

Lancashire County Council

Education Scrutiny Committee

Tuesday, 28th November, 2017 at 10.30 am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

Part I (Open to Press and Public)

No.	Item
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1.	Apologies
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2.	Disclosure of Pecuniary and Non-Pecuniary Interests
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Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

3.	Minutes of the meeting held on 26 September 2017	(Pages 1 - 6)
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4.	Standards of Achievement in Lancashire Schools	(Pages 7 - 16)
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5.	Attainment of Looked After Children	(Pages 17 - 26)
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6.	Elective Home Education	(Pages 27 - 32)
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7.	Education Scrutiny Committee Work Plan 2017/18	(Pages 33 - 40)
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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
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The next scheduled meeting of the Committee is due to be held at 10.30am on 27 March 2018 in Cabinet Room 'C' at County Hall, Preston.

County Hall
Preston

I Young
Director of Governance,
Finance and Public Services

Lancashire County Council

Education Scrutiny Committee

**Minutes of the Meeting held on Tuesday, 26th September, 2017 at 10.30 am
in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston**

Present:

County Councillor Christian Wakeford (Chair)

County Councillors

M Dad	E Nash
A Cheetham	J Parr
S Clarke	J Potter
A Gardiner	J Rear
N Hennessy	D T Smith
A Kay	P Steen
Ms S Malik	C Towneley

Co-opted members

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

County Councillor Jean Parr replaced County Councillor Jenny Molineux for this meeting

1. Apologies

Apologies were received from Dr Sam Johnson.

2. Constitution: Membership; Chair and Deputy Chair; and Terms of Reference of the Education Scrutiny Committee

The report presented set out the constitution, membership, chair and deputy chair and terms of reference of the Education Scrutiny Committee for the municipal year 2017/18.

Resolved: The Committee note:

- i. The appointment of County Councillors Christian Wakeford and Munsif Dad as Chair and Deputy Chair of the Committee for the remainder of the 2017/18 municipal year;
- ii. The new membership of the Committee following the County Council's Annual Meeting on 25 May 2017; and
- iii. The updated Terms of Reference of the Committee.

3. Disclosure of Pecuniary and Non-Pecuniary Interests

County Councillors Stephen Clarke and Andrew Gardiner disclosed non-pecuniary interests as they both had children in Lancashire schools.

County Councillors Ann Cheetham, Peter Steen, Christian Wakeford and Co-Opted Member Mr Kenvyn Wales disclosed non-pecuniary interests as they were all school governors.

4. Minutes of the meeting held on 28 March 2017

Resolved: The minutes from the meeting held on the 28 March 2017 be confirmed as an accurate record and signed by the Chair.

5. Update from the Chair

Members were advised that in relation to the Summer Born Policy, it was felt it was not appropriate to review the policy at this time due to it undergoing a judicial review. It was confirmed that it would remain on the work plan to be looked at in a future meeting.

In addition, members were informed that a review was being undertaken on the SEND Transport Policy and would come back to the committee at a more appropriate future meeting.

It was reported that at the Children's Services Scrutiny Committee meeting on 6 September a request was made to establish a task group to look at policies around supporting pupils at school with medical conditions. The request was agreed at the Internal Scrutiny Committee meeting on 22 September for a joint task group with the Education Scrutiny Committee. It was confirmed that a request for nominations would be circulated to Group Secretaries and co-opted members.

6. School Place Provision Strategy 2017/18- 2019/20

The Chair welcomed Mel Ormesher, Head of Asset Management; and Ben Terry, School Planning Principal, to the meeting.

The report presented explained that the School Place Provision Strategy 2017/18 to 2019/20 replaced the Strategy for the Provision of School Places and Schools' Capital Investment 2015/16 to 2017/18, which was last published in 2015.

Members were advised that the strategy took into account SEND provision within a mainstream school setting and not within SEND Schools as this was subject to a separate strategy.

It was reported that some schools had reclassified rooms used specifically for art or music or ICT rooms for general teaching. This, and other flexible use of space, were options which more schools needed to consider going forward. It was vital to bring spare capacity into schools.

Members were informed that the Education Contribution Methodology had been consulted upon with all the borough councils and local planning authorities. It identified a method which was in line with planning regulations and Department for Education requirements in terms of securing education contributions to provide for the school places. A link to the Education Contribution Methodology is provided below:

<http://www.lancashire.gov.uk/media/324206/education-methodology-may-2016.pdf>

It was confirmed that specific pupil yields varied and were based on research. There was good engagement with local authorities to see where the needs were. It was also highlighted that until a development had planning permission, it did not get accounted for in pupil projections.

The Committee was informed that the SEND service had secured a capital allocation. Some of this would be used to develop a county wide consultation to discover what the mainstream and SEND provisions were throughout Lancashire. In addition the authority was currently undertaking a series of site visits in order to fully understand the capacity issues and develop a more detailed strategy accordingly.

It was reported that there was a definite need for alternative provision and this had been recognised in the current strategy. It was also an area that needed to be looked at in terms of the capital allocation. Local authorities were responsible for arranging suitable education for permanently excluded pupils and for other pupils who, because of illness or other reasons, would not receive suitable education without such arrangements being made.

It was confirmed that the accelerated migration in East Lancashire was over and above what had been forecast and a review of the situation had been brought forward including the review for the distances that pupils had to travel to schools. In terms of migration, the team was working with borough councils and was also engaging with schools and pupil access to obtain figures.

Resolved: That the;

- i. School Place Provision Strategy 2017/18 – 2019/20 be noted.
- ii. Supporting data will be updated within the timescale of the Strategy to reflect changes on an annual basis be noted.
- iii. Challenges to providing school places contained within Section 6 of the Strategy, and offer recommendations to help the County council as Education Authority meet these challenges be considered.
- iv. Education Contribution Methodology be distributed to all members of the Education Scrutiny Committee.

7. Report on School Appeals

The Chair welcomed Angela Esslinger, Complaints and Appeals Manager, to the table. The report presented gave an update on the current position of school appeals activity and issues.

It was reported that the Department of Education had just released school funding guidance which included clarification about the issues of school charging for different categories. Officers were currently assessing the guidance and would brief the relevant cabinet member before consulting the Schools Forum on the preferred way forward.

Members requested that when appeal letters were sent out to appellants it was made very clear that councillors and governors were not involved in the appeal process. They also requested that the team look at the geographical positions of the appointments panel for easy accessibility for parents, especially using public transport. It was felt that LCC buildings should be used more to keep costs down.

Lancashire Association of Local Councils could be a possibility used in obtaining volunteers for the independent panel, by feeding the information out to parish councils.

Resolved: That the;

- i. Report presented be noted.
- ii. Potential recommendations in relation to matters for consideration outlined in the report be noted.

8. Education Scrutiny Committee Work Plan 2017/18

The work plan for the Education Scrutiny Committee for the 2017/18 municipal year was presented to the Committee. The topics included were identified at the work planning workshop held on 21 June 2017.

Regarding Item 6 – Implementation of the School Places Provision Strategy, two topics raised in this report were Alternative Provision, and the School Improvements Programme. It was decided that these could possibly be discussed in greater depth at the March 2018 meeting.

It was felt that the Children's Services Scrutiny Committee work plan should also be included in future reports.

Resolved: That the report presented be noted.

9. Urgent Business

There were no items of Urgent Business.

10. Date of the Next Meeting

The next meeting of the Education Scrutiny Committee is due to be held on Tuesday 28 November 2017 at 10.30am, Cabinet Room C, County Hall, Preston.

I Young
Director of Governance, Finance
and Public Services

County Hall
Preston

Education Scrutiny Committee

Meeting to be held on Tuesday, 28 November 2017

Electoral Division affected:
(All Divisions);

Standards of Achievement in Lancashire Schools

(Appendix 'A' refers)

Contact for further information:

Stephen Belbin, Head of Service School Improvement, Tel: (01772) 531663

Executive Summary

92% of Lancashire schools are judged to be good or better. This is above the national average (89%), the North-West average (90%), and places us second against our statistical neighbours.

Standards of attainment are close to the national averages at Foundation Stage, below the national average at Key Stage 1 and in line at Key Stage 2. They are below average at Key Stage 4.

Recommendation

The Education Scrutiny Committee is requested to:

- i. Note the number of Lancashire schools judged to be good or better in Lancashire schools
- ii. Note the standards of attainment in Lancashire schools

Background

There are over 640 maintained schools within Lancashire, which is one of the largest Local Authorities in England. The number of schools which purchase School Improvement services continues to remain very high. An increasing number of schools outside of Lancashire also purchase our support, and this seems likely to continue.

Foundation Stage

Schools are required to assess children's skills and abilities across a number of key indicators within the Foundation Stage Profile, at the end of Reception. A good level of development (GLD), the benchmark by which the average child should reach, has close links to GCSE and future employment.

There remains a rising trend of achievement, which has been the case for many years, and headline Early Years Foundation Stage Profile (EYFSP) figures have

been consistently above the national average during this time, but the margin of difference has slimmed each year. The rising trend in Lancashire has now stalled and results in 2017 are now below the national average for the first time.

In 2017, 69.4% of Reception children achieved a Good Level of Development, below the national average (70.7%).

Within this headline figure, there were some relatively positive data sets where there have been improved outcomes or there have been diminishing gaps, particularly for our most vulnerable pupils. The number of Free School Meal (FSM) pupils achieving a Good Level of Development rose last year, above the Lancashire average. There were also higher than average rises amongst SEN pupils, summer born pupils and White Other English as an Additional Language children.

Our key priorities within Foundation Stage is to improve outcomes in writing but particularly in reading. Within this, a priority is to raise attainment of the boys, especially those from a white British background with lower starting points, and maintain and build on accelerated gains for FSM and summer born children.

Key Stage 1

Standards overall, as measured by the number of children reaching the expected standard in each of reading, writing and mathematics (combined R/W/M) rose last year by 2.5% to 63.4%. This was however below the national average of 63.7%.

Standards in reading are below the national average. The number of children who reached the expected standard was 75%, a 1.5% rise from 2016, below the national average of 75.5%. The number of pupils who reached the higher standard was 22.1%, below the national average (25.2%).

In writing, standards are in line with the national average. A total of 68% of pupils achieved the expected standard, a 1.5% rise from last year (66.5%). This is in line with the national average (68.2%). The number of pupils who reached the higher standard was 14%, below the national average (15.6%).

Standards of attainment in mathematics are in line with the national average. The number of children who attained the expected standard was 75.1%, a rise of 2.8%, compared to the national average of 75.1%. The number of pupils who reached the higher standard was 18.2%, below the national average (20.5%).

Reading therefore is a key priority. There were rises amongst girls, and White Other pupils. Our key priorities are to improve the attainment of Free School Meal children, of boys, Bangladeshi-heritage pupils and those from a white British background.

Key Stage 2

Standards overall (combined R/W/M) rose last year by 6.2% to 60.5% (61%). Standards are in line with the national average (61%). Standards rose in reading and mathematics, with a 5.1% rise in each, but there was a slight fall of 0.6% in writing, particularly amongst girls and most ethnic minority groups.

There was a rise amongst FSM of 6.7%, greater than the Lancashire average, and amongst Pakistani-heritage pupils and White-Other.

Our key priority is to ensure good progress across Key Stage 2 for most ethnic minority groups, and raise attainment in reading, in particularly developing skills in inference, deduction, sustainability and stamina.

Key Stage 4

Standards at the end of Key Stage 4 are below the national average, but remain above the average in the North West.

The average score across all subjects in Lancashire was 45.4, below the national average (46) but above the North West (45.3). Attainment in English is in line with the national average (9.8), and above the North West (9.7). Attainment in Mathematics is in line with the national average (8.9), and above the North West (8.7). Attainment, however, in the English Baccalaureate is below the national average (12.5), but remains in line with the North West (12.2).

Progress across Key Stage 4 is significantly below the national average overall and in every component of this (mathematics, English, EBacc and other subjects). Progress, however, remains above the North West average in the core subjects and EBacc.

Actions

- Lancashire-wide initiatives to improve standards in reading, across all Key Stages; "We're reading".
- Small scale projects designed to raise attainment amongst identified groups, and in priority districts.
- Support for schools facing challenges or causing concern.
- Joint approaches to securing additional funding from the Strategic School Improvement Fund.

Consultations

N/A

Implications:

Risk management

There are no risks associated with the recommendations contained in the report.

Financial

There are no financial implications arising from the recommendations contained in the report.

Legal

There are no legal implications arising from the recommendations contained in the report.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

N/A

Standards of attainment: Key Stage 1 and 2

District analysis.

Standards overall (combined R/W/M) rose last year by 2.5% to 63.4% (63%).
This was however **below** the national average of 63.7%.

All

Year	2016/17					2015/16				
	Total	Reading+	Writing+	Maths+	RWM+	Total	Reading+	Writing+	Maths+	RWM+
Burnley	1189	69.9	64.4	69.6	59.5	1177	69.8	64.3	69.5	58.7
Chorley	1362	76.9	71.1	77.7	67.1	1382	74.2	67.1	72.4	61.4
Fylde	673	78.3	70.1	76.5	66.6	672	77.5	69.0	75.7	64.1
Hyndburn	1097	71.5	64.5	70.7	59.1	1154	70.6	64.6	69.9	59.1
Lancaster	1518	72.8	65.6	74.2	61.1	1471	72.7	66.3	72.5	61.4
Pendle	1278	70.1	63.8	70.0	58.5	1257	70.7	64.0	68.7	58.2
Preston	1772	76.4	68.8	77.0	64.6	1756	72.3	65.1	72.6	60.4
Ribble Valley	708	82.3	74.0	82.5	69.6	685	79.7	71.7	77.5	66.0
Rossendale	906	77.3	70.5	75.8	64.2	850	76.1	68.8	73.2	63.4
South Ribble	1165	77.0	68.6	75.9	64.7	1248	75.4	68.1	72.8	60.8
West Lancs	1266	76.1	69.7	77.2	65.1	1263	74.8	66.4	73.2	59.9
Wyre	1044	77.0	68.9	78.1	65.4	1064	74.4	67.7	74.5	62.5

Burnley

The number of pupils who attained the expected standard in the core subjects of reading, writing and mathematics (combined R/W/M) was 59.5%, a rise of 0.8% which is less than the Lancashire average. Burnley was the third lowest attaining district, now 3.9% below the LA average, and 4.2% below the national average. Attainment in each of core subjects are also below the Lancashire average, with very modest rises. The gap overall and by each subject individually has grown.

Hyndburn

The number of pupils who attained the expected standard in combined R/W/M was 59.1%, in line with last year. Hyndburn was the second lowest attaining district in Lancashire, at KS1. With a 0% rise, the gap between Hyndburn and the authority grew to 4.3% below the LA average, and 4.6% below the national average. Standards rose slightly in reading and maths, and fell by 0.1% in writing.

Pendle

The number of pupils who attained the expected standard in combined R/W/M was 58.5%, a rise of 0.3% from last year. Pendle remains was the lowest attaining district, and the gap has widened to being 4.9% below the LA average. There was a rise in mathematics, but a fall in reading and writing. Attainment in each of the core subjects was below the Lancashire average.

Rossendale

The number of pupils who attained the expected standard in combined R/W/M was: 64.2%, a rise of 0.8%. Attainment was 0.8% above the LA average (63.4%). There were rises in reading, writing and mathematics, and attainment in each core subject is above the Lancashire average.

Lancaster

The number of pupils who attained the expected standard in combined R/W/M was 61.1%, a slight fall of 0.3 which represents the only fall across a district. Attainment was the 5th lowest in the authority and 2.6% below the national average. Attainment fell in writing and there were small gains in reading and mathematics. Attainment is below the Lancashire average in all core subjects.

Fylde

The number of pupils who attained the expected standard in combined R/W/M was 66.6%, a rise of 2.5%. Attainment was the 3rd highest in the authority, 3.2% above the LA average (63.4%). Standards rose in all core subjects, and are above the Lancashire average in each subject. However, the rate of improvement in all core subjects was less than that across Lancashire.

Preston

The number of pupils who attained the expected standard in combined R/W/M was 64.6%, a rise of 4.2%. Attainment grew at a faster rate than that in Lancashire, so standards are now 1.2% above the LA average (63.4%). Standards also grew in each core subject by some 2%, and are above the Lancashire average.

South Ribble

The number of pupils who attained the expected standard in combined R/W/M was 64.7%, a rise of 3.9% and a greater rise than that in Lancashire. Attainment was 1.5% above the LA average (63.4%). Attainment was above the Lancashire average in each subject, with rises in all core subjects.

West Lancs

The number of pupils who attained the expected standard in combined R/W/M was 65.1%, a 5.2% rise, double the Lancashire average. Consequently, standards are now above the Lancashire average. Attainment was the 5th highest performing district. Attainment rose in each core subjects, in particular in mathematics (+4%).

Chorley

The number of pupils who attained the expected standard in combined R/W/M was 67.1% a rise of 5.5%, and remaining above the Lancashire average. Standards rose in each core subject, including mathematics (+5.3%). Standards remain above the LA average in each of the core subjects.

Key Stage 2

Attainment in all core subjects combined was 60.5%. In reading, the number of children who reached the expected standard in reading was 70.5%, a rise of 5.1%. This was in line with the national average of 71%. The number of children who reached the expected standard in writing was 76.9%. This represents a fall from 2016 of 0.6% when 77.5% of children reached this standard. This remains **above** the national average of 76%. The number of children who reached the expected standard in mathematics was 75.1%, a 5.1% rise from last year. This was **in line** with the national average of 75%.

All

Year	2016/17					2015/16				
	Total	Reading+	Writing+	Maths+	RWM+	Total	Reading+	Writing+	Maths+	RWM+
Burnley	1104	59.8	73.4	65.4	51.3	1101	55.4	74.6	60.6	45.1
Chorley	1325	74.8	80.7	80.7	66.1	1244	69.9	79.9	74.1	59.3
Fylde	619	78.6	80.1	78.3	66.8	712	70.4	77.2	73.5	58.2
Hyndburn	1038	65.5	78.8	75.7	58.7	1055	58.6	78.4	66.0	48.1
Lancaster	1383	71.0	75.3	73.3	59.8	1395	64.3	72.5	64.5	50.0
Pendle	1160	60.8	71.2	69.2	52.2	1128	55.9	74.4	63.8	45.7
Preston	1650	67.6	76.7	73.9	58.3	1579	67.0	78.4	72.9	57.0
Ribble Valley	656	81.3	81.2	79.9	68.3	675	76.4	83.8	74.8	64.3
Rossendale	879	70.8	79.4	73.2	59.8	882	65.2	80.2	71.9	56.6
South Ribble	1188	75.8	76.8	78.4	63.4	1124	69.1	78.7	72.6	57.0
West Lancs	1245	72.7	78.3	75.8	62.6	1262	70.3	80.1	74.2	59.1
Wyre	1086	72.0	75.7	77.3	62.5	1079	66.8	75.6	74.2	56.2

Overall attainment, as measured by the number of children attaining the expected standards in each of reading, writing and mathematics was 60.5%. District attainment retains some of the usual features. The highest performing district in 2017 was the Ribble Valley, as in previous years. This is followed by Chorley and the Fylde. The lowest performing districts were Pendle, Burnley and Hyndburn. The rise in Lancashire was 6%. Contained within this are some significant rises:

- Hyndburn: a rise of 10.6%
- Lancaster: a rise of 9.8%
- Fylde: a rise of 8.6%
- Both Burnley and Pendle had a rise above the Lancashire average.

The lowest rises were in Preston (+1.3%), Rossendale (+3.2%) and West Lancashire (+3.5%).

Burnley

The number of pupils who attained the expected standard in combined R/W/M was 51.3%, a rise of 6.2%. Burnley is now the lowest attaining district, 9.0% below the LA average, and 9.7% below the national average. Attainment in each subject was also below the Lancashire average.

Hyndburn

The number of pupils who attained the expected standard in combined R/W/M was 58.7%, a rise of 10.6%, and now much closer to the Lancashire average (60.5%). Hyndburn is now the 4th lowest attaining district, but with a much reduced gap.

Attainment in reading and mathematics was rose by approximately 9%. Standards in Hyndburn are above the Lancashire average in both writing and mathematics.

Pendle

The number of pupils who attained the expected standard in combined R/W/M was 52.2%, a rise of 7.5%. This rate of improvement was above that of Lancashire. Pendle was the second lowest attaining district, 8.3% below the LA average (60.5%). Standards went up by approximately 5% in reading and writing, but fell by 3% in writing. Attainment in each subject was also below the Lancashire average, particularly in reading (10.6%) and mathematics (7.6%).

Ribble Valley

The number of pupils who attained the expected standard in combined R/W/M was 68.3%, a rise of 4%. Attainment remains the highest in the authority, 8.5% above the LA average, although this represents a lower rate of improvement. Attainment was also above the Lancashire average in each subject.

Rosendale

The number of pupils who attained the expected standard in combined R/W/M was 59.8%, a rise of 3.2%. Attainment last year was 0.7% below the LA average, and 1.2% below the national average. Attainment in reading rose by over 5%, but there was a modest 1.3% rise in mathematics (vs 4.8% across all districts).

Lancaster

The number of pupils who attained the expected standard in combined R/W/M was 59.8% a rise of 9.8% from 50% in 2016. The rise in standards was well above that of Lancashire of 6%, but attainment remains below the Lancashire average of 60.5%. Attainment rose in all three subjects, most noticeably by 8% in mathematics.

Fylde

The number of pupils who attained the expected standard in combined R/W/M was 66.8%, a rise of 8.6%. This rate of improvement was above the LA and so attainment is now the 2nd highest in the authority, 6.3% above the LA average, and 5.8% above the national average. Attainment was above the Lancashire average in each of writing, reading and mathematics, with rises in all core subjects.

Wyre

The number of pupils who attained the expected standard in combined R/W/M was 62.5%, a rise of 6.3% and above the LA average (60.5%). Attainment rose in each core subject. Standards are above the Lancashire average in reading and mathematics, but below in writing.

Preston

The number of pupils who attained the expected standard in combined R/W/M was 58.3% a rise of 1.3%, below the Lancashire rise of 6%. Attainment is now 2.2%

below the LA average, and 2.7% below the national average. Attainment is also below the Lancashire average in each subject. There was a modest rise in reading, but a decline in writing and mathematics.

South Ribble

The number of pupils who attained the expected standard in combined R/W/M was 63.4%, a rise of 6.6%. Standards are now above the Lancashire average of 60.5%. Attainment was above the Lancashire average in all core subjects.

West Lancs

The number of pupils who attained the expected standard in combined R/W/M was 62.6%, a 3.5% from last year (59.1%), and remaining above the Lancashire average (60.5%). Attainment rose in reading and mathematics, but there was a 1.8% drop in writing. Attainment remains above the Lancashire average in each core subject.

Chorley

The number of pupils who attained the expected standard in combined R/W/M was 66.1, a rise of 7.4% from last year, above the Lancashire average. There were rises in all core subjects, which remain above the Lancashire average.

Education Scrutiny Committee

Meeting to be held on Tuesday, 28 November 2017

Electoral Division affected:
(All Divisions);

Attainment of Looked After Children

(Appendix 'A' refers)

Contact for further information:

Audrey Swann, Tel: 01772 536108, Head of Education for Looked After Children and Challenging Groups, audrey.swann@lancashire.gov.uk

Executive Summary

The attainment of all our looked after children, wherever they are placed, is collated at the end Key Stage 1 (age 7 years) and Key Stage 2 (age 11 years) for primary pupils, and the end of KS4 (age 16 years) for secondary pupils. Those looked after children who have been in care for at least 12 months prior to the end of the key stage assessments are part of a group known as OC2, this is the group for which attainment is compared to other looked after children nationally, and to those pupils who are not looked after. The attainment measures that are collated for looked after children are those that are reported on nationally for all pupils.

Recommendation

The Education Scrutiny Committee are requested to:

- i. Note and comment on the report.
- ii. Note and understand the need to support the attainment of looked after children in policy decisions, contact with schools and services at a county wide level.

Background and Advice

Attainment measures for all pupils of school age have significantly changed recently both in primary and secondary age groups. This has meant that it is not possible to compare meaningfully, the results in 2017 with those of previous years. However it will be possible to compare the attainment of groups with other groups in 2017 when national data has been published.

Primary: National Curriculum Levels have been replaced with sets of age related standards in:

- Reading, Writing, Maths: at end of Key Stage 1 (Year 2, Age 7)
- Reading, Writing, Grammar, punctuation and spelling, Maths: at end of Key Stage 2 (Year 6, Age 11)

Secondary: The former 5 A* - C measure has been replaced with Attainment 8 (a score based on results in 8 subjects). Pupils are also measured by those who reach the equivalent of a C+ in English and Maths. GCSE grades are moving from A-F to 9-1.

Currently GCSE English Language, Literature and Maths are graded from 9-1. There is no precise correlation between these grades and the old A* - G but in general:

Grade 7+ equates with A+
Grade 4 equates with C
Grade 1 equates with G+

A number of other GCSE subjects will move to the 1-9 grading system in 2018, with all subjects moving to this system in 2019.

Looked After Children

The national results for looked after children are not published by the Department for Education until February or March 2018. Until then the results we have obtained for our children are not yet validated and we are unable to compare our performance with other local authorities.

In addition we are not able to access the results of our Children Looked After (CLA) who are placed in out of county schools through national data bases, but have to request this information directly from the schools. Some schools are reluctant to provide this information and so we have a small number of pupils at KS1 and 2 who we are still pursuing information for. However the Lancashire Virtual School has recently appointed an additional team member whose roles includes tracking and support for pupils placed out of Lancashire and this has already helped strengthen the working relationships between Lancashire and schools outside of the county.

Lancashire are also taking part in a pilot scheme, implemented through the National College of Educational Research (NCER) to produce a wider range of CLA attainment data available sooner. It is hoped this may be accessible before the end of December 2017.

Key messages:

- Lancashire reflects the national picture of the majority of looked after children achieving lower attainment in comparison to those who are not looked after.
- Children who have been looked after for short periods often do less well than those who have been looked after for longer periods.
- Children who are looked after for longer periods often do better than children in need.
- Research shows that the greatest impact on attainment for looked after children is linked to the number of changes of school, home placements and social workers.
- The looked after children cohort has a larger % of special educational needs, emotional, behavioural issues and mental health issues than those of non-

looked after children. This also impacts on educational progress and attainment.

Summary of actions to support the progress and attainment of children looked after:

- All our CLA are tracked each term for learning progress, attendance, well-being, behaviour, and any risk of exclusion.
- Personal Education Plans are reviewed every term and all are graded for quality by the Virtual School. Advice fed back to schools on how to improve planning when required.
- Virtual School Team Members offer support/advice to schools Social Workers/carers for pupils who are not thriving in school, identified through tracking, Personal Education Plan reviews and direct contact by school, carer or Social Worker.
- Use of additional funding (Pupil Premium Grant+) to target particular needs of individual children.
- Focus on specific skills/subject for wider groups i.e. Reading at KS1 in 2015/16, and Primary Maths 2016-17.
- Virtual School training for Designated Teachers, Social Workers, carers.
- Career Advice and Support provided for all CLA in year 11 through service commissioned by School Forum and delivered by Wellbeing Prevention and Early Help (WPEH) team.
- Liaison between range of key services - Virtual School, Children's Social Care, WPEH, Special Educational Needs and Disabilities and health colleagues.

Consultations

N/A

Implications

Educational attainment is one of the keys to future success and progression. Pupils who do not reach their full potential can be disadvantaged at a time of change and challenge as they prepare to leave care. This can lead to greater proportion of care leavers not being in education, employment or training.

Risk management

Significant numbers of looked after children and care leavers not achieving their educational and employment potential increases risks in a number of areas:

Legal, Equality and Cohesion

Challenges to the local authority regarding the quality of education and support to CLA.

Financial

Inability of care leavers to sustain themselves financially and contribute to local and national finances through council and other taxes. Long term dependence on support and services.

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

Paper	Date	Contact/Tel
Appendix- Attainment Data	Nov 2017	Audrey Swann

Reason for inclusion in Part II, if appropriate

N/A

Attainment of Lancashire Looked After Children (2016-17 cohort)

Data relates to those children and young people who have been in care continuously for 12 months on the 31st March prior to the assessment - these are the OC2 group of CLA.

Primary: 2016-17

Key Stage 1: Year 2: Total number of pupils: 54 (all in OC2 group):

(NB 52 results known - 2 still being sought from out of county schools)

% below are based on the 52 known results.

Assessments are Teacher Assessed.

Key

EXS: at expected standard

GDS: Greater depth standard

BLW: working below standard

PKS: working in previous key stage level

WTS: working towards expected standard

HNM: Has not met standard (Science)

Subject	EXS	GDS	BLW	PKF	WTS	HNM (Science)
Reading	38.47%	15.39%	15.39%	1.94%	28.9%	
Writing	44.23%	7.7%	17.3%	3.8%	26.7%	
Maths	50%	5.8%	17.3%	7.7%	19.2%	
Science	66.6%		3.8%		1.94%	27.66%

	Number	%
Reaching expected standard in Reading, Writing and Maths	25	48%

2015-16 Cohort:

In 2016 our Key Stage 1 CLA's attainment as compared to national averages for Key Stage 1 CLA was:

- Reading: in line with national average for CLA.
- Writing: 5% higher than national average for CLA.
- Maths: 3.6% lower than national average for CLA.
- Reading, Writing and Maths (32%) was very slightly below national average (0.3% below)

Key points: comparing 2016-17 group with 2015-16 group of Key Stage 1 CLA:

(NB results for 2 pupils still required)

- An increase of 3.86% of pupils who have achieved expected standard or better in reading
- An increase of 9.93% of pupils who have achieved expected standard or better in writing.
- An increase of 13.8% who have achieved expected standard or better in Maths
- An increase of 16% who have achieved the expected standard in Reading, Writing and Maths.

Key Stage 2: Year 6: Total number of pupils; 79 (all in OC2 group):

(NB 74 results known - 5 still being sought from out of county schools)

Key

Writing – key as per Key Stage 1

Reading and Grammar, Punctuation and Spelling: (GPS), Maths.

AS: expected Standard (Test)

NS: not achieved standard (Test)

B: working below standard (Test)

Subject	EXP	GDS	BLW	PKF	WTS
Writing	29.7%	10.8%	6.9%	13.5%	39.1%

Subject	AS	NS	B	GDS
Reading	44.6%	41.9%	13.5%	
GPS	47.3%	37.8%	13.5%	1.4%
Maths	47.3%	37.8%	14.9%	

	Number	%
Reaching expected standard in Reading, Writing and Maths	24	32.43%

2015-16 Cohort:

In 2016 our Key Stage 2 CLA's attainment as compared to national averages for Key Stage 2 CLA was:

- Reading (+6%), Writing (+2%), Grammar, Punctuation and Spelling (+2%) higher than national average for CLA.
- Maths: (5%) lower than national average for CLA.
- Reading, Writing and Maths (24.1%) slightly lower (0.8%) than national average.

Key points: comparing 2016-17 group with 2015-16 group of Key Stage 2 CLA:

(NB: results for 4 pupils still required)

- Decrease of 7.5 % pupils achieving expected standard or better in writing.
- Decrease of 2.4% pupils achieving expected standard or better in reading.
- Increase of 1.3% pupils achieving expected standard in Grammar, Punctuation and Spelling.
- Increase of 11.3% pupils achieving expected standard in Maths.
- Increase of 8.33% pupils achieving expected standard in Reading, Writing and Maths.
- Writing assessed by teacher assessment, Reading, Maths and GPS by test.

Key Stage 4: Total number of pupils: 103 in OC2 group.

Grades 4 -7 are equivalent to C+ - A*

Measure	Number of pupils	% of pupils
English (Lang or Lit) Grade 4+	19	18.44%
Maths Grade 4+	18	17.47%
Eng. and Maths Grade 4+	13	12.62%
5 or more GCSE Grade 4+	13	12.62%
5 or more GCSE Grade 1-7	31	30.09%

Individual Significant Achievement:

1 pupil gained 13 GCSE at grade 4 and above

1 pupil gained 10 GCSE at grade 4 and above

2 pupils gained 9 GCSE at grade 4 and above

2 pupils gained 8 GCSE at grade 4 and above

2015-16 Cohort:

In 2016 our Key Stage 4 CLA's attainment as compared to national averages for Key Stage 4 CLA was:

- Attainment 8 score (22) was slightly below (0.8) national average for CLA (22.8)
- Lancashire CLA with no Special Educational Needs (SEN) achieved slightly higher Attainment 8 score (25.4) than the national average for this group (25.2).
- Lancashire CLA in care for less than 12 months achieved less well than those in care for at least 12 months - average Attainment 8 score 17.1.
- Lancashire CLA with 5 A*- C including English and Maths was 12.3% - this was below the national average of 17.5%
- Lancashire CLA with no SEN achieving 5 A*-C was in line with the national average for this group - 18.6%

Key points: comparing 2016-17 group with 2015-16 group of KS4 CLA:

- Increase of 0.3% of pupils achieving equivalent of 5 A*- C including English and Maths.
- CLA achieving 5 A*- G, including English and Maths remains at same level – 30%.
- It is considered that GCSE examinations were more challenging in 2017 due to the reduction in course work, more challenging courses and a raising of the threshold to achieve the equivalent of a C grade. The return to a final examination for the majority of GCSE courses can be seen to disadvantage pupils with the profile of many looked after children i.e. Special educational needs, emotional and mental health issues, changes of school. Content is more challenging; exam papers themselves are less structured/more difficult (e.g. particularly in the language demands of understanding the questions in the first place and the length of some papers); all exams are now 'terminal' with pupils required to remember the whole course for the exams at the end of the course, rather than modular tests when finishing a topic; non-exam aspects have been drastically reduced (i.e. very little teacher assessed coursework/controlled assessment remains (only remaining in art and performing arts subjects, technology subjects, languages and media studies)

– subjects like geography and science have replaced controlled assessment by requiring practical work to be carried out during the course, then ask questions in the written exam testing pupils' recall and understanding of these a long time after the activity itself. In short: harder content, increased literacy demands and increased reliance on memory/recall are the main challenges.

Audrey Swann

Education Scrutiny Committee

Meeting to be held on Tuesday, 28 November 2017

Electoral Division affected:
(All Divisions);

Elective Home Education

(Appendix 'A' refers)

Contact for further information:

Frances Molloy, Tel: 01772 532722, School Attendance/Children Missing Education Lead - frances.molloy@lancashire.gov.uk

Executive Summary

The Elective Home Education team, located with the School Improvement Service, provides support for families who have elected to make arrangements for their children's education other than at school. This report provides an outline of the support available from the team, the types of challenge applied when concerns are identified and the limits of the local authority's ability to monitor and report on attainment within the current legislative framework.

Recommendations:

The Education Scrutiny Committee is requested to:

- i. Note and comment on the arrangements in place within Lancashire to support families who are home educating;
- ii. Note and comment on the arrangements in place within Lancashire when it is determined that suitable education may not be in place through elective home education arrangements; and
- iii. Note the limitations on the identification/reporting of the attainment of home educated children.

Background

Elective home education (EHE) is the term used to describe a parent/carers' decision to provide education for their child instead of sending them to school. This is different to home tuition provided by a local authority or education provided by the local authority other than at school, sometimes referred to as EOTAS.

Legal Framework

Education is a right for every child in this country, and the responsibility for a child's education rests with their parents. In England, education is compulsory but school attendance is not.

Parents/carers have a duty in law to ensure that their children of compulsory school age receive an efficient and suitable full time education; whilst many choose to do this by registering their children at a school, others will elect to home educate their children.

Section 7 of the Education Act 1996 (EA96) provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have, either by regular attendance at school or otherwise ..."

An "efficient" and "suitable" education is not defined in the EA96. However, "efficient" has been broadly defined in case law as an education that "achieves that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".

The type of educational activity can be varied and flexible and EHE educators are not required to follow the national curriculum, provide a broad and balanced education, have any formal structure, follow set hours, formally assess their children's progress, enter them for examinations or match school-based, age-specific standards.

Local authorities have a statutory duty under section 436A of the EA96, inserted by the Education and Inspections Act 2006, to make arrangements to enable them to establish the identities, so far as it is possible to do so, of children in their area who are not receiving a suitable education. The guidance issued makes it clear that this duty does not apply to children who are being educated at home.

Local authority support for home educating families

The EHE team regularly receive telephone enquiries from families who are considering home education. These enquiries include families who genuinely have considered the options and feel this is the best arrangement for their child, and families who believe they are in effect having no choice but to take their child out of school. The team offer advice and where there are concerns will offer parents the option of self-referral to our Pupil Attendance Support Team who can often help parents resolve difficulties being experienced in respect of their child's current school placement. We are currently unable to record numbers of such contacts although we will explore whether that will become an option following the upgrade to the authority's education management system Impulse.

The team also offer support to families in line with the authority's procedures for EHE but where no concerns have been identified regarding the provision being made it is ultimately a matter for the families to determine how much or how little contact they wish to have with the EHE team. Information on the number of families known to be home educated in Lancashire over the last three full academic years along with

details of those families receiving home visits or returning information regarding their child's education to the team can be found in Appendix A.

For children who have an Education, Health and Care Plan, the authority's Special Educational Needs and Disability service continues to have statutory responsibility for ensuring plans are subject to annual review.

The EHE team also meet with home educators on a termly basis, providing a forum for home educators to raise any areas of concern and to explore other ways in which the authority can support such families. In addition, we arrange drop in sessions at various locations around the county which provide the opportunity for home educators to meet with other home educators in their area.

Local authority challenge in respect of elective home education

In some instances the EHE workers identify families who indicate they have been pressured by school to remove their child for EHE. In those instances the team will work with the family to determine whether they still wish to home educate and where appropriate, will liaise with colleagues to ensure that the school is challenged regarding their actions although this can often prove difficult as it is usually tied up with issues around interpretation of what was said by whom etc.

In cases where the parent does feel they were inappropriately directed towards home education, the team will advise and support parents in returning their child to school based education where this is the preferred option, or where it is clear suitable educational provision is not being made.

In addition, the EHE team monitor the instances where such concerns are raised and where a pattern is identified the relevant school attendance consultant (primary) or behaviour and attendance consultant (secondary) will discuss and challenge those concerns with the senior leadership team within the school.

In other cases, where concerns have been identified/reported regarding the suitability of educational provision being made for a home educated child, the EHE team will undertake investigations and where necessary will work with the family to help them bring the work up to an acceptable standard.

Where concerns remain and families will not work with the EHE team, or where the team determines that despite their best efforts the parents are not in fact making suitable educational provision for their child, the team will work with the school attendance service's legal team to carry out the appropriate statutory procedures in order to effect a return to school based education for the child.

Members may be aware of a recent BBC radio programme that highlighted instances where parents who had elected to home educate were not in fact ensuring that suitable provision was being made for their child. In any situation in Lancashire where such concerns are raised, the team would always initiate an investigation as set out above.

Attainment of electively home educated children

There is no requirement for a family that has chosen to home educate to notify the authority of their decision. In addition, as set out above, there is no standard course content or qualification framework within which home educators are required to work. As such, there is no national or local framework for collating and reporting on the attainment of children who are home educated and the EHE team is unable to provide members with any information in this respect.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

There are no risks associated with the recommendations contained in the report. There is a concern for the Local Safeguarding Children Board (LSCB) in respect of cases where there have been previous concerns about a child but the family choose not to engage with EHE services. The EHE team recently arranged a meeting between the Director for Children's Services, the Chair of the LSCB and home educators to begin to explore the options for establishing better links.

Financial

There are no financial implications arising from the recommendations contained in the report.

Legal

There are no legal implications arising from the recommendations contained in the report.

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

Paper	Date	Contact/Tel
Lancashire Elective Home Education Procedures	September 2013	Frances Molloy 01772 532722

Reason for inclusion in Part II, if appropriate

N/A

Elective Home Education – Appendix A

The table below provides information on the number of children ever home educated in the last three full academic years, and some information regarding the cohort's characteristics, and a summary of the number of families accepting home visits.

Total No:	Academic Year 2014 -2015	Academic Year 2015 -2016	Academic Year 2016 -2017
Cases	921	1123	1378
District 1 - Lancaster & Morecambe	179	216	246
District 2 - Wyre	83	95	116
District 4 - Fylde	55	65	90
District 6 - Preston	104	130	172
District 7 – South Ribble	53	69	86
District 8 – West Lancs	47	74	109
District 9 - Chorley	60	88	118
District 11 – Hyndburn & Ribble Valley	121	137	150
District 12 - Burnley	83	82	94
District 13 - Pendle	82	105	104
District 14 - Rossendale	54	62	93
White British	498	647	910
White Other	7	12	16
Asian	23	27	28
Black	0	0	1
Mixed Ethnicity	35	40	57
Traveller	160	168	152
Ethnicity Unknown	198	229	214
Statements / EHCP	44	51	52

	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17
Home visits undertaken	136	111	97
Additional meetings:			
CAF/TAF	12	4	21
CIN	15	2	5
Core Group	4	7	12
CP Conference	2	5	6
Multi Agency Meeting	5	5	3
SEN Meeting/Review	1	1	2
Responses to Data Request Forms	108	109	281

Examples of Drop in sessions

2104/15

- Drop in coffee mornings – 8 arranged, no information on number of attending
- Age 14 – 16 College drop in sessions – 3 arranged, no information recorded re attendance

2015/16

- Heritage Learning sessions in partnership with Museum of Lancashire – 8 families responded with request for total of 22 places
- Age 14 – 16 Drop on sessions – 3 arranged, no information on number attending

2016/17

- NSPCC Online safety sessions arranged – 3 sessions arranged, but only small amount of take up across the county
- Careers Event – 1 central session arranged – 15 attendees from across the county

Education Scrutiny Committee

Meeting to be held on Tuesday, 28 November 2017

Electoral Divisions affected: All

Education Scrutiny Committee Work Plan 2017/18

(Appendices 'A and B' refer)

Contact for further information:

Samantha Parker, 01772 538221, Senior Democratic Services Officer (Overview and Scrutiny), sam.parker@lancashire.gov.uk

Executive Summary

The Plan at Appendix 'A' is the work plan for the Education Scrutiny Committee for the 2017/18 municipal year.

The topics included were identified at the work planning workshop held on 21 June 2017.

Recommendation

The Education Scrutiny Committee is asked to:

- i. Note and comment on the report;
- ii. Confirm the topic(s) to be considered at the next scheduled meeting; and
- iii. Discuss and identify information required for each topic to be considered at the next scheduled meeting

Background and Advice

A statement of the work to be undertaken and considered by the Education Scrutiny Committee for the remainder of the 2017/18 municipal year is set out at Appendix A. The work plan is presented to each meeting for information.

The Committee is asked to confirm the topic(s) to be considered at the next scheduled meeting on 27 March 2018. The Committee is also asked to make suggestions on the information they would like to receive as part of the report.

In addition, the Committee is requested to note the work plan included for the Children's Services Scrutiny Committee (as attached as Appendix B).

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

This report has no significant risk implications.

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

Education Scrutiny – Work plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
26 September 2017	Implementation of the School Places Provision Strategy (Basic Need funding and S106 funding)	Mel Ormesher	Overview and update on basic need funding and the allocation of S106 funding
	Summer Born Policy	Debbie Ormerod	Overview on the Policy and Implementation of deferred/delayed places
	School Admissions Appeals	Angela Esslinger and Debbie Ormerod	Report on the effectiveness of the service for parents and schools
28 November 2017	Foundation Stage Standards and level of progress through each Key Stage	Steve Belbin	Tracking progression of pupil attainment through the key stages
	GCSE Performance	Steve Belbin	Data report
	LAC Attainment	Audrey Swann	Narrowing the gap of attainment
	Elective Home Education	Frances Molloy	Overview report on the service, attainment and take up
27 March 2018	Personal Education Plans	Audrey Swann	Overview of the process, how they are being progressed and risk management

Education Scrutiny – Work plan 2017/18

Potential topics for the Committee:

- TA to teacher career path initiatives
- Recruitment and retention of teachers (support and strategy)
- School attendance – missing from home and education
- SEND Transport Policy 2013/14 – David Graham

Task Group Work

Task Group	Update
Supporting Pupils in School with Medical Conditions	Nominations received for both Children's Services and Education Scrutiny Committees and first meeting set for the end of November to confirm chair, terms of reference and objectives.

Children's Services Scrutiny Committee – Work Plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
26 July 2017	Wellbeing, Prevention and Early Help Service (WPEHs) – Overview	Debbie Duffell	Overview of WPEHs offers in particular – the early offer and universal services accessibility - identification of any gaps in provision around the Continuum of Need, CAF, children's centres, partnership and integrated working challenges, CAMHS, MASH
6 September 2017	New SEND Pathway	David Graham	Overview of changes /referral process/journey of a child/case studies/transition timescales and managing parents expectations
	Medicine management in schools	David Graham	Reviewing the impact of withdrawing School nurses from special schools
	Ofsted feedback	Amanda Hatton	Following monitoring visit in July
18 October 2017	Homelessness of young people	Tracy Poole-Nandy	District level data – who do we pay? Who do we work with? What's the accommodation offer? And links with CAMHS
	Tracking of Care Leavers	Audrey Swann	Overview of new process
	Youth Accommodation for LAC	Tracy Poole-Nandy	Care leavers and accommodation issues – what's the offer? Is it up to standard?
6 December 2017	Children in secure accommodation – out of area	Sally Allen	Exit strategies and update on Audit exercise National picture – placing child nearer to families
	Children's social worker	Amanda Hatton/Tracy	Update on the ongoing challenges

Children's Services Scrutiny Committee – Work Plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
	recruitment and retention challenges (strategy and support)	Poole-Nandy	
	Buildings and accommodation for social workers	Tracy Poole-Nandy	Overcrowding, access to IT equipment and lack of desk space for social workers
31 January 2018	New models of delivery (overspend on children's social care)	Amanda Hatton Neil Kissock	Overview of New Models of Delivery in response to overspend on Children's Services
	Budget proposals	Neil Kissock	Budget Proposals from Susie Charles – Cabinet Member for Children, Young People and Schools
14 March 2018	Criteria for EHCP and the role of Local Moderating Panels	David Graham	Overview of the criteria and the role of Local Moderating Panels
	EHCP progress update	David Graham	Update on progressing with conversions
11 April 2018	Children's Partnership Boards	Amanda Hatton	Review of the Boards effectiveness and their future
22 May 2018	tbc		

Children's Services Scrutiny Committee – Work Plan 2017/18

Potential topics for the Committee:

- LSCB annual report topics – Forced Marriage and Domestic Abuse

Task Group Work

Task Group	Update
Supporting Pupils in School with Medical Conditions	Nominations received for both Children's Services and Education Scrutiny Committees and first meeting set for the end of November to confirm chair, terms of reference and objectives.

