% | 2% | 1% | 1% |
| Others <5 (inc. Special) | 2 | 2 | 1 | 2 | 0 | 7 |
| | 3% | 2% | 1% | 2% | 0% | 1% |
| Grand Total | 70 | 96 | 94 | 118 | 122 | 500 |



Red = Mablethorpe Site Pupils
Green = Louth Site Pupils

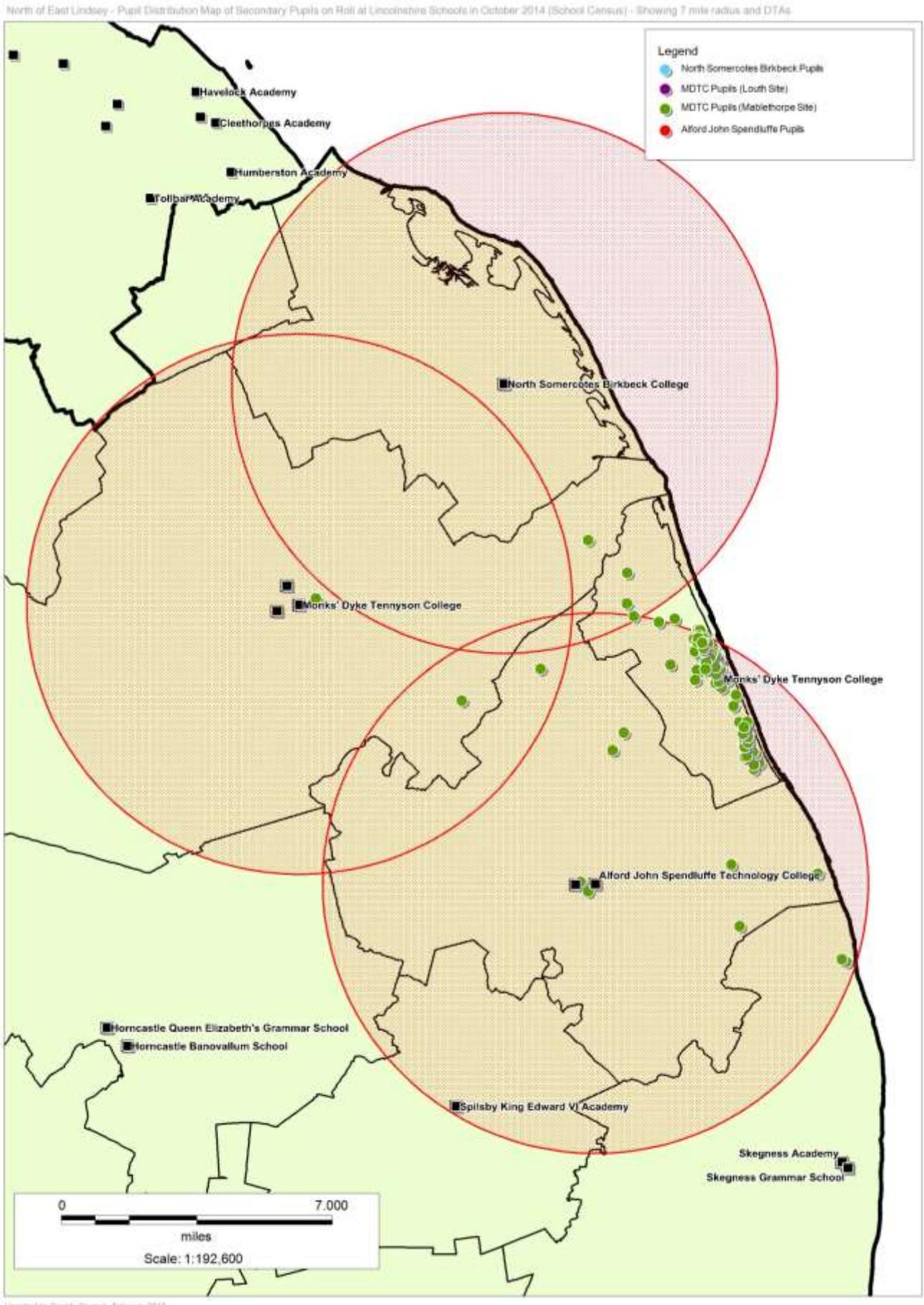
Pupil Distribution Map of Pupils at MDTC attending Mablethorpe site (16 01 2015)



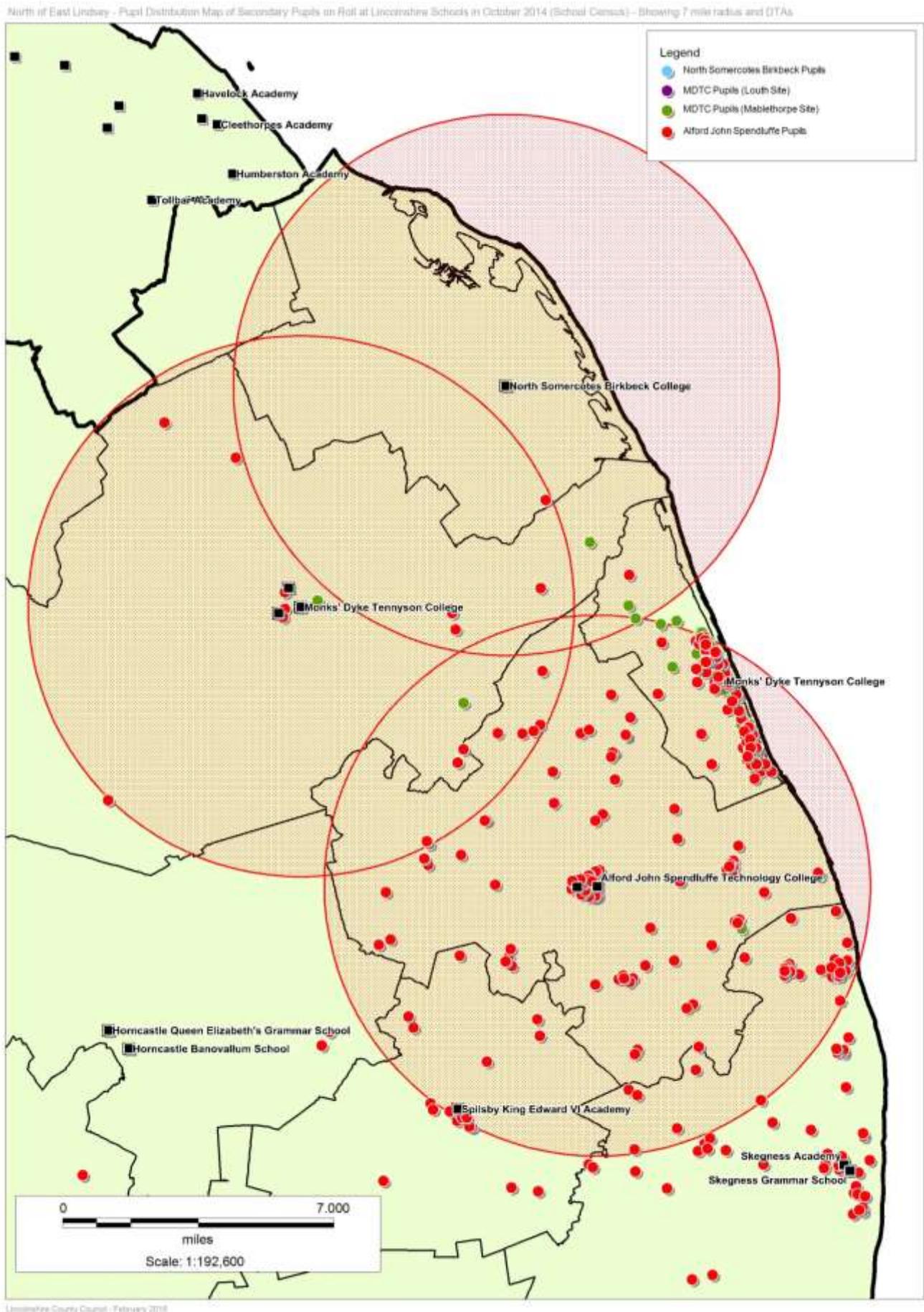
The table below is based on the above plotted pupils (230 pupils as 7 could not be geocoded)

| Nearest Alternative to Mablethorpe | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Alford | 22 | 28 | 40 | 47 | 58 | 7 | 12 | 214 |
| Louth | | | | 3 | 1 | 3 | 1 | 8 |
| North Somercotes | 2 | | 1 | 1 | 2 | | 2 | 8 |
| Total | 24 | 28 | 41 | 51 | 61 | 10 | 15 | 230 |

Pupils Distribution Map of Mablethorpe MDTC Pupils (October 2014)

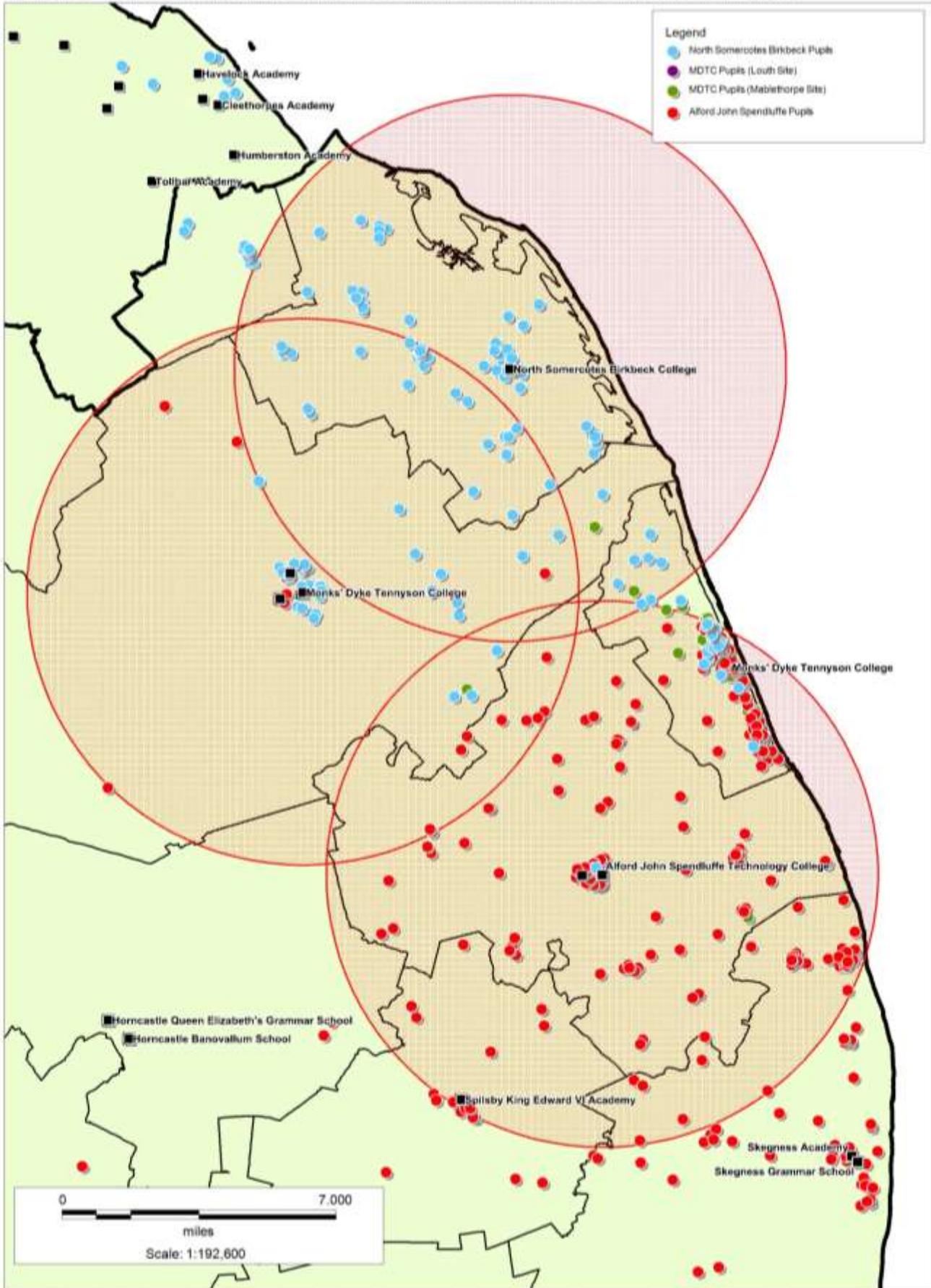


Pupils Distribution Map of Alford John Spendluffe Pupils (October 2014)



Pupils Distribution Map of North Somercotes Birkbeck Pupils (October 2014)

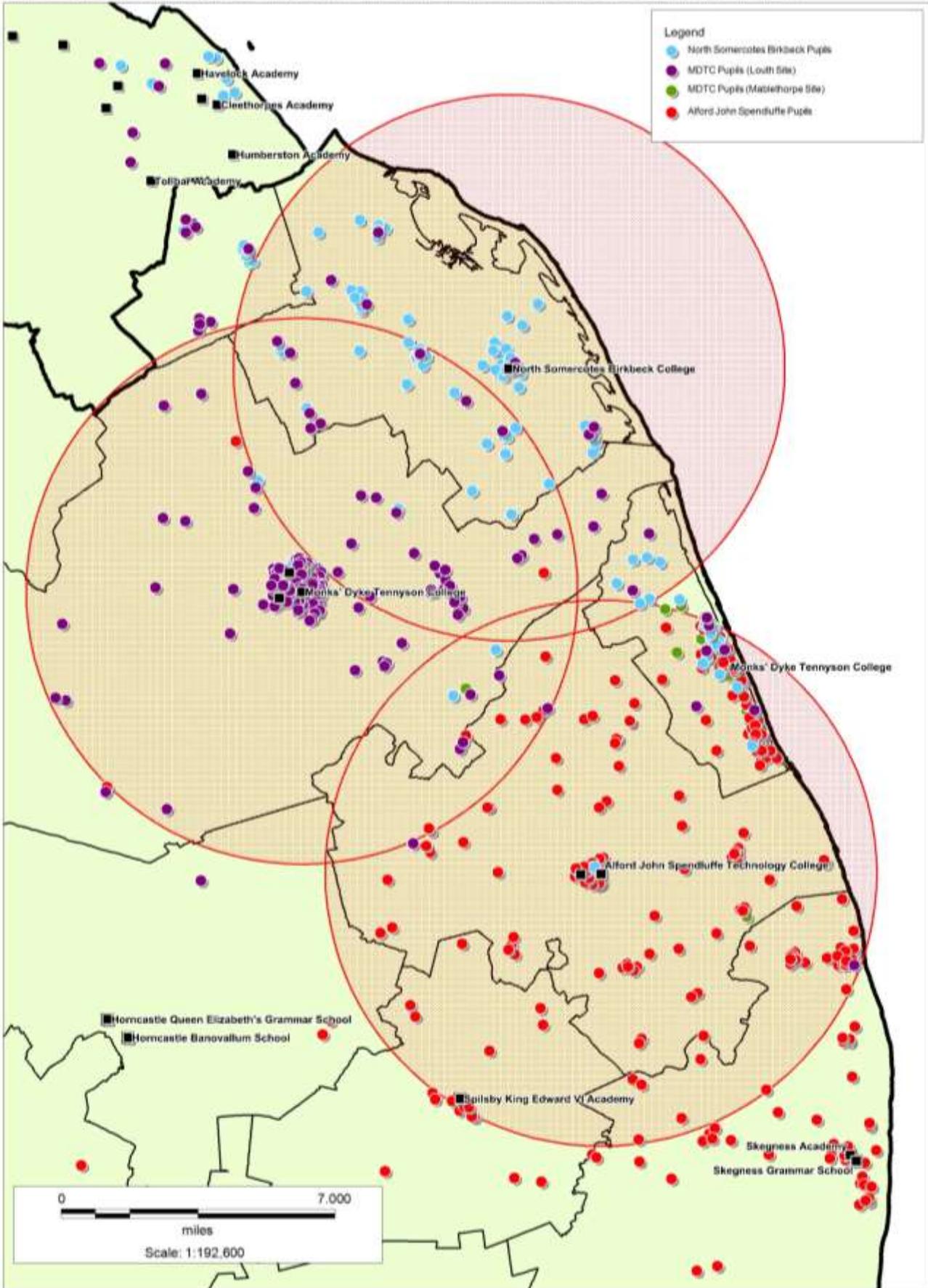
North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



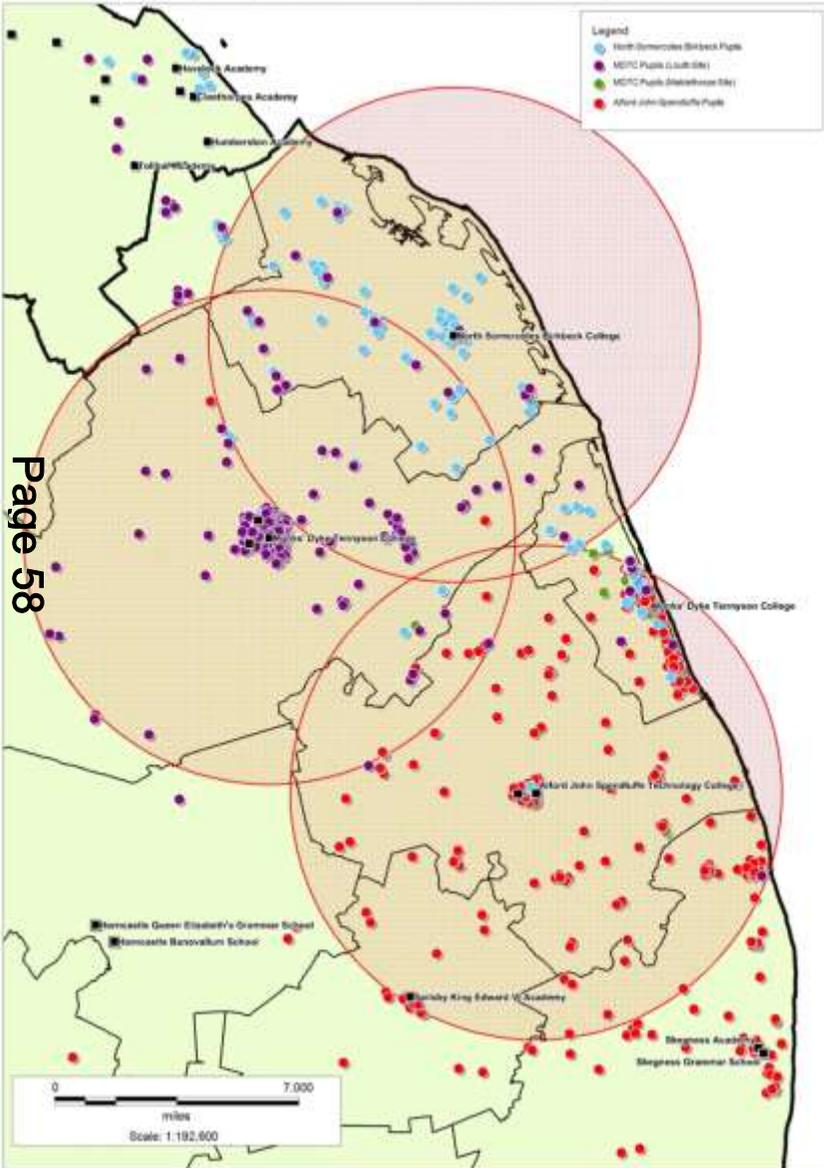
Lincolnshire County Council - February 2015

Pupils Distribution Map of MDTC Louth Pupils (October 2014)

North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



Lincolnshire County Council - February 2015



Admissions oversubscription criteria

Where the number of applications is more than the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit.

Monk's Dyke Technology College

1. Where a child is in public care.
2. Where one child has a brother or sister on roll at the time of admission.
3. Where there are medical grounds, supported by qualified medical evidence, for admitting the child.
4. Distance of the child's home to the college by straight line measurement, with those living nearer being given the higher priority.

Alford John Spendluffe

1. Children in public care.
2. Siblings of children who currently attend the school and who will continue to do so on the date of admission.
3. Straight line distance from home to the college.

North Somercotes Birkbeck

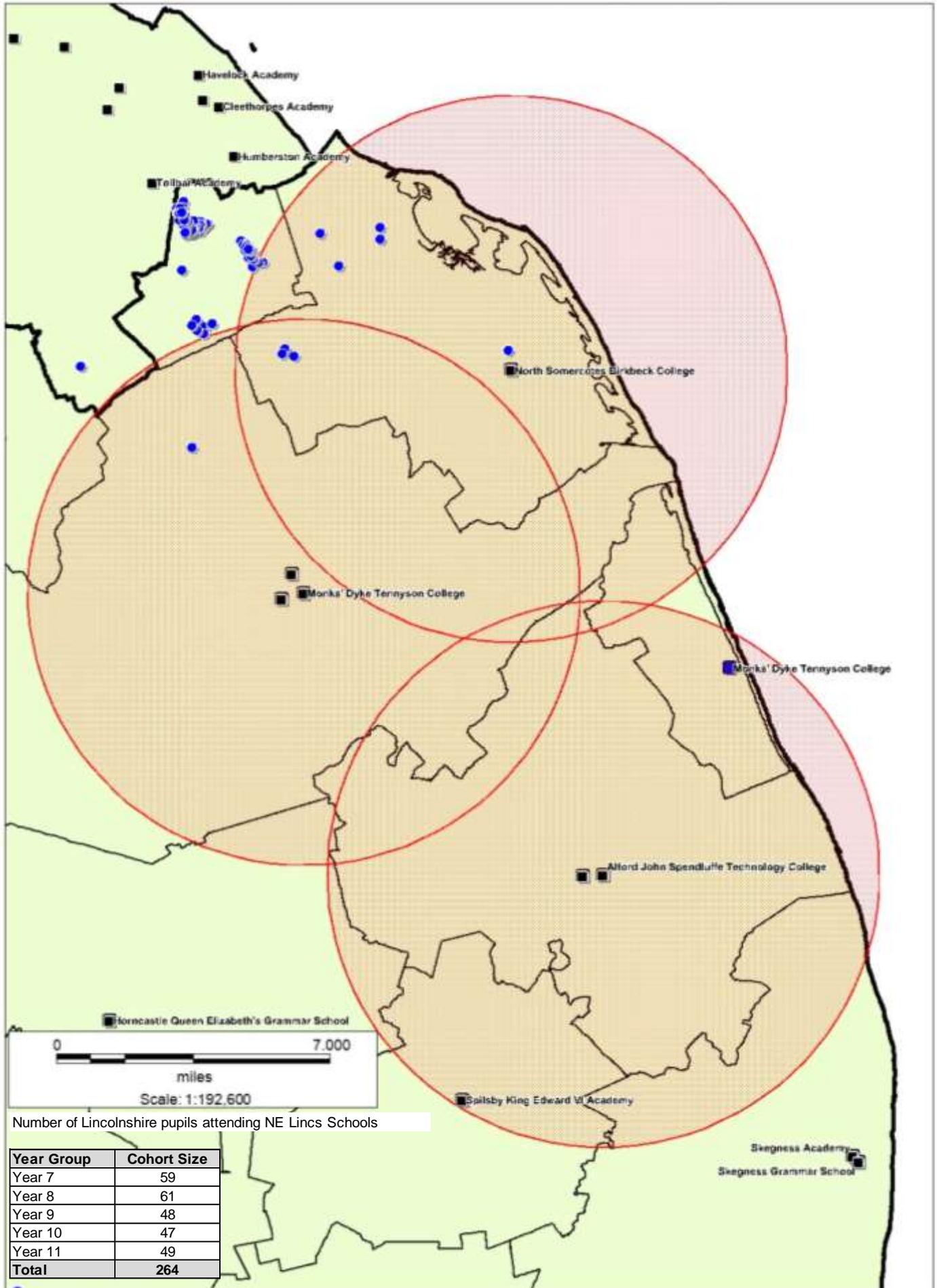
1. The child is in the care of the local authority.
2. There is a brother or sister at the school who will still be attending when the child is due to start.
3. Shortest driving distance from the home to the school.

Tollbar Academy

1. Looked after children (children in public care), or previously looked after children.
2. Pupils with brothers or sisters who are already or have been at the Academy
3. Pupils whose main residence is within the catchment area.
4. Attending a primary school which is a member of Tollbar Multi Academy Trust
5. Children of staff employed by the Multi Academy Trust.
6. Proximity to the Academy.

Secondary aged pupils living in Lincolnshire that attend North East Lincs Schools

North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



Note: In October 2014 588 NE Lincs resident pupils were attending Lincolnshire secondary schools (544 were to Grammars and Caistor Yarborough)

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| Option | Process | Education standards and Diversity | Demand | School Size | Admissions | Financial Viability Issues | Travel and Accessibility | Capital | Equality of Opportunity | Community Cohesion | School Premises and Playing Fields | |
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| Options for Mablethorpe ONLY | | | | | | | | | | | | |
| Page 61 | 1. MDTC becomes a sponsored academy and maintains provision on the Mablethorpe site as part of the new academy (continues as split site) | Statutory process involving the LA not required. DfE has identified a sponsor that, at the time of writing, is unwilling to sponsor MDTC whilst the Mablethorpe site is attached. Approval has been given by the Minister to the sponsor and the LA has no route to affect this decision. | 1. As a sponsored academy, plans to improve standards (currently below Floor Standards and judged Requires Improvement by Ofsted) will be in place and monitored by DfE. 2. The school are unlikely to deliver against the new performance measures when these are introduced in 2016 due to the small cohort size. 3. Responsibility for school standards rests with the academy trust, DfE and local authority. 4. Diversity of provision not maintained as the cohort size at Mablethorpe may well be insufficient to deliver a full Progress 8 compliant curriculum. However, there are other academies located within 5, 11 and 15 miles away. | 1. The number of pupils living in Mablethorpe is decreasing. This is predicted to continue until around 2019/20 then rise slowly, although not achieving the same levels as previously seen. 2. A significant number of secondary age pupils from Mablethorpe attend schools outside Mablethorpe (43% in non selective schools: 59% overall) | MDTC currently has 1592 places and 800 pupils across the two sites. It is the largest school in the area and the only split site school | Unaffected. High number of available places supports choice | A significant and escalating issue due to the current school position not being financially viable - based on current and planned pupil numbers. The split-site factor is extraordinarily high, and still the school remains unviable. The LA is responsible for a schools deficit budget upon a school going through an academy sponsor. Academies are funded through Lincolnshire's agreed funding formula (pupil-led albeit lagged), therefore the per pupil funding levels will typically remain at the same level, therefore sustainability issues will not be the answer through purely the schools being an academy. | LA Transport Policy applies. MDTC pupils living in Mablethorpe and located at Louth site get free travel. This will be unaffected. There are no additional costs to transport in this option, these assumptions are already budgeted for. NB. Based on pupil numbers as at Feb 2015 - 36 pupils are currently transported on entitlement to Mablethorpe site via a supported local bus service. Viability of this bus service could be threatened if the education subsidy ceases. | No capital investment required if sites used in the same way. School organisation is up to the academy. If there is a need for capital investment academy applies direct to EFA. | 1. This is now jeopardised by low cohort numbers on the Mablethorpe site that may preclude delivery of a fully compliant curriculum. 2. Governors of the current school are concerned that pupils who attend Louth receive a better range of education opportunity than those who attend Mablethorpe due to quality of provision, school organisation and logistical arrangements | 1. Remains unchanged 2. Pupils have the opportunity to attend their local school which serves their community as well as that of Louth. 3. The provision of a secondary school within the local community supports the identity of the town, and offers access to facilities. 4. Diversity may be affected because 59% of Mablethorpe pupils opt to attend other schools | 1. There are differences in provision at Mablethorpe and Louth, which impacts upon equality 2 There are better and more appropriate specialist curriculum facilities at Louth, including a sports hall. Provision at Mablethorpe is more limited which impacts upon what can be offered and equality. Playing Fields provision remains unchanged. |
| | 2. MDTC consolidates provision in Louth. Mablethorpe site transfers to a new academy provider. Pupils either remain with MDTC at Louth or apply to transfer to another school, including the new academy. | 1. Statutory process required to close site. Proposer is MDTC governing body (foundation school). Decision maker is LA. Formal Consultation/ Representation period required 2. There would need to be sufficient interest from academy providers to establish new academy in Mablethorpe 3. Sec of State/EFA would need to approve it through an Academy Order | 1. Issues of inequality of provision and opportunity removed as school is on one site. 2. Resources consolidated and can be targeted more effectively. 3. Removes need for additional staffing to cover two sites. 4. Greater opportunity for peer learning and aspiration 5. Diversity across East Lindsey remains, but secondary provision no longer available in Mablethorpe unless new academy opens on Mablethorpe site | 1. Secondary provision removed from Mablethorpe unless new academy approved on the site. 2. There are currently 231 pupils at Mablethorpe and 606 pupils at Louth 3. Anticipated increase in demand for Alford John Spendluffe (AJS) - already 32% Mablethorpe pupils attend. 4. Possible number of unfilled places in Louth and across north of East Lindsey decreases, depending on new academy and size 5. Competition between schools for pupils likely to remain and increase if new academy opens. 6. Competition for school places likely to be affected if new academy opens. 7. If new academy approved, competition for pupils increases and schools may struggle to remain sustainable | 1. MDTC is sized more appropriately and sustainably (Louth site has capacity for 1160 places - currently 800 pupils) and is single site 2. Possible new academy in Mablethorpe sized at a maximum of 425 places - probably less due to the need for appropriate specialist curriculum space. | 1. Parental preference potentially affected as MDTC withdraws from Mablethorpe. 2. Potential for reinstatement of provision if new academy is approved, otherwise, there would be no secondary provision in Mablethorpe. 3. Likely that the number of applications to AJS will increase - already oversubscribed and school has "over offered" this year ie they received 131 1st preferences for 125 places for Sept 2015 and are subsequently offering 135 places which is an additional 10 places 4. More parents could fail to secure first choice unless new academy approved or popular/successful schools expanded - leads to greater parental dissatisfaction. | 1. MDTC potentially more viable financially, but no certainty. 2. Potential new academy needs to demonstrate viability to secure funding agreement from EFA as part of approval process. This will however be extremely challenging based on the current demographics - new school start up costs will be applicable and potential diseconomies of scale funding to be met from the DSG | 1. If new academy established in Mablethorpe, access to free travel through the LA transport policy for those opting to attend schools outside Mablethorpe will be affected 2. If new academy not established then there will be an increase in demand for free travel, according to the LA Transport policy as provision will not be available in Mablethorpe. This will impact directly upon LA budgets. 3. If no new academy established then pupils will have to travel further, lengthening their school day which could impact on learning and attendance 4. NB possible effect on local bus service as above. | 1. No capital required at MDTC to consolidate at Louth as there are sufficient appropriate facilities 2. Capital may be required if new academy approved at Mablethorpe as facilities need improving to deliver full curriculum. This would be responsibility of the academy and EFA. 3. If the Mablethorpe site is required for education purposes it is unlikely that the LA would benefit from a capital receipt, however, the latest site valuation is approximately £850k - £950k. 4. Capital would definitely be required if an existing local academy was to be expanded eg AJS (EFA not LA) | 1. If Mablethorpe ceases to provide secondary provision, all pupils will need to travel to access their education. This may affect their capacity for learning and be disadvantageous due to the length of their working day, and their journey 2. All pupils at MDTC have equality of education provision as school on one site 3. Pupils may have greater opportunities to extend their peer group and mix with a more diverse group of pupils by attending schools where pupils come from a wider area | 1. Pupils who live in Mablethorpe may not have the same "sense of belonging" at other schools 2. If a new academy is established at Mablethorpe it may risk becoming "monoculture" due to the lack of diversity | 1. Facilities at Louth are sufficient to support the whole school /all pupils in terms of curriculum delivery. 2 There would be sufficient space to accommodate all Year 9,10,11 and 12 pupils and ensure that they would be properly supported in order to reduce any negative effects during their examination courses 3. AJS premises and playing fields currently do not support any expansion of school places, however, this may be possible with capital investment as the site is sufficiently large for an additional 100 pupils. |

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| 3. MDTC consolidates in Louth. Mablethorpe site closes and secondary provision discontinued in Mablethorpe. All pupils transfer to Louth or apply to other schools; OR Years 9,10,11 and 12 transfer to Louth but Y6 pupils with offers and Years 7 & 8 transfer to other schools with available places (LA to designate or pupils apply - possible mini admissions round.) | As above. | As above 1. Less disruption to pupils on examination courses and school would provide additional support to minimise impact on pupils | As above. 1.All pupils at MDTC Mablethorpe continue to have a place at the school and would relocate to Louth. 2.Currently, if available school places at Louth are excluded, there are insufficient places available at the two nearest schools to Mablethorpe (AJS and Birkbeck) to take all Mablethorpe pupils. 3. In future application rounds there would be more competition for school places at schools close to Mablethorpe. In cases of oversubscription, distance is a criterion and should more Mablethorpe pupils apply to AJS (who have been regularly oversubscribed) then this could impact upon all applications to the school. | As above. 1.The nearest local academy (AJS) is located 8.1 miles away from Mablethorpe and currently has capacity for 625 pupils - current number on roll is 509. 2. Currently 32% of pupils living in Mablethorpe attend AJS. 3.The second nearest is Birkbeck Technology College which is about to become part of Tollbar MAT and is 11 miles away. Currently 9% of pupils living in Mablethorpe attend. | 1. A decision to take over PAN can be made by an academy. 2. Any permanent changes to PAN need to be done through the National Admissions Code 3. Any pupil holding an offer to MDTC has the right to attend the school but would be located at Louth. 4. Parents could apply to other schools but are not guaranteed a place and there is likely to be increased competition at AJS. 5 .The LA could request that additional places are available at schools nearest Mablethorpe and designate places to pupils, however, if the school is an academy, it can refuse to take any additional pupils over PAN. 6. An academy could also refuse to take pupils even though the Published Admission Number has not been reached in upper year groups. | 1. Moving pupils to the Louth site will give the school a stronger financial footing and economies of scale to ensure it's financial viability. 2. Parental choice however is the key to the success of the Louth site. 3. Subsequent increases to rolls at existing schools will have a positive affect on viability for those schools. 4. Closure costs of the Mablethorpe site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc. | 1. All Mablethorpe pupils who remain with MDTC and relocate to Louth will be covered by the LA Transport Policy.2. Pupils who are designated a place at an alternative school are covered by the Transport Policy 3. Pupils who seek places at other schools are not covered by the transport policy unless they meet the qualifying criteria eg nearest school or within DTA and more than 3 miles from where they live. 4. The additional costs are estimated at between £255k and £275k per school year. This includes costs associated with the 159 pupils in Mablethorpe who currently attend AJS as above. | No capital investment required if no additional places are created. | 1. Opportunity for pupils at MDTC equalised by school becoming single site. 2 Pupils travelling from Mablethorpe have a longer day which may affect learning 3. More competition for places at AJS - in future admissions round this could affect all applications due to oversubscription criteria of distance | Mablethorpe loses local secondary provision, but increased participation at the established school communities at Louth and potentially AJS. Both schools have a significant number of Mablethorpe children already attending. | 1. There would be sufficient space to accommodate all Year 9,10,11 and 12 pupils at Louth and ensure that they would be properly supported in order to reduce any negative effects during their examination courses |
| 4. MDTC closes Mablethorpe site and the LA seeks to expand an existing local school/academy for Mablethorpe pupils. | As above. 1. Expansion of a local academy is only possible by agreement and the academy trust would require approval from the Sec of State and secure funding from the EFA (or through the LA only if Basic Need). 2. A local authority cannot formally propose the expansion of an academy. 3. Academy expansions of less than 3 age groups can be "fast tracked" for decision making providing adequate consultation has taken place, responses have been taken into account and funding is sound with funding agreements in place. | 1. Expansion of a popular and successful school (Ofsted rated Good) creates better access to schools with raised standards of achievement. | 1. Expansion of a good and popular school that has previously offered places over PAN could ensure that the continued high demand for places can be met in the future (AJS) 2. Expansion of an existing school/academy will add more places into the system, which is already over provided and may cause sustainability issues in other schools 3. The addition of more places into the system will create more competition. | 1. AJS is the nearest academy to Mablethorpe and is rated GOOD by Ofsted. It currently takes 32% of Mablethorpe pupils. It has capacity for 625 pupils and a PAN of 125. It is currently 81% full and over the last two years has taken in 135 for Sept 2015; 85 for Sept 2014 and 95 for Sept 2013. It may be possible, considering the site area, to expand this by a single form of entry to provide 750 school places. The school would then be sized at five forms of entry with a PAN of 150. 2. Birkbeck is the second nearest school and is rated REQUIRES IMPROVEMENT by Ofsted. It is currently in the process of becoming a sponsored academy with the Tollbar MAT and takes 9% of pupils living in Mablethorpe, with a capacity of 355 and a PAN of 71. It is 75% full and it would be possible to expand this school to provide 450 places (19 more places per year group). The school would then be sized at three forms of entry with a PAN of 90. | 1. If expansion of an academy is proposed, this must take place in conjunction with arrangements to correspondingly increase the Published Admission Number (PAN) 2. LA cannot expand academies. This can only be proposed by an academy or MAT and needs to be agreed with EFA and approved by Sec of State if classed as a significant change. This would require a change to the academy's Funding Agreement. | 1. Closure costs of the Mablethorpe site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc. 2. The Louth site is deemed a small secondary school (458 NoR), therefore there is a risk that parents do not choose Louth as the preferred school - this may leave the school with possible financial sustainability issues. | 1. Travel distance and time for Mablethorpe pupils who secure a place at either AJS or Birkbeck is potentially reduced in comparison with Louth. 2. The increased transport costs are estimated at between £210k and £230k assuming that the pupils travel to Birkbeck and AJS. | EFA would be approached re capital funding required to expand an existing academy by the academy and a business case would need to be submitted. Capital is not guaranteed to be made available. Process to expand cannot be started/approved until capital secured. Alternatively the LA could allocate Basic Need capital to expand an existing academy or find an alternative source of funding, but this would impact upon other priorities. | As above re MDTC pupils who transfer to Louth. Impact of increased competition for places at AJS neutralised by increasing the number of places available, equalising opportunity to applicants. Oversubscription criteria apply if needed. | As above. Mablethorpe pupils will integrate into school communities outside the town. | 1. AJS premises and playing fields currently do not support any expansion of school places, however, this may be possible with capital investment as the site is sufficiently large for an additional 100 pupils. 2. AJS academy site is sufficient to support an additional form of entry, however, modelling expansion to evaluate the need for additional building and subsequent pressure on playing field has not been possible as the school has declined to engage with this work to date. 3.Birkbeck site is sufficient for 450 pupils but a review of accommodation would need to take place to establish whether there are sufficient teaching spaces |

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| 5. MDTC becomes sponsored academy and closes Mablethorpe site. Pupils transfer as above (3) | 1. Academy must decide if this represents a significant enough change that would require approval of the Secretary of State and would seek advice from EFA. Coming out of a school site and reverting to a single site school is not listed in current School Organisation Guidance for academies (though it is for maintained schools), however, EFA may have a view. If it is not deemed to be significant then the academy could decide without approval from EFA/Sec of State. If it is deemed to be significant, there would need to be "adequate local consultation" and it may be "fast tracked" through the process. If it is deemed to be more significant then a formal business case is required followed by approval from the Secretary of State. | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 | As in 4 |
| 6. MDTC becomes a sponsored academy and closes LOUTH site, Pupils transfer to other schools. | As above except that Louth site closes and Mablethorpe remains open. There will be additional consideration and issues around the need for capital funding. | Louth site includes better curriculum facilities therefore impossible to deliver the curriculum to all pupils at Mablethorpe without considerable capital investment | 1. There are currently more pupils at Louth site (554) than at Mablethorpe (231) indicating more demand in Louth .2. Pupils in Louth currently have a choice of non selective schools (MDCTC and Cordeaux) whereas there is no alternative provision in Mablethorpe if MDTC closes.3. 59% of pupils in Mablethorpe choose to attend schools elsewhere (43% in non selective schools) indicating that there is more demand in Mablethorpe for other schools than MDTC. | 2. The Mablethorpe site is too small (capacity for 425 pupils) to support the whole school (1000 places needed based on PAN) and additional land would need to be identified and purchased 3.Closing Louth site will remove 1160 places, whilst the need is for 1000 places indicating that it is therefore more cost effective and appropriate to retain Louth site. | 1. All pupils at MDTC continue to have a place at the school and could continue their education at Mablethorpe. 2. There are currently 554 pupils at the Louth site and any pupils wishing to continue attending a school in Louth may apply to Cordeaux Academy, which is currently 77% full, so access to places would not be guaranteed and there could be significant competition and the risk of more parents being dissatisfied. | 1. The likelihood is that the remaining Louth schools will become more financially viable due to the utilisation of surplus places. 2. The pupils at the Louth site would not necessarily increase the Mablethorpe site, therefore the impact to the Mablethorpe numbers may be minimal, if any, which will not resolve the financial viability issues at the school. 3. Closure costs of the Louth site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc. | LA transport Policy applies, but more pupils would need to relocate and therefore the strain on the budget would be increased. The additional costs are estimated at between £120k and £140k, assuming a large proportion still go to AJS. | 1. Significant financial investment in land and the provision of additional curriculum facilities required. 2. LCC receives capital for Basic Need (all schools incl academies) and Capital Maintenance (for maintained schools only) . BN capital could not be used for this type of proposal, however, LCC could choose to use Capital Maintenance funding. This would impact upon other priorities already identified for the funding, which would be delayed significantly or indefinitely, until a capital receipt would be realised at Louth. Capital receipt sums cannot be guaranteed. | As in 4 but with respect to Louth pupils | 1. Pupils in Mablethorpe increase their opportunity for community cohesion because the numbers of pupils, including those in their peer groups, will increase.2. Louth pupils are removed from their local community, unless they transfer to Cordeaux (for which there could be limited places) and therefore they could feel estranged. | 1. Considerable challenges to be overcome in consolidating all provision at Mablethorpe as the site is too small and there would need to be a considerable programme of new build to provide adequate curriculum facilities. 2. Land purchase would have to take into account the provision of all facilities for a school of 1000 plus Post 16. These would need to include appropriate playing fields provision. 3. Any potential land sale at Louth would be subject to Section 77 regulations from the DfE which would include there being sufficient land and playing fields available at Mablethorpe. |

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| 7. Extend the age range at Mablethorpe Primary School to become a 4 - 16 all through academy with current or alternative provider | As in option 4. 1. If an academy wishes to change the upper or lower age limit by 3 years or more, then this is deemed a significant change which requires the Secretary of State decision, based upon a formal business case. 2. Discussions have taken place with the Greenwood Dale Trust who are the MAT to which Mablethorpe Primary Academy belongs. They have stated that they are not interested in extending the school's upper age limit currently. | 1. An all age academy would add to the diversity of schools within Lincolnshire. 2. The academy provider would be responsible for education standards and would be working with DfE and EFA at the proposal stage to demonstrate their ability to deliver a good school. 3. Size of KS4 cohort remains too low to maintain a viable and compliant curriculum. | 1. Currently there are 231 pupils at Mablethorpe MDTC and numbers in year groups fluctuate between 24 and 63. There are currently expected to be around 27 offers to Year 6 pupils for the Mablethorpe site, out of a total of 64 offers across both sites. It is therefore difficult to predict current and future demand for an all age school. 2. The number of forms of entry for secondary could be the same or greater than currently exist at the primary school. The academy provider would need to evaluate this with the EFA regarding the Funding Agreement. It is likely that the LA would be consulted. | This would be decided by the academy provider and EFA, however, there would be issues around viability and the secondary provision would need to be sufficient to support a staffing structure that could deliver the national curriculum. | If the primary academy extended its age range, then pupils would remain at the school from Year R through to Year 11. Parents whose children attend other primary schools could also make applications for places at any time and if PAN had not been reached, they would secure a place. They would also be entitled to enter the usual admissions round to apply for a school place at Y7 at an alternative school if they wished. There would probably be a different PAN for KS3 upwards. | A business case would need to be undertaken to determine the financial viability of the option based on projected numbers expected. With the current physical size of the school site, it is difficult to see how they can provide the broad curriculum range within the funding envelope. The EFA would need to ensure this is a financially viable option to support the process. | Pupils from Mablethorpe who attend the school, would remain on roll throughout their school life and would have no need to travel. There would be no additional costs anticipated and possibly this could result in a saving. | MDTC Mablethorpe site has sufficient teaching space for 425 pupils. However, a curriculum model would be required in order to see if there was a need for additional curriculum space - especially for specialist subjects. This may indicate the need for capital investment. | 1. Mablethorpe would continue to retain secondary provision in the town. 2. If pupils wished to change schools at KS3 and apply elsewhere for their secondary education they could do so. Some pupils may seek a different experience for part of their education. This could lead to an even lower cohort size in KS4 rendering it impossible to deliver a Progress 8 compliant curriculum, disadvantaging those pupils that remain. | 1.The Mablethorpe community would retain secondary provision in the town. 2. There could be limited diversity within the school and pupils may receive a more limited experience than if they attended school elsewhere 3. Pupils would receive their education by attending one school, whereas elsewhere, pupils would attend separate primary and secondary schools which could impact upon their socialisation. 4. The consequent lack of social mobility further exacerbates economic exclusion. | Provision of teaching space and playing fields would need to be evaluated by the academy and EFA through a curriculum model and against DfE guidelines for provision. |
| 8. MDTC becomes a sponsored academy and the new provider maintains KS3 (11-14) provision only for Mablethorpe pupils on Mablethorpe site | 1. The Academy and/or MAT must decide if this represents a significant enough change that would require approval of the Secretary of State and would seek advice from EFA. 2. Changing the locations of year groups of pupils on a split site is not listed in current School Organisation Guidance, however, EFA may have a view. If it is not deemed to be significant, then academy can decide this as part of school organisation without approval from EFA/Sec of State. 3. If it is deemed to be significant, there would need to be "adequate local consultation" and it may be "fast tracked" through the process. 4. If it is deemed to be more significant then a formal business case is required followed by approval from the Secretary of State. | 1. Education standards would be a matter for the academy and the MAT to which they belong, alongside the EFA and LA. 2. As a sponsored academy requiring improvement there would be monitoring to evaluate and ensure progress. 3. Mablethorpe pupils would have to transfer to Louth site for KS4, which may affect performance. | 1. Unaffected as the overall number of school places remains unchanged. 2. This arrangement may appeal to parents who want a small school environment for younger pupils. | 1. Overall size of the academy remains unchanged. 2. Current pupil numbers at KS3 are 339, out of which 87 are located at Mablethorpe (252 are located at Louth) and there are 425 places at Mablethorpe. (For information : If the whole of current KS3 were located at Mablethorpe there would be sufficient capacity, however, if KS3 were full space would be required for 600 pupils which exceeds the current capacity of 425.) | Admissions to the academy remains unchanged | 1. The site is currently not financially viable having both KS3 & KS4, therefore this is not a financially viable option based on the current pupil numbers. The Mablethorpe site would still remain a small site with limited economies of scale. Financial viability is dependent upon how many pupils attend the school. Costs and overheads for premises remain unchanged. 2. The split site factor would still exist, which is currently very high and it is debateable on whether it offers value for money. | KS4 pupils from Mablethorpe (currently 118 pupils) would need to be transported to the Louth site, whilst KS3 remained at Mablethorpe. | 1. It would be for the sponsored academy and the MAT to determine if the facilities at the school were sufficient or whether there would need to be some capital investment. This would then be discussed with the EFA who would be the funding source. 2. Capital funding would only be required if ALL KS3 across the school was full AND were located at the Mablethorpe site | 1. Equality of opportunity affected because not all pupils receive their education on the same site and they do not have the same access to curriculum facilities.2. There are more KS3 pupils currently at Louth (252) than at Mablethorpe (87) 3. Pupils from Mablethorpe would have to transfer to Louth site for KS4 and may not have had equitable experience up to KS3 as peers. | 1. Mablethorpe retains secondary provision in the town. 2. There is less opportunity for Mablethorpe pupils to experience diversity within peer groups because of fewer numbers. | 1. It would be up to the sponsored academy and MAT to determine the need for teaching space and playing field and discuss with the EFA, though there are sufficient facilities and playing fields for 425 pupils |

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| <p>9. Establish a new academy in new buildings to serve the east coast area providing secondary provision for Mablethorpe and surrounding areas with potential for offering specialist provision (vocational) linked to area needs. Location of new academy would need to be determined (new or existing sites)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 65</p> | <p>1. The decision to establish a new academy would rest with the Secretary of State. There may be consideration as to whether this may be a Free School. 2. This option would necessitate the closure or merger of other schools/academies and would be subject to a process under the significant change guidance, requiring a formal business case and decided upon by the Secretary of State. 3. Depending on the size of the proposed academy, the number of schools/academies considered for closure or merger would vary. 4. Consideration could be given to the OFSTED rating of academies, as well as the quality of site and premises provision. 4. Proposals could include the relocation and expansion of an existing academy as well as the creation of a new one.</p> | <p>1. Part of the formal business case would include providing evidence that education standards would be increased as a result of the significant change proposed. 2.The Secretary of State would need to be convinced that standards would be improved as part of his/her decision.</p> | <p>1. Demand would be dependent on the scope of the area to be served by the proposed new academy. 2. Existing DTA areas would be merged accordingly after which demand could be established.</p> | <p>1. Size of the academy would be part of the proposal and would be determined by the scope of the area to be served, which schools/academies would be affected by closure or merger, and the number of secondary aged pupils existing and forecast in the area.</p> | <p>Admissions would be arranged as for any new academy, though account would need to be taken of closing schools.</p> | <p>1.Financial viability would be part of the formal business case put together by the proposers and presented to the EFA/Secretary of State. Key to securing financial sustainability is pupil numbers, therefore the School Organisation Planning team need to be satisfied that the school is positioned in the right geographical location. 2. This would be part of the consideration for sizing the new academy. 3. The reorganisation costs of closure and start-up will be significant. 4. Significant capital investment is likely to be required to implement this proposal.</p> | <p>1.This would be dependent on the scope of the area to be served by the school, and which existing DTA areas were merged as a consequence of closure. 2. One school covering a larger geographical area rather than several schools covering smaller areas is likely to increase the amount of LA funded transport required and additional time on buses for many students 3. There will be additional costs involved in transferring pupils to the proposed new academy. If the academy is in Mablethorpe the cost of transferring pupils from surrounding areas, including Birkbeck DTA is estimated at an additional £90k to £100k. If the new site is at Birkbeck then an additional £90k pa should be factored in.</p> | <p>1. A proposal for a new academy in new buildings would require a considerable capital investment 2. Funding would be made up from any capital receipts from academy closures as well as potential new funding from EFA. This would rely heavily on close collaboration between academies and MATs and funding arrangements would need to be formalised. 3. It is unlikely that the Secretary of State will decide upon the proposal before funding is guaranteed to be in place. 4. In the current economic climate it is unlikely that the EFA would provide the required funding for this option.</p> | <p>This would be considered in the formal business case but would provide the opportunity for new state of the art teaching facilities which would impact upon the learning environment for pupils along the east coast.</p> | <p>1. This proposal would remove secondary provision from current locations and thereby affect communities. 2. The academy would create a new form of community and would forge links across different towns along the east coast area.</p> | <p>Provision of premises and playing fields would be considered as part of the formal business case.</p> |

Related Options

| | | | | | | | | | | | |
|---|---|--|---|---|---|--|---|--|---|---|--|
| <p>10. Birkbeck College (North Somercotes) becomes a sponsored academy and maintains provision at NS</p> | <p>Process is already underway by DfE who, at the time of writing are shortly to approve Tollbar MAT as the sponsoring academy trust. Birkbeck is expected to become a sponsored academy by 01 November 2015.</p> | <p>In partnership with the Tollbar MAT, Birkbeck will have an improvement plan to raise education standards and will be monitored by DfE. Support will be provided by the MAT.</p> | <p>1. Unchanged. The number of school places remain the same. Birkbeck currently takes 9% of pupils living in Mablethorpe and the college pays for a bus which provides free transport. This arrangement may be reviewed by the academy sponsors. 2. It is possible that demand for places may rise depending on the reputation of the sponsor which could mean more pupils attend a school outside their area.</p> | <p>Unchanged. Birkbeck currently has a capacity of 355 places and a PAN of 71. It is currently 75% full. It is a small secondary school but DfE guidance specifically says that there should be no assumption about school size, though viability and cost effectiveness are important.</p> | <p>Unaffected, but criteria may be reviewed by the academy sponsor.</p> | <p>Funding for schools is based upon pupil numbers, so financial viability is always an issue with small schools. The school is currently not financially viable using its current NoR, and numbers are projected to fall further resulting in a significant financial deficit over the next 1-2 years. Although Tollbar MAT have ambitions to turn around the school, the school would need an injection of temporary funding to allow time to build up pupil numbers and for the lagged funding system to take effect.</p> | <p>Unaffected. Pupils who currently attend the school are guaranteed a place in the new sponsored academy</p> | <p>Tollbar and EFA will discuss any capital issues which may arise</p> | <p>Pupils at Birkbeck will have equality of opportunity with other pupils in Tollbar MAT. The curriculum offer will be compliant as a result of the intention to staff across schools in the MAT.</p> | <p>The school remains on the same site and will serve the same locality as a sponsored academy.</p> | <p>Provision remains the same. If school size changes, this will need to be reviewed against DfE guidance. There are issues of land transfer associated with the Wolds and East Education Trust.</p> |
|---|---|--|---|---|---|--|---|--|---|---|--|

| Option | Process | Education standards and Diversity | Demand | School Size | Admissions | Financial Viability Issues | Travel and Accessibility | Capital | Equality of Opportunity | Community Cohesion | School Premises and Playing Fields |
|--|--|---|---|--|--|--|--|--|---|--|---|
| 11. Birkbeck College closes and pupils transfer to Mablethorpe, Louth or other schools | 1. This would be a decision for the Secretary of State after November 2015, and probably throughout the academisation process. Should the school be removed from this process, the decision reverts to the LA. 2. When the school received its Ofsted rating of Requires Improvement, the DfE would have evaluated all options when considering the future of the school. It has been decided to academise the school under the Tollbar MAT. | By academising the school as a sponsored academy with Tollbar MAT, it is expected that education standards will improve. | There are currently 267 pupils at the school occupying 75% of the available school places (355) and 9% of pupils in Mablethorpe attend Birkbeck | The school has 355 places and a PAN of 71. Pupils come from the immediate locality, but a bus currently run by the school, picks up pupils from Mablethorpe and Louth. | If the school were to close then 267 pupils would need to be reallocated with a school place at an alternative school by the LA. The rurality of the area means that alternative provision is located at some distance. Closest schools would be Tollbar Academy in Grimsby, or MDTC in Mablethorpe. | 1. Those pupils attending Birkbeck may move to the Mablethorpe site providing greater utilisation there, however the current split-site arrangements with Louth may be deemed unsatisfactory for pupils travelling long distances, which will in turn result in higher transport costs. The decision to close Birkbeck will have a repercussion on transport costs. 2. With Tollbar MATs involvement with Birkbeck these pupils may wish to go to the Tollbar site, if there is available capacity. This would not resolve the Mablethorpe site's low pupil numbers. 3. The LA could receive a capital receipt for the school site in the event of a closure and sale. | The LA would be responsible for funding travel to alternative designated school places for pupils currently at the school and those Year 6 pupils with offers. The additional costs are estimated at between £100k and £130k depending on the school destinations. NB There are currently 107 pupils who are transported to Birkbeck via closed contract buses.(in addition to transport provided by school governors) Variances to these contracts would add £100 per day plus two extra coaches at £190 each per day. These are factored into the above costs. | There would be sufficient school places available at MDTC Mablethorpe for Birkbeck pupils to transfer if the school were closed. There may be a need to review or update some of the accommodation in order to support increased numbers. Pre academisation, the LA would be responsible for identifying capital from the Capital Maintenance allocation it receives from DfE. | If Birkbeck closed then pupils would have to travel to their designated school, which would be likely to be a distance away. Pupils would have a longer day which may impact upon learning. However, educational opportunity and achievement may be enhanced by access to a wider and more tailored curriculum. | Secondary provision would be removed from North Somercotes and pupils would be assimilated into the established communities of other schools resulting in less social isolation for pupils in the North Somercotes area. | In order to benefit from a capital receipt if the school site were to close, a case under Section 77 would need to be approved by DfE. That is, establishing that all other schools in the locality had sufficient playing field provision. If this were not the case, the playing field at the closing school could not be sold. |
| Options involving Mablethorpe and North Somercotes | | | | | | | | | | | |
| 12. Retain secondary provision at both Mablethorpe and North Somercotes as two academies with different sponsors | This process is currently underway and the DfE have identified KEVIGS MAT (MDTC) and Tollbar MAT (Birkbeck) as respective sponsoring academies. The implementation dates are Summer/September 2016 for MDTC and November for Birkbeck. | The DfE have identified academisation of both schools as the best means of raising education standards. | Unchanged 1.Available places across both sites of MDTC causing concern in terms of budget issues and equality of education 2. Birkbeck is 75% full. | 1. MDTC currently has 1592 places and 800 pupils - 231 pupils are located at Mablethorpe. 2. Birkbeck currently has 355 places and 267 pupils. | Unchanged - though criteria may be reviewed by the MAT(s) | 1. Both academy sponsors would have to justify / evidence to the DfE that both school sites are financially viable using Lincolnshire's agreed funding formula. At present this is not the case based on the low pupil numbers at each site and the requirement to deliver a suitable curriculum. 2. If approval is achieved, the academy sponsor would be required to manage the going concern of the two schools | Unchanged. If KEVIGS reviewed the school organisation arrangements at MDTC and changed the use of the two sites, then there could be issues around travel and transport costs for pupils. The additional costs are unknown without details but are likely to be much less than the other options above. | Any capital issues would be discussed between the MATs and the EFA. | Unchanged. | Unchanged. Secondary provision retained in both localities. | Unchanged unless use of sites or pupil numbers were to change significantly. |
| 13. Retain provision at both Mablethorpe and NS either as a split site academy - or two sponsored academies within the same Multi Academy Trust | The process which is underway at the moment involves converting both schools into academies with separate sponsors and will be completed by November 2016 for Birkbeck and summer/September 2016 for MDTC. If changes were to be made to this arrangement then the process would be for the Secretary of State to decide under arrangements for significant changes to academies, and after full consideration of a formal business case submitted by the academy(ies)/MATs concerned. | Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State. A decision in favour of this option would require a reversal of two strategic decisions already authorised by the minister. | 1. Consideration would be given to the distance between Mablethorpe and North Somercotes if a split site academy was being proposed, as well as to the funding agreement needed to support two sites with small cohorts of pupils and limited capacity. 2. There would have to be a strong interest, supported by a proven track record by a sponsoring academy or MAT to take responsibility for two schools requiring improvement at the same time. | 1. This would be dependent on the proposals. 2. A split site school would have a capacity of 780 places across both sites, otherwise the two separate academies would be sized at 425 places (Mablethorpe) and 355 (Birkbeck) based upon current net capacities. 3. A proposer could decide to propose academies of different sizes but EFA would want supporting evidence of need and financial viability within the formal business case.4. It is likely that the LA would be consulted. | Dependent upon proposal. Admissions would be a key plank to the formal business case and would need to adhere to the national admissions code. The impact upon parental preference and pupils with a current place at the academies would need to be clearly stated in the business case. | 1. The above comments on retaining both sites but with different academy sponsors is applicable for this proposal also. 2. Financial viability issues still remain critical. 3. The cost per pupil will likely remain high for both sites, and the DfE wish to ensure that split-site factors are created to deliver an optimum delivery model, not to support inefficiencies. | Retention of secondary provision at both Mablethorpe and North Somercotes reduces the need for pupils in those locations to travel to their local schools/academies, if that is their school of choice. The LA Transport policy would apply if parents opted to send their children to alternative schools. Any additional costs would be minimised under this option. | If the net capacities of both school buildings were to remain the same, it is unlikely that additional building work would be required. However, proposers may wish to seek capital from the EFA to make changes to provision, and would need to identify and evidence this in their formal business cases. | 1. This would be the responsibility of the proposers to identify in the formal business case. 2. If a split site academy was to be proposed, then equality of opportunity between the provision of both sites would need to be addressed. | Secondary provision is retained within each locality. If the proposal is to create a split site academy then there would need to be evidence of how community cohesion is to be achieved across both sites | Premises and playing fields provision would need to be evaluated in accordance with DfE guidelines as part of the formal business case. |

| Option | Process | Education standards and Diversity | Demand | School Size | Admissions | Financial Viability Issues | Travel and Accessibility | Capital | Equality of Opportunity | Community Cohesion | School Premises and Playing Fields |
|---|--|--|---|---|---|--|--|--|--|---|---|
| 14. MDTC closes Mablethorpe site. Birkbeck becomes a sponsored academy and relocates from North Somercotes to Mablethorpe | 1. This is a variation of Option 2 and Option 13 above. 2. If MDTC were to close Mablethorpe site the process is the same as Option 2 and is led by governors with the LA as decision maker. 3 The relocation of an academy would be considered a "significant change" and would be decided by the Secretary of State following submission of a formal business case by the proposing academy. | Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State | 1. Pupils at Birkbeck and those in Year 6 with offers would retain a place at the school and be relocated onto the new site at Mablethorpe. 2. There would be similar issues for parents and pupils at Birkbeck, as to those affected by the proposed consolidation of MDTC at Louth. 3. All pupils at Birkbeck and Mablethorpe would be affected. 4. Demand for places at the relocated school could change depending on parental views on the proposal. 5. Demand for places could increase for Mablethorpe pupils but may decrease, due to increased travel for pupils currently attending Birkbeck. | 1. The school size would be dependent on the current capacity of the site at Mablethorpe 2. Current capacity of the site and buildings is 425 places. | 1. Admissions would be a key element of the formal business case which would identify the locality the academy was seeking to serve. 2. All pupils at Birkbeck have a right to a place at the academy, though some may want to apply to alternative academies 3. Academies are their own admission authority and the proposer would be responsible for deciding and admissions policy and criteria. | 1. There would be cost saving to the overall DSG through ending of the split site factor arrangement. 2. This would be an important part of the formal business case and financial viability would be considered by the EFA within discussions on the Funding Agreement - the relocated school will have to increase its numbers to be financially viable i.e. retaining Birkbeck pupils and those at Mablethorpe. Parental choice will be key to this. 3. Relocation costs would need to be determined, which may fall with the LA. | 1. This would be part of the proposers formal business case and would need to consider the area that the academy was proposing to serve. 2. The LA would need to consider the impact upon existing DTA areas 3. If DTAs are reviewed there will be implications to the LA Transport budget should more pupils become eligible for free transport according to the LA Transport Policy. The additional costs would depend on the number of pupils travelling from North Somercotes to Mablethorpe. The costs are estimated at between £180k to £190k maximum. | The need for capital is dependent on the detail of the proposal, the size of the proposed school, and whether the proposer seeks to make alterations to the existing accommodation and provision. Capital would come directly from the EFA. | This would be addressed in the formal business proposal and would probably take into account the impact of the transfer of pupils from North Somercotes, as well as the opportunity presented to Mablethorpe pupils for secondary provision remaining in the town. | Secondary provision remains in Mablethorpe but is removed from North Somercotes. | Dependent on the details of the proposal. Provision for 425 pupils currently exist at the Mablethorpe site. |
| 15. MDTC closes Mablethorpe site, Birkbeck becomes a sponsored academy at North Somercotes. Pupils from Mablethorpe continue at Louth site or apply to Birkbeck/other schools (as in Option 4) | This is a variation of Option 2, 4 and Option 14 above. The processes are the same as above. | As above. | Birkbeck site has a current capacity of 355 places and there are currently 268 pupils leaving a balance of 87 available places for pupils from Mablethorpe who may wish to transfer. If demand was greater, then more places would need to be created on the site with capital implications. | Depends on the proposal. Current school capacity is 355. | As above and Option 4. | As above. | As above. | As above. | This would be addressed in the formal business proposal and would probably take into account the impact of transfer of pupils from Mablethorpe to North Somercotes, as well as the opportunity presented to North Somercotes pupils for secondary provision remaining in the town. | Secondary provision remains in North Somercotes but is removed from Mablethorpe town. | Dependent on the details of the proposal. 355 places currently exist on the Birkbeck site. |
| 16. Close both schools, removing secondary provision from both areas. Pupils take up places in Louth and the LA expands existing local schools/academies to provide additional places for both Mablethorpe and Birkbeck pupils | Birkbeck is expected to be a sponsored academy by November 2015 and MDTC by the summer of 2016. It would be the Secretary of State's decision to close an academy. Expansion of an academy process is covered in Option 4. | Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State. There are clear advantages in terms of curriculum breadth within larger schools. This would permit a better match of aspiration and aptitude to areas of study and help accelerate progress. It is unlikely that any local school would grow so large as to exceed the national average. | Pupils currently holding places at both schools would have to be re-designated to other schools by the LA - or would seek to apply to other schools, thereby increasing demand for unfilled places at other schools within the locality. Demand likely to increase at popular successful school like AJS and Tollbar Academy. Places for displaced pupils may not be guaranteed unless agreements are in place. | Depends on the detail on the proposal. | Likely to require changes to DTAs and also possibly to admissions policies/criteria of other schools receiving pupils. | 1. There is currently a surplus of places in the area and with the removal of the large lump sum through the DfE funding reforms, those small secondary schools are finding it difficult to be financially viable. A rationalisation approach would create bigger schools and greater financial stability. 2. Tracking where the pupils will likely go will be critical to understand whether capacity is available in the areas required. Reorganisation growth funding and capital investment may be required in some areas. There will be transport implications as a result of these closures. | Pupils living in Mablethorpe and North Somercotes would not have access to secondary provision locally and would need to travel. Potential increase to the strain on LA Transport budget as more pupils are eligible for free transport. The additional costs would depend on where the pupils go and if they are offered a choice. They are estimated to be between £240k and £280k. | There would be the potential for two capital receipts which would mean additional funding for other schools who take additional pupils. This capital will only be released if there is a case under Section 77 and all other schools in the locality have sufficient playing fields provision. | This would be examined by the Secretary of State when arriving at a decision on closure. Consideration would be given to the impact upon pupils in Mablethorpe and North Somercotes, particularly in terms of access to a broad and high quality curriculum. | 1. Both Mablethorpe and North Somercotes lose secondary provision within their communities 2. Pupils from both areas could have wider opportunity for community cohesion at different schools with a larger number of pupils from different areas. 3. Economic inclusion and social mobility would be enhanced, building capacity for improved social cohesion. | Premises and playing field provision would need to be evaluated at each school receiving or taking additional pupils. |

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Policy and Scrutiny

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| Open Report on behalf of Debbie Barnes, Executive Director of Children's Services |
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| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | New Key Stage 4 Performance Measures |

Summary:

This report outlines the new performance measures to be introduced in 2016 for all secondary schools and its potential impact on Lincolnshire schools. This is intended to aid future discussions about secondary education in the county.

Actions Required:

The Children and Young People Scrutiny Committee is asked

- To receive the report and ask questions for clarification.
- To take this information into account when forming judgements or making recommendations about secondary schools.

1. Background

- 1.1. The principal indicator used by central government and by the media to judge the performance of an individual mainstream secondary school or academy is the percentage of pupils attaining five or more GCSEs at grades A*-C including English and mathematics (5ACEM). This is an "attainment" measure.
- 1.2. The 5ACEM measure takes no account of the ability of the students taking the examinations or of their prior attainment when they entered a school.
- 1.3. Schools that fall below 40% 5ACEM are considered to be below the national "Floor Standard" for this measurement. This is much more likely to happen in our secondary modern schools as the most able students tend to take up places at grammar schools in the selective areas of the county.
- 1.4. The 5ACEM measure also concentrates on just five subject areas rather than attainment across a broader range of subjects judged to be important for a rounded education. Consequently, it is no longer considered to be a fair indicator to use to judge the success of a school or the potential of its Year 11 students.

- 1.5. In 2016 the principal measure, and only floor standard, will change to a “progress” measure spanning eight subjects rather than five. It will be called “Progress 8”. It will also recognise the importance of English and mathematics above all other subjects and these subjects will have double weighting in the calculations.
- 1.6. There will also be an “attainment” measure that will be called “Attainment 8” but the Floor Standard will be based on the Progress measure spanning the same eight subjects (Progress 8).
- 1.7. Appendix A is a set of slides that give a more detailed explanation of the way in which these measures will be calculated. These will be explained further at the meeting of Children and Young People Scrutiny Committee on 24 July 2015.
- 1.8. From 2016 onwards, mainstream (not necessarily Special Schools) will be deemed to be below the “Floor Standard” if their “Progress 8” score falls below **-0.5**.
- 1.9. In 2017 a new grading system will be introduced that will use grades 1 to 9 rather than G to A*. The current grade C is expected to correspond to a numerical grade of 4 but grade 9 will be reserved for the highest scoring 3% of students nationally. However, Grade 5 will be the ‘Gold Standard’, threshold equivalent to a current grade C expectation. Therefore, the demand to achieve the new Gold Standard has increased for students.
- 1.10. The new grading system will not affect the fundamental mechanism by which Progress 8 is calculated and the Floor Standard is expected to remain at -0.5.
- 1.11. Members may also wish to note that new measures and minimum standards for 16-19 education (including sixth forms) will also be introduced in 2016. These measures will span: progress (from Key Stage 4); attainment; progress in English and mathematics; retention and destinations.

2. Conclusion

2.1 There are three implications of the changes to the Key Stage 4 performance measures of which Members should be aware:

2.1.1. As the principal measure will be based on progress rather than attainment, very few schools that have been above the existing Floor Standard (5ACEM) are at risk of falling below it. Some secondary modern schools that have been below the existing Floor Standard may well find it easier to rise above it.

2.1.2. As the new measure is based on performance across eight subjects rather than five, our smallest secondary schools will find Progress 8 particularly challenging. Finding and funding specialist teachers to deliver across a wider range of subjects will be more difficult and there is a greater likelihood that teachers will have to teach outside their specialism. The

average size of secondary school in England is almost 1000. The Department for Education regards a school as “small” if it has fewer than 600 pupils. Nationally, 15% of secondary schools can be classified as ‘small’. In Lincolnshire the figure is close to 30%, almost twice the National figure. Three of our secondary schools have fewer than 300 students.

- 2.1.3. Only certain qualifications will count in the Progress 8 measure. Schools are having to adjust their curriculum on a continuous basis to make sure that they can prove themselves against the new national benchmark. There is a least a two year lead time before the impact of such changes shows itself in a school’s headline performance measure.

3. Consultation

a) Policy Proofing Actions Required

N/A

4. Appendices

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| These are listed below and attached at the back of the report | |
| Appendix A | Presentation: Progress 8 and Lincolnshire |

5. Background Papers

Progress 8 measure in 2016 and 2017- Guide for maintained secondary schools, academies and free schools, March 2015

Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/415486/Progress_8_school_performance_measure.pdf)

16-19 Accountability Headline Measures: Technical Guide, October 2014

Available at:

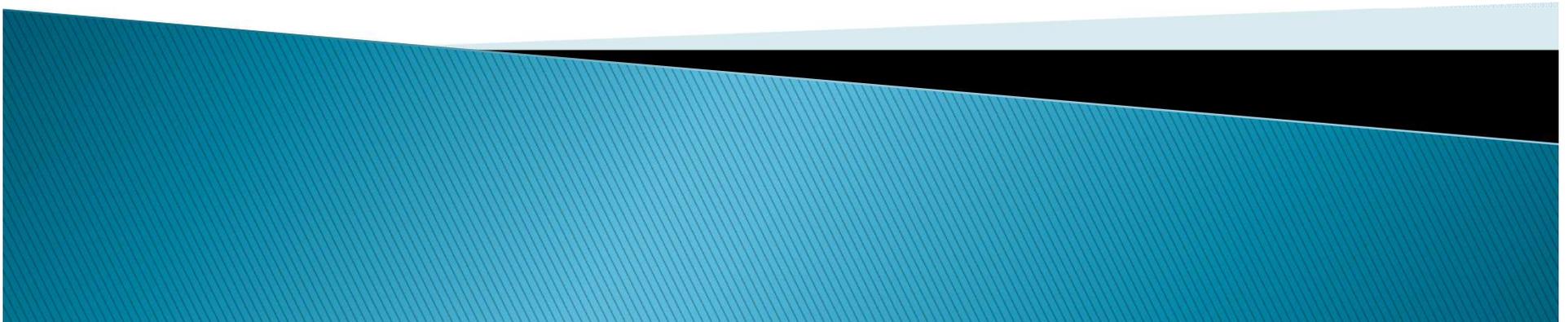
<https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide>

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

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Progress 8 and Lincolnshire

With thanks to NAHT and FFT for a number of these slides



KS4 Accountability

2014

Wolf Review implemented
First entry only counted for performance tables

2015

Some schools opt for Progress 8?

2016

1-8 Scale used for Attainment 8 / Progress 8
New KS2 assessments (September 2016 Y7)

2017

First reformed GCSEs taken (English and mathematics)
1-9 Scale used for performance tables

2018

More reformed GCSEs

2019

Last batch of reformed GCSEs ?

2021

Pupils with new KS2 assessment from 2016 are now Y11

What is Progress 8?

- ▶ **Progress 8** is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects.
- ▶ It is a type of **progress measure**, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- ▶ It has been introduced alongside another new accountability measure; **Attainment 8** – the two are linked and will be explained in later slides.



When does Progress 8 come into effect?

- ▶ The **Progress 8** measure will be introduced for all schools in 2016. From this point, the floor standard will be based solely on schools' exam results on the **Progress 8** measure.
- ▶ The **Progress 8** score and the **Attainment 8** score will be published in performance tables from late 2016/early 2017.
- ▶ Schools are able to 'opt in' early to **Progress 8** if they wish. If so they will be held to account on the new performance measures one year early (based on 2015 exam results).



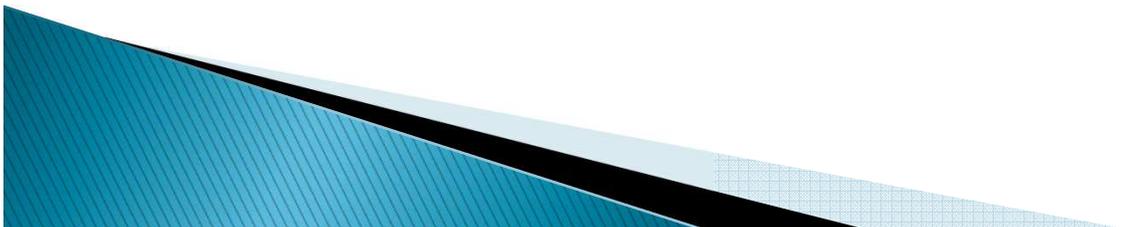
Determining the Progress 8 score

- ▶ The **Progress 8** score is based on pupils' performance across 8 subjects – this performance score is known as the “**Attainment 8**” score.
- ▶ Therefore, to understand **Progress 8** it is necessary to first understand **Attainment 8**.
- ▶ **Attainment 8** will also be published in performance tables alongside the **Progress 8** measure.

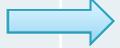
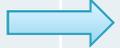
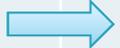
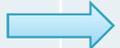


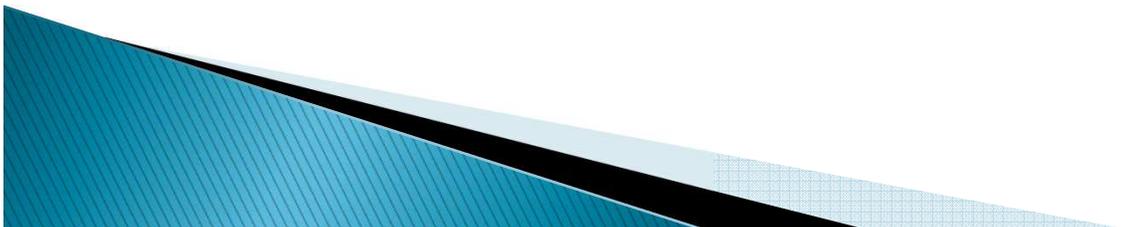
Attainment 8

- ▶ **Attainment 8** is a measure of a pupil's average grade across a set suite of eight subjects.
- ▶ Grades will be measured on a 1-9 point score scale, rather than the current 16-58 scale.
- ▶ On this new scale, 1 is equivalent to a Grade G GCSE. An increase in one point will represent an increase of one GCSE grade up to 8, which is equivalent to an A* GCSE.
- ▶ Grade 9 will be reserved for the highest attaining students of all in any given examination from 2017 onwards.



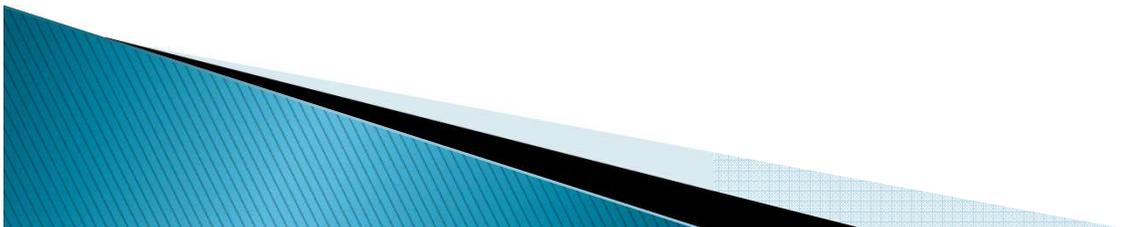
New point scale scores for GCSEs

| GCSE GRADE | | 2016 POINTS |
|------------|--|-------------|
| A* |  | 8.0 |
| A |  | 7.0 |
| B |  | 6.0 |
| C |  | 5.0 |
| D |  | 4.0 |
| E |  | 3.0 |
| F |  | 2.0 |
| G |  | 1.0 |

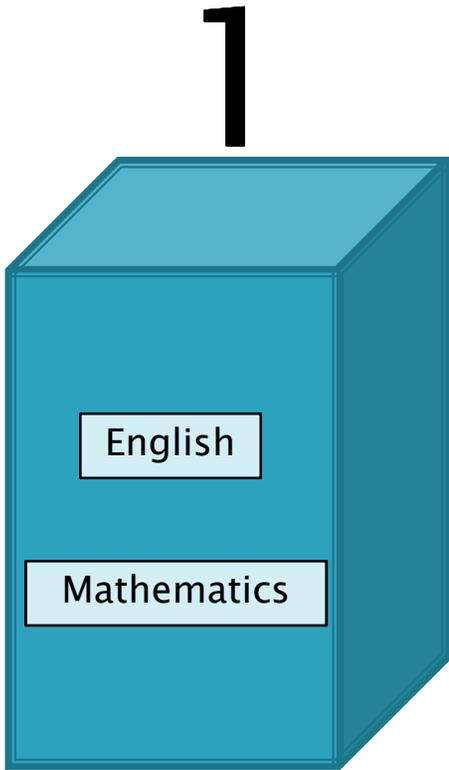


The Attainment 8 “buckets”

- ▶ The **Attainment 8** measure will take the average of a pupil’s points across a set of their best 8 subjects.
- ▶ The 8 qualifications that count towards the **Attainment 8** measure must fall into one of three “buckets.” If a qualification does not fall into one of these buckets, it is not counted in the Attainment 8 (or Progress 8) measure.

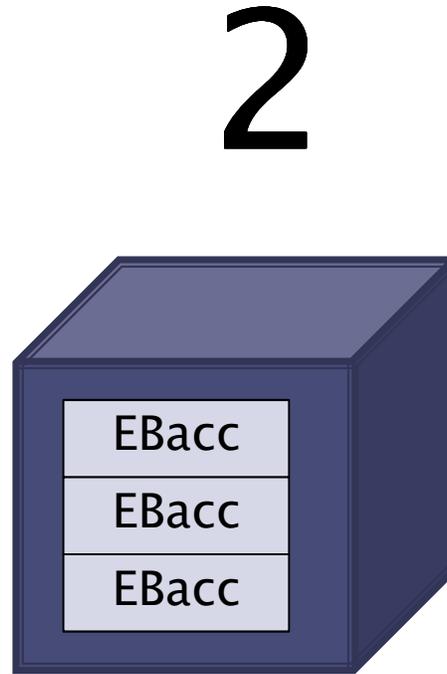


The Attainment 8 Buckets



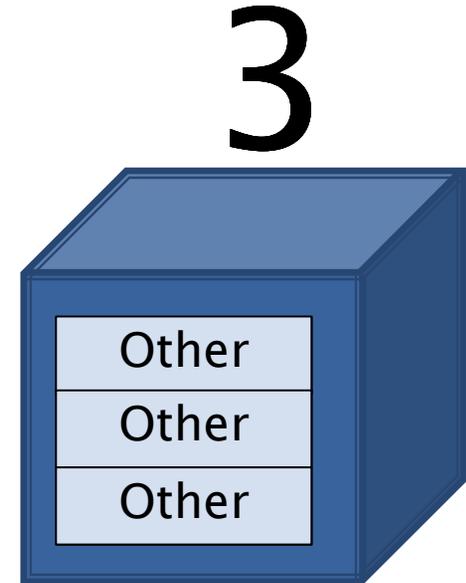
Bucket 1

- One slot for English and one for maths; double-weighted



Bucket 2

- Three EBacc qualifications
- (Sciences, computer sciences, geography, history or languages)

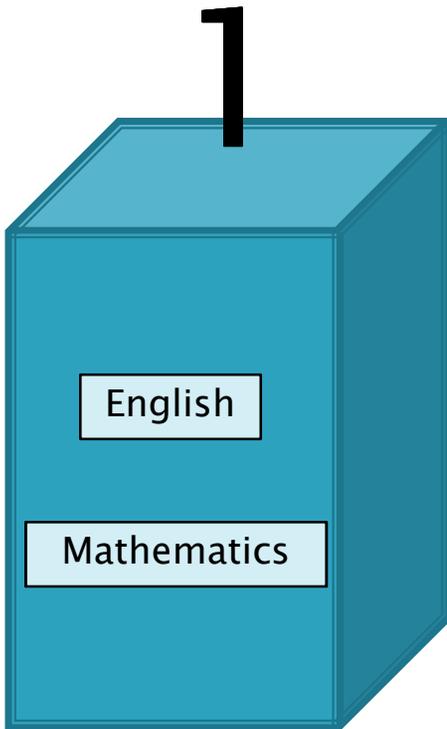


Bucket 3

- Three “other” slots
- Any remaining EBacc qualifications
- Other approved academic, arts or vocational qualifications



Bucket 1



Bucket 1

- English and maths; both double-weighted

- Bucket 1 can only be filled by English and Maths. Maths is given double weighting when calculating the pupil's **Attainment 8** score.
- English is only double weighted if a pupil has taken both English Language and English Literature. In this case, the higher of the two grades is used here and double weighted.
- The lower graded English subject can still be included in the third bucket – the “open group”, but only if it is one of the pupil’s eight highest grades. Otherwise, this space will be filled by a higher grade.



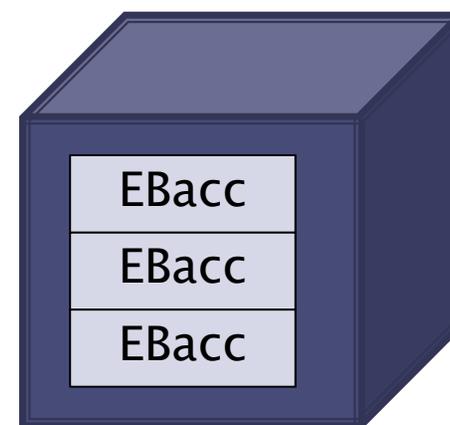
Bucket 2

Bucket 2 can be filled with a pupil's three highest grades from the Ebacc subjects. This includes:

- Separate sciences
 - Core & Additional sciences
 - Computer science
 - History
 - Geography
 - Languages
-
- Double science would count as two slots in this bucket.
 - Core science and additional science GCSE would also take up one slot each.

These grades are **not** double weighted.

2

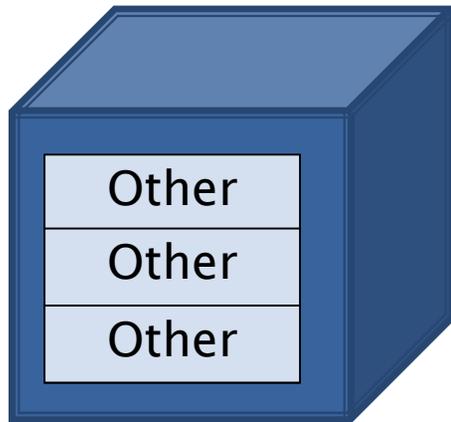


Bucket 2

- Three EBacc qualifications

Bucket 3

3



Bucket 3

- Any remaining EBacc qualifications
- Other approved academic, arts or vocational qualifications

- Bucket 3 is filled with a pupil's three highest point scores in any three other subjects, including English Literature and Language (if not counted in Bucket 1), any further EBacc qualifications, other GCSEs, or any other **approved** academic or vocational qualifications.
- A list of approved qualifications from the DfE can be found on the DfE website.
- These grades are **not** double weighted.

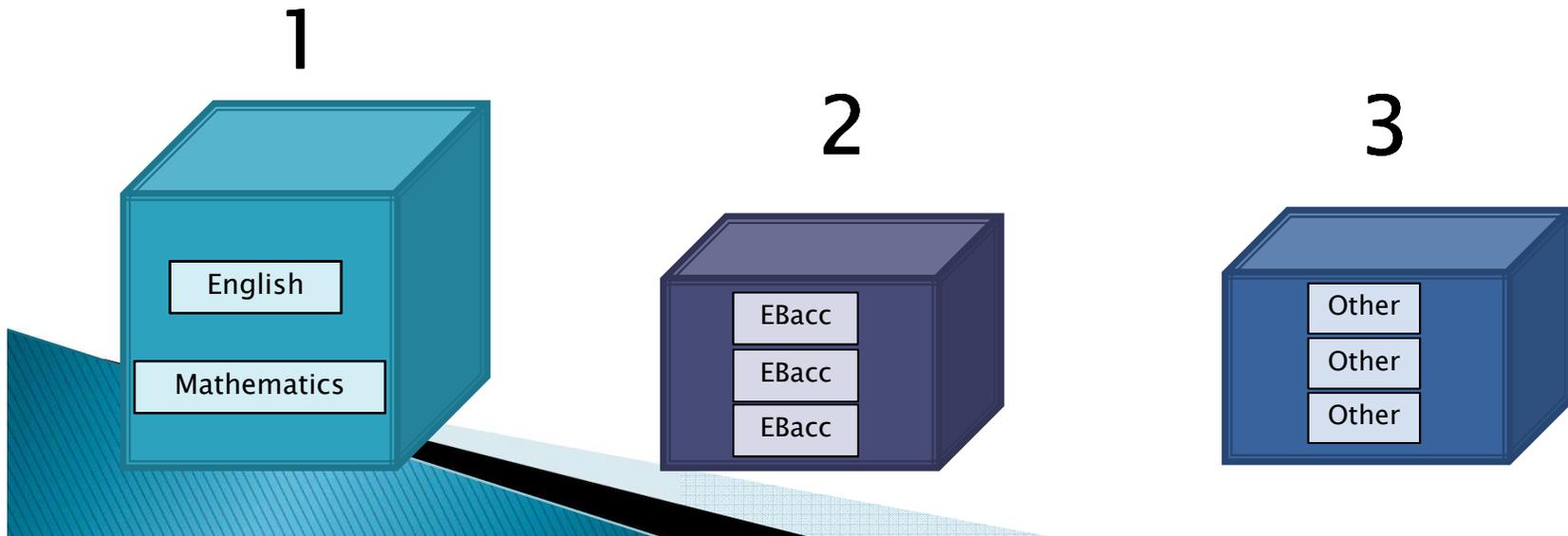


Example pupil's results: Andrea

| | | |
|--------|--------------|---|
| Art: 6 | Grade: B / 6 | Included in measure? Yes - Bucket 3. |
|--------|--------------|---|

| | | |
|----------|--------------|---|
| Music: 5 | Grade: C / 5 | Included in measure? Yes - Bucket 3. |
|----------|--------------|---|

| | | |
|---------------------|--------------|--|
| English Language: 4 | Grade: D / 4 | Included in measure? Yes - Bucket 3 (Bucket 1 slot has been filled by a higher-grade English qualification) |
|---------------------|--------------|--|



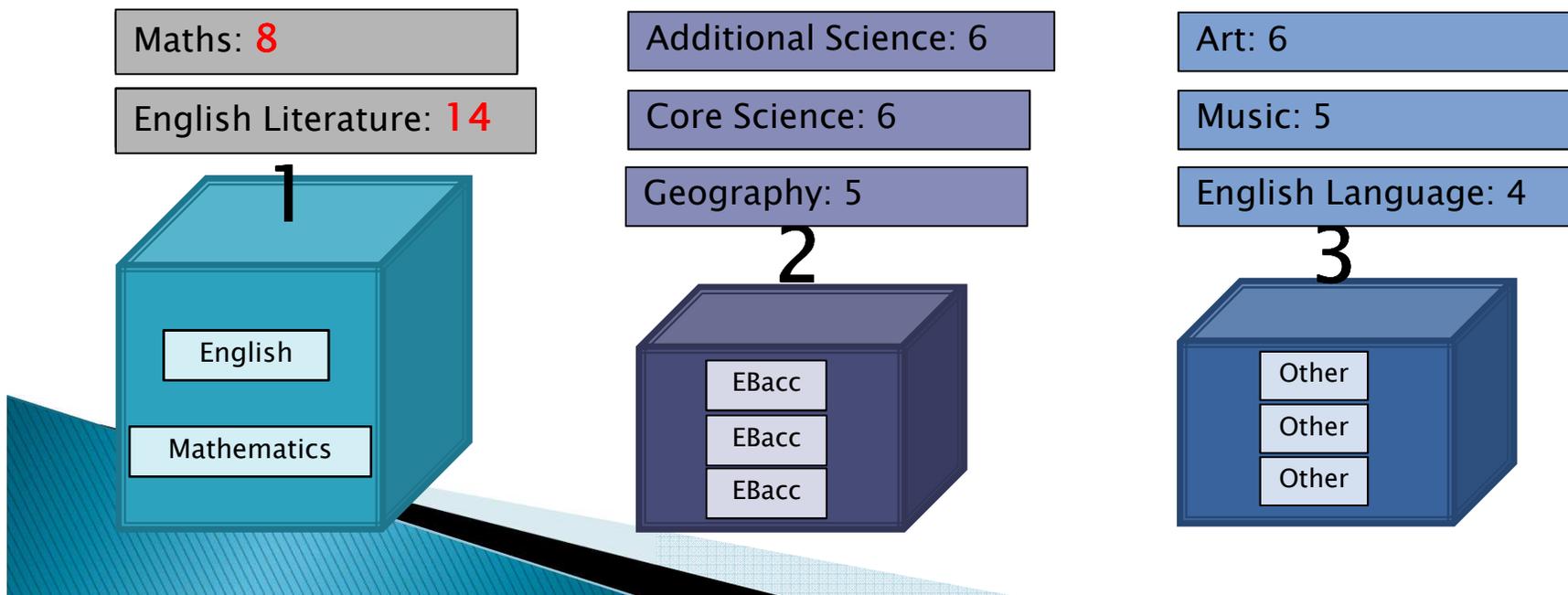
8 Qualifications?

- ▶ The 8 grades from the three buckets are added together and divided by 10 to produce a student's **Attainment 8** score. The maths grade in bucket 1 is given double weighting, as is English if the pupil has taken both English Literature and English Language.
- ▶ No matter how full or empty the three buckets are, a student's score is **always** divided by 10 to produce an average score (10 representing the 8 subject slots, with English & Maths double weighted).
- ▶ It is not mandatory for students to fill the three buckets or take 8 qualifications.
- ▶ If a student has fewer than 8 qualifications, or if some of their qualifications do not fit into one of the three buckets then they will score 0 points for the unfilled slots.
- ▶ Consider the following examples:



Calculating Andrea's Attainment 8 score

- To produce the Attainment 8 score, these grades are first added together.
- Maths is double weighted. In Andrea's case, English Literature is also double weighted since she has also taken English Language.
- The resultant score (in this case 54) is then divided by 10 (the 8 subjects, plus the double weighting of English and Maths.)
- This example student has therefore achieved an Attainment 8 score of **5.4**
 $(8+14+6+6+5+6+4) / 10 = 5.4$



Example pupil results: Sonya

| Subject | Result | Double weighted? | Bucket | Total |
|---|-----------|------------------|--------------------------------|-------|
| English Literature | E (3) | No | (1) English | 3 |
| Maths | C (5) | Yes | (1) Maths | 10 |
| BTEC First Award in Hospitality | Merit (6) | No | (3) Other | 6 |
| Cambridge National Certificate in ICT | Pass (5) | No | (3) Other | 5 |
| PE | C (5) | No | (3) Other | 5 |
| Music | D (4) | No | N/A (all "other" slots filled) | 0 |
| Art | D (4) | No | N/A (all "other" slots filled) | 0 |
| Cambridge National Certificate in Business and Enterprise | C (5) | No | N/A (all "other" slots filled) | 0 |

- This fictional example is aimed at showing the importance of a well-rounded curriculum. Sonya has taken no EBacc subjects, and her English grade cannot be double weighted as she has only taken one English qualification.
- Having already filled bucket three, her remaining three subjects cannot be used in the Attainment 8 measure (as they cannot be counted in the EBacc bucket). These therefore count as 0 in the calculations.
- Sonya has therefore achieved an **Attainment 8** score of 2.9.

$$(3+10+6+5+5+0+0+0) / 10 = 2.9$$

Calculating Progress 8

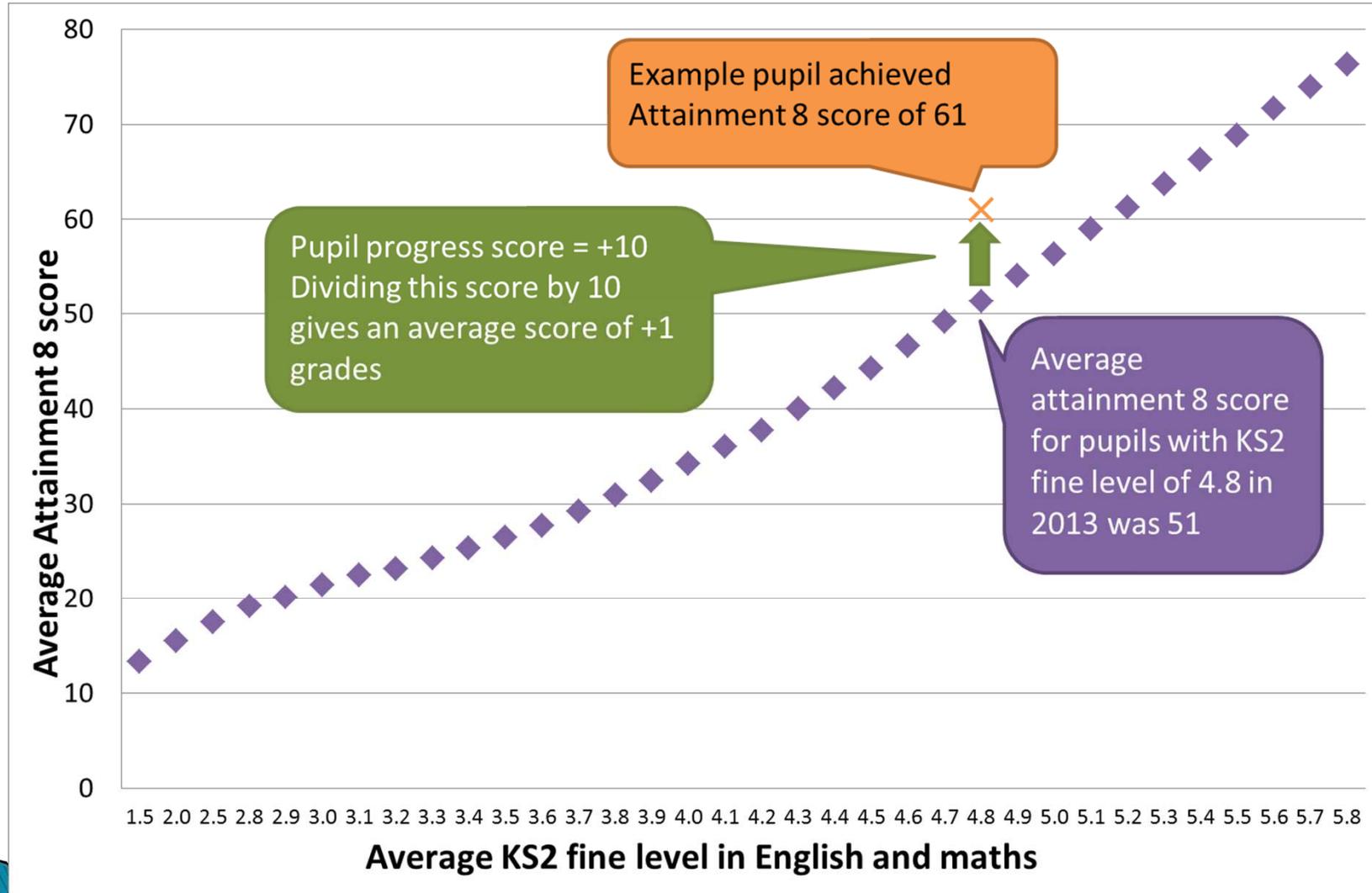
- ▶ A pupil's **Progress 8** score will be published in performance tables, replacing the current system of pupils being expected to make three levels of progress from KS2 to KS4.
- ▶ It is defined as a pupil's *actual* **Attainment 8** score, minus their *estimated* **Attainment 8** score.
- ▶ The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at Key Stage 2.
- ▶ This prior attainment is taken as the average of a pupil's KS2 English and mathematics results, in fine graded levels.



Exemplar 2013 Attainment 8 estimates for each KS2 fine level

| KS2 average fine level (English & Maths) | 2013 Attainment 8 estimate | KS2 average fine level (English & Maths) | 2013 Attainment 8 estimate | KS2 average fine level (English & Maths) | 2013 Attainment 8 estimate |
|--|----------------------------|--|----------------------------|--|----------------------------|
| 1.5 ^a | 13 | 3.7 | 29 | 4.9 | 54 |
| 2.0 ^b | 15 | 3.8 | 31 | 5.0 | 56 |
| 2.5 ^c | 17 | 3.9 | 32 | 5.1 | 59 |
| 2.8 ^d | 19 | 4.0 | 34 | 5.2 | 61 |
| 2.9 | 20 | 4.1 | 36 | 5.3 | 64 |
| 3.0 | 21 | 4.2 | 38 | 5.4 | 66 |
| 3.1 | 22 | 4.3 | 40 | 5.5 | 69 |
| 3.2 | 23 | 4.4 | 42 | 5.6 | 72 |
| 3.3 | 24 | 4.5 | 44 | 5.7 | 74 |
| 3.4 | 25 | 4.6 | 47 | 5.8 ^e | 76 |
| 3.5 | 26 | 4.7 | 49 | | |
| 3.6 | 28 | 4.8 | 51 | | |

Calculating Progress 8



Calculating Progress 8 – Example A

- ▶ If our student Andrea from the earlier slides had received a KS2 average of (for example) 4.7, she would be expected to achieve an **Attainment 8** grade of 49 (or 4.9).
- ▶ This is based on the national average **Attainment 8** score of other pupils who achieved the same KS2 results as Andrea.
- ▶ As we saw, Andrea's *actual* Attainment 8 grade was 5.4
- ▶ Her actual attainment 8 grade (5.4) minus her expected attainment 8 grade (4.9) = a **Progress 8** score of **+0.5**.
- ▶ This means that she achieved an average of half a grade better per subject than other pupils with the same prior attainment at KS2.



Calculating Progress 8 – Example B

- ▶ As another example, Sonya from the earlier slides also achieved a KS2 average grade of 4.7. According to the 2013 attainment estimates (these will change for 2016!) she, like Andrea, is expected to achieve an **Attainment 8** grade of 49 (or 4.9).
- ▶ However, a number of her qualifications did not count in the Attainment 8 measures, leaving her with an actual score of 2.9.
- ▶ Progress 8 = Actual attainment 8 grade (2.9) minus expected attainment 8 grade (4.9) = **-2**.
- ▶ This means that this student achieved an average of 2 grades worse per subject than other pupils with the same prior attainment at KS2.



Calculating Progress 8 for schools

- ▶ The school's **Progress 8** score is the mean average of its pupils' **Progress 8** scores.
- ▶ This is therefore calculated by adding each individual pupil's **Progress 8** score, and then dividing this total by the number of pupils.
- ▶ For example...



Example calculation of School Progress 8 score

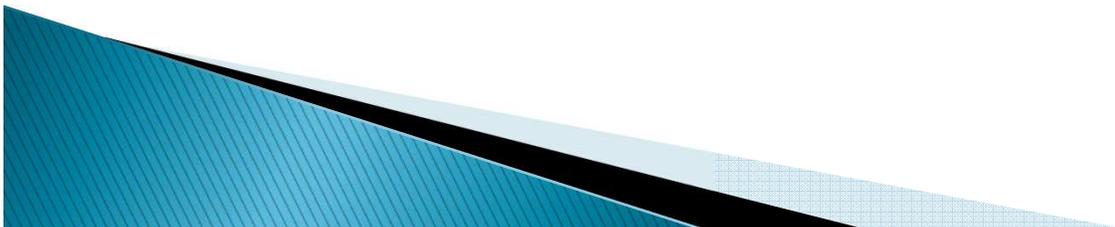
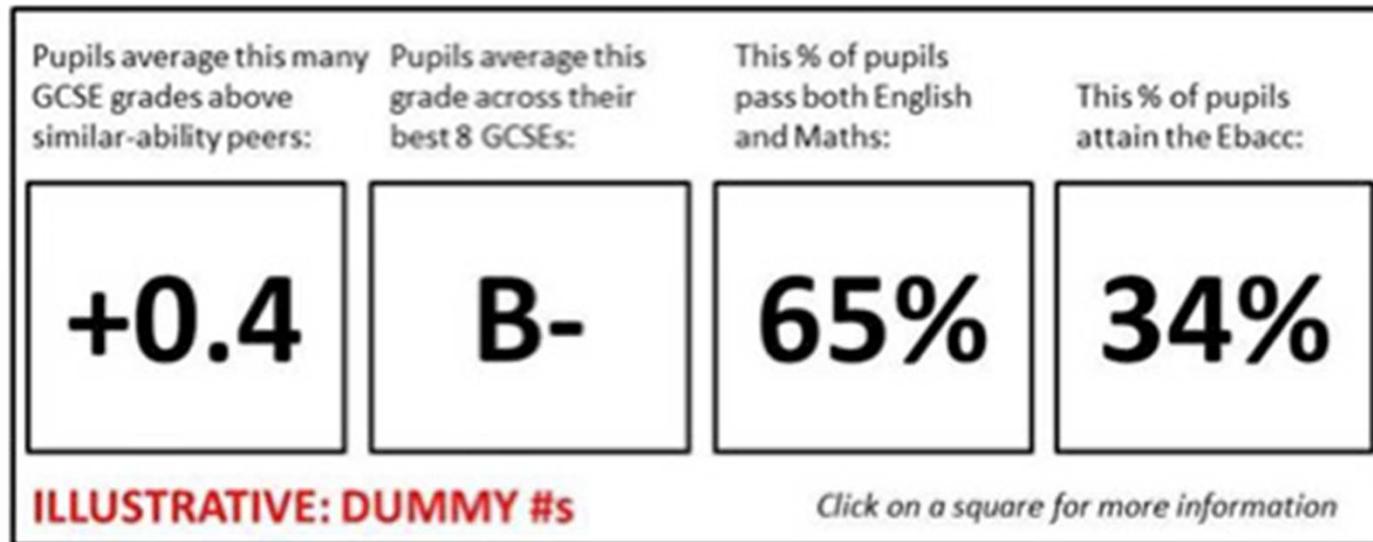
- ▶ Assuming that Andrea and Sonya are two of 200 pupils in a school's KS4 cohort (each with a range of Progress 8 scores):

| Pupil Number | Pupil Name | Pupil Progress 8 score |
|---------------|------------|------------------------|
| 1 | Andrea - | +0.5 |
| 2 | Sonya - | -2 |
| 3 | Sarawut- | +0.2 |
| ... | ... | ... |
| ... | ... | ... |
| 200 | Lin - | -0.7 |
| Total: | | +29.5 |

- ▶ The school's Progress 8 score is therefore $29.5/200 = 0.147$
- ▶ This score would be rounded to two decimal place in performance tables, so this school would have a published Progress 8 score of **+0.15**

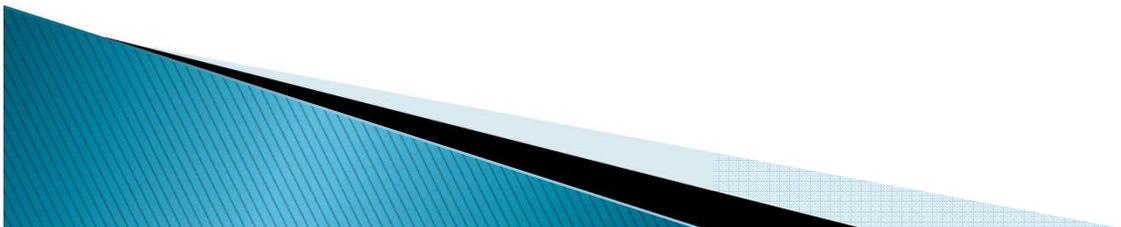


Expected Reporting for an individual school

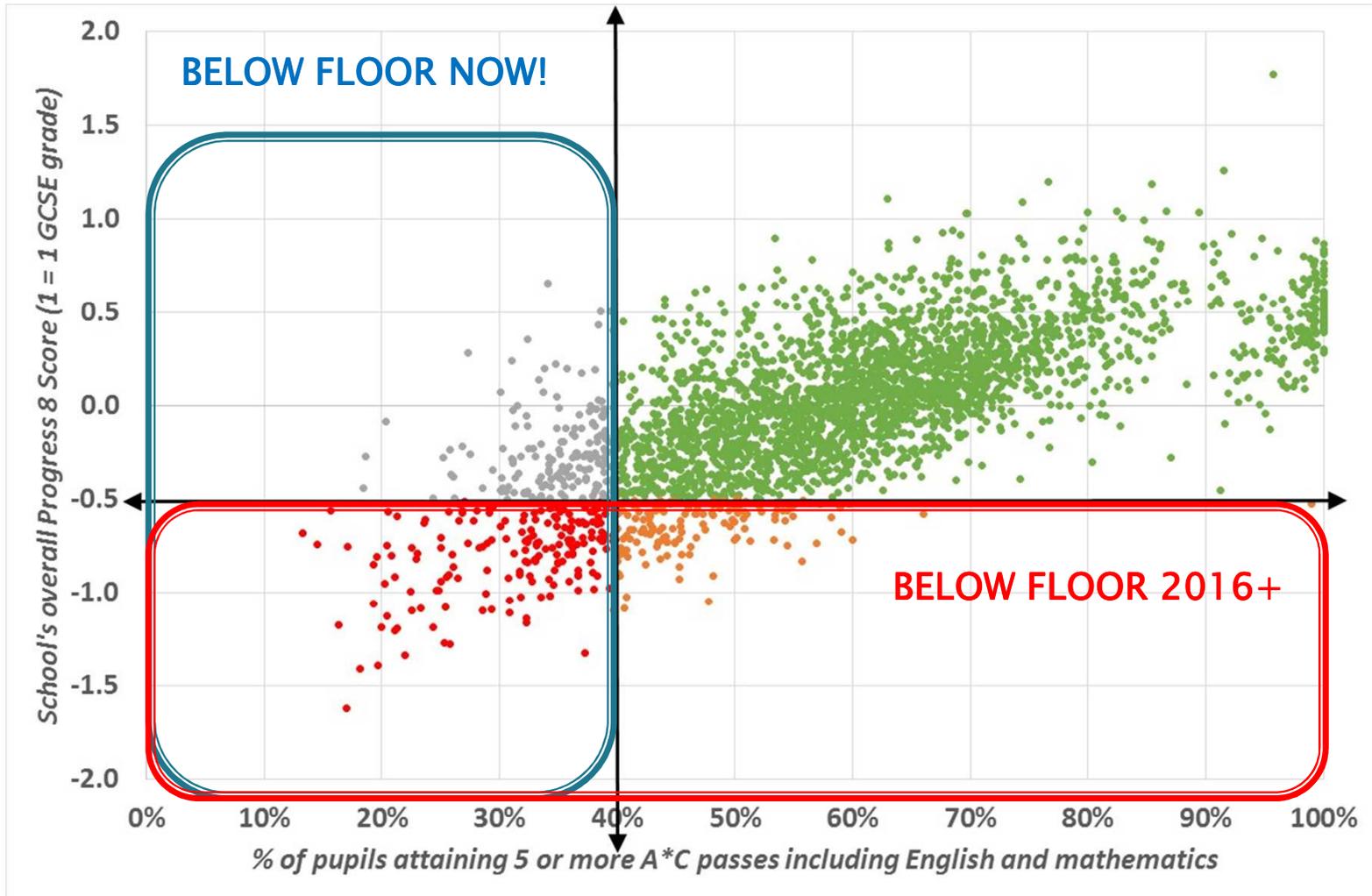


How is Progress 8 used?

- ▶ The Progress 8 measure will be the **only** measure used for floor standards.
- ▶ A school will fall below the new floor standard if their Progress 8 score is below **-0.5**.
- ▶ This score would indicate that the average achievement of a school's pupils is **half a grade worse per subject** than the national average of other pupils with the same prior attainment.
- ▶ If schools fall below this floor standard, this will trigger an Ofsted inspection.



Floor Standard – The Spotlight Shifts?



Impact on small schools

- ▶ The ability to offer wide curriculum of more than 8 GCSE's worth of qualification possibilities, with an EBacc core for all, will be crucial.

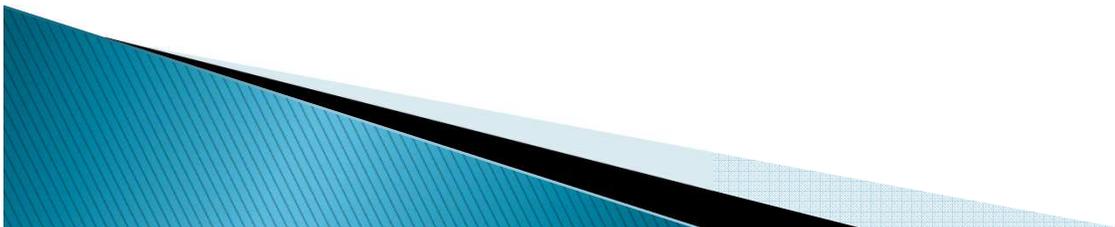
| Number of pupils | Number of schools in Lincs | % of schools in Lincs | | % Schools nationally |
|------------------|----------------------------|-----------------------|--|----------------------|
| <600 | 16 | 29.6% | | 15.2% |
| <500 | 9 | 16.7% | | 9.9% |
| <400 | 5 | 9.3% | | 6.7% |
| <300 | 2 | 3.7% | | 4.9% |

- ▶ Nationally, schools of fewer than 600 pupils are classed as 'small'.
- ▶ Lincolnshire has almost twice the National proportion of "small" schools in the secondary phase.



Our Smallest Schools are becoming smaller !

| School | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total Y7-11 | SACEM 2014 |
|--------|--------|--------|--------|---------|---------|-------------|------------|
| A | 34 | 22 | 20 | 31 | 40 | 147 | 17% |
| B | 47 | 35 | 53 | 63 | 70 | 268 | 40% |
| C | 53 | 40 | 43 | 64 | 82 | 282 | 34% |
| D | 42 | 70 | 71 | 73 | 90 | 346 | 35% |
| E | 54 | 50 | 73 | 84 | 87 | 348 | 38% |
| F | 89 | 96 | 68 | 40 | 82 | 375 | 25% |
| G | 69 | 61 | 75 | 92 | 97 | 394 | 51% |
| H | 89 | 69 | 72 | 84 | 104 | 418 | 35% |
| I | 77 | 76 | 99 | 108 | 111 | 471 | 26% |
| J | 80 | 64 | 122 | 103 | 120 | 489 | 17% |



Open Report on behalf of Lincolnshire Safeguarding Children Board

| | |
|------------|---|
| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Neglect Strategy |

Summary:

This report presents the Neglect Strategy which has been developed by the Lincolnshire Safeguarding Children Board (LSCB) and its partners.

Actions Required:

The Children and Young People Scrutiny Committee is invited to consider and comment on the contents of this report.

1. Background

Following on from the publication by Ofsted of '*In the child's time*', it was recognised that all Local Safeguarding Children Boards should have a neglect strategy to monitor, address and coordinate awareness of, and the response to, the signs and symptoms of neglect.

The purpose of the Neglect Strategy in this county is to solidify and coordinate Lincolnshire's approach to tackling neglect. This Strategy also identifies key risk factors and vulnerabilities within adults that may adversely impact on children and their experience of neglect. In addition, it identifies key priority areas of work in order to improve Lincolnshire's response to neglect. Key to the Strategy is the importance of identifying neglect, and supporting children and families through Early Help Arrangements.

This Strategy has been developed in conjunction with Lincolnshire Safeguarding Children Board (LSCB) partners.

Neglect is the most common reason for a child in the UK to be the subject of a Child Protection Plan. It happens when parents or carers cannot, or will not, meet a child's needs. Sometimes this is because they do not have the skills or support needed, and sometimes it is due to other problems (such as mental health issues, drug and alcohol problems, or poverty).

Strategic objectives for Lincolnshire LSCB – Neglect

1. *Promote a common awareness and understanding in Lincolnshire of what neglect means and the effects upon children.*

- A common understanding of neglect between and within agencies is crucial to allow effective identification and a common language.
- This will be achieved by ensuring that the Strategy is agreed by LSCB and Lincolnshire Safeguarding Adults Board (LSAB) *by establishing then improving* a strong professional base for identifying, understanding and managing situations of neglect with clear and agreed multi-agency approaches.
- Ensure a 'whole family' approach is embedded within all multi-agency assessment cultures.
- Ensure continued multi-agency training in early identification and help for families.

2. *Minimise the incidences of neglect for children and the repeat incidences of neglect for children.*

- Ensure consistent use of pre-birth protocol.
- Ensure that, after any multi-agency plan, the family has an agreed 'keeping it going' plan (with the aim of maintaining good standards of care and awareness of when to ask for help). This plan should become known as the 'Keeping It Going Plan' (similar to the 'Exit Plan', which is in common practice within Families Working Together).
- Improve the recognition and assessment of children living in neglect at an early stage, and increase early help provision through Team Around the Child (TAC) arrangements.
- Clear and robust thresholds, as identified within '*Meeting the Needs of Children in Lincolnshire*' should be utilised.
- Improve ongoing support through consistent 'step down' to TAC after the end of a Child in Need Plan or a Child Protection Plan.

3. *Ensure the effectiveness of service provision*

- Continue to use the Signs of Safety approach, which helps adults, children and workers to understand what needs to change and what needs to be done, by whom and by when.
- Develop a multi-agency quality assurance audit, which includes families and children, to ensure processes are being followed, starting with quality auditing of TAC.
- Ensure that audits of families' situations focus on sustained improvement.
- Provide practitioners with effective skills and tools to work with families experiencing neglect.
- Support practitioners to resolve common problems when working with families experiencing neglect.

2. Conclusion

Attached at Appendix A is Lincolnshire's Neglect Strategy. The Strategy is designed to coordinate the work of all partners, in order to reduce the impact and instances of neglect. This report outlines an action plan for the partners of the LSCB to achieve by September 2016. After September 2016, the LSCB will conduct an audit of the Strategy's impact in Lincolnshire.

A range of professionals and partners have been involved in developing the Neglect Strategy. The Strategy has been approved by the LSCB, and we are confident that it will deliver better quality risk assessments, and also raise the profile and awareness of the causes and impact of neglect. It will aid practitioners to accurately identify those children and young people who are vulnerable to, or experiencing, neglect.

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 | Neglect Strategy |

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 Morris who can be contacted on 01522 553310 or Andrew.Morris@Lincolnshire.gov.uk

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GETTING IT RIGHT FIRST TIME – KEEPING IT GOING

PURPOSE

The purpose of this document is to set out the strategic objectives and targets of Lincolnshire's approach to tackling neglect. This strategy also identifies key risk factors and vulnerabilities of adults with parental responsibilities and children that can have an impact on neglect. It in addition identifies key priority areas of work in order to improve Lincolnshire's response to neglect. Key to the strategy is the importance of identifying neglect and supporting children and families through Early Help Arrangements.

This strategy has been developed in conjunction with Lincolnshire Safeguarding Children's Board LSCB partners. Due to the nature of neglect, and the possibility that parents or carers may not wish to work with various agencies, staff should be particularly aware of the escalation policy within their own agency and this strategy should therefore be considered alongside individual agency and [LSCB strategies, policies and procedures](#).

VISION

LSCB's vision is to reduce the incidence of neglect of children in the County and further to reduce repeat incidents of neglect for individual children. We want to get it 'right first time' and then help families to keep the improvements going.

The way forward is that everyone has an agreed understanding of what neglect is, how it affects the development of children and young people and that together we establish an agreed and effective approach to reducing levels of neglect in childhood.

Within universal services all agencies work with families to improve and maintain standards of care. Where staff are concerned with a lack of progress or engagement at the universal level, such concerns should be discussed within their own agency and consideration given to initiating a Team Around the Child (TAC). Consultation with an Early Help Advisor is available via the Children's Services Customer Services Centre. Where early identification of difficulties arises and supporting the family through sustainable improvements in the care of children through Early Help arrangements is indicated the development of a TAC is needed. There is a need to promote a culture amongst all agencies of robust planning to promote sustainable improved life chances for children. To deal effectively with identified neglect of children the work with the family must clearly set out what needs to happen, by when, and who is responsible for specific parts of the plan. Plans should set out clearly what will happen if improvements do not happen and/or are not maintained.

In all our work with children we want to reduce the number of assessments experienced by children and their families and so work with the family has to involve listening to the child and whenever possible, making sure the child's wishes are followed within the plan. We want to provide parents with the tools and techniques which help them to make changes for the better, and to maintain the

improvements. Key to the vision is the importance of encouraging and supporting positive parenting and enabling those caring for children to make sufficient and sustainable changes.

"Some kids don't realise they are neglected until they get to primary school - because it has just been their life, so teachers need to ask." (Neglect Matters – Sophie, young person)

What is Neglect?

Neglect is the most common reason for a child to be the subject of a child protection plan in the UK. It happens when parents or carers can't or won't meet a child's needs. Sometimes this is because they don't have the skills or support needed, and sometimes it's due to other problems such as mental health issues, drug and alcohol problems or poverty

Official definitions of neglect

Neglect may occur during pregnancy as a result, for example, of maternal substance abuse. In Lincolnshire there is a [pre-birth protocol](#) which must be followed. This is one approach which aims to improve pre natal care to help with early identification of potential neglect and to help families understand the importance of preparing healthily and carefully for the new baby. Once a child is born, neglect through childhood may involve;

- a parent or carer failing to provide adequate food
- failing to provide clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failing to ensure adequate supervision (including the use of inadequate care-givers);
- failing to ensure access to appropriate medical care or treatment
- neglect of, or unresponsiveness to, a child's basic emotional needs
- failing to ensure a child receives an education

"Neglect is the most cited reason for children to be referred to children's social care and for becoming looked after, as reported to central government. Other categories of concern may be masked by the use of the code denoting multiple reasons, which might include neglect, physical, sexual or emotional abuse" and "Neglect remains the largest category or reason for referral and entering care". (October 2014 the Association of Directors of Children's Services LTD (ADCS). The ADCS report also noted that 35% of authorities believe that early intervention has started to affect safeguarding activity...There was an overwhelming view that early intervention does play a crucial part in affecting safeguarding activity.

"I think that parents do not always have help, and could have had a difficult time themselves" (Neglect Matters quote from young person).

For the purposes of this strategy neglect is considered where it is the primary focus of concern. It is acknowledged that the concept of neglect is known to be an element of other areas of abuse.

However the effectiveness of adults' caring responsibilities can be adversely affected by lots of pressures such as:

- Mental health issues and/ or learning disabilities

- Physical illness or disability
- Learning difficulties
- Domestic abuse
- Use of drugs and/or excessive alcohol use
- Homelessness
- Bereavement
- Financial pressures
- Family breakdown/dysfunction

The position of the whole family needs to be considered and understood as the welfare of children is best served through supporting those looking after them, but the focus must always be on improving the outcome for the child. It also has to be established if the neglect of the child is a transient episode or is entrenched behaviour by the adults.

In some families the approach taken by carers is one of "high criticism/low warmth" and whilst this is neglectful of children's emotional needs, it is an aspect which can be amended through work with families at as early a stage as possible. With Early Help arrangements, describing this aspect can lead to early and sustainable approaches to parenting, and converting this to positive parenting.

A child's needs also change over time, and every child is different. Each child will have different responses and personal resilience to their situation based upon the child's age, ability, disability, behavioural difficulties, experience, understanding, mental health and additional support. Staff working with families should also be conscious of the need to recognise that children's growth and development can differ significantly and care should be taken to ensure a clear understanding of when developmental traits are outside the expected levels for children generally and are potentially more attributable to neglect

The role of Early Help in addressing neglect

The impact of neglect on children is often accumulative, advancing gradually and imperceptibly and therefore there is a risk that agencies do not intervene early enough to prevent harm. It is important that all agencies identify emerging problems and potential unmet needs seek to address them as early as possible. It is equally important that practitioners are alert to the danger of drift and 'start again' syndrome.

In order to address neglect in Lincolnshire it is important that agencies effectively use the Early Help framework to assess and plan services for children and families. Likewise it is important that any intervention with families is co-ordinated appropriately to enable parents to sustain the changes in care given to children.

Impact of neglect on children

Neglect is dangerous and can cause serious, long-term damage - even death: Davis and Ward (2012) found that the risk of fatalities from neglect may be as high as that from physical abuse and the risks of further abuse are higher with neglect than other types of abuse.

Neglectful parenting is most damaging in both the early stages of life and in the teenage years. Children who receive care which is unpredictable, rejecting or insensitive are more likely to develop attachments which are less secure.

Children who have experienced neglectful parenting may have:

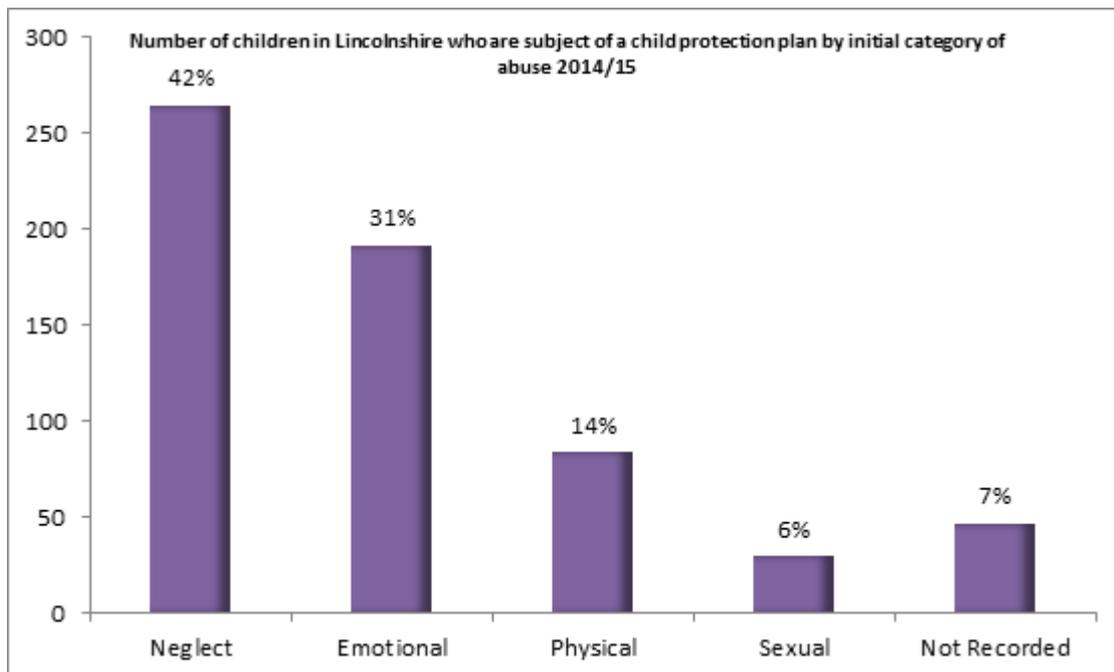
- Poorer emotional knowledge and be less able to discriminate between different kinds of emotions.
- Lower self-esteem and higher levels of emotional problems.
- More aggressive than children who are not neglected and
- More uncooperative and noncompliant.
- There is also a related impact on children’s social development: the evidence suggests that neglected children are more withdrawn and socially isolated and less socially competent than their peers.

(Safeguarding Children across Services (2012) Carolyn Davies and Harriet Ward)

Neglect can be far-reaching in its consequences for a child. Not only will the experience of it make a child’s life miserable but it can affect all aspects of their development. It is also likely to influence the relationships they make with others in both early and later life and have an impact on how they parent their own children. (Howarth, 2007)

Extent of neglect in Lincolnshire.

1 in 10 children in the UK have experienced neglect (Branson et al, 2012). In Lincolnshire neglect is the primary reason for concern in 41.6% of cases (compared to 42.2% nationally) where children were subject to plans at initial child protection conferences.



Over 21,300 children in the UK were identified as needing protection from neglect last year.

Nationally neglect is a factor in 60% of serious case reviews

In Lincolnshire in the year 2013/14 there were 5162 referrals to children's services which cited neglect as a factor, and 959 re-referrals cited neglect as a factor.

275 children becoming subject of an initial child protection conference had neglect cited as a plan category reason during 2013/14, whilst for 40 children subject to a second or subsequent plan, neglect was cited as a plan category reason.

Strategic objectives

1. *Promote a common awareness and understanding of what neglect means in Lincolnshire and the effects upon children.*

- A common understanding of neglect between and within agencies is crucial to allow effective identification and a common language.
- This will be achieved by ensuring that the strategy is agreed by LSCB and LSAB by improving and establishing a strong professional base for identifying, understanding and managing situations of neglect with clear and agreed multi agency approaches.
- Ensure a whole family approach is embedded within all multi-agency assessment cultures.
- Ensure continued multi-agency training in early identification and help for families

2. *Minimise the incidences of neglect for children and the repeat incidences of neglect for children.*

- Ensure consistent use of pre-birth protocol
- Ensure after any multi agency plan that the family has an agreed "keeping it going" plan (aimed to keep standards of care raised and when to ask for help). This plan should become known as the "Keeping it Going Plan" (similar to the "Exit Plan" which is in common with practice within Families Working Together)
- Improve the recognition and assessment of children living in neglectful at an early stage and increase early help provision through Team Around the Child (TAC) arrangement
- Clear and robust thresholds as identified within "Meeting the Needs of Children in Lincolnshire" should be utilised
- Increase ongoing support through consistent 'step down' to TAC after child in need or Child Protection Plan end

3. *Ensure the effectiveness of service provision*

- We will continue to use the Signs of Safety approach which helps adults and children and workers to understand what needs to change and what needs to be done, by whom and by when.
- A multi- agency audit, which includes families and children, must be developed to quality assure processes are being followed, starting with quality auditing of TAC.
- Ensure that audits of families' situations focus on sustained improvement.

- To provide practitioners with effective skills and tools to work with families experiencing neglect.
- To support practitioners to resolve common problems when working with families experiencing neglect

We recognise that agencies also have their own approach to working out if children are being neglected. For example we note the use of the Graded Care Profile by Lincolnshire Community Health Services, and we encourage all agencies to use their own resources to both recognise and tackle neglect at universal, targeted and specialist levels. For example Lincolnshire Fire and Rescue service have a method of looking at the safety of homes by judging the amount of clutter/hoarding which is seen in homes and the service understand the connection between this and a neglectful approach to the care of children. [Fire and Rescue Resource](#)

PLAN (NEGLECT STRATEGY)

| Action | Rationale | Who is responsible | By when | How will we know |
|---|--|--|---------------------------------|--|
| Increase TACs as proxy for management of neglect | When TACs are requested the factors causing the TAC to start are not measured | All front line staff | 31 st March 2016 | TAC numbers will increase |
| Explore how we can understand if TACs are dealing with neglect by looking at identifying and measuring TACs | If reasons for TACs being held are not known it is not possible to establish if neglect is being worked with | Local Authority (Paula Whitehead) through implementation of new electronic recording system MOSAIC | 30 th September 2016 | TAC factors will be identifiable |
| Audit TACs | TAC work is to be audited and will be able also to identify factors for TAC, including neglect | Jade Sullivan LSCB | 30 th June 2015 | Audit completed and findings shared |
| Embed "Keep it Going" family plan through training | After work with a family to sustain improvements and to know how and when to ask for support is needed | LSCB – training and all agency awareness raising | 31 st March 2016 | Keep it Going plans are embedded in practice |
| Present strategy at Lincolnshire Audit Safeguarding Board | Working with neglect of children involves working with adults and their difficulties | Andy Morris LSCB | 30 th September 2015 | LSAB ratifies strategy |
| Review training to ensure staff from all agencies are aware of neglect | There is always an ongoing training need | LSCB Training Officer | 31 st March 2015 | Awareness of and response to neglect is consistent |

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

| | |
|------------|---|
| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Anti Bullying |

Summary:

This report sets out the support services provided to children and young people, schools and colleges for Anti Bullying across Lincolnshire.

Actions Required:

The Children and Young People Scrutiny Committee is invited to consider and comment on the contents of the report and attached work plan.

1. Background

Bullying is children and young people's primary safety concern, and remains nationally the highest reason for calls to Childline. Anti Bullying is currently identified as a strategic objective in Lincolnshire's Children and Young People's Plan, detailed under the 'Healthy and Safe' strategic outcome.

We know that helping children and young people to feel good about themselves, to enjoy relationships and to promote confidence and self-esteem has a positive impact on their development. We also know that many children and young people are affected by bullying at some time in their childhood. Bullying affects children and young people in different ways, but particular groups of children and young people are more vulnerable than others.

Where incidents of bullying are allowed to become persistent and continuous, the outcomes for those involved can be damaging educationally, physically, socially and emotionally.

What is bullying?

We define bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

The recognised categories are:

DIRECT PHYSICAL BULLYING:

Hitting, kicking, pushing, taking or hiding / damaging belongings

DIRECT VERBAL BULLYING:

Name calling, teasing, insulting or threatening

INDIRECT EMOTIONAL BULLYING:

Looks, social exclusion, rumours, gossip

Cyberbullying is a more recent problem that has developed alongside the increased use of mobile phones and social media. It is usually an extension of verbal and emotional bullying, with technology providing another route to harass the target. It must be noted that it is rarely used in isolation from other forms of bullying identified. However it differs from other forms of bullying due to the invasion of home and personal space, the difficulty in controlling the circulated content, the size of the audience and the perceived anonymity.

Cyberbullying can be defined as:

The use of information and communication technology, particularly mobile phones and social media, to deliberately and repeatedly to upset someone

Key Principles

The Anti Bullying Service follows 5 key principles when developing strategies, policy and practice.

1. **LISTEN** and understand the views of Lincolnshire's children and young people on bullying and how it impacts on their lives
2. **CHALLENGE** attitudes and behaviours so that bullying prevention is integral to children and young people's rights
3. **DEVELOP** a consistent approach to understanding and tackling bullying
4. **RAISE SELF-ESTEEM**, confidence and develop emotional resilience for children and young people
5. **SUPPORT** schools to respond effectively to bullying behaviours and develop effective prevention strategies

How have the key principles informed planning of services?

1. **LISTEN** and understand the views of Lincolnshire's children and young people on bullying and how it impacts on their lives

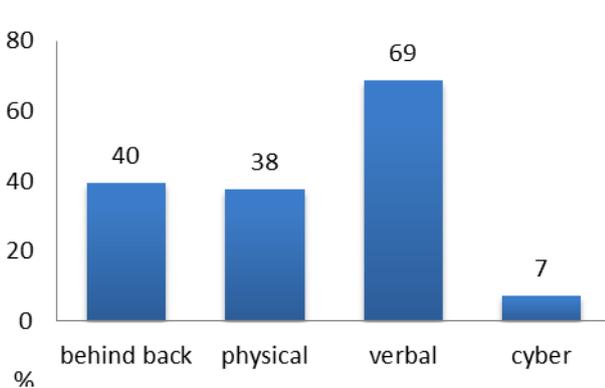
The duty of the local authority to collect Anti Bullying data from schools ceased following the election of the coalition government. This left the authority with little opportunity to hear the views of children and young people regarding incidences of bullying. To remedy this, the annual online Anti Bullying Census was developed and rolled out to schools in 2011 and has captured the views and experiences of children and young people every year since, during national Anti Bullying Week every November. The census is offered to schools as a free service and all participating schools receive a full colour report along with a spread sheet of their data and anonymised aggregate data from the rest of the county for comparison.

The census is designed to help us gain a snapshot of children and young people's views around bullying, helping us all to understand and therefore respond to their experiences and concerns. This allows us to identify key areas for development and ensure work is targeted to where it is needed most.

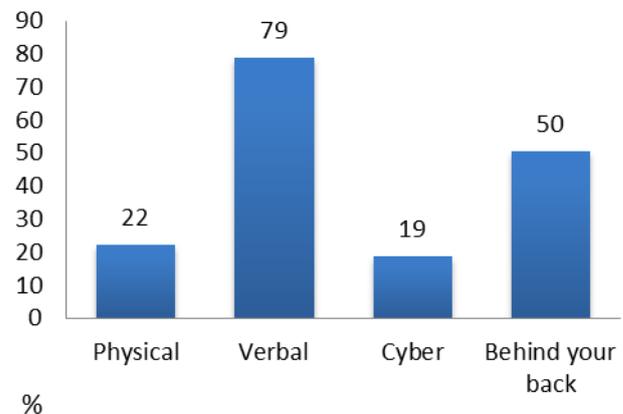
This year's results are consistent with previous year's findings in terms of types of bullying experienced and the location of where incidents took place.

Verbal bullying has consistently been the most common form of bullying behaviour, it is felt that this is principally due to the ease in which it can be said and how hard it can be to deal with. We work hard to ensure it is understood that verbal bullying impacts on children and young people in just the same way as other types of bullying. We also note that Cyberbullying has consistently been the least common form of bullying, particularly in Primary schools. While cyberbullying incidents are less common, when they do occur they generally involve a wider audience and therefore a higher perceived impact on the target of the bullying.

What kind of bullying was it?



Primary 2014

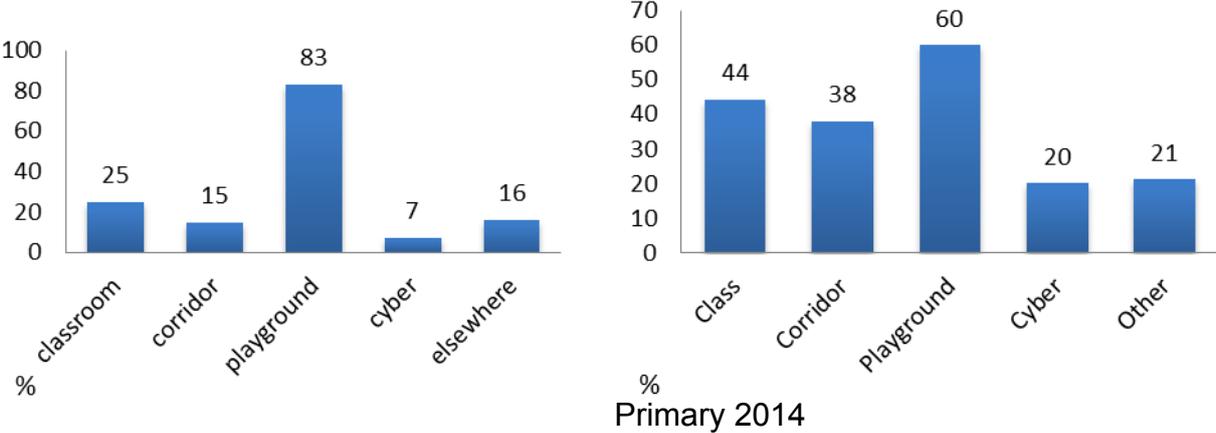


Secondary 2014

The majority of bullying incidents in Primary schools take place in the playground. This is not surprising as their learning time is generally spent with the same

member of staff in the same room, which allows easier supervision. In secondary schools whilst bullying in the playground is still the most common, it is noticeably also more widespread across other areas of the school. There is more movement around classrooms in secondary settings which increases opportunity for bullying behaviour to occur.

Where did the bullying happen?



Secondary 2014

The Census supports all participating schools in developing their own targeted support mechanisms, especially in light of Ofsted inspection arrangements, where safety, including bullying, has a greater profile. As the census takes place annually, participating schools are able to compare year on year data.

The multi-agency Anti Bullying Working Group meet bi monthly and regularly discuss the census information along with other areas of data collection of bullying incidents. The School Liaison Officer reports all parental complaints which are related to bullying to the Anti Bullying Officer, who monitors these, looking to identify any trends or patterns. School exclusions due to bullying behaviour are also monitored. Data is shared and discussed within the Anti Bullying Working Group to help inform planning for all partners.

The Lincolnshire Participation Action Group (LPAG) identified bullying as its key concern last year. The Anti Bullying Officer helped coordinate a range of activities with the group of young people to gain their views and experiences. This culminated in a planning day where the young people of LPAG attended a workshop and helped identify possible work streams. This information was then fed into action planning for future Anti Bullying work. The LPAG group also created 2 videos which we have shared via teeninfoincs and social media.

2. **CHALLENGE** attitudes and behaviours so that bullying prevention is integral to children and young people's rights

Children and young people are bullied for a wide range of reasons, and we support schools tackle all forms of bullying. The summary below shows census results for secondary age pupils to the question 'What was the reason for the bullying'.

| Reason for being bullied | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------|------|------|------|
|--------------------------|------|------|------|------|

| | | | | |
|--------------------------------|-----|-----|-----|-----|
| Ability | - | 12% | 16% | 15% |
| Appearance | 48% | 44% | 44% | 44% |
| Disability or SEND | 7% | 6% | 7% | 9% |
| Gender | 5% | 4% | 3% | 5% |
| Inappropriate Sexual Behaviour | 4% | 6% | 5% | 6% |
| Race / Ethnic origin | 1% | 8% | 5% | 6% |
| Religion / Belief | 3% | 6% | 3% | 3% |
| Sexual Orientation | 10% | 9% | 14% | 11% |

Minority groups within school communities on many occasions can and do experience greater frequency and severity of bullying. As part of the wider Anti Bullying work carried out, aspects of equality and diversity, celebration of difference and respect for others are covered, this is designed to challenge attitudes and discrimination of minority groups and helps to educate and inform pupils breaking down stereotypes and prejudice.

The Ofsted school inspection handbook 2014 – Behaviour and safety of pupils outlines anti bullying inspection criteria as follows:

Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyberbullying and prejudiced based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

The effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language.

All schools have a statutory duty under the Equality Act 2010 to support all pupils equally regardless of any of the protected characteristics.

3. **DEVELOP** a consistent approach to understanding and tackling bullying

The Anti Bullying Officer attends the East Midlands Anti Bullying Working Group and the Stonewall East Midlands Working Group, where Anti Bullying leads from across the region share information, best practice and ideas. This has allowed collaboration between authorities, which shared projects deliver reduced planning time and resources costs. For example Lincolnshire and Nottinghamshire have recently collaborated, developed and rolled out a theatre in education project to schools across both authorities.

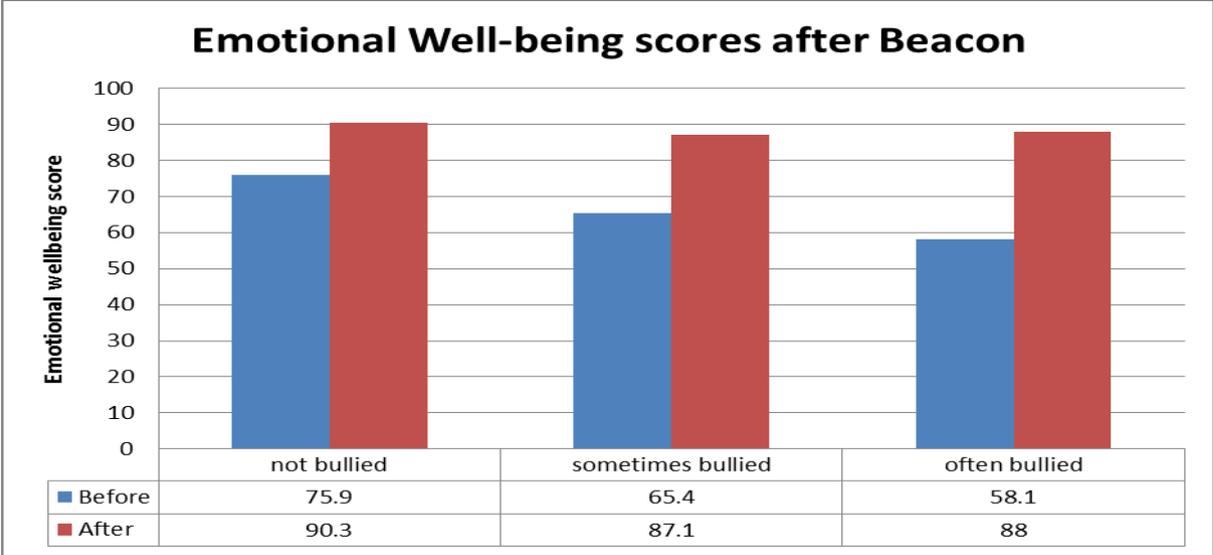
4. **RAISE SELF-ESTEEM**, confidence and develop emotional resilience for children and young people

The Beacon project provides targeted support and intervention to improve the emotional wellbeing of children. There are two strands within the scheme; Beacon Transition and Primary Beacon. Beacon Transition is designed to support children around the time of transition to secondary school and can run in primary and

secondary schools. Primary Beacon is a scheme aimed at identifying children who may be quiet, shy, anxious, isolated, withdrawn or finding it difficult to make friends. The scheme then provides intervention to prevent these children facing disadvantages and to increase active participation in their academic and social environment. The scheme runs as a ninety minute after school club once a week for ten weeks.

In Beacon Primary children in Year 3 are usually targeted. Quiet, shy children are often invited as well as children who feel less confident in large groups. When Beacon is running to support transition, all children in Year six complete a questionnaire to assess their general wellbeing and their attitude towards starting secondary school. Groups of children identified by research to be at risk at transition, and children who have reported anxiety around transition are invited to attend a Beacon transition club.

As part of the Beacon impact evaluation the question, “Do you get picked on?” with the available responses being; “Yes, No, Sometimes”. This enabled schools to include children who have experienced bullying (the terms “picked on” were used as it was felt children would view this term as less threatening and thus would be more likely to disclose. In the eyes of society and the researcher, being picked on is no different to being bullied). When running analysis on the data it was observed that children who had responded “Yes” and “Sometimes” appeared to have the lowest wellbeing scores. After statistically analysing the results it was discovered that there was a statistically significant difference between the emotional wellbeing scores of those who have been picked on and those who have not. A key finding in this investigation was that the difference in emotional wellbeing between the three groups of, "picked on", "sometimes picked on", and “not picked on”, was no longer statistically significant after participation in a Beacon Transition scheme. When the results were looked at in more detail it was seen that after participating in a Beacon Scheme, less children responded that they were being picked on than pre intervention. This suggests that attending Beacon enabled children to feel more able to stop any bullying which was taking place as well as increase their wellbeing.



5. **SUPPORT** schools to respond effectively to bullying behaviours and develop effective prevention strategies

The need to support schools meet their statutory duties and help prepare them for the requirements of Ofsted provides a key area for delivery of Anti Bullying Services. Schools regularly request support and guidance, and recent requests have been particularly focused on supporting Anti Bullying policy and school development plans, how to tackle homophobia and homophobic language and requests for delivery of general Anti Bullying staff training.

How have we delivered Anti Bullying Services?

A range of strategies are implemented within the authority to support effective policy and practice to ensure schools meet their statutory obligations in relation to Anti Bullying. This is provided via development of model documentation, staff training and support of senior leadership teams in developing robust strategies which influence practice across the school.

A wide range of activities and resources have also been created to support schools develop effective prevention strategies. Resources include lesson plans, assembly plans, ideas for covering Anti Bullying and equality issues within core subject areas, provision of assemblies, workshops, presentations and multimedia resources, as well as working with school councils and delivery of staff training.

To strengthen the stop bullying message a range of promotional materials have been developed and disseminated into all Lincolnshire Schools. Separate posters have been developed for Primary and Secondary pupils with clear themes giving a differentiated message. These have also been sent to GP's surgeries, Libraries and Children's Centres across the County.



A leaflet for parents has been developed to give help, advice and guidance along with useful links and contacts. Leaflets have recently been developed for pupils, which have followed the themes for the posters, one for Primary and one for Secondary, to give an integrated message and vision.

Anti Bullying week is a time when schools are particularly focussed on Anti Bullying initiatives and highlighting issues around the subject. This is a very busy time for the Anti Bullying Officer, with many schools requesting assemblies, workshops and

presentations. Each Anti Bullying Week has a theme, with this year's theme being a focus on bullying due to Special Educational Needs and Disability (SEND). Previous themes have included the role of the bystander and verbal bullying.

The Department for Education (DfE) also supported this year's Anti Bullying Week theme by offering free training via the Anti Bullying Alliance. Our Anti Bullying service coordinated the delivery of two training sessions within Lincolnshire, in Grantham and Lincoln, with nearly 40 teaching staff attending the sessions. This training was very well received and very detailed, with a great deal of information shared. Planning is in progress to utilise the training provided in the sessions and develop a 'workbook' which can be rolled out across all schools.

Early years practitioners from across the County attended an event at Myle Cross during June to celebrate the pilot Diversity Project.

The project was a development through partnership between the Anti Bullying and Birth to Five Services to support and inspire early years settings to be innovative in their approaches to tackling issues around equality and diversity and respect for others. The initial idea of this project was formed following key work carried out in Lincolnshire schools to challenge homophobia and homophobic language with LGBT Charity Stonewall and the Anti Bullying Service.



Pilot settings were given training during launch meetings and provided with a wide range of resources, which included Stonewall literature and the 'Out for our children' resource including a range of books, persona dolls, puppets, musical instruments and much more.

The event was an opportunity for settings involved in the project to display and share examples of their innovation with a wide range of very inspiring practice on show. Other settings attending the event were able to learn from this good practice and continue into the future with a greater awareness and confidence of dealing with issues around diversity.

In October as part of our work with the LGBT Charity Stonewall to tackle homophobia and homophobic language in schools, we were given the opportunity

to host a visit from Sir Ian McKellan into two secondary schools in the County. The Schools were The Priory Academy LSST and William Farr C of E School and they were both delighted by the experience. As Sir Ian asked for a press embargo prior to the events, both schools were required to keep it a secret from staff and pupils until the day of the event. This meant that schools were not inundated by the press and pupils could focus on the messages Sir Ian shared.

He spoke to children studying Key Stage 4 and A Level students, about his roles in films and campaigning against section 28 of the Local Government Act. This law was repealed in 2003.

He told students his biggest regret was not telling his parents about his sexuality. He came out to his stepmother hours before a BBC interview discussing sexuality, but she said she had known for 35 years.

He said: *“To be gay, is to be different, is to be honest. What’s natural is to be different, not the same, it is not the nature of life to be the same.”*

He advised students thinking of coming out to talk to people they trust first, and to not necessarily tell both friends and family at the same time.



Headteacher of William Farr, Andy Stones, said: *“It was a fantastic surprise for both the staff and the students. Sir Ian spoke very eloquently and his stories really had an impact on the students. It will be a day to remember for many of us.”*

What impact have we had?

The annual Anti Bullying Census data shows that since we began collecting information in 2011 the greatest impact has been in Primary schools with pupils who say they have been bullied steadily dropping from 31% in 2011 to 25% in 2014. Secondary pupils' responses have remained reasonably static over the same period at approx. 26%.

This also seems to be the situation for pupils' perception of how well schools deal with bullying, with a 10% increase to 53% of Primary pupils rating their school as *dealing with bullying very well* and Secondary pupils giving the same response only 25% of the time with little change since 2011. The question *does your school help pupils who are worried / sad about bullying* shows Primary pupils response of *yes all the time* up from 56% to 64% whilst Secondary pupils response has dropped from 38% to 32% over the same period. It is felt anecdotally that Primary schools embed pastoral values more efficiently whilst secondary school perhaps need to revisit the topics more regularly before they are embedded fully and the data seems to corroborate this.

As part of the process of visiting schools and delivering assemblies, workshops and presentations feedback is regularly sought. This ensures that what is delivered meets the needs of schools as much as possible.

Here are some examples of the feedback received...

"Thank you for coming to school last week and working with our students. My only regret is that I didn't know about you for the previous students and they missed out. Keep up the good work."

"Many thanks for coming to school yesterday and taking our assembly. I know it was of value to the students and several staff came to me later in the day and said how good your presentation was. I'm so glad you gave the students information about where to access help but so sad to see how many there yesterday appear to have first-hand experience of cyber bullying."

"In the last 48 hours I and other staff have heard and chatted to kids about homophobia, sexuality and the use of the word gay more than I have ever experienced in my 16 year career.....I wanted to say thank you"

As part of our commitment to ensuring all pupils are treated equally in schools and to help identify good practice and develop peer review the Anti Bullying Service take part in the LGBT Charity Stonewall's Education Equality Index. In 2014 Lincolnshire County Council ranked joint 8th in the country, a rise of two places since 2013, which compares practice and policy of participating local authorities.

Lincolnshire came joint 8th with Norfolk County Council, and Brighton & Hove City Council came top overall. In the East Midlands region, Lincolnshire came top, seconded by Leicestershire County Council. Meanwhile, Nottinghamshire County Council earned the most improved local authority title.

We are very proud to be recognised by Stonewall as one of the top 10 local authorities in the country in tackling homophobic bullying and homophobic language in schools. To have improved our position from 10 last year to eight this

year highlights the passion, commitment and enthusiasm by everyone involved across schools, colleges and children's services in creating a safe and inclusive learning environment for all.

Luke Tryl, Stonewall Head of Education said: *"Lincolnshire County Council deserves enormous congratulations on their performance in this year's Stonewall Education Equality Index. Homophobic bullying still has a detrimental impact on the attendance, achievement and life chances of young people. It's fantastic to see the work of our Top 10 highlighted in the Index, inspiring others to take action to provide teachers with the tools they need to make schools a safe and supportive place to help all young people to achieve their full potential."*

Michael Gove MP Secretary of State for Education added: *"Stonewall's research clearly shows that all too often the biggest barrier to tackling homophobic bullying isn't lack of will, but lack of teacher confidence. This year's Education Equality Index shows that evermore local authorities are now rising to meet this challenge by providing the training and support that teachers need to challenge homophobia in their classrooms."*

It is becoming apparent that more children and young people are now identifying as transgender in the county. Many schools are dealing with this very complicated issue for the first time and are lacking experience and knowledge. This is a tricky situation for schools with little information out there and many issues arising, particularly around bullying, for pupils who transition during their school lives. We have had 3 schools in the Lincoln area contact the Anti Bullying Service in the last 2 months seeking help, advice and guidance about this issue. Recent feedback received shows the anxiety many schools feel in dealing with this area....

"I was feeling quite overwhelmed when I spoke to you last night so I am really delighted to have made contact and had such positive responses."

2. Conclusion

What are our future plans?

The development of an Anti Bullying award or Quality Mark is a key piece of development work for the coming months. This will be developed in collaboration with schools and the wider children's workforce across the County, with a pilot project of a small selection of Primary and Secondary schools to be selected to trial the project. This will encourage schools to further engage with the Anti Bullying Service and should reduce instances of bullying by helping schools identify strengths and areas for development and improve pupils understanding and perception of what their schools are doing to tackle bullying behaviour.

As has been identified through the information generated by the Anti Bullying Census, there needs to be a greater focus on embedding Anti Bullying practice and procedures in Secondary schools. This will become part of the focus for discussions and planning a long term strategy for Secondary provision.

The Anti Bullying Officer and Ethnic Minority & Traveller Education Team (EMTET) are investigating more efficient ways to deliver training and support around equality

and diversity issues into schools. It is planned that a training package will be developed where schools would be able to request full training of all aspects or select key areas they wish to develop.

We know there are clear links between being a target of bullying behaviour and the emotional wellbeing of children and young people. Poor emotional health and wellbeing has, in many cases, a longer term detrimental effect on children and young people's lives and can cause young people to engage in dangerous behaviours including self-harm. We plan to investigate and research this key area over the coming year with a view to developing a multi-agency approach to tackling this growing problem.

The Anti Bullying census has identified that Looked After Children (LAC) are approx. twice as likely as their peers to be the target of bullying behaviour. This requires further investigation. The Anti Bullying Officer will meet with the V4C - The Children in Care Council to gain a greater understanding of the issues these children and young people experience with the ultimate plan to identify possible areas of development to help schools and the wider children's workforce reduce this situation and help support children in care.

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 | Anti Bullying Work Plan 2014 - 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 Sophie Whitehead, who can be contacted on 01522 555529 or sophie.whitehead@lincolnshire.gov.uk.

Appendix A - Anti Bullying Work Plan 2014 - 15

| Priority 1-5. 1 being lowest | Title | Detail - Including how Impact will be assessed | When | Who |
|------------------------------------|--|--|---------------------|------------|
| 4 | Regional Partnership work | <p>Continue with quarterly regional meeting with other Anti Bullying professionals across the East Mids.</p> <p>Investigate further possible collaboration with Leicestershire County Council regarding Anti Bullying phone app development.</p> <p>The impact will include new projects with new ideas and shared costs.</p> | | SW |
| 5 | Revisit Model Policy | The DfE has issued new guidance, we need to update our model policy to ensure it is compliant with these guidelines. This will need taking through Working and Monitoring Group. Impact will be up-to-date and accurate policies we can share with schools and other groups. | Mar 2014 | SW |
| 3 | Update and further develop Anti Bullying webpages on TeenInfoLincs and Lincolnshirechildren.net | <p>To reduce duplication and ensure all information is up to date so that all Young People can find resources quickly. These new links will help children and young people find the information and advice they need quicker and more easily and will include information on how to deal with all forms of bullying, including cyberbullying.</p> <p>Ensure this is also supported by our social media presence.</p> | Sept 2015 | SW, ZS, BF |
| 4 | Development of training module | <p>Planning and development of an integrated anti bullying training program and set of resources for delivery to social work and targeted youth teams.</p> <p>**To be delivered in September**</p> | Apr 2015 | SW |
| 5 | Focus on Self Harm, Emotional Wellbeing and dangerous behaviours | New focus which links into work that is happening with Healthwatch. This issue is a major one with young people and we need to tackle it quickly. The impact will be healthier, happier young people which is incontrovertibly important. | Plan by Oct 2015 | SW, JH, LG |

| | | | | |
|---|--|---|-----------|-------------|
| 5 | Launch Anti Bullying (AB) Award for schools | To further raise the importance of Anti Bullying work in schools we will launch an AB award which will be given to schools who can evidence good work. We will link this into Healthy Schools priority and excellence work. | Oct 2015 | SW |
| 4 | Launch of 'FREE' video event | Activities planned to help break down prejudices and ignorance which often lead to bullying. Will work on plans with Stonewall, Healthy schools and Just Lincolnshire and lead an event where the 'FREE' video will be shown and promoted to Primary schools. | Sept 2015 | SW |
| 4 | Promotion/Publications | Anti Bullying leaflet for children and young people. Will be distributed alongside a pack for schools | Mar 2015 | SW |
| 4 | Looked After Children Peer Mentoring | To try and help those Looked After children and young people who are bullied. Working with social work teams and Voices 4 Choices (V4C) groups. | Sept 2015 | SW, CH |
| 5 | Secondary schools initiative | Investigate new ways to engage with secondary schools and develop robust strategies for embedding anti bullying messages. Identify best practice and share with other schools. ** Investigation during summer term with launch across schools in Sept ** | Jun 2015 | SW |
| 4 | Equality & Diversity | Ensure equality issues are supported in schools and surrounding communities. Develop greater links with EMTET to offer training and support to schools. Continue to work closely with Stonewall in developing initiatives around challenging homophobia and homophobic language, including supporting development and delivery of Pilot LGBT Youth Group. | Apr 2015 | SW, WS, JCN |
| | | | | |
| | | JH – John Herbert JK – Jo Kavanagh ZS – Zania Stevens JCN – Jill Chandar-Nair | | |
| | | WS – Wes Shelbourne CH – Colin Hopkirk LG – Lucy Gallagher | | |
| | | BF – Bea Finegan | | |

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

| | |
|------------|---|
| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Corporate Parenting Panel Update |

Summary:

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

Through the presentation of reports, performance information, and Visiting Members responsibilities, the Panel scrutinise 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 draft minutes of the meeting held on 5th June 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 draft minutes

provide an account of the work undertaken since the previous Panel held on 12th March 2015.

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 | Draft Corporate Parenting Panel Minutes 05/06/2015 |

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 JUNE 2015**

PRESENT:

Councillors D Brailsford, A G Hagues, J D Hough, P J O'Connor and L Wootten.

Added Members: Jean Burbidge (Lincolnshire Community Health Services), Mrs Polly Coombes (Foster Carer), and Mary-Beth Pepperdine (V4C The Children in Care Council).

Officers/invited guests in attendance: Rebecca Andrews (Principal Lawyer), Kieran Barnes (Virtual Head of Looked After Children), Dave Clarke (Secure Unit Principal), Katrina Cope (Team Leader – Democratic and Civic Services), Annie Fletcher (Children's Service Manager Lincolnshire Services - Barnardo's), Jan Gunter (Designated Consultant Nurse Safeguarding & Looked After Children), John Harris (Children's Services Manager Regulated – North and Fostering), Colin Hopkirk (Participation Officer), Tracy Johnson (Scrutiny Officer), Tara Jones (Children's Services Manager Regulated - South and Adoption), Carolyn Knight (Independent Chair Manager) and Ron Oliver (Assistant Director - Barnardo's).

Observer: Yvonne Shearwood (Senior IRO Manager/Independent Chair).

1. ELECTION OF CHAIRMAN

RESOLVED

That Councillor D Brailsford be elected Chairman of the Corporate Parenting Panel for 2015/16 and 2016/17.

2. ELECTION OF VICE-CHAIRMAN

RESOLVED

That Councillor J D Hough be elected Vice-Chairman of the Corporate Parenting Panel for 2015/16 and 206/17.

3. APOLOGIES FOR ABSENCE

Apologies for absence were received from Theresa Buhryn (Independent Chair Manager), Mrs M Graham-Williams (Foster Carer), Samantha Edwards (Lincolnshire Partnership NHS Foundation Trust), Councillor R J Hunter-Clarke and Janice Spencer (Assistant Director Children's Safeguarding).

4. DECLARATIONS OF MEMBERS' INTERESTS

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

5. MINUTES OF THE MEETING HELD ON 12 MARCH 2015

RESOLVED

That the Minutes of the meeting of the Corporate Parenting Panel held on 12 March 2015 be confirmed and signed by the Chairman as a correct record.

6. CORPORATE PARENTING STRATEGY

The Participation Officer advised the Panel that the Engagement Plan was nearly complete and that it was hoped to re-publish an updated Plan in July 2015.

It was highlighted that the Corporate Parenting Strategy had been endorsed by full Council in December 2014, and that for the next meeting it was hoped that a full list of Looked After Children/Care leaver Champions would be made available to the Panel. It was further highlighted that the title Champion would be changed to Representative.

The Panel was advised that training would be provided to the Representatives, and; a further invitation would be extended to them to attend existing Joint Development Days in the North and South of the County at dates to be arranged.

The Participation Officer also asked Members of the Panel if they were prepared to have a photograph taken after the meeting for displaying on the Corporate Parenting Panel web page on the teeninfoincs website. Members agreed to this request.

It was reported that lots of work had been undertaken by officers to ensure that the issue of Corporate Parenting was embedded across the authority.

It was further reported that it was hoped to get a Young People's version of the Plan and a one slide version for the teeninfoincs website.

It was queried how many hits there had been on the teeninfoincs website. The Participation Officer agreed to look into this and report back to the Panel.

RESOLVED

That the report be noted.

7. PERFORMANCE REPORT QUARTER 4 2014/15

Consideration was given to a report from Janice Spencer (Assistant Director of Children's Safeguarding), which provided the Panel with the full quarter performance report relating to Looked After Children.

In the absence of the Assistant Director, the Children's Service Manager Regulated - North and Fostering presented the report to the Panel, making particular reference to

the fact that all performance indicators were within tolerance and invited members of the Panel to comment on the report presented.

During discussion, the following issues were raised:-

- Page 3 - Fostering/adoption of Looked After Children age 10 to 16. A question was asked as to whether the target was achievable. The Panel was advised that the demographics of Looked After Children was very complex and as result some children had required placement within a residential home, as fostering had not been considered as the best option to meet their needs. It was also reported that there had been an increase in the number of children placed at home on care orders. It was noted that for the majority of children within this indicator, that fostering was the best placement option;
- Page 6 - Stability of placements of Looked After Children; length of placement. A question was asked whether there was an explanation concerning the downward trend. The Panel was advised that the performance had stabilised this quarter. However, a piece of work had been commissioned to help the service better understand the reasons behind the deterioration. The Panel was further advised that the report was due to be completed at the end of June, which would then be made available to the Panel at a future meeting. In the interim period it was reported that training was being given to foster carers to help them deal with more complex behaviours, and foster carers would also be able to use the Safe Base training, previously made available to adoptive parents;
- Page 12 - Looked After Children persistent absence rate. It was reported that Lincolnshire was performing below the national average, but when compared to the previous year's performance, some improvement had been made. The persistent absence rate was now set at 90% to ensure earlier intervention from the Virtual School. The Panel was advised that attendance was discussed at all ePEP meetings with weekly contact being made from the Virtual School Business support to monitor the progress of students with attendance below 90%;
- Page 13 – Looked After Children reaching Level 4 in Maths in Key Stage 2. Some concern was expressed regarding the fact that out of the 14 young people, 7 had between 71% and 100% chance of achieving a level 4 and the other 7 having between 0% and 26% chance of achieving level 4. The Panel was advised that most of the young people were in special schools, and some of those did not have the same outcomes for young people. The main issue was that there needed to be more intervention at Key Stage One, and as a result more work was going to be done with three to six year olds, with special teacher services working alongside the school; and
- The frequency for ePEP meetings. The Panel was advised that ePEP meetings took place three times a year, but with some schools it was on a daily basis for Looked after Children. It was noted that schools were free to design their own processes for expected progress.

RESOLVED

That the report be noted.

8. VIRTUAL SCHOOL INTERIM REPORT

Consideration was given to a report from the Virtual Head of Looked after Children, which advised the Panel that improvements were being made to the way academic information was collected regarding Looked After Children.

It was reported that with regard to Early Years approximately 50% of the Reception Early Years Cohort was expected to achieve a good Level of Development in the coming year.

At key stage 2 outcomes relating to attainment had remained disappointing in terms of raw data, but the gap was closing with regard to national averages.

During discussion, the following issues were raised:-

- That more schools were now engaged with regard to Looked After Children and that more data was now being gathered from schools;
- That training from the virtual team had been provided to which fifteen teachers had attended out of hours;
- The need for more intervention from birth to six to help the young people. It was highlighted that some children had lots of difficulties, and the schools needed to be trained better to deal with those difficulties;
- Key stage two improvements. The Panel was advised that this was a major challenge and that specialist teachers were being used to help those disadvantaged children; and
- Concern was expressed as to how the Council knew that fewer under Fives were attending nursery. It was highlighted that work was being done with foster carers and through the FAST teams. The Panel was informed that the health assessment had identified that some under-fives were not attending nursery. It was agreed that attendance at nursery school was an important part of a child's development, but it was noted that some young people because of their complex needs were unable to attend nursery. It was agreed that more work needed to be done with regard to this matter and that a further report should be presented to the next meeting of the Corporate Parenting Panel. It was agreed that the Children's Services Manager Regulated – South and Adoption would look into getting a Birth to Five representative to attend the Corporate Parenting Panel on a regular basis, and also look into the widening of the role of the Health Visitor to provide additional support to foster carers.

RESOLVED

1. That a further report concerning Birth to Five be received at the next meeting.
2. That a representative from the Birth to Five Service be invited to attend future meetings of the Corporate Parenting Panel.

9. V4C THE LOOKED AFTER CHILDREN COUNCIL SIX MONTHLY UPDATE AND QUARTERLY MINUTES

The Panel gave consideration to a report from the Participation Officer, which provided the Panel with an update on the V4C Executive Group.

In guiding the Panel through the V4C Half Yearly report, reference was made to:

- Membership of the V4C. It was noted that there were now 13 permanent members;
- It was reported that the FAB Award had been a great success. It was highlighted that a young apprentice care leaver would be sitting on the project board for FAB 2016, to help directly manage the event;
- The BIG Conversation Event;
- That the Coming in-to Care App was now working with enquiries from other authorities;
- Development of the Lincolnshire Independent Reviewing Officer Service;
- Reviewing documentation for Looked After Children;
- Supporting the roll out of the V4C active programme;
- The inclusion of music activities through Soundlincs; and
- Challenges and Opportunities for 2016/17.

Full details relating to the bullet points listed were shown in the Half Yearly report.

Copies of V4C Executive Group Minutes from meetings held on 24 March 2015 and 21 April 2015 accompanied the half yearly report for the Panel's consideration.

The Panel was advised that after two and half years of being Chair, Cassie Hanley-Ball was going to be stepping down to allow her to continue with her studies. The Chairman on behalf of the Panel extended his thanks to Cassie for all her hard work and wished her well with her future studies. All Panel members were invited to email their thanks onto Colin Hopkirk (Participation Officer).

During discussion reference was made to Duke of Edinburgh Awards. The Panel was advised that the Frieston Centre was due to close at the end of year, which would make completion of the Duke of Edinburgh Awards more challenging. It was reported that dialogue was ongoing at the moment, and it was hoped that the Awards would continue. Reference was also made to the need to involve the new Representatives in the work of the V4C.

RESOLVED

That the report be noted.

10. VISITING MEMBERS – LOG OF QUARTERLY VISITS TO CHILDREN'S HOMES FOR 2104/15 AND 2015/16 AND VISITING MEMBER FEEDBACK

The Children's Service Manager Regulated – South and Adoption gave consideration to the Visiting Members – Log of Quarterly Visits to Children's Homes from April 2014 to March 2015 and April 2015 to March 2016.

Particular reference was made to the need for Behaviour Management Plans and for further training of staff at The Beacon. **Page 133**

It was highlighted that there were some gaps in the reports received from members' following their visits. Members were reminded that reports needed to be sent Tracy Johnson (Scrutiny Officer) following their visit. It was agreed that a reminder would be sent to the Visiting Members about their records.

The Panel was advised that new Children's Homes Regulations had come in to force from 1 April 2015, which advised that the minimum standard had now gone which had been replaced by quality standards in line with the OFSTED Framework. It was noted that Regulation 33 reports would now be Regulation 34 and that there was new evidence and standard outcomes for children. As a result of the new Regulations, it had been a very busy time for residential homes.

Discussion ensued, from which reference was made as to how the new Regulations would work and whether they would improve the quality of care for the children. The Panel was advised that the quality of Care would be improved for each Looked After Child, as each child would have a care plan in their home, so that their care was more individualised. It was noted that the Lincolnshire team was currently working with OFSTED with regard to measuring the outcomes from this approach. Members were also advised that the use of electronic data was now acceptable.

One member highlighted that on a recent visit to the Haven, a member of staff had made them aware that some staff at The Haven had not been paid correctly. Members were advised that some problems had occurred as a result of the AGRESSO implementation; and that staff had been asked to let managers know if they had been paid incorrectly so that a hardship payment could be arranged. The Panel felt that this was not acceptable for more junior members of staff.

The Children's Service Manager Regulated – South and Adoption agreed to look in to this matter.

RESOLVED

That the report be noted.

11. FOSTERING ANNUAL REPORT

Consideration was given to a report from the Children's Services Manager Regulated – North and Fostering, which provided the Panel with an overview of the Fostering Service Annual Report for 2014/15. Detailed at Appendix A was a report which contained information about the Fostering Service; in relation to performance indicators and measuring good outcomes, and the work of the Fostering Service and regulations relating to the Fostering Service.

It was reported that in 2014/2015, Lincolnshire had continued to utilise few external foster placements, remaining at under 5% of those placed in foster care. The number of children placed in commissioned placements had remained at 28 in March 2015.

It was reported that there had been a continued increase in the number of children looked after, from 599 in March 2014 to 637 in March 2015, an increase of 60% in the total looked after population in Lincolnshire. Following a tailored recruitment campaign, the total number of initial expressions of interest for the year April 2014 –

March 2015 for fostering was 281, of which 70 applications had been received. However, four foster carers had been lost within 12 months of approval this year.

The members were advised that the Foster Panel had met on 25 occasions between April 2014 and March 2015 and there had been 68 Regulations 25/15 (connected persons) and carers considered by both Fostering and Adoption Permanence Panels. Officers highlighted the hard work carried out by the Panel.

It was highlighted that Kinship was a developing area for Children's Services and for the Fostering Service. The service had achieved credibility with the court process in meeting all requirements relating to kinship assessments, but the volume had detracted officers from the core business of the Fostering Service, and as a result of persistent high demand the Fostering Services would be reconfiguring to most effectively meet the growing demand.

It was noted that representatives from the Foster Carers Association who had attended the FAB Awards in May had been very positive and they had actively introduced themselves to foster carers.

During discussion, particular reference was made to Children Asylum Seekers, and the Panel was advised that the Children would be placed in larger conurbations i.e. Leicestershire so that there was wider cultural support.

It was queried what training was offered to foster carers around education. The Panel was informed that this was under review and a meeting with the Virtual School had been arranged to discuss what support was available around education.

The Panel extended their thanks to officers for the excellent report and the continued development of foster carers.

RESOLVED

That the report be noted.

12. HEALTH ANNUAL REPORT FOR LOOKED AFTER CHILDREN – ACTION PLAN IN RESPONSE TO RECOMMENDATIONS

Consideration was given to a joint report from the Designated Consultant Nurse Safeguarding and Looked After Children, South West Lincolnshire CCG and the Named Nurse Vulnerable Children and Young People's Team, Lincolnshire Community Health Services, which provided the Panel with a progress report against the action plan for the Health Annual Report for Looked After Children 2013/14.

The Panel were guided through the report presented with particular reference being made to:-

- Page 2 – recommendation 15 – It was noted that a multi-agency group was developing the data for Looked After Children in a Peer Group which help in assessing the service, and
- Page 3 – recommendation 15 – It was highlighted that the timeliness of health assessments had not been met for 2014/15. Work was ongoing at looking at other models, one was GP's providing the service and being overseen by a designated professional. It was reported that some GPs were not renewing

their contracts and as a result the timescales for health assessments could not be accommodated. It was reported that in Wales they operated a nursing model, but the English guidance was for a medical practitioner to conduct the assessments. A question was asked as to whether nurses would be capable of doing the checks. The Panel was advised that they would, but that they would need additional training and development. If it was to be a nursing role it would have to be a senior level nurse, quality assured by a paediatric consultant supervisor. It was also noted that in some areas nurses took the initial health assessments. It was felt that if nurses did perform the reviews it would provide the service with more flexibility. The Welsh Model was being looked at as an option and it was highlighted that these issues were not just isolated to Lincolnshire.

During discussion, particular reference was made to the continued development of the Tier 3 CAMHS service specification, which was being led by Sally Savage, (Chief Commissioning Officer – Children's). Officers were able to advise that work was ongoing to meet the four week target for fast tracking to specialist CAMHS service; but unfortunately Quarter Four performance information had not yet been received to support this statement. It was agreed that an update on the Quarter Four Performance would be circulated to the Panel.

In conclusion, it was felt that the overall quality of the reviews was improving and that the reporting process would be able to provide information as to the journey and health of the Looked After Children. It was felt that 20 days was too short a period to assess a Child's needs, and that the Local Authority marker of 35 days was more appropriate.

RESOLVED

That the report be noted.

13. INDEPENDENT CHAIR SERVICE ANNUAL REPORT

Consideration was given to a report from the Independent Chair Manager, which provided the Panel with an overview of the Independent Chair Service for 2014/15.

Appendix A to the report provided the Panel with a copy of the 'Independent Review Service Annual report 2014/2015'.

In guiding the Panel through the report the Independent Chair Manager advised that following the secondment of David McWilliams to Rotherham in November 2014, interim management arrangements had been confirmed and Yvonne Shearwood had been appointed as Senior Independent Reviewing Officer (IRO) for the service.

It was reported that Birmingham University had been approached to deliver a Post Qualifying module to staff in the Independent Chair Service. This module would provide IROs with bespoke training around a critical understanding of the distinctive role and necessary skills of Independent Chairs. This training was due to start in July and run until November 2015.

It was reported that the Independent Chair Service had recently been made aware of a pilot that had been undertaken in Sheffield, to make Looked After Children (LAC) Reviews more Child Centred. It was noted that it was hoped to implement a similar process in Lincolnshire. It was highlighted that the Signs of Safety model was being embedded in Children's Services. This system was a strength based, solution focussed approach to practice in keeping with the Munro recommendations around empowering practitioners, evidence based practice, and encouraging constructive working relationships with children and families.

During discussion particular reference was made to the Care Plans as some young people and families had not seen the contents of their Care Plan which was unacceptable. The Panel was advised that there was a Care Plan Pledge and that better information about young people's views of their Care Plans would be available for the next quarter with data from Mosaic. The work was ongoing and it would take at least a year to put in place and that young people would be involved in the process.

RESOLVED

That the report be noted.

14. UPDATE ON THE NATIONAL YOUTH ADVOCACY SERVICE (NYAS)

The Children's Services Manager Regulated – North and Fostering advised that the contract with NYAS would end on 30 June 2015 and that from 1 July 2015 Barnardo's would be the new provider.

The Panel extended their thanks to Ted Normandale for his attendance and support over the last 8 years and the Chairman agreed to send a letter of thanks to Ted on behalf of the Corporate Parenting Panel.

The Panel was advised that going forward Barnardo's would not be invited to become a member of the Panel, as they would be providing a service for Lincolnshire County Council; and it was thought that this would result in a conflict of interest.

RESOLVED

That the report be noted.

15. ADOPTION SERVICE SIX MONTHLY UPDATE

The Panel gave consideration to a report from the Children's Service Manager Regulated – South and Adoption, which provided an update on the work of the Adoption Service during the last six months.

Detailed at Appendix A to the report was a copy of the Adoption Service 6 Month Report April 2014 to September 2014.

In guiding the Panel through the report, particular reference was made to:-

- That from April 2014, all school children adopted from care now benefitted from £20m of additional Pupil Premium to get the support they needed to thrive at school;

- In June 2014, the new Adoption Support Fund had been launched with ten prototype authorities ahead of the National roll-out for England. It was highlighted that Lincolnshire had already received confirmation to access the Fund;
- It was noted that the average time between entering care and being placed for adoption had decreased to 511 days in Lincolnshire with the all England average having decreased to 628 days;
- That during the last three years, the number of adoptions in England had increased by 63%, which was a record level. It was noted that over the last nine months there had been a drop in the number of placement orders as a result of the key Supreme Court and Court of Appeal judgements in 2013, particularly Re B and Re BS, which reiterated the need for adoption decisions to be based on a robust analysis of all realistic options, and set out that adoption was a measure only to be pursued where it was necessary for the child's welfare. It was also highlighted that following this judgement there had been an increase in Kinship placements under a Special Guardianship Order, and a reduction in Placement Orders;
- That there were six children awaiting adoption;
- That the Adoption Panel had seen a number of changes as the previous Chair, Pam Duncan, had retired; and a new Chair, Hazel Halle, had been appointed. It was also noted that a new Panel Advisor, Nicola Brangam, had been appointed, who had taken up, her post at the end of September 2014;
- Services available post Adoption. The Panel noted that adopters and adopted children had access to the Council's adoption website; the adoption helpline; and adoption support groups.

During discussion, reference was made to the need for Special Guardianship support. Officers agreed that the support given for an Adoption could be replicated for Guardian support. It was also highlighted that there was still a time lapse with the processing of Placement Orders. The delay seemed to be when transferring over from adoption to Looked After Children. It was further highlighted that there were issues around who to report to when a Looked After Child had special needs and whether it should be the Children with Disabilities Team or the Looked After Children Team. It was suggested that the Children with Disabilities Team should be brought into the process for care assessments. Officers agreed to look into the issues outside of the meeting.

RESOLVED

That the Adoption Service Six Monthly Update be noted.

16. LEGAL SERVICES – ANNUAL REPORT

Consideration was given to a report from the Principal Lawyer, Legal Services Lincolnshire, which provided an overview of children in care proceedings for 2014/15.

The Panel was advised that a more comprehensive report would be made available for the next meeting.

It was reported that between April 2014 and March 2015 that 198 care proceedings had been issued, which consisted of 186 applications for Care Orders and 14 applications for Supervision Orders.

The Panel was advised that due to the Commissioning restructure, Legal Services was now part of Environment and Economy and that the Directorate was currently under review, the results of which would be known at the start of October 2015.

It was reported that Lincolnshire was now fifth in the Country for the average timescale of 26 weeks to get a case through the legal system. It was noted that the effect of the Supreme Court and Court of Appeal judgements in 2013, particularly Re B and Re BS had resulted in some cases going beyond 26 weeks. This was mainly due to an increasingly large number of East European cases where assessments were required on family members living overseas, and also to cases where family members who have a realistic chance for permanence come forward late in proceedings, often as a result of changing their minds, and the timescales extended to carry out assessments on them.

A further factor that had had an effect on timescales had been a change in the Designated Family Judge, as the previous one had retired and had been replaced by three Judges, which had resulted in a more inconsistent approach. The Panel was advised that it was now more difficult to prepare cases for consideration as a result of the inconsistency of the Judges approach.

It was highlighted that only one case had recently gone to the Court of Appeal.

RESOLVED

That the report be noted.

17. CORPORATE PARENTING PANEL WORK PROGRAMME 2015

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

It was noted that the six monthly update on the Corporate Parenting Strategy would be removed from the agenda for 10 September as a revised Strategy and Action Plan were due to be presented to this meeting

RESOLVED

That the Work Plan be approved as set out in the report subject to the inclusion of items highlighted at Minute numbers 8 and 16 above.

The meeting closed at 1.15pm.

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Open Report on behalf of Debbie Barnes, Executive Director of Children's Services and Richard Wills, Executive Director for Environment and Economy

| | |
|------------|---|
| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Improving Employment and Skills in Lincolnshire's Growing Business Sectors |

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on Improving Employment and Skills in Lincolnshire's Growing Business Sectors, and invites views on how all our children and young people can be better prepared to meet future skills requirements, therefore securing better outcomes on leaving education and throughout their adult lives. The outcomes of discussions will inform the setting of the strategic priorities for post 16 education and training for 2016/17 which are due to be considered by the Committee in September 2015.

Actions Required:

The Children and Young People Scrutiny Committee is asked to consider the attached report and to make recommendations regarding the priorities and actions required to ensure our young people are well equipped to achieve their full potential to meet the skills needs and economic growth requirements in Lincolnshire and beyond.

1. Background

There has been some recent improvement (reduction) in the overall number of people who are unemployed. However, the proportion of the total unemployed that are aged 16 – 24, remains worryingly high, particularly in Lincolnshire where the proportion of the total unemployed remains consistently 5% higher for this age group than the national average (25% in Lincolnshire compared to 20% nationally as at the end of May 2015). Although there has been some improvement nationally, (after peaking in late 2011 at 22.5% the youth employment rate has fallen to 16.2%) the position of young people in the labour market has steadily worsened from the early 1990s to the recent recession. In Lincolnshire there are currently 1,850 young people aged 16 – 24 registered as unemployed (May 2015), a reduction of 1,065 from the same time last year.

This is in the context of relatively high participation of 16 – 18 year olds in education where our performance compares favourably with that nationally, suggesting that the situation for 19 – 24 year olds is even worse. This is at a time where employers are already reporting skills shortages and have high numbers of hard to fill vacancies. This suggests that young people are not leaving further and/or higher education with the skills they need to benefit from the available opportunities within Lincolnshire and beyond and/or they are not choosing to work in the sectors where jobs exist.

Alongside this the Greater Lincolnshire Local Enterprise Partnership (GLLEP) has identified that, even with full employment and every young person entering the labour market with the required skills at the appropriate levels, there will still be insufficient individuals to meet the requirements of the local economy.

A recent forecast predicts that 200,000 jobs will need to be filled across the Greater Lincolnshire area by 2022 (includes North and North East Lincolnshire).

Source: Working Futures 2012-2022, Warwick Institute for Employment Research/Cambridge Econometrics 2014.

A large proportion of the 200,000 jobs will be due to people retiring and a number due to overall growth of industry. It is important to note that even if an industry is not growing it will still need to replace those who are retiring.

The forecast shows that the greatest numbers will be needed in health and care, public sector (education) and retail/wholesale, with large numbers also needed in manufacturing/engineering, agriculture/food and the visitor economy.

The forecast also shows that the demand for staff with higher level skills is increasing with degree level jobs and higher needed. This is not necessarily about academic skills. Fewer jobs will be available for those with no, or low (Level 1) qualifications.

Summary of current situation and issues

- Evidence suggests the number of young people who are unemployed may be higher than the official statistics as some young people do not register with Job Centre Plus (ONS October 2014 stated that nationally 237,000 young people who are unemployed do not claim, an increase of 20% since 2012).
- Nationally, 14% of economically active 19 – 24 year olds are unemployed compared to 5% for 25 – 49 year olds. In Lincolnshire the figures are 9% and 4%*. *Source: Annual Population Survey * small sample.*
- Within the youth labour market there is significant hidden talent which includes:
 - unemployed young people
 - economically inactive young people who want a job
 - ‘under-employed’ young people who want more hours than they currently work,
 - young people on government training schemes (NEET engagement programmes, youth contract etc.) undertaking small amounts of job search, work preparation and/or work experience,

- young people who are working in temporary jobs but want permanent work
- young people that are 'over-qualified' for the work they are doing because they are graduates working in non-graduate roles.
- The Local Government Association (LGA) state that 2.46 million young people are part of what they call hidden talent (or two in every five young people)
- The links between the curriculum offer and skills needs (local, regional and national) are under developed and despite much encouragement, the post 16 curriculum offer in Lincolnshire has not changed significantly to meet skills needs in the last four years. In some cases there has been a slight reduction in some local priority sectors including engineering, hospitality and retail.
- The duty to provide impartial independent careers guidance transferred to schools in September 2013. The local authority does not have any role in monitoring the delivery of careers guidance in schools. Support has been provided to schools to advise and encourage them to develop this, but the quantity and quality of the support does vary between schools. An Ofsted thematic review found that nationally only 1 in 5 schools visited had ensured that all students received sufficient information to consider a wide breadth of career possibilities.
- There are a number of nationally commissioned initiatives to support schools to deliver careers guidance and develop links with employers including: National Careers Service, CAPITA (DfE run Careers and Enterprise Company), and Job Centre Plus meaning the system is fragmented and uncoordinated.
- As a result of the protection of schools funding (pre 16), overall funding for 16 – 19 education has reduced by 12% (*Source: LGA Hidden Talents, October 2014*). The Further Education (FE) sector is facing increasing pressure due to reductions in the Adult Skills Budget and all our main General Further Education (GFE) colleges have, or are undertaking, significant restructuring and re-organisation to take account of budget cuts. The impact of these changes on curriculum is not yet clear, but as a result the sector is likely to become even more competitive.
- The national lagged learner funding model encourages school sixth forms, colleges and other providers to compete to attract learners rather than to collaborate to work collectively to create a mix of courses that meet the needs of local employers and the ambitions of young people in an area. In Lincolnshire this is compounded by the reducing cohort size which will not plateau until 2020/21
- There is an oversufficiency (and growing number) of small academic school sixth forms in Lincolnshire, creating additional tension between the duty to provide independent impartial careers and advice about all the available careers options and the need to maintain sixth form learner numbers in a school. The high proportion of students that drop out of school sixth form, having completed part or a full year at AS level, suggests some of those young people would be more suited to an alternative vocational route.
- Disadvantaged young people including Looked after Children (LAC), Care leavers, those with Special Educational Needs (SEND), those known to the Youth Offending Team (YOT) and those who have been eligible for free school meals (FSM) continue to be over-represented in NEET (Not in Employment, Education or Training), and have poorer prospects for employment and earning potential in their adult life.

- The gap in attainment for those students who have been eligible for pupil premium, (LAC or FSM) and the overall cohort is higher in Lincolnshire than that nationally, regionally and that of our statistical neighbours.
- These groups (LAC, Care leavers, SEND, YOT, FSM) make up part of the 'hidden talent' referred to earlier.
- There has been some success in increasing the proportion of 16 and 17 year olds undertaking apprenticeships from 3% in May 2012 to 6.7% in May 2015. However, a high proportion of these apprenticeships continue to be at level 2 (twice as many as at level 3) and there are limited opportunities currently for progress to level 4 and above.

The role of Lincolnshire County Council

- The Council continues to seek to use its influence in relation to shaping post 16 provision in the area, through publishing annually its strategic priorities for post 16 education and training, and communicating these through meetings with senior leaders in school sixth forms, colleges and other providers.
- Officers from Children's Services and Economy and Environment work together to produce and disseminate labour market information to schools, including the termly publication of 'Aspirations' providing information about the local economy and emerging and growing sectors in Lincolnshire
- The Council has, as part of its youth employment strategy, established (and appointed to) a post dedicated to increasing the number and range of opportunities for young people to access supported internships (SEND), traineeships, apprenticeships and work experience within the Council with a view to becoming an exemplar employer in relation to youth opportunities.
- In addition, the potential to develop and deliver higher and degree level apprenticeships is being explored, as a means of providing a meaningful alternative to the academic route to degree level, and to potentially meet some of the Council's own future recruitment requirements in terms of hard to fill vacancies.
- The Raising the Participation Age (RPA) vulnerable learners group meets termly and is comprised of a range of stakeholders from the public, private and voluntary sector. The remit of the group is to identify barriers to participation and to ensure appropriate provision is in place to support participation of vulnerable young people.
- The Council's own Supported Internship programme delivered by the Promoting Employment Team (formerly Welfare to Work) and funded via mainstream funding from the Education Funding Agency has been particularly successful in supporting young people with special educational needs and disabilities (SEND) into employment. In 2013/14 8 out of 12 young people went on to gain paid employment following completion of a supported internship programme, and of the 2014/15 cohort of 36 internees, 19 have already gained employment. We expect this figure to rise over the summer.
- Efforts continue to encourage schools, colleges and other providers to collaborate to ensure an appropriate curriculum to meet the needs and aspirations of young people and future skills needs of employers. This is likely to become increasingly challenging given the increased competition for students.

- Subject to consultation, the Council's resource to support schools to develop and improve their career education and guidance offer will no longer be available from September 2015. The quality and appropriateness of schools' careers guidance offer and their student destinations will be included in the work to support the development of sector led school improvement and school to school support.
- Support for young people who are NEET aged 16 and 17, to support them back into education, or signpost to appropriate engagement activity is currently provided by the Lincolnshire County Council Careers Services. Job Centre Plus also has one member of staff to support hard to engage NEET across Lincolnshire as part of the Department of Work and Pensions (DWP) 16/17 NEET Initiative pilot.
- The range of support and services supporting youth transitions is huge, with much of it centrally managed by different Government Departments and Agencies, with the result that it is fragmented and uncoordinated, with limited or in most cases no local accountability or powers to intervene or shape. Appendix A contains further information on the range of support and services available.

Role of the Greater Lincolnshire Local Enterprise Partnership and Employment and Skills Boards

The Greater Lincolnshire Local Enterprise Partnership (GLLEP) is one of 39 Local Enterprise Partnerships (LEPs) that Government asked local areas to create. It is a private sector led Board with the aim of increasing economic growth in the area it covers and increasing prosperity. It has a wide strategic agenda, including housing, transport, water management and how it can lobby Government to unlock barriers to growth.

The Employment and Skills Board (ESB), also private sector led, was set up to champion learning and skills, and influence skills funders on behalf of employers in Lincolnshire. Decisions on skills funding are often made with no knowledge of the local area or how best to support employers, communities or individuals. Making use of research it commissions, pilot projects, and local statistics, the Board lobbies and influences Government on how it spends on skills. The ESB is a formal structure within the LEP and deals with skills on its behalf.

Our LEP Board Directors and Skills Board members go through a transparent recruitment process and are volunteers from across the private and public sector. Councillor C J Davie is a member of the LEP Board and Councillor Mrs P A Bradwell is a member of the ESB.

2. Conclusion

Most of the issues and challenges outlined in this report are reflected nationally and are not specific to Lincolnshire. There is a need however, to identify what action can be taken locally to improve the prospects for those of our young people who are not able to benefit from the current and future employment and career opportunities in Lincolnshire as well as elsewhere. This includes how Lincolnshire County Council can influence key stake holders and partners including the Greater Lincolnshire Local Enterprise Partnership, District Councils, Education and Training

providers and others to improve the employment prospects for our young people and therefore help to provide the skills required to ensure future economic growth 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 A | Services supporting youth transitions by age |

5. Background Papers

Local Government Association: Youth Transitions. Helping every young person reach their full potential http://www.local.gov.uk/web/guest/post-16/-/journal_content/56/10180/6703916/ARTICLE

This report was written by Maggie Freeman, who can be contacted on 01522 552753 or 07826 873167, or by email at Maggie.Freeman@lincolnshire.gov.uk and Clare Hughes who can be contacted on 01522 550545, or by email at clare.hughes@lincolnshire.gov.uk

Appendix A - Services supporting youth transitions, by age

| Service | Age | Support type | Department / Agency | Beneficiaries | Organisations in receipt | Notes | Local Authority levers |
|--------------------------------------|-------|--------------------|---------------------|---|---|---|--|
| Pre 16 schools (maintained) | 14-16 | Learning/ skills | Education/EFA | Statutory education for year 10 and 11 | Schools | Includes duty to provide careers guidance | Limited - influence only |
| Pre-16 schools (non-maintained) | 14-16 | Learning/ skills | Education/EFA | Statutory education for year 10 and 12 | Academies and Free Schools | Includes duty to provide careers guidance | Limited - influence only |
| Sixth Form Colleges (maintained) | 16-18 | Learning/ skills | Education/EFA | Academic and vocational education and training for 16 - 18 year olds | None in Lincolnshire | N/A | |
| Sixth Form Colleges (non-maintained) | 16-18 | Learning/ skills | Education/EFA | Academic and vocational education and training for 16 - 18 year olds | None in Lincolnshire | N/A | |
| Independent Sixth Forms | 16-18 | Learning/skills | Education/EFA | Academic and vocational education and training for 16 - 18 year olds | None in Lincolnshire | N/A | |
| Pupil Premium | 14-16 | Participation | Education | School pupils to age 16 who are eligible for school meals and/or looked after by the local authority | 11 - 16 schools and academies | No PP for post 16. Providers expected to support through bursary. Gap at age 16 and 19 is much bigger than nationally | Limited - influence only |
| Early Intervention Grant | 14-19 | Participation | Education | Vulnerable Children and young people at risk of non participation | Local Authorities | | Managed by LA |
| Further Education (16+) | 16-18 | Learning/skills | Education/EFA | 16 - 18 year olds and young people up to the age of 25 who have a Learning difficulty Assessment or Education, Health and Care Plan, vocational and academic qualifications | School and academy sixth forms. GFE colleges, charitable and commercial providers, LCC. | | None - gap filling only if agreed by EFA |
| Further Education (19+) | 19-24 | Learning/skills | Business/SFA | 19 - 25 year olds (some will be subject to fees) | GFE colleges, LCC | | None |
| University Technical Colleges | 14-18 | Learning/skills | Education/EFA | 14 - 18 year olds alternative to school | Lincoln UTC (partnership between Lincoln College, Lincoln University and Siemens) | | None |
| School careers advice | 14-18 | Advice | Education | Schools and Academies have a duty to provide independent careers guidance to pupils from age 13 upwards | Schools and academies within main funding allocation | No ringfenced funding. Schools do not receive additional funding to meet the duty to provide careers guidance | None |
| College careers advice | 16-24 | Advice | Education, Business | Colleges are required to make independent careers information and guidance available as part of their funding agreement | Part of funding agreement for colleges and contractual agreement for independent commercial and charitable providers | No ringfenced funding. Colleges do not receive additional funding to meet the duty to provide careers guidance | None |
| National Careers Service | 16-24 | Advice | Business | 16 - 18 year olds entitled to on line and telephone guidance only. Subcontractor has small amount of funding to support work with schools. | Contractor for East Midlands is Futures. £100k ringfenced for work with schools across the East Midlands | | None |
| Apprenticeships | 16-24 | Training/placement | Business/SFA/NAS | 16 - 24 year olds undertaking apprenticeships with employers. Apprentice is employed and paid. Employers are expected to contribute for 19 - 24 year olds | 200+ providers in Lincolnshire including those based in and outside of the county, and including colleges, commercial and charitable providers and employers. | | None |
| Apprenticeship Grant for Employers | 16-24 | Training/placement | Business/SFA/NAS | Incentive payment for small employers < 50 employees who have not recruited apprentices in the previous 2 years to recruit 16 - 24 year old apprentices | Small employers < 50 employees? | Grant is devolved to Sheffield City Region and Greater Manchester with plans to devolve to West Yorkshire Combined Authority from August 2015 | None |

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|--------------------------------------|---------|---------------------|--------------------------|--|--|---|---|
| Traineeships | 16-24 | Training/placement | Education/EFA/SFA | Pre apprenticeship programme aimed at developing employer readiness. 16 - 18 year olds funding via EFA, 19 - 24 year olds funded via SFA. Programme includes substantial work experience which is unpaid. | Colleges, commercial and charitable providers, LCC | | None |
| Council youth participation services | 14-18 | Participation | Education | Young people who are NEET or at risk of becoming NEET. Includes a range of services including LCC careers service, Positive Futures, Leaving Care Service, Families Working Together, Early Help etc. | | | Services currently delivered or commissioned by LCC |
| Guaranteed Bursary | 16 - 19 | Learning Grant | Education | Learners aged 16-18 are eligible for a Guaranteed Bursary of £1200 if they are: In care/classed as a 'Looked After Child' Been in care/classed as a 'Care Leaver' In receipt of income support In receipt of ESA and DLA | Individuals, administered via Schools and Academy 6th forms, GFE colleges and commercial and charitable providers in receipt of EFA funding | | None |
| Bursary Fund | 16-19 | Learning grant/loan | Education/EFA | 16 - 19 year olds experiencing hardship or requiring financial help to participate in learning | School and academy 6th forms, GFE colleges, commercial and independent providers | | None |
| Youth Contract – reengagement | 16-17 | Participation | Education/EFA | 16 - 17 year olds NEET and have: no GCSEs at A*-C; 1 GCSE at A* - C; young offenders released from custody/serving a community sentence (with 1 or more GCSEs at A*-C); young people in care or who were in care (with 1 or more GCSEs A*-C) | Groundwork UK in Lincolnshire | Ending 2015. Areas where the funding was delegated to local authorities have had significantly higher success (Evaluation completed by Institute of Fiscal Studies, Warwick University and Leeds Metropolitan University. | None |
| National Citizen Service | 16-17 | Volunteering | Cabinet Office/NCS Trust | All 16 and 17 year olds | Lincolnshire Education Business Partnership | | None |
| Youth Engagement Fund | 14-19 | Participation | Cabinet Office | 14 - 17 year olds at risk of becoming NEET | None in Lincolnshire | Greater Merseyside; London, sheffield, Manchester. These projects are the first centrally-funded bonds that have also sought a local contribution to outcomes – in this case, from councils and schools | N/A |
| European Social Fund (ESF) | 14-24 | Employment | Work and Pensions/ SFA | Re-engagement activity for NEET | Grantham College contracted through range of partners providers | | None |
| Innovation Fund | 14-18 | Participation | Work and Pensions | Social investment model | None in Lincs | Lincolnshire did not meet the criteria for bidding | N/A |
| Big Lottery Fund Talent Match | 14-19 | Participation | Other | Young people aged 18 - 24 who have been unemployed | Princes Trust with a range of partners including: Barnardo's Services Ltd, DHL Logistics Ltd, Gelder Construction Ltd, Involving Lincs, Lincolnshire Constabulary, Lincolnshire County Council and Lincolnshire Education Business Partnership, Skegness Neighbourhood Policing Team | | None |
| Jobcentre Plus engagement pilot | 16/17 | Participation | Work and Pensions | NEET 16 and 17 year olds | Job Centre Plus have one dedicated post | | None |
| ESF Youth Employment Initiative | 16-24 | Employment support | Work and Pensions | Counties or groups of counties where youth unemployment is above 25% | None for Lincolnshire | | N/A |

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|-------------------------------|-------|-----------------------|---------------------|---|---|---|------|
| New Enterprise Allowance | 18-24 | Employment support | Work and Pensions | Money and support to start own business if in receipt of particular benefits: Jobseeker's Allowance (or your partner does) Employment and Support Allowance (or your partner does) Income Support, if you're a lone parent or you're sick | Individuals | | None |
| Fair Chances Fund | 18-21 | Participation Cabinet | Office/ Justice | aged 18 to 24 (21 and over if they are care leavers):not in employment, education or training; homeless as defined in the homelessness legislation but not in priority need under that legislation; a priority for local authority support but unable to be accommodated in a supported housing scheme | None in Lincolnshire | | N/A |
| Care to Learn | 16-19 | Learning grant/loan | Education/EFA | Help with child care costs whilst participating in publicly funding education and training up to the age of 20 | Individuals | | None |
| Residential Bursary Fund | 16-18 | Learning grant/loan | Education, Business | Financial help for students in hardship, towards the costs of accommodation for young people attending one of the designated institutions delivering specialist provision, where that provision requires the young person to be resident in order to participate because it is not available locally and/or because it requires students to be available at unsociable hours on a regular basis | Specialist designated institutions - Bishop Burton college | | None |
| Residential Support Scheme | 16-18 | Learning grant/loan | Education, Business | helps support students who need to live away from home because the substantial Level 2 or 3 qualification within their study programme is not available to them locally | No information regarding whether insitiutions based in Lincolnshire are in receipt of an allocation for 2015/16 | Moving to an allocations based system (previously individuals) from 2015/16 | None |
| Dance and Drama Awards | 16-24 | Learning grant/loan | Education | help with fees and living costs at one of 19 private dance and drama schools for young people with talent | Individuals. None of the private dance and drama schools are based in Lincolnshire | | None |
| Jobcentre Plus | 18-24 | Employment support | Work and Pensions | Unemployed 18 - 24 year olds registered with Job Centre Plus | Individuals | | None |
| Work Programme | 18-24 | Employment support | Work and Pensions | Unemployed 18 - 24 year olds registered with Job Centre Plus | A4E, Ingeus | | None |
| Youth Contract – wage subsidy | 18-24 | Placement Work and | Pensions | Unemployed 18 - 24 year olds registered with Job Centre Plus | Employers | Programme ended early (new claims stopped from August 2014) due to poor performance | None |
| Help to Work | 20-24 | Employment support | Work and Pensions | tailor back-to-work plans for individuals according to the particular barriers to work they may have. The new measures include intensive coaching, a requirement to meet with the Jobcentre Plus adviser every day, or taking part in a community work placement for up to 6 months so claimants build the skills needed to secure a full-time job | Individuals | | None |
| Sector Based Work Academies | 18-24 | Employment support | Work and Pensions | Work with employers to: Pre-employment training-relevant to the needs of your business and sector; work experience placement; guaranteed job interview | Job Centre Plus working with individuals and employers | | None |
| Work Experience | 18-24 | Placement | Work and Pensions | 2 - 8 week placements 25 - 30 hours per week for individuals on job seekers allowance | Job Center Plus working with individuals | | None |
| Work Choice | 18-24 | Employment support | Work and Pensions | A voluntary Department for Work and Pensions (DWP) employment programme which helps disabled people with more complex issues find work and stay in a job. | Lincolnshire Providers: Shaw Trust Remploy Ltd | | None |

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|-----------------------------------|-------|---------------------|-------------------|--|---|--|--|
| Troubled Families | 14-24 | Participation | Communities | Help for families that meet one or more of the criteria: Are involved in crime and anti-social behaviour; Have children not in school; Have an adult on out of work benefits; Cause high costs to the public purse The criteria for drawing up the families to be targeted, | In Lincolnshire branded as Families Working Together | | Managed by LA |
| Families with Multiple Problems | 14-24 | Employment | Work and Pensions | Support for Families with Multiple Problems Provision is funded by the Department for Work and Pensions (DWP) and the European Social Fund (ESF) and aims to tackle entrenched worklessness in England by progressing people in families with multiple problems closer to employment. The provision is aimed at families with multiple problems and complex needs where: At least one member of the family receives a DWP working age benefit; Either no one in the family is working, or there is a history of worklessness across generations. | Prime contractor for East Midlands is Working Links | | None |
| Youth Offending Teams | 14-17 | Participation | Justice/YJB | The youth offending team gets involved if a young person: gets into trouble with the police or is arrested is charged with a crime and has to go to court is convicted of a crime and given a sentence | Lincolnshire County Council | | YOT is part of Lincolnshire County Council |
| Discretionary Learner Support 19+ | 19-24 | Learning grant/loan | Business/SFA | Financial support for individuals over 19 and facing financial hardship studying an SFA approved course in further education (not including community learning or higher education) | GFE colleges and other providers with SFA funded programmes to allocate at their discretion | | None |
| Maintenance and tuition fee loans | 18-24 | Learning grant/loan | Business | Loans and grants for tuition fees and living costs in higher education | Individuals administered via the Student Loans Company | | None |
| Tuition Fee Grant | 18-24 | Learning grant/loan | Business | | | | None |
| Adult Dependent's Grant | 18-24 | Learning grant/loan | Business | Full-time students in higher education with an adult who depends on them financially can apply for an Adult Dependents' Grant of up to £2,757 | Individuals administered via the Student Loans Company | | None |
| Childcare Grant | 18-24 | Learning grant/loan | Business | Full-time higher education students with children can apply for a Childcare Grant of: up to £155.24 a week for 1 child; up to £266.15 a week for 2 or more children | | | None |
| Parent's Learning Allowance | 18-24 | Learning grant/loan | Business | Full-time students with children up to £1,523 a year to help with their learning costs. Means tested | | | None |
| Disabled Students' Allowance | 18-24 | Learning grant/loan | Business | Higher education students living in England, with a disability, including a: long-term health condition; mental health condition; specific learning difficulty, eg dyslexia. Amount dependent on need not income | | | None |
| Career Development Loans | 18-24 | Learning grant/loan | Business | Bank loans to pay for courses and training that help career progression or help get individual back into work. Between £300 and £10,000. Reduced interest rate and interest paid whilst still studying. | | | None |
| Jobseekers Allowance | 18-24 | Benefit income | Work and Pensions | Assistance to find work for those unemployed who are over 18 but below state pension age. Support from a work coach. | | | None |
| Income Support | 17-24 | Benefit income | Work and Pensions | financial support for individuals who have not signed on as unemployed with low income and working less than 16 hours per week | | | None |
| Employment Support Allowance | 16-24 | Benefit income | Work and Pensions | Financial support for those who are ill or disabled if unable to work and support to get back into work for those that can. Work Capability Assessment required to assess extent to which illness or disability affects ability to work | | | None |

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| Personal Independence Allowance | 14-24 | Benefit income | Work and Pensions | Replacing Disability Living Allowance. Allowance for additional costs resulting from disability or illness of between £21.80 and £139.75 a week. Based on individual assessment. | | | None |
| Carers Allowance | 16-24 | Learning grant/loan | Work and Pensions | Allowance of £62.10 per week for anyone caring for someone with substantial care needs for 35 hours per week. | | | None |
| National Insurance Break | 16-21 | Subsidy | HMRC | Employers are not required to pay National Insurance for Apprentices aged 21 and under. To be extended to those 24 and under from April 2016. | | | None |
| Careers and Enterprise Company | Schools | Careers and Enterprise | Education | National Careers and Enterprise Company to work with LEPS and develop employer and school links | | | |
| ESF Youth Employment Initiative | | | DWP | To be commissioned | To be commissioned | Influenced by LEPs, funded by and accountable to DWP and European Commission | Limited (through LEP) |
| European Social Fund | | | DWP | To be Commissioned | To be commissioned | Influenced by LEPs, funded by and accountable to DWP and European Commission | Limited (through LEP) |

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

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| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | OFSTED Action Plan Update |

Summary:

This report sets out the action plan which has been developed to address the areas for improvement identified in the Ofsted inspection of services for children in need of help and protection, children looked after and care leavers which took place in 2014.

Actions Required:

The Children and Young People Scrutiny Committee is asked to note the progress made within the Action Plan and consider the actions identified.

1. Background

The inspection of services for children in need of help and protection, children looked after and care leavers took place between 22nd October and 12th November 2014.

The action plan has been developed as a result of the areas of service that were identified for improvements. The actions have been integrated into the Children's Services Improvement Plan which reports on a quarterly basis to DMT. The action plan was reviewed in June and identifies progress made towards the completion of each of the action points. The plan will be reviewed again in September 2015.

2. Conclusion

The attached action plan sets out progress against the 15 recommendations from the Ofsted inspection. The Committee is invited to consider the actions being undertaken to address the areas identified by Ofsted for improvement.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

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| These are listed below and attached at the back of the report | |
| Appendix A | Action Plan in response to Ofsted Inspection |

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 Janice Spencer, who can be contacted on 01522 554476 or janice.spencer@lincolnshire.gov.uk.

| Number | Source (i.e. Report Name) | Date of Report | Recommendation | Action | Owner | Timescales | Link to QA Standards | Update for DMT (July 2015) | RAG Rating |
|--------|---------------------------|----------------|--|--|-----------------|---|----------------------|--|------------|
| 1 | Ofsted | 06/01/2015 | Cease the use of bed and breakfast accommodation for homeless 16 and 17 year-olds and young people leaving care, and ensure that there is suitable accommodation for all care leavers. | <ul style="list-style-type: none"> • Re procurement and increased commissioning of supported and crisis accommodation in each locality area. This process has increased emergency beds in each locality • Enhance opportunities for supported lodgings through additional worker employed through the Leaving Care Service • No placements to be made in bed and breakfast accommodation, unless in exceptional circumstances and only with approval of AD/DCS. | Jo Kavanagh | <ul style="list-style-type: none"> • Re procurement process completed – new service to be operational from 1st July 2015. • In place and increase in supported lodgings monitored through the contract. • In place with immediate effect. | | <p>Sarah Rycroft FWT Key Workers has been seconded into a Youth Housing Officer role a temporary position managed across FWT and Children's Commissioning until the end of September. Work is currently being completed jointly between Sarah Rycroft and Anita King from CC to manage the transition from current to new providers to ensure all 16/17 year olds and care leavers will be in the correct supported accommodation provision by the 1st July. This work is including a review of all those young people currently placed in costly provision outside of Lincolnshire with a view to them having planned moves into Lincolnshire provision as it becomes available.</p> <p>A package of support and training is currently being developed alongside colleagues in Regulated and SEND to offer training and on going support to</p> | Green |
| 2 | Ofsted | 06/01/2015 | Undertake a review of quality assurance activity with regard to work with individual children, and increase the emphasis of auditing activity on the impact of practice on outcomes. | <ul style="list-style-type: none"> • Develop and implement 'outcomes' framework as part of audit guidelines. • Agree indicators of how we measure when an outcome is reached and what this looks like. | Jennie Thornton | <ul style="list-style-type: none"> • Outcomes framework developed and in place and operational - guidance outlines what good looks like. | | Outcomes completed and draft with AD's and work is in hand while we move towards the implementation of Mosaic. | Amber |

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| 3 | Ofsted | 06/01/2015 | <p>Improve the rate of progress and education outcomes for children looked after by strengthening the quality of their personal education plans and maximise the impact of pupil premium funding on raising achievement for both children looked after and adopted.</p> | <ul style="list-style-type: none"> •Implement Quarterly Assurance Review of ePEPs to determine quality and identify areas for improvement. •Raise awareness of the pupil premium and its uses with Social Workers/Foster Carers/Prospective Adopters/Designated Teachers/School Governor's through training and publicity materials. •Virtual Head to continue to have oversight of the use of pupil premium. •Working with the university to explore opportunities for evaluation of interventions | Keiran Barnes | <ul style="list-style-type: none"> •Comprehensive action plan which incorporates above actions to be presented to Corporate Parenting Panel 12th March 15. | <p>Quality Assurance Review of Epeps in Place from March 2014.All social care teams now informed of completion rates by Virtual School on weekly basis. Programme of training for Social Workers/Designated Teachers focused on completing effective high quality Peps established January 2015 and is ongoing. Family Learning programme to be developed from Summer 2105 with Community Learning Service and schools to support carers in early years - KS/1. Virtual School Website currently under development with comms team support. Pupil premium policy currently being drafted for completion June 2015. Links with Lincoln, Keele and Bath Spa Universities being established with a view to developing training for new teachers on SCITT programme and creating Attachment Aware Schools.</p> | Amber |
| 4 | Ofsted | 06/01/2015 | <p>Maximise learning from complaints made by children looked after by ensuring that they are analysed to identify trends and inform service improvements.</p> | <ul style="list-style-type: none"> •Tell Us Survey completed by LAC to continue. •Responses analysed to identify themes to address to ensure continuous improvement. •6 monthly/annual complaints report to be produced and analysis undertaken to identify themes to ensure continuous improvement. •Findings and learning to be communicated with staff/partners/children/families and young people. | John Harris/ Tara Jones Zoe Butler | <ul style="list-style-type: none"> •First 6 monthly complaints report for LAC to be developed for Sept 15 and presented to Corporate Parenting Panel. | <p>The 2015 Tell us surveys will be issued to the 12 to 18yrs cohort the week commencing 6th July 15. The results,trends and themes and what we will be doing to make improvements will be issued to all participants and through Teeninfoincs. Results will be issued through 1 minute briefings to all staff and partners</p> | Amber |
| 5 | Ofsted | 06/01/2015 | <p>Ensure that recent improvements in the work on child sexual exploitation relating to both prevention and protection are subject to review and evaluation, so that impact can be understood.</p> | <ul style="list-style-type: none"> •Review and evaluate impact of the implementation of the SAFE hub in terms of identification, intervention, disruption and prosecution. •LSCB to continue to promote awareness of the issue of CSE and other emerging issues as identified by the evaluation. | Roz Cordy | <ul style="list-style-type: none"> •Interim Review of SAFE team presented to DMT 17th February 2015 – further more detailed evaluation planned for Oct 15. | <p>Work to review and evaluate is currently ongoing</p> | Amber |
| 6 | Ofsted | 06/01/2015 | <p>Ensure that all relevant staff working with children are able to identify the early signs of sexual exploitation, and that they are confident in their use of relevant risk assessment tools.</p> | <ul style="list-style-type: none"> •Mandatory e-learning for staff.Ensure staff aware of the resources available through SAFE hub – one minute briefing. •Ensure staff aware of role of CSE coordinator and ability to provide consultation – one minute briefing | Roz Cordy | <ul style="list-style-type: none"> •Interim Review of SAFE team presented to DMT 17th February 2015 – further more detailed evaluation planned for Oct 15. •Children Services to request LSCB to undertake formal evaluation of their CSE plan in 6 months. | <p>Pilot on new risk management tool to increase use of tools and increased awareness among children's services staff</p> | Amber |

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| 7 | Ofsted | 06/01/2015 | Review and strengthen the process and recording of child protection section 47 enquiries to ensure that: expectations for multi-agency checks are defined; their findings are clearly recorded by social workers; summaries and recommendations are explicitly linked to this information and to the assessment undertaken; and management decision-making points are clearly defined. | Child Protection – Cornelia to speak to Carrie about Mosaic and how this will be done. Thematic audit on strategy discussions and so consider widening scope to include all CP processes. | Cornelia Andrecut Carrie Forrester | Review End April 2015 | | Still awaiting confirmation of a go live date for Mosaic. Lizette Watts has been working on the S47 processes and can confirm that the workflows we have built on Mosaic which will provide clear tracking and decision points accurately recorded. | Amber |
| 8 | Ofsted | 06/01/2015 | Ensure that where an assessment concerns the impact of domestic abuse it is informed by the Domestic Abuse, Stalking and Harassment (DASH) risk assessment undertaken by the police. | •Safeguarding Lead to discuss with Police to ensure DASH assessment routinely accompanies information provided and social worker to consider this in line with all other available information to inform assessment. | Roz Cordy | •In place- Audit to be completed in 9 months to ensure DASH assessment is routinely provided to CS. | | Police are not able to currently provide DASH assessments on all cases referred exception that social workers request DASH assessment if completing an assessment. Police advise that new technology may enable them to send them in the future. | Amber |
| 9 | Ofsted | 06/01/2015 | Ensure that robust assessment, planning and information sharing are in place for all children looked after which is relevant to their current needs and changing circumstances. This should include children who are returning home, those where placement planning and identification are current issues, and those moving to a new placement or leaving care. | •Task and finish group to identify key priorities for improving the quality and timeliness of all assessments, care plans, placement planning for Looked after children. •Establishment of dedicated LAC Practice Supervisor to provide support and mentoring to all locality and LAC Teams to ensure consistency of planning. This will include the production of quality care plans demonstrating the journey of the child and which are relevant to their current needs and changing circumstances. Strengthen the role of the IRO in ensuring that the assessments upon which the care plan is based are comprehensive and adequate, involving the appropriate people and addressing the appropriate issues, that the proposed care plan results logically from the assessments and that it is relevant, viable and achievable. | Tara Jones John Harris Yvonne Shearwood | •There is a project plan in place to ensure the above actions are completed by Dec 15. | | Task and Finish group have met. Care planning workshop delivered on the 21st June 15 involving Team Managers from all service areas including IRO service. Dedicated PS appointed to lead on the development of a revised care plan and improved planning processes. Liaison has taken place with Trafford regarding their work in improving Pathway Plans. A programme of LAC auditing focusing on assessments, care plans, placement planning and pathway plans has commenced in order to continually monitor the impact of the work stream. Promotion of the adoption pupil premium will be through the summer adopter newsletter and website. IRO's will now ensure that at the final LAC review prior to adoption order, adopters are aware of this entitlement. A head teacher briefing is being arranged | Amber |
| 10 | Ofsted | 06/01/2015 | Introduce a chronology tool that is fit for purpose, consistently used and reliably tells a child's story, so that social workers and managers are accurately informed in their assessments and decision-making. | •Improved chronologies to be part of the new IT system. •Mosaic system which comes online April 2015. | Carrie Forrester | Apr-15 | | Chronology tool is being built into Mosaic. | Amber |

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| 11 | Ofsted | 06/01/2015 | Ensure that 16 and 17 year-olds who are homeless or potentially homeless understand their entitlements and that, for those who do not remain with their friends or families, their legal status is considered and clearly recorded in assessments. | <ul style="list-style-type: none"> •Assessments will consider and record evidence of all options discussed in respect of entitlements and legal status •Development of a single locality response to homeless process completed. | Jo Kavanagh | <ul style="list-style-type: none"> •In place as part of the re procurement- new service to be operational from 1st July 2015. | SR/AK is working with FWT and locality managers to develop a single gateway for all 16/17 and Care Leavers who require accommodation/support to remain at home/placement. Housing Management Meetings across the 4 quadrants of the county are planned for the end of June with representatives from FAST, Targeted, FWT, District Councils and Providers which will start this process. EH and SCA assessments now record the discussion regarding YP and their entitlements in the context of preventative work that emphasises wherever possible they remain in the family home. | Green |
| 12 | Ofsted | 06/01/2015 | Ensure that social work reports are made available to families sufficiently in advance of child protection conferences and that all key reports are available prior to children's looked after review meetings. | <ul style="list-style-type: none"> •All Service Managers to issue local brief to ensure that teams are aware of the importance of providing reports prior to meetings. •Performance indicator minimum 95% to be circulated in timescale. •Monitoring of the production of reports in a timely manner will continue through Independent Reviewing Service, this will highlight where individual and team practice is of concern and needs addressing. | All Service Managers Yvonne Shearwood | <ul style="list-style-type: none"> •Communication issued through teams by 31st March 15 – monitoring to be in place from April to enable DMT to track this. | | Please Select |

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| 13 | Ofsted | 06/01/2015 | <p>Improve the quality of Pathway Plans so that they feature carefully considered objectives with specific actions and timescales to measure progress and ensure that their review benefits from meetings which are appropriately chaired.</p> | <ul style="list-style-type: none"> •IRO's to record decision of review to complete Pathway Plan. •IRO's will monitor completion and quality of Pathway Plans through review process. •Lincolnshire Leaving Care Service Manager to attend IRO Team Meeting to raise status and profile of Pathway Plans. •LAC nurse and LACES to be invited to next LAC steering group to progress incorporation of ePEPs and My Health History in Pathway Planning. •One minute briefing to staff on expectations and quality of Pathway Planning and invite FAST and Residential Teams to a Development Day to further embed good practice across all teams. •LLCS to request Pathway Plans at point of referral with updates from each LAC review and latest at point of allocation. •IRO and Social Workers to ensure leaving care service is invited to 28 day and 13 weeks LAC review. •Pathway Plan workshop developed. •Rolling programme of workshops delivery to Team Meetings to be implemented. | <p>Yvonne Shearwood John Harris/Tara Jones Annie Fletcher Jean Burbridge/Keiran Barnes Sam Clayton/ John Harris Tara Jones/John Harris/Yvonne Shearwood John Harris/Barnados</p> | <ul style="list-style-type: none"> •There is a project plan in place to ensure the above actions are completed by Dec 15. | <p>Task and Finish group have met. Care planning workshop delivered on the 21st June 15 involving Team Managers from all service areas including IRO service. Dedicated PS appointed to lead on the development of a revised care plan and improved planning processes.</p> <p>Liaison has taken place with Trafford regarding their work in improving Pathway Plans. A programme of LAC auditing focusing on assessments, care plans, placement planning and pathway plans has commenced in order to continually monitor the impact of the work stream. Promotion of the adoption pupil premium will be through the summer adopter newsletter and website. IRO's will now ensure that at the final LAC review prior to adoption order, adopters are aware of this entitlement. A head teacher briefing is being arranged</p> | Amber |
| 14 | Ofsted | 06/01/2015 | <p>Ensure that where looked after young people aged 16 and 17 years of age leave care before they reach 18 years of age, the leaving care decision is informed by the young person's readiness and preparation.</p> | <ul style="list-style-type: none"> • Develop system to alert LLCS when 16 year olds become LAC. •Agreement for 16/17 years old to leave care must be signed off by AD/DCS this will only be undertaken following presentation of appropriate risk assessment and support plan. •Working group to develop assessment process/support plan before 16/17 year olds leave care – incorporating Signs of Safety mapping. •Research other areas practice via IRO regional meetings to inform best practice. | <p>Janice Spencer/Tara Jones/John Harris Yvonne Shearwood</p> | <ul style="list-style-type: none"> •There is a project plan in place to ensure the above actions are completed by Dec 15. | <p>Carolyn Knight attends the regional and national meeting for IROs where ideas are shared. this information is shared locally. We are currently considering how we can implement changes in the review process in order to facilitate greater participation of children and young people within the review process. V4C have been attended by Yvonne Shearwood. Plans for a working group to be set up with looked after young people in order that they can make a contribution to any changes which take place.</p> | Amber |

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| 15 | Ofsted | 06/01/2015 | <p>Take action to reduce offending rates of care leavers, and those who receive a custodial sentence.</p> | <ul style="list-style-type: none"> •The comment in the report in relation to youth offending rates was removed following letter from DCS on matters of accuracy as custody rates for carer leavers is low however the finding was NOT removed. •Although we do not accept that rates are high we agree that we are an aspirational authority who always seeks to improve and reduce custody rates for care leavers. •Mapping/audit of all young people currently in custody.Profile top 10 young people causing concern and undertake with YOT to implement Diversion intervention. •Monitor and review young people causing concern at monthly management meeting and ensure partners/agencies held to account for diversion/support to young people. •Continue to support and engage care leavers in accessing education, employment and training. •IAG session to be delivered to young people in custody to support with clear plan within prison and when back in community around education, | <p>Andy Cook/ Annie Fletcher</p> | <ul style="list-style-type: none"> •There is a project plan in place to ensure the above actions are completed by Dec 15. <p>All young people now entering custody to be provided with a formal resettlement offer as part of the YJB East Midlands Resettlement Consortium. All young people including care leavers leaving custody discussed within regional resettlement case management forum to ensure effective support upon release including accommodation, education, training and employment. Recruitment of 2 dedicated Youth Link Workers with YJB funding to provide support in custody and planning for release at HMYOI Wetherby to ensure :</p> <ol style="list-style-type: none"> 1. Young people engaged with services such as education, health etc. 2. Support young people in maintaining contact with immediate and extended family members 3. Support them on their application for Release on | Amber |
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Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

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| Report to: | Children and Young People Scrutiny Committee |
| Date: | 24 July 2015 |
| Subject: | Children and Young People Scrutiny Committee Work Programme 2015 |

Summary:

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

Actions Required:

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

1. Background

Current Work Programme

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

Forward Plan

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

Scrutiny Activity Definitions

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

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

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

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

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

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

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

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

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

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

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

5. Background Papers

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

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

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

Chairman: Councillor John Hough

Vice Chairman: Councillor Ray Wootten

| 24 July 2015 | | |
|---|---|----------------|
| Item | Contributor | Purpose |
| Monks Dyke Tennyson College – Options Paper | Debbie Barnes Executive Director for Children's Services Matthew Clayton School Organisation Planning Manager Angela Pae Property Transition Support Manager – Schools | Status Report |
| New Key Stage 4 Performance Measures | Keith Batty Director of CfBT Education Services | Status Report |
| Lincolnshire Safeguarding Children Board (LSCB) Neglect Strategy | Andrew Morris LSCB Business Manager | Status Report |
| Anti Bullying | Sophie Whitehead Anti Bullying Officer | Status Report |
| Corporate Parenting Panel Update | Cllr David Brailsford Chairman of the Panel | Member Report |
| Improving Employment and Skills in Lincolnshire's Growing Business Sectors - Update | Maggie Freeman 14-19 Commissioner Clare Hughes Principal Development Officer (Skills) | Update Report |
| Ofsted Action Plan | Debbie Barnes Executive Director for Children's Services | Status Report |

| 11 September 2015 | | |
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| Item | Contributor | Purpose |
| Strategic Priorities for 16 – 19 (25) Education and Training for 2016/17 | Maggie Freeman | Pre-Decision Scrutiny (Executive decision on 6 October 2015) |

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| Theme Performance: Quarter 1 | Sally Savage Chief Commissioning Officer – Children's | Performance Scrutiny |
| Implementation of SEND Reforms – Lessons Learned and Progress Report | Sheridan Dodsworth Children's Service Manager – SEND John O'Connor Children's Service Manager – Education Support | Status Report |
| Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update | Cllr Ron Oxby Chairman of the Sub Group | Member Report |
| Involvement with the Youth Cabinet | Andrew Garbutt Participation Officer | Status Report |
| Additional Item | | |

| 16 October 2015 | | |
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| Item | Contributor | Purpose |
| Troubled Families Programme 2 nd Phase – Six Monthly Update | Jo Kavanagh Head of Service Lincoln and West Lindsey Locality and Families Working Together | Project Update Report |
| Exclusion Strategy | John O'Connor | Status Report |
| Lincolnshire's Annual Childcare Sufficiency Report 2015/16 | Geraldine O'Neill Lead Consultant (EYE) Birth to Five Service | Status Report |
| Youth and Community Development | Stuart Carlton Assistant Director – Children's Lead Early Help | Update Report |
| Additional Item | | |
| Additional Item | | |

| 27 November 2015 | | |
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| Item | Contributor | Purpose |
| Theme Performance: Quarter 2 | Sally Savage | Performance Scrutiny |
| Frontline Social Workers and Safeguarding Scrutiny Review – Second Monitoring Update | Janice Spencer Assistant Director – Children's (Safeguarding) | Scrutiny Review Activity |
| Safeguarding Children : A Practical Guide for Overview and Scrutiny Councillors (Centre for Public Scrutiny) | Tracy Johnson Scrutiny Officer | Status Report |

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Items to be Scheduled

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| Transport Provision to Riseholme College | David Robinson School Services Manager | Pre-Decision Scrutiny (Executive Councillor decision) |
| 20's Plenty for Us | Lincolnshire Road Safety Partnership | Status Report |
| School Performance 2015 | Keith Batty | Status Report (4 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

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 3 AUGUST 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 |
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