

Lancashire County Council

Education Scrutiny Committee

Tuesday, 1st November, 2011 at 10.00 am in Cabinet Room 'C' - County Hall, Preston

Agenda

Part 1 (Open to Press and Public)

No.	Item
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1.	Appointment of a new Chair and Deputy Chair of the Committee
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The Committee is asked to note the decision taken at Full County Council on the 21st July 2011 to appoint County Councillor Mrs P Case as the new Chair of the Committee and County Councillor Mrs S Derwent as the Deputy Chair.

2.	Apologies
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3.	Disclosure of Personal/Prejudicial Interests.
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Members are asked to consider any Personal/Prejudicial Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

4.	Minutes of the meeting held on the 21st June 2011	(Pages 1 - 22)
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5.	Summary of the provisional results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District level.	(Pages 23 - 28)
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6.	Update on the current County Council position on Academies in Lancashire	(Pages 29 - 46)
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7.	Children in Care - Progress on Attainment	(Pages 47 - 56)
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8.	Urgent Business
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An item of urgent business may only be considered under this heading where, by reason of special circumstances to be recorded in the Minutes, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Member's intention to raise a matter under this heading.

9. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.00am on the 13th March 2012 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Agenda Item 4

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Tuesday, 21st June, 2011 at 10.00 am in Cabinet Room 'C' - County Hall, Preston

Present:

County Councillor Clive Grunshaw (Chair)

County Councillors

K Bailey	A Kay
Mrs R Blow	A Knox
S Chapman	P Malpas
C Coates	Y Motala
C Evans	C Wells
P Evans	T Winder
A Jones	M Younis

Co-opted members

T Charnock	Representing RC Schools
Mrs J Hamid	Representing Parent Governors (Secondary)
K Wales	Representing Free Church Schools
J Withington	Representing Parent Governors (Primary)

County Councillor P Malpas replaced County Councillor K Brown
County Councillor T Winder replaced County Councillor S Derwent
County Councillor S Chapman replaced County Councillor S Fishwick
County Councillor C Coates replaced County Councillor S Riches

Apologies for absence were received from County Councillor Mrs Case and Mr F Kershaw (Coopted Member representing CE schools)

1. Appointment of Chair

Resolved: That the appointment by full County Council on the 26th May 2011 of County Councillor C Grunshaw as Chair of the Committee be noted.

2. Appointment of Deputy Chair

Resolved: That the appointment by the full County Council on the 26th May 2011 of County Councillor Mrs Case as Deputy Chair of the Committee be noted.

3. Membership, Terms of Reference and Programme of Meetings.

The Committee received a report regarding the above and was informed that in May the full County Council had agreed the constitution of the Committee on the basis of 16 County Councillors plus 5 voting Coopted members and the following County Councillors/Coopted members had been nominated to serve on the Committee:

K Bailey	C Grunshaw
RN Blow	A Jones
K Brown	AD Kay
P Case	A Knox
S Derwent	Y Motala
C Evans	S Riches
P Evans	C Wells
S Fishwick	M Younis

Mr T Charnock – Representing RC Schools

Mr F Kershaw - Representing CE Schools

Mr K Wales - Representing Free Church Schools

Mrs J Hamid - Representing Parent Governors (Secondary)

Mr J Withington - Representing Parent Governors (Primary)

Resolved:

1. That the current membership of the Committee as set out above be noted.
2. That the Terms of Reference of the Committee as set out below be noted.
 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 consider at its discretion as appropriate Forward Plans prepared by the Leader with a view to determining which, if any, of the proposed decisions it wishes to scrutinise.

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 review and scrutinise relevant aspects of the Local Area Agreement in accordance with the provisions of the Local Government and Public Involvement in Health Act 2007
13. To recommend the Full Council to co-opt on to the Committee persons with appropriate expertise in the relevant education matters, without voting rights
14. To recommend to the Scrutiny Committee appropriate training for members of the Committee on education related issues.

3. That future meetings of the Committee be held in accordance with the following programme of meetings, with all meetings being held at 10am in Cabinet Room 'C' at County Hall, Preston.

1st November 2011

13th March 2012

4. Disclosure of Personal/Prejudicial Interests.

County Councillor Wells declared a personal non-prejudicial interest in relation to item 6 on the agenda as he is an employee within the Special Educational Needs Department of a United Learning Trust School (Accrington Academy).

5. Minutes of the meeting held on the 15th March 2011

Resolved: That the Minutes of the meeting held on the 15th March 2011 be confirmed as an accurate record and signed by the Chair.

6. SEND Green Paper Consultation - Support and aspiration: A new approach to Special Educational Needs and Disability

The Chair welcomed Sally Riley, the Head of Inclusion and Disability Support and Mr Stott, Director for Universal and Prevention Services to the meeting.

Ms Riley gave a detailed presentation on the implications of the SEND Green Paper to the Committee, a copy of which is attached to these Minutes as an Annex and identified the following key points:

- Around two million children and young people are identified as having a special education need or disability (SEND) which is equivalent to 1% of the education population nationally and internationally.
- The life outcomes for those young people (compared to those without SEND) are disproportionately poor with them being seven times more likely to be excluded from school than non disabled young people.
- Post-16, young people with SEND are more than twice as likely not to be in education, employment or training as those without and that situation is worsening
- Young people with SEND can feel frustrated by a lack of the right help at school and from other services. Often the response would be to allocate some form of one to one support and whilst that could be the right approach in some cases in others it may be viewed as being restrictive and isolating for the young person concerned. Instead support provided across a range of services was considered to be the better option in the majority of cases.

- The need for support is sometimes identified late either due to diagnosis, though this was less likely in Lancashire due to the early intervention strategies which had been introduced.
- Parents often feel that the current system is bureaucratic and adversarial and the Parent Carer Forum had been a useful means of identifying problem areas. It was noted that in some cases the difficulties arose out of the complex nature of the legislation associated with SEND.
- Parents also feel they have limited choices about the best schools and care available and having expressing a preference for a particular school they may not be made to feel welcome.

Ms Riley also outlined the proposals within each of the five chapters in the Green Paper and drew attention to any associated work which was already underway within the County.

1. Early Identification and Assessment.

- Lancashire has a good record of early identification and assessment with 3.1 years being the average age of children identified as having some form of SEN which was well above the national average.
- The proposed reformed assessment process would involve a single multi-agency approach and produce an 'Education, Health and Care Plan' for children/young people aged 0-25, which would focus on positive outcomes and give parents the same statutory protection as the more process driven Statement of SEN which it would replace. However, there was concern about a lack of clarity as to the intended position with regard to funding for young people aged 19-25.
- It was intended to speed up the process in relation to statutory assessments which was currently 26 weeks. Ms Riley informed the Committee that Lancashire had already made improvements in this area with 99.8% of Statements being completed with the 26 week period compared to 85% two years ago.
- The County Council was currently preparing a bid to be one of the local pathfinder authorities that would test the planned reforms to the single assessment process. It was noted that the intention was to produce a less bureaucratic approach than at present where families were often required to undertake similar assessments from the various agencies involved.
- Ms Riley reported that historically Lancashire had been generous in providing funding for SEN compared with other authorities and the banding system used for the assessment of children, whereby the identified need was linked to an amount of funding, was an example of good practice.

2. Giving Parents Control.

- The proposal to make services more transparent for families through the publication of a 'local offer' was welcomed. Through the Aiming High for Disabled Children Programme a range of services had been developed in Lancashire so that parents had a greater choice and were able in many cases to self book short breaks. It was reported that through the Programme services had been provided to 2,900 children with complex SEN who had not previously been in receipt of services. The Programme had also introduced 100 new providers into the market place and let over 400 contracts.
- The proposal that by 2014 all families with children with a statement of SEN or a new assessment would have the option of having a personal budget was welcomed, though it was noted that in some cases parents may prefer the local service provision in order to meet their children's needs.
- In Lancashire there had already been moves to transfer power to front line professionals and local communities through the District Childrens Trusts and the delegation of funding to schools in order that they can work directly with families. With regard to the assessment of needs by Educational Psychologists it was noted that in Lancashire any assessment would be on the basis of educational need and not what services were available in order to avoid 'fettering discretion'. It was also reported that whilst the government's intention had been for Voluntary and Community Sector organisations to become involved in the assessment process to date there had been little interest.
- In response to the concerns of parents that the system was bureaucratic and confusing it was intended to provide more support for families through the system. It was noted that in Lancashire Parent Partnership Officers, Parent Care Development Workers and Carer Forums all provided support to families, though it was acknowledged that this should be reviewed to avoid the system becoming more complex and the duplication of services.
- With regard to the proposal that parents and local authorities make greater use of mediation before making an appeal to the Tribunal Ms Riley reported that in Lancashire there had been a significant improvement over the last two years resulting in a 60% reduction in the use of Tribunals.

3. Learning and Achieving

- The proposal to address the over-identification of SEN by the introduction of a new single early years- setting and school based SEN category to replace School Action, School Action Plus and a Statement was welcomed.
- In relation to the proposed increased accountability for schools regarding the progress of the lowest attainers Ms Riley reported that the County Council would continue to focus attention on the lowest 20-25% in terms of attainment, regardless of whether those pupils had SEN or not.

- With regard to behaviour the County Council would continue to work with schools in order to maintain the current good record of addressing bullying early. Ms Riley informed the meeting that the County Council had also been successful in becoming a pathfinder partner in relation to the alternative forms of provision for tackling exclusions.

It was also noted that Lancashire had a good record with regard to reducing the rate of permanent and fixed term exclusions and the County Council would be more active in challenging schools in relation to 'grey' exclusion rates.

4. Preparing for Adulthood

- It was proposed to improve joint working across paediatric and adult health services, with GPs providing annual health checks for young people over 16. However, Ms Riley cautioned the Committee that there could be problems implementing the proposal as many children and young people with SEN and disabilities were not registered with their local GP as they were under the care of a paediatric consultant. It was noted that this situation had implications with regard to future commissioning by GPs.

5. Services working together for families

- With regard to the proposed greater collaboration between local authorities and services in local areas Ms Riley informed the meeting that six services within the County Council had previously been merged to form the Inclusion and Disability and Support Service (IDSS) which would provide a more efficient, coordinated service. It was also noted that the IDSS and local PCTs had made improvements in relation to joint working.
- The proposed reduction of bureaucratic burdens was welcomed. The importance of the work of educational psychologists was also noted and Ms Riley reported that the County Council would continue to ensure the best use of this valuable resource. It was also reported that the previous time allocation model was to be replaced with a more simplified approach based on:
 - a) those services which **must** be delivered in accordance with statutory requirements
 - b) those services which **should** be delivered, for example linked to early support/intervention, and
 - c) those services that **could** be provided by signposting users to traded work.

With regard to the next steps Ms Riley informed the meeting that the County Council was in the process of preparing a response to the consultation. The bid to the Department for Education regarding the County Council acting as a local pathfinder authority would also be submitted shortly and Ms Riley informed the meeting that messages in support of the bid had been received from the Primary Care Trusts, the Childrens Trust and the Parent Carers Forum.

Following the consultation and outcomes of the pathfinder work the government was expected to produce detailed plans which would form the basis of any necessary changes to legislation from May 2012 at the earliest.

The Chair thanked Ms Riley for her presentation and invited the members of the Committee to comment on the proposals set out in the consultation.

1. There was general agreement amongst the members of the Committee that the government's consultation document was confusing as questions relating to a particular issue were not necessarily grouped together. It was felt that a clearer, more logical approach to how the document was presented would have been easier for respondents to understand and would produce more useful information.

It was hoped that by giving the presentation to various bodies in Lancashire, including Childrens Trusts, PCTs and schools, Officers would be able to identify all the key issues and present the information clearly in any response to the consultation.

2. The proposed introduction of personal budgets was welcomed as it would provide greater flexibility and enable users to tailor the services they receive to their specific needs. It was felt that experience gained from the use of personal budgets in social care would be helpful when developing budgets for SEN. However, some services would still need to be provided by the authority as the act of caring for a child with SEN was enough of a challenge for some families. It was also felt that there was a need for clarity as to what a personal budget could be used to purchase.
3. It was suggested that in a very small number of cases the parents of children with SEN may feel that the education system had failed them and as a result could choose to educate their children at home. Whilst the County Council had the power to make special educational need provision outside of schools in order to assist parents it was acknowledged that in some circumstances home education may not be the best approach as it could limit a child's interaction with others and limit the development of socialisation skills.

Whilst elected home education was considered to be a parental right it was felt that further information was needed in relation to the amount of funding to be made available and how it could be used in order that the County Council would be better able to work with individual families to achieve a mutually satisfactory outcome.

4. Whilst welcoming many of the proposals set out in the consultation document the Committee felt that there was a need for clarity from the Department for Education with regard to the associated levels of funding.
5. In view of the increasing emphasis on performance and targets, particularly in relation to schools, concern was expressed about the potential impact this may have in relation to the inclusion of children with

SEND. It was suggested that one of the key roles of the local authority was to ensure fair access and schools should be challenged regarding admissions procedures in order to ensure equality.

Whilst recognising the importance of attainment it was also felt that greater emphasis should be placed on the individual progress made by a child during their education, particularly in relation to those with SEND.

6. Given the current economic climate concern was expressed regarding the ability of the VCS to engage in the proposed changes. It was noted that in Lancashire many VCS organisations had responded to the consultation via the Childrens Trusts and through the Aiming High for Disabled Children Programme it had been possible to bring 100 new providers into the market place from the VCS, many of which would be commissioned in the future.
7. Concern was expressed regarding the capacity of the County Council to deliver on the reforms outlined in the consultation document in view of the economic climate and the absence of any clarity about funding or a commitment from partner organisations regarding resources. In response it was suggested that there were a number of drivers behind the proposals including plurality, parental choice and joined up services. Whilst it was recognised that some efficiencies would result from the changes it was felt that the final outcomes for young people was of more significance.
8. That in order for many of the proposals set out in the consultation document to be achieved it was vital that the County Council, as the champion of families and vulnerable people, be accountable for monitoring the process and given the authority to hold partner organisations to account in the event that commitments are not met.

Resolved.

1. That the views of the Committee as outlined above be incorporated into the County Council's response to the SEND Green Paper consultation 'Support and aspiration: A new approach to Special Educational Needs and Disability'.
2. That a copy of the County Councils response to the consultation be made available to the members of the Committee

7. Urgent Business

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

8. Date of the Next Meeting

It was noted that the next scheduled meeting of the Committee would be held at 10.00am on the 1st November 2011 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

SEND Green Paper 2011 - A consultation

SUPPORT AND ASPIRATION: A NEW APPROACH TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Sally J. Riley
Head of Inclusion and Disability Support

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JOINING THE AGENDA FOR CHANGE

- **The White Paper - *The Importance of Teaching* 2010**
 - free teachers from constraint and improve their professional status and authority
 - raise the standards set by our curriculum and qualifications to match the best in the world
 - hold schools effectively to account for the results they achieve
 - ensure that school funding is fair, with more money for the most disadvantaged
 - support teachers to learn from one another and from proven best practice
- **The Education Bill 2011**
 - Role of the Local Authority
 - Academies and Free Schools
- **The Green Paper - *Support and Aspiration: A new Approach to Special Educational Needs and Disability***
 - 5 chapters

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ROLE OF LOCAL AUTHORITY

- Strong strategic role as champions for parents and families, for vulnerable pupils and of educational excellence
- Promote a good supply of strong schools – encouraging the development of Academies and Free Schools
- Ensure fair access to all schools for every child.
- Stand up for the interests of parents and children.
- Support vulnerable pupils – including LAC, those with SEN and those outside mainstream education.
- Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor.
- Develop their own school improvement strategies – market their School Improvement Services to all schools.

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ROLE OF LOCAL AUTHORITY

- LA role as convenor of local services also means that they are best placed to act as the champion for vulnerable pupils in their area
- Ensure that children with SEND can access high-quality provision that meets their needs
- Responsible for funding provision for pupils with statements of SEN.
- Free to develop new and innovative approaches to providing services and deploying resources.
- Act as the corporate parent for LAC – with a key role in improving their educational attainment

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ACADEMIES

Academies DO NOT receive a share of local authority funding in the following areas:

- educational psychology services;
- SEN administration, assessment and co-ordination;
- parent partnership services, guidance and information;
- monitoring SEN provision;
- SEN transport;
- support for inclusion between mainstream & special, and
- PRUs, education out of schools and excluded pupils.

Academies DO receive a share of funding which is for:

- centrally provided SEN support services;
- behaviour support services;
- therapies and other health related services; and
- education and welfare services.

Note – LA funding protected re SEN support services in 2011-12

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GREEN PAPER - THE CASE FOR CHANGE

- Around **two million children and young people** identified as having a special educational need or who are disabled;
- Their life outcomes are **disproportionately poor**;
- Post-16, young people with SEN are **more than twice as likely** to be not in education, employment or training (NEET) as those without.
- They can feel frustrated by a **lack of the right help** at school or from other services;
- Children's support needs can be **identified late**;
- Parents say the system is **bureaucratic**, bewildering and adversarial; and
- Parents have **limited choices** about the best schools and care.

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GOVERNMENT'S VISION

A radically different system that:

Supports better life outcomes for your people

Gives parents more confidence By giving them control

Transfers power to front-line professionals and to local communities

The Green Paper proposes:

A new approach to identifying SEN

A single assessment process and 'Education, Health and Care Plan'

A local offer of all services available

Parents to have the option of a personal budget by 2014

Giving parents a real choice of school

Greater independence to the assessment of children's needs

THE GREEN PAPER – FIVE CHAPTERS

Chapter	Title
1	EARLY IDENTIFICATION AND ASSESSMENT
2	GIVING PARENTS CONTROL
3	LEARNING AND ACHIEVING
4	PREPARING FOR ADULTHOOD
5	SERVICES WORKING TOGETHER FOR FAMILIES

1. EARLY IDENTIFICATION AND ASSESSMENT

Children's needs should be identified as early as possible so that the right support is put in place for them and their family. Government proposes to:

- **help professionals identify problems as they emerge**, with a robust system of early checks for children involving education, health and social care
- **put in place a reformed assessment process** for children with complex needs, with a single multi-agency approach and 'Education, Health and Care Plan' for 0-25, focusing on outcomes, giving parents the same statutory protection as the current statement of SEN
- in the meantime, **speed up the process** for families, by reducing the time limit for statutory assessments

1. EARLY IDENTIFICATION AND ASSESSMENT

To work towards this, Government will:

- ✓ test how to reform the statutory SEN assessment and statement system to create an 'Education, Health and Care Plan' through **local pathfinders**
- ✓ explore whether the **voluntary and community sector** could coordinate assessment and bring greater independence to the process

EDUCATION, HEALTH AND CARE PLAN

- By 2014, all children who would currently have a statement of SEN or learning for further education and skills training should have a single statutory assessment process and '**Education, Health and Care Plan**', from birth to 25.
- Makes clear **who is responsible** across education, health and social care for which services and includes a **commitment** from all parties **to provide their services**.
- **Like a statement** sets out needs but also set out **learning and life outcomes**
- Would be **transparent about funding** for support package

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LOCAL PATHFINDERS

Will focus on:

- **Single assessment process**
- **less bureaucratic approach** where agencies work together
- whether the **voluntary and community sector** could coordinate assessment and bring greater independence to the process

Also explore:

- **personal budgets**
- **mediation**
- **transition** between phases and areas

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2. GIVING PARENTS CONTROL

Parents to be at the heart of decisions made about their child and feel confident that support will be put in place.

Government proposes to:

- **make services more transparent for families**, with local services publishing a 'local offer' of what is available
- strengthen the choice and control given to parents, with the option of **personal budgets** by 2014 for all families with children with a statement of SEN or a new single plan
- **support families through the system**, with trained key workers to help parents navigate services
- ensure parents have a **real choice of a range of schools**
- ensure that parents and local authorities **always attempt mediation** before making an appeal to the Tribunal.

2. GIVING PARENTS CONTROL

To work towards this, Government will:

- ✓ local authorities and health services will explore how to extend the scope of **personal budgets**
- ✓ we will give parents of children with statements of SEN the right to express a preference for **any state-funded mainstream or special school**, including Academies and Free Schools.

3. LEARNING AND ACHIEVING

All children must receive a high quality education whether in mainstream or special schools.

Government proposes to:

- **address over-identification** of SEN with a **new single** early years- setting and school-based **SEN category** to replace School Action and School Action Plus
- **sharpen accountability** on progress for the lowest attainers, introducing a new measure into school performance tables
- better equip teachers and support staff to address SEN and poor behaviour through **training and CPD**
- **give schools more autonomy** to innovate and transform SEN provision, and allow special schools to become Academies.

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3. LEARNING AND ACHIEVING

To work towards this, Government will:

- ✓ produce **clearer guidance** on SEN identification
- ✓ support the best schools to **share** their practices
- ✓ continue funding **SENCO training** in 2011-12
- ✓ introduce an indicator in **performance tables** that gives parents clear information on the progress of the lowest attaining pupils
- ✓ ensure that all maintained special schools will in due course have the **opportunity to become Academies**
- ✓ enable parents and members of local communities to establish **new special Free Schools.**

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3. LEARNING AND ACHIEVING

For behaviour, Government will:

- ✓ Work with **Anti Bullying Alliance** to share best practice
- ✓ Evaluate the trial of the **delegated funding to schools for alternative provision** on pupils with SEN
- ✓ **Exclusion guidance** will suggest schools trigger multi-agency assessment for pupils not responding to normally effective behaviour management techniques
- ✓ Support to build the capacity of **voluntary sector** to contribute to **TaMHS**

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4. PREPARING FOR ADULTHOOD

All young people should make a successful transition to adulthood and enjoy making a full contribution to society.

Government proposes to:

- increase the range and quality of **learning opportunities**;
- provide effective help for young people to move into **employment**;
- **improve joint working** across paediatric and adult health services, with GPs providing annual health checks for disabled young people over 16; and
- help young people to **live independently** by working across government to build on the Independent Living Strategy.

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4. PREPARING FOR ADULTHOOD

Government will take forward a programme of action so that by 2015 disabled young people and young people with SEN will have:

- ✓ **early and well-integrated support** for, and advice on, their future as part of the proposed 'Education, Health and Care Plan
- ✓ access to **better quality** vocational and work-related learning options so that they can progress in their learning post-16
- ✓ **good opportunities and support** to get and keep a job
- ✓ a **well-coordinated transition** from children's to adult health services.

Government will set out more detail on these plans by the end of the year.

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5. SERVICES WORKING TOGETHER FOR FAMILIES

The Green Paper vision requires a strong role for local government alongside schools, health agencies and social care.

Government proposes to:

- set out a strong role for **local authorities as champions** of families and vulnerable children;
- encourage **greater collaboration** between local authorities and between services in local areas; and
- explore a national framework for funding specialist provision for children with SEN that **improves consistency** across areas and allows continued local flexibility.

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5. SERVICES WORKING TOGETHER FOR FAMILIES

To work towards this Government will:

- ✓ explore with **GP consortia pathfinders** how best to commission healthcare services for disabled children and those with SEN
- ✓ **reduce bureaucratic burdens** by simplifying and improving the statutory guidance
- ✓ work with the educational psychology profession and local commissioners to review future training arrangements for **educational psychologists**
- ✓ provide targeted funding to **voluntary and community sector** organisations
- ✓ explore how the different **funding arrangements for special provision** pre-16 and post-16 might be better aligned.

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NEXT STEPS

Four-month period of consultation to 30 June and a period of testing proposals in local areas from September 2011.

By June Government will invite expressions of interest from groups of local authorities to:

- Start piloting a new approach involving a single assessment process and plan, including testing how the voluntary and community sector can support this process
- Join the existing Individual Budget Pilots and how the scope of personal budgets could be increased

Government will set out detailed plans by the end of the year. This will form the basis of any necessary legislative changes to be taken forward from May 2012.

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Agenda Item 5

Education Overview and Scrutiny Committee

Meeting to be held on 1st November 2011

Electoral Division affected: All

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

(Appendix 'A' refers)

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

Executive Summary

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

Recommendation

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

Background and Advice

Key Stage 2

In 2011 the national results rose when compared with the 2009 results with 74% of pupils reaching level 4 or above in both English and mathematics. In 2010 over a quarter of the primary schools nationally did not undertake the tests and in Lancashire this figure rose to over 40%, making comparisons with 2010 unreliable.

The key features of the 2011 Key Stage 2 results in Lancashire are as follows:

- The overall attainment in Lancashire rose when compared with the last year when all schools carried out the end of Key Stage 2 tests and was 1% above the national average at 75%.
- Attainment in 8 districts was above the national average of 74% of pupils attaining level 4 or above in both English and mathematics.

- Attainment increased in 8 out of the twelve districts in 2011 and fell in Fylde, Lancaster, Ribble Valley and Wyre.
- The greatest gains were made in Preston, Rossendale and Chorley.
- The lowest attaining district was Pendle and it was 9.2% below the Lancashire average.
- All the schools where there was underperformance have established detailed action plans to raise attainment

Key Stage 4

According to unvalidated data the proportion of pupils gaining 5 or more A*-C grades at GCSE rose by around 2% nationally and this was mirrored in Lancashire.

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

- The overall attainment in Lancashire rose when compared with 2010 and remained 2% above the national average.
- Attainment was above the national average in 7 districts in Lancashire.
- In 2011 attainment increased in 9 of the 12 districts and fell in Ribble Valley, Wyre and Rossendale.
- The greatest gains were made in Fylde, Preston and South Ribble and Fylde was the highest attaining District overall.
- The lowest attaining District was Burnley which was around 19% below the Lancashire average. The 3 schools in the Burnley Education Trust saw an increase of around 3.5% compared with an increase of around 2.0% across Lancashire.
- Almost two thirds of the schools met or exceeded top quartile progress targets
- The schools attaining below 45% in 2010 went up by an average of 6.5%
- The schools with over 20% of pupils eligible for Free School Meals went up by an average of 4.1% to 45.2%
- Detailed action plans are in place for all schools where there were low levels of performance.

Consultations

N/A

Implications:

N/A

Risk management

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

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Directorate/Tel
Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11	August 2011	Jonathan Hewitt Directorate for Children and Young People 01772 531663
Reason for inclusion in Part II, if appropriate		
N/A		

Education Scrutiny Committee
1st November 2011

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

The following information is based on provisional data which does not include the results of re-marks requested by the schools. Individual school level data has not, therefore, been included in the document. This will be available in the performance tables which we expect to be published in December 2011.

District	2007/08	2008/09	2009/10 ¹	2010/11	Diff To 2008/09	Diff To LA	Diff to Nat
Lancaster	72.9	74.9	N/A	72.8	-2.1	-2.5	-1.2
Wyre	79.3	78.5	N/A	75.8	-2.7	0.5	1.8
Ribble Valley	84.4	85.7	N/A	81.7	-4.0	6.4	7.7
Fylde	78.3	80.5	N/A	77.3	-3.2	2.0	3.3
Preston	73.3	73.0	N/A	77.2	4.2	1.9	3.2
South Ribble	78.7	75.2	N/A	78.9	3.6	3.6	4.9
West Lancs	77.1	77.1	N/A	77.9	0.8	2.6	3.9
Chorley	80.3	77.9	N/A	80.3	2.3	5.0	6.3
Hyndburn	68.7	67.8	N/A	70.8	3.0	-4.5	-3.2
Burnley	63.6	68.9	N/A	69.7	0.8	-5.6	-4.3
Pendle	67.1	65.4	N/A	66.1	0.7	-9.2	-7.9
Rossendale	75.5	72.7	N/A	77.6	4.8	2.3	3.6
Lancashire	74.5	74.3	N/A	75.3	0.9		
England (LEA)	72	72	N/A	74	0.0		

¹2009/10 figures not available due to some schools not completing tests this year

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

The following information is based on provisional data which has been reported by individual schools. It has not yet been validated and does not include the results of re-marks requested by the schools. Individual school level data has not, therefore, been included in the document. This will be available in the performance tables which we expect to be published in January 2012.

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

District	2008/09	2009/10	2010/11	Diff To 2009/10	Diff To LA	Diff to Nat
Lancaster	56.3	61.4	64.1	↑ 2.7	↑ 4.6	↑ 6.9
Wyre	55.3	59.3	59.2	↓ -0.1	↓ -0.3	↑ 2.0
Ribble Valley	69.4	65.8	64.3	↓ -1.5	↑ 4.8	↑ 7.1
Fylde	67.1	62.0	66.0	↑ 4.0	↑ 6.5	↑ 8.8
Preston	50.7	56.0	62.1	↑ 6.1	↑ 2.6	↑ 4.9
South Ribble	57.0	61.6	65.0	↑ 3.3	↑ 5.5	↑ 7.8
West Lancs	47.9	54.8	56.8	↑ 2.0	↓ -2.7	↓ -0.4
Chorley	59.6	61.6	64.3	↑ 2.7	↑ 4.8	↑ 7.1
Hyndburn	51.5	51.0	53.1	↑ 2.1	↓ -6.4	↓ -4.1
Burnley	36.0	38.8	39.9	↑ 1.1	↓ -19.6	↓ -17.3
Pendle	39.7	46.9	49.7	↑ 2.7	↓ -9.8	↓ -7.5
Rosendale	61.3	60.2	56.5	↓ -3.7	↓ -3.0	↓ -0.7
Lancashire	53.7	57.5	59.5	↑ 2.0		
England (LEA)	50.9	55.3	57.2*	↑ 1.9		

*NCER Comparison from EPAS

Agenda Item 6

Education Overview and Scrutiny Committee

Meeting to be held on 1st November 2011

Electoral Division affected:

All

Update on the current County Council position on Academies in Lancashire (Appendix 'A' refers)

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

Executive Summary

The report sets out the information on Academy status which has been shared with headteachers and governors in October 2011 and the County Council's current position in relation to Academies.

Recommendation

The Education Overview and Scrutiny Committee is asked to give its views on the information shared with Lancashire schools on Academy status.

Background and Advice

In the Summer of 2010 the Department of Education set out its plans to enable maintained schools to become Academies and the Secretary of State wrote to all schools judged outstanding by OfSTED to encourage them to apply for Academy Status. Since that time all maintained schools have been encouraged to consider becoming Academies. The Local Authority has, at the request of headteachers and governors, held a series of briefing sessions over the past twelve months to help governors to make informed choices when considering Academy status. The latest briefing was held on October 11th 2011 and forms the basis of the information set out below. (see Appendix 'A')

The current position

- All maintained primary, secondary and special schools can apply to become an Academy
- Nursery schools and pupil referral units cannot currently convert
- The local authority is directed to cease to maintain the school

County Council policy on Academies

- All categories of school are of equal value. There is no prejudice for or against a particular category

Transferred services and costs

- A wide range of services and their costs are transferred from the Local Authority to the Academy. (see appendix 'A')
- A smaller number of responsibilities are retained by the County Council (see Appendix 'A')
- Local Authorities can provide services to Academies on a traded basis but some services may not be available on this basis

Land and Buildings

- Land and buildings occupied by the school transfer to the Academy Trust so they are available for use by the Academy
- Transfer of publicly funded land normally by way of a 125 year lease from LA
- Land issues need to be resolved prior to conversion

School places and admissions

- Academies wishing to expand can only do so after consultation with the LA
- They can retain current admission criteria
- They must comply with the Admissions Code
- Academy Trust will become the Admission Authority
- Academy Trust will need to establish an independent appeals panel (VA & Foundation schools already have one)
- All academies must be part of the LA's Coordination Scheme

Sponsored Academies

June 2011 Secretary of State announced that:

- The weakest 200 primary schools to become sponsored academies
- 500 low performing primary schools in the Local Authorities with larger numbers of these schools to work with the DfE on structural solutions (including becoming sponsored academies)

Summer / Autumn 2011

- DfE contacts Local Authorities re the sponsored academy programme and identifies schools to be considered to become a sponsored academy

Academy Conversions to date

- 13 schools have now converted to become an academy
- A further 2 schools are in conversion discussions following receipt of an academy order

- The DfE no longer publish a list of schools that have expressed an interest in converting
- 2 sponsored academies
- 1 free school has opened (previously independent)

Consultations

N/A

Implications:

N/A

Risk management

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


Local Government (Access to Information) Act 1985

List of Background Papers

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

N/A




**EDUCATION OVERVIEW AND
SCRUTINY COMMITTEE**

1 November 2011

**Jonathan Hewitt – Services to Schools
and School Improvement**

www.lancashire.gov.uk



Academies Act 2010 – Conversion
Which Schools can convert?

- All maintained primary, secondary and special schools can apply to become an Academy
- Schools that are not deemed to be “performing well” can convert provided that they are in formal partnership with a well performing school
- Nursery schools and pupil referral units cannot currently convert
- The local authority is directed to cease to maintain the school

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Academies Act 2010 Conversion



- Requires schools with existing foundations/trusts to obtain the consent of the foundation/trust before applying (mostly affects church schools)
- Ensures there is no change of religious character
- Deems Academy Trusts to be exempt charities
- Ensures there is no expansion of selection, but allows selective schools to continue to select pupils
- Academies are funded through a funding agreement lasting at least 7 years
- Prior to conversion the governing body are required to consult, as they consider appropriate


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Lancashire's policy on school categories



- All categories are of equal value. No prejudice for or against a particular category
- A governing body may wish to propose a change of category if it is considered to be in the school's interest
- Schools should follow government guidance and best practice in consulting on proposed changes, and comply with statutory requirements


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Academy characteristics

- Broad and balanced curriculum (Freedom from National Curriculum)
- Emphasis on particular curriculum area(s) in secondary phase Academies
- Educates pupils of different abilities (unless already selective)
- Educates pupils wholly or mainly from the local area
- No charge for admission, attendance or education provided

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Academy accountability

- Academy Governing Body run the Academy on behalf of the Trust:
 - Ensuring quality of educational provision
 - Challenging and monitoring performance
 - Managing finances and property
 - Employing staff
 - Health and Safety
 - Complying with charity and company law
 - Managing and complying with obligations in the Funding Agreement
- Accountable to Secretary of State through Funding Agreement

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Other requirements and expectations



- Schools are expected to sign up in principle to support another school to raise attainment
- Freedom of Information Act applies
- SEN responsibilities remain
- Law & guidance on admissions and exclusions applies


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The costs of conversion



- DfE grant of £25,000 towards costs of obtaining legal advice for setting up the Academy Trust, negotiating the Funding Agreement with DfE, land transfer, software licence transfers, re-branding costs and HR/TUPE advice
- DfE estimate average costs of conversion to be £66,000 (ex VAT)


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Lancashire
County Council 

Academy funding

- DfE funding for academies is based on principle of equivalence – there should be no advantage or disadvantage
- Greater freedom, since academies receive funding for additional responsibilities


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County Council 

Academy funding

- General Annual Grant (GAG) from YPLA
- Formula budget (basically as now)
- LACSEG (additional funds for central services no longer provided by LA)
- VAT grant
- Insurance costs


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County Council 

LACSEG in Lancashire

Phase	DfE Ready Reckoner LACSEG per pupil £
Primary	290
Secondary	347

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Lancashire
County Council 

Transferred services & costs

(many are already delegated by LCC):

- SEN support services
- Behaviour support services
- 14-16 practical learning options
- School meals and milk
- Assessment of free school meals eligibility
- Repair and maintenance of kitchens
- Museum and Library services

www.lancashire.gov.uk

Transferred services & costs (continued)



- Licences and subscriptions
- Certain staff costs (maternity, long term sickness, trade union duties)
- Costs of certain employment terminations
- Costs of LA's statutory & regulatory duties
- Asset management costs
- School improvement services
- Monitoring national curriculum assessment
- Education Welfare Service

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Transferred services & costs (continued)



- Pupil support (clothing grants)
- Music services
- Visual and performing arts services
- Outdoor education services
- Certain redundancy and early retirement costs

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LA continuing responsibilities



- Home – School transport
- Education psychology, SEN statementing and assessment
- Monitoring of SEN provision, parent partnerships etc
- Prosecution of parents for non-attendance
- Individually assigned SEN resources
- Pupil Referral Units and education otherwise
- Coordination of Admission arrangements

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LA Traded Services – offer to academies?



- In principle, yes, if no detriment to LA provision for maintained schools/no risk to LA's financial/legal position
- Full cost recovery (Full costs of the service may be higher than for a maintained school)
- In some cases, LA may not offer service
- Investigating principle of using School's Portal to access traded services

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Land and buildings



- Land and buildings occupied by the school transfer to the Academy Trust so they are available for use by the Academy
- Transfer of publicly funded land normally by way of a 125 year lease from LA
- Land issues need to be resolved prior to conversion

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Staffing



- TUPE(like) arrangements apply
- School needs to enter into consultation with staff/professional associations under TUPE
- 'Terms & conditions' can be changed after conversion, subject to consultation
- Non-teaching staff continue within Local Government Pension Scheme
- Teachers continue within the Teachers Pension Scheme. Academy would need to make contributions and all other administration arrangements

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School places & admissions



- Academies wishing to expand can only do so after consultation with the LA
- Can retain current admission criteria
- Must comply with Admissions Code
- Academy Trust will become the Admission Authority
- Academy Trust will need to establish an independent appeals panel (VA & Foundation schools already have one)
- All academies must be part of the LA's Coordination Scheme

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Special Educational Needs



- Academies DO receive a share of funding which is for:
 - centrally provided SEN support services; behaviour support services; therapies and other health related services and education and welfare services.
- Academies DO NOT receive a share of local authority funding in the following areas:
 - educational psychology services, SEN administration, assessment and co-ordination; parent partnership services, guidance and information; monitoring SEN provision; SEN transport; education out of schools and excluded pupils.

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Special Educational Needs



Inclusion & Disability Support is adopting a new model of service delivery based on:

- **MUST** – statutory duties (all schools and settings)
- **SHOULD** - early intervention and/or support (LCC maintained schools and settings only)
- **COULD** – traded (available for purchase to all schools and settings)

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Sponsored academies



June 2011 Secretary of State (SoS) announced that:

- Weakest 200 primary schools to become sponsored academies
- 500 low performing primary schools in the LAs with larger numbers of these schools to work with DfE on structural solutions (including becoming sponsored academies)

Summer / Autumn 2011

- DfE contacts LAs re the sponsored academy programme and identifies schools to be considered to become a sponsored academy

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Sponsored academies



Issues

- No clear criteria published for underperformance relating to the 200 and 500 primary schools
- Current legislation indicates that the SoS can only direct a school to become a sponsored academy if:
 - the school is in an OfSTED category of concern
 - the LA has issued a warning notice
- For the vast majority of potentially “underperforming” schools in Lancashire the governing body and/or Diocesan Authority will need to agree to a school becoming a sponsored academy
- The LA is working closely with these schools to help raise attainment and continue to improve the quality of education and offer support to the governing body


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Conversion – the story so far in Lancashire



- 13 schools have now converted to become an academy
- A further 2 schools are in conversion discussions following receipt of an academy order
- The DfE no longer publish a list of schools that have expressed an interest in converting
- 2 sponsored academies
- 1 free school has opened (previously independent)

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Questions?

www.lancashire.gov.uk

Education Scrutiny Committee

Meeting to be held on 1st November 2011

Electoral Division affected: All

Children in Care – Progress on Attainment

Contact for further information: Sue Parr :Senior Manager ACERS : Directorate of Children and Young People, sue.parr@lancashire.gov.uk

Executive Summary

The report provides information on the attainment of children in care in Lancashire, as measured by performance in National Curriculum Key Stage tests and GCSE results in summer 2011.

The attainment data shows comparative performance with other local authorities, and with attainment in previous years. In most of the measures the attainment of children in care in Lancashire has improved , but it is well below the level of attainment of children generally. The report also indicates some of the reasons for low attainment by children in care and outlines the arrangements for monitoring and for providing support in order to raise attainment.

Recommendation

The views of the Committee are requested in relation to the information set out in the report.

Background and Advice

In previous years the County Council has had to collate the results regarding the attainment of children in care in Lancashire and send them to the Department for Education. This is the first year the DfE has collected the data for each Authority centrally, using Unique Pupil Numbers. The DfE results differ slightly from our own data.

The DfE have introduced a "time band" for results at Key Stage 1, 2 and 4. This means that not all results are collected, only those children who have been in care on or before 1st April 2010 and were still in care on 31st March 2011.

For next year's results, the cohort will be those children who were in care on 1st April 2011 and are still in care on 31st March 2012.

Level of attainment compared to National Figures - Key Stage 1

There were 41 children in the cohort.

% achieving at least Level 2 – England

	2007	2008	2009	2010	2011
Reading	55%	57%	58%	58%	
Writing	51%	50%	52%	51%	
Maths	64%	62%	65%	62%	

% achieving at least Level 2 - Lancashire

	2007	2008	2009	2010	2011
Reading	62%	40%	58%	59%	
Writing	62%	43%	50%	56%	
Maths	62%	37%	65%	71%	

Children educated in Schools outside Lancashire

- 7 children were educated in schools outside the authority

Children educated in Lancashire Schools from another authority

- 34 children were educated in Lancashire schools

SEN

- 19 children of the 41 in the cohort were identified as having Special Educational Needs (46.34%)
- 12 children were at School Action stage (29.26%)
- 1 child was at School Action Plus stage (2.43%)
- 6 children had statements of SEN (14.63%).

Gender

- 22 boys, 19 girls
- Boys – 10 attained level 2 in reading and writing, 12 attained level 2 in maths.
- Girls – 12 attained level 2 in reading and writing, and in maths.

Ethnicity

- white British (20 attained level 2 in reading, 20 attained level 2 in writing, and 22 attained level 2 in Maths)
- 2 Pakistani (both attained level 2 in reading, writing and maths).

Analysis : Key Stage 1 Results

- The trend in reading, writing and maths is up.
- Lancashire's results in 2011 surpass the results for England in all three areas.
- Girls do better than boys.
- Children from ethnic minorities, while small in number, have performed well.
- Children educated in Lancashire's schools have performed well in comparison to those educated outside Lancashire.

Key Points

- Personal Education Allowances have ensured that KS 1 pupils have received extra tuition/ social skills work when educational needs have been effectively identified .
- ACERS Primary Early Intervention Teams have provided effective support to children in care who are at risk of exclusion/BESD
- ACERS/Educational Consultants networking with IDSS and Educational Psychologists has effectively supported children in care who are experiencing SEN issues
- Effective Designated Teacher Training in all areas .

Action

- Above actions need to continue
- Training required for Teaching Assistants in school in relation to meeting the needs of children in care (via Designated Teacher / Educational Consultants)
- Ensure effective and detailed PEPs available for all children in care , and that PEPs are effectively monitored and evaluated.
- More effective monitoring of children educated outside the authority

Level of attainment compared to National Figures - Key Stage 2

There were 71 children in the cohort.

% achieving at least Level 4 – England

	2007		2008		2009		2010		2011
English	46%		46%		44%		45%		
Maths	43%		44%		46%		44%		
Science	59%		60%		62%		53%		

% achieving at least Level 4 – Lancashire

	2007		2008		2009		2010		2011
English	40%		45%		44%		53%		
Maths	42%		32%		44%		47%		
Science	60%		47%		49%		53%		

The target set for Key Stage 2 results was 57% for level 4 or above in English and 53% for level 4 and above in Maths.

Key Stage 2 Children Educated in Schools Outside Lancashire

- 13 children were educated in schools outside of the Authority (2 out of 13 children educated out of Lancashire had some degree of SEN (15.38%)

Key Stage 2 children from another authority educated in Lancashire Schools

- 58 children were educated in Lancashire's schools (39 from 58 children educated in Lancashire's schools had some degree of SEN (67.24%).

SEN

- 41 children of the 71 in the cohort had been identified as having Special Educational Needs (57.74%),
- 10 children were at School Action stage (14.08%),
- 6 children were at School Action Plus stage (8.45%),
- 25 children had statements of SEN (35.21%).
- 12 children were educated in Special Schools (16.90% of the cohort).

Gender

- 47 boys, 24 girls
- Boys – 21 attained level 4 in English, 22 level 4 in Maths, 23 level 4 in Science.
- Girls – 13 attained level 4 in English, 9 level 4 in Maths, 12 level 4 in Science.

Ethnicity

- 70 white British (33 attained level 4 in English, 30 attained level 4 in Maths and 34 attained level 4 in Science)
- 1 Pakistani (attained level 4 in English, Maths and Science)

Analysis : Key Stage 2 Results

Note :The DfE results include schools which administered SAT exams, approximately 40% of Lancashire's schools boycotted the SATs.

- The percentage of children attaining at least Level 4 in English has improved considerably (almost 10 %). However , the percentage of children (particularly girls) attaining Maths Level 4 has reduced . Science results have remained the same, remaining at approximately 50% of the cohort ..
- However , Lancashire's results in 2010 surpass the results for England in English and Maths, and for Science the results are the same.
- The percentage of children in care with statements of SEN is very high in comparison to the overall percentage of Lancashire pupils who have statements.
- Children from ethnic minorities, while small in number, have performed well.
- Children educated in Lancashire's schools have not performed as well as those educated in schools outside Lancashire. However the number of children in Lancashire's schools with SEN is four times greater than children in schools outside Lancashire.

Key Points

- Personal Education Allowances have ensured that Key Stage 2 children in care have received extra tuition , particularly when underachievement in Literacy / English has been effectively identified .
- ACERS Primary Early Intervention Teams have provided effective support to children in care who are at risk of exclusion/ BESD
- ACERS/Educational Consultants networking with IDSS and Educational Psychologists has effectively supported children in care who are experiencing SEN issues
- Effective Designated Teacher Training in all areas .

Action

- Above actions need to continue
- Prioritise girls underachievement in Maths
- Prioritise pupils underachievement in Science
- Prioritise and promote support for Year 6 children prior to SATs and to support transition to high school .
- Prioritise children in care with SEN
- Ensure all Educational psychologists are aware of Year 6 Children in Care in every school
- Training required for Teaching Assistants in school in relation to meeting the needs of children in care (via Designated Teacher / Educational Consultants)
- Ensure effective and detailed PEPs available for all children in care , and that PEPs are effectively monitored and evaluated.
- More effective monitoring of children from outside the authority educated in Lancashire schools

Level of attainment compared to National Figures - Key Stage 4

- There were 98 young people at Key Stage 4
- 86 in the cohort below
(7 young people have attained alternative qualifications, 5 either Entry Level or P Scales)

% achieving - England

	2007	2008	2009	2010	2011
1 GCSE grades A*-G	63%	66%	68%	72.5%	N/A
5 GCSEs grades A*-G	43%	43%	44%	50.6%	N/A
5 GCSEs grades A*-C	13%	14%	14%	26.1%	N/A
5+A*-C inc Eng + Ma			9%	11.6%	N/A

% achieving - Lancashire

	2007	2008	2009	2010	2011
1 GCSE grades A*-G	70%	70%	78%	84.5%	72.1%
5 GCSEs grades A*-G	50%	45%	49%	57.7%	51.2%
5 GCSEs grades A*-C	10%	13%	20%	30.9%	18.6%
5+ A*-C inc Eng + Ma		8%	12%	18.6%	10.5%

The target for Key Stage 4 results was 18% : 5 or more grades A*-C including English and Maths.

SEN

- 54 young people of the 98 in the cohort had been identified as having significant Special Educational Needs (55.10%)
- 12 young people were at School Action stage (12.24%),
- 9 young people were at School Action Plus stage (9.18%)
- 34 young people had statements of SEN (34.69%).
- 10 children were educated in Special Schools (10.20%) of the cohort).

Gender

53 boys, 33 girls

- 6 boys and 3 girls attained 5+ GCSEs at grades A*-C including English and Maths.
- 8 boys and 8 girls attained 5+ GCSEs at grades A*-C.
- 26 boys and 18 girls attained 5+ GCSEs at grades A*-G.
- 36 boys and 26 girls attained 1+ GCSE at grades A*-G.

Ethnicity

- 81 White British (15 attained 5+GCSEs at grades A*-C)
- 1 White Black Caribbean (attained 5+GCSEs at grades A*-C)
- 1 White Black African (attained 5+GCSEs at grades A*-C)
- 2 Pakistani (1 attained 5+GCSEs at grades A*-C)
- 1 Other White Background (no qualifications attained)

Type of Placement

- 35 young people of 98 were placed in residential units (35.71%).
- 63 young people were placed with foster carers.(62.29%)

	Residential Unit	Foster Carer
1+ A-G	19	43
5+ A-G	10	34
5+ A-C	2	14
1+ A-C inc E+M	4	17

Key Stage 4 Young People Educated in Schools Outside Lancashire

19 young people were educated in schools out of the Authority (67 young people were educated in Lancashire's schools).

	In Lancs school	Out of Lancs school
1+ A-G	77.6%	52.6%
5+ A-G	53.7%	42.1%
5+ A-C	22.4%	5.3%
5+ A-C inc E+M	11.9%	5.3%

Residential Visits to University

- Of the 12 young people who attended the residential visit to the University of Central Lancashire, 11 attained 5 or more GCSEs at grades A*-C including English and Maths (91.66%).

Personal Education Allowances

- Of the 17 young people who attained 5 or more GCSEs at grades A*-C plus English and Maths , 10 were supported through Personal Education Allowances (58.82%).
- Of the 24 young people who attained 5 or more GCSEs grades A*-C, 16 were supported through Personal Education Allowances (66.66%).
- Of the 52 young people who attained 5 or more GCSEs at grades A*-G, 36 were supported through Personal Education Allowances (69.23%).
- Of the 72 young people who attained 1 or more GCSE at grades A*-G, 45 were supported through Personal Education Allowances (62.5%).

Key Points: Key Stage 4

- The attainment results for Key Stage 4 children in care, in all 4 categories have decreased in 2011.
- Of the 86 young people in the cohort 62 have attained at least 1 GCSE at grades A-G. A further 7 young people have attained alternative qualifications, either Entry Level or P Scales.
- The percentage of young people with statements of SEN is very high in comparison to the overall percentage of pupils who have statements: 44 of the 98 cohort has Statements of SEN / attended Special School and were not predicted to attain 5 or more GCSEs.
- Girls have performed marginally better than boys except in the category of -5 GCSE including English and maths
- Young people from ethnic minorities, while small in number, have performed well.
- Young people educated in Lancashire's schools have not performed as well as those educated outside Lancashire.
- Young people placed in foster homes have performed better than young people placed in residential units.
- Young people who attended the residential visit to UCLAN all performed well in their GCSEs.

Action Points

- Prioritise English and Maths GCSE for PEA support (particularly girls)
- Virtual School Educational Consultants and schools to identify , monitor and support CiC students at risk of underachieving ; and identifying and addressing emotional and social issues which may act as barriers to learning.
- PEA funding will focus on the provision of extra support in GCSE subjects.
- Virtual School staff to work with Residential Unit staff to prioritise educational attainments for young people at Key Stage 4 .
- Educational Consultants to investigate the possibility of further residential visits to universities for Year 11 students

- The above results, key points and action point to be prioritised in forthcoming Designated Teacher training.

Barriers to attainment

- 70% of children in care are in care as a result of abuse or neglect. Many have experienced traumatic family lives prior to coming in to care, and as a result may be experiencing emotional, social and behavioural issues, which require significant support
- 29.5% of secondary children in care in Lancashire have Statements of Special Educational Need, against 3% of all children in Lancashire's schools. The majority of these statements are to address Emotional, Social and Behavioural Difficulties, particularly attachment issues
- Children in Care :
 - Often move school (often several times) due to family issues, change of foster placement; disrupting their education
 - Often do not have the benefit of an engaged parent (carer) ensuring a good education for their child.
 - Often exhibit particular traits which limit their capacity to learn when in school.
 - Often confronted by stereotypes – the belief that children in care are not successful and cannot be successful.

Monitoring and Support for Children in Care

- Every school in Lancashire has a Designated Teacher for children in care (a statutory requirement from 1st September 2009). It is the responsibility of the designated teacher member of staff to support and monitor the progress of each child who is in care at the school.
- Lancashire's Virtual School for Children in Care was created in 2008 (previously the Education of Looked After Children Team). The Virtual School team consists of Virtual School Headteacher / Manager, 4 Full Time Education Consultants, and a Business Support Officer. The main purpose of the team is to support and monitor the children's progress.
- Each School Adviser checks the progress of children in care during termly visits to the school.
- The school's link Educational Psychologist will also discuss the progress of any children in care during their termly visit to the school
- The Corporate Parenting Board monitors and evaluates educational progress and attainment of children in care

Improving Educational Attainment Outcomes for Children in Care :

1. Improving monitoring, evaluation and accountability

- Virtual School Team have a detailed action plan which includes:
 - Improving data management including tracking and monitoring;
 - Improving the quality of provision;
 (This is to be reviewed and improved by December 2011)

- The Electronic Personal Education Plan (EPEP) is in place for all children in care and is very robustly monitored to ensure all children in care are fully supported and have the opportunity to participate in their educational plans
- Exclusions have been monitored and intervention has taken place where appropriate
- Attendance is robustly monitored
- Pupil progress has been monitored through the Virtual School team

2. Intervention and Support

- A £500 Personal Education Allowance is available for each child in care who is under achieving. This is funded from the Care Matters Grant. This grant has provided :
 - Individual educational support for pupils including 1-1 tuition at Key Stage 2 and GCSE tuition at Key Stage 4.
 - Laptops and wireless internet connections have been provided for all children in care in Years 7 to 13.
 - A website for children in care to access to support their learning has been created - <http://vle.webed.lancsngfl.ac.uk>.
 - For those young people in care who go to university, Lancashire pays all Tuition Fees, all Accommodation Fees, and awards an annual Bursary. (Student Services)
 - Residential taster sessions for young people in care have taken place at the University of Central Lancashire (Preston) and Lancaster University.
 - Training on Maths support has been provided at Key Stage 2.
- ACERS short stay schools are now supporting and advising on any children experiencing emotional , social and behavioural difficulties within Lancashire mainstream schools

3. Training :

- A comprehensive training programme is provided for Designated Teachers.
- EPEP Training is provided for social workers.
- Training for carers on educational issues is taking place.
- Advice and support from Virtual School Educational Consultants is available at all times , for schools , social workers , educational psychologists , and children in care .

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

The progress of Lancashire's children in care is monitored annually. There are 3 National Indicators detailing the attainment of children in care. These are National Indicator 99 – the percentage of children in care attaining Level 4 and above in English at the end of Key Stage 2.

National Indicator 100 - the percentage of children in care attaining Level 4 and above in Maths at the end of Key Stage 2.

National Indicator 101 - the percentage of children in care attaining 5 or more GCSEs at grades A*-C, including English and Maths at the end of Key Stage 4.

Should the Local Authority not meet targets set for these indicators, the inspection reports could be critical.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Directorate/Tel
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N/A

Reason for inclusion in Part II, if appropriate

N/A