

County Offices  
Newland  
Lincoln  
LN1 1YL

3 September 2015

## **Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 11 September 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, 11 SEPTEMBER 2015**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Apologies for Absence / Replacement Members</b>	
<b>2</b>	<b>Declaration of Members' Interests</b>	
<b>3</b>	<b>Minutes of the meeting held on 24 July 2015</b>	5 - 18
<b>4</b>	<b>Strategic Priorities for 16-18 (25) Education and Training for 2016/17</b> <i>(To receive a report which invites the Committee to consider a report on Strategic Priorities for 16-18 (25) Education and Training for 2016/17 which is due to be considered by the Executive on 6 October 2015)</i>	19 - 52
<b>5</b>	<b>Multi Agency Early Help Audit Report</b> <i>(To receive a report which invites the Committee to consider a report on the findings of the Early Help Audit 2015)</i>	53 - 84
<b>6</b>	<b>Lincolnshire Safeguarding Boards Scrutiny Sub-Group - Update</b> <i>(To receive a report which enables the Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters)</i>	85 - 92
<b>7</b>	<b>Direct Links with Young People through Youth Cabinet</b> <i>(To receive a report which sets out some proposals for working more closely with the Lincolnshire Youth Cabinet. This will allow Lincolnshire young people to raise issues and share opinions about matters that are of concern to them as well as give feedback on relevant and timely issues under decision by Lincolnshire County Council)</i>	93 - 96
<b>8</b>	<b>Performance - Quarter 1 2015/16</b> <i>(To receive a report which provides key performance information for Quarter 1 2015/16 that is relevant to the work of the Children and Young People Scrutiny Committee)</i>	97 - 156
<b>9</b>	<b>Children and Young People Scrutiny Committee Work Programme 2015/16</b> <i>(To receive a report which enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year)</i>	157 - 162

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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  
24 JULY 2015**

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

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, Mrs S M Wray and Mrs C A Talbot

**Added Members**

Church Representatives: Mr S C Rudman

Parent Governor Representatives: Mrs E Olivier-Townrow

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

Officers in attendance:-

Keith Batty (Director of Programme, CfBT Education Services), Matthew Clayton (School Organisation Planning Manager), Maggie Freeman (Head of 14 - 19 Planning Allocation), Clare Hughes (Principal Development Manager (Enterprise and Skills)), Tracy Johnson (Scrutiny Officer), Andrew McLean (Service Manager Commissioning), Andrew Morris (LSCB Business Manager), Heather Sandy (Chief Commissioning Officer for Learning), Janice Spencer (Assistant Director Safeguarding) and Rachel Wilson (Democratic Services Officer)

**12 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillors Mrs H N J Powell and L Wootten.

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 Mrs C A Talbot as a replacement member on the Committee in place of Councillor L Wootten for this meeting only.

It was noted that apologies were also received from Added Members Mr P Thompson and Mr C V Miller.

**13 DECLARATIONS OF COUNCILLORS' INTERESTS**

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

**14 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE HELD ON 5 JUNE 2015****RESOLVED**

That the minutes of the meeting held on 5 June 2015 be signed by the Chairman as a correct record.

**15 MONKS' DYKE TENNYSON COLLEGE OPTIONS**

Consideration was given to a report which informed 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. It provided information about the statutory process and the role of the Local Authority as decision maker regarding the proposal of the Governing Body to close the Mablethorpe site. The report also explored options for the provision of future secondary education in Mablethorpe and informed Members that at the direction of the Department for Education (DfE) MDTC was also proposed to become a sponsored academy in response to the need to raise academic standards.

Members were advised that the option to do nothing was not available as the governors had voted to close the site. There were 16 options which had been put forward, however there were only two of those options where the County Council could be involved.

The Chairman reported that a small group of councillors had met with the Head Teacher and visited the school, and so invited them to share their experience with the rest of the Committee, and some of the comments made included the following:

- Members were impressed by the standard of commitment from the teachers;
- There were concerns regarding the difficulties that the children had coping with changes which made members nervous about the proposal to close the school and what would happen to the children and how they would cope with the change of location;
- One of the main concerns was regarding the amount of time that children would need to travel from Mablethorpe to Louth.

The Chairman informed the Committee that a local councillor for Mablethorpe, Councillor T Howard, had requested to speak to the Committee regarding the proposed closure of Monks Dyke Technology College site in Mablethorpe. Some of the comments made to the Committee included the following:

- It was believed there should be secondary education provision in Mablethorpe;
- It was reported that the decision by the governors to close the school had not been unanimous;
- The Committee was asked to consider the effect that travelling from Mablethorpe to Louth would have on young people;
- The effect on primary school children who currently had the option to go to a secondary school in their neighbourhood;
- Mablethorpe was the largest community on the north of the Lincolnshire coast;

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**24 JULY 2015**

- It was queried what message this would send out in terms of economic development if there was no secondary provision in the town;
- The effect on parents with more than one child;
- There were only two parents in Mablethorpe that had elected to send their children to Cordeaux School;
- There had been a lot of uncertainty about the future of this school for a significant period of time;
- The school was a hub for the whole community with a number of local events centred around the school;
- There was a need for stability for this school in the future.

Members of the Committee 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 queried whether any future building in the area had been taken account of. Members were advised that there was very little development proposed, and no housing development with planning permission which would have an impact on pupil numbers was planned;
- It was commented that 60 houses had recently been built, and it was planned for that total to reach 180. However, members were advised that to make an impact on pupil numbers, there would need to be a housing development with hundreds of homes;
- There were concerns that the town would not be able to attract future development if there were no secondary school places available;
- The dedication of the staff and the management within the school was recognised;
- There were concerns that travelling would have a significant impact on the children;
- There was a need to find out what the Mablethorpe community would want;
- There were concerns that families would not choose to settle in a town which did not have a viable secondary school;
- The concerns were understood and financial constraints recognised, but it was commented that the County Council should be doing everything possible to maintain secondary education in Mablethorpe;
- It was queried whether the money which would need to be spent to transport all the pupils to the Louth site could instead be invested in the school. However, members were informed that the money for school transport came from a separate funding stream and so it could not be redeployed. It was also noted that the cost of transport, whilst significant, was still significantly less than the amount which would be needed to keep the school open;
- Work which had been done around potential transport costs was mainly around designated areas, however, some initial estimates indicate that the transport costs would be around £250,000 per year;
- The majority of the sixth form courses were delivered at the Louth site;
- There would always be problems with ensuring that the pupils at the school received a diverse education, and it was understood from the report that the children were not getting the education they deserve;

- In relation to the school becoming an academy, it was noted that no sponsor had been found who was willing to take on both sites;
- The school had been inspected in 2014 and graded by Ofsted as 'requires improvement';
- Due to very low pupil numbers the breadth of curriculum subjects which were offered was extremely limited;
- It was reported that in 2016 the DfE would be introducing new requirements to secondary schools to increase the curriculum choice for pupils which would put further pressure on the school and which the school would not be able to comply with due to low pupil numbers;
- The size of the year groups at the Mablethorpe site were small, which impacted upon the "setting" of subjects in accordance with ability levels and needs. In some subject areas, pupils in a year group were taught in a single class which meant that individual learning needs could not be met in the same way as pupils at the Louth site;
- It was acknowledged that the staff were doing a tremendous job but in extremely difficult circumstances;
- It was commented that children only get one chance at secondary school, so it was important to ensure they receive the best possible experience;
- It was confirmed that issues around the viability of the school had been discussed for many years, and so this wasn't a situation which had arisen quickly;
- In relation to funding, the school was supported by a "split site allowance" which helped to cover the cost of running a single school across two separate sites. However, this was considerably less funding than when the two sites operated as two separate organisations. It was noted that funding levels were governed by DfE Policy, not the local authority;
- Due to the distance between the two sites (15 miles) it had not always been possible to share staff across both sites. The need for staff to regularly travel between sites had impacted upon the timetable and the availability of staff to support pupils outside formal lessons;
- It was queried whether there would be any consultation with parents due to the travel time. Members were advised that it would be the school which would carry out the consultation process, and it was the responsibility of the governing body to consult with parents;
- Whilst it was recognised that the school would consult on the closure, it was suggested that there was a need for the County Council to discuss with the Mablethorpe community what they would like for the future;
- There was a need for the local authority to do everything it could to maintain the secondary education provision in the town;
- It was commented that the governing body had made its decision to propose closure of the site, and it was important that people's expectations were not raised regarding the school staying open before the outcome of the consultation and the subsequent decision was made known;
- It was also noted that no suitable academy sponsor had come forward who would be willing to take the school with both sites;
- Sometimes hard decisions needed to be made in the best interests of the pupils and their education;

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- It was noted that if the site in Mablethorpe did close, the pupils there would still have a school, this was not a decision to close the school as a whole. If the pupils did not want to go to Louth, it would be a parental choice as to where the children continued their education;
- It was hoped that the school site in Louth would become part of a multi-academy trust;
- It was noted that no sponsor had come forward that would offer the necessary funding to retain both sites and the DfE would need to approve the sponsor. It was also noted that work would continue to try and find a suitable sponsor;
- Members were advised that the estimated cost of building a new school as outlined in Option 9 would be around £15million, and there would also be significant transport costs, as it would be drawing pupils from an area which served three other schools. It was noted that this option was outside of the control of the local authority.

**RESOLVED**

1. That the MDTC governors' decision to propose the closure of the Mablethorpe site be acknowledged;
2. That the Committee were 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 pupils numbers;
3. That the Committee were aware that standards concerns had driven the DfE to require that MDTC became an academy with a strong sponsor;
4. That the Committee were aware of and understood the statutory process underpinning the proposed closure of the Mablethorpe site and the LA's role as decision maker and support to the process;
5. That the Committee accepted the evaluation of the range of options (16) around provision of future secondary education in Mablethorpe;
6. That the Committee accepted that there were only two options within the scope of the LA decision making control (options 2 and 3);
7. That the Committee were fully aware of the issues and constraints around the options and LA scope of control.

It was noted that the Committee did not accept the last action which stated that the Committee were, 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 could perform its role as decision maker from a position of knowledge and awareness, as the Committee had further queries regarding the costs of transport for the children to attend the site in Louth and what the new Designated Transport Area (DTA) would be for the Mablethorpe area.

**16      NEW KEY STAGE 4 PERFORMANCE MEASURES**

Consideration was given to the new performance measures to be introduced in 2016 for all secondary schools and its potential impact on Lincolnshire schools.

It was reported that the principal indicator used by central government and by the media to judge the performance of an individual mainstream secondary school or

academy was the percentage of pupils attaining five or more GCSEs at grades A\*-C including English and Maths (5ACEM), which was an "attainment" measure. It was noted that the 5ACEM measure took no account of the ability of the students taking the examinations or of their prior attainment when they entered a school. Schools that fell below 40% 5ACEM were considered to be below the national 'floor standard' for this measurement. It was also noted that this measure also concentrated on just 5 subject areas rather than attainment across a broader range of subjects judged to be important for a rounded education.

Members were advised that in 2016 the principal measure, and only floor standard, would change to a "progress" measure which would span 8 subjects rather than 5, which would be called "Progress 8". The new measure would also recognise the importance of English and Maths above all subjects and these subjects would have double weighting in the calculations. There would also be an "attainment" measure which would be called "Attainment 8" but the Floor Standard would be based on the Progress measure spanning the same eight subjects (Progress 8). From 2016 onwards, mainstream schools would be deemed to be below the floor standard if their Progress 8 score fell below -0.5.

It was also reported that in 2017 a new grading system would be introduced that would use grades 1 to 9 rather than G to A\*. The current grade C was expected to correspond to a numerical grade of 4, but grade 9 would be reserved for the highest scoring 3% of students nationally. However, grade 5 would be the 'Gold Standard' threshold and equivalent to a current grade C expectation.

The Committee received a presentation which explained "attainment 8" and "progress 8" in more detail and members were provided with the opportunity to ask questions to the officers in relation to the information contained within the report, and some of the points raised during discussion included the following:

- This measure would not show the attainment for those children who did not have good academic ability;
- There was a need to return to teaching children practical skills;
- It was noted that the range of vocational qualifications had been slimmed down, and these would have to go in the third 'bucket', and a maximum of three could be included in the "Progress 8" score;
- It was commented that the new measure was discriminatory towards those that wanted to study vocational subjects;
- There would be a need for schools to respond to this agenda, if they did not, they would be deemed to have failed. This would be the indicator by which schools would be judged in the future;
- This measure would take no account of a child's ability when they started at secondary school;
- In order to deliver Progress 8, there would be a need for teachers who could teach up to 8 subjects, particularly in smaller schools (below 600 pupils was considered to be a small school). There would be a need to make schools bigger, or give them the opportunity to be part of a bigger organisation so they could share teaching staff;

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- It was queried how the change in exams for maths and English would affect schools, as previously pupils had been allowed to retake exams through the year until they achieved a suitable result, but this change would mean that only the first entry counted, and there would be a move away from early entry;
- It was noted that over the past two years, a lot of proposals for primary school extensions had come through this scrutiny committee, and it was queried when the children attending these schools would start filtering through to secondary schools shortly. Members were advised that it would be 5/6 years before these children reached Key Stage 4;
- Due to the influx of children from abroad, it was queried how children who had not taken SATS at Key Stage 2 would be affected by this measure, and members were advised that SATS would be scrapped and replaced with something else. Children would receive a secondary readiness score, and primary schools would be required to advise the secondary school of those children who were not 'secondary ready'. It was suggested that a separate briefing could be provided to the Committee on the changes to the primary curriculum in the future;
- This would not take into account the local skills needs across the county;
- In relation to the local needs issue, children would have to ensure that these subjects were extra to the attainment 8 subjects;
- With the move towards end of course exams, rather than throughout the year, the less academic would be less likely to achieve;
- There was currently a big discussion taking place nationally on whether RE should be included as an EBacc subject, and it was possible it could become a 'bucket 2' subject in due course;
- Children still tended to choose their GCSE subjects for year 10 and 11 at the end of year 9;
- It was acknowledged that children develop at different rates, but if they had not achieved English and maths by the end of year 11, they would be required to retake it until they passed;
- A child must be developed through good teaching and good study habits;
- This measure would measure progress against an average score, by comparing on child with the results of an average child with the same prior attainment;
- There were concerns regarding how children and young people could be better prepared to meet the needs of the local area, mainly in the areas of health and farming. It was noted that farming was not as labour intensive as it used to be but instead required a different set of skills;
- It was queried whether the Committee could write to the Secretary of State for Education to express their thoughts about the measure;
- It was noted that guidance from government indicated that vocational study should be for post-16, and before that the focus should be on academic subjects, particularly English and maths;
- There was very little space in the curriculum for young people to look at what to specialise in.

## RESOLVED

1. That the report and the points raised be noted;
2. That this information be taken into account when forming judgements or making recommendations about secondary schools.

17 NEGLECT STRATEGY

Consideration was given to a report which presented the Neglect Strategy which had been developed by the Lincolnshire Safeguarding Children Board (LSCB) and its partners.

Members were advised that following on from the publication by Ofsted of 'In the child's time', it was recognised that all Local Safeguarding Boards should have a neglect strategy to monitor, address and co-ordinate awareness of, and the response to, the signs and symptoms of neglect.

It was reported that neglect was the most common reason for a child in the UK to be the subject of a Child Protection Plan. It happened when parents or carers could not, or would not, meet a child's needs. Sometimes this was because they did not have the skills or support needed, and sometimes it was due to other problems (such as mental health issues, drug and alcohol problems, or poverty).

The strategic objectives for Lincolnshire's LSCB in relation to neglect were explained to the Committee and were as follows:

1. Promote a common awareness and understanding in Lincolnshire of what neglect means and the effects upon children;
2. Minimise the incidence of neglect for children and the repeat incidences of neglect for children;
3. Ensure the effectiveness of service provision.

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 found that in cases where children were suffering neglect, the parents often had additional needs, therefore this strategy would be going to the Lincolnshire Safeguarding Adults Board (LSAB) as well;
- There was a lot of research underway nationally in relation to neglect;
- There were concerns that there was a large number of referrals and re-referrals to children's services which cited neglect as a factor. Members were advised that initially the authority had not got its early help strategy right, but this was now changing and officers were working more closely with families through Team Around the Child (TAC). More up to date data should be available soon. It was suggested that the LSCB's Early Help Audit could be brought to a future meeting of the Committee;
- Attendance by partner agencies at case conferences remained a challenge and this was being monitored monthly. The geography of the county remained an issue, and officers were looking at doing things more creatively and looking

at whether other agencies could participate through the use of video technology;

- The way that signs of safety was delivered and embedded in meetings had been restructured;
- Most primary schools would have one or two children who arrive at school not toilet trained;
- There was a much more sophisticated approach to managing neglect as it could be one single incident, but it was usually a number of smaller issues over a period of time. Health visitors were key to spotting these signs as they were now going into households from the early age of the children;
- Members were pleased to hear that health visitors were now going into homes as this was very important, as it allowed them to assess the condition of the home.

#### RESOLVED

1. That the Neglect Strategy and the comments made be noted;
2. That the LSCB's Early help Audit be brought to a future meeting of the Committee.

#### 18 ANTI BULLYING

Consideration was given to a report which set out the support services provided to children and young people, schools and colleges for Anti-Bullying across Lincolnshire.

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

- There were concerns that cyberbullying was seen as the least common form of bullying. However, it was noted that when it did happen it would be seen by more people and so would have a higher perceived impact on the target of the bullying;
- It was noted that bullying never occurred in just one form;
- Members were informed that there was an E-Safety Officer in the county who worked with the Lincolnshire Safeguarding Children Board;
- Members congratulated the officers for the work they had done, and commented they had seen some of it first hand, including work around cyber-bullying;
- There was a need to teach children to use mobile phones responsibly, as they could be a valuable resource in school. It was not thought that the solution was to ban children from taking their mobile phones into school;
- It was commented that it was a really comprehensive report;
- Concerns were also raised regarding playground bullying, as mid-day supervisors were not always around. Members were advised that all staff in a school were invited to attend training including the catering staff, as this was suggested as best practice;

- It was commented that one of the biggest causes of bullying was appearance, so it was important to teach children to not have the appearance of a victim by building up their confidence and self-esteem, for example by how they walk;
- There was a lot of good work going on in schools to tackle bullying;
- Both the target of the bullying and the person displaying the bullying behaviour would be worked with;
- Schools were being skilled up so they could deal with each situation;
- A toolkit for schools in relation to transgender was being created as the age range for identifying as transgender was lowering, and many schools were dealing with this complicated issue for the first time.

## RESOLVED

That the contents of the report and work plan be noted.

19 CORPORATE PARENTING PANEL UPDATE

The Committee received a report from the Chairman of the Corporate Parenting Panel which provided an update on the work of the Corporate Parenting Panel.

It was reported that the Panel had received a verbal update on the Corporate Parenting Strategy where members were advised that nearly all the Looked After Children/Care Leaver representatives had been appointed. The Chairman reported that all representatives had since been appointed, and training was being arranged, hopefully for September 2015.

The Panel had also received an update from the Virtual School where concerns were raised about a number of looked after children who were under five and not attending nursery. Members felt that more work was needed to be done around this to increase attendance and had requested a report back to the Panel. This would now go to the 10 December 2015 meeting due to the size of the September agenda. The Panel also requested that a representative of the Birth to Five Service attend future meetings.

The Annual Report from Legal Services regarding children in care proceedings for 2014/15 was also discussed. As noted in the minutes of the meeting on 11 June 2015, there were 198 care proceedings issued between April 2014 and March 2015. Of these, 184 were for care orders and 14 were for supervision orders. Lincolnshire was now fifth in the country, down from first last year, for meeting the average timescale of 26 weeks for getting a case through the legal system. This was due to the issues outlined in the minutes around extending timescales for conducting assessments and a change to the Designated Family Judge.

The Committee was advised that the next meeting was scheduled for 10 September 2015 and the Panel would be considering the outcomes from the review on the Stability of Fostering Placements, the Leaving Care Service Annual Report from Barnado's and the revised Corporate Parenting Strategy and Engagement Plan.

RESOLVED

That the work of the Corporate Parenting Panel be noted.

20 IMPROVING EMPLOYMENT AND SKILLS IN LINCOLNSHIRE'S GROWING BUSINESS SECTORS

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

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

- One member commented that she had attended the launch of a 'Get into Health' event on 9 July 2015, which aimed to encourage local young people to consider careers in health and social care;
- There was a need for co-ordination throughout the county in relation to employment and skills;
- It was commented that it seemed that many manual jobs had disappeared and there was more of a focus on education. However, it was noted that these were being replaced with other types of job, but it was important that any skills gaps were reported by employers so that they could be addressed;
- It was queried whether there was anything that could be done by the County Council to ensure that apprenticeships were completed. One member highlighted concerns about whether the apprentices placed with Gelders would be able to complete their programme. The 14-19 Commissioner agreed to look into this with Gelders and would let the Committee know the outcome;
- Farming was an area where, both nationally and locally, it was hoped that more people could be encouraged into its community. It was noted that it was no longer just about manual labour, and there was a whole variety of roles now available within this industry;
- There would be some changes to the way that apprenticeships were funded, and employers would receive a significant financial reward when young people completed their apprenticeship, and it was hoped that this would act as an incentive for employers to offer apprenticeships;
- There was very close working between the Greater Lincolnshire Employment and Skills Board and the Council's Economic Development team;
- Employers would have a view on what skills they wanted at this time, whilst some would look to the future and some would not know;
- The role of SME's (small to medium sized enterprises) was considered important by the Greater Lincolnshire Local Enterprise Partnership (GLLEP) as they were a significant source of employment in Lincolnshire;

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- The need for skills which could help with housing growth was highlighted.

**RESOLVED**

That the report be noted.

**21      OFSTED ACTION PLAN UPDATE**

Consideration was given to a report which set out the action plan which had 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.

It was reported that the inspection of services for children in need of help and protection, children looked after and care leavers took place between 22 October and 12 November 2014. The action plan was developed as a result of the areas of service that were identified for improvements, and the actions had been integrated into the Children's Services Improvement Plan which reported on a quarterly basis to the Children's Services Departmental Management Team (DMT). The plan was last reviewed in June and identified progress made towards the completion of each of the action point, and it was noted that plan would be reviewed again in September 2015.

Members of the Committee were guided through the action plan and the following was noted:

- Action 1 – The use of B & B accommodation for homeless 16 and 17 year olds had now ceased;
- Action 2 – this had been completed recently and would be going forward to DMT for sign off;
- Action 3 – a lot work had been undertaken, but there was still a lot to do;
- Action 4 – the first update would be presented to the Corporate Parenting Panel in September;
- Action 5 – the review was ongoing, and had so far been very well received by young people;
- Action 6 – the LSCB had put on additional training ;

It was queried whether the implementation of Mosaic was now on track, and it was reported that the timeline for implementation had been reprofiled, and the system was due to go live in October 2015. Once this system was embedded it would be a great improvement, and those staff who had already had sight of the system welcomed it.

**RESOLVED**

That the Committee note the progress made within the Action Plan and considered the actions identified.

22     CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK  
          PROGRAMME 2015

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

During consideration of the work programme, the following was noted:

- The Early Help Audit would be brought to a future meeting;
- It was hoped that the first meeting of the Grammar School Transport Task and Finish Group would be held in September 2015.

It was also noted that Councillor R Oxby submitted his apologies for the next meeting which was due to be held on 11 September 2015.

RESOLVED

That the content of the work programme be noted.

The meeting closed at 1.30 pm

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## Policy and Scrutiny

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Strategic Priorities for 16 – 18 (25) Education and Training for 2016/17</b>

#### Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on Strategic Priorities for 16 – 18 (25) Education and Training for 2016/17 which is due to be considered by the Executive on 6 October 2015. The views of the Scrutiny Committee will be reported to the Executive as part of its consideration of this item.

#### Actions Required:

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

## 1. Background

The Executive is due to consider the report on Strategic Priorities for 16 – 18 (25) Education and Training for 2016/17. The full report to the Executive is attached at Appendix 1 to this report.

## 2. Conclusion

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

### 3. Consultation

#### a) Policy Proofing Actions Required

Not applicable

### 4. Appendices

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

Appendix A	Report and Appendices to the Executive on Strategic Priorities for 16 – 18 (25) Education and Training for 2016/17
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### 5. Background Papers

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

This report was written by Maggie Freeman, who can be contacted on 01522 552753 or by email at [maggie.freeman@lincolnshire.gov.uk](mailto:maggie.freeman@lincolnshire.gov.uk).

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

Report to:	<b>Executive</b>
Date:	<b>06 October 2015</b>
Subject:	<b>Strategic Priorities for 16 - 18 (25) Education and Training for 2016/17</b>
Decision Reference:	<b>I009700</b>
Key decision?	<b>Yes</b>

**Summary:**

The report sets out the current situation in relation to post 16 education and training and identifies the Council's priorities for the strategic commissioning of education and training provision for 16 - 18 year olds (to 25 for young people with an education, health and care plan) for the academic year 2016/17.

**Recommendation(s):**

That the Executive:-

- Notes the current situation in relation to post 16 education and training.
- Approves the priorities set out below as the priorities for the strategic commissioning of education and training provision for 16 - 18 year olds (to 25 for young people with an education, health and care plan) for the academic year 2016/17:-
  1. Increase the number of young people aged 17 participating in education or training and therefore meeting their duty to participate. As required by Raising of the Participation Age.
  2. Reduce the number of young people failing to progress from AS to A2.
  3. Close the gap in attainment at level 2 and level 3 by the age of 19 between young people from deprived backgrounds (those who are or have been eligible for free school meals) and the overall cohort.
  4. Improve progression pathways, including specifically increasing the availability of Apprenticeships at advanced level (level 3) and higher (level 4 and above), to enable young people to access an alternative route to higher study.
  5. Maintain a broad curriculum offer across Lincolnshire so that young people are able to access the courses they require to achieve their career aspirations. This will require schools, colleges and providers to work together in geographical areas.

6. To ensure that all young people have access to independent and impartial careers guidance and information about the labour market and opportunities so that they are able to make realistic, informed decisions about post 14 and post 16 education.
7. Develop programmes and transition pathways which better prepare young people with special education needs and or disabilities (SEND) for adulthood and lead to improved outcomes in terms of employment, independent living, good health and community inclusion.
8. Stimulate demand for courses and programmes which better match the economic growth requirements and skills shortages in Lincolnshire, and therefore reduce youth unemployment among 19 – 25 year olds in particular.

- Approves the Action Plan attached at Appendix B to the Report.

#### **Alternatives Considered:**

A number of alternative priorities and ways of defining the recommended priorities have been considered in the preparation of the Report. The recommended priorities are considered to be the most appropriate to address the Council's statutory responsibilities in the light of the review of the current position set out in the Report.

#### **Reasons for Recommendation:**

Under sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009) local authorities have a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in their area, and to make available to young people aged 19 and below, support that will encourage, enable or assist them to participate in education or training (section 68, Education and Skills Act 2008).

The Education and Skills Act (ESA) 2008 also places a duty on all young people to participate in education and training. From 2015, they will be required to remain in learning until their 18<sup>th</sup> birthday.

The Education and Skills Act 2008 places duties on local authorities in relation to 16 and 17 year olds. These relate to Raising the Participation Age:

A Local Authority in England must ensure that its functions (so far as they are capable of being so) are exercised so as to promote the effective participation of education or training of persons belonging to its areas to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.

A Local Authority in England must make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area to whom Part 1 of the ESA applies but who are failing to fulfil the duty to

participate in education or training.

Failure to set out the duties and changes that are required to ensure suitable provision is available to meet the reasonable needs of all young people in the area will mean:

Lincolnshire County Council will not deliver its statutory duties; Schools, Academies, Colleges and other providers will not have the information they require to enable them to develop provision to respond to the needs of young people and employers.

## 1. Background

- The picture for post 16 education is similar to that in previous years. There continues to be some successes including attainment levels that are in line with those nationally, relatively low levels of NEET, high participation at age 16, and the success of the Supported Internship Programme in securing employment outcomes for young people with SEND.
- The challenges arising from a declining cohort, increasing competition, reducing funding in real terms and a funding mechanism that encourages competition rather than collaboration, are significant and increasing.
- There is a real need for providers including schools, colleges and independent providers to work together to collaborate and consolidate provision in their geographical area to meet the needs and aspirations of students as well as provide a curriculum that meets the needs of the local economy. In addition working together is essential to maintain the financial viability of some schools and colleges that in the main are comparatively small compared to their national counterparts. The recently announced area based reviews will seek to address some of these issues, and all providers including schools and academies will be encouraged to participate fully.

In the academic year 2014-15 there have been some significant changes that impact on post 16 education, and there continues to be legislative and policy changes that will effect provision from 2016 onwards. These include:

- With effect from June 2015 young people are required to participate in education or training until their 18<sup>th</sup> birthday.
- Reforms to A levels from 2015 onwards, in particular 2 year linear A level programmes.
- Changes to the funding methodology for Apprenticeships which put the funding in the hands of the employer. All Apprenticeships will be funded through the new methodology from September 2017, but as the new frameworks developed by employers come on stream, they will be funded through the new arrangements. There will therefore be dual systems in operation from now onwards.
- The government commitment to creating 3 million apprenticeships during the current parliament will increase competition for learners and requires a significant increase in the number of employers offering opportunities.

- The ending of funding protection in 2016 and the government commitment to protect pre 16 school funding is likely to create further funding pressures for the post 16 sector.
- Increasing devolvement of decision making in relation to Further Education Capital and programmes funded through the European Social Fund to local enterprise partnerships (LEPs), rather than directly from government or via local authorities.
- Introduction of the new Common Inspection Framework which Ofsted will use to inspect all publicly funded education provision.

## **Participation**

- All young people now have a duty to remain in education until their 18<sup>th</sup> birthday. Although the duty to participate is only until their 18<sup>th</sup> birthday, young people should be encouraged to remain in education past that date, until they have completed their education programme.
- Participation rates for 16 year olds in Lincolnshire continue to be good, with rates at 94.8% June 2015 comparing favourably with national and regional rates and those of our statistical neighbours. However, participation for 17 year olds is nearly 7% lower. Many of these young people will have completed one year of post 16 education, some will have gone into employment without training (5.3%), others become NEET (not in education, employment or training), and there are 4.2% whose education and employment status is unknown. It will continue to be a priority for 2016 to ensure that young people are retained in learning to enable them to meet their duty to participate. This will require young people having the guidance and support to make the appropriate choices in terms of programmes of study, and that the appropriate provision is available and accessible.
- There are a plethora of engagement programmes, most of which are tendered nationally and funded through different government departments with the local authority having little or no influence around the commissioning or delivery of the programmes. Providers are able to achieve their contractual outcomes by progressing young people onto other non mainstream programmes, meaning that young people can move from one engagement programme to another. As a result, they can potentially reach the age of 18 without participating in or completing a mainstream study programme that will provide them with the skills and qualifications required to secure employment or continuing education. In the future the Greater Lincolnshire Local Enterprise Partnership (GLLEP) will have some influence over the commissioning of some of these discretionary programmes. It is imperative that Lincolnshire County Council is able to influence the types of provision and programmes that are procured for the area through representation of officers and members on the Employment and Skills (ESB) and the GLLEP Boards.
- Vulnerable young people (including care leavers, young people known to the youth offending team, young people who have been entitled to free school meals, teenage parents and those with mental health problems etc.) continue to be over represented in the NEET (not in education employment or training) cohort. Schools, colleges and providers are increasingly under pressure to improve retention and success rates. Poor success rates not only impact on their Ofsted inspection outcomes, but they can lead to

sanctions in relation to minimum levels of performance as well as having an impact on their funding. As a result there is the potential for providers to be risk averse, and as some of the young people in these groups can be seen as having a high risk of non-completion, they can face difficulties in securing appropriate provision.

**Current and future actions:**

- The duty to participate lies with the young person and the local authority does not have the power to impose sanctions on young people (or their parents) that refuse to participate (although the Secretary of State has reserved the right to introduce these, there is no suggestion that this is likely in the foreseeable future). Participation of young people of RPA age is tracked on an ongoing basis, and those who are not participating are offered support and encouragement to participate by the local authority funded Careers Service.
- The 14 – 19 Commissioner is a member of the Employment and Skills Board (ESB) and there is County Councillor representation on both the ESB and the GLLEP. There is therefore the opportunity to influence commissioning of engagement programmes funded through the European Social Fund that more effectively progress young people into appropriate study programmes.
- Looked after Children receive careers guidance from the Council funded Careers Service whilst in school, and priority is given to care leavers accessing work experience opportunities within the Council. The development of the Supported Internship programme has increased opportunities and outcomes for young adults with SEND (Special Educational Needs and Disabilities), and the Council's own Education Funding Agency programme, the Young Peoples Learning Provision based at Grantham, supports some of the most disadvantaged young people who are not able to access provision elsewhere.
- The multi agency Participation Vulnerable Learners Group will continue to explore ways to remove barriers to and increase the participation of vulnerable young people in education.

**Apprenticeships and Traineeships**

- The National Apprenticeship Service no longer supplies Apprenticeship performance data to local authorities to enable comparisons with regional and national performance. Agreement has to be sought with Local Enterprise Partnerships to share the data which is provided at LEP level so includes data for Greater Lincolnshire. The data we have comes from our tracking participation and shows that there has been some growth in the proportion of young people undertaking Apprenticeships in Lincolnshire (increase of 0.4% from the same time last year) with year on year growth from 3.1% in 2012 to 6.7% in 2014.
- 10 Lincolnshire based providers deliver 50% of Apprenticeships in Lincolnshire, with the remainder delivered by 179 providers based outside of the county, limiting the scope to influence delivery either directly or via the GLLEP.
- Opportunities for progression within the Apprenticeship route continue to give cause for concern. Of the 1,985 Apprentices aged 16 – 18 currently on

the programme, over twice as many are undertaking level 2 (Intermediate) as level 3 (Advanced) with only 12 young people undertaking level 4. There are virtually no 19 – 24 year olds undertaking level 4 Apprenticeships

- Business Administration (12%) Hairdressing (6%) and Customer Service (4.5%) make up over 20% of the total occupations. There are only currently 1.6% undertaking retail Apprenticeships, and taken together Apprentices in the construction industry comprise 16%. The majority of these are studying electrical installation and plumbing with only 41 Apprentices undertaking trowel trades and 59 wood occupations.
- The Local Government Association report '*Skills to Build*' published in August 2015 suggests that the reduction in the number of young people undertaking Apprenticeships in the construction trades (58% reduction since 2012) will have a serious impact on the government's house building and infrastructure plans and on growth more generally.
- The government's Apprenticeship reform programme, alongside the target to create 3 million Apprenticeships within the lifetime of the current parliament, creates some challenges as well as opportunities. The reforms put employers in the driving seat in relation to development of the frameworks (qualifications, competencies and summative assessment arrangements) and the funding.
- The development of employer led trailblazer apprenticeship frameworks, particularly at higher and degree level provides some opportunities to create work based progression pathways to graduate level that are a real alternative to the academic route. In addition they will potentially provide opportunities to develop solutions to developing skills shortages. More young people are likely to see the benefits of undertaking an Apprenticeship at the age of 16 if they can see a pathway right through to higher and degree level.
- There is a potential risk that changes to the way Apprenticeships are funded will impact on the financial viability of some Apprenticeship providers and on the number of Apprenticeships offered. Lincolnshire has a large proportion of small and medium enterprises (SMEs), some of which are already reluctant to take Apprentices due to the perceived additional bureaucracy. The Government has sought to simplify the process as much as possible. However, the relationship between provider and employer will change, with the provider securing public funding in direct proportion to the fee negotiated with the employer. Competition, particularly in relation to the popular frameworks, could result in reducing fees with an inevitable impact on quality. In order to make robust decisions in relation to the commissioning of Apprenticeship providers, including negotiating the fees charged, the employer needs to be well informed.
- The government target is that all Apprenticeships and funding will be under the new arrangements from September 2017. However, as new frameworks become ready for use prior to that date, they will be subject to the new employer led funding arrangements. There will then, for a period, be two different funding mechanisms in place which will potentially lead to some confusion for employers.

**Current and Future Actions:**

- A network of Apprenticeship Ambassadors has been established by the Skills Funding Agency, comprising current and recent Apprentices. They have received specific training, and are willing (with the permission and support of their employer), to give presentations to employers and prospective Apprentices, about their own experiences as an Apprentice. Eight individuals have signed up to do this in Lincolnshire, four of whom are Apprentices from Lincolnshire County Council.
- Work will continue to increase the supply and demand for Apprenticeship places through working with schools, the careers service and in partnership with the Employment and Skills Board and the Work Based Learning Alliance.
- A substantial growth in the number of Apprenticeships will be required if the Government ambition to achieve 3 million Apprenticeships within the lifetime of the current parliament is to be achieved. Activity to increase the take up of Apprenticeships of all ages is included in the GLLEP commissioning plans.
- Officers will seek to influence and encourage the development and delivery of the new frameworks in the local area through dialogue with individual institutions including universities, provider and college networks and other structures such as the ESB and GLLEP.
- Opportunities for the Council and its strategic partners to get involved in the development and delivery of the new frameworks is being explored with a view to identifying how they can be used to assist in meeting developing skills shortages in social care, health and teaching.

### **School Sixth Forms**

- Provisional data indicates that A-level passes for Lincolnshire schools were at 99% which is 0.9% above the national average. There has also been improvement in the numbers of the highest grades awarded with 8.2% A\* grades awarded, in line with national performance. When the results of students undertaking programmes that are equivalent to A levels are included, there is also an improvement of 0.9% in pass grades awarded.
- In terms of quality of provision, 12 schools with sixth forms are overall outstanding, with 9 of their sixth forms also being judged as outstanding and 3 as good. Of the 17 schools judged to be good overall, three have sixth forms that require improvement and 1 is outstanding. 2 of the schools that require improvement have sixth forms that are good with the remainder also requiring improvement, and the sixth form in the school that is in an inadequate category is judged as requiring improvement. 2014 – 15 was the first year that Ofsted awarded separate grades to sixth form provision.
- Student numbers in school sixth forms have, overall, increased slightly. However, the increase is not consistent across schools with 17 schools seeing a reduction, some of which are substantial, and in 7 schools there has been a continuing decline in numbers over the last 3 years. As a result there continues to be concerns in relation to some schools, particularly those with smaller sixth forms. School sixth forms that attempt to offer a full academic post 16 curriculum with less than 250 students are unlikely to be financially viable and there are concerns therefore about the impact on pre 16 education if the sixth form is being subsidised through 11 – 16 funding.

- The percentage of young people failing to progress from year 12 to year 13 remains at an unacceptably high level of 18%. It was anticipated that the reforms to A-levels would potentially reduce the drop out rates as students were expected to have to choose whether to undertake a stand-alone AS or go directly onto a 2 year A level programme. However, the curricula for AS and A levels have now been developed so that the first year of an A level and the AS level are the same, meaning there is still the potential for students to undertake AS levels then leave school rather than progress to A2. As these students then have to enrol on a 2 year programme to achieve level 3 qualification, this not only delays student achievement by a year, but if the costs of the additional years those students then require to complete a full level 3 programme are taken into account, it represents a cost to the public purse equivalent to 18 – 20% (almost £7million) of the school sixth form budget every year.

***Current and future actions:***

- Work will continue to encourage and facilitate collaborative activities to mitigate the impact of future reductions in funding on the curriculum offer, including the identification and sharing of best practice from elsewhere in England.
- A paper will be presented to the Lincolnshire Learning Partnership Board in December giving details of the issues relating to over sufficiency of academic school sixth form provision, concerns about financial viability and the need for better collaboration to preserve the curriculum.
- A data dashboard has been developed that looks specifically at school sixth form performance. This has been provided for all schools initially and in future will be included in the data packs for the schools that use this service.

**General Further Education Colleges (GFE)**

- At the time of writing, of the 4 main GFE colleges in Lincolnshire, one is judged by Ofsted to be Outstanding, 2 are Good and 1 Requires Improvement.
- The demographic decline in the number of 16 – 18 year olds is starting to have a significant impact on GFE colleges with the 4 Lincolnshire based colleges between them having a reduction in learner number allocations of 600 for September 2015. This represents a reduction in funding of almost £3million.
- The reduction in the number of 16 – 18 year old students together with the significant reductions in colleges' adult skills budget allocations (of up to 24%) has created difficulties for the GFE sector as a whole, with the FE Commissioner intervening in around 50 colleges nationally as a result of concerns relating to colleges' financial viability. Whilst we have no evidence that any of our colleges are facing similar specific difficulties, they are all comparatively small and therefore potentially vulnerable. The area based reviews referred to elsewhere in this paper will look at potential collaboration opportunities in order to ensure a sector that is financially robust. However, the rural nature of Lincolnshire means the colleges are geographically spread and there are therefore limited options for reducing costs by, for example, reducing the number of campuses.

- The government provided some transitional protection funding to cushion the financial impact of the reduction in funding for students in year 14, many of whom will have left school at the end of year 12 having completed AS levels before commencing a new 2 year level 3 programme. This transitional protection has ceased in the current academic year.
- Colleges are the main providers of vocational training, sub level 2 programmes, and Apprenticeships.
- To date none of the Lincolnshire based colleges have sought approval to recruit 14 – 16 year olds (other than Lincoln College through the involvement with the University Technical College).
- The vast majority of young people with SEND, including those with high levels of need) continue to attend local FE colleges where they access a range of courses aimed at increasing employability and/or independent living skills.
- Some young adults with SEND are remaining in post-16 education for several years. Whilst this may be appropriate for some, there is evidence that some young people are remaining in education due to a lack of effective arrangements to enable them to make an effective transition into adult life.
- Although none of the Lincolnshire Colleges have a campus in East Lindsey, Grimsby Institute for Further and Higher Education (GIFHE) provide a substantial vocational offer via their provision badged as 'Lincolnshire Regional College'.
- Although some colleges are starting to offer some programmes starting at other times of the year, (mainly January) than September, the vast majority of courses commence at the beginning of the academic year. This means that young people who have not secured a place by September, or who drop out of education for whatever reason, have often to wait until the following September to secure a college place. Increasingly this applies to Apprenticeships where the off the job training is a formal college course.

***Current and future actions:***

- Officers meet termly with the Lincolnshire Federation of Colleges, which includes colleges and sixth form colleges from North and North East Lincolnshire, to discuss requirements and priorities in Lincolnshire.
- Due to their size colleges are able to offer a much wider choice of curriculum, including offering alternatives for students who decide they are unable to continue with their programme part way through the year.
- Additional flexibility in programme start dates will be encouraged. The need to recruit students in order to prevent any further reductions in lagged learner number allocations may incentivise increasing flexibility in this respect.
- Work will continue, supported by the 'Better Care' funding, to develop programmes for young adults with SEND that better prepare them for work and/or independent living and to support the transition into adult life.

**Further Education in Higher Education.**

- From September 2012, Bishop Burton College has been operating from the Riseholme campus of Lincoln University to provide specialist programmes in agriculture and horticulture. Their new campus based on land adjacent to the Lincolnshire Showground will open this September and there will be a phased transfer to the new site. Ties with Lincoln University will end completely by 2020.
- Bishop Burton College report a significant increase in students wishing to undertake courses in agriculture and related occupations. Agriculture has been identified as a priority sector for growth in Lincolnshire by the GLLEP.

### **University Technical College (UTC)**

- The UTC opened in September 2014 and is a partnership between Lincoln College, Lincoln University and Siemens. The College specialises in engineering and provides education to years 10 to 13 (14 – 18 year olds) comprising a core academic curriculum including English and maths alongside highly specialist subjects in engineering and maths delivered in a business like environment. There are currently 140 students on roll (80 year 11 and 60 year 13) and potentially over 200 students starting this September. Pending confirmation of exam results 75 will start in year 10 and a further 120 in year 12. The provision has been delivered in temporary accommodation for the first year, and will move to the newly refurbished premises at Greestone House this September.
- Some excellent partnerships have been established with employers and all students have completed work experience placements, some of which have led to summer holiday placements, job offers and Apprenticeship interviews.
- Students have had successes in national competitions, in particular three year 10 students won the NASA Computer Science programming award (a national award) and their winning Raspberry Pi computer will be going up into space with astronaut Tim Peake in November.
- Although none of the students have yet undertaken GCSEs or A levels, the AS level results were excellent with many students exceeding their anticipated grades, some by a long way. There have been similar successes with technical qualifications.

### **Commercial and Charitable Providers (CCP)**

- There are a small group of commercial and charitable providers which nonetheless make a valuable contribution to the post 16 offer in Lincolnshire. They tend to specialise in the delivery of foundation and entry level programmes to those young people who are not ready to undertake education and training at level 2, and who in many cases feel unable to cope with a large college environment. They are able to enrol students all year around and for this reason are able to assist with providing opportunities for young people who find themselves not in education or training. Most also deliver traineeships and Apprenticeships and it is possible that the planned changes to Apprenticeship funding may have an impact on their future viability. It is hoped that the specialist nature of the provision and the narrower offer means that if there are budgetary challenges, these will not be to the same extent as those faced by our smaller sixth forms.

- In terms of quality of provision, 5 are judged by Ofsted to be Good with the remaining 1 Requiring Improvement.
- The main independent specialist provider for young people with SEND based in Lincolnshire has adapted its learning offer to provide day placements rather than residential provision in line with the Lincolnshire Strategy for Post 16 Learners with Learning Difficulties and/or Disabilities. As such it provides opportunities in East Lindsey for those young people with SEND who prefer or who are unable to travel further afield. It is judged by Ofsted to be good.

***Current and future actions:***

- Local authority staff will liaise with the Education Funding Agency to identify and mitigate any emerging issues and concerns in terms of quality and viability.
- Work will continue in partnership with the Work Based Learning Alliance to ensure these providers continue to meet the needs of young people who are the most disadvantaged.

**Students with Special Educational Needs and/or Disabilities (SEND)**

- In 2014/15 appropriate provision was secured for all high needs learners within budget.
- It is not anticipated that this budget, which is delegated from the Education Funding Agency, will increase in future years, but we do expect that it will come under increasing pressure as young people with increasingly complex needs come through the system, and as expectations are increased as the new Education, Health and Care Plans (EHCP) become embedded.
- Under the new legislation, young people with an EHCP can remain in education to the age of 25. This is not, however, an entitlement nor is there an expectation that young people with an EHCP will remain in education until the age of 25. When deciding that an EHCP is no longer required 'the local authority must have regard to whether the educational or training outcomes in the plan have been achieved' (*Special educational needs and disability code of practice: 0 to 25 years*). At the end of the summer term 2015 a significant number of applications were made to continue education beyond the previously agreed date. A substantial proportion of these were requests to continue education at the same level, or where it was judged that continuing education was unlikely to improve preparation for adulthood outcomes in terms of employment or increased independence. There is a need to improve colleges' and other providers' focus on promoting independence outcomes so that these young people are better prepared for adulthood, and on securing better more timely transitions into their planned destinations.
- The Supported Internship programme, particularly that delivered by the Council's own Promoting Employment Team (PET) has been particularly successful in terms of securing employment outcomes (at the time of writing 19 of 36 internees have achieved paid employment and we expect this number to rise before the end of the summer). The internal team has been providing support to colleges to develop their own programmes. Where colleges require continuing support from 2015, the Council will recoup the costs of providing this service.

### ***Current and future actions:***

- Better Care funding has been allocated to support the development of provision that will better prepare young people for adulthood, in particular those with the most complex needs, and a Preparing for Adulthood strategy and action plan has been developed with stakeholders. The project brings a range of partners and stakeholders together including education, health, social care and housing from the public, private and voluntary sector. The intended outcome is to improve the transition of young adults with the most profound and complex needs, including through development of education programmes that increase independence and therefore reduce reliance on adult social care throughout their lifetime.
- A post 16 funding framework for high cost placements has been developed, in consultation with providers, and has been piloted for students commencing college and independent provider programmes from September 2015. The framework provides a coherent structure for making funding decisions as well as a consistent approach across the county. Previously the colleges and providers themselves decided what they would charge. A full evaluation of the process will be undertaken in the autumn term to enable the framework and process to be refined for full implementation for 2016/17.
- There is a continuing need for schools, colleges and other providers to further develop their study programmes to focus better on preparation for adulthood. As Education, Health and Care Plans become embedded in the system, the focus on outcomes will enable better judgements to be made with regard to the effectiveness of study programmes for these students. As part of their funding agreements, colleges and providers will be expected to proactively work with other agencies to support transition of young people into appropriate outcomes.
- Work will continue to build on the success of the supported internship programme. This includes providing opportunities within the Council and its strategic partners as well as promoting the benefits of employing young adults with SEND to employers through structures such as the ESB and GLLEP and via the Council's supply chain.

### ***Careers Information Advice and Guidance***

- The duty to provide impartial independent careers guidance transferred to schools in September 2012 and in 2013 was extended to include pupils in schools in year 8 and in schools and colleges up to year 13.
- 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.
- The current DfE guidance places a reduced emphasis on the provision of professional careers advice and an increased focus on schools developing links with employers. There are a number of nationally commissioned initiatives to support schools to deliver careers guidance and develop links with employers. These include: National Careers Service, CAPITA (DfE run

Careers and Enterprise Company), and Job Centre Plus. As a result the system is fragmented and uncoordinated and potentially confusing for schools.

- There continues to be potential and increasing tension in schools with sixth forms between the requirement to provide independent impartial guidance pre 16 and the need to retain learner numbers in the sixth form to maintain funding levels. This is compounded by the increase in competition and the declining size of the 16 – 18 cohort mentioned elsewhere in this report. The high numbers of students failing to progress from AS to A2 suggests that AS is perhaps not the most appropriate programme for significant numbers of young people who have been accepted onto the courses. GFE colleges continue to report difficulties in gaining access to some schools to explain their offer.

***Current and future actions:***

- The Local Authority Careers Service will continue to work with young people aged 16 – 18 who are not in education, employment or training to fulfil the statutory duty to make available to young people support that will encourage, enable or assist them to participate in education or training. It also provides a traded service to schools, and early indications are that schools will, from September 2015, continue to purchase similar levels to those in 2014/15.
- There will be a requirement to work with schools and employers to encourage and facilitate links and to ensure that where the links are made they are effective in both improving students' awareness of the opportunities available and the world of work. This will require the engagement of the Greater Lincolnshire Local Enterprise Partnership via the Employment and Skills Board.
- The Council resource (Careers Education Information and Guidance team) that hitherto has provided support to 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.

**Attainment and Closing the Gap**

- Attainment levels for 19 year olds who have not been eligible for free school meals (FSM) in Lincolnshire are in line with or above national averages. 86% of young people achieve full level 2 qualifications by the age of 19, in line with the national figure, and the figure for full level 2 with English and maths is 3% higher than that nationally at 73%. 60% of young people who are not eligible for FSM achieved level 3 at age 19, again in line with the national figure.
- The gap in attainment between young people who are eligible for FSM and those who are not continues to be worryingly large although there is some slight movement in the right direction. Any gap is of concern given the impact of failure to achieve on future employment prospects and future earning power, but the gap in attainment at level 3, although reduced by 1%, is 7% higher than that nationally at 32%. The picture is similar for attainment

of level 2 including English and maths where it is 32% compared to 27% nationally, and for level 2 without English and maths is 23% compared to 17%.

- The proportion of young people who have not achieved GCSE grade C in English and maths at age 16, who then go on to achieve these by age 19 is 17.4% compared to 16.9% nationally.

**Current and future actions:**

- Data sharing agreements with FE colleges and other post 16 providers have been revised to enable the local authority to share information regarding young people who have been eligible for free school meals to enable colleges to target additional support to those young people (including targeting additional learning support more effectively and the allocation of bursary funding).
- The requirement that all young people who have not yet achieved GCSE grade A\* - C in both English and maths continue to study these subjects as a condition of funding came into force in September this year. This should have an impact in the longer term. Data to show whether the requirement to continue studying these subjects from 2014 has had an impact is not yet available.
- The data dashboard developed for school sixth forms includes details regarding their performance in closing the gap by age 19, including comparisons with the national data. A similar data dashboard is being developed for FE colleges.
- There has been some progress in closing the attainment gap in early years, but the gap gets progressively larger through primary, secondary and post-16 education. The work that is being undertaken to address this within pre 16 education will therefore be vital to reduce the post-16 gap.
- The lack of Apprenticeship opportunities at level 3, the high proportion of young people leaving school at the end of year 12 and the higher number of young people not in education, employment or training at the age of 17 are all contributory factors to the attainment of level 3 at age 19, and the local authority will continue to support and encourage the development of progression opportunities.
- The reforms to A-levels is not now expected to have the impact anticipated on reducing the number of young people leaving school after completing AS levels, as most schools are now planning to teach AS level alongside the A2 curriculum, with students taking AS exams at the end of year 12.

**Curriculum**

- Around half of young people continue to receive their post 16 education in schools with around 40% attending college. The remaining 10% undertake Apprenticeships or attend the small independent providers.
- The strategic analysis for this year includes an analysis of provision by sector tier in comparison with the skills priorities identified in the GLLEP growth plan for Lincolnshire. The analysis shows little change to the vocational offer with delivery of engineering and construction at similar levels to last year, but still well below the numbers required to meet the needs of the local economy. There has been a slight increase in the delivery

of information technology and in leisure and tourism, again not at sufficient levels to meet future potential demand.

- There has also been a shift from delivery of level 3 to level 2 provision. This is more marked in GFE colleges where there has been a reduction in level 3 of 5%. There has been a drop too in comprehensive schools of 1% from 89% (100% of activity in Grammar school sixth forms is at level 3). Given the GLLEP predictions of the need for higher level skills, this is a concern, as is the potential impact on targets for attainment of level 3 at age 19.
- The majority of vocational training takes place in our GFE colleges who tailor their provision for 16 – 19 year olds to meet student demand rather than sector priorities. The recently published Local Government Association report '*Skills to Build*' highlights the developing issue in relation to construction skills and the need to train many more young people to fill the developing skills shortages.
- The GLLEP strategic plan lists a number of priorities for growth and there continues to be a mis-match between these and the courses that young people take in post 16 education. Whilst there is devolvement of some strategic responsibility for the allocation of the adult skills budget to LEPs, there are no similar plans in relation to the funding for post 16 education. Discussions between the LEP and the ESB and colleges as a result focus on arrangements for adults (post 19).

#### **Current and future actions:**

- Work continues with colleagues in the Environment and Economy directorate and with the ESB and GLLEP to encourage the post 16 sector to better respond to skills requirements for economic growth. The continuing and increasing competition to recruit students and a funding mechanism that encourages competition rather than collaboration to meet the skills needs of the local economy continues to be frustrating these efforts. Opportunities to lobby for greater control and influence in relation to post 16 education will continue to be sought.

#### **Provision**

- The demographic decline in the size of the 16 – 18 cohort which will not plateau until 2020, and the increasing competition for students continues to have a negative impact on the curriculum offer and on outcomes for students as well as potentially on the future economic growth in Lincolnshire. If the Government target in relation to Apprenticeships is to be achieved, this will create further competition for students.
- The Government has sought to devolve some responsibility for the adult skills budget to the local enterprise partnerships. This does not however include Education Funding Agency funding for education and training, which is funded on a strictly applied formula basis. This basically means that schools, colleges and other providers are funded for the number of students they enrolled the previous year (referred to as 'lagged learner' funding). Rather than encourage the collaboration that is necessary to provide a coherent curriculum offer in a local area that meets the needs of students and the local and wider economy, the funding system means that providers increasingly compete to recruit from a declining pool. National policy stipulates that colleges, providers and schools are autonomous

organisations which are free to set their own curriculum, and although they are expected to take into account local priorities (as defined by the local authority priorities for education and training) neither local authorities nor LEPs have any powers or levers to influence the offer.

- The impact of increased competition and declining cohort on schools sixth forms has been the subject for papers and discussions on several previous occasions. The situation is developing however, where the concerns extend to GFE colleges. The Government has appointed a number of FE Commissioners to intervene in GFE and sixth form colleges that are experiencing financial difficulties. Whilst there is no evidence to suggest that any of the Lincolnshire based colleges are in this category, they are small and therefore potentially vulnerable. The four colleges have between them a reduction in student numbers of 600 (i.e. around £3million funding,) which in addition to the 24% reduction in their adult skills funding allocations will have had a significant impact on their income. We are aware that all have recently made changes to their staffing structures, but have yet to see the detail of any impact on the curriculum offer. There is also a concern that there will be an impact on the pastoral support provided e.g. counselling which given that colleges have traditionally recruited higher proportions of vulnerable learners is of concern.
- Despite efforts to encourage schools to collaborate, there has been little change other than an increase rather than reduction in school sixth form provision. Some schools are establishing sixth forms by partnering with another school (either within their Academy trust or independently) with an established sixth form, which acts as the admissions authority and provides the funding. Barnes Wallace Academy's plans to do this from September were put on hold due to their inability to attract sufficient student numbers. King Edward School at Spilsby already have this arrangement in place through their academy trust and we understand other schools without sixth forms are considering this option. Haven High Academy in Boston made an application to establish a sixth form in their own right from September 2015. On that occasion their application was turned down by the EFA and they have made arrangements to fund through another Lincolnshire school.
- A selective post 16 free school is opening in September in Oakham. This school will provide a purely academic A level curriculum aimed at students aspiring to Russell Group Universities. A consultation is also currently taking place regarding the transfer of Rutland County College provision (currently based in Oakham) to Casterton Business College site from September. Casterton is less than 2 miles from Stamford and this potential change could therefore lead to increased competition in the area.
- The government has announced its intention to carry out area based reviews of post 16 education between September 2015 and April 2017. These reviews will be undertaken by Departments for Education (DfE) and Business Innovation and Skills (BIS) and will include involvement of local authorities and LEPs. The reviews however, will focus on FE colleges (and sixth form colleges of which there are none in Lincolnshire) and whilst taking into account the availability and quality of all post-16 academic and work based provision in each area in the analysis stage, will only include provision other than FE colleges where they (providers and schools) agree. Further detail has yet to be announced but the review will comprise of an

options analysis and make recommendations which may include restructure or formal collaboration. There will be no compulsion to implement the recommendations and 'Governing bodies will be responsible for deciding whether to accept recommendations relating to their institutions. If recommendations are accepted, individual institutions will be responsible for implementing changes following a period of consultation.' There is no indication as yet as to the timescale or scope in relation to Lincolnshire.

***Current and future actions:***

- Representation has been made to DfE and BIS regarding the need to include all provision in an area in the planned reviews, as well as the need to take into account the specific issues arising from a rural area in relation to travel to learn distances and transport infrastructure.
- The Local Authority will work with the DfE and BIS to ensure the area based review outcomes meet the needs of students and employers in Lincolnshire.
- Work will continue to encourage and facilitate collaboration where institutions wish to explore this further.
- The County Council will continue to make it clear in communications and interactions with schools, academies, colleges and other providers that it will not accept that young people will not have access to a full curriculum and that it has an expectation that schools, academies and other providers will co-operate to ensure that students have access to the courses they wish to undertake to enable them to achieve their education and employment aspirations.

***Student views***

- An online survey has been carried out to ascertain the views of students in year 12 about their transition into post-16 education and the factors that influenced the decisions they made. A reasonable response rate was achieved with 1344 students completing the survey, from 18 institutions including colleges, grammar and comprehensive school sixth forms, the UTC, a special school and an independent training provider.
- 74% of the students surveyed stated they were happy with their course with 86% stating they felt their course was preparing them for the next step in their learning or career.
- A summary of the findings is attached at Appendix A.

***Equality Act 2010***

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

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

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: [Equality Act 2010 section 149\(1\)](#). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7)

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

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

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and

must be discharged by the Executive Councillor. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

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

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

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

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

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

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

#### Economic Poverty

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

#### Poverty of Access

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

### Poverty of Aspiration

A key part of the strategic priorities for 16-18 year olds for education and training is to close the gap of attainment between those vulnerable groups and their peers. The priorities reflect the importance of providers supporting vulnerable learners to achieve their aspirations and fulfil their potential.

### Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way. The priorities within this paper support that through influencing education providers

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

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

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

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

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

Promoting healthier lifestyles through enhancing training and education opportunities for 16-18 year olds.

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

## **2. Conclusion**

- The picture for post 16 education is similar to that in previous years. There continues to be some successes including attainment levels that are in line with those nationally, relatively low levels of NEET, high participation at age 16, and the success of the Supported Internship Programme in securing employment outcomes for young people with SEND.
- The challenges arising from a declining cohort, increasing competition, reducing funding in real terms and a funding mechanism that encourages competition rather than collaboration, are significant and increasing.
- There is a real need for providers including schools, colleges and independent providers to work together to collaborate and consolidate provision in their geographical area to meet the needs and aspirations of

students as well as provide a curriculum that meets the needs of the local economy. In addition working together is essential to maintain the financial viability of some schools and colleges that in the main are comparatively small compared to their national counterparts. The recently announced area based reviews will seek to address some of these issues, and all providers including schools and academies will be encouraged to participate fully.

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

The Report seeks approval for the priorities for the strategic commissioning of education and training provision for 16 - 18 year olds (to 25 for young people with an education, health and care plan) for the academic year 2016/17. The priorities are in turn designed to assist the Council in fulfilling a number of statutory obligations in relation to post-16 provision as set out in the Report.

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

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

There are no immediate financial implications arising from the recommendations in this report. The report highlights a number of challenges, and the actions that have been proposed to address those will need to be funded from the base budgets that are currently available.

### **5. Consultation**

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

Yes

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

Yes

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

The Children and Young People Scrutiny Committee will consider this report at its meeting on 11 September 2015. Comments from this meeting will be presented to the Executive on 6 October 2015.

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

Not applicable

### **6. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Lincolnshire County Council Year 12 Participation Survey - summary of findings
Appendix B	Strategic Priorities for 16 - 18 (25) Education and Training 2016-17 Action Plan

## **7. Background Papers**

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

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### Lincolnshire County Council Year 12 Participation Survey – Summary of main findings

- A total of 1,344 students from 18 different providers took part in the survey.
- Almost half of the responses came from New College Stamford (641 replies), while good numbers of responses were also received from Queen Elizabeth's High School (252), Sir Robert Pattinson School (126), and Kesteven and Sleaford High School (119).
- Overall, 48% of respondents were male and 52% female, while 16% said they had a disability or learning difficulty.
- 77% of respondents were enrolled on Level 3 courses, with the most common course type being A-levels (47%), followed by BTEC (37%) and Vocational (13%).
- 74% said they would choose the same course if they had the choice of course again. Among those who would not, the main reason given was "It is not what I thought it would be" (41%).
- 22% said that transport influenced their choice of learning options, and this was highest in the LN12 and LN11 postcode districts (44% and 42% respectively).
- 86% of students felt their course is preparing them for the next step in their learning or career.
- 67% of students planned to stay with their current provider at the end of Year 12, while 9% planned to move to another provider. Among those staying in education for Year 13, 67% planned to go to University / HE afterwards.
- 81% felt their current provider is meeting their careers education advice and guidance needs (87% among those with a disability or learning difficulty).
- 66% of students had heard of the National Careers Service and 9% had heard of the Lincolnshire online prospectus; overall usage rates were 14% and 1% respectively. Students gave the National Careers Service a mean rating of 3.5 out of 5 for helpfulness, compared with 3.2 for the Lincolnshire online prospectus.
- Although most students indicated they would be unlikely to use a Lincoln drop-in centre, 17% said they were very or fairly likely to (a rating of 4 or 5 out of 5), rising to 24% among those with a disability or learning difficulty.
- Students generally felt fairly positive about their future in terms of education and training, with 55% rating their optimism as 4 or 5 out of 5. Optimism about future employment was slightly lower, with 46% scoring 4 or more out of 5.

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### Strategic Priorities for 16 – 18 (25) Education and Training for 2016-17 - Action Plan

This action plan has been developed to identify the actions required by Lincolnshire County Council, its strategic partners and post 16 providers to implement the Council's strategic priorities for post 16 education for the academic year 2016 – 17.

*(N.B. New actions are shown in italics)*

<b>Priority 1: Increase the number of young people aged 17 participating in education or training and therefore meeting their duty to participate. As required by Raising of the Participation Age</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 August 2015</u>
Track education status of young people within the RPA cohort and provide support to re-engage young people aged 16 and 17 who are not participating, back into learning	Careers Service	Increase in participation particularly young people aged 17	Ongoing	June 2015 NEET 16 year olds were 2.2% compared to 2.5% in June 2014 and NEET 17 year olds 3.2% compared to 3.7% the previous year.
Undertake the September Guarantee to ensure that all young people age 16 and 17 have an offer of an education placement	Careers Service	Increase in the proportion of young people age 17 that have an offer of an education in September to the same level as for 16 year olds	Sept 2015	Process not yet complete for the current year leavers
Work with providers, partners and other key stakeholders to increase participation of vulnerable learners to the level of the cohort as a whole through the RPA Vulnerable learners group	14 – 19 Commissioner	Increase in participation levels of vulnerable learners including LLDD, young people known to the Youth Offending Team, Care leavers, young carers, teenage parents, FSM	Ongoing	Detailed analysis of performance is shared with RPA VL group at termly meetings.
Work with the ESB and GLLEP to ensure that some of the funding they influence is directed to developing coherent programmes to support NEET young people into education	14 – 19 Commissioner	Appropriate programmes to support NEET back into learning are commissioned	From July 2015	There has been some slippage in the commissioning process by the funding bodies. First round of commissioning currently in process
Map the available support to NEET young people to engage them in learning to identify gaps in provision and provide a coherent offer	Careers Guidance Manager/RPA vulnerable learners group	Information produced identifying support available to NEET, and gaps identified to inform GLLEP commissioning	July 2015	Programmes and funding sources identified building on EFA and LGA lists. Used to inform GLLEP commissioning plan

<b>Priority 2: Reduce the number of young people failing to progress from AS to A2</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 August 2015</u>
Develop data dashboard for schools sixth forms which will include data regarding progression from AS to A2, as well as Closing the Gap, minimum performance levels, QSR, careers guidance.	14 – 19 Commissioner/ Performance Team	LCC will have detailed information about schools performance and be able to identify areas of risk	July 2015	Data dashboard has been developed and issued to schools.
Integrate performance of school sixth forms, including retention rates into current and future school improvement arrangements (school to school support)	14 – 19 Commissioner/ Chief commissioner for Learning	LA and Schools will have detailed information regarding performance of their sixth form, which Ofsted will now be separately graded.	July 2015	Data dashboard has been developed. A report regarding schools sixth form performance will be the subject of discussion at the December meeting of the LLPB
Explore potential to develop data dashboard for Colleges and other providers	14 – 19 Commissioner/ Performance team	LA will have more detailed information regarding performance of colleges and other providers to inform impact on outcomes for young people including vulnerable groups	July 2016	Work has commenced with draft planned for Autumn term
Monitor schools' response to A level reform in terms of financial viability and outcomes for young people	Planning and allocations manager	Forecast of impact outcomes will enable LCC and schools to identify actions to mitigate risks in relation to funding and learner outcomes	July 2015	Completed.
<b>Priority 3: Close the gap in attainment at level 2 and level 3 by the age of 19 between young people from deprived backgrounds (those who are or have been eligible for free school meals) and the overall cohort.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 August 2015</u>
Review data sharing arrangements with colleges and other providers to enable sharing of information on FSM students	14 – 19 Commissioner/ performance team	Colleges and other providers have the information to enable them to target additional support, including bursary funding, to FSM students	March 2015	Completed. Data sharing agreement revised and agreed with providers
Refine performance data to provide more detailed analysis of FSM performance	14 – 19 Commissioner/ performance team	LCC will have more detailed breakdown of FSM students e.g. proportion leaving school after completing AS level	July 2015	Completed. FSM and Closing the Gap is included in new data dashboard for school sixth forms

Work with CfBT to ensure sufficient focus on closing the gap at KS5 in schools sixth forms	14 – 19 Commissioner/ performance team	Action to address CTG at KS5 is included and integrated into overall project and single conversation with schools	Dec 2015	Data dashboard for school sixth form has been developed. Conversations with schools will take place in the Autumn term
Review the terms of reference for the RPA vulnerable learners group to include a focus on closing the gap	14 – 19 Commissioner /RPA vulnerable learners group	Partnership activity has a focus on improving attainment for young people in poverty	July 2015	Completed Spring term
<b>Priority 4: Improve progression pathways, including specifically increasing the availability of Apprenticeships at advanced level (level 3) and higher (level 4 and above), to enable young people to access an alternative route to higher study.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>	<u>Date</u>	<u>Progress as at 1 August 2015</u>
Establish role to develop employment and training opportunities for young people within LCC and its strategic partners including Apprenticeships, Supported Internships and Traineeships	14 – 19 Commissioner/ Service Manager - People Management	Increase the number of apprenticeships, particularly at advanced and higher level, and Traineeships within LCC and its strategic partners	March 2015	Completed – fixed term post established and appointment made commenced March 2015
Investigate potential to deliver Apprenticeships 'in-house' through LCC contract with Skills Funding Agency	14 – 19 Commissioner	Increase in income to support Apprenticeship programme when funding is routed directly to employer (LCC)	July 2015	A proportion of LCC's Adult Skills Budget has been vired to support delivery of Apprenticeships with the agreement of the SFA
<i>Identify opportunities to implement higher and degree level Apprenticeships within LCC to secure national funding to support staff training costs, and to recruit to hard to fill vacancies within the Council</i>	<i>14 – 19 Commissioner</i>	<i>Increase in the number of higher and degree level apprenticeships within the Council Reduction in staff training costs Fewer hard to fill vacancies</i>	<i>Sept 2016</i>	
<i>Encourage the Lincolnshire provider network to get involved in the development and delivery of the new frameworks including the Universities and other Higher Education</i>	<i>14 – 19 Commissioner</i>	<i>Increase in Apprentices studying at level 3 and above Coherent progression pathways through to degree level</i>	<i>Sept 2017</i>	

<i>Institutions</i>				
<i>Undertake data analysis to identify the proportion of students that repeat their studies and the same level at that previously achieved.</i>	<i>Performance team/14 – 19 Commissioner</i>	<i>Data showing the proportion of students that fail to progress to a higher level will enable further investigation of the issues, and potential actions to improve progression to higher levels</i>	<i>July 2016</i>	
<b>Priority 5: Maintain a broad curriculum offer across Lincolnshire so that young people are able to access the courses they require to achieve their career aspirations. This will require schools, colleges and providers to work together in geographical areas</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 August 2015</u>
Analyse school census data and future funding arrangements to identify impact of funding on each school sixth form including small class sizes	Planning and Performance Manager	LCC has a detailed overview of potential areas of risk to curriculum and viability of individual school sixth forms	Feb 2015	Completed for 2015/16 academic year
Each school with a sixth form is offered a meeting to discuss funding projections and curriculum	Planning and Performance Manager	All schools have the opportunity to discuss predicted funding impact	Feb 2015	Completed
Undertake risk assessment and develop contingency plans as appropriate. Link into Schools Causing Concern process and continuing dialogue with DfE/EFA/SFA where appropriate	14 – 19 Commissioner	Risks are formally documented and actions to mitigate risk agreed. Young people continue to access full curriculum.	July 2015	Meeting with Regional Commissioner (scheduled to take place in April 2015) was cancelled due to election purdah – yet to be re-arranged Schools sixth forms are integrated into LCCs Schools Causing Concern process
Undertake review of progress in developing collaborative arrangements and provide support to facilitate this as appropriate	14 – 19 Commissioner	Increase in collaborative and partnership delivery resulting in improvements in cost effectiveness and preservation of curriculum.	Review by May 2015	Ongoing – limited progress and increase in number of schools planning to provide sixth form opportunities through partnership arrangements from September 2015
Work with providers, partners and key stakeholders including ESB and WBLA to increase the take up of	14 – 19 Commissioner	Halt the reduction in 16 – 18 year olds taking up apprenticeships <i>Increase in the proportion of 16 – 18 year</i>	Ongoing	Completed. Data for July 2015 shows there is an increase in the percentage of 16 – 18 year

apprenticeships by 16 – 18 year olds to achieve <i>the government's new target of 3 million Apprenticeship starts within the lifetime of the parliament</i> , and mitigate any potential reduction as a result of changes to funding		<i>olds undertaking an apprenticeship</i>		olds undertaking an Apprenticeship of 0.4%
Maintain regular dialogue with GFE colleges and other providers (via WBLA) and the funding agencies to inform them of the Council's priorities and identify any specific issues	14 – 19 commissioner	Schools, colleges and other providers are aware of LCC's strategic priorities and able to respond, thus demonstrating to Ofsted requirement that they are working to meet local needs	Termly	Meetings have been held with GFE principals and independent providers and presented to secondary heads Spring term 2015
<b>Priority 6: To ensure that all young people have access to independent and impartial careers guidance and information about the labour market and opportunities so that they are able to make realistic, informed decisions about post 14 and post 16 education.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 August 2015</u>
<i>Ensure developing school to school support and sector led improvement arrangements include a focus on the quality and effectiveness of careers guidance, employer links and student destinations</i>	14 – 19 Commissioner/ Chief Commissioner	<i>Improved effectiveness of careers guidance arrangements in schools Improvement in positive sustained destinations</i>	Jan 2016	
With the ESB, NCS and Capgemini to develop a plan to facilitate links between schools and employers including developing coherence in the offer	14 – 19 Commissioner	Schools will have opportunities to access input from employers to support their careers education and guidance	Autumn term 2014/15	NCS offer has already been made to schools. Environment and economy team send labour market information monthly to NCS.
<b>Priority 7: Develop programmes and transition pathways which better prepare young people with special education needs and or disabilities (SEND) for adulthood and lead to improved outcomes in terms of employment, independent living, good health and community inclusion.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 August 2015</u>
Develop and implement a multi-agency 'Promoting Independence' strategy and plan to enable young	LLDD Programme Co-ordinator	Young people with complex needs will have improved outcomes including greater independence, resulting in less	Jan 2015	Better Care funding has been secured to support the project to the end of the academic year

people with complex SEND to make a smooth transition from education into adult life and become as independent as possible		reliance on adult care services.		2016 Action plan has been produced, agreed and implemented by steering group in January 2015
<i>Improve the effectiveness of study programmes for young people with SEND in terms of meeting outcomes set out in their EHCPs (employment, independence, health)</i>	<i>LLDD Programme Co-ordinator/ 14 – 19 commissioner</i>	<i>Young adults in SEND make Improved and timely transitions into their adult outcomes</i>	<i>July 2016</i>	
Co-produce EHC plans that 'promote independence' and that clearly identify the appropriate nature and timing of the transition into adulthood, and the support that will be required	Children's Services Manager SEND	Improvement in transition into adult life as young people and their families agree and are clear when education will cease and what the transition and outcome will be.	From Sept 2014	EHCP process has been implemented in line with legislation and transfer timetable.
Increase the capacity of LCC 'Promoting Employment' team to deliver supported internships via YPLP EFA contract	SEND Team Manager post 16	Increase in EFA funding secured under 'lagged learner' formula Increase in the number of young people with SEND securing employment through participation in supported internships	Feb 2015	Additional Employment Officer and 2 Job Coaches recruited-funded through promoting independence (better care funding) to July 2016, then funded via EFA formula funding. 19 from the current years 36 supported internees have already achieved paid employment outcomes
<b>Priority 8: Stimulate demand for courses and programmes which better match the economic growth requirements and skills shortages in Lincolnshire, and therefore reduce youth unemployment among 19 – 25 year olds in particular.</b>				
<u>Action</u>	<u>Lead</u>	<u>Outcomes</u>		<u>Progress as at 1 August 2015</u>
Work to secure better links between ESB, GLLEP and Education to include establishing joint objectives in relation to social inclusion and economic growth, identifying best practice elsewhere	14 – 19 Commissioner	Education providers have more information about the courses and skills young people require to meet the economic growth requirements for Lincolnshire	Ongoing	Visit to Manchester City Council where some progress has been made has taken place. 14 – 19 Commissioner joined ESB as observer

Develop a LCC youth employment strategy to increase opportunities for young people under the age of 25 within Lincolnshire County Council and its key strategic partners	14 – 19 Commissioner/ Youth Employment Project Officer	Increase in apprenticeships, traineeships, supported internships and work experience within LCC. Increase in proportion of under 25s within the workforce.	July 2015	Work experience policy and process agreed by CMB and currently out for consultation
Encourage post 16 providers to develop study programmes that better prepare young people for employment in Lincolnshire including work preparation and substantial work experience on vocational courses	14 – 19 Commissioner/ LLDD Programme Co-ordinator	Reduction in numbers of employers stating young people are not work ready. Increase in young people accessing apprenticeship opportunities	Ongoing	Supported Internship programme well established and securing good outcomes (68% full time employment) Further improvements are required in relation to A level and other provision. Ofsted including in inspection of post 16 provision
Develop LCC own provision (YPLP) to be exemplar deliverer of study programmes and supported internships	YPLP Manager	Best practice is established and shared with other providers	Ongoing	Successful supported internship programme established. Support has been provided to other colleges. Costs for this will in the future be recouped.
Agree a plan with Job Centre Plus to increase the number of young people (19 – 25) undertaking Traineeships in line with DWP targets	14 – 19 Commissioner	Increase in traineeships compared to low level and zero hours contracts	July 2015	
Undertake a survey of young people in post 16 education to ascertain barriers to participation and whether these have impacted on the choice of programme/course <i>Consider repeating annually</i>	Planning and Allocation Manager/Touche hstone	Detailed information on factors affecting choices young people make in relation to their post 16 education, including whether they are able to secure their first choice of programme	Summer term 2015	Survey completed and results included in strategic analysis

## **Glossary**

CEIAG	Careers Education, Information, Advice and Guidance
CTG	Closing the Gap in attainment between young people who have ever been eligible for free school meals and those who have not
DWP	Department for Work and Pensions
EFA	Education Funding Agency
EHC	Education, Health and Care (Plan)
ESB	Employment and Skills Board
GFE	General Further Education College
GLLEP	Greater Lincolnshire Local Enterprise Partnership
NCS	National Careers Service
NEET	Not in Education, Employment or Training
LCC	Lincolnshire County Council
RPA	Raising the Participation Age (to 18 <sup>th</sup> birthday in 2015)
SEND	Special Educational Need and Disability
WBLA	Work Based Learning Alliance
YPLP	Young People's Learning Provision (Lincolnshire County Council's own EFA funded provision for young people)

**Open Report on behalf of Lincolnshire Safeguarding Children Board**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Multi Agency Early Help Audit Report</b>

**Summary:**

This report invites the Children and Young People Scrutiny Committee to consider a report on the findings of the Early Help Audit 2015.

**Actions Required:**

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

## **1. Background**

In 2013 the review of Working Together to safeguard children put a significant emphasis on Early Help. This compounded with learning from a Serious Case Review (SCR) and a couple of significant incidents relating to children that were engaged in Team Around the Child (TAC) led to an initial audit of Early Help and TAC arrangements in Lincolnshire.

The findings and recommendations from the 2013 audit in summary were to establish a mechanism for effective quality assurance of the TAC process, ensure sufficient resources are available so that practitioners have access to advice and challenge, review recording arrangements, amend all paperwork used for the TAC process, for the Lincolnshire Safeguarding Children Board (LSCB) to actively raise the awareness of the Escalation and Professional Resolution Policy and for TAC training to continue to be delivered regularly by the LSCB and for partners to prioritise attendance of practitioners. As a result of the audit and recommendations, in 2014 the Early Help Officer in Lincolnshire was developed to address these aspects.

The 2015 audit, and subject of this report, is part of that wider review of Early Help and TAC in Lincolnshire and to establish what difference those changes have made to the TAC process, including the experience of families and practitioners.

A multi-agency task and finish group decided that the overall purpose of the 2015 audit was to examine the Early Help multi-agency assessment and Team Around the Child process (TAC) and not the universal Early Help services offered by

individual agencies. The focus of the audit was on the outcomes for children and families and the voice of the child through the assessment process and TAC arrangements.

**2. Conclusion**

This has been a comprehensive audit looking at the multi-agency Early Help and TAC process in its entirety. The findings have generally been positive and have demonstrated that the process has improved since the developments were introduced in April 2014. The audit report includes a number of recommendations which will be monitored by the LSCB Audit and Policy Officer and board members through the Strategic Management Group.

Following consideration of the attached report, the Committee is requested to consider the findings and direct any queries or comments to the LSCB Audit and Policy Officer.

**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	Early Help Audit Report 2015
Appendix B	Early Help Audit Summary presentation

**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 Jade Sullivan, LSCB Audit and Policy Officer, who can be contacted on 01522 552083 or jade.sullivan@lincolnshire.gov.uk.



# Early Help Audit Report 2015

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## Introduction

In 2013 the review of Working Together to safeguard children put a significant emphasis on Early Help, this compounded with learning from a Serious Case Review (SCR) and a couple of significant incidents relating to children that were engaged in Team Around the Child (TAC) led to an initial audit of Early Help and TAC arrangements in Lincolnshire. The findings and recommendations from the 2013 audit in summary were to establish a mechanism for effective quality assurance of the TAC process, ensure sufficient resources are available so that practitioners have access to advice and challenge, review recording arrangements, amend all paperwork used for the TAC process, for the Lincolnshire Safeguarding Children Board (LSCB) to actively raise the awareness of the Escalation and Professional Resolution Policy and for TAC training to continue to be delivered regularly by the LSCB and for partners to prioritise attendance of practitioners. As a result of the audit and recommendations a number of developments were introduced in 2014 to address these aspects. The current audit is part of that wider review of Early Help and TAC in Lincolnshire and to establish what difference those changes have made to the TAC process, including the experience of families and practitioners.

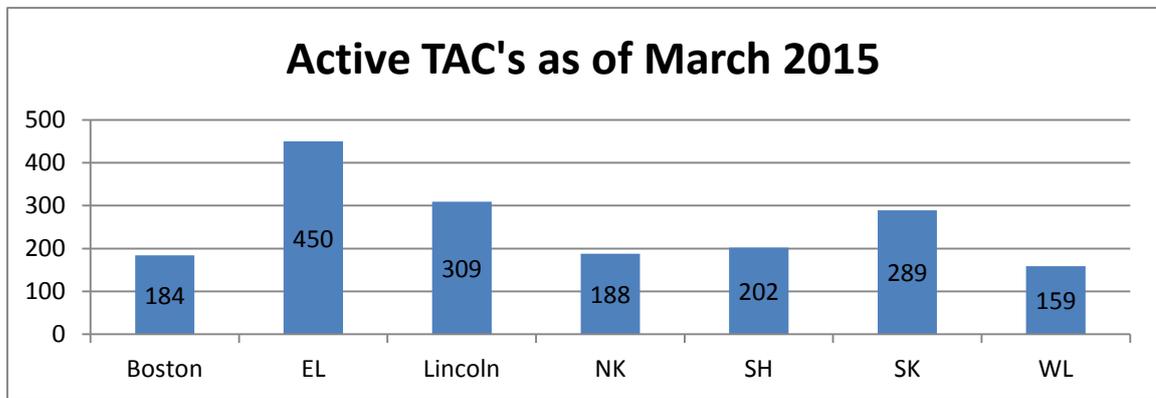
Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation through to teenage years.

The effectiveness of early identification is underpinned by professional responsibility both of the referring and of the receiving agency to ensure that if a family does not meet the thresholds for specific services, that action is taken to prevent the lower level needs escalating, whilst also being alert to identifying children who without support will not reach their full potential.

Lincolnshire's Early Help offer therefore puts the responsibility on all professionals to identify emerging problems and potential unmet needs for individual children and families, irrespective of whether they are providing services to children or adults. The professionals working mainly in universal services are best placed to identify children or their families, who are at risk of poor outcomes.

Currently there are 1781 open and active Team Around the Child cases (TAC's) in Lincolnshire, with Lead Professionals (LP) from a variety of organisations, although the statistics do demonstrate that most LP's are predominantly from education settings, followed by children's services and health practitioners.

As of March 2015 the following graph demonstrates how the open TAC cases are distributed across the County by District.



### Scope and coverage of the audit

A multi-agency Early Help task and finish group was established in order to determine the scope of the Early Help (EH) audit. The group was made up of representatives from the District Councils, voluntary sector, children's services EH team, health, LSCB audit and Policy Officer and an LSCB lay member.

The group decided that the overall purpose of the audit was to examine the EH multi-agency assessment and Team around the child process (TAC) and not the universal EH services offered by individual agencies. It was agreed that if individual organisational practices or provision were highlighted through the audit then this would be raised with the individual organisation and general recommendations or best practice would be included in the final audit report. The focus of the audit is on the outcomes for children and families and the voice of the child through the assessment process and TAC arrangements.

In undertaking the audit of Early Help the following areas have been looked at:

- The impact of the Early Help process on the outcomes for children and families, identifying the voice of the child and family through the Early Help assessment and team around the child process. Determining if the child and family understood the reason for the TAC, what they experienced through the process, what changed for them as a result of the intervention and ultimately was the child safeguarded through the intervention.
- The experiences of children and families through the transitional process from Child in Need (CIN) or Child Protection (CP) to TAC and vice versa, and an overall assessment of the families experience of the different levels of intervention.
- An analysis of the referrals that are not followed up by organisations with an EHA once it is established that the case does not meet the threshold for CIN or CP.
- To evaluate the overall effectiveness of the multi-agency EH assessment and TAC process since the changes in April 2014. To particularly examine the quality of assessments being undertaken through the new Early Help Assessment (EHA) form and the adopted signs of safety methodology; the quality of TAC meetings and action plans and the effective usage of the Early Help advisors EL and consultants since the changes in April 2014.
- To analyse professionals overall awareness and experience of the EHA and TAC process. Particularly examining organisational engagement in the process, identifying the reasons for lack of engagement and likewise the

reasons for high levels of engagement from particular agencies/teams/individuals.

## **Methodology**

Due to the scope of the audit it was necessary to adopt a mixed method approach in order to ensure that the information required was gathered in the most appropriate and effective way. Fifty TAC cases were selected at random by the LCC performance management team using a stratified sampling technique based on geographical district areas, age groups and initiating organisations, aiming for an equal spread across all criteria. The four key methods adopted are as below:

1. Case file assessments of the 50 selected TAC cases using the EH assessment tool.
2. Interviews with 11 families from across the County who have been willing to engage with the audit.
3. Interviews with a selection of front line practitioners, to examine a variety of themes:
  - Reasons for high or low levels of referrals – organisations will be identified through an examination of the referral statistics
  - The impact of training on their practice
  - Experiences of the EH consultants
  - Understanding and awareness of EH and TAC
4. Focus group and forums with a range of professionals including Lead Professionals, concentrating on their experiences since the changes in April 2014 and the impact of training on their practice.

## **Key findings of the audit**

All four aspects of the audit have been very informative however in particular the family interviews have been of most value in terms of gaining a perspective of the impact and outcomes of the process for children and families and finding out what it is really like for children and families engaging in this multi-agency process. Having a multi-agency team of moderators undertaking the case file audits proved beneficial, drawing on a range of expertise from partner agencies, which has ensured a balanced response to the cases.

## **What is working well?:**

Overall the general response is that the EH and TAC process has really improved since the changes were introduced in April 2014. with practitioners feeling empowered to manage cases within TAC due to the support that is now available to them through the TAC team, specifically the Early Help Consultants and Advisors and the continued multi-agency training that is delivered by the LSCB. Families feel listened to and say that the TAC process has helped them make positive changes in their life, the new Early Help Assessment has made the process more transparent and easy to understand for both practitioners and families and through the case file audits and practitioner interviews it is apparent that there is now an effective quality assurance mechanisms in place.

Parents have expressed an overall positive experience of Early Help and TAC, saying that the EH assessment is easy to understand and ensures both them and their child/ren get to express their worries and concerns in a simple yet effective way. A number of parents proposed that the formality of having a multi-agency process holds organisations to account meaning that both them and their children receive the support the need. The majority of parents and children or young people expressed positive outcomes as a result of the interaction and said that it really had helped them address their presenting needs.

Through the practitioner interviews an almost unanimous finding is that the EH assessment is easy to complete, the language used is conducive to working with children and families and the use of signs of safety (SOS) methodology has been a huge improvement. Professionals are expressing that they are keen for the SOS methodology to be developed within the Early Help assessment and include the concept of the danger statement and safety goals, which is a real complement to the multi-agency process and demonstrates the maturity of the partners.

In addition all practitioners that have taken benefit of the resources introduced since April 2014, such as the Early Help consultants and advisors expressed a positive experience, saying that their input was invaluable, particularly the quality audits the consultants undertake and the consultations which the advisors can undertake helping with threshold decisions. A number of practitioners, especially within schools have said that without the support now available they would not be able to manager the TAC cases effectively. For those that have not taken advantage of the resources to date were extremely encouraged by the support available and could see how these resources would give them more confidence to initiate the Early Help process.

It is important to acknowledge the level of complexity that is being managed within the TAC arena. Through the case file audits and family interviews it is clear that practitioners are dealing with highly complex cases effectively within TAC, demonstrating true multi-agency working and safeguarding children and young people from escalating risk. What is encouraging is that a high number of professionals are confident enough to deal with these complex cases within the TAC arena and don't feel the necessity unless needed to escalate to specialist services. From 2013/14 and 2014/15 the number of cases transitioned from social care to TAC has increased by 6.3% and in addition the percentage of referrals to

Social Care that are repeats within 12 months has decreased which could be partly attributed to the effectiveness of TAC and families having access to sustained support after their case is closed to social care. It is vital that despite the complexity of cases being managed effectively within TAC that organisations are also confident that their practitioners know when to escalate a case and how to do that.

Prior to the audit it was assumed due to historic comments that practitioners would express concerns over gaining consent and the use of language of either Early Help and/or TAC. Interestingly the audit found that the majority of practitioners are confident about gaining consent from parents, most have developed their own way of approaching this with families and many expressed that as long as practitioners are explicit that TAC is a support mechanism then most parents want to engage. This was corroborated through the family interviews which demonstrated the importance of communicating accurately and explicitly the purpose of TAC and specifically most parents said that they wished they had known this support was available prior to the TAC being instigated. In addition every practitioner that was interviewed was extremely clear about the difference between Early Help and TAC and didn't feel this was being used interchangeably as the same concept.

Whilst the findings have been overwhelmingly positive, as expected when examining anything closely, areas of development will always be identified.

#### **Thematic areas for development:**

Through the practitioner interviews it was identified that a number of practitioners are unsure what involvement they should have in Early Help and TAC and are being given messages in their own organisations that conflict with the ethos of the multi-agency Early Help and TAC agenda. A number of practitioners expressed independently that they have been told that they are not to initiate TAC's or volunteer to be a Lead Professional due to staffing pressures. Some practitioners expressed confusion over what the expectation is of them from their own organisations and feel that they are being regulated in their involvement in TAC's.

The majority interviewed articulated that they were either unsure or knew that their organisation did not have an Early Help policy or include this explicitly within existing policies and stated that it would be helpful to have this in place to clear up some of the dichotomy that currently exists. They would like the policy/statement to include: specific guidance of how they fit into the multi-agency county process, what support they can expect internally, what support is available through the TAC team and how to escalate concerns. It is important that Organisations and practitioners refer to Working Together 2015 and Meeting the Needs document in order to clarify their role in EH and safeguarding and promoting the welfare of children.

Practitioners expressed that the training they have accessed regarding Early Help and TAC was minimal to moderate and they would like more opportunities to attend regular training specifically regarding EH and TAC. Managers acknowledged the quality and benefit of the two day safeguarding training through

the LSCB, however suggested that it is difficult to send all staff to extended training, although could easily justify more staff attending a shorter training session specifically focusing on EH and TAC. Staff would like practical training that specifically looks at the completion of an EH Assessment, gaining consent from parents/carers (sharing best practice), conducting the TAC meetings, producing an outcome focused action plan, the Lead Professional role, referral process etc.

In addition the majority of practitioners stated that they consider and use the EH Assessment as a referral form not as an assessment tool and don't routinely use it as a resource to assess the needs of a child/children and therefore assisting them to identify the support required. This is currently addressed through LSCB training, however further promotion of the EHA as an assessment tool would be beneficial to practitioners. Perhaps this could be strengthened through organisational processes and policies.

There were a variety of individual case file recommendations suggested by moderators, however the reoccurring and cross cutting themes which emerged through the case file audits and of which were corroborated through the interviews with both families and practitioners were:

- case 'drift',
- the transition process from CIN to TAC,
- the nature of the TAC action plans,
- the delay in initial TAC meetings when schools initiate prior to extended holiday periods and;
- the dichotomy of giving a family enough time to sustain the developments introduced and case 'drift'

In terms of the common theme regarding case 'drift', there were a number of cases identified. Specifically professionals were focusing on the same actions for a prolonged period of time with no robust reviews in place and no analysis of the outcomes for the child. Whilst this was a significant finding it is important however to acknowledge that the majority of the cases that included drift were initiated a number of years ago and have since been identified by the EH consultants through the quality assurance process and either closed or re-focused, mitigating drift.

The transition process when followed is working really well, however in a very small number of the transition cases that were looked at the process had not been followed fully. When that was the case it resulted in the Lead Professional having to co-ordinate the initial TAC meeting with limited information. One family said they found the transition process confusing and were unsure what to expect. Due to the findings being limited to a couple of cases, this will be picked up within the section 17 audit that is programmed for later in the year.

In terms of the nature of the TAC action plans a commonly identified point of development from moderators is that the majority of action plans are service plans, listing a number of perfunctory actions that services can deliver rather than actions that are outcome focused and designed for parents and young people to undertake. The latest TAC forms were more conducive to focusing on outcomes; however it is felt that some development in the form and guidance given to practitioners would be of benefit to move this forward. **(Please see the practitioner interview section for more details)**. LSCB training to continue to address this through current courses and in any new courses developed.

The issue of the initial TAC meetings being delayed when they have been initiated by schools just prior to the summer holidays was a reoccurring concern and one that several families expressed within the family interviews. Perhaps in these cases an interim Lead Professional could be identified so that TAC can start within the usual timescales, with the school joining the TAC meetings once they have returned.

Finally the dichotomy between sustainability and ensuring the case does not drift was a common theme. A number of moderators identified that cases were perhaps being closed too soon not giving the family enough time to sustain the changes being undertaken through the TAC. This was specifically identified as an area for development when the parents involved had mental health problems, alcohol or substance misuse or other specialist issues. It was further suggested that it would be useful for all professionals to take more time within TAC meetings to explain the nature of these issues, outlining the impact on the child and giving all practitioners involved in the TAC an opportunity to fully understand the implications of these issues on behaviour and sustainability of changes. It would be useful to reflect this within the TAC handbook, through training and part of the EH Consultants quality assurance process.

### **Case file audits**

In total 25 cases were subject to a comprehensive case file audit (please see appendix one – the case file audit tool) which was used. Each file was audited by a moderator from one of the board partner agencies and the majority of cases were audited by two moderators, 15 moderators engaged in the audit. This not only ensured that a healthy level of challenge was given when auditing each case, but in addition the process became a learning opportunity for those people involved. Originally 50 cases were selected for audit, however it was apparent after auditing approximately 20 cases that there was a diminishing return on results, with key reoccurring themes and therefore no benefit in continuing to audit the remaining cases. In addition it was difficult to audit all cases as the paperwork required was not available and despite efforts from the TAC administrators not forthcoming from the Lead Professionals.

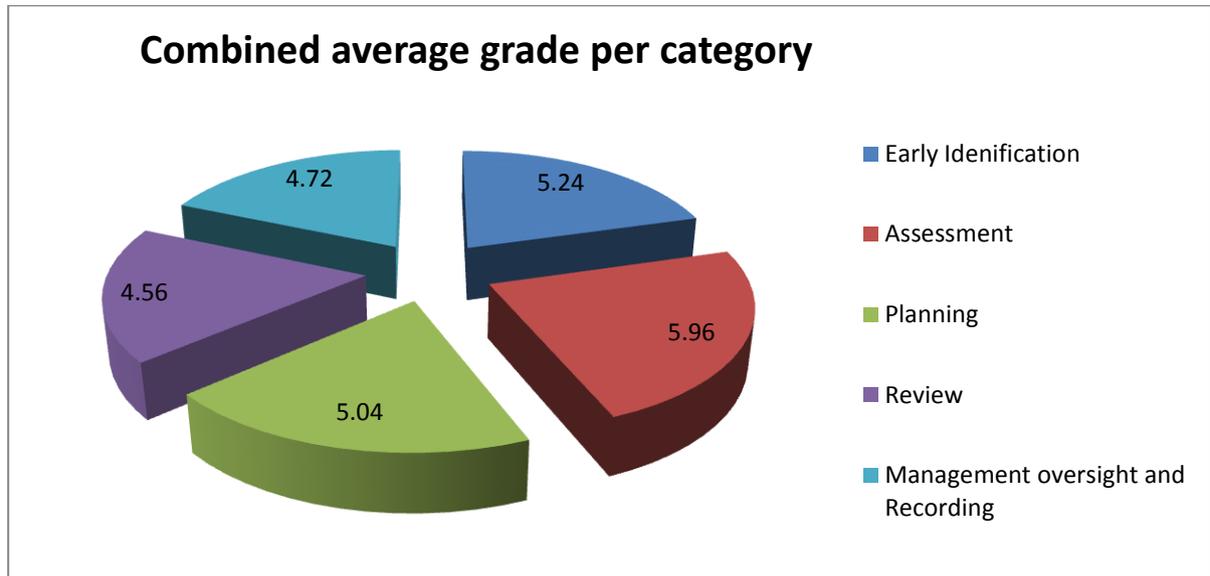
The case file tool used categorised questions in the following 5 areas:

1. Early Identification
2. Assessment
3. Planning
4. Review
5. Management oversight and recording

Moderators were asked to grade each section using the following scoring scale:

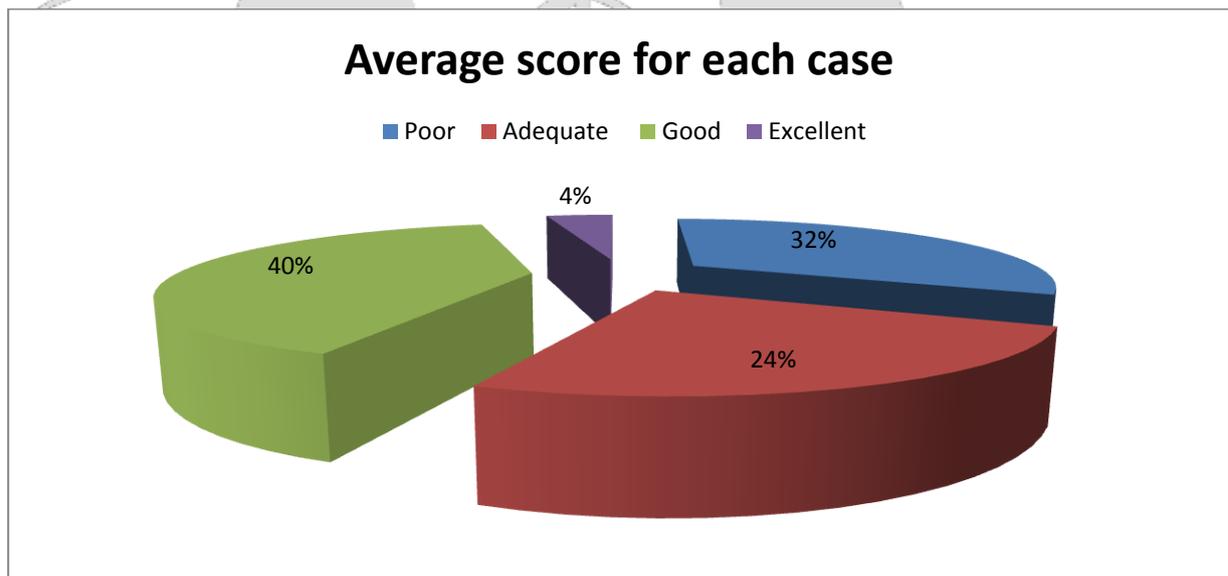
Judgement	Score	Description
<b>Excellent</b>	<b>10</b>	<b>Exceptionally strong with essentially no weaknesses</b>
	<b>9</b>	<b>Extremely strong with negligible weaknesses</b>
<b>Good</b>	<b>8</b>	<b>Very strong with only some minor weaknesses</b>
	<b>7</b>	<b>Strong but with numerous minor weaknesses</b>
	<b>6</b>	<b>Strong but with at least one moderate weakness</b>
<b>Adequate</b>	<b>5</b>	<b>Some strengths but also some moderate weaknesses</b>
	<b>4</b>	<b>Some strengths but with at least one major weakness</b>
<b>Poor</b>	<b>3</b>	<b>A few strengths and a few major weaknesses</b>
	<b>2</b>	<b>Very few strengths and numerous major weaknesses</b>
	<b>1</b>	<b>No strengths and significant weaknesses</b>

The combined scoring for the 25 cases audited, under each category is as below:



It is clear from the chart that the 25 cases audited scored fairly consistently across the 5 audit categories, with the highest results marginally being found within the assessment section of the audit and the lowest average score found in the review section.

Overall this suggests that for each category within the case audits the average grade was adequate. However when examining the overall average grade per case it is clear from the chart below that out of the 25 cases audited 56% were graded poor or adequate and 44% were graded good or excellent.



The highest overall average grade for an individual case was 9 and the lowest was 2 if using the median average. It is important to acknowledge that there was a dichotomy with some of the case file audit results and the family interviews. Some cases that were graded quite low from a paperwork point of view actually had a profound and positive impact on the outcomes for the child and family. This not only suggests that having the right paperwork to audit it is vital, but reinforces the importance of reflecting outcomes and the one to one work being done with children and families. In addition Lead Professionals need to ensure they submit all actions plans and meeting paperwork to the TAC administrators.

The qualities demonstrated by high scoring cases include:

- Clear and concise action plan which include actions for parents and child, with explicit rationale for actions and timescales which indicate the short, medium and long term priorities.
- Thorough review of actions at each meeting, drawing particular attention to what had been achieved and the outcomes for the child.
- Evidence of robust supervision and support for the Lead Professional.
- All paperwork was completed and submitted to the TAC team.
- Signs of Safety scaling completed and monitored for professionals, children and parents opinion.
- Initial TAC meeting held promptly after Early Help assessment submitted – within 2 - 4 weeks.
- Active consideration of risk to the child and addressed through the action plan.

The moderators of the cases categorised 11 out of the 25 cases as featuring the presenting issue of neglect, which was the highest single presenting issue identified throughout the cases. The identification of neglect within TAC is included within the neglect strategy action plan and will feed into this work.

### **Practitioner Interviews and forums**

The practitioner interviews proved to be of very high value in terms of discovering the front line experience of Early Help and being involved in the TAC process. A variety of practitioners were interviewed from a cross section of organisations, including:

- Community Beat Managers from Lincolnshire Police
- Probation Officers from Community Rehabilitation Company
- Housing Officers, ASB Officers, Housing Needs Officers from 2 District Councils
- School Nursing team from Lincolnshire Community Health Trust
- Deputy Head Teachers or safeguarding leads from secondary and primary schools

The practitioner interviews were conducted using a semi structured methodology and each interview captured a variety of qualitative data focusing on the language and understanding of Early Help and TAC, the process of completing an Early Help assessment through to initiating and being involved in a TAC, the paperwork including the EHA and TAC meeting paperwork, support available to practitioners and the overall feelings regarding EH and TAC.

As well as the semi structured interviews a number of informal meetings with practitioners involved or linked to the TAC process were undertaken, including Early Support Care Co-ordination (ESCO), Early Help Consultants, TAC Team Manager and the Children’s Services Customer Services Team Manager. In addition a number of existing forums were attended with various practitioners present. It was identified through discussions with ESCO that there has previously been some confusion distinguishing between the TAC and ESCO referral process and some further clarity may be needed on this.

Figure 1 shows the qualitative responses from practitioners when asked what the key positives regarding EH and TAC. The answers are weighted, so the larger the text denotes that more practitioners expressed this within their answer.

Figure 1 - The key positives to EH and TAC



Figure 2 - what are the key barriers/difficulties in EH/TAC?

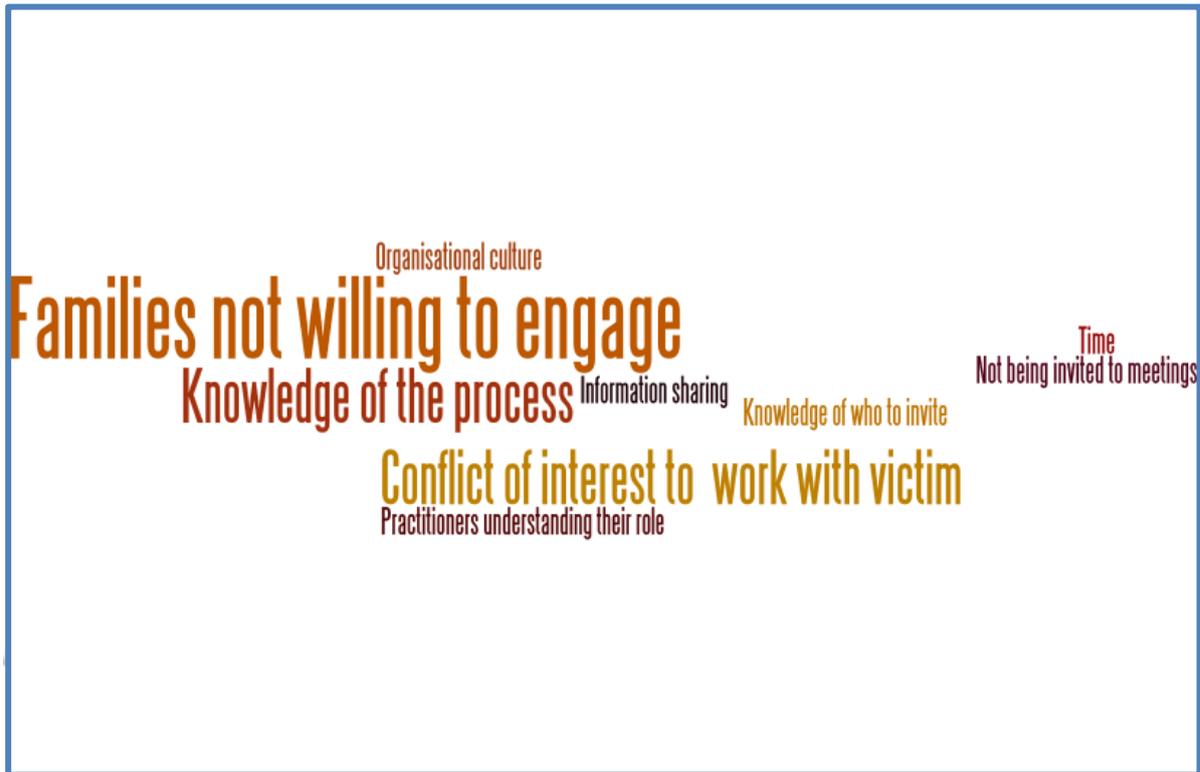


Figure 2 outlines the qualitative data collated from practitioners when asked about the key barriers or difficulties to EH and TAC. The answers are weighted, so the larger the text denotes that more practitioners expressed this within their answer.

Through the practitioner interviews a number of paperwork and TAC meeting improvements were suggested or concluded from the information gathered:

- Would be useful to be able to include children from the same family on one EHA, especially where the basic information is the same. Although it is acknowledged that a separate assessment section would still need to be completed for each child.
- Combine the TAC review and action plan paperwork, people find the agenda section useful to guide them through the meeting.
- Include the full Signs of Safety methodology within the EHA and within the TAC paperwork so there is consistency through the assessment, planning and review stages.
- Make the TAC action plan more family and outcome focused, ensuring there is space to record the voice of the child work being undertaken with the child outside of the TAC meetings.
- Consider changing having the discussion about the LP role in front of the family as in many meetings this is not a positive conversation with a number of professionals refusing to take on the role.
- When new people attend a meeting do a full round of introductions and a synopsis of the case, action plan and progress to date, as many people are saying that they are not being sent any paperwork prior to the meeting.

- All professionals to explain their role at TAC meetings and explain the impact of certain aspects on children, such as parents living with mental health issues, drug and alcohol misuse etc.
- Professionals involved in the TAC to share the responsibility of completing the TAC paperwork and action plan and not to always be the responsibility of the Lead Professional.

As well as the suggestions to improve the paperwork, some practitioners expressed concern or feeling of fear/anxiety when setting up the first TAC meeting and having a lack of knowledge of who to invite. This was reinforced by some of the family interviews where parents felt that sometimes the right people weren't invited to the meeting earlier enough within the process. It was felt that consistent support with this would be beneficial not only to the practitioners but families as well.

Schools articulated a concern relating to the Lead Professional role and felt that more often than not they felt pressured by other agencies into taking on the Lead Professional role even though they may not always be the most appropriate option. This was often compounded by the fact that the decision of who will be Lead Professional happens in front of the parents and child and therefore was difficult to refuse, especially when others had already declined.

### **Family Interviews**

The family interviews were extremely beneficial and gave a genuine opportunity for the audit to include the voice of the child and family. The interviews elicited the lived experience of TAC from the child and family point of view and revealed a number of outcomes that were not recorded in the TAC paperwork. In total 11 families volunteered to be involved in the process and where appropriate the child or young person was involved as well. The overall experience expressed by families was positive and whilst through the case file audits and paperwork it was difficult to identify outcomes, families were very clear what they gained from the intervention.

Figure 3 outlines what parents, children and young people said when asked what difference TAC had made to their lives. The answers are weighted, so the larger the text denotes that more families expressed this within their answer.

Figure 3 - What difference has TAC made in your life?



Overall parents and children expressed that the TAC process was explained to them effectively and they were clear why the TAC had been initiated. However in one case where this did not occur, the parents did express that this caused them to worry, thus reinforcing the importance of communicating the purpose of TAC to families from the offset. All had been fully involved in completing the EHA or prior versions to that with the practitioner and in most cases the family were asked who they would like to be the Lead Professional. However a few families did say that the Lead Professional selection process, although transparent was not a very positive experience because of the number of practitioners openly saying they did not want to take on the role. It left them feeling rejected and a burden in those of cases.

A number of parents expressed feeling disappointed when the TAC was closed, even though they acknowledged it was the right time and all issues had been either addressed or could be managed by one agency and therefore a TAC was no longer the appropriate intervention.

Although the majority of feedback from families was extremely positive there was one isolated case where the TAC was ineffective and from the family interview it was apparent that the teenager had not developed a positive relationship with the Lead Professional or many other professionals in fact. There was however one professional that the teenager identified and engaged with, however this service was withdrawn from the TAC after a 6 weeks intervention and therefore the teenager disengaged. There is no evidence to suggest that it would have changed anything if that professional had been able to continue their engagement, however this could have been considered at the time.

## Conclusion

This has been a comprehensive audit looking at the multi-agency EH and TAC process in its entirety. The findings have generally demonstrated that the TAC process has dramatically improved since the developments were introduced in April 2014, with practitioners feeling empowered to manage cases within TAC due to the support that is now available to them through the TAC team, specifically the Early Help Consultants and Advisors and the continued multi-agency training that is delivered by the LSCB. Families feel listened to and say that the TAC process has helped them make positive changes in their life, the new Early Help Assessment has made the process more transparent and easy to understand for both practitioners and families and through the case file audits and practitioner interviews it is apparent that there is now an effective quality assurance mechanisms in place. In summary what has been found is that the developments has resulted in an effectively co-ordinated and resourced Early Help and TAC offer for Lincolnshire.

As identified in the body of the report there are areas for development which have been identified despite the overall positive outcomes found within the audit. The main finding being that all organisations need to ensure that practitioners are clear what is expected of them in terms of their involvement in Early Help and TAC and review or develop organisational policies to reflect this. Practitioners and managers would like to have access to specific EH and TAC training which could be delivered in a ½ day session meaning it would be more accessible to a wider number of people. In addition through the case file audits the theme of drift versus sustainability and TAC plans needing to be more outcome focused were clear areas for development.

Please note that the scope of the audit specified that an analysis would be undertaken of the referrals that are not followed up by organisations with an EHA once it is established that the case does not meet the threshold for CIN or CP. It was decided that the board had already established a regular analysis and reporting mechanism for monitoring this through the Operational Delivery group and therefore a separate analysis was not required at this stage. In addition the TAC team have identified this as a priority and therefore undertake regular monitoring themselves and have introduced a robust follow up system which includes three attempts to contact the practitioner to resolve this and determine the outcome.

A number of recommendations have been identified and will be monitored by the LSCB Audit and Policy Officer and board members through the Senior Management Group. However through discussion with the TAC team it is apparent that both the Team Manager and Early Help Consultants are aware of what is needed to develop the provision further and are already working towards achieving some of the recommendations within this report.

## Recommendations

1. TAC Team to review and develop the TAC paperwork:
  - a. to combine the review document and action plan
  - b. introduce signs of safety methodology
  - c. to make it more conducive to be family and outcome focused  
(Examples of best practice demonstrated by LCC Targeted team, school colleagues and Families Working Together)
2. TAC Team to develop the EHA to include the full signs of safety methodology (danger statements and safety goals) – adapting the language to ensure it is appropriate for this intervention.
3. TAC Team to review and update the TAC handbook to include relevant findings within the report.
4. All practitioners to consider the families experience and feelings through the Lead Professional decision making process and this to be reflected in training. In addition TAC team to review existing processes through the quality assurance mechanisms in place.
5. Senior Liaison Officers to ensure all staff have access to the TAC handbook and Meeting the needs document.
6. Board partners to review existing policies or consider developing a new policy which clearly outlines their organisational responsibility for Early Help and TAC, being explicit about the expectation on their staff and how this fits with the multi-agency processes that are in place and their responsibility to be part of the EH process.
7. Specific Early Help/TAC training to be developed for front line practitioners which explores the completion of an EH Assessment as an assessment tool, sharing best practice reference gaining consent from parents/carers, conducting the TAC meetings, producing an outcome focused action plan , the Lead Professional role, referral process etc. To be embedded within the LSCB training programme.
8. LSCB Audit and Policy Officer to include further analysis of the transitions process from Social Care to TAC in the Section 17 audit later in the year.
9. Organisations to work with the TAC team to devise effective communication mechanisms to ensure practitioners are aware of the support available to them within the TAC team. (EH Consultants, advisors and administrators)
10. TAC team to work with schools regarding the initiation of TAC's prior to the Summer holiday period and how to manage this.
11. Amend the Meeting the Needs document to ensure that the pathways reflect how professionals should escalate safeguarding concerns when a TAC is in place.

12. Include a minimum review date (other than at each meeting) within the TAC process in order to consolidate and reassess the needs of the child/children and take stock of the outcomes. This is in response to a number of cases which have been identified through the audit as suffering from 'drift' and no clear record of outcomes.

13. ESCO and TAC team to review referral processes and work closely together to ensure there are no confusions between the two interventions.

## Acknowledgements

In undertaking this audit many people have been involved at every stage and the contributions are greatly appreciated. This has been a comprehensive audit with various aspects to manage and could not have been completed without a team of people.

With this in mind acknowledgments are given to the following people for volunteering to be case file moderators and contributing to the overall findings of the audit:

Andrew Morris	Business Manager	LSCB
Andy Payne	Youth Engagement Manager	Lincolnshire Fire & Rescue
David Oldman	Independent Review Officer	LCC
Debbie Johnson	Bishop's Safeguarding Adviser	Diocese of Lincoln
Emma Waters	Domestic Abuse Coordinator	West Lindsey District Council
Fiona Railton	Team Manager - Children's Centre Hub	LCC
Gillian Georgiou	Cathedral and Diocesan RE Adviser	Diocese of Lincoln
Janet Armstrong	Policy Officer	LCC
Jesse Ratcliff	Lay Ministry Officer	Diocese of Lincoln
Mary-Ann Round	Learning and Development Officer	LSCB
Rebecca Homer	Young Persons Services Manager	Young Addaction Lincolnshire
Sally Michelson	Quality Development Officer NPS(NE)Lincolnshire	National Probation Service(NPS) North East- Lincolnshire
Sue Hill	LSCB Administrator	LSCB
Suzanne Starbuck	Parish Support and Project Worker (Children & Young People)	Diocese of Lincoln
Tina Pearce	Independent Review Officer	LCC
Trish Murfin	Lay Member	LSCB

The following people for assisting with the family interviews:

Tarne Bradley	Senior Targeted Youth Worker	LCC
Cherry Sheppard		LCC
Kady Baggott	Trainee Social Worker	LCC
Lynne Jones	Family Support Worker	LCC
Norma Grove		LCC
Peter Goddard	Social Worker	LCC
Fiona Railton	Team Manager – Children's Centre Hub	LCC

The 11 families from around the County that volunteered to be interviewed and were open and honest about their experience of Early Help and TAC.

The front line practitioners that were interviewed and Safeguarding Lead Officers that volunteered people within their organisations and again were open and honest about their experience of Early Help and TAC.

Jan Awajan, LSCB Administrator for co-ordinating the case file audits including the paperwork collation, moderator timetable and logistics and consolidation of the case file results.

The TAC team for a number of aspects, including statistics, co-ordinating the information from Lead Professionals, contact details and focus groups.

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Lincolnshire  
Safeguarding  
Children Board



# Early Help Audit

**Jade Sullivan**

**LSCB Audit and Policy Officer**



## Audit methodology:

- Family interviews
- Practitioner Interviews
- Case file audits





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# Overall message:

# Positive





## What did families say:

- **The EHA is simple, concise and easy to understand**
- **The EHA gives families the opportunity to express their worries**
- **TAC holds organisations to account**
- **Positive and clear outcomes**
- **Please explain TAC to us fully**
- **Lead Professional decision**
- **Who to invite to the meeting**



## Outcomes for families:

# On a better path





## Practitioner and case file findings:

- **EHA is simple, concise and easy to complete with families**
- **Sign of Safety methodology is working**
- **EH Consultants and advisors offer invaluable support**
- **Complexity of cases being managed**
- **Maturity of multi-agency working**
- **Unsure what their organisation expects of them**
- **More training/briefing sessions needed**
- **TAC action plans need to be more outcome and family focused**
- **Cases that drift versus closing too soon**



## What practitioners are saying

EH Advisors

Positive process

Solutions  
SOS  
Simple language  
Together  
EHA Easy  
EH Consultants

Helping the parents  
Open and honest process  
Resolves  
Image  
Relationship with parents  
Relationship  
Working with families  
Communication  
Easy to understand  
Achievements  
Results  
Support to Families  
Prevention  
Conversations  
Sharing



## Next steps:

- **Recommendations being actioned**
- **Follow up progress in 6 months**



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Thank you for listening

Any Questions



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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Lincolnshire Safeguarding Boards Scrutiny Sub-Group – Update</b>

**Summary:**

This report enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. The draft minutes of the last meeting of the Scrutiny Sub-Group held on 15 July 2015 are attached.

**Actions Required:**

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 15 July 2015 be noted.

## **1. Background**

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

The last meeting of the Sub-Group was held on 15 July 2015 and the draft minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub-Group, which are relevant to this remit.

## **2. Conclusion**

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

## **3. Consultation**

### **a) Policy Proofing Actions Required**

This report does not require policy proofing.

#### 4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 15 July 2015.

#### 5. Background Papers

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

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

**LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP**

**WEDNESDAY 15 JULY 2015, COMMITTEE ROOM 3, COUNTY OFFICES,  
NEWLAND, LINCOLN**

**PRESENT: COUNCILLOR C R OXBY (CHAIRMAN)**

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

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

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

Officers in attendance: David Culy (Lincolnshire Safeguarding Adults Board (LSAB) Business Manager), Tracy Johnson (Scrutiny Officer), Caroline Mogg (Child Sexual Exploitation Co-ordinator), Jade Sullivan (LSCB Audit and Policy Officer), Catherine Wilman (Democratic Services Officer).

1. ELECTION OF VICE CHAIRMAN

RESOLVED

That Councillor S R Dodds be elected as Vice Chairman of the Lincolnshire Safeguarding Board Scrutiny Sub Group for the remainder of the year.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors D Brailsford and A M Austin and from Councillor C Burke (District Councils Representative), Elaine Baylis (Independent Chair – Lincolnshire Safeguarding Adults Board) and Andrew Morris (Lincolnshire Safeguarding Children Board (LSCB) Business Manager).

3. DECLARATIONS OF MEMBERS' INTERESTS

No interests were declared.

4. MINUTES OF THE LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY  
SUB-GROUP HELD ON 7 JANUARY 2015

AGREED

That the minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 7 January 2015 be confirmed and signed by the Chairman as a correct record.

**LINCOLNSHIRE SAFEGUARDING CHILDREN BOARD (LSCB) BUSINESS**

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

Consideration was given to a report which provided an update on the work currently being undertaken by the Lincolnshire Safeguarding Children Board (LSCB) and its subgroups.

The Group received an update on the position of Serious Case Reviews currently being considered by the Board.

There was potential danger of radicalisation of youngsters through the internet, however there had been no cases of this in Lincolnshire as yet. All work undertaken on this issue was being built into an evidence chest.

An update was provided on Section 11 audits which had been taking place. It was reported that both the British Transport Police and EMAS (East Midlands Ambulance Service) had been reluctant to cooperate, however EMAS had now agreed to take part following negotiations by Jade Sullivan.

AGREED

That the report be noted.

6. SERIOUS CASE REVIEW (SCR) – BABY W

Consideration was given to the Serious Case Review of the death of Baby W, who died shortly after his birth. His mother, a 16 year old girl, had concealed/denied her pregnancy and had given birth alone and unassisted in her bedroom at home. Concealed/denied pregnancies were very rare.

The SCR concluded that Baby W's death could not have been prevented due to the pregnancy having been concealed/denied. There was no media interest in the case following this conclusion.

It was reported that a multi-agency task group had been set up as a result of the case to discuss the figures on concealed pregnancies and the potential to not pick up on the early signs. The early help model and the pre-birth protocol would be used for this in future. GPs were unable to force an examination on any patient.

Following a discussion on the issue of concealed/denied pregnancies and gaining proof from patients, the following points were noted:

- It was suggested that GPs ask suspected concealed/denied pregnancy patients for a water sample. This would be taken back to the task group for its thoughts;
- Some of the female members of the Sub Group reported that their GPs often asked them if there was a chance they could be pregnant. It was suggested that this policy should be extended to younger patients too;
- The girl's GP had asked all the right questions during appointments, but as she had been so strongly in denial about her pregnancy, she had not answered truthfully.

It was requested that the findings of the task group be brought to a future meeting of the Sub Group.

AGREED

That the report be noted and that the findings of the task group be brought to a future meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub Group.

#### 7. CHILD SEXUAL EXPLOITATION (CSE)

Consideration was given to a report which provided the Sub Group with an update on the work currently being undertaken by the Lincolnshire Safeguarding Children Board on Child Sexual Exploitation. The Sub Group received a presentation on the Board's response to CSE in Lincolnshire.

During the presentation, the following points were noted:

- Work was being done on the number of referrals in the county and why certain areas received more than others. A report on this work would be brought to a future meeting;
- Online grooming was more prevalent in Lincolnshire due to its rurality, compared to cities, where street grooming was more common;
- The police was strengthening the role of neighbourhood policing;
- The form of CSE could sometimes be subtle, with some victims not accepting that they had been the subject of exploitation:- jokey photos containing nudity, over the internet, for example;
- Parents tended to take risks online, so their children probably copy them. In addition, teenagers were known to take more risks due to mental development at that age.

AGREED

That the report and presentation be noted.

#### 8. NEGLECT STRATEGY

A report was considered which presented the Neglect Strategy, developed by the Lincolnshire Safeguarding Children Board and its partners.

Following on from the publication from Ofsted of "In the Child's Time", it was recognised that all children's boards should have a neglect strategy to monitor, address and coordinate the response and awareness of the signs and symptoms of neglect.

The strategic objectives were:

- Promoting the effects of neglect in an attempt to minimise repeat cases;
- Ensuring plans were put place before a neglect case was closed to ensure it was not repeated;
- Effective training;
- Different tools and mechanisms to look at reducing neglect.

## **LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP**

Officers had already received training on the issue and the strategy would be revised and improved to pick up on resource changes.

A recommendation from the audit was to make clear when practitioners needed to utilise Early Help and Team Around the Child (TAC).

AGREED

That the report be noted.

### **9. EARLY HELP AUDIT**

The Sub Group considered a report and presentation on the findings and recommendations from the Early Help audit and Team Around the Child (TAC) audit which took place in 2013.

As part of the audit, 11 families were interviewed including teenagers and children.

TAC cases had brought a lot of positive outcomes for families and individuals. However, it had become apparent that the TAC process was complex and needed to be fully explained to parents, otherwise they struggled to understand it.

A workshop to examine the recommendations from the Early Help audit had been set up.

AGREED

That the report be noted.

## **LINCOLNSHIRE SAFEGUARDING ADULTS BOARD BUSINESS**

### **10. KEY MESSAGES FROM THE LINCOLNSHIRE SAFEGUARDING ADULTS BOARD**

Consideration was given to a report which provided an update on the key issues from the Lincolnshire Safeguarding Adults Board meetings held in January and April 2015.

A programme of awareness and training events for frontline staff around the Mental Capacity Act had been set up as a part of the Regional Mental Capacity Act Programme. Close to 100 members of staff attended over two days, with two further events planned for October/November 2015 and more to be arranged in 2016.

The number of Deprivation of Liberty Safeguards (DoLS) cases being dealt with by the Council was currently close to 1400. Legal proceedings were underway to ascertain whether the Cheshire West ruling should be altered to reduce the number of applications being made. Councils across the country had been inundated with applications since the judgement in March 2014.

Funds to pay for DoLS applications in 2016 had already been secured by Adult Care.

AGREED

That the report be noted.

11. MAKING SAFEGUARDING PERSONAL

Consideration was given to a report which updated the Sub Group on the guidance supplied by the Department of Health and subsequent implementation of *Making Safeguarding Personal*. This programme was a key component for sector led improvement which was designed to support the implementation of the Care Act 2014 and associated statutory guidance.

It was reported that the Board would achieve the Silver Standard in 2015, for Making Safeguarding Personal.

AGREED

That the report be noted.

12. SAFEGUARDING ADULT REVIEWS

The Sub Group considered a report which provided an update on current Safeguarding Adult Reviews (SARs), formerly known as Serious Case Reviews. This report would become a regular item on the Sub Group's agenda.

The Care Act provided clear guidelines on what would define a SAR.

Further updates on existing SARs would be provided at the next meeting.

AGREED

That the report be noted.

**JOINT BUSINESS**

13. JOINT BOARD WORKING

AGREED

That this item be deferred until the next meeting.

14. JOINT DOMESTIC ABUSE PROTOCOL

Consideration of this item was deferred until the next meeting. However, the Sub Group was asked to nominate a delegate to attend the Domestic Abuse Protocol launch event on 29 September 2015. It was agreed that Mrs Emma Olivier-Townrow (Parent Governor Representative) would attend on behalf of the Sub Group.

AGREED

1. That this item be deferred until the next meeting;
2. That Mrs Emma Olivier-Townrow (Parent Governor Representative) attend the Protocol launch event on 29 September 2015, on behalf of the Sub Group.

**LINCOLNSHIRE SAFEGUARDING  
BOARDS SCRUTINY SUB-GROUP**

15. LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP  
WORK PROGRAMME

In order to allow equal time for the business from both Boards, it was agreed to consider items relating to the Lincolnshire Safeguarding Adults Board first at the next meeting.

AGREED

That the work programme and changes made therein be noted.

The meeting closed at 4.35 pm.

DRAFT

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Direct links with young people through Youth Cabinet</b>

**Summary:**

Lincolnshire Youth Cabinet is looking to develop some structured channels for sharing of views with, and seeking support from, decision-makers at Lincolnshire County Council particularly the Children and Young People Scrutiny Committee (CYPSC). This report sets out some proposals for working more closely with the Youth Cabinet. This will allow Lincolnshire young people to raise issues and share opinions about matters that are of concern to them as well as give feedback on relevant and timely issues under decision by Lincolnshire County Council.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to support the following proposals for working more closely with the Youth Cabinet:

1. Timely access to open reports (of relevance) due for presentation at CYPSC. These could be shared once available or a brief report written for the Youth Cabinet by the senior officer due to present at CYPSC.
2. The sharing of draft minutes with key items highlighted for feedback, allowing opportunity to comment directly with CYPSC. Equally the Youth Cabinet would welcome comment to items on its agenda.
3. Access to a formal channel to request consideration of occasional business before scrutiny committees. This might include other committees e.g. Highways and Transport Scrutiny Committee.
4. Open to invitations to attend occasional Youth Cabinet meetings (currently held Saturdays around the county). CYPSC may also wish to request attendance by the Youth Cabinet at its meetings. For any extraordinary meetings a small meeting is preferred rather than attending larger adult meetings.
5. Open to the idea of work experience opportunities (shadowing) for Youth Cabinet members either as part of school based learning or holiday experience. This can be shared with senior officers and locality teams for a wider experience of Children's Services.

## 1. Background

Lincolnshire Youth Cabinet is the county's young people's forum, presently with 12 Members. There are three Members of the Youth Parliament (UK Youth Parliament) who are members of the Youth Cabinet. Meetings move around the county with local schools invited to send representatives who are asked to feed back at their next school council meeting.

The Youth Cabinet wished to look at stronger links with decision-makers as part of last year's Takeover Day in November. However, this did not take place but Stuart Carlton, Assistant Director – Children's (Lead Early Help), asked for a report to be brought to Children's Services Executive Departmental Management Team (DMT) based on a discussion with the Youth Cabinet which took place at its February 2015 meeting. The report was discussed at the meeting of the Executive DMT on 29 May 2015, who was supportive in principle and suggested it went before the CYPSC pre-meeting on 17 June where the proposition was well received.

Currently Lincolnshire has an unstructured, informal approach regarding links with Youth Cabinet representatives occasionally asking for meetings with decision-makers. This has included Cllr R G Davies attending a lunch discussion with the Youth Cabinet last November and two representatives meeting with Cllr M J Hill in February 2015. More recently one of the Youth Cabinet members attended the bus operators' meeting which is being followed up with questions and proposals for Cllr R G Davies' consideration.

The Youth Cabinet welcomed the discussion about closer links to decision-makers. It was keen to engage further but also cautious of recommendations that might place too high a demand on its members. The Youth Cabinet currently meets on Saturdays for example, as time is pressured during school week days, given travel distances and other commitments.

Other local authorities in the region have a range of engagement approaches and some examples are given below.

- Dudley has a similar approach to Lincolnshire and is also interested in ways to improve communication between their youth council and decision-makers and how Lincolnshire moves forward.
- Staffordshire has meetings 4 times each year where Staffordshire Advisory Body (SAB), the county youth forum, meets senior officers and Cabinet members. Both SAB and the Council can raise agenda items.
- Leicester City Youth Council has two seats on Scrutiny with full voting rights.
- Derbyshire Youth Council (DYC) has direct links with Elected Members. Elected Members are invited to (and usually attend) DYC conferences. DYC is asked to send all conference minutes / notes to the Council's Cabinet for its information and to ask for support with support staff having regular briefings with Elected Members. There is increasingly more two way communication and DYC has just been given its own office on the Elected Members corridor in order to acknowledge its status. DYC is also invited to Derbyshire's full council meeting to present its work.

In February 2015, the Youth Cabinet discussed a number of possible ways to increase communication and engagement including:

- invitations to formal meetings with a commitment to attend (two-way)
- invitations to informal meetings like the lunch discussion with Cllr R G Davies
- planned meetings between the Youth Cabinet and decision-makers, perhaps coinciding some meetings to include any overlap agenda/interest
- Youth Cabinet seats at CYPSC
- opportunities to schedule issues to agendas
- sharing minutes (with comment and feedback)
- writing short reports to committees, including CYPSC, for consideration
- regular communication with your local councillor or buddy councillor on CYPSC
- work experience opportunities
- video-conferencing opportunities (issue of confidentiality was discussed)
- working together on a particular issue or project
- social media

The Youth Cabinet is not looking at attending meetings of the Children and Young People Scrutiny Committee, though it would not be against the possibility of occasional extraordinary meetings on shared business. It would, however, be interested in developing ways of sharing what young people think on key issues that affect young people in Lincolnshire. Having looked at the CYPSC work plan and knowing the Youth Cabinet business, a shared interest need not be onerous in terms of additional workload. Indeed the Youth Cabinet could be a strong consultative body on certain issues.

Timings will be important so that reports might be discussed at length with the possibility of wider student consultation on some issues through student council links before final decisions are made. The sharing of final reports would not be so purposeful.

## **2. Conclusion**

The Youth Cabinet welcomes closer links to decision-makers and in particular shared areas of interest with the Children and Young People Scrutiny Committee. It is keen to engage further but also cautious of becoming over-committed. Proposals need to be workable for all parties so that it is beneficial without placing too high a demand on already limited time and capacity. The Youth Cabinet currently meet on Saturdays for example, as time is pressured during school week days, given travel distances and other commitments.

The Youth Cabinet was particularly interested in further exploring the following with CYPSC:

1. Early sharing of scheduled agenda items which are likely to be of interest to young people to allow time to gain young people's views on particular issues, and to feed into discussions and decisions.

2. Sharing of draft minutes with key items highlighted for comment (two-way process)
3. Access to a formal channel to present short reports with recommendations
4. CYPSC members and senior officers being open to invitations to attend Youth Cabinet meetings
5. Work experience opportunities for Youth Cabinet members either as part of school based learning or holiday experience.

### **3. Consultation**

#### **a) Policy Proofing Actions Required**

No policy proofing is required for this report.

### **4. Background Papers**

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

This report was written by Andrew Garbutt, who can be contacted on 01522 555523 or [Andrew.Garbutt@lincolnshire.gov.uk](mailto:Andrew.Garbutt@lincolnshire.gov.uk)

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Performance - Quarter 1 2015/16</b>

**Summary:**

The accompanying appendices to this report provide key performance information for Quarter 1 2015/16 that is relevant to the work of the Children and Young People Scrutiny Committee.

**Actions Required:**

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

## **1. Background**

### **Performance Indicators**

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

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

### **Complaints and compliments**

Appendix C covers complaints and compliments.

### **Status of schools**

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

## **Performance Monitoring of Contracts**

The exempt Appendix E gives an overview of the performance management of contracts.

### **2. Conclusion**

This report summarises the Quarter 1 performance for Children and Young People, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

### **3. Consultation**

#### **a) Policy Proofing Actions Required**

n/a

### **4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Summary of performance
Appendix B	Detailed performance data for Quarter 1 2015/16
Appendix C	Complaint and compliments report
Appendix D	Ofsted school status report
Appendix E	Performance Monitoring of Contracts - EXEMPT

### **5. Background Papers**

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

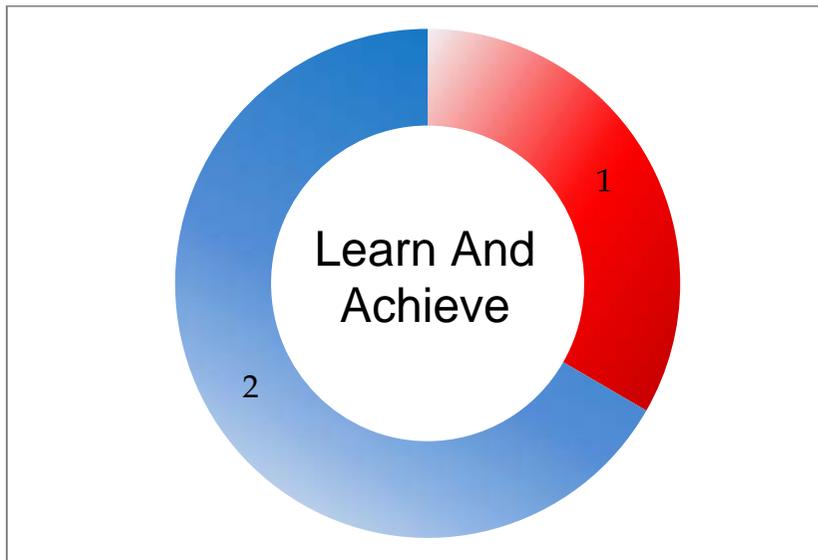
This report was written by Sally Savage, who can be contacted on 01522 553204 or [sally.savage@lincolnshire.gov.uk](mailto:sally.savage@lincolnshire.gov.uk).

## Summary of performance for quarter 1

These charts summarise the current performance of our 41 indicators, split by the four commissioning groupings.



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



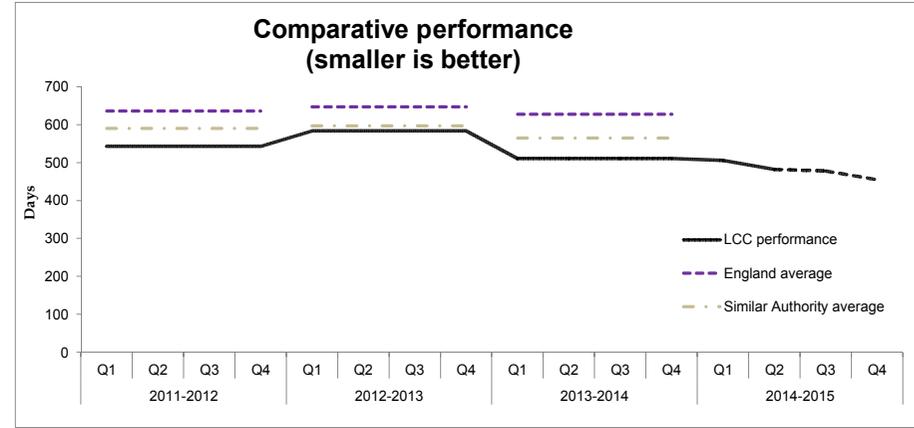
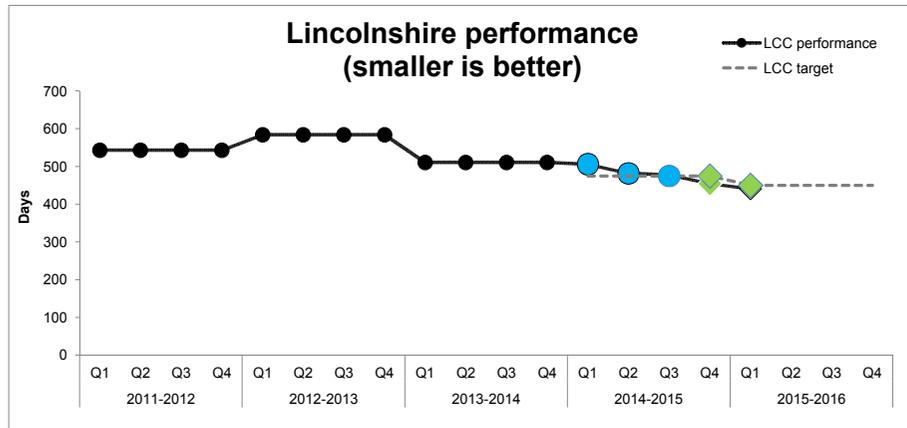
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# Healthy and Safe

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

This indicator is owned by **TARA JONES**

This indicator is in the **COUNCIL BUSINESS PLAN**



### Comment on latest performance from Tara Jones:

This quarter shows a further improvement in relation to the timeliness of adoption and is in line with the Adoption Reform Agenda. The vast majority of Lincolnshire children are placed quickly and this is confirmed by current year performance. The implementation of the new timescales for the revised Public Law Outline, Lincolnshire's twin tracking process and rigorous family finding activity ensures that children are placed with their adoptive families at the earliest opportunity. These continue to be strong figures compared to both statistical neighbours and the national average. Over the next three years, the A1 threshold will continue to be reduced and will present a greater challenge for Lincolnshire, particularly where we are seeking to maintain adoption plans for harder to place children.

#### 2015/2016 TARGET RATIONALE

Reduction of 25 days from previous year target. This would be in line with Cornwall who were ranked top of the similar authorities. If we aspire to this, we should be in top quartile.

#### 2015/2016 TOLERANCE RATIONALE

An upper value of 90 has been set as there is still some uncertainty of the 2015 position – how the national position is derived is not shared with LA's so our proxy local collection may be subject to change. The value has been set to an upper level 540 which should still retain our position in Quartile Band A (if the 2014 value stands)

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

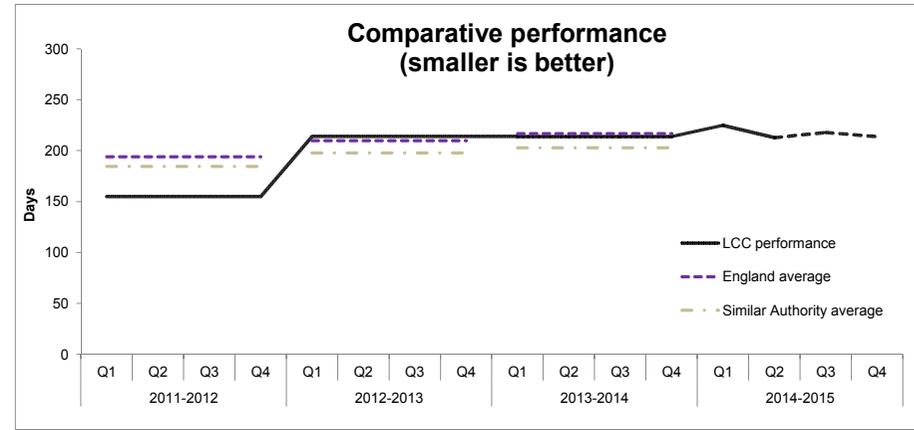
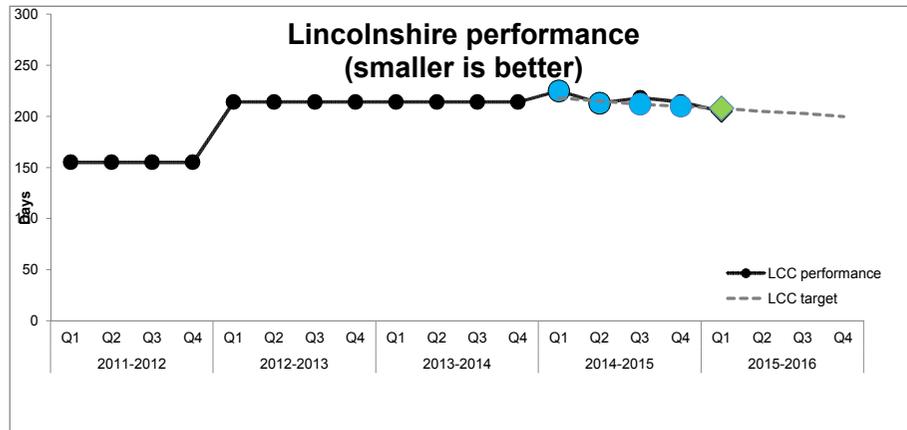
#### COMPARATIVE DATA SOURCE

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

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

This indicator is owned by **TARA JONES**

This indicator is in the **COUNCIL BUSINESS PLAN**



### Comment on latest performance from Tara Jones:

Timescales from authority to place are reported monthly. The scorecard A2 measure which has shown improvement over both the three year rolling total and the single year 2014/15. This quarter sees a further improvement as a large number of Placement Orders in historical cases have now been revoked for children whose plans had changed away from adoption. This small cohort of children had been adversely impacting upon this score card measure. There will be a small number of children who will not meet this target in 2015/16 and this is due to appeals being lodged with the courts, which prevents the service being able to place the child with adopters until the appeals are dealt with by the courts.

#### 2015/2016 TARGET RATIONALE

The target decreases at the same rate as previous year, there are potential cases coming through with notable higher timescales.

#### 2015/2016 TOLERANCE RATIONALE

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

Achievement of the upper tolerance would almost match the LCC position achieved in 2015 (2012-14) and maintain the performance, stopping the downward trend indicated by the national data.

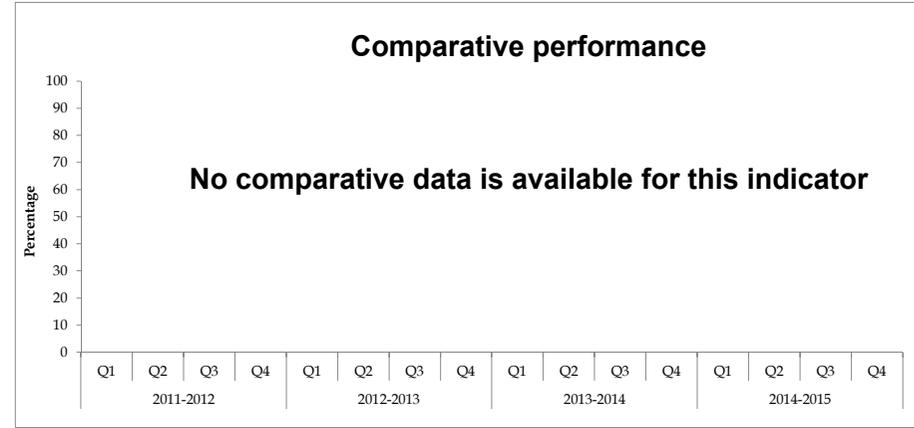
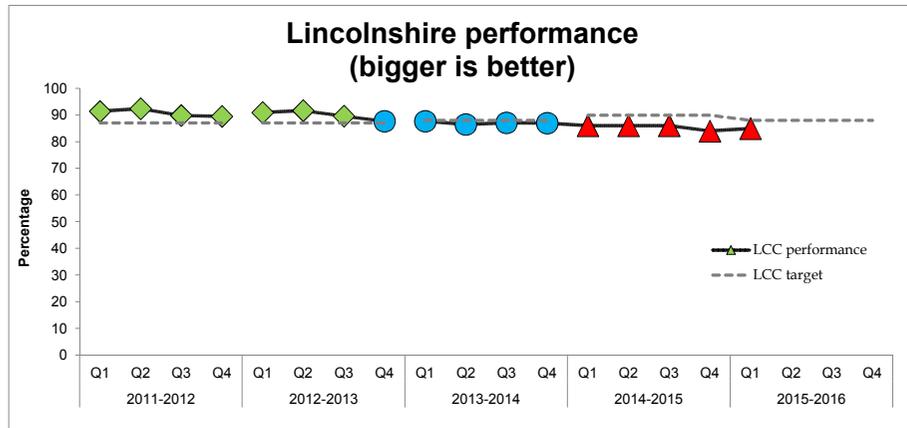
#### COMPARATIVE DATA SOURCE

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

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

This indicator is owned by **JOHN HARRIS**

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



### Comment on latest performance from John Harris:

There has been an improvement in this figure within the first quarter and performance is now only slightly outside the tolerance figure. The majority of children within this age range have foster placements as the preferred option. We continue however to accommodate a small number whose behaviours prove very difficult to maintain within a family setting and there has been, as a result, a sustained increase in the number of young people placed in residential placements. At the same time, the number of children placed at home on care orders has increased and incorporate 10 children within the age group of this performance indicator.

#### 2015/2016 TARGET RATIONALE

Target reduced by 2% due to change in LAC population with more children placed at home on orders. This will impact upon the figures.

#### 2015/2016 TOLERANCE RATIONALE

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

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

To achieve the lower tolerance level would maintain performance from 2015 and address the current downward trend. It would also meet the national target.

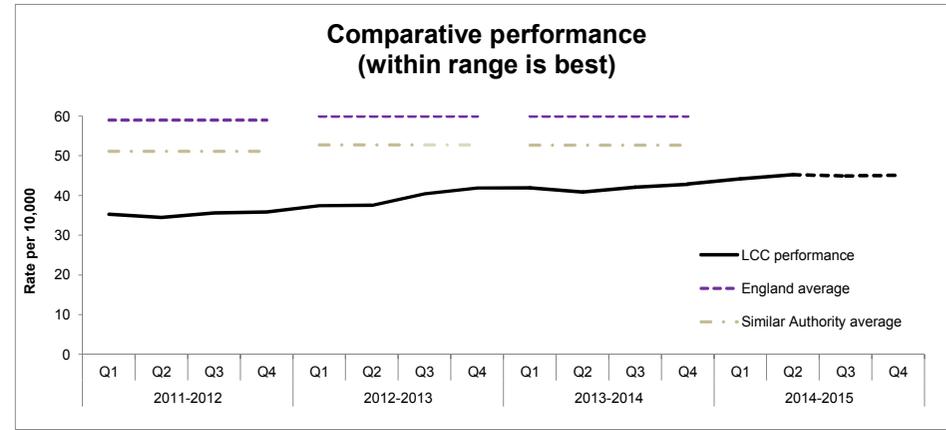
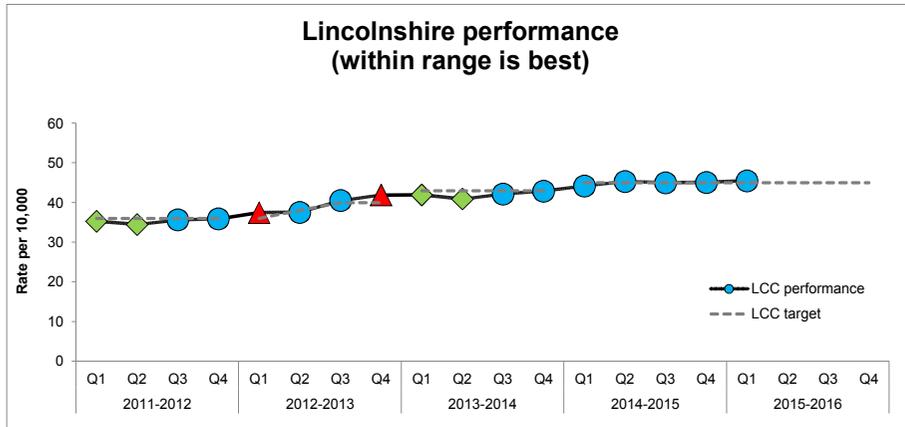
#### COMPARATIVE DATA SOURCE

No comparative data is available

## Looked After Children per 10,000 population aged under 18

This indicator is owned by **ROZ CORDY**

This indicator is in the **COUNCIL BUSINESS PLAN**



### Comment on latest performance from Roz Cordy:

There has been a small reduction in the number of children looked after resulting in a slight over performance on the target. Overall the numbers of children have remained relatively static over the last year.

#### 2015/2016 TARGET RATIONALE

Maintain our position, still well below the national and similar authority averages.

#### 2015/2016 TOLERANCE RATIONALE

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

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

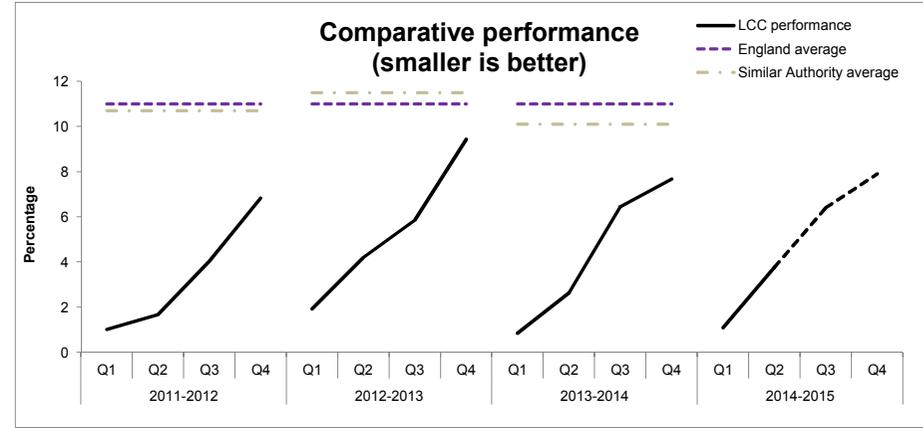
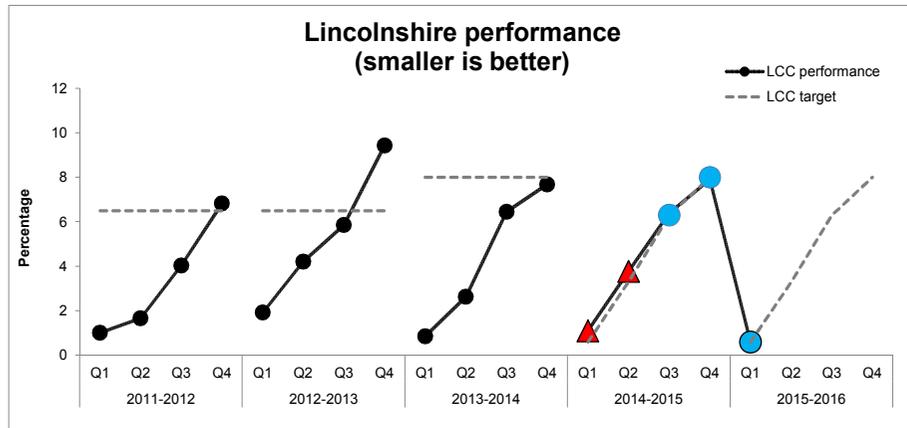
#### COMPARATIVE DATA SOURCE

Local Area Interactive Tool

## Stability of placements of Looked After Children: number of moves

This indicator is owned by **JOHN HARRIS**

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



### Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Remain the same as previous years, we are well below the nation and similar authorities averages.

### 2015/2016 TOLERANCE RATIONALE

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

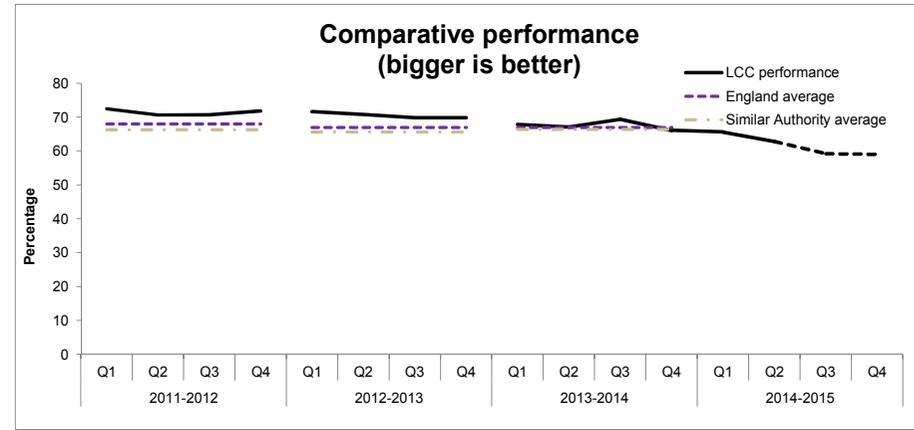
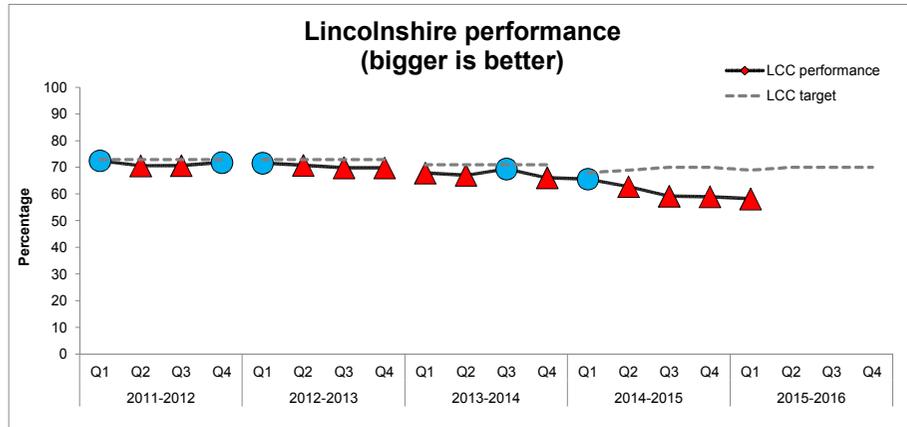
### COMPARATIVE DATA SOURCE

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

## Stability of placements of Looked After Children: length of placement

This indicator is owned by **JOHN HARRIS**

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



### Comment on latest performance from John Harris:

The figure of 58.2% shows a further slight decrease. Although the figure indicates that achieving stability for some young people remains difficult, the individual stories for these children are important to note. Of the 84 children concerned, 41 have been in placement for more than a year. In addition 2 are in their adoptive placements awaiting the granting of adoption orders and 8 others are children whose original care plans were for adoption but have been changed to permanent fostering. In June, 4 children fell into this indicator. Of these, 1 was moved from an out of county residential placement into a foster placement identified to best meet his needs, 1 young person moved from an in county Children's Home to another where the group of residents were considered to be a better match and the remaining 2 children were moved to live with their siblings in a permanent placement having been apart for 2 years.

### 2015/2016 TARGET RATIONALE

Target to remain the same as previous year, this is a very challenging figure especially with the present cohort of LAC.

### 2015/2016 TOLERANCE RATIONALE

Lower tolerances have been set to account for the downward trend currently occurring. A 4% lower tolerance is set to allow for maintenance of the 2014 position at 66%.

The upper tolerance is set at 1% which should push LCC up into Quartile Band A and more importantly stop the downward trend.

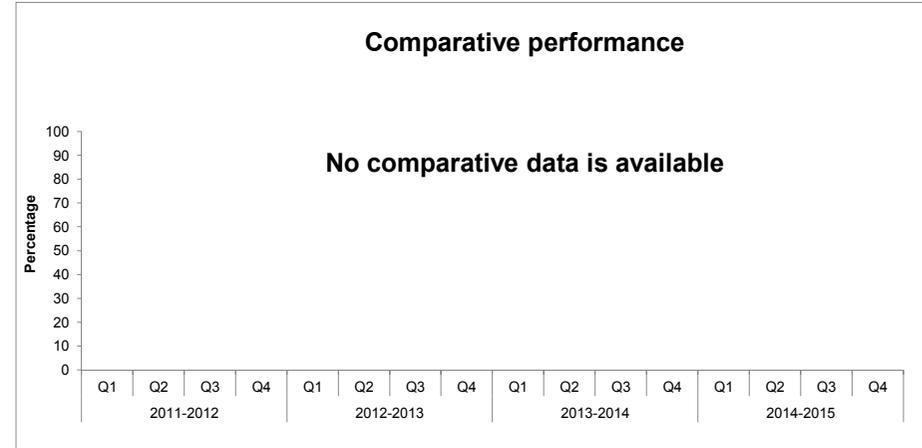
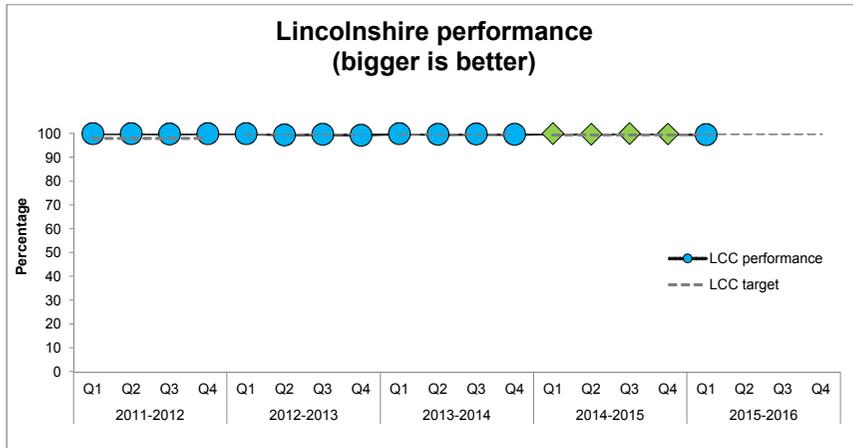
### COMPARATIVE DATA SOURCE

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

## Looked After Children reviews within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



### Comment on latest performance from David McWilliams:

No comment is required as this measure is within tolerance

### 2015/2016 TARGET RATIONALE

Increased to 100 from 99.5, but with tolerance it will allow performance to drop to 99.5 before performance is highlighted as worse than expected.

### 2015/2016 TOLERANCE RATIONALE

As the target is 100%, an upper value of 0% has been set. Reaching anywhere above the target would be seen as a significant achievement.

A lower value of 0.5% has been set to accommodate a maintenance of performance.

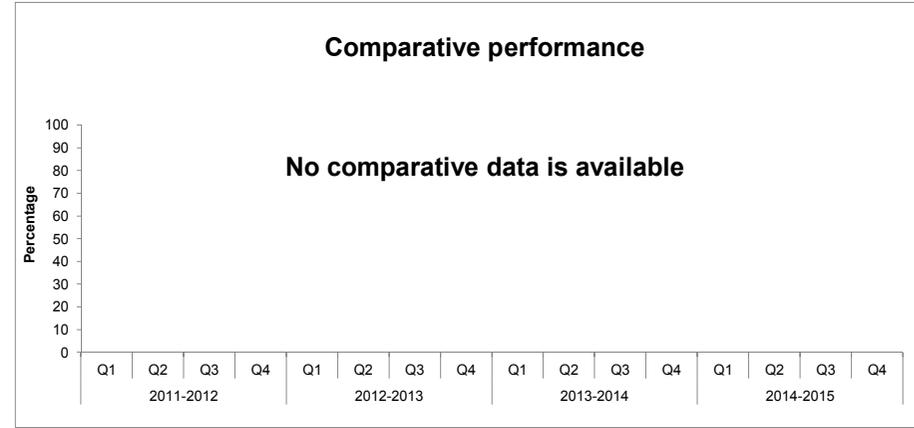
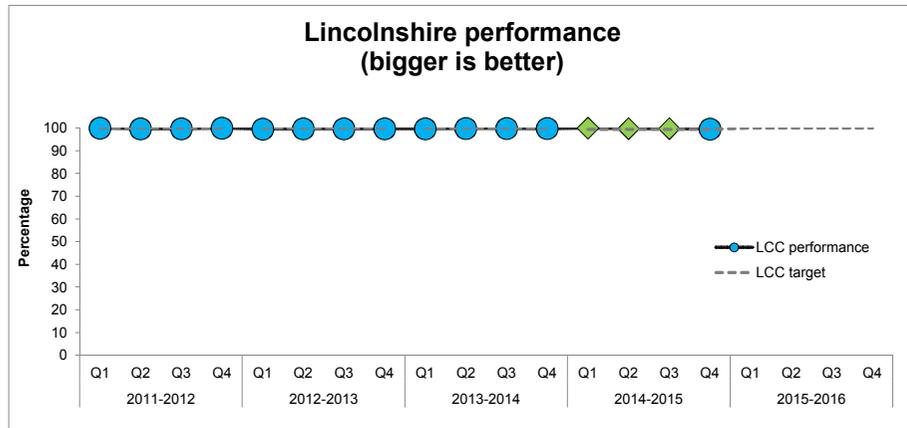
### COMPARATIVE DATA SOURCE

No comparative data is available for this indicator since 2010.

## Participation of Looked After Children in reviews

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



### Comment on latest performance from David McWilliams:

No comment is required as this measure is within tolerance

#### 2015/2016 TARGET RATIONALE

Increased to 100 from 99.5, but with tolerance it will allow performance to drop to 99.5 before performance is highlighted as worse than expected.

#### 2015/2016 TOLERANCE RATIONALE

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

A lower value of 0.5% has been set to accommodate maintenance of the position achieved in 2014.

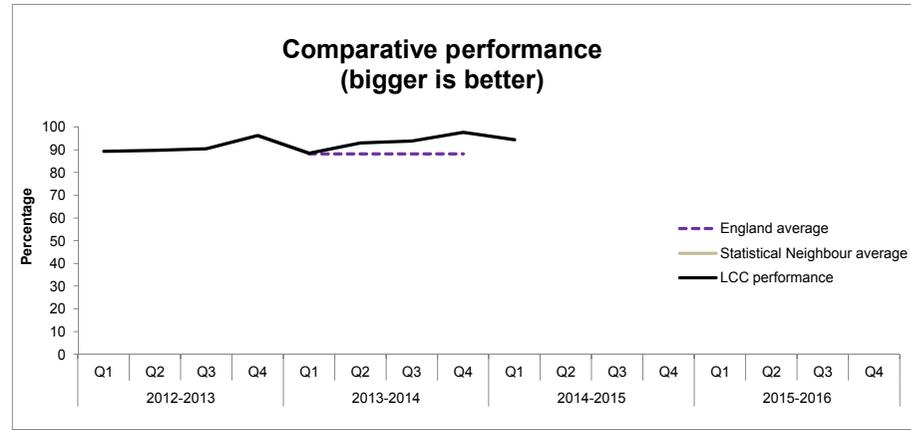
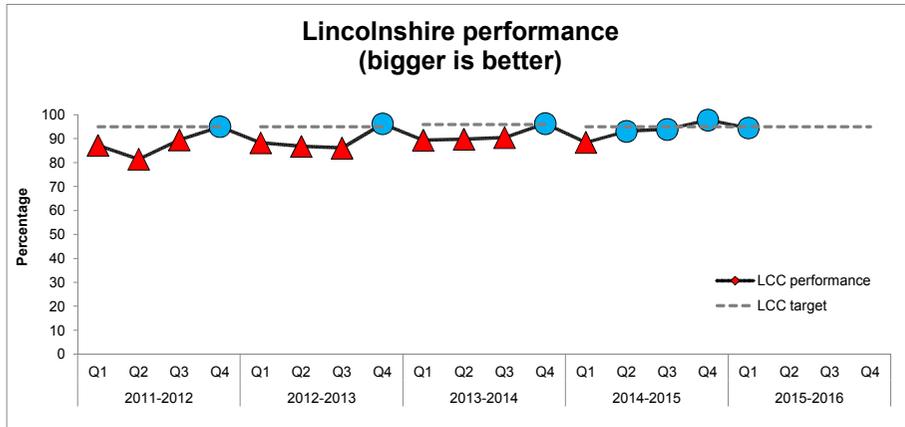
#### COMPARATIVE DATA SOURCE

No comparative data is available.

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

This indicator is owned by **TARA JONES**

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



**Comment on latest performance from Tara Jones:**

No comment is required as this measure is within tolerance.

**2015/2016 TARGET RATIONALE**

Remain as previous year, tolerance allows performance to be in line with this year's performance

**2015/2016 TOLERANCE RATIONALE**

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.

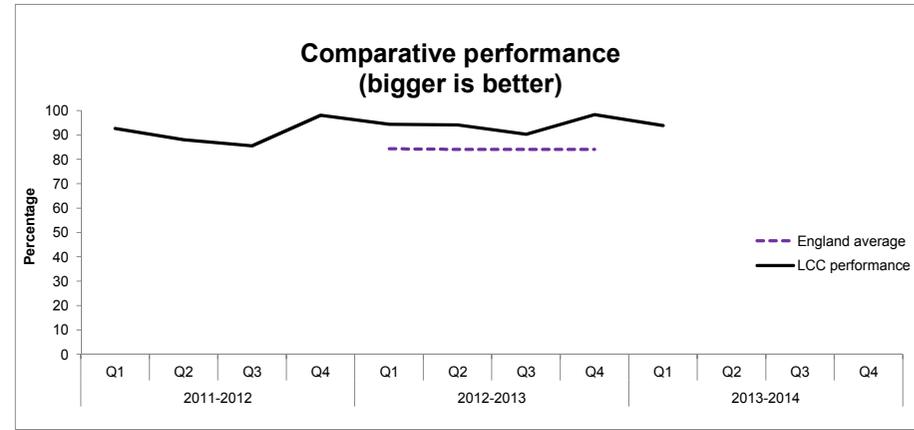
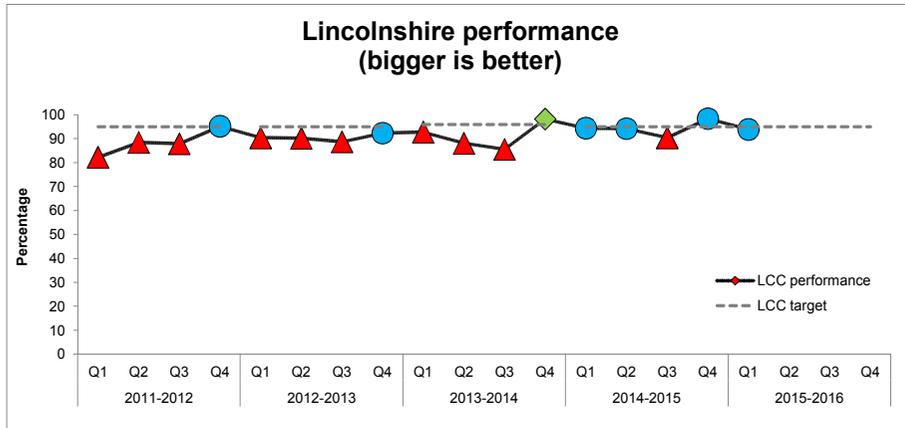
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker

**COMPARATIVE DATA SOURCE**

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



### Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance.

#### 2015/2016 TARGET RATIONALE

Remain as previous year, tolerance allows performance to be in line with this year's performance.

#### 2015/2016 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.

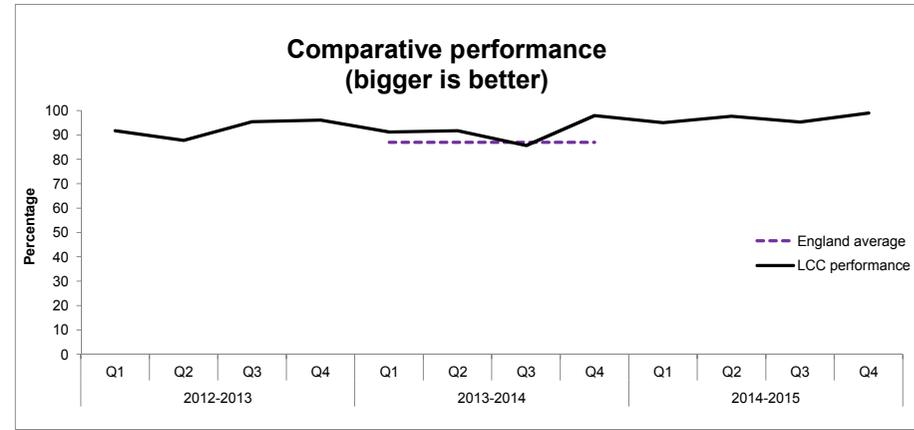
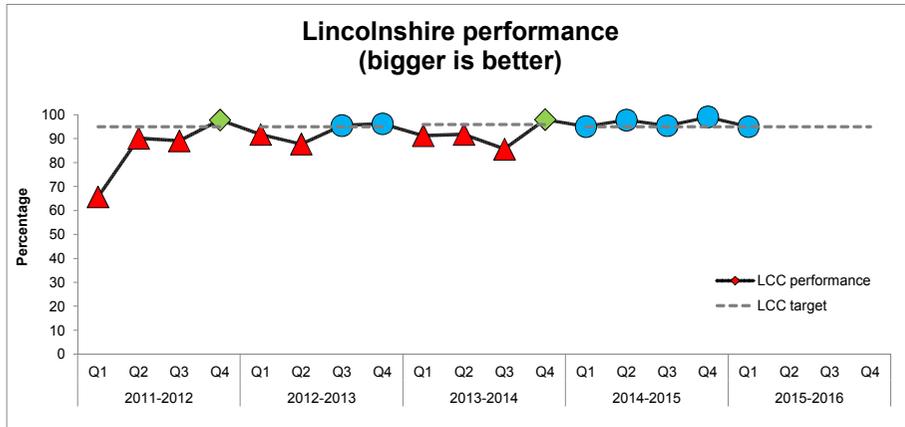
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker.

#### COMPARATIVE DATA SOURCE

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

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



### Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance.

#### 2015/2016 TARGET RATIONALE

Remain as previous year, tolerance allows performance to be in line with this year's performance.

#### 2015/2016 TOLERANCE RATIONALE

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

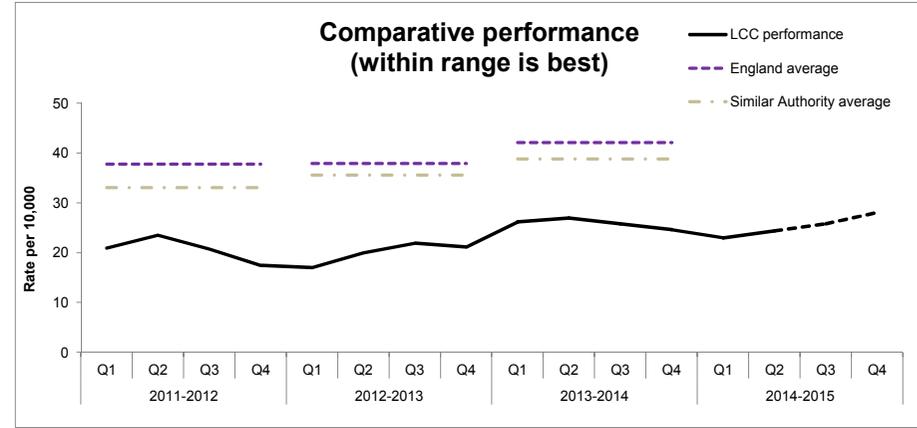
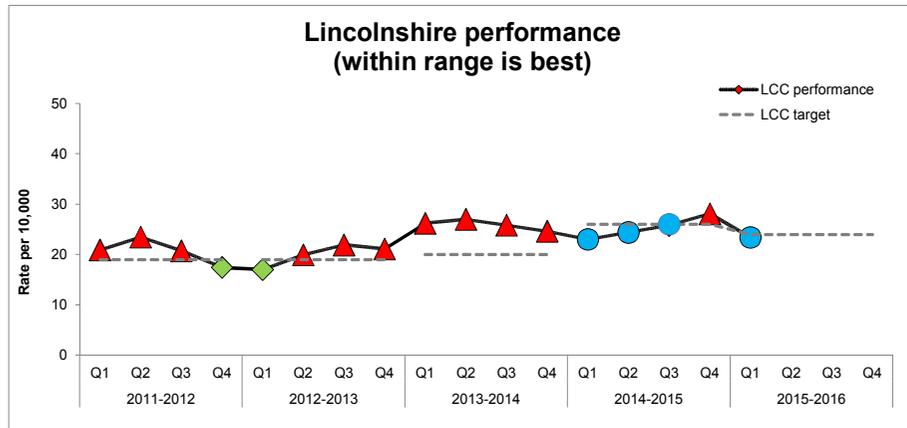
A lower tolerance of 1% has been set to allow for under performance. Data from the last two years shows achieving 94% is very achievable and performance has not often fallen below this marker.

#### COMPARATIVE DATA SOURCE

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

This indicator is owned by **ROZ CORDY**

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



### Comment on latest performance from Roz Cordy:

There has been a reduction in the number of children on a child protection plan and performance is back on target.

#### 2015/2016 TARGET RATIONALE

Reduction of 2 from previous year, this is to take into account the work around early help.

#### 2015/2016 TOLERANCE RATIONALE

No inner tolerances as hitting target is not really appropriate for this measure. Tolerance range set for a rate to vary between 21 per 10,000 and 25 per 10,000. This looks asymmetrical but it accounts for our year end position of approximately 25 per 10,000. This gives a 'within tolerance' position of approximately 320 – 380 children with a CPP. This equates to a tolerance range of approximately +/- 30 children against our end of March position of about 350 children. Anything outside of that range – above or below – would be flagged as red.

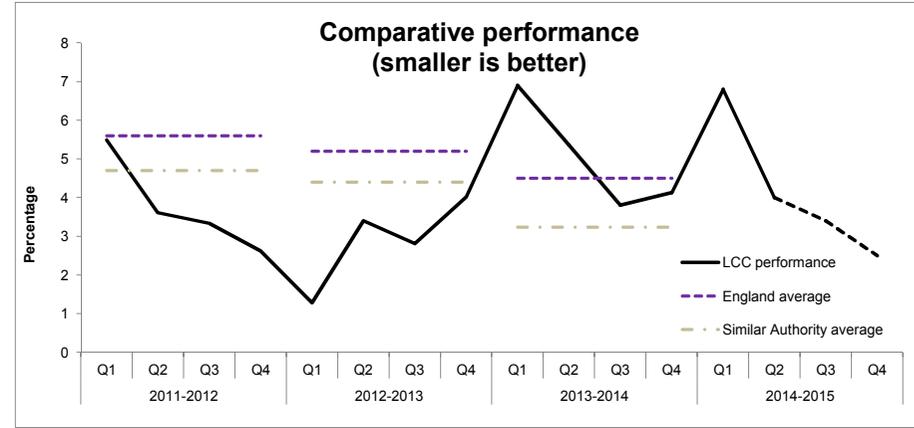
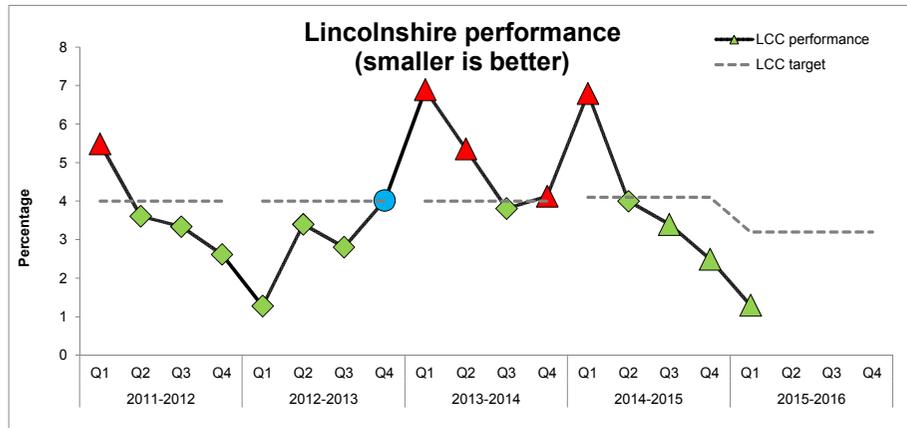
#### COMPARATIVE DATA SOURCE

Local Area Interactive Tool

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

This indicator is owned by **ROZ CORDY**

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



### Comment on latest performance from Roz Cordy:

There are a very small number of children on a child protection plan for over 2 years. This is excellent performance evidencing that there is no drift in cases outcomes have either improved for children resulting in them coming off a plan or alternative care arrangements have been found if outcomes have not improved.

### 2015/2016 TARGET RATIONALE

A reduction of 0.9, this would bring us in line with similar authority average, commentary from Q2 says it is likely to improve further.

### 2015/2016 TOLERANCE RATIONALE

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

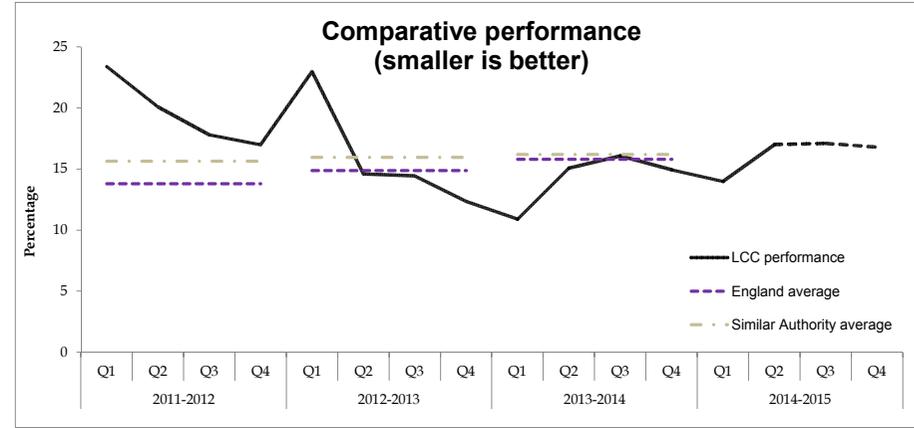
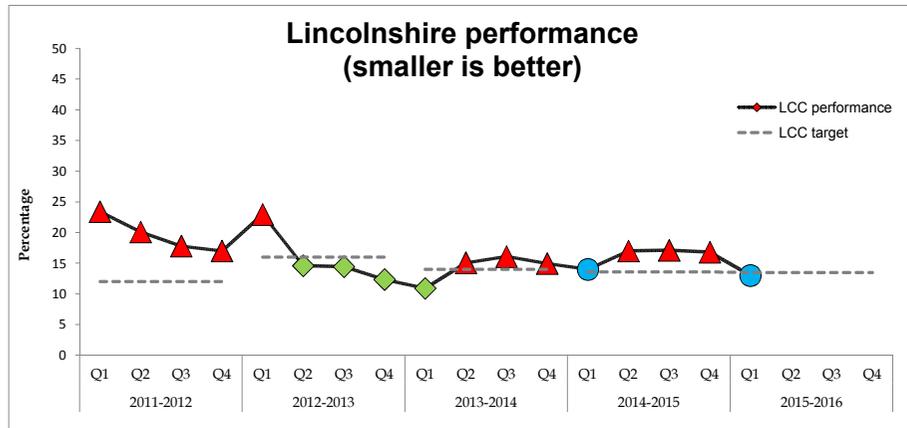
### COMPARATIVE DATA SOURCE

Local Area Interactive Tool

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

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



### Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

A decrease of 0.1, trying to return to prior performance and stop the trend of poor performance.

### 2015/2016 TOLERANCE RATIONALE

Tolerances have been set at 10% (upper and lower). This gives an 'in tolerance' range of approximately 12.3% to 14.9%.

Achievement of the main target would show a significant improvement on last year.

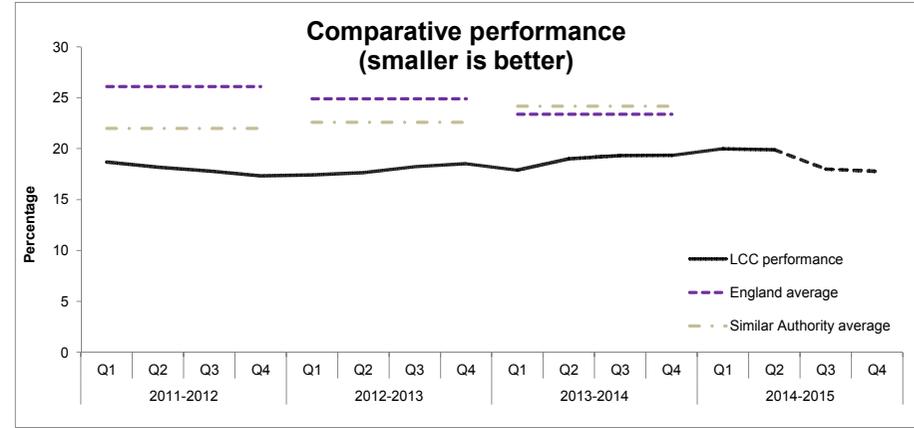
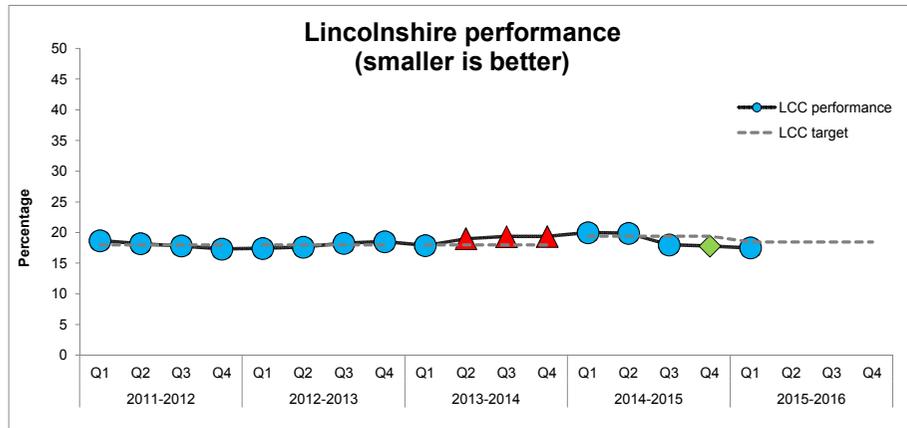
Achievement of the upper tolerance would be maintenance of last

### COMPARATIVE DATA SOURCE

## Percentage of referrals that are repeats within 12 months

This indicator is owned by **ROZ CORDY**

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



### Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

This is a 0.9 decrease to show a reduction, but to be realistic about the fluctuations in data

### 2015/2016 TOLERANCE RATIONALE

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

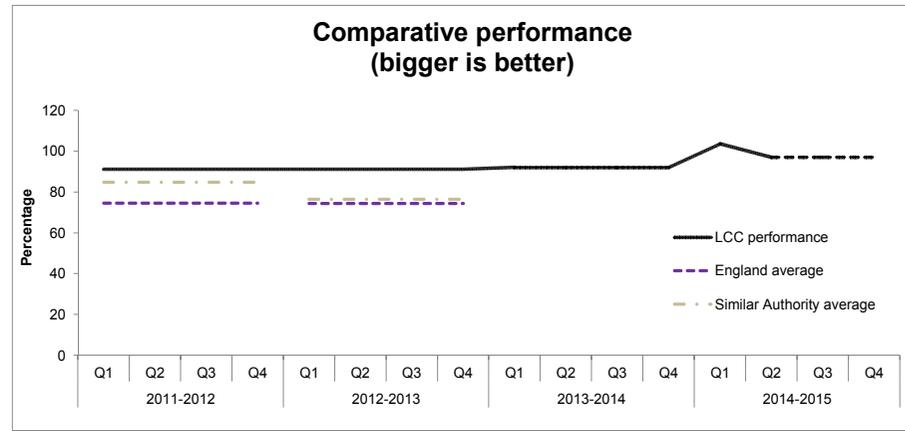
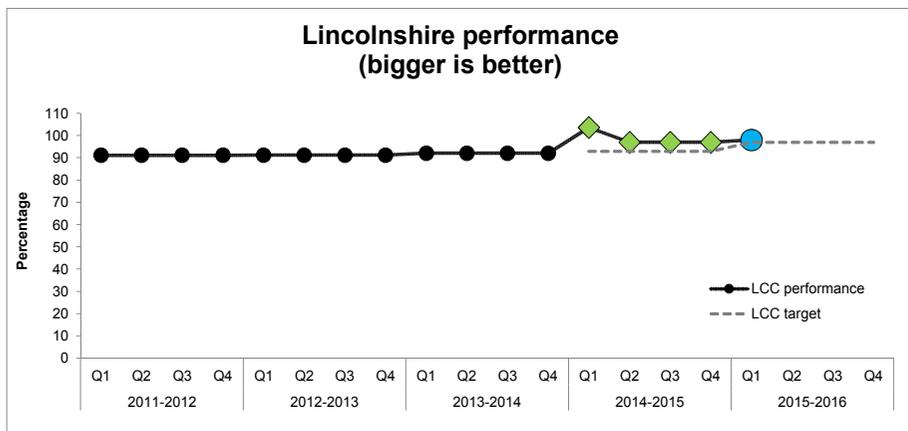
The lower tolerance 1.4% is set to help move LCC up to Quartile Band A (latest marker at 18.3% - 2013 data).

### COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

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

This indicator is owned by **ROZ CORDY**  
This indicator is not in any wider plans



### Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

This is an increase in line with performance this year, we are maintaining high 90s for three quarters this year.

### 2015/2016 TOLERANCE RATIONALE

Tolerances have been set to cover the uncertain and controllable nature of this measure.

Upper value set at 1% Lower value set to 2% to cover reaching the level achieved

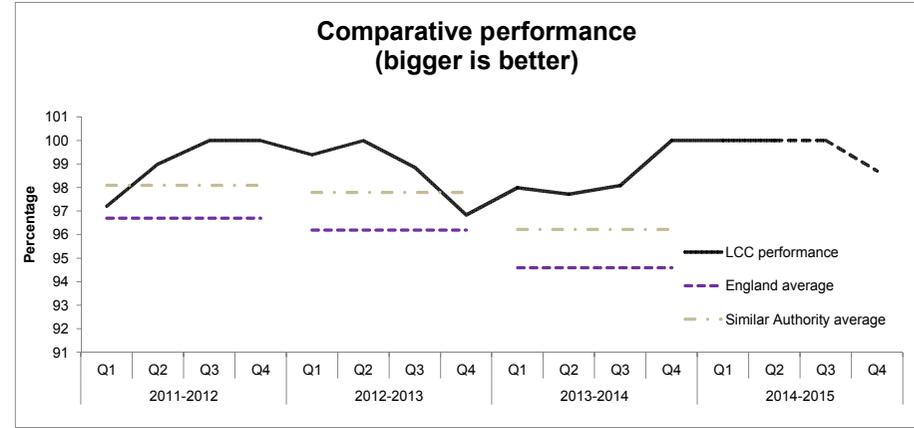
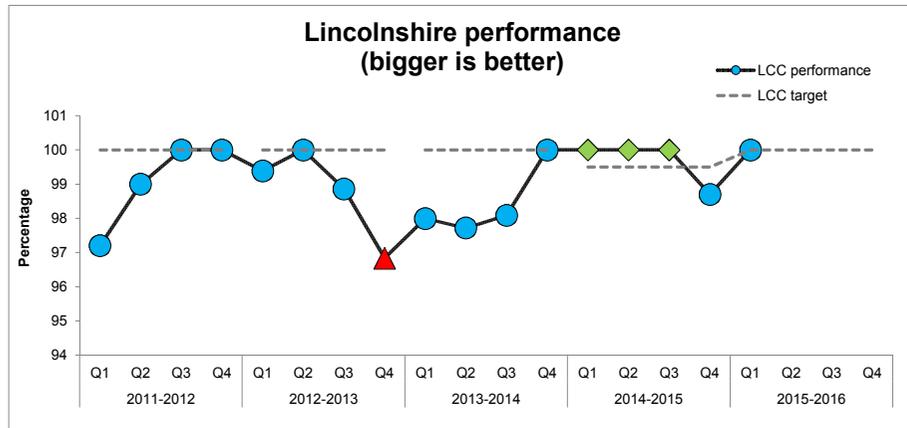
### COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

## Child Protection cases reviewed within timescale

This indicator is owned by **DAVID McWILLIAMS**

This indicator is not in any wider plans



**Comment on latest performance from David McWilliams:**

No comment is required as this measure is within tolerance

**2015/2016 TARGET RATIONALE**

With 100% for all three quarters this year, we have increased the target back up to 100% and have a tolerance range of -2% to allow for performance to slip to 98% if needed.

**2015/2016 TOLERANCE RATIONALE**

As the target is 100%, achievement of anything above this is considered a significant achievement. Therefore the upper tolerance has been set to 0%

A lower value of 2% has been set to accommodate maintenance of performance to that was achieved in March 2014.

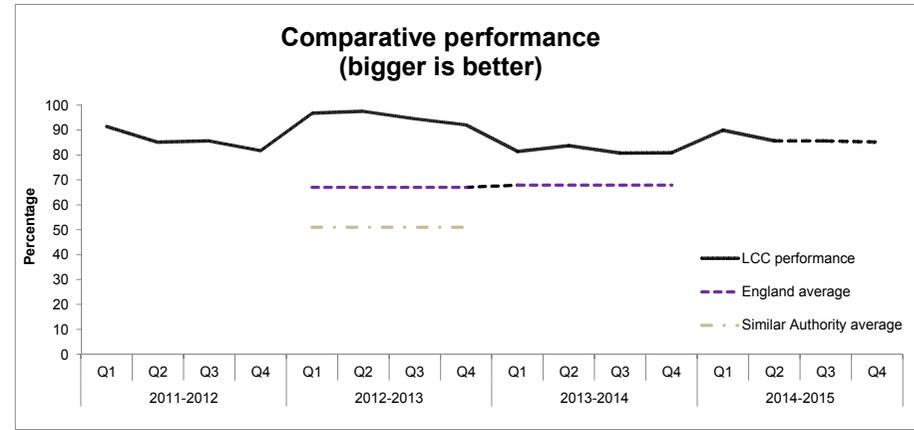
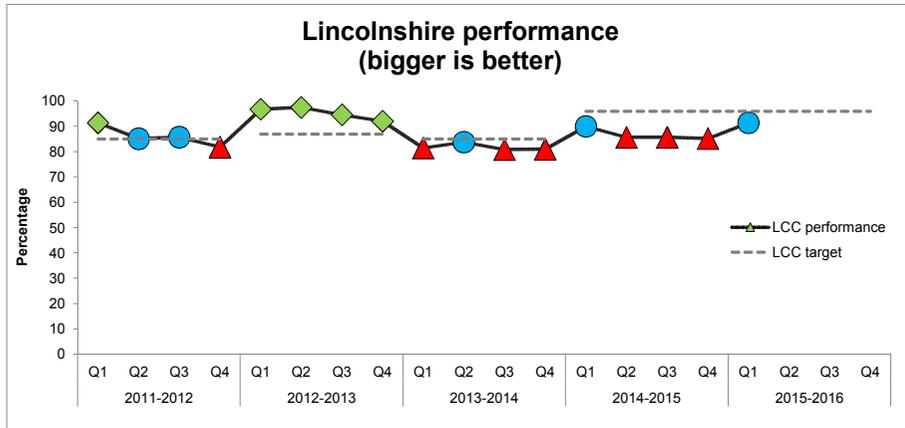
**COMPARATIVE DATA SOURCE**

Local Authority Interactive Tool

## Percentage of privately fostered children visited within required timescales

This indicator is owned by **JOHN HARRIS**

This indicator is not in any wider plans



### Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Target remains the same as previous year, performance suggest we will not meet our target this year, so maintaining the target for the next year seems advisable.

### 2015/2016 TOLERANCE RATIONALE

A 3.5% variance is set for the upper value to allow for 100% achievement of this measure and to highlight 100% as excellent.

A lower value is set at 6%. This is to equate for up to 5 children not being visited within timescales if the expected number of total children in the denominator is reached.

As the change in how the measure is calculated by LCC has only recently been applied, it is not possible to say if the March 2014 position is considered a strong performance or not

### COMPARATIVE DATA SOURCE

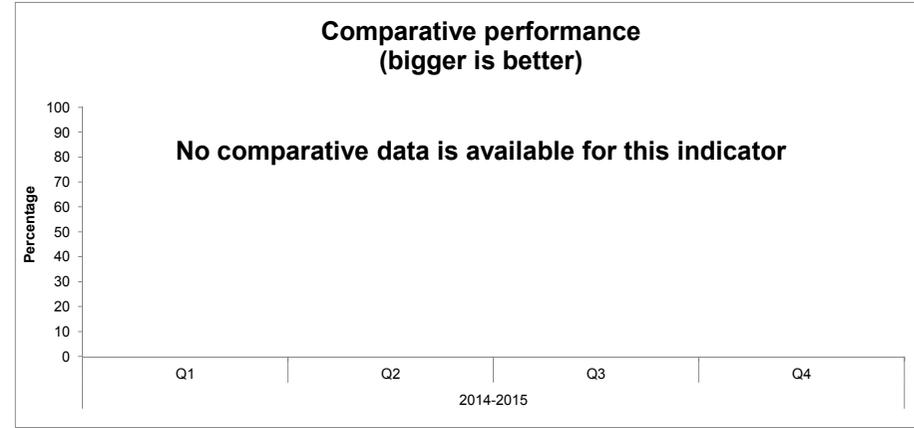
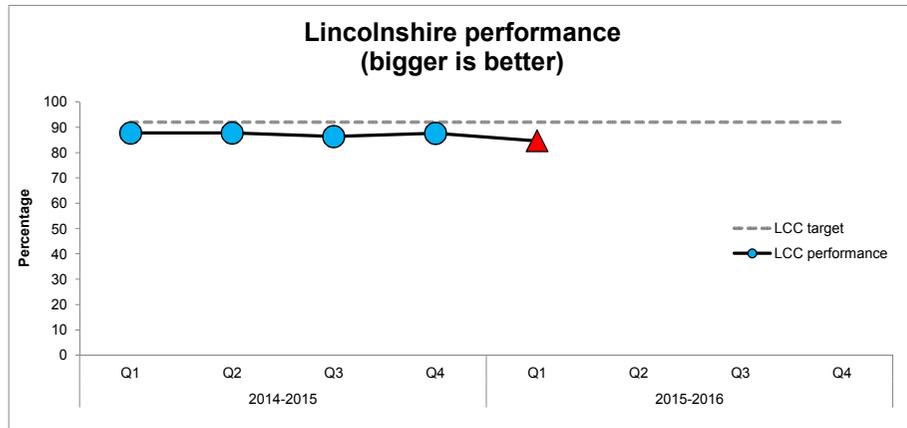
Private Fostering Return (PF1) supporting information. No East Midlands data is available.

Statistical Neighbour information includes a degree of estimation due to suppressed records.

## Percentage of assessments completed within timescale (Munro N14)

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



### Comment on latest performance from Jo Kavanagh:

The performance for the 1st quarter of the year is below target and lower than the performance achieved last year. There are currently a number of teams which are under performing in this measure all of which are experiencing some capacity issues with vacancies in their teams. There is a rolling recruitment programme in place which is seeking to minimise vacancies across all the social work teams avoiding wherever possible the need to use agency staff to cover absences. This together with clear processes in place to ensure checks and balances are in place to ensure timescales are met should enable performance to improve.

#### 2015/2016 TARGET RATIONALE

Target to remain the same as previous year. Performance to date doesn't show that we will meet the target this year. Also with the move to Mosaic this could impair the correct reporting for the first two quarters.

#### 2015/2016 TOLERANCE RATIONALE

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

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

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

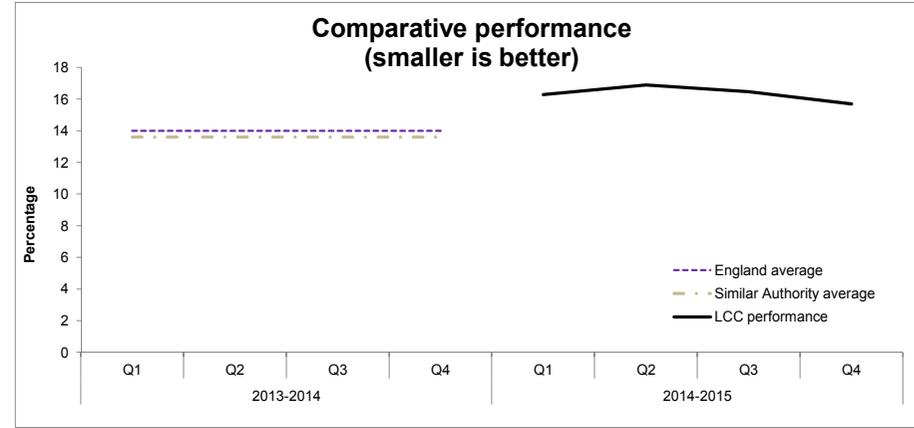
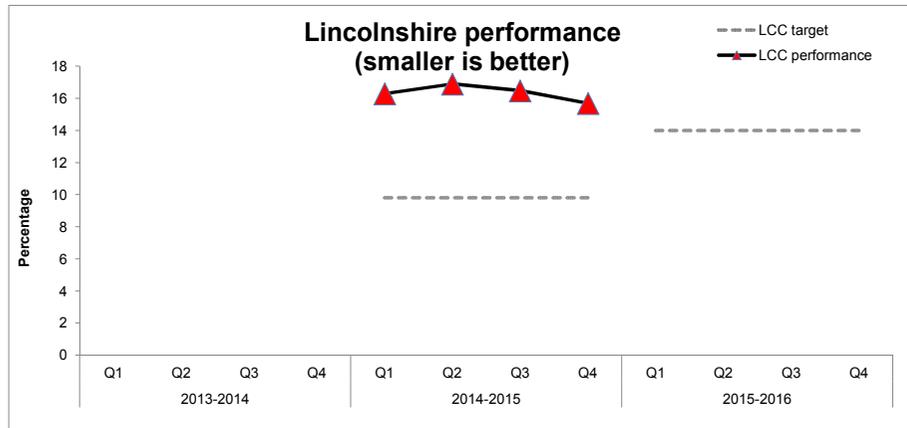
#### COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

## Vacancy Rate of Social Workers (Munro N23)

This indicator is owned by **MARIE ROBERTSON**

This indicator is not in any wider plans



### Comment on latest performance from Marie Robertson:

Data reporting in Agresso is not fully functional at present but it is anticipated that the social worker vacancy rate will be available next quarter.

#### 2015/2016 TARGET RATIONALE

Increase in the target, we are currently performing at 16.1 at Q3, this figure would allow for decrease in the figure to improve our performance in vacancy rates and bring us in line with National average. This year there will be data cleansing exercises to ensure that the recording of agency staff and vacancies are correct. Work is taking place at a national and regional to ensure that this figure will reduce. The increase in the establishment figures have not helped in getting to grips with the vacancy rate.

#### 2015/2016 TOLERANCE RATIONALE

Tolerance boundaries have been set to allow for current performance and to show good performance if the figures fall below the target figure. This would be a significant improvement from where we are at present.

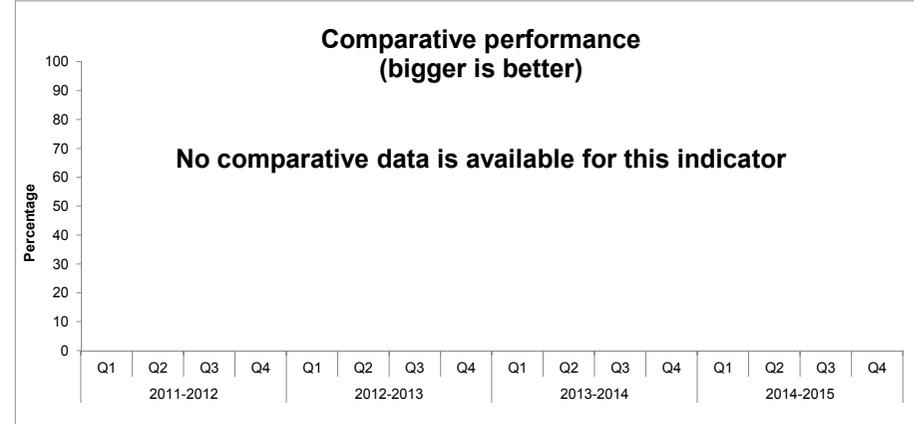
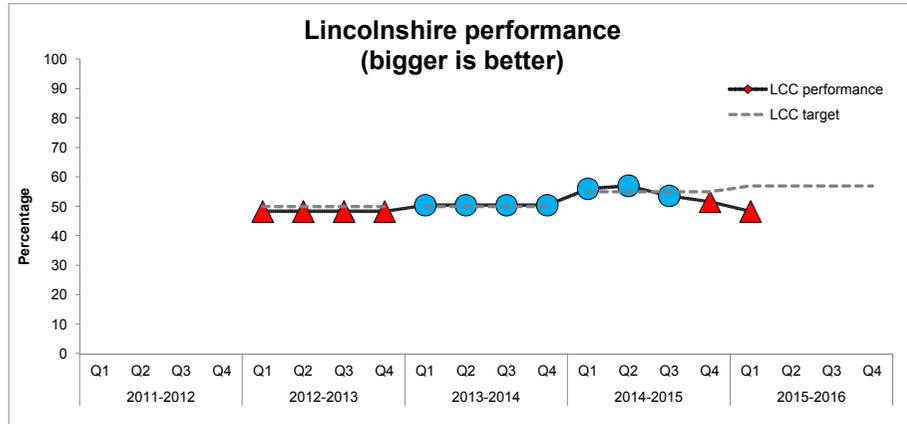
#### COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

## Percentage of families of children with disabilities using direct payments

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



### Comment on latest performance from Sheridan Dodsworth:

The number of families of children with disabilities receiving Direct Payments has dropped since Quarter 4 and is now under-performing by 8.7% against a target of 57%. Direct Payments are made in lieu of a social care service and offer a degree of choice to families. Direct Payments also carry a large degree of responsibility for families who have to manage an account, be accountable for what they spend their payments on and they also become the 'employer' of whoever they choose to provide a service for their child. This does not suit all families. In addition some families have struggled to find alternative carers to 'purchase' a service from. The Children with Disabilities team continues to support families in considering the option of Direct Payments but ultimately it is the choice of the family. The target was increased over this last Quarter from 55% to 57%. The team has consistently increased the number of families taking Direct Payments over recent years therefore the recent drop in numbers will be monitored so that a clearer view can be formed about whether this is simply as a result of the type of case currently open to the service (there are some children with very complex needs that require extensive packages of support that a Direct Payments couldn't address) or whether it is as a result of other circumstances e.g. lack of available market to buy required services.

#### 2015/2016 TARGET RATIONALE

Increase by 2%, tolerances allows for performance to be within what the performance is now.

#### 2015/2016 TOLERANCE RATIONALE

Tolerance range set at 53% to 57%. The cohort size is large enough for these values to be sensible.  
Achievement of the lower value of 53% would still be an improvement on previous years in line with the trajectory; anything below that would not be consistent with the improving trajectory of previous years.  
Anything above 57% would be a significant step up from previous years.

#### COMPARATIVE DATA SOURCE

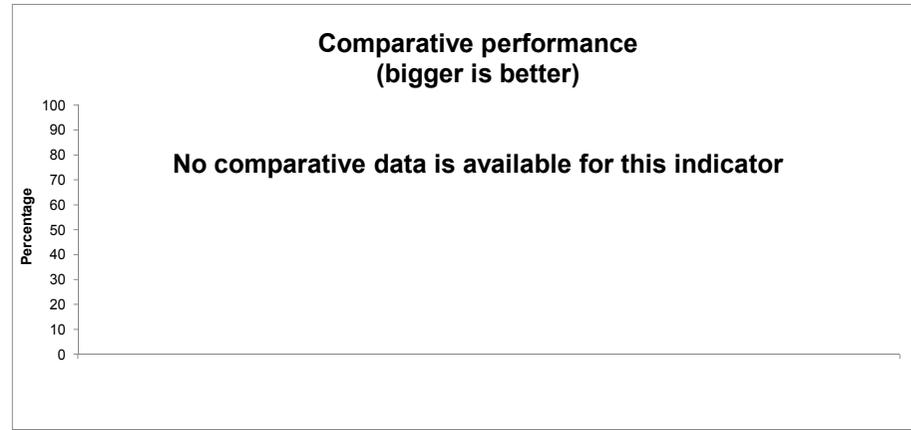
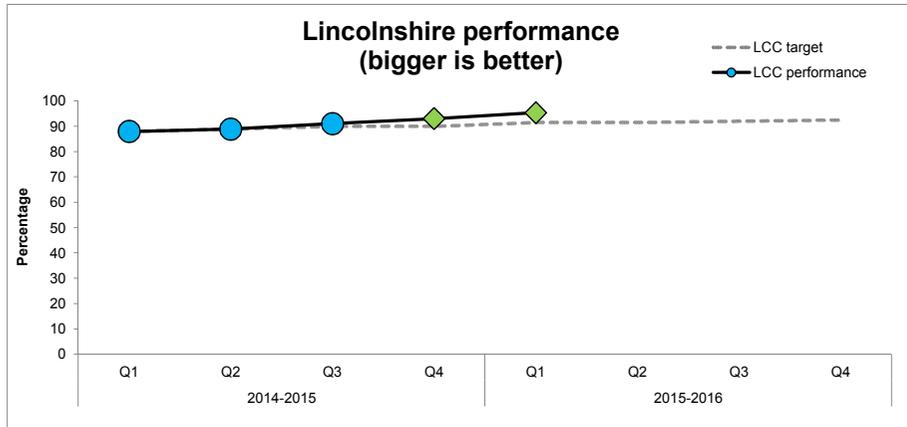
No comparative data is available for this indicator.

# Ready For School

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

This indicator is owned by **CORNELIA ANDRECUT**

This indicator is not in any wider plans



### Comment on latest performance from Cornelia Andrecut:

Performance is currently at 95.4%, improved by over 2% since the last quarter of 2014 and this is better than the target. We have made significant progress and the membership for the Children's Centre groups across the county is high. All locality teams have agreed targets in regards to registrations, we have information sharing protocols with health and social care and all districts have commissioned a community engagement project that promotes and supports families to access services.

#### 2015/2016 TARGET RATIONALE

Target increase in line with last year performance, not going to report performance in quarter 1 due to the implementation of Mosaic and the transition from SoftSmart

#### 2015/2016 TOLERANCE RATIONALE

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

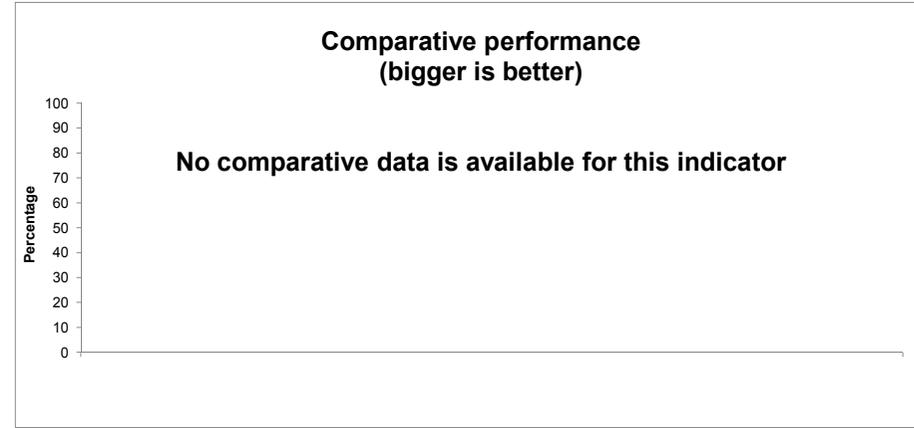
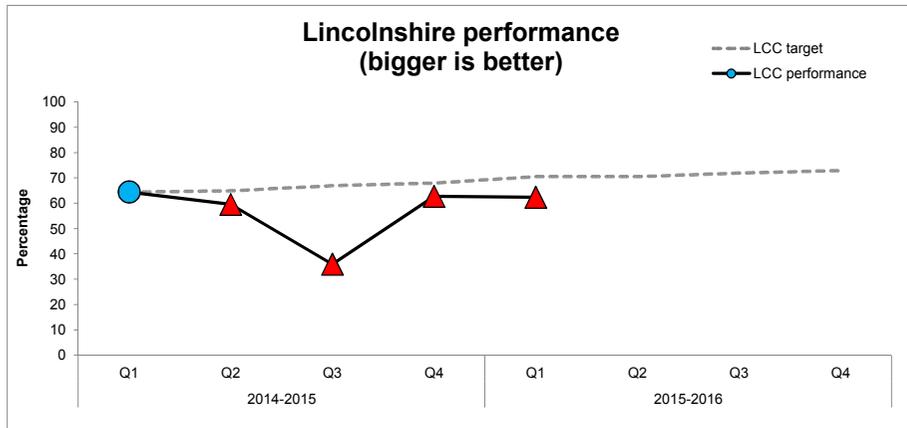
#### COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

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

This indicator is owned by **CORNELIA ANDRECUT**

This indicator is not in any wider plans



### Comment on latest performance from Cornelia Andrecut:

Performance is currently at 62.4% and whilst this is under the targeted level of 67.5 % there have been some centres that have met this performance target. Registrations have increased county wide and this has also had an impact on the attendance figures. There is continuous work with the Children's Centres, commissioned services and partners to promote services delivered by the centres and encourage participation of children and families so we achieve sustained good engagement.

#### 2015/2016 TARGET RATIONALE

Increased in line with last year target profile, with Early years entitlement being registered as an attendance this should increase with this addition.

#### 2015/2016 TOLERANCE RATIONALE

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

#### COMPARATIVE DATA SOURCE

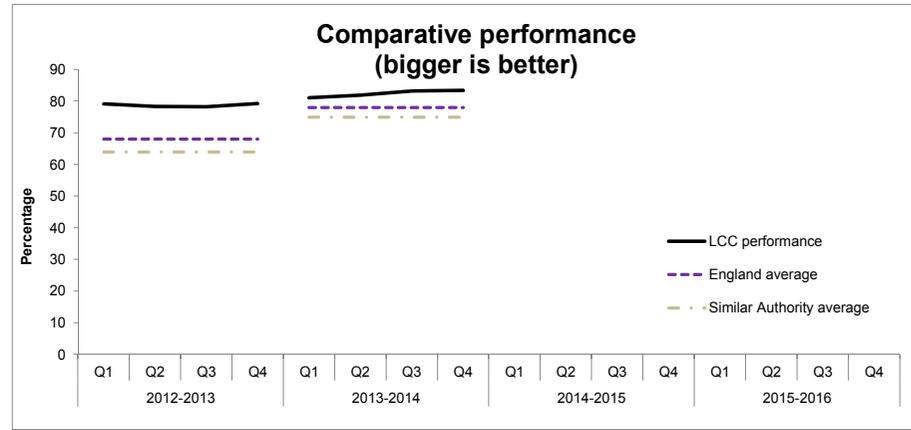
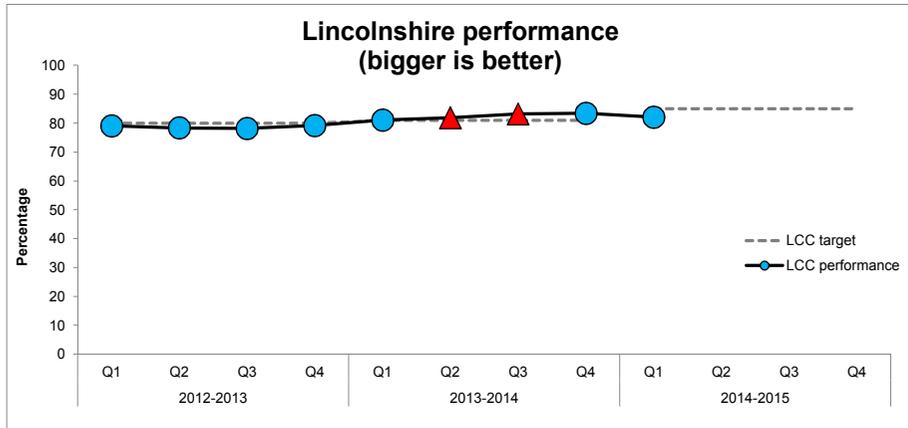
No comparative data is available for this indicator yet.

# Learn And Achieve

## Percentage of pupils in good or outstanding schools

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



### Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

#### 2015/2016 TARGET RATIONALE

The number of schools who are being judged good or outstanding is increasing. Our best performing Stat neighbour is currently 82% and we should be aspiring to be at least in line with them. Historically we have increased performance and to continue this trend requires aspirational targets.

#### 2015/2016 TOLERANCE RATIONALE

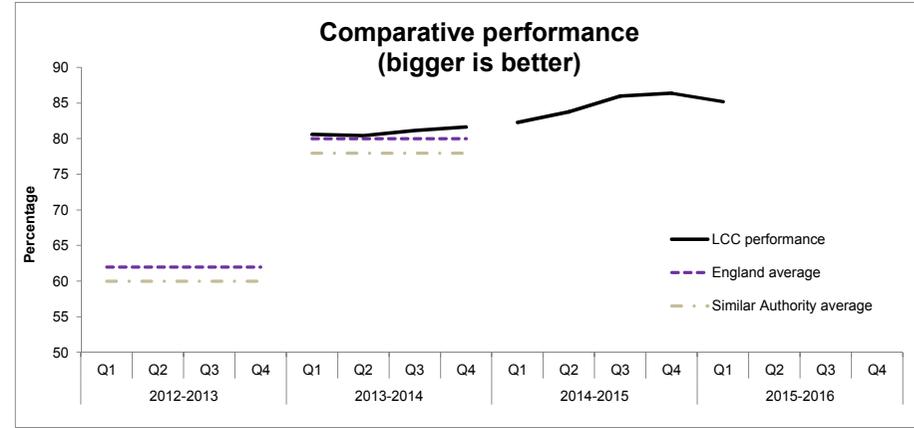
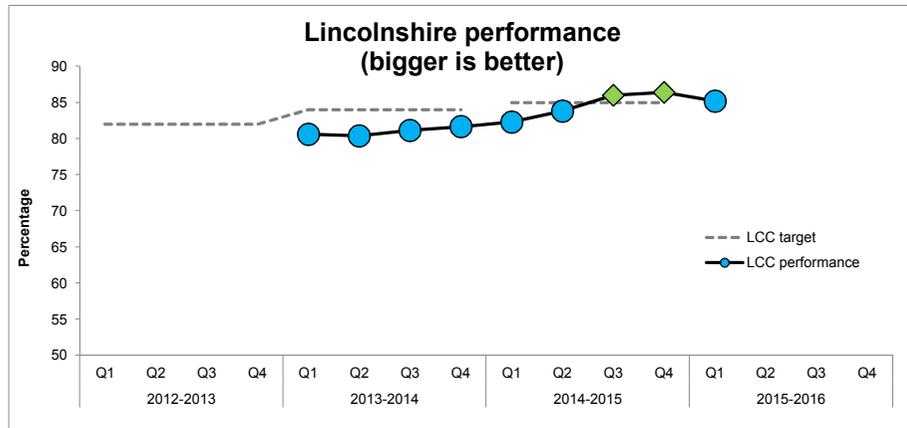
Upper value – would show outstanding performance and should be celebrated  
Low value - to maintain our current position

#### COMPARATIVE DATA SOURCE

## Percentage of schools judged to be good or outstanding

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



### Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

#### 2015/2016 TARGET RATIONALE

The number of schools who are being judged good or outstanding is increasing. Our best performing Stat neighbour is currently 80% and we should be aspiring to be at least in line with them. Historically we have increased performance and to continue this trend requires aspirational targets

#### 2015/2016 TOLERANCE RATIONALE

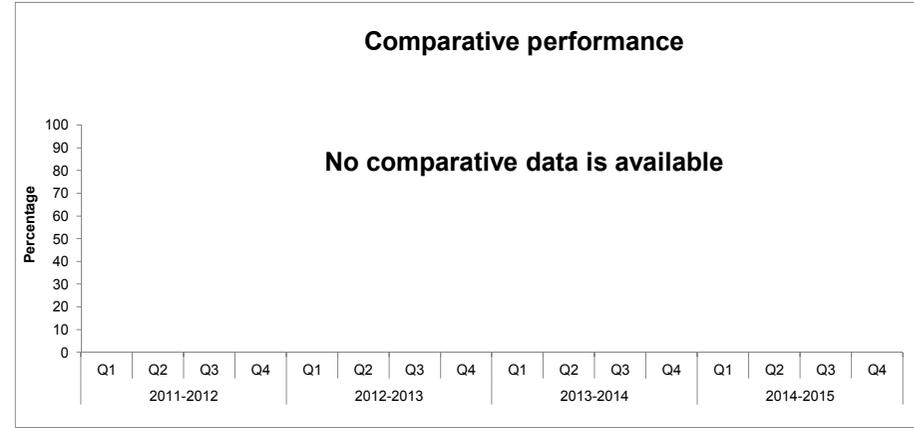
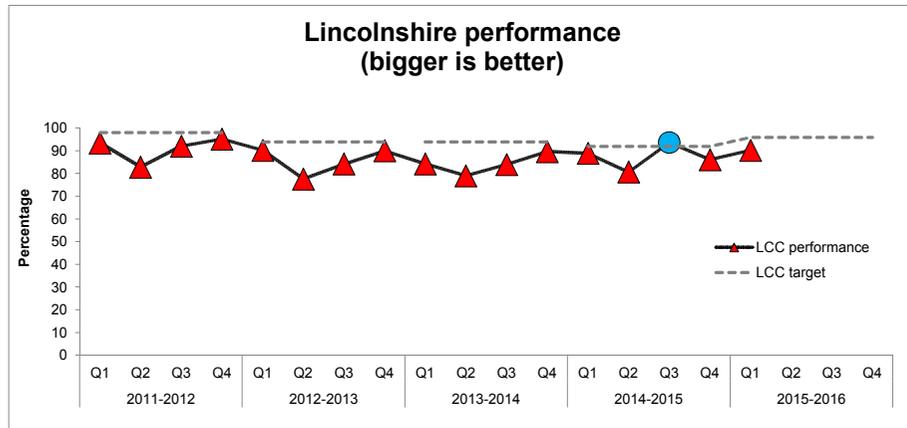
High value – if this is achieved it should be recognised  
Low value – This would bring us in line with National

#### COMPARATIVE DATA SOURCE

## Looked After Children with a Personal Education Plan

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



### Comment on latest performance from Kieran Barnes:

Performance was below target because of technical issues with the ePEP system. This led to the corruption of some of the data which in turn impacted on compliance but the problem has now been addressed by our ICT provider ECare. Any incomplete ePEP's were prioritised for the second quarter and the completion rate for all ePEP's is currently (July 2015) in the upper tolerance range for this quarter.

#### 2015/2016 TARGET RATIONALE

The cohort at present stands at 365, we are targeting for 320 children to have a PEP

#### 2015/2016 TOLERANCE RATIONALE

The upper tolerance has been set to 1.5 this represents on 3 young people  
The lower tolerance is set to 3, which represents 10 young people not having a PEP before the performance is shown as poor performance.

#### COMPARATIVE DATA SOURCE

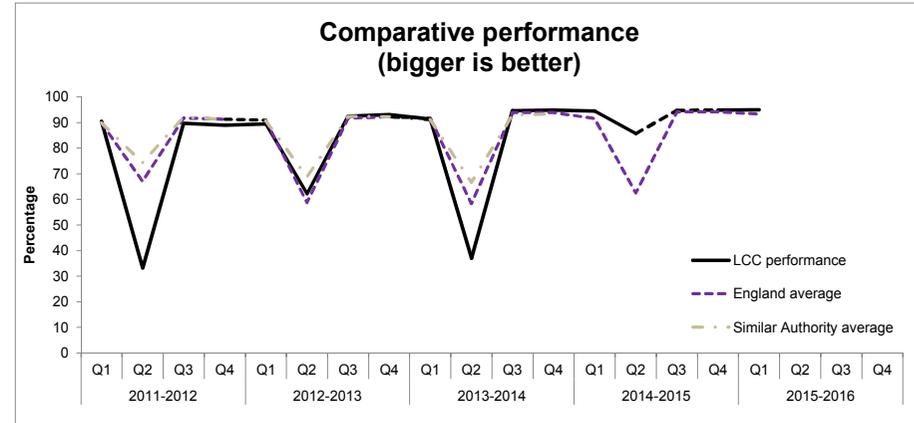
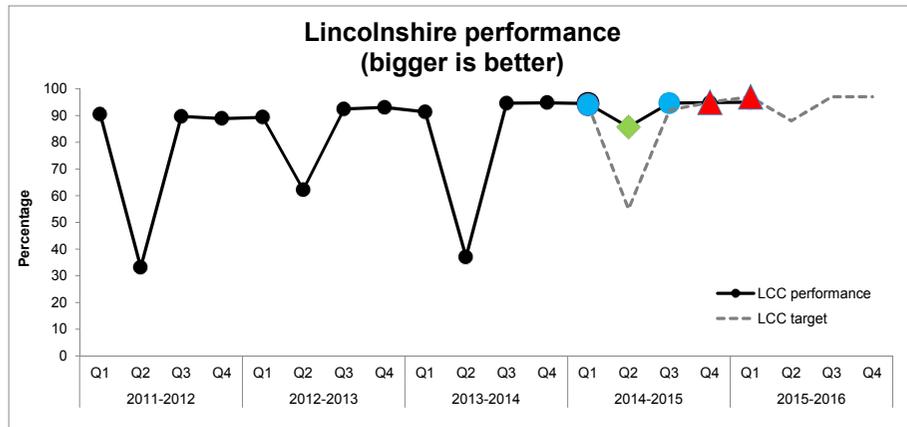
No comparative data is available.

# Ready For Adult Life

## Percentage of 16 year olds Participating in Learning (according to RPA)

This indicator is owned by **MAGGIE FREEMAN**

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



### Comment on latest performance from Maggie Freeman:

Performance is slightly below target with participation at 95.05% compared to the target of 97%. The target is a stretching one, and participation continues to be on an upward trend, up 0.6% from the last quarter and an increase of 0.7% from the same period last year. Participation continues to be consistently above the average for England which stands at 93.35%. There will always be some young people who are not participating for a brief period, whilst they change courses or are awaiting commencement of an Apprenticeship programme. 1.3% of 16 year olds are in employment without training and therefore not recorded as meeting the duty to participate in education or training. Whilst the local authority has a duty to encourage them to participate, it does not have sanctions to enforce this. The situation of 1.8% of the cohort is unknown to the local authority, despite continued efforts to reduce this figure to zero.

### 2015/2016 TARGET RATIONALE

To continue participation in line with the new Raising of the Participation Age agenda. Target set with an aim to maintain our current performance which is, currently, above all comparators. Dip in Q2 allows for the "Roll up" process before we start getting Destinations data in following the end of the academic year – this is an anticipated dip.

### 2015/2016 TOLERANCE RATIONALE

Target is ambitious as LCC already have an excellent figure, the tolerance does not, however, allow us to slip under current performance.

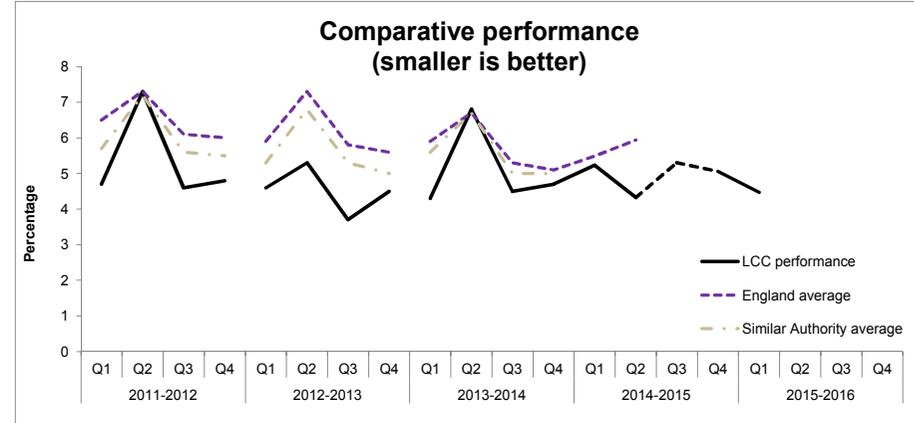
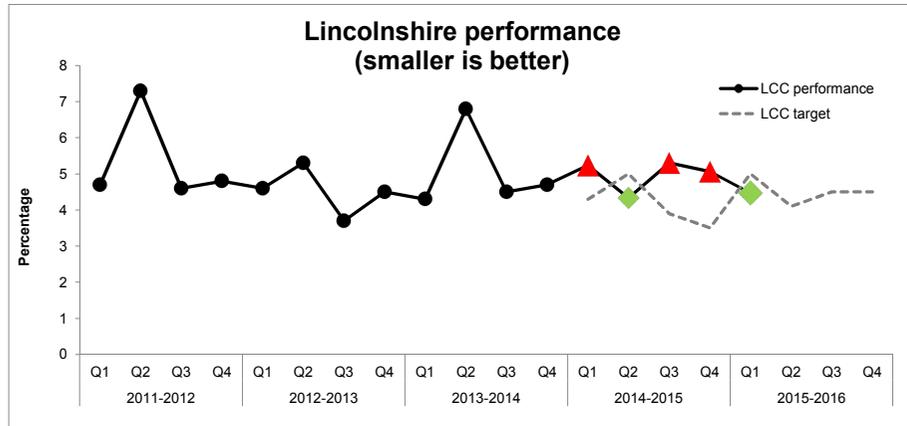
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

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

This indicator is owned by **MAGGIE FREEMAN**

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



### Comment on latest performance from Maggie Freeman:

Performance is slightly better than target. There had been a recent increase in the number of 18 year olds recorded as NEET, which was a direct result of the progress made in reducing the number of unknowns in this age group. The Careers Service have taken direct responsibility for tracking 18 year olds back from the Customer Service Centre who had previously been carrying out this work. This means that when a young person is identified as NEET, staff can immediately intervene, to encourage them to participate in education or training, rather than have to make a referral for a careers adviser to contact them. NEET performance continues to be slightly better than the national average for England.

### 2015/2016 TARGET RATIONALE

Current NEET figures have crept up, this has happened as the Unknown figures have drastically reduced on previous years. Due to this Lincolnshire are now showing an overall upward trend of NEETs, I believe that this will stabilise and we can work on reducing the figure through the 2015/16 and 16/17 years. That being said history has shown for not just Lincolnshire but for all our comparators that the overall NEET figure is between 4.5% and 5%. Lincolnshire are now outside of this range and I believe that our aspiration for the year should be to get back to the lower level of NEET

### 2015/2016 TOLERANCE RATIONALE

Q1 - no worse than last Q1  
Q2 - improvement 2012/13 Q2 which is our best performance over the last 3 years  
Q3 & 4 – continues the standard variance

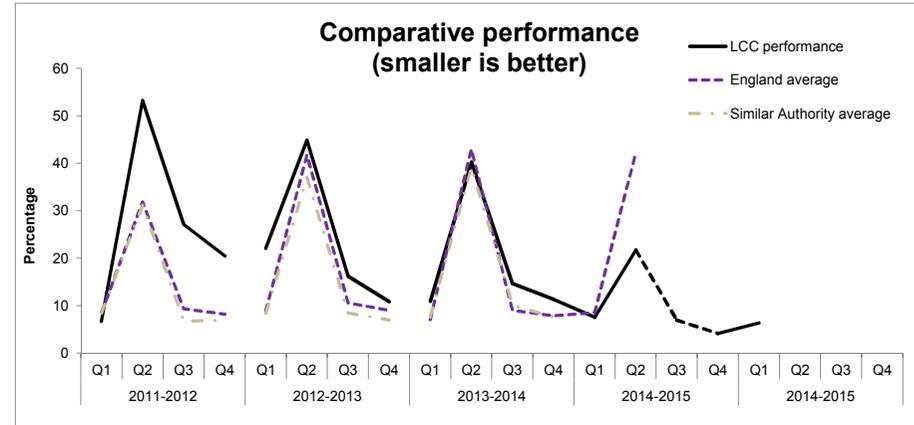
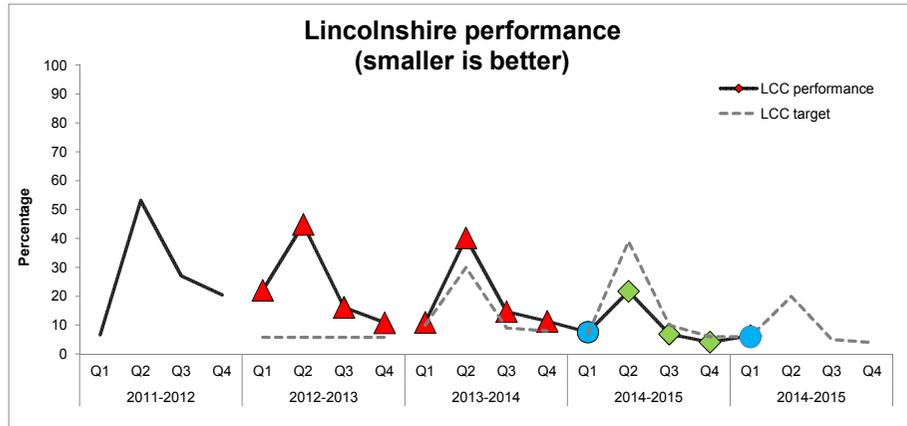
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

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

This indicator is owned by **MAGGIE FREEMAN**

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



### Comment on latest performance from Maggie Freeman:

No commentary is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Following a very successful 2014/15 tracking of unknowns, which has seen us perform the best we ever have over the previous 3 years and be better than our National and Stat Neighbour comparators, these targets reflect not only just maintaining this standard but improving on them to make Lincolnshire better than the East Midlands average.

### 2015/2016 TOLERANCE RATIONALE

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

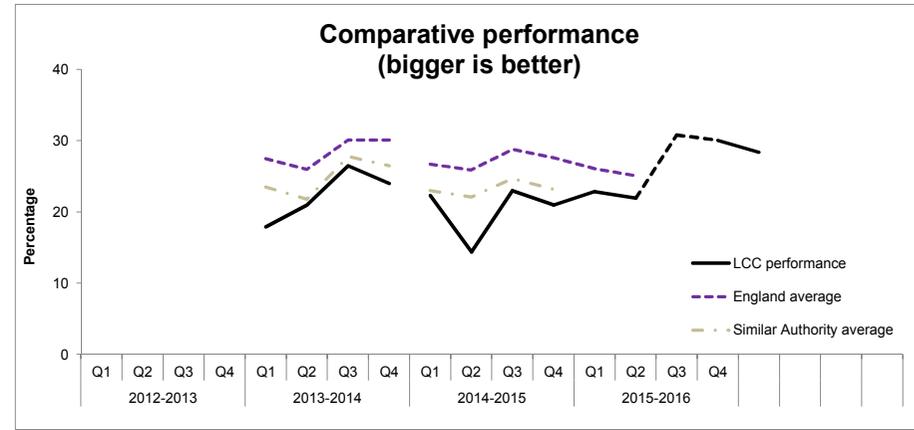
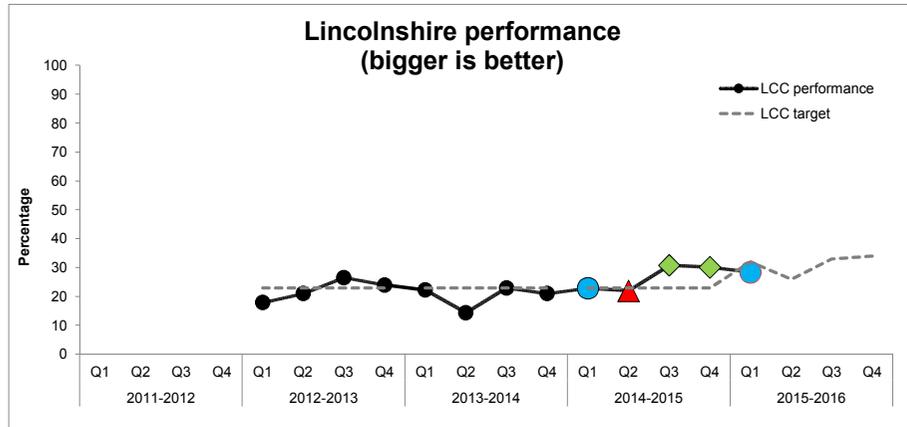
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

## Percentage of teenage mothers 16-18 in EET

This indicator is owned by **LIZ MORGAN**

This indicator is not in any wider plans



### Comment on latest performance from Liz Morgan:

No commentary is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Lincolnshire was showing a decline in EET Teen Mothers – in 2014/15 we have managed to turn that around and improved the number of Teen Mothers in EET – targets have been set to continue that trend.

### 2015/2016 TOLERANCE RATIONALE

The tolerance should allow for enough allowances to take in to account the small number in the cohort

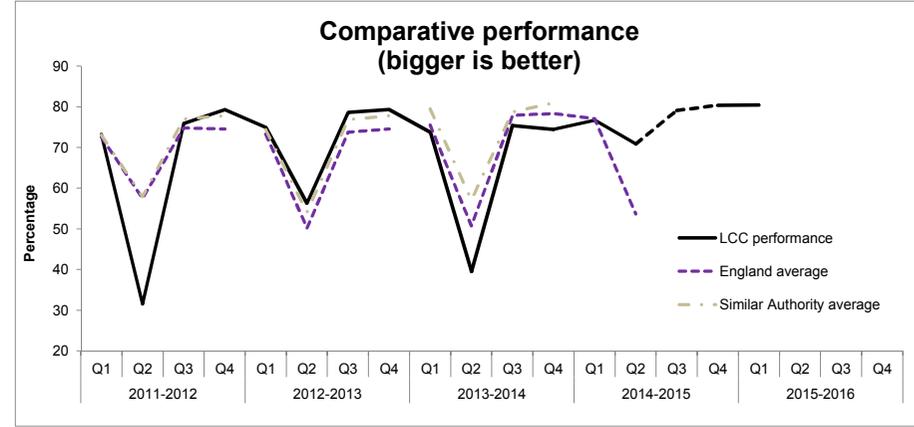
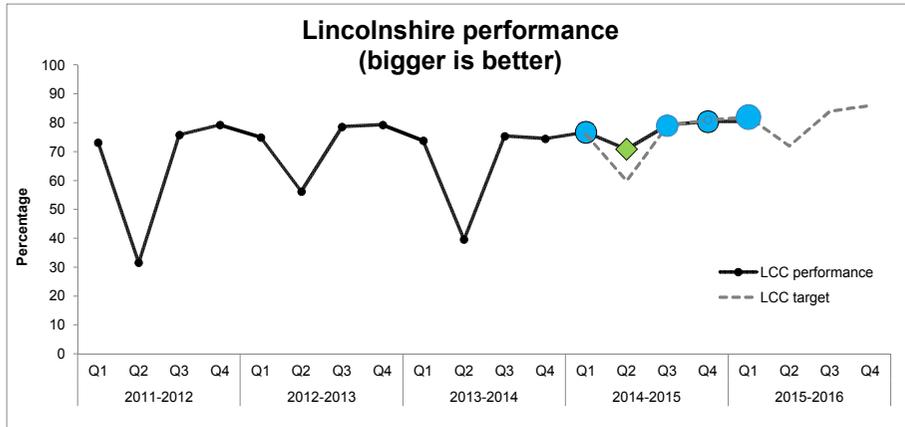
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

## Percentage of 16-18 LLDD in learning

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



### Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Overall this figure has been improving and the target has been set to bring us in line with our statistical Neighbours who have significantly higher figures in learning that Lincolnshire and also to close the gap with the whole 16-18 cohort

### 2015/2016 TOLERANCE RATIONALE

Tolerances are set to allow for greater improvement than the target but to keep the lower end as close to the target as possible

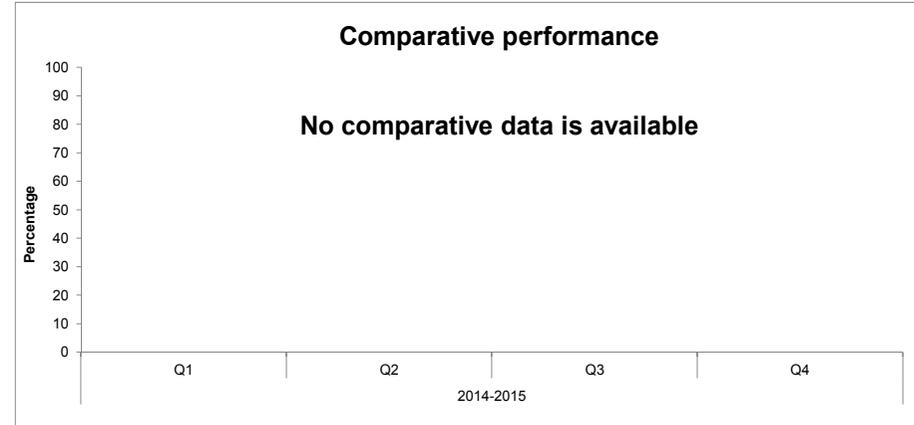
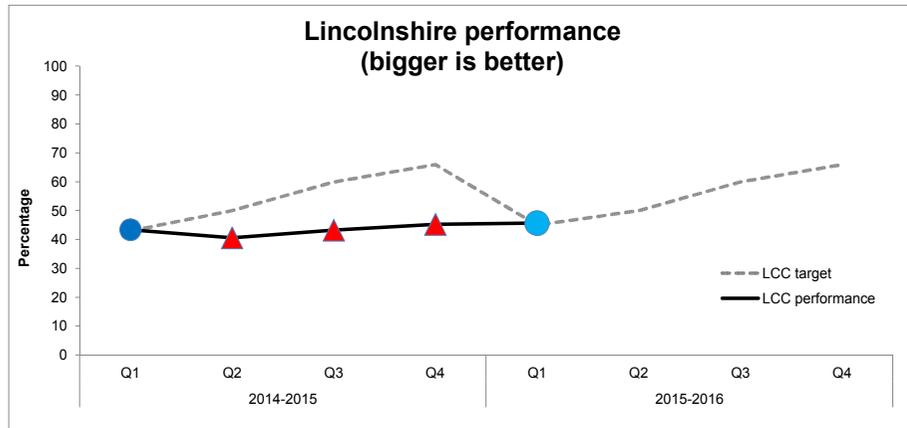
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

## Percentage of 19-25 LLDD in legitimate outcomes

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



### Comment on latest performance from Maggie Freeman:

No commentary is required as this measure is within tolerance.

#### 2015/2016 TARGET RATIONALE

There is no comparator data for this indicator as the DfE do not report on LLDD 19-25. Targets have been set based on known figures – the targets set last year were not achieved – more work needs doing on updating the LDD cohort data in order to improve this figure – will aim to keep targets as they were last year and work more closely with SEND team on updating situations on this cohort

#### 2015/2016 TOLERANCE RATIONALE

I wouldn't expect to see this number decreasing but I would expect to see a large increase as we start to record this data more accurately, therefore a small lower tolerance should be set to allow little reduction in this figure but a larger upper tolerance has been set to allow for required improvement.

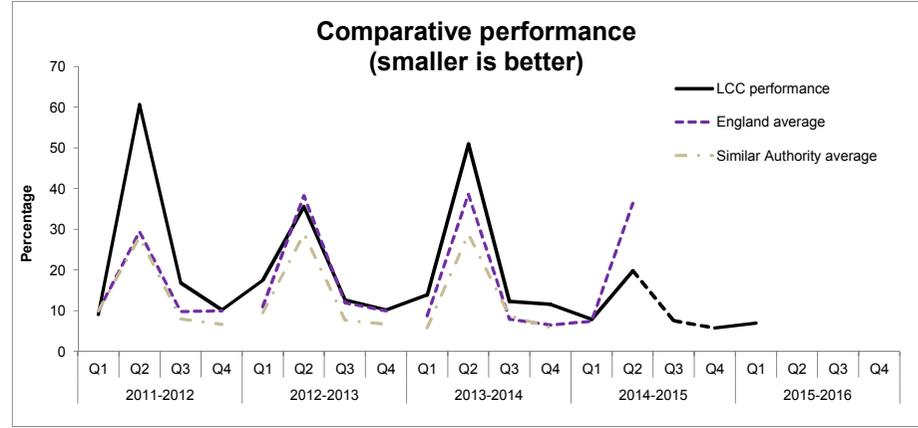
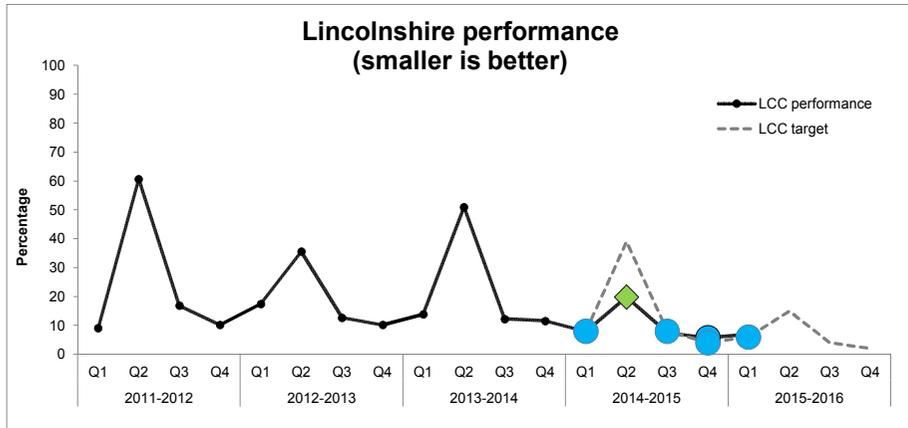
#### COMPARATIVE DATA SOURCE

No comparative data is available.

## Percentage of 16-18 LDD clients with an unknown situation

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



### Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

As a vulnerable group we should know the whereabouts of all of the LDD cohort, we have significantly improved recording the whereabouts of these young people versus the universal 16-18s. However I feel that now due to the nature of the cohort we should be aiming to continue this improvement on the number of unknowns and the target for this group should be better than the target for the universal.

### 2015/2016 TOLERANCE RATIONALE

The tolerance is set to allow some variance in the target and set us within the expected Stat neighbour range

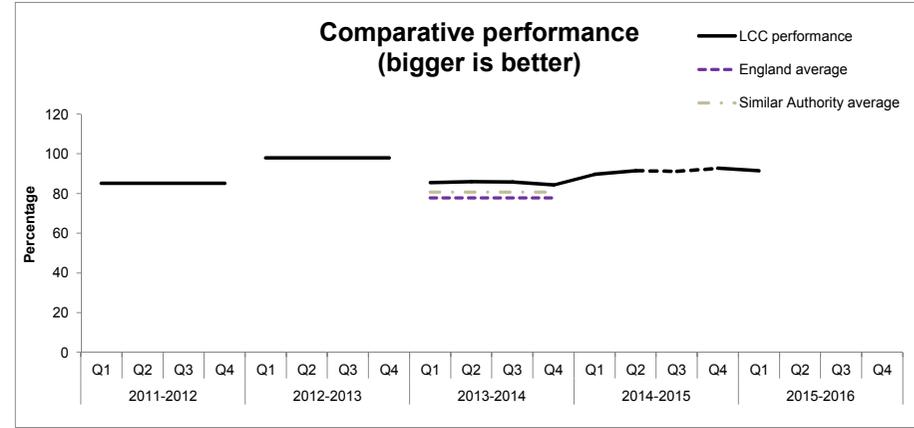
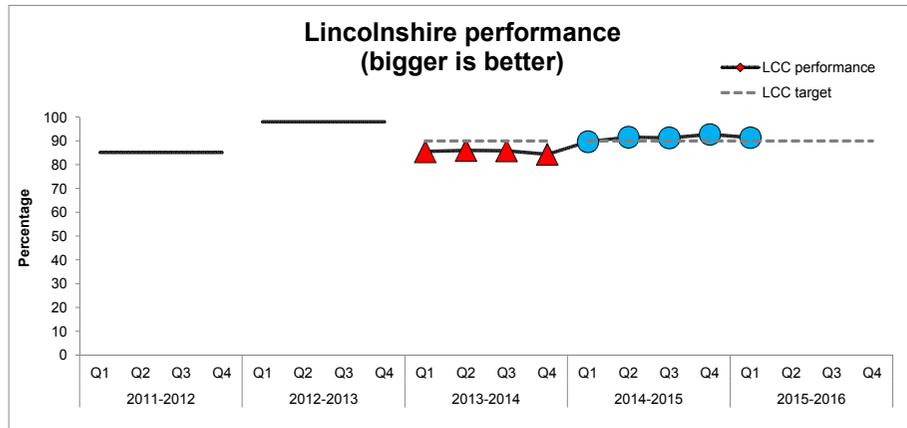
### COMPARATIVE DATA SOURCE

National Client Caseload Information System

## Care Leavers in suitable accommodation

This indicator is owned by **JOHN HARRIS**

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



### Comment on latest performance from John Harris:

The performance is at 91.4% and is on target. Across all age ranges there are 17 young people considered to be in unsuitable accommodation. These comprise 7 who are in custody, others who refuse contact with the service or fail to disclose their address to the service. In addition there are several who reside with parents who were previously considered to be unsuitable carers. All care leavers have an allocated personal advisor and are encouraged to move into more suitable accommodation. No young people are in bed and breakfast accommodation.

#### 2015/2016 TARGET RATIONALE

Target to remain the same as previous year, we are above both national and similar authority average.

#### 2015/2016 TOLERANCE RATIONALE

Upper tolerance set at the level achieved by Lincolnshire in 2013.

Lower tolerance set to accommodate an improvement on 2014 performance but keep us above Stat neighbours.

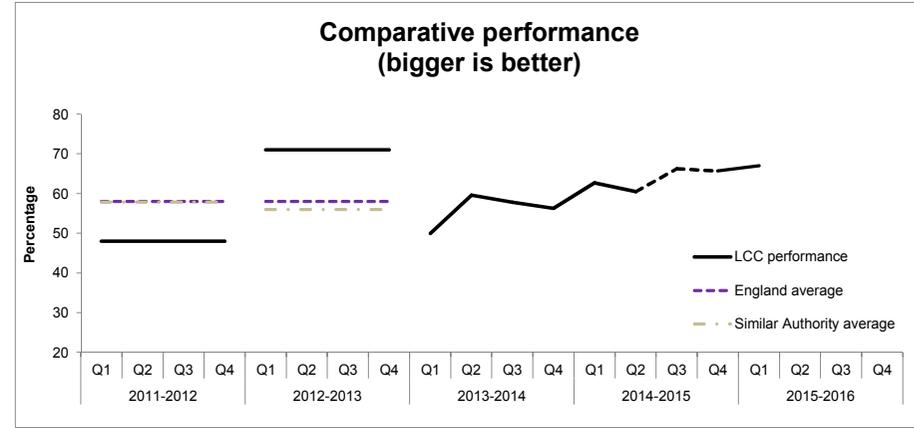
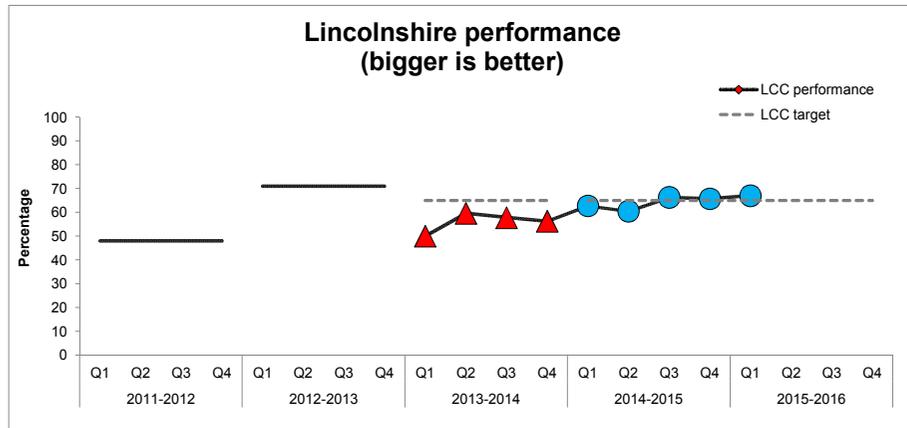
#### COMPARATIVE DATA SOURCE

Local Area Interactive Tool

## Care Leavers in suitable employment, education or training

This indicator is owned by **JOHN HARRIS**

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



### Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance.

### 2015/2016 TARGET RATIONALE

Target to remain the same as previous target. Comparative information is only up to 2013. Looking at the previous comparative information, it has been stable around the 58 mark for national and 56 for similar authorities.

### 2015/2016 TOLERANCE RATIONALE

Upper tolerance set at 3% to aim to regain position in Quartile Band A again.

Lower tolerance set to maintain position achieved in 2014 – trend data is showing a downward trend between 2013 and 2014.

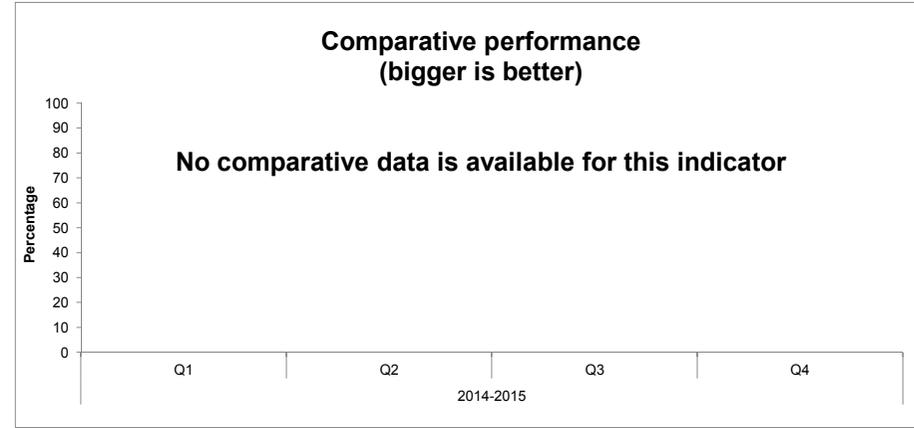
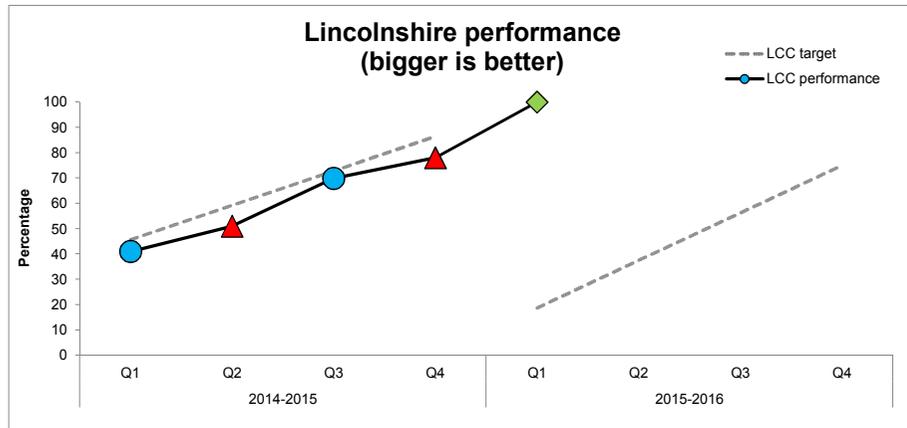
### COMPARATIVE DATA SOURCE

Local Area Interactive Tool

## Percentage of Troubled Families turned around

This indicator is owned by **JO KAVANAGH**

This indicator is in the **COUNCIL BUSINESS PLAN**



### Comment on latest performance from Jo Kavanagh:

The Department for Communities and Local Government targets for Phase One of the Troubled Families Programme (TF) were to evidence that: 100% of families are identified, worked with and turned around by May 2015. Lincolnshire achieved this target of turning round 100% of the 1,370 families. Achieving this target has enabled Lincolnshire to be part of the second phase of the expanded programme with the opportunity to draw down additional funds to work with almost 5000 families over the next 5 years.

#### 2015/2016 TARGET RATIONALE

Taken our 5 year target, split it equally across the 5 years then weighted success toward the back of the programme, suggesting we'll catch up on the target in years 4 and 5, while the first couple of years involve some adjustment to the new programme and teething issues.

#### 2015/2016 TOLERANCE RATIONALE

Upper value set at 5% (excluding Jun 2015). Lower value set to 5%.

Tolerance have been set allow some flexibility each quarter to stay on track to reach the overall target. They have been set at 5% because staying close to the target is vital throughout the year if achievement of 75% is to be achieved in March 2016. A common tolerance level has been applied by other LA's.

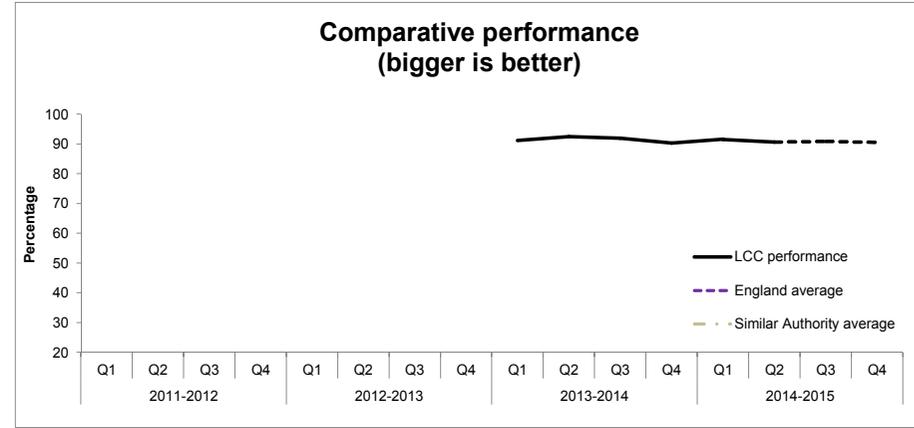
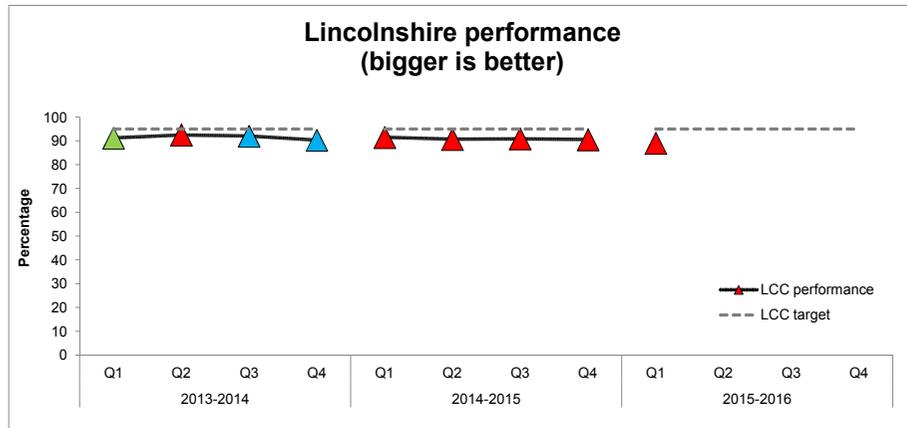
#### COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

## Percentage of Primary Birth Visits done within 14 days

This indicator is owned by **PUBLIC HEALTH**

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



**Comment on latest performance from Public Health:**

**2015/2016 TARGET RATIONALE**

Aim to continue our improving levels of In learning. We have moved in line with our comparators – exceeding them all in Q2 (always a dip due to September Roll up process)

**2015/2016 TOLERANCE RATIONALE**

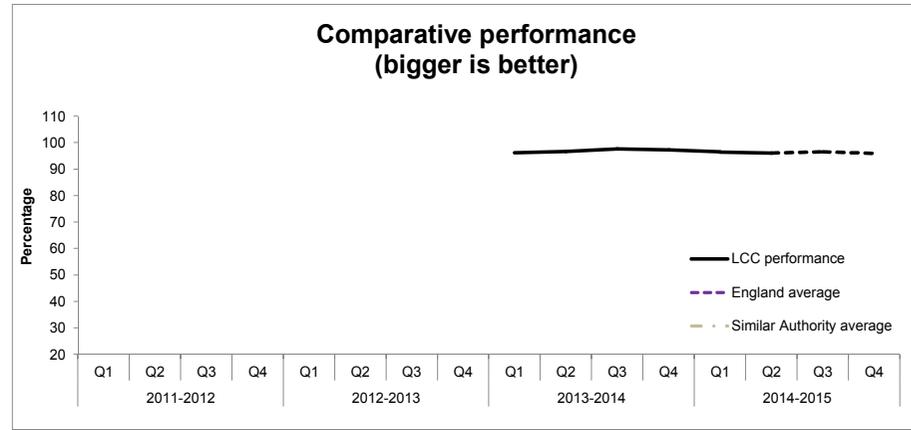
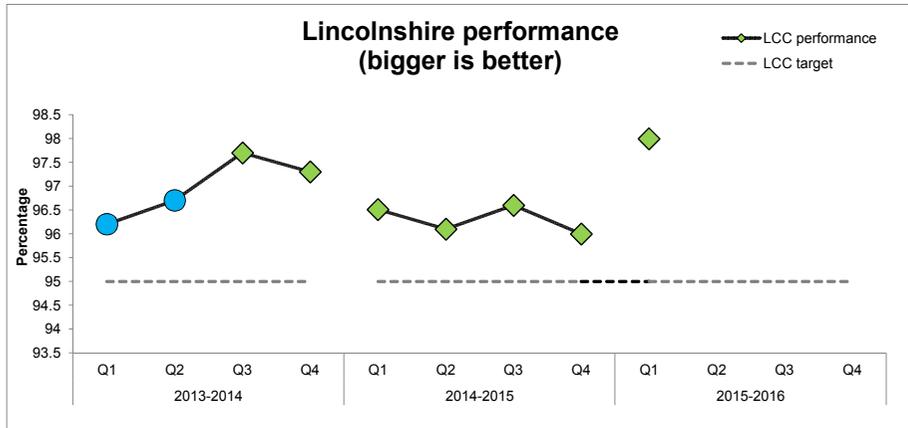
Target is ambitious as LCC already have made significant increases, the tolerance does not, however, allow us to slip under current performance.

**COMPARATIVE DATA SOURCE**

## Percentage of 6-8 weeks visits completed within timescales

This indicator is owned by **PUBLIC HEALTH**

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



**Comment on latest performance from Public Health:**

2015/2016 TARGET RATIONALE

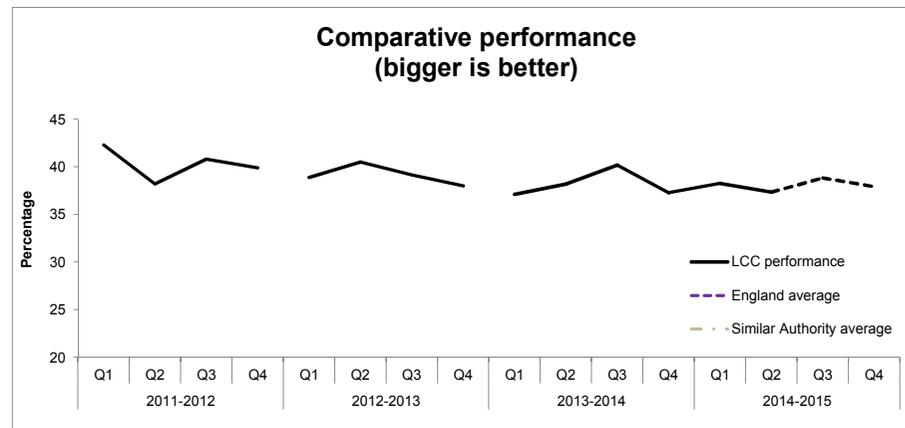
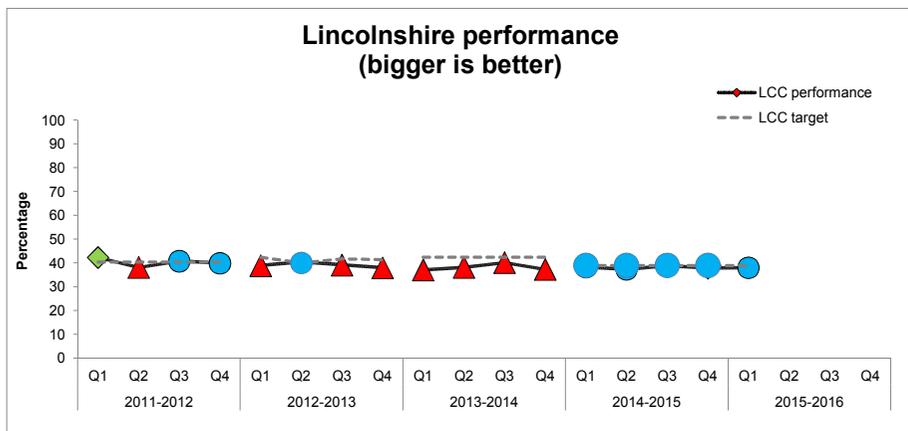
2015/2016 TOLERANCE RATIONALE

COMPARATIVE DATA SOURCE

## Percentage of infants being breastfed at 6-8 weeks (Breastfeeding prevalence)

This indicator is owned by **PUBLIC HEALTH**

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



**Comment on latest performance from Public Health:**

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

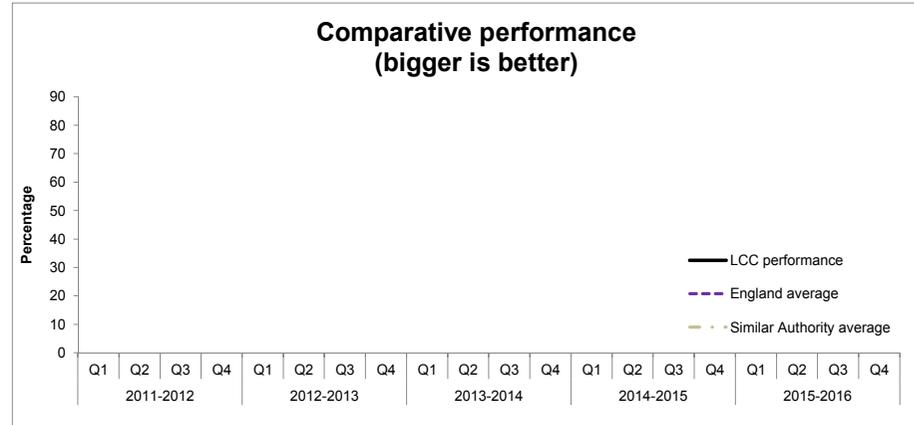
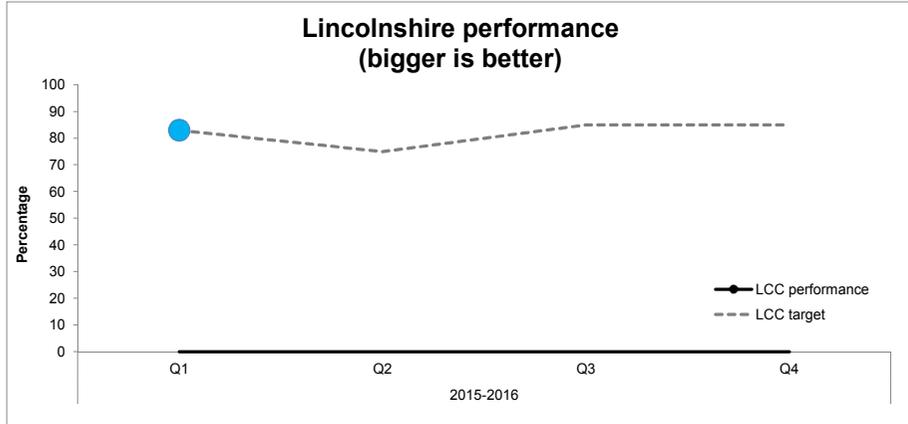
2015/2016 TOLERANCE RATIONALE

COMPARATIVE DATA SOURCE

## Percentage of 16 - 18 year olds Participating in Learning

This indicator is owned by **MAGGIE FREEMAN**

This indicator is in the **COUNCIL BUSINESS PLAN**



### Comment on latest performance from Maggie Freeman:

Performance is slightly above target. This is due to the ongoing work by the Careers Service with individual young people, and with partners and stakeholders to raise the profile of the raised participation age. There has also been a small increase in the proportion of 16 - 18 year olds undertaking apprenticeships.

2015/2016 TARGET RATIONALE

2015/2016 TOLERANCE RATIONALE

COMPARATIVE DATA SOURCE

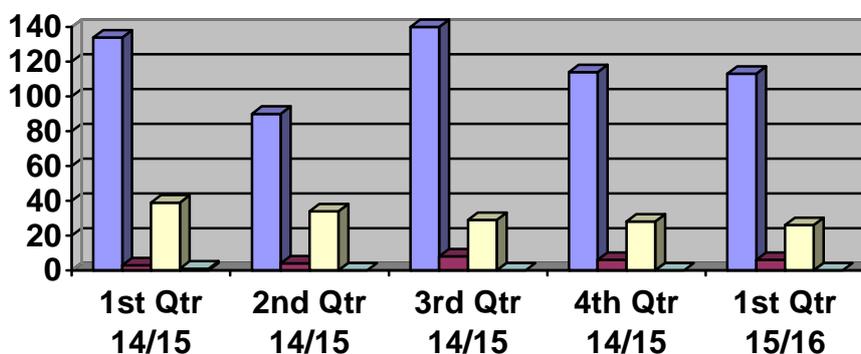
National Client Caseload Information System

## Customer Satisfaction Information – Scrutiny Committees

<b>Children and Young People Scrutiny Committee</b>		
<b>Date Range for Report</b>	1 <sup>st</sup> April – 30 <sup>th</sup> June 2015 (1 <sup>st</sup> January – 31 <sup>st</sup> March 2015)	
<b>Total number of complaints received across all LCC service area.</b>	218 (236)	
<b>Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u></b>	145 (148)	
<b>Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u></b>	8 (12)	
<b>Total Service Area Complaints</b>	Schools	113 (114)
	Corporate – Education and School	6 (6)
	Statutory - Children’s Care	26 (28)
	Youth Service	0 (0)
<b>Schools Complaint Reason Codes</b>	Admission issue	0 (0)
	Allegation against Head Teacher	4 (2)
	Allegation against other school staff	16 (4)
	Attendance Issues	2 (4)
	Bullying – Homophobic	0 (0)
	Bullying – Gender	0 (0)
	Bullying – Racial	0 (3)
	Bullying – SEN	2 (1)
	Bullying – Social Media	0 (1)
	Bullying Issue	9 (17)
	Class/School Organisation	9 (12)
	Equality Issue	0 (1)
	Exclusion Issue	5 (6)
	Inconsistency in application of rules	4 (2)
	Meals/Snacks/Drinks	3 (1)
	Medical	10 (13)
	Other	7 (10)
	Parental responsibilities/rights	8 (6)
	Procedural Irregularity	9 (6)
	Racial Issues	9 (9)
	School Neighbours	0 (1)
	School Uniform	2 (1)
	SEN	5 (10)
	Social Media Abuse	2 (1)
	Truancy Issues	0 (0)
	Unfair treatment by staff	7 (1)
	No category selected	0 (2)

<b>Corporate – Education and School Complaint Reason Codes</b>	Age	0 (0)
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	0 (1)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	0 (1)
	Disagree with Procedure	4 (0)
	Insufficient Information Provided	0 (1)
	Other	0 (0)
	Procedure not Followed	0 (3)
	Procedural - Other	2 (0)
	Service Delay	0 (0)
<b>Statutory - Children's Care Complaint areas</b> Area information not available this quarter due to no database for statutory complaints	Statutory - Children's Care	26 (28)
<b>Youth Service Complaint Reason Codes</b>	Conduct/Attitude/Rudeness of staff	0 (0)
	Procedural – Other	0 (0)
<b>Service Area Compliments</b>	Schools	0 (0)
	Corporate - Children's	0 (0)
	Statutory - Children's Care	8 (12)
<b>How many LCC Corporate complaints have not been resolved within service standard</b>	8 (10)	
<b>Number of complaints referred to Ombudsman</b>	7 (6)	

**Total Complaint Receipts by Quarter**



■ Schools
 ■ Corporate - Education and School
 ■ Statutory - Children's Social Care
 ■ Youth Services

## Summary

### LCC Overview of Complaints

The total number of LCC complaints received this Quarter (Q1) shows a 7.6% decrease on the previous quarter (Q4). When comparing this Quarter with Q1 2014/15 there is a 25% decrease.

### Children's and Young People's Services Overview of Complaints

Children's Services received a 2% decrease (3 complaints) in the number of complaints received compared to Quarter 4. When comparing this with Quarter 1 2014/15, there is an 18% decrease when 177 complaints were received.

This Quarter, schools make up 78% of the total complaints received, with statutory complaints at 18% and corporate at 4%. In Quarter 1 of 2014/15, schools made up 75.7% of total complaints with statutory at 22%, corporate at 1.7% and youth at 0.6%.

### School Complaints

The volume of complaints for Quarter 1 (113) is lower than Quarter 1 2014 (134), is significantly higher than for Quarter 1 in 2013 (74) and 2012 (85) and broadly in line with Quarter 1 in 2011 (106).

Unusually, allegations against members of staff represent the highest single reason for contact with LCC (16). Eight of these allegations concern a single institution, though there is likely to be some duplication within this figure where concerns about the same event have been raised by separate sources. Allegations for all other schools (8) lie within the normal range which ranges between 4 (Quarter 4 2015) and 12 (Quarter 1 2014).

Medical complaints (10) are in line with an upwards trend since the DfE placed new duties on schools to meet medical needs – effective from September 2014 [Q3 2014 (9); Q4 2015 (13)]. This compares with an average of 4 per quarter previously.

Bullying complaints (9) are lower than for previous quarters and do not show any pattern or clustering across schools.

Nine complaints relate to aspects of class/school organisation. This is half that for Quarter 1 in 2014 (18), but broadly in line with the average for Quarter 1 (i.e. 11) over the last four years [2013 (5), 2012 (12)]. There is no clustering of complaints about a particular school in this category.

The category of Racial Issues (9) includes eight Racist Incident (RI) reports submitted by schools and only one parental complaint. Four of the RIs originate from one school; however, this should be read as the school being extremely vigilant in dealing with such incidents rather than that they have a problem over and above other schools; many of whom do not report at all. As Ofsted now look closely at identity-based bullying, more schools are sharing RI reports with Lincolnshire County Council and new guidance will be issued to schools in the new academic year to encourage further reporting.

Nine complaints alleged procedural irregularities. These ranged from children allegedly being given the wrong exam papers to failure to report issues to parents/carers to issues with schools' internal complaints procedures.

SEN complaints (5) show a reduction compared with Quarters 1 (13) & 3 (13) of 2014; though is similar to Quarter 2 (6) in 2014. Possibly the SEND reforms are

becoming more embedded, leading to fewer misunderstandings about the new system.

#### Education and School (Corporate) Complaints

Education and School corporate complaints received 6 complaints this Quarter. 4 of these complaints were regarding school admissions. The remaining two complaints were regarding school meals and a bullying incident at school. Out of the 6 complaints, 1 was recorded as substantiated 2 as partially substantiated and 3 complaints were recorded as not substantiated.

#### Children's Care (Statutory) Complaints

Complaint receipts in Quarter 1 for Children's Social Care have decreased by 2 complaints. From the 26 complaints received this quarter, 0 complaints were substantiated, 11 were partly substantiated and 15 were not substantiated.

The partly substantiated complaints were regarding:

- Three complaints over lack of support to family.
- Three complaints regarding lack of information being provided.
- Two complaints regarding workers being late/cancelled appointments.
- Complaint regarding a change of residence.
- Complaint regarding telephone calls not being returned.
- Complaint regarding conduct and attitude of a member of staff.

#### Overall Children's and Young People Compliments

Statutory Children's Care received 8 compliments this Quarter. The compliments were regarding:

- 7 compliments for social workers/children's services staff for their support and help. These have been received from both families and other professionals.
- One compliment for the Fostering Service for their support to a family.

#### Ombudsman Complaints

In Quarter 1 of 2015/16, 7 complaints were registered with the ombudsman. 2 of these complaints were recorded against Children and Young People. No complaints were recorded against Statutory Children's Care and 2 were recorded against Education and Schools. These two complaints were regarding transport to school/residential placement.

Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 30/06/2015

Table 1a/1b: Schools/Pupils in Schools rated Outstanding or Good

Schools Outstanding or Good	CS166	Pupils in Outstanding or Good	CS165
294	85.2%	82,296	82.1%

Table 2a/2b: Count and percentage of schools by Phase and Overall Effectiveness

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1	-	1
Nursery	3	2	-	-	5
Primary	36	199	34	1	270
PRU	-	-	-	1	1
Secondary	13	23	12	2	50
Special	8	10	-	-	18
Total	60	234	47	4	345

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Nursery	60%	40%	-	-
Primary	13%	74%	13%	0%
PRU	-	-	-	100%
Secondary	26%	46%	24%	4%
Special	44%	56%	-	-
Total	17%	68%	14%	1%

Table 3a/3b: Count and percentage of pupils by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1003	-	1003
Nursery	319	164	-	-	483
Primary	9306	36053	7185	207	52751
PRU	-	-	-	220	220
Secondary	14388	20579	7723	1599	44289
Special	652	835	-	-	1487
Total	24665	57631	15911	2026	100233

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Nursery	66%	34%	-	-
Primary	18%	68%	14%	0%
PRU	-	-	-	100%
Secondary	32%	46%	17%	4%
Special	44%	56%	-	-
Total	25%	57%	16%	2%

**Table 4: Percentage of schools by Phase and Overall Effectiveness Category for Lincolnshire, Statistical Neighbours and Nationally**

Phase	Outstanding			Good			Requires Improvement			Inadequate		
	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National
Nursery	60%	70%	57%	40%	30%	40%	-	-	3%	-	-	0%
Primary	13%	14%	18%	74%	67%	64%	13%	17%	16%	0%	2%	2%
PRU	-	9%	16%	-	77%	69%	-	9%	12%	100%	5%	3%
Secondary	25%	13%	21%	45%	55%	50%	25%	25%	22%	4%	7%	6%
Special	44%	28%	36%	56%	62%	54%	-	7%	8%	-	3%	3%
<b>Total</b>	<b>17%</b>	<b>15%</b>	<b>20%</b>	<b>68%</b>	<b>65%</b>	<b>61%</b>	<b>14%</b>	<b>18%</b>	<b>17%</b>	<b>1%</b>	<b>3%</b>	<b>2%</b>

**Table 5: Schools currently judged to be Inadequate and/or under an Interim Executive Board**

DfE Number	School Name	Academy Sponsor	Status	Time in Special Measures	Number on Roll
9252247	Gainsborough Benjamin Adlard Community	CfBT Schools Trust	Inadequate	-	207
9255416	Sir John Glead School	CfBT Schools Trust	Inadequate	108 days	1332
9251105	The Lincolnshire Teaching and Learning Centre	-	Inadequate	156 days	220
9254061	North Somercotes The Birkbeck School	-	Inadequate	157 days	267
9252220	Theddlethorpe Primary School	-	IEB	-	69
9253137	Saltfleetby CE Primary School	-	IEB	-	30
<b>Total:</b>					<b>2125</b>

**Table 6: Schools not yet inspected**

DfE Number	School Name	Number on Roll
9251106	Acorn Free School	-
9252010	Boston Pioneers Free School Academy	115
9252014	Beacon Primary Academy	53
9252016	Elsea Park Primary School	45
9252021	Wygate Park Academy	38
9252023	Weston St Mary CE Primary School	43
9252024	Grantham The Isaac Newton Primary School	346
9252027	St Giles Academy	444
9252035	Ingoldsby Wood Academy	-
9252168	Keelby Primary School	182
9254008	Lincoln University Technical College	141

9254011	Tattershall The Barnes Wallis Academy	275
9254013	Thomas Middlecott Academy	-
9254050	Horncastle Banovallum School	610
<b>Total:</b>		<b>2292</b>

**Table 7: Good and Outstanding Schools Percentage Comparison**

<b>Region</b>	<b>Percentage of Schools Good or Outstanding</b>
Lincolnshire	85%
Statistical Neighbours	80%
National	81%

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>11 September 2015</b>
Subject:	<b>Children and Young People Scrutiny Committee Work Programme 2015/16</b>

**Summary:**

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

**Actions Required:**

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

## **1. Background**

### Current Work Programme

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

### Forward Plan

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

### Scrutiny Activity Definitions

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

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

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

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

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

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

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

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

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

## **2. Conclusion**

That consideration is given to the content of this report.

## **3. Consultation**

### **a) Policy Proofing Actions Required**

No policy proofing is required for this report.

## **4. Appendices**

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

## **5. Background Papers**

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

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or [Tracy.Johnson@lincolnshire.gov.uk](mailto:Tracy.Johnson@lincolnshire.gov.uk).

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

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

Chairman: Councillor John Hough

Vice Chairman: Councillor Ray Wootten

<b>16 October 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Troubled Families Programme 2 <sup>nd</sup> Phase – Six Monthly Update	Jo Kavanagh Head of Service Lincoln and West Lindsey Locality and Families Working Together	Project Update 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
Member Feedback from Visits to Children's Social Work Teams	Tracy Johnson Scrutiny Officer	Member Report
Additional Item		
Additional Item		

<b>27 November 2015</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Theme Performance: Quarter 2	Sally Savage Chief Commissioning Officer – Children's	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	Status Report
Exclusion Strategy	John O'Connor Children's Service Manager – Education Support	Status Report
Implementation of SEND Reforms – Lessons Learned and Progress Report	Sheridan Dodsworth Children's Service Manager – SEND  John O'Connor	Status Report

Changes to Ofsted Inspection of Schools	Keith Batty Director of CfBT Education Services	Status Report
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<b>15 January 2016</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Children's Services Budget 2015/16 and 2016/17	Debbie Barnes Executive Director of Children's Services	Budget Scrutiny
Additional Item		

<b>4 March 2016</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Report	Tracy Johnson	Scrutiny Review Activity
School Performance 2015	Keith Batty	Performance Scrutiny
Theme Performance: Quarter 3	Sally Savage	Performance Scrutiny
Additional Item		
Additional Item		
Additional Item		

### **Items to be Scheduled**

20's Plenty for Us	Lincolnshire Road Safety Partnership	Status Report
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### **Theme Outcomes**

The Children and Young People Scrutiny Committee is aligned to the five principles set out in the Children and Young People's Plan 2012-2015:

- 1. Early Intervention and Prevention**
  - Strong universal services, providing early action and intensive support to vulnerable children and young people.
- 2. Safeguarding and Best Start in Life**
  - Ensuring children are safe in every environment.
  - Encouraging community responsibility for safeguarding.

**3. Aspiration and Well Being**

- Ensuring all those working with children champion the importance of aspiration.
- Develop self-esteem, self-belief and resilience in all children, young people and their families.

**4. Learning and Achievement**

- All children being the best that they can be.
- Closing the gap between vulnerable groups and children living in disadvantaged communities.

**5. Best Use of Resources**

- Integrating delivery with a focus on outcomes, life chances and opportunities.
- Effective use of resources to provide better services locally.
- Empower communities, creating opportunities for them to engage.

For more information about the work of this Committee please contact Tracy Johnson, Scrutiny Officer, on 01522 552164 or by e-mail at [tracy.johnson@lincolnshire.gov.uk](mailto:tracy.johnson@lincolnshire.gov.uk)

**FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 1 OCTOBER 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
I009700	Strategic Priorities for 16 - 19 (25) education and training for 2016/17	6 Oct 2015	Executive	Children and Young People Scrutiny Committee	Report	14-19 Commissioner Tel: 07826873167 Email: Maggie.freeman@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions