



County Offices  
Newland  
Lincoln  
LN1 1YL

24 February 2022

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 4 March 2022 at 10.00 am in the Council Chamber, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE  
Chief Executive

**Membership of the Children and Young People Scrutiny Committee**  
**(11 Members of the Council and 3 Added Members)**

Councillors R J Kendrick (Chairman), W H Gray (Vice-Chairman), S A J Blackburn, T A Carter, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, T J N Smith, J Tyrrell and M A Whittington

**Added Members**

Church Representative: Reverend P A Johnson

Parent Governor Representatives: Mrs M R Machin and Miss A E I Sayer



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA  
FRIDAY, 4 MARCH 2022**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
1	<b>Apologies for Absence / Replacement Members</b>	
2	<b>Declarations of Members' Interest</b>	
3	<b>Minutes of the Children and Young People Scrutiny Committee meeting held on 14 January 2022</b>	5 - 14
4	<b>Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers</b>	
5	<b>Single Section 75 Agreement for Children and Young People's Mental Health Services and Council Funding</b> <i>(To receive a report from Kevin Johnson, Programme Manager – Children's Integrated Commissioning, which enables the Committee to consider and comment on a report seeking to establish a new single Section 75 commissioning arrangement for children and young people's mental health services from September 2022 , which is being presented to the Executive for a decision on 05 April 2022)</i>	15 - 38
6	<b>Schools' Standards and Recovery</b> <i>(To receive a report from Matt Spoors, Head of Service – Children's Education, which updates the Committee on standards within the sector led system and the recovery response following the Covid-19 pandemic)</i>	39 - 94
7	<b>Service Level Performance against the Corporate Performance Framework - Quarter 3</b> <i>(To receive a report from Jo Kavanagh, Assistant Director – Early Help, which updates the committee on the Service Level Performance against the Corporate Performance Framework for Quarter 3)</i>	95 - 114
8	<b>Sustainable Modes of Travel to School (SMOTS) Action Plan Update</b> <i>(To receive a report form Mark Rainey, Commissioning Manager – Commercial, which enables the Committee to review and comment on progress made regarding the Sustainable Modes of Travel to School Strategy 2020-2023 against the action plan)</i>	115 - 158
9	<b>Children and Young People Scrutiny Committee Work Programme</b> <i>(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which enables the Committee to consider and comment on the contents of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit)</i>	159 - 166

Democratic Services Officer Contact Details

Name: **Tom Crofts**

Direct Dial **07769 368547**

E Mail Address [thomas.crofts@lincolnshire.gov.uk](mailto:thomas.crofts@lincolnshire.gov.uk)

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

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

Contact details set out above.

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>





**CHILDREN AND YOUNG PEOPLE SCRUTINY  
COMMITTEE  
14 JANUARY 2022**

**PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)**

Councillors S A J Blackburn, T A Carter, R J Cleaver, W H Gray, A M Hall, C Matthews, N Sear, J Tyrrell and M A Whittington

**Added Members**

Mrs M R Machin - Parent Governor Representative

Councillors: Mrs P A Bradwell OBE and S P Roe attended the meeting as observers.

Officers in attendance:-

Robert Close (Democratic Services Officer), Tracy Johnson (Senior Scrutiny Officer), Jo Kavanagh (Assistant Director of Early Help) and Heather Sandy (Executive Director of Children's Services)

Officers joining the meeting via Microsoft Teams:-

Linda Dennett (Interim Assistant Director – Children’s Health and Children’s Commissioning), Andy Fox (Consultant – Public Health), Charlotte Gray (Head of Service - Children's Strategic Commissioning), Nicky Myers (Interim Head of Service - Early Years), John O'Connor (Head of Education Support), Dave Pennington (Head of Property Development), Mark Popplewell (Head of Finance - Children's Services), Martin Smith (Assistant Director - Education), Janice Spencer OBE (Assistant Director of Children's Safeguarding), Matt Spoor (Head of Service - Children's Education), Matthew Stapleton (Senior Project Manager - Corporate Property) and Derek Ward (Director of Public Health)

**47 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillor Mrs J E Killey.

Councillor A M Hall was appointed to occupy the Committee’s vacant seat for this meeting only.

**48 DECLARATIONS OF MEMBERS' INTEREST**

No declarations of Members' interest were made at this stage of the proceedings.

**49 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEETING HELD  
19 NOVEMBER 2021**

RESOLVED

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE  
14 JANUARY 2022**

That the minutes of the Children and Young People Scrutiny Committee meeting held on 19 November 2021 be agreed and signed by the Chairman as a correct record.

**50 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR CHILDREN'S SERVICES, COMMUNITY SAFETY AND PROCUREMENT AND CHIEF OFFICERS**

Councillor Mrs P A Bradwell OBE informed the Committee that the Council had received £1.5m capital funding from Department for Education (DfE) for two children's homes in Lincoln and Louth. Combined with the Council's own £1.5m corporate funding arrangements, this would allow for a third home in Bourne.

**51 COUNCIL BUDGET 2022/23**

The Committee considered a report which invited them to consider and comment on the 2022/23 budget implications for the Council's Children's Services activities. The Chairman invited the Executive Director – Children's Services to present the report. Members were advised that, for 2022/23, the budget was balanced, however in 2023/24, 2024/25, and 2025/26 there were budget shortfalls of £9.335m, £6.480m, and £6.909m respectively. The Medium-Term Financial Plan included a number of savings and efficiencies which arose from various projects within the Transformation Programme. The Financial Volatility reserve stood at £44.483m and was considered at an acceptable rate. Members were given a breakdown of Children's Education and Children's Social Care Budgets. Children's Education service activities were proposing to make savings of £0.106m in 2022/23, of which smarter working savings contributed £0.105m. The Council responded strongly to a DfE consultation, exploring the removal of the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools, estimated at £0.585m. The Home to Schools and College Transport delivery and budget responsibility was proposed to be transferred to the Place Directorate from April 2022. It was reported that the Council had budgeted for a 2% pay award. Children's Social Care Services were proposing to make savings of £0.329m in 2022/23, £0.189m would be saved from smarter working arrangements. Children in Care (CiC) saw a cost pressure of £3.013m, through increased CiC numbers reflecting the impact of the pandemic. To address this, earmarked funding from the Council's reserves was proposed. Additional cost pressures included a £0.386m increase in costs across the composition of placement types supporting this vulnerable group, a two per cent increase to internal foster carers' weekly allowances from April 2022 and a further proposed cost pressure of £0.273m in relation to growth in the CiC population increasing by 0.5 per 10,000. The combined life costs of the Building Communities of Specialist Provision Strategy capital programme were £86.794m across five years from 2019. The new school funding requirement had reduced by £9.259m over the period to 2033/34 to £33.442m due to lower birth rates. Lincolnshire's indicative Dedicated Schools Grant (DSG) allocation for 2022/23 was £675.176m and was used to support all schools in Lincolnshire.

Members of the Committee were given the opportunity to ask questions to the officers present, their responses are included below:

- The Home to School Transport budget had been moved to the Place Directorate as the commissioning of home to school transport was undertaken by Place due to the connections with the public transport network. As a result, this budget would now be reported to the Highways and Transport Scrutiny Committee. A new transport management system had recently been implemented to support the delivery of operations but also to allow better tracking of the budget and the impact of the cost of each contract which would enable the

budget to be better predicted. Children's Services would continue to have oversight of the budget and delivery of home to school transport to ensure some consistency of expertise in this complex area. A cost pressure of around £6.5m had been identified for the Home to School Transport budget. Through transformation work, overall costs were planned to reduce by about £1.2m, leaving a net cost pressure of approximately £5.3m. The current transformation work was aimed at bringing these cost pressures down and to try to stabilise and galvanise the market to increase competition. The Committee requested a report back in six months' time to consider how the transition has worked and the transformational changes which have been made in relation to Home to School Transport.

- The Special Educational Needs and Disabilities (SEND) delegated funding to schools and services to the sector were funded from the High Needs Block of the Dedicated Schools Grant which was under increasing pressure and was a significant financial risk for the Council. SEND spending levels was a national concern. The Children's Education budget was for funding the SEND team, school improvement, safeguarding and other education support services.
- The lower average cost per child in care in Lincolnshire was due to the internal fostering service and the large number of foster carers working for the Council which made it more cost effective and better for the individual. Several other councils were more reliant on independent foster carers or the residential market which were more costly.

The Committee congratulated officers on an excellent report despite the difficult financial challenges facing Children's Services and the Council.

The Committee was disappointed to learn of the removal of the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools, which would be managed by the Council from April 2022 while a review was undertaken. It was recognised that this could have a detrimental impact on small schools in Lincolnshire. The Committee requested a report back to a future meeting outlining some options and recommendations for responding to the removal of this funding.

#### RESOLVED

1. That the Children and Young People Scrutiny Committee agreed to unanimously support the budget proposals for Children's Services for 2022/23.
2. That the Children and Young People Scrutiny Committee agreed that the comments listed above be forwarded on to the Executive in relation to this item.

#### 52 RE-COMMISSIONING OF AUTISM AND LEARNING DIFFICULTIES (ALD) SERVICE FOR CHILDREN AND YOUNG PEOPLE

The Committee considered a report which set out the business case for the recommissioning of the Autism and Learning Difficulties (ALD) Service from 1 September 2022, prior to a decision being taken by the Executive on 8 February 2022. The Chairman invited the Head of Service - Children's Strategic Commissioning to present the report. Members were advised that the ALD service was a term time only service commissioned on behalf of Lincolnshire schools and academies to provide support for autistic Children and Young People (CYP). Support included training, workshops and targeted outreach support to empower and up-skill school staff with the knowledge, tools, and confidence to create inclusive autism-friendly environments and encourage mainstream education. The Service commenced 1 September 2015 and was currently valued at £617,500 annually. While the Council

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE  
14 JANUARY 2022**

had no explicit duty to provide an ALD Service, it supported a number of the Council's statutory duties. Despite the rising number of CYP with SEND, Lincolnshire saw a decrease in suspensions and exclusions. The ALD Service was rated Good in terms of performance and had received positive feedback from service users who have accessed it. Future modelling would comprise of a greater emphasis on the training and workshop offer, with core, and non-core, training and workshops being available to both carers and professionals to improve understand and support capability. Funding recommendations for future ALD services would not see a reduction in ALD outreach workers despite partners' staffing model discretion.

Members of the Committee were given the opportunity to ask questions to the officers present, their responses are included below:

- The continuation of the service was supported as it had shown benefits in helping to lower exclusion rates and enabling children with autism and learning difficulties to remain in mainstream education. Early intervention was important to give children the best chance to progress in school.
- There were regular and robust meetings with the schools providing the service to monitor and challenge the performance information and data to ensure that the requests for support were matched with the provision offered and that the services were having an impact.
- The service was first commissioned in 2015 and there have been lessons learned throughout the agreement term. There had been periods of underspends which had been either reinvested to develop the service or brought back within the authority to be utilised in a different way. As the budget had not been fully utilised previously, officers were confident that the same budget would be sufficient going forward. If there was a huge increase in demand in future, then officers would seek a further variation or additional funding. It was suggested that it might be useful to keep the Committee informed of the performance and the levels of demand for the service.
- Consideration had been given to how to refine the service moving forward which had shown a trend for quite a large reliance on the outreach element which provided direct work with children and young people. However, a greater focus on training would be needed going forward as this provided greater sustainability and benefitted all children by ensuring the workforce was equipped to really support children in mainstream education.
- Lincolnshire used to be the second highest excluding authority in the country but had now moved to the bottom quartile for exclusions. The percentage difference was small but represented a significant number of children. Lincolnshire was now at the forefront with managing exclusions through a partnership arrangement with schools. There was a whole suite of services around this need which were currently being reviewed. It was requested that a report be brought back to the Committee regarding this review and setting out how these services complement each other, and that some headteachers be invited to attend to talk about their experiences with accessing these services.
- In relation to benchmarking against other local authorities on spend per child and the delivery of the services, this was difficult to undertake as other local authorities provided different services to Lincolnshire, which was demonstrated by the examples set out in the Commissioning Plan. Lincolnshire had a range of services covering different needs with pathways to support children to move between them where possible. The Executive Director of Children's Services agreed to look into whether any financial benchmarking for this specific area of spend was available.
- The pathway around the diagnosis of autism was not working well and led to families experiencing long waiting times. In addition, when benchmarked against other areas, the rate of assessment and the number of diagnoses of autism in children were higher than

expected. Some children may have received an autism diagnosis due to presenting in a similar way to those who have experienced trauma and potentially had other emotional wellbeing concerns and not necessarily autism. There was now a joint pathway whereby community paediatrics and clinical psychologists would triage the referrals to make sure families were not on waiting lists for an autism diagnosis when it was more appropriate to be referred to another service. This was a pilot being funded by Lincolnshire CCG and over the last year the waiting times had reduced significantly, and the pathway was NICE compliant. The Council was working closely with the CCG to have this joint pathway embedded within practice. The data on the pilot could be shared with members of the Committee.

- The service was funded through the Dedicated Schools Grant and the Council worked with the Lincolnshire Schools' Forum to identify what services schools wanted funding through the high needs block. Commissioning the service for all Lincolnshire schools provided much better value for money and resulted in a more joined up system.
- The graduated approach provided a fluid increase in support when a child's needs increased and then a de-escalation when appropriate, so that children were helped within universal services wherever possible. The ALD service targeted really specific cohorts of children but would not necessarily meet all of that cohorts needs, so there were additional services that provided support such as Healthy Minds Lincolnshire and the Behaviour Outreach Support Service. There was a range of services being delivered in relation to early intervention which had seen an incremental climb in demand.

#### RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive.
2. That the comments listed above be passed on to the Executive in relation to this item.

#### 53 RE-COMMISSIONING OF A BEHAVIOUR OUTREACH SUPPORT SERVICE (BOSS) FOR CHILDREN AND YOUNG PEOPLE

The Committee considered a report which set out the business case of the Behaviour Outreach Support Service (BOSS) from 1 September 2022, prior to a decision being taken by the Executive on 8 February 2022. The Chairman invited the Head of Service - Children's Strategic Commissioning to present the report. Members were advised that BOSS was currently delivered by Family Action via a contract for services following a tender process. The contract, valued at £1.292m, commenced 5 September 2016 and was due to cease 31 August 2022, and was funded through the Dedicated Schools Grant (DSG). The Council's Pupil Reintegration Team (PRT) help manage referrals to BOSS with a robust screening process and low numbers of CYP were excluded whilst BOSS was supporting. While the Council had no explicit duty to provide a BOSS Service, it supported a number of the Council's statutory duties. Lincolnshire was now performing better than the vast majority of its statistical neighbours and better than England and East Midlands averages for permanent exclusion and suspension rates. Modelling of the service would continue to deliver training and workshops in person, online and virtually as appropriate, wider non-core training and workshops, a stronger outreach support focus on further reducing permanent exclusions and encouraging education settings to ensure more CYP remain in their mainstream setting.

Members of the Committee were given the opportunity to ask questions to the officers present, their responses are included below:-

- There was a connection between BOSS and alternative provision. Some pupils may be referred for an intervention place at an alternative provision setting such as the Springwell Academy Trust for a period of time while work was undertaken with the child's mainstream school and the alternative provision to enable that child to return back to the mainstream school. BOSS would support this. If a pupil was permanently excluded, then work would be undertaken to try to set up a managed move to another mainstream school, but if that was not possible, then an alternative provision would be somewhere where pupils permanently excluded would go to. However, the aim was always to try to make alternative provision a temporary arrangement and to have pupils back in mainstream schools as far as possible.
- With regards to the gender balance in alternative provision settings, exact figures were not available but as with BOSS there was a higher prevalence of males than females. In BOSS, 77% of referrals were for male children and young people in 2020/21. This correlated with the national position. However, the ratios in terms of staffing and class sizes in alternative provision were much smaller than in mainstream settings to ensure that they were not overwhelming and were able to support pupils and all of their needs, regardless of their gender.
- In terms of success rates for BOSS, only 2% of pupils were permanently excluded while receiving support from BOSS in 2020/21 and 73% continued in mainstream education with additional support in place.
- There had been no complaints made in relation to BOSS. There had been a lot of positive feedback around the service from children and young people and also from schools.
- The Pupil Reintegration Team worked with families when a permanent exclusion had occurred, and BOSS would support the child and school with transition when reintegration back to mainstream education was possible.
- BOSS was a targeted service so the vast majority of children would not come into contact with this service as their needs would be met by their parents and by school. For most children, the way schools support children helped them to understand where their behaviour can be improved, and this was effective. Evidence showed that high numbers of children referred to BOSS have experienced home environmental factors which may impact on the children's behaviour, such as a bereavement or divorce. Schools could usually manage this but when a school required additional support, then the child would be referred to BOSS to help de-escalate those needs and provide early intervention before any statutory intervention would be required. However, the Council did not have the resources to offer BOSS direct intervention to everyone so there was a focus on training and upskilling the professionals to help more children and young people. A lot of councils did not offer a BOSS service as it was not a statutory service.
- In relation to the 13.5% of children referred to BOSS with mental health concerns, BOSS would support their emotional wellbeing concerns as well as schools and there were other services available where more targeted support was needed, for example Healthy Minds Lincolnshire which was a non-statutory early intervention service that enabled a child to receive support earlier rather than waiting until a referral to CAMHS was required. Healthy Minds Lincolnshire also provided training to professionals in schools which was part funded through the Public Health grant.
- The Public Health prevalence data in the report was based on public health profiles in relation to the size of the area's population and various different demographics. The figures were estimates of what percentage of children could be expected to be seen with certain characteristics.
- The Council invested well above the national average in early intervention and early help which meant there was a wide range of support services available to families which could

help to address the causal factors of behavioural problems. Children and young people could also be in receipt of more than one service at a time, such as the Autism and Learning Difficulties Service and BOSS if they were at risk of exclusion. It was agreed that a diagram setting out all the different services available to families and how they were connected should be provided to the Committee to enable members to have a clearer understanding of these services.

#### RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive.
2. That the comments listed above be passed on to the Executive in relation to this item.

#### 54 DIRECTOR OF PUBLIC HEALTH ANNUAL REPORT 2021

The Committee received a report from the Director of Public Health which focused, this year, on the health of CYP in Lincolnshire, and the impact of Covid-19 on this population. The Chairman invited the Director of Public Health to present the report. Members were advised that the issues and approaches related to CYP's health differed significantly from that of adult's health and it was important to remember that over 20 per cent of the population in Lincolnshire was 19 or younger. There was a significant distinction of the burden of disease identified in 0–5-year-olds compared to 15–19-year-olds, this data was used to arrange the most appropriate care and support to CYP. Non fluoridated water areas, particularly found in the east of the County, were seen to be having a noticeable detrimental effect to the dental health of CYP. It was identified that the Delta variant of the Covid-19 Coronavirus was the dominant variant in schools over December 2021. However, since CYP had returned to school, Omicron has become the dominant stream and was accelerating. Some age bands saw a drop in positive test data; however, this may have been a result of incomplete testing reports. Covid-19 restrictions were expected to have an impact on CYP's mental health and social aptitude due to the limited face to face peer contact available.

Members of the Committee were given the opportunity to ask questions to the officers present, their responses are included below:

- The benefits of fluoridated water were clear and obvious, as its inclusion in water supply significantly reduced the risk of decayed or missing teeth. Toothbrushing and regular use of fluoridated toothpaste were also of great importance. The availability of fluoridation in the west of the county appeared to favour more affluent areas. The, yet unadopted, Health and Social Care Act proposed that the decision as to which areas receive fluoridated water would be taken by the Secretary of State for Health and Social Care. It was suggested that a dedicated report offering an overview of the process for water fluoridation could be brought to a future meeting of the Children and Young People Scrutiny Committee.
- The Council's health visitor team were fully aware of the issues facing CYP in relation to years lost to disability. In addition targeted CYP's nurses continued to support CYP as they progressed into school to ensure that treatment continued to be managed. All support offered was done so in partnership with General Practitioners (GPs). In cases of years of life lost, clinically led support was offered through hospitals.
- The issues which were focussed on when issuing public health messaging were matters that could be effectively influenced such as physical activity and proper nutrition. Throughout the

Covid-19 pandemic, children dental health education messaging wasn't as frequent as previous years, however an oral health promotion service called Lincolnshire Smiles had been commissioned which was targeted at areas of need, such as early years settings, encouraging supervised toothbrushing. A change of Ofsted guidance suggested the introduction of a pathway of learning informed by the demographics of the communities served. As a result of this, officers contacted schools advising them of their demographics, including offering information surrounding tooth decay rates for CYP.

- Messages advocating for a healthy lifestyle through pregnancy, such as avoidance of alcohol and cigarettes, was published through One You Lincolnshire's communications messages. Particular emphasis was put on the impact of smoking as the leading cause of inequalities in the whole of life expectancy as well as birth complications. Work was being done with the NHS to prioritise access for pregnant women to a general population smoking cessation program.
- Access to dentistry for CYP was a fundamental step to avoid missing and filled teeth, and the limited availability of dentists was acknowledged. It was advised that responsibility for dentistry was moving over to the Clinical Commissioning Group (CCG) and would be part of the Integrated Care System (ICS) responsibility.
- There wasn't a statutory provision to attend school virtually, however schools often took the view that young carers were vulnerable children. The opportunity for children to come into school, focus on their own learning and be with their friends was greatly appreciated. In addition, for CYP who didn't want to go to school because of emotional reasons, a service within the Pupil Reintegration Team would explore options to support CYP to attend school in person, such as facilitating telephone conversations over lunch breaks.

#### RESOLVED

That the Director of Public Health's Annual Report be noted.

#### 55 ATTENDANCE IN SCHOOLS, ELECTIVE HOME EDUCATION AND CHILDREN MISSING EDUCATION ANNUAL REPORT 2020/21

The Committee received a report which presented the annual data for 2020/21 and commentary on Attendance in Schools, Elective Home Education and Children Missing Education. The Chairman invited the Head of Education Support to present the report. Members were advised that Lincolnshire schools were, on average, higher than national for attendance across the year for all CYP, including vulnerable children. An expected increase of CYP being electively home educated correlated with the opening and closing of school premises during the pandemic. Large numbers of parents who chose to electively home educate their children had since returned their CYP into the state school system. Throughout 2020/21, there were periods of statutory school attendance which resulted in enforcement procedures for non-attendance where appropriate. However, there was no desire to fine or prosecute parents of children who were anxious because of the Covid-19 risk who subsequently didn't attend during the pandemic period. Support was offered to meeting children's holistic needs during the period.

Members of the Committee were given the opportunity to ask questions to the officers present, their responses are included below:

- The managing attendance package that was provided to schools was an ever-evolving support bundle that changed year on year. Themes were picked as years progressed to



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**  
**14 JANUARY 2022**

identify and address specific issues. Moreover, workshops were provided which offered case studies and situational advice.

RESOLVED

That the Attendance in Schools, Elective Home Education and Children Missing Education Annual Report be noted.

56      SCHOOLS' STANDARDS AND RECOVERY

RESOLVED

Due to the time sensitive nature of the final item on the agenda, the Committee unanimously agreed to defer the Schools' Standards and Recovery report until the next scheduled meeting of the Children and Young People Scrutiny Committee.

57      CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Committee considered a report from the Senior Scrutiny Officer which invited members to consider and comment on the content of its work programme, to ensure that scrutiny activity was focused where it could be of greatest benefit.

It was advised that the Schools' Standards and Recovery report would be programmed into the 4 March 2022 agenda. In addition, a pre decision scrutiny report on the Single Section 75 Agreement for Children and Young People's Mental Health Services would be included in the 4 March agenda.

A report on Water Fluoridation in Lincolnshire would be brought to a future meeting of the Committee.

RESOLVED

That the work programme be agreed as amended.

58      CONSIDERATION OF EXEMPT INFORMATION

RESOLVED

That under Section 100(A) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it is considered to contain exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

59      LINCOLNSHIRE SECURE CHILDREN'S HOME

Consideration was given to an exempt report from the Senior Project Manager - Corporate Property, which invited the Committee to consider and comment on a report in relation to Lincolnshire Secure Children's Home, prior to a decision being taken by the Executive Councillor for Children's Services, Community Safety and Procurement and the Executive Councillor for People Management, Legal and Corporate Property between 3 – 10 February 2022.

**10**  
**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**  
**14 JANUARY 2022**

RESOLVED

That the Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed within the report.

The meeting closed at 1.12 pm

**Open Report on behalf of Heather Sandy, Executive Director – Children’s Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>04 March 2022</b>
Subject:	<b>Single Section 75 Agreement for Children and Young People’s Mental Health Services and Council Funding</b>

**Summary:**

This report invites the Children and Young People Scrutiny Committee to consider a report on the Single Section 75 Agreement for Children and Young People’s Mental Health Services and Council Funding, which is being presented to the Executive for a decision on 05 April 2022.

The views of the Committee will be reported to the Executive as part of its consideration of this item.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to: -

- 1) Consider the attached report and to determine whether the Committee supports the recommendations to the Executive as set out in the report.
- 2) Agree any additional comments to be passed on to the Executive in relation to this item.

**1. Background**

The Executive is due to consider a report on the Single Section 75 Agreement for Children and Young People’s Mental Health Services and Council Funding on 05 April 2022.

**2. Conclusion**

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive. Comments from the Committee will be reported to the Executive.

### 3. Consultation

The Committee is being consulted on the proposed decision of the Executive on 05 April 2022.

### 4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Single Section 75 Agreement for Children and Young People's Mental Health Services and Council Funding to be presented to the Executive on 05 April 2022

### 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 Kevin Johnson, who can be contacted on 07729 546202 or [kevin.johnson@lincolnshire.gov.uk](mailto:kevin.johnson@lincolnshire.gov.uk).

**Open Report on behalf of Heather Sandy, Executive Director - Children's Services**

Report to:	<b>Executive</b>
Date:	<b>05 April 2022</b>
Subject:	<b>Single Section 75 Agreement for Children and Young People's Mental Health Services and Council Funding</b>
Decision Reference:	<b>I025505</b>
Key decision?	<b>Yes</b>

**Summary:**

The purpose of this report is to seek agreement from the Executive to:

- Establish a new single Section 75 (s75) commissioning arrangement for children and young people's (CYP) mental health services from September 2022, involving the pooling of budgets with NHS Lincolnshire Clinical Commissioning Group (CCG)/Integrated Care Board (ICB) and the Council being lead commissioner of CYP mental health services.
- Establish a new single s75 Agreement with Lincolnshire Partnership NHS Foundation Trust (LPFT) for the carrying out of the Council's delegated functions in relation to CYP mental health.
- Approve the Council's financial investment in CYP mental health services.
- Confirm support for a review of CYP mental health services, resulting in a programme of transformation.

In October 2017, the Council worked with LPFT to develop the new Healthy Minds Lincolnshire service (HML) to provide emotional wellbeing support in and around schools including promotion, prevention and early intervention support for CYP. Prior to this, there was a gap in support for children with emotional wellbeing concerns that did not meet the threshold for Child and Adolescent Mental Health Service (CAMHS). HML is commissioned through a Partnership Agreement made under s75 of the NHS Act 2006. The current agreement is due to end on 31 August 2022. The Council funds the service, and the current value is £2.m per annum; £1.m is funded from the Public Health Grant and £1.m from the High Needs Block of the Designated Schools Grant (DSG).

Since HML was first commissioned, the CCG in partnership with LPFT and the Council have successfully bid to NHS England (NHSE) for Mental Health Support Teams (MHSTs). MHSTs are a new nationally prescribed model of emotional wellbeing and mental health support in schools and colleges which is part of the national drive to

improve access to mental health care for CYP as set out in the NHS Long Term Plan (LTP). Lincolnshire currently has four MHSTs and has been successful in securing four additional MHSTs to be rolled out by 2024/25. MHSTs are currently funded by NHSE and by 2024/25 are expected to cost just under £2.5m per annum and will cover approximately 50% of the county. Funding is currently in place until the end of March 2024 with the potential of a further five years of funding subject to the Government spending review. What will happen in terms of further roll-out of MHSTs and ongoing funding for existing MHSTs and more beyond 2024/25 is currently unknown.

Since HML was established there has been a significant increase in CYP with Special Educational Needs and/or Disabilities (SEND); this is a national picture although increases have been higher in Lincolnshire. The Council has many statutory duties relating to CYP with SEND and the High Needs Block of the DSG is now under significant pressure because of additional funding needed to meet this increased demand. This report recommends a phased diversion of £1.m funding for HML back to the DSG. The £1.m funding for HML from the Public Health Grant is recommended to continue.

This report also recommends combining the current s75 Partnership Agreements with LPFT (one for HML and MHSTs and one for CAMHS) into a new single agreement: simplifying governance, funding and commissioning arrangements. A new s75 Agreement with the CCG would also commence from 1 September 2022 to pool all Council and CCG funding towards CYP mental health services.

**Recommendation(s):**

That the Executive approves:

1. The entering into of a new s75 Agreement with NHS Lincolnshire CCG/ICB from 1 September 2022 for up to five years:
  - to pool all Council and CCG/ICB funding in relation to CYP mental health services; and
  - for the Council to act as lead commissioner for all Lincolnshire CYP mental health services (CAMHS, MHSTs and HML).
2. The entering into of a new single s75 Agreement with LPFT from 1 September 2022 for up to five years to deliver the functions delegated to the Council in relation to Lincolnshire CYP mental health services.
3. Continuing to invest recurrently in CYP mental health services to the amount of £1,724,589 per annum as follows:
  - £1.m from the Public Health Grant towards continuation of HML to deliver whole population CYP mental health promotion, prevention and training and early intervention; and
  - £724,589 into CAMHS for specialist CYP mental health support in relation to the Council's statutory duties, ensuring the emotional wellbeing and mental health of CYP, particularly those in care.

4. Working jointly with the CCG/ICB and LPFT to review early intervention support provided by HML and MHSTs and agree a hybrid approach that allows the tapering of £1.m p/a Council funding from the DSG alongside the increasing investment and coverage of NHS funded MHSTs in Lincolnshire.
5. Delegation to the Executive Director of Children's Services in consultation with the Executive Councillor for Children's Services, Community Safety and Procurement and working with the Lincolnshire CCG/ICB, of the authority to approve the final form of any agreements, the profile of funding diversion, the hybrid model of HML/MHSTs and allow them to make future decisions about the future model and use of funding over the five years of the new s75 agreement.

**Alternatives Considered:**

- |    |  |
|----|--|
| 1. | <p><u>Extend the current s75 partnership arrangements</u><br/>Under current decision-making, the Council could continue to extend the current s75 arrangements for CAMHS, without any changes, up until 31 March 2025. However, a new decision would need to be taken on the continuation of the s75 agreement with LPFT for HML and MHSTs, which cannot be extended past 30 September 2022. Extending the agreements under separate contractual arrangements would not support the future intentions for integration and transformation, nor would it allow any of the benefits that would come of having single governance and contract management arrangements covering all CYP mental health services.</p>   |
| 2. | <p><u>Enter into two new separate s75 arrangements for CAMHS and HML/MHSTs</u><br/>Instead of entering into a new single commissioning arrangement for all CYP mental health services, the Council could keep these new agreements separate. This would keep delegation of NHS statutory duties for specialist CAMHS support separate from arrangements for early intervention and preventative support in schools/colleges (HML/MHSTs). However, separate arrangements would continue to make transformation and integration of these services more difficult. It would also not support fluid movement of resources (staff and funding) across services, nor would it help to simplify governance arrangements and contract management processes.</p>  |
| 3. | <p><u>Maintain current level of Council funding towards HML of £2.m p/a</u><br/>The Council could continue to fund HML at the current amount of £2.m p/a, either from existing funding streams (50% Public Health Grant/50% DSG) or alternative budgets. This would support continued investment in early intervention services and growth in access to CYP mental health support in line with the NHS LTP, rather than trying to seek additional funding through the NHS. It would also still allow the transformation of early intervention support to remove any duplication across HML/MHSTs, without needing to address a cost pressure. However, it would not allow the Council to support CYP with SEND via the DSG to the extent necessary based on current demand if this was identified as the continued funding stream. This would also not support the Lincolnshire Schools' Forum's recommendation. This option does not recognise the responsibility of the CCG/ICB to fund early intervention CYP mental health support or provide incentive for the CCG/ICB to increase investment in line with the NHS LTP ambitions.</p> |

4.	<p><u>Divert all HML Council funding, including £1.m Public Health Grant funding</u></p> <p>Rather than continuing to invest £1.m per annum in HML to deliver its Public Health Duties around CYP mental public health, the Council could also divert this funding back to the Public Health Grant. However, it is unlikely without a joint partnership approach and investment that the CCG/ICB would continue to invest in HML, particularly at the current level of £2.m p/a. If the service were to cease or be refocused by the CCG/ICB, the Council may have to identify another way to deliver against its CYP public mental health responsibilities and Lincolnshire would lose a valued and well-used provision, leaving Lincolnshire without a county-wide CYP mental health/emotional wellbeing early intervention offer. This decision would also require consultation and would pose a significant risk of challenge.</p>
----	--

<p><b>Reasons for Recommendation(s):</b></p> <p>There are several reasons that support the recommendation for entering into a new single s75 partnership commissioning arrangement for CYP mental health services from September 2022 outlined in this report, in summary:</p> <ul style="list-style-type: none"> <li>• The Council will be able to work with Lincolnshire’s NHS commissioning body to manage under one agreement any new investment or transformation arrangements and share additional funding for CYP mental health services much more easily, such as are often requested by NHSE and delegated to the Council by the CCG to action with LPFT in relation to commissioning and delivery of CYP mental health services.</li> <li>• A single s75 Agreement will also allow streamlined governance arrangements and contract management processes.</li> <li>• This single s75 arrangement will allow flexibility as a system to integrate and modify services to respond to service improvements.</li> <li>• The Council would still have the contractual ability to not extend the agreement beyond the initial term (2025) or to serve notice without fault if there is a change in circumstances that warrants the agreement ending.</li> </ul> <p>Agreeing continuation of £1.m Public Health Grant funding towards HML as well as a phased diversion of £1.m back to the High Needs Block of the DSG will:</p> <ul style="list-style-type: none"> <li>• Ensure the service can continue to support the Council’s Public Health duties regarding children’s mental health promotion and prevention.</li> <li>• Significantly help towards reducing the pressure on the DSG as a result of increasing numbers of CYP with Education, Health and Care Plans (EHCP).</li> <li>• Allow the Council to meet its statutory obligations in relation to SEND.</li> <li>• Support a phased transition of early intervention services (HML/MHSTs).</li> </ul> <p>Working in partnership with LPFT to develop a hybrid model for Lincolnshire across HML and MHSTs will help to ensure that:</p> <ul style="list-style-type: none"> <li>• The diversion of the DSG funding contribution for HML, alongside the roll-out of MHSTs, does not have a detrimental impact on providing preventative/early intervention emotional/mental health support to CYP.</li> <li>• We minimise or eliminate any wastage due to duplication in what HML and MHSTs deliver to CYP in regard to low-level Cognitive Behavioural Therapy</li> </ul>	
---	--



(CBT) for low to moderate emotional/mental health concerns.

- We can continue to offer a similar level of service county-wide, maximising the available resources and delivering against the Council's Public Health duties regarding children's mental health.
- Lincolnshire does not lose the expertise of any valuable staff in the workforce, instead seeking opportunities for them to be re-deployed elsewhere within the wider CYP mental health services.

A wholesale review and transformation of CYP mental health services will:

- Allow partners to fully understand the impacts of the pandemic on CYP mental health services, including newly highlighted health inequalities.
- Enable clear, coordinated, and prioritised planning for longer-term transformation of CYP mental health services in Lincolnshire and co-produce services that will deliver better outcomes for more of our CYP.

## 1. Background

1.1. *Half of all life-long mental health problems in the UK start before the age of 14 and three quarters start before the age of 25. Today's children and young people are considered to have worse mental health outcomes compared to previous generations, and in addition the Covid-19 pandemic has had a significant detrimental impact on some children's mental health (Children's Commissioner, 2021; State of Child Health, 2020).*

1.2. The following services covered in this report include:

Service	Commissioner	Provider
<b>Child and Adolescent Mental Health Services (CAMHS)</b>	Joint arrangements between NHS Lincs CCG (CCG) and Lincolnshire County Council Children's Services	Lincolnshire Partnership NHS Foundation Trust (LPFT)
<b>Mental Health Support Teams (MHSTs) – funded through NHSE</b>		
<b>Healthy Minds Lincolnshire Service (HML)</b>	Lincolnshire County Council Children's Services	

### Statutory Duties

1.3. The Council does not have a direct statutory duty to commission or provide children's mental health services but through current delegated responsibilities, the Council has taken on authority from the CCG to exercise the CCG's statutory function to commission CAMHS in Lincolnshire.

1.4. The Council does not have a statutory duty to commission MHSTs or HML, however these services support a wide range of other statutory requirements that are specific to the Council and the delivery of recommendations made in national policies, in particular:

- The NHS Act 2006 (Section 2B), which places duties on local authorities in relation to improving the health of its local population.
- The Children Act 1989, Section 22(3)(a) as amended by Section 52 of the Children Act 2004, which places duties on local authorities to looked after children (LAC), including the duty to safeguard and promote their welfare (including physical, emotional and mental health).
- Health and Social Care Act 2012, which places duties on local authorities in relation to addressing health inequalities of CYP.
- These services also enable the Council to deliver its Public Health duties regarding children's mental health promotion and prevention, suicide prevention, and improving lives, supporting recovery and inclusion of people living with mental health problems.

### **Current Commissioning Arrangements**

- 1.5. Lincolnshire has often been ahead of other areas nationally in ensuring CYP's mental health is prioritised, with a key focus on early intervention. Lincolnshire also has mature formal joint commissioning arrangements with health commissioners.
- 1.6. **CAMHS** is funded through a pooled budget between the CCG and the Council, and commissioned by the Council from LPFT.
- 1.7. There are currently two contractual arrangements in place that relate to the commissioning of CAMHS both of which are currently agreed until 31 August 2022:
  - i) An agreement (made under s75 of the NHS Act 2006) between the Council and CCG. This agreement allows funding for CAMHS to be pooled and delegates lead commissioning responsibility to the Council.
  - ii) An agreement (made under s75 of the NHS Act 2006) between the Council and LPFT under which LPFT exercises the Council's functions in the areas of specialist CAMHS and a range of related children's services which are the responsibility of the Council.
- 1.8. The CAMHS s75 agreement with LPFT also includes delivery of Lincolnshire's Framework for Integrated Care/Complex Needs Service. This is funded by NHSE (Health and Justice), which is passed directly to the Council under a Memorandum of Understanding; £500,000 in 2021/22, £800,000 in 2022/23 and £1,100,000 in 2023/24.
- 1.9. The current total funding towards CAMHS in 2021/22 is just under £10.6m:
  - £6,712,574 – Recurrent core funding from the CCG
  - £724,589 – Recurrent core funding from the Council
  - £410,770 – Recurrent inflationary increase from the CCG for 2015-2020
  - £109,940 – Recurrent inflationary increase from the CCG from 2021/22
  - £1,043,000 – Recurrent CCG Service Development Funding investment
  - £943,200 – Non-recurrent CCG Spending Review funding for 2021/22
  - £650,000 – Non-recurrent NHSE (Health and Justice) funding towards the Framework for Integrated Care/CYP Complex Needs Service.

1.10. The current s75 agreement with the CCG pools the funding listed in 1.9 above, except the £650,000 NHSE (Health and Justice) funding which is passed directly from NHSE via a Memorandum of Understanding agreement. The CCG s75 agreement also includes funding for MHSTs (see 1.17) and a contribution from the CCG towards emergency residential beds in Lincolnshire.

1.11. **HML** has been commissioned by the Council since October 2017. The Council delegated its functions in as far as they relate to HML to LPFT through a Partnership Agreement (made under s75 of the NHS Act 2006). This agreement has been extended to 31 August 2022. There is the option to extend the agreement to a maximum period of 30 September 2022.

1.12. The current annual value of the agreement is £2.m, with £1.m of the funding being from the High Needs Block of the DSG, which is under significant pressure and the other £1.m funded through the Children’s allocation of the Public Health Grant.

1.13. The commissioning of the service is supported by Lincolnshire Schools' Forum and the Lincolnshire Learning Partnership.

1.14. The CCG in partnership with LPFT have successfully bid to NHSE for **MHSTs** in Lincolnshire. The table below shows the timeline of the current MHSTs:

MHSTs	Jan to Dec 2020	Jan to Dec 2021	Jan to Dec 2022	Jan to Dec 2023	Jan 2024 onwards
<b>Lincoln and Gainsborough (Wave 2)</b>	Training year	Begin to embed through becoming fully operational	Fully embedded	Fully funded	Funded to end of March 2024. Funding from April 2024 onwards TBC
<b>Boston and Skegness (Wave 4)</b>		Training year	Begin to embed through becoming fully operational	Fully Embedded	Funded to end of March 2024. Funding from April 2024 onwards TBC

1.15. Lincolnshire submitted a third multi-year bid for further MHSTs, but not all were agreed by NHSE nationally. However, NHSE has confirmed that Lincolnshire has been successful in securing four additional MHSTs, the timescales for which are set out below. Further confirmation of this along with anticipated funding for each of the MHSTs during the first two years and beyond is yet to be confirmed/agreed.

Future MHST Wave	Number of Additional MHSTs	MHST Training Year	MHST Begin to Embed	MHSTs Fully Embedded from
<b>Wave 7 (Spalding)</b>	1	September 2022	September 2023	September 2024
<b>Wave 8 (Grantham and Sleaford)</b>	2	January 2023	January 2024	January 2025
<b>Wave 10 (TBC*)</b>	1	January 2024	January 2025	January 2026

*\*Based on areas of need that meet MHST criteria this is anticipated to be either Louth and the surrounding area or south of Lincoln (within North Kesteven).*

1.16. Delivery of MHSTs is currently part of the HML s75 Partnership Agreement with LPFT. MHSTs are funded directly by NHSE, which is passed to the CCG and then to the Council as part of the CAMHS s75 pooled budget arrangements (this does not currently include any of the HML funding).

1.17. The anticipated overall value of the MHSTs funding from NHSE is outlined below. There is a commitment for MHSTs to continue as part of the NHS LTP. NHSE has a funding settlement for five years up until 2023/2024 financial year, and a further five years based on the Spending Review; the funding allocation for Lincolnshire to the 2023/24 financial year has been set out by NHSE and confirmed by the CCG. This is in line with the five years funding settlement up until 2023/24. Any funding for a further five years will be dependent on the outcome of the Spending Review.

MHSTs	19/20 FY	20/21 FY	21/22 FY*	22/23 FY*	23/24 FY*	Total*
<b>Lincoln and Gainsborough (Wave 2)</b>	£93,018	£347,386	£736,274	£751,000	£766,020	<b>£2,693,698</b>
<b>Boston and Skegness (Wave 4)</b>	-	£147,734	£510,677	£741,759	£756,594	<b>£2,156,764</b>
<b>Wave 7 (1)</b>	-	-	-	£126,761	£366,919	<b>£493,680</b>
<b>Wave 8 (2)</b>	-	-	-	£108,652	£511,426	<b>£620,078</b>
<b>Wave 10 (1)</b>	-	-	-	-	£54,326	<b>£54,326</b>
<b>Total</b>	<b>£93,018</b>	<b>£495,120</b>	<b>£1,246,951</b>	<b>£1,728,172</b>	<b>£2,445,285</b>	<b>£6,018,546</b>

*\*Indicative funding from NHSE as based on an assumed 2% uplift per annum.*

1.18. The current commissioning arrangements for Lincolnshire’s CYP mental health services are arguably overly complex and bureaucratic and can be restrictive in trying to obtain a single overview of all CYP services provided by LPFT. All partners want to explore a more streamlined commissioning arrangement.

### **Future Commissioning Proposals**

1.19. This report proposes entering into the following agreements from 1 September 2022 for up to five years:

- A new s75 agreement with the CCG/ICB to pool all Council and NHS funding in relation to CYP mental health services (CAMHS, MHSTs and HML) and for the Council to act as lead commissioner for these services.
- A new single s75 agreement with LPFT for the provision of HML, MHSTs and CAMHS (including the CYP Complex Needs Service).

1.20. The new single s75 agreement with LPFT would be a consolidation of the two current s75 agreements but will focus more on delivery against outcomes across all levels of CYP mental health provision, and allow LPFT the flexibility, in partnership with commissioners, to transform services and pathways to better meet the needs

of CYP and families, improve access and further limit any gaps that could result in CYP not receiving support.

- 1.21. In addition, a single s75 partnership arrangement will simplify governance and contract management arrangements, making it easier to have discussions with the provider and key partners that look across the breadth of CYP mental health services, with clearer reporting of KPIs and outcomes, ultimately allowing the system to further improve and streamline services.
- 1.22. It is good practice for the Council to inform Lincolnshire Schools' Forum when key decisions are to be made on central spend to High Needs Block provision and a report was presented to the Forum on 20 January 2022 and all recommendations regarding HML were fully supported in line with this report.

### **Service Overview and Performance**

- 1.23. **CAMHS** consists of the following main services:
- Core CAMHS – direct intervention including 1:1 support, group intervention and self-help delivered by a range of professionals such as mental health nurses, psychiatrists, and psychologists. Treatment is for moderate to severe concerns including but not limited to depression, anxiety, post-traumatic stress disorder, trauma, self-harm. Young people are supported with transition to adult mental health services as required.
  - Community Eating Disorder Service (EDS) – interventions for CYP with Anorexia Nervosa, Bulimia, binge eating and atypical eating disorders.
  - CAMHS Learning Disabilities Team – direct specialist interventions for CYP suffering with mental health problems who have a diagnosed learning disability.
  - CAMHS Crisis and Enhanced Treatment Team (CCETT) – 24/7 crisis response and intensive home treatment for CYP in crisis to prevent inpatient admissions or support CYP coming out of inpatient services.
  - CYP Complex Needs Team – an expansion of the Future4Me Health Team, this new team is currently being implemented on a phased approach by 2023/24 and will work alongside Early Help, Social Care and other services to support the mental health and wellbeing of our CYP with complex needs and trauma, including children in care, fostering or kinship arrangements, adopted children, those with complex health needs and children living in vulnerable households e.g. socio-economic disadvantage, parents with mental health problems etc.
- 1.24. **HML** supports mild to moderate emotional wellbeing/mental health needs of CYP aged 0-19 years (25 SEND and/or Care Leaver). The service works closely in and around schools and is focussed on early intervention and the prevention of emotional wellbeing concerns escalating to mental health issues. The service promotes positive CYP mental health in schools and other settings, provides training to future teachers and childcare providers, offering training workshops to children's services workforce, and delivers group workshops to CYP on key mental health topics. The service also provides a range of direct interventions to CYP.

1.25. **MHSTs** are a new nationally prescribed model of emotional wellbeing support in schools and colleges which is part of the national drive to improve access to mental health care for CYP as set out in the NHS LTP. MHSTs support school aged CYP from age 5 to 18 years.

1.26. Each team must consist of four Education Mental Health Practitioners (EMHPs) and deliver three core mandatory functions:

- Evidence-based interventions for CYP with mild to moderate mental health problems.
- Supporting an identified senior mental health lead in each education setting to introduce or develop their whole setting approach to positive mental health and emotional wellbeing.
- Giving timely advice to education settings staff and liaising with external specialist services to help CYP to get the right support and stay in education.

1.27. Currently each team must cover a population of at least 8,000 CYP (reducing to 7,000 CYP for future waves). Once fully operational (two years post commencement) each MHST should support 500 CYP per 8,000 CYP (c. 6.25%).

1.28. Education Settings and School Number on Roll (NOR) Coverage (May 2021 Schools Census) of MHSTs in Lincolnshire:

MHSTs Waves	Number of Education Settings	Number of Lincolnshire Schools and Academies	NOR (5 to 18 years) coverage for Lincolnshire Schools and Academies	Approx % of NOR of Lincolnshire Schools and Academies*
<b>Wave 2</b>	48	45	13,222	12%
<b>Wave 4</b>	49	48	13,152	12%
<b>Wave 7</b>	24*	23*	7,170*	7%*
<b>Wave 8</b>	40*	39*	14,499*	13%*
<b>Wave 10</b>	24*	24*	7,000*	6%*
<b>Total</b>	<b>185</b>	<b>179</b>	<b>55,043*</b>	<b>50%*</b>

\*TBC

1.29. LPFT's mental health services for CYP are rated outstanding by the Care Quality Commission (CQC) (2020) and pre-pandemic data showed that the innovative HML model was delivering positive outcomes for CYP in Lincolnshire:

- **When CYP needed support, they were helped quickly.** Since 2018, 96% of CYP waited less than four weeks to access support from HML and 68% were seen in less than two weeks.
- **Most CYP were recovering well and maintaining their emotional wellbeing after discharge from HML.** In 2019/20, 88% of CYP that completed HML treatment needed no further support or could be stepped back to universal services. In 2020/21, this was 86%. In both years only 2% of CYP's needs escalated and required access to CAMHS. The average re-referral rate since 2018 was 7%.

- **Prior to the Covid-19 pandemic, Lincolnshire had not experienced the same increases in CAMHS referrals as nationally projected indicating HML preventative support was working.** Since 2018 and before the pandemic, overall referrals to CAMHS had remained reasonably constant and dropped by 5% in 2019/20; urgent referrals to CAMHS had reduced by 6%.
- **Lincolnshire had less CYP needing inpatient care.** Lincolnshire in-patient hospital admissions for mental health (0-17 years) have reduced from 68.9 per 100,000 population in 2017 to 58.4 per 100,000 in 2019. Nationally hospital admissions rose to 88.3 per 100,000 in 2019.

1.30. Throughout the Covid-19 pandemic, CAMHS, HML and MHSTs have worked together undertaking rapid innovation and expansion of virtual mental health support available to CYP, parents/carers and education settings:

- **Despite reports of extremely long waits nationally for CAMHS, Lincolnshire CAMHS did not see the same scale of problem.** At the beginning of the first lockdown in March 2020, 85% of CYP with routine referrals were assessed within six weeks and the average routine wait for Core CAMHS increased to 8.4 weeks; by the end of the year (March 2021), despite an increase in both the number and acuity of referrals, 93% of assessments were carried out within six weeks.
- Data for 2020/21 shows that 92% of CYP in crisis received an emergency telephone response within four hours (above the national figure of 83%). **The average emergency wait time for 2020/21 was 1.4 hours (better than the national comparison of 11 hours).**
- The most recent CAMHS data is telling us that compared to national data during the pandemic and up to July 2021:
  - The increase in referrals in Lincolnshire was comparable to national increases.
  - **Significantly more Lincolnshire patients also consistently received a clinical contact each month (65%)** compared to the national average (50%); this means that Lincolnshire CAMHS provided clinical support to more of their patients each month than other CAMHS nationally.
  - 42% of clinical contacts were **face-to-face: slightly less than the national average (45%).**
  - 22% of **non-face-to-face clinical contacts were digital – video/skype: 5% higher than the national average (17%);** the remaining 36% were telephone or text.
  - Although national reporting for 2020/21 is not yet available, feedback through national forums indicates an increase in the numbers of CYP admitted to inpatient units for their mental health, however **Lincolnshire CAMHS CCETT has continued to support CYP and their families in the community and the number of Lincolnshire inpatient CYP has remained low** during the pandemic (10 inpatient CYP in March 2020 and 10 in January 2022), despite an increase in the acuity of CYP in crisis.

- 1.31. The NHS confederation recently published a report (Reaching the Tipping Point) on the impact of the pandemic on CYP's mental health. Before the pandemic, the prevalence of mental disorders in CYP aged 5 to 16 was already increasing from 1 in 9 (2017) to 1 in 6 (2020). Anxieties caused by lockdowns, school closures, isolation from peers, bereavement, and the stresses on families have increased pressures. Nationally, frontline mental health services report a large increase in CYP needing help but not meeting referral criteria for specialist CAMHS. CYP are then potentially storing up problems for the future. Demand modelling suggests that 1,500,000 CYP may need new or additional mental health support as a result of the pandemic.
- 1.32. In Lincolnshire, despite a lot of positive support during the pandemic, which performance data can attest to, local services continue to see referrals increase and staffing capacity is an issue. Waiting times from assessment to first treatment are becoming a concern, particularly for more specialist interventions such as specialist eating disorder services, and sadly in 2021 there have been six children that have died through suspected suicide, which is higher than the one to two per year previously.
- 1.33. This makes the need to review services imperative in consideration of the medium/longer term impact of the pandemic. Services need re-shaping with the right investment to cope with increasing demands.

### **Future Funding Proposals**

- 1.34. The Council's recurrent contribution towards **CAMHS** is currently £724,589; it is not proposed that any change is made to this amount. Future NHS funding will be agreed annually in line with the NHS allocations process. It is hoped that recurrent NHS funding will continue to increase annually in line with NHS LTP priorities around CYP's mental health.
- 1.35. NHSE (Health and Justice) funding towards the Framework for Integrated Care/Complex Needs Service is planned at £500,000 in 2021/22 (with an additional £150,000 funding carried forward), £800,000 in 2022/23 and £1,100,000 in 2023/24. Funding beyond this is still to be agreed nationally, although the programme is a 10-year Framework to 2030.
- 1.36. Funding for the currently planned waves of **MHST** roll-out (detailed above) is confirmed until the end of March 2024. Whether this funding will continue to be available from NHSE or passed to the CCG is yet unknown, as is any funding for further roll-out of MHSTs beyond 2025. Since this is purely funded through the NHS there are no implications for the Council's budgets, unless it is announced that all MHST NHS funding will cease from 2025. In which case there may need to be system-wide discussion about ongoing funding of school-based, early intervention CYP mental health support.
- 1.37. **HML** receives £1.m funding from the Children's allocation of the Public Health Grant, and in 2017 the Council, supported by Lincolnshire Schools' Forum, agreed to match



the funding and invest £1.m from the High Needs Block of the DSG. This was to meet the significant gap in schools being able to access low to moderate support for pupils who did not meet CAMHS thresholds.

1.38. The £1.m funding for HML from the Children’s allocation of the Public Health Grant is proposed to continue.

1.39. Since 2017 the roll-out of MHSTs was announced and has commenced in Lincolnshire; an offer which partially duplicates the HML offer, particularly direct interventions for low to moderate emotional/mental health delivered in schools. In addition, the High Needs Block of the DSG is now under significant pressure and the Council has statutory obligations it must fulfil with this budget whereas HML is not a statutory Council service.

1.40. The Council will need to work with LPFT to consider how, as further MHSTs are rolled-out in Lincolnshire, the £1.m DSG funding can be diverted back to reduce the funding pressure. The target timescale for diversion of the DSG funding is by the end of March 2024 and assumes that continued NHS funding is confirmed for MHSTs beyond the end of March 2024. The proposed phased diversion is as follows:

Financial Year	Diversion of DSG funding (annual)	Diversion of DSG funding (cumulative)	Total HML Council funding
2022/23 – Sept 22 to Apr 23	£140,000*	£140,000	£1,026,667
2023/24	£360,000	£500,000	£1,500,000
2024/25	£500,000	£1,000,000	£1,000,000

*\*Based on MHST coverage of 12%; 12% of £2.m is £240k, £140k represents 7/12ths.*

1.41. The Council is currently working closely with the CCG to identify if funding can be sought elsewhere in the system to match diversion of DSG funding.

1.42. It is proposed that a new pooled budget and lead commissioning s75 Agreement with the CCG will start from September 2022, and will include:

- Council recurrent contribution towards CAMHS (£724,589)
- Recurrent and non-recurrent funding from the CCG towards CAMHS, including new investment as part of the NHS LTP (TBA)
- CCG contribution towards emergency residential beds in Lincolnshire
- Funding for MHSTs (see 1.17)
- Council ongoing Public Health Grant investment in HML (£1.m if agreed)
- Potential CCG funding towards HML (up to £1.m if agreed)

**Interim Review and Modelling of Prevention and Early Intervention Support**

1.43. Partners are committed to ensuring that the diversion of the DSG funding contribution for HML, alongside the ongoing roll-out of MHSTs, does not have a detrimental impact on providing preventative support and early intervention emotional wellbeing and mental health support to CYP.

- 1.44. There is a degree of duplication in what HML and the new MHSTs deliver in regard to low-level Cognitive Behavioural Therapy (CBT) for low to moderate emotional/mental health concerns in schools and colleges. Whilst Lincolnshire's locally designed HML service was able to operate county-wide for £2.m per annum, the estimated ongoing cost of eight MHSTs (covering 50% of the county) is £2.5m.
- 1.45. As previously mentioned, the MHST model is fairly prescriptive, and not altogether conducive to a large rural county like Lincolnshire. With the further roll-out and future funding beyond 2025 unclear, an interim hybrid solution is needed locally that continues to offer a similar level of service county-wide, maximising the available resources and minimising any duplication or wastage. This hybrid model must also deliver against the Council's Public Health duties regarding children's mental health promotion and prevention, through awareness, training and building resilience.
- 1.46. Further to this, it is hoped that through discussions with LPFT and Lincolnshire CCG, the Lincolnshire system can find funding for HML to replace the £1.m DSG funding, allowing current investment overall to be maintained whilst national investment increases. However, if this is not possible, by developing an agreed hybrid model, partners can develop a countywide offer that may change but will seek to utilise the existing workforce across a wider range of services and not reduce this. Overall funding for CYP mental health is still expected to increase by 2024/25 even if the proposed £1.m contribution of DSG funding is not replaced as investment from the NHS is expected to increase.
- 1.47. We need to ensure that Lincolnshire does not lose the expertise of any valuable staff in the workforce, instead seeking opportunities for them to be re-deployed elsewhere within the wider CYP mental health services, including MHSTs where possible.
- 1.48. Partners will be planning, designing, and implementing the hybrid HML/MHST approach by September 2022, alongside the commencement of the new single s75 agreement. Approval of the final details regarding the new hybrid model and its implementation from September 2022, is requested to be delegated to the Director of Children's Services in consultation with the Executive Councillor for Children's Services, Community Safety and Procurement.

### **Future Review and Transformation Planning**

- 1.49. Prior to the Covid-19 pandemic a review of CYP mental health services in Lincolnshire had commenced and some clear themes were already emerging:
- Improving access through an **integrated pathway that manages referrals**, assessments, and front-line support for all emotional, behavioural and mental health concerns.
  - Working together as part of an **integrated multi-disciplinary offer** to ensure that CYP get the right support from the right professional(s) without needing to be referred to multiple services.

- Enhancing **universal support to parents/carers**, to identify risk factors early and provide effective support to empower and improve their ability to meet their child's needs.
- CYP, families and professionals need access to a **range of non-intervention support** – prevention, advice, signposting, consultation, digital information etc.
- Recognising **that schools should continue to play a key role in promoting and supporting emotional wellbeing and mental health** and often just need advice and guidance from services. Continue to provide whole-school, trauma-informed and solutions focused approaches so that CYP are supported consistently across the Lincolnshire workforce.
- Building **teams around local communities** that understand and can respond to their population needs, education settings and primary care communities to best support professionals and CYP/families, from prevention through to specialist support.
- **Investing in our workforce and developing skills** in Lincolnshire to deliver a **wide range of therapies** and approaches to support. Recognising that CBT is not for all children, particularly those with Autism or learning difficulties, and increasing use of family therapies, play or art therapies etc. where needed.

1.50. Starting in 2022, Lincolnshire will undertake a wholesale review and transformation programme of CYP mental health services, led by the Council working in partnership with NHS Lincolnshire CCG, LPFT and wider ICS (Integrated Care System) colleagues.

1.51. This review will allow us to fully understand the impacts of the pandemic on CYP mental health services, including health inequalities, enhanced digital offers, and plan for longer-term transformation of these services in Lincolnshire to better meet the needs of CYP, families and professionals and co-produce services that will deliver better outcomes for more of our CYP.

## **2. Legal Issues:**

### NHS Bodies and Local Authorities Partnership Arrangements Regulations 2006

Under the above Regulations the Council may enter into partnership arrangements under section 75 as long as those arrangements are likely to lead to an improvement in the way in which the functions included in the arrangements are exercised.

The arrangements in question have been proven over a number of years to improve services relating to CYP mental health. The proposals in this Report build on that to enable greater integration and more streamlined governance.

Under the Regulations there is a requirement on the Council and the CCG/ICB and LPFT to jointly consult with such persons as appear to them to be affected by the arrangements.

Consideration has been given to this but as the proposals represent a technical adjustment in the way that the arrangements work rather than a fundamental change to

the arrangements themselves there are not considered to be any people affected by the proposals so as to require consultation.

### Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

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

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

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

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

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

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

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

The recommendation to divert funding from HML back into the DSG will ultimately benefit the wider CYP population with SEND in Lincolnshire. Any impact on services will be considered and mitigated as part of the review of HML and MHSTs to ensure that we continue to deliver an equitable service across Lincolnshire. The Council is currently working with the wider NHS system in Lincolnshire to consider whether funding can be found elsewhere to replace the diverted funding, which will negate any impact of diverting this funding. Otherwise, planned investment by NHSE in rolling-out further MHSTs means that by 2024/25 more money will have been further invested in CYP mental health services in Lincolnshire than is being diverted back to supporting CYP with SEND.

The recommendations in this report to enter into a single s75 Partnership Agreement with LPFT to deliver CAMHS, MHSTs and HML and to pool all CYP mental health funding with the CCG through another s75 Agreement will not affect equality for service users.

An Equality Impact Assessment will be undertaken as part of the wider review of CYP mental health services and will consider any changes required to transform services in Lincolnshire. These changes and any resulting potential impacts will be subject to further decision-making and any equality considerations will be taken into account in those reports.

#### Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS) in coming to a decision.

CYP Mental Health and Emotional Wellbeing is a topic within the Lincolnshire JSNA and a priority within the Lincolnshire JHWS. The needs of Lincolnshire CYP and families, including emerging health inequalities, have and will continue to be considered in the commissioning and transformation of CYP mental health services. Some of the key considerations in relation to this are:

- Data shows that CYP will face a number of life challenges that make them likely to need support for their emotional wellbeing, and/or behavioural concerns. This is likely to be further exacerbated by the Covid-19 pandemic.
- We know based on NHSE returns that only around 35% of all CYP in Lincolnshire who are expected to need mental health support are receiving it. Even taking into consideration the maximum number of CYP that MHSTs will be able to support, there are still a significant percentage of CYP not accessing any mental health support that have a need.
- The number of Lincolnshire CYP with SEND who require an EHC assessment or ECHP has risen above East Midlands and England averages. Extensive work has already been undertaken to understand this and put plans in place to address this. Future commissioning of services must be aligned to the SEND Transformation project and the Building Communities of Specialist Provision strategy, with services working in partnership to better support CYP with SEND.
- There are a range of health inequalities associated with children and young people's access to mental health support, which includes by: age, gender, ethnicity, socioeconomic status, disability, Looked After Children, and CYP engaged

within the criminal justice system. We know that MHSTs are currently being targeted (as per NHSE requirements) around areas of higher need and health inequality, e.g. more deprived areas, areas with higher levels of BAME population and areas where youth offending is more prevalent. National evidence tells us that all these groups are less likely to self-refer to mental health services and so through open access and much more focused delivery in schools they will be more likely to access support, further increasing access numbers, rather than reducing those already seeking support through HML. This further supports the fact that we need to increase provision so that if CYP need mental health support it is available for them to access easily and in a timely manner.

### Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

Specialist support is provided through CAMHS for high-risk young people with complex needs (Community Forensic CAMHS); Psychologists and Speech and Language Therapists support the complex needs of young people in the justice system, who do not meet standard diagnostic criteria, to improve pathways between local services and reduce out of area placements and reliance on admission to secure care.

The recommendations in this report do not change or impact the continuation of this provision.

### **3. Conclusion**

- 3.1 This report recommends a single s75 Partnership Agreement with LPFT to deliver CYP mental health services. It also recommends that the Council enters into a s75 Agreement with Lincolnshire's NHS commissioning body from 1 September 2022 for up to five years to pool Local Authority and NHS funding and confer the lead commissioning function on the Council in relation to all CYP mental health services.
- 3.2 This funding would include Council funding of:
- £724,589 towards specialist CAMHS to support delivery against the Council's statutory duties.
  - £1.m from the Public Health Grant towards HML mental health promotion, prevention and training.
  - Initial diversion of approximately £140,000 per annum from the DSG for HML early intervention support (based on the estimates shown in the table at 1.40) with full diversion of this funding by March 2024.

- 3.3 The pooled funding would also include NHS funding:
- NHS Lincolnshire CCG funding will continue to be agreed annually in line with NHS allocations process, discussions are already taking place to match the £1.m being diverted back to the DSG.
  - NHSE (Health and Justice) funding towards the Framework for Integrated Care/Complex Needs Service.
  - NHSE funding for the currently planned waves of MHST.
- 3.4 A rapid review of early intervention support will be prioritised in early 2022 so that an interim hybrid HML/MHST model can be developed, designed and implemented in partnership with LPFT and the CCG by September 2022, alongside the commencement of the new single s75 agreement.
- 3.5 A wholesale review and transformation programme of CYP mental health services in Lincolnshire will be undertaken starting in 2022, led by the Children’s Integrated Commissioning Team working in partnership with the Council’s Children’s Services Commissioning Team, the CCG, LPFT and wider ICS colleagues.
- 3.6 This review will allow partners to fully understand the impacts of the pandemic on CYP mental health services, including newly highlighted health inequalities, and enable planning for longer-term transformation of these services in Lincolnshire to better meet the needs of CYP, families and professionals and co-produce services that will deliver better outcomes for more of our CYP.
- 3.7 The report recommends a delegation to the Executive Director of Children’s Services in consultation with the Executive Councillor for Children’s Services, Community Safety and Procurement and working with the Lincolnshire’s NHS commissioning body, to approve the final form of any agreements, the profile of funding diversion, the hybrid model of HML/MHSTs and allow them to make future decisions about the future model and use of funding over the five years of the new agreement for CYP mental health services.

#### **4. Legal Comments:**

The Council has the power to enter into the Agreements proposed.

The legal requirements relating to the making of partnership arrangements are set out in the Report.

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

## **5. Resource Comments:**

The recommendation to enter into a single s75 agreement with Lincolnshire's NHS commissioning body from 1 September 2022 for up to five years will allow the pooling of Council and NHS funding to ensure the delivery of CYP Mental Health provision and will allow the flexibility for services to be transformed to better meet the needs of children, young people and families.

The Council has base budgets in place to continue funding the current contribution for CAMHS or the Healthy Minds Lincolnshire contract (the element funded by the Public Health grant). The changing landscape and introduction of MHSTs funded through NHS England provide an opportune time to review the High Needs block contribution from the Dedicated Schools Grant (DSG) for HML. The DSG contribution supported its rollout of HML and its delivery, however the financial position on the High Needs block has changed with more young people requiring specialist support, therefore establishing a sustainable budget going forward is imperative.

## **6. Consultation**

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

n/a

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

Yes

### **c) Scrutiny Comments**

The decision is being considered by the Children and Young People Scrutiny Committee on 4 March 2022 and the comments of the Committee will be reported to the Executive.

### **d) Risks and Impact Analysis**

Risks:

- Loss of staff in services who may be nervous about service changes and seek alternative employment. This will be mitigated by working in partnership with LPFT to clearly articulate that the expertise of staff is needed across CYP mental health services although some roles may change and some re-deployment may be needed.
- Two-tier fragmented model for Lincolnshire schools and pupils based on geography. This will be mitigated by working in partnership with LPFT and the CCG through the wider review to develop a hybrid model that allows greater integration between HML and MHSTs. Should additional funding to support a more integrated model be required, the Council will work with the CCG to determine where this could be sourced recurrently.
- Increased waiting times and reduced HML capacity in areas where MHSTs are undertaking their training year and not yet fully embedded when DSG funding has been fully diverted. This will be mitigated by working in partnership with LPFT



and the Lincolnshire CCG through the wider review to ensure sharing of expertise across the CYP mental health and emotional wellbeing services, including an increased virtual offer where appropriate, to ensure Lincolnshire CYP receive timely support for their emotional wellbeing and mental health concerns.

- Further outbreaks or variants of Covid may cause disruption particularly to LPFT and the CCG, meaning they cannot or may be delayed in engaging in the scale of work required to transform CYP mental health services.

Impact/benefits:

- Will help to reduce the pressure on the DSG and support the Council in meeting its statutory duties in relation to meeting the needs of vulnerable CYP, including CYP with SEND.
- Will enable the phased diversion of DSG funding back into the high needs block to be proportionate to the wider roll out of MHSTs in Lincolnshire.
- Will support the Council to work in partnership with LPFT and the Lincolnshire CCG to maximise the best use of available resources across all CYP mental health and emotional wellbeing services and minimise duplication.
- Will allow for a more integrated model to be developed between Healthy Minds Lincolnshire and MHSTs as part of the wider review of emotional wellbeing and mental health services for CYP.

## **7. 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 Kevin Johnson, who can be contacted on 07729 546202 or [kevin.johnson@lincolnshire.gov.uk](mailto:kevin.johnson@lincolnshire.gov.uk).

This page is intentionally left blank

**Open Report on behalf of Heather Sandy, Executive Director - Children's Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>04 March 2022</b>
Subject:	<b>Schools' Standards and Recovery</b>

**Summary:**

This report provides an update regarding standards within the sector led system and the recovery response following the Covid-19 pandemic. An overview of validated performance data from Lincolnshire Schools and Early Years for 2018/2019 will be covered. The report will cover outcomes at Early Years, Key Stage 1, Key Stage 2 and Key Stage 4.

Analysis of needs and areas for development has been shared with the sector and partners to assist with targeted support programmes of professional development.

**Actions Required:**

The Committee is invited to review and comment on the issues and information contained in the report.

## **1. Background**

### **Ofsted**

**Schools:** As of 1 November 2021, 83.9% of Lincolnshire's schools have been judged as good or better. This is lower than our statistical neighbours of 84.1% and the national average of 86.6%. 75.9% of secondary schools and 84.2% of primary schools are good or better. 78% of academies are judged as good or better compared with 91.4% of maintained schools. Boston and East Lindsey have the highest proportion of schools judged to be less than good. City of Lincoln has the lowest proportion of schools not judged to be good or better.

Ofsted conducted a limited number of remote inspections of schools during the pandemic and have returned to routine inspections from September 2021.

**Early Years:** As of March 2021, 97% of Lincolnshire’s early years settings were judged good or better compared to the national of 96%.

### **Disapplication of Setting Inspection**

Scheduled Ofsted inspections in early years and childcare providers were cancelled at the start of the pandemic and routine inspections did not take place although regulatory work continued.

### **Autumn Term Ofsted Visits to Settings**

Ofsted carried out ‘interim visits’ to early years and childcare providers from 28 September to 21 December 2020, for those providers with a less than good outcome at their previous inspection. These visits did not result in any changes to setting inspection grades.

### **Routine Inspections**

Ofsted resumed their routine inspections in April 2021 and have focussed their visits on those providers who have yet to have their first inspection and those who have a less than good inspection outcome. Since that date there have been 45 inspections of Early Years and Childcare Providers in Lincolnshire; 39 have been judged as Good (or met where there are no Early Years children); four have been judged as Requires Improvement or Not Met, and one was judged as Inadequate by Ofsted. It is worth noting that this means that those currently being inspected are either those with a previous less than good judgement or those that are having their first inspection, which might be more likely to result in lower outcomes at inspection.

### **Outcomes**

#### **Statutory National Curriculum Assessment and Examinations**

The Government stated it was not mandatory for practitioners to complete the Early Years Foundation Stage Profile (Aged 5) assessment in 2020.

No external examination or qualification data has been made available to Local Authorities throughout the pandemic, i.e., 2020 or 2021, due to the cancellation of school-based examinations at GCSE and A Level. For this reason, the data presented is for the years to 2019 only. It is reasonable to suggest that this remains broadly reflective of the current position and performance of Lincolnshire’s schools and settings in relation to national and statistical neighbours.

**Early Years (Aged 5):** Good Level of Development (GLD) is used as the key measure to judge outcomes for children at the end of the early years foundation stage (EYFS). Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and

communication and language, and the early learning goals in the specific areas of mathematics and literacy.

This 'Good Level of Development' in Lincolnshire was 69.6% in 2019 compared to 69.1% in 2018. This is lower than pupils in the East Midlands (70.3%) and that of the statistical neighbour (71.1%). National has increased to 71.8% in 2019 from 71.5% in 2018. The percentage of children achieving a good level of development has increased by 0.5% since 2018 and has dropped below National by 2.2%.

Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%. Boston and South Holland remain the lowest performing districts.

The Lincolnshire (32.1%) inequality gap (the difference between the lowest performing 20% of pupils and their peers) is narrower than the East Midlands (33.7%) in achievement across all Early Learning Goals, compared to National (32.4%).

**Phonics Screening Check (Aged 6):** The gap between Lincolnshire and percentage of pupils meeting the expected standard by Year 1 is the same as the previous year, 81.0%. However, Lincolnshire is now 1% below National and in line with Statistical Neighbour. Pupils known to be eligible for free school meals are performing as well as the same cohort in the East Midlands, better than Statistical Neighbours but less well than National.

**Key Stage 1 (Aged 7):** This is a local measure of Reading, Writing and Mathematics combined (a pupil achieved age related or above in all three subjects). This has decreased to 61.5% in 2019 from 62.2% in 2018. The national average in 2019 was 64.9%, decreasing from 65.3% in 2018. The gap between Lincolnshire and National is broadly the same year on year. Writing is the weakest area in this Key Stage. Pupils known to be eligible for free school meals are performing less well than National in Reading, Writing and Maths but better than Statistical Neighbours in Writing.

**Key Stage 2 (Aged 11):** This is a national measure of reading, writing and mathematics combined (a pupil achieved age related or above in all three subjects). Lincolnshire has improved in this measure since last year to 61% in 2019 from 60% in 2018 and has continued to see an upward trend over the last three years. National has stayed the same in 2019 as 2018 at 65%. The gap between national and Lincolnshire has narrowed from 5% in 2018 to 4% in 2019. Progress scores for Lincolnshire and Statistical Neighbour in 2019 is the same in Reading and Writing than the previous year of -0.1. Mathematics is the weakest of the three subjects.

Pupils known to be eligible for free school meals (FSM) are performing less well than National, East Midlands and Statistical Neighbours in Reading, Writing and Maths in 2019 as in previous years.

The gap between the Lincolnshire FSM cohort and the National FSM cohort was similar in 2018 and 2019. A lower proportion of Lincolnshire FSM pupils (39%) achieve the expected standard than the National FSM cohort (48%).

The outcomes of EAL (English as an additional language) pupils in Lincolnshire improved in 2019 by 3% and now stand only 1% below non EAL pupils. However, Lincolnshire EAL pupils still perform below National rates.

Progress has continued to improve in Reading, Writing and Maths since 2017. This picture is reflected in the East Midlands.

The highest performing Districts in 2019 were North Kesteven and South Kesteven, the lowest performing District was the City of Lincoln. The most improved District since 2017 is South Holland (+6%) and the least improved is East Lindsey (+1%).

Girls continue to perform better than boys; this reflects the picture nationally and in the East Midlands.

**Key Stage 4 (Aged 16):** A standard pass is deemed a grade 4 and a good pass being a grade 5. This is then calculated into Attainment 8 and Progress 8 scores. The subjects included are double weighted English and Mathematics and then a combination of Science, Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbour in the percentage of pupils achieving 9-5 in English and Maths GCSE.

In 2019 Lincolnshire's English Baccalaureate Average Point Score per Pupil of 4.10 is higher than National, East Midlands and Statistical Neighbour. The English Baccalaureate Average Point Score in Lincolnshire for pupils known to be eligible for free school meals is 2.80. We are below National (State-Funded) of 2.92, and in line with regional East Midlands figure and our Statistical Neighbour Average of 2.76 and 2.72.

The percentage of pupils achieving the English Baccalaureate (strong 9-5) in Lincolnshire is 18.7%. This is well above National (State-Funded) by 1.5%, East Midlands by 3.1% and Statistical Neighbour Average by 5.1%.

The percentage of pupils achieving 9-5 strong pass in English Baccalaureate in Lincolnshire for pupils known to be eligible for free school meals is 5.7%. This compares favourably to our Statistical Neighbour Average of 4.0%. We are below National of 6.5% (State-Funded) and above the regional East Midlands figure of 5.0%.

Lincolnshire's average Attainment 8 score per pupil is in line with National but above East Midlands and Statistical Neighbour. The Average Attainment 8 score per Pupil in Lincolnshire for pupils known to be eligible for free school meals is 33.7. We are below National (State-Funded) of 35.0 and above regional East Midlands figure and our Statistical Neighbours Average of 33.3 and 32.8.

The Average Progress 8 score in Lincolnshire is -0.03. We are in line with National (State-Funded), East Midlands and Statistical Neighbours Average of -0.03, -0.06 and -0.06. The Average Progress 8 score in Lincolnshire for pupils known to be eligible for free school meals is -0.53. We are in line with National (State-Funded) and below regional East Midlands figure and our Statistical Neighbours Average of -0.53, -0.60 and -0.62.

South Kesteven and West Lindsey are the strongest districts, performing above the national average in both the percentage achieving grades 9-4 in English and Maths (70% and 72% respectively) and the percentage achieving grades 9-5 (51% and 52% respectively).

The least well performing districts in terms of the percentage achieving grades 9-4 in English and Maths are Lincoln City at 58%, Boston at 60% and East Lindsey at 60%. These districts continue to underperform compared to other district areas in Lincolnshire and the national average.

Girls continue to perform better than boys. In 2019, 70% of girls in Lincolnshire achieved grades 9-4 GCSEs in English and Maths, compared to 60% of boys. The gap is slightly narrower for the percentage achieving grades 9-5 in English and Maths; 47% of girls achieved these grades compared to 38% of boys.

At GCSE, our FSM cohort does not perform as well as their non-FSM peers; 37% compared to 68% respectively achieved grades 9-4 in English and Maths, and 19% compared to 46% respectively achieved grades 9-5 in English and Maths. This puts disadvantaged pupils at risk of not getting the best start to the world of work and readiness for adulthood when they leave school.

EAL pupils in Lincolnshire perform less well at Key Stage 4 than EAL pupils nationally; 61% compared to 65% respectively achieved grades 9-4 in English and Maths. The gap is wider for the percentage achieving grades 9-5 in English and Maths, 37% compared to 43% respectively. The attainment gap between National and Lincolnshire EAL has narrowed for the grades 9-4 and widened for the grades 9-5 measures, compared to previous years.

In both the percentage of grades 9-4 and grades 9-5 in English and Maths measures, SEND (Special Educational Needs and Disabilities) pupils in Lincolnshire perform better than national SEND pupils. Compared to 2017, the gap has widened in Lincolnshire's favour.

## **2. Conclusion and Actions**

There remains a wide spread of performance across schools and districts in the county. City of Lincoln followed by Boston remain the lowest performing districts by most measures for schools and Boston district the lowest for EYFS. North Kesteven generally performs the best at all key stages and measures. Lincoln and Boston are both districts with some of the highest levels of deprivation affecting children and North Kesteven the least.

The Free School Meal (FSM) cohort is a strong indicator for disadvantage. At the end of primary and secondary school, Lincolnshire's FSM cohort does not perform as well as their non-FSM peers. This puts disadvantaged pupils at risk of not getting the best start to move onto their next stage of education or employment. This reflects the national picture.

It is the goal of the Education team to break the cycle of poverty and under-achievement.

Children who do not reach the Good Level of Development go onto do less well than their peers at all key stages. We see that this gap in attainment widens as children get older. Our priority for challenge and support is guided by these data and the necessity to work predominantly with maintained schools rather than academies.

**The Strategy for School Improvement:** In order to support school leaders within our sector led system and to support the Covid-19 recovery, The Strategy for School Improvement has been refreshed so that, unlike previous years, all maintained schools now receive at least one termly visit from their Education Locality Lead to ensure that their school is in a strong position moving forward.

Locality Leads also support schools to engage with and benefit from the Government's range of programmes and funding to support recovery in schools, which include:

- Training for Early Years Staff
- Nuffield Early Language Intervention (NELI)
- Catch Up Premium (Summer catch up)
- Recovery Premium (Disadvantaged pupils)
- Holiday education: summer schools
- National Tutoring Programme
- Early Career Framework Training and new suite of NPQs (National Professional Qualifications)
- CPD (Continuing Professional Development) for teachers
- 16 to 19 Tuition fund

Education Locality Leads are supporting school leaders to develop their curriculums so that as we begin to recover from the effects of the pandemic, pupils are able to learn from wider experiences such as educational visits and visitors to the school. Schools will be supported to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. Curriculum adjustments will be informed by both an understanding of the critical content for progression in each subject and what pupils do and do not know or have missed out on due to the pandemic.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure that pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching. The National Tutoring Programme provides additional, targeted tuition support for disadvantaged children and young people who have been hardest hit by disrupted education. Leaders are also supported to use the



Education Endowment Foundation's Teaching and Learning Toolkit to identify further support.

In addition to this the Education Team now supports or works collaboratively with an additional range of partners from the education sector:

**The Lincolnshire Learning Partnership (LLP):** The LLP is a vital part of a sector-led model of school improvement. All Lincolnshire schools and academies are part of the LLP.

The Lincolnshire Learning Partnership Board (LLPB) is a strategic board of Lincolnshire headteachers from a range of schools and academies, who alongside colleagues from Lincolnshire County Council and the Diocese of Lincoln, represent a partnership of over 360 Lincolnshire schools and academies.

The LLPB mission is that:

- All children and schools in Lincolnshire are our collective responsibility
- Every child and school is known, valued and supported to achieve
- No school is more important than an individual child's needs

The LLPB acts as our governance of the system and has been instrumental in driving policy change in Lincolnshire and in ensuring that headteachers have a collective voice. We have a new chair for the LLPB who is looking to support the Board with refreshing its work for the next stage of our sector-led system in Lincolnshire.

We are proud of the relationships across the sector with both maintained schools and academies. Chief Executive Officers (CEOs) in national academy groups are positive about the relationships with the local authority in Lincolnshire.

The LLPB, supported by the local authority, provides regular leadership briefings for school leaders which are well attended by leaders in both maintained schools and academies.

**Teaching Schools Commissioned Support:** Our Teaching Schools were our strategic partner for school improvement activity until September 2021; and worked closely together as Lincolnshire Teaching Schools Together to ensure there was a joined-up offer for schools. The Teaching Schools were commissioned by the LLPB to deliver a programme of work developing research-informed practice in schools. In the initial year, this looked at the development of Teaching Assistants in schools and more recently offered a broader range of research-led programmes to schools.

During the pandemic, the programme was amended to deliver trauma-informed training for teachers to support pupils returning to school. These focused on trauma-informed transition, staff well-being and behaviour as communication and were well attended by schools.

We amended our school improvement commission to focus on 'Recover Lincolnshire' with bespoke sessions for school leaders supporting them in dealing with the pandemic and the

additional challenges they faced. We focused programmes on curriculum recovery, particularly in English and mathematics with specialised programmes for small schools.

A project was commissioned to support schools in the City of Lincoln. This is focused around four aims and continues to run this year. The first aim is to create and build a team around the city connecting school leaders, business and charity leaders, higher and further education as well as city and council services together to create a city which is a great place to be and be from. The second aim is the team around the school ensuring schools leaders are supported to lead great schools. The third aim is the team around the teacher ensuring teachers have access to high quality professional development and the fourth aim is the team around the learner focusing on transitions.

**Teaching School Hub:** We are proud that one of our Teaching Schools was successful in their application to the Department for Education (DfE) as a Teaching School Hub and have a Lincolnshire school as a key strategic partner in this new DfE initiative.

Our Teaching School Hub has worked with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (what used to be called Newly Qualified Teachers (NQTs)) and the new National Professional Qualifications (NPQs) as well as being a central place for schools for access to other hubs and nationally designated specialist centres. The Hub also has DfE approved and quality assured additional professional development programmes for teachers.

The Local Authority has an officer on the strategic group for the Teaching School Hub to ensure joined up working in the authority.

**Early Years and Childcare team (EYCC):** This team has also re-focussed their support for early years and childcare providers based on recovery following the easing of the Covid pandemic restrictions. In particular, this is to ensure providers are able to maintain compliance with EYFS safeguarding, welfare and related requirements yet enable children to have maximum opportunities to learn and develop. In many cases, the requirements limited the way providers organise their provision which may have restricted children's development and providers will need support to consider how to re-organise in a way that is safe but also promotes development opportunities.

Following the impact of the pandemic and the concern that quality may drop in the absence of external support, EYCC has focussed support on those most likely to be inspected through bespoke packages for those with a less than good inspection (currently nine providers), those awaiting their first inspection (currently 38 group providers and 52 childminders), and support for new managers (currently six).

A report by Ofsted last year outlined the impact on children and early years provision. As a result, all providers are being offered a development visit around the requirements of the EYFS to ensure providers are confident they are compliant and offering quality provision.

As well as the targeted support above, EYCC also provides a universal offer of support for all early years providers including:

- Termly Leadership and Management Briefings for group childcare providers and childminders
- Drop-in sessions for all early years providers
- Termly Early Years SENCo (Special Educational Needs Coordinator) networks
- Early Years Designated Safeguarding Leads Networks
- Termly Partnership Meetings (School Readiness) for schools and early years providers
- Early Years Training brochure including training for child development and mandatory training
- Self-Referral process for all providers

The next publication of EYFS Profile outcomes is expected in the Autumn term 2022; this will be following the submission of data in summer 2022. This will be the first year of a new assessment process at the end of the foundation stage with new early learning goals and no Local Authority moderation following the publication of the revised Statutory Early Years Foundation Stage Framework.

EYCC has delivered county wide training to schools, early years providers and professionals who work with children in early years to ensure there is confidence in the new guidance.

Locality early years colleagues focus their support for providers to meet the needs of children who are vulnerable through targeted work, and universal advice and guidance on the SEND Code of Practice and the graduated approach.

### 3. Consultation

#### a) Risks and Impact Analysis

Not applicable

### 4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Lincolnshire Early Years Foundation Stage Profile Outcomes 2019
Appendix B	Covid-19 series: briefing on early years, November 2020
Appendix C	Key Stage 4 Performance, 2019 - Revised Statistical Release
Appendix D	Key Numbers Report 2019

### 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 Matt Spoons who can be contacted on 07826 959326 or by e-mail at [matt.spoons@lincolnshire.gov.uk](mailto:matt.spoons@lincolnshire.gov.uk).

This page is intentionally left blank

# **Lincolnshire**

# **Early Years Foundation Stage Profile**

# **Outcomes 2019**

### Purpose of report

The purpose of the report is to inform School Readiness Hub about the Early Years Foundation Stage Profile (EYFSP) outcomes for 2019. This will inform an understanding of areas of strength and areas for development in Early Years educational achievement.

### Summary

Early Years Foundation Stage Profile (EYFSP) outcomes across Lincolnshire increased by 0.5% to 69.6% in 2019.

### Early Years Foundation Stage (EYFS) Profile results 2019

This report is based on the *Statistical First Release (DfE)* and Primary Data Cuts (Lincolnshire Performance Assurance) used by Lincolnshire to gather data on local authority level results for the Early Years Foundation Stage Profile (EYFSP) assessments for 2019.

#### How Foundation Stage outcomes are measured:

'Good Level of Development' (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

Communication and language and literacy must be assessed in English. Other areas of learning may be assessed using a child's home language.

In the final term of the EYFS, practitioners review information from all sources to make a judgement for each child for 17 Early Learning Goals (ELG) across 7 areas of learning. Teachers observe the child and make a "best fit" judgement of either:

Emerging (not yet at the level of development expected at the end of EYFS)

Expected (at the level of development expected at the end of EYFS)

Exceeding (beyond the level of development expected at the end of EYFS)

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn five during the academic year.

### Good Level of Development (GLD)

Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose by 0.3% from 71.5% in 2018 to 71.8% in 2019. In the East Midlands, the GLD rose by 0.6% from 69.8% in 2018 to 70.4% in 2019. In Lincolnshire, the GLD rose by 0.5% from 69.1% in 2018 to 69.6% in 2019.

There is now a 2.2% gap between the National and Lincolnshire's GLD.



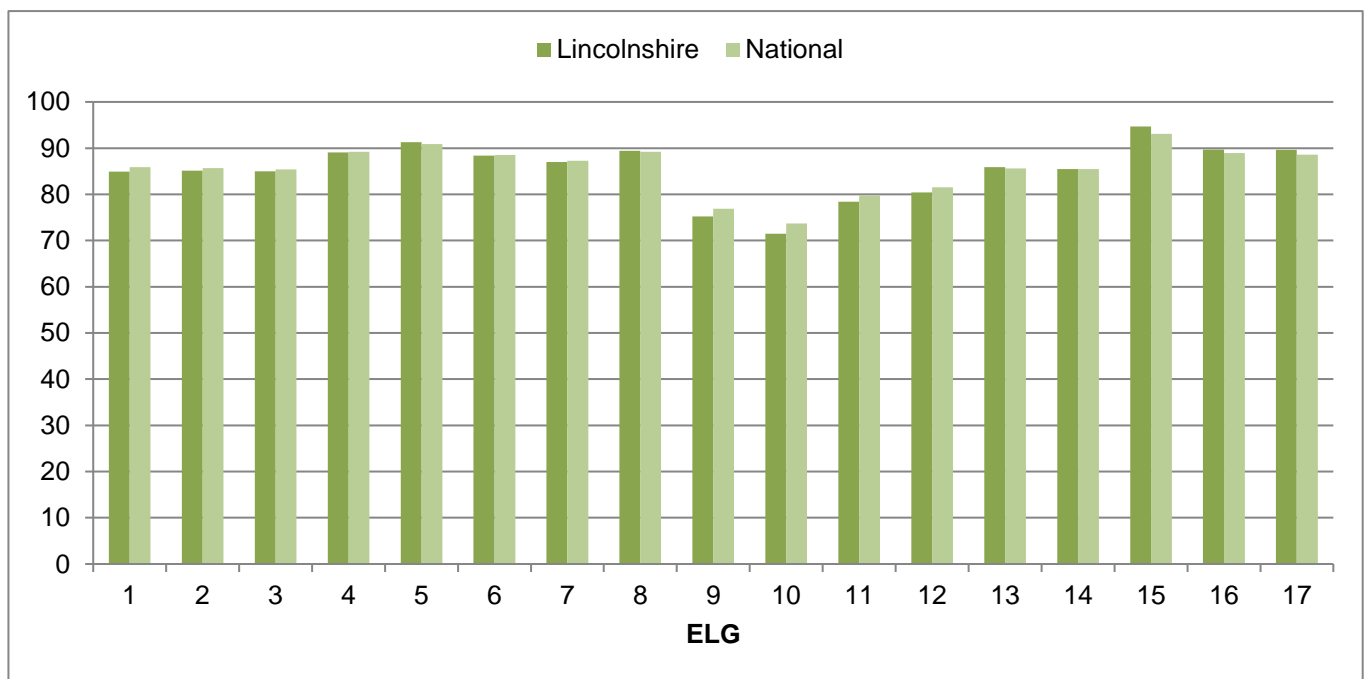
Aspects of Learning - Table 1

		Lincs 2017	East Mids 2017	National 2017	Lincs 2018	East Mids 2018	National 2018	Lincs 2019	East Mids 2019	National 2019
Prime Areas of learning		% Expected and Exceeding								
Communication and Language	Listening and attention	86.2%	85.3%	86.2%	85.4% (-0.9)	85.4%	86.3%	84.9% (-1)	84.8%	85.9%
	Understanding	85.8% (-0.1)	85%	85.9%	85.4% (-0.6)	85.3%	86%	85% (-0.7)	84.8%	85.7%
	Speaking	85.4%	84.5%	85.4%	85% (-0.5)	84.9%	85.5%	85% (-0.4)	84.8%	85.4%
Physical Development	Moving and handling	90.3% (0.7)	88.9%	89.6%	89.1% (-0.5)	88.8%	89.6%	89% (-0.2)	88.5%	89.2%
	Health and self-care	91.8% (0.5)	90.8%	91.3%	91% (-0.2)	90.6%	91.2%	91.3% (0.4%)	90.5%	90.9%
Personal, Social and Emotional Development	Self-confidence and self-awareness	89.8% (0.7)	88.4%	89.1%	88.5% (-0.4)	88.3%	88.9%	88.4% (-0.1)	87.9%	88.5%
	Managing feelings and behaviour	88.7% (0.7)	87.4%	88.0%	87.3% (-0.6)	87.3%	87.9%	87% (-0.3)	86.6%	87.3%
	Making relationships	90.3% (0.6)	89%	89.7%	89.4% (-0.3)	89.1%	89.7%	89.4% (0.2)	88.6%	89.2%
Specific areas of learning		% Expected and Exceeding								
Literacy	Reading	76.4% (-0.6)	75.4%	77%	75.2% (-1.8)	75.3%	77%	75.2% (-1.7)	75.4%	76.9%
	Writing	71.7% (-1.6)	71.5%	73.3%	70.8% (-2.9)	71.7%	73.7%	71.5% (-2.2)	72.2%	73.7%

Mathematics	Numbers	78.4% (-0.8)	77.7%	79.2%	77.6% (-2)	77.9%	79.6%	78.4% (-1.4)	78.4%	79.8%
	Shape, space and measure	81.4% (-0.2)	80.4%	81.6%	80.7% (-1)	80.3%	81.7%	80.4% (-1.1)	80.4%	81.5%
Understanding the World	People and communities	86.6% (0.9)	84.8%	85.7%	85.8% (-0.1)	85%	85.9%	85.9% (0.3)	84.8%	85.6%
	The world	86.3% (0.6)	84.8%	85.7	85% (-0.8)	84.9%	85.8%	85.5%	84.5%	85.5%
	Technology	94.4% (2)	92.2%	92.4%	93.5% (+0.4)	92.8%	93.1%	94.7% (1.6)	93.1%	93.1%
Expressive Arts and Design	Exploring and using media and materials	90.1% (1.3)	88%	88.8%	89.1% (+0.1)	88.1%	89%	89.7% (0.8)	88%	88.9%
	Being imaginative	89.6% (1.2)	87.1%	88.4%	88.8% (+0.1)	87.6%	88.7%	89.6% (1)	87.4%	88.6%

	Above National
	In line with National
	Below National

### 2019 Lincolnshire and National Outcomes by ELG





## Prime Area Analysis:

### In 2019:

- Nationally, all outcomes have decreased.
- In the East Midlands, all outcomes have decreased.
- In Lincolnshire:
  - Speaking, Moving & Handling and Making Relationships outcomes have remained the same.
  - Health and Self-Care outcomes have increased.
  - Remaining ELG outcomes have all decreased.
  - Biggest decrease is in Listening and Attention with a dip of -0.5%.
- In Lincolnshire:
  - Outcomes in Health and Self Care and Making Relationships are above National outcomes.
  - In all prime areas, Lincolnshire outcomes are above the East Midlands outcomes.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Speaking, Moving and Handling, Self-Care and Self-Awareness, Managing Feelings and Behaviour and Making Relationships.
- The biggest gap between Lincolnshire and National remains Listening and Attention (-1%) and Understanding (-0.7%).

## Specific Area Analysis:

- Nationally, outcomes in Writing and Technology have remained the same.
- Nationally, outcomes in Number have increased by 0.2%.
- Nationally outcomes in all other specific areas have decreased since 2018.
- In the East Midlands, outcomes in Reading, Writing, Number, Shape, Space and Measures and Technology have increased.
- In the East Midlands, outcomes in The World, People and Communities, Exploring Media and Materials and Being Imaginative have all decreased since 2018.
- In Lincolnshire, outcomes have remained the same in Reading.
- In Lincolnshire, outcomes have decreased in Shape, Space and Measures.
- In Lincolnshire, outcomes have increased in Writing, Numbers, People and Communities, The World, Technology, Exploring Media and Materials and Being Imaginative.
- Lincolnshire sit below National outcomes in:
  - Reading (-1.7%)
  - Writing (-2.2%)
  - Number (-1.4%)
  - Shape, Space and Measures (-1.1%)
- Lincolnshire sit above National outcomes in all other specific areas.
- Lincolnshire sit in line with East Midlands outcomes in Number.
- Lincolnshire sit below East Midlands outcomes in Reading, Writing and Shape, Space and Measures.

- Lincolnshire sit above East Midlands in all other specific areas.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Reading, Writing and Numbers.
- The biggest negative gaps between Lincolnshire and National remains Writing (-2.2%), Reading (-1.7), Numbers (-1.4) and Shape, Space and Measures (-1.1).
- The biggest positive gaps between Lincolnshire and National are Technology (+1.6%), Being Imaginative (+1%), Exploring Media and Materials (+0.8%) and Health and Self-Care (+0.4%).

**Summary of the provisional results (green text denotes positives, red text negatives):**

% achieving at least expected level across all ELGs (2019)

- 69% of pupils in Lincolnshire achieved at least the EXP level across all ELGs. This is in line with the 2019 cohort in the East Midlands (69%), and below nationally (70.7%).
- At 13.7 the gap between the % boys and girls achieving at least expected level across all ELGs in Lincolnshire is greater than National (13.6), and narrower than East Midlands (13.9).
- The gap between boys and girls achieving at least expected across all ELGs in Lincolnshire has reduced from 14.1 in 2018 to 13.7 in 2019.

% achieving a good level of development (2019)

- 69.6% of pupils in Lincolnshire achieved a GLD. This is lower than pupils in the East Midlands (70.3%), and nationally (71.8%).
- At 13.8, the gap between the % boys and girls achieving a good level of development in Lincolnshire is greater than National (12.9) and East Midlands (13.2).
- The gap between boys and girls achieving a GLD in Lincolnshire has increased from 13.4 (boys) to 13.8 (2019).
- In Lincolnshire, 55.9% of children in receipt of FSM achieved a GLD compared with 71.7% of children not in receipt of FSM. This is a gap of 15.8 which has reduced from 2018 and is less than the gap nationally which is 17.7.

% achieving at least expected across all prime areas of learning (2019)

- 77.4% of pupils in Lincolnshire achieved at least the expected level across all prime areas of learning, this compares less favourably with pupils in the East Midlands (78.1%) and nationally (79.2%).
- The percentage of pupils in Lincolnshire achieving at least expected across all prime areas of learning has fallen from 77.7% (2018) to 77.4% (2019).
- In Lincolnshire, 70.7% of boys achieved at least expected across the prime areas compared with 84.6% of girls. This is a gap of 13.9.

% achieving at least expected across all specific areas of learning (2019)

- 69.8% of pupils in Lincolnshire achieved at least the expected level across all specific areas of learning. This is above pupils in the East Midlands (69.7%), but below nationally (71.3%).
- The percentage of pupils in Lincolnshire achieving at least expected across all specific areas of learning has risen from 68.4% (2018) to 69.8% (2019).
- In Lincolnshire, 63.5% of boys achieved at least expected across the specific areas compared with 76.5% of girls. This is a gap of 13.

Percent attainment gap between all children and bottom 20%

Comparing % of children in Lincolnshire emerging or exceeding compared with national outcomes

Comparing % of girls in Lincolnshire emerging or exceeding compared with girls nationally

Comparing % of boys in Lincolnshire emerging or exceeding compared with boys nationally

Lincolnshire Cohort Analysis

	Lincolnshire 2017		National 2017		Lincolnshire 2018		National 2018		Lincolnshire 2019		National 2019	
	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap
<b>Gender: Information from SFR</b>												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
Boys	63.8% (4,195 chn)	-11.9	64%	-14	62.3% (3,924 chn)	-13.5	65%	-13	62.9% (4,048 chn)	-13.8	65.5%	-12.9
Girls	75.7% (4,036 chn)		78%		75.8% (3,951 chn)		78%		76.7% (3,837c hn)		78.4%	
<b>FSM: Information from School Performance Team 2019</b>												
All	69.6% (8,231 chn)		71.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
FSM	53% (1,241 chn)	-20	56%	-17	52% (1,190 chn)	-20	57%	-17	55.8% (1,012c hn)	-15.9	56.3%	-17.7
Non FSM	73% (6,990 chn)		73%		72% (6,684 chn)		74%		71.7% (6,873 chn)		74.0%	

LAC: Information from School Performance Team 2019												
All	69.6%									69.6% (7,885 chn)		
LAC	49.0%	-20.8										
Non LAC	69.8%											
EAL: Information from the School Performance Team 2019												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%			69.6% (7,885 chn)		
EAL	58% (962 chn)	-13	65%	-8	57% (935 chn)	-14	66%	-7		56% (791 chn)	-15.5	66.6%
Non EAL	71% (7,269 chn)		73%		71% (6,866 chn)		73%			71.5% (6,993 chn)		73.6%
Ethnicity: Information from the School Performance Team 2019												
All Children	69.6%		70.5%		69.1%		71.5%			69.6% (7,885 chn)		
White British	70%	+0.4	73%	+2.5	68%	-1.1	73%	+1.5		71.3% (6,518 chn)	+1.7	
Any other white background	56.6%	-13	64%	-6.5	57.6%	-11.5	66%	-5.5		59.5% (743 chn)	-10.1	
Any other mixed background	69.6%	0			72.6%	+3.5				68.6% (169 chn)	-1	
White and Black Caribbean	67%	-2.6	70%	-0.5	76%	+6.9	70%	-1.5		76.3% (38 chn)	+6.7	
Chinese	70%	+0.4	74%	+3.5	70%	+0.9	79%	+7.5		85.7% (7)	+16.1	
Gypsy/ Roma	13.3%	-56.3	31%	-39	47.4%	-21.7	34%	-37.5		33.3% (15 chn)	-36.3	
<p>Gaps are calculated specifically for Lincolnshire outcomes comparing all children against the identified cohort.</p> <p>The National gaps have also been calculated where the data is available so that the gaps in Lincolnshire and the gaps nationally can be compared.</p> <p>Where the gap is shaded green, Lincolnshire have narrowed the gap in 2019 compared with the 2018 gap. Where the gap is shaded orange, the gap has increased.</p>												
Term of Birth: Information from the School Performance Team 2019												
Summer Born	59.8% (2,756 chn)		59%		58.3% (2,578 chn)		61%			59.9% (2,658c hn)		61.9%
Spring Born	69.1% (2,688 chn)		70%		69.8% (2,496 chn)		72%			70.5% (2,580 chn)		72.8%
Autumn Born	80.3% (2,700c hn)		79%		78.3% (2,737 chn)		81%			78.5% (2,647 chn)		81%

### SEN outcomes:

GLD	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	25% (530)	27%	23.4% (465)	28%	24.8% (508)	28.5%
SEN with EHC Plan	0% (121)	4%	5.3% (133)	5%	2.3% (132)	4.5%
Non SEN	74% (7,493)	76%	73.1% (7,213)	77%	74% (6,993)	77.4%

Average Points Score	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	26.4	26.6	25.7	26.6		
SEN with EHC Plan	19.3	19.5	19.5	19.6		
Non SEN	35.4	35.4	35.2	35.6		

### Average Point Scores

*The gap between the average and lowest scoring 20% Lincolnshire continues to close the gap and remains closer than the national average.*

	2017		2018		2019	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Average Point Score	34.5	34.5	34.4	34.6	34.4	34.6
Average Lowest 20% Attaining	23.6	23.2	23.0	23.2		
Percent attainment gap between all children and bottom 20%	30.7	31.7	32.2	31.8		

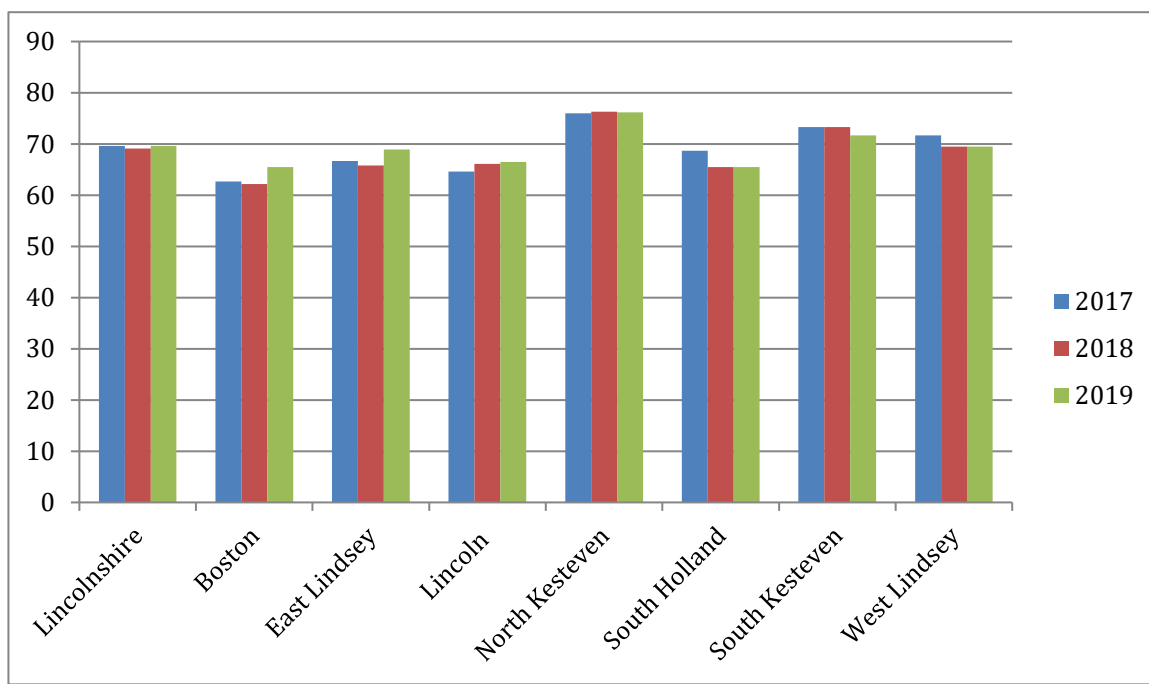
### Average total point score (2019)

- Lincolnshire pupils (34.4) performed slightly below pupils nationally (34.6). These are exactly the same outcomes as in 2018. *Lincolnshire's average total point score is higher than the East Midlands (34.2) and is equal to the Statistical Neighbour Average.*

### Average Total Point Score (lowest 20% attaining children)

- *Lincolnshire's 2018 average total point score for the lowest 20% attaining children (23) is higher than that of the East Midlands (22.7), but below the National (23.2) and the Statistical Neighbour Average (23.7).*
- *For Lincolnshire the average total point score for the lowest 20% attaining children has decreased slightly for this cohort, from 23.6 in 2017 to 23 in 2018.*

### District Analysis



Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%.

### Data Analysis at Individual Pupil Level

School Performance produced a report with individual pupil level data.

8,119 children have been tracked through the year. Of these children 7,887 were in Lincolnshire at the point of EYFSP submission and a return for them was completed. Of the 232 children missing in end of year reporting, these children will have either had an agreed exemption form submitting their EYFSP or moving out of county during their reception year.

2,396 of the 7,887 assessed children did not achieve a GLD. However, 143 achieved at least expected in writing ELG 10. A further analysis of these children achieving ELG 10 but not the GLD showed that:

- **131 were English**
- 3 were Lithuanian
- 2 were Latvian
- 7 were Polish

Of these 143 children achieving ELG 10:

- **42 were emerging in ELG 1 (L&A)**
- **43 were emerging in ELG 2 (U)**
- **50 were emerging in ELG 3 (S)**
- 17 were emerging in ELG 4 (M&H)
- 23 were emerging in ELG 5 (H&SC)
- **49 were emerging in ELG 6 (SC&SA)**
- **77 were emerging in ELG 7 (MFB)**
- **56 were emerging in ELG 8 (MR)**
- 24 were emerging in ELG 9 (R)
- 37 were emerging in ELG 11 (N)
- 26 were emerging in ELG 12 (SSM)

**22 of these children were emerging across all areas of Communication and Language (ELGs1-3).**

65 children were at least expected across Communication and Language (ELGs 1-3) and had achieved at least expected in Writing (ELG 10):

- 5 still emerging in ELG 4 (M&H)
- 4 still emerging in ELG 5 (H&SC)
- 13 still emerging in ELG 6 SC&SA)
- **32 still emerging in ELG 7 (MFB)**
- **24 still emerging in ELG 8 (MR)**
- 9 still emerging in ELG 9 (R)
- 20 still emerging in ELG 11 (N)
- 5 still emerging in ELG 12 (SMM)

8 of these children were emerging across PSED (ELGs 6-8).

Of the 143 children:

- 6 were in Boston
- 14 were in EL
- 11 were in L
- **25 in NK**
- **29 in SH**
- **36 in SK**

- **22 in WL**

*Does this link to inclusion needs in the district? Have these children accessed inclusion funding?*

Of the 143 children:

- 13 were eligible for FSM. **129 were not eligible for FSM.**
- 41 were Autumn births
- 48 were Spring births
- 54 were Summer births
- 128 accessed EYE funding
- 39 accessed 2 year funding
- 26 accessed EYPP funding

#### Impact factors for improving outcomes for 2019

##### Bespoke moderation programme

Schools with 2018 GLD significantly adrift from the national GLD were invited to engage with a bespoke moderation programme. 10 schools agreed to take part. In 2018, 48% of the children who attended these schools achieved a GLD. In 2019, 60.1% of children in these 10 schools achieved a GLD. An increase of 12%.

##### Under 5s networks in East Lindsey

4 schools were identified with significantly adrift data in East Lindsey. The EYIA and EYST worked in partnership to develop an Under 5s network with the identified school at the heart of the network and all the early years providers that feed into the school invited to engage. Baseline outcomes were reviewed so that children were supported to become more school ready.

3 of the 4 identified schools also engaged with the bespoke moderation programme. 3 of the 4 schools saw significant increases to the GLD and their outcomes for children in their school.

- School 1 18% (2018) to 71% (2019)
- School 2 53.8% (2018) to 66.7% (2019)
- School 3 55.2% (2018) to 53% (2019)
- School 4 43% (2018) to 66.7% (2019)

##### Agreement Trialling Nov 2018 and Feb 2019

Focus was: Writing (Nov) and Number (Feb)

##### **Schools who attended free agreement trialling sessions on writing and number:**

120 schools attended writing sessions

109 schools attended number sessions

Schools who attended; 71.1% of their children achieved a GLD



## Future plans for 2019- 2020

### Partnership working with LTT (Lincolnshire Teaching Schools Together)

- LTT are going to offer this to 30 identified schools with data between -10% and -20% below the national GLD, the revised bespoke Moderation programme, now known as 'Notice, Reflect and Respond.'
- EYCC – EYIAs will offer this programme to a group of identified schools where the data is more than 20% below the national GLD.
- Schools not identified on either of these targeted lists, will also be able to purchase this support via consultancy.
- LTT to offer support via the Boston Reading Project (All Boston Schools as reading outcomes are poorest in this district).
- LTT to offer support via the Writing Project. These are schools where the 2018 writing outcomes were significantly below the national outcomes and the deprivation indicators were high.
- LTT to offer support via the Transition Project. These schools submitted data significantly adrift in 2018 and were projected to in 2019. This support was for Y1 teachers who have to plan a curriculum for children who are not yet year one ready.

### Agreement trialling Nov 2019 and Feb 2020

- Communication and Language will be the focus in November 2019 as outcomes in these prime areas have fallen/plateaued from 2018 and sit below the National outcomes. This area of learning has such a significant impact on the other areas of learning and it may be that there are still misconceptions around what is expected for these ELGs.
- Managing Feelings and Behaviour will be the focus in February 2020 as we know that if children are achieving the writing ELG yet not achieving a GLD, the biggest barrier to achieving a GLD is managing Feelings and behaviour. We need to be confident that teachers are making this assessment accurately in line with the national exemplification materials.

### Develop Under 5s networks beyond East Lindsey following the successful model trialled there.

- Ensure that networks are focused and tailored to the data picture and the needs of the children in that specific area.
- Consider how Ready, Steady, Go to School projects can be tailored in to these areas – EL trialled undertaking this twice in the year to have a bigger impact).

### Develop a questionnaire to send to all schools who have submitted a GLD above 80% for the last three years.

- How are they developing practice and provision to ensure that children are year 1 ready?
- How does the management structure in school support the outcomes for Year 1 readiness?
- What transition in to school systems are in place to support school readiness?
- What transition systems are in place at the end of YR to support Y1 readiness?

- What are the biggest barriers children face when starting school to be Y1 ready at the end of the year?
- What strategies do you use that have the biggest impact on outcomes for your children?

Develop a working relationship with Leicestershire to look at how their GLD has increased from 2018 to 2019.

Work with the School Performance Team

- Which schools have accessed their checking files? What is the GLD for schools who access their checking files v those that don't?
- Discuss whether individual pupil level data can be produced during QA week to support the QA of data anomalies submitted by schools and then unchallenged?

Develop QA skills within moderation team

- Through training, identify anomalies on cohort data. Is there a valid reason as to why this child has this outcome? If there is not, then the outcomes for that ELG would be recorded as inaccurate.
- Where there is not cohort data available at the moderation event, an in depth analysis of pupil level data will be made during QA week and contact to school will be made if there are any anomalies.
- Where contact is made with a school to discuss an anomaly and the class teacher cannot be spoken with, the conversation will be made with the head teacher.

Continue to share key messages about accuracy and school readiness at termly Head's briefings. Ensure that schools are aware that we are underperforming as a local authority, not only compared with the national outcomes, but significantly compared with our statistical neighbours.

Professional Development Fund

- Targeted EY providers to be involved in PDF project, funded through DfE, to develop practice and provision to support outcomes for children with the aspects of Communication and Language.

# COVID-19 series: briefing on early years, November 2020

Evidence from research interviews with 739 early years providers between 5 October and 11 December

---

During the autumn term, Ofsted has carried out a programme of research interviews with early years providers. This briefing note reports on our complete programme of autumn data collection.

## Data summary

**Table 1: Number of interviews in this analysis: 739**

Phase	Outstanding	Good	Requires improvement	Inadequate	No previous grade*	Total**
Total in sample	124 (17%)	453 (61%)	11 (1%)	2 (0%)	149 (20%)	739 (100%)
Childminder and private voluntary and independent providers	102 (14%)	437 (59%)	11 (1%)	2 (0%)	149 (20%)	701 (95%)
Maintained nursery schools	22 (3%)	16 (2%)	0%	0%	0%	38 (5%)

\* Providers that have no previous inspection grade includes those providers that registered after March 2020 and have not yet been inspected.

\*\* Due to rounding, the percentages may not total 100.

## Main findings

Children who have returned to early years settings are making progress and starting to settle back into familiar routines. However, fewer children than expected are taking up early years places following the first national lockdown.

Providers were concerned about the financial impact of the pandemic on their businesses. A third were worried that their business will have to close. Most continue to operate with fewer children on roll and lower demand for places compared with last year. More providers in London and in the most deprived areas than others reported having far fewer children on roll than before the pandemic. Many are

struggling to provide consistent staffing due to periods of staff illness or self-isolation.

Children have now been back in their settings for a while and many providers have been able to assess their learning and development. Providers remained concerned about the impact of the restrictions on children's personal, social and emotional development. While some children had settled well, other children were still struggling to adapt to the structure and daily routines in their setting, particularly those who had difficult experiences during the pandemic. Some children's behaviour had deteriorated and providers reported that children who had become used to longer periods of screen time were struggling to engage in play and activities.

Providers have had to make changes to the activities and experiences they provide, in line with the COVID-19 guidance. Adapting their settings to accommodate these changes has required them to think carefully about what they want children to learn and remember. Providers had worked with their staff to plan how best to help children when they returned. Some were developing their staff with more training on topics such as language and communication, special educational needs and disabilities (SEND) and mental health. Providers reported that grouping children in smaller 'bubbles' had improved staff's knowledge about what each child could do. This had enabled them to plan more focused teaching, close gaps and make up for what had not been taught and learned so far.

Providers were concerned about the impact of the pandemic on managers' and staff's well-being. The nature of their work means they are in close contact with children with little social distancing. Providers were worried about risks to their own families, particularly those with vulnerable household members.

## Methodological note

This is the final briefing note on early years provision. We invited providers to participate in telephone interviews with Ofsted Inspectors. Participation was voluntary, so the findings are not necessarily representative of the whole sector. The interviews were separate from the [interim visits](#) that form part of our phased return to routine inspection.

## Overarching questions

This briefing answers **four** broad questions based on evidence from the research interviews:

1. What is the current state of early years provision?
2. How were children affected by the first national lockdown?
3. How are early years providers planning to maintain standards in education and care through the pandemic?
4. How financially sustainable is the early years sector?

## **The current state of early years education: changes in the demand for childcare places**

Most providers are continuing to operate with fewer children on roll and lower demand for places compared with last year. Providers in the most deprived areas and those in London and the West Midlands were more likely than others to report that they had far fewer children on roll.

Changes to families' employment patterns have had an impact on the demand for places. Increases in unemployment in some areas and a greater ability to work from home in some sectors has reduced some families' need for childcare.

Providers told us that some parents are more anxious about sending their children to nursery, and some raised concerns that more parents will want to keep children at home during the early years.

## **How children were affected by the first national lockdown**

### **Returning to the curriculum**

Children's ability to settle back into the setting depended on the experiences they had at home. Many providers commented on how resilient and adaptable some children had been. Children who experienced particularly challenging family circumstances, such as bereavement, domestic violence or neglect, during this period have been finding it harder to cope and have needed more reassurance to readjust to the routines of the setting.

Most providers continued to prioritise teaching personal hygiene and making sure that resources and toys are clean. Many practitioners were moving on to consider what else is important for children to learn and remember. Some had focused on independent self-care, so that children can keep themselves safe when they get to school. Others had identified the need to close gaps in children's learning in mathematics and communication.

Some providers told us that the restrictions have had some positive consequences. They said that, because they could not provide all the usual activities and experiences, they were thinking more carefully about what they wanted the children to learn. Some people told us that the limited offer of toys was resulting in children getting more out of each activity.

### **Behaviour**

Some children had not been in a routine at home during the pandemic, and parents said that the children's sleeping and eating habits had regressed as a result. Providers had noticed that some children now like to have their own schedule and have found it challenging to eat, play and learn to a fixed timetable. However, providers said children were gradually getting used to the changes.

Many children have needed help with their behaviour and, in particular, with understanding the rules, sharing and playing nicely together again. During the first national lockdown, some children did not have opportunities to play with children of their own age. Childminders in particular expressed concern that children had not been able to practice their social skills with other children due to groups and venues being closed. However, providers did note that some children with siblings had improved social skills from playing and interacting with their siblings at home. Some providers had retaught these skills through group and turn-taking games, storytelling, talking and planned activities that encouraged the children to think of and include others. Smaller group 'bubbles' also enabled children to play more cooperatively with one another.

Providers said that some children had felt angry since they returned and there had been an increase in shouting, snatching and getting cross if things did not go their way. Some children struggled to sit still, had shorter attention spans and were more difficult to engage in activities. Some providers said children were less inquisitive and curious and were no longer asking as many questions. They needed more direction and didn't seem to be as spontaneous. Providers said that many parents have had to juggle working from home with childcare and often relied on the television and other devices to keep children occupied. Providers said they were slowly getting back into a learning pattern and finding new ways to engage children in activities. Some had extra meetings with parents to reintroduce different behavioural strategies.

## **The continuing impact on key areas of learning**

As children had been back in their setting for a while, many providers had been able to assess their development in all areas of learning. Some children had mastered new skills during the first national lockdown but missed key areas of learning, which were now having to be taught or revisited.

Forty-four per cent of providers said that children's personal, social and emotional development had fallen behind. As a result, providers were putting more emphasis on the care practices and personal development on offer in their settings. These practitioners put more time into children feeling safe and secure and supporting children's emotional needs. Some providers had helped children to understand their feelings and emotions through discussion, circle times, games and stories with puppets. Some providers said some children had returned to the setting happier. Some parents who were furloughed enjoyed the additional time they had to spend with their children without working. These children enjoyed a lot of interaction and experiences with their families. Children who had positive experiences during the first national lockdown may have taken a little while to readjust to the setting and interacting with peers again but in many cases they had more or less picked up where they left off.

Providers recognised that children have had different experiences at home that will have impacted on their physical development. Some children had been able to spend more time outside and had made progress in their learning. However, this was not the case for all children. Some children who had fewer opportunities to practise skills

such as holding scissors and pens at home were relearning them now they were back in their settings. Children who had limited access to outdoor space while at home had sometimes lost their physical confidence, for example in becoming more hesitant to jump off play equipment. Providers were using outdoor areas more frequently and going for walks to places with hills, rocks and steps. Some childminders were promoting physical skills, such as trying to get children out to the park each day, having fresh air and using the big playground equipment.

Providers told us that many children did not have access to the full curriculum during the pandemic or to the range of activities they would usually experience. A few providers identified that some children had not engaged in any imaginative play at home, such as singing, dancing or role play. Some providers had adapted their garden space for children to act out stories. Some providers had also created indoor activities to replicate external trips and stimulate imaginative play, such as a beach role play area and a small forest. Some children had limited access to sensory and exploratory play while at home and were now reluctant to get their hands dirty and explore. Providers were addressing this by providing more opportunities for creative and hands-on play.

### **Wider impact on safeguarding and family welfare/disadvantage**

Children from disadvantaged or vulnerable backgrounds often had different experiences of this period from their peers. Some families struggled financially as a result of being self-employed or losing jobs. Some providers told us about helping families who relied on food parcels and food banks.

Many providers said families from disadvantaged backgrounds were less likely to be able to take advantage of the support providers offered, such as home learning activity plans. Not all families had access to resources such as arts and crafts at home. Instead, some children had spent more time watching television or on their tablets. Some families had many children at home, so toys, space and attention were sometimes limited. Some providers said these families were often harder to reach and were difficult to contact. This was particularly the case for two-year-olds on local authority funded places.

Some children were impacted by their parents' poor health at home. Many parents dealing with health concerns were anxious about sending their children into a setting, as they were worried that the children might bring back the virus or get an infection. Some providers said it took some encouragement for parents to start bringing their children to the setting again.

Of those providers that had made a referral to external agencies, such as SEND or safeguarding teams, during the pandemic, nearly 60% reported a similar number of children being referred to external agencies compared with the previous year. However, 31% of these providers reported that more children needed help from external agencies compared with last year. Providers in the most deprived areas were more likely to have referred children to external agencies during this period.

Some providers were concerned about the impact of additional financial stress, mental health and housing issues, such as overcrowding, on families' well-being.

Some providers told us they had made more referrals to social services for neglect and an increase in domestic violence in the home. These providers reported that the children affected had regressed emotionally and some were now displaying challenging behaviour on their return to the setting. Some providers said they had offered places to vulnerable children and have seen those that attended thrive as a result of smaller ratios and being taught in smaller groups.

## **How early years providers plan to maintain high standards**

Providers have worked with their staff to plan how best to support children when they returned to the setting. Some providers said their staff have had more training on specific topics such as speech and language, special educational needs and mental health. Some providers said staff had been trained in conflict resolution to help children who may be returning to settings angry and/or sad. Some staff received training in how to engage two-year-olds and keep them focused and on how the role of the key worker could help children to settle back into the setting without parents on site.

The introduction of 'bubble' groups had enabled staff to get to know the children in their group really well. Some providers told us that staff have a greater knowledge of what children know and can do and of their interests because of the more concentrated time that they spend with children. Some said they were able to do this as their numbers on roll were still lower. Children got more quality time with staff, who were able to focus on what the children really needed to learn.

Providers were having to deliver parts of the curriculum differently to keep children in their bubbles. Providers often said this was a challenge, as children were used to making lots of choices about what to do next, whereas staff now had to make those choices for them. Staff also could not give the children the same amount of freedom because of the need to monitor health and safety and to supervise closely the use of resources, such as dough, and messy play activities. Staff were planning more role-play activities and there was more discussion about hygiene and how to wash their hands after coughing and sneezing.

Many providers said that staff's stress levels had increased, which was having an impact on their mental health. Some were finding teaching and being in the setting a lot more difficult than they did before the pandemic. Many managers said that they were appreciative of all staff, especially those who were working throughout the pandemic. Staff were appreciative of the positive environment that providers created. They felt very honoured to be working with children and realised the importance of early years.



## **The financial sustainability of the early years sector**

Providers were adapting to the changes brought about by the pandemic but many were concerned about the ongoing impact on their businesses. Just under a third of providers were worried that their business would have to close. Providers were concerned about the financial implications of a longer-term fall in demand for childcare places. They were also worried about the impact of future restrictions on the sustainability of their businesses.

Many providers were struggling to provide consistent staffing due to periods of staff illness or self-isolation. They told us that they were worried about cases of infection in the setting and the impact this would have on the bubble system if staff were absent. Some childminders said if they had a child who tested positive they would be forced to close for two weeks and that would have an impact on both their finances and the children's education. Many providers were concerned about their own families and worried about bringing the virus back to vulnerable members of their household.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

No. 200023

© Crown copyright 2020



# Key stage 4 performance, 2019 (revised)



## Latest headline data for pupils at the end of key stage 4

State funded schools, England<sup>1</sup>

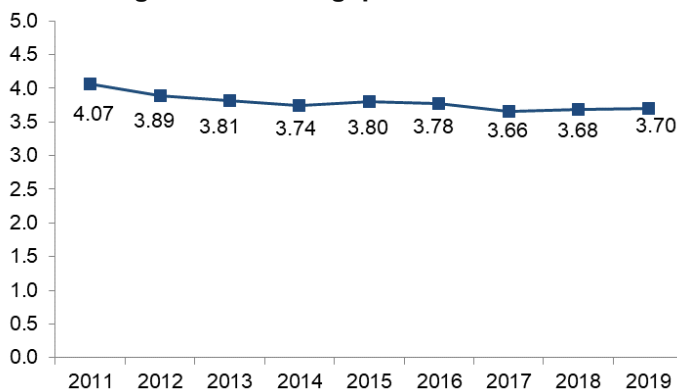
Measure	% EBacc entry	% English and maths, grade 5 or above	Attainment 8	EBacc Average Point Score
Change from previous year <sup>2</sup>	↑	→	→	→
<b>2019 revised</b>	<b>40.0%</b>	<b>43.2%</b>	<b>46.7</b>	<b>4.07</b>
<b>2018 revised</b>	<b>38.4%</b>	<b>43.3%</b>	<b>46.5</b>	<b>4.04</b>

Compared with 2018 revised data, for state funded schools:

- EBacc (English Baccalaureate) entry rate **increased** by 1.6 percentage points to 40.0%, the highest entry rate since the introduction of the EBacc measure in 2010.
- The percentage of pupils at the end of key stage 4 who achieved grade 5 or above in English and mathematics remained **stable**.
- Average Attainment 8 score per pupil was **stable**.
- The EBacc average point score (EBacc APS) remained **stable**.

## The gap between disadvantaged pupils and all other pupils remains broadly stable

Disadvantaged attainment gap index



The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable, increasing by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small increase in a row.

The gap is 9.1% lower than in 2011.

<sup>1</sup> State funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. There were 3,965 schools and 542,568 end of KS4 pupils.

<sup>2</sup> Key stage 4 data in both years is based on revised data for improved comparability.

## About this release

This release summarises exam entry and achievements of pupils at the end of key stage 4<sup>3</sup> (KS4) in 2019. Figures are available at national, regional, local authority level and some lower level breakdowns such as local authority district and parliamentary constituency. For comparison of schools and colleges' performance, please use the [School Performance Tables](#) website.

The data in this release is revised. The statistics in this release are based on the results data that awarding organisations supply to the department. This release provides an update to the [provisional figures](#) released in October 2019. Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics which were not included in the provisional update. From September 2019, the floor and coasting standards no longer apply therefore this information is no longer included in the revised release<sup>4</sup>.

The measures covered in this release include qualifications that count towards the secondary school performance tables<sup>5</sup>. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have this data counted in the secondary school performance tables. Pupils' achievements in these qualifications are therefore not reflected in this release.

A section on considerations when using KS4 statistics can be found in the **Entry patterns and qualification reform** section in the [provisional release](#).

## About this report

This report will compare revised results for 2019 to revised results from 2018. There is usually a slight increase in the key national statistics between the provisional and revised releases due to accepted amendment requests made by schools during the September checking exercise<sup>6</sup>. As such, users should be aware that the statistics in this release may differ from the [provisional release](#). State funded schools are the focus of the commentary in this report<sup>7</sup>.

---

<sup>3</sup> Pupils are identified as being at the end of key stage 4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as at 31 August at the start of the academic year, and the majority of pupils at the end of key stage 4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

<sup>4</sup> The Government has set out a new system of support for schools identified as 'requires improvement' in their [latest Ofsted report](#)

<sup>5</sup> A list of qualifications that count in the secondary school performance tables each year up to 2021 can be found [here](#)

<sup>6</sup> E.g. adding outcomes of re-marks or late or missing results.

<sup>7</sup> For more information and data on the differences between entry patterns in independent and state funded schools, please see page 4 of the provisional release linked above.

## Feedback

We welcome feedback on any aspect of this document at [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)

This year, we have changed the way we display data, by reducing the formatted tables we publish in favour of a more accessible format fit for a wider range of users. This new format contains the same amount of information as was provided in previous publications. We have published documentation alongside this to make navigation of this data easier but would appreciate targeted feedback on this change so we can ensure we continue to meet diverse user needs. For more information, see the methodology document published alongside this release.

## 2019 headline accountability measures

The headline accountability measures for secondary schools include: Progress 8, EBacc entry, destinations of pupils after key stage 4<sup>8</sup>, attainment in English and mathematics, Attainment 8 and EBacc APS. For more information, see the [secondary accountability guidance](#).

### Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero<sup>9</sup>.

### The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

### Attainment in English and mathematics (grades 5 or above)<sup>10</sup>

This measure looks at the percentage of pupils achieving grade 5 or above in both English and mathematics.

---

<sup>8</sup> Destinations of pupils after KS4 are covered in a separate publication [here](#)

<sup>9</sup> When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

<sup>10</sup> This includes AS-level qualification passes at grades A-E

## Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

### EBacc average point score (EBacc APS)

The EBacc average point score was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

## KS4 entry and achievement

### 1. English and maths attainment at grade 5 or above is stable

In 2019, the proportion of pupils in state-funded schools who achieved a grade 5 or above in English and maths remained stable in comparison to 2018 at 43.2%. Considering different levels of prior attainment<sup>11</sup>:

- 76.5% of pupils with high prior attainment met this threshold
- 22.4% of pupils with middle prior attainment met this threshold
- 1.9% of pupils with low prior attainment met this threshold

### 2. Average Attainment 8 score per pupil is broadly stable

Attainment 8 scores for English, Mathematics, EBacc and Open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

### 3. Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. This measure is better compared between groups in the same year, e.g. by school or pupil type.

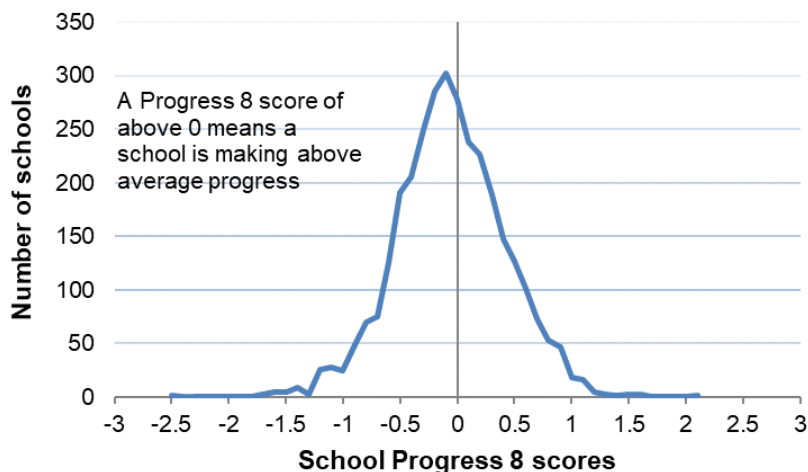
---

<sup>11</sup> "Low" is below level 4, "middle" is level 4 and "high" is above level 4 at KS2

At school level, Progress 8 scores for state-funded mainstream schools<sup>12</sup> ranged from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3 in 2019. Figure 1 shows the school level Progress 8 distribution.

**Figure 1: Distribution of adjusted Progress 8 scores**

State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

## 4. Entry into the EBacc has increased by 1.6 percentage points

The percentage of pupils entered for all five EBacc components<sup>13</sup> rose from 38.4% to 40.0% in 2019. Since the introduction of the EBacc in 2010, this is the highest entry rate. The following chart shows the trend of EBacc entry over the last 10 years<sup>14,15,16</sup>.

<sup>12</sup> Excludes further education colleges with 14-16 provision

<sup>13</sup> English, maths, science, a language, and history or geography

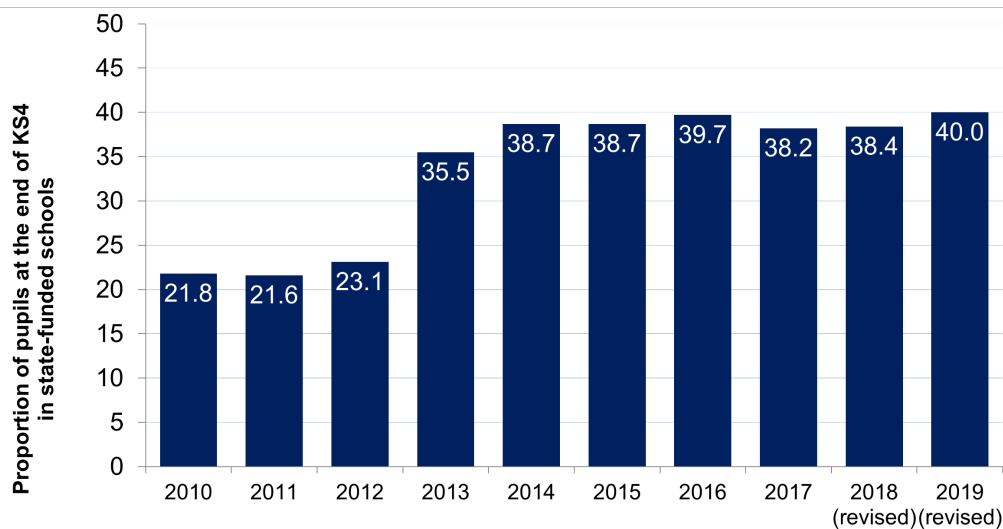
<sup>14</sup> Revised data used for latest two years, the rest use final data

<sup>15</sup> In 2012/13, EBacc entry rose due to a large increase in the proportion of pupils at the end of KS4 entered for humanities (up 10.9 percentage points to 60.2%) and languages (up 8.7 percentage points to 47.6%). This likely came about due to a change in school behaviour as this data contained the first cohort to fully complete key stage 4 following the introduction of the EBacc.

<sup>16</sup> In 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables in that year. The main driver of this decrease was due to a reduction in entries to EBacc language.

**Figure 2: Percentage of pupils entering the EBacc**

State funded schools, England, 2010-2019



Source: Key stage 4 attainment data

In 2019, 216,986 pupils (40.0%) entered for all five EBacc components. Of these, 58.4% had high prior attainment at KS2, 30.0% had middle prior attainment, and only 9.4% had low prior attainment.

Patterns of entry by number of components, subject and prior attainment have remained largely unchanged in comparison to figures reported in the [provisional release](#) (Pages 7-11 of the main text document).

## EBacc average points score (APS)

In 2019, EBacc APS was 4.07 which means it was above grade 4 on average, which was stable in comparison to 2018 (4.04). The maximum GCSE score is 9, and if achieving an A\* at AS level this becomes 10.75.

**Table 1: EBacc APS for each EBacc component in 2018 and 2019**

State funded schools, England, 2018 and 2019 (revised)

EBacc component	2018 (revised)	2019 (revised)
English	4.94	4.96
Mathematics	4.51	4.53
Sciences <sup>17</sup>	4.50	4.50
History or Geography	3.55	3.68
Languages	2.26	2.28

<sup>17</sup> Sciences includes the double award GCSE in combined science, and single GCSEs in biology, chemistry, physics and computer science.



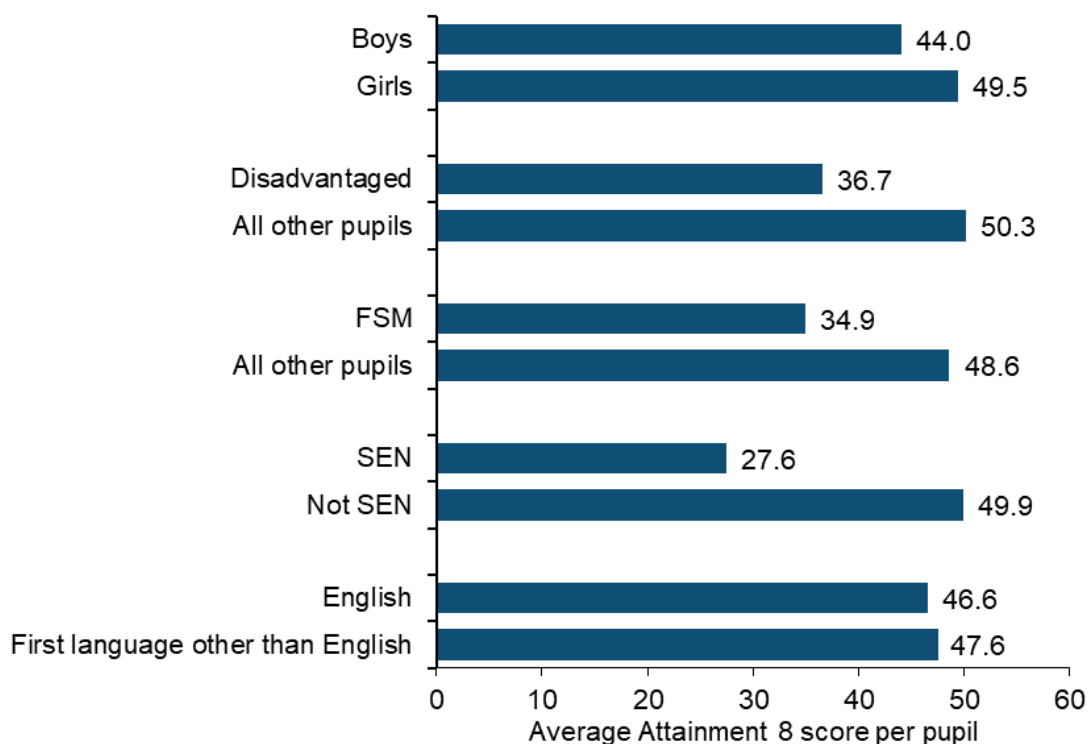
The EBacc APS for the humanities component rose from 3.55 in 2018 to 3.68 in 2019. For wider context, the proportion of pupils who achieved all components of the EBacc at grades 5 or above was 17.1% in 2019, up from 16.7%, and at grades 4 or above, it was 24.9%, up from 24.1%.

There was a slight increase in the proportion of pupils entered to arts subjects, from 44.3% in 2018 to 44.5% in 2019<sup>18</sup> following three year-on-year decreases.

## Attainment by pupil characteristics<sup>19</sup>

Figure 3: Average Attainment 8 score by pupil characteristics

England, state funded schools, 2019



Source: Key stage 4 revised attainment data

In 2019 the general pattern of attainment differences for Attainment 8 remained the same as in 2018. The differences between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest difference remained between pupils with SEN and those with no identified needs, with a difference of 22.3 points, similar to last year (22.6 in 2018).

<sup>18</sup> For a wider timeline of entries into any arts subject, see the national tables published alongside this release.

<sup>19</sup> Information on attainment has been broken down by the following pupil characteristics within these statistics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). The data accompanying this publication also includes local authority attainment broken down by these characteristics. Please see the pupil characteristics section of the methodology document for additional information on characteristics definitions.

## Disadvantaged pupils

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2019, 26.5% of pupils in state-funded schools at the end of key stage 4 were disadvantaged, 0.5 percentage points lower than 2018 (27.0%)

Attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019 consistent with previous years.

Due to GCSE reforms introduced in 2017 and associated changes to headline measures, it is recommended that the disadvantage gap index (below) is used to look at the difference in attainment between disadvantaged and other pupils over time.

## Disadvantage gap index

The disadvantage gap index<sup>20</sup> summarises the relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

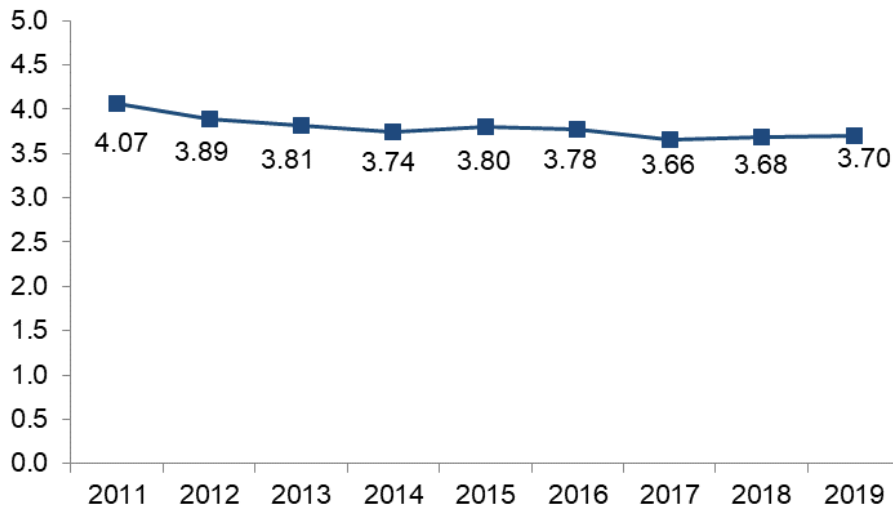
The gap between disadvantaged pupils and others, measured using the gap index, has remained broadly stable compared to last year, widening by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small annual increase in a row, but it is still 9.1% lower than in 2011.

---

<sup>20</sup> More details of the methodology and consultation were published in SFR 40/2014

Figure 4: Trend in disadvantaged pupils' attainment gap index<sup>21</sup>

England, state funded schools, 2011 – 2019 (revised)



Source: National pupil database and key stage 4 attainment data

## Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

	Disadvantaged pupils	All other pupils	Difference
<b>End of key stage 4 cohort</b>			
2018	141,136	382,490	n/a
2019	143,816	398,752	n/a
<b>Progress 8<sup>22</sup></b>			
2018	-0.44 (-0.44 to -0.43)	0.13 (0.13 to 0.14)	-0.57
2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
<b>EBacc entry</b>			
2018	26.4%	42.8%	16.4pp <sup>23</sup>
2019	27.5%	44.5%	17.0pp
<b>Achieving English and mathematics (at grades 9-5)</b>			
2018	24.9%	50.1%	25.2pp
2019	24.7%	49.9%	25.2pp
<b>Attainment 8</b>			
2018	36.7	50.1	13.4
2019	36.7	50.3	13.6
<b>EBacc average point score</b>			
2018	3.07	4.40	1.33
2019	3.08	4.43	1.35

Source: key stage 4 revised attainment data

<sup>21</sup> Further breakdowns of average English and maths grades for disadvantaged and all other pupils can be found in the National characteristics data accompanying this release.

<sup>22</sup> The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

<sup>23</sup> pp = Percentage point difference e.g. 40% to 45% is a change of 5pp.

As in previous years, attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019. The difference in the percentage of pupils entering the EBacc rose the most in comparison to differences across other headline measures, as a result of increases in the percentage of pupils entering the EBacc by both disadvantaged and all other pupils. Other differences are similar compared to 2018.

## English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Being a pupil whose first language is other than English does not mean that the pupil is necessarily fluent in a language other than English or cannot speak English.

16.6% of pupils at the end of key stage 4<sup>24</sup> had a first language other than English in 2019, slightly higher than in 2018 (16.5%).

Table 3: Attainment by first language status, England, 2018-2019 (state funded schools)

		English	other than English	Difference
<b>End of key stage 4 cohort</b>				
	2018	435,455	86,269	n/a
	2019	450,090	90,069	n/a
<b>Progress 8<sup>22</sup></b>				
	2018	-0.10 (-0.11 to -0.10)	0.49 (0.48 to 0.49)	0.59
	2019	-0.11 (-0.11 to -0.10)	0.48 (0.47 to 0.49)	0.59
<b>EBacc entry</b>				
	2018	36.6%	47.7%	11.1pp
	2019	38.2%	49.4%	11.2pp
<b>Achieving English and mathematics (at grades 9-5)</b>				
	2018	43.4%	43.3%	0.1pp
	2019	43.2%	43.8%	0.6pp
<b>Attainment 8</b>				
	2018	46.5	47.2	0.7
	2019	46.6	47.6	1.0
<b>EBacc average point score</b>				
	2018	4.01	4.22	0.21
	2019	4.04	4.27	0.23

Source: Key stage 4 revised attainment data

As in 2018, pupils with English as an additional language performed better across headline measures. However the percentage of pupils achieving English and maths at grades 5 or above are closer across the two groups in comparison (although the difference has increased compared to 2018, from 0.1pp to 0.6pp in 2019).

<sup>24</sup> Excluding pupils whose first language is unclassified

Entry rates to the individual components of the Ebacc pillars are similar between English as a first language to English as an additional language. However, entry to the language pillar is markedly higher for pupils with English as an additional language (60.3% compared to 44.0% for pupils with English as a first language in 2019, although this difference decreased by 1.4 pp compared to 2018). This difference likely drives the higher overall EBacc entry rate for pupils with English as an additional language compared to those with English as a first language (49.4% and 38.2% respectively). These patterns are similar to 2018.

## Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the methodology document.

14.2% of pupils at the end of key stage 4 had a special educational need in 2019 compared to 14.0% in 2018.

Table 4: Attainment by special educational needs (SEN), England, 2019 (state funded schools)

		SEN	no identified SEN	Difference
<b>End of key stage 4 cohort</b>				
	2018	73,530	448,849	n/a
	2019	76,961	464,515	n/a
<b>Progress 8<sup>22</sup></b>				
	2018	-0.61 (-0.62 to -0.60)	0.08 (0.07 to 0.08)	-0.69
	2019	-0.62 (-0.63 to -0.61)	0.08 (0.07 to 0.08)	-0.70
<b>EBacc entry</b>				
	2018	12.4%	42.7%	30.3pp
	2019	13.5%	44.5%	31.0pp
<b>Achieving English and mathematics (at grades 9-5)</b>				
	2018	13.5%	48.3%	34.8pp
	2019	13.8%	48.2%	34.4pp
<b>Attainment 8</b>				
	2018	27.2	49.8	22.6
	2019	27.6	49.9	22.3
<b>EBacc average point score</b>				
	2018	2.19	4.35	2.16
	2019	2.24	4.39	2.15

Source: Key stage 4 attainment data

The attainment difference between pupils with SEN compared to pupils with no identified SEN remains the largest difference of all characteristics groups. Pupils

with SEN perform markedly worse than pupils with no identified SEN across all headline measures of attainment. The attainment differences remained broadly similar to 2018, however there was a slight widening in the difference in EBacc entry between groups (0.7 percentage points) with 13.5% of pupils with SEN entering EBacc in 2019, up from 12.4% in 2018.

## Ethnicity

White pupils made up 75.0% of pupils at the end of key stage 4 in 2019, 10.7% were Asian, 5.7% were black, 5.0% were mixed, 0.4% were Chinese.<sup>25</sup>

**Table 5: Attainment by ethnicity, England, 2019(state funded schools)**

	White	Mixed	Asian	Black	Chinese
<b>End of key stage 4 cohort</b>					
2018	396,680	24,646	55,737	28,949	1,875
2019	406,708	27,018	58,111	31,175	2,006
<b>Progress 8<sup>22</sup></b>					
2018	-0.10 (-0.11 to -0.10)	-0.02 (-0.03 to 0.00)	0.45 (0.44 to 0.46)	0.12 (0.11 to 0.14)	1.03 (0.97 to 1.09)
2019	-0.11 (-0.12 to -0.11)	0.00 (-0.02 to 0.01)	0.47 (0.45 to 0.48)	0.13 (0.12 to 0.15)	0.86 (0.80 to 0.92)
<b>EBacc entry</b>					
2018	36.0%	41.8%	48.5%	45.0%	63.6%
2019	37.5%	44.3%	50.6%	46.5%	61.6%
<b>Achieving English and mathematics (at grades 9-5)</b>					
2018	42.6%	43.7%	50.2%	38.8%	75.3%
2019	42.4%	43.8%	51.9%	37.8%	76.3%
<b>Attainment 8</b>					
2018	46.1	47.3	50.4	45.0	64.2
2019	46.1	47.6	51.2	44.9	64.3
<b>EBacc average point score</b>					
2018	3.98	4.14	4.48	3.93	6.01
2019	4.00	4.19	4.57	3.94	5.99

Source: Key stage 4 attainment data

Ebacc entry increased across all major ethnic groups with the exception of the Chinese group, which saw a decrease of 2.0 percentage points<sup>26</sup>. The mixed pupils group saw the greatest positive difference in their Ebacc entry rate since 2018 with an increase of 2.5 percentage points. All groups, with the exception of white pupils<sup>27</sup>, had EBacc entry rates above the national level of 40.0%.

Average Attainment 8 scores across all major ethnic groups were fairly stable in comparison to 2018, with the exception of the Asian group (+0.8 points). As in 2018, the Chinese, mixed and Asian groups had Attainment 8 scores above

<sup>25</sup> Remaining pupils were either unclassified or from any other ethnic background

<sup>26</sup> Please note the much lower cohort size for Chinese pupils in comparison to the other major ethnic groupings when drawing conclusions from this data

<sup>27</sup> and those whose ethnicities were unclassified

the national average (46.7 in 2019). Average Attainment 8 scores of white and black groups both remained below the national average.

The Chinese, Asian and mixed groups saw an increase in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 1pp, 1.7pp and 0.1pp respectively). These results were also above the national average of 43.2. Conversely, the White and Black groups saw a decrease in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 0.2pp and 1.0pp respectively). These results were below the national average.

Within the more detailed ethnic groupings<sup>28</sup>, pupils from the Indian group are the highest performing group in the headline measures. The Gypsy/Roma and traveller of Irish heritage groups are the lowest performing groups. These trends have not changed in comparison to 2018. To view more details of attainment for minor ethnic groups please see the pupil characteristics data that accompanies this release.

### Ethnicity and free school meal eligibility

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meals (FSM) have markedly lower attainment compared to pupils from other backgrounds who are eligible for FSM. For more details of ethnicity (major and minor groups) by FSM please see Table CH2 of the National characteristics tables that accompany this release.

### Gender

As in previous years, girls continue to do better than boys across all headline measures.

Table 6: Headline measures for boys and girls

State funded schools, England, 2019 (revised)

2019 (revised)	Average Progress 8 score	% EBacc entry	% English and maths, grade 5 or above	Average Attainment 8 score per pupil	EBacc Average Point Score
<b>Girls</b>	0.22 (0.22 to 0.23)	45.9%	46.6%	49.5	4.32
<b>Boys</b>	-0.27 (-0.28 to -0.27)	34.3%	40.0%	44.0	3.84
<b>Difference</b>	<b>0.49</b>	<b>11.6 pp</b>	<b>6.6 pp</b>	<b>5.5 points</b>	<b>0.48 points</b>

<sup>28</sup> The more detailed ethnic groupings do not include Chinese, which is classified as a major ethnic group

The differences in the headline measures between boys and girls compared to 2018 are broadly stable. However, there were increases in the percentage of pupils entering the EBacc for both boys and girls, up 1.5 pp for boys and 1.7 pp for girls.

Performance by school type and local authority remains largely unchanged in comparison to figures in the [provisional release](#). For updated figures, please refer to the data accompanying this release.

## Further information is available

---

School level figures                      Revised school level data is published in the [performance tables](#).

---

Characteristics breakdowns                      Characteristics breakdowns are included in this release.

---

Previously published figures                      [Key stage 4 performance, 2019 \(provisional\)](#)  
[Key stage 4 and multi-academy trust performance 2018 \(revised\)](#)

---

Attainment for other key stages                      Data on other key stages can be found at the following links:  
[Early years foundation stage profile](#)  
[Key stage 1](#)  
[Key stage 2](#)  
[16-19 attainment](#)  
[School performance tables](#)

---

Destination measures                      Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link:  
[Destinations of key stage 4 and key stage 5 pupils](#)

---

Attainment in Wales, Scotland and Northern Ireland                      Information on educational attainment for secondary schools in Wales is available from the [Welsh Government website](#).  
Information on educational attainment for secondary schools in Scotland is available from the [Scottish Government website](#).  
Information on educational attainment for secondary schools in Northern Ireland is available from the [Department for Education Northern Ireland \(DENI\) website](#).

---



---

School level figures	Revised school level data is published in the <a href="#">performance tables</a> .
Information published by Ofqual	<p>Exam boards use a combination of expert judgement and statistics to set grade boundaries. Ofqual monitors the maintenance of standards of each qualification over time so that they are fair for all students – between exam boards in a subject, as well as from year to year. Statistics involve predictions based on the cohort’s prior attainment. For GCSE, exam boards use predictions based on the cohort’s prior achievement at key stage 2. Further information on how grades are set for GCSEs can be found <a href="#">here</a></p> <p>Ofqual has also published information on variability in GCSEs for schools and colleges, which is available <a href="#">here</a></p>
Sponsored academy performance	Information on the complexities of comparing sponsored academies data over time is available <a href="#">here</a>

---

## National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

## Get in touch

### Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

### Other enquiries/feedback

Key stage 4 performance tables team, Education Data Division, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)



Department  
for Education



© Crown copyright 2020

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

Visit - [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

Email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

Write to: Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

Enquiries for: Key stage 4

Email: [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)

Download <https://www.gov.uk/government/collections/statistics-gcses->



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)

This page is intentionally left blank

# 2019 EYFSP

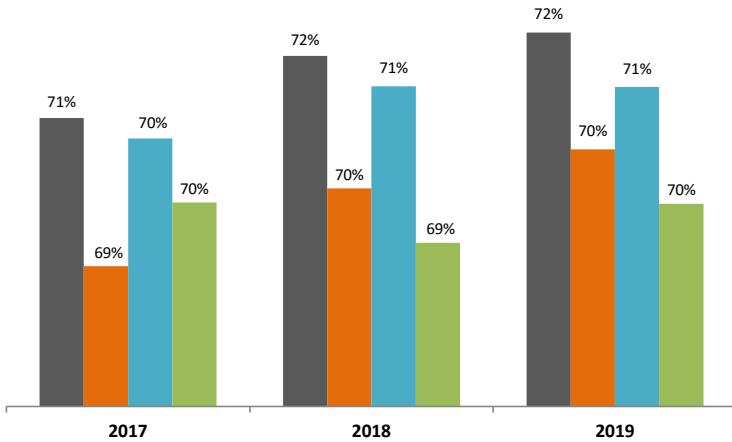
# 7,954

Lincolnshire children assessed for the Early Years Foundation Stage Profile in 2019

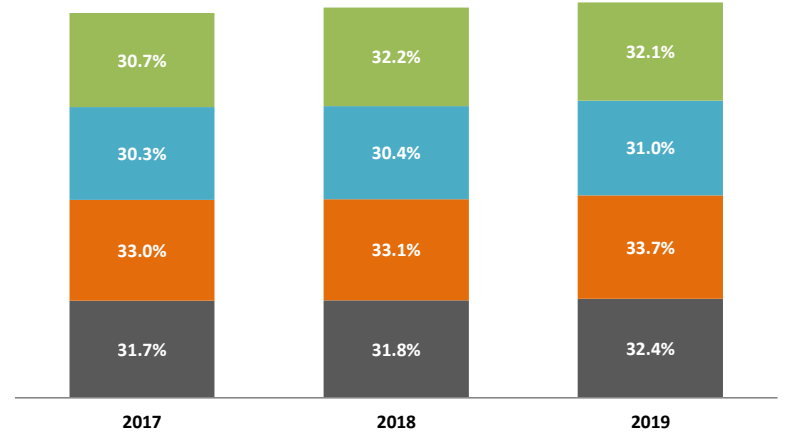
# 69.6%

Achieved a Good Level of Development in 2019

### Achieved a Good Level of Development



### Inequality Gap in Achievement across all Early Learning Goals



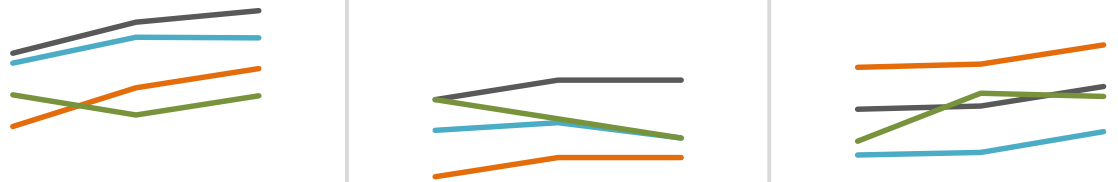
#### Achieved a Good Level of Development

#### Average Total Points Score

#### Inequality Gap in Achievement across all Early Learning Goals

	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	70.7%	71.5%	71.8%	34.5	34.6	34.6	31.7%	31.8%	32.4%
East Midlands	68.8%	69.8%	70.3%	34.1	34.2	34.2	33.0%	33.1%	33.7%
Statistical Neighbour	70.4%	71.1%	71.1%	34.3	34.4	34.3	30.3%	30.4%	31.0%
Lincolnshire	69.6%	69.1%	69.6%	34.5	34.4	34.3	30.7%	32.2%	32.1%

#### 3 Year Trend Comparison



#### Commentary

- The percentage of Lincolnshire children achieving a Good Level of Development has increased by 0.5% since last year and is now below National by 2.2%.
- The Lincolnshire Inequality Gap is narrower than East Midlands and England (the difference between the lowest performing 20% of pupils and their peers) in achievement across all Early Learning Goals.

Data sourced from: <https://www.gov.uk/government/statistics>

# 2019 Phonic Decoding

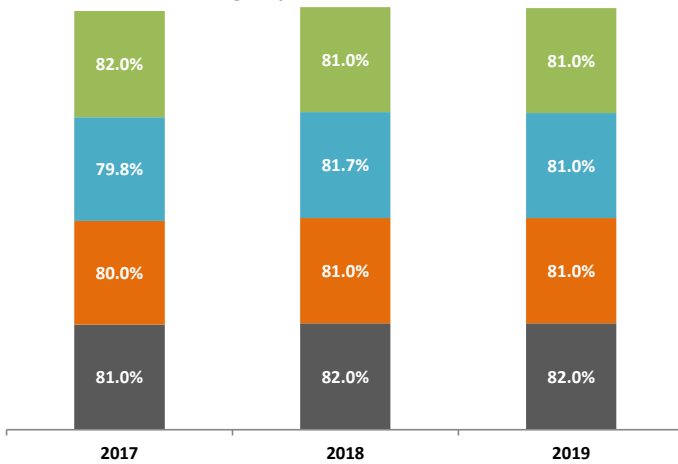
# 8,204

Lincolnshire children assessed in Phonic Decoding in 2019

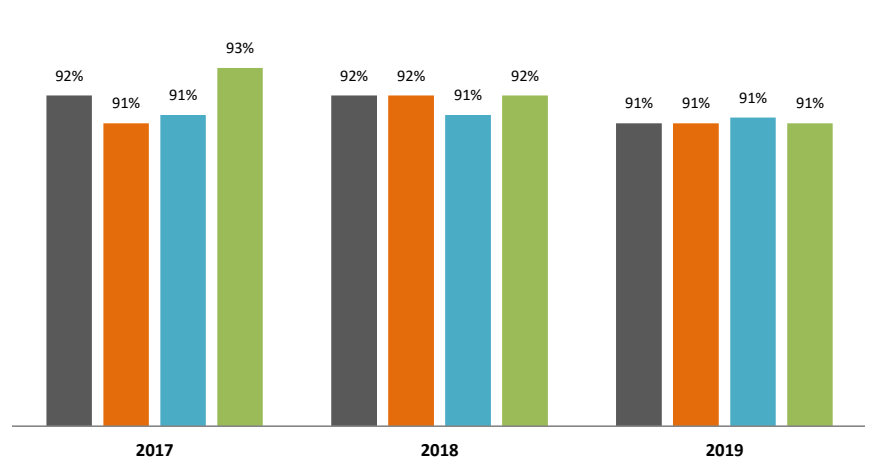
# 91.0%

Met the expected standard by the end of Year 2

Meeting Expected Standard Year 1



Meeting Expected Standard Year 2



Meeting Expected Standard Year 1

	2017	2018	2019
England	81.0%	82.0%	82.0%
East Midlands	80.0%	81.0%	81.0%
Statistical Neighbour	79.8%	81.7%	81.0%
Lincolnshire	82.0%	81.0%	81.0%

Meeting Expected Standard Year 2

	2017	2018	2019
England	92.0%	92.0%	91.0%
East Midlands	91.0%	92.0%	91.0%
Statistical Neighbour	91.3%	91.3%	91.2%
Lincolnshire	93.0%	92.0%	91.0%

3 Year Trend Analysis



Commentary

1. The percentage of children meeting the expected standard by Year 1 in Lincolnshire is in line with East Midlands and Statistical Neighbours. However Lincolnshire remains 1% below National.
2. Lincolnshire is in line with England, East Midlands and the Statistical Neighbour average for children meeting the Expected Standard by the end of Year 2.
3. Trends indicate that Lincolnshire pupils meeting the Expected Standard by the end of Year 2 has decreased by 1% each year since 2017.

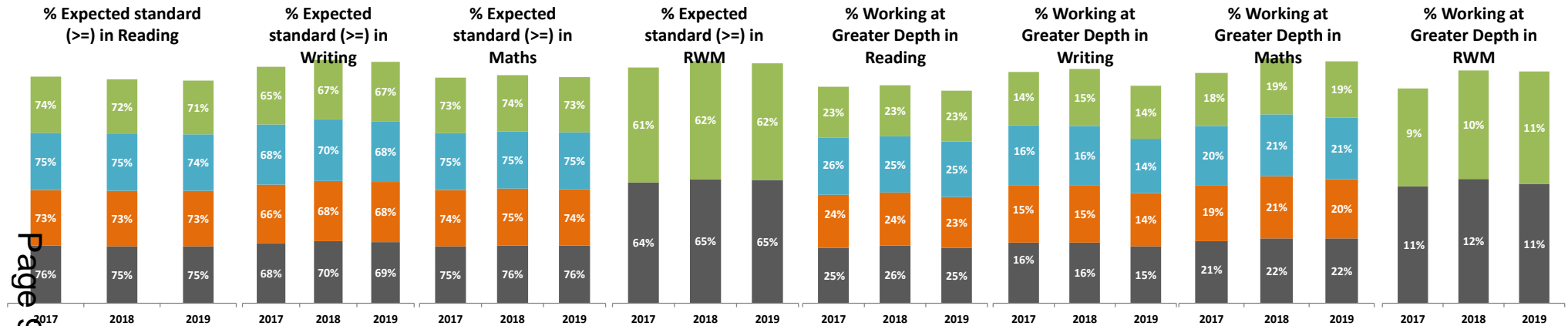
Data sourced from: <https://www.gov.uk/government/statistics>

# 2019 Key Stage 1

**8,227**  
Lincolnshire children assessed in Key Stage 1 in 2019

**61.5%**  
Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

**10.6%**  
Lincolnshire children Working at Greater Depth in Reading, Writing & Maths in 2019



	% Expected standard (>=) in Reading			% Expected standard (>=) in Writing			% Expected standard (>=) in Maths			% Expected standard (>=) in RWM			% Working at Greater Depth in Reading			% Working at Greater Depth in Writing			% Working at Greater Depth in Maths			% Working at Greater Depth in RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	76.0%	75.0%	75.0%	68.0%	70.0%	69.0%	75.0%	76.0%	76.0%	63.7%	65.3%	64.9%	25.0%	26.0%	25.0%	16.0%	16.0%	15.0%	21.0%	22.0%	22.0%	11.0%	11.7%	11.2%
East Midlands	73.0%	73.0%	73.0%	66.0%	68.0%	68.0%	74.0%	75.0%	74.0%	-	-	-	24.0%	24.0%	23.0%	15.0%	15.0%	14.0%	19.0%	21.0%	20.0%	-	-	-
Statistical Neighbour	75.3%	74.8%	74.3%	67.9%	69.6%	68.4%	75.0%	75.4%	74.9%	-	-	-	25.7%	25.4%	25.0%	15.9%	15.7%	14.3%	20.0%	21.0%	20.9%	-	-	-
Lincolnshire	74.0%	72.0%	71.0%	65.0%	67.0%	67.0%	73.0%	74.0%	73.0%	60.5%	62.2%	61.5%	23.0%	23.0%	23.0%	14.0%	15.0%	14.0%	18.0%	19.0%	19.0%	9.2%	10.2%	10.6%



### Commentary

**Please note:** Lincolnshire and National figures for RWM is sourced from unpublished data available from NCER Website.

1. The percentage Expected Standard for Lincolnshire children in Reading is below National by 4%, below East Midlands by 2% and below Statistical Neighbours by 3.3%.
2. The percentage Expected Standard for Lincolnshire children in Writing is below National by 2%, below East Midlands by 1% and below Statistical Neighbours by 1.4%.
3. The percentage Expected Standard for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbour by 1.9%.
4. The percentage Working at Greater Depth for Lincolnshire children in Reading is below National and Statistical Neighbours by 2%, and in line with East Midlands.
5. The percentage Working at Greater Depth for Lincolnshire children in Writing is below National by 1%, in line with East Midlands and below Statistical Neighbours by 0.3%.
6. The percentage Working at Greater Depth for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbours by 1.9%.

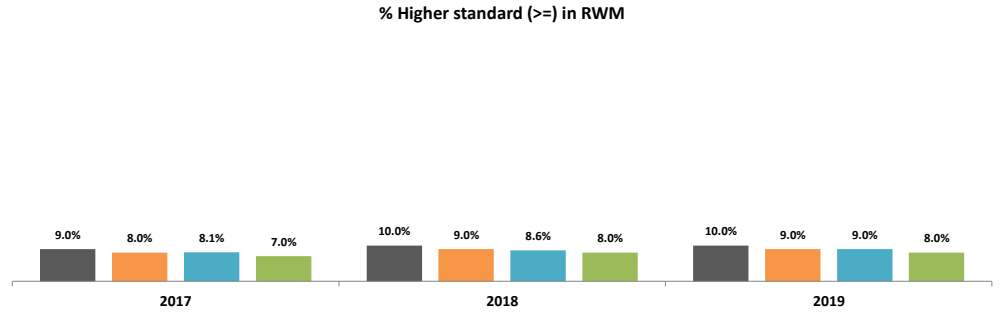
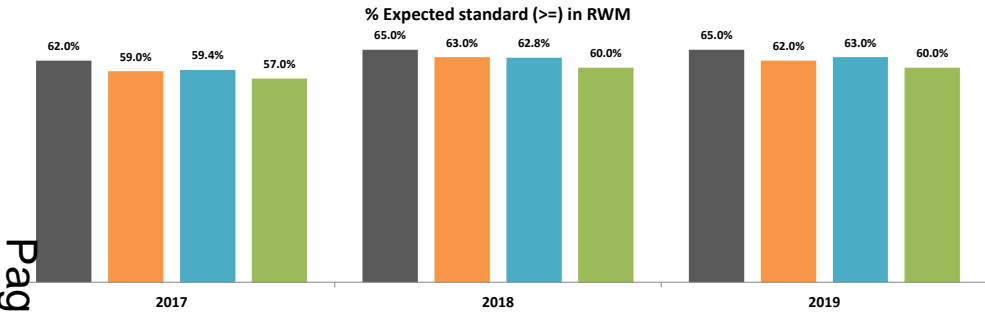
# 2019 Key Stage 2

**8,329**  
Lincolnshire children assessed in Key Stage 2 in 2019

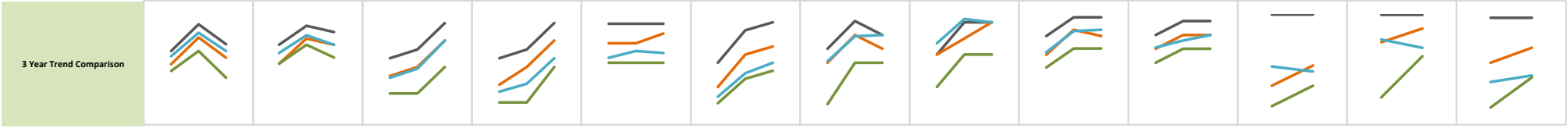
**60.0%**  
Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

**8.0%**  
Lincolnshire children Higher Standard in Reading & Maths and Greater Depth in Writing in 2019

Page 92



	% Expected standard (>=) in Reading			% Higher standard (>=) in Reading			% Expected standard (>=) in Maths			% Higher standard (>=) in Maths			% Expected standard (>=) in GPS			% Higher standard (>=) in GPS			% Expected standard (>=) in Writing			% Working at Greater Depth in Writing			% Expected standard (>=) in RWM			% Higher standard (>=) in RWM			Progress Score in Reading			Progress Score in Writing			Progress Score in Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	72.0%	76.0%	73.0%	25.0%	28.0%	27.0%	75.0%	76.0%	79.0%	23.0%	24.0%	27.0%	78.0%	78.0%	78.0%	31.0%	35.0%	36.0%	77.0%	79.0%	78.0%	18.0%	20.0%	20.0%	62.0%	65.0%	65.0%	9.0%	10.0%	10.0%	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
East Midlands	70.0%	74.0%	71.0%	22.0%	26.0%	25.0%	73.0%	74.0%	77.0%	20.0%	22.0%	25.0%	76.0%	76.0%	77.0%	28.0%	32.0%	33.0%	76.0%	78.0%	77.0%	18.0%	19.0%	20.0%	59.0%	63.0%	62.0%	8.0%	9.0%	9.0%	-0.7	-0.5	-	-0.2	-0.1	-	-0.6	-0.4	-
Statistical Neighbour	71.2%	74.7%	72.0%	23.7%	26.5%	25.0%	72.8%	73.8%	77.0%	19.2%	20.1%	23.0%	74.5%	75.2%	75.0%	26.8%	29.7%	31.0%	76.1%	77.9%	78.0%	18.7%	20.2%	20.0%	59.4%	62.8%	63.0%	8.1%	8.6%	9.0%	-0.5	-0.6	-	-0.2	-0.2	-	-0.9	-0.8	-
Lincolnshire	69.0%	72.0%	68.0%	22.0%	25.0%	23.0%	71.0%	71.0%	74.0%	18.0%	18.0%	22.0%	74.0%	74.0%	74.0%	26.0%	29.0%	30.0%	73.0%	76.0%	76.0%	16.0%	18.0%	18.0%	57.0%	60.0%	60.0%	7.0%	8.0%	8.0%	-0.9	-0.7	-	-0.6	-0.3	-	-1.2	-0.8	-



**Commentary**

- The percentage Expected Standard and Higher Standard for Lincolnshire children in Reading, Writing & Mathematics remains steady compared to 2018, the same picture can be seen nationally.
- The percentage Expected Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 5%, below East Midlands by 2% and below Statistical Neighbour average by 3%.
- The percentage Higher Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 2%, and below both East Midlands and Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Reading is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 4%.
- The percentage Higher Standard for Lincolnshire children in Reading is below National by 4%, and below East Midlands and Statistical Neighbours by 2%.
- The percentage Expected Standard for Lincolnshire children in Maths is below National by 5%, and below East Midlands and Statistical Neighbours by 3%.
- The percentage Higher Standard for Lincolnshire children in Maths is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in GPS is below National by 4%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Higher Standard for Lincolnshire children in GPS is below National by 6%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Writing is below National and Statistical Neighbour average by 2%, and below East Midlands by 1%.
- The percentage Working at Greater Depth for Lincolnshire children in Writing is below National, East Midlands and Statistical Neighbours by 2%.
- Progress Scores for 2019 have not yet been published nationally.



# 2019 Key Stage 4

## 7,652

Lincolnshire pupils assessed in Key Stage 4 in 2019

## 42.2%

% 9-5 in English and Maths GCSEs

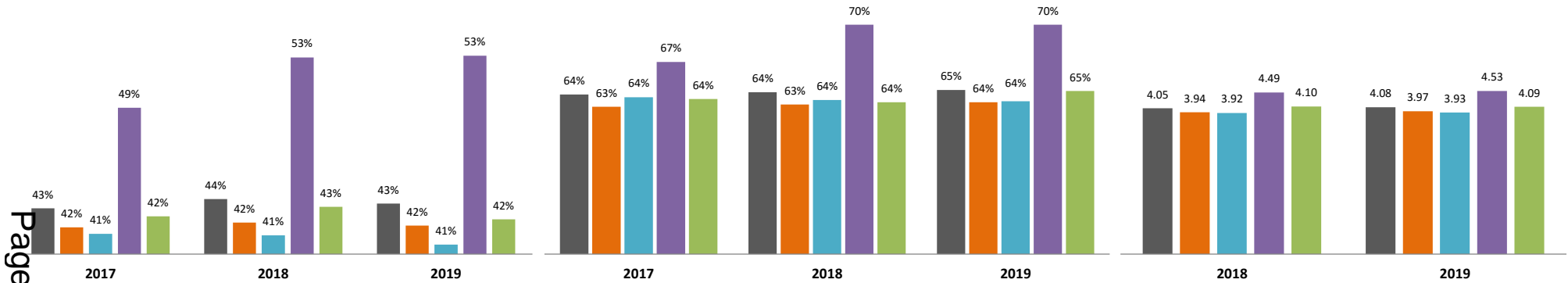
## 64.5%

% 9-4 in English and Maths GCSEs

% 9-5 in English and Maths GCSEs

% 9-4 in English and Maths GCSEs

English Baccalaureate Average Point Score per pupil



Page 93

	English and Maths GCSEs - % Pupils entered for components			% 9-5 in English and Maths GCSEs			% 9-4 in English and Maths GCSEs			English Baccalaureate % entered			English Baccalaureate Average Point Score per pupil			Average Attainment 8 score per pupil			Average Progress 8 score		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	96.9%	97.0%	97.1%	42.9%	43.5%	43.2%	64.2%	64.4%	64.6%	38.4%	38.5%	40.1%	-	4.05	4.08	46.4	46.6	46.6	-0.03	-0.02	-0.03
East Midlands	97.3%	97.3%	97.4%	41.7%	42.0%	41.8%	63.1%	63.3%	63.5%	34.6%	35.8%	36.1%	-	3.94	3.97	45.4	45.5	45.7	-0.11	-0.09	-0.06
Statistical Neighbour	97.7%	97.5%	97.5%	41.3%	41.2%	40.6%	64.0%	63.7%	63.6%	33.6%	33.5%	35.2%	-	3.92	3.93	45.7	45.6	45.5	-0.06	-0.05	-0.06
Other Selective Authority*	94.4%	97.5%	97.1%	49.3%	52.5%	52.6%	67.1%	70.4%	70.4%	42.0%	40.1%	44.7%	-	4.49	4.53	49.6	51.1	51.1	-0.03	0.07	0.03
Lincolnshire	97.3%	97.2%	97.8%	42.4%	43.0%	42.2%	63.8%	63.5%	64.5%	37.7%	40.9%	41.7%	-	4.10	4.09	46.4	46.6	46.7	-0.15	-0.14	-0.04



### Commentary

- \*Other Selective Authority is based on the combined statistical average of Kent & Buckinghamshire.
- Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbours in the percentage of pupils achieving 9-5 in English and Maths GCSEs.
  - National, East Midlands and Statistical Neighbours have remained broadly steady compared to 2018, Lincolnshire presents an upward trend compared to last year in the percentage of pupils achieving 9-4 in English and Maths GCSEs.
  - The percentage of pupils achieving 9-4 in English and Maths GCSEs increased in Lincolnshire from 2018 to 2019 by 1%. In 2019 Lincolnshire is in line with National and above East Midlands and Statistical Neighbours by 1%.
  - In 2019 Lincolnshire's English Baccalaureate Average Point Score per pupil is higher than East Midlands and Statistical Neighbours and broadly in line with National.
  - Lincolnshire's Average Attainment 8 score per Pupil is in line with National and above East Midlands and Statistical Neighbours.
  - The Average Progress 8 score in Lincolnshire is below National, but above East Midlands and Statistical Neighbours.

# 2019 Key Stage 5

# 2,344

Lincolnshire Students entered for one or more A level or applied A level

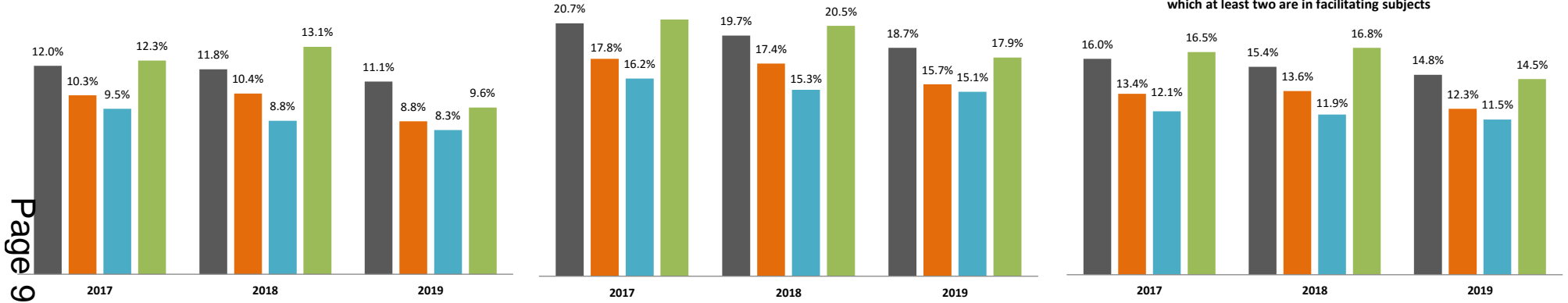
# 14.5%

Students Achieved Grades AAB or better at A level, of which at least two are in facilitating subjects

Percentage of Students Achieving 3 A\*- A Grades or better at A level

Percentage of Students Achieving Grades AAB or better at A level

Percentage of Students Achieving Grades AAB or better at A level, of which at least two are in facilitating subjects



Page 94

	% of students achieving 3 A*-A grades or better at A level			% of students achieving grades AAB or better at A level			% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects			Level 3 Students Average Point Score per entry			A level Students Average Point Score per entry			Academic Students Average Point Score per entry			Tech level Students Average Point Score per entry			Applied General Students Average Point Score per entry		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	12.0%	11.8%	11.1%	20.7%	19.7%	18.7%	16.0%	15.4%	14.8%	32.88	32.20	32.62	31.45	32.35	32.90	31.65	32.53	33.07	38.47	31.49	32.12	39.60	29.09	29.21
East Midlands	10.3%	10.4%	8.8%	17.8%	17.4%	15.7%	13.4%	13.6%	12.3%	31.36	31.15	31.62	30.18	31.23	31.66	30.30	31.32	31.80	37.51	32.96	33.37	39.02	28.93	29.49
Statistical Neighbour	9.5%	8.8%	8.3%	16.2%	15.3%	15.1%	12.1%	11.9%	11.5%	31.01	30.51	31.18	29.50	30.35	31.33	29.66	30.45	31.37	36.96	33.00	32.85	40.18	29.86	29.53
Lincolnshire	12.3%	13.1%	9.6%	21.3%	20.5%	17.9%	16.5%	16.8%	14.5%	33.12	32.52	32.88	31.80	32.60	32.78	32.00	32.76	33.10	36.59	34.33	36.57	39.20	29.65	30.15



**Commentary**

- Lincolnshire's percentage of students achieving 3 A\*-A grades or better at A level has decreased by 3.5% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire's percentage of students achieving grades AAB or better at A level has decreased by 2.6% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire has decreased in the percentage of students achieving grades AAB or better at A level (of which at least two are in facilitating subjects) by 2.3% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- The average point score (APS) per entry for A level has increased each year since 2017. APS fell substantially for Applied General and Tech level qualifications between 2017 and 2018, this coincided with the implementation of additional requirements for eligible vocational qualifications as part of vocational qualification reform, the drop is consistent with that of Lincolnshire's comparators. However in 2019 APS in Lincolnshire saw some improvement on 2018 with an increase of 2.24 for Tech Students and 0.5 for Applied General Students.



**Open Report on behalf of Heather Sandy, Executive Director – Children’s Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>04 March 2022</b>
Subject:	<b>Service Level Performance against the Corporate Performance Framework – Quarter 3</b>

**Summary:**

This report summarises the Service Level Performance against the Corporate Performance Framework for Quarter 3. This report will only summarise the measures that are above or below the target range.

**Actions Required:**

The Committee is invited to review and comment on the performance of the measures that are either above or below the target range.

**1. Background**

This report will summarise the performance of the Tier 2 Service Level Performance measures for the Children and Young People Scrutiny Committee.

There are eight measures that should be reported at Quarter 3.

In Quarter 3:

- 2 measures did not meet their target;
- 4 measures have achieved their target; and
- 2 measures are unable to report due to the impact of Covid-19.

**Measures that did not meet their target:**

**Children in Care (PI23)**

Rate            48.8            Target 46

This measure has not achieved the target of 46 per 10,000, moving slightly above the upper target tolerance of 48 per 10,000. The number of Children in Care starters over

Quarter 3 2021/22 has increased by around 39% compared to Quarter 2, whilst the number of care leavers has remained reasonably static. The increase in new entrants to care has pushed the Children in Care per 10,000 figure further up over the past quarter. The growth in numbers is partly attributable to the number of unaccompanied asylum seeking children that have arrived as part of the new temporary mandated scheme for all Local Authorities in relation to the National Transfer Scheme. The expectation is that Lincolnshire will take a maximum of 103 children which equates to 0.07% of the general child population and therefore there continues to be a likely impact of growth going forward. Despite the growth this quarter and the potential for future increase there continues to be an emphasis on prevention from children going into care and exit planning from the care system where it can be achieved. However, despite the increase, the Lincolnshire number of Children in Care per 10,000 remains significantly below the most recent published figures both nationally and by our statistical neighbours (67 per 10,000 and 63.4 per 10,000 respectively as at 31 March 2021).

**16-17 year old Children in Care participating in Learning (PI45)**

Numerator	86	Denominator	115
Percentage	74.4	Target	78

The performance for this quarter is below the lower target tolerance for this performance indicator by 3.2%. This represents approximately four young people. The Virtual School has been selected to participate in the Department for Education (DfE) Post 16 pilot which runs from September 2021 to March 2022. The pilot has enabled the Virtual School, working in partnership with post 16 providers, Leaving Care and Social Care colleagues, to allocate additional funding through the Personal Education Plan (PEP) process to promote young people’s access to and engagement in further education. This will assist the Virtual School to find placements for those young people not participating in learning and provide individual learners with advice and support through the PEP regardless of where placed.

**Measures unable to be reported due to the impact of Covid:**

**Juvenile First Time Offenders (PI15)**

The Youth Justice Board (YJB) has recently released historical data previously delayed due to the Covid-19 pandemic. The rates of First Time Entrants for Lincolnshire are consistently lower than target levels and also consistently lower than the rates reported at National and Regional levels and also those of our youth offending team (YOT) Family. The Rate for April 2019 – March 2020 (130) was slightly above target (125), however this was in line with us deciding to lower our target from 230 to 125 which we felt would better reflect our performance. The rates for July 2019 – June 2020 (107), October 2019 – September 2020 (105) and January 2020 – December 2020 (87) were all significantly lower than the target of 125. Lincolnshire’s rate of First Time Entrants has fallen quarter on quarter which highlights the positive work of the service and of the Joint Diversionary Panel. This trend is consistent with the Regional, National and YOT Family rates.

## **Juvenile Re-Offending (PI125)**

Re-offending data has been delayed from the YJB. The most recently available data has Lincolnshire's re-offending rate at 26.1% which is below our target of 37.9%. We are also lower than that of the National (32.6%), Regional (29.1%) and YOT Family (33.5%) rates.

### **2. Conclusion**

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

### **3. Consultation**

#### **a) Risks and Impact Analysis**

None required

### **4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Performance Measure Summary

### **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 Jo Kavanagh, who can be contacted on 07810 441620 or [jo.kavanagh@lincolnshire.gov.uk](mailto:jo.kavanagh@lincolnshire.gov.uk).

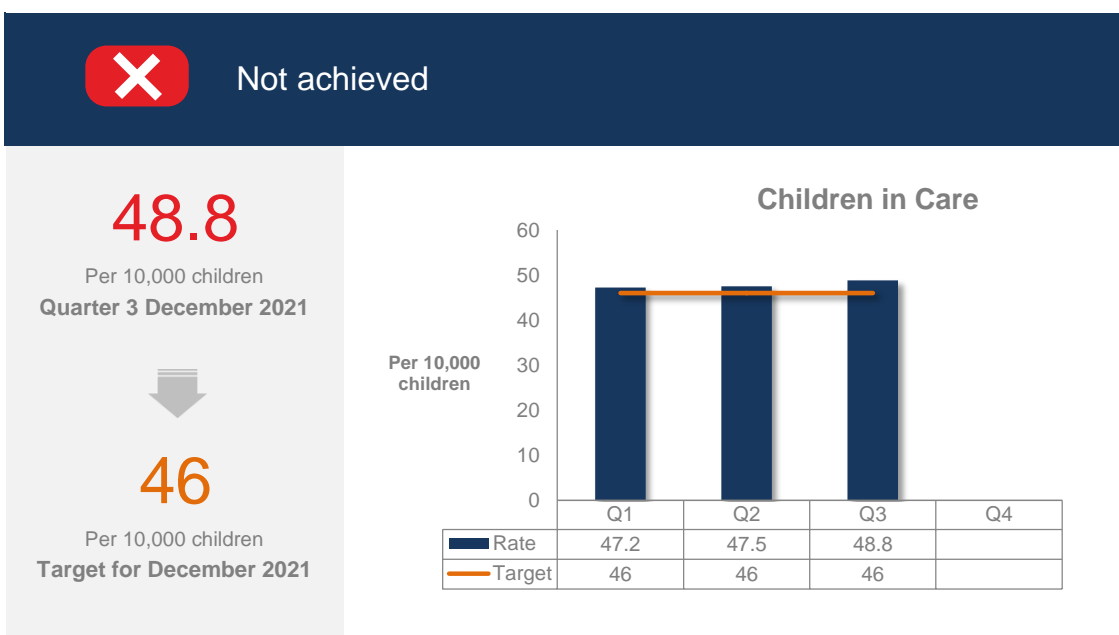
This page is intentionally left blank

## Children in Care

Children in Care per 10,000 population aged under 18. There are a number of reasons why a child may be placed in the care of 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 in care or who has been in care.

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

A lower rate of children in the Local Authority's care indicates a better performance.

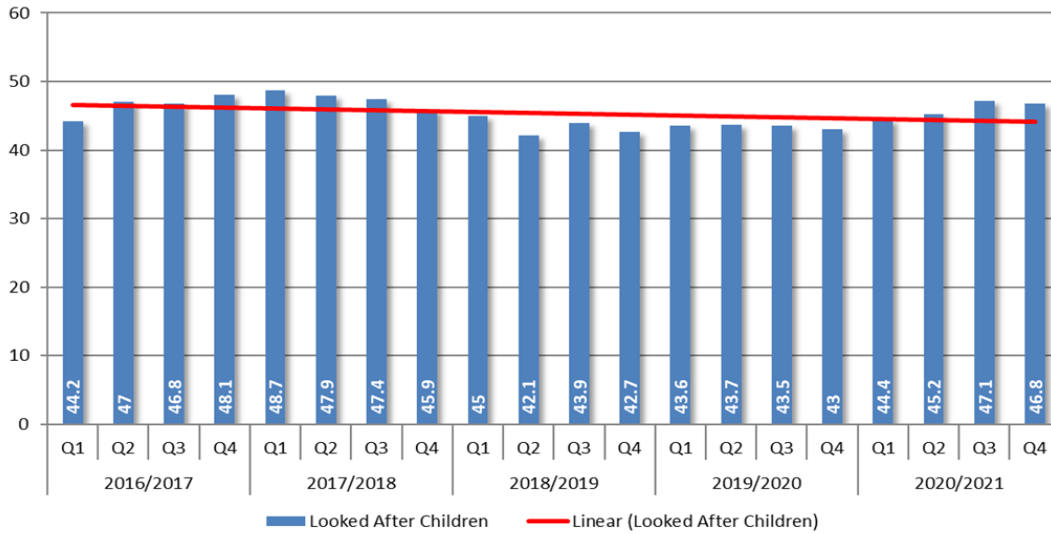


### About the latest performance

This measure has not achieved the target of 46 per 10,000, moving slightly above the upper target tolerance of 48 per 10,000. The number of Children in Care starters over Quarter 3 2021/22 has increased by around 39% compared to Quarter 2, whilst the number of care leavers has remained reasonably static. The increase in new entrants to care has pushed the Children in Care per 10,000 figure further up over the past quarter. The growth in numbers is partly attributable to the number of unaccompanied asylum seeking children that have arrived as part of the new temporary mandated scheme for all Local Authorities in relation to the National Transfer Scheme. The expectation is that Lincolnshire will take a maximum of 103 children which equates to 0.07% of the general child population and therefore there continues to be a likely impact of growth going forward. Despite the growth this quarter and the potential for future increase there continues to be an emphasis on prevention from children going into care and exit planning from the care system where it can be achieved. However, despite the increase, the Lincolnshire number of Children in Care per 10,000 remains significantly below the most recent published figures both nationally and by our statistical neighbours (67 per 10,000 and 63.4 per 10,000 respectively as at 31st March 2021).

Further details

### Children in Care per 10,000 of the Lincolnshire Population



About the target

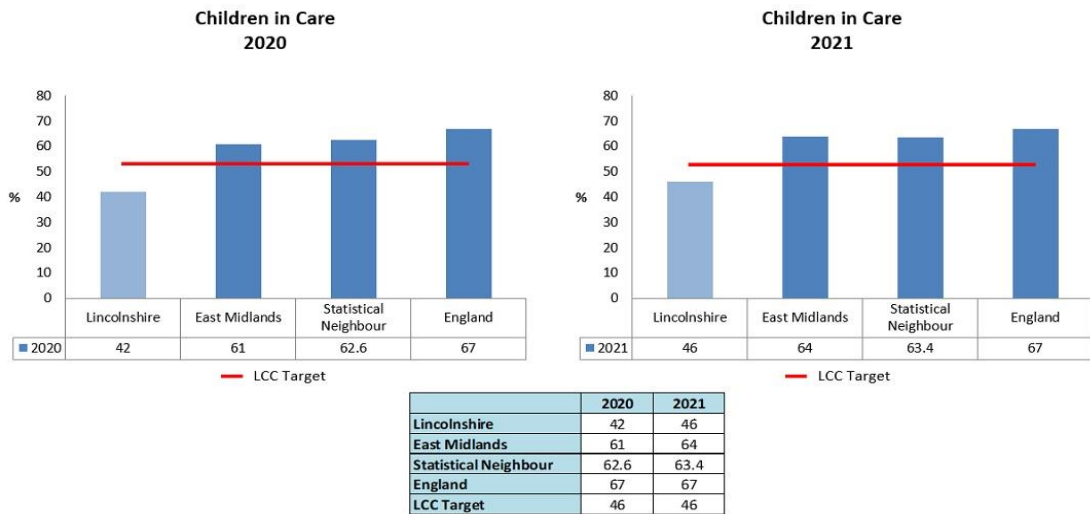
Taking into account recent performance the target remains at a rate of 46 per 10,000 children (approximately 670 children).

About the target range

The Upper and lower Target allows for the number of Children in Care to vary between approximately 626- 699. This is about +/- 35 children from target. Anything above or below this number would be flagged as worse than target, i.e. indicating a significant variance from the current position.

About benchmarking

Comparator information is available and is showing an increasing trend



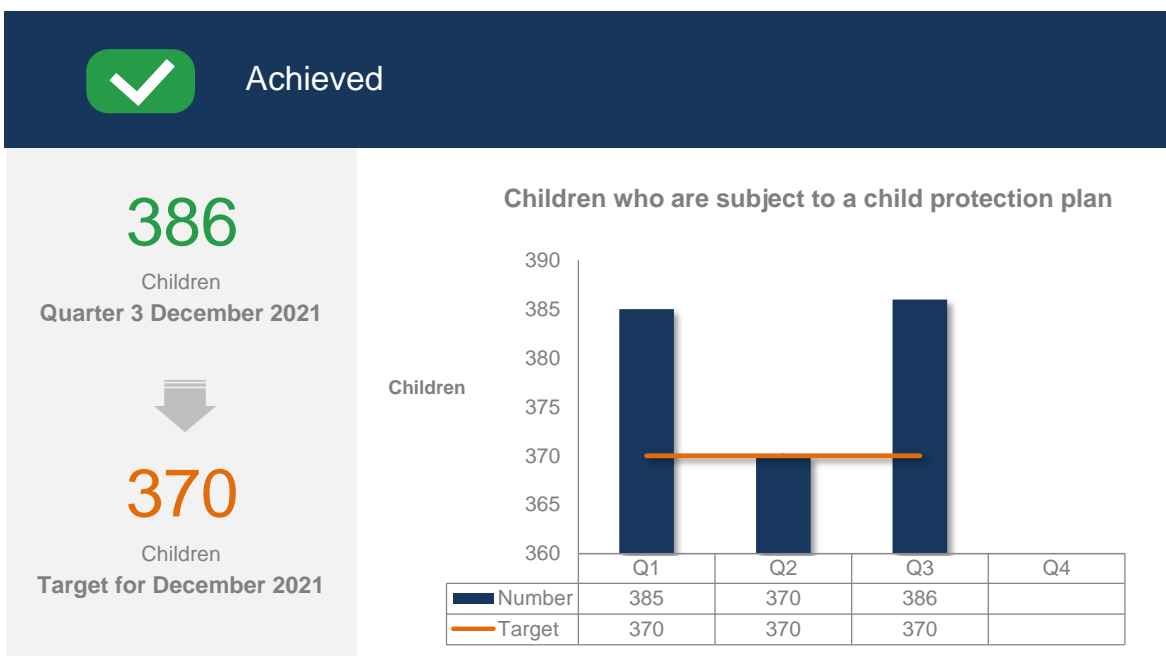


## Children who are subject to a child protection plan

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.

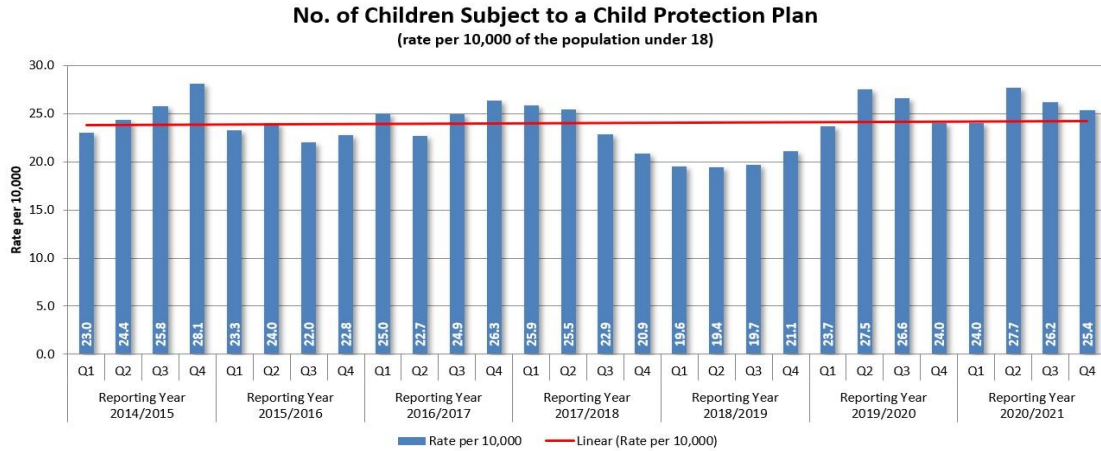
A lower number of children who are subject to a child protection plan indicates a better performance.



### About the latest performance

The number of children subject to a Child Protection Plan in Lincolnshire is 386, which equates to 26.4 per 10,000 at the end of December 2021, this is still on target (within the tolerance range) as the target is 370 (25.3 rate per 10,000) however has seen an increase from the last quarter. The number of children subject to a Child Protection Plan will fluctuate as the decision for a child to be subject to a child protection plan is based on the risk factors present. Early intervention with families and effective risk management ensure that the right children are subject to a child protection plan. It is unsurprising to see that the number of children subject to a child protection plan has increased slightly. The current and ongoing public health pandemic has clearly had an impact upon families with increased stresses, pressures and hardship as a result of lockdowns, restrictions upon contact with extended families and support networks, and the known impact upon delivery of universal services.

Further details



About the target

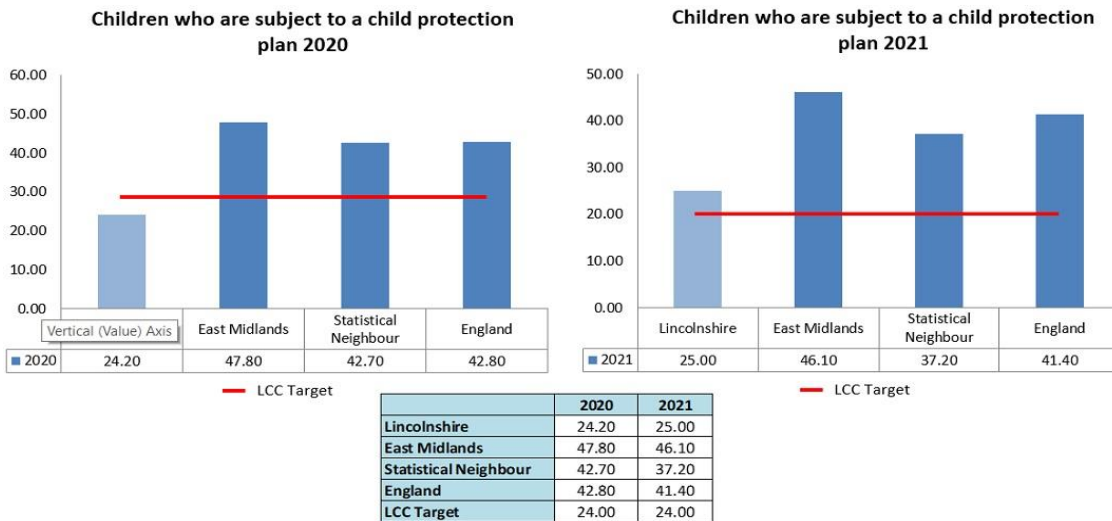
Targets have been revised to 370 to take into account current trends.

About the target range

We have set a tolerance position of approximately 60 children with a CPP. This equates to a tolerance range of approximately +/- 30 children from the target.

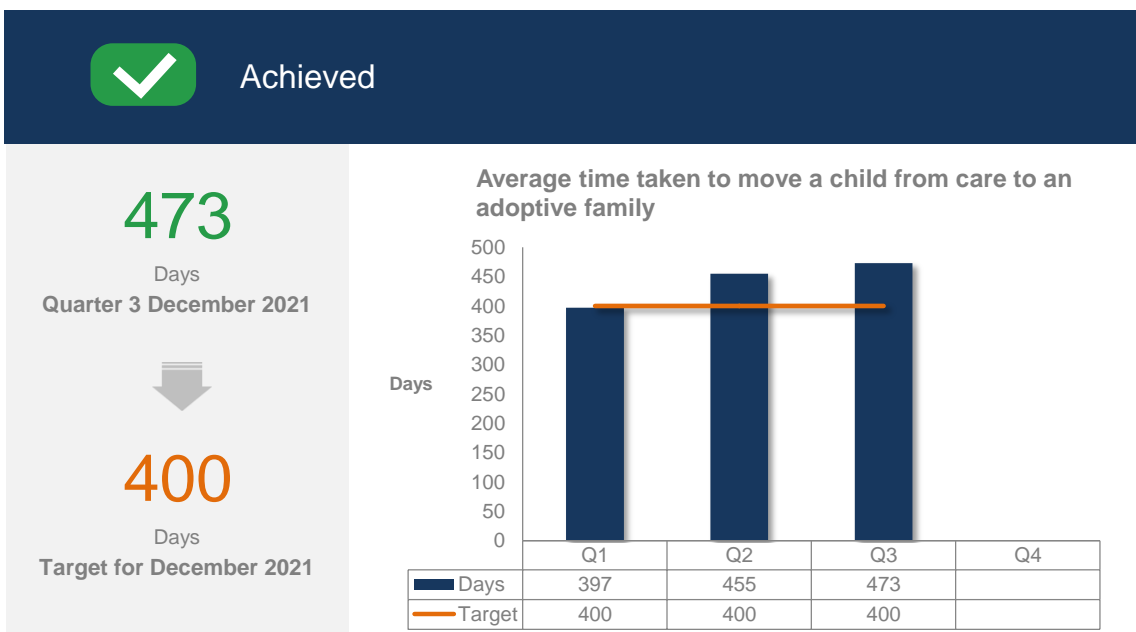
About benchmarking

Comparator information is available. Benchmarked against National, Regional and Stat neighbours.



## 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.

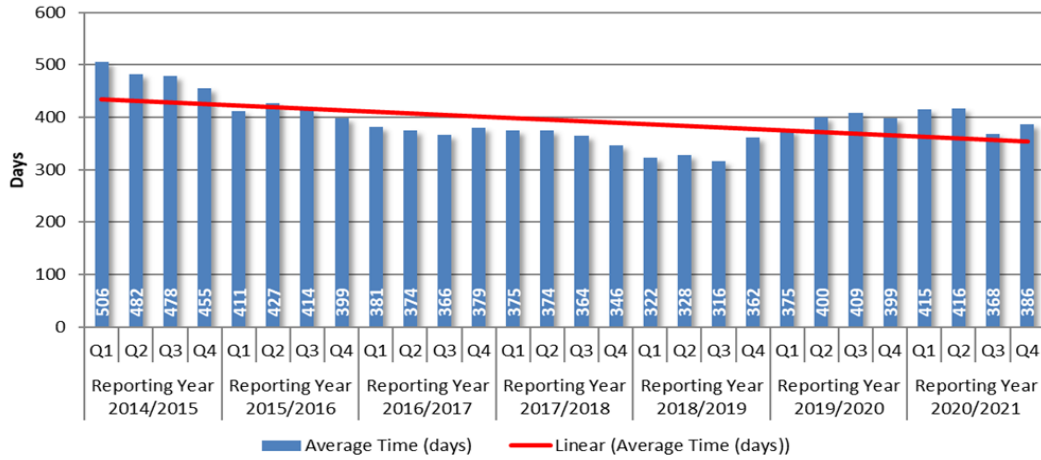


### About the latest performance

Despite the Covid-19 pandemic, Lincolnshire continues to achieve target in this measure. There has been some delay in getting cases through the courts during Covid , and this will have had some impact on the statistics and data for this year and accounts for the increased timescales. As the measure is a 'rolling' 3 yearly average, as we have moved forward the calculation has taken into account more of the time period covered by the pandemic, which has in turn increased the rolling average figure. The most recent published comparator data is from the three year period before the pandemic (2015-18), however, Lincolnshire remains better than the national figure (486) from that period, although it is now higher than the statistical neighbours (456.33) from that pre-Covid period.

Further details

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



About the target

Target set significantly better than national average

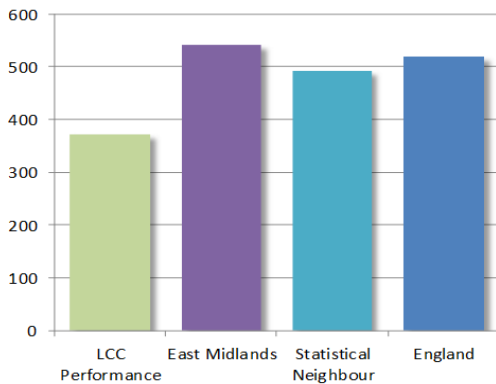
About the target range

A maximum value of 490 has been set as this would mean performance is worse than the most recent national figures.

About benchmarking

Benchmarking information is available for 2018, however, 2019 figures have not yet been released

Time taken to move from care to adoptive families (days) 2014-2017



Time taken to move from care to adoptive families (days) 2015-2018

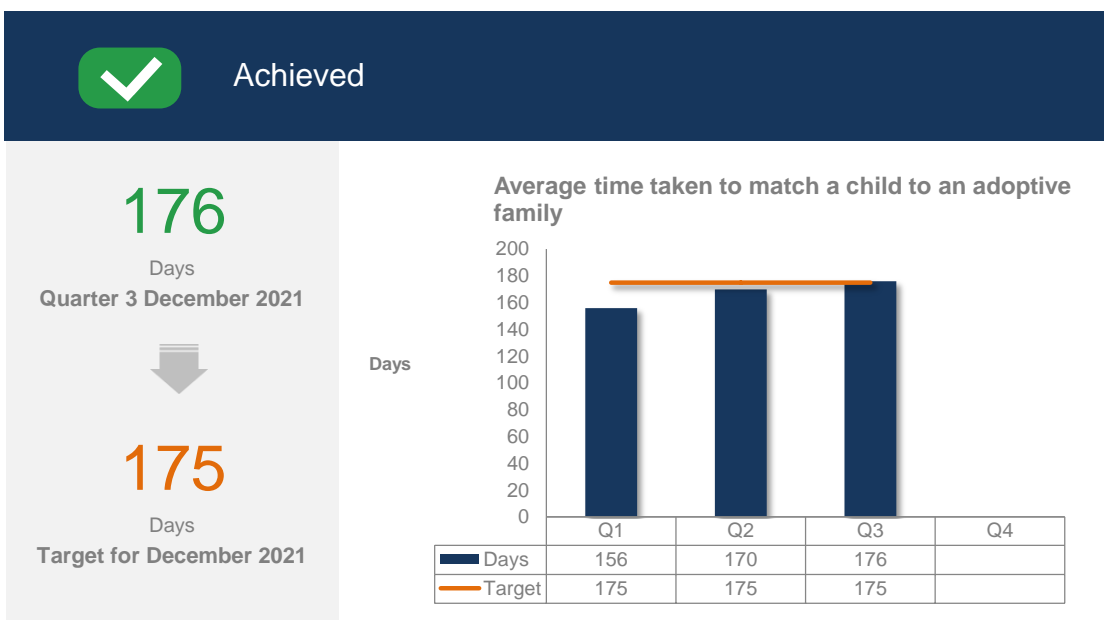


	2014/2017	2015/2018
LCC Performance	372	372
East Midlands	542	490
Statistical Neighbour	492.3	456.3
England	520	486

## 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.

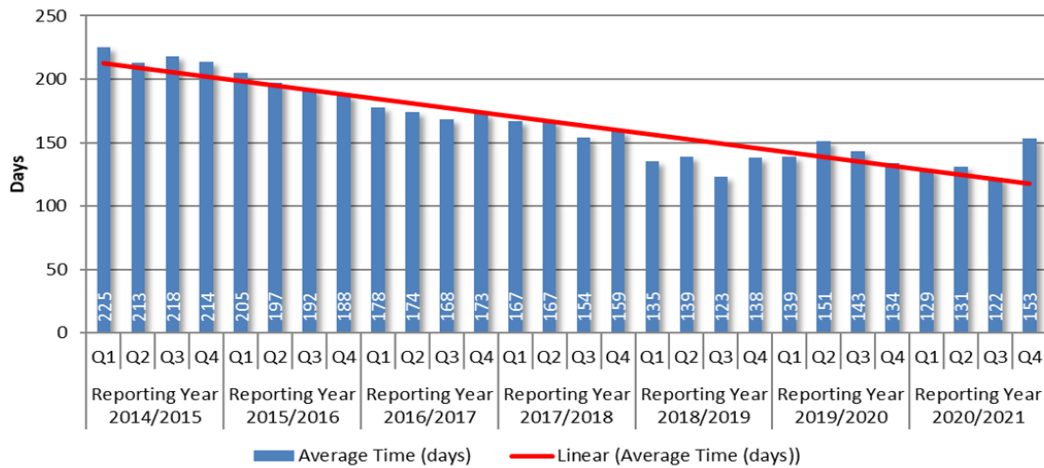


### About the latest performance

The performance this quarter continues to achieve target, despite the Covid 19 pandemic, and is better than National comparator figures. However, it has shown an adverse trend recently. The Covid-19 pandemic continues to affect this PI and, as this measure is a 'rolling' 3 yearly average, as time has moved on the 'average' has taken into account more of the time period within the pandemic, pushing up the figure. The most recent published comparator data (Stat Neighbours 155.44 and National 175) is from a mainly pre-Covid period (2017-20) so is not a like-for-like comparison with Lincolnshire's current performance.

Further details

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



About the target

Target has been reduced to 175 days to take into account recent trends of a higher number of adoptions, which is expected to impact figures. However, the revised target remains significantly better than the most recent published National figures.

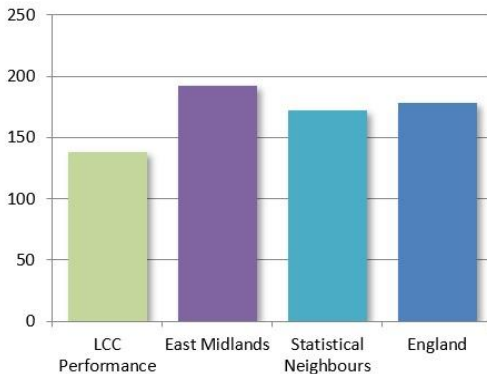
About the target range

Both upper and lower target ranges have been set to 10 days (average)

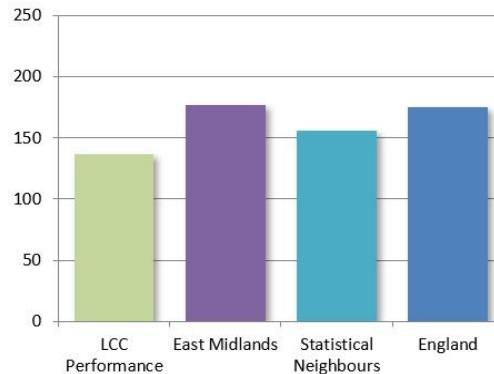
About benchmarking

Benchmarking information is available for 2019.

Average time taken to match a child to an adoptive family (days) 2016-2019



Average time taken to match a child to an adoptive family (days) 2017-2020



	2016/2019	2017/2020
LCC Performance	138	137
East Midlands	192	177
Statistical Neighbours	171.89	155.44
England	178	175

## 16-17 year old Children in Care participating in learning

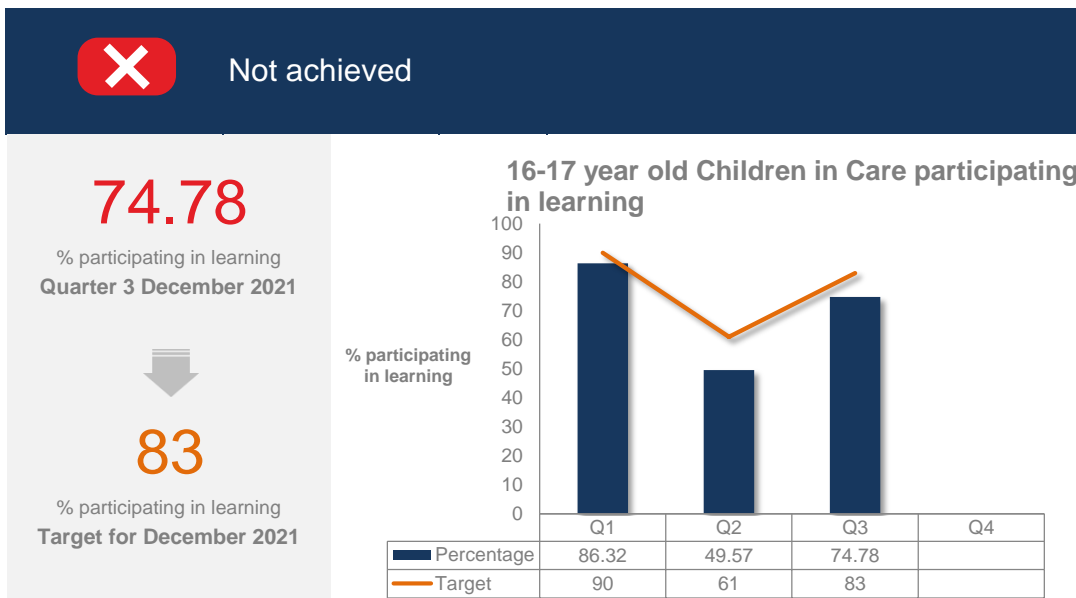
This measures young people recorded as being in care participating in learning at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care.

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

Denominator: Number of Children in Care at the end of the reporting period.

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

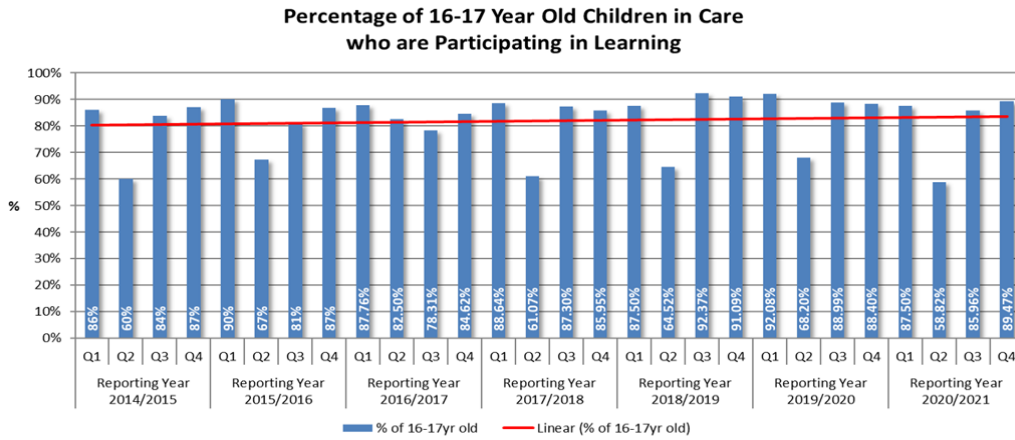
The parameters of this measure were previously defined as recording 16-18 year old Children in Care participating in learning. As of Q1 2017/18 onwards, the Department for Education no longer require monitoring of children aged 18, and so the measure has been amended accordingly, restricting data provision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



### About the latest performance

The performance for this quarter is below the lower target tolerance for this performance indicator by 3.2%. This represents approximately 4 young people. The Virtual School has been selected to participate in the DfE Post 16 pilot which runs from Sept21 – Mar 22. The pilot has enabled the Virtual School, working in partnership with post 16 providers, Leaving Care and Social Care colleagues, to allocate additional funding through the PEP process to promote young people's access to and engagement in further education. This will assist the Virtual School to find placements for those Young People not participating in learning and provide individual learners with advice and support through the Personal Education Plan regardless of where placed.

Further details



About the target

Target remains the same as the previous year. Q2 & Q3 targets lower to allow for the expected dip at this time of year due to September being the start of the tracking process

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 information is not available for this cohort



## 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

94.8

%

Quarter 3 December 2021

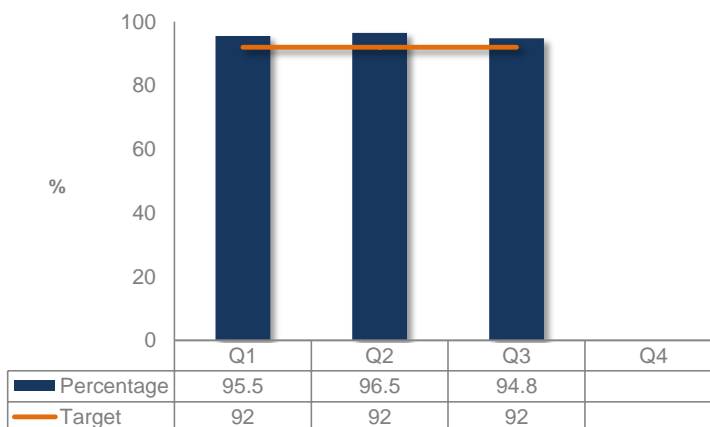


92

%

Target for December 2021

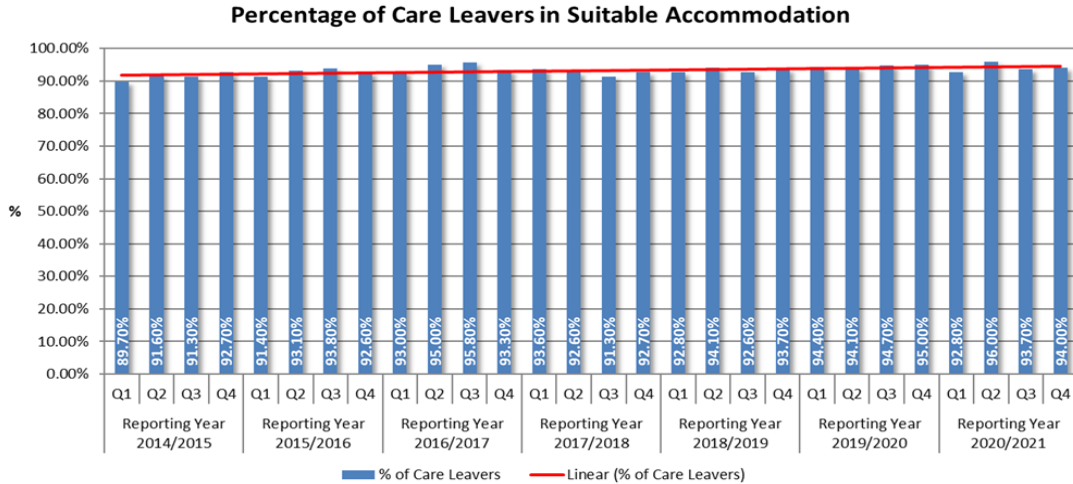
Care Leavers in suitable accommodation



### About the latest performance

The good performance in relation to accommodation continues to be down to good working relationships with District Councils and their willingness to view care leavers as a priority group. The continued flexibility and resilience of our housing provider Nacro should also be noted, which during the pandemic and with its gradual easing, continues to ensure safe accommodation is on offer. The above combined with persistent and creative work of the leaving care service continues to ensure that nearly every care leaver is suitably accommodated.

Further details



About the target

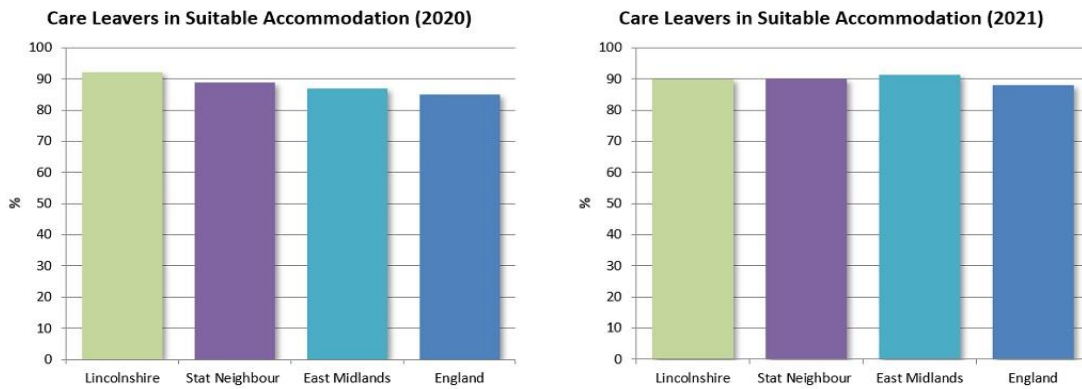
Target to remain the same as previous year, we are above both national and similar authority average.

About the target range

The lower target has been set at the 25% quartile. Meaning if we fall below this we will not be in the top 25% of authorities. The upper target has been set 5% above this.

About benchmarking

Benchmarking information is available and we constantly perform better than comparators.



	2020	2021
Lincolnshire	92	90
Stat Neighbour	88.8	90
East Midlands	87	91.33
England	85	88

## Juvenile first time offenders

The First Time Entrant (FTE) measure is a rate per 100,000 of 10-17 population in Lincolnshire. Data is reported with a 6 month lag and a rolling 12 month period, for example Jan 2018 – Dec 2018 data is reported in Q1 2019/2020.

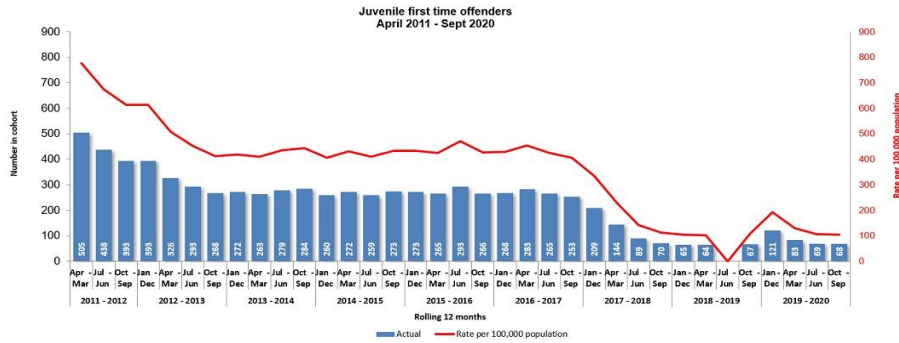
A lower number of young people entering the criminal justice system for the first time indicates a better performance.



### About the latest performance

The YJB have recently released historical data previously delayed due to Covid-19 pandemic. The rates of First Time Entrants for Lincolnshire are consistently lower than target levels and also consistently lower than the rates reported at National and Regional levels and also those of our YoT Family. The Rate for Apr 19 – Mar 20 (130) was slightly above target (125) however this was in line with us deciding to lower our target from 230 to 125 which we felt would better reflect our performance. The rates for Jul 19 – Jun 20 (107), Oct 19 – Sep 20 (105) and Jan 20 – Dec 20 (87) were all significantly lower than the target of 125. Lincolnshire’s rate of First Time Entrants has fallen quarter on quarter which highlights the positive work of the service and of the Joint Diversionary Panel.

## Further details



## About the target

The Lincolnshire average rate in 2020/21 (to date) has been 104, but our Youth Offending Service is entering a new period of stability that may begin to fluctuate following the dramatic drop over last few years.

A target of 125 is still relevant and allows for this period of uncertainty while remaining well below the previous year's average as a goal for improvement.

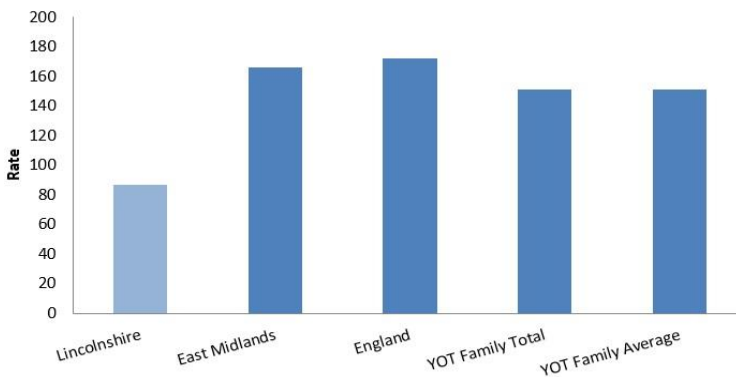
## About the target range

The Lincolnshire average rate in 2020/21 (to date) has been 104, but our Youth Offending Service is entering a new period of stability that may begin to fluctuate following the dramatic drop over last few years. The upper and lower targets have been set to take this into account.

## About benchmarking

Benchmarked against National, Regional and YOT Family performance

**First Time Entrants (FTEs) to the Criminal Justice System - FTE PNC rate per 100,000 of 10-17 population**  
Jan 20 - Dec 20



Juvenile First Time Offenders	Jan 20 - Dec 20	
	Number	Rate
Lincolnshire	56	87
East Midlands	715	166
England	8,770	172
YOT Family Total	901	151
YOT Family Average	82	151

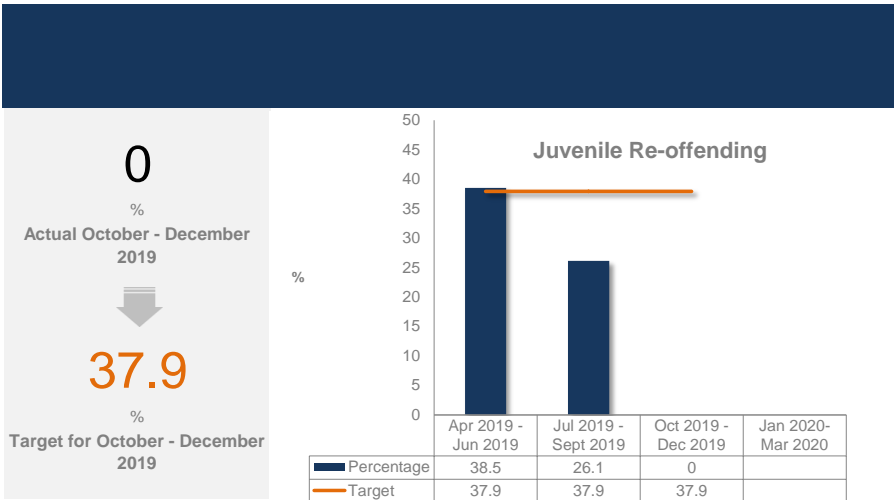
## Juvenile Re-offending

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 uses a 3 month cohort to review for a further offence committed in the subsequent 12 month period. Offenders are still monitored for 12 months after the follow-up offence has been committed.

Data will be reported with a 2 year lag.

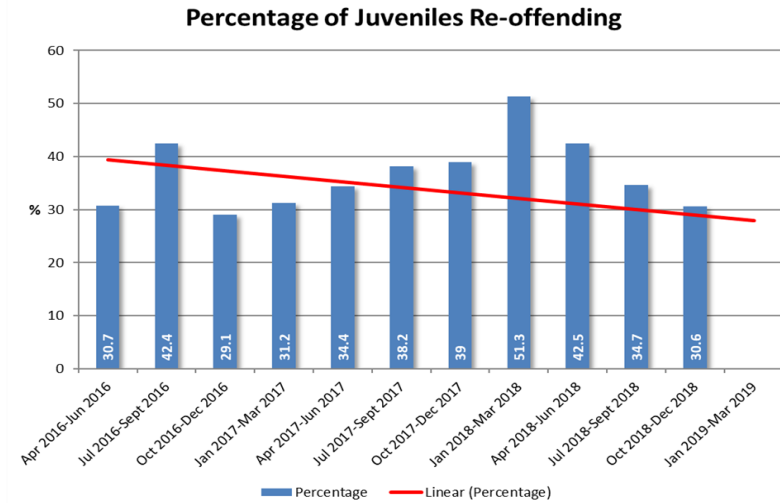
A lower percentage of juvenile re-offending indicates a better performance.



### About the latest performance

Re-offending data has been delayed from the YJB. The most recently available data has Lincolnshire's re-offending rate at 26.1% which is below our target of 37.9%. We are also lower than that of the National (32.6%), Regional (29.1%) and YoT Family (33.5%) rates.

Further details



About the target

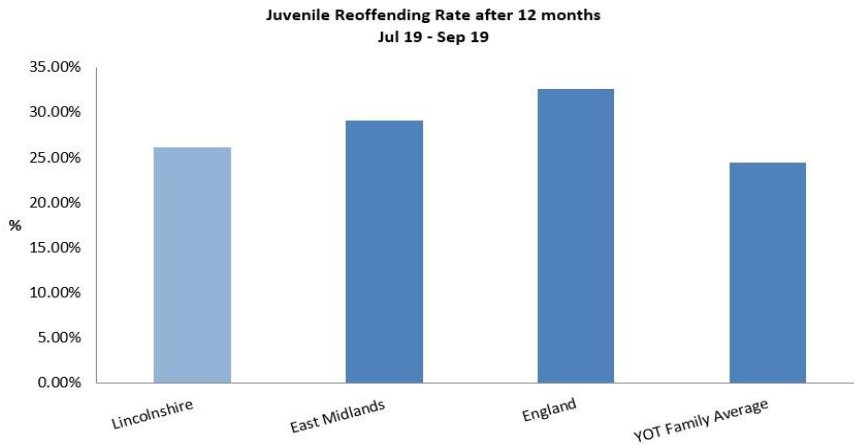
Performance in reoffending can fluctuate quarter on quarter due to the small cohort numbers being reviewed.  
 This target reflects the National average performance in 19/20 to date. Our goal is to remain at or below this average figure.

About the target range

Upper and lower targets have been set to allow for the range of movement possible based on cohort numbers.

About benchmarking

Benchmarked against National, Regional and YOT Family performance



Juvenile Reoffending Rate after 12 months	Jul 19 - Sep 19		
	Number in the cohort	Number of reoffenders	% Reoffending
Lincolnshire	46	12	26.10%
East Midlands	378	110	29.10%
England	5,103	1,662	32.60%
YOT Family Average	45	11	24.40%



**Open Report on behalf of Heather Sandy, Executive Director - Children's Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>04 March 2022</b>
Subject:	<b>Sustainable Modes of Travel to School (SMOTS) Action Plan Update</b>

**Summary:**

The Sustainable Modes of Travel to School Strategy 2020-2023 (attached at Appendix A) provides an assessment of the education travel needs of children and young people resident in Lincolnshire and undertakes an audit of the sustainable travel infrastructure. Prior to adoption, the Strategy was presented for comment to the Children and Young People Scrutiny Committee on 17 July 2020 (Appendix B).

It included an Action Plan against which to measure the success of the Council's strategy. The Children and Young People Scrutiny Committee requested an update on progress against the Action Plan in 2022. This is shown on the updated Action Plan (Appendix C).

The achievement of objectives within the Action Plan have been inhibited during 2020/21 due to the pandemic; this has reduced the ability to work directly with schools in a number of areas e.g. Max Respect workshops, Road Safety initiatives, school travel plans, independent travel training etc. However, gradually, activity is starting to return to pre-pandemic levels in most areas.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to review and comment on the progress made against the action plan.

**1. Background**

Local authorities have a duty to promote the use of sustainable modes of travel on journeys to and from schools in their area, in accordance with Section 508A of the Education Act 1996.

In July 2020, following comments from the Children and Young People Scrutiny Committee, the responsible Executive Councillor agreed to adopt the SMOTS Strategy 2020 – 2023 which details the Council’s response to its statutory duty.

The aim of the Strategy is to promote safe accessible walking and cycling options for pupils to actively travel to school, where possible, and to promote more sustainable modes of travel such as education or commercial transport, creating modal shift which will contribute to the improved health of young people, whilst reducing congestion around schools and lessening the impact on the environment, and with associated cost benefits to education transport.

The Strategy has three key overarching objectives:

- Objective 1 - Children's Services, the Transport Services Group, Lincolnshire Road Safety Partnership and Highways to work collaboratively to improve the transport infrastructure.
- Objective 2 - Children's Services, Transport Services Group and Public Health to work together to promote healthy lifestyles for children and young people.
- Objective 3 – To meet the requirements of the Education and Inspections Act 2006 in the provision of home to school transport.

There are six key deliverables in the Action Plan to help achieve these objectives. Appendix C shows the progress against each of the six actions denoted above and can be summarised as follows:

- **Action 1 (Create a Sustainable Travel Group to set standards for travel to school) on target:** The Sustainable Travel Group (STG) now meets quarterly and draws on expertise from across the Council including Children’s Services, Highways, Transport Services Group, Public Health, Countryside Services etc.
- **Action 2 (To develop a programme of Links to School routes) delayed and ongoing:** STG looks to focus on identifying unsuitable routes that can be improved, through use of the Invest to Save capital funding awarded to Children’s Services, to enable children and young people to make better use of more sustainable modes of travel to school.

The group has identified several routes for exploration. It has concentrated resources on ensuring the creation of a public right of way close to, and with the support of, Toynton All Saints school. Thirteen children are bussed daily a short distance due to the unsuitability of the route, whilst many others use car journeys as the principal means of travel to school.

Countryside Services are currently engaging with a local objector to the scheme to attempt to avoid referral to the Secretary of State and allow the scheme to progress more quickly. Whilst the overall saving to the Council per annum is modest (c. £7k p.a.), the public right of way should encourage other children not eligible for home to school transport to walk to school, as well as their peers currently in receipt of such transport, promoting more sustainable modes of travel to the school.



A second potential route for improvement - between Reepham and Cherry Willingham - is at the preliminary stage. This will have the added benefit of developing links between villages and encouraging sustainable modes of travel for the local community.

- **Action 3 (To engage with schools to develop Travel plans) delayed and improving:** Direct work with schools on travel plans was negatively impacted by the Covid-19 pandemic. Indeed, performance dropped in 2020/21 with activities only beginning to return to pre-pandemic levels from September 2021. Initiatives undertaken via Modeshift Stars have significantly fallen since 2019/20 and the sustainability team has been busy re-engaging schools now that schools are more able to be involved.
- **Action 4 (To continue to deliver the Independent Travel Trainer and Max Respect programmes) delayed and improving:** The pandemic reduced the number of children that could enter Independent Travel Training (ITT) in 2020/21; numbers that could be engaged through Max Respect workshops were curtailed as schools reduced access for external visitors to avoid unnecessary contact. Numbers are steadily working back towards pre-pandemic levels on both counts with the ITT service having worked with schools directly to identify children to be supported as and when capacity allows, and schools receptive again to the delivery of Max Respect workshops. ITT is an area of work that through the transformation of education travel will look to expand in coming years.

The numbers accessing Wheels 2 Work are steadily rising once again and this year will comfortably pass the pandemic-hit 2020/21 figures with a view to returning to meet pre-pandemic levels of demand.

Bikeability training and engagement with schools has now returned to pre-pandemic levels. Work with Sustrans is ongoing with five schools now engaged in the School Streets project and focus moving from Lincoln to Boston for the rest of the financial year.

- **Action 5 (Reappraisal of unsuitable routes) ongoing:** Work continues to identify routes that would benefit from improvement to encourage children and young people to utilise more sustainable modes of travel to school. Many of the most appropriate routes have already been identified. Identification is complicated by several factors not least the cost of making routes suitable, the potential knock-on impact of the removal of an education transport service on rural bus services and local communities, and concerns of the local community regarding the safety of specific routes even if/where improvements are made.
- **Action 6 (To work in partnership with LRSP to deliver safe travel to school) delayed and improving:** Road safety initiatives delivered in schools are gradually returning to pre-pandemic levels. There are difficulties being encountered in recruitment for school crossing patrol sites and the Lincolnshire Road Safety Partnership (LRSP) is trialling new ways of working to address the issue.

It should be noted that engineering works and school safety zones are undertaken only where, and when, issues or problems are identified; comparisons across years are therefore unfounded.

The added challenges of promoting SMOTS in a large and predominantly rural county such as Lincolnshire are many. The rurality of the county - the nature of habitation, rural roads and applicable speed limits - mean walking and cycling are not always the preferred mode of travel. Routes that are deemed unsuitable for walking and cycling can result in significant expenditure on the provision of home to school transport to meet the needs of children.

The negative impact of the Covid-19 pandemic cannot be understated in the ability to meet the aims and objectives of the Strategy over the last 18 months. Much of the activity requires direct and face-to-face involvement with schools to promote sustainable modes of travel. During the pandemic, parents and carers were actively encouraged to walk to school where possible but equally not to use shared modes of travel such as home to school transport wherever possible to avoid unnecessary close contact of children outside of their school bubbles. Equally, initiatives such as walking buses would also have been impacted by government guidance around social distancing etc. However, high numbers continued to utilise their school's transport entitlement.

The statutory requirement is to provide transport to children of school age to and from their nearest or designated school if they live over the statutory walking distance (two miles at the primary age or three miles at the secondary age) from the school. The cost of providing home to school/college transport for entitled pupils meeting the criteria for support in Lincolnshire runs to more than £35million per annum.

The delivery of the Strategy relies on the collaboration of other areas of the Council outside of Children's Services. Consultation with external stakeholders is undertaken regularly through, for instance, dialogue with transport operators regarding opportunities to maximise route optimisation.

A County Council commissioned survey of carbon dioxide emissions across the whole economy in Lincolnshire showed that transport was the largest source of carbon emissions in 2019/20, with 40% of the total. Evidence from the Department for Business, Energy and Industry Strategy (BEIS) shows that, nationally, transport related carbon emissions have remained at a constant level between 1990 and 2020, while other sectors of the economy have significantly decarbonised. The Sustainable Travel work at the Council is looking to reduce carbon emissions from transport and to enable residents to use active travel methods.

The Council was given funding through the Government's Active Travel Fund to deliver projects to encourage cycling and walking. As part of this a public engagement exercise was held to understand the views of the public on active travel schemes around the county. Projects were delivered in Lincoln (on Brayford Wharf East) and in Louth.

The Sustainable Travel Team is looking at opportunities to deliver 20 mile per hour zones in town centres to reduce traffic speed and make cycling a more attractive travel option, including to school. Future rounds of the Active Travel Fund will include further capital support, and projects to provide segregated cycle paths to link villages and schools will be examined.

Direct work with specific schools is also being initiated, including Boston Haven High, where the aim is to support walking and cycling to school through the restriction of specific routes at school opening and closing times.

The transformation programme for education transport will see responsibility for the Strategy move to the Place directorate but continued input will be forthcoming from Children’s Services and other areas of the Council to identify necessary actions and support schools to engage.

**2. Conclusion**

The achievement of objectives within the Action Plan have been inhibited during 2020/21 due to the pandemic; this has reduced the ability to work directly with schools in a number of areas e.g. Max Respect workshops, Road Safety initiatives, school travel plans, independent travel training etc. However, gradually, activity is starting to return to pre-pandemic levels in most areas.

The Invest to Save capital monies are earmarked to support the creation of a public right of way to create the conditions to enhance opportunities for sustainable modes of travel to a specific primary school in the east of the county (Toynton All Saints); preliminary work is also advanced on improving another route to a secondary school just outside Lincoln that will also benefit the local community.

**3. Consultation**

**a) Risks and Impact Analysis**

See the main body of the report.

**4. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Sustainable Modes of Travel to School Strategy 2020-2023
Appendix B	Executive Councillor report presented to Children and Young People Scrutiny Committee, 17 July 2020
Appendix C	Sustainable Modes of Travel to School Strategy 2020-2023 Action Plan Update

## 5. Background Papers

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

Document title	Where the document can be viewed
Education Act 1996 - Section 508a	<a href="https://www.legislation.gov.uk/ukpga/1996/56/section/508A">https://www.legislation.gov.uk/ukpga/1996/56/section/508A</a>
Transport Decarbonisation Plan	<a href="https://www.gov.uk/government/publications/transport-decarbonisation-plan">https://www.gov.uk/government/publications/transport-decarbonisation-plan</a>

This report was written by Mark Rainey, who can be contacted on 07867 845135 or [mark.rainey@lincolnshire.gov.uk](mailto:mark.rainey@lincolnshire.gov.uk).



# Sustainable modes of travel to school (SMoTS) Strategy

2020 - 2023





# Vision

***"To enable every child to fulfil their educational potential by ensuring they're able to get to school or college in a safe and sustainable manner"***





# Contents

---

1. Introduction .....	1
2. Background – The situation in Lincolnshire.....	2
3. Assessment of the travel and transport needs of pupils and young learners in Lincolnshire.....	7
4. The sustainable travel infrastructure in Lincolnshire .....	9
5. Measures of success 2016 – 19 .....	14
6. SMoTS Aims and Objectives.....	18
7. Action Plan .....	20
8. Funding and Resources .....	21
9. Monitoring and Evaluation.....	21
10. References .....	21

## 1. Introduction

---

This document sets out the Council's strategy to promote sustainable school travel from 2020-2023, updating the previous strategy which ran from 2016-2019. The strategy is designed to provide information for parents, schools and the wider public about sustainable school travel and its benefits. Wherever possible, Lincolnshire County Council seeks to encourage walking and cycling, as well as increased use of public and contracted school transport in preference to private cars.

The publication of a SMoTS strategy is a statutory requirement as set out in the Education and Inspections Act 2006, and as amended with effect from 1 April 2007. The act defines 'sustainable modes of travel' as those which an authority considers may improve either or both of the following:

- a) The physical well-being of those who use them;
- b) The environmental well-being of the whole or part of their area.

As the guidance to local authorities makes clear, a strategy to promote sustainable school travel has four elements:

1. An assessment of the travel and transport needs of children and young people;
2. An audit of the sustainable travel and transport infrastructure that may be used;
3. The promotion of sustainable travel and transport modes; and
4. A plan to develop the sustainable travel infrastructure.

The guidance also recommends that the SMoTS strategy is linked to a number of strategic transport documents; those relevant to Lincolnshire include the Local Transport Plan 4 (LTP4)<sup>1</sup>, North Kesteven DC Cycle Strategy<sup>2</sup>, Highways England Cycling Strategy<sup>3</sup>, the Local Cycling and Walking Infrastructure Plan<sup>4</sup>, the DfT's Cycling and Walking Investment Strategy<sup>5</sup>, the NICE Guidelines for Walking and Cycling<sup>6</sup>, the Department for Education Transport Policy<sup>7</sup>, and the Transport Strategies for Lincoln (2019)<sup>8</sup>, Gainsborough (2019)<sup>9</sup>, Sleaford (2014)<sup>10</sup>, Grantham (2007- 2021)<sup>11</sup>, Boston (2016-2036)<sup>12</sup> and Spalding (2014-2036)<sup>13</sup>.

Ownership, delivery, and monitoring of the strategy will be undertaken and maintained by representatives from Children's Services, Transport Services Group, Highways & Planning, Lincolnshire Road Safety Partnership, Independent Travel Trainers, Max Respect, Public Health Lincolnshire, Sustrans, and Lincolnshire schools and colleges of Further Education.

## 2. Background – The situation in Lincolnshire

### 2.1 Population

Lincolnshire is a large County, approximately the size of Northern Ireland, with a population density that is sparse – the fourth sparsest county in England. Most of the c. 750,000 population live in or near the main population centres i.e. Lincoln, Boston, Grantham, Skegness/Mablethorpe, Sleaford, Spalding, Stamford, Louth, and Gainsborough. However, unlike other sparsely-populated areas, most of the land of Lincolnshire is habitable, and there is a significant minority of the population who live in smaller towns, villages, hamlets and isolated farmsteads.

Latest Population	
<b>Lincolnshire</b>	<b>751,200</b>
Boston	68,500
East Lindsey	139,700
<b>Lincoln</b>	<b>98,400</b>
North Kesteven	115,200
South Holland	93,300
South Kesteven	141,700
West Lindsey	94,300

Table 1: Lincolnshire population figures (Source: ONS 2017 Mid Year Population Estimates/GP Registrations April 2018 (NHS-HSCIC))

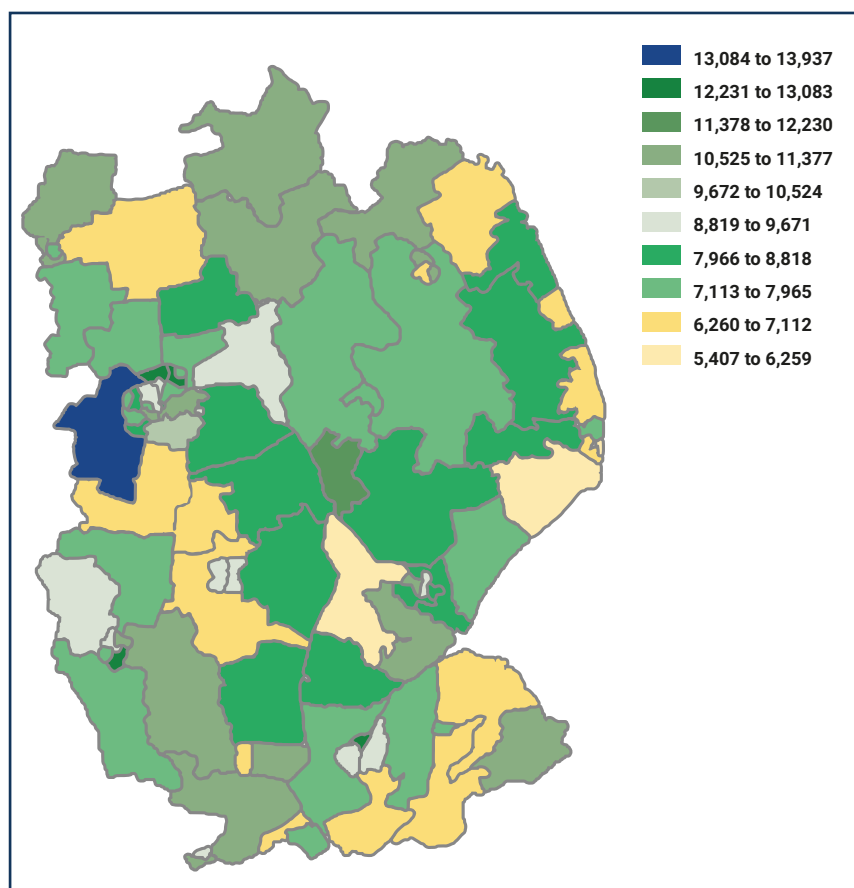


Figure 1: Map of population areas

Forecast Change Over 25 Years For Selected Age Groups In Lincolnshire	0-15	16-64	65-74	75+
	2016	119,100	454,600	96,300
2041	120,300	453,400	110,000	140,600
Change	+1%	-1%	+14%	+87%

Table 2: Lincolnshire population projections (Source: ONS Population Projections May 2018)



The issue of transport and travel is therefore an extremely important one for the county, with access to services often dependent on transport and travel availability. Moreover, for children and young people in Lincolnshire, transport to school or college may involve a journey that is much longer and/or more complicated than is the case for their counterparts in other areas.

Any transport provision has to be reliable and ongoing or, in the present context, 'sustainable'. Sustainable transport is therefore transport that is reliable and consistent, has low impact environmentally, and is both cost effective and non-disruptive. This strategy seeks to highlight and promote such modes of transport in Lincolnshire, and to encourage them wherever they can thrive and develop.

## 2.2 Transport

### 2.2.1 Highways

The county's 5,560 miles of road are almost entirely single carriageways, with just 12.4% classified as an A-Road.

Over the 23 year period between 1993 and 2016, the number of vehicle kilometres travelled in Lincolnshire rose by 39.0%. This is substantially greater than that for both England (25.5%) and for the East Midlands (33.6%) over the same period<sup>14</sup>. Between 2012 and 2016, growth in vehicle kilometres travelled in Lincolnshire increased by 7.7% compared to the national figure of 6.9%.

The Department for Transport (DfT) produce 'Access Times' showing the percentage of

people who have access to certain services within specific time bands by particular modes of transport. Table 3 shows the percentage of the population in Lincolnshire with access to secondary schools within 30 minutes by the mode of travel indicated. This shows that whilst certain areas of the county are well provided for (Boston, Lincoln and South Kesteven), this is not the same across the county (West Lindsey, East Lindsey, North Kesteven and South Holland).

It is clear that there is a need to invest in infrastructure to increase accessible routes to school, particularly for cycling, and this strategy will aim to address this.

2016 Journey Time Statistics			
% of population with access to secondary schools within 30 minutes by:			
	Walk/ Public Transport	Cycle	Car
Lincolnshire	83	76	100
Boston	90	94	100
East Lindsey	82	64	100
Lincoln	99	100	100
North Kesteven	81	64	100
South Holland	76	75	100
South Kesteven	86	81	100
West Lindsey	69	68	100

Table 3: Population with access to secondary school within 30 minutes  
(Source: Lincolnshire Research Observatory)



Figure 2: Rail links to population areas  
(Source: Lincolnshire County Council)

### 2.2.2 Rail Network

The rail network in Lincolnshire is relatively limited, with only nine of the twenty-two largest towns having a rail station. Away from the East Coast Main Line, rail services are generally limited to hourly or less frequent. Rail is secondary to bus travel in terms of the contribution it makes to public transport journeys within the county. However, with around 5 million passenger journeys a year using rail stations in Lincolnshire, it does make a meaningful contribution to the transport network.

### 2.2.3 Buses

In order to meet the challenges of Lincolnshire's geography there are a number of different public transport services ranging from traditional fixed-route buses to more innovative demand-responsive bus services such as Call Connect.

However, use of public buses is declining in Lincolnshire. There were around 13.5 million journeys in 2016/17, down from 16.3 million journeys in 2009/10, a near 20% reduction<sup>15</sup>.

The reduction in passenger numbers may be influenced by a number of factors such as a reduction in evening/weekend services, increasing fares, the rising age of qualification for free bus passes, fears of anti-social behaviour on buses, parking provision that encourages car travel rather than bus travel to town centres, and schools and colleges providing their own transport to attract pupils (NB: the decline in public service buses does not include commissioned services for schools transport).

## 2.3 Cost

The cost of providing home to school/college transport for entitled pupils meeting the criteria for support in Lincolnshire (see section 3) runs to more than £25million per annum.

With Lincolnshire being such a large rural county there are presently many unsuitable walking routes to schools, resulting in significant expenditure on the provision of home to school transport to meet the needs of children. This strategy will commit to reviewing unsuitable routes to schools in order to evaluate the feasibility of undertaking improvements to the highway network to facilitate improved walking and cycling options on links to all schools.

## 2.4 Health

The strategy supports the need to address the increase in childhood obesity and complements the National Institute for Health and Care Excellence (NICE) guidelines and recommendations. Table 4 shows that Lincolnshire has a 2% higher rate of childhood obesity in reception years compared to the England average.

The UK Chief Medical Officers' Guidelines (2011)<sup>17</sup> recommend that all children and young people should engage in moderate to vigorous intensity physical activity (MVPA) for at least 60 minutes and up to several hours every day. Children and young people should undertake a range of activities at this level – including actions that form part of daily life such as walking, cycling or other modes of travel involving physical activity – for at least 60 minutes over the course of a day.

Promoting sustainable modes of travel and transport will help tackle the growing childhood obesity epidemic, and should not be limited to the journey to school but should support increasing independent mobility for children and young people across the full spectrum of their activities. The strategy will focus on ways to encourage active travel in conjunction with programmes being developed by Public Health as part of a healthy lifestyle.

Obesity and healthy living		
Prevalence of children who were overweight or obese in 2016/2017		
Area	Reception year (4-5 year olds)	Year 6 (10-11 year olds)
Lincolnshire	24.6%	34.0%
East Midlands	22.7%	33.5%
England	22.6%	34.2%

Table 4: Overweight or obese children in Lincolnshire<sup>16</sup>



Figure 3: Physical activity recommendations for children (Source: Government activity guidelines<sup>18</sup>)

## 2.5 Costs of not developing the strategy

When considering costs and value for money it is important to ensure the cost of not taking action is also quantified. Transport strategies that are being developed for Lincoln City and the smaller Lincolnshire towns are noticeably focusing more on promoting sustainable travel and the SMoTS Strategy will align itself with these models.

Locally, nationally and internationally, the cost of not doing something to improve sustainable and active travel to school now will have a noticeable effect in the future.

Additional detriments for not taking measures to create modal shift will likely result in:

- Additional school transport costs;
- An increase in car use for short journeys, becoming inherent for subsequent generations;
- An increase in congestion in and around schools, blocking feeder routes into local settlements at peak times;
- An increase in obesity levels in children.



Figure 4: Potential costs of not delivering the strategy.

(Sources: LCC Healthy Weight for Schools Resource<sup>19</sup>, JSNA16<sup>16</sup>, WHO<sup>20</sup>, DEFRA<sup>21</sup>)

## 2.6 Challenges

There are many challenges to be faced to enhance levels of sustainable travel such as walking and cycling to school. The rurality of the county itself, the habitation, rural roads and speed limits all mean walking and cycling are often not suitable modes of travel.

Parents that choose a school for their child(ren) not in their immediate locality may result in journeys that can only be made by private car. Equally, parents may perceive that roads or routes are not suitable for their children and are reluctant to consider walking and cycling.

Lincolnshire is going through a period of growth with new residential and economic developments being established throughout the county, not only in the city of Lincoln but in the smaller towns and villages.

Developers provide funding towards a range of infrastructure requirements (e.g. schools and road improvements) through Section 106 agreements in planning legislation or 'developer contributions'. The need for such infrastructure must be as a result of the development(s) in an area. The current system does not allow more than five contributions from different developments to be pooled towards any single piece of infrastructure.

It is possible for funding to go towards the production of travel plans or even subsidise new bus routes for a period of time. There are, however, numerous calls on the limited funds available through this route to determine the viability of a development site and transport is often perceived as a low priority.

New developments in Lincolnshire towns and villages are likely to add a significant increase in population and transport volumes.

## 3. Assessment of the Travel and transport needs of pupils and young learners in Lincolnshire

---

### 3.1 School Transport provision

The education transport and travel needs of young people in Lincolnshire are assessed against two requirements:

- The statutory requirement to pay for and provide transport to children of school age to and from their nearest suitable school over the statutory walking distance (two miles at the primary age or three miles at the secondary age).
- The Council's own Education Transport Policy, which is adapted to fit local conditions regarding the pattern of school locations and types of provision on offer.

The Council's education transport policy<sup>22</sup> is thus comprised of statutory duties, which are met in full, and discretionary policies for transport support (free or subsidised) to schools, colleges and other settings which enable young people to access appropriate education or training.

The Council's assessment of needs enables it to meet its legal duties and also its policy objectives of providing choice and options to young people at all stages of their educational careers: primary, secondary and further education. The following transport needs are identified and met in the home to school and post-16 transport policies, published annually by the Council:

- The transport need for children of primary-age to access their nearest suitable school where that school is over the two-mile walking distance, or the route to school is not available for a school age child to walk accompanied by an appropriate adult;
- The need of primary-age children to access a school the Council has designated as suitable and for which it will provide free school transport;
- The need of secondary-age children to access their nearest suitable secondary school where that school is over the three mile walking distance, or to a school chosen by the parents where the family meets the distance and low income determinants for free transport allowed by law to a chosen school;
- The need of secondary-age children to access a school the Council has designated as suitable and for which it will provide free school transport;
- The needs of children who are being educated at a setting or alternative provision centre or other establishment maintained or funded by the Council, where the child or young learner could not be expected to make their own way there;
- The needs of young learners of sixth form age to access a school sixth form, college or further education or other setting for which education is funded;
- The specific needs of children to be transported to school because they cannot reasonably be expected to walk a distance that otherwise could be considered as walkable;
- The needs of children and young people following statutory education or further education who have learning difficulties and /or disabilities, and for whom specific transport arrangements are required, and which must be assessed on an individual basis.

The transport and travel needs of young people in the above categories are set out in the Education Transport Policy and, in each and every case, the Council keeps a record of the young person concerned and their transport arrangements.

Other children and young people who do not qualify for free or subsidised transport will have transport needs, due to the distances involved to their school or college, and the Council provides, through its subsidisation of the transport network, and provision of infrastructure (roads, footways, cycle paths and schemes to support travellers) mechanisms by which children and families can access schools, colleges and other centres.

The Council helps children and families to meet their needs by means of the public transport network (buses and trains), by subsidised demand responsive transport, by buses and passes provided by schools themselves, and by means of private travel support where appropriate.

In respect of private travel, it is this element of school travel that the strategy outlined here aims to address in order to encourage more families to abstain from transport by car, and to use public transport and other sustainable modes of travel, such as walking, cycling, vehicle sharing, park and walk, and so forth.

An increasing number of schools are now academy schools, and therefore funded directly by the Department for Education (DfE). However, the numbers in each category shown in Table 5 are not separately recorded because the transport duties of the Council are exactly the same for academies and free schools as they are for local authority maintained schools.

The projected total school cohort for the 2019/20 academic year for mainstream pupils is 103,601 and of this 14,282 (14%) are expected to take up the offer of free or subsidised transport from the council. The numbers are broken down as follows and include projections for the next three years.



		School Type		
		Primary	Secondary	Sixth Form
<b>2018 (Actual data)</b>	Census	56,347	39,320	6,938
	Transport	2,067	10,948	975
	% entitled	3.70%	27.80%	14.10%
<b>Academic Year 2019 (Projection)</b>	Projection	56,367	40,436	6,798
	Transport	2,068	11,259	955
	Difference	1	311	-20
<b>Academic Year 2020 (Projection)</b>	Projection	56,446	41,501	6,984
	Transport	2,071	11,555	981
	Difference	3	297	26
<b>Academic Year 2021 (Projection)</b>	Projection	55,976	42,663	7,074
	Transport	2,053	11,879	994
	Difference	-17	324	13
<b>Academic Year 2022 (Projection)</b>	Projection	54,979	43,826	7,167
	Transport	2,017	12,203	1,007
	Difference	-37	324	13

Table 5: The Council funded school and college network in Lincolnshire

## 4. The sustainable travel infrastructure in Lincolnshire

### 4.1 Sustainable Modes of Travel to School programme

The inaugural SMoTS programme 2003-2010 was delivered by LCC as part of the Department for Transport's Travelling to School Initiative. This was a joint undertaking between DfT, the then Department for Children, Schools and Families, and Local Authorities, with grant funding available to schools to develop travel plans and improve sustainable facilities, including installation and/or improvement of cycle storage.

The funding that was granted to Lincolnshire schools for the project was £1.8million and enabled schools to remove the barriers to sustainable travel once a school travel plan had been developed. All schools in Lincolnshire - primary, secondary, special, and independent schools - submitted a travel plan for approval.

During the SMOts project 2003-2010, and up until 2013, 92 school safety zones were installed. This remains an ongoing project overseen by Lincolnshire Road Safety Partnership.

In 2010 a further £243,000 of CATCH (Choose Active Travel, Choose Health) funding was granted to schools to further improve facilities.

In 2013 the LCC Smarter Choices team conducted an infrastructure and facility audit, asking schools to provide information on cycle storage facilities etc. Table 6 captures data from the schools that submitted their information.

Audit of school facilities conducted 2013	
Facility	Number
Schools with cycle storage	343
Number of cycle/scooter storage units (covered or uncovered)	6171
Parent waiting shelters	211
Park and Stride sites	189
Walking Bus	123

Table 6: Audit of school facilities 2013  
(Source: LCC SMOts report 2016-2019)

Since 2010 central government funding for the delivery of SMOts, and the School Travel Plan project, has been cut; meeting the requirements of the strategy have been met therefore, in recent years, from the County Council's own budgets.

Partnership working and capital investment has enabled a small number of walking and cycling routes to be created that had been previously classified as 'unsuitable' for travel to school routes. These 'Links to School' included the cycleway/footpaths from Greylees to Sleaford, Carlton le Moorland to Bassingham, and Leasingham to Sleaford.

Lincolnshire is also advantaged by a number of National Cycle Network (NCN) routes which are maintained by Sustrans<sup>23</sup> and are identified as safe routes that a 12 year old can cycle. These include the NCN routes 1, 93, and 64. These routes cover the county from Boston through to Lincoln on to the north of the county and west towards Nottinghamshire.

In 2020/21, the Council has set aside £450,000 of capital monies for the improvement of unsuitable routes as part of an Invest to Save project. This strategy will incorporate research into priority routes that can be considered for this, and any future, funding in order to promote sustainable modes of travel to schools and deliver a cost saving against transport provision.

## 4.2 The promotion of sustainable travel in Lincolnshire

The Council will seek to achieve its aim to promote more sustainable travel to school and other places of learning and training by delivering and supporting the following initiatives.

### Independent Travel Trainers<sup>24</sup>

Independent Travel Trainers teach young people to build confidence to travel on their own; whether that is on foot, by cycle or using public transport. A travel trainer works directly with the young person until they can manage to travel on their own safely. The intense training programme can last for several months, as necessary.

The service is available to those young people, aged 14 to 25 years old, who are attending school or college and using Lincolnshire County Council funded transport - for example school bus or taxi - and is funded from the Council's school transport budget.

Travelling on their own is important if young people want to be able to live away from their family home and be part of their community. It can also give them more choice; for example, when looking at finding a job.



## School Safety Zones

School Safety Zones (SSZ) were first introduced in 2002 to reduce danger perception outside schools and to provide a safer environment in which walking and cycling to school could be encouraged.

By keeping school frontages clear of parked vehicles by introducing a 'safety zone', it was anticipated that it would:

- Reduce the risk of children being injured when walking from behind a stationary vehicle;
- Reduce vehicle speeds;
- Make walking and cycling more attractive modes of travel due to reducing the number of cars around the school grounds;
- Improve the general school environment during opening and closing times.

Post-installation, surveys suggest that schools with SSZs continue to be well supported by their local communities. Implementation of School Safety Zones hinge on the school, parents, children and the local community being supportive of this solution.

Since 2002, there have been more than 110 zones created and in 2015 the Lincolnshire Traffic policy was introduced to enable individual school locations to be considered for measures to improve speed related or congestion related issues.

The introduction of this Policy recognises that each individual school site has its own unique issues that may need to be addressed and improvement measures considered for implementation.

This Policy is aimed at setting out a process with options to improve safety concerns which can be supported by Head Teachers, Governors and the local community and that is tailored to their specific location.

The Lincolnshire Traffic Policy for Schools 2015 has introduced mandatory 20mph speed limits around schools. Any schools wishing to engage with Highways Division for improvements will be required to have an active School Travel Plan.

## School Crossing Patrols

The Lincolnshire School Crossing Patrol Service is managed by the Road Safety Service Delivery Manager and operated within the Lincolnshire Road Safety Partnership<sup>25</sup>.

School Crossing Patrols are restricted to schools responsible for children between the ages of 5-11 years and categorised as infant, junior or primary. This policy applies to all schools regardless of establishment or status.

## Post-16 transport and strategy

Students continuing in education after the age of 16 are not entitled to free school transport. LCC offer subsidised transport, generally to a student's nearest post-16 provider. The annual cost for this transport is £570 per pupil. The numbers of students making use of this service is declining. Some post-16 institutions provide their own, often free, transport which can occasionally duplicate public transport services or offer bursaries to students.

## The Stay Safe Partnership

The Stay Safe Partnership<sup>26</sup> offer age-appropriate safety workshops, e-learning and staff training for schools. These include Max Respect and Lincolnshire Road Safety Partnership programmes.

### Max Respect<sup>27</sup>

The Max Respect Officer delivers the Max Respect initiative, which is a toolkit of actions, initiatives and guidelines to encourage and reward good behaviour on home to school transport.

Delivery takes place within the school setting, including assemblies and classroom sessions. Issues that are dealt with include:

- Personal safety;
- Finding your way;
- Planning a journey;
- Using a bus pass and paying a fare;
- Using buses and trains;
- Road safety including walking, cycling and bus safety;
- Solving problems.

### Lincolnshire Road Safety Partnership's Junior Road Safety Officers (JRSO) programme<sup>28</sup>

Where schools have adopted this project, two pupils from Y5/6 are selected, in each school, for the important role of JRSO. They are tasked by the Partnership with organising road safety initiatives including: setting up and maintaining a notice board, participating in themed assemblies, and running road safety competitions in school.

An introductory pack is provided and further materials will be sent throughout the year. A named adult within school is needed to support the JRSOs and act as a contact point. The JRSOs will be given a theme to work on throughout the term and asked to record their activities for submission to their designated Road Safety Advisor (RSA) if requested. Details of their next topic of work will then be provided.

## Bikeability

Bikeability<sup>29</sup> is the nationally accredited cycle training programme, funded by DfT, to enable cycle safety skills and confidence to be developed in children, young people and adults. In 2010, Lincolnshire County Council became a registered provider for Bikeability and since then has been actively involved in the development and delivery of the training programme in the county.

Training levels 1 and 2 are available for children in Years 5 and 6, and level 3 is available for those pupils in Years 7 and 8.

## Access Your Future - Wheels to Work

This scheme is aimed at those who are aged 16 and above and is relevant to the SMoTS Strategy due to the introduction of the Raising of the Participation Age.

Wheels to Work<sup>30</sup> continues to grow as a successful social enterprise providing access to education, training and employment to those who are most rurally isolated. Delivered through the social enterprise 'Access Your Future', the programme provides an economic and environmentally friendly transport solution by means of a moped/motorcycle loan scheme, to those who are unable to use public transport or access employment and training opportunities. To date, the scheme has helped 879 residents get to work, training and further education.

## Sustrans: Schools officer<sup>31</sup>

Sustrans, a national walking and cycling charity, has worked in partnership with LCC to deliver the highly successful Bike It<sup>32</sup> programme to schools in the Lincoln area.

The Bike It engagement model comprises of building relationships with schools, establishing champions, and consultation work, all supported by a comprehensive package of events. The main focus is to engage the whole school community to achieve modal shift away from the car to cycling and 'active travel'.

Following on from this work, the Sustrans Schools Officer is currently engaged in a project with LCC, North and South Kesteven District Councils, MoD and the Poacher Line Community Rail Partnership<sup>33</sup> to deliver a package of sustainable travel initiatives to target communities within the North and South Kesteven districts.

Practical cycling support to rail users is provided at the various railway stations along the Poacherline within Lincolnshire.

## Modeshift Stars - School travel plans<sup>34</sup>

Modeshift STARS is the national schools awards scheme that has been established to recognise schools that have demonstrated excellence in supporting cycling, walking and other forms of sustainable travel. The scheme encourages schools across the country to join in a major effort to increase levels of sustainable and active travel in order to improve the health and well-being of children and young people. Every school in England (outside of London) can participate in Modeshift STARS for free. On completion of an application for Modeshift STARS, schools will automatically have a brand new national standard School Travel Plan.

In 2018 a programme of re-engaging with schools to revisit their Travel plans started and will continue using the national accreditation scheme and web platform Modeshift STARS. This will be delivered by the Transport Services Projects team funded and supported by Children's Services.

The Projects team representative will engage with schools to support the development of Travel Plans and provide advice, incentives, and small grant funding for resources to encourage active and sustainable travel, and achieve modal shift.

The process of engagement with schools follows the form of: an initial consultation meeting to establish travel issues; collecting information on existing travel patterns through staff and pupil surveys; and establishing a working group - including pupils, staff, parents and governors - to consider initiatives and actions that the school can undertake to encourage more active and sustainable travel.

## Living Streets

Living Streets<sup>35</sup> provides a walk to school incentive, WOW, a year-round walk to school challenge that is available as an incentive to schools that are developing a Travel Plan on the Modeshift STARS web platform.

Pupils record how they get to school each day on the interactive WOW Travel Tracker and those who walk (including skate, scoot, cycle or Park & Stride) at least once per week for a month are rewarded with a themed badge.

## Invest to Save – Unsuitable routes

The Council has identified and set aside £450,000 of capital monies to identify priority unsuitable routes for improvement to maximise the number of pupils who can safely travel to school using sustainable modes of transport.

## 5. Measures of success 2016 – 19

The successful delivery of the strategy is evidenced and quantified in the table below.

### Independent Travel Trainers

#### 2019/20

Number of pupils	21
Number of travel trainers	2
Average cost for training per pupil	£3,085.90

#### 2018/19

Number of pupils	22
Number of travel trainers	2
Average cost for training per pupil	£2,945.63

The training has reaped significant benefits for young people with moderate learning difficulties, lower level autism, and social, emotional and behavioural difficulties, attending both special and mainstream schools.

*"Thank you so very much for getting M to this amazing point in his life where he has the confidence to travel independently and safely, I'm sure you understand that this has all benefited me greatly too!"*

### School Safety Zones – Lincolnshire Traffic Policy for Schools

School safety zones are just one option that are now considered as a measure outside schools, The 'Lincolnshire Traffic Policy for Schools' contains a toolbox of measures to manage speed and parking in areas outside schools.

The numbers of schemes established since February 2017 include:

- 14 schemes to manage parking around schools completed;
- 12 schemes currently going through the legal process to manage parking outside schools;
- 31 schemes currently being assessed for potential measures outside schools.

### Max Respect

TSG's Max Respect officer works with schools and pupils to promote the behavioural standards expected when travelling. Class workshops, aimed at Year 6 pupils moving into secondary school, have been delivered to pupils from May to July 2019 engaging with over 4000 pupils.

These pupils may have been using the school bus for the first time and the lesson aimed to ensure that pupils were equipped to travel safely and suitably. The Max Respect Officer also developed bespoke lessons with individual schools to address transport issues which affected them. These lessons were developed in conjunction with Lincolnshire Road Safety Partnership.

## Lincolnshire Road Safety Partnership Initiatives

The Lincolnshire Road Safety Partnership Education team successfully delivered the following projects in schools to promote Road Safety:

### 2018/19 (academic year)

198 Road Safety initiative deliveries into 117 schools.

50 schools had Junior Road Safety Officers

### 2017/18 (academic year)

164 Road Safety initiative deliveries into 111 schools

78 schools had Junior Road Safety Officers

## Bikeability

The Bikeability scheme was outsourced in 2017. The number of schools involved has remained broadly the same year-on-year. Over 12,000 children received Bikeability training Levels 1&2 in the three years 2016-19, with more than 150 primary schools participating in the training. Of these, 4,874 children were trained across 150 primary schools in 2018/19.

## Access Your Future - Wheels to Work

The number of pupils 16 + that accessed the moped/scooter scheme are detailed below:

Age range	Project start 2011	2018
16-17yrs	80	76
18-24yrs	146	219

## Sustrans: Schools officer (Bike It)

The Sustrans schools officer worked with 13 schools with the aim to increase the level of cycling to school to 20% of all young people and/or to double regular cycling levels where the baseline level of regular cycling is lower than 10% of pupils.

Following the programme of work the results were as follows:

- Pupils reporting that they regularly cycle to school has increased by 1.7 percentage points from 10.4% at baseline to 12.1% at the latest survey;
- Pupils reporting that they sometimes cycle to school also increased from 26.3% at baseline to 32.4% at the latest survey.





## Modeshift Stars - School travel plans

In November 2018, a programme of re-engagement with schools to revisit their Travel plans started and will continue using the national accreditation scheme and web platform Modeshift STARS. This is being delivered by the Transport Services Projects team, funded and supported by Children's Services.

Schools that have been conditioned through Development Planning to monitor their Travel Plan on the Modeshift Stars website are referred to the Sustainable Travel Officer (STO) who is then able to offer support through the SMoTS programme. Four schools with planning conditions achieved national accreditation in July 2019 following intervention by the STO.

Between 2016–2018, 20 schools registered on the Modeshift Stars Travel Plan website.

More recently the project of re-engagement has resulted in:

- 47 active travel plan accounts;
- Eleven schools achieving national accreditation (eight Bronze, one Silver, two Gold);
- 399 initiatives delivered including three whole school walking initiatives generating 1411 additional walking trips;
- Two “don't park on the zig-zag” campaigns and one anti-idling campaign;
- Three schools installed new Scooterpods and four schools received small grants totalling £1,600.

## Walking initiatives

Living Streets walking initiative 'WoW' has been delivered in twenty-five schools, whilst six schools participated in local LCC initiatives: Golden Boot, Steposaurus and WoW in 2016.

## Cycling initiatives

### LCC Big Bike race

This was a virtual race that encouraged pupils to cycle to school daily. Three races were run in 2016 with an average of sixteen schools participating in each of the three races. The average number of bikes counted per day was 695.

## Sustrans Big Pedal

The Big Pedal event ran for two weeks from Monday 23 April to Friday 4 May 2018. The event aimed to get children and young people to travel actively to school and help raise awareness of the benefits of active travel.

A total of six schools competed locally in Lincolnshire, with the schools contributing to the following aggregated outputs:

- In total there were 2,985 pupil school journeys by both bike and scooter with 63% of these journeys by scooter (1,871 scooter journeys) and 37% by cycling (1,114 cycling journeys).
- Overall, this contributed to a saved trip distance by car of nearly 9,000 miles, totalling nearly 6,000 car trips, meaning over two tonnes of CO2 was not emitted and £1,248 worth of fuel saved for parents and guardians.

## 5.1 Case Studies

### Sustrans – Bike It Officer

The Sustrans' 'Bike It' project works in schools to get more young people cycling and travelling actively more often. And, more recently, aiming to increase bi-modal travel in the same way. The Bike It Officer delivered a planned programme of activities designed to bring about long term behavioural change, with the creation of a legacy built into the core of the project.

During the 2017/18 academic year, the Sustrans Bike It Officer delivered 162 activities across nine schools and five community groups, resulting in 5,381 pupil attendances and 1,222 parent and staff attendances.

The Bike it Officer also worked in partnership with the Poacher Line Community Rail Partnership to promote the use of the Poacher Line railway to four school communities in Sleaford and Grantham. This was delivered through events and educational activities which endorsed the virtues of both active and rail travel which lead to independence, and access to education and employment opportunities.



Sleaford Train Station Art Installation

### Modeshift Stars

In November 2018, the Transport Services Group Projects team started a programme of school engagement, delivered by the Sustainable Travel Officer, to help schools tackle travel issues they were experiencing. The initiative is supported by Development Planning who condition schools wanting to make improvements on site to update and improve their School Travel Plan. The schools were supported with initiatives and measures to promote active and sustainable travel which contributed to the development of the travel plan and achievement of the Modeshift Stars National Accreditation.

Twenty-eight schools have so far participated in the programme with six schools achieving accreditation in July 2019 (three Bronze, one Silver and two Gold). Three schools were nominated for the Regional travel plan awards ceremony held in November 2019.

Since November 2018 the promotion of active and sustainable travel has resulted in an 18% increase in walking and cycling, and a 12% increase in 'lighter modes' including Park and Stride. 399 initiatives were delivered including three whole school walking events generating 1,411 additional walking trips.



Chris Edwards – Deputy Head Teacher Hartsholme Academy

Hartsholme Academy started work on their travel plan following consultation on plans for a traffic regulation order designed to improve safety and reduce inconsiderate parking outside school. Working in partnership with Lincoln City Council, a Park and Stride site was secured by the LCC Sustainable Travel Officer and a reward system was introduced for pupils using the facility. There is now an average of 20 cars in the facility on a daily basis.

"We are incredibly grateful for all of your help and support and we look forward to continuing the journey in September!"

# 6. SMoTS Aims and Objectives

## 6.1 Overview

Whilst funding for sustainable travel strategies has been removed, LCC remains committed to promoting sustainable and active modes of travel for children and young people, as illustrated by the identification of £450,000 of capital monies to improve unsuitable routes.

The Council's objective is to continue to seek creative and innovative ways of achieving this. LCC seeks to encourage walking, cycling, and increased use of public and contracted school transport in preference to private cars.

A whole-system approach to delivering the SMoTS strategy will be employed, working from the strategic level down and the community level up. To make a significant difference to sustainable and active travel to schools, a cross sector approach will see transport, economic development, planning, education, highways and public health working closely together.

To monitor, develop and embed sustainability in travel to schools and colleges, the Council will set up and maintain a group of champions of sustainability, drawn from across the Council and county. The purpose of this is to widen ownership of the strategy beyond Children's Services Transport, and draw together expertise and good practice into a concerted and co-ordinated strategic intervention. The group will include Member representation and will petition the involvement of councillors, at a local level, to develop improvements that support sustainable modes of travel across the county.

The challenge of promoting sustainability is a difficult one, because it can involve offering alternatives which are not immediately convenient (such as walking a route to school rather than taking a car journey), but the gains from a modal shift are considerable, and encompass health benefits for the individual and the community e.g. carbon emission reduction, addressing obesity, cardiac health improvements, the possibility of better public transport (replacing dependence on private vehicle usage), economic benefits, and so on. All of these potential benefits need to be identified and then promoted as part of the overall justification for the strategy.

In order to achieve this aim, it is necessary to bring together experts, advocates and other interested parties on a regular basis to discuss common concerns and aims. Therefore, a Sustainable Travel Group will be convened, with representatives invited from:

- Members
- Children's Services
- Transport Services Group
- Independent Travel Training/ Max Respect
- Lincolnshire Road Safety Partnership
- Lincolnshire Highways
- Development Planning
- Public Health Lincolnshire
- Sustrans
- Schools and Colleges
- LCC Sustainability Team
- Economic Development

**"Only a generation ago, 70% of us walked to school - now it's less than half"**

*Living Streets*

The group's remit will be based upon the strategy, but will set its own goals and timescales to achieve improvements in sustainable modes of travel to school, subject to the Council's approval at Corporate Leadership Team (CLT) level for major initiatives.



## 6.2 Aims

- Reduce perceptions of risk around the journey to and from school in order to facilitate more active modes of travel
- Increase active modes of travel, including walking and cycling, with associated benefits to health
- More efficient and cost effective school transport network

## 6.3 Objectives

### **Objective 1 - Children's Services, the Transport Services Group, Lincolnshire Road Safety Partnership and Highways to work together to:**

- Improve infrastructure for walking and cycling by developing a shared system for mapping unsuitable routes and selectively review their status, making any possible improvements to the highway, including through the Invest to Save scheme.
- Inform children and young people (including pupils with Special Educational Needs) and their parents/carers of any entitlement to transport applicable to them through the admissions process and LCC's website.
- Where transport support is provided by the Council to school or college, ensure it is safe, sustainable transport wherever possible.
- Ensure early involvement in any school based capital projects to facilitate safe and sustainable travel to school through updating and improving School Travel Plans.
- Incorporate a more robust system for encouraging all new developments to provide funding towards a range of infrastructure requirements - especially schools and road improvements through Section 106 agreements - in planning legislation or 'developer contributions'.
- Unlock further funding, in addition to the Invest to Save monies, to improve suitable routes to school with a focus on upgrading the status of unsuitable routes.

### **Objective 2 - Children's Services, Transport Services Group and Public Health to work together to promote healthy lifestyles for children and young people by:**

- Encouraging families to walk and cycle to school and college.
- Develop Travel Plans using Modeshift STARS national accreditation scheme through a programme of engagement with schools.
- Raising awareness of the benefits of healthy travel choices to promote access to training or development schemes around life skills e.g. Bikeability.
- Training young people with learning difficulties to travel independently to school and college wherever possible.
- Ensure school developments promote arrival by active travel means.

### **Objective 3 - Meet the requirements of the Education & Inspections Act 2006 in the provision of home to school transport by:**

- Ensuring all who apply and are entitled to free school transport are offered it.
- Providing information and advice to low income families regarding extended provision of free transport to a wider choice of schools.
- Supporting improved accessibility to education, including wider access to transport for older students through the availability and promotion of subsidised transport.
- Encouraging and coordinating sustainable modes of travel to and between Lincolnshire's communities.

## 7. Action Plan

Responsibility	Output	Timescale	Measure
<b>Action 1: Create a Sustainable Travel Group to set standards for travel to school</b>			
Children's Services Transport Entitlement team	Cross-directorate working group meeting and/or communicating regularly	October 2020	Meeting minutes and actions. Decisions embedded in local and county wide transport strategies. Sustainable Travel Group is seen as influential in delivering change.
<b>Action 2: To develop a programme of Links to School routes</b>			
Children's Services, Transport Services Projects team Countryside Services, Highways	Develop a priority list of Links to School to provide safe walking and cycling routes	Ongoing rolling programme	Routes, currently deemed 'unsuitable', improved from Invest to Save monies.
<b>Action 3: To engage with schools to develop Travel plans</b>			
Transport Services projects team/ Planning Services team	Engagement with schools to develop Travel plans and promote active and sustainable travel	Ongoing rolling programme	Number of Travel plans developed on Modeshift STARS platform, number of schools achieving accreditation and modal shift data from annual travel surveys. Annual updates submitted by schools that have made improvements and audited by Planning Services.
<b>Action 4: To continue to deliver the Independent Travel Trainer and Max Respect programmes</b>			
Independent Travel Trainers and Max Respect Officer	Educational establishments to engage with the programme managers	Ongoing rolling programme	Number of participants. More young people with special needs travelling independently. Increased public transport usage. Reduce reliance on car journeys and help address rural isolation. Reduced costs of providing home to school transport.
<b>Action 5: Reappraisal of unsuitable routes</b>			
Children's services, Transport Services Group, Highways, Countryside Services	Identification of routes unsuitable for walking and cycling to school, documenting possible improvements to the highway	Ongoing rolling programme	Routes are identified and costed, ready for funding to be sourced, where possible, to make improvements.

Responsibility	Output	Timescale	Measure
<b>Action 6: To work in partnership with LRSP to deliver safe travel to school</b>			
Children's Services, Transport Services Group, Lincolnshire Road Safety Partnership	Partnership working to deliver a programme of safe travel to school initiatives to support School Travel Plans	Ongoing rolling programme	Levels of engagement with pupils through Max Respect and Road Safety initiatives with schools.

## 8. Funding and Resources

The School Travel Plans project is currently being delivered by Transport Services Group (Projects Team) until 2020 and is funded by Children's Services from within existing resources. The Strategy will look to extend delivery to 2023.

The Independent Travel Trainers and Max Respect projects are ongoing rolling programmes funded by Children's Services.

The Council has pledged £450,000 of capital monies to develop a number of priority routes, currently deemed unsuitable, for improvements to promote and facilitate sustainable modes of travel to schools.

The Sustainable Travel Group will oversee the programme for the Invest to Save project, and identify other routes suitable for improvements for any further available funding for research and delivery, including external/match funding.

## 9. Monitoring and Evaluation

The Sustainable Travel Group will self-monitor a programme of strategic intervention with action updates reported on bi-annually, including progress on the Invest to Save scheme.

Update reports from the three engagement projects (School Travel Plans, Max Respect, and Independent Travel Trainers) and LRSP will be shared with the group at meetings.

A full monitoring report, measuring outputs against the action plan, will be written at the end of the project and will include available modal shift figures and any cost savings.

## 10. References

1. [Local Transport Plan 4](#)
2. [North Kesteven DC Cycle Strategy](#)
3. [Highways England Cycling Strategy](#)
4. [Local Cycling and Walking Infrastructure](#)
5. [DfT's Cycling and Walking Investment Strategy](#)
6. [NICE Guidelines for Walking and Cycling](#)
7. [The Education Transport Policy](#)
8. [Lincoln Transport Strategy](#)
9. [Gainsborough Transport Strategy](#)
10. [Sleaford Transport Strategy](#)
11. [Grantham Transport Strategy](#)
12. [Boston Transport Strategy](#)
13. [Spalding Transport Strategy](#)
14. [Transport Monitoring Report](#)
15. [Lincolnshire Research Observatory](#)
16. [Joint Strategic Needs Assessment](#)
17. [Chief medical officer recommendations](#)
18. [Government activity guidelines](#)
19. [Healthy weight for schools resource](#)
20. [World Health Organisation](#)
21. [DEFRA Impact Pathway guidance for valuing changes in air quality](#)
22. [Education Transport Policy](#)
23. [Sustrans](#)
24. [Independent travel trainers](#)
25. [Lincolnshire Road Safety Partnership](#)
26. [Stay Safe Partnership](#)
27. [Max Respect](#)
28. [LRSP Junior Road Safety Officers programme](#)
29. [Bikeability](#)
30. [Wheels to Work](#)
31. [Sustrans' school officer](#)
32. [Bike it](#)
33. [Community Rail Partnership](#)
34. [Modeshift Stars](#)
35. [Big Streets](#)



**Open Report on behalf of Heather Sandy, Executive Director - Children's Services**

Report to:	<b>Councillor Mrs P A Bradwell OBE, Executive Councillor: Adult Care, Health and Children's Services</b>
Date:	<b>31 July 2020</b>
Subject:	<b>Sustainable Modes of Travel to School (SMOTS) Strategy</b>
Decision Reference:	<b>I018626</b>
Key decision?	<b>Yes</b>

**Summary:**

Local authorities have a duty to promote the use of sustainable modes of travel on journeys to and from schools in their area, in accordance with Section 508A of the Education Act 1996. To help meet the duty, the Council must prepare a document which sets out their strategy to promote the use of sustainable modes of travel to meet the school travel needs of their area.

The draft Strategy 2020-2023 (attached at Appendix A) provides an assessment of the education travel needs of children and young people resident in Lincolnshire and undertakes an audit of the sustainable travel infrastructure.

It outlines the successes of the previous Strategy which ran from 2016-19 and acts as a statement of the local authority's vision, objectives and work programme for improving the sustainable travel infrastructure and for promoting sustainable school travel. It aims to provide health benefits for children and their families through active journeys, and environmental improvements through reduced congestion and improvements in air quality.

The draft Strategy outlines the Council's objectives and the necessary actions to achieve these over the duration of the lifetime of the Strategy and help promote sustainable modes of travel to school in Lincolnshire.

**Recommendation(s):**

That the Executive Councillor for Adult Care, Health and Children's Services:

1. Approves the draft Sustainable Modes of Travel to School Strategy 2020-2023, attached at Appendix A, as the Council's Sustainable Modes of Travel to School Strategy 2020-2023.
2. Delegates to the Executive Director for Children's Services, in consultation with the Executive Councillor for Adult Care, Health and Children's Services,

authority to take all decisions necessary to ensure the delivery of the Strategy.

**Alternatives Considered:**

1. Do nothing i.e. do not refresh the Strategy.

**Reasons for Recommendation:**

The draft Strategy 2020-23 attached at Appendix A will allow the Council to discharge its duty to publish a document outlining the approach to meet the duty to promote the use of sustainable modes of travel on journeys to and from schools in their area, in accordance with Section 508A of the Education Act 1996.

Successful delivery of the Strategy will also meet a number of wider key priorities of the Council including combatting obesity, particularly for children and young people, and promoting physical activity leading to healthier lifestyles for the community.

## **1. Background**

### **Legislation**

Local authorities have a duty to promote the use of sustainable modes of travel on journeys to and from schools in their area, in accordance with Section 508A of the Education Act 1996.

The Act defines ‘sustainable modes of travel’ as those which an authority considers may improve either or both of the following:

- the physical well-being of those who use them; and
- the environmental well-being of the whole or part of their area.

The Act requires the Secretary of State for Education to issue guidance to local authorities on how to fulfil the obligation relating to sustainable modes of travel to school. The local authority must give regard to the guidance in preparing a document which sets out their strategy to promote the use of sustainable modes of travel to meet the school travel needs of their area. The draft SMOTS Strategy attached at Appendix A gives due regard to the guidance issued by the Secretary of State.

Before preparing its strategy, a local authority must carry out:

- an assessment of the school travel needs of children and persons of sixth form age resident in their areas; and
- an audit of the sustainable travel infrastructure within their area.

A Sustainable Modes of Travel Strategy should:

- be a statement of the local authority's vision, objectives and work programme for improving the sustainable travel infrastructure and for promoting sustainable school travel; and
- aim to provide health benefits for children and their families through active journeys, and environmental improvements through reduced congestion and improvements in air quality.

### **Lincolnshire County Council's approach to date**

The Council's own inaugural SMOTS programme ran from 2003-2010 as part of the Department for Transport's Travelling to School Initiative, which included grant funding of £1.8m for Lincolnshire to enable schools to develop travel plans and improve sustainable facilities. In 2010, £243k of CATCH (Choose Active Travel, Choose Health) funding was also granted to further improve school facilities.

The most recent SMOTS Strategy in Lincolnshire ran from 2016-2019. Highlights of the achievements of the programmes delivered in the Strategy include:

- 12,000 pupils engaging in Bikeability cycle training;
- 5,381 children and young people attending Bike It activities;
- 4,000 pupils participating in Max Respect education workshops;
- 362 Road Safety education initiatives delivered;
- 295 children and young people accessing 'Wheels to Work';
- 47 active school travel plan accounts;
- 43 pupils receiving Independent Travel Training;
- 14 school safety zones created, with 12 more a 'work in progress';
- 6 schools gaining National Travel Plan Accreditations, supported by the Department for Transport.

The delivery of the Strategy was a partnership between Children's Services and the Smarter Choices/Transport Services Group, with support from other directorates as appropriate.

### **Draft SMOTS Strategy 2020 – 2023**

A draft SMOTS Strategy, to run from 2020 – 2023, is attached at Appendix A for consideration. To make a significant difference to sustainable and active travel to schools, a cross sector approach will see Children's Services, Transport, Economic Development, Highways and Public Health working closely together to deliver the 2020 - 2023 Strategy.

The challenge of promoting sustainable travel is a difficult one, because it can involve offering alternatives which are often not as convenient e.g. walking a route to school rather than taking a car journey. However, the gains from a modal shift towards sustainable modes of travel are considerable, and encompass health benefits for the individual and the community, for example, carbon emission reduction, addressing obesity, cardiac health improvements, the possibility of better public transport (replacing dependence on private vehicle usage) and economic benefits.

The added challenges of promoting SMOTS in a large and predominantly rural county such as Lincolnshire are many. To encourage walking and cycling relies, in the main, on that percentage of pupils who have the potential to walk, scoot or cycle to school. In many instances, there may only be a small number of pupils that live locally to a school and, for that school to survive, it may rely on attracting pupils from further afield. Wherever possible, the Strategy will seek to promote sustainable modes of transport for those families travelling longer distances to school.

The rurality of the county - the nature of habitation, rural roads and applicable speed limits - may also mean walking and cycling are not the preferred mode of travel. Routes that are deemed unsuitable for walking and cycling can result in significant expenditure on the provision of home to school transport to meet the needs of children. The Strategy will seek to identify routes currently deemed unsuitable that could, with some work, be made suitable again to encourage walking and cycling to school, in line with recent Government announcements and the Decarbonising Transport: Setting the Challenge plan. To this end, the Council has already awarded £450k of capital monies to contribute to improvements of specified unsuitable routes as part of an Invest-to-Save project.

The statutory requirement is to provide transport to children of school age to and from their nearest or designated school if they live over the statutory walking distance (two miles at the primary age or three miles at the secondary age) from the school. The cost of providing home to school/college transport for entitled pupils meeting the criteria for support in Lincolnshire runs to more than £27million per annum.

The Council has given thought to the requirement in Section 508A of the Act that it consults with such persons as it thinks appropriate.

The delivery of the Strategy relies on the collaboration of other areas of the Council outside of Children's Services. Therefore a workshop meeting was held, prior to the finalisation of the draft Strategy, to identify overlapping areas of responsibility likely to have a bearing on the delivery and intended outcomes of the Strategy. The workshop included colleagues from Highways, Public Health, Lincolnshire Road Safety Partnership (LRSP) and Transport Services Group. The aim of the workshop was to set out a more collaborative approach to the delivery of the Strategy and to recognise that it relies on a whole-system approach. For example, successfully identifying and rectifying unsuitable walking routes to school will in turn have a beneficial impact on key Council priorities including combatting childhood obesity.

Consultation with external stakeholders has been and is undertaken regularly through, for instance, dialogue with transport operators regarding opportunities to maximise route optimisation.

However, whilst the overarching strategy outlines the Council's wider approach, it is through the development of school travel plans where the Council has the opportunity to consult with individual schools, parents/carers, and children and young people to identify the best solutions to meet local needs. This has been demonstrated over the previous



three-year strategy with nearly 50 schools having an active school travel plan to promote SMOTS and feedback has helped to identify the objectives, and necessary actions, within the draft strategy at Appendix A.

In addition, Independent Travel Trainers work directly with children and young people, and their parents and carers, in an intense training programme lasting months to see how they can best be supported to enhance their own independence whilst maintaining their safety.

The Strategy includes an assessment of the education transport and travel needs of young people in Lincolnshire against two key elements:

- The statutory requirement to pay for and provide transport to children of school age to and from their nearest suitable school over the statutory walking distance (two miles at the primary age or three miles at the secondary age).
- The Council's own Education Transport Policy, which is adapted to fit local conditions regarding the pattern of school locations and types of provision on offer.

Over the next three years the SMOTS Strategy will continue, in the main, with the successful initiatives delivered between 2016-2019. This will include fundamentals such as Independent Travel Trainers, Max Respect, Road Safety education (provided by the LRSP), and the promotion of active and sustainable travel through the Modeshift Stars National Accreditation programme for schools.

The Strategy will seek to continue the collaborative approach initiated in the cross-directorate workshop, referenced above, through the creation of a sustainable travel group drawn from Officers across directorates. The group will include representation from the Executive Support Councillor for Children's Services and will petition the involvement of councillors, at a local level, to develop improvements that support sustainable modes of travel across the county.

The group will oversee key actions denoted within the strategy including identifying and developing routes for improvement, monitoring the work of key programmes such as Independent Travel Training, and the audit of schools tasked with improving travel plans further to planning applications.

The Strategy also includes an assessment of the sustainable travel infrastructure in Lincolnshire looking at cycle network routes and facilities such as 'park and stride' sites, scooter storage etc. Planned initiatives include identifying 'Links to School' routes that can be developed with the awarded capital funding to deliver improvements to unsuitable walking and cycling routes to school.

The aim of the Strategy is to create safe accessible walking and cycling options for pupils to actively travel to school, where possible, and to promote more sustainable modes of travel such as education or commercial transport, creating modal shift which will contribute to the improved health of young people, whilst reducing congestion around

schools and lessening the impact on the environment, and with associated cost benefits to education transport.

The Strategy has three key overarching objectives:

- Objective 1 - Children's Services, the Transport Services Group, Lincolnshire Road Safety Partnership and Highways to work collaboratively to improve the transport infrastructure.
- Objective 2 - Children's Services, Transport Services Group and Public Health to work together to promote healthy lifestyles for children and young people.
- Objective 3 – To meet the requirements of the Education & Inspections Act 2006 in the provision of home to school transport.

There are six key deliverables in the Action Plan to help achieve these objectives. They are as follows:

- To create a sustainable travel group drawn from Officers across departments in the Council to promote and set standards for travel to school, achieving mutual objectives;
- To develop a programme of 'Links to School' routes to identify routes, currently deemed unsuitable, that can act as Links to School routes as a result of development following award of capital funding;
- To continue to engage with schools on an individual basis to develop School Travel Plans that promote and deliver SMOTS;
- To continue to deliver the Max Respect programme on schools transport and the Independent Travel Trainer scheme to support children and young people to both understand the expected behaviours on schools transport and travel more independently;
- To reappraise unsuitable routes and seek to utilise capital funding to make improvements that promote SMOTS;
- To continue to work in partnership with the Lincolnshire Road Safety Partnership to ensure safe travel to school for children and young people, and support School Travel Plans.

## **2. Legal Issues:**

### Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

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

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

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

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

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

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

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

The Equality Act duty was taken into account in preparing the report.

One potential adverse impact has been identified, namely for those young people with physical disabilities that may wish to participate in active travel activities, where there is a reward system in place. In mitigation, schools are generally resourceful wherever this is identified as a problem and seek to put measures in place to overcome such adverse impact.

Positive impacts for young people include the Independent Travel Trainer (ITT) programme which ranges from road safety training to intensive one-to-one coaching with children and young people, many of whom will have a disability. ITT tends to focus on developing holistic journey skills as well as other associated life skills. ITT can be applied to a wide range of potential users of all ages and abilities, and takes into account any specific difficulties for the candidate.

## Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health and Wellbeing Strategy (JHWS) in coming to a decision.

There are a number of topics within the JSNA which are relevant to the Strategy:

### Access to Transport

Public sector organisations in Lincolnshire spend around £41.5 million a year on transport services. This includes £26m on home-to-school transport, £1.4m on Call Connect services, and £7m on bus route support services all of which play a significant role in the delivery of the SMOTS Strategy.

### Educational Attainment

Provision of the above, and suitable walking and cycling routes, helps to ensure children and young people are able to get to school and achieve to their full potential.

### Financial inclusion

One of the key elements of the Strategy is to assess the travel needs of children and young people and, where appropriate, entitle and fund home-to-school transport for pupils who meet the eligibility criteria. This includes post-16 education, access to which can have a significant impact on young people's future employment opportunities.

### Obesity (all ages), Physical Activity, Cardiovascular Disease

The Strategy supports healthy lifestyles through the promotion of walking and cycling to school. This goes wider than simply children and young people, with families encouraged to be active too through initiatives such as Park and Stride sites or a Walking Bus.

### Major Diseases e.g. COPD

There is a wider perspective around the health and environmental costs of not promoting walking and cycling to school and/or not having an effective public or education transport system. These include air pollution and its subsequent effect on illness and premature deaths as well as environmental factors such as carbon emissions and climate change.

There are a number of priorities within the JHWS which are relevant to the Strategy:

### Obesity

Childhood obesity presents immediate and long-term negative effects on a child's physical and social wellbeing, educational attainment and mental health. Obese children and adolescents are more likely to be obese in adulthood, consequently at greater risk of adult health problems such as heart disease and type 2 diabetes, stroke and cancers.

The Strategy helps to combat obesity through the promotion of walking and cycling leading to healthier lifestyles.

### Physical Activity

Physical inactivity is the fourth greatest risk factor for premature death. It has a bigger impact than obesity. It is responsible for one in six UK deaths. The Strategy helps to encourage physical activity through the promotion of walking and cycling leading to healthier lifestyles.

### Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

The Strategy helps to ensure that children and young people are able to access education effectively, ensuring they are engaged in meaningful activity that may prevent them from becoming involved in, or be drawn into, anti-social behaviour and/or criminal activity.

## **2. Conclusion**

The draft SMOTS Strategy attached at Appendix A allows the Council to discharge its statutory duty and serves to promote sustainable modes of travel to school. The Strategy seeks to build on the achievements of the 2016-2019 SMOTS Strategy such as engaging individual schools in the development of School Travel Plans.

It also acknowledges the interdependencies of achieving the objectives set and seeks to develop cross-directorate working to facilitate this, most notably in areas relating to identifying and rectifying unsuitable walking and cycling routes. It seeks to continue to promote independent travel for children and young people, offering potential health

benefits related to active lifestyles and combatting childhood obesity, as well as associated wider environmental benefits.

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

Under s508A of the Education Act 1996 the Council must prepare and publish a sustainable modes of travel strategy. The Council must have regard to Guidance in preparing the Strategy and must consult such persons as they consider appropriate. Approval of the document at Appendix A will fulfil these statutory responsibilities.

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

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

The recommendation to approve the strategy has no financial implications and the support activities mentioned in the report which aim to support the strategy are met from existing budgets. Agreeing a sustainable transport policy will not only improve the wellbeing of Lincolnshire residents and the environment, but could also reduce costs through measures that are introduced. Where the strategy enables sustainable travel infrastructure opportunities, the financial implications will be considered in each individual case for value for money purposes, and how it is to be financed.

### **5. Consultation**

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

N/A

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

Yes

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

The decision will be considered by the Children and Young People Scrutiny Committee on 17 July 2020 and the comments of the Committee will be reported to the Executive Councillor.

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

Yes

#### **e) Risks and Impact Analysis**

See the main body of the report.

## 6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Draft Sustainable Modes of Travel to School Strategy 2020-2023

## 7. Background Papers

Document title	Where the document can be viewed
Education Act 1996 - Section 508A	<a href="https://www.legislation.gov.uk/ukpga/1996/56/section/508A">https://www.legislation.gov.uk/ukpga/1996/56/section/508A</a>
Decarbonising Transport: Setting the Challenge	<a href="https://www.gov.uk/government/publications/creating-the-transport-decarbonisation-plan">https://www.gov.uk/government/publications/creating-the-transport-decarbonisation-plan</a>

This report was written by Mark Rainey, who can be contacted on 01522 554053 or [mark.rainey@lincolnshire.gov.uk](mailto:mark.rainey@lincolnshire.gov.uk).

This page is intentionally left blank



No.	Action	Measures	Performance 2021/22 (Q1-Q3)	Performance 2020/21	RAG Rating	Previous Performance	Direction of Travel	Commentary on Progress	Next Steps/ Actions	Action Owner	Timescale
1	Create a Sustainable Travel Group to set standards for travel to school	Number of meetings scheduled and facilitated	3	2		N/A	↻	Group meeting quarterly to work on Action Plan	Update Action Plan Monitoring	Mark Rainey	Ongoing
2	To develop a programme of Links to School routes	Number of routes approved for evaluation for suitability	0	3		New Initiative	↻	STG have approved three routes to focus on: Fiskerton to Cherry Willingham; Fishtoft to Boston; and Toynton All Saints PROW. Actions being taken forward by Highways and Countryside Services	Work with objector to improvement of PROW in TAS. Liaise with Kier thereafter regarding the access in the school grounds. Highways to consider options for implementation in Fishtoft and Fiskerton	STG	Mar-22
		Monies spent on route improvements	£0	£0		New Initiative	↻	Awaiting progress on the above	Awaiting progress on the above	Mark Rainey	Mar-22
		Return on investment over 10-year period	N/A	N/A		New Initiative	↻	Awaiting progress on the above	Awaiting progress on the above	Mark Rainey	Mar-22
		Number of children supported to travel to school in sustainable manner	N/A	N/A		New Initiative	↻	Awaiting progress on the above	Awaiting progress on the above	Mark Rainey	Mar-22
3	To engage with schools to develop Travel plans	Number of schools registering with Modeshift Stars	47	44		2018/2020: 47 2016/2018: 20	↻	TSG actively engaging with Fosseway, Branston Juniors and Branston Infants. Bourne Elsea Park Primary have received re-accreditation with Modeshift. Engagement overall with many more schools. Boston Haven High are keen to pursue the school streets project for both sites - flagged request to the Alternative Travel Group for funding.	Continue programme of re-engagement as COVID restrictions ease within schools and School Streets Project gains momentum	Helen Reek	Mar-22
		Number of active Travel Plan accounts	10	9		2019/2020: 15	↻				
		Number of schools achieving accreditation through Modeshift Stars	3	5		2019/2020: 11 2018/2019: 9	↻				
		Number of school initiatives undertaken via Modeshift Stars	9	10		2019/20: 183 2018/19: 172 2016/18: 399	↻				
4	To continue to deliver the Independent Travel Trainer and Max Respect programmes	Number of children trained by Independent Travel Training (ITT)	12	9		2019/20: 21 2018/19: 22 2017/18: 24 2016/17: 19	↻	Lockdown easing has allowed activity to partially resume with 7 students trained so far this financial year. Projections are that a number of additional pupils will have been supported by end of year and 2021/22 should return to pre-covid levels	The team are still engaging with Schools to increase demand and a number of pupils ready to engage with ITT	Matt Munford/ Mark Rainey	Mar-22
		Cost per pupil trained	£3,257 (pro rata)	£5,790		2019/20: £3085 2018/19: £2945 2017/18: £2700 2016/17: £3410	↻				
		Number of Max Respect workshops delivered	168	2		Not known	↻	Lockdown easing allowed for normal activity to resume and Y6 moving on sessions delivered to 112 schools	Demand appears to have returned to pre-covid levels	Matt Munford	Mar-22
		Number of pupils attending Max Respect workshops	3000	c. 300		Not known	↻	Lockdown easing allowed for normal activity to resume and Y6 moving on sessions delivered to 112 schools			Mar-22
		Number of 16-17yr olds accessing Wheels to Work	3 (4 on waiting list)	30		2019/20: 80 2018/19: 295	↻	TBC	Sara Hobson (Employment and Skills Project Manager) from the LEP is providing support	Dan Clayton	Mar-22
		Number of 18-24yr olds accessing Wheels to Work	24 (36 on waiting list)				↻	TBC			
		Number of children receiving Bikeability training	4687 (expected further 1207 before end of March)	1523		2019/20: 6073 2018/19: 5996 2017/18: 4437	↻	Impact of Covid-19 - 5051 originally scheduled in 20/21	Programme of re-engagement as COVID restrictions ease within schools / School Streets Project gains momentum.	Phil Watt	Mar-22
		Number of schools engaging with Bikeability training	199 (58 booked before end of March)	65		2019/20: 224 2018/19: 197 2017/18: 47	↻	Impact of Covid-19 - 268 originally scheduled	Additional holiday classes to offer training to year 6 and above to capture those that missed due to COVID restrictions.		
		Number of schools engaged with Sustrans	5	0		2018/2019: 7	↻	Impact of Covid-19 - 6 originally targeted			

No.	Action	Measures	Performance 2021/22 (Q1-Q3)	Performance 2020/21	RAG Rating	Previous Performance	Direction of Travel	Commentary on Progress	Next Steps/ Actions	Action Owner	Timescale	
5	Reappraisal of unsuitable routes	Number of routes identified for feasibility assessment	1	16		N/A	↻	Sixteen routes originally identified and five taken forward based on the ROI considerations and feasibility as well as the removal of transport and safety of the routes	Continuous monitoring of routes within available resource - bid put forward to Capability Fund for resource 2021-23 to focus on this. One new potential route identified in 21/22.	Education Transport	Ongoing	
		Number of routes agreed for analysis	1	5		New Initiative	↻	Five routes deemed suitable for further analysis in 20/21. One new route analysed in 21/22. Funding available to meet requirements subject to costs	Work collectively across Directorates to consider feasibility and improvements	STG	Ongoing	
6	To work in partnership with LRSP to deliver safe travel to school	Number of LRSP engineering improvements at schools (not SSZ)	0	2		N/A	↻	Works were carried out at William Robertson School and Horncastle Bannovallum in 20/21 to improve school crossings etc.	Works will continue to be undertaken only where a need is identified.	N/A	N/A	
		Number of school safety zones being assessed for suitability	0	0		2017-2020: 31	↻	The number of school safety zones to be assessed for suitability will vary year on year according to identification of need	Continue to carry out assessments only where requested and potential benefit identified.			
		Number of school safety zones going through legal process	0	0		2017-2020: 12	↻	The number of school safety zones subject to legal process will be linked to assessment of need and suitability	Continue to make applications through legal process only where scheme is designated beneficial.			
		Number of school safety zones completed	0	0		2017-2020: 14	↻	The number of school safety zones completed will be subject to assessment of need and suitability	Continue to implement SSZ only where assessment identifies suitability, subject to legal process.			
		Number of Road Safety Initiatives delivered in schools	172 (114 confirmed bookings for the remainder of the year thus far).	8		2019/20: 314 2018/19: 265		↻	Getting back to normal service after a great deal of disruption. LRSP have increased advertising of lessons and educational offerings to increase participations, including temporarily offering secondary education free of charge	Face-to-face deliveries have resumed for all LRSP education. Continue to promote digital delivery options for schools as an alternative where required.	Kate Fielden	Ongoing
		Number of School Crossing Patrol Sites	84 (52 filled)	76		N/A		↻	There are 32 vacant sites but this number includes low priority sites and sites that are not currently assessed as being needed. Numbers have dropped due mainly to COVID, and it has been difficult to recruit. LRSP have revamped the recruitment side of things however, to prioritise sites (3 at a time), and have posters to use in the local area and online. Paper Applications being trialled alongside online applications for 3 sites in Jan.	Continue to respond to requests and meet requirements, where appropriate.	Kate Fielden	Ongoing
		Number of schools with Junior Road Safety Officers	170 JRSOs with 55 schools registered to participate in total.	72 JRSOs (some schools have more than 1)		2019/20: 87 2018/19: 87		↻	Limited or reduced ability for JRSO activity due to COVID restrictions, restarted in 2021	Re-engage with Schools and JRSOs to cement and further promote participation in the JRSO scheme	Kate Fielden	Ongoing



**Open Report on behalf of Andrew Crookham, Executive Director - Resources**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>04 March 2022</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. The Committee is encouraged to highlight items that could be included for consideration in the work programme.

**Actions Required:**

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

**1. Background**

Current Items

For reference, the Committee's items for this meeting are set out below: -

<b>4 March 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Single Section 75 Agreement for Children and Young People's Mental Health Services and Council Funding	Kevin Johnson, Programme Manager – Children's Integrated Commissioning Sara Gregory, Commissioning Manager - Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive Decision on 5 April 2022)

<b>4 March 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Schools' Standards and Recovery	Matt Spoons, Head of Service – Children's Education Nicky Myers, Interim Head of Service – Early Years	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
Sustainable Modes of Transport to School (SMOTS) Action Plan Update	Mark Rainey, Commissioning Manager - Commercial	Performance Scrutiny

#### Planned Items

The Committee's planned items are listed below:

<b>22 April 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Lincolnshire Safeguarding Children Partnership (LSCP) Annual Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Business Manager	Yearly Update
Family Hub Feasibility Study – decision to progress to development stage	Tara Jones, Head of Service – Children in Care Transformation	Pre-Decision Scrutiny (Executive decision on 4 May 2022)
Holiday Activities and Food (HAF) Programme	Sara Gregory, Commissioning Manager – Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive decision on 4 May 2022)
Review of Open Select List procurement arrangements for children's independent placements and recommendations from September 2022	Bridie Fletcher, Senior Commissioning Officer – Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive Councillor decision between 3 - 6 May 2022)

<b>22 April 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Review of Closed Ordered List commissioning and procurement arrangements for Supported accommodation for Unaccompanied Asylum Seeking Children (UASC) and former-UASC care leavers from October 2022	Bridie Fletcher, Senior Commissioning Officer – Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive Councillor decision between 3 - 6 May 2022)
Proposal to expand The Fourfields Church of England School, Sutterton (Final Decision)	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Councillor decision 29 April 2022)
Welton Developer Contributions (EXEMPT)	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Councillor decision between 25 April 2022 and 3 May 2022)

<b>17 June 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Children In Care and Care Leavers Strategy	Andrew Morris, Corporate Parenting Manager	Pre-Decision Scrutiny (Executive decision on 5 July 2022)
Recommissioning of Best Start Lincolnshire Services	Sara Gregory, Commissioning Manager – Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive decision on 5 July 2022)
Water Fluoridation in Lincolnshire	Andy Fox, Consultant in Public Health	Position Report
SEND Learning Platform	Sheridan Dodsworth, Head of SEND	Performance Scrutiny
Lincolnshire Secure Children's Home Business Case (EXEMPT)	Tara Jones, Head of Service – Children in Care Transformation Matthew Stapleton, Senior Project Manager, Corporate Property	Pre-Decision Scrutiny (Executive decision on 5 July 2022)

<b>22 July 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Education Investment Areas	Martin Smith, Assistant Director – Education	Position Report
Service Level Performance against the Corporate Performance Framework – Quarter 4	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

<b>09 September 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Service Level Performance against the Corporate Performance Framework – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
The expansion of St Lawrence School, Horncastle (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 14 - 21 September 2022)

<b>21 October 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Recommissioning of Children with Disabilities services	Rosemary Akrill, Senior Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 1 November 2022)
Update on the Building Communities of Specialist Provision Strategy	Sheridan Dodsworth, Head of Special Educational Needs and Disability Eileen McMorrow, Programme Manager, Special Schools Strategy Dave Pennington, Head of Property Development	Policy Review (Yearly Update)
Children's Services Annual Statutory Complaints Report 2021-22	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny

2 December 2022		
Item	Contributor	Purpose
Joint Diversionary Panel – Update against Recommendations from University of Lincoln Evaluation	Andy Cook, Service Manager - Future4Me/ Youth Offending Chief Inspector Daryl Pearce, Lincolnshire Police Tony Pryce, JDP Coordinator	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

### **Items to be scheduled**

- Inclusive Lincolnshire Strategy – Policy Review
- Corporate Parenting Responsibilities – Lincolnshire County Council's Response
- Response to the removal of the Local Authorities School Improvement Monitoring and Brokering Grant
- Review of Services for Managing Exclusions
- Home to School Transport – Transition to the Place Directorate and Transformational Changes
- SEND Green Paper

## **2. Conclusion**

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme. A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

## **3. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

## **4. Background Papers**

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

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 07552 253814 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 01 MARCH 2022**

DEC REF	MATTERS FOR DECISION	REPORT STATUS	DECISION MAKER AND DATE OF DECISION	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE CONSIDERED	OFFICER(S) FROM WHOM FURTHER INFORMATION CAN BE OBTAINED AND REPRESENTATIONS MADE (All officers are based at County Offices, Newland, Lincoln LN1 1YL unless otherwise stated)	DIVISIONS AFFECTED
I025505 New!	Single Section 75 Agreement for Children and Young People's Mental Health Services	Open	Executive 5 Apr 2022	Children and Young People Scrutiny Committee – 4 March 2022	Reports	Programme Manager, Children's Integrated Commissioning E-mail: <a href="mailto:kevin.johnson@lincolnshire.gov.uk">kevin.johnson@lincolnshire.gov.uk</a>	All Divisions
I025710 New!	Welton Developer Contributions	Exempt	Executive Councillor: Children's Services, Community Safety and Procurement  Between 25 Apr 2022 and 3 May 2022	Children and Young People Scrutiny Committee, local Councillor, local secondary school	Reports	Admissions and Education Provision Manager E-mail: <a href="mailto:matthew.clayton@lincolnshire.gov.uk">matthew.clayton@lincolnshire.gov.uk</a>	Welton Rural
I025739 New!	Proposal to expand The Fourfields Church of England School, Sutterton (Final Decision)	Open	Executive Councillor: Children's Services, Community Safety and Procurement  29 Apr 2022	Interested parties as DfE guidance including school staff, schools, County, parish and Directric Councils, MP's, Trade Unions and Diocese.	Reports	Admissions and Education Provision Manager E-mail: <a href="mailto:matthew.clayton@lincolnshire.gov.uk">matthew.clayton@lincolnshire.gov.uk</a>	Boston Rural
I025709 New!	Review of Open Select List procurement arrangements for children's independent placements and recommendations from September 2022	Open	Executive Councillor: Children's Services, Community Safety and Procurement  Between 3 May 2022 and 6 May 2022	LCC Commercial Team, social care and commissioning colleagues, external commissioned suppliers, Children and Young People Scrutiny Committee	Reports	Senior Commissioning Officer - Children's Strategic Commissioning E-mail: <a href="mailto:bridie.fletcher@lincolnshire.gov.uk">bridie.fletcher@lincolnshire.gov.uk</a> Tel: 07848 181381  Commissioning Manager - Children's Strategic Commissioning E-mail: <a href="mailto:amy.allcock@lincolnshire.gov.uk">amy.allcock@lincolnshire.gov.uk</a> Tel: 07769 991349	All Divisions



I025729 New!	Review of Closed Ordered List commissioning and procurement arrangements for Supported Accommodation for Unaccompanied Asylum Seeking Children (UASC) and former UASC care leavers from October 2022	Open	Executive Councillor: Children's Services, Community Safety and Procurement  Between 3 May 2022 and 6 May 2022	LCC Commercial Team, social care and commissioning colleagues, external commissioned suppliers. Children and Young People Scrutiny Committee.	Reports	Senior Commissioning Officer E-mail: <a href="mailto:Bridie.fletcher@lincolnshire.gov.uk">Bridie.fletcher@lincolnshire.gov.uk</a>  Commissioning Manager E-mail: <a href="mailto:amy.allcock@lincolnshire.gov.uk">amy.allcock@lincolnshire.gov.uk</a>	All Divisions
I025704 New!	Family Hub Feasibility Study - decision to progress to development stage	Open	Executive  4 May 2022	Internal SLT, CSTM's, Early Help Governance Group, LSCP, Children and Young People Scrutiny Committee	Reports	Head of Service - Boston/South Holland Locality Area E-mail: <a href="mailto:tara.jones@lincolnshire.gov.uk">tara.jones@lincolnshire.gov.uk</a>	All Divisions
I025705 New!	Holiday Activities and Food (HAF) Programme	Open	Executive  4 May 2022	Children and Young People Scrutiny Committee	Reports	Commissioning Manager - Children's Strategic Commissioning E-mail: <a href="mailto:saraj.gregory@lincolnshire.gov.uk">saraj.gregory@lincolnshire.gov.uk</a>	All Divisions
I025706 New!	Re-commissioning of Best Start Lincolnshire services	Open	Executive  5 Jul 2022	Children and Young People Scrutiny Committee	Reports	Commissioning Manager - Children's Strategic Commissioning E-mail: <a href="mailto:saraj.gregory@lincolnshire.gov.uk">saraj.gregory@lincolnshire.gov.uk</a>	All Divisions
I021049	The expansion of St Lawrence's School, Horncastle	Exempt	Leader of the Council (Executive Councillor: Resources and Communications)  Between 14 Sept and 21 Sept 2022	Children and Young People Scrutiny Committee	Reports	Head of Property Development Email: <a href="mailto:dave.pennington@lincolnshire.gov.uk">dave.pennington@lincolnshire.gov.uk</a>  Programme Manager, Special Schools Strategy Email: <a href="mailto:eileen.mcmorrow@lincolnshire.gov.uk">eileen.mcmorrow@lincolnshire.gov.uk</a>	Horncastle and the Keals
I025746 New!	Recommissioning of Children with Disabilities services	Open	Executive  1 Nov 2022	Children and Young People Scrutiny Committee	Reports	Rosemary Akrill, Senior Commissioning Officer <a href="mailto:Rosemary.akrill@lincolnshire.gov.uk">Rosemary.akrill@lincolnshire.gov.uk</a>	All Divisions

This page is intentionally left blank