Lincolnshire
COUNTY COUNCIL
Working for a better future

County Offices
Newland
Lincoln
LN1 1YL

2 March 2017

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 10 March 2017 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, 10 MARCH 2017

Democratic Services Officer Contact Details	
Name:	**Rachel Wilson**
Direct Dial	**01522 552107**
E Mail Address	rachel.wilson@lincolnshire.gov.uk

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

Contact details set out above.

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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
20 JANUARY 2017**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors B Adams, Mrs J Brockway, S R Dodds, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, M A Whittington and Mrs C A Talbot

Added Members

Parent Governor Representatives: Mrs P J Barnett

Councillors: D Brailsford were also in attendance.

Officers in attendance:-

Debbie Barnes (Executive Director, Children's Services), Kieran Barnes (Head of Virtual School, Looked After Children), Tracy Johnson (Senior Scrutiny Officer), Mark Popplewell (Head of Finance (Children's Services)) and Rachel Wilson (Democratic Services Officer)

49   APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors W J Aron, A G Hagues, Mrs H N J Powell, L Wootten, R Wootten and Mrs S Wray

Apologies for absence were also received from Mr S Rudman and Mr P Thompson (Church Representatives) and Dr E van der Zee (Parent Governor Representative).

The Chief Executive reported that, under Local Government (Committee and Political Groups) Regulations 1990, Councillor Mrs C A Talbot had been appointed to the Children and Young People Scrutiny Committee to replace Councillor W J Aron for this meeting only.

50   DECLARATION OF MEMBERS' INTEREST

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

51   MINUTES OF THE MEETING HELD ON 25 NOVEMBER 2016

RESOLVED

    That the minutes of the meeting held on 25 November 2016 be signed by the Chairman as a correct record.

52   JOINT TARGETED AREA INSPECTION OF THE MULTI-AGENCY
        RESPONSE TO ABUSE AND NEGLECT IN LINCOLNSHIRE

Consideration was given to a report which set out the findings from the joint targeted area inspection of the multi-agency response to abuse and neglect in Lincolnshire. The inspection included an in depth focus on the response to children living with domestic abuse.

Members were informed that the inspection took place over three weeks in October 2016, and involved 15 inspectors who were onsite for one week. The inspection identified a number of key strengths including a clear understanding of the needs of the community, and the working relationship at a partnership level was good and effective. Officers were pleased that the authority's direct work with children had been identified as an area of exceptional as an exceptional area of good practice. It was reported that the inspectors had been very impressed with the children's safety plans which had been produced by the children themselves. It was really positive for the staff to get this feedback.

Some key areas for improvement were also identified, such as the Police backlog with the Stop Abuse forms was a significant concern. It was noted that there were a number of other key issues for the Police highlighted by the inspection. The inspection also identified a need for improvement with information sharing. It was noted by the inspection that the Council's electronic recording system (Mosaic) did not support effective practice, however officers were already aware of this and it was confirmed that the new case management system had been implemented.

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

- It was queried whether the Council was aware of the backlog with the Police and the completion of the forms before the inspection took place. Members were advised that officers were made aware of the backlog days before the inspection. Assistance was offered by the Council, but in order to access the police systems staff would need to be police vetted and this process would not have been completed quickly so it was felt that the police needed to address this themselves. Assistance had also been offered post inspection, but the Police had stated that they would be putting additional resources in place to resolve the back log.
- In relation to the quality of risk assessments, it was noted that the authority had contacted the Police about this prior to the inspection, and suggested that an audit was carried out to give some assurance. This offer had been reiterated following the inspection.
- It was reported that the inspection had stated that the Police should notify school nurses and health visitors of every domestic abuse incident they attended. However, this would be between 8,000 – 10,000 incidents per year and could overwhelm these services. There was a need for appropriate risk assessments in order to make this manageable, but this recommendation would be considered by LSCB in the response to the inspectorates.

- It was queried whether there was any receptiveness from the Police for taking on the Signs of Safety model for their risk assessments. A benefit could be seen in making the schools aware, but this was one of the things that the partnership needed to work through.
- Members were advised that it was unclear whether there was a capacity issue with the Police, or whether it was a cultural issue, and this answer would need to come from the Police.
- It was noted that one of the issues with Addaction was that this was a relatively new contract and not all of the policies and training had been put in place yet. The particular operational issue was home visits to assess the storage of medication in the home where there are young children. Addaction had not yet had the opportunity to respond.
- One member expressed disappointment in the report and commented that multi agency working should be a concern to everyone. All key agencies needed to attend the meetings as they would all have different evidence of what was going on. It was queried whether there was more the authority could do as it was responsible for safeguarding. It was noted that the Safeguarding Children Board was the mechanism for calling agencies to account and that there was a safeguardinmg board scrutiny committee.
- In terms of IT equipment and social workers, members were advised that practitioners' IT skills had now accelerated past what the infrastructure was capable of. It was commented that social workers should be videoing life story work with children, or taking photos of drawings done by children, but the current system did not allow for this type of information to be gathered and recorded in this format. The skills and confidence of staff in using IT was now greater than the capabilities of the IT systems. One member commented that it was likely that officers would get member support for requests to upgrade the system to allow this information to be recorded.
- Concerns were raised in relation to information sharing as in some instances it was difficult to get information from other partners. It seemed to depend on individuals regarding how much information was obtained from other partners.
- Members were concerned that the Council's officers were spending a lot of time chasing others for information.
- It was commented that people from different agencies would adopt a state of passiveness within a multi-agency meeting and did not tend to take the lead, and would wait to be asked to speak rather than volunteering information. It was acknowledged that generally the social worker was looked at to lead the discussion about risk, and then everyone would agree with the social worker. However, in child protection conferences when Signs of Safety were used, it was more likely that the parent would speak first and the social worker last.
- It was noted that the current IT equipment and system did not support applications such as Skype. It was suggested that the IT strategy may be something that needed to be looked at with members.
- Concerns were expressed by members that people were able to log into the system to view their records and amend it. However, members were advised that there would be a 'footprint' in the system and it would be possible to see if a record had been amended and who had amended it. It was noted that other

agencies were not able to access the information. However, it was acknowledged that the system could be improved.

- It was noted that there were other legal orders which could be used, even when the victim did not want to make a statement. Social workers should be challenging police to utilise these other orders, particularly where there are children present.

- Members were advised that district councils were a key partner, as they were the housing authority, lead for anti-social behaviour, and key participants in community safety partnerships.

- It was commented that the Police were commonly in and out of schools so it should not be difficult for the Police to involve the school.

- It was felt by members that there was a need for a little bit of passion from everybody, at every level when it came to safeguarding to make sure that something was being done. It was suggested that a lot of people were scared of 'safeguarding' and there was a need to normalise asking questions when a school thought there could be safeguarding concerns with a child. At the next leadership conference with head teachers, how to give confidence back to the work force to have these sorts of conversations would be covered. There would also be a wider roll out of Signs of Safety.

- If social workers had appropriate caseloads, then this helped to create a system which was safe.

- Members were informed that at any one time there were approximately 151,000 under 19 year olds in the county. Of these, around 600 of these were Looked After Children and 350 child protection cases (circa). It was noted that in terms of Looked After Children, Lincolnshire had significantly lower numbers than its statistical neighbours.

- It was noted that whilst the numbers were comparatively small, there were still incredibly complex cases. The easiest cases were those children adopted at a young age in to a different environment. However, Lincolnshire was increasingly seeing late entrance into care, where children had been successfully parented until age 12/13 and then they start engaging in risk taking behaviours; have substance misuse problems; mental health issues etc. and parents struggled to meet their needs.

- It was commented that the voice of the child was powerful and could help parents to understand impact of their behaviour on the child's life.

- It was suggested that the age of some of the staff attending the multi-agency meetings could have an effect, as they were younger, they may not have the confidence to speak up. Elected members could have a role in helping to build confidence about the importance of sharing information.

- It was queried whether the culture of compensation was stopping agencies from doing the work they should be doing due to fear of being accused of doing something wrong. It was acknowledged that social workers could have a difficult time, and could often have aggression directed at them from a variety of sources (including the internet). However, staff did feel supported by management and it was not thought that this affected their decision making.

- In terms of next steps, it was reported that the Lincolnshire Safeguarding Boards Scrutiny Sub Group had met on 11 January 2017 and had considered this report. The action plan would be shared, but it had not yet been signed off

by partners. The Sub Group would keep track of all the actions for all agencies.
- It was queried whether there could be an update on the implementation of the action plan so far at the Committee's next meeting.

RESOLVED

1. That the comments made in relation to the findings from the joint targeted area inspection of the multi-agency response to abuse and neglect in Lincolnshire be noted.
2. That an update on the action plan be brought to the next meeting of this Committee on 10 March 2017.

53   SCHOOL PERFORMANCE WORKING GROUP - KEY STAGE 4 DISADVANTAGED AND LOOKED AFTER CHILDREN

The Committee received a report which summarised the work of the Key Stage 4 School Performance Working Group and provided an overview of the effective practices currently operating in Lincolnshire; an overview of effective practices operating beyond Lincolnshire and provided recommendations to further promote and champion improved educational outcomes for children living with disadvantage and Looked After Children at Key Stage 4.

It was reported that the School Performance Working Group was established in June 2016 to explore current practice and potential mechanisms for further improving the education outcomes for children experiencing disadvantage. In September 2016 the focus was extended to include Looked After Children interventions. The Working Group included Councillors D Brailsford, Mrs J Brockway, S R Dodds, J D Hough, Mrs H N J Powell and Mrs L A Rollings.

Members were provided with the opportunity to comment and ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:
- It was commented that the group had worked very well, and there was some good practice in Lincolnshire. There was a feeling from head teachers that the system which was in operation in the county was exciting and worth continuing to develop.
- It was queried whether the authority could look at some concept of innovation and explore destinations and outcomes for young people post 16 – the current system focused on educational achievements at 16 years and this was not the time that all children excelled and achieved their potential.
- There was an expectation that young people would be able to re-sit maths and English exams at college if they didn't achieve a C grade or above.
- It was suggested that some case studies should have been included in the report.
- There was a need to remember the emotional needs of children as well as the academic side.
- It was commented that the report did not really mention the selective system.

- A lot of disadvantaged children were in a situation where they had to travel to college, possibly to somewhere they might not have been to before and travel for some communities was a challenge.
- The challenges of narrowing the attainment gap were compounded in schools which had high numbers of disadvantaged children. Some great work had been done with closing the gap, but there was a need to ensure that staff from those schools where performance was poorest attended the conferences. As an authority, it was suggested that there was a need to engage with these schools. It was agreed that Recommendation 4 should be strengthened to reflect these concerns.
- It was commented that there was a need to get children reading from a young age.
- It was reported that validated data for Key Stage 4 had been released and it showed that the number of pupils eligible for free school meals in London had reduced from 28% to 17%.
- It was suggested that more work needed to be done at the point that a child was identified as disadvantaged, but there was also a need for innovative ideas, to give a child the taste of success. Waiting until they reached 16 was often too late. Whilst these concerns were acknowledged, members were reminded that the scope of the working group was Key Stage 4.
- It was also commented that the rigorous testing of children at a young age was a backwards move. The monitoring required by Ofsted was also detrimental as staff were spending time filling in forms rather than focusing on play and development. It was noted that in Scandinavian countries, monitoring started at age 7. It was noted that children developed in different stages and in different ways.
- It was thought that there was a lot more that schools could be doing to support Looked After Children. If a child had challenging behaviour, one of the reasons was likely due to them being labelled a failure.
- It was suggested that there was a need for more resources in children's centres, as if a child was not achieving a good level of development at 5 years old, it could be difficult for them to catch up.

RESOLVED

1. That the comments made in relation to the report be noted.
2. That the 13 recommendations in the report be agreed for further work to promote the outcomes for all pupils including those experiencing disadvantage and Looked After Children at Key Stage 4, subject to the wording for recommendation 4 being amended to reflect the concerns about teacher attendance.

54   CORPORATE PARENTING PANEL UPDATE

The Committee received an update on the work of the Corporate Parenting Panel. It was reported that the Panel last met on 15 December 2016 and received a six monthly update on the Independent Reviewing Service. It was a legal requirement for every child who was looked after to have an Independent Reviewing Officer

appointed to them under Section 118 of the Adoption and Children Act 2002. All Independent Reviewing Officers were social workers and the statutory duties of the Independent Reviewing Officer included:

- Monitoring the performance of the Local Authority of their function in relation to the child's case
- Participating in any review of the child's case; and
- Ensuring that any ascertained wishes and feelings of the child concerning the case were given due consideration by the appropriate authority

The Committee was advised that there had been a number of challenges for the Service in the past six months, including an increase in the number of Looked After Children and recruitment challenges. Between April 2016 and September 2016, the Independent Reviewing Officers carried out a total of 737 review meetings for children who were looked after, which was a slight increase when compared to the same time the previous year. However, there was still a need to increase the number of children who actually attended their reviews and the development of regular "keep in touch" days had given young people the opportunity to raise issues in a more relaxed way.

It was highlighted at the meeting that not all foster carers fully understood the Signs of Safety approach and the benchmarks being used in reviews. The Panel suggested that an explanation of these should be provided to Foster Carers, which officers agreed to look into.

The Panel had also received the V4C Children in Care Council Annual Report. The V4C was in the process of moving to a new operating model. There were currently monthly meetings of the V4C Executive but this would be changing to three quadrant meetings a year from January 2017. Instead the V4C would meet in each quadrant at least 7 times per year and in addition there would be three Big Conversation meetings. The next Big Conversation meeting would be on Wednesday, 15 February 2017 at the Myle Cross Centre from 2.00pm to 4.00pm. This session would look at LAC communication with social workers, developing carer and LAC profiles, and transitions to leaving care. Councillors were welcome to attend and were advised to contact the Senior Scrutiny Officer if they would like to attend.

Members were informed that the next Panel meeting would be held on 16 March and on the agenda there would be Barnardo's Leaving Care Service 6 monthly update, the Corporate Parenting Strategy Review and the Annual Report for Looked After Children.

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

- It was a national requirement that an initial health assessment was carried out when a child became looked after, and this must be carried out by a doctor. Further annual assessments could be done by a nurse. However, it was noted that a child was able to decline a health assessment. Officers acknowledged that there was still too much of a delay in terms of getting an initial assessment

carried out. There was not as much of a problem regarding the timelines for annual reviews.

- There was a need for more doctors who were willing to carry out the initial health assessments.

- It was commented that it was sometimes hard for Looked After Children to know who they could trust, and it was queried whether there was any way to minimise the number of people that a child had to deal with. It was noted that generally there was very little flexibility, but as Lincolnshire was now part of Partners in Practice officers would like to look at whether there was a different way of implementing the care plan regulations. It was noted that the Panel would receive regular updates on this work.

RESOLVED

That the work of the Corporate parenting Panel be noted.

55   CENTRE FOR PUBLIC SCRUTINY'S GUIDE TO SCRUTINISING
        CHILDREN'S SAFEGUARDING ARRANGEMENTS

Due to time constraints, it was suggested that consideration of this report be deferred to the Safeguarding Focus Group with Social Workers due to be held on Friday, 10 March 2017 so that these questions could be looked at in detail with social workers. Any issues which arise from this discussion would be brought back to a future meeting of this Committee.

It was commented that it was hoped that this focus group would also pick up on the issues with the multi-agency approach.

RESOLVED

That this report be considered by the Safeguarding Focus Group with Social Workers on 10 March 2017.

56   DFE INNOVATION JOINT FUNDING BID WITH COMPASS

Consideration was given to a report which invited the Children and Young People Scrutiny Committee to comment on the DfE Innovation Joint Funding Bid with Compass prior to it being considered by the Executive Councillor Responsible for Children's Services.

Members were advised that the report sought to make recommendations regarding an Expression of Interest submitted to the DfE innovation fund by LCC Children's Services in partnership with Compass Outreach Service. The proposal was to adopt an integrated Services Model between social care, health and public health to deliver immediate and effective responses to address significant attachment and trauma needs of children, young people and their families/carers.

It was reported that if the bid was successful, it would bring £500,000 of additional funding into Lincolnshire to develop and implement the model and also provide

additional support from Compass Outreach Service to embed the necessary infrastructure and 'culture shift' required to deliver the service effectively.

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:

- One of the biggest issues facing Looked After Children, was that placements sometimes broke down. Members were pleased that this service would focus on problems caused by attachment issues.
- It was queried how many children this service would be expecting to work with per annum. Members were advised that these details had not yet been finalised, but had identified a percentage of children that it was expected this service would have a positive impact on. This level of detail would be finalised in the next round of bidding.
- It was also queried what additionality this would bring to the services already being provided by staff. It was noted that this would be an emotional wellbeing service in principle. The bid was for additional funding that the authority otherwise would not have, and would provide an opportunity to work with some of the children who were currently in need of this type of support.
- The planned emotional wellbeing service would initially be a preventative service but this service would focus on young people with very challenging behaviours.
- It was queried what this service would look like, and whether a specialist would need to be employed to work with groups of individuals. It was commented that these young people did very well when they received one to one support.
- Members were advised that Compass Outreach Service was based in Norfolk. It would have a more therapeutic approach. It was noted that this bid was in conjunction with Norfolk and Suffolk as they were also Signs of Safety authorities.
- There was an increased number of late entrances to care, and the authority was working hard to support this group and effectively manage risk. The authority needed to review what it was doing to meet the needs of this cohort.
- This would be a very targeted service, for those in care or on the cusp of entering care, and it was about doing something different, to see if working with these young people therapeutically would have a different impact.
- This service would target the 14-19 age group. Those who were 17/18 were able to go into supported accommodation, but those under 16 had to go into foster care although placement decisions were based on assessed need.
- A bid had also been submitted to the Executive requesting an opportunity to examine the authority having its own supported accommodation for the really challenging groups with its own wraparound therapeutic service as well.
- Concerns were raised as to who would receive and use the funding if the bid was successful. The Committee agreed that the funding could be used by partners. It was confirmed that the £500,000 would come into the Council directly and the Department for Education would commission and fund Compass to provide evaluation.

- Members were advised that it was not the intention of this funding to carry out work into why there was an increase in the number of late entrances to care. However, this may be something that would be looked into at a later date either locally or nationally.
- It was noted that if the bid was successful and the service worked, it would be less expensive to operate than what was currently in place.

RESOLVED

1. That the Children and Young People Scrutiny Committee support the recommendations to the Executive Councillor responsible for Children's Services as set out in the report.
2. That the comments made be passed to the Executive Councillor responsible for Children's Services in relation to this item.

57   REVENUE BUDGET PROPOSALS 2017/18

Consideration was given to a report which outlined the budget proposals arising from the Provisional Local Government Settlement, announced on 17 December 2016 and the implications for the following commissioning strategies: Readiness for School; Learn and Achieve; Readiness for Adult Life; and Children are Safe & Healthy.

Members were advised that nothing had changed since the proposals were last presented to the Committee. However, it was noted that that the commissioning strategy – Children are Safe & Healthy would have some significant cost pressures due to the increased number of Looked After Children, and an increase in Regulation 24 placements and Special Guardianship Orders.

The Committee was provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:
- It was commented that not all children's centres were used equally, and it was acknowledged that footfall could be very different in different areas. It was queried whether services provided in children's centres could be moved to other buildings, such as village halls, to improve access to them.
- Concerns were also raised about maintaining the quality of services, such as PEEP, in children's centres. It was noted that the quality of PEEP would be closely monitored and officers were waiting for tenders for a new early year's contract, which included the delivery of PEEP groups, to come back in. It was highlighted that if there were no tenders within the financial envelope, then this would be a cost pressure for Children's Services with no suggestion to reduce services.
- Concerns were raised about the decommissioning of the careers guidance service and the lack of support now available to young people. It was noted that NEETs would continue to be tracked and the impact of decommissioning the careers guidance service would be monitored.
- Concerns were raised about the cost pressure arising from the additional school transport costs from the closure of the Mablethorpe site of Monks Dyke

Tennyson College, as it had been previously reported that money had been assigned to cover this cost. It was noted that this was not a new cost pressure, but there was a need to formally agree the permanent cost pressure through the corporate budget process so that it was included within the Children's Services base budget for 2017/18.

- It was commented that some of the service reductions being proposed were not consistent with other things which had been discussed such as careers guidance and support for vulnerable young people at age 16/17.
- It was noted that none of the decisions to reduce services were easy, but these were the least worst options. Safeguarding had been prioritised by the authority and the Executive supported this approach.
- In relation to concerns about careers guidance, it was commented that schools taught citizenship, so there were still opportunities which could be utilised.
- It was thought there was a conversation that needed to be had about how to deal with children's centres where footfall was low. Staff were working on how to increase footfall in some of the children's centres.
- In relation to the reductions in the employers pension contribution, it was clarified that this was not a reduction in the amount paid into the fund, but was a service area reduction to take account of the reductions in numbers of staff, instead an increased sum would be paid into the pensions fund from the corporate budget. Therefore it would be a corporate payment rather than coming from service area budgets. This change would be cost neutral to the council and employee.

RESOLVED

1. That the comments made in relation the proposed budget changes for the Commissioning Strategies – Readiness for School; Learn and Achieve; Readiness for Adult Life; and Children are Safe & Healthy be passed on to the executive at its meeting on 7 February 2017.
2. That the Children and Young People Scrutiny Committee recognise and support the requests for additional funding to finance the cost pressures within the 'Learn and Achieve' and 'Children are Safe and Healthy' commissioning strategies for 2017/18.

58   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.

It was reported that the only additional item was the request to receive an update on the action plan for the Joint Targeted Area Inspection at the meeting of the Committee on 10 March 2017.

RESOLVED

1. That the work programme, as presented, be noted,

2. That the content of the Children's Services Forward Plan, as presented, be noted.

3. That an update on the implementation of the Action Plan for the Joint Targeted Area Inspection be brought to the meeting of this Committee on 10 March 2017.

The meeting closed at 1.05 pm

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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:	**10 March 2017**
Subject:	**Sector-Led School Improvement Model - Update Report**

Summary:

This report enables the Children and Young People Scrutiny Committee to consider updates relating to the Sector-Led approach to School Improvement.

Actions Required:

The Children and Young People Scrutiny Committee is invited to:

1. Consider and comment on the update regarding the Sector-Led school improvement model.

2. Receive six monthly updates on its further implementation and development.

1. Background

The role of the Local Authority in school improvement has changed greatly over recent times with the introduction of academies, multi-academy trusts and teaching schools. The increased expectations from Ofsted and the new role of the Regional Schools Commissioner have all contributed to a changing educational landscape. There is no longer a straight-forward two way relationship between the local authority and its schools; instead we are working in an environment of multiple relationships and a fragmented system. For the last 14 years Lincolnshire has commissioned CfBT to deliver its statutory duties and provide a traded offer of school improvement to its schools. However, Lincolnshire has always recognised the need to work in partnership with its schools to meet the needs of its children and over the last two year has been working with its schools towards a transition between the end of the CfBT contract and the development of an autonomous sector-led system.

In Lincolnshire, the Local Authority is now one of a range of partners who together are supporting school improvement moving forward. These partners include our teaching schools, the Lincolnshire Learning Partnership, the diocese and academy chains. This approach is echoed in the White Paper with its clear indication that

schools and groups of schools will have increased autonomy and responsibility for their own outcomes through working in a sector-led system.
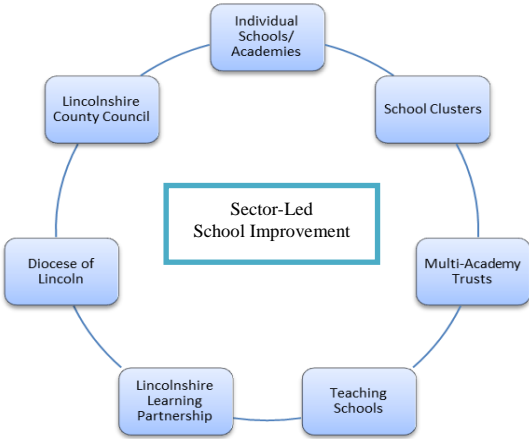
From its initial task and design stage the "Lincolnshire Learning Partnership" or "LLP" has grown over the last two years to a partnership of over 340 schools. These 340 schools have made a commitment to developing a sector-led approach to school improvement and school to school support. All schools are engaged in Peer Review and work together in clusters to improve outcomes for children. This includes schools from all phases; primary, secondary and specials as well as academies, multi-academy trusts, free schools and church schools.

The Lincolnshire Learning Partnership is led by a group of elected Headteachers who work with the Local Authority to set the strategic direction for Lincolnshire. These Headteachers represent a broad range of school types and structures. The LLP is excited to be currently working with the Education Endowment Foundation (EEF) to bring the latest educational research into Lincolnshire. Currently, the vast majority of our schools are involved in a research project aimed at making the very best of our teaching assistant (TA) workforce to further enhance their impact on teaching and learning. At this point nearly 300 schools are signed up to the "Mobilise" TA project and 400 school leaders have been trained in the materials. This is the start of making evidence-based research a key component of our school improvement in the future.

Our teaching schools are growing in their influence and we are delighted that we have been able to work with them to develop a cohesive interface for our schools. Rather than being in competition, a number of the Teaching Schools have committed to a joined up approach and have united under the "Lincolnshire Teaching Schools Together" (LTT) banner. The Local Authority has provided funding for a website where schools can find out what LTT has to offer and has also commissioned LTT to provide our statutory Moderation & Monitoring responsibilities, to develop and lead a Leadership programme for prospective Headteachers and to support us in Risk Assessing academies. The LLP has utilised the reach and capacity of LTT to deliver the Education Endowment Foundation teaching assistant project.

In Lincolnshire currently 90% of our schools are rated "Good or Outstanding" by Ofsted and it is the focus of all those working in the sector to continue to increase

this figure so that every child has access to a "good local school". Ofsted is beginning to recognise and comment on the effective working of clusters, school to school challenge and engagement in joint professional development. The introduction of Peer Review and school to school support has been one of our key strategies in improving school outcomes. When Peer Review was first introduced into Lincolnshire Schools through the formation of the "LLP" the Local Authority took the decision to invest in training for all Headteachers of its 362 schools. This training was provided free of charge to all schools and academies. This investment was vital in ensuring that Headteachers felt confident in providing reviews for each other that were suitably robust and that the subsequent improvement workshops supported schools in moving forward and developing key priorities for the future. The reviews have also acted as a catalyst for the sharing of good practice and further joint working between schools. Key outcomes of these reviews are shared with the Lincolnshire Learning Partnership board enabling them to strategically consider forthcoming issues and trends for the county and respond accordingly by commissioning projects and appropriate research.

The Local Authority has been creative and proactive in its response when schools have found themselves in difficulty. We have worked with schools to find local solutions by brokering support from other local schools, by liaising with the Regional Schools Commissioner to seek local sponsors when they are required and by utilising our teaching schools to provide National Leaders of Education or National Leaders of Governance to drive up performance. This work is led by our Locality Leads who are a small team of Educational Advisers who monitor the performance of schools, signpost schools to relevant support and work alongside our most vulnerable schools. The Sector-Led approach is building capacity within the county and ensuring the expertise stays within our school system hence our continual focus on finding local solutions. We have a growing number of small local Multi Academy Trusts (MATS) as well as a large number of Executive headships which all add to the pool of system leaders working in Lincolnshire. Lincolnshire leaders are getting increasing recognition for the way in which they collaborate and we were delighted that the "LLP" was recently referenced in a school's Ofsted inspection as a positive collaborative arrangement.

The Education team at the Local Authority (LA) not only undertakes statutory duties but has a focus on ensuring that the culture of sharing and reciprocity is at the forefront of the way our schools do business. To this end we continue to provide fully funded Headteachers briefings three times per year and an equivalent meeting for Governors. The LA and the LLP also run an annual conference for Headteachers. The LA Education team operates as the glue within our new system responding to the needs of the sector, brokering relationships and working as a strategic partner to the LLP and our teaching schools.

2. Conclusion

Sector-Led school improvement is becoming increasingly embedded and accepted as common practice by school leaders. However, it is important to recognise that it is still in its infancy and will require continued promotion and support for it to grow and develop. The Lincolnshire Learning Partnership is building a long term

strategic plan with this aim and to identify how it best supports schools in tackling key trends following the analysis of pupil outcomes.

Key areas moving forward to further develop the Sector-Led approach are:
- Peer Review training for new school leaders.
- Governor Peer Review Training to ensure Governors are able to share best practice.
- County Wide Success Workshops to celebrate school innovation and achievements.
- Cluster Training to ensure schools get the most from working together.
- Implementation of further EEF research around effective Literacy & Numeracy intervention.
- Development of a LLP website for sharing best practice & School to School Support.
- Improving protocols for working with Teaching Schools.

The above are now key areas of consideration within the Lincolnshire Learning Partnership's strategic plan for the coming year. The LLP has developed a committee structure responsible for and based upon delivering their broad aims of:

- Championing learners and leaders to shape their own futures.
- Promoting success, innovation and evidenced practice to benefit all.
- Empowering schools to meet the needs of their communities.
- Challenging all schools to keep getting better.

The LA role will continue to focus on championing effective collaborations, monitoring and intervening where necessary in the most vulnerable schools and developing cohesion amongst the different elements of the sector-led model.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

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 Gavin Booth, who can be contacted on 0152252262 or gavin.booth@lincolnshire.gov.uk.

Lincolnshire
COUNTY COUNCIL
Working for a better future

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:	**10 March 2017**
Subject:	**Schools National Funding Formula**

Summary:

The government has launched stage 2 of the consultation for a schools national funding formula with a closing date of 22 March 2017. The proposed implementation for this national funding formula is 2018/19.

Actions Required:

The Children and Young People Scrutiny Committee is invited to note the content of the report and consider responding to the consultation.

1. Background

The government plans to implement a fairer funding settlement for each school through a new mainstream schools national funding formula, which will require a re-distribution of funding between schools nationally.

The government plans to transition to the national funding formula through a 'soft' approach in 2018/19, whereby Local Authorities will continue to be responsible for calculating schools funding allocations. Local Authorities are encouraged to move towards the national funding formula in 2018/19 in preparation of the move to the 'hard' national funding formula in 2019/20.

Further detail and analysis is contained within the report to the Lincolnshire Schools Forum on 22 February 2017, which is attached at Appendix A.

2. Conclusion

Through the government's proposed national funding formula, Lincolnshire mainstream schools collectively are set to receive additional funding from the current level of Lincolnshire's Dedicated Schools Grant funding.

There remains however a number of areas of concern to the government's proposals to effectively achieve fair funding to all schools, and whether the current levels of funding provided by government meets the needs of schools.

The section 'Local Authority observations of the schools national funding formula' within the report attached at Appendix A provides further explanation.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

This is detailed within the report attached at Appendix A.

b) Risks and Impact Analysis

This is detailed within the report attached at Appendix A.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	National Funding Formula for Schools

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
National Funding Formula for schools (27th April 2016 – Schools Forum)	http://lincolnshire.moderngov.co.uk/mgCommitteeDetails.aspx?ID=166

This report was written by Mark Popplewell, who can be contacted on 01522 553326 or mark.popplewell@lincolnshire.gov.uk.

REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools Forum
DATE OF MEETING:	22 February 2017
SUBJECT:	National Funding Formula for Schools
REPORT BY:	Mark Popplewell (Head of Finance – Children's Services)
NAME OF CONTACT OFFICER:	Mark Popplewell
CONTACT OFFICER TEL NO:	01522 553326
CONTACT OFFICER EMAIL ADDRESS:	mark.popplewell@lincolnshire.gov.uk
IS THE REPORT EXEMPT?	No
IS REPORT CONFIDENTIAL?	No

SUMMARY

The purpose of this report is to:
1. provide a summary of the schools national funding formula consultation.

DISCUSSION

Background

On the 7 March 2016, the government announced the stage 1 consultation for a schools national funding formula, which outlined the principles that would underpin the proposed formula and the pupil characteristics and factors to be included within the formula. Stage 2 of the consultation was delayed until the 14 December 2016 with the proposed implementation being pushed back to 2018/19. The consultation documents can be found from the link below.

https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/

The consultation closing date is 22 March 2017.

Through the national funding formula the government plan to implement a fairer settlement for each school, therefore will require a re-distribution of funding between schools nationally. The changes are planned to be implemented in 2018/19. The government however plan to transition to the national funding formula through a 'soft' approach in 2018/19, whereby Local Authorities will continue to be responsible for calculating schools funding allocations. The overall funding will be determined at a Local Authority level by the government's national funding formula by calculating notional budgets for each school. Local Authorities are encouraged to move towards the national funding formula in 2018/19 so that schools' allocations are on a sensible trajectory towards the move to a 'hard' national funding formula from 2019/20. Local Authorities will be responsible for consulting locally on their proposed schools funding formula.

Schools National Funding Formula

The government has proposed the building blocks of the schools national funding formula to be basic per-pupil funding, additional needs funding, school-led funding and geographical funding. The 13 formula factors within these building blocks are detailed below[1]:
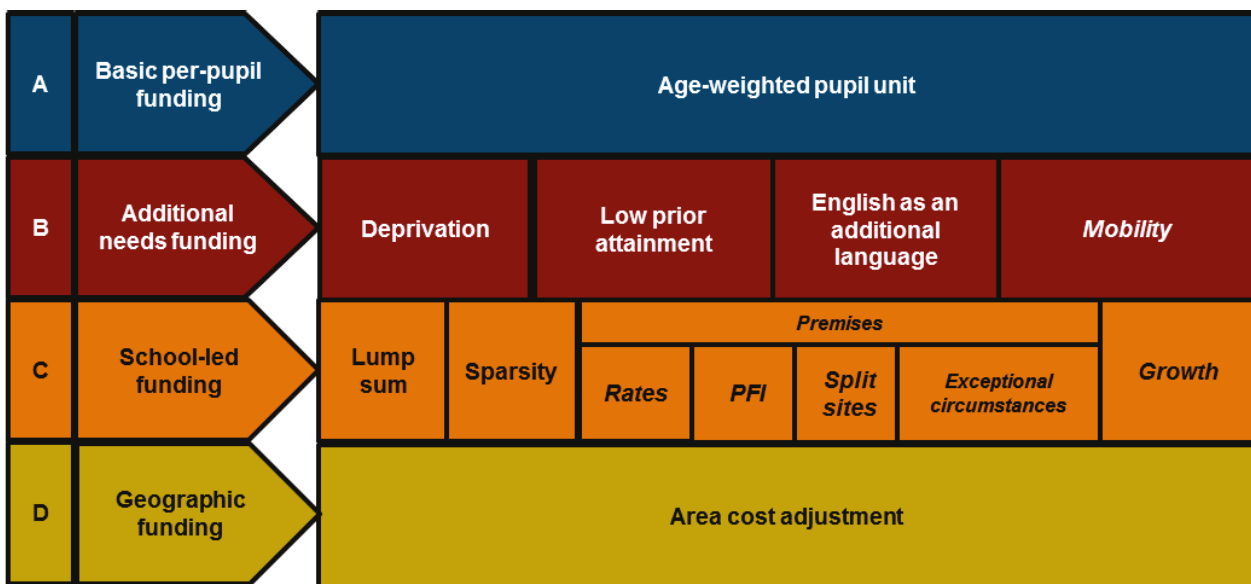
The proposed formula is grounded in the current distribution of funding, as opposed to looking at the costs of running a school and understanding the cost of pupil needs. The schools national funding formula is therefore a re-distribution of schools funding nationally.

The key points from the proposed schools national funding formula:
- a key consideration in designing the national funding formula for schools is the ratio of funding between the primary and secondary phases. The government intend to maintain the primary to secondary ratio in line with the current national average of 1:1.29 (i.e. secondary funding being on average 29% higher overall than primary funding).
- to continue to differentiate basic per-pupil funding between key stages by maintaining stepped rates between primary, key stage 3 and key stage 4, to reflect the higher costs as pupils progress.
- to maximise the proportion of funding allocated to pupil-led factors compared to the current funding system, so that as much funding as possible is spent in relation to pupils and their characteristics (therefore reducing spending on school-led factors e.g. lump sum).

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[1] Extract from schools national funding formula – government consultation – stage 2.

- the basic per-pupil factor will distribute 73% of total schools funding, and 91% of total funding will be allocated through per-pupil factors.
- the government is committed to supporting families who struggle to access the same opportunities as others, even if they are not in the lowest income households through the deprivation measures selected.
- to continue to provide every school with a lump sum, but at a lower level than the current national average so that more funding can be directed to the pupil-led factors.
- to set the lump sum rate at £110,000 for all schools. The monetary value is lower than the current average set by Local Authorities (and Lincolnshire), and reflects the government's objective to encourage schools to share resources.
- to provide small and remote schools with additional funding, over and above the lump sum, to recognise that they can face greater challenges in finding efficiencies and partnering with other schools.
- to recognise the higher salary costs faced by some schools, especially in London, an area cost adjustment using the hybrid methodology will be adopted. Lincolnshire schools do not trigger any additional funding through this route.
- funding for premises-related factors (such as rates, split-site) will be funded on the basis of historic spend for the first year of the formula in 2018/19.
- to incorporate an overall 'funding floor' within the funding formula to protect a school of seeing reductions of more than 3% per-pupil overall as a result of this formula, which will provide schools with a degree of financial stability.
- during the transition period to the 'hard' national funding formula the minimum funding guarantee of minus 1.5% per-pupil will continue to operate providing further stability for schools. The government has re-confirmed its position that the minimum funding guarantee will remain in place under the national funding formula.
- schools can receive gains of up to 3% per-pupil in 2018/19, and then up to a further 2.5% in 2019/20. The level of any gains caps beyond 2019/20 will be subject to decisions taken at the next spending review.
- the government is to invest c.£200m in 2018/19 and 2019/20 to transition in the national funding formula.

Schools National Funding Formula Comparison with Lincolnshire's Local Funding Formula

Formula Factors	Schools national funding formula				Lincolnshire's local funding formula			
	Primary Rates		Secondary Rates		Primary Rates		Secondary Rates	
Basic per-pupil funding	KS1 & 2	£2,712	KS 3	£3,797	KS1 & 2	£2,557	KS 3	£3,482
			KS 4	£4,312			KS 4	£4,292
Additional needs funding								
Ever 6 FSM	£540		£785		£0		£0	
Current FSM	£980		£1,225		£1,186		£1,305	
IDACI A	£575		£810		£484		£1,075	
IDACI B	£420		£600		£386		£807	
IDACI C	£360		£515		£320		£685	
IDACI D	£360		£515		£233		£490	
IDACI E	£240		£390		£151		£327	
IDACI F	£200		£290		£76		£162	
Low Prior Attainment	£1,050		£1,550		£1,641		£1,544	
English as an additional language	£515		£1,385		£1,000		£1,000	
School-led								
Lump Sum	£110,000		£110,000		£118,010		£175,000	
Sparsity	£0 - £25,000		£0 - £65,000		£0		£100,000	
Formula factor removed:								
LAC	£0		£0		£600		£600	

The looked after children factor monies are being added into pupil premium looked after children. Only c.60% of Local Authorities use a looked after children factor, therefore by putting this funding into the national pot it will dilute the looked after children funding for those pupils in Local Authorities that use the formula factor – Lincolnshire is to be disadvantaged financially from the approach being proposed by government.

Illustrative Local Authority Allocations for 2018/19

In the first year of the 'soft' national funding formula, the government's national funding formula will be used to calculate the notional schools block allocations that will determine each Local Authorities funding allocation – this is to be updated with the latest pupil numbers from the October 2017 schools census.

The Local Authorities illustrative allocations baseline that has been used by the government is from each Local Authorities 'Authority Proforma Tool' (APT). Local Authorities use the APT to calculate all mainstream schools funding using its locally agreed funding formula, which is reviewed by the Education Funding Agency (EFA) to ensure compliance with regulations and guidance. The baseline approach used by the government is important to note, since it influences each schools final notional budget by the application of the 'funding floor' and minimum funding guarantee, and gains cap during the transition period.

The government encourages Local Authorities to move towards the national funding formula in 2018/19 so that schools' allocations in 2018/19 are on a sensible trajectory towards the move to a 'hard' national funding formula from 2019/20.

The government has confirmed that schools will move to the 'hard' national funding formula from 2019/20, and national modelling has identified that the national funding formula will be used to calculate the vast majority of each individual school's budget in 2019/20. The government intend

to consult on detailed proposals for the implementation of the 'hard' national funding formula in due course.

The overall national school funding level has not been agreed beyond 2019/20 and will be subject to the next spending review, therefore the timescales are presently unclear of when those schools gaining above the 5.5% gains cap will receive the full benefit of this and be funded by the national funding formula, and how 'funding floors' and minimum funding guarantees will be applied post 2019/20 for those schools losing through the national funding formula.

Lincolnshire Schools Position

Lincolnshire currently receives a low funded schools block that is used to distribute funding to mainstream schools. Lincolnshire 2017/18 per pupil value is £4,305.40 compared to an England average of £4,618.63, therefore the introduction of the national funding formula is positive news for Lincolnshire schools, which will provide a much fairer settlement for schools compared to other Local Authority schools[2].

The 13 formula factors uses each individual schools pupil-led and schools-led characteristics to determine the national funding formula allocation prior to the application of the 'funding floor' and minimum funding guarantee, and gains cap during the transition period. Through these government proposals and using Lincolnshire schools 2016/17 schools baseline funding[3], Lincolnshire mainstream schools (including academies) collectively would receive additional funding of £15.534m p.a. (or a 4.12% increase) using 2016/17 data compared to the current level of funding provided by government for Lincolnshire schools.

Table 1

	Overall Funding
2016/17 schools baseline funding	£377.028m
Illustrative national funding formula funding impact implemented in full without the application of the 'funding floor'	£392.562m
Increase in funding	**£15.534m**

The financial impact by Lincolnshire schools is as follows prior to the application of the 'funding floor' and minimum funding guarantee, and the gains cap (see Appendix 1a for further analysis):

Table 2

Gain & Losses (£)	Number of Primary Schools
(60,001) and above	3
(60,000) - (30,001)	3
(30,000) - (1)	11
0 - 30,000	104
30,001 - 60,000	108
60,001 - 90,000	26
90,001 - 120,000	15
120,001 and above	3

Largest Primary gain: £130,512
Largest Primary loss: (£299,403)

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[2] Financial modelling for schools is based on the schools 2016/17 pupil numbers and characteristics.
[3] The schools illustrative allocations baseline that has been used by the government is from each Local Authorities APT, and excludes rates and split-site funding.

Table 3

Gain & Losses (£)	Number of Secondary Schools
(150,001) and above	1
(150,000) - (100,001)	2
(100,000) - (50,001)	1
(50,000) - (1)	5
0 - 50,000	8
50,001 - 100,000	10
100,001 - 150,000	8
150,001 - 200,000	8
200,001 and above	12

Largest Secondary gain: £507,904
Largest Secondary loss: (£174,751)

The government is however proposing to incorporate an overall 'funding floor' within the funding formula to protect a school of seeing reductions of more than 3% per-pupil overall as a result of this formula, which is intending to provide schools with a degree of financial stability. 11 schools (8 primary and 3 secondary) have losses of greater than minus 3% per pupil - all but one of those schools receives minimum funding guarantee from the current funding system. With the inclusion of a 3% 'funding floor' for schools, Lincolnshire mainstream schools (including academies) collectively would receive additional funding of £16.298m p.a. (or a 4.3% increase) compared to the current level of funding provided by government for Lincolnshire schools – a further increase of £0.764m from the treatment of having no floor.

Table 4

	Overall Funding
2016/17 schools baseline funding	£377.028m
Illustrative national funding formula funding impact implemented in full with the application of the 'funding floor'	£393.326m
Increase in funding	**£16.298m**

The financial impact by Lincolnshire schools is as follows <u>after</u> the application of the 'funding floor', but before the minimum funding guarantee, and the gains cap (see Appendix 1b for further analysis):

Table 5

Gain & Losses (£)	Number of Primary Schools
(30,001) and above	2
(30,000) - (1)	15
0 - 30,000	104
30,001 - 60,000	108
60,001 - 90,000	26
90,001 - 120,000	15
120,001 and above	3

Largest Primary gain: £130,512
Largest Primary loss: (£52,667)

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Table 6

Gain & Losses (£)	Number of Secondary Schools
(50,001) and above	2
(50,000) - (1)	7
0 - 50,000	8
50,001 - 100,000	10
100,001 - 150,000	8
150,001 - 200,000	8
200,001 and above	12

Largest Secondary gain: £507,904
Largest Secondary loss: (£82,067)

During the transition period to the 'hard' national funding formula the minimum funding guarantee of minus 1.5% per-pupil will continue to operate providing further stability for schools. For the government to fund the 'funding floor' and the minimum funding guarantee, nationally the government can only allow schools to receive gains of up to 3% per-pupil in 2018/19, and then up to a further 2.5% in 2019/20 due to affordability.

With the inclusion of a 3% 'funding floor', minimum funding guarantee and gains cap, Lincolnshire mainstream schools (including academies) collectively would receive additional funding of £8.677m p.a. compared to the current level of funding provided by government for Lincolnshire schools. The increases to Lincolnshire schools funding is positive, however through the governments application of the 3% gains cap, Lincolnshire schools will lose out on funding in 2018/19 by £7.865m following the application of the minimum funding guarantee.

Table 7

	Overall Funding
2016/17 schools baseline funding	£377.028m
Illustrative national funding formula funding impact implemented in full with the application of the 'funding floor', minimum funding guarantee and gains cap	£385.705m
Increase in funding	**£8.677m**

The financial impact of the national funding formula for Lincolnshire schools <u>after</u> the application of the 'funding floor', the minimum funding guarantee, and the gains cap for 2018/19 'soft' formula (see Appendix 1c for further analysis):

Table 8

Gain & Losses (£)	Number of Primary Schools
(30,001) and above	0
(30,000) - (15,001)	2
(15,000) - (1)	15
0 - 15,000	126
15,001 - 30,000	88
30,001 - 45,000	33
45,001 and above	9

Largest Primary gain: £54,642

Largest Primary loss: (£26,334)

Table 9

Gain & Losses (£)	Number of Secondary Schools
(50,001) and above	0
(50,000) - (25,001)	2
(25,001) - (1)	7
0 - 50,000	8
50,001 - 100,000	17
100,001 - 150,000	17
150,001 - 200,000	3
200,001 and above	1

Largest Secondary gain: £241,300
Largest Secondary loss: (£41,033)

Schools can find information their national funding formula details on their own COLLECT dataset source.

Lincolnshire Schools Position – Academy schools

The Lincolnshire schools position outlined in the above sections looks entirely at the Local Authority Dedicated Schools Grant (DSG) funding to schools.

For academy schools, the EFA recoup the academy schools funding formula calculation from a Local Authority's DSG and subsequently allocate this through a funding agreement known as the 'General Annual Grant' (GAG). The GAG is the academy's main revenue funding that includes the Local Authority funding formula calculation using the latest October census; former Local Authority Central Spend Equivalent Grant (LACSEG) protection funding (also referred to by the EFA as the local minimum funding guarantee), and Education Services Grant (ESG) funding. The former LACSEG funding supported the costs of the additional responsibilities of being an academy (currently known as the 'General Duties rate') – the ESG replaced LACSEG funding in 2013/14.

A number of early wave academy converters received considerable levels of LACSEG funding through its GAG funding arrangement, which is continuing to be transitioned out by the EFA. The current value is £10.966m[4]. The LACESG funding across Lincolnshire 70 academy schools range in value, which was predominately influenced by the date of conversion.

The government is proposing through the national funding formula changes to use the academies GAG (that includes LACSEG protection funding or EFA termed 'local minimum funding guarantee') for the academy schools' baseline. This baseline will be compared to the national funding formula before the application of the 'funding floor' and minimum funding guarantee, and the gains cap.

The governments proposed 3% 'funding floor' on an academy schools re-determined baseline will lock in historical funding such as former LACSEG funding, therefore ensuring those schools do not lose more than 3% per pupil overall as a result of this formula from its current per pupil level of funding.

The EFA has confirmed to Lincolnshire County Council that the cost of this additional protection will be met by the EFA themselves and not the illustrative Local Authority allocations provided for all mainstream schools.

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[4] Source: COLLECT 2016/17 national funding formula datasets – Report E: Academy Baselines.

The overall national school funding level has not been agreed beyond 2019/20 since it is subject to the next spending review, therefore it is again unclear whether the government can sustain this level of protection in the long-term, although the expectation is that any change from this position would be managed through stage reductions through the application of a minimum funding guarantee.

The financial impact by Lincolnshire Academy schools (using the GAG baseline inclusive of former LACSEG protection funding) is as follows prior to the application of the 'funding floor' and minimum funding guarantee, and the gains cap (see Appendix 1d for further analysis):

Table 10

Gain & Losses (£)	Number of Primary Schools
(60,001) and above	3
(60,000) - (30,001)	3
(30,000) - (1)	12
0 - 30,000	17
30,001 - 60,000	17
60,001 - 90,000	4
90,001 - 120,000	8
120,001 and above	1

Largest Primary gain: £129,577
Largest Primary loss: (£302,321)

Table 11

Gain & Losses (£)	Number of Secondary Schools
(500,001) and above	3
(500,000) - (300,001)	2
(300,000) - (225,001)	5
(225,000) - (150,001)	6
(150,000) - (75,001)	5
(75,000) - (1)	9
0 - 75,000	7
75,001 - 150,000	4
150,001 - 225,000	6
225,001 and above	3

Largest Secondary gain: £309,584
Largest Secondary loss: (£1,281,031)

The financial implications for a number of academy schools is significant if the 'funding floor' was not applied by the government, due to the inclusion of former LACSEG protection funding. The analysis is included to highlight the potential funding implications if the national funding formula operated entirely compared to current funding levels. The government currently uses a minumum funding guarantee of minus 1.5% per pupil to provide financial protection to schools, which helpfully provides schools time to respond to funding level changes.

The government is however proposing to incorporate an overall 'funding floor' within the funding formula to protect a school of seeing reductions of more than 3% per-pupil overall as a result of this formula – this proposal includes an academies re-determined baseline from its GAG. The financial impact by Lincolnshire Academy schools is as follows after the application of the 'funding floor', but before the minimum funding guarantee, and the gains cap (see Appendix 1e for further analysis):

Table 12

Gain & Losses (£)	Number of Primary Schools
(30,001) and above	4
(30,000) - (15,001)	4
(15,000) - (1)	10
0 - 30,000	17
30,001 - 60,000	17
60,001 - 90,000	4
90,001 - 120,000	8
120,001 and above	1

Largest Primary gain: £129,577
Largest Primary loss: (£55,780)

Table 13

Gain & Losses (£)	Number of Secondary Schools
(150,001) and above	5
(150,000) - (100,001)	5
(100,000) - (50,001)	12
(50,000) - (1)	8
0 - 75,000	7
75,001 - 150,000	4
150,001 - 225,000	6
225,001 and above	3

Largest Secondary gain: £309,584
Largest Secondary loss: (£176,357)

The 'funding floor' provides significant protection for those schools having big losses, but it is unclear how this proposal can be sustained in the long-term. The EFA has confirmed that the government will be meeting the additional obligation from the re-determined baseline for academies.

The financial impact of the national funding formula for Lincolnshire Academy schools after the application of the 'funding floor', the minimum funding guarantee, and the gains cap for 2018/19 is as follows (see Appendix 1f for further analysis):

Table 14

Gain & Losses (£)	Number of Primary Schools
(30,001) and above	0
(30,000) - (15,001)	4
(15,000) - (1)	14
0 - 30,000	30
30,001 and above	17

Largest Primary gain: £54,930
Largest Primary loss: (£29,161)

Table 15

Gain & Losses (£)	Number of Secondary Schools
(50,001) and above	11
(50,000) - (25,001)	12
(25,000) - (1)	7
0 - 75,000	8
75,001 - 150,000	9
150,001 and above	3

Largest Secondary gain: £191,719
Largest Secondary loss: (£88,179)

Although the governments proposed 'funding floor' and minimum funding guarantee do provide a level of financial stability to a number of Lincolnshire academies in receipt of significant protection monies, those schools will receive less funding from 2018/19, and it remains unclear whether the government can sustain the 3% 'funding floor'.

The government confirmed that the 'General Duties rate' funding for ESG will end from September 2017 for Local Authorities and academies. Academies will however continue to receive a separate form of protection for ESG funding, which will be in place for the current spending review, to ensure academies in receipt of high levels of ESG have manageable funding reductions. Academies will be required to have plans in place to respond to these funding reductions also.

Local Authority Observations of the schools national funding formula

The Local Authority observations from the consultation are as follows:
- the proposed formula is grounded in the current distribution of funding, as opposed to looking at the costs of running a school and understanding the cost of pupil needs. Therefore, the national funding formula is a re-distribution of monies across the country, as opposed to something more fundamental. The application of using averages that reflect current Local Authority allocations rather than a needs-based approach, does not provide suitable evidence that the funding levels for schools are sufficient to meet the needs of pupils and the costs of operating schools of different sizes.
- the government has illustrated all national funding formula figures in cash terms per pupil. On a per pupil basis, schools are estimated to be facing financial pressures (of pay increases, employer contributions to national insurance and pensions, apprenticeship levy etc.) of around 8% between 2016/17 and 2019/20, including around 1.6% in each of 2018/19 and 2019/20.
- the primary to secondary funding ratio of 1 to 1.29 is fundamental to the distribution of funding through the national funding formula. The ratio is based on the current national average (i.e. historical funding arrangements) rather than it being based on a 'needs-based' approach.
- the government is to maximise the proportion of funding allocated through pupil-led factors. The lump sum is a critical component of the national funding formula, however the proposals do not appear to recognise and understand the fixed costs in running a school, nor does the sparsity factor reflect reality, therefore it risks destabilising a schools' funding.
- the proposal to fix the lump sum at the same value for both sectors appears unjustified and is a different position that the DfE applied when the schools funding reforms were being embedded.
- the looked after children factor monies are being added into pupil premium looked after children. Only c.60% of Local Authorities use a looked after children factor, therefore by putting this funding into the national pot it will dilute the looked after children funding for those pupils in Local Authorities that use the formula factor – Lincolnshire is to be disadvantaged financially from the approach being proposed by government.

- the consultation makes no reference to establishing notional SEN levels within the national funding formula. In the 2013/14 schools funding reforms the government introduced the term notional SEN, which changed schools delegated funding to ensure a school could meet the first £6,000 of a pupils low level SEN requirements. This is important with the increase in funding to Lincolnshire schools.
- the governments objective of the national funding formula is to provide fairness in funding across all schools across the country through adopting 13 formula factors. The Local Authority recognises and understands the importance in a schools' financial stability where losses have been determined, and the government's current approach of using a minimum funding guarantee provides that form of protection in per pupil funding for schools. The government's proposal to have a 3% per pupil 'funding floor' and locking in historical funding allocations will protect a school from seeing reductions of more than this as a result of the formula – this approach is unlikely to create fairness and equity in funding across all schools. The overall national school funding level has not been agreed beyond 2019/20, therefore it is unclear whether the government can sustain this level of protection, and whether the 'funding floor' will restrict those schools gaining fully, which would be an issue for a significant number of Lincolnshire schools.

Central Schools Services Block

A central schools services block will be created for those existing funding streams that are held centrally by the Local Authority for central services[5]. Funding will cover two distinct elements: 'ongoing responsibilities' (such as school admissions, ESG retained duties rate, school copyright licences), and 'historic commitments' (such as the PFI funding gap and school broadband costs).

The government will cease funding 'historical commitments' when the contracts come to an end date. The current contract for schools broadband services ends in October 2019, therefore thereafter the government will expect schools to meet this cost directly from its delegated schools budgets (i.e. a new cost for schools to budget for). The Local Authority is currently reviewing the options for schools broadband services. Further information will be provided in due course.

RECOMMENDATIONS

The Schools Forum is asked to:
a. Note the content of the report.
b. Consider responding to the consultation.

BACKGROUND PAPERS

The following reports were relied upon in the writing of this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
Report to Schools Forum	National Funding Formula for schools	27 April 2016	County Offices, Newland, Lincoln

APPENDICES

Appendix 1: Financial modelling data for Lincolnshire schools on the national funding formula.

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[5] As defined in Schedule 2, Part 1 of The School and Early Years Finance (England) Regulations 2015.

Appendix 1a

The financial impact of the national funding formula for Lincolnshire school <u>prior</u> to the application of the 'funding floor' and minimum funding guarantee, and the gains cap (<u>compared to the Local Authority (APT) calculated budgets</u>):

All Schools: Funding Impact by NoR

Primary School: Funding Impact by NoR

Secondary Schools: Funding Impact by NoR
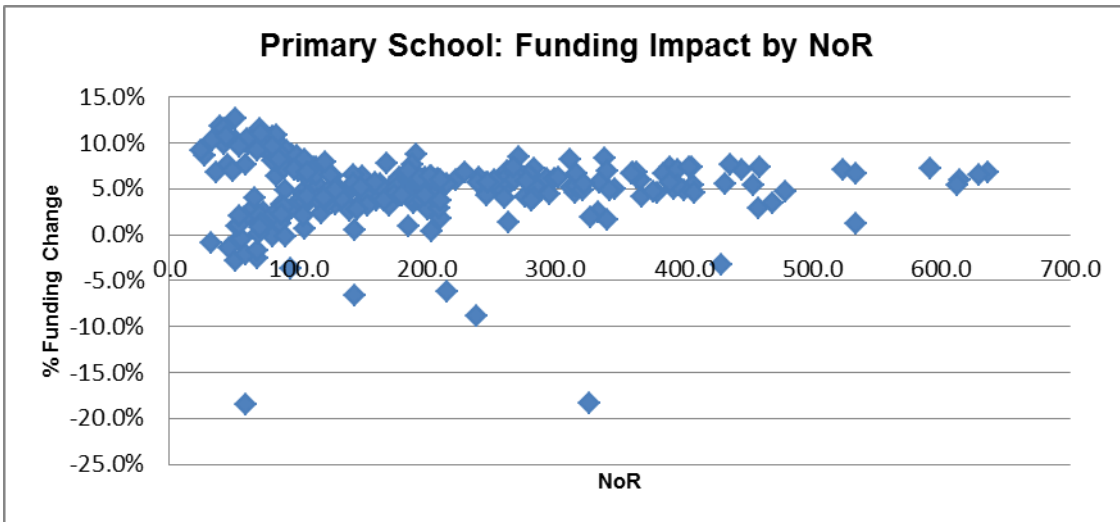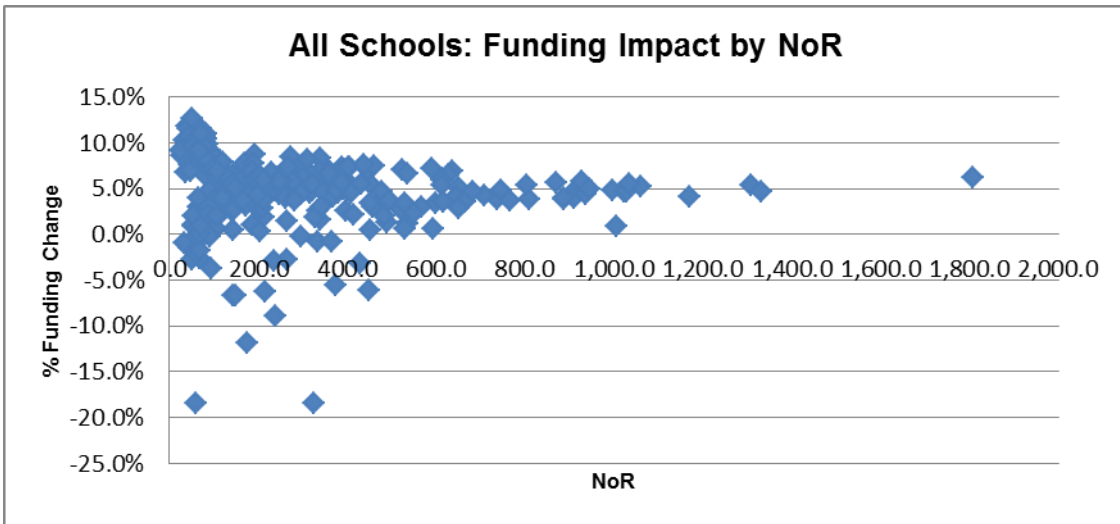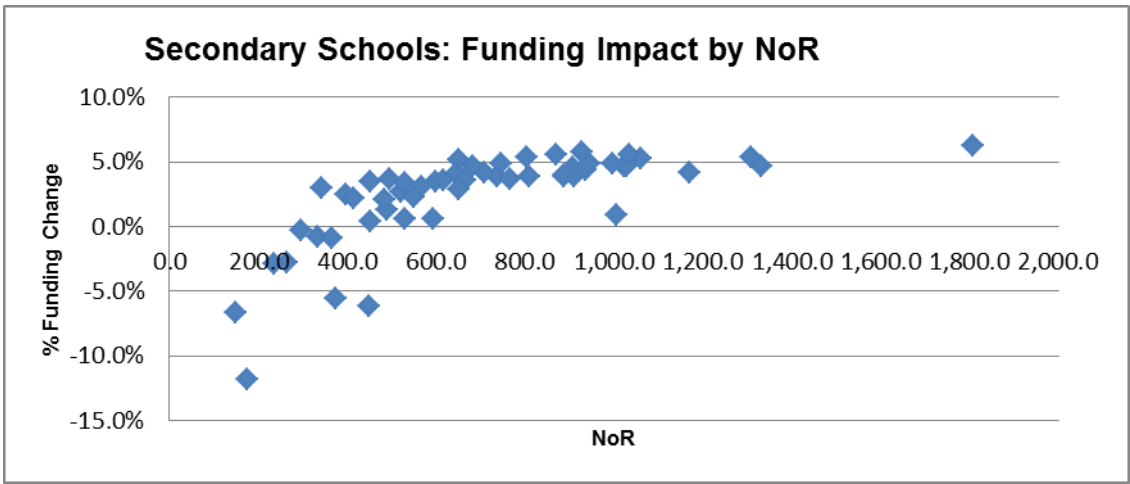
Appendix 1b

The financial impact of the national funding formula for Lincolnshire school <u>after</u> the application of the 'funding floor', but before the minimum funding guarantee, and the gains cap (<u>compared to the Local Authority (APT) calculated budgets</u>):

All Schools: Funding Impact by NoR

Primary Schools: Funding Impact by NoR

Secondary Schools: Funding Impact by NoR
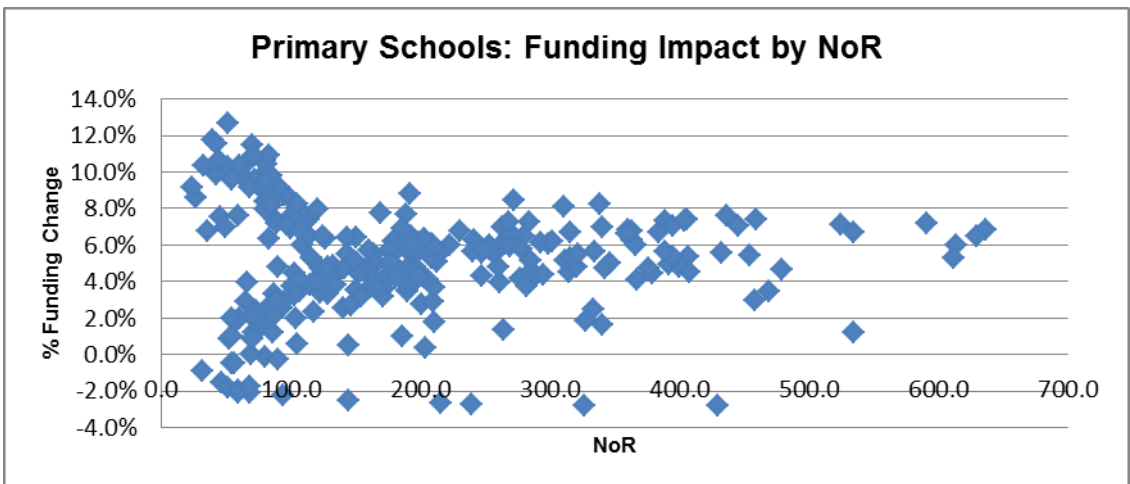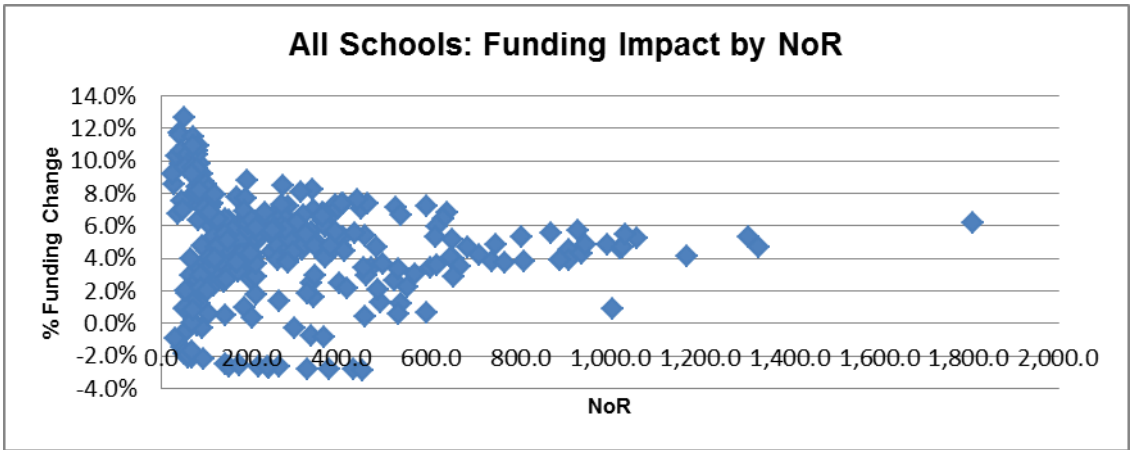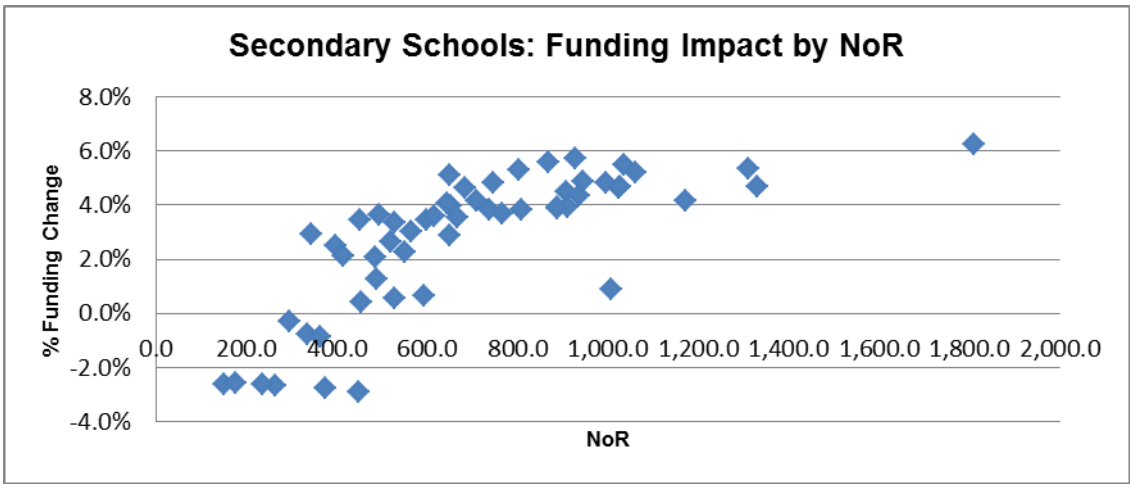
Appendix 1c

The financial impact of the national funding formula for Lincolnshire school <u>after</u> the application of the 'funding floor', the minimum funding guarantee, and the gains cap (<u>compared to the Local Authority (APT) calculated budgets</u>) for 2018/19 'soft' formula:

All Schools: Funding Impact by NoR

Primary Schools: Funding Impact by NoR

Page 37

Secondary Schools: Funding Impact by NoR
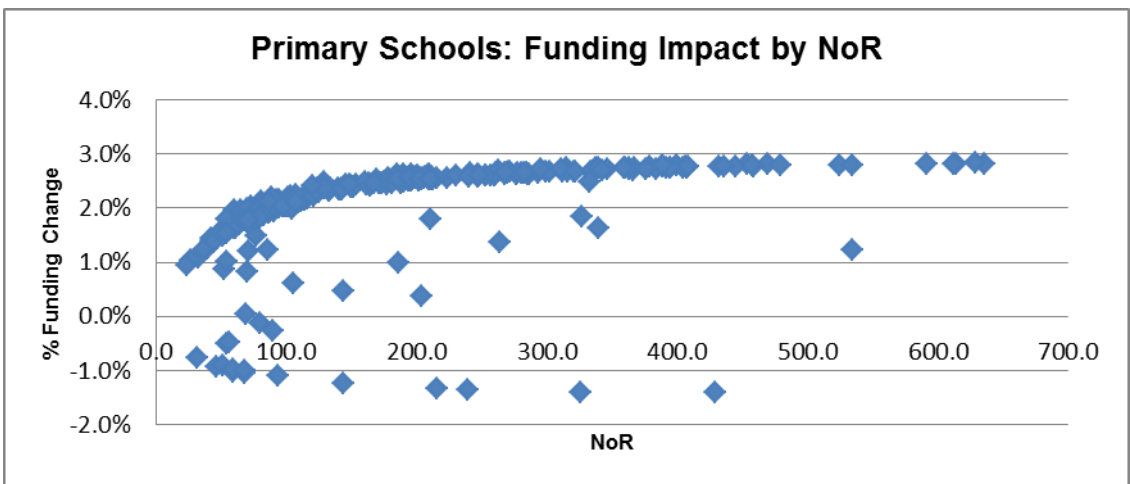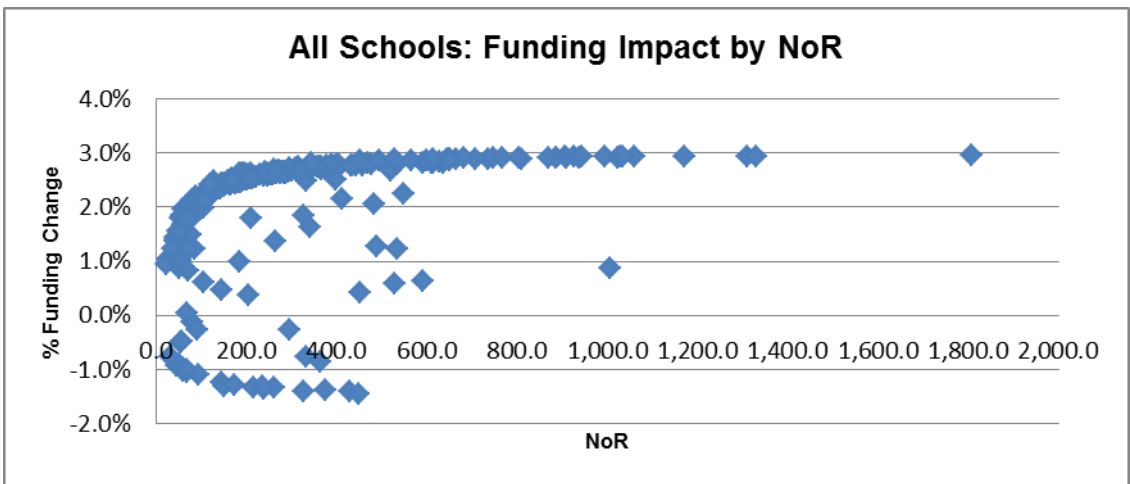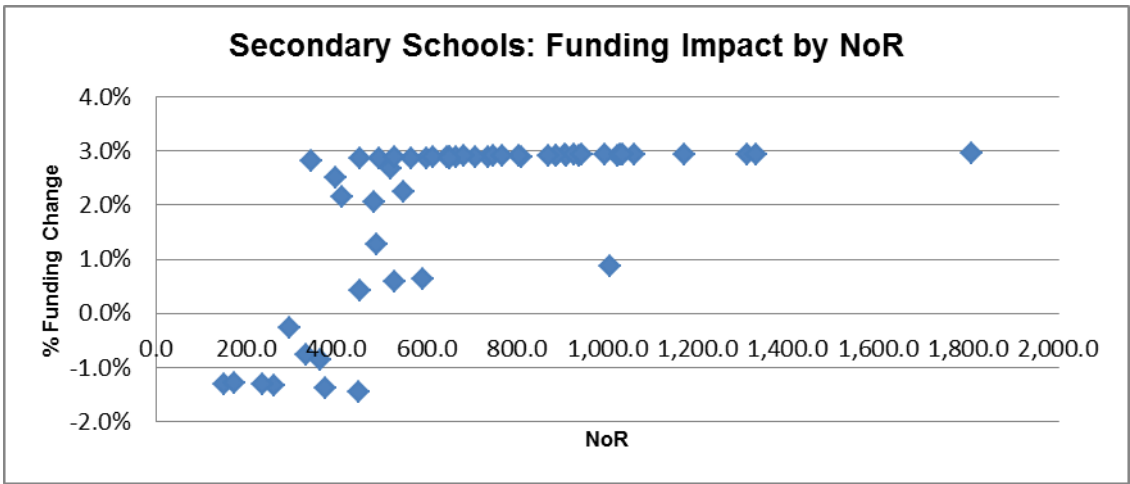
Appendix 1d

The financial impact of the national funding formula for Lincolnshire Academy schools prior to the application of the 'funding floor' and minimum funding guarantee, and the gains cap (compared to the academy GAG baseline):

All Academy Schools: Funding Impact by NoR

Primary Academy Schools: Funding Impact by NoR

Secondary Academy Schools: Funding Impact by NoR
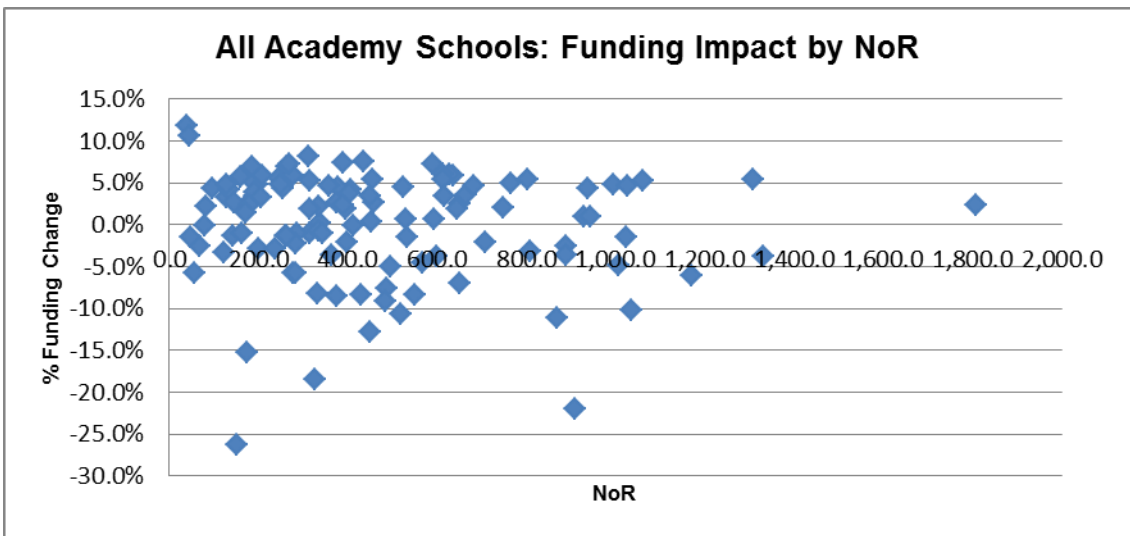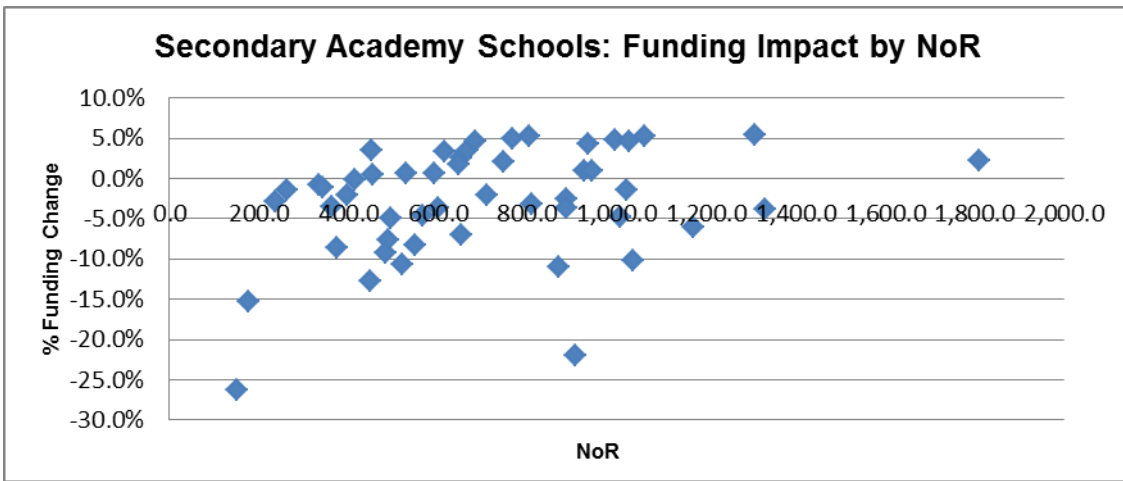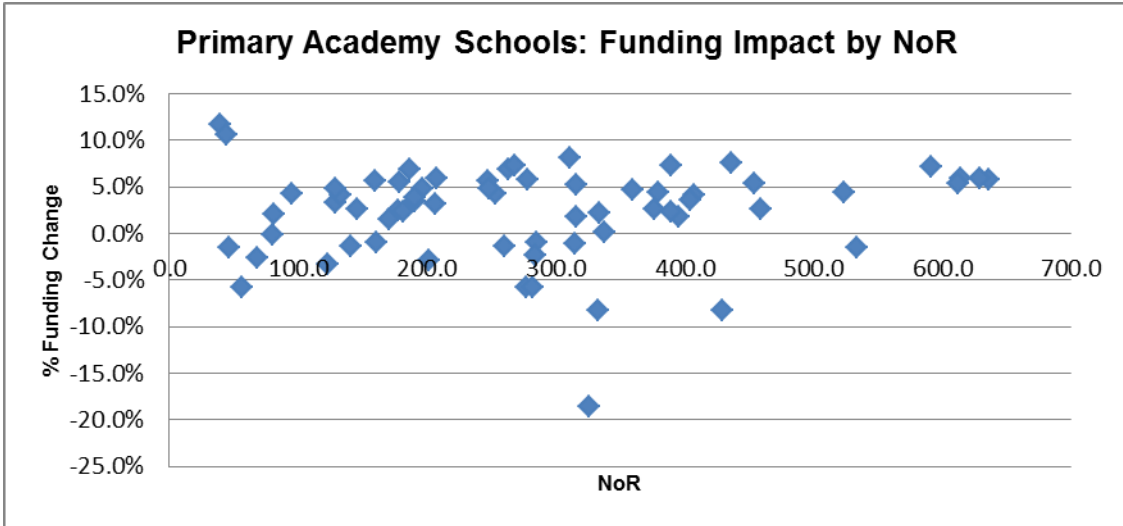
Appendix 1e

The financial impact of the national funding formula for Lincolnshire <u>Academy</u> schools <u>after</u> the application of the 'funding floor', but before the minimum funding guarantee, and the gains cap (<u>compared to the academy GAG baseline</u>):

All Academy Schools: Funding Impact by NoR

Primary Academy Schools: Funding Impact by NoR

Secondary Academy Schools: Funding Impact by NoR
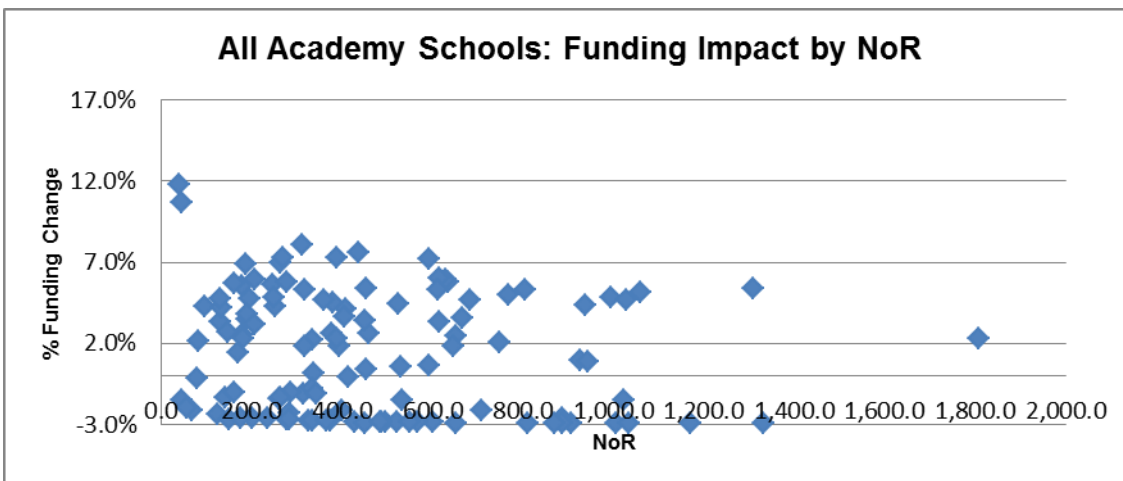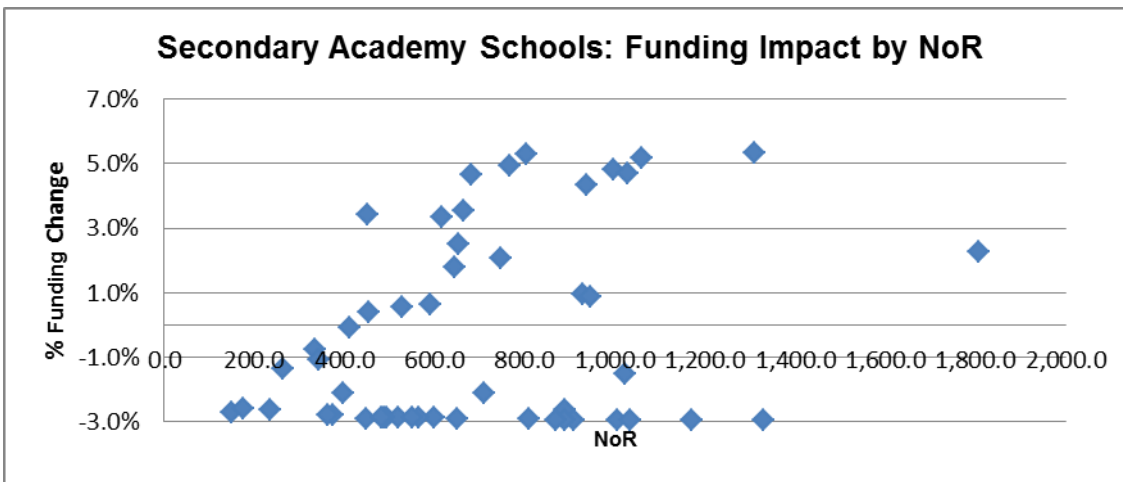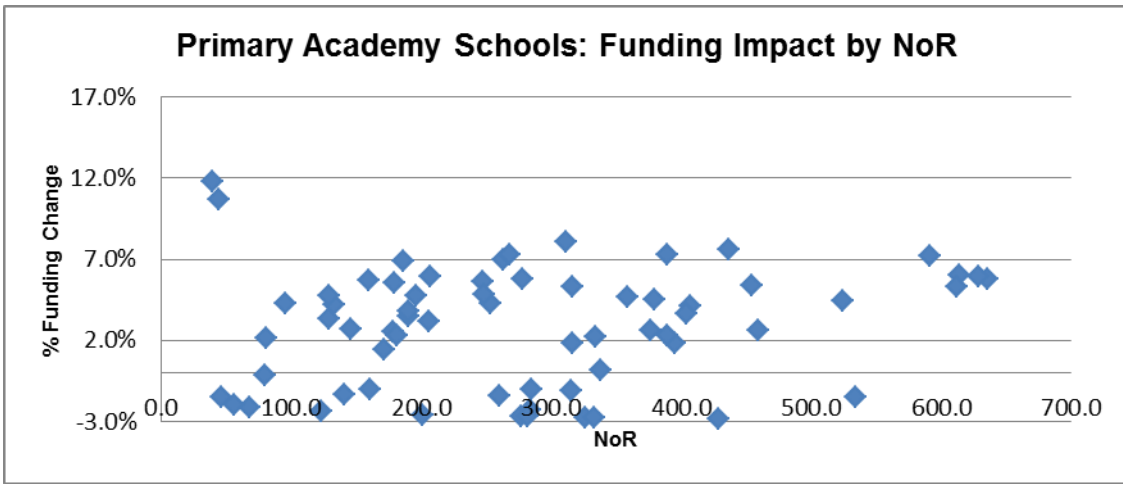
Appendix 1f

The financial impact of the national funding formula for Lincolnshire Academy schools after the application of the 'funding floor', the minimum funding guarantee, and the gains cap (compared to the academy GAG baseline):

All Academy Schools: Funding Impact by NoR
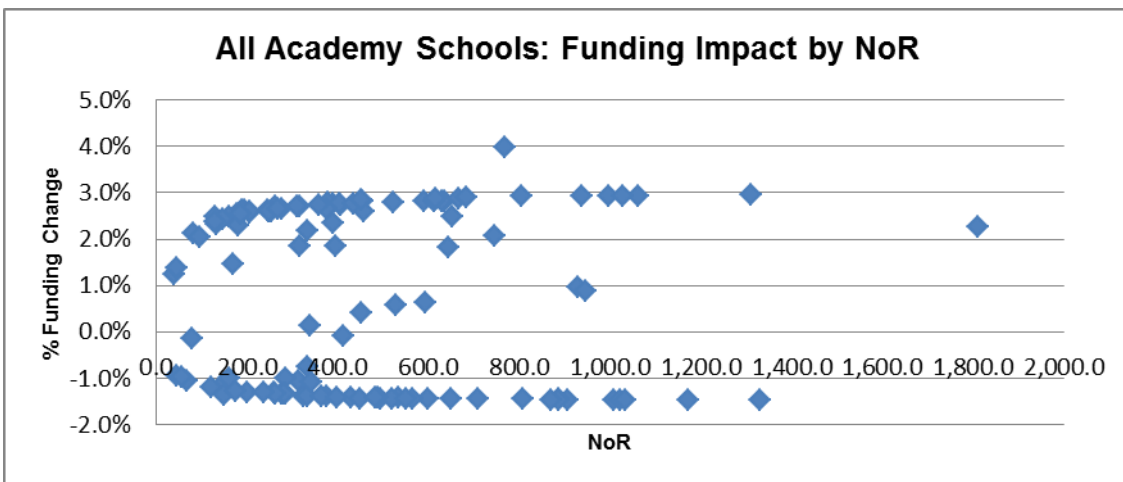
Primary Academy Schools: Funding Impact by NoR
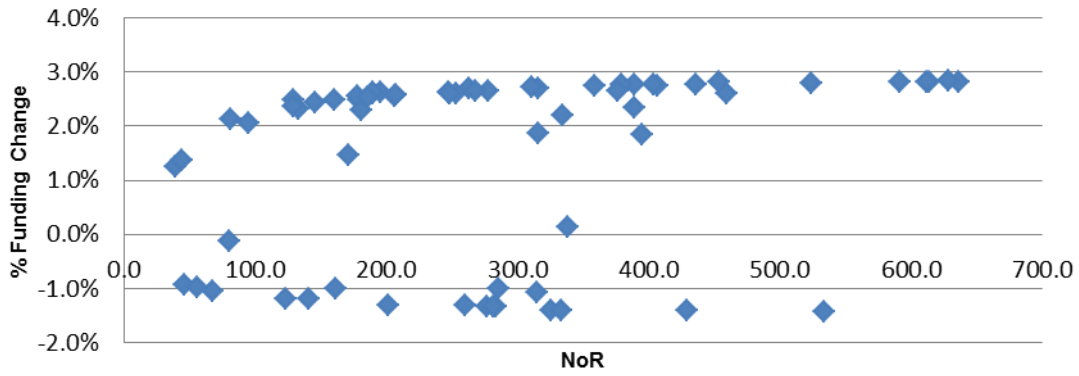
Secondary Academy Schools: Funding Impact by NoR

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Lincolnshire COUNTY COUNCIL
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Policy and Scrutiny
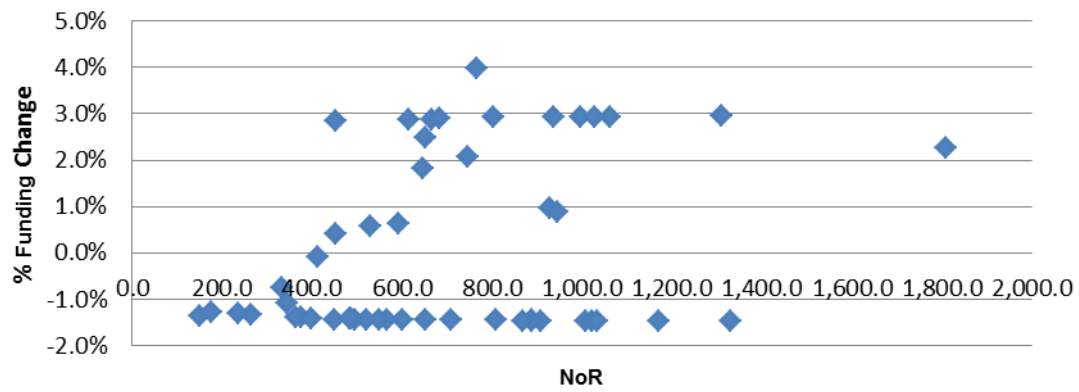
Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	10 March 2017
Subject:	Lincolnshire Local Authority School Performance 2015-16

Summary:

This report summarises the 2015-16 performance of Lincolnshire schools for the Children and Young People Scrutiny Committee, following the release by the Local Authority Performance Team on 19 January 2017 of validated and finalised performance data.

Actions Required:

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

1. Background

This report brings the outcomes of assessments within the Early Years, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. Where available, data sets have been compared to Local Authority (LA) averages, Statistical Neighbours and National figures. Under each measure, a summative comment has been made to express the standing of Lincolnshire within the regional and national context. In addition to this, there are a series of appendixes that include:-

      Appendix A – Lincolnshire Local Authority Data
      Appendix B – Closing the Gap
      Appendix C – East Midlands Regional Priorities
      Appendix D – LA Response to need
      Appendix E – OfSTED Standards

2. Conclusion

The pupil performance data in this report shows that there have been year on year improvements in pupil outcomes. There are still a number of key actions needed in order for all groups of Lincolnshire pupils to be achieving at least at levels seen nationally, with the aspiration to consistently achieve at levels higher than seen nationally. It is important to recognise that comparisons of previous data are flawed as the methodology within Primary assessment has changed significantly in terms

calculations and the production of scaled scores rather than levels. It also needs to be noted that the 2016 SATs at Key Stage 1 and 2 are assessing the 2014 Curriculum that increased expectations of learning within all year groups, with in year learning content taking place up to 18 months earlier than under the old curriculum. There is much national debate about the effectiveness and methodology of the new assessments and another consultation is about to take place regarding this matter. Key Stage 4 assessment outputs are now focussed on Attainment 8 and Progress 8 measures nationally and therefore this focus has been adopted also within this report.

In Lincolnshire, underperforming maintained schools and academies have already been challenged individually and are working with Lincolnshire County Council (LCC) Education Locality Leads. The LCC Education Team is proactive in championing the priorities of the East Midlands alongside those of the County, but also of the districts within. We are maintaining a number of really productive and positive relationships with Lincolnshire Teaching Schools to develop broader and more accessible training and adapt their offering to match the needs of the County. We are improving the use of National Leaders in Education (NLEs), Local Leaders in Education (LLEs) and Specialist Leaders in Education (SLEs) to ensure that the sector is also empowered to develop leaders who can sustain improvement in conjunction with the Teaching Schools. The Lincolnshire Learning Partnership is also key in developing the long term system leadership within Lincolnshire and as a gauge to the effectiveness of the sector led system.

Lincolnshire Learning Locality Leads will ensure that intervention, support and challenge will happen where necessary to ensure that improvement activities are taking place promptly to address underlying needs. The role of the Locality Lead is to provide strategic advice to targeted schools, to hold them to account, ensure that the school/academy is taking action appropriately and that proactive engagement in the sector is taking place. They will also provide the function of signposting to professional development activities/opportunities and develop the strategic approach of initiatives at a district level, including School to School support funding bids and potential research projects.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

Not applicable.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Lincolnshire Local Authority Data
Appendix B	Closing the Gap
Appendix C	East Midlands Regional Priorities
Appendix D	Local Authority response to need
Appendix E	OfSTED Standards

5. Background Papers

Document title	Where the document can be viewed
Lincolnshire School Improvement Strategy 2016-2017	http://microsites.lincolnshire.gov.uk/children/schools/services-and-support-for-lincolnshire-schools/policies-and-guidance/130159.article

This report was written by Martin Smith, who can be contacted on 01522552253 or martin.smith@lincolnshire.gov.uk.

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INTRODUCTION

This document provides the appendices to support the Local Authority Arrangements for Support School Improvement. As such, included are tables summarising the performance of Lincolnshire primary and secondary maintained schools and academies for the academic year 2015-2016, and includes validated Early, Provisional and Final performance data for 2016 as produced by the Performance Assurance Team in January 2017. All data sources are provided by each data table.

LINCOLNSHIRE CONTEXT

These tables refer to Lincolnshire Maintained Schools and Academies as identified by Sector as at 1st January 2017.

Nursery (5 schools)

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

Data Source: School Situation by Year (Performance Assurance)

Primary (280 schools including Free Schools)

	LA Maintained	Academies
Number	201	79
% of Schools in Phase	72%	28%

Data Source: School Situation by Year (Performance Assurance)

Secondary (54 schools including Free Schools)

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

Data Source: School Situation by Year (Performance Assurance)

All Age (1 school including Free Schools)

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

Data Source: School Situation by Year (Performance Assurance)

Special (20 schools including Free Schools)

	LA Maintained	Academies
Number	7	13
% of Schools in Phase	35%	65%

Data Source: School Situation by Year (Performance Assurance)

Pupil Referral Units (2 schools including Free Schools)

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

Data Source: School Situation by Year (Performance Assurance)

The number of pupils in schools stood at 104,697. The population of school age children is as follows:

PRU	206
Nursery	527
Primary	55,786
Secondary	45,436
All Age	1,016
Special	1,726
Total	104,697

Data Source: January 2016 School Census

SCHOOL PERFORMANCE DATA (EARLY, PROVISIONAL AND FINAL DATA)

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

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

EYFSP Profile Outcomes:

Percentage of children achieving a 'Good Level of Development'	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	70.5%	69.3%	1.2%	67.6%	69.5%	4th
2014-15	Final	69.1%	66.3%	2.8%	64.0%	66.5%	3rd
2013-14	Final	67.4%	60.4%	7.0%	57.8%	60.6%	1st
2012-13	Final	65.4%	51.7%	13.7%	49.8%	51.6%	1st

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

Lincolnshire is still performing well - but the gap above national has fallen for the 4th consecutive year, Lincolnshire is ahead of National, Statistical Neighbour average and the East Midlands average.

KS1 Phonics:

Percentage of Y1 pupils meeting the required standard of phonic decoding	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	82.9%	80.5%	2.4%	79.3%	79.6%	2nd
2014-15	Final	77.9%	76.8%	1.1%	74.5%	76.3%	3rd
2013-14	Final	79.1%	74.2%	4.9%	72.5%	73.5%	1st
2012-13	Final	76.5%	69.1%	7.4%	68.4%	68.5%	1st

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

Percentage of Y2 pupils meeting the required standard of phonic decoding	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	92.2%	91.3%	0.9%	90.8%	91.3%	3rd
2014-15	Final	91.6%	90.2%	1.4%	89.5%	90.2%	3rd
2013-14	Final	90.9%	88.5%	2.4%	87.7%	88.3%	=1st
2012-13	Final	88.6%	84.5%	4.1%	84.7%	83.2%	1st

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

Lincolnshire is performing well – for Year 1 Phonics the gap above national has widened compared to 2014-15. The 4% increase in Year 1 Phonics could be related to the significant investment in Phonics at the start of the 2015/16 Academic year.

Lincolnshire is ahead of National, Statistical Neighbour average and the East Midlands average for both Year 1 and Year 2 Phonics. However for Year 2 Phonics the gap above national has fallen for the 4th consecutive year as the rate of improvement nationally is faster than that in Lincolnshire.

Key Stage 1:

Working at the Expected Standard or above in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Reading	Final	72.6%	74.0%	-1.4%	71.6%	73.9%	8th
	Writing	Final	63.7%	65.5%	-1.8%	62.8%	65.3%	8th
	Maths	Final	71.3%	72.6%	-1.3%	70.4%	72.2%	6th
Achieving Level 2 or above in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Reading	Final	90.2%	90.5%	-0.3%	89.8%	91.0%	10th
	Writing	Final	86.3%	87.5%	-1.2%	86.6%	88.3%	10th
	Maths	Final	92.1%	92.8%	-0.7%	92.3%	93.3%	11th
2013-14	Reading	Final	88.5%	89.6%	-1.1%	89.1%	90.1%	11th
	Writing	Final	85.2%	86.2%	-1.0%	85.9%	86.9%	10th
	Maths	Final	90.6%	92.1%	-1.5%	91.8%	92.6%	11th

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

Lincolnshire performance is typically 1%-2% below national figures for percentage working at or above the Expected Standard. This gap is slightly wider than the previous year.

In each of Reading, Writing and Maths at KS1 Lincolnshire is behind stat neighbours but ahead of the East Midlands average. However, Lincolnshire's ranking among our stat neighbours has improved in all subjects, particularly in Maths where we have jumped from last place (11th) in 2014-15 to 6th place.

Working at Greater Depth within the Expected Standard in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Reading	Final	22.1%	23.5%	-1.4%	22.6%	24.7%	11th
	Writing	Final	11.9%	13.3%	-1.4%	12.7%	13.7%	10th
	Maths	Final	16.9%	17.8%	-0.9%	17.0%	17.8%	9th
Achieving Level 3 or above in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Reading	Final	30.5%	31.9%	-1.4%	30.6%	32.2%	9th
	Writing	Final	16.4%	17.5%	-1.1%	16.9%	17.9%	9th
	Maths	Final	24.5%	26.0%	-1.5%	25.1%	26.0%	10th
2013-14	Reading	Final	29.0%	30.5%	-1.5%	29.8%	31.3%	10th
	Writing	Final	15.8%	16.0%	-0.2%	16.3%	17.1%	=8th
	Maths	Final	23.0%	24.2%	-1.2%	24.2%	24.4%	10th

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

For percentage of pupils working at greater depth within the Expected Standard Lincolnshire's position in relation to its comparators remains roughly the same as the previous year; Lincolnshire is approximately in line with East Midlands, below Stat Neighbour average by between 1% and 3%, and below National average by about 1% to 1.5%.

A slight improvement to note is that Lincolnshire has closed the gap on National in Maths attainment in this measure by 0.6% and moved up through the Stat Neighbour rankings by one place from 10th to 9th in this subject.

Key Stage 2:

KS2 Reading Progress Measure	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	-0.4	0.0	-0.4	-0.8	-0.6	=4th
Children making expected progress in Reading between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	90.8%	91.3%	-0.5%	90.1%	90.0%	4th
2013-14	Final	91.0%	91.1%	-0.1%	90.4%	89.6%	2nd

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

Lincolnshire pupils make slightly more progress than pupils in our stat neighbour counties and the East Midlands. Lincolnshire's progress is less than National.

KS2 Writing Progress Measure	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	-0.1	0.0	-0.1	-0.2	-0.3	=3rd
Children making expected progress in Writing between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	93.2%	94.4%	-1.2%	93.5%	93.4%	8th
2013-14	Final	93.0%	93.2%	-0.2%	92.1%	91.8%	2nd

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

Lincolnshire pupils make slightly more progress than pupils in our stat neighbour counties and the East Midlands. Lincolnshire is roughly in line with National.

KS2 Maths Progress Measure	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	-0.6	0.0	-0.6	-0.6	-0.9	3rd
Children making expected progress in Maths between KS1 and KS2	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	87.6%	89.8%	-2.2%	88.3%	87.9%	8th
2013-14	Final	87.7%	89.6%	-1.9%	88.3%	87.4%	7th

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

Lincolnshire pupils make slightly more progress than pupils in our stat neighbour counties and in line with the East Midlands. Lincolnshire is below National.

Working at the Expected Standard or above in RWM	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	50.8%	53.8%	-3.0%	51.6%	51.1%	7th
Achievement at Level 4 or above in combined RWM at KS2 (Threshold)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	Final	78.6%	80.5%	-1.9%	79.4%	79.0%	7th
2013-14	Final	77.0%	78.8%	-1.8%	77.7%	77.0%	6th

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

Lincolnshire is below national, East Midlands and Stat Neighbour average in % EXS+

Working at the Expected Standard or above in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	GPS	Final	70.8%	73.0%	-2.2%	71.5%	69.6%	5th
	Reading	Final	64.5%	66.4%	-1.9%	64.0%	64.8%	7th
	Writing	Final	73.0%	74.5%	-1.5%	74.0%	73.5%	7th
	Maths	Final	66.7%	70.2%	-3.5%	68.3%	66.7%	7th
Level 4+ in Core Subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	GPS	Final	78.8%	80.6%	-1.8%	79.4%	78.3%	6th
	Reading	Final	88.6%	89.6%	-1.0%	88.9%	89.0%	7th
	Writing	Final	85.9%	87.3%	-1.4%	86.4%	86.4%	8th
	Maths	Final	85.7%	87.2%	-1.5%	86.5%	86.0%	=6th
2013-14	GPS	Final	74.0%	76.6%	-2.6%	75.4%	73.8%	5th
	Reading	Final	88.1%	88.9%	-0.8%	88.3%	88.1%	=6th
	Writing	Final	84.5%	85.6%	-1.1%	84.5%	84.5%	=7th
	Maths	Final	84.3%	86.2%	-1.9%	85.5%	84.8%	=6th

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

The Lincolnshire v National gap has widened across all subjects since 2015. In maths the gap has widened the most from -1.5% to -3.5%.

Achieving a High Score or Working at Greater Depth within the Expected Standard in:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	GPS	Final	20.6%	22.7%	-2.1%	20.7%	19.3%	4th
	Reading	Final	16.8%	18.8%	-2.0%	16.5%	18.1%	10th
	Writing	Final	14.1%	14.8%	-0.7%	14.9%	15.2%	8th
	Maths	Final	13.9%	16.7%	-2.8%	14.5%	13.9%	5th
Level 5+ in Core Subjects		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2014-15	GPS	Final	53.5%	55.9%	-2.4%	53.9%	52.6%	6th
	Reading	Final	48.4%	48.9%	-0.5%	47.1%	47.9%	6th
	Writing	Final	35.5%	36.0%	-0.5%	35.0%	35.5%	5th
	Maths	Final	39.5%	41.7%	-2.2%	40.2%	39.5%	5th
2013-14	GPS	Final	49.4%	52.3%	-2.9%	50.5%	48.8%	7th
	Reading	Final	49.0%	49.7%	-0.7%	48.8%	49.1%	=6th
	Writing	Final	32.0%	33.3%	-1.3%	32.0%	32.9%	9th
	Maths	Final	38.6%	42.0%	-3.4%	40.6%	39.1%	6th

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

The Lincolnshire v National gap has widened across all subjects since 2015 apart from GPS which has narrowed slightly. In the stat neighbour ranking Lincolnshire has dropped in reading and writing, remained steady in maths, and risen in GPS.

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Key Stage 4 (GCSEs):

% of pupils achieving the English Baccalaureate at KS4	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	28.1%	24.8%	3.3%	22.1%	20.7%	1st
2014-15	Final	27.2%	24.4%	2.8%	21.1%	21.3%	1st
2013-14	Final	26.7%	24.3%	2.4%	21.9%	21.7%	1st
2012-13	Final	27.2%	22.9%	4.3%	20.9%	21.1%	1st
2011-12	Final	20.6%	16.2%	4.4%	14.2%	14.9%	1st

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Lincolnshire is ahead of National in this measure and has widened the lead since 2015.

% of pupil achieving A*-C in English and maths	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	62.3%	63.3%	-1.0%	61.6%	62.9%	8th
2014-15	Final	58.3%	59.5%	-1.2%	56.8%	59.4%	8th
2013-14	Final	56.9%	59.1%	-2.2%	56.3%	57.4%	6th
2012-13	Final	62.5%	61.6%	0.9%	60.0%	59.6%	3rd
2011-12	Final	62.6%	59.5%	3.1%	58.1%	57.3%	1st

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Lincolnshire's position in relation to national, stat neighbours and East Midland has remained steady in 2016 when compared to our relative position in 2015.

Attainment 8	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	49.9	50.1	-0.2	48.9	49.5	5th
2014-15	Final	48.4	48.6	-0.2	47.1	47.9	4th

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Lincolnshire's position in relation to national, stat neighbours and East Midland has remained steady in 2016 when compared to our relative position in 2015.

Attainment Score by component subject area		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	English	Final	10.4	10.6	-0.2	10.3	10.5	=5th
2015-16	Maths	Final	9.8	9.8	0.0	9.6	9.7	=3rd
2015-16	EBacc	Final	13.9	13.8	0.1	13.5	13.7	=3rd
2015-16	Open	Final	15.8	15.9	-0.1	15.4	15.7	=4th

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Lincolnshire is roughly in line with National in each element of Attainment 8, the biggest gap between Lincolnshire and National is English at -0.2.

Progress 8	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	-0.11	-0.03	-0.08	-0.14	-0.04	9th

Lincolnshire is ahead of East Midlands but below national in this measure.

Progress Score by component subject area		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	English	Final	-0.17	-0.04	-0.13	-0.17	-0.07	9th
2015-16	Maths	Final	-0.12	-0.02	-0.10	-0.10	-0.03	8th
2015-16	EBacc	Final	-0.06	-0.02	-0.04	-0.09	-0.01	=8th
2015-16	Open	Final	-0.10	-0.04	-0.06	-0.20	-0.07	=8th

Lincolnshire is behind national in each of the Progress 8 elements, and ahead of East Midlands in all elements except maths where Lincolnshire is level.

Key Stage 5 (A-Levels):

% of students 16-18 achieving 3 A*-A grades or better at A level or Applied single/double award A level	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	12.2%	11.5%	0.7%	9.6%	8.6%	2nd
2014-15	Final	11.1%	10.0%	1.1%	8.4%	7.6%	1st
2013-14	Final	12.0%	10.3%	1.7%	8.8%	8.1%	1st
2012-13	Final	13.9%	10.7%	3.2%	9.2%	7.6%	1st
2011-12	Final	11.8%	10.9%	0.9%	8.9%	8.5%	1st

Lincolnshire remains ahead of national in this measure but the gap has narrowed slightly since 2015. Lincolnshire is also ahead of stat neighbours and East Midlands.

% of students 16-18 achieving grades AAB or better at A level of which 2 are in facilitating subjects	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	17.2%	15.6%	1.6%	13.6%	12.3%	2nd
2014-15	Final	14.8%	13.1%	1.7%	11.3%	10.9%	1st
2013-14	Final	15.9%	13.5%	2.4%	11.8%	10.5%	1st
2012-13	Final	16.1%	13.6%	2.5%	11.8%	10.1%	1st
2011-12	Final	9.1%	8.6%	0.5%	7.3%	6.6%	1st

Lincolnshire has improved in this measure since 2015, and remains above national. The gap between Lincolnshire and national has remained relatively steady. Lincolnshire remains ahead of stat neighbour average and East Midlands.

Average Point Score per Entry: All Level 3 Students	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	32.9	32.1	0.8	30.8	30.6	2nd

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-attainment-at-19-years

Lincolnshire is above national, stat neighbour average and East Midlands.

Average Point Score per Entry: A-Level Students (Best 3)	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	35.2	34.4	0.8	33.4	32.3	1st

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-attainment-at-19-years

Lincolnshire is above national, stat neighbour average and East Midlands.

Average Point Score per Entry:		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	A-Level	Final	31.6	30.8	0.8	29.7	29.2	2nd
	Academic	Final	31.8	31.0	0.8	29.8	29.3	2nd
	Tech Level	Final	37.0	36.9	0.1	36.1	35.3	2nd
	Applied General	Final	38.0	38.0	0.0	37.8	38.4	6th

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-attainment-at-19-years

Lincolnshire is above national, stat neighbour average and East Midlands except Applied General where we are level with national and below stat neighbour.

Post 16 Participation:

% Age 16 In Learning Quarter 2- End September	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	73.4%	68.7%	4.7%	77.4%	80.1%	9th
2014-15	Final	82.7%	65.4%	17.3%	82.3%	85.5%	8th
2013-14	Final	85.7%	64.2%	21.5%	77.5%	78.9%	6th
2012-13	Final	37.0%	58.4%	-21.4%	70.7%	72.5%	10th

Data Source: NCCIS data - https://www.nccis.org.uk/portal/

Lincolnshire has a higher percentage of 16 year olds in learning than national, but lower than East Midlands and stat neighbour average. The gap between Lincolnshire and national is narrowing.

% Age 17 In Learning Quarter 2- End September	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	78.4%	67.1%	11.3%	73.1%	79.6%	8th
2014-15	Final	82.9%	65.1%	17.8%	77.7%	82.7%	7th
2013-14	Final	80.9%	63.0%	17.9%	76.7%	81.5%	8th
2012-13	Final	51.8%	61.1%	-9.3%	68.5%	68.6%	9th

Data Source: NCCIS data - https://www.nccis.org.uk/portal/

Lincolnshire has a higher percentage of 17 year olds in learning than national and East Midlands, but lower than stat neighbour average. The gap between Lincolnshire and national is narrowing.

% Age 16-17 In Learning Quarter 2- End September	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	76.0%	67.9%	8.1%	75.2%	79.8%	9th
% Age 16-18 In Learning Quarter 2- End September	**Data State**	Lincolnshire	National	**Lincolnshire vs National**	East Midlands	Statistical Neighbour Average	**Statistical Neighbour Rank**
2014-15	Final	73.2%	54.9%	18.3%	71.1%	69.6%	4th
2013-14	Final	72.3%	53.5%	18.8%	68.4%	66.8%	3rd
2012-13	Final	35.4%	50.8%	-15.4%	60.6%	59.8%	9th

Data Source: NCCIS data - https://www.nccis.org.uk/portal/

Lincolnshire has a higher percentage of 16-17 year olds in learning than national and East Midlands, but lower than stat neighbour average.

% Age 16-17 Unknown Quarter 2- End September	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	23.2%	29.2%	-6.0%	21.9%	16.7%	9th
% Age 16-18 Unknown Quarter 2- End September	**Data State**	Lincolnshire	National	**Lincolnshire vs National**	East Midlands	Statistical Neighbour Average	**Statistical Neighbour Rank**
2014-15	Final	22.1%	39.8%	-17.7%	23.8%	25.6%	4th
2013-14	Final	21.7%	41.4%	-19.7%	26.0%	27.6%	3rd
2012-13	Final	59.3%	43.0%	16.3%	33.0%	33.8%	9th

Data Source: NCCIS data - https://www.nccis.org.uk/portal/

Lincolnshire has a lower percentage of pupils with an unknown destination than national, but higher than stat neighbours and East Midlands.

% Age 16-17 NEET (Not Adjusted) Quarter 2- End September	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	0.6%	2.0%	-1.4%	2.0%	2.1%	1st
% Age 16-18 NEET (Adjusted) Quarter 2- End September	**Data State**	Lincolnshire	National	**Lincolnshire vs National**	East Midlands	Statistical Neighbour Average	**Statistical Neighbour Rank**
2014-15	Final	2.5%	5.2%	-2.7%	4.0%	3.6%	2nd
2013-14	Final	4.3%	5.8%	-1.5%	4.8%	4.5%	6th
2012-13	Final	6.8%	6.7%	0.1%	5.9%	6.0%	7th

Data Source: NCCIS data - https://www.nccis.org.uk/portal/

Lincolnshire has a lower percentage of pupils who are NEET than national, stat neighbours and East Midlands.

Schools below the Floor Standard

Primary Schools:

Percentage of primary schools below the floor standard:	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	6.2%	4.9%	1.3%	6.9%	7.4%	3rd
2014-15	Final	2.9%	5.0%	-2.1%	5.9%	6.3%	3rd
2013-14	Final	7.4%	5.8%	1.6%	8.2%	7.3%	8th
2012-13	Final	4.3%	6.1%	-1.8%	6.2%	7.2%	3rd
2011-12	Final	3.8%	3.7%	0.1%	4.1%	4.4%	7th

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

Since 2015 the Lincolnshire vs National gap for Primary schools below floor standard has widened. Lincolnshire has a lower percentage of Primary schools below floor than East Midlands and Stat Neighbours. Lincolnshire has a higher percentage of Primary schools below floor than National.

Secondary Schools:

Percentage of secondary schools below the floor standard	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	14.8%	9.3%	5.5%	15.3%	8.3%	9th
2014-15	Final	19.2%	11.0%	8.2%	18.3%	7.9%	11th
2013-14	Final	18.9%	11.2%	7.7%	14.5%	8.9%	11th
2012-13	Final	13.2%	5.3%	7.9%	8.0%	4.6%	11th
2011-12	Final	15.1%	6.7%	8.4%	11.7%	7.0%	11th

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Since 2015 the Lincolnshire vs National gap for Secondary schools below floor standard has narrowed. Lincolnshire has lower percentage of Secondary schools below floor than Stat Neighbours. Lincolnshire has a higher percentage of Secondary schools below floor than National and East Midlands.

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Coasting Schools:

Primary Schools:

Percentage of primary schools meeting the coasting definition:	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	1.4%	3.5%	-2.1%	5.5%	6.0%	1st

Lincolnshire has a lower percentage of Primary Coasting schools than National, East Midlands and Stat Neighbour average. Lincolnshire is ranked 1st of the Statistical Neighbours.

Secondary Schools:

Percentage of secondary schools meeting the coasting definition:	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	19.6%	11.3%	8.3%	22.6%	10.3%	10th

Lincolnshire has a higher percentage of Secondary Coasting schools than National and Stat Neighbour average. Lincolnshire has a lower percentage of Coasting schools than East Midlands. Lincolnshire is ranked 10th out of the 11 Statistical Neighbours.

Closing the Gap: Comparing Lincolnshire and District to National

Data Source: LA and District locally calculated using finalised datasets and National data taken where possible from DfE Statistical Releases. Where data unavailable via the DfE Statistical Releases data has instead been sourced from the NEXUS NOVA website except for national LAC data that is based upon provisional RAISEonline data.

PLEASE NOTE: Some random sample checks have been done but this piece of work is mostly UNVALIDATED so please treat with caution.

Closing the Gap: Male Pupils to Female Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference vs LA	Gap Difference vs National	Male Pupils Gap against National Female Pupils
2015-16	% GLD	Final	National	62%	77%	-15%	-	-	-15%
2015-16	% GLD	Final	Lincolnshire	64%	77%	-13%	-	1%	-13%
2015-16	% GLD	Final	BBC	62%	70%	-7%	6%	7%	-14%
2015-16	% GLD	Final	ELDC	61%	70%	-9%	4%	5%	-16%
2015-16	% GLD	Final	LCC	57%	73%	-16%	-3%	-1%	-20%
2015-16	% GLD	Final	NKDC	71%	83%	-12%	1%	3%	-6%
2015-16	% GLD	Final	SHDC	66%	77%	-11%	2%	3%	-11%
2015-16	% GLD	Final	SKDC	65%	83%	-19%	-5%	-4%	-12%
2015-16	% GLD	Final	WLDC	66%	80%	-14%	-1%	0%	-11%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference vs LA	Gap Difference vs National	Male Pupils Gap against National Female Pupils
2015-16	% Wa	Final	National	77%	84%	-7%	-	-	-7%
2015-16	% Wa	Final	Lincolnshire	80%	87%	-7%	-	0%	-4%
2015-16	% Wa	Final	BBC	80%	86%	-6%	1%	1%	-4%
2015-16	% Wa	Final	ELDC	77%	83%	-5%	2%	2%	-7%
2015-16	% Wa	Final	LCC	72%	84%	-13%	-6%	-6%	-12%
2015-16	% Wa	Final	NKDC	83%	91%	-8%	-1%	-1%	-1%

2015-16	% Wa	Final	SHDC	80%	85%	-6%	1%	1%	-4%
2015-16	% Wa	Final	SKDC	82%	88%	-6%	1%	1%	-2%
2015-16	% Wa	Final	WLDC	82%	87%	-5%	2%	2%	-2%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	55%	66%	-11%	-	-	-11%
2015-16	% RWM EXP+	Final	Lincolnshire	52%	66%	-14%	-	-3%	-14%
2015-16	% RWM EXP+	Final	BBC	50%	64%	-14%	-1%	-3%	-16%
2015-16	% RWM EXP+	Final	ELDC	51%	64%	-13%	1%	-2%	-15%
2015-16	% RWM EXP+	Final	LCC	50%	59%	-9%	5%	2%	-16%
2015-16	% RWM EXP+	Final	NKDC	54%	70%	-16%	-2%	-5%	-12%
2015-16	% RWM EXP+	Final	SHDC	46%	61%	-15%	-2%	-4%	-20%
2015-16	% RWM EXP+	Final	SKDC	54%	71%	-17%	-3%	-6%	-12%
2015-16	% RWM EXP+	Final	WLDC	60%	69%	-9%	5%	2%	-6%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	50%	58%	-8%	-	-	-8%
2015-16	% RWM EXP+	Final	Lincolnshire	46%	55%	-9%	-	-1%	-11%
2015-16	% RWM EXP+	Final	BBC	54%	54%	-1%	8%	7%	-4%
2015-16	% RWM EXP+	Final	ELDC	43%	52%	-10%	-1%	-2%	-15%
2015-16	% RWM EXP+	Final	LCC	35%	47%	-13%	-4%	-5%	-23%
2015-16	% RWM EXP+	Final	NKDC	50%	63%	-13%	-4%	-5%	-7%
2015-16	% RWM EXP+	Final	SHDC	43%	54%	-11%	-2%	-4%	-15%
2015-16	% RWM EXP+	Final	SKDC	50%	56%	-6%	3%	2%	-7%
2015-16	% RWM EXP+	Final	WLDC	50%	58%	-8%	1%	-1%	-8%

KS2: Reading Progress

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	R PROG	Final	National	-0.3	0.4	-0.7	-	-	-0.7
2015-16	R PROG	Final	Lincolnshire	-0.8	-0.1	-0.7	-	0.0	-1.2
2015-16	R PROG	Final	BBC	0.6	0.1	0.5	1.2	1.2	0.2
2015-16	R PROG	Final	ELDC	-0.7	-0.2	-0.5	0.3	0.2	-1.1
2015-16	R PROG	Final	LCC	-1.4	-0.4	-1.0	-0.3	-0.3	-1.8
2015-16	R PROG	Final	NKDC	-1.0	0.2	-1.2	-0.5	-0.5	-1.4
2015-16	R PROG	Final	SHDC	-1.7	-0.1	-1.6	-0.8	-0.9	-2.1
2015-16	R PROG	Final	SKDC	-0.9	-0.2	-0.6	0.1	0.1	-1.3
2015-16	R PROG	Final	WLDC	-0.5	0.1	-0.6	0.1	0.1	-0.9

KS2: Writing Progress

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	W PROG	Final	National	-0.8	0.8	-1.6	-	-	-1.6
2015-16	W PROG	Final	Lincolnshire	-0.9	0.7	-1.6	-	0.0	-1.7
2015-16	W PROG	Final	BBC	1.2	2.8	-1.6	0.0	0.0	0.4
2015-16	W PROG	Final	ELDC	-0.6	0.9	-1.5	0.1	0.1	-1.4
2015-16	W PROG	Final	LCC	-0.3	1.4	-1.6	0.0	0.0	-1.1
2015-16	W PROG	Final	NKDC	-1.6	0.2	-1.8	-0.2	-0.2	-2.4
2015-16	W PROG	Final	SHDC	-1.6	0.3	-1.9	-0.3	-0.3	-2.4
2015-16	W PROG	Final	SKDC	-1.3	0.1	-1.4	0.2	0.2	-2.1
2015-16	W PROG	Final	WLDC	-1.3	0.1	-1.3	0.3	0.3	-2.1

KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	0.6	-0.6	1.2	-	-	1.2
2015-16	M PROG	Final	Lincolnshire	0.0	-1.2	1.2	-	0.0	0.6
2015-16	M PROG	Final	BBC	1.9	-0.3	2.1	1.0	0.9	2.5
2015-16	M PROG	Final	ELDC	0.2	-1.1	1.3	0.2	0.1	0.8
2015-16	M PROG	Final	LCC	-0.1	-0.9	0.8	-0.4	-0.4	0.5
2015-16	M PROG	Final	NKDC	-0.1	-0.9	0.8	-0.4	-0.4	0.5
2015-16	M PROG	Final	SHDC	-0.4	-1.5	1.1	-0.1	-0.1	0.2
2015-16	M PROG	Final	SKDC	-0.2	-1.5	1.3	0.1	0.1	0.4
2015-16	M PROG	Final	WLDC	-0.7	-1.7	1.0	-0.1	-0.2	-0.1

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	59%	67%	-8%	-	-	-8%
2015-16	% ACEM	Final	Lincolnshire	58%	66%	-8%	-	0%	-9%
2015-16	% ACEM	Final	BBC	51%	59%	-8%	0%	0%	-16%
2015-16	% ACEM	Final	ELDC	54%	62%	-8%	0%	0%	-13%
2015-16	% ACEM	Final	LCC	52%	63%	-11%	-2%	-3%	-15%
2015-16	% ACEM	Final	NKDC	65%	73%	-8%	0%	0%	-2%
2015-16	% ACEM	Final	SHDC	57%	65%	-8%	0%	0%	-10%
2015-16	% ACEM	Final	SKDC	63%	69%	-6%	2%	2%	-4%
2015-16	% ACEM	Final	WLDC	60%	66%	-6%	2%	2%	-7%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	47.7	52.3	-4.6	-	-	-4.6
2015-16	ATT8	Final	Lincolnshire	47.7	52.2	-4.5	-	0.1	-4.6
2015-16	ATT8	Final	BBC	44.3	48.8	-4.5	0.0	0.1	-8.0
2015-16	ATT8	Final	ELDC	45.7	49.2	-3.5	1.0	1.1	-6.6
2015-16	ATT8	Final	LCC	44.4	50.2	-5.9	-1.4	-1.3	-7.9
2015-16	ATT8	Final	NKDC	50.9	54.9	-4.1	0.4	0.5	-1.4
2015-16	ATT8	Final	SHDC	46.5	50.9	-4.4	0.1	0.2	-5.8
2015-16	ATT8	Final	SKDC	50.3	54.6	-4.3	0.2	0.3	-2.0
2015-16	ATT8	Final	WLDC	49.8	53.8	-4.0	0.5	0.6	-2.5

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	Male Pupils	Female Pupils	Gap	Gap Difference		Male Pupils Gap against National Female Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	-0.17	0.11	-0.28	-	-	-0.28
2015-16	PROG8	Final	Lincolnshire	-0.25	0.04	-0.29	-	-0.01	-0.36
2015-16	PROG8	Final	BBC	-0.48	-0.13	-0.35	-0.06	-0.07	-0.59
2015-16	PROG8	Final	ELDC	-0.31	-0.12	-0.19	0.10	0.09	-0.42
2015-16	PROG8	Final	LCC	-0.49	-0.09	-0.40	-0.11	-0.12	-0.60
2015-16	PROG8	Final	NKDC	-0.05	0.22	-0.27	0.02	0.01	-0.16
2015-16	PROG8	Final	SHDC	-0.23	0.02	-0.26	0.03	0.02	-0.34
2015-16	PROG8	Final	SKDC	-0.05	0.17	-0.23	0.06	0.05	-0.16
2015-16	PROG8	Final	WLDC	-0.32	0.03	-0.35	-0.06	-0.07	-0.43

Closing the Gap: FSM Pupils to Non FSM Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	% GLD	Final	National	54%	72%	-18%	-	-	-18%
2015-16	% GLD	Final	Lincolnshire	55%	73%	-19%	-	-1%	-17%
2015-16	% GLD	Final	BBC	59%	67%	-9%	10%	9%	-13%
2015-16	% GLD	Final	ELDC	49%	69%	-20%	-1%	-2%	-23%
2015-16	% GLD	Final	LCC	49%	68%	-19%	0%	-1%	-23%
2015-16	% GLD	Final	NKDC	61%	78%	-17%	2%	1%	-11%
2015-16	% GLD	Final	SHDC	64%	73%	-8%	11%	10%	-8%
2015-16	% GLD	Final	SKDC	54%	77%	-23%	-4%	-5%	-18%
2015-16	% GLD	Final	WLDC	56%	77%	-21%	-2%	-3%	-16%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	% Wa	Final	National	69%	83%	-14%	-	-	-14%
2015-16	% Wa	Final	Lincolnshire	73%	85%	-13%	-	1%	-10%
2015-16	% Wa	Final	BBC	78%	84%	-6%	6%	8%	-5%
2015-16	% Wa	Final	ELDC	73%	83%	-9%	3%	5%	-10%
2015-16	% Wa	Final	LCC	69%	81%	-12%	1%	2%	-14%
2015-16	% Wa	Final	NKDC	75%	88%	-13%	-1%	1%	-8%
2015-16	% Wa	Final	SHDC	72%	84%	-13%	0%	1%	-11%
2015-16	% Wa	Final	SKDC	73%	88%	-15%	-2%	-1%	-10%
2015-16	% Wa	Final	WLDC	72%	88%	-16%	-3%	-2%	-11%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	47%	64%	-17%	-	-	-17%
2015-16	% RWM EXP+	Final	Lincolnshire	45%	63%	-18%	-	-1%	-19%
2015-16	% RWM EXP+	Final	BBC	46%	60%	-14%	4%	3%	-18%
2015-16	% RWM EXP+	Final	ELDC	44%	63%	-19%	-1%	-2%	-20%
2015-16	% RWM EXP+	Final	LCC	43%	59%	-16%	2%	1%	-21%
2015-16	% RWM EXP+	Final	NKDC	44%	65%	-21%	-3%	-4%	-20%
2015-16	% RWM EXP+	Final	SHDC	38%	57%	-19%	-1%	-2%	-26%
2015-16	% RWM EXP+	Final	SKDC	46%	66%	-20%	-2%	-3%	-18%
2015-16	% RWM EXP+	Final	WLDC	55%	68%	-13%	5%	4%	-9%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	35%	57%	-21%	-	-	-21%
2015-16	% RWM EXP+	Final	Lincolnshire	36%	56%	-21%	-	1%	-21%
2015-16	% RWM EXP+	Final	BBC	47%	56%	-10%	11%	11%	-10%
2015-16	% RWM EXP+	Final	ELDC	31%	55%	-24%	-4%	-3%	-26%
2015-16	% RWM EXP+	Final	LCC	30%	48%	-18%	3%	4%	-26%
2015-16	% RWM EXP+	Final	NKDC	43%	59%	-17%	4%	5%	-14%
2015-16	% RWM EXP+	Final	SHDC	39%	52%	-13%	8%	8%	-18%
2015-16	% RWM EXP+	Final	SKDC	34%	59%	-24%	-4%	-3%	-22%
2015-16	% RWM EXP+	Final	WLDC	37%	60%	-23%	-2%	-1%	-20%

KS2: Reading Progress

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	R PROG	Final	National	-0.9	0.2	-1.1	-	-	-1.1
2015-16	R PROG	Final	Lincolnshire	-0.8	-0.3	-0.5	-	0.6	-1.0
2015-16	R PROG	Final	BBC	0.7	0.2	0.5	1.0	1.6	0.5
2015-16	R PROG	Final	ELDC	-1.0	-0.1	-0.9	-0.4	0.2	-1.2
2015-16	R PROG	Final	LCC	-1.6	-0.4	-1.2	-0.7	-0.1	-1.8
2015-16	R PROG	Final	NKDC	-0.1	-0.4	0.4	0.9	1.5	-0.3
2015-16	R PROG	Final	SHDC	-1.2	-0.8	-0.4	0.1	0.7	-1.4
2015-16	R PROG	Final	SKDC	-1.6	-0.3	-1.4	-0.8	-0.3	-1.8
2015-16	R PROG	Final	WLDC	0.2	-0.4	0.6	1.1	1.7	0.0

KS2: Writing Progress

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	W PROG	Final	National	-0.5	0.1	-0.6	-	-	-0.6
2015-16	W PROG	Final	Lincolnshire	-0.4	0.0	-0.4	-	0.2	-0.5
2015-16	W PROG	Final	BBC	1.8	2.1	-0.3	0.1	0.3	1.7
2015-16	W PROG	Final	ELDC	-0.3	0.4	-0.8	-0.4	-0.2	-0.4
2015-16	W PROG	Final	LCC	0.3	0.7	-0.3	0.1	0.3	0.2
2015-16	W PROG	Final	NKDC	-1.0	-0.7	-0.4	0.0	0.2	-1.1
2015-16	W PROG	Final	SHDC	-1.2	-0.4	-0.8	-0.4	-0.2	-1.3
2015-16	W PROG	Final	SKDC	-1.6	-0.3	-1.3	-0.9	-0.7	-1.7
2015-16	W PROG	Final	WLDC	-0.3	-0.8	0.5	0.9	1.1	-0.4

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KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	-0.7	0.1	-0.8	-	-	-0.8
2015-16	M PROG	Final	Lincolnshire	-0.9	-0.5	-0.5	-	0.3	-1.0
2015-16	M PROG	Final	BBC	0.6	0.8	-0.2	0.2	0.6	0.5
2015-16	M PROG	Final	ELDC	-0.8	-0.3	-0.5	0.0	0.3	-0.9
2015-16	M PROG	Final	LCC	-0.7	-0.3	-0.4	0.1	0.4	-0.8
2015-16	M PROG	Final	NKDC	-0.9	-0.5	-0.4	0.1	0.4	-1.0
2015-16	M PROG	Final	SHDC	-1.0	-0.9	0.0	0.4	0.8	-1.1
2015-16	M PROG	Final	SKDC	-1.8	-0.6	-1.3	-0.8	-0.5	-1.9
2015-16	M PROG	Final	WLDC	-1.3	-1.1	-0.1	0.3	0.7	-1.4

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	39%	67%	-28%	-	-	-28%
2015-16	% ACEM	Final	Lincolnshire	38%	69%	-31%	-	-3%	-29%
2015-16	% ACEM	Final	BBC	37%	60%	-23%	8%	4%	-30%
2015-16	% ACEM	Final	ELDC	32%	69%	-36%	-5%	-9%	-35%
2015-16	% ACEM	Final	LCC	35%	65%	-31%	0%	-3%	-32%
2015-16	% ACEM	Final	NKDC	48%	73%	-25%	6%	2%	-19%
2015-16	% ACEM	Final	SHDC	44%	66%	-22%	9%	5%	-23%
2015-16	% ACEM	Final	SKDC	43%	71%	-28%	3%	0%	-24%
2015-16	% ACEM	Final	WLDC	29%	71%	-42%	-11%	-14%	-37%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	39.0	51.6	-12.6	-	-	-12.6
2015-16	ATT8	Final	Lincolnshire	39.0	52.8	-13.8	-	-1.2	-12.6
2015-16	ATT8	Final	BBC	38.4	48.6	-10.2	3.6	2.4	-13.2
2015-16	ATT8	Final	ELDC	37.0	51.5	-14.5	-0.6	-1.9	-14.6
2015-16	ATT8	Final	LCC	36.0	50.9	-14.9	-1.1	-2.3	-15.6
2015-16	ATT8	Final	NKDC	44.9	54.3	-9.4	4.5	3.2	-6.7
2015-16	ATT8	Final	SHDC	40.0	50.8	-10.8	3.1	1.8	-11.6
2015-16	ATT8	Final	SKDC	40.9	54.9	-14.0	-0.2	-1.4	-10.7
2015-16	ATT8	Final	WLDC	37.1	55.5	-18.4	-4.6	-5.8	-14.5

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	FSM Pupils	Non FSM Pupils	Gap	Gap Difference		FSM Pupils Gap against National Non FSM Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	-0.46	0.04	-0.50	-	-	-0.50
2015-16	PROG8	Final	Lincolnshire	-0.55	0.01	-0.57	-	-0.07	-0.59
2015-16	PROG8	Final	BBC	-0.79	-0.18	-0.61	-0.05	-0.11	-0.83
2015-16	PROG8	Final	ELDC	-0.58	-0.07	-0.51	0.05	-0.01	-0.62
2015-16	PROG8	Final	LCC	-0.72	-0.17	-0.55	0.02	-0.05	-0.76
2015-16	PROG8	Final	NKDC	-0.22	0.14	-0.36	0.20	0.14	-0.26
2015-16	PROG8	Final	SHDC	-0.42	-0.03	-0.39	0.18	0.11	-0.46
2015-16	PROG8	Final	SKDC	-0.40	0.16	-0.56	0.00	-0.06	-0.44
2015-16	PROG8	Final	WLDC	-0.80	0.02	-0.82	-0.25	-0.32	-0.84

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Closing the Gap: SEN Pupils to Non SEN Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	% GLD	Final	National	23%	75%	-52%	-	-	-52%
2015-16	% GLD	Final	Lincolnshire	24%	75%	-51%	-	1%	-51%
2015-16	% GLD	Final	BBC	26%	70%	-44%	7%	8%	-49%
2015-16	% GLD	Final	ELDC	14%	69%	-55%	-4%	-3%	-61%
2015-16	% GLD	Final	LCC	15%	69%	-54%	-3%	-2%	-60%
2015-16	% GLD	Final	NKDC	28%	80%	-52%	-1%	0%	-47%
2015-16	% GLD	Final	SHDC	28%	76%	-48%	3%	4%	-47%
2015-16	% GLD	Final	SKDC	24%	77%	-53%	-2%	-1%	-51%
2015-16	% GLD	Final	WLDC	32%	78%	-45%	6%	7%	-43%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	% Wa	Final	National	42%	86%	-44%	-	-	-44%
2015-16	% Wa	Final	Lincolnshire	43%	88%	-45%	-	-1%	-43%
2015-16	% Wa	Final	BBC	49%	88%	-39%	6%	5%	-37%
2015-16	% Wa	Final	ELDC	38%	87%	-49%	-4%	-5%	-48%
2015-16	% Wa	Final	LCC	38%	85%	-47%	-2%	-3%	-48%
2015-16	% Wa	Final	NKDC	45%	90%	-45%	0%	-1%	-41%
2015-16	% Wa	Final	SHDC	42%	88%	-45%	0%	-1%	-44%
2015-16	% Wa	Final	SKDC	43%	89%	-46%	-1%	-2%	-43%
2015-16	% Wa	Final	WLDC	51%	90%	-39%	6%	5%	-35%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	16%	68%	-52%	-	-	-52%
2015-16	% RWM EXP+	Final	Lincolnshire	16%	67%	-51%	-	1%	-52%
2015-16	% RWM EXP+	Final	BBC	26%	64%	-39%	12%	13%	-42%
2015-16	% RWM EXP+	Final	ELDC	17%	65%	-48%	3%	4%	-51%
2015-16	% RWM EXP+	Final	LCC	10%	64%	-54%	-3%	-2%	-58%
2015-16	% RWM EXP+	Final	NKDC	13%	68%	-55%	-4%	-3%	-55%
2015-16	% RWM EXP+	Final	SHDC	18%	60%	-42%	8%	10%	-50%
2015-16	% RWM EXP+	Final	SKDC	12%	69%	-57%	-6%	-5%	-56%
2015-16	% RWM EXP+	Final	WLDC	17%	74%	-57%	-6%	-5%	-51%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	14%	62%	-48%	-	-	-48%
2015-16	% RWM EXP+	Final	Lincolnshire	14%	60%	-47%	-	1%	-48%
2015-16	% RWM EXP+	Final	BBC	28%	61%	-32%	14%	15%	-33%
2015-16	% RWM EXP+	Final	ELDC	14%	57%	-43%	3%	4%	-48%
2015-16	% RWM EXP+	Final	LCC	9%	51%	-43%	4%	5%	-53%
2015-16	% RWM EXP+	Final	NKDC	11%	65%	-53%	-7%	-6%	-50%
2015-16	% RWM EXP+	Final	SHDC	10%	59%	-49%	-2%	-1%	-52%
2015-16	% RWM EXP+	Final	SKDC	13%	63%	-49%	-3%	-2%	-49%
2015-16	% RWM EXP+	Final	WLDC	14%	63%	-49%	-2%	-1%	-48%

KS2: Reading Progress

| Year | Measure | Data State | District /LA /National | SEN Pupils | Non SEN Pupils | Gap | Gap Difference | | SEN Pupils Gap against National Non SEN Pupils |
							vs LA	vs National	
2015-16	R PROG	Final	National	-1.5	0.3	-1.8	-	-	-1.8
2015-16	R PROG	Final	Lincolnshire	-1.3	-0.2	-1.1	-	0.7	-1.6
2015-16	R PROG	Final	BBC	2.4	-0.2	2.6	3.7	4.4	2.1
2015-16	R PROG	Final	ELDC	-1.6	-0.1	-1.4	-0.3	0.4	-1.9
2015-16	R PROG	Final	LCC	-2.4	-0.5	-1.9	-0.8	-0.1	-2.7
2015-16	R PROG	Final	NKDC	-1.4	-0.2	-1.2	-0.1	0.6	-1.7
2015-16	R PROG	Final	SHDC	-2.2	-0.6	-1.6	-0.5	0.2	-2.5
2015-16	R PROG	Final	SKDC	-1.8	-0.3	-1.6	-0.5	0.2	-2.1
2015-16	R PROG	Final	WLDC	-1.3	0.0	-1.4	-0.2	0.4	-1.6

KS2: Writing Progress

| Year | Measure | Data State | District /LA /National | SEN Pupils | Non SEN Pupils | Gap | Gap Difference | | SEN Pupils Gap against National Non SEN Pupils |
							vs LA	vs National	
2015-16	W PROG	Final	National	-2.6	0.5	-3.1	-	-	-3.1
2015-16	W PROG	Final	Lincolnshire	-2.3	0.4	-2.7	-	0.4	-2.8
2015-16	W PROG	Final	BBC	0.7	2.4	-1.7	1.0	1.4	0.2
2015-16	W PROG	Final	ELDC	-2.0	0.8	-2.7	-0.1	0.4	-2.5
2015-16	W PROG	Final	LCC	-2.4	1.3	-3.6	-0.9	-0.5	-2.9
2015-16	W PROG	Final	NKDC	-2.9	-0.3	-2.6	0.1	0.5	-3.4
2015-16	W PROG	Final	SHDC	-3.2	0.0	-3.2	-0.5	-0.1	-3.7
2015-16	W PROG	Final	SKDC	-2.8	-0.1	-2.7	0.0	0.4	-3.3
2015-16	W PROG	Final	WLDC	-2.7	-0.2	-2.5	0.2	0.6	-3.2

KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	-1.4	0.3	-1.7	-	-	-1.7
2015-16	M PROG	Final	Lincolnshire	-1.5	-0.4	-1.1	-	0.6	-1.8
2015-16	M PROG	Final	BBC	0.9	0.7	0.2	1.4	1.9	0.6
2015-16	M PROG	Final	ELDC	-1.6	-0.2	-1.4	-0.2	0.3	-1.9
2015-16	M PROG	Final	LCC	-1.6	-0.2	-1.3	-0.2	0.4	-1.9
2015-16	M PROG	Final	NKDC	-1.3	-0.4	-0.9	0.2	0.8	-1.6
2015-16	M PROG	Final	SHDC	-2.2	-0.6	-1.6	-0.4	0.1	-2.5
2015-16	M PROG	Final	SKDC	-1.9	-0.6	-1.3	-0.2	0.4	-2.2
2015-16	M PROG	Final	WLDC	-2.2	-0.9	-1.3	-0.1	0.4	-2.5

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	24%	70%	-46%	-	-	-46%
2015-16	% ACEM	Final	Lincolnshire	27%	70%	-43%	-	2%	-43%
2015-16	% ACEM	Final	BBC	32%	62%	-29%	14%	16%	-38%
2015-16	% ACEM	Final	ELDC	22%	67%	-44%	-1%	1%	-47%
2015-16	% ACEM	Final	LCC	18%	69%	-51%	-8%	-6%	-52%
2015-16	% ACEM	Final	NKDC	32%	75%	-43%	0%	3%	-37%
2015-16	% ACEM	Final	SHDC	21%	69%	-48%	-5%	-2%	-48%
2015-16	% ACEM	Final	SKDC	33%	72%	-39%	4%	7%	-36%
2015-16	% ACEM	Final	WLDC	30%	68%	-39%	5%	7%	-40%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	31.2	53.2	-22.0	-	-	-22.0
2015-16	ATT8	Final	Lincolnshire	32.5	53.6	-21.1	-	0.9	-20.7
2015-16	ATT8	Final	BBC	36.4	49.3	-12.9	8.1	9.1	-16.8
2015-16	ATT8	Final	ELDC	30.3	51.4	-21.1	0.0	0.9	-22.9
2015-16	ATT8	Final	LCC	26.8	53.0	-26.2	-5.1	-4.2	-26.4
2015-16	ATT8	Final	NKDC	37.3	55.4	-18.1	2.9	3.9	-15.9
2015-16	ATT8	Final	SHDC	30.2	52.3	-22.1	-1.0	-0.1	-23.0
2015-16	ATT8	Final	SKDC	33.9	55.9	-22.1	-1.0	-0.1	-19.3
2015-16	ATT8	Final	WLDC	35.7	54.3	-18.6	2.4	3.4	-17.5

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	SEN Pupils	Non SEN Pupils	Gap	Gap Difference		SEN Pupils Gap against National Non SEN Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	-0.55	0.06	-0.61	-	-	-0.61
2015-16	PROG8	Final	Lincolnshire	-0.63	0.01	-0.64	-	-0.03	-0.69
2015-16	PROG8	Final	BBC	-0.67	-0.20	-0.47	0.17	0.14	-0.73
2015-16	PROG8	Final	ELDC	-0.64	-0.12	-0.52	0.12	0.09	-0.70
2015-16	PROG8	Final	LCC	-0.93	-0.12	-0.81	-0.16	-0.20	-0.99
2015-16	PROG8	Final	NKDC	-0.42	0.17	-0.58	0.06	0.03	-0.48
2015-16	PROG8	Final	SHDC	-0.61	-0.01	-0.60	0.04	0.01	-0.67
2015-16	PROG8	Final	SKDC	-0.65	0.19	-0.84	-0.20	-0.23	-0.71
2015-16	PROG8	Final	WLDC	-0.37	-0.11	-0.25	0.39	0.36	-0.43

Closing the Gap: English as Additional Language (EAL) Pupils to English as First Language (ENG) Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	% GLD	Final	National	63%	71%	-8%	-	-	-8%
2015-16	% GLD	Final	Lincolnshire	58%	72%	-14%	-	-6%	-13%
2015-16	% GLD	Final	BBC	52%	74%	-22%	-8%	-14%	-19%
2015-16	% GLD	Final	ELDC	57%	65%	-8%	6%	0%	-14%
2015-16	% GLD	Final	LCC	57%	65%	-8%	6%	0%	-14%
2015-16	% GLD	Final	NKDC	61%	78%	-17%	-2%	-9%	-10%
2015-16	% GLD	Final	SHDC	61%	74%	-13%	1%	-5%	-10%
2015-16	% GLD	Final	SKDC	63%	75%	-12%	2%	-4%	-8%
2015-16	% GLD	Final	WLDC	72%	73%	-1%	13%	7%	1%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	% Wa	Final	National	80%	81%	-1%	-	-	-1%
2015-16	% Wa	Final	Lincolnshire	79%	83%	-5%	-	-4%	-2%
2015-16	% Wa	Final	BBC	79%	85%	-6%	-1%	-5%	-2%
2015-16	% Wa	Final	ELDC	81%	80%	1%	6%	2%	0%
2015-16	% Wa	Final	LCC	75%	78%	-3%	1%	-2%	-6%
2015-16	% Wa	Final	NKDC	78%	87%	-9%	-4%	-8%	-3%
2015-16	% Wa	Final	SHDC	78%	83%	-5%	-1%	-4%	-3%
2015-16	% Wa	Final	SKDC	81%	86%	-4%	1%	-3%	0%
2015-16	% Wa	Final	WLDC	86%	85%	2%	6%	3%	5%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	59%	61%	-2%	-	-	-2%
2015-16	% RWM EXP+	Final	Lincolnshire	51%	60%	-9%	-	-7%	-10%
2015-16	% RWM EXP+	Final	BBC	51%	61%	-9%	0%	-7%	-10%
2015-16	% RWM EXP+	Final	ELDC	53%	57%	-4%	5%	-2%	-8%
2015-16	% RWM EXP+	Final	LCC	51%	55%	-4%	5%	-2%	-10%
2015-16	% RWM EXP+	Final	NKDC	46%	63%	-16%	-7%	-14%	-15%
2015-16	% RWM EXP+	Final	SHDC	43%	56%	-13%	-3%	-11%	-18%
2015-16	% RWM EXP+	Final	SKDC	55%	63%	-7%	2%	-5%	-6%
2015-16	% RWM EXP+	Final	WLDC	67%	64%	2%	12%	4%	6%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	50.4%	54.2%	-3.8%	-	-	-3.8%
2015-16	% RWM EXP+	Final	Lincolnshire	47.5%	51.1%	-3.6%	-	0.2%	-6.7%
2015-16	% RWM EXP+	Final	BBC	50.0%	55.5%	-5.5%	-1.9%	-1.7%	-4.2%
2015-16	% RWM EXP+	Final	ELDC	36.8%	47.7%	-10.8%	-7.2%	-7.1%	-17.4%
2015-16	% RWM EXP+	Final	LCC	45.9%	40.1%	5.8%	9.4%	9.6%	-8.3%
2015-16	% RWM EXP+	Final	NKDC	55.6%	56.5%	-0.9%	2.7%	2.9%	1.4%
2015-16	% RWM EXP+	Final	SHDC	36.2%	49.7%	-13.5%	-9.9%	-9.7%	-18.0%
2015-16	% RWM EXP+	Final	SKDC	51.5%	53.6%	-2.0%	1.6%	1.8%	-2.7%
2015-16	% RWM EXP+	Final	WLDC	65.8%	53.2%	12.6%	16.2%	16.3%	11.6%

KS2: Reading Progress

| Year | Measure | Data State | District /LA /National | EAL Pupils | ENG Pupils | Gap | Gap Difference | | EAL Pupils Gap against National ENG Pupils |
							vs LA	vs National	
2015-16	R PROG	Final	National	0.3	-0.1	0.4	-	-	0.4
2015-16	R PROG	Final	Lincolnshire	1.8	-0.6	2.4	-	2.0	1.9
2015-16	R PROG	Final	BBC	3.2	-0.4	3.6	1.2	3.2	3.3
2015-16	R PROG	Final	ELDC	1.5	-0.5	2.0	-0.3	1.6	1.6
2015-16	R PROG	Final	LCC	1.0	-1.1	2.1	-0.3	1.7	1.1
2015-16	R PROG	Final	NKDC	1.8	-0.4	2.2	-0.1	1.8	1.9
2015-16	R PROG	Final	SHDC	1.1	-1.1	2.2	-0.2	1.8	1.2
2015-16	R PROG	Final	SKDC	0.8	-0.6	1.4	-0.9	1.0	0.9
2015-16	R PROG	Final	WLDC	2.0	-0.3	2.3	-0.1	1.9	2.1

KS2: Writing Progress

| Year | Measure | Data State | District /LA /National | EAL Pupils | ENG Pupils | Gap | Gap Difference | | EAL Pupils Gap against National ENG Pupils |
							vs LA	vs National	
2015-16	W PROG	Final	National	1.5	-0.3	1.8	-	-	1.8
2015-16	W PROG	Final	Lincolnshire	3.0	-0.3	3.3	-	1.5	3.3
2015-16	W PROG	Final	BBC	4.9	1.4	3.6	0.3	1.8	5.2
2015-16	W PROG	Final	ELDC	3.5	0.1	3.4	0.1	1.6	3.8
2015-16	W PROG	Final	LCC	2.1	0.4	1.8	-1.6	0.0	2.4
2015-16	W PROG	Final	NKDC	3.6	-0.8	4.4	1.1	2.6	3.9
2015-16	W PROG	Final	SHDC	2.8	-0.9	3.8	0.5	2.0	3.1
2015-16	W PROG	Final	SKDC	1.2	-0.7	2.0	-1.3	0.2	1.5
2015-16	W PROG	Final	WLDC	1.1	-0.7	1.8	-1.5	0.0	1.4

KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	2.0	-0.4	2.4	-	-	2.4
2015-16	M PROG	Final	Lincolnshire	3.4	-0.8	4.2	-	1.8	3.8
2015-16	M PROG	Final	BBC	4.8	-0.2	5.0	0.7	2.6	5.2
2015-16	M PROG	Final	ELDC	2.5	-0.5	3.0	-1.2	0.6	2.9
2015-16	M PROG	Final	LCC	3.5	-0.9	4.5	0.2	2.1	3.9
2015-16	M PROG	Final	NKDC	4.2	-0.6	4.8	0.6	2.4	4.6
2015-16	M PROG	Final	SHDC	2.1	-1.3	3.3	-0.9	0.9	2.5
2015-16	M PROG	Final	SKDC	2.1	-1.0	3.2	-1.1	0.8	2.5
2015-16	M PROG	Final	WLDC	4.0	-1.3	5.3	1.1	2.9	4.4

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	61%	64%	-3%	-	-	-3%
2015-16	% ACEM	Final	Lincolnshire	54%	63%	-9%	-	-6%	-10%
2015-16	% ACEM	Final	BBC	45%	57%	-12%	-3%	-9%	-18%
2015-16	% ACEM	Final	ELDC	69%	58%	11%	20%	14%	6%
2015-16	% ACEM	Final	LCC	57%	57%	0%	9%	3%	-6%
2015-16	% ACEM	Final	NKDC	72%	69%	3%	12%	6%	9%
2015-16	% ACEM	Final	SHDC	43%	63%	-19%	-10%	-17%	-20%
2015-16	% ACEM	Final	SKDC	56%	67%	-10%	-1%	-8%	-7%
2015-16	% ACEM	Final	WLDC	62%	63%	-2%	7%	1%	-2%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	49.9	50.0	-0.1	-	-	-0.1
2015-16	ATT8	Final	Lincolnshire	47.9	50.1	-2.1	-	-2.0	-2.1
2015-16	ATT8	Final	BBC	43.8	47.0	-3.2	-1.1	-3.1	-6.2
2015-16	ATT8	Final	ELDC	54.3	47.2	7.1	9.2	7.2	4.3
2015-16	ATT8	Final	LCC	49.5	46.8	2.7	4.8	2.8	-0.5
2015-16	ATT8	Final	NKDC	57.9	52.8	5.2	7.3	5.3	7.9
2015-16	ATT8	Final	SHDC	42.8	49.1	-6.3	-4.2	-6.2	-7.2
2015-16	ATT8	Final	SKDC	48.3	52.7	-4.4	-2.3	-4.3	-1.7
2015-16	ATT8	Final	WLDC	56.0	51.7	4.3	6.4	4.4	6.0

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	EAL Pupils	ENG Pupils	Gap	Gap Difference		EAL Pupils Gap against National ENG Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	0.39	-0.09	0.48	-	-	0.48
2015-16	PROG8	Final	Lincolnshire	0.46	-0.13	0.58	-	0.10	0.55
2015-16	PROG8	Final	BBC	0.10	-0.37	0.46	-0.12	-0.02	0.19
2015-16	PROG8	Final	ELDC	0.81	-0.24	1.04	0.46	0.56	0.90
2015-16	PROG8	Final	LCC	0.39	-0.36	0.75	0.16	0.27	0.48
2015-16	PROG8	Final	NKDC	0.75	0.07	0.68	0.09	0.20	0.84
2015-16	PROG8	Final	SHDC	0.44	-0.15	0.58	0.00	0.10	0.53
2015-16	PROG8	Final	SKDC	0.83	0.03	0.80	0.22	0.32	0.92
2015-16	PROG8	Final	WLDC	0.09	-0.15	0.24	-0.35	-0.24	0.18

Closing the Gap: White Other Ethnicity (WOTH) Pupils to All Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% GLD	Final	National	62%	69%	-7%	-	-	-7%
2015-16	% GLD	Final	Lincolnshire	60%	70%	-10%	-	-3%	-9%
2015-16	% GLD	Final	BBC	52%	66%	-14%	-4%	-7%	-17%
2015-16	% GLD	Final	ELDC	80%	65%	15%	25%	22%	11%
2015-16	% GLD	Final	LCC	57%	64%	-7%	3%	0%	-13%
2015-16	% GLD	Final	NKDC	63%	77%	-14%	-4%	-6%	-6%
2015-16	% GLD	Final	SHDC	62%	71%	-9%	1%	-2%	-7%
2015-16	% GLD	Final	SKDC	60%	74%	-14%	-4%	-6%	-9%
2015-16	% GLD	Final	WLDC	85%	73%	11%	21%	19%	15%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% Wa	Final	National	78%	81%	-3%	-	-	-3%
2015-16	% Wa	Final	Lincolnshire	79%	83%	-4%	-	-1%	-2%
2015-16	% Wa	Final	BBC	78%	83%	-5%	-1%	-2%	-3%
2015-16	% Wa	Final	ELDC	75%	80%	-5%	-1%	-2%	-6%
2015-16	% Wa	Final	LCC	77%	78%	-1%	4%	2%	-4%
2015-16	% Wa	Final	NKDC	78%	87%	-9%	-5%	-6%	-3%
2015-16	% Wa	Final	SHDC	79%	82%	-3%	1%	0%	-2%
2015-16	% Wa	Final	SKDC	81%	85%	-4%	0%	-1%	0%
2015-16	% Wa	Final	WLDC	89%	85%	4%	8%	7%	8%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	55%	60%	-5%	-	-	-5%
2015-16	% RWM EXP+	Final	Lincolnshire	50%	59%	-9%	-	-4%	-10%
2015-16	% RWM EXP+	Final	BBC	52%	57%	-6%	4%	-1%	-8%
2015-16	% RWM EXP+	Final	ELDC	62%	57%	5%	14%	10%	2%
2015-16	% RWM EXP+	Final	LCC	49%	54%	-5%	4%	0%	-11%
2015-16	% RWM EXP+	Final	NKDC	46%	62%	-16%	-7%	-11%	-14%
2015-16	% RWM EXP+	Final	SHDC	46%	53%	-7%	2%	-2%	-14%
2015-16	% RWM EXP+	Final	SKDC	50%	62%	-12%	-2%	-7%	-10%
2015-16	% RWM EXP+	Final	WLDC	50%	65%	-15%	-5%	-10%	-10%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	48%	54%	-6%	-	-	-6%
2015-16	% RWM EXP+	Final	Lincolnshire	44%	51%	-7%	-	-1%	-10%
2015-16	% RWM EXP+	Final	BBC	47%	54%	-7%	0%	-1%	-7%
2015-16	% RWM EXP+	Final	ELDC	41%	47%	-7%	0%	-1%	-13%
2015-16	% RWM EXP+	Final	LCC	40%	41%	-1%	6%	5%	-14%
2015-16	% RWM EXP+	Final	NKDC	55%	56%	-2%	5%	4%	1%
2015-16	% RWM EXP+	Final	SHDC	37%	48%	-11%	-4%	-5%	-17%
2015-16	% RWM EXP+	Final	SKDC	40%	53%	-13%	-6%	-7%	-14%
2015-16	% RWM EXP+	Final	WLDC	65%	54%	12%	18%	18%	11%

KS2: Reading Progress

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	R PROG	Final	National	1.3	0.0	1.3	-	-	1.3
2015-16	R PROG	Final	Lincolnshire	2.0	-0.4	2.4	-	1.1	2.0
2015-16	R PROG	Final	BBC	3.1	0.3	2.8	0.4	1.5	3.1
2015-16	R PROG	Final	ELDC	1.6	-0.4	2.0	-0.4	0.7	1.6
2015-16	R PROG	Final	LCC	1.8	-0.9	2.7	0.3	1.4	1.8
2015-16	R PROG	Final	NKDC	2.0	-0.4	2.4	0.0	1.1	2.0
2015-16	R PROG	Final	SHDC	1.6	-0.9	2.5	0.1	1.2	1.6
2015-16	R PROG	Final	SKDC	0.0	-0.6	0.6	-1.8	-0.7	0.0
2015-16	R PROG	Final	WLDC	2.5	-0.2	2.7	0.3	1.4	2.5

KS2: Writing Progress

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	W PROG	Final	National	1.7	0.0	1.7	-	-	1.7
2015-16	W PROG	Final	Lincolnshire	3.2	-0.1	3.4	-	1.7	3.2
2015-16	W PROG	Final	BBC	4.9	2.0	2.9	-0.5	1.2	4.9
2015-16	W PROG	Final	ELDC	4.0	0.2	3.8	0.4	2.1	4.0
2015-16	W PROG	Final	LCC	2.4	0.5	1.9	-1.5	0.2	2.4
2015-16	W PROG	Final	NKDC	2.9	-0.7	3.6	0.3	1.9	2.9
2015-16	W PROG	Final	SHDC	3.3	-0.6	3.9	0.6	2.2	3.3
2015-16	W PROG	Final	SKDC	0.7	-0.6	1.3	-2.0	-0.4	0.7
2015-16	W PROG	Final	WLDC	2.0	-0.6	2.6	-0.8	0.9	2.0

KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	2.3	0.0	2.3	-	-	2.3
2015-16	M PROG	Final	Lincolnshire	3.3	-0.6	3.9	-	1.6	3.3
2015-16	M PROG	Final	BBC	4.5	0.7	3.7	-0.1	1.4	4.5
2015-16	M PROG	Final	ELDC	1.7	-0.5	2.2	-1.7	-0.1	1.7
2015-16	M PROG	Final	LCC	3.8	-0.5	4.3	0.4	2.0	3.8
2015-16	M PROG	Final	NKDC	4.5	-0.5	5.0	1.1	2.7	4.5
2015-16	M PROG	Final	SHDC	2.8	-1.0	3.7	-0.1	1.4	2.8
2015-16	M PROG	Final	SKDC	1.2	-0.8	2.1	-1.8	-0.2	1.2
2015-16	M PROG	Final	WLDC	3.4	-1.2	4.6	0.7	2.3	3.4

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	59%	63%	-4%	-	-	-4%
2015-16	% ACEM	Final	Lincolnshire	46%	62%	-16%	-	-12%	-17%
2015-16	% ACEM	Final	BBC	38%	55%	-17%	-1%	-13%	-25%
2015-16	% ACEM	Final	ELDC	67%	58%	8%	25%	13%	4%
2015-16	% ACEM	Final	LCC	48%	57%	-9%	7%	-5%	-15%
2015-16	% ACEM	Final	NKDC	59%	69%	-10%	6%	-6%	-4%
2015-16	% ACEM	Final	SHDC	41%	61%	-20%	-4%	-15%	-22%
2015-16	% ACEM	Final	SKDC	49%	66%	-17%	-1%	-13%	-14%
2015-16	% ACEM	Final	WLDC	48%	63%	-15%	1%	-11%	-15%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	49.5	49.9	-0.4	-	-	-0.4
2015-16	ATT8	Final	Lincolnshire	44.6	49.9	-5.3	-	-4.9	-5.3
2015-16	ATT8	Final	BBC	40.9	46.5	-5.5	-0.2	-5.1	-9.0
2015-16	ATT8	Final	ELDC	51.3	47.4	3.9	9.2	4.3	1.4
2015-16	ATT8	Final	LCC	46.0	47.0	-1.1	4.3	-0.7	-3.9
2015-16	ATT8	Final	NKDC	54.4	52.9	1.5	6.8	1.9	4.5
2015-16	ATT8	Final	SHDC	40.5	48.6	-8.1	-2.8	-7.7	-9.4
2015-16	ATT8	Final	SKDC	45.3	52.5	-7.2	-1.9	-6.8	-4.6
2015-16	ATT8	Final	WLDC	50.1	51.8	-1.7	3.6	-1.3	0.2

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	WOTH Pupils	All Pupils	Gap	Gap Difference		WOTH Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	0.42	-0.03	0.45	-	-	0.45
2015-16	PROG8	Final	Lincolnshire	0.36	-0.11	0.47	-	0.02	0.39
2015-16	PROG8	Final	BBC	0.04	-0.31	0.35	-0.12	-0.10	0.07
2015-16	PROG8	Final	ELDC	0.75	-0.22	0.97	0.50	0.52	0.78
2015-16	PROG8	Final	LCC	0.32	-0.31	0.63	0.16	0.18	0.35
2015-16	PROG8	Final	NKDC	0.75	0.08	0.66	0.19	0.21	0.78
2015-16	PROG8	Final	SHDC	0.29	-0.11	0.40	-0.07	-0.05	0.32
2015-16	PROG8	Final	SKDC	0.73	0.06	0.66	0.19	0.21	0.76
2015-16	PROG8	Final	WLDC	-0.07	-0.14	0.08	-0.39	-0.37	-0.04

Closing the Gap: White British FSM Male Pupils to All Pupils

EYFSP: % of pupils achieving a "Good Level of Development"

| Year | Measure | Data State | District /LA /National | WBRI FSM Male Pupils | All Pupils | Gap | Gap Difference | | WBRI FSM Male Pupils Gap against National All Pupils |
							vs LA	vs National	
2015-16	% GLD	Final	National	44%	69%	-25%	-	-	-25%
2015-16	% GLD	Final	Lincolnshire	47%	70%	-23%	-	2%	-22%
2015-16	% GLD	Final	BBC	58%	66%	-8%	16%	18%	-11%
2015-16	% GLD	Final	ELDC	44%	65%	-21%	2%	5%	-25%
2015-16	% GLD	Final	LCC	42%	64%	-22%	1%	3%	-27%
2015-16	% GLD	Final	NKDC	55%	77%	-22%	1%	3%	-14%
2015-16	% GLD	Final	SHDC	55%	71%	-16%	7%	9%	-14%
2015-16	% GLD	Final	SKDC	43%	74%	-31%	-7%	-5%	-26%
2015-16	% GLD	Final	WLDC	47%	73%	-27%	-3%	-1%	-23%

PHONICS: % of pupils Working At (Wa) the level of phonics decoding

| Year | Measure | Data State | District /LA /National | WBRI FSM Male Pupils | All Pupils | Gap | Gap Difference | | WBRI FSM Male Pupils Gap against National All Pupils |
							vs LA	vs National	
2015-16	% Wa	Final	National	64%	81%	-17%	-	-	-17%
2015-16	% Wa	Final	Lincolnshire	69%	83%	-14%	-	3%	-12%
2015-16	% Wa	Final	BBC	81%	83%	-2%	12%	15%	0%
2015-16	% Wa	Final	ELDC	70%	80%	-10%	4%	7%	-11%
2015-16	% Wa	Final	LCC	58%	78%	-19%	-5%	-2%	-23%
2015-16	% Wa	Final	NKDC	70%	87%	-17%	-3%	0%	-11%
2015-16	% Wa	Final	SHDC	66%	82%	-16%	-2%	1%	-15%
2015-16	% Wa	Final	SKDC	69%	85%	-16%	-2%	1%	-12%
2015-16	% Wa	Final	WLDC	73%	85%	-12%	3%	5%	-8%

KS1: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	38%	60%	-22%	-	-	-22%
2015-16	% RWM EXP+	Final	Lincolnshire	35%	59%	-24%	-	-2%	-25%
2015-16	% RWM EXP+	Final	BBC	38%	57%	-20%	4%	2%	-23%
2015-16	% RWM EXP+	Final	ELDC	34%	57%	-23%	1%	-1%	-26%
2015-16	% RWM EXP+	Final	LCC	35%	54%	-19%	5%	3%	-25%
2015-16	% RWM EXP+	Final	NKDC	33%	62%	-30%	-6%	-8%	-27%
2015-16	% RWM EXP+	Final	SHDC	25%	53%	-29%	-5%	-7%	-35%
2015-16	% RWM EXP+	Final	SKDC	36%	62%	-26%	-2%	-4%	-24%
2015-16	% RWM EXP+	Final	WLDC	46%	65%	-18%	5%	4%	-14%

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Final	National	29%	54%	-25%	-	-	-25%
2015-16	% RWM EXP+	Final	Lincolnshire	31%	51%	-20%	-	5%	-23%
2015-16	% RWM EXP+	Final	BBC	53%	54%	-1%	19%	24%	-1%
2015-16	% RWM EXP+	Final	ELDC	27%	47%	-20%	0%	5%	-27%
2015-16	% RWM EXP+	Final	LCC	18%	41%	-22%	-2%	3%	-35%
2015-16	% RWM EXP+	Final	NKDC	38%	56%	-19%	1%	7%	-16%
2015-16	% RWM EXP+	Final	SHDC	34%	48%	-15%	5%	11%	-20%
2015-16	% RWM EXP+	Final	SKDC	29%	53%	-24%	-4%	1%	-25%
2015-16	% RWM EXP+	Final	WLDC	35%	54%	-19%	1%	7%	-19%

KS2: Reading Progress

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	R PROG	Final	National	-1.4	0.0	-1.4	-	-	-1.4
2015-16	R PROG	Final	Lincolnshire	-1.1	-0.4	-0.7	-	0.7	-1.1
2015-16	R PROG	Final	BBC	2.6	0.3	2.3	3.0	3.7	2.6
2015-16	R PROG	Final	ELDC	-1.0	-0.4	-0.6	0.1	0.8	-1.0
2015-16	R PROG	Final	LCC	-2.9	-0.9	-2.0	-1.3	-0.6	-2.9
2015-16	R PROG	Final	NKDC	-0.5	-0.4	-0.1	0.6	1.3	-0.5
2015-16	R PROG	Final	SHDC	-2.0	-0.9	-1.1	-0.5	0.3	-2.0
2015-16	R PROG	Final	SKDC	-2.3	-0.6	-1.8	-1.1	-0.4	-2.3
2015-16	R PROG	Final	WLDC	0.1	-0.2	0.3	1.0	1.7	0.1

KS2: Writing Progress

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	W PROG	Final	National	-2.0	0.0	-2.0	-	-	-2.0
2015-16	W PROG	Final	Lincolnshire	-1.4	-0.1	-1.3	-	0.7	-1.4
2015-16	W PROG	Final	BBC	1.0	2.0	-1.0	0.2	1.0	1.0
2015-16	W PROG	Final	ELDC	-1.1	0.2	-1.3	0.0	0.7	-1.1
2015-16	W PROG	Final	LCC	-1.0	0.5	-1.5	-0.3	0.5	-1.0
2015-16	W PROG	Final	NKDC	-2.0	-0.7	-1.3	0.0	0.7	-2.0
2015-16	W PROG	Final	SHDC	-1.9	-0.6	-1.3	0.0	0.7	-1.9
2015-16	W PROG	Final	SKDC	-2.7	-0.6	-2.1	-0.8	-0.1	-2.7
2015-16	W PROG	Final	WLDC	-1.0	-0.6	-0.4	0.9	1.6	-1.0

KS2: Maths
Progress

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	M PROG	Final	National	-0.7	0.0	-0.7	-	-	-0.7
2015-16	M PROG	Final	Lincolnshire	-0.5	-0.6	0.1	-	0.8	-0.5
2015-16	M PROG	Final	BBC	1.8	0.7	1.1	1.0	1.8	1.8
2015-16	M PROG	Final	ELDC	0.1	-0.5	0.6	0.4	1.3	0.1
2015-16	M PROG	Final	LCC	-0.7	-0.5	-0.2	-0.3	0.5	-0.7
2015-16	M PROG	Final	NKDC	-0.8	-0.5	-0.3	-0.4	0.4	-0.8
2015-16	M PROG	Final	SHDC	-0.5	-1.0	0.4	0.3	1.1	-0.5
2015-16	M PROG	Final	SKDC	-1.6	-0.8	-0.8	-0.9	-0.1	-1.6
2015-16	M PROG	Final	WLDC	-0.7	-1.2	0.5	0.4	1.2	-0.7

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	% ACEM	Final	National	30%	63%	-33%	-	-	-33%
2015-16	% ACEM	Final	Lincolnshire	33%	62%	-30%	-	3%	-30%
2015-16	% ACEM	Final	BBC	29%	55%	-26%	4%	7%	-34%
2015-16	% ACEM	Final	ELDC	25%	58%	-33%	-4%	0%	-38%
2015-16	% ACEM	Final	LCC	30%	57%	-27%	2%	6%	-33%
2015-16	% ACEM	Final	NKDC	48%	69%	-22%	8%	12%	-15%
2015-16	% ACEM	Final	SHDC	39%	61%	-22%	7%	11%	-24%
2015-16	% ACEM	Final	SKDC	39%	66%	-27%	3%	6%	-24%
2015-16	% ACEM	Final	WLDC	22%	63%	-41%	-12%	-8%	-41%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	ATT8	Final	National	33.7	49.9	-16.2	-	-	-16.2
2015-16	ATT8	Final	Lincolnshire	35.8	49.9	-14.2	-	2.0	-14.1
2015-16	ATT8	Final	BBC	37.3	46.5	-9.1	5.0	7.1	-12.6
2015-16	ATT8	Final	ELDC	33.4	47.4	-14.0	0.1	2.2	-16.5
2015-16	ATT8	Final	LCC	31.1	47.0	-15.9	-1.7	0.3	-18.8
2015-16	ATT8	Final	NKDC	44.1	52.9	-8.8	5.3	7.4	-5.8
2015-16	ATT8	Final	SHDC	36.7	48.6	-11.8	2.3	4.4	-13.2
2015-16	ATT8	Final	SKDC	38.0	52.5	-14.5	-0.3	1.7	-11.9
2015-16	ATT8	Final	WLDC	33.1	51.8	-18.7	-4.6	-2.5	-16.8

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	WBRI FSM Male Pupils	All Pupils	Gap	Gap Difference		WBRI FSM Male Pupils Gap against National All Pupils
							vs LA	vs National	
2015-16	PROG8	Final	National	-0.83	-0.03	-0.80	-	-	-0.80
2015-16	PROG8	Final	Lincolnshire	-0.78	-0.11	-0.68	-	0.12	-0.75
2015-16	PROG8	Final	BBC	-0.94	-0.31	-0.63	0.05	0.17	-0.91
2015-16	PROG8	Final	ELDC	-0.80	-0.22	-0.58	0.10	0.22	-0.77
2015-16	PROG8	Final	LCC	-1.06	-0.31	-0.75	-0.07	0.05	-1.03
2015-16	PROG8	Final	NKDC	-0.40	0.08	-0.48	0.20	0.32	-0.37
2015-16	PROG8	Final	SHDC	-0.61	-0.11	-0.51	0.17	0.29	-0.58
2015-16	PROG8	Final	SKDC	-0.63	0.06	-0.70	-0.02	0.10	-0.60
2015-16	PROG8	Final	WLDC	-1.04	-0.14	-0.90	-0.22	-0.10	-1.01

Closing the Gap: LA Care Pupils to Non LA Care Pupils

KS2: % of pupils reaching the Expected Standard in Reading, Writing & Maths (RWM EXP+)

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	% RWM EXP+	Prov.	National	26%	53%	-27%	-	-	-27%
2015-16	% RWM EXP+	Final	Lincolnshire	20%	51%	-31%	-	-4%	-33%
2015-16	% RWM EXP+	Final	BBC	0%	54%	-54%	-23%	-27%	-53%
2015-16	% RWM EXP+	Final	ELDC	7%	48%	-41%	-10%	-14%	-46%
2015-16	% RWM EXP+	Final	LCC	30%	41%	-11%	20%	16%	-23%
2015-16	% RWM EXP+	Final	NKDC	67%	56%	10%	41%	37%	14%
2015-16	% RWM EXP+	Final	SHDC	0%	49%	-49%	-18%	-22%	-53%
2015-16	% RWM EXP+	Final	SKDC	33%	53%	-20%	11%	7%	-20%
2015-16	% RWM EXP+	Final	WLDC	13%	54%	-41%	-10%	-14%	-41%

KS2: Reading Progress

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	R PROG	-	National	-	-	-	-	-	-
2015-16	R PROG	Final	Lincolnshire	1.2	-0.5	1.7	-	-	-
2015-16	R PROG	Final	BBC	0.2	0.3	-0.1	-1.8	-	-
2015-16	R PROG	Final	ELDC	0.7	-0.4	1.2	-0.5	-	-
2015-16	R PROG	Final	LCC	-0.6	-0.9	0.3	-1.4	-	-
2015-16	R PROG	Final	NKDC	-0.4	-0.4	0.0	-1.7	-	-
2015-16	R PROG	Final	SHDC	3.5	-0.9	4.5	2.8	-	-
2015-16	R PROG	Final	SKDC	3.7	-0.6	4.3	2.6	-	-
2015-16	R PROG	Final	WLDC	1.8	-0.2	2.0	0.3	-	-

KS2: Writing Progress

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	W PROG	-	National	-	-	-	-	-	-
2015-16	W PROG	Final	Lincolnshire	1.8	-0.1	1.9	-	-	-
2015-16	W PROG	Final	BBC	-4.3	2.1	-6.4	-8.3	-	-
2015-16	W PROG	Final	ELDC	2.8	0.2	2.6	0.7	-	-
2015-16	W PROG	Final	LCC	-1.8	0.6	-2.4	-4.3	-	-
2015-16	W PROG	Final	NKDC	2.7	-0.7	3.4	1.5	-	-
2015-16	W PROG	Final	SHDC	0.3	-0.6	0.9	-1.0	-	-
2015-16	W PROG	Final	SKDC	5.8	-0.7	6.5	4.6	-	-
2015-16	W PROG	Final	WLDC	3.9	-0.7	4.6	2.7	-	-

KS2: Maths Progress

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	M PROG	-	National	-	-	-	-	-	-
2015-16	M PROG	Final	Lincolnshire	0.6	-0.6	1.2	-	-	-
2015-16	M PROG	Final	BBC	-2.3	0.7	-3.0	-4.3	-	-
2015-16	M PROG	Final	ELDC	1.0	-0.5	1.5	0.3	-	-
2015-16	M PROG	Final	LCC	2.1	-0.5	2.6	1.4	-	-
2015-16	M PROG	Final	NKDC	-3.5	-0.5	-2.9	-4.2	-	-
2015-16	M PROG	Final	SHDC	-1.2	-1.0	-0.2	-1.4	-	-
2015-16	M PROG	Final	SKDC	2.8	-0.8	3.7	2.5	-	-
2015-16	M PROG	Final	WLDC	3.4	-1.2	4.6	3.3	-	-

KS4: A*-C in English and Maths

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	% ACEM	Prov.	National	21%	62%	-41%	-	-	-41%
2015-16	% ACEM	Final	Lincolnshire	19%	63%	-44%	-	-3%	-43%
2015-16	% ACEM	Final	BBC	0%	55%	-55%	-11%	-14%	-62%
2015-16	% ACEM	Final	ELDC	24%	59%	-35%	9%	6%	-38%
2015-16	% ACEM	Final	LCC	20%	58%	-38%	6%	3%	-42%
2015-16	% ACEM	Final	NKDC	25%	70%	-45%	-1%	-4%	-37%
2015-16	% ACEM	Final	SHDC	20%	61%	-41%	3%	0%	-42%
2015-16	% ACEM	Final	SKDC	15%	66%	-51%	-7%	-10%	-47%
2015-16	% ACEM	Final	WLDC	13%	64%	-51%	-7%	-10%	-50%

KS4: Average Attainment 8 Score per Pupil

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	ATT8	Prov.	National	26.7	49.6	-22.9	-	-	-22.9
2015-16	ATT8	Final	Lincolnshire	24.9	50.1	-25.2	-	-2.4	-24.7
2015-16	ATT8	Final	BBC	26.3	46.5	-20.2	5.0	2.7	-23.2
2015-16	ATT8	Final	ELDC	24.3	47.8	-23.5	1.8	-0.6	-25.3
2015-16	ATT8	Final	LCC	12.1	47.4	-35.3	-10.0	-12.4	-37.5
2015-16	ATT8	Final	NKDC	38.0	52.9	-14.9	10.3	7.9	-11.6
2015-16	ATT8	Final	SHDC	36.6	48.6	-12.0	13.2	10.8	-13.0
2015-16	ATT8	Final	SKDC	22.7	52.8	-30.1	-4.9	-7.2	-26.9
2015-16	ATT8	Final	WLDC	31.6	52.0	-20.4	4.8	2.4	-18.0

KS4: Average Progress 8 Score per Pupil

Year	Measure	Data State	District /LA /National	Looked After Pupils	Not Looked After Pupils	Gap	Gap Difference		Looked After Pupils Gap against National Not Looked After Pupils
							vs LA	vs National	
2015-16	PROG8	Prov.	National	-0.88	0.00	-0.88	-	-	-0.88
2015-16	PROG8	Final	Lincolnshire	-1.14	-0.10	-1.04	-	-0.16	-1.14
2015-16	PROG8	Final	BBC	-1.32	-0.31	-1.01	0.03	-0.13	-1.32
2015-16	PROG8	Final	ELDC	-1.20	-0.20	-0.99	0.05	-0.11	-1.20
2015-16	PROG8	Final	LCC	-1.87	-0.30	-1.57	-0.53	-0.69	-1.87
2015-16	PROG8	Final	NKDC	-0.72	0.09	-0.81	0.23	0.07	-0.72
2015-16	PROG8	Final	SHDC	-0.71	-0.11	-0.60	0.44	0.28	-0.71
2015-16	PROG8	Final	SKDC	-1.25	0.08	-1.32	-0.28	-0.44	-1.25
2015-16	PROG8	Final	WLDC	-0.19	-0.14	-0.05	0.99	0.83	-0.19

Disadvantaged (Pupil Premium)

Achievement gap between pupils eligible for Pupil Premium Grant and their non-PPG peers		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	RWM EXP+	Final	-21.1%	-21.2%	0.2%	-21.1%	-22.9%	3rd
2014-15	L4+ RWM	Final	-17.4%	-15.3%	-2.1%	-16.7%	-17.9%	5th
2013-14	L4+ RWM	Final	-20.7%	-16.4%	-4.3%	-17.9%	-19.7%	8th
2012-13	L4+ RWM	Final	-22.0%	-18.0%	-4.0%	-20.0%	-21.4%	7th
2011-12	L4+ RWM	Final	-24.0%	-18.0%	-6.0%	-21.0%	-22.0%	8th

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

The gap between PPG and non-PPG pupils in Lincolnshire is slightly narrower than National and Stat Neighbour average in % EXS+ RWM, and in line with East Midlands.

Achievement gap between pupils eligible for Pupil Premium Grant and their non-PPG peers		Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	A*-C in both Eng/maths	Final	-31.8%	-27.8%	-4.0%	-29.8%	-30.3%	9th
2014-15	5+ A*-C inc Eng/maths	Final	-32.6%	-28.3%	-4.3%	-29.3%	-29.4%	9th
2013-14	5+ A*-C inc Eng/maths	Final	-28.9%	-27.5%	-1.4%	-27.7%	-29.8%	3rd
2012-13	5+ A*-C inc Eng/maths	Final	-30.8%	-27.0%	-3.8%	-29.9%	-30.3%	=7th
2011-12	5+ A*-C inc Eng/maths	Final	-32.6%	-27.4%	-5.2%	-29.4%	-30.4%	8th

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

The gap between PPG and non-PPG pupils in Lincolnshire wider than National, Stat Neighbour average and East Midlands in % EXS+ RWM.

KS2 % Gap between Disadvantaged pupils and Non-Disadvantaged pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			Dis-advantaged	Not Dis-advantaged	Gap	Dis-advantaged	Not Dis-advantaged	Gap	
2015-16	R Progress	Final	-0.8	-0.3	-0.5	-0.7	0.3	-1.0	0.5
	W Progress	Final	-0.4	0.0	-0.4	-0.3	0.1	-0.4	0.0
	M Progress	Final	-1.0	-0.5	-0.5	-0.5	0.2	-0.7	0.2
	EXS+ RWM	Final	35.5%	56.5%	-21.1%	39.4%	60.6%	-21.2%	-0.2%
2014-15	RWM L4+	Final	65.9%	83.3%	-17.4%	70.0%	85.3%	-15.3%	-2.1%
2013-14	RWM L4+	Final	61.4%	82.1%	-20.7%	67.4%	83.9%	-16.4%	-4.3%
2012-13	RWM L4+	Final	60.0%	82.0%	-22.0%	63.0%	81.0%	-18.0%	-4.0%
2011-12	RWM L4+	Final	57.0%	81.0%	-24.0%	62.0%	80.0%	-18.0%	-6.0%

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

Lincolnshire's Disadvantaged v non-disadvantaged gap is narrower than national's in reading and maths progress, level in writing progress

KS4 % Gap between Disadvantaged pupils and Non-Disadvantaged pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			Dis-advantaged	Not Dis-advantaged	Gap	Dis-advantaged	Not Dis-advantaged	Gap	
2015-16	Attainment 8	Final	38.8	53.0	-14.2	41.2	53.5	-12.3	-1.9
	Progress 8	Final	-0.56	0.02	-0.58	-0.38	0.10	-0.48	-0.10
	A*-C in EM	Final	37.3%	69.1%	-31.8%	43.2%	71.0%	-27.8%	-4.0%
	5+ A*-C inc EM	Provisional	30.8%	63.0%	-32.2%	36.6%	64.6%	-28.0%	-4.2%
2014-15	5+ A*-C inc EM	Final	30.1%	62.7%	-32.6%	36.8%	65.1%	-28.3%	-4.3%
2013-14	5+ A*-C inc EM	Final	31.7%	60.6%	-28.9%	36.7%	64.2%	-27.5%	-1.4%
2012-13	5+ A*-C inc EM	Final	36.4%	67.2%	-30.8%	41.1%	68.1%	-27.0%	-3.8%
2011-12	5+ A*-C inc EM	Final	34.5%	67.1%	-32.6%	38.6%	66.0%	-27.4%	-5.2%

Data Source: DfE Statistics website - https://www.gov.uk/government/collections/statistics-gcses-key-stage-4

Lincolnshire Disadvantaged vs Non-Disadvantaged pupils gap is wider than National across all measures.

East Midlands Regional Priorities 2014-16

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

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

East Midland Priority Group - School Improvement Performance Report 2015-16 data

Priority: White British children from poor families achieve much less well than others; this was identified in Lincolnshire as particularly gender specific.
Data below details outcomes for white British FSM6 boys and then all FSM6. FSM6 refers to those pupils known to have been eligible for Free School Meals (FSM) in the previous six years

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

KS2 Gap between White British FSM6 Boys and All Pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			White British FSM6 Boys	All Pupils	Gap	White British FSM6 Boys	All Pupils	Gap	
2015-16	R Progress	Final	-1.1	-0.4	-0.7	-1.2	0.0	-1.2	0.5
	W Progress	Final	-1.4	-0.1	-1.3	-1.7	0.0	-1.7	0.4
	M Progress	Final	-0.5	-0.6	0.1	-0.4	0.0	-0.4	0.5
	EXP+ RWM	Provisional	30.2%	50.0%	-19.8%	32.8%	53.2%	-20.4%	0.6%
2014-15	RWM L4+	Final	63.2%	78.6%	-15.4%	63.8%	80.4%	-16.6%	1.2%
2013-14	RWM L4+	Final	56.4%	77.0%	-20.6%	60.7%	78.9%	-18.2%	-2.4%
2012-13	RWM L4+	Final	53.8%	76.4%	-22.6%	56.4%	75.8%	-19.4%	-3.2%

Data Source: NCER NEXUS (NOVA)/Perspective website Gap Reports - https://www.ncer.org/Login.aspx?ReturnUrl=%2f or https://perspective.angelsolutions.co.uk/perspective/login.aspx

The Lincolnshire gap for White British FSM6 boys is narrower than National for Reading, Writing and Maths progress. The Lincolnshire expected standard gap for Reading, Writing and Maths is also narrower than National.

KS4 % Gap between White British FSM6 Boys and All Pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			White British FSM6 Boys	All Pupils	Gap	White British FSM6 Boys	All Pupils	Gap	
2015-16	Progress 8	Provisional	-0.78	-0.11	-0.67	-0.73	-0.03	-0.7	0.03
2015-16	Attainment 8	Provisional	35.6	49.9	-14.3	36.3	49.8	-13.5	-0.8
2015-16	A*-C in EM	Provisional	31.6%	62.3%	-30.7%	34.2%	62.6%	-28.4%	-2.3%
2015-16	EBacc	Provisional	7.7%	28.1%	-20.4%	5.4%	24.5%	-19.1%	-1.3%
2015-16	5+ A*-C inc. EM	Provisional	25.9%	56.1%	-30.2%	27.6%	56.8%	-29.2%	-1.0%
2014-15	5+ A*-C inc. EM	Final	23.7%	56.1%	-32.4%	28.1%	57.1%	-29.0%	-3.4%
2013-14	5+ A*-C inc. EM	Final	26.7%	54.8%	-28.1%	27.4%	56.6%	-29.2%	1.1%

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

The Lincolnshire gap for White British FSM6 Boys v all pupils is narrower than the National gap for Progress 8 but wider for Attainment 8, A*-C in English and Maths, and EBacc.

FSM Ever 6
Comparing the trend of headline attainment measures of FSM6 pupils with their non-FSM6 peers

KS2 Gap between FSM6 pupils and Not FSM6 pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
2015-16	R Progress	Final	-0.8	-0.3	-0.5	-0.7	0.3	-1.0	0.5
	W Progress	Final	-0.4	0.0	-0.4	-0.2	0.1	-0.3	-0.1
	M Progress	Final	-0.9	-0.5	-0.5	-0.5	0.2	-0.7	0.2
	EXP+ RWM	Provisional	35.2%	55.2%	-20.0%	38.7%	59.5%	-20.8%	0.8%
2014-15	RWM L4+	Final	66.2%	83.0%	-16.8%	70.0%	85.1%	-15.1%	-1.7%
2013-14	RWM L4+	Final	61.5%	82.0%	-20.6%	67.6%	83.9%	-16.3%	-4.3%
2012-13	RWM L4+	Final	59.7%	81.4%	-21.7%	63.5%	81.1%	-17.5%	-4.2%

Data Source: NCER NEXUS (NOVA)/Perspective website Gap Reports - https://www.ncer.org/Login.aspx?ReturnUrl=%2f or https://perspective.angelsolutions.co.uk/perspective/login.aspx

The FSM Ever 6 vs Non-FSM Ever 6 gap is wider than National in Writing, but narrower in Reading and Maths progress. The Expected Standard in Reading, Writing and Maths gap for Lincolnshire is narrower than National.

KS4 % Gap between FSM6 pupils and Not FSM6 pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
2015-16 Progress 8	Provisional	-0.56	0.01	-0.57	-0.37	0.10	-0.47	-0.1
2015-16 Attainment 8	Provisional	38.7	52.6	-13.9	41.1	52.9	-11.8	-2.1
2015-16 A*-C in EM	Provisional	37.1%	68.2%	-31.1%	43.0%	69.8%	-26.8%	-4.3%
2015-16 EBacc	Provisional	10.3%	32.4%	-22.1%	11.6%	29.2%	-17.6%	-4.5%
2015-16 5+ A*-C inc. EM	Provisional	31.2%	62.6%	-31.4%	36.9%	64.1%	-27.2%	-4.2%
2014-15 5+ A*-C inc. EM	Final	30.3%	62.4%	-32.1%	37.0%	64.4%	-27.4%	**-4.7%**
2013-14 5+ A*-C inc. EM	Final	31.8%	60.4%	-28.6%	36.7%	63.7%	-27.0%	**-1.6%**

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

The Lincolnshire FSM6 v non-FSM6 gap is wider than National for all 2015-16 headline measures.

Priority: Children in the care system do badly and, as a group, their achievement is among the worst in the country

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

KS2 Gap between Looked After pupils and Not Looked After pupils	Data State	Lincolnshire			National			Lincolnshire vs National
		Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	
2015-16 R Progress	Final	1.2	-0.5	1.7	-	-	-	-
W Progress	Final	1.8	-0.1	1.9	-	-	-	-
M Progress	Final	0.6	-0.6	1.2	-	-	-	-
EXP+ RWM	Final	20%	51%	-31%	-	-	-	-
2014-15 RWM L4+	Final	39%	79%	-40%	53%	80%	-27%	-13%
2013-14 RWM L4+	Final	32%	77%	-45%	48%	79%	-31%	-14%
2012-13 RWM L4+	Final	47%	77%	-30%	45%	76%	-31%	1%

Data Source: RAISEonline website - https://www.raiseonline.org/login.aspx?ReturnUrl=%2f, 2016 data based on a local calculation using finalised Performance Tables data

The Looked After Children gap in Lincolnshire is wider for Writing, and narrowest in Maths.

KS4 % Gap between Looked After pupils and Not Looked After pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	
2015-16	Progress 8	Provisional	-1.14	-0.10	-1.04	-	-	-	-
2015-16	Attainment 8	Provisional	24.47	49.86	-25.39	-	-	-	-
2015-16	A*-C in EM	-	-	-	-	-	-	-	-
2015-16	EBacc	-	-	-	-	-	-	-	-
2015-16	5+ A*-C inc. EM	-	-	-	-	-	-	-	-
2014-15	5+ A*-C inc. EM	Final	10%	55%	-45%	16%	56%	-40%	**-5%**
2013-14	5+ A*-C inc. EM	Final	18%	55%	-37%	15%	56%	-41%	**4%**

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

The Lincolnshire Looked After pupils did not make as much progress as Not Looked After pupils. Their attainment is also lower than Not Looked After children.

National data is due to be released at the end of March 2017.

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

English as an additional language (EAL)
Comparing the trend of headline attainment measures of EAL pupils with their non-EAL peers

KS2 Gap between English as Additional Language pupils and English First Language pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			EAL	ENG	Gap	EAL	ENG	Gap	
2015-16	R Progress	Final	1.8	-0.6	2.4	0.3	-0.1	0.4	2.0
	W Progress	Final	3.0	-0.3	3.3	1.5	-0.3	1.8	1.5
	M Progress	Final	3.4	-0.8	4.2	2.0	-0.4	2.4	1.8
	EXP+ RWM	Provisional	42.4%	50.7%	-8.3%	50.0%	54.0%	-4.0%	-4.3%
2014-15	RWM L4+	Final	74.6%	78.9%	-4.3%	78.9%	80.8%	-1.8%	-2.5%
2013-14	RWM L4+	Final	74.9%	77.1%	-2.2%	77.4%	79.2%	-1.8%	-0.4%
2012-13	RWM L4+	Final	70.8%	76.8%	-6.0%	73.5%	76.2%	-2.7%	-3.3%

Data Source: NCER NEXUS (NOVA)/Perspective website Gap Reports - https://www.ncer.org/Login.aspx?ReturnUrl=%2f or https://perspective.angelsolutions.co.uk/perspective/login.aspx

The Lincolnshire gap between EAL and non-EAL children is narrower than National for Reading, Writing and Maths progress. The gap is wider for Expected Standard in Reading, Writing & Maths combined.

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KS4 % Gap between English as Additional Language pupils and English First Language pupils		Data State	Lincolnshire			National			Lincolnshire vs National
			EAL	ENG	Gap	EAL	ENG	Gap	
2015-16	Progress 8	Provisional	0.45	-0.13	0.58	0.40	-0.09	0.49	**0.09**
2015-16	Attainment 8	Provisional	47.5	49.9	-2.4	49.7	49.9	-0.2	**-2.2**
2015-16	A*-C in EM	Provisional	52.6%	62.4%	-9.8%	60.4%	63.1%	-2.7%	**-7.1%**
2015-16	EBacc	Provisional	25.7%	28.0%	-2.3%	27.5%	24.0%	3.5%	**-5.8%**
2015-16	5+ A*-C inc. EM	Provisional	46.5%	56.7%	-10.2%	53.8%	57.4%	-3.6%	**-6.6%**
2014-15	5+ A*-C inc. EM	Final	44.6%	56.6%	-12.0%	54.6%	57.5%	-2.9%	**-9.1%**
2013-14	5+ A*-C inc. EM	Final	38.6%	55.6%	-17.0%	54.7%	56.9%	-2.1%	**-14.9%**

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

The Lincolnshire gap for EAL pupils v English as first language pupils is narrower than the National gap for Progress 8 but wider for Attainment 8, A*-C in English and Maths, and EBacc.

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Lincolnshire County Council - LA response to need

Since September 2016, Lincolnshire County Council has no longer provided a traded service of School Improvement Consultancy to maintained Schools and Academies. The main provider of this activity has, and is set nationally, to come from Teaching Schools and School to School sector support through activities such as peer review and such like. Schools and Academies can choose from the market place of who they would like to use to support them continually improve their outcomes for Lincolnshire children.

The Education Team, based within Lincolnshire County Council, is a focused strategic team being involved on providing the strategic support, challenge and direction where required. In essence, we desktop assess schools that may trigger concerns (using national benchmarks) and we then engage with the School or Academy to provide monitoring and challenge activities to ensure they are taking the appropriate steps to address concerns. This process is managed through the continuum of risk illustrated in the [School Improvement Strategy document 2016-2017](). The work of Schools and Academies is routinely reviewed to ensure that the level of vulnerability is accurately gauged and appropriate escalation occurs where necessary.

The main link between the Local Authority and Schools/Academies is via Lincolnshire Learning Locality Leads, of which there are currently four with one vacancy who previously been Education Advisers. Each Locality Lead engages directly with relevant maintained schools and makes the same offer to Academies (although Academies do have the right to decline this engagement) and regular reviews the actions taken and provides clear signposting to source of relevant providers against the needs of the Schools. Locality Leads also provide intelligence around district level intelligence and needs so that the Teaching Schools can continue to develop the provision they make and to ensure the connectivity to the correct support at the right time.

The Locality Leads currently work in the following way:

Pat Claxton	North and South Kesteven
Yvonne Shaw	Boston and South Holland
Matthew Spoors	Lincoln City and West Lindsey
Carol Smith	East Lindsey

The activities of support, monitoring and challenge include the following:

- Supporting Head Teacher recruitment in maintained schools in conjunction with the Governing Body and working alongside the LCC Consultant Head Teacher Team
- Monitoring the activities of Governors in maintained schools

- Reviewing School Development Plans and auditing effectiveness/ appropriateness of these of addressing concerns
- Assisting with monitoring activities such as data reviews, auditing of evidence, and compliance
- Ensuring deadlines and actions are delivered in a timely manner to have a positive outcome for learners
- Managing difficult situations through issuing Formal Warning Notices based on performance, standard and/or safety
- Developing connections and relationships between individual Schools, clusters, networks and partnerships in a way that work best for them
- Developing the role and effectiveness of the Teaching School provision by co-ordinating and assisting with applications for funding for School to School Support. (Lincolnshire was very successful this, gaining over £140,000 to support Schools/Academies that we felt were vulnerable in conjunction the Teaching School Alliances).
- Providing strategic advice and guidance to Leaders and Chairs of Governors
- Provide OfSTED advice and guidance through our own School OfSTED Inspectors knowledge training and experiences carrying out inspections regularly
- Providing direct support to maintained School's during an inspection

As a Local Authority, we also maintain lines of communication with the sector in a partnership the Lincolnshire Learning Partnership by maintaining:

- Weekly Safeguarding and News Bulletins for all Schools/Academies
- Running a series of Head Teacher briefings three times a year in each district
- The continuous offer of direct engagement with all establishments to champion outcomes for Lincolnshire Children
- Maintain a Governor Support function providing direct advice and guidance as well as distinct training offer

Currently, we are directly working with 70 Schools and Academies, at a variety of levels and for a number of reasons. For some, it is simply a case of new leadership needing support and there are a small number of cases where we are carefully managing the actions of a Governing Body through Strategy meetings where a multi-disciplinary team provide guidance and agreed actions. So far, our view of Schools has been accurate in the vast majority of cases thus provides assurances that those schools engaged in sector led activity do not necessarily need further support in terms of a traded offer from LCC and/or direct intervention from the Education Team. That said, feedback has been positive around the challenge and monitoring the Locality Leads have provided in those Schools/Academies that are experiencing difficulties.

Moving forward, we are committed to working in a strategic relationship with the Teaching Schools and networks of Schools so that we can focus on specific district matters that impact on standards. For example, specific issues such as English as an Additional Language or Boys underperformance can could be supported and challenged through am district level approach of targeted support to impact on Lincolnshire outcomes in comparison with its statistical neighbours, the East Midlands and nationally. A main vehicle for this will be the funding and research opportunities offered by the Kyra Research School, based in Lincoln but funding for research activities across the East Midlands. Consequently, we have to consider ourselves as a key co-ordinator when approaching this activity rather than the direct provider or commissioner of School Improvement activity.

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OfSTED:

% of pupils in good or outstanding schools as at 31/08/2016	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	88.4%	86.4%	2.0%	82.1%	84.2%	4th
2014-15	Final	81.8%	81.5%	0.3%	76.5%	78.6%	6th
2013-14	Final	81.9%	78.4%	3.5%	75.3%	76.7%	4th
2012-13	Final	79.9%	76.5%	3.4%	74.4%	73.5%	4th
2011-12	Final	72.5%	68.6%	3.9%	64.8%	64.4%	2nd

Data Source: OfSTED Dataview Website - http://dataview.ofsted.gov.uk/; Percentage of places/learners for All Provider Types.

Lincolnshire has a higher percentage of children in good or outstanding schools than National, East Midlands and Stat Neighbours. The gap between Lincolnshire and National has increased in favour of Lincolnshire since 2015.

% of pupils in good or outstanding schools as at 31/12/2016	Overall No. of Pupils	No. of pupils in school judged outstanding	% of pupils in school judged outstanding	No. of pupils in school judged good	% of pupils in school judged good	% pupils in good or outstanding schools
Nursery	411	271	65.9%	140	34.1%	100.0%
PRU	174	0	0.0%	0	0.0%	0.0%
Primary	54,975	11,455	20.8%	40,451	73.6%	94.4%
Secondary	44,161	14,843	33.6%	22,081	50.0%	83.6%
All Age	991	0	0.0%	991	100.0%	100.0%
Special	1,738	697	40.1%	986	56.7%	96.8%
Total	102,450	26,796	26.3%	64,052	62.9%	89.7%

Data Source: Performance Assurance OfSTED, School Situation Databases and Latest School Census Master data.

The percentage of pupils in good or outstanding schools is greatest for Nurseries, lowest for PRUs. Primary schools in Lincolnshire have a higher percentage than Secondary schools for percentage pupils in good or outstanding schools.

% of schools judged good or outstanding as at 31/08/2016	Data State	Lincolnshire	National	Lincolnshire vs National	East Midlands	Statistical Neighbour Average	Statistical Neighbour Rank
2015-16	Final	90.2%	88.6%	1.6%	85.8%	88.9%	6th
2014-15	Final	85.4%	83.6%	1.8%	80.5%	82.2%	5th
2013-14	Final	84.0%	80.6%	3.4%	79.2%	79.8%	5th
2012-13	Final	81.1%	78.0%	3.1%	76.6%	75.9%	4th
2011-12	Final	67.1%	69.5%	-2.4%	66.4%	66.7%	4th

Data Source: OfSTED Dataview Website - http://dataview.ofsted.gov.uk/; Percentage of places/learners for All Provider Types.

Lincolnshire has a higher percentage of good or outstanding schools than National, East Midlands and Stat Neighbours. National is closing the gap on Lincolnshire.

% of schools judged good or outstanding as at 31/12/2016	No. of Schools	No. of schools judged outstanding	% schools judged outstanding	No. of schools judged good	% schools judged good	% schools judged good or outstanding
Nursery	5	3	60.0%	2	40.0%	100.0%
PRU	2	0	0.0%	1	50.0%	50.0%
Primary	268	42	15.7%	212	79.1%	94.8%
Secondary	50	13	26.0%	24	48.0%	74.0%
All Age	1	0	0.0%	1	100.0%	100.0%
Special	20	8	40.0%	11	55.0%	95.0%
Total	346	66	19.1%	251	72.5%	91.6%

Data Source: Performance Assurance OfSTED and School Situation Databases.

Nursery schools in Lincolnshire hold the highest percentage of schools judged good or outstanding. Primary has a higher percentage of schools judged good or outstanding than Secondary.

Academy / Maintained Schools Split by Overall Effectiveness

Academy Schools

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	1	-
Free School	-	-	-	-
Nursery	-	-	-	-
Primary	19	45	2	-
PRU	-	-	-	-
Secondary	11	25	8	1
Special	6	7	-	-
Total	36	77	11	1

Maintained Schools

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	-	-
Free School	-	1	-	-
Nursery	3	2	-	-
Primary	23	165	13	-
PRU	-	1	-	1
Secondary	2	-	1	2
Special	2	4	1	-
Total	30	171	15	3

Data Source: www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcome

All schools

LA	Percentage of Schools Good Or Outstanding	Percentage of Schools Outstanding	Percentage of Schools Good	Percentage of Schools Require Improvement	Percentage of Schools Inadequate
No. of Schools	91%	19%	72%	8%	1%
Academy %	90%	29%	62%	9%	1%
Maintained %	92%	14%	78%	7%	1%

Data Source: www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcome

2% more of Lincolnshire's maintained schools have been judged good or outstanding (92%) than Lincolnshire's academies (90%), for maintained these consist of 14% outstanding and 78% good, for academies it is 29% outstanding and 62% good. Lincolnshire's maintained

schools and academies each have 1% inadequate. 2% more of Lincolnshire's academies have been judged requires improvement (9%) than Lincolnshire's maintained schools (7%).

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Lincolnshire COUNTY COUNCIL Working for a better future

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

Report to:	**Children and Young People Scrutiny Committee**
Date:	**10 March 2017**
Subject:	**The Local Authority Process regarding Schools graded as Inadequate**

Summary:

This report seeks to inform councillors of the role of the Local Authority in schools graded as Inadequate by Ofsted.

Actions Required:

The Children and Young People Scrutiny Committee is invited to consider and comment on the Local Authority's role in schools graded as Inadequate by Ofsted, and the number and status of schools in this position.

1. Background

Ofsted Inspection and Classification of Schools

Ofsted inspects schools to provide information to parents, to promote improvement and to hold schools to account for the public money they receive. School inspections are required by law. They provide an independent assessment of the quality and standards of education in schools, and check whether pupils are achieving as much as they can.

Schools are inspected by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (who in most cases are serving school leaders who inspect for Ofsted for an agreed number of days each year) carry out the inspections. All inspectors have been trained to, and assessed against, Ofsted's standards.

A school that was judged to be outstanding at its last inspection is exempt from routine inspection. Ofsted will not normally inspect exempt schools unless they have a concern about their performance. Ofsted will also carry out an annual assessment of an exempt school's performance (from the third year after the school's last inspection) to determine whether an inspection might be necessary. Exempt schools continue to be inspected as part of Ofsted's programme of surveys of curriculum subjects and aspects of the curriculum. Exemption from inspection does not apply to maintained nursery schools, special schools or pupil referral units.

A school judged to be good at its last inspection normally receives a short one day inspection.

A school judged as requires improvement at its last inspection will be subject to monitoring from inspectors to check its progress and is inspected within a period of around two years. If at that inspection it is still judged as requires improvement, there will be further monitoring, and another inspection will take place within a further two years. If at this inspection it is still not good, it is highly likely that it will be judged inadequate and deemed to require special measures.

A standard inspection usually lasts two days and the number of inspectors on the inspection team will vary according to the size and nature of the school.

Inspectors will make graded judgements on the following areas using the four-point scale:
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

Where applicable, inspectors will also make a graded judgement on the effectiveness of the early years or sixth form provision in the school.

They give schools an overall grade from 1 to 4:
- grade 1 (outstanding)
- grade 2 (good)
- grade 3 (requires improvement)
- grade 4 (inadequate)

If inspectors judge a school to be inadequate, it will be placed in one of the following two categories of concern:
- **Special measures** – This means the school is failing to provide its pupils with an acceptable standard of education, and is not showing the capacity to make the improvements needed.
- **Serious weaknesses** – This means that one or more of the key areas of the school's performance require significant improvement, but leaders and managers have demonstrated the capacity to improve.

A maintained school judged as inadequate and placed in a category of concern will be issued with an academy order by the Secretary of State for Education to require it to become a new sponsored academy. Inspectors will not normally monitor the school unless there are concerns or there is a delay in the school becoming a sponsored academy.

Local Authority Role

If a school is deemed by Ofsted as inadequate and therefore is required to become a sponsored academy, the Local Authority (LA) has a statutory role as outlined in the Department for Education (DFE) Schools Causing Concern Guidance March 2016.

"If a maintained school is the subject of an academy order made under section 4(A1) or (1)(b) of the Academies Act 2010, the governing body and the local authority will be under a duty to facilitate the maintained school's conversion into an academy by taking all reasonable steps towards that end. RSCs can also use the Secretary of State's power to give the governing body or local authority a direction, or directions, to take. If the RSC has identified a sponsor to run that maintained school once it becomes an academy, and has notified the maintained school of this, then the governing body and the local authority must take all reasonable steps to facilitate that sponsor taking responsibility for that school."

The guidance also then goes onto note that:

"When a local authority has been notified that the RSC intends to exercise the Secretary of State's intervention powers in a maintained school, the local authority may not use its intervention powers in relation to that maintained school until the RSC notifies the local authority that it may do so."

"To minimise any delays to the academy conversion process, when an academy order has been made under section 4(A1) or (1)(b) of the Academies Act 2010, the governing body and local authority are under a duty to take all reasonable steps to facilitate the conversion of the school into an academy. Further advice will be given to the governing body and the local authority about what steps they will be expected to take, and to what timescales, to facilitate the conversion."

As noted above, the Local Authority role in schools deemed inadequate is at the discretion of the Regional School Commissioner (RSC). This can often leave maintained schools awaiting a sponsored conversion in a period of time where they are not supported by the Local Authority but solely by the RSC. However, the RSC's support tends to focus predominantly on finding a suitable sponsor leaving the school without any monitoring or challenge around school improvement. This is also compounded by the fact that HMI no longer monitor schools in this stage between the Grade 4 judgement and sponsored academy conversion. The process of who supports the school and to what degree following a Special Measures judgement is inconsistent at best.

Lincolnshire LA has taken the decision to draft a protocol to clarify the relationships between the Local Authority and RSC during this interim period and the expected timelines of the necessary support/monitoring. This draft has been shared with regional colleagues who face similar difficulties and once agreed will be shared with the RSC with a view to improving the provision for our most vulnerable schools.

Where we have seen some notable delays in finding suitable sponsors the Local Authority has maintained constant dialogue and offered support to the RSC to find suitable local matches. However, this is not always successful and where we have serious concerns around the drift and delay in securing a solution for a school the Executive Director of Children's Services and the Executive Councillor responsible for Children's Services have raised these at senior levels with both the RSC, the National Schools Commissioner and the Secretary of State for Education.

Current Lincolnshire Schools graded as Inadequate

DfE Number	School Name	Academy Sponsor	Status	Date of Grade 4 Judgement	Number on Roll
9255416	Spalding Academy	CfBT Schools Trust	Inadequate	18-10-16	906
9256908	The Gainsborough Academy	The Lincoln College Academy Trust	Inadequate	6-12-16	725
9251105	The Lincolnshire Teaching and Learning Centre	Wellspring	Inadequate	04-02-15	174
9254062	Cherry Willingham Community School	TBC	Inadequate	23-06-15	192
9255417	Louth Monks Dyke Tennyson College	TBC	Inadequate	20-09-16	568
					2565

Spalding Academy (formerly Sir John Gleed School) was rebrokered from CFBT Schools Trust to the South Lincolnshire Academy Trust on 1 September 2016.

The Gainsborough Academy was Graded as Inadequate and deemed to be in need of Special Measures during its inspection on 6-7 December 2016.

The Lincolnshire Teaching and Learning Centre is due for Academy conversion on 1 April 2017.

Cherry Willingham Community School was graded as inadequate and deemed in need of Special Measures on 23 June 2016. The DfE continue to seek a sponsor.

Louth Monks Dyke Tennyson College was graded as inadequate and deemed in need of Special Measures on 20-21 September 2016. The DfE continue to seek a sponsor.

Schools graded as Inadequate

Phase	As of 31/01/2017	As of 31/12/2016
Primary Schools		
Secondary Schools	8.0%	8.0%
All Schools	1.4%	1.4%

Pupils in Inadequate Schools

Phase	As of 31/01/2017	As of 31/12/2016
Primary Schools		
Secondary Schools	5.4%	5.4%
All Schools	2.5%	2.5%

2. Conclusion

The Local Authority continues to work with schools graded as Inadequate to facilitate their conversion to sponsored academy status and is challenging any delay in this process due to the detrimental effect it can have on pupils, their families, school staff and the wider community. Where the Local Authority is granted permission to intervene the provision for pupils is closely monitored and leaders challenged to continue to improve in the interim period prior to conversion.

The draft protocol awaits approval by regional colleagues before being shared with the RSC and hopefully this will enable all parties to adhere to agreed timelines. The protocol will enable the Local Authority to take some remedial action in grade

4 schools and signpost other schools that could support around specific issues in line with our policy of Sector-Led improvement.

The Education Team continue to risk assess schools and broker support for our vulnerable and high risk schools in order to try and mitigate the possibility of schools receiving a Grade 4 judgement in line with our School Improvement Strategy. However, we hope that through our relationship with the Lincolnshire Learning Partnership we will see a move towards collective accountability for the performance of Lincolnshire Schools and that schools themselves will support each other in order to maintain the best provision for children and young people.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

Not Applicable.

4. Background Papers

Document title	Where the document can be viewed
Lincolnshire School Improvement Strategy	http://microsites.lincolnshire.gov.uk/children/schools/services-and-support-for-lincolnshire-schools/policies-and-guidance/130159.article
Schools Causing Concern: Intervening in failing, underperforming or coasting schools.	www.gov.uk/government/publications/schools-causing-concern--2
Ofsted Inspection Handbook	https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015

This report was written by Gavin Booth, who can be contacted on 01522 552262 or gavin.booth@lincolnshire.gov.uk.

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Lincolnshire
COUNTY COUNCIL
Working for a better future

Policy and Scrutiny

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

Report to:	**Children and Young People Scrutiny Committee**
Date:	**10 March 2017**
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 draft minutes of the last meeting of the Scrutiny Sub Group held on 11 January 2017 are attached.

Actions Required:

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub Group, held on 11 January 2017, be noted.

1. Background

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

The last meeting of the Sub Group was held on 11 January 2017 and the draft minutes are attached at Appendix A to this report. As the remit of the Children and Young People Scrutiny Committee includes children's safeguarding, the Committee is requested to focus on those minutes of the Sub Group which are relevant to this remit.

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

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

Not Applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Draft minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub Group held on 11 January 2017

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 553788 or catherine.wilman@lincolnshire.gov.uk.

**LINCOLNSHIRE SAFEGUARDING
BOARDS SCRUTINY SUB-GROUP
11 JANUARY 2017**

PRESENT: COUNCILLOR C R OXBY (CHAIRMAN)

Lincolnshire County Council: Councillors S R Dodds (Vice-Chairman), D Brailsford, R A H McAuley, Mrs S Ransome and Mrs L A Rollings.

District Council: District Councillor M Exton.

Councillor Mrs M J Overton attended the meeting as an observer.

Officers in attendance:- Dave Culy (Lincolnshire Safeguarding Adults Board Manager), Simon Evans (Health Scrutiny Officer), Caroline Mogg (CSE Co-ordinator), Andrew Morris (LSCB Business Manager) and Catherine Wilman (Democratic Services Officer).

20   APOLOGIES FOR ABSENCE

Apologies were received from Emile van der Zee (Parent Governor Representative).

21   DECLARATION OF MEMBERS' INTERESTS

Councillor S R Dodds declared an interest in Item 29 as her husband was a serving fire fighter for Humberside Fire and Rescue.

22   MINUTES OF THE MEETING HELD ON 28 SEPTEMBER 2016

RESOLVED

    That the minutes of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group meeting held on 11 January 2017 be approved and signed by the Chairman as a correct record.

LINCOLNSHIRE SAFEGUARDING CHILDREN BOARD BUSINESS

23   UPDATE ON THE WORK OF THE LSCB AND ITS SUB GROUP

The Sub Group considered a report which provided an update on the work being undertaken by the Lincolnshire Safeguarding Children Board (LSCB) and its sub groups.

During discussion, the following points were noted:

- A new sub-group covering education had been formed which had already had its first meeting where the PREVENT strategy had been discussed;
- Child Sexual Exploitation prevention continued to work well; and
- Work with the Department for Education was in the planning stages for the LSCB to work with central Government in shaping and designing the model and role of Children's Safeguarding Boards in the future. It was hoped this work would promote the Board as a leading model.

RESOLVED

    That the report be noted.

24   SERIOUS CASE REVIEW

Consideration was given to a report which provided the Sub Group with an update on the work currently being undertaken by the LSCB on a Serious Case Review – SCR E.

The Serious Case Review had now been published and the LSCB officers had met with the family before publication. It was agreed that the case had presented a series of exceptional circumstances which, the Review had concluded, could not have been predicted or prevented.

The Sub Group discussed the circumstances of the case at great length.

RESOLVED

    That the report be noted.

25   UPDATE ON THE NEW OFSTED INSPECTION FRAMEWORK

A report was considered which provided the Sub Group with an update on the recent inspection of the multi-agency response to Protecting Children from Domestic Abuse.

It was requested that gratitude to Jade Sullivan (LSCB Policy & Audit Officer) and Caroline Mogg (CSE Co-ordinator) be recorded for their help during the inspection. It had been a substantial amount of work for them to complete.

The inspection report was good and there were no obvious recommendations within it. Officers were in the process of teasing any helpful advice out of the text itself.

Following questions from Sub-Group members the following was confirmed:

- There was a discussion regarding the Police's involvement in protecting children from domestic abuse. The Police had a backlog of referrals concerning domestic abuse. This work and investigating other crimes meant there was less time for them to be on other duties. From a Child Sexual Exploitation perspective, the Police were working hard on investigations; and

- There were concerns that Ofsted had not undertaken enough research on referrals as the report stated schools were not familiar with the referrals process, however only one member of staff from one school had been asked. When schools were asked about referrals, following the report's publication, many knew well the purpose and process of referrals.

RESOLVED

That the report be noted.

26   LSCB POLICY AND AUDIT UPDATE

The Sub Group considered a report which provided an overview of the policy and audit development of the Lincolnshire Safeguarding Children Board.

It was reported that policies were constantly being reviewed and updated and different areas of LSCB work were frequently audited, the next area being mental health.

Concerns were raised regarding the number of briefings given to parents on technology and the risks it posed regarding child protection and safety. It was felt that too many briefings may lose their impact.

The Board had carried out a 'Moksted' inspection on its own case files to make sure its policies and procedures were watertight.

RESOLVED

That the report be noted.

27   IDENTIFICATION AND PREVENTION OF CHILD SEXUAL EXPLOITATION

Consideration was given to a report which provided an update on the work currently being undertaken by the LSCB in relation to the identification and prevention of Child Sexual Exploitation (CSE).

During consideration of the report, the following points were noted:

- Some young people were exposed to CSE as they had run away from home. This was felt to be a way for those young people to feel like they had asserted control over their lives;
- With boys in this situation, it was harder to identify if CSE had occurred. A more effective way of assessing this was needed;
- The LSCB had a CSE Sub-Group which was focussing on these issues along with a Task and Finish Group looking at risk assessments around perpetrators; and
- There had been three successful police prosecutions following CSE investigations which were detailed in the report.

Questions from the Sub Group members, confirmed the following:

- Successful prosecutions were prompting other victims to come forward and some of the cases had been committed by people with respectable positions within the community;
- There was discussion regarding *Kayleigh's Love Story,* a short film made to effectively communicate the risks of CSE to young people and parents, however it was felt the film was not truly representative of the majority of CSE cases. It was felt the film put the onus on the child to be careful and safe and no responsibility on the offender. This was not the message that the LSCB wished to send out to young people; and
- CSE tended to occur outside of the home most often with sexual abuse being more likely to occur in the home.

RESOLVED

   That the report be noted.

LINCOLNSHIRE SAFEGUARDING ADULTS BOARD BUSINESS

28   KEY MESSAGES FROM LINCOLNSHIRE SAFEGUARDING ADULTS
        BOARD

Consideration was given to a report which updated the Sub Group on the key issues from the Lincolnshire Safeguarding Adults Board (LSAB), the last meeting of which was held on 12 December 2016.

There were several key messages from the Board which were summarised as follows:

- A half day development session for the Board members and key agency representatives had been held in November and the outcomes from it had been reported to the Board. They would also be fed into the work plan and the business plan. Development workshops had become a regular feature of the Board's work;
- A pilot project around a Peer Review Inspection for the Board was being organised between Lincolnshire and Leicestershire. So far it had highlighting that the relationship between independent chairs of boards within the region was not very strong. Following evaluation of the Peer Review pilot, it was possible it could be rolled out nationally;
- At a recent meeting of the Public Protection Board, the LSAB were asked to give a strategic overview around suicide prevention. A charter on suicide prevention had been developed which had been adopted by all agencies; and
- Having been asked to report to the Board on their findings in care providers in Lincolnshire, the CQC (Care Quality Commission) had reported that 71% presented as rated 'good' or above and 29% as 'requires improvement'. Although this followed a national pattern, it was noted that for Lincolnshire, its

result showed a dip in performance and the reason for this needed to be identified.

Following a question from a member of the Sub Group regarding the source of risk to vulnerable adults, which had been printed in the report as a pie chart, it was confirmed that the figures were subject to change and Officers were confident that once data from all agencies had been received, the figures would be accurate.

RESOLVED

That the report be noted.

29   SAFEGUARDING ADULTS REVIEWS

The Sub Group considered a report which provided an update on the current Safeguarding Adult Reviews currently going through the early information gathering process.

The following points were noted:

- TH19 (formerly Operation Dungeon) was slightly overrunning due to the impact the investigation was having on agencies. This was a large case involving multiple perpetrators with detailed information to be considered;
- The Long Leys Court In-patient Unit had been closed following a safeguarding issue and there were many lessons to be learnt from this case;
- The Dunston Fire case was a joint review with Domestic Abuse. The Review had been temporarily suspended owing to illness of the Independent Chair;
- HT was the result of a Significant Incident Notification Form and involved Lincolnshire Police, Humberside Police and EMAS regarding a lady who absconded from an accident and emergency department and later died; and
- GW, another result of a Significant Incident Notification Form, regarding a lady who had died of septicaemia as a result of an acute bedsore that had been allowed to develop whilst in a care home.

RESOLVED

That the report be noted.

JOINT BUSINESS

30   LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB GROUP
        WORK PROGRAMME

The Sub Group's programme of work for the coming months was discussed and agreed.

6
LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP
11 JANUARY 2017

RESOLVED

    That the report be noted.

The meeting closed at 3.55 p.m.

Lincolnshire
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Working for a better future

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:	**10 March 2017**
Subject:	**Performance - Quarter 3 2016/17**

Summary:

The accompanying appendices to this report provide key perfromance information for Quarter 3 2016/17 that is relevant to the work of the Children and Young People Scrutiny Committee.

Actions Required:

The Children and Young People Scrutiny Committee is invited to consider and comment on the performance information contained in the appendices of this report.

1. Background

Performance Indicators

Appendix A provides a full and detailed report that covers the Council Business Plan indicators used by Children's Services.

Complaints and Compliments

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

Ofsted Status of schools

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

Performance Monitoring of Contracts

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

2. Conclusion

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

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

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	Peformance Monitoring of Contracts - Exempt

5. Background Papers

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

This report was written by Sally Savage, who can be contacted on 01522 553204 or sally.savage@lincolnshire.gov.uk.

Communities are safe and protected

Children are safe and healthy

Looked after children

Looked after children per 10,000 population aged under 18. There are a number of reasons why a child may be 'looked after' by the local authority. Most often it is because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for the child, have been neglecting the child or the child has committed an offence. The local authority has specific responsibilities and duties towards a child who is being looked after or who has been looked after. This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

✔	Achieved

47

Per 10,000 children
Quarter 3 December 2016

⬇

45

Per 10,000 children
Target for December 2016

Looked after children

Per 10,000 children

	Q1	Q2	Q3
Performance	44.2	47	46.8
Target	45	45	45
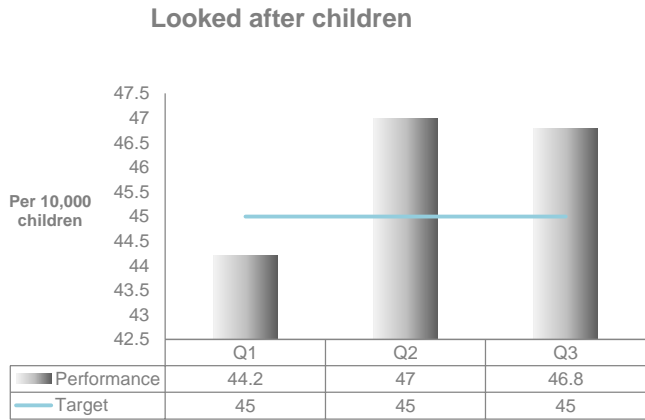
About the latest performance

The number of children who are Looked After Children (LAC) per 10,000 has remained relatively stable for the last two years at around 45. This year has been a slight increase with the current figure per 10,000 at 46.8 which equates to 666 children, a small increase of 2 from the previous quarter. Our figure remains well below both national and similar authority averages which evidences the positive impact of integrated working across early help and social care intervention.

Number of children in local authority care (per 100,000 population aged under 18)

2014/2015

2015/2016

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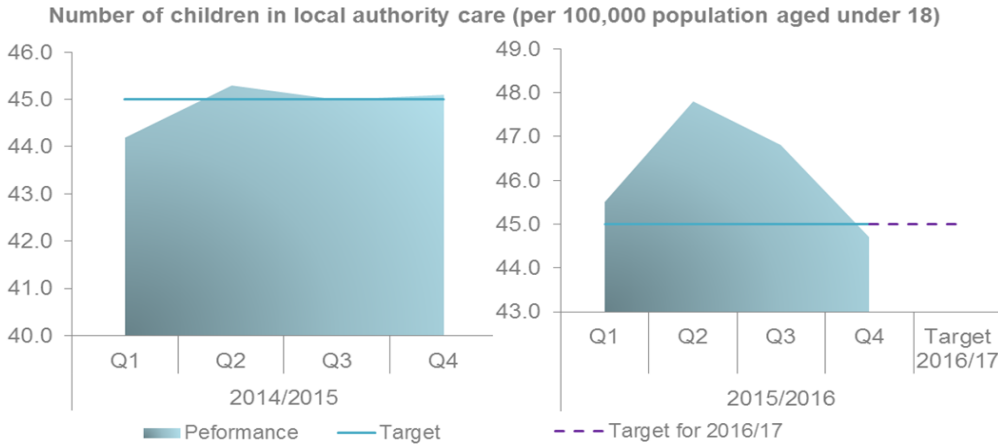
	2014/2015				2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	44.2	45.3	45.0	45.1	45.5	47.8	46.8	44.7	
Target	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0
Target for 2016/17	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0

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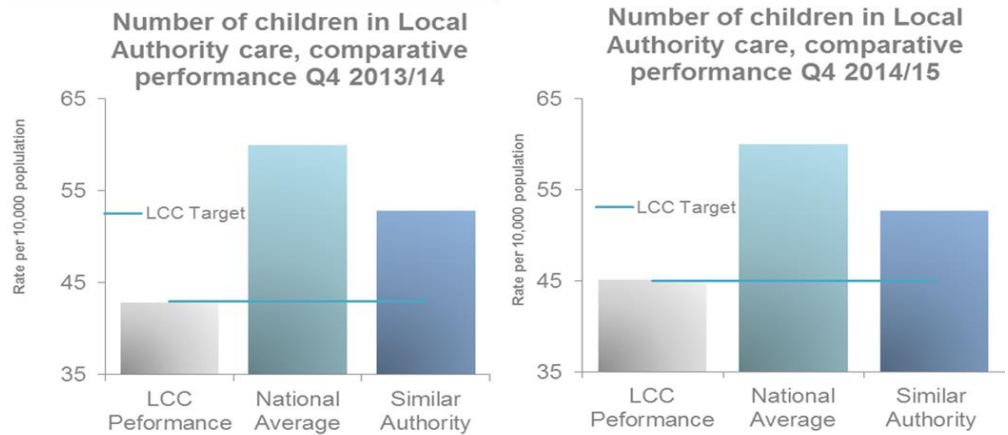
	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	42.87	60	52.8	43
2014/15 Q4	45.1	60	52.7	45

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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.

This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

✓ Achieved

354
Children
Quarter 3 December 2016

⬇

340
Children
Target for December 2016

Children who are subject to a child protection plan

	Q1	Q2	Q3
Performance	355	322	354
Target	340	340	340
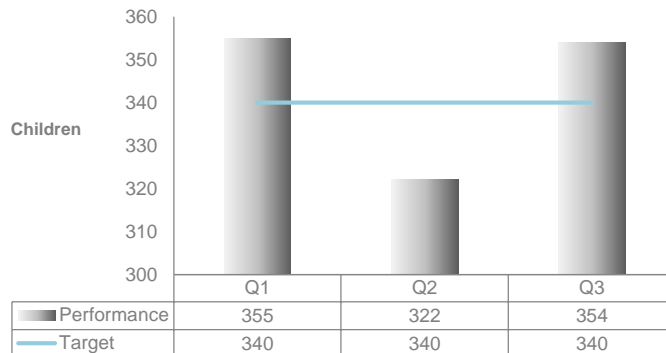
About the latest performance

The number of children on a child protection plan has seen a very small increase from the previous quarter but remains at the lower end of the target at 24.9 per 10,000, which equates to 354 children, an increase of 31 children from the previous quarter. This remains significantly lower than statistical neighbours and the national average. This evidences the positive impact of early help and social care intervention.

Further details
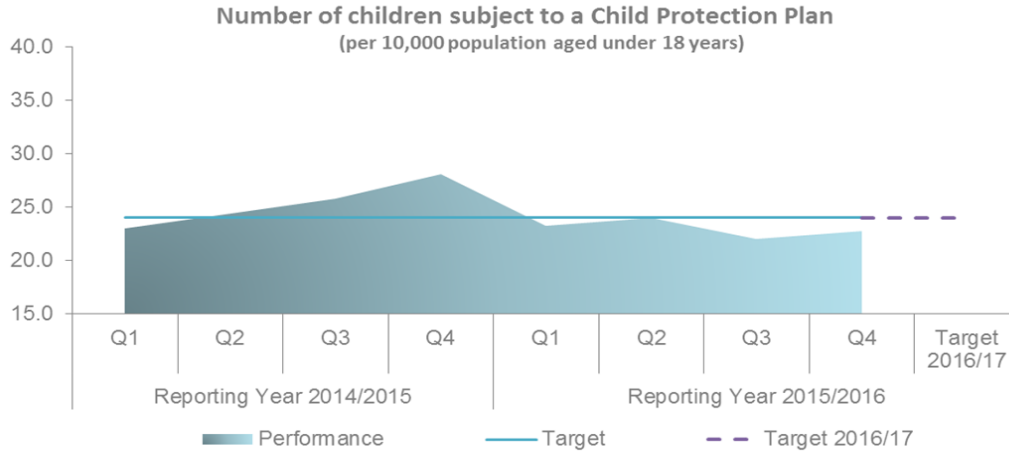
Number of children subject to a Child Protection Plan
(per 10,000 population aged under 18 years)

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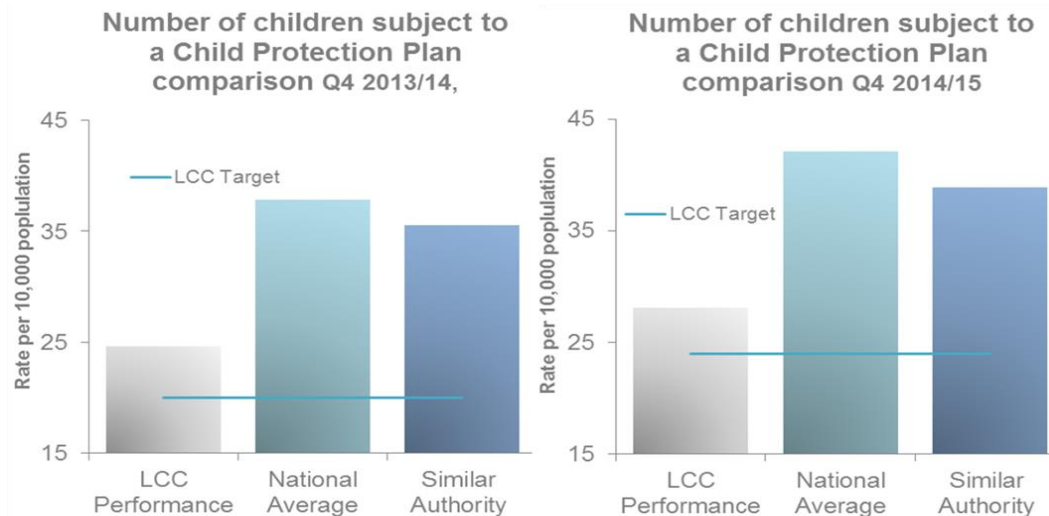
	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	24.62	37.9	35.6	20
2014/15 Q4	28.1	42.1	38.84	24

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COUNTY COUNCIL
Working for a better future

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.

✓ **Achieved**

366
Days
Quarter 3 December 2016

⬇

430
Days
Target for December 2016

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

Days	Q1	Q2	Q3
Performance	381	374	366
Target	430	430	430
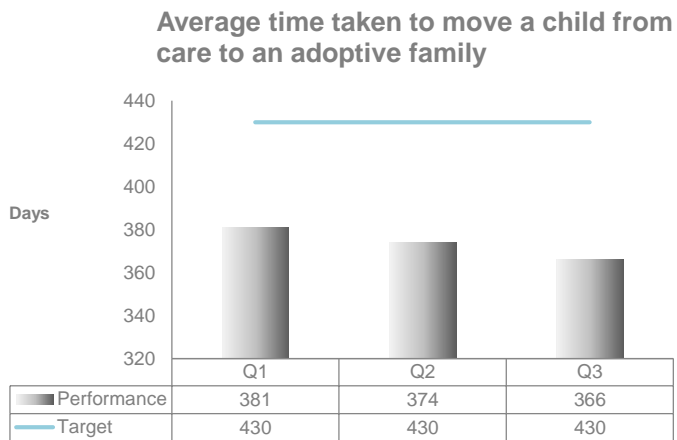
About the latest performance

The third 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 this year, having won the Excellence in Adoption Award 2016.

Further details

Time taken to move from care to adoptive family (days)

	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	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 positon 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

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Working for a better future

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

168
Days
Quarter 3 December 2016

⬇

200
Days
Target for December 2016

Average time taken to match a child to an adoptive family

Days	Q1	Q2	Q3
Performance	178	174	168
Target	200	200	200
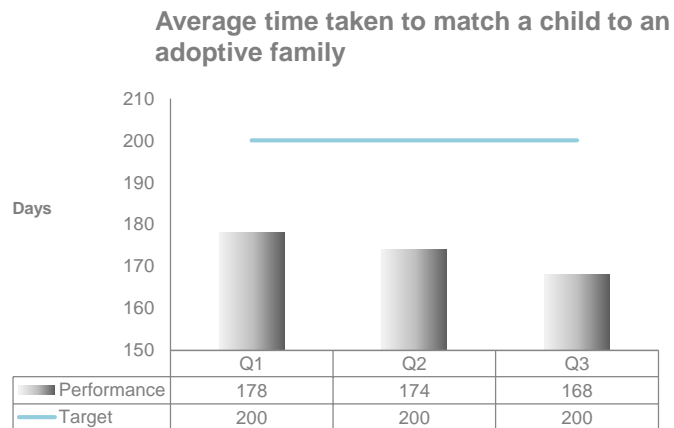
About the latest performance

This third quarter shows a further decrease in the days between receiving court authority to place and the Local Authority deciding on a match to an adoptive placement. As in the other adoption measure, 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 Local Authority 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.

Time taken to match a child to adoptive family following court order (days)
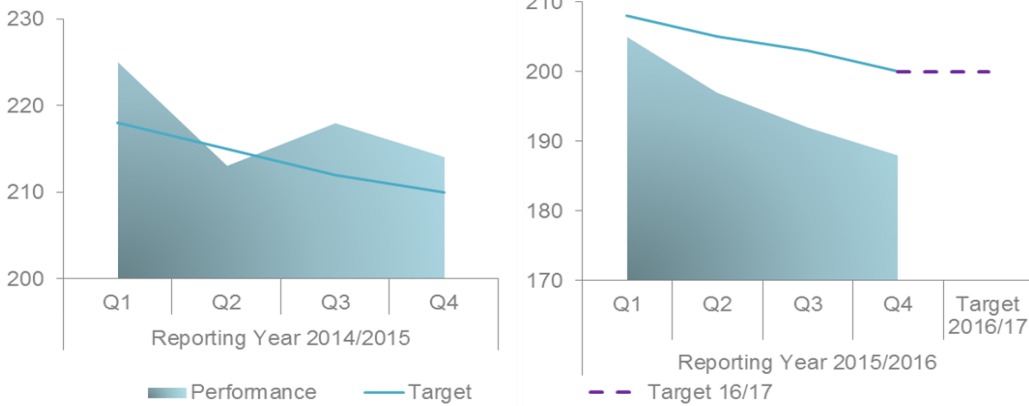
Reporting Year 2014/2015

Reporting Year 2015/2016

Performance — Target — Target 16/17

	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.

Average time taken to match a child to an adoptive family (days) 2013/14

Average time taken to match a child to an adoptive family (days) 2014/15
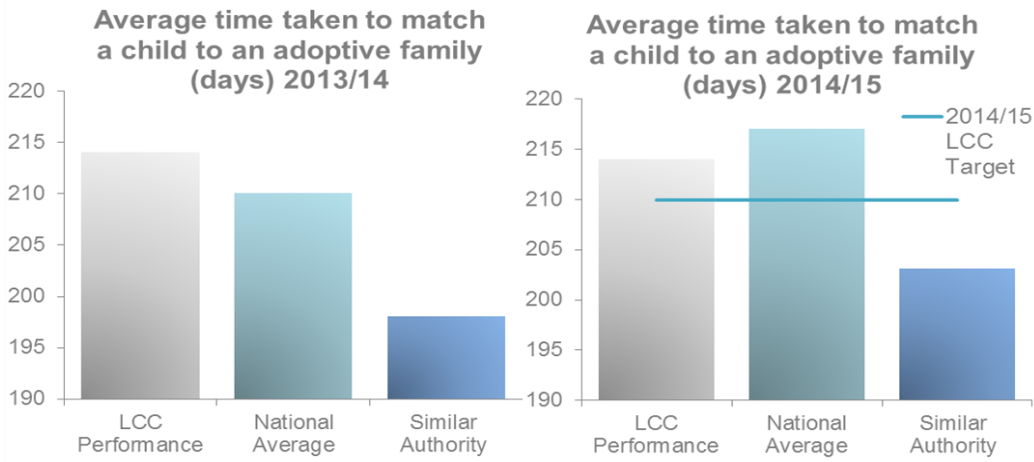
	LCC Performance	National Average	Similar Authority	LCC Target
2013/2014	214	210	198	
2014/2015	214	217	203.1	210

Lincolnshire
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Working for a better future

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.

✓ Achieved

2.45
% of young people
Quarter 3 December 2016

⬇

3
% of young people
Target for December 2016

Young People Not in Education, Employment or Training

% of young people

	Q1	Q2	Q3	Q4
Performance	3.34	2.3	2.45	
Target	3.5	2	3	
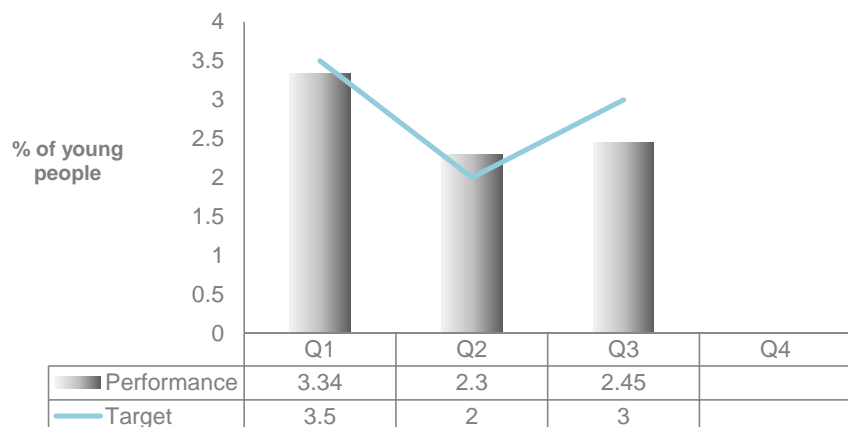
About the latest performance

Whilst this may look like good performance it must be kept in mind that the level of unknowns in the dataset is higher than last year. As a proportion of these unknowns will be found to be NEET this performance is a false positive and is expected to show performance in-line with the end of year target (3.5%).

Percentage of 16-18 year olds not in education, employment or training
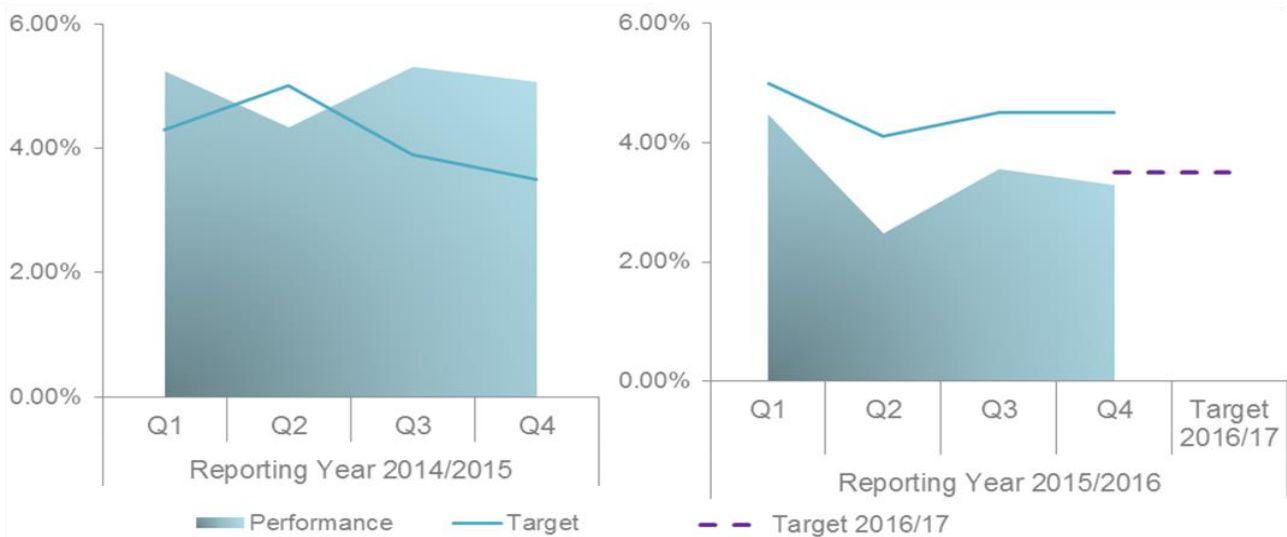
	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	5.23%	4.33%	5.30%	5.06%	4.47%	2.47%	3.54%	3.28%	
Target	4.30%	5.00%	3.90%	3.50%	5.00%	4.10%	4.50%	4.50%	3.50%

About the target

Following a significant reduction of young people not in Education, Employment or Training an aspirational target has been set to be 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 that 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.
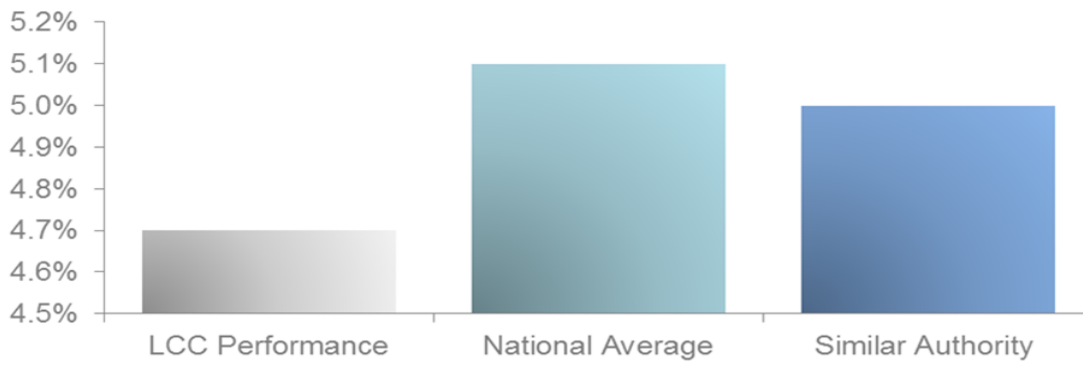
	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	4.7%	5.1%	5.0%	
2014/15 Q4				

![Lincolnshire County Council - Working for a better future]

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.

Improving but not achieved

76
% of pupils
Quarter 3 December 2016

↓

85
% of pupils
Target for December 2016

Pupils aged 16 – 18 participating in learning

% of pupils

	Q1	Q2	Q3	Q4
Performance	83.24	61.22	75.81	
Target	85	75	85	
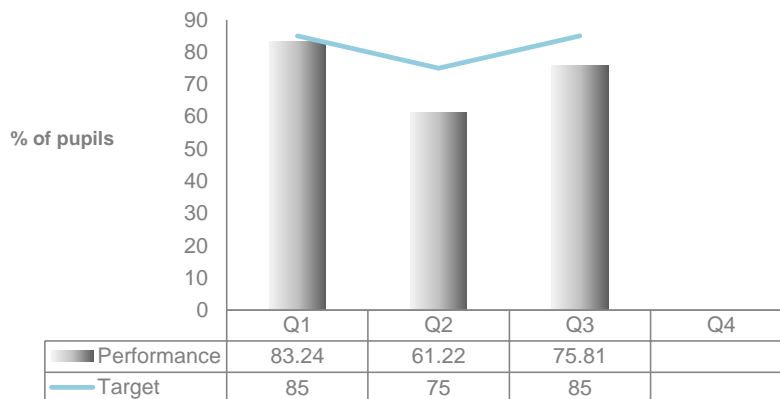
About the latest performance

This performance reflects the migration of the service from the decommissioned careers service to the tracking service, but as expected the increase in performance from quarter 2 to now was significant. The majority of the data collection has concentrated on receiving and processing the bulk data loads from schools, colleges and the national apprenticeship service. There is much work to do with the independent learning providers who represent about 9% of placements. The methodology used to track young people has been modified to try alternative times of the day and different channels. This target represents a challenge as it was set at the time when 18 year olds were required to be tracked and as this is no longer the case, the inclusion of their performance represents a distortion of the actual 16 and 17 year old cohorts. This performance is not expected to be within the target range by the end of the year.

Further details

Pupils aged 16 – 18 participating in learning
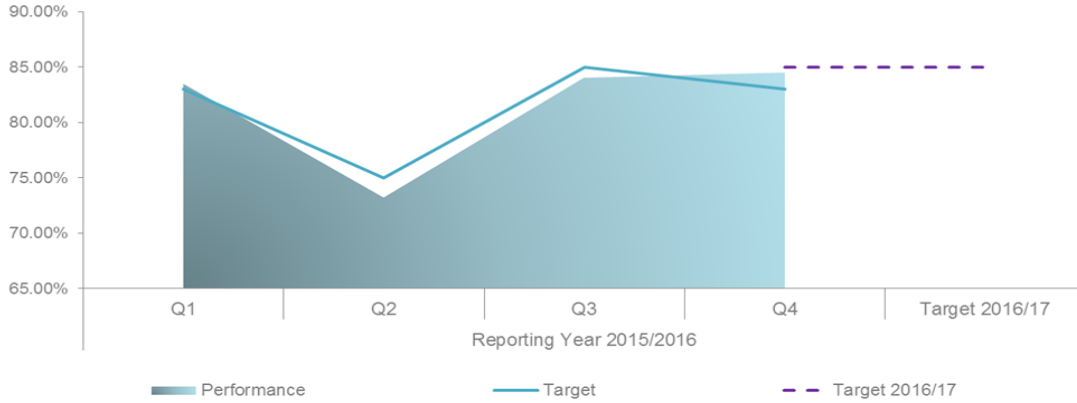
Reporting Year 2015/2016					
	Q1	**Q2**	**Q3**	**Q4**	**Target 2016/17**
Performance	83.48%	73.18%	84.02%	84.48%	
Target	83.00%	75.00%	85.00%	83.00%	87.00%

About the target

The target is ambitious as the Council has already 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

Benchmarking for this measure is not currently available.

![Lincolnshire County Council - Working for a better future]

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.

Improving but not achieved

90

% of 16 year olds
Quarter 3 December 2016

⬇

97

% of 16 year olds
Target for December 2016

Participation in learning age 16

	Q1	Q2	Q3	Q4
Performance	95.12	73.8	89.9	
Target	97	85	97	
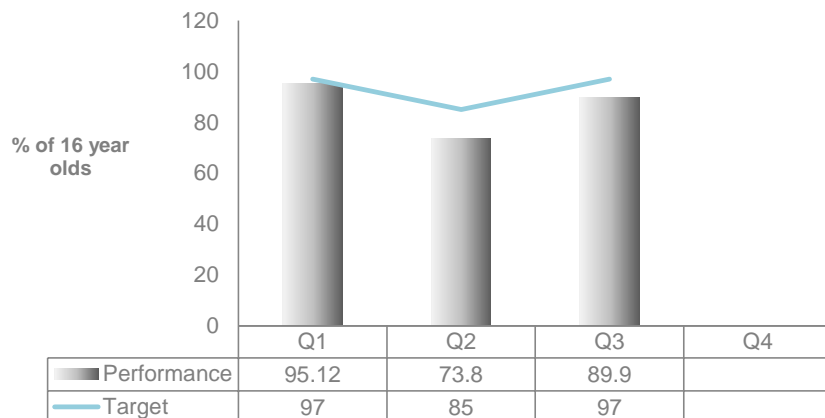
About the latest performance

We continue to recognise this as a challenging target but as expected there has been a significant increase in performance since quarter 2. Difficulties are being experienced in gathering the data from the independent learning providers who, unlike the schools and colleges, struggle to meet the demands of data provision. We know that there are approximately 9% of young people in this type of provision which is impacting on our performance. Having said that, given that the careers service has been abolished and just tracking remains it is clear that this challenging target is unlikely to be met.

Further details
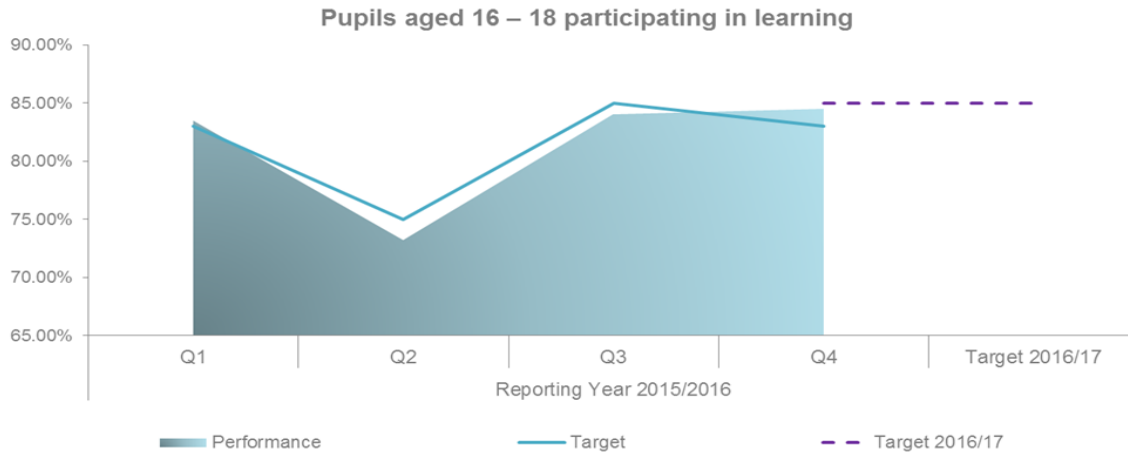
Pupils aged 16 – 18 participating in learning

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

Benchmarking for this measure is not currently available.

![Lincolnshire County Council - Working for a better future]

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.

✖ Not achieved

78.31

% of looked after children
Quarter 3 December 2016

⬇

85

% of looked after children
Target for December 2016

16-18 year old Looked After Children participating in learning

% of looked after children

	Q1	Q2	Q3	Q4
Performance	87.76	82.5	78.31	
Target	85	85	85	
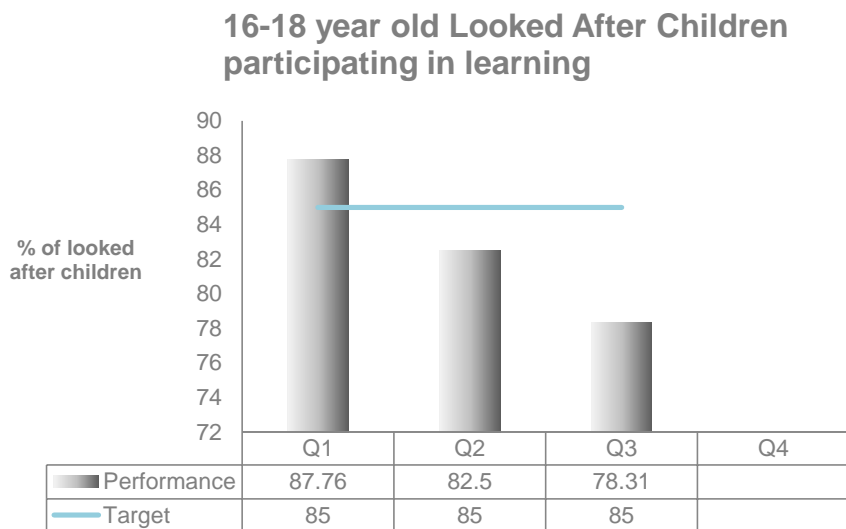
About the latest performance

The performance for Quarter 3 2016/2017 is just below the lower tolerance level for this performance target. This is the first time since Quarter 2 (2014/2015) that performace has dipped below this lower tolerance level. The Virtual School Team continues to support our 16-18 year olds through elecronic Personal Education Plan (ePEP) surgeries for those students attending colleges and sixth forms and will continue to monitor participation levels to ensure improvement from here.

Further details

Percentage of 16-18 year olds in Local Authority care participating in learning
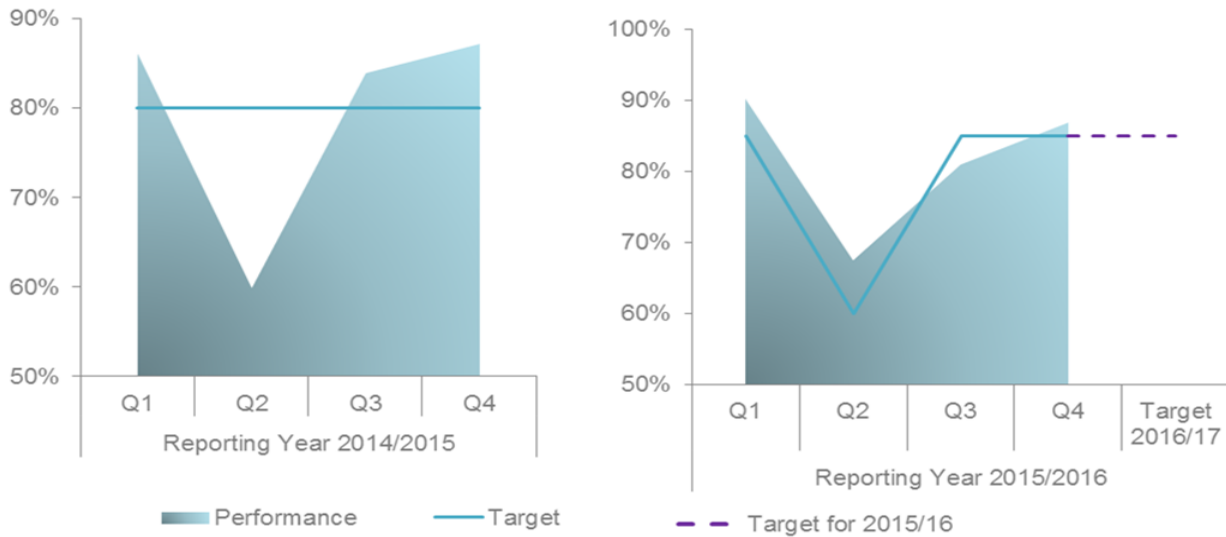
	Reporting Year 2014/2015				Reporting Year 2015/2016				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Target 2016/17
Performance	86%	60%	84%	87%	90%	67%	81%	87%	
Target	80%	80%	80%	80%	85%	60%	85%	85%	85%

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

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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

95.8
%
Quarter 3 December 2016

⬇

90
%
Target for December 2016

Care Leavers in suitable accommodation

	Q1	Q2	Q3	Q4
Performance	93	95	95.8	
Target	90	90	90	
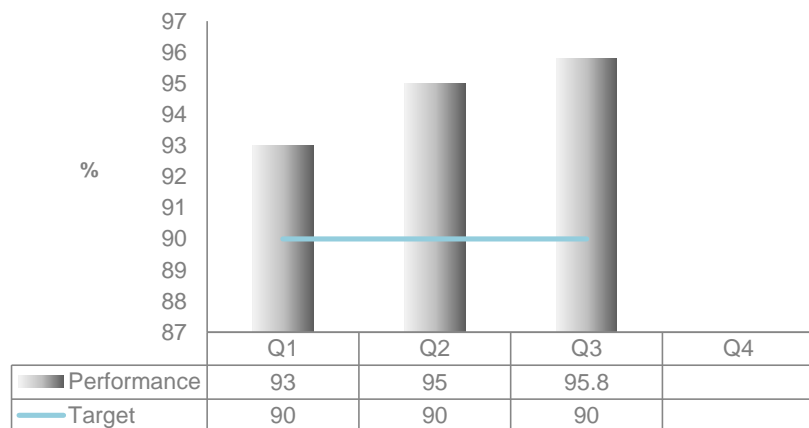
About the latest performance

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 groups to ensure that they understand the full range of housing options available to them.

Percentage of care leavers in suitable accommodation
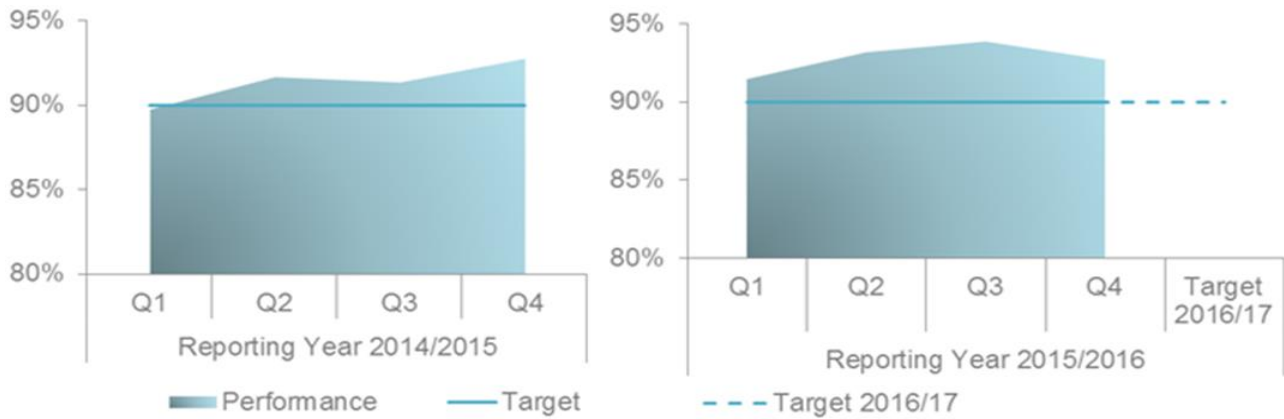
	Reporting Year 2014/2015				Reporting Year 2015/2016				Target 2016/17
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	89.70%	91.60%	91.30%	92.70%	91.40%	93.10%	93.80%	92.60%	
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%

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).

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Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1st of October – 31st of December (1st of July – 30th of September)	
Total number of complaints received across all LCC service area.	218 (210)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	112 (125)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	13 (7)	
Total Service Area Complaints	Schools	75 (93)
	Corporate – Education and School	4 (6)
	Statutory - Children's Care	33 (26)
Schools Complaint Reason Codes	Admission issue	0 (1)
	Allegation against Head Teacher	5 (4)
	Allegation against other school staff	11 (7)
	Attendance Issues	1 (3)
	Bullying – Homophobic	0 (0)
	Bullying – Gender	0 (0)
	Bullying – Racial	0 (0)
	Bullying – SEN	0 (1)
	Bullying – Social Media	2 (1)
	Bullying Issue	14 (8)
	Class/School Organisation	6 (5)
	Equality Issue	0 (0)
	Exclusion Issue	4 (4)
	Inconsistency in application of rules	0 (1)
	Meals/Snacks/Drinks	1 (1)
	Medical	1 (3)
	Other	3 (6)
	Parental responsibilities/rights	5 (6)
	Procedural Irregularity	4 (8)
	Racial Issues	5 (5)
	School Neighbours	0 (2)
	School Uniform	0 (6)
	SEN	5 (10)
	Social Media Abuse	3 (0)
	Truancy Issues	0 (0)
	Unfair treatment by staff	2 (9)
	No category selected	3 (2)

Corporate – Education and School Complaint Reason Codes	Age	0 (0)
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	1 (2)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	3 (0)
	Disagree with Procedure	0 (3)
	Insufficient Information Provided	0 (1)
	Other	0 (0)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (0)
	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	33 (26)
Service Area Compliments	Schools	0 (0)
	Corporate - Children's	1 (2)
	Statutory - Children's Care	12 (5)
How many LCC Corporate complaints have not been resolved within service standard	6 (8)	
Number of complaints referred to Ombudsman	8 (8)	

Total Complaint Receipts by Quarter

Legend:
- Schools
- Corporate - Education and School
- Statutory - Children's Social Care
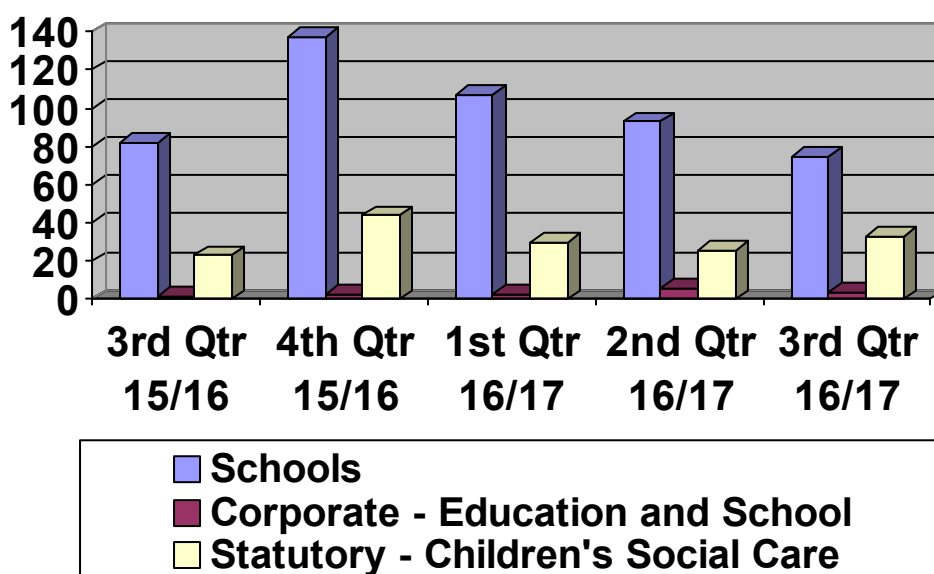
Summary

LCC Overview of Complaints
The total number of LCC complaints received for this Quarter (Q3) shows a 4% increase on the previous Quarter (Q2) when we received 210 complaints. When comparing this Quarter with Q3 2015/16, there is a 6.8% decrease, when 234 complaints were received.

Children's and Young People's Services Overview of Complaints
Children's and Young People's Services received a 10.4% decrease (13 complaints) in the number of complaints received compared to Quarter 2. When comparing this with Quarter 3 of 2015/16, there is a 3% increase when 107 complaints were received.

This Quarter, schools make up 66.1% of the total complaints received, with statutory complaints at 29.5% and corporate at 3.6%. In Quarter 3 of 2015/16, schools made up 77% of the total complaints received, with statutory complaints at 21% and corporate at 2%.

School Complaints
The general volume of complaints for Quarter 3 (75) is lower than for Quarter 3 in 2015 (82). In addition, if the 'source of complaint' data is compared with previous years, the share of complaints raised by parents (49.3%) shows a very marked decline from the share of complaints raised by parents in 2009 (95.5%); 2009 was the last full year in which the Local Authority had a role in managing school complaints. This would suggest that, increasingly, parents are directing their complaints elsewhere.

The highest category for this quarter is that of complaints about bullying. Including the subcategory 'Bullying by Social Media', there were 16 complaints (9 primary / 7 secondary). They showed no pattern or clustering and were mostly single complaints. Two schools each had two bullying complaints recorded but these concerned the same case referred by different sources.

The next highest category is 'Allegation against other members of staff' (11 in total – 7 primary / 3 secondary / 1 unknown) which included allegations of mishandling or that a member of staff was 'picking on' a child. There was no pattern or clustering and at least 8 individual schools were represented in this category. One school had two complaints recorded: these related to two complaints by one parent. One school was not identified.

Academies account for 24 out of the 73 complaints where the school was identified (32.8%). This is slightly lower than the percentage of schools which are academies, and may demonstrate parents' increasing awareness that academies are independent schools which have their own distinct complaints procedures.

Education and School (Corporate) Complaints
Education and School corporate complaints received 4 complaints this Quarter.
- 2 were in relation to school administration.
- 1 was regarding a schools liaison officer.
- 1 was regarding school admission process in relation to a child with special educational needs.

Of the above complaints 2 were partly substantiated and 2 were not substantiated.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 3 for Children's Social Care have increased by 7 complaints compared to last Quarter. From the 33 complaints received this quarter, 1 complaint was substantiated, 10 were partly substantiated and 10 were not substantiated. Feedback forms have not been completed for the remaining 13 complaints.

Nature of Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Lack of support from Children Services	Discussion with S/W regarding communication with Service User's and completing work within required timescales

Nature of partially substantiated complaints	Improvements or changes implemented as a result of customers complaint
Conduct of Social Worker not communicating and allegedly lying about an IRO meeting	Allegation of lying unfounded. One person's word against another. Communication to be improved through written confirmation of arrangements/appointments
Concerns about SW's views & way case handled	Addressing inappropriateness of sharing personal opinions during assessment visits through professional supervision
Concerns around lack of visits, Service & communications from SW	Reminder to all staff sent by email of importance of sharing CP reports with family 48 hours before the meeting.
Alleged misleading and false information provided by the SW to IRO	Not proven. Communication to be reinforced in writing.
Disagrees with partner not being allowed access to children	Discussion with worker around not being late or changing appointments and also being accurate with recording.
Inaccuracies in assessment and feels negative portrayal	None recorded
Concerns over SW ability - feels there is a lack of support for family, there is a lack of support and communication	To ask that decisions are clearly recorded so that SW staff are able to impart to service users correctly.
Concerns about lack of support and services offered to Daughter	None recorded
Lack of communication with Father not informed about core group meeting	None recorded
Lack of assistance with court proceedings resulting in a delay in proceedings	None recorded

Similar to last Quarter the main theme of the unsubstantiated complaints were regarding complaints made against social workers. Out of the 10 complaints which were recorded, 7 of these were regarding conduct/attitude of social workers. The other reoccurring trend was the disagreement with decisions made.

<u>Overall Children's and Young People Compliments</u>
This Quarter, Children & Young People received 13 compliments which is an increase of 6 compliments from last Quarter when 7 were received.

<u>Education and School (Corporate) Compliments</u>
This Quarter, Education and School Corporate received 1 compliment. This was for the SEND team regarding a young person's recent transition to school.

<u>Children's Care (Statutory) Compliments</u>
Statutory Children's Care received 12 compliments this Quarter. The compliments were regarding:

- 10 were compliments for social workers and staff members.
- 1 was from a magistrates chair praising a social worker on her hard work during a case
- 1 was a thank you card from CAMHS praising two social workers assistance at A and E with a young person

<u>Ombudsman Complaints</u>

In Quarter 3 of 2016/17, 8 LCC complaints were registered with the Ombudsman. 1 of these complaints was recorded against Children Services. This was recorded as not investigated due to being a court issue.

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Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 31/12/2016

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

Schools Outstanding or Good	CS51
317	91.6%

Pupils in Outstanding or Good	CS50
91,915	89.7%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	1	-	-	1
Free School	-	1	-	-	1
Nursery	3	2	-	-	5
Primary	42	211	14	-	267
PRU	-	1	-	1	2
Secondary	13	24	10	3	50
Special	8	11	1	-	20
Total	66	251	25	4	346

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	####	-	-
Free School	-	####	-	-
Nursery	60%	40%	-	-
Primary	16%	79%	5%	-
PRU	-	50%	-	50%
Secondary	26%	48%	20%	6%
Special	40%	55%	5%	-
Total	19%	73%	7%	1%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	991	-	-	991
Free School	-	238	-	-	238
Nursery	271	140	-	-	411
Primary	11455	####	3069	-	54737
PRU	-	-	-	174	174
Secondary	14843	####	5571	1666	44161
Special	697	986	55	-	1738
Total	27266	####	8695	1840	102450

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	####	-	-
Free School	-	####	-	-
Nursery	66%	34%	-	-
Primary	21%	73%	6%	-
PRU	-	-	-	100%
Secondary	34%	50%	13%	4%
Special	40%	57%	3%	-
Total	27%	63%	8%	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%
Primary	16%	14%	18%	79%	71%	69%	5%	8%	8%	-	1%	1%	-	5%	4%
PRU	-	11%	17%	50%	74%	63%	-	4%	8%	50%	6%	3%	-	4%	10%
Secondary	25%	12%	21%	49%	60%	52%	20%	17%	15%	6%	3%	4%	-	8%	8%
Special	40%	29%	37%	55%	61%	53%	5%	1%	4%	-	1%	1%	-	7%	5%
Total	19%	15%	20%	73%	69%	65%	7%	9%	9%	1%	1%	1%		6%	5%

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	Spalding Academy	CfBT Schools Trust	Inadequate	-	906
9251105	The Lincolnshire Teaching and Learning Centre	-	Inadequate	712 days	174
9254062	Cherry Willingham Community School	-	Inadequate	573 days	192
9255417	Louth Monks Dyke Tennyson College	-	Inadequate	-	568
				Total	1840

Table 6: Schools not yet inspected

DfE Number	School Name	Number on Ro
9252015	The Wainfleet Magdalen Church of England Methodist School	187
9252016	Bourne Elsea Park CofE Primary Academy	143
9252018	Castle Wood Academy	79
9252021	Wygate Park Academy	120
9252023	Weston St Mary CE Primary School	39
9252024	Grantham The Isaac Newton Primary School	392
9252027	St Giles Academy	451
9252035	Ingoldsby Academy	46
9252036	Hykeham Manor Farm Academy	29
9252040	Theddlethorpe Primary School	70
9252042	South Witham Community Primary School	-
9254008	Lincoln University Technical College	214
9254011	Tattershall The Barnes Wallis Academy	295
9254013	Thomas Middlecott Academy	469
9254018	Somercotes Academy	299
	Total:	**2833**

Table 7: Ofsted Statistical Neighbour Comparison

Region	Percentage of Schools Good or Outstanding
Lincolnshire	87.3%
Statistical Neighbours	83.9%
National	84.9%

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

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Lincolnshire
COUNTY COUNCIL
Working for a better future

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

Report to:	Children and Young People Scrutiny Committee
Date:	10 March 2017
Subject:	Joint Targeted Area Inspection on Domestic Abuse and Neglect in Lincolnshire - Action Plan

Summary:

The Action Plan attached at Appendix B responds to the specific findings set out in the Joint Targeted Area Inspection of the multi-agency response to abuse and neglect in Lincolnshire report. The inspection included an in depth focus on the response to children living with domestic abuse.

Actions Required:

The Committee is invited to consider and comment on the Joint Targeted Area Inspection Action Plan and seek assurance on the issues raised.

1. Background

In September and October 2016 Lincolnshire was the subject of a Joint Targeted Area Inspection (JTAI) into front line practice and the leadership and management in relation to multi-agency arrangements to protect children. The inspection was led by Ofsted with parallel inspections of Police, Youth Offending Service (YOS), Probation, health providers and commissioners through the Care Quality Commission (CQC) with a "deep dive theme" around Domestic Abuse.

The inspection focused on children and young people at risk of Domestic Abuse and sought to evaluate the following:

A. The multi-agency response to all forms of child abuse and neglect at the point of identification, referral and notification;

B. The quality and impact of assessment and decision making in response to those notifications and referrals;

C. The experiences of a specific cohort of children and young people at risk of harm through a 'deep dive' investigation – this involved case tracking with an 'end to end' look at specific children's experience and includes reviewing case records and discussions with children, their families/carers and the

practitioners supporting them as well as a wider process of case sampling that looks at themes;

D. The leadership and management of this work and the effectiveness of the Local Safeguarding Children Board (LSCB) in these areas – inspectors will also arrange to meet key partners

The Action Plan is attached at Appendix B which responds to the specific findings of the Inspection Report. It must be noted that Ofsted does not provide a "rating" and only provides a narrative response. In summary, the report is positive with areas of development and improvements identified throughout; there were no immediate concerns identified and no cases were escalated.

2. Conclusion

The Committee is invited to consider and comment on the content of the attached Action Plan.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Letter - Domestic Abuse Joint Targeted Area Inspection
Appendix B	Domestic Abuse Joint Targeted Area Inspection Action Plan (including Addaction Action Plan)

5. Background Papers

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

This report was written by Debbie Barnes, who can be contacted on 01522 553200 or debbie.barnes@lincolnshire.gov.uk.

February 2017

When calling please ask for:
Andrew Morris
LSCB Business Manager
Lincolnshire Safeguarding Children
Board
Room 131
County Offices
Newland
LINCOLN LN1 1YL
Direct dialling: (01522) 553916

Dear colleagues from the National Inspectorates

Thank you for your detailed letter following the Joint Target Area Inspection in Lincolnshire. The Local Safeguarding Children Board and Domestic Abuse partnerships have considered your feedback and have jointly produced the attached action plan. The plan reflects our response to your findings and how we are jointly responding in order to continue our journey of improvement.
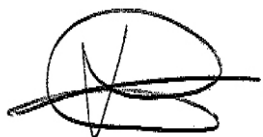
The plan is currently being monitored through the tri Board Performance and Quality sub group where we are actively tracking the partnerships' progress against the plan.

If you have any queries please do not hesitate to contact the Local Safeguarding Children Board Business Manager who is the point of contact for queries relating to the JTAI action plan.

Yours sincerely
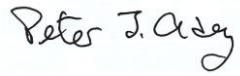
Debbie Barnes   Paul Gibson   Pamela Palmer
Director of Children's Services   ACC Lincs Police   Chief Nurse

Peter Adey
Head of Service, E & W
Lincs National Probation Service

Andrew Morris
LSCB Business Manager
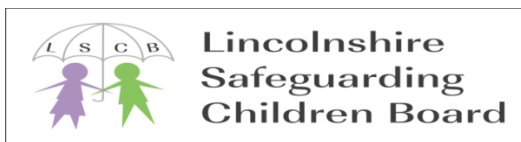
Domestic Abuse JTAI Action Plan

Key

🟥	Action required
🟧	Action underway
🟩	Action complete

Item	Recommendation from letter	Action	Responsibility	Target Date	Action Status	Progress
1	To translate the clear strategic leadership around Domestic Abuse into consistent operational delivery.	Promote and embed the DA Protocol and evaluate progress through self-assessment audit	Andy Morris Karen Shooter	April 2017	🟧	DA Protocol launched 2015. Refreshed in September 2016. All agencies to promote and embed prior to Self-assessment (by each agency subject to JTAI) by April 2017.
2	To review the information sharing process around DA	Review standard and medium DA incidents information sharing processes with Children Services	Rick Hatton Debbie Barnes	Jan 2017	🟩	Reviewed in August 2016 – Information sharing process further updated in December 2016, Separate process of DAO's double checking medium risk cases
3	To address the Police backlog of none high risk Cases notified via Stop abuse	Backlog to be cleared by PPU CRU and a system of	Rick Hatton	Jan 2017	🟩	Completed Nov 2016. Requires ongoing monitoring and review by DI PPU (CRU)

		routine monitoring put in place				
4	To support police training and support in making referrals to social care. Increase the training of decision makers	Training requirements to be outlined by social care and delivered jointly for CRU decision makers	Rick Hatton	December 2016		Training taking place 21/12/16 and 22/12/16 – On going support offered by Social Care
5	Improving the sharing of the full range of information held by agencies in order to highlight safeguarding issues.	• Resolve the inconsistent process of recording MARAC data on individual agency systems. • Decide how to resolve the full range of information sharing for non MARAC cases.	Daryl Pearce for MARAC Information Sharing. Chair of DASMB and Chair of LSCB	March 2017		All agencies have flags on their systems and are able to identify those cases where people are at risk of DA. The partnership is satisfied that partners can translate information onto their systems and call for more detail should it be required. A decision about the final consistent approach to be agreed at DASMB 28th Feb To be included in LSCB audit plan for re-evaluation. DA protocol is very clear about when to share information. The protocol was reviewed in October 2016. DASMB are seeking additional funding to introduce op encompass and IRIS. April 2017 (depending on bid success)

| 6 | LCHS are not currently being notified of all incidents of DA reported to the police where children are involved. _____ The recommendation is not considered reasonable and it is not proportionate for police to notify LCHS of **all** incidents of Domestic Abuse would dilute the effectiveness of the information being shared. The county view is that agencies need to be notified of the assessed risk and relevant information triaged by the Police. | LCHS and Lincolnshire Police are exploring further how they will improve the consistency of information sharing processes specifically to midwifery, health visitors and school nurses. A task and finish group will be established between LCHS, ULHT and the Police. The Police are also in the process of developing a pilot of Operation Encompass. Its vision is to safeguard children and young people who are affected by domestic abuse by ensuring that appropriate services are made aware of an incident at the | Jill Anderson Rick Hatton / Sarah Norburn Elaine Todd | May 2017 | | In Lincolnshire partners are able to assess risk and make an informed decision about when information should be shared. The current capacity and processes in LCHS does not allow the organisation to receive this level of data from the Police. However, there are processes in place to share information when a child/family is open to S47, S17, TAC. Staff in both agencies are trained to assess risk and information sharing processes are in place following identification of risk. Domestic abuse information at high risk level is shared through the MARAC process where LCHS and Police actively engage at every MARAC meeting. |

		earliest possible opportunity.				
7	The letter indicates that health visitors and midwives are not always involved in discharge of new born babies and pre-birth planning where the risk is assessed as non-high risk.	Monitor to ensure that if partners have an awareness of any problem, as indicated in the letter, raise with the LSCB PPET group. Midwives to support Social Workers in ensuring appropriate attendance at DPMs	Jill Anderson ULHT Rebecca Ross, Safeguarding Midwife, Elaine Todd, Named Nurse safeguarding Children	April 17		ULHT - DPMs routinely arranged by Social Worker. MWs to continue to support SW in identifying additional Health professionals whose attendance at DPM would be appropriate. Further review has identified this is not indicative of routine practice Self-assess the re launch of the Pre Birth protocol.
8	Assurance needed by LSCB that partners understand statutory guidance and information sharing protocols when children are identified as being at risk.	To be reviewed as part of section 11 audit 2017 Continue to assure the LSCB that information sharing protocol is understood and utilised	Andy Morris Chris Cook	Jan 2017		Evidence to be sought through S11 process. Reassurance was sought through feedback from the schools represented via the LSCB Schools sub group. Further assurance is continually sought through the ongoing audit programme.
9	The letter states that the Police need to improve their use of their full range of powers to deal with victims of domestic abuse and their families.	This related specifically to a stalking and harassment element and	Rick Hatton	April 2017		All officers are trained in full police powers available to them. Stalking SPOC training being explored. Use of DVD and DVPO are increasing and

		DVDS/DVPO considerations of a DA case in the inspection. Training opportunities and further briefings to be explored.				the Police audit shows that they are being used appropriately Vulnerabilities training paper submitted by Rick Hatton (internal) Dec 2016 Stalking Protection Powers are being rolled out amongst officers. Staff are being routinely trained and briefed on all powers. The partnership continues to raise awareness of all powers available.
10	Part a) Practitioners are not consistently recognising impact of repeat domestic abuse and the effect on families; and Part b) partners are not routinely referring these repeats cases to CS Part c) or when referred Children's Services are not routinely accepting these contacts Part d) rationale for non-acceptance was not sought by partners from children's services	Suggestions for parts a and b): • Learning events • Bulletins • Training • Practitioner resources • Audits Part c): Provide case examples to Social Care and promote the escalation process	Part a) and b): Chair of the LSCB and DASMB Part c): All partners	Jan 2017		Ongoing promotion activity from DASMB and LSCB – events, bulletins, training. Individual cases to be escalated to social care SLO. Any patterns to be reported to ODG ad DASMB.

		Part d): When a referral is not accepted by CS a letter is sent to the referrer. All agencies to determine if there are any cases when this is not happening and inform the LSCB SLO.	Part d): CS to be provided with numbers and case examples. To be presented to ODG.			
11	Police capturing the voice and presence of the child in police records. This is not then shared in referral to CS.	Communication required to all officers to ensure they seek, where suitable, to capture the voice of the child at domestic incidents.	Rick Hatton	April 2017		Discussed with MDT as to options going forward Regional NICHE team made aware of this issue for future ICT developments in early 2017. Communications put round the force for all officers' awareness – stop abuse form has been adapted to better capture the views of children.
12	The written agreements places an over reliance on victims to manage their own, and their children's, safety.	Use of Written agreements to be reviewed	Sam Clayton Rick Hatton	April 2017		Where written agreements are used, they need to be clearer about the support the victim can expect from agencies including the powers/intervention that can be used to protect victims and

						their children. Police and Social care to develop a protocol and improve Social Care understanding of the possible enforcement options open to the Police. Social Care to then embed knowledge in staff to ensure that they can include powers in Written Agreements.
13	Children's Services IT system needs improving.	Mosaic to be introduced	Debbie Barnes	Jan 2017		Mosaic has gone live
14	Embedding safeguarding practice into the work of the CRC must be a high priority, for example ensuring vigilance and professional curiosity about children linked to adults under supervision, including through appropriate checks with other agencies. CRC offender managers are not proactive in making contact with children's services promptly following allocation of a new case, even when it is made clear that children's services are involved.	Given the significant organisational change that has taken place over the past 6 months, safeguarding refresher workshops will be arranged, one in the West and one in the East of Lincolnshire for all Lincolnshire practitioners to attend. The event will focus on the Early Help agenda, as per the domestic	Sandra Chatters Kim plant	April 2017		Improvement in safeguarding practice to be identified through performance and quality assurance data by June 2017. Arrangements being made with training department in relation to setting up the workshops.

		abuse audit action, but will also highlight the importance of professional curiosity, home visits and prompt contact with Children's Services.				
15	Offender managers do not consistently undertake home visits and as a result, do not routinely assess the family dynamic.	Immediate email to all Lincolnshire practitioners instructing staff as per the CRC policy that home visits must take place in all cases where there are domestic abuse and / or child safeguarding concerns. Home visits to be reinforced further through the safeguarding events planned for 2017, quality assurances audits and line manager supervision.	Kim Plant IQAM audit feedback / interchange managers	Dec 2016 January 2017 onwards		Email sent on 07.11.16 as issue had been highlighted in verbal feedback Progress to be monitored through performance and quality assurance data. Improvement to be seen by June 2017.
16	CRC practitioners do not maintain regular contact with the police domestic abuse	Meeting to take place between Kim	Kim Plant and Sarah Norburn.	Jan 2017		Sarah and Kim to meet in February 2017

	officers to ensure that they are updated in a timely way about any new offences.	Plant and Sarah Norburn, DA Co-ordinator, to improve lines of communication between the CRC and the police.				

17	The Community Rehabilitation Company needs to ensure that they are pro-active in identifying family members and the involvement of children's agencies with adults with whom they are working.	Questions on family information form (completed at point of induction) to be reviewed and amended if required. Completion of family information form to be monitored. Discussion to take place with Children's Services to ensure that the guidance for contacting Customer Services and / or completing a children's check is still correct.	Kim Plant to liaise with Roz Cordy.	January 2017 onwards		Kim to contact Roz in February 2017.
18	Offender managers within the National Probation Service need further training and support to develop their knowledge	Re-issue briefing to Offenders Managers.	Beccy Leachman	Dec 16		

	and confidence to ensure that they are prepared to challenge and use escalation procedures when they do not agree with children's social care decision making.	Agenda item for operational managers when meeting with their team/s and completing SPDRs. Update 'local' EQuiP process. Random sampling Q4	Mike Gilbert, Sarah Reed, Mel Briggs Jean Troop Jean Troop	March 17 Dec 16 March 17		
19	Gaps in working with perpetrators who are not in the criminal justice system.	Voluntary perpetrator intervention to be designed and implemented	Daryl Pearce YOS Social Care	ongoing		ARC re launched in Lincolnshire with a perpetrator engagement programme included. STATUS programme embedded in YOS and now includes young people not convicted of DA offences.
20	Commissioning of specialist DA services.	DASMB to agree future commissioning of DA services	Daryl Pearce	March 2017		To be debated in DASMB and reported back to the LSCB by the end of March 2017
21	The Midwifery Safeguarding database which contains key information about risks to women is not accessible to other hospital staff who are making decisions about the level of risk and appropriateness of arrangements for discharge home.	To review information sharing processes relating to pregnant women and unborn and appropriate information shared	ULHT Rebecca Ross, Safeguarding Midwife, Elaine Todd, Named Nurse safeguarding Children ULHT A&E matrons	Jan 2017		Database information currently available to staff in Midwifery, Neonates and the SG Children Team. Alert attached to patients' Medway records when UBBs are subject to a Plan in order to

		with A&E staff			(green)	prompt staff to contact SG MW for additional detail re. concerns. Also flagged in MARAC
22	Recording systems within ULHT do not support effective information sharing between teams in enabling further timely checks about risk of harm to pregnant women. Whilst MARAC alerts are flagged electronically on the Trust's IT system, Emergency Department staff have to check other records for further details, which in a busy department depends on their having the capacity to do so.	To review process for sharing MARAC outcome information with A&E staff	ULHT Rebecca Ross, Safeguarding Midwife, Elaine Todd, Named Nurse safeguarding Children ULHT A&E matrons	Jan 2017	(green)	ULHT does not currently have the ability to 'append' MARAC Minutes to a patient's records. Neither would it be appropriate for MARAC minutes (in their current form) to be made available to staff via a secure database. A MARAC flag is placed on the record for victims and children of cases heard at MARAC to allow staff to initiate further exploration of risks
23	Addaction actions as per letter.	joint targeted DA Addaction.docx	Fern Hensley	April 2017	(amber)	Actions all under way and embedded.
24	ULHT and LCHS to improve the supervision template and quality of recording to include evidence of analysis risk, impact of actions taken and reflective of outcomes for children.	To review Supervision templates and quality of recording SG Supervision	ULHT Rebecca Ross, Safeguarding Midwife, Elaine Todd, Named Nurse safeguarding Children. LCHS – Jill Anderson Head of safeguarding	March 2017	(green)	ULHT and LCHS - Supervision offered and delivered in line with Trust Policy. Templates in place and utilised when appropriate. Templates will be reviewed, as appropriate. In addition the LSCB and

		LCHS –review the use of systmone templates to reflect effective analysis and decision making. Audit of records to assure that learning has taken place. LCHS – to ensure all practitioners are aware of the escalation process if a referral does not meet the thresholds within social care.	LCHS – Jill Anderson Head of safeguarding			DASMB are seeking assurance of all partners supervision processes
25	The CCG federated safeguarding team is not fully staffed and consequently key areas of on-going work with partner agencies have lapsed following the workforce changes, or are still at a relatively early stage of development.	To be fully compliant with the statutory responsibilities for safeguarding across all 4 CCGs. To provide safeguarding support to providers and primary care colleagues.	SWLCCG - Pam Palmer, Chief Nurse Designate Nurse Safeguarding – Jenny Harper	March 2017		The FST have a clear work plan with defined timescales that is reviewed and updated fortnightly. The Nursing team and admin are at full establishment from 01-01-17. Active recruitment is ongoing for Designated Doctor post.
26	DASH risk assessment and 'Signs of Safety' model requires strengthening within primary care practice.	To ensure that all GP surgeries understand their	SWLCCG - Pam Palmer, Chief Nurse Designate Nurse	June 2017		The FST participate in the Domestic Abuse Strategic Management Board actions

		responsibilities in relation to Domestic Abuse and the wider implications for survivors, children and perpetrators.	Safeguarding – Jenny Harper			from the board are disseminated across the CCGs. Domestic Abuse and DASH risk assessment is incorporated into the safeguarding training provided to GP surgeries by the Named Doctor. The Named Doctor works closely with GP surgeries to support work around Domestic Abuse and MARAC.
27	The routine engagement of NHS Adult Mental Health and Addaction staff, Health Visitors and Midwives are not sufficiently well-secured through regular and effective two-way communication and information sharing.	Children's services, LPFT and Addaction to develop a process of regular and effective two way communication and information sharing	Janice Spencer , Anne-Maria Olphert, Fern Hensley LCHS – Jill Anderson, Head of safeguarding ULHT – Rebecca Ross, Safeguarding Midwife	March 2017		All staff are trained to understand the importance of recognising the need to share information when working with any family member, adult and or child, when there is a safeguarding concern. This concept is fully incorporated into single and multi-agency training delivered by the LSCB. Information sharing is routinely audited as a theme in all LSCB activity and S11 audit process.

						LPFT have ensured that Crisis team managers have attended a MARAC meeting to gain an understanding of the process. LPFT – Have developed a safeguarding vision highlighting the need for thoughtful and consistent safeguarding practice to be embedded trust wide.
28	The assessment of the quality decision of making is under-developed in the Police, and senior leaders cannot be assured that staff are consistently making the best decisions for vulnerable children in all cases.	further work required by senior leaders to understand the nature and quality of decision making at the front line	Rick Hatton	Jan 2017		Every DA incident is reviewed by a Sgt and then an Inspector. There is a robust audit process in place and the LSCB is assured that the police are taking all suitable steps to Quality Assure decision making.
29	Police action – dissemination of learning from reviews and the under use of multi-agency training.	Review how the force disseminates learning and with the LSCB Business Manager how the force can increase the use of multi agency training	Rick Hatton LSCB Business Manager	Jan 2017		The police circulate all learning from SCR's, DHR's via internal comms and training. Police are satisfied with the quality of internal training. All partners training is being peer reviewed and audited

Joint Targeted DA Inspection Action Plan

Service Name			Lincolnshire Treatment Service
Action	By Whom	Deadline	Completed
Access and uptake of safeguarding training needed to be more robust and consistent	Fern Hensley	31-10-16	Addaction's safeguarding training was discussed in detail with the inspectors however this was not reflected in the feedback. A comprehensive training matrix is available to view which will show how all safeguarding training is robust and consistent across the workforce. A number of staff had recently been subject to TUPE, these staff were not required to complete LSCB introduction to safeguarding training by their previous employer- this has now been rectified by Addaction and is a target on all staff's Individual Professional Development Plans (L3 compliant for practitioners and L4 for team leaders and above)
Safe storage boxes not being provided	Fern Hensley	30-11-16	Previous procedure had been to use formal checklist for storage arrangement and risk assessing safety, documented discussions form keyworker, nurse and

			prescribers around safe storage measures, but actual lockable boxes were not provided. FH has now placed bulk order with the recommended manufacturers and delivery is expected in 2-4 weeks. As soon as available and on site, boxes will be provided to existing clients who have any element of take home prescription, with a child under 5 (or older where any element of risk is identified) this will then form part of the assessment moving forward. **Update: delivered 28-11-16 additional padlocks also arrived. All managers aware of back-fill process and have advised staff this needs to be done as a matter of urgency. Agreed will be completed before CQC inspections week comm 12-12-16.** **Update: all delivered and distributed across sites, aprox 90% of required boxes have been provided to applicable SUs. Now in stage of mopping up missed apts etc**
Safeguarding should be a more robust discussion within supervision records	Rebecca Homer	31-10-16	New supervision template devised to also include signs of safety. This will now be the only template to ensure consistency across the county in all elements of the service
Section 11 self Assessment to be completed.	Rebecca Homer (with support of Andy Morris)	01-02-17	Self-assessment will be undertaken as part of Addaction's refresh, agreed LSCB rep/ AM will be available to peer audit This will be undertaken in the new year following the CQC audit in December. **Update: now CQC audit is completed, RH will begin completion of self assessment and will liaise with AM to see if he wishes to be involved with this process**

Menu of services available for clients who are experiencing domestic abuse.	Toni-Anne Washbrook	01-12-16	MARAC produced an electronic file containing all relevant info on available support including posters, guides, referral forms, service booklets etc. file accessible to all staff.
Clear pathways for dual diagnosis.	Fern Hensley Ian Jerams (LPFT) Tony McGinty (DPH)	31-12-16	On-going meetings scheduled between partners to progress this to be filtered down to staff team **Update: initial meeting attended by FH with IJ and TM, first draft working agreement proposed by TM, follow up meeting arranged for 15-12-16** **Update: follow up meeting attended, final draft protocol from TM, IJ has provided contact details for mental health managers for a smoother escalation process for any future concerns**

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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:	**10 March 2017**
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.

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

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

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

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

<u>Status Report</u> - 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.

<u>Update Report</u> - The Committee is scrutinising an item following earlier consideration.

<u>Scrutiny Review Activity</u> - 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) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

Not Applicable

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

10 March 2017		
Item	**Contributor**	**Purpose**
Sector-Led School Improvement Model - Update Report	Gavin Booth Children's Services Manager – Education Strategy	Policy Review
Schools National Funding Formula	Mark Popplewell Head of Finance (Children's)	Consultation
Early Years National Funding Formula	Mark Popplewell Head of Finance (Children's)	Pre-Decision Scrutiny (Executive Councillor decision 31 March 2017)
Lincolnshire Local Authority School Performance 2015-16	Martin Smith Children's Service Manager - School Standards	Performance Scrutiny
The Local Authority Process regarding Schools graded as Inadequate	Gavin Booth Children's Services Manager – Education Strategy	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Theme Performance: Quarter 3	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Joint Targeted Area Inspection on Domestic Abuse and Neglect in Lincolnshire - Action Plan	Debbie Barnes Executive Director of Children's Services Andrew Morris LSCB Business Manager	Performance Scrutiny

28 April 2017 - Cancelled		
Item	**Contributor**	**Purpose**

9 June 2017		
Item	**Contributor**	**Purpose**
Introduction to Children's Services	Debbie Barnes Executive Director of Children's Services	Status Report

21 July 2017		
Item	**Contributor**	**Purpose**
Theme Performance: Quarter 4	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update (28 March meeting)	Chairman of the Sub Group	Member Report
Corporate Parenting Sub-Group Update (16 March minutes)	Chairman of the Sub Group	Member Report

To be scheduled

- Educational Excellence Everywhere
- Partners in Practice Update
- A Proposed Future Model of SEN Provision from Lincolnshire Special Schools

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

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 1 MARCH 2017

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
I013248	Early Years National Funding Formula	31 March 2017	Councillor Mrs P A Bradwell Executive Councillor Adult Care and Health Services, Children's Services	Lincolnshire Schools Forum Children and Young People Scrutiny Committee	Report	Head of Finance (Children's) Email: mark.popplewell@lincolnshire.gov.uk Tel: 01522 553326	Executive Councillor: Adult Care, Health and Children's Services Executive Director of Children's Services	Yes	All

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