

Lancashire County Council

Education Scrutiny Committee

Tuesday, 17 November, 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
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1.	Apologies
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2.	Disclosure of Pecuniary and Non-Pecuniary Interests
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Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

3.	Minutes of the meeting held on 21 July 2015	(Pages 1 - 8)
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4.	Youth Offending Team	(Pages 9 - 14)
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5.	Lancashire Alternative Provision Offer	(Pages 15 - 20)
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6.	Attainment of Children Looked After 2014 -2015	(Pages 21 - 32)
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7.	Work Plan	(Pages 33 - 36)
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8.	Urgent Business
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An item of urgent business may only be considered under this heading where, by reason of special circumstances to be recorded in the Minutes, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Member's intention to raise a matter under this heading.

9. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on the 5 April 2016 in Cabinet Room 'C' at County Hall, Preston.

County Hall
Preston

I Young
Director of Governance,
Finance and Public Services

Agenda Item 3

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Tuesday, 21 July, 2015 at 10.00 am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Present:

County Councillor Cynthia Dereli (Chair)

County Councillors

P Buckley	G Molineux
Mrs S Charles	B Murray
C Crompton	S Perkins
Dr M Hassan	A Schofield
C Henig	D T Smith
D Lord	

Co-opted members

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

1. Apologies

Apologies were presented on behalf of Mr Fred Kershaw (representative for Church of England schools) and County Councillor Andrea Kay.

The Chair welcomed County Councillors Carl Crompton, Alan Schofield and David Smith who were attending in place of County Councillors Bernard Dawson, Keith Iddon and Anne Cheetham respectively.

Guests

The Chair welcomed:

- Bob Stott, Director Children's Services.
- Mike Heaton, Skills Co-ordinator.
- Steve Palmer, Operations Director, The Lancashire Colleges
- David Wood, Principal, Lancaster & Morecambe College and Chair The Lancashire Colleges
- John Doyle, Head of Ormskirk School
- Ajay Sethi, Head of Service, Traded Services (Start Well)
- Raeleen Duthoit, Lancashire Work Based Learning Forum

- Kirsty Houghton, Youth Council Development Worker
- Hal Meakin, Member of the UKYP(Fylde)

2. Disclosure of Pecuniary and Non-Pecuniary Interests

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

3. Appointment of Chair and Deputy Chair

Resolved: That the appointment by Full Council on 21 May 2015 of CC Cynthia Dereli as Chair of the Committee and CC Susie Charles as Deputy Chair for the following year be noted.

4. Constitution, Membership and Terms of Reference

A report was presented on the Membership and Terms of Reference of the Committee.

Resolved: That the Membership, Terms of Reference of the Committee, and programme of meetings for 2015/16 as now reported be noted.

5. Minutes of the meeting held on 24 March 2015

The minutes from the meeting held on 24 March 2015 were presented and agreed.

Resolved: That the Minutes of the meeting held on 24 March 2015 be confirmed as an accurate record and signed by the Chair.

6. The breadth and quality of the 14-19 learning offer for young people in Lancashire

The report introduced by Bob Stott, Director of Children's Services, provided an overview of the current position regarding the offer of learning available to young people aged 14-19 in Lancashire.

It explained that local authorities had a statutory duty to secure sufficient and suitable education and training provision to meet the reasonable needs of all young people in their area, by influencing and shaping provision through local partnerships and by identifying gaps, enabling new provision and developing the market. The young people covered by this statutory duty were those aged 16-19 and those aged 19-24 who had a learning difficulty and/or disability and were the subject of a learning difficulty assessment.

From 2013 all young people were required to continue in education and training to the end of the academic year in which they turned 17. This would rise to their 18th birthday from 2015. Raising the Participation Age (RPA) defined the three primary routes to participation as:

- Full-time education (school, college or home education)
- An Apprenticeship
- Part-time education or training alongside full time employment, self-employment or volunteering for at least 20 hours a week.

Mr Stott pointed out that the RPA was not the same as ROSLA (Raising of the School Leaving Age) that had been introduced in the 1970s. The participation route through the RPA was diverse and the options for young people were many and varied.

Mr Stott drew attention to the Education and Adoption Act 2015, which focused mostly on education and which was to bring changes to the academy process across the country; he suggested that it would be appropriate to bring an update report to the Committee later in the year when the implications of the Bill were clearer, particularly how the academy process would be taken forward.

Invited guest speakers had summarised information about their provision as set out in the various appendices to the report and now attended the meeting to present the information and answer members' questions.

David Wood, Principal Lancaster and Morecambe College, and Chair of the Lancaster Colleges, explained, in some detail, the offer from the nine further education colleges in Lancashire, the financial pressures, the size and quality of the sector, and progression routes from FE.

He also referred to challenges ahead which would be brought about by the forthcoming Government review of the FE sector. He emphasised the need for Lancashire to be clear about what it wanted in the future. He was confident that Lancashire had many strengths in terms of its financial position and the quality of its provision.

Members were invited to ask questions at this point and a summary of the main points arising from the discussion is set out below:

- A question was asked about how FE colleges were changing as a result of the Local Enterprise Partnership (LEP) and the Skills Board, and what the findings were from research commissioned into the local labour market, referred to in Appendix A. In response, it was explained that the ageing population was leading to skills gaps; there were now more people leaving the labour market than there were coming into it and replacement demand was huge even in declining industries. The FE sector was moving towards a very challenging scenario. All areas were similarly affected and it was vital therefore for Lancashire to make itself an attractive employer and attract the right sort of business. Research had indicated that the highest demand was at

GCSE and supervisory skills levels, and demand for health and social care skills was high. There was a need to understand future workforce requirements and align the curriculum, and local FE providers were working closely with employers such as BAe and Heysham Power Station.

- The Committee was informed that it had been emphasised to the Skills Board that more careers advice and information should be made available to young people to enable them to make informed choices. The Chair confirmed that improved careers provision would be welcomed by the Committee.
- It was confirmed that the county council would have an input to the BAe training centre for engineers currently being built.
- One member observed that Lancashire had a long and proud tradition of providing inclusive, post-16 education through its tertiary system. He felt that it was important for Lancashire to retain its inclusive and all-embracing vision in a way that met the needs of post-16 learners. The Committee was assured that the county council was passionate about maintaining a clear vision for the future and recognised that it was appropriate to formulate views with the FE sector and other partners to provide a bold and robust offer that was right for the people of Lancashire, in the national context.
- In response to a question about the potentially negative affect on attitude and aspiration that lack of parental and family support can have, it was emphasised that lack of parental support was not causal and much could be done to overcome such barriers; there were many examples of success from disadvantaged backgrounds and performance among young people in receipt of free school meals and Children Looked After was strong.
- It was recognised as most important that young people needed to understand their potential pathways and for there to be clear, positive messages about apprenticeships; the number of 16-18 year olds taking up apprenticeships had reached a plateau and apprenticeships were not currently the preferred choice for many employers.
- Members were interested to know whether college leavers were tracked in terms of their future pathways and particularly whether information was gathered about those young people who struggled to get work and to find out why that was the case. Mr Wood confirmed that 89% of leavers from Lancaster and Morecambe College had moved on into Higher Education, further training or employment and it was also possible to determine how many had progressed into employment relevant to their college course. It was, however, impossible to track young people further because the response rate from leavers was very low both locally and nationally.
- In response to a question about potential for lack of parity across the county if FE colleges were focusing on providing courses to meet local need, it was explained that large employers, whatever the sector, required a range of skills, for example, caterers, administrators, electricians. Most colleges provided a broad range of courses, however, if demand changed so would supply.
- It was confirmed that support funds were available for disadvantaged young people, often Income Support related, for example a young person on a catering course could be provided with a set of knives, or a uniform. Those in receipt of free school meals would receive the same arrangements in college. Free transport was also available.

John Doyle, Head of Ormskirk School then gave an overview of the offer from school sixth forms and academies in Lancashire.

He explained that many of the issues affecting FE, as described above, were relevant to sixth form schools also. The 23 institutions listed at Appendix B represented a diverse, high quality mix of providers; it was important for them to complement each other in terms of demand from the 'market'.

Schools were also facing financial pressures and challenges and it was important to ensure that courses provided through sixth form colleges matched what young people wanted and also that they were financially viable.

Young people were now recognising that 16 was not the natural end to their education and it was considered unfortunate that, at a time when young people were in need of advice and counselling about their future, it was left for the institution to provide that advice. Many young people would continue to follow the traditional route to Higher Education, but changes in HE funding would lead to a significant number of young people looking at alternative routes to level 4 and 5 qualifications such as higher level apprenticeships. It was very important to ensure that young people were aware of what routes were available to them.

Members were invited to ask questions at this point and a summary of the main points arising from the discussion is set out below:

- In response to a question whether the provision of Further Education had reached saturation point, it was explained that changes in funding from the Education Funding Agency would mean that some sixth form colleges would not be big enough and that Further Education and sixth form colleges would look very different in the next five to 10 years.
- The report had briefly listed the main family of qualifications being accessed by Lancashire residents to give a flavour of the most popular subjects; Anjay Sethi offered to provide a more detailed breakdown if the Committee would like one.
- It was noted that there was a cohort of colleges in the Lancaster area providing complementary course, which was a good example of joint working.

Raeleen Duthoit, Support and Development Manager, Lancashire Work Based Learning Forum, gave an overview of work based learning and apprenticeships.

She explained that an apprenticeship required significant commitment from both the employer and the apprentice. The majority of apprenticeships were provided by SMEs (small to medium enterprises) and it could be much more time intensive for a small employer to provide an apprenticeship.

It would be important to carefully match young people with employers and ensure that all necessary arrangements were in place for the apprenticeship to work well and succeed.

One member suggested that employers generally did not fully understand how apprenticeships work and did not know where to start if they were considering employing an apprentice. It was accepted that further education of employers was required and the Committee was assured that many training providers and colleges were working towards this. The Committee was informed that an employer levy was to be introduced which would complicate the situation further.

In terms of the longer term position, members were reassured that apprentices had the same contractual and employment status as other employees and that it was not expected that employment would cease at the end of the apprenticeship.

It was acknowledged that tracking was important and work was planned to improve tracking in the coming months.

The Chair commented that the increasing status of apprenticeships was most encouraging.

Resolved: That,

- i. Officers be thanked for their reports and for their attendance at Committee.
- ii. Comments and concerns expressed by members, as set out in the minutes, be noted.
- iii. A representative of the Local Enterprise Partnership (LEP) Skills Board be invited to the November meeting of this Committee, to provide an update on progress being made by the LEP Skills Board.

7. Young Peoples perspective on the routes to 14 -19 Education & Training provision

The report explained that Lancashire Youth Council had been invited by the Education Scrutiny Committee to carry out a piece of research to find out young people's perspective on the routes to 14-19 education and training provision and to report their findings.

The Youth Council had now conducted their research through group discussion and by distributing a questionnaire to young people across Lancashire and had consulted 220 young people. A copy of the questionnaire was at Appendix A and the results of the consultation were at Appendix B to the report now presented.

Hal Meakin, Member of Lancashire Youth Council, drew attention to the finding that 31% of young people consulted felt that they did not know what provision was available to them, with the most attributed reason for this being lack of careers guidance in school.

It was noted that there had been varying level of responses from the twelve districts, indeed there had been no responses at all from four districts. Hal

Meakin confirmed that there was a desire to carry out further research to gather a more representative response.

The Lancashire Youth Council had made the following recommendations:

- i. That provision for advice and guidance of 14-19 Education and Training should be of a high quality throughout the county. It was felt that, at present there did not appear to be a consistent approach.
- ii. In light of the findings from the questionnaire it may be beneficial to carry out a further piece of work focusing on the 31% of young people who were not aware of what routes were available to them and identifying how this could be resolved.
- iii. That the findings of the consultation be shared with the Lancashire Association of Secondary School Headteachers (LASSH) and Lancashire County Council Cabinet Members with whom the Lancashire Youth Council currently meet on a quarterly basis.

The Committee supported the recommendations and agreed that:

Recommendation i - that the words "and this could be investigated" be added to the last sentence. Bob Stott said that he would ask Jonathan Hewitt, Head of School Improvement, to provide an update on the models of provision provision of IAG (Information and Guidance) currently in use across the county for the next meeting of this Committee.

Recommendation ii - Hal Meakin confirmed that the Youth Council would carry out a further piece of work focusing on the 31% of young people who were not aware of what routes were available to them and identify how this could be resolved.

Recommendation iii – Bob Stott confirmed that the report would be presented to the LASSH Executive. It was noted that to some extent the findings were positive in that many young people, generally, knew where to go for information and advice, however, since the removal of the National Careers Advice service, particularly the funding, it was most important to maximise good quality Information and Guidance in a consistent manner. He was confident that Children Looked After would receive attention through the Youth Service, but there were other vulnerable young people in schools who needed face to face guidance and support, and this was a challenge

Resolved: That the recommendations of the Youth Council, as slightly amended and as set out above, be supported.

8. Work Plan

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 noted that it had been agreed earlier in the meeting that the following be added to the agenda for the November 2015 meeting:

- Update report on the implications of the Education and Adoption Act 2015, particularly how the academy process is to be taken forward.
- Update on the progress being made by the Local Enterprise Partnership (LEP) Skills Board.

The Chair also noted from the minutes of the March 2015 meeting that the following items were to be included on the agenda for the April 2016 meeting:

- **Pupil Premium Task Group Final Response** - A further update report be provided in twelve months, to include:
 - information about progress with schools where there are community or locality barriers to achievement,
 - information about progress regarding the longer term objectives in response to the Task Group's recommendations; and
 - Achievements for this cohort of students.
- **School attendance of pupils in Lancashire and the rate of exclusion from school** - A further update report be provided on the school attendance of pupils in Lancashire and the rate of exclusion from school.

Resolved: That the work plan, as now amended, be noted.

9. Urgent Business

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

10. Date of the Next Meeting

It was noted that the next meeting of the Committee would be held on Tuesday 17 November 2015 at 10:00am, County Hall, Preston.

I Young
Director of Governance, Finance
and Public Services

County Hall, Preston

Agenda Item 4

Education Scrutiny Committee

Meeting to be held on 17 November 2015

Electoral Division affected: All

Youth Offending Team

(Appendix A refers)

Contact for further information:

Barbara Bath, Head of Service Fostering, Adoption, Residential and Youth Offending Team, 01772 531730

Barbara.bath@lancashire.gov.uk

Executive Summary

This report provides information on the support for young people's education provided by the Youth Offending Team to young people in the criminal justice system.

Recommendation

The Committee is asked to note and comment on the report.

Background and Advice

Lancashire's Youth Offending Team (LYOT) is managed by a Partnership Board and delivers, in partnership, statutory services for youth justice. The service is provided through a multi-disciplinary area based model and consists of staff from the Police, Probation, Health, Education and Social Services. There are also a number of volunteers within the service which support specific areas of delivery. The service model is derived from the legislative duties outlined in the Crime and Disorder Act 1998 and is subsequently jointly funded by partner agencies. The principal aim of the service is to prevent offending by children and young people, with local strategic decision and direction primarily made through the Lancashire Youth Justice Management Board.

The YOT works with children and young people aged from 10-17 years who are involved in the criminal justice system. The service receives the majority of its cases through the youth courts when young people are sentenced to disposals which are managed by the YOT. This includes Referral Orders, which are the outcome for the majority of young people appearing for the first time in court, and which involve the use of community volunteers in setting objectives for the young person. Other disposals are the Youth Rehabilitation Order (YRO) to which various conditions can be attached, and for more serious offending the Detention and Training Order (DTO).

The YOT also works with a smaller cohort of young people, who are not yet involved in the court system, through the Out of Court Disposal Panel. This is a joint police and YOT meeting, which considers young people whose behaviour may be dealt with by way of a Caution or Conditional Caution. Preventative work takes place with young people who have not reached even this stage, by the provision of a 'triage' service, which diverts young people prior to their being cautioned, and which offers work on offending and thinking skills to prevent them from engaging in similar behaviours again.

Assessment

Young people known to the YOT are assessed using a specialist tool called Asset. This allows the practitioner to review all aspects of a young person's life which may be contributing to their offending behaviour. One of the most important aspects is the young person's engagement with education, training or employment. The assessment in respect of this area is carried out with support from the specialist education workers based in the YOT. Lancashire has three such workers, one in each geographical base of East, North and South/ Central. In respect of assessment, the specialist worker makes contact with the educational setting where the young person is on roll, to establish their levels of attendance and attainment. The specialist worker then informs the assessment and intervention plan which is developed between the YOT case manager and the young person under supervision.

Evidence shows that engagement in appropriate education, is a key factor in reducing the risk of a young person becoming involved in offending, or in re-offending if they are already in the justice system. The role of the YOT education specialist is to ensure that suitable education opportunities are identified, and that young people are supported to make best use of such opportunities. This involves liaison with local schools and colleges, a significant challenge when only three workers cover the whole of the Lancashire County Council area. The YOT has a working agreement with secondary schools, and the education specialists ensure that this is reviewed on an annual basis and signed off by the chair of the Lancashire Association of Secondary School Heads (LASSH).

Where suitable education is not available, or a young person is struggling within their current educational setting, the YOT will become involved to support better engagement. This can include an element of advocacy between school and family if relationships have become strained, which can happen as a result of poor attendance or inappropriate behaviour in school. While the YOT retains a neutral stance, it can be helpful for a third party to attend meetings between school and family, to enable constructive dialogue, which often leads to an improved outcome for all parties.

Relationships between YOT and educational settings are generally extremely positive. It is not surprising that some settings have very few contacts with the YOT, and in these cases it is not necessary to make regular visits, however the YOT will always respond if there is a need. In schools where there are more young people involved with YOT, the specialist education worker will be in regular contact with key schools personnel, including pastoral as well as teaching staff. YOT education

workers are seen as a valuable resource in making decisions about suitable provision for young people.

The YOT measures of success are based on national indicators which are: to reduce young people coming into the justice system for the first time; to reduce reoffending by those in the system; and to reduce the numbers of young people in custody. In respect of education there is a contribution to all three measures made by the provision of suitable educational opportunities for young people. The work of the YOT is constantly monitored and evaluated both internally, and by the Youth Justice Board, which is a department of the Ministry of Justice. The YOT is also subject to inspection by Her Majesty's Inspectorate of Probation (HMIP) as well as being part of any children's services inspection conducted by Ofsted.

In Lancashire, in the year April 2014 to March 2015, the YOT worked with 511 young people subject to 740 orders of the court. The difference in number is accounted for by some young people having been dealt with on more than one occasion for different offences. A further 391 young people were dealt with by the Out of Court Disposal Panels. LYOT performance in respect of the three national measures compares favourably with other youth offending teams in the 'family' of similar sized areas. This effectiveness is attributable to the thorough assessment, planning and intervention with young people involved in the criminal justice system, including supporting them in or into suitable educational provision.

Performance

Following the discontinuation of nationally mandated employment, training and education (ETE) targets from the Youth Justice Board, LYOT has worked to create realistic and challenging ETE measures, to inform the local management board and other relevant agencies. The emphasis is on 'distance travelled' while a young person is known to the YOT, and maintenance of educational placement to improve outcomes for children and young people. The YOT has refocused the duties in respect of education work, from the YOT case manager, to specialist consultant practitioner. This, alongside the introduction of consultation procedures and documentation, has ensured that the appropriate use of the specialist practitioner resource underpins LYOTs ability to deliver a quality and effective delivery of service in respect of ETE.

The two targets created by LYOT are that of all young people who start a YOT programme in education, employment or training (EET), no more than 20% end their programme not in education, employment or training (NEET). This has been comfortably achieved in the last four quarters (October 2014 to September 2015). The second target is that all young people who start YOT programmes as NEET, at least 10% will be in EET by the end of their programme. Performance in respect of this target is extremely positive, with at least 20% achieving this in the last four quarters, and in two of these more than 30% being in EET.

Consultations:

N/A

Implications:

This item has the following implications, as indicated:

Risk management

The report is for information only and therefore does not have any proposals with risk implications.

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

Paper	Date	Contact/Tel
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N/A

Reason for inclusion in Part II, if appropriate

N/A

Appendix A

Lancashire YOT NEET Target Trends July 14 to June 15

Target 1

Of all Young People starting a YOT programme in EET, ensure that no more than 20% end their programmes as NEET

Lancashire YOT	Quarter Jul 14 - Sep 14	Quarter Oct 14 - Dec 14	Quarter Jan 15 - Mar 15	Quarter Apr 15 - Jun 15
Number of Young People ending a programme who started the YOT programme as being in EET	137	104	102	125
Number which then went on to become NEET by the end of the programme	21	9	5	15
Percentage	15%	9%	5%	12%

Target 2

To target all NEET starting YOT programmes to achieve 10% in EET at the end of the programme

Lancashire YOT	Quarter Jul 14 - Sep 14	Quarter Oct 14 - Dec 14	Quarter Jan 15 - Mar 15	Quarter Apr 15 - Jun 15
Number of Young People ending a programme who started the YOT programme as being in NEET	43	54	63	52
Number which then went on to become EET by the end of the programme	10	18	20	12
Percentage	23%	33%	32%	23%

Education Overview and Scrutiny Committee

Meeting to be held on 17 November 2015

Electoral Division affected: ALL

Lancashire Alternative Provision Offer (Appendix A refers)

Contact for further information:
Bob Stott, Director of Children's Services
01772 531652
Bob.stott@lancashire.gov.uk

Executive Summary

The report describes the current offer for Lancashire Children and Young People placed in alternative provision and a number of developments being implemented.

Recommendation

The committee is asked to note the information and gives its views on the planned developments.

Background and Advice

- The local authority is responsible for providing alternative education for pupils who have been permanently excluded from school, are unable to attend their school temporarily due to significant medical conditions. The local authority is also responsible for the education of those for whom there is no other appropriate school place and where alternative provision is judged as meeting need. Lancashire commission this provision from Pupil Referral Units (PRU) across the county through a Service Level Agreement.
- PRUs are Short Stay Schools where pupils' needs are assessed so that support can be provided to reintegrate them into mainstream schools or so that they can be placed in specialist schools to meet their needs.
- There are 10 Pupil Referral Units which serve pupils in Lancashire County Council including 3 Primary phase PRUs and 7 Secondary phase PRUs. A map showing their location is attached at Appendix A.
- The PRUs are formally designated as schools and have delegated budgets. They are inspected by OfSTED and currently 50% are good or better with one judged to be inadequate.

- The 3 primary PRUs are located to cover the County Council area with Stepping Stones in Lancaster covering North Lancashire, Golden Hill covering Central Lancashire and Hendon Brook covering East Lancashire.
- The 7 secondary PRUs cover the County Council area as follows:
 - The Chadwick Centre (Lancaster)
 - The McKee Centre (Fylde and Wyre)
 - The Larches (Preston)
 - Shaftesbury House (South Ribble)
 - Acorns (West Lancashire)
 - Oswaldtwistle (Hyndburn, Rossendale, Ribble Valley)
 - Coal Clough (Burnley and Pendle)

Primary PRU Offer.

The Primary PRUs provide educational placements for primary pupils aged between 5-11 who have been permanently excluded, or are at great risk of permanent exclusion.

They also offer Early Intervention Support for pupils and staff in mainstream schools. The core aim of this Early Intervention service is to prevent pupils from exclusion and provide support and strategies in order for pupils' challenging behaviours to be managed supportively and effectively. Each Primary PRU has a dedicated intervention team and support packages that include, observation and assessment, in-class support, individualised programmes, staff training and development.

Secondary PRUs Offer

Secondary PRUs provide for students who have been permanently excluded from mainstream school, or those who are at serious risk of exclusion. Typically, students have experienced a disrupted educational experience in mainstream schools that often includes long periods of absence. At KS4 pupils may follow a personalised curriculum that includes core curriculum subjects and vocational experience and qualifications. Pupils with medical needs are educated in the environment appropriate to their needs which may include a nurturing environment. Each PRU provides a range of intervention programmes within their area in response to local needs.

Alternative Provision Team

The team is led by the Head teacher for Looked After Children and the main functions are:

- To manage the placement of permanently excluded pupils in PRUs
- To support the reintegration pupils into mainstream schools
- To track the placement of permanently excluded pupils into and out of PRUs
- To oversee the provision of Early Intervention for primary aged pupils

- To agree and allocate High Needs funding for pupils at risk of permanent exclusion
- To create and maintain a directory of Alternative provision for pupils whose needs cannot be wholly met in mainstream schools
- To monitor the educational provision for those pupils who are not accessing 25 hours per week
- To manage the Lancashire Education Medical Service for pupils who are inpatients within Lancashire hospitals, a number of other NHS provisions for children and young people with significant mental health needs- both inpatients and out patients and a Home Teaching service for those housebound due to medical conditions.

Outcomes

- The rate of permanent exclusions in Lancashire is above the national average and a cause for concern,
- The rate of fixed period exclusions in Lancashire is below average.
- Hours of provision for children with medical needs has increased with the majority being able to access 25 hours and a full curriculum.
- The Home teaching service has supported 100% of pupils successfully back into main stream school in 2015-16.
- Educational provision at the Junction (NHS residential provision for children with significant mental health issues) was praised as excellent in a recent NHS inspection.

Key areas for development

- There is a high level of pressure on the PRUs and on mainstream schools in meeting the needs of pupils with social and emotional difficulties, including mental health issues and complex issues:

Actions:

The local authority is working with schools, PRUs and other providers to:

- Clarify the current offer to schools including support and the development internal knowledge, skills and strategies to meet a range of needs within school
- Establish a clear understanding of what support mainstream schools want and need
- Provide counselling training for key school staff
- Increase the range of preventative and intervention work through local school to school support, sharing of good practice, the extension of proven interventions
- Create a more consistent offer of Alternative Provision across Lancashire with PRUs and other providers offering different levels of Early Intervention.
- Create a more comprehensive Directory of Alternative Providers with greater quality assurance

The local authority is also working to:

- Improve the assessment process to help identify pupils' needs consistently in a timely way
- Review the intervention offer in the primary phase to include early response and assessment.

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

Paper	Date	Contact/Tel
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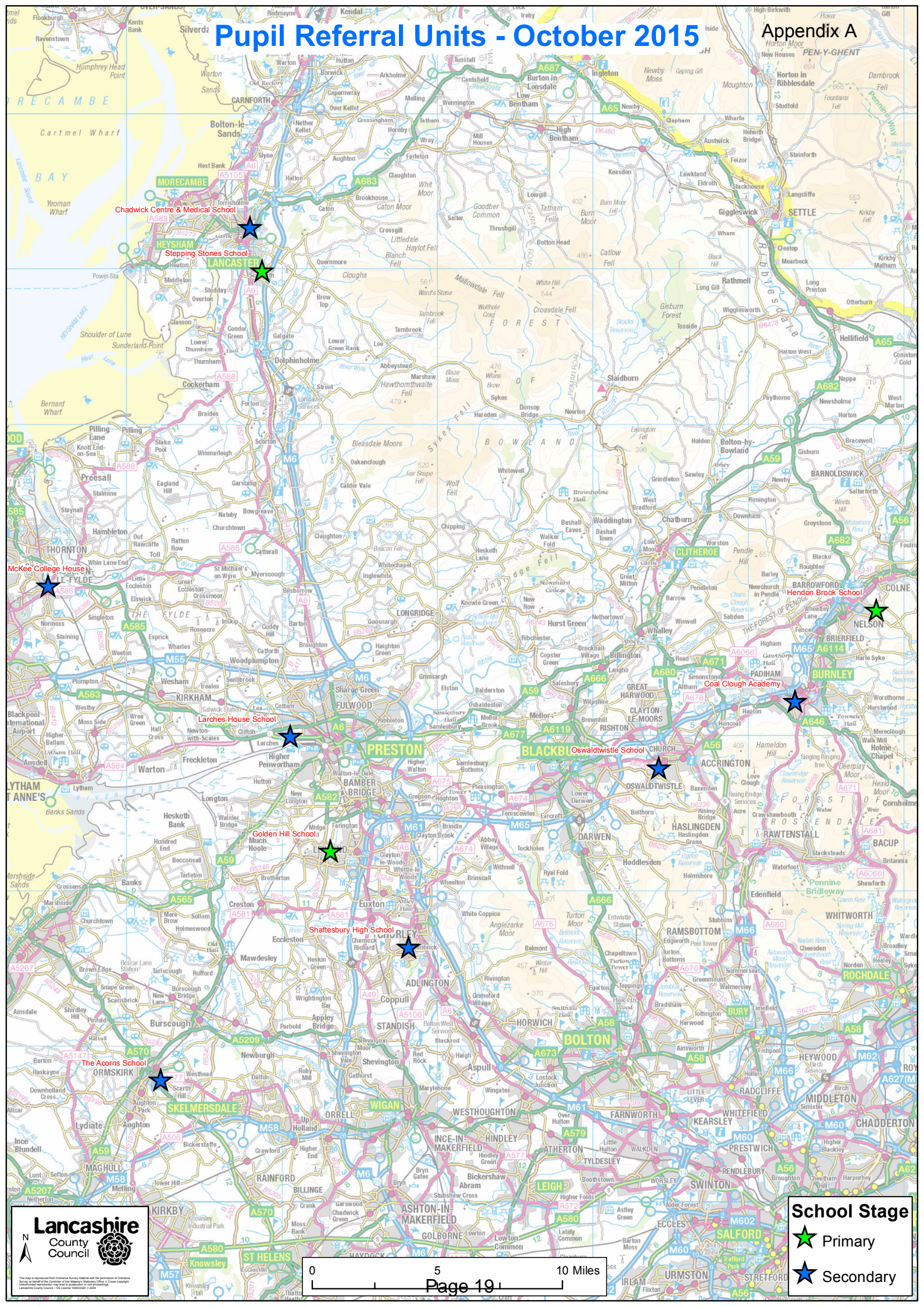
N/A

Reason for inclusion in Part II, if appropriate

N/A

Pupil Referral Units - October 2015

Appendix A



McKee College House

Chadwick Centre & Medical School

Stepping Stones School

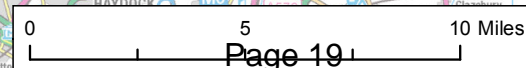
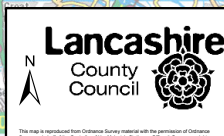
Larches House School

Golden Hill School

Shatesbury High School

The Acorns School

Coal Clough Academy



School Stage

- ★ Primary
- ★ Secondary

Education Scrutiny Committee

Meeting to be held on 17 November 2015

Electoral Division affected: ALL

Attainment of Children Looked After 2014-2015

(Appendix A refers)

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Executive Summary

The report provides information on the attainment, progress and achievements of Lancashire Children Looked After (CLA) in 2015. The findings for Key Stage 1 and Key Stage 2 are based on unvalidated assessment information released by the Department for Education (DfE) and local authority information on CLA. The Key Stage 4 data is school reported data and is therefore provisional at this point. The data shows that there are improvements in achievement at the end of Key Stages 1 and 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 rose in 2015 but remain very low when compared with other pupils. The report also highlights pupil progress in key areas of development and the steps taken to implement the Recovery Plan developed in Autumn 2014 are set out at Appendix A.

Recommendation

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

Background and Advice

Report on the Progress and Attainment of Lancashire Children Looked After (CLA) 2014-15.

Size of cohort

In June 2015 numbers of CLA of statutory school age were as follows: **This is a snapshot on a set day in June.**

Year Group	Number	Lancashire Mainstream	Out of county mainstream	Special Education In or out of county.	PRU/AP In or out of county
Reception	65	61+ 1 nursery		3	
Year 1	85	74	9	2	
Year 2	94	73	14	7	
Year 3	86	67	17	2	
Year 4	86	65	13	8	
Year 5	116	89	17	10	
Year 6	104	81	11	9	3
Year 7	75	53	13	7	2
Year 8	88	68	9	9	2
Year 9	126	79	10	24	13
Year 10	152	101	17	13	21
Year 11	172	115	17	23	17
Total	1249	927	147	117	58

Educational Placements:

The above table shows a snapshot of placements for the June cohort of CLA.

- The great majority of CLA are placed in mainstream schools within Lancashire.
- A number reside in Lancashire but attend out of county schools close to Lancashire, for example Wigan.
- A number of CLA, placed out of Lancashire through their Care Plan, attend more distant out of county schools.
- A statistically significant number of CLA are placed in special schools, within or out of the county. A small number are residential placements.
- A small proportion of CLA may be placed in Alternative Provision, for example a Short Stay School/Pupil Referral Unit (PRU)
- CLA are often subject to more changes of school placement than children who are not looked after - this is usually linked to changes in home placement and occasionally for safeguarding reasons.
- All schools are required to prioritise the admission of CLA.
- Currently 75.1% of CLA are attending at least 'Good' or better schools as rated by Ofsted.

Data

- For national statistics in respect of end of Key Stage attainment and progress, the DFE include those CLA looked after on 31 March 2015 who had been looked after continuously for a minimum of 12 months.
- There is currently a focus on attainment (GCSE performance) but in future national assessment has an increased focus on progress.
- As an authority we monitor the progress of all our looked after children on a termly basis, and the progress data included in this report is based on all CLA at the time of the assessment.
- Progress is collected for all CLA against the following 5 indicators: achievement, attendance, wellbeing, behaviour, exclusion from school.
- Each indicator is assessed on a rag rated system:

Indicator	Green	Amber	Red
Achievement	good progress against targets/above expectations	on track to achieve targets	below expected progress
Attendance	95% +	85%- 94% *	Below 84%
Well Being	Emotionally strong/happy	Some emotional issues/fragility	Emotionally insecure.
Behaviour	No issues	Occasional incidents/concerns	Frequent incidents/concerns.
Exclusions	No exclusions	Less than 5 days in total	Over 5 days in total

- From September 2015, attendance between 90-94% will be rated as Amber in response to changes in persistent absence definition.
- The assessments in relation to the areas above are made by the child's school and collected/collated by the Virtual School for CLA supported by School Advisors.

Funding to support educational outcomes for CLA.

Pupil Premium Grant (PPG)

- The Head of the Virtual School for CLA in each Local Authority is responsible for the management and allocation of Pupil Premium Grant.
- The Head Teacher has to ensure that the grant is proportionate to the needs of the young person and that it is used to improve educational outcomes.
- In Lancashire £1800 of the PPG is available for maintained and academy schools for each CLA on roll. A Personal Education Plan (PEP) and Educational Provision Map (EPM) has to be provided for each CLA to demonstrate that the child's needs are identified, targets set and strategies in place to support positive outcomes. This will include information on the proposed use of the PPG. PEPs and EPMs are reviewed every 6 months. **(From September 2015 reviews are every term- therefore 3 reviews per year).**
- The Head of the Virtual School quality assures each PEP and EPM, rating them as either Outstanding, Good, Requires Improvement or Inadequate. If a Personal Education Plan (PEP) or Education Provision Map (EPM) is considered as Inadequate it is returned to the Designated Teacher with advice on how to improve and it is required to be resubmitted before funding is authorised. For those that Require Improvement advice is provided to the Designated Teacher to ensure further plans are at least Good. Only 2 EPMs have been assessed as Inadequate in 2014-15. The writing of quality PEPs and EPMs are an important element of Designated Teacher training provided by the Virtual School.

High Support Funding

- In order to provide funding to respond to those CLA with additional needs, a portion of PPG allocated to the LA is used for High Support Funding. All maintained and academy schools are able to apply for high support funding. Applications are assessed and authorised by the Head Teacher of the Virtual School.
- A report on the use of PPG is provided by the Virtual Head Teacher annually for School Forum.

PEPSA – Personal Education Plan Support

- Funding to provide activities and resources outside of the school/in the home, to support educational engagement and outcomes for CLA. These can include extra curricula activities and equipment, clubs memberships, additional tutoring, lap tops etc. There is a maximum of £ 600.
- These are identified as part of a PEP review and applications made by the Social Worker. Virtual School officers assess each application.

Attainment

Key Stage 1

The provisional attainment of CLA at the end of Key Stage 1 is as follows:

Table 1

The proportion of CLA reaching the expected level 2 or above at the end of Key Stage 1

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire 2015 all pupils	England 2014 CLA pupils
Reading level 2 or above	67%	76%	90%	71%
Writing level 2 or above	56%	66%	87%	61%
Mathematics level 2 or above	73%	78%	93%	72%

- The attainment of CLA has risen in 2015 in all subjects
- Substantial progress has been made in closing the attainment gap between reading and mathematics
- The attainment in all subjects is above the national average for CLA in 2014
- The gap between the attainment of CLA and all pupils has narrowed substantially but still remains too great

Key Stage 2

The provisional attainment of CLA at the end of Key Stage 2 is as follows:

Table 2

The proportion of pupils gaining L4+ in reading, writing and mathematics combined.

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire 2015 all pupils	England 2014 CLA pupils
Reading	65%	72%	90%	68%
Writing	57%	63%	87%	59%
Mathematics	61%	63%	88%	61%
Reading , writing and mathematics combined L4+	43%	49%	81%	48%

- The attainment of CLA has risen in 2015 in all subjects both separately and combined
- The attainment in all subjects is above the national average for CLA in 2014
- The gap between the attainment of CLA and all pupils has narrowed but still remains too great

Key Stage 4

The provisional attainment of CLA at the end of KS4 is as follows:

Table 3

The proportion of CLA gaining GCSEs

	Lancashire 2014 CLA pupils(80)	Lancashire 2015 CLA pupils(117)	Lancashire 2015 all pupils	England 2014 CLA pupils
5 GCSE A*-C	16.5%	18.1%	NA	16.3%
5 GCSE A*-C Incl. English/Maths	8.2%	13.8%	58.3%	12%
C + in English/Maths	8.9%	22.3%	NA	14.2%
Non SEN pupils (69 from 92 received)	30.4%	23.2%	NA	No data

- The above is currently based on incomplete data due to the very recent start of school terms and the data is not validated.
- Early indications are for an increase in the proportion of pupils achieving 5 A*-C with English and Maths. However, the results for the 23 pupils not yet received could obviously impact on the final figures, positively or negatively.
- Early indications are for an increase of those pupils achieving at least a C in English and/or Maths.
- Pupils identified as SEN- who are omitted from the last group- are those with SEN statements/Education, Health and Care Plans.

Progress

Schools evaluate the progress of CLA in the key areas of achievement, attendance, wellbeing, behaviour and risk of exclusion. The following tables (Table 4 and 5) show the proportion of CLA in the primary and secondary phases which are making satisfactory or better progress. In Tables 6 and 7 the progress of CLA is broken down into specific year groups.

Table 4

The progress of CLA pupils in the primary age range (Years 1 -6)

Proportion of CLA pupils whose achievement is satisfactory or better	83
Proportion of CLA pupils whose attendance is satisfactory or better	97
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	93
Proportion of CLA pupils whose behaviour is satisfactory or better	92
Proportion of CLA pupils who are not at risk of perm. Exclusion	96.5

Table 5

The progress of CLA pupils in the secondary age range (Years 7-11)

Proportion of CLA pupils whose achievement is satisfactory or better	80.5
Proportion of CLA pupils whose attendance is satisfactory or better	86
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	84.3
Proportion of CLA pupils whose behaviour is satisfactory or better	83.8
Proportion of CLA pupils who are not at risk of perm. Exclusion	91.3

Table 6

Progress by Year Group: Primary

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proportion of CLA pupils whose achievement is satisfactory or better	85%	83%	82%	92%	83%	75.5%	86%
Proportion of CLA pupils whose attendance is satisfactory or better	98.5%	98%	100%	98%	98%	97%	98%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	96.5%	92.5%	96%	96%	98%	95%	93%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	94.5%	90%	96%	98%	97%	93%
Proportion of CLA pupils who are not at risk of perm. Exclusion	100%	98%	100%	96%	100%	100%	98%

Table 7
Progress by Year Group: secondary

	Year 7	Year 8	Year 9	Year 10	Year 11
Proportion of CLA pupils whose achievement is satisfactory or better	88.5%	88.5%	78%	81%	74%
Proportion of CLA pupils whose attendance is satisfactory or better	98%	83.5%	83.5%	85%	83.7%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	92%	88.5%	81.3%	78.5%	82%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	88.5%	86%	76.5%	78%
Proportion of CLA pupils who are not at risk of perm. Exclusion	90%	96%	91.5%	86%	93.4%

- This progress data provides an important mechanism for identifying when pupils are experiencing significant difficulties in one or more of the indicators (Red) and can act as an 'early' warning to potential issues (Amber).
- When a pupils is Red in any indicator, an early conversation takes place between the school and the LA officer receiving the data (Virtual School Educational Consultant/School Advisor) to assess if all is being done to address the issue.
- When a pupil is assessed as Red in more than one indicator the Virtual School Educational Consultants will contact the school's Designated Teacher which may lead to any or all of the following: a review of strategies/targets, a Personal Education Plan review, an Action Plan to address specific issues, additional funding allocated.
- Progress data can also indicate variations in outcomes, areas of concern and strengths for groups of CLA- such as year groups, SEN, in or out of county schools.
- This data will be used to provide a benchmark for future targets and measuring performance.

Initial findings

- The majority of CLA are making satisfactory or better progress in all measures.
- Attendance of CLA in Lancashire primary schools compares favourably, in comparison to national averages.
- Pupil achievement is the areas where the largest proportion of pupils are at risk of not making satisfactory or better progress.
- Emotional wellbeing is less strong in secondary aged pupils and particularly in Y10.
- There appears to be a dip in achievement in Y5

Progress against Recovery Plan January 2015

- A recovery plan was developed to improve the educational outcomes for CLA in Lancashire and it has been implemented over the last 9 months. Appendix A provides a brief record of the progress in implementing plan.

Key Priority Areas for 2015-16

- Timely and targeted support for CLA identified as under achieving/experiencing difficulties in relation to education.
- Termly reviews of Personal Education Plans / Education Provision Maps
- Supporting development and effectiveness of Designated Teacher role.
- Monitoring/support for out of county placements.
- Transition support.
- Tracking of 16+ CLA re-education and outcomes.
- Liaise across LA services/agencies to improve partnerships to support CLA.

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

Paper	Date	Contact/Tel
N/A	insert date	insert details

Reason for inclusion in Part II, if appropriate

N/A

Recovery Plan 2014/15

<p>Ensure all CLA have an Educational Provision Map (as part of the CLA Personal Education Plan), which clearly identifies:</p> <ul style="list-style-type: none"> • The CLA 's educational targets and • The interventions and relevant funding streams required to meet expected targets. <p>1. Continue facilitation of training for Designated Teachers for CLA in schools across Lancashire , and to share and disseminate effective practice</p> <p>2. Using the NW Virtual School Head teachers Meeting to identify good practice across the region</p> <p>3. Monitor the social, emotional and academic progress of CLA at least every 6 months using the Education Provision Maps and PEP.</p>	<ul style="list-style-type: none"> • EPM s system embedded – includes: clear learning targets, strategies, link to Pupil Premium Grant, quality assurance, grading. • Minimum termly briefings for Designated Teachers (DT) for updates. • Introduction of Workshops for new DTs- Sept 2015 • Focus on Attachment Issues-Autumn 2015 • Newly appointed Virtual School Head Teacher (VSHT) attended N.W. network meetings to share in good practice. • Regular email contact to liaise on issues/share good practice. • Focus on Ofsted Inspection process- Aut 2015 • All CLA monitored for progress in 5 indicators each term-carried out by Advisors/Virtual School (VS) team by personal contact with schools.
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<p>4. 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</p> <p>5. Develop effective identification of all secondary CLA 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>6. 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>7. 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 specific subjects including mathematics ○ Learning Mentor Support ○ Educational Psychologist Assessment ○ Alternative education package 	<ul style="list-style-type: none"> • Improved administration systems re PPG/High Support / PEPSA funding. • Progress monitoring identifies any CLA underachieving in any of 5 indicators. • Year 10/11 pupils identified are targeted for additional support From VS – including additional funding when required. <p>As above.</p> <ul style="list-style-type: none"> • Programmes identified via PEP review meetings attended by VS team member /Headteacher and supported via High Support Funding and/or PEPSA. • Commissioned tutors from specialist teachers, EP assessments, funded Teaching Assistants, counsellors, Play Therapists etc.
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<p>8. 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>9. Share key messages from national research into underlying barriers and effective support for CLA pupils through the Secondary School Senior Leader Network</p> <p>10. 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>11. Support the transition of CLA into new schools, including additional support for Y6 pupils most at risk of underachievement as they transfer to secondary schools</p> <p>12. The profile of the Virtual School for CLA is promoted through school advisers and support from the Corporate Parenting Board.</p>	<ul style="list-style-type: none"> • Attendance at Children's Social Care area Manager Meetings by VS team members. • Data on pupils with significant issues at school (Red for assessed indicators) provided to CSC • Multi service workshop with HMI inspector re progress for CLA- June 2015 <p>Attendance at LASHH/PHIL (Head Teacher forums) meetings.</p> <ul style="list-style-type: none"> • EPMs/PEPs monitored and graded by VS Head. • VS Educational Consultants attendance at admission /planning meetings. • School Advisors supporting collection of progress data on Primary phase. • All advisors providing challenge and support to schools/governors in relation to provision and outcomes for CLA.
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Education Scrutiny Committee

Meeting to be held on 17 November 2015

Electoral Division affected: None

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 2015/16

Date of Meeting	Topic	Author	Purpose/Key issues
5 April 2016	School Attendance	Jonathan Hewitt	The report to be co-ordinated by LCC on the overall attendance to school and the strategies in place to tackle non-attendance.
	School Admission process and transport to school	Audrey Swann	Understand the workings of the school admission process with a particular focus on the school transport.

Task Group Summary

Name of Task Group	Completion Date and/or Committee Date
Fire Suppression/School sprinkler systems	Sept 2015

Potential Future Agenda items:

- Student Support
- Link between Education Scrutiny and HWBB
- Music, culture, performing arts, sport etc as part of the curriculum

