

Details of current service provision

Schools in financial difficulty and exceptional unforeseen costs

a. Schools in financial difficulty

The DfE reforms no longer permit the LA to hold a budget for school redundancies. Since 2013/14, Schools Forum representatives of maintained primary schools have voted to retain a budget for schools in financial difficulty. The LA's Staffing Reduction panel continues to meet to consider requests for redundancies and access to those funds. The LA's long established policy of charging schools for a share of redundancy costs remains in place. However, a tightening of those arrangements was introduced in 2013/14, such that a contribution from this budget will only be made for schools that are likely to overspend within the next two financial years if no action is taken. The costs incurred against this budget in recent years have been low and the budget has been reduced accordingly.

Since the reforms were introduced, a budget has not been held for maintained secondary schools. This was mainly because there were relatively few maintained secondary schools and several of them were considered unlikely to fall in to financial difficulty. It was therefore assumed that the sector would probably not be supportive of creating a de-delegated budget. Also, it was recognised that with so few secondary maintained schools, there would not be sufficient critical mass to operate an insurance type arrangement, as is possible with maintained primary schools.

b. Exceptional unforeseen costs

The DfE expects a de-delegated budget for exceptional unforeseen costs to finance those costs which it would be unreasonable to expect governing bodies to meet. In Lincolnshire, de-delegation was approved in 2013/14 to finance the long established school intervention work, and the provision of the Consultant Headteachers service. A budget was not de-delegated for maintained secondary schools, for similar reasons to those explained above.

Further detail on the use of the funds this year for:

- Consultant Headteacher
- Primary Maintained School Intervention
- Ethnic Minority and Traveller Education Team (EMTET)

is set out below.

Consultant Headteacher Deployment

With effect from 1st September 2016 there is a team of 6 Consultant Headteachers: one permanent, full time team leader; 2 permanent team members (1 full time, 1 at 0.8 FTE) and 3 seconded team members at 0.2 FTE until 31st August 2018.

The 0.2 FTE posts are used to support and mentor all new and acting headteachers, of maintained primary schools, in Lincolnshire. Each new headteacher has an offer of up to 6 days or 12 half days support. This support programme covers all the main aspects of the role. If significant issues emerge support to the school moves to the permanent team so that more time can be given to coaching whole leadership teams.

The permanent team:

- work alongside headteachers and leadership teams in vulnerable schools.
- provide part or full time Consultant Headteachers in schools where the headteacher is absent and no leaders from within the school are able to step into the role.
- work alongside acting headteachers to coach and mentor them to enable them to quickly become skilled leaders.
- are usually deployed in schools graded by OfSTED as Requiring Improvement or inadequate to support rapid improvement.
- liaise with governors, teaching schools, neighbouring schools and Locality Leads to find longer term support for leadership teams where appropriate.
- provide a rapid response to urgent requests for support.
- spend varying amounts of time in each school as this is determined by the school's own capacity for sustaining the improvements.

The team is led by a Lead Consultant Head Teacher. She arranges deployment of the team and ensures that schools needing urgent support get it quickly.

Primary Maintained School Intervention 2016-17 Review

The purpose

The Intervention Funding budget supports maintained primary schools to make rapid, identified improvements where school finances would otherwise prevent this from happening. The funding enables schools to continue to be good schools or to rapidly improve to become a good school.

Amount of funding received and spent

For the 2016/17 financial year the budget funded 20 different schools for specific issues. These were identified through a combination of Locality Leads, Consultant Head Teachers, governors and leadership teams.

In 2016/17 the Intervention budget was £381,314. Schools bid for specific amounts and send in plans which detail the amount, the reason and the expected impact of the additional funding. The school has to show that they do not have the funding in their own budget to enable them to make the necessary improvements or changes. Amounts in bids ranged from £1,200 to £19,000.

How funding was spent

The Intervention budget, as identified above, was spent on a combination of development programmes, professional development, Governance reviews, National Leader of Governance support, Leadership development, additional intervention and audits and other aspects of work to ensure performance, safety and standards were assured. Schools were required to show that whatever was bid for was sustainable and would improve outcomes for pupils and students.

Outcomes

Where schools have been subject to HMI monitoring visits, these have been positive regarding support from the Local Authority. Additionally, schools that have had intervention funding have seen a positive rapid improvement with 60% having improved and being rated as no longer having issues by the Locality Lead, or have received a good outcome in the OFSTED inspection. Another 20% of these schools, are also viewed as being on track to achieve a positive improvement moving forward.

Proposals for 2017/18

It is proposed that the budget allocated enables a similar level of engagement with vulnerable schools through the financial year 2017/18 to enable this work with schools to continue. This will be paramount, at a time when budgets are stretched to the limit, that we can support vulnerable maintained primary schools to ensure positive outcome for Lincolnshire children and young people by supporting the ability to intervene in improving governance, teaching and learning and leadership.

Ethnic Minority and Traveller Education Team (EMTET)

The Service Area

The Ethnic Minority Achievement Service (EMAS) was reconfigured in September 2011 to form the Ethnic Minority and Traveller Education Team (EMTET). The current team has a two tier structure that advises and supports schools to accommodate the needs of ethnic minority and traveller children. The officers support schools to work with families and ensure that they are able to access services available to their children, particularly education. They support the integration of specific children as well as help schools to develop and maintain systems that are needed to provide a fully inclusive and safe environment for these particular groups of young people. The team leaders are able to offer more specific advice required by schools to support children with English as an Additional Language (EAL). The service has received positive feedback from schools, services and families.

Background to need

There are 10,049 pupils in Lincolnshire school that have EAL. Of these around 3,080 have either been in the country for less than 2 years or have started year reception as an EAL learner. Of those EAL learners, 60% are in maintained schools, 40% in academies. More than 80% of the new EAL learners are in the primary schools. EMTET will work with those schools that either lack knowledge or experience of good practice in supporting Ethnic Minority, Travellers or pupils with EAL, or where the school has tried a number of strategies and seeks specialist support for further advice. There is a growing demand for support in relation to communication with parents, children with special needs and integration of Traveller children.

From Autumn 2016 and then annually, as part of the schools census, schools will need to indicate a pupil's proficiency in English where the pupil's language is 'other than English'. It is important that a specialist team is available for schools to ensure their assessment is accurate and support to improve provision is accessible.

National and international events have led to an increase in incidents of a racist nature including hate crime. Where required, the service supports schools and families to address individual racist incidents and reduce future intolerance to those of different ethnic and cultural backgrounds.

The purpose of the Service

The overall aim of the EMTET is to provide a service to schools and families that support the following objectives:

- Improving the safety and well-being of Ethnic Minority and Traveller children (supporting families to find a school place and settle into education).
- Improving access to learning particularly those with EAL (advising schools of good EAL practice through training and consultancy).
- Supporting transition (supporting family's knowledge of school admissions, school systems, transport, free school meals etc.).
- Improving conditions for learning that reflect culture and lifestyle, and value diversity - training and workshops to school staff and young people, working with parents to improve integration.

Budget received/ spent

The service is funded, in part, by a de-delegated contribution (from maintained primary schools) of £0.189m. During 2013/14 the service undertook a number of measures to ensure that it operated within its budget (due to the per pupil apportionment of the original budget to academy schools) for the 2014/15 financial year including the re-structuring the service and its delivery.

The service reduced has 1.8fte team leaders and 4.6fte officers both on 38 week contracts. To part-mitigate the annual budget reduction the service introduced elements that are income generating. £0.189m funds 78% of the total service cost.

Outcomes for the Service

- Supporting approximately 118 children per year, through a single child referral process (this may lead to impact on wider family and/or whole class/school).
- Support to develop and improve current practice for supporting Ethnic Minority and Traveller families.
- Training and consultancy advice for schools and school staff on supporting pupils with EAL and cultural awareness.
- Supporting the admission of ethnic minority and Traveller families into school, particularly reception.
- Workshops with young people around cultural and language awareness and understanding equality (50 sessions).
- Coordinating racial incident reporting and assisting schools to deal with racist related behaviour.
- Use of bilingual supporters to help school engage with children and families.
- Exploring opportunities through communities, that impact on pupil's progress and integration. A new Supplementary School Partnership has been formed to support the 13 schools across Lincolnshire.

Future Developments

- The launch of a First Language Assessment toolkit in Autumn 2017.
- A new snap survey for requesting support and reporting racist incidents to be launched in October 2017.
- The launch of a Parent Ambassador scheme.
- Increasing number of bilingual supports available to schools.

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