

## Lancashire County Council

### Education Scrutiny Committee

Tuesday 12 March 2013 at 2.00 pm in Cabinet Room 'D' - County Hall, Preston

#### Agenda

##### Part 1 (Open to Press and Public)

##### No. Item

##### 1. Apologies

##### 2. Disclosure of Pecuniary and Non Pecuniary Interests

Members are asked to consider any Pecuniary or Non Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

##### 3. Minutes of the meeting held on 6 November 2012 (Pages 1 - 8)

##### 4. Minutes of the special meeting of the Education Scrutiny Committee held on 25 January 2013 (Pages 9 - 12)

##### 5. Programme of Meetings 2013/2014

The Committee is asked to note that in accordance with the decision of the Full County Council on 13 December 2012, future meetings of the Committee will be held at 10.00am in Cabinet Room 'C' at County Hall, Preston on the following dates:

Tuesday 16 July 2013

Tuesday 5 November 2013

Thursday 16 January 2014 (Budget)

Tuesday 11 March 2014

##### 6. Elective Home Education - the operation of the revised EHE policies since their introduction in April 2012 (Pages 13 - 16)

##### 7. Children in Care - Educational Progress (Pages 17 - 28)

##### 8. Update on the current Lancashire County Council position on Academies (Pages 29 - 34)

9. **A summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level.** (Pages 35 - 40)

10. **Urgent Business**

An item of urgent business may only be considered under this heading where, by reason of special circumstances to be recorded in the Minutes, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Member's intention to raise a matter under this heading.

11. **Date of the Next Meeting**

The next scheduled meeting of the Committee is due to be held at 10.00am on Tuesday 16 July 2013 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher  
County Secretary and Solicitor

County Hall  
Preston

# Agenda Item 3

## Lancashire County Council

### Education Scrutiny Committee

**Minutes of the Meeting held on Tuesday 6 November 2012 at 10.00 am in Cabinet Room 'C' - County Hall, Preston**

#### **Present:**

County Councillor Mrs Pat Case (Chair)

#### **County Councillors**

K Bailey	C Grunshaw
Mrs R Blow	A Jones
K Brown	A Kay
Mrs S Derwent	A Knox
C Evans	S Riches
P Evans	C Wells
S Fishwick	M Younis

#### **Co-opted members**

Mrs Janet Hamid, Representing Parent Governors (Secondary)  
Fred Kershaw, Representing CE Schools  
Kenvyn Wales, Representing Free Church Schools  
John Withington, Representing Parent Governors (Primary)

#### **1. Apologies**

Apologies for absence were presented on behalf of County Councillor Y Motala.

#### **2. Disclosure of Pecuniary and Non Pecuniary Interests.**

There were no declarations of interest in relation to matters appearing on the agenda.

#### **3. Minutes of the meeting held on 10 July 2012**

Ms Broadley, Principal Scrutiny Officer, reminded the members of the Committee that in view of the clash of commitments reported at the last meeting arrangements had been made for the meeting on the 12<sup>th</sup> March 2013 to be held at 2pm in Cabinet Room 'D', County Hall, Preston.

**Resolved:** That the update mentioned above be noted and the Minutes of the meeting held on the 10<sup>th</sup> July 2012 confirmed as an accurate record and signed by the Chair.

#### **4. A summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level**

Mr Stott, the Director of Universal and Early Support Services from the Directorate for Children and Young People, presented a report on the overall attainment of pupils in Lancashire schools at the end of Key Stages 2 and 4 and informed the meeting that the report was based on provisional data which would only be validated early in the New Year.

With regard to the 2012 Key Stage 2 results it was noted that overall attainment had risen when compared with the previous year and that in nine Districts the level of attainment was above the national average of 79%.

In discussing the results the following points were raised.

- Whilst overall attainment had increased there was still some concern regarding the level of attainment in East Lancashire and Mr Stott reported that Officers from the Children and Young People Directorate would continue to support schools through the development of Action Plans. It was noted that outstanding schools would also provide assistance to other schools in the area in order to share best practice and improve performance.
- It was suggested that in order to improve levels of attainment attention needed to be focussed on all pupils in school and not on any particular Year Group. In response Mr Stott reported that the County Council allocated each child a Unique Pupil Number when they entered the formal education system which enabled their progress through the system to be tracked and both attainment and the level of value added to an individual's education to be assessed.
- It was recognised that whilst there was a historical link between attainment and deprivation there were examples of schools in deprived areas which had been judged to be outstanding and where attainment had improved significantly. There was general agreement that social deprivation was not an excuse for low attainment and it was felt that good leadership, quality teachers and working in partnership with parents, governors and others were all crucial in order to ensure that pupil attainment improved.
- In response to a query regarding the attainment of pupils from schools which had previously converted to Academies Mr Stott reported that many Academies continued to work with the County Council and had responded positively to requests for information regarding performance.

With regard to the Key Stage 4 results it was reported that overall attainment in Lancashire had fallen slightly last year though it remained 1% above the national average. Attainment had increased in Chorley, West Lancashire, Burnley and Rossendale but had fallen elsewhere. It was noted that whilst attainment in Burnley was the lowest across the County the rate of improvement for that

District was better than both the Lancashire and National average and the gap in attainment had narrowed.

In considering the Key Stage 4 results the following points were discussed.

- It was recognised that the decrease in the proportion of GCSEs awarded an A\*-C grade in June 2012 in the core subjects of maths, science and particularly English had influenced the levels of attainment referred to in the report.
- In response to a query Mr Stott acknowledged that investment in buildings and facilities was important though he suggested that without strong leadership and good quality teachers such measures alone would not lead to improved attainment.
- It was also noted that schools had been provided with an indication of their performance as measured against the English Baccalaureate, where pupils had secured a C grade or better across a core of academic subjects including English, mathematics, history or geography, the sciences and a language.

**Resolved:**

1. That the comments of the Committee be noted.
2. That further information regarding attainment be circulated to the members of the Committee early in the New Year once the validated data and information relating to individual schools was available.

**5. Impact of partnership working with schools below the Floor Standard**

Mr Stott, the Director of Universal and Early Support Services from the Directorate for Children and Young People, presented a report regarding the impact of the School Improvement Service/Schools Forum working in partnership with the lowest attaining schools.

Figures were presented regarding the performance in primary schools where below 60% of pupils achieved Level 4+ in English and Maths and it was noted that year on year there had been a significant improvement in terms of attainment. It was also noted that the same group had achieved a more significant rise (22%) in those subjects since 2011 than the national increase of 5%.

It was further reported that over the last three years levels of attainment had also increased by over 15% in the 18 secondary schools in Lancashire where 40% of pupils had gained 5 or more A\*-C grades at GCSE including English and Mathematics in 2008/09.

In considering the report the Committee recognised that the improvements in attainment were the result of the School Improvement Team working in partnership with the Schools Forum, headteachers, teachers, governors and parents. It was also noted that an article regarding the work of the service was due to be published in the times educational Supplement.

In order to support the ongoing work of the Team it was suggested that consideration be given to establishing some form of annual award for the school which was deemed by professionals to have improved the most.

**Resolved:**

1. That the School Improvement Team be congratulated on the improvements which have been made over the last three years in relation to attainment in those schools which were below the floor standard.
2. That in order to support the ongoing work of the School Improvement Team consideration be given to establishing an annual award which the Chair of the County Council could present to the school which was judged by professionals to have improved the most.
3. That members of the Committee be informed when the article regarding the work of the School Improvement Service is to appear in the Times Education Supplement.

**6. Mentoring in Schools Programme**

Mrs Morgan, from the Communities and Citizens Talent Management Team within the Learning and Development Service, presented a report regarding a recent decision by the Cabinet to establish a mentoring programme in schools over the next 5 years using members of the ex service personnel.

It was reported that the programme would recruit, train and support members of the ex-service community in Lancashire in order that they could mentor young people in secondary education Yrs 9, 10 and 11 who are struggling in school and also gain the skills they needed to progress after the programme to find work outside of the forces.

Ms Carthy, Senior Human Resources Officer from the Learning and Development Service reported that for the first year the programme would operate as a pilot in Hyndburn and Pendle and would involve the following schools:

Hyndburn  
Norden High School and Sports College  
The Hollins Technology College  
Mount Carmel RC High School  
Rhyddings Business and Enterprise School

Pendle  
Colne Primet High School  
West Craven High Technology College  
Colne Park High School  
St John Fisher/Thomas More RC High School  
Marsden Heights Community College  
Pendle Vale College

In considering the report the following issues were discussed.

- It was reported that a rigorous recruitment and selection process was underway and it was anticipated that up to 15 mentors would be in post from January, 2014, though this figure would be dependent of the calibre of the applicants. Over the five years the programme was expected to recruit a minimum of 50 ex service personnel.
- Each mentor would have a caseload of up to 30 young people at any one time and in the event that a young person transferred to an alternative school during the programme they would still be able to be mentored.
- In response to concerns regarding recruitment it was reported that applications had been received from both male and female ex service personnel and the recruitment process and subsequent training for successful candidates would be managed by HR professionals in order to ensure that any concerns around equality/diversity or child protection and safeguarding were addressed.
- It was noted that once mentors were in post they would be managed on a day to day basis by senior management within the school and in response to a query regarding the need for additional training for Managers Mr Stott, the Director of Universal and Early Support Services, reported that the mentoring programme would build on existing mentoring schemes which operated in schools.
- The intention to include Academies in the mentoring programme if it was felt that young people there would benefit in terms of their attainment was noted.
- It was suggested that consideration be given to including an alternative provision school in the mentoring programme in order to support young people who were not in employment, education or training.

**Resolved:**

1. That the introduction of a mentoring programme in schools using ex-service personnel be welcomed.
2. That the views of the Committee specified above be noted and taken in to account when developing/implementing the programme.

3. That a further report be presented to the Committee once the pilot programme has been in operation for two terms.
  
- 7. Update on the current Lancashire County Council position on Academies**

Mr Stott, the Director of Universal and Early Support Services from the Directorate for Children and Young People, informed the meeting that nationally there were 2,373 open Academies in England of which 805 were primary schools, 1512 secondary schools and 56 special academies. He added that in Lancashire there were 21 academies (4 primary and 17 secondary) with a further 4 schools in the process of converting and it was noted that the position in Lancashire was significantly lower than the national average.

The Committee was informed that recently it had been announced that the Queen Elizabeth Grammar School in Blackburn was to apply to the Secretary of State to become an academy. Whilst it was recognised that the school was not within boundary of the Lancashire Education Authority it was felt that the conversion of this and other schools close to the County boundary could have implications for the County Council as many young people from within Lancashire would attend those schools.

In response to a query Mr Stott confirmed that the new academy presumption within the Education Act 2011 required local authorities to first seek proposals for an academy where it was considered that there was a need for a new school, for example associated with new housing development. However, it was noted that the presumption did not apply to faith schools.

It was acknowledged that the information presented to the committee only related to those schools which had already converted to academies and Mr Stott suggested that further information could be provided regarding schools which were currently considering converting. The Committee noted that the Department for Education no longer published information regarding schools which were in the conversion process.

**Resolved:**

1. That the current position regarding Academies both nationally and in Lancashire be noted.
  
2. That the Committee continue to be kept informed of developments, including the potential impact for Lancashire of schools in neighbouring authorities converting to Academies.

**8. School Funding Reform**

Mr Edwards, the Schools Funding and Financial Services Manager from the Children and Young People Directorate, presented a report regarding the



implementation of the Department for Education new school funding arrangements from 1<sup>st</sup> April 2013.

It was reported that whilst local authorities would continue to be allocated amounts for each pupil through the Dedicated Schools Grant (DSG) based on previous funding levels, from April 2013 DSG funding would be allocated in the following notional blocks which would not be ring-fenced and would be based on planned spend by local authorities in 2012-13:

- Schools Block;
- Early Years Block, and;
- High Needs Block.

With regard to the schools block it was noted that Lancashire's current formula had 27 factors which were taken into consideration as part of the funding formula whereas the Government's simplified formula would only allow 12 factors.

Mr Edwards informed the meeting that a consultation on the proposed funding arrangements had been undertaken in June 2012 and had received a significant response rate of 89%. Details of the implications of the new funding arrangements were presented and the following points were raised.

- a) Concern was expressed regarding the proposals in relation to funding for pupils with high needs which was felt would lead to funding previously targeted at specific pupils who had statements of SEN being delegated to all schools. As a result it was felt that schools and academies with a significantly higher than average number of statements (particularly in bands A to D) would lose funding though it was recognised that others with below average statements or no statements would gain.
- b) It was recognised that in Lancashire some schools had a high proportion of children from service families and the current formula provided targeted funding based on the numbers of pupils on roll who were identified as such. However, the new national formula did not have a service children factor and it was felt that this would cause significant turbulence for those schools which educate a large number of service children.
- c) It was reported that the current formula provided targeted funding to schools based on the numbers of pupils on roll drawn from identified Minority Ethnic Communities whose attainment was overall below average. However, as the new national formula would provide funding based on identified pupils with English as an Additional Language who have been in the school system for three years this would target funding at a different group of children and young people.

In considering the matter the Committee noted that the issue was particularly acute in the secondary sector where some schools in East Lancashire would have the number of eligible pupils reduce from over 500 to less than 40 and whilst the minimum funding guarantee would ensure

that funding was not lost in a single year there would be year on year reductions.

It was noted that the Cabinet Member for Children and Schools, together with the Schools Forum, had submitted representations to the Department for education regarding the concerns mentioned above and in respect of other aspects of the new funding arrangements as set out in the report presented.

**Resolved:**

1. That the report be noted
2. That both the Schools Forum and Officers in the Children and Young People Directorate be congratulated on the detailed and extensive work which has been done to date in terms of providing schools with information and support in relation to the proposed funding arrangements.

**9. Urgent Business**

There were no items of urgent business for discussion at the meeting.

**10. Date of the Next Meeting**

It was noted that the next meeting of the Committee would be held at 10.00am on the 16<sup>th</sup> January 2013 in Cabinet Room 'C' when consideration would be given to the education related elements of the County Councils budget for 2013/14.

As reported earlier in the meeting the subsequent scheduled meeting would now be held at 2.00pm on Tuesday the 12<sup>th</sup> March 2013 in Cabinet Room 'D', County Hall, Preston.

I M Fisher  
County Secretary and Solicitor

County Hall  
Preston

# Agenda Item 4

## Lancashire County Council

### Education Scrutiny Committee

**Minutes of the Meeting held on Friday 25 January 2013 at 10.30 am in Cabinet Room 'D' - County Hall, Preston**

#### **Present:**

County Councillor Mrs Pat Case (Chair)

#### **County Councillors**

Mrs R Blow	A Jones
K Brown	Y Motala
W Cropper*	C Wells
P Evans	M Younis
P Hayhurst**	

#### **Co-opted members**

Mrs Janet Hamid, Representing Parent Governors  
(Secondary)  
Fred Kershaw, Representing CE Schools  
John Withington, Representing Parent Governors  
(Primary)

\*County Councillor W Cropper replaced County Councillor S Fishwick for this meeting

\*\*County Councillor P Hayhurst replaced County Councillor S Riches for this meeting

#### **1. Apologies**

Apologies were received from County Councillors S Derwent, C Grunshaw and A Kay, and Mr K Wales

#### **2. Disclosure of Pecuniary and Non Pecuniary Interests**

Mr Kershaw declared a non-pecuniary interest in Item 3 – Out Rawcliffe Church of England Primary School, as an employee of the Diocese of Blackburn

It was clarified that the land for the school was originally given to the Church for the purposes of education, and that if the school closed, the property would revert back to the original owner or descendants.

### **3. Out Rawcliffe Church of England Primary School**

The Chair welcomed County Councillor Susie Charles, Cabinet Member for Children and Schools; Bob Stott, Director for Universal and Early Support Services, Directorate for Children and Young People; Lynne Mappin, Head of Capital and Provision Planning, Directorate for Children and Young People; County Councillor Vivian Taylor; Councillor Alison Metcalfe, Out Rawcliffe Parish Councillor; and Peter Jones, Head of Governors, Out Rawcliffe Church of England School.

The Committee was reminded of the purpose of the meeting, being to consider whether the Cabinet member for Children and Schools should be invited to reconsider her decision made on 11 January 2013 to discontinue Out Rawcliffe Church of England Primary School on 31 August (to "call in" the decision). The meeting had been called following a request signed by five County Councillors, named in the report.

Councillor Taylor was invited to put the case for the call in. Supported by Councillor Metcalfe and Mr Jones, the following points were made in support of the view that the decision should be reconsidered:

- The closure of the school would have a significant impact on the community, and the decision had not taken account of the important links between the school and the community
- There was concern that the Cabinet Member had not seen all of the evidence in coming to her decision, most notably the 396 responses to the initial consultation and the petition. In addition, it was suggested that the council had not made clear how the consultation process would work and that the large number of responses made to the initial consultation had not be carried forward and taken into account in the second formal consultation stage.
- It was felt that the proposals for the "Forest School" had not been given due consideration. It was also felt that there had been a lack of clarity from the county council on the issue of the school establishing a federation, in that the council had not responded to the proposals made to form a "soft" federation, and had not made it clear that only a "hard" federation would be considered sufficient in the circumstances.
- The issue of the creation of a nursery was also raised, and it was suggested that the council's assertion that there were "no plans" were incorrect, and that plans, although temporarily on hold due to the uncertainty surrounding the future of the school, had got to an advanced stage.
- Attention was drawn to plans for at least 14 new homes in the village and 18 in the wider area.
- The most convenient alternative school, Hambleton, was oversubscribed, and other schools in the area may not be appropriate for denominational or geographical reasons.
- There was confidence among the Governors that the soft federation proposals would be sustainable and benefit the children at the schools.

- It was argued that the current position of the school could be traced back to 2009, when around 20 pupils were withdrawn from the school by parents following events at the school which have not been properly explained to the community.

In response, the Cabinet Member confirmed that the consultation process had been carried out fully in accordance with DfE guidance, and that the process had been widely and openly communicated. It was additionally confirmed that all responses to the initial consultation, including the petition, had been considered at the decision making session on 27 September, at which the decision was taken to proceed to issue the Statutory notices.

It was also highlighted that the decision had been delayed to allow the school more time to develop its federation proposals.

The committee were advised about the process and the factors taken into account in reaching the decision.

- Discussion had begun with Governors in June 2011, demonstrating that this had not been a decision taken without proper consideration and engagement.
- The decision was an objective one based on quality, standards of achievement and pupil numbers.
- Significant extra support and resources were put into the school during the period that its future was under review. The school was in deficit and was not able to function on its own budget. Pupil number had remained low for several years, and this indicated that community links with the school were not strong, although it was acknowledged that some church based activities involving the school took place.
- Out Rawcliffe was the only school in the area to receive a "satisfactory" rating in its latest Ofsted inspection. All other schools in the area were rated "good" or "outstanding", and all but one had significant excess capacity.
- It was confirmed that there was a general presumption against the closure of rural school, but that given the lack of financial viability, the Ofsted rating and the failure of the school to increase numbers even with extra resource and support, the decision to proceed with the process of considering closure was made.
- The full statutory process for consultation was explained, and the list of consultees was provided.

The committee then discussed the issue, and the following issues were raised:

- An issue within the school in 2009 had been dealt with in full accordance with proper processes. Whilst it had been suggested that this had been the main cause behind the current low numbers, it was also noted that numbers had shown no sign of increasing at any point since.
- It was confirmed that there were a total of 238 empty places in nearby schools, and even if those of different denominations were excluded, the

number of excess spaces was still significant. There was some discussion of which schools were likely to be preferred by children from Out Rawcliffe, based on historic al community links.

- The committee noted that the assumption used for modelling for future pupils based on new housing developments was 0.35 pupils per new house. It was suggested that up to 70 new houses would be built in the surrounding area in the next 5 years. It was however, suggested that this would not increase numbers significantly, as those children would be likely to attend a range of schools.
- Members noted that the proposed soft federation would be between schools 26 miles apart. Although reassurances were given, concerns remained about the viability of the arrangement. Members also clarified that the Council had requested proposals for a hard federation, and had received an alternative proposal for a soft federation. The committee accepted that the council had acted reasonable in not seeking to further request proposals for a Hard federation given this response from the Governors.
- Members were satisfied that all of the responses to the consultations had been given full consideration by the Cabinet Member.

It was moved that the Cabinet Member for Children and Schools be requested to reconsider the decision made on 11 January 2013 to discontinue Out Rawcliffe Church of England Primary School on 31 August 2013. No seconder was forthcoming.

It was then moved and seconded that the Cabinet Member for Children and Schools not be requested to reconsider the decision made on 11 January 2013 to discontinue Out Rawcliffe Church of England Primary School on 31 August 2013.

The motion was put to the vote and carried, and it was therefore:

**Resolved:** That the Cabinet Member for Children and Schools not be requested to reconsider the decision made on 11 January 2013 to discontinue Out Rawcliffe Church of England Primary School on 31 August 2013.

#### **4. Urgent Business**

There were no items of urgent business for discussion at the meeting.

#### **5. Date of the Next Meeting**

It was noted that the next meeting of the Committee will be held on Tuesday 12 March 2013 at 2pm at County Hall, Preston.

County Hall, Preston

I M Fisher  
County Secretary and Solicitor

## Education Scrutiny Committee

Meeting to be held on 12 March 2013

Electoral Division affected: All
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### **Elective Home Education - the operation of the revised EHE policies since their introduction in April 2012**

Contact for further information: Mike Snelson, Directorate for Children and Young People, 01772 532439, [mike.snelson@lancashire.gov.uk](mailto:mike.snelson@lancashire.gov.uk)

#### **Executive Summary**

A review of the local authority's Elective Home Education (EHE) procedures was undertaken in the autumn term of 2011. The review was undertaken in order to address concerns identified by officers and by the home educating community in respect of the procedures and processes previously in place. The review also took into account the recommendations from the 2009 Overview and Scrutiny EHE Task Group.

Following consultation with home educating families, the procedures were revised and the new documentation was approved by the Cabinet Member in March 2012.

Documentation used by EHE officers to contact parents and to collect and record information was revised following the implementation of the new procedures. This was done to reflect the changes and to be more 'customer friendly.' A new website was designed and is available via 'your Lancashire' – Educating Your Child At Home. The site contains a range of information for home educating families and can be found at the following address:

[http://www3.lancashire.gov.uk/corporate/atoz/a\\_to\\_z/service.asp?u\\_id=388&tab=1](http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=388&tab=1)

The work of the team has become more supportive towards home educating families who wish support. This contrasts with the more monitoring role, which had been the case in the past. Officers will continue to intervene with families if there is reason to believe that a child is not receiving a suitable education.

#### **Recommendation**

The Education Scrutiny Committee is asked to:

- note how the arrangements for supporting families who home educate have progressed over the past twelve months.

## Background and Advice

In December 2012 the House of Commons Education Committee produced a report – 'Support for Home Education' which can be found at the following address: [www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/559/55902.htm](http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/559/55902.htm)

It stated that:

*The role of the local authority is clear with regard to home education. They have two duties: to provide support for home educating families (at a level decided by local authorities themselves), and if families wish it; and to intervene with families if the local authority is given reason to believe that a child is not receiving a suitable education. It is not the role of the local authority routinely to monitor whether a suitable education is being provided, and local authorities should not act as if it is, or cause parents to believe that it is.*

This view clearly specifies how the EHE team in Lancashire should define and carry out their role.

Following the implementation of Lancashire's new procedures in March 2012 the Elective Home Education (EHE) team has continued to work closely with home educating families to ensure that a range of support is offered to those families who wish it. This support includes the publication of a leaflet for parents, found as follows:

[http://www3.lancashire.gov.uk/corporate/atoz/a\\_to\\_z/service.asp?u\\_id=388&tab=20](http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=388&tab=20)

This leaflet was produced as a 'handy guide' and contains advice for families and includes a number of frequently asked questions. Letters and other documentation have been reviewed and revised.

A small group of officers led on the design of a new LCC website where all documentation, further advice and useful links may be found. This site currently includes information about how families may access exam centres. There are also details of three drop-in sessions that are to take place in February (Hothersall Lodge), April (Lancaster Library) and June (Woodlands Centre, Chorley) about the range of services they may be able to access.

Whilst the implementation of the procedures over the past twelve months has been positive, as with any new procedures there have been some issues that are yet to be fully resolved, including support for pupils identified as having Special Educational Needs and particularly those with statements.

Recently members of the Lancashire Home Education Forum Group carried out a survey that had 36 responses. One question asked about improvement since the introduction of the new procedures in March 2012. Two thirds of respondents commented that things had improved whilst just over a fifth weren't sure. One parent commented:

*'I feel that Lancashire have finally started listening to home educators and have responded accordingly. I think that there is still some way to go but that the changes they have made so far have been very positive.....Thank you to the staff who have worked so hard to bring about these changes.'*



The outcome of the survey whilst being generally positive indicates that there is still work to be done to ensure that the service provided by the LA and available to families is valued by all those who choose to home educate their children.

Lancashire has received a number of requests from other local authorities – including Oxfordshire, Liverpool and Staffordshire - to meet with officers and representatives of home educating families to talk about how the new procedures were developed and how they are being implemented. Lancashire is now recognised as having good practice that can be shared with other authorities. It has been reported to the LA that Graham Stuart MP, chair of the Education Committee, has said that he is "pleased Lancashire has made such progress and is helping to mentor other LAs".

Current figures show that there are 480 children on the authority's EHE data base. Of these 236 were girls and 244 were boys. 166 children were of primary school age and 312 were secondary aged children; 2 were unknown. However, this cannot be considered a full and definitive picture of the number of children being home educated in Lancashire as there is no requirement on parents to inform the local authority when they choose to home educate.

### **Consultations**

N/A

### **Implications:**

This item has the following implications, as indicated:

### **Risk management**

There are no risks involved arising out of discussion of this report.

### **Legal**

Advice has been sought from the County Secretary and Solicitor's Group when drawing up the procedures document to ensure that the authority is acting in accordance with legislation and guidance relating to EHE.

### **Financial**

There are no financial implications arising from this report.

**Local Government (Access to Information) Act 1985  
List of Background Papers**

Paper	Date	Contact/Directorate/Tel
Elective Home Education Procedures (LCC)	March 2012	Mike Snelson, Directorate for Children and Young People, 01772 532439
Information for Parents (LCC)	September 2012	Mike Snelson, Directorate for Children and Young People, 01772 532439
Support for Home Education (House of Commons Education Committee)	December 2012	Mike Snelson, Directorate for Children and Young People, 01772 532439

**Education Scrutiny Committee**  
Meeting to be held on 12 March 2013

Electoral Division affected: All
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## **Children in Care – Educational Progress**

Contact for further information: Sue Parr: ACERS Senior Manager & Head of Virtual School for Children Looked After, Directorate for Children and Young People, 01772 538323, [sue.parr@lancashire.gov.uk](mailto:sue.parr@lancashire.gov.uk)

### **Executive Summary**

This report provides updated information on the educational achievement and progress of Lancashire's Children Looked After (CLA) both within Lancashire, and those educated outside Lancashire, as measured by performance in National Curriculum Key Stage attainments and GCSE results in Summer 2012.

The attainment data demonstrates comparative performance with other authorities, and with attainment in previous years.

In some of the measures the attainment of Lancashire CLA has improved significantly in 2012.

The report highlights the successful and effective strategies which have led to this improvement, and also indicates some of the 'barriers' to attainment for CLA which we continue to address.

### **Recommendation**

The views of the Committee are requested in relation to the information set out in the report.

## **Background and Advice**

At the Education Scrutiny Committee Meeting on 12 March 2012, a report was presented in response to issues raised by members of the Committee in relation to the monitoring of progress of Children Looked After in Lancashire.

After consideration of the report the Committee decided to invite the Head of Virtual School to attend the Committee in 12 months time, to report on the effectiveness of the new procedures and strategies now in operation in relation to improving CLA educational progress.

Currently there are 1462 children looked after for whom Lancashire is responsible. This number has risen by 132 since March 2012. 394 children are below school age, 870 children and young people are of statutory school age, that is from age 4 to 16, and a further 198 young people aged 17 and 18 are in care.

There are 647 schools in Lancashire. Of these 276 (43%) have children looked after on roll. There are also approximately 290 CLA educated in schools and colleges outside of Lancashire, but who remain the responsibility of Lancashire Authority.

## Levels of Attainment 2012

### Key Stage 1 (CLA aged 5 - 7 years)

There were 45 children in Lancashire's 2012 cohort.

#### % achieving at least Level 2 – England

	2008	2009	2010	2011	2012
Reading	57%	58%	58%	59%	<b>67%</b>
Writing	50%	52%	51%	52%	<b>57%</b>
Maths	62%	65%	62%	63%	<b>71%</b>

#### % achieving at least Level 2 - Lancashire

	2008	2009	2010	2011	2012
Reading	40%	58%	59%	60%	<b>62%</b>
Writing	43%	50%	56%	53%	<b>58%</b>
Maths	37%	65%	71%	67%	<b>76%</b>

## Analysis

### Key Stage 1

Provisional results indicate that the performance of looked after children in Key Stage 1 has risen significantly in 2012 with 62% of children reaching level 2 in Reading, 58% in Writing and 76% in Maths

This is a significant rise in all three measures.

### Successful Strategies Implemented For Key Stage 1:

- Key Stage 1: Maths and English were both prioritised for intensive support and the Personal Education Plan Support Allowance (PEPSA) was utilised to fund educational support for any CLA in Years 1 and 2. This had a considerable impact on Year 2 CLA achievements.
- All Key Stage 1 pupils (Year 1 and Year 2) received 'First for Books' Packs posted to their homes.

- The improvement of Language and Social Communication Skills was prioritised for intensive support (PEPSA) during 2011- 2012 for Reception, Year 1 and Year 2 pupils, ensuring 'readiness for learning.'
- Training for Designated Teachers for CLA in Primary Schools was prioritised and promoted
- Educational Training/Mentoring for foster carers of young children promoted via Foster Carer Network meetings
- Working together with Social Care to ensure Key Stage 1 pupils had no/few placement moves
- Working together with Social Care, Pupil Teams and Schools to ensure that Key Stage 1 pupils had no/few school moves

### Key Stage 2 (CLA aged 8 to 11 years)

#### % achieving at least Level 4 – England

	2008	2009	2010	2011	2012
English	46%	44%	45%	50%	60%
Maths	44%	46%	44%	48%	56%
English & Maths				43%	50%

#### % achieving at least Level 4 – Lancashire

(There were 65 children in the Lancashire cohort)

	2008	2009	2010	2011	2012
English	45%	44%	53%	44%	56%
Maths	32%	44%	47%	40%	58%
English and Maths				31%	52%

### Analysis

#### Key Stage 2

Results indicate that the performance of looked after children has risen significantly in 2012 with 56% of children reaching level 4 in English, 58% in maths and 52% of pupils attaining level 4+ in English and Maths combined.

This is a rise of over 11% in all 3 measures, with the English and Maths combined figure increasing by 21% on 2011 performance.

These figures are based on results for CLA children educated in both Lancashire schools and those educated in schools out of the authority.

The CLA educated in Lancashire schools, made similar progress to those educated out of authority.

### Successful Strategies

- Key Stage 2 Maths and English were both prioritised for intensive support and Personal Education Plan Support Allowance (PEPSA) funding during 2011-2012, particularly for Year 5 and Year 6, and this has had a considerable impact on Year 6 CLA achievements, ensuring that these pupils enter High School with appropriate literacy and numeracy skills.
- Other Successful Strategies as Key Stage 1 above

### Identified Areas for Further Promotion of Education for Primary CLA

- Continued priority to be given to Reading and English
- Further preparation for High School required: Transition Year 6/7
- Continue to increase placement stability
- Continue to ensure that CLA remain at one school throughout their primary years.

### Key Stage 4 (Year 11 - aged 16 years)

#### % achieving - England

	2008	2009	2010	2011	2012
1 GCSE grades A*-G	66%	68%	72%	N/A	N/A
5 GCSEs grades A*-G	43%	44%	50%	N/A	N/A
5 GCSEs grades A*-C	14%	14%	26.1%	31.2%	<b>36.8%</b>
5 GCSE grades A*-C inc Eng + Maths		9%	11.6%	12.8%	<b>14.6%</b>
A-C in English and Maths				13.4%	<b>15.1%</b>

*National Indicator*

#### % achieving – Lancashire

Comparison over Time

There were **95** young people in the Lancashire cohort in 2012

	2008	2009	2010	2011	2012
1 GCSE grades A*-G	70%	78%	84.5%	72.1%	<b>81%</b>

5 GCSEs grades A*-G	45%	49%	57.7%	51.2%	<b>45%</b>
5 GCSEs grades A*-C	13%	20%	30.9%	28%	<b>34.4%</b>
5 GCSE grades A*-C inc Eng + Maths	8%	12%	18.6%	12.2%	<b>12.9%</b>
A-C in English and Maths or equivalent				12.2%	<b>14%</b>

*National Indicator*

## Analysis

### Key Stage 4

- Note: Another **6.5%** ( 6 pupils) from the cohort were **predicted Grade C for English but were graded D:**
  - 12.9% (11 pupils) achieved 5 GCSEs A -C + ENGLISH ONLY
  - 8.6% ( 8 pupils ) ( achieved 5 GCSEs A-C + MATHS ONLY
- All Lancashire Key Stage 4 results are below National Results by approximately 2%.
- However Lancashire results have improved on last year by an average of nearly 4%.  
(See detailed data below)

**Key Stage 4:** Detailed Data and Analysis - plus comparison data for Lancashire CLA educated in Lancashire & CLA educated **outside** Lancashire

CLA Exam results 2012 (Information from DfE & Pupil Education Plans )						
Lancashire CLA Key Stage 4						
(Accumulated)	Total Cohort		Ed. In Authority		Ed .Out of Authority	
	95		72		23	
1 GCSE grade A* - G	77	81%	58	80%	19	83%
5 GCSE grades A*-G	42	45%	32	46%	10	43%
5 GCSE grades A*-C	19	34.4%	14	19%	5	22%
5 GCSE grades A*-C incl Eng & Maths	12	12.9%	9	12.8%	3	13%
A-C in English and Maths	13	14%	N/A	N/A	N/A	N/A
*SEN pupils not entered for GCSE	10	11%	8	11%	2	9%

### Analysis:

- Overall, similar progress has been made by CLA educated in or out of County.
- However substantially more CLA educated in Lancashire achieved 5 GCSE grades A\* - C than CLA educated out of county.

Lancashire CLA Key Stage 4						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>Attendance (Source: CLA Personal Education Plans )</b>						
95%-100%	61	63%	44	60%	17	74%
80% - 94%	18	19%	14	20%	4	17%
Less than 79%	11	13%	11	16%	0	0
No statistics available	5	5%	3	4%	2	9%

**Analysis:** (The above data is unreliable as the attendance details have not been added to the PEP)

- However, overall attendance has improved, particularly in CLA attending Residential Homes. The 11% represents CLA experiencing complex health / mental health issues .

(Attendance figures indicate a rise in attendance for all CLA across the age phases.

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>Special Educational Needs (Source: Impulse )</b>						
With a Statement	23	25%	16	23%	7	30%

**Analysis:**

- 33 of the 93 pupils (35.5%) had identified Special Educational Needs. 23 of the 33 pupils had Statements for SEN :

BESD: x 13	MLD: x 10	SLD: x 2
MLD/BESD:x 5	PD x 1	ASD/Complex x 2

- 11 Pupils with SEN not entered for any GCSEs

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>Number of School Placements attended during KS4 ( source: ISSIS))</b>						
1 school	43	46%	31	44%	12	52%
2 schools or placements	30	32%	25	36%	6	26%
More than 2 schools	20	22%	14	20%	5	22%

**Analysis:**

- 54% of CLA had experienced 2 or more schools moves during Key Stage 4. Evidence indicates that for the vast majority of CLA, moving school has a detrimental effect on CLA attainments .
- The majority of CLA had attended between 2 – 7 schools during Key Stage 4, despite a concerted effort by CSC not to move CYP during this Key Stage.
- The Children In Care Council debated this issue at their last meeting, they indicated that stability of school placement is **even more disruptive to education** than a move of care placement, as CYP lose friendship groups,



social/class groups, relationship with teachers, cannot always access the course/ subject the CYP needs, plus, more than half of CICC indicated that they had been bullied at their 'new ' school, leading to attendance issues.

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>Type of Care Placement (Source: ISSIS)</b>						
Foster Care	67	72%	51	73%	16	70%
Residential Care	26	28%	19	27%	7	30%

#### Analysis:

- The majority of CLA are in foster care, however, the number of CLA in foster care achieving Grade C for Maths and English has reduced in 2012.
- There is a significant need for training for foster carers re: Championing the Education of CLA.
- The evaluations and discussions at the 'Working together to Promote the Educational Success of CLA' conference (attended by 100 foster carers/residential workers) indicated foster carers' lack of knowledge regarding the support and funding they could access for fostered children .
- Foster Carers and residential workers also informed us of their lack of knowledge in relation to the Education System i.e. SEND protocols and procedure (yet 67.9% of Lancashire CLA have identified Special Educational Needs)

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>Number of Care placements during time in care (Source ISSIS)</b>						
1-3	39	42%	29	42%	10	43%
4 – 6	32	34%	26	37%	6	26%
More than 6	22	24%	15	21%	7	30%

#### Analysis:

- More than 58% of all Key Stage 4 CLA have experienced more than 3 care placements during their time in care.
- This effects the educational attainments of CLA as they struggle to settle in a new care placement, and often a new school.

Lancashire CLA Key Stage 4 :						
	Total Cohort		Ed. In Authority		Ed .Out of Authority	
<b>CLA at University</b>						
	<b>2011</b>	<b>2012</b>				
Lancashire	18	35				

#### Analysis:

- Although numbers appear to have increased, a longitudinal study is needed to ascertain 'drop out ' rate. For example: how many of the CLA starting a Higher Education course in 2011, remain at University in 2012.

Lancashire CLA Key Stage 4 :						
Total Cohort		Ed. In Authority		Ed .Out of Authority		
<b>Involvement of CAMHS (Children and Adolescent Mental Health Services)</b>						
21	23%	17	24%	4	17%	

### Analysis:

- 23% of all Key Stage 4 CLA are involved with CAMHS. This cohort of CLA is also very often the CYP with poor school attendance, and low attainments and achievements, who do not achieve their potential.

### Successful Strategies Implemented at Secondary Phase

- **Rigorous tracking and monitoring of CLA progress** by Virtual School Educational Consultants. The Educational Consultants undertake monthly tracking across all Residential Children's Homes, Secondary Schools and Colleges, and CLA Teams across Lancashire to ensure that all professionals involved with CLA are aware of their responsibilities and are made accountable. This also provides a triangulation of support for every CLA.
- **Area CLA Champions Groups** have been set up in the 3 areas of Lancashire; North, Central/South and East. The CLA Champions Groups consist of professional representatives from all the services involved with CLA. For example: Social Care Team Leaders and Managers, Educational Psychologists, Advisers, School Nurses, Pupil Access Teams, Special Educational Needs Teams, Foster Carers and Residential Carers, Young Peoples Service, chaired by the Virtual School Headteacher or the Area Virtual School Educational Consultant. These Groups, have been very influential in promoting the education of CLA across the county; challenging schools, services and agencies to work together to ensure the very best outcomes for CLA.
- **Training for Designated Teachers** for CLA in Secondary Schools, Short stay Schools and Special Schools was prioritised and promoted. Designated Teachers for CLA in secondary schools is not always a senior member of staff with the authority to actively promote the education of CLA within the school i.e. funding. The Virtual school Headteacher has attended Headteacher forums across the county to promote the education of CLA.
- **Training for School Governors:** School Governors rarely receive a Report from the Designated Teacher for CLA, even though this is a statutory requirement. However, work is already in progress to ensure Governors are informed of their responsibility for monitoring the progress of CLA on roll at their school.

- **Training for Children's Social Care Teams, Independent Reviewing Officers, Foster Carers and Residential Care workers**

A one day Conference ' Working together to ensure the Educational Success of CLA' was delivered to Foster Carers/Residential Workers/Social workers on 10 December 2012. The aim of the Conference was to ensure all the above were aware of the support and funding available to enhance the educational opportunities and success of CLA. This was very successful, and a rolling programme of joint training and support is now taking place in the Spring and Summer Terms 2013.

- **Personal Education Plans (PEP) Training** (re procedures and protocols) for Social workers, Independent Reviewing Officers, Foster Carers, Residential Care Workers, Designated Teachers and Special Educational Needs Officers in schools has ensured that PEPS are completed within the statutory time limits (every 6 months), and that PEPs are 'fit for purpose'; CLAs are given aspirational educational targets, 'evidence based' interventions and expected outcomes. The 'quantity' of PEPs completed in a timely manner, and the 'quality' of PEPs is monitored monthly by the Virtual School, and both are improving.

From September 2013, PEP educational targets will be set by the designated teacher for CLA in school to ensure that their educational targets are appropriate and achievable yet aspirational. Training for writing effective PEPs began in January 2013 and will continue throughout the Spring and Summer Terms 2013.

- **Prioritising Funding Streams for CLA:** Lancashire has generously funded Personal Education Plan Allowances (PEPSAs) of up to £600 for any CLA who is identified as underachieving. This has ensured that CLA are not educationally disaffected or disadvantaged. This year Personal Education Support Allowances have supported 496 x CLA who were underachieving, assisting them in 'plugging the gaps ' and 'catching up' on essential skills i.e. Literacy and Numeracy. For example: 1 to 1 tuition, small group work, ICT learning packages.

However, challenging schools and colleges to utilise the funds they have available for CLA in more creative and pragmatic ways has also been a priority this year. For example, Schools have: £600 Pupil Premium (£900 from 1 April 2013), £1200 above other children, and SEND funding (if required) up to the first £10,000. This work is being very effectively supported by the Area Champions Groups, and OFSTED inspectors now enquire of schools how this funding has been effectively used to improve the education of their CLA .

- **Maths and English A-C** were both prioritised for intensive support (1 to 1 teaching) and PEPSA funding during 2011-2012 for Year 11, and this has had a very positive impact on the numbers of CLA achieving Maths and English A-C, and vastly increases employment opportunities.

- **Literacy:** Reading, language and social communication skills were promoted at Residential Children's Homes through the provision of new, up to date books, magazines, newspapers etc
- **CoPE:** Reading, Writing, Maths, Language and Social Skills have been promoted and improved through CLAs participation in CoPE ( Certificate of Personal Effectiveness) challenges within Residential Children's Homes
- **CLA: Emotional Health:** (Source DfE - 2012)

% of eligible CLA for whom a Strengths and Difficulties Questionnaire (SDQ) was submitted	Average score	% of eligible CLA with SDQ score considered :-		
		Normal	Borderline	Concerning
England : 70%	13.8%	51%	13%	36%
Lancashire : 89%	13.1%	55%	14%	31%

- Mental Health issues are affecting 45% of CLA attendance and achievement in school.
- However, Children's Social Care are active in providing Counselling and Emotional Support for CLA.
- SCAYT (& CAMHS) : 'Supporting Carers and Young people Together' ensures that carers are supported in effectively managing the emotional health of CLA

- CLA convicted or subject to Final Warning or Reprimand (Source DfE 2012)

England : 6.9%	Lancashire 8.7%
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- Integrated working with Youth Offending Team identify CLA at risk

- CLA involved in substance misuse

England : 4.1%	Lancashire : 5.2%
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- Integrated working with schools and health to identify CLA at risk

- CLA: Not in Education Employment or Training (NEET): position at end of Key Stage 4 (Year 11) ( no figures yet for 2012 )

	In Full Time Education	In Full time or Training Employment	Unemployed
England	71%	7%	16%
Lancashire	70%	8%	18%

- The Virtual School works closely with Young Peoples Service (YPS) to ensure that all young people looked after access education, employment or training on leaving secondary education, by ensuring that CLAs have access to high quality Information, Advice and Career Guidance at school or college (funding in schools)

### **Summary:**

To use OFSTED criteria, the majority of CLA are making good to very good progress and are continuously improving in relation to reaching their individual educational targets and potential. Underachievement is now being identified quickly, via school assessments, and addressed with 'evidenced based' strategies and interventions. There is now evidence of 'joint' working across the county, which can only lead to improvements in the attainments and achievements of CLA.

However, there are also 2 areas for further improvement:

1. **Training:** It appears that the 'joint' training of Social workers, Independent Reviewing Officers, Foster Carers, Residential Workers, Designated Teachers for CLA, and School Governors is 'key' to CLA improving their attainments and achievements. These people are the front line 'promoters' of quality education for CLAs. They are the frontline corporate parents for this vulnerable group of children and young people, and must be encouraged to act as 'pushy parents' for our CLA. Consequently, their participation, contribution and 'challenge' to the CLA's Personal Educational Plan is critical. The training delivered to Designated Teachers for CLA has already impacted on the attainments of CLA, particularly Primary CLA throughout 2011 - 2012. The Training delivered to Foster Carers in December 2012 highlighted foster carers' and residential workers' lack of knowledge in relation to Lancashire's educational system and funding streams. It is therefore envisaged that the training to be delivered in the next 3 months will have impact on the CLA results for 2013.
2. **Joint Working (and Training):** Children's Social Care Teams, Foster Carers and Residential Care Workers, Child and Adolescent Mental Health Services, Young Peoples Services, Young Offenders Teams, Special Educational Needs Teams, Pupil Access Teams, Educational Psychologists, Schools, the Virtual School, the Corporate Parenting Board, and now the Working Together With Families Project must continue to work together to achieve the best outcomes for Lancashire CLA in promoting the very best educational opportunities for individual young people who are looked after.

### **Consultations**

N/A

### **Implications:**

This item has the following implications, as indicated:

### **Risk management**

The progress of Lancashire's children in care is monitored annually. There are 3

National Indicators detailing the attainment of children in care. These are:-

- National Indicator 99 – the percentage of children in care attaining Level 4 and above in English at the end of Key Stage 2.
- National Indicator 100 - the percentage of children in care attaining Level 4 and above in Maths at the end of Key Stage 2.
- National Indicator 101 - the percentage of children in care attaining 5 or more GCSEs at grades A\*-C, including English and Maths at the end of Key Stage 4

Should the Local Authority not meet targets set for these indicators, the inspection reports could be critical.

**Local Government (Access to Information) Act 1985  
List of Background Papers**

<b>Paper</b>	<b>Date</b>	<b>Contact/Directorate/Tel</b>
N/A		
Reason for inclusion in Part II, if appropriate		
N/A		

## Education Overview and Scrutiny Committee

Meeting to be held on 12 March 2013

Electoral Division affected: All
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### Update on the current Lancashire County Council position on Academies.

(Appendix 'A' refers)

Contact for further information: Bob Stott, Director of Universal and Early Support Services, Directorate for Children and Young People. 01772 531652

[bob.stott@lancashire.gov.uk](mailto:bob.stott@lancashire.gov.uk)

#### Executive Summary

This report sets out the County Council's current position in relation to academies within Lancashire. It updates the information provided to Education Overview and Scrutiny Committee on 6 November 2012

#### Recommendation

The Education Overview and Scrutiny Committee is asked to note the report and give its views on the information provided.

## 1 Background and Advice

In the summer of 2010 the Department for Education (DfE) set out its plans to enable maintained schools to become Academies and the Secretary of State wrote to all schools judged outstanding by OfSTED to encourage them to apply for Academy Status. (These are often referred to as Converter Academies). Since that time all maintained schools have been encouraged to consider becoming Academies.

Academy is the legal term that includes Free Schools of all types, University Technical Colleges (UTCs) and most Studio Schools. These new forms of school are independent from the local authority, and report directly to the Secretary of State.

In June 2011 the Secretary of State indicated that there were 200 under-performing primary schools nationally for which he considered the most appropriate strategy for improvement was that they become Sponsored Academies - linked to, and sponsored by another Outstanding Academy or Outstanding College. The Secretary of State also indicated that there were a further 500 under-performing primary schools nationally for which movement to becoming a Sponsored Academy should also be considered.

Since August 2011 the Department for Education has been in regular touch with all Local Authorities including Lancashire to discuss schools that were included in the original 200 and 500 underperforming categories as well as further schools which they felt were underperforming.

The Education Act 2011 received Royal Assent on 15 November 2011. The Act is wide ranging and amends or repeals 47 separate issues connected with education and children law which were previously covered in 18 education and children Acts. The Act makes changes to the arrangements for setting up new schools, and amends the Academies Act 2010 to make provision for 16 to 19 academies and alternative provision academies. The full Education Act is contained on the Department for education website:

<http://www.education.gov.uk/aboutdfe/departentalinformation/educationbill/a0073748/education-bill>

The new academy presumption in the Education Act 2011 requires local authorities to first seek proposals for an Academy where they consider there is a need for a new school.

### **County Council position on Academies**

The County Council has adopted a clear and consistent position around academies, namely that all categories of school are of equal value. There is no prejudice for or against a particular category.

### **The current position**

- All maintained primary, secondary and special schools can apply to become an Academy
- In April 2013 Pupil Referral Units (PRUs) will receive delegated budgets and will be able to convert to Academy Status
- The Free School model has been extended to include applications for Alternative Provision Free Schools which will be PRU type organisations.
- Once the funding order for an Academy is agreed the local authority is directed to cease to maintain the school

## **2 National situation**

As of 1 February 2013 there are 2,673 academies open in England. Of these, 2,055 are converter academies which equates to 77% of the total number of academies. The converter academies are divided into 1,199 secondary schools (58%) 795 primary schools (39%), and 3% of other schools (57 special schools 3 Pupil Referral Units, and one 16+ academy.) There are 618 sponsored academies, which equates to 23% of the total number of academies. The sponsored academies are divided into 399 secondary schools (65%), 211 primary schools (34%), and 1% of other schools (6 special schools, and 2 are all through schools).



### **3 Lancashire's current position**

As of February 2013 the situation in Lancashire is as follows:

- 24 schools have converted to become an academy
- Of these, 20 are secondary schools and 4 are primary schools.
- 21 are 'converter' academies, equating to 87.5% of all Lancashire academies. 3 are 'sponsored' secondary academies, equating to 12.5% of all Lancashire academies.
- A further 2 primary schools are in the process of converting, of which one is to be a sponsored academy. These schools have Academy Orders agreed and are currently developing funding agreements with the Secretary of State.
- Lancashire has just less than 1% of all academies open in England.
- The first free school, which was previously an independent all through school, opened in September 2011 in West Lancashire.
- The first studio school opened in September 2012 in East Lancashire. This was a newly created school.
- There is currently one UTC which has a funding agreement with the DfE and plans to open in September 2013 in East Lancashire.
- The total number of all types of school in Lancashire is 567. Of these 484 are primary schools, 82 secondary schools, one is an all through school and one is a 14-19 school.
- This equates to less than 1% of primary schools in Lancashire being academies and 24% of secondary schools being academies.
- There are a higher number of free schools wishing to open in neighbouring councils such as Wigan and Blackburn with Darwen, which may impact on Lancashire schools.
- The local authority will continue to work closely with academies and free schools in terms of planning for the provision of school places.
- The DfE has contacted the Local Authority regarding the sponsored academy programme and identified schools to be considered to become a sponsored academy.

Appendix A: List of academies and free schools in Lancashire

#### **Consultations**

N/A

#### **Implications:**

This item has the following implications, as indicated:

#### **Risk management**

There are no implications for risk management arising from this report.

**Local Government (Access to Information) Act 1985  
List of Background Papers**

Paper	Date	Contact/Directorate/Tel
Reason for inclusion in Part II, if appropriate		

N/A

## Lancashire Academies and Free School Update

To date **24** schools have received approval from the Secretary of State to change their status to Academies.

A full list of approved Academies is provided below:

School	LCC Number	District	Date of Conversion	Type
Accrington Academy	11/501	Accrington	01/09/08	S
Fulwood Academy	06/501	Preston	01/09/09	S
Hambleton Primary Academy	02/501	Wyre	01/01/11	P
Clitheroe Grammar Academy	11/502	Ribble Valley	01/01/11	S
Lancaster Girls Grammar School	01/501	Lancaster	01/01/11	S
Lancaster Royal Grammar School	01/502	Lancaster	15/04/11	S
Hodgson Academy	02/502	Wyre	01/05/11	S
Ripley St Thomas – A C of E Academy	01/503	Lancaster	01/05/11	S
St Michael's CE Academy	09/501	Chorley	01/07/11	S
Bowland Academy	11/503	Ribble Valley	01/08/11	S
Lostock Hall Academy	07/501	South Ribble	01/08/11	S
Parbold Douglas C.E. Primary Academy	08/501	West Lancashire	01/08/11	P
Bishop Rawstorne Church of England Language Academy	09/502	Chorley	17/08/11	S
Garstang Community Academy	02/503	Wyre	01/09/11	S
Accrington St Christopher's CE High School	11/505	Hyndburn	01/09/11	S
Belthorn Academy Primary School	11/504	Hyndburn	01/10/11	P
Clayton le Moors All Saints CE Primary School	11/506	Hyndburn	01/11/11	P
Tarleton Academy	08/112	West Lancashire	01/01/12	S
Albany Academy	09/504	Chorley	01/08/12	S
Parklands High School	09/505	Chorley	01/09/12	S
Bacup & Rawtenstall Grammar School	14/501	Rosendale	01/10/12	S
Penwortham Priory Academy	07/502	South Ribble	01/11/12	S
Colne Primet High School	13/502	Pendle	01/01/13	S
Academy@Worden	07/503	South Ribble	01/02/13	S

A further **2** schools are pursuing a change of status to become an Academy and have now received an initial proposal approval from the Secretary of State, but have not yet established a Funding Agreement.

These schools are:

School	LCC Number	District	Provisional Approval	Type
Brierfield Walter Street Primary School	13/018	Pendle	Yes	P
Moorside Community Primary School	08/042	West Lancashire	Yes	P

### Lancashire Free Schools:

To date 1 school has received approval from the Secretary of State to be a Free school.

A full list of approved Free schools is provided below:

School	LCC Number	District	Date of opening or Conversion to Free school	Type
Maharishi Free school	08/139	West Lancashire	01/09/11	B

### Lancashire Studio Schools:

To date 1 school has received approval from the Secretary of State to be a Studio School.

A full list of approved Studio Schools is provided below:

School	LCC Number	District	Date of opening	Type
Hyndburn Studio School	11/507	Hyndburn	01/09/12	Y

### Lancashire University Technology College's

To date 1 school has received approval from the Secretary of State to be a UTC.

A full list of approved UTCs is provided below:

School	LCC Number	District	Date of opening	Type
Burnley UTC	12/502	East Lancashire	Due to open 1 September 2013	Y

Key: P = Primary school. S = Secondary school. B = Both primary and secondary school  
Y = 14 to 19 year olds.

# Agenda Item 9

## Education Overview and Scrutiny Committee

Meeting to be held on 12<sup>th</sup> March 2013

Electoral Division affected: All
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### **A summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level**

(Appendix 'A' refers)

Contact for further information: Bob Stott, Director of Universal and Early Support Services, Directorate for Children and Young People, 01772 531652

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#### **Executive Summary**

The report sets out the overall attainment in Lancashire schools at the end of Key Stages 2 and 4 based upon validated data. The results have been analysed at District level and show progress over the past four years.

#### **Recommendation**

The Education Overview and Scrutiny Committee is asked to give its views on the performance of pupils in Lancashire schools.

#### **Background and Advice**

##### **Key Stage 2**

In 2012 the validated national results rose when compared with the 2011 results with 80% of pupils reaching level 4 or above in both English and mathematics. This was an increase of 6% on the previous year.

The key features of the 2012 Key Stage 2 results in Lancashire are as follows:

- The overall attainment in Lancashire rose by 5% when compared with 2011 in the end of Key Stage 2 tests and was 1% above the national average at 81%.
- Attainment in 9 districts was above the national average of 80% of pupils attaining level 4 or above in both English and mathematics.
- Attainment increased in all twelve districts in 2012.
- The greatest gains were made in Lancaster, Pendle, Hyndburn and Wyre.
- The lowest attaining district was Pendle and it was 6% below the Lancashire average. The rate of improvement in Pendle was, however, 2.5% better than the Lancashire average and as a result the attainment gap narrowed.

- The proportion of schools where there was low attainment fell but schools where there was underperformance have established detailed action plans to raise attainment

## Key Stage 4

The validated data shows that the proportion of pupils gaining 5 or more A\*- C grades at GCSE including English and mathematics in 2012 remained very similar to the 2011 performance in Lancashire compared with a slight rise nationally.

The key features of the Key Stage 4 results in Lancashire are as follows:

- The overall attainment in Lancashire remained similar to 2011 and was around 1% above the national average.
- Attainment was above the national average in 9 districts in Lancashire.
- In 2012 attainment increased in 6 of the 12 districts: Chorley, West Lancashire, Burnley, Rossendale, Wyre and Hyndburn, falling in the rest.
- The greatest fall in attainment was in South Ribble and Lancaster.
- The lowest attaining District was Burnley which was around 13% below the Lancashire average. The rate of improvement in Burnley was, however, better than the Lancashire and national average and the gap in attainment narrowed.
- The schools attaining below 45% in 2011 went up by an average of over 4% in 2012.
- Detailed action plans are in place for all schools where there were low levels of performance.

## Consultations

N/A

## Implications:

N/A

## Risk management

There are no implications for risk management arising from this report.

## Local Government (Access to Information) Act 1985

### List of Background Papers

Paper	Date	Contact/Directorate/Tel
Results for Key Stage 2 National Curriculum Assessments in England, 2011/12	December 2012	Jonathan Hewitt Directorate for Children and Young People 01772 531663
GCSE and Equivalent Results in England, 2011/12	January 2013	Jonathan Hewitt Directorate for Children and Young People

01772 531663

Reason for inclusion in Part II, if appropriate

N/A





## Appendix 'A'

### Provisional Key Stage 2 Results, % English and Maths Level 4+

The following information is based on validated data published in December 2012.

District	2008/09	2009/10 <sup>1</sup>	2010/11	2011/12	Diff to 2010/11	Diff to LA	Diff to Nat
Lancaster	74.9	NA	73.2	80.9	↑ 7.8	↓ -0.1	↑ 0.9
Wyre	78.5	NA	76.3	83.3	↑ 7.0	↑ 2.3	↑ 3.3
Ribble Valley	85.7	NA	81.9	86.9	↑ 5.0	↑ 5.9	↑ 6.9
Fylde	80.5	NA	78.5	83.7	↑ 5.2	↑ 2.7	↑ 3.7
Preston	73	NA	77.4	83.4	↑ 6.0	↑ 2.4	↑ 3.4
South Ribble	75.2	NA	79.2	82.7	↑ 3.5	↑ 1.7	↑ 2.7
West Lancs	77.1	NA	78.8	81.2	↑ 2.4	↑ 0.2	↑ 1.2
Chorley	77.9	NA	80.5	83.1	↑ 2.6	↑ 2.1	↑ 3.1
Hyndburn	67.8	NA	71.4	79.4	↑ 8.0	↓ -1.6	↓ -0.6
Burnley	68.9	NA	70.4	75.4	↑ 5.0	↓ -5.6	↓ -4.6
Pendle	65.4	NA	66.6	74.0	↑ 7.5	↓ -7.0	↓ -6.0
Rossendale	72.7	NA	77.7	83.2	↑ 5.5	↑ 2.2	↑ 3.2
Lancashire	74	NA	76.0	81	↑ 5.0		↑ 1.0
England (LEA)	72	NA	74.0	80	↑ 6.0		

<sup>1</sup>2009/10 figures not available due to some schools not completing tests this year

### Provisional Key Stage 4 Results, % 5 A\*-C including English and Maths

The following information is based on validated data published in January 2013.

District	2009/10	2010/11	2011/12	Diff to 2010/11	Diff to LA	Diff to Nat
Lancaster	61.4	66.9	61.7	↓ -5.1	↑ 1.8	↑ 2.7
Wyre	59.3	59.4	59.8	↑ 0.5	↓ -0.1	↑ 0.8
Ribble Valley	65.8	65.6	60.9	↓ -4.8	↑ 1.0	↑ 1.9
Fylde	62.0	63.8	63.3	↓ -0.5	↑ 3.4	↑ 4.3
Preston	56.0	63.1	62.8	↓ -0.3	↑ 2.9	↑ 3.8
South Ribble	61.6	65.0	58.0	↓ -7.1	↓ -1.9	↓ -1.0
West Lancs	54.8	57.2	62.5	↑ 5.3	↑ 2.6	↑ 3.5
Chorley	61.6	63.9	68.5	↑ 4.6	↑ 8.6	↑ 9.5
Hyndburn	51.0	59.7	61.4	↑ 1.7	↑ 1.5	↑ 2.4
Burnley	36.0	40.2	45.7	↑ 5.5	↓ -14.2	↓ -13.3
Pendle	39.7	50.4	48.2	↓ -2.2	↓ -11.7	↓ -10.8
Rossendale	61.3	63.0	64.6	↑ 1.6	↑ 4.7	↑ 5.6
Lancashire	57.5	60.1	59.9	↓ -0.2		↑ 0.9
England (LEA)	55.3	58.4	59.0	↑ 0.6		

