



County Offices  
Newland  
Lincoln  
LN1 1YL

14 July 2022

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 22 July 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 'DBarnes'.

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, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, T J N Smith, J Tyrrell, M A Whittington and R A Wright

**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, 22 JULY 2022**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Apologies for Absence / Replacement Members</b>	
<b>2</b>	<b>Declarations of Members' Interest</b>	
<b>3</b>	<b>Minutes of the Children and Young People Scrutiny Committee meeting held on 17 June 2022</b>	5 - 14
<b>4</b>	<b>Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers</b>	
<b>5</b>	<b>Government White Papers on Levelling Up the United Kingdom and Opportunity for all: strong schools with great teachers for your child</b> <i>(To receive a report from Matt Spoors, Head of Service – School Standards, which updates the Committee on the Government's policy white papers Levelling Up the United Kingdom and Opportunity for all: strong schools with great teachers for your child 2022)</i>	15 - 30
<b>6</b>	<b>Schools' Standards in Lincolnshire</b> <i>(To receive a report from Matt Spoors, Head of Service – School Standards, which updates the Committee on standards within the sector led system with a specific focus on Special Educational Needs and/or Disabilities (SEND), Pupils with English as an Additional Language (EAL), and Disadvantaged pupils along with school type)</i>	31 - 50
<b>7</b>	<b>Service Level Performance against the Corporate Performance Framework - Quarter 4</b> <i>(To receive a report from Laura Bonner, Head of Service (East Lindsey Locality), which summarises the Service Level Performance against the Corporate Performance Framework for Quarter 4)</i>	51 - 74
<b>8</b>	<b>Children and Young People Scrutiny Committee Work Programme</b> <i>(To receive a report from Kiara Chatziioannou, 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>	75 - 80
<b>9</b>	<b>CONSIDERATION OF EXEMPT INFORMATION</b> In accordance with Section 100 (A)(4) of the Local Government Act 1972, the following agenda items have not been circulated to the press and public on the grounds that it is considered to contain exempt information as defined in paragraph 3 of Part 1 of Schedule 12 A of the Local Government Act 1972, as amended. The press and public may be excluded from the meeting for the consideration of this item of business.	

- 10 Expansion of St Lawrence Academy, Horncastle** 81 - 98  
*(To receive an exempt report from Dave Pennington, Head of Property Development, Eileen McMorrow, Programme Manager – SEND Strategy, and Tina Shaw, Senior Project Manager – Corporate Property, which invites the Committee to consider a report on the expansion of St Lawrence Academy, Horncastle, which is being presented to the Leader of the Council (Executive Councillor for Resources, Communications and Commissioning) for a decision between 27 and 29 July 2022)*
- 11 Residential Estates Expansion Programme - Children's Home Louth** 99 - 118  
*(To receive a report from Dave Pennington, Head of Property Development, and Wendy Lanes, Project Manager – Corporate Property, which invites the Committee to consider a report on the Residential Estates Expansion Programme - Children's Home Louth, which is being presented to the Leader of the Council (Executive Councillor for Resources, Communications and Commissioning) for a decision between 1 and 22 September 2022)*

Democratic Services Officer Contact Details

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

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

Contact details set out above.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Children and Young People Scrutiny Committee on Friday, 22nd July, 2022, 10.00 am \(moderngov.co.uk\)](https://www.lincolnshire.gov.uk/council-business/search-committee-records)

All papers for council meetings are available on:  
<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**CHILDREN AND YOUNG PEOPLE SCRUTINY  
COMMITTEE  
17 JUNE 2022**

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

Councillors W H Gray (Vice-Chairman), A J Baxter, S A J Blackburn, T A Carter, R B Parker, T J N Smith, J Tyrrell, M A Whittington and R A Wright

**Added Members**

Councillor Mrs P A Bradwell OBE, Executive Councillor for Children's Services, Community Safety and Procurement, was also in attendance via Teams.

**Officers in attendance:-**

Charlotte Gray (Head of Service- Children's Strategic Commissioning), Eileen McMorrow (Programme Manager - Special Schools Strategy), Ethan Thorpe (Strategic communications lead), Hannah Fassler Interim (Head of Service for Boston and South Holland Locality), Jo Kavanagh (Assistant Director – Early Help), Kate Capel (Head of Service for Inclusion), Laura Bonner (Head of Service – East Lindsey Locality), Linda Dennett (Interim Assistant Director, Children's Health & Children's Commissioning), Sarah Gregory (Commissioning Manager - Children's Strategic Commissioning), Tara Jones (Head of Service – Children in Care Transformation), Martin Smith (Assistant Director – Children's Education), Thomas Crofts (Democratic Services Officer) and Tracy Johnson (Senior Scrutiny Officer)

Officers attending via Teams:- Melissa Cullingham (Commissioning Officer)

**1 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

It was reported that, under Regulation 13 of the Local Government Committee and Political Groups) Regulation 1990 that the following substitutions applied for this meeting only.

- Councillor A J Baxter replaced Councillor R J Cleaver
- Councillor R B Parker replaced Councillor Mrs J E Killey
- Councillor R A Wright replaced Councillor N Sear

**2 DECLARATIONS OF MEMBERS' INTEREST**

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

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**  
**17 JUNE 2022**

3 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEETING  
HELD ON 22 APRIL 2022

RESOLVED:

That the minutes of the Children and Young People Scrutiny Committee meeting held on 22 April 2022 be approved and signed by the Chairman as a correct record.

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

The Chairman made the following announcements:

- The official opening of the new £6.5 million extension to the special school, Willoughby Academy, in Bourne was held on 6 May 2022 and the new £13.2 million special school, Boston Endeavour Academy, was opened on 13 May 2022. Both projects were part of the Building Communities of Specialist Provision Strategy and provided pupils in both areas with fantastic new facilities.
- On 12 May 2022, the Chairman visited the Customer Service Centre with Councillors W Gray and T Carter to view the integrated front door process and the screening process for social care and early help in practice. Members who were interested in visiting the Customer Service Centre were encouraged to do so by contacting the Senior Scrutiny Officer after the meeting.

Councillor Mrs P A Bradwell OBE made the following announcements:

- The Council's Dyslexia Outreach Team had won first place in the Organisational Award with the British Dyslexia Association and a letter of congratulation was to be endorsed and sent to the team in recognition of their achievement.
- The Council had also been shortlisted for the Children's Health Nurses Award, and the Committee would be updated on the outcome following the ceremony.

5 FAMILY HUBS FEASIBILITY AND THE REFRESHED SUPPORTING FAMILIES  
PROGRAMME (FORMERLY TROUBLED FAMILIES)

Consideration was given to a report by Tara Jones, Head of Service – Children in Care Transformation and Hannah Fassler, Interim Head of Service for Boston and South Holland Locality, which invited the Committee to consider a report on the Family Hubs Feasibility and the refreshed Supporting Families Programme, which was being presented to the Executive Councillor for Children's Services, Community Safety and Procurement for a decision between 04 and 08 July 2022. The following matters were reported:

- The government had made £82 million available for the development of Family Hub networks across 75 Local Authorities.

- The Family Hub feasibility assessment confirmed that the Council had a strong Early Help system and Early Childhood strategy and highlighted opportunities to strengthen services.
- The Council's children's centres and strong outreach services were recognised as an essential element of establishing a Family Hub network.
- Areas of focus in establishing the network included:
  - Increased visibility of the programme
  - Alignment with other priorities and initiatives
  - Appropriate governance
  - Revision of the Local Supporting Families Outcomes Framework
  - Building the evidence of what works locally, for whom and why, including cost benefit analysis
  - Link up developments within Start for Life and Family Hubs.
  - Family Hubs joined initiatives and early help services together to improve access to services and connected families with professionals, services, and providers.
  - Family Hubs brought together services for families with children of all ages (0-19) or up to 25 with special educational needs and disabilities (SEND), with a great Start for Life offer at their core.
  - Family Hubs were to offer both online and physical services.
  - The Council would receive base level funding until the roll out of services were reviewed, at which point trail blazing funding would become available to fund further innovation.

During consideration of this item, the Committee raised some of the following comments:

- The Council was in a very strong position compared to a number of other local authorities due to the retention of all its children's centres and the strong services provided through them. This new programme would create opportunities to improve the current offer and reach more vulnerable families.
- The Family Hubs approach would be focused upon strong universal services with the Start for Life offer being at its core. Family Hubs services would focus upon supporting families when difficulties or worries start to emerge, to avoid escalation to the point where intervention from statutory social care was needed.
- Family Hubs was a model which would be based around the 48 children's centres across the localities but would also have an outreach provision for interacting with 'seldom reachable or heard' families by utilising resources in communities and working with the community, voluntary and faith sectors, and a digital offer for families to access which would set out what was on offer in their own community and locality.
- The Family Hubs approach and Start for Life offer would be available to everyone, including any refugee families. Good communications and branding would be

important to ensure that every place in the community that a family might go to can access information about Family Hubs and its offer.

RESOLVED:

1. That the Committee supports the recommendations to the Executive Councillor as set out in the report
2. That the comments made be passed onto the Executive Councillor for her consideration.

6 RE-COMMISSIONING OF BEST START LINCOLNSHIRE SERVICES: EARLY YEARS AND FAMILY SERVICE AND INCLUSION SERVICE, FOR CHILDREN IN THEIR EARLY YEARS AND THEIR FAMILIES WITHIN LINCOLNSHIRE

Consideration was given to a report by Charlotte Gray, Head of Service - Children's Strategic Commissioning, and Sara Gregory, Commissioning Manager – Children's Strategic Commissioning, which invited the Committee to consider a report on the Re-commissioning of Best Start Lincolnshire Services: Early Years and Family Service and Inclusion Service, for children in their early years and their families within Lincolnshire, which was being presented to the Executive for a decision on 05 July 2022. The following matters were reported:

- The Best Start Lincolnshire: Early Years and Family Service comprised:
  - Early childhood activities, which ran from children's centre buildings.
  - Skills development for parent/carers with vulnerable children aged 0-19, and 0-25 with SEND.
- A commissioning review of the Best Start Lincolnshire Services commenced in August 2020.
- The current annual value of the contract was £1,871,712.
- The Best Start Lincolnshire: Inclusion Service was currently delivered by PAB Languages Ltd at an annual cost of £65,000.
- Both contracts commenced 1 July 2017 and were due to cease 30 June 2022. Both were extended to 31 March 2023 by an exception to the Council's Contract and Procurement Procedure Rules due to the pandemic. There was an option to extend both contracts for a further three months to the maximum agreed exception period.
- Health checks of Lincolnshire children showed that those aged 2-3 were in better health than the national average.
- Attendance of Children's Centres was low, but registrations were high. Greater engagement was being encouraged and feedback had suggested that a hybrid offer, of both specific local and general central events, was favoured by parents.
- The new contract model included no significant changes, but had some minor changes based on the feedback that had been received to help encourage greater engagement.



During consideration of this item, the Committee raised some of the following comments:

- The market engagement undertaken so far had indicated that there was a sufficient market to have multiple providers bid for the contracts and there would be an element of competition. For the current contracts, there had been four provider bids for the Early Years and Family Service, but only one provider bid for the Inclusion Service, which was the reason why the tender process would again consist of two lots so that the market was not restricted for the Early Years and Family Service.
- A maximum contract price would be included when the tender goes out to market so that bidders know that they have to be within that financial envelope. As detailed work was undertaken in advance around feasibility and the cost of the service based on what needed to be delivered, then the evaluation of the bids could be weighted towards quality rather than price. Assurance was provided that even with the efficiency saving, the financial envelope would be sufficient and there had been no cost pressures within the current service. There had been underspends in the current contract relating to staff turnover which would have been either reinvested back into the contract or clawed back into the Council.
- Bringing the services in-house had been explored but a key barrier was that historically these services had been delivered by the community and voluntary sector. If the services were in-sourced, there would be significant implications on the staffing costs for those transferred to the Council as they would be eligible for the Local Government Pension Scheme. This would mean that the volume and capacity of support that the Council could offer would be reduced. In addition, families like working with these community and voluntary organisations and see their independence from children's social care as positive.
- As part of the engagement strategy, social media was key for communicating with families. This was very targeted about children's centres and promoting sessions on a daily basis. In addition, there was promotion of children's centre activities within the communities such as in local shops and doctors' surgeries. It was suggested that the promotion of children's centres should be improved as this would help increase attendance, and in response it was confirmed that this expectation would be clearly articulated within the specification and when the tender goes out to market, and the Council would work with future providers to improve communications and make it feel more local to local communities.
- The initial contract period would be for three years with an opportunity to extend it for up to a further two years depending on performance. A five-year contract length was standard across the Council as many things could change within five years and there were restrictions on varying a contract within procurement regulations.
- The proposed saving of £212,000 would support budgetary pressures elsewhere in Children's Services. This proposal would not have a detrimental effect on families as

skills development would be provided by the Council's Adult Skills and Family Learning Service instead and a range of other services were still being maintained. These services would also sit alongside the proposed Family Hubs and the Supporting Families programme.

- The pandemic had affected young children's development in communication and language skills and social skills, as the lockdowns had limited their exposure to other people. Sessions were being held in children's centres which were focused on communication and language skills to help young children catch up and be ready for school. There was currently no progress data available, but once released there would be an opportunity to evaluate and benchmark where Lincolnshire was compared to the national figures and prioritise accordingly. It was recognised that this was an issue across the country which was being considered at a national level.
- Connections with primary schools were being made at a strategic level through the different service areas, and through children's centres which were mainly based on school sites so were well connected within local communities. Feedback was being obtained from primary schools to understand where there may be progress gaps in young children starting school. 90% of three-year-olds were in an early years setting accessing the free 30 hours so there was also a connection between primary schools and early years settings around transition. More young children who were not in an early years setting were being seen at a children's centre, but it was recognised that an area that could be strengthened going forward was the provider working more with local schools.
- Hard to reach families would be engaged through trusted professionals, such as health visitors, family health workers and early health workers, who would try to guide and assist families to access support in children's centres. In addition, if siblings of families were attending schools or early years settings, then a pop-up children's centre could be held to bring services into the community so that families could access support.
- Children's centres was a strong national brand which was widely understood by families. However, it was recognised that the term 'children's centres' had negative connotations for some Eastern European communities. The inception of Family Hubs would provide an opportunity to revisit the branding.
- As of January 2022, there were 37,284 under fives registered with children's centres. Of these, 9.8% identified as White, Eastern European, or Eastern European or White Other; 71% identified as White British; 9.2% identified as other ethnic community groups and 10% chose not to identify their ethnicity.

The Committee requested that an update report be brought to a future meeting on the impact of the pandemic and post pandemic recovery including detailed information on progress data, immunisations, and health visiting.

**RESOLVED:**

1. That the Committee supports the recommendations to the Executive as set out in the report
2. That comments made be passed onto the Executive for its consideration.
3. That an update report be brought to a future meeting on the impact of the pandemic and post pandemic recovery including detailed information on progress data, immunisations and health visiting.

**7      GOVERNMENT GREEN PAPER ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND ALTERNATIVE PROVISION**

Consideration was given to a report by Kate Capel, Head of Service for Inclusion, which invited the Committee to review and comment on the summary of the government's Green Paper, SEND Review: Right support, right place, right time. It was reported the Green Paper sought to establish the following:

- A single national SEND and alternative provision system, which set nationally consistent standards for how needs were identified.
- Excellent provision from early years to adulthood, which looked to increase the total investment in schools' budgets by £7 billion by 2024-25.
- A reformed and integrated role for alternative provision.
- System roles, accountabilities, and funding reform.

Officers clarified that the government published the Green Paper in March 2022 and was open to public consultation until 22 July 2022.

Councillor T Smith submitted comments to the Chairman, which expressed concern regarding the proposals of the Green Paper. He raised some of the following comments below.

During consideration of this item, the Committee raised the following:

- The Council's response to the consultation should contextualise concerns in terms of Lincolnshire's particularities.
- Without further review demand would outstrip supply for SEND places.
- Additional funding was being released by the Department for Education, but it fell short of the Council's ambitions.
- The Council used Locums to address shortages of Educational Psychologists, as was the case nationally. There had been substantial improvements in special school provision. A site visit to different schools was suggested to help the Committee gain further insight.
- Children's Services was producing a response to the Green Paper consultation and would share the outcome of the consultation with the Committee.

**RESOLVED:**

That the Committee reviewed the summary of the Government's proposals and the comments made by Members be taken into consideration when completing the Council's response to the consultation.

**8      BUILDING COMMUNITIES OF SPECIALIST PROVISION; TOGETHER IN LINCOLNSHIRE -  
UPDATE ON WORKFORCE DEVELOPMENT STRATEGY**

Consideration was given to a report by Eileen McMorrow, Programme Manager, Special Schools Strategy, which provided the Committee with an update on the progress made in the implementation of the SEND workforce development learning platform within the Building Communities of Specialist Provision Strategy. The following matters were reported:

- The workforce development learning platform was commissioned 10 February 2022 via a Public to Public Collaboration Agreement.
- The lead agency, Lincolnshire Wolds Federation, engaged with sector experts to develop content, such as
  - Educational Psychologists
  - Therapy Services
  - Local universities
  - Local agencies
- SEND learning was being developed by a tiered approach, as follows:
  - Introductory tier – aimed at those with general work in the field
  - Tier 1 – aimed at those with specific work in the field
  - Tier 2 – aimed at those with deep work in the field
- Implementation would take place over the next two years.
- A web platform with fact sheets and case studies was to be rolled out.

During consideration of this item, the Committee raised some of the following comments:

- Services were free to use at the point of contact.
- Services were to establish a self-funding model once the initial set up had been achieved.
- Specific details regarding children in care being reached and the outcomes could be shared with Members.

**RESOLVED:**

1. That the Committee reviewed the implementation of the SEND workforce development learning platform and was satisfied with the progress made so far.
2. That a further update be included as part of the annual review of the Building Communities of Specialist Provision Strategy in October 2022.

9      CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

Consideration was given to a report by Tracy Johnson, Senior Scrutiny Officer, which invited the Committee to consider and comment on the content of its own work programme for the coming year to ensure that scrutiny activity is focussed where it can be of greatest benefit.

It was reported that there was one amendment to the published work programme. The Children In Care and Care Leavers Strategy decision report currently listed for the meeting on 9 September 2022 had been deferred to the 21 October 2022 meeting. It would then be considered by the Executive at its meeting on 1 November 2022.

As detailed in minute 6, the Committee had requested that an update report be brought to a future meeting on the impact of the pandemic and post pandemic recovery including detailed information on progress data, immunisations, and health visiting.

**RESOLVED:**

That the work programme presented be agreed subject to the inclusion of the amendments/suggestion mentioned above.

The meeting closed at 12.20 pm

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

Report to:	Children and Young People Scrutiny Committee
Date:	22 July 2022
Subject:	Government White Papers on Levelling Up the United Kingdom and Opportunity for all: strong schools with great teachers for your child

### Summary:

This report is presented to the Children and Young People Scrutiny Committee to provide, as requested by the Committee, an update regarding the Government's policy white papers *Levelling Up the United Kingdom* and *Opportunity for all: strong schools with great teachers for your child 2022*, with a particular focus on education and schools. The report also explains Lincolnshire's position as an Education Investment Area and what this means.

### Actions Required:

The Children and Young People Scrutiny Committee is invited to review and comment on the summary of the Government's White Papers in relation to schools and education.

## 1. Background

### Background Summary

For the purposes of this report – the draft Levelling Up and Regeneration Bill 2022 (As Introduced) published 11 May 2022 and currently passing through the House of Lords is supportive by policy outline of the aims, objectives and policy statements outlined in the Levelling Up White Paper 2022 and summarised within this report.

For the purposes of this paper – the draft Schools Bill 2022 (HL) published 11 May 2022 and currently passing through the House of Lords is fully reflective of the aims, objectives and policy statements outlined in the Schools White Paper 2022 and summarised within this report.

The aspirations of the Schools White Paper are in part, delivered through the missions outlined in the Levelling Up White Paper and vice versa. For example, the establishment of Education Investment Areas is indicated in the Levelling Up White Paper but is given as a

key priority to achieve the ambitions of the Schools White Paper. This is exemplified in the Government's recently published document: *Implementing school system reform in 2022/23. Next steps following the Schools White Paper May 2022.*

### **The Schools White Paper 2022**

- Puts Local Authorities firmly at the heart of education provision and levelling up.
- Sets out a long-term vision for a school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place, at the right time – founded on achieving world-class literacy and numeracy. The policies will be delivered in close alignment with the findings of the SEND (Special Educational Needs and/or Disabilities) review.
- Will be underpinned with legislation.
- Sets the aim for literacy and numeracy so that by 2030, 90% of primary school children will achieve the expected standard in reading, writing and maths, and the percentage of children meeting the expected standard in the worst performing areas will have increased by a third.
- Sets the aim that at secondary the national GCSE average grade in both English language and in maths increases from 4.5 in 2019 to 5 by 2030.
- The ambition and expectation that all schools will join or be joining a strong multi academy trust (MAT), by 2030 and that Local Authorities (LAs) can form MATs, particularly in rural areas or in areas without strong MATs.
- The expectations set out in the White Paper are to ensure:
  - An excellent teacher for every child, including delivering world-class training and professional development at every stage of their career.
  - High standards of curriculum, attendance and behaviour, creating the conditions in which great teaching flourishes.
  - A pledge to parents that children who are behind in maths or English will receive evidence-based targeted support, such as tutoring, to help them make progress.
  - A stronger and fairer school system that works for every child, encouraging the growth of the best school trusts as the collaborative structure best suited to supporting quality teaching. All organisations in the school system will have a clearly defined role, so parents know who to turn to in every situation.

Summary:

#### Chapter 1

##### An excellent teacher for every child

- 500k teacher training and development opportunities by 2024, including:
  - A new Leading Literacy NPQ (National Professional Qualification)
  - A new Early Years Leadership NPQ
  - A new SENCO NPQ (subject to consultation)
  - Up to £180m investment in development of Early Years workforce to support literacy and numeracy
- A commitment to raise teacher starting salaries to £30k.



	<ul style="list-style-type: none"> <li>• Levelling up premiums to incentivise teachers to work in subjects and places where they are needed most.</li> </ul>
Chapter 2	<p>High standards of curriculum, attendance and behaviour</p> <ul style="list-style-type: none"> <li>• A new arms-length curriculum body, OAK national academy, that will work with teachers across the UK to co-create free, optional, adaptable digital curriculum resources.</li> <li>• Improved behaviour and attendance through: <ul style="list-style-type: none"> <li>○ a national behaviour survey</li> <li>○ a new national attendance data solution</li> <li>○ strengthened regulations to promote joint working between local services</li> <li>○ funding for the Behaviour and Culture NPQ</li> </ul> </li> <li>• A new national expectation for the length of a school's week.</li> </ul>
Chapter 3	<p>Support for children who are behind in English or maths</p> <ul style="list-style-type: none"> <li>• A Parent Pledge that schools will provide evidence-based support for children falling behind in English or maths and tell parents about their progress.</li> <li>• Up to 6 million tutoring courses by 2024 with action to cement one-to-one and small group tuition as permanent feature of our school system.</li> <li>• A secure future for the Education Endowment Foundation (EEF). EEF will be re-endowed with at least £100m, lasting for at least the next decade.</li> </ul>
Chapter 4	<p>A stronger and fairer school system</p> <ul style="list-style-type: none"> <li>• A fully trust led system with a single regulatory approach. This will involve growing strong trusts and establishing new ones, <b>including trusts established by LAs.</b></li> <li>• <b>A clear role for every part of the school system, with LAs empowered to champion children's interests and a new collaborative standard requiring trusts to work constructively with other partners.</b></li> <li>• <b>Education Investment Areas (EIAs) to increase funding and support to areas in most need, plus extra funding in 24 Priority EIAs facing the most entrenched challenges (including existing Opportunity Areas (OAs)).</b></li> <li>• Digital infrastructure investment, with all schools being able to take advantage of modern technology.</li> </ul>

### **Core Policy Features**

The Local Authority remains central to the aspirations of the Schools White Paper in its role to champion children and to provide the key strategic and operational oversight and coordination across the sector. Schools and education overall are also seen as a crucial part of the Government's Levelling Up White Paper and policy agenda. The direct

communication and liaison into schools remains an essential feature of the proposed system.

With regard to the LA's role in setting up Trusts and Multi Academy Trusts, much of the detail in the proposals is yet to be released. Additional details may be released shortly.

Full details of the process and composition of a LA MAT are expected to be released following a Department for Education (DfE) Test and Learn pilot of a LA MAT, sometime towards the summer school break of 2023.

However, the main outlines, as described above, appear to be developments of already announced aspirations, all of which are supported or facilitated by our Education Team which is in a strong position due to the partnership across the Teaching School Hub, Lincolnshire Learning Partnership Board and the interactions with stakeholders.

### **Key Extracts from the Schools White Paper 2022**

- *The Government expects **all actors in the system, including trusts and local authorities, to collaborate to ensure the best outcomes for their communities**. This includes cooperating in key delivery areas like admissions and attendance, but it is also about a wider civic responsibility. To ensure this, Government will introduce a new collaborative standard – **one of the new statutory academy trust standards – requiring that trusts work constructively with each other, their local authorities** and the wider public and third sectors. Government will engage with the sector, through the wider regulatory review, as we develop the detail.*
- ***Local authorities will remain at the heart of the system**, championing all children in their area – especially the most vulnerable. In this role, they will harness their unique capacity to coordinate across local services to improve outcomes for children. Government will back local authorities with new legal powers to match their responsibilities – and work openly with the local authorities and the wider school system to co-design the detail over the coming months. As part of the SEND Review, Government will also set out plans to ensure they are held accountable for delivering these responsibilities.*
- ***Local authorities will be able to apply for academy orders for their maintained schools***

*This will enable high performing schools with a track record of local partnership to formalise their relationships and add expertise and capacity to the trust system.*

*Government knows that schools in rural areas can be particularly important to their communities, and Diocesan trusts and trusts established by local authorities will be well placed to ensure these schools are effectively supported. Government will also continue to apply the presumption against closure of rural schools and our national funding formula reform has seen the funding schools attract through the sparsity factor more than double to £95 million.*

- The HL draft of the Schools Bill 2022, currently in the House of Lords, states in Para 29 that:

*Local authorities: power to apply for an Academy order*

*“The Academies Act 2010 is amended as follows. (1) A local authority in England may apply to the Secretary of State for an Academy order to be made in respect of any of its maintained schools.”*

**The Impact Assessments - Schools Bill 2022 Para 78** explains further that:

*While it is open to local authorities to encourage their schools to join trusts, they have no formal role in the academisation process. We envisage that local authorities may wish to accelerate the move to a fully trust-based system in their areas but will be hindered from doing so by a lack of powers, if only individual governing bodies can apply for Academy Orders. We also envisage that where local authorities take up this process to co-ordinate the conversion of their schools, this will remove some of the administrative burdens from smaller schools with limited resource to whom this has previously been an obstacle to conversion.*

- **Local Authorities will be able to set up their own Trusts**

*These trusts will be regulated in the same way as any other trust and Government will ensure that safeguards are in place to effectively manage any potential for conflicts of interest both for the trust and the local authority – including limits on local authority involvement on the trust board.*

**The Impact Assessments Schools Bill 2022 Para 78** explains further that:

*The department is also exploring how local authorities might apply to establish trusts the local authority would be able to reduce the administrative burden on schools converting to join its trust (subject to Secretary of State approval) by being able to initiate the process on behalf of the schools involved. Hence, we consider that legislation is necessary to give local authorities the power to apply for Academy Orders in relation to some or all of their schools. The decision whether to issue an Academy Order in relation to any school will remain with the Secretary of State.*

- Government wants all schools to be in or joining a strong trust by 2030 and will engage with the sector on how best to achieve a fully trust led system. The Department for Education’s Regions Group will work with local partners to develop plans which achieve this, based on local dialogue about which collaborations will best serve the interests of children and parents.

Lincolnshire currently has 168 maintained primary schools, most of which are small and rural as well as two maintained secondary schools. We also have 21 Stand Alone Secondary Phase Academy Trusts (SATs) and 21 Primary SATs.

- As highlighted in the Schools White Paper, the Government has not always been able to intervene adequately in the small number of trusts that have fallen short of the standards it expects all trusts to meet. These intervention measures will help to address this in the future. Termination powers currently in individual funding agreements will be incorporated into legislation so the powers can be applied consistently across the academy sector.

New powers in the Schools Bill 2022 legislation will introduce the following:

1. A power to issue a Notice to Improve and impose financial restrictions on academy trusts
  2. A power to issue a compliance Direction
  3. A power to direct the appointment of trustees and to replace existing trustees with an Interim Trust Board
  4. Statutory powers to terminate funding agreements
- Legislation will also be introduced in the Schools Bill 2022 and by amendment to the Education Act 1996 (as amended), to reduce pupil absence rates by improving the consistency of attendance support and management provided by schools, trusts and governing bodies, and local authorities to families across England by focussing better, more targeted multi-agency support on pupils who need it most before poor attendance becomes deep-rooted.
  - The Government is also legislating to introduce statutory protections for faith academies equivalent to those of maintained faith schools. This is to protect the religious character of a faith school through its governance arrangements and provision of religious education and collective worship to pupils. These provisions will only apply to academies designated with a religious character, and academy trusts that manage such schools. The protections mirror as far as possible those that currently exist for local authority maintained faith schools.

### **Levelling Up and Education**

The Government believes that there are key factors that will help drive levelling up.

Evidence from a range of disciplines tells the Government that these drivers can be encapsulated in six “capitals”:

- Physical capital – infrastructure, machines and housing.
- Human capital – the skills, health and experience of the workforce.
- Intangible capital – innovation, ideas and patents.
- Financial capital – resources supporting the financing of companies.
- Social capital – the strength of communities, relationships and trust.
- Institutional capital – local leadership, capacity and capability.

In order to develop and improve these “capitals” the Government wishes to introduce policy reform. This new policy regime is based on five mutually reinforcing pillars:

- 1) First, the UK Government is setting clear and ambitious medium-term **missions**.
- 2) Second, central government decision-making will be fundamentally reoriented.
- 3) Third, the UK Government will empower decision-makers in local areas.
- 4) Fourth, the UK Government will transform its approach to data and evaluation.
- 5) Fifth, the UK Government will create a new regime to oversee its levelling up missions.

It is these missions that are referred to in the *Levelling Up and Regeneration Bill (As Introduced) 2022*. The detail of these missions is not provided within the Bill itself. However, the Bill introduces provision for the Minister to introduce or change any ‘mission’ at any time with due notice to the House(s) of Parliament.

The current ‘missions’ are outlined in the Levelling Up White Paper. These are listed below. It is Mission 5 that is particularly relevant to this report:

1. By 2030, the UK Government wants to ensure that pay, employment and productivity has risen in every area of the UK, with the gap between the top performing and other areas closing.
2. Leverage at least twice as much private sector investment over the long-term to stimulate innovation and productivity growth.
3. Bring local public transport connectivity across the country closer to London’s standards.
4. Deliver nationwide gigabit-capable broadband and 4G coverage, with 5G coverage for the majority of the population.
5. **By 2030, the aim is that 90% of all primary school children in England will achieve the expected standard in reading, writing and maths, with the percentage of children meeting the expected standard in the worst performing areas improving by a third.**
6. Increased the number of people to have successfully completed high quality skills training in every part of the UK, including 200,000 more people successfully completing high quality skills training annually in England, driven by 80,000 more people completing courses in the lowest skilled areas.
7. Narrowing the gap in Healthy Life Expectancy (HLE) between local areas where it is highest and lowest by 2030, and increasing Healthy Life Expectancy by five years by 2035.
8. Improve well-being in every area of the UK, with the gap between top performing and other areas closing.
9. Improve pride in place in every area of the UK, with the gap between top performing and other areas narrowing.
10. By 2030, renters will have a secure path to ownership with the number of first-time buyers increasing in all areas; and our ambition is for the number of non-decent rented homes to have fallen by 50% with the biggest improvements in the lowest performing areas.

11. By 2030, we will have reduced homicide, serious violence and neighbourhood crime, focused on the worst-affected areas.
12. By 2030, every part of England that wants one will have a devolution deal with powers at or approaching the highest level of devolution with a simplified, long-term funding settlement.

### **Education Investment Areas (EIAs)**

Mission 5, outlined above, links specifically to the ambitions of the Schools White Paper outlined above: Chapter 4 – A Stronger and fairer school system - **Education Investment Areas to increase funding and support to areas in most need**, plus extra funding in 24 Priority EIAs facing the most entrenched challenges (including existing OAs).

The UK Government has stated that it will drive school improvement in England through the 55 new Education Investment Areas (EIAs) in places where educational attainment is currently weakest.

Areas selected as EIAs are the local authorities which are either:

- (i) in the bottom 50 ranked local authorities on the standardised Key Stage (KS) 2 and KS4 composite measure or
- (ii) contain an Opportunity Area or areas previously identified for additional school improvement support.

Lincolnshire has been selected as an EIA as it falls into the first selection category i.e., our school outcomes are considered to be too low.

The Government has also named 24 “priority education investment areas” which will split around £40 million to tackle issues like absences. Lincolnshire is not in this group. The Government has also almost doubled the amount of trust capacity funding on offer over the next three years and set up a training programme for trust Chief Executive Officers (CEOs) for this group as it seeks to get all schools to join academy trusts by 2030. The Department for Education has said the money will be spent on “*bespoke interventions to address local needs, such as addressing high absence rates*”.

The Department for Education (DfE) will support strong multi-academy trusts (there is no definition as yet for what a strong trust is), to expand into these areas and offer retention payments to help schools with supply challenges in these areas to retain the best teachers in high-priority subjects.

As set out in the Levelling Up White Paper, there will also be a small number of “*high quality, academically focused 16-19 free schools in the areas where they are most needed*”. It is not clear whether Lincolnshire will be considered for this as bids from the priority 24 areas will be prioritised.

- The Government will increase the amount of trust capacity funding to £86m for trust capacity building across England over the next three years to encourage the “strongest trusts” to expand into education investment areas.

The new funding of £86 million over three years amounts to almost £29 million a year.

The application process for 2022-23 trust capacity funding has now opened.

Trusts will receive up to £310,000 for projects that involve taking on at least one additional ‘inadequate’ or ‘requires improvement’ rated school from education investment areas and other places of “higher need”. For all other trust capacity building projects, trusts will receive up to £100,000.

- Funding – called Levelling Up Premium - will be made available to offer retention payments directly to schools to help keep the best teachers in the highest priority subjects. Mathematics, physics, chemistry and computing teachers can claim payments for teaching in eligible state-funded secondary schools in their first five years and schools in EIAs will receive more than the average.
- Schools in these areas that have been judged less than Good in successive Ofsted inspections could be moved into strong multi-academy trusts, to attract more support and the best teachers. There is currently no formal definition of a ‘strong trust’.
- Schools in the Education Investment Areas will also be given direct support to address wider issues. For instance, schools struggling with attendance will be encouraged to join a new pilot programme to tackle the issue. We await details of what the support will entail.
- EIA schools will benefit from Connect the Classroom. This is a programme funded by the DfE that aims to help schools across the country to access an effective and comprehensive, education-focused wireless networking solution.

### **Family Hubs**

Family Hubs is a delivery model which encompasses Children’s Centres, Early Help and Universal Services in communities they serve. It is planned they will be accessible, ensure better connected professionals, services and providers through co-location and support families with children of all ages through a relationship centred approach improving family relationships to address underlying issues.

Family Hubs are a way of delivering the Supporting Families vision of an effective Early Help system. They will provide a single access point to a range of services for families and involve co-location of services and professionals.

There will be £300m nationally to build the network of Family Hubs and transform Start for Life services for parents and babies, carers and children in half the local authorities.

There will also be an extra £200m nationally to expand the Supporting Families programme. The programme will help local areas to address the challenges in families’ lives and circumstances that can hold back children from attending and achieving at school or put

them at risk of neglect and harm. Funding is allocated based on need, and areas with higher levels of deprivation will receive additional funding.

Lincolnshire has been successful in being chosen as an early adopter of the Family Hub programme and will be receiving a proportion of the additional funding to develop this service across the county by linking with and expanding our provision such as existing children’s centres, advice and maternity hubs and early help offer.

In addition, the Government will create the UK National Academy. This new digital education service will be free and made available online to support the work of schools up and down the country. It will allow students to acquire additional advanced knowledge and skills.

**2. Summary and Conclusion**

The Schools Bill 2022 links to the Levelling Up and Regeneration Bill through an aspiration to provide the best education possible for all children. The Government has set challenging targets for both the infrastructure of the sector and its outputs. Several programmes such as the Family Hubs initiative provide not only exciting and useful new funding and activity opportunities but create platforms to draw together cross service teams in the Authority and support the aspirations of the Government and the LA’s Corporate Plan.

As an Education Investment Area, Lincolnshire will benefit from greater investment from central government to develop schools and provision for children and families. The expansion of the academy sector is a key element in the national plans to improve the life chances of children. However, Lincolnshire has a strong maintained school sector and we continue to work on our strategic aims through local influence and support.

The small LA Education Team will continue to play a key role in both monitoring, supporting and challenging schools and providing direct contact for all LA service areas into the sector, as part of the role of the LA to champion children and families, so as to support the aspirations of the Government to ‘level up’.

**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	Education Investment Areas: Selection Criteria - Lincolnshire



## 5. Background Papers

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

Document title	Where the document can be viewed
Schools White Paper: Opportunity for all: strong schools with great teachers for your child	<a href="https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child">https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child</a>
Levelling Up the United Kingdom White Paper	<a href="https://www.gov.uk/government/publications/levelling-up-the-united-kingdom">https://www.gov.uk/government/publications/levelling-up-the-united-kingdom</a>

This report was written by Matt Spoors who can be contacted on 07826959326 or by e-mail at [matt.spoors@lincolnshire.gov.uk](mailto:matt.spoors@lincolnshire.gov.uk).

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## Education Investment Areas: Selection Criteria – Lincolnshire

### Education Investment Areas Selection

The Government sets out that it intends to drive school improvement through 55 new Education Investment Areas (EIAs) in places where educational attainment is currently weakest or they are already involved in place-based interventions. This effectively means that the 50 lowest performing local authorities have been chosen based on the data as there is overlap with some of the place-based programmes.

In order to target the school improvement interventions at the areas of the country where pupil outcomes are lowest, the selection methodology is based on sustained low performance across both Key Stage (KS) 2 and Key Stage 4. At Key Stage 2, the proportion of pupils achieving the expected standard in reading, writing and maths at Key Stage 2 over the years 2017-2019 is used with average Progress 8 scores over the three years at Key Stage 4. Progress 8 gives a figure for the performance of pupils at secondary school across eight specific subject areas after accounting for prior attainment at KS2. The subjects included are English, mathematics, three other EBacc subjects (science, computer science, geography, history, languages) and three further subjects. If a pupil sits both English Language and English Literature, the higher grade is double weighted, the lower grade may count in the open group of subjects.

To work out which authorities are furthest behind, the data from each year and each phase is standardised so the weighting is equal across all three years. This gives a measure for Key Stage 2 and Key Stage 4 separately across the three years and then these scores are averaged to find a single measure across both key stages of relative performance.

The paper gives some stark examples of the differences in the proportion of children reaching a good level of development in different areas, the proportions that are Child in Need being double in some areas to others and it also lists disparities across the country in later years in GCSEs. It gives the example that a child eligible for free school meals in London has more than double the chance of going to university by the age of 19 than a child on free school meals outside London.

It is planned that an area wide set of priorities is developed with partners locally including school and trust leaders, LAs and Dioceses. This will be provided in 2022/23 in Education Investment Areas with initial planning conversations taking place in the summer term 2022. A prospectus will be published for each Education Investment Area in the autumn setting out key educational priorities for MAT development in each area.

## **Lincolnshire's Data**

From the methodology and formulae included we have been able to establish that Lincolnshire is in position 21 overall out of the 50 lowest performing local authorities, with the worst performing authority position 1. It is also possible to see the relative difference between primary and secondary where there is some disparity in positions with Key Stage 2 at position 14 and Key Stage 4 at position 55. This shows that it is the primary data that is the main indicator for Lincolnshire as a low performing authority.

Although the DfE has ranked the lowest performing authority in position 1, it may be easier to consider Lincolnshire's position as percentile rankings. At primary, Lincolnshire would be in the bottom 9% of the country, whilst at secondary, Lincolnshire would be in the 37<sup>th</sup> percentile. The final ranking position across both key stages would be the bottom 14% of the country.

It is possible to look at the data in more detail. At Key Stage 2, there is a small difference in the position of academies and maintained schools with academies at position 25 and maintained schools at position 19. It is not possible to do the same comparison at secondary with only two maintained secondary schools. However, it is possible to use the same methodology to compare performance across different types of secondary school and the differences are quite stark. Grammar schools are position 134, comprehensives position 37 and schools in a selective area are position 18. This is not surprising, as the proportions of pupils making expected progress or above has historically been significantly higher for more able pupils and grammar schools, due to their selective nature, have a higher proportion, or mostly, more able pupils. This means that they are likely to score higher progress measures due to their cohort alone rather than the direct impact of their work.

It is possible to also look at the relative performance between district areas, although for a fairer comparison, these have been ranked against local authority district areas across the country, so out of 326 districts rather than 150 local authorities. Overall, Lincoln is in the highest position at position 3 across both key stages, indicating the worst performance, and South Kesteven is in position 220. There is some difference between primary and secondary with Lincoln the highest rank for primary and Boston the highest for secondary, followed by Lincoln in second place. Although South Kesteven is overall lowest ranked position for secondary, North Kesteven is lower at primary with South Kesteven next lowest.

## **Further Analysis of Lincolnshire School Data**

### **Key Stage 2**

In 2018 data we had 18 schools contributing at least 100 total points in negative progress points in at least two out of three subjects at Key Stage 2; this means that they are significantly underperforming with cohorts in their school. Looking at the 18 schools in this category in 2019, only eight are still present in this category with 10 of the schools showing improvement and nine making significant progress.

In 2019, the number of schools contributing at least 100 total points in negative progress points to Lincolnshire in at least two out of three subjects increased from 18 schools to 26 schools. Only eight of these 26 schools were also in this category in 2018 which means there are 18 new schools into this category in 2019.

### **Key Stage 4**

The schools which performed least well in 2019 for Progress 8, below or well below national as well as Attainment 8 and so have a significant effect on Lincolnshire's performance at Key Stage 4, are secondary modern or comprehensive schools.

### **Pupil Context Model**

The pupil context model was originally designed to help put Lincolnshire's performance into context compared to national, with a view to see if any of the performance difference between Lincolnshire and national was due to a differing local context. As part of the model each pupil in Lincolnshire is categorised into one of 192 unique groupings on the basis of differing combinations of pupil characteristics (prior attainment/gender/SEN support/EHCP/disadvantaged/EAL/White Other). The national attainment and progress outcomes for each of the 192 different pupil groupings are then ascertained and this is then averaged across different cohorts/school/district/Lincolnshire to provide an indication of where a cohorts/school/district/Lincolnshire performance should have been had each pupil performed the same as the same "type" of pupil nationally.

### **Key Stage 2 Pupil Context Comparison**

Lincolnshire was 3.0% below what the pupil context model indicated Lincolnshire should be achieving for the combined Reading, Writing and Maths (RWM) expected standard measure to match national in 2019, whilst accounting for differing local context (3.3% below in 2018 and 4.4% below in 2017). The improvement in 2019 came from a significant improvement in Writing outcomes of 1.2% (0.2% below pupil context model). There were drops in performance of 0.8% in Reading (3.7% below pupil context model) and 0.2% in Maths (3.1% below pupil context model).

Up to 2% of the Lincolnshire Gap (~30-40% of the Total Gap) to National for RWM Expected Standard or above can be attributed to the differing local context.

The different factors that contribute to this gap include:

- 1% greater number of Low Prior Attainment pupils than National (*Source: FFT Aspire*)

- 3% greater number of pupils with SEN Support than National (*Source: FFT Aspire*)
- 7% fewer number of high attaining ethnicities (Chinese, Indian, Bangladeshi, Other Asian & White Irish) than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS2 Test Summary Report*)
- 3% greater number of lower attaining White Other ethnicity pupils than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS2 Test Summary Report*)

### **Key Stage 4 Pupil Context Comparison**

Although attainment of a Standard Grade 9-4 pass in English and maths in Lincolnshire was in line with National, when we look at the differing local context compared to National, we see that Lincolnshire actually performed up to 2% better than National. The different factors that contribute to this include:

- 1% greater number of Low Prior Attainment pupils than National (*Source: FFT Aspire*)
- 3% greater number of pupils with SEN Support than National (*Source: FFT Aspire*)
- 6% fewer number of high attaining ethnicities (*Chinese, Indian, Bangladeshi, Other Asian & White Irish*) than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS4 Test Summary Report*)
- 1% greater number of lower attaining White Other ethnicity pupils than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS4 Test Summary Report*)

Lincolnshire's Progress 8 Score showed an improvement of 0.10 grades on average between 2018 and 2019, and stands 0.02 grades above what the pupil context model indicates Lincolnshire should be achieving (0.08 grades below in 2018, 0.08 grades below in 2017).

Lincolnshire's Progress 8 Score for English improved by 0.12 grades on average between 2018 and 2019, and now stands 0.08 grades below pupil context model (0.20 grades below in 2018, 0.23 grades below in 2017).

Lincolnshire's Progress 8 Score for Maths improved by 0.09 grades on average between 2018 and 2019, and now stands 0.03 grades below pupil context model (0.12 grades below in 2018, 0.12 grades below in 2017).

Lincolnshire's Progress 8 Score for the English Baccalaureate subjects improved by 0.08 grades on average between 2018 and 2019, and now stands 0.07 grades above pupil context model (0.01 grades below in 2018, 0.04 grades below in 2017).

Lincolnshire's Progress 8 Score for the Open Subjects improved by 0.13 grades on average between 2018 and 2019, and now stands 0.06 grades below pupil context model (0.07 grades below in 2018, 0.07 grades below in 2017).



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

Report to:	Children and Young People Scrutiny Committee
Date:	22 July 2022
Subject:	Schools' Standards in Lincolnshire

### Summary:

This report is presented to the Children and Young People Scrutiny Committee to provide an update regarding standards within the sector led system with a specific focus on Special Educational Needs and/or Disabilities (SEND), Pupils with English as an Additional Language (EAL) and Disadvantaged pupils along with school type. The report uses validated performance data from Lincolnshire schools up to 2019. The report will cover outcomes at Key Stage 2 and Key Stage 4.

This information was requested by the Committee when it considered a report on Schools' Standards and Recovery at its meeting on 4 March 2022.

### Actions Required:

The Children and Young People Scrutiny Committee is invited to review and seek assurance on the issues and information contained in the report.

## 1. Background

### Ofsted:

**Schools:** As of 1 June 2022, 74.1% of Lincolnshire's schools have been judged as good or better. This is lower than our statistical neighbours at 74.6% and the national average of 87.2%.

79.7% of secondary schools are good or better which is more than our statistical neighbours at 76.9% and national at 78.8%. 83.8% of primary schools are good or better compared with our statistical neighbours at 85.7% and national of 88.5%.

## **Outcomes:**

**Statutory National Curriculum Assessment and Examinations for 2022 will be available very soon following the scrutiny of this report. 2019 data is summarised for reference only.**

### **Key Stage 2 (Aged 11):**

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 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.

### **Key Stage 4 (Aged 16):**

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 (State-Funded) at 6.5% 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 which is below National (State-Funded) at 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.

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 pupils in Lincolnshire perform better than national SEND pupils. Compared to 2017, the gap has widened in Lincolnshire's favour.

## **2. Performance of Pupil Groups and Pupil Groups in relation to school type**

### **Overview**

The level of household disadvantage is the strongest driver of attainment and progress for our children overall.

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.

Schools with the highest proportions of disadvantaged pupils show the lowest levels of attainment and progress on average. There are a higher proportion of SEND pupils who come from disadvantaged backgrounds than their non-SEND peers.

Pupils categorised by SEND and Disadvantage perform better in selective schools than their peers in non-selective schools. However, overall, these groups of pupils perform less well than their peers. Too few of these groups are selected for grammar schools for the groups as a whole to benefit from the selective system.

SEND pupils appear to attain more highly and make more progress in mainstream schools than their peers in SEND specialist schools. However, numbers are small, and the nature of the needs may well be more severe in special schools.

Pupils who have English as an additional language (EAL) tend to make good progress and attain well compared to their white British peers.

### **Technical Detail and Statistics**

#### **Key Stage 2**

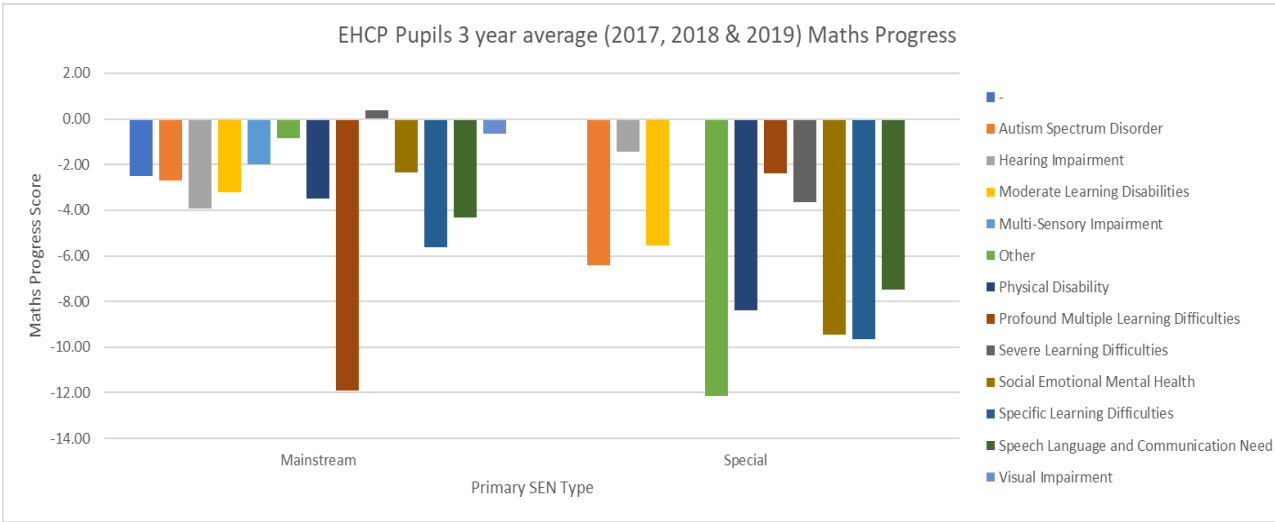
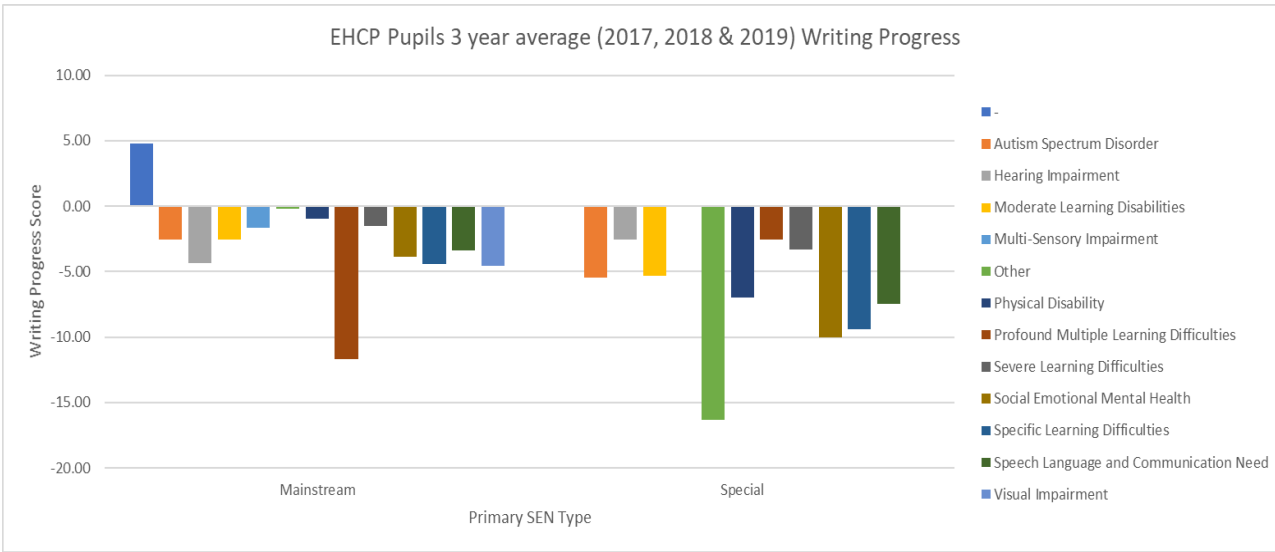
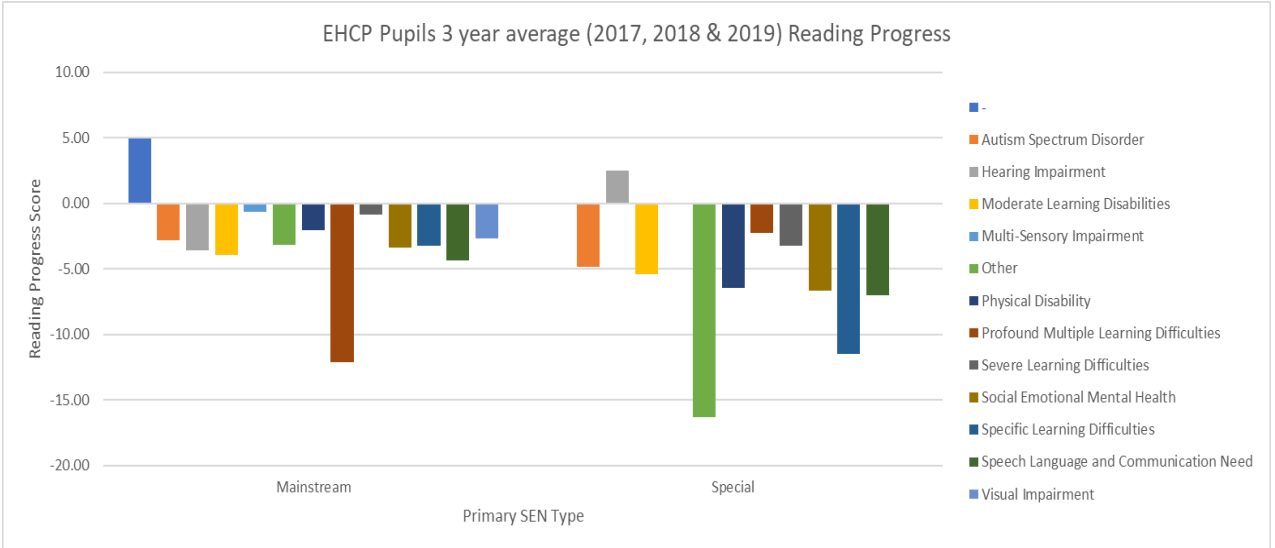
#### **Analysis of attainment for different categories of SEND pupils, including a breakdown of special schools vs mainstream schools**

##### **EHCP Pupils – Mainstream v Special Schools**

Pupils with an Education, Health and Care Plan (EHCP) attending Mainstream schools make more progress in each of Reading, Writing and Maths compared to pupils nationally with the same starting point than their peers in Special schools. Since 2017, EHCP pupils in Mainstream schools have seen improved progress in each of Reading and Maths, and a

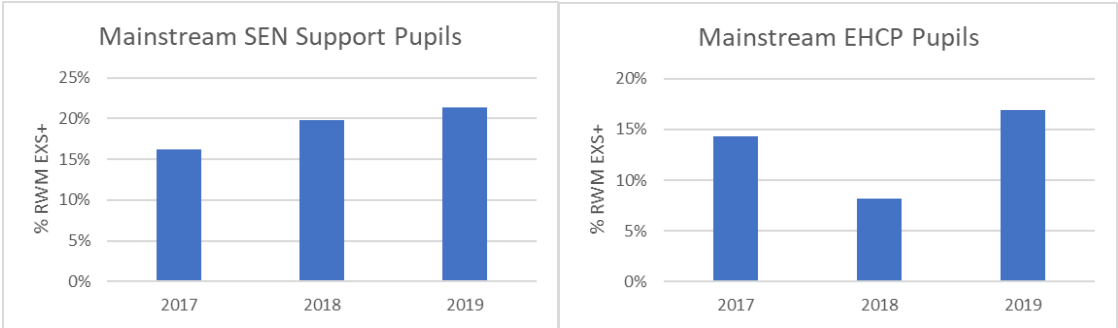
decline in Writing progress. EHCP pupils in Special schools have seen a decline in each of Reading, Writing and Maths progress.

SEN pupils by Primary SEN Type groups in Special vs Mainstream

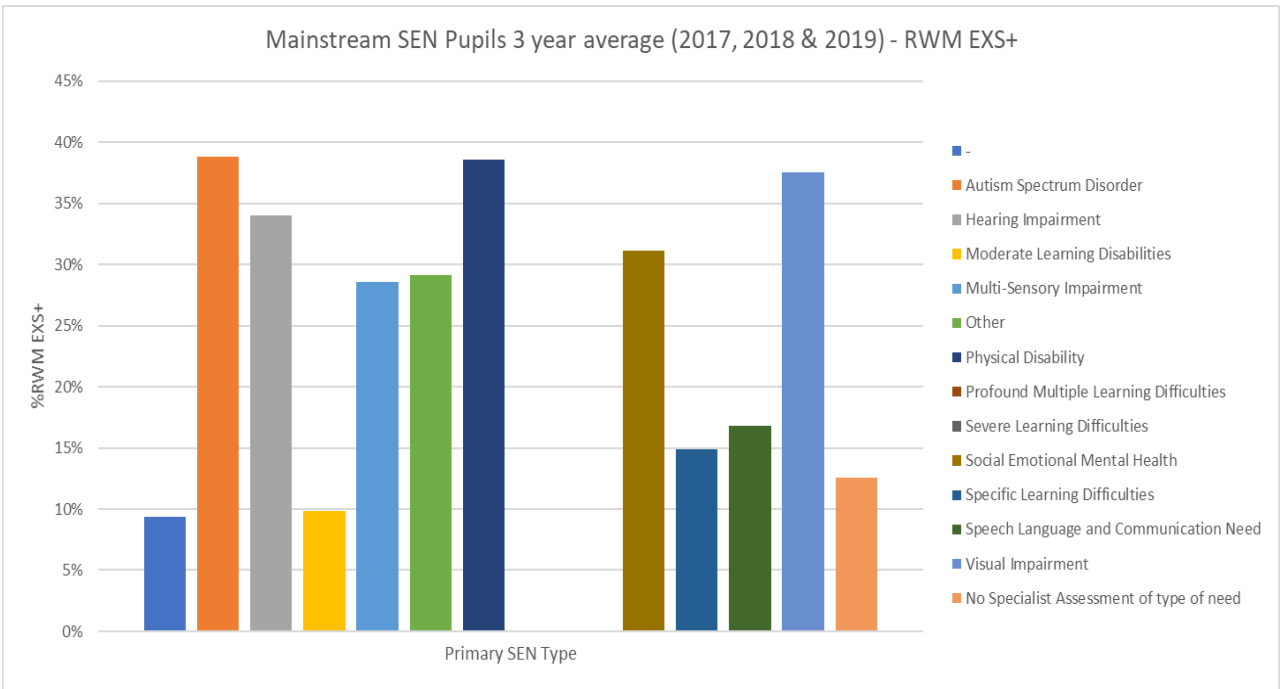


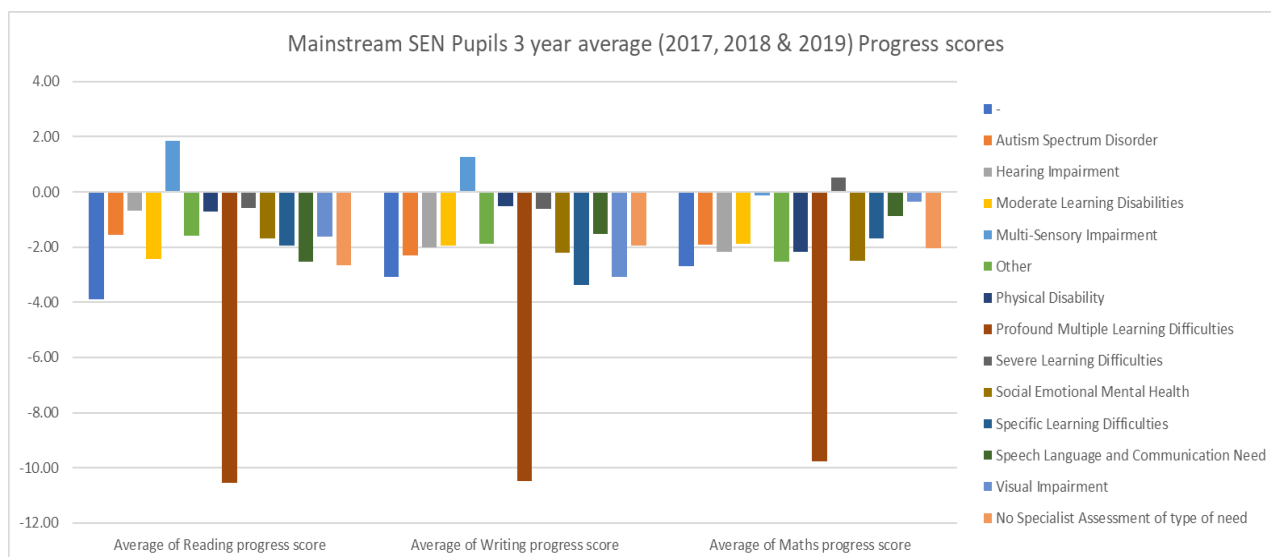
It should be noted that when we break down SEN pupils into Primary SEN Type groups, the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning.

Mainstream SEN Pupils



Since 2017 in Mainstream schools the percentage of SEN Support pupils achieving EXS+ RWM (Expected Standard or Better in Reading, Writing and Maths) has increased, as have their progress scores in each of Reading, Writing and Maths. The percentage of EHCP pupils achieving EXS+ RWM has also improved since 2017, as has their progress in Reading and Maths.





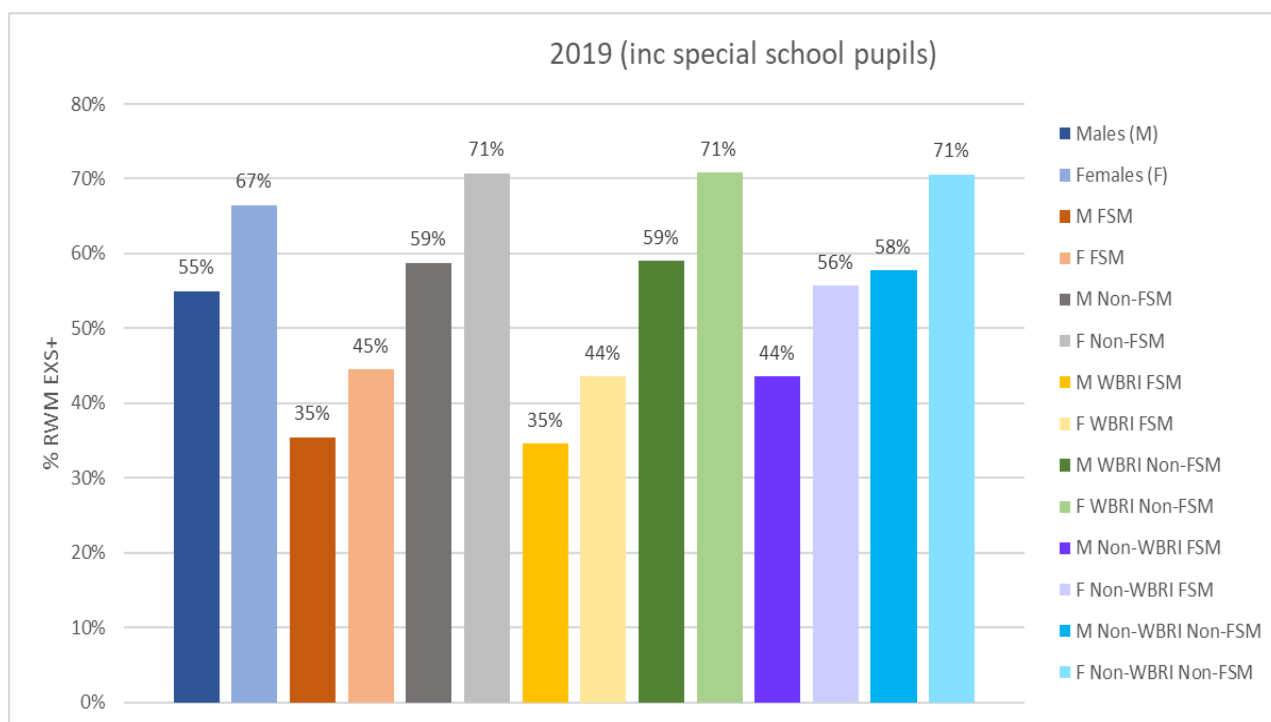
When we break down SEN pupils into Primary SEN Type groups the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning. The above charts are included for reference rather than for analysis purposes. For reference, see table below for total SEN pupil numbers included in the attainment calculations (in 2017, 2018 & 2019 combined), by SEN Type.

Primary SEN Type (Mainstream, all SEN)	Number included in RWM EXS Calculation	Number achieved RWM EXS+
-	32	3
Autism Spectrum Disorder	348	135
Hearing Impairment	47	16
Moderate Learning Disabilities	1609	158
Multi-Sensory Impairment	7	2
Other	158	46
Physical Disability	114	44
Profound Multiple Learning Difficulties	10	0
Severe Learning Difficulties	27	0
Social Emotional Mental Health	658	205
Specific Learning Difficulties	780	116
Speech Language and Communication Need	345	58
Visual Impairment	32	12
No Specialist Assessment of type of need	262	33
<b>Grand Total</b>	<b>4429</b>	<b>828</b>

## **Boys vs girls attainment, especially for FSM White British males**

*NB: Unknown ethnicities are included in the Non-White British group.*

### **Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British**



### **Expected standard or better in Reading, Writing and Mathematics (EXS+ RWM)**

In 2019 for the percentage achieving EXS+ RWM, Girls outperform Boys. WBRI FSM Boys perform in line with All FSM Boys.

While the WBRI characteristic seems to play a part as an indicator of poorer performance, and as stated above Girls outperform Boys, **the FSM characteristic appears to be the driving factor**.

### **Progress**

Looking at Key Stage (KS) 1-2 Progress measures for 2019, in Reading and Writing progress, Girls outperform Boys. The WBRI FSM Boys perform poorest, closely followed by the All FSM Boys group.

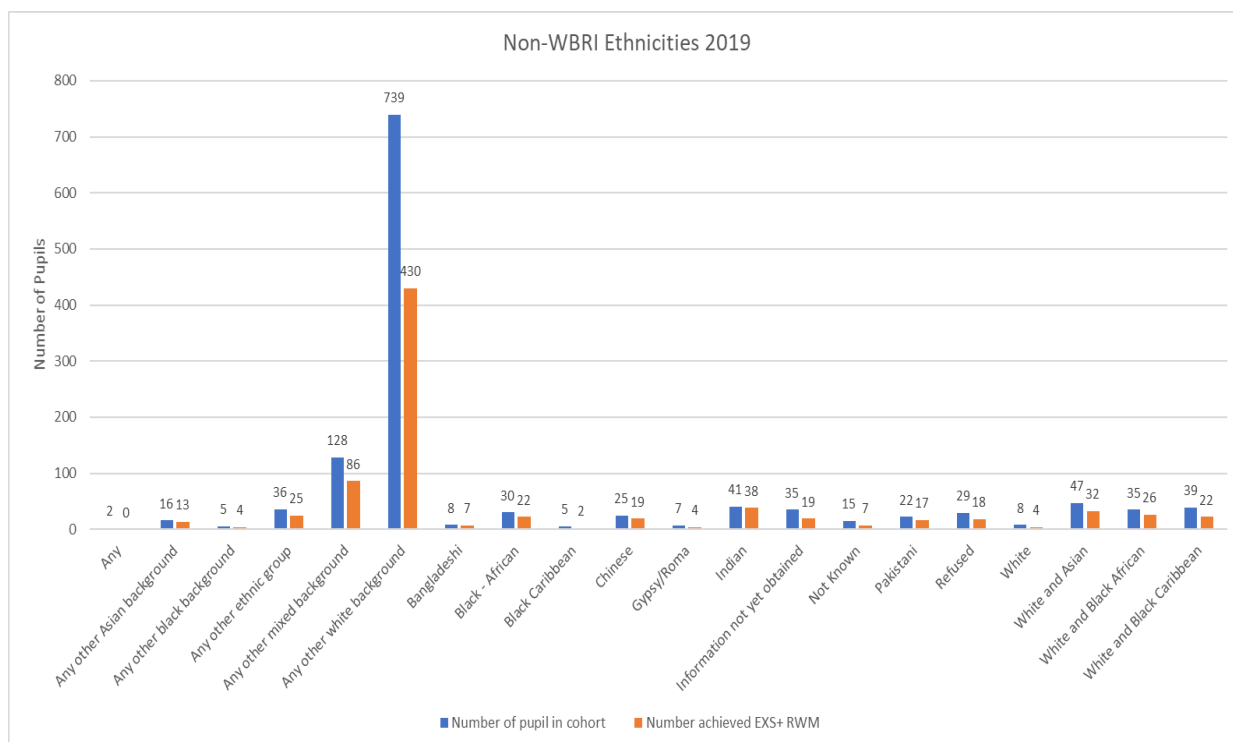
In Maths progress the Boys outperform the Girls. The WBRI FSM Girls perform poorest, closely followed by the All FSM Girls group.

**The driving factor in the progress measures appears to be the FSM characteristic.**

## **Ethnic Groups**

### **Ethnicities**

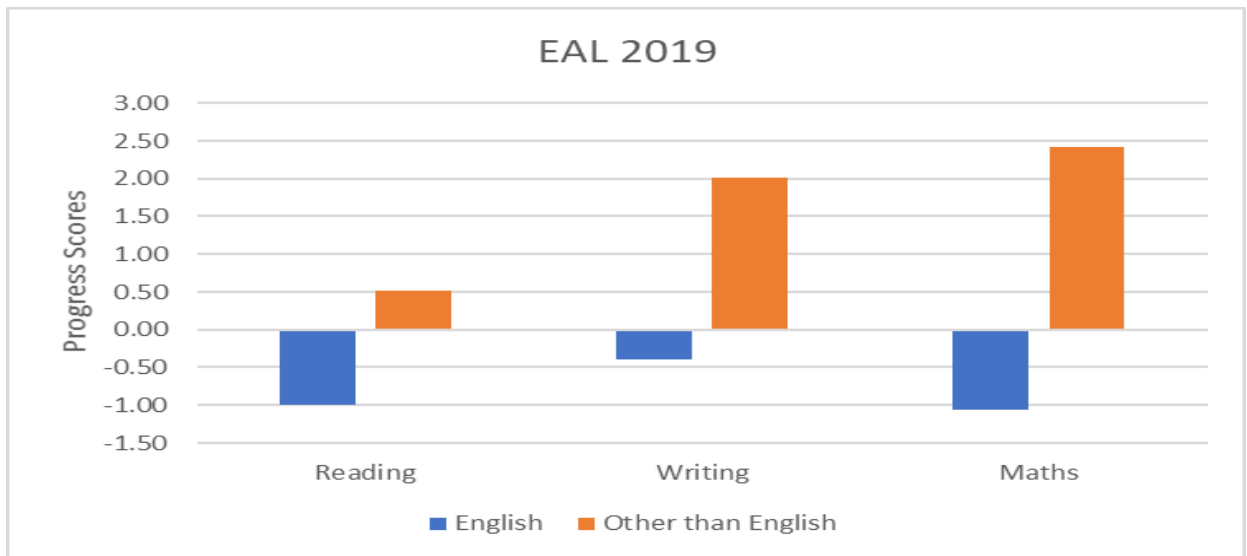
Ethnicities other than White British account for approximately 15% of a KS2 Year 6 cohort. The majority of this group consists of pupils recorded as “Any other white background”.



### **EAL**

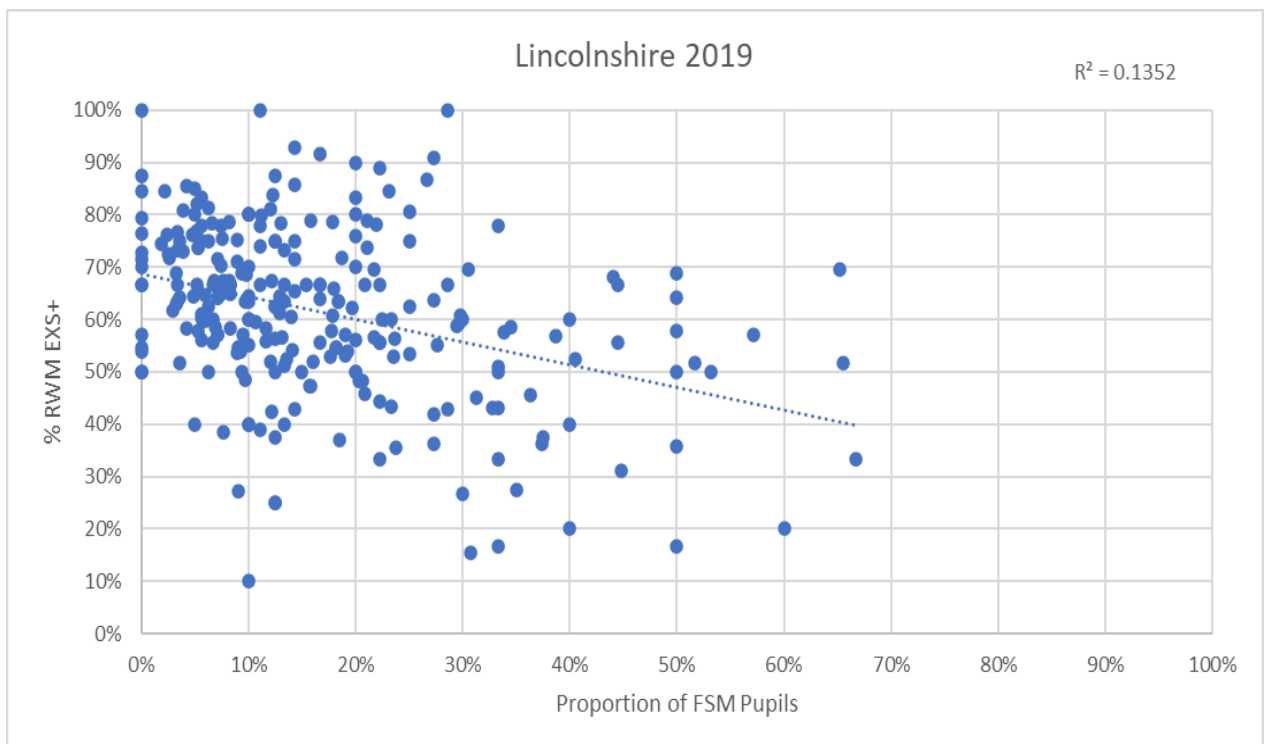
In 2019 in the % EXS+ RWM measure, pupils recorded with a first language of “Other than English” performed broadly in line with those recorded as having English as their first language, at 60% compared to 61%.

The same is not true in the progress measures (see below chart), where pupils recorded with a first language of “Other than English” outperformed those recorded as having English as their first language in each of Reading, Writing and Maths. The majority of this difference will be due to EAL pupils catching up with their peers during KS2 from a lower KS1 starting point than their peers.



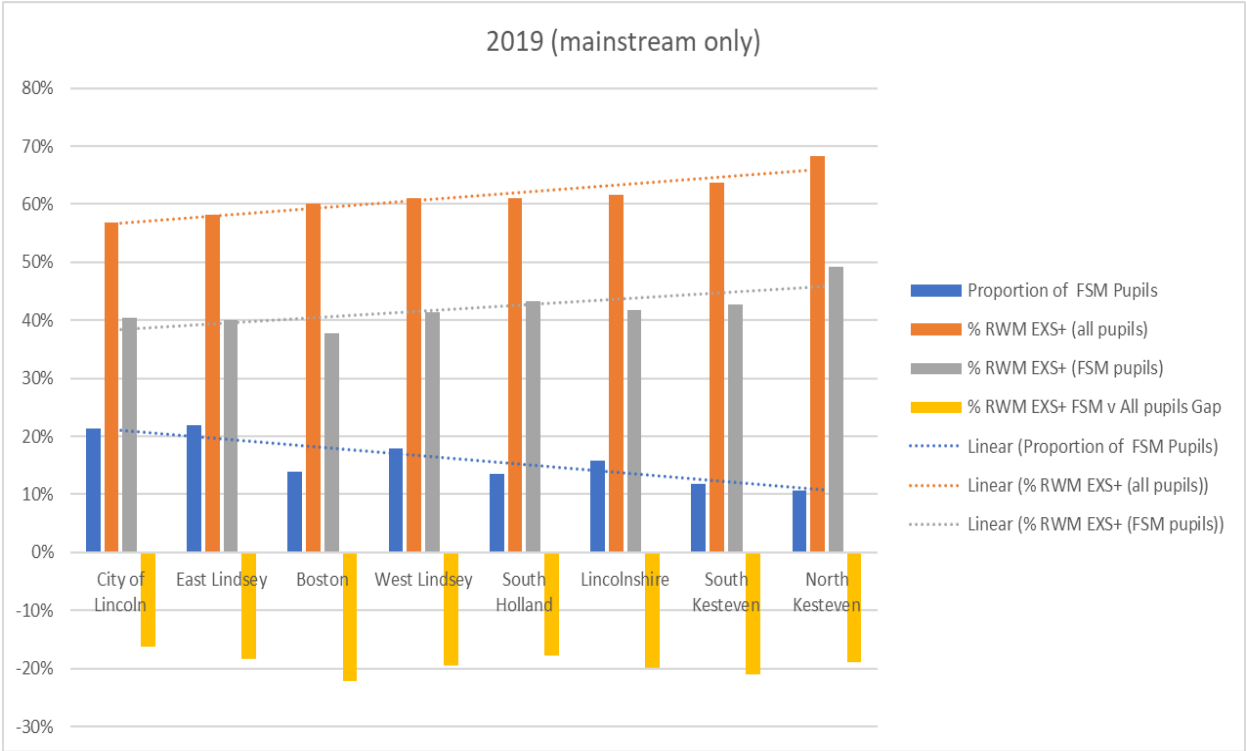
### Analysis of links/correlation between deprivation and educational attainment

- We exclude special schools from the correlation analysis.
- Here we use the proportion of FSM pupils as an indicator of deprivation is the higher the proportion of FSM pupils, the higher the level of deprivation.



There is a strong negative correlation between Lincolnshire's proportion of FSM pupils and the percentage of pupils achieving EXS+ in RWM. That is to say – the more disadvantaged pupils there are as a proportion of a school cohort, the lower the outcomes overall.

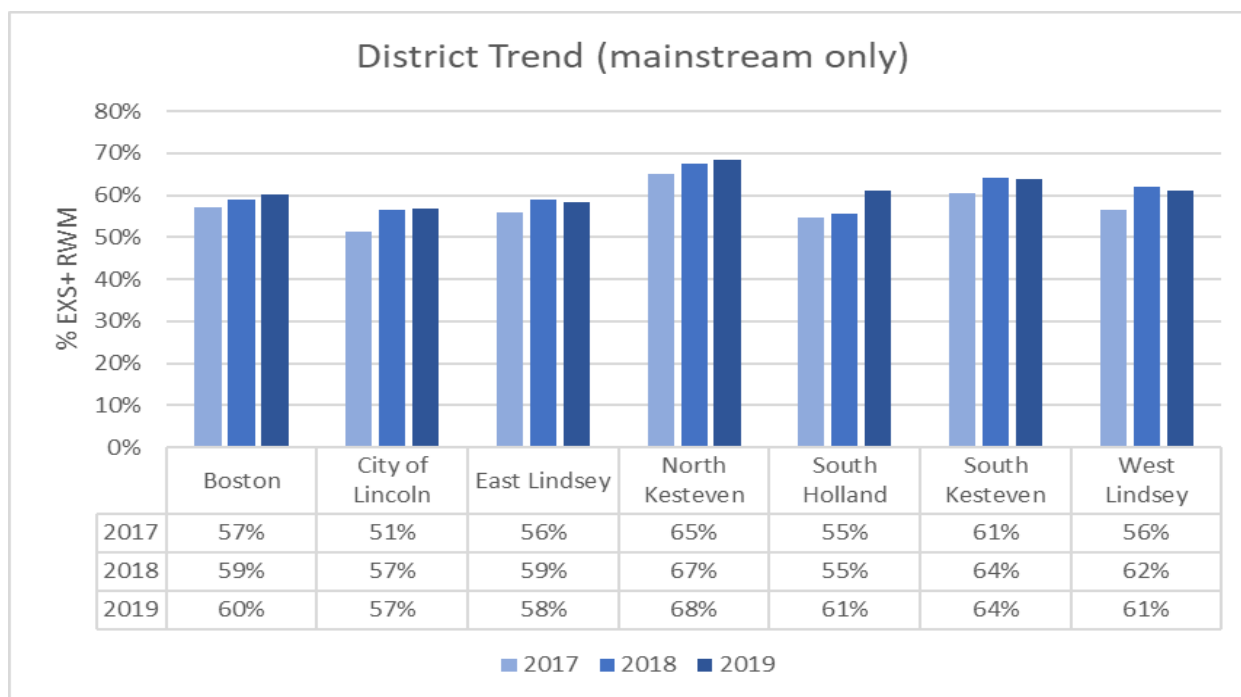
We can see this reflected across districts. That is to say, that we can see broadly that as the trend for % EXS+ RWM increases, the trend in the proportion of FSM pupils decreases. The chart below plots a number of variables for each district and for Lincolnshire overall.



**Boston and Lincoln compared with East Lindsey and South Holland - who have improved**

Regarding the query as to whether there are “any lessons that Boston and Lincoln could learn from East Lindsey and South Holland who have improved”: at Key stage 2 the below chart indicates that South Holland did indeed make strong improvements in % EXS+ RWM in 2019 compared to other districts; the same however cannot be said for East Lindsey.





As per below chart, the same is true for South Holland for KS1-2 Progress in each of Reading, Writing and Maths. East Lindsey saw an improvement in Writing Progress but worsened in Reading and Maths Progress (as did South Kesteven and West Lindsey).



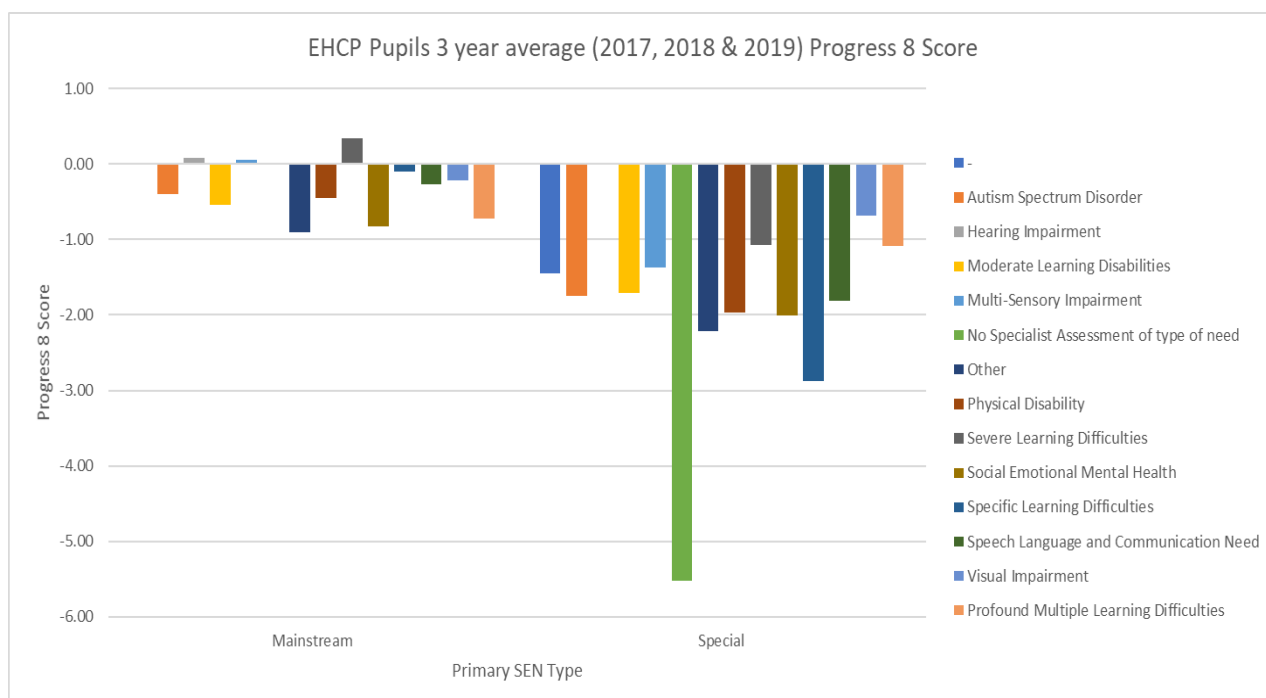
## Key Stage 4

### **Analysis of attainment for different categories of SEND pupils, including a breakdown of special schools vs mainstream schools**

When we break down SEN pupils into Primary SEN Type groups the differing nature of the needs of each group and low cohort numbers of certain groups make it difficult to assess the outcomes of the different groups fairly and with meaning. Most analysis has been based on three year averages of results in order to provide at least a small measure of statistical validity.

#### Pupils with an Education, Health and Care Plan (EHCP Pupils) – Mainstream v Special Schools

Pupils with an EHCP attending Mainstream schools make more progress compared to pupils nationally with the same starting point than their peers in Special schools. Since 2017 EHCP pupils in Mainstream schools have seen slightly reduced progress. EHCP pupils in Special schools have also seen a slight decline in progress.



The numbers of pupils in each category are very low and so should not be used for analysis or statistical purposes. The table above is for reference only.

#### Mainstream SEN Pupils

Since 2017 in Mainstream schools the percentage of SEN Support pupils achieving Grade 5+ (a good GCSE pass or better) including English and Maths (G5+ E&M) has increased slightly; their Progress 8 score has made strong improvements (from -0.56 in 2017 to -0.31 in 2019).

The percentage of EHCP pupils achieving Grade 5+ including English and Mathematics has remained broadly steady, whereas their Progress 8 score has declined since 2017.

There is a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood and are less likely to move out of SEND categories while at school.

At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up. Across the United Kingdom (UK), children with SEND from low-income families face particular barriers that prevent them from growing up into more affluent adults.

Many factors play a role, including:

- the outcomes they achieve and qualifications they gain as part of their education – they leave school with particularly low attainment.
- their wellbeing as children.
- access to support for their needs.
- their diminished chances of finding well-paid work as an adult.

Pupils from low-income families are more likely to be identified as having SEND, but at the same time are less likely to receive support or effective interventions that might help to address their needs. This is partly because their parents are less likely to be successful in seeking help. They are also less likely to receive help from their schools, and more likely to end up excluded from school or dropping out of education. As such, children with SEND from low-income families face multiple disadvantages and increased vulnerability from the very start of their lives. (*LKMco Ltd 2016 - First published February 2016 by the Joseph Rowntree Foundation PDF ISBN 9781 91078 3351*)

**Boys vs girls attainment, especially for Free School Meals/Disadvantaged (FSM) White British (WBRI) males (M) with an analysis of performance by grammar/selective schools vs non-grammar/non-selective schools also included**

**Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British**

**% Achieving G5+ E&M**

While the WBRI characteristic seems to play a part as an indicator of poorer performance, the FSM characteristic appears to be the driving factor. This is evidenced by observing that WBRI Non-FSM Boys & WBRI Non-FSM Girls are broadly in line with their Non-WBRI peers in this measure.

**Progress 8**

Looking at the Progress 8 measure for 2019, the driving factor would appear to be the FSM characteristic.

## **Male v Female by FSM/Non-FSM and White British (WBRI)/Non-White British split by Selective/Non-Selective**

### **% Achieving G5+ E&M**

The gap between pupils in groups containing the FSM characteristic and their peers in the respective Non-FSM groups is marginally wider in Selective schools than the gap in Non-Selective schools.

The FSM characteristic appears to be the driving factor.

### **Progress 8**

Looking at the Progress 8 measure for 2019, pupils in Selective schools outperform those in Non-Selective schools.

The progress gap between Boys in groups containing the FSM characteristic and their peers in the respective Non-FSM groups is much narrower than for FSM v Non-FSM Girls in Selective schools compared to the gaps in Non-Selective schools.

It is not clear as to whether selective schools are doing something to reduce the progress gap between the Male FSM v Male Non-FSM progress gap compared to Non-Selective schools.

The FSM characteristic appears to be the key driving factor. This is evidenced by observing that there is little difference between the performance of the WBRI FSM cohorts and the All FSM cohorts.

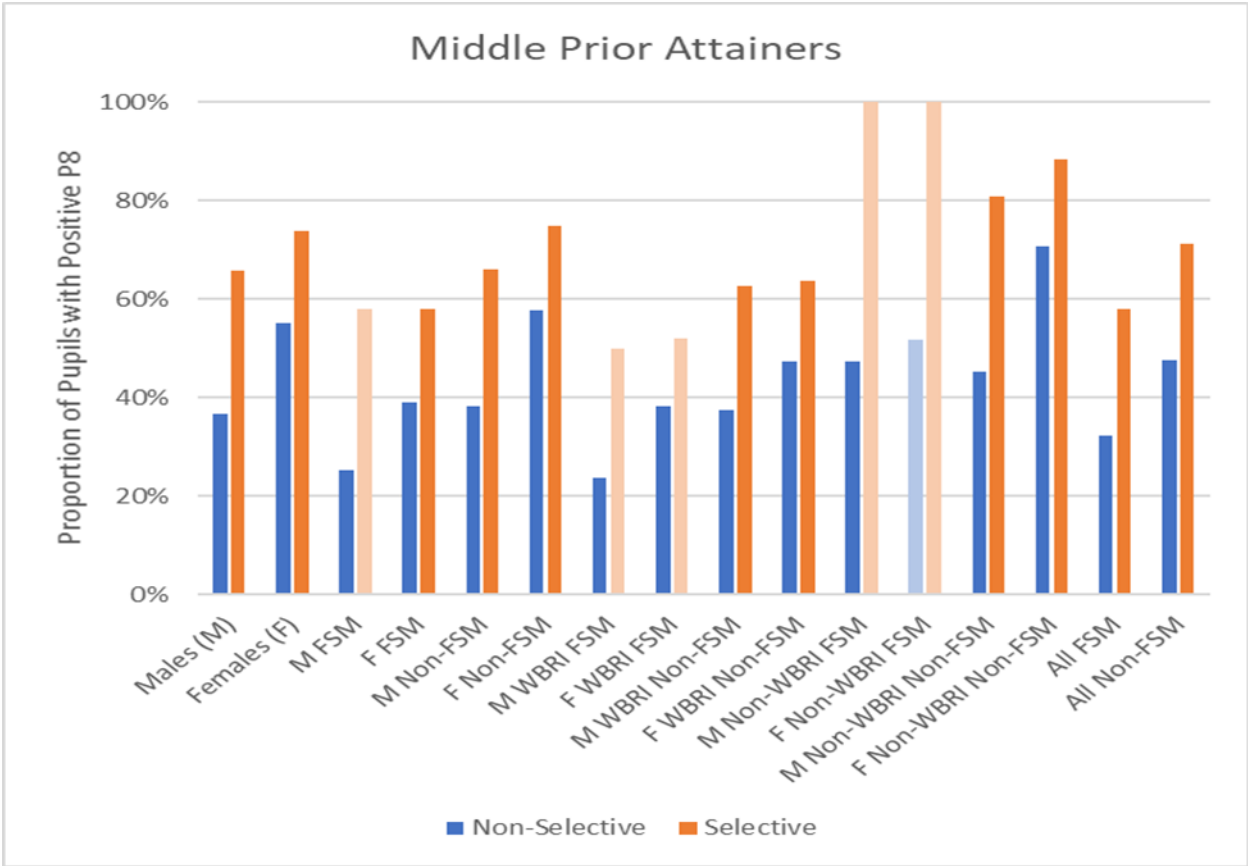
### **Performance of groups by Prior Attainment**

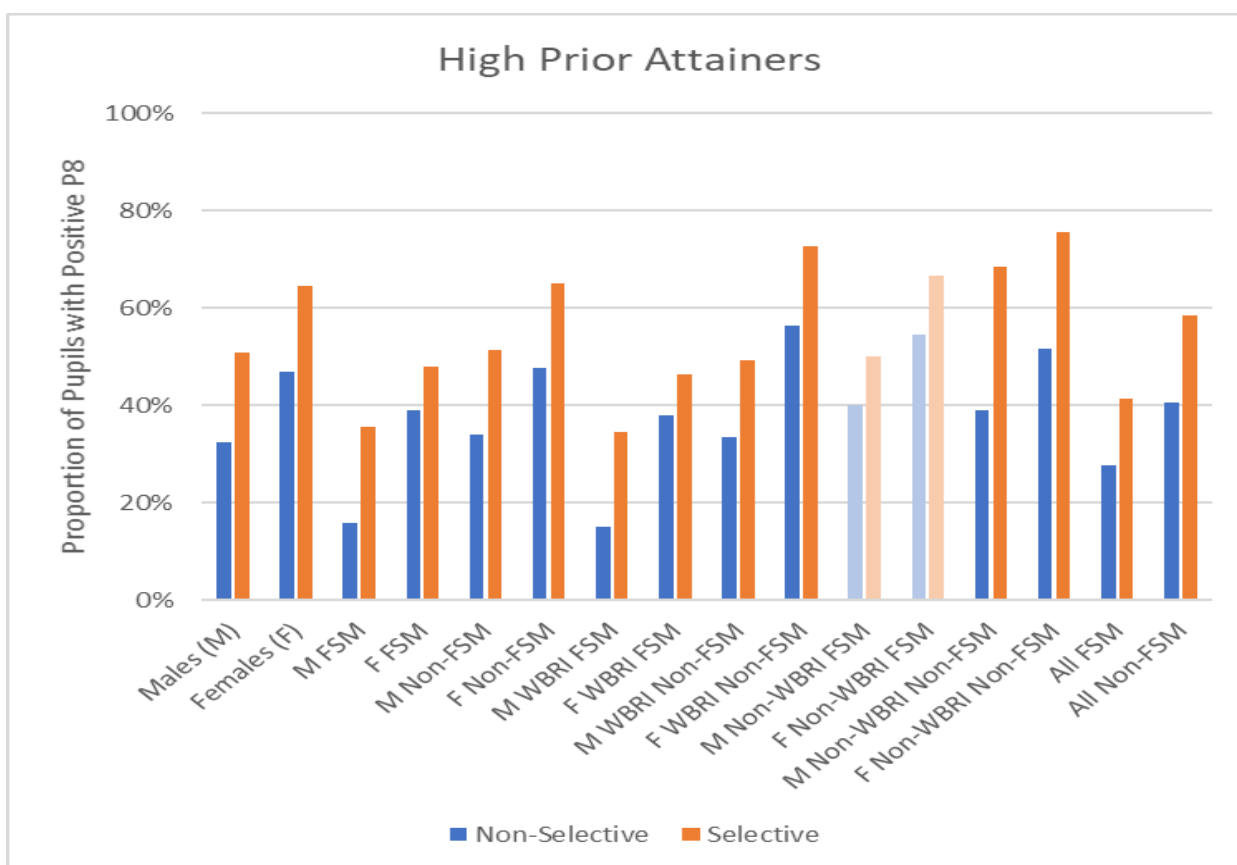
This is challenging due small cohort numbers for certain compound groups, even if we look at data for 2017, 2018 and 2019 combined:

- In selective schools there were only 19 FSM Boys with middle prior attainment.
- In selective schools there were only 31 FSM Girls with middle prior attainment.
- In selective schools there were only 16 WBRI FSM Boys with middle prior attainment.
- In selective schools there were only 27 WBRI FSM Girls with middle prior attainment.
- In selective schools there were only three Non-WBRI FSM Boys with middle prior attainment, and only six in this group with high prior attainment. In Non-selective schools there were only five in this group with high prior attainment.
- In selective schools there were only four Non-WBRI FSM Girls with middle prior attainment, and only six in this group with high prior attainment. In Non-selective schools there were only 11 in this group with high prior attainment.

This in of itself demonstrates a certain variation of access to grammar schools for different groups including FSM/disadvantaged groups.

See the charts below for the proportion of pupils achieving a positive Progress 8 score (2017, 2018 & 2019 data combined, mainstream schools only). Those cohorts with fewer than 30 pupils have a lighter shading and care should be taken not to infer too much from comparisons with their results.





For every group, a higher proportion of pupils achieve a positive Progress 8 score in selective schools than the same group in non-selective schools.

What complicates our analysis is that we do not know how well schools of either type do in helping these groups to make positive progress. Also, we do not know which pupils are predisposed to perform better than their peers with similar KS2 starting points.

On average for 2017, 2018 and 2019 Year 11 cohorts:

- High prior attainers make up 80% of the selective cohort, compared to 28% of the non-selective cohort
- Middle prior attainers make up 14% of the selective cohort compared to 52% of the non-selective cohort
- Low prior attainers make up 0.2% of the selective cohort, compared to 15% of the non-selective cohort

Attainment and progress in the majority of Lincolnshire's Grammar schools is, as might be expected, higher than in most secondary modern and comprehensive schools.

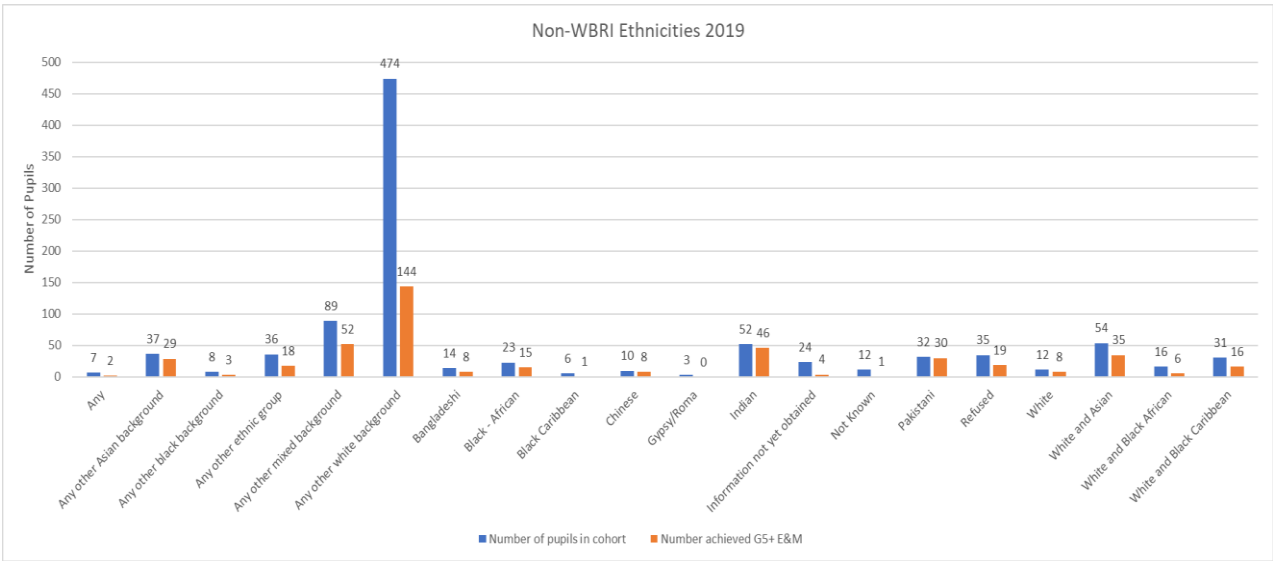
Disadvantaged pupils attain highly in grammar schools but often make less progress than their peers. Disadvantaged pupils make less progress and attain lower outcomes on average in all non-grammar schools. This reflects the national picture.

The higher the proportion of disadvantaged pupils there are in a school, the lower the attainment and progress on average.

Grammar schools admit significantly fewer disadvantaged pupils than non-grammar schools.

**A comparison of Ethnic groups**

**Ethnicities**

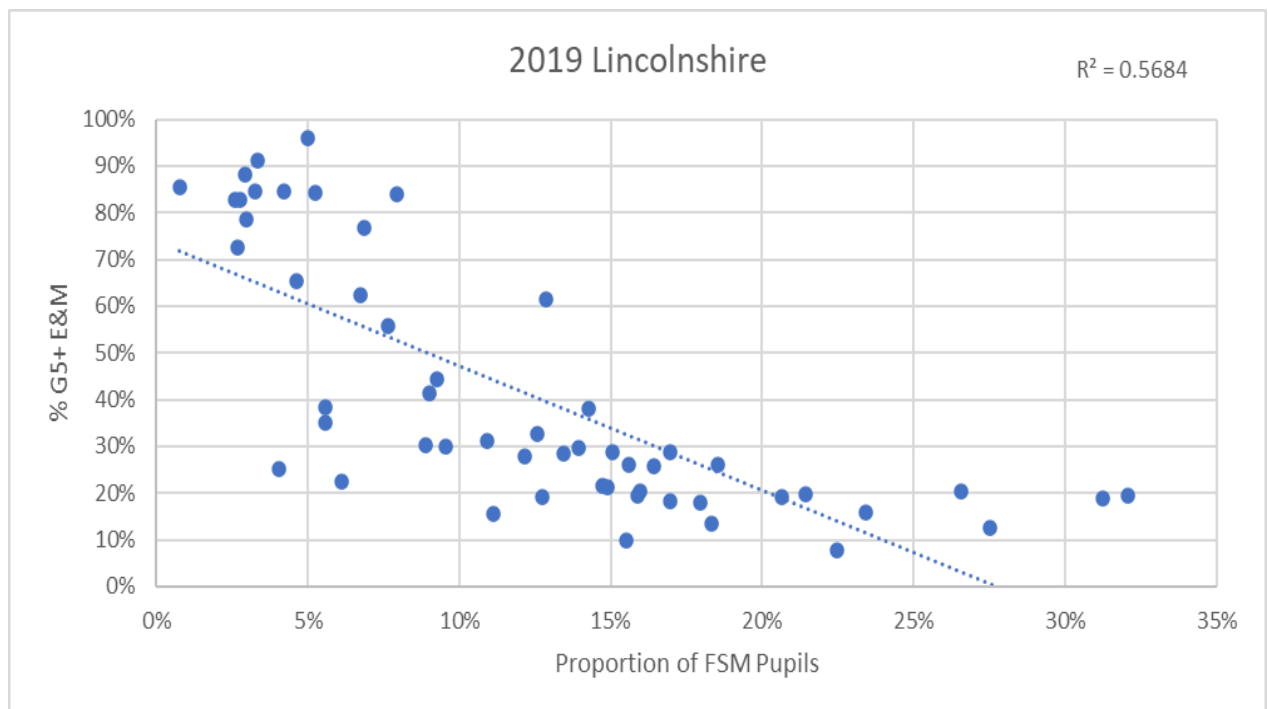


**EAL**

In 2019 in the % G5+ E&M measure, pupils recorded with a first language of “Other than English” performed less well than those recorded as having English as their first language, at 37% compared to 43%.

The same is not true in the Progress 8 measure, where pupils recorded with a first language of “Other than English” outperformed those recorded as having English as their first language, at 0.46 compared to -0.07. The majority of this difference will be due to EAL pupils catching up with their peers during KS3 and KS4 from a lower KS2 starting point than their peers. This is unsurprising for those children that remain in this country after settling here and therefore make gains in English speaking, language and communication.

## Analysis of links/correlation between deprivation and educational attainment



There is a reasonably strong negative correlation between Lincolnshire's proportion of FSM pupils and the percentage of pupils achieving G5+ E&M.

What we notice is that as the performance of the whole cohort improves across the different districts, the performance of the FSM cohort does not keep pace. Districts which perform better overall have larger negative attainment gaps between FSM pupils and All pupils.

### Boston and Lincoln compared with East Lindsey and South Holland

Regarding the question "are there any lessons that Boston and Lincoln could learn from East Lindsey and South Holland who have improved?", assuming this was referencing KS4, neither South Holland nor East Lindsey made strong improvements in % G5+ E&M in 2019. Compared to other districts, Boston made the greatest year-on-year improvement between 2018 and 2019.

Looking at Progress 8, the district with most improved average Progress 8 Score in 2019 was South Kesteven, followed by East Lindsey. All districts improved somewhat in 2019, apart from South Holland which remained stable in this measure.



### **3. Summary and Conclusion**

#### **Summary**

The level of household disadvantage is the strongest driver of attainment and progress for our children overall.

Schools with the highest proportions of disadvantaged pupils show the lowest levels of attainment and progress on average.

There are a higher proportion of SEND pupils who come from disadvantaged backgrounds than their non-SEND peers.

SEND pupils appear to attain more highly and make more progress in mainstream schools than their peers in SEND specialist schools.

Pupils who have English as an additional language tend to make good progress and attain well compared to their white British peers.

#### **Conclusion**

Disadvantage i.e., low income (and associated indices of deprivation), is the biggest driver of under-achievement for all groups of pupils in all settings in Lincolnshire including SEND. Improving the outcomes of the disadvantaged is a challenge nationally as well as locally.

Educational under-achievement perpetuates economic under-performance; and the cycle continues.

There are many strategies that the Department for Education (DfE) have and are scheduled to put in place to address under-performance in schools and support 'levelling up'. These include the Recovery Premium for Schools, Pupil Premium funding and the aspiration and actions laid out in the Schools Bill 2022 and the Opportunities for All White Paper 2022. Lincolnshire will also benefit from the additional investment provided by being an Education Investment Area.

The county's SEND Transformation and Valuing SEND programmes and expansion of provision for SEND pupils will give opportunity to support those children that need specialist provision to obtain it and for more pupils to return to mainstream schools when appropriate.

Our Education Team is working closely with our key partners at the Teaching School Hub to ensure that there are an appropriate range of DfE and locally funded courses and support for teachers and leaders in the county.

Lincolnshire's maintained school sector has a greater proportion of good or better schools than the academy sector.

The joint education, skills and recovery working taking place across the Local Authority will continue to drive opportunities to improve education, economic output and productivity and support the aspiration of the Government to 'level up'.

#### **4. Consultation**

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

Not applicable

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



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

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>22 July 2022</b>
Subject:	<b>Service Level Performance against the Corporate Performance Framework – Quarter 4</b>

**Summary:**

This report summarises the Service Level Performance against the Corporate Performance Framework for Quarter 4. This report will only summarise the measures that are above or below the target range.

**Actions Required:**

The Children and Young People Scrutiny 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 10 measures that should be reported at Quarter 4.

In Quarter 4:

- 3 measures did not meet their target;
- 2 measures exceeded their target; and
- 5 measures achieved their target.

## Measures that did not meet their target:

### **Achievement gap between pupils eligible for Free School Meals and their non-FSM Eligible peers nationally at KS4 (PI42)**

Percentage gap: 32.6 Target 30

Published data is not directly comparable to previous years (due to grades awarded using teacher assessment rather than exams which removed the previous skewing effects of norm referencing grades, which prevents all pupils attaining grades which reflect the quality of their work or aptitude). We can see from the published 2021 data that the achievement of Free School Meal (FSM) and non-FSM pupils nationally increased. The gap between FSM and Non-FSM pupils has remained steady or widened across the country. The trend for a widening gap is also seen in Lincolnshire.

The target has not been met. In part, this could be due to the disproportionately negative effect of learning loss and reduced access to educational resources experienced by FSM pupils compared to their peers during the pandemic.

2022 results will likely show a decline overall/dip in performance; not necessarily due to a decline in pupils' ability/performance, but rather due to Ofqual's decision to 're-align' grade boundaries to make 2022 outcomes more comparable to 2019.

The service is developing a coordinated Education Strategic Plan with sector partners. This seeks to address the ambition and specifics of the Education and Levelling Up White Papers. Strategy aims include integrated working with service areas beyond education so that all of the factors affecting schools and settings within communities are addressed.

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

Numerator 94 Denominator 116  
Percentage 81.03 Target 90

The performance for this quarter is below the lower target tolerance for this performance indicator by 4%. All of our 16 and 17 year olds are supported by the Virtual School through the Personal Education Planning (PEP) Process. This brings social workers, carers and providers together to focus on educational need and ensures that our young people are supported appropriately while participating in learning. Some of our young people in care struggle to access learning and the team also works with those young people not participating in learning to ensure that they can access therapeutic support and/or appropriate educational opportunities when they are ready to do so.

The Virtual School has participated in the National Department for Education (DfE) Post 16 pilot which was completed at the end of 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 PEP process to promote young people's access to and engagement in further education. This has assisted 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. The final evaluation of the pilot is currently with the DfE and we are awaiting a decision on the continuation of this additional funding at the end of July 2022.

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

Rate:	43.8	Target	37.9
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Lincolnshire's rate of reoffending currently stands at 43.8%. This has dropped slightly since last quarter but remains higher than target. However due to the small cohort size, small fluctuations in reoffenders can have dramatic effects on the rate itself. Typically, what we see is that a lower first time entrant rate generally leads to a higher reoffending rate; this is the case in Lincolnshire. Quarter 2 (Q2) and Q3 figures had previously been delayed by the Youth Justice Board but have since been released; the Q2 rate of juvenile reoffending in Lincolnshire was 26.1% showing a significant drop from Q1. This, however, is due to a larger cohort with numbers of reoffenders remaining fairly constant. Performance in Q2 was lower than target (37.9%), as well as being lower than the National (32.6%), Regional (29.1%) and Youth Offending Team (YOT) Family (33.5%) rates. The Q3 rate for Lincolnshire rose to 44.1%; this was primarily due to a reduced cohort (12 less young people). This brought us back to above our target rate of 37.9%. Q3 also had us above that of the National (34.2%), Regional (27.4%) and YOT Family (37.0%) rates.

#### **Measures that exceeded their target:**

##### **Permanent exclusions (PI67)**

Numerator:	50	Denominator:	106,436
Percentage:	0.05	Target:	0.11

Since the Inclusive Lincolnshire Strategy was introduced in 2015/16, the rate of permanent exclusions has continued to decrease; in line with internal target setting and drawing it mainly in line with the national average since 2016/17. The trend of reducing permanent exclusions has been established and continues to be supported robustly by the Pupil Reintegration Team. The rate of permanent exclusions has seen a significant decrease this quarter, however this has been severely impacted on due to the abnormal school operating circumstances over this period as a result of the pandemic. Target setting going forward has been adjusted accordingly given the unpredictability of the impact of the pandemic and schools' recovery.

### **Juvenile first time offenders (PI15)**

Rate: 90 Target: 125

Lincolnshire's rate of juvenile first time entrants remains low having fallen slightly since Q3. Currently it stands at 90 (rate per 100,000) which is considerably lower than target rate (125) as well as the National (156), Regional (161) and Youth Offending Team (YOT) Family (131) rates. This continues to show the positive work of the Joint Diversionary Panel. Q2 and Q3 figures had previously been delayed by the Youth Justice Board but have since been released; the Q2 rate of juvenile first time offending for Lincolnshire was 78 which fell significantly lower than target (125), National (159), Regional (156) and that of our YOT Family (140). The Q3 rate for Lincolnshire was 95 which fell considerably lower than target (125), National (167), Regional (166) and that of our YOT Family (135).

## **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.

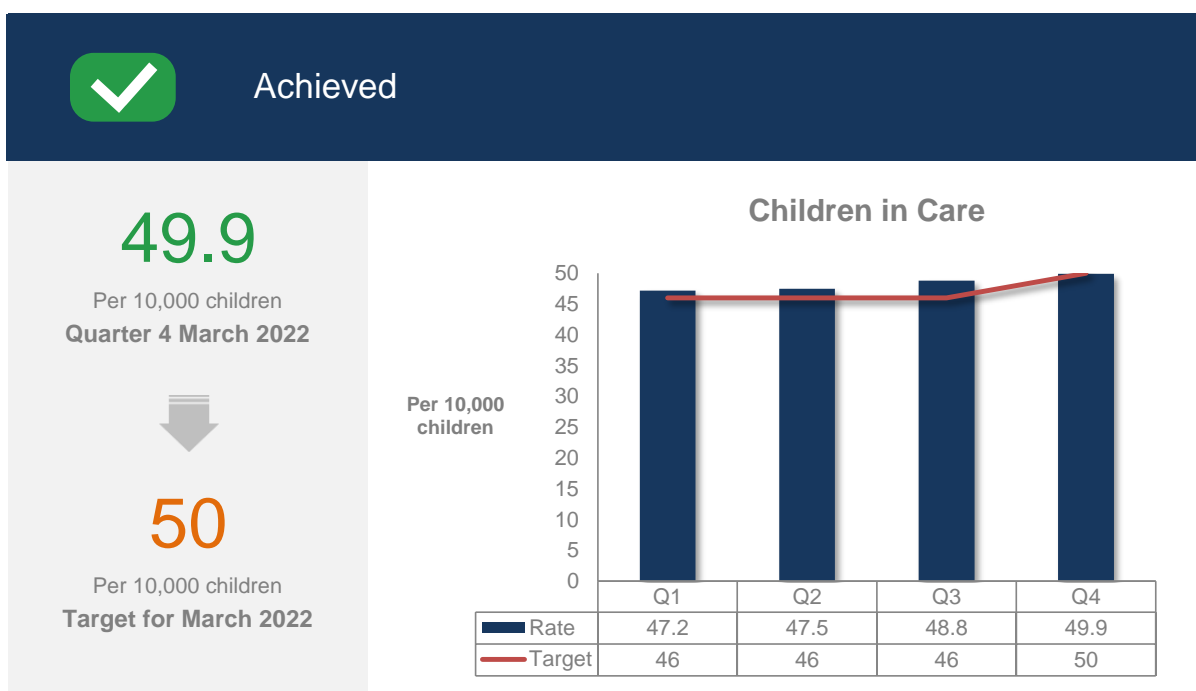
This report was written by Jo Kavanagh, who can be contacted on 07810 441620 or [jo.kavanagh@lincolnshire.gov.uk](mailto:jo.kavanagh@lincolnshire.gov.uk).

## 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.

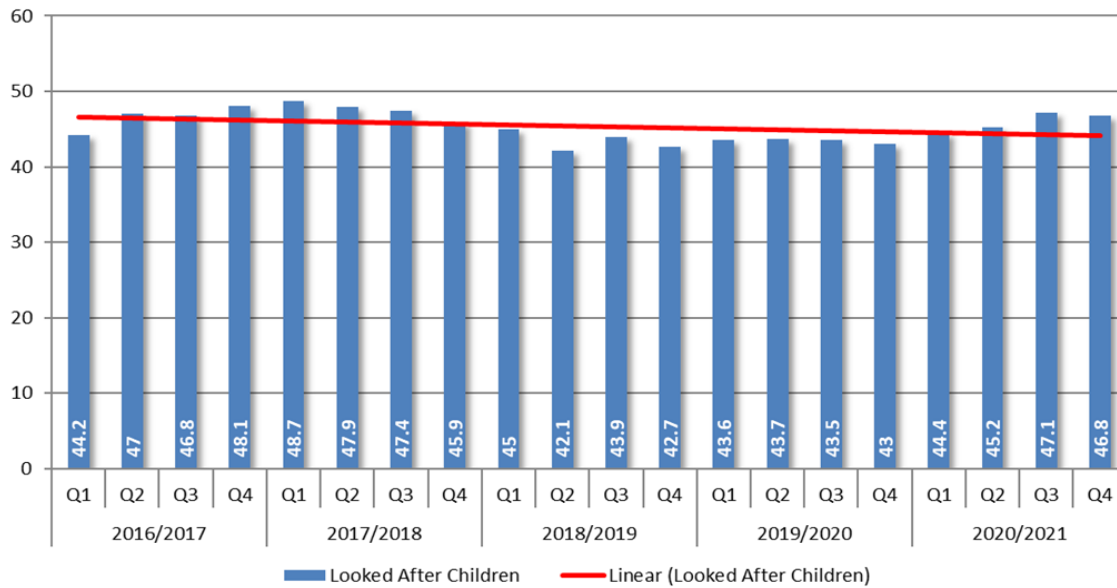


### About the latest performance

This measure has achieved target, however this target has been revised in Quarter 4 from 46 to 50 per 10,000 take into account the effects of the National Transfer Scheme. As with Quarter 3, the number of Children in Care starters over Quarter 4 has remained at a relatively high level whilst the number of care leavers has remained reasonably static. The increase in new entrants to care has continued to keep the Children in Care per 10,000 figure high over the past quarter. The growth in numbers is attributable to the Council's safeguarding responsibilities and is partly attributable to the number of unaccompanied asylum-seeking children that have arrived as part of the new temporary mandated 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 coming 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 of 31st March 2021).

## Further details

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



## About the target

This change has been requested by Executive in light of the increase in children in care (CIC) due to the pandemic and the National Transfer Scheme.

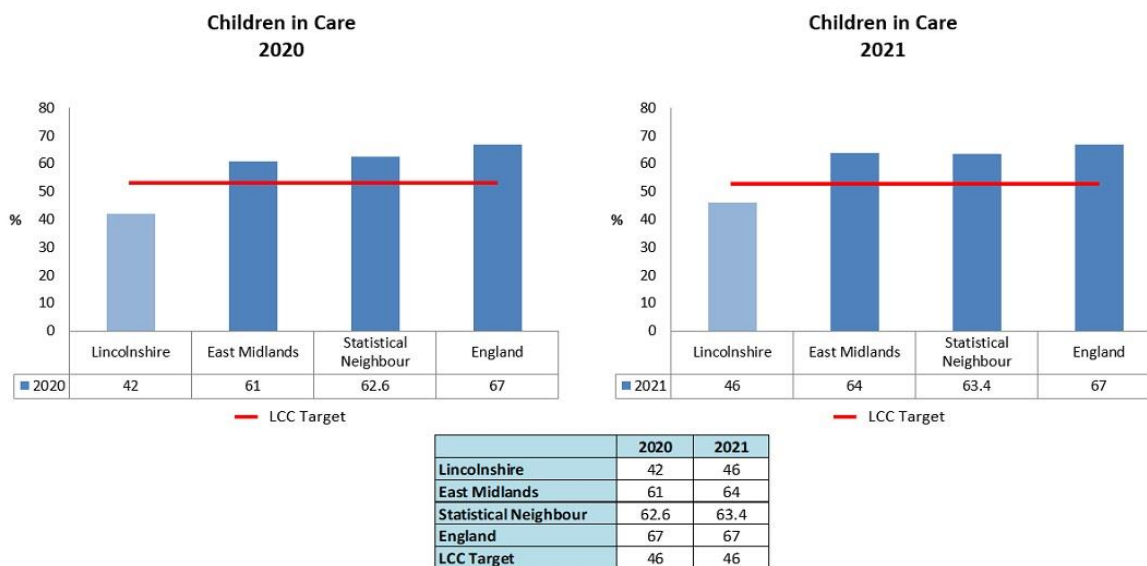
## About the target range

The Upper Target allows for the number of looked after children to vary between approximately 733 (50.0) – 747 (51.0).

The Lower tolerance is anything below 717 (49.0)

## About benchmarking

This is based on Children in Care (CiC) predictions using the D2I CiC modelling



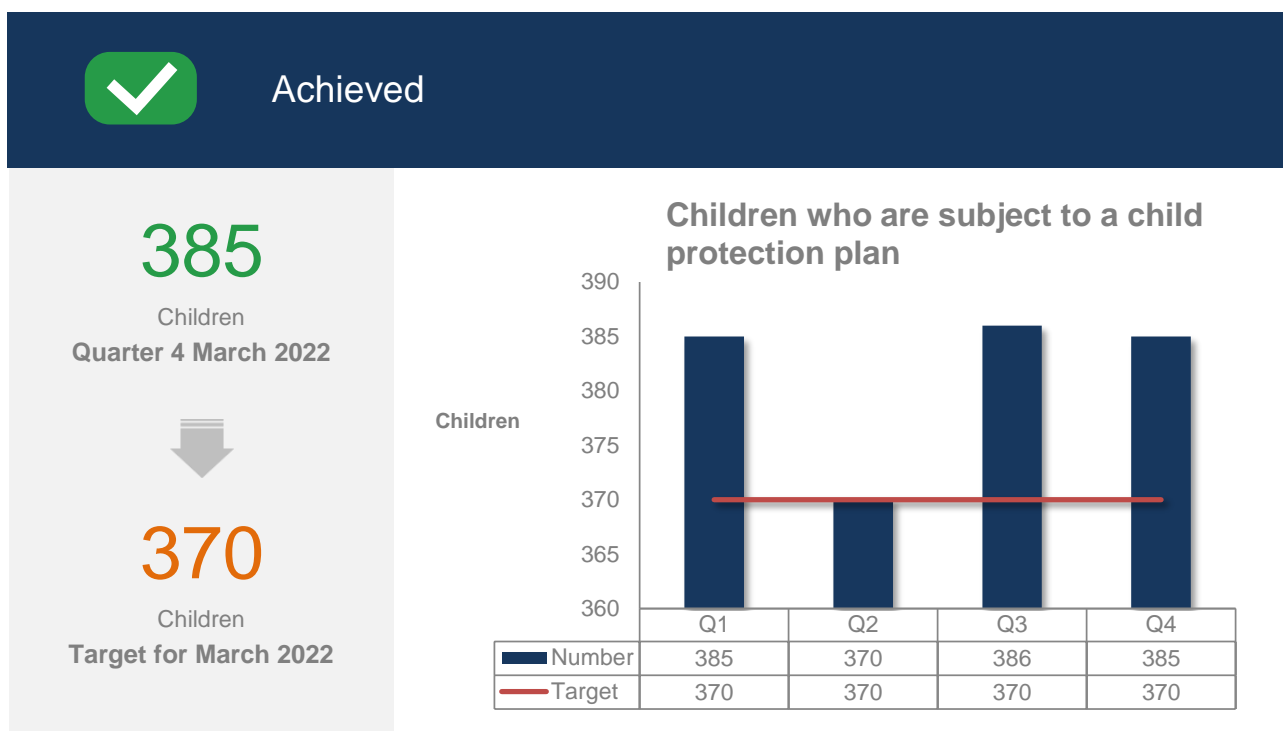


## Children who are subject to a child protection plan

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.

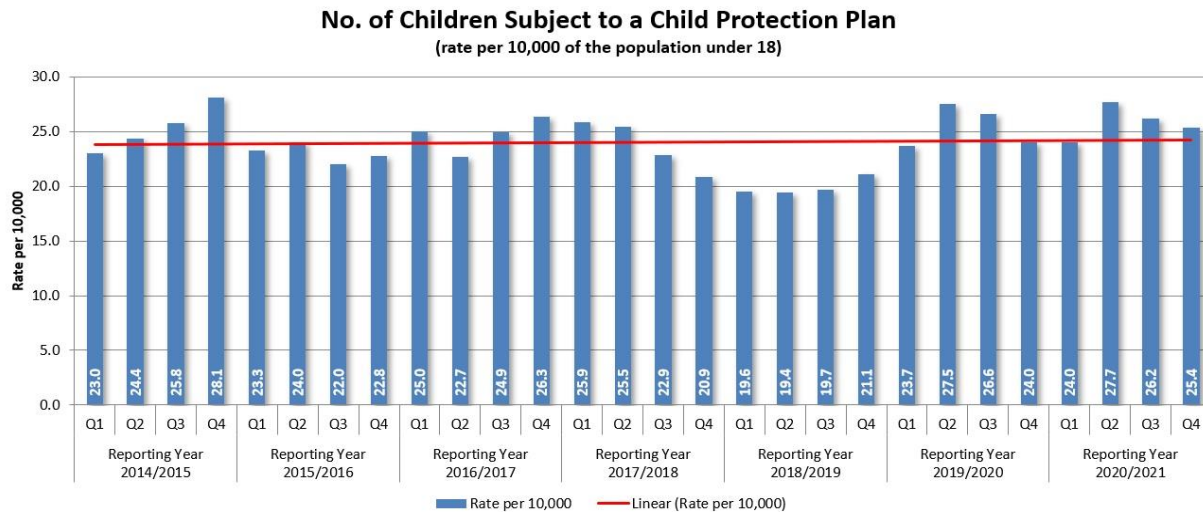
A lower number of children who are subject to a child protection plan indicates a better performance.



### About the latest performance

The number of children subject to a Child Protection Plan in Lincolnshire is 385, which equates to 26.1 per 10,000 at the end of March 2022, this is still on target (within the tolerance range) as the target is 370 (25.8 rate per 10,000) however, it remains at a slightly elevated level. 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 been relatively high recently - the current and ongoing public health pandemic has continued to have 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

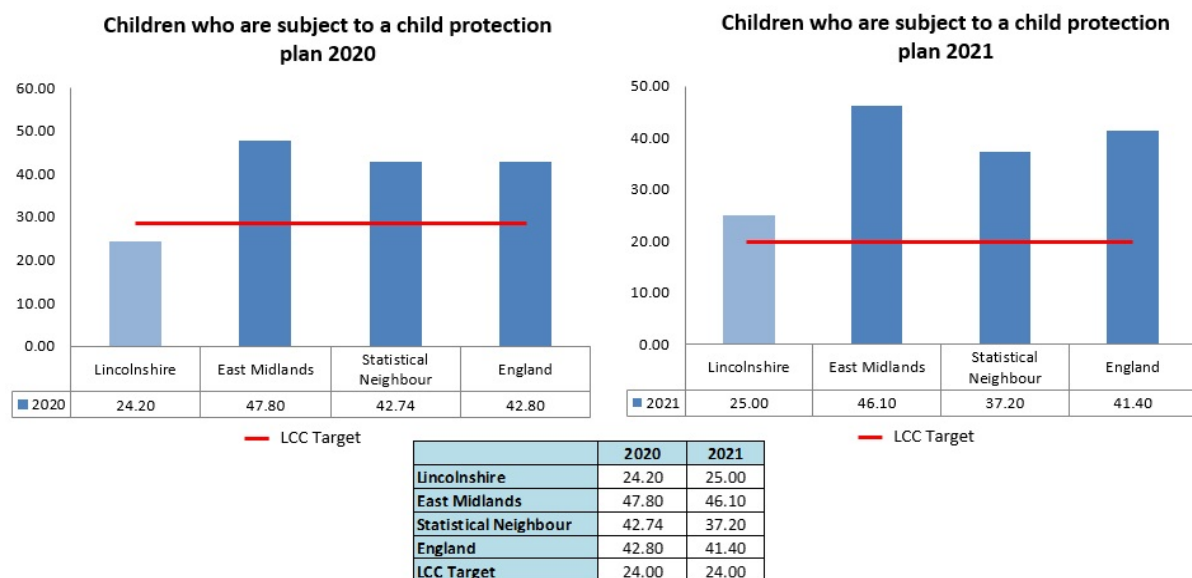
Targets have been revised to 370 to take into account current trends.

## 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.

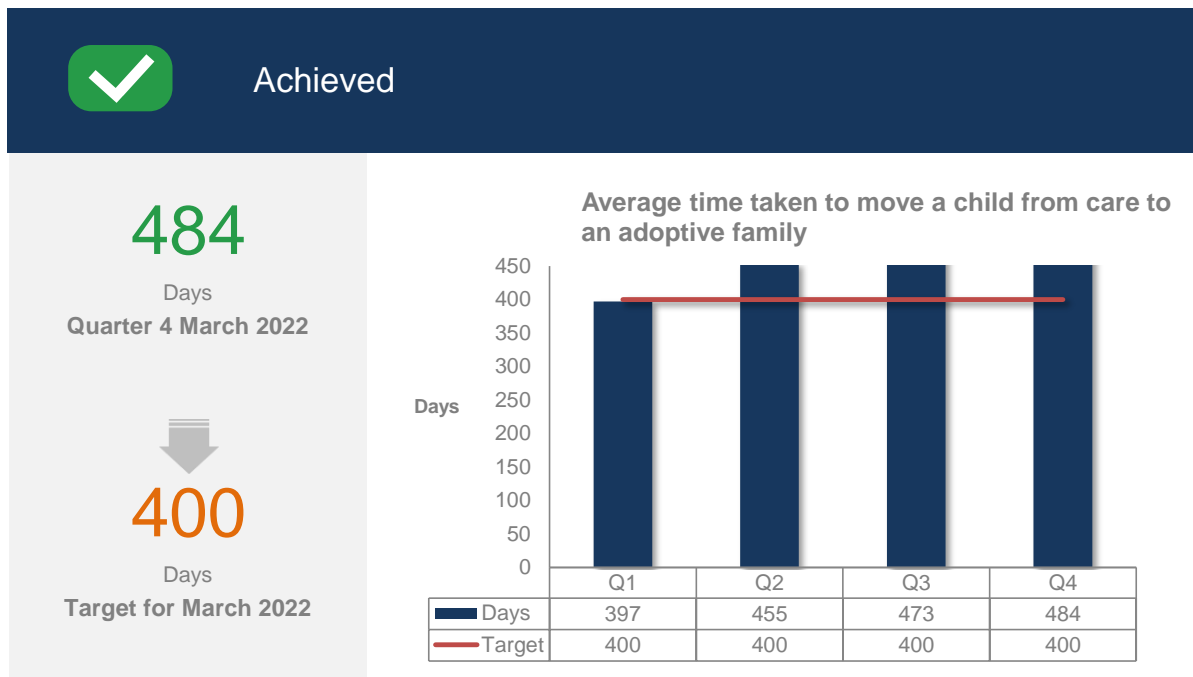
## About benchmarking

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.

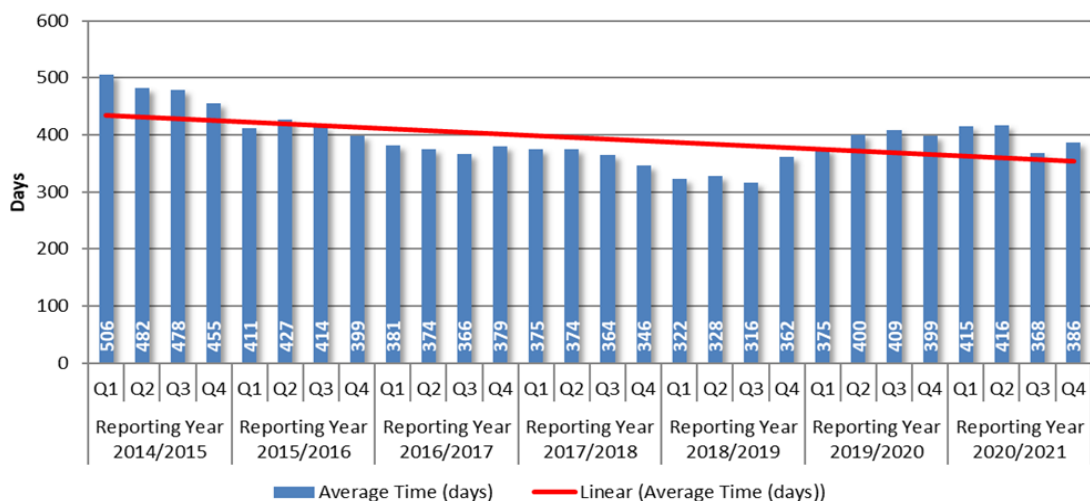


### About the latest performance

With the recent easing and gradual recovery from the Covid-19 pandemic, Lincolnshire continues to achieve target in this measure. There continues to be some delay in getting cases through the courts during Covid, and this will continue to have some impact on the statistics and data for this year and accounts for the increased timescales. This measure is a 'rolling' 3 yearly average, as we have moved forward the calculation has considered more of the 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).

## 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

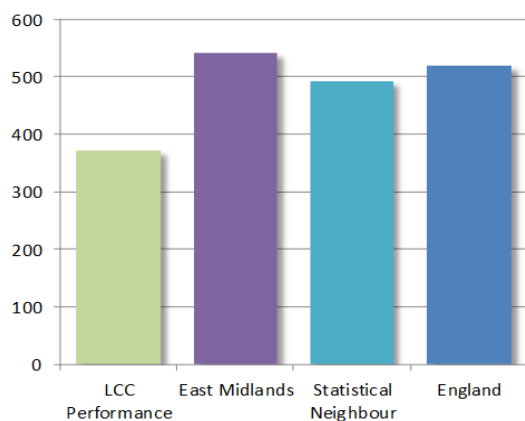
## About the target range

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

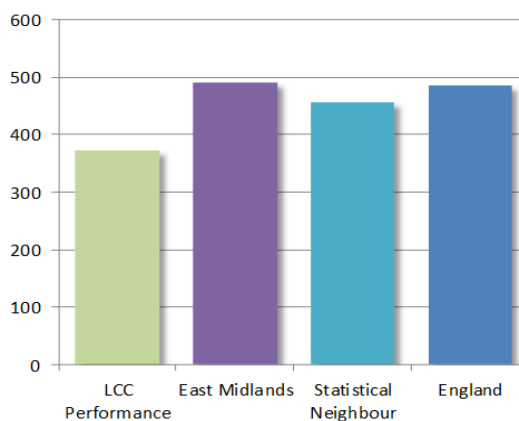
## About benchmarking

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

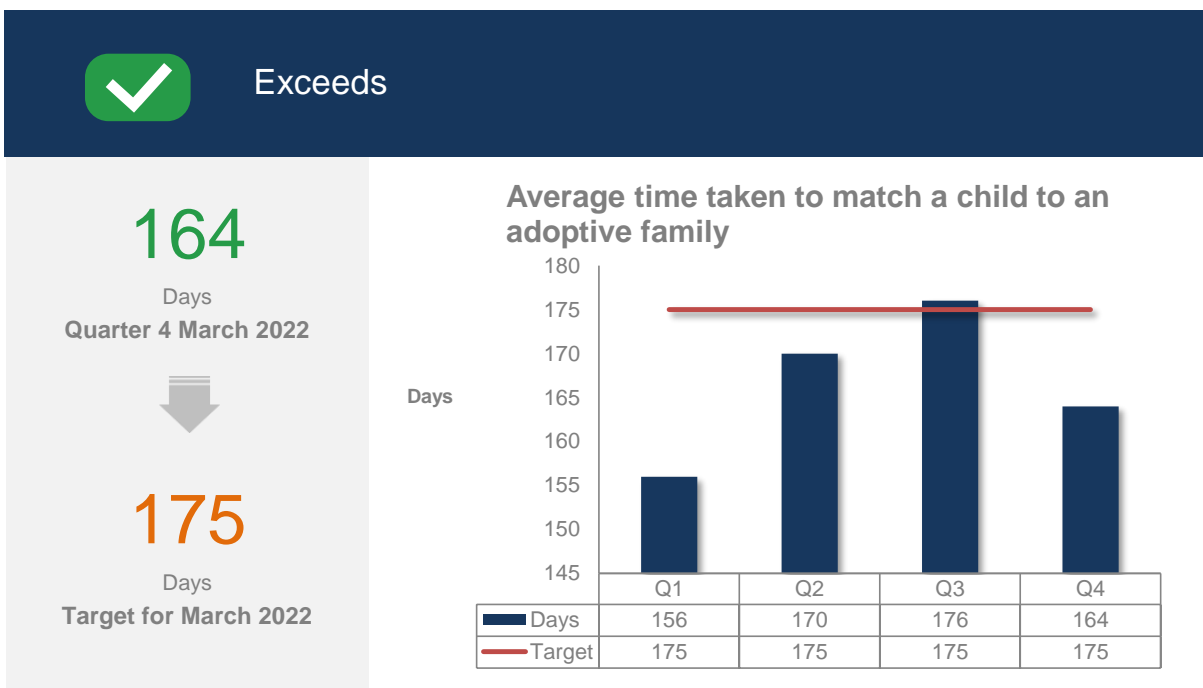


	2014/2017	2015/2018
LCC Performance	372	372
East Midlands	542	490
Statistical Neighbour	492.3	456.3
England	520	486

## 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.

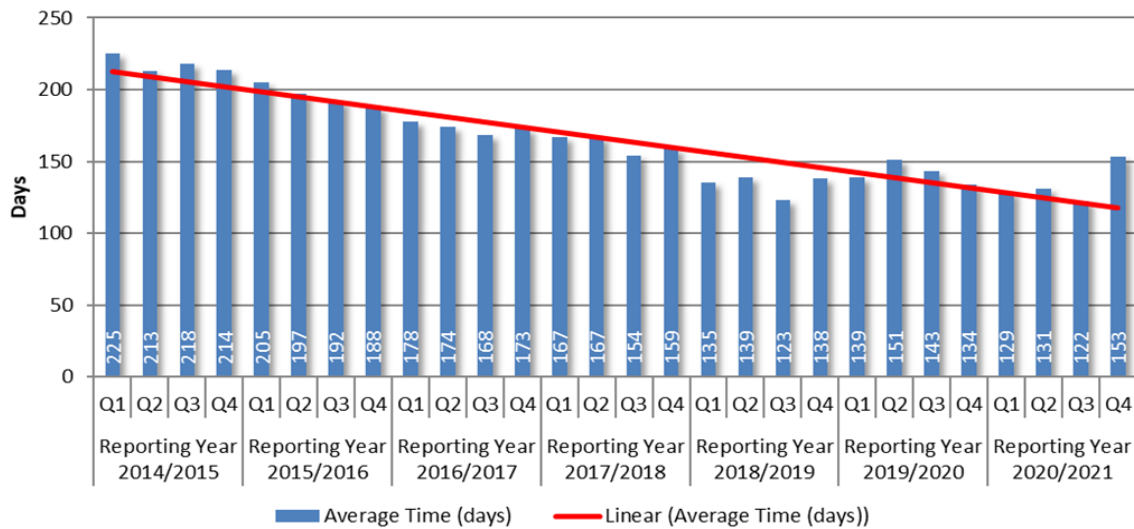
A lower number of days taken to match a child to an adoptive family indicates a better performance.



### About the latest performance

The performance in quarter 4 has improved significantly as compared to quarter 3 where Lincolnshire were slightly above the target figure of 175. The average for the year as a whole was 166 which is an excellent outcome at a time when there is still an impact due to Covid. The target has reduced in line with the national picture and the acknowledgment of additional delay, but the performance of Lincolnshire has continued to be well within the timescales. This is due to continued attention to family finding at the earliest opportunity, so that once children are subject to a Placement Order there is wherever possible a placement already identified so that practice is timely and effective.

## 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.

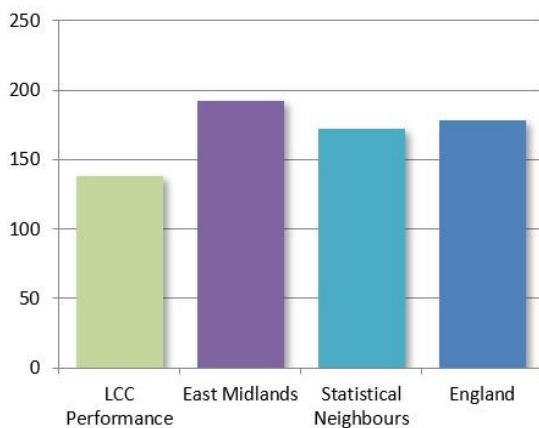
### About the target range

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

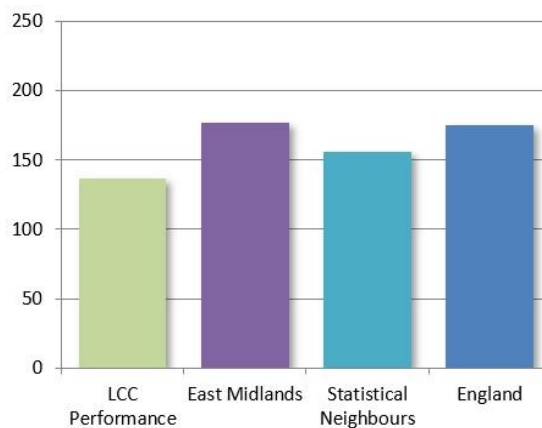
### About benchmarking

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

## Permanent exclusions

Number of permanent exclusions in Primary, Secondary and Special schools divided by the School population (the population includes nursery aged children in these schools).

This measure is reported with a 2 year lag due to the information and statistical first release of data publication. This means that data for the academic year 2018/2019 (September 2018 to July 2019) is reported in Quarter 4 2020/21.

A smaller percentage of permanent exclusions indicates a better performance.



Exceeds

0.05

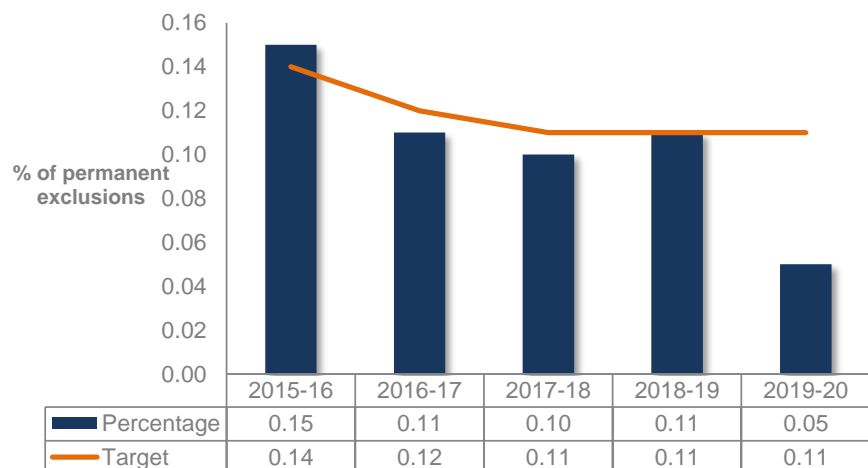
% of permanent exclusions  
Actual Sept 2019 - July 2020



0.11

% of permanent exclusions  
Target Sept 2019 - July 2020

### Permanent exclusions



### About the latest performance

Since the Inclusive Lincolnshire strategy was introduced in 2015/16, the rate of permanent exclusions has continued to decrease; in line with internal target setting and drawing it mainly in line with the national average since 2016/17. The trend of reducing permanent exclusions has been established and continues to be supported robustly by the Pupil Reintegration Team. The rate of permanent exclusions has seen a significant decrease this quarter, however this has been severely impacted on due to the abnormal school operating circumstances over this period as a result of the pandemic. Target setting going forward has been adjusted accordingly given the unpredictability of the impact of the pandemic and school's recovery.

## Further details

There is no historical data available for this measure

## About the target

To remain in line with the national exclusion rate.

## About the target range

The internally reported figure for 2018/19 is 0.12%. Projecting performance forward using the last 10 years of data then the rate would be 0.13%. If we use the last 3 years of data the projected rate is 0.09%. It would therefore make sense to blend the two methodologies as we are likely to be somewhere in between the two models. This yields a target of 0.11%  $\pm$ 0.02 percentage points. This is in line with the latest available national data. We do not know where national will be in two years' time but it is expected to be close to 0.10%.

## About benchmarking

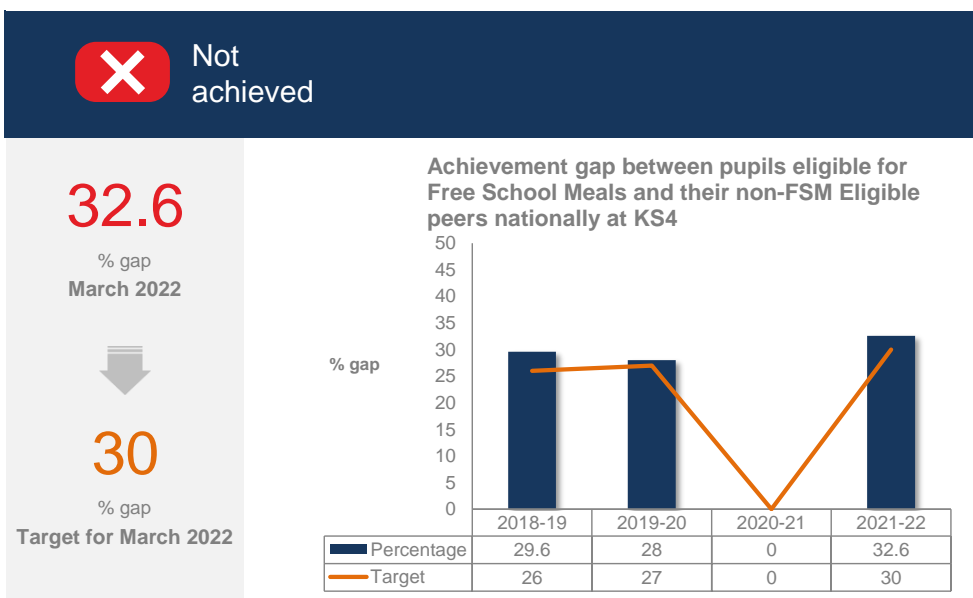
Benchmarked against National, Regional and Stat neighbours





## Achievement gap between pupils eligible for Free School Meals and their non-FSM Eligible peers nationally at KS4

The percentage of FSM Eligible pupils achieving the threshold in English and mathematics at KS4, (historically a C grade, grade 5 from 2017 when new GCSEs in English and mathematics were first reported) compared to all the other pupils assessed at KS4 nationally. The percentage gap is calculated as follows: Number of Lincolnshire FSM Eligible children achieving the threshold in English and mathematics at KS4 divided by the number of Lincolnshire FSM Eligible children who were assessed at Key Stage 4. Number of all the other children nationally achieving the threshold in English and mathematics at KS4, divided by the number of all the other children nationally who were assessed at Key Stage 4.



### About the latest performance

Published data is not directly comparable to previous years (due to grades awarded using teacher assessment rather than exams which remove the previous skewing effects of norm referencing grades which prevents all pupils attaining grades which reflect the quality of their work or aptitude). We can see from the published 2021 data that the achievement of FSM and non-FSM pupils nationally increased. The gap between FSM and Non-FSM pupils has remained steady or widened across the country, the trend for a widening gap is also seen in Lincs. Target not met. In part, this could be due to the disproportionately negative effect of learning loss and reduced access to educational resources experienced by FSM pupils compared to their peers during the pandemic.

2022 results will likely show a decline overall/dip in performance. Not necessarily due to a decline in pupils' ability/performance, but rather due to Ofqual's decision to 're-align' grade boundaries so as to make 2022 outcomes more comparable to 2019.

The service is developing a coordinated Education Strategic Plan with sector partners, this seeks to address the ambition and specifics of the Education and Levelling Up white papers. Strategy aims include integrated working with services areas beyond education so that all of the factors affecting schools and settings within communities are addressed.

## Further details

Due to changes to assessment methods, data prior to 2017/18 is no longer directly comparable.

## About the target

Due to the COVID-19 pandemic, the summer exam series was cancelled in 2020. Pupils scheduled to sit GCSE exams in 2020 were awarded either a centre assessment grade (based on what the school believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The cancellation of summer 2020 GCSE exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years.

Each of the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. As a result the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.

Students sitting exams and other assessments in exam year 2021 will benefit from a package of exceptional measures to improve fairness and prevent disruption

(<https://www.gov.uk/government/news/extra-measures-to-support-students-ahead-of-next-summer-exams>) including more generous grading than usual, in line with national outcomes from 2020, so students taking exams in 2021 are not disadvantaged.

Target for 2021 therefore uses 2020 outcomes as the baseline and the FFT year-on-year trajectory is used only as an indication of variation in the cohort's prior attainment.

Based on prior attainment (performance at the end of Primary school) FFT predicts that our 2021 FSM cohort's performance will remain in line with that of the 2020 cohort. Assuming that the national non-FSM cohort remains steady at 54% and Lincs FSM cohort improves, we need to aspire to narrow the gap from -31% to -30%

## About the target range

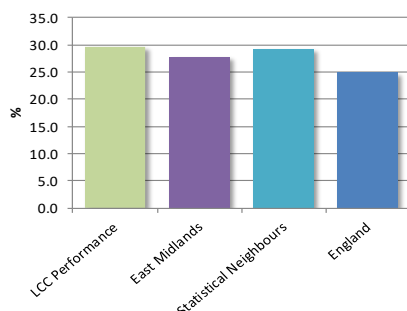
Upper – a gap of -29% is aspirational given that Lincs FSM pupils are predicted to perform in line with the 2020 cohort. It should be celebrated if Lincs FSM can close the gap on national Non-FSM by 2 percentage points this year.

Lower - would put us in line with our position in 2020, it should be highlighted if the gap widens further in 2021.

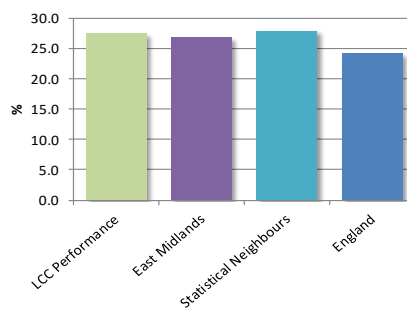
## About benchmarking

Nationally and in Lincs the FSM v Non-FSM gap widened in 2020. In part, this could be due to the potential loss of learning pupils may have experienced during the last year owing to lockdown and year group bubbles being required to self-isolate and learn from home. On average, compared to their non-FSM peers, disadvantaged pupils are less likely to have been able to participate fully in online lessons due to reduced access to a computer and/or internet connection.

**Achievement gap between pupils eligible for Free School Meals and their non-FSM eligible peers nationally at KS4 (2018)**



**Achievement gap between pupils eligible for Free School Meals and their non-FSM eligible peers nationally at KS4 (2019)**



	2018	2019
LCC Performance	29.6	27.5
East Midlands	27.8	26.7
Statistical Neighbours	29.2	27.9
England	24.9	24.1

## 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.

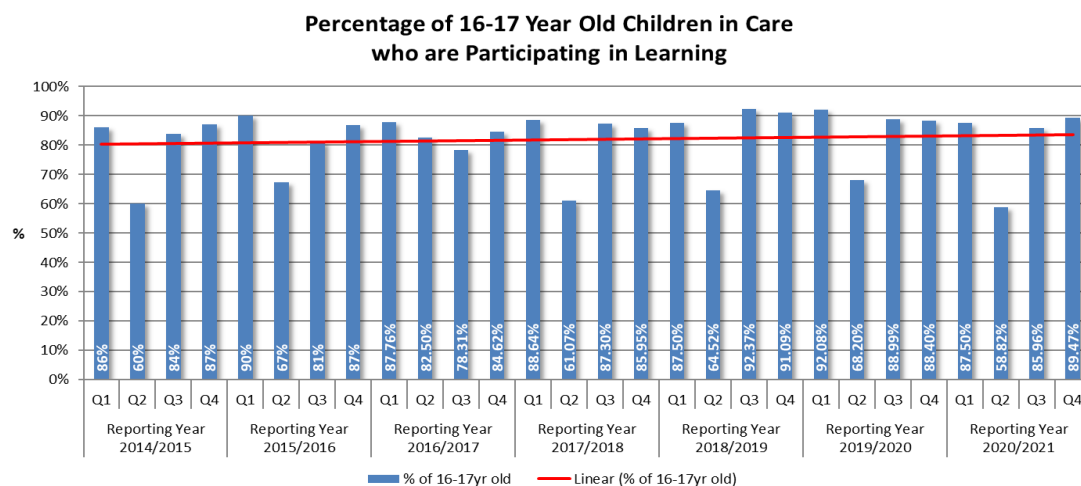


### About the latest performance

The performance for this quarter is below the lower target tolerance for this performance indicator by 4%. All of our 16 and 17 year olds are supported by the Virtual School through the Personal Education Planning Process. This brings social workers, carers and providers together to focus on educational need and ensures that our young people are supported appropriately while participating in learning. Some of our young people in care struggle to access learning and the team also works with those young people not participating in learning to ensure that they can access therapeutic support and/or appropriate educational opportunities when they are ready to do so.

The Virtual School has participated in the National DfE Post 16 pilot which was completed at the end of 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 PEP process to promote young people's access to and engagement in further education. This has assisted 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. The final evaluation of the pilot is currently with the DfE and we are awaiting a decision on the continuation of this additional funding at the end of July 2022.

## 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

93.7

%

Quarter 4 March 2022

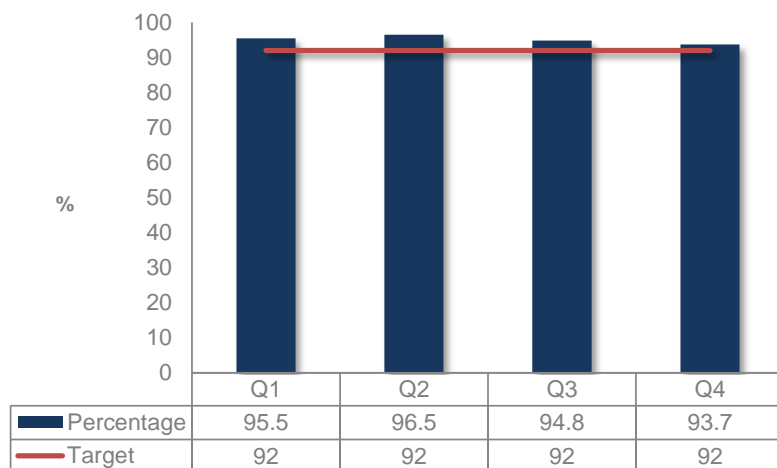


92

%

Target for March 2022

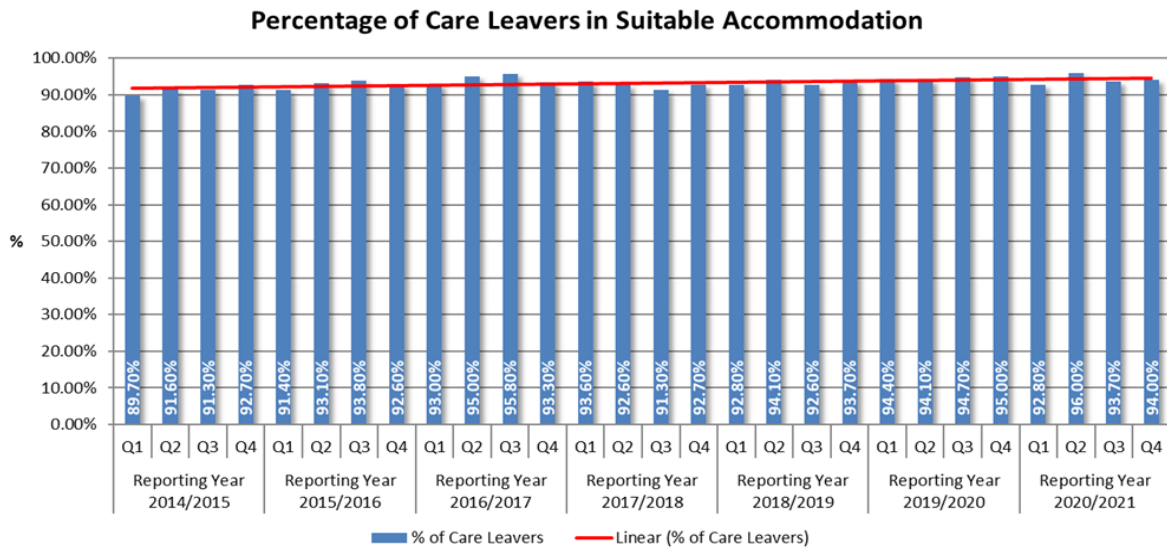
Care Leavers in suitable accommodation



### 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, during and after the pandemic continues to ensure safe accommodation is on offer. The above combined with persistent and creative work of leaving care staff has ensured that nearly all care leavers are suitably accommodated if they wish. A small number of young people in custody are there for deemed to be unsuitably accommodated, and one care leaver declined the support of housing authorities which does impact on the figure.

## Further details



## About the target

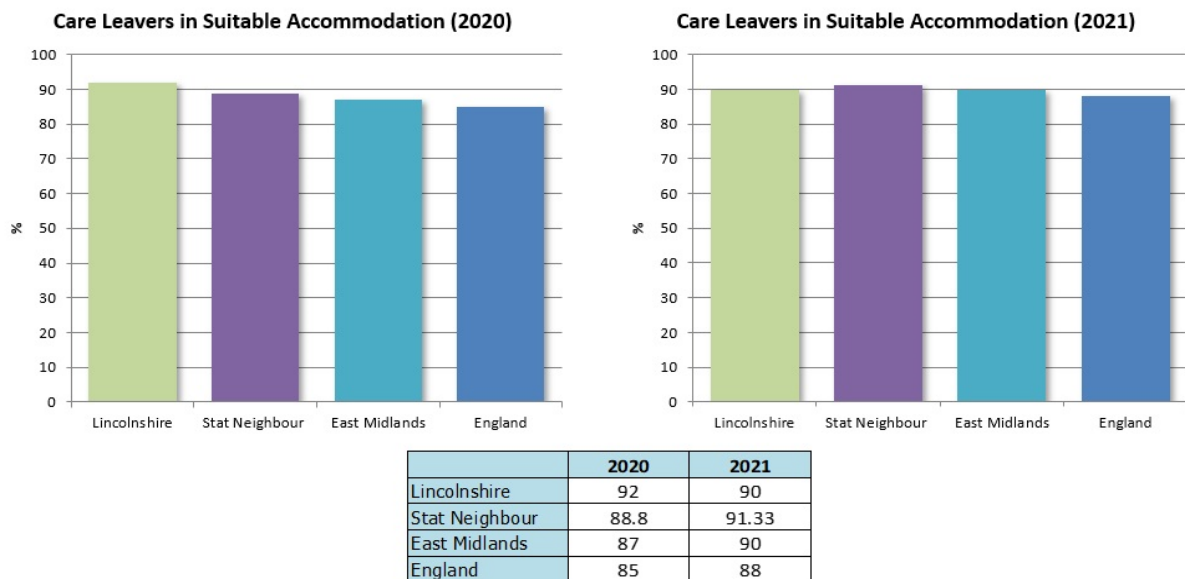
Target to remain the same as previous year, we are above both national and similar authority average.

## 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.



## 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.

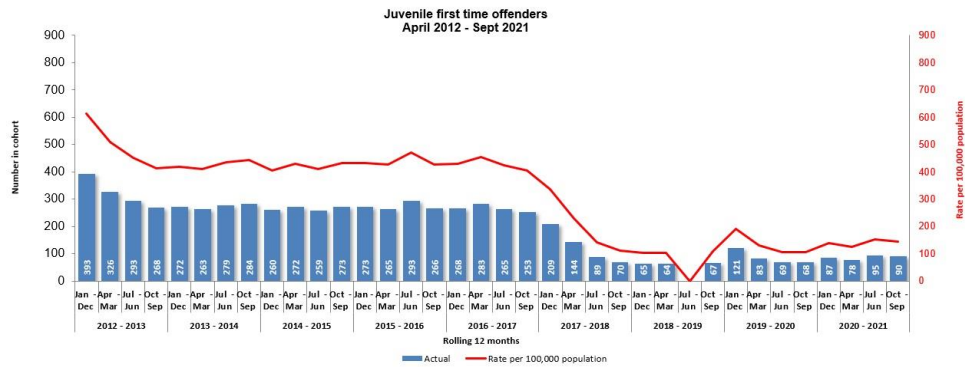
A lower number of young people entering the criminal justice system for the first time indicates a better performance.



### About the latest performance

Lincolnshire's rate of juvenile first time entrants remains low having fallen slightly since Q3. Currently it stands at 90 (rate per 100,000) which is considerably lower than target rate (125) as well as the National (156), Regional (161) and YOT Family (131) rates. This continues to show the positive work of the Joint Diversionary Panel. Q2 and Q3 figures had previously been delayed by the Youth Justice Board but have since been released; the Q2 rate of juvenile first time offending for Lincolnshire was 78 which fell significantly lower than target (125), National (159) Regional (156) and that of our YOT Family (140). the Q3 rate for Lincolnshire was 95 which fell considerably lower than target (125), National (167) Regional (166) and that of our YOT Family (135).

## 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.

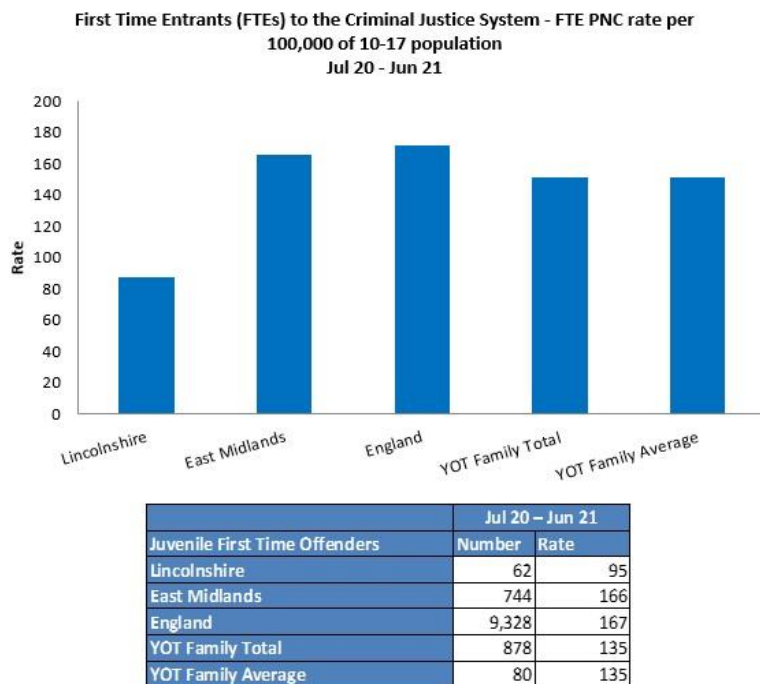
A target of 125 is still relevant and allows for this period of uncertainty while remaining well below the previous year's average as a goal for improvement.

## 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





## 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.



Not achieved

43.8

%

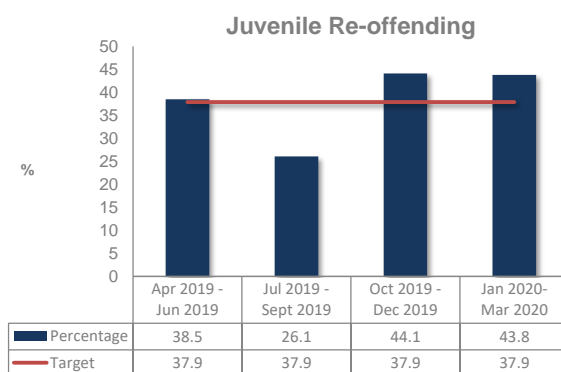
Actual January - March 2020



37.9

%

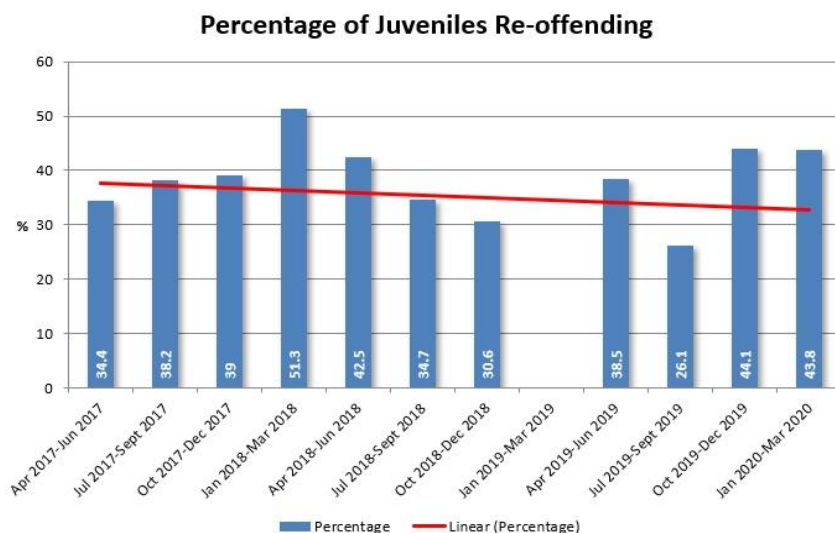
Target for January - March 2020



### About the latest performance

Lincolnshire's rate of reoffending currently stands at 43.8%. This has dropped slightly since last quarter but remains higher than target. However due to the small cohort size, small fluctuations in reoffenders can have dramatic effects on the rate itself. Typically what we see is that a lower first time entrant rate generally leads to a higher reoffending rate; this is the case in Lincolnshire. Q2 and Q3 figures had previously been delayed by the Youth Justice Board but have since been released; the Q2 rate of juvenile reoffending in Lincolnshire was 26.1% showing a significant drop from Q1, this however is due to a larger cohort with numbers of reoffenders remaining fairly constant. Performance in Q2 was lower than target (37.9%), as well as being lower than the National (32.6%) Regional (29.1%) and YOT Family (33.5%) rates. The Q3 rate for Lincolnshire rose to 44.1%, this was primarily due to a reduced cohort (12 less young people), this brought us back to above our target rate of 37.9%. Q3 also had us above that of the National (34.2%) Regional (27.4%) and YOT Family (37.0%) rates.

## Further details



### About the target

Performance in reoffending can fluctuate quarter on quarter due to the small cohort numbers being reviewed.

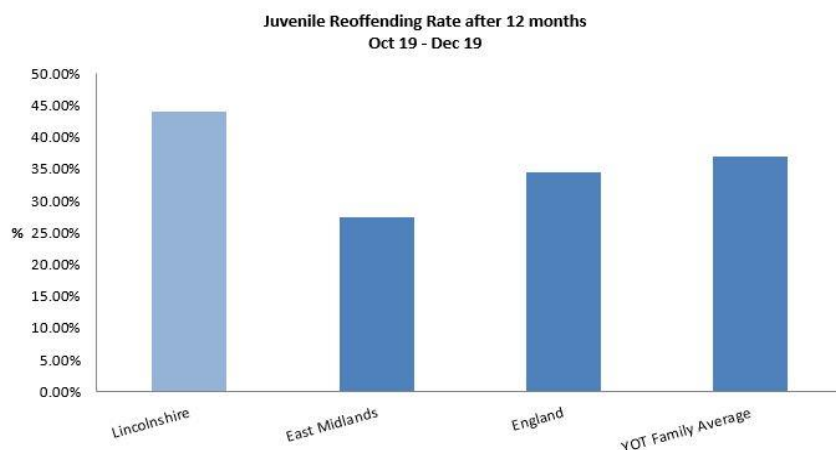
This target reflects the National average performance in 19/20 to date. Our goal is to remain at or below this average figure.

### 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	Oct 19 - Dec 19		
	Number in the cohort	Number of reoffenders	% Reoffending
Lincolnshire	34	15	44.10%
East Midlands	317	87	27.40%
England	4,849	1,667	34.40%
YOT Family Average	511	189	37.00%



## Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>22 July 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: -

22 July 2022		
Item	Contributor	Purpose
Government White Papers on Levelling Up the United Kingdom and Opportunity for all: strong schools with great teachers for your child	Matt Spoors, Head of Service – School Standards	Position Report
Schools' Standards in Lincolnshire	Matt Spoors, Head of Service – School Standards	Performance Scrutiny

22 July 2022		
Item	Contributor	Purpose
Service Level Performance against the Corporate Performance Framework – Quarter 4	Laura Bonner, Head of Service (East Lindsey Locality)	Performance Scrutiny
Expansion of St Lawrence School, Horncastle (EXEMPT)	Dave Pennington, Head of Property Development Eileen McMorrow, Programme Manager - SEND Strategy Tina Shaw, Senior Project Manager - Corporate Property	Pre-Decision Scrutiny (Leader decision between 27 – 29 July 2022)
Residential Estates Expansion Programme – Children’s Home Louth (EXEMPT)	Dave Pennington, Head of Property Development Wendy Lanes, Project Manager - Corporate Property	Pre-Decision Scrutiny (Leader decision between 1 – 22 September 2022)

#### Planned Items

The Committee's planned items are listed below:

09 September 2022		
Item	Contributor	Purpose
High Needs Transformation Programme Update	Sheridan Dodsworth, Head of Special Educational Needs and Disability (SEND) Carrie Forrester, Programme Manager (SEND Transformation) Kate Capel, Head of Inclusion	Policy Review
Service Level Performance Reporting against the Success Framework 2022-23 – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

09 September 2022		
Item	Contributor	Purpose
Children's Services Annual Statutory Complaints Report 2021-22	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny
The Lincolnshire Secure Children's Home- New Build (EXEMPT)	Tara Jones, Head of Service – Children in Care Transformation Matthew Stapleton, Senior Project Manager, Corporate Property	Pre-Decision Scrutiny (Executive Councillor decision between 19 - 23 September 2022)

21 October 2022		
Item	Contributor	Purpose
Children In Care and Care Leavers Strategy	Andrew Morris, Corporate Parenting Manager	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)
Review of the Summer Holiday Activities and Food (HAF) Programme	Nicky Myers, Interim Head of Service – Early Years and Childcare Support	Policy Review

<b>2 December 2022</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
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
Impact of the Covid-19 Pandemic and Post Pandemic Recovery	Linda Dennett, Assistant Director – Children’s Health and Commissioning	Position Report
Service Level Performance Reporting against the Success Framework 2022-23 – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

<b>13 January 2023</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Children’s Services Budget Proposals 2023/24	Heather Sandy, Executive Director – Children’s Services	Budget Scrutiny
Recommissioning of Children with Disabilities services	Rosemary Akrill, Senior Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 7 February 2023)
Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2021/22	Jill Chandar-Nair, Inclusion and Attendance Manager	Policy Review

<b>3 March 2023</b>		
<b>Item</b>	<b>Contributor</b>	<b>Purpose</b>
Service Level Performance Reporting against the Success Framework 2022-23 – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

3 March 2023		
Item	Contributor	Purpose
Lincolnshire Local Authority School Performance 2021 - 22	Martin Smith, Assistant Director - Education	Performance Scrutiny

21 April 2023		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Annual Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Yearly Update

### **Items to be scheduled**

- Response to the removal of the Local Authorities School Improvement Monitoring and Brokering Grant
- Water Fluoridation in Lincolnshire
- Review of Children and Young People Mental Health Services
- Review of the Holiday Activities and Food Programme

## **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 JULY 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
I021049	The expansion of St Lawrence's School, Horncastle	Exempt	Leader of the Council (Executive Councillor: Resources and Communications)  Between 27 Jul 2022 and 29 Jul 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
I026216	Residential Estate Expansion Programme - Children's Home Louth	Exempt	Leader of the Council (Executive Councillor: Resources, Communications and Commissioning)  Between 1 September 2022 and 22 September 2022	Children and Young People Scrutiny Committee	Reports	Head of Property Development E-mail: <a href="mailto:Dave.pennington@lincolnshire.gov.uk">Dave.pennington@lincolnshire.gov.uk</a>	Louth North; Louth South
I026118	The Lincolnshire Secure Children's Home - New Build	Exempt	Executive Councillor: Children's Services, Community Safety and Procurement  Between 19 September 2022 and 23 September 2022	DLT/Executive DLT/Children and Young People Scrutiny Committee	Reports	Head of Service - Children in Care Transformation E-mail: <a href="mailto:tara.jones@lincolnshire.gov.uk">tara.jones@lincolnshire.gov.uk</a>	All Divisions
I025746	Recommissioning of Children with Disabilities services	Open	Executive  7 Feb 2023	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



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of the Local Government Act 1972.

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of the Local Government Act 1972.

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