

Lancashire County Council

Education Scrutiny Committee

Tuesday, 19th July, 2016 at 10.30 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.	Appointment of Chair and Deputy Chair
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To note the appointment by Full Council on 26 May 2016 of County Councillor Cynthia Dereli as Chair and County Councillor Peter Buckley as Deputy Chair for the following municipal year.

4.	Constitution, Membership and Terms of Reference	(Pages 1 - 4)
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5.	Minutes of the meeting held on 5 April 2016	(Pages 5 - 12)
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6.	Proposals for Designated Children's Centres	(Pages 13 - 42)
	Presented by: Deborah Duffell, Head of Wellbeing, Prevention and Early Help	

7.	Early Education and Early Years, School Improvement Service	(Pages 43 - 46)
	Presented by: Alison Kenny, Early Education and Learning Improvement Team Leader	

8.	Outcomes of the White Paper	(Pages 47 - 76)
	Presented by: Bob Stott, Director for Education, Schools and Care	

9. Burnley University Technical College (Pages 77 - 78)

Presented by: Bob Stott, Director for Education,
Schools and Care

10. Work Plan (Pages 79 - 82)

Presented by: Wendy Broadley

11. 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.

12. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on the 29 November 2016 in Cabinet Room 'C' at County Hall, Preston.

I Young
Director of Governance,
Finance and Public Services

County Hall
Preston

Education Scrutiny Committee Meeting to be held on 19 July 2016

Electoral Division affected:
None

Constitution, Membership and Terms of Reference (Appendix A refers)

Contact for further information: Samantha Parker, Legal and Democratic Services,
01772 538221, sam.parker@lancashire.gov.uk

Executive Summary

This report sets out the constitution, membership and terms of reference of the Education Scrutiny Committee for the municipal year 2016/17.

Recommendation

The Committee is asked to note the report.

Background

i. Constitution and Membership

The Full Council at its Annual Meeting on 26 May 2016 agreed that the Education Scrutiny Committee shall comprise 13 County Councillors (on the basis of 6 Labour members, 1 Liberal Democrat member, 5 Conservative members and 1 Independent member). Nominations of County Councillors to serve on the Committee have been submitted to the Director of Governance, Finance and Public Services by the respective political groups.

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

P Buckley	C Henig
S Charles	K Iddon
A Cheetham	A Kay
B Dawson	D Lord
C Dereli	G Molineux
Dr M Hassan	B Murray
S Perkins	

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

Voting Co-opted Members (5)

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

ii. Terms of Reference

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

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risks associated with this item.

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

Paper	Date	Contact/Directorate/Tel
Agenda and minutes from Full County Council	26 May 2016	Janet Mather, Democratic Services, 01772 531123

Reason for inclusion in Part II, if appropriate

N/A

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

Summary:

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

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

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

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

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

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Tuesday, 5th April, 2016 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	D Lord
C Henig	Y Motala
S Holgate	Mrs S Charles
K Iddon	Wood
A Kay	

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 received and noted from County Councillor Bernard Dawson, County Councillor Sandra Perkins, County Councillor Anne Cheetham and County Councillor Gareth Molineux.

The Chair welcomed:

Frances Molloy, School Attendance and Children Missing Education Lead
Debbie Ormerod, Pupil Access Manager
Andy Walker, Head of Service Business Growth
Lisa Moizer, LEP Skills Coordinator
Ellie Bradley and Brian Wood, Youth Council
Jonathan Hewitt, Head of Service School Improvement

The Chair confirmed that as he was retiring this was the last meeting of the Education Scrutiny Committee that Jonathan Hewitt would attend and gave thanks to Jonathan for all his support.

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 Deputy Chair

The Committee noted the appointment of County Councillor Peter Buckley to replace County Councillor Susie Charles as Deputy Chair for the Education Scrutiny Committee.

4. Minutes of the meeting held on 17th November 2015

Resolved: That the minutes from the meeting held on 17th November 2015 be confirmed as an accurate record and signed by the Chair.

5. School Attendance

The report introduced by Jonathan Hewitt, Head of Service School Improvement and Frances Molloy, School Attendance and Children Missing Education Lead provided the Committee with an update on the levels of school attendance within Lancashire and included Lancashire's attendance data headline figures.

Frances reported that the attendance data related to authorised and unauthorised absence was collected from schools on a termly basis through the schools census and more recently there had been a focus on overall absence and persistent absence as a more accurate indicator of school non-attendance.

The data showed there has been a downward trend in absence and Lancashire reflected this trend and consistently outperformed national figures. In addition, district level data showed that the position was largely the same across districts with some variances.

Frances confirmed that there was a need for constant focus on attendance and recent research had shown that just a drop below 95% in attendance could affect attainment.

The threshold of persistent absence was reported to have changed from 85% attendance or less to 90% attendance or less which would increase figures in this category.

A concern was raised and noted on the potential safeguarding issues where it was reported that the authority does not have the right to inspect the admissions and attendance registers of non-maintained schools to establish which pupils are missing out on education. All schools are required to notify the local authority of absences (including academies).

Jonathan commented that schools were very innovative in addressing individual issues. In addition, the local authority provided strategies for all schools to

challenge behaviours which could include addressing barriers to attending school (such as domestic abuse situations and online gaming) and to assist, for example, single parent families who may not have a support network in place.

Resolved that:

- i. Officers be thanked for the report and their attendance at the meeting
- ii. The Committee's concerns and comments be noted
- iii. Further data be provided on numbers of children and ethnicity for circulation with the minutes

6. School Admission Process and Transport to School

The report introduced by Debbie Ormerod, Pupil Access Manager provided an overview of admissions to publicly funded schools and academies including the statutory functions of the local authority and the interaction between different admissions authorities in managing processes.

Debbie reported that one of the statutory requirements of the service was to provide application systems. Current data showed that 96% applied online and through feedback obtained, 97% of those preferred this process.

Debbie clarified for the Committee that the admission criteria for schools had to be fair and legal with clear tie breakers which were also required to be fair and transparent.

The non LCC schools were reported to be able to set their own admission numbers depending on the capacity assessments based on accommodation.

It was confirmed that where Supplementary Information Forms are used, they must only ask for information which is directly related to admissions. Any information requested that was not relevant could be challenged.

The Committee were advised that due to a consultation currently taking place, a report on the Transport to School would be produced for a future meeting of the Committee.

Resolved that:

- i. Officers be thanked for the report and their attendance at the meeting
- ii. The Committee's comments on the report be noted

7. LEP Skills and Employment Board

Andy Walker, Head of Service Business Growth and Lisa Moizer, Lancashire Enterprise Partnership (LEP) Skills Coordinator presented information to the Committee on the work of the Skills and Employment Board and its priorities (a copy of the presentation appended to the minutes).

Part of the Lancashire Skills and Employment Board remit was to produce a Skills and Employment Framework which identified key priorities and key indicators (see below link).

[Lancashire Skills and Employment Framework 2016-2021](#)

The Growth Deal Skills Capital was reported to have three fast tracked approved projects for Myerscough College (precision farming) £3m, Runshaw College (IT infrastructure) £204k, and Edge Hill (University Technology Hub) £3m. A further six projects were awaiting approval.

Lisa confirmed that a Careers Enterprise Advisor Network pilot was ongoing in Blackburn with Darwen and Burnley areas to look at increasing engagement and communication between local business and the schools and colleges. 10 advisors had already signed up since January 2016. The Committee raised concerns around career development and the lack of careers advice for young people which as a result had become a postcode lottery for job opportunities. In addition, a previous Youth Council report highlighted concerns around the pathways to careers. It was acknowledged that the current careers advice landscape across Lancashire are fragmented. Lisa confirmed that events had taken place for careers advice staff and increased information sharing to schools. In addition, if the pilot proved to be successful, it would then be rolled out countywide. Andy highlighted that there was a need for a local resource for local priorities with a strong element of local control.

Lisa reported that as part of the Apprenticeship reforms with the levy due to be introduced in 2017 to create three million apprenticeships by 2020, another initiative would be to support businesses in understanding the levy. There was also a need to focus on potential implications on the small/micro businesses and to support them through the provision of information events and build relations.

The Area based Review starts in September 2016 which will look at further education colleges to ensure that the structures in those institutions meet the educational and economic needs of learner and employers, delivered for maximum value for public investment. A working group had been established to look at this review.

A question was raised on the accountability for the LEP and how the work was scrutinised. Andy confirmed that there were a number of checks and balances in place with a strong democratic check through the Local ESIF Partnership. In addition, the LEP was reported to have a Performance Board and scrutinised on a national level.

Ellie provided feedback from the Youth Council where it was agreed that this was a good initiative but foresaw potential problems around colleges focussing primarily on LEP priorities. Lisa responded that colleges must follow the national curriculum and therefore would be unable focus primarily on LEP but acknowledged this concern.

Further to this, Brian Wood, County Lead for Youth Work Strategy confirmed that part of their service was to track young people from when they leave school and contact those who have not engaged in further education.

Resolved that:

- i. Officers be thanked for the report and their attendance at the meeting
- ii. The CEIAG Burnley/Blackburn pilot be included for further discussion at a future meeting
- iii. The Area Based Review be included for further discussion at a future meeting
- iv. The report from Youth Work Strategy to come back to a future meeting
- v. Links to the LEP website and Lancashire Skills and Employment Board meeting papers to be circulated with the minutes (see below)

[Lancashire Enterprise Partnership Website](#)

[LEP Lancashire Skills and Employment Board - Meeting Papers](#)

8. Impact on Education Service of the Regional Schools Commissioners Agenda

Jonathan Hewitt, Head of Service School Improvement provided a verbal report to the Committee on the guidance for local authorities and Regional Schools Commissioners (RSC) on 'schools causing concern' (a copy of which has been attached to these minutes).

Jonathan advised the Committee that there are eight RSCs in England. Vicky Beer covers Lancashire and parts of West Yorkshire and all are supported by the Headteacher Board. Previously the remit of the RSC was to challenge, improve and establish free schools and academies. They will now be involved in challenging maintained schools.

Jonathan outlined the guidance description of the three groups of schools which would be eligible for intervention:

- Schools judged inadequate by Ofsted - The RSC, on behalf of the Secretary of State, would take on the powers of intervention in maintained schools. They would issue an academy order for all maintained schools that have been judged inadequate by Ofsted, requiring them to become sponsored academies.
- Schools that are low performing/attaining - Local authorities to work together with the RSC to consider if intervention is required where they have concerns about unacceptable performance. The RSC can chose to override the local authority and intervene directly if deemed necessary.
- Coasting schools (new category) – The RSC would be able to take formal action in schools which fall within the definition of coasting. Identification of those schools within this category would take place in spring 2017 as the data

to be used to identify those schools would not be published until December 2016 for primary schools and January 2017 for secondary schools.

The white paper set out strategies, outlined the key role of the RSC and identified that the local authority role in school improvement would diminish and then cease. The RSC would take on the role of overseeing quality in schools. Jonathan reported that the guidance outlined the role of the local authority which included the responsibilities for place planning, SEN and hard to place children and safeguarding. It was also confirmed there would be no requirement upon schools to have parent governors.

The Committee requested information on the definition of a coasting school. Jonathan advised that this is a new group of schools and they are identified using performance data which shows that year on year they are failing to ensure pupils reach their potential. Coasting schools would be identified for the first time once the performance tables containing final 2016 results for key stage 2 and key stage 4 had been published using performance data for 2014, 2015 and 2016. He confirmed that there was already an awareness of schools who would currently fall into this category

Jonathan highlighted to the Committee that intervention in Lancashire schools would very small as over 90% schools are good or better with 100% of nurseries. Lancashire schools exceeded the national average. In addition, for this strategy to work, there would be a need for a sufficient amount of schools to take on the role of leading other schools through a multi academy trusts (MATS) model.

Resolved that:

- i. Officers be thanked for the report and their attendance at the meeting
- ii. A further report to come back to the next meeting of the Committee following the outcome of the consultation
- iii. Suggested bite sized briefings on the white paper, schools funding and formula funding be considered
- iv. Bob Stott to keep the Committee informed of updates in-between meetings

9. Work Plan

The Committee noted that the current workplan was not circulated with the agenda papers. The Chair requested that a working group be established with volunteers from the Committee to pull together a new workplan for the next municipal year.

Resolved that: The Committee members noted and agreed the request to form a working group to consider items for the work plan.

10. Urgent Business

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

11. Date of the Next Meeting

Next meeting of the Education Scrutiny Committee will be held on Tuesday 19th July at 10am, Cabinet Room C, County Hall, Preston

I Young
Director of Governance, Finance
and Public Services

County Hall
Preston

Education Scrutiny Committee

Meeting to be held on Tuesday, 19 July 2016

Electoral Division affected:
(All Divisions)

Proposals for Designated Children's Centres

Contact for further information:

Debbie Duffell , Head of Wellbeing, Prevention & Early Help Service,
debbie.duffell@lancashire.gov.uk

Executive Summary

This report sets out the current patterns and future proposals of service delivery in Lancashire which constitutes the 'children's centre offer', as defined in Section 2.

This report presents proposals for the future Wellbeing, Prevention & Early Help service arrangements and the scale of provision which Lancashire County Council believes is 'sufficient' in discharging its duties under the Childcare Act 2006.

Recommendation

The Committee is recommended to:

- i. Note the contents of the report and that the proposals are subject to the outcome of the Corporate Property Consultation
- ii. Provide a formal response to the proposals

Background and Advice

A (Sure Start) Children's Centre is defined in the Childcare Act 2006 as a place or a group of places:

- Which is managed by or on behalf of, or under arrangements with, the local authority with a view to securing that early childhood services in the local authority's area are made available in an integrated way;
- Through which each of the early childhood services is made available – either by providing the services on site, or by providing advice and assistance on gaining access to those services elsewhere; and
- At which activities for young children are provided on site.

It follows from the statutory definition of a (Sure Start) Children's Centre that children's centres are as much about making appropriate and integrated services available, as it is about providing premises in particular geographical areas.

Early childhood services are defined as:

- Early years provision (early education and childcare);

- Social services functions of the local authority relating to young children, parents and prospective parents;
- Health services relating to young children, parents and prospective parents;
- Training and employment services to assist parents or prospective parents;
- Information and advice services for parents and prospective parents.

A children's centre should make available universal and targeted early childhood services either by providing the services at the centre itself or by providing advice and assistance to parents and prospective parents in accessing services provided elsewhere¹. In order to meet the statutory definition of a children's centre, local authorities must ensure that the children's centre provides some activities for young children on site².

The Department views the change from a main (Designated) children's centre to a linked site to have happened when a children's centre ceases to fulfil the statutory definition of a children's centre *in its own right* but *continues* to offer *some* early childhood services as part of another children's centre. It is for the local authority to be satisfied that its arrangements for children's centres meet the sufficiency duty.

With respect to how many/how few activities are to be provided on site for it to remain a designated children's centre, the centre must provide more than one activity at the centre (the legislation cites "activities" in the plural) in order to meet the statutory definition. Local authorities have a wide margin of discretion, therefore, in determining how many "activities" should be provided at the centres bearing in mind its own circumstances and local need.

Ofsted's framework for the inspection of children's centres defines a single centre as offering "some activities for children on at least one site" (page 22) but also highlights that, in judging a centre's "overall effectiveness" judgment Ofsted will:

"Consider whether the centre is meeting its legal requirements in making sufficient early childhood services available to parents and prospective parents in its reach area/locality, including the activities it offers on site. Inspectors will also consider the difference the centre makes to the young children and families in the local area it serves."

It should be noted that the Ofsted framework for the inspection of children's centres is currently paused and subject to a full review.

The children's centre offer in Lancashire in the future will be delivered as part of an integrated Wellbeing, Prevention and Early Help Service (WPEHS), offering a range of services and support to children, young people and their families across the 0-19yrs+ age range.

Population/residency figures indicate that with respect to the current provision of children centres in Lancashire, 98% of the most deprived 0-4yr olds and 80% of least

¹ Section 5A (5)

² Section 5A(4)(c)

deprived 0-4yr olds are within a reasonable access distance of a children's centre provision.

Age population band within Census Output Areas		Census Output Areas within 1.5 miles of the current 127 existing WPEH centres including children centres (30 minutes walking/pram pushing distance)		
		Total	Within radius	%
In most deprived deciles 1 to 5 ¹				
Age 0 to 4	39,967	39,279	98.28%	
Age 5 to 11	47,138	45,996	97.58%	
Age 12 to 18	50,933	49,592	97.37%	
In least deprived deciles 6 to 11 ²				
Age 0 to 4	28,624	22,967	80.24%	
Age 5 to 11	42,557	33,232	78.09%	
Age 12 to 18	50,224	39,015	77.68%	

Proposed changes to the location, distribution, scope and scale of children's centre provision in the future have been considered with respect to the impact on access for children and families in Lancashire.

Analysis of the Census and Lower Super Output Area figures and the proposed future delivery model indicates that there will be some reduction in access, where the percentage population of most deprived 0-4yrs within radius may reduce to **from 98.28% to 94% (a 4% drop in access)**.

The impact on the least deprived 0-4yrs indicates a drop **from 80.24% to 63% (a 17% drop in access)**. This is commensurate with the aspiration that future services will be targeted primarily to those in most need.

	Census output area figures (2011)			Lower Super Output Area Midyear estimate figures (2014)		
	Future proposed WPEHS Delivery sites (Neighbourhood Centres)			Future proposed WPEHS Delivery Sites (Neighbourhood Centres)		
	Within 1.5 miles			Within 1.5 miles		
	Total	Number	%	Total	Number	%
Age 0 to 4	68,591	55,597	81.06%	69,066	56,177	81.34%
Age 5 to 11	89,695	69,694	77.70%	94,610	73,892	78.10%
Age 12 to 18	101,157	77,229	76.35%	95,704	73,318	76.61%
SEND 19 to 24	2,838	2,415	85.10%			
Most deprived ¹	Within 1.5 miles			Within 1.5 miles		
	Total	Number	%	Total	Number	%
Age 0 to 4	39,967	37,624	94.14%	40,959	38,391	93.73%
Age 5 to 11	47,138	43,926	93.19%	51,019	47,456	93.02%
Age 12 to 18	50,933	47,292	92.85%	48,337	44,899	92.89%
Least deprived ²	Within 1.5 miles			Within 1.5 miles		
	Total	Number	%	Total	Number	%
Age 0 to 4	28,624	17,973	62.79%	28,107	17,786	63.28%
Age 5 to 11	42,557	25,768	60.55%	43,591	26,436	60.65%
Age 12 to 18	50,224	29,937	59.61%	47,367	28,419	60.00%
* Actual postcodes for SEND service users aged 19 to 24 - date unknown						
1 Output areas and LSOAs in the most deprived deciles in IMD 2015						
2 Output areas and LSOAs in the least deprived deciles in IMD 2015						

The maps and tables which follow, outline the changes that are proposed to the locations through which services will be made available and demonstrate how these geographically map across the neighbourhoods in local areas. They also indicate the scale of provision proposed at each location and the impact (where relevant) that any proposed changes will have on the designation of individual centres.

The future governance arrangements for the new delivery model (WPEHS), through which the children's centre core offer will be provided, will adopt a group delivery model arrangement in which children's centre services will be clustered at a District level.

Each cluster group will include a number of both main centres (Designated) and linked sites as appropriate. These will be indicative of the scale of provision delivered at each site, however, all will include delivery of early childhood services within a wider 0-19+yrs service.

The scale of provision will be determined by a centre being either designated as a main centre or as a linked centre with the appropriate level of resources deployed in each setting.

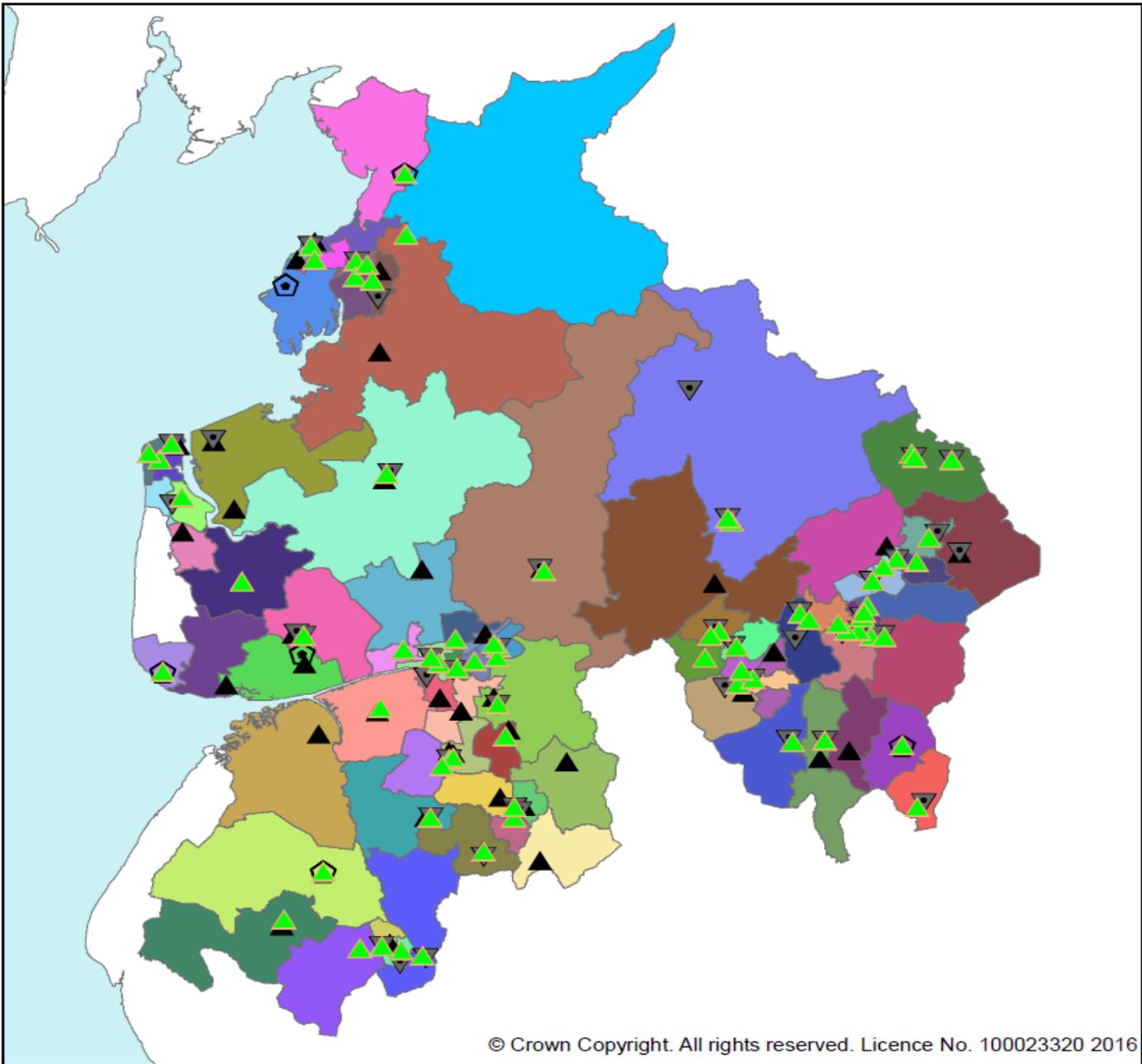
Further details of the level of offer to be delivered at each centre is outlined in the tables in Section 4.

A summary of how the proposed changes impact on the designation status of Lancashire's current children's centres is summarised in the following table;

District	Designation status – Lancashire Children's Centres						
	Original total number of main centres	Original total number of linked centres	District Total	Future total number of main centres	Future total number of linked centres	Future District Total	Variance
Lancaster	8	2	10	6	0	6	-4
Wyre	5	4	9	5	0	5	-4
Fylde	3	3	6	3	0	3	-3
Preston	7	1	8	6	1	7	-1
South Ribble	4	2	6	3	0	3	-3
Chorley	5	3	8	3	0	3	-5
West Lancashire	6	1	7	5	1	6	-1
Hyndburn	6	1	7	2	3	5	-2
Ribble Valley	2	1	3	2	0	2	-1
Rossendale	5	0	5	3	0	3	-2
Burnley	6	0	6	5	1	6	0
Pendle	5	2	7	4	1	5	-2

The following map provides an overview of all existing and proposed locations for service delivery in Lancashire which will incorporate the children's centre core offer services.

WPEH Properties



Key to symbols

- ▲ WPEH properties future
- WPEH properties YPS**
- Centre type
- CC and YPS
- YPS
- WPEH properties CC**
- Centre type
- CC
- CC and YPS
- WPEH properties current**
- Centre type
- CC
- CC and YPS
- YPS

Children's Centre catchment areas

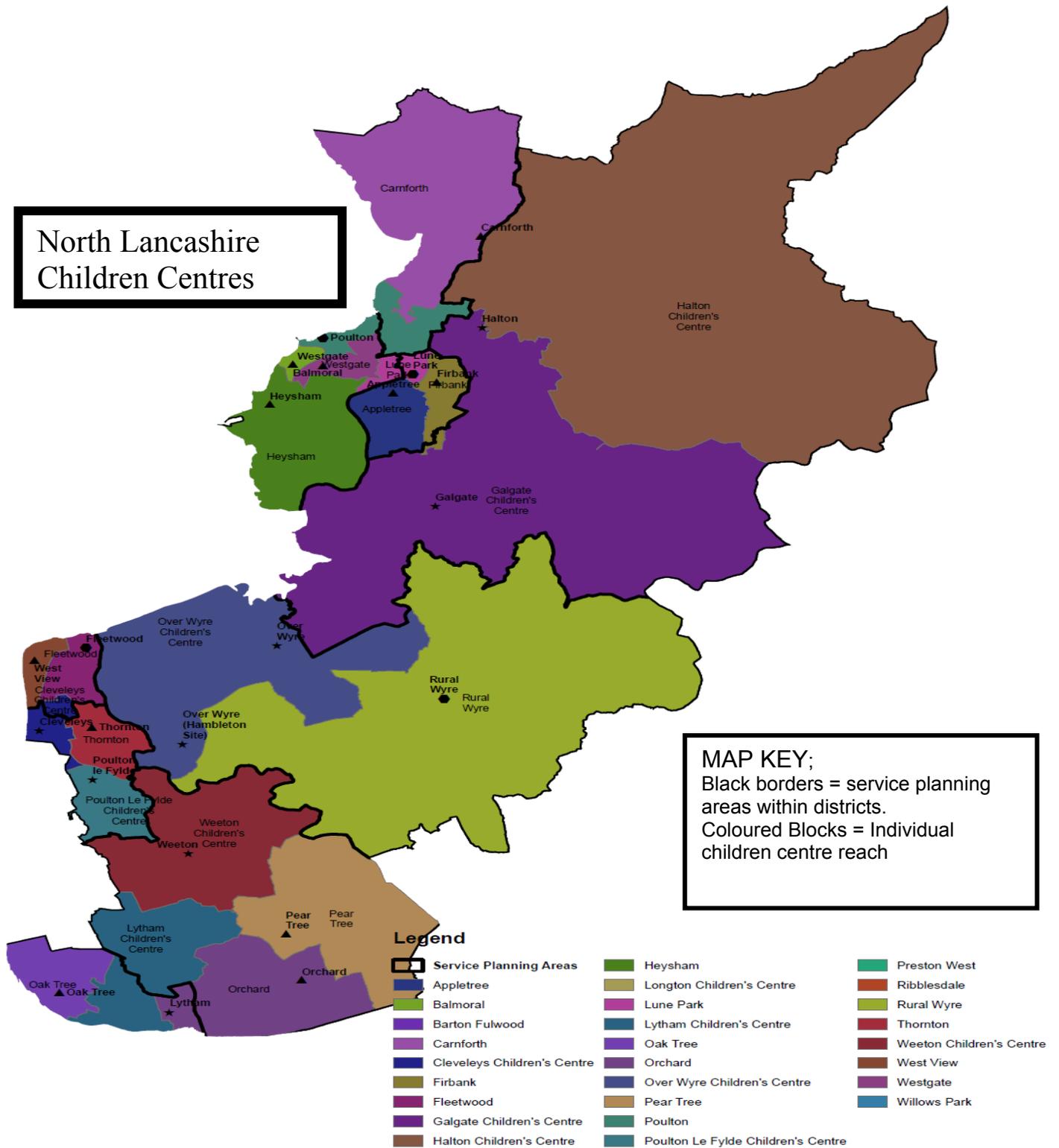
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| <ul style="list-style-type: none"> Accrington South Appletree Astley & Buckshaw Balladen Balmoral Bamber Bridge Barton Fulwood Beacon Blossomfields Burnley Wood Carnforth Chai Centre Cherry Tree Church & Acc West Clayton Brook Cleveleys Children's Centre Colne Copperhouse Coppull Duke Street Fairfield Family Tree Firbank First Steps Fleetwood Galgate Children's Centre Gisburn Road Great Hanwood Grove | <ul style="list-style-type: none"> Halton Children's Centre Haslingden Hesketh with Becconsall Heysham Highfield Huncoat Ightenhill Kingsfold Library Longton Children's Centre Lostock Hall Children's Centre Lune Park Lytham Children's Centre Maden Millfields Moorgate Mount Pleasant Oak Tree Orchard Over Wyre Children's Centre Park Pear Tree Pendleside Children's Centre Poulton Poulton Le Fylde Children's Centre Preston East Preston West Reedley Hallows Ribblesdale Ribbleson Riverbank Riverside Children's Centre Rural Wyre South West Burnley Spring Wood St Johns Staghills Stoneygate Sunshine Thornton Up Holland Children's Centre Wade Hall Walton Lane Weeton Children's Centre Wellfield West View Westgate Whitegate Whitworth Willows Park |
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Area mapping and centre by centre breakdown of proposals

4.1 Lancashire North



Lancaster district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Poulton Children's Centre in Morecambe	22410	Whole Enhanced		√	√	√	√	√	Withdraw from existing site. Transfer to operate future service delivery from an alternative neighbourhood centre; Morecambe Library	Transfer Designated main children's centre status to Morecambe library.
Balmoral Children's Centre in Morecambe	20176	None	n/a	n/a	n/a	n/a	n/a	n/a	Close centre	Closure. Nearest point of access – Westgate children's centre.
Heysham Children's Centre in Heysham	21470	None	n/a	n/a	n/a	n/a	n/a	n/a	Close centre	Closure Nearest point of success – Westgate Children's centre, Morecambe
Westgate Children's Centre	23540	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer with some outreach facility within Heysham Library to meet community need.	No Change Continue to be designated as a main centre.
Lune Park Children's Centre in Lancaster	23050	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer.	No Change Continue to be designated as a main centre.
Appletree Children's Centre in Lancaster	20101	Split Core	√		√	√	√	√	Delivery of a split core offer incorporating children's centre core offer	No Change Continue to be designated as a main centre.

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Firbank Children's Centre in Lancaster	21172	None	n/a	n/a	n/a	n/a	n/a	n/a	Close centre	Closure Nearest point of access – Appletree Children's Centre, Lancaster
Camforth Hub Children's Centre and Young People's Centre in Camforth	23164	Whole Core		√	√	√	√	√	Deliver of a whole core offer incorporating children's centre core offer.	No change Continue to be designated as a main centre.

Current Linked Sites (satellite provision)											
Halton Children's Centre at Halton Library	21351	Split Core		√	√	√	√	√	√	Delivery of a split core offer incorporating children's centre core offer.	Designated main children's centre status.
Galgate Children's Centre in Galgate	21232	None	n/a	Close centre	Closure Nearest point of access to services – Appletree Children's Centre.						

Wyre district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
West View Children's Centre in Fleetwood	23526	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated as a main centre.
Flakefleet Children's Centre at Library	23044	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	Designated as a main children's centre.
Fleetwood Children's Centre, Kemp Street in Fleetwood	23044	Whole Enhanced		√	√	√	√	√	Withdraw from existing site. Transfer to operate future service from an alternative neighbourhood centre; The Zone in Fleetwood.	Transfer Designated main children's centre status to the Zone, Fleetwood.
Rural Wyre Children's Centre in Garstang	22589	Whole Core		√	√	√	√	√	Withdraw from existing site. Transfer to operate future service delivery from an alternative neighbourhood centre; Garstang Library	Transfer Designated main children's centre status to Garstang Library.
Thornton Children's Centre in Thornton	23297	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer.	No Change Continue to be designated as a main children's centre.

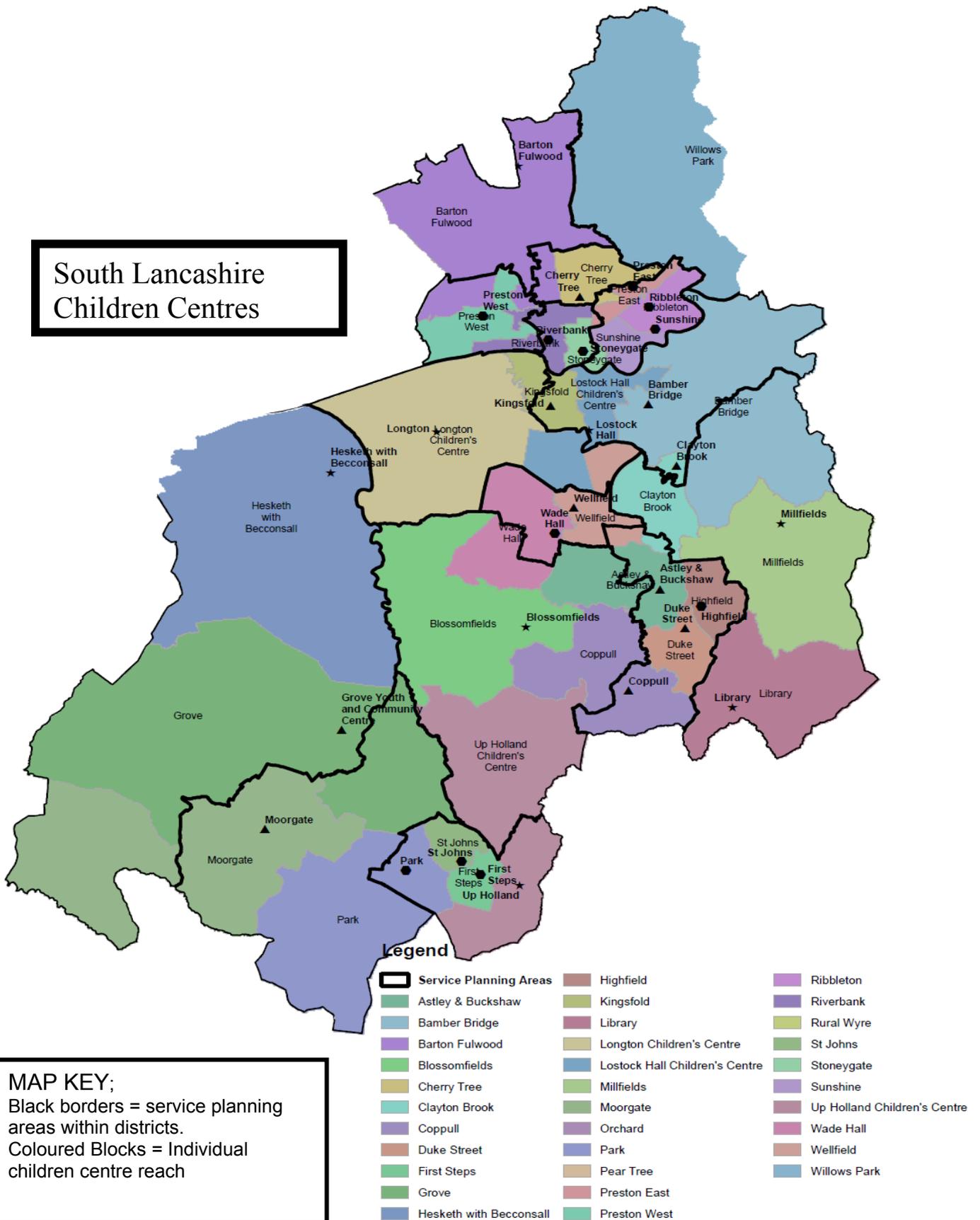
Current Linked Sites (satellite provision)										
Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
Hambleton Children's Centre (Over Wyre) Hambleton satellite	22287	None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – Thornton Children's Centre in Thornton
Over Wyre Children's centre (Preesall satellite) in Preesall	22287	None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – Thornton Children's Centre in Thornton
Poulton le Fylde Children's Centre	22411	None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – Thornton Children's Centre in Thornton.
Cleveleys children's centre in Cleveley's Library	20758	None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – Thornton Children's Centre in Thornton.

Fylde district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Oak Tree Children's Centre in St Annes	22218	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	No Change Continue to be designated as a main children's centre
Pear Tree Children's Centre in Kirkham	22340	Whole Enhanced		√	√	√	√	√	Withdraw from existing site. Transfer to operate future service delivery from an alternative neighbourhood centre; The Zone, Kirkham	Transfer Designated main children's centre status to the Zone, Kirkham.
The Orchard Children's Centre in Freckleton	23227	None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – The Zone, Kirkham
Current Linked Sites (satellite provision)										
Lytham Children's Centre in Lytham	21888	None	n/a	n/a	n/a	n/a	n/a	n/a	Close centre	Closure Nearest point of access to services – Oak tree children's centre in St Annes.
Weeton Children's Centre at Weeton Barracks	23468	Split Enhanced		√	√	√	√	√	Delivery of a split enhanced offer with The Zone in Kirkham incorporating children's centre core offer	Designated as a main children's centre.
Barton St. Lawrence Children's Centre in Barton		None	n/a	n/a	n/a	n/a	n/a	n/a	Close Centre	Closure Nearest point of access to services – Cherry Tree children's centre, Preston.

4.2 Lancashire South

South Lancashire Children Centres



MAP KEY;

Black borders = service planning areas within districts.
Coloured Blocks = Individual children centre reach

Preston district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Preston East Children's Centre in Preston	23054	None	n/a	n/a	n/a	n/a	n/a	n/a	Close provision and delivery from Ribbleton children's centres	Closure Nearest point of access to services Ribbleton children's centre
Preston West Children's Centre in Preston	23055	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	No change Continue to be designated as a main centre.
Ribbleton Children's Centre in Preston	23058	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children's centre offer	No change Continue to be designated as a main centre.
Sunshine Children's Centre in Preston	23009	Split Enhanced		√	√	√	√	√	Delivery of a split enhanced offer incorporating children's centred offer using New Hall lane drop in for some outreach provision	No change Continue to be designated as a main centre and will be the lead centre for the Preston group model.
Riverbank Children's Centre in Preston	23059	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	No change Continue to be designated as a main centre.
Stoneygate Children's Centre in Preston	22950	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	No change Continue to be designated as a main centre.
Cherry Tree Children's Centre in Preston	20667	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children's centre core offer	No change Continue to be designated as a main centre.

Current Linked Sites (satellite provision)

New Hall lane drop-in, in Preston	23009	Split Enhanced		√	√			√	Delivery of some outreach to offer outreach provision to Sunshine children's centre.	Delivery of some outreach No change
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South Ribble district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Wade Hall	23434	Split Core	√		√	√	√	√	Delivery of a split Core offer incorporating children centre core offer	No change to Designation Continue as link centre
Wellfield	23471	Split Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centres; The Zone (main centre), Wade Hall CC site and Leyland Library site. The Zone Leyland will be the main designated centre with a whole enhanced offer, and lead site for South Ribble group model.	Transfer Designated main children's centre status to The Zone, Leyland
Bamber Bridge	20178	Whole Core		√	√	√		√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Walton le Dale YPC site	Transfer Designated main children's centre status to Walton le Dale YPC
Kingsfold	21684	Whole Core		√	√	√		√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Walton le Dale YPC site or Riverbank CC, Preston	Transfer Designated main children's centre status to Walton le Dale YPC

Current Linked Sites (satellite provision)

Lostock Hall	21862	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access main site at; Walton le Dale YPC site
Longton	21856	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access link site; Longton Library

Chorley district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Clayton Brook		Whole Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Clayton Green Library Site	Transfer Designated main children's centre status to Clayton Green Library site
Coppull	20815	Split Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Coppull Library site. Union Street Chorley site will be the main designated centre with a whole enhanced offer, and lead site for Chorley group model.	Transfer Designated main children's centre status to Union St site
Highfield	21481	Split Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Duke St Children's Centre site	Transfer Designated main children's centre status to Union St site
Astley and Buckshaw	20134	Whole Enhanced		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Union St site or Duke St	Transfer Designated main children's centre status to Union St site

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
									CC	
Duke St	20988	Split Core	√		√	√	√	√	Delivery of a split Core offer incorporating children centre core offer	No change to Designation Continue as link centre
Current Linked Sites (satellite provision)										
Library CC, Adlington	22826	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access main site at; Duke St CC
Blossomfields	20344	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access main site at; Ecclestone Library site
Millfields	22016	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access main site at; Clayton Green Library site or Union St site

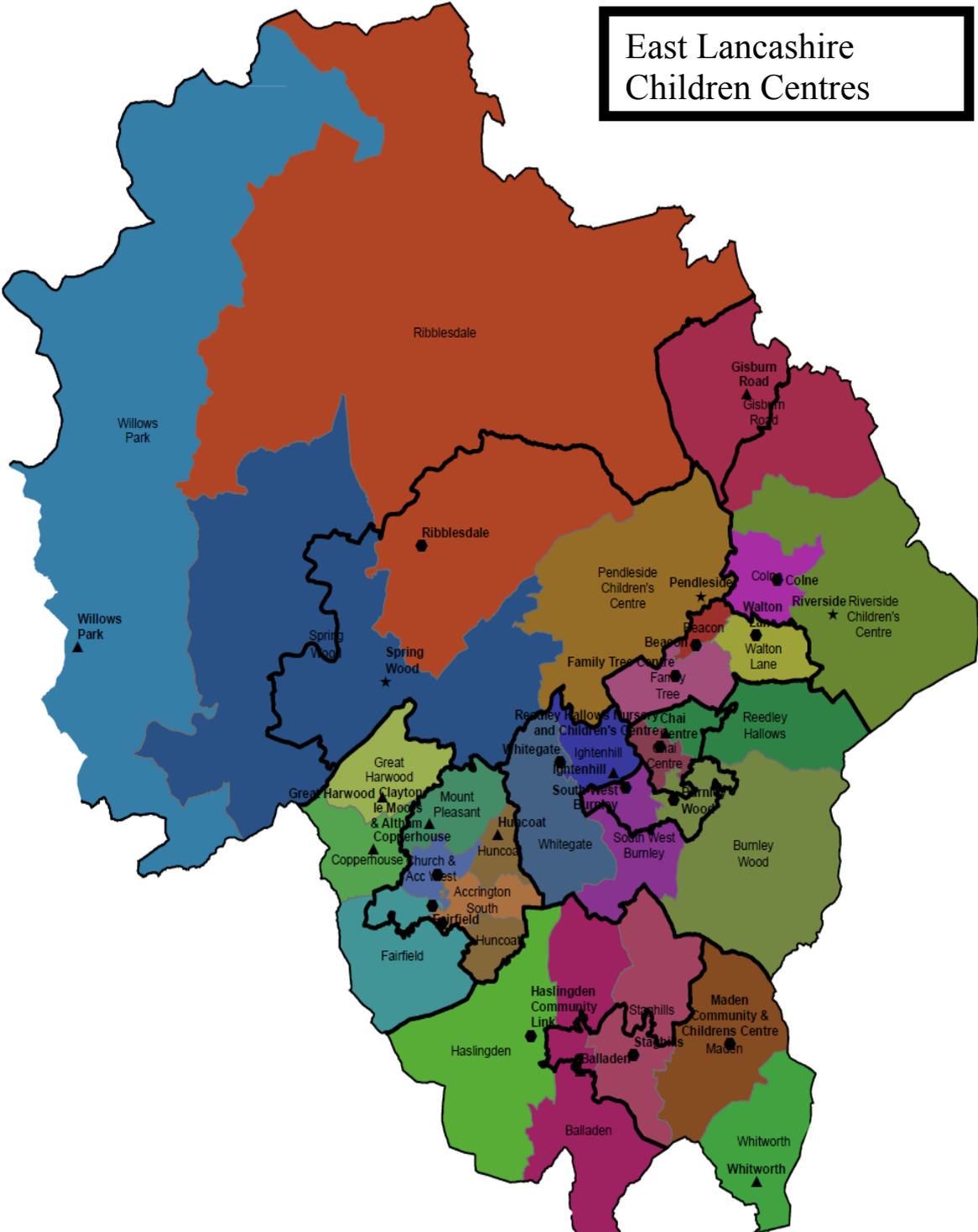
West Lancashire district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Park	22309	Split Core	√		√	√	√	√	Delivery of a split Core offer incorporating children centre core offer	No change Continue as link centre
First Steps	21175	Split Enhanced	√		√	√	√	√	Delivery of a split Enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre and lead site for West Lancashire group model
St Johns CC	22855	Split Enhanced	√	√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; The Zone site Skelmersdale or First Steps CC site	Transfer Designated main children's centre status to The Zone, Skelmersdale
Grove	23194	Whole Core		√	√	√	√	√	Delivery of a whole Core offer incorporating children centre core offer	No Change
Hesketh with Beconsall Children's Centre	21462	Whole Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; The Grove or Longton Library	Transfer Designated main children's centre status to The Grove
Moorgate Children Centre	22040	Whole Core		√	√	√	√	√	Withdraw from existing site Transfer to operate future service from an alternative neighbourhood centre; Ormskirk Library site	Transfer Designated main children's centre status to Ormskirk Library

Current Linked Sites (satellite provision)

Upholland Children Centre	23381	Split Core		√	√	√	√	√	Delivery of a split Core offer incorporating children centre core offer	No change Continue as link centre
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East Lancashire Children Centres



Legend

- | | | |
|------------------------|------------------------------|-----------------------------|
| Service Planning Areas | Family Tree | Reedley Hallows |
| Accrington South | Galgate Children's Centre | Ribblesdale |
| Balladen | Gisburn Road | Riverside Children's Centre |
| Bamber Bridge | Great Harwood | Rural Wyre |
| Beacon | Halton Children's Centre | South West Burnley |
| Burnley Wood | Haslingden | Spring Wood |
| Chai Centre | Huncoat | Staghill |
| Church & Acc West | Maden | Walton Lane |
| Colne | Mount Pleasant | Whitegate |
| Copperhouse | Whitworth | Willows Park |
| Fairfield | Pendleside Children's Centre | |

MAP KEY;
 Black borders = service planning areas within districts.
 Coloured Blocks = Individual children centre reach

Hyndburn district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Sure Start Hyndburn, Accrington South (The Beeches) Children Centre	23046	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Close provision	Closure Nearest point of access to services – Fairfield CC
Sure Start Hyndburn, Church and Accrington West (The Park) Children Centre	23047	Split Enhanced	√		√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre and lead site for Hyndburn group model
Fairfield Children Centre	21129	Split Core	√		√	√	√	√	Delivery of a split core offer incorporating children centre core offer	Transfer Re-designate as linked children's centre – change of status. Link to The Park CC in Accrington
Great Harwood Children Centre	21297	Split Core		√	√	√	√	√	Delivery of a split core offer incorporating children centre core offer	Transfer Re-designate as linked children's centre – change of status. Link to Copperhouse CC in Rishton
Copperhouse Children Centre, Rishton	20813	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
Clayton and Altham Children Centre	22064	Split Core		√	√	√	√	√	Delivery of a split core offer incorporating children centre core offer	Transfer Re-designate as linked children's centre – change of status. Link to Copperhouse CC in Rishton
Current Linked Sites (satellite provision)										
Huncoat Children Centre	21581	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Close provision	Closure Nearest point of access Park CC

Ribble Valley district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Ribblesdale Children's Centre in Clitheroe	22499	Split Enhanced	√		√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre and lead site for Ribble Valley group model
Willows Park Children's Centre in Longridge	23602	Whole Core		√	√	√	√	√	Withdraw from existing site. Transfer to operate future service from an alternative neighbourhood centre; Longridge Library	Transfer Designated main children's centre status to Longridge Library site
Current Linked Sites (satellite provision)										
Spring Wood Children's Centre at Whalley Library	22818	None	n/a	n/a	n/a	n/a	n/a	n/a	Close satellite provision	Closure Nearest point of access to services – main site at Ribblesdale, Clitheroe

Rossendale district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice		
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Balladen Children Centre	20175	None	n/a	n/a	n/a	n/a	n/a	n/a	Close children centre provision only at the site and transfer designation to new site. School provision will continue	Transfer Designated main children's centre status to The Zone in Rawtenstall
Haslingden Community Link Children Centre	21397	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
Staghills Children Centre	22901	None	n/a	n/a	n/a	n/a	n/a	n/a	Close children centre provision only. Nursery provision will continue	Closure Nearest point of access to services – newly designated main site at The Zone, Rawtenstall
The Maden Children Centre, Bacup	23215	Split Enhanced	√		√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre and lead site for Rossendale group model
Whitworth Children Centre	23585	Split Enhanced		√	√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	Transfer Reassign status to that of a linked centre as a result of splitting enhanced model with Maden Centre

Current Linked Sites (satellite provision) n/a in Rossendale District

Burnley district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future					Proposal	Designation Outcome	
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services			Information and advice
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents					
Burnley Wood Children Centre	20511	Split Enhanced		√	√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre and lead site for Burnley group model
South West Burnley Children Centre	23064	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
The Chai Children Centre	23167	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
Reedley Hallows Children Centre	22491	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
Ightenhill Children Centre	21601	Split Core		√	√	√	√	√	Delivery of a split core offer incorporating children centre core offer	Transfer Change designation to a linked site. Link to Whitegate centre
Whitegate Children Centre, Padiham	22300	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre
Current Linked Sites (satellite provision) N/A in Burnley District										

Pendle district

Current Designated Main Centres	Dept. for Education Edubase Reference	Future Offer Level	Early childhood services to be provided in future						Proposal	Designation Outcome	
			Early years provision (education/ childcare)		Social services functions	Health services	Training and employment services	Information and advice			
			Provided on site	Advice & assistance to access elsewhere	Relating to young children, parents and prospective parents						
Beacon Children Centre, Nelson	20223	Split Enhanced	√		√	√	√	√	Delivery of a split enhanced offer incorporating children centre core offer	No change Continue to be designated a main centre	
Family Tree Children Centre, Brierfield	21137	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre	
Colne Children Centre	20799	Whole Core		√	√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre	
Walton Lane Children Centre, Nelson	23442	Whole Core	√		√	√	√	√	Delivery of a whole core offer incorporating children centre core offer	No change Continue to be designated a main centre	
Gisburn Road Children Centre, Barnoldswick	21254	Split Core		√	√	√	√	√	Delivery of a split core offer incorporating children centre core offer	Transfer Change designation to a linked site. Link to Beacon centre	
Current Linked Sites (satellite provision)											
Pendleside Children Centre, Barrowford	22355	None	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Close children centre provision	Closure Nearest point of access to services – main site Beacon or Walton Lane
Riverside Children Centre, Trawden	22521	None	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Close children centre provision	Closure Nearest point of access to services –main site at Colne

Consultations

The proposals for implementing the transformation of Wellbeing, Prevention & Early Help services were open for consultation from the 9th February to the 21st March 2016.

There were three consultation opportunities open to:

- Service Users and members of the public
- Stakeholders and key delivery partners
- Staff

The Property Strategy (Neighbourhood Centres) is currently subject to a full public consultation running between 18th May and 14th August 2016. This is a wider corporate review of all Lancashire County Council's public facing buildings for delivering services and includes within it the proposed locations for WPEH service delivery and details those buildings proposed as main (designated) children's centres sites. Of these sites, many are existing main children's centre sites with a small number proposed at new sites. Consideration of the reach area required by the service has been a key factor in determining these proposals within the Property Strategy. Access to the consultation can be found on the County Council website and within children's centre settings.

Given that the consultation will generate significant interest from service users, it is likely that proposals may change following consideration of all the feedback that is received.

Implications:

These proposal will affect children, young people and families in all parts of Lancashire but the extent of impact may depend on their location and individual circumstances.

Risk management

- Final implementation proposals dependent upon Cabinet approval in September 2016
- DfE not accepting LCC proposals for re designating children's centres
- Impact of refreshed Ofsted Children Centre Framework (due to be published Summer 2016) on new service model
- Refreshed governance structures to meet children's centre statutory duty and provide support and challenge to WPEH 0 – 19 service i.e. CYPTB, LSCB

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

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

NA

Education Scrutiny Committee

Meeting to be held on Tuesday, 19 July 2016

Electoral Division affected: All

Early Education and Early Years, School Improvement Service

Contact for further information:

Alison Kenny, Early Education and Learning Improvement Team Leader,
alison.kenny@lancashire.gov.uk

Executive Summary

The purpose of this report is to inform Education Scrutiny of the work being carried out by the Early Education and Early Years Teams. These teams comprise of Early Years Consultants, Quality Childcare Development, Family Information Service, Free Early Education, Safeguarding and Childcare Sufficiency.

Education Scrutiny are asked to receive and comment on the report and to receive further reports as appropriate.

Recommendation

The Education Scrutiny Committee to note and comment on the report.

Background and Advice

The Early Education and Early Years Services sit within the School Improvement Service and work with childcare providers throughout Lancashire.

Introduction

Early Education and Early Years Vision is about improving outcomes for children and families through improving children's development, resilience, achievement and aspirations to fulfil their potential and thrive.

The service itself supports over 2000 childcare environments across Lancashire by:

- Ensuring there is sufficient, quality and sustainable childcare throughout Lancashire
- Ensuring qualitative provision of childcare through the use of early warning groups/monitoring Private, Voluntary and Independent (PVI) settings, childminders and out of school clubs
- Providing information to parents and carers to allow them to make informed decisions on accessing good and outstanding childcare settings

- Ensuring the provision of free early education to three and four year olds and targeted two year olds
- Working with the sector to utilise Early Years Pupil Premium to ensure the best outcomes for disadvantaged children in Lancashire
- Supporting schools in lowering the school age range to develop more qualitative childcare provision
- Working with new settings to ensure they are ready for their initial Ofsted registration
- Providing training and support to the childcare sector
- Working with the sector to enable them to deliver new national priorities such as the increase to 30 hours free childcare

Lancashire currently has 89% of childcare provision rated as good or outstanding by Ofsted compared to the national average of 85%.

The Service comprises of the following teams:

Early Years Consultants Team

The Early Years Consultants (EYC) work with private, voluntary and independent (PVI) settings to support quality improvements in the Early Years Foundation Stage (EYFS). They both support and challenge the sector through annual monitoring visits, training, developing suitable learning environments and enabling settings to achieve the Lancashire Quality Award. The work of this team is part traded and part Local Authority (LA) funded through Devolved Financial Management (DFM). The traded element allows setting to purchase a service guarantee which provides more intensive support. Currently 58% of the sector are purchasing this additional service. The LA funded element supports the statutory role of providing sufficient good quality childcare and ensuring settings provide a safe environment for the children of Lancashire. Lancashire currently has 95% of PVI settings judged as good or outstanding by Ofsted compared to a national average of 88%.

Quality Childcare Development Team

The Quality Childcare Development Team provides qualitative support and challenge to childminders, out of school clubs, Breakfast clubs, holiday schemes and new PVI settings in preparing them for Ofsted registration. They also carry out statutory functions in relation to the monitoring of quality of such provision. Lancashire currently has 834 childminders, 200 breakfast clubs, 100 holiday schemes and 240 out of school clubs. Support to the sector is provided through targeted visits of between one and three a year. This team also supports the statutory role of providing sufficient good quality childcare. Training is also provided in the EYFS and safeguarding and this area of work is partly traded. A further role within the team provides traded support to schools in working with them to lower the school age range and increase childcare places so ensure the market can meet demand. Lancashire currently has 89% of childminders judged good or outstanding by Ofsted compared to a national average of 84%. This team is primarily funded through the DFM.

Family Information Service (FIS)

The FIS team is a statutory service and provides support, advice and guidance to parents and carers in accessing good quality childcare provision across Lancashire. This information includes location, Ofsted judgements, costs of various forms of childcare and providing a brokerage service for vulnerable families, disadvantaged families and families looking for suitable places for children with special educational needs. They also provide advice on accessing Free Early Education (FEE) and whether children may be entitled to a free targeted two year old place. This team also works with the Childcare Sufficiency Officer in carrying out an annual childcare sufficiency assessment (CSA) to ensure sufficient childcare, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0-14 or up to 18 for disabled children. This is also a statutory function of the LA and is funded through DFM.

Free Early Education

This team ensures that every three and four year old child, from the term after their third birthday is able to receive funding for 15 hours free childcare, 38 weeks a year. They also ensure FEE funding is provided for targeted two years olds who meet the National or discretionary criteria. There are approximately 950 FEE providers across Lancashire and current take up of FEE places is at 98% for three and four year olds and 78% for two year olds. FEE is a statutory function and is funded through the Dedicated Schools Grant. Overall just under 26,000 children received FEE in the summer term. The team is also responsible for the administration of Early Years Pupil Premium. This team will also be administering the funding off the 30 hours free childcare from September 2017.

Safeguarding Officer

This officer represents the Early Years/Education Sector in child practice and multi-agency reviews (Serious Case Reviews) and plays the link role between the multi-agency panel and the setting/school. They are responsible for meeting with the relevant practitioners that have been involved with the family concerned and preparing a time line of significant events and briefing on the relevant context and issues. They are also responsible for feeding back any actions that have come out of the multi-agency review back to the sector in terms of future improvements to practice or systems and monitoring progress. They offer safeguarding advice to childcare settings and professionals as well as following up actions from any Ofsted investigations. This officer also carries out level 1 and 2 safeguarding training for the Early Years/Early Education sector which is fully traded. The rest of the post is funded through DFM.

Childcare Sufficiency Officer

The childcare sufficiency officer is responsible for the statutory duty of carrying out the annual childcare sufficiency assessment. This is to ensure sufficient childcare, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0-14 or up to 18 for disabled children.

This is funded through DFM. This officer also works on a traded bases providing support to schools in lowering the school age range to again ensure we meet our statutory duty of providing sufficient qualitative childcare places for the children of Lancashire.

Consultations

N/A

Implications

N/A

Risk management

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

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

N/A

Education Scrutiny Committee

Meeting to be held on Tuesday, 19 July 2016

Electoral Division affected:
(All Divisions);

Outcomes of the White Paper

(Appendices A – D refer)

Contact for further information:

Bob Stott, Director for Education, Schools and Care, bob.stott@lancashire.gov.

Executive Summary

The Committee is presented with a number of appendices to provide an update on the outcomes of the White Paper.

Recommendation

The Education Scrutiny Committee is asked to note and comment on the update.

Background and Advice

Regular updates on the progress of the White Paper have been presented to Committee over recent meetings and this update includes a number of appendices which are:

Appendix A - CSN Policy Briefing dated 18.03.16

Appendix B - LGIU Policy Briefing dated 15.04.16

Appendix C - Notice of Motion presented to Full Council 26.05.16

Appendix D - Copy of a letter from CC Tomlinson to Headteachers and Chairs of Governors

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risk implications within this report

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

Paper	Date	Contact/Tel
n/a	n/a	n/a
Reason for inclusion in Part II, if appropriate		

DfE White Paper: Educational Excellence Everywhere

Date 18 March 2016

Author Martin Rogers
LGiU/CSN Associate

Summary

The DfE has published a White Paper, *Educational Excellence Everywhere*, outlining the Government's plans 'to transform England's schools and build on progress that has already been made'. It sets out seven elements to underpin its aims:

- great teachers – everywhere they're needed (including reform of initial teacher training delivery and content; a new accreditation system to replace qualified teacher status; and a new College of Teaching)
- great leaders running our schools and at the heart of our system – with more power given to the best school and system leaders (with a focus on building capacity in the areas that need it most; a new National Professional Qualification; incentives to attract the best leaders to challenging areas; and a National Teaching Service to support strong middle leaders to move to challenging areas)
- a school-led system with every school an academy (with the Government taking powers to direct all schools to become academies by the end of 2020 with all schools becoming academies by 2022; 'most schools in dynamic MATs' [multi-academy trusts]; and a clearly defined role for local authorities focused on ensuring every child has a school place, ensuring the needs of vulnerable pupils are met and acting as champions for pupils and parents)
- preventing underperformance and helping schools go from good to great (strengthening the infrastructure that supports all schools and their leaders to collaborate effectively, with a focus on areas of chronic, persistent underperformance)
- high expectations and a world-leading curriculum for all ('establishing the national curriculum as an ambitious benchmark which autonomous academies can use...'; embedding reforms to GCSEs and A levels and ensuring that the vast majority of pupils study the English Baccalaureate; and meeting the needs of previously neglected groups of children)
- fair, stretching accountability, ambitious for every child (with an emphasis on the progress of pupils and their destinations; inspection increasingly focused on underperformance, and Ofsted consulting on removal of separate graded judgements on the quality of teaching, learning and assessment to help clarify that the focus of inspection is on outcomes; and new performance tables for multi-academy trusts - MATs)
- the right resources in the right hands (including a national funding formula for schools, weighted by the level of challenge).

Overview

A period of speculation about further government reform of the school system was brought to a head by the (well trailed) announcement in the Chancellor's 2016 Budget speech that he was 'providing extra funding so that by 2020 every primary and secondary school in England will be, or be in the process of becoming, an academy'. The White Paper, [Educational excellence everywhere](#) (Cm 9230), was published the following morning. (The Education and Adoption Act, under which all inadequate schools will become sponsored academies, received Royal Assent on Budget Day.)

It comprises eight chapters, summarised below: the first is an overview of the Government's vision, followed by seven chapters covering the key elements which underpin the vision and aims. The White Paper is accompanied by a document describing the [DfE strategy 2015-2020](#), an [impact assessment](#) and a [paper](#) describing the methodology for defining 'achieving excellence areas'. At the same time, [letters](#) were sent to DCSs and academy trust chairs (by the Secretary of State and the Parliamentary Under Secretary respectively), introducing the white paper and outlining the Government's expectations.

Briefing in full

Chapter 1: Our vision for educational excellence everywhere

'Education is at the heart of this government's agenda... the better educated our society, the fairer, more cohesive, productive and innovative it can be. This is vital to Britain's position in the 21st century.'

The paper sets out a range of recent improvements in education outcomes, stresses the importance of good financial management to delivering educational excellence, and draws attention to the extent to which 'the school-led system is becoming a reality'. But it highlights that this progress isn't felt everywhere, with poor children generally having worse educational outcomes at every stage, and some areas of chronic underperformance, exacerbated by a lack of capacity to improve and inability to access the key ingredients to sustain improvement: high quality teachers, leaders, system leaders and sponsors.

The goal of delivering excellence everywhere is made up of two parts: setting high expectations for all children, and a focus on intensively tackling areas of the country that have lagged behind for too long. The DfE's overarching strategy is set out in an Annex, and a fuller statement of the strategy is published separately – with more detail about plans to protect children's safety and promote their wellbeing, and to prepare young people for adult life, to be published later this year.

The white paper sets out the Government's approach: 'putting the best leaders at the heart of the school system, with the support to thrive; recruiting and developing great teachers wherever they are needed; setting high expectations for all – supported by fair, stretching accountability measures; and enabling pupils, parents, and communities to demand more from their schools... The system will respond to performance, extending the reach of the most successful leaders and acting promptly to reduce the influence of those who are not delivering for our children.'

The paper promises to do more to set leaders up for success, particularly in areas of greatest need. 'We must avoid the situation where, over the next five years, the strong get stronger and the weak fall even further behind.'

Chapter 2: Great teachers - everywhere they're needed

Having already given schools freedom to lead on recruiting, training and developing teachers, and given leaders discretion over pay to reward their most effective staff, the Government will:

- help schools to ensure that sufficient teachers are recruited wherever needed, and build a diverse workforce, with more opportunities for flexible working through part-time work and job sharing
 - teacher recruitment is becoming difficult as competition for the best graduates increases, more teachers are needed as pupil numbers grow, and demand for teachers in particular subjects increases; the paper outlines a number of responses
- strengthen university and school-led training, and increase the rigour of initial teacher training (ITT) content, with more focus on subject knowledge and evidence-based practice
 - following the 2014 independent review of ITT, groups are working on ITT core content and how well ITT prepares teachers for behaviour management, and the Teaching Schools Council is developing a new standard for ITT mentors; all three groups will publish reports in the coming months
- continue to move towards an increasingly school-led ITT system which recruits enough great teachers in every part of the country (currently, as a map shows, access to ITT provision varies widely across the country)
- introduce new quality criteria for ITT providers and allocate training places accordingly
- replace Qualified Teacher Status (QTS) for new teachers with a stronger, more challenging accreditation based on classroom effectiveness 'as judged by great schools'
 - decisions on teacher accreditation, based on proficiency (including subject knowledge) demonstrated over a sustained period in the classroom, 'will be for schools and headteachers'; this will also enable experts from other fields to gain accreditation
 - 'academy headteachers will continue to have the flexibility to determine what requirements they make of any potential teacher for employment or promotion'
 - detailed proposals for replacing QTS will be published shortly
- ensure that teachers are encouraged to work where they are most needed, including through the National Teaching Service, which will place up to 1,500 high-performing and middle leaders into underperforming schools by 2020
- support teachers to develop their skills through evidence-based continuing professional development (CPD) and introduce a new Standard for Teachers' Professional Development, due to be published in spring 2016
- support the establishment of an independent College of Teaching, due to launch in 2016, and of a new, peer-reviewed British education journal (playing a similar role to the British Medical Journal); and continue to work in partnership with the Education Endowment Foundation, which will have its remit expanded to support evidence-based teaching, character education and preventing poor outcomes post-16.

Chapter 3: great leaders running our schools and at the heart of our system

The Government will support the school-led system to better develop and train the next generation of school and system leaders, supported by highly skilled governing boards, and act to build capacity where it is most needed. It will:

- encourage more leadership development training to be delivered by successful schools – including teaching school alliances and MATs
- convene experts to redesign voluntary, world class National Professional Qualifications to prepare leaders more effectively for the full range of leadership roles in the new system
- rebalance incentives, so that great leaders are not discouraged from working in challenging schools
 - there will be a greater emphasis on progress in the accountability system, so schools gain credit for pupils' achievements even if they start from a low base
 - 'improvement periods' will be introduced, so that where a school is judged to require improvement and a new headteacher is recruited to lead that improvement, the school will not face re-inspection until around 30 months after the previous inspection
- introduce the new National Teaching Service (NTS) to support elite teachers and strong middle leaders to move to work in some of the nation's most challenging areas; they will receive a package of support and a clear path to promotion. A pilot will start in the north-west in September 2016 with up to 100 participants
- launch an Excellence in Leadership Fund for the best MATs and other providers to develop innovative ideas to tackle significant leadership challenges in areas where great leaders are most needed
- support schools to develop a strong and diverse pipeline of great school and system leaders, funding activity aimed at groups who are under-represented in leadership positions (including women, people from black and minority ethnic [BME] backgrounds and lesbian, gay, bisexual or transgender [LGBT] teachers)
- create stronger expectations on governing boards to fill skills gaps, including through training, with help to recruit skilled people; develop a new competency framework for governance in different contexts; no longer require academy trusts to reserve places for elected parent on governing boards; and establish a database of everyone involved in governance. Legislation is planned to enable unsuitable people to be barred as governors of maintained schools (as can already be done in academies and independent schools)
 - 'the growth of MATs will improve the quality of governance – meaning that the best governing boards will take responsibility for more schools. As fewer, more highly skilled boards take more strategic oversight of the trust's schools, MAT boards will increasingly use professionals to hold individual school-level heads to account for educational standards and the professional management of the school, allowing school level governing boards to focus on understanding and championing the needs of pupils, parents and the wider local community.'

Chapter 4: A school-led system with every school an academy, empowered pupils, parents and communities and a clearly defined role for local government

'By the end of 2020, all schools will be academies or in the process of becoming academies; by the end of 2022 local authorities [LAs] will no longer maintain schools. This change will help us to empower communities, putting children and parents first and clearly defining the role of local government.' The Government will:

- continue to encourage high performing schools to apply to become academies by 2020
- implement measures in the Education and Adoption Act so that all inadequate schools become sponsored academies and coasting schools are tackled
- take powers to direct schools to become academies in underperforming LA areas or where the LA no longer has the capacity to maintain its schools, or where schools have not yet started the process of becoming an academy by 2020
 - it is proposed that LAs will have a new duty to facilitate the process of all maintained schools becoming academies
 - it is expected that some individuals will leave LAs to set up new academy trusts or join existing ones
- build sponsor capacity, speed up the process of conversion to academy status, and work with the churches and faith groups to support church and faith schools to become academies
 - to ensure that land issues do not cause delays, land held by LAs for community schools which convert to academies will transfer to the Secretary of State, who will grant a lease to the academy trust; steps will be taken to ensure the education estate is safeguarded for future provision and that the existing school estate can be used more easily for new schools and expansions where applicable
 - where a school converts to academy status, the government will not take ownership of any land owned either by the schools themselves or by any charitable trust; however, the ability for maintained schools to convert to foundation status will be removed
- promote greater collaboration between schools, particularly through MATs; it is expected most schools will join MATs as they become academies and that many existing single academy trusts (SATs) will set up or join MATs
 - the DfE will publish 'design principles' setting out what is known about successful MATs
 - RSCs will have an important role encouraging high performing schools to extend their influence and recruiting and growing MATs in their region
- 'ensure that the future school system is dynamic, responding to success and failure, and that RSCs [Regional School Commissioners] intervene promptly where academies or MATs are underperforming'
 - where academies are underperforming, RSCs will intervene promptly
 - where MATs are on track to deal with underperformance, they should be left to do so; 'the default approach to tackling chronic underperformance will continue to be to broker the school into a high-performing MAT'
 - where a MAT as a whole is underperforming, RSCs should be able to set schools free to join other MATs or, ultimately, to wind up the underperforming MAT altogether

- consideration will be given to how parents at individual schools might be able to petition RSCs for their school to move to another MAT in the face of underperformance
- 'build on the success of the free school programme to open 500 new schools by 2020'
 - these will meet the need for more school places in areas of basic need 'and [ensure] our school system offers greater choice, innovation and competition in areas where educational standards are currently lower than they should be or where parents and the local community want a new or better school'
 - to ensure sufficient new schools can be established where they are needed, we will continue to work with local authorities and other public sector bodies to secure sites for new free schools and introduce measures which will enable the Secretary of State to require the use of local authority land for new free schools, as well as clarifying and strengthening how the free school presumption works
 - University Technical Colleges (UTCs) are a type of free school, and the programme will receive further support to expand
- engage MATs, sponsors, academies, dioceses and the wider schools sector to create a legal framework that is fit for purpose for the long term
- help parents to support their child's education and navigate the schools system
 - a new Parent Portal, to be launched in 2017, will set out clearly the things that parents need to know about schools, which will help them support their child and strengthen parental choice; 'it will give parents the information they need to set high expectations and demand more of their children... [and] highlight the critical and respected role of the teacher, and set expectations for parent-teacher interactions'
 - the portal will work alongside a new performance table website, where it will be easier to compare schools across a range of key measures; Ofsted will continue to provide in-depth information on individual schools' performance
- ensure school complaints and admissions are clear and fair for parents and children
 - the DfE will provide guidance on handling complaints to help a common approach for all schools and MATs; where procedures fail, it will be easier to escalate complaints to DfE and beyond to a public service ombudsman
 - changes to make it easier for parents to navigate the admissions system will include streamlining the functions of the Office of the Schools Adjudicator, so that objections to admission arrangements are resolved more quickly, and relaxing restrictions on school sixth form admissions by removing them from the Code; views will be sought on requiring LAs to coordinate in-year admissions, and possibly requiring LAs to handle the administration of the independent admission appeals function
- define the role of LAs in education: LAs will step back from maintaining schools and school improvement
 - legislation will change LAs' powers and duties, and their responsibilities will diminish as each school in their area becomes an academy
 - in future LAs' duties will be focused on three areas: ensuring every child has a school place (ensuring that there are sufficient school, special school and alternative provision places to meet demand), for which government will continue to provide funding; that the needs of all pupils are met (including identifying, assessing and making provision for children with special educational needs and disability and looked after children; promoting school attendance and tackling persistent absence; ensuring that alternative provision is available for pupils excluded from school or

otherwise unable to attend a mainstream school; leading on safeguarding responsibilities for all children; and supporting vulnerable children, as set out in chapter 6); and championing parents and the local community (listening to and promoting their needs; supporting parents through a continuing role in admissions; providing support to navigate the local SEND arrangements; and championing high standards locally for all pupils – including, where necessary, calling for action from the RSC to tackle underperformance)

- review the responsibility of LAs in relation to children, including the implications for the roles of the Director of Children’s Services (DCS) and the Lead Member for Children in light of the policy changes set out in this white paper.

Chapter 5: Preventing underperformance and helping schools go from good to great: school-led improvement with scaffolding and support where it’s needed

To strengthen the system and enable it to deliver excellence everywhere, extra support will be provided to stimulate activity in areas of the country where schools are falling behind, including:

- enable the best leaders to play a wider role by transferring responsibility for school improvement from LAs to school and system leaders to spread expertise and best practice
 - the best schools will be encouraged to form and manage MATs and the number of teaching schools and national leaders of education (NLEs) will be increased to create a comprehensive national network; legislation will place responsibility for school improvement ‘with the best leaders and the best schools’
- ensure all schools in all areas can access support, collaboration and best practice through full coverage of system leaders across the country
- improve how system leaders (teaching schools and NLEs) are designated through a more sophisticated approach based on timely and accurate data rather than relying heavily on Ofsted judgements
- ensure that the work of system leaders is focused, purposeful and evidence-based, with the right incentives and brokerage in place to encourage them to work with vulnerable schools
- provide targeted funding for system leaders to build capacity through school-to-school support, and for RSCs to intervene in failing and coasting schools
- ensure there are enough strong academy sponsors available where they are needed, and build sponsor capacity for the long term
 - new sponsors will be recruited, including high-performing schools, and more sponsors and MATs will be encouraged to expand; it is expected that some LA staff will leave to set up trusts and become sponsors
- place a sharp new focus on ‘Achieving Excellence Areas’ (where too few children have access to a good school and there are insufficient high quality teachers, leaders, system leaders and sponsors)
 - programmes, starting with the National Teaching Service, will be targeted at these areas – beginning with pilots in 2016 and rolling out the approach more widely from September 2017
 - a separate paper outlines the methodological approach, data sources and issues to establish a measure to identify these areas.

Chapter 6: High expectations and a world-leading curriculum for all

In order that every child, wherever they live and whatever their background or needs, can receive a 21st century education that equips them with the knowledge and character necessary for success in modern Britain, the government will:

- continue to equip schools to embed a knowledge-based curriculum as the cornerstone of an excellent, academically rigorous education to age 16 – establishing the national curriculum as an ambitious benchmark that autonomous academies can use and improve
- increase support for teachers to deliver this curriculum effectively, including encouragement for greater use of evidence-based teaching materials
- reform primary assessment to help ensure that every child leaves primary school with the essential building blocks to secondary
- continue to embed reforms to assessment and qualifications, including more rigorous GCSEs and A levels, with an expectation that the vast majority of pupils will study the English Baccalaureate (EBacc)
- ensure a knowledge-based curriculum is complemented by development of the character traits and fundamental British values that will help children succeed, with funding to make it easier for 25% of secondary schools to extend their school day to include a wider range of activities such as sport, arts and debating
 - this funding will be prioritised for those schools whose pupils will benefit the most
 - the National Citizen Service will be expanded, and it will be expected that schools will give every pupil the opportunity to take part
 - DfE will work with a group of leading headteachers and practitioners to produce an action plan for improving personal, social, health and economic (PSHE) provision
- publish a strategy for improved careers provision for young people and further support The Careers & Enterprise Company
- help schools provide the right support for children of all abilities, and those with additional needs – including looked-after children, and those with special educational needs and disability
- reform the alternative provision (AP) system so that mainstream schools remain accountable for the education of pupils in AP and are responsible for commissioning high quality provision.

Chapter 7: Fair, stretching accountability, ambitious for every child

Great teachers and leaders are being backed to drive up standards in schools, so fair, robust, ambitious accountability is vital to monitor those standards, identify schools and areas that need extra support, and ensure children receive the education they deserve. The government will:

- embed reforms to primary, secondary and 16-19 accountability that focus on the progress of all pupils, and their destinations
 - new accountability measures in primary and secondary schools from 2016 focus on pupils' progress as well as performance, so schools' success will not be judged (as is too often the case at present) on the basis of their intake
- work with Ofsted to ensure inspection is fair and increasingly focused on underperformance; inspection of schools graded Good or Outstanding will be increasingly

proportionate to a transparent assessment of risk, and Ofsted will consult on removing the separate graded judgements on the quality of teaching, learning and assessment

- to ensure the accountability system is not a disincentive to taking on the leadership of a challenging school, an ‘improvement period’ will allow time for improvement when a school is taken over as part of a planned intervention
 - when a poorly performing maintained school is replaced by a sponsored academy or a new sponsor is needed to drive improvement in an academy, the school will not normally face inspection until its third year of operation; where a school is judged to require improvement and a new headteacher takes over its leadership, the school will not normally face re-inspection for around 30 months, unless the head wants an earlier visit
- launch new accountability measures for MATs, publishing MAT performance tables in addition to inspection and performance data at individual school level
- publish improved and more accessible school performance data to inform school choice and help parents and governing boards to hold schools to account
- ensure RSCs are able to commission support and intervention for schools identified as underperforming; Headteacher Boards will provide an important check and balance for academy leaders to scrutinise and challenge decisions of RSCs
 - under the Education and Adoption Act, RSCs will take on new, strengthened powers of intervention in maintained schools, ensuring a consistent approach to all underperforming schools
 - ‘as we move to a system where every school is an academy, we will ensure that local communities are provided with the information they need to understand and engage with the work of RSCs. We will also set out a clearer process for how the local community can get in touch and raise concerns about RSC decisions’.

Chapter 8: The right resources in the right hands: investing every penny where it can do the most good

The government wants fairer and clearer funding of schools, based on the needs and characteristics of pupils and the best use of funds. It will:

- introduce new, fair national funding formulae for schools, and for allocating high needs funding to LAs for special educational needs and alternative provision (DfE is currently consulting on proposals – see ‘Related briefings’)
- improve the effectiveness of pupil premium spending by encouraging schools to adopt evidence-based strategies, drawing on evidence from the EEF
- support schools to improve their financial health and efficiency through tools, guidance and direct support such as training and better national frameworks for procurement
- improve and maintain the school estate to ensure that those responsible for school buildings get a fair share of funding and have the right incentives to make effective use of the school estate.

Letter to DCSs from the Secretary of State

In addition to outlining the main features of the White Paper, the Secretary of State’s letter to DCSs also says:

CSN POLICY BRIEFING

'We are implementing measures in the new Education and Adoption Act so that all inadequate schools become sponsored academies and coasting schools are tackled for the first time. The Act received Royal Assent yesterday and we will be issuing, statutory Schools Causing Concern guidance to provide clarity on local authorities' immediate powers and duties in respect of these schools. We also want all other schools to put forward applications to become academies. We expect most schools will form or join MATs so proven educational models can be scaled and the best leaders can extend their influence by running multiple schools.

'Local authorities have a key role in supporting this vision and sharing it with maintained schools in their area. We will expect local authorities to facilitate the conversion of maintained schools into academies, and play an active part with schools and diocese, where relevant, in developing and shaping the system. Regional Schools Commissioners, supported by their head teacher boards, will consider and agree these arrangements on behalf of the Secretary of State. ...

'The move to a system where all schools are academies clearly means that the role of local authorities will change. As responsibilities related to maintaining schools will fall away, local authorities will retain very important functions in support of the school system – in ensuring every child has a school place, ensuring the needs of vulnerable pupils are met and acting as champions for all parents and families. Local authorities' core functions around social care, economic development, housing and planning will also mean they have a continuing interest in the success of local schools.

'In the light of these changes, we will also be reviewing the responsibilities of local authorities in relation to children, including the implications for the roles of the Director of Children's Services and the Lead Member for Children.'

Comment

This White Paper signals the end of local government's role in maintaining schools. In a recent briefing on Ofsted inspection of school improvement work (see 'Related briefings') – which highlighted major shortcomings in the work of several large MATs, as well as some local authorities – we commented on the apparent shift of interest from LA activity to that of MATs "reflecting the Government's ambition for the school system". The account of how the system will develop in the future is far stronger on what it says will happen than it is on how many of the changes will be brought about. A lot of the challenges described are far from new, and many have proved horribly stubborn; some of the challenges which exist are barely mentioned, and some not at all; and the main agents of proposed change do not have the established record of success implied throughout the document. It is a very optimistic paper, and time alone will tell whether it can be turned so easily into effective action.

External links

[White Paper: *Educational excellence everywhere*](#)

[Letters](#) to local authorities and academy trusts

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 You can find us on Twitter at @LGIU

CSn POLICY BRIEFING

[DfE strategy 2015-2020: world-class education and care](#)

Related briefings

[DfE consultation – schools national funding formula](#) (March 2016)

[Ofsted inspection of school improvement work – local authorities and Multi-academy Trusts](#) (February 2016)

LGiu Blog site

[What “We will make local authorities running schools a thing of the past” might mean](#) (December 2015)

The LGiu wishes to stimulate debate via the use of its blog site about the responses of local authorities to the DfE White Paper, and the wider devolution debate. If you would like to write a blog, please contact [John Fowler](#).

For further information, please visit www.lgiu.org.uk or email john.fowler@lgiu.org.uk

LGIU Policy Briefing

Schools causing concern: April 2016 DfE guidance

Author Martin Rogers, LGiU/CSN Associate

Date 15 April 2016

Summary

The DfE has published new statutory guidance for local authorities on schools causing concern, and intervening in failing, underperforming and coasting schools. Regional Schools Commissioners will be expected to follow the document as guidance for how they will exercise the Secretary of State's powers of intervention in maintained schools causing concern and for how they will take formal action in academies causing concern. The guidance is effective from 18 April 2016.

Overview

The DfE has published new statutory guidance for local authorities (LAs) covering "schools causing concern" (within the meaning of section 44 of the Education Act 2005) and schools that are "eligible for intervention" (within the meaning of Part 4 of the 2006 Education and Inspection Act), and also other maintained schools about which the LA and/or Secretary of State have serious concerns.

The new guidance reflects changes under the Education and Adoption Act 2016 giving new intervention powers to the Secretary of State and extending the types of maintained schools eligible for intervention to include coasting schools. The new intervention powers of the Secretary of State will be exercised by Regional Schools Commissioners (RSCs), who will be expected to follow the new guidance when doing so. The Education and Adoption Act 2016 introduces new provisions for action to be taken in academies that are causing concern (those which are failing or coasting), and the Schools Causing Concern guidance now describes how RSCs will make decisions and take action in such cases. The guidance becomes effective on 18 April (when the provisions of the Education and Adoption Act 2016 commence, except those on coasting schools).

Briefing in full

The guidance comprises the following chapters: Introduction; Schools that have been judged inadequate by Ofsted; Schools that have met the coasting definition; Warning notices; Specific powers of LAs and the Secretary of State in maintained schools eligible for intervention; Other LA duties; and Governance. This briefing focuses more on the new content of the guidance than those parts which remain largely unchanged.

Chapter 1: Introduction

The guidance describes the three groups of schools which are causing concern and eligible for intervention:

- **those that have been judged inadequate by Ofsted.** An Academy order will be issued for all maintained schools that have been judged inadequate by Ofsted, requiring them to become sponsored academies, and there is a new duty on governing bodies and LAs to facilitate academy conversion. When an academy is judged inadequate, the RSC is able to terminate the funding agreement with the existing academy trust, identify a new sponsor and move the academy to that new trust

- **those that are coasting.** RSCs will be able to take formal action in any school which falls under the definition of coasting. They will consider a range of interventions, which could include requiring conversion to an academy with the support of a sponsor. Where an academy is coasting, the RSC may issue a termination warning notice, which will require the academy to take specific action and could ultimately allow it to be moved to a new sponsor
- **those that have failed to comply with a warning notice.** LAs and RSCs may give warning notices to maintained schools where they have concerns about unacceptable performance (including results below floor standards), a breakdown in leadership and governance, or the safety of pupils or staff being threatened. Where a maintained school fails to comply with a warning notice it will be eligible for intervention; arrangements for academies are described in each academy's funding agreement.

Chapter 2: Schools that have been judged inadequate by Ofsted

Schools that have been judged inadequate are those that Ofsted judges as requiring significant improvement (also known as a 'serious weaknesses' judgement) and those it judges as requiring special measures.

The Secretary of State has a duty to make an academy order in respect of any maintained school that has been judged inadequate by Ofsted, and the RSC (acting on behalf of the Secretary of State) will take responsibility for ensuring that the school becomes a sponsored academy as swiftly as possible, including identifying the most suitable sponsor and brokering the relationship between that sponsor and the school. In the case of a foundation or voluntary school with a foundation which is subject to an academy order, the RSC is required to consult about the identity of the sponsor before entering into academy arrangements; they will consult the trustees, the person(s) who appoint the foundation governors and, in a school with a religious character, the appropriate religious body.

Under new sections of the Academies Act 2010 as inserted by the Education and Adoption Act 2016, if a maintained school is the subject of an academy order, the governing body and LA will be under a duty to facilitate its conversion into an academy by taking all reasonable steps towards that end. RSCs can use the Secretary of State's power to give the governing body or the LA a direction, or directions, to take specified steps for this purpose; if the RSC has identified a sponsor for the school, the governing body and LA must take all reasonable steps to facilitate the sponsor taking responsibility for the school. Once the RSC has identified the sponsor for a maintained school that was judged inadequate, the sponsor will be under a duty to communicate to parents information about their plans for improving the school before it is converted to an academy. (If a maintained school had been judged inadequate by Ofsted before the Education and Adoption Act had taken effect, that school will also be required to become a sponsored academy through an academy order.)

Also as a result of the Education and Adoption Act 2016, where an academy is judged inadequate by Ofsted, the RSC (on behalf of the Secretary of State) will be able to terminate the funding agreement of the academy (regardless of its terms); this is a power, rather than a duty – so the RSC may decide not to terminate it (eg. where a change of sponsor might prevent consolidation of improvements). Where termination is appropriate, the RSC must first give the proprietor of the academy an opportunity to make representations. Where a supplemental Church agreement has been entered into alongside the funding agreement, the RSC will also notify the appropriate diocesan authority and consider its representations, and must comply with any other terms specified in the supplemental Church agreement regarding termination.

Where an academy's funding agreement has been terminated because the academy has been judged inadequate, the RSC will usually identify a new sponsor and enter into a new funding agreement in respect of that academy (so-called 're-brokerage'); if it was previously a standalone academy, this will generally mean it will join a multi-academy trust (MAT). Where the academy is not

considered viable in the long term, its funding agreement may instead be terminated in order to close it.

Chapter 3: Schools that have met the coasting definition

The definition of a coasting school will be specified in regulations, but these are not yet available. Published alongside the guidance document, the [government response to the consultation](#) on intervening in failing, underperforming and coasting schools sets out the basis for the definitions in both primary and secondary schools (with forward links to more detailed accounts in the technical guidance for primary school accountability measures and for progress-8 secondary school performance measures).

Very briefly, the definition has three underlying principles: it is based on published performance data rather than Ofsted judgements and reflects headline accountability measures; it reflects the progress made by pupils in a school; and it considers performance over time, not a single year (a school will have to be below the coasting definition in three consecutive years to be defined as coasting).

For **primary** schools, coasting will be:

- from 2016, where fewer than 85% of pupils achieve the new higher expected standard at the end of primary school and pupils do not make good enough progress and average progress in reading *or* writing *or* mathematics is below a level set against the new primary progress measures; and
- an interim measure for 2014 and 2015, of fewer than 85% of pupils achieving level 4 in reading, writing and mathematics and below the median percentage of pupils making expected progress in *all* of reading, writing and mathematics.

For **secondary** schools, coasting will be:

- from 2016, where schools are performing below a level set against the new Progress 8 measure; and
- an interim measure for 2014 and 2015, of fewer than 60% of pupils achieving 5 A*-C GCSEs including English and mathematics and below the median percentage of pupils making expected progress in English and mathematics.

The 'progress bar' for both primary and secondary will not be set until after the 2016 performance data are published, showing the effect of the new measures. The regulations containing the definition of coasting will then be finalised in the autumn, subject to Parliamentary approval.

Coasting schools will be notified by RSCs that they have fallen within the coasting definition, after which the RSC will be able to take action if they consider this necessary. Coasting schools will be identified for the first time once the performance tables containing the revised 2016 results for key stage 2 and key stage 4 have been published. LAs are also able to take action in schools that they continue to maintain, but it is expected to be predominantly RSCs who will act, and their powers will take precedence. The same definition of a coasting school will apply to maintained schools and academies: 'RSCs will hold coasting academies to account just as robustly as they will maintained schools'; although the process for RSCs communicating with schools and determining the course of action will be comparable for maintained schools and academies, the actions they may take in an academy differ somewhat from those they may take in a maintained school.

Communication with a coasting school

Coasting schools will be notified by RSCs that they have fallen within the coasting definition. They will be identified for the first time once the performance tables containing revised 2016 results for key stage 2 and key stage 4 have been published; prior to this, RSCs may contact schools (on the

basis of provisional results) to begin informal discussions about their circumstances, but no formal action will be possible until the performance tables are published and it has been confirmed that the school falls within the coasting definition.

The RSC will set out in the notification letter what the school can expect to happen, including likely timescales; the RSC may request further information and/or to see the school's current plan for improvement, and may say that they (or a representative) would like to meet the school's leaders, governors or trustees. When the RSC has made their decisions about whether and what action must be taken, they will communicate this to the school in writing, specifying the action that must be taken and timescales, and any other arrangements. When a school has been notified that it has fallen within the definition of a coasting school, the governing body must inform parents of this, and keep them informed of further developments.

The process for RSCs determining the course of action for coasting schools

RSCs have discretion to decide on the specific course of action that will be taken with any school which falls within the definition of coasting. They may decide that a school: has met the coasting definition but is supporting pupils well, so no action is required; has a sufficient plan and sufficient capacity to improve, so no action is required; or, will need additional support and challenge to improve – in which case, the RSC will need to intervene to bring that about. The RSCs will make their decisions with the support and advice of their Headteacher Board.

'The RSC will give consideration to any views or evidence provided by the local authority responsible for that school. RSCs may also work with local authorities where they are already providing help to a coasting school to ensure the necessary support is in place for the school to make sufficient improvement. Where a coasting school is a school with a religious character, and therefore a religious body is responsible for the school, or there is a trust responsible for a foundation school, RSCs and local authorities will recognise these bodies and their responsibilities for ensuring high quality education in their schools and bringing about improvement where it is needed. RSCs and local authorities will take account of the views of these bodies when making decisions about what action may be necessary in a school, and seek to work collaboratively with them. Where an intervention is necessary, the RSC will ensure that the arrangements safeguard the religious character and ethos of the school, working closely with the appropriate religious body.'

In making decisions about whether a coasting school requires action, and what action is necessary, RSCs will consider the school in the round, seeking to take account of its context, wider achievements and overall provision to pupils, and the factors which may have led it to fall within the coasting definition. Indicative factors include:

- performance data and other quantitative information
 - education performance data beyond that which meant the school was identified as coasting
 - performance of the school compared with similar schools
 - performance of pupils with particular characteristics
 - other data, such as pupil cohort size, attendance and mobility of pupils
- other information about the school, its plans and capacity to improve
 - whether the school's plan is sufficient and has the rigour and credibility to bring about the necessary improvement
 - whether the school has the capacity to deliver against the plan, taking account of Ofsted judgements
 - the effectiveness of the school's pupil premium strategy, and the school's response to any pupil premium review.

Schools and LAs should cooperate fully. Ultimately, if there is any disagreement between the RSC and the governing body or the LA, the RSC's powers take precedence, and the RSC will make the final judgement.

Although most middle schools are deemed secondary schools, they are subject to the coasting definition in relation to key stage 2 rather than key stage 4. The coasting definition will not apply to maintained nursery schools, infant or first schools or 16-19 schools (which lack the relevant data), and will not apply to special schools or alternative provision – though, where there are concerns about persistent poor performance in such schools, LAs or RSCs may issue a warning notice.

What action RSCs may take in coasting maintained schools

Once a maintained school has been notified that it is coasting and eligible for intervention, there is a range of decisions and steps the RSC may take, including:

- no further action necessary at this stage – possibly because: despite meeting the definition, the RSC is convinced it is supporting its pupils well; there has been a recent change in leadership that the RSC is satisfied will lead to improvement; the RSC has agreed to the school's request to join a multi-academy trust (MAT), which the RSC considers will ensure the school makes the necessary improvements; or, the RSC has concluded that the school already has a sufficient, rigorous and credible plan for improvement in place and the capacity to deliver against it – and should be allowed to do so
- the school needs some additional support and challenge, so the RSC will work with the school to identify appropriate support from a variety of possible sources (eg. Teaching School Alliances, National Leaders of Education or high performing local schools) – with further action possible if necessary
- the governing body should be required to enter into arrangements, with the RSC using the Secretary of State's power to direct this
- governance needs improving, so if the school (and/or LA on its behalf) is unable or unwilling to do this, the RSC could exercise the Secretary of State's power to appoint additional governors or replace the governing body with an Interim Executive Board (IEB)
- a sponsored academy solution is required, so the RSC will exercise the Secretary of State's power to make an academy order.

What action RSCs may take in coasting academies

'Where an academy has fallen within the coasting definition, the RSC will make the same considerations and take into account the same factors, acting swiftly and robustly, as for a maintained school.'

Where an academy has fallen within the coasting definition and the RSC has notified it of this, the Secretary of State now has the power to terminate its funding agreement and move it to a new trust; before doing so (on behalf of the Secretary of State), the RSC must first give the academy proprietor a termination warning notice. This must require the proprietor to take specified action to improve the academy by a specified date. Where the proprietor fails to comply with the warning notice, then the funding agreement may be terminated. Where a supplemental Church agreement is in place alongside an academy's funding agreement the RSC will notify the appropriate diocesan authority that the academy has fallen within the coasting definition, and also notify that authority before issuing a termination warning notice, and allow reasonable time for them to make representations, including any action they intend to take to remedy the situation.

Where an RSC has considered it necessary to terminate an academy's funding agreement, it will often be the case that a new sponsor is identified and a new funding agreement entered into (so-

called 'rebrokerage'); where the coasting academy was previously a standalone academy, it will join a MAT – remaining open, with the new sponsor and the RSC ensuring minimal disruption to pupils' education during the transition.

There will be cases when the RSC does not consider it necessary to issue a termination notice to an academy which has met the definition of coasting – for similar reasons to those applying in the case of a maintained school (see above).

Whatever action the RSC has decided to take, they will monitor the school's progress and keep under review whether additional action is needed. The RSC (or a representative) may also visit the school to see what progress is being made, and may revise a decision at any time until the school ceases to meet the definition of coasting.

Chapter 4: Warning notices

(Parts of this chapter, including the description of types of warning notice and the circumstances in which they may be given, are little changed from the previous guidance; the briefing focuses on elements which are new.)

Local authorities are expected to continue to issue warning notices to challenge maintained schools to improve; they should work with RSCs to discuss where they judge that a performance standards and safety warning is necessary. 'By having the same powers, RSCs will be able to issue a warning notice where, in the RSC's opinion, it is appropriate to act – for example, where the local authority has failed to act swiftly enough in a specific case, has generally not acted swiftly or robustly enough in the past, or lacks capacity to act.' The RSC may also act where a warning notice issued by the LA, or the action which follows such a notice, is considered insufficiently robust. (LAs must give copies of warning notices they issue to maintained schools to the relevant RSC, and *vice versa*.)

The guidance sets out the circumstances in which a warning notice may be issued (by the LA or RSC) to a maintained school under four headings: performance standards and safety warning notices; breakdown in the way a maintained school is governed or managed; the safety of pupils or staff at a maintained school is threatened; and teachers' pay and conditions warning notices (which the Secretary of State, and therefore RSCs, do not have the power to issue). It also sets out the process for issuing a warning notice (what must be included, to whom it must be sent, etc.), and emphasises that LAs are expected to work with RSCs to discuss where they judge an improvement notice is necessary. If the RSC gives a warning notice, any earlier performance standards and safety warning notice given to the school by the LA will cease to have effect. All warning notices must be copied to Ofsted at the time of issue, and those issued to maintained schools by RSCs will also be published online.

Where a governing body has failed to comply with a warning notice to the satisfaction of the RSC or the LA within the compliance period, and the issuing LA or RSC has given reasonable notice that they propose to intervene, the school is eligible for intervention and further action may be taken.

Arrangements for academies to be issued with a warning notice where they have not been judged inadequate by Ofsted, and have not met the coasting definition, but are otherwise causing concern, are specified in their academy funding agreements. Such warning notices can usually be given on the same grounds as those specified in statute for maintained schools (see above).

'RSCs are responsible for addressing underperformance in academies, so will take action in line with the funding agreement for the academy in question. RSCs will hold academies to account for underperformance just as robustly as they would for maintained schools. Where a local authority has concerns about standards, management or governance, or safety in an academy, it should alert the relevant RSC. Warning notices issued to academy trusts by RSCs will be published online, as well being shared with Ofsted at the time of issuing.'

Chapter 5: Specific powers of local authorities and the Secretary of State in maintained schools eligible for intervention

Where a maintained school is eligible for intervention (ie. when it has been judged inadequate by Ofsted, has been notified that it is coasting, or has failed to comply with a warning notice) there are a number of statutory powers the LA and the Secretary of State may use to drive school improvement (those of the Secretary of State will generally be exercised by RSCs). LAs' intervention powers enable them to: require the governing body to enter into arrangements; appoint additional governors; appoint an interim executive board (IEB); and suspend the delegated budget (though an IEB has a right to a delegated budget). The Secretary of State's intervention powers enable the Secretary of State (and RSCs acting on the Secretary of State's behalf) to: require the governing body to enter into arrangements; appoint additional governors; direct closure of the school; appoint an IEB; take over responsibility for an IEB; make an academy order (which is a duty in the case of a school judged inadequate).

'Local authorities and RSCs will work closely and co-operatively to drive improvement in maintained schools that are causing concern. However, where a local authority fails to act in a maintained school that is causing concern, does not act swiftly or robustly enough, or has generally not acted swiftly or robustly enough in the past, the RSC will use the intervention powers of the Secretary of State to do so. The local authority must notify the relevant RSC each time they intend to use their intervention powers and obtain consent from the RSC before appointing an Interim Executive Board (IEB). The RSC will also notify the local authority before requiring the governing body to enter into arrangements, appointing additional governors, appointing an IEB or when the Secretary of State directs a local authority to close a maintained school. When a local authority has been notified that the RSC intends to exercise the Secretary of State's intervention powers in a maintained school, the local authority may not use its intervention powers in relation to that maintained school until the RSC notifies the local authority that it may do so.'

The guidance describes, in respect of each power, the consultation and notification requirements on LAs and RSCs when exercising their intervention powers, including, for Church of England and Roman Catholic schools, the need to consider the relevant Memorandum of Understanding, which describes how RSCs and Dioceses will work together when intervention powers are being exercised in those schools.

Points of particular interest for LAs include:

- where an LA applies to the RSC (acting on behalf of the Secretary of State) for consent to constitute the governing body of a maintained school as an IEB, the RSC may give the LA directions about its membership, including who the interim members should be. ('This power will enable the RSC to contribute to the make-up and the arrangements of the IEB where it is felt that the local authority is best placed to take the IEB forward.')
- where an LA has already appointed an IEB, the RSC may take over responsibility for arrangements in respect of its members
- RSCs *can* (ie. have power to) make an academy order in respect of a maintained school in two circumstances: on the application of the governing body; or if the school is eligible for intervention because it has met the coasting definition or has failed to comply with a warning notice
- RSCs *must* (ie. are under a duty to) make an academy order in respect of a maintained school that has been judged inadequate by Ofsted.

Chapter 6: Other local authority duties

'Section 13A of the Education Act 1996 states that a local authority must exercise its education functions with a view to promoting high standards. Beyond this statutory guidance, local authorities

have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of education excellence across their schools, and in doing so should:

- understand the performance of maintained schools in their area, using data to identify those schools which require improvement and intervention
- work with the relevant RSC, to ensure swift and effective action is taken when underperformance occurs in a maintained school...
- encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools, and enable other schools to access such support...

‘Academies are accountable to the Secretary of State. Therefore, local authorities should focus their school improvement activity on the schools they maintain. Local authorities should raise any concerns they have about an academy’s standards, leadership or governance directly with the relevant RSC.’

LAs have responsibilities towards those children and young people (under 25) in their area who have, or may have, special educational needs (SEN), and must exercise their functions to identify children and young people with SEN. These SEN duties apply regardless of where the child is educated.

LAs have overarching responsibilities under the Children Act 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated or found. Where a local authority has concerns about an academy or free school’s safeguarding arrangements or procedures, these concerns should be reported to the relevant RSC or the Education Funding Agency (EFA) who have responsibility to take any necessary improvement action and to monitor the situation. Concerns about an independent school’s safeguarding arrangements or procedures should be reported to the Independent Education Safeguarding in Schools Division at the DfE.

Chapter 7: Governance

This chapter repeats the existing (non-statutory) guidance on matters such as promoting good governance, provision of training, maintaining up to date records of governors in maintained schools, working with religious bodies and, where there are concerns about governance in an academy or free school, raising them with the relevant RSC or the EFA.

In addition, there is a section on schools causing concern and charity law. This points out that the members of the governing body of a foundation or voluntary school and the charity trustees of an academy trust or MAT are charity trustees in law, and are legally responsible for its effective governance; they have a number of duties under charity law which mirror their duties as school governors and trustees (explained in Charity Commission guidance, *The Essential Trustee*).

‘If a school is causing concern or eligible for intervention, then the trustees may also be in breach of one or more of their charity law duties. It is important to remember, however, that the trustees continue to be bound to comply with their charity law duties (for example to make decisions solely in the charity’s interests). RSCs and local authorities should bear this in mind when exercising powers of intervention, and as far as possible take an approach that allows charity trustees to comply with their duties and take an active role in resolving the concern.’

Comment

If the recent White Paper, *Educational Excellence Everywhere* (see ‘Related briefings’), signals the end of local government’s role in maintaining schools, this guidance describes the process by which RSCs will increasingly take over from LAs responsibility for schools causing concern. Not only will

Ofsted judgements of maintained schools as inadequate lead to their automatic conversion to academies, but RSCs (exercising the powers of the Secretary of State) will be primarily responsible for coasting schools and potentially involved with other maintained schools causing concern, with the power to over-ride the judgement of the LA and – for example ‘where a local authority fails to act in a maintained school that is causing concern, does not act swiftly or robustly enough, or has not acted swiftly or robustly enough in the past’ – to intervene over the LA’s head.

This marks a major transfer of accountability, from locally elected representatives to a small band (currently eight) of appointed regional officials, themselves accountable to a single appointed national schools commissioner. Time will tell if any educational benefit will accompany this democratic deficit.

Full Council – 26 May 2016

Notice of Motion submitted under Procedural Standing Order

14.2.1(a) (Part C)

It was moved by County Councillor Hennessy and seconded by County Councillor Driver that:

Academy Schools

This Council recognises, and supports, the strong historic relationship between the County Council and our schools. Council extends its thanks and congratulations to all, including Parent Governors, who work in education across our County in providing the best of opportunities for our young people to grow and thrive.

Whilst welcoming the changes to the proposed policy of compelling schools to become Academies, Council is concerned that the Secretary of State still intends to introduce measures to enable her to insist that schools become Academies if they are graded below 'Good' by OFSTED or if significant numbers of schools in a local authority area become Academies.

Council believes that the obsession with school structures, rather than focussing on outcomes for children, has caused unease and uncertainty across the sector, deflecting the attention of Head Teachers and Governors from their focus of providing the best education that they can.

Council therefore instructs the Chief Executive to write to the Secretary of State for Education and all Lancashire MP's welcoming the change of policy and committing the Council to continue working with all involved in Lancashire children's education to ensure the very best outcomes in the future stating that:

- (i) Over 90% of Lancashire's schools are rated as 'good' or 'outstanding' by OFSTED
- (ii) There is no evidence to support the view that Academies produce better results than local authority schools.
- (iii) Currently, where a local authority school requires improvement, the Council provides help and advice from its highly skilled and professional team of officers. This is not necessarily so with Academies and the Government's proposals are not clear as to how failing Academies will be helped to improve.
- (iv) Council is concerned that there are no proposals in the White Paper to reimburse local authorities for the significant costs that would be incurred in the process of converting to Academies and objects to the proposal to transfer council owned land on which schools are built to the Secretary of State.
- (v) Council is also concerned that local authorities will be left with insufficient authority to carry out the proposed residual duties recommended in the White Paper, particularly those relating to:
 - (a) ensuring that every child has a school place;
 - (b) ensuring the needs of vulnerable children, particularly SEND pupils, are met;
 - (c) acting as champion for all parents and families;
- (vi) Council considers that the proposed Regional School Commissioners, to whom Academies will be responsible and to whom parents can raise their concerns, are both

unelected and remote. They are a very poor substitute for the current system where parents can raise their concerns with their local Council and Councillors who are known and accountable to them and who know the local schools and the communities they serve.

On being put to the vote the motion was CARRIED and it was:

Resolved: That,

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 - (c) acting as champion for all parents and families;
- (vi) Council considers that the proposed Regional School Commissioners, to whom Academies will be responsible and to whom parents can raise their concerns, are both unelected and remote. They are a very poor substitute for the current system where

parents can raise their concerns with their local Council and Councillors who are known and accountable to them and who know the local schools and the communities they serve.

Dear Headteacher/Chair of Governors

RE: Department for Education White Paper: Educational Excellence Everywhere

I am sure that you will be aware that the DfE published a White Paper last month Educational Excellence Everywhere. In case you have not seen it I have enclosed the summary that was circulated by the LGiU.

I am writing to you in my capacity as the Cabinet Member for Children, Young People and Schools to explain the position that the County Council will be taking with regard to the views expressed in the White Paper. It is important that I stress from the outset that I believe we already have excellent outcomes for the vast majority of our children and young people in Lancashire. Last month the proportion of our schools which are Good or Outstanding exceeded 90%. This is down to your leadership and the hard work of all your staff. The Local Authority through its school improvement services will continue to support you in this improvement.

We recognise that there are differences in attainment across Lancashire and that there are areas where we need collectively to improve further. The size of the County means that an average can disguise district variations and we are not complacent around the need to improve outcomes for all our children and young people.

The Local Authority is the Corporate Parent for our Children Looked After (CLA). In my role as Cabinet Member you would expect to have a particular focus on this group and it is one of our key priorities. The DfE validated data on CLA was released on 24 March and on all the key measures Lancashire's performance increased substantially. It is particularly pleasing to note that the attainment of our CLA was above the national average at all Key Stages for 2015.

I would like to thank you for your work in improving the outcomes for CLA pupils. I am sure that you would agree that there is still a significant gap between the attainment of CLA pupils and all pupils educated in the County and we will continue to work with you to address this.

It is in this context that I would wish to refer to the White Paper. The White Paper proposes that:

"By the end of 2020, all schools will be academies or in the process of becoming academies; by the end of 2022."

County Councillor Matthew Tomlinson
Cabinet Member for Children, Young People & Schools
Lancashire County Council PO Box 100 County Hall Preston PR1 0LD

This timeframe is a lengthy one and would take us beyond the next General Election and into the next Parliament. In any context this is a considerable amount of time and ought to allow for some reflection and consideration before any individual decision is taken.

It is further worth noting that the previous model of 'stand alone' Single Academy Trusts has been abandoned by the Government. The White Paper does not envisage that this will mean large numbers of Single Academy Trusts (SATS) but rather a smaller number of Multi Academy Trusts (MATs).

The White Paper states:

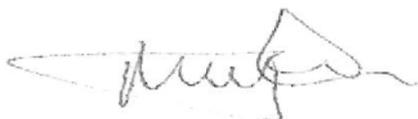
"Promote greater collaboration between schools, particularly through MATs; it is expected most schools will join MATs as they become academies and that many existing single academy trusts (SATs) will set up or join MATs."

Lancashire views all of its schools whatever their status (i.e. academies, trusts, voluntary aided, voluntary controlled and community schools) as equally important. They all serve the children and young people of Lancashire. We will continue to provide School Improvement Services on a traded basis through the School Service Guarantee or Service Level Agreement to schools. This is a long established model in Lancashire which has, through partnership, developed excellent outcomes. We have said on numerous occasions that we will deliver this model as long as schools wish, current buy back figures show that over 95% of schools buy our services and this figure continues to grow.

We will begin dialogue with you through our existing channels of Primary Heads in Lancashire (PHIL) groups, Lancashire Association of Secondary Heads (LASSH), Lancashire Special Schools Headteachers Association (LASSHTA) and Nursery School Headteachers around the thinking outlined in the White Paper. We will also pick this up through the cross phase Sounding Board Group. Additionally we will be using the Diocesan Liaison Group to speak to Diocesan colleagues as to their thinking and approaches. You will be aware that over half the schools in the County are Diocesan Schools.

Politically, the Council remain resolutely opposed to any school being forced to become an Academy against the wishes of the Head Teacher, Governors and Parents. We are preparing to look at a range of options but I would counsel, most strongly, against a rapid rush to find immediate solutions to what is an emerging and changing issue. Lancashire has a long history of working with its schools and securing sustainable school improvement. We will continue to be there for you and are committed to supporting you. Thank you for taking the time to read this, I would welcome any comments. I hope the rest of the summer term goes well.

Yours faithfully



County Councillor Matthew Tomlinson
Cabinet Member for Children, Young People & Schools

Education Scrutiny Committee
Meeting to be held on 19 July 2016

Electoral Division affected:
Burnley

Burnley University Technical College

Contact for further information:
Bob Stott, Director for Education, Schools and Care, bob.stott@lancashire.gov.uk

Executive Summary

The Committee is presented with a brief updated on the status of the Burnley University Technical College (UTC).

Recommendation

The Committee is asked to note the position statement outlined in this report for Burnley University Technical College.

Background and Advice

Following the decision taken in May by the Department for Education to close the Burnley UTC in summer 2016, strenuous efforts have been made by Lancashire County Council, Burnley District Council, schools and local Further Education institutions to resolve the progression routes for the students in Year 10 and Year 12. All parties argued that there was a moral imperative to allow these students to complete the courses they had commenced upon and I am able to report that thanks to local efforts and cooperation across Burnley, solutions have been found and funding secured at a national level.

The Y12 students have transferred as a group to Thomas Whittam Sixth Form College to complete their studies. The Y10 students will now stay on site at the UTC to conclude their courses. The vocational input will be provided by Burnley College and the other curriculum input by Blessed Trinity Catholic High School with support from Unity High School and Shuttleworth High School. This is a very good, eventual, outcome from a situation that was not of the making of any of the above partners.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risks associated with this item.

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

Paper	Date	Contact/Directorate/Tel
NA		

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

Education Scrutiny Committee

Meeting to be held on 19 July 2016

Electoral Division affected: None

Work Plan and Task Group Update (Appendix A refers)

Contact for further information:
Wendy Broadley, Democratic Services, 07825 584684,
wendy.broadley@lancashire.gov.uk

Executive Summary

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

Recommendation

The Committee is asked to note the report.

Background and Advice

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

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 2016/17

5.7.16

Date of Meeting	Topic	Author	Purpose/Key issues
5 April 2016	School Attendance	Jonathan Hewitt & Frances Molloy	Overall attendance at school with a focus on the strategies in place to tackle non-attendance.
	School Admission process	Debbie Ormerod	To enable members to understand the working of the school admissions process.
	LEP Skills and Employment Board	Andy Walker & Liza Moizer	An update on the work of the Board and its priorities
	Impact on Education Service of the Regional Schools Commissioners Agenda	Bob Stott & Jonathan Hewitt	Verbal update following recent meetings
19 July 2016	WPEH proposals for designated children's centres	Debbie Duffell	Opportunity for the Committee to provide a formal response to the children's centre element of the wider property consultation
	Early Years		General overview of the service including inspection process and funding
	Outcome of the White Paper	Bob Stott	Update including CC Tomlinson's letter to schools and the of Notice of Motion presented to Full Council on 26 May

Date of Meeting	Topic	Author	Purpose/Key issues
	Burnley UTC		Item for information only
29 November 2016	Funding changes as a result of the White Paper	Bob Stott	
	Early Years wider issues	tbc	Follow on from July meeting
	Outcome of the property strategy consultation re Children's Centres	tbc	Overview of the result of the impact on Children's Centres of the property strategy consultation
	Apprenticeships/IAG	tbc	Including update on Burnley/Blackburn pilot

Potential Future Agenda items:

- 6th Form Colleges – funding impacts
- Transport to Schools
- Elective Home Education
- Outcome of pupils from previously closed schools (eg Skerton)
- SEND – aspects of importance not covered by CSSC. To be agreed with Chairs
- NEET
- Youth Work Strategy