

County Offices
Newland
Lincoln
LN1 1YL

17 November 2016

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 25 November 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, L Wootten, M A Whittington and Mrs S M Wray

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

Parent Governor Representatives: Mrs P J Barnett and Dr E van der Zee

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 25 NOVEMBER 2016**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members Interests	
3	Minutes of the meeting held on 21 October 2016	5 - 18
4	Performance - Quarter 2 2016/17 <i>(To receive a report by Sally Savage, Chief Commissioning Officer, which provides key performance information for Quarter 2 2016/17 that is relevant to the work of the Children and Young People Scrutiny Committee. Please note that Appendix D to this report contains exempt information under paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, and discussion of this information could result in the exclusion of the press and public)</i>	19 - 68
5	Future of the Music Service - Update <i>(To receive a report from John O'Connor, Children's Services Manager – Education Support, which invites the Committee to consider a report on the Future of the Music Service prior to consideration by the Executive Councillor responsible for Children's Services)</i>	69 - 82
6	Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update <i>(To receive a report by Catherine Wilman, Democratic Services Officer, which enables the Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Groups consideration of child safeguarding matters)</i>	83 - 90
7	Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements <i>(To receive a report by Janice Spencer, Assistant Director Children's Services, which sets out the work undertaken across Children's Services in response to questions 8, 9, 13 and 14 from the Centre for Public Scrutiny's 21 questions guide for Councillors on Safeguarding Children)</i>	91 - 96
8	Schools that work for everyone - Government Consultation <i>(To receive a report from Martin Smith, Children's Services Manager – School Standards, which sets out a summary of the key proposals in the consultation 'Schools that work for everyone' and includes an opportunity for the Committee to consider the amended proposed response to the consultation)</i>	97 - 110

9 Children and Young People Scrutiny Committee Work Programme

111 - 116

(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year)

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

- Business of the meeting
- Any special arrangements
- Copies of reports

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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
21 OCTOBER 2016**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

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

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

Parent Governor Representatives: Dr E van der Zee

Councillors D Brailsford was also in attendance.

Nicci Marzec, Assistant Director Services and Innovation – Family Action attended the meeting as an invited guest.

Officers in attendance:-

Amy Allcock (Senior Commissioning Officer), Debbie Barnes (Executive Director, Children's Services), Gavin Booth (Children's Services Manager - Education Strategy), Charlotte Gray (Team Manager - Children's Commissioner), Tracy Johnson (Senior Scrutiny Officer), Mary Meredith (Children's Service Manager, Inclusion), Mark Rainey (Children's Commissioning Manager), Heather Sandy (Chief Commissioning Officer - Learning), Sally Savage (Chief Commissioning Officer), Martin Smith (Children's Services Manager - School Standards) and Rachel Wilson (Democratic Services Officer)

30 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors Ms T Keywood-Wainwright, Mrs S Ransome.

Apologies were also received from Mrs P J Barnett, Parent Governor Representative.

The Chief Executive reported that, under Local Government (Committee and Political Groups) Regulations 1990, Councillor M A Whittington had been appointed to the Children and Young People Scrutiny Committee to replace Councillor S M Tweedale until further notice. Councillor C E D Mair had also been appointed to the Children and Young People Scrutiny Committee to replace Councillor Mrs S Ransome for this meeting only.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
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There were no declarations of interest at this point in the meeting.

32 MINUTES OF THE MEETING HELD ON 9 SEPTEMBER 2016

RESOLVED

That the minutes of the meeting held on 9 September 2016 be signed by the Chairman as a correct record subject to it being noted that Church Representative Mr S Rudman and Parent Governor Representative Mrs P J Barnett were in attendance at the meeting, and the minutes being amended to reflect this, as well as the correction of a number of typographical amendments.

33 CHILDREN'S HEALTH SERVICES MODEL AND COMMISSIONING PLAN

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to comment on the children's health services model and commissioning plan which was due to be considered by the Executive on 1 November 2016

Expenditure on these services in 2016/17 was £13,998,367.

The current contractual arrangement with Lincolnshire Community Health Services NHS Trust (LCHS) for Children's Health Services was due to cease on 31 March 2017 with an option to extend to 31 March 2018. The review of children's health services would support the Council to find savings of £350k in 2017/18 and a further £350k in 2018/19.

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

- The Committee was advised that a letter from the Lincolnshire Medical Committee (LMC) had been received which highlighted a number of concerns about the proposed reduction in the role of the school nurses. These concerns were addressed by officers, and it was reported that a letter from the Executive Director for Children's Services had been sent in response to a similar letter from the LMC, but that this letter would also be responded to.
- Concerns were raised about what support would be available for schools to help young people suffering from anxiety. It was reported that there would be an Emotional Wellbeing Service which would focus on upskilling and supporting schools to support pupils with emotional needs. In addition to the new service it was noted that there was already support around anxiety provided for schools through the CAMHS contract, which also included an advice line, as well as an online service called Kooth. More information would also be available to young people online through apps. Members were advised that CAMHS had attended every Head teacher briefing to clarify the offer around emotional wellbeing and all head teachers had also been

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provided with a toolkit around emotional wellbeing. It was commented that Head teachers had been very positive about the support schools had received.

- There were concerns about young people not having private access to online services. However, members were advised that a large number of young people already accessed the online counselling service, Kooth, particularly during school lunch breaks. This included access by young people on free school meals. It was highlighted that young people wanted instant access to services and anecdotal evidence suggested that visiting a school nurse was not anonymous enough and it felt too visible using this service in school.
- It was queried how many additional health visitors would be required and if school nurses would be redeployed. Officers reported that there would potentially be a need for an additional 20 health visitors as the engagement with professionals and service users indicated that there should be a greater focus on the early years. It was hoped that school nurses could be redeployed into other areas which were being commissioned if they had specialist skills or were willing to be retrained. Further work was needed on this
- It was confirmed that support would continue to be commissioned through CAMHS for young people with eating disorders as this was a national requirement. However, there would also be a community based eating disorder service, which would work with all aspects of the community to raise awareness. It was noted that this service was only in its first year of contract, and so it was currently focused on ensuring that all children and young people with a diagnosed eating disorder were receiving services. The next step would be to work with schools and other organisations within communities.
- This model was about a change to the way that services were commissioned and it was recognised that Lincolnshire had a very skilled workforce. Any staff who wanted to retrain as health visitors, would be supported, subject to the availability of training and affordability.
- It was noted that a decision had not been made yet, and officers had tried to ensure that the current provider was kept up to date with what was happening. It was acknowledged that this would be a massive change and there were things which the authority could do to try and protect the NHS staff. It would be important to ensure that staff were still identified as being health qualified. Subject to the decision which was taken, it was the intention to get the message out to staff of what it would mean for them at the earliest opportunity.
- If the model was approved, there would be an urgent need to appoint a Chief Nurse to ensure that Clinical governance requirements were maintained. It was hoped that this would also give confidence to the sector that the authority wanted to harness and develop the skills of the Health Visiting profession. From discussions with other authorities who had implemented a similar model, it had been found that the staff had considered it important that they still had NHS on their identity badges, as it gave assurance to families that they were appropriately qualified. This would be explored
- It was queried whether staff currently on permanent contracts would still have permanent contracts with the Council. Officers reported that anyone who was eligible for TUPE would transfer to the Council on their existing terms and conditions which would include their NHS pension scheme.

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- There was support for the services being based around children's centre, but concerns were raised around those children who did not attend settings and whether any additional check would be put in place. It was commented that non-attendance at settings would not normally trigger additional checks, however, under the new model regular early checks would be put in place which would highlight those in need of additional support regardless of whether they were in a setting or not.
- Concerns were raised about how advice would be provided to young people around sexual health. It was noted that there was a need for some information online, but schools still had a responsibility to deliver PSHE. It was confirmed that there would still be a county wide service provided which included intervention services in schools but it would no longer be provided by school nurses. Face to face advice would still be available to young people. This service would also be extended to under 13's with an emphasis on prevention and delay messages as well as healthy relationships.

(NOTE: Councillor B Adams arrived at this point in the meeting)

- Concerns were raised around the rationale for the changes being proposed given the savings being made, and whether the savings took into account the transitional costs. It was reported that the rationale was to modernise the service to better meet young people's needs. There would be efficiencies made through the new in-house service with the revised service specification. The transitional costs and contingencies for setting up the new model had been taken into account and were not part of the savings. There would be a combined circa £1m saving between Public Health and Children's Services. Officers highlighted that there was the potential for further efficiency savings in years 3-5 of the new service through co-location of staff and streamlining management.
- It was queried whether the financial risks due to a rise in inflation and the fall in the pound along with the growing population and potential increase in refugee children coming into Lincolnshire had been taken into account. Officers highlighted that they recognised the growing population and the need to maintain the workforce but could only look at medium term forecasts. If there was a large increase then there would be a need to re-examine the budgets. Based on the information known, officers were comfortable that the proposed model would be sufficient for the revised service specification.
- Concerns were raised as to whether services would be reduced in future. Members were advised that as this would not be a contracted service in future, then the Council would not be locked into providing the service specification outlined in the report. It would be for the Executive to propose any changes to the service specifications and further reductions in the future. However, assurances were given by officers that there were no planned cuts in service for the next two years although the Executive could decide to make reductions, but officers were not aware that there were any plans to reduce costs.
- Concerns were raised regarding the loss of the Family Nurse Partnership (FNP) and how that service would be covered in the future. It was highlighted

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that the FNP had ceased recruiting new clients several months ago and current users were being transferred to the health visiting service. Most young people had now moved over to the health visiting service which was able to provide a wider range of support to young mothers.

- Members were pleased to learn that ante-natal classes would be reintroduced but highlighted that the report did not mention anything about the breastfeeding service. Officers advised that this was a fundamental part of the ante-natal service and it was hoped that initiation would be increased due to the roll out of the peer support programme and increasing the checks to include 3-4 months as well.
- Concerns were raised about the training of health visiting staff and whether they would have the capacity to cope with the workload, especially if some of the existing staff decided to leave instead of transferring over. It was thought that there was a need for training for new health visitors to be more comprehensive.
- It was queried whether there were any alternative plans for staffing if there was a high number of staff who decided to leave, such as through retirement. Officers reported that they were working with the current provider to understand the current workforce and how many may want to retire. For the longer term, there was a need to identify how many places were needed, how many staff may want to leave and then how many new health visitors needed to be trained by the University. In the short term, it was hoped that transferring staff over on existing terms and conditions with their NHS pension and appointing a Chief Nurse would help to encourage staff to stay. In addition, officers would look at opportunities around upskilling other roles such as nursery nurses and others.
- It was noted that in terms of the training for health visitors, this was delivered by the university, and so the role of the authority would only be to influence the training.
- Concerns were raised about the number of risks with the proposals, such as the changing model, demographics, financial risks, skills and staffing, and it was queried whether a risk assessment had been undertaken. It was confirmed that one had been undertaken and officers would share the risk assessment with the Committee if permissible.

RESOLVED

1. That the Committee unanimously support the recommendations to the Executive as set out in the report.
2. That the additional comments set out above be passed on to the Executive.

34 SCHOOLS THAT WORK FOR EVERYONE - GOVERNMENT CONSULTATION

Consideration was given to a report which summarised the key proposals in the consultation document 'Schools that work for everyone' (Published by the Department for Education (DfE) 12 September 2016) and included a proposed response to the consultation for the Committee to consider and comment upon. It was reported that the consultation would close on 12 December 2016.

Members were provided with the opportunity to ask questions to the officers present in relation to the draft consultation response contained in the report, and some of the comments made included the following:

- It was queried how 'families just managing' were defined. Members were advised that this query had been included in the consultation response, as officers also required clarification on this, as the government was silent on how these families would be identified. It was suggested that the IDACI (Income Deprivation Affecting Children Index) measure should be used.
- In terms of 'good school places' it was queried how 'good schools' would be defined – would this be defined by Ofsted, family satisfaction, academic excellence or those which offered career opportunities. It was commented that if it referred to those schools defined as 'good' by Ofsted, then there was a need to have confidence in the people making those decisions.
- In relation to question 13, it was queried what measures could be used to demonstrate to the government that more funding was required for pupils with SEND. Officers advised that this issue had been included in the response, and asked what the policy around SEND would be as it did not feature in the consultation document.
- It was queried what the costs to local authorities would be, for example, if grammar schools wanted to expand, how would that cost be met. Members were advised that if a school was expanding due to there not being enough places in an area then the expansion would be funded by the local authority as it would receive a sufficiency grant. If it was the school's choice to expand, the capital costs would be covered by the government. However, the local authority would still be responsible for costs such as school transport.
- In relation to admissions policies, it was noted that any new schools would be free schools, and therefore the local authority would have no role in the administering of that policy, other than to ensure that it was lawful.
- The response recognised the contribution that non-selective schools made to the education landscape in Lincolnshire, and it was queried whether this message could be strengthened further.
- It was commented that this consultation document was damaging to non-selective schools.
- There was support for the idea of asking universities to work in partnership with schools, and it was suggested whether there could be some sort of local bursary scheme.
- Concerns were raised that if more free schools opened, there could be a surplus of places.
- It was commented that the 11 plus was a system that was highly damaging and unfair way of assessing children, and it was queried how it could be revised.
- It was commented that it was not believed that 'one size fits all' in terms of schools. In relation to question 8, there was a need for caution about any concept that independent schools were better. It was accepted that they were different, but not necessarily better. However, it was noted that what they did do differently was give children and young people confidence to achieve. It was suggested that this level of confidence needed to be brought into other schools.

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- In relation to question 6 – a different way of identifying these children was required. It was suggested that it should be the child who no-one noticed (who was quiet in class, didn't get into trouble etc.) that needed assistance, to help them build their confidence.
- In relation to question 19 – it was suggested that this needed to be a natural process, otherwise the only way for grammar schools to expand would be to take the higher achievers from other schools or lower the entrance criteria.
- In relation to question 28 – it was suggested that as well as acknowledging the ability of non-selective schools to benefit from selective ones, the ability of selective schools to benefit from non-selective ones should also be noted. There was a need for caution around the perceived status of selective schools as it was felt that grammar schools were different, not necessarily better.
- It was commented that teaching children with different abilities was not the problem, the problems arose when a child had such serious behavioural problems that they were excluded from previous schools. It was felt that these children should not be in a mainstream school, but a specialist unit where they could be worked with on an individual basis. The benefits and disadvantages to this option were discussed.
- It was commented that Church of England schools were not seen as faith schools, and the Diocese was working to remove the faith criteria from their admissions policy.
- The importance of a well-designed consultation was highlighted and it was commented that the questions on this consultation were designed to get particular answers, as the questions did not provide an opportunity to describe the value of a non-selective education. It was felt that there was a need to challenge the questions themselves.
- It was felt that there was a need to challenge the assumption that selective schools were better, and it was thought that this message needed to be stronger throughout the consultation response.
- It was requested whether the answer to question 21 could be amended to read 'as Lincolnshire already offers a partial selective system, we cannot support the conversion of non-selective schools to selective schools'. Upon being put to the vote, this motion was lost.
- In relation to question 19, it was suggested that the last paragraph be strengthened to state the 11plus system should be scrapped. Upon being put to the vote, the motion was lost.
- Officers agreed to update the response to reflect that non-selective schools were considered to be just as good as selective schools.

RESOLVED

1. That the comments made in relation to the draft consultation response be noted, and the response be amended by officers accordingly.
2. That the final consultation response be brought back to the meeting on 25 November 2016 for endorsement.

35 CORPORATE PARENTING PANEL UPDATE

Councillor D Brailsford, Chairman of the Corporate Parenting Panel updated the Committee on the work of the Panel.

It was reported that the Corporate Parenting Panel last met on 8 September 2016 and received a report from Barnardo's about the Leaving Care Service. It was reported that there were now 37 care leavers in Staying Put arrangements. It was clarified that a staying put arrangement was where a young person who had been living in foster care remained in the former foster home after the age of 18. Staying Put arrangements provided a huge number of benefits to care leavers such as transition to adulthood within a supportive family environment and improved opportunities for education, employment or training.

However, concerns were raised by Panel members about the education of young people in custody and that in some prisons education was withdrawn from over 18's as a punishment for bad behaviour. The Panel felt that officers and members should challenge this practice by some of the prisons as access to education was essential.

The Panel also received an update on the assessment and progress outcomes for Looked After Children for 2015. This data was currently unvalidated and the final outcomes would be known around February next year. For Key Stage 4, 51 Looked After Children were entered for GCSE's of which 9 were predicted to A-C grades in English and maths. According to the unvalidated data, 7 achieved an A-C grade in English and maths, which was broadly in line with the prediction.

Members were informed that the next meeting was on 15 December 2016 when the Panel would be receiving the Annual Report for Looked After Children, the Annual report and Statement of Purpose for Private Fostering, and a review report of the Corporate Parenting Strategy.

The Committee was provided with an opportunity to ask questions to Councillor Brailsford and the officers present in relation to the information contained within the report, and some of the points raised during discussion included the following:

- It was queried what insurance was in place for members who visited Looked After Children in residential homes, if there should be an incident. Members were advised that officers would check this.
- Concerns were raised regarding foster carers who gave up due to not getting support at the right time. It was reported that there were foster carers on the Panel, and one of them had been on the verge of giving up, but spoke to someone and received the support she needed, and carried on fostering.
- It was noted that Councillors J D Hough and D Brailsford had met with John Harris in relation to the stability of placements. There was a need to listen to what the foster carers said and to engage with them.
- In relation to the issue of education being withdrawn in some prisons, it was felt that this was fundamentally wrong as it was likely that a lack of education was the reason young people were in prison. It was queried whether a working party could be set up to look at this in more detail. Members were advised that it was not known whether this would be possible, as it was not

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just a problem in Lincolnshire, but was a national problem, and it was unclear what the Corporate parenting Panel would be able to do to resolve this.

- It was commented that there was a need to make the district councils aware of the role of the Corporate Parenting Panel, officers agreed to let the Committee know how it got information out to districts.

RESOLVED

That the update and comments made in relation to the Corporate Parenting Panel be noted.

36 INCLUSIVE LINCOLNSHIRE STRATEGY - SIX MONTHLY UPDATE

Consideration was given to a report which updated the Committee on the progress of the Inclusive Lincolnshire Strategy, including plans for the Lincolnshire Teaching and Learning Centre (LTLC) and the mobilisation of the Behaviour Outreach Support Service provided by Family Action.

Nicci Marzec, Assistant Director Services and Innovation – Family Action was in attendance at the meeting to inform the Committee about the work of the Behaviour Outreach Support Service (BOSS). She reported that the BOSS was provided by Family Action and the service had commenced at the beginning of September 2016 to work directly with teachers, pupils and families, where appropriate. The service operated in a fully integrated way within the Ladder and also alongside the Lincolnshire Teaching and Learning Centre (LTLC) to support the effective transition of pupils in and out of centres.

Members were advised that staff within the BOSS service had been recruited from a broad range of professional backgrounds to ensure a mix of skills within the teams across the county. In addition to the main service, Family Action had also contracted Restorative Solutions CIC to deliver a restorative practice (RP) pilot across 23 identified schools to determine whether the use of RP reduced exclusions. 'Restorative champions' within each of the identified schools would attend a full three day training programme during September and October after which it was intended that the schools, supported by Restorative Solutions CIC would implement a whole school approach to the use of restorative approaches. It was reported that this would be evaluated at the end of the year with a view to rolling out across the county.

It was reported that the figures in the report were the latest exclusion data, but it was always one year behind. It was noted that there was not an issue in Lincolnshire with fixed term exclusions.

Members were advised that following the implementation of the Inclusive Lincolnshire Strategy, the number of exclusions from primary schools had reduced from 16 last year in term 1, to just one this year. It was reported that there was now a ladder of intervention, and there was an understanding that head teachers had to follow every step on the ladder before making the decision to permanently exclude a child. It was commented that there was now more focus on prevention, and it was a different way of looking at behavioural issues.

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

- It was queried what sort of behaviour would lead to a pupil being excluded. Members were advised that the most common reason for exclusion was constant misconduct. Since the introduction of the ladder, it was noted that any exclusions this term would be due to major misconduct e.g. assault. All exclusions due to possession of banned items had stopped.
- It was noted that bad behaviour often started in reception classes if pupils did not have the emotional and social skills required. These children were often not ready for school.
- It was queried whether the number of exclusions was directly linked to the school population, for example if the intake went up, did the number of exclusions also increase. Officers advised that there did not seem to be a link between the increase in intake and an increase in the number of exclusions. There were often more exclusions in areas with high deprivation.
- Members commented that they were pleased that inclusion was now being used more than exclusion. It was positive that these pupils would be included in the education offer, and the aim was to get them back in mainstream education. It was queried whether there was any link between the pupil and the original school.
- At the moment, the only way to get a pupil into a full time alternative curriculum was to permanently exclude them. It was queried whether the ladder allowed for a full time alternative curriculum without the need to permanently exclude. It was confirmed that this could now be accessed without the need for permanent exclusions.
- It was queried whether there was any evidence that LAC were more likely to be excluded, and were schools encouraged to look at LAC in different ways when considering exclusions. Members were advised that LAC were treated in a different way, and it was unusual for a looked after child to be excluded as there were other processes to be followed.
- In terms of the restorative solutions which were being trialled in 23 schools, it was queried how these schools were selected and what the time frame for roll out to other schools was.
- It was queried to what extent were some of Lincolnshire's schools not suited to some pupils, and was this an opportunity to do things differently, with some of the children that would benefit from a smaller environment.
- It was queried whether a pilot could be started in Lincolnshire, and build more alternative schools that were not focused on the academic side of education. Members were advised that the curriculum was not something that the authority had control of.
- In terms of alternative provision, officers did not want to see further segregation of pupils, the schools needed to change, rather than the child being segregated.
- It was queried whether there were any plans to expand the LTLC service, as it was an incredible service which worked with families as well as children. It was reported that the Trust which would be running the LTLC had put in an

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application for 4 new free schools, which would bring national investment to Lincolnshire.

RESOLVED

That the content of the report be noted.

37 SECTOR LED SCHOOL IMPROVEMENT MODEL - UPDATE REPORT

The Committee received a report which enabled members to consider an update relating to the Sector Led approach to school improvement. Members commented that the report was very positive. It was reported that collaboration was encouraged wherever possible.

Members were advised that on the morning of the meeting, officers had been notified of a school which had started a partnership with other schools. Capacity was gradually being built, and it was noted that so far 295 staff had attended the head teacher briefings.

It was reported that there had been a shift towards seeing the local authority as a partner, and the promotion of sector led improvement would be continued. Some good practice was being shared within clusters, and this needed to be shared amongst all schools.

It was suggested that officers come back to the Committee in November 2016 or January 2017, to provide a further update and also invite a couple of head teachers who could share their experiences so far.

RESOLVED

1. That the update be noted.
2. That officers return to the Committee in November 2016/January 2017 to provide a further update and invite some head teachers to attend to share their experiences of the sector led approach to school improvement.

38 OPEN SELECT LIST FOR CHILDREN'S SERVICES PLACEMENTS

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to comment on the proposal for the Open Select List for Children's Services Placements which was due to be considered by the Executive Councillor responsible for Children's Services on 31 October 2016.

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

- Concerns were raised regarding whether there was a risk that providers would 'cherry pick' which placements they would accept and how this could be avoided. Members were advised that this was unlikely as there would be a

mini competition held for each placement with suitable providers on the Open Select List invited to provide a quote for the placement.

- It was queried how long the contracts would last for, and members were advised that the Open Select List would last for five years and would be opened periodically to allow for new providers to be added and current providers to be removed if they wished to. The length of each contract would vary depending on how long the child needed the placement for, and would be down to a decision by the social worker. The Open Select List methodology would be revisited at the end of the five years. It was noted that this was to create a framework for what was already in existence.
- Concerns were raised about the emphasis on seeking value for money for the placements rather than on meeting the needs of the child. It was reported that the social worker would make a decision around the needs of the child but there was also a need to ensure that the Council received the best price for the placement in line with the needs of the child. It was highlighted that for Unaccompanied Asylum Seeking Children and Intense Needs Supported Accommodation the placement list was very narrow and officers wanted to expand the list to improve value for money for those placements.
- Concerns were also raised about the budget for the placements and whether it was likely to stay the same or be reduced in the future. Members were advised that the Council had a statutory duty and if there was a child or young person who needed to be placed then the budget for that placement would be found.

RESOLVED

1. That the Committee unanimously supports the recommendations to the Executive Councillor responsible for Children's Services as set out in the report.
2. That the comments noted above be passed to the Executive Councillor responsible for Children's Services in relation to this item.

39 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

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

The Committee was reminded that a budget workshop would be taking place following the next meeting in November 2016,

It was also noted that a further update on the Sector Led approach to School Improvement would be brought to the meeting in November or January, and that some head teachers would be invited to share their experiences.

RESOLVED

1. That the content of the work programme as set out in appendix A of the report be agreed.

2. That the above additions be noted.

The meeting closed at 1.20 pm

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

Report to:	Children and Young People Scrutiny Committee
Date:	25 November 2016
Subject:	Performance - Quarter 2 2016/17

Summary:

The accompanying appendices to this report provide key performance information for Quarter 2 2016/17 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 and highlight any recommendations or further actions required.

1. Background

Performance Indicators

Appendix A provides a full and detailed report that covers only the Council Business Plan indicators used by Children's Services. This is available for questions to enable Members to seek assurance on the current performance.

Complaints and compliments

Appendix B covers complaints and compliments received in relation to Children's Services.

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 2 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 and highlight any recommendations or further actions required.

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	Council Business Plan Measures
Appendix B	Complaint and compliments report
Appendix C	Ofsted school status report
Appendix D	Performance Monitoring of Contracts - Exempt Paper

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

47

Per 10,000 children

Quarter 2 September 2016

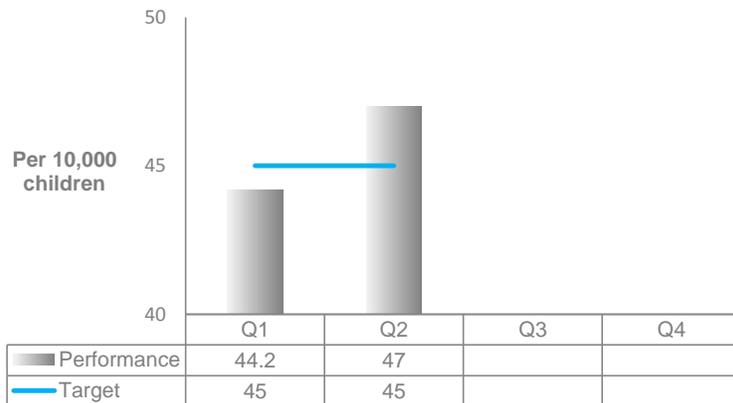


45

Per 10,000 children

Target for September 2016

Looked after children

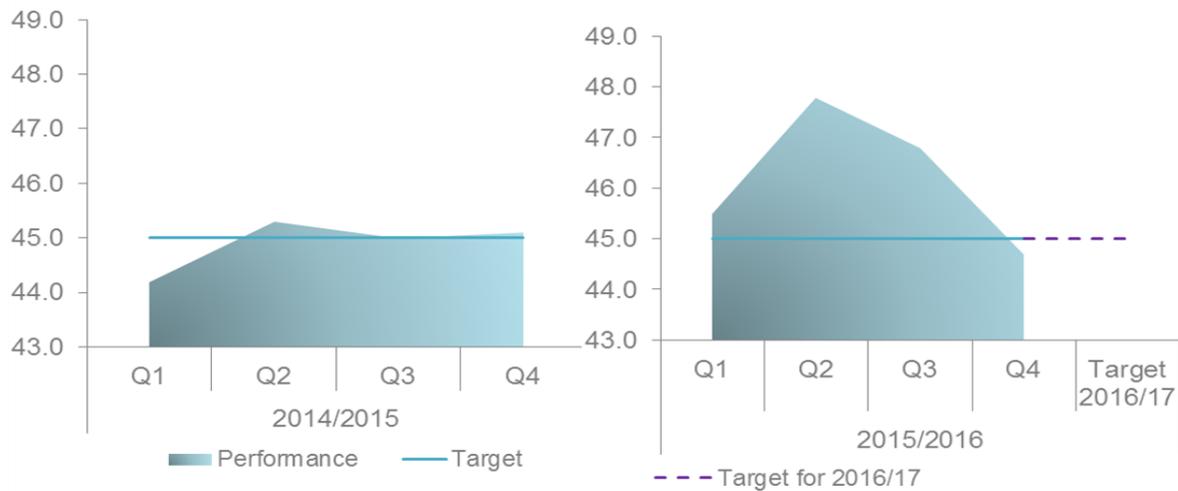


About the latest performance

The number of children who are Looked After Children (LAC) per 10,000 has remained relatively stable, around 45 for the last two years. The last quarter has resulted in a spike at 47, however there was a similar spike last year in quarter 2. Currently this equates to 664 children. Our figure is well below both national and similar authority averages (60 and 52.7) which evidences the positive impact of early help strategies and social care intervention.

Further details

Number of children in local authority care (per 10,000 population aged under 18)



	2014/2015				2015/2016				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Target 2016/17
Performance	44.2	45.3	45.0	45.1	45.5	47.8	46.8	44.7	
Target	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0
Target for 2016/17	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0

About the target

The target remains the same as the previous year. Lincolnshire is still below the national and similar authority average.

About the target range

The target range allows for the rate of Looked After Children to vary between 47 and 43 (approximately 600 and 660 children).

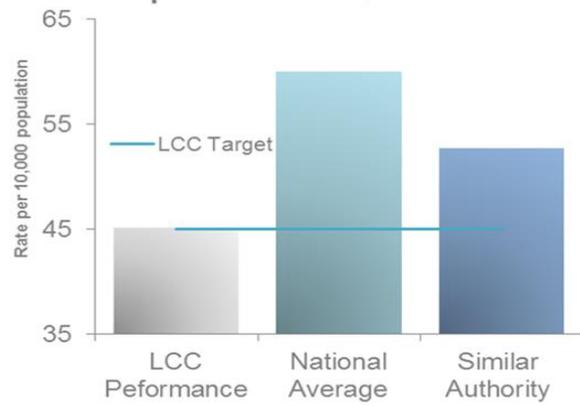
About benchmarking

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

Number of children in Local Authority care, comparative performance Q4 2013/14



Number of children in Local Authority care, comparative performance Q4 2014/15



	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

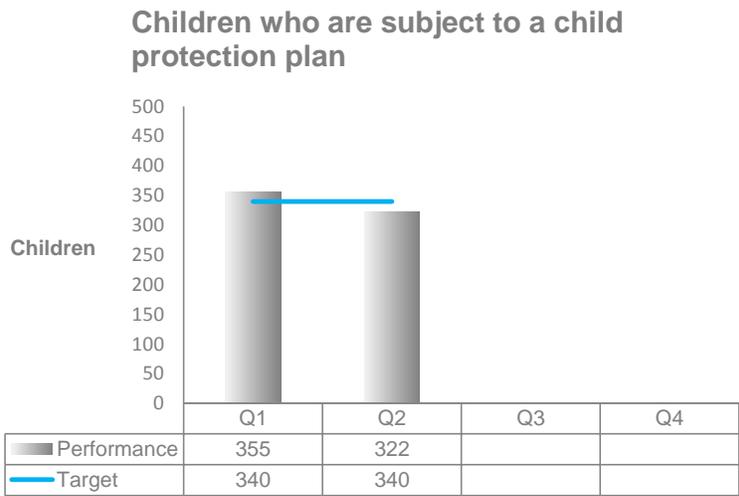
A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.

 **Achieved**

322
Children
Quarter 2 September 2016



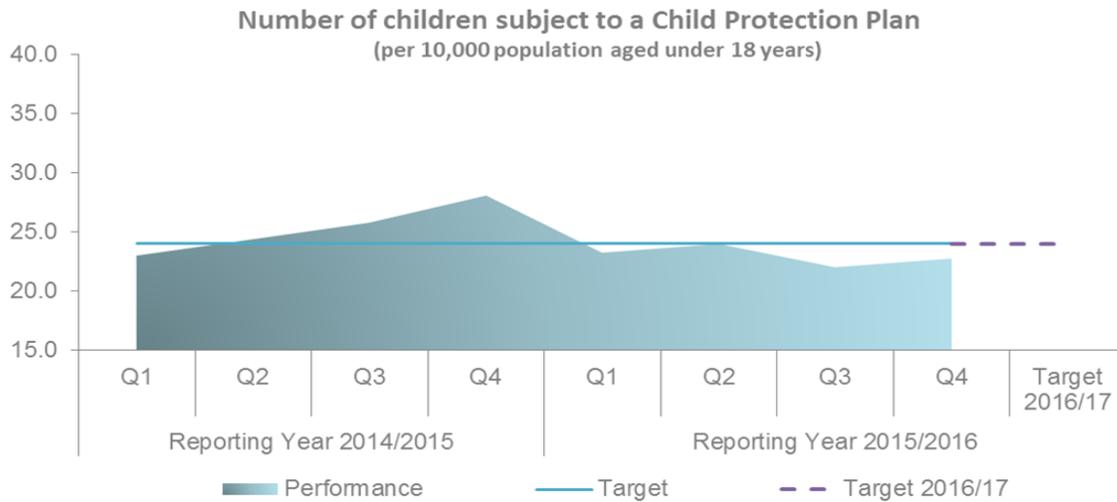
340
Children
Target for September 2016



About the latest performance

The number of children on a child protection plan is at the lower end of the target at 22.6 per 10,000, which equates to 322 children. This is significantly lower than statistical neighbours (37.5) and the national average (42.9). This evidences the positive impact of early help and social care intervention.

Further details



	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	23.0	24.4	25.8	28.1	23.3	24.0	22.0	22.8	
Target	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0

About the target

The target remains the same as the previous year reflecting 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.

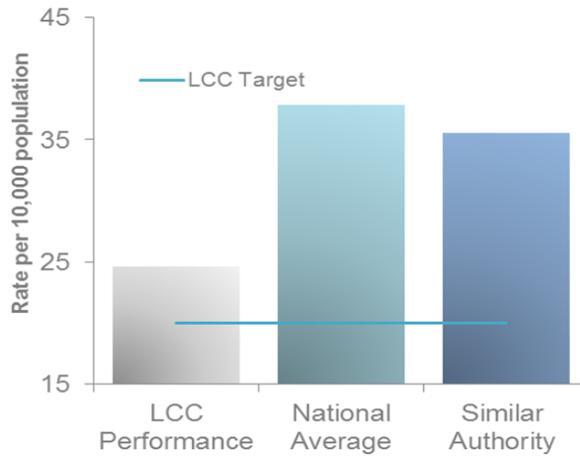
About the target range

The target range is set to vary between 21 and 25. This equates to a range of 320 to 380 children.

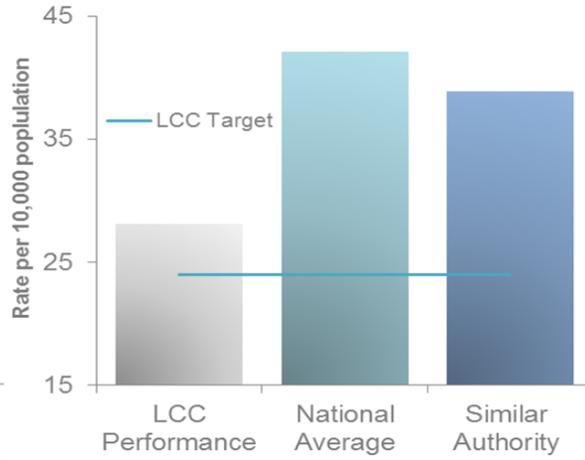
About benchmarking

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

Number of children subject to a Child Protection Plan comparison Q4 2013/14,



Number of children subject to a Child Protection Plan comparison Q4 2014/15



	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

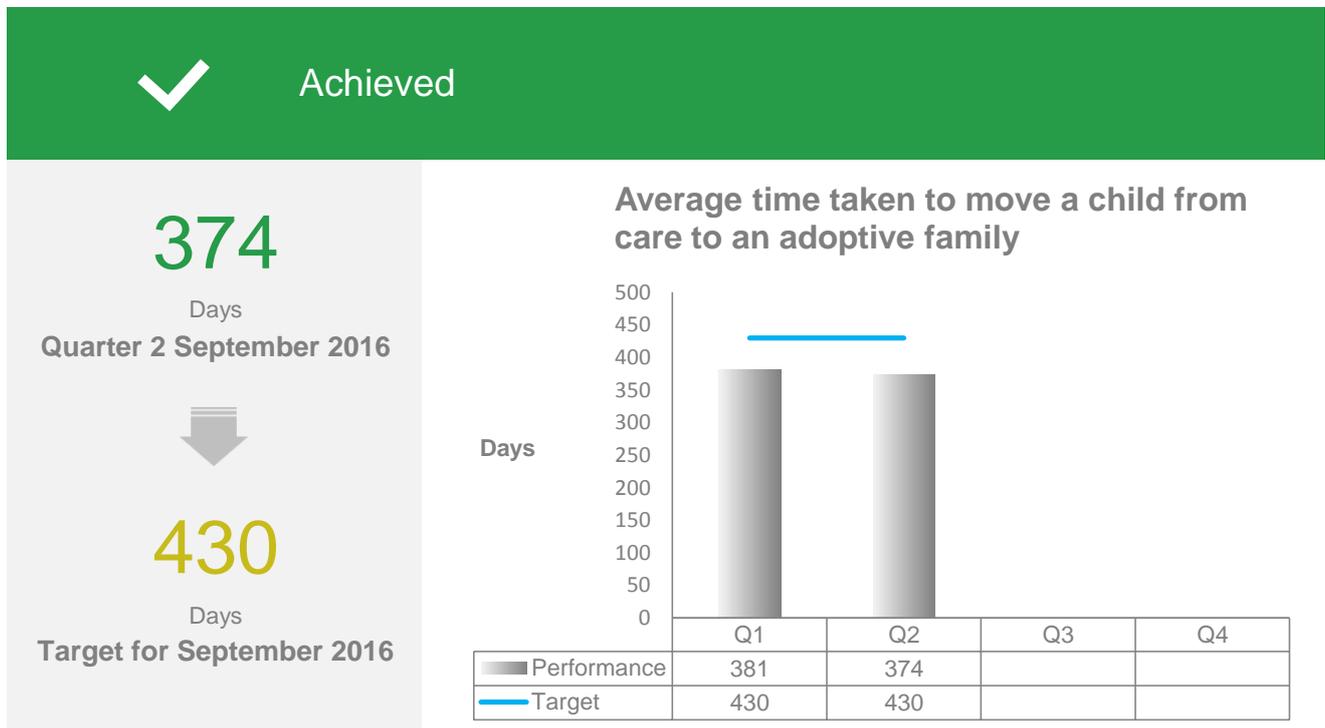


Communities are safe and protected

Children are safe and healthy

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

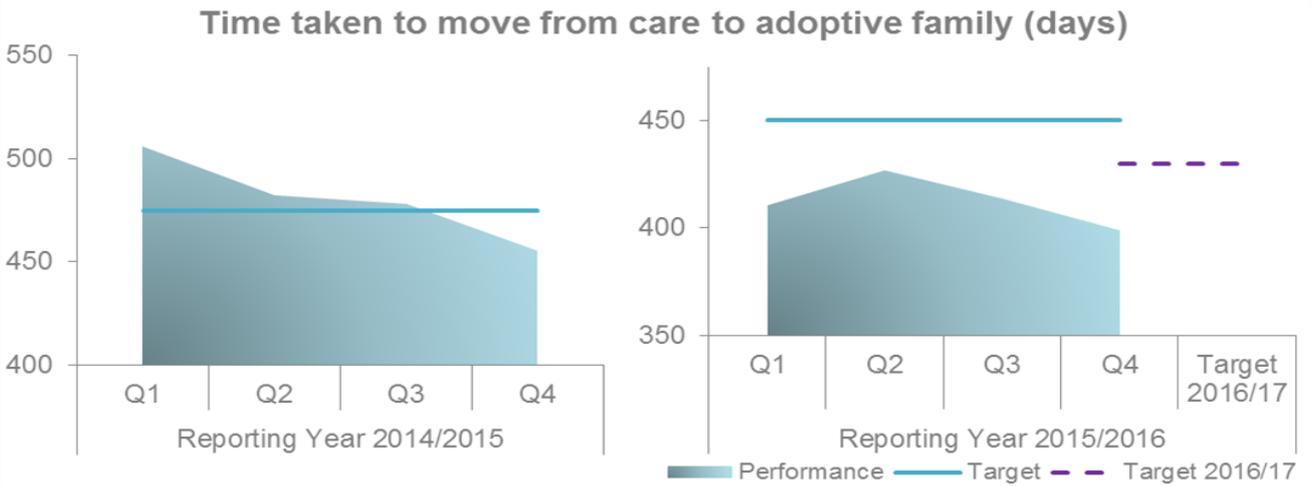
Average number of days between the child entering care and moving in with their adoptive family.



About the latest performance

The second quarter demonstrates even further improvement in relation to the timeliness of adoption and continues to be in line with the Adoption Reform Agenda. Lincolnshire's twin tracking and rigorous family finding processes ensures that children are placed with their adoptive families at the earliest opportunity. These figures continue to compare strongly to both statistical neighbours and national performance. This measure will continue to reduce and will therefore present a greater challenge for Lincolnshire, particularly where we are seeking to maintain adoption plans for harder to place children. The performance of the adoption service has been recognised nationally in this quarter, having won the Excellence in Adoption Award 2016.

Further details



	Reporting Year 2014/2015				Reporting Year 2015/2016				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Target 2016/17
Performance	506	482	478	455	411	427	414	399	
Target	475	475	475	475	450	450	450	450	430

About the target

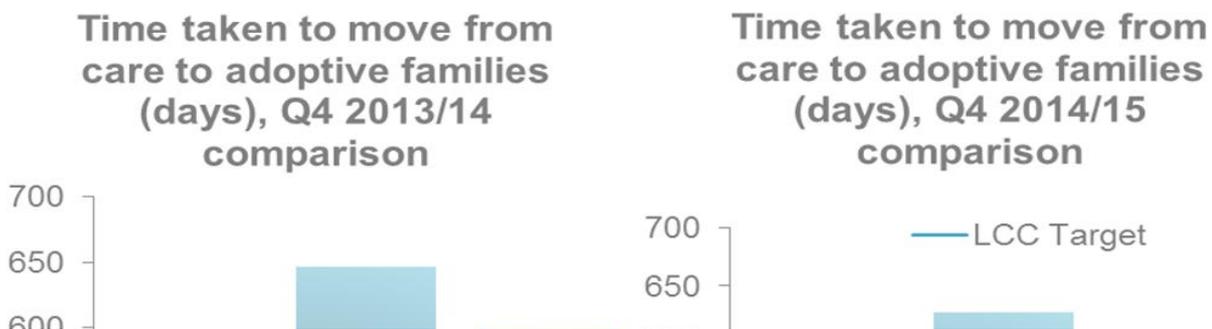
The target has been set to 430 days, this is a reduction of 20 days from the previous year's target. If we aspire to this, we should be in the top quartile.

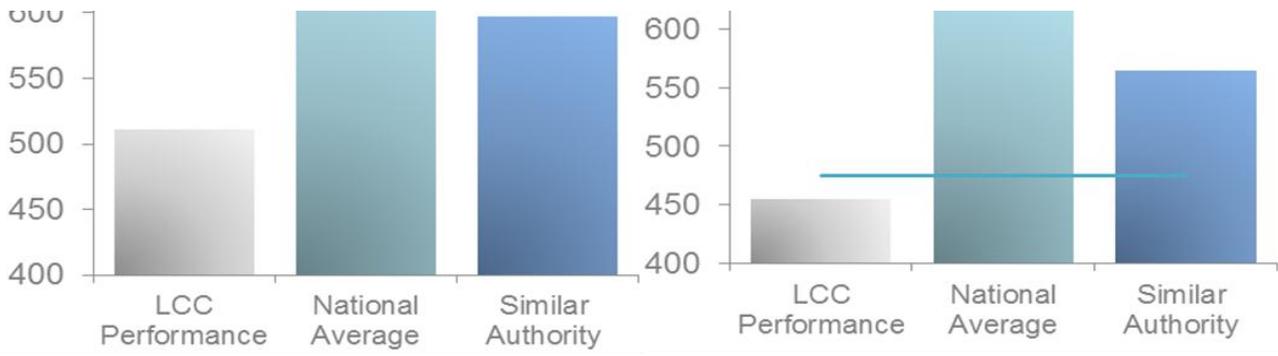
About the target range

The value has been set to an upper level of 520 days and a lower level of 430 days which should still retain our position in the top 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	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

174

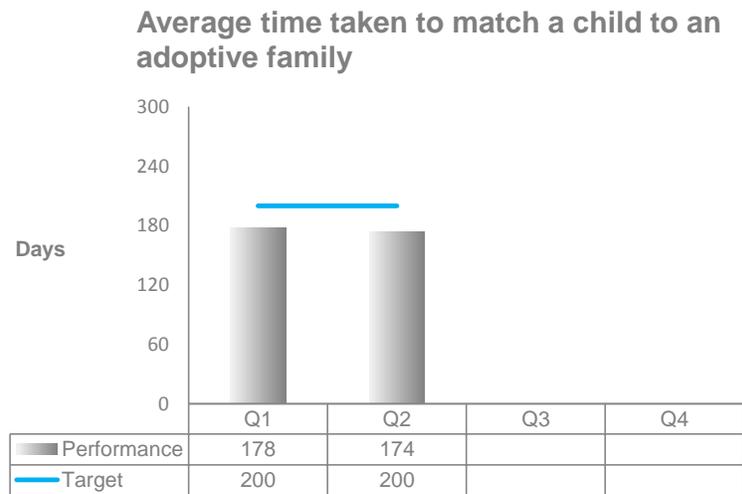
Days

Quarter 2 September 2016

200

Days

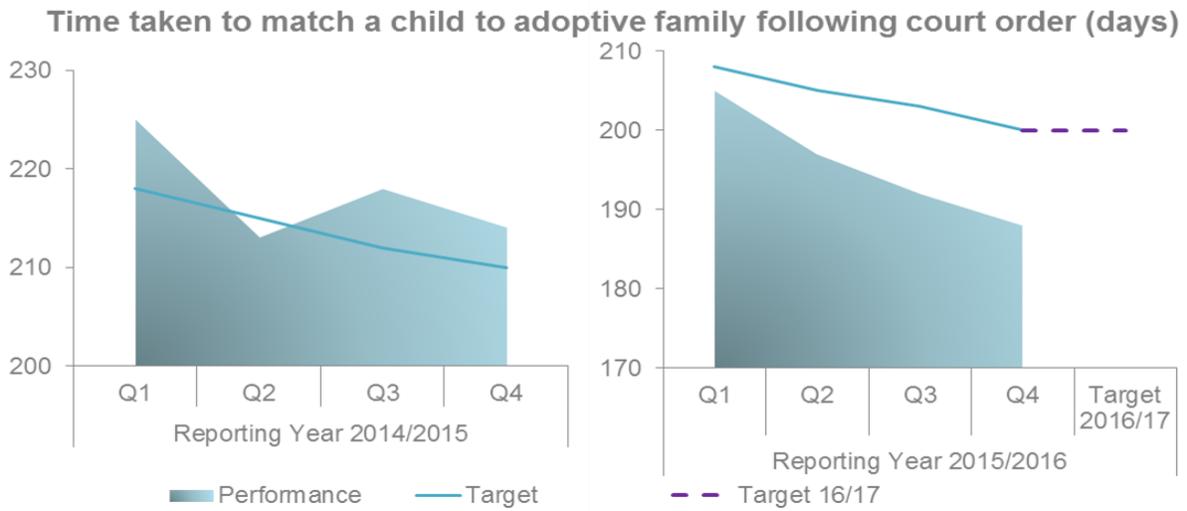
Target for September 2016



About the latest performance

The second quarter shows a further decrease in the days between receiving court authority to place and the LA deciding on a match to an adoptive placement. This is due to the robust family finding processes, creative children's profiles and early matching within the adoption service. It is to be noted however, that performance in this measure may not be sustainable this year due to a number of cases whereby parents have appealed against the courts decision and therefore the LA cannot make a placement until the court has resolved these matters. As the cohort of children with a Placement Order is also reducing, court appeals will affect performance against this target.

Further details



	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	225	213	218	214	205	197	192	188	
Target	218	215	212	210	208	205	203	200	200

About the target

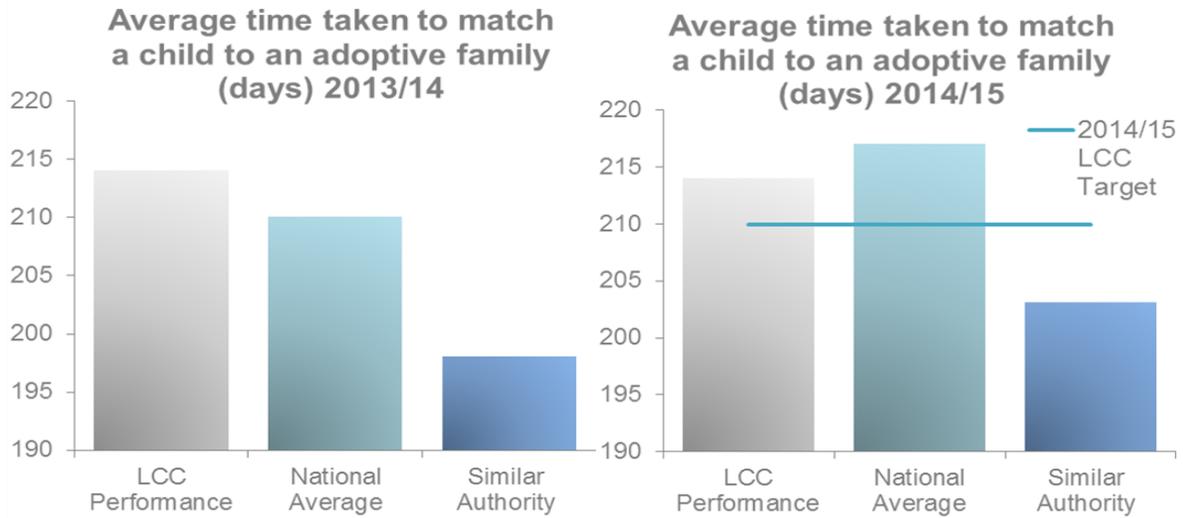
The target remains the same as the previous year, there are potential cases coming through with notably higher timescales.

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 can compare ourselves to our statistical neighbours through the Adoption Leadership Board Return which is available on a quarterly basis.



	LCC Performance	National Average	Similar Authority	LCC Target
2013/2014	214	210	198	
2014/2015	214	217	203.1	210



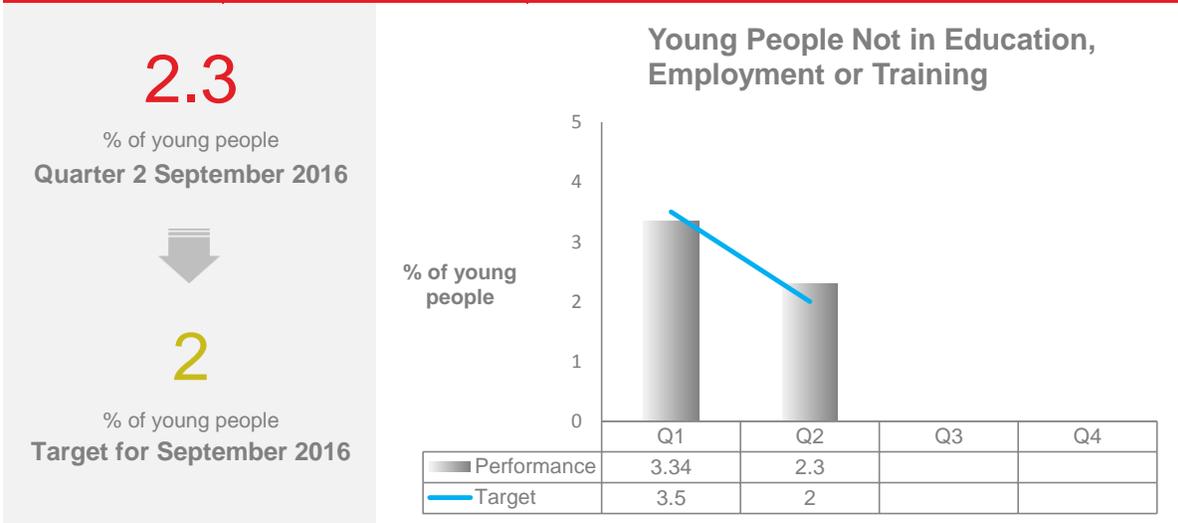
Health and Wellbeing is improved

Young people are supported to reach their potential

Young People Not in Education, Employment or Training

Young people no longer in the education system, who are not working or being trained for work.
 Numerator: Number of young people 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.

✗ Not achieved

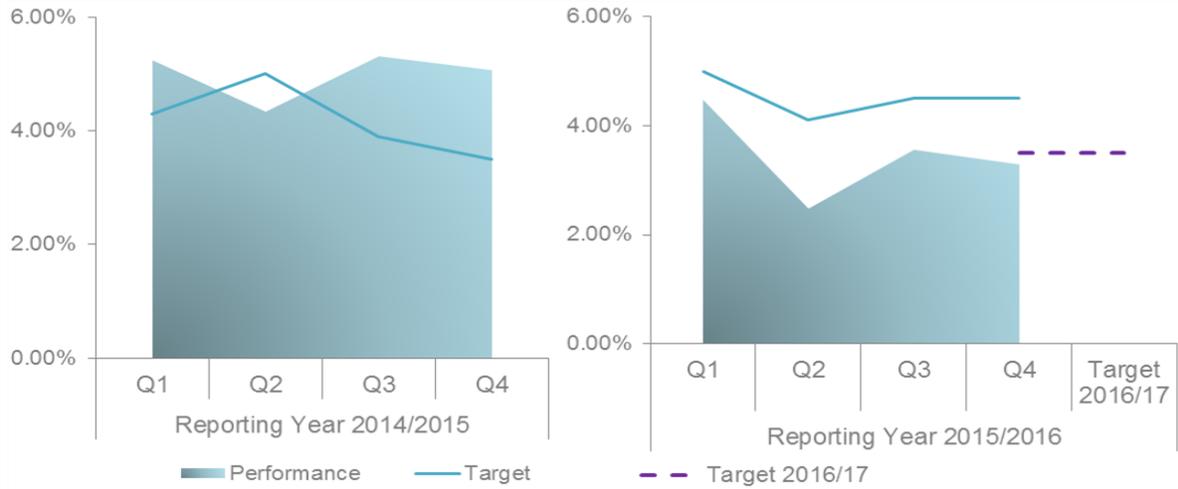


About the latest performance

Performance is on target and is slightly better than for the same period last year. This figure will include young people who are 'between jobs' or who are changing their plans regarding education programmes. The smaller the NEET percentage, i.e. the fewer young people who are NEET, the more difficult it is to make further improvement as the remainder will include the young people who are the very hardest to engage.

Further details

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



	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	5.23%	4.33%	5.30%	5.06%	4.47%	2.47%	3.54%	3.28%	
Target	4.30%	5.00%	3.90%	3.50%	5.00%	4.10%	4.50%	4.50%	3.50%

About the target

Following a significant reduction of young people not in Education, Employment or Training an aspirational target has been set to maintain this improvement and for it not to slip back in to the 4% margin.

Our current NEET figure is better than all our comparators and we should aim to keep it this way.

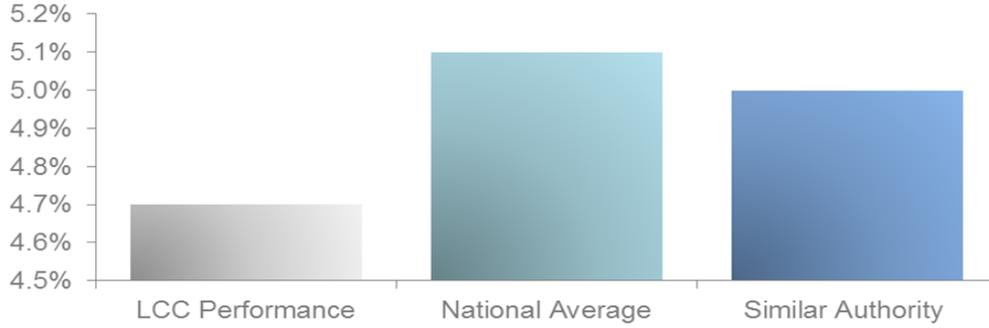
About the target range

The target range is greater than previous years due to the low number in the cohort last year. The target range is set to keep an aspirational target, with an expectation that we will be no worse than the previous year.

About benchmarking

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

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

Achievement gap between disadvantaged pupils and their peers at key Stage 4

Disadvantaged pupils that achieve at least 5+ A*- C GCSEs including English and Maths compared to all the other pupils.

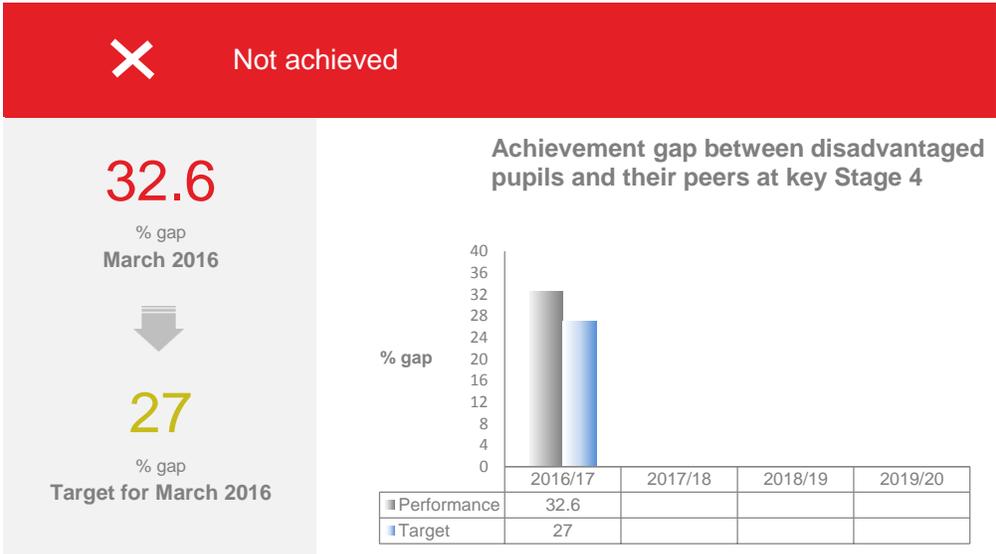
Disadvantaged pupils are defined as Looked After Children and children eligible for free school meals.

The achievement gap is calculated as follows:

Number of disadvantaged children achieving at least 5+ A*- C GCSEs including English and Maths divided by the number of disadvantaged children who were assessed at Key Stage 4, multiplied by 100.

Number of all the other children achieving at least 5+ A*- C GCSEs including English and Maths divided by the number of all the other children who were assessed at Key Stage 4, multiplied by 100.

The achievement gap is the difference between the two percentages.



About the latest performance

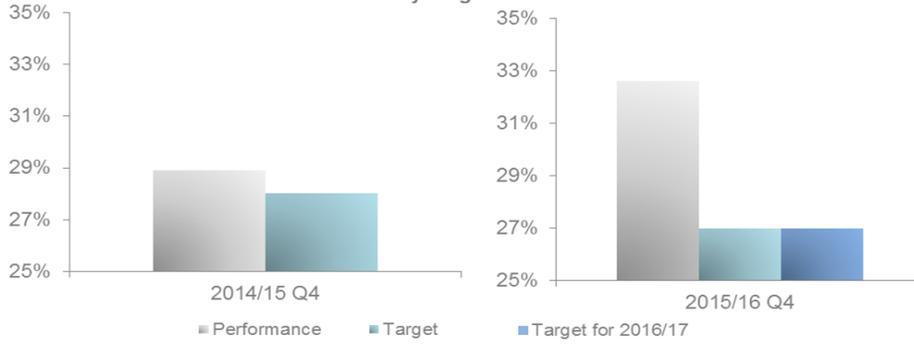
The achievement gap between disadvantaged pupils and their peers has increased this year, we have provided an offer of two days training each term to include the following topics:

- Follow up impact with attending schools including method of delivery / timetabling /number of students having intervention and evaluation of success
- Developing research links with Lincoln University.
- Literacy and numeracy intervention analysis and evaluation primary and secondary
- GCSE conference (raising participation) In partnership with Lincoln University

However, we have found that the amount of schools taking up the offer of training and the participation in networks and events has been poor over the last year. We are finding the more secondary schools that are converting to academies the less interaction we are having with them.

Further details

Achievement gap between disadvantaged pupils and their peers at key stage 4 2014/15



	Performance	Target	Target for 2016/17
2014/15 Q4	28.90%	28.00%	
2015/16 Q4	32.60%	27.00%	27.00%

About the target

Nationally the achievement gap for 2014 was 27.6% and our aspiration is to move towards this benchmark. Our best performing statistical neighbour is currently at 24.9% and therefore it is possible to move towards this position. The cohorts in the Fischer Family Trust show that it is possible to achieve a closing of the gap by making a 2 percentage point improvement year on year.

About the target range

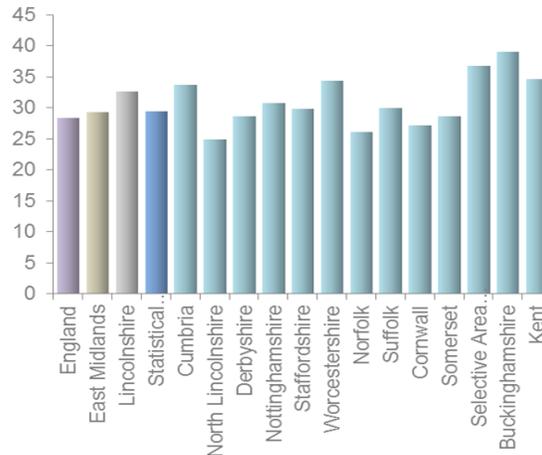
The upper target range would maintain our performance.
The lower target range would be in line with our current best performing Statistical Neighbour.

About benchmarking

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

GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage	Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers
England	28
East Midlands	29
Lincolnshire	33
Statistical Neighbour Ave	29
Cumbria	34
North Lincolnshire	25
Derbyshire	29
Nottinghamshire	31
Staffordshire	30
Worcestershire	34
Norfolk	26
Suffolk	30
Cornwall	27
Somerset	29
Selective Area Average	37
Buckinghamshire	39
Kent	35

Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers - 2014/15





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.



Not achieved

61.22

% of pupils

Quarter 2 September 2016

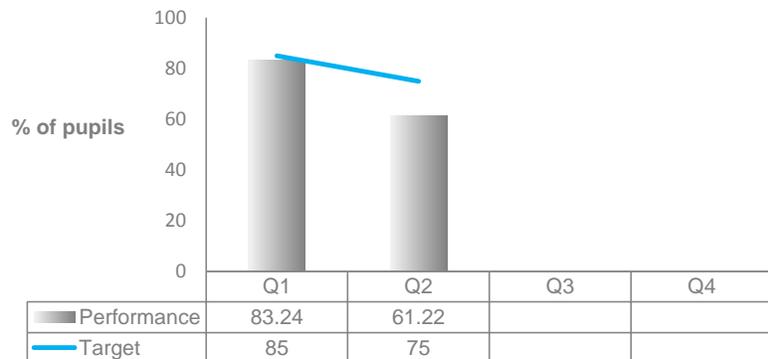


75

% of pupils

Target for September 2016

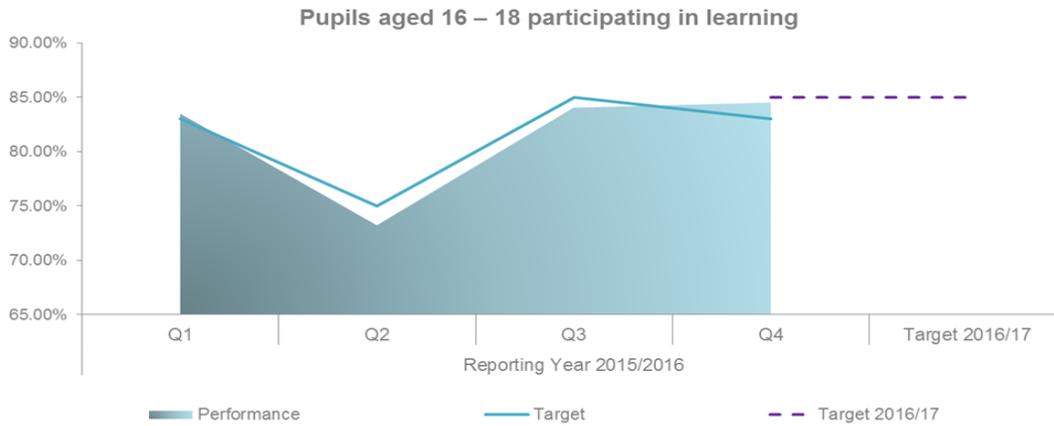
Pupils aged 16 – 18 participating in learning



About the latest performance

It is recognised that this is an ambitious target for Lincolnshire as our performance is historically very high. Quarter 2 performance is always historically lower than other quarters as the situations of many of the Y12 pupils is not known at this time and takes several months to establish. The careers guidance service was decommissioned at the end of last academic year, in its place is a much reduced tracking process that is now in operational. The performance is expected to improve, as would be consistent with every other year. It is not possible to be certain if the final position will meet the target until quarter 3 figures are known.

Further details



Reporting Year 2015/2016					
	Q1	Q2	Q3	Q4	Target 2016/17
Performance	83.48%	73.18%	84.02%	84.48%	
Target	83.00%	75.00%	85.00%	83.00%	87.00%

About the target

Target is ambitious as the Council has already have made significant increases in performance. We continue to improve our "in learning" figures, however we are still below the East Midlands figures. We aim by the end of the year to have met and exceeded the East Midlands figures. With the increase of data of the take up of Unknown leavers, we should be able to achieve this as the 18 year olds have a lower % in learning than those at 16 and 17.

About the target range

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

About benchmarking

We benchmark nationally and with similar Local Authorities.



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.



Not achieved

73.8

% of 16 year olds

Quarter 2 September 2016

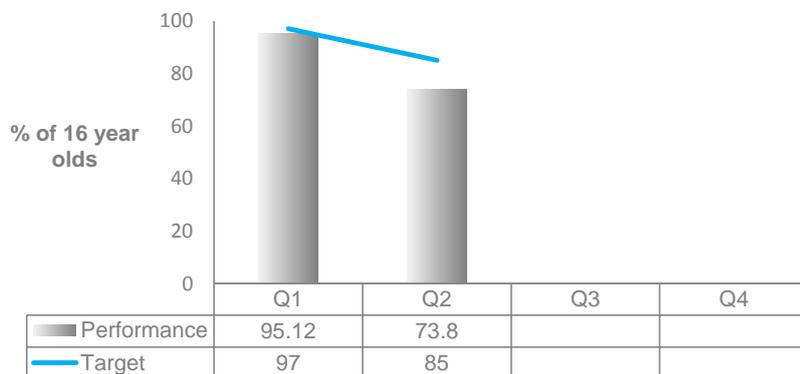


85

% of 16 year olds

Target for September 2016

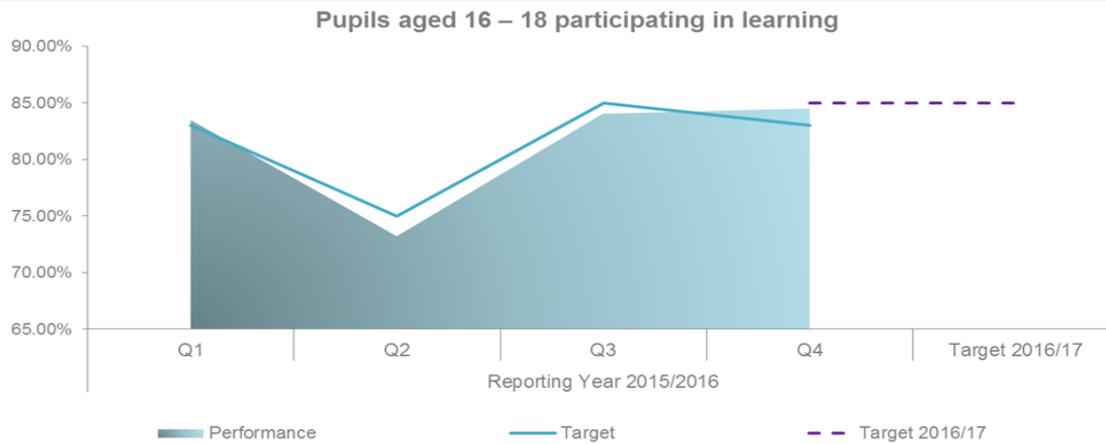
Participation in learning age 16



About the latest performance

It is recognised that this is an ambitious target for Lincolnshire as our performance is historically very high. Having said that it is still 11% higher than the most recent national average at this time of year. Quarter 2 performance is always historically lower than other quarters as the situations of many of the Y12 pupils is not known at this time and takes several months to establish. The careers guidance service was decommissioned at the end of last academic year, in its place is a much reduced tracking process that is now in operational. The performance is expected to improve, as would be consistent with every other year. It is not possible to be certain if the final position will meet the target until quarter 3 figures are known.

Further details



Reporting Year 2015/2016					
	Q1	Q2	Q3	Q4	Target 2016/17
Performance	83.48%	73.18%	84.02%	84.48%	
Target	83.00%	75.00%	85.00%	83.00%	87.00%

About the target

Target is ambitious as the Council has already have made significant increases in performance. We continue to improve our "in learning" figures, however we are still below the East Midlands figures. We aim by the end of the year to have met and exceeded the East Midlands figures. With the increase of data of the take up of Unknown leavers, we should be able to achieve this as the 18 year olds have a lower % in learning than those at 16 and 17.

About the target range

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

About benchmarking

We benchmark nationally and with similar Local Authorities.



Health and Wellbeing is improved

Young people are supported to reach their potential

16-18 year old Looked After Children participating in learning

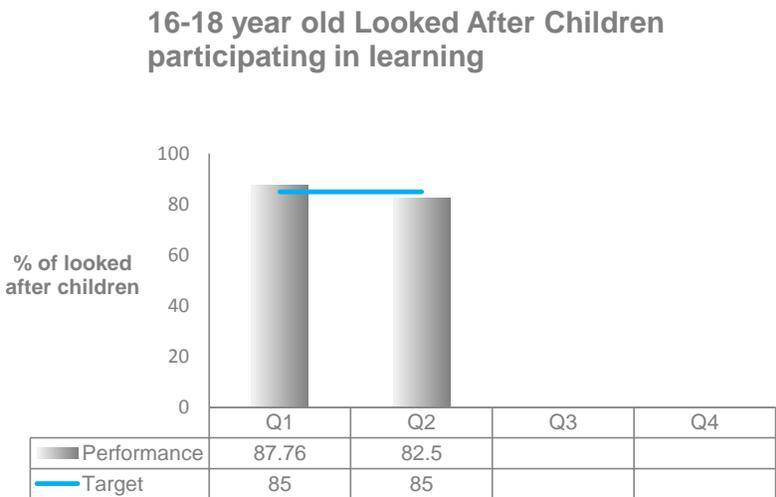
This measures young people recorded as being Looked After Children at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care.
 Numerator: Number of Looked After Children participating in learning at the end of the reporting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

82.5
 % of looked after children
Quarter 2 September 2016

↓

85
 % of looked after children
Target for September 2016

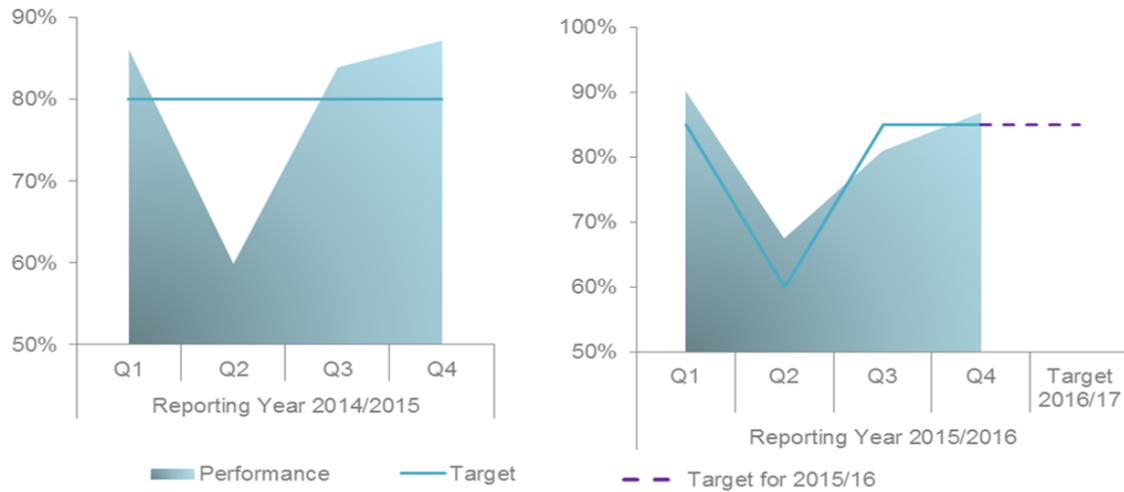


About the latest performance

Performance for Quarter 2 2016-2017 is substantially above the same period 2015-16. Performance is on target but has dipped below the previous quarter. However, this drop is significantly less than in comparative periods in the previous two years.

Further details

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



	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	86%	60%	84%	87%	90%	67%	81%	87%	
Target	80%	80%	80%	80%	85%	60%	85%	85%	85%

About the target

The target has been set to maintain the same performance as the previous year.

About the target range

Due to the small numbers, each person represents 1.25%. The target range is set at a level to allow for 2 young people above the target and 5 young people below the target.

About benchmarking

We cannot compare ourselves both nationally and with similar authorities on an annual basis and so benchmarking data for this measure is not available.



Health and Wellbeing is improved

Young people are supported to reach their potential

Care Leavers in suitable accommodation

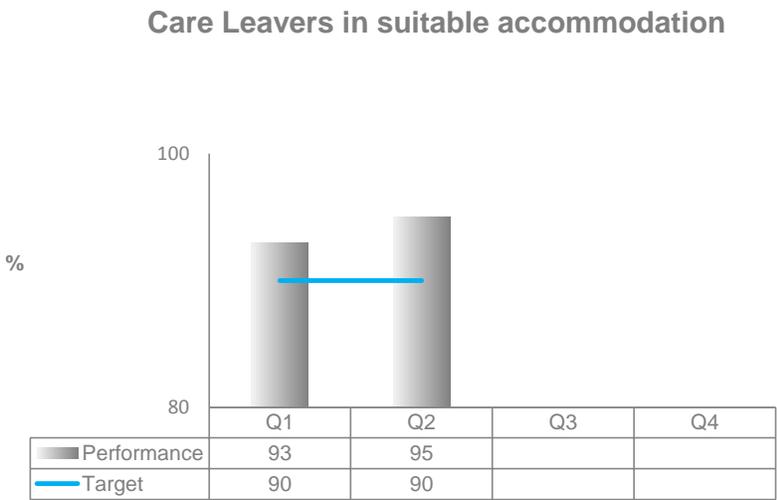
A care leaver is a young person who reaches the age of 18 who had been in local authority care.
 Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".
 Denominator: Number of care leavers turning 19 years of age in the year.
 The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

✓ Achieved

95
%
Quarter 2 September 2016

↓

90
%
Target for September 2016



About the latest performance

The number of care leavers in suitable accommodation remains on target. This endorses the range of accommodation options available to these young people and the commitment to ensure that all live somewhere that is safe and appropriate. Some of those designated as being in unsuitable accommodation have returned home or are in custody. The leaving care service engages with each of these to ensure that they understand the full range of housing options available to them.

Further details

Percentage of care leavers in suitable accommodation



	Reporting Year 2014/2015				Reporting Year 2015/2016				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Target 2016/17
Performance	89.70%	91.60%	91.30%	92.70%	91.40%	93.10%	93.80%	92.60%	
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%

About the target

Target remains the same as the previous year, we are above both national and similar authority averages

About the target range

The upper target range is set to the level achieved in 2014. Lower target range is set to accommodate an improvement on 2015 performance but keeps us above the average for similar authorities.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool). Benchmarking data for this measure will not be available until December 2016.



Health and Wellbeing is improved

There is a secure foundation for all children to progress through school and life

Achievement at a good level of development in the Early Years Foundation Stage

Numerator: Number of children achieving a good level of development in Early Years Foundation Stage.

Denominator: Number of pupils in Early Years Foundation Stage.

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



Achieved

69.1

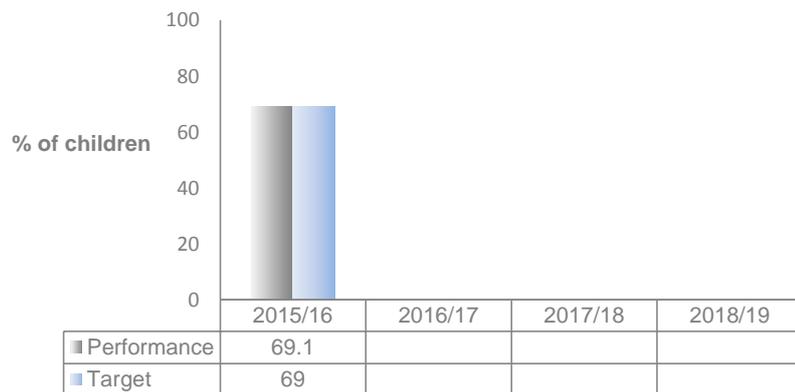
% of children
March 2016



69

% of children
Target for March 2016

Achievement at a good level of development in the Early Years Foundation Stage

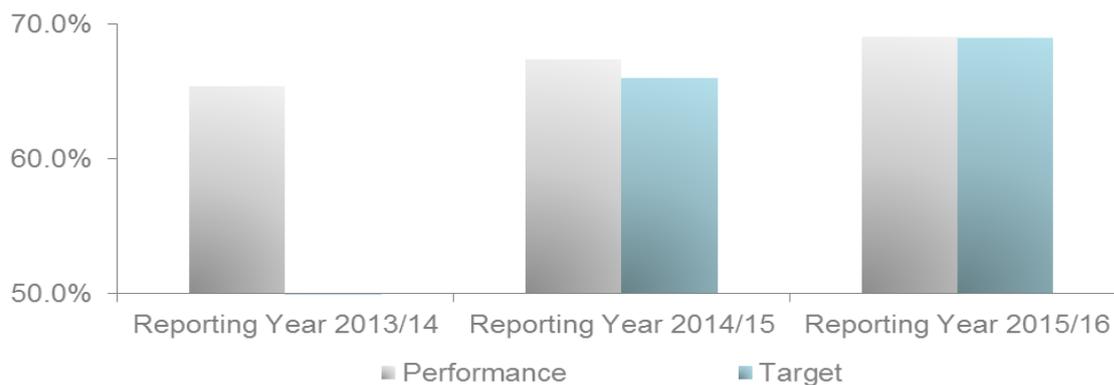


About the latest performance

The percentage of children achieving a good level of development is 69.1%, which is slightly above target and 2.8% above the national average of 66.3%. It is also an increase of 2.1% on the previous year. This increase has been supported by robust trialling and training events for schools to enable a clearer understanding of the profile, quality assurance of judgements and data sets. Following a quality assurance visit in 2015, the Standards and Testing Agency confirmed that Lincolnshire met the statutory arrangements for assessing and reporting. Lincolnshire has been commissioned to deliver Leicester City's moderation process in 2016, recognising our high quality support and processes.

Further details

Achievement at a good level of development in the Early Years Foundation Stage



	Reporting Year 2013/14	Reporting Year 2014/15	Reporting Year 2015/16	Target for 2016/17
Performance	65.4%	67.4%	69.1%	
Target		66.0%	69.0%	69.0%

About the target

As a high performing council we have aspirational aims to be the highest performing in our statistical neighbour grouping. The targets reflect this.

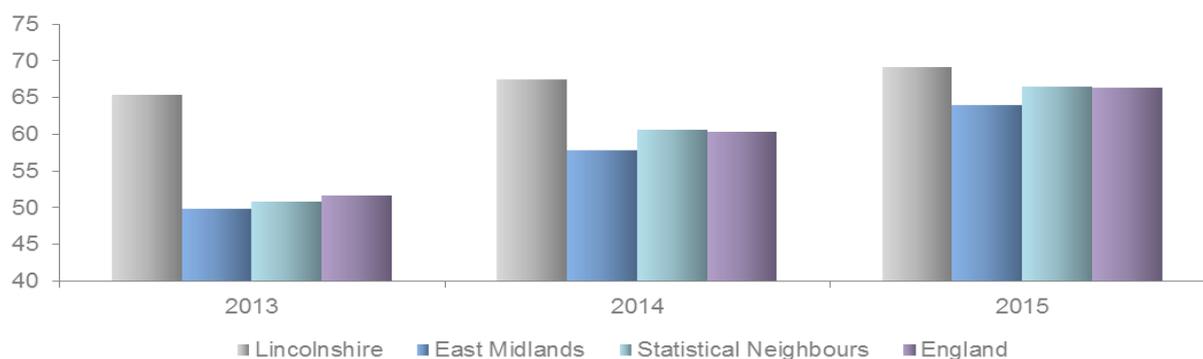
About the target range

The target range is in line with performance against the previous method of measuring performance and takes account of any levelling or dip in performance.

About benchmarking

We benchmark nationally and at similar authority level.

Percentage of children achieving a good level of development at Foundation stage comparison



Measure Name	Achievement at a good level of development in the Early Years Foundation Stage			
	2013	2014	2015	Change from
Lincolnshire	65.4	67.4	69.1	1.7
East Midlands	49.8	57.8	64.0	6.2
Statistical Neighbours	50.9	60.6	66.5	6.0
England	51.7	60.4	66.3	5.9



Health and Wellbeing is improved

There is a secure foundation for all children to progress through school and life

Achievement gap between the lowest 20% of pupils and their peers at Foundation stage

The percentage gap in achievement between:-

The lowest 20 per cent of achieving children in a local authority compared to the average score across the local authority.

The gap is calculated from unrounded percentages.



Not achieved

29.4

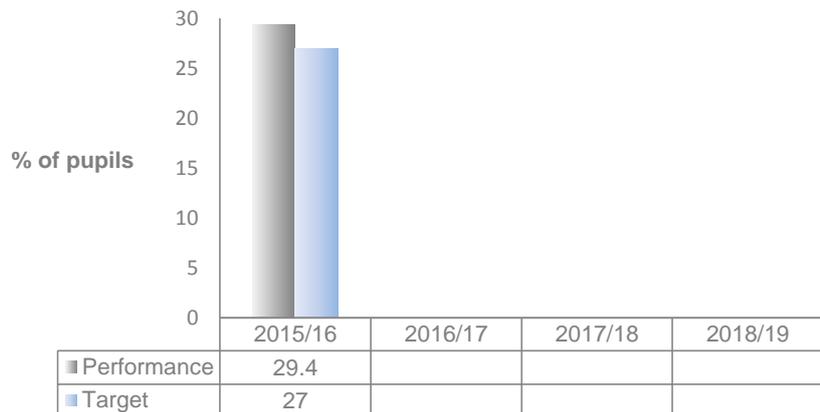
% of pupils
March 2016



27

% of pupils
Target for March 2016

Achievement gap between the lowest 20% of pupils and their peers at Foundation stage

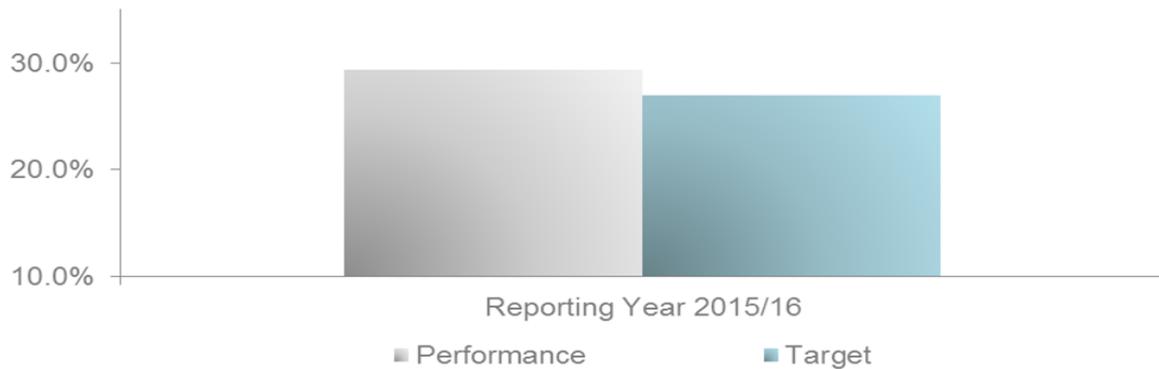


About the latest performance

At a national level, the achievement gap between the lowest attaining 20% of children and the mean average is 32.1%. At 29.4% the gap in Lincolnshire remains less than the national figure. Although the gap has widened by 0.9% in Lincolnshire, we have identified that the most significant gap is for children with English as an additional language (EAL) - data shows the number of reception aged children with EAL has increased by 200 in the county since the previous profile. As a result we have identified this cohort as a priority for early years support to reduce the gap in attainment and autumn term agreement trialling for schools has focused on supporting children with EAL.

Further details

Achievement gap between lowest 20% of pupils and their peers at Foundation Stage



	Reporting Year 2015/16
Performance	29.4%
Target	27.0%

About the target

We have shown consistent improvement against all comparators and will probably plateau going forward, however the best improvement in our statistical neighbours show that an upward trajectory is still possible.

About the target range

The target range is based on 2014/15 performance and a significant, aspirational improvement.

About benchmarking

Benchmarking data for this measure is not available



Businesses Are Supported to Grow

Improve educational attainment for all pupils

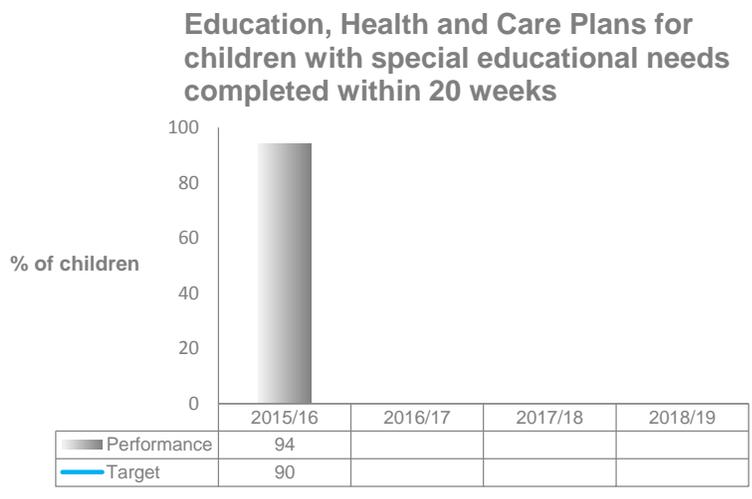
Education, Health and Care Plans for children with special educational needs completed within 20 weeks

Numerator: Number of Children and Young People with Special Educational Needs, whose education, health and care plans are within statutory timescales (20 weeks).

Denominator: Number of Children and Young People with Special Educational Needs, eligible for a education, health and care plan.

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

 **Achieved**



About the latest performance

After a challenging first year under the new Special Educational Needs and Disability (SEND) legislation (2014/15) the SEND service has transformed the way in which it completes the statutory assessments for young people with SEND. The Children and Families Act (2014) and the SEND Code of Practice (2015) set a timescale of 20 weeks for completion of the Education, Health and Care Needs Assessments. The service is now completing 94% of all assessments within the required timescale. This exceeds the national average of 55.5% of assessments completed within 20 weeks. The excellent performance reflects the commitment of the service to ensure the timely and effective assessment of the needs of children and young people with SEND and ensures that appropriate support is targeted at the right time to improve the outcomes for this vulnerable group of young people.

Further details

This is a new measure and therefore historical information is not currently available

About the target

The target for this measure has been set to 90%, with the work the Special Educational Needs and Disability (SEND) team has been completing this target is a fair reflection on the information that we have been collecting for the past year. We aim to have 90% of our plan completed within the allotted timescale. This allows for small slippages around nature of the process.

About the target range

The target range has been set to cover the uncertain and uncontrollable nature of this measure. There is no upper tolerance as we see meeting the 90% target as a good achievement and anything above this should show as exceeding. The lower range has been set to 85% to allow further flexibility in relation to unknown elements for this measure.

About benchmarking

We benchmark nationally and at similar authority level.



Businesses Are Supported to Grow

Improve educational attainment for all pupils

Permanent exclusions

Number of permanent exclusions in all schools divided by the School population



Reported
annually in Q4



About the latest performance

Further details

There is a new definition for this measure in 2016/17 and so it is not possible to compare historical performance.

About the target

The trend of this measure has stabilised at 15% and as extra provision support has not been put in place as yet, the measure will continue at this rate for 2015-16. Based on the proposals of the Exclusion Strategy which states that permanent exclusions will be reduced by 25% over the next 2 years, this equates to a year on year reduction of 2% which equates to approximately 20 exclusions a year.

About the target range

It is proposed to not exceed the 15% target as performance worse than this would indicate an increasing rate of permanent exclusions.

About benchmarking

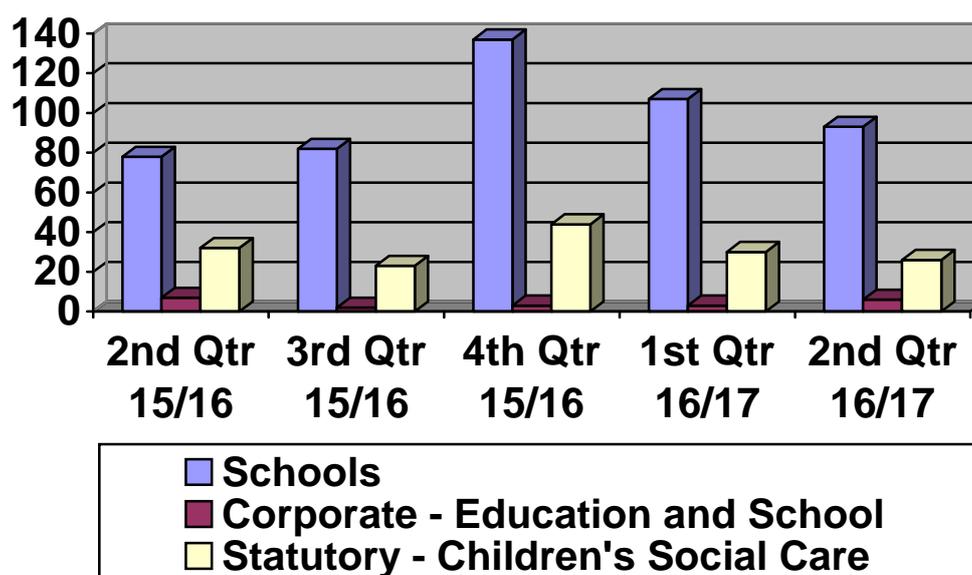
We can compare ourselves both nationally and with similar authorities on an annual basis. Comparison data from the Statistical First Release Data is available in July the following year .

Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st of July – 30 th of September (1st April 2016 – 30th of June 2016)	
Total number of complaints received across all LCC service area.	210 (259)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	125 (140)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	7 (9)	
Total Service Area Complaints	Schools	93 (107)
	Corporate – Education and School	6 (3)
	Statutory - Children’s Care	26 (30)
Schools Complaint Reason Codes	Admission issue	1 (3)
	Allegation against Head Teacher	4 (6)
	Allegation against other school staff	7 (3)
	Attendance Issues	3 (8)
	Bullying – Homophobic	0 (0)
	Bullying – Gender	0 (0)
	Bullying – Racial	0 (0)
	Bullying – SEN	1 (0)
	Bullying – Social Media	1 (5)
	Bullying Issue	8 (12)
	Class/School Organisation	5 (7)
	Equality Issue	0 (1)
	Exclusion Issue	4 (7)
	Inconsistency in application of rules	1 (2)
	Meals/Snacks/Drinks	1 (3)
	Medical	3 (1)
	Other	6 (9)
	Parental responsibilities/rights	6 (6)
	Procedural Irregularity	8 (6)
	Racial Issues	5 (10)
	School Neighbours	2 (0)
	School Uniform	6 (1)
	SEN	10 (7)
	Social Media Abuse	0 (1)
	Truancy Issues	0 (0)
	Unfair treatment by staff	9 (9)
	No category selected	2 (0)

Corporate – Education and School Complaint Reason Codes	Age	0 (0)
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	2 (0)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	0 (2)
	Disagree with Procedure	3 (0)
	Insufficient Information Provided	1 (0)
	Other	0 (0)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (1)
	Service Delay	0 (0)
Statutory - Children's Care Complaint areas Area information not available this quarter due to no database for statutory complaints	Statutory - Children's Care	26 (30)
Service Area Compliments	Schools	0 (0)
	Corporate - Children's	2 (1)
	Statutory - Children's Care	5 (9)
How many LCC Corporate complaints have not been resolved within service standard	8 (4)	
Number of complaints referred to Ombudsman	17 (5)	

Total Complaint Receipts by Quarter



Summary

LCC Overview of Complaints

The total number of LCC complaints received for this Quarter (Q2) shows a 19% decrease on the previous Quarter (Q1). When comparing this Quarter with Q2 2015/16, there is a 12% increase, when 227 complaints were received.

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

Children's and Young People's Services received a 10.7% decrease (15 complaints) in the number of complaints received compared to Quarter 1. When comparing this with Quarter 2 of 2015/16, there is a 16% increase when 117 complaints were received.

This Quarter, schools make up 74.4% of the total complaints received, with statutory complaints at 20.8% and corporate at 4.8%. In Quarter 2 of 2015/16, schools make up 67% of the total complaints received, with statutory complaints at 27% and corporate at 6%.

School Complaints

The volume of complaints for Quarter 2 (93) represents the highest figure recorded for a second quarter in recent years - 2015 (78); 2014 (90); 2013 (47); 2012 (70); 2011 (58); 2010 (88). However, owing to the closure of schools for the six week summer holiday, Quarter 2 is still generally lower than for other quarters.

Complaints about SEN (10 in total – 4 primary / 3 secondary/ 1 SEN / 2 unknown) represent the highest single reason for contact. Complaints relate to different schools and show no pattern or clustering.

Complaints about alleged 'Unfair Treatment by Staff' (9 in total - 6 primary / 3 secondary) consisted primarily of complaints about sanctions meted out for misdemeanours. Two of the secondary complaints related to one school, but were the same complaint referred by two separate parties: headteacher and complainant.

Bullying complaints (8 in total – 4 primary / 4 secondary) showed no pattern or clustering. Two complaints did relate to one primary school, but were raised by one parent and related to the same issue.

The category 'Procedural Irregularity' (8 in total – 6 primary / 2 secondary) included complaints about the management of 11+ tests; the right to withdraw children from collective worship; and late changes to exam boards and option offers at GCSE. There was no pattern or clustering, and 8 individual schools were represented in this category.

Academies account for 36 out of 93 complaints (39%). This is in line with the percentage of schools which are academies, (39% in September 2016 Current Schools List – Lincolnshire Research Observatory).

Education and School (Corporate) Complaints

Education and School corporate complaints received 6 complaints this Quarter. 4 were in relation to school administration. 1 was regarding a child being out of education as no school places were available. This complaint was not substantiated 2 were regarding the school application process for armed forces families. 1 was not substantiated and 1 was partly substantiated. 1 was regarding a midyear application and the delay in being offered a school and this was not substantiated.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 2 for Children's Social Care have decreased by 6 complaints compared to last Quarter. From the 26 complaints received this quarter, 2 complaints were substantiated, 9 were partly substantiated and 12 were not substantiated.

Nature of Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Customer complaint in relation to a Child Safety plan put in place for Daughter	None recorded
Regarding children placed with grandparent who had to arrange childcare for when she was at work.	None recorded

Nature of partially substantiated complaints	Improvements or changes implemented as a result of customers complaint
Miscommunication between LCC and family about who would pay for wet room.	For caseworkers to note where there is a delay and to contact the relevant parties to ascertain why this is. Advice given to OT team to monitor delays and to follow these up to minimise delays where possible
Complaint in relation to the conduct / attitude of staff towards family of a LAC. Family feel that belittled them	A meeting has been offered with Practice Supervisor for the fostering service.
Customer complaint in relation to incident when social worker visited family. Complaint in relation to how social worker addressed Mother.	Practice Supervisor following the processes around convening a strategy discussion. Knowledge and development around working with adults with autism.
Complaint from Father advising not been invited to meetings re: daughter. Also, worries that concerns highlighted not being acted upon.	Ensure dad is included in all meeting invites and these are indexed
Concerns around the safety and welfare of Daughter and lack of assistance from children services. Also, lack of communication from allocated worker.	None recorded
Complaint in relation to social worker handling of case. Issues with communication and allegations of discrimination.	None recorded
Complaint from Father who advises social worker failed to invite him to a meeting. In absence his conduct was discussed which he finds unacceptable.	None recorded
Complaint in relation to not being able to contact social worker	None recorded
Concerns from Mother in relation to children services placing daughter in care of a friend. Also, unhappy about the fact contacted Grandmother when	Communication issue in relation to notifying mother of child's whereabouts.

specifically advised not to.	
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Similar to last Quarter the main theme of the unsubstantiated complaints were regarding complaints made against social workers. Out of the 12 complaints which were recorded, 4 of these were regarding conduct/attitude of social workers. The other reoccurring trend was the disagreement with decisions made.

Overall Children's and Young People Compliments

This Quarter, Children & Young People received 7 compliments which is a decrease of 2 compliments from last Quarter when 9 were received.

Education and School (Corporate) Compliments

This Quarter, Education and School Corporate received 2 compliments. 1 was regarding the Lincolnshire Children Microsite and one was praise for a course they had recently attended.

Children's Care (Statutory) Compliments

Statutory Children's Care received 5 compliments this Quarter. The compliments were regarding:

- 4 were compliments for social workers and staff members.
- 1 was regarding the adoption service.

Ombudsman Complaints

In Quarter 2 of 2016/17, 8 LCC complaints were registered with the Ombudsman. 1 of these complaints was recorded against Children and Young People scrutiny. This was regarding SEN treatment for a pupil.

At present, this is still open.

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Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 30/09/2016

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

Schools Outstanding or Good	CS51	Pupils in Outstanding or Good	CS50
313	90.5%	90,538	88.5%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1	-	1
Free School	-	1	-	-	1
Nursery	3	2	1	-	5
Primary	42	207	17	1	267
PRU	-	1	-	1	2
Secondary	13	25	10	2	50
Special	8	11	1	-	20
Total	66	247	29	4	346

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Free School	-	100%	-	-
Nursery	60%	40%	-	-
Primary	16%	78%	6%	0%
PRU	-	50%	-	50%
Secondary	26%	50%	20%	4%
Special	40%	55%	5%	-
Total	19%	71%	8%	1%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1017	-	1017
Free School	-	179	-	-	179
Nursery	360	217	-	-	577
Primary	11261	39458	3731	104	54554
PRU	-	-	-	234	234
Secondary	14619	22733	5263	1361	43976
Special	690	1021	53	-	1764
Total	26930	63608	10064	1699	102301

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Free School	-	100%	-	-
Nursery	62%	38%	-	-
Primary	21%	72%	7%	0%
PRU	-	-	-	100%
Secondary	33%	52%	12%	3%
Special	39%	58%	3%	-
Total	26%	62%	10%	2%

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

Phase	Outstanding			Good			Requires Improvement			Inadequate			Lincs	SN	National
	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National			
Nursery	60%	65%	60%	40%	35%	39%	-	-	0%	-	-	0%	-	-	-
Primary	16%	14%	18%	78%	71%	68%	6%	9%	9%	0%	1%	1%	-	5%	4%
PRU	-	11%	17%	50%	70%	62%	-	9%	10%	50%	6%	3%	-	4%	8%
Secondary	25%	12%	21%	49%	56%	51%	22%	20%	17%	4%	4%	4%	-	8%	7%
Special	40%	29%	37%	55%	60%	53%	5%	2%	5%	-	1%	2%	-	7%	4%
Total	19%	15%	20%	71%	68%	64%	8%	10%	10%	1%	1%	1%	-	5%	4%

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
9255416	Sir John Glead School	CIBT Schools Trust	Inadequate	566 days	1089
9251105	The Lincolnshire Teaching and Learning Centre	-	Inadequate	614 days	234
9252041	South Witham Community Primary School	-	Inadequate	-	104
9254062	Cherry Willingham Community School	-	Inadequate	475 days	272
				Total	1699

Table 6: Schools not yet inspected

DfE Number	School Name	Number on Roll
9252014	Beacon Primary Academy	91
9252015	The Wainfleet Magdalen Church of England Methodist School	186
9252016	Bourne Elsea Park CoE Primary Academy	99
9252018	Castle Wood Academy	48
9252021	Wygate Park Academy	78
9252023	Weston St Mary CE Primary School	49
9252024	Grantham The Isaac Newton Primary School	386
9252027	St Giles Academy	453
9252035	Ingoldsby Academy	50
9252036	Hykeham Manor Farm Academy	-
9252040	Theddlethorpe Primary School	-
9254008	Lincoln University Technical College	277
9254011	Tattershall The Barnes Wallis Academy	270
9254013	Thomas Middlecott Academy	471
9254018	Somercotes Academy	277
Total:		2735

Table 7: Ofsted Statistical Neighbour Comparison

Region	Percentage of Schools Good or Outstanding
Lincolnshire	87.0%
Statistical Neighbours	82.9%
National	84.2%

NB: May be slight deviation in figures between LA calculated data and Ofsted data, due to differences in reporting methodologies.

Source Data: Monthly Management Information: Ofsted School Inspections Outcomes

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

Document is Restricted

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Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	25 November 2016
Subject:	Future of the Music Service - Update

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Future of the Music Service - Update which is due to be considered by the Executive Councillor responsible for Children's Services on 9 December 2016. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

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

1. Background

The Executive Councillor responsible for Children's Services is due to consider a report on the Future of the Music Service - Update. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report to the Executive Councillor responsible for Children's Services on Future of the Music Service - Update

5. Background Papers

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

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

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

Report to:	Councillor Mrs P A Bradwell, Executive Councillor responsible for Children's Services
Date:	09 December 2016
Subject:	Future of the Music Service - Update
Decision Reference:	I012108
Key decision?	No

Summary:

An update on the future of Lincolnshire Music Service following on from the decision, in May 2015, that Lincolnshire County Council ceases to operate a music service and support Lincolnshire Music Service in becoming a viable charitable entity.

Recommendation(s):

- (1) That the Executive Councillor responsible for Children's Services approves the continued operation of the Lincolnshire Music Service by Lincolnshire County Council on a fully traded basis.
- (2) That the Executive Councillor responsible for Children's Services authorises the Executive Director of Children's Services to explore the benefits of the Charitable Incorporated Organisation providing any of the existing Lincolnshire Music Service services and delegates to the Executive Director of Children's Services the authority to take decisions and enter into arrangements to that effect.

Alternatives Considered:

A range of options were previously considered in the Executive Paper presented on 5th May 2015. These included:

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

Under this option Lincolnshire Music Service continues to be delivered by Lincolnshire County Council with an 8% shortfall in income secured through business remodelling. The key advantage is the Council's 'brand' with the

necessary infrastructure in place as well as wider support. The disadvantage is that Lincolnshire County Council systems and processes are not essentially entrepreneurial or commercial and access to third party and new avenues of funding is limited.

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

Under this option Lincolnshire Music Service continues to be delivered by Lincolnshire County Council and the Council continues to contribute to the service. The advantages are outlined in option 1 above. As well as the disadvantages outlined in option 1, Lincolnshire County Council would need to find around £200k per annum to support the service. In these circumstances, if there was a viable option in which Lincolnshire Music Service is able to become self-sustaining without recourse to Lincolnshire County Council this was a better solution.

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

Under this option Lincolnshire County Council ceases their relationship with Lincolnshire Music Service and all staff are made redundant. This option is detrimental to the creative outcomes of children and young people within the county. It also carries a great cost with many Lincolnshire Music Service staff members with high levels of continuous service. The redundancy costs are over £1 million.

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

Under this option, Lincolnshire County Council cease to provide a music service but Lincolnshire Music Service would continue on a commercial basis through a new entity. This option would maintain Lincolnshire Music Service as a resource for children and young people whilst enabling the service to access the financial benefits of a charitable status. The Executive Councillor's attention is drawn to a list of pre-requisites which lists a number of potential means of support to be offered by Lincolnshire County Council to the new entity to support its viability. Upon approval of this option in principle, each of the pre-requisites need to be worked through with Lincolnshire Music Service. As part of this process legal advice will be taken to ensure that any arrangement does not breach legal requirements including State Aid. The final decision would be taken under the delegation with the Executive Councillor.

Reasons for Recommendation:

In May 2015 it was agreed to pursue option 4 in greater detail. During the analysis it became clear that option 4 was not financially viable for the charitable entity based on the level of risk the Local authority would accept upon the transfer taking place. The level of support required, which was demonstrated in the report (Music Service Options May 2015) represented an unacceptable high level of risk/liability to Lincolnshire County Council. If this support was removed, the proposal became untenable.

Option 1 as stated within the Executive Paper May 2015 remains an attractive proposal for Lincolnshire Music Service. Although there were disadvantages to this proposal, some of these are now resolved and further exploration could result in a hybrid model. This would allow Lincolnshire Music Service to function and continue to provide a service for over 20,000 children and young people.

1. Background

There is a need to review the decision taken on 5th May 2015 whereby it was agreed Lincolnshire County Council cease to operate a music service and support Lincolnshire Music Service to become a viable charitable entity. In order for the new entity to become viable, attention was drawn to a list of pre-requisites which listed a number of potential means of support to be offered by Lincolnshire County Council to the new entity to support its viability. These were listed in the Appendix A document (Lincolnshire Music Service Report to Departmental Management Team (DMT) - November 2014) and included:

1. The agreement to carry forward any Lincolnshire Music Service surplus into the new organisation post April 2015.
2. Underwrite the redundancy costs accrued up until the time of TUPE transfer, in perpetuity.
3. Agree to finance the bond (circa £190k) for the Trust to become a recognised body for Teacher's Pension Scheme. This bond is a hypothetical representation of funds as a guarantor which could sit within the reserves of Lincolnshire County Council.
4. Transfer of existing assets e.g. instruments which are of no material value to Lincolnshire County Council. If this was agreed in principle a full inventory would be confirmed.
5. Benevolent loan agreement if needed during the first 12 months to address cashflow vulnerability.
6. The agreement for Lincolnshire County Council to continue to administer the Assisted Instrument Purchase Scheme enabling tax free purchasing for families within the county. This is a relatively straight forward tax free purchase process for parents with no financial burden to Lincolnshire County Council. Suppliers have already been identified through the central purchasing team and therefore the administration would be minimal.
7. The agreement for Lincolnshire County Council to pass to Lincolnshire Music Service, any funds that are collected through Standing Orders that were set-up in favour of Lincolnshire Music Service, by parents, prior to

the transfer (e.g. membership fees for county ensembles and foreign tours). (This arrangement would effectively apply only for a few months after the date of transfer.)

8. A data sharing agreement between Lincolnshire Music Service and Lincolnshire County Council in order to validate information e.g. Free School Meals / Looked After Children impacting subsidised tuition. This is also necessary to complete the annual data return requested by Arts Council England.

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

- 1 Childcare vouchers
2. Mileage rates

Lincolnshire County Council has explored cost and risk factors aligned to the outlined pre-requisites and cannot provide the requested level of support. Without this support the new charitable entity is not viable. Redundancy costs alone for the Lincolnshire Music Service staffing structure of around 100 employees amount to over £1 million. There is a significant level of liability for both Lincolnshire County Council and Lincolnshire Music Service with the original proposal.

In April 2016, Lincolnshire County Council withdrew their base budget allocation to Lincolnshire Music Service. Lincolnshire Music Service still retains two main income streams:

1. DfE Music Grant amounting to around £1million on an annual basis
2. Traded Income from schools and other stakeholders e.g. families amounting to around £1.7 million on an annual basis

Lincolnshire Music Service is a well-respected service which delivered to over 20,000 children and young people in 2015/16. They serve almost every school within Lincolnshire and have a national reputation as an excellent service. Lincolnshire Music Service is the lead organisation of the Lincolnshire Music Education Hub which is a genuine partnership of around 22 organisations united to achieve the best possible music opportunities for children and young people. The Hub has been placed on the 'longlist' for the National Education Council Music Education Awards to be announced in December 2016. It would be detrimental to Lincolnshire County Council and the lives of children and young people if this valued service was closed. It would also carry a great cost.

In May 2015, option 1 was a viable alternative considered which would allow Lincolnshire Music Service to continue to be a service offered by Lincolnshire County Council, but exist as a traded, non-Lincolnshire County Council funded service. This was considered at the time but the key disadvantage was that Lincolnshire County Council systems and processes were not entrepreneurial or commercial and access to third party and new avenues of funding was limited. The 8% shortfall in funding highlighted at the time has now been resolved through efficiencies and business remodelling. Business remains strong with a

projected income target of £1.7 million and the generation of reserves amounting to around £60,000 during 2016/17.

In preparation for the implementation of option 4, a Charitable Incorporated Organisation (CIO) was launched in September 2015 (Charity Number: 1161313). This is led by four external Trustees, has its own constitution and bank account with an overarching objective of supporting children and young people with their music making. The CIO has the potential to be the vehicle for some of Lincolnshire Music Service trade including ensemble activities. The CIO could also benefit from third party income streams through gift-aid and sponsorship. The CIO has not yet traded but it is ready to deliver ensemble activities within the region. The Hub commissions all aspects of delivery to partners and this could potentially involve the CIO leading ensemble activity within the county. The CIO could be commissioned by the Lincolnshire Music Education Hub to carry out this agenda for the benefit of children and young people. If the recommendation is to explore the benefits of the CIO to provide some of the Lincolnshire Music Service work then this can be developed under a delegation to the Executive Director of Children's Services.

The model described above is in operation in other Local Authorities and is a mature solution that maximises investment.

For Lincolnshire Music Service to continue to operate as a large traded service within the infrastructure of Lincolnshire County Council there are issues which need to be resolved to create a conducive environment for a traded service. We would need to resolve the following operating principles:

1. Finance: Lincolnshire Music Service requires the ability to carry forward funds in order to build a level of reserves. Lincolnshire Music Service receives DfE Music Grant which is an Arts Council England restricted fund including any income generated from it.
2. Finance: Introduction of a Business Manager role, replacing the current finance officer role, to provide a strategic function in line with the requirements of our key funder Arts Council England. It is not feasible for the Senior Music Adviser to carry out the self-service Agresso agenda for such a large traded service. This has now been agreed by the Resourcing Board.
3. Finance: Negotiation to commence regarding the level of overheads charged to Lincolnshire Music Service for the in-house support and premises provided. Finance to work alongside Lincolnshire Music Service to ascertain the overhead costs in order for Lincolnshire Music Service to budget accordingly.
4. Finance: The continuation of locally agreed inflationary increases and pay-spine to reduce the level of ongoing price increases beyond the point of market control.
5. HR: Understanding and knowledge from HR and Payroll regarding the annualised hour's contracts for Instrumental Tutors and the processes needed for these to be fully functional for Lincolnshire County Council. Discussion has now commenced.

6. Recruitment: Greater flexibility is needed regarding the current recruitment process through the Resourcing Board. A 20% variance of hours on contracts agreed by the Resourcing Board would save the level of admin and time lost to secure new staff members to fulfil outstanding buy-back requests from schools.
7. Data: Lincolnshire Music Service completes an annual DfE Data Return and the continuation of data sharing with other departments is critical for the service to secure funding for future years.

Legal Issues

Equality Act 2010

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

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

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

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

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

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

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

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

The relevant protected characteristics are:

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

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

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

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

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

There will be limited change to the offer for children and young people and therefore no immediate impact.

Child Poverty Strategy

Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

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

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

Economic Poverty

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

Around 20,000 children and young people accessed opportunities through Lincolnshire Music Service during 2015 enhancing pupils' educational performance and attainment. Learning a musical instrument has the following educational benefits:

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

Poverty of Access

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

Poverty of Aspiration

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

Best use of Resources

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

Joint Strategic Needs Assessment (JSNA)

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

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

Health & Well Being Strategy

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

Promoting healthier lifestyles – monitoring of appropriate educational activity.

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

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

2. Conclusion

Although option 4 was the preferred proposal in May 2015, Lincolnshire County Council does not have the appetite for this level of liability. Lincolnshire Music Service as a commercial charitable entity is not viable without this support. The alternative option for Lincolnshire Music Service to be a service offered by Lincolnshire County Council, but exist as a traded, non-Lincolnshire County Council funded service should now be considered.

The 8% shortfall in income has been resolved through efficiencies and business remodelling. In addition the newly formed CIO will have real benefit for Lincolnshire. Lincolnshire Music Service, as lead organisation of the Lincolnshire Music Education Hub, would like to commission the CIO to carry out the function of ensemble activity. This would be with the agreement of the Hub Strategic Steering Group and would include 6 County Groups e.g. Lincolnshire Youth Symphony Orchestra and around 22 Music Centre Ensembles e.g. Boston Youth Jazz Orchestra. The Hub already commissions around 22 organisations to deliver activity for the benefit of children and young people. The model described above is in operation in other Local Authorities and is a mature solution that maximises investment. If the recommendation is to explore the benefits of the CIO to provide some of the Lincolnshire Music Service work then this can be developed under a delegation to the Director of Children’s Services.

Further exploration of the operating principles of Lincolnshire Music Service, as outlined within the background section, would result in a successful traded environment for Lincolnshire Music Service.

Lincolnshire Music Service is a valued and successful Lincolnshire County Council department delivering to almost every school in Lincolnshire. It is vital that Lincolnshire Music Service remains a Lincolnshire County Council department and we work together to create a positive working environment to enable the service to prosper. It is essential we secure the continuation of music making opportunities whilst allowing Lincolnshire Music Service to thrive for the benefit of young people in the county.

3. Legal Comments:

The Executive Councillor has the power to pursue the recommended option.

The issues the Executive Councillor must take into account in reaching a decision are set out in the report.

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

4. Resource Comments:

The recommendation outlined in the report to approve the continuation of the Lincolnshire Music Service by Lincolnshire County Council on a fully traded service will not create any new financial liabilities to the Council. The service has responded to the removal of base budget Council funding identified through the Council's savings plan, therefore is operating on a sustainable basis.

The recommendation for the Executive Director of Children's Services to take decisions on music services being delivered by the Charitable Incorporated Organisation will continue to ensure the Council is safeguarded against any financial implications.

5. Consultation

a) Has Local Member Been Consulted?

n/a

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee is due to consider this report at its meeting on 25 November 2016. Comments from the Committee will be passed onto the Executive Councillor after the meeting.

d) Policy Proofing Actions Required

n/a

6. Background Papers

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

Document title	Where the document can be viewed
Executive Councillor Report on Music Service Options Review (including Appendix A - DMT Report on Music Service Options Review - November 2014) - May 2015	http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=124&MId=4236&Ver=4

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

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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:	25 November 2016
Subject:	Lincolnshire Safeguarding Boards Scrutiny Sub-Group – Update

Summary:

This report enables the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. The minutes of the last meeting of the Scrutiny Sub-Group held on 28 September 2016 are attached.

Actions Required:

That the minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on 28 September 2016, be noted.

1. Background

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

The last meeting of the Sub-Group was held on 28 September 2016 and the minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub-Group, which are relevant to this remit.

2. Conclusion

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

3. Consultation

a) Policy Proofing Actions Required

This report does not require policy proofing.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 28 September 2016.

5. Background Papers

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

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

**LINCOLNSHIRE SAFEGUARDING
 BOARDS SCRUTINY SUB-GROUP
 28 SEPTEMBER 2016**

PRESENT: COUNCILLOR C R OXBY (CHAIRMAN)

Lincolnshire County Council: Councillors D Brailsford, S R Dodds, C E D Mair and Mrs M J Overton MBE.

District Council: Councillor M Exton.

Parent Governor: Dr E van der Zee.

Also in attendance:

Chris Cook (Independent Chair of the Lincolnshire Safeguarding Children Board), Dave Culy (Lincolnshire Safeguarding Adults Board Manager), Barry Earnshaw (Independent Chair of the Lincolnshire Safeguarding Adults Board), Simon Evans (Health Scrutiny Officer), Cheryl Hall (Democratic Services Officer), Caroline Mogg (CSE Co-ordinator) and Jade Sullivan (LSCB Audit and Policy Officer).

7 APOLOGIES FOR ABSENCE

The Chairman welcomed Councillor M Exton (District Council Representative) and Dr E van der Zee (Parent Governor Representative) to their first meeting of the Sub-Group.

Apologies for absence were received from Councillors Mrs L A Rollings and Mrs P A Bradwell (Executive Councillor for Adult Care, Health and Children's Services).

It was noted that Councillors C E D Mair and Mrs M J Overton MBE were attending the meeting on behalf of Councillors Mrs S Ransome and R A H McAuley, respectively, for this meeting only.

8 DECLARATIONS OF INTEREST

There were no declarations of interest.

9 MINUTES OF THE MEETING HELD ON 6 APRIL 2016

RESOLVED

That the minutes from the meeting held on 6 April 2016 be approved.

**LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP
28 SEPTEMBER 2016**10 NOTES OF THE INQUORATE MEETING HELD ON 6 JULY 2016

RESOLVED

That the notes of the inquorate meeting held on 6 July 2016 be approved.

11 KEY MESSAGES FROM LINCOLNSHIRE SAFEGUARDING ADULTS BOARD

The Independent Chair of the Lincolnshire Safeguarding Adults Board circulated a briefing paper, which covered the following areas: -

- Partnership working (local, regional and national);
- Work Plan Progress;
- Concluding remarks.

It was highlighted that there had recently been a Peer Review on Lincolnshire County Council's Adult Social Care. The review had focused on Adult Frailty and Long Term Conditions; and Safeguarding. The Chair provided an update on the key outcomes of the Peer Review for the Lincolnshire Safeguarding Adults Board.

Members were advised that the Lincolnshire Safeguarding Board Annual Report 2015/16 and Strategy 2016-18 had now been finalised. Both documents would be circulated to all key partners and would be made available on the Safeguarding website.

The Sub-Group was advised that there were currently eight safeguarding adults reviews; and nine domestic homicide reviews (as well as four serious case reviews) underway.

The Chairman commented that the safeguarding agenda was challenging, but the work that the Board was doing locally, regionally and nationally, and a further partnership development approach, meant that the Board was well placed to achieve its goals.

The Sub-Group was also advised that the Board now had representation from Lincoln University. It was suggested that the Board should highlight the issue of cyber-crime, particularly with new university students, with the University.

A member queried whether the Safeguarding Adults Board had been involved in the formation of the Sustainability and Transformation Plan (STP), particularly its impact on safeguarding. In response, Members were advised that the Executive Director with responsibility for Adult Care had been asked to identify safeguarding issues for input into the STP process.

A discussion took place regarding harmful cultural practices and suicide and self-harm, which were areas the Board was working on with Public Health. It was queried whether there was a link between the services provided within the community and suicide rates within that area.

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP
28 SEPTEMBER 2016

The Independent Chair of the Lincolnshire Safeguarding Adults Board advised Members he was scheduled to meet with the Interim-Governor of HMP Lincoln to discuss the safeguarding agenda. Further to this, the Sub-Group was advised that the Lincolnshire Safeguarding Children Board had been working closely with HMP Lincoln regarding its responsibilities around safeguarding children.

RESOLVED

That the update report be noted.

12 SAFEGUARDING ADULTS REVIEWS

Consideration was given to a report which updated the Sub-Group on current Safeguarding Adults Reviews (SAR) (formerly known as Serious Case Reviews), which were going through the early information gathering process.

Reference was made to four SARs currently going through the review process, details of which were in the report and the Sub-Group was updated on the progress and current situation of each.

Members were advised that there was currently regional review taking place, which should enable Boards to identify themes and to share expertise.

Members were provided with an opportunity to ask questions in relation to the four SARs and officers responded to those questions raised.

RESOLVED

That the report be noted.

13 SAFEGUARDING PEER REVIEW VISIT

Consideration was given to a report which provided the Sub-Group with an update on the recent Adult Care Peer Review visit, in particular the findings and recommendations reported for the Safeguarding Adults Board.

Members were advised that between 27 and 29 June 2016 a number of members from the Association of Directors of Adult Social Services (ADASS) had visited Lincoln to conduct a Peer Review on specific areas within Lincolnshire's Adult Care Services. Following the visit, the Team of Inspectors from ADASS had produced a report setting out its findings and offering recommendations for these, and those directly and indirectly impacting on the Lincolnshire Safeguarding Adults Board were detailed within the report.

RESOLVED

That the report be noted.

14 UPDATE ON THE WORK OF THE LINCOLNSHIRE SAFEGUARDING CHILDREN BOARD AND ITS SUB GROUPS

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

The Independent Chair of the Lincolnshire Safeguarding Children Board advised that the Board was actively preparing for inspection, owing to the changes in the inspection arrangements for Domestic Homicide Reviews; Her Majesty's Inspector of Constabularies; Her Majesty's Inspector of Probation; Care Quality Commission; and Ofsted.

Members were advised that the Serious Incident Review Group was currently managing three commissioned reviews in Lincolnshire. Officers responded to questions raised.

RESOLVED

That the report be noted.

15 SERIOUS CASE REVIEWS

Minute 14 refers.

16 LSCB POLICY AND AUDIT UPDATE

Consideration was given to a report which provided an overview of the policy and audit development of the Lincolnshire Safeguarding Children Board. In addition, a sample communications pack was attached at Appendix 3.

Members were advised that the following policies were developed or reviewed and uploaded to the policy manual in September 2016: -

- Child Protection Conference Complaints Policy;
- Child Death Guidance;
- Initial Child Protection Conference;
- Arrangements for children who are subject to a Children Protection Plan;
- Domestic Abuse Protocol; and
- Local Contacts.

A number of policies were currently under review or being developed and included:-

- Working with sexually active young people;
- E-safety guidance;
- Concealed and Denied Pregnancy;
- Consent and competency guidance;

LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP
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- Banned Items Schools Guidance; and
- Drug Policy Schools Guidance.

Members were advised that policies were continually reviewed and updated, where required. Partner agencies were notified of any changes to policies via the e-courier.

Members were also advised that the Board had both a large scale and case file audit programme. The strategic audit programme comprised of the large scale deep dive audits that the Board was undertaking, using a variety of methodology from interviews with front line practitioners, discussions with families and children, agency self-evaluations and case file reviews.

It was noted that it had been agreed at the 2016 Annual General Meeting in June 2016, that the large scale audit programme would be reduced to a maximum of two a year and the case file audits would be developed in include engagement with families and children, and an opportunity for key professional reflection.

A discussion took place regarding the audit reports on Child Sexual Exploitation and Children who go missing; and Domestic Abuse, which were detailed at Appendices 1 and 2 of the report.

In response to a question, each agency which was represented on the Board was asked to provide assurance on how they would tackle required changes in culture. However, the Board recognised that this would not be easy to achieve and this was a long-term goal.

In response to a question, officers stated that it was recognised that more work was required around linking Multi-Agency Risk Assessment Conference (MARAC) with other pieces of work. The Sub-Group was advised of the workload of the MARAC.

Reference was made to the twelve questions on page 69 of the report, and it was agreed that the audit tool and questions (as referred to as appendix one) would be emailed to Members for their information.

RESOLVED

That the report be noted.

17 IDENTIFICATION AND PREVENTION OF CHILD SEXUAL EXPLOITATION

Consideration was given to a presentation concerning *Stop Child Sexual Exploitation – Development of the Multi-Agency Child Exploitation meeting (MACE) Model*. The presentation provided detailed information, covering the following areas: -

- Background;
- Administration;
- Attendance;
- Impact;
- MACE Governance; and

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- Challenges.

Members were advised that MACE had been running for a period of three months and provided a way of managing Child Sexual Exploitation (CSE) and missing risk in the community, building on successful models from elsewhere in the UK. Meetings of MACE were attended by a number of agencies and people directly working with the young person or managing the perpetrator.

Officers confirmed that the MACE would be reviewed after six months to evaluate its outcomes.

RESOLVED

That the presentation be noted.

18 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP
WORK PROGRAMME

The Sub-Group considered its work programme for its forthcoming meeting and included the schedule of upcoming Board meetings.

Members were advised that in May 2015, the Local Governance Association and the Centre for Public Scrutiny had published *Safeguarding Children – A Practical Guide for Overview and Scrutiny Councillors*. The table in Appendix C suggested which scrutiny bodies should take a lead on the suggested questions.

Sub-Group representatives to attend forthcoming Board meetings were sought and it was agreed that if any members were able to attend the Board meetings would contact the Health Scrutiny Officer.

RESOLVED

That the work programme be noted.

19 DATES OF FUTURE MEETINGS

Members agreed the following dates and times for future meetings: -

- 11 January 2017 at 2.00 pm;
- 28 March 2017 at 10.00 am;
- 5 July 2017 at 10.00 am; and
- 26 September 2017 at 10.00 am.

The meeting closed at 4.25 pm.

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

Report to:	Children and Young People Scrutiny Committee
Date:	25 November 2016
Subject:	Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements

Summary:

On 9 October 2015 the Children and Young People Scrutiny Committee was asked to consider and comment on the Centre for Public Scrutiny (CfPS) 21 questions guide for Councillors on Safeguarding Children.

It was agreed following this that Officers would be requested to furnish the Children and Young People Scrutiny Committee with assurance in respect of the questions set out in the CfPS Guide 2015.

This report sets out the work undertaken across Children's Services in response to questions 8, 9, 13 and 14.

Actions Required:

The Children and Young People Scrutiny Committee is asked to seek assurance on the contents of the response provided and highlight any recommendations or further actions required.

1. Background

Elected Members need to feel confident that Safeguarding Services in Lincolnshire are effective and sufficiently robust in identifying, responding to and meeting needs, where children are deemed to be at risk of significant harm, or Children in Need.

Previous assurance has been sought through a Frontline Social Worker and Safeguarding Scrutiny Review undertaken in 2013/14 which supported improvements in practice and monitored progress until all recommendations were implemented.

Recent National scandals around Child Sexual Exploitation have called for a renewed and reinvigorated approach to scrutinising the work of Children's Services Safeguarding practices.

The Centre for Public Scrutiny has developed 21 key scrutiny questions for Safeguarding. This focused approach enables members to adopt a critical check and challenge of the performance and quality of services provided to children and families within their Council.

It equally provides a mechanism for debate and discussion and seeks to identify areas of good practice and areas of challenge.

In Lincolnshire the improvement and safeguarding outcomes for all children is an explicit objective, which is evidence led, efficient and with resources fit for purpose.

This is evidenced through:

Question 8: Does the local area have a range of effective and evidence based services in place to assess and meet the needs of local children and their families?

Our overriding philosophy is that children should be supported using a range of interventions within a child centred approach.

From 2013 onwards Lincolnshire is using “Signs of Safety” methodology in assessment and intervention looking at strengths and difficulties when working with children and families. This helps to better understand what needs to change, how this can be done and who needs to do what to reduce risk and improve the lives of children.

Services are in place to meet the diverse needs of children and families. Due to the large geographical area and some differences in need, services are commissioned to meet local need and on a county basis to ensure that there is equality of service provision, across the county. For example the services in place in children's centres, are commissioned on a county basis, however each locality holds a budget to commission some bespoke services for the needs of their specific locality.

The Evidenced Based Programmes used within Children's centres and Early Help have a proven track record and sound evidence base (Triple P, Solihull Approach, SPOT- Support for parents of teenagers, PEEP- Parent Early Education Programme) which are broadly and effectively utilised providing the methodology for children's services assessments and interventions.

The Solihull Approach provides a framework for thinking about and working with the relationship between the parent and child; containment and reciprocity are the nuts and bolts underpinning attachment, which give a theoretical focus for practical interventions.

Triple P draws on social learning, cognitive-behavioural and developmental theory, as well as research into risk and protective factors associated with the development of social and behavioural problems in children. The program's multi-level framework aims to tailor information, advice and professional support to the

needs of individual families. It recognises that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require.

SPOT - Support for parents of teenagers is an invaluable course for all parents of pre-teens and teenagers. It covers development in puberty and adolescence, behavioural strategies and the importance of 'Me' time for parents.

PEEP is an evidenced based programme delivered as part of our core offer for children's centres to support parents to enhance their babies' and children's learning and development and improve their life chances. This programme helps parents to create the best start for their children by making the most of everyday learning opportunities at home – listening, talking, playing, singing and sharing stories and books.

The Troubled Families programme is fully integrated into the Early Help Service, providing effective support for families with good tracking systems in place to monitor and evidence improved outcomes.

Through partnership arrangements services are provided for specific need, for example domestic abuse programmes and support by commissioned services, (ELDAS (East Lindsey Domestic Abuse Service), WLDAS (West Lindsey Domestic Abuse Service)) as well as by Early Help who put on programmes to support victims in their understanding of domestic abuse cycle.

Lincolnshire is continuously learning from and adopting current research and is committed to developing a well-trained, highly skilled workforce.

Question 9: Are local assessments of need effective in ensuring children and their families are able access early support and services to reduce risk and meet needs?

How effective is access to these services in preventing potential safeguarding interventions?

The document "Meeting the Needs of Children" sets out clearly the thresholds for services and this is used as guidance by local authority staff and partner agencies.

When a potential need for support is identified, a rigorous assessment of the child's needs is completed (whether an Early Help Assessment or a Social Care Assessment) and this involves the child and family as well as all the professionals who are working with them. Every assessment is focused on best outcomes for the child and through a clear and realistic plan support is provided appropriately to improve the life prospects and experience of the child.

It is the aim of Children's Services to support families to care safely and effectively for their children. Multi-agency Early Help in Lincolnshire provided under Team Around the Child (TAC) constitutes the most important aspect of early intervention and this has been recognised as one of the most successful Early Help in the country. This is evidenced by Ofsted comments from the last inspection (November 2014); and Local Safeguarding Children Board Report June 2015.

“Early Help Services for children and families are well targeted and co-ordinated.”

“Practitioners working in universal services receive good advice and support from Early Help Consultants and Early Support Care Co-Ordination. They see supporting families as a shared responsibility and they understand and apply thresholds appropriately.”

“The low rate of repeat referrals shows that support provided through the TAC process is working well. Partners report significant improvement, particularly over the last few months, and access to Early Help Services is simple and straightforward.”

“Early Help Assessments are of good quality. Services and actions are clearly focused on improving and monitoring outcomes for children. The appointment of Early Help Consultants has been a significant development.”

The numbers of children and families supported through TAC have continued to increase: 1131 TACs were in place at the end of March 2014; 2704 were in place at the end of June 2016.

In turn, when the needs of the families are escalating, Child in Need arrangements provide support for children with a more extensive set of needs, and this support is led by a social worker.

The TAC arrangements and child-in-need multi-agency planning form the foundation of early and effective intervention.

At the same time when children are clearly at risk of ongoing significant harm, the child protection planning is used appropriately. At the end of September 2016 there were 2632 Child in Need cases held in FAST (Family Assessment Support Team).

Equally plans to remove a child from his or her family are used when there is no realistic and viable family placement and only where the authority is satisfied that every aspect of support has been fully utilised. On these occasions the wider family is always fully consulted with and supported in providing the child with an alternative place to live, should this be a possibility. At the end of September 2016 there were 668 looked after children.

Support Panels that are chaired by senior managers independent of the line management of the case authority are utilised for all cases at the edge of care or proceedings to take a wide look at what can assist the child and his or her family and to ensure that all possible services have been utilised.

In support of this activity, the Family Group Conference (FGC) Service has seen a greater usage, and is a key aspect of service delivery. This service works directly with family members, who are encouraged to understand the difficulties for a specific child and it is family members at the conference who are encouraged to formulate a workable and safe plan for the child. The use of FGC has also been expanded to children who are vulnerable to permanent exclusion from school as an

integral part of the Behavioural Outreach Support Services available to schools, and restorative practice approaches are being developed in a pilot group of schools. The use of FGC is also being developed in the delivery of SEND services.

Question 13: What evidence is there that the child is at the centre of local safeguarding arrangements?

At all levels of service provision the needs of the child/young person are assessed with the full participation of the child/young person, as appropriate, and the family. In our practice we aim to evidence the child's voice through all assessments, planning, delivery and review of services.

The child's plan is subject to regular inter-agency review in partnership with the child (if old enough) and the family. The plan must outline what needs to change for the child to achieve his/her potential and what the agencies and the family will do to help the child achieve this.

The implementation of the solution-focused Signs of Safety model has changed thinking and practice, particularly in the prevalence of the voice of the child in assessments and interventions.

In the Joint Targeted Area Inspection on Domestic Abuse in October 2016 the Inspectors commented on the excellent work they have seen where we undertake direct work with children. They have noted the quality of direct work and how the child's voice is heard throughout the work undertaken.

Question 14: Who are the most vulnerable children in the local area? What are their needs and how well are they met?

Early Years/Early Help support services make good use of data relating to Lower Super Output Areas more specifically in terms of multiple indicators of deprivation. Participation and Engagement activity is focussed using this data so that we can enable vulnerable families to access services locally through our Children's Centres.

Resources are aligned to areas of greatest need and this is analysed using data from the referrals into children's services and reviewed on a regular basis.

Local geographical differences are taken into account to ensure services meet the needs of local areas. For example, social workers have been recruited from some Eastern European countries and are working in teams who have vulnerable children where English is not their first language.

The multi-agency safe hub analyses data and intelligence with regard to children and young people who are at risk of child sexual exploitation to ensure multi-agency services and interventions are in place to support and safeguard them.

2. Conclusion

Strategic Partners demonstrate mature relationships which facilitate effective, constructive challenge to ensure a shared local vision is translated and embedded in operational practice. This creates a culture in which all staff work to ensure every child in every part of the County achieves their potential.

3. Consultation

a) Policy Proofing Actions Required

N/A

4. Background Papers

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

This report was written by Janice Spencer, Assistant Director Children's Services, who can be contacted on 01522 554476 or janice.spencer@lincolnshire.gov.uk.

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

Report to:	Children and Young People Scrutiny Committee
Date:	25 November 2016
Subject:	Schools that work for everyone – Government consultation

Summary:

This report is a summary of the key proposals in the consultation document '**Schools that work for everyone**' (published by the Department for Education (DfE) on 12th September 2016) and includes an amended proposed response to the consultation for the Committee to approve for submission. The consultation closes on the 12th December 2016.

Actions Required:

The Children and Young People Scrutiny Committee is invited to approve the response document attached at Appendix A for submission to the consultation.

1. Background

The Children and Young People Scrutiny Committee reviewed and commented upon the proposed responses at its 21 October 2016 meeting. During this meeting, it was agreed that some of the content should be removed, amended and strengthened regarding:

- Progress in non-selective is as good as selective
- Measurement of good – on what basis. Ensuring greater clarity on the definition of good schools
- Transport implications for Lincolnshire
- Removal of the final paragraph for question 19
- Strengthen sentiment of valuing the contribution of our non-selective schools and other schools learning from them
- Highlight lack of evidence base to the green paper
- Highlight concerns re assumption independent schools are better. Reiterate this is also a vice versa situation.
- Use the recognition in the paper regarding poor performance of disadvantaged pupils in Grammar School areas.

This has now been completed.

The consultation response is a structured online response form that has set questions to be commented upon. These responses will be copied into the online form once agreed as being final.

The original report considered at the Committee's meeting on 21 October 2016 set out the proposals under the banner of 'Schools that work for everyone'.

As part of these proposals there were five distinct strands.

Families who are just about managing

This consultation states that the government wants to develop a way to identify "families who are just about managing" and measure their attainment and progress in the school system.

Independent schools

That Independent Schools should sponsor or set up new free schools to support the number of good or better school places as well as offer a proportion of fully funded bursaries at a higher rate than they do now. It is proposed that if Independent Schools do not do this they might lose their charitable status.

Universities

Universities wishing to charge the higher rate fees will be expected to do one of the following two things; establish a new school in the state system (capital and revenue costs met by government), or, sponsor an academy. The proposed sanction would be that the university could not charge tuition fees at the higher level (above £6,000).

Selective schools

The proposed reforms will allow:

- The expansion of existing selective schools
- Establishment of new selective schools
- Permitting non-selective schools to become selective

The **proposed sanctions** that the government will consider entail:

- Removing access to any additional funding streams (for new pupils or programmes)
- Remove the right to select by academic ability (temporarily or permanently)
- Restrict access to future growth (by barring expansion)

Faith schools

The paper states that new faith Free Schools could be opened if;

- There is proof that parents of other faiths would be happy to send their children there (demonstrated via local consultation and signatures)
- They establish twinning arrangements with other schools not of their faith
- They consider setting up mixed-faith Multi Academy Trusts (MATs), including becoming a sponsor for under-performing non-faith schools
- They consider placing an independent member/director who is of a different faith (or no faith) on the governing body of new faith Free Schools.

The proposed sanction if these conditions were not met would mean that the school would lose the right to admit on the basis of faith and become a non-faith school.

2. Conclusion

The DfE consultation period ends on the 12 December 2016. The proposed response from the Council is attached at Appendix A and the Committee is invited to approve the response for submission to the consultation.

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	Schools That Work For Everyone: Revised Consultation Response

5. Background Papers

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

Document title	Where the document can be viewed
'Schools that work for everyone'	https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.pdf
Report to Children and Young People Scrutiny Committee on 21 October 2016	http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=124&MId=4572&Ver=4

This report was written by Martin Smith, who can be contacted on 01522 552253 or martin.smith@lincolnshire.gov.uk.

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School that work for everyone – consultation response

5 How can we better understand the impact of policy on a wider cohort of pupils whose life chances are profoundly affected by school but who may not qualify or apply for free school meals?

Many schools in areas of higher deprivation do also have a significant number of families who are just about managing. Those children are often those who struggle to afford to pay additional learning experiences and participate in broader social activities within their communities. Understanding the interconnection of a range of policies on these particular families is essential.

The pupil premium gap is a helpful measure to understand the impact of policy on those living in economic disadvantage, but this is only one vulnerable group. To better understand impact on policy on those who may not qualify for free school meals the government should also measure the educational progress on the following cohorts:

- Pupils with special educational needs and or a disability
- Children who are considered and assessed by the Local Authority to be children in need
- Young people who are not accessing 25 hours education

We are sure that there are additional vulnerable families where additional measures, targeting educational progress measures could be helpful to understand the impact on policy.

6 How can we identify them?

The Government currently uses the Income Deprivation Affecting Children Index (IDACI) which is a supplementary index of the English Indices of Deprivation 2015. It is a measure of the proportion of children (aged 0 to 15) living in income deprived families.

Income deprived families are defined as families that receive:

- Income Support; or
- income-based Jobseekers Allowance; or
- income-based Employment and Support Allowance; or
- Pension Credit (Guarantee); or
- Working Tax Credit or Child Tax Credit with an equivalised income (excluding housing benefit) below 60 per cent of the national median before housing costs

It is recommended that this score is used to identify families who are just about managing.

7 What contribution could the biggest and most successful independent schools make to the state school system?

Independent schools can support the state system in a number of ways, if the school has the skills and capacity and willingness to do so. They should highlight and promote the ways in which they already contribute to the sector. They should work in partnership with local schools and participate in local networks of support. They should deliver extra curriculum activities including master classes to their wider communities and ensure that their facilities are able to be accessed by the wider community.

We would like to see independent schools to consider their arrangements for admissions and publicise any scholarships they have available to local schools and families so that they can consider this as an option and offer sponsorship to vulnerable pupils including looked after children. We believe that independent schools should offer sponsorships so that cohorts within the school have greater diversity and in turn offer further social mobility. They should also offer specialist teachers in subject shortage areas to provide high quality teaching and/or training to mainstream schools.

8 Are there other ways in which independent schools can support more good school places and help children of all backgrounds to succeed?

Yes - all schools have a unique contribution to make towards sector led improvement. As above, independent schools can provide additionality to their community and to other schools. The independent sector could support more good places and help children of all backgrounds to succeed if they have the skills, capacity and the right ethos to do this. This is highly individual and subject to individual leadership and governance arrangements at school level.

There is nothing to suggest that the sector does not have this level of skill, capability or capacity but the consultation does not say how the government intends to assess this. This must be clear and must be robust. Allowing independent schools to set up new schools or to grow to meet demand of new school places without a robust assessment of capability may lead to fewer pupils having a good education.

9 Are these the right expectations to apply to all independent schools to ensure they do more to improve state education locally?

No - the skills required in the diverse state schools are much broader than those in independent schools. Reassurances would need to be gained to ensure that independent schools have the knowledge, capacity and ability to deal with greater needs within the larger system of early help for vulnerable pupils.

There would also need to be an assessment of appropriateness, to ensure the partnership between independent and others schools is the correct one, enabling all learners to thrive.

Consideration should also be given to what the focus of the relationship is. We are not confident that all Independent Schools have the knowledge and expertise to

provide leadership and management across a national curriculum that they do not necessarily follow themselves. Certainly, the Independent Schools Conference in early October 2016 has heard a variety of concerns come from the Independent sector itself which would provide an early indicator of their position and ability to offer the proposal currently. Also, the paper makes the assumption that Independent Schools are better than other schools and we would request that the evidence for this be published and shared in a way that makes the comparison to other schools and academies equitable.

The mechanism for identifying and matching schools needs to be a sophisticated one that works clearly for outcomes for learners. We are already seeing the impact when this match is not correct in Multi Academy Trusts. Consequently, we would request that there is a clear, robust and transparent definition of 'good' be published that is applicable across the proposals so that we have the understanding to comment on any potential proposals. Currently, what good looks like is not based within the same framework and therefore means the premise of 'good' is not possible.

10 What threshold should we apply to capture those independent schools that have the capacity to sponsor or set up a new school or offer funded places and to exempt those that do not?

This needs very careful consideration and we would have welcomed some proposals on which to comment. Good teaching is not enough to support vulnerable pupils to thrive: they need wider support and the school is the first point of support for many families.

There needs to be a clear identification of strengths and capacity across the range of leadership and management. Such schools should have a proven track record with disadvantaged youngsters and working in partnership with families; they should be able to demonstrate effective practices and a proven track record of achieving excellent outcomes for learners across all Key Stages.

Independent schools should be required to meet similar expectations as those placed on Multi Academy Trusts and Teaching Schools – they should undergo an external assessment to judge their capability and capacity. We would want to see a willingness to work with other schools and a motivation to influence the system. Ofsted could have a role in incentivising this.

11 Is setting benchmarks the right way to implement these requirements?

Yes - If benchmarking did not occur, mismatch relationships would be created that could cause drift and delay for school improvement and in turn outcomes for learners, which in time may well result in wasted resources and repeated change of structures for no positive purpose.

12 Should we consider legislation to allow the Charity Commission to revise its guidance, and to remove the benefits associated with charitable status from those independent schools which do not comply?

No - it is essential to recognise that independent schools must be rigorously assessed and be in a position to positively contribute to the education system in a broader sense.

If it is demanded that independent schools support others when they do not have the skills and expertise, it will do little to improve the system. We believe that an incentivised approach would be more motivational, engaging and be instantly based on wanting to have an impact, rather than doing it under threat of viability with the removal of its charitable status benefits.

13 Are any other changes necessary to secure the Government's objectives?

The policy needs to be much more explicit about how it will impact on outcomes for pupils with SEND. Many disadvantaged learners are assessed as having SEND and they are a vulnerable cohort in their own right. Good schools that work for everyone must have significant reference to this group. In terms of social mobility, these learners also have the right to this access and need a clearly defined pathway for achieving it.

The definition of 'good' needs to be exemplified to understand the framework in which these objectives are presented.

Participation and connection of Independent Schools with teaching schools should be promoted. The offer that Independent Schools have to their communities should be promoted and highlighted so that there is transparency and ease of access for all.

In addition, the consultation fails to address the needs of pupils who are excluded from mainstream school – As this number is increasing and social mobility is seriously affected without access to mainstream schooling, the needs of these children should feature in any policy paper regarding social mobility. Therefore, we strongly recommend that the proposals need developing to include and recognise alternative and specialist provision.

14 How can the academic expertise of universities be brought to bear on our schools system, to improve school-level attainment and in doing so widen access?

Universities have a large number of academic resources and research that could be highly valuable to schools across the country. Working together with Teaching Schools would be beneficial in broadening the range on offer to schools across the sector. This could be around a number of areas including:

- subject knowledge development
- teacher development programmes e.g. Masters
- flexible teaching qualifications and training in specialist shortage areas such as coding, science, etc.

- offering tutoring or masterclasses for schools to commission for groups, individuals
- teacher recruitment
- access programmes for those who are vulnerable
- access to free university education for looked after children through sponsorship arrangements

15 Are there other ways in which universities could be asked to contribute to raising school-level attainment?

Yes - universities as part of their widening access funding, should be required to publish a local offer of programmes accessible to the mainstream. This should be publicised within regions to ensure schools can make use of it as an additional level of support to disadvantaged families and families who are just about managing. Central to this is the potential for universities to offer aspiration days that stimulate, intrigue and engage learners in a variety of subject areas. This would stimulate pupils to aim high and be clear on how they can achieve their ambitions. For example, an engineering day including design and manufacturing would provide learners with the insight required to make life long decisions about who they want be and how they can achieve it.

It would be beneficial for universities to work in partnership with secondary schools and colleges to break down the barriers preventing disadvantaged pupils and those from 'families who are just about managing' from attending university. However, exemplification and examples of how 'good' universities may directly develop improved outcomes for learners is required to illustrate how the connection will be made. Particularly, an assumption is being made that universities are automatically able to improve a secondary school/academy. We would question how this can be evidenced when the outputs of the two systems are measured and evaluated differently.

16 Is the DfA guidance the most effective way of delivering these new requirements?

No – this will make universities enter into arrangements based on necessity rather than ability and motivation to impact on school outcomes. The risk here is that schools will be supported or run by universities, without the university necessarily being the most skilled, the most appropriate or most able to have the greatest impact of learners. If the arrangement fails, further resource and structural change will have to happen, disrupting education further. In September, the Vice Chancellor of Oxford University publically rejected the idea of running schools due to lack of experience. This picture is likely to be replicated in other Russell Group universities and we may see smaller HE institutions stepping into this space – the University of Chester's Multi Academy Trust has been operating for several years and it is currently barred from taking over new schools due to concerns about performance.

17 What is the best way to ensure that all universities sponsor schools as a condition of higher fees?

Where this is assessed as appropriate, using a transparent and agreed universal description of what 'good' is, we think the best way to achieve this is to work with the sector to ensure that they have capacity and competency in the areas that they are being asked to develop and support within the sponsoring arrangement. For example, an art and design predominantly focussed university, may not be well positioned to run a school requiring better attainment across attainment 8 subjects.

18 Should we encourage universities to take specific factors into account when deciding how and where to support school attainment?

Yes, where universities are identified as having the capacity and the capability, support should be targeted to the schools with the greatest number of disadvantaged children and young people.

19 How should we best support existing grammars to expand?

Lincolnshire is a partial selective authority so any proposals to expand existing grammar schools must be based on a careful needs assessment which balances the needs of parents, the needs of demographics/ sufficiency of places and which does not lead to other schools becoming unviable or unsustainable. Additionally, urgent clarification is required around how home to school transport costs will be funded as part of this proposal, as this could have a significant impact in Lincolnshire.

Selective schools do have significantly better educational outcomes for learners, but they also have a significantly smaller proportion of FSM/ SEND/ LAC children within them. Most selective schools have below 3% FSM (disadvantaged pupils) whereas non-selective schools have approximately 18% FSM (disadvantaged pupils). Therefore, the admission arrangements for any future selective schools need to ensure that the proportion of groups is more representative and equitable to the communities they serve and that the curriculum diet offered enables those pupils to thrive. As a consequence, it must be recognised that some non-selective schools make as good progress as selective schools with a more diverse intake with complex needs. Therefore, should this proposal go ahead, selective schools will need to draw on the skills within the non-selective schools to consider, plan and prepare how they will meet the complex needs of children who are predominantly served within the non-selective education system currently. In addition, this green paper recognises the poor performance of disadvantaged pupils in selective school areas so any expansion of Grammar schools into non-selective areas could risk even poorer performance for those disadvantaged learners are unable to access the provision.

Whilst the DfE's 'Adhoc Data Release of Parental Requests for School Places' in October 2016 does demonstrate that there is a demand for grammar school places, it does not account for the fact that in Lincolnshire alone, 40% of those who made a first choice preference for a selective school place did not pass the entry examination. Therefore, the true need of places will be dependent on the entry mechanism to enter selective schools and clarification around the mechanism for selection is required to respond fully.

20 What can we do to support the creation of either wholly or partially new selective schools?

Lincolnshire offers a partial selective system and we would welcome the opportunity to talk to the DfE about how we can make the educational system work more effectively so all pupils' access good schools and achieve their aspirations.

We would also very much welcome a discussion on how we should move towards locality based results model, the need for proportionate assessment of schools to reflect the contribution they are making to the education system and an inspection system which reflects the complexities of what 'good' looks like across an education sector that is equitable, transferable and makes precise links between strengths and needs within the sector.

21 How can we support existing non-selective schools to become selective?

As Lincolnshire offers a partial selective system, we are not in a position to answer this question.

22 Are these the right conditions to ensure that selective schools improve the quality of non-selective places?

As Lincolnshire offers a partial selective system, we are not in a position to answer this question.

23 Are there other conditions that we should consider as requirements for new or expanding selective schools, and existing non-selective schools becoming selective?

As Lincolnshire offers a partial selective system, we are not in a position to answer this question.

24 What is the right proportion of children from lower income households for new selective schools to admit?

This question fails to recognise that we must provide choice for parents and children should be supported to access the right school for them, which offers the curriculum and the facilities which will enable them to achieve their aspirations.

25 Are these sanctions the right ones to apply to schools that fail to meet the requirements?

We believe that a system should be encouraging and motivational and not sanction based. Schools and Trust should be incentivised to contribute fully to sector led school improvement.

26 If not, what other sanctions might be effective in ensuring selective schools contribute to the number of good non-selective places locally?

We believe that a system should be encouraging and motivational and not sanction based. Schools and Trusts should be incentivised to contribute fully to sector led school improvement.

27 How can we best ensure that new and expanding selective schools and existing non-selective schools becoming selective are located in the areas that need good school places the most?

The DFE should work with local authorities to ensure that local intelligence is sought and community needs are clearly identified to support communities. This is crucial in minimising additional spending unnecessarily from the public purse around place planning, home school transport costs, and capital improvement projects.

28 How can we best ensure that the benefits of existing selective schools are brought to bear on local non-selective schools?

Lincolnshire has a record of selective schools and non-selective schools working successfully together through a range of collaborative working arrangements. Enabling expertise, staff, initiatives and opportunities to be shared, via commissioned arrangement where necessary, has had many benefits in Lincolnshire's children and young people and the wider education sector.

It is important that we recognise the ability of the non-selective schools to benefit the selective ones and we are disappointed that the consultation fails to recognise this repeatedly. In Lincolnshire, successful non-selective schools have a great deal to offer to selective schools in a number of school improvement activities which is encouraging and counter to the tone within the proposals.

29 Are there other things we should ask of existing selective schools to ensure they support non-selective education in their areas?

Yes - Lincolnshire has a record of existing selective schools supporting non-selective schools and vice versa; schools offer reciprocal training on curriculum matters such as assessment and tracking. Where there is excellent practice, schools work collaboratively to enhance the wider locality based provision and choice for families. They offer enrichment and extension, providing community learning improvement in a co-ordinated way.

We would welcome the opportunity to talk to the DfE about how a locality based results model would ensure this best practice became the norm, allowing all children and young people to thrive.

30 Should the conditions we intend to apply to new or expanding selective schools also apply to existing selective schools?

We would want to understand the conditions before responding to this question.

31 Are these the right alternative requirements to replace the 50% rule?

We would want to understand the conditions before responding to this question.

32 How else might we ensure that faith schools espouse and deliver a diverse, multi-faith offer to parents within a faith school environment?

We should consider diversity not just on faith, but ethnicity and level of deprivation to ensure school populations are representative of a community. Ofsted must continue to hold schools to account on social mobility commitments.

33 Are there other ways in which we can effectively monitor faith schools for integration and hold them to account for performance?

Yes - family satisfaction and feedback are key to help us to understand if their preference for a faith school has delivered what was expected; many parents choose faith schools as a defining element of lifestyle which adds diversity to the education system in itself.

Faith schools are inclusive of their community and we would want inclusion to be monitored as evidence of their performance.

There is a need to continue to challenge illegal schools including those that are faith based and to ensure the guidance enables the DfE and Ofsted to act promptly to safeguard children.

34 Are there other sanctions we could apply to faith schools that do not meet this requirement?

We do not believe that the application of these sanctions provide motivation for schools to adapt. Many parents, communities and families enjoy the ethos and way in which a faith school operates and approaches education of today. Some parents consider this keenly when selecting a school, so taking its unique character away may only result in parents and children being unhappy. Therefore, alternative sanctions would need to be considered so that supporting the sector is incentivised and faith schools are motivated to engage even more broadly than they already do. Ofsted has a key role to play in incentivising schools through the accountability framework.

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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:	25 November 2016
Subject:	Children and Young People Scrutiny Committee Work Programme

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

25 November 2016		
Item	Contributor	Purpose
Theme Performance: Quarter 2	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
The Future of the Music Service – Update	John O'Connor Children's Services Manager: Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 9 December 2016)
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 – Key Scrutiny Questions for Safeguarding – Questions 8, 9, 13, 14	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Council's Response to "Schools that work for everyone" – Government Consultation	Heather Sandy Chief Commissioner - Learning	Consultation (Closing date is 12 December 2016)
Budget Workshop 11.30am – 1.00pm		

20 January 2017		
Item	Contributor	Purpose
Budget Proposals 2017/18	Debbie Barnes Executive Director of Children's Services	Budget Scrutiny
Sector Led Model for School Improvement – Update Report	Gavin Booth Children's Services Manager – Education Strategy	Policy Review
Outcomes from School Performance Working Group	Martin Smith Children's Services Manager - School Standards	Member Report

20 January 2017		
Item	Contributor	Purpose
	Kieran Barnes Head of the Virtual School for Looked After Children	
Joint Targeted Area Inspection on Domestic Abuse - Outcomes	Debbie Barnes Executive Director of Children's Services	Performance Scrutiny
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report

10 March 2017		
Item	Contributor	Purpose
Lincolnshire Local Authority School Performance 2015-16	Martin Smith Children's Service Manager - School Standards	Performance Scrutiny
Theme Performance: Quarter 3	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 18, 20, 21	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Partners in Practice Update	Debbie Barnes Executive Director of Children's Services	Update Report
Additional Item		

28 April 2017		
Item	Contributor	Purpose
Additional Item		

9 June 2017		
Item	Contributor	Purpose
A Proposed Future Model of SEN Provision from Lincolnshire Special Schools	Andrew Hancy Business Support Manager	Pre-Decision Scrutiny
Theme Performance: Quarter 4	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		
Additional Item		

To be scheduled

- Educational Excellence Everywhere

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 DECEMBER 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
I012108	The Future of the Music Service - Update	9 December 2016	Executive Councillor: Adult Care, Health and Children's Services	Children and Young People Scrutiny Committee	Report	Senior Music Advisor Tel: 01522 552841 Email: jennifer.mckie@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Services	No	All Divisions
I011993	Statement of Purpose - Private Fostering	9 January 2017	Executive Councillor: Adult Care, Health and Children's Services	Corporate Parenting Panel	Report	Assistant Director of Children's Services Tel: 01522 553202 Email: janet.spencer@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Services	No	All Divisions
I011996	Annual Report - Private Fostering	9 January 2017	Executive Councillor: Adult Care, Health and Children's Services	Corporate Parenting Panel	Report	Assistant Director of Children's Services Tel: 01522 553202 Email: janice.spencer@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Services	No	All Divisions