

Lancashire County Council

Education Scrutiny Committee

Tuesday 5 November 2013 at 10.00am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

Part 1 (Open to Press and Public)

No.	Item
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1.	Apologies
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2.	Disclosure of Pecuniary and Non-Pecuniary Interests
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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.

3.	Minutes of the meeting held on 16 July 2013	(Pages 1 - 8)
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4.	A report on the local authority's leadership of school improvement support	(Pages 9 - 22)
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5.	Children and Young People not participating in a school setting	(Pages 23 - 42)
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6.	A summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level	(Pages 43 - 48)
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7.	Work Plan 2013/2014	(Pages 49 - 62)
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8.	Urgent Business
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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.

9. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on Thursday 16 January 2014 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Agenda Item 3

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Tuesday 16 July 2013 at 10.30 am in The Duke of Lancaster Room (Formerly Cabinet Room 'C'), County Hall, Preston

Present:

County Councillor Cynthia Dereli (Chair)

County Councillors

A Barnes	C Henig
P Buckley	S Holgate
Mrs S Charles	D Lord
A Cheetham	S Perkins
C Crompton	M Perks
B Dawson	A Schofield

Co-opted members

Mrs Janet Hamid, Representing Parent Governors
(Secondary)
Miss Teresa Jones, Representing RC Schools
Mr Kenvyn Wales, Representing Free Church Schools
Mr John Withington, Representing Parent Governors
(Primary)

County Councillor S Holgate replaced County Councillor Dr M Hassan and County Councillor A Schofield replaced County Councillor K Iddon for this meeting only.

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

It was noted that the Full Council at its Annual Meeting on 23 May 2013 had appointed CC Cynthia Dereli as Chair of the Committee, and that the Urgency Committee on 24 May 2013 had 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 the constitution of the Committee on the basis of 13 County Councillors, (6 Labour members, 1 Liberal Democrat member, 5 Conservative members and 1 independent member), plus five co-opted voting members. The following nominations of County Councillors (13) to serve on the Committee for the following year had been submitted to the County Secretary and Solicitor by the respective political groups:

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 voting members (5) would serve on the Committee:

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)

Resolved: That:

1. The Committee note the appointment of County Councillor C Dereli and County Councillor S Charles as Chair and Deputy Chair of the Committee for the remainder of the municipal year.
2. The membership of the Committee following the County Council's annual meeting be noted.
3. The Terms of Reference of the Committee as presented be noted.
4. That future meetings of the Committee be held in accordance with the programme of meetings as agreed by the full County Council on 13 December 2012, in The Duke of Lancaster Room (formerly Cabinet Room C) as follows:

5 November 2013	10.00am
16 January 2014	10.00am
11 March 2014	2.00pm

2. Apologies

Apologies were received from Mr F Kershaw.

3. Disclosure of Pecuniary and Non-Pecuniary Interests

The following declaration of interest was noted:

- County Councillor C Henig declared a general non-pecuniary interest in that her husband was a secondary school governor

4. Minutes of the meeting held on 12 March 2013

Resolved: That the Minutes of the meeting held on 12 March 2013, subject to clarification being made on the number of schools in Lancashire, be noted and signed by the Chair.

5. Summary of the framework for the inspection of local authority arrangements for supporting school improvement

A briefing session for all members of the Committee on the key features of the Ofsted framework for the inspection of local authority arrangements for supporting school improvement and highlighting the main areas of focus for inspectors had taken place before the start of the meeting.

Any further questions that members might have on this subject were to be passed through to either the Chair/Deputy Chair or officers. Members were encouraged to attend the briefing 'Welcome to the Directorate' on 12 September 2013 at 1.30pm in the Council Chamber.

Resolved: That the Ofsted framework for the inspection of local authority arrangements for supporting school improvement be noted.

6. Achievement of pupils eligible for Free School Meals in Lancashire

Mr Stott, Director of Universal and Early Support Services from the Directorate for Children and Young People introduced a report on the achievement of pupils who were eligible for Free School Meals at Lancashire and District level at the end of Key Stages 2 and 4. The report also outlined the strategies which were being deployed to raise achievement for this group of pupils.

It was reported by Mr Hewitt, Head of Quality and Continuous Improvement from the Directorate for Children and Young People, that the local authority had worked in partnership with schools to raise the achievement of these pupils and that great focus had been placed on this both nationally and locally. In 2011 additional funding known as the Pupil Premium was provided to schools to enable them to support FSM pupils who had been registered for free school meals at any point in the last six years. The value of the Pupil Premium had risen year on year and the current value was £900 per pupil per year. All schools had identified strategies to support the learning of their FSM pupils and were monitored on the achievement of this group of children and their use of the funding.

It was noted that attainment of FSM pupils in Lancashire at the end of their first year in school had risen to 46% in 2012, a rise of around 6% on the previous year. Attainment of FSM children in the Early Years Foundation Stage had risen by 13% in the last three years but remained 2% below the national average.

At the end of Key Stage 2 the proportion of FSM pupils reaching level 4 or above in English and Mathematics rose to 66% in 2012 and was in line with the national level.

At the end of Key Stage 4, however, attainment in 2012 of FSM pupils in Lancashire was below the national average despite a slight improvement in results over the past three years. In 2012 attainment of FSM pupils rose in five districts with the highest increases in Preston, West Lancashire and Fylde and the largest decreases in Lancaster and Pendle. The lowest attainment was in Lancaster, Burnley and Pendle. It was noted that there was therefore a need to work with schools in these areas to accelerate improvement in attainment.

It was reported that the Best Start Programme created by the County Council which had preceded the Pupil Premium, had had a major impact on raising achievement of FSM pupils – over the past three years the County Council had made available £5 million which enabled Children's Centres to work with primary schools to support FSM pupils and their families to make the most of educational opportunities available to them. Whilst this programme would cease in 2014, schools would be able to use their Pupil Premium funding to commission family support from Children's Centres. (Ofsted inspections looked at how schools spent the Pupil Premium).

In considering the report, members of the Committee made the following comments:

- What the level of confidence was that all children who were entitled to FSM were in receipt of it. Mr Stott responded that the County Council had undertaken a data matching exercise with District Councils to identify families in receipt of Housing Benefit and had then assumed eligibility of FSM and a sum of around £1/2 million had been secured for the Pupil Premium. It was acknowledged that some families did not claim FSM automatically. (Mr Stott undertook to find out exactly how many Districts had signed up to data sharing with the County Council and inform the Committee of the number).
- What type of monitoring processes were in place in between the years at Key Stage 4. These were explained to be:
 - The Authority worked with the majority of schools to look at targets set for a particular group of children and to ensure they were appropriately identified
 - The Authority ensured schools used the toolkits provided by Ofsted – schools had to publish the way they were using the Pupil Premium and the impact it was having was identified in performance tables
 - The Authority worked with particular schools where progress was identified as a particular issue
- In response to a query regarding concern that the Pupil Premium was being used correctly, Mr Stott responded that it was down to individual Head teachers as to how the Pupil Premium was used but that it was important mechanisms were in place to ensure that it was monitored correctly

- Concern was expressed that there might still be stigma attached to claiming FSM but it was suggested that in the electronic age (children, for example, checking in for dinner via thumbprint), there was little reason to believe that this might be the case although some parents might not like accepting 'charity.'
- The issue of nutrition was raised – the packed lunch versus FSMs was an ongoing debate and it was suggested that in the current economic climate it was unlikely that there would be a move to FSM for every child in the primary sector in the near future
- Information on the attainment of Gypsy, Roma, Traveller and first generation economic migrant pupils was requested to be brought back to the Committee – to be incorporated into the Work Plan for the coming year.
- In response to a query regarding the limited progress made in raising the achievement of FSM pupils at Key Stage 4, it was suggested that in 2012 this had been affected by the way in which English GCSE had been marked but that other exam results had been as expected. It was acknowledged, however, that there was a gap in attainment of FSM pupils at Key Stage 4 and that this needed addressing.

Resolved: That the report on the achievement of pupils who are eligible for Free School Meals at Lancashire and District level at the end of Key Stages 2 and 4 be noted.

7. Educational attainment and achievement of Children Looked After by Lancashire Authority

Sue Parr, Head of the Virtual School for Children Looked After (CLA) introduced a report which set out the educational achievements and attainment of school age pupils who are CLA by the Authority at the end of Key Stages 1, 2 and 4. The report also outlined the successful strategies which are deployed to raise achievement for this group of pupils.

It was reported that assessment information at national and local level had indicated consistently that the achievement and attainment of CLA pupils is well below the performance of their peers. Lancashire's Virtual School for Children Looked After worked in partnership with schools and Children's Social Care to raise the achievements and attainment of these pupils. The Virtual School provided training on 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 attainment of Lancashire's CLA through a Personal Education Plan Support Allowance (PEPSA) for any CLA who is identified as underachieving.

It was noted that there were approximately 1400 CLA in Lancashire, that around half were in the east of the County and that 960 were of school age. Members were presented with the 2012 results of CLA and their predicted results for 2013. With regard to the Primary cohort, Key Stages 1 and 2, attainment and achievements rose significantly in 2012 and were predicted to continue to rise. At Key Stage 4 in 2012 there had been a 4% improvement in achievement and attainments on 2011 (although still 2% below the national average) but the prediction was that this would rise in 2013.

The level of training the Virtual School had provided, for example for Foster Carers, Governors, Designated Teachers for CLA had had an impact on attainment and services were now more aware of both their responsibilities to CLA and the funding streams available to them. It was noted that one of the successes of the Virtual School was considered to be getting everybody on board as corporate parents and 'pushing' for CLA.

Every CLA had a plan for educational and social targets. The Personal Education Support Allowance (PEPSA) had supported 496 CLAs who were identified as underachieving and funding had been used to catch up on essential skills such as Literacy and Numeracy, 1 to 1 tuition and ICT learning packages. Social Workers could also apply for funding to be used for activities outside school such as sport or music and this funding was available not only for underachievers but also for those CLA Gifted and Talented. Each residential children's home had an educational champion.

It was also reported that the number of Lancashire CLA going to university in 2012 had increased from 11 to 35.

In considering the report, members made the following points:

- Whether there was an opportunity for a child to have direct input into their Personal Education Plan (PEP) via the Personal Education Review (PER). Sue Parr responded that recently Independent Reviewing Officers (IROs) would look at a plan carefully and involve a child in the review and that IROs were now able to present Achievement Awards direct to children at the review not just for educational achievements but also for those made outside school and that this was an ideal opportunity for boosting a child's confidence.
- Members welcomed having an educational champion in residential children's homes and were impressed by the extraordinary progress made

by the County Council through cultural change in this area and offered their congratulations to those officers involved

- A request was made for attendance figures for Key Stage 4 CLA and Sue Parr undertook to provide members with these. Regarding attendance, CLA children themselves indicated that they preferred not to move school, even if they had to have a placement move - this was now taken into consideration and could have an effect on the figures.
- A request was made by the Chair for a Bite Size Briefing on the Virtual School for CLA and how to become a corporate 'pushy' parent to be arranged for all County Councillors.

Resolved: That:

- i. The report on the educational achievements and attainment of Children Looked After by Lancashire Authority at the end of Key Stages 1, 2 and 4 be noted.
- ii. Sue Parr, Head of Virtual School for Children Looked After, be thanked for the progress made in this area.

8. Work Plan 2013/14

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

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

It was proposed to establish a Task Group to consider FSM pupils – attainment and the Pupil Premium. Membership of the Task Group would reflect proportionally the make-up of the Council though non-elected specialists could also be included and those with a particular interest in the subject.

Other suggestions made by members of the Committee were as follows:

- Report on the findings of the Task Group to consider FSM pupils – attainment and the Pupil Premium - to be brought to the November meeting of the Committee
- Achievements and attainment of Gypsy/Roma/Traveller pupils
- Achievements and attainment of 1st generation economic migrant pupils
- Young People falling under the Lancashire Youth Offending Team (YOT) – request for attainment data around that cohort
- Nutritional issues

- Missing Children (how identified and monitored by data)
- HR Resources for schools
- Special needs schools and the particular challenges they face eg travel arrangements
- Unvalidated data sets of exam results to be brought to the November meeting of the Committee followed by the validated data in the new year, followed by the possibility of focussing on progress in English and Maths
- Factual report on support services for governing bodies to enable them to carry out their duties effectively. (Governor Services are a traded service to those schools who wish to buy their services in).
- The impact of the issue of the Summer 2012 English GCSE exam results which affected the whole gamut of schools
- The Chair flagged up an interest in pre-decision scrutiny

Resolved: That:

- A Task Group be established to consider FSM pupils – attainment and the Pupil Premium
- A Work Plan be compiled for the coming year and presented at the next meeting, based on the above suggestions.

9. Urgent Business

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

10. Date of the Next Meeting

It was noted that the next meeting of the Committee would be held on Tuesday 5 November 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 5 November 2013

Electoral Division affected: All

A report on the local authority's leadership of school improvement support (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 outlines the draft strategy for school Improvement in Lancashire and the main features of the evaluation model which is being used to review the effectiveness of school improvement arrangements in Lancashire. Key findings from the initial review of support for school improvement including strengths and priorities for development are highlighted.

Recommendation

The Committee is asked to note the report on the local authority's leadership of school improvement support.

Background

In June 2013 OfSTED published a Framework for the inspection of local authority arrangements for supporting school improvement to evaluate how well local authorities carry out their statutory duties in relation to promoting high standards in schools so that children and young people achieve well and fulfil their potential. Whilst OfSTED's inspection programme will focus on local authorities where there are specific areas of concern, the framework and the accompanying handbook provide a useful tool to support the self evaluation of school improvement arrangements in local authorities.

The local authority has for many years worked in partnership with schools to monitor their performance and provide support and challenge to promote improvement. Where necessary the local authority has also developed clear strategies to intervene in schools in difficulty. The Strategy for School Improvement in Lancashire is currently being revised and the draft Strategy document is attached at Appendix 'A'. In order to help evaluate the support for school improvement in Lancashire a self evaluation tool (see Appendix 'B') has also been developed based upon the OfSTED Framework and Handbook for the inspection of local authorities. This has been used

to carry out an initial review of the current support in Lancashire and will be modified in the light of additional information and feedback from stakeholders.

The report outlines out the draft Strategy for School Improvement and highlights key findings from the initial review of support for school improvement including strengths and areas for development. It is recognised that schools across Lancashire can and do access support from a wide variety of providers in addition to services provided by the local authority. The report focuses on the dedicated school improvement support services offered by Lancashire and does not cover other areas of support such as Human Resources, Finance and Governor Services in any detail.

Strategy for school improvement (see Appendix 'A')

Lancashire County Council is committed to ensuring that all children receive an excellent education in schools at the forefront of outstanding practice. To achieve this, the strategy aims to ensure that there is:

- Supported self-evaluation for schools so that school improvement is sustainable.
- Partnership working with all key stakeholders including schools, professional associations, diocesan and church authorities.
- Leadership and management development to ensure that there are future leaders and governors to sustain the high quality of provision in Lancashire's schools
- The promotion and development of school to school support and the sharing of best practice
- High quality support and advice from school advisers who are traded on a full cost recovery basis.
- Monitoring and intervention in schools in difficulty.

The evaluation of the local authority's school improvement support arrangements

The key evidence for the effective leadership of school improvement lies in its impact on pupil achievement and the quality of education provided in Lancashire's schools. There is an improving picture of attainment in all Key Stages in Lancashire with overall results being above the national average at the end of the Early Years Foundation Stage in 2013, and consistently above average at the end of the primary school and secondary phase. There has also been a rapidly increasing proportion of good or better schools in Lancashire over the past year with the proportion of good primary schools increasing from 67% to 81% and the proportion of good secondary schools increasing from 63% to 74%. These figures are in line with or better than the national average and compare favourably with our statistical neighbours. There is also evidence that a high proportion of schools engage with the local authority on school improvement issues as around 99% of primary schools, 80% of secondary schools, 75% of special schools and all nursery schools buy into the school improvement support through the School Service Guarantee.

The evaluation tool (Appendix 'B') focuses on three areas of the local authority's work on school improvement:

- The leadership of school improvement
- The management of challenge and support
- The capacity to deliver the required support.

Key findings from the initial review of the arrangements for school improvement using the evaluation tool

Leadership of school improvement support

- There is a well established strategy for school improvement which is being shared with stakeholders to gather their views.
- There are effective governance structures to ensure accountability
- The vision for school improvement reflects the developments in school improvement nationally such as the increased focus on school to school support

The management of challenge and support

- LA improvement plans are set appropriately in the context of national and local priorities
- Improvement plans set appropriately challenging targets for all pupils – including those identified as vulnerable (Free School Meals, Children Looked After, geographical districts)
- Procedures to monitor, identify and challenge schools and to tackle under performance through intervention are clear and well understood
- There is a clearly defined and effective cycle of monitoring and evaluation that is used to inform future planning and which is focused on standards and the quality of education
- A range of appropriate and effective strategies to tackle all schools causing concern is used, including school to school support

The capacity to deliver the required support

- LA officers have the appropriate skills and expertise to meet schools' needs
- The LA provides effective expert advice and differentiated training for headteachers, governors and middle managers
- The LA has a comprehensive knowledge of best practice within and beyond the LA which is drawn from a wide range of sources.

Key priorities for action in supporting school improvement

- Raising the achievement of all pupils.
- Closing the gap between the achievement of vulnerable groups and their peers including pupils eligible for free school meals, Children Looked After , pupils with special educational needs and their peers.
- Closing the achievement gap between different districts within the County.
- Increasing the proportion of schools that are judged to be good or better through OfSTED inspections.
- Reducing the proportion of schools which are judged inadequate
- Supporting and strengthening governance in schools.

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		



DRAFT

Lancashire County Council's Vision for School Improvement

Lancashire County Council will work with schools and other providers to increase educational achievement at all stages and narrow the gap between priority groups and the population as a whole by raising attainment for all.

Vision: expectations of 21st century schools in Lancashire

Schools in Lancashire are dedicated to making the positive difference to the children and young people in their care by:

- Setting high expectations and achieving them
- Providing excellent teaching, personalised education and development in an environment where pupils are enthusiastic about learning
- Identifying the additional needs of children and addressing them.
- Providing a range of activities and opportunities to enrich the lives of children, families and the wider community.
- Working effectively with families, providers and wider children's services

School Improvement Strategy

Lancashire County Council is committed to ensuring that all children receive an excellent education in schools at the forefront of outstanding practice. *Working in partnership* with school leaders and governors, we will challenge and support schools as they work to provide high-quality teaching in an environment where all children and young people feel valued and engage with learning to develop their independence. With schools, we aspire to the very highest standards for all children and are committed to their all-round development. We will work with all Lancashire schools, alongside a range of other services, both to help children overcome barriers to learning and to ensure that every child and young person has the chance to shine.

Where schools are good and outstanding we will support them to develop further but where they are less effective we will provide support and intervene where necessary in order to ensure that they make rapid improvement.

Our strategy for improvement is based upon the following principles:

- **Supported self-evaluation**

We recognise that it is schools which are at the centre of raising achievement and aim to support their improvement. Supported self-evaluation is key to the development of effective self managing schools: rigorous, honest and involving all stakeholders in the school community. We will provide rich data to help schools monitor and evaluate their performance and identify priorities for action.



- **Partnership working**

We will work in partnership with schools and other stakeholders including Diocesan and Church Authorities, Academy Sponsors and Professional Associations to assist schools in accessing the most appropriate support and in shaping the services we offer.

- **Leadership and management development**

We appreciate the central importance of leadership in developing effective schools and we will support the development of leadership at all levels through working with partners such as Teaching Schools and through providing opportunities for training and development. We will also offer support to governing bodies and promote succession planning to secure school leaders and governors of the future.

- **Promoting and developing school to school support and sharing best practice**

We will broker support from effective schools across Lancashire including Teaching Schools, National, Local and Specialist Leaders of Education (NLE/LLE/SLE), Associate Senior and Middle Leaders and others; sharing and developing effective practice and promoting stronger, sustainable school improvement.

- **High quality support and advice**

School advisers are central to our strategy; supporting and moderating school self-evaluation, identifying potential vulnerabilities, providing and helping to broker support from other schools and agencies. Advisers work to support schools in the development of secure self-evaluation as part of a commitment to developing effective self-managing schools. Whilst aiming to ensure that no schools fall below national floor standards or into Ofsted categories of concern, we also recognise that for most Lancashire schools, a key focus is on moving from 'good to great'.

- **Monitoring and intervention**

The LA retains a responsibility to monitor, challenge and support Lancashire schools. In Lancashire there is a tradition of this taking place in a spirit of partnership, collaboration and trust.

Key improvement priorities for education (2013-14)

Our aim as a service is to work with schools and other providers to achieve the following key priorities across the County:

- Raising the achievement of all pupils.
- Closing the gap between the achievement of vulnerable groups and their peers including pupils eligible for free school meals, CLA , pupils with special educational needs and their peers.
- Closing the achievement gap between different districts within the County.
- Increasing the proportion of schools that are judged to be good or better through OfSTED inspections and reducing the proportion judged inadequate.
- Supporting and strengthening governance.



LANCASHIRE LASER

(Local Authority Self Evaluation Report)

GENERAL GUIDANCE

1. Aim to make judgments (outstanding, good, requiring improvement, inadequate) rather than being descriptive
2. When considering trends, focus on the past 3 years
3. Aim to make overall judgments, then 'drill down' further where there is variation/where certain groups or measures differ significantly from the overall judgment
4. Do not include data tables unless these provide strong evidence for a key point (maintain a data digest/more detailed analyses alongside)
5. Where available, use published national datasets as the starting point, supplemented by LA-produced data and other sources as appropriate
6. Answer the questions from your own team's perspective
7. Ensure that progress towards key priorities is evaluated and identify priorities for the ongoing work of the team, for inclusion in the LIP? Consider how these align with priorities and areas of focus for other teams? (to inform cross-team working)

SECTION 4: LEADERSHIP AND MANAGEMENT

A summary of LA systems, policy and planning in relation to school improvement

A. LEADERSHIP

1. How effective is provision in securing appropriate outcomes for all learners?

Evidence includes:

- *The inspection results for primary and secondary schools*
- *Early Years Foundation Stage results*
- *Key Stage 2 results*
- *Key Stage 4 results*
- *The performance of groups of pupils*
- *The performance of geographical districts in Lancashire*

2. Does the LA, including elected members and senior officers have a clear and ambitious vision and strategy focused on school improvement?

Evidence includes:

- *The QCI Service plan and targets*
- *Feedback from schools*
- *School Improvement Strategy*
- *Schools in Difficulty booklet*
- *Use of funding e.g. Best Start*

3. Is there a clear path of accountability to elected members and stakeholders with sufficient high quality data to enable effective challenge?

Evidence includes:

- *Reports to Cabinet Committee for performance improvement*
- *Reports to Education Scrutiny*
- *Quality of Service Reports*
- *Reports to the Cabinet member for Children, Young People and Schools by the Director for Universal and Early Support services*
- *Reports to the lead bodies for secondary schools (LASSH), primary schools (PHIL), Special Schools (LASSHT) and Nursery schools (LFNSH)*
- *Reports to the Partnership Development Group which acts as the School Improvement Service Governing Body. Members include secondary, primary, nursery and special school headteachers, governors, diocesan representatives and members of professional associations*
- *Reports to the Diocesan/Church Authorities Liaison Group which includes representatives of all 9 Diocesan/Church Authorities for Lancashire*
- *Reports to the Directorate Leadership Team on the progress in implementing the School Improvement Service Plan*
- *Reports to the Directorate Leadership Team (DLT) on inspection outcomes*
- *Reports to the Schools' Forum on the use of resources and the impact on school improvement*

4. Is the progress of schools in difficulty kept under review by elected members and senior officers?

Evidence includes:

- *Reports to the School Improvement Challenge Board*
- *Reports to the Cabinet member*

5. Do all staff and stakeholders understand the vision and can they explain their role in its realisation?

Evidence includes:

- *Outcomes of directorate survey*
- *School Service Guarantee (SSG) survey*
- *Feedback from Diocesan/Church Authorities on working in partnership with the LA to improve provision and raise standards of achievement.*
- *Level of staff engagement and positive responses in the QCI staff survey which compare well with the CYP and CC responses*

6. Is there a clear sense of moral purpose shared within the organisation?

Evidence includes:

- *Outcomes of directorate survey of staff views*
- *School SSG survey*
- *Alignment of Service and Corporate/Directorate targets*

7. Is LA vision/priorities informed by developments, trends and changes in the medium to long term future that will have a direct impact on its work with schools and other partners?

Evidence includes:

- *Feedback from headteachers*
- *The participation of stakeholders in the governance of the service through the Partnership Development Group*
- *The identification of priorities to reflect National, Corporate, Directorate and Service level priorities*
- *The use of resources to improve provision and tackle underachievement*
- *External reviews of the way that school improvement services are provided*

8. Is the strategy for School improvement communicated effectively to schools and are they consulted on its development?

Evidence includes:

- *The School Service Guarantee (SSG) which sets out the range of support, challenge and intervention available to schools*
- *Strategy for School Improvement*
- *Feedback from schools through Primary Headteachers in Lancashire (PHIL), Lancashire Association of Secondary School Headteachers (LASSH), Lancashire Association of Special School Headteachers (LASSHT), Lancashire Federation of Nursery School Headteachers (LFNSH)*
- *Questionnaire feedback on the SSG*
- *Focus groups of headteachers*

9. Is the rationale for school improvement support explicit, flexible, tailored to need and endorsed by schools?

Evidence includes:

- *The School Service Guarantee (SSG)*
- *The Strategy for School Improvement*
- *Feedback from the primary and secondary school surveys (Summer 2012)*
- *The response to the consultation about "services to schools" (January 2012)*

MANAGEMENT

10. Are LA improvement plans set appropriately in the context of national and local priorities and focused clearly on tackling underperformance and on improvements for learners and schools?

Evidence includes:

- *The QCI Service Plan*
- *The Children and Young People's Plan*
- *Corporate and Directorate targets*
- *Raiseonline*

11. Are all staff clear about the priorities and how their work contributes to agreed outcomes (inc roles and responsibilities)?

Evidence includes:

- *QCI Team Plans*
- *Minutes of team meetings*
- *Staff survey*
- *PDA priorities*

12. Do improvement plans set appropriately challenging targets for all pupils – including those identified as vulnerable (FSM, CLA, geographical districts)?

Evidence includes:

- *QCI Service plan*
- *QCI Team plans*
- *School Improvement Initiatives*

13. Does the LA evaluate the impact of resource allocations rigorously and act on the findings?

Evidence includes:

- *Reports to the cabinet Committee for Performance Improvement*
- *Reports to Education Scrutiny*
- *Reports to the School Improvement Challenge Board*
- *Reports to Directorate Leadership Team*
- *Reports to QCI Leadership Team*
- *Reports to Partnership Development Group*

14. Is the LA's budget setting process based on a thorough and detailed review of spending needs and is it both timely and transparent?

Evidence includes:

- *Schools Forum minutes and consultations with schools*

15. Are the outcomes of stakeholder engagement, performance data and other information used effectively to inform provision and evaluate outcomes?

Evidence includes:

- *The QCI Service Plan*
- *Early warning Group reports on school performance*
- *Reports to School Improvement Challenge Board*
- *PHIL, LASSH, LASSHT minutes*
- *Reports to district trusts*
- *Reports to Diocesan/Church Authorities*

16. Is there a clearly defined and effective cycle of monitoring and evaluation that is used to inform future planning and which is focused on standards and the quality of education and trends over time?

Evidence might include:

- *The QCI service Plan*
- *Partnership Development Group minutes*
- *Targets, including directorate/corporate targets*
- *LA priorities*
- *Reports to DLT*

17. Is there a consistently applied level of challenge for all schools to improve the quality of education?

Evidence includes:

- *Adviser reports to Governors/headteachers*
- *Inspection reports and evaluation of LA support*
- *HMI monitoring letters evaluating LA support for schools in difficulty*
- *Reports to School improvement Challenge Board*
- *Support for the governors' in headteacher appraisal*

18. Are reports to schools fit for purpose in identifying strengths and weaknesses in provision and in promoting rapid improvement?

Evidence includes:

- *Notes of adviser visits*
- *Feedback from schools*
- *Reports to School improvement Challenge Board*

19. Are procedures to monitor, identify and challenge schools and to tackle under performance through intervention where required clear and well understood within the LA and by stakeholders?

Evidence includes:

- *Schools Requiring Special Support booklet*
- *Early Warning Group reports*
- *Reports to School improvement Challenge Board (SICB)*
- *Time on list of school requiring special support*
- *Letters to schools from SICB*

20. How effectively does the LA use its powers of intervention?

Evidence might include:

- *Reports to School improvement Challenge Board*
- *Published guidance on support for Schools and CCs requiring special support*
- *SICB letter to schools in difficulty*
- *Pre-Warning Letter*

21. Does the LA employ a range of appropriate and effective strategies to tackle all schools causing concern – including school to school support, the use of NLE's etc.

Evidence might include:

- *School feedback on Monitoring and Intervention Team*
- *Local Leaders in Education, National Leaders in Education*
- *Effective school to school brokerage*
- *Teaching school support*
- *HMI feedback/OfSTED feedback on LA support*
- *Report on Secondary Strategy Group*

22. Are schools clear about what is provided by the LA or brokered/commissioned from other sources?

Evidence includes:

- *School Service Guarantee*
- *Strategy for school Improvement*
- *LA statements of action set out the support clearly including the use of school to school support*
- *Teaching School website*
- *Leadership programme*

B. CAPACITY**23. Do LA officers have the appropriate skills and expertise to meet schools' needs? Are they credible and trusted by schools?**

Evidence includes:

- *SOG feedback and buy back*
- *Professional development programme for advisers*
- *HMI feedback/OfSTED feedback on LA support*
- *External review of School Improvement Support*

24. Does the LA have a comprehensive knowledge of best practice within and beyond the LA which is drawn from a wide range of sources?

Evidence includes:

- *Brokerage of Secondary and Primary NLEs, LLEs*
- *Brokerage of Teaching Schools*
- *Review of support programmes (Extra Mile, Teaching and Learning Programme)*
- *Brokerage of outstanding schools*
- *National College for Teaching and Learning (NCTL) programme of school to school support*
- *Consultancy offer*

25. Does the LA provide effective expert advice and differentiated training for headteachers, governors and middle managers?

Evidence includes:

- *Feedback on Leadership programme*
- *Feedback on governor support*
- *Scope of leadership programme*
- *NCTL leadership programme uptake*

26. Is performance management used effectively to develop and maintain high quality impact from the workforce?

Evidence includes:

- *Management Style Questionnaire (MSQ)*
- *PDAs*

27. Is leadership at all levels open to challenge and able to respond appropriately?

Evidence includes:

- *MSQ*
- *CYP survey analysis*
- *Service leadership team minutes*
- *Continuous Improvement Champion*
- *Staff Matter Group feedback*
- *Reports are to stakeholders through the Sounding Board, Diocesan/Church Authorities Liaison Group, Phase groups (LASSH, LASSHT, PHIL, LFNSH), Partnership Development Group, County Union Secretaries*

28. Do all staff feel valued and strive to achieve?

Evidence includes:

- *CYP survey analysis*
- *Continuous Improvement Champions feedback*
- *Staff Matter group feedback*

Education Scrutiny Committee

Meeting to be held on 5 November 2013

Electoral Division affected: All

Children and Young People not participating in a school setting

(Appendix 'A' refers to the Audit Scope Document on "Missing Children Themed Audit")

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Executive Summary

This report aims to update the Education Scrutiny Committee on the performance and progress around four of the teams working closely with groups of children and young people who are currently not participating in education in a school setting.

Sections of the report will refer to:

1. Work done to support children and young people who are "Persistently Absent" (PA) from school.
2. Work done to support children and young people who are "Permanently Excluded" from school.
3. Work done to support Gypsy Roma Traveller (GRT) children and young people who are not educated in school or electively home educated.
4. Work done to support children and young people who are "missing from education. (CME)

The report will also include information in Appendix 'A' on the themed audit that Directorate for Children and Young People (DCYP) is carrying out across this year around "missing children" and the connectivity of Local Authority and other partner services around supporting this broader group. It is envisaged that the findings of this themed audit will be reported back to various groups including the Lancashire Safeguarding Children Board and Education Scrutiny

Recommendations

The Education Scrutiny Committee is requested to note and comment on the report. The Committee is requested to receive a further report on the themed audit around "missing children".

Background and Advice

1. Persistent Absence (PA)

The use of Persistent Absence as a measure was introduced in 2006 and at that time related to pupils who had an overall absence rate of around 20 per cent or

more. This measure was reduced during the 2010-11 academic year to identify pupils who had an overall absence rate of around 15 per cent or more. This is measured as pupils having 38 or more sessions of absence (both authorised and unauthorised) across the Autumn and Spring Terms combined, or 46 or more sessions of absence over the whole school year (measured up to the summer half term break).

The local authority works to ensure that schools have a clear understanding of those pupils who are Persistent Absentees or are on track to become PA if their attendance does not improve. The Behaviour and Attendance Consultants (secondary phase) and School Attendance Consultants (primary phase and cross-phase special) offer advice to schools on whole school strategies to improve overall levels of attendance across the school profile, with a particular reference to vulnerable groups. They also advise schools on the use of the reporting options within the Schools Information Management System (SIMS) attendance module which allows schools to identify young people in those vulnerable groups whose attendance is becoming a cause for concern.

Funding has been devolved to secondary schools along with the responsibility for undertaking attendance related casework in order to support young people who are not attending – identifying barriers to education, implementing packages of support to overcome those barriers and facilitate engagement back into education, and where appropriate working in partnership with the School Attendance Service to challenge parents who are not fulfilling their responsibility to ensure their children receive an appropriate education.

For primary and special schools, the School Attendance Consultants offer case specific advice at an early stage to assist schools in managing low level attendance issues and the Pupil Attendance Support Team are also available to help schools who are experiencing more challenging cases of non-attendance on an individual casework basis.

The attendance service's legal team issues education related penalty notices on behalf of schools – both for low level truancy and in respect of unauthorised leave of absence (usually for family holidays), and also conducts legal proceedings (parental prosecutions in the Magistrates' Court, applications for Education Supervision Orders in the Family Proceedings Courts, etc).

In addition, the attendance service offers input to governor training to ensure governing bodies understand their responsibilities in respect of attendance and undertake register inspections as required to ensure schools are complying with the relevant legislation and regulations relating to attendance.

Although most PA pupils are out of school as a result of authorised absence, the child refusing to attend or a parent colluding with absences, there are also instances where children are found to be out of school as a result of unofficial exclusion. In many instances such unofficial exclusions are as a result of schools attempting to be supportive of children, young people and their families in often complex and challenging cases but where they are preventing children from attending school other than through the formal exclusion procedures, this is unlawful.

In April 2013 the Office of the Children's Commissioner (OCC) published a report on illegal exclusions from school ("Always Someone Else's Problem"). Although there are no formal statistics on unofficial exclusions, the OCC estimated that several hundred schools in England may be excluding children illegally.

Examples of unofficial exclusions identified in the report included:

- Pupils excluded without proper procedures being followed; exclusions are usually for short periods, but may be frequently repeated for the same child, meaning that this child misses substantial amounts of education (this includes pupils being sent home or told to remain at home for "cooling off", or whilst awaiting a reintegration interview)
- Pupils placed on extended study leave or part-time timetables, or on inappropriate alternative provision, so as to remove them from school (even where parents "agree")
- Pupils persuaded to leave their current school, either to move to another school or to be educated at home under threat of formal permanent exclusion should this course not be followed
- Schools failing to have due regard to their legal responsibilities regarding the exclusion of children with statements of special educational needs or looked after children
- Schools failing to fulfil their legal responsibility to provide alternative education for those excluded on fixed term exclusions of more than five days

Due to their nature no official data exist for unofficial exclusions but the attendance service works with colleagues from Pupil Access and the Children Missing Education teams to challenge such cases when they are brought to our attention.

Lancashire's attendance figures compare favourably with the national figures – over the last three years Lancashire has generally outperformed national figures for both Overall Absence and Persistent Absence in all phases and consistently reflect well compared to our statistical neighbours.

Primary (Whole Year Data (Half Terms 1-5))

School Year	LCC OA%	England OA%	LCC PA%	England PA%
2009-10	4.9%	5.2%	N/A*	N/A
2010-11	4.7%	5.0%	3.6%	3.9%
2011-12	3.9%	4.4%	2.6%	3.1%

*N/A – as PA data based on different threshold in subsequent years

Primary (Autumn and Spring Terms combined Half Terms 1-4)

School Year	LCC OA%	England OA%	LCC PA%	England PA%
2010-11	4.7%	5.1%	4.6%	5.2%
2011-12	3.9%	4.4%	2.8%	3.4%
2012-13	4.4%	4.8%	2.9%	3.6%

Secondary (Whole Year Data (Half Terms 1-5))

School Year	LCC OA%	England OA%	LCC PA%	England PA%
2009-10	6.7%	6.9%	N/A	N/A
2010-11	6.0%	6.5%	7.4%	8.4%
2011-12	5.3%	5.9%	6.0%	7.4%

Secondary (Autumn and Spring Terms combined Half Terms 1-4)

School Year	LCC OA%	England OA%	LCC PA%	England PA%
2010-11	5.9%	6.5%	8.3%	9.5%
2011-12	5.1%	5.7%	5.4%	6.8%
2012-13	5.3%	5.8%	5.5%	6.5%

Special Schools (Whole Year Data (Half Terms 1-5)**

School Year	LCC OA%	England OA%	LCC PA%	England PA%
2009-10	9.2%	10.3%	N/A	N/A
2010-11	9.4%	10.0%	15.7%	16.7%
2011-12	9.0%	9.6%	15.1%	16.3%

**Special school data is only available annually

Pro-active work with other teams

School Attendance Orders

The attendance service also works in partnership with the Children Missing Education (CME) team where the local authority believes children should attend school but parents are not making the necessary arrangements to ensure their children become registered. The attendance service's legal team will initiate School Attendance Order procedures to support the work being undertaken by CME to encourage parents to access provision and where necessary will issue School Attendance Orders and undertake proceedings in respect of non-compliance with any such orders.

Admission to Primary Schools

It has been recognised that increases in birth rates are currently putting pressure on local authorities in terms of managing admissions to primary schools. Although Lancashire has a good track record of meeting parental preferences, there are always a small but significant number of children who do not arrive at their allocated school at the start of the new school year. The School Attendance Service has worked with Pupil Access and the Children Missing Education Team to agree a protocol for managing such cases effectively. This protocol was introduced in September 2012 and has been further refined in September 2013. It ensures consistent advice is offered to schools by all relevant teams within the local authority

and allows us to support schools in managing admissions effectively and ensuring children do not go missing as a result of failing to take up the place offered at school even though they are not at that time of compulsory school age. This focussed approach also reduces the number of children who would meet the definition of PA even though they are not formally included in the official statistics.

For the first time, overall absence data was collected in respect of four year olds for the Autumn and Spring Terms 2012/13. For England as a whole, overall absence for four year olds in the Autumn and Spring Terms 2012/13 was 6.4% compared to a Lancashire figure of 5.3%. Lancashire was ranked first amongst its statistical neighbours and had the sixth lowest overall absence figure of all local authorities in England which is a very positive position as it is vital that children establish a regular pattern of attendance at school from an early age.

2. Permanent Exclusion.

Lancashire County Council Exclusion Trends - Schools and Academies Combined

Secondary

SECONDARY PERMANENT	2010 – 2011	2011 – 2012	2012 – 2013	Trend
NORTH				
1 LANCASTER	3	4	5	up
2 WYRE	23	11	11	down
4 FYLDE	23	6	6	down
SOUTH				
6 PRESTON	29	23	28	level
7 SOUTH RIBBLE	22	15	19	down
8 WEST LANCASHIRE	6	3	nil	down
9 CHORLEY	13	7	4	down
EAST				
11 HYNDBURN – RIBBLE VALLEY	13	14	13	level
12 BURNLEY	9	11	21	up
13 PENDLE	15	18	11*	down
14 ROSSENDALE	4	7	2	down
Totals	160	119	120	down

Key Points:

- The trend over the last 3 years has been a reduction in permanent exclusions in the majority of districts with an overall decrease in secondary permanent exclusions across Lancashire of 1% in 2012-13. In 2012-13 Preston remains one of the highest excluding districts with Burnley showing a marked increase in exclusions from previous years.
- There has been a 15% increase in permanent exclusions in academies - however this only represents an additional 3 exclusions.
- The decrease in exclusions is related to an increased use of the secondary Pupil Referral Unit (PRU) network in the provision of short term intervention programmes- mainly at Key stage 3 and the provision of full and part time alternative curriculum programmes offered within all PRUs for Key Stage 4

pupils. Some of the intervention programmes are commissioned by district schools and individual programmes for KS4 pupils are supported by funding from their mainstream school. This has resulted in the majority of pupils on roll in most PRUs being dual rolled with a mainstream school. For Key Stage 4 pupils this usually means all of their education is provided by the PRU, therefore they are not excluded but not being educated within mainstream.

- There has been a clear correlation identified between the exclusion of pupils with Special Educational Needs (SEND), assessed and unidentified, and the risk of exclusion. This is reflected in the number of young people within the PRUs who require statutory assessment. This is a national issue reflected in Lancashire at both secondary and primary level. There is a concern that changes within the DFE SEND processes could impact further on this.
- Since April 2013 Pupil referral Units have had delegated funding and responsibilities for staffing and are now longer managed by Local Authorities. However the responsibility for the provision of education for excluded pupils (and those out of mainstream school due to medical issues) remains with the LA. It is unclear at this point if this will have any impact on the education of excluded pupil. However, if the DFE proposal to shift responsibility for excluded pupils to mainstream schools is ratified, there may be a period of increased exclusions prior to the changes.

Strategies:

Lancashire is participating in the 3 year DFE National Exclusion Trial, due to end in July 2014. This is testing a proposal to shift the responsibility for permanently excluded pupils from the Local Authority to school. Five districts within Lancashire are taking part and providing a range of data to the DFE. Each district has agreed a collaborative intervention project for Key Stage 3 pupils, which has been delivered through their local PRU. Each district also has a Fair Access or Behaviour Panel system to manage moves, reintegration and access to intervention. These programmes are currently being evaluated for the Year 2012-13, but initial signs show a reduction in KS3 exclusions in these areas.

The development of Fair Access District panels, both within trial districts and others, has shown to have a generally positive impact on exclusion and rate of reintegration. This may be due in some part to the increased transparency between schools and a degree of 'peer' pressure.

The School Forum High Need Working Group has recently supported the setting up of a Task and Finish group, led by Inclusion Disability and Support Service (IDSS), to look into the relationship between SEND and exclusion in order to more thoroughly analyse the trends and issues within Lancashire and develop strategies to address those issues that are identified.

There are regular meetings of Pupil Access Team officers, Alternative and Complimentary Education and Residential Services (ACERS) Managers and Head Teachers of the PRUs, to discuss related issues across the authority and within areas. Data is analysed, trends discussed and good practice shared.

The Head Teachers of the PRUs are all active members of their district Head Teacher forums. Over recent years this has had a positive impact on raising the profile of exclusion issues and developing more positive working partnership between the PRU and mainstream schools

Primary

Primary Permanent	2010-11	2011-12	2012-13	Trend
NORTH	10	6	5	down
SOUTH	23	16	27	up
EAST	1	2	7	up
Totals	34	24	39	up

Key Points:

- The number of primary school exclusions in area south /central has, over the past 3 years been consistently higher than others areas/districts of Lancashire.
- The Social Deprivation Index identifies the East as the most socially deprived area of Lancashire

Strategies:

A research project was commissioned by ACERS in May 2013 around primary exclusions focussing on the South area where the majority of exclusions occur. The research involved interviews and information collections from 12 high and 12 low excluding Lancashire primary schools on the South area.

Three distinct themes were evident for the low excluders:-

- Culture (an inclusive culture set and promoted primarily by the head teacher)
- Communication (excellent with all local services)
- Multi Agency (pro active and collaborative working with all LCC services)

High excluding schools tended to give lists of what they considered the problems to be – largely focussing on external agencies and support. This pointed towards a blame culture and a lack of recognition of their responsibilities. They failed to recognise the opportunity for the school to be the positive focus and the hub of support and a solution.

Research identified possible solutions and alternatives to permanent exclusions; these suggestions came from both the high excluding schools and the lower excluding schools. An ACERS officer disseminated the above information and data to all South Area Head teachers.

ACERS consider that school governors needed to be aware of and to regularly review their discipline and behaviour policies. Overall however the issue was one of mind set rather than written policy.

The following strategies are being considered by the Behaviour Strategy Group as part of Lancashire's Behaviour Policy:-

- Provide emergency contact numbers for support and assistance schools experiencing difficulty with challenging pupils via Educational Psychologists , PRUs and Advisers
- Working together with other services to support the pupil and his/her family.
- Working more closely with Children's Centres
- Working on better pupil transitions from nursery to school
- Setting up Fair Access Panels for the primary schools in each area

The Ribblesdale area FAP (Fair Access Panel) reduced the permanents to nil for the Summer Term.2013. The possibility of applying this approach for other primary school clusters is now being considered e.g. Chorley and part of South Ribble. It was confirmed that head teachers who had participated in successful FAP panel arrangements were used as part of the introduction of these to new areas / clusters. There is much good practice evident in East and North Lancashire primary schools. Using this and drawing on head teacher experience to advise and support other schools is a clear resource, which is being investigated.

- Pupil Access Teams are working with PRUs to encourage all South area head teachers to contact Golden Hill PRU before permanently excluding a primary aged child
- The Behaviour Strategy Group is also working with schools in South Area to prevent exclusions
- IDSS have agreed to prioritise any pupil 'at risk of exclusion' in South Area
- Golden Hill PRU have developed excellent links with schools in south area , and offer support and intervention for pupils at risk of exclusion
- Continuous Improvement Team is working with schools to reduce exclusions via school advise

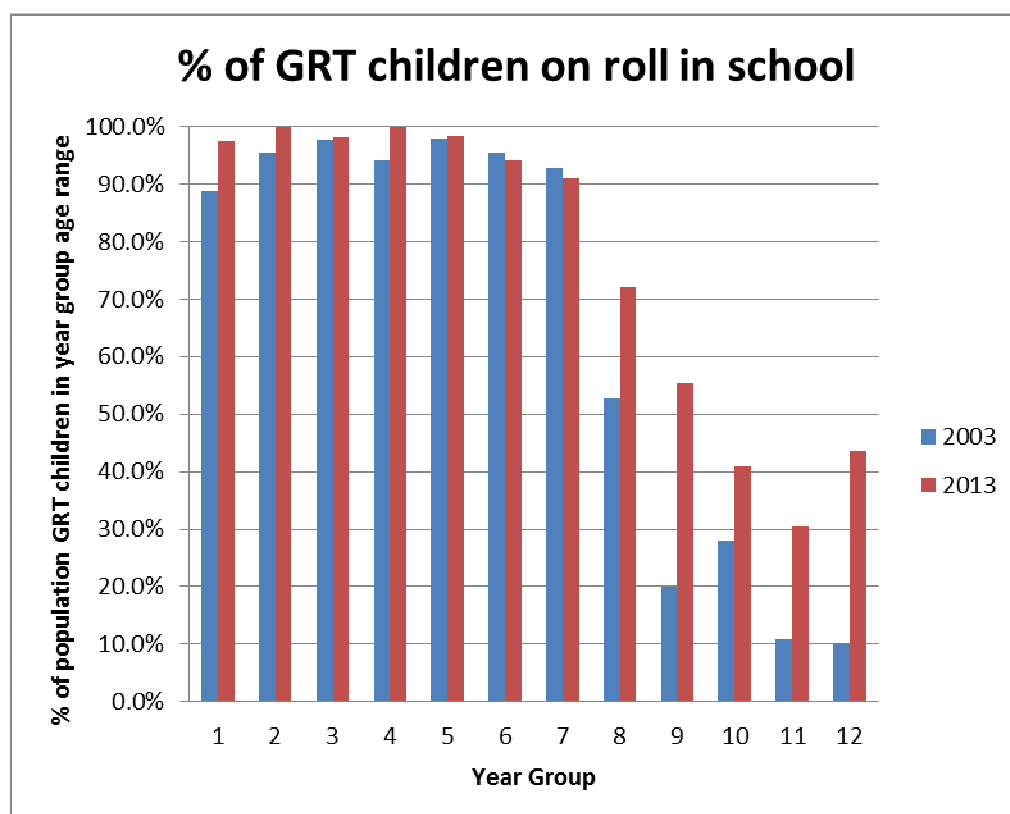
3. Local Authority support for the education of Gypsy, Roma and Traveller Children

Since the late 1970s, local authorities have had access to additional funding from central government to provide a Gypsy, Roma and Traveller (GRT) Achievement Service - a small team of teachers, teaching assistants and education welfare officers to provide additional support to schools and families to improve enrolment, attendance and achievement of children of Gypsy, Roma and other Traveller families.

Over recent years, funding from central government to local authorities to pay for Traveller Education services has been reduced and the emphasis has moved to focussing on supporting schools to raise attainment in the classroom. This change has been driven by a National Strategies programme that drew on the experiences of schools across the UK who had shown particular success engaging Traveller children and parents.

Attainment and attendance at school have risen (see data at end of report) - with Lancashire's results for GRT pupils slightly above the national average. However, around 120 school-age GRT children in the county are currently registered as being educated at home. These are families well-known to staff of the GRT Achievement Team over many years.

Change in uptake of school by GRT children between 2003 and 2013



Over the ten year period between 2003 and 2013, the numbers of GRT children attending school has risen in all year groups. There have been significant rises in uptake of pre-school provision (Year Group '-1' on the graph) and in transfer to secondary school. In 2003, those pupils who did not transfer were not registering for home education and avoided contact with LCC officers.

Change in % of GRT children out of school between 2003 and 2013

	2003		2013	
Key Stage	Number of pupils in school	Number of children out of school (%)	Number of pupils in school	Number of children out of school (%)
1	97	0 (0%)	99	2 (2%)
2	149	2 (1.3%)	188	6 (3.1%)
3	48	73 (60%)	77	52 (40.3%)
4	6	57 (90%)	26	60 (69.7%)

Outcomes at end of KS4

Only 22% (7 pupils) of Year 11-age GRT children known to the service are still attending school at the end of KS4. Of these, three disappeared in year before sitting GCSEs, the remaining 4 all achieved 5A*-E.

GRT secondary age pupils arriving in secondary school other than via normal transfer from secondary school sometimes choose to not self-ascribe as GRT - and so may be unknown to us unless a school highlights an issue.

Of the 32 Year 11 pupils not on school rolls at the end of Year 11, 7 had been supported to take up places on vocational courses at college or vocational units attached to secondary schools. Many more had expressed an interest in college attendance despite not having attended school.

There are several reasons why GRT families do not participate in education in a school setting:

1. Elective Home Education

Over the past ten years, considerable numbers of GRT families throughout the UK have chosen to elect to teach their children at home – usually when children reach secondary school age. Some families do this very effectively and their children make good educational progress. However many of these families find it difficult to provide or organise learning at a level appropriate to their children's needs.

2. Mobility

Relatively few GRT families are genuinely mobile for significant portions of the year. Many families who are seen on unauthorised encampments either on the highway or on private land have a permanent home or a pitch on a local authority or private site somewhere. They may be visiting for work or for family occasions. However, this mobility makes it easier to choose not participate in a school education setting. Some families will cite the '200 sessions rule' – a protection in law for families who have genuine reasons for mobility and where access to school cannot be secured.

3. Anonymity

It is relatively easy for a GRT family new to a county to give false information to visiting officers about the educational status of their children and so maintain anonymity and avoid their duties as parents. High mobility and short eviction times can make it difficult to build relationships with a new family and establish their family details.

Strategies:

The core strategy for dealing with avoidance of education by GRT families is close partnership between the services working directly with GRT families, namely:

Children Missing Education
Pupil Attendance Support
Young People's Service

Pupil Access
Elective Home Education
GRT Achievement Team

Intelligence about GRT children who have disappeared from school rolls or elected for home education is shared between all these teams. Children who are or not on home education and not on school roll are then immediately referred to the Children Missing Education team and their cases are reviewed and progressed at regular joint meetings between CME, Pupil Access and GRT Achievement.

Schools and colleges are increasingly taking the lead in developing approaches to engaging GRT young people before they join the roll of a school. Most Lancashire schools with numbers of GRT pupils belong to the Lancashire Schools GRT Achievement Network and have the opportunity to attend network meetings to share good practice. Developing new strategies to engage GRT children not participating in a school setting is a key agenda for the network.

Because of the high quality of trust between the service and GRT families, parents on the whole are happy to sustain engagement with the service, even when they have elected for home education. The GRT Achievement Service attempts to continue to track progress of GRT young people when they are not in school through voluntary engagement of families whose children are registered for Home Education.

Local Authority activity with GRT children not participating in education in a school setting in the last academic year

Activity in Academic Year 2012-13

Number of Year 7 children who failed to transfer	22
Number of Year 7 children elected for Home Education	21
Number of children Year 7 to 11 referred to Children Missing Education	16
Number of children Year 7 to 11 returned to school rolls	14
Number of children CME or Home Education leaving Lancashire area	8
Number of children Year 7 to 11 referred to EHE team	33
Number referred to Young People's Service for Targetted Youth Support	24
Number of children Year 10 and 11 on Home Education supported to access college placement or training	12

The following services now work together with schools to engage GRT young people in education:

- Children Missing Education
- Pupil Attendance Support Team
- Elective Home Education Team
- Young People's Service

Through this network, contact is maintained with around 95% of GRT children not participating in a school

All GRT children – whether in school or not – are tracked as a 'Virtual School' with the emphasis on providing support to maintain education progress. In practice, this means signposting parents to existing learning opportunities and developing new engagement activities in partnership with schools. School involvement is crucial as it maintains the connection with formal schooling and increases the likelihood of return to school roll.

A number of our key secondary schools are actively interested in this work as it enables them to have dialogue with parents and to display their support for these children even though the parents have not chosen education in a school based setting. Whilst the children are on home education, there are no concerns about impact on school performance and so there is a window of opportunity to engage GRT children in structured learning.

Successful initiatives over the past two years are as follows:

1. Access-2-Learning Groups
Voluntary access, structured learning group run for 2 hours during the school day. Over 30 GRT secondary young people on home education attended and made good progress at the group;
2. e-Distance Learning
Small pilot to extend school Moodle provision to make it accessible to a small number of GRT young people not on school roll;
3. Primary Head/Secondary Head/Parent and pupil meeting
A single meeting involving the head-teachers of the secondary school and feeder primary, the parent and the Year 6 child who were adamant that the child would not attend secondary school. The meeting secured all the reassurance the parent and child needed and allowed a tailored integration package to be constructed between the head-teachers. The parent was convinced by the commitment to meeting the needs of her child that she saw in the meeting;
4. Individual Pupil Plan
A voluntary shared education record is available for all GRT parents who do not chose a school based education setting. The record gives details of prior attainment whilst at school, suggested opportunities and targets and requests consent to share information with Young People's Service.
5. Practitioner Networks
The service has established a number of regular meetings in key areas which bring together practitioners is services working directly with GRT children and young people (including Children's Centres, health, police, Youth Offending Team, Young Peoples' Service, District Council leads on GRT issues and GRT voluntary groups) to share practice and co-ordinate activity.

4. Children Missing Education (CME)

The CME Team based in Chorley is an arm of the Pupil Access Team and has strong links to school admission and admission appeal issues (annual intake processes for primary and secondary schools and academies and appeal outcomes and offered places not being accessed).

There are established referral procedures with Pupil Access (linked to admission, appeal, and fair access protocol processes) and links to tracking and court officers and other teams and agencies (eg the Gypsy, Roma, Traveller Service – GRT).

The Team consists of 5 full time equivalent staff. They cover the whole of Lancashire and the nature of CME requires extensive liaison and partnership working with other agencies and across the County border.

During the school year 2012-13 there were a total of 1,447 referrals to CME. The breakdown by year group was as follows:-

<u>Primary</u>	<u>Secondary</u>
Rec 166	Yr7 104
Yr1 148	Yr8 143
Yr2 118	Yr9 129
Yr3 94	Yr10 125
Yr4 85	Yr11 179
Yr5 86	<u>680</u>
Yr6 70	
<u>767</u>	

There are two types of referral (and a split of around 50 / 50 in these over a year):-

- 1) Tracking – these are cases where the pupil is on a school or academy roll but their whereabouts is unknown.
- 2) Placement – where the pupil requires an educational placement

Tracking Referrals

Initial contact is with the last known address however this is not usually successful as the families have normally relocated. Investigations then include Council Tax checks, Experian, Health, Police and a Unique Pupil Number (UPN) national search. If the pupil is still not located then a joint protocol agreed with the police is followed. This involves calling a multi-agency meeting to move matters forward. The CME team are extremely successful in tracking pupils and only between 6 and 10 multi agency meetings involving the police were called during 2012-13.

Placement Referrals

CME accompany many parents and pupils to school and academy meetings to discuss and negotiate start dates. Without this support the families concerned would not follow up on offered appointments and pupils would remain CME and so require further resource input.

For secondary aged pupils CME identify and broker alternative provision, especially where a long gap in education and / or the pupil's previous record suggests that a mainstream placement is not likely to be successful. During 2012-13 CME arranged 78 alternative placements (76 for Yr11 pupils and 2 for Yr 10 pupils). Of these 19 were placed in Lancashire Short Stay Schools.

The majority of placements are for vocational activities with only the occasional pupil opting for a BTEC option. This is because most of the referred pupils have had long periods out of formal education when they are referred as CME.

College placements are also used as is National Teaching and Advisory Service support (NT&AS). This has been particularly useful in meeting the needs of Traveller pupils who have benefited from the focussed support available whilst being slowly re-integrated to a mainstream placement.

Funding for placements is predominantly re-claimed each February via the Department for Education's alternative education pro forma although some are also funded (usually short term) via a limited Year 11 and Vulnerable budget held by the Pupil Access Team.

Summary

The CME team work extremely well in tracking and placing the many referrals received annually.

The provision of a dedicated database would greatly assist and this will be examined as part of the corporate review of ICT applications which has recently commenced.

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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Reason for inclusion in Part II, if appropriate

N/A

Themed Audit Scope Document

<i>This section to be agreed before work commences – agreed by Steering Group 19/09/2013</i>	
Title of work	Missing Children Themed Audit
Requested / Commissioned by:	Lancashire County Council Directorate for Children and Young People
Background	<p>The purpose of this themed audit is to study incidents of all CYP who go missing in Lancashire, whether they are in the care system or not. It is intended to investigate, analyse, compare and contrast data to</p> <ul style="list-style-type: none"> • inform recommendations relating to existing practice to support improved outcomes for all CYP who may be at risk of going missing, and • inform revised guidance and enhance cross-service and multi-agency working practice. <p>However, the data held relating to Missing Children is currently fragmented and held by different services and across various agencies. The information held across Lancashire must therefore be collected, collated and analysed for compliance, quality and accuracy in order to provide a robust basis for informing future decision-making. The CYP who are the focus of this study are among the most vulnerable in our society; the current situation is not good enough. Lancashire recognises that it is unacceptable that involved services and agencies are reliant on data which is recognised as having significant gaps.</p> <p>This study aims to be the catalyst that allows us to begin to address the disparity, develop a consistent method for recording and sharing information, and put appropriate and timely preventative measures in place, combined with effective responses when incidents occur.</p> <p>The OFSTED report 'Missing Children' (February 2013) highlights that two thirds of the total number of people reported missing each year are children and young people. Further, CYP in the care system are three times more likely to go missing than those who are not in care. It is also an accepted fact that all CYP who go missing are more exposed to being at risk of CSE, becoming perpetrators or victims of crime or being drawn into drug and alcohol abuse.</p>
Objective of work / Problem definition / Reasons for work taking place	<p>Lancashire wishes to understand:</p> <ul style="list-style-type: none"> • How many CYP go missing each year; • Why certain CYP go missing recurrently • What the split is in terms of numbers re: those in residential care placements, those in foster care placements and those who remain in the family home;

Themed Audit Scope Document

	<ul style="list-style-type: none"> • Whether there are biases exacerbating identified risks e.g. gender, age groups, ethnicity, sexual orientation etc. • The overall reasons why CYP choose to run away and 'take their chances' alone in the world, rather than stay within a certain placement / home setting; • Are there any countywide peaks or troughs in reported incidents, e.g. seasonal changes (lighter nights / warmer weather)? • Are there any 'hot spots' within districts or the county as a whole that report higher levels of missing episodes? Why? What triggers are there, e.g. running away with a friend or sibling; a small number of CYP who skew the data due to extremely high incidents? • What cross-boundary issues are there for a county the size of Lancashire, and how are we tracking CYP who are placed out of area, or those that other LAs have placed within our boundaries? • What factors are likely to reduce incidents of CYP going missing? • How can we improve assessment measures regarding levels of risk? • What are the best options / methods for a preventative response to those assessed as being at risk, or for responding to those with an established history of going missing? • How can we ensure that reported unauthorised absences do not skew the data for those who go missing? • Identify the best established / most promising practice for reducing incidents of going missing; • What are the links between going missing and other difficulties already known to be factors in their lives? • How can we take account of the needs of all CYP to have a nurturing home environment and ensure that all residential children's homes are compliant with a standard that CYP would determine for themselves? • What roles do / should partner agencies play to best meet needs? E.g. health, police, education • What do CYP say they want /need to stop them from considering running away as their preferred option? Nobody runs away without a reason.
Link to service improvement / strategic objectives	<ul style="list-style-type: none"> • Improve cross-service working practices • Improve multi-agency partnership working • Develop a more cohesive and robust picture that can be reliably used to inform strategic priorities • Use the information strategically to influence the

Themed Audit Scope Document

	<p>realignment and targeting of limited resources to maximise positive impact</p> <ul style="list-style-type: none"> • Use the information to revise and refresh the QA framework / existing protocol regarding Missing Children • Improve outcomes for CYP identified as being at risk of going missing • Cognisance of consultations on Missing Children • Link to work of LSCB Missing Children Sub-Group
Brief description of process(es)	<p>This aims to be a change-orientated study, beginning with a deep-dive audit of a stratified sample of selected case files from across the range of placement types and CSC levels of intervention (n=70). The entire cohort will also be checked for previous CAF assessments. Following this, cross-service and multi-agency work will be undertaken, engaging key stakeholders in (semi-structured?) interviews, possibly using 'appreciative inquiry' (Liebling, Price and Elliot, 1999), and / or similar asset approach models; telephone and face-to-face interviews. The aim is to explore the key issues (above) from the perspectives of CYP themselves, and from professionals and practitioners directly engaged with the issues, and therefore, best able to effect change at the front line, thereby better protecting young people at risk. Detailed analysis at individual levels will be compared and contrasted across groups and localities where possible, resulting in a robust, replicable and detailed understanding of thematic issues across different groups.</p>
In scope	<ul style="list-style-type: none"> – All CYP assessed as being at risk of going missing / have already got a history of going missing
Out of scope	<ul style="list-style-type: none"> – Unauthorised absences – Families who go missing
Other parameters / variables	<p>'Push' factors:</p> <ul style="list-style-type: none"> - Rejection: children who are, or have been, cared for by extended family and or friends, including prior to becoming looked after - family conflict - domestic violence / domestic abuse at home - parental reports of behavioural difficulties in their children - family change, including lone and reconstituted families - truancy - many changes of address - episodes of going missing including established patterns prior to becoming looked after - CYP with insecure attachment(s) - Abuse / Neglect - 'Toxic Trio' <p>'Pull' factors:</p>

Themed Audit Scope Document

	<ul style="list-style-type: none"> - A positive choice by the CYP to be somewhere else - Drawn by external relationships e.g. boyfriend / girlfriend / peers - Groomed by sexual predators
Interfaces	<p>Directorate / Cross Service / Multi-Agency / VCFS / Youth Forum / Children in Care Council / Children's Society / MASH</p> <p>Use of designed materials:</p> <ul style="list-style-type: none"> - Specific audit tool developed - Questionnaire design (Likert Scale?) - Interview design - Quantitative data should compliment qualitative information and vice versa i.e. not perceived as antagonistic - Application of advanced social data analysis techniques, likely to include (but not limited to): <ul style="list-style-type: none"> o Multiple Regression (for correlational ranking of variables against criterion) o T-tests (for statistical significance at an accepted scientific level) o Analysis of Variance (ANOVA) as appropriate for comparison of groups – this may be useful to identify differences between an identified 'hot-spot' and another, seemingly similar, group or locality
Dependencies, Assumptions, Risks	<p>Avoid sampling bias – random selection provides representative samples only with large enough numbers, which may not be possible. Use of non-random selection techniques will be necessary e.g. stratified sampling by pre-defining the groups to be represented e.g.</p> <ul style="list-style-type: none"> - Missing episodes linked to CAF assessment - Missing episodes reported to the Police - CLA in residential placements - CLA in foster care placements - CYP who remain within parental care: <ul style="list-style-type: none"> o CSC referral cases o CSC Assessment cases o CSC CiN cases o CSC CP cases o CLA Placed Out Of County o CLA placed in Lancs - CYP who are not subject to statutory level interventions and remain within parental care; acknowledge that there is under-reporting within this category, but align with CAF information as far as possible re: efficacy of earlier intervention and support

Themed Audit Scope Document

	<p>-</p> <p>Validity – ensure methodology is robust enough to actually measure what is intended i.e. identify possibly spurious data and eliminate (e.g. unauthorised absences)</p> <p>Not inferring causality from positively correlated data - further analysis must be undertaken where such trends emerge</p> <p>Understand background to address any potentially confounding variables, e.g. historical data indicates poorer outcomes for CYP in residential care – ensure the perception is not that the care system is 'to blame' – it is often the case that recurrent and repeated episodes of going missing mean that a YP is placed in residential care.</p> <p>Generalisation: risk that the sample size may not be replicable or reliable enough to generalise results across the target population (external validity)</p>
Preferred timescales	Start September 2013 - Completion by end February 2014
Desired outcome(s) of work	<ul style="list-style-type: none"> • Improve outcomes for CYP identified as being at risk of going missing / history of episodes of going missing • Improve cross-service working practices • Improve multi-agency partnership working • Develop a more cohesive and robust picture that can be reliably used to inform strategic priorities • Use the information strategically to influence the realignment and targeting of limited resources to maximise positive impact • Use the information to revise and refresh the QA framework / existing protocol regarding Missing Children • Take account of DfE national recommendations with regard to missing children
<i>This section lists proposals & may be subject to change when work commences</i>	
Proposed methodology	See above – some details still to be determined as the cohort information emerges and is collated from a variety of sources.
Proposed service areas to be involved	<p>LCC Services:</p> <ul style="list-style-type: none"> - Safeguarding, Inspection and Audit Team - Children's Social Care - Children Missing Education - Young Peoples' Service - Children's Trusts – (Hannah Peake) - LSCB - Youth Justice

Themed Audit Scope Document

	<ul style="list-style-type: none"> - Fostering and Adoption - Youth Offending - Schools / education providers - MASH - WTWF (incl 'Troubled Families' list cross-ref) - Early Support – CAF assessments - Integrated Health Services – EHWB / CAMHS - Public Health – mental health for CYP <p>Partner Agencies:</p> <ul style="list-style-type: none"> - Police - Probation - Health - 3rd Sector
Auditors to be involved & in what capacity	<p>Cheryl Smith – Senior Auditor – Lead for overall work: Design, Methodology, Procedure, Analysis, Results, Findings, Recommendations, Final reporting</p> <p>Damian Fleming – Auditor – deep dive of individual cases, cross service interrogation and multi-agency working including meetings; initial findings / recommendations</p> <p>Jo Turner – Auditor - deep dive of individual cases, cross service interrogation and multi-agency working including meetings; initial findings / recommendations</p>

Version Control

No	Purpose	Author	Date
v1.0	Initial draft proposed scope and methodology	C Smith	28 June 2013
V2.0	Draft 2 incl CAF update and TM / SA input	C Smith	19 July 2013
V3.0	Final Version	C Smith	15 September 2013

Education Scrutiny Committee

Meeting to be held on 5 November 2013

Electoral Division affected: All

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

(Appendix 'A' refers)

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

Executive Summary

The report sets out the overall attainment in Lancashire schools at the end of Key Stages 2 and 4 in 2013. It is based upon provisional data which has not yet been validated. The results have been analysed at District level and show progress over the past three years.

Recommendation

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

Background and Advice

Key Stage 2

In 2013 the key measure at the end of Key Stage 2 was changed by the Department for Education. Whilst attainment in mathematics is still reported, attainment in reading and writing are now reported separately resulting in the removal of the measure which judged pupils' overall performance in English. In order to ensure that the 2013 results are comparable with results of previous years the proportion of pupils reaching Level 4 in reading, writing and mathematics has been calculated for the last three years. The unvalidated national results remained the same as in 2012 with 75% of pupils reaching level 4 or above in reading, writing and mathematics.

The key features of the 2013 Key Stage 2 results in Lancashire are as follows:

- The overall attainment in Lancashire rose when compared with 2012 in the end of Key Stage 2 tests and was 2% above the national average at 77%.
- Attainment in 8 districts was above the national average of 75% of pupils attaining level 4 or above in reading, writing and mathematics.
- Attainment increased in eight of the twelve districts in 2013.

- The greatest gains were made in Pendle, Chorley, West Lancashire and Wyre.
- The lowest attaining district was Burnley and it was 5.5% below the Lancashire average. Attainment in Burnley fell slightly compared with 2012.
- The proportion of schools where there was low attainment fell but schools where there were low levels of performance have established detailed action plans to raise attainment

Key Stage 4

According to unvalidated data the proportion of pupils gaining 5 or more A*-C grades at GCSE including English and mathematics rose by around 1% in Lancashire and nationally when compared with the 2012 performance.

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

- The overall attainment in Lancashire rose compared with 2012 and remained around 1% above the national average.
- Attainment was above the national average in 8 districts in Lancashire.
- In 2013 attainment increased in 7 of the 12 districts with the greatest improvement being made in Ribble Valley and South Ribble, both Districts which had seen a fall in attainment in 2012.
- The greatest fall in attainment was in Preston, Hyndburn and Rossendale.
- The lowest attaining District was Burnley which was around 16% below the Lancashire average. Attainment in Burnley fell in 2013 and the gap between Burnley and the local authority average grew.
- The attainment in schools where fewer than 45% of pupils gained 5 or more good GCSEs including English and mathematics in 2012 rose by over 5% in 2013.
- Detailed action plans are in place for all schools where there were low levels of performance.

Consultations

N/A

Implications:

N/A

Risk management

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

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Directorate/Tel
Interim Results for Key Stage 2 National Curriculum	September 2013	Jonathan Hewitt Directorate for Children and

Assessments in England,
2012/13

Young People
01772 531663

Reason for inclusion in Part II, if appropriate

N/A

Provisional Key Stage 2 Results, % Reading, Writing and Maths Level 4+

The following information is based on provisional data which has not yet been validated and does not include the results of re-marks requested by the schools. Individual school level data has not, therefore, been included in this document. This will be available in the performance tables which we expect to be published in December 2013.

District	2010/11	2011/12	2012/13	Diff to 2011/12	Diff to LA	Diff to Nat
Lancaster	66.0	75.6	74.7	↓ -0.9	↓ -2.3	↓ -0.3
Wyre	68.8	78.6	80.6	↑ 2.0	↑ 3.6	↑ 5.6
Ribble Valley	72.8	83.9	84.2	↑ 0.3	↑ 7.2	↑ 9.2
Fylde	72.3	79.3	80.9	↑ 1.6	↑ 3.9	↑ 5.9
Preston	68.6	77.3	77.6	↑ 0.3	↑ 0.6	↑ 2.6
South Ribble	72.3	77.2	75.5	↓ -1.7	↓ -1.5	↑ 0.5
West Lancs	71.5	76.9	79.0	↑ 2.1	↑ 2.0	↑ 4.0
Chorley	74.0	79.7	82.2	↑ 2.5	↑ 5.2	↑ 7.2
Hyndburn	65.2	73.1	73.3	↑ 0.2	↓ -3.7	↓ -1.7
Burnley	60.5	69.9	69.5	↓ -0.4	↓ -7.5	↓ -5.5
Pendle	60.9	69.0	72.8	↑ 3.8	↓ -4.2	↓ -2.2
Rossendale	72.1	77.6	76.2	↓ -1.4	↓ -0.8	↑ 1.2
Lancashire	68	76	77	↑ 1.0		↑ 2.0
England (LA)	67	75	75	→ 0.0		

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

The following information is based on provisional data which has been reported by individual schools. It has not yet been validated and does not include the results of re-marks requested by schools. Individual school level data has not, therefore, been included in the document. This will be available in the performance tables which we expect to be published in January 2014

District	2010/11	2011/12	2012/13	Diff to 2011/12	Diff to LA	Diff to Nat
Lancaster	66.9	61.7	63.8	↑ 2.1	↑ 2.9	↑ 3.7
Wyre	59.4	59.8	63.8	↑ 4.0	↑ 2.9	↑ 3.7
Ribble Valley	65.6	60.9	70.4	↑ 9.5	↑ 9.5	↑ 10.3
Fylde	63.8	63.3	64.6	↑ 1.3	↑ 3.7	↑ 4.5
Preston	63.1	62.8	57.4	↓ -5.4	↓ -3.5	↓ -2.7
South Ribble	65.0	58.0	64.4	↑ 6.4	↑ 3.5	↑ 4.3
West Lancs	57.2	62.5	62.1	↓ -0.4	↑ 1.2	↑ 2.0
Chorley	63.9	68.5	68.7	↑ 0.2	↑ 7.8	↑ 8.6
Hyndburn	59.7	61.4	56.7	↓ -4.7	↓ -4.2	↓ -3.4
Burnley	40.2	45.7	44.3	↓ -1.4	↓ -16.6	↓ -15.8
Pendle	50.4	48.2	50.7	↑ 2.5	↓ -10.2	↓ -9.4
Rossendale	63.0	64.6	60.8	↓ -3.8	↓ -0.1	↑ 0.7
Lancashire	60.1	59.9	60.9	↑ 1.0		↑ 0.8
England (LA)	58.4	59.0	60.1	↑ 1.1		

Education Scrutiny Committee

Meeting to be held on 5 November 2013

Electoral Division affected: None

Work Plan and Task Group Update

(Appendix 'A' refers)

Contact for further information:

Claire Evans 07917 836 698 (or 01524 382 976), Office of the Chief Executive,
claire.evans@lancashire.gov.uk

Executive Summary

The plan at Appendix 'A' summarises the work to be undertaken by the Committee in the coming months, including an update of task group work. The statement will be updated and presented to each meeting of the Committee for information.

Recommendation

The Committee is asked to note the report.

Background and Advice

A statement of the current status of work being undertaken by the Committee is presented to each meeting for information.

At the last meeting on 16 July 2013 members raised some interest in the following topics as possible future items for scrutiny and briefing notes are attached as follows:

- Nutrition in School - An overview of how the County Council and others are supporting families in providing good diet for their children - Annex 'A'
- Attainment of Young Offenders - Annex 'B'
- EU Commission study on newly arrived migrants, found at the following address:
http://ec.europa.eu/education/more-information/doc/migrants/report_en.pdf

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are not significant risk management implications.

Financial, Legal, Equality and Diversity, Human Rights, Crime and Disorder, Personnel, Property Asset Management, Procurement, Traffic Management, CIA (policies and strategies only):

N/A

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

Education Scrutiny Committee – Workplan 2013/14

Date of Meeting	Agenda Setting Meeting	Chair's Briefing Session	Topic	Author	Purpose/Key issues
Nov			"Missing" Children	Bob Stott, Ann Pennell, Stasia Osiowy	To consider: -Statistics for Lancashire in relation to missing cases -How effectively different agencies are cooperating in tackling the problems associated with children missing from education, school and /or healthcare - how O&S can contribute to further policy and service improvements
			Examinations Results (unvalidated)	Bob Stott	
March			Lancashire School Governing Bodies	Bob Stott, Helen BrownJohn, head-teacher (tbc), Chair of Governors (tbc)	A scrutiny of the effectiveness, impact, reach and value for money of the County Council's Governor Services, a traded service for schools. Assessment of levels of accountability and oversight of academies NB Take note of Education Select Committee report of July 2013
			School Term Dates and Holidays		To consider: -the appropriateness of delegated powers to schools to determine school term dates in supporting improvement in schools - the likely impact on families in Lancashire
			Examinations Results (validated)	Bob Stott	To consider in particular progress made in strengthening performance in English and maths.

Date of Meeting	Agenda Setting Meeting	Chair’s Briefing Session	Topic	Author	Purpose/Key issues
			Task Group Report: "Achievement of Pupils on Free School Meals"	Cllr Cynthia Dereli	Presentation of draft report produced by task group
July					

Task Group Summary

Name of Task Group	Completion Date and/or Committee Date
Attainment of Children Eligible for Free School Meals (tbc)	Early 2014

(to provide members with updated information following a report previously submitted to committee)

Briefing Notes Summary –

(to obtain outline information for consideration for inclusion within the workplan OR to provide members with updated information following a Committee meeting)

Name of Briefing Note	Date Due
Attainment of Gypsy/Roma/Traveller and impact overall on schools dealing with substantial transient pupil base	Jonathan Hewitt
Educational (and personal) attainment of Youth Offenders	November 2013
Services and support offered by LCC and others in improving diet and nutrition of pupils	November 2013
Attainment of 1 st generation economic migrant pupils and the capacity of schools to accommodate them and maintain standards for all	November 2013
Special Needs Schools – progress in tackling specific challenges eg. transport	

Potential Future Topics – (yet to be agreed)

- 14-19 Education
- Children in Care , educational (and personal) attainment – regular report
- Mentoring
- Improving educational attainment of youth offenders
- Govt requirements for additional services: impact on schools' capacity to deliver without impacting on academic teaching and learning standards
- Alternative and Complementary Education and Residential Services (ACERS)
- Elective Home Education
- Student Support
- Pupil Attendance

An overview of how the County Council and others are supporting families in providing good diet for their children.

The following is a summary based on a review of some of our key partnership plans, information provided from County Council Service websites and brief communications with Public Health colleagues.

There are more examples of activity which could be considered. Further work would have to be undertaken to bring this together to provide evidence of impact across all Partners. This could be provided working with Public Health who may be better placed to respond in the context of the commissioning arrangements for elements of the Healthy Child Programme.

How this links to our priorities

The [Children and Young People's Plan 2011-2014](#) which is the focus for the Lancashire Children and Young People's Trust partnerships includes the following priority: *Children and young people's health and wellbeing is improved through healthy lifestyle choices.*

The Children and Young People's Plan included the following actions:

Taking a multi-agency approach we will work with the Early Intervention team to develop projects which promote children and young people being of a healthy weight and;

Ensuring a multi-agency approach to:

- improve the route through services where there is high spend and high use so that services are integrated, more efficient and of better quality with improved outcomes.*
- commissioning and delivery of the healthy child programme with services working together more effectively to improve health and wellbeing outcomes of children young people and their families.*

The specific performance indicator included within the plan was to *reduce the prevalence of obesity in children aged 4 to 5 years old (reception class) and 10 to 11 years old (year 6) over each of the next three years.*

The developing priorities for the [Health and Wellbeing Board](#) in respect of "Starting Well" includes material obesity and the need to explore the development of healthy settings approaches within early years settings (eg Childrens Centres and nurseries)

Information on the health and wellbeing of children and young people in Lancashire can be found on the [Lancashire Joint Strategic Needs Assessment \(JSNA\) website](#)

The Healthy Child Programme

The overarching programme to support the Children and Young Peoples Plan priority is the Healthy Child Programme.

The Healthy Child Programme is a universal, preventive public health programme for all children and families, delivered through integrated partnership working, with targeted support where required. It delivers a coordinated & holistic programme to address all aspects of a child's health & development from 0-19 years.

The programme:

- Incorporates a schedule of screening tests, immunisations and developmental reviews
- Provides support, health promotion, information and guidance
- Is evidence based and follows NICE guidance
- Is universal for all children and families with targeted support
- The Healthy Child Programme is the early intervention and prevention public health programme at the heart of universal services for children & families
- Integrated services and partnership working are key to its success

The programme splits into 2 components. 0-5 years (including pregnancy) is led by Health Visitors. 5-19 years is led by School Nurses.

As part of the transfer of Public health responsibilities to the County Council, the Healthy Child Programme for 5-19 years is commissioned by Lancashire County Council from April 2013.

The Healthy Child Programme for 0-5 will be commissioned by Lancashire County Council from April 2015. Public health services for children aged 0-5 years (including health visiting, family nurse partnerships and much of the healthy child programme) are currently commissioned by [NHS England](#).

Further information on the Healthy Child Programme and the School Health Service is detailed on the embedded attachments.



Elected_Members_FI_NAL_v6.pdf



HCP 0-5 years.pdf



HCP 5-19 years.pdf

Examples of Activity

Lancashire Healthy Schools Programme

2012 saw the launch of a new Lancashire Healthy Schools Programme which built on the very successful original LHSP. The new programme offers a locally determined framework, as a traded service to schools, to guide practice in schools to enable self-improvement through a needs led and outcome based model to improve children and young people's health and wellbeing.

Be Active Eat Healthy

This is an overarching initiative developed by a multi-agency team aimed at Early Years settings, which aims to embed Healthy lifestyle choices within the settings and their community. It also features the Be Active Eat Healthy Award that settings can achieve if they can demonstrate that they are meeting certain standards with regards to healthy lifestyle choices.

Early Years Healthy Heroes is a childhood obesity prevention initiative aimed at 2-5 year olds and their families and this is one aspect of Be Active Eat Healthy. It builds on the original work of the school-age programme which was a multi agency initiative led by Lancashire County Council. Early Years Healthy Heroes has now been enhanced and adapted following input from colleagues within NHS including the Health Improvement Service within East Lancashire Primary Care Trust to be used with pre-school children and families.

Early Years Healthy Heroes been delivered to a minimum of 1,500 children with 250 additional families receiving the programme through informal groups and activities, and many more receiving the programme at home as part of outreach family support plans delivered by children's centres.

27 children's centre settings have now been trained by the Health Improvement Service who have also, provided the centres with resources to and continued mentorship and support.

LCCG Catering Services

LCCG Catering Services state that menus are planned to meet the rigorous standards for food in schools and are checked using a recognised programme to analyse nutrition. Catering Services also work with Lancashire Healthy Schools and support the Change 4 Life campaign.

LCCG support the Healthy Heroes programme for Early Years and primary schools. Within secondary schools, the *Express Café* offers students a 'Fresher, Fitter and Faster' eating experience at secondary school.

LCCG Catering Services are offered as a traded service to schools.

Improving the take-up of free school meals

We have undertaken a data matching exercise with District Councils which resulted in 900 more pupils receiving the free school meal they are entitled to. This work also brought more than £800,000 of additional funding into our schools, specifically aimed at improving their attainment.

Recipe for Health

Lancashire Trading Standards have developed the Recipe for Health Awards, aimed at catering businesses with a focus on healthy eating, the environment, and social responsibility.

Recipe 4 Health awards businesses at three levels - Bronze, Silver and Gold. At each level, businesses have to show they are compliant with food safety, food standards, licensing and age restricted sales legislation and have an awareness of healthy eating, environmental issues, allergens and alcohol issues.

CYPP Performance indicator

The 2012/13 annual review of the Lancashire Children and Young People's Plan reported that obesity amongst Lancashire pupils in reception class reduced, whilst there was a slight increase amongst year 6 pupils.

Measure	Good is	2009/ 2010	2010/ 2011	2011/2012 12	Target 2011/12	National Ave
Reduce the prevalence of obesity in children aged 4 to 5 years old (reception class)	Low	9.0% (08/09)	9.7% (09/10)	9.2% (10/11)	8.4%	9.4%
Reduce the prevalence of obesity in children aged 10 to 11 years old (year 6)	Low	17.0% (08/09)	17.6% (09/10)	17.7% (10/11)	15.8%	19%

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Briefing for Education Scrutiny Committee on attainment of young offenders

Introduction

The purpose of this report is to inform the Education Scrutiny Committee of the educational and skills attainment of young offenders.

Background

The Lancashire Youth Offending Team (LYOT) works with young people aged 10-17 years involved in the criminal justice system. Children and young people within the youth justice system are more likely to have a multiple characteristics that place them at risk of offending and reoffending. Currently, LYOT has a total of 435 young people open to them as current cases, 307 of these are of school age (10-16 years) and 128 over school age (17 years). The YOT has a primary role to advocate and broker access to ETE (Education, Training and Employment) both strategically and on behalf of individual young people. The YOT assess all young people using Asset Assessment. This is a structured assessment tool used by all Youth Offending Teams in England and Wales on all young people who come into contact with the criminal justice system. It aims to look at the young person's offence or offences and identify a multitude of factors or circumstances which may have contributed to such behaviour.

There is a section in Asset on education training and employment that flags up educational underachievement. This assessment is completed by a YOT case manager often in consultation with a specialist YOT education worker or a seconded YPS worker. It draws on evidence from a number of sources including education records such as test/exam results, educational plans (in particular statements of education need and personal education plans for young people in the care of the local authority), school/college reports, records of achievement/progress files, interviews/discussion with young people, their parents/carers and other professionals such as teachers/tutors. The assessment would also include how many hours of ETE are arranged each week and is there evidence of non-attendance. Other non attendance may include ill-health, carers deciding to keep the young person away from school, lack of transport/poor accessibility, bullying in the school work workplace. Once all the factors have been evidenced the rate the extent to which the young person's education, training and employment is associated with the likelihood of further offending is considered using a rating of 0 – 4 (0 being no problems and 4 being severe problems). An example of a rating from 1-2 would be that offending may sometimes be linked to non-attendance, but not consistently. An example of a rating of 3 or 4 would be when most of his/her offending occurred when she/he is not attending school/college/training/employment. Following the

assessment an intervention plan is drawn with the young person and their parent/carer to translate the problems identified in Asset into realistic programmes of work. Practitioners will ensure that any intervention to address a young person's needs in relation to ETE takes into account the multiple needs associated with ethnicity, disability and any special education needs presented. The plan sets SMART (specific, measured, achievable, realistic, timebound) targets for the young person and identifies key personnel to help the young person achieve the targets.

Work being undertaken in LYOT to support attainment

YOT education and YPS workers are responsible for monitoring and coordinating training, education and support services for young offenders. They also link into schools, colleges and/or training providers and work with pupils to help prevent involvement with crime or exclusion from school, college or training. Their work with young people varies from case to case depending on circumstances and need. Examples of their activities includes:-

- regular meetings in schools, colleges & training providers sharing up to date information regarding offences, orders, interventions and assessments.
- Access the IMPULSE Education Database, to input details of involvement with YOT and to access education history/information to assist in YOT interventions
- Sharing information regarding young people who are assessed as high risk of harm of vulnerability and managing that risk in the school, colleges and training establishments.
- Informing schools, colleges & training providers when a young person is alleged to have committed a sexual offence and working with the Safeguarding Officer to manage risk
- Annual consultation with the chair of LASSH in reviewing YOT/Secondary School working agreement and getting this signed off with individual schools each year
- Provide YOT workers and report writers with up to date information from schools and education providers
- Ed Reps attend the ACERS/SEN Reintegration Panel Meetings providing information and highlighting young people known to our service within this forum.
- Securing ETE provision for young people being released from custody
- Sharing information with the secure estate via the ASCL protocol
- Promoting restorative approaches in schools as a means of resolving conflict
- Preparing young people for the reintegration into school, college or training providers and assessing factors contributing to the breakdown of initial provision
- Co-ordinating Volunteer Mentors - matching them to young people who need support

Identification of key challenges

Engaging young people known to LYOT in suitable ETE can be a challenge, however, participation in school and college and attainment of work-related skills are major protective factors in offending and reoffending. Children and young people within the youth justice system are more likely to have multiple and associated needs that place them at risk of offending and reoffending. LYOT practitioners are therefore mindful of the fact that the young people they supervise have characteristics which may include low self-esteem, behaviour or emotional problems, mental health difficulties, poor social skills which sometimes because of their presenting nature may have to take priority over addressing their ETE needs. They are also often very chaotic resulting in unstable accommodation, moving from area to area or being sanctioned to custodial sentences all of which can disrupt their ETE provision. ETE therefore cannot be viewed in isolation from other relevant matters in a young person's life.

Work also has to be sometimes undertaken with a parent/carer to encourage them to support the young person which again can prove challenging particularly when they themselves have a negative attitude towards ETE.

Providers can often show resistance to young people who have associated risk factors or a criminal record which requires a YOT practitioner to not only advocate on their behalf but assist the provider in putting an adequate risk assessment in place to manage presenting issues. Providers cannot always meet the needs of young people open to LYOT because of their presenting needs they do not often fit into their main stream full time provision which leaves LYOT practitioners struggling to find suitable provision.

Statistics

Following the discontinuation of nationally mandated ETE targets from the Youth Justice Board, LYOT has worked to create realistic and challenging ETE measures to inform the local management board and other relevant agencies. The emphasis is on 'distance travelled' while a young person is known to the YOT and maintenance of educational placement to improve outcomes for children and young people.

Local Performance Measures

Due to the demise of the 'old' national measure, Lancashire YOT has worked with our partners to develop a new measure for ETE. For all orders ending in the period, the new measure will compare:

- Start and end hours for ETE to determine whether there has been an improvement;

- Start and end ASSET score for ETE to determine whether there has been an improvement.

TARGET 1: Of all young people starting a YOT programme in EET, ensure that no more than 20% end their programmes as NEET.

TARGET 2: To target all NEET starting YOT programmes to achieve 10% in EET at the end of the programme (this in line with a national trends).

This measure will enable subtle improvements in attendance to be demonstrated together with improvements in ETE assessments scores. As it is a local measure however, it will not be possible to draw a direct comparison with other YOTs.



ETE Local
Measure 2012-20:

Current YOT performance in relation to the 2 NEET targets is extremely good. The YOT are currently exceeding target levels for:

- ensure that no more than 20% end their programmes as NEET;
- To target all NEET starting YOT programmes to achieve 10% in EET at the end of the programme.

Julie Cummins, Service Manager

Mukthar Master, Performance and Information Manager

Lancashire Youth Offending Team, 29 August 2013