

Children and Young People Select Committee Agenda

Wednesday, 18 March 2015

7.30 pm

Committee Room 2
Civic Suite
Lewisham Town Hall
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

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 18 March 2015.

Barry Quirk, Chief Executive
Tuesday, 10 March 2015

Councillor John Paschoud (Chair)	
Councillor Brenda Dacres (Vice-Chair)	
Councillor Chris Barnham	
Councillor David Britton	
Councillor Liz Johnston-Franklin	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor Joan Reid	
Councillor Luke Sorba	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Lisa Palin (Parent Governor Representative)	
Mark Saunders (Parent Governor Representative)	
Gail Exon (Church Representative)	Church of England Southwark Diocesan Board of Education
Monsignor N Rotheron (Church Representative)	Roman Catholic Archdiocese of Southwark Commission for Schools and Colleges
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 4 February 2015 at 7.30 pm

PRESENT: Councillors John Paschoud (Chair), Brenda Dacres (Vice-Chair), Chris Barnham, David Britton, Liz Johnston-Franklin, Hilary Moore, Jacq Paschoud, Joan Reid, Luke Sorba, Alan Till, Sharon Archibald (Parent Governor Representative), Lisa Palin (Parent Governor Representative) and Mark Saunders (Parent Governor Representative) and Monsignor N Rothon (Church Representative)

APOLOGIES: Gill Exon (Church Representative)

ALSO PRESENT: Charlotte Dale (Interim Overview and Scrutiny Manager), Councillor Jim Mallory, Councillor Paul Maslin (Cabinet Member for Children and Young People), Kath Nicholson (Head of Law), Geeta Subramaniam-Mooney (Head of Crime Reduction and Supporting People), Frankie Sulke (Executive Director for Children and Young People), Sue Tipler (Head of Standards and Achievement for CYP), Maxine Haffner (Former Parent Governor, Sedgehill School), Magda Moorey (Former Chair of Governors, Sedgehill School) and Kate Platt (Early Intervention Strategic Manager)

1. Minutes of the meeting held on 15 December 2014

- 1.1 **RESOLVED:** That the minutes of the meeting held on 15 December 2014 be agreed as an accurate record.

2. Declarations of interest

- 2.1 No declarations of interest were made.

3. Young People's Mental Health Review - Final Report

- 3.1 **RESOLVED:** That the final report arising from the Committee's review into Young People's Mental Health be AGREED and submitted to Mayor & Cabinet on 18 February 2015.

4. Sedgehill School

- 4.1 The Chair outlined the purpose and scope of the item and Frankie Sulke summarised the key interventions that had taken place to date, noting that it had been a difficult time for all involved and that the decision to intervene had not been taken lightly.
- 4.2 In response to questions from Members of the Committee the following key points were noted:
- In the period of time leading up to the issuing of the warning notice there was a lot of engagement with the leadership of the school in terms of how improvement might best be achieved.
 - There was no disagreement between the Council, the leadership of the school and the Governing Body that the pace of progress in terms of improvement was inadequate and additional leadership capacity was

required. The disagreement was over how this capacity would be provided. The School preferred an extension and strengthening of the current partnership with Hayes School, the Council felt more direct and intensive leadership input was required.

- The school was 'self-assessing' as requiring improvement with a couple of departments presenting particular concerns. The Headteacher assessed 80% of lessons as good or outstanding but the last Ofsted report found that the quality of teaching still required improvement.
- Whilst a number of Lewisham schools did not deliver good GCSE results in 2014, some producing poorer results than Sedgehill, the issue at Sedgehill was that results had been poor over a number of years and the pace of improvement was not sufficient.
- It was clear by spring 2014 that the predictions for GCSE results were not likely to be achieved and concerns were expressed.
- In addition to the formal meetings and interventions described in the officer report, there were numerous telephone calls between the Council and the school in-between meetings. The Council never refused a meeting or refused to talk to any of the people involved in the situation.
- Before the warning notice was issued the method of intervention preferred by the Council and the method preferred by the school and governing body were fully discussed and presented by the people who would be delivering the intervention.
- The Governing Body disputed the warning notice when it was issued and OFSTED therefore had to rule on whether the situation at the school warranted a warning notice being issued. They considered evidence submitted by both the governing body and the local authority and ruled in the local authority's favour, confirming the warning notice.
- The local authority first considered the possibility of the School working with Bethnal Green Academy when it became clear, to the Council, that a more direct option for Sedgehill might be needed. The school had a more deprived intake than Sedgehill yet had managed to produce very good results over a number of years. The school was in a 'benchmarking group' consisting of 55 similar schools and was top of the list in terms of results.
- If the school had accepted support from Bethnal Green Academy this would not have immediately required Sedgehill to become an academy, but if Bethnal Green Academy was going to continue to support the school in a formalised manner than Sedgehill would have been required, by law, to become an academy. Current legislation states that an academy cannot be in a formal federation with a school unless that school is also an academy.
- The application to establish an Interim Executive Board (IEB) was sent to the Secretary of State on 15 December 2014.
- The IEB was now considering a range of options for the future of the school and a formalised relationship with Bethnal Green was likely to be one option considered. The confirmation letter from the Department for Education stated that an academy solution must be actively considered, as required by law.
- Whilst it was noted that parents were concerned about a change in ethos should the school become an academy, officers hoped that the

ethos would remain, but be strengthened in relation to those elements of the ethos that perhaps did need to change, such as attendance.

- Prospective parents would be included in any consultation carried out by the IEB.
- The IEB only consisted of three people but they were able to co-opt other individuals to perform specific tasks if required. The Council felt the experience of the people forming the IEB was particularly suitable to the task in hand: school improvement.
- The local authority remained concerned about the school's predictions for the 2015 GCSE results – 65% of pupils gaining 5 A-C grade GCSE results, including Maths and English. The IEB was currently working with the leadership team and teachers to examine current data.
- The intervention had been a painful process, primarily because it had not been possible to reach agreement with the school. In terms of learning lessons for the future, officers felt they had done everything possible to make the process as successful as possible – the fundamentals were all done correctly. However, officers were taken by surprise when the intervention was made public and would have expected the school to alert the local authority to their wish to make the news public and to discuss a joint approach to communicating the news. It may have been possible to have done more to make the school feel better about sharing its intention with the Council.
- In terms of the process followed, the decision to intervene was one that was delegated to the Executive Director for Children and Young People, and the Mayor, Cabinet Member for Children and Young People and Members were kept updated on the situation. Ward councillors and the Chair of the Children and Young people Select Committee were orally briefed on the decision when it was made. The decision was taken following a thorough consideration of the evidence base and following the receipt of advice from the Head of Standards and Achievement.
- The decision was also discussed on 16 December at a member briefing. The Mayor decided not to intervene in the Director's decision.

4.3 Magda Moorey, the former Chair of Governors at Sedgehill School was invited to address the Committee. Maxine Haffner, a former Vice-Chair of Governors and a Parent Governor was also in attendance. The following key points were made:

- The last three months had demonstrated the astonishing energy of the parent community and the amount of tenacity and intellect present within it.
- The GCSE results had been disappointing and the Governing Body was in agreement with the Council that a more rapid rate of improvement needed to be achieved. However the approach to securing this was the issue of disagreement as the Governing Body was not convinced that the local authority's preferred approach to securing improvement would be more successful than building on the work with Challenge Partners and the collaboration with Hayes School.
- The Governing Body felt that their preferred approach would not disrupt the trajectory of Y11 pupils as it was based on continuous change and involved people with great records who knew the school.

- In terms of the reasons why the GCSE predictions were not reached, the Governing Body felt that two particular teachers and a certain cohort of pupils were regarded as 'safe', so most of the focus went on getting D students to C, removing focus from the C students.
- The Governing Body had challenged the predictions and had asked for external challenge from the Pixel group. However it was clear that the Council was not happy with the level of assurance received and the governing body perhaps needed to have told its story better.
- In most cases of intervention the leadership or governance of a school isn't doing its job, but Ofsted had judged Sedgehill well on both these counts in an inspection in 2013.
- The Governing Body had visited Bethnal Green Academy and had witnessed some outstanding classroom practice but felt that the school was very different to Sedgehill and was concerned about the disruption such intervention might bring. The governors therefore felt that current improvement plans should be held on to and strengthened for the rest of the year (the Headteacher of Hayes School had agreed to spend 40% of his time at Sedgehill); with more interventionist action taken after the 2015 results were known, if required. The Council's response was that the school had already been given a chance the previous year following the 2013 results.
- The Council had been very clear about its preferred option but Governors were unclear about the strategic approach which underpinned it.

4.4 In response to questions from Members of the Committee the following key points were noted:

- In attempting to improve results, it is possible that the school was trying to do too many things (e.g. vertical tutoring); and it was accepted that core teaching practice was the most important factor in school improvement.
- The Governing Body felt that, once the warning notice had been upheld, a wider number of people, including parents and students, needed to be involved in the discussion (up to that point only 14 people at the school were aware) and this necessitated going public.
- The Governing Body had not had chance to discuss the academy model in a measured way and consider what model was right for Sedgehill and it trusted that the IEB would do this. It also hoped that the IEB would establish a parent reference group at the earliest opportunity.

4.5 In response to a question from the Chair, Magda Moorey stated her view that it was right and proper that this scrutiny had taken place and that it was important to reflect on what had happened. However the timing was difficult as the school needed to focus on improving results as it was only 13 weeks to the first Maths GCSE.

4.6 The Cabinet Member for Children and Young People commented that it was important to focus on the children rather than the process. He stressed that when the Local Authority had lost confidence in a school it was important to be able to deal with it without delay as the children required

swift action and improvement. He questioned whether it was right to deal with such a loss of confidence in public.

4.7 Standing Orders were suspended to allow the business of the Committee to be concluded.

4.8 After much debate on potential recommendations, it was clear that Members of the Committee held divergent views of the merits of the intervention and any action that might be taken to change the way in which it happened in future, but it was also clear that all Members of the Committee wanted the same thing for Sedgemoor pupils: improved results. Following a vote, the following recommendation was agreed by the Committee:

4.9 **RESOLVED:** That the Mayor is asked to review and consider the relevant part of the scheme of delegations so that where it proves that such interventions by the LEA into the governance of a school are contentious, decisions concerning the process can be considered by the Mayor and Cabinet; and that in taking such a decision consideration is given to consultation with ward councillors, parents, staff and other interested parties. The intention to issue a warning notice should indicate that the level of contentiousness to trigger this activity has been reached.

5. Lewisham Future Programme

5.1 The Committee considered updates on three savings proposals:

K2 (Youth Offending Services)

- Geeta Subramaniam introduced the update and following discussion on cuts to the Youth Justice Board Grant and the use of predictive modelling to assess whether the new model would be workable, the Committee noted the update provided.

Q1 (Improving triage for Children's Social Care services & re-designing the Children's Centre & Early Intervention offer)

- Deregistering all but 4 of the 17 Children's Centres in the borough would provide greater flexibility for providers to secure improved outcomes for targeted families within the smaller funding envelope that would be available. Services for children would still be offered from the de-registered centres via council contracts requiring certain outcomes to be reached (payments by results).
- The Children's Society had not received payment by results money.
- The contract with the Children's Society would end in March; the Pre-School Learning Alliance and the Clyde Early Childhood Centre were being asked to take it over for 6 months; and officers were recommending that they should continue to work with St James'; Family Centre and other subcontractors until the re-tendering of the contracts in October.
- Councillor Barnham expressed concern about the reduction in registered Children's Centres from 17 to 4 and the reduction in the number of targeted families.

- It was stated that capital clawback in respect of the deregistered centres was a risk but unlikely as services would be continuing.

Q2 (Reduction in Youth Service Provision):

- Following comments made by Councillor Johnston-Franklin, the Committee recommended that, in relation to Recommendation 1 in the Youth Service Working Group report, all councillors should be kept updated on progress, and not just the ward members for Ladywell and Perry Vale.
- Frankie Sulke stated that there was not the capacity to investigate an alternative, back-up plan to the employee led mutual (ELM) preferred option, but that, should the ELM option prove unfeasible, the fall-back option was the Youth Service remaining in the Council and being subject to proposals for savings alongside other council services.

5.2 **RESOLVED:** That the updates be noted and the Public Accounts Select Committee be advised that the Committee recommends that, in relation to Recommendation 1 in the Youth Service Working Group report, all councillors should be kept updated on progress, and not just the ward members for Ladywell and Perry Vale.

6. Select Committee work programme

6.1 **RESOLVED:** That the work programme be noted.

7. Referrals to Mayor and Cabinet

7.1 There were no referrals to Mayor and Cabinet, other than those mentioned under items 3 and 4 above, but it was agreed that a referral would be made to the Public Accounts Select Committee in relation to the budget saving Q2 (Youth Service).

The meeting ended at 10.30 pm

Chair: _____

Date: _____

Agenda Item 2

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	18 March 2015

Declaration of interests

Members are asked to declare any personal interest they have in any item on the agenda.

1 Personal interests

There are three types of personal interest referred to in the Council's Member Code of Conduct :-

- (1) Disclosable pecuniary interests
- (2) Other registerable interests
- (3) Non-registerable interests

2 Disclosable pecuniary interests are defined by regulation as:-

- (a) Employment, trade, profession or vocation of a relevant person* for profit or gain
- (b) Sponsorship –payment or provision of any other financial benefit (other than by the Council) within the 12 months prior to giving notice for inclusion in the register in respect of expenses incurred by you in carrying out duties as a member or towards your election expenses (including payment or financial benefit from a Trade Union).
- (c) Undischarged contracts between a relevant person* (or a firm in which they are a partner or a body corporate in which they are a director, or in the securities of which they have a beneficial interest) and the Council for goods, services or works.
- (d) Beneficial interests in land in the borough.
- (e) Licence to occupy land in the borough for one month or more.
- (f) Corporate tenancies – any tenancy, where to the member's knowledge, the Council is landlord and the tenant is a firm in which the relevant person* is a partner, a body corporate in which they are a director, or in the securities of which they have a beneficial interest.
- (g) Beneficial interest in securities of a body where:-
 - (a) that body to the member's knowledge has a place of business or land in the borough; and

- (b) either
- (i) the total nominal value of the securities exceeds £25,000 or 1/100 of the total issued share capital of that body; or
 - (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person* has a beneficial interest exceeds 1/100 of the total issued share capital of that class.

*A relevant person is the member, their spouse or civil partner, or a person with whom they live as spouse or civil partner.

(3) Other registerable interests

The Lewisham Member Code of Conduct requires members also to register the following interests:-

- (a) Membership or position of control or management in a body to which you were appointed or nominated by the Council
- (b) Any body exercising functions of a public nature or directed to charitable purposes, or whose principal purposes include the influence of public opinion or policy, including any political party
- (c) Any person from whom you have received a gift or hospitality with an estimated value of at least £25

(4) Non registerable interests

Occasions may arise when a matter under consideration would or would be likely to affect the wellbeing of a member, their family, friend or close associate more than it would affect the wellbeing of those in the local area generally, but which is not required to be registered in the Register of Members' Interests (for example a matter concerning the closure of a school at which a Member's child attends).

(5) Declaration and Impact of interest on member's participation

- (a) Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take no part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**
- (b) Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the

meeting at the earliest opportunity and in any event before the matter is considered, but they may stay in the room, participate in consideration of the matter and vote on it unless paragraph (c) below applies.

- (c) Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.
- (d) If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.
- (e) Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

(6) Sensitive information

There are special provisions relating to sensitive interests. These are interests the disclosure of which would be likely to expose the member to risk of violence or intimidation where the Monitoring Officer has agreed that such interest need not be registered. Members with such an interest are referred to the Code and advised to seek advice from the Monitoring Officer in advance.

(7) Exempt categories

There are exemptions to these provisions allowing members to participate in decisions notwithstanding interests that would otherwise prevent them doing so. These include:-

- (a) Housing – holding a tenancy or lease with the Council unless the matter relates to your particular tenancy or lease; (subject to arrears exception)
- (b) School meals, school transport and travelling expenses; if you are a parent or guardian of a child in full time education, or a school governor unless the matter relates particularly to the school your child attends or of which you are a governor;
- (c) Statutory sick pay; if you are in receipt
- (d) Allowances, payment or indemnity for members
- (e) Ceremonial honours for members
- (f) Setting Council Tax or precept (subject to arrears exception)

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Agenda Item 3

Children and Young People Select Committee			
Title	Response from Mayor and Cabinet to matters referred by the Select Committee: Raising the Participation Age		
Contributor	Executive Director for Resources and Regeneration (Head of Business & Committee)	Item	3
Class	Part 1 (open)	18 March 2015	

1. Purpose

This report informs Members of the response given at Mayor and Cabinet to Committee referrals arising from discussions on Raising the Participation Age at the Committee's meeting on 12 November 2014.

2. Recommendation

The Select Committee is recommended to receive the Mayoral responses.

3. Background

- 3.1 The Mayor considered the referral entitled 'Comments of the Children and Young People's Select Committee on Raising the Participation Age at the Mayor and Cabinet meeting held on 18 February 2015'. The Executive Director for Children and Young People was asked to respond.

4. Mayoral response

- 4.1 A response from the Executive Director for Children and Young People was considered at the meeting of Mayor and Cabinet on 18 February 2015.
- 4.2 The Mayor resolved that the responses be submitted to the Select Committee.

Background documents

Minutes of the meeting of Children and Young People Select Committee on 12 November 14.

If you have any questions about this report, please contact Kevin Flaherty, Head of Business & Committee on 0208 314 9327.

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Mayor and Cabinet			
Report Title	Lewisham's statutory responsibilities for the Raising of the Participation Age		
Key Decision	No	Item No.	
Ward	All		
Contributors	Executive Director for Children & Young People (Head of Standards and Achievement)		
Class	Open	Date:	18 February 2015

1. Summary

This report responds to the referral from the Children and Young People Select Committee meeting, arising from discussions held on the officer report entitled "The Raising of the Participation Age (RPA) statutory duty", consider at its meeting on 12th November 2014.

2. Recommendations

That the Mayor is recommended to:

- 2.1 Note the response of the Head of Standards and Achievement in relation to the issues raised by the Children and Young People Select Committee meeting.
- 2.2 Agree for the response to be forwarded to the Children and Young People Select Committee.

3. Policy Context: The Raising of the Participation (RPA) Age in Lewisham

- 3.1 Since September 2013, all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17. From September 2015, this will rise to their 18th birthday. Young people (aged 16-19 (up to 25 for LLDD)) are required to study or train in one of three primary routes:
 - Study full-time in a school, college or with a training provider.
 - Full-time work or volunteering combined with part-time education or training.
 - An Apprenticeship.
- 3.2 The delivery of RPA is a collaborative approach with:
 - support from Lewisham post-16 providers;
 - effective engagement with the Youth Contract providers to support 16 and 17 year olds;
 - effective engagement with the DWP / JCP reengagement mentoring programme;
 - 14-19 team resource to track and monitor NEET young people and their outcomes and destinations;
 - Youth Service, Baseline keyworker support;
 - the Lewisham NEET Traineeship; and
 - a range of private and voluntary sector organisation programmes.

(For further information about the RPA statutory duty and the Lewisham RPA strategy please see: Appendix 1 and 2)

4. Challenges

- 4.1 Collecting participation information is a major undertaking and the local authority is very much reliant on information received from schools and colleges. There are points in the tracking year when the numbers of NEETS and unknowns peak. This is a major challenge for tracking as many young people have a change of address, expired programme of study or studying outside the borough.
- 4.2 The particular challenge is to track 'unknowns' and reduce the number of unknowns further. Unknown young people are not necessarily NEET but their situation may have changed. This is being achieved by ensuring regular contact with young people through the NEET Tracking Team, data sharing agreements with other agencies, competitions and events, mail outs, door knocking, social media communication and online surveys. Reducing unknowns and NEETs is a far greater challenge as RPA will from September extend to 18 as it is very difficult to track participation at 17, 18 and 19.
- 4.3 The delivery of the service is the responsibility of three members of staff; a NEET tracking manager, a NEET tracking coordinator and a CallPoint employee; this is a small team for what is a challenging data collection exercise each year.
- 4.4 Once young people have been identified as having dropped out or at risk of dropping out of valid activity to meet RPA expectations, the challenge is to re-engage them quickly in a suitable programme. There are agencies available to provide advice and support but there is further need to develop a coordinated approach to ensure that support is relevant and focused on successful and sustained outcomes.

5. Background

The Children and Young People Select Committee made a referral at their meeting on 12th November 2014:

- 5.1 *"The Committee highlighted information in the report that showed that raising the participation age has significantly increased the scope of the responsibilities that rest with the local authority, with the expectation that it will be delivered within existing resources. The Committee were concerned that this represents an extra cost pressure for the Council at a time of severely restricted resources."*
- 5.2 *"The Committee raised concerns about the risks to delivering activities around increasing the participation of young people in education, employment or training that could arise from changes to the youth service, including the restructure of the way the service is delivered and budget reductions. The Committee sought reassurance that these risks had been identified and that proposed changes would not impact on the capability of the Council in delivering its statutory duties around the participation of young people in education, employment or training."*

6. Response

- 6.1 Currently, through a collaborative approach with key stakeholders, the local authority is confident that there is the infrastructure in place to deliver the RPA statutory duty.
- 6.2 However with RPA being raised to 18 there has been an increase in the scope of the responsibilities that rest with the local authority. As the participation age reaches 18, there will be issues of engagement with the 17-18 age group. Data on this group is more difficult to collect than it is for Y12 young people and this is a resource issue for the NEET Tracking team.
- 6.3 The NEET Reduction Strategy group, through the post-16 Tracking Action Plan, reviews practice and recommends on-going improvements of the NEET Tracking service. Currently the review is focusing on the role of Callpoint and consideration the services offered by 'Welfare Call', the organisation that tracks Children Looked After on behalf of local authorities, in order to tackle the challenge of unknowns and the 17-18 age group.
- 6.4 The on-going responsibilities for RPA that reside with the 14-19 and NEET Tracking team, are not without existing challenges and will be further increased by RPA being raised to young people aged 18. However, we will need to deliver the RPA statutory duty within existing resources and we have plans so to do.
- 6.5 The Youth Service contribution to RPA is currently under review and subject to the reshaping of youth re-engagement programmes. This would include the re-specification and commissioning of specialist one-to-one service to become part of a broader Targeted Family Support Service. The service as part of cost savings proposals is likely to involve reduced management, be run differently and funded through the Government's Troubled Families Grant.
- 6.6 The NEET programme is also the subject of savings proposals, and although this will not impact on the changes detailed, alternative funding is also being sought through schools, colleges, the City Bridge Trust and the Education Funding Agency.
- 6.7 For activities related to RPA the Youth Service will continue to have the ability to meet the statutory duties. Reduced capacity in the Youth Service will make the NEET tracking more challenging but we will nevertheless be able to meet requirements.

7. Equalities Implications

- 7.1 The intended impact of RPA is to ensure that all young people continue in education after sixteen and have the opportunity to further enhance their qualifications. This is particularly important for the most vulnerable who may have underachieved at school. There are also positive implications for provision for young people with learning difficulties and/or disabilities.

8. Financial implications

- 8.1 Support for Raising of Participation Age is provided from both the General Fund and the Dedicated Schools Grant. The Specialist one-to-one Service: operated out of Baseline in Lewisham Town Centre (£450k) and the Lewisham NEET Programme (£197k) are both funded from the General Fund.
- 8.2 A contribution is made from the Dedicated Schools Grant (£146k) to cover the Strategic Lead on 14 -19 and their work.
- 8.3 These services are not solely focused on Raising the Participation Age but help the authority fulfil its duties.
- 8.4 As part of the current savings round the Mayor is considering savings to services funded through the General Fund. Consideration is being given to reducing the Specialist 1:1 service budget to £390k and the NEET programme to £115k. Following the reduction to NEET programme, alternative sources of funding are being considered which would potentially come from schools, colleges and the Education Funding Agency.
- 8.5 The agreement of this response by the Mayor has no financial implications of itself.

9. Legal implications

- 9.1 Section 15ZA of the Education Act 1996 requires local authorities to secure enough suitable, full and part time education and training opportunities to meet the reasonable of the following people of its area:
- young people who are over compulsory school age but under 19; and
 - learners aged 19 or over, but under 256, who have (or should have had) a learning difficulty assessment under s 139A or 140 of the Learning and Skills Act 2000 but the duty does not extend to persons subject to a detention order.
- 9.2 In securing education and training opportunities, local authorities must take account of people's ages, abilities and aptitudes; any learning difficulties they may have; the quality of education or training; and the locations and times at which those opportunities are provided.
- 9.3 Section 68 of the Education and Skills Act 2008 imposes a duty on local authorities to make available to young people and relevant young adults for whom they are responsible such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training.
- 9.4 Section 68 provides that a local authority can fulfil the duty to make services available either by providing them itself or by making arrangements with others, which could include other local authorities. Subsection (5) provides that the duty on a local authority to make services available to a young person or relevant young adult for whom it is responsible does not apply if another local authority is also responsible for the person and services are actually being provided to the person by that other authority or under arrangements made by it.
- 9.3 Section 10 of the Education and Skills Act 2008 requires local authorities (so far as their powers extend) to promote the effective participation in education or training of

persons belonging to its area to whom Part 1 of the Education and Skills Act applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.

- 9.4 The duty to participate in education or training applies to all young people in England (from 28 June 2013) until the end of the academic year in which they turn 17; and from 26 June 2015, to their 18th birthday.
- 9.5 In fulfilling and exercising its functions relating to the participation of young people in education or training the local authority must have regard to statutory guidance from the Secretary of State.
- 9.6 Section 12 of the Education and Skills Act 2008 requires local authorities to identify those young people in its area who are subject to the duty to participate in education or training but who are not so participating.
- 9.7 The Equality Act 2010 (the Act) introduced a new public sector equality duty (the equality duty or the duty). It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 9.8 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
 - eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 9.9 The duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 9.10 The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value.
- 9.11 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:
 - the essential guide to the public sector equality duty
 - meeting the equality duty in policy and decision-making
 - engagement and the equality duty

- equality objectives and the equality duty
- equality information and the equality duty

9.12 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at: <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

10. Crime and Disorder Implications

10.1 There are no crime and disorder implications arising from this report.

11. Environmental Implication

11.1 There are no environmental implications arising from this report.

If there are any queries arising from this report please contact Ruth Griffiths, 020 8314 3499

Appendix 1:

1. Statutory duties for Raising of the Participation Age (RPA)

- 1.1 Since September 2013 all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17. From September 2015, this will rise to their 18th birthday. Young people (aged 16-19 (up to 25 for LLDD)) are required to study or train in one of three primary routes:
- Study full-time in a school, college or with a training provider.
 - Full-time work or volunteering combined with part-time education or training.
 - An Apprenticeship.
- 1.2 The Government's approach is to provide local authorities with the freedom and flexibility to decide how to fulfil duties in relation to the RPA. Local authorities play a critical role in supporting young people to access education and training; and in understanding the characteristics and current activity of the young people in their area.
- 1.3 Established Lewisham statutory responsibilities to support young people into education or training are:
- to secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in Lewisham¹; and
 - to make available to young people below the age of 19 support that will encourage, enable or assist them to participate in education or training².
- 1.4 These duties have become even more important since RPA came into effect in September 2013. The statutory duties for RPA are:
- to collect information about all young people, identifying those in their area who are covered by the duty to participate;
 - to promote the effective participation of young people in education, employment or training³; and
 - to make arrangements to establish the identities of those not participating and who are failing to fulfil the duty to participate in education or training⁴.
- In order for the local authority to discharge the statutory duty in relation to RPA it must have regard for the Department for Education Statutory Guidance, September 2014 (**See Appendix 2: Participation of young people in education, employment or training Statutory guidance for local authorities⁵**).
- 1.5 The Government tracks the performance of local authorities in delivering their duties, using data collected by authorities and submitted to the National Client Caseload Information System (NCCIS). NCCIS includes data showing the numbers of young people participating in education or training, those who are NEET or those whose current activity is not known.

¹ Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009))

² Section 68 Education and Skills Act 2008

³ Section 10 ESA 2008

⁴ Section 12 ESA 2008

⁵ Issued under sections 18 and 68(4) of the 2008 Education and Skills Act (ESA 2008) in relation to sections 10, 12 and 68 of that Act.

1.6 Local authorities are expected to meet any costs incurred in the delivery of these duties from their overall budgets, including central government grants.

2. Lewisham context: Progress on Participation, NEET and Unknown targets

2.1 The target for 2014/2015 is to sustain the NEET percentage at below 5% and to keep the percentage of unknowns at 10% or under by the end of January 2015. The vast majority of 16 and 17 year olds already continue in some form of education or training. However, the small group of young people not participating includes some of the most vulnerable. In line with national guidance, Lewisham has data sharing agreements with education providers, other public bodies and with some neighbouring boroughs. It continues to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16.

2.2 In comparison to statistical neighbour averages (79%) Lewisham has comparable 'in learning' figures at 77.5% (December 2014). Lewisham young people who are NEET were at 3.4% (at the end of December 2014), and comparable with national and local benchmarks: London NEET 3.4%, young people nationally who are NEET 4.7%. Since December 2011 the number of 16-18 year olds who are NEET has consistently fallen. For most young people, being NEET is temporary as they move between different education and training options. Current Lewisham 16 to 18-year-olds who are 'unknown'⁶ are 18.1%. Rates vary considerably with age – 3.6% of 16-year-olds, 13.2% of 17-year-olds and 83.2% of 18-year-olds.

2.3 Three year trend of Lewisham NEETS, unknowns and participation:

	Population (16-19)	Adjusted⁷ NEET (16-18)	'Unknown' (16-18)	Participation 'in learning'
December 2014	9,052	3.4% 250 YP	18.1% 1,641YP	77% 7,016YP
June 2014	9,146	4.2% 306YP	6.7% 612YP	86.5% 7911YP
December 2013	9,065	3.6% 240YP	25% 2,352YP	70.6% 6,398YP
June 2013	9,254	2.5% 215 YP	9.7% 893 YP	88.3% 8146 YP
December 2012	8,682	3.3% 236 YP	20.4% 1789 YP	76.1 6657 YP
June 2012	9,377	3.8% 312 YP	15.2% 1443 YP	80.5 7622 YP
December 2011	9,183	5.2% 456 YP	24.9% 2285 YP	71.1 6530 YP
June 2011	10,248	4.6% 443 YP	17.1% 1729 YP	79.8 8076 YP

⁶ Current Situation Not Known

⁷ The NEET adjustment formula is the DfE's method of estimating what proportion of Unknown young people are NEET. The Adjusted NEET percentage is given as a % of the Adjusted NEET cohort plus the Adjusted EET cohort. All other percentages in this report are all given as a % of the total School Year 12-14 resident cohort (unless otherwise stated).

3. The Lewisham Raising of the Participation Age (RPA) Strategy

- 3.1 The Strategic Forum is the key 14-19 representative stakeholder group. The Lewisham RPA strategy is monitored by this forum. It is chaired by the Head of Standards and Achievement. The Participation Strategy Group supports the delivery of the strategy, reporting up to both 14-19 Strategic Forum and NEET Reduction Strategy Group.
- 3.2 The statutory responsibility of tracking young people informs and supports every aspect of the Lewisham RPA Strategy including:
- the suitability of provision for all young people 16-19 and up to 25 with Transition or Education, Health or Care (EHC) Plan;
 - identifying those who are not participating or at risk of not participating
 - promotion of effective participation;
 - borough wide provision of advice and support for young people to access education or training;
 - re-engagement strategies; and
 - partnership working with neighbouring authorities.
- 3.3 In Lewisham the NEET tracking team collect:
- data about Lewisham residents aged 16-19 e.g. telephone number, email addresses, EET/NEET status;
 - data from e.g. intended destinations / September offer / activity survey (final destinations);
 - online forms completed by young people e.g. intended destination, are also distributed by schools and post 16 providers to learners. Data collected this way is uploaded centrally on the NCCIS system;
 - data collected by telephone tracking; where it has not been possible to collect data from a young person via an online survey, calls will be made to them;
 - data collected by door knocking following up on those who it has otherwise been impossible to contact;
 - details of young people visiting Baseline; and
 - lists from other agencies – JCP, YOS, LAC, Admissions, 15billion and the Children's Data Warehouse.
- 3.4 The local authority provides targeted support vulnerable to becoming NEET, in particular teenage mothers, young carers, young offenders, young people with substance misuse, young people with learning difficulties and/or disabilities and our care leavers. The Youth Service provides this support through Baseline, which is a drop in service for targeted Lewisham young people staffed by Youth Support Services one-to-one keyworkers. The day-time services at Baseline are primarily aimed at young people aged 16-18 and up to 25 years for those with additional needs.
- 3.5 The service consists of nine of specialist one-to-one youth workers, each holding a maximum caseload of 15 cases at any one time, with an annual service reach of c.270 young people. Alongside a one-stop 'holistic support' shop, Baseline, in Lewisham town centre and a variety of commissioned providers, the Service provides one-to-one youth work and information, advice and guidance for the Borough's most vulnerable.

- 3.6 All of these activities and support systems take place at Council-run youth centres and adventure playgrounds, via street based work, at Baseline and at a variety of non-council run venues across the Borough. Services include:
- initial assessment of a young person's needs
 - one-to-one key worker support in emergency situations
 - 48-hour referral service for one-to-one key work support
 - signposting to other services, e.g. sexual health advice, Jobcentre Plus
 - computer access for information, advice and guidance
- 3.7 Additionally, the NEET Traineeship is offering support programmes for young people who are not in education, employment or training. The Traineeship is a 12 week Government-recognised traineeship, in partnership with Bromley College. The programme runs three times a year in line with school terms. It works with vulnerable young people enabling them to achieve more robust qualifications, and offer accredited numeracy and literacy support and stronger pathways post completion. The Traineeship enables participants to continue to receive out of work benefits whilst on the scheme.



Department
for Education

Participation of young people in education, employment or training

Statutory guidance for local authorities

September 2014

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Summary

About this guidance

1. This is statutory guidance from the Department for Education (the Department). A local authority must have regard to it when exercising its functions relating to the participation of young people in education or training. The annexes to this guidance contain departmental advice to help recipients understand what the Department considers the statutory provisions to mean in particular circumstances.

Review date

2. The Department will review this guidance by September 2015 and might publish an updated version following this review.

What legislation does this guidance refer to?

3. This guidance is issued under sections 18 and 68(4) of the 2008 Education and Skills Act (ESA 2008) in relation to sections 10, 12 and 68 of that Act.

Who is this guidance for?

4. This guidance is for all local authorities in England.

Main points

5. Most young people already continue in education or training after they finish year 11, because it gives them the best chance to get the skills and qualifications that employers and universities look for. However, the small group of young people not participating includes some of the most vulnerable. We want to give all young people the opportunity to develop the skills they need for adult life and to achieve their full potential.

6. Participating in education or training for longer means young people are more likely to attain higher levels of qualifications and have increased earnings over their lifetime, better health and improved social skills. This in turn contributes to a more highly skilled, productive, and internationally competitive workforce.

7. Alongside introducing reforms to improve the quality of post-16 education and training, the government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training for longer.

8. RPA does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16. This could be through:

- full-time study in a school, college or with a training provider;
- full-time work or volunteering (20 hours or more) combined with part-time education or training; or
- an apprenticeship or traineeship (more information available at www.apprenticeships.org.uk).

9. Pupils who left year 11 in summer 2013 had to continue in education or training for at least a further year until June 2014. Pupils who left year 11 in summer 2014 or beyond need to continue until at least their 18th birthday.

10. Although the proportion of young people not in education, employment or training (NEET) is falling, it remains too high especially at ages 18 and 19. Whilst many young people are NEET for a relatively short period, there are others – especially more disadvantaged young people – who struggle to progress to sustainable education, employment or training. Intervening early is important to prevent the risk of long-term disengagement and the risk of adult unemployment, low wages and health issues.

11. Whilst the Department provides the framework to increase participation and reduce the proportion of young people NEET, responsibility and accountability lies with local authorities. Local authorities have a critical role to play in supporting young people to access education and training – and therefore in understanding the characteristics and current activity of the young people in their area. This guidance sets out the duties on local authorities, and the crucial roles that schools, colleges and training providers have with regard to post-16 participation.

12. The Department tracks the performance of local authorities in delivering their duties, using data collected by authorities and submitted to the National Client Caseload Information System (NCCIS). NCCIS includes data showing the numbers of young

people participating in education or training, those who are NEET or those whose current activity is not known.

13. This guidance has been updated to reflect a number of queries that have arisen during the first year of RPA and new arrangements for young people with special educational needs (SEN) and disabilities in the Children and Families Act 2014.

Local authorities

Responsibilities of local authorities

14. The government's approach is to give local authorities freedom and flexibility to decide how to fulfil their statutory duties. That is why we are only specifying key activities to help them to fulfil those duties. Local authorities should have regard to the following guidance when deciding how to organise and resource their services.

Duties on local authorities relating to participation

15. Prior to RPA, local authorities had existing duties to encourage, enable and assist young people to participate in education or training which still apply. These duties are to:

- Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan in their area¹. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision. Guidance on this duty is included at paragraphs 17-19.
- Make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training². Guidance on this duty is included at paragraphs 21 to 34.

Tracking young people's participation is a key element of these duties. Local authorities are required to collect information about all young people so that those who are not participating, or are NEET, can be identified and given support to re-engage. Robust tracking also provides the local authority with information that will help to ensure that suitable education and training provision is available and that resources can be targeted effectively.

16. In addition, ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:

- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training³. A key element of this is identifying the young people in their area who are covered by the duty to participate and

¹ Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills and Children and Learning Act 2009) and from 1st September 2014, Part 3 of the Children and Families Act 2014

² Section 68 Education and Skills Act 2008 as updated by Section 20 in Part 3 of the Children and Families Act 2014

³ Section 10 Education and Skills Act 2008

encouraging them to find a suitable education or training place. Guidance on this duty is included at paragraphs 40 to 43.

- Local authorities must make arrangements - ie maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training⁴. Putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible. Guidance on this duty is included in paragraph 44.

Funding for these duties

17. Local authorities are expected to meet any costs incurred in the delivery of these duties from their overall budgets, including central government grants.

18. Funding for education and training provision for 16 to 19 year olds and those aged 19-25 with an LDA or EHC plan is provided to schools, colleges and training providers by the Education Funding Agency (EFA). Where local authorities feel that there is a specific gap in provision that cannot be addressed by existing providers, there is a process by which this can be brought to the attention of the EFA for consideration and action as appropriate⁵. Re-engagement programmes should be used to support young people who are NEET back into learning where available and appropriate. Examples of re-engagement programmes include programmes funded by the European Social Fund (ESF), the EFA managed Youth Contract for 16 and 17 year olds (until March 2016⁶), National Citizen Service (NCS), Youth Engagement Fund, and Fair Chance Fund. Other ways of re-engaging young people may be sourced locally and further information and re-engagement principles are set out in Annex 3.

19. Local authorities will also receive a single 5 to 25 high needs allocation within the Dedicated Schools Grant (DSG) which includes funding for post-16 high needs students.

20. The 16 to 19 Bursary Fund provides targeted support to help young people to overcome any specific financial barriers to participation⁷. The majority of this funding is administered by schools, colleges and training providers; funding for the most vulnerable young people is administered by EFA. Local authorities can seek to work with institutions in their area to coordinate and support the delivery of the 16 to 19 Bursary. Local authorities also administer the fund in respect of their own direct provision, including local authority maintained schools with sixth forms.

⁴ Section 12 Education and Skills Act 2008

⁵ For further information see the gov.uk guidance "[16 to 19 education: market entry](#)".

⁶ In line with the contracts for delivery with the prime contractors, the EFA managed Youth Contract programme for 16 and 17 year olds will recruit young people until 31 March 2015 and will continue supporting young people on programmes to 31 March 2016 in local authority areas.

⁷ For more information on the 16 to 19 Bursary Fund, see the gov.uk guidance "[16 to 19 education: financial support for students](#)".

Delivering the existing duties on local authorities to support participation

21. This section relates to local authorities' existing duty under section 68 of ESA 2008. This applies to all young people aged 13 to 19 and those up to age 25 with an LDA or ECH plan.

22. Local authorities should provide strategic leadership in their areas to support participation in education, training and employment - working with and influencing partners by:

- ensuring a focus on participation is embedded and communicated throughout the authority's services for children and young people;
- ensuring the services for young people in the local area come together to meet the needs of young people – including funding for education and training places and re-engagement provision;
- agreeing ways of working with other partners such as Local Enterprise Partnerships (LEPs), Jobcentre Plus, employers, voluntary and community sector organisations, health services, police, and probation services; and
- working with neighbouring authorities, especially where young people routinely travel out of the area to access education and training, for work or other services.

23. To discharge this duty, local authorities must collect information about young people in their area in order to identify those who are not participating, or who are at risk of not doing so, and to target their resources on those who need them most. The information collected must be in the format specified in the NCCIS Management Information Requirement⁸. To meet this requirement, local authorities need to have arrangements in place to confirm all young people's current activity at regular intervals. This may be through the exchange of information with education and training providers, and other services within the local authority area such as youth offending teams and Jobcentre Plus, as well as through direct contact with young people.

24. Section 72 of ESA 2008 places a duty on educational institutions to provide information to local authority services in order for them to deliver their duties under section 68. Sections 76 and 77 provide additional data sharing powers to support local authorities to deliver their duties under section 68. Local authorities should agree data sharing agreements with education providers and other public bodies that set out the information they will provide, when it will be provided and how they will ensure that data is passed securely.

25. Local authorities are expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. For example,

⁸ See the gov.uk guidance "[NCCIS management information requirement](#)" for further information.

this may include engagement programmes and mental health services. Local authorities should pay particular attention to young people not in mainstream education, such as those not on school rolls, those attending alternative provision, and those in youth custody. Local authorities should support these young people to ensure they are not disadvantaged when applying for a suitable place in post-16 education or training.

26. Every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. Local authorities are required to lead the September Guarantee process for:

- 16 year olds who are educated in their area; and
- 17 year olds who are resident in their area.

27. Local authorities should work with schools and post-16 providers to identify those young people eligible for an offer, understand their post-16 plans and any offers they have received and record this information on their Client Caseload Information (CCIS) databases. Young people who do not have post-16 plans or an offer of a place are at risk of becoming NEET in September. Identifying these young people early enables services to provide additional advice and support about the options available, and to alert the EFA to any emerging gaps in provision. Local authorities will want to agree with schools who is best placed to offer support after the end of the summer term. They will also need to work with neighbouring authorities to establish offers made by schools and colleges outside their authority's area.

28. A significant proportion of young people are educated outside the area where they live or move between local authority areas. In the event of a local authority being given information about a young person who is resident in another local authority area, they should inform the home authority as quickly as possible. Local authorities may learn of young people moving into their area from other services, such as Jobcentre Plus, or from other local authorities. Local authorities must record these young people on their CCIS database and to co-operate fully with other authorities in order to minimise the risk of young people slipping through the net.

29. Information on the number or proportion of young people in each area who:

- receive an offer under the September Guarantee;
- are participating in education or training, including those meeting the duty to participate;
- are NEET; or
- whose current activity is not known;

is taken from the CCIS data reported to the Department and made available publically on gov.uk on a regular basis. The KS4 and KS5 destination measures also draw on information from NCCIS to identify young people in employment, training or NEET.

30. Local authorities are expected to pay particular attention to young people who are NEET or whose current activity is not known. This may include working with Youth Contract providers to refer 16 and 17 year olds who are NEET and eligible for support in line with the [Youth Contract: 16- and 17-year-olds](#) guidance issued by the EFA.

31. Local authorities should continue to maintain close links with Jobcentre Plus to ensure that young people who are NEET and receiving benefits get support that is appropriate to their needs. The Department for Work and Pensions (DWP) passes basic details of 18 and 19 year olds making a new claim for benefits to local authorities each month. The local authority is expected to use this information to offer support to the young person and to update CCIS. There is guidance on [working together to support young People](#) available on gov.uk. The information includes a Memorandum of Understanding that can be agreed to allow Jobcentre Plus to share information on young people who are NEET with local authorities.

32. In certain circumstances, 16 and 17 year olds are eligible to claim Jobseeker's Allowance (JSA), Income Support (IS), Employment Support Allowance (ESA) or Universal Credit. Whilst decisions about the payment of benefits will be made by Jobcentre Plus, any young person aged under 18 wishing to make a claim must first register with the local authority as a condition of entitlement. Local authorities must follow the processes set out in the [guidance on benefit liaison](#), issued by DWP, to ensure that benefit regulations are adhered to, and should be aware of the [Jobseeker's Allowance Claimant Commitment](#).

33. To enable local authorities in England to fulfil their duty to track participation, there will be occasions when they need to approach Welsh and Scottish authorities and educational institutions for information about individual young people who are resident in England but studying in Wales or Scotland.

34. Welsh and Scottish authorities and educational institutions are not under a specific duty to provide the information but we would expect them to respond to any request reasonably to support our shared objectives of helping young people to improve their skills and attain higher levels of qualifications.

Supporting young people and providers to fulfil their duties introduced under RPA

Duty on young people

35. Part 1 of ESA 2008 places a duty on young people themselves. This means that young people aged 16 and 17 are under a duty to continue in education or training for longer, as set out in paragraphs 8 and 9. The duty to participate on all young people who left year 11 in summer 2014 or later is until the young person's 18th birthday and not until the end of the academic year the young person turns 18. Young people should however be encouraged to complete the education or training they are undertaking. This section of the guidance relates to these age groups, though local authorities are free to consider its wider application to support other young people (eg those aged 18 or over).

36. Advice on the definitions of participation in education or training is set out in Annex 1 to this guidance. The aim is to ensure that every young person continues their studies or takes up training and goes on to successful employment or higher education.

Duties on providers

37. ESA 2008 placed two RPA-related duties on providers with regard to 16 and 17 year olds:

- Section 11 places a duty on community, foundation or voluntary schools, community or foundation special schools, pupil referral units, schools and colleges in the further education sector to exercise their functions, where possible, so as to promote good attendance to enable young people to meet their duty to participate.
- Section 13 places a duty on all educational institutions (maintained schools, academies, colleges, and education and training providers – including apprenticeship providers and performing arts schools who receive Dance and Drama Award (DaDA) funding) to tell their local authority when a young person is no longer participating. This duty is applicable if a young person leaves an education or training programme before completion (ie 'drops-out') and enables local authorities to take swift action to encourage the young person to re-engage.

38. Schools also have specific responsibilities for young people with statements of SEN or EHC plans leaving school, including arranging an annual review of the statement or EHC plan which focuses on transition from school. The responsibilities placed on young people by RPA should be clearly built into that transition plan.

39. Schools and colleges are required to secure independent careers guidance for young people aged 12-18 (years 8-13). This is explained further in Annex 2 of this guidance. Local authorities can work within local partnerships with schools, colleges and other partners to help develop the careers guidance offer. For example, this may include

understanding pathways locally and embedding intelligence on the local economy. Destinations data are an important tool in helping schools to measure the effectiveness of their support by assessing how successfully their pupils make the transition into the next stage of education or training. Schools and colleges will be held to account for the destinations of all their leavers through the annual publication of destination measures.

Duty on local authorities introduced under RPA to promote participation

40. The participation of young people in education and training should be actively promoted through local authorities' wider functions (section 10 of ESA 2008).

41. Specific examples of this are:

- When developing transport arrangements and preparing their post-16 transport policy statement, local authorities should, in accordance with their duty under the Education Act 1996, ensure that young people are not prevented from participating because of the cost or availability of transport to their education or training⁹. [Statutory guidance](#) has been developed to help local authorities to meet their post-16 transport duty.
- Local authorities should ensure a focus on participation is embedded throughout their education and children's services, youth offending teams, troubled families teams and pre-16 education teams, social services and economic development, amongst others.
- The Children and Families Act 2014 places a duty on local authorities to develop a local offer setting out what services they expect to be available for local children and young people with SEN or disabilities up to age 25. This must include post-16 education and training provision. Further information is available in the [SEN Code of Practice](#). The local offer will be a key tool in supporting young people with SEN and disabilities to make choices as they approach the end of school and successfully make the transition into post-16 education and training. Young people with SEN and disabilities should be encouraged and supported to follow a coherent study programme at an appropriate level that supports their progression. Where 16 to 18 year olds are NEET, or at risk of becoming NEET, their EHC plan should be maintained and they should be encouraged and supported to return to education and training as soon as practicably possible. Under the Children and Family Act 2014's regulations, local authorities must also consider carefully the action to take when young people with EHC plans aged 18 or over leave education or training before the end of their course, seeking to re-engage them where appropriate¹⁰.

⁹ Section 509AA of the Education Act 1996

¹⁰ Para 9.203 of the [0-25 SEN Code of Practice](#)

42. Local authorities should provide strategic leadership in their areas, working with and influencing partners locally, such as LEPs, to promote participation. Local authorities may wish to consider:

- having agreements in place for working with neighbouring authorities;
- ensuring the services for young people in the local area come together to meet the needs of young people – including funding for education and training places and re-engagement provision; and
- agreeing ways of working with wider agencies including voluntary and community sector organisations and employers.

43. Sections 14-17 of ESA 2008 provide data sharing powers to encourage local authorities to promote effective participation.

Duty on local authorities introduced under RPA to identify young people not participating

44. Local authorities need to identify young people not participating so that they can ensure that these young people get the support they need. CCIS is the main source of evidence that local authorities are discharging their duty under section 12 of ESA 2008 to identify young people who are not participating.

45. Local authorities are expected to act on any information they receive about a young person who has dropped out (paragraph 35 above refers); contacting them at the earliest opportunity and supporting them to find an alternative place in education, training or employment with accredited training.

Specific circumstances and exceptions

46. The duty to participate in education or training applies to those young people resident in England. In certain circumstances, local authorities may need to make judgements about whether young people are resident in England (eg if a young person is in the country for an extended temporary period). Local authorities have discretion to make these decisions themselves based on the individual's circumstances. The EFA funding guidance sets out the criteria for eligibility for funding and this may be helpful in making these decisions.

47. RPA legislation applies in England only but there will be cases where young people living either side of the England borders will travel to education or training in a country in which they are not resident. Young people who live in England but travel to Wales or Scotland to study are still under a duty to participate. Young people who live in Wales or Scotland but travel to England to study are not covered by RPA. If young people who are normally resident in England move to Wales or Scotland to study, local

authorities should use their local discretion to decide whether they are classed as resident in England – see paragraph 46.

48. Young people attending education institutions that provide a specialist education would be considered to be meeting their RPA duty without the need for further investigation. See paragraph 14 in Annex 1.

49. We have made provision so that a serving member of the Armed Forces who is participating in the training given to new members will automatically be treated as meeting their RPA duty without the need for further investigation. See paragraphs 15 and 16 in Annex 1.

50. Young people undertaking re-engagement provision that has been put in place specifically to help a young person re-engage in sustained post-16 education or training will be meeting their RPA duty without the need for further investigation. Further information and re-engagement principles are set out in Annex 3.

51. The government recognises there will always be a very small number of young people who require a temporary break in education or training (such as new mothers or the very ill). It is important that local authorities are satisfied that they have in place the appropriate support mechanisms to enable these young people to return to education or training as soon as is reasonably possible.

52. Young people who have longer term medical needs that affect their study but who do not have an LDA, SEN statement or an EHC plan may be unable to fulfil the full requirement of RPA: for example they may not be able to manage full-time education or working over 20 hours per week while studying. Local authorities should consider these cases individually, recognising that full compliance may not be possible for these young people.

Annex 1 - defining participation

1. This annex sets out further information about how the duties on young people apply.
2. The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training for longer as set out in paragraphs 8 and 9 of the main guidance document.
3. Where young people have left year 11 of compulsory education in June and have accepted an offer of a place in education or training that does not start until September, there is no requirement for them to participate during the summer holidays. Similarly, where young people are meeting their duty to participate through full-time education they should still take the usual breaks in learning (eg school/college holidays).
4. Where young people who would normally be under a duty to continue to participate post-16 have already attained a level 3 qualification, for example two A levels¹¹, they are no longer required to participate but may benefit from support to continue their education or get a job.
5. RPA does not mean staying in school; young people have a choice about how they continue in education or training post-16. The three primary routes for young people to participate are:
 - full-time study in a school, college or with a training provider;
 - full-time work or volunteering (20 hours or more) combined with part-time education or training; or
 - an apprenticeship or traineeship (more information available at www.apprenticeships.org.uk).

Full-time education

6. Where a young person is attending full-time education at a school, they will be meeting their duty to participate.
7. For young people attending other full-time education – whether that be a sixth-form college, general further education college, independent college, or otherwise apart from the settings below (paragraphs 8 and 9) – the definition of full-time participation is at least 540 hours of guided learning a year. In accordance with the principles of 16-19 study programmes¹², wider forms of education such as work experience can be included within those hours. In general, young people enrolled on a full-time study programme will be meeting the duty to participate.

¹¹ Section 3 Education and Skills Act 2008

¹² For further information see the gov.uk webpage on [increasing opportunities for young people](#).

8. For young people who are being home educated, no hourly requirement of education applies. The amount and content of the home education is at the discretion of the home educator. In most circumstances it will be the young person themselves who states that they are home educated. If the authority believes there is some doubt in the matter, they may wish to seek confirmation of this from the parent or guardian, but no on-going monitoring of the education is required. If the authority has evidence to suggest that a young person who claims to be home educated is not, then they would be expected to clarify the position with the young person.

9. For young people who have been absent from the education system and are now attending a re-engagement programme, no hourly requirement of education applies. Local authorities should be satisfied that the express intention of the programme is to support the young person to move into full-time education at a school or college, an apprenticeship or traineeship, or full-time work or volunteering with part-time training alongside. Once re-engagement onto one of those routes is secured, the wider requirements for participation apply.

10. Local authorities are able to determine for themselves what counts as re-engagement provision. A suggested set of non-statutory principles for re-engagement provision has been developed by representatives from the sector and this forms Annex 3 to this guidance. [Advice on how local authorities can work with providers of the Youth Contract for 16-17 year olds](#) should be considered in deciding whether the provision put in place meets the needs of these young people.

Apprenticeships

11. Entering into an apprenticeship agreement as set out in the Apprenticeship, Skills, Children and Learning Act 2009 satisfies the duty to participate and no further monitoring of that young person's training or employment is needed. Apprenticeship providers are included in the requirement to notify a local authority if a young person is no longer participating.

Traineeships

12. Traineeships¹³ are a new training route for young people aged 16-23 (and up to 25 for young people with a SEN). Traineeships aim to give young people the skills and vital experience they need to get an apprenticeship or other job. Traineeships are part of 16-19 study programmes so a young person enrolling on a traineeship would meet the duty to participate.

¹³You can find out more about traineeships from the [traineeship frameworks for delivery](#).

Full-time work with part-time education or training

13. Sections 5, 6 and 8 of ESA 2008 detail the requirements of this route. In order to be considered as participating, a young person must both be in full-time work and undertaking part-time education or training. The key definitions to which local authorities will need to have regard to are that:

- To count as full-time work, the job must be for 8 or more weeks consecutively and for 20 or more hours per week. The 20 hours employment can be undertaken with more than one employer. Where a young person's employment hours vary, employment of an average of 40 or more hours over a two week period can be considered as meeting the requirement.
- Full-time self-employment, holding a public office or working other than for reward (eg volunteering) should all be regarded in the same way as full-time employment. The 20 hours volunteering can be undertaken with more than one organisation and for each volunteering placement it is recommended that a written agreement is in place between the young person and the placement organiser.
- Part-time education or training alongside full-time work must be at least 280 guided learning hours (GLH) per year. There is no set pattern for how these hours should be taken - at a given time a young person might not be undertaking education or training as long as it is clear that over the course of the year the hourly minimum will be met. Part-time education or training pursued alongside full-time work must constitute education or training leading towards accredited qualifications¹⁴ and therefore have a GLH value attached. This education or training may be provided directly by an employer or by another organisation.

Young people attending non-registered education institutions

14. Education institutions such as seminary or talmudic colleges provide a specialist education and young people attending these institutions would be considered to be complying with the duty to participate beyond the age of 16. Independent colleges should, however, be encouraged to provide a balanced education based on prior achievement and to include the continued study of English and maths where appropriate.

Young people joining the armed forces

15. Serving in the armed forces provides relevant training for young people and is a valid and valuable career route. As the terms of service and training within the armed forces vary, the government has made provision that a serving member of the armed forces who is participating in the training given to new members, will automatically be treated as meeting their duty to participate without further investigation or any

¹⁴ The [Register of Regulated Qualifications](#) can be found on Ofqual's website.

requirement to deliver specific subjects or programmes. For the purposes of RPA, armed forces means the naval, military or air forces of the Crown, but not the reserve forces.

16. Young people who have been recruited to serve in the armed forces may, on occasion, have to wait for a training place. Where this is the case, young people should consider how they might use this waiting time constructively, for example by improving their maths, English and other skills, volunteering or seeking temporary employment.

Young people with full-time caring responsibilities

17. In exceptional cases where a young person aged 16 or 17 has assumed a full-time unpaid caring role for another person, they will be considered to be meeting their duty to participate if they are also undertaking accredited part-time education or training.

18. This provision is only for that small number of young carers who have had a young carer assessment and who are willing and able to undertake a full-time caring role, and balance that with their education or training, without any adverse impact on their own health or wellbeing. Local authorities will therefore need to establish that individual circumstances have been taken into account, a proper assessment of needs for support has taken place and professional judgement has been applied.

19. Young people who are parents caring for children are not classed as being young carers, and these young parents would normally be expected to participate full-time, and may qualify for Care to Learn funding to enable them to do so¹⁵.

Young parents

20. Local authorities are responsible for identifying young parents who are not participating and for ensuring that there is appropriate support in place to help them return to education or training as soon as practicable.

21. There is no legal requirement that determines at what point a young mother on maternity leave should return to education and training. Local authorities could reasonably apply the same time period for which statutory maternity leave is available to those in work, although they should use their discretion and knowledge of the young mother's individual circumstances to agree a suitable return date.

Young people in jobs without training

22. Those in jobs without the required training should be encouraged to take up suitable part-time accredited education or training alongside their work. Local authorities should be aware of their duty to secure appropriate provision¹⁶ for all young people and

¹⁵ An [overview of Care to Learn](#) is available at gov.uk.

¹⁶ Section 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009) and from 1st September 2014, Part 3 of the Children and Families Act 2014

so ensure that flexible provision is in place where needed. Local authorities should work closely with local employers to agree suitable arrangements for young people.

Young people in jobs with non-accredited training

23. Those in jobs with training that does not lead to an accredited qualification should also be encouraged to take up accredited part-time education or training alongside their work.

Young people taking breaks in their formal education or training

24. Young people should not take extended time out of education and training when they are required to participate. However, there will be occasions where young people are offered positive opportunities that have an element of education and training in them, although they may not fully meet RPA criteria.

25. If the opportunity is abroad, local authorities will need to decide whether the young person is classed as being resident in England during this period (see paragraph 46 of the main guidance about residency).

26. If the young person is deemed to be resident in England by their local authority, or if the opportunity itself is in England, the local authority will need to decide whether what the young person is doing meets the duty to participate in education or training.

27. If the local authority believes that the young person is not fully meeting their RPA duty but is engaged in a positive activity that is improving their maths, English or other skills, then this would appear to be a positive outcome for the young person. We would not expect local authorities to intervene in such cases.

Young people taking gap years

28. Most young people who take gap years do so at 18 or older and have achieved level 3. As such, they will be unaffected by this legislation. For the small group of 16 and 17 year olds who are considering taking a gap year, where the gap year is taken abroad, a local authority may need to make a judgement about whether that young person will be resident in England (see paragraph 46 of the main guidance about residency). Those remaining in England to work or volunteer are expected to comply with RPA.

Annex 2 - duties on other organisations in relation to RPA

Careers requirement on schools and colleges

1. Schools are under a duty to secure independent careers guidance¹⁷ for pupils in years 8-13 on the full range of education and training options, including apprenticeships¹⁸.
2. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work, to develop high aspirations and inform decisions about future education and training options. They should also consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions.
3. Revised [statutory guidance](#) and [non-statutory departmental advice](#), published on 10 April 2014, outlines why schools must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. It places a greater emphasis on ensuring schools are focused on having high aspirations for all students and to ensure that all schools are clear about what is expected of them in meeting their duty.
4. Funding agreements for further education colleges and sixth form colleges set out a requirement to secure independent careers guidance for all students up to and including the age of 18 and 19 to 25 year olds with a current LDA, SEN statement or EHC plan. [Guidance](#) published in June 2013, offers information which colleges may wish to draw on when interpreting the new requirement and deciding on the most appropriate forms of independent and impartial careers guidance for their students.

Duties on employers

5. The duties on employers in the Education and Skills Act 2008 have not been brought into force at this stage¹⁹. The possibility of commencing them will be kept under review.

¹⁷ Education Act 2011 inserted a duty, section 42A, into Part VII of Education Act 1997

¹⁸ While the legislative requirement applies to maintained schools, many academies and free schools are subject to the duties through their funding agreements, including those which opened from September 2012 onwards and those which have moved to the updated funding agreement. Academies without the requirement are encouraged to follow this guidance in any case as a statement of good practice.

¹⁹ Section 19-39 Education and Skills Act 2008

Annex 3 - effective re-engagement

1. For those young people who face significant barriers to participating post-16, re-engagement activity and provision can play a key role in supporting them back into education or training. Local authorities should ensure as far as they can that there is a coherent set of provision available in their area, and use it as appropriate to support young people.
2. Re-engagement provision (or programmes to encourage young people to re-engage) are available through the government funded Youth Contract²⁰, and National Citizen Service²¹ and through European Social Fund (ESF) funded initiatives²². Many local and national third sector organisations also offer programmes (often in partnership with private businesses, local authorities, and LEPs to help re-engage young people. Schools and colleges will also offer re-engagement services and provision seeking to prevent disengagement. Further re-engagement provision or support will be available in some pilot areas through the Youth Engagement Fund and support from Jobcentre Plus²³.
3. Young people taking part in provision that has been put in place specifically to help them make the transition into sustained post-16 education or training will be regarded as meeting their RPA duty.

The principles of effective re-engagement

4. The following non-statutory principles are designed to assist commissioners and providers when making decisions about the breadth and content of the re-engagement provision in their area. Local areas may want to build on this as they develop their provision locally. They were produced following consultation with a group of voluntary and community sector organisations and local authorities, who agreed that good re-engagement provision is likely to adhere to the following principles.

A personalised approach...

5. Provision is tailored to the young person, taking account of appropriate background information, and responds to individual needs in order to create an appropriate path back into education or training. An on-going individual needs assessment will allow the programme to develop with the young person, focused on the range of barriers preventing them from participating.

²⁰ See Youth Contract: 16- and 17-year-olds guidance for further information.

²¹ See gov.uk webpage on the [National Citizenship Service](#) for further information.

²² See gov.uk webpage on the [European Social Fund](#) for further information.

²³ See gov.uk [press release on support from Jobcentre Plus](#) for further information.

...with clearly agreed outcomes...

6. Achievable and agreed outcomes are decided with the young person and may be expressed in an individual plan. Re-engagement providers may want to consider how best to develop the social and emotional capabilities of the young person, whilst maintaining a focus on their sustained engagement in education or training.

...leading to progression into sustained education or employment...

7. An effective re-engagement programme will lead to progression, monitored by the provider, into sustained education, employment or training. The amount of time a young person will spend on re-engagement provision will vary depending on their development needs but the focus should remain on securing progression to mainstream education, training or work with training.

...underpinned by appropriate information and support...

8. Providers have an important role to play, working with local authorities where appropriate, in providing access to appropriate sources of information to help young people make informed choices about the education, training and employment opportunities available in their area, as well as to relevant sources of support, such as the financial support available to young people to continue in education or training.

...and strong partnership working.

9. There are a number of key partnerships that are needed to ensure that re-engagement programmes are as effective as possible, providing all round support to allow a range of needs to be met. Regular communication will allow appropriate referrals – between support agencies or onto an education or training provider – and continued support while the young person makes that transition.



Department
for Education

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CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE		
Report Title	Secondary Schools Improvement	
Key Decision		Item No. 4
Ward	All	
Contributors	Head of Standards and Achievement	
Class		Date: 18 March 2015

1. Purpose of paper

The report is a background paper to the PowerPoint presentation that will be given to the Children and Young People Select Committee by the Head of Standards and Achievement. The report highlights concerns about the declining trend in secondary school performance in relation to national and London outcomes for Key Stage 4. The report sets out the background to the current outcomes and gives a context in terms of inspection outcomes.

2. Recommendations

The report sets the context for the plans in place for secondary school improvement to be presented to the Committee at the meeting by the Head of Standards and Achievement. The Committee is recommended to note the report and be informed to comment on the overall plans set out in the PowerPoint presentation.

3. Background

Secondary Schools in Lewisham

- 3.1 There are 19 schools in Lewisham with provision for Key Stages 3 and 4. They are set out in the table overleaf. The 5 schools that are Special Schools and the Pupil Referral Unit have been judged by Ofsted to be good and better and this has been the case for a number of years.
- 3.2 There were 13 mainstream local secondary schools with 2014 GCSE cohorts. Results for 2014 are not comparable to previous years for reasons set out in 3.2.6. Notwithstanding changes to methodology the 2014 results shown in this report are the DFE published final results for schools, Lewisham, London and England. The DFE produce two national averages:

state funded and all schools for most indicators. We have used all schools where possible as the national.

Table 1

Name of School	Status	Latest Inspection Outcome	Age Range
Abbey Manor College	Special, Community, PRU Provision	Good	11-19
Addey & Stanhope	Voluntary Aided	Good	11-16
Bonus Pastor Catholic College	Voluntary Aided, Catholic	Good	11-16
Brent Knoll	Special, Trust	Good	4-16
Conisborough College	Community, Partnership	Good	11-16
Deptford Green School	Community, Partnership	RI	11-18
Drumbeat	Special, Community	Good	5-19
Forest Hill School	Community	Good	11-19
Greenvale	Special, Community	Outstanding	11-19
Haberdashers' Aske's Hatcham College	Academy, Federated	Outstanding	3-18
Haberdashers' Aske's Knights Academy	Academy, Federated	Inadequate	3-18
New Woodlands	Special, Community, Key Stage 3 Only	Good	5-14
Prendergast Ladywell School	Foundation, Federated	RI	11-16
Prendergast School	Voluntary Aided, Federated	Outstanding	11-18
Prendergast Vale School	Foundation, first GCSE cohort 2015, Federated	Good	3-16
Sedgehill School	Community	RI	11-18
St Matthew Academy	Academy, Catholic	Good	3-16
Sydenham School	Community	Good	11-18
Trinity Church of England School	Voluntary Aided, Anglican	RI	4-16

3.3 Measuring Attainment using 5+A*-C, including English and maths

3.3.1 The table below sets out the percentage of students achieving at least five good GCSEs (at grades A*-C) including for English and Maths across schools in Lewisham in relation to outcomes nationally, across London, Inner London and statistical neighbours.

3.3.2 This is the current key attainment measure used for Key Stage 4 as the expected national level of achievement. There are changes to this key measure being introduced over the next few years and this paper will outline those changes. The measure for a good (currently A*-C) GCSE pass for English and maths combined will remain.

Table 2

School name	Pupils at the end of Key Stage 4	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs								
		2008	2009	2010	2011	2012	2013	2014	Yr on Yr Change	2008-2014 Change
Mainstream Secondary Schools										
Addey and Stanhope School	119	59.0%	55.0%	59.0%	68.0%	62.0%	70.0%	62.0%	-8.0%	3.0%
Bonus Pastor Catholic College	150	51.0%	54.0%	58.0%	67.0%	64.0%	63.0%	67.0%	4.0%	16.0%
Conisborough College	130	32.0%	35.0%	39.0%	50.0%	60.0%	45.0%	41.0%	-4.0%	9.0%
Deptford Green School	151	50.0%	41.0%	54.0%	48.0%	47.0%	52.0%	40.0%	-12.0%	-10.0%
Forest Hill School	232	52.0%	50.0%	52.0%	57.0%	66.0%	66.0%	58.0%	-8.0%	6.0%
Haberdashers' Aske's Hatcham College	196	94.0%	90.0%	68.0%	78.0%	74.0%	70.0%	64.0%	-6.0%	-30.0%
Haberdashers' Aske's Knights Academy	199	19.0%	35.0%	38.0%	57.0%	40.0%	56.0%	53.0%	-3.0%	34.0%
Prendergast Ladywell School	190	31.0%	29.0%	29.0%	41.0%	38.0%	37.0%	38.0%	1.0%	7.0%
Prendergast School	105	65.0%	66.0%	70.0%	70.0%	68.0%	74.0%	77.0%	3.0%	12.0%
St Matthew Academy	143	23.0%	23.0%	43.0%	59.0%	44.0%	59.0%	50.0%	-11.0%	25.0%
Sedgehill School	235	40.0%	36.0%	36.0%	45.0%	51.0%	53.0%	44.0%	-9.0%	4.0%
Sydenham School	225	45.0%	50.0%	47.0%	64.0%	66.0%	67.0%	56.0%	-11.0%	11.0%
Trinity Church of England School	96	28.0%	44.0%	53.0%	64.0%	69.0%	62.0%	33.0%	-29.0%	5.0%
Secondary Special Schools										
Brent Knoll School	18	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	6.0%	6.0%
Drumbeat School and ASD Service	10	-	-	-	NA	NA	0.0%	NE	-	-
Greenvale School	18	NA	SUPP	SUPP	NA	NA	0.0%	NE	-	-
Lewisham average	2213	45.9%	47.0%	48.0%	56.1%	56.0%	58.1%	51.3%	-6.8%	5.4%
London average	75580	50.7%	54.0%	58.0%	61.9%	62.4%	65.1%	61.5%	-3.6%	10.8%
All England average	618585	47.6%	49.8%	53.5%	59.0%	59.4%	59.2%	53.4%	-5.8%	5.8%

The LA has been made aware one school is formally contesting the 2014 DFE published average; If successful the result for Deptford Green will increase from the 40% shown in the table.

NB: Results for 2014 are not comparable to previous years for reasons set in the report. This is indicated by the dashed line between 2013 and 2014 outcomes.

Source: <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=209&superview=sec>

Table 3

	Pupils at the end of Key Stage 4	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs							
		2008	2009	2010	2011	2012	2013	2014	2008-2014 Change
Lewisham	2213	45.9%	47.0%	48.0%	56.1%	56.0%	58.0%		5.4%
Statistical Neighbours	24475	44.9%	49.1%	53.3%	57.4%	58.6%	63.2%	59.0%	14.1%
Inner London	24055	45.5%	49.6%	54.2%	59.6%	60.8%	63.1%	59.5%	14.0%
London	75580	50.7%	54.0%	58.0%	61.9%	62.4%	65.1%	61.5%	10.8%
All England (national)	618585	47.6%	49.8%	53.5%	59.0%	59.4%	59.2%	53.4%	5.8%

Statistical neighbours: Waltham Forest, Croydon, Lambeth, Hackney, Haringey, Greenwich, Enfield, Islington, Brent, and Southwark

Table 4

Gaps over time	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs							
	2008	2009	2010	2011	2012	2013	2014	
To Statistical Neighbours Average	1.0%	-2.1%	-5.3%	-1.3%	-2.6%	-5.2%	-7.7%	
To Inner London	0.4%	-2.6%	-6.2%	-3.5%	-4.8%	-5.1%	-8.2%	
To London	-4.8%	-7.0%	-10.0%	-5.8%	-6.4%	-7.1%	-10.2%	
To All England (national)	-1.7%	-2.8%	-5.5%	-2.9%	-3.4%	-1.2%	-2.1%	
Ranks over time	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs							
	2008	2009	2010	2011	2012	2013	2014	
Statistical Neighbours Rank	5	6	10	8	8	10	11	
Inner London Rank	6	9	12	12	12	13	13	
London Rank	22	25	31	29	29	31	32	
All England Rank (national)	87	107	136	106	113	111	128	

3.2.3 In 2008 the gap with national stood at 2%, with 6 schools above national average. In 2014, the gap with national is again 2% with 6 local schools above the all schools national average.

3.3.4 However, the improvements that were taking place across London from 2008 to 2014 were significant. So, compared to Inner London outcomes, Lewisham schools have moved from just above the Inner London average in 2008 to 8% below in 2014. Only 4 of Lewisham’s secondary schools were above the Inner London average of 59.5% in 2014. The national increase from 2008 to 2014 was 6%, Inner London 14% and Lewisham 5%. In terms of improvement over time Lewisham secondary schools were keeping pace with national averages but falling behind Inner London averages.

3.3.5 In terms of individual trajectories of improvement between 2008 and 2014, 11 of 13 mainstream schools improved their outcomes and 8 schools improved at a faster rate than national. However, only 3 improved at a faster rate than Inner London. In 2014, only 3 schools were statistically above the national average of 56.6%, Bonus Pastor, Haberdashers' Aske's Hatcham College and Prendergast School. Trinity School and Prendergast Ladywell School were below the government's minimum threshold of 40%. A single school, Trinity, was below the government floor standard for outcomes and progress between Key Stages 2 and 4.

2014 results – the impact of reforms to examinations and changes to reporting of performance measures

3.3.6 In 2014, two major reforms were introduced that have had an impact on the 2013/14 GCSE and equivalent results. These need to be taken into consideration when looking at the latest results alongside previous years. The DfE's notes that accompanied the Statistical First Release (SFR) analysing national data on 29th January 2015 explain the two reforms thus:

A – Reform of vocational qualifications

The recommendations adopted from Professor Alison Wolf's Review of Vocational Education take effect for the first time in the calculation of the data underpinning the SFR:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted a four GCSEs it will now be reduced to the equivalent of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

B – Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effective immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

3.3.7 The reforms outlined above have had a significant impact on the 2013/14 GCSE and equivalent results data nationally. While some schools continued with their early entry policy, others adjusted their strategy so that their pupils' first entry, taken in the summer, was their only entry. In addition, a significant change was introduced to GCSE English Language in October 2013 which also had an impact, when it was announced that the speaking and listening element of the examination (worth 20% of the marks) would no longer be counted towards pupils' final marks in the 2014 summer examination. However, if pupils were entered early in the autumn of 2013, speaking and listening was still included in the overall results. Some schools decided to proceed with early entries so that the speaking and listening element was included, while others opted not to and entered pupils for the examination in the summer only, when the speaking and listening grades were excluded.

3.3.8 Following these reforms, two sets of national data are published in this year's SFR. For ease of reference, within the national SFR, the 2014 results are referred to as the 'new 2014 methodology' results.

Performance measures using the 'new 2014 methodology'

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

Performance measures using the '2013 methodology'

The proxy '2013 methodology' will be used to create a version of the performance measures (using the 2013/14 data), where the effects of both the Wolf review and early entry rules have been removed. This rule set will assist the department and commentators in analysing what would have happened in the absence of policy changes.

The application of the new methodology to the 2014 national data results in a reduction of 3.7% (from 60.3% using the proxy 2013 and 56.6% using the current methodology, state-funded averages). School level outcomes using both methodologies are scheduled for DFE publication early in March.

3.3.9 The key measure in the future will be **Progress 8 and Attainment 8**. These are explained fully in the document in Appendix 1.

3.3.10 From 2016, the headline measures which will appear in the performance tables will be:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and mathematics (currently a C grade)
- Percentage of pupils achieving the English Baccalaureate

- 3.3.11 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- 3.3.12 The new performance measures are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.
- 3.3.13 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
- 3.3.14 Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. The details of how qualifications are included in the measure are set out on pages 9-12 of the document in Appendix 1.
- 3.3.15 A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. More information about the results used to calculate prior attainment is included in Appendix 1 on pages 16-17.
- 3.3.16 A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

3.4 Underachieving and Low Attaining Groups

3.4.1 A key focus across all schools is the gaps for underachieving groups. The table below sets out the outcomes for disadvantaged pupils. These pupils are eligible for the Pupil Premium.

Table 5

Region/ Local Authority	5 or more A*-C inc. English and Maths -- Non - Disadvantaged Pupils					
	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2011
Lewisham	65.7	64.4	70.2	61.4	-8.8	-4.3
Statistical Neighbours	65.7	67.0	71.7	67.2	-4.5	1.5
Inner London	68.3	69.5	72.7	69.0	-3.7	0.7
London	69.9	70.0	73.1	69.6	-3.5	-0.3
England	65.3	66.0	68.1	64.2	-3.9	-1.1
Region/ Local Authority	5 or more A*-C inc. English and Maths -- Disadvantaged Pupils					
	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2011
Lewisham	42.3	45.3	44.5	39.8	-4.7	-2.5
Statistical Neighbours	47.2	48.9	54.4	50.1	-4.3	2.9
Inner London	52.5	54.0	56.0	52.0	-4.0	-0.5
London	48.2	50.1	53.1	48.7	-4.4	0.5
England	36.3	38.6	41.1	36.7	-4.4	0.4

3.4.2 Main measure outcomes for disadvantaged pupils increased in 2012 but have been declining since, although they remain some way above the national average for pupils similarly deprived. Year on year outcomes for non-disadvantaged pupils fell by almost twice as much as the disadvantaged pupils group where performance decreased in line with London and national.

3.4.3 All schools drill down further in their analyses of potential underachieving groups, as does Ofsted. In Lewisham, the groups that have been a focus for recent intervention have been Black Caribbean and White British pupils eligible for Pupil Premium.

Table 6

Region/ Local Authority	KS4 attainment 5A*-C inc E&M for Black pupils					
	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2011
Lewisham	56.2	52.8	55.5	47.5	-8.0	-8.7
Statistical Neighbours	54.7	55.0	59.7	55.2	-4.5	0.4
Inner London	56.8	57.0	60.2	54.4	-5.8	-2.4
London	56.9	56.8	60.0	55.5	-4.5	-1.4
England	55.0	55.3	58.7	53.7	-5.0	-1.3
Region/ Local Authority	KS4 attainment 5A*-C inc E&M for White pupils					
	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2011
Lewisham	53.1	57.1	58.6	54.4	-4.2	1.3
Statistical Neighbours	55.1	56.9	61.9	58.0	-3.9	2.9
Inner London	58.3	59.3	62.2	60.2	-2.0	1.9
London	60.8	61.6	64.1	60.4	-3.7	-0.4
England	58.1	58.7	60.4	56.3	-4.1	-1.8

3.4.4 As the table above illustrates, the outcomes for both pupil groups are a real cause for concern.

3.4.5 The School and College Performance Tables now publish all outcomes by Low Attainers, Middle Attainers, High Attainers. These are broadly defined as those pupils entering secondary school at Level 3, Level 4 and Level 5 equivalents respectively. As can be seen in the table below, outcomes for Lewisham compare favourably with national for Low and Middle Attainers across measures for A*-C in English and maths, English Progress and maths progress, but only above national for High Attainers in English Progress and below across the other 2 measures.

3.4.6 Higher attainers have been another focus of efforts to improve. Higher attainers represented 24% of the local 2014 GCSE cohort. This compares unfavourably with the national rate of higher attainment in the most recent cohort which was 33% in 2014. (Source: LA, internal analysis of interactive LA RAISEOnline exports; National, Prior Attainment pages of school level RAISEOnline Summary Report – compares like with like removing pupils without prior attainment from the matched pupil denominator)

Table 7

A*-C, in En+M	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	55.3	9.7	57.8	92.2
England – all schools	55.5	NA	NA	NA
English – state funded	58.9	6.5	54.5	93.2
English Expected Progress	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	76.0	60.9	76.6	88.4
England – all schools	NA	NA	NA	NA
English – state funded	71.6	48.5	70.2	85.4
Maths Expected Progress	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	62.4	34.8	65.9	77.3
England – all schools	NA	NA	NA	NA
English – state funded	65.4	26.4	65.3	84.7

3.5 Progress By All Pupils from Key Stage 2 to Key Stage 4

3.5.1 English and Maths

3.5.2 In English and Maths, RAISEonline and Ofsted use a definition of “expected progress” which is based upon measuring pupils’ progress in terms of whole levels across a key stage. Sub-levels are not taken into account.

3.5.3 In the secondary phase, a pupil who finishes anywhere in level 4 at the end of Key Stage 2 in English and Maths and who goes on to gain a grade at least a C at GCSE in Key Stage 4 (3 levels of progress), has made the “expected progress”. Pupils are deemed to have made “good” progress when they make four or more levels of progress from their Key Stage 2 starting points. “Expected” progress is interpreted as “satisfactory” progress by Ofsted.

3.6 English

3.6.1 The table overleaf sets out the progress for English across Lewisham Secondary schools.

Table 8

Region/ Local Authority	Percentage of pupils in state-funded schools making expected progress: English							
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2009
Lewisham	67.9	67.0	73.2	69.6	72.0	76.0	4.0	8.1
Statistical Neighbours	68.1	72.8	74.7	73.0	76.9	78.4	1.5	10.3
Inner London	68.6	72.3	76.2	74.0	76.9	77.4	0.5	8.8
London	70.6	74.6	77.1	73.8	77.0	78.2	1.2	7.6
England	64.7	69.3	71.8	68.0	70.4	71.6	1.2	6.9
Total (state-funded sector)	65.3	69.9	72.0	68.2	70.5	71.8	1.3	6.5

3.6.2 In 2014, pupils' performance in English in Lewisham secondary schools improved from 2013 and was well ahead of national averages. As in the previous year, pupils made positive progress from their different starting points, as the table above shows. Overall, 76% of pupils made the progress expected by the DFE from the end of Key Stage 2 to the end of Key Stage 4, the highest ever, compared with 72% of pupils nationally. In 2013, 72% made Expected Progress compared with 71% nationally.

3.6.3 Lewisham has remained below Inner London for Expected Progress in English since this measure was first published in 2009. However, in 2014 the gap has closed to 1% narrowing the previous year's gap of 5%.

3.7 Maths

3.7.1 The table below set out the progress for maths across Lewisham Secondary schools.

Table 9

Region/ Local Authority	Percentage of pupils in state-funded schools making expected progress: Mathematics							
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	Yr. on Yr. Change	Change from 2009
Lewisham	59.9	58.1	68.4	68.4	70.5	62.4	-8.1	2.5
Statistical Neighbours	64.2	67.4	70.7	73.7	77.6	71.0	-6.7	6.7
Inner London	63.6	67.7	72.5	75.2	77.0	71.4	-5.6	7.8
London	66.0	69.2	72.5	75.3	77.4	72.0	-5.4	6.0
England	57.9	62.0	64.8	68.7	70.7	65.5	-5.2	7.6
Total (state-funded sector)	58.4	62.5	64.9	68.7	70.8	65.6	-5.2	7.2

3.7.2 Maths results across the past two years have not been as strong as English. In 2013 and 2014, overall figures were below the national average for pupils making expected progress. The gap between Lewisham pupils' progress

and that of other pupils nationally widened in 2014. Overall, 62% of pupils made Expected Progress compared with 66% of pupils nationally. In 2013, 71% made Expected Progress which was in line with national

3.7.3 Lewisham has remained below Inner London for Expected Progress in maths since this measure was first published in 2009. In 2014 the gap has widened to 9%.

3.8 Floor Standards

3.8.1 One school is below the DFE Floor Standard of 40% of pupils achieving 5 or more A*-C including English and maths and progress in English and progress in maths meeting the national medians of 74% and 67% respectively. For more on this school, and efforts to improve outcomes, please go to paragraph 3.10.7.

3.9 Baseline of intake

3.9.1 The Local Authority has been collating the attainment of pupils on entry using the benchmark of Level 4+ in English and maths combined at Key Stage 2 across all secondary schools. At school level, this must be used with caution as it is matched data and so is not representative of the whole cohort (see 3.9.8). At borough level, it can be used with more statistical confidence. It has been a good indicator of attainment trends across the whole cohort.

Table 10

Rolling Year Group		Year 7 beg 2014 Year 11 end 2019			Year 7 beg 2013 Year 11 end 2018			Year 7 beg 2012 Year 11 end 2017		Year 7 beg 2011 Year 11 end 2016		Year 7 beg 2010 Year 11 end 2015		Year 7 beg 2009 Year 11 end 2014		Year 7 beg 2008 Year 11 end 2013		Year 7 beg 2007 Year 11 end 2012		Year 7 beg 2006 Year 11 end 2011	
		Reading, Writing and Maths			Reading, Writing and Maths			English & Maths													
		L4+	L4B+	L5+	L4+	L4B+	L5+	L4+	L5+												
209	Lewisham Secondary Schools	83%	71%	28%	81%	68%	22%	85%	27%	74%	18%	74%	18%	67%	13%	67%	12%	63%	14%	65%	17%
299	Lewisham Primary Schools	84%	71%	29%	83%		27%	85%	27%	75%	22%	75%	23%	69%	17%	71%	16%	66%	18%	66%	
799	Inner London	80%		25%	78%		23%	82%	28%	76%	21%	75%		71%		70%		67%		66%	
899	London	80%		26%	77%		23%	81%	29%	77%	23%	76%		73%		73%		71%		69%	
999	National	79%	67%	24%	76%		21%	80%	27%	74%	21%	73%	23%	72%	20%	73%	20%	71%	22%	70%	

- 3.9.2 Until 2008, outcomes for primary pupils in Lewisham were below national averages and Inner London averages. They moved above in 2008 but dropped below again in 2009. Outcomes remained broadly in line for 2 years and then moved significantly above both national and Inner London in 2013.
- 3.9.3 For those who transferred to Lewisham secondary schools, up until 2010, there has always been a gap between attainment on entry (Level 4+ English & maths combined) and national Key Stage 2 averages. In 2010 the gap closed, but stood at 6% and 5% respectively in 2008 and 2009.
- 3.9.4 This means that 2015 will be the first Year 11 cohort that entered secondary schools in line with national and that the cohort with the significant step change in primary outcomes will be in Year 11 in 2017.
- 3.9.5 The trend of Lewisham's Y6 residents transferring from Lewisham primary schools to Lewisham secondary schools has been fairly constant over the past 5 years, ranging from 74.9% (2010) to 77.7% (2012) and was at 76% in 2014.
- 3.9.6 3 secondary schools continue to have vacancies in Y7 in Lewisham. This means that they continue to have vacancies in all year groups, making them vulnerable to mid-phase admissions and late admissions in Key Stage 4. This can affect final outcomes adversely in a number of ways not least because pupils experiencing a turbulent schooling do not perform well at 16. Y11 mobility for 2013 was the highest in Lewisham across all London boroughs.
- 3.9.7 By 2017, the increase in the primary school population will reach secondary schools. This should support schools to reduce any vacancies, but may bring another range of pressures.
- 3.9.8 In last year's Key Stage 4 cohort over two hundred pupils, 10% of the cohort, had no record of assessment at Key Stage 2 from which to meaningfully monitor progress. The majority of these pupils have not benefitted from a primary education in England and entered the school system between Years 7 and 9. Unlike recent arrivals from abroad these pupils are ineligible for discounting from performance measures and DFE analysis. Though generally discounted from progress calculations the achievements of this pupil group are fully included in the 5 or more A*-C including English and maths threshold calculation. The DFE publish average outcomes for pupils in similar circumstances. On average nationally in 2014 49% of pupils without Key Stage 2 achieved an A*-C grade in English, 58% achieved A*-C grade in Maths. In comparison 52% of local pupils without Key Stage 2 A*-C in English but only 46% in Maths. Table 11 shows only 38% of local pupils without Key Stage 2 achieved 5 or more A*-C passes including C+ passes in English and maths.

Table 11

2014 GCSE Cohort (Total: 2213)	No.	% Achieving 5 or more A*-C Including English and Maths
Pupils without Key Stage 2	221	38%
Of whom are not first language speakers of English	136	36%
and arrived into Lewisham schools in Years 10 or 11	22	32%
Of whom are English speakers	85	40%
and arrived into Lewisham schools in Years 10 or 11	26	42%

Source: OfSTED LA Populated RAISEOnline interactive

3.9.9 There is growing concern amongst schools of the number of mid-phase admissions arriving from schools in neighbouring authorities. Outcomes for Lewisham in 2013 identified mobility as being the highest across London at 4.9%. This year mobility measured as mid-phase is the slightly lower, 4.7% but remains the highest in London.

3.10 Inspection Outcomes

Overall effectiveness of mainstream Secondary Schools over time (Ofsted Outcomes)

3.10.12 schools (Haberdashers' Aske's Hatcham College and Prendergast School) have been judged by Ofsted as Outstanding more than once since 2008. 5 schools (Addey & Stanhope, Bonus Pastor, Conisborough, Forest Hill and Sydenham) have been consistently judged by Ofsted as Good since 2008. 2 schools (St. Matthew Academy and Prendergast Vale School) were judged to be Good by Ofsted at their last inspection. There are 4 schools (Deptford Green, Prendergast Ladywell, Sedgehill and Trinity) judged to be Requiring Improvement by Ofsted and 1 school (Haberdashers' Knights Academy) which is judged by Ofsted as having Serious Weaknesses, which is an inadequate judgement, but where the leaders have been assessed as having the capacity to secure improvement.

Table 12

	2008	2009	2010	2011	2012	2013	2014	
Addey and Stanhope	Good				Good			
Bonus Pastor	Good					Good		
Conisborough	Good				Good			
Deptford Green	Good	Satisfactory			Inadequate	Requires Improvement		
Forest Hill	Good		Good		Good			
Haberdashers' Aske's Hatcham	Outstanding			Outstanding			Outstanding	
Haberdashers' Aske's Knights	Good		Good		Satisfactory	Inadequate		
Prendergast	Outstanding					Outstanding		
Prendergast Ladywell	Satisfactory		Satisfactory		Requires Improvement		Requires Improvement	
Prendergast Vale					Requires Improvement		Good	
Sedgehill	Good		Inadequate	Satisfactory		Requires Improvement		
St Matthew			Satisfactory			Good		
Sydenham	Outstanding		Good			Good		
Trinity	Satisfactory		Good				Requires Improvement	

Date: 2nd March 2015

3.10.2 A new inspection schedule was introduced in September 2012 which made it much more challenging for schools to be awarded good or outstanding judgements. All 13 mainstream secondary schools open during this period were re-inspected by the end of 2014 using the new Ofsted schedule, in which the 'satisfactory' judgement had been replaced with 'requiring improvement'.

3.10.3 The table below shows the effectiveness of secondary schools in Lewisham compared with those in London at the end of 2013 and 2014.

Table 13

Overall effectiveness of secondary schools as at 31 August 2014					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	82	34	48	16	2
Lewisham	69	15	54	23	8
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	84	37	47	14	2
Lewisham	67	19	48	22	11

Source: <http://dataview.ofsted.gov.uk/>; percentages rounded may not equal 100%

Overall effectiveness of secondary schools as at 31 August 2013					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	86	36	50	12	3
Lewisham	77	15	62	15	8
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
London	87	39	48	10	2
Lewisham	77	19	58	16	7

Source: <http://dataview.ofsted.gov.uk/>; percentages rounded may not equal 100%

3.10.4 The latest position for Lewisham’s schools and pupils is shown overleaf.

Table 14

Overall effectiveness of secondary schools as at March 2015					
% of schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
Lewisham	64	14	50	29	7
% pupils attending schools	Good or Better	Outstanding	Good	Requires Improvement	Inadequate
Lewisham	65	18	47	26	10

Source: Internal records of recent inspections; percentages rounded may not equal 100%

3.10.5 It is important that those schools judged to be Requiring Improvement or Inadequate improve rapidly so that all Lewisham secondary school pupils attend a good and better school.

- 3.10.6 Deptford Green is continuing its journey of improvement since being rated inadequate in 2013. Although it is currently judged to require improvement, it now assesses itself as a good school and is awaiting inspection to confirm this. Haberdasher's Knights Academy also had a positive monitoring visit in December 2014 and is making progress to come out of category this year.
- 3.10.7 Of the three other schools currently rated less than good, two have taken decisive action in order to move forward quickly and are progressing well. Both Prendergast Ladywell School and Trinity School, judged to require improvement in the autumn term, received positive monitoring visits from HMI in December. At Ladywell HMI stated that 'The significant improvements in the school's 2014 Key Stage 4 results is promising. Similarly, 2015 GCSE and BTEC predictions are very healthy, underpinned as they are by accurate and ambitious targets'. She also noted that 'the Leathersellers' Federation of Schools is providing significant support to the school's work in many areas. This is making a real difference to the pace of improvement'. At Trinity, she noted, 'This is a school which is taking determined action to improve. Leaders have responded positively to the outcomes of the last inspection, to ensure early improvement in all identified areas.' Both Ladywell and Trinity should be rated at least good at the next full inspection.
- 3.10.8 Sedgehill is due to be inspected any time between 18 months and 24 months from the previous inspection, because they are Requiring Improvement. This would mean from May 2015, but may be brought forward as a No Notice Inspection as results fell this year and they are currently subject to Local Authority Intervention to increase the pace of improvement.

4. Legal Implications

- 4.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential by persons under the age of 20 and in relation to persons aged 20 or over for whom an Education Care and Health Plan is maintained.

5. Financial Implications

- 5.1 There are no financial implications arising from the agreement of the recommendations to this report.

6. Crime and Disorder Implications

- 6.1 There are no crime and disorder implications arising from this report.

7. Environmental Implication

7.1 There are no environmental implications arising from this report.

Background Documents

Appendices

1. Progress 8 Measure in 2016 and 2017
2. Department for Education School and College Performance Tables 2014

Sources

School Performance Outcomes: http://www.education.gov.uk/schools/performance/download_data.html

2014 & 2013 OfSTED: <http://dataview.ofsted.gov.uk>

Neighbour averages: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/402412/LAIT.xlsm

Statistical neighbours: Waltham Forest, Croydon, Lambeth, Hackney, Haringey, Greenwich, Enfield, Islington, Brent, and Southwark

Outcomes for pupils without prior attainment: OFSTED LA RAISEOnline

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Department
for Education

Progress 8 measure in 2016 and 2017

**Guide for maintained secondary schools,
academies and free schools**

February 2015

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Summary

In October 2013, we announced that a new secondary school accountability system will be implemented from 2016. It will include two new headline measures, Attainment 8 and Progress 8. This document explains how these measures will be calculated in 2016 (and in 2015 for schools that choose to adopt the new measures a year early). It also includes changes that will apply from 2017.

Schools can choose to opt in to the new performance measures a year early in 2015. Further information about opting in and the mechanism for doing so are in the [Progress 8 early Opt-in Terms and conditions for schools](#).

A summary of Attainment 8 and Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. The details of how qualifications are included in the measure are set out on pages 9-12 of this document.

The Attainment 8 and Progress calculations are described on pages 13-19.

A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. More information about the results used to calculate prior attainment is included on pages 16-17.

A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

We have provided schools with Attainment 8 and Progress 8 data based on 2014 results to help them plan for the implementation of Progress 8 and to decide whether to opt in early for 2015 results. We are not publishing this information as it reflects curriculum decisions that schools made before Progress 8 was announced and we do not want schools to be judged on a measure which they were not aware of when pupils started their courses.

Expiry or review date

This guide will next be reviewed before March 2016 in relation to Progress 8 for 2018. It combines and updates the previously published documents on Progress 8:

- Progress 8 school performance measure: Information for school leaders and governing bodies of maintained schools, academies and free schools
- Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools

Who is this guide for?

This guide is for:

- School leaders, school staff and governing bodies in all maintained schools, including special schools, academies and free schools
- Local authorities

Secondary school performance measures

From 2016, the headline indicator of school performance will be Progress 8.

What will be published in the performance tables and RAISEonline from 2016

The headline measures which will appear in the performance tables will be:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and mathematics (currently a C grade)
- Percentage of pupils achieving the English Baccalaureate

We plan to introduce a fifth headline measure to show the percentage of pupils who went on to sustained education, employment or training during the year after they finished their Key Stage 4 qualifications. We currently publish education destination information in the performance tables and all destination information as experimental statistics. We will implement this headline measure once we are sure the statistics are robust.

Further details about what will be published in the performance tables are detailed in the Statement of Intent published each year on the [DfE performance tables website](#).

For schools opting in a year early in 2015 the new headline measures will be published in the performance tables and in RAISEonline alongside current performance measures information.

The 'expected progress' measure

The current 'expected progress' measure will no longer appear in performance tables from 2016. The system of levels that underpins this measure has been removed, and so this measure is being phased out.

Floor standard

The floor standard for a school is the minimum standard for pupil achievement and/or progress that the Government expects schools to meet.

In 2016 (or 2015 for those schools that choose to opt in a year early), a school will be below the floor standard if their Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero. If a school's performance falls below this floor

standard, then the school may come under scrutiny through inspection. Confidence intervals are explained in more detail on page 18-19 and in **Annex D**.

Schools in which pupils make one grade more progress than the national average will be exempt from routine inspections by Ofsted in the next academic year.

Calculating Attainment 8 and Progress 8

Qualifications included in the measures

Progress 8 is based on a calculation of pupils' performance across 8 subjects, called Attainment 8. These subjects are:

1. A double weighted **mathematics** element that will contain the point score of the pupil's English Baccalaureate (EBacc) mathematics qualification;
2. An English element based on the highest point score in a pupil's EBacc **English language** or **English literature** qualification. This will be double weighted provided a pupil has taken both qualifications. In 2016 an English (combined) qualification can be included and double weighted.
3. An element which can include the three highest point scores from any of the **EBacc** qualifications in science subjects, computer science, history, geography, and languages. For more information see the [list of qualifications that count in the EBacc](#). The qualifications can count in any combination and there is no requirement to take qualifications in each of the 'pillars' of the EBacc.
4. The remaining element contains the three highest point scores in any three **other** subjects, including English language or literature (if not counted in the English slot), further GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. For more information see the list of qualifications that will be included in the [2016 key stage 4 performance tables](#) and in the [2017 key stage 4 performance tables](#).

If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty.

Mathematics qualifications

This element of Progress 8 is double weighted. Only mathematics qualifications which also count towards the EBacc can count in the mathematics slot. From 2017 only the new reformed GCSEs in mathematics or AS levels in mathematics or further mathematics will count towards the EBacc and in the mathematics slot of Progress 8.

If a pupil takes the mathematics linked pair GCSEs (Methods in Mathematics and Applications of Mathematics) the two results will be added together for the mathematics slot in Progress 8. These qualifications will count in the performance tables for the last time in 2016.

Where a pupil has taken more than one EBacc mathematics qualification (except for the mathematics linked pair GCSEs), qualifications which are not used in the mathematics slot will not count elsewhere in Progress 8¹.

Approved mathematical type qualifications that do not count towards the EBacc, e.g. GCSE statistics, will be counted in an 'open' slot of Progress 8 regardless of whether or not a pupil has also taken an EBacc mathematics qualification.

Level 3 Free Standing Mathematics Qualifications will only count in an 'open' slot, and will only count if a pupil has not taken an EBacc mathematics qualification.

English qualifications

If a student sits both English language and English literature, the higher grade is double-weighted. The lower grade can still count in the 'open group' of subjects (not in the EBacc slots). The combined English language and literature qualification will be available for the last time in 2016 and will be double-weighted in the Progress 8 measure.

If only GCSE English literature or English language is taken then this qualification will count in the English slot, but will not be double-weighted.

From 2017 only the new reformed GCSEs in English language and English literature, AS English language, AS English literature and AS English language and literature will count towards the EBacc and in the English slot of Progress 8.

Qualifications in the English Baccalaureate (EBacc) subjects

Only qualifications that count towards the EBacc measure can be included in the Progress 8 slots reserved for EBacc qualifications.

There are no stipulations about the types of EBacc subjects which can count in the three EBacc slots. Any combination of EBacc subjects can be used to fill these slots, including for example:

- biology, chemistry, French; or
- Spanish, French, German; or
- history, geography, Spanish.

¹ First entry and discounting rules as set out on page 12 still apply

English literature and English language cannot be included in the EBacc group of subjects. The best of these qualifications will count in the 'English' slot, and the other can count in the 'open group' of subjects.

Science qualifications

All students have to study some science up to the age of 16. The key stage 4 science curriculum is compulsory in maintained schools, and academies are required to provide a broad and balanced curriculum, including English, mathematics and science, up to the age of 16.

In 2016 and 2017, core and additional science GCSE will take up one slot each in the Progress 8 measure. Core science GCSE alone will take up one slot. Separate GCSEs in biology, chemistry, physics and computer science each take up one slot. The 'double science' level 1/level 2 certificates that are offered by some awarding organisations will take up two slots, provided they are recognised for inclusion in performance tables. All these qualifications can count in the EBacc slots in the measure.

Changes to science GCSEs

New science GCSEs will be available for teaching from September 2016, with the first examinations in summer 2018. There will be single science GCSEs (biology, chemistry, physics and computer science) and a combined science (double award) GCSE. There will be no awarding of a combined science (single award) GCSE from 2018 onwards.

Qualifications in the 'open' slots

Up to three GCSE qualifications (including EBacc subjects not used to fill the EBacc slots) and/or non-GCSE qualifications from the approved list for the year in question can count towards the 'open group' of subjects in the Progress 8 measure.

From 2017, approved non-GCSE qualifications are those that develop technical and practical skills not usually acquired through general education and are categorised as Technical Awards.

Level 3 qualifications

AS levels will count in the appropriate slot of the Progress 8 measure for their subject (for example, mathematics AS-levels will count in the mathematics slot, a French AS-level in the 'EBacc group', and an Art AS-level in the 'open group'). If a GCSE in the same subject has been taken the AS-level will always count in Progress 8 and the GCSE will not count, even if the AS has a lower point score than the GCSE. AS-levels at grades A and B will score higher points in Progress 8 than an A* at GCSE.

Level 3 qualifications not included in the EBacc list can only count in an 'open' slot. This includes Free Standing Mathematics qualifications and Asset Languages Ladder qualifications.

Asset Language Ladder qualifications will only count in an 'open' slot if the pupil has not taken a GCSE in the same language.

One graded music qualification can count in the 'open' slots of Progress 8, and can count alongside GCSE music.

Point scores

The point score scale for performance table measures in 2016 will change from the current 16-58 scale to a 1-8 point scale, where 1 is equivalent to a Grade G GCSE and an increase in one point represents an increase of one GCSE grade up to 8, which is equivalent to an A* GCSE. Different grades in non-GCSE qualifications will also be given a score on this scale.

In 2017, new GCSE qualifications in English and mathematics will be included in the Progress 8 measure. These qualifications will have a new grading scale that uses the numbers 1 to 9 to identify levels of performance (as will other reformed GCSEs once they are introduced over the following two years). Points will be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures.

During this transition period where a combination of new and old style GCSEs can count towards performance measures, point scores from old style GCSEs will be mapped onto the 1-9 scale (see **Annex A**) and the Progress 8 measure calculated on this basis.

The point scores for different types of qualifications in 2016 and 2017 can be found in **Annex A**.

Discounting, pathway and first entry rules

Discounting ensures that, where a pupil has taken two or more qualifications with a significant overlap in content, the performance tables only give credit once for teaching a single course of study.

[Rules for first entry in a particular subject](#) will still apply under Progress 8, as will rules for pathways in English, mathematics and science qualifications. Guidance on discounting and pathway rules can be found in the [RAISEonline document library](#).

Calculating Attainment 8

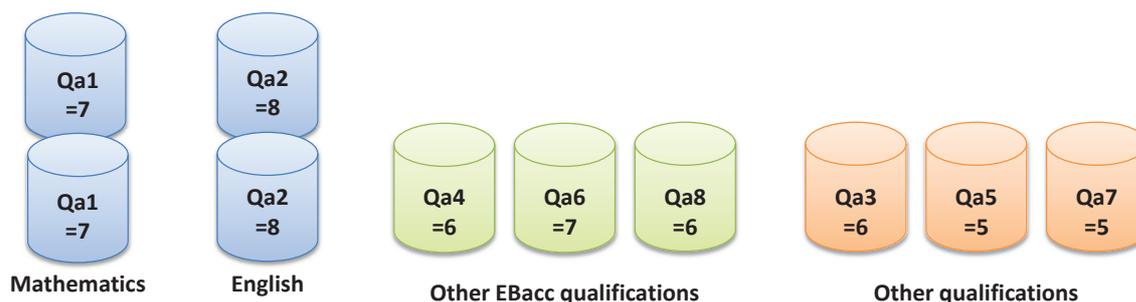
Worked Example A

Table 1 sets out how the Attainment 8 score would be calculated for a particular pupil, Gillian.

Table 1: Key stage 4 results for Gillian

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	✗	6
Qa4	GCSE additional science	B	6	✓	EBacc	✗	6
Qa5	GCSE art	C	5	✓	Other	✗	5
Qa6	GCSE core science	A	7	✓	EBacc	✗	7
Qa7	GCSE French	C	5	✓	Other	✗	5
Qa8	GCSE Spanish	B	6	✓	EBacc	✗	6
Qa9	GCSE religious studies	D	4	✗			

Referring to the IDs of qualifications above, the following illustrates the calculation of the Attainment 8 score for Gillian:



$$\begin{aligned}
 \text{Attainment 8 score} &= (\text{Qa1} + \text{Qa1}) + (\text{Qa2} + \text{Qa2 as taken English literature}) \\
 &\quad + \text{Qa4} + \text{Qa6} + \text{Qa8} + \text{Qa3} + \text{Qa5} + \text{Qa7} \\
 &= (7 + 7) + (8 + 8) + 6 + 7 + 6 + 6 + 5 + 5 \\
 &= 65
 \end{aligned}$$

Dividing the Attainment 8 score by 10 gives a pupil's average grade. In this case it is 6.5, between GCSE grades A and B.

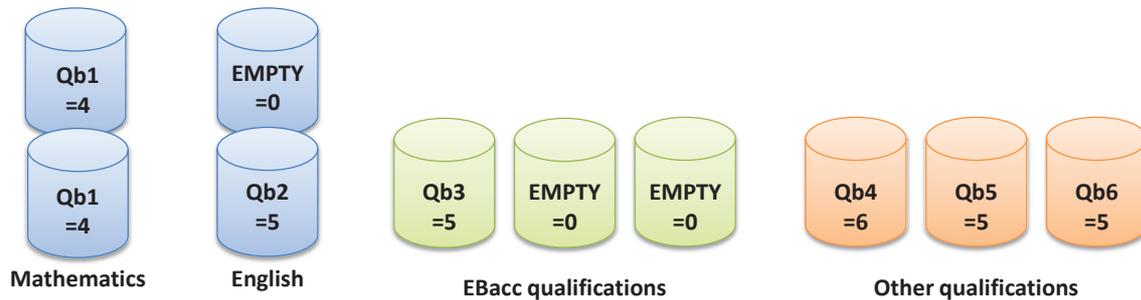
Worked Example B

Table 2 sets out how the Attainment score would be calculated for another pupil, Hardip.

Table 2: Key stage 4 results for Hardip

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qb1	GCSE Mathematics	D	4	✓	Maths	✓	8
Qb2	GCSE English Language	C	5	✓	English	×	5
Qb3	GCSE core science	C	5	✓	EBacc	×	5
Qb4	BTEC First Award in Hospitality	Merit	6	✓	Other	×	6
Qb5	BTEC First Award in Sport	Pass	5	✓	Other	×	5
Qb6	Cambridge National Certificate in Business and Enterprise	Pass	5	✓	Other	×	5
Qb7	NCFE Certificate in Engineering Studies	Pass	5	×			

Referring to the IDs of qualifications above, the following illustrates the calculation of the Attainment 8 score for Hardip:



$$\begin{aligned}
 \text{Attainment 8 score} &= (\text{Qb1} + \text{Qb1}) + (\text{Qb2} + 0) \\
 &\quad + \text{Qb3} + 0 + 0 + \text{Qb4} + \text{Qb5} + \text{Qb6} \\
 &= (4 + 4) + (5 + 0) + 5 + 0 + 0 + 6 + 5 + 5 \\
 &= 34
 \end{aligned}$$

Dividing the Attainment 8 score by 10 gives a pupil's average grade. In this case it is 3.4, between GCSE grades D and E.

Hardip has not taken English literature, so his score for English language is not doubled. Furthermore, he has taken only one EBacc subject, so he scores zero for two of the three EBacc slots. Only three of his four non-GCSE qualifications are counted.

Calculating Progress 8

Calculating a pupil's Progress 8 score

Progress 8 scores will be calculated for pupils for the sole purpose of calculating the school's Progress 8 score.

A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at key stage 2 (KS2). 2014 attainment estimates are shown in **Annex B**.

For 2016, a pupil's prior attainment is defined as the average of their KS2 English and mathematics results, in fine graded levels. The input for the prior attainment calculation for 2015 to 2018 is shown in **Annex C**.

Example of fine level calculation

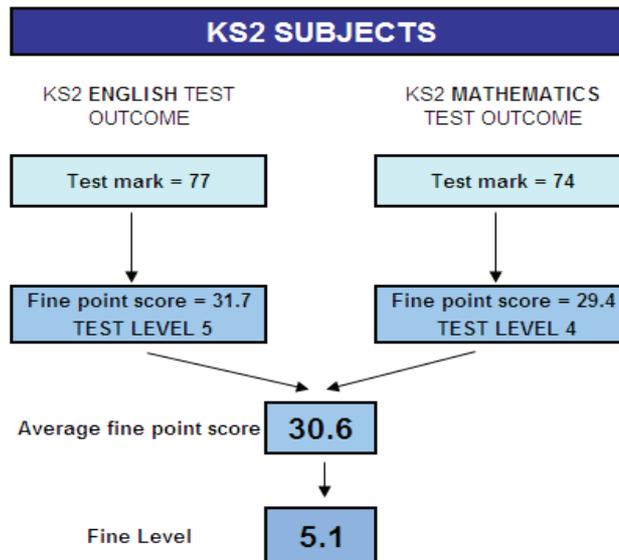
If for example a pupil achieved KS2 English and mathematics test marks of 77 and 74 respectively, this would be converted to a KS2 fine level as depicted by the diagram below.

Test marks are converted to a fine point score by the following formula:

$$\text{Basic level} + \frac{\text{actual test mark} - \text{bottom of level threshold}}{\text{top of level threshold} - \text{bottom of level threshold} + 1}$$

where the level and level thresholds are determined by the mark.

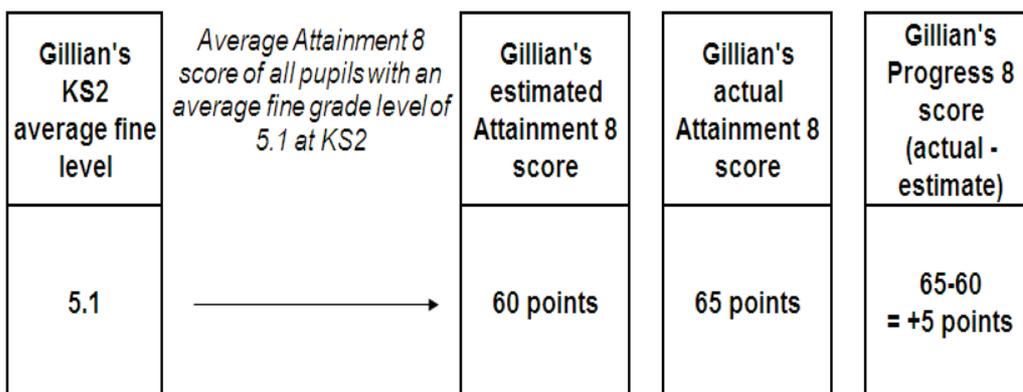
Once the KS2 English and mathematics marks have been converted to fine points an average of the two is taken to provide an overall point score. This is then divided by 6 and rounded to 1 decimal place to obtain the fine level as used in Progress 8 calculations.



Worked Example A - continued

As we saw, Gillian has an Attainment 8 score of 65. Her KS2 fine level scores were 31.7 and 29.4 in mathematics and English, an average of 30.6, which divided by 6 gives 5.1. The national average Attainment 8 score for pupils with Gillian's KS2 results is 60 in that year.

Gillian's Progress 8 score is the difference between her actual Attainment 8 score and the estimated Attainment 8 score, that is, $65 - 60 = +5$.



Dividing her Progress 8 score by 10 gives an average score of + 0.5 grades, which means that Gillian has achieved an average of half a grade better per subject than other pupils with the same prior attainment.

Calculating a school Progress 8 score

The school's Progress 8 score is the mean average of its pupils' Progress 8 scores.

Worked Example A – continued

Let us then say that Gillian is one of 142 pupils in her school's KS4 cohort, who gain a range of Progress 8 scores:

Pupil #	Pupil name	VA score
1	Gillian	+0.5
2	Lindsay	-0.2
...
142	Hardip	+1.1
Sum		+36.5

Interpreting Progress 8 scores

A school's Progress 8 score is calculated as the average of its pupil's Progress 8 scores. For all pupils nationally, the average Progress 8 score will be zero. School scores should be interpreted alongside their associated confidence intervals. If the lower bound of the school's confidence interval is greater than zero, it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils nationally, and vice versa if the upper bound is negative.

See **Annex D** for further details on interpreting school scores and their associated confidence intervals.

Confidence intervals

Progress 8 results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low grades independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around Progress 8 scores are provided as a proxy for the range of

scores within which each school's underlying performance measure can be confidently said to lie. The results of schools with a small cohort tend to have wider confidence intervals; this reflects the fact that the performance of a small number of pupils taking their KS4 exams can have a disproportionate effect on the school's overall results. Both the Progress 8 estimate and the confidence interval for a school should be taken into account when comparing with other schools, pupil groups or national averages.

Information about how confidence intervals will be calculated is described in **Annex D**.

Impact of the number of qualifications taken on a pupil's Progress 8 score

The number of qualifications each pupil should enter remains a professional judgement led by what best meets the needs of an individual.

The Progress 8 score for each pupil will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics both counting for two slots), regardless of how many qualifications the pupil sits.

This approach supports the policy aim to encourage schools to offer a broad and balanced curriculum with an academic core.

It may benefit some less able pupils to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, rather than to take more subjects but achieve lower grades overall.

Measurement of the progress of pupils with no key stage 2 test results

Pupils working below the level of the test

When calculating the baseline for each pupil's Progress 8 score, we will use KS2 teacher assessments in cases where pupils have been unable to access the end of KS2 tests. This includes taking account of teacher assessments at Levels 1 and 2. Page 10 of [A technical guide to 2014 key stage 2 to key stage 4 value added measures](#) shows how we currently award points to different pupils in value added performance measures, and we plan to continue with a similar approach.

Pupils without a test score in English, mathematics or both

Certain pupils without a test score in one or both of English and mathematics, can have their teacher assessment used². If a pupil has assessment information for one subject only, this one subject will be used as the baseline.

Pupils who have no KS2 assessment

There will be some pupils (those arriving at secondary school from the independent sector or abroad) who have no KS2 results to use as the baseline for the Progress 8 measure. These pupils' scores will not be included in the Progress 8 measure (and the pupils will not be included in the denominator when calculating the average of the progress scores for the school).

However, these pupils will be included in the attainment measures for the school, unless they have arrived from a non-English speaking country in year 10 or year 11. We also expect the school to be able to show to Ofsted, parents and others the progress these pupils have made through secondary school. The school can do this by providing information from robust assessments of their own when the pupil enters the school, and then looking at the pupil's progress to GCSEs.

Estimated grades

In 2016, the minimum grades each pupil requires to achieve a positive Progress 8 score (also known as their 'estimated grade') will not be known in advance. This is because each pupil's results are compared to other pupils with the same prior attainment *within the same cohort*.

Care should be taken when analysing current data to consider a school's likely Progress 8 results. This is because the reforms following the Wolf Review of Vocational Education came into effect for 2014 performance tables. In addition, many schools will change their curriculum offer in response to the Progress 8 measure, so any modelling based on current national results could be misleading.

However, there are several sources of information that should help schools to plan their teaching for individual pupils:

- Transition matrices should help schools to make predictions for pupils in individual subjects. Transition matrices based on 2014 results are available on RAISEonline. For a range of qualifications, they show the average results achieved by pupils with each key stage 2 (KS2) sublevel. This gives an indication of the average progress

² For 2015 only, this will include pupils in schools that did not run Key Stage 2 tests in 2010.

made by pupils in individual subjects (although schools should be aware that changes in performance may alter this picture by 2016).

- We have provided schools with their own Progress 8 score based on 2014 exam results. This information will not be used for accountability purposes or included in performance tables, but should help schools to consider their curriculum and teaching in light of the accountability reforms.

Pupils reaching their estimated grades

Unlike in the 'expected progress' measures, the Progress 8 measure does not give particular credit to a school for helping a pupil reach his or her estimated grade. Schools get credit for each increase in grade a pupil achieves, regardless of how this grade relates to their estimated grade. For example, the Progress 8 score improves equally if a pupil working well below their estimated grade moves up one grade, or if another pupil moves up one grade to achieve their estimated grade.

Setting estimated grades in advance

From 2019 we plan to move to a system in which schools are informed in advance about the results each pupil will require to achieve a positive Progress 8 score. In 2019, expectations will be set three years previously, using 2016 results, so that the information is available to schools during pupils' year 9 study. Then for 2020, expectations would be set from the 2017 results, and so on.

This approach would allow the Progress 8 measure to recognise improvement in national performance, and it will help schools with their target setting.

We will confirm the position for the 2017 and 2018 progress measure later in the year.

This does not affect the introduction of the Progress 8 measure in 2016.

Annex A – New point score scales for 2016 (and schools opting in early in 2015), and 2017

This annex explains the point score scale that will be used in 2016 and 2017 performance tables. The 2016 point score scale is based on the points currently awarded for each qualification but scores will change to a 1-8 scale. For all level 1, level 2 and AS level qualifications, this can be calculated using this formula:

$$2016 \text{ point score} = \frac{\left(\frac{\text{current point score}}{\text{GCSE size equivalent}} \right) - 10}{6}$$

2016 points will also be used for schools opting in early in 2015.

In 2017, new GCSE qualifications in English and mathematics, graded 1-9, will be included in performance tables. Points will be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures. All other qualifications will be mapped onto the 1-9 scale.

The tables on the following pages contain the 2016 and 2017 performance tables points for a level and grade structure combination.

It is important to note that the key factor in the grade structure is the number of grades – not the names of grades. For example, a pass/merit/distinction/distinction* and a Grade C/ Grade B/ Grade A/ Grade A* structure both have four grades.

Table A.1 New point score scales for legacy GCSEs

GCSE grade	2016 Points	2017 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

Table A.2 New point score scales for level 1 qualifications

Level 1 grade structure	Example grade	2016 Points	2017 Points
Pass only	Pass	2.50	1.75
3 grade scheme	Pass	1.50	1.25
	Merit	3.00	2.00
	Distinction	4.00	3.00
4 grade scheme	G	1.00	1.00
	F	2.00	1.50
	E	3.00	2.00
	D	4.00	3.00
5 grade scheme	E	1.00	1.00
	D	1.75	1.38
	C	2.50	1.75
	B	3.25	2.25
	A	4.00	3.00
7 Grade Scheme	GG	1.00	1.00
	FG	1.50	1.25
	FF	2.00	1.50
	EF	2.50	1.75
	EE	3.00	2.00
	DE	3.50	2.50
	DD	4.00	3.00

Table A.3 New point score scales for level 2 qualifications

Level 2 grade structure	Example grade	2016 Points	2017 Points
Pass only	Pass	6.00	5.50
3 grade scheme	Pass	5.00	4.00
	Merit	6.50	6.25
	Distinction	7.50	7.75
4 grade scheme	C	5.00	4.00
	B	6.00	5.50
	A	7.00	7.00
	A*	8.00	8.50
5 grade scheme	E	5.00	4.00
	D	5.50	4.75
	C	6.00	5.50
	B	6.50	6.25
	A	7.00	7.00
7 Grade Scheme	Pass Pass	5.00	4.00
	Merit Pass	5.50	4.75
	Merit Merit	6.00	5.50
	Distinction Merit	6.50	6.25
	Distinction Distinction	7.00	7.00
	Distinction* Distinction	7.50	7.75
	Distinction* Distinction*	8.00	8.50
8 Grade Scheme	CD	4.50	3.50
	CC	5.00	4.00
	BC	5.50	4.75
	BB	6.00	5.50
	AB	6.50	6.25
	AA	7.00	7.00
	A*A	7.50	7.75
	A*A*	8.00	8.50

Table A.4 New point score scales for AS levels and double AS levels

AS level grade	2016 Points	2017 Points
E	4.50	3.50
D	5.75	5.13
C	7.00	7.00
B	8.25	8.88
A	9.50	10.75

Double AS levels grade	2016 Points	2017 Points
EE	4.50	3.50
ED	5.13	4.20
DD	5.75	5.13
DC	6.38	6.07
CC	7.00	7.00
CB	7.63	7.95
BB	8.25	8.88
BA	8.88	9.82
AA	9.50	10.75

Table A.5 New point score scales for graded music examinations

Graded music level	Grade	2016 Points	2017 Points
Grade 6	Pass	7.00	7.00
	Merit	8.00	8.50
	Distinction	8.00	8.50
Grade 7	Pass	7.00	7.00
	Merit	8.00	8.50
	Distinction	8.00	8.50
Grade 8	Pass	8.00	8.50
	Merit	8.00	8.50
	Distinction	8.00	8.50

Table A.6 New point score scales for free standing mathematics qualifications

Free standing mathematics qualification grade	2016 Points	2017 Points
E	2.75	1.88
D	3.50	2.50
C	4.25	3.25
B	5.00	4.00
A	5.75	5.13

Worked examples of how to use these tables

Example A - Calculating the 2016 points for a BTEC First Award

BTEC First Awards can be both level 1 and level 2 qualifications.

At level 1, there is a pass only grade structure, and the 2016 column of Table A.2 gives the points of 2.5.

Grades Distinction*/Distinction/Merit/Pass are at level 2, which makes for a 4 grade structure, and the 2016 column of Table A.3 gives the points of between 5 and 8.

Table A.7 New 2016 point score scales for BTEC First Award

BTEC First Award grade	2016 Points
Level 1 Pass	2.50
Level 2 Pass	5.00
Level 2 Merit	6.00
Level 2 Distinction	7.00
Level 2 Distinction*	8.00

Example B - Calculating the 2016 points for an OCR Cambridge National Certificate

OCR Cambridge National Certificates can be both level 1 and level 2 qualifications.

Grades level 1 distinction/ level 1 merit/ level 1 pass are at level 1, which makes for a 3 grade structure, and the 2016 column of Table A.2 gives the points of between 1.5 and 4.

Grades level 2 distinction*/ level 2 distinction/ level 2 merit/ level 2 pass are at level 2, which makes for a 4 grade structure, and the 2016 column of Table A.3 gives the points of between 5 and 8.

Table A.8 New 2016 point score scales for OCR Cambridge National Certificate

OCR Cambridge National Certificate grade	2016 Points
Level 1 Pass	1.50
Level 1 Merit	3.00
Level 1 Distinction	4.00
Level 2 Pass	5.00
Level 2 Merit	6.00
Level 2 Distinction	7.00
Level 2 Distinction*	8.00

Annex B – 2014 Attainment 8 estimates

The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at key stage 2 (KS2). The following table shows the Attainment 8 estimates for each KS2 average fine level, based on the 2014 cohort averages.

Changes to national subject entry patterns and performance will cause these estimates to change in future years, as they will be derived from averages from later cohorts. As such they should be treated with caution if extrapolating to cohorts beyond 2014.

Table B.1 Provisional 2013 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate
1.5 ^a	15	3.7	32	4.9	55
2.0 ^b	18	3.8	33	5.0	57
2.5 ^c	19	3.9	35	5.1	60
2.8 ^d	21	4.0	37	5.2	62
2.9	22	4.1	38	5.3	64
3.0	23	4.2	40	5.4	67
3.1	23	4.3	42	5.5	70
3.2	25	4.4	44	5.6	72
3.3	26	4.5	46	5.7	75
3.4	27	4.6	49	5.8 ^e	76
3.5	28	4.7	51		
3.6	30	4.8	53		

a. Pupils with mean KS2 fine grade score of ≤ 1.5 are assigned a KS2 score of 1.5

b. Pupils with mean KS2 fine grade score between 1.6 and 2.0 are assigned a KS2 score of 2.0

c. Pupils with mean KS2 fine grade score between 2.1 and 2.5 are assigned a KS2 score of 2.5

d. Pupils with mean KS2 fine grade score between 2.6 and 2.8 are assigned a KS2 score of 2.8

e. Pupils with mean KS2 fine grade score of ≥ 5.8 are assigned a KS2 score of 5.8

Annex C – Key Stage 2 results used to calculate prior attainment

From 2017 onwards, reading and mathematics test results only will be used in calculating KS2 prior attainment fine levels for use in progress 8. For 2016 and for 2015 for schools opting in early to Progress 8, overall English and mathematics KS2 test results will be used to calculate prior attainment. This is summarised in the table below.

	KS4 Cohort	KS2 Cohort	KS2 tests used in calculating prior attainment fine level bands
Progress 8 measure by year	2015	2010	English and mathematics
	2016	2011	English and mathematics
	2017	2012	Reading and mathematics
	2018	2013	Reading and mathematics

Annex D – Confidence Intervals

A 95% confidence interval will be calculated around each school Progress 8 score, providing a proxy for the range of values within which we are statistically confident that the true value of the Progress 8 score for the school lies.

The confidence interval, denoted $[LowCI_s, UppCI_s]$, is given by the formula:

$$[LowCI_s, UppCI_s] = [P8_s - CI_s, P8_s + CI_s],$$

where:

$LowCI_s$	is the lower confidence limit for the school's Progress 8 score
$UppCI_s$	is the upper confidence limit for the school's Progress 8 score
$P8_s$	is the school's Progress 8 score
CI_s	is the size of the confidence interval for the school's Progress 8 score

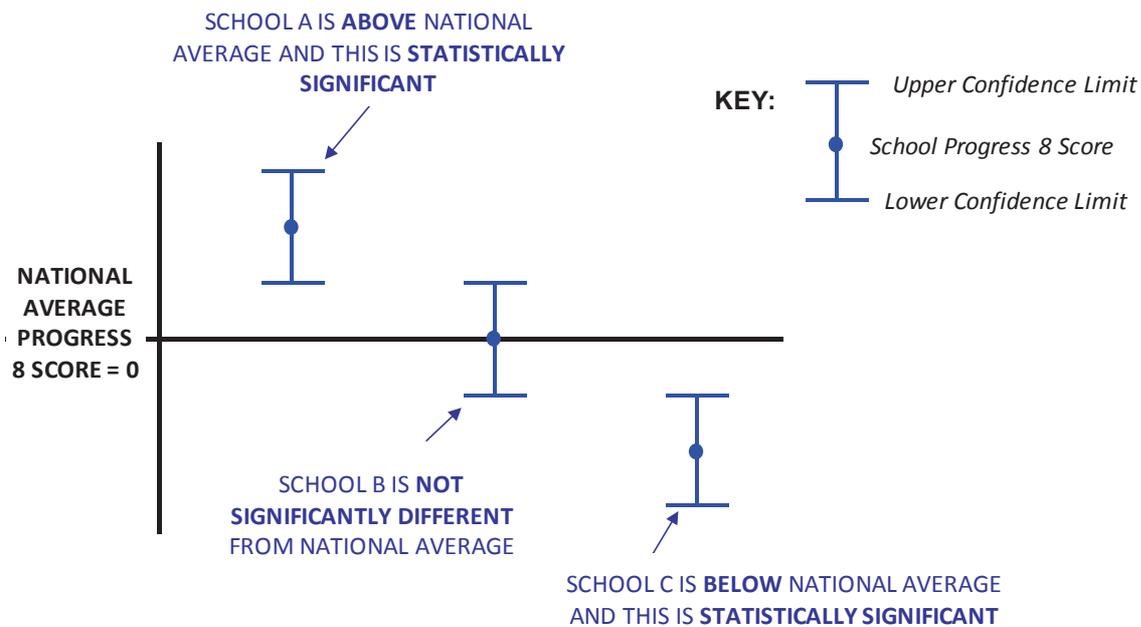
$$CI_s = 1.96 \times \frac{\sigma_N}{\sqrt{n_s}}$$

where:

1.96	is the critical value for a 95% confidence interval;
σ_N	is the standard deviation of the Progress 8 scores for all eligible pupils <u>nationally</u> ;
n_s	is the number of eligible pupils that belong to the school

The national average Progress 8 score of all pupils at maintained mainstream school scores will be 0.

- When a school has their lower confidence interval limit higher than zero ($LowCI_s > 0$), the school's Progress 8 score is above average and the result is statistically significant.
- When a school has their upper confidence interval limit lower than zero ($UppCI_s < 0$), the school's Progress 8 score is below average and the result is statistically significant.
- In the other case when the confidence interval straddles zero ($LowCI_s < 0 < UppCI_s$), the school's Progress 8 score is likely to be above or below average, and the result is not statistically significant.



Worked example A – continued

We can calculate the size of the confidence interval for the school's Progress 8 score using CI_s :

$$CI_s = 1.96 \times \frac{\sigma_N}{\sqrt{n_s}} = 1.96 \times \frac{1.14}{\sqrt{100}} = 1.96 \times 0.114 = 0.2$$

We derive the confidence interval for the school's Progress 8 score:

$$= [+0.3 - 0.2, +0.3 + 0.2] = [+0.1, +0.5]$$

As $LowCI_s > 0$, we can say that the school's Progress 8 score is above the national average Progress 8 score, and say this result is statistically significant.



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Topline	KS4 Exam Results	English Baccalaureate	Pupil Progress	Disadvantaged pupils: three year average	Disadvantaged pupils: time series	Disadvantaged pupils: value added
English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

5+ A*-C | **English and maths** | Average Point Score (pupils) | Average Grade (qualifications) | Exam entries | Other

KS4 2014 Results / KS4 Exam Results - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

▲ School name		Number of pupils at the end of key stage 4	Pupils achieving grades A*-C in English and maths GCSEs							
			All pupils		Low attainers		Middle attainers		High attainers	
			%	Number	%	Number	%	Number	%	
England - all schools		618585	55.5%	NA	NA	NA	NA	NA	NA	
England - state funded schools only		558444	58.9%	5485	6.5%	149882	54.5%	161464	93.8%	
Local Authority		2213	55.3%	37	9.7%	657	57.8%	439	92.2%	
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/>	Addey and Stanhope School	119	66%	3	14%	54	72%	21	100%	
<input type="checkbox"/>	Bonus Pastor Catholic College	150	68%	2	11%	54	66%	43	96%	
<input type="checkbox"/>	Conisborough College	130	45%	5	14%	26	48%	13	87%	
<input type="checkbox"/>	Deptford Green School	151	48%	6	19%	38	54%	17	89%	
<input type="checkbox"/>	Forest Hill School	232	65%	2	7%	88	66%	51	94%	
<input type="checkbox"/>	Haberdashers' Aske's Hatcham College	196	65%	1	5%	50	56%	69	91%	
<input type="checkbox"/>	Haberdashers' Aske's Knights Academy	199	61%	2	7%	68	59%	49	96%	
<input type="checkbox"/>	Life In London Uk	No KS4 data available for this school								
<input type="checkbox"/>	Marathon Science School	21	0%	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/>	Prendergast - Ladywell Fields College	190	40%	4	10%	29	40%	30	81%	
<input type="checkbox"/>	Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA	
<input type="checkbox"/>	Prendergast-Hilly Fields College	105	78%	1	17%	40	73%	41	98%	
<input type="checkbox"/>	St Dunstan's College	83	93%	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/>	St Matthew Academy	143	52%	5	20%	47	55%	17	94%	
<input type="checkbox"/>	Sedgehill School	235	46%	3	7%	69	56%	28	82%	
<input type="checkbox"/>	Sydenham High School GDST	68	96%	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/>	Sydenham School	225	59%	1	4%	72	54%	51	98%	
<input type="checkbox"/>	Trinity Church of England School, Lewisham	96	41%	2	9%	21	46%	10	77%	
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/>	Brent Knoll School	18	6%	0	0%	SUPP	SUPP	NE	NE	
<input type="checkbox"/>	Drumbeat School and ASD Service	10	NE	NE	NE	NE	NE	NE	NE	
<input type="checkbox"/>	Greenvale School	18	NE	SUPP	SUPP	NE	NE	NE	NE	
<input type="checkbox"/>	Hopewell School (Bartram)	1	SUPP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/>	New Woodlands School	No KS4 data available for this school								
<input type="checkbox"/>	Trinity School	No KS4 data available for this school								
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Topline	KS4 Exam Results	English Baccalaureate	Pupil Progress	Disadvantaged pupils: three year average	Disadvantaged pupils: time series	Disadvantaged pupils: value added
English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Exam Results | [English Baccalaureate](#) | [Pupil Progress](#) | [Average Point Scores](#)

KS4 2014 Results / English as Additional Language and gender - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.

▲ School name	% achieving A*-C in English and maths GCSEs				% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs			
	All pupils	Boys	Girls	EAL pupils	All pupils	Boys	Girls	EAL pupils
England - all schools	55.5%	50.8%	60.5%	NA	53.4%	48.2%	58.9%	NA
England - state funded schools only	58.9%	54.5%	63.4%	56.5%	56.6%	51.6%	61.7%	54.7%
Local Authority	55.3%	53.1%	57.4%	57.0%	51.3%	47.2%	55.5%	53.6%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)								
<input type="checkbox"/> Addey and Stanhope School	66%	65%	66%	78%	62%	61%	63%	76%
<input type="checkbox"/> Bonus Pastor Catholic College	68%	65%	72%	54%	67%	64%	72%	50%
<input type="checkbox"/> Conisborough College	45%	47%	43%	40%	41%	41%	40%	40%
<input type="checkbox"/> Deptford Green School	48%	51%	43%	54%	40%	40%	40%	50%
<input type="checkbox"/> Forest Hill School	65%	65%	NE	59%	58%	58%	NE	54%
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	65%	62%	68%	71%	64%	61%	68%	69%
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	61%	57%	67%	71%	53%	46%	63%	63%
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school							
<input type="checkbox"/> Marathon Science School	0%	0%	NE	NP	0%	0%	NE	NP
<input type="checkbox"/> Prendergast - Ladywell Fields College	40%	36%	44%	50%	38%	33%	42%	46%
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA
<input type="checkbox"/> Prendergast-Hilly Fields College	78%	NE	78%	90%	77%	NE	77%	90%
<input type="checkbox"/> St Dunstan's College	93%	92%	94%	NP	93%	92%	94%	NP
<input type="checkbox"/> St Matthew Academy	52%	51%	53%	59%	48%	45%	50%	51%
<input type="checkbox"/> Sedgemoor School	46%	45%	48%	48%	44%	40%	48%	43%
<input type="checkbox"/> Sydenham High School GDST	96%	NE	96%	NP	96%	NE	96%	NP
<input type="checkbox"/> Sydenham School	59%	NE	59%	55%	56%	NE	56%	54%
<input type="checkbox"/> Trinity Church of England School, Lewisham	41%	33%	53%	29%	33%	22%	50%	29%
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)								
<input type="checkbox"/> Brent Knoll School	6%	9%	0%	SUPP	6%	9%	0%	SUPP
<input type="checkbox"/> Drumbeat School and ASD Service	NE	SUPP	SUPP	SUPP	NE	SUPP	SUPP	SUPP
<input type="checkbox"/> Greenvale School	NE	NE	NE	SUPP	NE	NE	NE	SUPP
<input type="checkbox"/> Hopewell School (Bartram)	SUPP	SUPP	SUPP	NP	SUPP	SUPP	SUPP	NP
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school							
<input type="checkbox"/> Trinity School	No KS4 data available for this school							
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Topline	KS4 Exam Results	English Baccalaureate	Pupil Progress	Disadvantaged pupils: three year average	Disadvantaged pupils: time series	Disadvantaged pupils: value added
English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

[Exam Results](#) | [English Baccalaureate](#) | [Pupil Progress](#) | **Average Point Scores**

KS4 2014 Results / English as Additional Language and gender - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

▲ School name	Average point score per pupil (best 8) - all qualifications			
	All pupils	Boys	Girls	EAL pupils
England - all schools	302.9	287.1	319.5	NA
England - state funded schools only	310.4	296.6	324.7	310.8
Local Authority	295.8	281.9	309.6	305.9
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)				
<input type="checkbox"/> Addey and Stanhope School	302.9	280.7	321.4	325.9
<input type="checkbox"/> Bonus Pastor Catholic College	334.5	328.0	342.6	330.0
<input type="checkbox"/> Conisborough College	278.6	266.1	293.2	287.4
<input type="checkbox"/> Deptford Green School	279.1	272.6	287.8	287.8
<input type="checkbox"/> Forest Hill School ♦	309.2	309.2	NE	315.6
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	342.5	329.7	355.8	352.1
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	294.2	285.1	307.2	319.7
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school			
<input type="checkbox"/> Marathon Science School	229.1	229.1	NE	NP
<input type="checkbox"/> Prendergast - Ladywell Fields College	281.5	257.8	301.4	294.3
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA
<input type="checkbox"/> Prendergast-Hilly Fields College	353.2	NE	353.2	377.4
<input type="checkbox"/> St Dunstan's College	397.2	394.1	401.6	NP
<input type="checkbox"/> St Matthew Academy	291.0	281.6	300.7	294.2
<input type="checkbox"/> Sedgehill School	276.9	266.2	287.6	285.3
<input type="checkbox"/> Sydenham High School GDST	401.4	NE	401.4	NP
<input type="checkbox"/> Sydenham School ♦	313.8	NE	313.8	320.1
<input type="checkbox"/> Trinity Church of England School, Lewisham	254.9	239.8	277.9	243.7
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)				
<input type="checkbox"/> Brent Knoll School	44.6	47.8	39.4	SUPP
<input type="checkbox"/> Drumbeat School and ASD Service	NE	SUPP	SUPP	SUPP
<input type="checkbox"/> Greenvale School	NE	NE	NE	SUPP
<input type="checkbox"/> Hopewell School (Bartram)	SUPP	SUPP	SUPP	NP
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school			
<input type="checkbox"/> Trinity School	No KS4 data available for this school			

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KS4 2014 Results

2012-13 Pupil Absence

2013-14 Finance

November 2013 School Workforce Census

2013-14 School Characteristics

Ofsted

Education Destination Measure for 2011/12 cohort

Ofsted

Ofsted

Ofsted - Sorted by **School name**, in ascending order.

Ofsted data last updated on 31 Jan 2015

Click on headings to sort figures in ascending/descending order.
Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.

▲ School name	School type	Inspection Date	Inspection Outcome	Inspection Report
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)				
<input type="checkbox"/> Addey and Stanhope School	Voluntary Aided School	08 March 2012	2	Report
<input type="checkbox"/> Bonus Pastor Catholic College	Voluntary Aided School	07 February 2013	2	Report
<input type="checkbox"/> Conisborough College	Community School	22 February 2012	2	Report
<input type="checkbox"/> Deptford Green School	Community School	01 July 2014	3	Report
<input type="checkbox"/> Forest Hill School ♦	Community School	12 November 2013	2	Report
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	Academy Sponsor Led	14 January 2014	1	Report
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	Academy Sponsor Led	26 November 2013	4	Report
<input type="checkbox"/> Life In London Uk	Other Independent School	No Ofsted report available for this institution		
<input type="checkbox"/> Marathon Science School	Other Independent School	No Ofsted report available for this institution		
<input type="checkbox"/> Prendergast - Ladywell Fields College	Community School	18 September 2014	3	Report
<input type="checkbox"/> Prendergast - Vale College	Foundation School	18 September 2014	2	Report
<input type="checkbox"/> Prendergast-Hilly Fields College	Voluntary Aided School	06 November 2013	1	Report
<input type="checkbox"/> St Dunstan's College	Other Independent School	No Ofsted report available for this institution		
<input type="checkbox"/> St Matthew Academy	Academy Sponsor Led	06 March 2013	2	Report
<input type="checkbox"/> Sedgemoor School	Community School	02 October 2013	3	Report
<input type="checkbox"/> Sydenham High School GDST	Other Independent School	No Ofsted report available for this institution		
<input type="checkbox"/> Sydenham School ♦	Community School	18 April 2013	2	Report
<input type="checkbox"/> Trinity Church of England School, Lewisham	Voluntary Aided School	14 October 2014	3	Report
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)				
<input type="checkbox"/> Brent Knoll School	Foundation Special School	13 September 2011	2	Report
<input type="checkbox"/> Drumbeat School and ASD Service	Community Special School	15 July 2014	2	Report
<input type="checkbox"/> Greenvale School	Community Special School	28 February 2012	2	Report
<input type="checkbox"/> Hopewell School (Bartram)	Other Independent Special School	No Ofsted report available for this institution		
<input type="checkbox"/> New Woodlands School	Community Special School	19 June 2014	2	Report
<input type="checkbox"/> Trinity School	Other Independent Special School	No Ofsted report available for this institution		
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Topline	KS4 Exam Results	English Baccalaureate	Pupil Progress	Disadvantaged pupils: three year average	Disadvantaged pupils: time series	Disadvantaged pupils: value added
English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Topline

KS4 2014 Results / Topline - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% achieving grades A*-C in English and maths GCSEs
		English	Maths	2011	2012	2013	2014		
England - all schools		NA	NA	59.0%	59.4%	59.2%	53.4%	22.9%	55.5%
England - state funded schools only		71.6%	65.5%	58.2%	58.8%	60.6%	56.6%	24.2%	58.9%
Local Authority		76.0%	62.4%	56.1%	56.0%	58.1%	51.3%	17.3%	55.3%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)									
<input type="checkbox"/> Addey and Stanhope School	Voluntary Aided School	85%	77%	68%	62%	70%	62%	6%	66%
<input type="checkbox"/> Bonus Pastor Catholic College	Voluntary Aided School	94%	67%	67%	64%	63%	67%	14%	68%
<input type="checkbox"/> Conisborough College	Community School	80%	53%	50%	60%	45%	41%	15%	45%
<input type="checkbox"/> Deptford Green School	Community School	81%	67%	48%	47%	52%	40%	18%	48%
<input type="checkbox"/> Forest Hill School	Community School	75%	74%	57%	66%	66%	58%	19%	65%
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	Academy Sponsor Led	75%	74%	78%	74%	70%	64%	36%	65%
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	Academy Sponsor Led	80%	60%	57%	40%	56%	53%	13%	61%
<input type="checkbox"/> Life In London Uk	Other Independent School	No KS4 data available for this school							
<input type="checkbox"/> Marathon Science School	Other Independent School	NP	NP	NA	0%	0%	0%	0%	0%
<input type="checkbox"/> Prendergast - Ladywell Fields College	Community School	77%	43%	41%	38%	37%	38%	8%	40%
<input type="checkbox"/> Prendergast - Vale College	Foundation School	NA	NA	NA	NA	0%	NA	NA	NA
<input type="checkbox"/> Prendergast-Hilly Fields College	Voluntary Aided School	88%	79%	70%	68%	74%	77%	34%	78%
<input type="checkbox"/> St Dunstan's College	Other Independent School	NP	NP	100%	98%	96%	93%	75%	93%
<input type="checkbox"/> St Matthew Academy	Academy Sponsor Led	80%	59%	59%	44%	59%	48%	12%	52%
<input type="checkbox"/> Sedghehill School	Community School	67%	57%	45%	51%	53%	44%	10%	46%
<input type="checkbox"/> Sydenham High School GDST	Other Independent School	NP	NP	94%	96%	99%	96%	68%	96%
<input type="checkbox"/> Sydenham School	Community School	71%	65%	64%	66%	67%	56%	29%	59%
<input type="checkbox"/> Trinity Church of England School, Lewisham	Voluntary Aided School	69%	49%	64%	69%	62%	33%	15%	49%

Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)									
<input type="checkbox"/> Brent Knoll School	Foundation Special School	11%	11%	0%	0%	0%	6%	0%	6%
<input type="checkbox"/> Drumbeat School and ASD Service	Community Special School	NE	NE	NA	NA	0%	NE	NE	NE
<input type="checkbox"/> Greenvale School	Community Special School	NE	NE	NA	NA	0%	NE	NE	NE
<input type="checkbox"/> Hopewell School (Bartram)	Other Independent Special School	NP	NP	SUPP	NA	NA	SUPP	SUPP	SUPP
<input type="checkbox"/> New Woodlands School	Community Special School	No KS4 data available for this school							
<input type="checkbox"/> Trinity School	Other Independent Special School	No KS4 data available for this school							
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Sec Lewisham Local Authority (2014)

KS4 2014 Results	2012-13 Pupil Absence	2013-14 Finance	November 2013 School Workforce Census	2013-14 School Characteristics	Ofsted	Education Destination Measure for 2011/12 cohort
Topline	KS4 Exam Results	English Baccalaureate	Pupil Progress	Disadvantaged pupils: three year average	Disadvantaged pupils: time series	Disadvantaged pupils: value added
English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Pupil Progress | **Value Added (best 8)** | Value Added (best 8) - Prior Attainment

KS4 2014 Results / Pupil Progress - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.					
▲ School name	VA score	Confidence limits		Coverage	
		Lower	Upper		
England - all schools	NA	NA	NA	NA	NA
England - state funded schools only	NA	NA	NA	NA	NA
Local Authority	NA	NA	NA	NA	NA
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)					
<input type="checkbox"/> Addey and Stanhope School	1009.5	996.3	1022.8	98%	
<input type="checkbox"/> Bonus Pastor Catholic College	1027.4	1015.5	1039.3	97%	
<input type="checkbox"/> Conisborough College	997.7	983.6	1011.7	81%	
<input type="checkbox"/> Deptford Green School	1005.5	992.5	1018.5	81%	
<input type="checkbox"/> Forest Hill School ♦	1000.3	990.6	1010.0	94%	
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	1015.3	1004.7	1025.8	95%	
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	985.8	975.5	996.1	97%	
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school				
<input type="checkbox"/> Marathon Science School	NP	NP	NP	NP	
<input type="checkbox"/> Prendergast - Ladywell Fields College	991.3	979.7	1002.9	80%	
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	
<input type="checkbox"/> Prendergast-Hilly Fields College	1028.5	1014.3	1042.6	98%	
<input type="checkbox"/> St Dunstan's College	NP	NP	NP	NP	
<input type="checkbox"/> St Matthew Academy	1003.4	990.7	1016.0	90%	
<input type="checkbox"/> Sedghill School	978.4	968.3	988.4	86%	
<input type="checkbox"/> Sydenham High School GDST	NP	NP	NP	NP	
<input type="checkbox"/> Sydenham School ♦	1004.8	994.9	1014.7	93%	
<input type="checkbox"/> Trinity Church of England School, Lewisham	964.1	948.2	979.9	85%	
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)					
<input type="checkbox"/> Brent Knoll School	858.7	823.9	893.5	94%	
<input type="checkbox"/> Drumbeat School and ASD Service	NE	NE	NE	NE	
<input type="checkbox"/> Greenvale School	SUPP	SUPP	SUPP	NE	
<input type="checkbox"/> Hopewell School (Bartram)	NP	NP	NP	NP	
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school				
<input type="checkbox"/> Trinity School	No KS4 data available for this school				
Displaying 1 - 24 of 24 schools					

School and college performance tables

Performance Tables Local Authority results

Find a school by

England London

Sec Lewisham Local Authority (2014)

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English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Pupil Progress | Value Added (best 8) | **Value Added (best 8) - Prior Attainment**

KS4 2014 Results / Pupil Progress - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**
 Click on headings to sort figures in ascending/descending order.
 Schools without data will be displayed below those with data.

▲ School name	Value Added (best 8) measure									
	Low attainers			Middle attainers			High attainers			
	VA score	Confidence limits		VA score	Confidence limits		VA score	Confidence limits		
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Upper	
England - all schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	
England - state funded schools only	999.7	NA	NA	999.9	NA	NA	1000.3	NA	NA	
Local Authority	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Addey and Stanhope School	968.5	937.2	999.9	1018.6	1002.0	1035.1	1018.2	986.9	1049.5	
<input type="checkbox"/> Bonus Pastor Catholic College	1070.7	1037.8	1103.6	1032.1	1016.2	1047.9	1000.5	979.1	1021.9	
<input type="checkbox"/> Conisborough College	1019.1	995.2	1043.0	989.8	970.3	1009.3	974.5	937.4	1011.5	
<input type="checkbox"/> Deptford Green School	1023.5	998.1	1048.9	1005.0	988.0	1022.1	977.0	944.1	1009.9	
<input type="checkbox"/> Forest Hill School	1015.6	989.4	1041.8	998.4	986.0	1010.9	996.5	976.9	1016.0	
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	1065.6	1034.3	1096.9	1021.4	1006.2	1036.6	994.2	977.8	1010.7	
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	971.3	943.7	998.9	985.5	972.1	998.9	994.1	974.0	1014.2	
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school									
<input type="checkbox"/> Marathon Science School	NP	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> Prendergast - Ladywell Fields College	996.9	974.7	1019.0	990.7	973.9	1007.5	986.3	962.7	1009.9	
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA	NA	
<input type="checkbox"/> Prendergast-Hilly Fields College	984.9	926.3	1043.4	1040.6	1021.3	1060.0	1018.8	996.7	1041.0	
<input type="checkbox"/> St Dunstan's College	NP	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> St Matthew Academy	1028.8	1000.1	1057.5	998.4	982.9	1013.9	991.9	958.1	1025.7	
<input type="checkbox"/> Sedgehill School	986.5	965.1	1007.9	980.2	967.3	993.1	960.8	936.2	985.4	
<input type="checkbox"/> Sydenham High School GDST	NP	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> Sydenham School	1020.5	992.4	1048.7	1003.7	991.2	1016.2	999.6	979.5	1019.7	
<input type="checkbox"/> Trinity Church of England School, Lewisham	962.4	932.5	992.4	964.5	943.3	985.6	965.5	925.7	1005.3	
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Brent Knoll School	845.7	808.6	882.7	SUPP	SUPP	SUPP	NE	NE	NE	
<input type="checkbox"/> Drumbeat School and ASD Service	NE	NE	NE	NE	NE	NE	NE	NE	NE	
<input type="checkbox"/> Greenvale School	SUPP	SUPP	SUPP	NE	NE	NE	NE	NE	NE	
<input type="checkbox"/> Hopewell School (Bartram)	NP	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school									
<input type="checkbox"/> Trinity School	No KS4 data available for this school									
Displaying 1 - 24 of 24 schools										

School and college performance tables

Performance Tables Local Authority results

Find a school by

England London

Sec Lewisham Local Authority (2014)

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English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Numbers of Disadvantaged Pupils | Exam Results - series | Exam Results - current year gaps | English Baccalaureate - series | Pupil Progress - series | **Pupil Progress in English - current year gaps** | Pupil Progress in Maths - current year gaps | Exam entries | Average point scores

KS4 2014 Results / Disadvantaged pupils: time series - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**

Click on headings to sort figures in ascending/descending order. Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.

▲ School name	% making expected progress in English								
	All pupils		Disadvantaged pupils			Other pupils			Percentage point gap between disadvantaged and other pupils
	Number	%	Number	%	School/LA difference from national	Number	%	School/LA difference from national	
England - all schools	618585	NA	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	558444	71.6%	150446	59.1%	NA	407998	76.2%	NA	-17.1
Local Authority	2213	76.0%	1030	70.6%	11.5	1183	80.9%	4.7	-10.3
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)									
<input type="checkbox"/> Addey and Stanhope School	119	85%	59	85%	25.6	60	85%	8.8	0
<input type="checkbox"/> Bonus Pastor Catholic College	150	94%	51	90%	30.9	99	96%	19.7	-6
<input type="checkbox"/> Conisborough College	130	80%	69	78%	19.4	61	82%	6.0	-4
<input type="checkbox"/> Deptford Green School	151	81%	87	76%	17.2	64	88%	11.3	-11
<input type="checkbox"/> Forest Hill School	232	75%	85	69%	10.0	147	78%	1.7	-9
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	196	75%	85	68%	9.2	111	80%	3.6	-12
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	199	80%	99	82%	22.7	100	77%	1.1	5
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school								
<input type="checkbox"/> Marathon Science School	21	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> Prendergast - Ladywell Fields College	190	77%	101	70%	11.0	89	84%	8.0	-14
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA	NA
<input type="checkbox"/> Prendergast-Hilly Fields College	105	88%	36	83%	24.2	69	90%	13.5	-6
<input type="checkbox"/> St Dunstan's College	83	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> St Matthew Academy	143	80%	70	81%	21.5	73	80%	4.1	0
<input type="checkbox"/> Sedgehill School	235	67%	137	63%	3.6	98	74%	-2.4	-11
<input type="checkbox"/> Sydenham High School GDST	68	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> Sydenham School	225	71%	80	57%	-2.0	145	78%	2.1	-21
<input type="checkbox"/> Trinity Church of England School, Lewisham	96	69%	40	57%	-2.3	56	78%	1.4	-21
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)									
<input type="checkbox"/> Brent Knoll School	18	11%	13	SUPP	SUPP	5	SUPP	SUPP	SUPP
<input type="checkbox"/> Drumbeat School and ASD Service	10	NE	6	SUPP	SUPP	4	SUPP	SUPP	SUPP
<input type="checkbox"/> Greenvale School	18	NE	13	SUPP	SUPP	5	SUPP	SUPP	SUPP
<input type="checkbox"/> Hopewell School (Bartram)	1	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school								
<input type="checkbox"/> Trinity School	No KS4 data available for this school								

Displaying 1 - 24 of 24 schools

School and college performance tables

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English as Additional Language and gender	Non-mobile pupils	Three year averages	Cohort Information	Similar Schools		

Numbers of Disadvantaged Pupils | Exam Results - series | Exam Results - current year gaps | English Baccalaureate - series | Pupil Progress - series | Pupil Progress in English - current year gaps | **Pupil Progress in Maths - current year gaps** | Exam entries | Average point scores

KS4 2014 Results / Disadvantaged pupils: time series - Sorted by **School name**, in ascending order.

KS4 2014 Results data last updated on **29 Jan 2015**

Click on headings to sort figures in ascending/descending order. Schools without data will be displayed below those with data.

Displaying 1 - 24 of 24 schools.

▲ School name	% making expected progress in maths									
	All pupils		Disadvantaged pupils			Other pupils			Percentage point gap between disadvantaged and other pupils	
	Number	%	Number	%	School/LA difference from national	Number	%	School/LA difference from national		
England - all schools	618585	NA	NA	NA	NA	NA	NA	NA	NA	
England - state funded schools only	558444	65.5%	150446	48.5%	NA	407998	71.8%	NA	-23.3	
Local Authority	2213	62.4%	1030	50.8%	2.3	1183	72.7%	0.9	-21.9	
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Addey and Stanhope School	119	77%	59	72%	23.9	60	82%	9.9	-9	
<input type="checkbox"/> Bonus Pastor Catholic College	150	67%	51	55%	6.4	99	74%	1.9	-19	
<input type="checkbox"/> Conisborough College	130	53%	69	39%	-9.1	61	70%	-1.8	-31	
<input type="checkbox"/> Deptford Green School	151	67%	87	65%	16.1	64	71%	-0.9	-6	
<input type="checkbox"/> Forest Hill School	232	74%	85	63%	14.2	147	81%	8.8	-18	
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	196	74%	85	57%	8.8	111	86%	14.3	-29	
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	199	60%	99	54%	5.0	100	66%	-5.5	-13	
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school									
<input type="checkbox"/> Marathon Science School	21	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> Prendergast - Ladywell Fields College	190	43%	101	33%	-15.2	89	55%	-16.5	-22	
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA	NA	
<input type="checkbox"/> Prendergast-Hilly Fields College	105	79%	36	75%	26.5	69	81%	9.1	-6	
<input type="checkbox"/> St Dunstan's College	83	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> St Matthew Academy	143	59%	70	48%	-0.7	73	70%	-2.1	-22	
<input type="checkbox"/> Sedgehill School	235	57%	137	50%	1.5	98	67%	-4.8	-17	
<input type="checkbox"/> Sydenham High School GDST	68	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> Sydenham School	225	65%	80	40%	-8.2	145	78%	6.1	-38	
<input type="checkbox"/> Trinity Church of England School, Lewisham	96	49%	40	41%	-8.0	56	55%	-16.7	-15	
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Brent Knoll School	18	11%	13	SUPP	SUPP	5	SUPP	SUPP	SUPP	
<input type="checkbox"/> Drumbeat School and ASD Service	10	NE	6	SUPP	SUPP	4	SUPP	SUPP	SUPP	
<input type="checkbox"/> Greenvale School	18	NE	13	SUPP	SUPP	5	SUPP	SUPP	SUPP	
<input type="checkbox"/> Hopewell School (Bartram)	1	NP	NP	NP	NP	NP	NP	NP	NP	
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school									
<input type="checkbox"/> Trinity School	No KS4 data available for this school									

Displaying 1 - 24 of 24 schools

School and college performance tables

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Pupil Progress | Value Added (best 8) | Value Added (best 8) - Prior Attainment

KS4 2014 Results / Pupil Progress - Sorted by **School name**, in ascending order.

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Displaying 1 - 24 of 24 schools.

▲ School name	% making expected progress in English					% making expected progress in maths				
	All pupils	Low attainers	Middle attainers	High attainers	Coverage	All pupils	Low attainers	Middle attainers	High attainers	Coverage
England - all schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	71.6%	48.5%	70.2%	85.6%	97.2%	65.5%	26.4%	65.3%	84.7%	97.5%
Local Authority	76.0%	60.9%	76.6%	88.4%	93.2%	62.4%	34.8%	65.9%	77.3%	94.8%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Addey and Stanhope School	85%	67%	88%	100%	100%	77%	48%	83%	90%	99%
<input type="checkbox"/> Bonus Pastor Catholic College	94%	89%	91%	100%	99%	67%	32%	70%	76%	100%
<input type="checkbox"/> Conisborough College	80%	78%	76%	93%	85%	53%	31%	57%	73%	89%
<input type="checkbox"/> Deptford Green School	81%	87%	80%	79%	82%	67%	63%	69%	79%	91%
<input type="checkbox"/> Forest Hill School ♦	75%	57%	74%	85%	95%	74%	33%	76%	89%	98%
<input type="checkbox"/> Haberdashers' Aske's Hatcham College	75%	52%	73%	82%	97%	74%	60%	71%	79%	97%
<input type="checkbox"/> Haberdashers' Aske's Knights Academy	80%	57%	82%	86%	98%	60%	25%	59%	80%	99%
<input type="checkbox"/> Life In London Uk	No KS4 data available for this school									
<input type="checkbox"/> Marathon Science School	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> Prendergast - Ladywell Fields College	77%	69%	75%	89%	86%	43%	33%	44%	59%	87%
<input type="checkbox"/> Prendergast - Vale College	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<input type="checkbox"/> Prendergast-Hilly Fields College	88%	50%	85%	98%	99%	79%	33%	78%	88%	99%
<input type="checkbox"/> St Dunstan's College	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> St Matthew Academy	80%	72%	80%	89%	93%	59%	56%	60%	56%	93%
<input type="checkbox"/> Sedgemoor School	67%	52%	69%	79%	89%	57%	43%	61%	53%	92%
<input type="checkbox"/> Sydenham High School GDST	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> Sydenham School ♦	71%	58%	64%	92%	96%	65%	8%	65%	87%	96%
<input type="checkbox"/> Trinity Church of England School, Lewisham	69%	61%	67%	77%	90%	49%	22%	57%	69%	90%
Special Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here; Compare)										
<input type="checkbox"/> Brent Knoll School	11%	0%	SUPP	NE	100%	11%	0%	SUPP	NE	100%
<input type="checkbox"/> Drumbeat School and ASD Service	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
<input type="checkbox"/> Greenvale School	NE	SUPP	NE	NE	NE	NE	SUPP	NE	NE	NE
<input type="checkbox"/> Hopewell School (Bartram)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
<input type="checkbox"/> New Woodlands School	No KS4 data available for this school									
<input type="checkbox"/> Trinity School	No KS4 data available for this school									

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Agenda Item 5

CHILDREN AND YOUNG PEOPLE'S SELECT COMMITTEE		
Report Title	Places Planning	
Key Decision	No	Item No. 5
Ward	All	
Contributors	Head of Education Infrastructure, Place Manager, Children & Young People	
Class	Part 1	Date: 18 March 2015

1. Summary

- 1.1 This report presents information on the current and projected demand for primary, secondary and special school places across the borough, and a summary of the Local Authority's strategy to meet future demand.

2. Purpose

- 2.1 To inform Members of likely demand and supply of pupil places.

3. Recommendations

- 3.1 That Members note the report.

4. Policy context

- 4.1 The proposals within this report are consistent with '*Shaping Our Future: Lewisham's Sustainable Community Strategy*' and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding *young people's achievement and involvement*, including *inspiring and supporting young people to achieve their potential*, the *protection of children and young people* and *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community*.
- 4.2 The local authority has a duty to ensure the provision of sufficient places for pupils of statutory age and, within financial constraints, accommodation that is both suitable and in good condition.
- 4.3 The LA's strategy supports the delivery of Lewisham's *Children & Young People's Plan (CYPP)*, which sets out the Council's vision for improving outcomes for all children and young people, and in so doing reducing the achievement gap between our most disadvantaged pupils and their peers. It also aims to deliver the objective of improving outcomes for children with identified SEN and disabilities by ensuring that their needs are met.

5. Background: Factors affecting overall LA pupil numbers

Population

- 5.1 The 2011 census reveals that Lewisham's population grew from 248,922 in 2001 to 275,885 in 2011.
- 5.2 The ONS 2013 mid-year estimates, published June 26th 2014, show that Lewisham's current population is estimated at 286,180, an increase of 10,295 residents since the census date. The figures indicate that Lewisham's population is growing much faster than nationally and faster than London as a whole. The borough's population is estimated to continue to increase by up to 35,000 more residents to around 320,000 by 2026.

	2011	2012	Change 2011 to 2012	2013	Change 2012 to 2013
Lewisham	276,938	281,556	4,618 (1.6% growth)	286,180	4,624 (1.6% growth)
London	8,204,369	8,308,369	104,000 (1.2% growth)	8,416,535	108,166 (1.3% growth)
England & Wales	56,167,796	56,567,796	400,000 (0.7% growth)	56,948,229	380,433 (0.7% growth)

- 5.3 Lewisham represents 3.4% of the population of London; however, it accounts for 4.4% of the growth in London's population.
- 5.4 Lewisham represents 0.5% of the population of England and Wales but experienced 1.2% of the national growth.
- 5.5 The following table is drawn from data in the 2012 and 2013 Mid-Year Estimates published by the Office for National Statistics. It shows the change in specific age groups.

	2012	2013	Change 2012 to 2013
0-4	22,492	22,774	+282
5-11	23,585	24,666	+1,081
12-16	15,272	15,120	-152

These figures underlie the school roll projections used by the borough whose methodology is set out below.

- 5.6 The population aged 0-4 made up 7.1% of the population in 2001 and has now risen to 8.0%.
- 5.7 Across the borough births have increased by 31% over the last decade from 3,826 in 1999/00 to 5,015 in 2009/10. The number of live births per calendar year in Lewisham increased steadily from 2001 before stabilising since 2008.

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
3,718	3,845	3,932	4,068	4,284	4,568	4,671	4,872	4,888	4,982	4,896	5095

- 5.8 The proportion of those live-births seeking a place in Lewisham primary schools has been increasing.

	2005/06	2013/14
Lewisham Residents seeking a Reception place in Lewisham schools		
Births	3735	4724
Reception cohort (Lewisham resident)	2599	3464
<i>Percentage</i>	69.5%	73.3%
	2005/06	2012/13
Total demand for Reception places in Lewisham schools		
Births	3735	4724
Reception cohort	2744	3729
<i>Percentage</i>	74.2%	79%

- Special Educational Needs and Disabilities (SEND) population
- 5.9 Between 2009 and 2014, an average of 2.2% of the total 2- 19 years population in the London Borough of Lewisham had a Statement of SEN.
- 5.9.1 Overall SEND projections suggest Lewisham will see a minimum increase of 7.7% in Statements of SEN/EHC Plans (Education, Health and Care) over the next 10 years. This equates to a minimum additional 112 children and young people from the current level, which in 2014 was 1450.
- 5.9.2 The majority of children and young people with SEND have their needs meet by school resources without reaching the thresholds for EHC Plans. Between 2010 and 2014, School Census data evidenced that the majority of children with SEND had their needs met by school resources (68.6% - previously known as School Action and School Action Plus). Between 2010 and 2014, 31.4% had a Statement of SEN through which they are provided with specialist educational provision to have their needs meet.
- 5.9.3 The local authority's SEND data is based on Statements of SEN. It does not take into account the impact of the new SEND legislation that was introduced from the 1st September 2014 through the Children and Families Act. The Act is generating the biggest reform to SEND for 30 years. This includes an extension to the age range which will be able to receive specialist educational provision through Education, Health and Care plans (EHCP) from 2-19 to 0-25 years. Therefore, our current SEND data are conservative, low-end projections which then have to take into account the potential increase in clientel resulting from the changes.

6. Primary School Places

6.1 Current Demand for primary school places

- 6.1.1 The demand for Primary places continues to exceed Lewisham's supply of permanent places. The borough has been able to respond by putting in additional accommodation each year to meet demand. In order to retain

sufficient funding for future years, it has invested in permanent places only when confident that the Reception demand for the coming year can be funded. Therefore it has not been able to build in any surplus capacity. Table 1 summarises the places added. Table 2 shows the places by school and by locality.

Table One

Year	Permanent Places opened	Temporary Places opened
2008/09		60 (2FE)
2009/10		255 (8.5FE)
2010/11		555 (18.5FE)
2011/12		564 (19FE)
2012/13	180 (6FE)	564 (19FE)
2013/14	90 (3FE)	375 (12.5FE)
2014/15	120 (4FE)	285 (9.5FE)

Table Two

School	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Primary Place Planning Locality 1 Forest Hill & Sydenham							
Adamsrill		√	√	√	√	Expanded	
St George's			√				
Dalmain		√	√	√	Expanded		
Eliot Bank					√		
Fairlawn			√		√		
Haseltine					√	YR & Y1	√
Horniman				√			
Kelvin Grove			√	√	Expanded		√
Kilmorie		√	√	√	Expanded	√	
Perrymount			√		√		
Rathfern				√	√		
St Bartholomew's					√	Expanded	
St Michael's						√	
St Will. of York				√			
Primary Place Planning Locality 2 Lee Green							
Brindishe Lee			√			√	
Brindishe Manor			√				
John Ball		√		√			
St Winifred's						√	√
Trinity Primary						New provision	
Primary Place Planning Locality 3 Brockley, Lewisham & Telegraph Hill							
Ashmead			√		√		
Beecroft	√				Expanded		√
Edmund Waller			√				
Gordonbrock				√	Expanded		
Holbeach	√	√					
John Stainer		√			√	Expanded	
Lucas Vale				√			√
Myatt Garden				√			
Prendergast Vale						√	
Prendergast Primary							New provision
St Stephens CE					√		
Turnham				√	√		

Primary Place Planning Locality 4 Catford, Bellingham & Grove Park							
Athelney			√	√			
Baring			√				
Coopers Lane				√	√	√	Expanded
Elfrida					√		√
Forster Park		√	√		√	√	√
Rushey Green			√	√	√		Expanded
Sandhurst		√	√	√	Expanded		
Torridon			√				√
Primary Place Planning Locality 5 Deptford and New Cross							
Deptford Prk		√	√				√
Grinling Gibbons				√	√		
Kender			√	√	Expanded		√
St Josephs				√	√	√	
Primary Place Planning Locality 6 Downham							
Downderry					√		
Good Shepherd				√			
Haberdashers Aske's Knights Temple Grove					√	Expanded	
Launcelot			√				
Marvels Lane						√	
Rangefield				√			

- 6.1.2 The local authority will have 3,724 permanent places available to meet demand in 2015/16. This figure includes the expansions of John Ball, Holbeach and Forster Park primary schools.
- 6.1.3 Proposals to enlarge a school are now a matter for school governing bodies, as long as they are assured that capital funding is available. Following the decision of the governors of St George's CE Primary to enlarge the school from 1 to 2 forms of entry, the Mayor agreed that the scheme should be included in the capital programme. The Governors of Turnham Foundation Primary School have also agreed that the school should be enlarged from 2 to 3 FE and a report will be taken to the Mayor (March 25th) to request its inclusion in the capital programme. The Governing Bodies of the St Winifred Infant & Junior Schools and of Our Lady & St Phillip Neri are also consulting on proposals to enlarge from 1.5 to 2fe.
- 6.1.4 Projections indicate that 3,946 Reception places will be required in 2015/16. The shortfall will be met through a programme of accelerating agreed schemes and temporary enlargements adjusted as applications are received.
- 6.2 Capacity
Through the programme of permanent and temporary expansions, the borough has a total of 11,156 Key Stage 1 places and 12,610 Key Stage 2 places. In December 2013 the occupancy rate was 97% in Key Stage 1 and 90% in Key Stage 2.
- 6.3 Lewisham primary school rolls - current

Table 3 (below) summarises the situation across the localities.

	Total KS1 places (including temporary enlargements)	Occupancy	Total KS2 places (including temporary enlargements)	Occupancy
Forest Hill & Sydenham <i>Primary Place Planning Locality 1</i>	3,189	96%	3,652	93%
Lee Green <i>Primary Place Planning Locality 2</i>	1,125	99%	1,380	98%
Brockley, Lewisham & Telegraph Hill <i>Primary Place Planning Locality 3</i>	2,582	98%	3,153	92%
Catford, Bellingham & Grove Park <i>Primary Place Planning Locality 4</i>	2,040	97%	2,535	93%
Deptford & New Cross <i>Primary Place Planning Locality 5</i>	1,560	97%	1,830	96%
Downham <i>Primary Place Planning Locality 6</i>	1,170	95%	1,470	95%
Borough Wide	11,666	97%	14,020	94%

Source: Weekly Pupil census January 2015

The table demonstrates that the greatest pressure is in Key Stage 1. The first of the larger cohorts is now in Year 3 and spare capacity will start to reduce in Key Stage 2 over the next 2 years. Some areas such as PPPL2 (Lee Green) are already at capacity.

6.4 Predictions of Year R Rolls

6.4.1 Forecasts are reviewed annually on receipt of the detailed birth data and also to take into account in-year demand. The methodology involves

- Evaluating individual pupil School Census data to develop place planning localities that reflect demand for places (six localities have been established for the primary phase; secondary phase is projected only at borough level).
- Analysing individual level birth data to map changes in births since 1998-99 at LSOA, ward, postcode sub-set, and place planning locality level.
- Analysing pupil level School Census data to develop cohort transfer rates for each place planning locality between every National Curriculum Year (i.e. from YR to Y1, Y1 to Y2, and through to Y12 to Y13). Particular attention has been paid to the Y6 to Y7 transfer, both by geographical area and by primary and secondary school.

- Analysing birth and School Census data to establish 'Birth to Reception' transfer rates historically, including the variations in patterns geographically and over time.
- Evaluation of future housing developments where Section106/CIL funding has not been secured, including consideration of tenure and size of dwellings within developments.

6.4.2 The most recent revision (August 2014) underlines the previously observed trends: the borough's population continues to grow significantly and with it the demand for school places. Table 4 sets out the anticipated demand for Year R. Table 5 shows projected demand across Key Stages 1 & 2.

Table 4

Year	Planned Admission Number	Forecast Reception demand	Shortfall
2015/16	3769	3946	177 (6 FE)
2016/17	3799*	3891	92 (3FE)
2017/18	3799	3923	124 (4FE)
2018/19	3799	4001	202 (7FE)

* Includes the enlargement of St George's CE Primary agreed by the Mayor December 3rd 2014, but excludes schemes under consideration but currently not formalised

Table 5

	Reception Places	Reception Demand	Y1	Y2	Y3	Y4	Y5	Y6
2015/16	3769	3946	4017	3751	3753	3585	3426	3227
2016/17	3799	3891	3985	4020	3715	3742	3565	3430
2017/18	3799	3923	3937	3995	3987	3708	3749	3577
2018/19	3799	4001	3977	3955	3971	3991	3724	3764

6.4.3 Forecasts of a continued increase in the population of Lewisham extend until at least 2030. It is to be expected that demand for primary places will at the very least remain high, and may continue to increase.

7. Future supply of primary school places

7.1 The borough continues to require the equivalent of 4x 2FE primary schools to meet demand for permanent places resulting from the borough's continuing growth. This in addition to the expansion of Sir Francis Drake, to be funded through the Priority Schools Programme. This scheme has been deferred from a delivery date of 2016 and the timing is currently unconfirmed.

7.2 Six sites were identified and feasibility studies commenced in 2014/15. One scheme, St George's Primary School, has been accepted as part of the 2015/16 capital programme. Work on Turnham, St Winifred's and our Lady & St Phillip Neri is progressing well. However it should be noted that the upturn in the London construction market is resulting in higher costs. Filling order books also mean that contractors may decline to tender.

- 7.3 With regard to the medium to long term, a desk-top study of all school sites has been completed to establish their potential for enlargement, including adjacencies to other council owned properties. Funding has been allocated to develop studies of a further 6 sites and this work should be completed by early summer. This study will also include opportunities to expand special school provision.
- 7.4 The potential for mixed-use development, similar to Deptford Lounge, is under discussion with Lewisham Homes.
- 7.5 The developers of Convoys Wharf have agreed to include a 2-3FE Primary school within the development. It is anticipated that this will be sufficient to meet demand arising from the re-development of the area.
- 7.6 Developers' contributions have been levied in support of education facilities and are used to part-fund schemes for temporary and permanent enlargements.
- 7.7 The amount of cross-border movement is lower in the primary phase than in secondary. However, recent announcements by Greenwich and Southwark may help to alleviate some of the pressures in the north and west of the borough. Greenwich has announced a proposal to enlarge the Invicta school by re-opening the old Charlotte Turner Primary School site as an annexe. Southwark will enlarge Ivydale Primary to 4 forms of entry. Both of these enlargements take effect in September 2015.

8. Demand for secondary school places

8.1 Capacity

- 8.1.1 The borough plans secondary provision on a whole-borough basis. The 2005/6 BSF Strategic Business Plan made provision for an 8% increase in Year 7 pupil places as part of the LA's ambition to reduce the net outflow of Lewisham pupils at age 11 to neighbouring boroughs by making the borough's secondary schools the first choice for more Lewisham families. This strategy was therefore agreed before the 2008 surge in Primary numbers.
- 8.1.2 Borough-wide capacity continued to increase until 2013/14, when it reached its intended peak, as a result of the very considerable investment from the BSF and, before that, the Grouped Schools PFI initiatives. By 2016 this investment will have completed the rebuilding or extensive refurbishment of all the borough's secondary school assets. However, the completion of the two remaining BSF schools, Sydenham and Brent Knoll, will not result in further increase in capacity, which now stands at 2667 11-16 places (89 FE).

8.2 Whole-school rolls

- 8.2.1 In 2014/15, of children aged 11-16 resident in Lewisham, 73% were attending Lewisham secondary schools, marginally up from 2013/14.

8.2.2 In 2014 /15 LBL residents made up 85.4% of pupils aged 11-16 in LBL schools, again marginally up from 2013/14.

8.3 Year 7 Rolls

8.3.1 The Year 7 surplus in 2013 was around 15 FE. However, in September 2014 this had reduced to around 10FE.

8.4 Current destinations of Lewisham secondary age children

8.4.1 The figure in 2014/15 for children aged 11 (Year 7) resident in Lewisham attending Lewisham secondary schools is 72.1% (1997/2771), slightly lower than in 2013 (72.7%).

8.4.2 Broken down further, this represents 74.6% (76.0% in 2013) of those who attended Lewisham primary schools (1645/2204), and 62.1% (57.2% in 2013) of those who attended out-borough primary schools (352/567).

8.4.3 The trend of Lewisham Year 6 residents transferring from Lewisham primary schools to Lewisham secondary schools has declined slightly since 2012/13, but has been close to three quarters for the last 7 years:

- 2014/15 74.6%
- 2013/14 76.0%
- 2012/13 77.8%
- 2011/12 77.7%
- 2010/11 75.6%
- 2009/10 74.9%
- 2008/09 77.4%

8.4.4 Lewisham is a net exporter of residents at age 11 to Bromley, Greenwich, Southwark and Croydon, and, though the export numbers are much smaller, to Lambeth.

8.4.5 The top 3 boroughs transferring Year 7 residents to Lewisham secondary schools in 2014/15 continue to be Southwark, Greenwich, and Bromley.

Borough of residence	Import from		Export to		Net
	Number of a borough's residents in LBL schools	As % of school 11-16 population	Number of LBL residents in a borough's schools	As % of LBL resident 11-16 population	
Lewisham 2014	10,443	85.4%	10,443	73.2%	
2013	10,501	85.2	10,501	73%	
Bromley 2014	351	2.9%	1,123	7.9%	-772
2013	330	2.7%	1,132	7.9%	-802
Southwark 2014	776	6.3%	957	6.7%	-181
2013	805	6.5%	940	6.5%	-135
Greenwich 2014	415	3.4%	766	5.4%	-351
2013	416	3.4%	846	5.9%	-430
Croydon 2014	55	0.4%	277	1.9%	-222
2013	51	0.4%	298	2.1%	-247
Lambeth 2014	84	0.7%	126	0.9%	-42
2013	89	0.7%	115	0.8%	-26

8.4.6 The most significant changes in travel patterns between 2013 and 2014 are the 10% increase in the number of Lewisham children going to Greenwich schools, whilst the number coming the other way remains constant; and a drop in the import from and export to Southwark schools. Net export to Bromley schools remains high, but dropped slightly in 2014.

8.5 Lewisham secondary school rolls – current

8.5.1 In 2014/15 Lewisham's operating planned admissions limit (PAL) is 2667. The October 2014 roll was 2360.

8.5.2 Some Lewisham secondary schools are consistently oversubscribed. The borough surplus capacity reduced from 17% in 2013/14 to 11.5% in 2014/15. The October count showed about 10 FE (307 Year 7 places) unfilled in total.

8.5.3 Three schools had Year 7 surpluses of more than 1FE in 2014/15:

8.5.4 10 schools were full or nearly full in 2014 compare to 9 in 2013/14.

8.6 Predicting Year 7 rolls

8.6.1 A number of methodologies are used to predict demand for secondary school places. Where the data exists, extrapolations from comparing primary school year group rolls and Year 7 secondary school rolls are used. The former use "decay rates" which predict the percentages in lower age cohorts, such as Reception or Year 1, which will reach Year 6.

8.6.2 A Year 6/7 rolls ratio then captures the overall demand that secondary schools experience, that is demand from both Lewisham and out-borough residents who are in both Lewisham and out-borough schools (schools cannot discriminate between in and out-borough residents when applying their admissions' criteria).

8.6.3 The ratio is calculated as the number of children at the end of Year 6 in Lewisham primary schools (in-borough and out-borough) *divided by* the number of children who enter Year 7 in Lewisham secondary schools (in-borough and out-borough).

8.6.4 The choice of ratio is by far the most significant factor in predicting future demand. In 2010 the Year 6/7 conversion rate was 82%, rising to 86.5% in 2011 and 87.6% in 2012. In 2013 it fell to 81.7%, rising slightly to 82.4% in 2014.

8.6.5 Taking into account these fluctuations, an 83% ratio has been used to predict future demand for secondary school places.

8.6.6 The effects of Lewisham secondary school popularity, out-borough school provision and its location, and population change are also built into predictions. The complexity of the interplay of these variables inevitably means that prediction of secondary demand is less secure than for primary school demand, especially into the next decade.

8.7 Lewisham secondary school rolls – predictions

- 8.7.1 By 2013 the supply of secondary places in Lewisham schools realised through major capital investment had reached its maximum to deliver a still current operating PAL of 2669. There is no delivery underway of further significant growth in secondary places realised by the local authority.
- 8.7.2 The government’s Free School initiative could create additional places independent of Local Authority investment and planning mechanisms. However, despite several proposers having obtained initial Ministerial approval, so far no proposers of Free Schools with secondary age children have been able to secure a suitable site in Lewisham or in neighbouring boroughs near enough to attract any significant numbers of Lewisham residents. Free schools proposed independently of the development of any Council owned sites which might be available in the future are therefore not factored into the local authority’s planning.
- 8.7.3 As a result of the increase in primary numbers since 2008/09 By 2017/18, assuming that all schools are full to capacity in Year 7 and applying a Year 6 to 7 rolls ratio of 83%, demand for Y7 places will exceed supply. Lewisham will need around 4 forms of entry to satisfy demand. A lower ratio would relieve some pressure but still mean some excess demand in 2017.
- 8.7.4 If some schools were to remain significantly under-subscribed in 2017, numbers of parents being allocated a school for which they did not apply would rise significantly..
- 8.7.5 Demand for Lewisham places could also increase if there is a squeeze on places for the residents of neighbouring boroughs, and consequently the ratio of Lewisham’s Year 6 numbers to its Year 7 numbers rises still further beyond 83%. In 2015, on offer day, 30 places in Lewisham schools were allocated to Greenwich residents in response to their shortage of Year 7 places.
- 8.7.6 Irrespective of the above factors, demand is predicted to continue to rise to the end of the decade and beyond, so the question is not “if” but “when” additional provision is required.

Projected additional demand for Year 7 places above current PAL (2667)

Year	Additional Requirement (FE)
2015/16	0
2016/17	0
2017/18	4-5 FE
2018/19	6 FE
2019/20	9-11 FE
2020/21	7.5-10 FE
2021/22	12.5-15 FE
2022/23	11.5-14 FE
2023/24	10-12 FE
2024/25	12-14 FE

8.7.7 The later projections from 2021/22 show a requirement of up to 15 additional forms of entry above the current PAL.

9. Future supply of secondary school places

9.1 The larger primary pupil cohorts are approaching the age of secondary transfer. Whilst there is sufficient capacity at the moment, this situation will change by 2017. Applications, census returns and in-year admissions will continue to be carefully monitored to ensure the early identification of any trends in numbers. The severe lack of sites for development in Lewisham mean that the required increase in Secondary provision by 2017 can only be achieved through the expansion of existing schools.

9.2 Future secondary capacity in neighbouring boroughs

9.2.1 The opportunity for additional places to be provided for LBL residents in neighbouring boroughs from 2017 onwards, over and above the current Year 6 to 7 transfer patterns, is very limited. It is very unlikely in Southwark, Greenwich and Bromley. Southwark and Greenwich will struggle to deliver enough places to meet the needs of their own residents, given that the phasing of their pressure is similar to that of Lewisham. Bromley has not experienced the same surge in primary numbers as the other three boroughs, and therefore had not anticipated the surge in secondary demand experienced for entry in 2015. When additional provision is put in place in any of our neighbouring boroughs, the same limitations on access by Lewisham residents applies. That is, in a sellers' market, proximity to a given school will largely determine accessibility, so only Lewisham residents living close to a border will stand a chance of accessing a school in a neighbouring borough, and that only if the target school is close to the border.

9.2.2 The siblings rule within most school admissions policies, and the status of the school (single sex or Faith for example) complicates this, but nevertheless proximity is by far the biggest factor in places planning terms.

9.2.3 Between 50 and 60 Lewisham residents per annum are accepted in each of Bexley and Croydon locality schools. This relatively small number may increase marginally in the future, but the same rule of supply and demand applies given that Bexley, like Bromley, has not had the same pressures as Lewisham in its primary numbers, (and therefore has no demographic reason to increase its secondary places), and that Croydon, which is experiencing a similar pressure though slightly later than Lewisham, will be focussed on ensuring its secondary provision meets its own residents' needs.

9.3 Future secondary capacity in Lewisham to 2018

9.3.1 Delivery of an additional 4FE predicted to be required for September 2017 would be achieved, subject to the necessary finance and agreements, by the expansion by 2FE of Addey and Stanhope school onto the vacant Mornington Centre site, and the expansion of Forest Hill School by 2 FE onto the adjacent vacated Brent Knoll Special School site. Discussions with management and governors are progressing with the management and governors of Addey and Stanhope, and are at an earlier stage with Forest Hill.

9.3.2 Discussions are also in hand with Haberdashers' Aske's Hatcham College to expand by one form of entry. This would best be realised by 2017 or 2018.

9.3.4 Some short term additional capacity might be created through "bulge" classes. However, such temporary bulge classes do not provide permanent solutions in the context of growing demand. Nor do any Lewisham schools have sufficient spare capacity from under-recruitment to older age groups to accommodate a bulge class over the whole 5 year period.

9.4 Future secondary capacity in Lewisham beyond 2018

9.4.1 Expansions of existing Lewisham schools aim to meet demand until 2018, although close monitoring of the pressure on secondary school places will be required to fine tune supply.

9.4.2 In 2019/20 demand is predicted to rise significantly to give a pressure of 9-11 FE, reducing to between 7.5-10 FE in 2020/21. Taking into account 5 FE intended already to have been delivered through expansions, a possible new secondary school will need to have its first admissions by 2019.

9.4.3 Into the next decade, further provision is likely to be required of up to a further 4 FE as early as 2021/22. Options are currently being developed to meet demand for 2019 and beyond.

9.4.4 One avenue of exploration is a function of the exercise in Council asset mapping and rationalisation currently being undertaken by Regeneration. The ambition is to create far more substantial and useable pockets of Council owned property from its dispersed assets in a range of localities. CYP officers continue to work closely with Regeneration to explore what opportunities may be created for a stand alone school, or a mixed development involving both education and housing.

9.4.6 This work is being actively taken forward in order to develop options within the timescale required for delivery of a new school.

10. Special Education Needs and Disabilities (SEND) Current and Projected Demand

10.1 The majority of children and young people with SEND have their needs met by school resources without reaching the threshold for an Education, Health and Care (EHC), which supersedes the previous Statement of SEN. An EHC plan aims to secure the best possible outcomes across education, health and social care and as young people get older, prepare them for adulthood.

10.2 Between 2010 and 2014, the majority of children with SEND, 68.6%, had their needs met by school resources (previously known as School Action and School Action Plus). 31.4% had a Statement of SEN.

10.3 Between 2009 and 2014, an average of 2.2% of the total Lewisham 2-19 years population had a maintained Statement of SEN. In 2014, 1450 children and young people had a Statement.

- 10.4 Figure 1 predicts that Lewisham will see a minimum increase of 7.7% in Statements of SEN over the next 10 years. This equates to a net increase of a minimum of 112 children from the current levels.

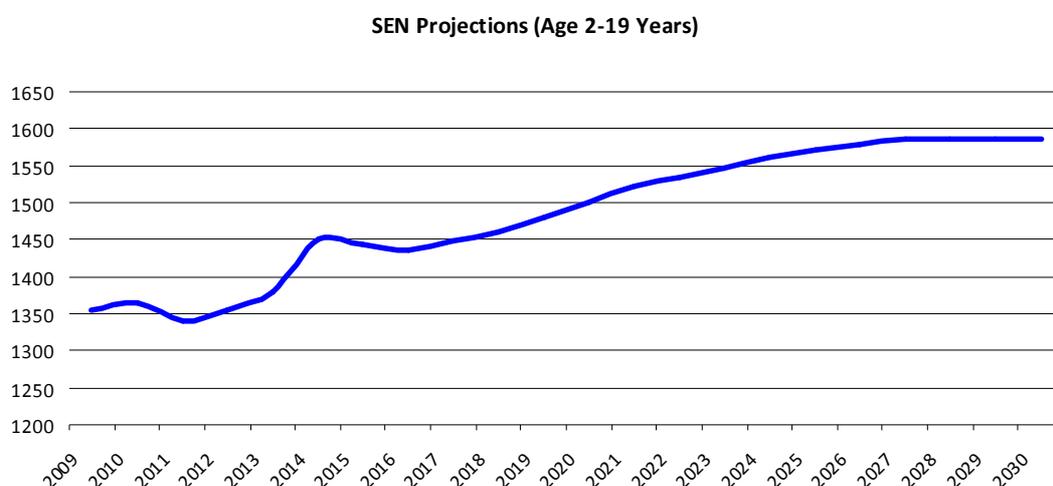


Figure 1

- 10.5 Options are being considered as to how to create additional special school places, including both expansions and the potential for a new school.

11. Capital Financial implications

11.1 Available Capital Resources

11.1.1 In the period 2008/09 to 2016/17 the Government has made £114.95m Basic Need grant available. In addition the Council has secured other grants of £18.65m and identified £4.3m of Section 106 monies to support the programme. This makes the total resources available over the period £137.9m. Against these resources, the value of works estimated to be necessary is £139.8m to September 2016: this leaves a shortfall of £1.9m. This programme of expenditure is included within the Council's proposed capital programme for 2015 – 2018 which secures Council resources for the balance of £1.9m. The programme identified through to September 2016 is therefore in balance.

11.1.2 The programme to September 2016 does not include the delivery of any additional secondary places as these are not expected to be required until September 2017 when expansions in Forest Hill and New Cross are proposed. These expansions are estimated to cost £13m in total. It is also estimated that primary places demand for September 2017 will require a further £16m; a total of £29m. Grant resources of £10.5m for Basic Need and £3.5m for maintenance (which can be used to support the cost of expansion work) have been announced, leaving a balance of £15m to fund. In a future update of the Capital Programme the Mayor will need to consider the requirement to meet places demand and the capacity to resource it.

11.1.3 In paragraph 9.4 secondary places demand beyond 2017 is stated to require a new secondary school. At this stage no costs have been included in the

planned programme for a new secondary school and such costs would increase further the shortfall in funding. It is likely that such an expansion would have a financial requirement of the order of £25m and this would vary according to the development of the options being considered. Given the scale of this investment the proposal, and the funding of it, would be the subject of a discrete report.

11.1.4 The report identifies pressures on the places for children with special educational needs. The current DFE expectation is that such pressures are managed within the existing Basic need grant regime or through the identification of local resources which means borrowing. Paragraph 11 of the report sets out the developing demand for SEN places. It concludes by indicating a shortfall of approximately 120 places in suitable special schools within Lewisham in aggregate. This would indicate sufficient demand within the borough for a new school by that point in time. However, it is assumed that there will be sufficient capacity out of borough for these young people to meet their demands. There is a risk that either there is insufficient capacity or that the price of it rises with increased demand. At this stage no proposal for SEN capacity expansion has been made before 2020 and therefore no capital implications assessed.

11.1.5 The DFE has recently concluded a call for evidence on how the funding of arrangements for children with High needs works nationally both in respect of capital and revenue funding. That report raises the issue of how future capacity should be funded and whether increased capacity should be the result of sub-regional discussions and funding from DFE to proposals at a level beyond that of individual local authorities.

11.2 Unit Costs

11.2.1 For the period to 2012 Lewisham experienced the following costs of provision in terms of per place and m2.

	Cost m ² £
2011	1446
2012	1293
2013	1157 (estimated and not yet finalised)

From the limited benchmarking available across London these costs compare well.

11.2.2 The DfE allowance for construction costs is £1,143 but this is widely recognised to underestimate construction costs in London. Costs per m² can vary between projects depending on whether they are 'bulge' classes or permanent expansion and if refurbishment, new build or modular construction. In the case of costs for SEN places these will be higher than costs shown in 11.2.1.

11.3 Revenue Financial Implications

11.3.1 The increase in formula funding accruing to expanded schools is met from the Dedicated Schools Grant with no call upon the General Fund resources of the Council.

11.3.1 It is important to note that the funding of the DSG has been the subject of discussion in the lead in to the general election. The current government has proposed that protection of school budgets should continue on the basis that the current funding per pupil is cash protected and that every additional pupil is funded. The Labour party has indicated it would fund the DSG on the basis of uprating the total cash available currently by inflation but it would not guarantee that every additional pupil would be funded. In both scenarios schools face having to manage significant uplifts in national insurance and employers' pension contributions. These are expected to mean that the funding per pupil under both sets of proposals would fall in real terms.

12. **Legal implications**

12.1 The Human Rights Act 1998 safeguards the rights of children in the Borough to educational provision, which the Council is empowered to provide in accordance with its duties under domestic legislation.

12.2 Section 14 of the Education Act 1996 obliges each local authority to ensure that there are sufficient primary and secondary schools available for its area i.e. the London Borough of Lewisham, although there is no requirement that those places should be exclusively in the borough. The Authority is not itself obliged to provide all the schools required, but to secure that they are available.

12.3 In exercising its responsibilities under section 14 of the Education Act 1996 a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.

12.4 The Education and Inspections Act 2006 places requirements on Authorities to make their significant strategic decisions concerning the number and variety of school places in their localities against two overriding criteria:

- to secure schools likely to maximise student potential and achievement;
- to secure diversity and choice in the range of school places on offer.

12.5 Section 19 of the Education and Inspections Act 2006 provides that where a local authority or the governing body of a maintained school proposes to make a prescribed alteration to a maintained school and it is permitted to make that alteration, it must publish proposals. This does not apply to temporary enlargements where it is anticipated that the enlargement will be in place for less than 3 years, or a rise in the number is anticipated to last only one year.

12.6 The Equality Act 2010 (the Act) introduced a new public sector equality duty (the equality duty or the duty). It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual

orientation. In summary, the Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

- 12.7 The duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 12.8 The Equality and Human Rights Commission (EHRC) has recently issued Technical Guidance on the Public Sector Equality Duty, and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at <http://www.equalityhumanrights.com/legal-and-policy/equality-act-codes-of-practice-and-technical-guidance/>
- 12.9 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:
1. The essential guide to the public sector equality duty
 2. Meeting the equality duty in policy and decision-making
 3. Engagement and equality the equality duty
 4. Equality objectives and the equality duty
 5. Equality information and the equality duty
- 12.10 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at: <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

13. Equalities

- 13.1 This report supports the delivery of the Council's Equalities programme by ensuring that all children whose parents /carers require a place in a Lewisham school will be able to access one

14. Crime and disorder implications

- 14.1 There are no crime and disorder implications.

15. Environmental implications

- 15.1 Every effort will be made to enhance rather than detract from school environments in the solutions to providing additional secondary places.

16. Conclusion

- 16.1 The borough's population continues to grow during the current economic downturn. The local authority continues to respond effectively to the need to invest in primary school places in Lewisham, and to plan further investment in secondary and Specialist provision. Despite continued allocations of government basic needs funding, financing remains a significant problem as the grants provided have proved to be insufficient. Despite this, the local authority will continue to implement its plans within the constraints of funding in order to ensure that the borough is creating sufficient high quality places in its primary, secondary and Special schools.

If there are any queries on this report please contact **Chris Threlfall, Head of Education Infrastructure**, on 020 8314 9971.

Agenda Item 6

Children and Young People Select Committee		
Title	Promoting Best Practice Between Schools	
Contributor	Scrutiny Manager	Item 6
Class	Part 1(open)	18 March 2015

1. Purpose

- 1.1 To provide members of the Committee with information on the Gold Club Scheme and the sharing of information and best practice between schools following visits to Gordonbrock and Rathfern Primary Schools.

2. Recommendations

- 2.1 The Select Committee is asked to:

- Consider the evidence gathered from the visits to Gordonbrock and Rathfern Primary Schools on 26 and 27 February 2015 (attached at Appendix A and B).
- Invite Members of the Committee who attended the visits to feedback on their experience.
- Consider whether any additional scrutiny activity is required.

3. Background

- 3.1 The Committee has expressed an interest in looking at how best practice is shared between schools, with particular reference to the Gold Club scheme. The following key lines of enquiry were agreed in October 2014:

- How does the Gold Club support better sharing of best practice and how effective is this support?
- How are the impacts of best practice sharing being monitored in potential improvements in school results?
- How does Lewisham Council support the sharing of best practice and are there opportunities for this to be improved?

- 3.2 The Committee has indicated that it is particularly interested in best practice approaches surrounding the pupil premium and innovative uses of using IT to deliver learning.

4. The visits

- 4.1 A summary of the visits is attached in Appendix A and B. The visits provided an overview to Councillors of the schools involved and information on sharing best practice and on membership of the Gold Club Scheme. Committee members were taken on a tour of the schools followed by discussion sessions with the Heads and key members of staff.

5. Further Implications

- 5.1 At this stage there are no specific financial, legal, environmental or equalities implications to consider.

For further information please contact Katie Wood, Scrutiny Manager on 020 8314 9446.

Gordonbrock Primary School Visit – 26 February 2015

Present: Councillors: John Paschoud (Chair of CYP Select Committee), Councillor Brenda Dacres (Vice-Chair), Councillor Joan Reid, Councillor Luke Sorba, Councillor Alan Till and Monsignor N Rotheron (Church Representative).
Roger Raymond, Scrutiny Manager, Overview and Scrutiny Team

Councillors were taken on a tour of the school with Year 6 ambassadors, followed by a discussion with Kathy Palmer, Executive Head, Maria Gilmore, Head of School, Kerry Cowmey, Deputy Head and Shirley Finch, Resources Manager.

A summary of key points raised by Councillors and teachers during the tour and discussion:

- The school consists of 600 pupils, from Nursery to Year 6.
- Each Year group has a 'breakout area' which can be utilised when necessary for lessons etc.
- The school has 18 School Governors, with a Strategic Group consisting of the Chair, Vice-Chair and two governors which meets regularly.
- The school is focused on providing a strong grounding in English/literacy, writing skills, and maths. They focus on teaching the pupils the cursive form of writing from a young age. They have found that the pupils' writing skills are better when they are taught to write using the cursive technique, especially those with learning disabilities such as dyslexia. Teachers stated that using the cursive script has been proven to aid spelling and it is advocated by Lewisham's Learning Difficulties Team
- The school uses a teaching technique called "Talk for Writing"¹ to teach the pupils English and writing skills.
- The school also uses a technique called Kagan Cooperative Learning Strategies² to deliver cooperative learning in every classroom and ensure consistency.

¹ Talk for Writing is a teaching technique that enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. The technique was devised by Pie Corbett, a former teacher and educational writer. He developed a teaching technique that was a unique "storytelling approach" for children to remember stories with and results with improved literacy. The Talk for Writing website states that "schools that have adopted the approach have not only increased their children's progress but have found that children and teachers alike love it. It not only works throughout primary schools from the early years to Year 6 but also in secondary schools where it is key to making literacy across the curriculum really work."

² Kagan is a cooperative learning strategy developed in the US that claims to improve pupil achievement and social skills. It aims to organise classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively toward academic goals. Kagan methodology claims that, unlike individual learning which can be competitive in nature, students learning cooperatively can capitalise on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.) Furthermore, the teacher's role changes from giving information to facilitating students' learning.

- Alongside the teacher, every class has a Teaching Assistant, and has access to a computer, printer and camera. They also have access to laptops in class for timetabled computing lessons.
- The school employs a number of Schools Direct³ teachers and has been successful in recruiting quality candidates who have remained teachers at Gordonbrock once their training programme ended.
- The senior leadership meet regularly to track the progress of pupils and plan any intervention necessary to engage with struggling pupils and accelerate learning.
- The school has ability group sets in Years 5 for Maths and Year 6 for English. This is varied when necessary depending on the needs of the children and the most recent progress data. Teachers stated that they are very explicit with children about why they are in a particular group, what the child's next steps would be and that the groups were in no way fixed.
- The school employs two Learning Mentors to aid all vulnerable children, Pupil Premium children in particular. They assist the children and their families in a number of ways to ensure the children can attend school regularly and focus on learning and ultimately close the attainment gap.
- All children have a language assessment in Reception, and their progress is tracked and measured again at the end of Year 2. Between Reception and Year 2, pupils may be in in-house speech and language intervention groups and/or referred for specialist support if necessary.
- Teachers stated that they see clearly the impact of pupil peer assessment.
- Progress is measured from pupils' starting points, with no ceiling; Level 5 is the aim for pupils at the end of Year 6 and this is built into the schools progress expectations – referred to as “school ambition” measures.
- The Gold Club Scheme is providing some support to aid a Gold Club Seminar that Gordonbrock Primary School is hosting in March. This will attract teachers from across London. However most of the planning and organisation of the event has been delivered in-house at the school. The Gold Club scheme has offered some support with training and the seminar is advertised on the Gold Club Scheme website.
- The Gold Club scheme is a good networking tool to learn from other like-minded schools on what they are doing to improve the school results of their pupils, especially those on Pupil Premium.
- The school has shared best practice through its federation and has also been working with the Oakbridge Federation which includes Rangefield Primary school.

³ School Direct is an approach to initial teacher training (ITT) that gives schools more influence over the ways teachers are trained. It is run as a partnership between a lead school, other schools and an accredited teacher training provider. School Direct enables schools to: select and recruit their own trainees – with an expectation that trainees will be employed by the school or partnership of schools once they are qualified; choose a teacher training provider with which to work; agree the content and focus of the training programme depending on the needs of both the trainees and the school; decide how funding will be split between the school and the training provider. Training places are allocated to the lead school on behalf of the partnership, usually for 1 year. The lead school has overall responsibility for requesting places from the National College for Teaching and Leadership (NCTL) and ensuring that the criteria for School Direct are met.

- The school has a detailed monitoring and evaluation programme to assess all the teachers in the school to ensure that they are able to perform to a high standard to deliver the teaching in the school. 95% of its teachers are assessed by Ofsted as being “Good” or better.
- The school has a tracking system that monitors pupils from nursery to Year 6 to assess their progress throughout their time at the school ensuring maximum improvement for each pupil.
- The school has been looking at research into Pupil Premium children and what makes them successful students. The need for a ‘Safe Adult’ that a child can rely on is seen to be an important factor in childrens’ success. Gordonbrock is trying to ensure that its pupils have a ‘Safe Adult’ such as a Learning Mentors, a teacher, or a member of support staff.
- Gordonbrock teachers liaise with secondary schools to assess how well their pupils are progressing in the first year of their secondary. They always receive positive feedback about the preparedness of Gordonbrock pupils to adapt to secondary school and the extent that Gordonbrock pupils need to be ‘stretched’ due to the grounding they have received at primary.
- Lewisham Council’s senior officers have been very supportive in helping to develop the federation of Gordonbrock and Elliot Bank. This has enabled the school to flourish. The Council has always supported the goals and ethos at the school.

Rathfern Primary School Visit – Friday 27th February 2015

Re: Goldclubs and promoting best practice between schools

Present: Cllr John Paschoud, Chair of CYP Select Committee; Cllr Chris Barham; Cllr Luke Sorba; Cllr Liz Franklin-Johnson; Monsignor Nick Rothern.
Katie Wood, Scrutiny Manager,

Councillors were taken on a tour of the school followed by a discussion with Naheeda Maharasingham, Headteacher at Rathfern, and members of her management team.

A summary of key points raised by Councillors and teachers during the tour and discussion:

- Best practice sharing and dissemination is complex and needs to be considered in context.
- There can be an element of competition between schools and tensions around the philosophies of collaboration vs competition. The Performance focus can create tensions around sharing best practice. This can be most acute in situations where a school is sharing ideas/methods before they have received accreditation for them themselves (for example through an Ofsted Outstanding rating).
- There can exist a political or hierarchical dimension as to which schools choose to collaborate with criteria such as; Ofsted rating; results; or Gold Club membership being incentives or barriers.
- Collaborations at Rathfern take many forms and include: STEM consultancy teacher; partnership with Forest Hill Boys; partnership with Sedgehill which previously taught Year 6 Science; partnership with St Dunstons which offered scholarships and mentoring; Gold Club participation.
- Gold Club schools can benefit from a professional development focus and this is where there is a match with Rathfern as the school has a strong emphasis on teacher development and continual professional development.
- Rathfern's approach is based on a "learning attributes" approach where children take control of their own learning. The school believes very strongly that ability is not fixed by demographics and no children should be limited or achievement stifled by their background.
- Rathfern is mindful about not judging its community and pupils and believes that historically, institutional attitudes have been partly to blame for poor achievement by certain socio-economic groups and creating a culture of low expectations.
- The school believes in fostering a powerful learning atmosphere with emphasis on all areas of educational development.
- The Pupil Premium is used in part to fund small group teaching with an emphasis on "pre-teaching" for pupils who are struggling with subjects or concepts. In addition to this 1:1 reading and writing sessions are run every day. Rathfern use the Fischer

Family Trust methodology adapted specifically for themselves to develop ambitious, challenging targets for pupils.

- The Head believes that one of the keys to being successful in improving overall attainment, is by focussing much of the Pupil Premium on Early Years in order to close the attainment gap. For example, Rathfern uses it to provide an extra adult in each class in nursery, reception and Year 1.
- Teaching Assistants have made a key difference here and the Head strongly emphasised the importance of the teaching assistants and continual development for them as professionals as well as the teachers.
- Members of the Committee were informed about the importance of PHASE team leaders with part of the rationale being to distribute leadership within the school. This also fed into the ethos of continual teacher development and consensual methods of teaching between staff. The Head felt that part of the strength of an effective school was in the breadth of its leadership.
- An EMAS (Ethnic Minority Achievement Service) Team provided additional dedicated support including: a home-learning club; peer support; one to one attention for pupils; and “precision teaching” (ie looking holistically at the whole child’s development). This team liaises with all PHASE teachers to develop the best approach for the child.
- The school faced challenges such as Year 1 students with no previous schooling and high levels of mobility in some years.
- In terms of approaches involving the pupil premium and improving use of IT, the Head felt this was not a key emphasis for the school as often some of the most disadvantaged children had the most IT and screen-time at home. Therefore, Rathfern preferred the approach of focussing on talking and conversation.
- There was, however, a coding club at school which was run by Morgan Stanley as part of their corporate social responsibility.
- The Head explained that having high numbers of EAL pupils (English as an additional language) was not necessarily a problem and could be a huge advantage if dealt with properly. The EAL pupils often displayed a greater commitment and drive to learning overall.
- Teachers expressed the idea that sharing training with other schools could be shallow and un-meaningful if not done effectively. It was important to have a mutualistic relationship between the schools involved as it could be patronising or irrelevant if not done appropriately. It could also be perceived as a risk to a school to share its ideas and learning methods if it had not been formally accredited for them.
- The Head felt it was important schools were given time to change as putting in new processes and changing the culture and attitudes took time to produce results.
- Rathfern had a positive relationship with the Local Authority (LA) overall but a risk to future partnership working could be the severe cuts to the LA.
- The Head expressed that another barrier to partnership working between schools was an ideology that secondary schools could not learn from primary schools. The transition to secondary was a challenging one for many pupils and it was felt that increased collaboration between secondary and primary schools could improve this.

primary schools could learn from the subject expertise available in secondary schools, and secondary schools could learn from the pedagogical experience of primary teachers at school. The Head expressed that a perception of a hierarchy amongst schools was a barrier to mutual learning and best-practice sharing.

- The Head felt support with careers advice for Year 6 pupils would be useful. It could be beneficial to hear from young people in the Young Mayor's programme to help support and inspire pupils. This could be something facilitated by the Local Authority. Alternatively, hearing from students in Year 11-13 of local schools could also help to inspire Year 6 pupils.
- The Gold Club was one of many accreditation schemes and at present did not seem to offer a lot of benefits for participants.
- The Gold Club Scheme did not appear to have sufficient publicity in place either about the scheme overall or about events being held as part of it.
- Rathfern had run a seminar as part of the Gold club scheme but not many local schools had attended.
- Gold Clubs were a poor substitute for the central guidance through Professional Development Centres.
- The Head expressed that a possible improvement to mutual learning could be that Lewisham Council facilitate more of a coaching model in training sessions and director's briefings. Increased emphasis on consensus and mutual beneficial partnerships could improve collaborative working. The sessions would need to be individualised and personalised for the schools attending.
- It could be useful if Ofsted or the LA had greater responsibility for pairing schools with relevant strengths and weaknesses and it would be important that this could include the pairing of primary and secondary schools. Strategically thought-out and planned opportunities for work between secondary and primary schools was key to overall school improvement.

Children and Young People Select Committee		
Title	Select Committee Work Programme	
Contributor	Scrutiny Manager	Item 7
Class	Part 1 (open)	18 March 2015

1. Purpose

- 1.1 To provide Members of the Select Committee with an overview of the work programme for 2014-15 and to advise the Committee about the process for agreeing the 2015-16 work programme.

2. Summary

- 2.1 At the beginning of the municipal year each select committee is required to draw up a work programme for submission to the Overview and Scrutiny Business Panel. The Panel considers the suggested work programmes and coordinates activities between select committees in order to maximise the use of scrutiny resources and avoid duplication.
- 2.2 The meeting on 18 March 2015 is the last scheduled meeting of the Children and Young People Select Committee in the 2014-15 municipal year. This report provides a list of the issues considered in 2014-15 (the completed work programme) and asks the Committee to put forward suggestions for the 2015-16 work programme.

3. Recommendations

- 3.1 The Select Committee is asked to:
- note the completed work programme attached at **Appendix B**;
 - review the issues covered in 2014-15 municipal year;
 - take note of the notice of key decisions attached at **Appendix C**;
 - consider any matters arising that it may wish to suggest for future scrutiny.

4. Children and Young People Select Committee 2014-2015

- 4.1 The Children and Young People Select Committee had six meetings in the 2014-15 year:
- 1 July 2014
 - 2 October 2014
 - 12 November 2014
 - 15 December 2014
 - 4 February 2015
 - 18 Mar 2015

4.2 Along with all other select committees, the Children and Young People Select Committee has devoted considerable attention to the proposals put forward as part of the development and delivery of the Lewisham Future Programme. It is anticipated that all overview and scrutiny committees will be tasked with reviewing further Lewisham Future Programme proposals in the 2015-16 municipal year.

4.3 The Committee's completed work programme is attached at **Appendix B**.

5. Planning for 2015-16

5.1 Eight meetings will be scheduled for 2015-16 municipal year. A work programme report will be put forward at the first Children and Young People Select Committee meeting of the 2015-16 year for members to review, revise and agree. The report will take account of the Committee's previous work and may incorporate:

- issues arising as a result of previous scrutiny
- issues that the Committee is required to consider by virtue of its terms of reference
- items requiring follow up from Committee reviews and recommendations
- issues suggested by members of the public
- petitions
- standard reviews of policy implementation or performance, which is based on a regular schedule
- suggestions from officers
- decisions due to be made by Mayor and Cabinet.

Issues arising from the 2014/15 work programme

5.2 The Committee has already indicated that it would like to consider the findings following visits to schools relating to Gold Clubs and promoting best practice between schools to decide whether further scrutiny is necessary. It has also indicated that, alongside the standard reports considered every year, there are some other matters it feels should be considered for further scrutiny:

- Children and Young People's Plan
- Employee Led Mutual for the Youth Service
- Service Level Agreements with Schools
- Young People's Mental Health Review – implementation of any agreed recommendations
- The transition from children's to adult social care

In addition, Business Panel, at its meeting on 27 January 2015, suggested that the committee should receive a report on the diversity of governing bodies once data is available.

Children and Young People Select Committee terms of reference

5.3 The Committee's terms of reference are included at **Appendix A**.

5.4 The Council's constitution sets out the Committee's powers. The Select Committee's role is to examine issues relating to the social care, education, training

and learning of children and young people up to the age of 19 years and to make recommendations for best practice across the authority, including monitoring performance.

- 5.5 The Committee is also tasked with consulting and commenting on the actual and proposed contents of the plans making up the Council's policy framework relating to children and young people up to the age of 19, and making comments and recommendations on the provision of education, training and learning by those with special educational needs up to the age of 25 years.
- 5.6 The Committee's terms of reference include but are not limited to examining issues relating to: child protection; early years provision; special needs provision; schools; youth service; young offending; leaving care services; and any other matters relating to children and young people.

6. Financial implications

- 6.1 There are no financial implications arising from the implementation of the recommendations in this report. There will be financial implications arising from items on the agenda; these will need to be considered, as necessary.

7. Legal implications

- 7.1 In accordance with the Council's Constitution, all scrutiny select committees must devise and submit a work programme to the Business Panel at the start of each municipal year.

8. Equalities implications

- 8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 8.2 The Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 8.3 There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.

Background documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

Appendix A

Children & Young People Select Committee

- (a) To fulfil all Overview and Scrutiny functions as they relate to the social care of children and young people up to the age of 19 years including but not limited to the following activities:-
- (i) the social services functions of the Council under the Local Authority Social Services Act 1970, and all functions of the Council under the National Assistance Act 1948, the Mental Health Act 1983, Children Act 1989, the NHS and Community Care Act 1990, and all other relevant legislation in force from time to time
 - (ii) to invite representatives of other service providers to children and young people in the area to give account of their performance and to answer questions.
- (b) In so far as they relate to the provision of services for those under the age of 19 years, the exercise of all of the Council's powers under all relevant Education Acts from time to time in force. Without limiting the generality of this, this shall include, in particular, schools and school related services.
- (c) The exercise of the overview and scrutiny powers of the Council in so far as they relate to people under 19 years of age in the provision of opportunities for education, training and learning outside the school environment including pre-school services.
- (d) In so far as they relate to children and young people under 19 years of age, to make comments and recommendations to the Executive on the contents and proposed contents of the plans making up the Council's policy framework.
- (e) Without limiting the remit of the Select Committee, its terms of reference include the following matters:
- Child Protection - covering provision for vulnerable children including children in need and children looked after, placements, foster care and adoption
 - Early Years provision
 - Special Needs provision
 - Schools and related services
 - Youth Service,
 - Youth offending and challenging behaviour
 - Transitional services for those leaving care
 - Other matters relating to children and young people
- (f) To receive and consider referrals from the Healthwatch in so far as they relate solely to people under 19 years of age. Otherwise such referrals will be made to the Healthier Communities Select Committee

- (g) Without limiting the remit of the Select Committee to hold the Executive to account for its performance in relation to the delivery of Council objectives in the provision of services to children and young people.

NB In the event of there being overlap between the terms of reference of this select committee and those of the Healthier Communities Select Committee, the Business Panel shall determine the Select Committee which shall deal with the matter in question.

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Children and Young People Select Committee 2014/15

Programme of Work

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	01-Jul	02-Oct	12-Nov	15-Dec	04-Feb	18-Mar
Lewisham Future Programme	Standard item	High		March						
Election of the Chair and Vice-Chair	Constitutional requirement	High		July						
Select Committee work programme 2014/15	Constitutional requirement	High		July						
Young people's mental health	Rapid review	High		December		Scope	Evidence	Recommend	Report	
Gold Club schools - sharing best practice	Rapid review	Medium		March		Scope			Visits	Evidence
Attainment and achievement in Lewisham schools	Performance monitoring	High		October						
LSCB annual report	Performance monitoring	Medium		October						
Raising the Participation Age	Standard item	High		December						
Nursery Education and Childcare Review - Update	Performance monitoring	Low		December						
Children with Complex Needs update	Standard item	Medium		December						
Schools capacity places planning	Standard item	High		March						
Secondary Schools Improvement	Standard item	High		March						
Sedgehill School - Update on decisions taken and future plans	Standard item	High		February						
Corporate Parenting and LAC update	Performance monitoring	Medium		March						
Safeguarding update	Performance monitoring	Medium		March						
CYPP	Policy development	High		March						

	Item completed
	Item ongoing
	Item outstanding
	Proposed timeframe
	Carried over from last year
	Item added

Meeting dates			
1)	01-Jul	4)	15-Dec
2)	02-Oct	5)	04-Feb
3)	12-Nov	6)	18-Mar

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FORWARD PLAN OF KEY DECISIONS

Forward Plan March 2015 - June 2015

This Forward Plan sets out the key decisions the Council expects to take during the next four months.

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Kevin Flaherty, the Local Democracy Officer, at the Council Offices or kevin.flaherty@lewisham.gov.uk. However the deadline will be 4pm on the working day prior to the meeting.

A "key decision"* means an executive decision which is likely to:

- (a) result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates;
- (b) be significant in terms of its effects on communities living or working in an area comprising two or more wards.

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2015	Community Infrastructure Levy Adoption version	Wednesday, 25/02/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	Planning Obligations SPD	Wednesday, 25/02/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2014	2015/16 Budget Report	Wednesday, 25/02/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2015	Lewisham River Corridors Improvement Plan SPD	Wednesday, 25/02/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
December 2014	Asset Management Strategy (Highways)	Wednesday, 04/03/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
September 2014	Church Grove Custom Build	Wednesday, 04/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2015	Local Development Framework Revised Local Development Scheme	Wednesday, 04/03/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2014	Pay Policy Statement	Wednesday, 04/03/15 Mayor and Cabinet	Andreas Ghosh, Head of Personnel & Development and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2015	Phase 1 & Phase 2 Excalibur Estate	Wednesday, 04/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
September 2014	Strategic Asset Management Plan 2015-2020	Wednesday, 04/03/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2015	London Councils and POPLA Contract	Wednesday, 04/03/15 Mayor and Cabinet	and		
February 2015	Award of Contract for General Office Supplies	Wednesday, 04/03/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2015	Use of DoH Autism Innovation Grant Adult Autism strategy for England	Wednesday, 04/03/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
February 2015	Re-procurement of Adult Social Care System	Tuesday, 17/03/15 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and		
February 2015	Re-procurement of Children's Social Care System	Tuesday, 17/03/15 Overview and Scrutiny Business Panel	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2014	Annual Lettings Plan	Wednesday, 25/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2015	Building Control Review of Fees and Charges	Wednesday, 25/03/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
December 2014	Catford Town Centre CRPL Business Plan 2015/16	Wednesday, 25/03/15	Janet Senior, Executive Director for Resources &		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		Mayor and Cabinet	Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	Deptford Green School - Transition to a Normally Constituted Governing Body	Wednesday, 25/03/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
September 2014	Deptford Southern Sites Regeneration Project	Wednesday, 25/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2015	Discharge of Homeless Duty into the Private Rented Sector	Wednesday, 25/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
June 2014	Housing Strategy 2015 - 2020	Wednesday, 25/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2015	Governing Bodies Reconstitution	Wednesday, 25/03/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			People		
February 2015	Instruments of Government Multiple Schools	Wednesday, 25/03/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2015	Local Support Scheme Update	Wednesday, 25/03/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
November 2014	School Admissions Arrangements 2016-17	Wednesday, 25/03/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2014	Award of Design and Build Contract Phase 1 Grove Park Public Realm Project	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	Award of Contract for the enlargement of St George's Primary School	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Children and Young People		
February 2015	Contract Award for modifications at Horniman Primary School	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2015	Proposal to enlarge Turnham Primary School to 3FE	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2015	Variation of contract for works at Forster Park Primary School	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2015	Variation of Contract with Bailey Partners Provision of Services to Primary Places Programme	Wednesday, 25/03/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2014	Pay Policy Statement	Thursday, 26/03/15	Kevin Sheehan,		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		Council	Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2014	Contract Award Launcelot Primary school	Wednesday, 08/04/15 Overview and Scrutiny Education Business Panel	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2015	Determination of Applications to Establish Neighbourhood Forum and Designate Neighbourhood Area for Corbett Estate	Wednesday, 22/04/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	ICT Service Review	Wednesday, 22/04/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2015	Section 75 Agreement between CCG and Council	Wednesday, 22/04/15 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
February 2015	Voluntary Sector	Wednesday,	Janet Senior, Executive		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Accommodation	22/04/15 Mayor and Cabinet	Director for Resources & Regeneration and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
February 2015	Award of Design and Build Contract Phase 1 Grove Park Public Realm Project	Wednesday, 22/04/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Rachel Onikosi, Cabinet Member Public Realm		
September 2014	Award of Street Advertising and Bus Shelter Contract	Wednesday, 22/04/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2014	Procurement of the School Kitchen Maintenance Contract	Wednesday, 22/04/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
June 2014	Surrey Canal Triangle - Compulsory Purchase Order Resolution	Wednesday, 13/05/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
September 2014	Prevention and Inclusion Framework Contract Award	Wednesday, 13/05/15 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		(Contracts)	Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
January 2015	Waste Strategy Consultation	Wednesday, 03/06/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
December 2014	Catford Town Centre CRPL Business Plan 2015/16	Wednesday, 24/06/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	Local Development Framework: Revised Local Development Scheme (version 7)	Wednesday, 24/06/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2014	Award of Highways Public Realm Contract Coulgate Street	Wednesday, 15/07/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	Review of Licensing Policy	Wednesday, 21/10/15 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2015	Review of Licensing Policy	Wednesday, 25/11/15 Council	Aileen Buckton, Executive Director for Community Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		

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CYP SELECT COMMITTEE		
Report Title	Outcomes for Looked After Children	
Key Decision		Item No. 8
Ward	All	
Contributors	The Director, Children's Social Care	
Class	Open	Date: 18 th March 2015

1. Summary and Summary of the Report

- 1.1. As corporate parents for Looked After Children the Council has a responsibility to ensure all children and young people have the best opportunities and life chances. The report summarises the outcomes they have achieved in the last year in the areas of placement stability, health and education attainment.

2. Recommendations

- 2.1 To provide an overview of the key outcomes for Looked After Children.

3. Purpose

- 3.1 Members are asked to note the content of this report.

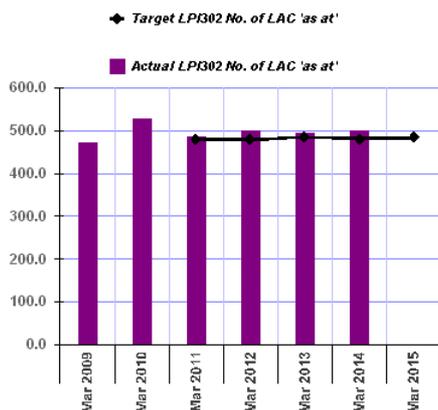
4. Policy Context

- 4.1 All Councillors have a special responsibility for Looked After Children and are accountable for the corporate parenting of some of the most vulnerable children in Lewisham and should be supporting the young people to receive appropriate parenting, education and health care so that they can reach their full potential. Services are provided in the context of legislation and the Children and Young People's Plan sets out the priorities for our Looked After Children.

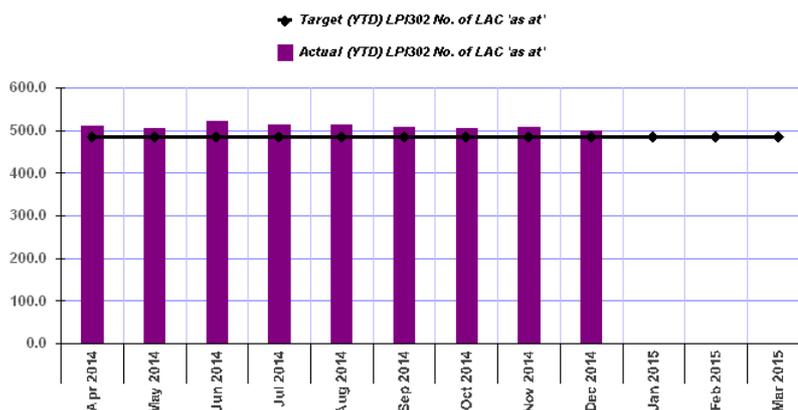
5. Number of Looked After Children

- 5.1 Since the last report was submitted on the number of looked after children has remained stable around 500. The current figure is 500. This excludes regular respite arrangements (as at 31/01/15).
- 5.2 Of the total cohort 35 are permanently looked after disabled children (as at 31/01/15). Of these children, 12 are placed in specialist residential provision, due to their high level of need, the remainder are looked after by foster carers and receive community support to address their needs arising from their disabilities.

No. of LAC "as at" ...



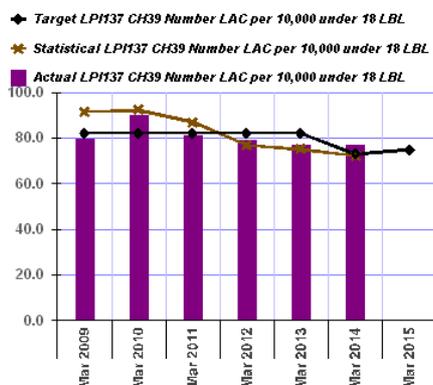
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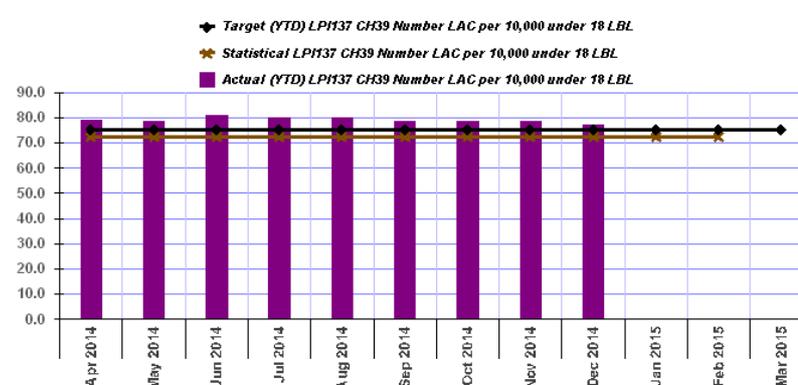
- 5.3 In the last two years the department has seen significant increases in the number of referrals received and children subject to a Child Protection Plan. Further details of this increase and the impact it will have, are contained within the report prepared by Ian Smith Director of Children’s Social Care for the meeting of the 18/03/15.
- 5.4 Performance for the number of children who leave care as a result of permanent arrangements via Special Guardianship and adoption is strong, placing Lewisham in the top quartile nationally. This has supported the stability in headline rate. However, it is possible we may see a rise in the looked after children population in 2015 – 2016.

The LAC per 10,000 population in Lewisham under 18.

CH 39 (Prev.Years)



CH 39: Number LAC per 10,000 under 18 LBL



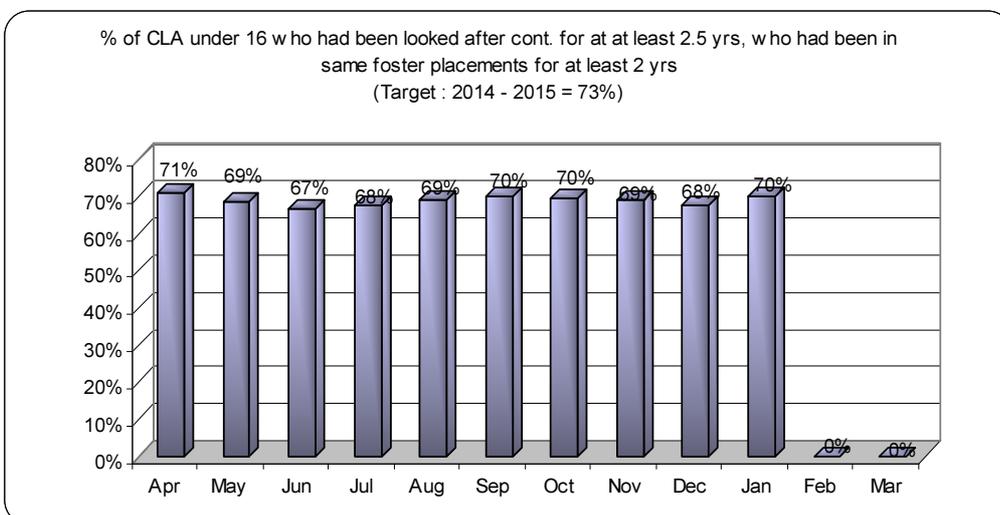
6. Placement Stability

- 6.1 The stability our looked after children experience is a priority for the Council and continues to be among the highest priorities for the service.
- 6.2 Each child looked after by Lewisham has an individual care plan which reflects their unique needs. We have a statutory duty to review these plans at six monthly intervals.
- 6.3 Where it is safe for them to do so, children will return to the care of their parents or another extended family member. If this arises as a result of care proceedings, appropriate orders are given to ensure the carer has parental responsibility.
- 6.4 For all children under 10 we consider if a plan for adoption is in their best interests. Adoption provides both stability and good outcomes for children. We try to achieve

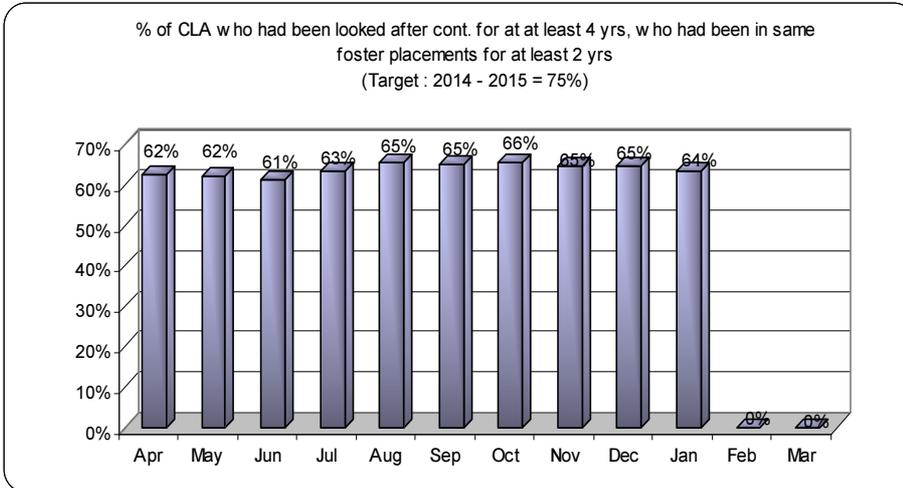
this for as many children as possible, if the court has agreed adoption is the best outcome and granted the appropriate order.

- 6.5 77.9 % of our looked after children are living with foster carers. The remainder live in residential units or specialist health units (CWD). A small number are being assessed with parents as part of a rehabilitation plan. We would like to increase the number of children living with foster carers as family life provides better outcomes and is a more cost effective option. It will be difficult to achieve this for all young people due to their complex needs and challenging behaviour.
- 6.6 As young people get older they often find it increasingly difficult to manage alternative families and they often express a wish to live in semi independent situations.
- 6.7 Since July 2014 we have been developing 'Staying Put' arrangements. This initiative allows young people to remain in foster care until the age of 21. If they are in full time education they can also remain with family during holidays from college university. Encouraging the use of Staying Put is likely to support placement stability in the longer term. Currently we have 33 young people subject to Staying Put arrangements.
- 6.8 We have introduced an evidence based approach known as The Secure Base. All social workers have been trained and worked with colleagues in the child's network to provide additional resources and support to try and prevent placement breakdown.
- 6.9 Those children who are identified as living in fragile placements will have a placement stability meeting at an early stage. Agreement for placement moves is given at a panel chaired by the Director of Children's Social Care. It will not be agreed until he is satisfied everything possible has been done to resolve the difficulties.
- 6.10 Performance in this area is measured in two ways:

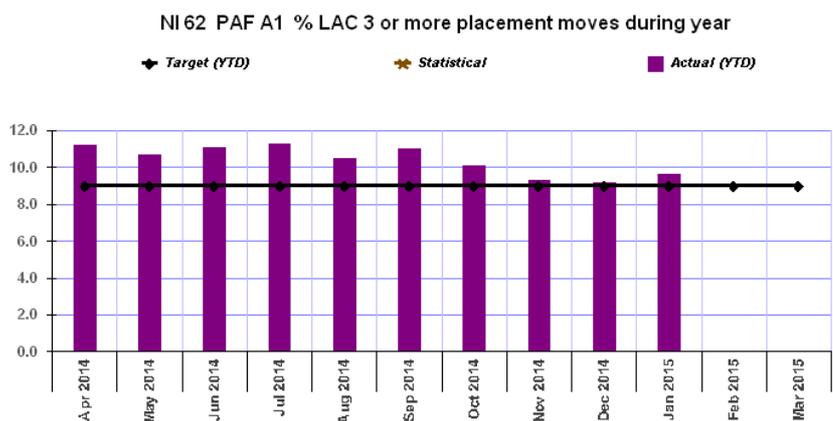
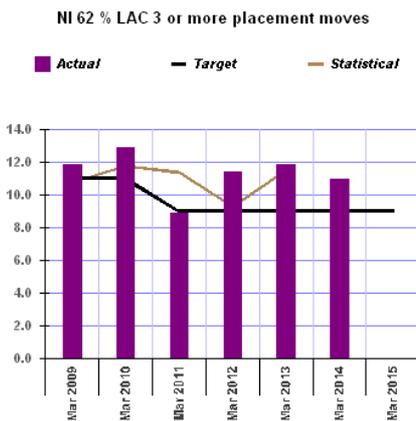
The chart below looks at the under 16 cohort and measures those who have been looked after 2.5 years and have been in the same foster placement for at least 2 years. The total number of children is 157 of which 110 meet the target. Team managers look in detail at the circumstances of the remaining 47. The reasons for instability are complex and as described above each child has an individual care plan which includes a strategy to manage the instability. Although we have not always met our target of 73% the last published data (March 13) told us our statistical neighbours achieved 69.3%. The DFE has ceased publishing data for this indicator.



6.11 The chart below looks at the looked after children population including 16-18 year olds who have been looked after continually for 4 years or more and who have been in the same foster placement for at least two years. This cohort contains 103 children and young people, of which 31 have not achieved stability as described. The DFE has ceased publishing data for this indicator.

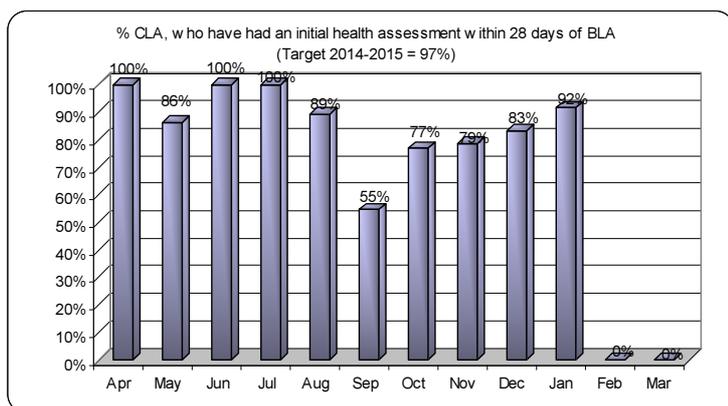


6.12 The bar charts below show the number of children and young people who have experienced 3 or more placement moves in the last 12 months. For some younger children 3 moves may be seen as positive for example, a child safeguarded in a foster placement, assessed with a parent and then placed permanently with an adopter within 12 months. 3 or more moves for older children are more likely to reflect their challenging needs and instability. Currently, performance for Lewisham is in the top quartile nationally.

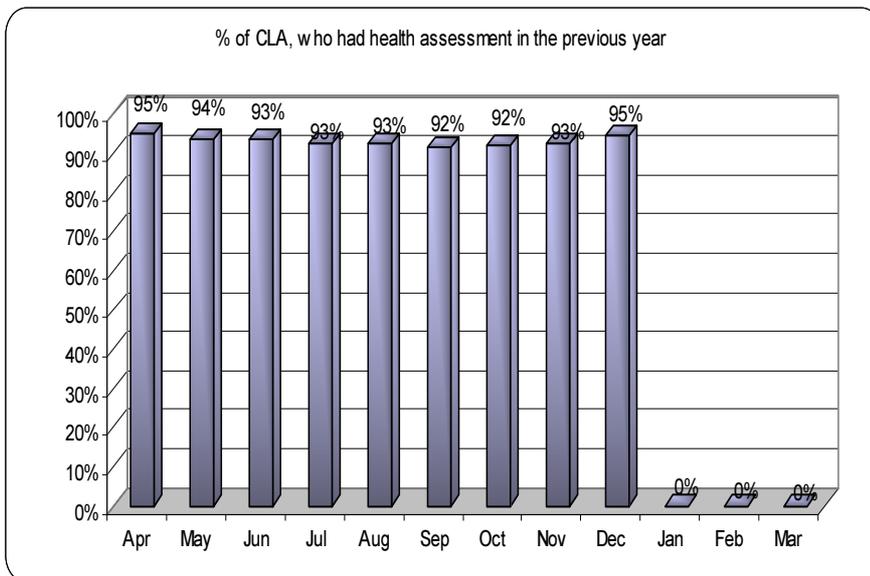


7. Health outcomes

- 7.1 Children looked after by Lewisham have very often experienced abuse and neglect, prior to becoming looked after. As such, many of them have not received adequate primary health care.
- 7.2 Within 28 days of becoming looked after, they are required to have an initial assessment which will assess their needs and plan appropriate treatment. Some of the older young people are reluctant to attend such appointments which largely explains the figures below. These young people are tracked by our Looked After Children nurse and the majority do eventually agree to the assessment when the adults caring for them provide the appropriate support.
- 7.3 Our overall figure in this area at March 2014 was 94%. We continue to try and achieve 100%. Those who have not undertaken the assessment are the older young people who are resistant. These are all individually followed up by the looked after children nurse to help them understand the importance. The vast majority do eventually agree to the health assessment. The DFE does not publish comparative data for this indicator.



- 7.4 The chart below represents the number of looked after children who have received an annual health assessment. As with initial assessments it is often the older group in this cohort who will refuse to comply with this expectation. In March 2014 the DFE statistical neighbours achieved 92.7% whilst the national average was 88.4%. The Lewisham figure was 98.5%.



7.5 The emotional well being of the children in our care is an additional health area we place significant focus on. In Lewisham we have a dedicated team within CAMHS known as Symbol who provide a service to children in borough and within reasonable travelling distances. For those children placed any distance from Lewisham we refer to local services and ensure their needs are met with the support of colleagues from the commissioning team.

8. Safeguarding Looked After Children

8.1 Recent concerns in other local authorities and the summary Ofsted report on Child Sexual Exploitation has been a driver for us to look at our practice in this area. We are very conscious of the vulnerability of our young people, particularly those who go missing. We now have a team manager who has been given a lead in this area and she is currently reviewing our procedures.

8.2 Social workers and independent reviewing officers are working together to ensure all those children for whom we have concerns are the subject of strategy meetings which result in robust plans to keep them safe.

9. Adoption

9.1 The service is a registered Adoption agency which allows us to undertake statutory duties in relation to both adopters and children who require adoptive families. We have also been part of a DFE pilot looking at Adoption Support.

9.2 In 2012/13 23 children were made subject to adoption orders. In 2013/14 the figure was 28. So far this year 29 of our children have been adopted and we expect this figure to rise further before 31/03/15.

9.3 Adoption performance is measured in a three year rolling scorecard. Between 2011/14 12% of children leaving Lewisham's care were made subject to adoption orders. This compares with 9% statistical neighbours and 14% England.

9.4 56% of the cohort are from BME groups compared to 6% with statistical neighbours and 8% England.

- 9.5 Of the cohort 19% of Lewisham children were aged 5 or over. This compares to 3% statistical neighbours and 5% England.
- 9.6 A further key indicator is the time taken to achieve this. If we look at the number of weeks between a child entering care and moving in with their adoptive family, in Lewisham the average was 65 weeks, in statistical neighbours it was 74 weeks and in England 75 weeks.
- 9.7 What these figures demonstrate is not only do Lewisham have good outcomes in terms of numbers but they also achieve positive outcomes for BME groups and older children, sometimes considered 'hard to place' and that this is still achieved in the best possible timescale for the children.
- 9.8 Over the last year the service has been part of a DFE pilot which is looking at the support offered to both children and adoptive parents post an adoption order being granted. The final report into the pilot will be available in May/June 2015.

10. Education

Please see Appendix One for the figures.

- 10.1 The table gives the data for educational achievement at Key Stage 1 and 2 and at GCSE level in years 2013 &14. Where available it also gives the data for our statistical neighbours and nationally.
- 10.2 2014 shows improvement on 2013 for Key Stage 1 and 2. However this is not the case for GCSE outcomes where performance has dropped compared to 2013, although this is in line with all children in Lewisham and nationally. It remains a disappointment that so many of our looked after children failed to achieve GCSE's.
- 10.3 In order to raise attainment the Virtual School are tracking all Year 11 pupils. Currently 13.2% (5/38) of pupils are making good or outstanding progress. 31.6% (12/38) are on track for a Grade C or above for English; 28.9% (11/38) in Mathematics. 20.8% (5/24) of males and 28.6% (4/14) females are on track for a Grade C or above in both English and mathematics.
- 10.4 In addition to individual care plans, all looked after children have a Personal Education Plan. This plan is drawn up jointly with the school to ensure all of those involved with the child or young person are supporting their educational potential and achievement.
- 10.5 The previous Looked After Children Education Team are now known as the Virtual School and in September 2014 the new headteacher Patrick Ward joined us. Since taking up post Patrick has appointed a Deputy Headteacher and reviewed the roles of the current team, the new structure is shown below:

Patrick Ward - Headteacher
Des Benjamin - Deputy Headteacher/Secondary Lead
Vee Howell - Primary Lead
Bronagh Maginn - Post 16 Coordinator
Patricia Dunkley - Information Officer
Valerie Chang - Attendance and Welfare Officer
Ervin Hall - High Intervention Officer

- 10.6 The Virtual School is working with social workers, foster carers, and schools both within and outside Lewisham to ensure the children's educational needs are prioritised and the pupil premium funding is appropriately spent, to ensure all looked after children receive appropriate support in a timely manner.
- 10.7 In order to strength communication, the Virtual School are developing a website which all stakeholders will be able to access.
- 10.8 Lewisham Virtual School are committed to training all professionals who work with looked after children in Lewisham. These will include:
1. All Lewisham social workers
 2. All Lewisham foster carers
 3. All Lewisham designated teachers and other relevant staff identified by schools. Bespoke training will be provided to Designated Teachers in Other Local Authority schools where possible.
- 10.9 One of the priorities for the Virtual School is the monitoring of children's attendance. The graph below demonstrates the current position.

Year Group	Number of LAC	% Attendance
Reception	7	97.13%
1	15	97.93%
2	10	93.67%
3	19	99.03%
4	20	92.91%
5	18	96.88%
6	18	98.08%
7	31	95.43%
8	27	97.76%
9	29	90.35%
10	54	89.49%
11	45	86.10%

Total attendance 92%

11. Financial implications

- 11.1 The placement budget for Looked after Children for 2014/15 is £19.6m
- 11.2 There are no financial implications relating to this report.

12. Legal implications

- 12.1 Lewisham's duties in terms of supporting Looked After Children are set out in the Children Act 1989, and the Leaving Care Act 2000, which aims to extend support into early adulthood in a manner similar to that experienced by children who are not placed away from their families. The Adoption and Children Act 2002 widened the options for permanence for children, creating Special Guardianship and widening children's access to adoption.

13. Crime and disorder implications

- 13.1 There is significant evidence nationally that looked after children come into contact with the youth justice system at a higher rate than the general population. There has been a reduction in these numbers since 2010. Looked after children are still more than twice as likely to be drawn into the criminal justice system. Currently, 25% of cases open to Youth Offending Service are looked after children. 10% of these are looked after by other local authorities, 15% by Lewisham.
- 14.2 The offending rates of looked after children vary in accordance with the length of time spent in care and by type of placement. However, the reoffending rates for looked after children are in line with others in the youth offending service cohort.
- 14.3 Risk factors that may predict involvement in criminal activity are similar to those that may predict looked after status.
- 14.4 The youth remand provisions in the Legal Aid Sentencing and punishment of Offenders (LASPO) Act 2012 came into force in December 2012. This made significant changes to the remand framework for 10-17 year olds. The Act imposes a new scheme for remands of children. All children and young people that are remanded to youth detention accommodation will become a looked after child. If this period is for 13 weeks or more they will meet the criteria of a leaving care child.

15. Equalities implications

- 15.1 Lewisham's Comprehensive Equalities Scheme (CES) 2012-16 sets out the Council's strategic objectives with regard to improving the life chances and quality of life of Lewisham residents. The Equality Act 2010 provides the statutory framework for the CES.
- 15.2 By describing the work that the Council is undertaking to promote and safeguard the well being of vulnerable children in the borough, this report directly contributes to the following CES objectives:
- tackling discrimination, victimisation and harassment
 - improving access to services
 - closing the gap in outcomes
 - increasing participation and engagement

16. Environmental implications

None.

17. Background documents and originator

If there are any queries on this report, please contact Tina Benjamin on 0208 314 7808.

Appendix One

		No of Looked After Children 2013	No of Pupils Achieving Expected Level 2013	Looked After Children Lewisham 2013	Looked After Children Statistical Neighbours Ave. 2013	Looked After Children National Average 2013	All Children in Lewisham 2013	Number of Looked After Children 2014	Number of Pupils Achieving Expected Level 2014	Looked After Children Lewisham 2014	Looked After Children Statistical Neighbours Ave. 2014	Looked After Children National Average 2014	All Children in Lewisham 2014
KS1	Reading	7	3	43.0	62.5	69.0	89.0	15	9	60.0	76.0	71.0	91.0
	Writing	7	3	43.0	57.8	61.0	85.0	15	10	67.0	65.0	61.0	89.0
	Maths	7	2	43.0	60.0	71.0	92.0	15	9	60.0	77.0	72.0	94.0
KS2	Reading Writing Maths	19	7	44.0	55.0	45.0	83.0	20	10	50.0	50.0	48.0	79.0
	Grammar Punctuation Spelling			39.0	56.0	45.0		20	11	55.0	53.0	49.0	76.0
	Reading	19	11	61.0	73.0	63.0	90.0	20	15	75.0	68.0	68.0	87.0
	Writing	19	8	56.0	64.0	55.0	88.0	20	14	70.0	60.0	59.0	89.0
	Maths	19	11	61.0	65.0	59.0	90.0	20	12	60.0	64.0	61.0	85.0
	Science	19	8	42.1	np	np	89.0		n/a	n/a	np	np	89.0
GSCE	5+A*-C	36	12	44.4	42.6	36.6	79.0	42	7	25.0	22.0	31.1	59.0
	5+A*-G	36	20	55.6			94.2	42	0	np	n/a	n/a	92.7
	1+A*-G	36	27	75.0			98.6	42	0	np	n/a	n/a	97.6
	1+A*-C	36	18	50.0			n/a	42	0	np	n/a	n/a	n/a
	A*-C in Eng & Maths			27.8	23.0	16.2		42	6	supp 14.3	20.0	15.7	55.3
	5+A*-C +EM	36	10	25.0	22.5	15.3	58	42	5	supp 11.9	17.0	14.4	51.3
	5+A*-G +EM	36	18	50.0			91.9	42	0	np	n/a	n/a	89.2

CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE		
Report Title	Safeguarding Services	
Key Decision	No	Item No. 9
Ward	All	
Contributors	Ian Smith, Director of Children's Social Care	
Class	Open	Date: 18 March 2015

1. Purpose and Summary of the Report

1.1 This report provides a brief overview of the current position of our safeguarding services in Lewisham. The report focuses on:-

- The number of children subject to child protection plans and their demographics.
- The changing patterns and trends in the numbers of children subject to plans and how Children's Social Care is responding to this.
- Following the CYP Select Committee meeting of the 4th March 2014 this report will focus on the types of abuse recorded including a breakdown of gender in the different types as recorded in that meeting.
- The report also includes an update on two Serious Case Reviews currently being undertaken.
- This report is the annual report that was agreed at the Select Committee on 4th March 2014.

2. Recommendations

2.1 Members are asked to note the contents of the report. Members are also asked to discuss issues that may arise as a result of the details within the report.

3. Policy Context

3.1 There are a number of key policies and legislation that govern the work in safeguarding children:

- The Children Act 2004, updated all the previous legislation in relation to children. This Act gives boundaries to local authorities to help them better regulate the official intervention in the interests of children.
- The London Child Protection Procedures 2014, are Pan London procedures for protecting children that all London local authorities are expected to adopt. This ensures a high level framework and a common understanding amongst all agencies working to protect children in London.
- Working Together to Safeguard Children 2013, provides a national framework and the core requirements which agencies and professionals should follow to agree their own ways of working together to safeguard and promote the welfare of children.

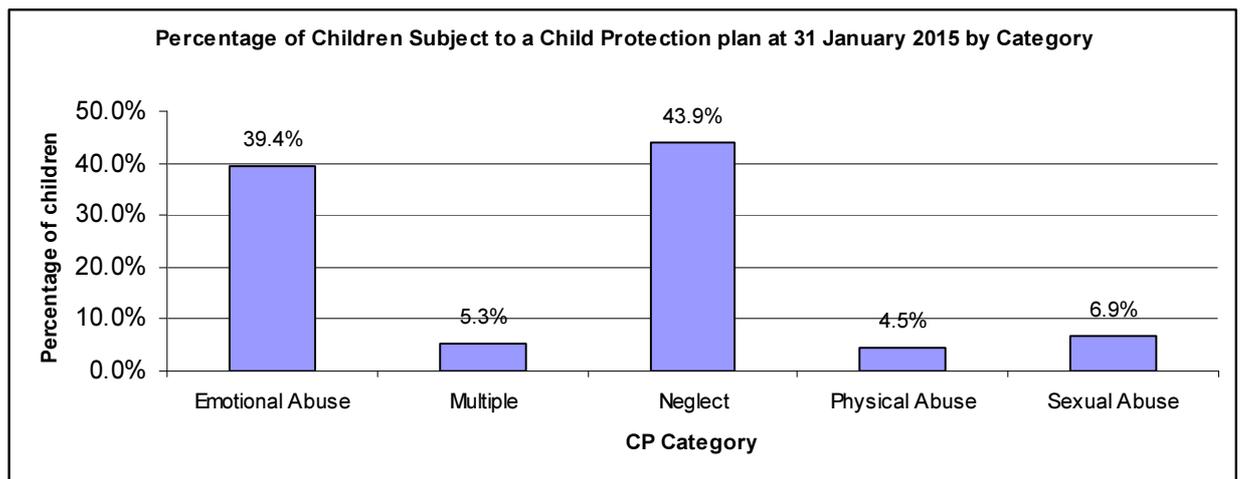
4. Details

4.1 Children's Social Care works with children who are considered to be children in need, who require support or services and children subject to child protection plans. Children in need are supported to achieve their outcomes and there will be a plan for the child that is regularly reviewed to ensure that progress is being made. Children subject to child protection plans will be placed on a plan following an initial child protection conference and will have suffered or considered to be at risk of significant harm.

4.2 As of January 2015 there were 378 children subject to child protection plans. These children will all be subject to multi-agency plans that will be reviewed by the core group of professionals involved with the child and their family. When children become subject to a child protection the conference is required to specify the reasons for the plan and the category of the plan. The categories are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Percentage of children subject to a child protection plan at 31 January 2015



CP Category	Total	Percentage
Emotional Abuse	149	39.4%
Multiple: Neglect, Emotional Abuse	20	5.3%
Neglect	166	43.9%
Physical Abuse	17	4.5%
Sexual Abuse	26	6.9%
Grand Total	378	100.0%

Number of children with a child protection plan

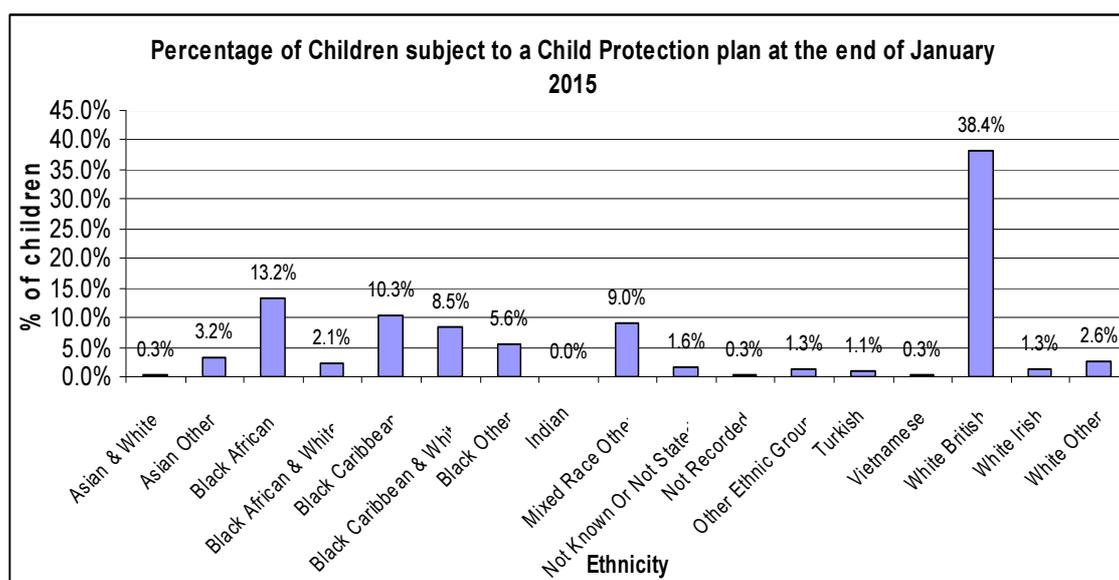
Month	No. of CP plans
Jan-13	225
Feb-13	232
Mar-13	239
Apr-13	251
May-13	279
Jun-13	291
Jul-13	271
Aug-13	280
Sep-13	303
Oct-13	326
Nov-13	322
Dec-13	310
Jan-14	307
Feb-14	307
Mar-14	304
Apr-14	297
May-14	287
Jun-14	293
Jul-14	307
Aug-14	299
Sep-14	313
Oct-14	330
Nov-14	349
Dec-14	363
Jan-15	378

4.3 The current gender breakdown is :

- 189 Male
- 181 Female
- 7 Unborn (gender unknown)

Gender	CP Category	Total	Percentage
Female	Emotional Abuse	81	21.4%
	Multiple	10	2.6%
	Neglect	66	17.5%
	Physical Abuse	10	2.6%
	Sexual Abuse	14	3.7%
Female Total		181	
Male	Emotional Abuse	65	17.2%
	Multiple	10	2.6%
	Neglect	95	25.1%
	Physical Abuse	7	1.9%
	Sexual Abuse	12	3.2%
Male Total		189	
Not Specified	Emotional Abuse	1	0.3%
Unborn	Emotional Abuse	2	0.5%
	Neglect	5	1.3%
Unborn Total		7	
Grand Total		378	

Percentage of Children subject to a child protection plan at the end of January 2015



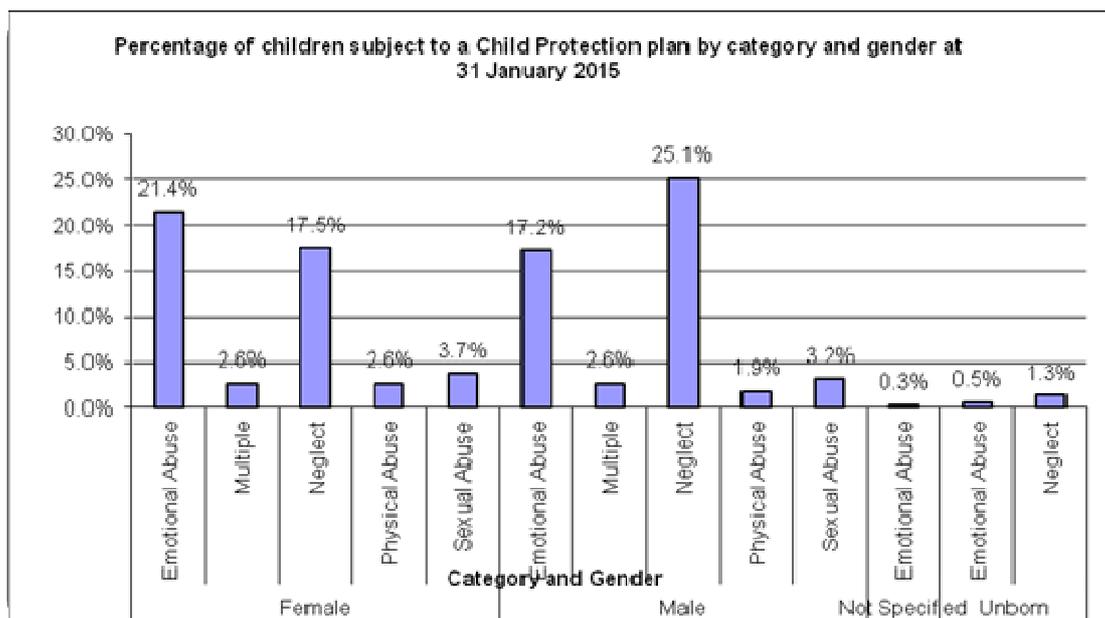
Ethnicity of children subject to a child protection plan

Ethnicity	Total	Percentage
Asian & White	1	0.3%
Asian Other	12	3.2%
Black African	50	13.2%
Black African & White	8	2.1%
Black Caribbean	39	10.3%
Black Caribbean & White	32	8.5%
Black Other	21	5.6%
Indian	4	0.0%
Mixed Race Other	34	9.0%
Not Known Or Not Stated	6	1.6%
Not Recorded	1	0.3%
Other Ethnic Group	5	1.3%
Turkish	4	1.1%
Vietnamese	1	0.3%
White British	145	38.4%
White Irish	5	1.3%
White Other	10	2.6%
Grand Total	378	98.9%

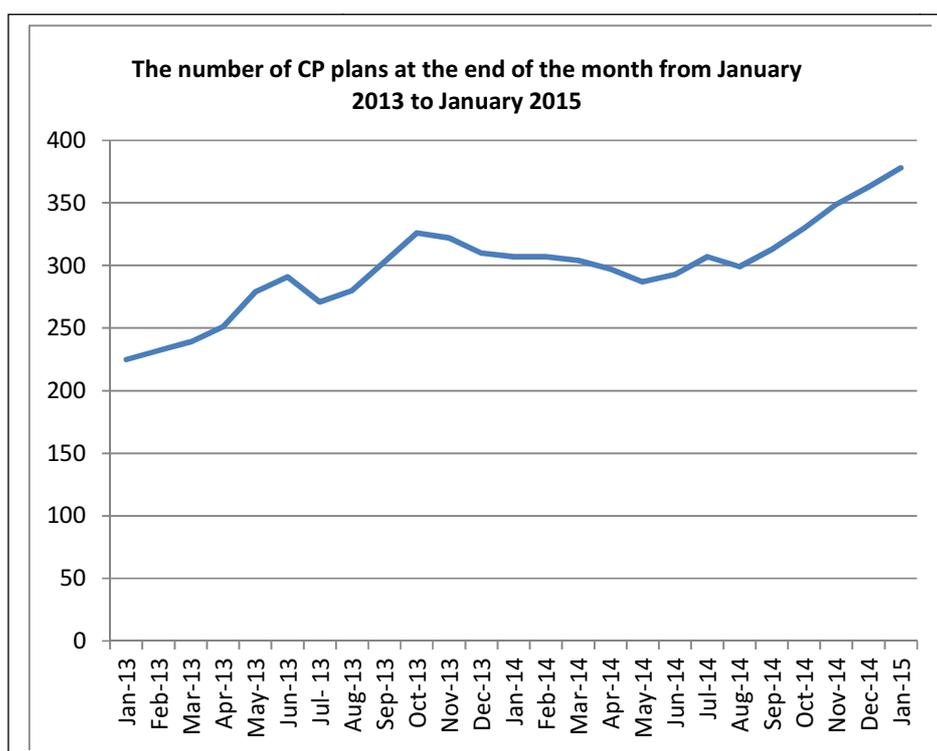
Age of children subject to a child protection plan

Age	Total number	Percentage
-1	9	2.4%
0	46	12.2%
1	31	8.2%
2	28	7.4%
3	23	6.1%
4	36	9.5%
5	21	5.6%
6	22	5.8%
7	24	6.3%
8	15	4.0%
9	21	5.6%
10	18	4.8%
11	17	4.5%
12	12	3.2%
13	20	5.3%
14	6	1.6%
15	16	4.2%
16	8	2.1%
17	4	1.1%
18	1	0.3%
Grand Total	378	100.0%

Category of children subject to a child protection plan



Rise in number of children subject to a child protection plan

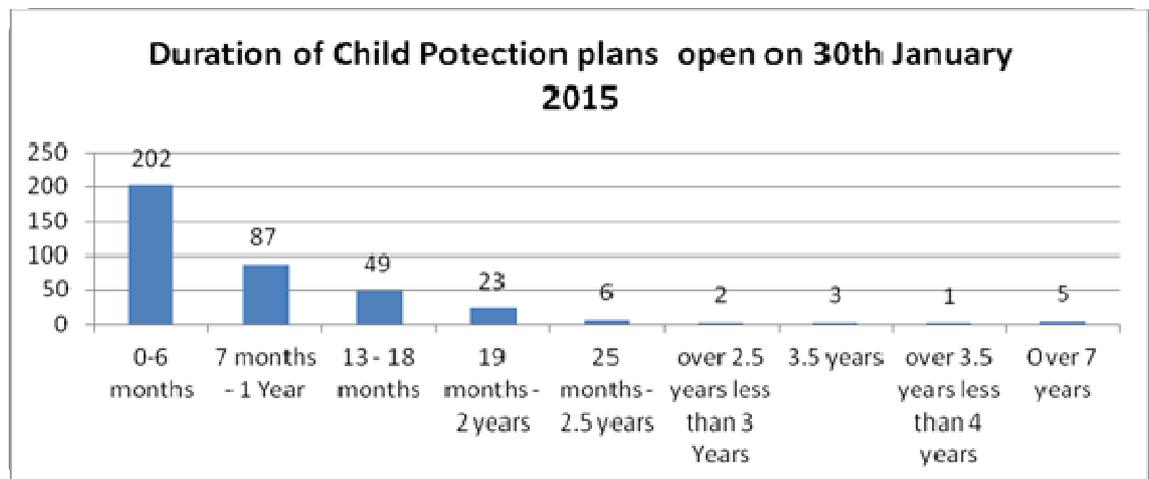


4.4 The rise in the number of children subject to a CP plan has continued to increase since the last time the committee looked at this in March 2014. This is a concern that is putting pressure not just on Children Social Care but the whole partnership in terms of ensuring these children have up-to date plans

which includes attendance at a number of meetings. The increase in Lewisham has been reflected in an increase nationally. Researched by the Association of Directors Children’s Services (ADCS) show that the number of children subject to a Child Protection plan has risen by over 60% nationally. The reasons for this increase are not currently known but it should be noted that, historically, in times of recession the number of children subject to Child Protection plans has increased.

- 4.5 Children’s Social Care staff regularly audit the cases and are satisfied that the reasons for children becoming subject to a plan are genuine and the decisions are appropriate. We are currently looking at the cases from an historical perspective to see if there is anything different that could have been done with families in the past by professionals that could have prevented the need for statutory services to become involved.
- 4.6 The pressure within CSC has led to an increase in Social Workers by one extra team with a Team Manager in the Family Social Work Service. We have also increased the capacity of the CP chairs by 20% and also of the minute taking of conferences due to the increased number of conferences taking place.
- 4.7 When children become subject to a Child Protection Plan there is a review Child Protection Conference every three months and subsequent conferences every six months. At each conference the need for the child to remain on a Child Protection Plan will be considered and the plan updated. Key professional and family members meet regularly between the conferences to review the plan and whether it is working. The length that children have spent on a Child Protection Plan within Lewisham has also increased in recent months.

Length of time spend on a child protection plan

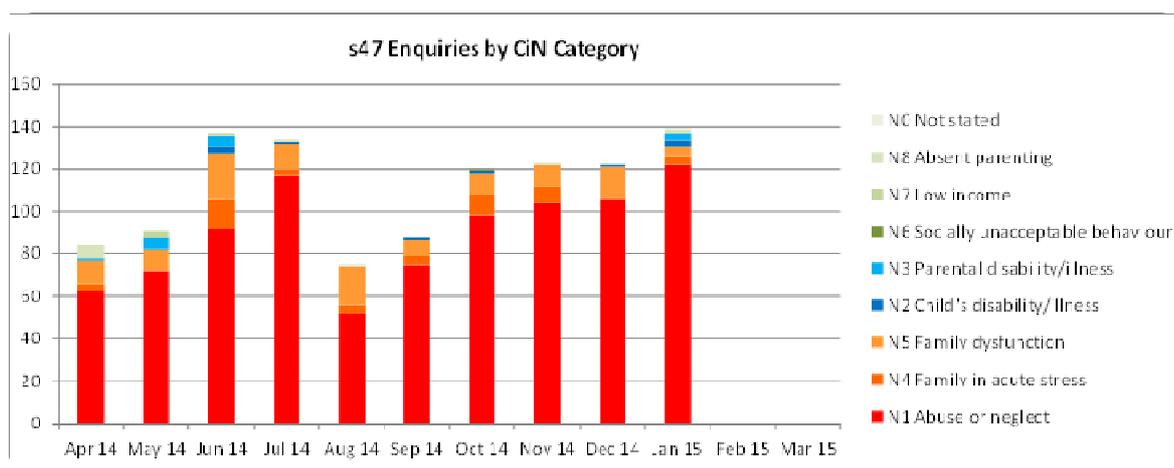


Duration	Total
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0-6 months	202
7 months - 1 Year	87
13 - 18 months	49
19 months - 2 years	23
25 months - 2.5 years	6
over 2.5 years less than 3 Years	2
3.5 years	3
over 3.5 years less than 4 years	1
Over 7 years	5
Grand Total	378

- 4.8 An audit of these cases of children who have been subject to a plan for over two years took place in January 2015 which has identified that there may be some practices that could be implemented to shorten the time spent subject to a plan. An action plan is currently being developed to implement the changes in this area. However it should be noted that Lewisham's number of children subject to a plan for over 2 years is less than the national average.
- 4.9 As well as an increase in the number of children subject to a Child Protection Plan, there has also been an increase in the number of children that have been subject to a child protection investigation.
- 4.10 This is obviously a concern to all professionals about the increase in the number of children who are thought to be at risk of significant harm.

S47 investigation over the last year.



- 4.11 The Service Manager for the Referral & Assessment Service has completed an audit of all the cases in the month of November 2014. This has shown that the cases were appropriately dealt with as a Child Protection Investigation under s47 of the Children's Act. The report was presented to the Departmental Management Team and to the Lewisham Safeguarding Board in March 2015.

- 4.12 Despite the fact that the work has been increasing the evidence of audits shows that the quality of work still remains high.
- 4.13 Our work in remodeling the front door is designed to build capacity in the partnership and to ensure that families receive the support that they require in order to prevent safeguarding issues arising. We are also working with the West African community to develop support and guidance about appropriate chastisement of children as our audits have shown that physical chastisement of children from this community is higher than other groups.
- 4.14 In order to meet the needs of the families and to bring about plans that will protect the children, it is important that we have a dedicated and efficient work force. There have been difficulties recruiting permanent staff to our long term Safeguarding Team. Again this is a national problem. The work is very stressful and the team are heavily involved in Court work. However a sustained recruitment drive throughout 2014 means that we are nearly fully staffed again in our Safeguarding Services. Any vacancies have been covered by agency staff so we have maintained that all children subject to a child protection plan have had an allocated social worker.
- 4.15 Children's Social Care also fulfils the LADO role (Local Authority Designated Officer). Her role is to deal with allegations against and staff who work with children within the London Borough of Lewisham in any organization, including the private and voluntary sectors. This role ensures that there are safeguards in place where a person who works with children has an allegation made against them or a concern is raised. Last year the number of allegations was 154 and this year the number 121 from 1st April 2014 to 31 January 2015.
- 4.16 The LSCB (Local Safeguarding Children's Board) oversees the safeguarding of children across Lewisham. Working Together 2013 states that the LSCB is:
- (a) To co-ordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in the area; and
 - (b) To ensure the effectiveness of what is done by each person or body for those purposes.
- 4.17 In addition the guidance states that:
- (c) The chair must publish an annual report on the effectiveness of safeguarding and promoting the welfare of children in the local area and
 - (d) The report should provide a rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action.
 - (e) The chair must publish an annual report on the effectiveness of safeguarding and promoting the welfare of children in the local area and
 - (f) The report should provide a rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action.

- 4.18 Once completed the Annual Report it is required that the report should be submitted to the Chief Executive, the Leader of the Council, the local police and crime commissioner and the chair of the health and wellbeing board. In addition in Lewisham we present to the report to the Children and Young People's Select Committee for their information and scrutiny.
- 4.19 The functions of LSCB's fall into seven main categories:
- Developing policies and procedures.
 - Ensuring appropriate training is provided across the Borough in relation to safeguarding.
 - Communicating and raising awareness of the need to safeguard and promote the welfare of children and how this can be best implemented.
 - Participating in the local planning/commissioning of children's services.
 - Reviewing all child deaths.
 - Ensuring agencies are effective, individually and collectively.
 - Conducting Serious Case Reviews into non-accidental fatal, and near fatal harm to children, where lessons can be learned.
- 4.20 Lewisham's LSCB is a well-attended and purposeful Board. The main parts of it work are carried out by a number of sub groups which are all multi agency in their membership, Lewisham's LSCB currently has the following sub-groups:
- Policies, Procedures and Training
 - Monitoring, Evaluation and Service Improvement
 - Serious Case Reviews
 - Child Death Overview Panel
 - Child Sexual Abuse
 - Neglect
- 4.21 Child Sexual Exploitation has been much in the news in the last year especially following the Jay report and the Casey Report into widespread sexual abuse of mostly young girls in Rotherham. Members will recall that the issue of child sexual exploitation was dealt with in a report that was presented to them at the last committee meeting on Safeguarding in March 2014. The fact that the issue was presented for scrutiny a year ago shows that Lewisham was already aware of child sexual exploitation as an issue for young people and had plans in place well before this broke as a national issue.
- 4.22 Following the publication of the Jay report in Rotherham the Mayor called a meeting of the whole partnership, including key local politicians to ensure that the systems in Lewisham were robust and there was no complacency in dealing with the issue. The cabinet member for Children and Young People also arranged for the Director of Children's Social Care and the Head of Community Safety to brief all members on this particular issue.
- 4.23 The number of young people thought to be at risk of Child Sexual Exploitation and subject to regular monitoring stands at 17.
- 4.24 The Lewisham Children's Safeguarding board has audited cases of Child Sexual Exploitation as one of its themed audits. This concluded that multi agency working is strong in cases where child sexual exploitation was suspected.

- 4.25 Of concern in a lot of research about child sexual exploitation is that looked after children are particularly at risk, especially those placed in residential children's homes. All residential children's homes are visited regularly by their Social Workers, their Team Managers and Independent Reviewing Officers. The national standard is that they should be visited at least once every 12 weeks although Lewisham adopts a much more rigorous standard of once every 6 weeks. In addition to this as part of our quality audit process every children's home is visited on an annual basis by a member of the Children's Social Care Senior Management Team. An important part of this visit is to ensure that staff are appropriately trained in Child Sexual Exploitation and that measures are in place to prevent the risks to our young people.
- 4.26 The Safeguarding Board has commissioned two Serious Case Reviews. One concerns a mother, who had had a previous child removed by another authority, was heavily involved in drugs, who gave birth to a child who was subsequently found to be failing to thrive. There were failures amongst health colleagues to identify risks and to refer appropriately amongst themselves and to Children's Social Care. The child is now safe and has been placed for adoption.
- 4.27 The other case involved a child who had a number of broken bones that had been caused non-accidentally. There were risks in the background of both parents which had not been picked up by health colleagues and referred to appropriate agencies. Both parents have been prosecuted and are serving prison sentences. Again the child has recovered and has been placed in an adoptive home.
- 4.28 There have been delays in both the reports. The independent report writer unfortunately suffered a serious illness which led to delays. The LSCB felt that they quality of the report was not good enough and there has also had to be some rewrites. It is expected that both reports will be published in May 2015.

5. Financial implications

None

6. Legal implications

- 6.1 There are no specific legal implication arising from this report. Lewisham CSC provides Children's safeguarding and support serves in accordance with the statutory framework provided by the Children Act 1989 and succeeding statutory requirements.

7. Crime and disorder implications

None.

8. Equalities implications

None.

9. Environmental implications

None.

10. Background documents and originator

If there are any queries on this report, please contact Ian Smith on 0208 314 8140.