



County Offices  
Newland  
Lincoln  
LN1 1YL

22 November 2018

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 30 November 2018 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

A handwritten signature in black ink that reads 'Keith Ireland'.

Keith Ireland  
Chief Executive

**Membership of the Children and Young People Scrutiny Committee**  
**(11 Members of the Council and 4 Added Members)**

Councillors R L Foulkes (Chairman), R J Kendrick (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, C Matthews, A P Maughan, S R Parkin, M A Whittington, L Wootten and R Wootten

**Added Members**

Church Representatives: Reverend P A Johnson and Mr S C Rudman

Parent Governor Representatives: Mrs P J Barnett and Miss A E I Sayer



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA  
FRIDAY, 30 NOVEMBER 2018**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Apologies for Absence / Replacement Members</b>	
<b>2</b>	<b>Declarations of Members' Interests</b>	
<b>3</b>	<b>Minutes of the Meeting of the Children and Young People Scrutiny Committee held on 19 October 2018</b>	5 - 12
<b>4</b>	<b>Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and the Executive Director of Children's Services</b>	
<b>5</b>	<b>Prevent and the Implications for Children and Young People</b> <i>(To receive a report from Nicole Hilton, Chief Community Engagement Officer, which provides the Committee with an update on Prevent activity in Lincolnshire during 2017/18, as a result of changes to the Counter-Terrorism Bill 2014 and the introduction of the Government Counter-Extremism Strategy 2015 and the updated CONTEST Strategy 2018, including the new responsibilities placed upon Local Authorities and in particular the implications for Children and Young People)</i>	13 - 18
<b>6</b>	<b>School Place Planning and the Processes for School Reorganisation</b> <i>(To receive a report from Matthew Clayton, Admissions and Education Provision Manager, which provides the Committee with information to the sufficiency of school places in Lincolnshire in more details and outlines the process and criteria involved in addressing those pressures when deciding how to increase capacity and where)</i>	19 - 72
<b>7</b>	<b>Principal Child and Family Social Worker Annual Report 2017/18</b> <i>(To receive a report from Sam Clayton, Principal Child and Family Social Worker, which provides an overview of the Principal Child and Family Social Worker activity for 2017/18)</i>	73 - 116
<b>8</b>	<b>Performance - Quarter 2 2018/19</b> <i>(To receive a report from Sally Savage, Chief Commissioning Officer – Children's Services, which provides key performance information for Quarter 2 2018/19 relevant to the work of the Children and Young People Scrutiny Committee)</i>	117 - 148

**(NOTE: Appendix D to this report contains exempt information under Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, and discussion of this information could result in the exclusion of the press and public)**

**9 Children and Young People Scrutiny Committee Work Programme**

149 - 154

*(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which provides the Committee with an opportunity to consider and comment on its work programme for the coming months)*

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

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

Contact details set out above.

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[www.lincolnshire.gov.uk/committeerecords](http://www.lincolnshire.gov.uk/committeerecords)



**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE  
19 OCTOBER 2018**

**PRESENT: COUNCILLOR R L FOULKES (CHAIRMAN)**

Councillors R J Kendrick (Vice-Chairman), Mrs W Bowkett, M T Fido, C Matthews, A P Maughan, S R Parkin, M A Whittington, L Wootten and R Wootten.

**Added Members**

Church Representatives: Reverend P A Johnson.

Parent Governor Representatives: Mrs P J Barnett.

Daran Bland (Executive Headteacher of the Priory School, the Garth School, and the John Fielding School), Mrs P A Bradwell OBE (Executive Councillor for Adult Care, Health and Children's Services), D Brailsford (Executive Support Councillor for Children's Services) and Coralie Cross (Lincolnshire Parent Carer Forum Chair attended the meeting as invited guests.

Officers in attendance:-

Sheridan Dodsworth (Children's Services Manager - responsibility for SEND), Eileen McMorro (Senior Project Officer Specialist Schools Project), Heather Sandy (Chief Officer for Education), Debbie Barnes OBE (Executive Director, Children's Services), Katrina Cope (Senior Democratic Services Officer), Jo Kavanagh (Assistant Director Children's (Lead Early Help)), Martin Smith (Children's Services Manager, School Standards), Sue Williams (Children's Services Manager, Education Strategy) and Daniel Steel (Scrutiny Officer).

**31 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillor M D Boles and Mr S C Rudman (Added Member – Church Representative).

**32 DECLARATIONS OF MEMBERS' INTERESTS**

Councillor A P Maughan advised that in relation to Agenda Item 5 – he would not be taking part in discussion or voting thereon, as his employer Streets Accountants LLP were the appointed statutory auditors for Academies.

**33 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE HELD ON 7 SEPTEMBER 2018**

## RESOLVED

That the minutes of the meeting of the Children and Young People Scrutiny Committee held on 7 September 2018 be agreed and signed by the Chairman as a correct record, subject to the following typographical errors being amended on page 8 second sentence, second to last paragraph the letter 'd' being removed from the word and to leave 'an' and; on page 9 the letters 'ed' being added to the worded second to read 'seconded' before each of the resolutions.

**34 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR  
FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND THE  
EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services advised that the interim feedback received following the recent Ofsted visit had been positive.

Councillor D Brailsford, Executive Support Councillor for Children's Services extended thanks to Councillor R L Foulkes for chairing the recent Corporate Parenting Sub-Group meeting. The Committee was also advised that the Head of Democratic Services was currently looking into reviewing arrangements for the Corporate Parenting Sub-Group.

**35 BUILDING COMMUNITIES OF SPECIALIST PROVISION FOR CHILDREN  
AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND  
DISABILITIES**

The Committee gave consideration to a joint report from Eileen McMorrow, Senior Project Officer, SEND Review and Sheridan Dodsworth Children's Service Manager - SEND, which invited the Scrutiny Committee to consider a report on Building Communities of Specialist Provision Strategy, which was due to be considered by the Executive at its meeting on 6 November 2018.

The Chairman welcomed to the meeting Sheridan Dodsworth, Children's Service Manager – SEND, Daran Bland, Executive Headteacher of the Priory School, the Garth School and the John Fielding School, Eileen McMorrow, Senior Project Officer, SEND Review and Coralie Cross, Lincolnshire Parent Carer Forum Chair.

In guiding the Committee through the report the Children's Service Manager – SEND advised that a copy of the full report to the Executive was attached at Appendix 1 to the report. The Committee was advised that the following Appendices were attached to the Executive report.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**  
**19 OCTOBER 2018**

- Appendix A – A copy of the Building Communities of Specialist Provision Together in Lincolnshire Strategy;
- Appendix B – A copy of the Public Consultation on the Building Communities of Specialist Provision Strategy (Consultation Phase 8 January 2018 to 14 March 2018);
- Appendix C – Details of the Public Consultation Feedback with Responses; and
- Appendix D – Equality Impact Assessment.

It was reported that the proposed changes to the Academies cited in the strategy had already been approved by the Regional Schools Commissioner, and that there was no additional decision-making processes required for the approval of the strategy beyond the one arising from the report.

The Committee was advised that the strategic vision for SEND was to build communities of place for children and young people with SEND, around their local schools. It was highlighted that pupils attending their local special school would benefit from having less travelling time, have more social time with their families, and have more time with their school friends. If approved, the strategy would have a positive impact around community cohesion, and enabling children and young people with SEND to add value to their local communities.

It was noted that implementing the capital programme of works would ensure that all special schools had the facilities and premises to meet all needs including a new school at Boston. Details of the funding allocations were shown at the bottom of page 22. It was highlighted that capital funding of £34,517 had been identified.

The report highlighted that the Council was committed to implementing the strategy to improve the lives of pupils with SEND and their families. It was noted that the Community Inclusive Trust had already contributed over £2.5m through a successful CIF bid, and all other Academy Trusts had committed to ensuring all future CIF bids were consistent with the vision as outlined in the strategy. It was noted further that the Government treasury were also expected to release further SEND capital opportunities over the coming year, either through direct allocation or through bidding rounds, which Lincolnshire would be exploring.

The Committee was also advised that the local authority would be submitting an initial application to the DfE for the first and priority new free school, as part of the strategy; and if successful applicants would be invited to tender for the free school in the Spring of 2019. It was also highlighted that additional funding to support the implementation of the SEND vision had been identified from the Dedicated Schools Grant. The one-off brought forward monies would be utilised to develop the revenue elements of the strategy including implementation of the workforce development framework, and supporting schools with planned growth in places.

In conclusion, the Committee were asked to consider the Executive report presented and to support the recommendations to the Executive.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE  
19 OCTOBER 2018**

Coralie Cross the Lincolnshire Parent Carer Forum Chair advised the Committee that the Parent Carer Forum were very appreciative that they had been invited by the Council to be involved in the process at an early stage; and to the fact that the Parent Carer Forum had been able to challenge the process as it evolved.

Daran Bland, Executive Headteacher of the Priory School, the Garth School and the John Fielding School, provided the Committee with a background to his teaching career. The Committee was advised that the implementation of the strategy was invigorating and exciting times for special schools; and that special schools were all behind the vision the council was aiming to achieve for children with SEND in Lincolnshire.

During discussion, the Committee raised the following comments:-

- The Committee extended support to the level of built in sustainability and adequate capacity proposed as part of the proposals and the consideration given to future growth planning;
- The Committee welcomed the proposals on workforce development and queried whether workforce capacity would increase as part of the proposals to expand capacity. Officers confirmed that the proposals would aim for planned growth over time, with a gradual change where expansion in numbers was planned. The need to incentivise training and development within special schools as part of the talent pipeline was also endorsed as a key aim of the proposals;
- The Committee queried the level of Health engagement as part of the development of the proposals. It was confirmed that local health provision had representation as part of the project development board. Officers confirmed that engagement with Health had been positive and had identified significant areas of development for a more effective Health offer as part of the proposals;
- The Committee highlighted the proposals for enhanced mainstream inclusion to enable pupils with SEND to be educated in their local mainstream school as best practice. The Committee sought assurance that enhanced mainstream inclusion would be a key aim of the strategy. Officers confirmed that operationalising good practice was a priority and that initial work to identify possible models to achieve greater mainstream inclusion was underway. It was agreed that the Children and Young People Scrutiny Committee would receive further consideration of this area. as the policy developed;
- The Committee received assurance that the level of skills and experience within the special school sector would be retained as part of the change to meet all need provision;
- The Committee emphasised strong support for enabling pupils to attend their local special school and the greater integration in their local communities this would bring; and
- The Committee expressed thanks to the Lincolnshire Parent Carer Forum and other partners and officers for the excellent work undertaken to develop a strong groundwork, level of collaboration and commitment as part of the proposed strategy. The Committee also thanked Daran Bland, Executive

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**  
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Headteacher of the Priory School, the Garth School and the John Fielding School for his attendance at the meeting.

RESOLVED

1. The Committee unanimously supported the recommendations to the Executive.
2. The Committee requested that the following comments be passed onto the Executive as part of their consideration of this item:-
  - The Committee extended support to the level of built in sustainability and adequate capacity proposed as part of the proposals and the consideration given to future growth planning;
  - The Committee welcomed the proposals on workforce development and queried whether workforce capacity would increase as part of the proposals to expand capacity. Officers confirmed that the proposals would aim for planned growth over time, with a gradual change where expansion in numbers was planned. The need to incentivise training and development within special schools as part of the talent pipeline was also endorsed as a key aim of the proposals;
  - The Committee queried the level of Health engagement as part of the development of the proposals. It was confirmed that local health provision had representation as part of the project development board. Officers confirmed that engagement with Health had been positive and had identified significant areas of development for a more effective Health offer as part of the proposals;
  - The Committee highlighted the proposals for enhanced mainstream inclusion to enable pupils with SEND to be educated in their local mainstream school as best practice. The Committee sought assurance that enhanced mainstream inclusion would be a key aim of the strategy. Officers confirmed that operationalising good practice was a priority and that initial work to identify possible models to achieve greater mainstream inclusion was underway. It was agreed that the Children and Young People Scrutiny Committee would receive further consideration of this area. as the policy developed;
  - The Committee received assurance that the level of skills and experience within the special school sector would be retained as part of the change to meet all need provision;
  - The Committee emphasised strong support for enabling pupils to attend their local special school and the greater integration in their local communities this would bring; and
  - The Committee expressed thanks to the Lincolnshire Parent Carer Forum and other partners and officers for the excellent work undertaken to develop a strong groundwork, level of collaboration and commitment as part of the proposed strategy. The Committee also thanked Daran Bland, Executive Headteacher of the Priory School, the Garth School and the John Fielding School for his attendance at the meeting.

**36      LINCOLNSHIRE LEARNING PARTNERSHIP (LLP)**

Consideration was given to a report from Sue Williams, Children's Service Manager - Education Strategy, which invited the Committee to consider the update on the Lincolnshire Learning Partnership.

The Children's Service Manager – Education advised the Committee that the Lincolnshire Learning Partnership (LLP) played a key role in the Lincolnshire Education system. The Committee was advised that the board members of the LLP were elected from Lincolnshire schools; with co-opted positions from the County Council and other partners.

The Committee was advised that the LLP had commissioned a number of projects which were having a positive impact in Lincolnshire schools. It was noted that the projects were wide ranging and that the largest one was 'Mobilise', which focussed on using research to address aspects of school improvement. The report highlighted that in the first year 'Mobilise' had focussed on developing teaching assistants; and that in the second year schools had been given a wider choice of research. It was noted that initial feedback had recognised the strength of working in partnership with other schools and the impact of some of the focussed work on pupils with special educational needs and pupils known to be eligible for pupil premium funding. The Committee was advised that the work of 'Mobilise' and research-led practice had been recognised in a number of Ofsted inspections across the County, especially around the use of teaching assistants.

It was reported that the third stage of 'Mobilise' included projects in English and Mathematics; and the development of cognition, thinking and memory choice from the previous year where cognitive theory had been used to improve learning.

The LLP had also organised an annual conference; leadership briefings three times a year; governor briefings three times a year; and that work was also being carried out with a number of partners to deliver a governance support package.

In conclusion, the Committee was advised that the LLP was building a long term strategic plan whose aim was to identify how to best support schools in tackling trends and the analysis of pupil outcomes.

During a short discussion, the following comments were raised:-

- The positive impact of the Caring2Learn project;
- The positive impact 'Mobilise' had in the first year and the difference it had made to the teaching assistants;
- Confirmation was given that home elective education did not have direct access to the LLP. Officers advised that the LLP website was open to all;
- Funding for the LLP – The Committee was advised that the funding for the LLP came from the dedicated schools grant, historic funding, and that the Lincolnshire Schools' Forum had agreed to put this money aside for the LLP. Confirmation was given that access to the LLP was for all schools;

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- That since the introduction of the LLP, all schools now worked together to achieve the best outcomes for the children of Lincolnshire. The Committee was advised that the Strategic School Improvement Fund had brought funding of £1.2m into Lincolnshire;
- Engagement of schools – The Committee was advised that overall engagement had increased with schools; and
- Peer reviews – It was highlighted that Peer reviews had produced some good data sets; and had highlighted good working practices; and that feedback from Headteacher briefings had been a key driver in school improvement.

The Chairman extended thanks to the hard work of everyone involved in making the LLP such a success; and that a further update on the LLP should be received by the Committee in one year's time.

**RESOLVED**

1. That the update on the Lincolnshire Learning Partnership be received.
2. That a further update on the Lincolnshire Learning Partnership be received by the Committee in twelve months' time.

**37     CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME**

Consideration was given to a report from Daniel Steel, Scrutiny Officer, which enabled the Committee to consider and comment on the content of its work programme for the coming months.

Page 185 of the report provided a copy of the Work Programme for the Children and Young People Scrutiny Committee.

The Committee noted that a report on the Sector Led School Improvement Model would now be included on the agenda for the 30 November 2018. It was also highlighted that Prevent and the Implications for Children and Young People would be considered at the 30 November 2018 meeting.

**RESOLVED**

That the Children and Young People Scrutiny Committee Work Programme be approved, subject to the inclusion of any amendments made at the meeting.

The meeting closed at 11.53 am

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**Open Report on behalf of Nicole Hilton, Chief Community Engagement Officer**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>30 November 2018</b>
Subject:	<b>Prevent and the Implications for Children and Young People</b>

**Summary:**

This report presents to the Scrutiny Committee an update on Prevent activity in Lincolnshire during 2017/18, as a result of changes to the Counter-Terrorism Bill 2014 and the introduction of the Government Counter-Extremism Strategy 2015 and the updated CONTEST Strategy 2018, including the new responsibilities placed upon Local Authorities and in particular the Implications for Children and Young People.

**Actions Required:**

Members of the Committee are invited to consider and comment on the report and highlight any recommendations or further actions for consideration.

## **1. Background**

The Government response to counter-terrorism is built on an approach that unites the public and private sectors, communities, citizens and overseas partners around the single purpose to leave no safe space for terrorists to recruit or act. The strategy, CONTEST, is the framework that enables Government to organise this work to counter all forms of terrorism. CONTEST's overarching aim remains to reduce the risk to the UK and its citizens and interests overseas.

## **2. Strategic Context**

The threat from terrorism, globally and in the UK, is higher than when the Government last published CONTEST in 2011. The UK is facing a number of different and enduring terrorist threats. The increased threat has mainly been caused by the rise of Daesh and the creation of its cult-like "Caliphate", combined with the persistent threat from Al Qa'ida.

Using pernicious, divisive messaging and amplifying perceived grievances, Daesh and Al Qa'ida exploit the internet to promote warped alternative narratives, urging extremists within communities to subvert our way of life through simple, brutal violence. They deem anyone who does not share their rejectionist views as a

legitimate target and any method of murder acceptable. They cynically groom the vulnerable and the young to join their movement, inspiring people within our own communities to commit senseless acts of violence. The recent attacks across Europe and the UK have also served to highlight the diversity and accessibility of methods by which individuals that are vulnerable to these radicalising messages can commit attacks.

This has had a profound effect on the threat to the UK, seen so starkly through the attacks in 2017. The current UK National Threat Level is SEVERE, meaning an attack is highly likely. Islamist terrorism is the foremost terrorist threat to the UK. Extreme right-wing terrorism is a growing threat. In December 2016, the then Home Secretary proscribed the first extreme right-wing group, National Action, under the Terrorism Act 2000. The Government took further action in September 2017, proscribing Scottish Dawn and National Socialist Anti-Capitalist Action as aliases of National Action.

In 2017, we saw a significant shift in the terrorist threat to the UK, with five attacks in London and Manchester that led to the deaths of 36 innocent people and injured many more. The Government responded decisively, rapidly adapting their priorities and capabilities, to break the momentum of these attacks. Since last year's Westminster attack, the police and the security and intelligence agencies have successfully foiled a further 12 Islamist plots, and since 2017, have disrupted four extreme right-wing plots.

However, government will not always be successful in stopping attacks. Most future terrorist plots in the UK will employ simple methods that can be developed with ease and at speed. Terrorists still have the intent to also mount complex, potentially more destructive attacks, probably targeting crowded places or the global aviation system. The general availability and use of encrypted communications allows terrorists to disguise their plans better.

### **3. Government Response**

The updated and strengthened CONTEST 2018 strategy reflects the findings of a fundamental review of all aspects of counter-terrorism, to ensure we have the best response to the heightened threat in coming years. The review found CONTEST to be well-organised and comprehensive and that the Government should update their approach within the tried and tested strategic framework of four 'P' work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism.
- Pursue: to stop terrorist attacks.
- Protect: to strengthen our protection against a terrorist attack.
- Prepare: to mitigate the impact of a terrorist attack.

However, the review concluded that a change in the approach within this framework would increase the ability to counter the shift in threat. This will include a step-change in domestic investigative capabilities through implementing the recommendations of MI5 and CT Policing's Operational Improvement Review.

The Government will prioritise strengthening the resilience of local communities to terrorism as they are at the forefront of our response, in particular those where the threat from terrorism and radicalisation is highest. The support to British citizens affected by terrorism at home and overseas remains a top priority.

The four 'P' national work strands will coalesce into a single local or overseas response as the government focus on improving frontline integration of our capabilities and people. Over the next three years the Government will take forward the following priorities under the Prevent work strand:

- To safeguard and support those vulnerable to radicalisation, to stop them from becoming terrorists or supporting terrorism.
- Focus activity and resources in those locations where the threat from terrorism and radicalisation is highest.
- Expand our Desistance and Disengagement Programme with an immediate aim over the next 12 months to more than double the number of individuals receiving rehabilitative interventions.
- Develop a series of multi-agency pilots to trial methods to improve our understanding of those at risk of involvement in terrorism and enable earlier intervention.
- Focus our online activity on preventing the dissemination of terrorist material and building strong counter-terrorist narratives in order to ensure there are no safe places for terrorists online.
- Build stronger partnerships with communities, civil society groups, public sector institutions and industry to improve Prevent delivery.
- Re-enforce safeguarding at the heart of Prevent to ensure our communities and families are not exploited or groomed into following a path of violent extremism.

#### **4. Channel**

The Channel programme, part of the Prevent strategy, is a multi-agency programme co-ordinated by the Police to identify individuals vulnerable to radicalisation and direct them towards appropriate support. It was first piloted in 2007, and was rolled out across England and Wales in 2012. It focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The latest Channel guidance states that the programme consists of three elements:

- I. Identifying individuals at risk;
- II. Assessing the nature and extent of that risk; and
- III. Developing the most appropriate support plan for the individuals involved.

In delivering the programme, the Local Authority and Police work with agencies including the NHS; Social Workers; Educational Institutions; Youth Offending Services; Immigration & Boarder Agency; Housing Services; Prisons; and Probation Services.

This assessment informs decisions on whether an individual needs support and what kind of support package might be appropriate. Channel aims to stop people

moving from extremist groups, or from extremism, into terrorism. Association with organisations that are not proscribed and that espouse extremist ideology is not, on its own, reason enough to justify a referral to the Channel process. If professionals determine that someone attracted to the ideology of such groups also exhibits additional behavioural indicators that suggest they are moving towards terrorism then it would be appropriate to make a referral to Channel.

## **5. Young People Anxious from Terror Coverage**

CHILDWISE, a leading specialist in research with children and young people, has produced a series of 'What Kids Think About...' reports, designed to shine a spotlight on what children and young people have to say about a variety of topics. The themes chosen tap into issues concerning children and young people and/or largely derive from, and expand upon these. The first report focuses on children's personal, local and global concerns about war and terrorism.

The CHILDWISE report claims that "Media coverage of terror attacks and extremism can leave young people anxious and with an exaggerated fear of becoming victims", adding that "terrorism was seen as a bigger worry than issues such as bullying, racism, cruelty to children or worries about getting a job."

The report interviewed a representative sample of 1,557 children aged between 7 and 16. Much of the information reaching children about terror was indirect rather than news reports, such as comments heard from adults or found on social media. The study found that almost four in 10 young people were afraid because they thought they themselves could be victims of terror.

## **6. Lincolnshire Prevent**

Local Authorities with their wide-ranging responsibilities and democratic accountability to their electorate are vital to Prevent work, including working with their local partners to protect the public, prevent crime and to promote strong, integrated communities. Whilst the Prevent Duty outlines the requirements placed upon Local Authorities and its partners, it offers the freedom to further develop individual processes appropriate to each geographical area, reflecting both risk and demographics. To ensure that Lincolnshire County Council (LCC) continues to deliver the Prevent Duty, a robust framework for governance and leadership has been put in place. LCC has responsibility to both Chair and provide the secretariat of the Prevent Steering Group.

## **7. Prevent Training & Development:**

Training and briefings to frontline staff and the voluntary sector continues to be delivered in a rolling programme accessible (and free) to all agencies. The demands from schools has increased dramatically since the PREVENT Duty was introduced, and more latterly since recent attacks.

During the last twelve months, 36 face to face, Prevent awareness sessions have been delivered to Schools and Educational settings (such as Child minders etc.) During November 2017 four CHANNEL referral awareness sessions were jointly

delivered by the Prevent Officer from the East Midlands Special Operations Unit, the Lincolnshire County Council (LCC) Prevent officer and the Safeguarding & Education Welfare Supervisor LCC. These sessions were provided to designated safeguarding leads and head teachers allowing for open discussion and questions about concerns that schools may have in relation to children and young people becoming drawn into the extremist narrative and the possibility of being radicalised.

## **8. Key Projects in Lincolnshire**

### **• Young People and On-Line Extremist Narrative**

A task and finish group has been established to consider how to engage with young people to discuss concerns around the on-line narrative of extremist ideologies, such as those based around the extreme right wing. These websites are designed to look attractive and appealing to a young audience, they talk about 'Duty', 'Responsibility' and 'Values'. Young people can be drawn into the extremist rhetoric, without actually fully understanding the broader aims of those groups.

The task and finish group is made up of:

- Prevent Officer from the East Midlands Special Operations Unit
- LCC Prevent Officer
- LCC Engagement Project Officer (Stay Safe Partnership)
- e-Safety Officer – Stay Safe Partnership
- Participation Officer (LCC Youth Services)
- Two Head Teachers

### **• Prevent Duty Guidance for Schools**

The guidance for schools has been amended to include the updated and strengthened CONTEST 2018 strategy and new contact details and supporting websites. The update of the Guidance was undertaken in partnership with the LCC Safeguarding & Education Welfare Supervisor and LSCB Audit and Policy Officer. The document was sent out with the safeguarding bulletin via Perspective Light and can also be found in the safeguarding documents on Perspective Light that all schools except independent schools have access to. The safeguarding bulletin is sent separately to independent educational settings.

### **• Supplementary Schools**

The Community Engagement Team is supporting the delivery of a three year, county wide, Community Collaboration Project (ending 31<sup>st</sup> March, 2020). Two LCC Officers have been working in partnership with the Ethnic Minority and Traveller Education Team to support Supplementary schools and to offer training from both the Lincolnshire Police Prevent Officer and the LCC Prevent Officer to raise their awareness of Prevent.

### **• Safeguarding against Extremism Presentations**

Over 250 'Safeguarding Against Extremism' workshops have been delivered to young people by the Lincolnshire Police Prevent Officers in an attempt to create a

safe space for debate and discussion around sensitive and current issues. The sessions which have been delivered at schools, colleges and at other establishments where young people are supported, have included information and awareness on the current threat level, exploration of the concept of 'radicalisation', protecting oneself from extreme online content and PREVENT as an agenda and what it should mean to young people. Sessions have been delivered over a two year period.

## **9. Conclusion**

The challenge the new legislation presents to Lincolnshire County Council still remains those of performance, training and awareness. Resources are being committed through existing staffing structures with demand absorbed by the Community Engagement Team which is developing a community integration approach. This team is currently exploring what other service areas of LCC can offer in relation to the delivery of training and awareness alongside existing training delivery.

## **10. Consultation**

### **a) Have Risks and Impact Analysis been carried out?**

n/a

### **b) Risks and Impact Analysis**

Yes

## **11. 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 Nicole Hilton, Chief Community Engagement Officer, who can be contacted on 01522 553786 or by e-mail at [Nicole.Hilton@lincolnshire.gov.uk](mailto:Nicole.Hilton@lincolnshire.gov.uk)

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>30 November 2018</b>
Subject:	<b>School Place Planning and the Processes for School Reorganisation</b>

**Summary:**

Lincolnshire as a whole has sufficient school places in both the primary and secondary school sectors, but on a more local level the degree of surplus capacity can vary considerably. Overall, as a large rural county the pressures on school places in some of the urban areas are masked by the surplus capacity across some of the more rural areas.

This report looks at the sufficiency of school places in Lincolnshire in more detail and outlines the process and criteria involved in addressing those pressures when deciding on how to increase capacity and where.

**Actions Required:**

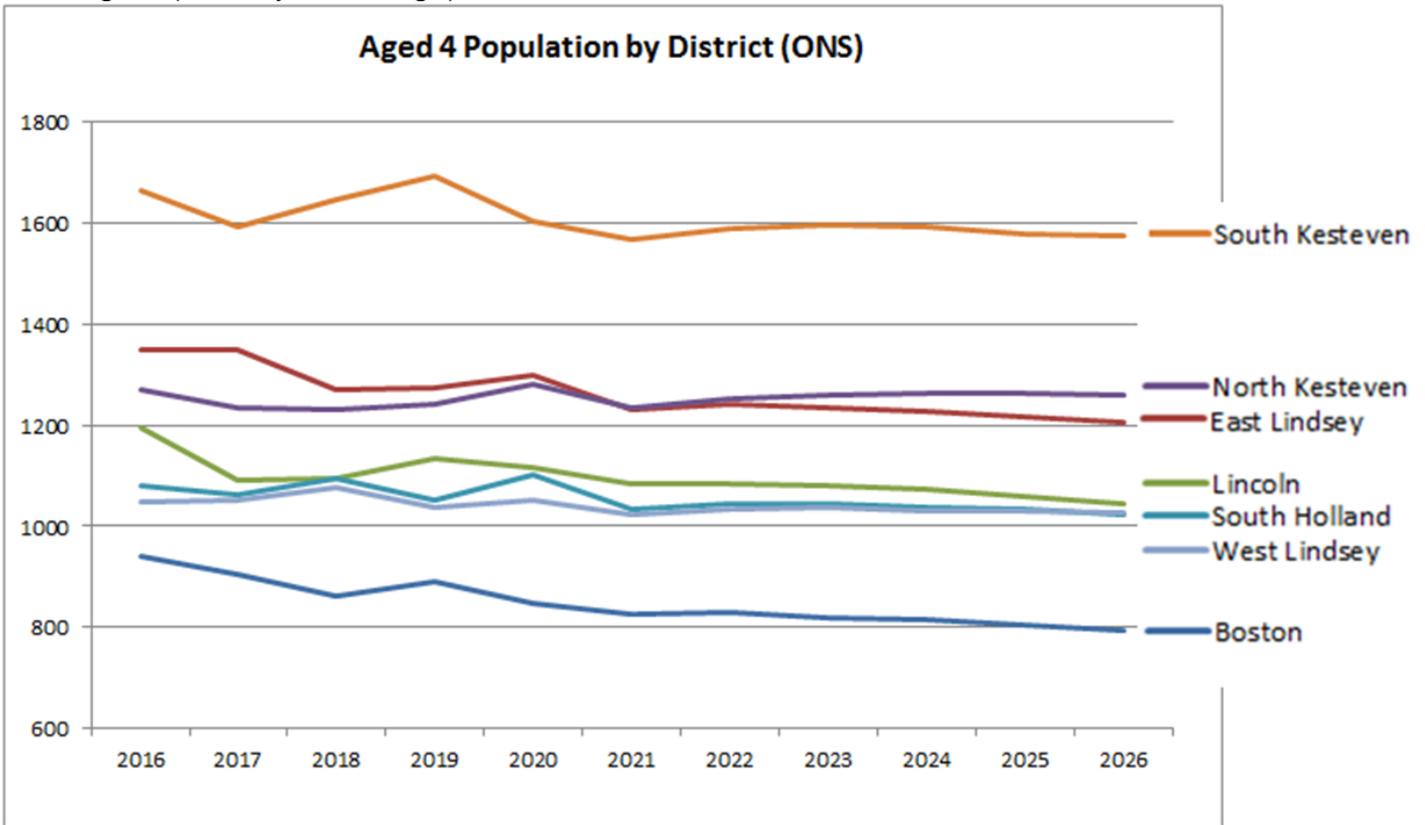
The Committee is invited to discuss the content of this report and make comments on the school place planning process for Lincolnshire.

## **1. Background**

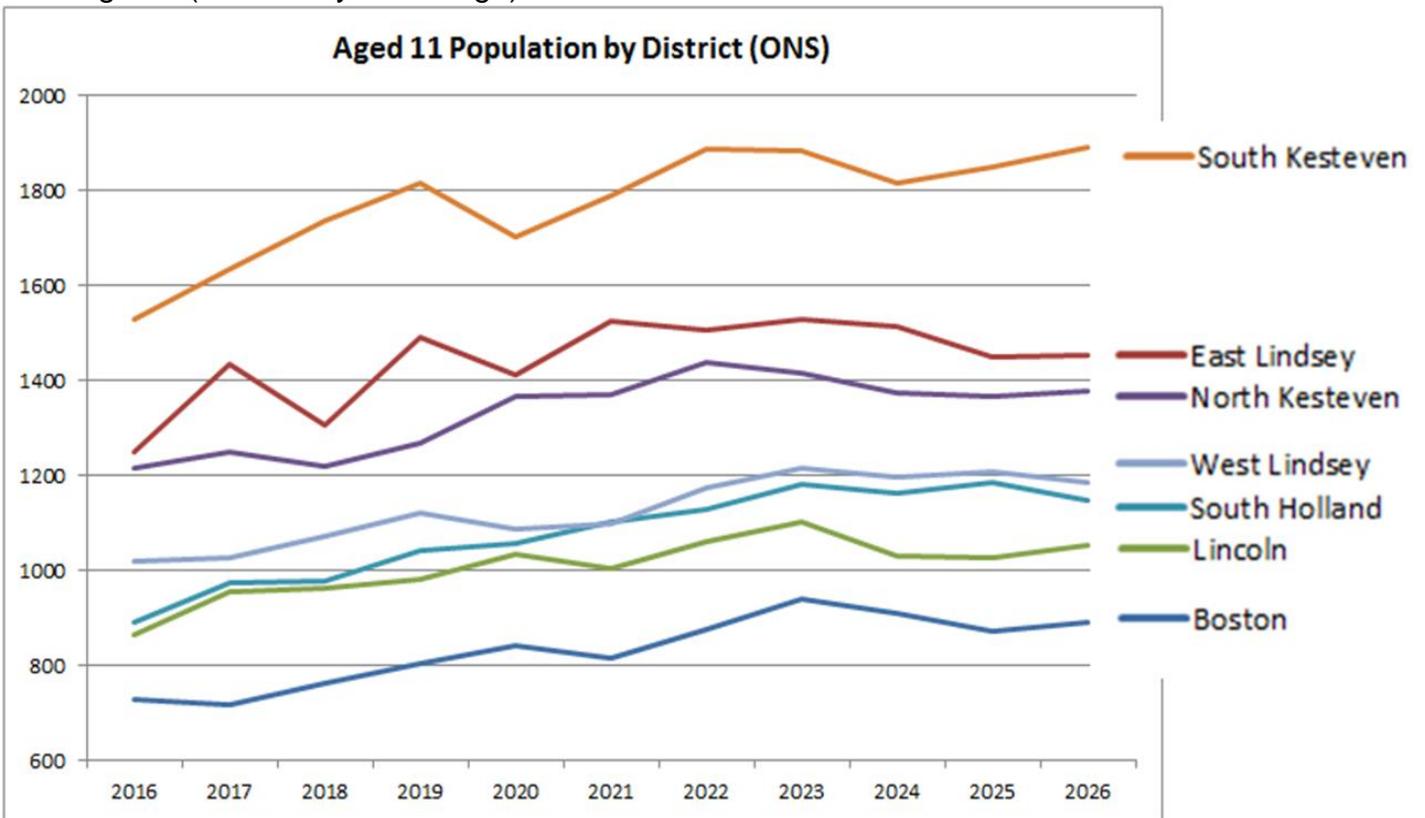
The Local Authority (LA) has a statutory duty to ensure that there are sufficient school places for the children of Lincolnshire, whether in schools or academies. This includes the detailed analysis of pupil forecasting and consideration of options to address mid-year admissions pressures across the county as well as future pressures on Reception and Year 7 intakes. This also extends to the sufficiency of Special (SEND) schools and academies, as well as mainstream primary and secondary provision.

The following graphs show the Office of National Statistics (ONS) data (2016 Sub-National Projections published August 2018) for Lincolnshire by district for both Primary and Secondary intake ages (please note that age is by calendar year for ONS data and not by academic year and this does not include the impact of large scale housing development yet to receive planning permission):

Age 4 (Primary intake age):



Age 11 (Secondary intake age):



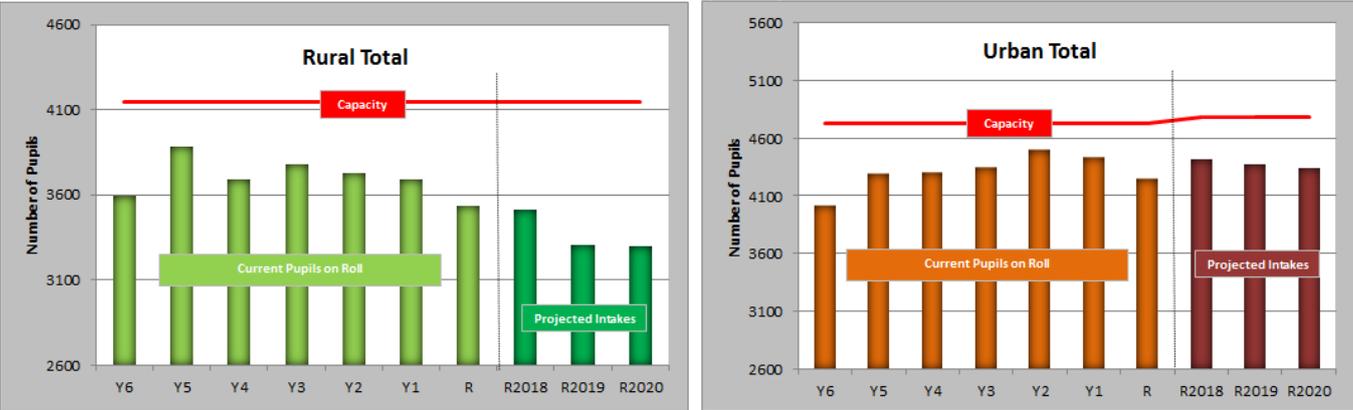
Lincolnshire County Council (LCC) has an established and proven in-house pupil forecasting model that helps to inform pupil place planning by academic year. LA pupil projections take into account a number of quantitative sources such as NHS GP birth data, migrational trends and new housing development with planning permission. A range of other factors are then also considered alongside the data including the impact of potential future housing growth (yet to receive planning permission but in 'Local Plans'), Ministry of Defence (MOD) information, changes in parental preference, national projections and ONS population data as well as local knowledge from discussions with schools and other sources.

An annual submission of LA projections and capacity data is sent to the DfE at a planning area level via the SCAP (School Capacity) return for validation, prior to a formulaic allocation of Basic Need funding to the LA from central government. The data is also used by the LA to assess the sufficiency of school places across the county and prioritise Basic Need requirements against available capacity in schools and academies. Capital is then invested in schools and academies to create the places needed for when they are needed.

The LA also annually publish a School Organisation Plan (SOP), which is a document that sets out the function of pupil place planning, highlights the factors and demographic trends effecting the provision of school places and looks at trends and areas in the county where there is surplus capacity or potential pressure on places if the LA did not take action to increase capacity. The Lincolnshire SOP provides much more detail and can be seen in full in Appendix A and should be read alongside this report.

Whilst the SOP looks at demographic analysis of the county at a district level, it does not identify where there might be a diverse picture across rural and urban areas in a single district, where surplus capacity in smaller geographic areas can mask a potential shortage in an urban area. The graphs below show the difference in current and projected surplus capacity between rural and urban primary schools as a whole for Lincolnshire based on LA projections shown against available capacity. This clearly shows a contrast between the two types of areas:

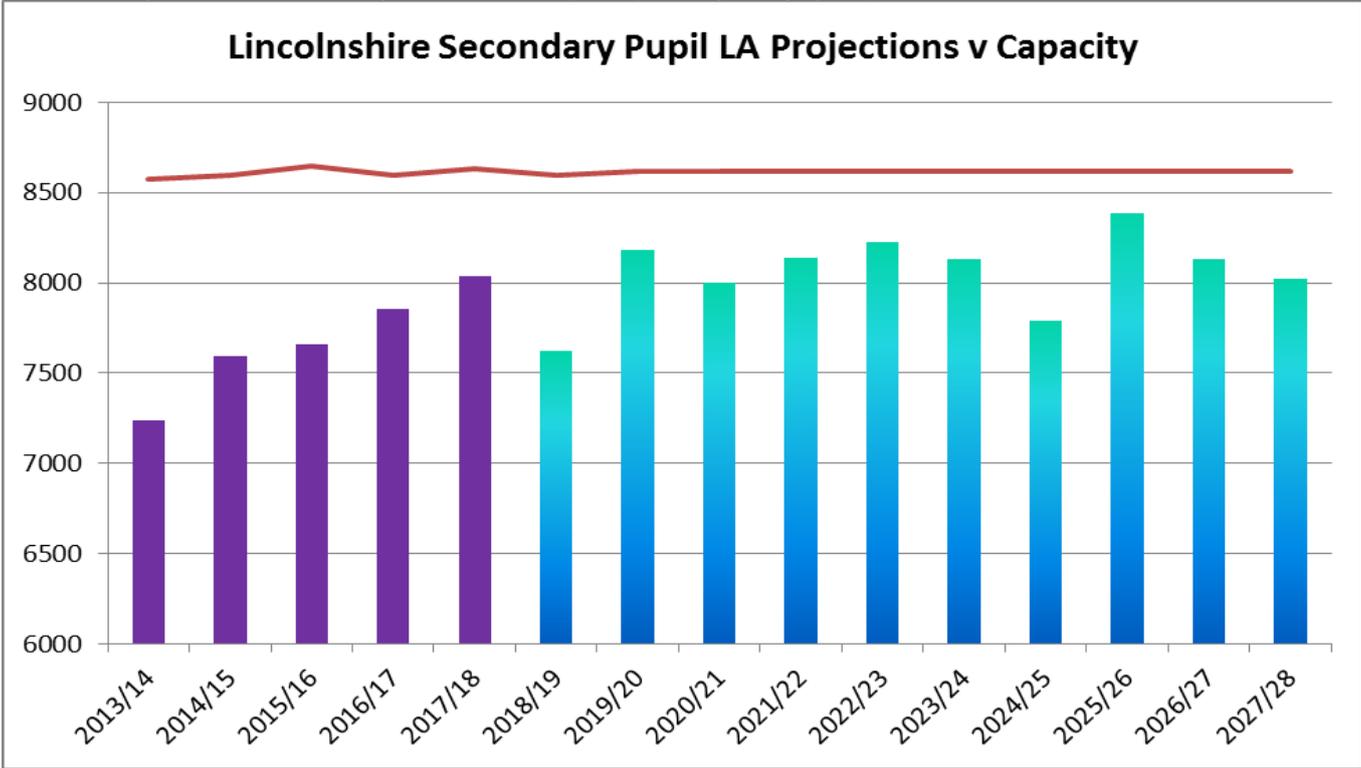
Projected Lincolnshire Primary intakes v capacity:



Although the provision of secondary school places is not yet a significant issue, the anticipated large cohorts from the primary sector started to feed through to the secondary intakes in 2018 and further still are expected in 2019, with several basic need projects being delivered in secondary schools across the county to add capacity, including Lincoln and surrounding areas, Bourne, Boston and Grantham.

In 2020, 2021 and beyond, in some parts of the county secondary intake numbers are expected to increase further with future potential capacity increases in Holbeach, Deepings, Stamford, Skegness/Spilsby, Spalding and more in Lincoln and Grantham. This will be closely monitored over the next few years as basic need pressures for the secondary sector will have to be carefully planned for, subject to appropriate future funding allocations from the Department for Education (DfE). The following graph shows the total Year 7 (Y7) intake cohort sizes coming through for the whole of Lincolnshire, clearly showing numbers to be consistently higher than the 2018 Y7 intake of around 7600, staying at or above 8000 for the next 5 years.

Projected Secondary Y7 intakes (bars) v capacity (line):



**The Options and Process for Adding Capacity**

Following detailed analysis of the available data in relation to smaller geographic areas, a range of options are considered to address the need for additional places within the identified planning areas.

It is often necessary for schools and academies to over-offer on their existing Published Admission Number (PAN) to cope with bulge years and temporary spikes in demographic trends. Pressures in Key Stage (KS) 2 can often be managed by having class sizes of above 30 where absolutely necessary and manageable. For KS1 though Infant Class Size (ICS) regulations limit the options available. In many of these instances it can be possible to manage the situation within existing accommodation, sometimes with minor internal alterations to the buildings or small extensions or infills. These can often be cost effective capital solutions delivered through the capital programme. Sometimes there is a need for more major extensions and formal expansion proposals or even new schools.

If the LA has identified a need for additional places and requests that a school or academy take on extra pupils above their PAN, then additional revenue funded

resources are often required. If the Age Weighted Pupil Unit (AWPU) funding generated by the additional pupils is not enough to fund the required teaching staff and other resources required to put on an additional class then it is the LA's responsibility to fund any reasonable shortfall in funding. The revenue implications are also carefully considered when looking at expanding and over-offering as it impacts on the Dedicated Schools Grant (DSG) (an element of which is the Growth Fund within the DSG schools block). Small increases in PAN or additional bulge classes for only a small number of pupils should be avoided if possible as they are an inefficient use of resources. Other reasonable options are considered first.

All of the above is taken into consideration when determining the best possible solution to address identified pressures. The following list highlights some of the main factors considered equally when determining the best possible solution to address identified pressures, depending on the circumstances:

- Demographic profiling and data analysis of projections intelligence
- Site size and deliverability of a capital project (potential planning issues, avoid building on playing fields, access etc.)
- Site location in relation to demographic pressures and impact on transport costs, traffic implications and reasonable safe walking distances where possible
- Parental preference (this is usually considered as a short term variable as this can often change over time with changing leadership, governance and Ofsted ratings)
- Future housing growth and potential Section 106 (S106) / Community Infrastructure Levy (CIL) contributions to education
- Cost and affordability – efficient use of resources (capital and revenue)
- Potential impact on standards – Capacity, strength and quality of leadership and governance of existing schools in relation to being able to effectively implement an expansion proposal and manage the transition
- Potential impact on existing provision and the impact plans for academies and free schools in the area may have on the need for additional school places
- The opportunity to address future growth through intelligent investment of resources now so not to limit further expansions if required in subsequent years

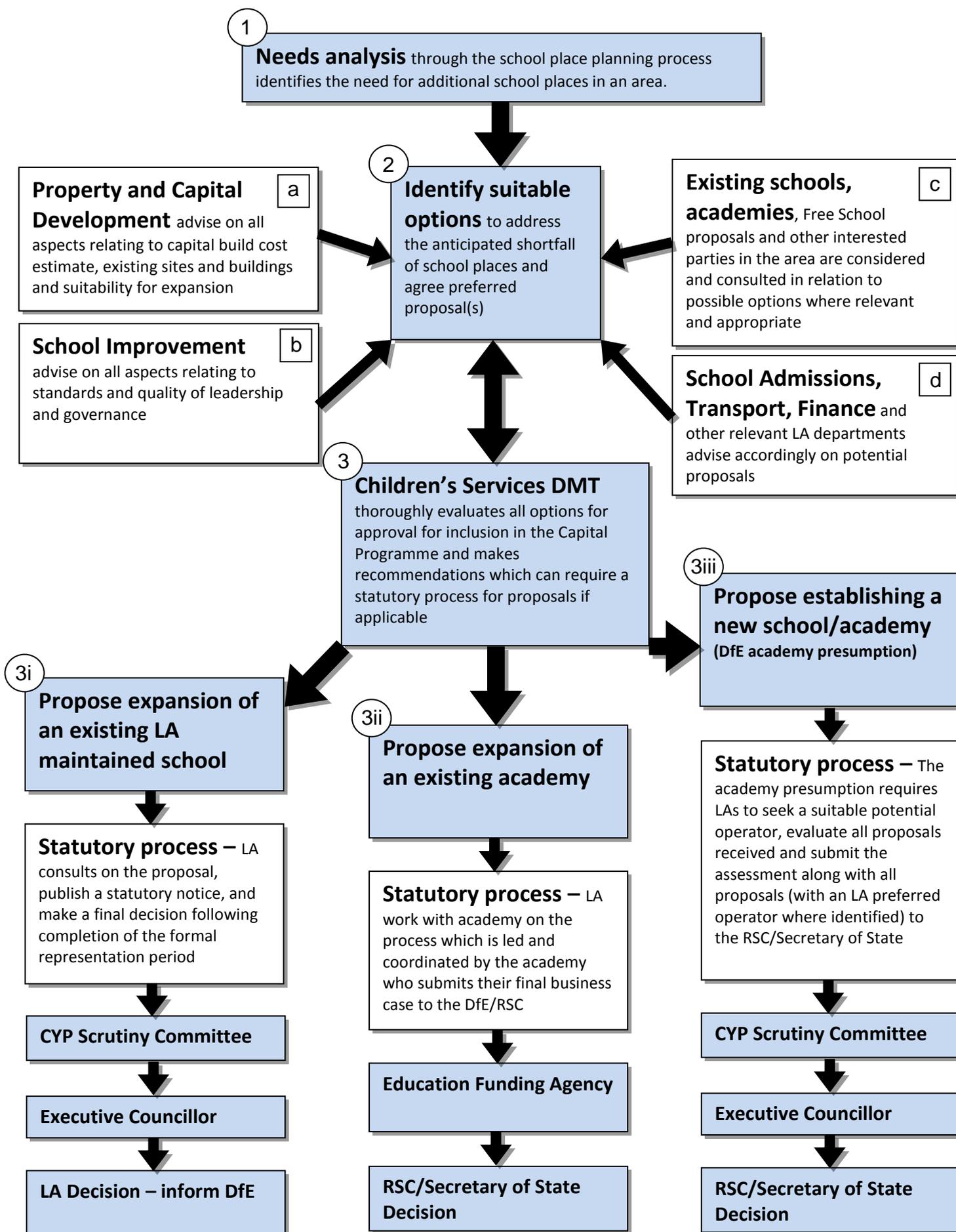
Where the school place planning process has identified an area of the county with demographic pressures the LA must plan accordingly and deliver solutions through the Children's Services Basic Need Capital Programme (commissioned through Corporate Property) to ensure that sufficient school places are made available with the effective use of Basic Need funding. LA officers are encouraged to work with all potential and existing providers to address school place sufficiency needs. In determining the best potential solution to meet the needs of the local community both expansion and new school options may be considered depending on the circumstances.

The flow chart below gives an overview of the process that is followed from identifying the need for additional capacity through to deciding how those places will be provided and where.

An example of where this process has been applied is in North Hykeham, Lincoln. The process is broken down as shown on the flow chart below through the following stages:

1. The school place planning process using the capacity and projections data highlights areas in the county where there is an anticipated pressure on school places. A detailed needs analysis identifies more specifically where in that area the pressure is, whether there is a long term requirement for additional capacity or a bulge year, and what are the causes e.g. due to new housing, increased birth rates, inward migration etc.
2. In order to identify the most appropriate solution (e.g. which school to expand or whether to propose a new one) a range of options are considered and discussed with various services and interested parties including the following:
  - a. Corporate Property Strategy to look at all available school/academy sites and buildings to determine estimated costs and achievability for expansion options and potential sites for new schools, including S106 if available. If required this also includes discussing options with Estates, Highways and Planners.
  - b. School Improvement (Children's Services) advise on the current and anticipated position of the school regarding their capacity and quality in terms of leadership and standards and whether they are in a position to successfully manage the transition of an expansion without it having a negative impact on standards.
  - c. Depending on circumstances, varying levels of consultation and discussion with existing schools and academies in the area take place to share data, ideas and explain the need for additional places and the possible options being considered.
  - d. A range of other LA and non-LA services and departments are contacted as appropriate for input into options being considered, including Transport (impact on transport budget, travel times etc.), Admissions (parental preference data), Birth to Five (pre-school sufficiency) and Finance (impact on revenue: school growth fund).
3. A report showing options and recommendations is taken to Children's Services Departmental Management Team (DMT) and Exec DMT. Information from all of the above is taken into consideration in determining how the LA propose to provide additional school places through the Children's Services Capital Programme and the use of basic need funding. If there is a need for significant permanent additional capacity then one of the following three main options will be progressed:
  - 3i. expansion of an existing maintained mainstream school (if more than 30 places and 25%)
  - 3ii. expansion of an existing Academy (if more than 30 places and 25%)
  - 3iii. establishment of a new Academy

For any of these options there is a statutory process through which any proposal must be progressed, including any statutory requirements such as formal consultation. Following any such process, reports and recommendations are taken to Children and Young People Scrutiny Committee (CYPSC), Executive Councillor and Secretary of State as appropriate prior to a final decision.



## 2. Conclusion

At a local level it is evident that there are pockets of primary pressure around the county, mostly concentrated around more urban areas.

The sufficiency of secondary places is anticipated to experience growing pressures for a number of areas across the county. This is to be monitored and planned for to ensure that required capacity is made available for when it is needed.

The pupil place planning process for Lincolnshire County Council continues to ensure that the LA meets their statutory duty to provide sufficient school places.

A wide range of factors are considered and options are looked at in detail and discussed and consulted on with local schools where appropriate.

Basic Need funding is carefully prioritised to ensure that resources are efficiently used to address all requirements within budget whilst meeting the needs of the local communities.

If a formal proposal to expand a school or build a new one is put forward then all necessary statutory processes are followed and final decisions taken to CYPSC prior to any Executive Councillor decisions as appropriate.

## 3. Consultation

### a) Have Risks and Impact Analysis been carried out?

Not Applicable

### b) Risks and Impact Analysis

Not Applicable

## 4. Appendices

These are listed below and attached at the back of the report	
Appendix A	School Organisation Plan 2018

## 5. Background Papers

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

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**Lincolnshire County Council**  
**School Organisation Plan**  
**2018/2019**

## Contact Details

Enquiries relating to Lincolnshire's School Organisation Plan should be directed to:

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[schoolorganisation@lincolnshire.gov.uk](mailto:schoolorganisation@lincolnshire.gov.uk)

[www.lincolnshire.gov.uk/schoolorganisation](http://www.lincolnshire.gov.uk/schoolorganisation)

## Legislation and Guidance

Legislation and guidance regarding school organisation is available from the Department for Education's (DfE) website:

[www.gov.uk/government/collections/school-organisation](http://www.gov.uk/government/collections/school-organisation)

Current documents include:

- Establishing a new school: free school presumption
- School organisation: local authority maintained schools
- Changes to the system of school organisation
- New school proposals
- Rural primary schools designation
- Making significant changes to an existing academy
- Establishing new local authority maintained schools

Admissions policies for Lincolnshire schools are available to download at:

[www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)

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## Introduction

Local Authorities (LAs) are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity for all and promote the fulfilment of every child's educational potential. They must also promote diversity and increase parental choice where possible. In order to carry out this statutory duty LAs need to carry out school place planning and forecasting.

School organisation planning is a vital core function of all LAs to ensure that the statutory duty of providing sufficient school places is carried out effectively at a local level with an efficient use of limited resources.

All LAs receive limited 'Basic Need' capital funding to invest in expanding schools and academies where there is an evidenced based business case to support the need. The LA continually monitor the pressure on school places across the county to plan where to target available capital that is allocated by central government based on pupil projections and capacity data submitted to the DfE on an annual basis.

The purpose of this report is to:

- Explain the function of pupil place planning
- Highlight the factors and demographic trends effecting the provision of school places in Lincolnshire
- Highlight trends and areas where there is surplus capacity or potential pressure on places if the LA were not to take appropriate action

Increase in demand can lead to the creation of a new school or the expansion of schools to add permanent or temporary additional classrooms. Surplus places can also mean the reduction of school provision in an area through the decrease of published admission numbers or the rationalisation of school provision to retain sustainable, viable schools that serve their local areas. Any review of school provision undertaken by the LA (e.g. opening, closing, amalgamating, expanding etc.) will, in part, be assessed in line with the procedures for projecting need as detailed in this document and would be subject to a statutory process for making prescribed changes to a school or significant changes to an academy.

## The Local Context

Lincolnshire is the fourth largest in England covering an area of 5,921 sq. km; it is predominately a rural county with several large market towns and one city, Lincoln. The county is made up of seven district/borough councils, is bordered by nine local authorities and the east of the county is bordered by the North Sea. It does not include the unitary authorities of North and North East Lincolnshire.

### Population

Lincolnshire has a low population density, but is experiencing significant population growth overall particularly in urban areas of the county; this has an ongoing impact on the availability of school places.

Research data showed a population increase in Lincolnshire of 8.8% between 2004 and 2014, the comparable figure for England as a whole is 8%.

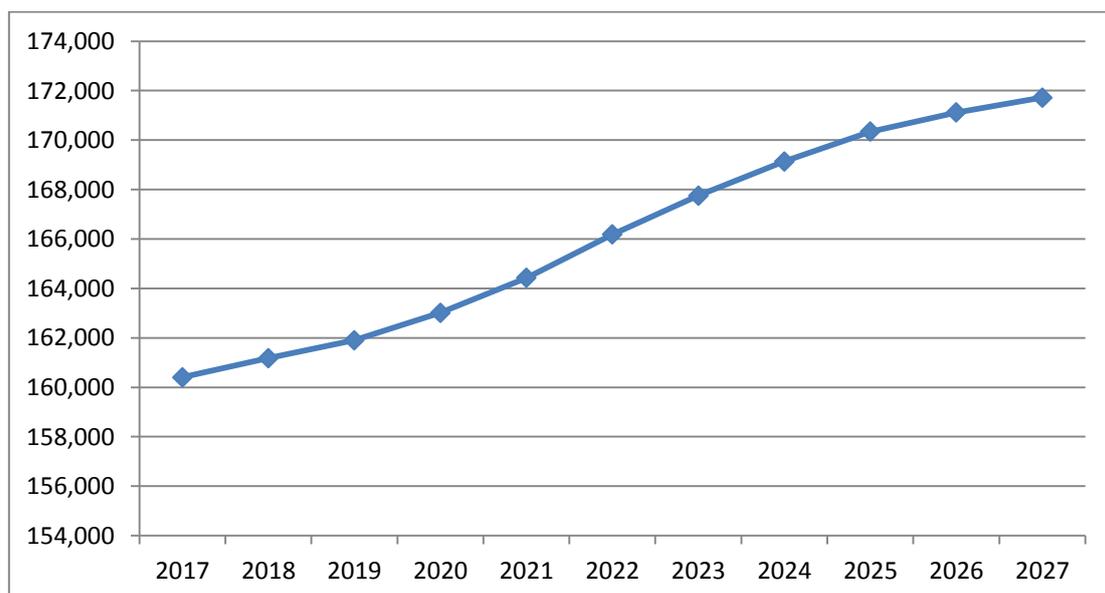
Latest population estimates states that 731,500 people live in Lincolnshire, of which an estimated 159,000 are children and young people aged up to 19 years. This is predicted to rise to 171,000 by 2026.

An analysis of birth rate data is provided later on in this report.

#### Population projections for children and young people aged 0 to 19 by district authority:

District	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<b>Boston</b>	15,539	15,712	15,836	15,973	16,145	16,329	16,480	16,632	16,730	16,820	16,868
<b>East Lindsey</b>	26,699	26,720	26,812	26,986	27,214	27,502	27,719	27,916	28,067	28,136	28,219
<b>Lincoln</b>	22,713	22,758	22,734	22,766	22,826	23,027	23,246	23,392	23,574	23,656	23,747
<b>North Kesteven</b>	24,470	24,598	24,709	24,883	25,132	25,403	25,641	25,861	26,043	26,188	26,318
<b>South Holland</b>	19,457	19,597	19,737	19,929	20,145	20,389	20,620	20,835	21,041	21,181	21,280
<b>South Kesteven</b>	31,409	31,557	31,712	31,927	32,194	32,493	32,788	33,051	33,283	33,422	33,495
<b>West Lindsey</b>	20,120	20,236	20,362	20,548	20,770	21,040	21,261	21,448	21,604	21,715	21,791
<b>Grand Total</b>	<b>160,406</b>	<b>161,178</b>	<b>161,902</b>	<b>163,013</b>	<b>164,426</b>	<b>166,182</b>	<b>167,756</b>	<b>169,134</b>	<b>170,342</b>	<b>171,118</b>	<b>171,717</b>

#### Lincolnshire population projection for children and young people aged 0 to 19:



Data source: ONS subnational population projections for England.

## Available Provision

Lincolnshire provides for approximately 96,200 children aged between 4 and 16 years of age, with 56,100 educated within primary schools, 38,400 in secondary and approximately 1700 in special/alternative provision.

As at March 2018 the county has;

- 5 nursery schools
- 20 special schools
- 279 primary schools (including infant and junior)
- 53\* secondary schools
- 1 all through school catering from the ages of 3 to 18
- A University Technical College (UTC) catering for years 10 to 13
- 1 alternative provision academy, with 6 sites across the county
- 1 alternative provision free school

Lincolnshire is one of a small number of authorities nationally that offer grammar school provision. There are 15 grammar schools in Lincolnshire, which serve the county. The majority of grammar schools have agreed a qualifying standard which is intended to identify the top 25% of children by ability. Grammar schools which are located on the county boundaries historically attract a large number of children from out of county as none of the neighbouring counties have grammar schools.

The LA has supported a number of schools to convert to academy status. As at March 2018 Lincolnshire has a total of 205 (57%) maintained schools and 156 (43%) academy/free schools, with more expected to convert in the future.

### Number of schools by district authority:

Districts	No. of LA Nursery Schools	No. of Primary Schools	No. of Secondary Schools	No. Secondary with Sixth Form
Boston	1	18	5	3
East Lindsey	0	59	13	8
Lincoln	2	24	7	7
North Kesteven	0	47	7	7
South Holland	0	36	6	4
South Kesteven	1	51	10	7
West Lindsey	1	45	7	4
<b>Grand Total</b>	<b>5</b>	<b>280</b>	<b>54</b>	<b>40</b>

The Priory Witham Academy is located in Lincoln and is a 3 to 18 school which is included in the primary and secondary school count in the above table.

\* From September 2018 there will be 52 secondary schools in Lincolnshire, due to the merger of Louth Academy and Louth Cordeaux Academy.

## **Provision**

### **Early Years Provision**

Under the Childcare Act of 2006 local authorities have a duty to ensure that parents are able to access the minimum free entitlement before their child reaches compulsory school age. All 3 and 4 year olds are entitled the term after their third birthday and some 2 year olds are also eligible.

The minimum free entitlement that local authorities must provide for each eligible child is 570 hours which is usually taken over 15 hours per week for 38 weeks a year. Local authorities have to ensure that sufficient childcare is available which offers the Early Years free entitlement.

Free entitlement is provided by a range of different settings including maintained nurseries at schools, private voluntary or independent providers, day nurseries, playgroups, accredited childminders and nursery units in independent schools.

In September 2017 the government doubled the provision of free childcare from 15 to 30 hours a week for eligible working families of 3 and 4 year olds.

### **Post 16 Provision**

Under the Apprenticeships, Skills, Children and Learning Act 2009, local authorities have a duty to ensure that sufficient and appropriate education and training opportunities are accessible to all young people in the county aged 14-19 and those up to age 25 for young people with learning difficulties and/or disabilities.

The table overleaf lists the secondary schools in Lincolnshire that provide post 16 provision.

Table notes:

\* Pupils attending Boston Haven High Academy are subsidiary pupils whose main registration is held with Louth Academy. The sixth form at Boston Haven High Academy closed in 2018.

\*\* Pupils attending Spilsby The King Edward VI Academy are subsidiary pupils whose main registration is held with Havelock Academy, Grimsby.

In addition there are six colleges of further education which have main campuses located in Lincolnshire, these are; Boston College, Grantham College, Lincoln College, New College Stamford, Lincoln Linkage College and Spilsby Linkage College. Some of these colleges have additional campuses in other areas in and out of the county.

There are other further education colleges outside of Lincolnshire that have campuses within the county. These include Grimsby Institute of Further and Higher Education which operate Lincolnshire Regional College in Skegness and Bishop Burton College near Beverley which operate Riseholme College campuses near Lincoln.

Lincolnshire schools with post 16 provision:

School	District	Y12 Pupil Count	Y13 Pupil Count	Main PAN	6th Form Capacity	Capacity Total
Alford Queen Elizabeth's Grammar School	East Lindsey	81	55	84	150	234
Boston Grammar School	Boston	80	75	120	200	320
Boston Haven High Academy	Boston	-	56	255	-	255
Boston High School	Boston	158	111	108	230	338
Bourne Academy	S Kesteven	118	99	250	225	475
Bourne Grammar School	S Kesteven	194	145	240	258	498
Branston Community Academy	N Kesteven	84	85	205	225	430
Caistor Grammar School	West Lindsey	92	90	100	170	270
Deeping St James The Deepings School	S Kesteven	112	112	261	275	536
Gainsborough Queen Elizabeth's High School	West Lindsey	150	151	180	323	503
Grantham Kesteven and Grantham Girls' School	S Kesteven	163	154	174	330	504
Grantham The King's School	S Kesteven	122	136	174	300	474
Grantham The Priory Ruskin Academy	S Kesteven	104	88	210	200	410
Grantham Walton Girls' High School	S Kesteven	60	62	150	200	350
Holbeach University Academy	South Holland	217	92	210	320	530
Horncastle Queen Elizabeth's Grammar School	East Lindsey	112	102	120	320	440
Lincoln Castle Academy	Lincoln	67	40	175	266	441
Lincoln Christ's Hospital School	Lincoln	140	103	225	300	525
Lincoln St Peter St Paul Catholic High School	Lincoln	32	34	112	100	212
Lincoln The Priory Academy LSST	Lincoln	248	240	270	500	770
Lincoln The Priory City of Lincoln Academy	Lincoln	50	34	168	150	318
Lincoln The Priory Witham Academy	Lincoln	36	24	90	100	190
Lincoln UTC	Lincoln	43	40	160	320	480
Louth Academy	East Lindsey	-	67	180	50	230
Louth Cordeaux School	East Lindsey	-	6	-	50	-
Louth King Edward VI Grammar School	East Lindsey	71	69	120	254	374
Market Rasen De Aston School	West Lindsey	67	50	197	232	429
North Hykeham North Kesteven School	N Kesteven	94	97	237	237	474
North Hykeham Sir Robert Pattinson Academy	N Kesteven	107	68	252	250	502
Old Leake Giles Academy	Boston	59	40	210	200	410
Skegness Academy	East Lindsey	80	53	200	340	540
Skegness Grammar School	East Lindsey	47	52	132	238	370
Sleaford Carre's Grammar School	N Kesteven	114	140	120	260	380
Sleaford Kesteven & Sleaford Selective Academy	N Kesteven	57	71	128	222	350
Sleaford/Ruskington - St George's Academy	N Kesteven	201	177	380	300	680
Spalding Grammar School	South Holland	118	115	150	320	470
Spalding High School	South Holland	122	116	150	246	396
Spilsby The King Edward VI Academy	East Lindsey	11	14	94	-	94
Welbourn Sir William Robertson High School	N Kesteven	43	51	150	88	238
Welton William Farr Comprehensive School	West Lindsey	145	132	240	300	540
<b>Total:</b>		<b>3799</b>	<b>3446</b>	<b>6981</b>	<b>9049</b>	<b>16030</b>

Pupil count data source: School Census May 2018.

## Special Educational Needs and Disabilities (SEND) Provision

While the majority of SEND pupils, including those with Statements or Education, Health and Care Plans, can be provided for in mainstream schools, some children need specialist provision that can only be accessed via a special school.

May 2018 school census data states there are approximately 1900 pupils attending one of the 20 special schools in Lincolnshire, which equates to 1.8% of all pupils at Lincolnshire schools.

If the ratio of SEND to mainstream pupils remains the same and the education system continues as it is, then it can be assumed that the required number of SEND places will increase in line with primary and secondary mainstream places. The LA is reviewing SEND provision and the sufficiency of SEND places across the county. A need for additional capacity is expected in the SEND sector over the next few years. The LA will look for opportunities to secure additional funding and capacity to ensure that suitable, effective and efficient SEND provision is in place for the future.

January Census Data	Headcount at Special Schools	Headcount Less Subsidiary*
2018	1913	1811
2017	1858	1777
2016	1800	1726
2015	1781	1679
2014	1712	1617
2013	1665	1585
2012	1661	1584
2011	1637	1553

\*Subsidiary pupils are those who are dual registered and a mainstream school hold the registration details.

Lincolnshire Special Schools
Boston John Fielding Community Special School
Bourne Willoughby School
Gainsborough Aegir Community School
Gainsborough Warren Wood Community School
Gosberton House School
Grantham Sandon School
Grantham The Ambergate Sports College Specialist Education Centre
Grantham The Phoenix Academy
Horncastle St Lawrence School
Lincoln Fortuna School
Lincoln St Christopher's School
Lincoln St Francis Special School
Lincoln The Pilgrim School (hospital school with four sites)
Lincoln The Sincil Sports College
Louth St Bernard's School
South Rauceby The Ash Villa School
Spalding The Garth School
Spalding The Priory School
Spilsby The Eresby School
Spilsby Woodlands Academy

## **Primary Provision**

One of the key challenges Lincolnshire faces is the demand for primary school places.

In recent years the number of pupils in the primary sector has gradually increased with this trend predicted to continue. In urban areas this is pronounced, rural areas are however still remain stable or face declining numbers, resulting in a high number of surplus places in some areas; this is evident in the closure of some small rural primary schools across the county over the last 10 years.

Significant capital investment has ensured new schools and numerous expansions have provided the extra primary school places required. Due to the sparse rural nature of Lincolnshire the surplus capacity in some rural areas masks the significant pressures in the urban areas when aggregated at district or county level.

Amalgamated capacity and projection data by district level are provided in this document.

The LA has added over 5000 new primary school places over the last 5 years, investing over £50m to achieve this, with further investment and expansion planned.

## **Secondary Provision**

Over the next few years there is expected to be significant pressure on secondary places as increased number of pupils move across from the primary sector into secondary. The most significant impact for the majority of the county is expected to take effect from September 2018, peaking in 2019.

Secondary school available capacity at or less than 4% (former Audit Commission trigger point for Capacity Review to increase provision) exists overall and remains a cause for concern in several planning areas. The areas with a predicted lack of capacity include Lincoln and the greater Lincoln area, Boston, Grantham, parts of South Holland and Deepings if additional capacity is not created.

To address the projected shortfall capital has been allocated to the first phase of secondary expansions for 2018, with further expansions to follow when the next cycle of the capital programme is planned for 2019 and beyond.

Many areas are also predicted to see further housing growth. The LA will seek contributions from housing developers to increase provision of school places via section 106 agreements in all areas where local schools cannot accommodate new pupils in existing permanent capacity.

Although statistics may show a wider planning area has places, a town/large village school could be full to capacity and it may be considered unreasonable for pupils living in those communities to commute out of the local area to gain a school place. Local provision is paramount to creating sustainable communities. However, distance must be taken into account. The duty of the LA is to provide sufficient capacity within a 'reasonable' distance. It may not always be possible to plan at a very local level, especially if there could be a potential negative impact on the viability of neighbouring schools nearby.

Amalgamated capacity and projection data by district level are provided in this document.

## **Satisfaction of Parental Preference**

Lincolnshire offers the opportunity to name up to three preferences for both midyear places and the main co-ordinated Reception, Junior and Year 7 intakes.

Satisfaction of parental preference is high. In 2018 99.1% of Lincolnshire residents applying for a Reception place received an offer at one of their top three preferences, compared to 97.7% nationally. For the Year 7 intake the percentage for Lincolnshire residents covering the same period equates to 96.8%, in comparison to 93.8% nationally.

Each year a small percentage of children in Lincolnshire do not receive a place at any of their preferred schools on national offer day. This number is largely affected by those who state only one preference for a vastly popular school. Where no preference is offered, Lincolnshire will offer a place to the nearest school with an available place.

The LA will look to satisfy parental preference, where possible, by monitoring applications received through the coordinated admissions process. Where feasible, the LA will target expansions to oversubscribed schools in order to be sensitive towards parental preference, in particular when considering bulge years and over-offers on existing PANs.

### **Reception**

On average between 2017 and 2018, in Lincolnshire, 94.7% of children starting Reception received an offer at their first preference school. The average across England for the same period equates to 90.5%.

### **Year 7**

The vast majority of Lincolnshire children starting Year 7 receive an offer at their first preference school on national offer day. The average percentage of children receiving a place at their first preference school in Lincolnshire between 2017 and 2018 equates to 88.32%. The average for England over the same period is 82.8%.

The satisfaction of first preference offers is negatively affected by those who name a grammar school as their most preferred school despite their child not reaching the qualifying standard in the entrance tests. Children who do not reach the required standard are not eligible for a place at a grammar school, which results in the refusal of a place and the right to appeal.

The results of the entrance tests are relayed to parents and carers before the application deadline, which is a requirement of the 2014 School Admissions Code. The Code also permits a 'local review' process, which allows admission authorities to deem a child as grammar school ability despite not reaching the required standard in the entrance tests. Such reviews must be completed before the allocation of places and do not replace the right to appeal. No admission authority in Lincolnshire operates a 'local review'.

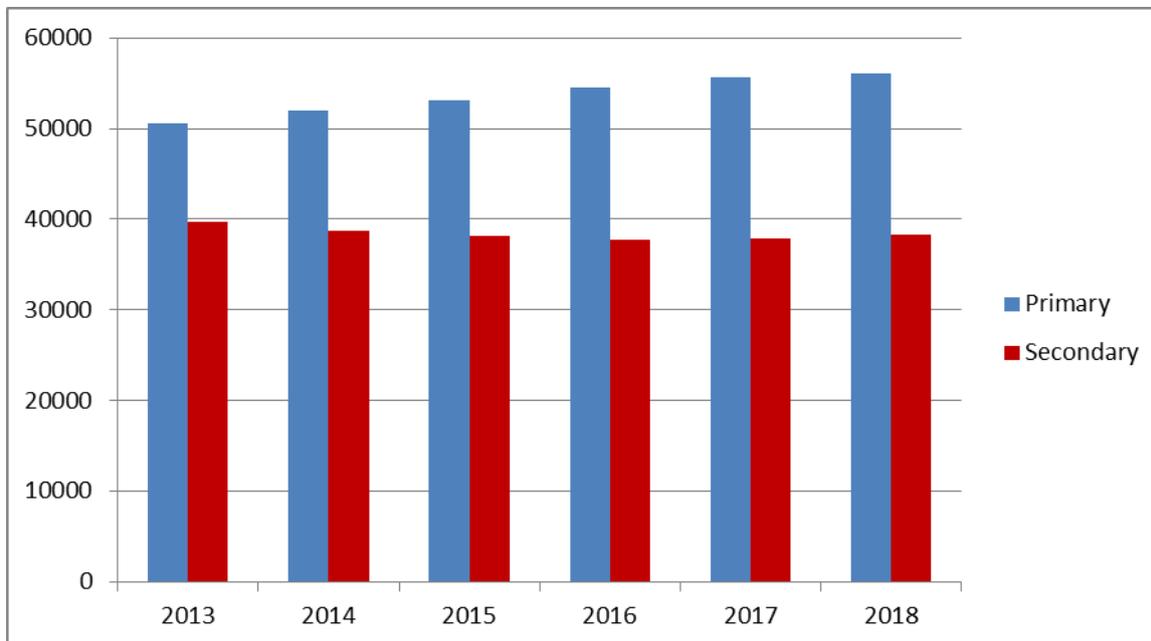
To have the right of appeal against non-qualification, the grammar school for which the appeal is for must be named on the child's application as a preference.

Further information on admissions in Lincolnshire, including admissions policies, can be found at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)

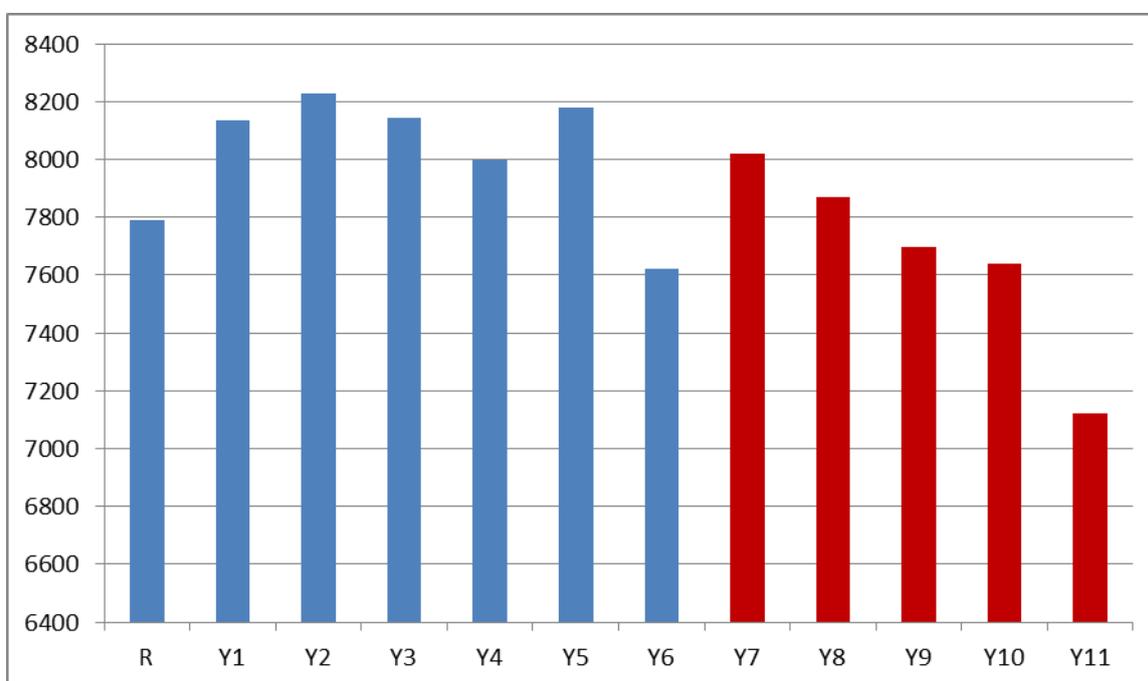
## Number of Pupils on Roll at Lincolnshire Schools

School census data:

May Census	2013	2014	2015	2016	2017	2018
Primary	50519	51926	53067	54465	55613	56095
Secondary	39680	38661	38133	37774	37918	38353



May school census data 2018 by year group:



Primary figures include pupils at infant and junior schools. Children attending The Priory Witham Academy, an all through school, are divided between the primary and secondary cohorts.

## **Pupil Projections Model**

The pupil projections model is an important tool, along with other factors, when planning school places. It is the starting point and main quantitative source of information when determining areas with pressure on places and where additional places might be needed.

The model uses birth data (NHS GP Registrations by postcode), housing data (with planning permissions) and migratory trends (tracking of midyear cohort sizes from one year to the next). Secondary projections also take into account historic movement of pupils from feeder primary schools.

The pupil projections for individual schools can vary from the actual number of pupils that attend the school. These variations are mostly due to the changes in parental preference and also as a result of changing demographics (e.g. migration rates) and changes in the housing market related to the state of the economy. School projections are more accurate when aggregated by areas (known as planning areas), as the impact of one school becoming more popular as another becomes less popular is evened out. Projections become even more accurate when aggregated up to district and county level.

## **Planning Areas**

In order to carry out pupil forecasts effectively the county is split up into different planning areas. Any decisions on changes to school provision such as the expansion or reduction of schools are taken within the context of these planning areas. The LA has separate primary and secondary planning areas. Special Educational Needs provision is not made by using planning areas in the same way because the requirement for places does not correspond as closely to demographic change, given the specialised nature of the school places required.

A list of Lincolnshire planning areas is published in Appendix A.

## Relevant Factors in Place Planning

The main relevant factors in school place planning include birth rate, new housing development and migration, which are detailed below.

### Birth Rates

Birth rate is the biggest single contributing factor that continues to put pressure on primary school places.

In recent years an increase in fertility rates and the number of births in Lincolnshire have led to an growth in the number of children starting primary education. Until around 2008 there had been a decline in the birth rate resulting in low pupil numbers and surplus capacity. However this was only temporary and according to the Office of National Statistics (ONS) the 0-4 cohort is expected to increase and then level out over the next 20+ years.

This pattern is similar for all districts of Lincolnshire, although more extreme in some more than others. The birth rate beyond those that have not yet been born is very difficult to predict and so is not part of the LA projections. The ONS projections model is used to look at long term patterns and is based on assumptions regarding fertility, birth rates, number of women of a child bearing age etc. However, this is not available at a geographical level less than district councils, with patterns often variable within districts, particularly the more rural ones.

### NHS GP Registrations

NHS GP registration data is also used to do area specific analysis which is necessary when planning capital work. This allows the LA to confirm that the demand for places in an area is local to the school and not just because the school may be popular at that moment in time.

#### Lincolnshire NHS GP registration data as of January 2018 by district authority:

<i>Intake Year</i>	<i>R2018</i>	<i>R2019</i>	<i>R2020</i>	<i>R2021</i>
Districts	1 Sept 13 to 31 Aug 14	1 Sept 14 to 31 Aug 15	1 Sept 15 to 31 Aug 16	1 Sept 16 to 31 Aug 17
<b>Boston</b>	881	855	846	846
<b>East Lindsey</b>	1327	1257	1273	1191
<b>Lincoln</b>	1156	1228	1207	1131
<b>North Kesteven</b>	1245	1213	1220	1145
<b>South Holland</b>	1068	1011	1014	985
<b>South Kesteven</b>	1636	1598	1499	1373
<b>West Lindsey</b>	1072	969	967	890
<b>Grand Total</b>	<b>8385</b>	<b>8131</b>	<b>8026</b>	<b>7561</b>

## Capacity by district authority for Reception and Year 7:

Districts	Reception Intake		Year 7 Intake	
	2018 Capacity by Determined PANs	2019 Capacity by Determined PANs	2018 Capacity by Determined PANs	2019 Capacity by Determined PANs
<b>Boston</b>	880	880	771	771
<b>East Lindsey</b>	1533	1545	1468	1488
<b>Lincoln</b>	1125	1140	1152	1152
<b>North Kesteven</b>	1450	1455	1447	1447
<b>South Holland</b>	1063	1072	1014	1014
<b>South Kesteven</b>	1673	1679	1734	1789
<b>West Lindsey</b>	1145	1173	1193	1193
<b>Grand Total</b>	<b>8891</b>	<b>8967</b>	<b>8919</b>	<b>8919</b>

Lincoln secondary capacity excludes Lincoln University Technical College which admits children from Year 10 and has a published admission number (PAN) of 160. This school is also excluded from the Lincoln secondary school count.

The Priory Witham Academy is located in Lincoln and is a 3 to 18 school. The school has a different PAN for the primary and the secondary sectors, in the table above the school is included in both of the primary and secondary calculations.

### Housing Development

As a two-tier authority council, it is vital that the LA continue to gather local planning data from district councils and remain a key consultee in this process. However, it is not a statutory requirement for district councils to consult with the education authority.

Sometimes a planning application is granted without the knowledge of the LA and without the opportunity to put forward a case for section 106 funding.

As part of the pupil projections model the total number of houses with full or reserved matters/detailed planning permission, by area, is obtained from each district council and is fed into the system to give an indication of the added pressure. A proven ratio is used to measure the additional demand for places from new houses. This ratio is based on local research looking at completed housing developments. The ratios currently used presume that 100 new homes would generate an average of 20 primary pupils and 19 secondary aged pupils across all year groups in total.

The housing market and the rate of development are notoriously very difficult to predict due to the strength of the economy and consumer confidence. Following the 2008 recession house sales in Lincolnshire plummeted by approximately 50% and remained at this rate until picking up from 2011.

There are also expected to be some large housing developments in the near future in the county that do not yet have planning permission and are not accounted for in the projections. Section 106 contributions to education are negotiated but rarely cover the entire cost of additional school capacity required and the County Council has to plan for this shortfall. In Central Lincolnshire (NKDC, WLDC &

City of Lincoln), no section 106 contributions towards secondary education may be requested; instead works are to be funded by the Community Infrastructure Levy, however this is also unlikely to cover the entire cost of additional school capacity required.

## **Migration**

### **Migration (external)**

Since 2004, when an additional eight nations joined the EU, certain areas of the county have experienced an influx of EU migrant workers and their families which is often linked with agricultural work. This is particularly true in parts of Lincoln, Boston and South Holland (particularly Spalding) where exceptionally high numbers of children from EU migrant families have added to the demographic pressures already caused by increasing birth rates. There is data to give an indication of the numbers of EU migrants that have entered the country, but there is no reliable data that can be used to predict future EU migrant numbers, particularly at local level.

Local knowledge is used to determine, as best as possible, how long these families might stay and the long term impact of them settling. EU migrant families tend to have large families in relatively small houses. This results in more densely populated areas with higher occupancy rates in houses than we are used to seeing in some areas.

In January 2014 work restrictions for the EU member states of Bulgaria and Romania were lifted but we have not seen a significant further influx of migrant workers from these countries.

The potential Brexit impact on families staying in the UK is not yet known, although there is anecdotal local evidence to suggest that some families are returning to their home country.

### **Migration (internal)**

Internal migration within the county and inward migration from other UK counties affects the level of demand for school places in Lincolnshire, particularly around the border.

The cost and standard of living in Lincolnshire, along with the excellent reputation of our schools makes Lincolnshire an attractive prospect for families from outside the county. This includes those who commute from over the border and those that relocate to Lincolnshire from further away.

Lincolnshire is a net importer of secondary age pupils from over the county boundary, mostly due to the selective grammar school system. Based on the 2018 Year 7 intake, outward migration equated to 4.6% of children resident in Lincolnshire, the comparative figure for inward migration based on the total number of children offered Lincolnshire schools was 9.6%. The rural nature of Lincolnshire means that families living in more sparsely populated areas are often more willing to travel greater distances to get to their school of preference, even if it is not their closest school.

There is also a continuing trend for young families to live in or closer to more urban areas where infrastructure (road network, services etc.) and jobs are more readily available.

2011 national census data shows;

- 7.1% of Lincolnshire residents were born outside the UK; 4.5% hold only a non-British passport.
- Between 2001 and 2011 the number of Lincolnshire residents who were born outside the UK more than doubled.
- The non-white population made up 2.4% of Lincolnshire's total population, compared to 14% nationally.
- Over 28,500 people speak a foreign language as their main language. 69.3% of those speak English well which is below the national average.

## **Armed Forces**

Ministry of Defence data shows that in April 2018 there were an estimated 7,370 members of the Armed Forces stationed in Lincolnshire, plus “associated residents”.

There are a number of RAF bases in Lincolnshire which have an influence on the pattern of primary and secondary aged pupils requiring places at Lincolnshire schools. The largest bases include Coningsby, Waddington, Scampton and Cranwell; there is also an army base close to Grantham (this is set to close in 2020 and the site will be sold for housing). Partner organisations such as BAE Systems also employ large numbers of people to work on RAF projects. Changes in the number of personnel as a result of national and local defence policy have a direct and increasing impact on local demographics. Proposals to bring overseas army personnel back to the UK and place them at bases such as RAF Wittering and Kendrew Barracks (formerly RAF Cottesmore), just outside of Lincolnshire, can also have an impact in areas such as Grantham, Bourne and Stamford.

The LA attempt to work closely with the MOD to try and ensure timely and accurate data and knowledge is used to inform the place planning process. This includes information regarding the movement of MOD personnel to and from bases around the county and data from the MOD medical records showing pre-school pupil numbers not registered with NHS GPs.

All of these factors are considered when planning places at schools that serve these areas. Unfortunately, the detail of information from the MOD is limited and sometimes not provided in time for effective planning due to the nature of MOD structure, policy and procedures.

There has been an increase in housing stock owned by the MOD in Lincolnshire with new housing bought in the areas of Sleaford, south west Lincoln and North Hykeham. This could add unpredictable pressure to schools in those areas if the actual pupil yield rate varies from what is included in the projections model for new housing. The detail of information from the MOD is limited and sometimes not provided in time for effective planning due to the nature of MOD structure, policy and procedures.

## **Private Education**

According to the Independent Schools Council (ISC) their 2016 annual census showed the number of independent schools in the UK has returned to its pre-2008 recession level.

However, in some areas private schools have closed and in the East Midlands the number of children in private schools has fallen by 0.7%, which is against the national trend.

In recent years there has been an increase in the proportion of children opting for state funded education, partly due to the economic climate. As this continues to show signs of recovery (subject to Brexit) it remains difficult to predict the impact on the state sector. There are also other influencing factors such as the improving quality of provision from some state schools in comparison to some of the independent schools.

In Lincolnshire there are 21 independent schools, including one special school, of which 8 currently have boarders. There are approximately 1700 primary aged children educated in Lincolnshire independent schools and 1400 secondary aged children. Some families choose not to educate their children in the independent sector for the duration of their schooling, with some later accessing secondary state education, in particular grammar schools.

## **Seasonal Variations**

Seasonal agricultural or tourism related employment have a significant impact on the number of pupils in some parts of the county over the course of the academic year. This particularly affects South Holland and the east coast. This is taken into consideration when planning school places to ensure that there are sufficient places available when numbers are at their peak. This requires that there is surplus capacity out of season during the winter period but this is very challenging to manage, fund and sustain.

## **Travellers**

In some areas of Lincolnshire significant numbers of Travellers have an impact on the amount of children on roll at nearby school(s). Some Traveller sites are more settled than others. Where there has historically been a traveller element in a community then local knowledge is taken into consideration; this will be accounted for in the local migration trends and fed into the projections. There is no way of being able to plan for when travellers might move into a site at short notice and mid-year.

## Opening New or Expanding Existing Schools

If there are insufficient spaces across a planning area, mainly due to population growth and/or new housing developments, there are a number of points that need to be considered before solutions are identified, discussed with local providers and presented to the portfolio holder for inclusion in the Children's Services Capital Programme.

Local schools are analysed to determine the most appropriate for expansion. The criterion for this includes; where children live, location of major housing developments and which schools have space to expand.

The LA continues to work with all potential and existing sponsors to address school place sufficiency needs. In determining the best potential solution to meet the needs of the local community both expansion and new school options may be considered depending on the circumstances.

If it has been determined that the LA must provide additional school places and expansion or a new school are being considered, then the following points highlight some of the factors taken into consideration (in no particular order):

- Affordability – efficient use of limited resources (capital and revenue).
- Site sizes and deliverability (potential planning issues, avoid building on playing fields, access etc.).
- Location in relation to demographic pressures – consideration to transport and traffic implications and reasonable safe walking distances where possible.
- Future housing developments and any current or potential Section 106/CIL contributions to education.
- Parental preference (this can be a short term factor as this often changes over time with changing leadership, governance and Ofsted ratings).
- Potential impact on standards – strength and quality of leadership and governance of existing schools in relation to being able to effectively implement an expansion proposal and manage the transition.
- Potential impact on existing provision and the impact plans for academies and free schools in the area may have on the need for additional school places.

Whilst quality of provision is taken into account when exploring expansion options, in some areas the solutions have to be driven by geographical and financial constraints. In some cases growth may be a catalyst for school improvement but we would ensure this expansion does not detract from the school plans and aspirations towards raising attainment and teaching quality.

Other issues that need to be taken into consideration involve the school's capacity to expand. This is not just centred on infrastructure such as hall space, playing fields or access but the management and staffing structuring of the school which would likely need to change.

Any new school that opens must be a free school. The Local Authority will seek proposals from the Department for Education (DfE) approved sponsors to run a new free school. This process is run by the LA who assesses submitted proposals and shares the results with the Secretary of State. Alternatively a potential sponsor may choose to submit a direct application to the DfE to open a free school, and the LA may or may not choose to support that application (as a consultee) depending on the level of need.

## **Actual and Projected Pupil Numbers by District Authorities**

The following graphs provide an illustration of actual and projected cohort sizes across Lincolnshire over a six year period. Graphs are provided for the Reception and Year 7 intakes.

Actual numbers for 2015 to 2017 are based on the January school census data for the relevant year of intake; midyear movement is not factored in.

2018 to 2021 figures are projections calculated using the pupil projection method as explained in this document. These figures are recalculated on an annual basis. The projections figures provided in the graphs were calculated in 2018 and are due to be update in the summer of 2019.

Due to the high number of planning areas in Lincolnshire, figures are provided at district authority level. In addition because of the rural nature of the county, some planning areas contain one school and projected figures in these cases can be deemed as commercially sensitive.

A map of the district authorities in Lincolnshire is provided on page 22 and the schools within each district is published in Appendix A.

### **District Authorities in Lincolnshire**

#### **Boston Borough (BBC)**

Boston Borough, also known as the Borough of Boston, is a local government district in Lincolnshire. It covers an area of 140.9 square miles (364.9 square km). It is bordered by three other district authorities and The Wash to the east. Boston, a market town with a small port, is the largest community located within the borough. ONS population estimates indicate there are 67,564 people resident in the district mid-2016.

#### **East Lindsey (ELDC)**

East Lindsey local government district covers an area of 681 square miles (1,765 square km). In 2016 ONS population estimates the district had a population of 138,443. Major settlements in East Lindsey include Louth, Alford, Spilsby, Mablethorpe, Skegness and Horncastle. Several of the planning areas within East Lindsey border the North Sea. East Lindsey is also the home to RAF Coningsby.

#### **Lincoln City (LCC)**

The urban local government district of Lincoln City covers an area of 13.78 square miles (35.69 square km). Mid-2016 ONS population estimates that the district has 97,795 living within the area. Lincoln City is the smallest district within the county and is situated between West Lindsey to the north and North Kesteven to the south.

### **North Kesteven (NKDC)**

North Kesteven local government district is located in the centre of the county with Nottinghamshire bordering to the west. It covers an area of 356 square miles (920 square km) which is mainly classified as green space. It has an estimated population of 113,297 based on mid-2016 ONS population data. North Kesteven is home to the towns of Sleaford and North Hykeham, as well as several large villages. Additionally the RAF bases of Cranwell, Waddington and Digby are located in the district.

### **South Holland (SHDC)**

South Holland is predominately rural district located at the south of the county; it covers an area of 310 square miles (803 square km). The Wash and the county of Norfolk border the district to the east, and the county of Cambridgeshire and Peterborough unitary authority to the south. The Lincolnshire districts of Boston Borough, North Kesteven and South Kesteven border the district to the north and west. Mid-2016 ONS population figures estimates a population of 92,387. South Holland is home to the towns of Spalding, Holbeach and Crowland.

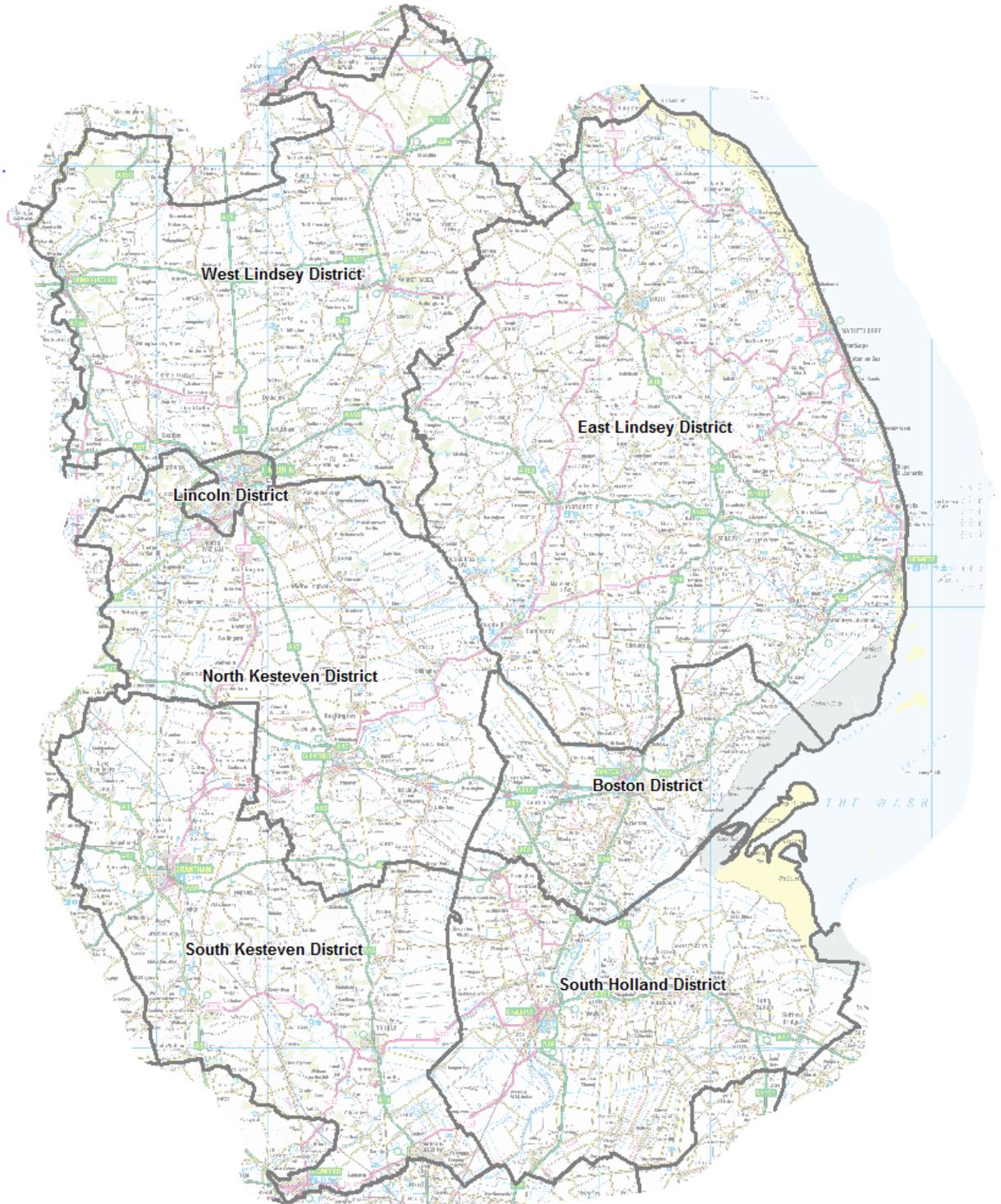
### **South Kesteven (SKDC)**

South Kesteven local government district covers the towns of Grantham, Stamford, Bourne and Market Deeping. Within Lincolnshire it borders North Kesteven and South Holland. The west and south of the district borders Nottinghamshire, Leicestershire, Rutland, Northamptonshire and the unitary authority of Peterborough. The district covers an area of 363.9 square miles (942.6 square km) with an estimated population of 140,193 based on ONS mid-2016 population estimates.

### **West Lindsey (WLDC)**

The local government district of West Lindsey is a rural district with several large towns and villages, it covers Gainsborough, Market Rasen, Cherry Willingham, Welton and Caistor and it is also the home to RAF Scampton. Mid-2016 ONS population estimates state there are approximately 93,734 residents within the district. Nottinghamshire borders West Lindsey to the west, and North Lincolnshire and North East Lincolnshire to the north. East Lindsey borders the east of the district and North Kesteven and Lincoln City to the south.

**Map of Lincolnshire District Authorities:**



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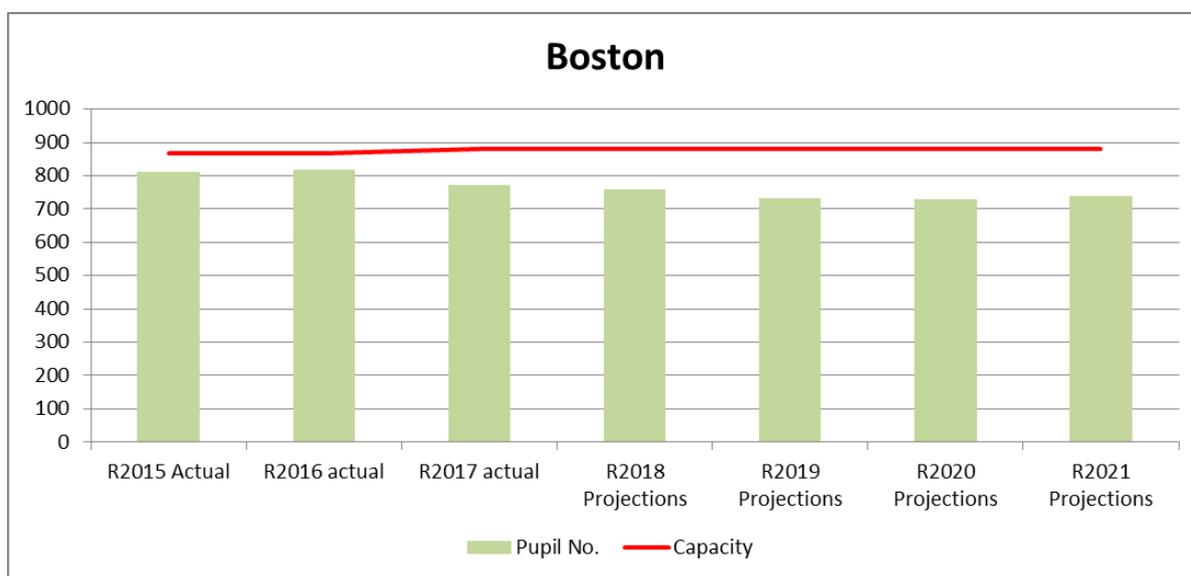
## Actual and Projected Reception Numbers by District Authority

'Actual' figures provided are based on October school census data for the relevant year of intake.

Current projections for some districts indicate that there may be a shortage of school places if additional capacity is not created. The Local Authority are working with providers and considering proposals to add capacity in areas of need. Permanent or temporary expansions, along with working with schools/academies to over-offer where possible, will ensure that the LA continue to meet local need through strategic planning and effective use of all available resources to provide sufficient school places. Capacity created by any future projects has not been factored into the available capacity shown in these graphs.

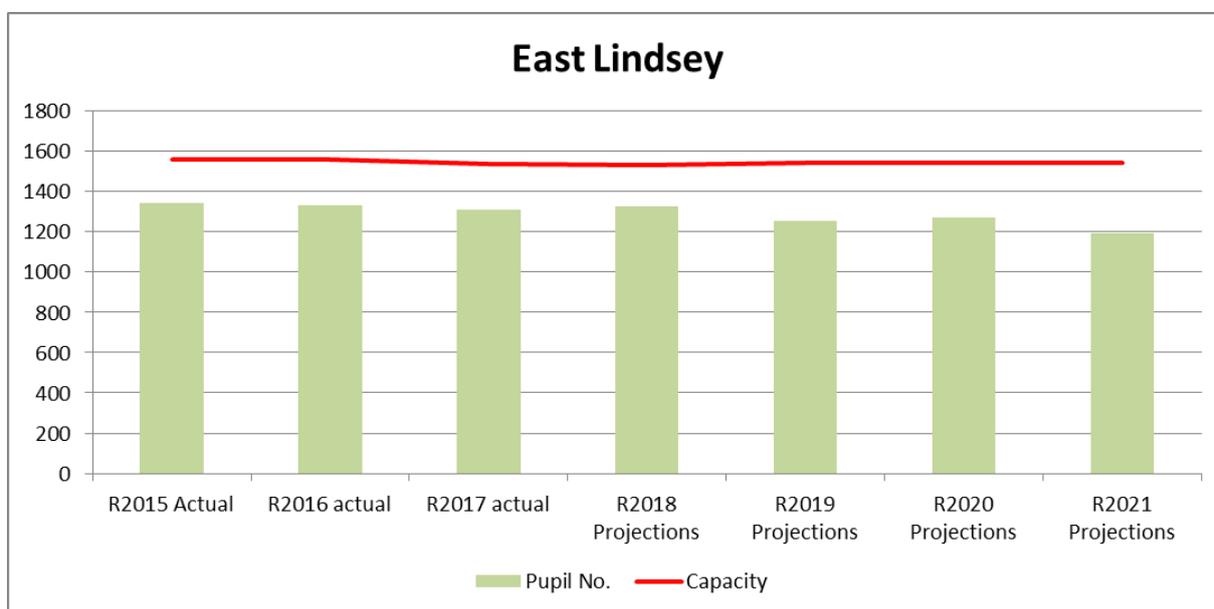
### Boston Borough

#### Actual and Projected Reception Numbers, including Capacity



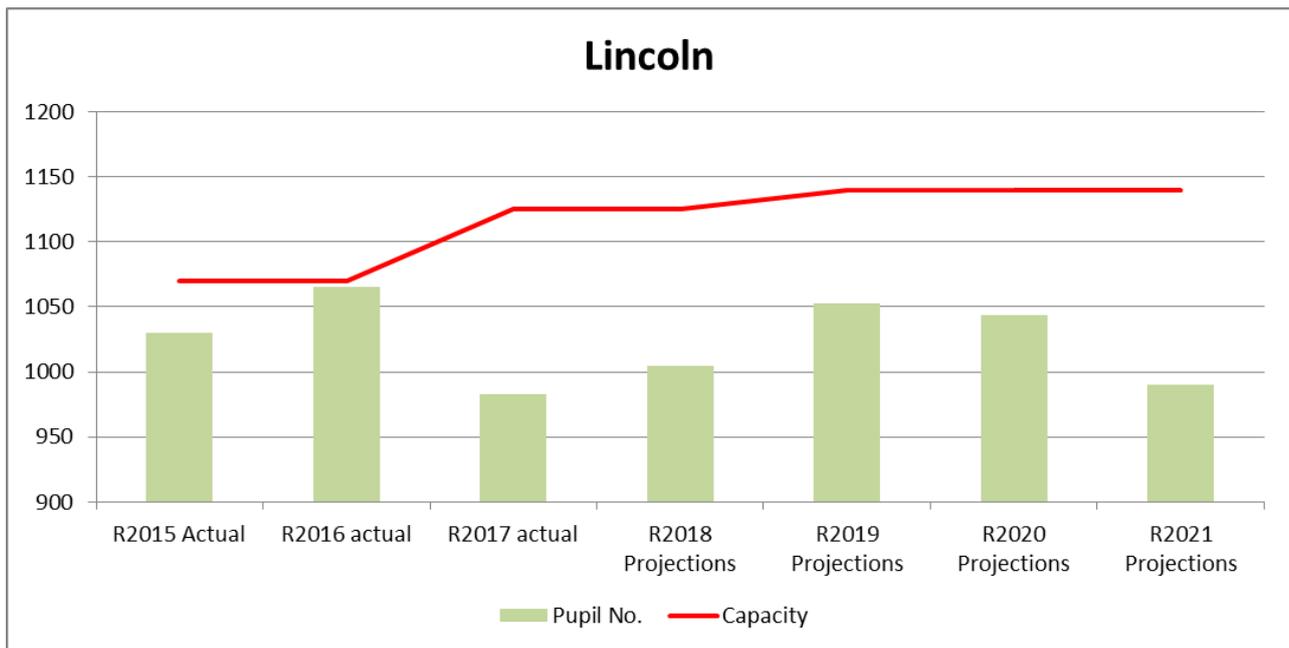
### East Lindsey

#### Actual and Projected Reception Numbers, including Capacity



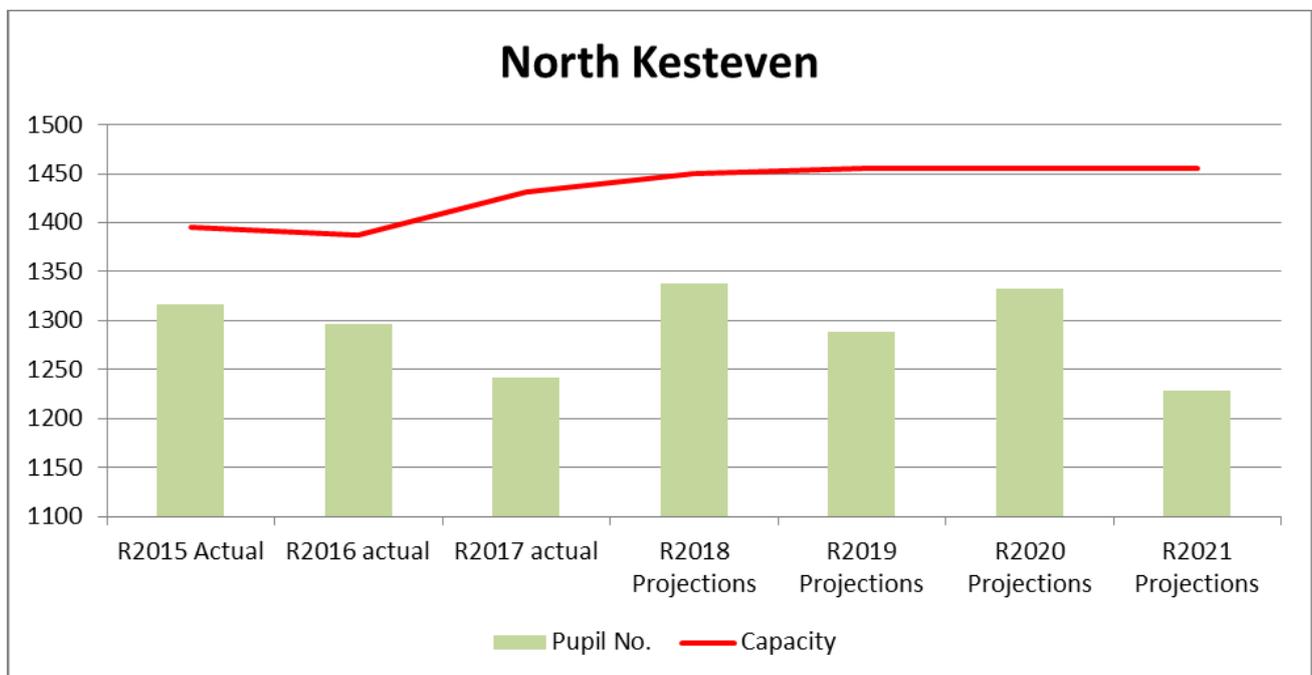
## Lincoln City

### Actual and Projected Reception Numbers, including Capacity



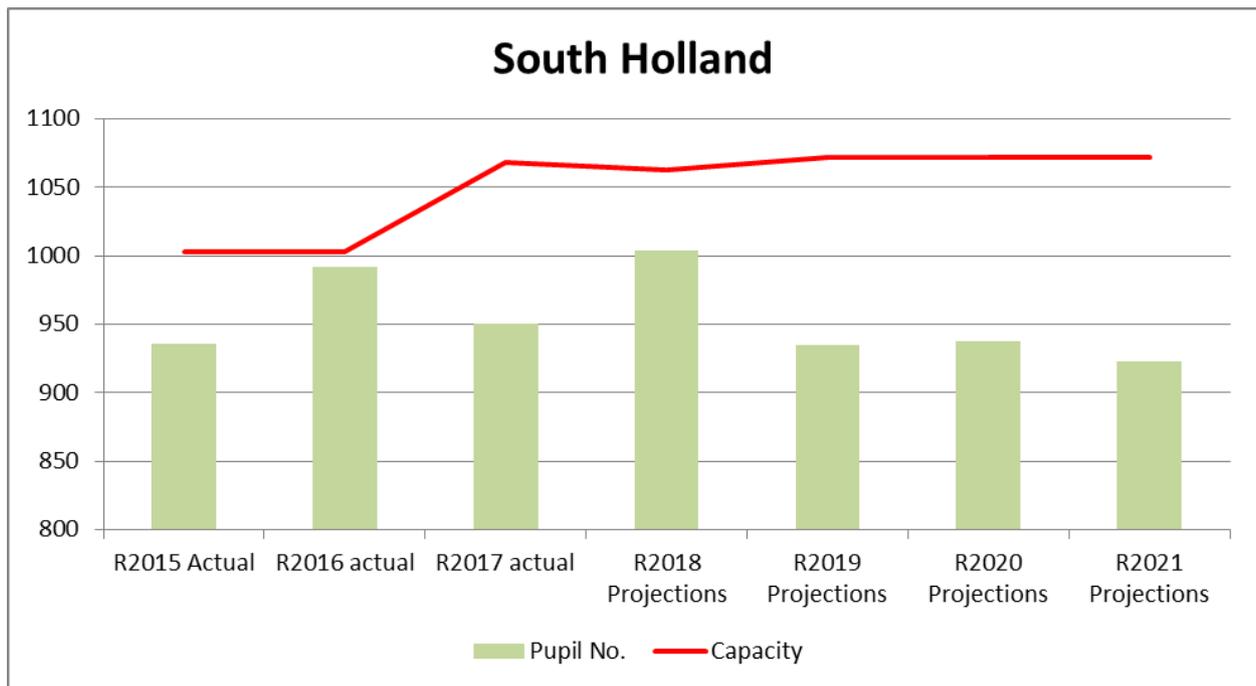
## North Kesteven

### Actual and Projected Reception Numbers, including Capacity



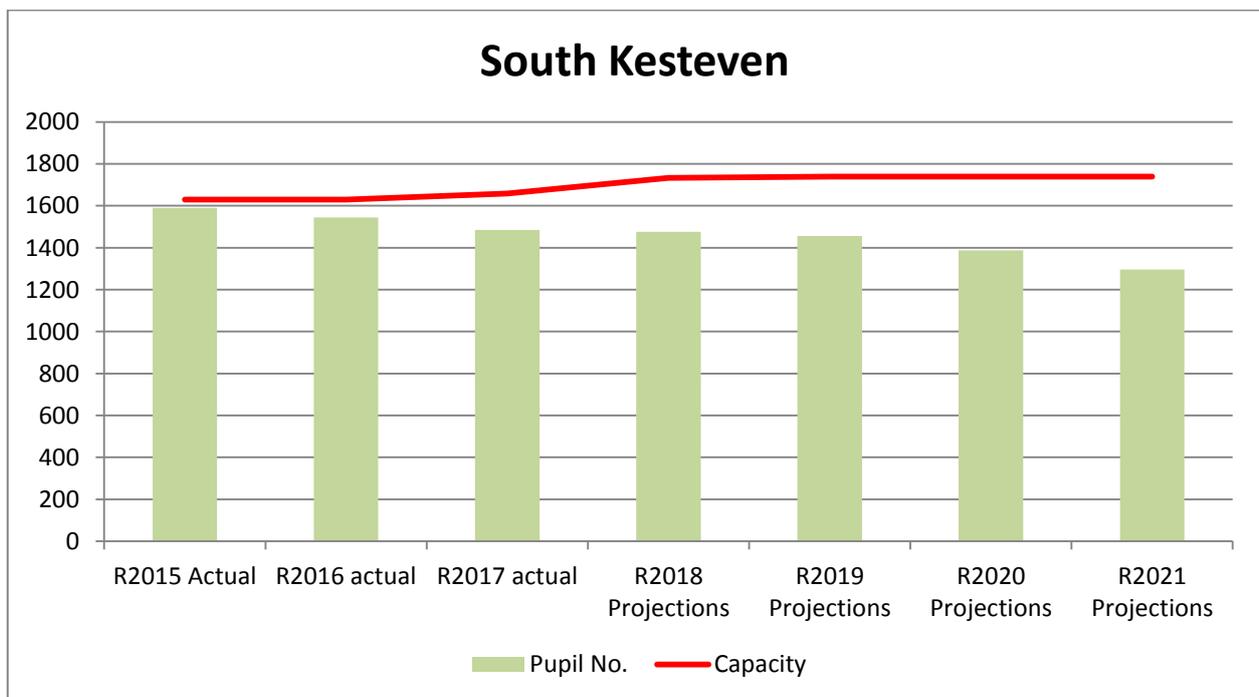
## South Holland

### Actual and Projected Reception Numbers, including Capacity



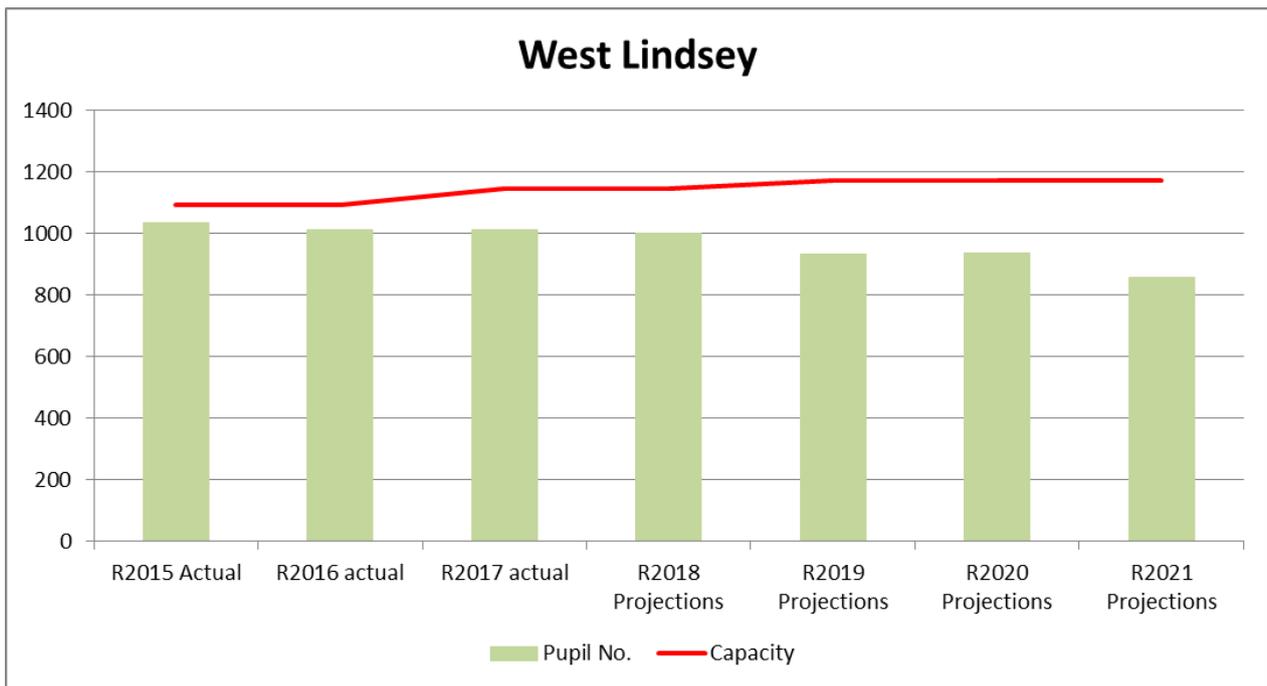
## South Kesteven

### Actual and Projected Reception Numbers, including Capacity



## West Lindsey

### Actual and Projected Reception Numbers, including Capacity



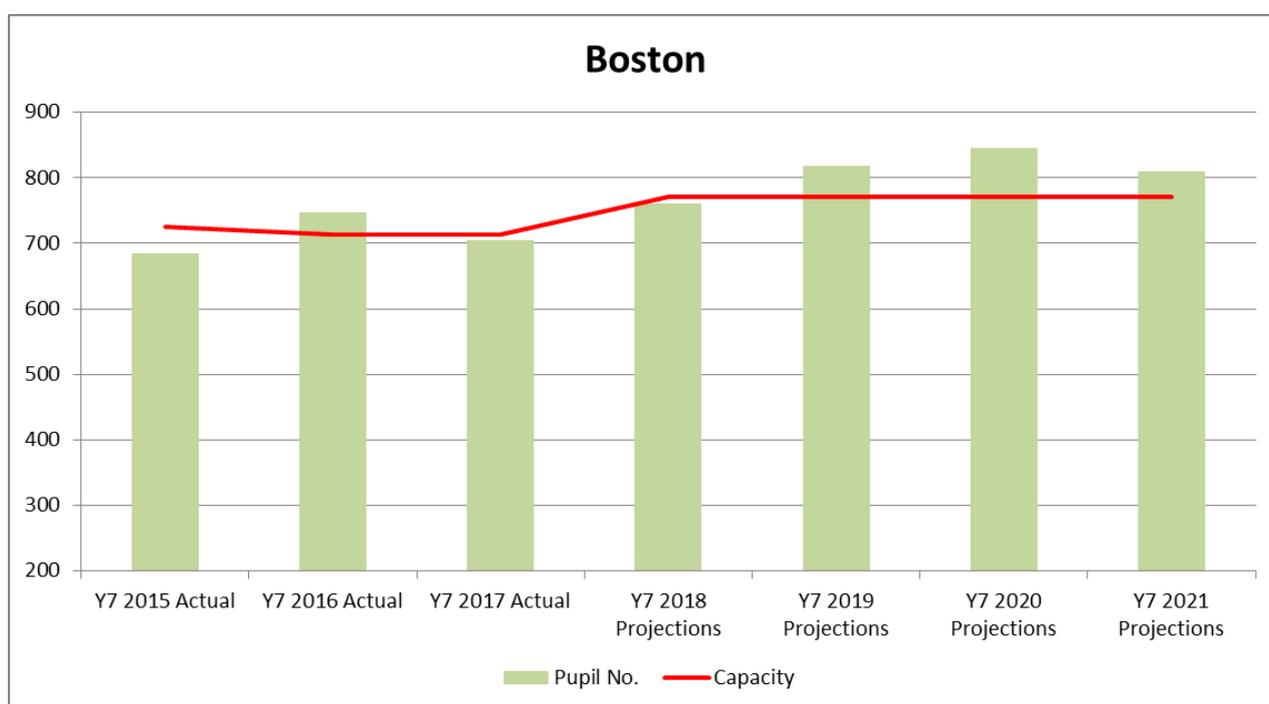
## Actual and Projected Year 7 Numbers by District Authority

'Actual' figures provided are based on October school census data for the relevant year of intake.

Current projections for some districts indicate that there may be a shortage of school places if additional capacity is not created. The Local Authority are working with providers and considering proposals to add capacity in areas of need. Permanent or temporary expansions, along with working with schools/academies to over-offer where possible, will ensure that the LA continue to meet local need through strategic planning and effective use of all available resources to provide sufficient school places. Capacity created by any future projects has not been factored into the available capacity shown in these graphs.

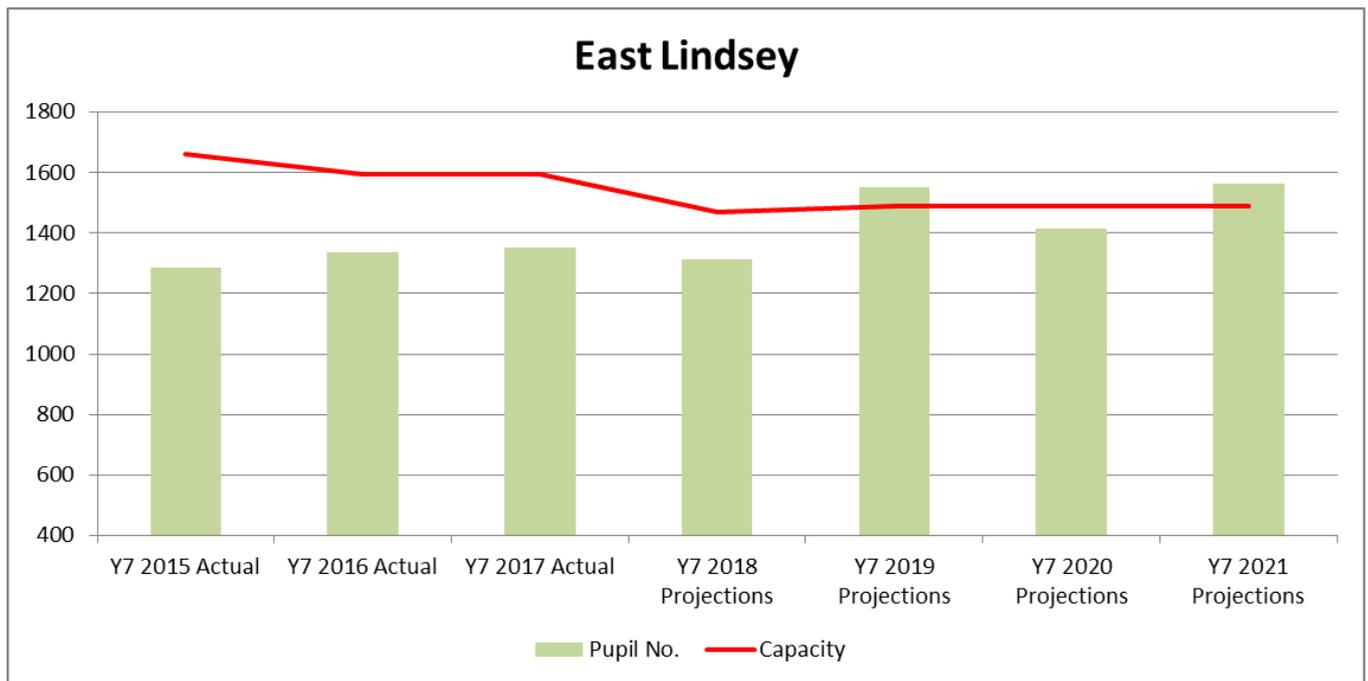
### Boston Borough

#### Actual and Projected Year 7 Numbers, including Capacity



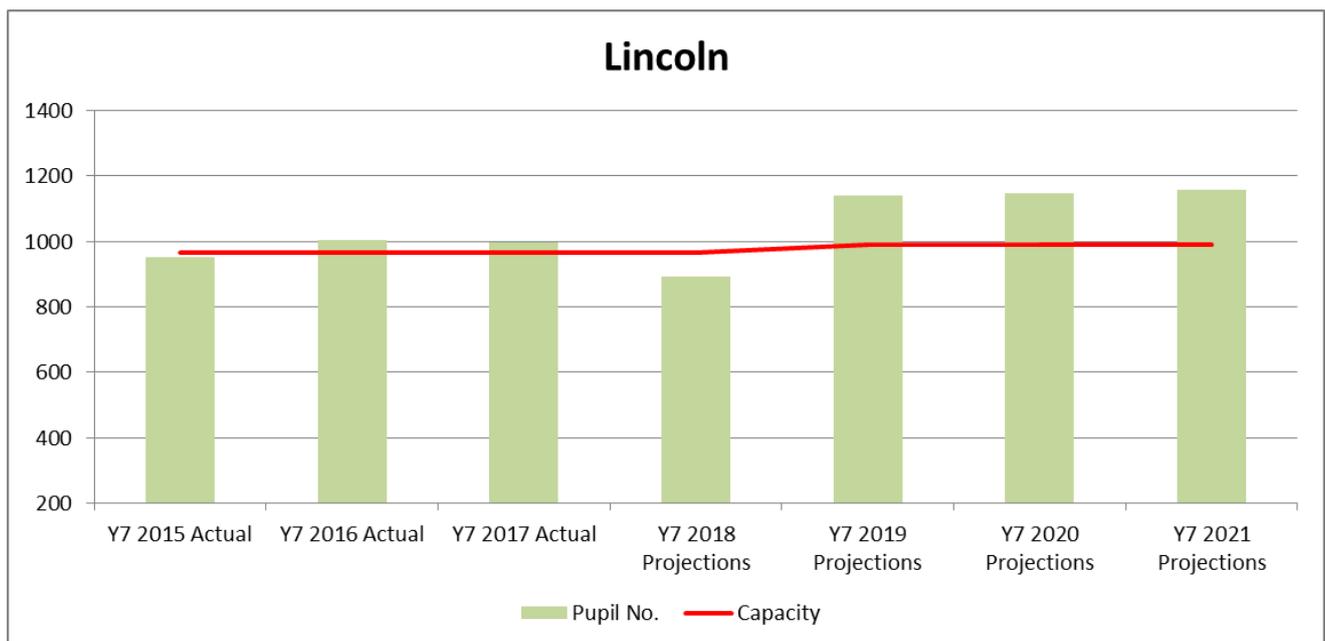
## East Lindsey

### Actual and Projected Year 7 Numbers, including Capacity



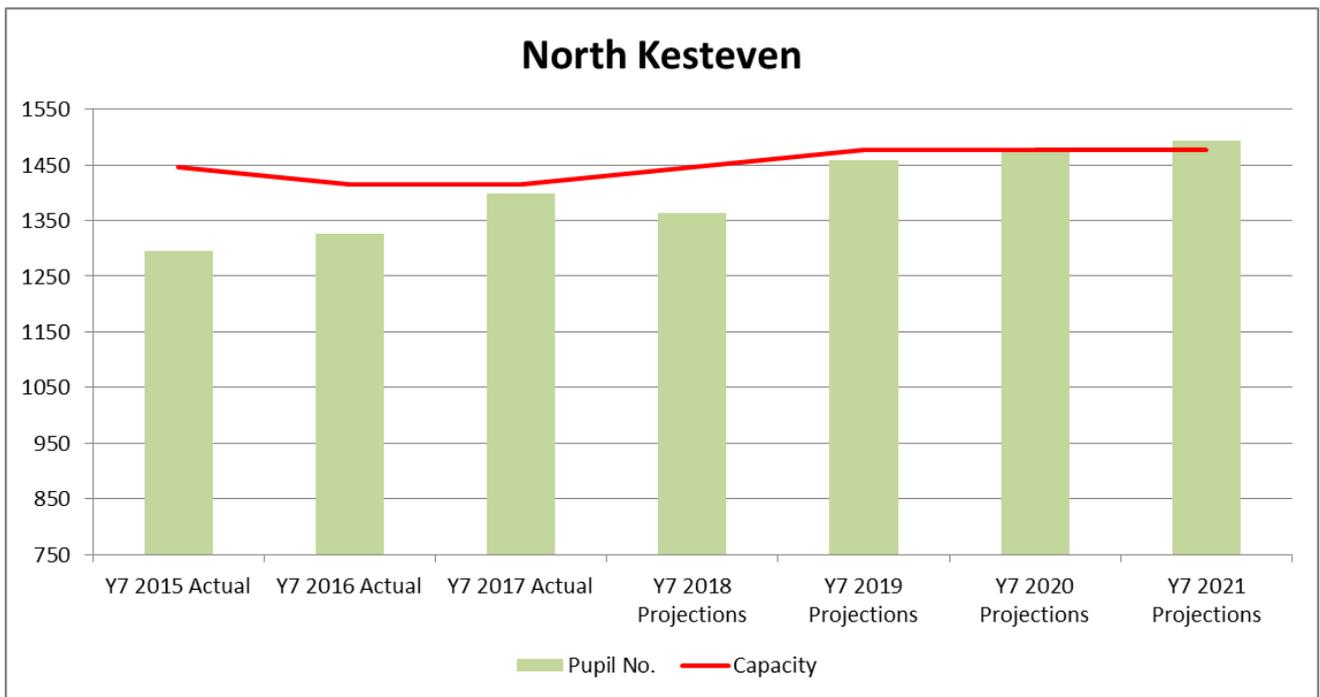
## Lincoln City

### Actual and Projected Year 7 Numbers, including Capacity



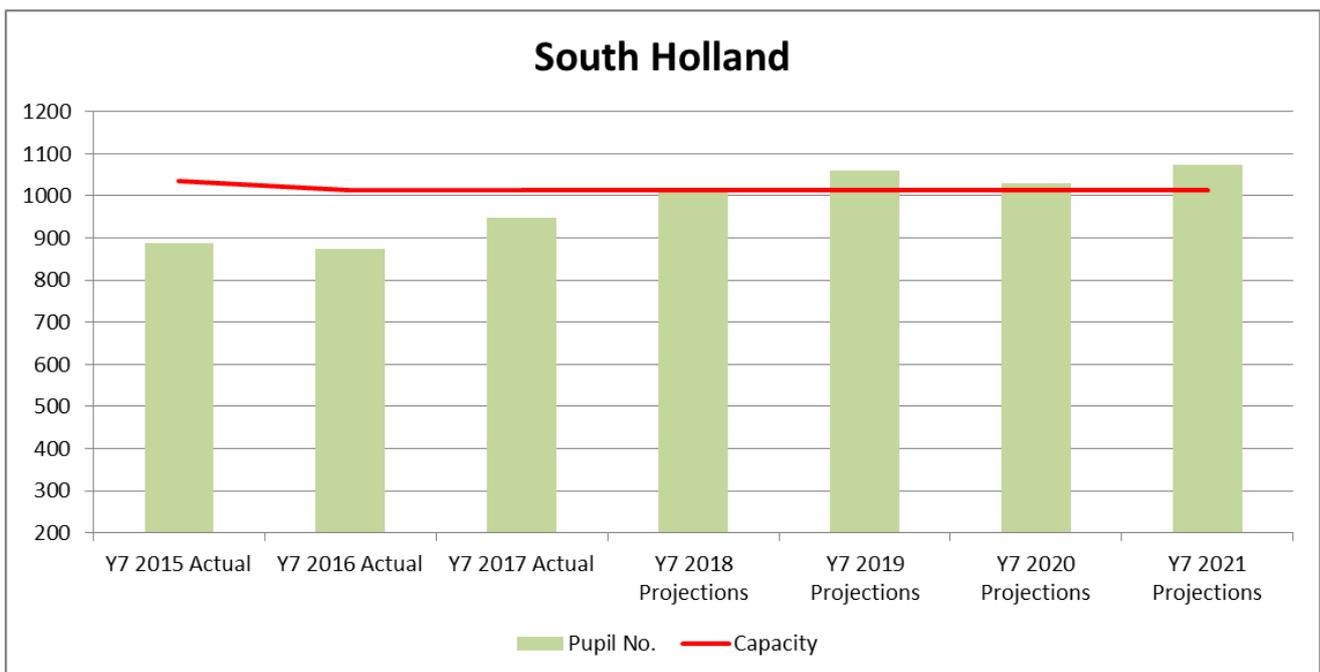
## North Kesteven

### Actual and Projected Year 7 Numbers, including Capacity



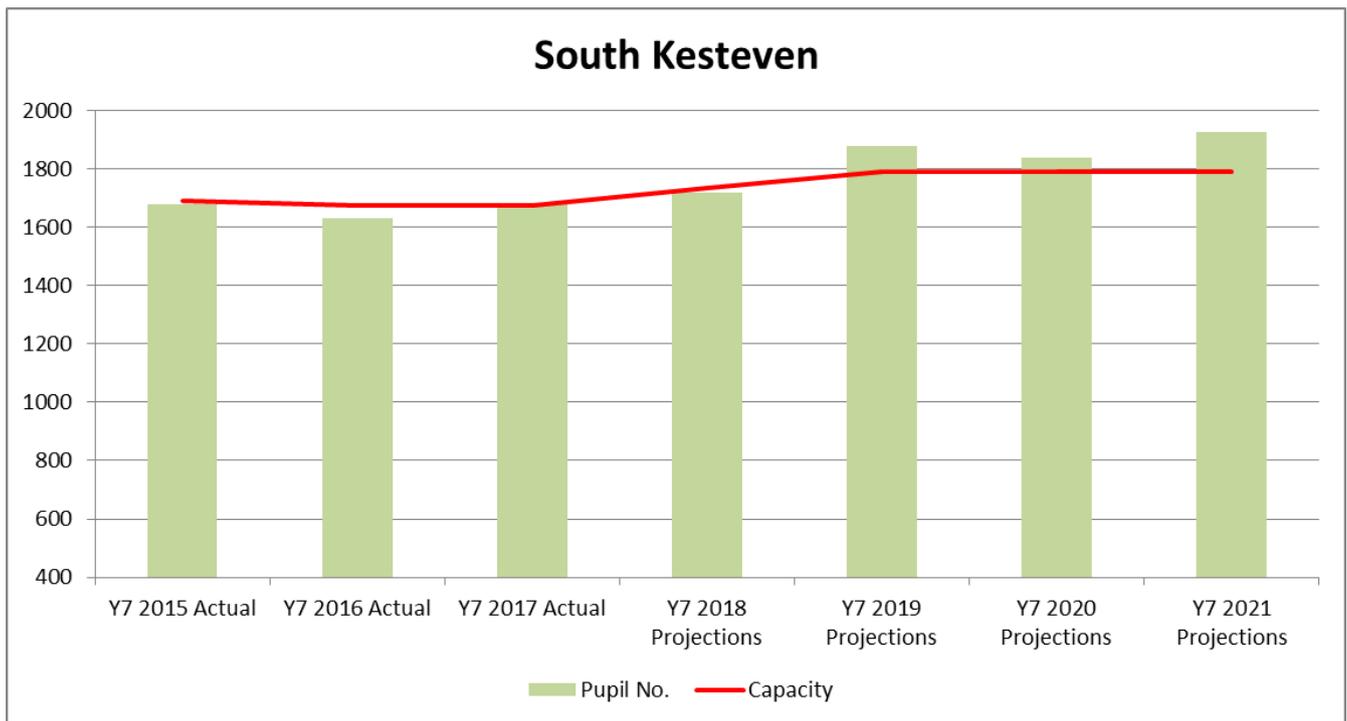
## South Holland

### Actual and Projected Year 7 Numbers, including Capacity



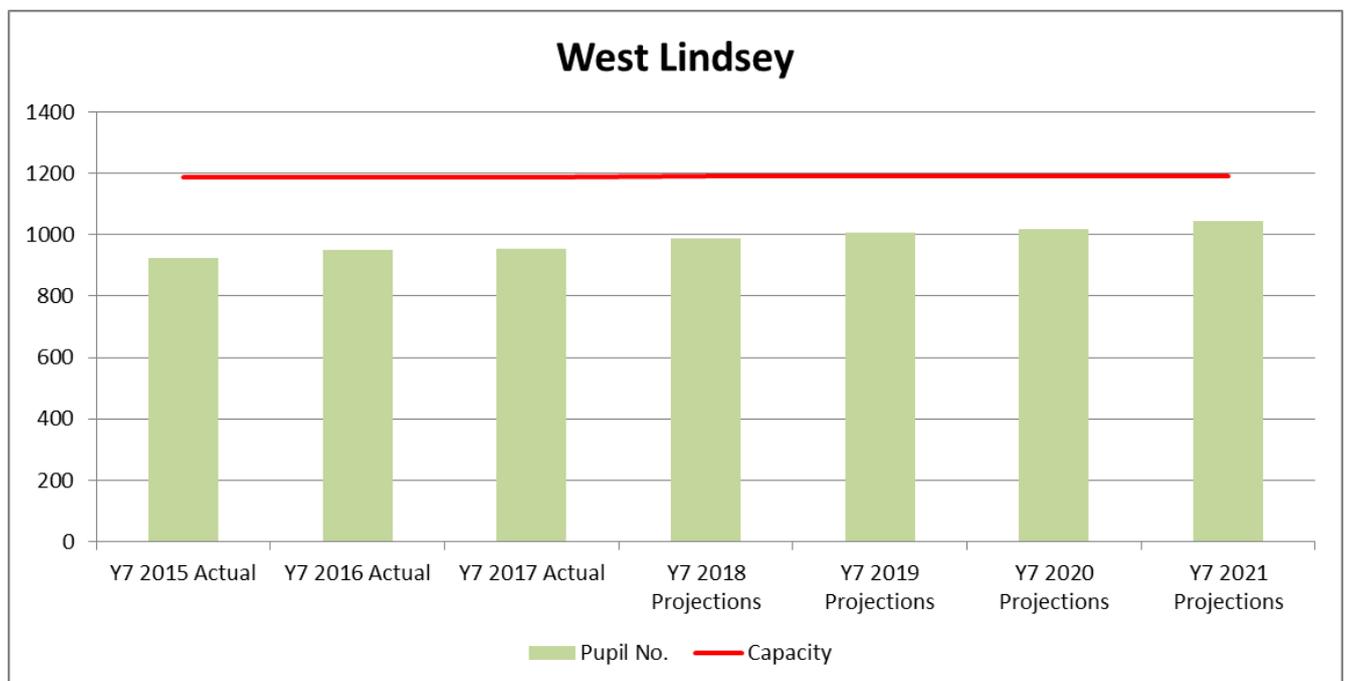
## South Kesteven

### Actual and Projected Year 7 Numbers, including Capacity



## West Lindsey

### Actual and Projected Year 7 Numbers, including Capacity



## **Glossary**

### **Academy**

Academies are publicly funded independent schools that receive money direct from government. They are run by an academy trust and some academies will involve sponsors from businesses, universities, other schools, faith or voluntary groups. A maintained school can apply to the Secretary of State to convert to an academy.

### **Admission Arrangements**

The overall procedure, practices and oversubscription criteria used in deciding the allocation of school places including any device or means used to determine whether a school place is to be offered.

### **Admission Authority**

The admission authority is the body responsible for setting and applying a school's admission arrangements. For community or voluntary controlled schools, this body is the local authority unless it has agreed to delegate responsibility to the governing body. For foundation or voluntary aided schools, this body is the governing body of the school. For academies and free schools, this body is the trust.

### **All-through School**

All-through schools teaches primary and secondary pupils within the same establishment, they may also have a nursery and/or sixth form.

### **Basic Need Funding**

Basic Need Funding is money the Department for Education (DfE) give to local authorities each year to help them fulfil their duty to make sure there are enough school places in their local area.

### **Brexit**

Brexit is term for the withdrawal of the United Kingdom from the European Union.

### **Bulge Year**

A bulge year or bulge is a term used to describe when a school has admitted pupils over its published admission number (PAN) at the request of the Local Authority.

### **Census**

Every ten years the Office of National Statistics (ONS) conducts a national census across the UK. A census provides a detailed snapshot of the population and its characteristic, and underpins funding allocation to provide public services. The last census date was 2011. *For school census data collection, please see 'School Census'.*

### **Department for Education (DfE)**

The DfE is responsible for children's services and education, including school admissions and school organisation and planning.

### **Education and Skills Funding Agency (ESFA)**

The Education and Skills Funding Agency is the part of the DfE responsible for the operation of the education capital and revenue funding system. This includes the direct funding of Academies and Free Schools and all 16–19 provision in maintained schools, further education colleges, sixth form colleges and independent provision.

### **Education, Health and Care Plan (EHC Plans)**

An Education, Health and Care Plan (EHC Plan) is for children and young people aged up to 25 who need more support than is available through special educational needs supports. EHC Plans identify educational, health and social needs and set out the additional support to meet those needs.

### **Free School**

Free Schools are publicly funded independent schools that receive money straight from the government. They are run on a not-for-profit basis and can be set up by groups such as charities, universities, independent schools, community and faith groups, teachers, parents and businesses.

### **Governing Body**

Governing bodies are corporately responsible for conducting schools with a view to promoting the highest standards of educational achievement.

### **Grammar School**

A 'grammar school' is defined by School Standards and Framework Act 1998 as a school which selects all (or substantially all) of its pupils on the basis of academic ability. In Lincolnshire, for the year of entry, children usually sit a verbal and a non-verbal reasoning test.

### **Independent School**

Independent schools are fee-paying private schools and are funded through their own means. They are independent of many of the regulations and conditions that apply to state funded schools. Some older independent schools are known as public schools. Preparatory schools (prep schools) are independent schools that educate younger children.

### **Independent Schools Council (ISC)**

ISC is an organisation that acts on behalf of its members. It brings together seven associations of independent schools, their heads, bursars and governors, representing over 1,200 independent schools in the UK and overseas. The ISC provide research and intelligence about the independent sector, and legal and regulatory information.

### **Intake**

Intake refers to the main co-ordinated year of intake for a school. For infant and primary schools this is the reception year group. For junior schools, this refers to year 3. For secondary schools this relates to year 7. For all-through schools the main year of intake is reception. In Lincolnshire, if there are any remaining places available for the future year 7 cohort at an all-through school, these places are allocated as part of the co-ordinated year 7 intake. University Technical College (UTC) admit children from year 10.

### **Maintained School**

A maintained school is funded and support by the Local Authority (LA). These include foundation schools, community schools, voluntary controlled schools and voluntary aided schools. Some special schools and nurseries are also maintained.

### **National Offer Day**

The day each year on which Local Authorities in England are required to send school place offers for the co-ordinated years of entry e.g. Reception, Year 3 and Year 7.

### **Office of National Statistics (ONS)**

The ONS is UK's largest independent producer of official statistics and the recognised statistical institute of the UK.

### **Ofsted**

Ofsted is the 'Office for Standards in Education, Children's Services and Skills'. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.

### **Parental Preference**

A maximum of three preferences can be stated on a Lincolnshire application. Although preference can be expressed, there is no guarantee that a place will be offered at a preferred school.

### **Published Admission Number (PAN)**

A PAN is the admission limit an admission authority sets which states the official number of places a school can offer in the relevant year. For the year of entry, if there are sufficient applications, a school must admit up to this limit. If there are fewer applications than places a school will not reach this limit. A school is able to offer places over its PAN. A grammar school is not required to offer up to PAN if there is an insufficient number of pupils who have met the minimum standard in the entrance tests.

### **Pupil Referral Unit (PRU)**

PRUs are a type of alternative provision which provide education for children who are unable to attend a mainstream school.

### **School Census**

The school census is a statutory data collection for all maintained and non-maintained schools in England. The school census collects information about individual pupils, such as ethnicity, attendance, special educational needs. In addition it collects information about the schools, such as their education provision. There are three collections per year, in January, May and October. *For the national census, please refer to 'Census'.*

### **Section 106 (S106)**

Under the Town and Country Planning Act 1990 (as amended) S106 agreements are legal agreements between Local Authorities and developers which are linked to planning permissions. They are drafted when it is considered the development will have significant impact on the local area, such as Education, which can't be moderated by a condition attached to the planning decision. Under S106 contributions can be sought from developers towards the costs of providing education.

### **Special Educational Needs (SEND)**

SEND is an acronym used to refer to children or young people where it has been identified they have needs or a disability that affects their ability to learn. Some children may be eligible for SEND support or an Education, Health and Care Plan (EHCP). From September 2014 EHCPs are replacing Learning Difficulty Assessment (LDA) and Statements of Special Educational Needs.

### **Special Schools**

Special schools cater for children and young people with a high level of special educational needs or disabilities. Children who attend special schools usually have an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs.

**Statement of Special Educational Needs (Statement)**

Education, Health and Care Plans (EHC Plan) replaced Statements of Special Educational Needs and Section 139 Learning Difficulty Assessments (LDA) on 1 September 2014. Children and young people with a Statement will move to an Education, Health and Care Plan (EHC Plan) by September 2018.

**University Technical College (UTC)**

UTCs are secondary schools for 14-19 year olds, which are backed by employers and a local university. They deliver education that combines technical, practical and academic learning, focusing on science, technology, engineering and maths.

## Appendix A

### Primary Planning Areas

DfE No.	School Name	Planning Area	District
9252142	Alford Primary School	Alford	ELDC
9253151	Willoughby St Helena's C of E Primary School	Alford	ELDC
9253001	Ancaster C of E Primary School	Ancaster	SKDC
9255222	Barkston and Syston C of E Primary School	Ancaster	SKDC
9253154	Bardney C of E and Methodist Primary School	Bardney	WLDC
9252146	Bucknall Primary School	Bardney	ELDC
9252003	Billingborough Primary School	Billingborough	SKDC
9253317	Horbling Brown's C of E Primary School	Billingborough	SKDC
9253322	Pointon St Gilbert of Sempringham C of E Primary School	Billingborough	SKDC
9253007	Billinghay C of E Primary School	Billinghay	NKDC
9253041	Martin Mrs Mary King's C of E (Controlled) Primary School	Billinghay	NKDC
9252050	Walcott Primary School	Billinghay	NKDC
9253116	Binbrook C of E Primary School	Binbrook	ELDC
9252197	Tealby School	Binbrook	WLDC
9252245	Lincoln Birchwood Junior School	Birchwood	LCC
9252246	Lincoln Leslie Manser Primary School	Birchwood	LCC
9253346	Lincoln Saint Hugh's Catholic Primary Voluntary Academy	Birchwood	LCC
9255219	Lincoln The Lancaster School	Birchwood	LCC
9252135	Lincoln Woodlands Infant and Nursery School	Birchwood	LCC
9252113	Boston Hawthorn Tree School	Boston East	BBC
9252237	Boston Park Academy	Boston East	BBC
9253342	Boston Saint Mary's R.C. Primary School	Boston East	BBC
9253162	Boston St Nicholas C of E Primary School	Boston East	BBC
9255221	Boston Tower Road Academy	Boston East	BBC
9255216	Butterwick Pinchbeck's Endowed C of E Primary School	Boston East	BBC
9252007	Fishtoft Academy	Boston East	BBC
9252234	Boston Carlton Road Academy	Boston West	BBC
9252010	Boston Pioneers Academy	Boston West	BBC
9253085	Boston Saint Thomas' C of E Primary School	Boston West	BBC
9252239	Boston Staniland Academy	Boston West	BBC
9252116	Boston West Academy	Boston West	BBC
9255214	Wyberton Primary School	Boston West	BBC
9253510	Bourne Abbey C of E Primary Academy	Bourne	SKDC
9252016	Bourne Elsea Park C of E Primary Academy	Bourne	SKDC
9252072	Bourne Westfield Primary Academy	Bourne	SKDC
9253022	Edenham C of E School	Bourne	SKDC
9253044	Morton C of E (Controlled) Primary School	Bourne	SKDC
9252046	Thurlby Community Primary School	Bourne	SKDC
9253156	Caistor C of E and Methodist Primary School	Caistor	WLDC
9252178	Nettleton Community Primary School	Caistor	WLDC
9255210	Chapel St Leonards Primary School	Chapel	ELDC
9252161	Hogsthorpe Primary Academy	Chapel	ELDC
9252004	Ingoldmells Academy	Chapel	ELDC

DfE No.	School Name	Planning Area	District
9252241	Cherry Willingham Primary School	Cherry	WLDC
9253122	Fiskerton C of E Primary School	Cherry	WLDC
9253136	Reepham C of E Primary School	Cherry	WLDC
9252243	Bythams Primary School	Corby Glen	SKDC
9253079	Colsterworth C of E Primary School	Corby Glen	SKDC
9252013	Corby Glen Community Primary School	Corby Glen	SKDC
9252042	South Witham Academy	Corby Glen	SKDC
9255207	Cranwell Primary School	Cranwell	NKDC
9252084	Crowland South View Community Primary School	Crowland	SHDC
9252085	Deeping St Nicholas Primary School	Deeping St Nicholas	SHDC
9253005	Baston C of E Primary School	Deepings	SKDC
9252062	Deeping St James Community Primary School	Deepings	SKDC
9252232	Deeping St James Linchfield Community Primary School	Deepings	SKDC
9252028	Langtoft Primary School	Deepings	SKDC
9252065	Market Deeping Community Primary School	Deepings	SKDC
9255228	Market Deeping William Hildyard C of E Primary & Nursery School	Deepings	SKDC
9253018	Digby C of E School	Digby	NKDC
9252017	Digby The Tedder Primary School	Digby	NKDC
9253098	Donington Cowley Endowed Primary School	Donington	SHDC
9253093	Quadring Cowley and Brown's Primary School	Donington	SHDC
9253102	Swineshead St Mary's C of E Primary School	Donington	BBC
9252019	Eagle Community Primary School	Eagle	NKDC
9252033	North Scarle Primary School	Eagle	NKDC
9252151	Faldingworth Community Primary School	Faldingworth	WLDC
9252169	Legsby Primary School	Faldingworth	WLDC
9252152	Frithville Primary School	Frithville	ELDC
9252157	Gipsey Bridge Academy	Frithville	ELDC
9252180	New York Primary School	Frithville	ELDC
9253170	Sibsey Free Primary School	Frithville	ELDC
9253120	Corringham C of E (Voluntary Controlled) Primary School	Gainsborough North	WLDC
9252018	Gainsborough Castle Wood Academy	Gainsborough North	WLDC
9252008	Gainsborough Mercer's Wood Academy	Gainsborough North	WLDC
9253354	Gainsborough Parish C of E Primary School	Gainsborough North	WLDC
9252177	Morton Trentside Primary School	Gainsborough North	WLDC
9252247	Gainsborough Benjamin Adlard Primary School	Gainsborough South	WLDC
9252214	Gainsborough Charles Baines Community Primary School	Gainsborough South	WLDC
9252208	Gainsborough Hillcrest Early Years Academy	Gainsborough South	WLDC
9253169	Gainsborough St George's CE Community Primary School	Gainsborough South	WLDC
9252207	Gainsborough White's Wood Academy	Gainsborough South	WLDC
9253361	Lea Frances Olive Anderson C of E Primary School	Gainsborough South	WLDC
9253088	Gedney Hill C of E (Controlled) Primary School	Gedney Hill	SHDC
9252107	Shepeau Stow Primary School	Gedney Hill	SHDC
9252043	Gosberton Academy	Gosberton	SHDC
9252091	Gosberton Clough and Risegate Community Primary School	Gosberton	SHDC
9252102	Surfleet Primary School	Gosberton	SHDC
9253092	West Pinchbeck St Bartholomew's CE Primary School	Gosberton	SHDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9252070	Grantham Belmont Community Primary School	Grantham East	SKDC
9252054	Grantham Belton Lane Community Primary School	Grantham East	SKDC
9252055	Grantham Cliffedale Primary School	Grantham East	SKDC
9253310	Grantham Harrowby C of E Infant School	Grantham East	SKDC
9253311	Grantham Little Gonerby C of E Infant School	Grantham East	SKDC
9253026	Grantham St Anne's C of E Primary School	Grantham East	SKDC
9253330	Grantham St Mary's Catholic Primary School	Grantham East	SKDC
9253308	Grantham The National C of E Junior School	Grantham East	SKDC
9253004	Barrowby C of E Primary School	Grantham West	SKDC
9253029	Grantham Gonerby Hill Foot C of E Primary School	Grantham West	SKDC
9252020	Grantham Huntingtower Community Primary Academy	Grantham West	SKDC
9252048	Grantham Poplar Farm School	Grantham West	SKDC
9252024	Grantham The Isaac Newton Primary School	Grantham West	SKDC
9253027	Grantham The West Grantham Academy St John's	Grantham West	SKDC
9253313	Great Gonerby St Sebastian's C of E Primary School	Grantham West	SKDC
9253017	Denton C of E School	Harlaxton	SKDC
9253314	Great Ponton C of E School	Harlaxton	SKDC
9253031	Harlaxton C of E Primary School	Harlaxton	SKDC
9253033	Heckington St Andrew's C of E Primary School	Heckington	NKDC
9252025	Helpringham Primary School	Heckington	NKDC
9253009	Branston C of E Infant School	Heighington	NKDC
9252074	Branston Junior Academy	Heighington	NKDC
9252075	Heighington Millfield Primary Academy	Heighington	NKDC
9255212	Washingborough Academy	Heighington	NKDC
9252210	Hemswell Cliff Primary School	Hemswell	WLDC
9252203	Waddingham Primary School	Hemswell	WLDC
9252205	Willoughton Primary School	Hemswell	WLDC
9252092	Holbeach Bank Primary School	Holbeach	SHDC
9252093	Holbeach Primary Academy	Holbeach	SHDC
9253167	Holbeach William Stukeley C of E VA Primary School	Holbeach	SHDC
9252097	Moulton The John Harrox Primary School	Holbeach	SHDC
9252023	Weston St Mary C of E Primary School	Holbeach	SHDC
9253097	Whaplode C of E Primary School	Holbeach	SHDC
9252089	Gedney Drove End School	Holbeach St Marks	SHDC
9253089	Holbeach St Mark's C of E Primary School	Holbeach St Marks	SHDC
9252153	Fulstow Community Primary School	Holton le Clay	ELDC
9252162	Holton-le-Clay Infants' School	Holton le Clay	ELDC
9252229	Holton-le-Clay Junior School	Holton le Clay	ELDC
9252183	North Thoresby Primary Academy	Holton le Clay	ELDC
9252199	Tetney Primary School	Holton le Clay	ELDC
9252202	Utterby Primary Academy	Holton le Clay	ELDC
9252244	Horncastle Community Primary School	Horncastle	ELDC
9252137	Lincoln Manor Leas Infant School	Hykeham	LCC
9252136	Lincoln Manor Leas Junior Academy	Hykeham	LCC
9253047	North Hykeham All Saints C of E Primary School	Hykeham	NKDC
9252057	North Hykeham Fosse Way Academy	Hykeham	NKDC
9252064	North Hykeham Ling Moor Academy	Hykeham	NKDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9252036	North Hykeham Manor Farm Academy	Hykeham	NKDC
9252039	South Hykeham Community Primary School	Hykeham	NKDC
9252168	Keelby Primary Academy	Keelby	WLDC
9253123	Grasby All Saints C of E Primary School	Kelsey	WLDC
9252182	Kelsey Primary School	Kelsey	WLDC
9253359	Kirkby-on-Bain C of E Primary School	Kirkby on Bain	ELDC
9253130	Mareham-le-Fen C of E Primary School	Kirkby on Bain	ELDC
9255208	Woodhall Spa St Andrew's C of E Primary School	Kirkby on Bain	ELDC
9252094	Kirton Primary School	Kirton	BBC
9253103	Sutterton Fourfields C of E School	Kirton	BBC
9253163	Brant Broughton C of E and Methodist Primary School	Leadenham	NKDC
9252012	Caythorpe Primary School	Leadenham	SKDC
9253319	Leadenham C of E Primary School	Leadenham	NKDC
9253071	Welbourn C of E Primary School	Leadenham	NKDC
9253505	Lincoln Bishop King C of E Community Primary School	Lincoln Central	LCC
9252122	Lincoln Bracebridge Infant and Nursery School	Lincoln Central	LCC
9252124	Lincoln Monks Abbey Primary School	Lincoln Central	LCC
9253111	Lincoln St Peter at Gowts C of E Primary School	Lincoln Central	LCC
9252120	Lincoln The Sir Francis Hill Community Primary School	Lincoln Central	LCC
9252006	Lincoln Carlton Academy	Lincoln North	LCC
9253508	Lincoln Ermine Primary Academy	Lincoln North	LCC
9253347	Lincoln Our Lady of Lincoln Catholic Primary School	Lincoln North	LCC
9252027	Lincoln St Giles Academy	Lincoln North	LCC
9253364	Nettleham C of E Voluntary Aided Junior School	Lincoln North	WLDC
9255223	Nettleham Infant School	Lincoln North	WLDC
9255220	Lincoln Hartsholme Academy	Lincoln South	LCC
9256905	Lincoln The Priory Witham Academy	Lincoln South	LCC
9255227	Lincoln Mount Street Academy	Lincoln West	LCC
9253107	Lincoln St Faith & St Martin C of E Junior School	Lincoln West	LCC
9253108	Lincoln St Faith's C of E Infant School	Lincoln West	LCC
9253105	Lincoln St Peter in Eastgate C of E (Controlled) Infants' School	Lincoln West	LCC
9255224	Lincoln Westgate Academy	Lincoln West	LCC
9253000	Allington with Sedgebrook C of E Primary School	Long Bennington	SKDC
9253078	Claypole C of E Primary School	Long Bennington	SKDC
9253040	Long Bennington C of E Academy	Long Bennington	SKDC
9253321	Marston Thorold's Charity C of E School	Long Bennington	SKDC
9252087	Fleet Wood Lane School	Long Sutton	SHDC
9252088	Gedney Church End Primary School	Long Sutton	SHDC
9252095	Long Sutton Primary School	Long Sutton	SHDC
9252105	Lutton St Nicholas Primary School	Long Sutton	SHDC
9252238	Sutton Bridge Westmere Community Primary School	Long Sutton	SHDC
9252104	Sutton St James Community Primary School	Long Sutton	SHDC
9253340	Tydd St Mary C of E Primary School	Long Sutton	SHDC
9255217	Grimoldby Primary School	Louth	ELDC
9253168	Legbourne East Wold C of E Primary School	Louth	ELDC
9252170	Louth Eastfield Infants' and Nursery School	Louth	ELDC
9252171	Louth Kidgate Primary Academy	Louth	ELDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9255206	Louth Lacey Gardens Junior School	Louth	ELDC
9253128	Louth St Michael's C of E Primary School	Louth	ELDC
9253134	North Cockerington C of E Primary School	Louth	ELDC
9253131	Market Rasen C of E Primary School	Market Rasen	WLDC
9252176	Middle Rasen Primary School	Market Rasen	WLDC
9253021	Dunston St Peter's C of E Primary School	Metheringham	NKDC
9252030	Metheringham Primary School	Metheringham	NKDC
9252031	Nocton Community School	Metheringham	NKDC
9253050	Potterhanworth C of E Primary School	Metheringham	NKDC
9253337	Cowbit St Mary's (Endowed) C of E Primary School	Moulton Chapel	SHDC
9252096	Moulton Chapel Primary School	Moulton Chapel	SHDC
9253096	Weston Hills C of E Primary School	Moulton Chapel	SHDC
9253015	Coleby C of E Primary School	Navenby	NKDC
9253045	Navenby C of E Primary School	Navenby	NKDC
9252158	Grainthorpe Primary School	North Somercotes	ELDC
9252174	Marshchapel Primary School	North Somercotes	ELDC
9253133	North Cotes C of E Primary School	North Somercotes	ELDC
9255225	North Somercotes C of E Primary School	North Somercotes	ELDC
9255215	Old Leake Primary and Nursery School	Old Leake	BBC
9255218	Wrangle Primary School	Old Leake	BBC
9252181	Normanby-by-Spital Primary School	Osgodby	WLDC
9252185	Osgodby Primary School	Osgodby	WLDC
9252035	Ingoldsby Academy	Ropsley	SKDC
9252034	Osournby Primary School	Ropsley	NKDC
9253052	Ropsley C of E Primary School	Ropsley	SKDC
9255226	Ruskington Chestnut Street C of E Primary School	Ruskington	NKDC
9252224	Ruskington Winchelsea Primary School	Ruskington	NKDC
9252175	Marton Primary School	Saxilby	WLDC
9253132	Newton on Trent C of E Primary School	Saxilby	WLDC
9253139	Saxilby C of E Primary School	Saxilby	WLDC
9252195	Sturton by Stow Primary School	Saxilby	WLDC
9252149	Donington-on-Bain School	Scamblesby	ELDC
9253140	Scamblesby C of E Primary School	Scamblesby	ELDC
9252198	Tetford The Edward Richardson Primary School	Scamblesby	ELDC
9252166	Ingham Primary School	Scampton	WLDC
9253141	Scampton C of E Primary School	Scampton	WLDC
9252187	Scampton Pollyplatt Primary School	Scampton	WLDC
9253350	Blyton cum Laughton CE Primary School	Scotter	WLDC
9252188	Scotter Primary School	Scotter	WLDC
9253118	Burgh-le-Marsh St Peter and St Paul C of E Primary School	Skegness	ELDC
9252014	Skegness Beacon Primary Academy	Skegness	ELDC
9252190	Skegness Infant Academy	Skegness	ELDC
9252000	Skegness Junior Academy	Skegness	ELDC
9252191	Skegness Seathorne Primary School	Skegness	ELDC
9252219	Skegness The Richmond School	Skegness	ELDC
9253056	Skellingthorpe St Lawrence C of E Primary School	Skellingthorpe	NKDC
9252067	Skellingthorpe The Holt Primary School	Skellingthorpe	NKDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9253036	Kirkby-la-Thorpe C of E Primary School	Sleaford	NKDC
9253037	Leasingham St Andrew's C of E Primary School	Sleaford	NKDC
9255202	Rauceby C of E Primary School	Sleaford	NKDC
9252038	Sleaford Church Lane Primary School and Nursery	Sleaford	NKDC
9253331	Sleaford Our Lady of Good Counsel Catholic Primary School	Sleaford	NKDC
9252248	Sleaford St Botolph's C of E School	Sleaford	NKDC
9255203	Sleaford The William Alvey C of E School	Sleaford	NKDC
9253338	Spalding Parish C of E Day School	Spalding East	SHDC
9253339	Spalding St John The Baptist C of E Primary School	Spalding East	SHDC
9252109	Spalding St Paul's Community Primary and Nursery School	Spalding East	SHDC
9253091	Pinchbeck East C of E Primary School	Spalding West	SHDC
9252114	Spalding Monkhouse Primary School	Spalding West	SHDC
9255211	Spalding Primary School	Spalding West	SHDC
9253343	Spalding Saint Norbert's Catholic Primary School	Spalding West	SHDC
9252021	Spalding Wygate Park Academy	Spalding West	SHDC
9252159	Great Steeping Primary School	Spilsby	ELDC
9253125	Halton Holegate C of E Primary School	Spilsby	ELDC
9253366	Partney C of E Aided Primary School	Spilsby	ELDC
9252193	Spilsby Primary Academy	Spilsby	ELDC
9252201	Toynton All Saints Primary School	Spilsby	ELDC
9255205	Stamford Malcolm Sargent Primary School	Stamford	SKDC
9253332	Stamford Saint Augustine's Catholic Voluntary Academy	Stamford	SKDC
9253325	Stamford Saint George's C of E Primary School	Stamford	SKDC
9253077	Stamford St Gilbert's C of E Primary School	Stamford	SKDC
9252066	Stamford The Bluecoat School	Stamford	SKDC
9253070	Uffington C of E Primary School	Stamford	SKDC
9252179	New Leake Primary School	Stickney	ELDC
9253171	Stickney C of E Primary School	Stickney	ELDC
9255209	Huttoft Primary School	Sutton On Sea	ELDC
9252005	Mablethorpe Primary Academy	Sutton On Sea	ELDC
9252196	Sutton-on-Sea Community Primary School	Sutton On Sea	ELDC
9253119	Coningsby St Michael's C of E Primary School	Tattershall	ELDC
9253146	Tattershall Holy Trinity C of E Primary School	Tattershall	ELDC
9252215	Tattershall Primary School	Tattershall	ELDC
9252040	Theddlethorpe Primary School	Theddlethorpe	ELDC
9253152	Withern St Margaret's C of E School	Theddlethorpe	ELDC
9252009	Bracebridge Heath St John's Primary Academy	Waddington	NKDC
9253507	Lincoln The Meadows Primary School	Waddington	LCC
9252240	Waddington All Saints Primary School	Waddington	NKDC
9252061	Waddington Redwood Primary School	Waddington	NKDC
9253353	Friskney All Saints C of E (Aided) Primary School	Wainfleet	ELDC
9252015	Wainfleet Magdalen C of E/Methodist School	Wainfleet	ELDC
9253121	Dunholme St Chad's C of E Primary School	Welton	WLDC
9253124	Hackthorn C of E Primary School	Welton	WLDC
9253166	Scothern Ellison Boulter's C of E Academy	Welton	WLDC
9253158	Welton St Mary's C of E Primary Academy	Welton	WLDC
9252002	Bassingham Primary School	Witham	NKDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9253066	Swinderby All Saints C of E Primary School	Witham	NKDC
9253068	Thorpe-on-the-Hill St Michael's C of E Primary School	Witham	NKDC
9253506	Witham St Hughs Academy	Witham	NKDC
9252206	Wragby Primary School	Wragby	ELDC

## Secondary Planning Areas

DfE No.	School Name	Planning Area	District
9254048	Alford John Spendluffe Technology College	Alford	ELDC
9255401	Alford Queen Elizabeth's Grammar School	Alford	ELDC
9255424	Boston Grammar School	Boston	BBC
9254072	Boston Haven High Academy	Boston	BBC
9254022	Boston High School	Boston	BBC
9254013	Kirton Thomas Middlecott Academy	Boston	BBC
9254000	Bourne Academy	Bourne	SKDC
9254501	Bourne Grammar School	Bourne	SKDC
9254067	Stamford Welland Academy	Bourne	SKDC
9255418	Branston Community Academy	Branston	NKDC
9255406	Caistor Grammar School	Caistor	WLDC
9254049	Caistor Yarborough Academy	Caistor	WLDC
9254514	Market Rasen De Aston School	Caistor	WLDC
9254017	Corby Glen Charles Read Academy	Corby Glen	SKDC
9254010	Deeping St James The Deepings School	Deepings	SKDC
9254507	Donington The Thomas Cowley High School	Donington	SHDC
9254065	Gainsborough Queen Elizabeth's High School	Gainsborough	WLDC
9256908	Gainsborough The Gainsborough Academy	Gainsborough	WLDC
9254004	Grantham Kesteven and Grantham Girls' School	Grantham	SKDC
9255402	Grantham The King's School	Grantham	SKDC
9256910	Grantham The Priory Ruskin Academy	Grantham	SKDC
9255422	Grantham The West Grantham Academy St Hugh's	Grantham	SKDC
9254019	Grantham Walton Girls' High School & Sixth Form	Grantham	SKDC
9254001	Holbeach University Academy Holbeach	Holbeach	SHDC
9254030	Long Sutton The Peele Community College	Holbeach	SHDC
9254050	Horncastle Banovallum School	Horncastle	ELDC
9255411	Horncastle Queen Elizabeth's Grammar School	Horncastle	ELDC
9255412	North Hykeham North Kesteven School	Hykeham	NKDC
9255413	North Hykeham Sir Robert Pattinson Academy	Hykeham	NKDC
9255407	Lincoln Castle Academy	Lincoln North	LCC
9255408	Lincoln Christ's Hospital School	Lincoln North	LCC
9254008	Lincoln University Technical College	Lincoln North	LCC
9255421	Lincoln St Peter and St Paul Catholic Voluntary Academy	Lincoln South	LCC
9256907	Lincoln The Priory Academy LSST	Lincoln South	LCC
9256906	Lincoln The Priory City of Lincoln Academy	Lincoln South	LCC
9256905	Lincoln The Priory Witham Academy	Lincoln South	LCC
9254039	Louth Academy	Louth	ELDC
9255405	Louth King Edward VI Grammar School	Louth	ELDC
9254018	North Somercotes, Somercotes Academy	North Somercotes	ELDC
9255423	Old Leake Giles Academy	Old Leake	BBC
9254516	Stickney The William Lovell Church of England Academy	Old Leake	ELDC
9256911	Skegness Academy	Skegness	ELDC
9255400	Skegness Grammar School	Skegness	ELDC
9255403	Sleaford Carre's Grammar School	Sleaford	NKDC

<b>DfE No.</b>	<b>School Name</b>	<b>Planning Area</b>	<b>District</b>
9254005	Sleaford Kesteven and Sleaford High School Selective Academy	Sleaford	NKDC
9256909	Sleaford/Ruskington - St George's Academy	Sleaford	NKDC
9254035	Spalding Academy	Spalding	SHDC
9254603	Spalding Grammar School	Spalding	SHDC
9254027	Spalding High School	Spalding	SHDC
9254002	Spilsby The King Edward VI Academy	Spilsby	ELDC
9254011	Tattershall Barnes Wallis Academy	Tattershall	ELDC
9255420	Welbourn Sir William Robertson Academy	Welbourn	NKDC
9254041	Cherry Willingham The Priory Pembroke Academy	Welton	WLDC
9255415	Welton William Farr (Church of England) Comprehensive School	Welton	WLDC

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>30 November 2018</b>
Subject:	<b>Principal Child and Family Social Worker Annual Report 2017/18</b>

**Summary:**

This report presents the Principal Child and Family Social Worker (PCFSW) Annual Report 2017/18 which sets out an overview of the PCFSW activity for 2017/18.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to consider and comment on the annual report of the Principal Child and Family Social Worker for 2017/18.

## **1. Background**

This report is a follow up to previous work related to the PSW role and in particular the progress related to the recruitment, retention and succession planning for social workers.

## **2. Conclusion**

The report makes a number of recommendations that DMT are considering linked to other work currently being undertaken by the Partners in Practice programme relating to workforce development.

## **3. Consultation**

### **a) Have Risks and Impact Analysis been carried out?**

Not Applicable

## **b) Risks and Impact Analysis**

Not Applicable

## **4. Appendices**

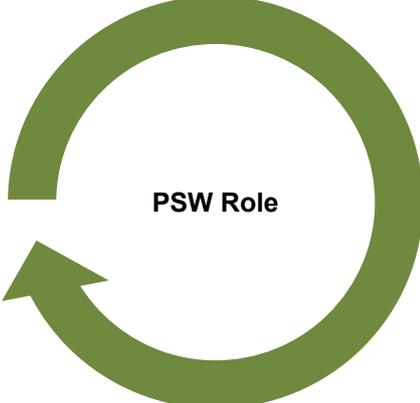
These are listed below and attached at the back of the report	
Appendix A	Principal Child and Family Social Worker Annual Report 2017/18

## **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 Sam Clayton, who can be contacted on 01522 553730 or [samantha.clayton@Lincolnshire.gov.uk](mailto:samantha.clayton@Lincolnshire.gov.uk).

<b>Subject</b>	Principal Child and Family Social Worker Annual Report 2017/18
<b>Report by</b>	Sam Clayton
<b>Sponsored by</b>	Janice Spencer
<b>Name of contact officer</b>	Sam Clayton
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<b>1.</b>	<p><b>Executive Summary</b></p> <p><b>Background</b></p> <p>The role of Principal Child and Family Social Worker was first set out in the Munro Review of Child Protection in 2011. Recommendation 14 stated that, “<i>Local authorities should designate a Principal Child and Family Social Worker, who is a senior manager with lead responsibility for practice in the local authority and who is still actively involved in frontline practice and who can report the views and experiences of the front line to all levels of management</i>”.</p> <p><b>Accountability</b></p> <p>The post currently reports to Janice Spencer, Assistant Director for Children's Services with the lead for Safeguarding. The designation of the role within Lincolnshire means that the responsibility and accountability for the quality of social work practice is organisationally defined and visibly supported.</p> <p>A degree of independence is required of the role in order to provide challenge within the organisation. Effectiveness is then supported by having a direct line of access to Senior Managers.</p> <p><b>Key Areas of Focus</b></p> <p>Seven key areas have been identified as central to the role of the Principal Child and Family Social Worker. These are in brief below, and are expanded on throughout the report.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li>• Retention, Recruitment and Succession Planning</li> <li>• Learning and Development</li> <li>• Supervision</li> <li>• Research Co-ordination</li> <li>• Principal Social Worker role</li> <li>• Partners in Practice</li> <li>• Ofsted</li> </ul> </div> </div>
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<b>2.</b>	<p><b>Recruitment, Retention and Succession Planning</b></p> <p>Over the last year there has been extensive work in relation to recruitment, retention and succession planning. This work has been undertaken with Clare Threapleton, Human Resources Consultant and includes:</p> <p>Recruitment:</p> <ul style="list-style-type: none"> <li>▪ Extensive redesign of application process</li> <li>▪ Further development on the 'always on' recruitment</li> <li>▪ Talent pooling (benchmarking candidates)</li> <li>▪ Work on the new agency contract</li> <li>▪ Trialling permanent recruitment via the agency contract</li> <li>▪ Developing work experience with a view to applicants then applying for roles (children's homes in particular)</li> <li>▪ Refreshed Recruitment and Retention Strategy for social work</li> <li>▪ Attendance at careers fairs and events to promote working in Lincolnshire</li> </ul> <p>Retention:</p> <ul style="list-style-type: none"> <li>▪ Work with Managers in relation to how they can support and retain their staff</li> <li>▪ Completion of exit interviews to gather intelligence</li> <li>▪ Work on retention payment</li> <li>▪ Extensive work developing brand with 33</li> <li>▪ Development of employee proposition in Lincolnshire</li> <li>▪ Career Progression Panel</li> </ul> <p>Succession Planning:</p> <ul style="list-style-type: none"> <li>▪ Annual workshops with Managers from all Children's Services Teams to plan for staff development and retirement, enabling the development of specific courses to support staff in reaching the next level in their career (Bridging the Gap)</li> <li>▪ Development of career opportunities across the range of teams</li> <li>▪ Since October work has also started with Health colleagues to integrate them into the overall Children's workforce</li> </ul> <p>The Recruitment, Retention and Succession strategy is at Appendix 1.</p> <p><b>Impact/Practice Improvement</b></p> <p>Overall the last year has seen the most successful recruitment campaign to date for both the attraction of external experienced staff and internal promotions resulting in vacant posts below 20 for the first time in 4 years. For 2017 – 2018 21 members of staff have progressed from Level One to Level Two Social Worker through the Career Progression Panel. This has improved the ability of the teams to respond to the demand ensuring that children, young people and families receive a statutory service that's of good quality. Overall this has reduced our agency spending (a month on month</p>
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	reduction) and increased our workforce stability. This offers more consistency in terms of social work practice.
<p><b>3.</b></p>	<p><b>Learning and Development</b></p>
	<p>As a learning organisation that is committed to continuous improvement we understand that it is imperative that learning and development issues and opportunities are captured, addressed, implemented and monitored. It is important that this learning is shared with the right people and used in a meaningful way to drive improvements in practice leading to improved outcomes for children, young people and families. Learning and development is a key aspect of the role.</p> <ul style="list-style-type: none"> <li>▪ South Yorkshire Teaching Partnership (SYTP) – Extensive work with the partnership to develop the curriculum and post qualifying offer for social workers and other children's staff including apprentices</li> <li>▪ Step Up to Social Work – input into course regional selection and assessment</li> <li>▪ ASYE – Annual review of programme, development of handbook, delivering on course, moderation and assessment, coordination with Lisa Taylor, Practice Supervisor Learning and Development, of PQ consolidation module</li> <li>▪ PQ Offer – development of 3 specific modules, commissioning and associated curriculum development</li> <li>▪ Targeting skills gaps identified by frontline staff</li> <li>▪ Reviewing L&amp;D Programme – examining skills gaps for including in the workforce development strategy for children's services</li> <li>▪ Annual Professional Judgement Staff Conference – coordination and management of conference.</li> <li>▪ Social Work Development board with Adult Service colleagues to share good practice and resources.</li> <li>▪ Extensive NAAS refresher programme</li> <li>▪ First Line – Primary contact for coordination, selection and recruitment for the course.</li> <li>▪ Delivery on several university courses and LCC Managing in the Middle.</li> <li>▪ Contract management of Social Pedagogy within the Children's Homes and supporting the operations champions group including accreditation</li> </ul> <p><b>Impact/Practice Improvement</b></p> <p>The SYTP has allowed Children's Services to influence and develop a curriculum that meets the employer's needs, this means that the social workers who qualify from this course come to the workforce better equipped to deal with social work practice. This is evidenced when these workers complete their ASYE and demonstrate more practical and academic ability to meet the demands of the role. This has resulted in higher numbers of staff (24 staff for 2017) achieving their first post qualifying (PQ) module. In relation to PQ: two Practice Supervisors have successfully completed a post graduate certificate in leadership and management and a further two staff are mid-way through this course. Four staff have completed Leadership and Mentoring post qualifying modules and four have completed the Social Worker in Court module. Three members of staff are currently completing Interventions to Promote Change and 9 members of</p>

	<p>staff are currently completing an Out of Home Care PQ module. In addition 18 Practice Supervisors have been supported to complete the First Line Management and Leadership Programme. 400 staff have completed NAAS refresher training on a range of subjects including Assessment, Public Law Outline and Preparing for Accreditation. Since September 2017, 12 people have also successfully completed Bridging the Gap. The PQ offer supports a more stable workforce as staff see this as a benefit to increasing their skills and knowledge and personal development this in turn should improve their practice with children, young people and families.</p> <p>In relation to Social Pedagogy, 8 members have successfully completed the level 3 accreditation. The evidence of impact of social pedagogy is demonstrated in the outstanding judgements awarded by Ofsted to all LCC Children's Homes.</p>
<b>4.</b>	<b>Supervision</b>
	<p>The PCFSW has led on the review of the current supervision policy, practice and process.</p> <p>This included:</p> <ul style="list-style-type: none"> <li>▪ Focus groups with all line managers</li> <li>▪ Development of bespoke training</li> <li>▪ Alignment with Signs of Safety and Restorative Practice</li> <li>▪ Working with external consultants</li> <li>▪ Engagement with South Yorkshire Teaching Partnership in relation to research into supervision including SOS Group supervision and also Gillian Ruch/Sue White work.</li> </ul> <p>This review has also incorporated ideas from the Research in Practice Change Programme.</p> <p>Changes to the template used for supervision (which will be part of the new policy) were implemented in April 2018. There will be a review of the new template in November 2018 to ascertain the impact the changes have had on effective supervision. In the interim work is continuing with practitioners and managers to fully embed the template and develop the new supervision policy.</p> <p><b>Impact/Practice Improvement</b></p> <p>There is now extensive research that evidences effective reflective supervision supports practitioners in the managing of complex cases, decision making and becoming more autonomous in their role. It is therefore important that practitioners understand the value and importance of supervision in supporting less experienced staff in their professional development. This supports retention, good quality practice with children, young people and families and promotes individual practitioners sustainability in their role. Whilst this work is on-going it is important to work collaboratively with the line managers to develop a policy that enhances their ability to provide high challenge and high support.</p>

<b>5</b>	<p><b>Research Coordination</b></p> <p>Research is essential to the successful promotion and protection of health and wellbeing and effective social care services but at the same time, can involve an element of risk in terms of return on investment and the safety and wellbeing of participants.</p> <p>Proper research governance is essential in ensuring that the public have confidence in, and benefit from, quality research in social care.</p> <p>All health and social care providers have a duty of care to service users. We have a duty to children, their families and carers and for staff who might be the subjects of any research or where research may affect the quality of care or educational services they receive.</p> <p>The LCC Research Governance Process for Children's Services has been developed to ensure that research respects participant's rights, safety and wellbeing values diversity within society; and meets ethical standards. It also aims to establish a research culture where excellence is promoted and where there is visible and strong leadership is essential. The PCFSW is responsible for driving this forward and managing research activity.</p> <p>Research activities that have been completed to date are included at Appendix 2.</p> <p>In addition there are the following pieces of research that are either currently being undertaken or will be in the coming months.</p> <p>Currently underway:</p> <ul style="list-style-type: none"> <li>▪ Safeguarding and Education with Kings College London.</li> </ul> <p>Planned Research:</p> <ul style="list-style-type: none"> <li>▪ Emotionally Intelligent Leadership (Dr Gail Kilman and Dr Louise Grant, University of Bedfordshire July 2018)</li> <li>▪ Retention Tool (Professor Liz Frost, University of the West of England, June 2018)</li> </ul> <p><b>Impact/Practice Improvement</b></p> <p>Research and evidence forms the basis of most practice with children and their families, it is therefore vitally important that practitioners across Children's Services have access to understand, participate in and learn from current research. The involvement in detailed research projects has enabled Children's Services in Lincolnshire to contribute on a national basis to some of the most cutting edge practice issues. This in turn helps shape the future of Children's Services and how it is delivered. It is also important that all practitioners understand how research is used and</p>
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	<p>impacts on the work they do with children and young people. It is also a key element of the knowledge and skills statements for all qualified social workers for the NAAS process.</p>
<b>6.</b>	<p><b>National Work</b></p>
	<p>The Principal Child and Family Social Worker is also involved in the following national pieces of work:</p> <ul style="list-style-type: none"> <li>▪ 2016 – 2018 Co-Chair of the National Principal Social Worker Group – 4 meetings annually involves pre planning, organising, agenda setting and chairing the meetings.</li> <li>▪ Two Joint Conferences with Adult PSW's – pre planning, agenda setting, delivery on the day, chairing of the conference</li> <li>▪ Research in Practice – Presentation on PCFSW Role and Network</li> <li>▪ Development of Practice Supervisor Training soon to be rolled out</li> <li>▪ High level of engagement with Department for Education Social Reform Unit</li> <li>▪ Representation on national groups for National Assessment and Accreditation System</li> <li>▪ Consultation Work around practice and policy in respect of social work, regular engagement with Chief Social Worker and Minister for Children and Families</li> </ul> <p><b>Impact/Practice Improvement</b></p> <p>As co-chair of the national Principal Child and Family Social Worker Group the impact can be seen in the work we have done in engaging with the Social Work Reform Unit around issues such as Child Sexual Exploitation/County Lines, NAAS, the establishment of Social Work England, the Care Crisis Review, the Fostering Stocktake, the development of the content for accreditation and benchmarking. The relationships between the Chief Social Worker, who was initially sceptical about the role, and the Social Work Reform Unit has meant that the voice of social work has been presented to Central Government this has led to a more considered approach to NAAS roll out and the recognition that Social Work requires a national campaign to improve the attractiveness of the profession.</p>
<b>7.</b>	<p><b>Partners in Practice</b></p>
	<p>The Department for Education's Partners in Practice programme aims to put genuine partnership between local and national government at the heart of work to improve services, with some of the very best practitioners and leaders in the driving seat of reform for children and young people.</p> <p>DfE is working with leading local authorities as Partners in Practice to understand how local authorities get to good and what it takes to move from good to excellent; to interrogate the most important practice questions facing children's social care; and to drive sector-led peer-to-peer improvement. Lincolnshire County Council is recognised</p>

	<p>as an innovative and high performing authority and has been selected to be a Partner in Practice authority.</p> <p>Each of the Partners in Practice has developed a programme of work to drive continuous innovation and improvement, to build understanding of the conditions needed for excellent practice to flourish, and to support other authorities to improve.</p> <p>The Partners in Practice programme for Lincolnshire focuses on three work streams and 8 projects that will be delivered over the next 4 years. These work streams and projects will improve practice in Lincolnshire and other Children’s Services transforming the quality of children’s social care services and early help arrangements and support the reform of the wider system, putting practice excellence and achieving more for the children we serve at its heart.</p> <p>Work stream 3 of the programme is Workforce Development. The PCFSW is the lead for this work stream, and it should be noted that this work stream crosses over all other work streams within PiP i.e. Signs of Safety and that the PCFSW is involved in all of these work streams.</p> <p><b>Impact/Practice Improvement</b></p> <p>As part of the PIP Programme the PCFSW is on the NAAS Advisory Board, this means that whilst Lincolnshire are not involved in Phase 1 or 2 of the roll out we will be fully informed of the process, this will enable us to ensure that our staff are better prepared for accreditation.</p>
<p><b>8.</b></p>	<p><b>Ofsted</b></p>
	<p>Preparation undertaken for an initial focussed visit under the newly implemented Inspection of Local Authority Children’s Services Framework (ILACS) that included targeted activity with those areas and staff members that we knew would be most involved with the visit due to the theme of the visit (Permanence).</p> <p>Whilst it was important that preparation focused on the areas that the focussed visit affected most it was equally important that work was undertaken to ensure that the wider staff group were aware of and understood the framework. Activity focused around timely communications and working with CSTM’s to ensure that information was disseminated and understood.</p> <p>Whilst the focussed visit has now been completed it is essential that preparation activity continues to be undertaken on an ongoing basis. Preparation for future inspections will focus on working alongside team managers to enable them to highlight areas of good practice and concern within their teams. Where good practice is highlighted this can be shared across children’s services. Highlighting concerns early will enable us to rectify the issues prior to an inspection. Work will be undertaken with Team Managers to highlight common threads which need addressing. Preparation activity will also include regular and timely communications to staff.</p>

	<p><b>Impact/Practice Improvement</b></p> <p>Preparation activity in relation to the newly implemented ILACS framework has included working with Team Managers to address issues of concern and areas for development. The targeted preparation activity for the focussed visit in April, which included case sampling in the Looked After Children's Teams for example, received positive feedback from social workers and helped members of staff feel less anxious about the prospect of meeting with an inspector. This work will continue over the coming months to ensure that staff are well supported for the short inspection that we will receive under the ILACs framework.</p>
<p><b>9.</b></p>	<p><b>Principal Child and Family Social Worker Role</b></p>
	<p>Role specific work:</p> <ul style="list-style-type: none"> <li>▪ Supporting staff to adapt to the changing landscape of social work practice, both internally and externally</li> <li>▪ Social Work Health Check – co-ordination and analysis</li> <li>▪ Work with the Young Inspectors in relation to quality of practice</li> <li>▪ Scoping of Peripatetic Team – Management to commence July 2018</li> <li>▪ Pre Proceedings Case Manager – line management of this role by the PCFSW to ensure quality of court documents</li> <li>▪ Social Care Forum</li> <li>▪ Ensuring the Local Authority promotes the LGS standards for employers</li> <li>▪ Completion of the quarterly workforce analysis for the Department for Education</li> <li>▪ Munro Champion Group – this is a group of practitioners from every Children's Service Team. The focus of the group was to establish user feedback, good practice and where services can be improved following on from the recommendations of Eileen Munro's review. The engagement for this group is high and generally a representative from every team attends. This group also identifies areas of potential service development and potential internal areas for small scale research projects.</li> <li>▪ Support and mentoring for managers including those in HR processes</li> <li>▪ Participation in HR investigations and hearings as the independent manager</li> <li>▪ Attends Regional Principal Child and Family Social Worker Group to share good practice and developments</li> <li>▪ Attends Regional Association of Directors of Children's Services Group</li> <li>▪ Works with a number of regional universities</li> <li>▪ Co-ordination of shadowing days for colleagues from the Department for Education</li> <li>▪ Co-ordination and management of various visits to the Local Authority</li> <li>▪ One Minute Briefings for staff</li> </ul>

<b>10.</b>	<b>Finance</b>
	<p><b>Costings:</b></p> <p>Recruitment costs for Jan 2018 to Dec 2018: £250 000</p> <p>This includes 80 listing in the Guardian for a year for all posts as required. Community care listings unlimited for social work posts children and adults these are unlimited.33 branding work, advert copy, editorial, digital.</p> <p>Peri team costs: £288 838 funded from base budget.</p> <p>SYTP: £60 000 funded from PIP budget</p>
<b>11.</b>	<b>Conclusion</b>
	<p>Principal Child and Family Social Workers were first proposed by Professor Eileen Munro in her review of child protection in 2011, which identified the importance of better communication and understanding between social workers and senior management. Munro stated that Principal Social Workers should:</p> <ul style="list-style-type: none"> <li>▪ Create a clear line of communication between frontline staff and senior management</li> <li>▪ Champion best practice</li> <li>▪ Encourage a “reflective approach” to social work</li> <li>▪ Help to reduce bureaucracy and the amount of time spent on process-driven activities</li> <li>▪ Support social workers to use their core skills and interventions which make a real difference to people</li> </ul> <p>It is important for the PCFSW role to act as a critical friend to the Local Authority, in which they work, using both soft intelligence and hard evidence to highlight issues, concerns, areas for development and continuous improvement to ensure that social work practice can flourish.</p> <p>The breadth of the role gives the post holder a unique perspective of the organisation. This means that the overarching principles and connectivity are really evident, the challenge is encouraging a one team approach across the organisation to move the organisational culture from one of silo working to a more collective approach, improve internal systems to enable social workers to spend more time with children and families.</p>

<b>12.</b>	<b>Proposals for Consideration</b>
	<ol style="list-style-type: none"> <li>1. Review of where the Learning and Development Team sit as a large proportion of the PCSFW role is related to learning and development activity</li> <li>2. Consider how the informal quality assurance provided by the Case Manager and the work of the Peripatetic Team from July will also inform the Children's Service quality assurance process and be used to improve social work practice</li> <li>3. Consider the strategic priorities for the PCSFW for the next year</li> <li>4. Review of PCSFW role in Lincolnshire</li> <li>5. How inspection readiness and the feedback from inspections also identifies key priorities for social work practice</li> <li>6. How performance data is used to predict patterns and trends across all work streams</li> <li>7. The development of a taught PHD as part of the SYTP offer</li> <li>8. The development of more post qualifying modules to respond to emerging practice</li> <li>9. Develop more stringent process for supporting staff when a serious incident occurs</li> <li>10. Continued roll out of NAAS refresher training</li> <li>11. A more consistent approach to commissioning training, managed by the Partners in Practice Programme, to ensure that long term sustainability is in place beyond the end of the programme.</li> </ol>

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SOCIAL WORK

IN PROGRESS

Lincolnshire  
COUNTY COUNCIL  
*Working for a better future*



THIS IS WHAT  
**OPPORTUNITY**  
LOOKS LIKE

2017-2020

SOCIAL WORK RECRUITMENT, RETENTION  
AND SUCCESSION PLANNING STRATEGY

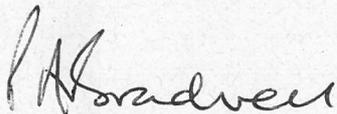
Sam Clayton, Principal Child and Family Social Worker  
Claire Threapleton, Human Resources Consultant

## Foreword

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Our staff are a valuable asset and we must ensure that all staff feel engaged and motivated so that they can deliver the best possible social work services to the Children and Families of Lincolnshire. It is vital that the staff have a voice and can contribute to the way we do things. Most often it is the staff on the frontline who know their services and families best. They know what needs to be done, when it needs to be done and how it needs to be done to improve their lives. In order to achieve this, we need to ensure we have a talented, creative, highly skilled and knowledgeable workforce that is able to adapt to the future challenges facing the Local Authority.

Families change, and we need to support our staff to change with them.



Mrs Patricia Bradwell

Executive Councillor

Children's Services



Debbie Barnes

Director

Children's Services

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### **What is the social work recruitment, retention and succession strategy?**

Nationally, the recruitment of experienced social workers is a challenging environment. It is, therefore, important that Lincolnshire County Council has a specific strategy to address both the local, regional and national challenges facing social work currently. This strategy will detail work that has been undertaken since 2016, and builds on the previous 2013-15 social work recruitment strategy.

The previous strategy focused on many of the recommendations that were emerging from the Social Work Reform Board in 2009, and since this time there have been significant changes for the social work profession. Building on the recommendations of both Eileen Munro and the two reviews of social work education completed by Martin Narey and David Croisdale-Appleby, Lincolnshire County Council have sought to develop a strategy for the recruitment, retention and succession planning of social workers that builds a robust, talented and resilient workforce who are knowledgeable, highly skilled and supported to do their job well.

2015 saw the closure of the College of Social Work, whilst the Health and Care Professions Council (HCPC) continued as the regulator for qualified social workers. Since this time, there has been much debate about the Professional Capability Framework (PCF) which was originally developed by the Social Work Reform Board and owned by the College of Social Work. Since the demise of the College of Social Work the framework has become the responsibility of, and is 'owned' by, the British Association of Social Workers (BASW). It is widely acknowledged that the PCF is a good overall framework for social work practice but that children and family social work staff in particular need to have more enhanced knowledge and skills. As a result of this and the appointment of the Chief Social Workers for both Children (2013) and Adults, there has been a drive to raise the standards of social work practice, building on the previous reviews.

In 2014 work commenced on the development of a set of key Knowledge and Skills Statements (KSS) for experienced child and family practitioners as part of a National Assessment and Accreditation System (NAAS). This work has been completed over 2014-2017 and has included extensive consultation with stakeholders from the profession. These standards were ratified in 2017 within the Children and Social Work Act and refer specifically to improvement standards and plans to assess practitioners from 2018. The Act also ratified the creation of a new regulator for social work to take over from the HCPC, Social Work England, which is due to become 'live' in Autumn 2018.

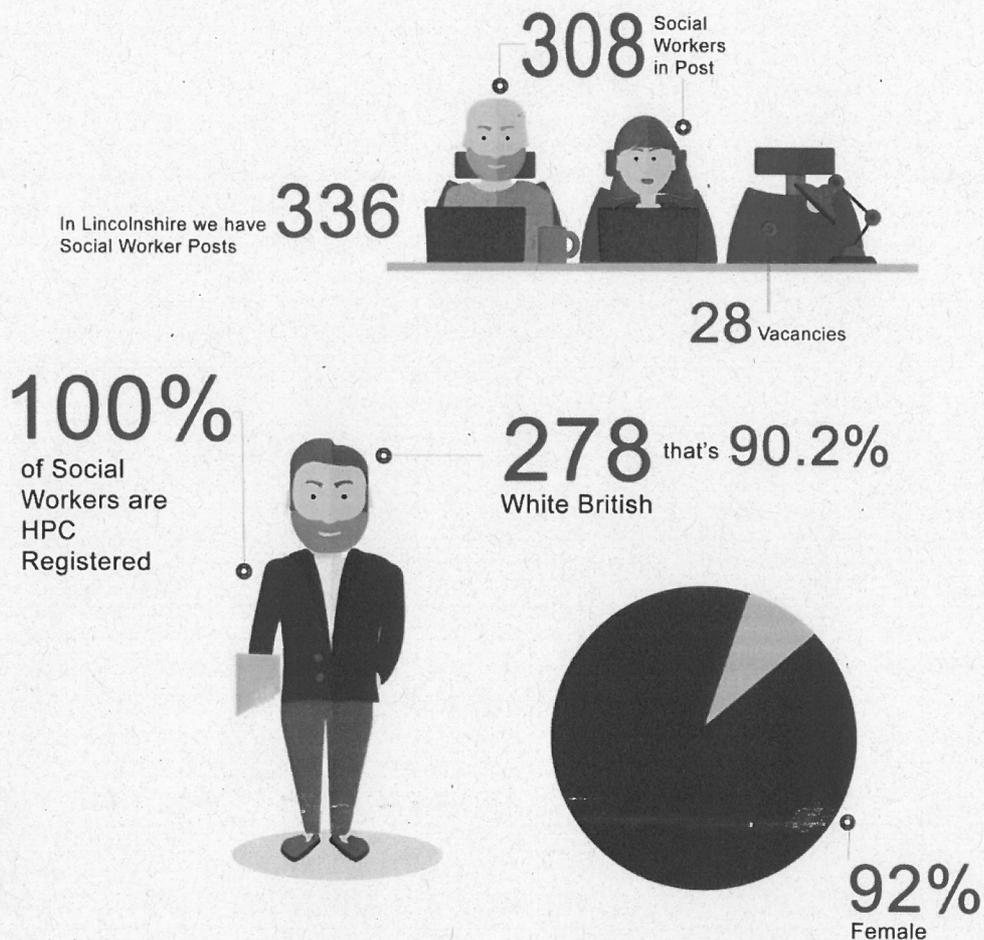
Children's Services has been actively involved in the NAAS programme since 2014. Involvement has included writing content to be used in the testing phase, testing the

content and designing and administering an extensive refresher programme in order to prepare social workers for the NAAS roll out from 2019.

## Understanding the Children's Services Workforce in Lincolnshire

Children's Services in Lincolnshire is made up of 1550 members of staff undertaking a wide variety of roles within many different teams. The social care workforce makes up 21% of the overall Children's Services workforce.

### What does the Lincolnshire social work workforce look like?



Data as at 31<sup>st</sup> March 2018

## **Number of teams and locations**

Children's Services in Lincolnshire has eight social-work teams based across the county, one for each district council area. Our FAST (Family Assessment and Support Team) are based in Lincoln, Louth, Horncastle, Gainsborough, Grantham, Spalding, Boston and North Hykeham and are responsible for child-in-need, child protection and court work.

There are also a number of teams that cover the whole county such as the Adoption and Children with Disability teams. Provision for Looked After Children and Fostering is split into north and south teams and the Emergency Duty team is based in Lincoln.

## **Previous Priorities**

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The overarching objectives of the 2013-15 Recruitment Strategy were:

### **Recruitment**

- Develop a greater understanding of turnover of social workers including identifying why social workers leave the Directorate, and develop plans for any corrective actions required
- Develop a clear and enticing brand for Social Work in the Directorate
- Develop a rolling recruitment programme to ensure a continual supply of qualified and experienced social workers
- Attend a geographically wide range of recruitment fairs on a regular basis
- Use Recruitment and Retention incentives where appropriate and in line with the Council policy
- To engage with national campaigns such as Step Up to Social Work, HCPC Social Work Returners etc.

### **Retention**

- Develop and raise awareness in social care of the 'golden thread' demonstrating the links between the Social Work Reform Board and Munro developments and the investment in staff through continuing professional development linking with the Children's Services Workforce Development Strategy and the Corporate People Strategy
- Provide bespoke Continuing Professional Development programme for social care that includes social work reforms, leadership development and culture change
- Review the Employment Based Route programme, identifying appropriate next steps

- Embed the Social Work Standards for Employers including the annual Health Check to identify issues and areas for development and change
- Incorporate 'teaching authority status' once achieved into their social worker brand and promote internally/externally outlining benefits to social workers.
- Ensure staff awareness of the support available, such as Employee Support and Counselling, following serious incidents
- Continue to engage positively with the Absence Management project ensuring that suitable actions are taken to support a reduction in absence in the social work teams

These priorities have been achieved and many continue to be relevant for this strategy as the market for experienced social workers continues to be challenging. This strategy will detail how the priorities have been met and the plans for the next three years.

## **Priorities 2017 – 2020**

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Families change. We change with them. As they grow, we grow. As they learn, we learn too. That's why, here at Lincolnshire County Council, social work is always work in progress. The four areas included in our recruitment strategy are:

1. Leadership
2. Investing in people
3. Innovation in practice
4. Live well, work well

### **How have we done this?**

Children's Services understand that every family is different and different practices and approaches are necessary to help things change and improve for the better, this is why staff are supported in learning about mental health, wellbeing, attachment, and a range of both therapeutic and holistic models. It is also recognised that as social workers develop in their career, they also need to be supported in developing their leadership and management skills.

To support social workers to develop excellent social work practice Children's Services have joined the South Yorkshire Teaching Partnership (SYTP) and are working closely with the University of Sheffield to ensure that both existing social workers, and the next generation of social workers, are highly skilled and capable practitioners.

There has been significant investment in the following:

### **Recruitment**

**Innovative Work with 33** - 33 is an external branding agency that Children's Services has been working with for 24 months to develop a unique brand for social work in Lincolnshire. This brand has been designed with and ratified through extensive staff consultation. As part of the work with 33, Children's Services is able to continue its successful rolling recruitment campaigns and improve the employee proposition making Children's Services in Lincolnshire a more attractive employer.

This work has extended the reach and success of Children's Services recruitment campaigns and enables Children's Services to access national social work markets on a more consistent basis with a modern and engaging use of advertising materials and accompanying articles. This has been critical in attracting experienced social workers on a national basis to relocate to the County.

This branding has been supported by the employment of a dedicated person to support and coordinate the continual recruitment of social work staff. This has also enabled Children's Services to sustain and maintain a market presence and refine the recruitment process to make it more candidate-friendly, efficient and engaging. Most candidates appreciate the opportunity to speak to a dedicated person, who is easy to access and has the information they require at the ready. This has proved to both support and encourage suitable candidates to apply and then successfully navigate the recruitment process and has resulted in a significant increase in 2017 of new appointments of external social workers (57 in total). This has also increased the number of internal promotions and movers within the organisation with a further 33 members of existing staff successfully securing promotion or moves to different areas of the service. As part of this work with 33, Children's Services have been able to increase the on line presence of recruitment campaigns, this has included improvements to the website working in conjunction with the digital engagement team and specific targeted work on Facebook and Twitter.

**Motivational Questionnaires** – Motivational questionnaires were piloted with 100 members of social work staff. This has proved beneficial when looking at individual preferences and matching to current vacancies. This has supported Children's Services retention and has supported the internal movers to try new roles that previously they may not have considered, which has had positive results.

**Revised Job Specifications** - The social work job specifications are currently being refreshed to ensure that they are KSS ready, this work will continue until June 2018 when all necessary roles will have been reviewed by the job evaluation process. This will also mean that the current corporate appraisal framework will need to be made more KSS specific to help support social workers in the preparation for accreditation and then their yearly achievement of the necessary knowledge and skills to enable them to achieve career progression and promotion in the future.

**Exit Interviews** – Children's Services uses intelligence from exit interviews, with staff that have left the Local Authority, to influence what would improve retention.

This is achieved through discussions with staff around the level of support they have received and their opinions on what needs to be improved. This will be further developed into an employee proposition. One of the ways this work will support recruitment is with the development of an employee referral scheme. This is currently being scoped out by 33.

## **Retention**

Continuous Professional Development (CPD) refers to the process of tracking and documenting the skills, knowledge and experience that is gained both formally and informally, beyond any initial training, through work and should be used by workers to reflect on their individual learning and development. Children's Services offers a significant number of CPD opportunities to ensure continuous development of staff subsequently leading to improvements in practice and outcomes for children, young people and families.

### **Continuous Professional Development for social workers at the start of their professional career:**

**An extensive Assessed and Supported Year of Employment (ASYE) programme** – Children's Services has made the ASYE programme mandatory for all newly qualified social workers to ensure they get the necessary skills and support to deliver excellent services to children and their families. This is an extensive programme which includes a post-qualifying module at the end to start our newly qualified social workers on their continual professional development pathway. This programme is refreshed annually and incorporates staff feedback at 3, 6 and 9 months of the course. The course draws on the expert knowledge of a number of internal staff such as the legal department, Pre-Proceedings Case Manager, the Panel Advisor, Principal Child and Family Social Worker, Signs of Safety lead, Social Pedagogy leads and champions in specific service areas. This complements the commissioning of high quality external trainers to provide skills and knowledge in areas such as assessments, investigations, managing risk, planning and reflective supervision.

### **Continuous Professional Development for social workers who have completed their ASYE and consolidated their learning for a further 12 months:**

**Career progression panel** - Career Progression Panel is an opportunity for social workers who have been qualified for 24 months to progress to the next pay grade. This entails the social workers preparing a portfolio of evidence which demonstrates that they have progressed from being a newly qualified social worker to one with a range of experience including the holding of a more complex case load. Workers provide a range of work products including feedback from children and families and

observations of their practice and have to demonstrate competence across the PCF framework. In 2018 the Career Progression Panel will expect workers to evidence their competence in the KSS and in the future this panel will become the Employee Endorsement Panel for workers awaiting accreditation (Appendix 1).

**Post-qualifying training** – Children's Services are working closely with the University of Sheffield as part of the South Yorkshire Teaching Partnership (SYTP), not only to develop the best curriculum for social work students on their MA programme but also an extensive range of post-qualifying modules to support staff as they develop throughout their career.

This includes Developing Professional Practice, Practice Education (1 and 2), Mentoring and Support, Child Development, Interventions to Promote Change and Out of Home Care. This post-qualifying offer is continually reviewed and developed to adapt to the changing needs of children, families and our workforce.

Children's Services believes that by investing in our qualified social workers, we are enabling them to carry out this exciting but challenging job to the best of their ability.

Bespoke to the SYTP is a post graduate certificate in Leadership and Management for Children's Services, this unique opportunity offers support to help social workers realise their career aspirations and management potential.

### **Ongoing Continuous Professional Development:**

In order to support the continuous development of our qualified staff, we provide an extensive learning and development programme; for more information please see Appendix 2. As part of this, we have transformed our practice model and are part of the Signs of Safety England Innovations Project Phase 2.

**Signs of Safety** - Signs of Safety is our practice framework, it is a strength based approach to working with children and their families, looking for solutions that enable families to keep their children safe, healthy and happy.

**Restorative Practice** – Children's Services recognise that in order to work with people effectively good relationships are essential. Therefore, we have invested in training our staff in Restorative Practice and approaches which enable them to work with children, families and each other in a way that offers high support as well as high challenge.

Children's Services believe that doing things with people, and not *to* them, reaps the best results for children.

**Social Pedagogy** - Building on our relationship-based approaches to working with children and families; we are also using Social Pedagogy in our approach to

supporting children and young people in understanding their journey at those times that Children's Services are working with their family.

**Bridging the Gap** - Bridging the Gap is a bespoke training programme to support experienced social workers with their aspirations to reach the next level in their social work career. This approach is also one of the pillars of our retention strategy.

**Partners in Practice** - Children's Services are part of the Government's Partners in Practice programme. This is an innovation funded transformation programme focusing on doing things differently to improve the work we do with children and their families. The work streams in the programme include the Signs of Safety England Innovations Project Phase 2, this includes changing current practice to embed SOS more fully into daily work with children and their families; Caring 2 learn, which is restorative in approach and uses Social Pedagogy with schools and foster carers to improve the education aspirations and attainment of children in care; Workforce Development, which includes the specifics detailed in the strategy to meet the challenges of the role and the pending accreditation; Managing Risk Taking Behaviours in Adolescence including redesigning part of the Youth Offending Service, reviewing the Early Help Offer to evaluate promotion, prevention and intervention to future proof the organisation.

**Extensive refresher programme for NAAS** - To support social workers achieve accreditation Children's Services has, since January 2017, rolled out an extensive refresher programme. This has entailed large scale consultation with staff to identify skills gaps and then ensuring they have a full understanding of the NAAS and how this will affect them. To support refreshed knowledge and using some of the insights from the proof of concept phase and subsequent report of the testing of 1000 social workers in the pilot (Department for Education) Children's Services has devised courses that link to each of the KSS, provided a dedicated page on the learning platform Lincs2Learn (which is constantly updated), devised a weekly bulletin and continues to be committed to ensure staff are NAAS ready. 2018 will see the continuation of this refresher programme and a revision of the learning and development offer to ensure courses are mapped to the KSS.

**Research** – Children's Services recognises the importance of research in social work practice and has been involved in a number of local and national projects that have covered a range of topics (Appendix 3).

Children's Services will continue to engage in national research projects to support social workers in their understanding of how this informs their work with children, young people and families, how evidence is gathered and how they can contribute to research projects both influencing and changing practice.

**Reflective Supervision** – Children's Services recognises that to enable social workers to do their job well they need to develop professional confidence, judgement and the ability to work more autonomously as they progress in their career. Regular,

good quality and reflective supervision supports this continuous professional development and enables staff to manage risk and develop professionally and personally to meet the challenges of the role. Evidence suggests that good reflective supervision also plays a part in sustaining social workers, equipping them with personal strategies to sustain them in their profession which also supports a higher level of staff retention.

The overall retention rate for qualified social workers in Children's Services is good with a vacancy rate of 8.36%; this is low in comparison to the national picture which is approximately 18% however, research tells us that the average years in the profession are low (8 years) when compared with other caring professions such as nursing. In 2016 Children's Services was involved in a change project facilitated by Research in Practice (RiP) that reviewed reflective supervision. This resulted in a resource pack to support more effective supervision and continues to support and inform the Supervision Policy and practice to give the best support possible to staff and first line managers. During 2018 the Supervision Policy will be reviewed to reflect the practice models being used in practice and specific training provided to support line managers deliver reflective supervision that continues to support staff development and support good practice with children and their families.

**Step up to Social work** – Children's Services is a member of the East Midlands Consortium for the Department for Education funded Step Up to Social Work programme. This is a fast track qualification programme for people with a 2:1 first degree and relevant work experience. Children's Services has been involved in Step Up since it came to the East Midlands region in 2012. Step Up is a work placement based course with distance learning and attendance at university. This is currently provided by Manchester Metropolitan University and 75% of Step Up graduates have gone on to secure full time employment with Children's Services.

**Firstline** - Firstline is a leadership and management programme run by Frontline. This is an innovation programme aimed at supporting first line managers in their supervisions and management of their teams. This course takes place over a 9 month period and includes executive coaching and specific leadership and management skills for frontline managers. To date, Children's Services has supported 21 people to attend this course.

**Peripatetic (Peri) team** - Building on the successful appointment of a Peri Team Manager in July 2017, Children's Services has agreed to establish a team of 6 further workers to offer internal support and capacity to teams. There has already been considerable learning from this appointment and the plan for 2018 is to recruit 4 internal experienced social workers, on a secondment basis, to continue this work alongside 2 permanent Advanced Practitioners who will remain in the team structure with the manager. This approach has been taken alongside using the performance data in a more analytical way to support teams at particular pressure points and offer

staff the opportunity to develop and extend their social work skills in this unique team which they can then take back into their substantive post.

**Apprenticeships** - The social work apprentice standards are currently being developed. This is an area that Children's Services will be exploring as more information becomes available.

**Early Career Opportunities in Social Work** – Children's Services proactively engages with all the universities in the East Midlands region, as well as the University of Sheffield. This includes attending careers fairs, and delivering specific sessions on social work training courses and providing student social work placements. This enables recruitment of qualified social workers with a range of background and experience which they can bring into their work. There is also close working with other professionals, such as nurses and teachers, and the offer of shadowing opportunities during their training. This enables other professionals to develop an understanding of the social work role, and supports recruitment across the whole of Children's Services. This work will be developed further during the life of this strategy to consider engaging earlier with young people at college and in school sixth forms to ensure that they are aware of all of the opportunities existing within Children's Services.

In addition to the continuous professional development opportunities listed above Children's Services also offer the following incentives:

**Relocation and retention payments** – Children's Services has an attraction policy which includes specific payments to support experienced staff to move into the county and into hard to recruit to posts. Targeted retention initiatives are being considered for qualified social workers in front line teams (Appendix 4).

**Lease Car** – Children's Services operates a competitive lease car scheme for all staff who drive more than 2000 miles per year in their job role. This applies to all qualified social workers and is an attractive benefit with a large proportion of the social workers opting for the scheme (Appendix 5).

## **Succession Planning**

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Succession Planning identifies future leaders and can be an important way to identify employees who have the current skills, or the potential to develop new skills, to move up in the organisation, or on to other positions. Effective succession planning increases the availability of capable individuals who are prepared to assume positions as they become available. Therefore, helping reduce the risk associated with a loss of experienced leadership.

**What does Children's Services need to look like in the future?**

In planning for the future Children's Services has since 2016 started succession planning workshops twice yearly with all Children's Services teams. Whilst social work is a specialist profession within the wider Children's Services work force there are a number of other professional groups. These include teachers, occupational therapists, nurses, health visitors, youth workers and early years practitioners who are also able to access some of the post qualifying opportunities detailed in this strategy. The initial session focused on what 'good' looked like across a number of roles and then in agreeing some commonality, identify individuals in the teams who could progress to the next level in the next 3, 6 and 12 months with the right support.

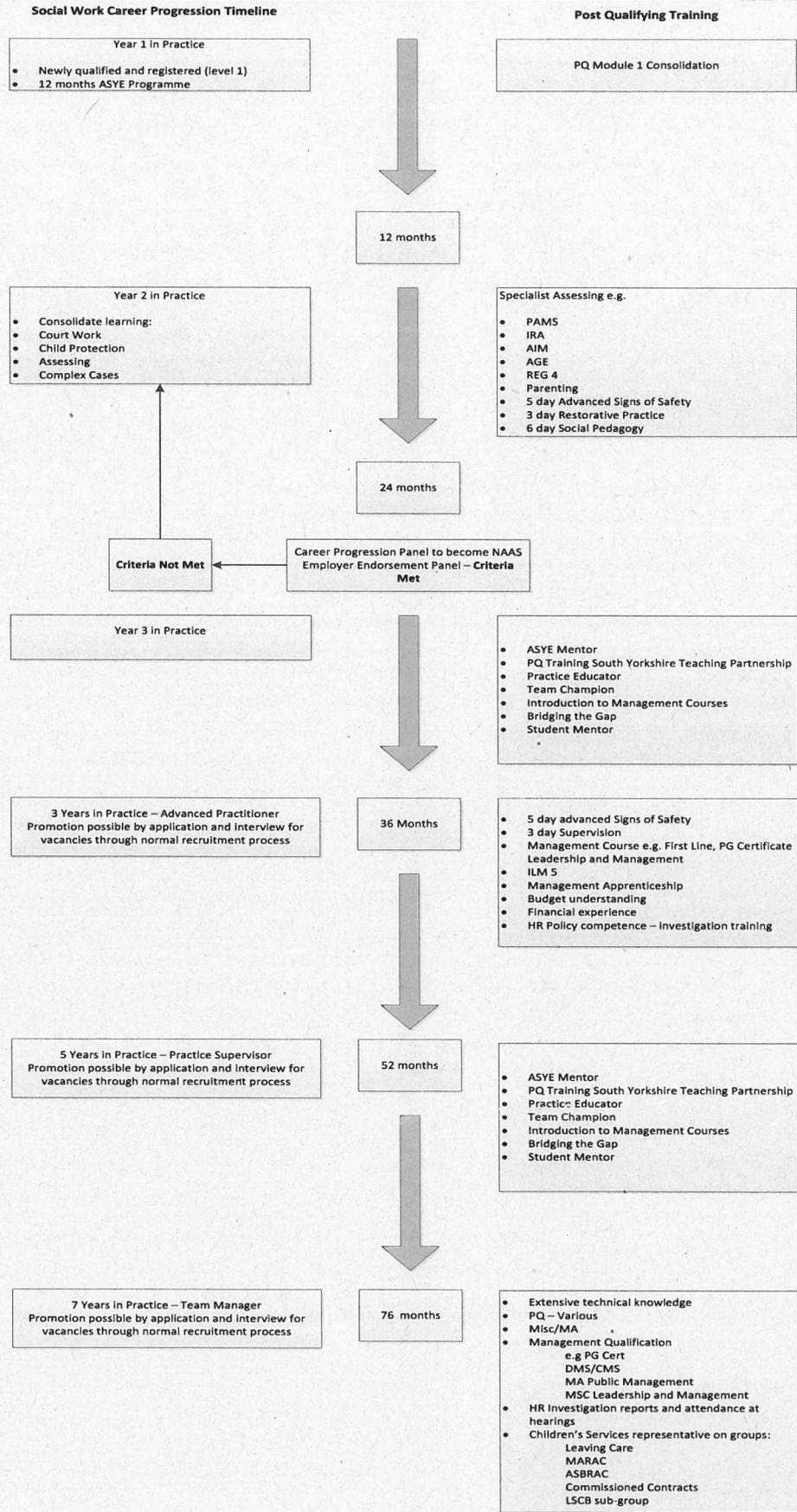
In recognising that the workforce is aging and that the market for social work recruitment remains challenging, the succession planning workshops have been able to consider a number of things:

- In working with managers from all Children's Services teams we have been able to identify qualified social workers in our residential children's homes, Youth Offending Service and Early Help teams to provide career development opportunities and pathways for them that they had perhaps not previously considered. This gives us some capacity to increase the number of student placement as they can go into these teams and extend work experience opportunities to those seeking to enter the profession.
- Children's Services has been able to identify social workers who are interested in career progression and equip them with the necessary skills to reach the next level for example by attending Bridging the Gap or one of the other post qualifying opportunities available.

### **How do we plan to get there?**

Effective succession planning is about getting the right people, in the right place or team at the right time. In order to continue to improve the recruitment and retention of staff, the succession planning workshops will continue to be held twice a year to identify those staff who are ready for the next step in their career and to predict potential gaps or short falls based on what we know about our workforce profile. This will include a more developed use of data and workforce intelligence to enable the continuous attraction and retention of social workers, ensuring that Children's Services is able to build capacity and capability, building on what we learn from testing different approaches and initiatives.

# Appendix 1 - Progression Flowchart





L&D Annual Training  
Programme

**Appendix 3 - Research Involvement Since 2013 with External Institutions/Organisations**

<u>Date</u>	<u>Research topic/ Institution</u>	<u>Overview</u>	<u>Outcomes</u>
<u>2013 - 15</u>	ESCR funded emotional resilience research Dr Laura Biggart University of East Anglia	40 LCC social workers took part in research programme to explore if resilience can be strengthened/taught by specific strategies and training. This followed work on retention, stress and burn out undertaken by Mary Baginsky of Kings College. The research did support social workers in finding and learning strategies to manage the stress of the work but did not evidence significant gains in this area overall.  Follow up funding was being sought.	On going research to fed into the burn out issues in social work. 40 staff trained in strategies of manage the stress more effectively
<u>2014 - on going</u>	Funded public health PHD University of Nottingham, Lisa Huddleston	Research about Looked after young people and smoking, several sessions with the children's homes staff and interventions to support smoking cessation	Work with residential staff in Lincs to look at interventions to support young people and themselves to stop smoking.
<u>2015 -</u>	Funded PHD Jo	Young mothers and body image 16-20 year old	On going research not yet completed

<u>on going</u>	Fisher Sheffield Hallam University	mothers experiences of sexuality during pregnancy and after birth		
<u>2015 - 2016</u>	Family Rights Group research University of Nottingham Professor Kate Morris	Understanding vulnerable families experiences of interventions: what helps, what hinders and what could make a difference?	Research used to inform Nuffield institute research work with Paul Bywaters and used in book, Humane social work with children and their families	
<u>2015 - on going</u>	Community music and the impact on vulnerable groups, York St John University and Soundlinks	Understand how music can work to promote self-esteem, give alternative methods of direct work and enhance confidence in looked after children	On going research paper due March 2018	
<u>2015 - 2017</u>	Signs of Safety research Eileen Munro and Kings College, London	Phase 1 of the England Innovations Programme, doing thing differently, evaluation of transformation programme with SOS as practice model.	Department for Education evaluation paper produces by Kings College and report by Eileen Munro ' You cant grow roses out of concrete'	
<u>2015 - 2016</u> <u>(6 months)</u>	Cassie Priestley dissertation University of Hull YOS service	Scale study of child on parent violence recognised as a form of intergenerational abuse and if so what strategies can be developed to deal with it.	Final dissertation produced and provided to YOS to consider next steps: further research commissioned with Ceryl Davies, used for YOS redesign	
<u>2016 (3</u>	Manchester	6 practice educators took part in interviews and	Evaluation paper produced and used to	

<u>months</u>	Metropolitan University and practice educators	focus groups to evaluate working with Step Up students.	redesign some parts of the programme and support bid
<u>2016 – on going</u>	Nic Thompson University of funded PHD researching use of SGO's	Interviews and data about use of SGO, support etc and how this works in Lincs	On going
<u>2016</u>	Small research topic on the recruitment of foster carers, LAGAAT	Post graduate student conducted a small research topic to explore when foster carers dropped out of the recruitment process, why this happened.	Report produced and provide to HOS to devise action plan with fostering recruitment team.
<u>2017 – on going</u>	Kings College Safeguarding and Education ESRC funded research, Jill Manthorpe, Mary Baginsky and Jo Moriarty	Supporting and engaging schools in decision-making and multi-agency working for the protection of children: Case for Support	On going
<u>2017 – on going</u>	Funded PHD Goldsmith University of London Adi Staempfli	A practice based approach to reflective learning for key situations in social work	On going but PSW to use in preparation work for NAAS with staff.
<u>2017 – on</u>	University of Sheffield research	Research on the policies to improve LAC	Pending

<u>going</u>	methods module school of sociology	educational attainment and have they had an impact.	
<u>2017 – on going</u>	SOS EIP2, Eileen Munro and Kings College	Further evaluation of the impact of SOS as a practice model on UK social work with children and families	On going
<u>2017 – on going</u>	UCL Claire Cameron and Caring 2 Learn	Social pedagogy in schools, caring schools learning placements.	On going
<u>2018 – on going</u>	Julie Brown PHD	The Control of Safeguarding Children Social Work: A Mixed Methods Study of the interaction between Managerial and Professional Control in a Social Policy Context	Initial interviews conducted and feedback awaited.
<u>2018 – on going</u>	Nathan Hufton MA research	How UK drug policies impact on social work practice	Due to commence

## **Appendix 4 - Relocation Policy**

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Relocation Expenses

## **Appendix 5 - Lease Car Policy**

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Contract Car Scheme

## **Appendix 6 - Retention Payments for LCC Children's FAST Social Workers**

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### **Managers' Guidance Note**

#### **Scheme Details**

A retention payment based on 7% of basic gross salary will be payable to those employees covered by the scheme in March of each year, pro rata for part timers or those who start part way through the year.

#### **Scheme applicable to:**

Children's FAST Social Workers at Level 2, FAST Advanced Practitioners, FAST Practice Supervisors

#### **Scheme excludes**

Non FAST Social workers, Level 1 FAST Social Workers and Team Managers

**Scheme applicable from:** 1<sup>st</sup> April 2018

**Payments due:** in March each year with the first payment being due in March 2019

**Scheme Criteria:** An employee must have successfully completed their probationary period with LCC before they become entitled to payment under the scheme.

#### **Notes for Managers**

It is imperative that appraisals are completed for staff between January and March each year so that an assessment of performance can be made. Employees scoring 3, 4 or 5 on the LCC appraisal scoring scheme would be entitled to the retention payment as long as the following criteria apply:

#### **Performance**

They have had no informal or formal performance management action, i.e. there are no disciplinary sanctions in place and no informal or formal capability processes in place.

#### **Sickness**

The trigger points in the Absence Management policy should not have been met. To ensure consistent practice across Children's Services FAST Teams there will be no discretion with this.

#### **Trigger Points:**

The Council operates the following trigger points:

- 4 or more episodes of absence in a rolling 12 month period and/or
- 9 working days of absence in a rolling 12 month period and/or

- Absences in a short period warranting immediate action, e.g. 3 episodes or 6 working days in 6 months

A pattern of absence causing concern, e.g. regular Friday or Monday absences or absences regularly occurring on a particular day/week, pre or post annual leave, school holidays, public holidays, pay day.

The trigger points should be pro rata for part time employees as per the LCC Absence Management Policy.

However disability and pregnancy related absence should be excluded.

For those on long term sickness they should have been back at work for a period of 3 months at the point when the retention payment is due in order for them to receive the retention payment.

### **Maternity leave**

For those who have been on maternity leave they should have been back at work for a period of 3 months at the point when the retention payment is due in order for them to receive the retention payment. Should they return part way through the year they should remain at work for 3 months and at that point the previous year's retention payment would become payable.

For those going on maternity leave at the point at which the retention payment is due the previous year's retention payment would still be payable to them.

Managers have discretion on this should the employee leave through a redundancy situation.

### **Secondments**

Employees who are seconded to a post that is not paid a retention payment they would not be entitled to continue to receive this payment. However, in some exceptional circumstances as decided by the Head of Service or above, if the transfer or secondment is at the request of LCC, then LCC may decide to pay the bonus on a pro rata/reduced basis for the period/duration of the secondment that the employee was in the alternative role/post.

### **Appeals**

Should you fall into the category of employees entitled to receive a payment and not receive one you are entitled to appeal. This should be done in writing to your Service Manager within 5 working days of being notified that you will not be receiving a payment. You should state your grounds for lodging an appeal. The Appeal will be heard by a Service manager within 10 working days of the appeal being received.

The LCC grievance procedure is not applicable in these cases.

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**RESEARCH INVOLVEMENT SINCE 2013 WITH EXTERNAL INSTITUTIONS/ ORGANISATIONS**

<b><u>Date</u></b>	<b><u>Research topic/ Institution</u></b>	<b><u>Overview</u></b>	<b><u>Outcomes</u></b>
<b><u>2013 - 15</u></b>	ESCR funded emotional resilience research Dr Laura Blggart University of East Anglia	40 LCC social workers took part in research programme to explore if resilience can be strengthened/taught by specific strategies and training. This followed work on retention, stress and burn out undertaken by Mary Baginsky of Kings College. The research did support social workers in finding and learning strategies to manage the stress of the work but did not evidence significant gains in this area overall.  Follow up funding was being sought.	On going research to fed into the burn out issues in social work. 40 staff trained in strategies ot manage the stress more effectively
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<b><u>2015 – on going</u></b>	Funded PHD Jo Fisher Sheffield Hallam University	Young mothers and body image 16-20 year old mothers experiences of sexuality during pregnancy and after birth	On going research not yet completed
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SOCIAL WORK

IN PROGRESS

<b><u>2015 – 2016</u></b> <b><u>( 6 months)</u></b>	Cassie Priestley dissertation University of Hull. YOS service	Scale study of child on parent violence recognised as a form of intergenerational abuse and if so what strategies can be developed to deal with it.	Final dissertation produced and provided to YOS to consider next steps: further research commissioned with Ceryl Davies, used for YOS redesign
<b><u>2016 (3 months)</u></b>	Manchester Metropolitan University and practice educators	6 practice educators took part in interviews and focus groups to evaluate working with Step Up students.	Evaluation paper produced and used to redesign some parts of the programme and support bid
<b><u>2016 – on going</u></b>	Nic Thompson University of funded PHD researching use of SGO's	Interviews and data about use of SGO, support etc and how this works in Lincs	On going
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SOCIAL WORK

IN PROGRESS

<b><u>2017 – on going</u></b>	Kings College Safeguarding and Education ESRC funded research, Jill Manthorpe, Mary Baginsky and Jo Moriarty	Supporting and engaging schools in decision-making and multi-agency working for the protection of children: Case for Support	On going
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<b><u>2017 – on going</u></b>	University of Sheffield research methods module school of sociology	Research on the policies to improve LAC educational attainment and have they had an impact.	Pending
<b><u>2017 – on going</u></b>	SOS EIP2, Eileen Munro and Kings College	Further evaluation of the impact of SOS as a practice model on UK social work with children and families	On going
<b><u>2017 – on going</u></b>	UCL Claire Cameron and Caring2 learn	Social pedagogy in schools, caring schools learning placements.	On going

SOCIAL WORK

IN PROGRESS

<b><u>2018 – on going</u></b>	Julie Brown PHD	The Control of Safeguarding Children Social Work: A Mixed Methods Study of the interaction between Managerial and Professional Control in a Social Policy Context	Initial interviews conducted and feedback awaited.
<b><u>2018 – on going</u></b>	Nathan Hufton MA research	How UK drug policies impact on social work practice	Due to commence

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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>30 November 2018</b>
Subject:	<b>Performance - Quarter 2 2018/19</b>

**Summary:**

The accompanying appendices to this report provide key performance information for Quarter 2 2018/19 that is relevant to the work of the Children and Young People Scrutiny Committee.

**Actions Required:**

The Committee is invited to consider and comment on the performance information contained in the appendices of this report and recommend any actions or changes to the Executive Councillor for Adult Care, Health and Children's Services.

## **1. Background**

### **Performance Indicators**

Appendix A provides a full and detailed report that covers only the Council Business Plan indicators used by Children's Service. This is available for questions.

### **Complaints and compliments**

Appendix B covers complaints and compliments.

### **Status of schools**

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

### **Performance Monitoring of Contracts**

Appendix D gives an overview of the performance management of contracts.

## 2. Conclusion

This report summarises the Quarter 2 performance for Children and Young People, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

## 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	Performance Monitoring of Contracts - Exempt Paper

## 5. Background Papers

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

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



## Health and Wellbeing is improved

Young people are supported to reach their potential

### 16-17 year old Looked After Children participating in learning

This measures young people recorded as being Looked After Children participating in learning 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.

The parameters of this measure were previously defined as recording 16-18 year old Looked After Children participating in learning. As of Q1 2017/18 onwards, the Department for Education no longer require monitoring of children aged 18, and so the measure has been amended accordingly, restricting data provision to 16-17 year old Looked After Children only. A higher percentage of Looked After Children participating in learning indicates a better performance.



Achieved

64.52

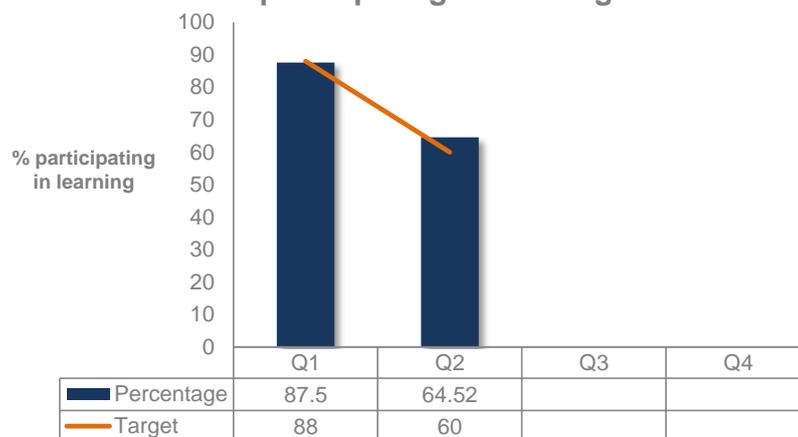
% participating in learning  
Quarter 2 September 2018



60

% participating in learning  
Target for September 2018

#### 16-17 year old Looked After Children participating in learning

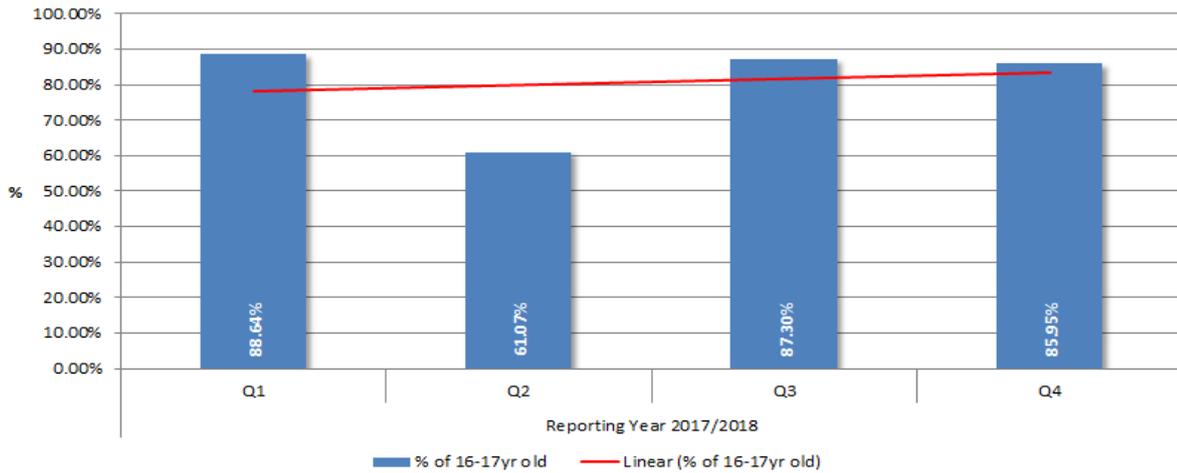


#### About the latest performance

The Virtual School team works effectively with our social workers, carers students and education providers to ensure that transitions from Year 11 into Year 12 are successful and that all students have an appropriate educational placement that meets their needs Post 16. Once they have accessed a place in Sixth Form or College we regularly monitor and review their progress to ensure they are appropriately supported to become confident learners.

## Further details

### Percentage of 16-17 year olds LAC who are participating in learning



#### About the target

Lincolnshire County Council does not always have capacity to track and validate all new learners placements in the first month of their new setting, to coincide with Q2 reporting. Targets have been profiled from Q1 2017/18 to account for possible fluctuations in performance.

#### About the target range

The target range is set at a level to allow for 2 percentage points above the target and 5 percentage points below the target.

#### About benchmarking

Benchmarking for this measure is not currently available.

 Health and Wellbeing is improved

Young people are supported to reach their potential

### Care Leavers in suitable accommodation

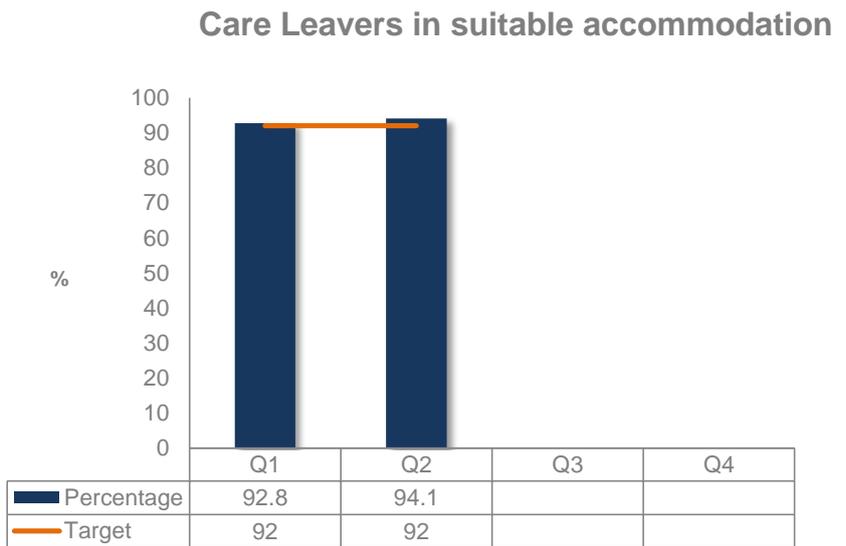
A care leaver is a young person who reaches the age of 18 who had been in local authority care.  
 Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".  
 Denominator: Number of care leavers turning 19 years of age in the year.  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

 **Achieved**

**94.1**  
%  
Quarter 2 September 2018



**92**  
%  
Target for September 2018

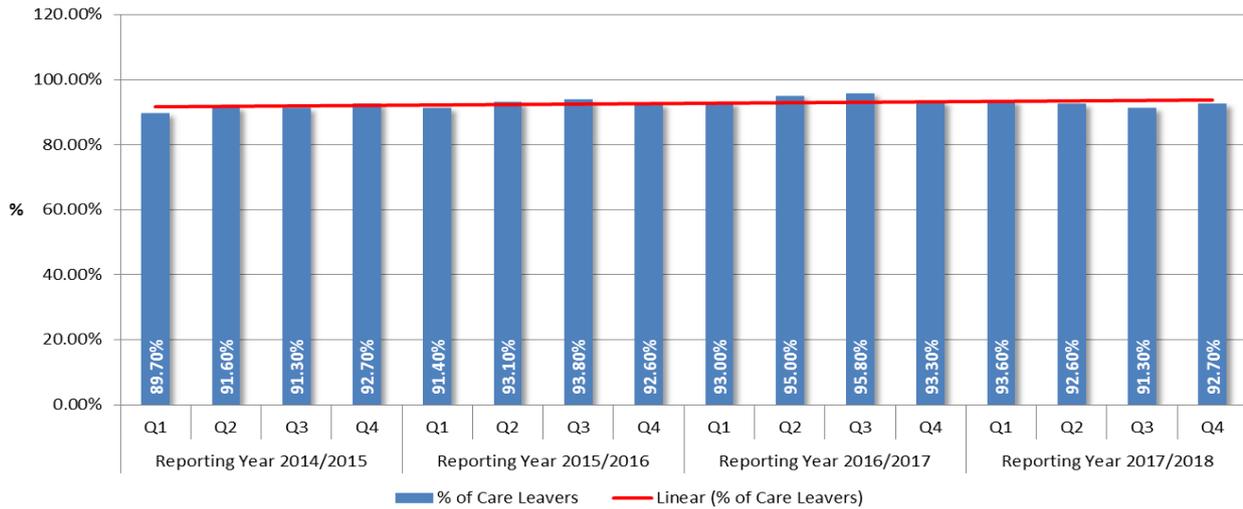


**About the latest performance**

The number of care leavers in suitable accommodation has remained on target for the past 4 years. There is a range of accommodation options available or being developed which confirm the Authorities commitment to ensure that all care leavers have somewhere that is safe and appropriate. Some of those designated as being in unsuitable accommodation have returned home or are in custody. The leaving care service engages with each of these to ensure that they understand the full range of housing options available to them.

Further details

**Percentage of Care Leavers in Suitable Accommodation**



About the target

In 2017/18 the target has increased to 92% from 90% in the 2016/17 reporting year. Performance has been in line with the revised target since Q2 of 2015/16.

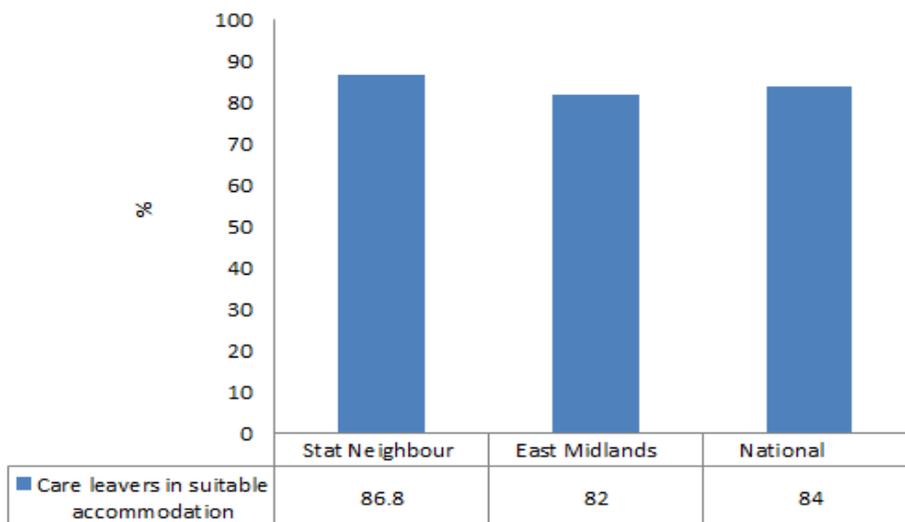
About the target range

The target range for this measure allows for a -4 or +8 percentage point fluctuation against the target.

About benchmarking

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

**Care leavers in suitable accommodation 2016/2017**





Communities are safe and protected

Reduce the number of young people committing a crime

Juvenile first time offenders

The First Time Entrant (FTE) measure is a rate per 100,000 of 10-17 population in Lincolnshire. However, for this purpose we are reporting the actual number of young people, rather than the rate. Data is reported with a 6 month lag and a rolling 12 month period, for example July 2016 - June 2017 data is reported in Q3 2017/2018.

The number of young people entering the criminal justice system for the first time is mostly controlled by external influences such as Police policies.

A lower number of young people entering the criminal justice system for the first time indicates a better performance.



Achieved

144

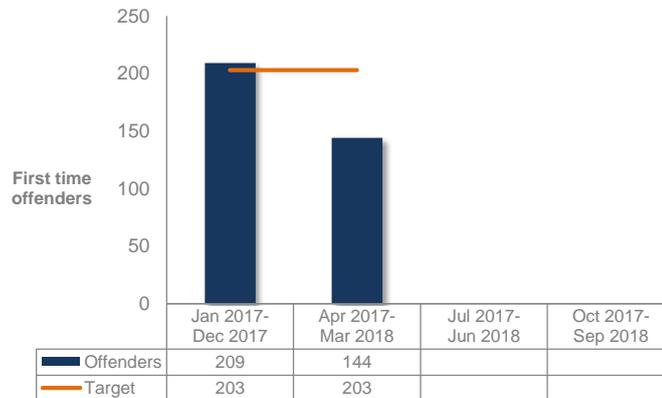
First time offenders  
April 2017 to March 2018



203

First time offenders  
Target for March 2018

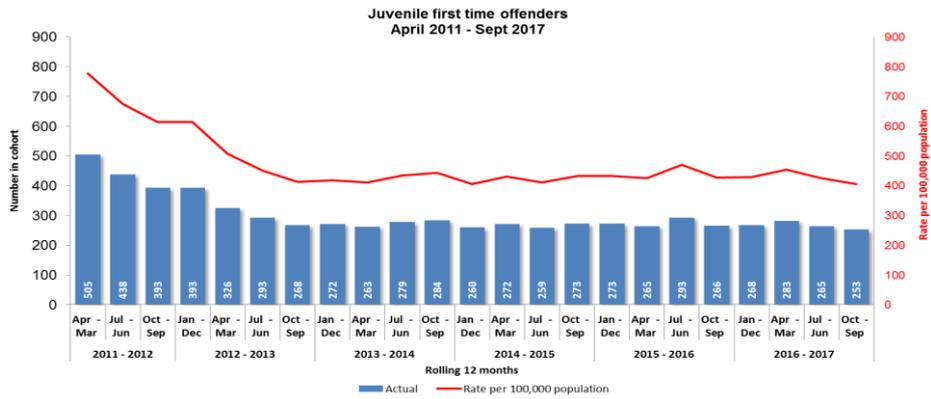
Juvenile first time offenders



About the latest performance

The most recent published FTE (first time entrants) figure for Lincolnshire is 144 actual young people for the period of April 2017 to March 2018 (a rate of 231 per 100,000 10 to 17 year olds) against a target of 203 young people; a lower number indicates a better performance therefore this measure has exceeded the target. In June 2017 we launched a new diversionary project in Lincolnshire in conjunction with Lincolnshire Police. This new project has shown clear effects for this reporting period, resulting in a significant reduction in those young people coming into the criminal justice system for the first time. The forecasted figure for the forthcoming year is expected to show further reductions.

## Further details



## About the target

Our target is based on the average performance of Youth Offending Services within the Midlands Youth Justice Board region. The target is set by Lincolnshire County Council, the Youth Justice Board monitor and challenge progress.

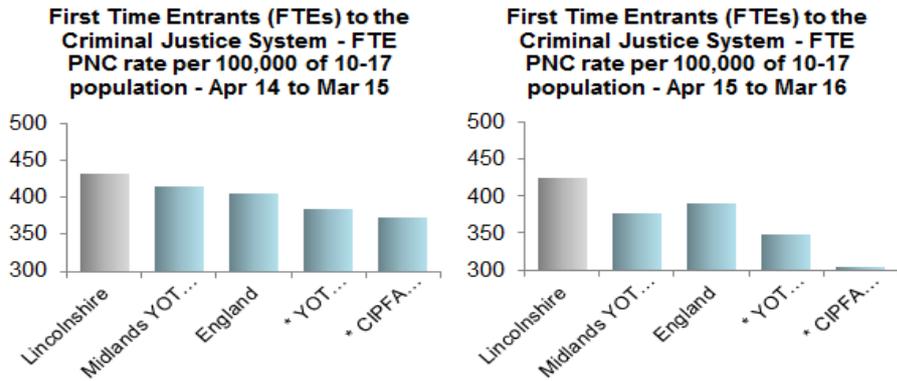
## About the target range

Target ranges are difficult to define as external factors can have a major influence on the numbers of young people entering the criminal justice system for the first time, for example arrests made by the Police and decisions whether to prosecute or not. It has been agreed that +/-20 First Time Entrants is a reasonable target range.

About benchmarking

Data from the Ministry of Justice is used to benchmark First Time Entrant per 100,000 population. The Youth Offending Team (YOT) comparators in this instance are Cambridgeshire, Cornwall, Devon, Gloucestershire, Leicestershire, Norfolk, North Yorkshire, Somerset, and West Mercia. NOTE: The original analysis used in calculating the YOT families (based on socio-economic factors) is now around 10 years old. In that time, the demographics and socio-economic factors of the local areas will have changed. Therefore, it is advised caution be used when using these YOTs families.

Lincolnshire County Council provides performance reports to the Chartered Institute of Public Finance and Accountancy (CIPFA) which facilitates benchmarking services to enable performance to be monitored against other local authorities. We benchmark against other Local Authorities within our CIPFA Group of 16 authorities. The CIPFA comparators in this instance are Cumbria, Derbyshire, Gloucestershire, Norfolk, Nottinghamshire, Somerset, Staffordshire, Suffolk, and Warwickshire. NOTE: The comparators are taken from the CIPFA website and use the default options for selecting Councils similar to Lincolnshire.



Juvenile First Time Offenders	Apr 14 - Mar 15		Apr 15 - Mar 16	
	Number	Rate	Number	Rate
Lincolnshire	272	431	265	426
Midlands YOT Region	3961	415	3583	377
England	19815	405	19154	392
* YOT Comparators	2266	384	2062	349
* CIPFA Comparators	2027	373	1644	306



Communities are safe and protected

Reduce the number of young people committing a crime

Juvenile Re-offending

The number of young people aged 10 to 17 who commit a proven offence in a 12 month period following previous involvement with Lincolnshire Youth Offending Service. This measure now takes cases from a 3 month period having previously measured a 12 month cohort. As from Q3 2017/18, this measure will only review a 3 month cohort due to methodology changes from the Ministry of Justice. However, offenders will still be monitored for 12 months after the follow-up offence has been committed. Data will be reported with a 2 year lag.

A lower percentage of juvenile re-offending indicates a better performance.



Not achieved

42.4

%

July 2016 to September 2016



39.8

%

Target for September 2016

Juvenile Re-offending



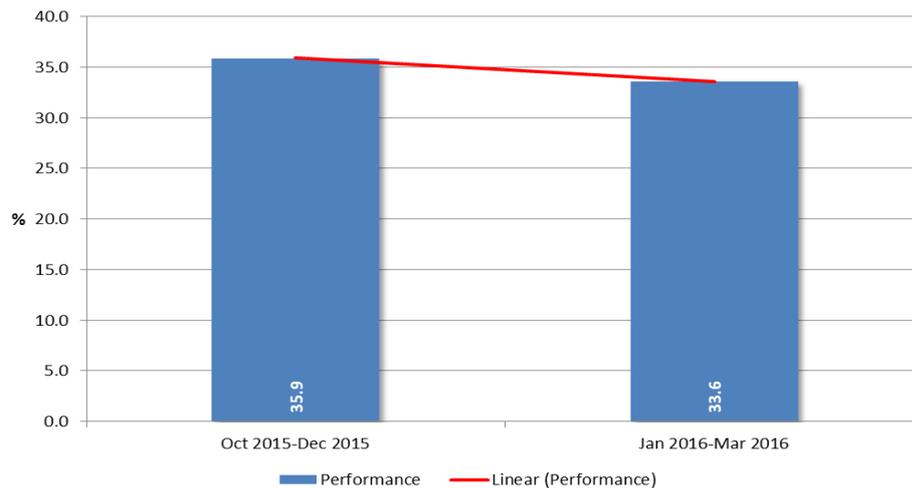
About the latest performance

The Ministry of Justice has changed the methodology for measuring reoffending. There has been a move to a three month cohort rather than a 12 month cohort. The cohort will still be tracked over 12 months. Changing from 12 month cohorts to the 3 month cohorts results in a greater proportion of prolific offenders and hence higher reoffending rates, though both measures show similar trends over time at a national level.

Currently Lincolnshire is performing at a higher rate than both the Regional rate of 40.5% and the National rate of 41.3%. However, the actual numbers of re-offenders has continued to fall, with just 42 out of 99 young people re-offending in the reported quarter. As the cohort will be measured over a 3 month period, instead of a 12 month period, it is unclear as to how this will affect future performance figures. For example, seasons can affect re-offending rates; historically re-offending rates have increased during summer months, therefore it remains to be seen how the change in methodology to a 3 month cohort will affect performance and trends moving forward.

Further details

### Percentage of Juveniles Re-offending



About the target

Our target is based on the average performance of Youth Offending Services within the Midlands Youth Justice Board region.

About the target range

The target range of +/-2 percentage points reflects the fall in number of the young people the service works with who remain difficult to engage with.

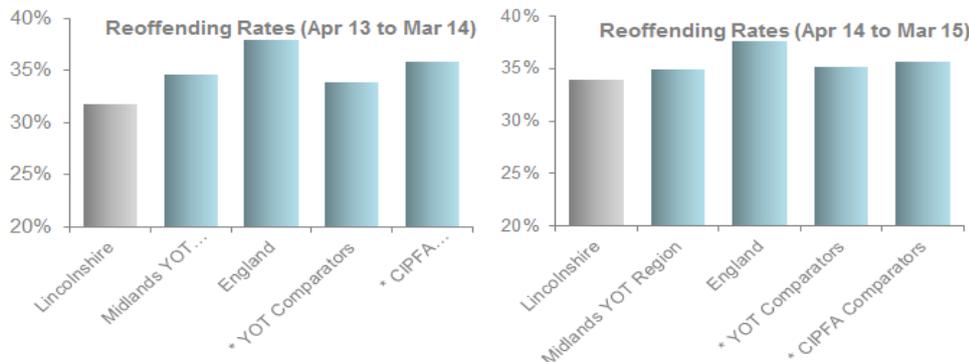
About benchmarking

Data from the Ministry of Justice is used to benchmark First Time Entrant per 100,000 population. \* The YOT comparators in this instance are Cambridgeshire, Cornwall, Devon, Gloucestershire, Leicestershire, Norfolk, North Yorkshire, Somerset, and West Mercia.

NOTE: The original analysis used in calculating the YOT families (based on socio-economic factors) is now around 10 years old. In that time, the demographics and socio-economic factors of the local areas will have changed. Therefore, it is advised caution be used when using these YOTs families.

Lincolnshire County Council provides performance reports to the Chartered Institute of Public Finance and Accountancy (CIPFA) which facilitates benchmarking services to enable performance to be monitored against other local authorities. We benchmark against other Local Authorities within our CIPFA Group of 16 authorities.\* The CIPFA comparators in this instance are Cumbria, Derbyshire, Gloucestershire, Norfolk, Nottinghamshire, Somerset, Staffordshire, Suffolk, and Warwickshire.

NOTE: The comparators are taken from the CIPFA website and use the default options for selecting Councils similar to Lincolnshire.



Juvenile Reoffending Rate after 12 months	Apr 13 - Mar 14				Apr 14 - Mar 15			
	Number in cohort	No. of Reoffenders	No. of Reoffences	Percentage Reoffending	Number in cohort	No. of Reoffenders	No. of Reoffences	Percentage Reoffending
Lincolnshire	434	138	452	31.80%	436	148	514	33.94%
Midlands YOT Region	7148	2470	7695	34.56%	6532	2282	7018	34.94%
England	39677	15035	47020	37.89%	34416	12963	42423	37.67%
* YOT Comparators	3581	1211	3583	33.82%	3138	1103	3717	35.15%
* CIPFA Comparators	3988	1430	4188	35.86%	3454	1230	3921	35.61%



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.

A lower rate of children looked after by the Local Authority indicates a better performance.



Achieved

42.1

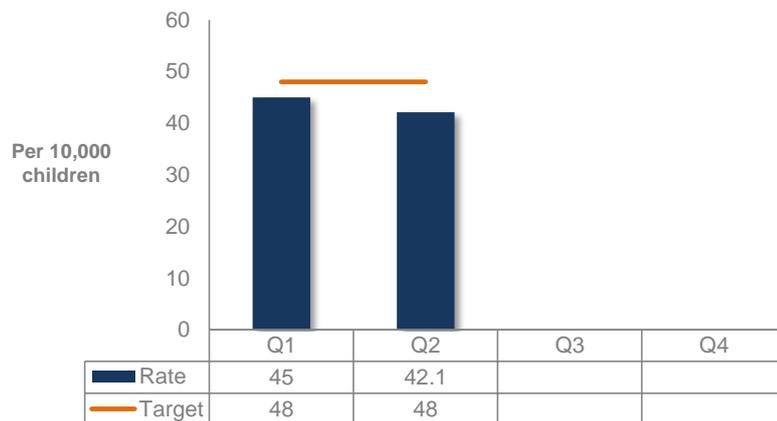
Per 10,000 children  
Quarter 2 September 2018



48

Per 10,000 children  
Target for September 2018

Looked after children

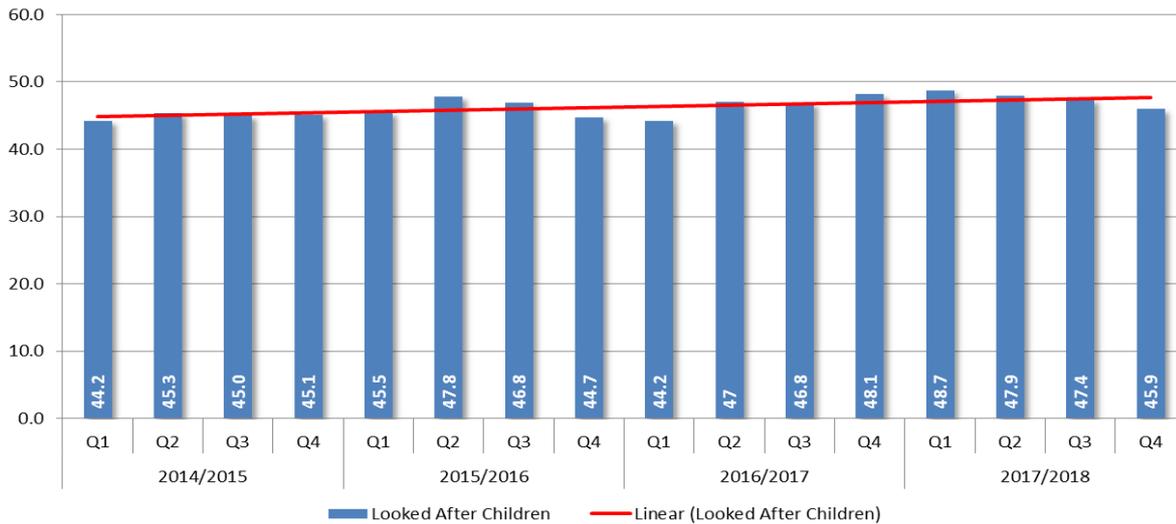


About the latest performance

There has been a reduction in the number of children looked after over the last year (605 children looked after at the end of September 2017) and particularly since April 2018. However, children are still being accommodated if they cannot remain at home and this is robustly monitored through Support panel (which is an internal decision making forum chaired by a service manager) and the courts.

Further details

### Looked After Children per 10,000 of the Lincolnshire population



About the target

The target has been revised in Quarter 1 of 2017/18. This is to reflect national increases in rates of Looked After Children, but Lincolnshire remain below the rate of national and statistical neighbours.

About the target range

The target range allows for the rate of Looked After Children to vary between 46 and 50 per 10,000 population. This equates to a range of 654 to 711 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 2015/2016



Number of children in Local Authority care, comparative performance Q4 2016/2017



	2015/2016	2016/2017
LCC Performance	45	48
East Midlands	53	54
National Average	60	60
LCC Target	45	45



Communities are safe and protected

Children are safe and healthy

Children who are subject to a child protection plan

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

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

A lower number of children who are subject to a child protection plan indicates a better performance.



Achieved

279

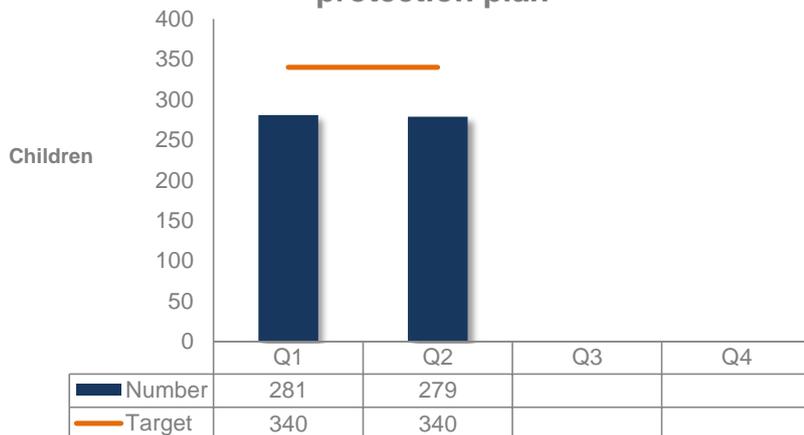
Children  
Quarter 2 September 2018



340

Children  
Target for September 2018

Children who are subject to a child protection plan

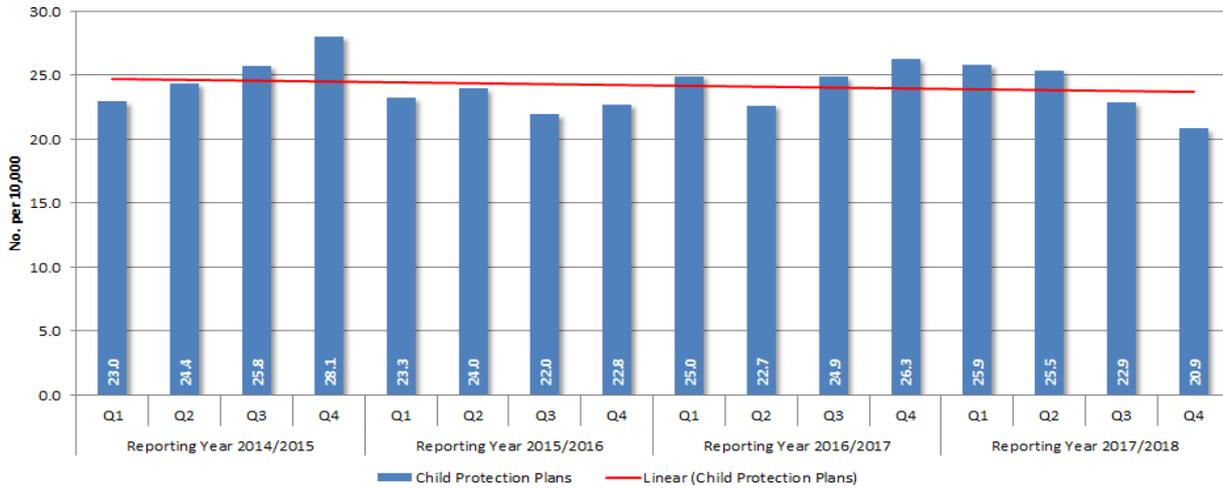


About the latest performance

The number of children subject to a Child Protection Plan has reduced slightly to 279 children, from 281 in Quarter 1. This is well below the target set at 340 children and equates to a rate of 19.4 children against a target of 24 per 10,000. The embedding of Signs of Safety practise and early help intervention both internally and externally has resulted in early intervention with families.

Further details

**No. of Children Subject to a Child Protection Plan  
(per 10,000 of the population under 18)**



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.

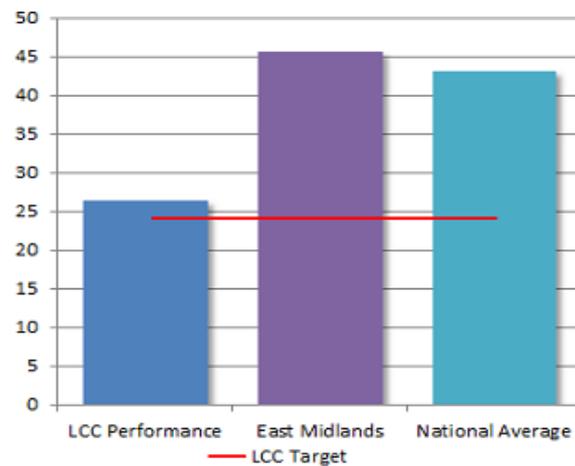
About benchmarking

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 2015/2016**



**Number of children subject to a  
Child Protection Plan comparison  
Q4 2016/2017**



	2015/2016	2016/2017
LCC Performance	22.8	26.3
East Midlands	45.6	45.5
National Average	42.9	43.1
LCC Target	24	24



Communities are safe and protected

Children are safe and healthy

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

Average number of days between the child entering care and moving in with their adoptive family. A lower number of days taken to move a child from care into an adoptive family indicates a better performance.



Achieved

328

Days

Quarter 2 September 2018



400

Days

Target for September 2018

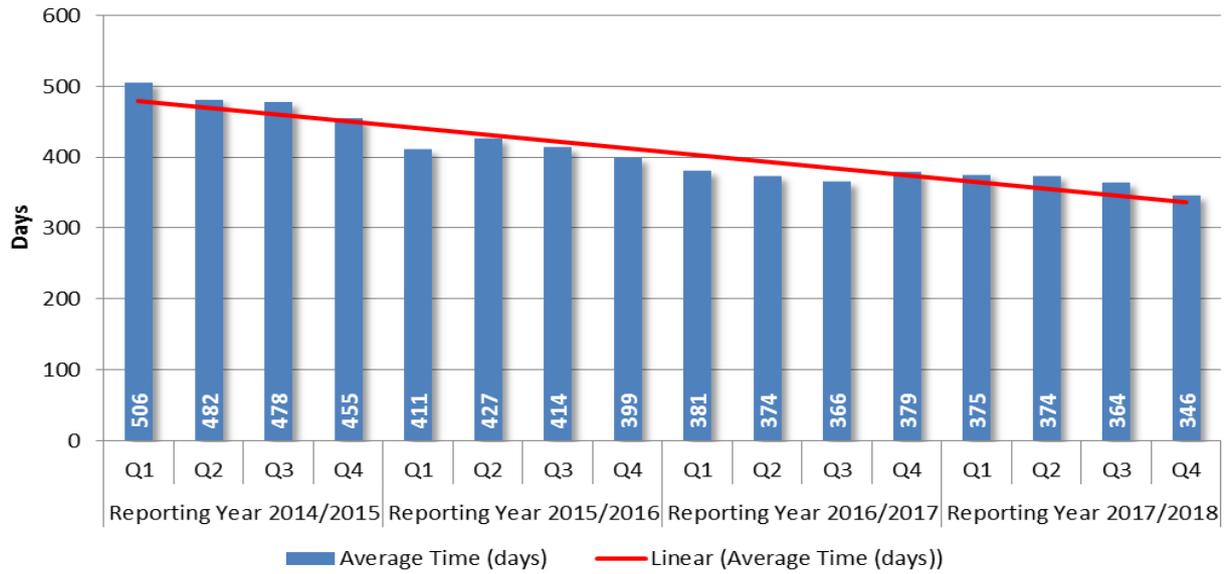
Average time taken to move a child from care to an adoptive family



About the latest performance

As an authority we continue to compare favourably with other authorities and the national average in terms of the time it takes from a child entering care to them moving in with their adoptive family. Our high performance in this area is achieved through being aware of the journey of each child and ensuring that the adoption team is able to engage in twin tracking (the method in which two plans, one of which being adoption, will run simultaneously for the child) at the earliest opportunity.

### Average Time (Days) Taken to Move a Child From Care to an Adoptive Family



#### About the target

The target has been set to 400 days. At our last inspection we achieved an outstanding rating for the adoption service and this improved target is a indication of Service that is striving to keep those outstanding standards.

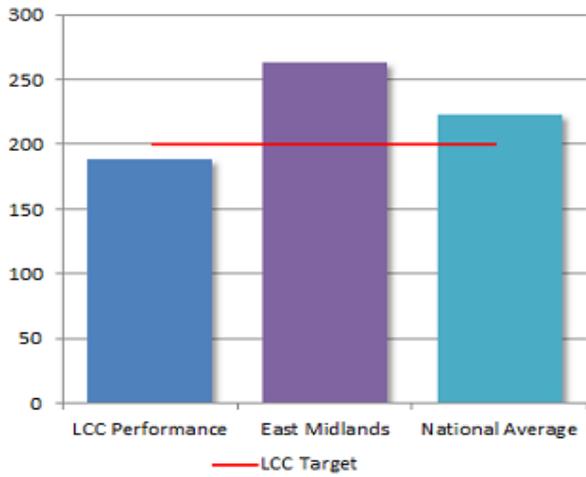
#### About the target range

No tolerances has been set for this measure as anything above target would indicate a deteriorating performance.

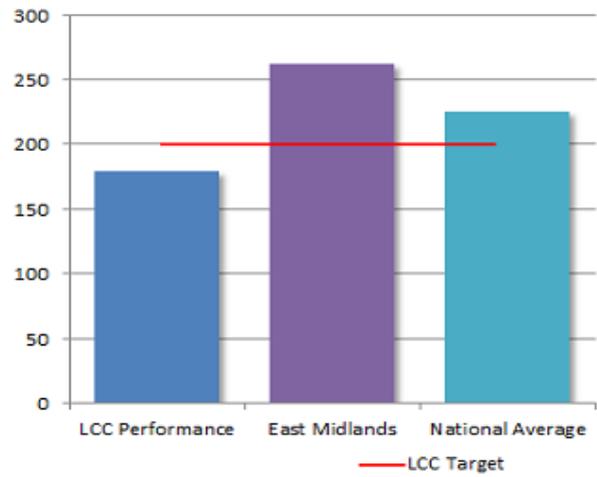
About benchmarking

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

**Average time taken to match a child to an adoptive family (days)  
Q4 2015/2016**



**Average time taken to match a child to an adoptive family (days)  
Q4 2016/2017**



	2015/2016	2016/2017
LCC Performance	188	179
East Midlands	263	263
National Average	223	226
LCC Target	200	200



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.  
A lower number of days taken to match a child to an adoptive family indicates a better performance.



Achieved

139

Days

Quarter 2 September 2018

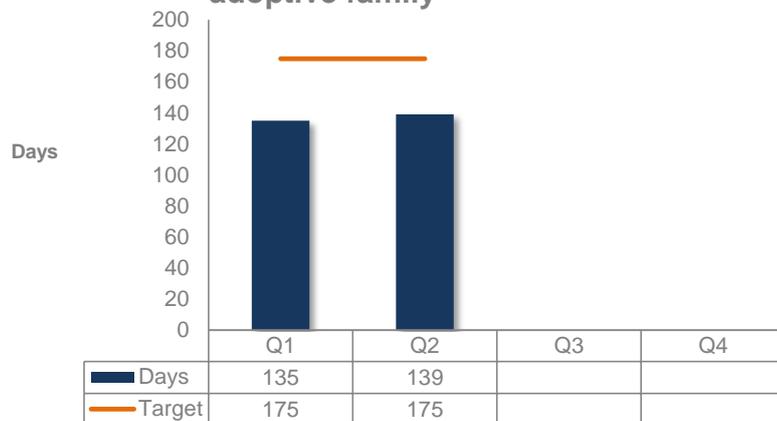


175

Days

Target for September 2018

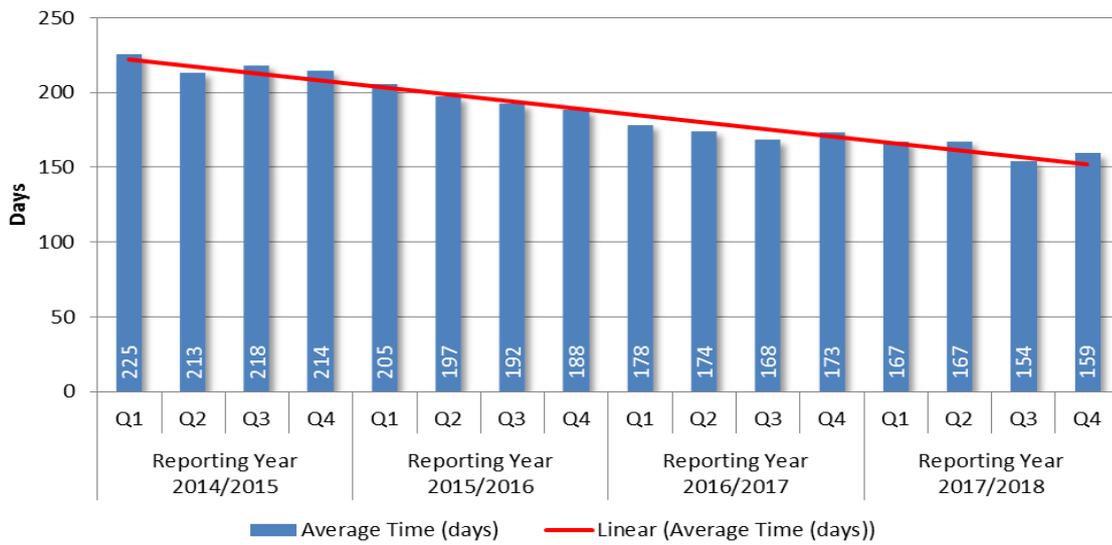
Average time taken to match a child to an adoptive family



About the latest performance

We continue to perform highly in this area as a result of ensuring that we are mindful of the needs of children and that this informs our recruitment strategy for potential adoptive families. Recruiting the right families for children reduces the need to identify independent adoptive placement (those not recruited by Lincolnshire County Council, such as other authorities or agencies), which in turn minimises potential delays.

### Average Time (Days) Taken to Match a Child to an Adoptive Family



#### About the target

The target has been decreased by 25 days from the previous year (200 in 2017/18 to 175 in 2018/19). This is based on the fact that our performance has improved every year since 2011, and with the service always looking to improve, we don't predict 2018/19 will be any different. This figure is based on the average from the past 3 years.

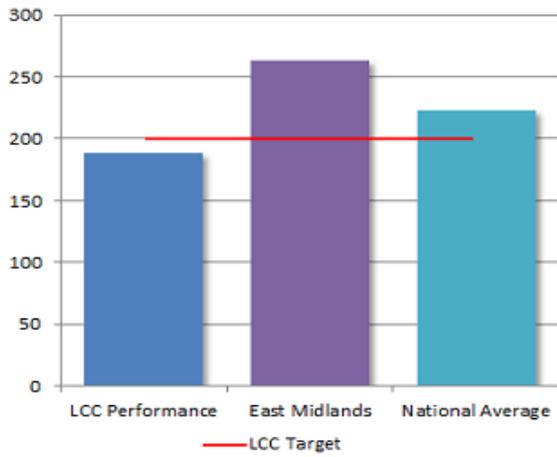
#### About the target range

Both upper and lower target ranges have been set to 10 days.

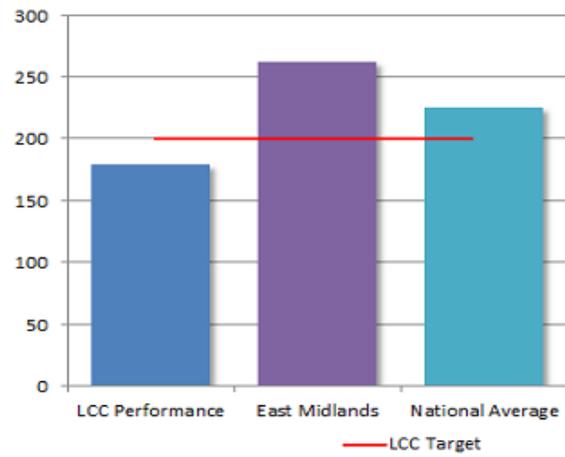
About benchmarking

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)  
Q4 2015/2016**



**Average time taken to match a child to an adoptive family (days)  
Q4 2016/2017**



	2015/2016	2016/2017
LCC Performance	188	179
East Midlands	263	263
National Average	223	226
LCC Target	200	200

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**Customer Satisfaction Information  
 Children and Young People Scrutiny Committee Q2  
 Date range for report 1<sup>st</sup> July 2018 – 30<sup>th</sup> September 2018**

**LCC Overview of compliments**

**Overall Compliments**

The overall compliments received for Children's and Young People shows an decrease of approximately 40% with 25 compliments received this Quarter compared to 42 last Quarter.

<b>Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u></b>	<b>Current Q2</b>	<b>Q1</b>	<b>Q4</b>	<b>Q3</b>	<b>Q2</b>
	25	42	34	14	14

**Children and Young People Compliments**

Children and Young People received 25 compliments this Quarter. These were:

- 8 x Compliments for SW from families and or children.
- 5 x Compliments for SW from Team Managers or other LCC departments.
- 3 x Thanks for Pupil Reintegration and Inclusion Teams from schools for information and assistance.
- 3 x Compliments to the SEND Teams from parents and school.
- 2 x Positive feedback to Heather Sandy and Teams from schools.
- 1 x Thank you from former Looked After Child to the LAC Teams who's education was part funded by LCC.
  
- 3 x Compliments for assistance provided by Children's Services Business Support Staff from parent, from an Early Help Worker and an Independent Chair of recent Child Protection Conference.

**LCC Overview of complaints**

The total number of LCC complaints received this Quarter (Q2) shows a 22% decrease on the previous quarter (Q1). When comparing this Quarter with Q2 of 2017/18, there is a 43% decrease when 219 (excluding school complaints figures) complaints were received.

	<b>Current Q2</b>	<b>Q1</b>	<b>Q4</b>	<b>Q3</b>	<b>Q2</b>
<b>Total number of complaints received across all LCC service area.</b>	153	186	193	241	219
<b>Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u></b>	35	37	52	59	45
<b>Total Service Area Complaints broken down</b>					
<b>Statutory - Children's Care Complaint areas</b>	31	29	39	37	39
<b>Corporate – Education &amp; Schools</b>	6	8	13	22	6
<b>Number of complaint escalations</b>	1	4	0	2	8
<b>How many LCC Corporate complaints have not been resolved within service standard</b>	2	3	9	4	10
<b>Number of complaints referred to Ombudsman</b>	17	15	16	10	11

### **Education and School (Corporate) Complaints**

Education and School corporate complaints received 6 complaints this Quarter.  
There were 3 Children's Commissioning complaints, 2 were unsubstantiated and one partly substantiated.  
There were 3 Pupil and School Services complaints, 2 were partly substantiated and 1 unsubstantiated.

There were 4 Social Care related complaints (not statutory). One was from a step grandmother and perceived failure of SW (Social Worker) to support SU (Service User). This was unsubstantiated.  
One complaint related to concerns not taken seriously. This was also unsubstantiated.  
One was a complaint from an Uncle regarding SW. This was partly substantiated.  
The last complaint was from a mum with no parental responsibility blaming Children's Services for lack of intervention. This was unsubstantiated.

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

Complaint receipts in Quarter 2 for Children's Social Care have increased by 2 complaints compared to last Quarter. From the 31 complaints received this quarter, 3 complaints were substantiated, 10 were partly substantiated and 14 were not substantiated. 4 had no closure form returned.

<b>Nature of Substantiated complaints</b>	<b>Improvements or changes implemented as a result of customers complaint</b>
Complaint against Screening Team member for conduct while talking to staff of Eden's Futures.	Core values and professional standards to be revisited through supervision and appraisal process. Boundaries of role to be revisited. Mentor to support. Buddy system to be put into place when changing roles.
Parents disagree with actions and decision of SW Awaiting feedback	Awaiting feedback
Data breach, confidential Family Group Conference (FGC) info sent to incorrect address and viewed by occupant	FGC - Danger statements are no longer going to be included in FGC plans as this contained the sensitive information disclosed. Confidential stamps have been purchased to mark all envelopes. Case record has been updated with correct address. FGC practitioners to check at the beginning of meetings what address plans need to be sent to. Staff will be reminded to carry LCC slips and envelopes to post through doors when people are not home. CSC/FAST - To ensure all addresses are checked and confirmed on each child's file before being sent through to the relevant team. When new referrals are received the Practice Supervisor will check the addresses on each child's file and if the child has a different address this will be flagged for the SW to check on contact. The SW will check all new cases allocated to them for the address of each child. The SW shall then confirm with the family the correct address for all the children. If the wrong address is then recorded on the system this will be changed immediately. No confidential information will be sent to an address until it has been confirmed with the family as the correct address.

<b>Nature of Partly Substantiated complaints</b>	<b>Improvements or changes implemented as a result of customers complaint</b>
Mum states that SW has request info from GP without her consent	Discussion r.e information included in assessments being correct PS/worker
Believes SW is disrespectful, recently hung up a telephone call on SU when he suggested an early morning meeting due to work commitments	The Early Help Worker has since met with complainant. EHW ensured that she had her lone worker device with her and support available when meeting with complainant.
Complaint from Grandmother with regards lack of support for children of son with lasting brain injury.	OT and Advocate allocated. Early Help Worker asked to revisit family to ensure they have and understanding of support offered.
Mother unable to get in touch with SW with regards concerns over children's welfare.	Discussion to be held at the team meeting about ensuring letters for meetings are sent in a timely manner and the effects of this when it is not followed. SW is aware of this and has said that she will make every effort to ensure all letters are sent to families with 2 weeks notice and that diary planning is key.
Complaint from mum with regards child protection meeting including being unable to raise issues/inaccuracies/parties not invited.	None provided. Went to Stage 2.
Foster carer complaint and resignation regarding lack of social worker support or training.	Support to foster carers with permanent placements. How to manage permanent placements when there are signs of concern. Use of signs of safety. Communication with foster carers facing an allegation.
Fostering complaint where SU is unhappy with behaviour of family support worker.	Discussion item for team meeting.
Disagree with decision to end involvement.	Discussion held with Practice Supervisor to ensure further monitoring of timescales being achieved for CIN meetings.
Disagree with CP assessment.	See above. Same complainant.
Complaint regarding perceived lack of support from LCC adoption service.	To check response received from adoption support and to be more prompt in letting adopters know if their allowances have been agreed.

**Complaint escalations**

In Quarter 2 of 2018/19 there were a total of 22 complaint escalations for LCC. 1 of which was taken forward as Statutory Children's Stage 2 complaints with agreed Terms of Reference signed in this period.

**Ombudsman Complaints**

In Quarter 2 of 2018/19, 17 LCC complaints were registered with the Ombudsman. 7 of these complaints were recorded against Children's Services.

1 was regarding paying for school transport (post 16-18)

1 was in relation to a SEN complaint regarding the son of the complainant.

1 was regarding a SEN Tribunal

1 was a complaint regarding children being taken into care.

1 was in relation to assessment of age.

1 was in relation to SEN support

1 was in relation to Council putting a restriction on seeing the grandchildren.

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**Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 30/09/2018**

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

Schools Outstanding or Good	CS51	Pupils in Outstanding or Good	CS50
301	83.8%	86,223	82.5%

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-Through	-	1	-	-	1
Nursery	3	2	-	-	5
Primary	41	198	28	11	278
PRU / AP	-	1	-	1	2
Secondary	13	23	7	10	53
Special	9	10	1	-	20
<b>Total</b>	<b>66</b>	<b>235</b>	<b>36</b>	<b>22</b>	<b>359</b>

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-Through	-	100.0%	-	-
Nursery	60.0%	40.0%	-	-
Primary	14.7%	71.2%	10.1%	4.0%
PRU / AP	-	50.0%	-	50.0%
Secondary	24.5%	43.4%	13.2%	18.9%
Special	45.0%	50.0%	5.0%	-
<b>Total</b>	<b>18.4%</b>	<b>65.5%</b>	<b>10.0%</b>	<b>6.1%</b>

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

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	1,035	-	-	1,035
Nursery	368	193	-	-	561
PR	-	-	-	240	240
Primary	11,206	37,597	5,956	2,294	57,053
Secondary	14,616	19,457	5,198	4,561	43,832
Special	738	1,013	60	-	1,811
<b>Total</b>	<b>26,928</b>	<b>59,295</b>	<b>11,214</b>	<b>7,095</b>	<b>104,532</b>

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	100.0%	-	-
Nursery	65.6%	34.4%	-	-
PR	-	-	-	100.0%
Primary	19.6%	65.9%	10.4%	4.0%
Secondary	33.3%	44.4%	11.9%	10.4%
Special	40.8%	55.9%	3.3%	-
<b>Total</b>	<b>25.8%</b>	<b>56.7%</b>	<b>10.7%</b>	<b>6.8%</b>

This is a count of Current single main and dual main registrations only i.e. the pupil count is derived from the school holding the main registration.

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

Phase	Outstanding			Good			Requires Improvement			Inadequate		
	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National
Nursery	60.0%	56.5%	62.4%	40.0%	39.1%	35.6%		4.3%	1.8%			0.3%
Primary	14.7%	14.0%	18.4%	71.2%	70.9%	68.6%	10.1%	10.8%	10.1%	4.0%	4.3%	2.9%
PRU / AP				50.0%						50.0%		
Secondary	24.5%	12.8%	22.3%	43.4%	63.0%	53.1%	13.2%	16.4%	16.9%	18.9%	7.8%	7.7%
Special	45.0%	31.9%	38.0%	50.0%	62.8%	53.9%	5.0%	2.1%	4.8%		3.2%	3.3%
<b>Total</b>	<b>18.4%</b>	<b>14.7%</b>	<b>20.8%</b>	<b>65.4%</b>	<b>69.3%</b>	<b>64.9%</b>	<b>10.1%</b>	<b>11.2%</b>	<b>10.7%</b>	<b>6.1%</b>	<b>4.7%</b>	<b>3.6%</b>

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

DfE Number	Phase	School Name	Status	Time in Special Measures	Number on Roll
9251111	PRU / AP	Springwell Lincoln City Academy	Inadequate	1,344 days	240
9252023	Primary	Weston St Mary Church of England Primary School	Inadequate	455 days	31
9252027	Primary	St Giles Academy	Inadequate	358 days	437
9252040	Primary	Theddlethorpe Primary School	Inadequate	Not in Special Measures	92
9252042	Primary	South Witham Academy	Inadequate	Not in Special Measures	105
9252045	Primary	Chapel St Leonards Primary School	Inadequate	582 days	185
9252047	Primary	Holbeach Bank Primary Academy	Inadequate	463 days	66
9252049	Primary	The Colsterworth Church of England Primary School	Inadequate	Not in Special Measures	138
9253027	Primary	The West Grantham Academy St John's	Inadequate	610 days	337
9253162	Primary	Boston The St Nicholas Church of England Primary School	Inadequate	Not in Special Measures	224
9253508	Primary	Lincoln Ermine Primary Academy	Inadequate	Not in Special Measures	437
9254013	Secondary	Thomas Middlecott Academy	Inadequate	Not in Special Measures	482
9254018	Secondary	Somercotes Academy	Inadequate	1,345 days	341
9254030	Secondary	Long Sutton The Peele Community College	Inadequate	Not in Special Measures	615
9254035	Secondary	Spalding Academy	Inadequate	1,296 days	925
9254039	Secondary	Louth Academy	Inadequate	750 days	382
9254041	Secondary	Cherry Willingham The Priory Pembroke Academy	Inadequate	1,205 days	179
9254043	Secondary	The Gainsborough Academy	Inadequate	673 days	651
9254516	Secondary	William Lovell Church of England Academy	Inadequate	260 days	302
9255220	Primary	Lincoln Hartsholme Academy	Inadequate	Not in Special Measures	446
9255422	Secondary	The West Grantham Academy St Hugh's	Inadequate	Not in Special Measures	368
9256911	Secondary	Skegness Academy	Inadequate	504 days	967
<b>Total</b>					<b>7,950</b>

**Table 6: Schools not yet inspected under current Ofsted URN**

DfE Number	Phase	School Name	Last Inspection Date	Number on Roll
9251111	PRU / AP	Springwell Lincoln City Academy	04/02/2015	240
9252036	Primary	Hykeham Manor Farm Academy	Not previously inspected	60
9252040	Primary	Theddlethorpe Primary School	20/01/2016	92
9252042	Primary	South Witham Academy	08/12/2015	105
9252043	Primary	Gosberton Academy	06/07/2016	135
9252045	Primary	Chapel St Leonards Primary School	07/03/2017	185
9252047	Primary	Holbeach Bank Primary Academy	04/07/2017	66
9252048	Primary	Grantham Poplar Farm School	Not previously inspected	-
9252049	Primary	The Colsterworth Church of England Primary School	01/11/2017	138
9254018	Secondary	Somercotes Academy	03/02/2015	341
9254035	Secondary	Spalding Academy	24/03/2015	925
9254039	Secondary	Louth Academy	20/09/2016	382
9254041	Secondary	Cherry Willingham The Priory Pembroke Academy	23/06/2015	179
9254043	Secondary	The Gainsborough Academy	06/12/2016	651
			<b>Total</b>	<b>3,499</b>

**Table 7: Ofsted Statistical Neighbour Comparison as at 30/09/2018**

Region	Good or Outstanding
Lincolnshire	84.1%
Statistical Neighbours	83.6%
National	84.7%

Source Data: Monthly Management Information:

<https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes>

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

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

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### Open Report on behalf of Keith Ireland, Chief Executive

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>30 November 2018</b>
Subject:	<b>Children and Young People Scrutiny Committee Work Programme</b>

#### Summary:

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. Members are encouraged to highlight items that could be included for consideration in the work programme.

#### Actions Required:

Members of the Committee are invited to:

- 1) Review and agree the Committee's work programme as set out in Appendix A to this report.
- 2) Highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

## 1. Background

### Purpose of Scrutiny Activity

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

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

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

Policy Review - The Committee is reviewing the implementation of policy, to consider the success, impact, outcomes and performance.

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

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

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

Member Report – The Committee is reviewing the work of the Sub-Groups or Working Groups.

Requests for specific items for information should be dealt with by other means, for instance briefing papers to members.

The Committee's proposed work programme is attached at Appendix A. A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix B.

Members of the Committee are invited to review, consider and comment on the work programme as set out in Appendix A and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

## **2. Conclusion**

The Committee is invited to consider the content of its forthcoming work programme.

## **3. Consultation**

### **a) Have Risks and Impact Analysis been carried out?**

Not Applicable

### **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	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

## **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 by e-mail at [tracy.johnson@lincolnshire.gov.uk](mailto:tracy.johnson@lincolnshire.gov.uk)

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

Chairman: Councillor Robert Foulkes

Vice Chairman: Councillor Robert Kendrick

<b>30 November 2018</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Prevent and the Implications for Children and Young People	Nicole Hilton, Chief Community Engagement Officer	Policy Development
Significant Place Planning and the Process for School Reorganisation	Matthew Clayton, Admissions and Education Provision Manager	Policy Review
Principal Child and Family Social Worker Annual Report 2017/18	Sam Clayton, Principal Child and Family Social Worker.	Annual Report
Theme Performance: Quarter 2	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

<b>18 January 2019</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Revenue Budget Proposals 2019/20 and 2020/21	Debbie Barnes OBE, Executive Director of Children's Services	Budget Scrutiny
Fostering Allowance Review	John Harris, Children's Service Manager – Regulated (North and Fostering)	Pre-Decision Scrutiny
Special Educational Needs and Disabilities Ofsted and CQC Inspection Report and Action Plan0	Sheridan Dodsworth Children's Services Manager - SEND	Policy Review
Grammar School Transport – 2018 Review	David Robinson, Commissioning Manager: Transport	Policy Review

<b>8 March 2019</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Lincolnshire Local Authority School Performance 2017-18	Martin Smith, Children's Service Manager - School Standards	Performance Scrutiny
Elective Home Education Peer Review Outcome	Heather Sandy, Chief Officer for Education	Peer Review Outcome
Children Missing Out of Education Annual Report 2017/18	Jill Chandar-Nair	Policy Review
30 Hours 'Free' Childcare Provision Update	Michelle Andrews, Children's Service Manager – Early Years	Update Report
Theme Performance: Quarter 3	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

<b>26 April 2019</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Post 16 Transport Support Policy Statement 2019/20	Teri Marshall Senior Commissioning Officer	Pre-Decision Scrutiny
0-19 Health Services Progress Report	Sally Savage, Chief Commissioning Officer – Children's	Policy Review
Armed Forces Pupil Premium	Sue Williams, Children's Service Manager – Education Strategy	Update Report
Restorative Practice - Lincolnshire Joint Diversionary Panels (JDP)	Andrew Cook Youth Offending Manager	Policy Review

<b>7 June 2019</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Theme Performance: Quarter 4	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

**Items to be programmed**

- Satellite provision for pupils with special educational need/ disability

- Supporting mainstream schools to enhance support for pupils with special education need/ disability
- LLP Peer Review Outcome

**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](mailto:tracy.johnson@lincolnshire.gov.uk)**

**FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 3 DECEMBER 2018**

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