

Lancashire County Council

Education Scrutiny Committee

Tuesday, 16th July, 2013 at 10.00 am in The Duke of Lancaster Room (Formerly Cabinet Room 'C') - County Hall, Preston

Agenda

Part 1 (Open to Press and Public)

No. Item

- 1. Appointment of Chair and Deputy Chair, Membership, Terms of Reference and Programme of Meetings** (Pages 1 - 6)
- 2. Apologies**
- 3. Disclosure of Pecuniary and Non-Pecuniary Interests**
Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.
- 4. Minutes of the meeting held on 12 March 2013** (Pages 7 - 12)
- 5. Summary of the framework for the inspection of local authority arrangements for supporting school improvement** (Pages 13 - 56)
- 6. Achievement of pupils eligible for Free School Meals in Lancashire** (Pages 57 - 62)
- 7. Educational attainment and achievement of Children Looked After by Lancashire Authority** (Pages 63 - 74)
- 8. Work Plan 2013/14** (Pages 75 - 76)
- 9. 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.

10. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on Tuesday 5 November 2013 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Education Scrutiny Committee

Meeting to be held on 16 July 2013

Electoral Division affected: None

Appointment of Chair and Deputy Chair, Membership, Terms of Reference and Programme of Meetings

(Appendix 'A' refers)

Contact for further information: Katrina Dale, Office of the Chief Executive, 01772 533651, katrina.dale@lancashire.gov.uk

Executive Summary and Recommendation

The Committee is asked to note:

- i. The appointment by the full Council on 23 May 2013 of County Councillor Cynthia Dereli as Chair of the Committee and the appointment by the Urgency Committee on 24 May 2013 of County Councillor Mrs Susie Charles as Deputy Chair of the Committee, for the remainder of the municipal year.
- ii. The membership of the Committee following the County Council's Annual Meeting on 23 May 2013.
- iii. The Terms of Reference of the Committee
- iv. The agreed Programme of Meetings for 2013 - 2014

Background and Advice

The Full Council at its Annual Meeting on 23 May 2013 appointed CC Cynthia Dereli as Chair of the Committee, and the Urgency Committee on 24 May 2013 appointed County Councillor Mrs Susie Charles as Deputy Chair of the Committee, for the remainder of the 2013/14 municipal year.

The Full Council also agreed that the Committee shall comprise 13 County Councillors (on the basis of 6 Labour members, 1 Liberal Democrat member, 5 Conservative members and 1 independent member). Nominations of County Councillors to serve on the Committee have been submitted to the County Secretary and Solicitor by the respective political groups.

The County Councillors (13) appointed to serve on the committee for the following year are:

A Barnes	C Dereli
P Buckley	Dr M Hassan
Mrs S Charles	C Henig
A Cheetham	K Iddon
C Crompton	D Lord
B Dawson	S Perkins
	M Perks

The following co-opted members will serve on the Committee:

Voting Co-opted Members (5)

Miss T Jones – Representing RC Schools
Mr F Kershaw - Representing CE Schools
Mr K Wales - Representing Free Church Schools
Mrs J Hamid - Representing Parent Governors (Secondary)
Mr J Withington - Representing Parent Governors (Primary)

A copy of the Committee's Terms of Reference is attached at Appendix 'A'.

At the meeting on the 13 December 2012 the full Council agreed the following programme of meetings for the Committee in 2013/14.

16 July 2013
5 November 2013
16 January 2014(budget)
11 March 2014 **(2.00pm)**

Meetings, apart from the meeting to be held on 11 March 2014, will be held at 10am in Cabinet Room 'C' at County Hall, Preston.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risks associated with this item.

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

<u>Paper</u>	<u>Date</u>	<u>Contact/Directorate/Tel</u>
Agenda/Proceedings from Full County Council	13 December 2012 and 23 May 2013	Janet Mulligan, Office of the Chief Executive, 01772 533361

Reason for inclusion in Part II, if appropriate
N/A

**Terms of Reference
Education Scrutiny Committee (13 County Councillors)**

Summary:

To review and scrutinise issues around education. The Committee will scrutinise the work and performance of any relevant part of the County Council and its partners and the functions of the relevant Cabinet Members.

The Committee shall include the statutory education Co-optees (five Co-optees comprising three Church representatives and two parent governor representatives) who shall have voting rights in relation to any education functions which are the responsibility of the Executive.

The following Terms of Reference should be read in conjunction with the above summary.

1. To review decisions made, or other action taken, in connection with the discharge of any relevant functions undertaken by the Cabinet collectively, or the relevant Cabinet Members or Cabinet committee.
2. To make reports or recommendations to the Full Council, the Cabinet or the relevant Cabinet Members or Cabinet committee with respect to the discharge of any functions undertaken by the Cabinet collectively or the relevant Cabinet Members or Cabinet committee.
3. In reviewing decisions (other than decisions designated as urgent under Standing Order 34(3)) made in connection with the discharge of any relevant functions undertaken by the Cabinet collectively or the relevant Cabinet Members or Cabinet committee, but which have not been implemented, the Committee may recommend that the decision be reconsidered by the person who made it or to refer the decision to the Full Council for it to decide whether it wishes it to be reconsidered by the decision taker.
4. To request a report by the executive to Full Council where a decision which was not treated as being a key decision has been made and the Education Scrutiny Committee is of the opinion that the decision should have been treated as a key decision
5. To hold general policy reviews and to assist in the development of future policies and strategies (whether requested by the Full Council, the Cabinet, the relevant Cabinet Members, Cabinet committee or decided by the Committee itself) and, after consulting with any appropriate interested parties, to make recommendations to either the Cabinet, the relevant Cabinet Members, Cabinet committee or to the Full Council as appropriate.
6. To fulfil all the statutory functions of an Overview and Scrutiny Committee as they relate to education functions of a Children's Services Authority.

7. To undertake reviews (whether requested by the Full Council, the Cabinet, the relevant Cabinet Members, Cabinet committee or decided by the Committee itself) and make recommendations to the Full Council, the Cabinet, Cabinet committee or the relevant Cabinet Members, as appropriate, on relevant services or activities carried out by external organisations which affect Lancashire or its inhabitants.
8. To consider any relevant matter referred to the Committee by the Scrutiny Committee following a request by a County Councillor or a Co-optee of the Committee who wishes the issue to be considered.
9. To request that the Scrutiny Committee establish sub-committees, task groups and other working groups and panels as necessary.
10. To invite to any meeting of the Committee and permit to participate in discussion and debate, but not to vote, any person not a County Councillor whom the Committee considers would assist it in carrying out its functions.
11. To require any Councillor who is a member of the Cabinet, the appropriate Executive Director or a senior officer nominated by him/her, or the Director of the Lancashire County Commercial Group to attend any meeting of the Committee to answer questions and discuss issues.
12. To recommend the Full Council to co-opt on to the committee persons with appropriate expertise in the relevant education matters, without voting rights
13. To recommend to the Scrutiny Committee appropriate training for members of the Committee on education related issue

Agenda Item 4

Lancashire County Council

Education Scrutiny Committee

**Minutes of the Meeting held on Tuesday 12 March 2013 at 2.00pm in
Cabinet Room 'D' - County Hall, Preston**

Present:

County Councillor Mrs Pat Case (Chair)

County Councillors

Mrs R Blow	A Jones
K Brown	A Kay
W Cropper	Y Motala
Mrs S Derwent	S Riches
C Evans	T Winder

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 CC K Bailey and CC C Wells.

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 6 November 2012

Resolved: That the Minutes of the meeting held on 6 November 2012 be confirmed as an accurate record and signed by the Chair.

4. Minutes of the special meeting of the Education Scrutiny Committee held on 25 January 2013

Resolved: That the Minutes of the special meeting held on 25 January 2013 be confirmed as an accurate record and signed by the Chair.

5. Programme of Meetings 2013/2014

Resolved: That future meetings of the Committee be held at 10.00am in Cabinet Room 'C' at County Hall, Preston on the following dates in accordance with the decision of the Full County Council on 13 December 2012:

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

Mr Stott, Director of Universal and Early Support Services from the Directorate for Children and Young People introduced a report regarding the operation of the revised EHE policies since their introduction in April 2012 following the review in Autumn 2011 of the procedures which also took into account the recommendations from the 2009 Overview and Scrutiny EHE Task Group.

It was reported by Frances Molloy, Directorate for Children and Young People, that documentation used by EHE officers to contact parents and to collect and record information had been revised following the implementation of the new procedures to reflect the changes and to be more 'customer friendly.' A new website was available containing a range of information for home education families found via 'Your Lancashire – Educating Your Child at Home' at the following address:

http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=388&tab=1

Members noted that a survey had recently been carried out by members of the Lancashire Home Education Forum Group which had elicited 36 responses. To a question asked about improvement since the introduction of the new procedures, two thirds of respondents commented that the situation had improved whilst just over a fifth weren't sure. The outcome whilst being generally positive indicated that there was still work to be done to ensure that the service was valued by all those who chose to home educate their children.

It was reported that Lancashire was now recognised as having good practice on EHE and had received a number of requests from other local authorities to discuss how the new procedures were developed and being implemented and that Graham Stuart MP, Chair of the House of Commons Education Committee was 'pleased Lancashire has made such progress and is helping to mentor other LAs'.

Members commented on the report as follows:

- That currently there was no legal requirement for home educators to notify the Authority of their intention to home educate but that more open relationships with home educators were being developed.
- That school education was always a route open to home educators at any point if they so wished

Resolved: That the report setting out how the arrangements for supporting families who home educate had progressed over the past twelve months be noted.

7. Children in Care - Educational Progress

Mr Stott, Director of Universal and Early Support Services from the Directorate for Children and Young People presented a report which provided updated information on the new procedures and strategies now in operation for improving 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 presented demonstrated comparative performance with other authorities and with attainment in previous years and showed that in some measures the attainment of Lancashire CLA had improved significantly in 2012.

It was noted that there was an improvement in the gap between the attainment of Children Looked After and children not but that the gap needed to be narrowed further. At Key Stage 4, information taken from the Department for Education (DfE) and Pupil Education Plans (PEPs) showed that similar progress had been made by CLA educated in or out of the County but that substantially more CLA educated in Lancashire achieved 5 GCSE grades A*-C than CLA educated outside the County. Through PEPs schools had more responsibility for the progress of CLA and to 'push' CLA to ensure the gap in attainment narrowed.

In considering the data presented at the various Key Stages members commented as follows:

- The Local Authority needed to train Foster Carers, Residential Workers, Social Workers and Designated Teachers for CLA to be aware of the educational needs of CLA in order to improve their attainments and achievements
- School Governors also had a responsibility to 'push' CLA
- Bullying in school of CLA which led to attendance problems was of great concern and needed monitoring
- A request was made for information on the attainment of children and young people who fell under the remit of the Lancashire Youth Offending Team for consideration by the Committee at a future meeting
- A request was made for information on out of county placements of CLA to be brought to a future meeting of the committee

- Members welcomed funding by the Authority for Personal Education Plan Allowances of up to £600 for any CLA who was identified as underachieving

Resolved: That

- The report on updated information on the educational achievement and progress of Lancashire's Children Looked after be noted.
- A report on the attainment of children and young people who fall under the remit of the Lancashire Youth Offending Team be brought to a future meeting of the Committee
- A report on the attainment of CLA in out of county placements be brought to a future meeting of the committee.

8. 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 presented a report setting out the County Council's current position in relation to academies within Lancashire which updated the information provided to the Committee at its meeting on 6 November 2012.

In Lancashire it was noted that:

- 24 schools had converted to become an academy – 20 secondary schools and four primary.
- 21 were 'converter' academies equating to 87.5% of all Lancashire academies and 3 were sponsored academies equating to 12.5% of all Lancashire academies.
- A further 2 primary schools were in the process of converting of which 1 was to be a sponsored academy.
- Lancashire had 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 was currently one University Technical College (UTC) which had a funding agreement with the DfE and planned 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 equated to less than 1% of primary schools in Lancashire being academies and 24% of secondary schools being academies.
- There were a higher number of free schools wishing to open in neighbouring councils such as Wigan and Blackburn with Darwen, which might impact on Lancashire schools.

In considering the report members of the Committee raised the following points:

- Regarding conversion to academy status, the DfE now focused on a school's Ofsted category rather than whether it fell below the floor standard
- Once a school had converted to an academy, the Authority ceased to maintain it financially
- In response to a query regarding whether there was a move to the possible outsourcing of functions such as Human Resources and the existence of an 'Operational Arrangements Working Group', Mr Stott undertook to look into this and report back outside the meeting
- Headteachers with concerns regarding Human Resources, now provided by One Connect Limited (OCL), had been provided with an email link to senior officers in OCL to help with any issues.
- A school's financial situation was not a factor in converting to academy status

Resolved: That the report setting out the County Council's current position in relation to academies within Lancashire be noted.

9. A summary of the 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 validated data giving the overall attainment of pupils in Lancashire schools at the end of Key Stages 2 and 4. The results had been analysed at District level and showed progress over the past four years.

With regard to the 2012 Key Stage 2 results it was noted that in Lancashire the overall attainment had risen by 5% when compared with 2011 and was 1% above the national average at 81% and that attainment in 9 districts was above the national average of 80% of pupils attaining level 4 or above in both English and mathematics.

With regard to the Key Stage 4 results it was reported that 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 and had increased in 6 of the 12 districts: Chorley, West Lancashire, Burnley, Rossendale, Wyre and Hyndburn but had fallen elsewhere. The greatest fall in attainment was in South Ribble and Lancaster but whilst attainment in Burnley was the 13% below the Lancashire average, the rate of improvement was better than the Lancashire and national average and the gap in attainment narrowed.

In considering the results the following comments were made:

- The data included every child on schools' rolls

- Overall attainment in Lancashire was around 1% above the national average which was welcomed by members
- The aim was to narrow the gap between attainment and areas of deprivation in Lancashire

Resolved: That the report setting out the overall attainment in Lancashire schools at the end of Key Stages 2 and 4 based upon validated data be noted.

10. Urgent Business

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

The Chair, County Councillor Mrs Pat Case, thanked the co-opted members representing outside organisations on the committee, her county councillor colleagues and officers for the work they had done as this was to be her last meeting before standing down as a county councillor at the forthcoming county council elections in May 2013. The Deputy Chair, County Councillor Mrs Sheila Derwent also offered her thanks as she too was standing down.

On behalf of the members, County Councillor Tony Jones thanked the Chair and Deputy Chair for all the work they had done over the past years.

11. Date of the Next Meeting

It was noted that the next meeting of the Committee would be held on Tuesday 16 July 2013, at 10am at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Education Scrutiny Committee
Meeting to be held on 16 July 2013

Electoral Division affected: All

Summary of the framework for the inspection of local authority arrangements for supporting school improvement
(Appendices 'A' and 'B' refer)

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

Executive Summary

The report sets out the key features of the Ofsted framework for the inspection of local authority arrangements for supporting school improvement and highlights the main areas of focus for inspectors.

Recommendation

The Committee is asked to note the inspection arrangements.

Background

HMCI's Annual Report 2011/12 drew national attention to the inequality of access by children and young people to a good education across England. This inspection framework (Appendix 'A') acknowledges that the role of local authorities has changed in relation to schools and for those 14-19-year-olds attending a college outside of local authority control but also highlights the local authority's statutory duty to promote high standards and fulfilment of potential.

This inspection framework is seen as a powerful lever for improvement in helping to challenge inconsistencies in educational provision and will enable Ofsted to report more rigorously on the contribution of local authorities to improving education in England.

The framework is accompanied by a handbook which sets out what inspectors must do in the course of local authority inspections. (Appendix 'B')

The Inspection Framework

The framework for the inspection of a local authority (Appendix 'A') provides an independent external evaluation of how well it carries out its statutory duties in relation to promoting high standards in schools and among other providers so that

children and young people achieve well and fulfil their potential. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.

In carrying out inspections of local authorities, Ofsted is committed to: supporting and promoting improvement; being proportionate; focussing on the needs of children, young people and the local authority; providing value for money; being transparent and consistent; and being accountable (reporting its findings without fear or favour, gathering stakeholder views and publishing accurate timely letters).

Ofsted does not intend to inspect all local authorities to a regular cycle or interval. Where inspections of schools or other providers raise concerns about the effectiveness of a local authority's education functions or where Ofsted becomes aware of other concerns, an inspection may be carried out. In practice, this means that some local authorities may not be inspected at all, while others may be inspected more than once over a particular period.

HMCI may cause a local authority to be inspected, in relation to its support and challenge for schools and other providers, so that they improve, where one or more of the following apply:

- where the proportion of children who attend a good or better school, pupil referral unit and/or alternative provision is lower than that found nationally;
- where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement;
- where there is a higher than average proportion of schools that have not been judged to be good by Ofsted;
- where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak;
- where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak;
- where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern; and
- where the Secretary of State requires an inspection of local authority school improvement functions.

Notice of up to five days will normally be given and the purpose of the inspection, the powers under which it is carried out and the arrangements for reporting on the inspection will be sent in writing to the relevant local authority. An inspection team will normally comprise of two HMI irrespective of the size of the local authority.

The inspection will focus on:

- the effectiveness of corporate and strategic leadership of school improvement;
- the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles;

- the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need;
- the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority;
- the impact of local authority support and challenge over time and the rate at which schools and other providers are improving;
- the extent to which the local authority brokers support for schools and other providers;
- the effectiveness of strategies to support highly effective leadership and management in schools and other providers;
- support and challenge for school governance, where applicable; and
- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

A more detailed explanation of these areas and the expectations of inspectors is set out in the Handbook for Inspection (see Appendix 'B').

Ofsted will publish the inspection findings in letter form, setting out briefly the context of the inspection, the evidence gathered, any strengths and weaknesses and areas recommended for improvement. The common grading scale for Ofsted (grades 1-4) will not be used in reporting the findings of the inspection. There will, instead be a single judgement on whether the local authority's arrangements to support school improvement is effective or ineffective.

The report is normally sent to a local authority within 20 working days of the end of the inspection, and published on Ofsted's website within 25 working days of the end of the inspection.

The Quality and Continuous Improvement Service is constantly evaluating its support for school improvement and the impact upon the quality of education provided in Lancashire and the achievement of pupils. In response to the new inspection framework the process of self evaluation is being reviewed to ensure that it reflects the criteria set out in the handbook for inspectors. Over the past year there has been a significant improvement in the proportion of schools judged to be good or better in Lancashire and the latest information indicates that Lancashire's performance is above the national average and compares well with the quality of provision in similar local authorities.

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
Framework for the inspection of local authority arrangements for supporting school improvement	May 2013	Jonathan Hewitt Directorate for Children and Young People 01772 531663
Handbook for the inspection of local authority arrangements for supporting school improvement	May 2013	Jonathan Hewitt Directorate for Children and Young People 01772 531663
Reason for inclusion in Part II, if appropriate		
N/A		

The framework for the inspection of local authority arrangements for supporting school improvement

The framework for inspecting local authority arrangements for supporting school improvement responsible for schools and for the wider education of children and young people in England under section 135 and section 136(1)(b) of the Education and Inspections Act 2006.

Age group: 0-19

Published: May 2013

Reference no: 130040



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Preface

This framework constitutes the basis for the inspections of local authority arrangements for supporting school improvement in schools, and the education of children and young people, from May 2013. These arrangements have not been inspected by Ofsted and other inspectorates since 2004/05, when the former local education authority (LEA) inspections by Ofsted were replaced by joint area reviews.

The reintroduction of inspection aims to assist local authorities in their duty to promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least a good education.

This new inspection framework will be implemented using Her Majesty's Chief Inspector's (HMCI's) powers to carry out an inspection of the performance of a particular local authority function as set out in section 136(1)(b) of the Education and Inspections Act 2006. Specifically, HMCI can use this power to inspect how well the local authority is fulfilling its general duty to promote high standards and fulfilment by every child of their educational potential as set out in section 13A of the Education Act 1996.

Reports of the findings of an Ofsted inspection under section 136 may be of assistance to the Secretary of State in the use of powers under part 4 of the Education and Inspections Act 2006, which enables the Secretary of State to effect swift improvement in the local authority's exercise of its functions and to the improvement of educational performance in the area.

HMCI's Annual Report 2011/12 drew national attention to the marked inequality of access by children and young people to a good education across England. This inequality can limit the life chances of children and young people. This framework acknowledges that the role of local authorities has changed in relation to schools and for those 14-19-year-olds attending a college where these sit outside of local authority control. However, local authorities still have an important statutory duty to promote high standards and fulfilment of potential.

From January 2013, Ofsted has a more focused regional presence. This enables closer scrutiny of local education arrangements and provides greater support for schools and other education providers. This inspection framework will act as a powerful lever for improvement in helping to challenge inconsistencies and will enable Ofsted to report more rigorously on the contribution of local authorities to improving education in England.

Inspection will not be universal. We will inspect only where concerns about performance are apparent or where requested to do so by the Secretary of State. Where inspections are undertaken they will report on the effectiveness, or otherwise, of the local authority functions for promoting improvement in relation to education. We believe this will help local authorities to improve their own performance in

supporting and challenging schools, and other providers as relevant, in order to raise standards for all children and young people.

We will introduce these new inspection arrangements from 1 June 2013.

Sir Michael Wilshaw

Her Majesty's Chief Inspector of Education, Children's Services and Skills

Introduction

What is the purpose of inspection?

1. The inspection of a local authority provides an independent external evaluation of how well it carries out its statutory duties in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.
2. Ofsted inspections of local authorities perform four essential functions and lead to a published report of findings that:
 - provides parents¹, elected council members, schools and other providers and those who lead and manage the local authority with an assessment of how well the local authority is performing in supporting and challenging its schools and other providers to improve
 - provides information for the Secretary of State for Education about how well the local authority is performing its role in promoting high standards, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern²
 - promotes improvement in the local authority, its schools, children and young people and the education system more widely
 - requires the local authority to consider the actions that it should take in the light of the report and prepare a written statement setting out those actions and the timetable for them.

How does inspection promote improvement?

3. Inspection acts in the interests of children, young people, their parents and employers. It encourages high-quality provision and outcomes that meet diverse needs and foster equal opportunities. Ofsted is required to carry out its functions in ways that encourage those it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.³ By inspecting and reporting, Ofsted will ensure that the local authority is able to consider the steps that need to be taken to effect improvement and set out formally the actions it intends to take to achieve this.

¹ The term 'parents' refers to mothers, fathers and/or carers.

² Under section 118 of the Education and Inspections Act 2006.

³ Under sections 117(1) and 119(1) of the Education and Inspections Act 2006.

4. Inspection supports improvement by:

- raising expectations about the standards of performance and effectiveness expected of local authorities in supporting and challenging educational provision in a local authority area
- identifying good or better practice so that it can be shared more widely
- providing a sharp challenge and the impetus to act where improvement is needed
- recommending specific priorities for improvement and, when appropriate, checking on subsequent progress
- promoting rigour in the way that local authorities evaluate their own performance, enhancing their capacity to improve their functions.

Local authority inspections will:

- support and promote improvement by:
 - reporting on whether or not local authority strategies, support and challenge for schools and other providers are effective in raising standards
 - identifying the weakest local authorities, providing challenge and support to elected members, senior leaders, school and other provision improvement staff as relevant, and those responsible for supporting governance in schools
 - explaining and discussing inspection findings with those whose work has been inspected
 - identifying precise actions to underpin recommendations
 - adjusting the focus of inspection to have the greatest impact
- be proportionate by:
 - inspecting where concerns are raised through inspection outcomes for individual schools and other providers, or groups of schools and other providers, or through other means
 - adjusting the frequency of inspection, having regard to any previous inspection outcomes and risk assessment
 - deploying resources where improvement is needed, or where inspection can add value
- focus on the needs of children and young people by:
 - drawing on the views of those that lead and manage the schools and other providers, to inform inspectors' judgements and the outcomes of inspection
 - taking account of relevant views expressed by users

- evaluating the extent to which local authorities foster an inclusive and aspirational environment, ensuring fair access to opportunity for education and training in schools and other providers that meets the needs of all pupils
- focus on the needs of local authorities by:
 - making use, as far as possible, of the existing data, documentation and systems of a local authority area and avoiding placing unnecessary burdens on them
 - taking account of any self-evaluation by the local authority
- be transparent and consistent by:
 - making clear and transparent judgements based on sound evidence
 - inspecting and reporting with integrity
 - having clear, brief evaluation criteria, procedures and guidance that are well understood by local authorities and other users and that are readily available
- be accountable by:
 - reporting the findings of inspection without fear or favour
 - publishing clear, accurate, timely letters that report independently on the effectiveness of the education functions of the local authority
 - gathering the views of schools and other stakeholders, and those who have a significant interest in the local authority, to inform inspection
- demonstrate value for money by:
 - targeting inspection resources and deploying them effectively and efficiently
 - evaluating the outcomes and processes of inspection and making improvements where necessary.

Inspection policy and principles

What is the statutory basis for the inspection?

5. The Education and Inspections Act 2006 makes provision for the Chief Inspector to inspect the overall performance by any local authority of particular functions that are within the Chief Inspector's remit.
6. This framework applies to all local authorities responsible for schools and other education providers in England who have a legal duty to promote high standards and fulfilment of potential in relation to their relevant education functions under section 136 of the Education and Inspections Act 2006.

The general duty for local authorities to promote high standards of education is set out under section 13A of the Education Act 1996, as follows:

'Duty to promote high standards and fulfilment of potential

(1) A [Local Authority] in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

(2) Subsection (1) applies to the following—

- (a) persons under the age of 20;
- (b) persons aged 20 or over but under 25 who are subject to learning difficulty assessment.

(5) In this section—

"education" and "training" have the same meanings as in section 15ZA;

"relevant education function", in relation to a [Local Authority] in England, means a function relating to the provision of education for—

- (a) persons of compulsory school age (whether at school or otherwise);
- (b) persons (whether at school or otherwise) who are over compulsory school age and to whom subsection (1) applies;
- (c) persons who are under compulsory school age and are registered as pupils at schools maintained by the authority;

"relevant training function" means a function relating to the provision of training.'

7. HMCI may inspect a local authority's education function at any time under section 136(1)(b) of the Education and Inspections Act 2006. This may happen, for example, where concerns are identified through the performance of individual schools and other providers or if Ofsted becomes aware of concerns about the standards of education of children and young people.
8. The reported findings of Ofsted's inspection may be of assistance to the Secretary of State in relation to his powers to effect swift improvement in the

local authority's exercise of its functions. The Secretary of State has powers to require HMCI to carry out an inspection of a local authority's education functions under s136(3).

What determines the timing of an inspection?

9. Ofsted does not intend to inspect all local authorities to a regular cycle or interval. Where inspections of schools or other providers, under either section 5 or section 8 of the Education Act 2005, raise concerns about the effectiveness of a local authority's education functions or where Ofsted becomes aware of other concerns, an inspection may be carried out.
10. In practice, this means that some local authorities may not be inspected at all, while others may be inspected more than once over a particular period.
11. HMCI may cause a local authority to be inspected, in relation to its support and challenge for schools and other providers, so that they improve, including where one or more of the following apply:
 - where the proportion of children who attend a good or better school, pupil referral unit and/or alternative provision is lower than that found nationally
 - where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement
 - where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
 - where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
 - where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
 - where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern
 - where the Secretary of State requires an inspection of local authority school improvement functions.
12. Notice of up to five days will normally be given and the purpose of the inspection, the powers under which it is carried out and the arrangements for reporting on the inspection will be sent in writing to the relevant local authority.

Who carries out the inspection?

13. All inspections will be led by Her Majesty's Inspectors (HMI), employed directly by Ofsted, with at least one other inspector. HMI may be accompanied by other HMI (including Senior HMI) or Additional Inspectors.

14. All inspectors undertake regular training to ensure that they are familiar with changes in inspection frameworks, inspection methodology and developments in educational practice.
15. An inspection team will normally comprise of two HMI irrespective of the size of the local authority. However, where circumstances dictate, the team may be larger although Ofsted will not use any more inspectors than is required and will always seek to minimise disruption to the local authority and stakeholders during inspection.
16. Ofsted will also quality assure inspections by visiting a sample of local authority inspections during fieldwork and reviewing a sample of letters reporting inspection findings.

What will be inspected?

17. Ofsted will inspect the effectiveness of local authority education functions in promoting improvement, high standards and the fulfilment of educational potential of children and young people in schools. Ofsted recognises that the configuration of school improvement functions will be diverse and relevant to local circumstances. Ofsted has no fixed view on the configuration of such functions, but will focus on their impact and effectiveness. In particular, Ofsted will evaluate:
 - the effectiveness of corporate and strategic leadership of school improvement
 - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
 - the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
 - the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority
 - the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - the extent to which the local authority brokers support for schools and other providers
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - support and challenge for school governance, where applicable
 - the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

What grading will inspectors use when making judgements?

18. Inspections are not universal and are likely to be carried out only where a concern has been identified or where HMCI has received a request to inspect from the Secretary of State. Ofsted will not use the overall effectiveness grade descriptors of outstanding, good, requires improvement or inadequate to evaluate and report the effectiveness of the local authority support and challenge for schools and other providers.
19. In judging the local authority's effectiveness, inspectors will evaluate the effectiveness of arrangements to support school improvement and identify the strengths and weaknesses of support and challenge for schools and other providers. The evaluation will take account of a local authority's statutory duties set out in section 13A of the Education Act 1996 and the key areas of focus as set out in paragraph 17 above, in so far as they are capable of being exercised.
20. In doing this, they consider all the evidence gathered to support the overarching judgement they will make on their effectiveness. Inspectors will consider and report on whether the arrangements are being exercised effectively or not. If it does not meet an acceptable standard, inspectors will consider whether or not the local authority requires re-inspection.

What happens during the inspection?

How many days do inspectors spend in the local authority?

21. Inspections do not normally last longer than five days, which in most cases will be consecutive. In some instances, inspections may be shorter, as concerns leading to the inspection and its circumstances will vary. In other instances, inspections may be extended in order to gather additional evidence.

How do inspectors use their time during the inspection?

22. Inspectors will spend their time gathering robust, first-hand evidence to inform their judgements. This will involve meeting with key leaders and other stakeholders, and scrutinising relevant written documentation and analysis of numerical and other data.

How is evidence recorded?

23. During the inspection, inspectors will gather, analyse and record evidence in an evidence notebook (EN) and note their judgements in a summary notebook (SN). Both notebooks are part of the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

How are judgements secured?

24. The lead inspector has responsibility for ensuring that judgements about the local authority are collectively agreed by the inspection team and based on the guidance contained in the inspection handbook and that they are supported convincingly by recorded evidence. Inspectors will identify the strengths and weaknesses of the local authority school improvement functions and what it must do to improve. Emerging findings will be discussed with the nominee/senior officers at regular intervals and, where appropriate, other senior staff. The local authority will be given the opportunity to provide evidence, where it is relevant.
25. Final judgements will be made only when all evidence has been collected and considered. These judgements represent the corporate view of the inspection team. They will be subject to quality assurance before the report is published.

How do senior officers and senior staff engage in the inspection?

26. Inspection has the strongest impact on improvement when those inspected understand the evidence and findings that have led to the judgements and what it needs to do to improve. The lead inspector, therefore, will ensure that the senior officers and senior staff:
 - are kept up to date about the inspection
 - understand how the inspection team reaches its judgements
 - have opportunities to clarify how evidence is used to reach judgements
 - are given the opportunity to present evidence.
27. Senior officers will be invited to:
 - support the planning of the inspection
 - attend the formal inspection team meetings during the inspection
 - receive regular updates from the lead inspector
 and, unless there are compelling reasons not to do so,
 - comment on the inspectors' recommendations to ensure that these are understood.
28. Participation in inspection activities, such as attendance at team meetings, will not be mandatory and senior officers/nominee may choose whether or not to accept.
29. The absence of the Director of Children's Services, or their equivalent, will not normally be grounds for the deferral of an inspection.

What is the code of conduct for inspectors?

30. Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct, which is set out below.

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or regulatory requirements
- base all evaluations on clear and robust evidence
- have no connection with the local authority that could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

31. When inspectors meet senior officers, elected members, school-based staff and governors or other stakeholders, every endeavour will be made to ensure that individuals and individual comments are not identified in the further exploration of issues or in the inspection report. However, there may be circumstances where it will not be possible to guarantee the anonymity of the interviewee, for example where a safeguarding issue is disclosed. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where serious misconduct or potential criminal activity is involved.

How should local authority staff engage with inspectors?

32. To ensure that inspection is productive and beneficial, it is important that inspectors and local authorities establish and maintain an appropriate working relationship based on courtesy and professional behaviour. Ofsted expects senior officers, elected members or other stakeholders to:

- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the local authority objectively against the inspection framework
- provide evidence that will enable the inspectors to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure that the health and safety of inspectors is not prejudiced while they are on local authority premises
- maintain a purposeful dialogue with the inspectors
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- understand the need for inspectors to secure evidence and talk to staff and stakeholders without the presence of a senior officer.

What feedback do inspectors give to local authority staff during the inspection?

33. Inspectors will offer oral feedback on emerging inspection findings to senior officers and elected members in order to promote improvement. Constructive dialogue is essential between inspectors and local authority staff and particularly between the lead inspector and the Chief Executive or Director of Children's Services and/or her/his representatives.

How is the quality of inspection assured?

34. Ofsted monitors the quality of inspections through a range of formal processes. Some local authorities may be visited by an HMI to check the quality of the inspection. Their assessments are confidential to the inspectors. As part of quality assurance, a sample of inspection evidence bases will be evaluated.
35. In the rare event that an inspection and/or inspection letter report are judged by Ofsted to be seriously flawed, the local authority will be notified that the inspection is incomplete and that a further visit may be necessary, to make sure that enough evidence is gathered to make the inspection judgements secure.

What feedback is provided to the local authority?

36. Before leaving the inspection, the lead inspector must ensure that the local authority is clear:
 - about the relative strengths and weaknesses of functions for supporting and challenging schools and other providers
 - that the main points provided orally in the feedback will be referred to in the text of the report letter subject to quality assurance

- about the procedures leading to the publication of the report letter
 - where relevant, about the implications of the local authority being deemed to require re-inspection
 - about what to do if there are complaints.
37. After the inspection team has reached its conclusions, the draft judgements will be presented and briefly explained to senior representatives of the local authority. In some instances, inspectors may need to return to the local authority to provide oral feedback if there remains a need to consider evidence further. While any oral feedback should be consistent with the inspection findings, all final judgements will be subject to moderation and quality assurance by senior Ofsted staff.

What happens after the inspection?

The written reporting arrangements

38. Ofsted will publish the inspection findings in letter form, setting out briefly the context of the inspection, the evidence gathered, any strengths and weaknesses and areas recommended for improvement. Letters will constitute an inspection report under section 137 of the Education and Inspections Act 2006.
39. Ofsted will offer local authorities the opportunity to make factual accuracy comments on the report in line with other inspection remit reports.
40. Local authorities will be required to respond with a written statement setting out what action it proposes to take in light of the report of inspectors' findings and setting out a timetable for those actions. The local authority must publish the letter report and action plan.
41. Where there is evidence that the local authority is not exercising its functions effectively, or does not have adequate capacity to support schools and other providers to improve, the inspection findings will report this to the Secretary of State and Ofsted may arrange for a further inspection.

When is the report letter issued?

42. The report is normally sent to a local authority within 20 working days of the end of the inspection, and published on Ofsted's website within 25 working days of the end of the inspection.

43. A copy of the report is sent to:⁴

- the Chief Executive of the local authority
- the Director of Children's Services in the local authority (or their equivalent) and the lead elected member for Children's Services in the local authority
- the Secretary of State
- other prescribed persons.

How do local authorities complain about their inspection or inspection report letter?

44. Any concerns that the local authority has about the inspection should be raised and, where possible, resolved with the lead inspector (and/or visiting inspector who is carrying out a quality assurance visit) during or as soon as possible after the inspection.
45. If it has not been possible to resolve concerns directly, then individuals or local authorities are able to lodge a formal complaint. The complaints procedures are available on Ofsted's website.⁵

Review and evaluation

46. This framework, the accompanying handbook for inspection and other inspection instruments will be evaluated and reviewed at the end of 2013 as set out in Ofsted's consultation report. The instruments will also be reviewed to ensure that the inspection process and methodology are aligned to any wider accountability systems.

⁴ Under sections 14(1) and 14(2) of the Education Act 2005 (as amended).

⁵ Complaints procedure: raising concerns and making complaints about Ofsted (130128), Ofsted, 2013; www.ofsted.gov.uk/resources/130128.

Handbook for the inspection of local authority arrangements for supporting school improvement

Handbook for inspecting local authority arrangements for supporting school improvement in England under section 136 (1) (b) of the Education and Inspections Act 2006 from May 2013

This handbook provides instructions and guidance for inspectors conducting inspections under section 136(1) (b) of the Education and Inspections Act 2006. It sets out what inspectors must do and what local authorities can expect, and provides guidance for inspectors on making their judgements.

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Introduction

1. This handbook sets out the main activities undertaken by inspectors conducting inspections of local authority functions in relation to supporting school improvement in England under section 135 and section 136(1)(b) of the Education and Inspections Act 2006 from May 2013. It also sets out the judgements that inspectors will make and on which they will report.
2. Local authorities subject to inspection are determined by a data set of key indicators where the inspection of schools or other providers, carried out under section 5 or section 8 of the Education Act 2005, raise concerns about the effectiveness of a local authority's functions to support school improvement or where Ofsted becomes aware of other concerns.
3. The handbook has two parts.
 - Part 1 – How local authorities will be inspected: this contains instructions and guidance for inspectors on the preparation for, and conduct of, local authority inspections.
 - Part 2 – The evaluation schedule: this contains guidance for inspectors on judging the effectiveness of school improvement arrangements in a local authority they inspect, and provides an indication of the main types of evidence they collect and analyse.

Part 1: How local authorities will be inspected

Before the inspection

Introduction

4. Inspectors are likely to encounter many different configurations of the way in which local authorities conduct their statutory functions, including formal contractual partnerships for the delivery of school improvement services. It is important that lead inspectors gain an overview of how arrangements are made as early as possible and work with the approach that the local authority is taking. Ofsted has no pre-conceived view on the different configurations of arrangements but inspectors should evaluate how effective they are and evaluate their impact on improving school performance.

Inspectors' planning and preparation

5. The lead inspector must prepare for the inspection by gaining a broad overview of the local authority's recent performance. The outcomes of this preparation must be summarised in the evidence notebook.
6. Inspectors must use all available evidence to develop an initial overview of the local authority's performance as reflected in the local authority dashboard and

local authority RAISEonline. Planning for the inspection should be informed by analysis of:

- data from the local authority RAISEonline
 - the previous inspection report (where LAs may have been subject to a previous inspection)
 - issues raised about, or the findings from, the investigation of any qualifying complaints¹ about schools within the local authority catchment area
 - information from HMI monitoring visits of schools that are in a formal Ofsted category of concern or those schools judged to be requiring improvement
 - information available on the local authority website.
7. The lead inspector should prepare and distribute brief joining instructions to the inspection team. These should include:
 - key information about the local authority and the timings for the inspection
 - a brief analysis of the pre-inspection information, including important areas to be followed up
 - an outline of inspection activity, for example planned meetings with elected members, senior officers, school improvement staff, governors, school based staff; this will be finalised once on site.
 8. Lead inspectors should deploy their inspection team member as they see fit. All members of the inspection team must contribute to the evaluation of key judgements and come to a collective view about the effectiveness of school improvement arrangements secured by the local authority.
 9. The lead inspector should plan sufficient time for holding team meetings and providing feedback to the local authority, where this can be provided during and at the end of the inspection, to ensure that the inspection is concluded on time.

Notification and introduction

10. The lead inspector will normally inform the authority up to five days before the start of the inspection. Lead inspectors should bear in mind that they may not get through to the Director of Children's Services (DCS) (or their equivalent) immediately. They should reserve sufficient time to ensure that they make direct contact.

¹ Ofsted has specific powers (under section 11A-C) of the Education Act 2005 (as amended) to investigate certain complaints known as qualifying complaints. Further guidance is available at <http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>.

11. If the DCS (or their equivalent) is unavailable, the lead inspector should ask to speak to the most senior officer available with responsibility for the improvement of schools. Once the lead inspector has spoken to the local authority and is able to confirm that the inspection will take place, she/he will send formal confirmation to the local authority by email.
12. The purpose of the lead inspector's notification call is to:
 - inform the local authority of the inspection
 - make arrangements for the inspection; this includes an invitation to the DCS (or their equivalent and/or nominee) to participate in main inspection team meetings
 - make arrangements for discussions with key elected members, senior officers and other staff/partners
 - make arrangements for a meeting with the lead elected member for education (or similar) and other officials and/or councillors
 - invite the local authority to share a summary of its self-evaluation (if available) and contextual background on day one of the inspection fieldwork
 - request that relevant documents from the local authority are made available as soon as possible from the start of the inspection
 - provide an opportunity for the local authority to raise any initial questions.
13. The telephone call is an important opportunity to initiate a professional relationship between the lead inspector and the local authority. It should be focused on practical issues. Inspectors should not use this as an opportunity to probe or investigate the local authority's self-evaluation or any other matters.
14. Inspectors should also request that the following information is made available at the start of the inspection:
 - if available, a summary of the local authority's self-evaluation (if not already shared with the lead inspector) regarding arrangements to support school improvement and their impact on improving schools
 - the current local authority strategic plan for education, including details of partnership arrangements, commissioning, brokerage and any evaluation reports and/or reports to elected members
 - documentation about how arrangements for monitoring, challenge, intervention and support are provided, including details of the application of statutory obligations and powers
 - the local authority data sets about school performance and any analysis of it
 - case study material regarding targeted school improvement work and its impact
 - school improvement or similar staff list, where relevant, with roles and responsibilities

- information regarding strategies used to support leadership and management in schools and evidence of its impact
- evidence of the work of governors support services and their impact on improving governance
- evidence to demonstrate how the local authority uses any available funding to effect improvement, particularly how it is focused on areas of greatest need.

Requests for deferral

15. If a local authority requests a deferral of its inspection the lead inspector must notify Ofsted via the appropriate Regional Director as soon as possible. Ofsted will decide whether this request should be granted in accordance with Ofsted's policy on the deferral of inspections. The deferral policy makes clear that the absence of the Chief Executive or DCS (or their equivalent) is not normally a reason for deferring an inspection.

During the inspection

The start of the on-site inspection

16. Inspectors must show their identity badges on arrival and ensure that the Chief Executive and DCS (or equivalent) have been informed of their arrival. Inspectors should ensure that inspection activity starts promptly.
17. The lead inspector should meet briefly with the Chief Executive and/or DCS (or their equivalents or representatives) at the beginning of the inspection to:
 - introduce team inspectors and other attendees
 - make arrangements for a longer meeting on day one to receive the local authority's self-evaluation and contextual briefing and any other relevant matters
 - confirm arrangements for meetings with representatives of the local authority and schools
 - confirm arrangements for providing feedback at the end of each day and at the end of the inspection
 - request information about staff absence and other practical issues
18. A short team meeting should take place to clarify the areas to be explored, inspection activities and individual roles and responsibilities.

Gathering and recording evidence

19. Inspectors must spend as much time as possible gathering and triangulating evidence that will ensure a robust first-hand evidence base against the scope of the inspection in order to arrive at a fair judgement about the effectiveness of the arrangements to support school improvement.

20. Inspectors must record their evidence clearly and legibly in the evidence notebook, ensuring that all relevant sections are completed for all evidence-gathering activities. This includes records of analyses of data and the evidence that underpins key judgements. The notebook should also be used to summarise the main points of discussion when feeding back to senior officers and elected members.
21. Notebooks may be scrutinised for the purposes of retrieval and quality assurance monitoring and in the event of a complaint. It is important that inspectors record accurately the time spent gathering the evidence in the notebook. Inspectors should highlight or identify any information that was provided 'in confidence'.
22. The lead inspector should then coordinate the summary of the evidence and judgements made in the summary notebook. This is used to inform final feedback and the inspection report and is part of the inspection evidence base.

The use of data on inspection

23. Inspectors should use a range of data to inform the evaluation of a local authority's performance, including that found in the local authority RAISEonline, and examination of the local authority's own data sets where available. No single measure or indicator necessarily determines judgements.
24. The data, including that provided by the local authority, should be used to:
 - check the accuracy of the local authority's assessment of school performance, pupils' progress and attainment levels
 - check the robustness and accuracy of the local authority's self-evaluation (where available).

Meetings with elected members, senior and operational staff, school-based staff and governors and other stakeholders

25. It is important that every opportunity must be taken to discuss the arrangements for supporting school improvement and their impact with the full range of senior and operational staff and stakeholders in the local authority.
26. Inspectors are highly likely to conduct meetings with:
 - elected Members of the Council, particularly those responsible for education
 - the Chief Executive
 - The DCS (or their equivalent)
 - the head of school improvement (or their equivalent)
 - local authority staff, or contracted staff who support school improvement
 - school improvement data manager(s)

- chair/vice chair of the schools' forum
 - other agencies involved in school improvement such as National/Local Leaders of Education/training schools and /or other contracted partners
 - post-16 strategic planning representative
 - headteachers of schools subject to intervention or intensive support
 - headteachers of schools subject to light touch monitoring
 - governors as above
 - governor support services (or their equivalent) staff
 - other stakeholders as appropriate.
27. In drawing on evidence from meetings with staff and other stakeholders, every endeavour must be made not to identify individuals. There may, however, be circumstances in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where there are concerns about serious misconduct or criminal activity.

How the Director of Children's Services (or their equivalent) or representative is involved in the inspection

28. The lead inspector should meet the DCS (or their equivalent) or their nominee throughout the inspection to:
- provide an update on emerging issues, and enable further evidence to be provided
 - allow the DCS, their equivalent or nominee to raise concerns, including those related to the conduct of the inspection or of individual inspectors
 - alert the DCS to any serious concerns.
29. The outcomes of all meetings with the DCS (or their equivalent) or nominee should be recorded in the evidence notebook.

Team meetings held during the inspection

30. The inspection team should meet briefly at different points during the course of the inspection to reflect on their respective evidence and discuss emerging findings. Where possible, the DCS, their equivalent or nominee should be invited to attend more formal team meetings where emerging and final judgements are discussed. Inspectors should record such meetings in the evidence notebook.
31. If there is evidence that the local authority arrangements for supporting school improvement may be judged 'ineffective' the lead inspector should alert the Chief Executive and the DCS or their equivalent to this possibility. It must be emphasised that final judgements are not made until the final team meeting

towards the end of the inspection week. In some instances, inspectors may need to consider evidence further after the end of the on-site inspection before arriving at their judgements.

Reaching final judgements

32. The team should ensure that time is set aside to prepare for the final team meeting and the final feedback. There should also be sufficient time planned for the team to meet, to consider the evidence available, and make judgements. The judgement should be recorded and key points for feedback should be identified as the meeting progresses. In advance of the final feedback to the local authority, the lead inspector should contact Ofsted's relevant Regional Director to discuss the findings and the overarching judgement.

Providing feedback to the local authority

33. Following the end of the inspection there must be a brief feedback meeting including the DCS or their equivalent, the lead elected member and Chief Executive where possible. It is for the lead inspector to decide, following discussion with the DCS or equivalent, whether other senior staff should be present. If it is appropriate, representatives from contracted partners for school improvement may also be invited by the DCS.
34. The lead inspector should explain to those present that the purpose of the feedback session is to share the main findings of the inspection and how the local authority can improve further. Those present may seek clarification about the judgements, but discussion should not be lengthy. Any feedback or comments should be in the form of professional and objective language and should not include informal remarks that may be personally damaging to the reputation of a member of staff or to the professionalism of the inspectors. Key points raised at the feedback should be summarised and recorded in the evidence notebook.
35. In the event that the DCS (or their equivalent) has declined or has been unable to take up the opportunities to engage with the inspection team, the lead inspector should prepare a more extended formal feedback meeting. In such circumstances, the lead inspector should inform the DCS (or their equivalent) of the main findings in advance of the extended formal feedback meeting.
36. Before leaving, the lead inspector must ensure that the local authority is clear:
 - about the overarching judgement determining whether the local authority arrangements for supporting school improvement are effective or not unless evidence needs further consideration
 - that any judgement may be subject to change as a result of moderation and should, therefore, be treated as confidential until the local authority receives a copy of the final inspection report

- that the strengths and weaknesses and main findings of the inspection and the main points provided orally in the feedback will be referred to in the text of the report subject to quality assurance and moderation
- about the recommendations for improvement
- about the procedures leading to the publication of the report
- about (where relevant) the implications of the local authority being recommended for re-inspection.

Where an LA is judged ineffective in its arrangements for supporting school improvement

37. Inspectors will consider whether or not the local authority requires re-inspection within nine to 12 months.
38. Where an LA inspection of arrangements to support school improvement is judged to be ineffective, the timescale for publication of the report is extended so that the judgements can be moderated and confirmed by HMCI.

After the inspection

Arrangements for publication of the report

39. The report will be forwarded to the DCS (or their equivalent) for a factual accuracy check shortly after the end of the inspection. The local authority will have three working days to respond. The lead inspector will respond to the comments about factual accuracy.
40. Local authorities judged as 'effective' will normally receive an electronic version of the final report within 20 working days of the end of the on-site inspection.
41. Once a local authority has received its final report, it is required to take such steps as are reasonably practicable to secure that stakeholders receive a copy of the report within five working days. After that time, the report will be published on Ofsted's website. Local authorities will be required to respond with a written statement setting out what action it proposes to take in light of the report of inspection findings and setting out a timetable for those actions. The local authority must publish the letter report and action plan.

Quality assurance and complaints

How are inspections quality assured?

42. Responsibility for assuring the quality of the inspection and the subsequent report lies with Ofsted. The lead inspector is expected to set clear expectations for the team and ensure that those expectations are met. The lead inspector must ensure that all judgements are supported by evidence and that the way in which the inspection is conducted meets the expected standard.

43. Some inspections are subject to quality assurance by HMI and/or Senior HMI. When an external quality assurance visit is scheduled, the lead inspector should explain clearly the purpose and likely format of the visit during the initial telephone conversation with the local authority.

What happens if a local authority has a concern or complaint during the inspection?

44. If a local authority raises a concern or complaint during the course of an inspection, the lead inspector should seek to resolve it directly. It is often easier to resolve issues on the spot and this helps to avoid formal complaints later.

Review and evaluation

45. This handbook, the accompanying framework for inspection and other inspection instruments will be evaluated and reviewed at the end of 2013 as set out in Ofsted's consultation report. The instruments will also be reviewed to ensure that the inspection process and methodology are aligned to any wider accountability systems.

Part 2: The evaluation schedule – how local authorities will be judged

46. The evaluation schedule sets out the sources of evidence and grade descriptors that guide inspectors in judging the effectiveness of school improvement arrangements provided by the local authorities they inspect. The schedule is not exhaustive and does not replace the professional judgement of inspectors.
47. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document – How local authorities will be inspected. Inspectors must interpret the effectiveness descriptors in relation to the context of each local authority.

Judging the effectiveness of arrangements to support school improvement

48. Inspectors must judge the extent to which the local authority's arrangements for supporting school improvement are effective or ineffective. This is the overarching judgement.
49. In order to make a judgement about the effectiveness of arrangements to support school improvement, inspectors must take into account the following aspects:
 - the effectiveness of corporate and strategic leadership of school improvement
 - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
 - the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
 - the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including the use of formal powers available to the local authority
 - the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - the extent to which the local authority brokers support for schools and other providers
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - support and challenge for school governance, where applicable

- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.
50. Inspection is primarily about evaluating how well the arrangements for supporting school improvement are working and whether they are having sufficient impact in improving standards, progress and the quality of provision in schools and other providers.
 51. In making their judgements, inspectors draw on the available evidence, use their professional knowledge and consider the guidance in this document and, in particular, the effectiveness descriptors for the aspects of inspection.

Local authorities and academies

Inspectors should note that local authorities have no specific powers of intervention in relation to academy schools. Local authority powers of intervention as set out under part 4 of the Education and Inspections Act 2006 **do not** apply to academy schools, which are state-funded independent schools. In terms of standards in academies, and holding sponsors to account for this, the lead responsibility lies with the Department for Education and the Schools Commissioner.

The form of relationship between academies and local authorities is largely for the academies to determine. There is no statutory requirement for them to establish such a relationship beyond that which is required for the delivery of local authority statutory duties, such as the making and reviewing of special educational needs statements, securing sufficient education in an area and provision of home-to-school transport for eligible children.

Despite this, local authorities retain a legal responsibility for performance in the area as a whole, under the 1996 Education Act.² In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for **all** schools. Where the local authority has concerns about the performance of an academy, inspectors should explore whether the local authority has, within the confines of its responsibilities, taken reasonable steps to discuss this with the individual establishment, the executive leadership and governance of the chain, and/or the Department for Education, where appropriate.

The effectiveness of arrangements for supporting school improvement

52. When reporting on the effectiveness of arrangements, inspectors must evaluate evidence for each of the nine key aspects above and identify pertinent strengths and weaknesses. Inspectors will then judge the extent to which the

² For further information, see:

www.education.gov.uk/schools/leadership/typesofschools/academies/la/a00205173/local-authorities-faqs#faq6.

arrangements are having sufficient impact and making the important contribution to school improvement. Irrespective of how the arrangements in the local authority are configured, inspectors must consider the impact of the local authority in improving standards and the quality of education in schools.

53. In judging the overall effectiveness of the local authority's arrangements for supporting school improvement, inspectors consider whether:
- the local authority is **effective** in its arrangements to support school improvement
 - the local authority is **ineffective** in its arrangements to support school improvement. A local authority will be ineffective because the arrangements for supporting school improvement are not having the required impact as reflected in the effectiveness descriptors.

Effectiveness descriptors –the arrangements for supporting school improvement

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team and taking into account the context of the local authority.

Aspect	Descriptors for effective arrangements to support school improvement.
	Corporate leadership and strategic planning
1. The effectiveness of corporate and strategic leadership of school improvement	<ul style="list-style-type: none"> ■ Elected members and senior officers have an ambitious vision for improving schools, which is clearly demonstrated in public documents. Elected members articulate the local authority's (LAs) strategic role, and enhance schools' ability to self-manage. Accountability is transparent and efficiently monitored in a systematic way. Members' challenge of officers is well informed by high quality information and data. ■ There is coherent and consistent challenge to schools and other providers to ensure that high proportions of children and young people have access to a good quality education. ■ Communications and consultation are transparent and lead to a shared understanding with schools. Schools respect and trust credible senior officers, who listen and respond to their views and advice. ■ Senior officers ensure that strategies for school improvement are understood clearly by schools, other providers and stakeholders. There is tangible evidence that the strategy is effective in preventing failure, securing higher proportions of schools 'getting to good' and eroding inequality in different areas of the LA. ■ Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16-19 year olds and in respect of raising the participation age (RPA) requirements.
2. The clarity and transparency of policy and strategy for supporting schools and other providers' improvement, and how clearly the LA has defined its	<ul style="list-style-type: none"> ■ Priorities in the LA's plans for school improvement (including commissioning plans) are clearly articulated and reflect both national priorities and local circumstances. ■ Schools and other providers and stakeholders have been fully consulted and agree the strategy and priorities for school improvement. ■ Plans for school improvement demonstrate close

monitoring, challenge, support and intervention roles	<p>integration with the programme for differentiated LA support and intervention.</p> <ul style="list-style-type: none"> ■ Reliable and valid measures are used to monitor progress of the school improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness of schools and other providers is identified. ■ The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools. ■ The LA promotes the effective participation of all 16- and 17-year-olds in education and training and makes arrangements identify young people who are not participating. ■ The LA's definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by school leaders and governors.
	Monitoring, challenge, intervention and support
3. The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need	<ul style="list-style-type: none"> ■ Senior officers and schools make intelligent use of pertinent performance data and management information to review and/or revise strategies for school improvement. ■ The LA systematically and rigorously uses data and other information effectively to identify schools which are underperforming. It uses this information consistently to channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers. ■ The LA provides a comprehensive range of performance data, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data. Schools and other providers have high regard for this, which is influential in helping them to identify school based performance priorities. ■ School improvement staff are well equipped to use data and to challenge and support schools.
4. The effectiveness of the LA's identification of, and	<ul style="list-style-type: none"> ■ Where appropriate, the LA deploys its formal powers of intervention promptly and decisively. ■ Weaknesses are typically identified early and

<p>intervention in, underperforming schools, including the use of formal powers available to the LA</p>	<p>tackled promptly and incisively. Headteachers, staff and governors in all schools causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, co-ordinated support, differentiated according to their needs.</p> <ul style="list-style-type: none"> ■ The LA engages systems leaders to support and challenge those in need and actively promotes sector led improvement. ■ Progress of schools and other providers is monitored regularly and to a planned programme. Reports to headteachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision. ■ The progress of schools causing concern is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly. Robust action is taken where progress is judged to be insufficient.
<p>5. The impact of LA support and challenge over time and the rate at which schools and other providers are improving</p>	<ul style="list-style-type: none"> ■ Timely, differentiated intervention and coordinated strategies to support school leadership contribute to the improvement of school performance. All services recognise and actively support the autonomy of schools. ■ Support services, either provided or procured, are well coordinated and accurately focused to make a sustainable improvement to overall educational standards and performance. ■ The number of schools on the LA's own list of schools causing concern is reducing rapidly. Inequalities in the quality of education in schools and other providers in different areas of the LA are minimal and reducing. ■ The support and challenge of the LA to its providers is rigorous, sharply focused on areas of greatest need, and results in sustained improvements in standards and provision. ■ With very few exceptions, schools are either at least good or improving rapidly.
<p>6. The extent to which the LA commissions and brokers support for schools and other providers</p>	<ul style="list-style-type: none"> ■ Schools and other providers are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement. ■ The LA has comprehensive knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely

	shared with schools. Local networks and collaborative work between schools are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education.
	Support and challenge for leadership and management (including governance)
7. The effectiveness of strategies to support highly effective leadership and management in schools and other providers	<ul style="list-style-type: none"> ■ The LA provides or secures expert advice and differentiated training for headteachers, governors and middle managers. This support and training is improving the capacity of schools and other providers to develop accurate self-evaluation and secure continuous improvement. ■ The LA identifies accurately all schools that need support or intervention for leadership and management and governance, including the prompt application of statutory powers when necessary. ■ The LA brokers or commissions effective school-to-school or other support for leadership and management in weaker schools.
8. Support and challenge for school governance	<ul style="list-style-type: none"> ■ Where school performance and effectiveness is a cause for concern, the LA acts promptly to remedy concerns, including applying its powers of intervention, with demonstrable evidence of rapid and sustained improvement. ■ The LA has a successful strategy for managing governor recruitment and retention of high quality governors. The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good. ■ Governors are deployed where they are needed and any weaknesses in governance are being acted on. ■ Training programmes for new governors and chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery.
	Use of resources
9. The way the LA uses any available funding to effect improvement, including how it is	<ul style="list-style-type: none"> ■ Resourcing decisions are based on an accurate analysis of the needs of schools. ■ The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and

focused on areas of greatest need	<p>effectively on its findings.</p> <ul style="list-style-type: none"> ■ The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources are well understood by schools and other providers. ■ The LA rigorously monitors and challenges the sufficiency and use of resources and those delegated to schools.
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Guidance for inspectors

All nine key aspects of a local authority's arrangements for supporting school improvement should be evaluated. For reporting purposes, the nine aspects have been aligned into four reporting areas, as follows:

- corporate leadership and strategic planning
- monitoring, challenge, intervention and support
- support and challenge for leadership and management (including governance)
- use of resources

As previously stated, inspectors are likely to encounter significant diversity in the way in which local authorities configure their arrangements for supporting school improvement. Professional judgement should be applied at all times when evaluating the effectiveness and impact of the arrangements on school improvement.

Inspectors should note that the framework for inspection is focused on school improvement and what the local authority does to effect improvement. It is very likely that other important services have a part to play in supporting school improvement, such as human resources, early years services, admissions and school place planning, pupil and student services for those with additional needs. Inspectors should take care to ensure that these services, where encountered, are not inspected discretely, as they fall beyond the remit of this inspection framework. However, where such services are making a significant contribution to coordinated strategies for improvement, or otherwise, reference may be made to this when evaluating the strengths and weaknesses and arriving at the overarching judgement about effectiveness.

Corporate leadership and strategic planning

Inspection must examine the impact of corporate and operational leadership and evaluate how efficiently and effectively the local authority school improvement arrangements are led and managed.

Inspectors should consider:

- the local authority's vision for better education and how strategic planning has matched the delivery of those changes
- the quality of its decision making, including the effectiveness of its consultation with schools and other parties
- the commitment of members and senior officers to school improvement
- the degree to which schools understand the strategy and the priorities for school improvement.

Monitoring, challenge, intervention and support

Inspection must examine the impact of the arrangements for monitoring, challenge, intervention and support.

Inspectors should consider:

- how effectively, or otherwise, the local authority uses pertinent data and management information to inform actions within the area
- the effectiveness and responsiveness of its monitoring of schools
- the form, nature and particularly the impact of its challenge to schools
- how swiftly, robustly and effectively the local authority has intervened, particularly in schools causing concern
- the quality of the support that the local authority has led, brokered and commissioned (and monitored) to enable schools to improve standards and outcomes for children and young people
- the use and effectiveness of formal powers of intervention
- how effectively the local authority engages systems leaders, National and Local Leaders of Education or training schools in promoting sector-led improvement
- the extent to which any significant regional variation in school performance in the local authority area has been tackled successfully.

Support and challenge for leadership and management (including governance)

Inspection must examine how effectively the local authority arrangements promote and support highly effectively leadership, management and governance in schools.

Inspectors should consider:

- the effectiveness of the local authority's support for senior and middle managers across its schools, from those graded outstanding to those in categories of concern

- the precision with which support or intervention is identified, including the prompt application of statutory powers where appropriate
- strategies for the recruitment and training of senior managers and governors
- how effectively the local authority arrangements are promoting autonomy and utilising systems and sector-led resources
- the support and challenge of the local authority for governing bodies; this should take account of the effectiveness of any brokered or in-house training aimed at improving governors' ability to challenge the senior leadership team and to interrogate and question schools on their data and information. Lead inspectors should also take account of any training the local authority has sponsored on the use of such aspects as the School data dashboard.

Use of resources

Inspection must examine how any available funding/resources are deployed to effect improvement.

Inspectors should consider:

- how well the local authority has used any resources (such as staffing, local authority's training courses, funding) and their sufficiency to support schools to achieve best value for money
- how resourcing decisions are made and understood by schools
- how delegated resources to schools are monitored and challenged where appropriate.

Education Scrutiny Committee Meeting to be held on 16 July 2013

Electoral Division affected: All

Achievement of pupils eligible for Free School Meals in Lancashire (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

Executive Summary

The report sets out the achievements of pupils who are eligible for Free School Meals at Lancashire and District level at the end of Key Stages 2 and 4. The report also outlines the strategies which are being deployed to raise achievement for this group of pupils.

Recommendation

The Committee is asked to give its views on the report.

Background

Assessment information at national and local level has indicated consistently that the achievement of pupils who are eligible for Free School Meals (FSM) is well below the performance of their peers. The local authority has worked in partnership with schools to raise the achievement of these pupils. In 2011 additional funding (known as the Pupil Premium) was provided to schools to enable them to support FSM pupils who have been registered for free school meals at any point in the last six years. The value of the Pupil Premium has risen year on year and the current value is £900 per pupil per year. All schools have identified strategies to support the learning of their FSM pupils and are monitored on the achievement of this group of children and their use of the funding.

Achievement in Lancashire for pupils eligible for Free School Meals Early Years Foundation Stage

- The proportion of FSM children reaching a good level of attainment at the end of their first year in school rose to 46% in 2012. This was a rise of around 6% on the previous year.
- The attainment of FSM children in the Early Years has risen by 13% in the last three years but remains 2% below the national average.

Key Stage 2 (see Appendix A: Table 1)

- At the end of Key Stage 2 the proportion of FSM pupils reaching level 4 or above in both English and mathematics rose to 66% in 2012. This was a rise of 10% on the 2011 figure.
- The attainment of pupils was in line with the national average and was better than the average for similar local authorities.
- The results have improved steadily over the past 3 years.
- 87% of FSM pupils made the expected levels of progress in English and 81% of pupils made the expected progress in mathematics. This was an improvement on the previous year but is below the level of progress made by their peers. The achievement of FSM pupils remains a key priority for the local authority.
- In 2012 the attainment of FSM pupils rose in 11 out of the 12 districts with only Fylde failing to improve. Fylde's performance was also the lowest in Lancashire and is over 10% below the national average.

Key Stage 4 (see Appendix A: Table 2)

- At the end of Key Stage 4 the proportion of FSM pupils gaining 5 or more GCSEs at grade A*-C including English and mathematics rose very slightly to 30.2%.
- The attainment of FSM pupils in Lancashire was below the national average and that of similar local authorities.
- The results have improved slightly over the past 3 years but this improvement has been below the rate of progress nationally.
- 42% of pupils made the expected levels of progress in English, a decrease on the previous year. In mathematics the proportion of pupils making expected progress rose to 39%, an increase on the previous year. Progress for FSM pupils remains well below that of their peers and is a key priority for schools and the local authority.
- In 2012 the attainment of FSM pupils rose in 5 districts with the highest increases in Preston, West Lancashire and Fylde. Attainment in 7 districts fell, however, with the largest decreases in Lancaster and Pendle. The lowest attainment was in Lancaster, Burnley and Pendle.

Strategies to support and challenge schools in raising the achievement of FSM pupils

General strategies

- All schools receive information which highlights the performance of FSM pupils
- Over the past three years the County Council has made available £5 million to create the Best Start Programme, a programme which has enabled Children's Centres to work with primary schools to support FSM children aged 5 – 7 years and their families so that they can make the most of the educational opportunities available to them. Whilst this programme will cease in 2014, schools will be able to use their increased Pupil Premium Funding to commission this valuable family support from Children's Centres.

- The use of the school's Pupil Premium funding is monitored through adviser visits and the progress of this group of pupils is carefully tracked by headteachers and governing bodies with support from advisers
- Both national and local information about the most effective strategies to support FSM pupils at risk of underachievement is shared with schools including toolkits to challenge and inform practice
- Where FSM pupils are not making sufficient progress, schools are challenged to raise achievement

Specific strategies to raise achievement at Key Stage 4

In the light of the limited progress being made to raise achievement for FSM pupils at the end of KS4 a specific action plan has been implemented which includes:

- Identifying schools where the greatest proportion of FSM pupils attend and where attainment and progress for these pupils remains low in order to inform and direct the work of school advisers and to engage schools in local support networks.
- Advisers challenging schools to track FSM pupil progress at least termly and to ensure appropriate intervention and support is in place, making effective use of the Pupil Premium and brokering in additional support as necessary, including from successful schools.
- Highlighting, for senior leaders, the key messages from national research into underlying barriers and effective support for FSM pupils and Children Looked After, sharing effective practice locally through a Pupil Premium conference
- Providing information on the attainment of FSM pupils to District Children and Young People's Trusts where it is an area of concern so that additional support for socially disadvantaged pupils is targeted to meet their needs
- Providing consultant support to schools with higher levels of persistent absence to improve the attendance of vulnerable pupils
- Providing bespoke support for schools in challenging circumstances where the attainment of FSM is low, including
 - support for small group or 1/1 tuition
 - support for mathematics revision classes
 - "masterclasses" in mathematics
- Provision of subject-specific training for teachers and support in mathematics and English with a strong focus on maximising pupil progress, ensuring in-school support for teachers in schools causing concern.

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
<u>Revised GCSE and equivalent results in England: academic year 2011 to 2012</u>	Jan 2013	Jonathan Hewitt Directorate for Children and Young People 01772 531663
<u>National curriculum assessments at key stage 2 in England: academic year 2011 to 2012</u>	Jan 2013	Jonathan Hewitt Directorate for Children and Young People 01772 531663

Reason for inclusion in Part II, if appropriate

N/A

Table 1

Key Stage 2 Results, % English and Maths Level 4+ for FSM Pupils

District	2008/09	2009/10	2010/11	2011/12	Diff to 2010/11	Diff to LA	Diff to Nat
Lancaster	56.3	N/A	55.4	63.3	↑ 7.9	↓ -2.7	↓ -2.7
Wyre	59.5	N/A	48.7	66.4	↑ 17.7	↑ 0.4	↑ 0.4
Ribble Valley	68.4	N/A	53.1	71.9	↑ 18.8	↑ 5.9	↑ 5.9
Fylde	61.9	N/A	58.1	54.9	↓ -3.2	↓ -11.1	↓ -11.1
Preston	53.4	N/A	58.1	68.2	↑ 10.1	↑ 2.2	↑ 2.2
South Ribble	46.8	N/A	59.3	64.5	↑ 5.2	↓ -1.5	↓ -1.5
West Lancs	58.6	N/A	64.7	66.7	↑ 2.0	↑ 0.7	↑ 0.7
Chorley	55.7	N/A	59.0	70.0	↑ 11.0	↑ 4.0	↑ 4.0
Hyndburn	46.1	N/A	55.1	67.2	↑ 12.1	↑ 1.2	↑ 1.2
Burnley	54.0	N/A	52.2	63.0	↑ 10.8	↓ -3.0	↓ -3.0
Pendle	50.8	N/A	48.2	62.6	↑ 14.3	↓ -3.4	↓ -3.4
Rossendale	51.4	N/A	56.1	69.3	↑ 13.2	↑ 3.3	↑ 3.3
Lancashire	53	N/A	56	66	↑ 10.0		↑ 0.0
England (LA)	54	N/A	58	66	↑ 8.0		

Table 2

Key Stage 4 Results, % 5 A*-C including English and Maths for FSM Pupils

District	2009/10	2010/11	2011/12	Diff to 2010/11	Diff to LA	Diff to Nat
Lancaster	28.8	37.7	21.2	↓ -16.5	↓ -9.0	↓ -15.2
Wyre	35.0	29.0	27.0	↓ -2.0	↓ -3.2	↓ -9.4
Ribble Valley	34.2	27.9	27.3	↓ -0.6	↓ -2.9	↓ -9.1
Fylde	27.7	32.6	38.0	↑ 5.4	↑ 7.8	↑ 1.6
Preston	29.8	27.1	38.2	↑ 11.1	↑ 8.0	↑ 1.8
South Ribble	34.3	35.0	30.6	↓ -4.4	↑ 0.4	↓ -5.8
West Lancs	25.0	24.7	37.2	↑ 12.5	↑ 7.0	↑ 0.8
Chorley	31.0	29.6	26.9	↓ -2.7	↓ -3.3	↓ -9.5
Hyndburn	32.8	33.3	35.6	↑ 2.3	↑ 5.4	↓ -0.8
Burnley	23.4	22.5	24.5	↑ 2.0	↓ -5.7	↓ -11.9
Pendle	26.2	35.6	25.1	↓ -10.5	↓ -5.1	↓ -11.3
Rossendale	24.8	33.0	31.8	↓ -1.1	↑ 1.6	↓ -4.6
Lancashire	28.9	30.0	30.2	↑ 0.2		↓ -6.2
England (LA)	31.4	34.7	36.4	↑ 1.7		

Education Scrutiny Committee

Meeting to be held on 16 July 2013

Electoral Division affected: All

Educational achievement and attainment of Children Looked After by Lancashire Authority

(Appendix 'A' refers)

Contact for further information: Sue Parr, Head of Virtual School for Children Looked After / Senior Manager ACERS, Directorate for Children and Young People.

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Executive Summary

The report sets out the educational achievements and attainments of school age pupils who are Children Looked After (CLA) by Lancashire Authority at the end of Key Stages 1, 2 and 4. The report also outlines the successful strategies which are deployed to raise achievement for this group of pupils.

Appendix 'A' sets out targets and predictions for 2013.

Recommendation

The Committee is asked to give its views on the report.

Background

Assessment information at national and local level has indicated consistently that the achievement and attainments of pupils who are in care is well below the performance of their peers. Lancashire's Virtual School for Children Looked After, (CLA), has worked in partnership with schools and Children's Social Care to raise the achievements and attainments of these pupils. The Virtual School provides training re: promoting the education of CLA, for Social Workers, Independent Reviewing Officers, Foster Carers, Residential Workers in Children's Homes and Designated Teachers for CLA in schools.

In 2011 additional funding (known as the Pupil Premium) was provided to schools to enable them to support any pupils who were in care, or had entered the care within the previous six months. The value of the Pupil Premium has risen year on year and the current value is £900 per pupil per year. All schools are monitored on the achievement of this group of children and their use of the funding.

Lancashire Authority also funds the 'Care Matters Grant ' of £180,000 for CLA (held by the Virtual School) to assist in promoting the educational achievements and attainments of Lancashire's Children Looked After; through a Personal Education Plan Support Allowance (PEPSA) for any CLA who is identified as underachieving.

EDUCATIONAL ACHIEVEMENT AND ATTAINMENT FOR LANCASHIRE'S CHILDREN LOOKED AFTER

Primary: Key Stage 1 (Pupils aged 5-7 years) See Appendix A: Table 1

- In 2012 attainment and achievements rose significantly 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.
- The results are above the rates of progress nationally for Key Stage 1 CLA , and compare very favourably with both our geographical and statistical neighbours
- Predicted results indicate that the performance of looked after children in Key Stage 1 will continue to rise.

Primary: Key Stage 2 (Pupils aged 7-11 years) See Appendix A: Table 2

- Achievements and attainments for Key Stage 2 CLA rose 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 was a rise of over 11% in all 3 measures, with the English and Maths combined figure increasing by 21% on 2011 performance.
- The results are above the rates of progress nationally for Key Stage 2 CLA, except in English, and compare very favourably with both our geographical and statistical neighbours
- Predicted Results indicate that the performance of looked after children will continue to rise
- These figures are based on results for CLA 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

Secondary: Key Stage 4 (CLA aged 14-16 years) See Appendix A: Table 3

- In 2012 Lancashire CLA achievements and attainments improved on 2011 by an average of nearly 4%.

- However, all Lancashire CLA Key Stage 4 results are below National results by approximately 2%.
- Predicted Results indicate that the performance of Key Stage 4 Children Looked After will rise in 2013

STRATEGIES TO SUPPORT AND CHALLENGE SCHOOLS IN RAISING THE ACHIEVEMENT AND ATTAINMENTS OF LANCASHIRE CLA

Successful Strategies:

- Key Stage 1 and 2: Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012 and 2012-2013, this has had a considerable impact on Year 2 and Year 6 CLA achievements. Particularly emphasis was placed on supporting CLA Year 5 and Year 6. This strategy had a considerable impact on Year 6 CLA achievement, ensuring that these pupils enter High School with appropriate literacy and numeracy skills
- 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 and PEPSA funding during 2011-2012, 2012-2013 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 (Many DT in Primary Schools are the Headteacher or Deputy headteacher, and 'actively' promote the education of CLA)
- Educational Training / Mentoring for foster carers promoted via Foster Carer Network meetings
- The Virtual School and Children's Social Care worked in partnership to ensure that CLA had few placement moves and fewer school moves

AREAS DEVELOPED THROUGHOUT 2012 -2013

- Continued priority was given to Reading and English
- Further preparation for High School was prioritised via CLA Year 6 /Year7 accessing Summer Schools
- Children's Social Care (CSC) has continued to increase placement stability.
- The Virtual School and CSC have worked together with Pupil Access Teams to ensure that all CLA remain at one school throughout their primary years.

KEY STAGES 3 and 4 SUCCESSFUL STRATEGIES IMPLEMENTED

- GCSE 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.
- Rigorous tracking and monitoring of CLA progress by Virtual School Educational Consultants. The Educational Consultants undertake monthly tracking across all Residential Children's Homes, Schools and CLA Teams across Lancashire. This has also improved CLA school attendance.
- Training for Designated Teachers for CLA in Secondary Schools, Short Stay Schools and Special Schools was prioritised and promoted.
- A one day Conference 'Working together to ensure the Educational Success of CLA' was delivered to Foster Carers/ Residential Workers/ Social Workers. 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 training and support has been delivered during the Spring and Summer terms 2013.
- Reading and language skills promoted at Residential Children's Homes through the provision of new, up to date: books, magazines, newspapers
- 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. A considerable number of CLA have completed CoPE challenges in 2013, and have gained points towards a GCSE.

AREAS DEVELOPED THROUGHOUT 2012 - 2013

1. TRAINING :

- The training delivered to Social Workers, Independent Reviewing Officers, Foster Carers, Residential Workers, Designated Teachers for CLA, and School Governors is proving 'key' to improving CLA attainments and achievements. These people are the front line 'promoters' of education for CLAs and the corporate parents for this vulnerable group of CYP. Lancashire 'corporate parents' have been actively encouraged to act as 'pushy parents' for our CLA. Consequently, their participation, contribution and 'challenge' to the CLA's Personal Educational Plan has been critical.
- The training delivered to Designated Teachers for CLA is significantly impacting on the attainments of CLA, particularly Primary CLA.
- 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. This training has been rolled out across the county. This has had the most impact on the education of CLA in foster care.

2. FUNDING :

- Funding for CLA via Virtual School has ensured that CLA are not educationally disaffected or disadvantaged. The Personal Education Support Allowance (PEPSA) has supported 496 CLAs who were identified as underachieving. The funding has been used to 'plug the gaps' and 'catch up' on essential skills such as Literacy and Numeracy, for example, 1 to 1 tuition, small group work, ICT learning packages.
- All 'corporate parents' have been empowered to challenge schools to utilise the funds they have available for CLA in more creative and pragmatic ways which has also been a priority this year. For example, schools have: £900 Pupil Premium, £1200 above funding received by other pupils, and Special Educational Needs and Disability funding (if required) up to the first £10,000. This work needs to continue.

3. JOINT WORKING :

- Children's Social Care (CSC), Child and Adolescent Mental Health Service (CAMHS), Working Together With Families (WTWF), Young People Service (YPS) and other services need to work together to achieve the above in promoting the education of CLA. This year a presentation on CLA: 'Promoting the Education of CLA' – has been delivered to Inclusion and Disability Support Services , Educational Psychologists, Advisers, in fact, anyone who is in a position to promote a CLA's education .
- Joint training needs to continue

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
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Nil

Reason for inclusion in Part II, if appropriate

N/A

Alternative and Complementary Education and Residential Service (ACERS)

Virtual School for Children Looked After

Educational Attainments and Achievements for Children and Young People Looked After 2011 - 2012

Table 1

Key Stage 1 (CLA aged 5 -7years)

There were 45 children in Lancashire's 2012 cohort.

% achieving at least Level 2 – England

	2008	2009	2010	2011	2012	2013
Reading	57%	58%	58%	59%	67%	
Writing	50%	52%	51%	52%	57%	
Maths	62%	65%	62%	63%	71%	

% achieving at least Level 2 - Lancashire

	2008	2009	2010	2011	2012	2013 Target	2013 Predicted
Reading	40%	58%	59%	60%	62%	64%	64%
Writing	43%	50%	56%	53%	58%	60%	60%
Maths	37%	65%	71%	67%	76%	76%	76%

Key Stage 1

- In 2012 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.
- Predicted results indicate that the performance of looked after children in Key Stage 1 will continue to rise.

Table 2

Key Stage 2 (CLA aged 8 to 11 years)

% achieving at least Level 4 – England

ENGLAND	2006	2007	2008	2009	2010	2011	2012	2013
English	43%	46%	46%	44%	45%	50%	60%	
Maths	41%	43%	44%	46%	44%	48%	56%	
English & Maths						43%	50%	

There were 65 children in the Lancashire cohort

% achieving at least Level 4 – Lancashire

LANCS	2006	2007	2008	2009	2010	2011	2012	2013 Target	2013 Predicted
English	36%	40%	45%	44%	53%	44%	56%	58%	58%
Maths	31%	42%	32%	44%	47%	40%	58%	60%	60%
English and Maths						31%	52%	54%	54%

Key Stage 2

- Results for this cohort of CLA rose 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 was 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.
- Predicted Results indicate that the performance of looked after children will continue to rise

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

Table 3

Key Stage 4 (Year 14 - aged 16 years)

% achieving - England

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%	36.8%
5 GCSE grades A*-C inc Eng + Maths		9%	11.6%	12.8%	14.6%
A-C in English and Maths				13.4%	15.1%

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

% achieving – Lancashire

LANCASHIRE	2008	2009	2010	2011	2012	2013 Target	2013 PREDICTED (Appendix 1)	} <i>3x National Targets</i>
1 GCSE grades A*-G	70%	78%	84.5%	72.1%	81%	82%	76%	
5 GCSEs grades A*-G	45%	49%	57.7%	51.2%	45%	48%	51%	
5 GCSEs grades A*-C	13%	20%	30.9%	28%	34.4%	40%	54%	

5 GCSE grades A*-C inc Eng + Maths	8%	12%	18.6%	12.2%	12.9%	15%	18%
A-C in English and Maths				12.2%	14%	16%	?

Key Stage 4: 2012

- In 2012: Lancashire results improved on 2011 by an average of nearly 4%.
- All Lancashire Key Stage 4 results are below National Results by approximately 2%. However predicted results indicate this will improve in 2013
- 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
- Predicted Results indicate that the performance of Key Stage 4 Children Looked After will continue to rise in 2013

Education Scrutiny Committee

Meeting to be held on 16 July 2013

Electoral Division affected: None

Work Plan 2013/14

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Executive Summary

The new Education Scrutiny Committee is invited to make suggestions for its work plan for the coming year.

Recommendation

The Committee is asked to identify topics for consideration at future meetings in order to form a work plan for the coming year.

The new Education Scrutiny Committee is invited to make suggestions for its work plan for the coming year. Suggestions will be discussed with the Chair with a view to bringing a more detailed work plan to the next meeting.

The Chair and Deputy of the Committee also intend to develop some task group work in addition to the work programme for the formal meeting schedule. This work, yet to be specified, will focus on an appropriate area of attainment and school improvement efforts.

Topics already suggested for inclusion on the work plan or inherited from the pre-elections committee are: post-14 education and training; and apprenticeships.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risk management implications.

Local Government (Access to Information) Act 1985

List of Background Papers

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