

County Offices
Newland
Lincoln
LN1 1YL

25 February 2016

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 4 March 2016 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: 2 Vacancies

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 4 MARCH 2016**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting held on 15 January 2016	5 - 20
4	<p>Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport - Draft Final Report</p> <p><i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider the draft final report arising from the scrutiny review into the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport which will, subject to the approval of the Committee, be presented to the Executive on 5 April 2016 for its consideration and response)</i></p>	21 - 64
5	<p>Inclusive Lincolnshire Strategy</p> <p><i>(To receive a report which presents the Children and Young People Scrutiny Committee with the Inclusive Lincolnshire Strategy and updates on the progress made in relation to the reduction of school exclusions)</i></p>	65 - 88
6	<p>Lincolnshire Local Authority School Performance 2014-15</p> <p><i>(To receive a report which provides the Children and Young People Scrutiny Committee with a summary of the 2014-15 performance of Lincolnshire schools, following the release of validated performance data by the Local Authority Performance Team on 2 February 2016)</i></p>	89 - 116
7	<p>Performance - Quarter 3 2015/16</p> <p><i>(To receive a report which provides the Children and Young People Scrutiny Committee with the Quarter 3 Performance data, which is relevant to the work of the Committee. The Committee is asked to note that Appendix D is exempt therefore detailed discussion on this document will require the Exclusion of the Public and Press)</i></p>	117 - 150
8	<p>Children and Young People Scrutiny Committee Work Programme</p> <p><i>(To receive a report which provides the Children and Young People Scrutiny Committee with an opportunity to consider its work programme for the coming year)</i></p>	151 - 158

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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
15 JANUARY 2016**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors R Wootten (Vice-Chairman), W J Aron, Mrs J Brockway, S R Dodds, Ms T Keywood-Wainwright, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, C J T H Brewis, C E H Marfleet, J R Marriott and C L Strange

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:-

Debbie Barnes (Executive Director of Children's Services), Keith Batty (Director of Programme, CfBT Education Services), Stuart Carlton (Assistant Director Children's Lead Early Help), Matthew Clayton (School Organisation Planning Manager), Charlotte Gray, Tracy Johnson (Senior Scrutiny Officer), Heather Sandy (Chief Commissioning Officer for Learning) and Rachel Wilson (Democratic Services Officer)

50 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors B Adams, A G Hagues, B W Keimach and Mrs S Wray.

Apologies for absence were also received from Mr P Thompson and Mr C V Miller.

The Chief Executive reported that having received notice under Regulation 13 of the Local Government (Committees and Political Groups) Regulations 1990, he had appointed Councillors C E H Marfleet, J R Marriott, C J T H Brewis and C L Strange as replacement members on the Committee in place of Councillors B Adams, A G Hagues, B W Keimach and Mrs S Wray, for this meeting only.

The Committee was informed that this would be the last meeting for Mrs Emma Olivier-Townrow and Mr Craig Miller as their term of office as a Parent Governor Representative would end on 2 March 2016 and neither of them were eligible to stand again. The Committee thanked them for all their hard work and commitment over the last four years.

51 DECLARATIONS OF MEMBERS' INTERESTS

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

52 MINUTES OF THE MEETING HELD ON 27 NOVEMBER 2015

RESOLVED

That the minutes of the meeting held on 27 November 2015 be signed by the Chairman as a correct record.

53 PROPOSAL TO DISCONTINUE THE USE OF THE MABLETHORPE SITE
AND CONSOLIDATE PROVISION FOR MONKS' DYKE TENNYSON
COLLEGE AT THE LOUTH SITE, AS A SINGLE SITE SCHOOL

The Committee was invited to consider a report on the proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school which was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 29 January 2016.

It was reported that the proposal under consideration was the closure of the Mablethorpe site of the Monks' Dyke Tennyson College (MDTC) with effect from 31 August 2016. Members were advised that this proposal had been made by the Governors of MDTC, a split school with two sites located in Mablethorpe and Louth (15 miles apart), and concerned the closure of the school's Mablethorpe site, thereby consolidating provision at Louth.

A pre-publication consultation process took place between 2 September and 7 October 2015. The proposal to close came from concerns regarding the educational provision (currently 171 pupils on the Mablethorpe site) and financial viability (following a staff restructure a deficit of £350k was still projected at the end on 2015/16 and rising to £673k for 2016/17) of the Mablethorpe site. Falling numbers and increasing pressure to deliver a suitable curriculum were the main contributing factors.

It was reported that 16 options had been identified in relation to future provision in Mablethorpe, however, the majority were out of the control of the Local Authority which was the decision maker for any proposal resulting in the closure of the Mablethorpe site, whilst the school remains maintained by the Local Authority.

The Committee was advised that members of the Governing body and Headteacher of MDTC as well as campaigners from the Save Tennyson School group were in attendance at the meeting, and would be given 3 minutes each to speak to the Committee.

The Chief Commissioning Officer for Learning introduced the report and advised that the proposal to close the school site and consolidate provision in Louth had come

from the governing body for reasons including financial viability, educational provision and falling numbers. The school was currently unable to maintain a broad and balanced curriculum and so it would also be unable to do this as a stand alone school.

The School Services Manager provided an update on the transport arrangements. The Committee was advised that should the Mablethorpe site close, the Council would be obliged to provide transport to an alternative provision. Free home to school transport would be provided to the Louth site, for those pupils transferring or for new joiners in September 2016. If pupils gained a place, they would also be entitled to free transport to John Spendluffe Technology College in Alford as the new nearest school, and to Somercotes Academy in north Somercotes as the new Designated Transport Area (DTA) school. New pupils after September 2016 would only be entitled to free transport to John Spendluffe and to Somercotes Academy. This was not provided at the moment as there was a school in Mablethorpe. The cost of this transport would be met by the county council from its home to school transport budget. It was stated that this would not come from the schools budget. It had been identified and accepted as a budget pressure.

It was acknowledged that the authority was faced with a very difficult decision, but it was the local authority's responsibility to ensure that the opportunities for every child were maximised and that the best education possible was provided.

David Bennet, Vice Chair of Governors was invited to speak for not more than three minutes, and some of the points highlighted to the Committee included the following:

- He had previously worked as a head teacher and had been invited to join the governors to assist in securing the merger with the Louth site which was handed over in 2012 to the governing body;
- The only option from the governors point of view was to close the site in Mablethorpe, as it could not offer the quality of education on that site that the children deserved;
- There were 162 children currently on roll at Mablethorpe, with 12 planned to start at the school in September 2016. It was not possible to attract the funding or provide a variety of education with those numbers;
- The governors were unable to set a balanced budget, which was a legal requirement;
- In terms of background on the falling numbers, it was not expected that there would be a significant demand for secondary school places for 10 years.

Mike Eyre, Headteacher was invited to speak for not more than three minutes and some of the points highlighted to the Committee included the following:

- He had worked in Mablethorpe for 10 years, and in 2006 it was known that the school was struggling, and had poor results and falling numbers, and by 2008 they were working towards a merger with the school in Louth. In that time the school had some excellent results and introduced a sixth form, with some students going straight to university. However, despite this the school was unable to increase its pupils numbers;
- There had been a lot of effort to make this school work. The governing bodies joined together in 2010 and the schools merged in 2012;

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- It was planned that any students who would be transferring to Louth would have the opportunity to attend the school on a couple of occasions before the transfer took place to help with the transition.

Members were provided with the opportunity to ask clarifying questions to the Headteacher and Vice-Chair of Governors, and some of the issues highlighted included the following:

- It was queried whether when courses were offered, if they were based entirely at either Mablethorpe or Louth. Members were advised that they were, and options were delivered on a Tuesday and Thursday, and if the course was delivered at the other site to the one the child attended normally, they would have to travel to the other site. It noted that students generally travelled from Mablethorpe to Louth for courses;
- Teachers did teach at both sites, and would only be reimbursed if they were expected to transfer between the sites during the same day;
- It was commented that 174 students was not viable, and it was queried what the total capacity for each site was. It was confirmed that the capacity at Mablethorpe was 435 and at Louth 1200;
- It was queried whether it was possible that publicity regarding the potential closure could have contributed to the low numbers enrolled for September. It was acknowledged that this could have had an impact, but the previous year there were 24 new students, and the year before 33;
- It was queried whether there were any figures on how many Mablethorpe parents would take up the places in Louth. Members were advised that this information was not yet known as the decision to close had not yet been made;
- The school tried to operate courses on its home site, but for those that did need to travel, the school day would still start at the same time. Members were advised that there were about 30 students travelling to Louth from the Mablethorpe area.

Paddy Prince and Chris Flanagan from the campaign group "Save Tennyson School" were invited to speak for three minutes each and some of the points highlighted to the Committee included the following:

- They wanted to secure a high quality offer of education provision for Mablethorpe;
- The closure of the secondary school in an area of high deprivation would have repercussions for the town which should be considered;
- There was strong evidence to show that a large number of local businesses were owned by ex-pupils;
- There would be an impact on the children of traveling long distances, as well as a lack of access to after school activities;
- The merger of the two schools had a significant effect on parents' lack of confidence in the school;
- There had been dialogue with Multi-Academy Trusts, which had been very important in helping to form the thinking of the campaign group;

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- In terms of the curriculum provision and finance, there was a need to academise MDTC, and the campaign group believed it had come up with a viable solution. However, time was not on their side;
- They would like an existing multi-academy trust with a proven track record of turning around failing schools, and one with several sites;
- It would be focused on turning the parental tide of choice by transforming the curriculum offer;
- They would like to establish a free school formally focused on students aspirations and a flagship of innovation and enterprise;
- Once they had a multi-academy trust on board it would help to progress the application to DfE. This was supported by the community and parents, and a petition had been brought to the County Council at its last meeting in December 2015;
- The group was supported by local councillors at all levels and across all parties;
- It was requested that the authority defer the decision on the closure of the school to allow the time to finalise the proposal for a free school.

Members of the Committee were provided with the opportunity to ask clarifying questions to the campaign group members and some of the points raised included the following:

- It was queried how much additional time the campaign group would need, and it was requested that the decision be deferred for 12 months;
- It was queried what the intelligence was regarding what parents in Mablethorpe wanted in the future, and were they happy with options of Louth or North Somercotes. Members were informed that parents wanted their children to be educated locally, and the parental preference choice for Louth was quite low. John Spendluffe School was quite popular, but there was limited capacity with no plans to expand further;
- Was there any evidence that parents who were currently sending their children to John Spendluffe would transfer their children back to Mablethorpe? It was commented that parents would support local provision of education if this was high quality following research carried out by the campaign group in October 2015;
- It was commented that academies were better at marketing themselves than maintained schools. There was a need for schools to be proactive in terms of marketing themselves. Any further provision in Mablethorpe would be personalised to the needs of the child;
- Not all academies were successful, and if an academy failed, it would fall to the local authority to 'pick up the pieces' as they retained the statutory sufficiency duty;
- The campaign group wanted to see an offer of high quality sustainable education;
- Members commented that the campaign group talked about a proposal for a free school, but nothing had been submitted;
- A free school had a lot of flexibility in how it ran its curriculum, and it would want to be a type of school known as a Studio School, which would be for 14-19 year olds and would be work based. This would allow children to work in

ways that were best suited to their skills. However, the DfE had recently changed the guidance on how free schools could open including studio schools, and so there had not been time to amend the proposal;

- One of the criteria was that a studio school must be part of or closely aligned to a secondary school rated 'good' by Ofsted;
- A free school would be able to open with just pupils in Year 7, which would give the opportunity for a fresh start;
- A lot of work had been done on the specific needs of coastal communities;
- It was queried what would happen to the 11-14 year olds if the studio school was catering for the 14-19 age range, and members were advised that there would be a proposal to open a free school for age 11-16 at least, and the studio school would be attached.

Once all guests had been given the opportunity to speak and answer any clarifying questions, members of the Committee were invited to debate the proposal and recommendations as well as the information provided by the guests. Some of the points raised during discussion included the following:

- It was queried whether any parents in Mablethorpe sent their children, full time, to the Louth site. It was noted that if they currently studied full-time at Louth, they would not receive free school transport;
- The Head Teacher was aware of the discussions between the campaigners and the academies, and had established contact with the Regional Schools Commissioner, but at the moment, a multi academy trust had not come forward. It was noted that any proposal for a free school would require the school to be closed;
- Whilst it was acknowledged that there was no pressure on secondary places, it was queried what the position with the primary sector was and whether there would be more demand in five years for example. Members were advised that primary schools in the area had not needed to add any places;
- It was queried how long the coach journey between Mablethorpe and Louth would take between 7.30am and 9.00am, and it was reported that it should be 40-50 minutes, which was within the guidelines of what was considered acceptable for secondary age pupils;
- Concerns were expressed regarding integration as 38% of the pupils at the Mablethorpe site were on the SEN register;
- It was confirmed that the estimated £250,000 cost of transport took into account any additional transport for SEN pupils. It was noted that 20% had been added to the transport estimates for this purpose;
- It was noted that the distance to Louth was about 15 miles, to Alford was 8 miles and to North Somercotes about 11 miles;
- It was commented that the least amount of travelling time was best, but there were a lot of children who did have to travel to school, as Lincolnshire was a rural county;
- It was not believed that there was any antagonism between the communities of Louth and Mablethorpe, but the proposed closure had not helped matters, and there would need to be some careful planning for the transition;
- It was clear that the Louth school was valuable to the town and people wanted to see the same opportunities for parents in Mablethorpe;

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- It was suggested that the low number of children signed up for September could be attributed to the potential closure, and there was clear opposition from the local community. There were concerns the closure could impact on where people chose to live, which could threaten the viability of primary schools in the long term. It was commented that Mablethorpe was not a small rural village, it was one of the largest settlements on the East Coast of Lincolnshire, and people would expect it to have a secondary school;
- It was not believed that parents in Mablethorpe wanted their children to go to school in Louth, and it could end up with parents having a very poor choice of schools;
- One member commented that this decision could fundamentally change the future of the town;
- It was proposed that the Committee support the campaign group and agree to defer the decision for one year to allow the group or other providers to come with proposals. It was suggested that as a budget pressure would be created by the need for home to school transport to be provided, could this instead be used to help the school with their budget difficulties? It was confirmed that this was not equitable across the school community;
- One member commented that they supported the recommendations in the report, and informed the Committee that they had not received any comments from residents regarding the potential closure, even though their division was close to Mablethorpe;
- There was a need for education to have good facilities, and if a school was struggling it was a dis-service to the children. MDTC needed to move on. More than £500,000 was needed to keep it going on an annual basis, and if it was going to become a free school, it needed to close first;
- It was noted that there were also flooding issues to be taken into consideration;
- It was noted that concerns had been raised by students at Mablethorpe regarding not feeling welcome at the Louth site, and there were reports that there was bullying taking place. The Committee was advised that transition arrangements would be carefully considered;
- There were concerns about making Louth the preferred option as it was so far away. However, it was clarified that this would only be for the children currently attending the Mablethorpe site. For new applicants, the nearest school could be the preferred for parents and parents would continue to have choice;
- It was commented that 8,500 signatures on the petition was an achievement, however, parents were sending their children elsewhere;
- It was also commented that it was not the fault of the Head Teacher and staff that the proposal to close had been put forward, they had put up a significant fight to keep the school going;
- It was noted that parental choice was very important, but so were the needs of the children;
- This was a rural county, and many children had to travel. One member commented that there was not a secondary school in their division and so all children had to travel, and it did not take children away from activities in the

community. The community supported the children, and there was no negativity about them going to school in a different area;

- It was commented that the concept of a free school was not a panacea, and that if the school did not teach the same curriculum that the rest of the country was following then the children would have gaps in their education;
- In terms of concerns regarding children missing out on extra-curricular activities by travelling to the Louth site, it was commented that many schools offered these activities before school and during lunchtimes;
- If a school was not viable it would be a negative environment for children;
- Members were advised that the funding for SEN followed the pupil. Detailed transition planning would only be carried out once a decision had been made;
- If a parent wished to explore another school for their child, it would be recommended that they went through the School Admissions Team;
- Many of the primary schools in Mablethorpe were within walking distance. Free home to school transport would only be provided if the nearest school was more than three miles away or the child had a statement of educational need/health, education and care plan which required transport;
- It was commented that just because Lincolnshire was a rural county, did not mean it was acceptable to transport a child for up to two hours per day;
- The school would need to close for the free school proposal to be successful;
- It was suggested that children would enjoy being in a bigger school, and it was thought that there was no other option but to go down the closure route;
- The age demographic of East Lindsey was older than in other parts of the county;
- It was commented that a school was not necessary for a thriving community;
- It was not possible to run a full curriculum with 160 students, and it was thought that a viable school needed almost 1000 students;
- There were some complications with the land, but the local authority could be sympathetic to not doing anything with the land for 12 months;
- It was proposed that the Mablethorpe site of MDTC be closed as per the recommendation, but that the authority retain the site for 12 months to allow time for a bid to be put together regarding alternative options. It was noted that the Executive Councillor for Adult Care and Health Services, Children's Services advised the Committee that she would support this proposal;
- It was commented that the Campaign Group recognised that the current situation was not viable but it was asking for the decision to be deferred;
- There was a request that measures be put in place to ensure that the site remained usable and damage was limited if it was to close;
- Significant funding would be required to keep the school open for another year, as this additional year could result in almost £1million deficit. The formula would not allow for funding to be taken from the schools budget, and neither would other schools support reducing their funding to fund this schools additional costs. There were also significant challenges in terms of availability and recruitment of staff;
- There was the potential for redundancies but if the decision was to close the school, voluntary reductions would be sought as well as opportunities to redeploy staff;

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- Additional resource was already available to assist with admissions if support was required;
- It was noted that as a decision had not been made, it could not be confirmed how much additional resource would be required to implement the transition plan. However, the school had requested and additional two teacher training days, and the authority would be minded to support this request. The Customer Service Centre had also received additional training to allow them to deal with queries relating to admissions.

It was proposed and seconded that the decision to close the school be deferred for 12 months. Upon being put to the vote, the motion was lost.

It was proposed and seconded that the recommendations as set out in the report be supported with the addition that the land be retained by the local authority for 12 months and that the community and other educational professionals be supported in their bid to secure a free school.

RESOLVED

1. That the recommendations to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report be supported;
2. That the Executive Councillor for Adult Care and Health Services, Children's Services be recommended to retain the school site and land for 12 months to allow time for further exploration of alternative secondary education provision in Mablethorpe;
3. That the comments made by the Committee be passed to the Executive Councillor for Adult Care and Health Services, Children's Services.

54 CHILDREN'S SERVICES BUDGET 2015/16 AND 2016/17

Consideration was given to a report which provided the Committee with information on the Children's Services budgets for 2016/17. The views of this scrutiny committee would be reported to the Executive prior to finalisation of the 2016/17 budget proposals for the full Council's consideration in February 2016.

The Committee received a presentation in relation to the Budget Proposals for Children's Services which provided detailed information in relation to the following areas:

- Current Financial Position
- Savings achieved since the 2010 Comprehensive Spending Review
- Budget Pressures
- Commissioning Outcomes for Children's Services
- Proposals for Revenue Savings – Readiness for School
- Proposals for Revenue Savings – Learn and Achieve
- Proposals for Revenue Savings – Readiness for Adult Life
- Proposals for Revenue Savings – Safe and Healthy
- Capital Requirements

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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 presentation, and some of the points raised during discussion included the following:

- It was clarified that there was an increasing budget in relation to Special Guardianship Order Placements. The executive Director for Children's Services explained the circumstances of Special Guardianship Orders and associated funding implications;
- There was a proposal to consult on the closure of phase 3 Children's Centres, however, the authority had a sufficiency duty which may be tested during the consultation process, alternative options would also be considered;
- There were concerns regarding the decommissioning of non-statutory school support services which supported vulnerable young people, and it was queried whether the business sector could be approached to help with education support. It was clarified that the business sector already provided internships and other work placements for learners with a learning disability;
- There were also concerns around the decommissioning of the Counselling Service for grief and loss and it was queried whether this could be passed to health or CAMHS. It was noted that CAMHS was already in a challenging position with regard to demand management;
- It was commented that Children's Centres provided advice, guidance and support to families if they felt as though they were reaching crisis point;
- In terms of post 16 transport, it was queried whether there was any legal obligation to provide transport for those families in poverty;
- One member commented that they could not support the decommissioning of these services as it would harm communities. If it was considered a good idea to introduce the services then they should remain. It was proposed that the Committee vote against the budget proposals and that the Executive be asked to look again at these services to see whether they could continue to be funded;
- The Executive Councillor for Adult Care and Health Services, Children's Services was in attendance at the meeting and responded to comments made and advised the Committee that the Executive had spent a lot of time since the summer examining budgets to try to find the extra millions that the authority was losing. However, there was still a gap of £30m. Government had been lobbied by the Executive for extra funding. Reducing services was not what the Executive wanted to do, but they needed to look at what was the best way to keep people safe. These had not been easy decisions to make, and there were reductions in every service. There was a requirement for the authority to set a balanced budget. If in 3/4 years' time local government started to receive more funding, then it was possible that some of these services could be reinstated;
- It was queried whether there was any further information in relation to the alternative operating model for the children's centres;
- It was acknowledged that the authority was in an incredibly difficult position.
- Children's centres provided a lot more help to communities than just help and advice;
- It was commented that the authority could not afford to continue these services, and had done its best over the last five years to make savings that

allowed the authority to balance its books, and there was no alternative but to accept the recommendations;

- Skills were a big issue, and it was reported that Justin Brown (Enterprise Commissioner) and his team were doing a considerable amount of work on this area. It was also commented that Councillor C J Davie (Executive Councillor for Economic Development, Environment, Planning and Tourism) was working very hard on the skills agenda;
- A member commented that they had had considerable concerns the previous year regarding the removal of funding from the Music Service, but she had looked into this further and was convinced that the model which had been presented would become self-sustaining and be viable. It had continued to deliver the service and children continued to access the service, including those from low income families;
- It was commented that not all of the Children's Centres were used as much as they could be, and if there was a way of providing the services elsewhere, and not paying for the building, then it should be looked into;
- In terms of the supported employment team, there was already a link with businesses to identify work experience placements. The authority had traditionally brokered and provided support for the young person to access that experience. If this service was decommissioned, colleges would have a role in supporting a young person to transition into work;
- In relation to the Grief and Loss service, it was acknowledged that this was a highly valued service, however it was not a statutory requirement for the local authority to provide this service. Members were advised that in response to the publication of the report, an e-mail had been received from the Lincolnshire Centre for Grief and Loss advising that there were many reasons why a young person would be referred to the service, including the preventative nature of the counselling intervention, as well as issues such as low confidence and self-esteem, or self-harming, in those affected by a broad range of causes including bullying, depression and anxiety, family separation and breakdown, physical and sexual abuse and serious family illness;
- In relation to academies, and the Education Support Grant (ESG), members were advised that there was a per pupil amount provided to the school and the local authority. When a school converted to an academy, the local authority would lose part of the education support grant. However, it was noted that there had been a slow down in conversions to academies, but that future consultation on the ESG was expected;;
- Children's Centres were highly valued, but the least worst options were being considered, as safeguarding was being protected. A lot of work was being done to ensure that the right families access the children's centres, and approximately 90% of the families in contact with the authority were registered with Centres;
- The alternative operating model for the Children's Centres would be looking to see whether community delivered services could be provided in other facilities in the community, such as village halls;
- School improvement was moving towards a sector led approach and the biggest concern was the capacity for schools to be able to support each other. However, there was a need to change the current model which had expended

its ability to move Lincolnshire's schools forward, as nationally schools were progressing much faster than they were in Lincolnshire;

- The schools budget had not been reduced, as it was protected;
- In relation to Post-16 transport, the statutory duty was to provide affordable transport, and Lincolnshire was slightly below average in its charges compared to other authorities. The option of means testing for low income families was explored, but the administration burden of this meant that potential budget savings were reduced;
- Recommendations from the Grammar School Transport Task and Finish Group would be presented to this Committee. It was not yet known what the recommendations would be, but they could generate a cost saving or a pressure. Members were assured that the work being carried out was very robust;
- In terms of youth centres, the delivery of positive activities was being transferred to the community, but there were still some residual costs from the running of the youth centres, such as maintenance.

It was proposed and seconded that the Committee should not support the recommendations in the report. Upon being put to the vote this motion was lost.

It was proposed and seconded that the recommendations in the report be supported, and upon being put to the vote this was carried.

RESOLVED

1. That the contents of the report be noted;
2. That concerns regarding the potential closure of phase 3 Children's Centres, and the decommissioning of non-statutory services be passed to the Executive.

55 OUTCOMES FROM SCHOOL IMPROVEMENT WORKING GROUP

Consideration was given to a report which provided the Committee with an opportunity to consider the outcomes from the School Improvement Working Group.

It was reported that at the meeting of this Committee held on 28 November 2014, it was agreed that a working group would be established to look at School Improvement. Following consideration of a report by the Children and Young People Scrutiny Committee on 24 April 2015 which was subsequently agreed by the Executive on 5 May 2015 on the Future Delivery of the School Improvement Service, the remit of the working group was changed to focus on the risks and benefits of the new model for school improvement which would replace the existing CfBT contract.

The new model would be a sector led approach which would establish a collaborative Lincolnshire Learning Partnership which would deliver a tiered approach to School Improvement including peer review, quality assurance and appropriate governance arrangements.

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Members were advised that a number of meetings with officers from CfBT and Children's Services had been held to gain an understanding of the existing CfBT offer and the new sector led model. The Working Group analysed the new sector led model using the Signs of Safety approach.

The Committee was 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:

- This would be the introduction of a new culture, and with this there would always be a counter culture, which would need to be managed carefully;
- There may be more opportunity to look at governors supporting this model and they could be supported;
- The working group spoke to a lot of people, and it was commented that there were some things which would need to be watched for when implementing the new model and it was suggested that the group should meet every so often in an informal manner with Heather Sandy;
- There had been a lot of new information for the working group to work through, and it was thought that there would be a need for regular reviews by this Committee;
- It was thought that the report did not reflect the amount of meetings which had taken place or the information discussed;
- It was requested that a report on how the action plan would be implemented be brought back to the meeting in March;
- Members of the working group thanked Tracy Johnson, Senior Scrutiny Officer for all her work with the group and in ensuring that the group had all the information they needed;
- It was noted that the new model had not yet commenced, and had only been through consultation. There would be a launch in February 2016 with Head Teachers. It was requested that the members of the Working Group be invited to the launch.

RESOLVED

1. That the comments made in relation to the outcomes of the School Improvement Working Group be noted;
2. That a further report from the Working Group be brought to the march meeting;
3. That the Committee receive six monthly updates on the implementation of the new sector led model for school improvement.

56 CORPORATE PARENTING PANEL UPDATE

The Committee received an update on the work of the Corporate Parenting Panel.

It was reported that the Corporate Parenting Panel last met on Thursday, 10 December 2015. At the meeting, the Panel received a report outlining an audit of placement disruptions of Looked After Children. The audit had looked at 38 cases, of

which 15 had been disrupted, and highlighted some results which were expected and some new issues. It was highlighted that there was a need for foster carers to build good relationships with their social worker so that they had someone to speak to about any difficulties they were having.

The Panel also received the first joint annual report for Looked After Children between Children's Services and Health where it was highlighted that the biggest challenge was ensuring assessments were completed within statutory timescales as these had to be completed by a medical officer. The Panel had a discussion around children from other areas placed within Lincolnshire and the impact on the service due to their emotional and behavioural needs. At the time of the meeting there 440 children placed in Lincolnshire from out of county, which was in addition to the 654 children under the care of Lincolnshire.

It was reported that the next meeting was on 10 March 2016 and the Panel would be considering a report from Debbie Barnes on the outcomes from national research by the Association of Directors of Children's Services, the Virtual School Heads Network and the National Consortium for Examination Results. In addition the Panel would be receiving a six monthly update from Barnardo's on the Leaving Care Service.

Consideration was also given to the draft minutes of the previous meeting of the Panel which were attached as Appendix A to the report, and a concern was raised regarding the complaint which was received from a child. Members were advised that the complaint had been dealt with and had a satisfactory outcome.

Queries were raised regarding the children who were placed from out of county and whether there was a budget which accompanied them which was sufficient for the authority to meet their needs. Members were advised that this was a complex issue, and funding was broken down into different aspects. If they lived and were educated in Lincolnshire, the funding came to the authority to be pass-ported straight to the school, and if the child had a statement, but was a child from another local authority, then the school had to meet their needs. In terms of social care, Lincolnshire as an authority was not responsible for this (if the child was looked after by another local authority). If the child had a health issue then normally, the local health provider would meet the need except if specialist intervention was needed which was more complex.

RESOLVED

That the Children and Young People Scrutiny Committee note the work of the Corporate Parenting Panel.

57 2016/17 CONTRACT WITH LINCOLNSHIRE COMMUNITY HEALTH SERVICES NHS TRUST FOR HEALTH VISITING, SCHOOL NURSING AND ANTENATAL WEIGHT MANAGEMENT

Consideration was given to a report which invited the Committee to consider a report on the 2016/17 contract with Lincolnshire Community Health Services NHS Trust

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
15 JANUARY 2016

Health Visiting, School Nursing and Antenatal Weight Management which was due to be considered by the Executive on 2 February 2016.

Members were advised that contracts were in place with Lincolnshire Community Health Services NHS Trust (LCHS) for a number of children's health services. This included a contract for Health Visiting (with a value of £8.650m per annum for 2015/16), and one for School Nursing and Antenatal Weight Management Services (with a value of £2.749m for 2015/16). Both of the contracts had an end date of 31 March 2016 and neither contained the provision to further extend the contract period.

Children's Services was conducting an extensive review of these services alongside other early years provision where there was a clear interface.

It was reported that a request for members' names to be put forward to form a working group to look at the details of this contract more closely had been received. It was confirmed that members would be contacted and included at the appropriate time to work with officers on the new arrangements.

RESOLVED

1. That the Children and Young People Scrutiny Committee support the recommendation(s) to the Executive as set out in the report;
2. That a small number of members form a working group to work with officers on the new arrangements, at the appropriate time.

58 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK
PROGRAMME 2016

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

It was reported that in addition to the items listed on the Work Programme, a further report on the School Improvement Working Group would be brought to the meeting on 4 March 2016. Members were also reminded that following the meeting on 4 March 2016, there would be a workshop on Progress 8 and Assessment Developments in Schools by CfBT.

It was also noted that there was a pre-decision scrutiny item on the agenda for 15 April 2016 regarding the potential closure of Saltfleetby Primary School. The consultation period would run from 10 February until 9 March 2016. It was suggested that a small working group be established to meet with officers to discuss the proposal to close the school. Councillors J D Hough, S R Dodds and C R Oxby volunteered to take part in this working group.

It was suggested and agreed that Emma Olivier-Townrow (Parent Governor Representative) should be invited to attend the meeting on 4 March 2016 to assist in the presentation of the School Improvement Working Group Report, after noting that this would be her last meeting of the Children and Young People Scrutiny Committee before her term of office ended on 2 March 2016.

RESOLVED

1. That the comments made in relation to the Work Programme be noted;
2. That a report from the School Improvement Working Group be brought back to the meeting on 4 March 2016, and Emma Olivier-Townrow be invited to attend this meeting;
3. That a small working group of the following members – Councillors S R Dodds, J D Hough and C R Oxby be formed to discuss the proposed potential closure of Saltfleetby Primary School.

The meeting closed at 1.00 pm

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

Report to:	Children and Young People Scrutiny Committee
Date:	04 March 2016
Subject:	Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport - Draft Final Report

Summary:

This report invites the Children and Young People Scrutiny Committee to consider the draft final report arising from the scrutiny review into the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport. Subject to the approval of the Committee, the report will be submitted to the Executive on 5 April 2016 for its consideration and response. This response will be considered at a future meeting of the Committee.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

- (1) approve the attached draft final report on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport.
- (2) agree that the final report should be submitted to the Executive on 5 April 2016 for its consideration and response.

1. Background

A Task and Finish Group comprising nine non-executive County Councillors has undertaken a review of the Council's Home to School Transport Policy in relation to discretionary Grammar School Transport. Councillor Mrs Jackie Brockway was appointed the chairman of the Task and Finish Group.

The review was undertaken between September 2015 and February 2016. As part of the review, the Task and Finish Group met eight times, during which it has reviewed the current discretionary Grammar School Transport Policy and the costs involved in providing this policy, examined Grammar School Transport policies at other councils with grammar schools, and held an engagement day with Headteachers and Chair of Governors of a selection of grammar and non grammar schools, parents, campaign groups, and the Youth Cabinet. The Task and Finish Group has also examined a range of options for changing the current Grammar

School Transport Policy to address the issues and concerns raised by parents, schools and young people.

The Task and Finish Group initially planned to undertake more extensive consultation through two surveys, one for schools and one for parents, on potential changes to the Grammar School Transport Policy. However, after seeking advice from the Community Engagement Team, the Task and Finish Group was advised not to undertake such extensive consultation, because if the Task and Finish Group recommended changing the Grammar School Transport Policy which was subsequently agreed by the Executive, then a formal consultation process would need to be undertaken. It was highlighted that such extensive consultation by the Task and Finish Group could jeopardise a formal consultation process which would need to be undertaken if the policy was proposed to be changed. As a result, the Task and Finish Group held an engagement day instead with a selection of stakeholders to ascertain the issues and views in relation to the current Grammar School Transport Policy.

Furthermore, Legal Services advised the Task and Finish Group that an Equality Impact Analysis was not required for the scrutiny review and would only need to be carried out if a decision is taken to potentially change the Grammar School Transport Policy. Therefore, if the Executive decides to propose changing the Grammar School Transport Policy, an Equality Impact Analysis would then need to be carried out.

2. Conclusion

The Task and Finish Group has produced a final report containing one recommendation and this is attached as Appendix A to this report. The Committee is asked to consider the attached draft final report and decide whether to adopt the draft as its final report, with or without amendment.

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	Review of the Council’s Home to School Transport Policy in relation to Discretionary Grammar School Transport - Draft Final Report

5. Background Papers

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

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



*Review of the Council's Home
to School Transport Policy in
relation to Discretionary
Grammar School Transport*

*A Review by the Children and Young
People Scrutiny Committee
March 2016*

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Introduction

Foreword by Councillor Mrs Jackie Brockway, Chairman of the Task and Finish Group



This review has looked at the current policy for home to school transport to grammar schools to determine whether the policy is fair, affordable and consistent. The Grammar School Transport Policy, which is discretionary and has been in place for over 30 years, is provided as an additional benefit to enable more pupils to access a grammar school education. The review has identified that there are a wide range of views concerning the current Grammar School Transport Policy with some considering it to be fair as it is, but for others it is viewed to be unfair and discriminatory, particularly for those who live in areas not covered by grammar school Designated Transport Areas. The Task and Finish Group has examined

school transport policies at other councils and has found that a number of councils have already decided to stop providing free transport to grammar schools. Several options have been identified for changing the Grammar School Transport Policy to address the issues identified and these are set out later in the report.

Finally, I would like to thank all the Members who took part in this Task and Finish Group for their dedication and support during the review, and to also thank the officers involved, in particular David Coleman, Sally Savage, David Robinson, Vincent Van Doninck, Tracy Johnson and Rachel Wilson for their support throughout the review. I would also like to thank all the Headteachers, Chair of Governors, parents and Youth Cabinet members who met with us, and the parents who took the time to submit a written response to the review.

A handwritten signature in cursive script that reads "J Brockway".

Cllr Mrs Jackie Brockway

Task and Finish Group Members

The Task and Finish Group also consists of the following Members:



Cllr Chris Brewis



Cllr Colin Mair



Cllr Charmaine Morgan



Cllr Mrs Marianne Overton



Cllr Mrs Christine Talbot



Cllr William Webb



Cllr Paul Wood



Cllr Ray Wootten

Executive Summary, Conclusions and Recommendations

The scrutiny review into the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport was established in June 2015 with the intention of ensuring that the Council is providing a fair, consistent and affordable discretionary transport policy in relation to grammar schools across the county.

During the previous year, a group of parents in villages north of Grantham had campaigned for changes to the Home to School and College Transport Policy in respect of transport to the county's Grammar Schools. Following representations by the parents, and meetings with their representatives and the local MP, Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services, asked the Children and Young People Scrutiny Committee at its meeting on 24 April 2015 to review the grammar school entitlement policy and consider whether any changes could and/or should be made to meet the parents' requests, and what the implications of changing the policy would be on schools, cost, and parents.

This review was carried out between September 2015 and February 2016. As part of the review, the Task and Finish Group met eight times, during which it has reviewed the current discretionary Grammar School Transport Policy and the costs involved in providing this policy, examined grammar school transport policies at other councils with grammar schools, and held an engagement day with Headteachers and Chair of Governors of a selection of grammar and non grammar schools, parents, campaign groups, and the Youth Cabinet. The Task and Finish Group has also examined a range of options for changing the current Grammar School Transport Policy to address the issues and concerns raised by parents, schools and young people.

The Council's Executive is not able to review the statutory elements of the Home to School and College Transport Policy, and as other discretionary elements of the policy are considered minor and as it is believed that the transport policy as presently constituted meets the needs of pupils, parents and young learners in the county, this review was limited to an examination of the efficacy of the Grammar School Transport Policy in meeting the needs of parents and children in the county and whether the scope of the present Grammar School Transport Policy should be changed.

Conclusions

From the evidence and findings detailed in the report, the Task and Finish Group has drawn a number of conclusions:

- The current Grammar School Transport Policy is lawful and is being administered correctly within the law.
- There is a wide range of views regarding the fairness of the current Grammar School Transport Policy. The majority of the stakeholders who met with the Task and Finish Group consider the current policy to be unfair for those who live in the areas not covered by grammar school Designated Transport Areas (DTAs). Some of those who attended the Engagement Day represented parents living in non-grammar school DTAs. There are also a number of parents who currently receive free transport to a grammar school who are concerned about losing their free entitlement if the policy was changed.
- Amending the Grammar School Transport Policy to include those areas outside the designated transport areas for grammar schools could potentially have a negative impact on the all ability schools in those areas. Expanding the Designated Transport Areas for the grammar schools into these areas could result in the all ability schools losing some of the more able pupils that they would currently attract which would have an adverse effect on those schools' examination results, pupil numbers and in turn, the level of funding received.
- The long term affordability of the current Grammar School Transport Policy is a concern, especially with the increase in the number of primary school pupils in certain areas of the county which in the next few years will start to come through into secondary schools. In addition,

grammar schools that have converted to academies are able to increase their Published Admission Number (PAN) which the Council has no control over and could potentially impact on the future affordability of the policy.

- The Council is under severe financial pressure and there is no extra funding available to extend the policy to areas currently outside the grammar school Designated Transport Areas. A number of other councils with grammar schools in their areas have now stopped providing free transport to grammar schools, except to fulfil a statutory duty, in order to deliver savings.
- There was no consensus reached by the Task and Finish Group on whether the policy should remain the same or be amended. Two members of the Task and Finish Group objected to the recommendation to the Executive.

Recommendation

The Task and Finish Group submit the following two options to the Executive for its consideration:

- Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years.
- Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.

Establishment of the Task and Finish Group

Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services, asked the Children and Young People Scrutiny Committee at its meeting on 24 April 2015 to review the Grammar School Transport Policy and consider whether any changes could and/or should be made, and what the implications of changing the policy would be on schools, parents, and costs. The Children and Young People Scrutiny Committee agreed at its meeting on 5 June 2015 that there was a need for a scrutiny review to investigate the current Grammar School Transport Policy to ensure the Council's home to school transport policy for grammar schools complies with legislation, is perceived as fair, and is consistent and affordable.

The Overview and Scrutiny Management Committee agreed at its meeting on 18 June 2015 to establish a Task and Finish Group to conduct this scrutiny review, and the following objectives were approved:

To review Lincolnshire County Council's present policy on free transport to the County's grammar schools in respect of:-

- a) The existing entitlement criteria for home to school transport for grammar schools and the need for any geographical or other changes;*
- b) Children across the County have access to grammar school education – does this automatically mean they are entitled to free school transport;*
- c) Whether the policy creates any unfairness, real or perceived;*
- d) The cost of the present policy;*
- e) The potential costs or savings resulting from any changes; and*
- f) Potential implications for all schools as a result of any changes.*

What is the National Policy on Home to School Transport?

The Education Act of 1996, as amended by the Education and Inspections Act of 2006, section 508, 509 and Schedule 35B puts forward the statutory requirements that all councils within England responsible for school transport must follow regardless of the circumstances (hereafter referred to within this report as the statutory proximity rules).

A council has a statutory duty to make such travel arrangements as it considers to be necessary to ensure an eligible child's attendance at school. In general terms, under the 1996 Act a Council must provide transport to and from school for a child aged 5 to 16 between its home address and the nearest qualifying school, under certain conditions. It states that children are eligible to free transport if they are attending their nearest qualifying school and their address is located further than the statutory walking distance (2 miles for children up to age 8 and 3 miles for children aged 8-16). The statutory walking distance is dis-applied if the child could not be expected to walk a distance due to a disability or learning disability.

Furthermore, children entitled to free school meals and from low-income families are eligible to free transport if they attend a school between 2 and 6 miles and one of their three nearest suitable qualifying schools. If the child attends a faith school and they are from a low-income family, then the distance increases to between 2 and 15 miles. Children from low-income families have been defined in multiple ways within the Councils' home to school transport policies, but generally they can be described as such: in order to be qualified as a child from a low-income family, the parent or carer has to be receiving either Income Support, Income-based Job Seeker's allowance, Child Tax Credit whilst having an income below £16,190 per annum, State Pension Credit or the maximum level (i.e. not reduced to income) of Working Tax Credit. These children are therefore entitled to an additional level of transport assistance.

Paragraph 15 of Schedule 35B of the 1996 Education Act (inserted by the Education and Inspections Act 2006) defines the meaning of a qualifying school and lists them as:

- Community, foundation or voluntary schools;
- Community or foundation special schools;
- Schools approved under section 32(non-maintained special schools);
- Pupil referral units;
- Maintained nursery schools or
- City technology colleges, city colleges for the technology of the arts or academies

Statutory Guidance ("Home to School Travel and Transport Guidance – Statutory Guidance for Local Authorities") issued in July 2014 expands this statutory definition by stating that the duty extends to the nearest suitable school which it describes as the nearest qualifying school with places available that provides education suitable to the age, ability and aptitude of the child and any special educational needs of the child.

In law, a qualifying school is simply a school falling within the list set out in the Act.

Although grammar schools are not explicitly listed as a qualifying school they do not need to be. A grammar school is a qualifying school if it falls into one of the categories of school organisation set out in the list of qualifying schools. A grammar school is not a different category of school organisation. It is simply a school designated as such by the Secretary of State by order, under section 104 of the School Standards and Framework Act 1998.

The Department for Education has attempted to clarify the relationship between a grammar school and the concept of a suitable school introduced in the statutory guidance with the statement that a grammar school can be considered a suitable school in appropriate circumstances. The Department for Education's advice to the Ombudsman is:

*"If a parent has a particular interest in their child attending a grammar school or the child has an aptitude for a subject, then a grammar school, or a school that specialises in the subject for which the child has an aptitude, may be more suitable for the child than others, but it doesn't mean that it is the only suitable school or that a non-grammar school or a school without that specialism is unsuitable."*¹

A council has discretion to provide transport to those children who do not qualify under the statutory duties (Section 508C of the 1996 Act as amended). The guidance issued to local authorities gives them discretionary powers to provide transport to children who are not automatically entitled to free transport. The guidance states that it is for local authorities to decide whether and if it will apply its discretion and offer transport support to non-entitled learners. Discretionary transport support does not have to be provided free of charge. It is under this discretionary power that the Council provides grammar school transport to a grammar school which is not a child's nearest school.

What is the Local Policy on Home to School Transport?

The Home to School and College Transport Policy is published annually by Lincolnshire County Council, in line with statutory requirements. It is amended as required by changes in the law or by decisions taken by the Council to change aspects of the policy. The Council may only amend those elements of the policy which are at its discretion. Statutory requirements in respect of school transport must always be met.

Entitlement to school transport in Lincolnshire is based on the statutory duties outlined above, and the Council's own policy to provide free transport to a school from an address in a Designated Transport Area (DTA) for a particular school, subject to the walking distance criterion of 2 or 3 miles being met. A DTA is an area around a school, indicating a transport entitlement. The Council has DTAs for:-

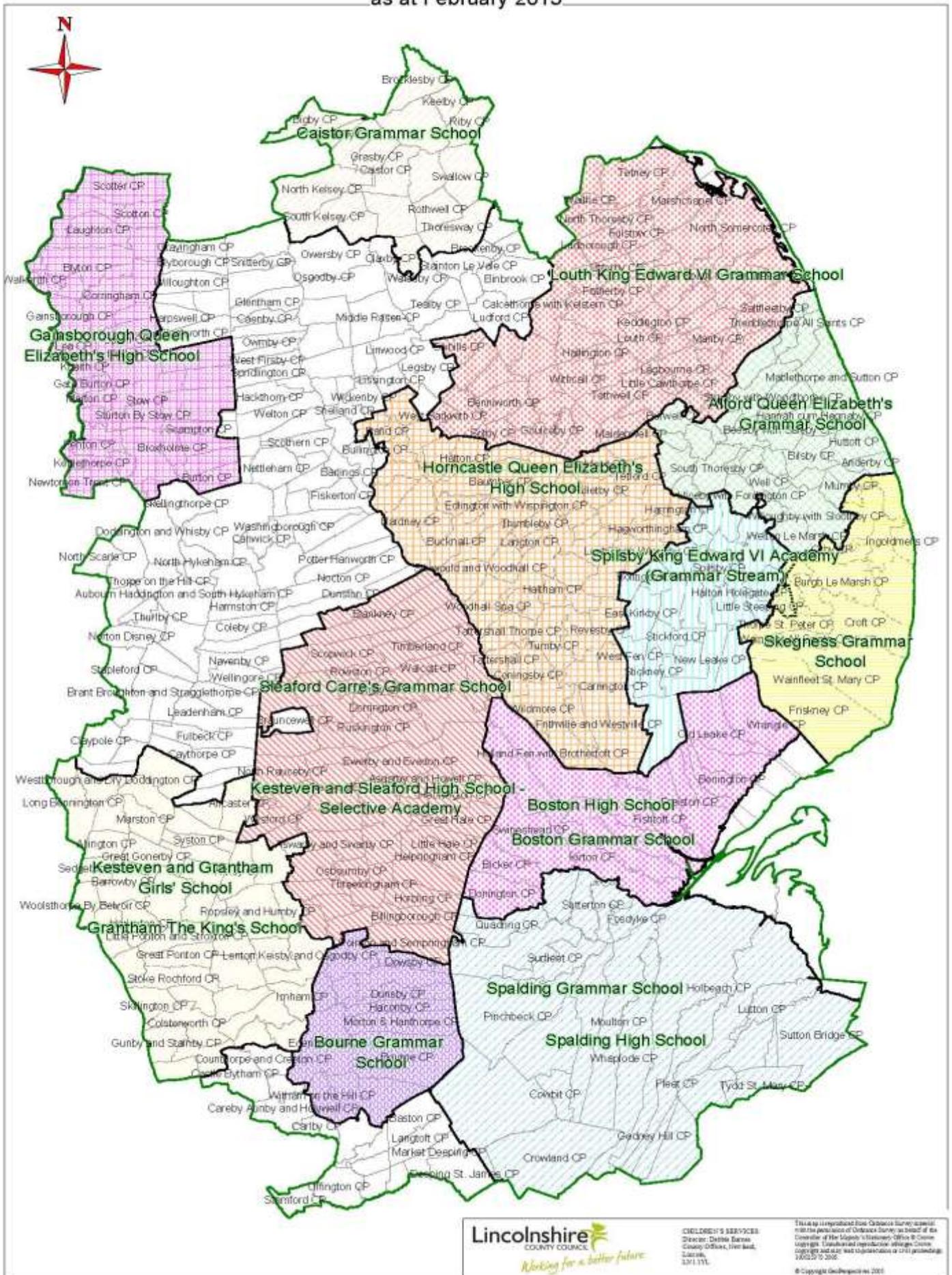
- Primary mainstream schools
- Secondary grammar schools
- Secondary non-grammar mainstream schools
- Sixth form centres
- Colleges of further education

Each of Lincolnshire's 16 grammar schools has their own DTA. The DTA map for grammar schools is set out on the next page. Parents of children in any part of Lincolnshire (or beyond) can elect for their children to sit the 11+ test for entry to a grammar school, but qualification for free transport provision depends on meeting the policy criteria. However, approximately 25% of the county does not have DTAs for grammar schools. These areas are in the DTAs for non-grammar secondary schools. This policy is of long-standing, and dates back at least 30 years, possibly more.

Some members of the Task and Finish Group felt that the boundaries between the grammar school DTAs and the 25% not covered by the grammar school DTAs could not be rationally justified. Others felt that they accurately reflected the fact that Lincolnshire has selective and non-selective areas. It was noted by the Task and Finish Group that on occasions when individual challenges for grammar school transport had been raised, the home address was nearer to a non-selective school than to the nearest grammar school.

¹ Ombudsman Letter to Lincolnshire County Council 13 November 2013

**Grammar School Designated Transport Areas
as at February 2015**



Although the Council's policy comprises both statutory requirements and discretionary provision, the Council's Grammar School Transport Policy is within the discretionary area of the policy. Grammar school transport and post 16 transport are examples of discretionary transport support provided by Lincolnshire County Council. There is no statutory requirement to provide or pay for transport to a grammar school, unless the school is the nearest school over 3 miles to a pupil's home. Otherwise, grammar school transport is discretionary transport provided free of charge to pupils qualifying under the policy up to the end of year 11. Post 16 transport to a school or a college is discretionary transport supplied to pupils/students qualifying under the policy provided a student/parental contribution is made towards the cost.

The Council is able to create a charge within its transport policy for any and all discretionary transport, and does so for post 16 transport and also for concessionary transport, which is the provision of spare seats on Council-contracted transport services for non-entitled pupils. There is no specific guidance on the level of transport charges in the guidance to local authorities, but the guidance does say that any charges levied should be 'affordable'. It is also a general principle in public service provision that a Council should not make a profit on charging for its discretionary services. The Council does not make any profits on the transport services it provides.

The current annual cost of grammar school transport, projected to the 31/03/2016, is £2,484,183.50 as set out in the table below. With a total of 3871 pupils currently receiving free grammar school transport, this works out at an approximate average cost of £640 per pupil.

	Daily Total @ 16/12/15	Annual Total (based on 190 days)	Min	Max	Average	Pupils On Transport @ 26/01/2016
Alford QE Grammar	£ 672.08	£ 127,695.20	£ 3.24	£ 31.20	£ 6.17	217
Boston Grammar	£ 566.24	£ 107,585.60	£ 2.05	£ 20.10	£ 3.13	186
Boston High School	£ 637.72	£ 121,166.80	£ 2.05	£ 12.00	£ 3.01	224
Bourne Grammar School	£ 619.13	£ 117,634.70	£ 1.63	£ 14.32	£ 2.68	251
Caistor Grammar	£ 537.87	£ 102,195.30	£ 2.43	£ 60.00	£ 4.01	138
Grantham The Kings	£ 736.71	£ 139,974.90	£ 2.50	£ 23.58	£ 3.56	232
Horncastle Q.E Grammar	£ 1,546.54	£ 293,842.60	£ 2.63	£ 19.50	£ 5.02	377
Grantham KGGS	£ 819.82	£ 155,765.80	£ 1.82	£ 69.20	£ 3.53	260
Kesteven & Sleaford Selective Academy	£ 823.05	£ 156,379.50	£ 1.40	£ 13.77	£ 3.00	297
Gainsborough Q.E	£ 1,480.65	£ 281,323.50	£ 3.50	£ 25.00	£ 4.84	340
Skegness Grammar	£ 426.94	£ 81,118.60	£ 3.20	£ 12.25	£ 3.99	133
Sleaford Carres Grammar	£ 887.65	£ 168,653.50	£ 1.40	£ 64.00	£ 3.31	304
Spalding Girls High	£ 1,414.33	£ 268,722.70	£ 2.39	£ 29.50	£ 3.80	421
Spalding Grammar	£ 1,238.89	£ 235,389.10	£ 2.64	£ 35.90	£ 3.68	426
Spilsby King Edward VI Academy	£ 667.03	£ 126,735.70	£ 3.66	£ 134.71	£ 13.90	65
£ 2,484,183.50						3871

Until recently, there has been little or no criticism or complaint about the policy, since all children are entitled to transport to a DTA or nearest school if that school is over 3 miles. However, in the last two years there have been complaints from people in a few areas in the south of the county and north of Grantham claiming that the policy is unfair and discriminatory, because, although they have gained a place for their child, they do not live in a grammar school DTA and therefore have to pay for transport.

The Council has successfully defended its policy to the Ombudsman in the recent past. In January 2016, the Ombudsman has provided a decision on two complaints it received which claimed that the policy was unfair and discriminatory. The complainants did not live within the DTA for a grammar school and therefore were not entitled to free transport. As a result, they claimed that they were treated unfairly when the Council refused them free transport to a grammar school and were discriminated against as they lived in one of the few areas that do not provide free transport to a grammar school. The Ombudsman found no fault on either complaint as the policy is publicly available on the Council's website which also includes maps that clearly show which areas are in and out of DTAs for grammar schools.

What have we found out?

Grammar School Transport Policies at Other Councils

There are currently 163 grammar schools within England, of which 16 are located within Lincolnshire. The remaining 147 grammar schools are located within 34 other local authority areas which are as follows:-

1. Barnet Borough Council (London)
2. Bexley Borough Council (London)
3. Birmingham City Council
4. Bournemouth Borough Council
5. Bromley Borough Council (London)
6. Buckinghamshire County Council
7. Calderdale Council
8. Cumbria County Council
9. Devon County Council
10. Enfield Borough Council (London)
11. Essex County Council
12. Gloucestershire County Council
13. Kent County Council
14. Kingston-upon-Thames Borough Council (London)
15. Kirklees Council
16. Lancashire County Council
17. Liverpool City Council
18. London Borough of Redbridge (London)
19. Medway Council
20. North Yorkshire County Council
21. Plymouth City Council
22. Poole Borough Council
23. Reading Borough Council
24. Slough Borough Council
25. Southend-On-Sea Borough Council
26. Sutton Borough Council (London)
27. Telford and Wrekin Council
28. Torbay Council
29. Trafford Council
30. Walsall Council
31. Warwickshire County Council
32. Wiltshire Council
33. Wirral Metropolitan Borough Council
34. Wolverhampton City Council

An overview of these councils can be found in Appendix 1. A comprehensive analysis has been undertaken of all the councils responsible for arranging transport to at least one grammar school. Their respective home to school transport policies have been examined, with particular attention placed on finding special transport provisions for selective schools. The use of transport areas to decide transport eligibility was another point of analysis, due to the extensive Designated Transport Areas used in

Lincolnshire County Council's Grammar School Transport Policy and the need to compare Lincolnshire's policy with other councils' home to school transport provisions.

Lincolnshire County Council has a particular form of Grammar School Transport Policy that is unique within England. Not only do grammar schools within the region have their own Designated Transport Areas (DTA) to determine transport eligibility, they are also created on a separate map, distinguishing themselves from other secondary schools and their DTAs. This analysis will demonstrate the uniqueness of this extensive discretionary policy.

Of the 34 councils, 7 were disregarded after the first stage of the analysis. The London Boroughs [Barnet (Hertfordshire), Bexley, Bromley, Enfield (Hertfordshire), Kingston-Upon-Thames (Surrey), Redbridge (Essex) and Sutton (Surrey)] were not examined any further, due to the London Mayor's Oyster Card Initiative. Children aged between 11 and 15 years old are eligible for an 11-15 Zip Oyster Photo card which enables them to travel free on buses and trams. The Oyster card also permits the user to pay a child rate on Tube, DLR, London Overground, TfL Rail and most National Rail services in London.

Of the 27 remaining councils, 16 councils explicitly mention grammar schools or selective schools within their respective Home to School Transport Policy document. This signifies that 11 councils solely follow their statutory requirements in regards to school transport for grammar school pupils and do not specify whether they regard a grammar school as the nearest qualifying school in any situation.

The other 16 councils do refer to 'grammar schools' or 'selective schools' within their policy. The majority of these policies make it clear within their wording that they do not provide any discretionary provisions for grammar school pupils. These include Devon County Council and Walsall Council which are highlighted below:

*"There is no additional entitlement to transport on the grounds that the school attended is selective. The Local Authority is not obliged to have regard to a parent's preference for the child to attend a selective school when arranging transport."*²

*"Travel assistance for children attending a selective school is only provided where the child meets the eligibility criteria because of the home to school distance requirement or low family income."*³

In other words, their policies regard a grammar school as the nearest qualifying school only if the pupil has been accepted into the school, and the proximity rules (that is, it is the nearest school further than 3 miles from the pupil's home address) have been followed.

Buckinghamshire County Council, which is entirely selective, does not feel it needs to provide any additional transport measures because it believes an *"upper school provides adequate education for a GS qualified pupil"*⁴.

Some councils no longer provide discretionary transport services designed for grammar school pupils. Poole Borough Council in Dorset discontinued their discretionary services to selective schools in 2006 and fully implemented the statutory proximity rules.

This research has only been able to locate 6 other councils that provide specific discretionary measures for grammar school qualified pupils, creating additional levels of transport eligibility. These councils are Kent County Council, Essex County Council, Southend-On-Sea Borough Council, Trafford Council, Medway Council and Warwickshire County Council. An analysis of their policies is set out

² Devon County Council, Education Travel Policy, April 2015

³ Walsall Council, Home to School Travel Assistance Policy, May 2015

⁴ Buckinghamshire County Council School Transport Policy and Guidance, September 2015

below. Southend-On-Sea Borough Council has not been expanded upon due to its similarity in policy with Essex County Council.

Essex County Council

Essex County Council can be defined as a council responsible for a large area, covering 1,338 square miles and including approximately 1,396,600 people. This large area contains just four selective grammar schools. Nevertheless, special provisions have been put forward for grammar school qualified pupils within the Essex Education Transport Policy.

The policy mainly tends to follow the statutory requirements in regards to transport, with the general proximity rules also applying for selective schools:

"If your chosen selective school is closer than your designated (catchment) secondary school, as measured by the nearest road route, and you reside at least 3 miles from the school, then you will qualify for free transport."⁵

However, the policy exceeds its statutory requirements by creating a discretionary policy for children from low-income families attending grammar schools. Free transport to selective schools will be given to children either entitled to free school meals, where the child's household is in receipt of Income Support or Income Based Job Seekers Allowance, or the family is in receipt of Child Tax Credit and the annual household income does not exceed £16,190, regardless of where the child's address is located. The only other official requirement is that the child should live further than 2 miles away from its preferred selective school.

In 2014, only 77 grammar school pupils benefitted from this additional discretionary transport. Nevertheless, it is important to note the potentially high cost arising from this provision regardless of the number of students using this measure. The omission of proximity rules signifies that a grammar school pupil from a low-income family can be funded for free transport to any grammar school of its choosing regardless of the distance that the child lives away from the school and regardless of whether this child attends the nearest qualifying school. This creates the potential for excessive transport costs for a small number of children.

A consultation in 2013 proposed to ban a range of discretionary transport provisions, which were not solely related to grammar schools. However, out of the six proposals made within the consultation to reduce discretionary provisions, the transport scheme for low-income children to selective schools was the only scheme eventually rejected by the Council. All other measures, which would create a smaller, less inclusive yet more cost-efficient transport policy, were accepted at that time.

Catchment areas, formerly a vital part of the transport policy, are now no longer mentioned within the policy document. Over the last two years, Essex County Council has moved from using either catchment areas or the nearest qualifying school as a guideline, to only the nearest qualifying school.

Southend-On-Sea, a former component of Essex County Council, has a similar policy arranging free transport for students from low-income families attending a selective school, provided that they live further than 2 miles away from their preferred school.

Kent County Council

A large area (1,368 square miles) comprising of approximately 1,466,500 people, Kent is known as the largest remaining grammar school area in the country, with 33 wholly selective grammar schools and

⁵ Essex Education Transport Policy, August 2015

four partially selective schools. It is therefore not surprising to find special provisions for grammar schools within the County Council's transport policy.

There are many similarities to be found between Kent County Council's policy and Essex County Council's policy. In most circumstances, transport assistance to a grammar school will only be appropriate if it is the nearest secondary school and the child meets the entry requirements.⁶ However, their policy adds, comparable to the Essex policy, that the Council will provide transport to grammar schools for children from low-income families regardless of whether the school can be qualified as the nearest secondary school.

Kent's policy does however differ in two ways when compared to the Essex County Council's arrangements. Contrary to Essex, Kent's Home to School Transport policy puts a limit on the distance between the child's address and the nearest grammar school. It is also important to note that the Council only provides free transport to the nearest grammar school and does not simply provide transport to a preferred grammar school for children from low-income families.

In summary, children in the care of Kent County Council and children from low-income families who are entitled to free school meals will receive transport assistance to the nearest grammar school provided that the distance between their home and the school is between 2 and 15 miles.

Another key component of the policy is the 'Kent Young Persons Travel Pass'. The Young Persons Travel Pass replaced the Kent Freedom Pass⁷ from September 2014. The Young Persons Travel Pass enables students who are not directly eligible for free transport, in years 7-11, to use the public bus network of Kent, with no need to present cash on services. On production of a pass, a student can travel at any time between 06.00 and 19.00 Monday to Friday, during the academic year (until 31 July). It is a discretionary travel scheme provided by Kent County Council to promote sustainable home to school travel on the public bus network and has been taken up by 25,000 users across Kent.

Since the introduction of the pass, Kent County Council has struggled to maintain the service and its low costs for service users. Originally, a Young Persons Travel Pass would cost the user £200 per annum, which was reduced to £100 for low-income families and carers. However, increasing demand, budget miscalculations and increasing financial pressures have resulted in a budget deficit of £1.43m and subsequently an increase of the cost to £250 per annum starting from September 2015. The cost for low-income families, carers and those working in the local authority will remain at £100 per annum.

Medway Council

Medway Council is defined as a unitary council within the county of Kent. It has responsibility for a relatively small area (74.14 square miles) containing approximately 274,015 people. There are six grammar schools located within the area.

Medway Council deems grammar schools to be a different category compared to other secondary schools. In other words, a Medway grammar school will always be considered as the nearest qualifying school for a child who has been deemed to be of selective ability under the Medway Test Assessment procedures. However, Medway Council will usually reject most appeals for free transport to a grammar school that is not the nearest grammar school from the child's address, unless it can be proven that the child has previously unsuccessfully applied to the nearest grammar school and is requesting transport to the second nearest grammar school.

⁶ Kent County Council Home to School Guidance 2015/2016

⁷ £100 per pass and unlimited travel for students. The Kent Freedom Pass (KFP) was in deficit in both 2012/13 and 2013/14 and this trend continued into 2014/15 with increased journey numbers. There were in excess of 29,000 KFP passes in issue – each pass heavily subsidised by Kent County Council, with an average subsidy per pass of £450. It was a very generous and popular scheme, yet unsustainable in the long-term for Kent County Council.

Medway Council runs a similar scheme to Kent County Council with its own version of the Kent Young Persons Travel Pass, the Medway Youth Pass. The Youth Pass allows young people to receive a 50% discount on adult fares when travelling on any local bus service in Medway, with a one-off payment of £5.90 required.

Trafford Council

Another small area authority (40.94 square miles and around 232,450 people) that has created special arrangements for grammar school pupils similar to Medway is Trafford Council. Within this area, seven grammar schools can be found.

This Council also considers selective schools to be a different category compared to other secondary schools. This indicates that free transport will be provided to the nearest grammar school for which the child is eligible.

Within their Home to School Transport Policy, Trafford Council states that

*"as a Local Authority that operates a selective system, all pupils are within the selective system whether they choose to be or not."*⁸

Warwickshire County Council

The fifth and final notable council policy is the Warwickshire County Council Transport Policy. The Warwickshire area can be described as a medium sized area (763 square miles) with the Council responsible for providing services to around 546,500 people. There are six grammar schools within the area.

Special discretionary provisions are in place for students attending grammar schools in East and South Warwickshire. These pupils can consider a selective school to be the "nearest qualifying school" no matter what their location.

The Council currently works with two priority areas establishing transport boundaries for the six grammar schools. If a child resides in the Eastern Priority Circle it can receive free transport to Ashlawn Selective, Lawrence Sheriff School or Rugby High School. If the child resides in the Southern Priority Circle, it is eligible for free transport to Alcester Grammar School, King Edward VI School, or Stratford upon Avon Grammar School.

These two priority areas represents the closest resemblance to a separate grammar school mapping system such as the one created by Lincolnshire County Council. It could be argued that this policy is even more inclusive, due to it adding multiple grammar schools within one priority circle making the child's home address almost irrelevant as long as it is in either East or South Warwickshire.

However, Warwickshire County Council is currently in the process of decreasing its discretionary transport. A proposal was made in June 2015 to withdraw a number of discretionary provisions due to the current financial pressures. The discretionary element within their policy amounts to £2.9 million. The changes would save the Council up to £1.6 million if fully implemented. One of these proposed changes was to *"assess students attending grammar schools against the same criteria as all other children when assessing entitlement."*⁹

The Council undertook a formal consultation which proposed that a change in policy should occur and that the current discretionary policy should be phased out. This implies that current policy recipients will continue to benefit from free transport until they finish their education.

⁸ Trafford Home to School Transport Policy, January 2014

⁹ Consultation on Home to School Transport, Warwickshire County Council, June 2015

On 8 October 2015, the Warwickshire County Council Cabinet approved the proposed changes within the policy. An extract from the minutes of this meeting reads as follows:

"... from September 2016 new applications for free transport to grammar schools are assessed against the statutory eligibility criteria. Free transport to a grammar school would only be available if it was the nearest school to home with spaces and other relevant criteria were met – such as the distance from home to school."¹⁰

It is expected that 76% of students will lose their free transport benefits to grammar schools. Their calculations assume that 681 out of 892 students will no longer be eligible after the policy changes. However, due to the policy being phased out on a yearly basis, these numbers cannot be considered wholly accurate.

The changes would result in potential savings amounting to £342,000 per annum when the new policy is fully implemented. This full implementation is expected to happen from the 2020/2021 school year. The Council will continue to work with geographical priority areas alongside the statutory proximity rules, but the grammar school transport priority circles will no longer be applied from September 2016.

Catchment vs. Proximity

Despite the clarity of the rules set out in the Education Act of 1996, as amended by the Education Inspection Act 2006, complications occasionally arise when transport areas are operational within a region. Considering the high importance of the Designated Transport Areas in Lincolnshire, it is pertinent to examine the use of transport areas compared to the statutory rules outlined in the aforementioned Act.

In Lincolnshire, Designated Transport Areas (DTAs) are the cornerstone of the Home to School Transport Policy. Not only do they far exceed the old catchment areas from several years ago, they are separated into multiple distinctive maps. This has created a singular grammar school map, calculating the various DTAs for each one of the 16 selective schools in Lincolnshire. These DTAs overlap numerous comprehensive school transport boundaries, and cover around 70-75% of the entire Lincolnshire territory.

Throughout the last few years, a national shift away from transport areas towards the statutory proximity rules can be observed. Along with Lincolnshire County Council, only five other councils with grammar schools are shown to have a preference towards using transport areas, who are Bournemouth Borough Council, Devon County Council, Gloucestershire County Council, Torbay Council and Wolverhampton City Council.

There are six councils found within this research that use both the statutory rules and designated areas to determine transport eligibility. Evidence has been found in Warwickshire, Reading, Slough, Cumbria, North Yorkshire and Telford & Wrekin transport policies that these councils feel both systems have equal merit and can be used effectively as a combination.

The majority of councils responsible for grammar school transport do not expand their policy beyond the statutory requirements. Indeed, certain councils specifically stress within their policy document that *"there is no direct entitlement linked to catchment..."¹¹*

When examining school transport policies, it is noticeable that there is a shift away from transport areas (i.e. the old catchment areas) towards the proximity rules implemented from the amended Education

¹⁰ Minutes of the meeting of the Warwickshire Cabinet held on 8 October 2015.

¹¹ Buckinghamshire County Council School Transport Policy and Guidance, September 2015

Act. Lancashire County Council and Wiltshire Council are two examples of this shift. Lancashire County Council and Wiltshire Council currently work with geographical Priority Areas and Designated Catchment Areas respectively, alongside the proximity rules regarding transport eligibility. However, they are both currently in the process of phasing out the Priority Areas of the transport policy in favour of the statutory proximity rules.

Wiltshire Council's Designated Catchment Areas, as long as they are still operational, can serve as an example of DTAs creating unintentional discretionary transport services. Transport could technically be provided for a child to a grammar school that is not the nearest qualifying school. These catchment areas are all drawn out in different ways, creating an asymmetrical structure. Potentially, a child living in a grammar school 'Designated Catchment Area' could have another secondary school that is also further than 3 miles from its address yet closer than the designated grammar school for this location. This entails that legally the Council would not be obliged to provide free transport to this grammar school, yet provides discretionary transport for the child by using the old catchment areas to determine eligibility.

Another observation that can be made is that it is seemingly the preference of large areas (i.e. areas larger than 1000 square miles) to maintain the use of transport areas and 'transport area mapping tools' to determine transport eligibility. Of the four large statistical neighbours to Lincolnshire, when looking at transport statistics relevant within this analysis, only Wiltshire is moving away from transport areas towards the proximity rules. Cumbria County Council, Devon County Council and North Yorkshire County Council have all used transport areas as a central component within their policy.

Overall, it is clear that the old catchment areas and their former adoption within general transport policy documents have created some confusion. Certain councils have attempted to put together the statutory proximity rules from the 1996 Education Act with the former catchment areas. Bournemouth Borough Council is a prime example of a muddled policy originating from this confusion. Bournemouth claims within its guidance document that it provides transport only to the catchment school from the child's address if the address is further than 3 miles away from the school. It does not provide transport to any other school, according to this policy. However, this guidance document does not take into account the possibility of a child going to a school nearer to its address that has not been designated as the catchment school.

Stakeholder Views on Current Grammar School Transport Policy in Lincolnshire

The Task and Finish Group was keen to seek the views of different stakeholders on the current Grammar School Transport Policy to help inform its recommendations to the Executive. The Task and Finish Group initially planned to conduct surveys of parents and schools across Lincolnshire and meet with the campaign groups and youth groups. However, after consulting with the Community Engagement Team, the Task and Finish Group was informed that if the Executive agree to undertake a formal consultation on any policy changes, then there was a risk that the level of consultation which the Task and Finish Group wanted to undertake could jeopardise this formal process.

As a result, the Task and Finish Group decided to reduce its level of consultation to an Engagement Day which was held on 9 December 2015, with invitations sent to a sample of Headteachers and chair of governors from grammar and non-grammar schools, parents, campaign groups and Youth Cabinet representatives. The aim of the engagement was to find a sample of Lincolnshire residents that would put forward various differing points of view on the subject matter. Furthermore, the Task and Finish Group also collated the written views received from parents throughout the review. In addition, two of the Task and Finish Group members, Councillors Mrs Jackie Brockway and Chris Brewis, attended a meeting of the Youth Cabinet on behalf of the Task and Finish Group to hear wider views of young

people on grammar school transport.

This engagement centred mainly around two questions put forward by the Community Engagement Team, which the participants were encouraged to respond to.

Question 1:

In relation to the Council's Grammar School Transport Policy, have you any views/observations? Please explain any views you have.

Question 2:

On balance, have you any suggestions about whether any changes would make the policy better, clearer or fairer?

Headteachers' Views

During the Engagement Day, Steve Baragwanath (Principal of University Academy Holbeach), Shaun Barton (Assistant Headteacher of Spalding Grammar School), Andrew Fulbrook (Headteacher of Boston High School), Nick Law (Headteacher of Carres Grammar School), Roger Moore (Chair of Governors of Stamford Welland Academy), Anthony Partington (Principal of Stamford Welland Academy) and David Scott (Headteacher of Kesteven and Grantham Girls' School) attended to express their opinion on grammar school transport.

With regards to the first question, the Headteachers commented that they believed DTAs to be the primary issue within the County Council's policy and also felt it necessary for the policy document to provide more clarity in terms of what a suitable school would be in relation to grammar schools. Furthermore, there were concerns that if free grammar school transport was extended, grammar schools would have more pupils applying for places and some children who currently would be able to obtain a place at a grammar school would subsequently miss out. Finally, some of the participants felt uncomfortable by the notion that children from areas outside the grammar school DTAs are currently being excluded from getting into grammar schools on the basis of cost.

When asked to respond to the second question, one recurring point of view amongst the Headteachers was to remove all transport areas and create a policy which established free transport only to the nearest school. However, within the group there was also support for extending the DTAs to cover the whole county. The group did acknowledge the unintended consequences that this policy could create, and felt this could lead to the closure of many schools, with the most vulnerable schools around the edges of the county most at risk. In terms of funding, it was commented that selective schools were worse off and that all schools do not receive the same level of funding.

Within their final arguments, the group of Headteachers recognised that any change in policy would affect all schools in the county, and that the County Council needed to proceed with caution.

Parental Views

Written Statements

Throughout the process of this Task and Finish Group, parents have had the opportunity to comment on the possibility of any changes to the policy.

The majority of the responses received were from parents with children attending a grammar school. These parents tend to support the notion of maintaining or expanding the current DTAs. Outlined below are excerpts from some of the written parental responses which demonstrate some of the arguments

put forward by parents:

"The current Grammar school transport policy seems a sensible and fair solution for pupils that have gained entrance to Grammar schools. The distinct transport policy for Grammar schools allows greater access to such schools for pupils of lower income parents. I will soon have two children in sixth form education; the annual cost of the "contribution" required by the council will be nearly £1,000 a year. I have no doubt that some parents are unable to meet such expense and their children are disadvantaged - this is where the real discrimination rests in the council's policy on school transport."

"This system enables our children, and other children, of a similar financial background to attend Grammar School...If this was taken away, many parents, including ourselves, would not be able to afford to send their children to Grammar School which would then make the 11+ not only based on academic ability but on economic stature which is not only blatantly unfair but also discriminates against the child based on the parents income."

"Children have a right to get to school, and I feel the local authority should cover these costs, especially as the number of grammar schools in Lincolnshire is limited."

Other parents supportive of the current policy put forward other arguments. One parent reasoned that they believe the policy should remain in place due to the fact that if a child has been proven academically able to attend a grammar school, it seems to be the logical choice to send their child to this school due to the fact that this school can offer positive challenges. In addition, if the child was to lose its place, this would have an enormous detrimental effect on the child due to the emotional and personal issues they have had to face over the last few years.

Another parent put forward accessibility, financial issues, distance, environmental issues, traffic congestion, and the recognition that children are the future as possible reasons for maintaining the current transport provisions.

One parent argued that removing the DTAs would put unhealthy pressure on other secondary schools:

"Our local school is an incredibly well recognised Academy and is seriously oversubscribed every year already. There is simply not a large enough capacity within this school to accommodate those extra children whose families may choose not to allow them to sit the 11+ due to future cost implications."

Finally, a number of parents highlighted the possible financial implications that policy changes would create. Some of these parents have calculated the possible costs and stated that the abolition of free grammar school transport would amount to an annual fee of around £500 for each child.

However, several other parents sending their children to other secondary schools and even to grammar schools responded by arguing that an equal system for all students in Lincolnshire could be an option. One citation from a parent is as follows:

"I think that children should only receive free school transport (additional needs children excepted) if they live 3 miles or more from their NEAREST school (regardless of whether the school is grammar or non-selective). This means that if a parent chooses to send their child to another school (be this a grammar school or otherwise) they would have to pay... The reason I feel this way is that grammar schools do not offer a specialist or different education to non-selective schools, children must take a test to get in but that does not mean they are taught a different syllabus. Because of this I feel it would be discriminatory to have a policy for children who have passed a test and one for those who have not passed or taken a test."

A final statement received from a parent also supports a decrease in County Council support due to the financial pressures imposed on Local Government. This parent recommends phasing out the current policy:

"I understand that the county needs to make cuts to travel costs. I feel the fairest way to do this would be to phase out the transport as in all current students from year 7 to 11 would receive it still any current year 6 would know about the costs before they started."

Engagement Day

At the Engagement Day on 9 December 2015, thirteen parents attended to debate and share their views on the Grammar School Transport Policy. These parents had children in either grammar schools or in other secondary education.

The parents commented that this was a system of financial selection rather than educational selection. They highlighted that 25% of the county was not covered, and as there was a county wide policy that supported selective education then not having DTA's in some areas was not fulfilling the policy.

In response to the first question, the parents declared that the policy was unfair and created unequal opportunities for people within the county. They believed that the amount of comprehensive schools available in the areas outside the grammar school DTAs is simply a natural evolution from the way the policy has been throughout the years. According to the participants, all of this has created an unequal system with parents backing the claim that the money currently used for grammar school transport should be spread equally throughout the county, even if this signifies that parents would then have to pay an additional charge.

With regards to question two, the primary response to this question was to continue reviewing the grammar school transport guidelines, and then to alter them to allow for a more inclusive policy. This, in reality, would result in the expansion of the DTA boundaries until they extend to the full county. The parents did not seem fully opposed to the notion of creating a charging system and making a financial contribution as long as this would create equality within the policy.

The parents felt the Council should undertake a substantial data analysis exercise to ascertain the costs and benefits of the current transport provisions. According to the parents, this would primarily be done to determine whether a policy that was created 40 years ago had not lost its relevance. They questioned whether such a long-established policy should not be radically altered to fit the current modern time, demanding creativity in the process of change. The parents also expressed their wish to see a fully operational and dedicated school transport bus service.

Campaign Groups

During the Engagement Day, the Task and Finish Group heard the views from representatives of the two campaign groups. These campaign groups had been created by concerned parents who lived in areas not covered by grammar school DTAs and therefore had to pay for transport to grammar schools.

In answer to the first question, it was highlighted that the campaign groups did not question the accuracy of the policy or how it was implemented, but that they felt the policy itself was flawed and outdated. It was recognised that there were considerable budget pressures facing the Council, but they argued that the choice of whether a child goes to grammar school should not be a financial one. The campaigners reflected that grammar schools were an integral part of the education system and that grammar school transport should cover the whole county.

Their main issue concerned the current grammar school DTA system operating within Lincolnshire. According to the campaign groups, DTAs need to be reviewed on a regular basis to ensure that they were keeping up with educational changes and that all educational needs were being met. The campaign groups argued that free grammar school transport should be provided to all of the eligible children, or to none of the children. According to the campaign groups, some children were paying £7.70 per day to get to school. It was highlighted that transport costs paid by some parents included £500 per child per year and £80 per month.

The campaign groups did seem open to the idea of means-testing, yet questioned at what level people would then be required to pay if such a policy was put in place. However, they believed that there would be a need to create a new policy for those on low incomes. The campaign groups seemed to believe that an advantage existed when attending a grammar school. Finally, these concerned parents argued that if more grammar school pupils were sent to comprehensive schools instead, then some local comprehensives would be overwhelmed by the amount of pupils, eventually reaching an unsustainable rate.

In response to the second question, the campaign groups highlighted four options that they felt the Council could look at in more detail:

1. Part funding for all pupils living more than three miles away at a flat rate
2. Part funding for those at a rate proportional to distance travelled
3. Flat rate travel card
4. Division of budget equally amongst all grammar school children so each family gets the same amount towards travel

The campaign groups' preference would be for every part of the county to be covered by a DTA regardless of cost. However, the campaign groups recognised that Lincolnshire County Council had sizeable savings to make in the future and that the reduced funds could not be used on this discretionary transport.

In summary, the campaign groups would like to achieve the following:

- A policy that was fair and equitable for all residents
- To eradicate the 'have and have not' system based on cost
- That any changes would be subject to an Equality Impact Assessment (EIA)
- Any changes to be cost neutral or provide cost savings to the Council

Youth Cabinet

The Task and Finish Group were invited by the Youth Cabinet to listen to a debate concerning grammar school transport. Councillor Mrs Jackie Brockway, Chairman of the Task and Finish Group and Councillor Chris Brewis attended the Youth Cabinet meeting on 7 November 2015. During this meeting, concerns were raised by the Youth Cabinet about reducing current support and how the more disadvantaged will be affected. The Youth Cabinet considered means-testing grammar school transport as an option, despite the acknowledgement that the cost of administration could be severe. The discussion also raised the issue as to whether the contract is with parents or with children/young people.

During the Engagement Day, Youth Cabinet representatives questioned the reasoning behind why some areas are not covered by the grammar school DTAs and were informed that this was an historical event, and several years ago there would have been grammar schools in those areas that subsequently converted to comprehensives.

In response to the questions, the Youth Cabinet representatives suggested whether a scaling of charges could be an option due to some people falling outside of the means-testing policy. They further suggested a system where all transport users pay a fixed amount, and remove the DTAs completely within the school transport policy. The Youth Cabinet members argued that it should be open to all families to attend grammar school, including those who may be coming from poorer families. They also felt the policy should not revolve around whether the relevant grammar school was the nearest school or not.

Finally, the Youth Cabinet representatives asked to be further involved if any proposed alterations to the Grammar School Transport Policy went to formal consultation.

What are the Options?

Options for changing Grammar School Transport Policy

The Council's finances are under unprecedented pressure, and home to school transport, which is almost a quarter of the Children's Services budget, is being asked to contribute to the savings required in order to ensure that the Council is able to set a balanced budget. In reality, this means that there is no scope for increased expenditure without impact on other services. The proposed savings from the home to school and college transport budget for 2016/17 is £1.631m, which represents 6.5% of the 2015/16 budget of £25.167m. Despite this reduction, there will be no lessening of policy duties, and several new budget pressures are appearing from April 2016 onwards, whose costs are not budgeted for.

The Task and Finish Group has identified five options for the Grammar School Transport Policy. The benefits, risks and cost implications for each of these options are set out below.

The Task and Finish Group has been mindful of the budget pressures facing the Council and taken into consideration the school transport policies at other councils and the views of the stakeholders when considering the options for the Grammar School Transport Policy.

Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years

Benefits

The current Grammar School Transport Policy is understood and mostly accepted, with the exception of small areas and a number of villages in the south of the county and north of Grantham. There is no evidence that the policy has been applied incorrectly or is unfair or discriminatory, and the recent Ombudsman decisions received in January 2016, regarding parental complaints relating to the Grammar School Transport Policy, considered whether it was unfair or discriminatory and found in favour of the Council.

Risks

There is minimal risk of a legal challenge if the policy was left as it is. However, the campaign groups who would like to see a change in the Grammar School Transport Policy would not have their aspirations met and there could be further challenges by parents and campaign groups to the current policy.

Cost Implications

There would be no cost implications if the current policy remained as it is. However, the Task and Finish Group does have concerns about whether the current policy is sustainable and affordable in the long term, given that pupil numbers in primary schools have been increasing and these pupils will soon be transferring to secondary schools. In addition, all but one grammar school is an academy, and academies have the discretion to be able to increase their PAN (Published Admission Number) which the Local Authority has no control over.

Advice of the Task and Finish Group

The Task and Finish Group could not reach a consensus on whether the policy should remain the same or be amended. Some members of the Task and Finish Group felt that they could not support Option 1 as they considered the current system to be unfair due to 25% of the county being excluded from being entitled to free grammar school transport which is why it is currently being challenged. It was also thought that the current policy is not sustainable as it is and that it might be seen as a 'cop out' to leave the policy as it is, and that there would be disappointment that the opportunity to change the policy was not taken.

Other members of the Task and Finish Group felt that the current policy is fair and therefore did not need to be amended. There is no legal duty to provide equal access to all schools. It was also considered by the members that the non-grammar schools who were in the areas not covered by grammar school DTAs were all ability schools and therefore provided suitable education for pupils of all abilities. In addition, members of the Task and Finish Group were very concerned about the impact on the all ability schools in the non-grammar school DTAs if the DTAs were expanded to include these areas, as it could have a negative effect on their pupil numbers, school results and funding.

The Task and Finish Group does recommend Option 1 to the Executive, as the current policy is lawful and there is no evidence that it is legally unfair or discriminatory. The Task and Finish Group recommends that the current policy should be reviewed in two years in order to ensure that it remains financially viable.

Option 2 - Extend free transport to nearest grammar school from all addresses in Lincolnshire, by extending grammar school DTAs into the non-grammar school (i.e. all-ability school) DTA areas

Benefits

This option would enable all children in Lincolnshire to be entitled to free or subsidised transport to a grammar school. This would address the concerns of those parents who have asserted unfairness of the present grammar school DTAs.

Risks

There are a number of risks with this option. Non-grammar schools will be adversely affected as their ability to recruit across the ability range will be undermined. This could reduce the number of pupils on roll at non-grammar schools which would then lead to less funding being available, and would also impact on non-grammar schools' examination results. There is also a risk that non-grammar school pupils will be unfairly disadvantaged as they would not have a choice of transport to more than one school. In addition there is a risk to the Council of not being able to finance the increased costs which would be incurred from this option.

Cost Implications

It is estimated that to implement Option 2 would cost the Council between £2 million and £2.7 million.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 2 to the Executive, as it is financially unviable to provide this level of free grammar school transport.

Option 3 - Remove all secondary school DTAs and offer free transport only to the nearest suitable school

Benefits

The perceived unfairness would be addressed and all pupils' transport needs would be assessed in the same way. It would also lead to savings in the Council's home to school transport budget.

Risks

There would be strong opposition from parents and grammar schools currently benefitting from free transport, who would lose their present entitlement if the school was not their nearest suitable school.

Cost Implications

It is estimated that Option 3 could save the Council £1.4 million from discontinuing the present entitlement.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 3 to the Executive, as it would disadvantage a lot of people in the DTAs for grammar schools and non-grammar schools, and would take away free transport from those who already receive it for a school which is not their nearest suitable school. Lincolnshire does have areas of selective education and the grammar school transport policy does enable access to those selective schools.

Option 4 - Amend the grammar school DTA areas only in specific areas to include the areas where the opposition to the policy has been most marked in grammar school DTAs

Benefits

This option would address the perceived unfairness expressed by residents in the areas just outside grammar school DTAs, and would allow their children to benefit from free transport to a grammar school.

Risks

This option would require a rational justification not only for extending the current boundaries but also for why they have not been extended further.

There is a risk that other parents living in non-grammar school DTA areas might claim unfairness against themselves and demand the same right to free grammar school transport, which would only be satisfied by the adoption of Option 2 above.

Cost Implications

It is estimated that for Option 4 there would be an increase in the transport budget of around £10,000 to £50,000 per annum.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 4 to the Executive, as it could lead to further challenge from parents who would still be outside of a grammar school DTA. In addition, it would adversely affect non-grammar schools in the areas outside the grammar school DTAs and the Council needs to be mindful of the impact of any policy changes on the wider pupil population.

Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals

Benefits

This option would enable the Council to raise some funds against the cost of providing the provision.

Risks

There is likely to be opposition from grammar schools and future parents who would benefit from free transport as they would lose this present entitlement.

Cost Implications

This option could possibly lead to a net saving of circa £1.5 million per annum after 5 years. If the charge was means tested for low income families, there would be an estimated cost of employing a 1.0 FTE person at grade 4 or 5 to undertake the administration for means testing all grammar school applications.

Advice of the Task and Finish Group

The Task and Finish Group felt that if a charge was introduced, it should be on a phased basis starting in the 2017/18 academic year, and only applied to new pupils starting secondary school. As a result, the full cost saving would not be realised until five years after it was introduced. The Task and Finish Group also felt that any charge should not be applied to new pupils who already had an older sibling at the same grammar school.

However, the Task and Finish Group was concerned about low income families being able to afford to pay a charge and felt that there should be some means of ensuring that those that could not afford to pay were still able to access grammar schools. The Task and Finish Group felt that a reduced rate for pupils in receipt of free school meals should be considered as part of this option.

For comparison, the Task and Finish Group considered the charging system for post 16 transport which was introduced in 2008. A detailed analysis of the current post-16 transport policy is attached at Appendix 2. In 2015/16, the charge for post 16 transport was £418. It is proposed that this charge will increase to £500 for September 2016 and to £570 for September 2017. Even with these increases, the cost for post 16 transport will still be subsidised by the Council by circa 50%. It is worth highlighting that the Council does not means test for post 16 transport, so there is a flat rate charge for all post 16 transport regardless of income.

The Council does not, in law, have to provide free home to school transport to a grammar school if it not the nearest suitable school to the child's home. Conversely, if the grammar school was the nearest to the child's home, the Council would almost certainly have to provide the transport free of charge.

The Council provides transport to secondary age pupils to grammar schools on the basis of its DTAs. The Council's DTA approach does not require the grammar school to be the nearest school to the pupil's home, merely that the pupil lives in the school's DTA area and is over three miles from the school.

Since the grammar school transport areas are larger than those of the non-grammar schools, the majority of pupils qualifying for transport to grammar schools would not automatically qualify for transport to their DTA grammar school if the Council did not have DTAs as the basis of transport entitlement.

Therefore, it is clear that the Council could introduce a charge for students attending a grammar school where it is not their nearest secondary school.

The Task and Finish Group also considered the possibility of removing the grammar school DTAs and introducing a charge for grammar school transport for the whole of Lincolnshire. However, this was not supported by the majority of the Task and Finish Group due to the potential implications on the all ability schools in the non-grammar school DTAs.

The Task and Finish Group does recommend Option 5 to the Executive, as it would address the issue of perceived unfairness by charging pupils living in a grammar school DTA for transport who attend a grammar school which is not their nearest school. In addition, it would help to raise funds to offset the cost of this discretionary provision. As part of this option, the Task and Finish Group also recommends that the Executive considers phasing in the charge from 2017/18 to new secondary school pupils only; the possibility of some level of financial support for pupils on free school meals; and providing free transport to grammar schools for those pupils with siblings already at the same school.

Recommendation

The Task and Finish Group submit the following two options to the Executive for its consideration:

- Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years.
- Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.

Appendix 1 - Other Local Authorities

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Essex County Council	4	Yes	Statutory rules for all schools, with notable exception: Free transport for children going to GS from low-income families ¹³ living further than 2 miles away.	2013: A consultation to reject discretionary GS transport for low income families was met with fierce opposition, and the policy remained.	From September 2015, children starting secondary school will only receive free transport if they go to closest school (using the statutory proximity rules ¹⁴)	Large Area ¹⁵
Kent County Council	33	Yes	Statutory rules for all schools, with notable exception: Free transport for children going to GS from low-income families living between 2 & 15 miles.	A Young Person Travel Pass is possible for children not eligible to free transport (standard fee is £200-half for low income families).	Works with the statutory proximity rules.	Large Area

¹² Grammar Schools (Selective Schools)

¹³ Usually policies define low-income families as such: receive free school meals or parents are in receipt of one of these benefits: Income Support, Income based jobseekers allowance, Child Tax Credit (and with an annual income of no more than £16,190), a guaranteed element of state pension credit, income related employment and support allowance or maximum level of Working Tax Credit. Essex County Council however only mentions Child Tax Credit and an annual household income below £16,190.

¹⁴ Children are eligible for free transport if they are attending their nearest qualifying school, and their address is 3 miles walking distance away from the school (2 miles if under 11); For children from low-income families, they can be eligible if they attend a school between 2 and 6 miles and one of the three nearest suitable qualifying schools. If it is a faith school and the child is from a low-income family, then the distance increases to between 2 and 15 miles; the provision of Free Post 16 Transport is not a statutory requirement. (as stated by the Education Act 1996 amended by the Education inspection act 2006, section 508, 509 and Schedule 35B).

¹⁵ Small area: 0 to 100 sq miles; Medium area: 100 to 1000 sq miles; Large area: over 1000 sq miles.

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Medway Council	6	Yes	<p>GS are a different category compared to mainstream schools: grammar schools will always be considered the "nearest qualifying school" regardless of its location, if the child qualifies for entrance.</p> <p>Therefore, free transport will always be provided to the nearest grammar school (does not have to be nearest school)</p>	<p>No plans to change policy at this time, next review will be in 2016.</p> <p>A Medway Youth Pass is available for non-eligible students to save costs.</p>	Purely statutory proximity rules.	Small Area
Trafford Council	7	Yes	<p>GS are a different category compared to mainstream schools: grammar schools will always be considered the "nearest qualifying school" regardless of its location, if the child qualifies for entrance. Free transport will therefore be provided to these schools.</p>	<p>Quote from Policy: TC "recognises that as a Local Authority that operates a selective system, all pupils are within the selective system whether they choose to be or not."</p>	Purely statutory proximity rules.	Small Area

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Warwickshire County Council	6	Yes	Currently, students residing in East and South Warwickshire who have obtained a place in a selective school can consider their selective school to be the 'nearest qualifying school' no matter what their location would be.	Recent proposal & consultation has recommended removing all discretionary transport for GS students. The proposal entails assessing grammar school students against the same criteria as other children attending other schools. It has been approved by the Cabinet in October 2015, and would signify that 76 % ¹⁶ of GS students would lose their free transport whilst saving the Council £342k each year from 2020/2021. ¹⁷	Works with priority areas alongside the proximity rules. This means that a child living within a priority area but with a school in closer proximity than the designated school (and further than 3 miles away) could potentially be eligible for transport to both schools.	Medium Area
Birmingham City Council	8	No	Standard statutory policy without mentioning GS	/	Purely statutory proximity rules.	Medium Area (just: 103.39 sq miles)

¹⁶ 892 pupils (calculated April 2015)

¹⁷ This will affect only the new secondary students (coming into year 7). Grammar school students currently enjoying free transport services will continue to receive this service until they are 16.

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Bournemouth Borough Council	2	No	No special provisions for selective schools	/	Catchment areas seem more important than the proximity rule.	Small Area
Buckinghamshire County Council	13	Yes	No entitlement for GS specifically. Proximity determines free transport.	They believe an "upper school" is able to provide adequate education for a grammar qualified pupil. ^{18 & 19}	Catchment areas are no longer part of the policy (since 2003), proximity is only factor.	Medium Area
Calderdale Council	2	No	No special provisions for selective (grammar) schools.	The Council fulfils only its statutory requirements.	No catchment area mentioned, only proximity rules apply.	Medium Area
Cumbria County Council	1	Yes	No special provisions for selective (grammar) schools.	A selective school can be ignored, if it is the "nearest qualifying school" but you do not want to join a selective school (You do not need to apply).	Catchment area or nearest qualifying school determines eligibility for free transport. Only if a catchment is not in place, then the nearest school will be considered for free transport.	Large Area & Statistical Neighbour of Lincolnshire ²⁰

¹⁸ Buckinghamshire is one of the last remaining counties where education is fully selective (all students are expected to take the 11-plus). Along with 13 GS, there are also 21 upper (modern) schools in the County.

¹⁹ Also, a paid-for travel scheme exists in Buckinghamshire just as it does in most councils, where children who do not qualify for free transport could apply for spare seats within already created bus schemes for the children who do qualify for free transport under the policy. This provides children with more accessible transport.

²⁰ Based on 'Passenger Transport' comparison.

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Devon County Council	1	Yes	"No additional entitlement" if the preferred school is a selective school.	The Council provides "transport to a single school designated for the home address where this is not the nearest school to the home address" ²¹	Clear school Designated Areas for Transport (online interactive map); The (catchment) areas clearly outweigh the proximity guidelines as the dominant rule.	Large Area & Statistical Neighbour of Lincolnshire
Gloucestershire County Council	7	No	No special provisions for selective (grammar) schools.	Free transport can be arranged to either nearest school OR School agreed by County through address (i.e. DTA) ²²	Works with Designated Transport Areas, but there is no specifically designed map for GS (interactive map on website).	Large Area

²¹ Preference for Catchment Areas: "Where the designated school is unable to admit a child, free transport will be available to the nearest school able to offer a place. Evidence must be provided by the parent that the school was unable to admit the child." = CATCHMENT > PROXIMITY

²² If the child is not accepted at the nearest school, the next school will be a possibility.

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Kirklees Council	1	Yes	No special provisions for selective (grammar) schools.	Quote from policy: "Grammar school is not included within 'belief' category. In other words, free transport would not be provided to a grammar school based on the statutory requirements for a child on low income attending a certain belief school (e.g. faith school)."	In previous years the Council worked with catchment areas to determine transport eligibility, but the policy on transport now only mentions proximity rules.	Medium Area
Lancashire County Council	4	Yes	No special provisions for selective (grammar) schools	Quote from Policy: "Grammar schools are under the same policy as the other schools."	Works with Geographical Priority Areas, but they will be phased out from September 2015 in favour of the statutory proximity rules.	Large Area
Lincolnshire County Council	16	Yes	Transport for GS students if they live in the appropriate DTA, or it is the nearest qualifying school and further than 3 miles.	Separate grammar school DTAs set up, overlapping other secondary transport areas. Two different maps.	DTAs determine transport eligibility. The Council is also required to provide free transport using the statutory proximity rules.	Large Area

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Liverpool City Council	1	No	No special provisions for selective (grammar) schools	Pre-paid Merseytravel SOLO zone bus ticket is a cheaper alternative.	Purely statutory proximity rules.	Small Area
North Yorkshire County Council	3	No	No special provisions for selective (grammar) schools.	/	Provides transport to either nearest qualifying school <i>or</i> the 'normal school' (the school allocated to the geographical area within the home address of the child = catchment area)	Large Area (largest) & Statistical Neighbour of Lincolnshire
Plymouth City Council	2	No	No special provisions for selective (grammar) schools, purely following statutory policy.	No Parental Preference option (so no additional entitlement for GS pupils)	Purely statutory proximity rules.	Small Area
Poole Borough Council	2	Yes	No longer provides (discretionary) transport to grammar schools (cancelled in 2006).	"There is no automatic entitlement for a pupil attending a grammar school to receive free transport, unless: It is geographically their nearest school (> 3 miles + statutory low-income provisions)."	Proximity rules (usually nearest school is placed within the old catchment area)	Small Area

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Reading Borough Council	2	No	No special provisions for selective (grammar) schools	"Reading has the lowest proportion of children living inside its borough attending its grammar schools" ²³	Designated areas for schools, unclear whether these areas are more relevant than the proximity rules.	Small Area
Slough Borough Council	4	Yes	Only mentions that GS do not qualify as the nearest school.	No special provisions for selective schools, only statutory requirements.	Catchment <i>or</i> nearest qualifying school can be considered for free transport.	Small Area
Southend-On-Sea Borough Council	4	Yes	"Children from Low Income that have been awarded a place at a selective school are eligible for free transport, even if it is not nearest school."	Similar to Essex County Council policy.	Purely statutory proximity rules.	Small Area
Torbay Council	3	Yes	Only mention of grammar schools is that a GS is "suitable" if the child is of selective ability.	/	DTAs ²⁴ that are also created for GS but they do not overlap with the mainstream school areas.	Small Area

²³ Get Reading Newspaper (15 November 2013).

²⁴ Designated Transport Areas

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Walsall Council	2	Yes	No special provisions for selective schools (they consider it a parental preference choice and will therefore not provide free transport to GS students).	Quote from Policy: "Travel assistance for children attending a selective school is only provided where the child meets the eligibility criteria because of the home to school distance requirement or low family income."	Purely statutory proximity rules.	Small Area
Wiltshire Council	2	Yes	Currently, GS have their own catchment areas which create certain discretionary provisions ²⁵ , but the Council is moving towards purely statutory requirements.	"From September 2015 new applications for transport to either of the Salisbury grammar schools will incur a charge, unless the low household income provisions of the 2006 Education and Inspections Act are applicable or it can be demonstrated that the school attended is the closest school to the applicant's address."	Proximity rules are more relevant than the old catchment areas to determine transport eligibility (but these catchment areas are also used as designated transport areas, only proximity is more important when determining free transport). Catchment areas are being phased out from 2015.	Large Area & Statistical Neighbour of Lincolnshire

²⁵ Transport could be provided to a grammar school that is technically not the "nearest Qualifying school"

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Wirral Metropolitan Borough Council	6	No	No special provisions for selective (grammar) schools.	Recently limited their discretionary travel support (did not include any grammar school provisions).	Purely statutory proximity rules.	Small Area
Wolverhampton City Council	1	No	No special provisions for selective schools. No transport for a preferred school.	/	Designated schools are put forward (catchment > proximity).	Small Area
Telford and Wrekin Council	2	Yes	No special provisions for selective schools.	/	Catchment or nearest school can be considered for free transport.	Medium Area
London Boroughs: Barnet (Hertfordshire), Bexley, Bromley, Enfield (Hertfordshire), Kingston-Upon-Thames (Surrey), Redbridge (Essex) and Sutton (Surrey)	19	/	Transport is provided through the London Mayor Initiative with the Oyster Card for students.	/	/	/

Appendix 2 – Post 16 Transport Policy

Lincolnshire County Council will provide or subsidise transport to the nearest Sixth Form, College of Further Education or other licensed providers over 3 miles from the student's home. To qualify, a pupil or student must: live in Lincolnshire, be at least 16 years and under 19 years of age (on 1 September in the year the course starts), study a full time course (i.e. minimum of 12½ hours of taught study) and attend its nearest or designated school with a sixth form provision, or nearest or designated college. The transport provision is one outward journey and one return journey, timed for the start and finish of the school or college day.

Legal requirements

Section 509AA - The legislation recognises that a local response to transport arrangements is important in enabling young people's participation in education and training. A local approach allows local circumstances to be taken into account. The legislation therefore gives local authorities the discretion to determine what transport and financial support are necessary to facilitate young people's attendance. The local authority must exercise its power to provide transport or financial support reasonably, taking into account all relevant matters. A failure to make arrangements would amount to a failure to meet the duty.

The law therefore does not define precisely the circumstances which make assisted transport necessary for post-16 students who are above the statutory age for schooling. It is for the LA to decide, against the statutory guidance on post-16 transport support published annually by the Education Funding Agency (EFA) whether transport needs to be provided and under which circumstances assistance with travel should be available.

Background to Post 16 Transport Provision

Until 2008, all education transport provided in Lincolnshire for pupils and students who qualified for assistance under the policy was provided free of charge. In that year there was policy change which restricted the entitlement of students post 16 to a nearest or designated college (previous to that time they could receive free travel to any school or college of choice for a post 16 course), and the introduction of a charge for the provision of post 16 transport and for concessionary transport, which was set at £180 for the following school/college year.

Prior to the decision being taken, a consultation took place with stakeholders and interested parties. There were many responses, and it is fair to say that the majority of the responses were opposed to the introduction of the charge. However, a large minority of respondents accepted that charging was not unfair, understanding that the Council had to restrain its costs, and also that the Council was not obliged to pay the costs of sixth-form transport. A sizeable minority responded to say that they did not feel that the Council should have been providing any free transport that was not required in law.

The representations were collated and summarised in a report which went to the Council's Children and Young People Scrutiny Committee and Executive before being confirmed. There was a general consensus that the Council's policy was generous and fair, even after the introduction of charging, and that the policy for post 16 transport support would be better able to withstand future financial pressure if there was a parent/student contribution towards its costs.

Current Policy

- The support is subject to an annual contribution by the user of £418 (2015/16).
- Contribution can be paid in three instalments of £141 by September, January and April each year, totalling £423.
- Includes an administration charge of £5.

- Schools with sixth form provision and colleges of further education have some bursary funding available to help students of sixth-form age (16-18).
- Bursary funding is paid to schools and colleges who decide how to allocate their funds.
- Transport support for learners with learning difficulties/disabilities is available under the policy until they are 21 years, or 25 years if necessary, in order to complete an appropriate programme of study.

Future Proposals

- Increase the charge to £500 from September 2016 for post-16 transport.
- Increase the charge to £570 from September 2017 for post-16 transport.
- Facilitated in payments of 7 instalments.
- Still leaves the cost over 50% subsidised on average.
- This is to ensure the medium-term sustainability of the policy.
- A school-based approach to the procurement of home to school transport for special schools is intended to make cost savings.

Appendix 3 - Contributors to the Review

The Task and Finish Group would like to offer their sincere thanks to all the parents and campaign group representatives who attended the Engagement Day and who have provided written responses to the review.

Furthermore, the Task and Finish Group would like to extend their thanks to the following people who attended the Engagement Day:

- George Baker, Youth Cabinet
- Steve Baragwanath, Principal of University Academy Holbeach
- Shaun Barton, Assistant Headteacher of Spalding Grammar School
- Andrew Fulbrook, Headteacher of Boston High School
- Kian Hearnshaw, Youth Cabinet
- Nick Law, Headteacher of Carres Grammar School
- Roger Moore, Chair of Governors of Stamford Welland Academy
- Anthony Partington, Principal of Stamford Welland Academy
- David Scott, Headteacher of Kesteven and Grantham Girls' School

In addition, the Task and Finish Group would like to extend their gratitude to the Youth Cabinet and all the following people who have contributed to this review:

- Debbie Barnes, Executive Director of Children's Services, Lincolnshire County Council
- Councillor Mrs Patricia Bradwell, Executive Councillor for Adult Services, Health and Children's Services, Lincolnshire County Council
- David Coleman, Chief Legal Officer, Lincolnshire County Council
- Andrew Garbutt, Participation Officer, Lincolnshire County Council
- Rob Hewis, Programme Officer, Community Engagement Team, Lincolnshire County Council
- Colin Hopkirk, Programme Officer, Community Engagement Team, Lincolnshire County Council
- Tracy Johnson, Senior Scrutiny Officer, Lincolnshire County Council
- Teri Marshall, Principal Transport Officer - Review and Local Bus, Passenger Transport Unit, Lincolnshire County Council
- Andrew McLean, Children's Service Manager - Commissioning, Lincolnshire County Council
- David Robinson, School Services Manager, Lincolnshire County Council
- Sally Savage, Chief Commissioning Officer (Children's), Lincolnshire County Council
- Vincent Van Doninck, Graduate Management Trainee, Lincolnshire County Council
- Rachel Wilson, Democratic Services Officer, Lincolnshire County Council

More Information

If you would like any more information about the work of Overview and Scrutiny at Lincolnshire County Council then please get in touch with the Scrutiny Team by calling 01522 552164 or by emailing the Team at scrutiny@lincolnshire.gov.uk

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

Report to:	Children and Young People's Scrutiny Committee
Date:	04 March 2016
Subject:	Inclusive Lincolnshire Strategy

Summary:

This report presents the Inclusive Lincolnshire Strategy to the Children and Young People Scrutiny Committee and updates on progress in relation to reducing school exclusions.

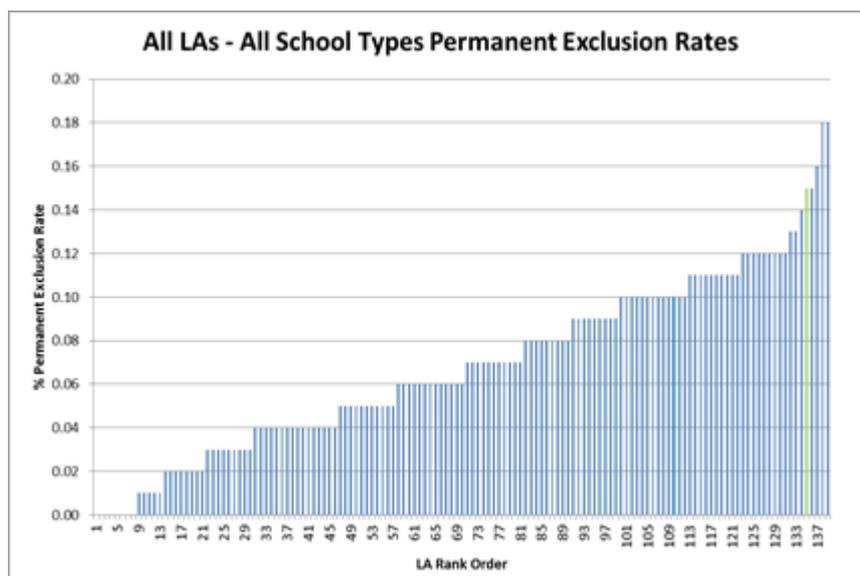
Actions Required:

The Children and Young People Scrutiny Committee is asked to consider the content of the report and provide feedback and challenge as required.

1. Background

Children in Lincolnshire are more likely to be excluded than in many other Local Authority (LA) areas. The chart below shows that for those LAs that have publishable data¹, Lincolnshire was ranked 135th out of 139 for permanent exclusions from all school types.

¹ Where there are low numbers of exclusions, typically 10 or less, the data is suppressed from publication to prevent the potential identify of individuals.



Primary:

- Lincolnshire was ranked joint last position out of 95 publishing LAs
- 40 LA areas had no primary exclusions
- The national rate of permanent exclusion is 2 per 10,000 pupils; in Lincolnshire it is 7 per 10,000 pupils

Secondary:

- Lincolnshire was ranked 110th out of 132 publishing LAs
- 6 LA area had no secondary exclusions
- The national rate of permanent exclusion is 13 per 10,000 pupils; in Lincolnshire it is 23 per 10,000 pupils

For fixed-period exclusions:

- Lincolnshire primary schools are more likely to use fixed-period exclusions; they are less likely to use a fixed-period exclusion with a pupil that has previously had one and the number of days excluded is lower, meaning less learning days lost.
- Lincolnshire secondary schools are less likely to use fixed-period exclusions; they are less likely to use a fixed-period exclusion with a pupil that has had one previously but they are more likely to exclude for more days, meaning more learning days lost.

Whilst recognising that there is no single solution to reducing the number of exclusions, this strategy outlines synergistic change across schools, the Local Authority and providers in order to achieve better outcomes for Lincolnshire schools and pupils. We need to change the way that we support pupils with challenging behaviour and shift away from specialist and statutory intervention to **earlier help and support**. We want to ensure that capacity and skills are aligned at all levels, and the thresholds between each level are clearly understood and implemented.

Progress Update

The Lincolnshire Ladder of Intervention (LLBI) has been published and with this the mechanism for a zero exclusions county. The expectation is that all schools will follow the LLBI from September 2016. It comprises three main steps. The first is school-led. Practitioners must identify the underlying causes of challenging behaviour by undertaking both cognitive and holistic assessments, including an Early Help Assessment and then intervening as appropriate. If such intervention does not result in an improvement in behaviour, then the school must implement a Pastoral Support Plan (PSP) which is solutions-focussed and lasts for at least two terms, to allow the pupil time to demonstrate progress. If this fails, then the PSP forms the basis of a referral to the Behaviour Outreach Support Service (BOSS) and the school is able to access specialist support within the setting for the pupil. If this affects no positive change, a pre-exclusion referral is made to the Lincolnshire Teaching and Learning Centre (LTLC) enabling the pupil to benefit from intensive support away from the base-school, but dual-registered. On successful completion of this work, the pupil is deemed 'school-ready' and a reintegration passport is devised to support a return to the mainstream school.

The BOSS, responsible for bridging all LLBI stages beyond PSP, is currently out to tender with 24 providers attending a very positive briefing event. The deadline for bids is 26th February 2016. Work to improve the LTLC is underway with Wellspring now identified as the preferred sponsor and providing interim leadership across all sites. A recently appointed executive head teacher and executive deputy head teacher are leading change and an Interim Executive Board (IEB) has been put in place to hold them to account. The provision will be fit for purpose by September 2016, albeit with interim arrangements in place with regard to premises.

Mary Meredith, Services Manager Inclusion, was appointed in January 2016 and has developed the role of the Reintegration Team so that work is preventive as well as reactive. For example, caseworkers now contact schools who have excluded pupils, for a fixed term period, three times or more within a term and provide challenge and support in order to arrest what is often a trajectory towards permanent exclusion. They are also working with disengaged families on behalf of schools as this was identified through discussion with head teachers as a major barrier to inclusion.

The problem of permanent exclusion for one-off breaches of behaviour policy is also being addressed. The Services Manager Inclusion is working alongside professionals from Safeguarding, Young Addaction and schools to develop a **Lincolnshire Drugs and Substance Misuse protocol**. This will be shared at the summer term Head Teacher briefings. A model **LCC risk assessment** is also being developed to support schools in dealing with pupils who use 'weapons' (N.B. this can be a pencil or a water bottle). This will promote a more reasonable, proportionate and fair approach to the management of such incidents, protecting pupils, where appropriate, from the harmful effects of permanent exclusions.

Restorative practice will underpin the work of the BOSS and has been embedded within the LLBI. All Inclusion Team members will be attending a 3 day Restorative Practice Training Programme in April and May 2016 and four specially appointed

FGC workers will also be trained in this. LCC will then be able to offer a restorative conferencing service for schools to draw upon when they are seeking to avoid permanent exclusion and allow young people the opportunity to learn from their mistakes. In time, schools will develop their own capacity to run formal restorative conferences.

Mary Meredith has met with head teachers at eight of Lincolnshire's highest excluding secondary schools, with a view to visiting all such settings before Easter. The overwhelming majority of head teachers have engaged in problem-solving dialogue and, in particular, welcome the development of a county-wide protocol for supporting schools to deal with 'one-off' incidents. In all of the settings visited, inclusive practices are evolving with head teachers also beginning to share strategies in the spirit of sector-led improvement.

Low and zero excluding secondary schools have all received letters from LCC congratulating them on their contribution to Inclusive Lincolnshire and inviting them to share effective practice. All have been happy to open their doors in this way.

2. Conclusion

Schools have responded very positively to these strategies. There is good evidence that they are moving in a more inclusive direction, even before the BOSS is available to them. Early data shows a drop in permanent exclusions during term 3, which hopefully indicates an appetite for change. Clearly, there will be an ongoing need to monitor the data to ensure that lower rates are sustained. It is also anticipated that the BOSS will consolidate and accelerate progress.

The Lincolnshire Learning Partnership Board (LLPB) and Schools Forum (SF) have been considering a range of strategies to support and challenge Lincolnshire schools and academies to reduce the number of permanent exclusions. The Inclusive Lincolnshire Strategy has explored the potential impact and appetite for schools to pay a reintegration charge where head teachers cannot demonstrate they have met an agreed ladder of intervention expected of all schools. Such a levy would be in the region of £25k (which is roughly the cost of educating pupils who have been permanently excluded) and is used in other Local Authorities.

Having consulted with the LLPB, SF and head teachers through wider head teacher briefings, it is recognised that there is some appetite for the charge to be applied. However, in the spirit of shared vision and collaboration, we want to assess the impact of the Behaviour Outreach Support Service (BOSS) as we hope that this will drive a more inclusive approach and that head teachers will recognise the need for consistency and engagement with the ladder of intervention without the need for a levy. It is the vision of all head teachers who responded to the consultation that exclusions should be reduced. The BOSS will be operational from September 2016 and will support schools and the LA in managing pupils with challenging behaviour more effectively. The levy will be shadowed in this system but not administered and its long-term future will be reconsidered once the impact of the BOSS can be fully evaluated at the end of academic year 2016-17.

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	Inclusive Lincolnshire Strategy - December 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 Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@lincolnshire.gov.uk .

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'Inclusive Lincolnshire'

A strategy to build resilience across all schools to support all pupils, promote collective responsibility and reduce exclusion

**Lincolnshire County Council
Lincolnshire Learning Partnership**



LINCOLNSHIRE
LEARNING
PARTNERSHIP
LED BY SCHOOLS FOR SCHOOLS

December 2015

Status: Post LLPB v2.2

1. The Vision

Whilst recognising that there is no single solution to reducing the number of exclusions, this strategy outlines synergistic change across schools, the Local Authority and providers in order to achieve better outcomes for Lincolnshire schools and pupils. We need to change the way that we support pupils with challenging behaviour and shift away from specialist and statutory intervention to **earlier help and support**. We want to ensure that capacity and skills are aligned at all levels, and the thresholds between each level are clearly understood and implemented.

All pupils and schools in Lincolnshire are our collective responsibility where every pupil and school is known, valued and supported to achieve in all areas.

Key Priorities

- Schools, the Local Authority and other agencies to meet young people's behavioural needs in school wherever possible.
- Intervene early through high quality support in order to prevent further escalation of need and reduce exclusions
- Deliver a service which is integrated, and is responsive to pupil, family and school needs.
- Commission an outreach service which is able to support schools to provide for pupils with complex needs and challenging behaviour.
- Arrange swift and equitable reintegration into an appropriate setting.
- Improve and increase educational alternatives for young people aged 14-19 at risk of exclusion.
- Improve outcomes, including attainment, for young people with challenging behaviour.

2. The Context

Nationally, both permanent and fixed-period exclusions have been steadily declining in the last few years to around 0.06% of the pupil population in 2014. (See Appendix 1 for more detailed analysis of exclusion at a national and local level)

In contrast, Lincolnshire has seen an increase and remains a high excluding authority. Pupils in Lincolnshire are more likely to be excluded than in many other Local Authority (LA) areas and was ranked 135th out of 139 for permanent exclusions from all school types.

Primary:

- Lincolnshire was ranked joint last position out of 95 publishing LAs
- 40 LA areas had no primary exclusions
- The national rate of permanent exclusion is 2 per 10,000 pupils; in Lincolnshire it is 7 per 10,000 pupils

Secondary:

- Lincolnshire was ranked 110th out of 132 publishing LAs
- 6 LA area had no secondary exclusions
- The national rate of permanent exclusion is 13 per 10,000 pupils; in Lincolnshire it is 23 per 10,000 pupils

It is recognised by the Local Authority and all schools that the numbers of exclusions is rising and as a consequence more of the dedicated school grant (DSG) will have to be used to meet the needs of pupils excluded from Lincolnshire schools, reducing future funding for every school. At the same time, it is clear that schools do not have access to an appropriate behaviour outreach service that can help them meet the needs of pupils whose behaviour challenges them.

A working group of head teachers and LA officers was established in designing this strategy and recurrent funding of £1.3 million per annum was committed by the Schools Forum on behalf of all schools, to support its implementation.

The Lincolnshire Learning Partnership is the vehicle to support and strategically lead school to school collaboration across Lincolnshire. The Lincolnshire Learning Partnership Board (led by schools for schools) has contributed to the development of this strategy and will promote and monitor its implementation and success across the county.

3. **The 'Inclusive Lincolnshire' Strategy**

The 'Inclusive Lincolnshire' Strategy recognises and celebrates the fact that the vast majority of pupils in Lincolnshire have their social, emotional and behavioural needs met by the experts working within our school system and seeks to identify and share best practice for the benefit of all. It outlines a clear behaviour pathway with increased support for schools to build their resilience in supporting pupils with especially challenging behaviours and protecting our most vulnerable pupils from the damaging effects of exclusion.

Lincolnshire County Council is committed to the 'Inclusive Lincolnshire' strategy and has appointed a Service Manager for Inclusion to take a lead on this. The Pupil Reintegration Team has been remodelled and all schools will have access to a named behaviour specialist serving their locality area and supporting the development and implementation of the strategy. They will work with schools and become the guardian of a pupil's right to full time education, looking to accelerate the return of pupils back into mainstream provision.

There are already a range of services that are currently provided by the Council and other organisations (both locally and nationally) to support specific pupils and their needs.

Two new outreach services which started at the beginning of this academic year include: one for Physical Disabilities, provided by St Francis School. This service is responsible for responding to all Physical Disability Outreach queries, for pupils from Primary School age to the age of 18 years in the county of Lincolnshire.

The other outreach service is for Autism and Learning Difficulties which is provided by a consortium led by Gosberton House School. The service is responsible for responding to all autism, moderate and severe learning difficulties and social communication challenges which impact on cognitive development and learning potential for pupils from primary school age to the age of 18 years in the county of Lincolnshire.

Key elements of both services are:

- Working towards ensuring support is available for the pupils through direct intervention, legacy building, working with key stakeholders and support the pupil through key transitions.
- Building the resilience and skill set of the teaching staff in other schools across the cluster boundary.
- Providing a robust, integrated service which is part of a holistic package of support for pupils.

Lincolnshire County Council will seek to make these services and their parameters more visible to schools to enable ease of access at the point of need. Schools with excellent practice may also seek to offer their services to other schools through inclusion in the Local Offer¹ – how to do so can be found here: <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/the-local-offer/121609.article> .

The 'Inclusive Lincolnshire' strategy is dependent on the commitment of all schools and the local authority to do all we can to protect pupils from the damaging effects of school exclusions. Consistent expectations must be transparent so that schools, the LA and locality panels can challenge and support one another. The 'Lincolnshire Ladder of Behavioural Intervention' (LLBI) has been developed with schools for schools and outlines what schools, using good practice expectations, can do for themselves to meet the needs of pupils whose behaviour is challenging. It includes reference to the services schools can access, and more specialist provision is available to meet those pupils with the most challenging needs

Behaviour Outreach Support Service (BOSS)

Working on behalf of schools, the LA will commission a new Behaviour Outreach Support Service that will operate on two levels for all schools, in addition to running a whole school restorative practice programme with 20 schools. The service will be encouraged to offer enhanced traded packages of support to schools, or clusters of schools, who decide that this is a strategic priority for them.

Targeted Outreach Support

Accessible to all schools facilitated for individuals or small groups in the school setting and is focussed on pupils at risk of exclusion. This will involve bespoke interventions which increase capacity within the school setting and facilitate progress with individual pupils.

Schools should, at this point, consider the possibility of a managed-move as a means to avoid a permanent exclusion. Managed moves are a three-way agreement between the parent/pupil and the current and potential school. The outreach service will support schools to formalise a trial agreement where the pupil remains on the roll of the current school (as a dual registered – main registration) and as a subsidiary registration at the potential school. The current school is responsible for the transport arrangements of the pupil during the trial

¹ Lincolnshire's Local Offer: <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>
v2.2

period. Transport costs will be met by the LA once the trial has ended successfully and all three parties are in agreement.

(In order to protect capacity at this level of the service, schools will need to demonstrate that they have deployed the best practice strategies of school-led interventions)

Escalating Need – Intensive Intervention

A small minority of pupils will need more support than can be provided in the mainstream provision. The 'Inclusive Lincolnshire' strategy offers schools access to flexible, bespoke pre-exclusion placements in specialist behaviour provision. These will be time-limited interventions with pupils at the point of permanent exclusion. These placements will be flexible and pupils will remain on the role of their home school throughout the intensive intervention. This level of the strategy will be led by the Local Authority.

(In order to protect capacity at this level of the service, schools will need to have accessed the targeted outreach support. As an interim measure a single, central decision-making panel will be created to gate-keep the access to services beyond the support of BOSS - targeted outreach support but in time this decision making will be delegated to locality panels, led by head teachers)

In Lincolnshire, our pupil referral units are referred to as The Lincolnshire Teaching and Learning and Centre (LTLC). Provision across these four sites was judged to require special measures by Ofsted in February 2015. As a key strategic provision in Lincolnshire, it is essential that, through the 'Inclusive Lincolnshire' strategy, LTLC becomes the specialist centre delivering skilled interventions which enable the majority of pupils to return to mainstream school and their local community. By working in partnership with local primary and secondary schools, the LTLC will provide alternative flexible education pathways.

Pupils will receive specialist intervention to enable them to make a fresh start in education. This will involve understanding individual's pupil needs and establishing a provision which can take account of their difficulties or barriers to learning. The aim will be to offer all pupils the opportunity to become confident learners within a supportive environment. Using a restorative philosophy, the LTLC will work to improve the self-esteem of pupils, allowing them to take responsibility for their behaviour and instill pride in their successes. The vast majority of pupils will access a period of support before going back to their mainstream school with a minority moving on to a more suitable school placement.

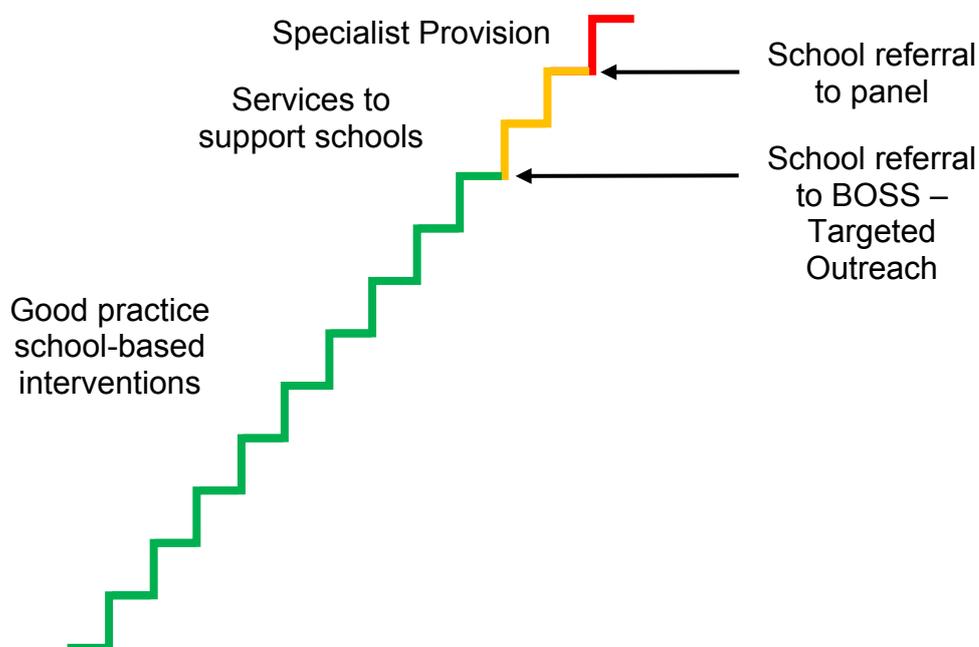
When pupils are ready to reintegrate to mainstream education, they will have a passport that provides a comprehensive overview of the progress the pupil has made and the strategies that have been proved successful in the pupil managing their behaviour. Schools, the LA, the behaviour outreach service and LTLC will work in collaboration to establish a shared successful supported plan for integration.

Permanent Exclusion

The provision at the intensive intervention level will be provided to all pupils who are permanently excluded from mainstream provision, following a comprehensive assessment of need. However, locality panels, led by headteachers will evaluate the intervention provided and alternatives considered by the school through the exclusion documentation and supporting evidence. A reintegration charge will be levied against those schools that do not engage with meeting the needs of pupils either through following good practice or

accessing services available to them: those schools that do will not be fined. It is anticipated that, in line with other authorities, this could be in the region of £25k per exclusion.

Pictorially this concept can be represented by the following graphic, where the majority of pupil's needs are met by schools, with a small number requiring external support and an even smaller number requiring specialist provision:



'Inclusive Lincolnshire' Contract

An alliance between all schools, the local authority, a commissioned outreach service and the LTLC will be established to allow this strategy to have the impact needed across our county. Commitment to this alliance is outlined below and all members need to challenge one another to deliver on this.

- I. All schools commit to identifying and meeting the needs of pupils demonstrating challenging behaviour at the earliest opportunity. Individual behaviour policies and local offers will reflect this commitment.
- II. The Lincolnshire Ladder of Behaviour Intervention, designed by schools, seeks to ensure that current best practice becomes common practice amongst Lincolnshire schools. A commitment to this will reduce the variation of interventions delivered between schools and will help to generate a consistent 'red-line' for exclusion.
- III. The Behaviour Outreach Support Service will support schools to meet the identified needs of pupils that exhibit challenging behaviour at the thresholds outlined in this strategy and through a more detailed specification.
- IV. Schools will work creatively, with the range of options available to them, to design an appropriate curriculum for all pupils. This may include Key Stage 4 alternative

provision and schools should commit to growing provision in their area to meet their pupil's needs. No pupil will be excluded because of a lack of appropriate curriculum.

- V. The LA will establish and update a directory of services available to support schools to meet the needs of all pupils through its Local Offer.
- VI. A reintegration charge will be introduced to be levied against those schools that do not engage with meeting the needs of pupils either through following good practice or accessing services available to them: those schools that do will not be fined. It is anticipated that, in line with other authorities, this could be in the region of £25k per exclusion.
- VII. Schools will commit to a 24 hour information turn-around on pre-excluded and excluded pupils to partners involved in supporting the pupil, to allow an effective provision to be made.
- VIII. Schools will consider the possibility of a managed-move with their colleagues as a means to avoid a permanent exclusion.

4. **Impact**

The 'Inclusive Lincolnshire' strategy is underpinned by a clear set of performance indicators to enable the measurement of impact and progress. The Service Manager for Inclusion will report on progress against these indicators to the Lincolnshire Learning Partnership Board and the Schools' Forum.

- The reduction in the number of permanent exclusions
- Children and Young People reporting positive experiences of Behaviour Support
- Schools and services are certain about respective roles and pathways to access support
- Early intervention services are co-ordinated and delivered in the most effective way to prevent an escalation in need
- School based practitioners have been supported to develop their practice and skill base in relation to supporting vulnerable learners

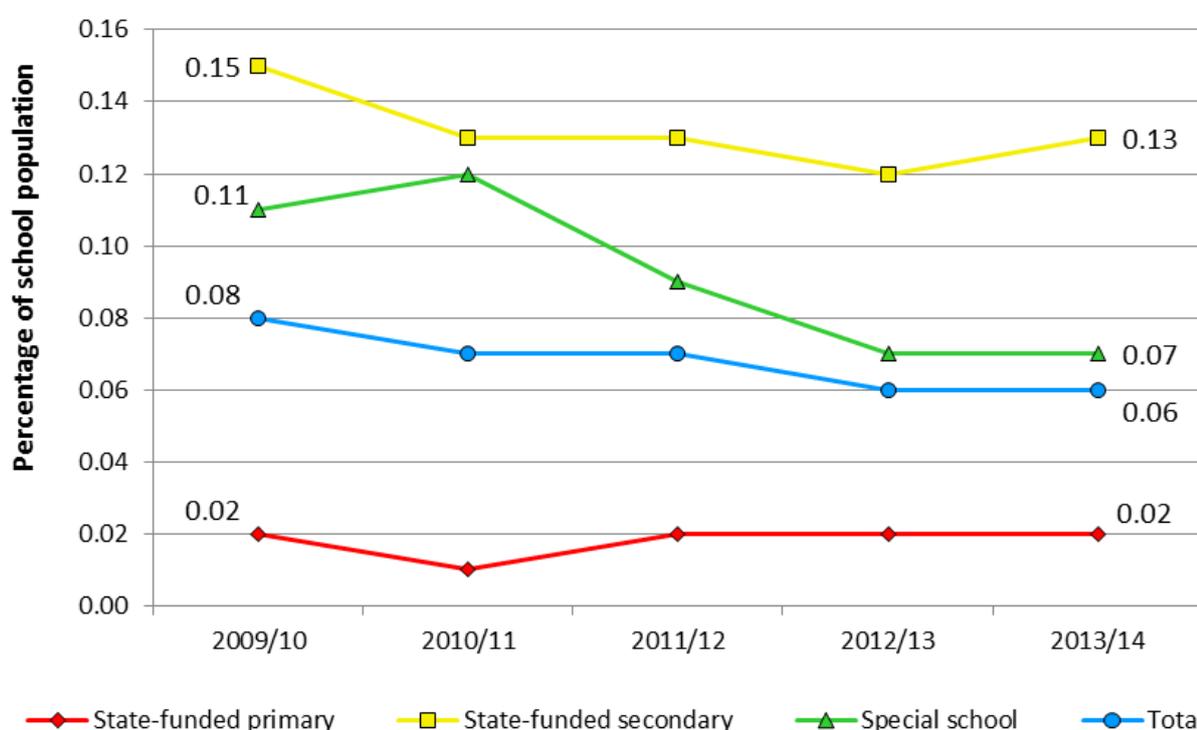
Appendix 1 Detailed Data Analysis²

The National Picture

Exclusions, both permanent and fixed-period, have been steadily declining in the last few years, but there were still 4,950 pupils permanently excluded in 2013/14 which represents 0.06% of the pupil population; for fixed-period there were 269,480 instances which is 3.50% of the pupil population.

Permanent exclusions:

The chart below shows the historical trend in the rate of permanent exclusions by school type.

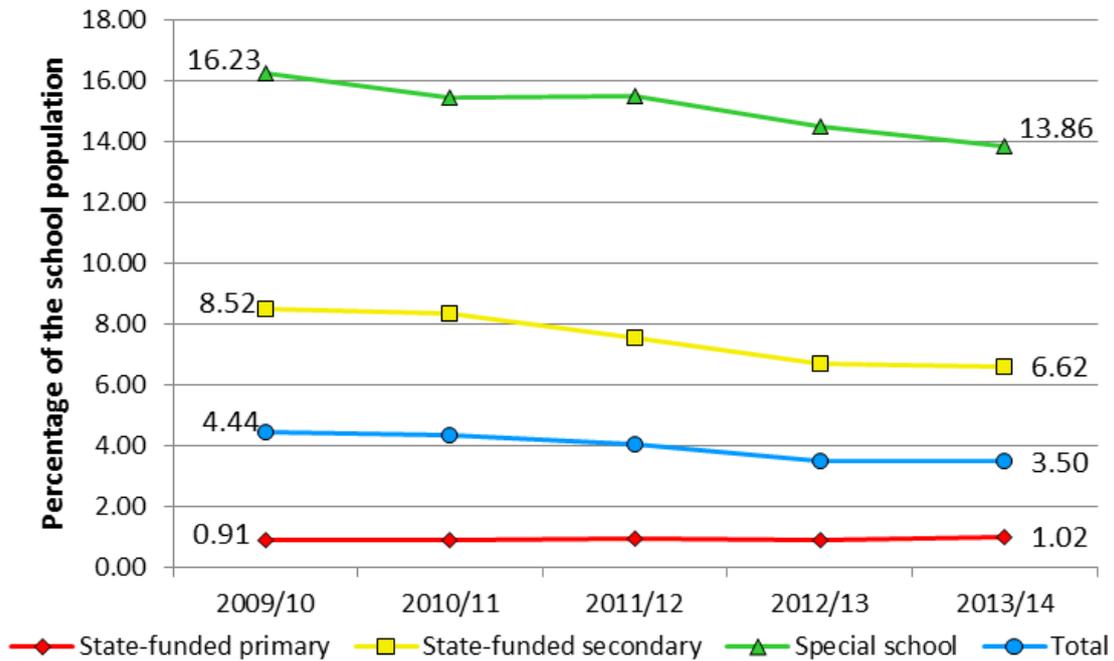


- Secondary school exclusions increased in 2013/14 having previously been on a downward trajectory
- Primary schools exclusions have remained the same since 2011/12 but have largely been consistent since 2009/10
- Special school exclusions have reduced by a third since 2009/10
- Boys are three times more likely to be permanently excluded than girls
- Girls are unlikely to be excluded from primary school but more likely to be excluded in years 9 and 10
- Boys are permanently excluded at all statutory ages but more likely to be excluded at secondary school peaking in years 9 and 10

²
https://www.gov.uk/government/statistics?keywords=exclusions&topics%5B%5D=all&departments%5B%5D=department-for-education&from_date=&to_date=&commit=Refresh+results

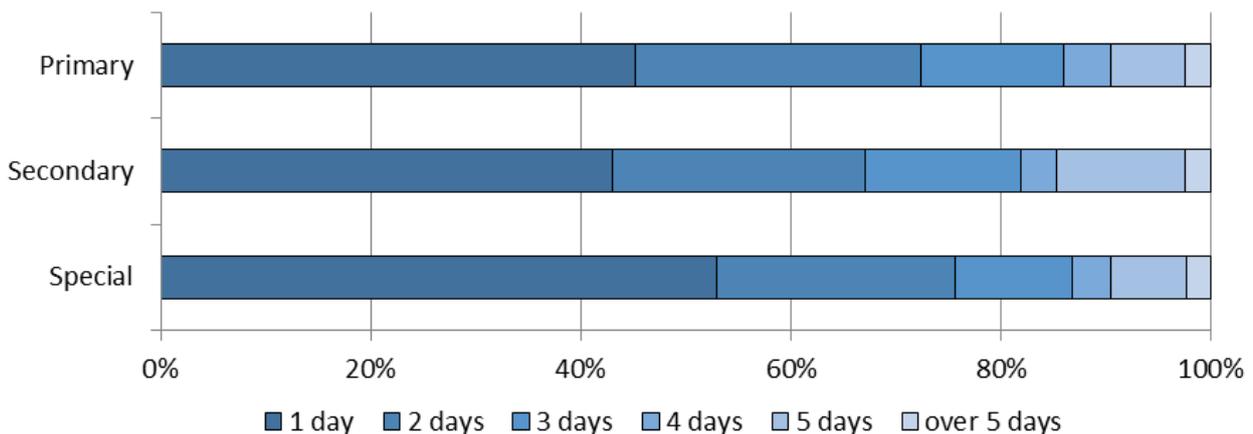
- Year 10 is the highest excluding year group
- Pupils with special educational needs (SEN) but without a statement/education, health and care plan (EHCP) are 8.3 times more likely to be permanently excluded
- Pupils with SEN and with a statement/EHCP are 5 times more likely to be permanently excluded
- Pupils of black (1.7x) and mixed (1.6x) ethnic group are more likely to be permanently excluded
- Pupils eligible for a free school meal (FSM) are 3 times more likely to be permanently excluded
- There is a direct relationship between the increase in severity of deprivation and an increase in permanent exclusions
- In primary schools the top three reasons for permanent exclusion are persistent disruptive behaviour (32%), physical assault against an adult (28%) and physical assault against a pupil (17%)
- In secondary schools the top three reasons for permanent exclusion are persistent disruptive behaviour (33%), other (18%) and physical assault against a pupil (14%) – the fourth would be drug and alcohol related (10%)
- In special schools the top three reasons for permanent exclusion are physical assault against an adult (32%) persistent disruptive behaviour (26%), and other (15%) – the fourth would be physical assault against a pupil (12%)
- In 2013/14 there were 400 reviews lodged for an independent review panel/appeal decision of which 93% were heard/determined resulting in 6% of pupils being offered reinstatement
- Academy schools are nearly 4 times as likely to have an appeal against a permanent exclusion lodged with them than a maintained school
- Primary academies have a higher permanent exclusion rate (0.03%) than maintained schools (0.02%) but secondary academies have a lower exclusion rate (0.12%) compared to maintained schools (0.13%)
- Converter academies have the same rate of primary exclusion as maintained schools (0.02%) but converter secondary academies have a lower rate of permanent exclusion (0.09%) compared to maintained secondary schools (0.13%)
- Sponsored academies have much higher rates of permanent exclusion in both primary (0.06%) and secondary (0.23%) academies; these rates remain consistently higher for each and every academic year after sponsorship
- Secondary free schools have a permanent exclusion rate double that of the maintained sector

Fixed-period (FP) exclusions:



- Secondary and special school FP exclusions have been declining since 2009/10
- Primary school FP exclusions in 2013/14 showed a 16% increase from the previous year; prior to that it has been relatively static
- Boys are three times more likely to have a FP exclusion than girls
- Boys and girls receive FP exclusions at all statutory ages but more likely to at secondary school peaking in years 8, 9 and 10
- Year 10 is the highest FP excluding year group
- Pupils with special educational needs (SEN) but without a statement/education, health and care plan (EHCP) are 3 times more likely to be receive a FP exclusion
- Pupils with SEN and with a statement/EHCP and 4 times more likely to receive a FP exclusion
- Pupils of black (1.2x) and mixed (1.3x) ethnic group are more likely to receive a FP exclusion
- Pupils eligible for a FSM are 2.5 times more likely to receive a FP exclusion
- There is a direct relationship between the increase in severity of deprivation and an increase in FP exclusions

Length of fixed period exclusions, 2013/14 academic year



- 44% of all FP exclusions lasted for a single day with the average number of days being 2.0 (primary) and 2.2 days (secondary) per FP exclusion;
- In primary schools the top three reasons for FP exclusion are persistent disruptive behaviour (27%), physical assault against an adult (26%) and physical assault against a pupil (23%)
- In secondary schools the top three reasons for FP exclusion are persistent disruptive behaviour (25%), verbal abuse/threatening behaviour against an adult (20%) and other (19%) - the fourth would be physical assault against a pupil (18%)
- In special schools the top three reasons for FP exclusion are physical assault against an adult (25%) persistent disruptive behaviour (21%), and physical assault against a pupil (16%)
- Primary academies have a higher FP exclusion rate (1.51%) than maintained schools (0.96%) but secondary academies have the same FP exclusion rate (6.62%) compared to maintained schools
- Primary converter academies (0.80%) have a lower rate of FP exclusion than maintained schools (0.96%) as do converter secondary academies (4.90%) compared to maintained secondary schools (6.62%)
- Sponsored academies have much higher rates of permanent exclusion in both primary (3.52%) and secondary (12.31%) academies; these rates remain consistently higher for each and every academic year after sponsorship with the exception of the primary academies in year 3 of their sponsorship
- Free schools have lower FP exclusion rate for both primary (0.33%) and secondary (6.59%) when compared to that of the maintained sector

Lincolnshire's Current Position

A note of warning: analysing the national population by sub-groups is possible because the number of pupils within the subgroups is meaningful. When attempting the same level of analysis within the Lincolnshire population many of the sub-groups will be too few in number to draw meaningful conclusions.

The following 6 charts show the historical trend of Lincolnshire vs that of the national picture for each school type for both permanent and fixed-period exclusions. Only the following sub-groups within the Lincolnshire population: gender, SEN with or without a statement/EHCP and pupils with or without a FSM, will be sufficiently large to draw meaningful conclusions.

Permanent Exclusions

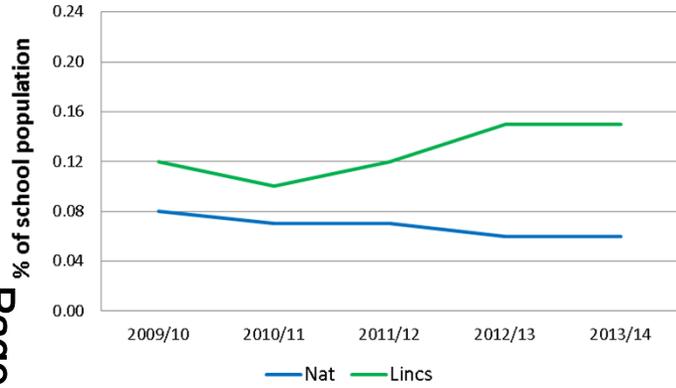
- From the first row of charts (on page 15) it can be seen that permanent exclusions are falling nationally but in Lincolnshire they are increasing: Lincolnshire remains a high excluding authority
- Boys in Lincolnshire are 4x (nationally 3x) more likely to be excluded than girls
- Girls are unlikely to be excluded from primary school (same as seen nationally) but more likely to be excluded in year 9 and year 11 (nationally = Y9 and Y10)
- Year 10 and early year 11 are the highest excluding year groups (nationally year 10)
- Pupils with special educational needs (SEN) but without a statement/education, health and care plan (EHCP) are 2.1x (nationally 8.3x) more likely to be permanently excluded
- Pupils with SEN and with a statement/EHCP are 2.8x LESS likely to be permanently excluded: this is a complete reversal of the national profile
- Pupils eligible for a FSM are NO MORE likely to be permanently excluded: this is true for all school phases
- In Lincolnshire primary schools the top three reasons for permanent exclusion are the same as that nationally: persistent disruptive behaviour, physical assault against an adult and physical assault against a pupil
- In Lincolnshire secondary schools the top three reasons for permanent exclusion are persistent disruptive behaviour, drug and alcohol related and other – with the fourth being physical assault on a pupil (nationally the order is persistent disruptive behaviour, other and physical assault against a pupil – the fourth would be drug and alcohol related)

Fixed-period Exclusions

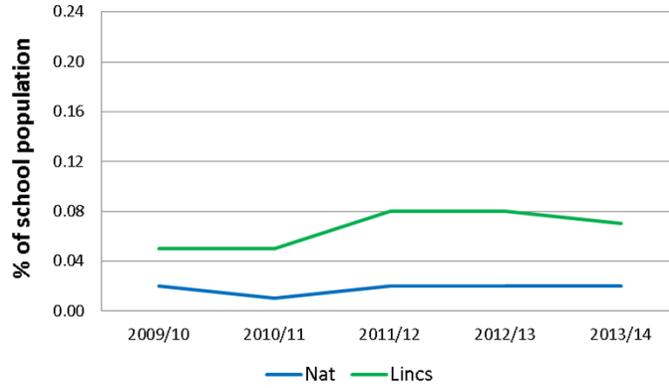
- Fixed-period exclusions have remained high in primary schools but in 2013/14 their rate fell to be only just above the national average
- Fixed-period exclusions in secondary schools have remained low and relatively stable although the reducing national rate means that the gap is getting smaller
- Lincolnshire boys are three times more likely (same as nationally) to have a FP exclusion than girls
- Lincolnshire boys and girls receive FP exclusions at all statutory ages but more likely to at secondary school peaking in years 8, 9, 10 and 11 (nationally just 8, 9 and 10)
- In Lincolnshire Year 11 (nationally Y10) is the highest FP excluding year group

- Lincolnshire primary pupils with special educational needs (SEN) but without a statement/education, health and care plan (EHCP) are 3.9 times more likely to be receive a FP exclusion, whereas there is no difference with Lincolnshire secondary aged pupils (nationally all pupils are 3x more likely)
- Lincolnshire primary pupils with SEN and with a statement/EHCP and 0.4 times LESS likely to receive a FP exclusion and secondary pupils 7x LESS likely
- Pupils eligible for a FSM are 2.5 times LESS likely to receive a FP exclusion
- In Lincolnshire primary schools the top three reasons for FP exclusion are the same as those nationally: persistent disruptive behaviour, physical assault against a pupil and physical assault against an adult
- In Lincolnshire secondary schools the top three reasons for FP exclusion are other, verbal abuse/threatening behaviour against an adult and persistent disruptive behaviour (nationally the order is persistent disruptive behaviour, verbal abuse/threatening behaviour against an adult and other - the fourth would be physical assault against a pupil)

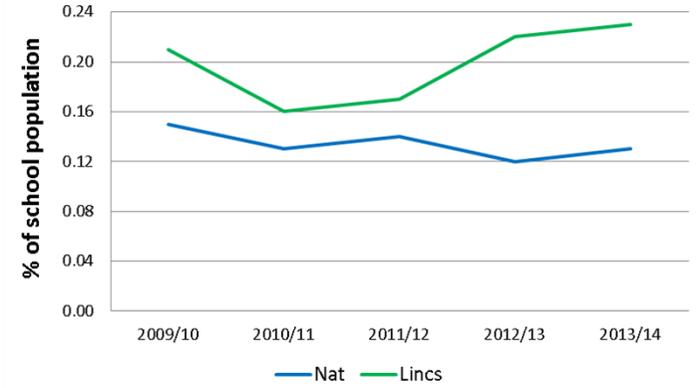
Permanent Exclusions - All Schools



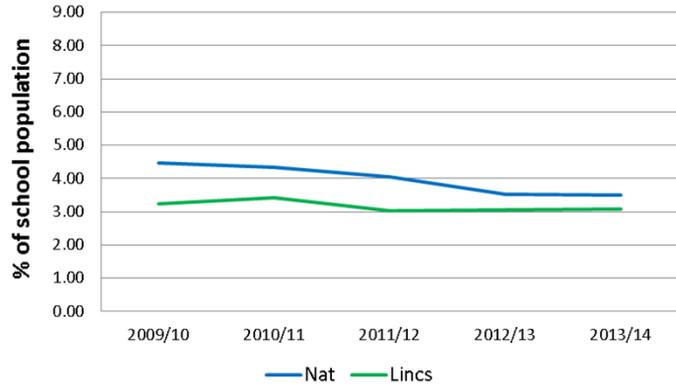
Permanent Exclusions - Primary



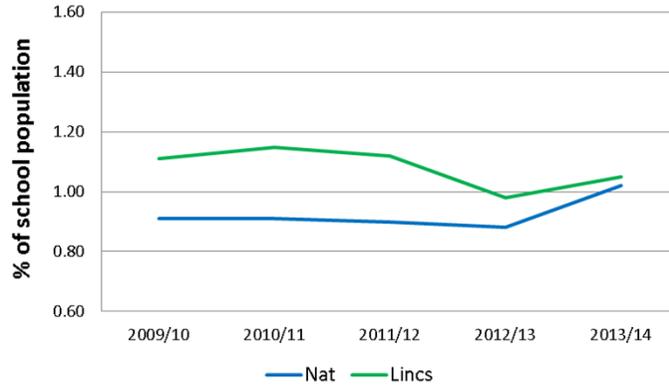
Permanent Exclusions - Secondary



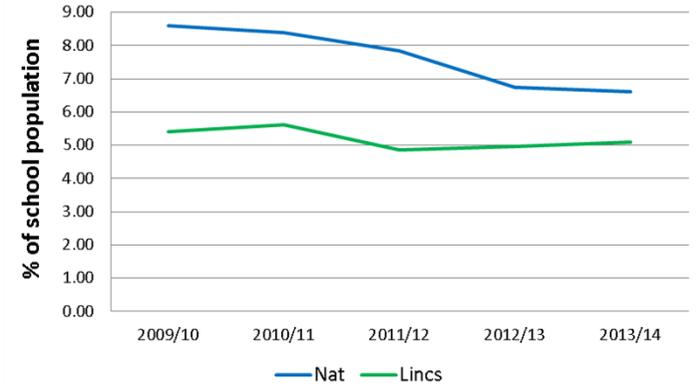
Fixed-Period Exclusions - All Schools



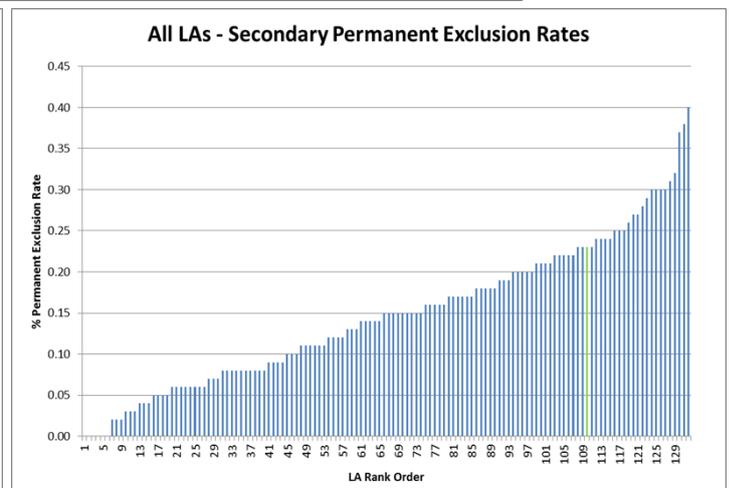
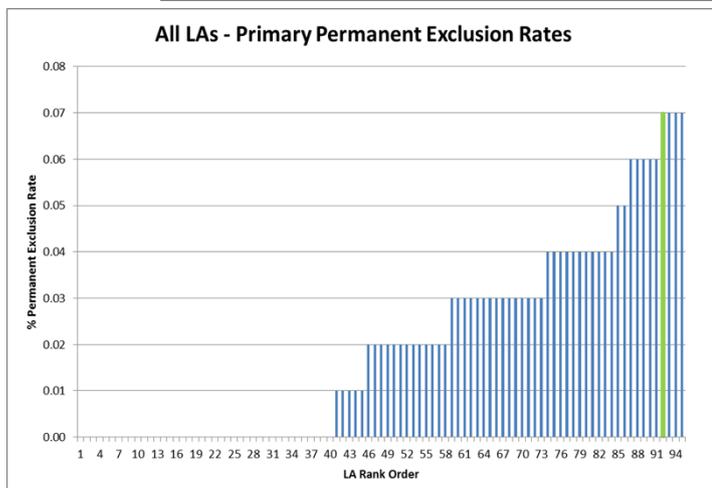
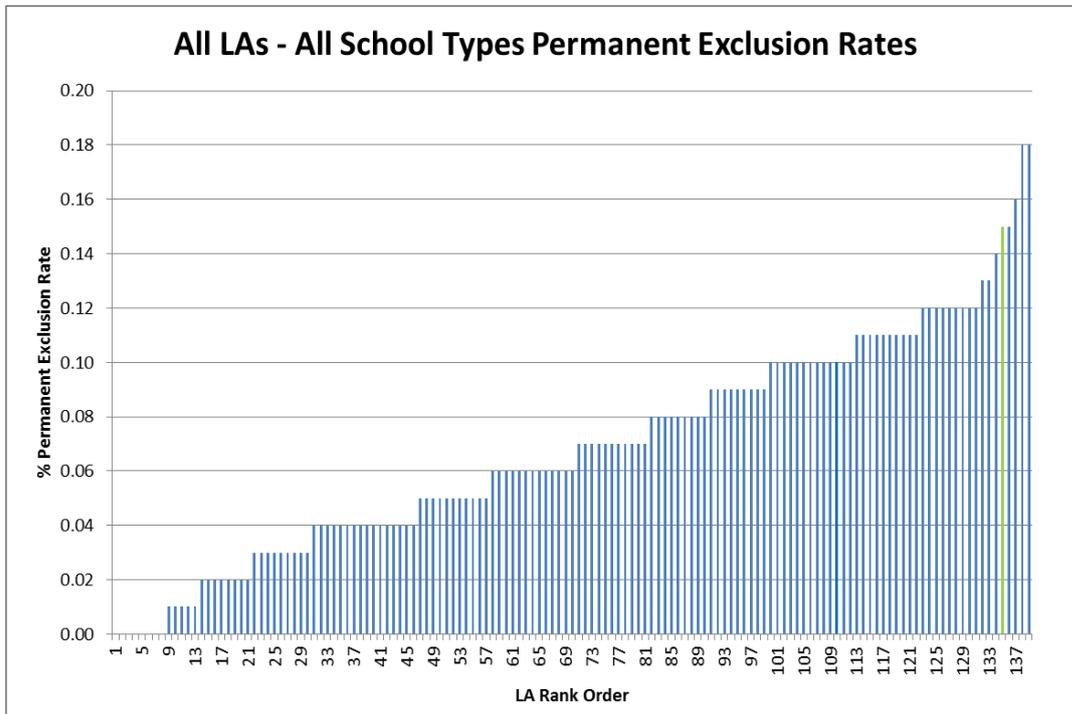
Fixed-Period Exclusions - Primary



Fixed-Period Exclusions - Secondary



Pupils in Lincolnshire are more likely to be excluded than in many other Local Authority (LA) areas. The chart below shows that for those LAs that have publishable data³, Lincolnshire was ranked 135th out of 139 for permanent exclusions from all school types.



Primary:

- Lincolnshire was ranked joint last position out of 95 publishing LAs
- 40 LA areas had no primary exclusions
- The national rate of permanent exclusion is 2 per 10,000 pupils; in Lincolnshire it is 7 per 10,000 pupils

Secondary:

- Lincolnshire was ranked 110th out of 132 publishing LAs
- 6 LA area had no secondary exclusions
- The national rate of permanent exclusion is 13 per 10,000 pupils; in Lincolnshire it is 23 per 10,000 pupils

³ Where there are low numbers of exclusions, typically 10 or less, the data is suppressed from publication to prevent the potential identify of individuals.
Final v2.2

The following table summarises Lincolnshire's key statistics on fixed-period exclusions compared to nationally published figures:

School Type	Rank position	% FP Exclusions		% 1 or more FP Exclusions		Ave No of Exclusions per Excluded Pupil		Average Days Lost per Excluded Pupil	
		Lincs	Nat	Lincs	Nat	Lincs	Nat	Lincs	Nat
Primary	98/151	1.05	1.02	0.59	0.49	1.78	2.08	3.71	4.08
Secondary	37/150	5.10	6.62	3.03	3.64	1.68	1.82	4.28	4.23
Special	61/150	11.32	13.86	Data suppressed – numbers too small					
All Schools	64/152	3.09	3.50	1.80	1.86	1.72	1.89	4.27	4.23

Key points from the table:

- Lincolnshire primary schools are more likely to use fixed-period exclusions, they are less likely to use a fixed-period exclusion with a pupil that has previously had one and the number of days excluded is lower, meaning less learning days lost.
- Lincolnshire secondary schools are less likely to use fixed-period exclusions, they are less likely to use a fixed-period exclusion with a pupil that has had one previously but they are more likely to exclude for more days, meaning more learning days lost

Appendix 2: The Legal Framework for Pupil Exclusions

The principal legislation guiding pupil exclusions is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

An interpretation of the above legislation can be found in the following statutory guidance: ['Exclusions from maintained schools, Academies and pupil referral units in England'](#) (February 2015) PLEASE NOTE: The School Reform Minister Nick Gibb has removed the current guidance to address some issues with process and we will be issuing updated guidance in due course – the 2012 guidance should therefore be used by schools.

The key points from the guide are as follows:

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this

decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review; it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.
- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

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

Report to:	Children and Young People Scrutiny Committee
Date:	4 March 2016
Subject:	Lincolnshire Local Authority School Performance 2014 -15

Summary:

This report summarises the 2014-15 performance of Lincolnshire schools for the Children and Young People Scrutiny Committee, following the release by the Local Authority Performance Team on 2 February 2016 of validated performance data.

Actions Required:

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

1. Background

This report provides information on the academic performance of pupils in Lincolnshire schools (Appendix A) compared with national, East Midlands and our statistical neighbour data averages, from Early Years until the end of Key Stage 5. The Local Authority schools' performance as measured by Ofsted inspections is reported in Appendix B. Appendix C outlines the actions that are being taken to address any priorities for improvement identified from detailed interrogation of school level and Local Authority level data. Appendix D outlines CfBT's response to the East Midlands Regional Priorities identified by Her Majesty's Chief Inspector for 2014-16.

2. Conclusion

The pupil performance data in this report shows that, whilst there have been some year on year improvements in pupil outcomes, there are still a number of key actions needed in order for all groups of Lincolnshire pupils to be achieving at least at levels seen nationally, with the aspiration to consistently achieve at levels higher than seen nationally. Underperforming maintained schools and academies have already been challenged individually. CfBT Education Services has been proactive in tackling the priorities identified and will continue to develop and offer a range of focused support to individual schools and school partnerships which encompass the skills and expertise within CfBT. The engagement with school to school support

provided through partnership working with Teaching School Alliances, National Leaders in Education (NLEs), Local Leaders in Education (LLEs) and Specialist Leaders in Education (SLEs) is key to the long term school improvement strategy. The increasing impact of peer review through the Lincolnshire Learning Partnership is a contributor to the external scrutiny required to provide challenge to school leaders to bring about improvement in their own schools

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

3. Consultation

a) Policy Proofing Actions Required

N/A

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	School Performance Data Outcomes 2014-15
Appendix B	Outcomes of Ofsted Inspections in Lincolnshire Schools 2014-15
Appendix C	CfBT Actions to Address Outcomes
Appendix D	East Midlands Regional Priorities 2014-16

5. Background Papers

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

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

CFBT SCHOOL IMPROVEMENT PERFORMANCE REPORT 2014-15 SCHOOL PERFORMANCE DATA

INTRODUCTION

This document reports on the academic performance of Lincolnshire primary and secondary maintained schools and academies for the academic year 2014-2015, and includes validated Early, Provisional and Final performance data for 2015 as produced by the Performance Assurance Team on 2nd February 2016.

LINCOLNSHIRE CONTEXT

This report refers to Lincolnshire Maintained Schools and Academies as identified by Sector as at 1st February 2016.

Nursery (5 schools)

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

Data Source: School Situation by Year (Performance Assurance)

Primary (280 schools including Free Schools)

	LA Maintained	Academies
Number	208	72
% of Schools in Phase	74%	26%

Data Source: School Situation by Year (Performance Assurance)

Secondary (54 schools including Free Schools)

	LA Maintained	Academies
Number	5	49
% of Schools in Phase	9%	91%

Data Source: School Situation by Year (Performance Assurance)

All Age (1 school including Free Schools)

	LA Maintained	Academies
Number	0	1
% of Schools in Phase	0%	100%

Data Source: School Situation by Year (Performance Assurance)

Special (20 schools including Free Schools)

	LA Maintained	Academies
Number	12	8
% of Schools in Phase	60%	40%

Data Source: School Situation by Year (Performance Assurance)

Pupil Referral Units (2 schools including Free Schools)

	LA Maintained	Academies
Number	1	1
% of Schools in Phase	50%	50%

Data Source: School Situation by Year (Performance Assurance)

The number of pupils in schools stood at 102,526. The population of school age children is as follows:

Primary	54,535
Secondary	46,312
Special	1,679
Total	102,526

Data Source: January 2015 School Census

PERFORMANCE INDICATORS:

(Target figures agreed at DMT in March 2015)

Agreed Indicators	2015/16 Targets	2015 Results	Tolerance	
CS28: Children making expected progress in reading between KS1 and KS2	92%	91%	Upper value	93%
			Lower value	91%
CS29: Children making expected progress in writing between KS1 and KS2	94%	93%	Upper value	95%
			Lower value	93%
CS30: Children making expected progress in mathematics between KS1 and KS2	90.5%	88%	Upper value	92%
			Lower value	89%
CS38: Achievement at level 4 or above in combined reading, writing and mathematics at KS2 (Threshold)	81%	79%	Upper value	81%
			Lower value	79%
CS39: Achievement Gap between pupils eligible for Pupil Premium Grant and their non -Pupil Premium Grant Peers (Achieving Level 4 or above in Reading, Writing & Maths KS2)	-18%	-16%	Upper value	-19%
			Lower value	-16%
CS45: % of Pupils achieving 5 or more A*-C grade GCSEs (or equivalent) including English and Maths	57%	56%	Upper value	59%
			Lower value	55%
CS47: Achievement gap between pupils eligible for Pupil Premium Grant and their non -Pupil Premium Grant peers (Achieving 5+ A*-C GCSEs including English and Maths KS4)	-27%	-32%	Upper value	-29%
			Lower value	-25%
CS49: Percentage of pupils achieving the English Baccalaureate at KS4	28%	27%	Upper value	31%
			Lower value	28%
CS50: % of pupils in good or outstanding schools	85%	85%	Upper value	86%
			Lower value	80%
CS51: % of schools to be judged good or outstanding	85%	82%	Upper value	90%
			Lower value	82%

SCHOOL PERFORMANCE DATA (EARLY, PROVISIONAL AND FINAL DATA)

The following data provides a comparison between the performance of Lincolnshire pupils at Early Years Foundation Stage (EYFS), Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 with national, East Midlands and statistical neighbours' averages.

(Lincolnshire's statistical neighbours are Cornwall, Cumbria, Derbyshire, Nottinghamshire, Norfolk, North Lincolnshire, Somerset, Staffordshire, Suffolk and Worcestershire).

1.1 EYFS Profile Outcomes:

Percentage of children achieving a 'Good Level of Development'	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	69.1%	66.3%	2.8%	64.0%	66.5%	3rd
2013-14	Final	67.4%	60.4%	7.0%	57.8%	60.6%	1st
2012-13	Final	65.4%	51.7%	13.7%	49.8%	51.6%	1st

Data Source: DfE statistics website - <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

EYFS outcomes continue to remain above the national figure and, although the difference between national and LA data is reducing, this still is higher than the East Midlands and Statistical Neighbour average

1.2 KS1 Phonics:

Percentage of Y1 pupils meeting the required standard of phonic decoding	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	77.9%	76.8%	1.1%	74.5%	76.3%	3rd
2013-14	Final	79.1%	74.2%	4.9%	72.5%	73.5%	1st
2012-13	Final	76.5%	69.1%	7.4%	68.4%	68.5%	1st
2011-12	Final	67.7%	57.9%	9.8%	57.8%	57.3%	1st

Data Source: DfE statistics website - <https://www.gov.uk/government/collections/statistics-key-stage-1>

Percentage of Y2 pupils meeting the required standard of phonic decoding	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	91.6%	90.2%	1.4%	89.5%	90.2%	3rd
2013-14	Final	90.9%	88.5%	2.4%	87.7%	88.3%	=1st
2012-13	Final	88.6%	84.5%	4.1%	84.7%	83.2%	1st

Data Source: DfE statistics website - <https://www.gov.uk/government/collections/statistics-key-stage-1>

- The LA has continued to be above national threshold in Y1 Phonics, as it has since start of programme. However, the gap between LA and national has reduced as an outcome of national average increasing by 2.6% compared with an LA decline of 1.2%
- In the gender gap, 73.5% of boys overall achieved the threshold, compared with 82.5% of girls resulting in a gender gap of 9.0% in 2015 compared with a 2014 LA gender gap of 8.8%.

Data source: Primary Datacuts 2015

The national average gender gap is 8% for both 2014 and 2015

Data source: RAISEonline 2015 Unvalidated & RAISEonline 2014 Unvalidated

1.3 Key Stage 1:

Level 2+ in core subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Reading	Final	90.2%	90.5%	-0.3%	89.8%	91.0%	10th
	Writing	Final	86.3%	87.5%	-1.2%	86.6%	88.3%	10th
	Maths	Final	92.1%	92.8%	-0.7%	92.3%	93.3%	11th
2013-14	Reading	Final	88.5%	89.6%	-1.1%	89.1%	90.1%	11th
	Writing	Final	85.2%	86.2%	-1.0%	85.9%	86.9%	10th
	Maths	Final	90.6%	92.1%	-1.5%	91.8%	92.6%	11th
2012-13	Reading	Final	88.4%	88.6%	-0.2%	88.5%	89.2%	9th
	Writing	Final	85.5%	85.0%	0.5%	85.2%	86.3%	7th
	Maths	Final	92.3%	91.3%	1.0%	91.4%	92.3%	6th
2011-12	Reading	Final	85.6%	86.9%	-1.3%	87.1%	87.8%	11th
	Writing	Final	82.3%	83.1%	-0.8%	83.8%	84.8%	11th
	Maths	Final	90.0%	90.5%	-0.5%	90.9%	91.6%	11th
2010-11	Reading	Final	84.2%	85.2%	-1.0%	86.0%	86.6%	11th
	Writing	Final	81.4%	81.2%	0.2%	82.4%	83.3%	10th
	Maths	Final	89.3%	89.6%	-0.3%	90.2%	90.9%	11th

Data Source: DfE statistics website - <https://www.gov.uk/government/collections/statistics-key-stage-1>

Level L2+

- Although Lincolnshire LA is still below the national average for L2+ reading, writing and mathematics, it has improved compared with 2014 KS1 outcomes
 - Mathematics has improved by 1.5%; a greater improvement compared to national at 0.7%.
 - Reading has improved by 1.7%; greater improvement compared to national at 0.9%.
 - Writing has improved by 1.1% compared with a national increase of 1.3%
- The difference between L2+ LA outcomes and national has decreased in reading and mathematics but writing has remained roughly the same.

Level 2B+ in core subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Reading	Final	80.3%	82.1%	-1.8%	80.7%	82.4%	10th
	Writing	Final	69.8%	72.1%	-2.3%	70.4%	72.7%	9th
	Maths	Final	79.9%	81.6%	-1.7%	80.2%	82.0%	=9th
2013-14	Reading	Final	78.2%	80.6%	-2.4%	79.7%	80.8%	11th
	Writing	Final	67.5%	69.7%	-2.2%	68.9%	70.5%	10th
	Maths	Final	77.8%	79.9%	-2.1%	79.3%	80.4%	11th
2012-13	Reading	Final	77.7%	78.8%	-1.1%	78.5%	79.4%	10th
	Writing	Final	67.3%	67.3%	0.0%	67.4%	69.1%	8th
	Maths	Final	77.8%	78.0%	-0.2%	77.8%	79.1%	8th
2011-12	Reading	Final	74.4%	76.2%	-1.8%	76.3%	77.1%	11th
	Writing	Final	63.8%	64.2%	-0.4%	65.1%	66.3%	10th
	Maths	Final	76.1%	76.3%	-0.2%	77.1%	78.0%	10th
2010-11	Reading	Final	72.0%	73.5%	-1.5%	74.0%	75.2%	10th
	Writing	Final	60.8%	61.2%	-0.4%	62.4%	64.1%	9th
	Maths	Final	73.5%	74.1%	-0.6%	75.0%	76.5%	=10th

Level 2B+

- Although Lincolnshire's performance at L2B+ is below national in reading, writing and mathematics, improving trends can be seen in all three subjects
 - Writing has improved by 2.3% which is just below the national increase of 2.4%
 - Mathematics has improved by 2.1%; a greater improvement compared to national at 1.7%.
 - Reading has improved by 2.1%; a greater improvement compared to national at 1.5%.
- The difference between L2B+ LA outcomes and national has decreased in reading and mathematics but has risen slightly in writing.

Level 3+ in core subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Reading	Final	30.5%	31.9%	-1.4%	30.6%	32.2%	9th
	Writing	Final	16.4%	17.5%	-1.1%	16.9%	17.9%	9th
	Maths	Final	24.5%	26.0%	-1.5%	25.1%	26.0%	10th
2013-14	Reading	Final	29.0%	30.5%	-1.5%	29.8%	31.3%	10th
	Writing	Final	15.8%	16.0%	-0.2%	16.3%	17.1%	=8th
	Maths	Final	23.0%	24.2%	-1.2%	24.2%	24.4%	10th
2012-13	Reading	Final	28.6%	28.9%	-0.3%	28.5%	30.6%	9th
	Writing	Final	15.6%	14.9%	0.7%	15.5%	16.6%	8th
	Maths	Final	23.2%	22.9%	0.3%	23.1%	24.1%	7th
2011-12	Reading	Final	26.8%	27.2%	-0.4%	27.8%	29.4%	11th
	Writing	Final	14.4%	13.5%	0.9%	14.7%	15.3%	8th
	Maths	Final	22.1%	21.7%	0.4%	22.8%	23.1%	8th
2010-11	Reading	Final	25.1%	25.8%	-0.7%	26.8%	28.6%	10th
	Writing	Final	13.2%	12.6%	0.6%	13.9%	14.7%	=8th
	Maths	Final	20.8%	20.4%	0.4%	22.0%	22.5%	9th

Level 3+

- Although Lincolnshire LA is still below the national average for L3+ reading, writing and mathematics, there are improvements compared with 2014 KS1 outcomes
 - Mathematics has improved by 1.5%, roughly in line with the national at 1.8%.
 - Reading has also improved by 1.5%, roughly in line with the national at 1.4%
 - Writing has improved by 0.6%, compared with national which has improved by 1.5%
- The gap between L3+ LA outcomes and national has:
 - reduced in reading by 0.1% to 1.4% below
 - increased in writing by 0.9% to 1.1% below
 - increased in mathematics by 0.3% to 1.5% below

1.4 Key Stage 2:

CS28 Children making expected progress in Reading between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	90.8%	91.3%	-0.5%	90.1%	90.0%	4th
2013-14	Final	91.0%	91.1%	-0.1%	90.4%	89.6%	2nd
2012-13	Final	90.1%	88.2%	1.9%	87.3%	86.4%	1st
2011-12	Final	91.0%	90.0%	1.0%	89.0%	88.0%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Expected progress in Reading

- The percentage of LA children that made expected progress in reading in 2015 is 90.8% compared to 91.0% in 2014. This is 0.5% below the national average for 2015.
- Lincolnshire's expected progress in reading has dropped 0.2 percentage points from last year taking us to 90.8%, the Stat Neighbour average has increased by 0.4 percentage points to 90.0% compared to 89.6% last year, and the East Midlands average has dropped by 0.3% to 90.1%. The national figure remains roughly the same, 91.3% this year, compared to 91.1% last year. So through dropping 0.2% we are below national in this measure, but above East Midlands and Stat Neighbour averages.

CS29 Children making expected progress in Writing between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	93.2%	94.4%	-1.2%	93.5%	93.4%	8th
2013-14	Final	93.0%	93.2%	-0.2%	92.1%	91.8%	2nd
2012-13	Final	93.0%	91.7%	1.3%	90.9%	90.1%	1st
2011-12	Final	92.0%	90.0%	2.0%	90.0%	88.0%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Expected progress in Writing

- The percentage of Lincolnshire pupils making expected progress in writing in 2015 has increased by 0.2 percentage points compared to 2014. This is 1.2% below the national average for 2015.
- Statistical Neighbours and East Midlands averages have increased by just over 1% so that they are now in line with LA figures. The national figure has also increased by just over 1% on last year taking it up to 94.4%.

CS30 Children making expected progress in Maths between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	87.6%	89.8%	-2.2%	88.3%	87.9%	8th
2013-14	Final	87.7%	89.6%	-1.9%	88.3%	87.4%	7th
2012-13	Final	89.2%	88.1%	1.1%	87.2%	85.2%	2nd
2011-12	Final	89.0%	87.0%	2.0%	87.0%	85.0%	1st
2010-11	Final	83.0%	83.0%	0.0%	82.0%	80.0%	2nd

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Expected progress in Mathematics

- The percentage of children who made expected progress in mathematics in 2015 fell slightly from 2014 and remains below the national average for 2015. National has increased slightly to 89.8%
- Statistical Neighbour average increased by 0.5% and the East Midlands average remains the same as last year. Therefore, Lincolnshire is 0.3 percentage points below Statistical Neighbours and 0.7% below the East Midlands. Lincolnshire's progress in Maths remains an area of concern.

CS38 Achievement at Level 4 or above in combined RWM at KS2 (Threshold)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	78.6%	80.5%	-1.9%	79.4%	79.0%	7th
2013-14	Final	77.0%	78.8%	-1.8%	77.7%	77.0%	6th
2012-13	Final	76.4%	75.7%	0.7%	75.0%	74.2%	4th
2011-12	Final	76.0%	75.0%	1.0%	75.0%	74.0%	4th
2010-11	Final	67.0%	67.0%	0.0%	67.0%	66.5%	5th

Data Source: NEXUS for Early data (2015-16) and DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Combined L4+ Reading, Writing and Mathematics

- The percentage of children who attained L4+ in combined reading, writing and mathematics has risen by 1.6% from 2014. However, this is at a similar rate as seen nationally so that the gap between the LA and national for this measure remains roughly the same
- Lincolnshire performance is just below the East Midlands and Statistical Neighbour average

CS39 Achievement gap between pupils eligible for Pupil Premium Grant and their non-PPG peers (achieving Level 4 or above in RWM KS2)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	-17%	-15%	-2%	-17%	-18%	5th
2013-14	Final	-21%	-17%	-4%	-18%	-19%	7th
2012-13	Final	-22%	-18%	-4%	-20%	-21%	7th
2011-12	Final	-24%	-18%	-6%	-21%	-22%	8th

Data Source: DfE statistics website for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Closing the Gap at KS2

- For Lincolnshire children, the achievement gap for KS2 level 4+ RWM between pupils eligible for Pupil Premium Grant (PPG) and their non-PPG peers has narrowed by 4% when comparing the data from 2014 and 2015.
- The rate of improvement in Lincolnshire is faster than seen national so that difference in performance has closed significantly over time

Level 4+ in Core Subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	GPS	Final	78.8%	80.6%	-1.8%	79.4%	78.3%	6th
	Reading	Final	88.6%	89.6%	-1.0%	88.9%	89.0%	7th
	Writing	Final	85.9%	87.3%	-1.4%	86.4%	86.4%	8th
	Maths	Final	85.7%	87.2%	-1.5%	86.5%	86.0%	=6th
2013-14	GPS	Final	74.0%	76.6%	-2.6%	75.4%	73.8%	5th
	Reading	Final	88.1%	88.9%	-0.8%	88.3%	88.1%	6th
	Writing	Final	84.5%	85.6%	-1.1%	84.5%	84.5%	=7th
	Maths	Final	84.3%	86.2%	-1.9%	85.5%	84.8%	6th
2012-13	GPS	Final	72.5%	73.9%	-1.4%	72.8%	71.4%	4th
	Reading	Final	87.5%	86.1%	1.4%	85.8%	85.7%	3rd
	Writing	Final	84.4%	83.6%	0.8%	83.1%	83.2%	2nd
	Maths	Final	84.8%	84.9%	-0.1%	84.4%	83.4%	4th
2011-12	Reading	Final	88.0%	87.0%	1.0%	86.0%	86.5%	=3rd
	Writing	Final	83.0%	81.0%	2.0%	81.0%	81.2%	=3rd
	Maths	Final	85.0%	84.0%	1.0%	84.0%	83.8%	=5th
2010-11	Reading	Final	83.0%	84.0%	-1.0%	84.0%	84.0%	8th
	Writing	Final	74.0%	75.0%	-1.0%	74.0%	74.7%	8th
	Maths	Final	81.0%	81.0%	0.0%	81.0%	79.9%	5th

Data Source: NEXUS for Early data (2015-16) and DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Level 4+

- Although Lincolnshire LA attainment remains below national average data for L4+ grammar, punctuation and spelling, reading, writing and mathematics, it has improved compared with 2014 LA KS2 outcomes in all areas
 - Grammar, punctuation and spelling has improved by 4.8% compared with national 4.0% improvement, therefore reducing the gap between LA and national
 - Writing has improved by 1.4% which almost matches the 1.7% improvement in the national figure, so that the difference between LA and national remains roughly the same
 - Mathematics has improved by 1.4% compared with national 1.0% thereby reducing the difference by 0.4%
 - Reading has improved by 0.5% compared with a national 0.7% improvement resulting in a wider difference
- Lincolnshire performance in all areas is below East Midlands' average. When compared with Statistical Neighbours, our performance is above for GP&S, but below in other subjects

Level 4B+ in Core Subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	GPS	Final	71.2%	73.4%	-2.2%	71.9%	70.6%	6th
	Reading	Final	80.1%	80.8%	-0.7%	79.5%	79.9%	5th
	Maths	Final	75.2%	77.2%	-2.0%	75.9%	75.5%	7th
	RWM	Final	67.7%	69.4%	-1.7%	67.8%	67.6%	=5th
2013-14	GPS	Final	65.3%	68.4%	-3.1%	66.8%	65.3%	6th
	Reading	Final	77.7%	78.4%	-0.7%	77.6%	77.5%	6th
	Maths	Final	73.8%	76.0%	-2.2%	75.1%	74.1%	6th
	RWM	Final	65.7%	67.4%	-1.7%	66.3%	65.4%	5th
2012-13	GPS	Final	63.9%	64.9%	-1.0%	63.8%	62.1%	3rd
	Reading	Final	76.6%	75.1%	1.5%	74.6%	74.8%	5th
	Maths	Final	73.7%	73.4%	0.3%	72.7%	70.8%	4th

Data Source: NEXUS for Early data (2015-16) and DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Level 4B+

- Although Lincolnshire attainment remains below national average data for L4B+ grammar, punctuation and spelling, reading and mathematics, improvements are noted in all areas compared with 2014 LA KS2 outcomes
 - Grammar, punctuation and spelling has improved by 5.9% compared with national 5.0% improvement, therefore reducing the gap between LA and national; the LA is below East Midlands but above Statistical Neighbour average
 - Reading has improved by 2.4% as has national, meaning there is no change to the difference. The LA is above East Midlands and Statistical Neighbour average
 - Mathematics has improved by 1.4% compared with national 1.2% thereby slightly reducing the difference. The LA is below East Midlands and Statistical Neighbour average

Level 5+ in Core Subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	GPS	Final	53.5%	55.9%	-2.4%	53.9%	52.6%	6th
	Reading	Final	48.4%	48.9%	-0.5%	47.1%	47.9%	6th
	Writing	Final	35.5%	36.0%	-0.5%	35.0%	35.5%	5th
	Maths	Final	39.5%	41.7%	-2.2%	40.2%	39.5%	5th
2013-14	GPS	Final	49.4%	52.3%	-2.9%	50.5%	48.8%	7th
	Reading	Final	49.0%	49.7%	-0.7%	48.8%	49.1%	6th
	Writing	Final	32.0%	33.3%	-1.3%	32.0%	32.9%	9th
	Maths	Final	38.6%	42.0%	-3.4%	40.6%	39.1%	6th
2012-13	GPS	Final	46.6%	47.6%	-1.0%	46.1%	44.5%	3rd
	Reading	Final	46.3%	44.7%	1.6%	43.7%	44.7%	4th
	Writing	Final	33.6%	30.4%	3.2%	30.3%	30.6%	2nd
	Maths	Final	41.0%	41.0%	0.0%	40.0%	38.5%	3rd
2011-12	Reading	Final	49.0%	48.0%	1.0%	47.0%	48.5%	6th
	Writing	Final	30.0%	28.0%	2.0%	28.0%	28.5%	=2nd
	Maths	Final	39.0%	39.0%	0.0%	39.0%	38.8%	=4th
2010-11	Reading	Final	43.0%	42.0%	1.0%	43.0%	43.0%	=6th
	Writing	Final	19.0%	20.0%	-1.0%	19.0%	19.4%	=7th
	Maths	Final	34.0%	35.0%	-1.0%	36.0%	34.2%	5th

Level 5+

- Although Lincolnshire remains below national average for L5+ grammar, punctuation and spelling reading, writing and mathematics, there are improvements compared with 2014 KS2 outcomes
 - Grammar, punctuation and spelling has improved by 4.1% compared with national which has improved by 3.6%. The LA is just below East Midlands and above Statistical Neighbour average
 - Mathematics has improved by 0.9% compared with national which has reduced by 0.3%. The LA is below East Midlands and in line with Statistical Neighbour average
 - Reading has reduced by 0.6% compared with national which has reduced by 0.8%. The LA is above East Midlands and Statistical Neighbour average
 - Writing has improved by 3.5% compared with national which has improved by 2.7%. The LA is above East Midlands and in line with Statistical Neighbour average

KS2 overview over time	2011	2012	2013	2014	2015	National Figure 2015
% Level 4+ in R,W & M	67%	76%	76%	77%	79%	80%
% Level 5+ in R,W & M	13%	21%	22%	22%	23%	24%
% Level 4+ in Reading	83%	88%	88%	88%	89%	90%
% Level 4+ in Writing	74%	83%	84%	85%	86%	87%
% Level 4+ in Maths	81%	85%	85%	84%	86%	87%

Data Source: DfE - <https://www.gov.uk/government/collections/statistics-key-stage-2>

1.5 Key Stage 4 (GCSEs):

CS45 Achievement of 5+ A*-C or equivalent including English and Maths (First)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	56.1%	57.3%	-1.2%	54.2%	56.9%	=7th
2013-14	Final	54.8%	56.8%	-2.0%	54.0%	55.0%	6th
2012-13	Final	61.8%	60.8%	1.0%	59.3%	58.8%	3rd
2011-12	Final	62.1%	59.1%	3.0%	57.6%	56.8%	1st
2010-11	Final	62.2%	58.4%	3.8%	57.1%	57.5%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

5+ A*-C including English and Mathematics (first)

- Lincolnshire's attainment has increased on last year by 1.3% whilst nationally attainment has improved by 0.5%. Therefore, although LA remains below national, the gap between Lincolnshire's performance and national for this measure is closing.

CS47 Achievement gap between pupils eligible for Pupil Premium Grant and their non-PPG peers (achieving 5+ A*-C inc EM GCSEs at KS4)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	-32.6%	-28.3%	-4.3%	-29.3%	-29.4%	9th
2013-14	Final	-28.9%	-27.5%	-1.4%	-27.7%	-29.8%	3rd
2012-13	Final	-30.8%	-27.0%	-3.8%	-29.9%	-30.3%	=7th
2011-12	Final	-32.6%	-27.4%	-5.2%	-29.4%	-30.4%	8th
2010-11	Final	-34.1%	-29.0%	-5.1%	-32.2%	-31.8%	9th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Closing the Gap

- The gap in attainment between the pupils eligible for the Pupil Premium Grant and their peers appears to have widened at KS4 in 2015.

Context: It is likely that the gap did not narrow last year by as much as the figures suggest. The apparent narrowing in 2014 is likely to be partially due to a particular school's data being excluded from the DfE's aggregated Lincolnshire figure last year due to discounted qualifications, but included in Lincs figures for 2013 and 2015.

Average Best 8 subjects inc Eng and Maths Points score	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	311.5	313.5	-2.0	305.2	310.2	5th
2013-14	Final	311.3	311.1	0.2	305.1	306.6	2nd
2012-13	Final	346.6	342.5	4.1	340.8	337.8	4th
2011-12	Final	350.8	343.9	6.9	342.1	339.0	2nd
2010-11	Final	349.0	339.4	9.6	337.8	334.2	2nd

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Best 8 GCSE

- The best 8 GCSE points score has increased only slightly this year in Lincolnshire, whilst nationally this has increased at a faster rate therefore LA is now below national levels.

English Baccalaureate

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

CS49 % of pupils achieving the English Baccalaureate at KS4	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	27.2%	24.4%	2.8%	21.1%	21.3%	1st
2013-14	Final	26.7%	24.3%	2.4%	21.9%	21.7%	1st
2012-13	Final	27.2%	22.9%	4.3%	20.9%	21.1%	1st
2011-12	Final	20.6%	16.2%	4.4%	14.2%	14.9%	1st
2010-11	Final	18.6%	15.4%	3.2%	13.7%	14.8%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

English Baccalaureate

- The percentage of students attaining the EBacc has increased by 0.5%, whilst nationally the increase is 0.1% therefore the difference between Lincolnshire and national is continuing to widen
- Lincolnshire also outperforms East Midlands and Statistical Neighbour averages

% making Expected Progress between KS2 and KS4		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	English	Final	68.4%	71.3%	-2.9%	66.8%	70.4%	=9th
	Maths	Final	64.9%	67.0%	-2.1%	64.6%	67.0%	9th
2013-14	English	Final	66.5%	71.8%	-5.3%	66.9%	69.3%	10th
	Maths	Final	66.0%	65.6%	0.4%	63.8%	64.4%	2nd
2012-13	English	Final	69.0%	70.5%	-1.5%	68.5%	67.9%	4th
	Maths	Final	72.0%	70.8%	1.2%	68.9%	68.9%	2nd
2011-12	English	Final	69.5%	68.2%	1.3%	67.6%	66.0%	2nd
	Maths	Final	71.1%	68.7%	2.4%	65.7%	66.3%	2nd
2010-11	English	Final	74.1%	72.0%	2.1%	71.5%	70.6%	1st
	Maths	Final	68.9%	64.9%	4.0%	62.5%	63.7%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Expected progress between KS2 and KS4

- There has been a rise in the number of students making expected progress in English, compared to a fall nationally. Therefore the gap between Lincolnshire and National is closing for this measure.
- There has been a fall in the number of students making expected progress in mathematics compared with a rise nationally so there is now a negative gap between LA and national data
- Expected progress in English is above East Midlands average but below Statistical Neighbours; expected progress in mathematics is just above East Midlands average and below statistical neighbours

1.6 Key Stage 5 (A-Levels):

% of students 16-18 achieving 3 A*-A grades or better at A level or Applied single/double award A level		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15		Final	11.1%	10.0%	1.1%	8.4%	7.6%	1st
2013-14		Final	12.0%	10.3%	1.7%	8.8%	8.1%	1st
2012-13		Final	13.9%	10.7%	3.2%	9.2%	7.6%	1st
2011-12		Final	11.8%	10.9%	0.9%	8.9%	8.5%	1st
2010-11		Final	11.3%	10.2%	1.1%	8.5%	8.6%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years;>
 % A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

There has been a slight reduction in the percentage of students achieving 3 A* - A grades or better, in line with the national trend. Performance remains consistently better than that nationally, regionally and that of our statistical neighbours.

% of students 16-18 achieving grades AAB or better at A level of which 2 are in facilitating subjects	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	14.8%	13.1%	1.7%	11.3%	10.9%	1st
2013-14	Final	15.9%	13.5%	2.4%	11.8%	10.5%	1st
2012-13	Final	16.1%	13.6%	2.5%	11.8%	10.1%	1st
2011-12	Final	9.1%	8.6%	0.5%	7.3%	6.6%	1st

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>;
% A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

Although there is a slight reduction on last year's performance, in line with the national trend, performance remains better than that nationally, regionally and that of our statistical neighbours

% of students 16-18 achieving at least 2 substantial Level 3 qualifications	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	97.8%	98.3%	-0.5%	98.3%	97.8%	8th
2013-14	Final	97.2%	98.0%	-0.8%	97.8%	97.8%	9th
2012-13	Final	98.0%	97.9%	0.1%	97.9%	98.1%	=6th
2011-12	Final	97.1%	97.7%	-0.6%	97.5%	98.0%	9th
2010-11	Final	92.8%	93.6%	-0.8%	92.4%	93.5%	8th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>;
% A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

Data shows that although there has been a very slight increase in the % of students 16 – 18 achieving at least 2 substantial level 3 qualifications, this remains slightly below that nationally and regionally, and in line with our statistical neighbours

% of A Level students achieving at least 3 A Levels at grade A*-E	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	79.1%	77.2%	1.9%	-	76.1%	5th
2013-14	Final	80.0%	77.9%	2.1%	-	76.1%	6th
2012-13	Final	82.2%	79.0%	3.2%	-	79.1%	3rd
2011-12	Final	81.2%	81.3%	-0.1%	-	82.1%	8th
2010-11	Final	81.6%	80.9%	0.7%	-	81.6%	6th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>;
% A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

Data shows that although there has been a very slight decrease in this measure, this remains above that of national and our statistical neighbours

% of A Level students achieving at least 2 A Levels at grade A*-E	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	90.9%	91.5%	-0.6%	-	91.1%	8th
2013-14	Final	91.8%	91.8%	0.0%	-	91.0%	7th
2012-13	Final	92.3%	92.3%	0.0%	-	93.0%	8th
2011-12	Final	91.6%	93.1%	-1.5%	-	93.4%	9th
2010-11	Final	92.8%	93.6%	-0.8%	-	93.5%	8th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>;
 % A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

Data shows that there has been a decrease in this measure, which puts Lincolnshire below national and our statistical neighbours

% of A Level students achieving at least 1 A Level at grade A*-E	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	99.6%	99.6%	0.0%	-	99.6%	=6th
2013-14	Final	99.4%	99.4%	0.0%	-	99.6%	9th
2012-13	Final	99.7%	99.6%	0.1%	-	99.6%	4th
2011-12	Final	99.9%	99.9%	0.0%	-	99.9%	=4th
2010-11	Final	99.9%	99.9%	0.0%	-	99.8%	=3rd

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>;
 % A*-E measures sourced via Post-16 School Performance tables - <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=925&superview=p16>

The percentage of A*-E Grades: 99.6% is in line with the national figure of 99.6% and the statistical neighbour average.

Provisional data gathered from our A-level results day survey suggests that the percentage of A* Grades: 8.2% (an increase of 0.1% on last year) is in line with the national figure of 8.2% (the same as the national average last year).

The A-level results day survey also indicated that 11 Lincolnshire schools achieved a % of A* grades which is greater than the national figure of 8.2%, with 9 of those achieving more than 10% for % of A* grades. And that 15 Lincolnshire schools have achieved more A*-B A-Levels than the national average.

Data Source: A-Level Results Day Survey - Early data 2014-15

Schools below the Floor Standard:

Primary Schools:

A school will be below the floor in 2015 if:

- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and mathematics **and**
- below the average percentage of pupils at the end of KS2 made expected progress in reading compared with the 2015 national median (94%) **and**
- below the average percentage of pupils at the end of KS2 made expected progress in writing compared with the 2015 national median (97%) **and**
- below the average percentage of pupils at the end of KS2 made expected progress in mathematics compared with the 2015 national median (93%)
- Results of the English grammar, punctuation and spelling tests (GPaS) do not form part of the floor standard.
- A school must miss **all** measures to be below the floor standard.

Percentage of primary schools below the floor standard:	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	2.9%	5.0%	-2.1%	5.9%	6.3%	3rd
2013-14	Final	7.4%	5.8%	1.6%	8.2%	7.3%	8th
2012-13	Final	4.3%	6.1%	-1.8%	6.2%	7.2%	3rd
2011-12	Final	3.8%	3.7%	0.1%	4.1%	4.4%	7th
2010-11	Final	11.9%	9.8%	2.1%	10.6%	10.4%	9th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-key-stage-2>

Data shows that the percentage of primary schools in Lincolnshire which has fallen below the floor standard has dropped by 4.5% from last year. And although national, regional and statistical neighbour averages also dropped this year, Lincolnshire is now ahead of our comparators.

Secondary Schools:

A school will be below the floor standard if:

- fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics **and**
- the school has a below median score (73%) for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English **and**
- the school has a below median score (68%) for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics

A school must miss **all** measures to be below the floor standard.

In 2015, schools could choose to opt in to Progress 8 a year early, in which case the school agrees to be subject to new floor standards based on Progress 8 and their 5A*-C measured would be ignored for this purpose. The percentage of Lincolnshire secondary schools is an amalgam of schools falling below the 5A*-C in English and mathematics threshold and schools falling below -0.5 progress 8 threshold. In other authorities, different proportions of schools may have chosen to opt into Progress 8 measure early, making comparisons between LA and with national picture more difficult. In 2016, the floor standard for all secondary schools will be the Progress 8 threshold criterion.

Percentage of secondary schools below the floor standard	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	19.2%	11.0%	8.2%	18.3%	7.9%	11th
2013-14	Final	18.9%	11.2%	7.7%	14.5%	8.9%	11th
2012-13	Final	13.2%	5.3%	7.9%	8.0%	4.6%	11th
2011-12	Final	15.1%	6.7%	8.4%	11.7%	7.0%	11th
2010-11	Final	1.8%	3.6%	-1.8%	3.7%	1.3%	8th

Data Source: DfE for historical data - <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Data shows that the percentage of secondary schools in Lincolnshire which has fallen below the floor standard has increased by 0.3% compared to last year. National and the statistical neighbour averages have both fallen which means the negative gap between Lincolnshire and national has widened. At 19.2% we are significantly underperforming when compared to national and our stat neighbour average, and are roughly in line with the regional figure of 18.3%.

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School Improvement Performance Report 2014-15
Outcomes of Ofsted Inspections in Lincolnshire Schools 2014-15

Introduction

This report is based on the situation at the end of August 2015 for comparability with the performance data presented in Appendix A.

However, it should be noted that by the end of January 2016, the percentage of Lincolnshire schools graded Good or Outstanding by Ofsted was 88% compared with 84.4% nationally, and the number of pupils attending good or outstanding schools is 84%. Data source: Monthly Management Information 10/02/16

Inspections 2014-15

CS51 % of schools judged good or outstanding as at 31/08/2015	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	85.4%	83.6%	1.8%	80.5%	82.2%	5th
2013-14	Final	84.0%	80.6%	3.4%	79.2%	79.8%	5th
2012-13	Final	81.1%	78.0%	3.1%	76.6%	75.9%	4th
2011-12	Final	67.1%	69.5%	-2.4%	66.4%	66.7%	4th
2010-11	Final	62.8%	69.5%	-6.7%	65.3%	67.6%	9th

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk/>; Percentage of places/learners for All Provider Types. Provisional 2014-15 data sourced from Local Calculations.

NURSERY

Percentage of Nursery schools judged to be Good or better at their most recent inspection

31 st August 2014		31 st August 2015	
Lincolnshire	100%	Lincolnshire	100%
National	96%	National	98%

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk>

In 2014-15 1 Nursery School was inspected and remained Outstanding

PRIMARY

Percentage of Primary schools judged to be Good or better at their most recent inspection

31 st August 2014		31 st August 2015	
Lincolnshire	86%	Lincolnshire	87%
National	82%	National	85%

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk>

In 2014-15 55 primary schools were inspected inspections:

- 7 were judged Outstanding
- 33 were judged Good
- 14 schools were identified as Requiring Improvement
- 1 was judged Inadequate
- Of the 16 previously judged Satisfactory/Requiring Improvement schools inspected:
 - 63% moved to Good or better
 - 31% retained their judgement
 - 6% (1 school) was placed in a category of concern

SECONDARY

Percentage of Secondary schools judged to be Good or better at their most recent inspection

31 st August 2014		31 st August 2015	
Lincolnshire	70%	Lincolnshire	69%
National	71%	National	74%

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk>

In 2014 -15 14 secondary schools were inspected

- 4 were judged Good
- 7 schools were identified as Requiring Improvement
- 3 were judged Inadequate
- Of the 6 previously judged Satisfactory/Requiring Improvement schools inspected:
 - 17% (1 school) moved to Good
 - 50% retained their judgement
 - 33% (2 schools) was placed in a category of concern

SPECIAL SCHOOLS

Percentage of Special schools judged to be Good or better at their most recent inspection

31 st August 2014		31 st August 2015	
Lincolnshire	95%	Lincolnshire	100%
National	90%	National	92%

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk>

In 2014 – 15 6 Special Schools were inspected

- 3 were judged Outstanding
- 3 were judged Good

PUPIL REFERRAL UNIT

Percentage of Pupil Referral Units judged to be Good or better at their most recent inspection

31 st August 2014		31 st August 2015	
Lincolnshire	100%	Lincolnshire	50%
National	83%	National	85%

Data Source: OfSTED Dataview Website - <http://dataview.ofsted.gov.uk>

In 2014-15 1 Pupil Referral Unit was inspected – it was judged Inadequate

CfBT strategic priorities for school improvement 2015/2016

Monitoring, challenge, intervention and support

The responsibility for monitoring, challenge, intervention and support provided by CfBT on behalf of Lincolnshire County Council is summarised in the 'Strategy for School Improvement' updated in 2015 to reflect the Core Offer to Lincolnshire schools for the academic year 2015-16. It describes a systematic process of school review, carried out by Education Advisers (EAs) and Associate Education Advisers (AEAs), with support being provided in inverse proportion to success. The 'Monitoring of Academies' protocol outlines the way in which this strategy has been modified to differentiate between academies and local authority maintained schools.

Whilst the LA does not have day to day engagement with all of its schools, it nevertheless maintains an overview of school effectiveness by means of:

- An annual review of data for all schools including academies and free schools;
- Analysis of Ofsted inspections, HMI and visits by other agencies;
- A termly meeting of Children's Services to monitor action against risks for all schools;
- A fortnightly meeting with School Improvement leads for Primary, Secondary and Special schools to identify successes and further needs against current intervention;
- At least weekly updates for school improvement leads for Primary, Secondary and Special on individual schools from Education Advisers or Associate Education Advisers or wider evidence sources;
- Regular communication and consultation by the Education Advisers and Associate Education Advisers with their schools based on credibility and trust. Whilst the role is one of moderating school judgements and challenging where necessary, all Advisers actively listen, seek to understand their school's changing context and circumstances and provide advice based on detailed analysis of need.

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

Academies:

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

Maintained schools:

- The CfBT Education Adviser work-stream within the School Improvement Core Offer has been reviewed to ensure there is a consistent approach to working with school leaders to evaluate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is swiftly recognised and tackled. CfBT is working to ensure that the quality of service to Lincolnshire school is retained through recognition of the inverse proportion to need when allocating resources to Lincolnshire schools. This approach will promote the intention for sector led school improvement; Adviser time will be allocated in inverse proportion to the schools' engagement in effective peer review.
- Interrogation of pupil performance, both historic and current in-school performance data is undertaken within Education Adviser autumn term visits to maintained schools to review

whether good progress is being made towards improving outcomes at KS1, KS2, KS4 and KS5 and that school targets are setting sufficiently high expectations to reduce performance gaps

- Paired monitoring activities are routinely carried out with members of the school's leadership team to validate and challenge the school's self-evaluation processes and to ensure the leaders are correctly focused on the most immediate priority areas
- Governing Body meetings are attended, meetings held with governors or Governing Body meeting minutes reviewed, to monitor the levels of challenge and support provided by Governors and to ensure there is evidence that governors have an accurate understanding of the strengths of, and priorities for, their schools
- Performance management process are reviewed to ensure that Governing Bodies are holding Head Teachers to account via a robust and challenging process (this process is offered as traded work by CfBT but governors may choose their own External Performance Management Adviser for their Headteacher)

Addressing specific priorities

Analysis of the performance data for the local authority as a whole suggests that there are some issues which are best addressed by engaging schools collectively in a shared enterprise as well as by providing tailored support for individual schools; this includes reducing the current high levels of exclusion. The following priorities have been identified which will be launched during this academic year:

Improving achievement

Closing the gap

Recruiting and developing high quality staff

These also reflect the East Midlands' priorities identified initially by HMCI in the autumn term Ofsted Annual Report that have been maintained as a regional focus into 2015-16.

These proposed actions identified below will be reviewed regularly to ensure they remain valid to the needs of Lincolnshire schools and adapted to reflect changing contexts.

□ Improving achievement

KEY STAGE 1

To enhance the number of Lincolnshire pupils achieving the threshold for the phonics screening check in order to maintain higher than national attainment and address the relative underperformance of boys. This will be delivered through a three day programme of cluster based training that involves school governors, the phonics lead, the year 1 teacher and Teaching Assistant (where applicable). This training is augmented by a variety of specifically developed materials and utilises proven methodologies to enable class teachers to secure the application of pupils' phonic skills and for school leaders to have confidence in being able to monitor and evaluate the effectiveness of phonic teaching

To achieve the new required national standard at Key Stage 1 in reading, writing and mathematics so that Lincolnshire pupils meet at least national thresholds of attainment. This will be delivered through a four day cluster based programme and can involve all or some of the following: Key Stage 1 leader, governor, head teacher and English and Mathematics subject leaders to reflect school focus. This project has been specifically designed to provide school staff with an understanding of the new expectations of age-relatedness as set out in the frameworks for the new national tests at the end of Year 2. This will enable teachers to be more confident in their planning and delivery of lessons in order to accelerate progress.

Grammar, punctuation and spelling tests are also being introduced at KS1 in 2016 and therefore a one day training programme has been devised to support teachers with their understanding of the requirements of this test so they are best placed to teach their pupils the core skills they need in order to meet national expectations

KEY STAGE 2

To achieve the new required national standard at Key Stage 2 in reading, writing and mathematics so that Lincolnshire pupils meet at least national thresholds of attainment. This

will be delivered through a four day cluster based programme and can involve all or some of the following: Key Stage 2 leader, governor, head teacher and English and Mathematics subject leaders to reflect school focus. This project has been specifically designed to provide school staff with an understanding of the new expectations of age-relatedness as set out in the frameworks for the new national tests at the end of Year 6. This will enable teachers to be more confident in their planning and delivery of lessons in order to accelerate progress.

Data for Lincolnshire demonstrates narrowing of performance gaps in the grammar, punctuation and spelling tests, this continues to remain below national and therefore a priority. A two day programme has been designed to improve spelling accuracy and technical accuracy of writing which were highlighted through strategic analysis. Attendees invited to participate include Key Stage 2 Leader, school Governor, Head Teacher and English Subject Leader

KEY STAGE 4

To improve outcomes to meet national performance levels through building on existing good practice between CfBT and the Teaching Schools Alliances, in order to re-enforce and support subject and leadership networks, linking to the Lincolnshire Learning Partnership and sector led developments as these are embedded

These support programmes at each Key Stage will be encompass the skills and expertise within CfBT, enhanced through partnership working with Teaching School Alliances, NLEs, LLEs and SLEs. School to school support and joint practice development, benefiting from the successful approaches seen in Lincolnshire schools and nationally, will be key to ensuring the sustainability of this support.

In addition, the Education Advisers will continue to work with school leaders to evaluate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is recognised and tackled, and ensure good progress is being made towards improving pupil performance outcomes. Brokering of support will be undertaken by Advisers and Consultants to encourage schools to use delegated funding to secure improved outcomes through external CPD or cluster approaches to improvement.

SPECIAL SCHOOLS & PRU

To increase the number of students in special schools and the PRU participating in national tests through the delivery of a two 2 x six day programmes. One aimed at KS1 and KS2, the other aimed at KS3 and KS4. The programmes cover the expectations of the national curriculum and the national tests at each key stage (including GCSEs).

The support for KS1 and 2 focuses on phonics, reading, writing, and mathematics and has been designed to enhance the confidence of staff in ascertaining which pupils could and should access the tests. The support at KS3 focuses on age related expectations in reading, writing and mathematics and achieving Progress 8 at the end of KS4. Attendees invited to participate include Key Stage 3 and 4 leaders, a school Governor, Head Teacher, English and Mathematics Subject Leaders.

Closing the gap

The 'Closing the gap' offer will contribute to the LCC Child Poverty Strategy by focusing on closing the achievement gap for vulnerable groups and encouraging multi-agency working. It will support schools in their use of the pupil premium, and provide opportunities for research and development, sharing good practice, working in partnership with other schools, accessing networking events and evaluating and refreshing current literacy and numeracy interventions. The initiative will be organised around 6 work-streams:

- Robust challenge to schools through the analysis of data and pupil premium review in order to highlight schools where the gap has narrowed and identify learning which can be shared across the county;
- Pupil Premium conferences, drawing on national and international experience, to offer challenge, support and strategy to all schools and share emerging practice in

Lincolnshire

- Senior leader networks (bespoke to primary, secondary and special schools), using action research in order to support senior leaders in developing appropriate action plans for 'closing the gap'
 - "Switch-on", a new primary and secondary literacy intervention programme based on the principles of Reading Recovery
 - Research links with Lincoln University to develop CPD opportunities for key staff
 - Literacy and Numeracy intervention analysis, including an intervention audit and evaluation of what is effective
- **Recruiting and developing high quality staff**

For a number of years, CfBT have addressed the challenge of recruiting and developing high quality staff by running an ITT programme and providing a comprehensive package of support for Newly Qualified Teachers. Changes in the provision of ITT and NQT CPD are prompting a need for CfBT to review its current delivery in Lincolnshire. During the course of the year, CfBT will complete the migration of these functions to new partners to maintain this essential element in building the workforce capacity for and within Lincolnshire schools.

It is recognised that Head Teacher recruitment and retention is an increasing concern for schools in Lincolnshire, particularly for those smaller or more isolated schools. In response to this, CfBT is currently developing a coaching and mentoring practical programme, 'Leading to the Top', for those senior teachers and leaders who have the potential to become head teachers given the appropriate support and motivation. This action-based research programme offers the opportunity for potential head teachers to experience headship alongside exiting head teachers who have undergone training to support this offer. There may also be the opportunity to undertake, where available, short-term supported headship experiences in schools other than their own thus utilising best practice in school to school support

Additional offer: Traded services

The annual programme of traded services, designed to support school improvement priorities, has been publicised to schools through the secondary, primary and special school brochures. This year's offer has been extended to provide the following new programmes to augment existing successful provision:

Primary:

- Achieving and applying mastery across the curriculum in mathematics
- Achieving and applying mastery across the curriculum in mathematics
- Assessment in the new curriculum – moderation in individual year groups (Y1,2,3,4,5 and 6) in reading, writing and mathematics
- A guide to new statutory assessments for senior leaders
- Enhancing and raising self esteem
- Middle Leaders conference (focus on getting the best out of staff and driving improvement)
- Teaching Assistant conference (focus on accountability at all levels and improving personal subject knowledge in order to improve pupil outcomes)

Secondary

- GCSE Progress in reading
- GCSE Progress in writing
- Inference training – reading for meaning/cross curricular strategies
- interventions in reading and phonics
- Moderation at KS3 & 4 English and mathematics
- Curriculum planning and assessment in English and mathematics
- CMEP – A level mathematics support

CfBT Response to the East Midlands Regional Priorities 2014-16

Her Majesty's Chief Inspector of Education, Children's Services and Skills 2013/14 East Midlands' regional report was published in December 2014. HMCI identified three key issues impacting on pupils' performance in East Midlands' schools:

- White British children from poor families achieve much less well than others
- Children in the care system do badly and, as a group, their achievement is among the worst in the country
- Children with English as an additional language are not getting the start they need to enable them to do well.

HMCI highlighted Lincolnshire as having a mainly agricultural economy and includes the traditional seaside resort of Skegness. In South Holland and the Deepings (south-east Lincolnshire), far fewer primary schools are good or outstanding than in the rest of England: 56% compared with 82% nationally. Attainment across Lincolnshire is a concern at Key Stages 1, 2 and 4, where too many young people do not achieve as well as they should, especially when compared with similar local authorities.

Through detailed analysis of Lincolnshire pupil performance early in the autumn term 2014 and evaluation of Ofsted outcomes, CfBT was already aware of these concerns and had already taken action through the Core Offer of monitoring, challenge, intervention and support to Lincolnshire schools. This was augmented through specifically designed packages of funded support which included the LA/CfBT Closing the Gap offer to educational settings and the South Holland Project (reported to Scrutiny Committee March 2015).

Although there has been some improvement noted, the performance of the groups of pupils identified by HMCI in autumn 2014 remains a focus for Ofsted and the Local Authority into 2015-16 and will continue to be integral to work carried out through CfBT and the Local Authority, including a project of work being undertaken by Lincolnshire Teaching School Alliances as part of a regional approach.

East Midland Priority Group - School Improvement Performance Report 2014-15

Priority: White British children from poor families achieve much less well than others; this was identified in Lincolnshire as particularly gender specific.

Data below details outcomes for white British FSM6 boys and then all FSM6. FSM6 refers to those pupils known to have been eligible for Free School Meals (FSM) in the previous six years

White British Boys

Comparing the trend of headline attainment measures of White British FSM6 Boys with all other pupils

KS2 % L4+ RWM Gap between White British FSM6 Boys and All Pupils	Data State	Lincolnshire			National			Lincolnshire vs National	
		White British FSM6 Boys	All Pupils	Gap	White British FSM6 Boys	All Pupils	Gap		
	2014-15	Final	63.2%	78.6%	-15.4%	63.8%	80.4%	-16.6%	1.2%
	2013-14	Final	56.4%	77.0%	-20.6%	60.7%	78.9%	-18.2%	-2.4%
	2012-13	Final	53.8%	76.4%	-22.6%	56.4%	75.8%	-19.4%	-3.2%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The gap at KS2 L4+RWM for White British FSM6 Boys and All Pupils in Lincolnshire has narrowed by 5.2% whereas the national has only narrowed by 1.6%.

The gap between Lincolnshire and National for this measure has narrowed by 3.6% in 2014-15.

KS4 % 5+ A*-C inc EM Gap between White British FSM6 Boys and All Pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		White British FSM6 Boys	All Pupils	Gap	White Other Pupils	All Pupils	Gap	
2014-15	Final	23.7%	56.1%	-32.4%	28.1%	57.1%	-29.0%	-3.4%
2013-14	Final	26.7%	54.8%	-28.1%	27.4%	56.6%	-29.2%	1.1%
2012-13	Final	32.2%	61.8%	-29.6%	31.8%	60.6%	-28.8%	-0.8%
2011-12	Final	29.8%	62.1%	-32.3%	29.5%	58.8%	-29.3%	-3.0%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The gap at KS4 5+A*-C grades including English and maths between White British FSM6 Boys and All Pupils has widened by 4.3%

The gap nationally has narrowed by 0.2%.

The gap between Lincolnshire and National for this measure has widened in 2014-15 by 4.5%.

FSM Ever 6

Comparing the trend of headline attainment measures of FSM6 pupils with their non-FSM6 peers

KS2 % L4+ RWM Gap between FSM6 pupils and Not FSM6 pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
2014-15	Final	66.2%	83.0%	-16.8%	70.0%	85.1%	-15.1%	-1.7%
2013-14	Final	61.5%	82.0%	-20.6%	67.6%	83.9%	-16.3%	-4.3%
2012-13	Final	59.7%	81.4%	-21.7%	63.5%	81.1%	-17.5%	-4.2%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The L4+ RWM gap between FSM Ever 6 pupils and not FSM Ever 6 pupils in Lincolnshire has narrowed by 3.8%, whereas the gap nationally has narrowed by 1.2%.

The gap between Lincolnshire vs National has narrowed by 2.6%.

Lincolnshire has provided a Closing the Gap offer to all educational settings over the past year since September 2014.

KS4 % 5+ A*-C inc EM Gap between FSM6 pupils and Not FSM6 pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
2014-15	Final	30.3%	62.4%	-32.1%	37.0%	64.4%	-27.4%	-4.7%
2013-14	Final	31.8%	60.4%	-28.6%	36.7%	63.7%	-27.0%	-1.6%
2012-13	Final	37.0%	67.0%	-30.0%	41.2%	67.6%	-26.5%	-3.5%
2011-12	Final	34.7%	67.0%	-32.3%	38.8%	65.5%	-26.7%	-5.6%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The FSM Ever 6 gap in Lincolnshire has widened slightly this year by 3.5%, the national gap has widened by 0.4%.

The Lincolnshire vs National gap has varied since 2011 and has widened this year by 3.1%. The Closing the Gap offer to all educational settings will continue until the end of July 2016. Priority: Children in the care system do badly and, as a group, their achievement is among the worst in the country

Looked After Children

Comparing the trend of headline attainment measures of LAC (LAC Ever - looked after for 1 day or more) pupils with their non-LAC peers

KS2 % L4+ RWM Gap between Looked After pupils and Not Looked After pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	
2014-15	Prov	37%	78%	-41%	53%	80%	-27%	-14%
2013-14	Final	32%	77%	-45%	48%	79%	-31%	-14%
2012-13	Final	47%	77%	-30%	45%	76%	-31%	1%

Data Source: DfE RAISEonline website: <https://www.raiseonline.org/login.aspx?ReturnUrl=%2f>

The provisional data for 2014-15 shows that the Lincolnshire vs National gap at KS2 for L4+RWM between Looked after Pupils and their Not Looked After peers has remained the same as the previous year and has not widened.

However, the Lincolnshire gap for this measure has narrowed by 4%, the National gap for this measure has also narrowed by 4%.

KS4 % 5+ A*-C inc EM Gap between Looked After pupils and Not Looked After pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	
2014-15	Prov	10%	55%	-45%	16%	56%	-40%	-5%
2013-14	Final	18%	55%	-37%	15%	56%	-41%	4%
2012-13	Final	16%	62%	-46%	20%	60%	-40%	-6%
2011-12	Final	26%	62%	-36%	19%	58%	-39%	3%

Data Source: DfE RAISEonline website: <https://www.raiseonline.org/login.aspx?ReturnUrl=%2f>

The provisional data for KS4 5+ A*-C inc English and Maths shows that the Lincolnshire vs National gap has widened by 9%. The Lincolnshire gap for this measure has widened by 8% whereas the National gap has narrowed by 1%.

Priority: Children with English as an additional language are not getting the start they need to enable them to do well.

English as an additional language (EAL)

Comparing the trend of headline attainment measures of EAL pupils with their non-EAL peers

KS2 % L4+ RWM Gap between English as Additional Language pupils and English First Language pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		EAL	ENG	Gap	EAL	ENG	Gap	
2014-15	Final	74.6%	78.9%	-4.3%	78.9%	80.8%	-1.8%	-2.5%
2013-14	Final	74.9%	77.1%	-2.2%	77.4%	79.2%	-1.8%	-0.4%
2012-13	Final	70.8%	76.8%	-6.0%	73.5%	76.2%	-2.7%	-3.3%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The gap between EAL and ENG in Lincolnshire for 2014-15 has widened by 2.1%. The gap nationally has remained static at -1.8%

The gap between Lincolnshire and National for this measure has widened by 2.1% in 2014-15.

KS4 % 5+ A*-C inc EM Gap between English as Additional Language pupils and English First Language pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		EAL	ENG	Gap	EAL	ENG	Gap	
2014-15	Final	44.6%	56.6%	-12.0%	54.6%	57.5%	-2.9%	-9.1%
2013-14	Final	38.6%	55.6%	-17.0%	54.7%	56.9%	-2.1%	-14.9%
2012-13	Final	40.3%	62.7%	-22.4%	58.3%	60.9%	-2.6%	-19.8%
2011-12	Final	42.5%	62.8%	-20.3%	56.2%	59.2%	-3.0%	-17.3%

Data Source: NCER Nova website - <https://www.ncer.org/Login.aspx?ReturnUrl=%2f>

The gap between EAL and ENG at KS4 for 5+ A*-C grades including English and maths in Lincolnshire has narrowed by 5.0% in 2014-15.

The gap nationally has widened by 0.8%.

The gap between Lincolnshire and National has narrowed for this measure by 5.8% in 2014-15.

Ofsted outcomes

In the East Midlands Regional Report, HMCI identified South Holland as an area of concern in that far fewer primary schools are good or outstanding than in the rest of England: 56% compared with 82% nationally. To the end of January 2016 that figure now stands at 76% primary schools judged good or outstanding in South Holland compared with 86% nationally; an increase in South Holland of 20% compared with 4% nationally. Of the 36 primary schools in the District, 3 are awaiting inspection (either academy converter or new school) 8 are still judged Requiring Improvement but at least 2 are due to be inspected this year, 23 are now good and 2 have been judged outstanding. The aim for 100% of these schools to be judged good or outstanding will remain a priority for school improvement in Lincolnshire.

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

Report to:	Children and Young People Scrutiny Committee
Date:	04 March 2016
Subject:	Performance - Quarter 3 2015/16

Summary:

The accompanying appendices to this report provide key performance information for Quarter 3 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 provides a full and detailed report that covers all Council Business Plan indicators used by Children's Services.

Complaints and compliments

Appendix B covers complaints and compliments.

Status of schools

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

Performance Monitoring of Contracts

Appendix D (Exempt) gives an overview of the performance management of contracts.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Detailed performance data for Quarter 3 2015/16
Appendix B	Complaint and compliments report
Appendix C	Ofsted school status report
Appendix D	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 .



Communities are safe and protected

Children are safe and healthy

Looked after children

Looked after children per 10,000 population aged under 18. There are a number of reasons why a child may be 'looked after' by the local authority. Most often it is because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for the child, have been neglecting the child or the child has committed an offence. The local authority has specific responsibilities and duties towards a child who is being looked after or who has been looked after.

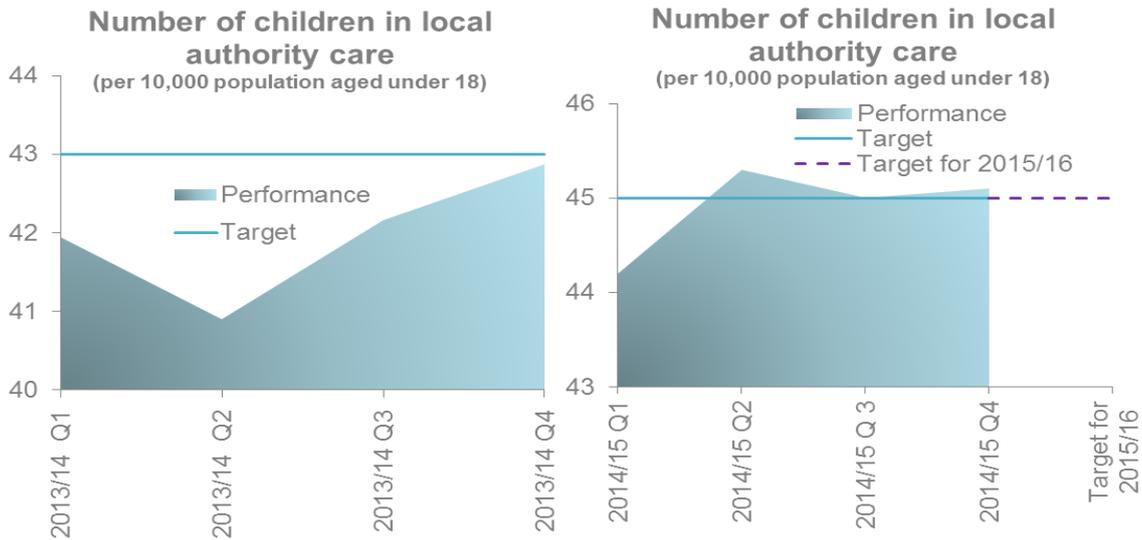

Achieved



About the latest performance

This quarter we have seen a reduction in the number of looked after children, which brings us back in line with our target range. We have maintained our position well below the national and similar authority average.

Further details



Measure Name	Looked after children								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance (per 10,000 population aged under 18)	41.94	40.9	42.16	42.87	44.2	45.3	45.0	45.1	
Target	43	43	43	43	45	45	45	45	45

About the target

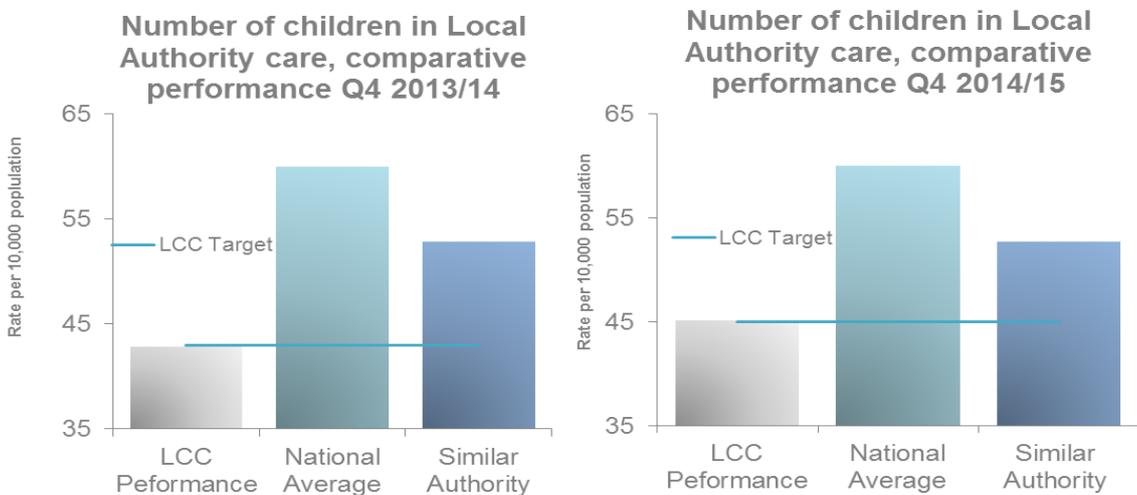
The target reflects our aim to maintain our position. Lincolnshire is below the national and similar authority average.

About the target range

The target range allows for the number of Looked After Children to vary between approximately 600 and 660. This is about +/- 30 Children

About benchmarking

We benchmark nationally and with similar Local Authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	42.87	60	52.8	43
2014/15 Q4	45.1	60	52.7	45



Communities are safe and protected

Children are safe and healthy

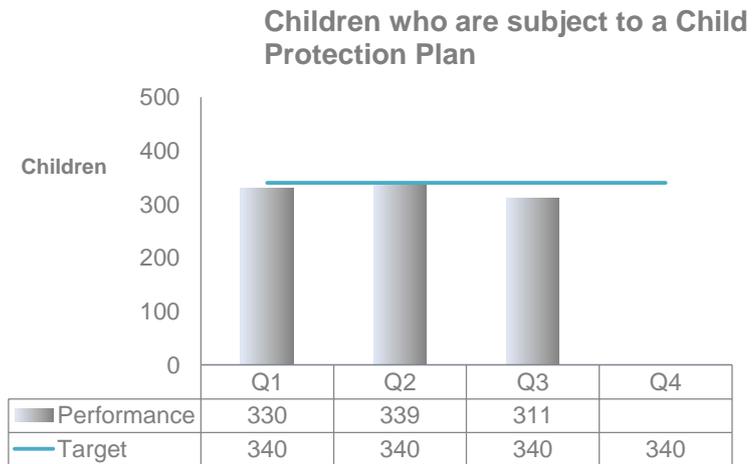
Children who are subject to a Child Protection Plan

A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.

✓
Achieved

311
 Children
Quarter 3 December 2015

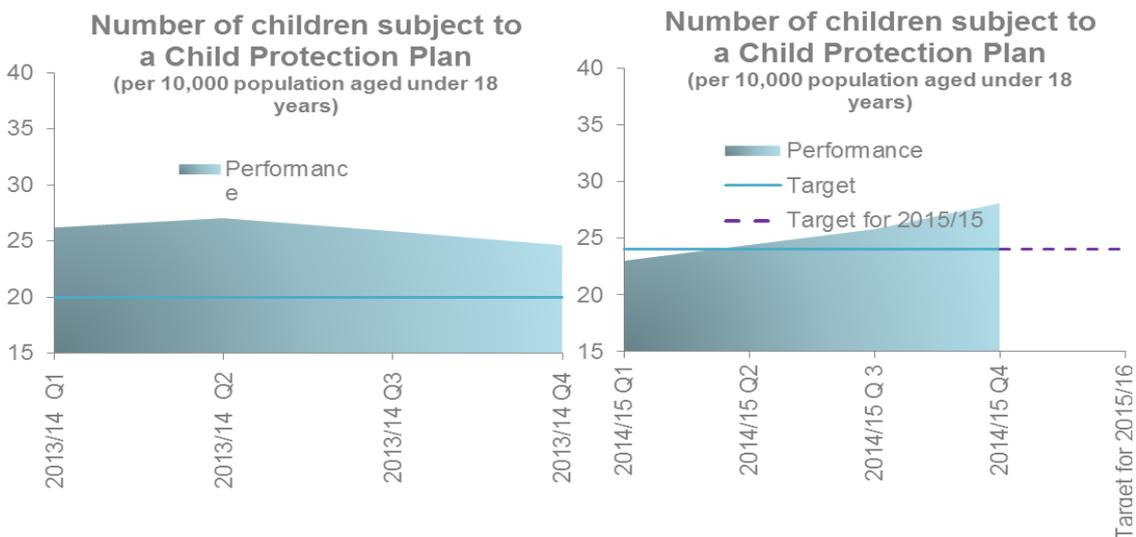
340
 Children
Target for December 2015



About the latest performance

This quarter we have seen a reduction of children on a child protection plan. This is the lowest it has been in over a year.

Further details



Measure Name	Children who are subject to a Child Protection Plan								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	26.2	27	25.84	24.62	23	24.4	25.8	28.1	
Target	20	20	20	20	24	24	24	24	24

About the target

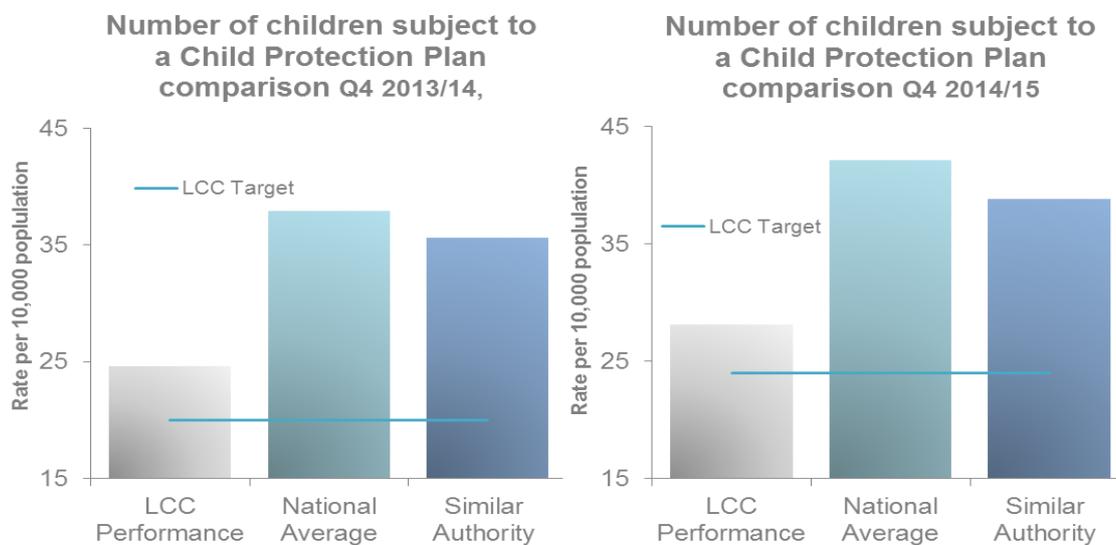
The target has reduced by 2 from previous year, this is to take into account the work around early help, which is the intervention and support put in place to help children and their family before a child enters local authority care.

About the target range

The target range is between 320 to 380 children. This equates to 21 % per 10,000 population aged under 19 to 25% per 10,000 population aged under 18.

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	24.62	37.9	35.6	20
2014/15 Q4	28.1	42.1	38.84	24

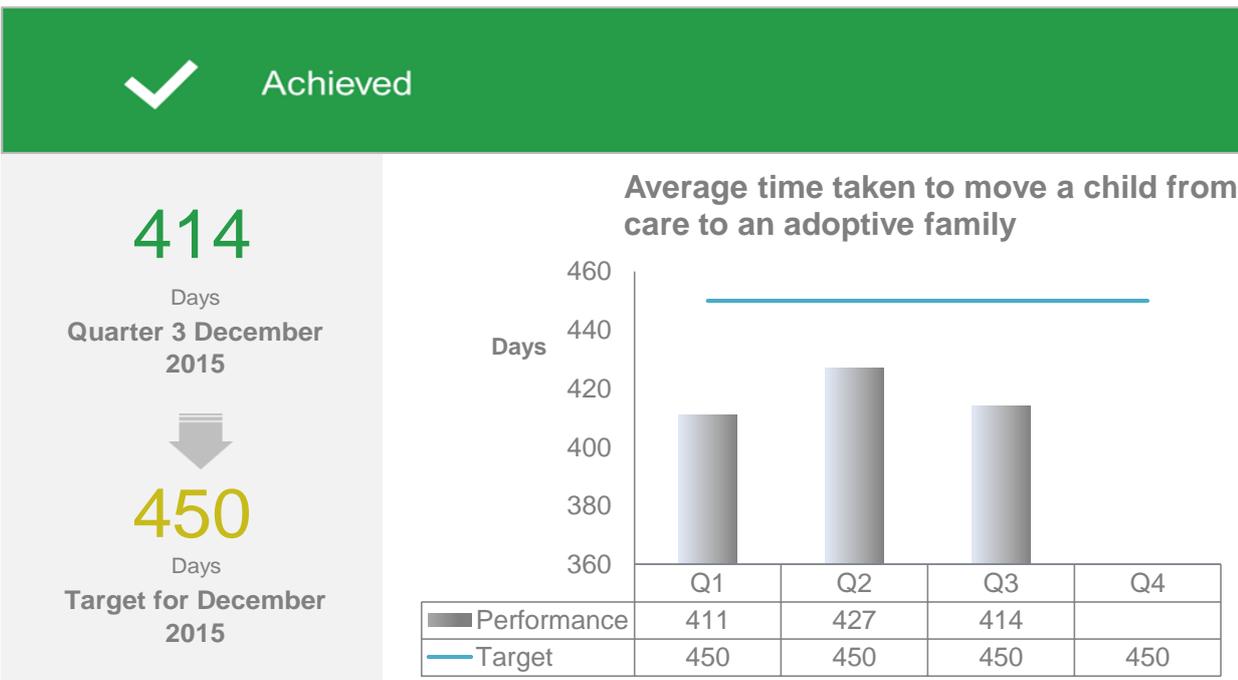


Communities are safe and protected

Children are safe and healthy

Average time taken to move a child from care to an adoptive family

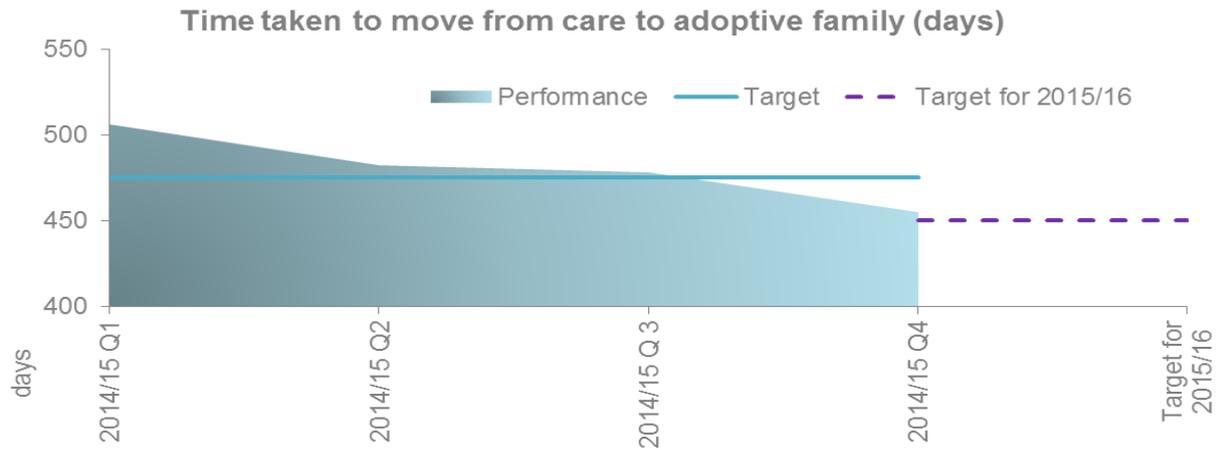
Average number of days between the child entering care and moving in with their adoptive family.



About the latest performance

This quarter again shows an improvement in the timeliness of adoption and is in line with the Adoption Reform Agenda. The vast majority of Lincolnshire children continue to be placed quickly and this is conformed by current year performance. The adoption services rigorous and creative family finding activity, supported by robust twin tracking processes, ensures that children are placed with their adoptive families at the earliest opportunity. Lincolnshire's performance against this indicator remains strong compared with the national average and statistical neighbours. Lincolnshire has again performed below the national threshold. Lower is better.

Further details



Measure Name	Average time taken to move a child from care to an adoptive family								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance				511	506	482	478	455	
Target					475	475	475	475	450

About the target

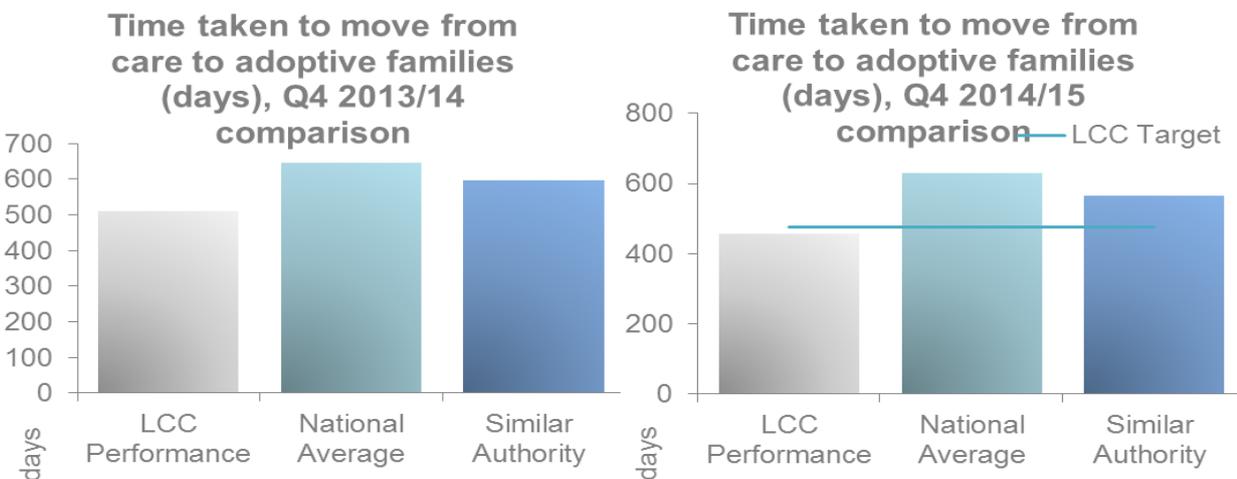
This target was reduced by 25 days from the previous year's target. This would be in line with Cornwall who were ranked top of the similar local authorities. If we aspire to this we should be in the top quartile.

About the target range

The value has been set to an upper level of 540 which should still retain our position in the top quartile. No lower value has been set. Achievement of this target would be deemed a considerable improvement

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	511	647	597	
2014/15 Q4	455	628	565	475



Communities are safe and protected

Children are safe and healthy

Average time taken to match a child to an adoptive family

Average number of days between the local authority receiving the court order to place a child and the local authority deciding on a match to an adoptive family



Achieved

192

Days

Quarter 3 December
2015



203

Days

Target for December
2015

Average time taken to match a child to an adoptive family

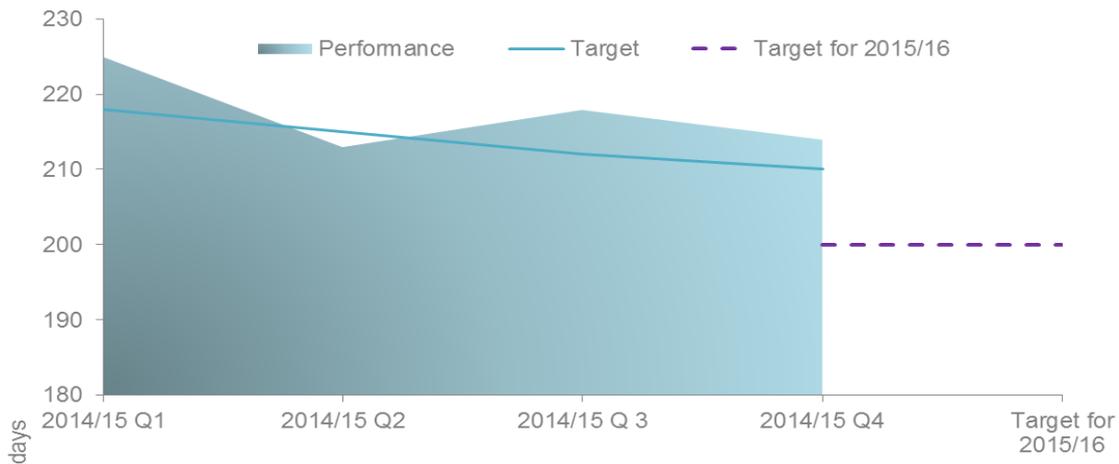


About the latest performance

This measure has shown continuous improvement over both the 3 year rolling total, the single year 2014/15 and the first three quarters of this year. Improvement in this measure is attributable to the monthly performance reporting and the robust tracking of cases. There continues to be a small cohort of children whose timescales will not meet this target and this is due to applications from parents for leave of the court to appeal orders. If leave is granted then this prevents the authority being able to place the child with adopters until the matters are dealt with in court. These children will fall out of this quarter, but may impact upon the performance in the last quarter and moving forward into 2016/17. In addition the service is seeing a decrease in the numbers of children being granted a placement order, therefore it is anticipated that this performance measure may not be sustained in 2016/17.

Further details

Time taken to match a child to adoptive family following court order (days)



Measure Name	Average time taken to match a child to an adoptive family								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	214	214	214	214	225	213	218	214	
Target					218	215	212	210	200

About the target

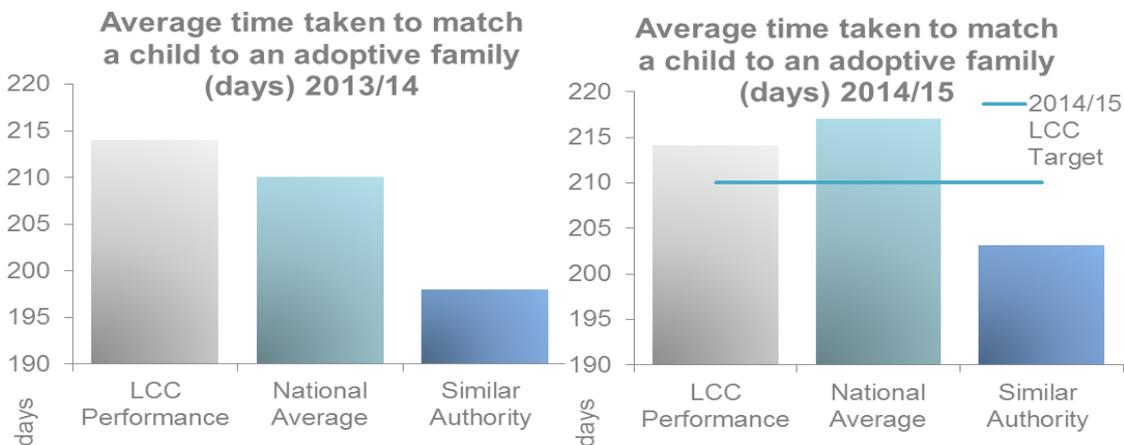
The target decreases at the same rate as the previous year, there are potential cases coming through with notable higher timescales

About the target range

Both upper and lower target ranges have been set to 10 days. Achievement of the upper target range would almost match the position the Council achieved for 2012-2014 and maintain the performance, stopping a downward trend indicated by the national data. Achievement of the lower target range would be a significant improvement and change in direction and should be enough to move us up into the second quartile.

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	214	210	198	
2014/15 Q4	214	217	203.1	210



Health and Wellbeing is improved

Young people are supported to reach their potential

Young People Not in Education, Employment or Training

A young person who is no longer in the education system and who is not working or being trained for work.

Numerator: Number of young person no longer in the education system and not working or being trained for work.

Denominator: Number of young people in the education system, working or being trained for work.

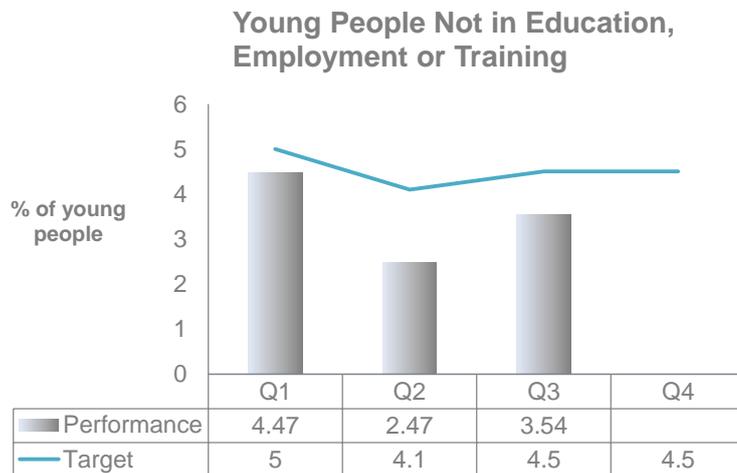
The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

✓ Achieved

3.54
% of young people
Quarter 3 December
2015

↓

4.50
% of young people
Target for December
2015

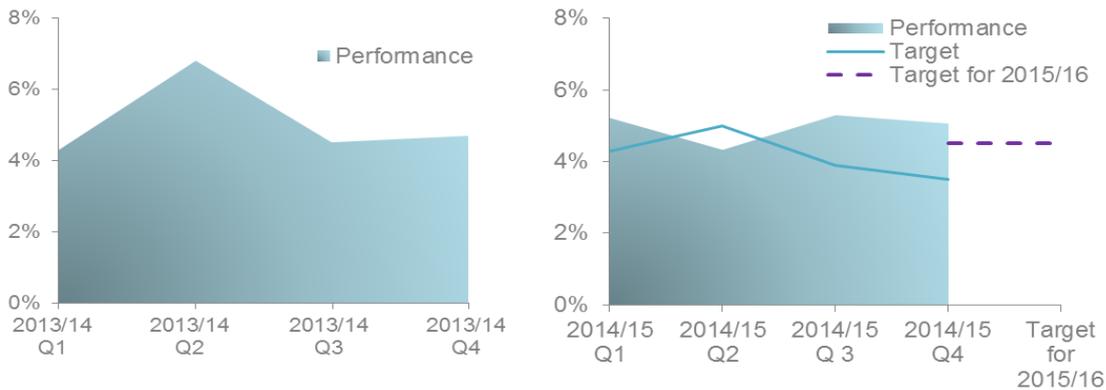


About the latest performance

Performance is better than the target set. However, this figure should be regarded with caution in that whilst performance is showing as better than target, there is the potential for the percentage of young people who are NEET to increase as the unknown figure is reduced particularly as there is a slight underperformance against the unknown target. Whilst there is no comparative data for quarter 3, the trend shows that performance continues to compare favourably with national performance and that of our statistical neighbours.

Further details

Percentage of 16-18 year olds not in education, employment or training



Measure Name	Young People Not in Education, Employment or Training								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	4.3%	6.8%	4.5%	4.7%	5.2%	4.3%	5.3%	5.1%	
Target					4.3%	5.0%	3.9%	3.5%	4.5%

About the target

The current number of Young People Not in Education, Employment or Training has crept up. This has happened as the number of Young people in the 'Unknown' category has drastically reduced on previous years. This upward trend of NEETs is expected to stabilise and we are working on reducing the figure through 2015/16 and 16/17 year olds.

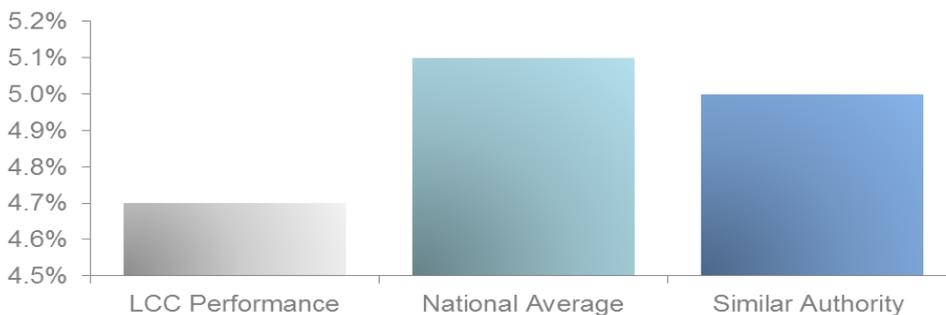
About the target range

In Q1 2015/16 we want to be no worse than Q1 2014/15 which was 5.2%
 In Q2 we want to see an improvement on Q2 2012/13 which is our best performance over the last 3 years. In Q3 and Q4 the target range is plus or minus 0.2 percentage points of target of 4.5%

About benchmarking

For all our comparators the overall NEET figure is between 4.5% and 5%. Lincolnshire is now outside of this range and an aspiration for the year is to get back to the lower level of NEET whilst keeping our counties unknown figure decreasing. We have the option of benchmarking nationally and at similar authority level.

Percentage of young people not in education, employment or training comparison 2013/14.



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	4.7%	5.1%	5.0%	
2014/15 Q4				



Health and Wellbeing is improved

Young people are supported to reach their potential

Pupils aged 16 – 18 participating in learning

This measures young people aged 16, 17 and 18 who are in:-
Full time education or training;
Apprenticeship;
Employment combined with training.

Numerator: Number of young people aged 16, 17 and 18 who are participating in learning.

Denominator: Number of young people aged 16, 17 and 18.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

84

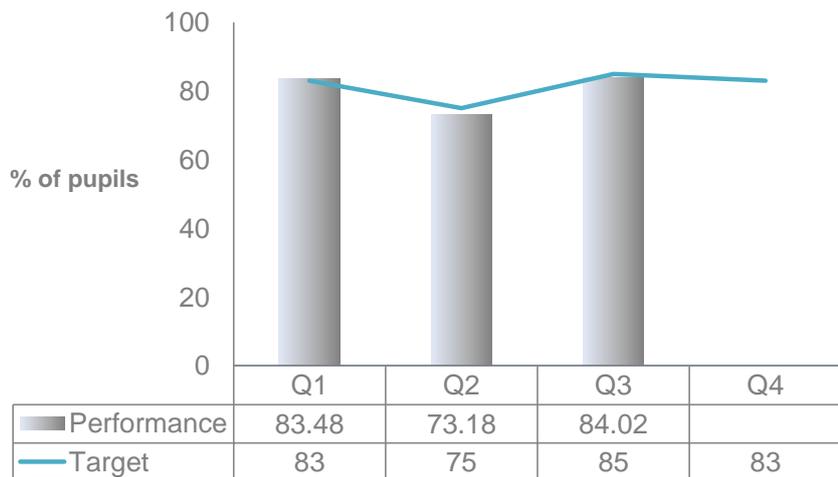
% of pupils
Quarter 3 December
2015



85

% of pupils
Target for December
2015

Pupils aged 16 – 18 participating in learning



About the latest performance

Participation of 16 - 18 year olds in learning continues to be on target. There are some groups of vulnerable young people who are under-represented and there will be continued focus on strategies to increase participation by these young people.

Further details

About the target

Target is ambitious as we have already made significant increases in performance and we aim to continue improving. Our target in Q2 reflects and expected dip in performance due to lack of destination data following the end of the academic year.

About the target range

The target range does not allow us to slip under current performance.

About benchmarking

We benchmarking nationally and at similar authority level.



Health and Wellbeing is improved

Young people are supported to reach their potential

Participation in learning age 16

This measures young people who go into:-

Full time education or training;

Apprenticeship;

Employment combined with training;

Working towards participation age 16.

Numerator: Number of young people age 16 in full time education, education or training, apprenticeship, employment combined with training; working towards participation.

Denominator: Number of young people age 16

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

96

% of 16 year olds

Quarter 3 December
2015

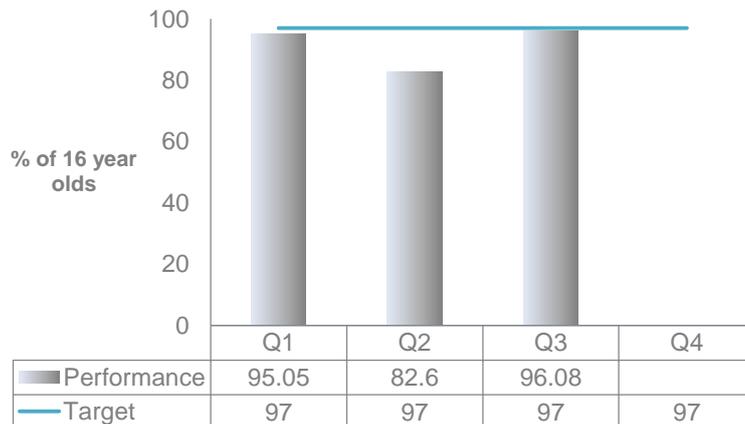


97

% of 16 year olds

Target for December
2015

Participation in learning age 16

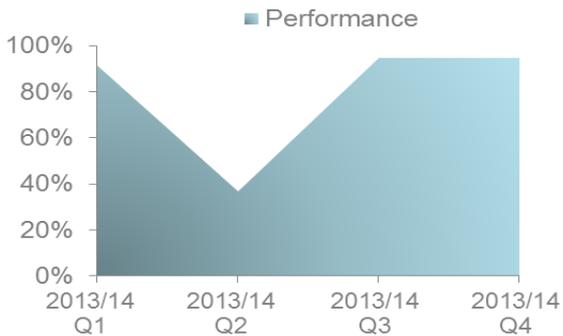


About the latest performance

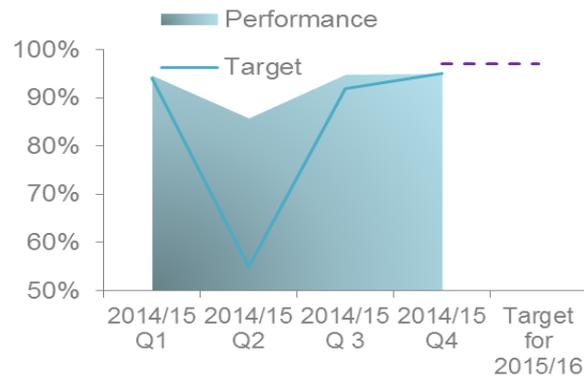
As predicted, performance is on target following a dip in the statistics at quarter 2. As previously reported, the figures traditionally show a reduction at that stage of the academic year as we are reliant upon schools, colleges and other providers submitting their enrolment data. This has now been received and the Careers Service have been able to follow up any young people age 16 whose destination is unknown or who are not in education, training or employment to encourage them to participate.

Further details

Percentage of 16 year olds participating in learning



Percentage of 16 year olds participating in learning



Measure Name	Participation in learning age 16								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	91.4%	37.0%	94.6%	94.8%	94.5%	85.7%	94.7%	94.9%	
Target					94.0%	55.0%	92.0%	95.0%	97.0%

About the target

The target reflects continued participation in line with the new Raising of the Participation Age agenda. The target is ambitious as it will maintain our current performance which is currently above all comparators.

Our target in Q2 reflects and expected dip in performance due to lack of destination data following the end of the academic year.

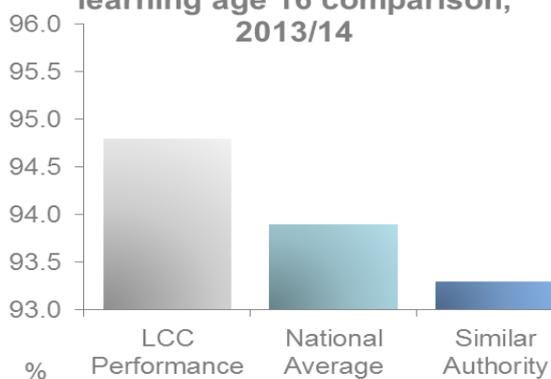
About the target range

The target range does not allow us to slip under current performance.

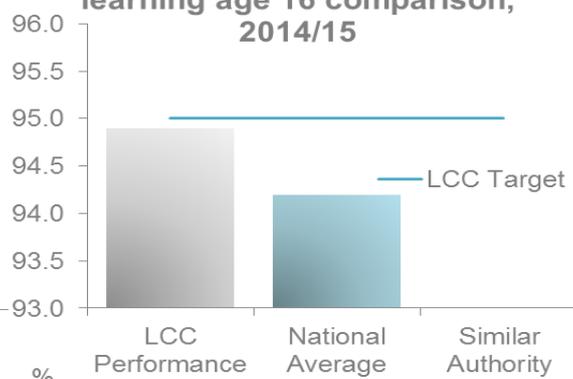
About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Percentage participation in learning age 16 comparison, 2013/14



Percentage participation in learning age 16 comparison, 2014/15



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	94.8%	93.9%	93.3%	
2014/15 Q4	94.9%	94.2%		95.0%



Health and Wellbeing is improved

Young people are supported to reach their potential

16-18 year old Looked After Children participating in learning

This measures young people recorded as being Looked After Children at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care.

Numerator: Number of Looked After Children participating in learning at the end of the reporting period.

Denominator: Number of Looked After Children at the end of the reporting period.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

81

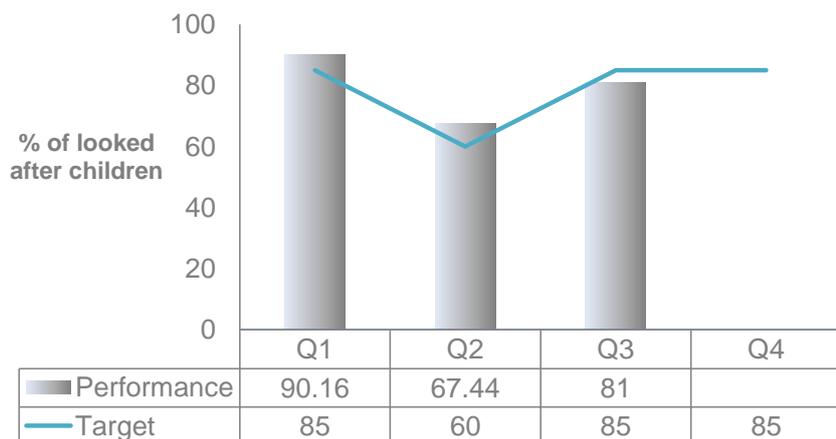
% of looked after children
Quarter 3 December
2015



85

% of looked after children
Target for December
2015

16-18 year old Looked After Children participating in learning

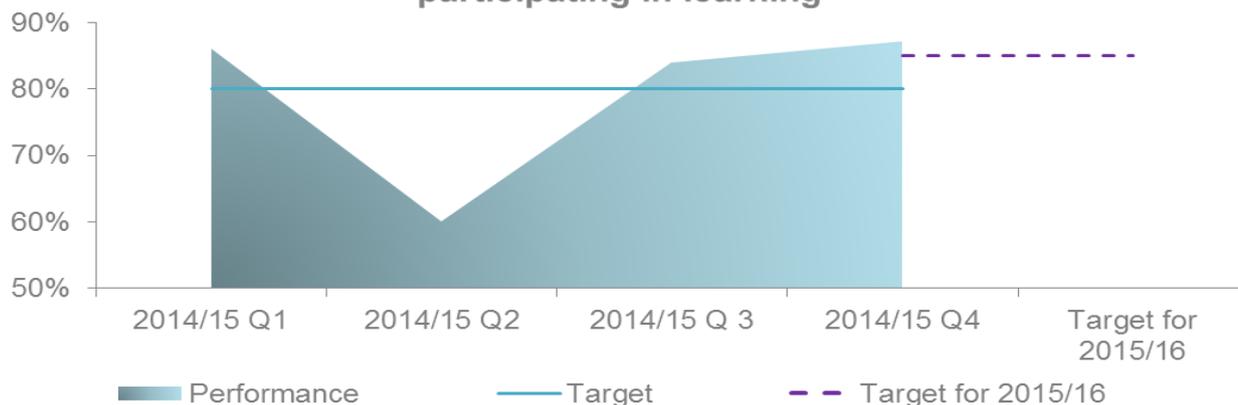


About the latest performance

Performance remains within tolerance because of strong working relationships between the Virtual School, social care teams other stakeholders and education providers, colleges and schools. The establishment of our post-16 e-PEP and the training and development of designated staff to support our LAC within settings has also supported this.

Further details

Percentage of 16-18 year olds in Local Authority care participating in learning



Measure Name	16-18 year old Looked After Children participating in learning								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance					86.0%	60.0%	84.0%	87.1%	
Target					80.0%	80.0%	80.0%	80.0%	85.0%

About the target

The 2015/16 target of 85% is an increase of by 5 percentage points on the 2014/15 target of 80%.

About the target range

The target range allows for 2 young people above the target and 5 young people below the target. Due to the small numbers in the cohort each person represents 1.25% and so the target range is 2.5% above and 6.25% below the 85% target.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



Health and Wellbeing is improved

Young people are supported to reach their potential

Care Leavers in suitable accommodation

A care leaver is a young person who reaches the age of 18 who had been in local authority care.

Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".

Denominator: Number of care leavers turning 19 years of age in the year.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

93.8

%

Quarter 3 December
2015

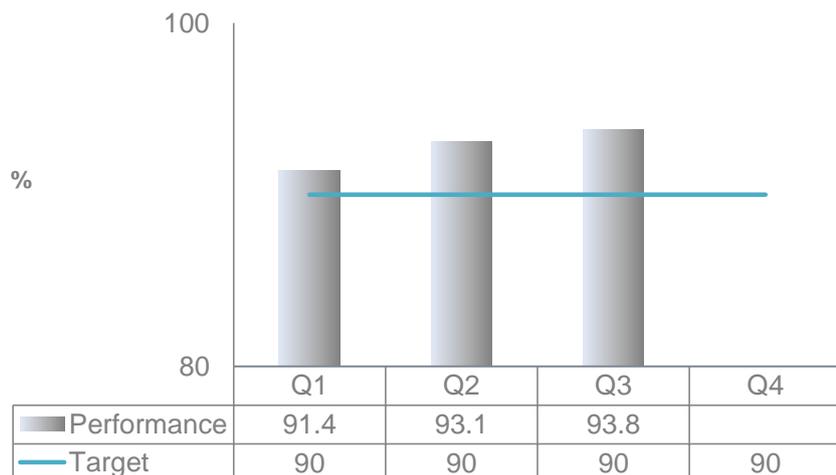


90.0

%

Target for December
2015

Care Leavers in suitable accommodation

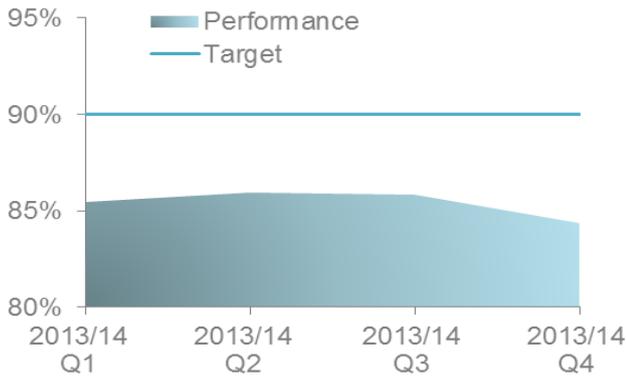


About the latest performance

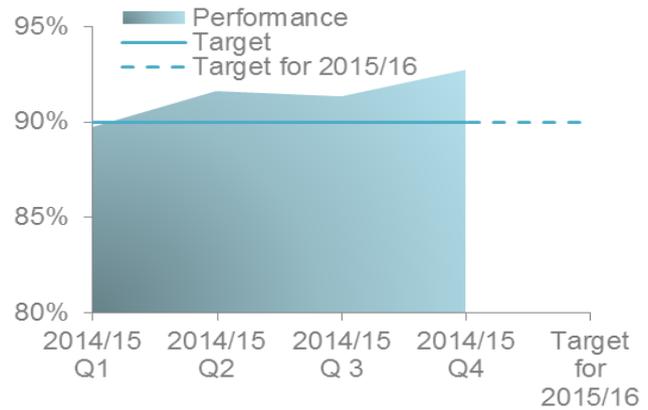
Of the 13 young people who are not in suitable accommodation:- seven are in custody; one is an unaccompanied young person who is all rights exhausted; there are currently five young people for whom the leaving care service is attempting to address the suitability of accommodation and of these two are in the process of securing suitable housing.

Further details

Percentage of care leavers in suitable accommodation



Percentage of care leavers in suitable accommodation



Measure Name	Care Leavers in suitable accommodation								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	85.5%	86.0%	85.9%	84.4%	89.7%	91.6%	91.3%	92.7%	
Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%

About the target

Target is to remain the same level as 2014/15 as this is above both national and similar authority average.

About the target range

The target range is set between the level achieved in 2013/14 and to accommodate an improvement on 2014/15 performance, whilst remaining above our statistical neighbours.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Percentage of care leavers in suitable accommodation 2013/14



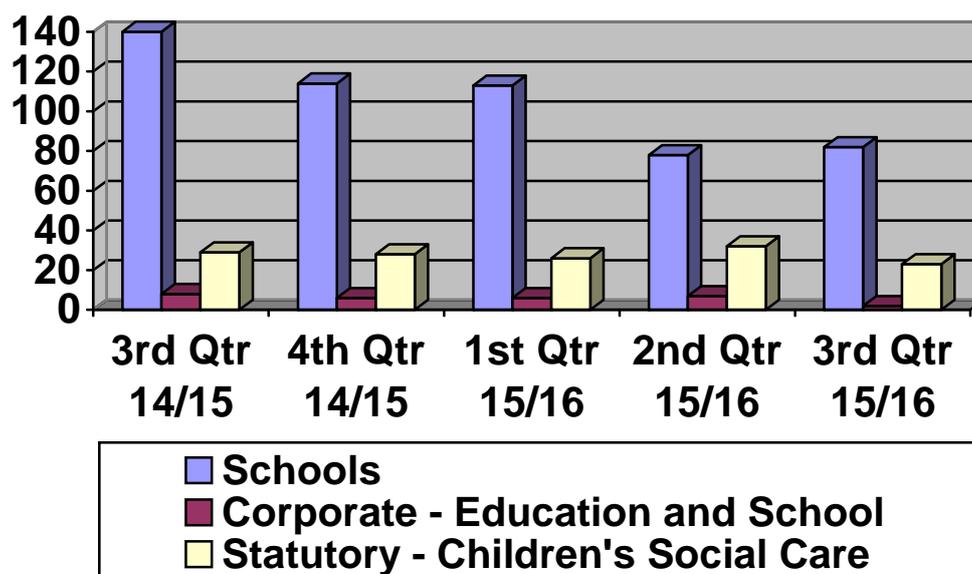
%	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	84.4%	77.8%	80.8%	90.0%
2014/15 Q4				

Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st October – 31 st December 2015 (1 st July – 30 th September 2015)	
Total number of complaints received across all LCC service area.	234 (227)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	107 (117)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	2 (13)	
Total Service Area Complaints	Schools	82 (78)
	Corporate – Education and School	2 (7)
	Statutory - Children’s Care	23 (32)
Schools Complaint Reason Codes	Admission issue	2 (1)
	Allegation against Head Teacher	1 (1)
	Allegation against other school staff	5 (3)
	Attendance Issues	3 (6)
	Bullying – Homophobic	1 (0)
	Bullying – Gender	0 (1)
	Bullying – Racial	0 (1)
	Bullying – SEN	1 (0)
	Bullying – Social Media	2 (1)
	Bullying Issue	6 (6)
	Class/School Organisation	8 (12)
	Equality Issue	1 (1)
	Exclusion Issue	2 (6)
	Inconsistency in application of rules	2 (0)
	Meals/Snacks/Drinks	2 (0)
	Medical	6 (4)
	Other	10 (3)
	Parental responsibilities/rights	5 (4)
	Procedural Irregularity	5 (7)
	Racial Issues	4 (3)
	School Neighbours	0 (2)
	School Uniform	0 (2)
	SEN	9 (6)
	Social Media Abuse	3 (2)
	Truancy Issues	0 (0)
	Unfair treatment by staff	4 (7)
	No category selected	0 (1)
Corporate – Education and	Age	0 (0)

School Complaint Reason Codes		
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	0 (0)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	0 (4)
	Disagree with Procedure	1 (1)
	Insufficient Information Provided	0 (0)
	Other	0 (1)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (0)
	Service Delay	1 (1)
Statutory - Children's Care Complaint areas Area information not available this quarter due to no database for statutory complaints	Statutory - Children's Care	23 (32)
Service Area Compliments	Schools	0 (0)
	Corporate - Children's	0 (1)
	Statutory - Children's Care	2 (12)
How many LCC Corporate complaints have not been resolved within service standard	10 (8)	
Number of complaints referred to Ombudsman	7 (12)	

Total Complaint Receipts by Quarter



Summary

LCC Overview of Complaints

The total number of LCC complaints received this Quarter (Q3) shows a 3% increase on the previous quarter (Q2). When comparing this Quarter with Q3 of 2014/15, there is a 12% decrease when 267 were received.

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

Children's and Young People's Services received a 8.5% decrease (10 complaints) in the number of complaints received compared to Quarter 2. When comparing this with Quarter 3 of 2014/15, there is a 39.5% decrease when 177 complaints were received.

This Quarter, schools make up 77% of the total complaints received, with statutory complaints at 21% and corporate at 2%. In Quarter 3 of 2014/15, schools made up 79% of total complaints with statutory at 16% and corporate at 5%.

School Complaints

The volume of complaints for Quarter 3 (82) is markedly lower than for this quarter last year (140), though broadly in line with Quarter 3 in 2012/2013.

Apart from 'Other' (10), which is a miscellaneous category, complaints about Bullying (10 in total) represent the highest single reason for contact. However, they relate to ten different schools – 5 primary / 5 secondary - and show no pattern or clustering.

SEN (9) represents the next highest single reason for contact with LCC. 3 complaints relate to one secondary school, but all relate to the same case submitted via multiple sources. 6 are all single complaints about different schools – 4 primary / 2 secondary.

'Classroom / School Organisation' (8) show no pattern or clustering to any particular school - 5 primary / 3 secondary.

Medical complaints (6) include two anonymous complaints about an outbreak of infection in one school. Public Health provided assistance to the school. Remaining 4 show no pattern and relate to different schools.

Social Media Abuse (3) cases were all referred by primary headteachers and relate to parents' abuse of teaching staff on social media sites. Legal advised schools and wrote letters to parents on their behalf where content was potentially libellous.

The category 'Other' (10) represents complaints/issues about 10 different schools and this Quarter covers matters such as behavioural issues between parents on school sites, harassment by parents, schools' handling of incidents and head lice policies. The balance is weighted towards primaries – 7 primary – 3 secondary – but three of the primary cases were referred by headteachers.

Education and School (Corporate) Complaints

Education and School corporate complaints received 2 complaints this Quarter. 1 of these complaints was regarding the mid-year application process and not being given clear information on what is required. The other complaint was regarding the delay in finding a primary school place for a child.

Both complaints were recorded as substantiated.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 3 for Children's Social Care have decreased by 9 complaints. From the 23 complaints received this quarter, 1 complaint was substantiated, 4 were partly substantiated and 18 were not substantiated.

Nature of Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Delay in sending section 7 report to customer.	Reason for delay was the social worker was on sick leave, this report could only be completed by this social worker as they had done the initial assessment.

Nature of partially substantiated complaints	Improvements or changes implemented as a result of customers complaint
Complaint regarding family's treatment by Social Services.	Social worker was reminded of the need to accurately record religious beliefs.
Complaint regarding lack of assistance with adoptive son.	Increase in post adoption staff.
Invites not sent re: Child Protection Conference & amount of SW's involved with case.	No actions noted.
Complaint regarding Social Care Assessment.	Discussion with team to ensure assessments are shared with families before they are authorised. To have further discussion with CSTM regarding access to ICS parental comments on assessments.

Similar to last Quarter the main theme of the unsubstantiated complaints were regarding complaints made against social workers. Out of the 18 complaints which were recorded, 9 of these were regarding conduct/attitude of social workers. There were no other themes identified this Quarter.

Overall Children's and Young People Compliments

This Quarter, Children & Young People received 2 compliments which is a decrease of 11 compliments from last Quarter when 13 were received.

Education and School (Corporate) Compliments

This Quarter, Education and School Corporate received no compliments.

Children's Care (Statutory) Compliments

Statutory Children's Care received 2 compliments this Quarter. The compliments were regarding:

- Praise for youth and development worker.
- Compliment for Children with disabilities occupational therapist.

Ombudsman Complaints

In Quarter 3 of 2015/16, 7 complaints were registered with the Ombudsman. 2 of these complaints were recorded against Children and Young People.

- Statutory assessments for SEN and LCCs involvement in court ordered supervision plan from 2012.
- Complaint about SEN provision for their son.

At present, 1 of these is open and 1 decision has been recorded as being outside jurisdiction (out of time).

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**Appendix C: Summary of most recent Mainstream Ofsted Inspections-
breakdown of 'Overall Effectiveness' judgement by school type as at 30/11/2015**

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

Schools Outstanding or Good	CS51	Pupils in Outstanding or Good	CS50
301	86.5%	84,350	83.3%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	1	-	1	All-through	-	-	100%	-
Free School	-	1	-	-	1	Free School	-	100%	-	-
Nursery	3	2	-	-	5	Nursery	60%	40%	-	-
Primary	37	201	30	1	269	Primary	14%	75%	11%	0%
PRU	-	1	-	1	2	PRU	-	50%	-	50%
Secondary	12	24	12	2	50	Secondary	24%	48%	24%	4%
Special	8	12	-	-	20	Special	40%	60%	-	-
Total	60	241	43	4	348	Total	17%	69%	12%	1%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	1016	-	1016	All-through	-	-	100%	-
Free School	-	173	-	-	173	Free School	-	100%	-	-
Nursery	293	129	-	-	422	Nursery	69%	31%	-	-
Primary	9767	37103	6372	211	53453	Primary	18%	69%	12%	0%
PRU	-	-	-	127	127	PRU	-	-	-	100%
Secondary	13564	21628	7767	1392	44351	Secondary	31%	49%	18%	3%
Special	666	1027	-	-	1693	Special	39%	61%	-	-
Total	24290	60060	15155	1730	101235	Total	24%	59%	15%	2%

Table 4: Schools not yet inspected

DfE Number	School Name	Number on Roll
9252014	Beacon Primary Academy	83
9252016	Elsea Park Primary School	79
9252018	Castle Wood Academy	47
9252021	Wygate Park Academy	66
9252023	Weston St Mary CE Primary School	46
9252024	Grantham The Isaac Newton Primary School	379
9252027	St Giles Academy	454
9252035	Ingoldsby Wood Academy	39
9252168	Keelby Primary School	179
9254008	Lincoln University Technical College	296
9254011	Tattershall The Barnes Wallis Academy	263
9254013	Thomas Middlecott Academy	453
9254018	Somercotes Academy	-
Total:		2384

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

DfE Number	School Name	Academy Sponsor	Status	Time in Special Measures	Number on Roll	Comment - G Curtis
9252247	Gainsborough Benjamin Adlard Community School	CfBT Schools Trust	Inadequate	-	211	
9255416	Sir John Gleed School	CfBT Schools Trust	Inadequate	290 days	1096	HMI visit December 2015. Leaders and managers are taking effective action
9251105	The Lincolnshire Teaching and Learning Centre	-	Inadequate	338 days	127	Current MoU with Wellspring Academy Trust providing L & M support and in-
9254062	Cherry Willingham Community School	-	Inadequate	199 days	296	HMI visit December 2015. Leaders and school making satisfactory progress
9252220	Theddlethorpe Primary School	-	IEB	-	76	
9253137	Saltfleetby CE Primary School	-	IEB	-	24	
Total					1830	

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:	Children and Young People Scrutiny Committee
Date:	04 March 2016
Subject:	Children and Young People Scrutiny Committee Work Programme 2016

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, Senior Scrutiny Officer, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

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

Chairman: Councillor John Hough

Vice Chairman: Councillor Ray Wootten

4 March 2016		
Item	Contributor	Purpose
Review of the Council’s Home to School Transport Policy in relation to Discretionary Grammar School Transport – Draft Final Report	Tracy Johnson Senior Scrutiny Officer	Scrutiny Review Activity
Inclusive Lincolnshire Strategy	Mary Meredith Service Manager – Inclusion	Status Report
Lincolnshire Local Authority School Performance 2014 -15	Keith Batty Director of CfBT Education Services	Performance Scrutiny
Theme Performance: Quarter 3	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Progress 8 Workshop 2.00pm – 3.30pm		

15 April 2016		
Item	Contributor	Purpose
Proposal to consider the potential closure of Saltfleetby CE Primary School (final decision)	John O'Connor Children's Service Manager – Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 29 April 2016)
Early Years and Children’s Health Services Commissioning Review – Initial Modelling Options	Charlotte Gray Team Manager Children's Commissioning	Pre-Decision Scrutiny (Executive Decision on 4 May 2016)
Update from School Improvement Working Group	Cllrs Mrs Jackie Brockway and Sarah Dodds and Emma Olivier-Townrow Working Group Members	Member Report
Implementation of SEND Reforms – Lessons Learned and Progress Report	Sheridan Dodsworth Children's Service Manager – SEND John O'Connor Children's Service Manager – Education Support	Status Report

15 April 2016		
Item	Contributor	Purpose
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report

27 May 2016		
Item	Contributor	Purpose
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 1-3 and 17	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Theme Performance: Quarter 4	Sally Savage Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Additional Item		
Additional Item		
Additional Item		

15 July 2016		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		

9 September 2016		
Item	Contributor	Purpose
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 5-7	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny

9 September 2016		
Item	Contributor	Purpose
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Theme Performance: Quarter 1	Sally Savage Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Additional Item		
Additional Item		
Additional Item		

21 October 2016		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		

25 November 2016		
Item	Contributor	Purpose
Theme Performance: Quarter 2	Sally Savage	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 8, 9, 13, 14	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Additional Item		
Additional Item		
Additional Item		

Items to be scheduled

Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 18, 20, 21

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, Senior Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 1 MARCH 2016

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
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