

Children and Young People Select Committee Supplementary Agenda

Thursday, 24 January 2019
7.00 pm, Committee Room 3
Civic Suite
Catford Road
London SE6 4RU

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This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

Part 1

Item		Pages
1.	Minutes of the meeting held on 6 December 2018 The minutes could not be published with the main agenda owing to technical difficulties which have since been resolved.	3 - 12
5.	Lewisham Learning Partnership – ParentENGage submission Nicky Dixon and Helen Delaney of ParentENGage will address the committee. ParentENGage is an education network group for parents and the community in Lewisham.	13 - 24

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MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Thursday, 6 December 2018 at 7.00 pm

PRESENT: Councillors Luke Sorba (Chair), Liz Johnston-Franklin (Vice-Chair), Octavia Holland, Coral Howard, Caroline Kalu, Hilary Moore, Jacq Paschoud, John Paschoud, Kevin Mantle, and Monsignor N Rothern

APOLOGIES: Councillors Andre Bourne and Gail Exon

ALSO PRESENT: Sara Williams (Executive Director, Children and Young People), Emma Aye-Kumi (Scrutiny Manager), Catherine Bunten (Commissioning Manager), Helen Buttivant (Public Health Consultant) (London Borough of Lewisham), Ruth Griffiths (Service Manager for Access Inclusion and Participation), Councillor Alan Hall (Chair Audit Panel), Angela Scattergood (Assistant Director- Education), Geeta Subramaniam-Mooney (Head of Public Protection and Safety), Ann Wallace (Service Manager, Children with Complex Needs) and Lucie Heyes (Assistant Director- Children's Social Care)

1. Minutes of the meeting held on 17 October 2018

1.1 The following matters arose from the minutes:

- Provisional secondary exam results would be circulated by email to the committee on 7 December 2018
- The CAMHS report that Cllr Holland had been working on was almost complete. It was hoped the report would be ready in time for the January meeting of the CYP Select Committee, subject to it having been considered by Mayor and Cabinet beforehand.
- Officers were working to prepare a breakdown of children's residential placements by ethnicity.

1.2 It was **RESOLVED** that the minutes be agreed as a true and accurate record of the meeting.

2. Declarations of interest

2.1 Councillor John Paschoud declared an interest in respect of Item 5 – Public Health – Health Visiting Cuts. He is an ordinary member of the Lewisham and Greenwich Hospital Trust.

2.2 As regards Item 6 – SEND strategy update - Councillor Jacq Paschoud declared the following interests:

- Council-appointed Trustee of Brent Knoll Watergate Trust
- Trust Governor to Watergate School
- Trustee of the Ravensbourne Project, which provides short breaks

- 2.3 Both Councillors John and Jacq Paschoud declared each other's interests as they are required to declare the interests of their spouse under the constitution.
- 2.4 Parent-governor representative, Kevin Mantle, also declared the following interests, relevant to Item 6:
- 2.4.1 He is a Trustee of Signal, a Lewisham parent support group for autistic children and their families
 - 2.4.2 He also has an autistic child at Brent Knoll School with an EHCP
 - 2.4.3 In his paid employment, he is working with the Department of Health and Social Care to deliver aspects of a learning disability programme.
- 2.5 Councillor Kalu declared an interest as a Governor of Good Shepherd School.

3. Responses to Referrals to Mayor and Cabinet

None due.

4. Exclusions in-depth review: second evidence session

- 4.1 The Chair reminded the committee that at the last meeting on 17 October, owing to prolonged consideration of proposed budget cuts, there had been insufficient time for committee members to ask questions about the evidence provided by the Head of Public Protection and Safety. Members were now invited to put forward their questions and comments.
- 4.2 The committee noted that:
- 4.2.1 Food had been a significant unifier in Glasgow's implementation of the public health model
 - 4.2.2 Lewisham is far more diverse than Glasgow so food may not be the same common 'language'
 - 4.2.3 Food is still relevant. Families in Glasgow had reported that it was a powerful tool and had not felt like a handout, but a more dignified approach. Sharing food provided the opportunity for families to talk openly and eat healthily
 - 4.2.4 Lewisham has a lot of community strengths through schools, the Youth Service, community groups. There could be dialogue about how to build on these strengths and assets to move towards a public health approach
 - 4.2.5 A community project in Telegraph Hill Ward is providing hot meals to young people, which is bringing the community together and increasing the welfare of residents.
- 4.3 The Chair invited those members that had attended school visits, Fair Access Panel (FAP) and the Independent Review Panel (IRP) to report their observations. In addition, Cedric Whilby and Dom Herlihy, independent review panellists, were invited to address the committee. The Committee made the following observations:

Fair Access Panel

1. Lack of BAME representation on the primary FAP
2. Both the primary and secondary FAPs were well run and presented lots of good examples of schools working together
3. It appeared that some heads were “protective of their territory”
4. The FAPs handled very difficult cases with great sensitivity
5. Abbey Manor College, Lewisham’s Pupil Referral Unit (PRU), had been represented at the secondary FAP. The representative clearly demonstrated that he knew the children well, and was working hard and cooperatively with schools
6. One Member noted with surprise that FAP had been asked to consider a situation where a pupil was struggling with learning rather than behaviour
7. When a parent is offered a Managed Move for their child as an alternative to exclusion, all of the paperwork is in place and the school is ready to exclude. The parent’s choice at that point is MM or exclusion.
8. Year 11 cases always go to FAP as it is an important year when students sit their GCSEs
9. New arrivals go to FAP for need to be assessed to ensure they are placed in the right education setting, and with links to post-16 opportunities. The family has an input and FAPs recommendation can only be implemented with parental consent.
10. FAP is a forum for heads to discuss complex cases. Only the decisions are minuted, to allow free and frank discussion.
11. Managed Moves (MM) can be at the point of exclusion, but school are encouraged to consider it at an earlier point. A MM could be appropriate where there are ongoing behavioural problems that a clean start elsewhere may help to resolve, or where there has been a communication breakdown between the family and the school.
12. Many parents request a managed move rather than an in-year transfer as that way the school knows the child’s history.
13. MMs should be limited to one during the child’s schooling to avoid school hopping.

Exclusions Independent Review Panel

14. The IRP was a more formal process, comprising 3 panel members. Cllr John Paschoud had observed the panel, but had not been allowed to observe the deliberations.
15. There appeared to be little scope for the IRP to change the decision. The IRP was bound by DfE guidelines. These provide that the IRP can refer a decision back to the governing body in the event that the school has made a procedural error. Even then, the school can be fined but the decision would stand.
16. The panel plays a semi-judicial role and does not allow the deliberations to be observed in case the appellant argues undue influence.
17. The panel’s opportunity to reject the school’s conclusions is extremely limited. The panel extensively tests where there are grounds for judicial review.
18. The most common reason for the panel to uphold an appeal is procedural error.

19. One review panellist had concerns about the quality of decision making at governor body level. He observed that recently the quality of information had not been as robust as it should be, and was concerned that rubber stamping was happening. Governing body are supposed to challenge the decision of the head.
20. The process was designed to maintain the status quo and the panel had very limited scope to support the parent.
21. The weight of evidence was usually poor from the parent, and was often founded on an emotional argument. In contrast, schools were able to present a portfolio, with paperwork evidencing every relevant event throughout the pupil's career.
22. Some groups of parents were better able to articulate their argument and navigate the process. Others are less able to and can become frustrated and confrontational, even though their argument is rational.
23. These parents would benefit from independent support to facilitate their engagement with the process.

Visits to schools

24. The quality of record keeping and pupil information was improving with technology. Schools were able to pull up pupil files with well documented strong evidence and visible patterns.
25. The information pack that goes to parents when a pupil is excluded does signpost to voluntary organisations that can support families through the process.
26. Pupil Premium was often being used to employ additional behaviour support such as counsellors, learning support mentors etc
27. There was a divergence of practice and opinion within schools over the use of internal exclusion rooms. Some schools had them and valued them, others saw them as divisive and counter-productive.
28. All of the schools reported increasing levels child poverty and overly high thresholds within CAMHS and Children's Social Care.
29. Schools are just one part of the network of early help but feel they are required to take on the lion's share of dealing with societal problems without sufficient resource to do so.
30. Thresholds for Children's Social Care intervention are not aligned with schools' expectations or requirements.
31. Between 4-6pm is a time of increased risk for young people. After school provision and youth activities should be considered as part of the review when looking at early help and intervention.
32. Children feel Lewisham schools are positive, safe places to be.
33. Schools have a delicate balance to strike between the needs of the individual and those of the school community when it comes to behaviour such as carrying a weapon in school.

University of Birmingham CRRE report

34. Disproportionality is an issue in Lewisham as it is nationally, particularly as regards BME residents being over-represented in the criminal justice system, mental health, and underachievement in school.

35. Lewisham has the largest Black Caribbean child population outside of Birmingham. Lewisham receives no targeted funding for tackling school exclusions.
36. Unconscious bias training has been introduced for head teachers, and Lewisham schools employ a high percentage of Black Caribbean secondary school teachers.
37. Schools do not have access to any funding stream for involving voluntary organisations in supporting pupils to stay in school. Schools are able to commission mentoring from their budget but school budgets are increasingly being squeezed.

4.4 The Chair suggested that the role of outside bodies might be a possible area for recommendation.

4.5 The Chair postponed the consideration of the evidence of the Service Manager – Inclusion, Participation and Access until the meeting on 13 March.

4.6 It was RESOLVED that the report be noted.

5. Public Health - Health Visiting cuts proposals

5.1 Helen Buttivant, Consultant in Public Health, and Catherine Bunten, Service Manager, CYP Joint Commissioning, Resources, introduced the item.

5.2 The Chair invited Tony O’Sullivan from the Save Lewisham Hospital Campaign to address the committee. The committee heard that:

1. The current average health visitor vacancy rate nationally is 25%. Whereas the figure provided by the trust is around 10% vacancy rate at Band 6, the perception among staff is much higher.
2. 2 years ago a 16.8% budget cut was made from the health visiting budget, which targeted the higher band 5 – 6 health visitors, affecting skill levels.
3. The number of social workers has also been reduced.
4. 2 years ago 40% of the school nurse system funding was cut.
5. Mr O’Sullivan made a plea to the committee “to protect what is left of the safety net for children and mothers by resisting further cuts”.
6. The national guideline ratio of health visitors is 1:400. Lewisham is moving away from national guidelines by looking at ratios for children aged 0-3 and including unqualified health visitors. Mr O’Sullivan argued that Lewisham was trying to deviate from the national benchmark.

5.3 The following points were made in discussion:

1. Health Visitors can be the only professionals with a statutory right to see a child during early childhood, a time where the child is not on any other radar.
2. Caseloads are already high at 1:400.
3. Members were concerned about the cumulative effect of cuts to early help services.
4. Members could not support ‘moving the goalposts’ to meet a cut
5. Health Visitors are important from a safeguarding perspective and play a preventative role for Children’s Social Care.

6. Band 4 should not be included in the ratios since they are not qualified. There is a place for the role but they are not an alternative to qualified health visitors.
7. Some local authorities are supplementing their health visiting budgets from the early years budget.
8. Lewisham's early help had been criticised by Ofsted and was subject to review.
9. The Institute of Health Visitors and the Royal College of Nursing have said that the key reason for staff leaving is overly high caseloads and unwillingness to accept the increased risk that this presents.
10. Members of the committee were unwilling to accept the cuts, and felt that to do so would be to undermine the direction of Children's Social Care which was looking to strengthen early help.
11. There was a statutory requirement to consult the CCG and Trade Union on the proposed cuts. Officers would take this forward.
12. The proposals contradicted the SEND Strategy which set the intention for more health visitor contact with SEND children.

5.4 It was RESOLVED that:

1. the committee would make a referral to the Mayor and Cabinet opposing the proposed cuts, which would have an impact on the life experience of Lewisham's children and young people.
2. The report be noted.

6. SEND Strategy Update

6.1 Ann Wallace, Service Manager – Children with Complex Needs, and Chris Hilliard, Consultant – Special Projects presented the report.

6.2 In response to questions from the Committee, the following was noted:

1. Members asked that the next update include numbers and the percentage of appeals settled prior to tribunal.
2. The council employs a tribunal officer. Counsel is supplied at an additional cost.
3. The council's decision is upheld in approximately 60% of appeals that go to tribunal.
4. The council is looking to build the supported internship offer with local further education colleges.
5. Members felt the community offer for 22-25 year olds with EHCPs may need strengthening
6. The improvement in take up of annual health checks was measured by GP responses.
7. There was concern that the parent guidance that was being prepared to be published by the end of December was not widely known about.
8. Members requested that the action plan on reviewing transition/ preparing for adulthood be shared with the committee.
9. Some members felt that delivery of the 'Education' element of the EHCP was stronger than the 'Health' and 'Care' elements.
10. There were 2 typos in paragraph 13.2. References to January 2017 and 2018 should have read "in January 2019".

11. Members requested that any future SEND strategy updates map CQC identified weaknesses against actions.
12. The committee heard that, anecdotally, some families were home schooling because the support set out in the EHCP was not being delivered.
13. The council's position on elective home education is that generally EHE is not a positive option for children and young people with an EHCP and therefore would be subject to rigorous checks.
14. There were concerns about the high rate of ASD diagnosis. The diagnostic pathway had been reviewed and now included CAMHS input. Results would be monitored so see if the rate of diagnosis changes as a result.
15. Large numbers of children with EHCPs going out of borough to school is down to parental choice, with many parents choosing private schools out of borough. The council is working with 13 Lewisham schools to develop them to manage need.
16. In practice, while the public purse is a relevant consideration, tribunals usually side with the parent regarding their choice of provision for their child.

6.3 The time being 21:23, it was **MOVED, SECONDED** and **RESOLVED** that Standing Orders be suspended to allow for the completion of committee business.

17. Cllr John Paschoud had a large number of questions to put to officers, which he offered to do by email to speed up committee business. It was agreed that responses to these questions would return to committee.
18. The committee heard anecdotal evidence that parents were finding it difficult to get schools to do an EHCP assessment, and that where an EHCP was in place schools were not implementing due to lack of resources. As a result, some parents perceived EHCP assessments as not worth doing.
19. Officers clarified that Parents can make their own EHCP assessment request, independently of the school, as part of the local offer.
20. The Parliamentary Education Select Committee was conducting a special educational needs and disabilities inquiry, and Lewisham parents were providing input.

6.4 It was **RESOLVED** that:

1. The next update include numbers and the percentage of appeals settled prior to tribunal. Members requested that the action plan on reviewing transition/ preparing for adulthood be shared with the committee.
2. Cllr John Paschoud would email officers his questions on the report. Written responses would be presented to the committee.
3. Any future SEND strategy updates map CQC identified weaknesses against actions.

7. Children's Social Care Improvement Update

7.1 Lucie Heyes, Assistant Director – Children's Social Care, summarised the report.

7.2 The following was noted in discussion:

1. An Ofsted inspection of safeguarding services was expected between January and March 2019.
2. Members were given assurances that the redesign of the Multi-Agency Safeguarding Hub (MASH) front door and ICT would be sustainable and effective. Practitioners were involved in the design and robust mechanisms were in place to ensure fitness for purpose. It was understood that the adequacy of the infrastructure was key to success. The same system would be used by Adult's Social Care.
3. The Assistant Director – Children's Social Care had designed both the Islington and Bexley MASHs, which had both been rated 'Outstanding' by Ofsted. Officers were confident that the Lewisham MASH, which largely followed this model, would be effective, although it would take some time to transition to the new design.
4. Members asked to be provided with Children's Social Care overspend figures from other comparable local authorities. The committee heard that some authorities had applied reserves ahead of reporting. All figures could be found in the Local Government Chronicle, and would be circulated to members outside of the meeting.
5. Between 30-50% of children's social care workforce are agency staff. In some frontline services, such as Child Protection, this is at the higher end of the scale.
6. Members asked that the next update provide information on social worker recruitment and retention challenges.

7.3 It was RESOLVED that:

1. The next update would provide information on social worker recruitment and retention challenges.
2. The report be noted.

8. Select Committee work programme

8.1 The Chair summarised the items for the next meeting and proposed extending the timetable for the in-depth review to allow for a third evidence session in March. This would mean that the final report would be considered at the first meeting of the next municipal year. He also advised the Children's Social Care Sufficiency Strategy would be considered by the committee in March.

8.2 It was RESOLVED that:

- 8.2.1 A third evidence session for the in-depth review be held on 13 March, and the final report be considered at the first meeting of the new municipal year
- 8.2.2 The Children's Social Care Sufficiency Strategy be added to the work programme for March
- 8.2.3 The work programme be noted.

9. Referrals to Mayor and Cabinet

9.1 It was RESOLVED that a referral be made to the Mayor and Cabinet to oppose the proposed cuts to the Health Visiting Service.

9.2 The meeting ended at 10.09 pm

Chair:

Date:

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Parent ENGage
The Parent Voice

Lewisham's Children & Young People Select Committee 24th January 2019

Parent ENGage views on Lewisham Learning & School Improvement



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Parent ENGage views on Lewisham Learning & School Improvement

Supporting Pack – Contents and Narrative

1. About Parent ENGage – leaflet

2. Lewisham Learning

- a. Parent ENGage 008 Briefing Paper to Members in June 2018;
- b. A draft Community Newsletter that Parent ENGage submitted to the Interim Director of Lewisham in November 2018;

Commentary: After GCSE preliminary results were known, the Council published a summary of the Secondary School Improvement Programme to put into the secondary school booklets for Y6 parents. There is a summary on Lewisham website, yet Lewisham Learning is still not public, transparent or widely known by parents (and the community).

3. Parent ENGage Positive Parents

- c. Leaflet to help parents make choices about secondary school selection;
- d. Lewisham Education Week summary;

Commentary: Parent ENGage members have a vested interest in Lewisham primary and secondary schools; our children attend them. We do our best to support and promote our schools; some schools are more receptive than others. It may surprise some that Lewisham parents are capable of blue-sky thinking, one of the results being our proposal to create Lewisham Education Week.

4. Parent ENGage Parent Resilience Programme

- e. Summary of the Parent Resilience Programme;

Commentary: More blue-sky thinking. Following a Parent ENGage public meeting on mental health with speakers from Mind and Lewisham Young Advisors, in September 2017, we approached the Council at the beginning of 2018, to ask them to fund continued learning for parents on Resilience & Wellbeing, so that Parent ENGage Parent Volunteers could provide peer-to-peer support for Lewisham parents in Lewisham schools.

5. Home Schooling (Elective Home Education)

Commentary: A Lewisham parent explains why she decided to home school her child.

6. CONCLUSION – It's all been said before

Parent **ENG**age Lewisham

“The parental voice, the missing piece of the education jigsaw in Lewisham”



Who are we?

Parent Engage is a growing parent network. We are parents in Lewisham who want to be a constructive and positive voice to work with all the education stakeholders so all our children in Lewisham get the best from their education. We believe parents are currently not represented in the Lewisham education system, and we want to be bring that voice.

Why are we?

Our children attend Lewisham schools, and as parents we have experienced the highs and lows of the education system, through our experiences we felt that communication, accountability and transparency of the Lewisham education system had reduced, at many levels.

It is our strong belief that children in Lewisham should have access to a good education within Lewisham as a minimum. We want to see Lewisham leading the way nationally with outstanding education in all schools and with all stakeholders working together positively and openly.

How do I join?

To join parent ENGage email us at:
Parentengage_lewisham@outlook.com
Its free to join us, but the difference made is priceless!



www.facebook.com/parentengage

Twitter: @engage

Email: parentengage_lewisham@outlook.com

Parent ENGage The Parent Voice

Briefing 008 – June 2018

Lewisham Learning (incorporating Lewisham Secondary Challenge)

This is a summary of a meeting that Parent ENGage had with Michael Roach, Interim Director of Lewisham Learning on 15th June 2018. Please also refer to the links at the bottom of the page where more documents can be accessed.

- Michael Roach is the Head Teacher of John Ball Primary School, and Interim Director of Lewisham Learning. He officially started in post in the Interim Director role in September 2017, and we understand that the permanent role will be advertised in Q4 2018. He acknowledged that communication with parents, is not where it should be, for both Lewisham Secondary Challenge and Lewisham Learning.
- Lewisham Learning covers ALL Lewisham schools, and is funded by top slicing from the Dedicated School Grant, as agreed by Lewisham Schools Forum. All academies have joined and will have contributed funding directly. The Lewisham Secondary School Challenge has been retro fitted into the Lewisham Learning model. Lewisham Council is also part of Lewisham Learning.
- Atlas Training School worked with Lewisham secondary school heads to submit a bid for funding from the DfE £140m Strategic School Improvement Fund (established in 2017) and won a grant of £750k in January 2018 for the Lewisham Secondary Challenge. The Grant expires in April 2019, and what is not spent must be returned. There is no guarantee that similar grants will be available in the future, so the Lewisham Secondary Challenge must also create an exit strategy, and ensure that money is well targeted, value for money and creates sustainable solutions.
- All Lewisham secondary schools received peer reviews in Autumn 2017. The teams included an officer from Lewisham Council, and a Challenge Partner provided by ATLAS Training School. In Autumn 2018, another round of peer reviews will take place, and for All Through Schools, will include a review of both primary and secondary phases.
- More bids for funding have been made by Lewisham Learning to DfE but will not learn whether bids have been successful until July, making planning potentially difficult. We were informed that bids have been made for:
 - (1) improve reading in primary schools;
 - (2) improve governance in schools;
 - (3) joint bid with Lambeth & Greenwich on SEND, and
 - (4) 6th form bid, led by Christ the King.
- Under Lewisham Learning, ALL schools are RAG rated (Red, Amber, Yellow, Green). Targeted focus on Red and Amber schools by Lewisham Learning. Schools rated Green will receive support from the School Improvement Board to prepare for next Ofsted inspections (many have not been inspected for years) and particularly with focus on curriculum offering as Ofsted have recently been looking at this in schools. Three years after an Outstanding Ofsted inspection, the School Improvement Board will review the school (in depth, off-site reviews and on-site lasting around 3 – 5 hours) and perform governance review (effectiveness of governance).



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Parent ENGage The Parent Voice

- Lewisham Learning have plans to create Learning Hubs relating to non-core subjects. Schools are invited to create 3 Hubs and apply for funding from Lewisham Learning to create centres of excellence, with SMEs helping other schools, becoming mentors and "Go To" leaders, performing research and designing CPD for sustainable solution. The Hub must be made up of leaders / SMEs from all phases of education. Lewisham Learning has total funds of £30k and Learning Hubs are:
 - o Humanities
 - o Creative Arts
 - o SEND & Inclusion
- PE offered help to promote Lewisham Learning, and improve communications with parents. Cautioned that communication with parents needs to be relevant to be effective.
- At the end of the meeting, Michael gave us 3 glossy packs, which he had previously described as Parent communications. However, in our view, these are more beneficial for schools.



USEFUL LINKS

Creation of Lewisham Learning

<http://councilmeetings.lewisham.gov.uk/documents/s52270/05%20CYP%20Lewisham%20Learning%20Partnership%20Update%20-%2020130917.pdf>

<http://councilmeetings.lewisham.gov.uk/documents/s55491/APPENDIX%20A%20LLP.pdf>

<http://councilmeetings.lewisham.gov.uk/documents/s55490/Establishment%20of%20Lewisham%20Learning%20Partnership.pdf>

Lewisham Learning Strategic Board Meeting April 2018
<http://schoolsservices.lewisham.gov.uk/Article/55733>

Lewisham Learning Community Newsletter 1 18/19

@LewishamLearn

What is Lewisham Learning?

Lewisham Learning is a schools' led partnership established by Lewisham school leaders and Lewisham Council to deliver high quality school improvement to all Lewisham schools. This also incorporates Lewisham Secondary Challenge, which won a significant amount of funding from the DfE, to reduce the attainment and progress gaps in all Lewisham secondary schools.

Lewisham Learning is led by Michael Roach, Interim Director. [What is the Governance for this group??]

We are gathering the evidence of the impact of our work. Early indications tell us that our collective endeavours over the last year have resulted in an overall improved picture for education in Lewisham. All of our nursery, primary and special schools have self-evaluated their Lewisham Learning category and this had been agreed by the School Improvement Board. For schools that have rated themselves red and amber, all of the support required for the year has been agreed and is already underway. This process will also be undertaken for our secondary schools. The support from the Secondary Challenge project, has now been agreed for each school and this work continues at a pace.

Improved outcomes for pupils

- Early Years Foundation Stage – top 5 in England, and well above the national average
- Primary – improvements in Y1 Phonics and Y6 SATs results, above the national average
- Secondary GCSE results – overall improved outcomes, particularly in maths. Improvement in Attainment 8 has pushed Lewisham up the London performance table, above Lambeth & Greenwich
- 6th Form A level results – broadly in line with national average

Launch of the Primary Reading Project

In September we were very excited to see the launch of the Primary Reading project which involves over 30 schools. In partnership with the ETAL teaching school and the Hackney Learning Trust, we are delivering Continuous Professional Development to school leaders to then take the methodology back to their schools. The Destination Reader (Juniors) and Daily Supported Reading (Infants) approaches have been developed by Hackney schools and are now being used by many schools across the country. The project is being paid for by Lewisham Learning.

Promoting our Secondary Schools

Over the last 6 months Lewisham Council have funded a part time communications post as part of a drive to support the marketing of our secondary schools. Lewisham Learning has supported this work in various ways, including a printed brochure about secondary schools sent to all Y6 parents; Lewisham Life article featuring 4 target secondary schools; 'Meet the secondary parents' evenings at 3 primary schools in conjunction with Parent ENGage; the creation of an admissions animation to support parents.

We have worked hard to ensure primary colleagues are aware of the improvements across the secondary sector and we are promoting the message to families to go and visit our schools.

New Post 16 project

To further enhance the work of the Secondary Challenge project and support schools in improving the quality of Post 16 provision, Lewisham Council has agreed to fund an additional piece of work with post 16 providers.

Continuous Professional Development ("CPD") offer to schools and governing bodies

We are developing our central CPD offer back to schools and governing bodies. All of this training is free to maintained schools as part of our offer. A diary of events is scheduled from November 2018 to 2019.

Support for new Executive Headteachers, Headteachers and Heads of School

As part of our offer back to schools we are currently running an induction, mentoring and coaching programme to support new colleagues into their roles. This is also part of our offer back to schools.

Inclusive Leadership Course

Our four teaching schools have successfully bid for funding to run a new course targeted to support BAME leaders take the next step on their leadership journey. Please contact the directors of the teaching schools for more information.

Rathfern Research Hub

Lewisham Learning is pleased to welcome Rathfern Primary School's designation as a Chartered College of Teachers Research Hub in Lewisham. At the recent launch of the Research Hub at Goldsmith College, Rathfern welcomed Dame Alison Peacock, CEO of the Chartered College of Teachers, to speak about the importance of this work. We are discussing with Rathfern how to ensure we can fully utilise this level of expertise in Lewisham to ensure maximum impact on learning and teaching in our schools.

Naheeda Maharasingam, Headteacher at Rathfern said: *"Lewisham Learning has supported the closing of the theory practice divide by including Rathfern CCT Research Hub as part of Lewisham's Strategic Offer. As a result of Lewisham Learning's support we look forward to developing a strong teacher research movement in Lewisham."*

Association of Education Partnerships

Education Partnerships are becoming increasingly common as local authorities and groups of schools decide how best to deliver school improvement and professional learning. As a result, the Association of Education Partnerships has been set up by Christine Gilbert (former head of Ofsted) and Baroness Estelle Morris. An inaugural conference took place in September bringing together partnerships and organisations from across the country. Lewisham Learning are now an associate member of the association. You can find out more here: <https://www.aepa.org.uk>

Lewisham Learning on Twitter @LewishamLearn

We are now live on Twitter! We have 125 followers and would love more of you to track what is going on via our twitter feed. We are tweeting about what we are doing as well as following all Lewisham schools who are on Twitter and retweeting many of their tweets. We are also tweeting job adverts for senior leader posts across the Local Authority as well as tweets of interest to our stakeholders.

Choosing a Secondary School

Choosing a primary or secondary school for your child can be a daunting and confusing time for parents, we understand- we have been there too!

Parent ENGage have put together these handy “thinking points” from parent’s experiences and questions when it comes to choosing a school for your child.

The key piece of advice from Parent ENGage is **GO AND LOOK**. Ask questions, and don’t be afraid to ask more questions.

CHARACTER

Does the school suit my child’s personality, strengths, learning style, expand on their interests? Does the school suit my child emotional needs as well as academic?

LEARNING PROGRAMME

What is the curriculum on offer? What are the extracurricular opportunities? What are the opportunities for developing curriculum interests? Are there opportunities to learn outside of the classroom?

SCHOOL STRENGTHS

What are the strengths of the school? What are the overall outcomes for past students? Will my child learning needs be met, developed and expanded? Will the learning environment motivate and challenge my child? Do the Children in the school look happy and Engaged?

MEASURING ACHIEVEMENT

How is achievement measured by the school? What are the progress 8 scores? How does the school communicate achievements? What standards are expected? The OFSTED report can give you a snap shot of a school in a moment in time, and parent view can also give you an overall view, but always be realistic, how old is the report? Ask the school what changes/improvements have occurred up to date.

PARENTAL INVOLVEMENT

What communications are in place for parent/school links? Do you feel welcome and listened to? Are you able to see what you want to see, could you ask questions you wanted to ask?

DISTANCE

How far from my home is the schools? What are the transportation options?



Parent **ENGage**
Lewisham

“The parental voice, the missing piece of the education jigsaw in Lewisham”



O3c



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Parent ENGage
The Parent Voice

Summary of Parent ENGage Proposal for Lewisham Education Week

- Y6 parents have approximately 6-7 weeks to make one of the most important decisions about secondary schooling for their child(ren). It is too short.
- Traditionally, primary schools invite local secondary school heads into their schools to promote their schools to Y6 parents. Lewisham Admissions team will often be in attendance.
- In 2018, secondary school parents made themselves available in a few primary schools, and at a few secondary schools open days, to talk to Y6 parents about why they had chosen their schools and respond to questions. There was overwhelming support for this approach from Y6 parents. However, it is not a sustainable model.
- Visiting Secondary School Open Days is also made challenging by the fact that a few primary schools undertake their School Journey trips during this period. Some secondary schools have been more accommodating than others in arranging for these parents to visit their schools when Open Days have finished.
- We therefore considered an alternative approach to bring all secondary schools together into one venue, along with charities supporting schools, plus parent groups, as a first step to help parents understand what each secondary school had to offer in terms of specialisms, curriculum, culture.
- We submitted our proposal to Lewisham Council in September 2018, and are pleased to be meeting a Council Officer on 25th January 2019 to discuss this proposal further, and all being well, bring it to life in early summer 2019 to aid current Y6 parents and also to start the process early for Y5 parents.



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Summary of Parent ENGage Parent Resilience Programme

- The Programme is organised by Parent ENGage; Parent Volunteers are trained by BLG Mind, funded by Lewisham Council;
- This is a PILOT programme, it is the first of its kind involving parents;
- 11 Parent Volunteers are part of the Programme;
- Five 3-hour workshops with Mind have been hosted by Forest Hill School and Prendergast Lady well School;
- The last workshop was on 18th January 2019 and we now organising the first training session in a primary school;
- Five primary schools have expressed an interest in the Programme and 2 secondary schools;
- Schools that wish to participate will determine which cohort of parents they think will benefit i.e. YR, Y6, Y7 and determine a date and time to suit and promote to their parents;
- Parent ENGage will appoint 2 – 3 Parent Volunteers to train parents in the participating school on Wellbeing and coping techniques in a session lasting 1.5 hours. It is a condition that the SENDCO also attends;
- The aim of the session is for parents to understand the 5 Ways of Wellbeing in order to help themselves and their children to cope with stresses, regardless of the situation i.e. external factors, school etc;
- A follow up session will be arranged in the same academic year to refresh and build on the first session;
- It is important that it is recognised that Parent Volunteers are not experts in mental health, social services etc. This Programme is to support parents and to signpost them to other support mechanisms, such as Lewisham Council's Family Information Services;
- Feedback will be obtained before and after the session and we will also work with the school to ascertain whether the training has improved outcomes;
- Parent Volunteers have undertaken Safeguarding training and are supervised by Mind.

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The Parent Voice

It's all been said before!

2008-2020 Lewisham's Sustainable Community Strategy –

"By raising standards in our schools and colleges and by **supporting parents**, more of our children and young people can reach their full potential." (Page 18)

April 2016 - Lewisham Education Commission Report - Extracts relating to parent engagement and parent views

"**Parents want good schools where their children thrive, are safe and achieve** well. The places in Lewisham's least popular schools will only be filled when parents are confident that improvement is clearly underway." (Page 11).

"However, if, as we believe, performance in secondary schools improves over the next few years, **fewer parents would be inclined to opt for a school preference out of the borough**. Secondly, even if performance does not improve significantly, we do not see the incentive for neighbouring boroughs to create places for Lewisham pupils." (Page 11).

"Many schools **use the views of pupils, parents and the community to inform planning and action for improvement**. **Secondary and all-through schools should review their processes to ensure greater involvement, particularly of parents.**" (Page 18).

"Lewisham's Secondary Challenge would be established and resourced to give intensive support across the sector for a period of 3 years. It would seek to lift aspirations across the sector and to persuade young people, their teachers, **parents** and key stakeholders not only that they can achieve more but that they can acquire the sorts of skills, knowledge and confidence to make the most of the opportunities open to them in London." (Page 56)

CYP Select Committee Papers – extracts relating to Young Advisors & Secondary Challenge

10.11.2016 "At their meeting on 17 October 2016, the Advisors explained that there were children in their peer groups in primary school whose parents had required them to take the 11+ and they believed this led to 'brain drain' going into Year 7 as the most able children moved onto grammar schools outside the borough, or to the independent school sector. They also referred to negative perceptions of Lewisham secondary schools as an issue, recommending that schools focus more widely than on GCSE results to promote themselves such as strength in performing arts, or sporting success." (CYP Select Committee Agenda Reports Pack)

19.04.2017 One of the Principles of Collaboration of the Lewisham Secondary Challenge: "invest in effective communication across the collaborative, with staff, with respective governing bodies, with key partners and **most importantly with the families and communities we serve.**" (CYP Select Committee Agenda Reports Pack)

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