

## Lancashire County Council

### Education Scrutiny Committee

Thursday, 6th December, 2018 at 10.30 am in Committee Room 'D' (The Henry Bolingbroke Room) - County Hall, Preston

#### Agenda

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

No.	Item
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1.	<b>Apologies</b>
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2.	<b>Disclosure of Pecuniary and Non-Pecuniary Interests</b>
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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.	<b>Minutes of the meeting held on 10 September 2018</b>	(Pages 1 - 4)
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4.	<b>The Future of Maintained Nursery Schools</b>	(Pages 5 - 20)
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5.	<b>Schools in Financial Difficulty</b>	(Pages 21 - 28)
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6.	<b>School Governance</b>	(Pages 29 - 48)
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7.	<b>Education Scrutiny Committee Work Programme 2018/19</b>	(Pages 49 - 56)
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8.	<b>Urgent Business</b>
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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.	<b>Date of the Next Meeting</b>
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The next scheduled meeting of the Committee is due to be held at 10.30am on the 6 February 2019 in Cabinet Room 'C' at County Hall, Preston.

County Hall  
Preston

L Sales  
Director of Corporate Services

# Agenda Item 3

## Lancashire County Council

### Education Scrutiny Committee

**Minutes of the Meeting held on Monday, 10th September, 2018 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
L Beavers	J Potter
A Cheetham	D T Smith
S Clarke	D Stansfield
B Dawson	P Steen
A Gardiner	C Towneley
A Kay	P Williamson
J Molineux	

#### **Co-opted members**

Mr Kenvyn Wales, Representing Free Church Schools  
Mr John Withington, Representing Parent Governors  
(Primary)

County Councillor Phillippa Williamson replaced County Councillor Jayne Rear for this meeting.

#### **1. Apologies**

Apologies were received from Mrs Janet Hamid, Mr Ian Beck and Dr Sam Johnson.

#### **2. Disclosure of Pecuniary and Non-Pecuniary Interests**

None were disclosed.

#### **3. Minutes of the meeting held on 25 June 2018**

**Resolved:** The minutes from the meetings held on 25 June 2018 be confirmed and as an accurate record and signed by the Chair

#### **4. The Journey of a School Causing Concern and the Impact on Services**

The Chair welcomed Steve Belbin, Head of Service School Improvement; Mel Ormesher, Head of Service Asset Management; Debbie Ormerod, Admissions Manager; Alison Mitchell, Schools Advisor; David Graham, Head of Service SEND; and Kevin Smith, Financial Advisor; to the meeting.

The report presented provided an overview of the key services involved in the situation where there was a school causing concern. The majority of Lancashire's 631 schools were successful and were self-managing with strong leadership. 91% of Lancashire schools were judged to be good or better and were above the national average as well as the North West average and placed Lancashire second against its statistical neighbours.

However, it was reported that there were a number of reasons why a school might be in difficulty. These were typically due to concerns about standards of achievement, school finances, personnel reasons, a fall in the number on the school roll, or those raised by parents. In the rare instances where these issues could not be resolved internally, the Local Authority reacted proactively to address matters, working with Governors, head teachers and senior leaders.

LCC had five categories of criteria for support which were used to identify schools requiring improvement.

Members were advised that there were a growing number of secondary schools judged to require improvement and a growing number of schools facing financial difficulty and subsequently required personnel support.

Members enquired what measures were in place for schools to make sure the support they had received was successful and if concerns had been raised to the School Leadership Team (SLT) and governors, what powers did LCC have to intervene at that level to overcome these issues. It was reported that LCC had a statutory duty to intervene and could discover concerns through head teacher appraisals. There was also a Standards Intervention Challenge Board which monitored the performance of all schools.

There were concerns raised over what was being done to support ethnic minority children especially those whose first language was not English and what support there was for teachers. Members were reassured that there was a team in place which dealt with ethnic minority achievements. There was various support in terms of language, on-line resources, and training for the schools. There was also a team of bilingual consultants to work with the groups. It was suggested that students who studied a second language at university could work voluntarily with schools. This would assist the schools and enhance the education of the students.

The Committee was informed that there was a bespoke programme of support for each school. The authority was mindful of each schools needs and the capacity

each school had to handle the support provided. An advisor was appointed to work with a school and work with it during its journey of provided support and make sure the right support was in place. Consultant support was provided to work with individual teachers.

Members were informed that primary schools were good at transition planning to secondary schools for children with Education and Health Care Plans (EHCP) and allocating support for the children's needs across to the secondary schools. Children with EHCPs were a priority.

The Committee was assured that teachers were well supported and that every new teacher that came into the profession had a programme of support. It was also vital to ensure teaching assistants were fully trained.

Members enquired if there was any learning that could be taken from other authorities. It was pointed out that most authorities had disbanded their advisory services or had gone to a school to school support model. However, LCC currently had a service challenge which was looking at best practice across other authorities.

In relation to applications for new housing developments, it was reported that the School Place Planning Team carry out an initial assessment on the impact of each development and the number of developments in a certain area. This was a statutory consultation process. If there were no opportunities for expansion or the development was not large enough to put forward a request for a new school site then potentially the authority could put forward an objection to the developments.

**Resolved:** That;

- i. The report presented be noted.
- ii. A request for a task group looking at school improvement for schools facing challenges be presented to the next meeting of Internal Scrutiny Committee for approval.
- iii. Further consideration be given to potential targeted support from local councillors with officers for under-subscribed schools or where there were signs a school may be having difficulties.
- iv. An annual report be presented to the Education Scrutiny Committee on school admissions and schools causing concern.

## **5. Education Scrutiny Committee Work Programme 2018/19**

The work plan for the Education Scrutiny Committee for the 2018/19 municipal year was presented to the Committee. The topics included were identified at the work planning workshop held on 10 July 2018.

It was proposed to hold a further Education Scrutiny meeting in January 2019 focusing on school attainment.

It was also proposed to hold a bite size briefing for all members on any upcoming potential policy/legislation changes in education.

**Resolved:** That;

- i. The report and work plan presented be noted.
- ii. A further meeting of the Education Scrutiny Committee be arranged for January 2019.
- iii. A bite size briefing be arranged for members on any upcoming changes to education policies/legislation.

## **6. Urgent Business**

There were no items of Urgent Business.

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

The next meeting of the Education Scrutiny Committee is due to be held on Tuesday 13 November at 10.30am, Cabinet Room C, County Hall, Preston.

L Sales  
Director of Corporate Services

County Hall  
Preston

## Education Scrutiny Committee

Meeting to be held on Thursday, 6 December 2018

Electoral Division affected:  
(All Divisions);

## The Future of Maintained Nursery Schools

(Appendix 'A' refers)

Contact for further information:

Stephen Belbin, Tel: 01257 516166, Head of Service (Education, Quality and Provision)

Stephen.Belbin@lancashire.gov.uk

### Executive Summary

The Interim Executive Director of Education and Children's Services set up a task and finish group in recognition of the significant financial challenges being faced by maintained nursery schools (MNS) and their valuable role in the early education of vulnerable children in Lancashire. The intended outcome was to support maintained nursery schools sustainability and future direction.

The purpose of this report is to provide members of the Education Scrutiny Committee details of the work undertaken by the task and finish group between June and October 2018.

### Recommendation

The Education Scrutiny Committee is recommended to:

- i. Consider the information in this report.
- ii. Note the proposed actions in the future and the intention to have regard to relevant statutory guidance.
- iii. Discuss and agree any further recommendations.

### Background and Advice

The scope of the Task and Finish group was as follows:

- Develop strategy to support maintained nursery schools to be sustainable.
- Strengthen partnership working in the context of the maintained nursery sector and the significant financial pressures on service delivery.
- Explore asset management opportunities such as co-location of services, creative use of space and multi-agency use based on local authority need.

- Explore opportunities for alternative models of delivery (e.g. collaboration, school organisation).
- Explore opportunities to make effective use of the expertise and experience of maintained nursery schools in Lancashire.

The group included the following members / their representatives:

- Representatives from Maintained Nursery Schools (including the Chair of the Lancashire Federation)
- Interim Executive Director of Education and Children's Services
- Head of Service for School Improvement
- Head of Service Financial Management (Development and Schools)
- Head of Early Years (School Improvement Service)
- Head of Service Special Educational Needs and Disability
- Head of Service Children and Family Wellbeing (CFW)
- Head of Service Asset Management
- HR Services Manager (Schools)

The following actions were undertaken:-

#### Maintained Nursery Schools

- A group of nursery heads through the federation wrote a Home learning environment bid to the Northern Power House fund – feedback is awaited.
- Met with Child and Family Wellbeing Service to discuss Troubled Families offer.
- Headteacher met with the Head of Service Financial Management to discuss possible reductions to buy backs and how MNS run.
- Headteachers have met and identified ways forward to support future sustainability including, working together as a professional development group, offering professional development opportunities to each nursery school and beyond. The group are in contact with leads from SHARES in Skelmersdale.
- Nursery schools are collaborating to identify cost savings across the 24 schools such as support for health and safety, SENCO support, collective buying of resources and property services. Bench marking exercises will be taking place.
- Headteachers are developing a website for the federation to share each schools expertise.
- Work to collaborate with the CFW to explore how to support disadvantaged two year olds is being explored.



### Head of Service Financial Management (Development and Schools)

Ongoing intensive financial support to a number of MNS who are in financial difficulties – this is resulting in significantly improved financial stability within the sector. Circa. 10 MNS have been involved in detailed combined financial and early years review resulting in recovery plans stabilising those worked with. This activity is by no means complete but the main focus is now shifting to working with category 3 rather than category 2 MNS. This will include benchmarking analysis/reporting and training seminars with all MNS. Resources are limited and being focussed on the most challenged.

### Head of Early Years (School Improvement Service)

The Head of Early Years made direct contact with the Chief Executive of Early Education and recommended local authority service leaders around:

- The role and contribution of maintained nursery schools in the different LA contexts.
- Impact of funding on maintained nursery schools.
- Local authority strategies for supporting sustainability.

Impact: feedback was shared with task and finish group members. Collaboration was the only strategy specifically being explored by other LAs and Lancashire has several examples of embedded practice of this.

The local authority contributed to the DfE's commissioned research for the Treasury Department on the economic contribution of maintained nursery schools. Detailed data was collated by the maintained nursery schools and local authority and evidenced through individual case studies and collated census data. This demonstrated the extent to which maintained nursery schools serve vulnerable children in Lancashire.

The researchers were particularly interested in the joined up approach of the Childcare Sufficiency Team Leader and Finance Officer working in partnership with schools HR which was seen as highly effective strategy not seen in any of the other 22 local authorities visited. The researchers shared that bespoke approaches appeared to be most effective as each maintained nursery school has its own context requiring tailored support and guidance. This reinforced the value of the strategic approach being adopted in Lancashire. Given the considerable time demand involved in this bespoke work, some additional capacity has been included in the school improvement service review.

### Head of Service Special Educational Needs and Disability

New processes within SEND have now been introduced for children in the early years. It is anticipated these will reduce bureaucracy and timescales, thus enabling identification and intervention at an earlier stage, and which could include additional financial support via the inclusion fund. This is beginning to impact on MNS now.

## Head of Service Children and Family Wellbeing (CFW)

The Children & Family Wellbeing Service have developed an offer to a small cohort of Maintained Nursery Schools inviting them to contribute to the requirements of the national Troubled Families Unit (TFU) Programme. This was presented to the Headteachers at the task & finish group meeting on the 18 September. The Headteachers were keen to further discuss the proposal and a separate meeting is now being arranged for CFW colleagues and MNS colleagues to discuss this in more detail. Dates have been offered to the Headteachers and CFW are awaiting their confirmation. This is a time limited offer as the TFU programme comes to an end in March 2020 (as at Appendix 'A').

## Head of Service Asset Management

The service will continue to give consideration to alternate use of surplus accommodation within maintained nursery schools. This accommodation varies greatly and so detailed information including floorplans are held for each premises.

A range of alternate use is under consideration with a particular focus on services which provide education, care and support functions that would be compatible with each site taking into account issues such as access control, safeguarding etc.

Where alternate use is identified and supported, this will require negotiation of an agreed statement of occupancy to determine the sharing of costs.

## HR Services Manager (Schools)

The Schools HR team is either working with or has already worked with 8 nursery schools in relation to their budget/potential overstaffing.

## Next Steps

The next steps will be to:

## Children and Family Wellbeing/Maintained Nursery School proposal

### Short Term

- Meeting with MNS Headteachers (date to be confirmed) to discuss in more detail the proposal.
- Headteachers to confirm which (if any) is their preferred option from the proposal.
- Dates for MNS commencing to contributing to the TFU programme to be agreed once MNS have confirmed their acceptance and option choice.
- CYP and families to be identified who MNS will work with under the principles of the TFU programme if proposal is accepted.
- MNS to evidence achievement of sustained change (improved outcomes) in line with the Outcomes Plan (minimum of 6 months/maximum of 12 months).

### Schools Finance

- Continue to work with all MNS who are in financial difficulty to ensure that medium term stability is achieved in as many settings as possible.
- Complete the benchmarking work that is currently underway and share with the sector to identify any efficiencies that can be shared.
- Undertake further financial training with Governors and senior management.

### Schools HR

- A representative of the team has agreed to attend a future Nursery Headteachers meeting, to discuss with them the various TA roles/gradings available to Headteachers and also the use of variable hours contracts.
- In addition, the team will continue to provide support as required.

### Asset Management

- Undergo a full evaluation of county assets and use of rented premises.
- Identify potential co-location, closure/non-renewal of rental arrangements e.g. CSC/Adult Learning/Pupil Access, looking at MNSs that had children's centres first.
- Cost out necessary adaptations to usage.

### SEND

- Committed to early identification and support, so that the costs for support do not fall solely on nursery schools.

### School Improvement

- Include and promote use of expertise of MNS in development of inclusion hubs for each district. This would include provision for excluded YR children.

### Maintained Nursery Schools

- Across the federation, review arrangements for training. Identify common training needs and opportunities, share the costs.
- Undergo benchmarking exercise: staffing, spending, health and safety.
- Considered shared appointments across the sector, as and when opportunities arise.

### Local Authority

- Continued collaboration with strategic leads to ensure nursery schools are a thread in county decision making.

It was resolved that the local authority will continue to have regard to relevant statutory guidance.

DfE Guidance for decision-makers/ Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals (April 2016) page 28:

#### Nursery schools and the presumption against closure

There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal must demonstrate that:

- Plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- Replacement provision is more accessible and more convenient for local parents.

DfE Early education and childcare/ Statutory guidance for local authorities (March 2018)

To secure flexible delivery, local authorities should:

A2.16 Make full use of their maintained nursery schools, if they have them. Maintained nursery schools are almost exclusively good or outstanding, the majority are located in disadvantaged areas and they have early year's expertise and experience that can be used to benefit the whole local area. Local authorities should ensure that they have a role in the pedagogical leadership for the local early year's system. What this means in practice will depend on local need, but it might include for example: commissioning nursery schools to develop and deliver a quality improvement strategy for the area; having nursery schools work with other providers to share their experience and expertise to raise the overall quality of provision across the area; helping nursery schools to work in partnership with other providers to offer the 30 hours entitlement; and providing funding to nursery schools to allow them to deliver family support services.

#### **Consultations**

N/A

#### **Implications:**

This item has the following implications, as indicated:

#### **Risk management**

There are significant financial challenges being faced by maintained nursery schools which may impact on their valuable role in the early education of vulnerable children in Lancashire.

**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



# Lancashire Troubled Families Programme

## Proposal for Nursery sector pilot

### 1. Background

Children and Family Wellbeing Service lead on the delivery of the Troubled Families Programme in Lancashire, where Phase 2 of the programme anticipates the authority working with 8620 families over a five year period concluding in 2020.

The programme aims to provide intensive support to families who are experiencing multiple complex issues affecting the quality of their lives and the welfare of the children in the family. Through targeted interventions with the family, we are tasked with evidencing significant and sustained progress made by the family in response to a minimum of two key national criteria;

1. Parents or children involved in crime / anti-social behaviour
2. Children who have not been attending school regularly
3. Children who need help, identified as in need or subject to a child protection plan
4. Adults out of work or at risk of financial exclusion or young people at risk of worklessness
5. Families affected by domestic violence and abuse
6. Parents or children with a range of health problems

The programme funding arrangement is structured around a 'payment by result' (PBR) mechanism. This means that as a family is 'attached' to the programme, an initial payment of £800 is levied to the authority as the work with the family begins. National measures are then provided as the benchmarks that qualify for both 'significant' and 'sustained' change and only when such evidence of change can be provided, and independently verified by audit, a final (PBR) claim of £1000 can be made for the work undertaken.

Lancashire has been able to demonstrate significant progress in response to the requirements of the programme. To date over 10,000 families who have been identified as meeting (at least two) of the programme criteria and have been attached to the programme, which exceeds the anticipated profile.

To date, there have been 2,340 claims made for 'Payment by Results (PBR) where families we have worked with have demonstrated significant changes which have been sustained. For some criteria this has been for between six and twelve months which involves us monitoring the family for the extent of this period, checking that changes are being sustained before a claim can then be submitted to the national programme.

### 2. Nursery sector engagement.

From close working with representatives of the Nursery sector in Lancashire, we are aware that the sector identifies that it works extensively with families connected to individual nursery settings, through the involvement of one or more of their children attending Nursery provision.

Representatives of the sector have described the quality of relationships and the intensive work that they undertake with these families and their attendant children and it has been identified that this activity could contribute directly to the requirements of the Troubled Families Programme.

It is proposed that this is explored further by involving 'nominated nursery settings' in the response to the national programme.

It is proposed that each setting involved in the Nursery staff would;

- Work with a **'nominated number of families'** who are currently attached to the TF programme and who are naturally attached to their Nursery setting through attendance of one of more of their children
- **Work with the 'whole family'** (as is mandated by the national programme), including all children in the family, as 'Lead Professional' and through the CAF/TAF processes to address the issues of unmet need identified and to secure significant and sustained progress for the family on the (two or more) programme criteria identified
- **Capture evidence in the accepted (CAF/TAF) recording format** and make this available to the Children & Family Wellbeing programme analysts to enable family cases to be appropriately verified and audited within relevant PBR submission claim windows. It should be noted that **monitoring of sustainability may go on for up to twelve months** beyond when CAF/TAFs are closed by the Lead Professional as needs met. There is a need to maintain some contact with the family during this period in order to verify evidence on behalf of the programme

Nursery site leads involved in the pilot would be provided with full details regarding the expectation for data capture and recording and of the families involved.

### **3. Proposed payment mechanism**

For each family 'worked with' by nominated Nursery settings;

- On allocation of an identified 'TF attached' family to the Nursery setting - a fee of £600 would be made payable
- On submission of a validated PBR claim for a 'TF attached family worked with by the Nursery setting as Lead Professional – a fee of £750 would be made payable

This equates to a maximum total of **£1350 per identified family** made payable to nominated Nursery settings involved in the pilot.

The authority will retain 25% of the total fee payable from the national Troubled Families Programme, as the Children & Family Wellbeing service analyst team will continue to conduct all necessary data matching, analysis, monitoring, and audit preparation and claims submissions for each case.



## 4. Data Evidence

There are over 10,000 families currently attached to the TF programme which exceeds the Lancashire target for attachments. For these families, we have evidence which is being monitored that the families meet two or more of the programmes criteria.

We have identified from within all attached families, those which reside within the catchment areas of a group of seven nominated Nurseries and who have at least one child in the family 0-5yrs.

We have then identified those who are not currently or have not been worked with by CFW or Children Social Care as Lead Professional.

We have then cross referenced this cohort of families with Early Years Data to identify those that are claiming their eligibility to 2yr and 3yr old free early education and where they are currently accessing provision.

The outcome of this analysis yields a possible cohort of;

- **225 attached families** for consideration which comprise 507 children (of all ages). Based on those families attached to the programme in the Nursery reach areas who have at least one child under 5yrs.

Or:

- **72 attached families** comprising 188 children (of all ages). Based on those families attached to the programme in the Nursery reach areas who have at least one child under 5yrs for whom FEE entitlement is being claimed.

(This could also reduce to **28 attached families** where at least one of the children is currently attending the nursery(s).

The breakdown of the nominated cohort is as follows;

NURSERY	Row A	Row B	Row C		Row D			Row E
(NB: Reach Area based on former Children Centre reach parameters)	Number of TFU Attached Families (with U5yrs) in Nursery Reach Area	Percentage of TFU Attached Families (with U5yrs) in Nursery Reach Area being worked with by CFW/CSC	Number of TFU Attached Families (with U5yrs) in Nursery Reach Area not allocated to CFW/CSC	Total number of children in Row C (0-18s)	Number of TFU Attached Families in Nursery Reach Area claiming FEE entitlement for a child or children aged 2,3,4 (not CFW/CSC attached)	Number of Row D families accessing this Nursery	Number of Row D families accessing other provision	Total number of children in TFU Attached families in target cohort (Row D) (0-18s)
Appletree	78	69%	24	47	5	4	1	13
Duke Street	179	74%	47	107	21	7	14	57

<b>Fairfield</b>	106	66%	36	77	8	3	5	16
<b>Ribblesdale</b>	69	72%	19	40	11	2	9	27
<b>Stoneygate</b>	145	66%	49	113	18	8	10	44
<b>Walton Lane</b>	97	67%	32	82	5	2	3	20
<b>Whitegate</b>	95	81%	18	41	4	2	2	11
<b>Grand Total</b>	<b>769</b>	<b>71%</b>	<b>225</b>	<b>507</b>	<b>72</b>	<b>28</b>	<b>44</b>	<b>188</b>

The data is based on the position as at August 2018 with regards to CAF and utilises the summer '17/18 FEE headcount data. Data is for individuals only and in some cases records may relate to the same family as each other. The likelihood of this is low however given that the data is only for 2, 3 & 4 yr olds. Nursery reach areas based on former designation of reach areas for children centres attached to the nurseries.

Further analysis of the cohort demonstrates that, of those families within the cohort, 66% reside within the top 30% most deprived lower super output areas within the Nursery reach area, demonstrating that a higher proportion of the most deprived families are assigned to the programme (See Appendix 1). It is suggested that families in the top 30% decile form a priority for any identified cohort in this pilot.

## 5. Nursery Pilot Recording Considerations

For Nurseries undertaking the role of Lead Professional for TF Programme purposes and have a financial arrangement to support this, the adoption of certain ways of working and recording to ensure that LCC are in a position to evidence the work undertaken with the family for PBR claim validation would be require.

The framework for this would need to include and consider:

- Recording of CAF / TAF on whole family basis
- Consent obtained from the family by the nursery to undertake the work and share the information with LCC
- Provision of a spreadsheet to allow documentation of information for all family members enabling consistency across nurseries and consideration of families for potential claims
  - Forename
  - Surname
  - Date of Birth
  - Gender
  - Family Relationships (Mother, father, significant others, siblings)
  - Ethnicity
  - Address in a standardised format
  - CAF URN
  - Start date
  - End date
  - Identification of TFU criteria present
  - Closure Reason (needs met, disengaged, declined consent)
- How the information would be transferred between the nurseries and TF programme analysts (potentially need to set-up FTP accounts or utilise existing GCSX accounts where available)
- Requirement for the information to be provided on a monthly basis at minimum

## 6. Summary

In summary, the following terms for Nursery sector pilot are proposed;

- Pilot inclusion to be offered to seven nurseries initially; one in the North (Appletree in Lancaster), two in the South (Duke Street in Chorley, Stoneygate in Preston), four in the East (Fairfield in Hyndburn, Ribblesdale in Ribble Valley, Whitegate in Burnley and Walton Lane in Pendle).
- Pilot cohort of families to include all those families attached to the programme, not currently being worked with by CFW/CSC with at least one child under 5yrs, in the Nursery reach areas. This cohort being targeted in order to maximise the financial input available to the pilot nurseries.
- Pilot Nurseries to be allocated 225 'attached families' to work with as Lead Professional
- Pilot Nurseries to be paid £135,000 on allocation and a further £168,750 on verified submission of relevant PBR claims (assuming 100% successful compliance)
- The following summary profile for the pilot is proposed;

Nursery Pilot Site	Number of allocated 'TF Attached' families	Initial funding allocation for attachment	Potential Subsequent funding allocation for PBR (assuming 100% compliance)	Total funding available
<b>Appletree</b>	24	£14,400	£18,000	£32,400
<b>Duke Street</b>	47	£28,200	£35,250	£63,450
<b>Fairfield</b>	36	£21,600	£27,000	£48,600
<b>Ribblesdale</b>	19	£11,400	£14,250	£25,650
<b>Stoneygate</b>	49	£29,400	£36,750	£66,150
<b>Walton Lane</b>	32	£19,200	£24,000	£43,200
<b>Whitegate</b>	18	£10,800	£13,500	£24,300
<b>TOTALS</b>	<b>225</b>	<b>£135,000</b>	<b>£168,750</b>	<b>£303,750</b>

## Option B

An alternative profile could be considered in which the target cohort for the pilot is focussed on those families attached to the programme in the Nursery reach areas, (where CFW/CSC are not currently working with the family) and where at least one child in the family is under 5yrs and attending the nursery settings.

This limits the number worked with and would not yield significant income potential for the Nurseries in the pilot, but would form a more accessible cohort for the Nurseries to work with as they would know the family already, whereas in the substantive proposal above, the families may well not be known to the Nursery at all.

The profile for this alternative pilot proposal would be as follows;

Nursery Pilot Site	Number of allocated 'TF Attached' families	Initial funding allocation for attachment	Potential Subsequent funding allocation for PBR (assuming 100% compliance)	Total funding available
<b>Appletree</b>	4	£2,400	£3,000	£5,400
<b>Duke Street</b>	7	£4,200	£5,250	£9,450
<b>Fairfield</b>	3	£1,800	£2,250	£4,050
<b>Ribblesdale</b>	2	£1,200	£1,500	£2,700
<b>Stoneygate</b>	8	£4,800	£6,000	£10,800
<b>Walton Lane</b>	2	£1,200	£1,500	£2,700
<b>Whitegate</b>	2	£1,200	£1,500	£2,700
<b>TOTALS</b>	<b>28</b>	<b>£16,800</b>	<b>£21,000</b>	<b>£37,800</b>

## Appendix 1

TFU Families (with Under 5s) by Nursery Reach worked with by CFW/CSC	IMD Deciles										Grand Total
	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90	90-100	
Appletree			18	4	18	11				3	54
Duke Street	58		34	25			7	6	2		132
Fairfield	24	19	8	10	1		1	7			70
Ribblesdale				7		17	11	10	3	2	50
Stoneygate	50	26	13	7							96
Walton Lane	38		12	15							65
Whitegate	13	45	16	3							77

TFU Families (with Under 5s) by Nursery Reach not allocated to CFW/CSC	IMD Deciles										Grand Total
	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90	90-100	
Appletree			7	2	6	5	1			3	24
Duke Street	14		5	13			6	9	0		47
Fairfield	12	8	4	4			1	7			36
Ribblesdale				1		11	3	3		1	19
Stoneygate	20	11	8	10							49
Walton Lane	16		11	5							32
Whitegate	8	6	4								18



## Education Scrutiny Committee

Meeting to be held on Thursday, 6 December 2018

Electoral Division affected:  
(All Divisions);

### Schools in Financial Difficulty

Contact for further information:

Andrew Good, Tel: 07917 876966, Head of Financial Management (Development and Schools)

Andrew.Good@lancashire.gov.uk

#### Executive Summary

This report provides an update on Lancashire schools in financial difficulty and the support that is being provided.

#### Recommendation

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

#### Background and Advice

Previous reports to the Committee have set out information on Schools in Financial Difficulty (SIFD).

A report in September 2018 provided information on 'The Journey of a School Causing Concern and the Impact on Services', which included some reference to schools finance.

In June 2018, the Committee received a report on Maintained Nursery Schools. This report provided information about Lancashire's maintained nursery schools, including updates on standards and finances. It highlighted the financial challenges facing the sector and provided a comparison of nursery schools with other Lancashire schools, using the Authority's Schools in Financial Difficulty Categorisations.

As requested by the Committee, this report provides an update on the SIFD categorisations and the support that is being offered to schools identified in the higher risk categories.

Members may recall that the SIFD system classifies schools into one of four categories based on various financial indicators. Information on the four categories is provided below:

<b>Category</b>	<b>Description</b>
<b>Category 1 Structural Deficit</b>	Structural deficit beyond recovery, school is financially non-viable, strategic solutions required
<b>Category 2 Significant Deficit</b>	Schools have significant deficits requiring intensive intervention and focussed support to recover, or have no agreed recovery plan – pushing boundaries of 3 year timescale
<b>Category 3 Vulnerable Position</b>	Incorporates schools burning through reserves, losing significant pupil numbers, moving into or on the brink of deficit, or schools that are recovering from more significant financial problems, but where the recovery plan is agreed and is on track - require intervention and monitoring in order to prevent failure in the next 3 years – education, challenge and forecasting support
<b>Category 4 No financial issues</b>	No budget issues but continued monitoring of financial indicators to confirm ongoing financial health.

When information was provided to the June 2018 meeting, categorisations were based on forecast data from January 2018. At that time, the analysis provided the following categorisations:

*SIFD categorisation – All Schools January 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	9	1.5%
2	12	2.0%
3	58	9.8%
4	514	86.7%
	593	100%

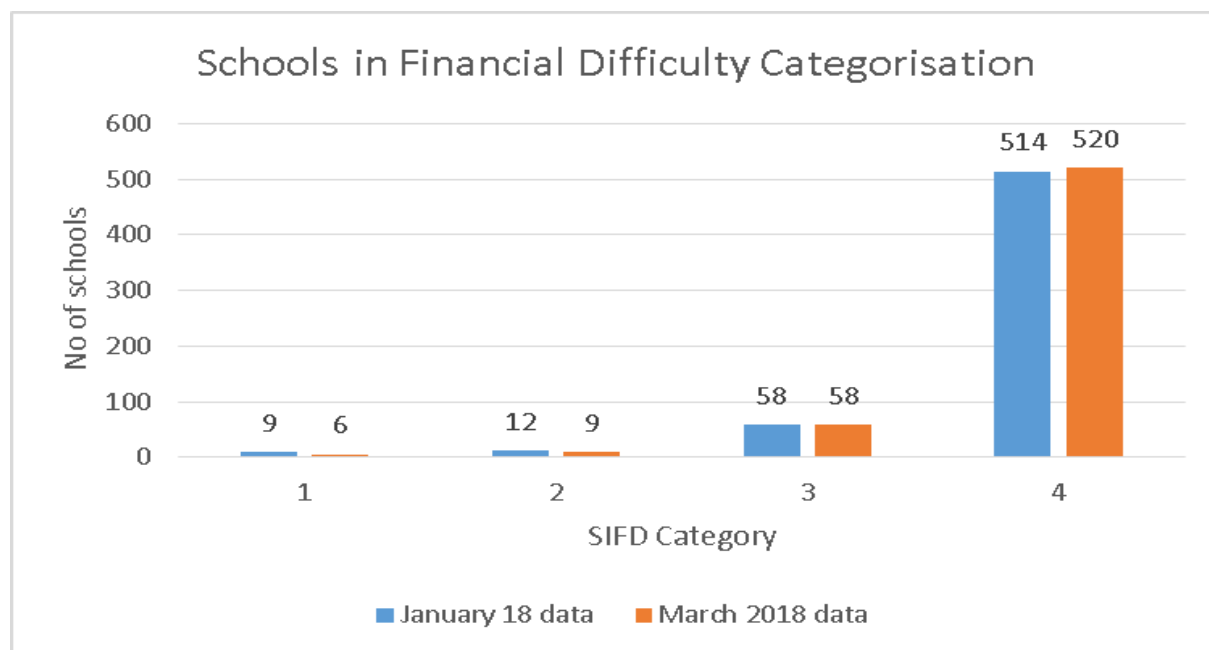
The school data used in the categorisation process is kept under regular review, against the agreed categories. Updated categorisations are provided below, which are based on the actual outturn data from schools as at the end of the last financial year on 31 March 2018. Updated categorisations are provided below:

*SIFD categorisation – All Schools 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	6	1.0%
2	9	1.5%
3	58	9.8%
4	520	87.7%
	593	100%



For comparative purposes, the graph below shows the number of schools in each category at January 2018 and March 2018.



### Phased Base Information

Further information is provided below on updated SIFD categorisations, using 31 March 2018 outturn data, on a phased basis, compared with the original January 2018 data (% figures may be affected by roundings).

These tables show that the SIFD support arrangements are having an impact on improving the financial health of schools, although significant financial challenges remain within the sector.

### Nursery Schools

*SIFD categorisation – Nursery Schools January 2018 data*

Category	No. of schools	%
1	1	4.2%
2	5	20.8%
3	11	45.8%
4	7	29.2%
	24	

*SIFD categorisation – Nursery Schools 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	0	0.0%
2	3	12.5%
3	10	41.7%
4	11	45.8%
	24	

**Primary Schools**

*SIFD categorisation – Primary Schools January 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	0	0.0%
2	5	1.1%
3	28	5.9%
4	440	93.0%
	473	

*SIFD categorisation – Primary Schools 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	0	0.0%
2	3	0.6%
3	29	6.1%
4	441	93.2%
	473	

**Secondary Schools**

*SIFD categorisation – Secondary Schools January 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	6	10.3%
2	0	0.0%
3	12	20.7%
4	40	69.0%
	58	

*SIFD categorisation – Secondary Schools 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	4	6.9%
2	1	1.7%
3	12	20.7%
4	41	70.7%
	58	

***Pupil Referral Units (PRUs)***

*SIFD categorisation – PRUs January 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	0	0.0%
2	1	11.1%
3	4	44.4%
4	4	44.4%
	9	

*SIFD categorisation – PRUs 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	0	0.0%
2	1	11.1%
3	4	44.4%
4	4	44.4%
	9	

***Special Schools***

*SIFD categorisation – Special Schools January 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	2	6.9%
2	1	3.4%
3	3	10.3%
4	23	79.3%
	29	

### *SIFD categorisation – Special Schools 31 March 2018 data*

<b>Category</b>	<b>No. of schools</b>	<b>%</b>
1	2	6.9%
2	1	3.4%
3	3	10.3%
4	23	79.3%
	29	

#### **Support for Schools in Financial Difficulty Support**

Schools in categories 1 and 2 require intensive support from finance and other services such as School Improvement and Schools HR.

The longer term viability of schools within Category 1 must be considered questionable and consideration is given to further actions by the LA at a strategic level, including possible closure.

Support for category 3 schools will vary depending on the level of estimated deficit. This work can often be done between the school and the Schools Finance Officer but with additional support if necessary.

Category 4 schools have no current budget issues but monitoring of financial indicators will continue to confirm ongoing financial health

#### **Enhanced Financial Training**

During the summer term 2018, a series of financial seminars were provided at venues across the county. The agenda for the seminars included input from School Finance, School Improvement Service, Schools HR and from headteachers of schools that have recovered from deficit.

Invitations were extended to Headteachers, Chairs of Governors and School Business Managers in primary and nursery schools and over 150 delegates attended.

It is proposed that there will be a focus on secondary schools during the next round of financial training. It is anticipated that these sessions may include input from the DfE and from the Association of School and College Leaders (ASCL).

#### **Enhanced Commissioned Support**

The LA is enhancing the support that is provided to SIFD, particularly those identified in Category 2.

The categorisation data will be used to identify the most vulnerable schools and phases. Additional targeted support will then be commissioned to assist individual school recovery. Specialist support will be directed across phases, utilising best practice, benchmarking data and successful strategies from similar schools. Initially, priority will be given to the nursery sector and the secondary sector.

## Consultations

The SIFD support arrangements have been discussed with the Lancashire Schools Forum.

## Implications:

This item has the following implications, as indicated:

## Risk management

### *Financial*

Dedicated Schools Grant (DSG) income has not kept pace with cost pressures and inflation for a number of years. This has brought greater financial pressures on schools from all sectors.

There is no immediate prospect of an above inflation rise for schools in 2019/20 and any financial position beyond that date must await the outcome of the government's comprehensive spending review.

The ongoing financial strain within the sector means that more schools are facing financial difficulty than was historically the case. It is therefore vital that the Schools in Financial Difficulty support arrangements continue to assist schools as they face the financially challenging environment.

At the extreme, where schools close or become an academy under the route where the Secretary of State (SoS) issues an Academy Order in respect of a school eligible for intervention, the deficit balance remains with the Authority. The Schools Forum has established a de-delegated reserve to mitigate the risk associated with these deficit balances, but this may not be sufficient to cover the risk for all schools in deficit meaning that there remains some residual risk with the LA.

### *School Standards*

Schools that are facing financially challenging circumstances will often need to make savings on their delegated budgets, which can have a consequential impact on the educational standards of the school.

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

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



# Agenda Item 6

## Education Scrutiny Committee

Meeting to be held on Thursday, 6 December 2018

Electoral Division affected:  
(All Divisions);

### Governance of Schools

(Appendices 'A' to 'C' refer)

Contact for further information:

Ajay Sethi, Head of Learning Services and Skills

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#### Executive Summary

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

This report provides background information on the governance of schools, the role of the local authority and the provision of support to Lancashire schools.

#### Recommendation

The Education Scrutiny Committee is requested to:

- i. Note and comment on the report.
- ii. Discuss and formulate recommendations in relation to the information provided.

## Background and Advice

### Governance of Schools

- There are currently 8500+ governors in Lancashire schools.
- Number of Schools:

Area	Primary	Primary Short Stay	Primary Special	Secondary	Secondary Short Stay	Secondary Special	All age	Total Primary	Total Secondary	Total Schools
North	119	1	0	18	2	1	5	120	21	146
South	206	1	3	37	3	4	4	210	44	258
East	158	1	4	30	2	4	1	163	36	200
Central			1			1	2	1	1	4
<b>Total</b>	<b>483</b>	<b>3</b>	<b>8</b>	<b>85</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>494</b>	<b>102</b>	<b>608</b>

## 1. The purpose of governance

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All Governing Bodies/Boards, no matter what type of school or how many schools they govern, have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

The governing body provides non-executive leadership. Its role is to operate as a board akin to the board of trustees of a charity, or the board of directors of a company. In all matters, the 'board of governors' should operate at a strategic level, leaving the headteacher and senior school leaders responsible and accountable for the operational day-to-day running of the school.

Governing Bodies review their constitution annually to distinguish whether their governing body membership is enabling them to work effectively. Alongside constitution, governing bodies will complete their annual skills audit and identify any gaps in the skills occupied by the governing body. If a governing body have a complete set of skills and are carrying excess vacancies they are able to remove these through reconstitution.

All appointing bodies have a responsibility to appoint governors based on the skills that individual would bring in order to contribute to effective governance and the success of the school. Governing bodies review their skills audit on an annual basis to determine where their skill gaps are (as at Appendix A). The purpose of the audit is to ensure that each of the skills is covered across the governing body. It is not to be expected that any individual is going to have all the skills listed, however some skills and attributes are considered 'core skills' for effective governance.

*“Governors have to be perceptive people who can challenge and support in equal measure and know when and how to do this. They must never overstep the mark and try and run the school themselves”*  
Sir Michael Wilshaw HMCI, Ofsted

## 2. Role of the governing body and headteacher<sup>1</sup>

A clear understanding of, and distinction between, the role of the board and the headteacher is crucial to effective governance. The regulations<sup>2</sup> make clear that the headteacher is responsible for the educational performance of the school and for the internal organisation, management and control of the school – which includes the performance management of staff. The board's role is to hold the headteacher to account for exercising their professional judgement in these matters and for the performance of all of their other duties.

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<sup>1</sup> School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

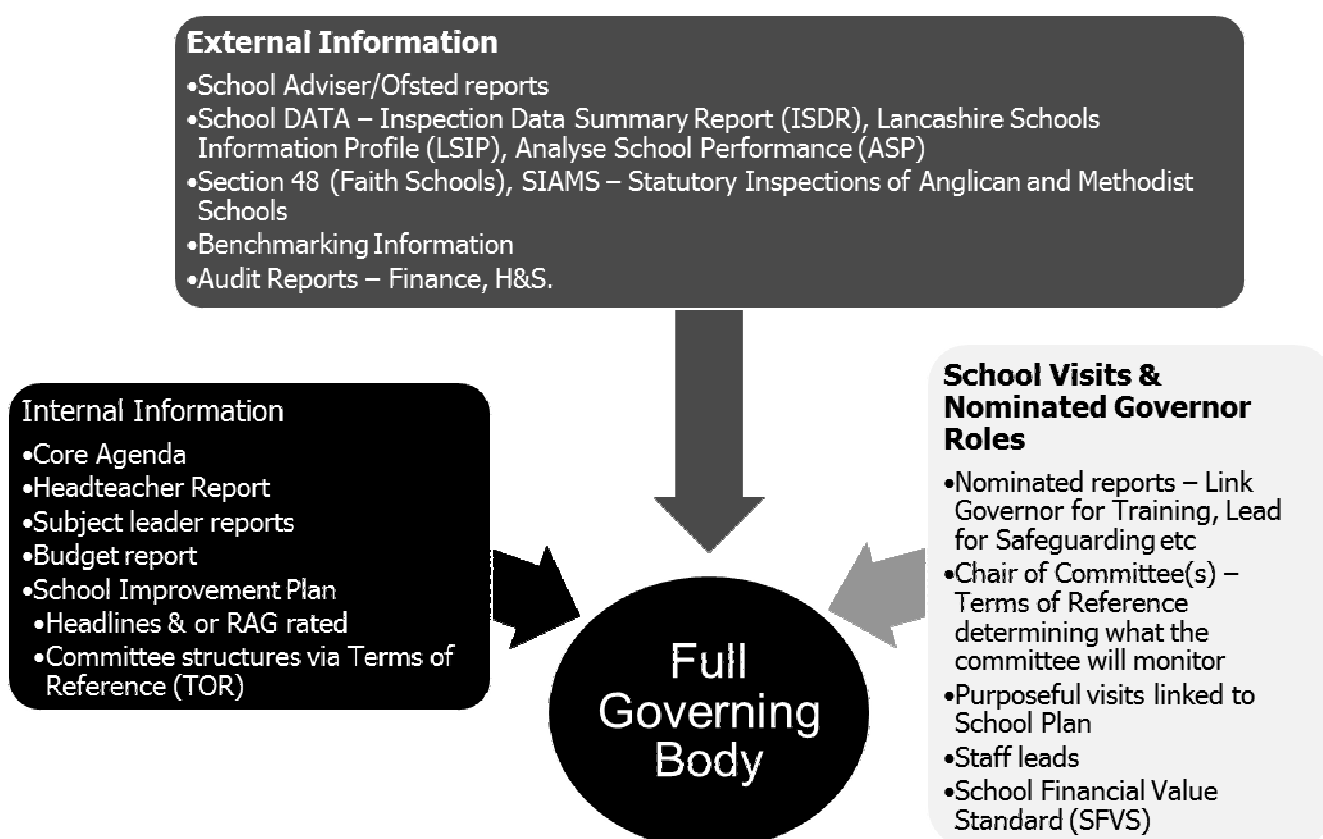


In maintained schools the governing body sets and approves the budget, defines expectations, delegates powers, and verifies performance towards delivering the schools' strategic aims and objectives. The most important aspect is an appropriate division of responsibilities between strategic governance by the governing body and operational management by the senior leadership team led by the Headteacher.

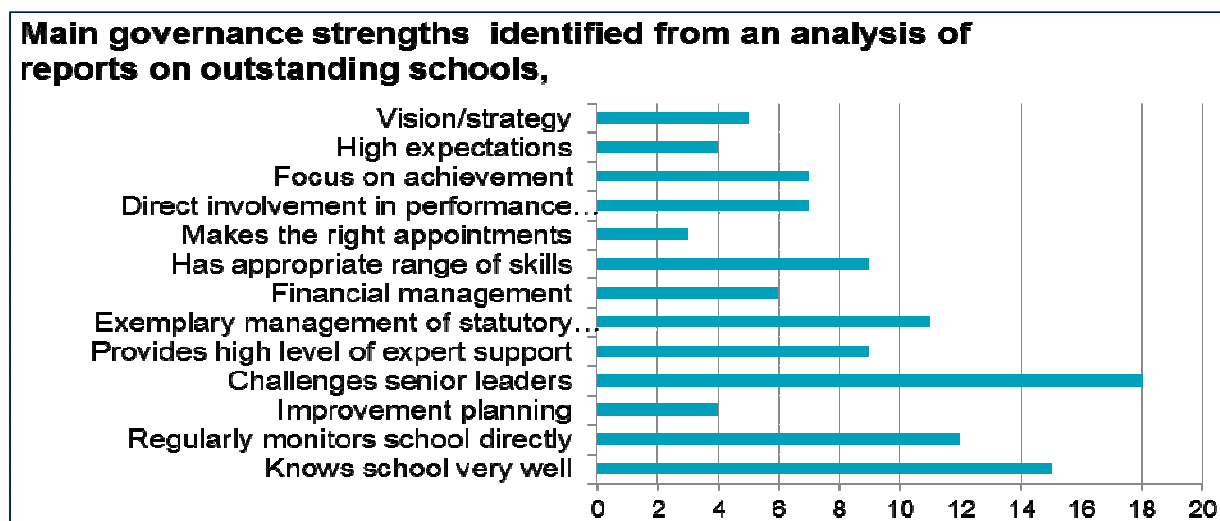
Governors need a robust process and framework for setting priorities, creating accountability and monitoring progress. This may be facilitated by a school development plan (SDP) or equivalent document that sets out strategic targets and key performance indicators (KPIs). The focus should be on significant strategic challenges and opportunities for school improvement in line with the board's core functions.

This approach should be underpinned by the right level of checks and balances of key performance metrics, via its scheme of delegation and its governance committee structures.

The diagram below illustrates where a Governing Body/Board may receive its intelligence from to support the discharge of its duties.



Analysis of the most effective schools shows there is robust challenge to senior leaders by governors who know the school well, but who also have a secure grasp of their basic duties.



### 3. The different types of Governors

All appointing bodies have a responsibility to appoint governors based on the skills that individual would bring in order to contribute to effective governance and the success of the school. Governing bodies review their skills audit on an annual basis to determine where their skill gaps are.

At Appendix 'B' further information is provided on the different types of Governors.

### 4. Local Authority (LA) Role

#### 4.1. Statutory functions – LA Governor

A panel has been established to consider and determine the selection of local authority governors to all educational establishments. Applicants are nominated/reappointed upon the basis of what contribution they can bring to the school and the governing body in terms of commitment, experience, knowledge and skills.

Current number of (LA) governor positions: 601

October 2018 vacancy report:

	District 1	District 2	District 4	District 6	District 7	District 8	District 9	District 11	District 12	District 13	District 14	Total
	Lancaster	Wyre	Fylde	Preston	South Ribble	West Lancs	Chorley	Hyndburn & RV	Burnley	Pendle	Rosendale	
No of Schools	66	51	28	78	50	66	59	70	46	47	40	601*
Vacancies	14	3	2	11	11	18	18	19	7	13	13	129
Vacancy %	21.21%	5.88%	7.14%	14.10%	22.00%	27.27%	30.51%	27.14%	15.22%	27.66%	32.50%	21.4%

\* Represents schools where a LA Governor applies.

Historically there has been a difficulty recruiting governors in area East (District 11, 12, 13 and 14).

## **4.2. LA Governor Recruitment**

Governor vacancies reduce the effectiveness of governing bodies because they limit the range of experience available to the school and increases the workload of other governors. Schools serve their local community and it is therefore important that the governing body reflects that community.

A governor recruitment campaign was established in October 2017 to manage Local Authority governor vacancies in particular.

The following methods have already been undertaken to address the volume of vacancies in Lancashire schools.

- access to Inspiring governance to search for volunteers
- area based news releases
- staff notices
- Facebook and Twitter post

Since the campaign was established 200+ volunteers have been matched to vacancies. This campaign is ongoing.

## **5. Supporting Governing Bodies**

### **5.1. The Governing Body Adviser (GBA)**

*"High quality professional clerking is crucial to the effective functioning of the board. The clerk should be the boards' 'governance professional'. This is crucial in helping the board exercise its functions expediently and confidently, so that it can stay focused on its core functions."*

*Clerking Competency Framework 2017*

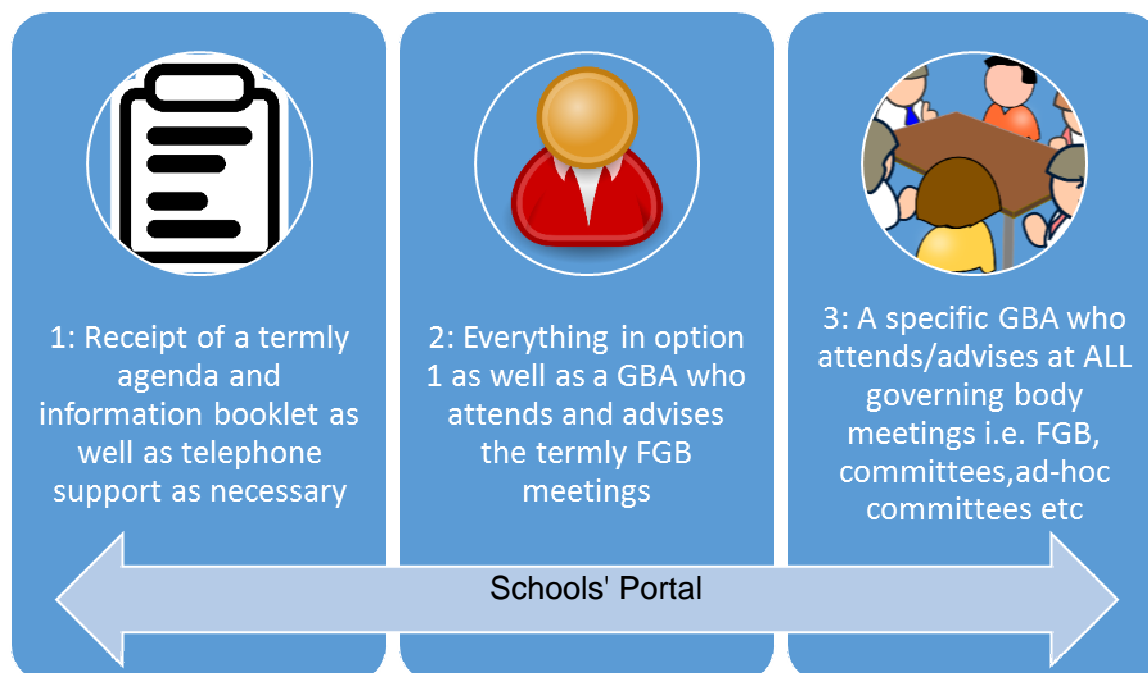
The Governing Body Adviser's role is multi-faceted and includes:

- good governance organisation;
- effective board administration;
- supporting the board understand its role and functions
- instructing and guiding governors in their legal duties;
- via the chair, enabling and facilitating strategic debate and decision making.

Governor Services provides this service to circa 90% of Lancashire maintained schools and around 45% of non-maintained academies in the county.

## 5.2. Level of support available to Lancashire schools

Governor Services provides a variety of levels of support to meet the varying needs of Lancashire schools. These include:



Types of governor meeting that the service supports:

- Full Governing Body meetings;
- Resources committee;
- Standards & Effectiveness committee;
- Curriculum committees;
- Health & Safety committee;
- Pay committee;
- Ad-Hoc committees:
  - Complaint Review meetings (parental complaints);
  - Pupil Discipline committee (to consider pupil exclusions);
  - HR-type meetings e.g. Attendance & Dismissal, Disciplinary, Grievance committee, appeal meetings.

## 5.3. Additional support available

The service also provides guidance and support in providing model policies and governance procedures which schools can adopt.

- Core Agenda for FGB (these are produced for academies, maintained school, PRUs) in full text and compact formats;
- supporting information booklet;
- Election procedures for every type of governor in every type/phase of school;
- Pay & Appraisal guidance;
- Pupil exclusion guidance;
- Complaints procedure;
- Governor Code of Conduct;
- Structures of Governance guidance;
- Governor Skills audit and associated matrix.

## **6. The Training and Development Offer**

A key aspect of the Training and Development Offer is to support governors in understanding their role and responsibility in key areas. Appendix 'C' provides an overview of training available. All Lancashire courses remind governors of the three core functions of governance and the key elements of effective governance are highlighted:

1. The right people around the table.
2. Understanding the role and responsibilities.
3. Good Chairing and professional clerking.
4. Good relationships based on trust.
5. Knowing the school – the data, the staff, the parents/carers, the pupils/students, the community.
6. Ask challenging questions and have brave conversations.

The Service offers a Training and Development Service Level Agreement (SLA) to all Lancashire Schools and Academies (approx. 94.75% of Lancashire maintained schools and 38.39% of Lancashire academies). Schools and academies beyond the administrative border also access training.

In 2017/18 academic year we delivered 265 training courses to over 4,000 governors. 116 courses were delivered on the county wide programme and 149 school based and cluster courses which are custom-made for individual school needs.

The Tutor Team has a broad spectrum of Lancashire Officers, Teaching and Learning Consultants, Advisers, recently retired Headteachers, and National Leaders of Governance (NLGs). The team brings a wealth of knowledge and experience to ensure that up to date and relevant training is offered. The courses are reviewed at least annually and more frequently as there are changes to legislation and guidance documents. Additional dates for popular courses and new courses are added to the Training Programme during the year to respond to demand and changing needs. The course content ensures that it covers all phases and types of school. For example, any issues relating to church schools (e.g. Section 48 Inspections), the differences for academies (e.g. the Financial Handbook). For some courses, new versions are written for the different phases (e.g. the nursery phase and the Early Years Inspection criteria and expectations).

The Department of Education (DfE) in January 2017 published a non-statutory Competency Framework for effective governance. This set out the principles, personal attributes, knowledge and skills that are expected to be an effective governor.

The Training Programme identifies for each course what aspect of the Competence Framework it covers. In addition, the courses are linked to all areas of the Governance Handbook.

All courses are quality assured by the lead officer for Training and Development. Delegates are asked to provide feedback at the end of each course and these evaluations are analysed to assist the future planning as well as monitoring the tutor and course content. An update from Training and Development is supplied to Governing Boards via the termly Core Agenda and governors are encouraged by the Governor Advisers to give feedback on the training they have attended each term. All feedback is important and this has helped to shape the programme.

Online learning is available via National Governance Association (NGA) Learning Link. Over 50 modules of e-learning is available to governors that would prefer this learning style or are unable to attend the tutor led courses. This training is tracked by the NGA and evidence of learning and assessment is available following each module of learning.

To support continuing development a termly Governor Newsletter is also provided. This provides up to date information on current educational issues, updates from the County Council and suggests to governors what actions they should be taking. The themes of the Newsletter are often used in the termly Chairs' Forums that are organised across the County. Additionally, the Forums give an opportunity for Chairs' to share good practice and network with other schools. At the end of each financial year, a Conference for Chairs and aspiring Chairs is delivered. The key note speakers and supporting workshops focus on a theme. The 2018 theme was 'We are Reading' which supported the launch of the Lancashire initiative.

There is termly liaison with our partners the Diocesan/Church Authorities and Lancashire Association of Governing Bodies (LASGB) which includes the provision of Governor Training and Development. Discussion will cover emerging trends, issues and needs of Governors to inform training needs. Over half of schools in Lancashire are Voluntary Aided/Controlled.

## 7. Quality Standards in Lancashire Schools

<b>Nursery</b>			<b>Special</b>		
Outstanding	20	83.33	Outstanding	13	44.83
Good	4	16.67	Good	15	51.72
RI	0	0.00	RI	0	0.00
Inadequate	0	0.00	Inadequate	1	3.45
<i>Good or better</i>	<i>24</i>	<i>100.00</i>	<i>Good or better</i>	<i>28</i>	<i>96.55</i>
<b>Total</b>	<b>24</b>	<b>100.00</b>	<b>Total</b>	<b>29</b>	<b>100.00</b>
<b>Primary</b>			<b>Short Stay</b>		
Outstanding	101	21.00	Outstanding	2	22.22
Good	344	71.52	Good	4	44.44
RI	34	7.07	RI	2	22.22
Inadequate	2	0.42	Inadequate	1	11.11
<i>Good or better</i>	<i>445</i>	<i>92.52</i>	<i>Good or better</i>	<i>6</i>	<i>66.67</i>
<b>Total</b>	<b>481</b>	<b>100.00</b>	<b>Total</b>	<b>9</b>	<b>100.00</b>
<b>Secondary</b>			<b>All</b>		
Outstanding	19	22.35	Outstanding	155	24.68
Good	44	51.76	Good	411	65.45
RI	16	18.82	RI	52	8.28
Inadequate	6	7.06	Inadequate	10	1.59
<i>Good or better</i>	<i>63</i>	<i>74.12</i>	<i>Good or better</i>	<i>566</i>	<i>90.13</i>
<b>Total</b>	<b>85</b>	<b>100.00</b>	<b>Total</b>	<b>628</b>	<b>100.00</b>

**Consultations**

N/A

**Implications:**

N/A

**Risk management**

There are no risks associated with this report.

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

Paper	Date	Contact/Tel
N/A	N/A	N/A

Reason for inclusion in Part II, if appropriate

N/A





## Governor Services

### Skills Audit for Governors

In January 2017, the Department for Education published A Competency Framework for Governance. This focussed on the knowledge, skills and behaviours needed for effective governance. The Framework is made up of 16 competencies, under six headings, as detailed below.



A skills audit is a useful way of assessing the skills, knowledge and experience of individual governors, and therefore the governing body as a whole.

This will help you to identify training needs and is also a means of identifying the qualities, skills, experience and knowledge you are looking for in recruiting to vacancies on the governing body. The focus of this audit is to evaluate the principles and personal attributes for an individual governor, and how that links to the six features of effective governance.

The purpose of the audit is to ensure that each of the skills is covered across the governing body. It is not to be expected that any individual is going to have all the skills listed, however some skills and attributes are considered 'core skills' for effective governance and these are listed in the first part of the form. These could also form the starting point for any recruitment materials your governing body develops.

The audit can be used as part of your annual governing body self-evaluation, or as a focus for individual governor review meetings with the Chair.

It is important to understand that overall, governing is a Strategic ("thinking") rather than an Operational ("doing") role. The specialist skills identified are intended to be used for the purposes of enabling governors to scrutinise information and ask challenging questions, not to carry out work which should be done by the senior management team. Governors should avoid becoming involved in operational matters. This is not to say that governors cannot also volunteer in the school, but this is entirely separate to their role on the Governing Body.

This is a suggested model only; should you wish, you can adapt it to develop a bespoke version for your governing body.

## SKILLS AUDIT FOR GOVERNORS

**ESSENTIAL – It is anticipated that all governors can confirm the following:**

	Yes ✓
Eligible to serve as a governor or trustee	
Understanding and acceptance of the legal duties of governance	
Committed to improving the education and welfare of all pupils	
Committed to Equal Opportunity and Diversity for all	
Understanding of, and commitment to, the school's vision, values and ethos	
Recognition of the importance of attending all meetings regularly and taking an appropriate share of the workload	

### **CORE SKILLS – For individual governors**

	Yes	No
Elementary IT skills – eg for accessing Schools' Portal		
Good Speaking and listening skills		
Able to recognise when to seek advice, both independent or professional		
Awareness of the context of the school in the community		
Able to maintain confidentiality and abide by the code of conduct		
Able to work as a member of a team, to make collective decisions and stand by them		
Able to recognise and respect the boundaries between school leaders and governance		
Understanding and observation of the principles of the law relating to equality and diversity		
Keen to promote the school in the wider community		
Ability to engage with all stakeholders of the school community		
Readiness to ask challenging questions and to monitor and evaluate the impact of decisions taken		
Willingness to undertake own self-evaluation		
Willingness to undertake relevant training and to continually develop own skills, expertise and knowledge		
Readiness to give additional time as appropriate to support the school		

## SPECIALIST SKILLS/EXPERIENCE

Governors will bring a variety of technical and specialist skills and experience to the governing body. Please provide information about any skills you have to assist in the allocation of roles across the governing body.

Please tick the appropriate box	Level of experience:			
	0 (none)	1 (low)	2 (medium)	3 (extensive)
<b>Understanding and experience of governance</b>				
Experience of board membership in another sector or as a governor / trustee in another school				
Experience of chairing meetings				
Experience of professional leadership				
<b>Strategic and policy role</b>				
Understanding/experience of strategic planning				
Ability to analyse complex issues				
Legal experience relevant to the role of a governor				
Analytical and problem solving skills				
Experience of change management (e.g. organisational restructures)				
Understanding of educational policy				
Knowledge of employment and HR processes for school staff				
<b>Support and challenge</b>				
Ability to analyse data				
Ability to identify the range and format of data needed to hold the school leadership team to account				
Ability to constructively question and challenge				
Knowledge of project management				
Experience of performance management / appraisal of self and / or others				
Understanding of the needs for vulnerable children				

Understanding of the needs for Able, Gifted and Talented children				
<b>Financial oversight</b>				
Experience of budget monitoring				
Ability to understand the financial cycle of the school				
Experience of financial planning / management				
Knowledge of procurement / purchasing				
Experience of premises / facilities management including health and safety				
Experience of seeking independent funding streams				

<b>Community engagement</b>				
Developing positive links with the community and local businesses				
Knowledge of the local/regional economy				
Working or volunteering with children / young people				
Understanding of special educational needs and disability				
Understanding of Governing Board duties in relation to PREVENT				

Having completed the Individual Skills Audit, is there any training or support you would like to enable you to develop your role?

What training have you undertaken in the past year? Please include any work-based training, governor training or other relevant activities.

## Training Matrix

Course Title	Effective Governance	Strategic Leadership	Accountability	People	Compliance	Evaluation
<b>Section 1 – Effective Governance</b>						
Twenty questions for Effective Governance	✓	✓	✓	✓	✓	✓
Being an Effective Governing Body	✓	✓	✓	✓	✓	✓
Governing Body Self Evaluation and Development	✓	✓	✓	✓	✓	✓
New Governor Induction	✓	✓	✓	✓	✓	✓
<b>Section 2 – Strategic Leadership</b>						
Chair's Course	✓	✓	✓	✓	✓	✓
<b>Section 3 - Accountability</b>						
Finance for Maintained schools including the Schools Financial Standard	✓	✓		✓	✓	✓
Primary Curriculum for Governors	✓	✓			✓	✓
Secondary Curriculum for Governors	✓	✓			✓	✓
Understanding Schools' Data for Primary School Governors	✓	✓	✓		✓	✓
Understanding Schools' Data for Secondary School Governors	✓	✓	✓		✓	✓
<b>Section 4 - People</b>						
Governor Recruitment and Succession Planning	✓		✓	✓	✓	✓
Learning and Development (Link) Governor	✓		✓	✓	✓	✓
<b>Section 5 - Compliance</b>						
Appraisal and Pay Committees for Governors	✓	✓		✓	✓	✓
Child Protection and Safeguarding for Governors	✓	✓			✓	✓
PREVENT training for Governors	✓	✓	✓	✓	✓	✓
Handling Concerns and Complaints	✓	✓	✓	✓	✓	✓
Health and Safety	✓	✓			✓	✓
Online Safety	✓	✓			✓	✓
Pupil Behaviour, Exclusions and Attendance for Governors	✓	✓			✓	✓
Safer Recruitment for Governors	✓	✓			✓	✓
Special Education Needs and Disability for Governors	✓	✓			✓	✓
Staff Discipline, Grievance, Capability and Attendance for Governors	✓	✓	✓	✓	✓	✓
<b>Section 6 – Evaluation</b>						
Inspection – Preparing for an Ofsted Inspection for Governors	✓	✓			✓	✓

Details of all these courses, are available on the Governors' Portal or via the Governing Body's Training Link Governor.

## Types of Governors

### 1. Parent governors

Parent governors are elected by other parents at the school. Subject to disqualifications, any parent which includes a person with parental responsibility, or carer, of a registered pupil at the school at the time of election is eligible to stand for election as a parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.

### 2. Staff governors

Teaching and support staff who, at the time of election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors. They cease to hold office when they cease to be employed at the school.

### 3. The headteacher

The headteacher is a member of the governing body by virtue of their office.

The headteacher may at any time resign as a governor, and withdraw their resignation, in both cases by notifying the clerk in writing.

### 4. Local authority governors

Local authority governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any person who is eligible to be a local authority governor, but it is for the governing body to decide whether their nominee has the skills required to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set.

An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

### 5. Foundation governors

Foundation governors are either appointed or take the role by virtue of an office that they hold.

Where appointed, the appointment is made by the person identified in the instrument of government (usually the school's founding body, church or an organisation other than a local authority). A foundation governor is someone who would be capable of achieving the purpose for which he/she is appointed which is securing:

- in all cases, that the school's character (including religious character where it has one) is preserved and developed; and
- that the school (if it has a foundation) is conducted in accordance with the foundation's governing documents.

### 6. Partnership governors

Partnership governors are appointed by the governing body.

The number of partnership governors required on the governing body is set out in the instrument of government.

The governing body must first try to appoint partnership governors from those nominated:

- where the school has a religious character: by the “appropriate diocesan authority” in the case of a Church of England or Roman Catholic school, and
- by the “appropriate religious body” in any other case; and,
- where the school does not have a religious character, by the parents of registered pupils at the school and such others in the community served by the school as

### 7. Co-opted governors

Co-opted governors are appointed by the governing body.

### 8. Associate members

Associate members are appointed by the governing body to serve on one or more governing body committees. They may also attend full governing body meetings. They are not governors and therefore do not have a vote in governing body decisions, but may be given a vote on decisions made by committees to which they are appointed.

### 9. Other types of governors

Type	Educational Organisation	Appointed by	Notes
Trust-appointed governor	Academy	Trust	
Community Member	Pupil Referral Unit (PRU)	Governing committee	PRUs operate with a governing <i>committee</i> and sub-committees rather than a FGB



# Training Matrix

Course Title	Effective Governance	Strategic Leadership	Accountability	People	Compliance	Evaluation	School Based	CountyWide	Cluster
<b>Section 1 – Effective Governance</b>									
Being an Effective Governing Board	✓	✓	✓	✓	✓	✓	✓		
Governing Board Self Evaluation and Development	✓	✓	✓	✓	✓	✓	✓		
Twenty questions for Effective Governance	✓	✓	✓	✓	✓	✓	✓		
New Governor Induction	✓	✓	✓	✓	✓	✓		✓	
Smarter Governance – An Update for Established Governors	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Section 2 – Strategic Leadership</b>									
Chair's Course for Governors	✓	✓	✓	✓	✓	✓		✓	
<b>Section 3 - Accountability</b>									
Finance for Maintained schools including the Schools Financial Standard	✓	✓	✓	✓	✓	✓	✓	✓	✓
Balancing your Budget – Financial planning for Secondary phase Governors in times of austerity	✓	✓	✓	✓	✓	✓		✓	
Understanding Schools' Data for Primary School Governors	✓	✓	✓		✓	✓	✓	✓	
Understanding Schools' Data for Secondary School	✓	✓	✓		✓	✓	✓	✓	
Governor Skills Workshop: Effective School Visits and Challenging Questions for governors	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team GB: Building a Successful Governing / Trust Board	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Section 4 - Compliance</b>									
Appraisal and Pay Committees for Governors	✓			✓	✓			✓	
Primary Curriculum for Governors	✓	✓	✓		✓	✓		✓	
Secondary Curriculum for Governors	✓	✓	✓		✓	✓		✓	
Handling Concerns and Complaints in School for Governors	✓	✓			✓	✓		✓	
Health and Safety Responsibilities for Governors	✓	✓			✓	✓		✓	
Online Safety for Governors	✓	✓			✓	✓	✓	✓	✓
Pupil Behaviour, Exclusions and Attendance for Governors	✓	✓			✓	✓		✓	
Safer Recruitment for Governors	✓	✓			✓	✓		✓	
Special Education Needs and Disability for Governors	✓	✓			✓	✓	✓	✓	
Staff Discipline, Grievance, Capability and Attendance for	✓	✓			✓	✓		✓	
WRAP (Workshop to Raise Awareness of PREVENT) and current threat for Governors	✓	✓			✓			✓	
Child Protection and Safeguarding for Governors	✓	✓	✓		✓	✓		✓	
Strive and Thrive – A Happy and Well School Community	✓	✓			✓	✓		✓	
<b>Section 5 - Evaluation</b>									
Inspection – Preparing for an Ofsted Inspection for Governors	✓	✓	✓		✓	✓	✓	✓	

Details of all of these courses are available by logging onto the Governors' Portal and then accessing the Training tab on the left hand side of the screen or via your Governing Board's Training & Development (LINK) Governor.

New courses or additional dates for popular courses are added to the Governor Training and Development programme throughout the year. It is recommended that Governors check the Schools' Portal on a regular basis for details of new courses and dates or the online booking site ([www.lancashire.gov.uk/lpds](http://www.lancashire.gov.uk/lpds)).



## Education Scrutiny Committee

Meeting to be held on Thursday, 6 December 2018

Electoral Division affected:  
(All Divisions);

## Education Scrutiny Committee Work Programme 2018/19

(Appendix 'A' refers)

Contact for further information:

Samantha Parker, Tel: 01772538221, Senior Democratic Services Officer,

sam.parker@lancashire.gov.uk

### Executive Summary

The work programme for the Education Scrutiny Committee is attached at Appendix 'A'.

The topics included were identified at the work planning workshop held on 10 July 2018.

### Recommendation

The Education Scrutiny Committee is asked to:

- i. Note and comment on the report and work programme;
- ii. Consider topics not yet scheduled;
- iii. Discuss and confirm any further topics required and reasons for scrutiny.

### Background and Advice

A statement of the work to be undertaken and considered by the Education Scrutiny Committee for the 2018/19 municipal year is set out at Appendix 'A'.

The work programme will be presented to each meeting for consideration.

The new work programme includes topics to be discussed at committee meetings, events, task groups, rapporteur work, briefing notes and training for members.

Members are requested to note and comment on the report, consider topics not yet scheduled and to discuss and confirm any further topics.

## **Consultations**

NA

## **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/Tel
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NA

Reason for inclusion in Part II, if appropriate

NA

## Education Scrutiny Committee Work Programme 2018/19

The Education Scrutiny Committee Work Programme details the planned activity to be undertaken over the forthcoming municipal year through scheduled Committee meetings, task group, events and through use of the 'rapporteur' model.

The items on the work programme are determined by the Committee following the work programming session at the start of the municipal year in line with the Overview and Scrutiny Committees terms of reference detailed in the County Councils Constitution. This includes provision for the rights of County Councillors to ask for any matter to be considered by the Committee or to call-in decisions.

Coordination of the work programme activity is undertaken by the Chair and Deputy Chair of all of the Scrutiny Committees to avoid potential duplication.

In addition to the terms of reference outlined in the [Constitution](#) (Part 2 Article 5) for all Overview and Scrutiny Committees, the Education Scrutiny Committee will:

- Scrutinise matters relating to education delivered by the authority and other relevant partners
- Fulfil all the statutory functions of an Overview and Scrutiny Committee as they relate to education functions of a Children's Services Authority

The Work Programme will be submitted to and agreed by the Scrutiny Committees at each meeting and will be published with each agenda.

The dates are indicative of when the Education Scrutiny Committee will review the item, however they may need to be rescheduled and new items added as required.

## Appendix A

Topic	Scrutiny Purpose (objectives, initial outcomes)	Scrutiny Method	Lead Officers/ Organisation	Proposed Date(s)	Recommendations	Progress
<b>Meeting</b>						
Maintained Nursery Schools	Financial situation facing nursery school provision	Meeting	Helen Belbin Andrew Good Nursery Headteacher	25 June 2018	The outcome of the nursery task group be reported back to the Committee in November.	
SEN Attainment	Update from the joint meeting around initiatives to support progress	Meeting	Steve Belbin	25 June 2018	Report noted. No further recommendations.	
Schools causing concern	Impact on services involved in support schools causing concern	Meeting	Debbie Ormerod Steve Belbin Mel Ormesher Steph Rhodes	10 September 2018	<ol style="list-style-type: none"> <li>1. Formation of a task group looking at school improvement for schools facing challenges.</li> <li>2. Further consideration be given to potential targeted support from local councillors with officers for under-subscribed schools or where there were signs a school may be having difficulties.</li> <li>3. An annual report come to the Education Scrutiny Committee on school admissions and schools causing concern.</li> </ol>	

## Appendix A

School Budgets	Funding issues and impact on schools, staffing needs/support systems to share good practice	Meeting	Andrew Good Helen Belbin Steve Belbin	6 December 2018		
Maintained Nursery Provision	Update following conclusion of task group work	Meeting	Andrew Good Steve Belbin Helen Belbin	6 December 2018		
School Governors	Skills, training, financial challenges facing schools, recruitment	Meeting	LASGB Ajay Sethi Margaret Scrivens	6 December 2018		
Lancashire Schools Attainment	Standards of achievement in Lancashire Schools	Meeting	Steve Belbin	29 January 2019		
School Attendance	Missing from home and education Elective Home Education	Meeting	Frances Molloy	26 March 2019		
Permanent Exclusions in Lancashire Schools	Review of permanent exclusions in Lancashire	Meeting	Steve Belbin	TBC		

## Appendix A

EY Education	Overview of provision across Lancashire	Meeting	TBC	TBC		
SEND Transport Policy	Review of policy	Meeting	TBC	TBC		
Inquiry Day						
SEND (joint Education and Children's Services)	Social skills/connections between YOT and teen suicide Transition from primary to high school	Inquiry Day	David Graham	TBC		
Bite Size Briefing						
Online Safeguarding	Overview from training provided by LSCB	Bite Size Briefing	LSCB	27 February 2019		
School Admissions	Overview of code and legislation	Bite Size Briefing	Debbie Ormerod	10 September 2018		Completed
Ofsted report	Overview of report detail	Bite Size Briefing	Amanda Hatton	4 Oct 2018		Completed
Education update	Update on changes to the education landscape	Bite Size Briefing	Steve Belbin	TBC		



## Appendix A

Briefing Note						
Pupil tracking	From primary to secondary faith schools	Briefing Note	Steve Belbin	November 2018		
Summer Born Policy	Overview of policy and process in place	Briefing Note	Debbie Ormerod	November 2018		
Attainment	Provisional key stage attainment	Briefing Note	Steve Belbin	December 2018		
Lancashire Key Stage 4 Performance	Update on attainment levels at key stage 4	Briefing Note/Meeting	Steve Belbin	December 2018/January 2019		
Attainment CLA	Progress of attainment levels for children looked after	Briefing Note/Meeting	Audrey Swann	TBC		
Rapporteur						
Online Safeguarding	TBC – after BSB date confirmed	Rapporteur	John Withington	TBC		

