

Lancashire County Council

Education Scrutiny Committee

Tuesday, 24 March, 2015 at 10.00 am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

Part I (Open to Press and Public)

No. Item

1. **Apologies**
2. **Disclosure of Pecuniary and Non-Pecuniary Interests**
Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.
3. **Minutes of the meeting held on 21 October 2014** (Pages 1 - 6)
4. **Pupil Premium Task Group final response** (Pages 7 - 26)
5. **Provision of Information and Guidance (IAG) to young people** (Pages 27 - 30)
6. **The achievement of Lancashire Children Looked After (CLA) in 2014** (Pages 31 - 40)
7. **School attendance of pupils in Lancashire and the rate of exclusion from school** (Pages 41 - 48)
8. **Validated GCSE Data**
Updated validated GCSE data for 2013/14 can be accessed via the following link, which is provided for information:

[Performance Tables - The Department for Education - School and College](#)

9. Urgent Business

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

10. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on the 21 July 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, 21 October, 2014 at 10.00 am in Cabinet Room 'C' - County Hall, Preston

Present:

County Councillor Cynthia Dereli (Chair)

County Councillors

P Buckley	K Iddon
Mrs S Charles	B Murray
C Crompton	S Perkins
B Dawson	M Perks
Dr M Hassan	C Wakeford*
C Henig	

Co-opted members

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

*County Councillor Christian Wakeford attended in place of County Councillor Anne Cheetham for this meeting.

New Member

The Chair welcomed Mr Ian Beck, new co-opted member to the Committee, representing Roman Catholic Schools, in place of Miss Theresa Jones who had resigned her position.

The Chair requested that a letter be sent to Miss Jones, on behalf of the Committee, thanking her for her contribution.

1. Apologies

Apologies were presented on behalf of County Councillor Dorothy Lord.

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 15 July 2014

The minutes from the meeting held on 15 July 2015 were presented and agreed. In presenting the minutes the Chair noted that contributions to the discussion were not attributed to a particular speaker and that this style was in keeping with normal practice.

Resolved: That the Minutes of the meeting held on 15 July 2014 be confirmed as an accurate record and signed by the Chair.

4. Lancashire School Term and Holiday Arrangements from 2016/17

The report was presented by Bob Stott, Director for Universal and Early Support Services, and Margaret Scrivens, Liaison and Compliance Manager, both from the Directorate for Children and Young People. It provided the background to the current school holiday arrangements and possible future arrangements, and a summary of the responses received from key groups regarding the future arrangements for the Lancashire School Term and Holidays.

The Committee was informed that since the report had been published feedback had also been received from LASSH (Lancashire Association of Secondary School Headteachers) who had indicated that their preference was for the county council to continue to provide the framework for school term and holiday arrangements from 2016/17. They had indicated a preference also for part weeks to be avoided, which could sometimes lead to children's non-attendance.

The overwhelming response to soundings taken from representative groups was for the authority to continue to provide a framework for schools.

The assumption, in cases where no response had been received, was that those parties were content that the county council continued the practice of negotiating and agreeing a framework with the recognised Teacher Associations based on the principles of the Standard School Year. Church School representatives present at the meeting concurred with this view.

Resolved: That the Education Overview and Scrutiny Committee supports the continued practice of Lancashire County Council negotiating and agreeing a framework with the recognised Teacher Associations and Diocesan/Church Authorities based on the principles of the Standard School Year, and that this approach be commended to all Lancashire schools.

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

The report, presented by Jonathan Hewitt, Head of Quality and Continuous Improvement, Directorate for Children and Young People, set out the overall attainment in Lancashire schools at the end of Key Stages 2 and 4 in 2014. It was based on provisional data which had not yet been validated. The results had been analysed at District level and showed progress over the past three years.

Jonathan explained in some detail the difficulties that would result from changes to the reporting arrangements made by the Department for Education (DfE); first entry exam results rather than best entry results would be used in performance tables in future. This could result in significant changes to some schools, not just those facing challenging circumstances. Ofqual (the Office of Qualifications and Examinations) had already written to schools warning of substantial changes in their performance data. It was expected that both measures (first entry and best entry) would be used in the published data to enable comparison with previous years and that Lancashire's position would be in line with the trend nationally.

The Committee was assured that much work was ongoing with low attaining schools to ensure that action plans were in place to tackle issues, and there was particular focus on certain groups of young people including those in receipt of free school meals.

Members raised a number of comments and questions and the main points arising during the discussion are summarised below:

- It was confirmed that schools which had hitherto entered students into exams during the Autumn term might well now change their exam entry policy in order to achieve the best possible outcome for themselves in the performance league tables.
- In response to a question about the county council's ability to continue to support low attaining schools, the Committee was assured that Lancashire County Council had a strong support system based on a traditional model, which neighbouring authorities also recognised was highly successful and which they were keen to use. There was confidence that the county council's improvement services were robust.
- It was considered most important that focus continued on the achievements of children and young people in receipt of free school meals. The Committee was informed that indications were that results were improving and that the gap between those in receipt of free school meals and others was narrowing. Whilst the results reflected a positive picture there was still much work to do. The Committee had considered the report of the Pupil Premium and Attainment Task Group at its last meeting in July and it had been agreed to regard the report as a 'living' document; the Cabinet Member's final response to the task group's recommendations would be presented at the next meeting in March 2015 and there would be an opportunity to consider this specific issue further at that point.

- It was confirmed that schools had been forewarned about the new reporting arrangements for exam results, however Key Stage 2 courses tended to be 2 – 3 years in duration and at the time of notification young people will have already been part way through their courses. Governing bodies had faced a difficult decision regarding the best approach to take, for their pupils or for their position in the league tables.
- There was some concern that young people were not accessing mental health services, especially in the east of the county. It was explained that analysis was difficult given the linkages to other factors such as domestic violence. More detailed analysis would be possible by early 2015 which would provide a clearer picture and enable support to be targeted to families most at risk.
- The Committee was informed that primary schools were responding well to changes in the curriculum and there was a clear understanding of the high expectations for 11 year olds. Currently a high proportion of children at KS2 were achieving a good level 4.
- Information about results for Children Looked After would be provided to this Committee after it had been shared with the Chair of the Corporate Parenting Board. It was noted that there was a related item listed on the work plan for the next meeting of this Committee in March 2015.
- Details about validated data for individual schools or groups of schools could be discussed with individual members outside this meeting on request. A web link to validated data would be provided when available via which members would be able to access much information.

Resolved: That,

- i. Officers be thanked for all their work around attainment in Lancashire schools.
- ii. Validated data relating to Key Stage 2 and Key Stage 4 attainment be sent, via a link, to members of this Committee when available;
- iii. A further report on validated Key Stage 2 and Key Stage 4 attainment be provided to this Committee at its next meeting in March.

6. A summary of partnership arrangements amongst Lancashire schools.

The report was presented by Bob Stott, Director for Universal and Early Support Services, and Jonathan Hewitt, Head of Quality and Continuous Improvement, both from the Directorate for Children and Young People. It explained that there was a wide range of partnerships between schools in Lancashire which were invaluable in helping schools to improve the quality of education they provided and these partnerships were constantly evolving to meet new challenges and opportunities.

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

Members were reassured by all the arrangements in place. Officers confirmed that work was currently ongoing with the LASGB (Lancashire Association for School Governing Bodies) to build on an already strong relationship and to provide a website which shared good practice.

It was recognised that a target driven model could inhibit partnerships between schools, especially those who might be competing for the same children.

Transition from primary to secondary school had been recognised as a key issue and that there needed to be a shared understanding about expectations. Pastoral care was very strong, but transition around the curriculum less so.

Resolved: That,

- i. Officers be thanked for their report;
- ii. The importance of partnership working and the ongoing good work in this connection be recognised; and
- iii. The importance of peer to peer support for school governors be recognised and work to improve support for governors be welcomed.

7. Work Plan 2014/15

Appendix A to the report now presented set out a draft work plan for the Education Scrutiny Committee, including current Task Group reviews.

The Chair reported that, owing to limited resources, no progress had yet been made towards the establishment of a task group to investigate issues around emotional health and wellbeing of young people as a barrier to learning. She was, however, confident that progress could be achieved in a different way; members agreed with her suggestion that she and the deputy chair of this Committee meet with representatives of the Youth Council with a view to achieving an ongoing relationship, for example through regularly providing the minutes of this Committee to the Youth Council and considering how best to receive information from them. This approach might enable the Committee to address issues on mental health, which had been raised earlier in this meeting and was a major area of concern for the Youth Council also. Members were reminded that there was also soon to be a bite size briefing about the Youth Council.

It was noted that a full and final response from the Cabinet Member for Children and Young People to the Pupil Premium and Attainment Task Group was to be presented to the next meeting in March 2015. In the meantime an interim response from the Cabinet Member would be circulated to members via email.

It was suggested that greater clarity in terms of the relationship between this Committee and the Health and Wellbeing Board would be helpful in achieving shared objectives. It was agreed that consideration be given to how relevant relationships could be addressed and better aligned.

It was recognised that responsibility for the curriculum rested with headteachers and governing bodies, but there was concern that subjects such as music, culture, performing arts and sport, which contribute to mental wellbeing, were becoming less prevalent on school timetables. It was suggested that a report on good practice be brought to this Committee at a future date, yet to be agreed.

It was noted that 14-19 education was listed as a future topic and it was agreed that this item be listed for the July 2015 meeting. It was suggested that skills and other alternative provision, for example apprenticeships, be included as part of this report.

Resolved: That the workplan, as now 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 24 March 2015, at 10:00am, County Hall, Preston.

I Young
County Secretary and Solicitor

County Hall
Preston

Agenda Item 4

Education Scrutiny Committee

Meeting to be held on 24 March 2015

Electoral Division affected: None

Pupil Premium Task Group final response

(Appendices A & B refer)

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

Final response of the Cabinet Member for Children, Young People and Schools to the report of the Education Scrutiny Task Group on the attainment of Pupils eligible for Free School Meals

Recommendation

The Committee is asked to note and comment on the report

Background and Advice

At its meeting on 16 July 2013, the Education Scrutiny Committee resolved to establish a task group to explore the issues on the Educational Attainment of Pupils eligible for Free School Meals and begin to identify possible actions. The report was presented to the Education Scrutiny Committee on 15th July 2014 with a number of recommendations.

The report provides evidence of the good work that is being carried out by schools across Lancashire to raise the achievement of pupils who are eligible for Free School Meals and a number of examples of good practice are cited. The good progress made in the Early Years and the Primary phase is recognised. It is, however, a concern that the performance of pupils who are eligible for Free School Meals in Lancashire at the end of Key Stage 4 remains below the national average for this group of pupils and well below those from more advantaged backgrounds.

The Cabinet Member thanks the Education Scrutiny Committee for their report on this important issue and sets out his response to the individual recommendations below.

Task Group Recommendation	Response
<p>1.The gap between the achievement of those in receipt of the Pupil Premium and their peers, particular at the end of KS4 must continue to be a key focus for schools, and that the County Council must retain a close overview of the performance of this group, including regular reporting to Councillors.</p>	<ul style="list-style-type: none"> • An action plan is in place to continue to raise the achievement of disadvantaged pupils, particularly those who are eligible for Free School Meals in the secondary phase. (see Appendix A) • The headteacher of a Lancashire secondary school recognised nationally for work with FSM pupils has been appointed as chair of the Secondary School Strategic Overview Group which informs the work of Teaching Schools. • The great majority of secondary schools have established clusters to develop and share best practice in raising the achievement of FSM pupils
<p>2.The work being undertaken by Schools, with support from the County Council, to create an ethos of inclusivity, caring and community focus that in many schools is helping to bridge the gap for FSM pupils is recognised and applauded.</p>	<ul style="list-style-type: none"> • Feedback to Headteachers is provided through Headteacher Associations and termly Headteacher Forums • The Education Scrutiny Report has been shared with schools.
<p>3.The issues that can arise in the transition from primary school to secondary school are recognised by all concerned, especially for vulnerable pupils, and that the County Council considers what they can do to support good practice in this area.</p>	<ul style="list-style-type: none"> • The issue of transition from primary to secondary school has been raised with both the primary and secondary headteacher associations and they are currently meeting to see how they can work together more effectively • The development of new assessment models is being informed by the need to secure effective transition from primary to secondary schools
<p>4. The County Council considers how best to facilitate partnerships between schools where there are aspirations in relation to the use of Pupil Premium money which are limited by financial constraints</p>	<ul style="list-style-type: none"> • Secondary schools have established a Strategic Overview Group to inform collaborative work and raising the achievement of FSM pupils is a key priority for this group • 13 clusters of secondary schools are working together on raising achievement for FSM pupils

	<ul style="list-style-type: none"> • A website to facilitate the sharing of good practice between primary schools, including Teaching Schools, has been launched. This will enable good practice on raising the achievement of FSM pupils will be shared.
5. The benefits flowing from the Pupil Premium budgets are recognised, and that therefore the County Council continues, in partnership with the District Councils in Lancashire to address the issue of take up of benefits, and that these efforts, particularly in the context of forthcoming changes to Free School Meals for all Key Stage 1 children, are sustained	<ul style="list-style-type: none"> • The County Council is working with District Councils to help ensure that as many children as possible benefit from the Pupil Premium Grant.
6. The County Council considers how it can work in partnership with schools where there are particular community or locality barriers to achievement.	<ul style="list-style-type: none"> • Raising achievement in parts of the County where achievement is low is a key priority for the County Council and work is underway to raise achievement in these areas, (specifically in Burnley, Pendle, Hyndburn and Preston)
7. The County Council develops a check list or guidance for schools' leadership and governors to use as a tool for assessing their use of Pupil Premium, based on the good practice identified and set out in this report	<ul style="list-style-type: none"> • The report sets out a helpful framework to support leaders and governors in reviewing their provision for pupils who are eligible for FSM. Guidance and a self-evaluation tool (see Appendix B) has been made available to schools. Where appropriate, support has been given in carrying out a review of the use of the Pupil Premium Grant.

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

Performance Indicator Recovery Plan

<ul style="list-style-type: none"> Proportion of pupils eligible for Free School Meals performing at the expected level at Key Stage (KS) 4 		
<p>Performance: 28.4% of FSM pupils attained 5 or more A*-C grades at GCSE including English and mathematics</p>	<p>Targets: 32% of FSM pupils attain 5 or more A*-C grades at GCSE including English and mathematics</p>	
<p>Why are the indicators under-performing?</p> <ul style="list-style-type: none"> Significant changes to the national examination system continue disproportionately to disadvantage 'borderline' pupils: FSM pupils, those with Special Educational Needs at School Action and boys: <ul style="list-style-type: none"> modular exams have been replaced with 'end of two-year course' exams; Performance Tables no longer count the results of pupils allowed to re-sit exams in order to improve; speaking & listening marks are no longer included in the English grade; examination papers have purposefully been made less accessible, with less scaffolding of questions and increased complexity of questions. In 2013 the key area of focus was on the achievement of White British boys in English and attainment and progress in English increased in 2014 with progress improving from 44% to 52% and attainment at grade c and above rising from 38% to 44%. There was however a fall in the attainment and progress of pupils in mathematics and this has had an adverse effect of pupils' overall attainment. As reported in the July 2014 Ofsted report "The Pupil Premium: an Update", in some schools there has been insufficient focus on monitoring and evaluating interventions to improve pupil progress in order to target the most effective interventions. 		
<p>What actions are required to put it back on track?</p>		
<p>Action to be taken</p>	<p>Lead</p>	<p>Completion Date</p>
<p>1. Provide support and challenge to all Secondary schools within the advisory School Service Guarantee through a thorough analysis of school data on the progress and attainment of disadvantaged pupils to identify priority schools where data show achievement gaps which are not closing. Provide adviser training to ensure challenge through school visits.</p> <p>2. Develop 13 secondary FSM networks across</p>	<p>Paul Dyson-Knight</p> <p>Paul Dyson-</p>	<p>March 2015</p> <p>September</p>

<p>Lancashire to identify effective practice in schools where FSM pupils make most progress, including schools which have been identified as national leaders in this area.</p> <ol style="list-style-type: none"> 3. Facilitate the 13 secondary FSM networks across the authority in order to disseminate effective practice, sharing Performance Tables data for all schools to facilitate school-to-school challenge and support. 4. Using the Senior Leader Network to share key messages from national research into underlying barriers and effective support for FSM pupils. 5. Advisers track the progress of disadvantaged pupils at least termly and to ensure appropriate intervention and support is in place, making effective use of the Pupil Premium and brokering in additional support as necessary, including from successful schools. 6. Develop a self-assessment model for schools to undertake a Pupil Premium audit. Ensure that an audit is carried out in those schools where FSM performance is low. 7. Provide guidance and support for school governors on monitoring the use of the Pupil Premium. <p>In addition:</p> <ol style="list-style-type: none"> 1. Provide consultant support to schools with higher levels of persistent absence to improve the attendance of vulnerable pupils. 2. Provide bespoke support for schools in challenging circumstances where the attainment of FSM is low, including: <ul style="list-style-type: none"> - support for small group or 1/1 tuition; - support for mathematics revision classes; - "master classes" in mathematics or English. 3. Provision of subject-specific training for teachers and support in mathematics and English with a strong focus on maximising pupil progress, ensuring in-school support for teachers in schools causing concern. 4. Sharing expertise from highly effective schools through the use of local support networks in English and mathematics. 	<p>Knight</p> <p>Paul Dyson Knight</p> <p>Alison Hartley</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Helen Smith</p> <p>Helen Smith</p> <p>Helen Smith</p> <p>Helen Smith</p>	<p>2014</p> <p>Termly</p> <p>May 2015</p> <p>Termly</p> <p>December 2014</p> <p>March 2015</p> <p>May 2014</p> <p>June 2014</p> <p>June 2014</p> <p>July 2014</p>
--	---	---

LANCASHIRE PUPIL PREMIUM SELF-REVIEW FRAMEWORK

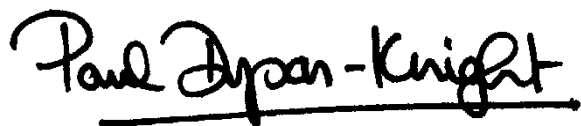
The importance of improving the achievement of disadvantaged pupils (those eligible for Pupil Premium funding) is now well-established in the national accountability system as a result of significant gaps in the performance of this group over time: this issue also emerges as a key priority for Lancashire secondary schools as a whole.

School inspectors scrutinise the performance of disadvantaged pupils closely and may recommend an external review of Pupil Premium spending, as can the DfE who contact schools annually where value-added scores for this group are low. (*Related extracts from the current, 2012 inspection framework are appended*).

In order to support schools in evaluating their own use of the Pupil Premium, the secondary team has developed the following prompts from local best practice and national guidelines. If you decide to use the framework, please be aware that some elements of it will be more important than others and therefore it is important to scrutinise carefully which specific elements have an amber or red RAG rating and not just to tally the greens (for example, if achievement for the group remains red then the *effectiveness* of all other elements is thrown into question).

Under the School Service Guarantee, you may wish your school adviser to use some of your allocated time to discuss and moderate your self-evaluation. If you wish, adviser time can be used to scrutinise your completed audit and a programme drawn up for a half-day school visit to quality assure key elements and to explore any issues arising.

With thanks for your continued support and assistance,



Paul Dyson-Knight
Senior Secondary Adviser/Secondary Team Leader

December 2014

For further information about pupil premium, the following publications may be helpful:

Ofsted Reports on Schools' use of the Pupil Premium:

(2012) <http://www.ofsted.gov.uk/resources/pupil-premium> and (2013) <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement> and (2014) <http://www.ofsted.gov.uk/resources/pupil-premium-update> **DfE Pupil Premium Review guidance:** www.gov.uk/pupil-premium-reviews

LANCASHIRE PUPIL PREMIUM SELF-REVIEW FRAMEWORK (SECONDARY)

School	
Date	
Name(s) of those Undertaking the Self-Review	

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
A1. The school has clearly identified those eligible for the Pupil Premium in each Year Group and knows whether pupils are FSM, FSM6, CLA or from Service Families.		•	
A2. The characteristics of individual pupils have been explored (e.g. SEN, EAL, low attaining, more able, new arrival, etc.) and potential barriers to progress identified to clarify the specific needs of each pupil.		•	
A3. Ambitious (stretch) targets have been established for pupils which include an expectation that funding will be used to accelerate pupil progress.		•	

A. IDENTIFICATION OF NEED & TARGETING PROVISION			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
A4. A range of support is targeted to meet identified needs and achieve pupil targets. This may include support for groups and individuals (e.g. catch-up or booster classes, targeted teaching, mentor support, access to enrichment, providing equipment, pastoral support, transport, etc.)		•	
A5. The school may have explored/ arranged shared provision with other schools through pooled funding to offer more opportunities and value for money.		•	
A6. Provision is mapped and co-ordinated across the school. Intervention/support plans may be in place for individuals or groups.			

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>A7. Setting arrangements and timetable allocations are kept under review to ensure disadvantaged pupils have access to the strongest teachers.</p> <p>Engagement with extra-curricular and enrichment activity is monitored to ensure access by disadvantaged pupils.</p>		<ul style="list-style-type: none"> • 	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>B1. A named whole-school lead for disadvantaged pupils is identified (PPCo), with appropriate experience, skills and training.</p> <ul style="list-style-type: none"> • The key lead role is explicitly included in the job description. • Expectations of the role are clearly set out. • At least one appraisal objective is aligned with this role, linked to outcomes for disadvantaged pupils. 		<ul style="list-style-type: none"> • 	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>B2. The PPCo is a member of SLT. If not, they are directly line-managed by SLT and:</p> <ul style="list-style-type: none"> • Frequent and regular line management meetings are held, with a formal agenda and key actions highlighted; • Meetings include a focus on the impact made on provision and outcomes for the identified group. 		•	
<p>B3. The School Improvement Plan identifies raising achievement for disadvantaged pupils as a priority. The plan includes overarching targets and expected outcomes, with clear responsibilities, actions and timescales.</p> <p>A more detailed 'working' version of the plan might be used to inform the work of the whole-school lead.</p> <p>The priority is reflected in departmental/year group plans.</p>		•	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>B4. The PPCo works closely with other key school leaders (e.g. Subject Leaders, Year Heads, SENCO) and other staff (e.g. form tutors, subject teachers, teaching assistants) in order to implement the school plan. (e.g. support to develop area plans, support & QA for self-evaluation). The PPCo may be supported by a strategic working group comprising a cross-section of staff.</p>		<ul style="list-style-type: none"> • 	
<p>B5. Senior and middle leaders, teachers, form tutors and TAs understand their roles in respect to disadvantaged pupils. Staff other than PPCo may have appraisal targets related to disadvantaged pupils. Meeting the needs of the group are included in the school handbook, in staff training and induction.</p>		<ul style="list-style-type: none"> • 	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
B6. Pastoral leaders (e.g. Head of House/Head of Year/SENCO) are aware of the disadvantaged pupils in their spheres of influence, know their specific support needs and have an overview of the progress they are making.		•	
B7. The PPCo oversees the progress of the group within the school tracking system (including for achievement, behaviour and attendance data), liaising with pastoral and subject leaders as appropriate. Support and intervention are routinely modified and adjusted in response to tracking information.		•	
B8. The PPCo has the opportunity to evaluate provision for disadvantaged pupils first-hand (e.g. through pupil pursuit, work scrutiny, pupil voice).		•	

C. GOVERNANCE			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence

C. GOVERNANCE			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
C1. Governors have adopted a policy for the management of Pupil Premium funding. Governors were involved in drawing this up and subject the policy to periodic review.		•	
C2. There is a nominated 'link governor' for disadvantaged pupils. The role of and expectations on the link governor are clear. The link governor routinely meets with the PPCo (and SLT Line Manager if different).		•	
C3. Governors are aware of Pupil Premium funding and how it is spent.		•	
C4. Governors routinely receive information from the PPCo about the progress of disadvantaged pupils across year groups (including achievement, attendance and behaviour) from school tracking.		•	
C5. Governors are able to influence/have influenced PP spending on the basis of impact.		•	

D. FINANCE

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
D1. PP funding is ring-fenced specifically to meet the identified needs of the group.		•	
D2. All qualifying families are encouraged to access FSM. Parents are made aware that claiming FSM brings additional funding for their child/the school.		•	
D3. PP spending is prioritised according to identified barriers & needs across the cohort. Some funding may be delegated to pastoral/subject teams (or available to bid for).		•	
D4. The PPCo and link governor are involved in funding decisions.		•	
D5. PP expenditure is regularly tracked and the information shared with the PPCo and link governor. Overall PP spending is summarised annually and published on the school website.		•	
D6. Additional provision may be accessed at no cost to enhance the available provision (e.g. volunteers, charity, etc.)		•	

E. IMPACT – THIS SECTION IS KEY: IF SUCCESSFUL OUTCOMES CANNOT BE DEMONSTRATED THEN THE EFFECTIVENESS OF ALL OTHER ASPECTS IS IN QUESTION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
E1. All teachers know which of their pupils are eligible for the PP funding.		•	
E2. The progress of PP pupils is tracked as a discrete group at different levels as appropriate (e.g. whole school, year group, subject, teaching group, House, form). Where the cohort is sizeable, the progress of sub-groups is analysed to look for patterns of under-achievement (e.g. PP girls, able PP).		•	
E3. Subject leaders and class teachers are held to account for the performance of disadvantaged pupils they are responsible for (e.g. through the appraisal system).		•	
E4. The PPCo, link governor and PP working group can identify the impact they have had (on provision and outcomes). Impact may be for the group overall, for identified sub-groups, in specific subjects or for individual pupils.		•	

E. IMPACT – THIS SECTION IS KEY: IF SUCCESSFUL OUTCOMES CANNOT BE DEMONSTRATED THEN THE EFFECTIVENESS OF ALL OTHER ASPECTS IS IN QUESTION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>E5. Data in RAISE online show that outcomes for disadvantaged pupils are improving and gaps with their peers closing.</p> <ul style="list-style-type: none"> • Attainment (e.g. 5A*C, 5A*CEM, A*C En, A*C Ma, EBac, 5A*G, CAPS) • Progress (e.g. B8 VA, En VA, Ma VA, expected & above expected progress in En & Ma overall and from each starting point) • Behaviour & attendance (e.g. overall and persistent absence, permanent & fixed-term exclusions). 		<ul style="list-style-type: none"> • 	
<p>E6. Other evidence (including in-school tracking data, case studies and pupil voice) suggest that provision and outcomes for disadvantaged pupils are improving.</p>		<ul style="list-style-type: none"> • 	
<p>E7. Evidence demonstrates that individual or group needs are being met and good progress made towards achieving associated targets in the school plan.</p>		<ul style="list-style-type: none"> • 	

F. KS2-3 TRANSITION

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
<p>F1. Liaison with primary schools allows early-identification of disadvantaged pupils. Information regarding specific barriers and needs is used alongside achievement, behaviour and attendance data to inform initial support for individual pupils.</p>		<ul style="list-style-type: none"> • 	
<p>F2. Transition activities are organised to assist smooth pastoral and curricular transfer into Y7. Early links are made with parents of disadvantaged pupils to engage their support.</p>		<ul style="list-style-type: none"> • 	
<p>F3. Disadvantaged Y6 pupils and their families are encouraged to involve the children in summer school, drawing down national funding. There is good take-up of places.</p>		<ul style="list-style-type: none"> • 	
<p>F4. Activities included in the summer school programme address the identified pastoral, curriculum, learning and progress needs of the pupils (e.g. including self-confidence, study skills, independent learning techniques).</p>		<ul style="list-style-type: none"> • 	

F. KS2-3 TRANSITION			
ASPECT OF THE REVIEW	RA G	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
F5. Those delivering the summer school include key contacts for the group (e.g. Y7 form tutors, assigned older 'buddies', TAs). All are specifically briefed/trained re key aims and expectations.		•	
F6. The impact of the summer school on individual pupils is evaluated. This may include, e.g. surveying pupil perceptions and attitudes, tracking progress as a defined group.		•	
F7. Information gathered through the summer school is used to inform the start of Y7, e.g. to inform the Y7 catch-up programme in reading and maths and/or shared more widely with Y7 form tutors or teachers.		•	
F8. The progress of disadvantaged pupils in Y7 is reviewed at the end of the first half-term to inform support and intervention.		•	

SUMMARY FINDINGS OF PUPIL PREMIUM SELF-REVIEW

Identified Strengths

Areas for Development

Recommendations/ Suggested Actions

Education Scrutiny Committee

Meeting to be held on Tuesday 24 March 2015

Electoral Division affected: All
--

Provision of Information and Guidance (IAG) to Young People

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 provides the background to the current position regarding information and guidance (IAG) across schools and also the services provided to targeted vulnerable groups.

Recommendation

Education Scrutiny Committee is asked to receive the report, give its views and receive further reports as appropriate.

Background

Statutory Guidance issued by the Department for Education published in March 2012 (and updated in March 2013 and April 2014) placed a statutory duty on schools that requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

The school should have a strategy for advice and guidance which includes the following points;

- Schools should provide sustained contacts with employers, mentors and coaches who can inspire pupils with a sense of what they can achieve and help them understand how to make this a reality.

- Schools should have a strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all pupils.
- Schools should provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. Schools should also consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.
- Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.
- Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
- Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Targeted Support for vulnerable and disadvantaged young people

Schools should work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support drawn from a range of education and training support services available locally.

Schools response to the Statutory Duty

Schools have chosen to organise themselves in different ways to respond to this agenda. There are examples of schools working together on a consortium basis to provide the offer. Some schools have chosen to purchase external resources either individual or collectively from the now wide range of organisations that are offering the service to schools.

The Role of Ofsted

Ofsted inspection will provide the critical judgement on the quality of advice and guidance that is being provided. The inspection process will take account of this in making a judgement on the schools leadership and management.

Support from the County Council

LCC continues to support this agenda in a number of ways. Through our SEN support services we ensure that the most vulnerable are supported through their transition with the provision of assessments and education, health and care plans.

The Alternative and Complementary Education and Residential Service (ACERS) provides advice, guidance and support for vulnerable young people in years 9 to 11 and works with the Young People's Service in providing targeted youth support.

We have accessed nearly £6m of European Social Funds (ESF) to support over 5,000 14-19 year olds with the aim of preventing or helping young people who are at risk of/or are becoming not engaged in education, employment or training (NEET). Working with colleagues from the Lancashire Enterprise Partnership we will continue to support this activity with a further £8m of ESF over the next three years.

Outcomes of advice and guidance

We have just agreed with the DfE the results of the November to January 2015 NEET measuring period. This data shows that NEET is 5% in Lancashire, this compares with 5.3% in the same period in 2014 and 5.8% in 2013. This means there are 1863 young people who are NEET out of a cohort of 40,745.

The latest participation data shows that 94.4% of 16 year old school leavers continue to participate in learning, as at December 2014. This compares with the national figure of 94.2%, the north west figure of 94.3%, Blackpool LA 93.3% and Blackburn with Darwen LA 93.8%.

Implications:

Provision of IAG by schools is a statutory function monitored by OFSTED. IAG is key to the delivery of an informed cohort of young people successfully entering the workforce.

Risk management

N/A

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

Paper	Date	Contact/Directorate/Tel
Education Act	1997	
Careers Guidance and Inspiration in Schools.	April 2014	Department for Education
N/A		

Reason for inclusion in Part II, if appropriate

N/A

Education Scrutiny Committee

Meeting to be held on 24 March 2015

Electoral Division affected: All

The achievement of Lancashire Children Looked After (CLA) in 2014

(Appendices A and B refer)

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 provides information on the attainment, progress and achievements of Lancashire Children Looked After (CLA) in 2014. The findings are based on the unvalidated data released by the DfE along with local authority information on CLA. The data show that there are improvements in achievement at the end of Key Stage 2 but achievement for CLA remains well below that of other pupils in Lancashire.

At the end of Key Stage 4 the information indicates that levels of attainment fell in 2014 and are very low when compared with other pupils. A recovery plan has been developed and is being implemented to help raise standards of achievement for CLA pupils in the secondary phase and particularly at the end of Key Stage 4.

Recommendation

The Committee is asked to note and comment upon the report and the recovery plan set out at Appendix B to this report.

Background and Advice

There are currently over 1600 children in the care of Lancashire with around 900 in primary and secondary schools up to the age of 16 years. These pupils are placed in about 300 schools across Lancashire with over 120 pupils attending schools outside the County.

Although the exact figure varies from year to year, a high proportion of CLA have special educational needs. Around two thirds of the CLA in Year 11 in 2014 had special educational needs with half of these having a statement of special educational need.

Educational performance of Children Looked After at the end of Key Stage 2

The performance of Children Looked After (CLA) in the end of Key Stage 2 assessments in 2014 is set out in Table 1 at Appendix A and the main points are as follows

- There is an improving trend in the proportion of CLA who have reached or exceeded the expected level of attainment in reading, writing and mathematics (Level 4) over the past 3 years
- The attainment in Lancashire is in line with the national average for CLA in mathematics but it remains below the national average in reading and writing.
- The increase in the proportion of pupils reaching or exceeding the expected level in reading, writing and mathematics (Level 4) has been better than the rate of increase nationally and the gap in attainment is closing.
- The attainment of CLA remains well over 20% below the average for children who are not Looked After and is an area for improvement.

Additional information from the OfSTED 'RAISEonline' evaluation report for Lancashire indicates that the attainment of CLA is below the average for similar pupils but that the proportion making expected progress from Key Stage 1 to Key Stage 2 is just below average in mathematics and above average in reading and writing.

Educational performance of Children Looked After at the end of Key Stage 4

The performance of CLA at the end of Key Stage 4 in 2014 is set out in Table 2 at Appendix A. This shows two sets of information for 2014 as changes have been made by the DfE in the reporting arrangements for examinations and some qualifications which have previously counted towards the students' attainment have been disallowed. This needs to be recognised, therefore, when looking at trends and making a comparison with previous years. The main points are set out below:

- There is a declining trend in the attainment of CLA at the end of Key Stage 4 in Lancashire over the past 3 years as there has been nationally.
- Attainment at the end of Key Stage 4 in Lancashire has consistently been below the national average for CLA.
- Under the new arrangements for reporting examination performance the proportion of CLA gaining 5 or more, good GCSEs in Lancashire has fallen but is similar to the national average.
- The attainment of CLA remains very low when compared with the average for children who are not Looked After and is therefore a key issue for improvement.

Additional information from the OfSTED 'RAISEonline' report for Lancashire indicates that the attainment of CLA is below average for similar pupils and that the proportion making expected progress from Key Stage 2 to Key Stage 4 is just below average in English but well below average in mathematics.

Lancashire's own records also show that that:

- The great majority of Year 11 pupils have made good academic, educational, social and emotional progress in relation to their baseline and circumstances, and are moving on to further education or training.
- 69% of the Y11 pupils had one or more qualifications with some having gained qualifications equivalent to a GCSE.
- Many CLA gained significant vocational qualifications. 88% of Yr11 CLA attained the qualifications required to move into training or attend further education in September 2014, with many of these having SEN.
- At September 2014, only 2.8% of CLA in Y11 were not in Education, Employment or Training (NEET).

Key areas for improvement

The following areas have been identified as priorities for development and they have been incorporated into a recovery plan (see Appendix B)

- Developing the monitoring of progress towards individual targets for children through the Education Provision Maps and attendance at Personal Education Plan (PEP) review meetings where appropriate.
- Developing the monitoring of the social, emotional and behavioural achievements for individual children
- Strengthening the partnership with Children's Social Care so that pupils' social, emotional and academic needs are met effectively.
- The clear targeting of individual CLA educational needs , and allocation of CLA Pupil Premium and Personal Education Plan Support Allowance (PEPSA) funding via CLA Educational Provision Maps and PEPs completed by schools and social workers
- Further raising the profile of CLA amongst all services and stakeholders
- Effective transition so that CLA settle well in new schools.
- The placement of CLA in good or better schools wherever possible and appropriate
- Identifying and providing appropriate support for CLA with complex needs i.e. Attachment , Emotional , Social and Behavioural difficulties
- Targeted Support for CLA in Mathematics

Consultations

N/A

Implications:

N/A

Risk management

No significant risks have been identified in relation to the proposals contained in this report.

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

Outcomes for Children
Looked After by Local
Authorities

Dec 10th 2014

Jonathan Hewitt
01772 531663
Jonathan.hewitt@lancashir
e.gov.uk

Table 1

Table 1 shows the proportion of children who have been looked after continuously for 1 year at 31 March who gained the expected level of attainment in reading, writing and mathematics at the end of Key Stage 2.

	Number of pupils	Lancashire			England		
		Maths	Reading	Writing	Maths	Reading	Writing
2012	50	55%	49%	45%	56%	64%	51%
2013	40	52%	60%	48%	59%	63%	55%
2014	50	61%	65%	57%	61%	68%	59%

Table 2

Table 2 shows the proportion of children who have been looked after continuously for 1 year at 31st March who gained 5 good GCSEs and 5 good GCSEs including English and mathematics at the end of Key Stage 4.

	Lancashire			England	
	Number of pupils	5 or more GCSEs at grade A*-C	5 or more GCSEs at grade A*-C including English and maths	5 or more GCSEs at grade A*-C	5 or more GCSEs at grade A*-C including English and maths
2012	95	34.0%	12.8%	37.2%	14.9%
2013	85	28.2%	12.9%	37.2%	15.5%
2014	80	25.3%	10.1%	31.1%	14.4%
2014*	80	16.5%	8.9%	16.3%	12.8%

*These figures are calculated using the new method of calculating examination performance which was introduced by the DfE in 2014. They are not comparable with previous years' results.

Corporate Scorecard - Performance Indicator Recovery Plan

- Proportion of CLA pupils attaining 5 GCSE A-C including English and Maths at Key Stage (KS) 4

Performance:
8.9% of CLA KS4 attained 5 or more A*-C grades at GCSE including English and mathematics (Unvalidated data)

Targets:
13% of CLA KS4 to attain 5 or more A*-C grades at GCSE including English and mathematics

Why are the indicators under-performing?

Key Stage 4: Attainments 2014

- There were significant changes to the national exam system in 2014 and this led to a 5% fall in the proportion of all pupils gaining 5 or more GCSEs at grade A*-C. There was also a fall in the attainment of CLA in Lancashire and nationally. Caution should be exercised when comparing exam results year-on-year. Although direct comparisons between 2014 CLA KS 4 attainment data and that of previous years is difficult due to the examination changes there is a falling trend in the achievement of CLA at the end of Key Stage 4 in Lancashire. Whilst this mirrors the national picture, Lancashire's performance is generally below average.
- A high proportion of CLA have Special Educational Needs and many of these pupils are not expected to gain 5 or more good GCSEs. In 2014 around a third of Y11 pupils had Statements for SEN. The range of their SEN is set out in the table below.

This table shows the range of SEN statements that have been given to CLA pupils in Year 11

• Autistic Spectrum Disorder	• Behavioural, Emotional and Social Difficulties	• Moderate Learning Difficulties	• Speech and Communication Difficulties	• Severe Learning Difficulties
• 3	• 11	• 9	• 1	• 1

21% of the CLA attended Special Schools and made very good progress in relation to their individual targets but did not gain 5 good GCSEs including English and mathematics.

A third of pupils attended mainstream schools but had identified additional SEN, particularly in relation to emotional, social and behavioural difficulties.

- Detailed Tracking Reports of every Year 11 CLA, indicate that the great majority have made good academic, educational, social and emotional progress in relation to their baseline and circumstances, and are moving on to further education or training but the proportion gaining 5 or more A*-C grades at GCSE is a key area of concern.
- The progress of CLA pupils in English was broadly average but it was particularly low in mathematics and this affected the proportion of pupils gaining 5 good GCSEs including

English and mathematics

- Whilst the great majority of services and schools give a high priority to CLA there is a lack of consistency in recognising the links between the social and emotional aspects of development of CLA and improving academic achievement.
- Monitoring systems are used by the Virtual School to track pupil progress but these have not been consistently effective in identifying concerns about educational progress early enough and linking them to the work of Children's Social Care and schools.
- The resources to enhance the achievement of CLA (Pupil Premium and PEPSA) has largely been effective but it needs to be monitored more closely to ensure that schools are using the resources effectively and that causes of underachievement beyond the school are identified and receive the appropriate support.
 - As reported in the July 2014 Ofsted report "The Pupil Premium: an Update", in some schools there has been insufficient focus on monitoring and evaluating interventions to improve CLA pupil progress .
 - The CLA Pupil Premium (£1900 per CLA) is now the responsibility, and managed by, all Virtual School Headteachers across the country

What actions are required to put it back on track?

Action to be taken	Lead	Completion Date
1. Ensure all CLA have an Educational Provision Map (as part of the CLA Personal Education Plan), which clearly identifies: <ul style="list-style-type: none"> • the CLA 's educational targets and • the interventions and relevant funding streams required to meet expected targets. 	Virtual School HT	September 2014
2. Continue facilitation of training for Designated Teachers for CLA in schools across Lancashire , and to share and disseminate effective practice	Virtual School HT	September 2014
3. Using the NW Virtual School Headteachers Meeting to identify good practice across the region	Virtual school Headteacher	September 2014
4. Monitor the social, emotional and academic progress of CLA at least every 6 months using the Education Provision Maps and PEP.	Virtual School Headteacher	January 2015
5. Provide CLA and their schools with CLA Pupil Premium to assist in supporting the educational targets and interventions identified on the CLA's Educational Provision Map and PEP	Virtual School HT	January 2015
6. Develop effective identification of all secondary CLA		

<p>experiencing underachievement (with a focus on Year 10 and Year11 Lancashire CLA requiring intensive educational support for GCSE ; particularly CLA with identified 'potential' to achieve 5 GCSE including English and Maths</p>	<p>Virtual School Headteacher</p>	<p>January 2015</p>
<p>7. Track the progress of secondary CLA pupils systematically over the year ensuring appropriate intervention and support is in place, making effective use of the CLA Pupil Premium and brokering in additional support as necessary</p>	<p>Virtual School HT</p>	<p>January 2015 ongoing</p>
<p>8. Provide bespoke and individual support and advice packages for CLA pupils experiencing difficulties in school due to :-</p> <ul style="list-style-type: none"> ○ change of school or care placement, ○ pupil experiencing emotional , social or / and behavioural difficulties ○ risk of exclusion ○ significant underachievement . <p>This may involve :</p> <ul style="list-style-type: none"> ○ 1 to 1 tuition in apecific subjects including mathematics ○ Learning Mentor Support ○ Educational Psychologist Assessment ○ Alternative education package 	<p>Virtual School HT Educational consultants</p>	<p>January 2015</p>
<p>9. Strengthen the partnership between Children's Social Care and the Virtual School for CLA through timely sharing of information regarding CLA at risk of underachieving and structured induction for newly qualified social workers</p>	<p>Virtual School HT / Head of CSC</p>	<p>March 2015</p>
<p>10. Share key messages from national research into underlying barriers and effective support for CLA pupils ththrough the Secondary School Senior Leader Network</p>	<p>Virtual School HT Specialist Adviser</p>	<p>March 2015 termly</p>
<p>11. Develop the Quality Assurance model for Virtual School for CLA to monitor and evaluate the effectiveness of EPMs , PEPs and CLA Pupil Premium. To buy in adviser time for Quality Assurance .</p>	<p>Virtual School HT and Advisers</p>	<p>May 2015</p>
<p>12. Support the transitionof CLA into new schools, including additional support for Y6 pupils most at risk of underachievement as they transfer to secondary schools</p>	<p>Virtual School Headteacher Educational consultants</p>	<p>July 2015</p>
<p>13. The profile of the Virtual School for CLA is promoted</p>	<p>Virtual School Headteacher Educational consultants</p>	<p></p>

through school advisers and support from the Corporate Parenting Board .	Virtual School Headteacher Advisers	July 2015
--	--	------------------

Agenda Item 7

Education Scrutiny Committee
Meeting to be held on 24 March 2015

Electoral Division affected: All

School attendance of pupils in Lancashire and the rate of exclusion from school

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 outlines the most recent attendance and exclusion figures for primary, secondary and special schools in Lancashire, with national comparators. The attendance data includes overall and persistent absence figures and a ranking in relation to statistical neighbours. For each of the areas of attendance and exclusion there is a brief summary of support for schools, and in the case of attendance this includes support for families.

Recommendation

The Education Overview and Scrutiny Committee is asked to comment on the report.

Background and Advice

Attendance

The official attendance figures (set out in Tables 1, 2 and 3 below) only become available for whole school years in March of the following year, so 2013-14 validated data will only be published later this month.

N/

Table 1

Primary Whole Year Data (Half Terms 1-5)

School Year	England OA%	LCC OA%	SN Rank	England PA%	LCC PA%	SN Rank
2010-11	5.0	4.7	=1/11	3.9	3.6	4/11
2011-12	4.4	3.9	=1/11	3.1	2.6	2/11
2012-13	4.7	4.2	=1/11	3.0	2.5	2/11

Table 2
Secondary Whole Year Data (Half Terms 1-5)

School Year	England OA%	LCC OA%	SN Rank	England PA%	LCC PA%	SN Rank
2010-11	6.5	6.0	2/11	8.4	7.4	2/11
2011-12	5.9	5.3	2/11	7.4	6.0	2/11
2012-13	5.8	5.3	2/11	6.4	5.3	2/11

Table 3
Special Schools Whole Year Data (Half Terms 1-5)

School Year	England OA%	LCC OA%	SN Rank	England PA%	LCC PA%	SN Rank
2010-11	10.0	9.4	7/11	16.7	15.7	5/11
2011-12	9.6	9.0	6/11	16.3	15.1	5/11
2012-13	9.7	9.2	7/11	16.1	13.9	5/11

A review of the above information shows that 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 (OA) and Persistent Absence¹ (PA) in all phases and consistently compares well against our statistical neighbours (SN).

For the first time, overall absence data was collected in respect of four year olds from the Autumn Term 2012. These figures are set out in Table 4 (below).

Table 4
Overall Absence 4 Year olds Autumn and Spring Terms

	England OA%	LCC OA%	SN Rank
2012-13	6.4	5.3	1/11
2013-14	5.3	4.4	1/11

Lancashire's figures again compare favourably against national figures and when compared to our statistical neighbours. This is a very positive position as it is vital that children establish a regular pattern of attendance at school from an early age.

The most recent data for the Autumn and Spring Terms 2013-14 is set out in Tables 5 and 6 but is only available for primary and special schools.

¹ Persistent Absence – children who miss school for approximately 15% of sessions (currently defined as missing 38 or more sessions in Half Terms 1-4 or 46 or more sessions in Half Terms 1-5).

Table 5
Primary Autumn and Spring Term Data

School Year	England OA%	LCC OA%	SN Rank	England PA%	LCC PA%	SN Rank
2013-14	3.9	3.4	1/11	2.8	2.1	2/11

Table 6
Secondary Autumn and Spring Term Data

School Year	England OA%	LCC OA%	SN Rank	England PA%	LCC PA%	SN Rank
2013-14	5.1	4.6	2/11	5.8	4.8	2/11

Lancashire's most recent figures show that strong performance is being sustained. Attendance continues to compare favourably with national figures and when compared to our statistical neighbours.

From September 2015 the methodology for identifying PA pupils will change slightly and the threshold for PA will move from 15% absence to 10% absence. Both of these changes are expected to lead to an increase in figures for PA pupils both within Lancashire and nationally.

Support for Schools and Families

The local authority attendance service works to ensure that schools have a clear understanding of their attendance profile, and can identify 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 in special schools) 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. Such casework includes 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 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 more particularly 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).

Whilst most absences arise from children absenting themselves from school and parentally condoned absence, including unauthorised leave for holidays in term time, in some instances the authority becomes aware that children are missing out on education as a result of unofficial exclusion. 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.

Permanent and fixed term exclusions in Lancashire

In July 2014 the DfE's Statistical First Release reported on permanent and fixed period exclusions from state funded primary, secondary and special schools during the 2012/13 academic year, as reported by the School Census. The data showed that in England the number of permanent and fixed term exclusions had fallen and this continued the recent downward trends. In Lancashire, as can be seen from the tables below, there is a more mixed picture.

Table 7 : Permanent exclusions in Lancashire schools – 2011/12 and 2012/13 (England figures in brackets)

	Primary		Secondary		Special	
	Number	%age of school popn.	Number	%age of school popn.	Number	%age of school popn.
2011/12	24 (690)	0.03 (0.02)	125 (4390)	0.18 (0.14)	5 (80)	0.21 (0.09)
2012/13	35 (670)	0.04 (0.02)	122 (3900)	0.18 (0.12)	X (60)	X (0.07)

Note: X = less than 5, or a percentage based on less than 5

The number of secondary and special school permanent exclusions in Lancashire fell between 2011/12 and 2012/13. The number of primary permanent exclusions rose. Whilst the number of permanent exclusions in secondary schools fell, the figure as a percentage of the school population remained at 0.18%, which is above the 2012/13 national figure of 0.12%.

Figures collected by the local authority's Pupil Access Team for the academic year 2013/14 show that there was an increase in the number of permanent exclusions for both primary and secondary schools. In 2013/14 there were 59 permanent

exclusions in primary and 128 in secondary. The number of permanent exclusions in special schools remained below 5.

Table 8: Fixed period exclusions in Lancashire schools – 2011/12 and 2012/13
(England figures in brackets)

	Primary		Secondary		Special	
	Number	%age of school popn.	Number	%age of school popn.	Number	%age of school popn.
2011/12	552 (37790)	0.60 (0.90)	4,481 (252,210)	6.57 (7.85)	369 (14,370)	15.72 (15.39)
2012/13	674 (37870)	0.73 (0.88)	4,131 (215,560)	6.11 (6.75)	407 (14,100)	17.9 (14.68)

The number of fixed period exclusions in Lancashire secondary schools in 2012/13 was below the 2011/12 figure. The data shows that the rate of fixed period exclusion in Lancashire secondary schools is better than the England outcome. The number of fixed period exclusions in primary schools rose between 2011/12 and 2012/13; however, the percentage of the school population who receive a fixed term exclusion remains better than the England outcome. The number of fixed period exclusions in special schools has risen between 2011/12 and 2012/13. The percentage of the school population who have received a fixed term exclusion remains above the national figure.

The data collected by the local authority for the academic year 2013/14 indicates that there is a slight increase in the number of fixed period exclusions in primary and special schools – 700 and 408 respectively. The number of fixed period exclusions in secondary schools in 2013/14 was recorded as 3533. This is lower than the previous year's figure.

Support for schools

In response to the high number of permanent exclusions – particularly in primary schools – officers from a number of teams within the directorate for Children and Young People have been exploring the most effective ways of supporting schools in order to help prevent exclusions.

Following discussions with a number of local authority services – including the Inclusion and Disability Support Service, Young People's Service, Early Help and Prevention, Pupil Access, Children's Social Care, Quality and Continuous Improvement and Children and Adolescent Mental Health Service – it was agreed that the local authority will, in consultation with schools, design and publish an 'offer' which will clearly outline the expectations of schools and Lancashire services in relation to supporting pupils' social, emotional and behavioural needs. The offer will detail the support available to strengthen schools' internal systems and strategies and provide an up to date directory of additional, external, support that may be available – either at no cost to schools or via traded services.

Consultation with schools will take place in the spring and summer terms 2015 and it is expected that the offer will formally be in place for the beginning of the academic year 2015/16. However, since the beginning of the autumn term 2014, elements of what may be in the offer have been informally put into operation. For example there is now a named person to provide guidance and support; closer working between services including Quality and Continuous Improvement and the Pupil Referral Units; more focused support from school advisers in supporting and challenging how behaviour policies are implemented in schools. These approaches appear to have had a positive impact and a number of permanent exclusions have been avoided. The unvalidated figures for the autumn term show that there has been no increase in primary exclusions compared to the same period in the previous year.

Consultations

N/A

Implications:

N/A

Risk management

No significant risks have been identified in relation to the proposals contained in this report.

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

Pupil absence in schools in England 2012 -13	March 2014	Jonathan Hewitt 01772 531663 Jonathan.hewitt@lancashire.gov.uk
Pupil absence in schools in England 2011-12	March 2013	Jonathan Hewitt 01772 531663 Jonathan.hewitt@lancashire.gov.uk
Pupil absence in schools in England 2010-11	March 2012	Jonathan Hewitt 01772 531663 Jonathan.hewitt@lancashire.gov.uk
Pupil absence in schools in England Autumn 2013 and Spring 2014	October 2014	Jonathan Hewitt 01772 531663 Jonathan.hewitt@lancashire.gov.uk

Permanent and Fixed
period exclusions in
England 2012-13

July 2014

Jonathan Hewitt
01772 531663
Jonathan.hewitt@lancashir
e.gov.uk

Permanent and Fixed
period exclusions in
England 2012-13

July 2013

Jonathan Hewitt
01772 531663
Jonathan.hewitt@lancashir
e.gov.uk

Reason for inclusion in Part II, if appropriate

N/A

