

## Lancashire County Council

### Education Scrutiny Committee

Tuesday, 21 October, 2014 at 10.00 am in Cabinet Room 'C', County Hall,  
Preston

#### Agenda

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

No.	Item
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1.	<b>Apologies</b>
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2.	<b>Disclosure of Pecuniary and Non-Pecuniary Interests</b>
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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.	<b>Minutes of the meeting held on 15 July 2014</b>	(Pages 1 - 6)
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4.	<b>Lancashire School Term and Holiday Arrangements from 2016/17</b>	(Pages 7 - 14)
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5.	<b>A summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level.</b>	(Pages 15 - 20)
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6.	<b>A summary of partnership arrangements amongst Lancashire schools.</b>	(Pages 21 - 24)
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7.	<b>Work Plan 2014/15</b>	(Pages 25 - 30)
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8.	<b>Urgent Business</b>
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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 the 24 March 2015 in Cabinet Room 'C' at County Hall, Preston.

I Young  
County Secretary and Solicitor

County Hall  
Preston

# Agenda Item 3

## Lancashire County Council

### Education Scrutiny Committee

**Minutes of the Meeting held on Tuesday, 15 July, 2014 at 10.00 am in Cabinet Room 'C' - County Hall, Preston**

#### **Present:**

County Councillor Cynthia Dereli (Chair)

#### **County Councillors**

P Buckley	B Murray
C Crompton	S Perkins
B Dawson	M Perks
M Devaney	D Stansfield
Dr M Hassan	B Yates
C Henig	

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

Miss Teresa Jones, Representing RC Schools  
Mr John Withington, Representing Parent Governors  
(Primary)

#### **1. Apologies**

Apologies were received from co-opted members Janet Hamid, Fred Kershaw and Ken Wales.

County Councillors Mike Devaney, David Stansfield and Barrie Yates attended in place of County Councillors Keith Iddon, Anne Cheetham and Susie Charles respectively for this meeting.

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

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

#### **3. Minutes of the meeting held on 17 June 2014**

The minutes of the meeting held 17 June 2014 were presented and agreed as an accurate record.

The Chair referred also to the minutes of the meeting held on 11 March 2014, which had previously been agreed. She drew attention to the item relating to Lancashire School Term and Holiday Arrangements following which it had been resolved that:

- i. "Schools across the County be consulted on the school term and holiday pattern and a report brought back to the October meeting of the Committee
- ii. A report on the work of the School Attendance Service be brought to a future meeting of the Committee."

The Chair clarified that the intention had not been to consult with all schools, but to take soundings from some schools and other interested parties. The Committee agreed that the minutes be amended to reflect this.

**Resolved:** That,

- i. The Minutes of the meeting held on 17 June 2014 be confirmed as an accurate record and signed by the Chair.
- ii. The minutes of the meeting held on 11 March 2014 be amended to reflect the intention to take soundings from some schools and other interested parties on the school term and holiday pattern and a report be brought back to the October meeting of this Committee.

#### **4. Lancashire Learning Excellence**

The Chair welcomed officers from the Directorate for Children and Young People:

- Bob Stott, Director for Universal and Early Support Services;
- Stan Johnson, Head of Development and Innovation; and
- Jeanette Whitham – Head of Schools HR Team.

The report provided an update on the school facing traded services which were delivered by the county council to education providers within Lancashire and beyond the county. Lancashire had a long history of delivering high quality services to support schools and other educational providers in delivering to children and young people.

It was explained that the 2011 Education White Paper "The importance of teaching" stressed that local authorities should develop a new relationship with their schools around delivering services. Lancashire undertook a major review with all school partners across the Autumn of 2011 and Spring 2012 focussing on the types of traded services which were valued and which schools wanted the county council to deliver. That consultation led to a refinement in the services that were offered through Lancashire Learning Excellence and the way in which services were presented through the schools portal.

The report focused on traded services delivered under the Lancashire learning Excellence "umbrella" as well as those delivered by the Schools Human Resources Service.

Traded services were a key aspect of the support given to schools within the county to improve outcomes for children and young people.

Mr Stott briefly took the Committee through the report, which set out details of Governance arrangements, delivery of services outside Lancashire and statistics which illustrated traded activity in 2013/14 including outcomes.

Jeanette Whitham explained that the Schools Human Resources Team was a centrally funded service, delivered free to maintained schools and was available to academies and schools outside the county council boundary on a traded basis.

Members raised a number of comments and questions the main points of which are summarised below:

- It was confirmed that, as with other services within the county council, traded services were looking to make efficiencies in an inflationary market; increased income would be regarded as a saving; traded services were run similar to a business and costs / processes were constantly being challenged.
- It was acknowledged that there was potential for demand for traded services to increase; the Committee was assured that there was capacity to deliver increased demand through secondments from schools.
- One member emphasised that Voluntary Aided schools would struggle without the excellent service provided by the county council in challenging circumstances.
- The county council was confident that schools would continue to use human resources services based on the competitive advantage they were able to offer.
- It was confirmed that fees were graded according to the size of school, but there was a minimum figure chargeable which could make the service more expensive per pupil for particularly small schools.

The Chair thanked officers for the report and presentation and congratulated them on providing a service which was clearly making a positive difference.

**Resolved:** That a further update report be brought back to the Education Scrutiny Committee at an appropriate point in 2015.

## **5. Lancashire Youth Council Consultation Report**

The Chair welcomed officers from the Directorate for Children and Young People:

- Bob Stott, Director for Universal and Early Support Services;
  - Kirsty Houghton, Development Worker for Youth Engagement;
- and also
- Hal Meakin, (young person) Member of the Youth Council for Lancashire County Council.

The report explained that, in September 2013, the Chair of the Education Scrutiny Committee had asked members of Lancashire Youth Council to carry

out a consultation that would enable them to identify any barriers to education that young people faced.

It summarised the findings from a consultation carried out by the Youth Council, which indicated that young people were facing a number of issues that were seen by them as barriers to learning, many of which were already being addressed both within the education establishment and by external partners and organisations.

Education Scrutiny Committee was being asked to consider and comment on the findings of the consultation and in particular on the three recommendations identified by the Youth Council, set out in the report.

By way of introduction, the Committee received a brief overview of the structure and role of Youth Councils both nationally and locally. Members suggested that a bite size briefing to present this in more detail be arranged for the benefit of all members. Bob Stott undertook to take it forward with the Member Development Manager.

Hal Meakin briefly explained how the Lancashire Youth Council had developed the questionnaire and he summarised the findings from the responses received. He then explained that, based on those findings, the Youth Council had recommended that further work be done to identify specific needs that young people may have to overcome barriers to learning as set out in the report and below:

- 1) Further awareness raising should be undertaken to ensure that young people, schools and colleges are familiar with the work of the Youth Council campaign on Emotional Health and Well-being and the work of Pulse (Children and Young People's Health and Wellbeing Board) on 'Life's up's and Downs'. These campaigns and initiatives are working to raise awareness of the issues affecting young people, offer support and advice and remove the stigma surrounding mental health issues.
- 2) Further consultation should be undertaken with a larger sample group, perhaps focusing on specific groups of young people such as particular age groups/gender groups. Additionally further work could be done with the groups of young people who were already consulted with to look at what may already be available or could be provided to support these young people and their education establishments in overcoming the barriers they face.
- 3) Lancashire Youth Council felt that it may also be beneficial to share the consultation findings with LASSH (Lancashire Association of Secondary School Heads) and the Lancashire College Principal's groups so that they can be made aware of the issues and help that young people felt they needed throughout their education. They could also be reminded about initiatives such as the Bullying and SRE Charter and be encouraged to promote services which young people can access for support.

Members acknowledged that mental health issues were well recognised as a barrier to learning and that factors such as the rapid growth of social media had led to the emergence of many complex issues with potentially serious outcomes for young people. During the course of the discussion, members supported the Chair's suggestion that a task group would be helpful to investigate the issues in more detail and support the work of the Youth Council. It would be important to carefully scope the task group and consider the timescales to ensure that it did not become unwieldy.

**Resolved:** That,

- i. The Youth Council, Kirsty Houghton, Development Worker for Youth Engagement, and John Gordon, Head of Integrated and Targeted Support for Young People, be thanked for their important work;
- ii. County council officers be asked to consider the three recommendations of the Youth Council, as set out in the report now presented, and report back to the Education Scrutiny Committee on action taken;
- iii. A task group be established to investigate issues around emotional health and wellbeing of young people as a barrier to learning, and support the work of the Youth Council in this connection.

## **6. Report of the Pupil Premium and Attainment Task Group**

At its meeting on 16 July 2013, the Education Scrutiny Committee had considered a report on the Educational Attainment of Pupils eligible for Free School Meals (FSM). The Committee resolved to establish a task group to explore the issues and begin to identify possible actions.

County Councillor Dereli chaired the task group and now presented it to the Committee. In doing so she thanked all who had contributed to the work of the task group and said how impressed the task group had been with the head teachers they had met during their investigations.

The recommendations of the task group were supported by the Education Scrutiny Committee.

The Chair accepted a suggestion that the task group report be regarded as a 'living document' and Bob Stott, Director for Universal and Early Support Services, undertook to raise with Jonathan Hewitt, Head of Quality and Continuous Improvement, how further examples of good practice could be included.

**Resolved:** That,

- i. An initial response from the cabinet member for Children and Young People be provided to the Committee at its next meeting in October;

- ii. A checklist or guidance for schools' leadership and governors as set out at recommendation 7 be provided to the Committee at its meeting in March 2015; and
- iii. A full response from the Children and Young People be provided to the Committee at its meeting in March 2015.

## **7. Work Plan and Task Group Update**

Appendix A to the report now presented set out a draft work plan for the Education Scrutiny Committee, including current Task Group reviews. It would be updated to take account of decisions taken at this meeting:

- **Lancashire Learning Excellence** – a further report be provided to the Committee in 2015.
- **Lancashire Youth Council Consultation Report** – a response to the Youth Council's recommendations be provided to the Committee in 2015.
- **Pupil Premium and Attainment Task Group** – Cabinet Member response to be provided to the Committee (especially recommendation 7) in March 2015

**Resolved:** That the report, as updated above, be noted.

## **8. Urgent Business**

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

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

It was noted that the next meeting of the Committee would be held on Tuesday 21 October 2014, at 10:00am, County Hall, Preston.

I Young  
County Secretary and Solicitor

County Hall  
Preston



# Agenda Item 4

## Education Overview and Scrutiny Committee

Meeting to be held on Tuesday 21 October 2014

<b>Electoral Division affected:</b> All
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## Lancashire School Term and Holiday Arrangements from 2016/17

(Appendix A refers)

Contact for further information:

Bob Stott, Director of Permanence Protection and Schools, Directorate for Children and Young People.

01772 531652

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

### Executive Summary

The report provides the background and presents a summary of the responses received from key groups regarding the future arrangements for the Lancashire School Term and Holidays.

### Recommendation

The Education Overview and Scrutiny Committee is asked to confirm that the Authority continues with the practise that Lancashire County Council negotiates and agrees a framework with the recognised Teacher Associations and Diocesan/Church Authorities based on the principles of the Standard School Year.

This would be commended to all Lancashire schools.

### Background

Since the 2006/07 academic year Lancashire County Council has adopted a school term and holiday pattern known as the 'Standard School Year'. The Standard School Year was commended to all local education authorities (LEAs) by the Local Government Association (LGA) several years ago following proposals put forward by the Independent Commission on the Organisation of the School Year. The LGA believed that a standardised school year which had terms of roughly equal length, was predictable from one year to the next, and was consistent across LEA boundaries produced a better environment for both pupils and teachers. The LGA also believed that the Standard School Year provided a clearer pattern for parents/carers who would no longer need to face the problems of sporadic holidays and clashes caused by children attending schools with different holiday patterns.

Following consultation with schools and other relevant partners (which included the recognised Trade Unions, Diocesan/Church Authorities, Lancashire Association of School Governing Bodies) in June 2005, the Cabinet Member decided to adopt the Standard School Year recommended by the LGA and this was introduced for the 2006/07 school year and this has been followed by Lancashire ever since.

Each year the recognised Teachers Associations and Diocesan/Church Authorities are consulted on the pattern before it is published to all schools. Under the previous legal framework all community and voluntary controlled schools have been required to follow the pattern. The Standard School Year pattern was commended to voluntary aided and foundation schools and, in the main, the pattern has been followed. In recent years a number of schools have academised and again most of these establishments have followed the Lancashire pattern.

### **Future Arrangements**

A De-Regulation Bill (Bill 162 2013/14) to reduce the legislative burdens on businesses and public authorities is currently moving through the Parliamentary Stages. It is currently in the in the Committee Stage of the House of Lords, but the line by line examination of the Bill is yet to be scheduled. An enquiry was sent to the Department for Education (DfE) to clarify the effective date if the Bill becomes law. The response from the DfE was:

'In September 2015 the School Review meeting will take place. Following this meeting, we have been advised that community schools may have the opportunity to set their own term dates, should they wish to.

Until then, it is the local authority who determines the term dates in community schools and voluntary aided schools which are managed by the governing body.'

In summary, the Local Authority will determine the dates when the school terms and holidays are to begin and end for community and voluntary controlled schools until:

- a) the De-Regulation Bill becomes law;
- b) the School Review meeting takes place and
- c) Section 32 of the Education Act 2002 is repealed, in relation.

In the case of foundation and voluntary aided schools, the Governing Body are responsible for determining when the school term and holidays are to begin and end.

It is emphasised that whatever the outcome of the Bill the following legal requirement will remain for all schools:

The Education (School Day and School Year) (England) Regulations 1999 (SI 1999 No. 3181) requires all schools to have at least 380 half-day sessions (190 days) in each school year. This is consistent with the 195 days a year required by a teacher's statutory conditions of service: the additional five days being for in-service training.

It was agreed by the Children and Young People Directorate Leadership Team that for 2014/15 and 2015/16 Lancashire will continue to determine the School Term and Holiday pattern based on the Standard School Year principles for community and voluntary controlled schools. The patterns would be commended to voluntary aided and foundation schools. The Standard School Year principles are to:

- start the school year on a date as near as possible to the 1 September;
- equalise teaching and learning blocks (roughly 2 x 7 and 4 x 6 weeks);
- establish a two-week spring break in early April irrespective of the incidence of the Easter bank holiday;
- maintain a summer holiday of at least six weeks;
- identify and agree annually designated periods of holiday, including the summer holiday, where head teachers are recommended not to arrange teacher days.

This approach was supported by the Diocesan/Church Authorities and the teacher associations following consultation.

Appendix A highlights the implications should Lancashire County Council not negotiate and agree the School Term and Holiday framework from September 2016.

### **Responses to the Soundings Taken from Representative Groups**

At the Education Overview and Scrutiny Committee held on 11 March 2014, it was agreed that soundings would be taken from key representative groups. During the summer term the representative bodies, listed below, were contacted and responses were requested by the start of the new term:

- County Union Secretaries
- Diocesan/Church Authorities
- Schools' Forum
- LASGB (Lancashire Association of School Governing Bodies)
- LASSH (Lancashire Association of Secondary School Headteachers)
- PHiL (Primary Heads in Lancashire)
- LaSSHTA (Lancashire Special School Headteachers Association) and PRUs/Short Stay Schools
- Nursery Federation
- Academy Principals

The representative groups were given two options should the Deregulation Bill become law and the Secretary of State/School Review meeting determine the start date of the new arrangements.

1. To continue with the practise that Lancashire County Council negotiates and agrees a framework with the recognised Teacher Associations based on the principles of the Standard School Year. This would be commended to Lancashire schools. However, should a school decide not to adopt the pattern, the school could be liable for any additional charges as set out in the Scheme for Financing Schools Section 6.2.10.

Under Section 6.2.10 of the 'Scheme for Financing Schools' the school budget may be liable to meet Additional transport costs and other costs e.g. in connection with contracts for the provision of meals, incurred by the authority arising from decisions by the Governing Body on the length of the school day, where applicable term dates and failure to notify the authority of non-pupil days, resulting in unnecessary transport costs and other costs.

2. That schools negotiate their own school term and holiday dates ensuring that they meet the requirements of The Education (School Day and School Year) (England) Regulations 1999 (SI 1999 No. 3181). This requires all schools to have at least 380 half-day sessions (190 days) in each school year. This is consistent with the 195 days a year required by a teacher's statutory conditions of service: the additional five days being for in-service training.

There have been no responses received from:

- LASGB (Lancashire Association of School Governing Bodies)
- LASSH (Lancashire Association of Secondary School Headteachers)
- Academy Principals

All other representative groups have asked the Education Overview Scrutiny Committee to continue with the practise that Lancashire County Council negotiates and agrees a framework with the recognised Teacher Associations based on the principles of the Standard School Year. However, it was requested that all attempts should be made during the consultations with the Unions to avoid 'part weeks' for the beginning and end of the academic year.

## **Consultations**

- 10 May 2012 - proposed patterns for 2014/15 and 2015/16 shared with Diocesan/Church Authorities representatives;
- 21 June 2012 - proposed patterns for 2014/15 and 2015/16 shared with County Union Secretaries. An agreement that schools be asked to comment on the proposed patterns, via their Diocesan/Union representatives;
- 4 July 2012 – posting on the Schools' Portal requested that schools advise their Union/Diocesan representatives of any issues/concerns they had in respect of the proposed patterns for 2014/15 and 2015/16;
- 19 July 2012 – the Diocesan/Church Authority representatives were advised of the posting to schools on the 4 July 2012 requesting that if schools had any concerns regarding the proposed 2014/15 and 2015/16 patterns they should contact their Diocesan/Union representative;
- 20 September 2012 – the County Union Secretaries reported a nil response to the Schools' Portal consultation regarding the proposed patterns;
- 27 September 2012 - the Diocesan/Church Authorities reported a nil response to the Schools' Portal consultation regarding the proposed patterns;
- 18 October 2012 – the proposed patterns for 2014/15 and 2015/16 were approved by the Director of Universal and Early Support Services;

- 6 November 2012 – the agreed patterns for 2014/15 and 2015/16 were published on the Schools' Portal and the Lancashire County Council website.

**Implications:**

The implications are shown in Appendix A.

**Risk management**

N/A

**Local Government (Access to Information) Act 1985**

**List of Background Papers**

Paper	Date	Contact/Directorate/Tel
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N/A

**Reason for inclusion in Part II, if appropriate**

N/A



## **Lancashire School Term and Holiday Arrangements from 2016/17**

### **Implications should Lancashire County Council not negotiate and agree the School Term and Holiday Framework from September 2016.**

#### **a) Schools**

The Governing Body would need to negotiate with other local schools, staff, the unions and Dioceses/Church Authorities (as appropriate). Given the freedom to negotiate and set their own patterns, schools in Burnley /Pendle may decide to return to the wake weeks patterns that have been eradicated since the academic year 2005/06.

#### **b) Home to School Transport**

This is a significant concern for the Local Authority should the Framework and control be removed. The view expressed by the Environment Directorate is that without a School Term and Holiday Framework, Lancashire County Council could be looking at a considerable increase in the contractual costs. In negotiating contracts, Environment Directorate take the opportunity to save costs by amalgamating contracts to serve more than one school with one school bus.

Giving schools the total discretion and abandoning the current Framework, could lead to a loss of control and a significant increase in costs if amalgamated contracts were split to reflect the differing demands of schools.

#### **c) Human Resources**

The key issue is the monitoring and compliance of the 190 pupil days and 195 teacher days. Clear guidance would be required regarding how to set out the school term and holidays, taking into account the requirements of the Burgundy book/School Teachers Pay and Conditions Document.

It is an essential requirement that certain breaks are kept. (For example: In all maintained schools the school year must begin after July and is commonly set on the basis of three terms or of six terms.)

#### **d) Catering**

Potentially there would be the following issues in respect of catering:

- Fragmented delivery logistics for suppliers may lead to increased costs of food.
- Increased costs of supply of transported meals from the mother kitchens to receiving schools due to extra staffing costs (as more days would be worked).
- Managers are currently not employed full time and therefore there would be an increase in the cost of operations management to a variety of holiday patterns.

The catering service has commented that since the setting of the Standard School Year, operationally the provision has been more efficient since the holidays were aligned across Lancashire.

**e) School Crossing Patrols**

The school crossing patrols operate on the 190 days as per the school. In situations where one crossing patrol is utilised by more than one school and there are variations in the school holiday patterns, it is inevitable that staffing costs would increase.



## Education Overview and Scrutiny Committee

Meeting to be held on 21 October 2014

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

(Appendix A refers)

Contact for further information:

Bob Stott, Director of Permanence, Protection and Schools, 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 2014. 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 Overview and Scrutiny Committee is asked to give its views on the performance of pupils in Lancashire schools.

#### **Background and Advice**

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

The key attainment measure for Key Stage 2 is the proportion of pupils reaching level 4 or above in reading, writing and mathematics combined. The 2014 data is directly comparable with previous years.

The key features of the 2014 Key Stage 2 results in Lancashire are as follows:

- The overall attainment in Lancashire rose in the end of Key Stage 2 tests when compared with 2013 and, at 80%, was 2% above the national average.
- Attainment in 9 districts was above the national average of 78% of pupils attaining level 4 or above in reading, writing and mathematics.
- Attainment increased in eleven of the twelve districts in 2014.
- The greatest gains were made in Burnley, Lancaster and Rossendale.

- The lowest attaining district was Pendle and it was 6.8% below the Lancashire average. Attainment in Pendle fell slightly compared with 2013.
- The proportion of schools where there was low attainment fell when compared with 2013. Schools where there were low levels of performance have established detailed action plans to raise attainment.

### **Key Stage 4 performance**

The Department for Education (DfE) has changed the reporting arrangements for Key Stage 4 results in 2014. Firstly a number of qualifications which were previously counted towards the basic standard of 5 good GCSEs are no longer eligible for this measure. This has adversely affected some schools more than others, depending upon the curriculum they have offered. Secondly the DfE has indicated that the performance tables published in January 2015 will only include the qualifications gained by pupils in their first examination entry. This will also lower the proportion of pupils who are reported as gaining 5 or more good GCSEs including English and mathematics.

In order to provide data which is comparable with 2013 the Key Stage 4 table at Appendix A shows the proportion of pupils gaining 5 or more GCSEs at grade A\*-C including English and mathematics based on the best entry for each pupil, rather than the first entry. This measure, therefore includes the qualifications gained by students who entered an examination more than once. The table at Appendix A will be updated to reflect both the data for pupils' best entry and first entry when all the relevant data is available.

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

- The overall attainment in Lancashire fell compared with 2013 but remained around 1% above the national average.
- Attainment was above the national average in 8 districts in Lancashire.
- In 2014 attainment increased in 3 of the 12 districts with the greatest improvement being made in Burnley and Ribble Valley.
- The greatest fall in attainment was in Hyndburn, Pendle and Fylde.
- The lowest attaining Districts were Hyndburn and Pendle which were around 13% below the Lancashire average. Attainment in Hyndburn fell for a second successive year and the gap between Hyndburn and the local authority increased.
- The number of low attaining schools fell slightly in 2014 compared with the previous year.
- 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 Assessments in England, 2013/14	September 2014	Jonathan Hewitt Directorate for Children and Young People 01772 531663

Reason for inclusion in Part II, if appropriate

N/A



## Appendix A

### Provisional Key Stage 2 Results, % 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 2014.

District	2011/12	2012/13	2013/14	Diff to 2012/13	Diff to LA	Diff to Nat
Lancaster	75.6	75.0	81.0	↑ 6.0	↑ 1.0	↑ 3.0
Wyre	78.6	80.8	82.5	↑ 1.7	↑ 2.5	↑ 4.5
Ribble Valley	83.9	84.4	87.0	↑ 2.6	↑ 7.0	↑ 9.0
Fylde	79.3	81.5	84.2	↑ 2.7	↑ 4.2	↑ 6.2
Preston	77.3	78.5	80.7	↑ 2.2	↑ 0.7	↑ 2.7
South Ribble	77.2	77.9	80.7	↑ 2.8	↑ 0.7	↑ 2.7
West Lancs	76.9	79.2	81.2	↑ 2.0	↑ 1.2	↑ 3.2
Chorley	79.7	82.5	85.1	↑ 2.6	↑ 5.1	↑ 7.1
Hyndburn	73.1	73.5	75.5	↑ 2.0	↓ -4.5	↓ -2.5
Burnley	69.9	69.6	76.0	↑ 6.4	↓ -4.0	↓ -2.0
Pendle	69.0	73.6	73.2	↓ -0.4	↓ -6.8	↓ -4.8
Rossendale	77.6	76.6	80.5	↑ 3.9	↑ 0.5	↑ 2.5
Lancashire	76	77	80	↑ 3.0		↑ 2.0
England (LA)	75	76	78	↑ 2.0		

## 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 based on the best entry of each pupil. 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 2015

District	2011/12	2012/13	2013/14	Diff to 2012/13	Diff to LA	Diff to Nat
Lancaster	62	64	63	↓ -1	↑ 4	↑ 5
Wyre	60	64	63	↓ -1	↑ 4	↑ 5
Ribble Valley	61	70	72	↑ 2	↑ 13	↑ 14
Fylde	63	65	60	↓ -5	↑ 1	↑ 2
Preston	63	57	58	↑ 1	↓ -1	→ 0
South Ribble	58	65	61	↓ -4	↑ 2	↑ 3
West Lancs	63	63	62	↓ -1	↑ 3	↑ 4
Chorley	69	69	67	↓ -2	↑ 8	↑ 9
Hyndburn	61	57	46	↓ -11	↓ -13	↓ -12
Burnley	46	44	49	↑ 5	↓ -10	↓ -9
Pendle	48	51	46	↓ -5	↓ -13	↓ -12
Rossendale	65	61	59	↓ -2	→ 0	↑ 1
Lancashire	60	61	59	↓ -2		↑ 1
England (LA)	58	60	58	↓ -2		

## Education Overview and Scrutiny Committee

Meeting to be held on 21 October 2014

Electoral Division affected: All
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### A summary of partnership arrangements amongst Lancashire schools.

Contact for further information:

Bob Stott, Director of Permanence, Protection and Schools, Directorate for Children and Young People.

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#### Executive Summary

There are a wide range of partnerships between schools in Lancashire which are invaluable in helping schools to improve the quality of education they provide and these partnerships are constantly evolving to meet new challenges and opportunities.

The report outlines the purpose and range of school partnership arrangements across Lancashire. It also sets out the local authority's strategies to promote partnership working between schools.

#### Recommendation

The Education Overview and Scrutiny Committee is asked to receive the report and to give its views on the current arrangements for school partnerships in Lancashire.

### Background and Advice

#### School partnerships in Lancashire

There is a clear recognition in Lancashire that school to school partnerships are extremely important in ensuring that schools continue to improve in a sustainable way. These partnerships have a variety of purposes including:

- Providing pastoral support
- Providing focussed school improvement support
- Developing and sharing good practice
- Leading and co-ordinating responses to local priorities
- Procuring and developing services

Whilst many partnerships fulfil many, or all, of the above functions the information below sets out some of the arrangements which are currently in place in Lancashire.

### **School clusters**

Most schools in Lancashire belong to a localised cluster of schools with headteachers meeting regularly to discuss topical issues and concerns. These clusters vary enormously in the level of engagement and the scope of their activities but generally consist of different types of schools including Voluntary Aided schools, Community schools and Academies. At the more limited end of the spectrum they are a valuable source of pastoral support, both in identifying when colleagues are experiencing difficulties and in helping them to overcome those challenges. On the other hand some clusters are also highly effective in coordinating professional development for member schools and in sharing best practice across the cluster and tackling local issues. In a recent review of school partnerships primary headteachers highlighted the importance of all schools belonging to a cluster so that they do not become professionally isolated.

### **Brokered partnerships**

School to school support is an essential part of the landscape of school improvement. Headteachers, staff and governors play a crucial role in improving the quality of provision across Lancashire and the local authority relies heavily upon the support of effective schools when coordinating and leading school improvement. Many partnerships are arranged between individual schools but the local authority has a key role in brokering partnerships along with other key stakeholders such as Diocesan and Church Authorities. The level of assistance varies greatly from school to school but it often includes brokering temporary leadership from a strong school and identifying highly effective teachers to work in schools in need. Sometimes the brokered partnership can lead to a federated governing body where the two schools have joint governance arrangements whilst retaining their own identity

### **Formal school partnerships**

In parts of Lancashire there are very strong collaborative arrangements with groups of schools establishing companies to formalise their partnerships. In West Lancashire a group of schools based around Skelmersdale have established a company called SHARES which offers a range of support to member schools. SHARES Lancashire Ltd is a leading provider of services to the education sector delivering services to both member and non-member schools. These arrangements provide school to school support, pastoral support, and also enable schools to pool resources to procure services efficiently and meet local needs and priorities. A number of other similar organisations have developed in recent years across Lancashire.

### **Teaching school alliances**

Teaching school alliances have been developed over the past few years as they have been designated by central government. There are 10 teaching schools in Lancashire and they cover a range of functions including:

Initial Teacher Training

Continuing Professional Development for groups of schools

School to school support

Identifying and developing leadership potential



Developing and deploying specialist leaders in education  
Carrying out research and development  
These schools provide a valuable resource for school improvement in Lancashire.

### **Partnerships between schools in the same phase of education**

Nursery, Primary, Secondary and Special schools have developed associations which enable them to work together more effectively. These associations vary in size and scope but they all help schools to communicate with the local authority as well as raise issues on a regional basis. Concerns are also raised with colleagues and strategies to tackle them are shared.

### **What is the local authority doing to promote partnership working between schools?**

The local authority has led the establishment of a group of secondary headteachers (the Strategic Overview Group) who meet regularly to review the priorities facing schools in Lancashire and to play a leading role in developing strategies to tackle areas of concern. For example, the Strategic Overview Group has worked with the local authority to organise group of schools who are working together to raise the achievement of pupils eligible for Free School Meals at Key stage 4. A website has also been developed to enable schools to access support from one another.

In the primary phase a series of meetings to consider partnership working were held with headteachers in July 2014 and a steering group has been established to develop school to school partnership working. A website has been created to share good practice and to ensure that headteachers can access support from teaching schools and national and local leaders in education. The local authority is gathering information from school clusters so that individual schools and groups can see what others are doing across the county. This will also help to ensure that all primary schools have the opportunity to be part of a cluster arrangement.

The local authority is a key broker for developing school to school support. The brokerage role of the local authority is highly valued by schools as the team of advisers have a very good overview of the capacity of schools to offer support. The advisers also know the schools well enough to ensure that support is closely matched to need and context. These partnerships are frequently brokered for all schools judged by OfSTED to require improvement or to be inadequate and there is a strong track record of sustained success.

The local authority works closely with the Lancashire headteacher associations to gather headteacher views on educational issues and to work with them on shared concerns.

The local authority works closely with Diocesan and Church Authorities to ensure that effective partnerships are promoted between schools both in denominational groups and also between community and faith schools.

### **Impact**

Over the past few years the proportion of schools judged good or better in OfSTED inspections has risen steadily. Currently, around 85% of Lancashire's schools are

judged good or better compared with the national average of 80%. This success has been achieved, in no small part, through effective school to school partnerships supported and actively promoted by the schools themselves, the local authority and other key stakeholders.

**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

# Agenda Item 7

## Education Scrutiny Committee

Meeting to be held on 21 October 2014

Electoral Division affected: None
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### Work Plan and Task Group Update

(Appendix A refers)

Contact for further information:

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#### 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.

#### Consultations

N/A

#### Implications:

This item has the following implications, as indicated:

#### Risk management

There are no 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 2014/15

Updated 8.10.14

<b>Date of Meeting</b>	<b>Agenda Setting Meeting</b>	<b>Chair's Briefing Session</b>	<b>Topic</b>	<b>Author</b>	<b>Purpose/Key issues</b>
15 July	9 June – 10.30am	9 July – 2.00pm	Youth Council	Kirsty Houghton	What barriers do young people face when accessing, or whilst in education
			Traded Services	Bob Stott	Update in light of new arrangements post OCL, in particular the new arrangements relating to HR services
			Attainment of Pupils in receipt of FSM task group report	Josh Mynott	Final report of the task group for approval
21 October	15 September – 10.30am	15 October – 2.00pm	School term dates	Margaret Scrivens	Report on the outcome of soundings taken from schools and other interested parties across the County on the school term and holiday pattern Committee
			Provisional GCSE results	Jonathan Hewitt	
			Partnership arrangements between schools	Jonathan Hewitt	Details of arrangements and examples
24 March	16 February – 10.30am	18 March – 2.00pm	School Attendance Service	tbc	Looking at the exclusions process and the involvement of PRUs

Date of Meeting	Agenda Setting Meeting	Chair's Briefing Session	Topic	Author	Purpose/Key issues
			Educational performance of children in care		Regular update from Virtual Head
			Impartial Information Advice & Guidance		Report from Skills team
			Report of Fire Suppression Measures task group	Task Group Chair – CC Newman-Thompson	
			Final Cabinet Member response to 'Attainment of Pupils in receipt of FSM' task group	CC Tomlinson	
			Validated GCSE data		Link to website
			Schools admissions service		Improving the School Admissions Procedure: Meeting the Needs of All Parents and Pupils

**Task Group Summary**

<b>Name of Task Group</b>	<b>Completion Date and/or Committee Date</b>
Attainment of Children Eligible for Free School Meals	July
Fire Suppression/School sprinkler systems	March

**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)

<b>Name of Briefing Note</b>	<b>Date Due</b>
Attainment of Pupils in receipt of FSM' task group – interim response	To be circulated to members following October Committee meeting

**Potential Future Topics – (yet to be agreed)**

- 14-19 Education
- 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)
- Student Support
- Pupil Attendance
- Linkages between school admissions process and transport to schools:

