



Every Child Matters *In Lincolnshire*



Narrowing the Gap in Deprived Areas of Lincolnshire

**A Review by the Children and
Young People Scrutiny Committee**

July 2010

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Lincolnshire
COUNTY COUNCIL 

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Introduction

Foreword by Councillor Colin Davie, Chairman of the Task and Finish Group



This review has highlighted that there is a lot of good practice in many areas of Lincolnshire, and across many agencies, which is helping to narrow the gap for children and young people, and their families. However, we have to recognise there are some areas which are not so good. There is a lot of overlap in the services offered and too much variability in outcomes and service effectiveness. In terms of the data received by the Task and Finish Group for the wards under review, there is a clear downturn in performance and the gap appears to be widening rather than narrowing, particularly in the coastal areas. Urgent multi agency engagement and intervention is required if we are to get back on track and start narrowing the gap for children and young people, and their families in these deprived areas.

I would like to pay tribute to the members of the Task and Finish Group for their dedication and effort in this work and the report is the work of all of them for which I thank them enormously. I would also like to thank all the officers involved in this work for their help and support and thank everybody who came and participated in discussions with us in both Mablethorpe and in the Moorland Ward. Finally I would like to record our thanks to the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) for their free support and advice throughout this review.

A handwritten signature in blue ink that reads "Colin Davie".

Cllr Colin Davie

Task and Finish Group Members

The Task and Finish Group also consists of the following Members:



Cllr Rev Sara Cliff



Cllr Nev Jackson



Cllr Pauline Mathers



Cllr Andrea Jenkyns



Cllr Marianne Overton



Cllr Reg Shore



Mrs Elizabeth French – Parent Governor Added Member

Executive Summary and Recommendations

The scrutiny review “**Narrowing the Gap in Deprived Areas of Lincolnshire**” has been focussed on identifying what services are in place at school, partnerships and locality level for those children and young people experiencing under-achievement and how effective they are at addressing under-achievement. The Scrutiny Review has taken a holistic approach by also looking at the impact of families and their environment on children’s and young people’s achievements. The review has focussed on the Moorland Ward, with the Glebe Ward as a comparator, in Lincoln and the Mablethorpe East Ward. These wards were selected as parts of each of the wards are within the top 10% most deprived areas in England.

Narrowing the Gap is concerned with improving outcomes for vulnerable children and those at risk of poor outcomes with the view to reducing the difference in outcomes between these children and young people, and children and young people in general, whilst improving outcomes for all. A national Narrowing the Gap programme, which is now overseen by the **Centre for Excellence and Outcomes in Children and Young People’s Services (C4EO)**, began in June 2007 to identify best practice about what works and to strengthen local government in delivering improved outcomes for children.

This review was carried out between December 2009 and June 2010 and has focussed on interviews with relevant staff in Children’s Services; visits to Moorland Children’s Centre in Lincoln and Mablethorpe Children’s Centre, combined with interviews with parents and a range of contributors and practitioners; and questionnaires to the catchment schools and Heads of Services for the three wards. The review has been supported by a sector specialist from C4EO who has provided expert guidance, advice and research throughout the review. From evidence and findings detailed in the report, the Task and Finish Group have drawn a number of conclusions, which are set out on pages 59 to 61 that have informed their recommendations.

In light of the evidence and findings detailed in this report, the Task and Finish Group submit the following recommendations to the Executive for their consideration:

1. The report and the following recommendations should be sent to the relevant Secretaries of State for their attention and particular regard should be given to these nationally significant points:
 - ❖ There are grave concerns about tracking vulnerable children, both nationally and internationally. The national government should introduce legislation to set up a process for tracking vulnerable and transient children internationally, and utilise the information and technical expertise acquired through ContactPoint to track vulnerable and transient children nationally through new processes;
 - ❖ The Academies Bill should be amended to ensure that all academies allow community use of their buildings and facilities throughout the whole year;
2. There should be more engagement with parents in the early stages of pregnancy. A joint pack between all the agencies should be developed which contains information on the birth and the various steps of education from early years through to University. The Centre for Excellence and Outcomes for Children and Young People’s Services (C4EO) have offered free support and the sharing of best practice to help the Early Year services around Mablethorpe to improve their delivery of services to the vulnerable transient population that are in the area,

and Children's Services are recommended to commission this free support from C4EO. This links into the golden threads "Together with Parents" and "Unite to Succeed";

3. Sure Start Children's Centres give meaningful engagement with children at an early stage, but they need to be more flexible in their provision in order to meet the identified needs of the area, focussing on the most vulnerable children, and trust needs to be built between parents and staff. This links into the golden thread "Holding onto the Baton";
4. Best practice guidance materials should be available in Sure Start Children's Centres to stimulate and interest parents and children, and keep parents learning alongside their children. This links into the golden threads "Together with Parents", "It takes a Community to raise a Child" and "Learning to Learn";
5. Children's Services should rebrand Children's Centres to improve parents' perceptions and remove any stigma attached to Children's Centres, and positively market Children's Centres to all parents to highlight that the facilities available are aimed at all parents in order to improve usage by parents of Children's Centres. This links into the golden thread "Together with Parents";
6. The Council should encourage schools to be immediately prepared to utilise the pupil premium in a targeted way to make a clear difference for pupils from less well-off backgrounds. This links into the golden thread "Learning to Learn";
7. Public buildings, such as schools and children's centres, should be kept open all year and the voluntary sector should be utilised to help run them. Public buildings are a major local resource in any area and being kept open would help to keep a link between parents and the centres outside normal opening hours, and provide additional support to single parents. The Centre for Excellence and Outcomes for Children and Young People's Services (C4EO) have offered free support on sharing best practice to see how the public buildings and their facilities can be used to promote achievement, including attainment, and support the development of children's emotional resilience, self esteem and aspirations. Children's Services are recommended to commission this free support from C4EO. This links into the golden threads "It takes a Community to raise a Child" and "Cornflakes to Canoeing";
8. In line with the national age related expectations for the Early Years Foundation Stage Profile, Children's Services should ensure that systems are in place to track individual child achievements and put strategies in place so that children can achieve their potential. The aim of effective tracking and targeted interventions is to narrow the gap so that children eligible for free school meals achieve as well as their peers in that they aim to achieve at least six points in the scales relating to literacy, numeracy and PSED by the end of the early years foundation stage (age 5). This should be regarded as a stretch target. This links into the golden thread "Learning to Learn";
9. Successes by parents and children should be recognised, celebrated and promoted by the Council to raise aspirations and esteem. Rather than simply using the narrow measures of attainment which are used in schools, achievements by pupils should be recognised and the teaching staff's judgements should be trusted. Children's Services should identify different ways of recognising, celebrating and promoting success and achievement by parents and children. This links into the golden thread "You can do it";
10. As previously recommended in the Improving School Meals Scrutiny Review from 2006, a swipe card system for school meals should be introduced into all schools so that pupils entitled to free school meals are able to receive school meals in the same manner as other pupils. This

will help to improve the uptake of free school meals and will eliminate any stigmatism for children from deprived areas. This links into the golden thread “Learning to Learn”;

11. The Council needs to work closely with Further Education providers and all other providers, especially Skegness Academy, to establish further education provision across the county in particular in the coastal areas. The Council should explore, as a matter of urgency, alternative ways of providing provision especially in coastal areas, and look for best practice elsewhere. This links into the golden thread “It takes a Community to raise a Child”;
12. The Children and Young People Scrutiny Committee and the Communities Scrutiny Committee are asked to consider establishing a joint task and finish group looking into post 16 provision, and engagement with the Lincolnshire Chamber of Commerce should be included as part of the terms of reference. This links into the golden thread “It takes a Community to raise a Child”;
13. The Centre for Excellence and Outcomes for Children and Young People’s Services (C4EO) have offered, at no cost, to help investigate and interrogate coastal deprivation in Lincolnshire and other coastal areas in England for comparison, to find out whether there are any similarities or issues, such as transport, common to coastal areas, and whether Lincolnshire’s educational services add value to the education of transient children in coastal areas whilst in the Local Authority’s area. Children’s Services are recommended to commission C4EO to help conduct this investigation and interrogation into coastal deprivation to find out whether the problems experienced in coastal areas, as highlighted in this report, are unique to Lincolnshire or are issues affecting all coastal areas. This links into the golden thread “Prove it”;
14. Children’s Services should identify a senior officer to be accountable for driving through these recommendations. This links into the golden thread “Prove it”;
15. The benchmarking of data against the recommendations in this report are to be reported initially in six months and then annually to the Children and Young People Scrutiny Committee. This links into the golden thread “Prove it”.

Establishment of the Task and Finish Group

The Children and Young People Scrutiny Committee agreed at its meeting on 16 October 2009 that there was a need for a scrutiny review to investigate the issues around Narrowing the Gap in Deprived Areas in Lincolnshire. The Overview and Scrutiny Management Committee agreed at its meeting on 29 October 2009 to establish a Task and Finish Group to conduct this scrutiny review, and the following objectives were approved:

1. *How effective are we at identifying and tracking under-achievement/ progress in each age group i.e. 0-4 / 5-11/ 11-16?*
2. *Which services are put in place at school/LCC locality and partnership level for those children and young people experiencing under-achievement?*
3. *How effective are these services at addressing under-achievement?*
4. *Do children and young people experiencing under-achievement access these services?*
5. *How much do parents understand about their child or young person's performance, attainment and potential?*

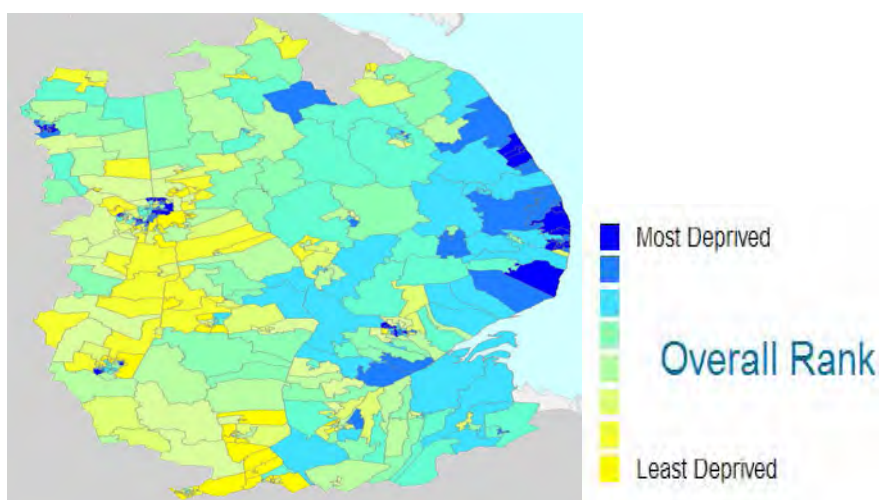
The work of Children's Services is focussed around the 5 key Every Child Matters Outcomes. This review will directly address at least two of these outcomes: "Make a Positive Contribution" and "Enjoy and Achieve". It will address the range of interventions and initiatives that are being taken or could be taken to support these children, young people and their families to narrow the gap in aspiration, achievement and attainment. The review will contribute to the following national indicators in the Local Area Agreement or Children and Young People's Plan:

NI092 Narrowing the Gap – lowest achieving 20% in the Early Years Foundation Stage Profile vs the rest.

NI102i Achievement gap between pupils eligible for free school meals and their peers (KS2)

NI102ii Achievement gap between pupils eligible for free school meals and their peers (KS4)

The map below shows the areas of deprivation in Lincolnshire in 2007¹. Large parts of the East of the county are more deprived than the West, and pockets of deprivation are present in Lincoln, Boston, Grantham and Gainsborough. Deprivation on the east coast has spread northwards and north westerly into the county over time.



¹ Gaining Value from the 2007 Indices of Deprivation in Lincolnshire, Lincolnshire Research Observatory

In 2007, Lincolnshire ranked 98 (rank 1 being the most deprived) out of 149 County Councils in terms of deprivation in 2007 compared to a rank of 94 in 2004. The table below shows the level of deprivation of a population in the different geographical areas, measured by the percentage (%) of all people in that area living in the most deprived fifth (20%) of areas in England.

Geographical Area	Percentage Value
East Midlands	16.59%
England	19.88%
Lincolnshire	10.70%
Boston	18.61%
East Lindsey	20.02%
Lincoln	25.97%
North Kesteven	0.00%
South Holland	0.00%
South Kesteven	3.28%
West Lindsey	8.85%

As part of the review the Task and Finish Group would investigate the extent of the problem in two deprived areas selected from within a district ward of Lincoln and a district ward on the East Coast. The Task and Finish Group agreed to examine in detail the Moorland Ward in Lincoln, together with the Glebe Ward as a comparator, and the Mablethorpe East Ward in East Lindsey. These wards contain super output areas (SOAs) which are within the top 10% most deprived areas in England. A Super Output Area is a geographical area designed for the collection and publication of small area statistics. SOAs are more similar in size of population than, for example, electoral wards. There are three layers of SOAs (lower, middle and upper) and deprivation is measure using the lower layer SOAs. The table² below sets out the Deprivation rankings for the most deprived super output areas within these three wards.

Deprivation rankings in England, where 1 is the most deprived and 32,482 the least deprived.

Super Output Area	Ward	District	Overall Ranking	Income Ranking	Employment Ranking	Health and Disability Ranking	Education Skills and Training Ranking	Crime Ranking
E01026173	Moorland	Lincoln	166	395	507	625	240	389
E01026152	Glebe	Lincoln	787	277	1,695	830	667	4,185
E01026073	Mablethorpe East	East Lindsey	1,794	4,100	645	944	2,831	2,088

The Task and Finish Group have met on 8 occasions to collate and review evidence and information for this review, and interview key contributors. This has included visits to the Moorland Children's Centre in Lincoln and the Mablethorpe Children's Centre in Mablethorpe. The following sections set out the information and evidence gathered and the findings of the review. Details of all the contributors to the review are set out in Appendix 3.

² The 2007 Indices of Multiple Deprivation in Lincolnshire by Super Output Areas, Lincolnshire Research Observatory

What is Narrowing the Gap?

The National Picture



The “Narrowing the Gap” programme is a 2 year research project funded by the former Department for Children, Schools and Families (DCSF), hosted by the Local Government Association (LGA) and supported by the Improvement and Development Agency for local government (IDeA). The programme began in June 2007. From October 2008 the programme has been overseen by the Centre for Excellence and Outcomes in Children and Young People’s Services (C4EO).

The aim of the programme is to narrow the gap in outcomes between vulnerable and excluded children and others, against a context of improving outcomes for all. The “Gap” refers not only to educational achievement but to outcomes across the five Every Child Matters (ECM) strands, which are being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The programme will tell the story of what is working, and what still needs to be done through ‘Every Child Matters’. On completion, the programme should identify best practice about what works; models for developing current and future leaders of children’s services; and strengthen local government in delivering improved outcomes for children. The research has found that strong leadership and good governance across partnerships are essential to narrowing the gap.

The vulnerable groups of children and young people that are the central focus of the Narrowing the Gap research and development project include young people who may be disadvantaged in many different ways. These disadvantages may be as a result of the action (or interaction) of factors related to socio-economic circumstances or of issues to do with young people’s physical or emotional well-being. The vulnerable groups include:

- Children from poorer socio-economic groups (including white ‘working class’ boys)
- Children in care
- Children with disabilities
- Children with Special Educational Needs
- Children excluded from school
- Children with poor school attendance records
- Children from different ethnic minority backgrounds
- Young Offenders
- Young carers
- Children at risk from significant harm – who are being abused or neglected or who are at great risk of it
- Children living with ‘vulnerable adults’, such as those with serious drug or alcohol problems, or who are mentally ill
- Children not fluent in English
- Children who are asylum seekers/ refugees.

The Local Picture

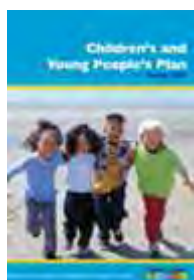
The national Narrowing the Gap programme highlighted 12 golden threads which impact on improving outcomes for the most vulnerable children with strong leadership and governance being essential to embed these golden threads. The following section of this report illustrates what Lincolnshire agencies are doing collectively to narrow the gap. The 12 golden threads of the Narrowing the Gap programme are used to illustrate this:

Thread 1 – You can do it! (Expect the best)

This involves children, parents, carers and all those who work for and on behalf of children believing that *all* children can and deserve to succeed. The research demonstrates that if children lived in a world where aspiration for them was evidence everywhere, such as in health centres, libraries, nurseries, children’s centres and in school, they would succeed.

Details of how Lincolnshire is working to improve aspiration in children and families are illustrated in Lincolnshire County Council’s **Brilliant Lincolnshire** programme. The Children’s Trust, working with others, is continuing to actively combat the effects of poverty, through employment and regeneration strategies and a focus on raising aspiration.

Thread 2 - From good to great – ‘passion with purpose’



The Director and Assistant Directors of Children’s Services, elected members and leaders throughout the Council need to be committed to championing children and have a vision and a plan which they drive with energy and vigour – ‘passion with purpose’.

The aspirations for the children and young people in Lincolnshire are described within the **Children and Young People’s Plan**. This plan outlines the governance arrangements of the partnership and illustrates the shared values, agreed ways of working and priorities for collective action.

Thread 3 - It takes a community to raise a child

Most children and families are part of their local community, whether this is defined by geography, by a common tie that binds families together such as culture or faith, or by an activity such as the learning community created by children’s centres, schools and colleges. Communities include children, young people and adults, but also public services, voluntary organisations and community groups, businesses and centres of worship.

Engaging with vulnerable children, young people and families can be achieved through open access services based in children’s centres, schools and other neighbourhood centres. By 2010 Lincolnshire County Council will achieve 100% of schools offering extended provision and have universal cover of children’s centres.

Thread 4 - Together with parents (“you know your child, we know about children’s services, together we can help her/him better”)



Research demonstrates that outcomes improve when everyone working with children recognises, respects and supports parents and carers as the most important people in their children’s lives.

The Council has an ambitious programme to ensure that practitioners are skilled in working effectively with parents, recognising parents’ expertise and commitment to their children, building on their strengths, and working in partnership. The Council has also introduced Parent Support Advisors into the schools work force whose role is to work with families to engage parents in their child’s learning. This is defined within the Council’s **Parenting Strategy**.

A **Think Family Strategy** has also been created. Many children are part of extended families, including grand-parents, uncles and aunts and some are also part of families which have step-parents, step-grandparents etc. Children’s Services are working collaboratively with Adults’ Services, recognising that many adults are also parents which will further help narrow the gap.

Thread 5 - Through the voice and eyes of the child



Children and young people are active participants in all matters that affect their lives and often the lives of others in their families, peer groups and communities. It is important that their energy, vision and willingness to contribute is captured in the planning, commissioning, design and delivery of services and activities aimed at them and their families.

If services and activities are to have an effective impact on children’s lives, managers and practitioners must see the needs of the child through the child’s eyes and hear what the child or young person says about their circumstances and the challenges they face. Even the most vulnerable children are willing and able to share their views, if enabled and supported to do so. The work that the Council is doing to progress this is defined within the **Participation Strategy**.

Thread 6 - Holding onto the baton – ‘ensuring stability and continuity’

All services make every effort to provide continuity for children (and wherever possible their families) and avoid disrupting critical relationships. Good stable relationships have a positive impact on all aspects of children’s well being and are of crucial importance in building their resilience. Children’s service professionals and parents have a full understanding of the importance of relationships, and that attachments between children and their parents, carers and key practitioners are essential.

Through the Team Around the Child approach children with additional needs have a Lead professional who takes responsibility to co-ordinate a child’s support plan and act as the key point of contact for the family. This contributes to this continuity as does placement stability for children in public care. There are a number of strands to this work including the work on the Common Assessment Framework (CAF).

Thread 7 - Learning to Learn

In order to learn successfully, children need to feel physically and emotionally secure, and to be stimulated and engaged, resilient and able to communicate. For learning to be sustained throughout life, children should experience it as a pleasure and understand its value, within a culture where learning is recognised as an important activity. Teaching and learning need to be personal, building on individual strengths and understanding that children learn in different ways.

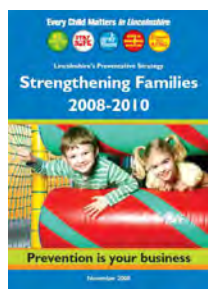
There are a range of strategies in place to ensure children have access to high quality teaching and learning which is personalised to their needs. Schools take the lead in this, supported through the School Improvement Service, Healthy schools programme, Birth to Five Service, SEAL (Social Emotional Aspects of Learning), one to one tuition, personal education plans and individuals' education plans.

Thread 8 - Cornflakes to canoeing – 'extended services for better outcomes'

Extended services which are planned and provided in all areas, starting in areas of social-economic disadvantage can narrow the gap. Extended schooling provides children with activities which increase their physical, social, emotional, spiritual and creative well-being which are all vital if children are to thrive and attain at school and in their lives.

The Council's approach for extended services encourages locally organised provision through clusters of schools working together in partnership with the voluntary and community sector and other partners to ensure there is a comprehensive 'core offer' in every school and local area. These services should be available to all but be provided particularly for those children whose parents, for whatever reason, do not have the means to provide their children with the opportunities that other parents seek out for their children.

Thread 9 - Unite to succeed – 'sanity not vanity'



Multi-disciplinary working, which supports effective early intervention, makes significant and long lasting differences to children's outcomes. This depends on integration at every level, shared priorities, agreed plans based on rigorous analysis of needs and an understanding of what works to narrow the gap. The Council has introduced locally based multi professional teams as part of the journey towards integration.

They are starting to use a common language, have common values and behaviours, and many are committed to using common processes through CAF, lead professional and Team Around the Child approaches, working together to make a lasting difference to children. Locality working needs to be strengthened to include GPs, the police, youth offending teams and housing. The Council's drive to achieving a preventative Children's Services is outlined in the **Strengthening Families Strategy**.

Thread 10 - Shape up and keep fit

To deliver this agenda, the children's workforce must be re-shaped and made 'fit for purpose', ensuring everyone who works with children has a set of core skills – in child development, in communicating with children and parents, in safeguarding and promoting children's welfare, in multi-disciplinary working and in supporting transitions – as well as their specialist professional expertise.

OVERVIEW AND SCRUTINY – *Review, Support, Improve*

Specialist practitioners, working with children and families who have additional and complex needs, focus on activities which require their specialist skills, guiding and empowering less qualified practitioners to carry out a range of other tasks. Children's Centres have led the way with this aspect of the programme. Leaders throughout the Children's Trust and in all children's services are working with practitioners, children and parents to create a clear vision and a strategy for improving outcomes and narrowing the gap within a climate where learning is shared.

Thread 11 - Culture not structure – 'shared vision, shared behaviours'

Clear leadership, individual behaviours and organisational culture are all critically important. This requires strong leadership at every level of the system and in every setting. Everyone shares a sense of common purpose, and contributes towards a single vision and message which is constantly reinforced and promoted by leaders and practitioners, using a common and shared language.

This is perhaps the most challenging thread of the narrowing the gap programme but is also the thread that will have the biggest impact. The L Factor, Lincolnshire's emerging leadership programme, good governance across partnership through children's trust arrangements, joint processes and policy to underpin how we work with families, integrated strategy, pooled budgets and integrated front line delivery, all contribute to this.

Thread 12 - Prove it – 'making change happen'

Making change happen requires a planning and performance framework where information is shared across and between services; data is collected, analysed and understood; and the views of parents/carers are sought. In Lincolnshire there is the Children and Young People's Strategic Partnership with a single agreed plan which is clear about what the priorities are for the area, and how progress will be evidenced and monitored.

Lincolnshire's Narrowing the Gap Projects

In a recent report "Narrowing the Gap Final Guidance Year 1"³ there are 114 examples of effective local practice listed and detailed below are 3 of the 114 Narrowing the Gap projects which are specific to Lincolnshire.

Lincolnshire – Haven High Technology College

Area: Haven High Technology College, Lincolnshire

Content: Full service extended school open 52 weeks, 8.00am to 10pm every day, with Behaviour Improvement Programme (BIP) locality, a purpose built multi-agency centre (MAC) supporting students from the college, partner secondary schools, the cluster's primary schools and their families, an in-school inclusion centre, a child care centre for 0-16 years, and a community ICT centre, a range of other community facilities and sports facilities. A remodelled workforce, including a non-teaching lead behaviour professional (at Assistant Head Teacher level) and a team of 52 weeks per-year

³ Narrowing the Gap Final Guidance Year 1 published 31 October 2008 (see Section 8). http://www.c4eo.org.uk/narrowingthegap/files/ntg_final_guidance_year_1_section_8.pdf

pastoral staff (including youth workers, educational behaviour support staff, and education welfare staff) plus a non-teaching full service extended school co-ordinator. Key workers from 13 agencies and services are located together in the MAC. The Head Teacher as executive leader sits on the Local Strategic Partnership (LSP) and the Children and Families Partnership Board, and leads locality commissioning by school cluster.

Outcome: Five A* - C GCSE's from 19% 2003/04 improved to 39% in 2006/07; permanent exclusions and fixed term exclusions at 0 in 2006/07, and NEET's reduced from 16.8% in 2003/04 to 6% in 2006/07.

Why it works: strong leadership and aspiration for every child, rooted in data-based understanding of children, family and community needs in the area, clarity of vision and purpose, a clear strategic improvement and development plan, engagement and patient persistent partnership working, a workforce that is fit for purpose and shares the vision, a can-do culture and child and community focussed behaviours, clarity about the role and place of teaching and learning, entrepreneurial skills used to best effect, and the community and students together are involved in planning and running the school.

Golden threads: all 12

Lincolnshire – Improvement through partnership and environmental change

Area: Joseph Ruston Technology College, Lincoln

Content: Joseph Ruston Technology College became part of an Education Improvement Programme in partnership with the Priory. Numerous changes have been made to the school's physical environment including the introduction of year-based pupil areas that promote a sense of ownership amongst pupils. Pupils do not move from their room, but staff move to them. Pupils feel safe in school; they respect their surroundings, and there are improved levels of attendance throughout all year groups.

Outcome: 75% of pupils achieved five A to C grades in 2007 compared to 17% in 2005. In 2006 the school was in the top 1% nationally in terms of contextual value added. It is now recognised as the most improved school with technology status, the most improved specialist school in the East Midlands and the most improved school year-on-year throughout the last five years.

Why it works: A new Senior Management Team have worked with others to identify things that influence and change student behaviour, and using that evidence, have put together a programme to make pupils feel safe in school and improve attendance.

Golden threads: you can do it; learning to learn; shape up and keep fit; from good to great – passion with purpose; culture not structure; holding onto the baton.

Lincolnshire – The Ruskington Consortium for Extended Schools

Area: Ruskington, Lincolnshire

Content: The Ruskington Consortium started as the initiative of one school and quickly grew. The initial commitment came from the School Improvement Plan of Winchelsea Primary School, where the school's Partnership School Change Team was tasked with discovering whether or not there was

a need for additional childcare before and after school. The secondary school, the fellow primary school and one of the private childcare providers that serve the community of Ruskington, together with the county's Extended School Advisor, formed the Ruskington Consortium. A wide range of agencies working with and for the community came together as equal members of the Consortium in active and/or advisory roles. For the first year it operated with no funding. The ethos of the Consortium is one where all members are working together, to benefit the children and young people of the community regardless of any individual organisational agendas. Provision has focused on both children and parents. The Consortium has signposted childcare, centralised a wide range of information for parents, created a parents' room, run breakfast/nurture/homework clubs, offered a wider range of out-of-school activities, hosted adult maths, literacy and EAL, provided opportunities for parents to gain coaching awards along side the children taking part in clubs and delivered joint parent information.

Outcome and what is working: A greater uptake clubs, and feedback from staff and parents involved in activities about the pre-school groups, has been very positive. Children in the nurture group are coming into school with a far better disposition to learning. The success has been as a result of effective leadership.

Golden threads: From good to great – passion with purpose; unite to succeed; shape up and keep fit; together with parents; through the voice and eyes of the child; cornflakes to canoeing; it takes a community.

What Have We Found Out?

Profile of Moorland Ward and Glebe Ward

This section sets out some information and statistics on different aspects in the Moorland Ward, with the Glebe Ward as a comparator.

Population

According to the 2001 Census, the Moorland Ward had a population of 7,854, of which 1,530 lived in the most deprived super output area of the ward. 48% were male and 52% were female. The Glebe Ward had a population of 8,376, of which 1,361 lived in the most deprived super output area of the ward. Like the Moorland Ward, 48% were male and 52% were female.

The table below shows a breakdown of the population by age, as a percentage and clearly shows that there is a younger population in the Glebe Ward than in the Moorland Ward.

Age	Moorland	Glebe	Lincoln	England and Wales
Under 16	23.8	25.6	20.1	20.2
16 – 19	5.4	5.6	5.7	4.9
20 – 29	10.6	12.6	15.8	12.6
30 – 59	38.0	39.1	38.7	41.5
60 – 74	13.8	11.6	12.0	13.3
75 and over	8.5	5.5	7.7	7.6
Average Age	38.2	35.1	37.4	38.6

According to the Mosaic Public Sector Profile⁴ for the Moorland Ward, the ward is characterised by neighbourhoods where unemployment and long term sickness are rife and large numbers of young families on very low incomes who live in low rise public housing. These families are characterised by poorly educated young parents and a large proportion of children live in single parent households. The Glebe Ward is also characterised by young families and single parent households, but there is also poorer and younger tenants, many of whom experience some form of deprivation. A key feature of these estates is large child populations, many of whom live in overcrowded conditions. Schools achieve low attainment and very few children stay on to acquire formal qualifications.

Housing

According to the City of Lincoln Housing Stock Report 2010⁵, there are 3,122 households in the Moorland Ward, of which 55% are owner occupied, 3% are privately rented, and 43% are rented from either the City of Lincoln Council or a Housing Association. There are 1,259 affordable homes of which 1,203 are council owned and 56 properties are owned by one of the 3 Housing Associations in the Moorland Ward. Of these 1,259 properties, there are 411 two bedroom, 380 three bedroom, and 32 four bedroom properties.

⁴ Mosaic Public Sector, Experian, www.business-strategies.co.uk/publicsector

⁵ City of Lincoln Housing Stock Report 2010, City of Lincoln Council

According to the Head of Housing at City of Lincoln Council, historically the make up in the Moorland Ward was divided between pre and post war properties. Those post war properties were built in the 1950's with further in-fill taking place in the 1970's. No new houses had been built since 1990. Approximately 49% of tenants within the Moorland area received some form of housing benefit. This rate was approximately 71.4% when narrowed down to the Westwick area of the Ward. The Westwick estate was one of the most deprived areas in the Moorland Ward. Historically the Council had problems with the Westwick estate in terms of maintenance stock and people keeping properties up to reasonable condition. More recently, the Council was required to bring properties up to the 'decent homes standard' and this had already been undertaken in the Moorland Ward, apart from those individuals who had refused to have the work completed which was their entitlement.

In the Glebe Ward, there are 3,528 households, of which 56% are owner occupied, 8% privately rented, and 46% are rented from either the City of Lincoln Council or a Housing Association. There are 1,067 affordable homes of which 1,032 are council owned and 35 are owned by one of the three Housing Associations. Of these 1,067 properties, there are 423 two bedroom, 446 three bedroom, 43 four bedroom, 5 five bedroom and 2 six bedroom properties.

Health

The 2001 Census asked people to describe their health over the previous 12 months. The table below sets out the responses as percentages for the Moorland Ward and the Glebe Ward, along with Lincoln and England and Wales.

	Moorland %	Glebe %	Lincoln %	England and Wales %
Good	66.4	68.2	67.2	68.6
Fairly Good	24.1	23.1	23.5	22.2
Not Good	9.5	8.7	9.3	9.2
With a limiting long-term illness	20.8	19.0	19.2	18.2

This shows that there are slightly more health issues in the Moorland Ward than in the Glebe Ward. There are also issues around increasing drug abuse in both the wards. The table below shows the last three year's drug referral totals for the two wards in question:

	2007/08	2008/09	2009/10
Moorland Ward	27	36	34
Glebe Ward	33	35	40

The biggest increase in referrals took place in the Moorland Ward between 2007/08 and 2008/09 with 9 more referrals year on year. The Glebe Ward has shown a continued gradual increase over the last three years resulting in seven more people being referred to treatment in 2009/10 compared with 2007/08. For both wards, at least 80% of referrals across all three years listed heroin as the primary substance of choice. To put these referral rates into the context of Lincolnshire as a whole the following points compare their placing against all of the 168 wards in Lincolnshire:

- In 2007/08 the Glebe Ward had the 17th highest referral to drug treatment rate in the County, by 2009/10 it had risen to 13th highest (out of 168)

- In 2007/08 the Moorland Ward was 22nd highest in the County for its referral levels, but at the end of 2009/10 it had gone up to 16th place

According to the City of Lincoln Councillor for the Moorland Ward *“There is a challenge of health inequalities and the impact of poor health in Lincoln. Addressing this problem is a challenge. A report has highlighted that health inequalities are increasing in Lincoln and that we are unlikely to achieve targets for male and female life expectancy. There is a £5m under-resourcing for primary care in Lincoln. There is a Grade 6 health improvement practitioner for Lincoln but the post has been vacant since August 2009 and it still has not been advertised.”*

National performance indicators have to be reported for health. According to the Health Visitor for the Moorland Ward, *“These have indicated that key issues for this particular area relate to diet and healthy lifestyles and breastfeeding, the rates for which are significantly underperforming.”*

Unemployment and Benefit Claimants

The figures for unemployment and benefit claimants are very similar for both the Moorland Ward and the Glebe Ward.

As at April 2010, there were 277 Jobseeker Allowance (JSA) claimants in the Moorland Ward, which represents 6.4% of the working age residents in the ward. 221 of these claimants were male. Of these, 35.5% were aged 18-24, 50.4% were aged 25-49, and 13% were aged 50 and over. 16.7% of these claimants have been claiming for over 12 months. As at November 2009, there were 1,175 total claimants, which represented 27% of the working age residents in the ward. Of these, 490 (11.2%) were claiming Employment and Support Allowance (ESA) and incapacity benefits, and 165 (3.8%) were claiming lone parents benefits.

In the Glebe Ward there were 344 JSA claimants in April 2010, which represents 6.3% of the working age residents. Of these 256 were male. 37.9% were aged 18-24, 48.1% aged 25-49, and 12.8% were aged 50 and over. 15.7% of these claimants have been claiming for over 12 months. As at November 2009, there were 1,295 claimants in total, which represented 23.7% of the working age residents in the Glebe Ward. Of these, 490 (9%) were claiming ESA and incapacity benefits, and 200 (3.7%) were claiming lone parents benefits.

Crime and Disorder

The average number of crimes in the Moorland Ward between October – December 2009 was 49, which was a decrease of 22.6% when compared to the crime figures for October - December 2008. Antisocial behaviour had also decreased to an average of 28.7 incidences between October - December 2009, 47.6% lower than in 2008.

However, in the Glebe Ward, the average number of crimes was 79.7 between October and December 2009, which represents an increase of 35% when compared to October – December 2008. Although antisocial behaviour decreased by 35.5% to an average of 50.3 in 2009, the average number of burglaries increased by 78.9% to 11.3, and the average number of violent crimes rose 53.6% to 14.3 in 2009.

There is a presence of Police Community Support Officers (PCSOs) in the Moorland Ward, and 80% of their time is spent in the community. Visiting the Children’s Centre is a key part of that allocation of

time in the community. Most of the PCSOs' time is spent dealing with petty antisocial behaviour issues.

According to one of the PCSOs for the Moorland Ward, *“Petty crimes such as broken windows are usually committed by children and young people, usually from families with troubled backgrounds. With troubled families, however, one of the main issues is that sometimes they do not want to accept the support that is available to them.”*

The Moorland Ward Councillor from Lincolnshire County Council emphasised *“that the Neighbourhood Management Team, with the Police and the Police Community Support Officers, had a very high impact and were extremely proactive.”*

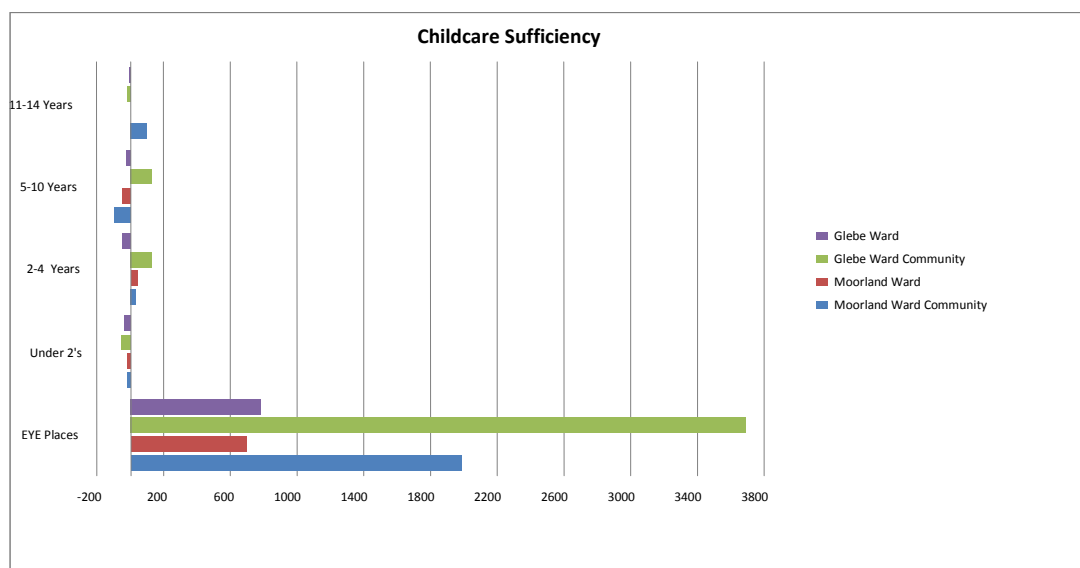
Childcare

In terms of Early Years Entitlement (EYE) places available for all children aged 3 and 4 years old in the Moorland Ward community (which includes Birchwood, Boultham, and Hartsholme wards as well), there are 1,985 (74%) more sessions available than required. Of these 695 are available within the Moorland Ward. This compares to 3,690 (135%) more sessions available than required in the Glebe Ward community (which includes Abbey, Carholme, Castle, and Minster wards as well). Of these 790 places are in the Glebe Ward. However, 382 (71%) of children aged 3 or 4 years old in the Moorland Ward community currently do not access the EYE, and of these 104 children are in the Moorland Ward. In the Glebe Ward community this figure is much lower at 74 children (14%), however in the Glebe Ward itself there are 19 more children accessing EYE than live in the ward. Of those that access the EYE, 73% in the Moorland Ward community and 53% in the Glebe Ward community attend providers from the Private, Voluntary and Independent (PVI) sector.

For children under 2 years old with working parents, there is an overall shortfall of 17 (9%) places in the Moorland Ward community and 57 (23%) places in the Glebe Ward community. There is a shortfall of 16 places in the Moorland Ward and 32 places in the Glebe Ward. However for children aged 2 years to 4 years and 11 months with working parents, there is an over sufficiency in both ward communities, with an additional 37 (14%) places in the Moorland Ward community and an additional 131 (43%) in the Glebe Ward community. In the Moorland Ward there are an extra 42 places available and although within the Glebe Ward itself there is a shortfall of 44 places, additional places are available in neighbouring wards.

For children aged 5 years to 10 years and 11 months, there is a shortfall of 94 places in the Moorland Ward community, including a shortfall of 42 places in the Moorland Ward. For the Glebe Ward community there is an extra 127 places, but a shortfall of 22 places within the Glebe Ward. For children aged 11 years to 14 years and 11 months, there is over sufficiency in the Moorland Ward community of 104 places, including 6 places within the Moorland Ward. However in the Glebe Ward community, there is a shortfall of 15 places, including a shortfall of 5 places in the Glebe Ward.

This information is set out in the chart below which clearly shows which age groups have over sufficiency and shortfalls in the Moorland Ward community, the Moorland Ward, the Glebe Ward community and the Glebe Ward. It highlights that there is over sufficiency in all four areas for EYE places and that there is a shortfall in Under 2 places for all four areas.



Education and Pupils

In January 2010, there were 2,951 pupils in the Moorland Ward, compared to 3,247 pupils in the Glebe Ward. The following schools have been identified as catchment schools for the two wards.

Moorland Ward:

The Priory Witham Academy (primary and secondary)
 St Peter and St Paul, Lincoln's Catholic High School, A Science College
 The Priory City of Lincoln Academy
 Lincoln St Christopher's Special School (primary and secondary)
 Bracebridge Infant and Nursery School
 Hartsholme Primary School

Glebe Ward:

Lincoln Yarborough School
 Lincoln Christ's Hospital School
 Lincoln Ermine Primary School
 Our Lady of Lincoln Catholic Primary School
 Lincoln Chad Varah Primary School

Of the pupils in the Moorland Ward, there were 564 (19%) eligible for free school meals and 1,046 (35%) were classified as having special educational needs. In the Glebe Ward, there were 645 pupils (20%) eligible for free school meals and 915 pupils (28%) were classified as having special educational needs. There were 46 pupils in the Moorland Ward with emotional and behavioural difficulties, of which 27 (59%) were within the most deprived super output area in the ward. In the Glebe Ward there were 86 pupils with emotional and behavioural difficulties, and of these 24 (28%) were within the most deprived super output area of the ward.

As at 27 May 2010, there were 39 young people aged between 16 and 24 years old not in education, employment or training (NEET) in the Moorland Ward, while in the Glebe Ward there were 36 young people aged between 16 and 21 years old. In terms of pupil turnover, there was only the Yarborough

School in the Glebe Ward catchment area which experienced a high number of pupils entering a school outside expected periods in 2009, with a total of 34 pupils.

In 2008/09 the total absence rate for the primary sector in the Moorland Ward was 5.9% and in the Glebe Ward it was 6%, both of which are higher than the Lincolnshire average of 5.1%. The persistent absence rates, which are pupils missing approximately 20% or more sessions in an academic year, were 2.4% in the Moorland Ward and 2% in the Glebe Ward, both of which are again higher when compared to the Lincolnshire average of 1.6%.

In the secondary sector the absence rates are considerably higher. The total absence rate for the Moorland Ward was 8.7% and for the Glebe Ward it was 9.4%, both of which are significantly higher than the Lincolnshire average of 7%. The persistent absence rates were 9.3% for the Moorland Ward and 9.2% for the Glebe Ward, both of which are about double the Lincolnshire average of 4.6%.

A breakdown of these absences by year group, gender, free school meal eligibility (FSM), and special educational needs (SEN) status is set out in the table below.

%Total Absence Rates in Primary Sector				%Total Absence Rates in Secondary Sector			
Year Group	Lincolnshire	Glebe	Moorland	Year Group	Lincolnshire	Glebe	Moorland
Y1	5.5%	5.6%	6.4%	Y7	5.2%	7.1%	5.6%
Y2	5.1%	6.9%	6.2%	Y8	6.1%	8.6%	10.4%
Y3	4.9%	5.4%	6.8%	Y9	6.9%	8.3%	11.1%
Y4	5.0%	5.8%	5.1%	Y10	7.1%	10.6%	8.2%
Y5	4.9%	6.6%	5.7%	Y11	9.2%	11.6%	8.7%
Y6	4.8%	5.8%	5.0%				
Gender				Gender			
Female	5.1%	5.8%	5.1%	Female	7.3%	9.9%	8.4%
Male	5.0%	6.3%	5.4%	Male	6.7%	8.8%	7.8%
FSM Status				FSM Status			
Not Eligible	4.7%	5.3%	5.0%	Not Eligible	6.5%	7.9%	6.5%
Eligible	7.4%	8.1%	6.8%	Eligible	11.6%	14.4%	12.0%
SEN Status				SEN Status			
No Needs	4.6%	5.4%	4.9%	No Needs	6.3%	8.4%	6.9%
Action	6.0%	5.7%	6.8%	Action	8.1%	11.3%	9.3%
Action+	6.6%	7.6%	5.7%	Action+	10.9%	13.0%	11.2%
Statemented	7.2%	9.9%	+	Statemented	9.0%	10.4%	11.4%

+ insufficient pupil numbers for analysis

These tables show that the absence rates are much higher at secondary level than primary level, and for those pupils eligible for free school meals and with special educational needs. For these two groups of pupils, the absence rates are on the whole higher in the Glebe Ward than in the Moorland Ward.

Educational Attainment

Foundation Stage Profile Outcomes 2008/09

At Foundation Stage, there is a marked difference in pupil's performance across the schools and between the two wards. Pupils in the Moorland Ward are significantly underperforming in terms of Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), and Problem Solving, Reasoning and Numeracy (PSRN) when compared to pupils in the Glebe Ward, as shown in the two tables below. These tables show the percentage of pupils working comfortably, that is they have achieved at least 6 points out of the available nine points, in all scales within an area of learning. There are 3 scales for PSED, 4 scales for CLL and 3 scales for PSRN.

Outcomes by schools based in target wards	No. of records	%Pupils working comfortably in all aspects of PSED and CLL	%Pupils working comfortably in all aspects of PSRN
Our Lady of Lincoln Catholic School	26	89%	89%
Ermine Primary School	53	45%	66%
Chad Varah Primary School	60	45%	65%
Glebe Ward	139	53%	70%
Priory Witham Academy	62	27%	40%
Hartsholme Primary	34	29%	68%
Lincoln St Christopher's School	3	0%	0%
Moorland Ward	99	27%	48%

Outcomes by Ward, based on pupil's home postcode	No. of records	%Pupils working comfortably in all aspects of PSED and CLL	%Pupils working comfortably in all aspects of PSRN
Glebe Ward	132	48%	65%
Moorland Ward	94	27%	54%

It should be noted that in the Moorland Ward, St Christopher's School is a Special School which cannot be compared to the other schools in the Moorland or Glebe Ward. Furthermore, Our Lady of Lincoln Catholic School select from the peripheral area and local villages through parental choice, which will affect the pupil composition of the school. The other two schools in each ward are comparable. The data above shows that the schools in the Glebe Ward are outperforming the schools in the Moorland Ward. Out of the schools in the Moorland Ward and Glebe Ward, the Priory Witham Academy achieved the lowest results. In 2007/08, the Moorland Infant School, which became part of the Priory Witham Academy in September 2008, achieved 42% of pupils working comfortably in all aspects of PSED and CLL, and 61% of pupils were working comfortably in all aspects of PSRN. This highlights a large decrease in the attainment figures for pupils in the area at this level.

Key Stage 2 Outcomes 2009 – Level 4+ in English and Maths

Of the 92 Year 6 pupils across the three schools in the Moorland Ward in 2009, there were 31 eligible for free school meals and 42 pupils with special educational needs. Of the 31 pupils eligible for free school meals, only 7 (23%) achieved a Level 4+ in the English and Maths tests. Of the 42 pupils with Special Educational Needs, only 10 (24%) achieved a Level 4+ in English and Maths.

In the Glebe Ward there were 134 pupils across the three schools in 2009, of which 46 were eligible for free school meals and 41 had special educational needs. Of the 46 pupils entitled to free school meals, 26 (57%) achieved a Level 4+ in English and Maths. Of the 41 pupils with special educational needs, only 12 (29%) achieved a Level 4+ in English and Maths.

These figures show that the pupils in the Glebe Ward, both those entitled to free school meals and those with special educational needs, are outperforming the pupils in the Moorland Ward.

Key Stage 4 Outcomes 2009 – 5+ A*-C including English and Maths

Of the 387 Year 11 pupils across the four schools in the Moorland Ward in 2009, there were 51 eligible for free school meals and 131 pupils with special educational needs. Of the 51 pupils entitled for free school meals, just 6 (12%) achieved 5+ A*-C including English and Maths. Of the 131 pupils with special educational needs, only 6 (5%) achieved 5+ A*-C including English and Maths.

In the Glebe Ward, there were 361 pupils across two schools in 2009, of which 40 pupils were eligible for free school meals and 93 had special educational needs. Of the 40 pupils eligible for free school meals, there were only 4 (10%) who achieved 5+ A*-C including Maths and English. Of the 93 pupils with special educational needs, just 5 (5%) achieved 5+ A*-C including Maths and English.

These figures show that in both wards at Secondary School level, pupils entitled to free school meals and with special educational needs are performing inadequately. This is a cause for concern in the Glebe Ward, where pupils outperform those in the Moorland Ward at foundation and primary stages, but then seem to underperform and fall behind at secondary level.

Children's Centre Facilities



Moorland Children's Centre, Lincoln

Lincolnshire Sure Start Children's Centres offer services and activities for all families and carers with children from birth to five. The Moorland Children's Centre is one of the 13 original Children's Centres which had opened by summer 2006 and which are all based in the 20% most disadvantaged wards in the county. The Moorland Children's Centre is now part of the Priory Witham Academy, which is for children aged 0-18, and is attached to the infant school. The secondary school will move onto a new site in summer 2010, and the new primary school, which will include the infant and junior schools and the children's centre, will open in 2011.

In the Glebe Ward there is the St Giles Children's Centre which is run by Lincolnshire County Council. The table below shows the reach figures in May 2010 for the two children's centre, broken down by age. The data highlights that the St Giles Children's Centre has more children registered with it than at the Moorland Children's Centre and has reached more children under the age of 5 years in its area. However, it should be noted that the Reach figures are based on postcodes of where the parents live, rather than which Children's Centre they attend.

CC Reach figures for May 2010	In Area							
	Centre	The number of Under 1's Registered	The Number of Children Aged 1	The number of Children Aged 2	The Number of Children Aged 3	The Number of Children Aged 4	Total Under 5's Registered in Reach Area as at 31 May 2010	Under 5 Reach (as defined by Health data 31 Mar 10)
Lincoln Moorland	41	48	67	61	57	274	483	57%
Lincoln St Giles	69	104	104	103	96	476	752	63%

The table below has a breakdown of the number of individuals registered with the two children's centres and the attendance figures for January to March 2010. The registered figure is the total number of individuals within the Children's Centre's reach area who have registered for membership and are recorded on the Children's Centre database. The attendance is how many different individuals within the centre's reach area have attended an activity at a Children's Centre in Lincolnshire. The total number of attendances shows how many times these individuals have attended, as a total, between them.

Category	Quarter 1 Attendance	Moorland Centre Total	St Giles Centre Total
All	Registered	1055	1567
	Attended	103	286
	Total Attended	426	1554
U5	Registered	272	479
	Attended	43	128
	Total Attended	199	750
Pregnant	Registered	9	29
	Attended	2	5
	Total Attended	2	27
Pregnant Teen & Teenage Parent	Registered	0	2
	Attended	0	1
	Total Attended	0	1
Lone Parent	Registered	45	113
	Attended	4	18
	Total Attended	8	97
Children in BME	Registered	11	46
	Attended	0	10
	Total Attended	0	68
Children with Disability	Registered	0	4
	Attended	0	1
	Total Attended	0	36

Child with Disabled Parent	Registered	0	10
	Attended	0	4
	Total Attended	0	112
Fathers	Registered	56	203
	Attended	0	13
	Total Attended	0	27

The table shows that the individuals registered with the St Giles Children's Centre access the children's centres' facilities a lot more than those registered at the Moorland Children's Centre. Within the different groups, it is mainly the Under 5's group using the facilities, especially those registered with the St Giles Children's Centre. At the St Giles Children's Centre, there is a very high number of lone parents and fathers registered but very few of these than attend an activity at a children's centre. There were no children registered at the Moorland Children's Centre with a disability or with a disabled parent. However there were a few at the St Giles Children's Centre, and of those individuals who attended, they used the children's centres' facilities on a frequent basis.

According to the Moorland Children's Centre Manager, and Headteacher of Priory Witham Academy,

"Moorland SureStart Children's Centre is an invaluable link to families both in the locality and peripheral area. The Centre offers a varied range of activities and support sessions which are very well attended and inclusive for all.

The Centre works closely with The Priory Witham Academy and a number of outside agencies, which gives families the wrap around care and the children, a seamless transition through their early years and into school life.

The Centre evaluates the services it offers and looks at ways, through our Family Support Workers, of supporting those hard to reach local families by encouraging them to use the Centre to its full potential.

Moorland SureStart Children's Centre will move to the new Priory Witham Academy site in September 2011 where it will become part of a Centre which will offer day care nursery provision and services already available at the Centre through to The Academy which specialises in Performing Arts and Business and Enterprise.

This is an exciting time for the Moorland area where development of local businesses, the new Academy and the proposed MyPlace will potentially offer further work and leisure opportunities."

There is a huge range of facilities and activities offered at both the Moorland Children's Centre and the St Giles Children's Centre. These are set out in the table below.

	Moorland Children's Centre	St Giles Children's Centre
Antenatal	<ul style="list-style-type: none"> • Counselling for unplanned teenage pregnancy is offered. • This is an area for development within the new building in 2011. • Packs are supplied for new parents. • Common Assessment Framework (CAF)/ Team Around the Child (TAC) support (for all age groups) 	<ul style="list-style-type: none"> • The core statutory offer of services is available. This includes antenatal support, Health Coordinators, and a Health Team who are available on a weekly basis for checking out clinics, weighing in clinics, antenatal sessions, and Parent Craft (teaches parental skills to prepare for parenthood). • There is also smoking cessation support, breastfeeding support and nutritional advice, and packs for new parents which include vouchers.
0-4	<ul style="list-style-type: none"> • A Health Visitor is based every Tuesday at the Children's Centre for weighing in clinics and to signpost to other practitioners within the Children's Centre. The Health Visitor also does home visits and does refer parents to Family Support Workers for any additional support the family needs. The Health Visitors also run a toddler playtime. • Baby PEEP (Peers Early Education Partnership) (0-12 months) is a class which the Centre's Family Support Workers run for parents and their babies. Baby PEEP (1-2) is also delivered by the Family Support Workers. • The Centre's Family Support Workers deliver a stay and play session for parents and children at the local library. • Activities such as baby massage, yoga and nutritional advice are offered. Staff are trained in helping families deal with bonding and attachment issues. • Breast start is a new course which is very popular with mums and mums to be; this is run by the Family Support Workers. • A Speech and Language Worker is employed by the Centre who works with families who have children where speech and language problems have been identified by the Health Visitor. Tots on Tour also offers support in language and communication development between the parents and children through rhyme, stories, sing a longs etc. • The Children's Centre Teacher is employed by the Centre through funding from Lincolnshire County Council and works across all three settings ensuring that the Early Years Foundation Stage curriculum is carried out throughout. • There is also The Academy nursery for 3 to 4 year olds which work in conjunction with SureStart offering a seamless transition for the children. The nearby 0-5 Nursery is used by the Children's Centre for crèche and funded childcare. • The Children's Centre offers a Safe and Healthy Home assessment to families which meet the criteria and can supply home safety equipment, some for free, others a nominal fee. • A pilot "Separating Families" scheme is based at the Centre which is run by Relate. This scheme works with families who are either in the process of separating or have just separated offering help with finance, housing and general advice. • Saturday breakfast for Dads is very popular where the Family Support Workers invite fathers and the young children to come and have breakfast and play together. 	<ul style="list-style-type: none"> • The Health Visitor is based once a week at the children's centre. They do the weighing in clinics and signpost to other practitioners in the children's centre. The Health Visitor also does home visits and can refer parents to family support workers for additional support. • Range of activities including baby massage and yoga courses, nutritional advice, and bonding and attachment courses. There are Early Years Workers based in Glebe which support early year education and identify needs. Speech and Language problems are identified from rhyme and story time courses and sing-along sessions. There is a speech and language coordinator for the city who can be called in. • There is also a Children's Centre teacher who is employed by Birth to Five. There is also a nursery available for 0-5. The Children's Centre teacher ensures that the Early Years Foundation Stage is carried out. There is an individual plan for each child and anything identified can be referred to a practitioner. • There is also a volunteer strategy in the children's centre which allows parents to do courses and get jobs in the children's centre.

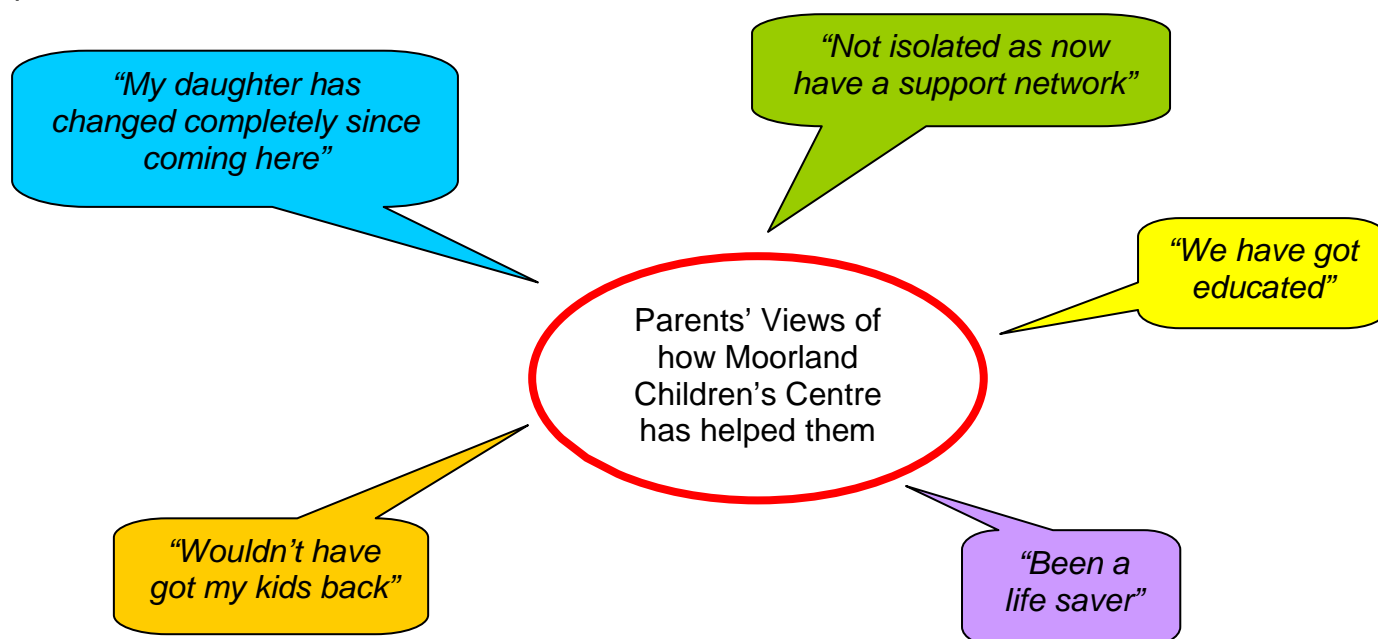
The Children's Centres help to raise aspirations, both for the children and the parents by

- Working with families
- Offering a variety of courses to suit all
- Evaluating services provided and look to improve if necessary
- Gaining feedback from families who use the Centre and further meet their needs if there is a demand
- Extending Family Learning provision
- The Children's Centre Teacher
- Celebration events
- Parent support groups
- Working with outside agencies in the community
- Family learning
- Parent Journey
- Volunteering Strategy
- Reward Schemes - if a parent achieves something then reward them for it and hold celebration activities
- Early Year Provision, which is raising standards, and embedding Early Years Principles

What do the parents think about the Moorland Children's Centre?

The Task and Finish Group spoke to a group of six parents who use the Moorland Children's Centre on a very frequent basis. Positive examples were given where the services provided by the Children's Centre had made a significant difference to the lives of the parents and their children. Prior to the introduction of the Children's Centre, services for parents and their families were difficult to access and the support was not easily accessible. That had since changed and parents unanimously praised the Centre, especially its staff who *"go above and beyond the call of duty"*.

The parents had been educated themselves as 'parents' and they had benefited tremendously from the family support initiatives that had been provided to them. They were very eager to learn and the majority of the parents in attendance had taken part in numerous development courses available at the Centre. Parents highlighted that the children's centre had helped them to get to know people and develop a support network of friends, and become engaged in the community. Comments from the parents included:



The parents highlighted that the help available from the Centre was overwhelming and the staff were highly complimented for their support. Parents enjoyed taking part in the courses available and wanted to develop. Courses attended included parenting courses, first aid, Breast start, and utilising the breakfast club and the toddler play group which is run by parents on Friday. In terms of parental development, there was demand for more development courses such as in arts, child development, sign language, confidence building and dealing with teenagers. The parents referred to Father and Son days and it was suggested that Mother and Daughter days should be introduced.

Despite the excellent facilities for early years, there was very little provision for children above the age of six. There was therefore a huge gap in provision and it was unanimously agreed that services should be continuous throughout all age ranges for children and young people. There was a 3D club available at the community centre for older children, but there was also a need for a 3D club for 5-8 years old. The school or other academic facilities should be available for children and young people to utilise during school holidays.

Parents felt that it would be nice to visit the Centre on a flexible basis rather than for a programmed session. They were especially keen to volunteer their time to assist in the running of the Centre as a way of giving back to the community, such as helping on reception which was only staffed on Wednesday. Parents felt that services were being delivered at the heart of the community and the Children's Centre was the heart. Information Technology facilities available for general use would be extremely useful if provided at the Children's Centre. After-school provision should be introduced to assist those parents in employment.

In being asked what parents wanted their children to achieve, it was evident that they wanted their children to be successful, happy and confident. There were barriers in achieving this, however, as there was a very negative automatic perception in Lincoln of the Moorland Ward and people from that area. However the parents highlighted that the area had improved as it had knitted together as a community and that they would not like to move from there.

What other Services are offered to help Narrow the Gap?

There are also a number of other activities and services offered in the two wards which help to Narrow the Gap for 5-11 year olds and 11-16 year olds.

	Moorland Ward	Glebe Ward
5-11	<ul style="list-style-type: none"> The local Community Centre offers support in the form of the 3D Club for ages 8-12 years delivering a variety of activities. Family Learning courses are undertaken at the Children's Centre which helps parents and children develop their skills in Literacy and Numeracy. The Education Welfare Officer works with the children and families across the school age group range. Emotional and Behavioural Support Service (EBSS) work with children who have additional needs through the age range. Working gardens is a community based organisation which works with children and volunteers to create a vegetable and fruit garden and the produce then used in cookery classes. Social Work students from the University work with the children and families. There is a Nurture Group which attends to the needs of children. School Sports Co-ordinator (SSCo) delivers various sporting activities and tournaments for the 	<ul style="list-style-type: none"> There are Parent Support Advisors who deal with 5-16 year olds to address attainment and attendance issues in schools. They receive referrals from schools and work with the families. There are Preventative Workers who oversee the 0-11 cases for the area and bring in other appropriate services in the CAF system for families. There are Educational Welfare Officers who are based in the districts with some in the children's centre, and they go out into schools. There are also a range of activities including Positive About You and Extended Schools, plus support packages and learning opportunities. There is funding available to support those in disadvantaged situations to give them parity to access activities. There are also Play Rangers on Glebe. This is an out of school club for 5-11 held on Mondays.

	<p>children.</p> <ul style="list-style-type: none"> • Children and Family Court Advisory and Support Service (CAFCASS) support children of families who are going through court proceedings. 	
11-16	<ul style="list-style-type: none"> • Development of dance workshops and performance to the local community • Community sports programme culminating in a inter community sport events • Anti Social Behaviour (ASB) project externally funded in partnership with Neighbourhood Policing Team, Stay Safe partnership and Community Centre • Young People completed Youth Opportunity Fund Bids • Accredited awards issued through Duke of Edinburgh's sectional certificates approx 35 in total • Go for it Holiday activities • Supported Young People into Entry to Employment programme approx 8 in total. • Go For It Empowering Young People project within Witham Academy • Strong sustainable partnerships developed with local agencies • Developed and implemented over an 18 month period a 2 session a week provision within the Moorland area, focusing on sports and healthy living, this is a community based open access provision • Development of Moorland Children's and Young Peoples Plan • External funding through bid process to support young people • There are a clear communication channels through the Year Base structure and home, which lends itself to the delivery of bespoke curriculum and enhanced personalised learning. • There is an Inclusion Unit which offers support for pupils who are disengaged. This Unit assists pupils with placements with local businesses together with studies for qualifications. • Connexions Advisors are available to give support to children and families. • An independent Social Worker works closely with some of the children and families. • The pastoral structure understands the needs of all children. • For children aged 12+ the Youth Services at the local Community Centre offer a variety of activities. • First Aid for young children is delivered by the college to parents. • Adult cookery and sewing classes are delivered by staff from the senior site to families at the Children's Centre. • Art and craft courses are offered to families. • On demand courses are run by the College for Hygiene Certificates. • The new MyPlace building in the community will be opening in the summer which will offer a variety of activities for children and the local community from years 14+. 	<ul style="list-style-type: none"> • There are Connexions Advisors. Schools have attached personal advisors giving universal and targeted support. They become a key worker to support a child in difficulty. • Youth Development Workers are based at youth centres and at schools. • Activities for young mums to be and advice on sexual health. Teenage pregnancy is an issue in St Giles and is often a lifestyle choice. There are not many child minders in the area as there tends to be informal arrangements. St Giles is a close knit community and the children's centre is the hub. • There is also outlet activities and support available at Christ Hospital School for troubled male young people. • Positive Futures supports activities for the disadvantaged. This is supported by two Support Development Workers who work with City of Lincoln Football Club and Duke of Edinburgh Award. • Youth Centres are open in the evenings and offer accreditation courses in First Aid and Food Hygiene. They put bids in for funding such as for the skateboarding park which they got funding for. There is also a Youth Council as well. • The Children's Centre also offers family learning through Birchwood Access and Training Centre and Lincoln College. Courses include basic skills and NVQs.

These services are offered either by Schools, through Partnerships, or through Lincolnshire County Council which are set out in the table below.

	School Level	Partnership Level	Lincolnshire County Council
Moorland Ward	<ul style="list-style-type: none"> • Independent Social Worker • Social Work Students • Education Welfare Officer • Extended School Services • Connexions • EBSS • Teenage pregnancy • Family Learning • Pastoral • Rewards scheme • Educational Psychologist • Nurture group 	<ul style="list-style-type: none"> • Working gardens (Healthy Hub) • Extended provision • 3D Youth Group • Independent Social Worker • Student Social Workers • Lincoln College • Lincoln Cricket Club • Lincoln Judo Club • Theatre groups • School Sport Co-ordinator • Independent Art Teacher • CAFFCAS • Neighbourhood Policing Team • Stay Safe Partnership • Moorland Community Centre • Created at community consultation group in relation to the "Myplace" programme at a very early stage of developments. Young People continue to play a major role in the continuing developments. 	<ul style="list-style-type: none"> • Children's Centres – • Health services through Children's Centres • Connexions – Personal Advisers and IAG assistants • EBSS • Educational Psychologists • Youth Work • Education Welfare
Glebe Ward	<ul style="list-style-type: none"> • Parent Support Advisors • Connexions Advisors • Education Welfare Officers • Youth Support • Teenage Pregnancy • Extended Schools • Positive Activities • Preventative Workers • Youth Volunteering 	<ul style="list-style-type: none"> • Play Rangers – we fund it but it is run by another organisation. • Neighbourhood Renewal Project • Mentoring Scheme with Soba for care leavers 	<ul style="list-style-type: none"> • Children's Centres • Connexions • Targeted Youth Support • Parent Support Advisors • Education Welfare Service • Social Care Team who are based next to the Children's Centre

In the Moorland Ward, there are also football tournaments for boys about to be or in trouble with the police. There is a qualified dance instructor who comes in for the girls who are in trouble or excluded. 25-30 girls from each ward take part and there is a dance off final held in the New Life Church.

The Neighbourhood Management Team for Lincoln South, which covers the Moorland Ward, also provides services to help narrow the gap. According to the Neighbourhood Manager for Lincoln South, *"Neighbourhood Working Lincoln South intends to plan a number of projects involving young people in community projects which we hope will engage young people who may under achieve academically. By helping them to identify their talents and enable them to achieve in other ways, this will help improve their confidence and aspiration."*

In the Moorland Ward, Bracebridge Infant and Nursery School responded to a questionnaire sent to the local schools to find out about what they were doing to narrow the gap for children and young people and how effective were the services offered. In addition to some of the above initiatives at school level, the following initiatives were also offered by the school:

- | | |
|--|---------------------------|
| • Counselling Services | • School Nurse |
| • Preventative Workers | • Parent Support Advisors |
| • Behaviour/Learning Mentors | • Volunteers |
| • Crime prevention support through the Police/Antisocial behaviour teams | • Positive Activities |

The school also has some of its own initiatives in place which include Family Action and working with social services to support families through the child protection process and the head teacher is the lead professional for families who are part of the TAC process. The school supports children with speech and language problems by working closely with the Speech and Language Service. Programmes designed by a Speech and Language Teacher (SALT) are carried out in school. Children access the speech and language clinic where appropriate for blocks of speech therapy. The school makes maximum use of the service provided by the county psychology service. Additional Needs funding is sought for children who are at risk of exclusion.

According to the Headteacher, *“Services are usually effective when pupils access them but sometimes it can take a significant amount of time as referrals have to be made first before help/support can be accessed. Often services have a long waiting list eg Family Action.”*

The Headteacher of Priory Witham Academy also highlighted a number of initiatives that were being undertaken by the school across all age groups to help narrow the gap. According to the Headteacher at the Priory Witham Academy,

“Primary Year 6 pupils go to the secondary site to do science, technology (for 1 term) and food technology for 1 year. Senior staff teach maths to gifted and talented Year 6 and some Year 5. Staff also teach English boosters to Year 6. There are also primary teachers who teach at secondary level. One teacher teaches textiles to parents at the children’s centre and at primary and secondary levels.”

We also offer extra curricular interests. There is a choir at all 3 sites which enter festivals, Rock Challenge, and the national challenge of Sing Up. We are also reaching them through literacy.

There is preschool which is subsidised through Sure Start. Every child under 4 is funded for 2.5 hours per day. In September we have offered to pilot 3 hours per day – 1 group in the morning and 1 group in the afternoon. We have been successful in getting funding. This will mean getting the children for longer. All can access it and they will be unlikely not to access it as it is 3 hours off. Parents can get 6 hours off in a week, equivalent to 2 sessions. They can buy more from the neighbourhood nursery. On Friday we want the parent to come with the child for singing or joining in the playgroup. If we can get the parents over the threshold, then we can do family learning and basic skills.”

Three schools in the Glebe Ward, Yarborough school, Chad Varah Primary School and Lincoln Christ’s Hospital School responded to the questionnaire. In addition to some of the initiatives offered at school level in the table above, the following additional initiatives were highlighted as being offered across the three schools:

- 1:1 Tuition
- Counselling Services
- Head of Year / Tutors
- Student Support Co-ordinators
- Crime prevention support through the Police/Antisocial behaviour teams
- School Nurse
- Family learning
- EBSS
- Peer Support programmes
- Behaviour/Learning Mentors

Yarborough School also has a programme of targeted intervention for those students who fall behind their target grades, which involves termly assessment and close pastoral monitoring to identify these students. FSM, SEN, Gifted & Talented, & Vulnerable students are identified on entry to the school and provision and monitoring is initiated. At Key Stage (KS) 4 intervention is focused on C/D

borderline students in particular. At Key Stage 3 intervention is particularly focused on numeracy & literacy.

According to the Headteacher, *“Access is routine within the school. Parents are fully informed throughout. Additional resources are targeted and engaging parents who are reluctant to support. Effectiveness at KS 4 is evidenced by year on year improvement in the school’s learning outcomes. KS 3 intervention is in its first year, but early feedback from staff is very positive.”*

Chad Varah Primary School also has a number of initiatives in place to help narrow the gap. These include

- Cosy Reading Opportunity
- A broad range of school ‘off site’ visits
- Easter School
- After School Activity Clubs (not childcare)
- Breakfast Club
- Music lessons
- Residential Visits

According to the Headteacher, access to these services is *“Very easy - arrangements are in place to reduce costs and spread payments where necessary. Pupils are supported with transport where applicable. There is an increasing attendance to the services provided with encouraging feedback.”*

Lincoln Christ’s Hospital School also has a range of initiatives in place to narrow the gap such as extensive afterschool clubs and activities, regular dialogue with parents, 1:1 review meetings between all pupils in Years 8, 9, 10 and 11 and senior members of staff, and pastoral and learning assistants who work intensively with parents and pupils, particularly the hard to reach.

According to the Headteacher, *“Students tell us that, in general, access to support is easy, quick and very useful. A reduction in NEET (Not in Education, Employment or Training) figures and rising post-16 recruitment, together with an inclusive curriculum, suggest that our strategies are having some impact.”*

This data highlights that there is a huge range of services being offered to different age groups and by different organisations to help narrow the gap for children and young people. These services help children to develop resilience factors and skills through

- Cross phase working
- Children’s Centre Teacher
- Early Years Foundation Stage (EYFS) Framework
- Nurture group
- Varied extended provision
- Workshops
- Pastoral care
- Courses such as Speech and Language
- Play activities which include outdoor risk taking and learning to develop resilience

Community Cohesion

There is a range of different agencies which have helped to promote community cohesion in the wards. In the Moorland Ward, the Children’s Centre works closely with the local Community Centre to celebrate and promote the Centre with such events as street parties, garden parties, parties in the park. The Centre has a pro active Board with both parents and professionals from the nearby Nursery

and school. A member of the Board attends the Neighbourhood Community meetings. In the near future the Children's Centre will be moving to new purpose built premises which are more central to the local community for availability to families. The Healthy Hub works with the Children's Centre and the Community Centre, and the Health Visitors work closely with the Centre bringing those hard to reach families on board.

The Neighbourhood Management Team also helps to build community cohesion in the Moorland Ward. According to the Neighbourhood Manager, Lincoln South,

"The community will be consulted when new projects are implemented and an input from local residents is always welcomed."

PCSOs are heavily involved in multi-agency drop-in sessions which are often held when local people are able to attend to air their concerns or views, and are also involved in ward walks which take place on a regular basis. According to the Moorland Ward Councillor, *"the Police and Police Community Support Officers had been very good and lots of events had taken place in the area which resulted in excellent community cohesion and community spirit. The community recently held an event to tidy up their estates, increasing community cohesion and community spirit."*

In the Glebe Ward, the Children's Centre has created a hub for Glebe. Activities and events at the children's centre are run by families. Parents are on the Glebe Children's Centre Board with 50% representation. Joint activities are held with schools and stakeholders are involved in decision making. The Day Care Provider is a community group of parents, consisting of local families who have set up a business and are supported in doing this. The St Giles Neighbourhood Board is a true community board and there is a representative for the Children's Centre on it. Teenagers have their own committee to run the children's centre and their own Youth Council which feeds into the Youth Cabinet.

The schools in the wards also do a lot of work to promote community cohesion. Bracebridge Infant and Nursery School have used the following initiatives to promote community cohesion:

- Work closely with the nearby children's centre and signpost families to there for a wide range of support especially those families with children under 5.
- School's community room is used by Lincoln College for adult learning courses
- Maintain close contacts with families in the community who no longer have children at the school eg through TAC.
- Volunteers who live in the local community support pupils' learning eg reading buddies with local factory workers
- Currently developing links with the local church and already have very positive links with the 'Joy Foundation', a local Christian charity group.

At Yarborough School, their initiatives to promote community cohesion include:

- Partnership working with feeder primaries
- Collaborative working with St Francis Special School
- 7 Specialist Schools collaborative
- Full International Schools Award
- Leading role in B&E Specialism nationally, Regional Coordinating School for Enterprise Learning, Partnership for East Midlands.
- Student Voice movement is active within school and locally.
- Numerous initiatives with local and national community groups & charities.

The initiatives at Chad Varah Primary School comprise:

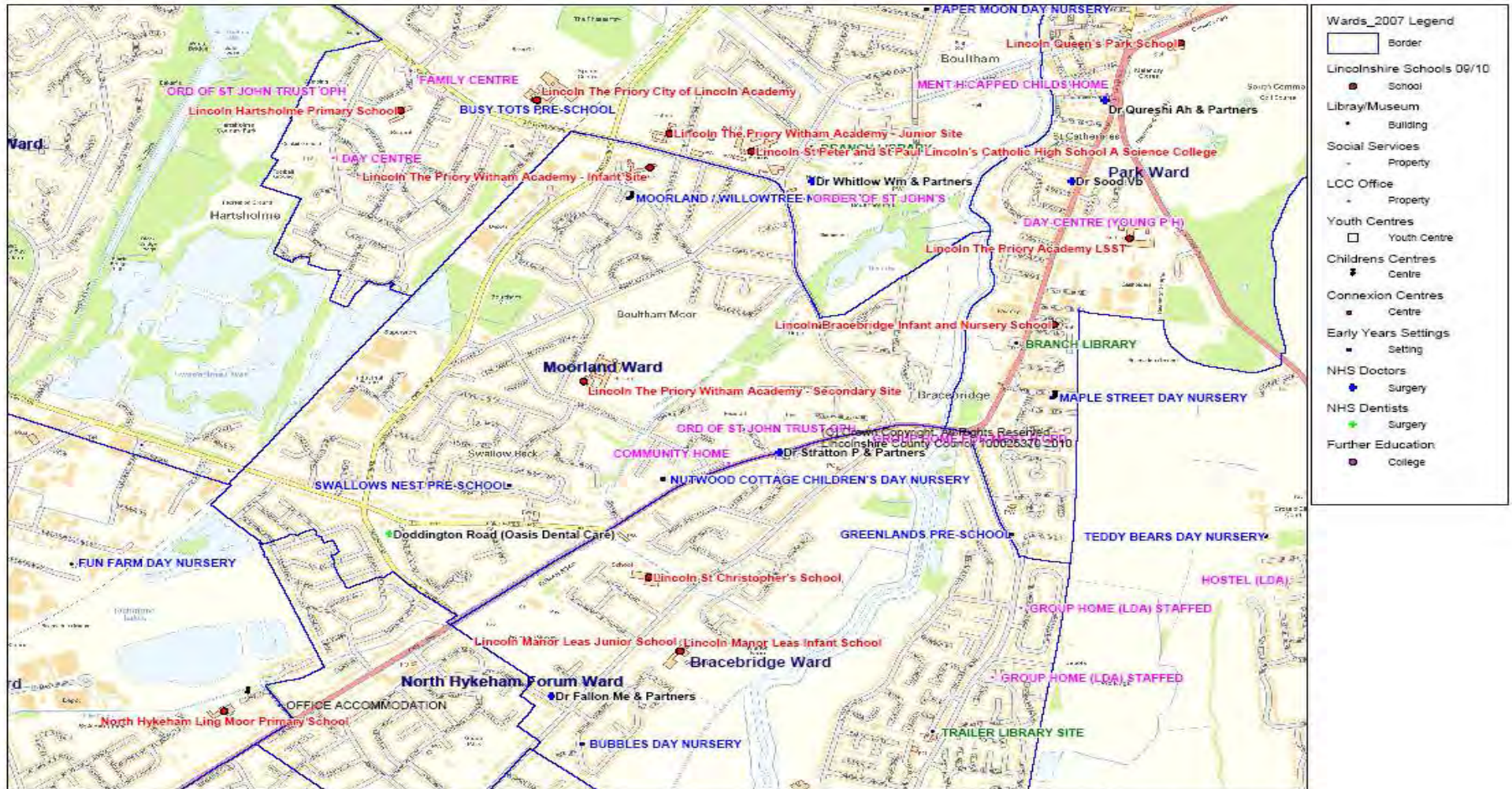
- School council and decision making.
- Responsibilities for pupils.
- Strong links with local churches.
- Extensive local community involvement: Elders' lunches (monthly), Nursery Play leaders, Fruit and Veg project (was weekly), Representatives on Neighbourhood Board (includes pupils decision making for community chest).
- Charity fund raising – local and international.
- Fundraising for visits eg Tesco bag packing.
- Involvement with the city council DVD – Our City.
- Support for Samaritans.
- Links with other countries eg Cambodia, Poland, China, Germany and Italy. Working on Intermediate International Award.
- Overt anti racist policies, stance and work within school.

At Lincoln Christ's Hospital School, the following initiatives have been introduced:

- Amongst ethnic minorities, set up support groups, dedicate an entire EAL department for the pastoral and learning support of 100+ EAL learners
- Ensure that support 16 community languages with teaching, exams
- Offer the School of Arabic a base from which to work each Saturday
- Using teaching assistants, ensure that EAL pupils can access the work in normal lessons to aid full integration
- Encourage ethnic religions and cultural celebrations and ensure that all are engaged.

All this evidence demonstrates that there is a huge range of initiatives being undertaken by schools and partner agencies to help promote and build community cohesion in the Moorland Ward.

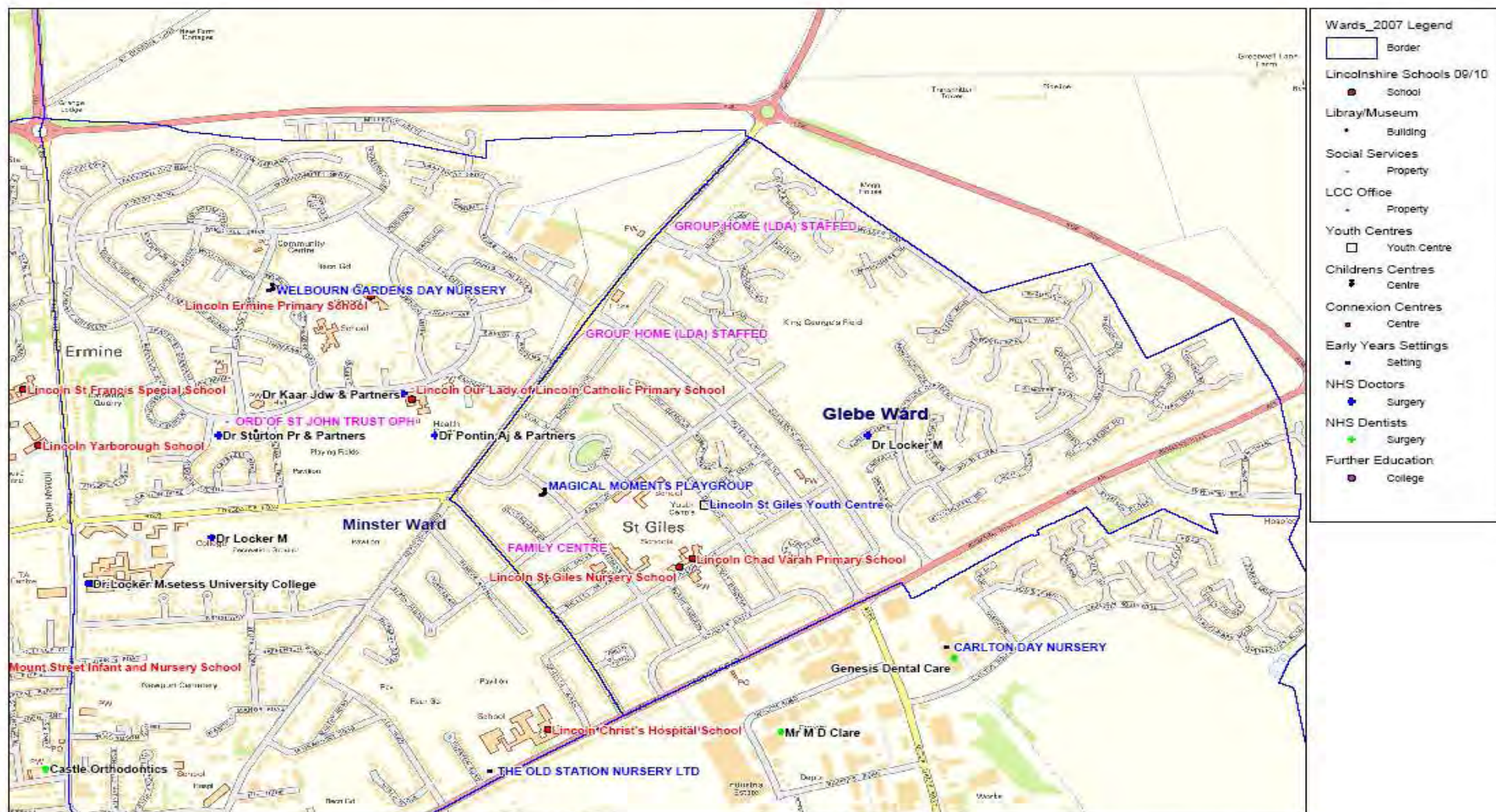
Moorland Ward 2010 Services



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Performance Management
Childrens Services
June - 2010

Glebe Ward 2010 Services



Wards_2007 Legend

- Border
- Lincolnshire Schools 09/10
 - School
- Library/Museum
 - Building
- Social Services
 - Property
- LCC Office
 - Property
- Youth Centres
 - Youth Centre
- Childrens Centres
 - Centre
- Connexion Centres
 - Centre
- Early Years Settings
 - Setting
- NHS Doctors
 - Surgey
- NHS Dentists
 - Surgey
- Further Education
 - College

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Performance Management
Childrens Services
June - 2010

Profile of Mablethorpe East Ward

This section sets out some information and statistics on different aspects in the Mablethorpe East Ward.

Population

According to the 2001 Census, the Mablethorpe East Ward had a population of 1,896 people. 48% were male and 52% were female.

The table below shows a breakdown of the population by age, as a percentage, and clearly shows that there is a much older population in the Mablethorpe East Ward when compared to the district of East Lindsey, and England and Wales.

Age	Mablethorpe East	East Lindsey	England and Wales
Under 16	17.5	17.7	20.2
16 – 19	3.5	4.3	4.9
20 – 29	8.0	8.6	12.6
30 – 59	35.2	40.4	41.5
60 – 74	23.9	18.9	13.3
75 and over	11.9	10.0	7.6
Average Age	45.4	43.4	38.6

According to the Mosaic Public Sector profile for the Mablethorpe East Ward, the area is characterised by an economy that services the needs of tourists which is the major source of employment and that requires residents to work long summer hours, although many then sign on for unemployment pay during winter. There are also young single adults on low incomes and divorced people. There are a substantial number of very elderly people. Many of the young single people drift in and out of employment, and the area suffers from serious levels of unemployment and from low wage levels.

Housing

East Lindsey District Council no longer own social housing properties, following the transfer to a housing association in 1999. For the Mablethorpe area there were 116 two bedroom properties, with 115 people on the waiting list for such a property, 99 three bedroom properties, with 110 people on the waiting list and 13 four bedroom properties with 17 people on the waiting list. Of those on the waiting list for social housing, 217 people were on short term tenancy contracts (consisting of 34% of the people on the waiting list in Mablethorpe) and 97 people were on licenses similar to house-share arrangements (consisting of 15% of the people on the waiting list in Mablethorpe). From March to April 2010, 51 housing applications were made in the Mablethorpe area.

The Children's Champion at East Lindsey District Council highlighted that there were seasonal issues, such as families living in caravan sites and then B&B during the winter months, and issues with short term lets, housing conditions and a lack of affordable housing.

Health

The 2001 Census asked people to describe their health over the previous 12 months. The table below sets out the responses as percentages for the Mablethorpe East Ward, along with East Lindsey and England and Wales. The results clearly show that, due to having an older population, the population's health in Mablethorpe East is poor, with the percentage of people having a limiting long term illness more than double the figure for England and Wales.

	Mablethorpe East %	East Lindsey %	England and Wales %
Good	51.4	62.5	68.6
Fairly Good	29.2	25.9	22.2
Not Good	19.4	11.5	9.2
With a limiting long-term illness	37.1	23.7	18.2

The Mablethorpe East Ward has seen a drop in drug referrals over the last three years. The table below shows the last three year's drug referral totals for the Mablethorpe East Ward:

	2007/08	2008/09	2009/10
Mablethorpe East Ward	16	11	11

To put this referral rate into the context of Lincolnshire as a whole, the Mablethorpe East Ward has dropped from 42nd highest in the County to 57th place out of 168 wards over the three year period. At least 80% of referrals across all three years listed heroin as the primary substance of choice.

Due to the older population in Mablethorpe, there are also issues around mental health. According to the Ward Councillor for Mablethorpe at Lincolnshire County Council, *"Mablethorpe was the highest area for mental health disease out of the five counties in the East Midlands."*

Unemployment and Benefit Claimants

As at April 2010, there were 63 Jobseeker Allowance (JSA) claimants in the Mablethorpe East Ward, which represents 5.8% of the working age residents in the ward. 49 of these claimants were male. Of the 63 JSA claimants, 34.9% were aged 18-24, 50.8% were aged 25-49, and 14.3% were aged 50 and over. 11.1% of these claimants have been claiming for over 12 months.

As at November 2009, there were 440 total claimants, which represented 40.3% of the working age residents in the ward. Of these, 250 (22.9%) were claiming Employment and Support Allowance (ESA) and incapacity benefits, 40 (3.7%) were claiming carers benefits, and 30 (2.7%) were claiming lone parents benefits.

These figures show that over two fifths of the working age population in Mablethorpe are claiming benefits, half of which were claiming for ESA and incapacity benefits.

Crime and Disorder

The average number of crimes in the Mablethorpe East Ward between October – December 2009 was 12, which was a decrease of 20% when compared to the crime figures for October - December

2008. Antisocial behaviour had also decreased to an average of 10.7 incidences between October - December 2009, 31.9% lower than in 2008. According to the Community Beat Manager, Alford, Mablethorpe and Sutton on Sea Neighbourhood Policing Team,

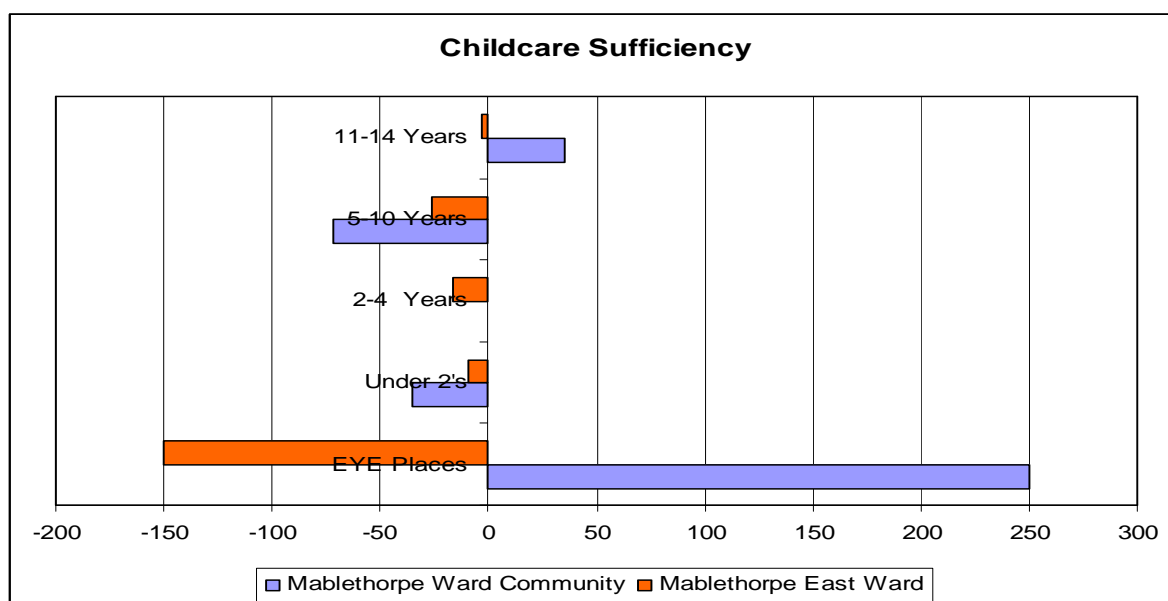
“The most common crime in Mablethorpe was theft from motor vehicles. More Police Community Support Officers on the streets will improve the confidence local people have in the perception of crime. The most consistent comment from local people is that they would like more Police presence on the streets.”

Childcare

In terms of Early Years Entitlement (EYE) places available for all children aged 3 and 4 years old in the Mablethorpe Ward community (which includes Mablethorpe Central, Mablethorpe North, Mablethorpe East, Skidbrooke with Saltfleet Haven, Sutton on Sea North, Sutton on Sea South, and Trusthorpe and Mablethorpe South wards as well), there are 250 (35%) more sessions available than required. However there is a shortfall in the Mablethorpe East Ward of 150 places. Furthermore, 24 (17%) of children aged 3 or 4 years old in the Mablethorpe Ward community currently do not access the EYE, and of these, 12 children are in the Mablethorpe East Ward. Of those that access the EYE, 64% in the Mablethorpe Ward community attend providers from the Private, Voluntary and Independent (PVI) sector.

For children under 2 years old with working parents, there is an overall shortfall of 35 (67%) places in the Mablethorpe Ward community, including a shortfall of 9 places in the Mablethorpe East Ward. However for children aged 2 years to 4 years and 11 months with working parents, there are no spare places in the Mablethorpe Ward community. Although there is a shortfall of 16 places in the Mablethorpe East Ward, additional places are available in neighbouring wards such as the Mablethorpe Central Ward.

For children aged 5 years to 10 years and 11 months, there is a shortfall of 72 (49%) places in the Mablethorpe Ward community, including a shortfall of 26 places in the Mablethorpe East Ward. For children aged 11 years to 14 years and 11 months, there is over sufficiency in the Mablethorpe Ward community of 35 places (65%), but a shortfall of 3 places in the Mablethorpe East Ward.



Education and Pupils

In January 2010, there were 729 pupils in the Mablethorpe East Ward. The following schools have been identified as the catchment schools for the ward:

Mablethorpe Primary School

Mablethorpe Tennyson High School

Of the 729 pupils in the Mablethorpe East Ward, there were 155 (21%) eligible for free school meals and 330 (45%) were classified as having special educational needs. There were 49 pupils in the Mablethorpe Ward with emotional and behavioural difficulties, of which 16 (33%) were within the most deprived super output area in the Mablethorpe East Ward.

As at 27 May 2010, there were 3 young people aged between 17 and 19 years old not in education, employment or training (NEET) in the Mablethorpe East Ward. In terms of pupil turnover, both the primary and secondary school experienced a high number of pupils entering a school outside expected periods in 2009, with a total of 40 pupils for Mablethorpe Tennyson High School, which was the fifth highest number of pupils, and 35 pupils for Mablethorpe Primary School which was the seventh highest.

In 2008/09 the total absence rate for the primary sector in the Mablethorpe East Ward was 7.3% which is higher than the Lincolnshire average of 5.1%. The persistent absence rates, which are pupils missing approximately 20% or more sessions in an academic year, was 2.3% in the Mablethorpe East Ward, which is again higher when compared to the Lincolnshire average of 1.6%.

In the secondary sector, the total absence rate in the Mablethorpe East Ward was 9.1% which is much higher than the Lincolnshire average of 7%, and the persistent absence rate was 6.7%, which was again higher than the Lincolnshire average of 4.6%. A breakdown of these absences by year group, gender, free school meal eligibility (FSM), and special educational needs (SEN) status is set out in the table below.

%Total Absence Rates in Primary Sector			%Total Absence Rates in Secondary Sector		
Year Group	Lincolnshire	Mablethorpe East	Year Group	Lincolnshire	Mablethorpe East
Y1	5.5%	10.0%	Y7	5.2%	7.3%
Y2	5.1%	8.0%	Y8	6.1%	7.3%
Y3	4.9%	6.6%	Y9	6.9%	10.6%
Y4	5.0%	5.9%	Y10	7.1%	9.4%
Y5	4.9%	6.9%	Y11	9.2%	11.3%
Y6	4.8%	7.6%			
Gender			Gender		
Female	5.1%	7.4%	Female	7.3%	9.3%
Male	5.0%	7.3%	Male	6.7%	9.0%
FSM Status			FSM Status		
Not Eligible	4.7%	7.4%	Not Eligible	6.5%	9.1%
Eligible	7.4%	7.3%	Eligible	11.6%	9.4%
SEN Status			SEN Status		
No Needs	4.6%	6.9%	No Needs	6.3%	8.1%
Action	6.0%	8.5%	Action	8.1%	7.8%
Action+	6.6%	8.1%	Action+	10.9%	15.5%
Statemented	7.2%	+	Statemented	9.0%	+

+ insufficient pupil numbers for analysis

This table shows that absence rates for those eligible and not eligible for free school meals are approximately the same at both primary and secondary level. On the whole the absence rates for pupils with special educational needs are higher than the Lincolnshire averages. There is some cause for concern regarding the very high absence rates in Years 1 and 2.

Educational Attainment

Foundation Stage Profile Outcomes 2008/09

At Foundation Stage, pupils in the Mablethorpe East Ward are significantly underperforming in terms of Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), and Problem Solving, Reasoning and Numeracy (PSRN) as shown in the two tables below.

Outcomes by schools based in target wards	No. of records	%Pupils working comfortably in all aspects of PSED and CLL	%Pupils working comfortably in all aspects of PSRN
Mablethorpe Primary School	54	2%	15%
Mablethorpe East Ward	54	2%	15%

Outcomes by Ward, based on pupil's home postcode	No. of records	%Pupils working comfortably in all aspects of PSED and CLL	%Pupils working comfortably in all aspects of PSRN
Mablethorpe East Ward	14	0%	21%

In 2006/07 pupils at Mablethorpe Primary School achieved 24% in PSED and CLL, and 59% in PSRN. In 2007/08, 21% of pupils were working comfortably in all aspects of PSED and CLL and 67% of pupils were working comfortably in all aspects of PSRN. These figures demonstrate that there has been a marked decrease in attainment in all of these aspects over the last three academic years. Out of the 14 pupils who live in the Mablethorpe East Ward, none of them are working comfortably in all aspects of PSED and CLL, and only 21% are working comfortably in all aspects of PSRN.

Key Stage 2 Outcomes 2009 – Level 4+ in English and Maths

Of the 61 Year 6 pupils in the Mablethorpe Ward in 2009, there were 14 eligible for free school meals and 20 pupils with special educational needs. Of the 14 pupils eligible for free school meals, 11 (79%) achieved a Level 4+ in the English and Maths tests. Of the 20 pupils with special educational needs, only 4 (20%) achieved a Level 4+ in English and Maths.

These figures show that the pupils in the Mablethorpe Ward who were eligible for free school meals performed extremely well in Year 6, whereas pupils with special education needs underachieved.

Key Stage 4 Outcomes 2009 – 5+ A*-C including English and Maths

Of the 64 Year 11 pupils in the Mablethorpe Ward in 2009, there were 11 eligible for free school meals and 29 pupils with special educational needs. Of the 11 pupils entitled to free school meals, just 2 (18%) achieved 5+ A*-C including English and Maths. Of the 29 pupils with special educational needs, only 8 (28%) achieved 5+ A*-C including English and Maths.

These figures show that at Secondary School level, pupils entitled to free school meals and those with special educational needs did not perform very well. These figures could highlight an issue given the excellent performance by the Year 6 pupils which needs to be continued through to secondary level.

Children's Centre Facilities



Mablethorpe Children's Centre

In the Mablethorpe Ward, there is the Mablethorpe Children's Centre which is run by Lincolnshire County Council and serves the whole of Mablethorpe and the surrounding area. The Mablethorpe Children's Centre is also one of the 13 original Children's Centres which had opened by summer 2006 and are all based in the 20% most disadvantaged wards in the county.

The table below shows the reach figures in May 2010 for the children's centre, broken down by age. The data highlights that the Mablethorpe Children's Centre has reached 72% of the under fives in the area.

CC Reach figures for May 2010	In Area							
Centre	The number of Under 1's Registered	The Number of Children Aged 1	The number of Children Aged 2	The Number of Children Aged 3	The Number of Children Aged 4	Total Under 5's Registered in Reach Area as at 31 May 2010	Under 5 Reach (as defined by Health data 31 Mar 10)	% of Reach Achieved
Mablethorpe	101	113	134	136	127	611	852	72%

The table below has a breakdown of the number of individuals registered with the children's centres and the attendance figures for January to March 2010. It also shows how many individuals are from the Mablethorpe East Ward.

Category	Quarter 1 Attendance	Mablethorpe Centre Total	Mablethorpe East Ward Total
All	Registered	1950	239
	Attended	421	
	Total Attended	2014	258
U5	Registered	586	69
	Attended	184	
	Total Attended	908	104
Pregnant	Registered	120	30
	Attended	52	
	Total Attended	242	32

Pregnant Teen & Teenage Parent	Registered	7	2
	Attended	2	
	Total Attended	6	1
Lone Parent	Registered	89	17
	Attended	32	
	Total Attended	146	28
Children in BME	Registered	20	2
	Attended	5	
	Total Attended	21	0
Children with Disability	Registered	4	0
	Attended	1	
	Total Attended	3	0
Child with Disabled Parent	Registered	33	3
	Attended	11	
	Total Attended	63	0
Fathers	Registered	286	28
	Attended	25	
	Total Attended	79	7

The table shows that the most frequent users of the children's centre from the Mablethorpe East Ward are under fives, pregnant women, lone parents and fathers.

There is a huge range of facilities and activities offered at the Mablethorpe Children's Centre which is set out in the table below.

Mablethorpe Children's Centre	
Antenatal	<ul style="list-style-type: none"> • Generic midwifery offer – antenatal care and advice • Children's Centre midwife – one to one support for vulnerable families on childbirth choices, breastfeeding and preparation for parenthood; accessible 'parentcraft' classes for fathers and mothers. • Phoenix Smoking Cessation Service
0-4	<ul style="list-style-type: none"> • Weekly drop in child health clinic within the Children's Centre • Health Visitor, Nursery Nurse and Staff Nurse offering a programme of group and individual advice and support • Wide range of parent and child early years activities such as PEEP. • Speech and Language support • Parenting courses • Young parents' group • Full daycare nursery including support from a Children's Centre Teacher • Nursery class within local Primary School • Family Action family support • Confidence building support for parents • Information and advice on benefits, tax credits and pathways to employment • Portage in home support for children with disabilities • Breastfeeding support peer mentors • Toy library • Parents Choices voluntary group providing trips and outings at low cost • Home-Start • Respite childcare • Family support resource • Food parcels and help with furniture via Furnichurch • Community cafe

	<ul style="list-style-type: none"> • Volunteer Car Service • Preventative Workers offering individual support, advocacy and co-ordination of services for vulnerable families via CAF/TAC • Scallywags support group for children with disabilities • Sensory room • Healthy lifestyles group • Separating Families support in partnership with Relate • Citizen's Advice Bureau (CAB) • Family Assessment and Support Team (FAST) Team • East Lindsey District Council (ELDC) Housing Support
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The Children's Centre helps to raise aspirations, both for the children and the parents by

- Mentoring/coaching/attitude of staff working with children and parents
- Promotion of health and wellbeing for the whole family
- Family learning
- Aspirational visits to other areas/learning providers
- Celebration events and activities
- 'Can do' and empowering ethos throughout all integrated services

The Children's Centre Manager highlighted that there was a clear focus on key performance indicators, but that an area for development is to measure the long term impact of the children's centre. The children's centre work with a wide range of other agencies, such as

- Health – Health Visiting Team, Midwifery, School Nurses, CAMHS, Adult Mental Health, Health Trainers, Marisco
- Education – Nurseries, Pre-schools, Primary Schools, Tennyson High School, Pilgrim School, adult learning providers, Portage
- Third Sector – The Boatshed, Furnichurch, Homestart, PLA, Family Action, Christian Fellowship, Barnados, Parents Choices, Toy Library, Scallywags, Action for Carers, East Lindsey Domestic Violence Service
- District Council, Neighbourhood Management, Library, Housing, Station Sports Centre
- Private – TLC (The Learning Curve), Debutots, Early Explorers

What do parents think about the Mablethorpe Children's Centre?

The Task and Finish Group spoke to some parents at the Mablethorpe Children's Centre during their visit. The parents used the facilities at the children's centre on a regular basis. They agreed that it would be beneficial if there were more things available for parents to attend. There was no provision for children aged between 9 to 19 as they were not the 'target' age. There are good extra curriculum activities available at schools but some young people are disadvantaged as they have to use public transport to travel to and from school, meaning that they cannot take part.

The parents thought that the Children's Centre was a nice place to meet other parents, although it was usually mothers that would be using the facilities rather than fathers. It was emphasised though that fathers would be welcome. The parents attended the children's centre to attend Baby Weighing, Drop In session, Breastfeeding Group and PEEP. Other provision was available locally, however, it was reported that it was unsatisfactory in terms of the supervision of their children in comparison to the services provided by the Children's Centre.

Parents were unaware of where to go should they require support in relation to teenagers. A lot of the children in Mablethorpe attended schools out of the area. The perception of the local school in Mablethorpe was that it was of poor quality.

What other Services are offered to help Narrow the Gap?

There are also a number of other activities and services offered in the ward which help to Narrow the Gap for 5-11 year olds and 11-16 year olds.

Mablethorpe Ward	
5-11	<ul style="list-style-type: none"> • Parent Support Adviser who offers universal and targeted support to parents with a primary focus on involving parents in their children's learning. • Preventative Workers (as 0-4) • TAMHS • Range of Extended Provision activities including Positive About You • Education Welfare Officer • Family Action family support • After School Club • Breakfast provision at local Primary School • School Nurse • Scallywags support group for children with disabilities • Separating Families support in partnership with Relate • CAB • Brownies • FAST Team • ELDC Housing Support
11-16	<ul style="list-style-type: none"> • Youth Services offering universal and targeted group and one to one support to young people • C Card provision • School Nurse • Connexions service • Teenage Parents' group • Parent Support Adviser who offers universal and targeted support to parents with a primary focus on involving parents in their children's learning. • TAMHS • Range of Extended Provision activities including Positive About You • Education Welfare Officer • Voluntary youth groups including Hope House • FAST Team • ELDC Housing Support

These services are offered either by Schools, through Partnerships, or through Lincolnshire County Council which are set out in the table below.

	School Level	Partnership Level	Lincolnshire County Council
Mablethorpe Ward	<ul style="list-style-type: none"> • Parent Support Adviser who offers universal and targeted support to parents with a primary focus on involving parents in their children's learning. • Preventative Workers (as 0-4) • TAMHS • Range of Extended Provision activities including Positive About You • Education Welfare Officer • Family Action family support 	<ul style="list-style-type: none"> • Health services • Separating families • Early Years activities • Family fun days • Extended Provision 	<ul style="list-style-type: none"> • Preventative Workers • Parent Support Advisers • TAMHS • Education Welfare • Youth Workers • Connexions • FAST Teams

	<ul style="list-style-type: none"> • After School Club • Breakfast provision at local Primary School • School Nurse 		
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The Children’s Champion at East Lindsey District Council highlighted that there was also the Boatshed multi use centre which offers support and the Mablethorpe Youth Centre on the Tennyson School site. The Boatshed and the Youth Centre provide good opportunities for young people to socialise and meet getting them off the streets. A FAST project is being piloted at the secondary school.

According to the East Lindsey District Councillor and Town Council Member for Mablethorpe East, *“There is a Saturday night project for older children. The sports hall is opened from 7.30pm to 10pm and costs about 50p. It is only offered once a fortnight and could do with being more frequent, but it is better than not having it. It would be better if it was once a week or Friday and Saturday.”*

In the Mablethorpe Ward, Mablethorpe Primary School responded to a questionnaire sent to the local schools to find out about what they were doing to narrow the gap for children and young people and how effective were the services offered. In addition to some of the services offered at school level as outlined in the table above, the following initiatives were also offered by the school:

- Counselling Services
- 1:1 Tuition
- Family Learning
- Positive Activities
- EBSS

The school also has some of its own initiatives in place which include being a pilot for the Every Child Counts project, and TAMHS providing social and emotional support. The school is also doing the Every Child a Writer project and has Barnados social and emotional support groups.

According to the Headteacher, the effectiveness of the services is *“variable due to the amount of pressure placed on services due to the number of children needing to access the provision.”*

This data highlights that there is a huge range of services being offered to different age groups and by different organisations to help narrow the gap for children and young people. These services help children to develop resilience factors and skills through

- Parenting support and courses to enable positive and supportive parenting
- Quality Early Years provision (EYFS) to meet young children’s holistic needs and encourage safe risk taking
- Family support
- Youth Worker support to young people
- TAMHS emotional support
- Clear family plans via CAF/TAC

Community Cohesion

In the Mablethorpe East Ward the following have helped to promote community cohesion:

- Close relationship with elected members
- Neighbourhood Management
- Family and community fun events
- Children's Services Partnership Group
- Children's Centre promotes and supports local community initiatives e.g. Parents' Choices and Toy Library
- Youth Council and Youth Assembly
- Intergenerational projects
- Joint working with faith groups
- Community use of School and Children's Centre buildings

The East Lindsey Children's Champion highlighted a number of initiatives which are helping to build community cohesion:

- Boatshed
- Neighbourhood Management
- Initiatives such as Action for Carers summer event
- Involvement of families in service design
- Carers Day – 19 June
- Appointment of Town Centre Manager
- Give Cancer the Boot – 6 June
- Neighbourhood Management meetings and initiatives
- Mablethorpe Marathon and Half Marathon
- Volleyball posts on the beach
- Beach Rangers

The East Lindsey District Council's Portfolio Holder for Health and Wellbeing also highlighted a number of initiatives in Mablethorpe:

- Neighbourhood Management Officers have set up a Youth Panel in Mablethorpe.
- Colleagues in ELDC and partners have run TiG (Together in Generations) Dance Events bringing younger and older age groups together. There is no ongoing funding for this and it operates on goodwill, with a limited impact even though very well received by all participants.
- Work is in hand to develop community gardens although again no funds are available for this.
- The Mablethorpe Events Partnership is organising events both for tourists (supporting the economy) but also for community involvement.

The Neighbourhood Management Team in Mablethorpe has done a lot of work around community cohesion and working with children and young people, and their families:

- 150 people took part in Sports relief.
- There has also been litter picking, and 2 community days held at primary schools with activities about recycling, litter, cycling, Road Safety Partnership.
- The Get Cooking project had 60 people attending.
- A 'Things to Do Places to Go' booklet has been produced.

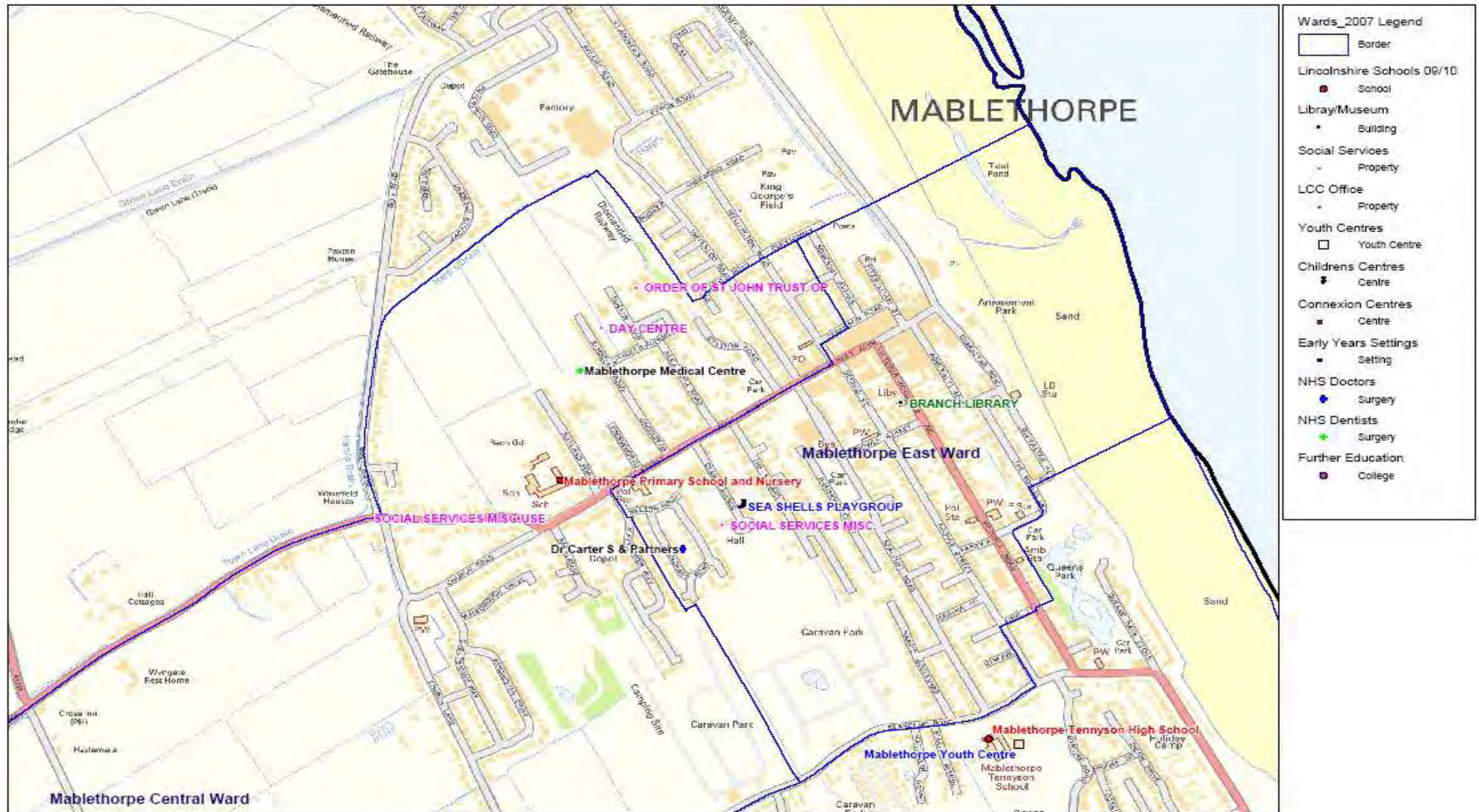
- A community garden in Trusthorpe for which the residents picked the winning design.
- The primary school was struggling to access swimming lessons. Mayford Haven are giving them intensive lessons. Three quarters of the school couldn't swim now it is a small percentage.
- A 60m sprint for the under 16's.
- Out of the community safety funding, there has been a self defence class for women over 16. 40 women took part and now feel safer on the street.
- There was a graffiti project in 2008 which had over 500 people engaged in it. The Youth Forum sent them a text or email inviting them to attend. It was held at 5 different locations and the whole family could come along.
- There are plans for intergenerational projects, such as a gadget day where young people show older people gadgets like blackberries.
- There is a bi-monthly resident's forum, but it is mainly older people who attend. It is a problem engaging middle aged people as they are either working or have children.

The Mablethorpe Primary School is also doing a lot of work around community cohesion:

- Join In days for parents
- Class assemblies to celebrate achievement
- Supporting the church
- Taking part in community activity days
- Taking part in community activities such as Remembrance Sunday

This information reveals that there is a wide range of schemes which are or have taken place in Mablethorpe to promote community cohesion.

Mablethorpe East Ward 2010 Services



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Performance Management
Childrens Services
June - 2010

Findings, Conclusions and Recommendations

What is this information and evidence telling us?

The information and evidence that has been gathered and collated by the Task and Finish Group has allowed the Task and Finish Group to build up a comprehensive overview of the main issues facing the Moorland and Glebe Wards in Lincoln and Mablethorpe East Ward in East Lindsey. The evidence has also demonstrated that there is a wide range of services and initiatives currently being offered to help narrow the gap for children and young people, and their families.

Main Issues affecting the Three Wards

Out of the three wards that have been investigated as part of this review, the Moorland Ward is the most deprived. According to the Moorland Ward Councillor, *“Moorland Ward was very deprived, particularly the Westwick area. This area tended to be self-enforcing and was linked with low aspiration and achievement.”* The main issues facing the Moorland Ward are:

- ❖ Older housing stock
- ❖ An increasing drug problem
- ❖ Poor diet and unhealthy lifestyles
- ❖ Low breastfeeding rates
- ❖ Over a quarter of the working age population claiming benefits, in particular ESA and incapacity benefits and lone parents benefits
- ❖ 382 (71%) children aged 3 or 4 years in the Moorland Ward community do not access the EYE, of which 104 (27%) are in the Moorland Ward
- ❖ 35% of pupils have special educational needs
- ❖ 19% of pupils are eligible for free school meals
- ❖ Of the 46 pupils with emotional and behavioural difficulties, 27 (59%) are within the most deprived part of the ward
- ❖ Persistent absence rates are double the Lincolnshire average
- ❖ Absence rates for secondary school pupils in Years 8 and 9, with special educational needs, and who are entitled to free school meals are very high
- ❖ Pupil Outcomes at Foundation Stage in PSED, CLL, and PSRN are low
- ❖ Outcomes for pupils entitled to free school meals and who have special educational needs at Key Stage 2 and Key Stage 4 are very low, especially at Key Stage 4
- ❖ Only 57% of Under Fives are registered with the children’s centre
- ❖ 56 fathers are registered with the children’s centre but none have attended an activity at a children’s centre
- ❖ More courses for parents through the children’s centre are needed
- ❖ Very little provision is available for children above the age of six

There are similar issues facing the Glebe Ward:

- ❖ An increasing drug problem
- ❖ Increasing crime rates
- ❖ Nearly a quarter of the working age population claiming benefits, in particular ESA and incapacity benefits and lone parents benefits
- ❖ 74 (14%) children aged 3 or 4 years in the Glebe Ward community do not access the EYE and a shortfall of places across all age ranges in the Glebe Ward

- ❖ 28% of pupils have special educational needs
- ❖ 20% of pupils are eligible for free school meals
- ❖ Of the 86 pupils with emotional and behavioural difficulties, 24 (28%) are within the most deprived part of the ward
- ❖ Persistent absence rates are double the Lincolnshire average
- ❖ Absence rates for secondary school pupils in Years 10 and 11, with special educational needs, and who are entitled to free school meals are very high
- ❖ Outcomes for pupils who have special educational needs at Key Stage 2 and Key Stage 4 are low, especially at Key Stage 4
- ❖ Outcomes for pupils entitled to free school meals at Key Stage 4 are very low
- ❖ Only 63% of Under Fives are registered with the children's centre
- ❖ 203 fathers are registered with the children's centre but only 13 have attended an activity at a children's centre

In the Mablethorpe East Ward, there are again a range of similar issues which include:

- ❖ An ageing population
- ❖ Lack of social housing properties which means large waiting lists for family housing
- ❖ Poor health, including high rates of mental health disease
- ❖ 37.1% of the population having a limiting long term illness
- ❖ 40.3% of the working age population claiming benefits, over half of which were claiming ESA and incapacity benefits
- ❖ A shortfall of childcare places for EYE and across all age groups
- ❖ 21% of pupils are eligible for free school meals
- ❖ 45% of pupils have special educational needs
- ❖ 49 pupils have emotional and behavioural difficulties, of which 16 (33%) are in the most deprived part of the ward
- ❖ High turnover at both the primary and secondary schools
- ❖ Absence rates for Year 1 pupils are very high at 10%, nearly double the Lincolnshire average
- ❖ In the secondary sector, absence rates are very high for Years 9 and 11 pupils and for children on School Action +
- ❖ Outcomes for pupils at Foundation Stage are extremely low, including no children in the Mablethorpe East Ward working comfortably in all aspects of PSED and CLL
- ❖ Outcomes for pupils with special educational needs are low at both Key Stage 2 and Key Stage 4
- ❖ Outcomes for pupils entitled to free school meals are low at Key Stage 4, which is a complete contrast to the Key Stage 2 outcomes which are very high
- ❖ 286 fathers are registered with the children's centre but only 25 have attended an activity at a children's centre

Other Issues Affecting the Wards

A number of other issues affecting these wards have also been raised during the review. These are:

Further and Higher Education Provision

Further education provision is one of the main issues that has been raised as part of the review and that there are vast differences when comparing the availability and support of further education in the city of Lincoln with coastal areas such as Mablethorpe. Several concerns have been raised around the availability of further and higher education provision and courses, especially in Mablethorpe. According to the Mablethorpe Ward Councillor,

“Young people from Mablethorpe dropped out of college at a relatively early stage, whether it be in Boston, Louth or Grimsby, due to the geographical distance of the college and the additional time that travelling put on their college days. On average travelling put an additional two hours on a young person’s day. Students may only be at college for one hour a day but still had to travel from about 7.00 a.m. and return to Mablethorpe at 6.00 p.m. About one third of the students from Mablethorpe dropped out of further education in the first term.”

The East Lindsey Children’s Champion also stated that there was a need for

“locally centred vocational courses which can inspire children and young people to develop skills and knowledge which they may not have considered before (16-19 agenda).”

The East Lindsey Portfolio Holder for Health and Wellbeing stated that

“Young people’s access to post 16 education seems limited. First College and other Further Education provision is a long way to travel for residents of Mablethorpe. Establishments are located in Grimsby, Louth, Boston or Lincoln. Travelling by bus puts an additional two hours minimum on the day and even by car it takes some time. Linkage with Colleges and Further Education provision in Lincoln is very strong, but that is not the case in Mablethorpe. Something at the Children’s Centre as an outreach from other provision in the locality would help in this area. Should be outreach for other things such as Connexions as well.”

For Lincoln, questions were raised around whether the University could have a role to play in providing additional support in the community. According to the Neighbourhood Manager for Lincoln South, *“The University of Lincoln could have a role to play in promoting opportunities for young people in Lincoln.”*

In Lincoln, the parents who attended the Moorland Children’s Centre indicated that they would like courses from Lincoln University offered through the Children’s Centre:

“Having to pay for University fees was a barrier for young people to even consider entering into further or higher education. If the University could provide courses through the Children’s Centre a lot of people in the Moorland Ward area would benefit.”

The Task and Finish Group met with Lincoln University, Lincoln College and Grantham College to find out more about what further and higher education could be provided on the East Coast and for parents in the Moorland Ward. It was highlighted that parents at the Moorland Children’s Centre in

Lincoln had enrolled on courses and were keen to develop. However this was not sensed at the Mablethorpe Children's Centre. The following points were noted from this discussion:

- colleges were very proactive in Lincoln's Children's Centres but the Children's Centre in Mablethorpe lacked engagement
- Lincoln College worked with Sure Start to ensure that the right courses were being put on to meet the local need and this was very much a partnership approach. Child care or crèche facilities would also sometimes be paid for to encourage parents to attend courses
- colleges had attempted to engage with Mablethorpe in the past but failed and as a result targeted the west of the county and areas such as Newark
- the Principal of the new Skegness Academy had indicated his desire to bring further education provision to the coast
- there was a blend of courses offered by colleges from accredited courses to those that were 'softer', such as courses to raise self-esteem. Colleges only received funding for accredited courses and as a result a lot of the 'softer' courses could no longer be offered, despite the very positive impact they had on individuals
- certain people, such as those in the 'fourth generation benefit culture' did not want to attend a course if they knew it was a type of formal education and preferred the 'softer' courses
- It was clear that getting into the community was key, which certainly did not currently exist in the Mablethorpe area
- the University of Lincoln engaged with lots of local schools and was on the Trust Board for Wolds College in Louth. The Mablethorpe Tennyson High School was affiliated with the College which contained some excellent facilities and it was hoped that the College would benefit the Mablethorpe area
- the University supported local people by helping them progress and showing them what opportunities were available. This was known as the 'bridge programme' and raised people's aspirations
- courses for young people should be available, especially on the coast, in relation to care. However, colleges had problems running these courses, despite a large number of people interested in undertaking the courses, due to cuts in funding
- for people that lived in Lincoln they were very aware of the existence of the University. This would not be the same for other people in deprived areas on the coast where engagement was more difficult
- the biggest barrier for people was transport and the sparsity of the county

Targeting of children and young people at an early stage in their lives

According to the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO), a key message that has emerged from research undertaken into narrowing the gap is that

*"High-quality early learning has a major and lasting positive impact on all children, but especially poor children."*⁶

The research into narrowing the gap shows that

⁶ Progress Map Summary 1 – Narrowing the Gap in outcomes for young children through effective practices in the early years, January 2009, C4EO

“Effective early years provision emphasises both education and care and focuses on the needs of particular individuals and groups.

Strategies and procedures that help children to make a positive transition to early years provision gives them a good start in learning, achievement and social development. Children from disadvantaged and minority background (including children with English as an additional language) may benefit from stronger links between their home and early years provision to ensure positive experiences in the early years.”⁷

During discussions with the Heads of Services for Primary Intervention and Universal Services from the School Improvement Service, it was commented that *“it was clear that when the gap was narrowed at an early stage, it showed through further Key Stages.”*

The Task and Finish Group spoke to the Head of Service for Birth to Five to find out further information about early years provision in Lincolnshire. According to the Head of Service for Birth to Five, *“targeting individuals at an early stage was very important.”* The following points about early years provision in Lincolnshire were also highlighted:

- *the service support approximately 310 pre-school and nursery sites across the county, as well as schools with early years provision including nursery and reception classes*
- *the role of the service was to monitor, support, and challenge early years provision across Lincolnshire and ensure that the quality was of a high standard in terms of the services children and parents could access*
- *in pre-schools, 79.6% received good or outstanding following Ofsted inspections*
- *a team of Early Years Consultants was in place to support schools and settings, and to provide targeted support as required*
- *there was also a team of early years advisory teachers working with groups across the county supporting special needs and quality of provision*
- *a team of workforce development consultants supported the drive to improve qualifications, which would be undertaken through the Graduate Leader Fund*
- *a welfare consultants team supported safeguarding and ensured that policies and procedures were in place*
- *Children’s Centre teachers were also managed through this service*
- *pre-school providers managed the services they provided on limited budgets and did a very good job*
- *having high quality child care in place made a huge difference to a child’s development*
- *if providers had more funding, better access and were better qualified, their provision would be substantially improved*
- *the service wanted to ensure that each setting was led by a high quality leader and that staff had opportunities to develop accordingly*
- *an example was given of a current pilot for two year olds, of which 178 two year old children had taken part, aimed at a specific area in the county linked to Children’s Centres. In terms of the county as a whole the results of the pilot did not make a huge impact due to small numbers within the pilot, however, it made a huge difference to the children and families involved in the pilot*

⁷ Progress Map Summary 1 – Narrowing the Gap in outcomes for young children through effective practices in the early years, January 2009, C4EO

- *if an academy took in Children's Centres, the staff within the Children's Centre would not have to undertake the regular training that was led by Lincolnshire County Council. This would result in inconsistent levels of service provision on a countywide basis*
- *a key difference between Lincoln and Mablethorpe was the fact that there were settled communities in Lincoln, whereas Mablethorpe was very transitory and unsettled*
- *the primary school in Mablethorpe was not very welcoming of support for families and were very resistant of County Council related services, which was very different in Moorland where any support was embraced*
- *the service should be more closely aligned with Children's Centres in the future*

Engagement with Fathers

For all three wards one of the main issues which affect all of them is the engagement of fathers, especially through the children's centres where a large number of them were registered but very few of them actually attend any activities held at a children's centre. According to the Mablethorpe East District Councillor and Town Council Member,

"It is difficult to engage with fathers. There needs to be ways of getting fathers involved. There may be issues around fathers who are single parent families, or even who are weekend parents when there is no support available."

Raising Aspirations and Esteem for Children and Parents

In Mablethorpe there are low aspirations amongst children and in particular their parents. According to the Mablethorpe East District Council and Town Council Member,

"People have been here a long time for there is a culture of getting them to 16 then to flip burgers. For a generation that was their aspiration. These are now parents who now pass that on to their children."

"There is a need to promote aspiration in schools. Links with local businesses is poor because businesses are seasonal and their modus operandi is not to get profits to invest in business but to live on out of season. The 3 big businesses are Haven, Conoco, and Co-op and very few other businesses have money to invest."

There is also a need to raise aspirations and self esteem in the Moorland Ward. According to the Neighbourhood Manager for Lincoln South, *"It is common practice for local people on the main housing estate not to want to leave the estate to pursue employment; they very much wanted jobs to come up on the estate. One of the main issues for these young people is therefore increasing their self-esteem so that they feel as though they can leave their estate to seek employment. This was a city-wide issue rather than being relevant to Moorland Ward specifically."*

Children's centres can play a vital part in raising aspirations for both children and parents by offering them support in learning and celebrating achievements. If parents could be supported in supporting their children and families, this would help to narrow the gap and raise aspirations. Under the ward profiles, there are details about what each of the three children's centres are doing to help raise aspirations for children and families in their wards.

Services and Initiatives

For all three wards, there is a huge range of schemes and services in place to help narrow the gap which are being provided by a range of organisations. Details on the various services offered by schools, partners and Lincolnshire County Council in the three wards across the different age groups are provided under each of the ward profiles.

It has also been highlighted that there are also some gaps in the provision provided. According to the East Lindsey Children's Champion, in Mablethorpe there is a "lack of opportunities and services targeting primary school age children" and a "lack of activities and significantly support services for this age group." A lack of provision for children over the age of 6 has also been highlighted as an issue for the Moorland Ward.

In addition to the initiatives highlighted under the ward profiles, there are also a number of county wide initiatives being undertaken by the School Improvement Service at primary and secondary school level to help narrow the gap for children and young people.

The Heads of Services for Primary Intervention and Universal Services from the School Improvement Service highlighted a number of initiatives that are being undertaken to narrow the gap:

- *positive work had taken place over the last 12 months between the School Improvement Service and schools to identify and focus on areas of specific need. An example of a strategic programme as part of this work was one-to-one tuition, which could be tailored to accommodate a specific person's needs. Despite there being no formal data available, it was reported that there were indications that the schools that had taken up the one-to-one support had noticed a dramatic improvement in performance and attainment*
- *national programmes are also available through the Standards Fund Grant, examples of which revolved around improving the quality of teaching and leadership and specific catch up programmes for key subjects such as English and Mathematics, through initiatives such as 'Easter School' which involved mixing learning with activities that children and young people enjoyed*
- *the 'Lincolnshire Learning Schools' Project', 'Communication Language and Literacy Development Programme 2010 – 2011', 'Every Child a Writer 2010 – 2011' and 'Securing Level 4 Programme 2010 – 2011' are examples of programmes implemented in Lincolnshire. Seven schools had taken part in the Communication Language and Literacy Development (CLLD) programme, including Mablethorpe Primary School, Our Lady of Lincoln RC Primary School and St. Giles Nursery*
- *A pilot of a national project entitled 'Every Child Counts', which supports children and young people in their development of numeracy, was also undertaken in the Mablethorpe area. From September, 24 of the county's schools would be taking part in this national programme. Funding for this would be 50% match funded between the County Council and the school. The savings in the long term would be substantial in comparison to services that may be required later in life should early intervention not have occurred. Investment would have to be made in early years but this would make a significant difference in later Key Stages. The programmes were expensive but extremely valuable for those children and young people who required support. Nationally, 72% of the children and young people put on the Every Child Count programme improved their performance to the expected national level*

It was also highlighted that

- *at primary school level, the achievement of level four in English and Mathematics was one way of tracking attainment and progress against the performance of a child or young person's peers, as well as their own progress, as to whether or not they were on- track*
- *improving performance did not necessarily result in the gap being narrowed. If the top level of performance increased at the same rate as the bottom level as a result of additional support in classes, it would mean that attainment improved but the gap still existed*
- *the uptake of free school meals was not as high in the secondary schools as it was in the primary schools, mainly due to the perceived stigma attached to receiving free school meals. To solve this issue, schools had introduced a card or voucher scheme for all pupils to use (whether they paid for school meals or not) so that those individuals gaining free school meals could not be identified. It was therefore hoped that this would encourage more people to take up their entitlement if they were afraid of the perceived stigma*

Conclusions

The Task and Finish Group have drawn several key conclusions from the information and evidence collected:-

- ❖ **Issues around narrowing the gap are more easily addressed in urban areas than coastal areas.**
- ❖ According to the data received, such as the National Indicators relating to deprivation and narrowing the gap attached as Appendix 1, and the Early Years Foundation Stage Profile Outcomes highlighted under the profiles for the wards, **the position is worsening and the gap will widen unless earlier intervention takes place.**
- ❖ **Benchmarking should be put in place so that comparisons every two years for the next 20 years can take place to assess and monitor progress.** National benchmarks should be identified and stated along with what the aspirations are in Lincolnshire.
- ❖ Sure Start Children's Centres have certainly made a difference, but the provision may not always be right.
- ❖ The way Children's Centres work with parents is instrumental in what they give and pass down to their children. Parents have to be kept involved, especially when children and young people get older. The Children's Centres should also be more appealing in terms of this respect.
- ❖ **The earlier the engagement and contact with parents and children the better.** An early impact is extremely important and measures have to be identified to ensure that improvements can be put in place at an early stage. Early targeting, even through recommending packages for parents, is vital. Parents need to be informed about what is available for them and for their children. There should be a multi agency message from birth which is clear, friendly and understandable.
- ❖ A series of steps should be identified for future achievement, such as college places or a job, so that there are goals for children and their parents to aspire to. While children are being driven forward to achieve, parents also need to be taken with them so that they support their children. However the difficulty is in engaging those parents who do not want to be involved and addressing the reasons for this.
- ❖ There is a need to ensure that children go into Key Stage Three with the right tools to reach their potential. Creativity should be encouraged as an important element in terms of a child's right to be innovative and every child should be helped to thrive.
- ❖ Vulnerable children who attend the same school all the time, or who are registered at two schools, can be targeted better to help them achieve. However for those vulnerable children who attend several different schools due to the transitory nature of their family life, it is very

difficult to provide targeted support for them or check that they are attending school, and this is an extremely complex issue to address. Transient families can include Travellers, immigrants and families who stay in an area for short periods of time. There are concerns about children of European, especially Eastern European, descent whose families come to stay and work in Lincolnshire for short periods, on a seasonal basis, for economic reasons.

- ❖ It was recognised that staff in primary schools also do a lot of social work as well as teaching.
- ❖ **The ‘pupil premium’ must be fully utilised by schools when it becomes available.** According to the Prime Minister on 2 June 2010, “we want to help children from less well-off backgrounds by having a pupil premium. We will take money from outside the education budget to ensure that the pupil premium is well funded, so that children from the poorest homes get to go to the best schools and the money follows the pupil into those schools.”⁸ The Council must get the extra funding into schools as quickly as possible when it becomes available from the Government. The additional funding should be focussed on special provision, such as 1:1 tuition, which has helped children to improve immensely as a result of this extra support.
- ❖ The areas of highest deprivation also had the highest number of children and young people registered with behavioural and emotional difficulties.
- ❖ **It was clear that there was a lot of good multi-agency activity taking place in the county, especially within Children’s Centres, but there are examples of services being overlapped or duplicated which could be better refined.** There is no consistency in the services offered across the county. Agencies need to properly exchange data and talk to each other to refine the services offered.
- ❖ It was extremely important to get more fathers attending and involved in children’s centres.
- ❖ Excellent education improves the narrowing of the gap. However, a poor quality of education is worse than having no education at all in terms of the damage it could do to a child or young person’s development.
- ❖ Action has to be taken to remedy the issues in those areas severely underperforming.
- ❖ Mablethorpe has an impressive purpose built children’s centre and facilities but the parents registered with the children’s centre are not particularly engaged. This is completely different in the Moorland Ward where the children’s centre facilities are more basic but there is extremely active engagement from parents who are registered. There is a sense of community in the Moorland Ward and the staff at the Centre are regarded as friends. The Moorland Children’s Centre is at the heart of the community and benefits from the support of a school as well as impressive links with the neighbourhood management team. However, the Mablethorpe Children’s Centre is remote and not at the centre of the community. There is no sense of community in Mablethorpe, probably down to the transitory and seasonal nature of the people that live in the area. As a result, a large section of parents are not engaged.
- ❖ The parents that the Task and Finish Group talked to in the Moorland Children’s Centre were engaged in lifelong learning and eager to improve their lives and the lives of their children. This did not exist in Mablethorpe. **Success by parents and children should be celebrated and promoted.**
- ❖ Some parts of the coast are on the cusp of social collapse and there is a need for a generational change. Some parents have no aspirations, having never worked and permanently living on benefits. As a result their children have no aspirations to work when they leave school.
- ❖ **There is a big disconnect on the coast that is much more challenging when compared with the services available to urban areas.** Transport in the Mablethorpe area is a real issue

⁸ Quote from Prime Minister’s Questions in the House of Commons on 2 June 2010 www.parliament.uk

that prevents access to certain services, especially further education. The support and provision of further education is missing from Mablethorpe when compared to Lincoln. Further Education, especially vocational training, needs to be provided on the coast and the new Skegness Academy should be encouraged to provide further education. Families want to improve but there is no support network especially on the coast as it is too far.

- ❖ A reduction in funding for colleges may have an impact on their work within the communities, which may reduce the level of work currently being offered through children's centres.
- ❖ Education cannot be isolated from social and economic aspects. Businesses need to be created in these coastal areas but there are issues around broadband availability. Industries of the future, including green technology, should be encouraged and supported, especially green energy off the coast. Innovative methods for extending the tourism season should be investigated.
- ❖ **Public buildings, such as schools and children's centres should be open to the public all year round.** Public buildings are at the heart of communities and people, such as single parents, will only engage if they feel part of that community. The voluntary sector could be utilised to keep the public buildings open outside their normal opening hours. In coastal areas, there is an increasing retired population who are educated and whose skills could be used in the voluntary sector.
- ❖ The quality of accommodation in terms of social housing is not suitable for some occupants. There will also be no new residential developments in the coastal areas which raises concerns for coping with an increase in housing requirements in the future. Good quality housing is fundamental to the good development of children.
- ❖ There are issues around mental health in particular on the coast, as well as alcohol and drug abuse. The Adults Scrutiny Committee could have a link with narrowing the gap in terms of looking within areas of deprivation and establishing whether there were particular problems for parents, such as mental health, and what support was offered to parents.

Recommendations

In light of the conclusions above, the Task and Finish Group have agreed a number of recommendations which should help to address some of the issues highlighted in this report. The Task and Finish Group submit the following recommendations to the Executive for their consideration:

1. The report and the following recommendations should be sent to the relevant Secretaries of State for their attention and particular regard should be given to these nationally significant points:
 - ❖ There are grave concerns about tracking vulnerable children, both nationally and internationally. The national government should introduce legislation to set up a process for tracking vulnerable and transient children internationally, and utilise the information and technical expertise acquired through ContactPoint to track vulnerable and transient children nationally through new processes;
 - ❖ The Academies Bill should be amended to ensure that all academies allow community use of their buildings and facilities throughout the whole year;
2. There should be more engagement with parents in the early stages of pregnancy. A joint pack between all the agencies should be developed which contains information on the birth and the various steps of education from early years through to University. The Centre for Excellence and Outcomes for Children and Young People's Services (C4EO) have offered free support

and the sharing of best practice to help the Early Year services around Mablethorpe to improve their delivery of services to the vulnerable transient population that are in the area, and Children's Services are recommended to commission this free support from C4EO. This links into the golden threads "Together with Parents" and "Unite to Succeed";





3. Sure Start Children's Centres give meaningful engagement with children at an early stage, but they need to be more flexible in their provision in order to meet the identified needs of the area, focussing on the most vulnerable children, and trust needs to be built between parents and staff. This links into the golden thread "Holding onto the Baton";
4. Best practice guidance materials should be available in Sure Start Children's Centres to stimulate and interest parents and children, and keep parents learning alongside their children. This links into the golden threads "Together with Parents", "It takes a Community to raise a Child" and "Learning to Learn";
5. Children's Services should rebrand Children's Centres to improve parents' perceptions and remove any stigma attached to Children's Centres, and positively market Children's Centres to all parents to highlight that the facilities available are aimed at all parents in order to improve usage by parents of Children's Centres. This links into the golden thread "Together with Parents";
6. The Council should encourage schools to be immediately prepared to utilise the pupil premium in a targeted way to make a clear difference for pupils from less well-off backgrounds. This links into the golden thread "Learning to Learn";
7. Public buildings, such as schools and children's centres, should be kept open all year and the voluntary sector should be utilised to help run them. Public buildings are a major local resource in any area and being kept open would help to keep a link between parents and the centres outside normal opening hours, and provide additional support to single parents. The Centre for Excellence and Outcomes for Children and Young People's Services (C4EO) have offered free support on sharing best practice to see how the public buildings and their facilities can be used to promote achievement, including attainment, and support the development of children's emotional resilience, self esteem and aspirations. Children's Services are recommended to commission this free support from C4EO. This links into the golden threads "It takes a Community to raise a Child" and "Cornflakes to Canoeing";
8. In line with the national age related expectations for the Early Years Foundation Stage Profile, Children's Services should ensure that systems are in place to track individual child achievements and put strategies in place so that children can achieve their potential. The aim of effective tracking and targeted interventions is to narrow the gap so that children eligible for free school meals achieve as well as their peers in that they aim to achieve at least six points in the scales relating to literacy, numeracy and PSED by the end of the early years foundation stage (age 5). This should be regarded as a stretch target. This links into the golden thread "Learning to Learn";
9. Successes by parents and children should be recognised, celebrated and promoted by the Council to raise aspirations and esteem. Rather than simply using the narrow measures of attainment which are used in schools, achievements by pupils should be recognised and the teaching staff's judgements should be trusted. Children's Services should identify different ways of recognising, celebrating and promoting success and achievement by parents and children. This links into the golden thread "You can do it";
10. As previously recommended in the Improving School Meals Scrutiny Review from 2006, a swipe card system for school meals should be introduced into all schools so that pupils entitled

to free school meals are able to receive school meals in the same manner as other pupils. This will help to improve the uptake of free school meals and will eliminate any stigmatisation for children from deprived areas. This links into the golden thread “Learning to Learn”;





11. The Council needs to work closely with Further Education providers and all other providers, especially Skegness Academy, to establish further education provision across the county in particular in the coastal areas. The Council should explore, as a matter of urgency, alternative ways of providing provision especially in coastal areas, and look for best practice elsewhere. This links into the golden thread “It takes a Community to raise a Child”;
12. The Children and Young People Scrutiny Committee and the Communities Scrutiny Committee are asked to consider establishing a joint task and finish group looking into post 16 provision, and engagement with the Lincolnshire Chamber of Commerce should be included as part of the terms of reference. This links into the golden thread “It takes a Community to raise a Child”;
13. The Centre for Excellence and Outcomes for Children and Young People’s Services (C4EO) have offered, at no cost, to help investigate and interrogate coastal deprivation in Lincolnshire and other coastal areas in England for comparison, to find out whether there are any similarities or issues, such as transport, common to coastal areas, and whether Lincolnshire’s educational services add value to the education of transient children in coastal areas whilst in the Local Authority’s area. Children’s Services are recommended to commission C4EO to help conduct this investigation and interrogation into coastal deprivation to find out whether the problems experienced in coastal areas, as highlighted in this report, are unique to Lincolnshire or are issues affecting all coastal areas. This links into the golden thread “Prove it”;
14. Children’s Services should identify a senior officer to be accountable for driving through these recommendations. This links into the golden thread “Prove it”;
15. The benchmarking of data against the recommendations in this report are to be reported initially in six months and then annually to the Children and Young People Scrutiny Committee. This links into the golden thread “Prove it”.



It is the Task and Finish Group’s consideration that narrowing the gap in urban areas is easier to address as there is more access to a range of services. However, in rural areas, such as along the coast, the gap is widening as there is limited or no access to key services such as children’s centres. There is the potential for children to slip through the net in these rural areas and this issue needs to be addressed and focussed on by the Children and Young People Scrutiny Committee.





Appendix 1 – Performance Indicators relating to Deprivation and Narrowing the Gap (May 2010)

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CYPP	NI112 Under 18 conception rate	NI112 measures the change in rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area as compared with 1998.	Thirlway, Sal	j) Annual Year End 31/12	Smaller is Better	-19.3	-20.5	-50		-50		-19.3	35.65	Dec-07
			Comments Head of Service Alison Lawrence This reduction is below the 10 year target of reducing teenage pregnancy by 50%. However, this is a slight improvement on the previous year and is better than the national reduction of 13.3% and East Midlands reduction of 18.8%.											
	NI081 Inequality gap in the achievement of a Level 3 qualification by the age of 19	NI081 measures the gap in attainment of 'Level 3' at age 19 in each Local Authority between those young people who were in receipt of free school meals at academic age 15 and those who were not.	Thirlway, Sal	k) Annual - Financial Year 31/3	Smaller is Better	32.44	35	30		30		32.44	29.58	Mar-09
			Comments Head of Service Sal Thirlway We are adrift of our target by 5% at year end. I am awaiting information related to understanding the difference between performance and target for the year.											

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CBP LAA CYPP	NI072 At least 78 points across Early Years Foundation Stage with at least 6 in each of the scales	NI072 reports the percentage of children in Reception who score at least 78 points in their overall Foundation Stage Profile, where each child also scores at least 6 points in each of the scales for the "Personal, Social and Emotional Development" and "Communication, Language and Literacy" frameworks.	George, Muriel	p) end of School Year	Bigger is Better	46	46.84	58		58		46	53.2	Aug-08
			Comments Head of Service James Thomas There has been an improvement on 2008 performance, national data are currently unavailable for us to compare our performance against. The target set for 2009/10 is unrealistic and was imposed by the Department for Children Schools and Families, based on unreliable 2006 data. School Improvement Partners have been given detailed information about Foundation Stage outcomes for their schools and will be following issues up throughout the year. Other measures include further targeted work such as Social and Emotional Aspects of Development, Communication, Language and Literacy Development, in-year moderation, earlier collection of data and rigorous scrutiny of this together with follow up with schools prior to submission.											
CBP LAA CYPP	NI093 Progression by 2 levels in English between Key Stage 1 and Key Stage 2	NI093 measures the number of pupils at the end of Key Stage 2 (KS2) making 2 levels progress in English between Key Stage 1 and Key Stage 2, as a percentage of the number of pupils with valid KS1 and KS2 results.	Radley, Elaine	p) end of School Year	Bigger is Better	81.3	80.08	88		88		81.3	80.3	Aug-08
			Comments Head of Service Alex Holloway Our performance is broadly comparable with National figures and shows a slight decline on last year's performance. We expect our performance to improve on 2010 based on new programmes introduced in 2008. The provision of one-to-one tuition programmes is also likely to impact on our performance for 2009/10. (comment by James Thomas)											



Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CBP LAA CYPP	NI092 Narrowing the gap - lowest achieving 20% the Early Yrs Foundation Stage Profile vs the rest	NI092 measures the gap between the lowest achieving 20% and that of all children locally as measured by their Foundation Stage Profile score. This is expressed as a number which has a value calculated as the difference between the lowest achieving 20% and the median score for all children, as a percentage of mean score for the lowest achieving 20%.	George, Muriel	p) end of School Year	Smaller is Better	36	34.9	30.1		30.1		36	33.32	Aug-08
			Comments Head of Service James Thomas There has been a significant reduction in the Gap, compared to last year's performance. The target set for 2009/10 is unrealistic and was imposed by the Department for Children Schools and Families, based on unreliable 2006 data. There will be further targeted work in the Sure Start areas to include Social and Emotional Aspects of Development, Communication, Language and Literacy Development, transition work, Peers Early Education Partnership and extending the free entitlement to fifteen hours in selected settings.											
CBP LAA CYPP	NI073 Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	NI073 measures the number of pupils achieving level 4, or above, in both English and Maths at Key Stage 2 as a percentage of the total number of pupils with valid National Curriculum results.	Radley, Elaine	p) end of School Year	Bigger is Better	74	73.05	80		80		74	73.1	Aug-08
			Comments Head of Service James Thomas We did not meet our aspirational target by 7 per cent. National performance has dropped by one per cent as did Lincolnshire's. Our performance is in line with that of our statistical neighbours, which demonstrates our performance is typical of other authorities but was set against a challenging target. A review of performance was held on 22nd September and a revision of strategies is an outcome from that meeting. We expect our performance to improve on 2010 based on new programmes introduced in 2008. The provision of one-to-one tuition programmes is also likely to impact on our performance for 2009/10.											

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CYPP	CS043: Primary School persistent absence rate	CS043 measures the persistent absence rate within Primary Schools in Lincolnshire. Persistent absence is define as missing 64 or more half-day sessions, so CS043 is the percentage of pupils who have missed 64 or more half day sessions over the course of the academic year over the total number on roll. (NOTE: Academies are not included in this indicator)	McWilliams, David	p) end of School Year	Smaller is Better	1.4	1.5	1.4		1.4		1.4	?	
			<p>Comments</p> <p>Lead Officer David McWilliams</p> <p>The criteria has been changed by the Department for Children, Schools and Families to "those primary schools that have 10 or more pupils with Persistent Absence and the school has an overall rate of 2.5% and above". All Children's Services Team Manager's were informed of changes and were sent information on the schools in their localities on 24th Sep 09. As a result of Education Welfare Officer's being managed locally it is likely that schools may not have the same level of strategic support from Education Welfare as in previous years as this role was undertaken by 3 Full-Time Area Managers prior to integration. This is currently being addressed in relation to redefining the role of Education Welfare Officers.</p>											

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CYPP	LNI114a Rate of permanent exclusions from Primary Schools	LNI114a measures the number of permanent exclusions from Primary Schools in the academic year as a percentage of the Primary School population.	Richardson, Penny	p) end of School Year	Smaller is Better	0.05	0.07	0.04		0.04		0.05	?	
			Comments Head of Service Penny Richardson The number of exclusions is significantly above target and the position is worse than last year. The reasons for this are not entirely clear. There have been several vacancies in the support services engaged in this area of work. A re-organisation in the Emotional and Behavioural Support Service raised a number of staff issues. However, a new behavior strategy will be issued this term and we shall continue to direct the work of the support services at schools facing the greatest challenges. We anticipate some improvement in the position during the course of the year. Decisions in this area do depend on actions taken at school level and it is not possible to be specific about timescales. However, we shall continue to make every effort to support schools. In terms of clients we work to facilitate re-integration wherever possible.											
CYPP	LNI114b Rate of permanent exclusions from Secondary Schools	LNI114b measures the number of permanent exclusions from Secondary Schools in the academic year as a percentage of the Secondary School population.	Richardson, Penny	p) end of School Year	Smaller is Better	0.16	0.18	0.16		0.16		0.16	0.17	Aug-06
			Comments Head of Service Penny Richardson The actual performance has been just over 11% above target. This is slightly worse than last year when both target and performance were 0.16. Whilst this has been disappointing, a number of factors have influenced this such as organisational changes and vacancies in some of the services connected with this area of work. In terms of the effect on clients, any permanent exclusion can represent a break in the full educational opportunities offered to a young person. Our response to this (in addition to supporting schools through preventive working) is to facilitate re-integration wherever possible. For those young people for whom re-integration is difficult the Authority offers a range of quality alternative educational provision. A new behaviour strategy will be introduced this term and we anticipate this will assist in improving performance during the next school year.											

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CYPP	NI114 Rate of permanent exclusions from school	NI114 measures the number of permanent exclusions from school in the academic year expressed as a percentage of the school population.	Richardson, Penny	p) end of School Year	Smaller is Better	0.11	0.12	0.11		0.11		0.11	0.09	Aug-08
			Comments Head of Service Penny Richardson This indicator has been slightly consistently above target. The current figures are in fact the same as August last year. However, it is just above 8% over target and we will continue to direct the work of the support services at the schools facing the greatest challenges. This is a continuous process and it is not possible to state specifically at what point the target will be met as this depends ultimately on decisions taken at school level. The existence of a number of vacancies is an influence on the situation with the post of Principal Psychologist vacant. There are also two posts currently not filled in the Education Out of School team. A new behaviour strategy should be issued shortly and this should assist the co-ordination of support for schools. We would anticipate some improvement in this position during the course of this term. In relation to our clients, the Authority aims to re-integrate any excluded pupils as soon as possible and provides an extensive range of support services where this is not feasible.											
CYPP	NI102ii Achievement gap between pupils eligible for free school meals and their peers (KS4)	NI102ii measures the percentage point gap between pupils eligible for Free School Meals achieving at least 5A*-C grades at GCSE and equivalent (Key Stage 4 (KS4)), including English and Maths, and other pupils.	Baxter, Sue	p) end of School Year	Smaller is Better	34.5	34.7	32		32		34.5	30.73	Aug-08
			Comments Head of Service Richard Porter This performance has not changed, however extensive programmes are in place and DCSF have spent 2 days looking at our work. [comment via Andy Breckon]											

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
	NI105 The SEN/non-SEN gap - achieving 5 A*-C GCSE inc. English and Maths	NI105 measures the percentage point gap between pupils who are identified as having Special Educational Needs (SEN) who achieve 5 A*-C grades or equivalent including Maths and English at Key Stage 4 and their peers.	Baxter, Sue	p) end of School Year	Smaller is Better	49.7	51.4	44		44		49.7	45.89	Aug-08
Comments														
Head of Service Richard Porter Specific programmes have been implemented. 2 day visit by DCSF with very positive report. [comment via Andy Breckon]														
CBP LAA CYPP	NI117 16 to 18 year olds who are not in education, employment or training (NEET)	NI117 measures the number of 16 to 18 year olds who are not in education, employment or training (NEET), as a percentage of the number of 16 to 18 year olds in EET or NEET.	Thirlway, Sal	k) Annual - Financial Year 31/3	Smaller is Better	4.36	4.8	4		4		4.36	5.65	Mar-09
Comments														
Head of Service Malcolm Ryan The National NEET accumulative figure for Nov 09 - Jan 10 was 4.8%. This has further reduced to 4.6% as of March 2010. Discussions are currently underway to identify more 'appropriate' Places for learners to engage in Education Employment or Training (including access to Foundation Learning), which will improve opportunities for young people next year. The economic decline has also had an impact. Our target of 4% was therefore .8% (less than 1%) short of our target. This compares with 4.3% last year.														

Plan	Indicator	Indicator definition	Indicator Owner	Frequency	Indicator Type	Previous period actual	Actual 09/10 (as at latest date)	Target 09/10 (as at latest date)		Target 09/10 (Year End)	Better than last yr?	Actual 08/09	Latest Stat Nbr	Date of Stat Nbr data
CYPP	CS039: % of young people from deprived areas entering HE	CS039 is the number of 18-19 year olds who have been accepted into higher education by UCAS and reside in one of the top 40% most deprived lower super output areas nationally as a percentage of all 18-19 year old who reside in one of the top 40% most deprived lower super output areas.	Thirlway, Sal	k) Annual - Financial Year 31/3	Bigger is Better	19.61	17.84	20		20		19.61	?	
			<p>Comments</p> <p>% of young people from deprived areas entering HE Allison Lawrence</p> <p>Overall numbers applying to HE have fallen slightly, but this was following a considerable increase in applicants the previous year, however, the number of applicants who were successful from more deprived backgrounds has shown a considerable drop. We suspect it reflects the increased competition for places following the capping of student numbers. This is reflected in a raising of the UCAS tariff points by universities.</p>											

Appendix 2 – Glossary of Acronyms

ASB	Anti Social Behaviour
BIP	Behaviour Improvement Programme
BME / B&E	Black and Minority Ethnicity
C4EO	Centre for Excellence and Outcomes in Children and Young People's Services
CAF	Common Assessment Framework
CAFCASS	Children and Family Court Advisory and Support Service
CAMHS	Child and Adolescent Mental Health Services
CLL	Communication, Language and Literacy
DCSF	Department for Children, Schools and Families (now Department for Education)
EAL	English as an Additional Language
EBSS	Emotional and Behavioural Support Service
ECM	Every Child Matters
ESA	Employment and Support Allowance
EYE	Early Years Entitlement
EYFS	Early Years Foundation Stage
FAST	Family Assessment and Support Team
FSM	Free School Meals
IAG	Information, Advice and Guidance
JSA	Job Seeker Allowance
KS	Key Stage
NEET	Not in Education, Employment and Training
PCSO	Police Community Support Officer
PEEP	Peers Early Education Partnership
PSED	Personal, Social and Emotional Development
PSRN	Problem Solving, Reasoning and Numeracy
PVI	Private, Voluntary and Independent Sector for Childcare
SALT	Speech and Language Teacher
SEAL	Social Emotional Aspects of Learning
SEN	Special Educational Needs
SOA	Super Output Areas
SSCo	School Sports Co-ordinator
TAC	Team Around the Child
TaMHS	Targeted Mental Health in Schools
U5	Under Five

Appendix 3 – Contributors to the Review

The following consultation took place during this review and the Task and Finish Group would like to extend their gratitude to all the following people who have contributed to the findings in this review:

Visit to Moorland Children’s Centre – During this visit the Task and Finish Group spoke to the following people:

- ❖ **Dot McRae**, Moorland Children’s Centre Manager and Headteacher of Witham Academy
- ❖ **Cllr Keith Weaver**, City Councillor for Moorland Ward, Vice Chairman of the Executive and Portfolio Holder for Sport and Leisure, City of Lincoln Council
- ❖ **PSCO Tom Smith**, Moorland Neighbourhood Policing Team
- ❖ **Jose Bruce**, Neighbourhood Manager, Lincoln South
- ❖ **Jo Maher**, Health Visitor
- ❖ **6 Parents**

Visit to Mablethorpe Children’s Centre – During this visit the Task and Finish Group spoke to the following people:

- ❖ **Cath North**, Mablethorpe Children’s Centre Manager
- ❖ **Cllr Mrs Sandra Harrison**, Portfolio Holder for Health and Wellbeing, East Lindsey District Council
- ❖ **Samantha Neal**, Health, Arts and Events Business Manager, East Lindsey District Council
- ❖ **Cllr Anthony Howard**, East Lindsey District Councillor and Town Council Member for Mablethorpe East
- ❖ **Cllr Terry Aldridge**, Children’s Champion, East Lindsey District Council
- ❖ **Kate Simpson**, Midwife
- ❖ **Julia Watcham**, Health Visitor
- ❖ **PC Jonathan Jones**, Community Beat Manager - Alford, Mablethorpe & Sutton on Sea Neighbourhood Policing Team
- ❖ **Debbie Prince**, Neighbourhood Project Officer, Neighbourhood Management
- ❖ **Range of Parents**

The Task and Finish Group also spoke to a range of contributors, officers, and councillors at their meetings:

- ❖ **Kevin Scott**, Head of Housing, City of Lincoln Council
- ❖ **Jason Oxby**, Team Leader for Housing Advice and Homelessness, East Lindsey District Council
- ❖ **Sara Hobson**, Employer Engagement Manager, Faculty of Health and Social Services, Lincoln University
- ❖ **Luke Stanbridge**, UK Student Recruitment Marketing Manager, Lincoln University
- ❖ **Janet Cannon**, Community Education, Lincoln College
- ❖ **Dawn French**, Community Development Manager, Grantham College
- ❖ **Allen Baynes**, C4EO Sector Specialist
- ❖ **Jo McEvoy**, C4EO Sector Specialist
- ❖ **Debbie Barnes**, Assistant Director, Outcome Lead – Make a Positive Contribution
- ❖ **Stephanie Douglas**, Head of Service for Birth to Five
- ❖ **Muriel George**, Principal School Improvement Advisor
- ❖ **Meredith Teasdale**, Head of Extended Provision
- ❖ **Jo Sims**, Strategic Development Officer
- ❖ **Justin Hackney**, Head of Service Development
- ❖ **Stephen Capper**, Head of Service - Primary Intervention

- ❖ **Andrew Birch**, Head of Service – Universal Support
- ❖ **Marcus Needham**, Principal Information Officer
- ❖ **James Thomas**, Principal Information Officer
- ❖ **Cllr Mrs Patricia Bradwell**, Executive Councillor for Children’s Services, including Post 16 Education
- ❖ **Cllr Steve Williams**, Chairman of the Children and Young People Scrutiny Committee
- ❖ **Cllr Kelly Smith**, Ward Councillor for Moorland Ward, Lincolnshire County Council
- ❖ **Cllr Graham Gooding**, Ward Councillor for Mablethorpe Ward, Lincolnshire County Council

The Task and Finish Group also carried out consultation through questionnaires:

A survey of the schools which serve the Moorland Ward, Glebe Ward and Mablethorpe East Ward, with five out of the 13 schools completing the questionnaire. This questionnaire asked schools about what initiatives they have in place to help narrow the gap and what they are doing to promote community cohesion. The Task and Finish Group wish to extend their thanks to the following schools for completing the questionnaires:

- ❖ Yarborough School, Lincoln
- ❖ Bracebridge Infant and Nursery School, Lincoln
- ❖ Chad Varah Primary School, Lincoln
- ❖ Christ Hospital School, Lincoln
- ❖ Mablethorpe Community Primary School, Mablethorpe

A survey of Heads of Services in Children’s Services for the three wards to find out about what services are available in each ward to help narrow the gap for the different age ranges and at what level (school/partnerships/Lincolnshire County Council) they are offered, and what the different agencies are doing to promote community cohesion. The Task and Finish Group would like to thank the following officers for completing the questionnaires:

- ❖ **Sal Thirlway**, Head of Service for Lincoln/North Kesteven/Teenage Services
- ❖ **Naomi Prendergast**, Children’s Services Team Manager for Lincoln
- ❖ **Paula Whitehead**, Children’s Services Team Manager for East Lindsey

The Task and Finish Group would also like to thank the following schools for providing their **Every Child Matters Perception School Reports**:

- ❖ Yarborough School, Lincoln
- ❖ St Peter and St Paul, Lincoln’s Catholic High School, Lincoln

The Task and Finish Group was supported in its work by Tracy Johnson, Scrutiny Officer and Graham Watts, Democratic Services Officer. Further information about this review including copies of the report can be obtained by contacting Tracy Johnson by telephone on (01522) 552164 or by email tracy.johnson@lincolnshire.gov.uk or by letter to:

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