

## Lancashire County Council

### Education Scrutiny Committee

Tuesday, 13th March, 2012 at 10.00 am in Cabinet Room 'C' - County Hall,  
Preston

#### Agenda

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

##### No. Item

1. **Apologies**
2. **Disclosure of Personal/Prejudicial Interests.**  
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.
3. **Minutes of the meeting held on the 1st November 2011** (Pages 1 - 8)
4. **Programme of meetings 2012/13**  
The Committee is asked to note that in accordance with the decision of the Full County Council on 15<sup>th</sup> December, 2011, future meetings of the Committee will be held at 10.00am in Cabinet Room 'C' at County Hall, Preston on the following dates.  
  
Tuesday 10<sup>th</sup> July 2012  
Tuesday 6<sup>th</sup> November 2012  
Wednesday 16<sup>th</sup> January 2013 (budget)  
Tuesday 12<sup>th</sup> March 2013
5. **Student Support Appeals Committee** (Pages 9 - 20)
6. **Children in Care - Educational Progress** (Pages 21 - 38)
7. **A summary of the results for key groups of pupils at risk of underachievement in Lancashire at the end of Key Stage 2 and Key Stage 4.** (Pages 39 - 46)
8. **Elective Home Education** (Pages 47 - 52)

**No. Item**

**9. Urgent Business**

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

**10. Date of the Next Meeting**

In accordance with the decision of the full County Council in December 2011 reported earlier on the agenda the next scheduled meeting of the Committee will be held at 10.00am on the 10<sup>th</sup> July 2012 in Cabinet Room 'C' at County Hall, Preston.

I M Fisher  
County Secretary and Solicitor

County Hall  
Preston

# Agenda Item 3

## Lancashire County Council

### Education Scrutiny Committee

Minutes of the Meeting held on Tuesday, 1st November, 2011 at 10.00 am in Cabinet Room 'C' - County Hall, Preston

#### Present:

County Councillor Mrs Pat Case (Chair)

#### County Councillors

K Bailey	A Jones
K Brown	A Kay
Mrs S Derwent	A Knox
P Evans	Y Motala
S Fishwick	S Riches
C Grunshaw	C Wells
J Jackson	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 J Jackson replaced County Councillor C Evans for this meeting.

#### 1. Appointment of a new Chair and Deputy Chair of the Committee

**Resolved:** That the appointment by full County Council on the 21<sup>st</sup> July 2011 of County Councillor Mrs Case as Chair and County Councillor S Derwent as Deputy Chair of the Committee be noted.

#### 2. Apologies

Apologies for absence were received from County Councillor R Blow and from Mr F Kershaw (Co-opted member representing CE Schools).

#### 3. Disclosure of Personal/Prejudicial Interests.

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

#### **4. Minutes of the meeting held on the 21st June 2011**

**Resolved:** That the Minutes of the meeting held on the 21<sup>st</sup> June 2011 be confirmed as an accurate record and signed by the Chair.

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

Mr Hewitt, the Head of Quality and Continuous Improvement from the Directorate for Children and Young People presented a report on the overall attainment of pupils in Lancashire schools and the end of Key Stages 2 and 4 and informed the Committee that the report was based on provisional data and that validated data for primary and secondary schools was expected in December 2011 and January 2012 respectively. He also reminded the Committee that as some Lancashire schools had not taken part in tests during 2009/10 the latest figures were based on a comparison with 2008/09 results.

With regard to the 2011 Key Stage 2 results in Lancashire it was noted that overall attainment had risen 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 had increased in 8 out of the twelve districts in 2011 and fallen in Fylde, Lancaster, Ribble Valley and Wyre. The greatest gains were made in Preston, Rossendale and Chorley and the lowest attaining district was Pendle which was 9.2% below the Lancashire average.

In discussing the 2011 Key Stage 2 results the following points were raised.

- The importance of early intervention and preschool work in order to prepare children for the learning process in primary school and also to improve attainment.

Mr Hewitt reported that whilst many schools showed an improved rate of progress for pupils aged 7 – 11 in some districts, such as Pendle, the level of attainment on entry into Key Stage 2 was low. As a result the County Council was working to improve both pre-school and family support in order to improve the level of attainment of children before they entered Key Stage 2.

- Mr Hewitt also reported that pupil attendance at primary schools had been in decline. However, in recent years the situation had improved substantially and Lancashire had made good progress when compared to the national average and other similar local authorities. He added that the County Council would not be complacent in this area as persistent absence generally had a significant impact on the overall attainment of pupils.
- It was suggested that some Districts had large communities where English may not be the first language and that this could have an impact on attainment. In response Mr Hewitt reported that in Pendle the County Council was working with schools and the Asian heritage community in order to encourage members of that community to engage more in the Early Years

programme. He added that in areas such as Preston where minority ethnic communities were more confident in engaging with the local authority attainment was higher. It was also noted that the County Council was working with schools and local communities in order to develop strategies and share examples of best practice for improving engagement.

- With regard to Eastern European families who had settled in areas such as Burnley, Mr Hewitt reported that the transient nature of some of those families presented difficulties when providing support. The County Council was therefore working with schools in order to develop strategies which would help pupils from those communities integrate into school. It was noted that there were a number of organisations, including the Roman Catholic Church which supported Eastern European communities in Lancashire who could also have a role in supporting the families.
- It was reported that in all the schools where underperformance had been identified detailed action plans had been established in order to raise attainment in the future.

With regard to the Key Stage 4 results it was reported that overall attainment in Lancashire had risen when compared with 2010 and remained 2% above the national average. Attainment had increased in 9 of the 12 districts and had fallen 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 Committee noted that Burnley was the lowest attaining District which was around 19% below the Lancashire average. However, the 3 schools in the Burnley Education Trust had seen an increase of around 3.5% compared with an increase of around 2.0% across Lancashire.

- In response to a query regarding the fall in attainment for areas such as Wyre, Ribble Valley and Fylde Mr Hewitt reported that these districts had relatively smaller numbers of pupils and there was in some cases a changing pattern in relation to attainment on entry. He added that for socio economic advantaged areas consideration needed to be given as to whether targets for pupil progress and attainment were sufficiently challenging. It was noted that elsewhere in the County progress for pupils from disadvantaged areas may be high, though actual attainment was not as strong.
- With regard to the fall in attainment in Rossendale Mr Hewitt confirmed that as with other districts where this was the case the County Council was working with schools and communities to improve both the level of engagement and attainment, particularly with regard to the transition from Key Stage 2 to 4. It was noted that the Teaching Schools programme, where an outstanding school takes a leading role in the training and professional development of staff at other schools in order to raise standards, was continuing to develop. Mr Hewitt informed the meeting the Alder Grange Secondary School in Rossendale had a headteacher who had been designated as a National Leader in Education and was already working with other local schools in order to improve performance.

- Mr Hewitt reported that detailed information regarding attendance at school, absence and the attainment of pupils in relation to specific Districts would be made available to respective Children's Trusts in due course.
- Mr Hewitt informed the meeting that the DfE's removal of the role of School Improvement Partner meant the County Council no longer had a statutory role in school improvement for the vast majority of schools. However, the authority continued to have a good working relationship with schools and would continue to provide support. He added that the performance of schools was monitored through an Early Warning Group (with regard to attainment) and there was a strong tradition of schools supporting one another with more intensive support being provided by the Monitoring and Intervention Team.
- In response to a query regarding two of the same districts being shown as having falling attainment at Key Stage 2 and 4 Mr Hewitt suggested that further analysis was needed once the additional data was available.
- Some concern was expressed regarding the problems faced by parents when trying to help children with school work, particularly maths, where methods of teaching had changed significantly over the years. Mr Hewitt reported that through Best Start Lancashire all schools were able to access training on how to support parents who wished to help children at home with reading and maths.
- In response to a query regarding the availability of information on pupil attendance Mr Hewitt informed the meeting that such information was published on the Ofsted website.

Having considered the report there was general agreement amongst the members of the Committee that a further report should be presented to the next meeting when validated data and pupil led data would be available.

**Resolved:**

1. That a further report on the results at the end of Key Stages 2 and 4 be presented to the Committee in March 2012.
2. That the report specified at 1 above to include both an analysis of the validated data and information on the attainment of specific groups of pupils which was previously unavailable.
3. That information regarding pupil attendance/exclusions from school be circulated to the members of the Committee outside of the meeting.

## **6. Update on the current County Council position on Academies in Lancashire**

Mr Hewitt, the Head of Quality and Continuous Improvement from the Directorate for Children and Young People presented a report on the County Council's current position with regard to the development of Academies. A copy of the associated presentation is set out in the Minute Book.

It was reported that previously those schools which had been judged by Ofsted to be 'outstanding' or 'good with one or more outstanding features' had been able to apply to convert to an Academy. An announcement by the Secretary of State in June 2011 had stated that the 200 primary schools which had been identified as having the weakest performance would become sponsored academies and the 500 low performing primary schools would work with the Department for Education (DfE) on structural solutions, including converting to Academies.

Mr Hewitt informed the meeting that where a school had been performing below a set standard for 5 years or more it would be included in the 200. However, there were concerns regarding this approach as the criteria for selecting the schools was not fully clear.

The Committee noted that to date 14 schools in Lancashire had converted to Academy status, on the basis of 11 secondary schools and 3 primary schools. Mr Hewitt informed the meeting that before taking any decision some Governing bodies had asked to meet with representatives of existing Academies in order to better understand the implications/benefits of conversion.

Referring to the earlier discussion on attainment Mr Hewitt reported that if the performance of any of the 14 current Academies was considered to be failing the County Council would have no responsibility for the performance of those Academies. However, the authority would be able to raise concerns with both the Secretary of State and Ofsted and ask for the Academy concerned to be investigated further.

He added that whilst the County Council would not be directly responsible for Academies it would continue to monitor their performance and the results at Key Stage 2 and 4 from Academies would form part of the overall results for Lancashire in the future.

**Resolved:** That the update regarding the development of Academies in Lancashire be noted and that further reports be presented to future meetings of the Committee as appropriate.

## **7. Children in Care - Progress on Attainment**

Sue Parr, Senior Manager & Associate Headteacher of Virtual School for Children looked After, from the Alternative and Complementary Education and Residential Services (ACERS) presented a report 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.

It was reported that for most measures the attainment of children in Lancashire had improved though it was still well below the level of attainment for children generally.

Ms Parr informed the meeting that whilst having been in post for only a short period she had examined the current service provision and proposed to take forward a number of changes, including

- A complete audit and review of the existing Virtual School provision in order to set new priorities.
- Better targeting of funding in the future.
- A redefinition of the role for consultants.
- Improvements to the quality of data regarding children in care
- A review of monitoring and evaluation of children in care with progress being monitored on a termly basis in the future.
- Challenging some schools in relation to pupil progress and also with regard to how funding is used.
- Improve working relationship with partners, including foster carers and residential care.

In considering the report members of the Committee made the following observations.

- There was a need to improve how information was gathered in relation to children in care in order to increase the cohort and move away from the current position which was felt presented a skewed picture.
- Information should be gathered in relation to those children in care who progressed in Further/Higher Education. In response Ms Parr agreed that this information would be important and suggested that in future it would form part of longitudinal studies relating to children in care. It was also noted that whilst bursaries were available for children in care who went into Further and Higher Education information regarding those children and their progress was limited.
- With reference to Ms Parr's earlier comment about challenging some schools regarding pupil progress/funding there was some concern regarding the apparent lack of accountability for schools in relation to the funding for and attainment of children in care, particularly in relation to Academies. In response Ms Parr stated that the authority would be responsible for children in care and would be able to request information regarding the use of funding and attainment from schools and Academies.
- In response to a query about the tracking the outcomes for Children in care Ms Parr informed the meeting that the authority would continue to work with designated officers in schools in order to monitor the progress of children through their education.



- Concern was expressed in connection with the number of children in care with disabilities and the need for them to be monitored in terms of attainment and improvement. It was also suggested that training was needed for foster carers so that they would be able to also provide support in connection with children's educational needs.
- The previous reduction in the number of Educational Psychologists was mentioned and it was suggested that this may have an impact on their ability to undertake regular checks on children in care. Ms Parr informed the meeting that following a recent meeting with Educational Psychologists it had been agreed that in future all children in care who were at risk of poor outcomes would now be treated as a higher priority than before.
- The prioritisation of looked after children in relation to school admissions was raised and it was suggested that whilst children were treated as a priority there could still be problems in terms of them achieving an actual place at the preferred school.
- With regard to the number of looked after children from outside Lancashire it was suggested that the figure of 34 was lower than expected. In response Ms Parr stated she would look into the figure to establish whether it was accurate and confirmed that she was aware of a previous overview and Scrutiny Task Group report on this area.

**Resolved:** That a further report be presented to the meeting in March to update the Committee on progress made in relation to improvements to services for children in care.

## **8. Urgent Business**

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

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

It was noted that the next scheduled meeting of the Committee would be held at 10.00am on the 13<sup>th</sup> March 2012 in Cabinet Room 'C' at County Hall.

I M Fisher  
County Secretary and Solicitor

County Hall  
Preston



## Education Scrutiny Committee

Meeting to be held on 13<sup>th</sup> March 2012

Electoral Division affected: All
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## Student Support Appeals Committee

(Appendices A & B refer)

Contact for further information: Mike Hart, 01772-531652, Directorate for Children & Young People, [Mike.hart@lancashire.gov.uk](mailto:Mike.hart@lancashire.gov.uk)

### Executive Summary

The report sets out a brief review of the information available to aid decision-making by the Student Support Appeal Committee (SSAC), including issues identified by the membership of that Committee

### Recommendation

The Committee is asked to consider what actions are required to address the issues identified by the Student Support Appeals Committee.

### Background and Advice

The Student Support Appeals Committee hears appeals from Parents of Children and Young People who are dissatisfied with the decision taken by County Council Officers about the eligibility (or otherwise) of their child for support from the County Council particularly with Home to School Transport, but also in cases concerning other awards or benefits.

Following concerns about the information available to the Members of the Committee, a short review has been undertaken. Some suggestions to aid the decision making process of the Committee are set out below.

#### 1. Current Arrangements

The current arrangements for the Student Support Appeals Committee were introduced in 2010 when the decision was taken to replace an officer panel with a Member Appeals Committee. A copy of the report presented to Full Council on 25 February 2010 is attached at Appendix A. A number of key principles informed the creation of the current arrangements:

- The Committee should be demonstrably independent of officers with transport responsibilities

- That the award of transport costs beyond statutory entitlement and cases clearly defined in the Council's Discretionary Transport policy would rest with the Committee
- That neither the appellant nor transport officers from the Pupil Access team would attend the Committee's meeting
- That the case would be considered on the basis of a written submission from the appellant together with a factual commentary from Transport officers on the submission
- That the officer's commentary would be shared and agreed (or the reasons for any remaining disagreements recorded) with the appellant before consideration by the Appeals Committee

## **2. Emerging Issues**

The SSAC, when considering certain appeals in the past, have indicated the desire to have additional information available in order that they are better informed when taking a decision. In some cases this has been relatively simple to achieve, however, there are occasions where members of the Committee have also expressed the wish that they should be provided with further information about some issues which occasionally parents may raise as part of their appeal.

From initial discussions there appear to be three key areas in which Members feel that the decision-making in the Committee would benefit from more information being available:

- a) Information about parental preferences and distances to alternative schools
- b) Additional confirmation about LCC knowledge of family circumstances
- c) Information about previous cases considered by the Committee with similar circumstances

### **a. Available Places and Travel Distances**

In most cases information is already provided by the Pupil Access Team as part of the agreed Appeal Schedule about:

- Parental Preferences
- Schools with Places and Travel Distances
- Other transport issues (for example unsafe routes)

The Pupil Access Team is happy to work with Committee Members to identify improvements to the factual information about Admission preferences, the availability of schools places etc. where this is required.

### **b. Family Circumstances**

In line with the agreed principles, the appeal process is based on the validation of the submission from the appellant. The guidance to appellants is clear on their

responsibility to provide all the required information and contains a number of helpful illustrations. A copy of this guidance is attached as Appendix B. The validation process already includes contact with previous schools, for example, if there are allegations of bullying, in order to confirm the issue recognising that it will not always be realistic to obtain a shared interpretation of the facts.

There is merit in developing a simple summary record sheet that could be included as part of the commentary that records what validation checks have been undertaken as part of the production of the officers commentary.

It is accepted that improvements could also be made in the validation of information from other sources of information available within the Directorate, for example discussions are taking place to improve the process for validating information with the ISSIS Social Care system. The revised approach needs to reflect legislative requirements for example around the restrictions on the use of sensitive personal data supplied for other purposes.

### **c Previous Case Information**

Clearly the provision of such information could be helpful to the Committee in ensuring a degree of consistency in its deliberations. However, it would need to be carefully used to avoid a situation where in effect an additional set of criteria were created based on precedence rather than each case being considered independently on its own merits and to ensure that it worked in a way that was consistent with the principles agreed for the operation. The Directorate and the Clerk would wish to work closely with the SSAC to determine how this could be effectively delivered.

### **Consultations**

N/A

### **Implications:**

This item has the following implications, as indicated:

### **Risk management**

The paper contains proposals to improve the quality of information available to support the decision-making of the Student Support Appeals Committee.

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

Paper	Date	Contact/Directorate/Tel
None		

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



Meeting of the Full Council  
Meeting to be held on 25 February 2010

Report submitted by the County Secretary and Solicitor

**Part A - Item No. 7**

Electoral Division affected:  
All

**A Committee to hear Student Support Appeals**

Contact for further information: Liz Smallwood, 01772 533619, Office of the Chief Executive, [elizabeth.smallwood@lancashire.gov.uk](mailto:elizabeth.smallwood@lancashire.gov.uk)

**Executive Summary**

Arrangements to provide for the determination of appeals against decisions as to home to school/college transport, awards, grants and welfare benefits and as to the approval or otherwise to the writing off of over-payments, debts of awards/grants.

**Recommendation**

1. To constitute a committee of the Full Council to operate from 1 May 2010 comprising four county councillors with the terms of reference set out in this report and to be known as the Student Support Appeals Committee
2. To disestablish the officer panel formerly constituted to perform the same functions from 30 April 2010.

**Background and Advice**

As a part of its functions as an education authority, the county council determines the entitlement of school and college pupils to assistance with transport, and to certain awards, grants and welfare benefits. Questions may also arise as to whether any over-payment, or debt in relation to these matters should be pursued or written off. Prior to the institution of cabinet government in local authorities, these matters were dealt with by the former School and College Transport and Awards Appeals Sub-Committee.

In the early days of the new constitution, indications from central government were that councillors should not exercise functions of this nature and this led to an officer panel being constituted for these functions. However, it has now been clarified that there is no legal impediment to the involvement of members in these appeals. Also, concerns have arisen in that some of the officers involved are a part of the same management structure as those officers taking the initial decisions and the cabinet member for children and schools has requested that these matters are now determined by a committee of the county council.

It is proposed that the committee comprises four members, politically balanced. Full Council is therefore requested to set up a Student Support Appeals Committee with this composition from 1 May 2010. The existing officer body would continue to meet to deal with the appeals until that date but would then be disbanded. The interim period would be utilised to provide appropriate training to those councillors who are to be involved. It will be necessary for the committee to meet roughly once every month and it will agree its own timetable of meetings

The terms of reference of the committee would be as follows:

1. To consider, with power to act, appeals against decisions of the county council concerning home to school/college transport.
2. To consider, with power to act, appeals against decisions of the county council relating to awards, grants and welfare benefits.
3. To approve the writing off of over-payments/debts of awards grants.

In reaching decisions on these matters, the Panel will have regard to the relevant county council policies and any guidance issued by the county council and will consider any written representations provided by Appellants.

## **Consultations**

Staff of the Directorate for Children and Young People

## **Implications:**

This item has the following implications, as indicated:

## **Risk management**

The provision of an independent appeal process for these matters contributes to the effectiveness of the decision-making process and its validity in the eyes of the public.

## **Legal Implications**

These are set out in the report and under Risk Management above.



**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



## APPLICATION TO APPEAL AGAINST THE COUNCIL'S DECISION IN RELATION TO HOME TO SCHOOL TRANSPORT

### NOTES OF GUIDANCE ON APPEALS

**Please read these notes before you complete the appeal form**

- Your application for assistance with home to school transport has not been approved by the Area Pupil Access Officer because it does not fall within the County Council's policy on assistance with home to school transport which is set out in the leaflet previously provided to you.
- Any applicant who has been refused home to school transport has the option to appeal against that decision to the Student Support Appeals Committee, subject to there being mitigating circumstances
- An appeal can only be considered after the parent/carer has received a formal refusal not to award travel costs from the Council which confirms that the Council has fully assessed the case and provided a reason for the refusal.
- If you decide to appeal, please complete the enclosed form on both sides. Please try and explain briefly why you feel your case is exceptional.
- As it is not possible for you to attend the Committee in person or be represented, you should make sure that you **send the fullest possible information about your case in writing.**
- You can add to the form any other documents which you feel will help your case. Please note that it is not sufficient to give just the name and addresses or telephone numbers of people who may wish to write in support of your case as there will not be an opportunity for the administrative staff dealing with your case to follow these up. If you are making a case on medical or other grounds on which you have sought professional advice, it is essential that you include written evidence from the doctor or other professional. All the information you provide will be treated in strict confidence
- Upon receipt of the appeal form the Council will write back to you in detail presenting the Council's case on why your application for free transport was refused. You will have an opportunity to comment further on the Council's case before your appeal is heard by the Committee.
- The Student Support Appeals Committee will consider each case on its merits. They will take into account the County Council's policy. It will be a matter for judgement by the Committee in each individual case as to whether the particular circumstances of a pupil warrant a departure from the County Council's policy. The Council will advise you of the outcome of your appeal in writing within a few days of your appeal being heard.
- Please bear in mind that **the decision of the Committee is final** and that there is no right of further appeal from the Committee's decision. Only in exceptional cases where it is considered that there has been a change in an appellant's circumstances may a case be referred back to the Committee.
- If you require assistance filling out this form please contact your area office for advice.

May 2010







# Agenda Item 6

**Education Scrutiny Committee**  
Meeting to be held on 13<sup>th</sup> March 2012

Electoral Division affected: All
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## **Children in Care – Educational Progress** (Appendix A refers)

Contact for further information: Sue Parr : ACERS Senior Manager & Head Of Virtual School for Children Looked After : Directorate for Children and Young People, [sue.parr@lancashire.gov.uk](mailto:sue.parr@lancashire.gov.uk)

### **Executive Summary**

This report provides updated information on the educational achievement and progress of Children Looked After (CLA) in Lancashire.

### **Recommendation**

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

### **Background and Advice**

At the Education Scrutiny Committee Meeting on 1<sup>st</sup> November 2011, a report was presented in relation to the attainment of children in care in Lancashire, as measured by performance in National Curriculum Key Stage tests and GCSE results in summer 2011. During consideration of the report a number of issues were raised by members of the Committee in relation to the monitoring of progress of CLA and the ACERS Manager/ Head of Virtual School was invited to attend the next meeting in order to provide an update.

Since the last meeting the educational progress of CLA has been inspected as part of the OFSTED Inspection of Safeguarding and Children Looked After : 23/01/12 to 03/02/12 review.

At the time of writing, the OFSTED Inspection Report has not yet been published, however, the Virtual School Headteacher was informed during feedback that the work of the Virtual School was considered to be good. It is hoped that a more detailed response will be received in due course so that a comprehensive verbal update can be given at the meeting on 13<sup>th</sup> March 2012.

A copy of the Virtual School's Continuous Improvement Plan 2012-2013 is attached as Appendix 'A' for the information of the Committee.

## Update

**Question 1 - There has been a reduction in the percentage of CLA at Key Stage 2 – Year 6 and Key Stage 4 –Year 11 achieving national attainment targets . Why is this?**

### Response

The above question was also raised by the inspectorate in their recent inspection of safeguarding and CLA. There is a reduction when compared to the previous academic year and this is due to the fact that there is a higher proportion of children within the Key stage 2 and Key stage 4 cohorts with Statements of Special Educational Needs:

#### Key Stage 2 : Year 6

-2010 - 10 (of 98) : (10.2%) of cohort  
-2011 - 18 (of 45) : (32.72% of cohort

#### Key Stage 4 : Year 11

-2010 - **29%** of the cohort had SEN statements  
-2011 - **57.5%** of the cohort had SEN statements

However , **all CLA with SEN statements** made very good progress

#### Progress of all Children Looked After with SEN Statements: Key Stage 2

<b>CLA :SEN : Key Stage 2</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
SEN pupils making good progress from individual baseline ie PIVATS, P-scales	66.7%	87.5%	60%
SEN pupils not making progress From individual baseline	33.3%	12.5%	40%

Priority had been given to supporting pupils at Key Stage 2 at risk of underachieving in writing and reading in 2010/2011 via Virtual School and Personal Educational Plan support . We now need to refocus on supporting SEN Pupil with Maths

#### Progress of all Children Looked After with SEN Statements : Key Stage 4

<b>CLA: SEN: Key stage 4</b>	<b>ENGLISH</b>	<b>MATHS</b>
SEN pupils making good progress from individual baseline	87%	78.3%
SEN pupils not making progress From individual baseline	13%	21.7%

In 2010-2011; priority had been given to supporting Key Stage 4 : Year 10 and 11 pupils at risk of underachievement in English and maths in 2010/2011 via Virtual School and PEP support



- 2010 -2011 Fischer Family Trust predicted 9% of cohort would attain 5 + GCSE including English and Maths. The result was actually 12.2%.
- Alternative qualifications were highlighted to designated teacher for CLA as more appropriate for some CLA.

2011 -2012 the Fischer Family Trust predicts that 15% of the present cohort will attain 5 + GCSEs including English and Maths . However this is always dependent upon the stability of the cohort

In 2010-2011 priority had been given to supporting Key Stage 4 : Year 10 and 11 pupils at risk of underachievement in English and maths in 2010/2011 via Virtual School and Personal Education Plan support

However, CLA placements stability is crucial in ensuring that CLA make progress. Too often, when CLA are moved placement, they also have to move school. These moves can be very distressing and traumatic for CLA unless they are very effectively managed. Consequently, CLA placement stability is an area the Corporate Parenting Board is effectively challenging.

Many of our CLA have considerable emotional and social difficulties due to the traumas they have often experienced. These difficulties can affect CLA educational life chances if not identified and addressed early. A more structured and analytic Electronic Personal Education Plan (E-PEP) will ensure that any difficulties are addressed quickly

**Question 2: The report focuses only on the attainment of CLA at Key Stage 2 – Year 6 and Key Stage 4 –Year 11. This is only a small cohort of all CLA .What of the progress of all other CLA, particularly those with SEN?**

**Response:**

At present the attainments and achievements of all CLA are tracked via the young person's Electronic Personal Education Plan. Designated teachers for CLA within schools will alert the social worker if the young person is experiencing any educational difficulties, and this is included in the E-PEP.

The E-PEP is integral to the LAC Review and is monitored by the Independent reviewing Officer every 6 months. The social worker, teacher, Independent Reviewing Officer or other service may then request support from the Virtual School Educational Consultants. The Virtual School Educational Consultant will visit the school or college and attend meetings pertaining to the educational plans in place for this CLA e.g Team Around the Child Meetings and Educational Reviews to ensure the CLA is receiving the educational support they require.

The E-PEP is now under review, and in future, will ensure that pupil progress is more robustly monitored through setting of academic , emotional , social and behavioural targets with expected outcomes . This information will then be collated, to provide data re CLA attainments and achievements. This data will then be evaluated and utilised to effectively target support (via PEP Support Allowances)

### **Question 3 - Why is the data cumulative? This skews the data year on year?**

#### **Response**

The attainment data for 2010-2011 is measured by performance in National Curriculum Key Stage 2 tests and GCSE results. This is statutory reporting requirement of DfE. This provides comparative performance with other local authorities, and with attainment in previous years. However, we can now produce our own 'detailed' data to ensure we are able to prepare effective Continuous Improvement Plans and ensure progress for all CLA.

### **Question 4 - How do we know that pupils in further and higher education are making good progress?**

#### **Response**

CLA pupils in further and higher education will have a Pathway Plan ( similar to an E-PEP ) to monitor progress . See response to question 2. The Virtual School Educational Consultants also work collaboratively with the Children Looked After and Leaving Care Teams within Children's Social Care to ensure CLA receive effective support

### **Question 5 - How easy is it for CLA to be admitted to schools?**

#### **Response**

Lancashire has made CLA a priority in relation to admission procedures and protocols. CLA are given 'high' priority, (and can be placed 'above numbers' on the roll of a school) and this is constantly reinforced by the Pupil Access Team, IDSS and the Virtual School. The success of a school placement is often dependent upon the 'skilled' management of the Admission to the school or academy.

If a CLA is at risk of exclusion from a school, the Virtual School Educational Consultants would be immediately alerted , as would the Alternative and Complementary Education and Residential Service (ACERS) short stay schools and managers , to ensure timely advice and support for the CLA , the carers and the school .

### **Question 6 - How many CLA within Lancashire are from other authorities ?**

#### **Response :**

There are 149 CLA in Lancashire from other authorities. The CLA are from a diverse age range. The majority of these CLA have been placed with Independent Agencies ; in either foster care or Residential Children's Homes

### **Question 7 - How many of Lancashire's CLA are Out of County? How is their progress monitored?**

**Response**

There are 273 Lancashire CLA being educated outside Lancashire. At present the progress of CLA OOC is monitored via the PEP and the 6 monthly LAC Review. However, the Virtual School Educational Consultants also monitor the progress of this cohort of pupils via phone calls, emails and if required, visits. This is an area for improvement.

**Question 8 - How will schools moving to Academy status effect CLA ?****Response**

A school having academy status should not affect CLA. However, this situation is being closely monitored by Virtual School Educational Consultants to ensure that the school provides effectively for the CLA's educational needs, and that CLA make good overall progress.

**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**

<b>Paper</b>	<b>Date</b>	<b>Contact/Directorate/Tel</b>
N/A		
Reason for inclusion in Part II, if appropriate N/A		





## ALTERNATIVE AND COMPLEMENTARY EDUCATION AND RESIDENTIAL SERVICE

### LANCASHIRE'S VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER BUSINESS ACTION PLAN 2012 – 2013

#### **Executive Summary**

There are currently over 1300 children in care who are the responsibility of Lancashire Authority. Of these, around 950 are educated in Lancashire's schools - we have 25 nursery, 484 primary, 84 secondary, 31 special and 14 short stay schools within the Authority. Around 150 children are educated in schools in other Authorities. Lancashire County Council also has educational responsibilities for children who are resident in and / or educated in Lancashire and are looked after by other local authorities and these will be included within the longer term virtual school developments.

From 1<sup>st</sup> April 2011, the Virtual School team joined the Alternative and Complementary Education and Residential Service. This service sits within the Directorate for Children and Young People . The Virtual School consists of a Virtual School Headteacher, 3x Education Consultants for Children Looked After , and a Business Support Officer.

The Virtual School plays a strategic role in ensuring the corporate parenting responsibilities of the Local Authority with regard to the education of children in care are met. The team offers support and advice to a range of professionals working with children in care , carers , and support for children looked after through personal visits to schools and attendance at Multi-agency meeting

#### **Mission Statement**

Our overall aim is to improve educational outcomes and enhance personal , emotional and social development in order to ensure that our children looked after have better life chances.

**Our Vision**

All young people will need to have a wide range of skills and qualifications to succeed in a rapidly changing technological society. Our purpose is to offer support to children and young people who are looked after, schools, carers and fellow professional colleagues to ensure that our children looked after attain their full potential.

**Our vision is underpinned by the following Key Commitments**

1. Our core purpose is to achieve excellent educational outcomes for children and young people who are looked after. This will be the focus of our work, and is an essential part of the Corporate Parenting Role of Lancashire County Council.
2. We will offer universal and targeted support to schools, social workers and carers who work with children looked after and other professionals as appropriate to ensure the children reach their full academic potential.
3. We will seek to work in the most effective way possible. Innovative ideas and alternative approaches will be encouraged and we will share good practice in our team.
4. We will demonstrate the existence of excellent outcomes through the provision of reliable evidence.
5. We will set clear standards for the work we undertake and each member of our team will have the opportunity to discuss his / her work with his / her line manager.
6. We will ensure that our budget is targeted to help children looked after achieve their true potential through creative approaches as much as possible.
7. We will be realistic about what we can achieve within existing resources; we will not over promise or under deliver.
8. We will work to Lancashire County Council's core values and strategic priorities .
9. We will work towards Children and Young People's Directorate objectives
10. We will work to the priorities set out in the Children's Plan
11. We will work within ACERS Continuous Improvement Plan 2012-2013

## **Core Work of the Virtual School**

Our Core Work for 2012 - 2013 is as follows –

- 1. To continue to effectively promote the educational achievement of each child in care to Lancashire Local Authority, and children in care on roll in Lancashire schools who are the responsibility of other Local Authorities. (Thus fulfilling the legal requirements of the Authority as laid out in the Children Act 1989, amended 2004).**

Our aim is to raise the educational attainment of children in care and to monitor their progress, intervening to give support where necessary.

- 2. To provide training for Designated Teachers, Social Workers and Carers, as required by the Children and Young Person's Act of 2008.**

We appreciate that a range of colleagues work to support children who are looked after. Experience has shown that this work is more effective when individuals have a fuller understanding of each other's roles and responsibilities..

- 3. To work with a range of partners to implement the educational requirements of Care Matters (Children and Young Persons Act November 2008).**

We will use additional resources and funding that has been provided through School Forum/ Corporate Parenting Board to increase the number of opportunities and improve the attainment of CLA



## VIRTUAL SCHOOL BUSINESS PLAN – SUCCESS CRITERIA

### ATTAINMENT

1. \*\* To meet targets as set with DFE for KS 4 in 2012
2. \*\* To meet targets as set with DFE for Key Stage 2 English in 2012
3. \*\* To meet targets as set with DFE for Key Stage 2 Maths in 2012 (\*\* Targets as agreed, and required, by DFE).
4. 80% of CLA attain 1 or more GCSE, or equivalent 2012
5. 50% pupils in Year 11 to reach Fischer Family Trust target for 2012
6. 70% of Year 12 pupils to be in full-time education, full-time training or full-time employment with planned training in 2012.
7. 68% of pupils to move at least 2 levels in English from Key Stage 1 to Key Stage 2 in 2012
8. 61% of pupils to move at least 2 levels in Maths from Key Stage 1 to Key Stage 2 in 2012.

### ATTENDANCE

9. 88.5% of children eligible for full-time school, and in care for 1+ year, to miss less than 25 days from school 2011-2012

### EXCLUSION

10. Less than 4 CLA permanently excluded from school 2011-2012.

### TRAINING

11. 80% of designated teachers with CLA on roll to attend training sessions in 2012.
12. 30% of designated teachers with no CLA on roll to attend training sessions in 2012

**PLAN OF ACTION FOR EACH OF THE 3 CORE AREAS OF WORK**

**IMPLEMENTATION PLAN 2012- 2013**

**Area 1 – To raise the educational attainment and achievement of children looked after and to monitor their progress, intervening to give support where necessary.**

<b>ACTION</b>	<b>OUTCOMES /IMPACT EXPECTED</b>	<b>LEAD OFFICER(S)</b>	<b>TIMESCALE</b>	<b>MONITORING / REPORTING</b>	<b>OUTCOMES / IMPACT at:</b>
1. To <b>investigate and access</b> more effective ways of collecting data re the attendance, educational progress of CLA, though E-PEPs	1. An E-PEP system in place which will effectively track the attendance, educational progress and interventions implemented	<b>Data Team</b> ( Roger Quinn & Helen Pedder ) - <b>Elaine Roberts</b> (Ed Cons,) - <b>Sue Parr</b> (Head) - <b>Alison Brown</b> (BSO)	April 2012	<b>Monitoring :</b> -VS Team Meetings  <b>Reports to :</b> -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel	
2. To complete an analysis and evaluation of CLA attendance and educational attainments and achievements	1.Attendance improved by 3%  2..Percentage of CLA reaching National targets increases	-Sue Parr -Educational Consultants -BSO	Monthly Reports	<b>Monitoring :</b> -Attendance termly -National Targets annually  <b>Reports to :</b> -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT at:
<p>3 To ensure <b>EPEPs</b> are fully completed and are quality documents,</p>	<ol style="list-style-type: none"> <li>1. All CLA have a E-PEP within the statutory timeframes.</li> <li>2. PEPs are used as a planning tool to improve CLA progress.</li> <li>3. Designated Teachers have access to training re E PEPs</li> </ol>	<ul style="list-style-type: none"> <li>- Educational Consultants (<b>Lead : Chris Berry</b>)</li> <li>- Social Workers</li> <li>- Designated Teachers</li> <li>- IROs</li> </ul>	<p>-Termly/6 monthly checks</p>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>-Termly Audits ( <b>Chris Berry</b> )</li> <li>- Quality checked on each PEPSA application</li> </ul> <p>Reports to Children's Social Care Managers, termly.</p> <p><b>Reports to :</b></p> <ul style="list-style-type: none"> <li>-Corporate Parenting Board</li> <li>- Head of ACERS</li> <li>- Head of Virtual School</li> <li>- Overview and Scrutiny Panel</li> </ul>	
<p>4. a)To effectively monitor requests for <b>PEPSAs</b> to ensure they are linked to EPEP , for optimal effect b) To ensure that <b>PEPSA</b> requested are considered and awarded within 5 days of receipt. b) To review <b>PEPSA</b> Criteria</p>	<ol style="list-style-type: none"> <li>1. Resources targeted effectively; leading to improved educational attainments and achievements for CLA</li> <li>2. All CLA receive support asap .</li> <li>3. Equality of opportunity for all CLA</li> </ol>	<ul style="list-style-type: none"> <li>-Educational Consultants</li> <li>-Alison Brown</li>   <li>-Sue Parr</li> <li>- Educational Consultants</li> <li>-Alison Brown</li> <li>-Sue Parr</li> <li>- Educational Consultants</li> <li>-Alison Brown</li> </ul>	<p>April 2012</p> <p>April 2012</p>	<p><b>Monitoring :</b></p> <ul style="list-style-type: none"> <li>- Sample of EPEPs evaluated</li> <li>- New Request for PEPSA requesting link to EPEP</li> </ul> <p><b>Report to :</b></p> <p>Head of Virtual school Finance Team</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT at:
5. To ensure information in EPEPs feed into Pathway Plans	1. Increase in 16 – 18 year olds with PEPs. 2. Greater focus on educational opportunities in Pathway Plans	- Chris Berry - Leaving Care Managers	Termly / 6 monthly checks	<b>Monitoring</b> -Termly Audits ( <b>Chris Berry</b> ) - Quality checked on each PEPSA application Reports to Children's Social Care Managers, termly.  <b>Reports to :</b> -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel	
6. To visit schools to provide support and challenge in relation to CLA	1. All CLA / schools receive appropriate support , advice or challenge	- All Virtual School Team	Ongoing.	<b>Monitoring :</b> Educational Consultant Visit Records  <b>Reports to</b> Head of Virtual school	
7. To formulate and update a Virtual School Website via ACERS Website	1. Stakeholders are able to access the site and information quickly and easily	- Craster Fenwick - Alison Brown - Elaine Roberts	April 2012	<b>Monitoring :</b> Sue Parr (monthly)  <b>Report:</b> VS Team	

## Implementation Plan 2012 – 2013

### Area 2 - To provide training for Designated Teachers and Carers ( and Social workers )

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
<p>1 a). To provide effective training for designated teachers for CLA in each district.</p> <p>b) To provide training and support to ensure Designated Teachers are able to produce effective EPEPs</p>	<ol style="list-style-type: none"> <li>1. The DST for CLA are fully cognizant and aware of their responsibilities re CLA in their schools</li> <li>2. DT for CLA active champions of CLA within their school</li> <li>3. EPEPs give detailed educational planning for each CLA (and are linked to PEPSA)</li> <li>4. Improvement in the educational attainments / achievements of CLA .</li> </ol>	<p>-Preparation and Implementation of training -Sue Parr -Richard Crombie (EP)</p> <p>-Implementation : Elaine Roberts Mark Robson Chris Berry</p>	<p>Training in each district to take place during summer term 2012</p>	<p><b>Monitoring</b> -Schedule of Training published -link to EPEP monitoring</p> <p><b>Reports to :</b> - Champions Groups termly - Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
3..To deliver effective training to Foster Carers and prospective Foster Carers re importance of education for CLA , procedures and avenues of support .	<ol style="list-style-type: none"> <li>1. Foster Carers demonstrate an understanding of the educational needs of CLA and access appropriate support</li> <li>2. CLA in foster placement make very good educational progress (%)</li> </ol>	Educational Consultants	Ongoing	<p><b>Monitoring</b> Schedule of training</p> <p><b>Reports to</b> Head of Virtual school</p>	
4..To provide training articles re CLA in Governors Newsletters ;to raise awareness of the needs of CLA with school governors	<ol style="list-style-type: none"> <li>1. Governors aware and consider CLA within their schools</li> </ol>	Sue Parr	Articles in at least 1 of the 3 Governors' newsletters each year.	<p><b>Monitoring :</b> Newsletter</p> <p><b>Report to</b> Alison Brown (BSO)</p>	
5..To provide advice and support once a term to residential homes and social care offices via visits	<ol style="list-style-type: none"> <li>1. The staff in residential homes and social care offices are kept up to date on educational issues</li> </ol>	Elaine Roberts Mark Robson Chris Berry	Ongoing	<p><b>Monitoring</b> Schedule of visits</p> <p><b>Reports to :</b> Head of Virtual school</p>	

## Implementation Plan 2012 – 2013

### Area 3 - To work with a range of partners to implement the educational requirements of Care Matters

(Children and Young People Act November 2008)

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT
1.To <b>re-establish</b> effective Champions Groups operate in 3 districts across the LA.	<p>1.Clear and effective monitoring of CLA educational attainment and progress in each area</p> <p>2.Clear and effective strategic interventions formulated and implemented</p>	<p><b>East</b> – Mark Robson  <b>South</b> – Elaine Roberts  <b>North</b> – Chris Berry</p>	September 2012	<p><b>Monitoring of –</b>            -Numbers of CLA            -Admissions            -Exclusions            -Progress            -Attendance            -Alternative Provision            -Creating solutions  <b>Reports to :</b>            -Corporate Parenting Board            - Head of ACERS            -Head of Virtual School</p>	
2.To ensure Educational Psychologists prioritise CLA with SEN issues within schools	<p>1. CLA have access to timely Educational Psychology assessments when needed</p> <p>2. Virtual School to have access to designated EP time via ACERS</p>	<p>- Sue Parr            - Laura Hurley            - Bronwen Glendall</p>	April 2012	<p><b>Monitoring:</b>            -Via Designated Teachers Feedback</p> <p><b>Reports to :</b>            -Corporate Parenting Board            - Head of ACERS            - Head of Virtual School            - Overview and Scrutiny Panel</p>	
2.To work with colleagues in Children's Social Care Teams to ensure stability of placement for CLA	<p>1. CLA have reduced number of school placements</p>	<p>- Sue Parr            - Educational Consultants</p>	Ongoing.	<p><b>Monitoring :</b>            -via Multi-agency meetings <b>Reports to :</b>            -Corporate Parenting Board.            -Head of Service            Overview and Scrutiny Panel</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
<p>4. To support new initiatives in partnership with other services , schools , short stay schools , residential homes etc</p>	<p>2. Virtual School Educational Consultants contribute to formulation and introduction of project action plans ie COPE</p> <p>3. CLA have opportunity to gain qualification and rise self confidence and self esteem</p>	<p>- COPE : Mark Robson</p>	<p>Ongoing</p>	<p><b>Monitoring :</b></p> <ul style="list-style-type: none"> <li>-Action Plan : Mark Robson and Sue Parr</li> <li>-Percentage of CLA undertaking /achieving COPE</li> </ul> <p><b>Reports to :</b></p> <ul style="list-style-type: none"> <li>-Corporate Parenting Board</li> <li>- Head of ACERS</li> <li>- Head of Virtual School</li> <li>- Overview and Scrutiny Panel</li> </ul>	



## Education Overview and Scrutiny Committee

Meeting to be held on 13<sup>th</sup> March 2012

Electoral Division affected: All
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### **A summary of the results for key groups of pupils at risk of underachievement in Lancashire at the end of Key Stage 2 and Key Stage 4.**

(Appendices 'A' and 'B' refer)

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](mailto:Bob.stott@lancashire.gov.uk)

#### **Executive Summary**

The report sets out the attainment and progress of key groups of pupils who are at risk of underachievement in Lancashire schools at the end of Key Stages 2 and 4 in 2011. The results have been analysed at Lancashire level and show progress over the past three years.

#### **Recommendation**

The view of the Education Overview and Scrutiny Committee are requested regarding the performance of the identified groups of underachieving pupils in Lancashire schools.

#### **Background and Advice**

The attainment of pupils in Lancashire is consistently above the national average at the end of both Key Stage 2 and Key Stage 4. There are, however, a number of key groups of pupils whose attainment remains low and whose rates of progress have been below the rate of progress for other pupils. These groups have been identified as being at risk of underachievement and include pupils eligible for Free School Meals, pupils from Bangladeshi and Pakistani backgrounds and pupils with Special Educational Needs.

The following report sets out the levels of attainment and rates of progress for pupils eligible for FSM and of Pakistani/Bangladeshi heritage at the end of Key Stage 2 and Key Stage 4 comparing their performance with previous years' data. The report also reviews the progress made by pupils with Special Educational Needs in Lancashire. There is currently no national data available for the progress made by the groups of pupils we have identified.

## **Key Stage 2 (Results are set out at Appendix "A")**

- In 2011 the attainment of pupils eligible for Free School Meals (FSM) at the end of Key Stage 2 increased in Lancashire by 3% compared with 2009 but it remains well below the average for pupils who are not eligible for FSM. The increase in attainment in Lancashire was greater than the increase nationally but Lancashire's performance remains 2% below the national average.
- The progress of pupils eligible for FSM improved in 2011 at a faster rate than the rate of improvement for all pupils but remains below average.
- The proportion of Pakistani heritage pupils reaching level 4 or above in both English and mathematics at the end of Key Stage 2 rose by over 5.5% whilst the performance of all pupils rose by around 1.5%
- The progress of Pakistani heritage pupils improved in both English and mathematics in 2011 and their rate of progress in English was better than that of all other pupils.
- The attainment of Bangladeshi heritage pupils rose substantially in 2011 with an increase of 10% in the proportion of these pupils reaching Level 4 or above in both English and mathematics.
- The progress of pupils of Bangladeshi heritage increased in 2011 and was better than the rate of progress for all pupils in both English and mathematics.
- The rate of progress made by pupils with Special Educational Needs increased in both English and mathematics in 2011 but remained below the national and Lancashire average for all pupils.

## **Key Stage 4 (Results are set out at Appendix "B")**

- In 2011 the attainment of pupils eligible for Free School Meals (FSM) at the end of Key Stage 4 increased in Lancashire by around 1% compared with 2010 but it remains well below the average for pupils who are not eligible for FSM. The rate of increase in Lancashire was below the increase nationally and Lancashire's performance is 4% below the national average for this group of pupils.
- The progress data for pupils eligible for FSM indicates that their performance rose in English and remained the same as the previous year in mathematics. It was, however, well below the progress of all pupils.

- The attainment of pupils from a Pakistani background fell when compared with 2011. The progress data for this group of pupils also indicates that their performance fell in English and mathematics. The progress in English was however, above the national average for all pupils whilst the progress in mathematics was 3% below average.
- The attainment of pupils from a Bangladeshi background increased when compared with 2010. The progress data shows that their performance improved in both English and mathematics with a substantial increase in mathematics on the previous year. The rate of progress was above the national average for all pupils in mathematics and well above average in English.
- The progress of pupils with Special Educational Needs rose substantially in English and increased very slightly in mathematics. The levels of progress in both subjects was well below the average for all pupils.

### **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
DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11	February 2012	Jonathan Hewitt Directorate for Children and Young People 01772 531663
DfE: National Curriculum Assessments at Key Stage 2 in England 2010/2011 (revised)	December 2011	Jonathan Hewitt Directorate for Children and Young People 01772 531663

Reason for inclusion in Part II, if appropriate

N/A



APPENDIX 'A'

Education Scrutiny Committee 13<sup>th</sup> March 2012

2011 KS2 results for key groups of pupils at risk of underachievement

(No results are available for 2010 as many schools in Lancashire did not undertake the national tests)

Indicator	2009	2010	2011
<b>Proportion of pupils attaining L4+ in both English and mathematics in England</b>	<b>72%</b>	<b>73%</b>	<b>74%</b>
Proportion of pupils eligible for FSM attaining L4+ in both English and mathematics	53%	NA	56%
Proportion of pupils eligible for FSM making 2 or more levels progress in English from KS1 to KS2	76.5%	NA	81.2%
Proportion of pupils eligible for FSM making 2 or more levels progress in mathematics from KS1 to KS2	74.5%	NA	78.3%
Proportion of pupils of Pakistani heritage attaining L4+ in both English and mathematics	58.7%	NA	64.3%
Proportion of pupils of Pakistani heritage making 2 or more levels progress in English from KS1 to KS2	80.1%	NA	85.9%
Proportion of pupils of Pakistani heritage making 2 or more levels progress in mathematics from KS1 to KS2	76.7%	NA	81.9%
Proportion of pupils of Bangladeshi heritage attaining L4+ in both English and mathematics	62.9%	NA	72.9%
Proportion of pupils of Bangladeshi heritage making 2 or more levels progress in English from KS1 to KS2	81.3%	NA	88.5%
Proportion of pupils of Bangladeshi heritage making 2 or more levels progress in mathematics from KS1 to KS2	83.7%	NA	87.6%
Proportion of pupils with Special Educational Needs making 2 or more levels progress in English from KS1 to KS2	72.7%	NA	76.4%
Proportion of pupils with Special Educational Needs making 2 or more levels progress in mathematics from KS1 to KS2	62.5%	NA	69.4%



APPENDIX 'B'

Education Scrutiny Committee 13<sup>th</sup> March 2012

2011 KS4 results for key groups of pupils at risk of underachievement in Lancashire

Indicator	2009	2010	2011
<b>Proportion of pupils attaining 5 or more A*-C grades at GCSE including English and mathematics in England</b>	<b>50%</b>	<b>54%</b>	<b>59%</b>
Proportion of pupils eligible for FSM attaining 5 or more A*-C grades at GCSE including English and mathematics	25%	29%	30%
Proportion of pupils eligible for FSM making 3 or more levels progress in English from KS2 to KS4	44.9%	51.3%	53.8%
Proportion of pupils eligible for FSM making 3 or more levels progress in Maths from KS2 to KS4	34.7%	38.2%	38.2%
Proportion of pupils of Pakistani heritage attaining 5 or more A*-C grades at GCSE including English and mathematics	40.4%	48%	45.4%
Proportion of pupils of Pakistani heritage making 3 or more levels progress in English from KS2 to KS4	66.2%	74.5%	73.7%
Proportion of pupils of Pakistani heritage making 3 or more levels progress in Maths from KS2 to KS4	60.2%	62.9%	61.5%
Proportion of pupils of Bangladeshi heritage attaining 5 or more A*-C grades at GCSE including English and mathematics	45.1%	44.3%	45.3% %
Proportion of pupils of Bangladeshi heritage making 3 or more levels progress in English from KS2 to KS4	80.6%	77.6%	79.8%
Proportion of pupils of Bangladeshi heritage making 3 or more levels progress in Maths from KS2 to KS4	64.4%	54.1%	65.1%
Proportion of pupils with Special Educational Needs making 3 or more levels progress in English from KS2 to KS4	43.3%	44.1%	50.6%
Proportion of pupils with Special Educational Needs making 3 or more levels progress in Maths from KS2 to KS4	32.8%	32.4%	32.8%





## Education Scrutiny Committee Meeting to be held on 13 March 2012

Electoral Division affected: All
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### Elective Home Education (Appendix 'A' refers)

Contact for further information: Frances Molloy (01772) 532722 Directorate for Children and Young people. [Frances.Molloy@lancashire.gov.uk](mailto:Frances.Molloy@lancashire.gov.uk)

#### Executive Summary

A review of the local authority's Elective Home Education (EHE) procedures has recently been undertaken. These are, at the time of writing, waiting cabinet member approval. The review was undertaken following the transfer of functions between teams within the authority and in order to address concerns identified by officers and by the home educating community in respect of the procedures and processes previously in place.

Further work is also planned to explore further options for supporting home educating families in terms of access to information, services and resources.

#### Recommendation

The Education Scrutiny Committee is asked to:

- note the proposed revised arrangements for supporting families who home educate in accordance with identified need;
- consider the wider options for providing further support for our home educating families; and
- receive a further report on EHE when the new procedures have been reviewed in 2013.

#### Background and Advice

Parents are responsible for ensuring that their children receive a suitable education. Whilst the vast majority of parents choose to send their children to school, a small number choose to educate their children at home, and the term used to describe this situation is Elective Home Education (EHE).

In Lancashire in 2010-11 there were 453 children on the authority's EHE database, compared to a school population in January 2011 of 149,946 meaning a total of 0.3% of the school age population were known to be home educating last year. However, this cannot be considered a full and accurate picture of the number of

children being home educated in Lancashire as there is no requirement on parents to inform the local authority when they choose to home educate.

Appendix A shows how the 2010-11 figures compare to the previous year, and also provides some information on the range of reasons given by parents for choosing to home educate. Again, this information relates only to those families known to the authority to be home educating, and some families choose not to provide reasons but it does show that families enter into home education for a wide variety of reasons.

In 2009 the then Education Overview and Scrutiny Committee's task group that had been set up to consider Elective Home Education (EHE) issues made a number of recommendations. At that time, central government was proposing legislative changes that would have impacted significantly on how the authority conducted its functions in respect of EHE and this resulted in proposed changes being deferred to take account of such changes but those provisions were withdrawn from the Education Bill before it passed into legislation.

Responsibility for EHE transferred from the Lancashire Education Inclusion Service (LEIS) when that service was disbanded as part of the restructure of the Inclusion and Disability Support Service and from April 2011 this function has been located within the Quality and Continuous Improvement group within Early Intervention and Support Services, although arrangements for the summer term continued to be delivered by LEIS personnel on a commissioned basis.

At that point, concerns had already been identified regarding the authority's procedures regarding EHE, and work has been underway during the autumn term 2011 to revise the documentation in order to address those concerns. At the time of writing this report, those procedures were due to be considered for approval by the Cabinet Member for Children and Schools in early March, and a verbal update of progress will be provided at the Education Scrutiny Meeting.

As Appendix A shows, families choose to home educate for a wide range of reasons. Similarly, there are a range of responses from home educating families to offers of support from the authority, with some families welcoming contact and ongoing support whilst others prefer not to have direct contact with the authority in terms of home visits. The new procedures seek to better reflect the authority's responsibilities and duties where families have elected to home educate, with a "lighter touch" contact schedule for cases where there are no known causes for concern, whilst maintaining its capacity to respond to cases where families are indicating they are unhappy with the need to home educate (eg where placements at schools have broken down); when parents are seeking help to return their child(ren) to school; and when the authority has reason to believe that a child on EHE is in fact not receiving suitable education.

Once the procedures are in place, work will commence to explore additional support that might be available for home educating families. This includes the identification of examination centres in Lancashire that are willing to take external candidates; drop in sessions that allow home educators to meet with agencies/services that currently offer support or who might be able to provide a service; exploring options to

support families who wish to access work experience, albeit within the limitations allowed by employment legislation; and opportunities to meet with and develop/improve existing networking between home educating families.

## **Consultations**

During October and November 2011 a letter was sent to all known home educators in Lancashire informing them of the revised draft documentation and offering them the opportunity to comment on the proposed new procedures. The consultation was listed on the authority's consultation site, and in addition a public meeting was held on 23 November 2011.

85 written responses were received and we also took account of the views raised at the public consultation meeting and via representation through MP letters on behalf of constituents.

In summary, whilst a few responses welcomed the document, or at least some aspects of it, the vast majority of responses were negative. Many respondents felt that there was a misunderstanding of the LA's role and responsibilities in relation to EHE. Some comments related to the length and style of the document.

The concerns expressed included:

- Interpretation/paraphrasing of the law relating to EHE and the DfE non-statutory guidance
- The definitions of 'suitable' and 'efficient'
- The continued emphasis on "monitoring" of elective home education – especially through the 'collection of evidence' on a regular basis and the proposal to maintain some kind of offer of annual contact with home educating families..
- The inappropriate use of Children Missing Education Statutory guidance within the document – including to justify annual 'monitoring'
- Initial notification of 'de-registering' being processed via the CME team, rather than straight to EHE team
- Issues relating to data collection and data sharing
- Safeguarding

A number of responses commented on the use of 'school' or 'schoolchildren' within the document and this was felt to be inappropriate in this context. The responses to the consultation are included in the background papers.

Those responses have resulted in a significant revision of the document and representatives from the Lancashire Home Educators Forum have had further opportunity to comment on the revised documentation. Arrangements are being made to establish a wider group of home educators who may wish to be part of ongoing consultation around additional documentation and practice around EHE.

To allow for this further consultation to be reflected in our practice as it develops, we are proposing that the procedures document, if approved, will be reviewed within 12 months before adopting a longer frequency for ongoing review thereafter

**Implications:**

This item has the following implications, as indicated:

**Risk management**

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

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

<b>Paper</b>	<b>Date</b>	<b>Contact/Directorate/Tel</b>
<a href="#"><u>Elective Home Education – Guidelines for Local Authorities</u></a>	2007	Frances Molloy/CYP/01772 532722
<a href="#"><u>Revised Statutory Guidance for Authorities in England to identify children not receiving a suitable education</u></a>	January 2009	Frances Molloy – as above
Responses to Consultation	November 2011	Frances Molloy - as above
Reason for inclusion in Part II, if appropriate		
N/A		

**2009-2010 to 2010-2011 EHE Data Comparison:**

District	Reasons									
	Traveller		Bullying		Philosophical		Reactive		Excluded	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
1	65	63	8	13	8	14	11	14	0	0
2	7	2	6	5	4	7	8	17	0	1
4	3	7	0	2	3	1	4	5	0	0
6	13	7	8	18	1	4	6	14	1	0
7	0	0	1	6	1	1	2	11	0	0
8	4	6	6	4	4	4	12	11	0	0
9	4	1	2	6	3	4	6	8	1	1
11	23	24	19	6	3	7	2	7	1	3
12	6	3	3	3	1	4	2	5	0	0
13	1	1	9	7	3	4	6	6	0	0
14	2	3	4	5	6	6	11	9	0	1
<b>Totals</b>	<b>128</b>	<b>117</b>	<b>66</b>	<b>75</b>	<b>37</b>	<b>56</b>	<b>70</b>	<b>107</b>	<b>3</b>	<b>6</b>

**NB: Some pupils may have more than one reason**

**2009-2010 Summary**

Total number of pupils **433**  
 Of which: **128** are Travellers  
**305** are Non-Travellers

**2010-2011 Summary**

Total number of pupils **453**  
 Of which: **117** are Travellers  
**336** are Non-Travellers

**Breakdown by District:**

	Traveller	Non-Traveller
1	65	58
2	7	31
4	3	19
6	13	43
7	0	16
8	4	34
9	4	14
11	23	18
12	6	18
13	1	25
14	2	29
<b>Totals</b>	<b>128</b>	<b>305</b>

**Breakdown by District:**

	Traveller	Non-Traveller
1	63	51
2	2	46
4	7	15
6	7	46
7	0	25
8	6	27
9	1	28
11	24	27
12	3	23
13	1	20
14	3	28
<b>Totals</b>	<b>117</b>	<b>336</b>

Medical		Refuser		Religious		Emotional		Other		Totals
2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	
7	8	7	6	6	7	0	4	16	5	263
2	2	2	5	0	0	0	2	12	11	95
4	4	0	2	0	0	0	0	9	5	358
2	3	8	6	0	0	2	8	19	4	130
4	4	2	4	0	1	3	8	5	4	64
4	1	4	2	0	0	0	2	8	7	87
4	5	1	6	0	0	1	1	4	7	74
1	2	2	1	2	2	2	4	6	8	136
0	1	6	5	0	3	2	6	7	4	73
1	1	3	2	3	2	2	2	3	1	70
2	3	4	2	2	4	2	2	4	6	92
<b>31</b>	<b>34</b>	<b>39</b>	<b>41</b>	<b>13</b>	<b>19</b>	<b>14</b>	<b>39</b>	<b>93</b>	<b>62</b>	<b>1050</b>