

Children and Young People Select Committee Agenda

Wednesday, 13 May 2015

7.30 pm,

Committee Room 1

Civic Suite

Lewisham Town Hall

London SE6 4RU

For more information contact: Katie Wood (Tel: 020 8314 9446)

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

Part 1

Item		Pages
1.	Minutes of the meeting held on 22 April 2015	1 - 6
2.	Declarations of interest	7 - 10
3.	Post 16/18 education and the progress to further education or employment	11 - 42
4.	Leathersellers Consultation	43 - 50
5.	Select Committee work programme	51 - 68
6.	Referrals to Mayor and Cabinet	

Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 13 May 2015.

Barry Quirk, Chief Executive
Tuesday, 5 May 2015

Councillor Hilary Moore (Chair)	
Councillor Luke Sorba (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor David Britton	
Councillor Liz Johnston-Franklin	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Councillor Jonathan Slater	
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 Paul Maslin	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 22 April 2015 at 7.30 pm

PRESENT: Councillors Hilary Moore (Chair), Luke Sorba (Vice-Chair), Chris Barnham, Andre Bourne, David Britton, Liz Johnston-Franklin, Jacq Paschoud, John Paschoud, Jonathan Slater, Alan Till, Sharon Archibald (Parent Governor Representative), Lisa Palin (Parent Governor Representative), Gail Exon (Church Governor Representative) and Monsignor N Rotheron (Church Governor Representative)

APOLOGIES: Councillor Mark Saunders

ALSO PRESENT: Councillor Paul Maslin (Cabinet Member for Children and Young People), Frankie Sulke (Executive Director for Children and Young People), Warwick Tomsett (Head of Targeted Services and Joint Commissioning), Catherine Bunten (Policy Officer), Charlotte Dale (Interim Overview and Scrutiny Manager) and Katie Wood (Scrutiny Manager)

1. Confirmation of Chair and Vice-Chair

RESOLVED:

That Councillor Hilary Moore be confirmed as the Chair of the Children and Young People Select Committee.

That Councillor Luke Sorba be confirmed as the Vice-Chair of the Children and Young People Select Committee.

That Councillor John Paschoud and Councillor Brenda Dacres be formally thanked for their work as the previous Chair and Vice-Chair of the Children and Young People Select Committee.

2. Minutes of the meeting held on 18 March 2015

RESOLVED:

That the minutes of the meeting held on 18 March 2015 be amended to include Monsignor Nick Rotheron and Gail Exon in the list of attendees.

3. Declarations of interest

3.1 Councillor Jonathan Slater declared a personal interest in items 4 and 5 as he was Chair of the Lewisham Pre-School Learning Alliance.

Councillor John Paschoud declared a personal interest in items 4 and 5 as he was a member of the Sydenham and Forest Hill Youth Forum and of the Lewisham Parent and Carers Forum.

Councillor Jacq Paschoud declared a personal interest in items 4 and 5 as she was a member of the Lewisham Parent and Carers Forum.

Monsignor Nick Rothon declared a personal interest in items 4 and 5 as he was Chair of Governors at Christ the King Sixthform College and Chair of Governors at St Matthew Academy.

Lisa Palin declared a personal interest in items 4 and 5 as she was Vice-Chair of Governors at Greenvale School and Chair of the Lewisham Adoption Panel.

Gail Exon declared a personal interest in items 4 and 5 as she was Governor of Trinity School and of Haydon & Waller School.

4. Select Committee work programme 2015/16

4.1 Katie Wood, Scrutiny Manager, introduced the report and the draft work programme for the Children and Young People Select Committee for the 2015/16 municipal year.

- The report set out the full terms of reference and procedural details for the Children and Young People Select Committee.
- It included the full draft work programme incorporating suggestions from the committee, standard items, suggestions from officers, items arising from previous scrutiny and issues that the committee was required to consider by virtue of its terms of reference.

4.2 In the discussion that followed, the following key points were made.

- The item on the Transition of Children with Complex Needs could be heard later in the committee cycle to ensure there was time for the report to be of sufficient depth. There was a potential overlap with Healthier Select Committee and this would be considered at Business Panel on 28 April 2015.
- The report could incorporate information on the replacement of Statements of Special Educational Needs (SEN) with the Education, Health and Care Plans (EHC).
- The report could consider the transition of children and young people to education and employment up to the age of 25 and employment post 25 years of age.
- It would be important to ensure the report considered the interface between services for children and services for adults with learning difficulties or disabilities and that officers from both teams attended the committee meeting to present the report.
- The schools capacity planning report could be brought forward to January and could include information on need for places for children with special educational needs, including identifying whether there had been a change in the nature of these needs.
- The Schools Capacity Planning report would also consider any changes to the provision of childcare arising after the general election. The two main political parties had both made expansion of Early Years Provision part of their manifesto commitments.

- A report on schools admission policies could be considered by the committee in light of some local authorities changing their policies on sibling preference. Depending on the timing, the report could also look at the impact of the removal of banding. Legal Services should clarify the relationship with the Lewisham Schools Admission Forum if the Children and Young People Select Committee considered this item.
- Information on changes affecting young carers in light of the 2014 Care Act could be considered by the committee.

4.3 **RESOLVED:**

That the work programme be amended as follows:

The report on the “Transition of Children with Complex Needs” be moved to 20 October 2015.

That the report on Schools Capacity Planning be moved to 12 January 2016.

That an additional item on an “Update on Young Carers” be considered at the meeting on 23 June 2015.

That the Mayoral response to the Children and Young People Select Committee’s referral on Sedgehill, be considered at the meeting on 23 June 2015.

That an additional item on “Schools Admission Policy including banding” be considered at the meeting on 18 November 2015.

5. **Children and Young People's Plan**

5.1 Warwick Tomsett, Head of Targeted Services and Joint Commissioning and Catherine Buntun, Service Manager, Commissioning and Strategy, presented the report to the committee and highlighted the following key points:

- The report highlighted the current proposals for the Lewisham Children and Young People Plan 2015-18. As part of the stakeholder engagement, comments and suggestions from members of the committee were being requested.
- The approach to the plan was to outline the aim for the underlying culture across the service. There was a strong emphasis on everybody needing to take personal responsibility to integrate and share information and that there needed to be a “no wrong door” philosophy, ensuring that whoever was contacted in the first instance would take responsibility to ensure the welfare of the individual, rather than referring on to a different service or team.
- The approach taken to influence the culture was to focus on outcomes such as: using predicted patterns; being proactive at first

signs of a problem; tailoring approaches to ensure they actually helped; and forming solid partnerships and relationships with families that worked for them.

- Shared ownership of the plan and engagement with stakeholders was an essential part of the plan and would help to shape the key areas of impact.

5.2 In the discussion that followed the following key points were raised:

- Quality of housing was an important issue which could have direct impact on young people's well-being. It would be useful to ensure engagement and consultation strategies included contacting strategic housing suppliers.
- It was important for schools to be engaged in the process and to work in partnership with other agencies. Primary Schools in Lewisham had embraced this agenda and the philosophy of it being "everybody's business", but there would be additional challenges over the next decade with the increasingly difficult financial situation.
- There was an increasing number of children in Lewisham who were subject to a child protection plan and the number currently stood at 370 compared to approximately 200 in 2007. The increase was more significant than purely as a result of population growth and the exact reasons were not fully known. Other London Boroughs were experiencing similar trends and historically numbers had often risen during recessions and period of financial hardship.
- More emphasis in the plan on raising attainment at key stage 4 would be useful.
- The final plan would be likely to have an increased focus on outcomes including raising secondary school results by 10%.
- The final plan would include an overview of the key changes in Lewisham over the last five years (in the needs assessment section).
- The focus of the plan on the proposed priorities of: stay safe; healthy and active; and build resilience was welcomed by the committee.
- The final plan would be presented digitally and have its own "mini website" with hyperlinks.

RESOLVED

- 1) That the report be noted.
- 2) That all Councillors on the Children and Young People Select Committee be invited to attend the Children and Young People's Plan stakeholder day.

6. Referrals to Mayor and Cabinet

RESOLVED

There were no referrals to Mayor and Cabinet.

The meeting ended at 8.55 pm

Chair: _____

Date: _____

This page is intentionally left blank

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	13 May 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)

This page is intentionally left blank

CHILDREN AND YOUNG PEOPLE'S SELECT COMMITTEE			
Report Title	Post-16 education and progression to employment or university		
Key Decision	No	Item No. 3	
Ward	All		
Contributors	Head of Standards and Achievement, 14-19 Strategic Lead, CYP		
Class		Date:	13 th May 2015

Reasons for lateness: Awaiting data analysis.

1. Summary

- 1.1 A full report on the Raising of the Participation Age was presented to Select Committee 12th November 2014 and this report builds on that.
- 1.2 This report describes the progression of Lewisham learners Key Stage 4 and Key Stage 5 to their academic or vocational progression routes, including further education, employment / training, including Apprenticeships, and Higher Education.
- 1.3 For progression at Key Stage 4 and for Key Stage 5 this report uses data from national and local benchmarking, and data collated at a local level, to illustrate how Lewisham is comparing and what actions need to be achieved in order to improve Lewisham Destination Measure results. There has been nationally published measures since 2009/10.
- 1.4 As a result of the Raising of the Participation Age and Careers Guidance statutory duties the focus at Key Stage 4 and for Key Stage 5 is about effective impartial and independent Information, Advice and Guidance measured by positive destinations.

2. Purpose

- 2.1 To inform the committee of the progression of Lewisham learners at Key Stage 4 and Key Stage 5 to further education, employment / training, including Apprenticeships, and Higher Education since 2009/10.

3. Recommendations

- 3.1 That the committee note the report.

4. Policy Context

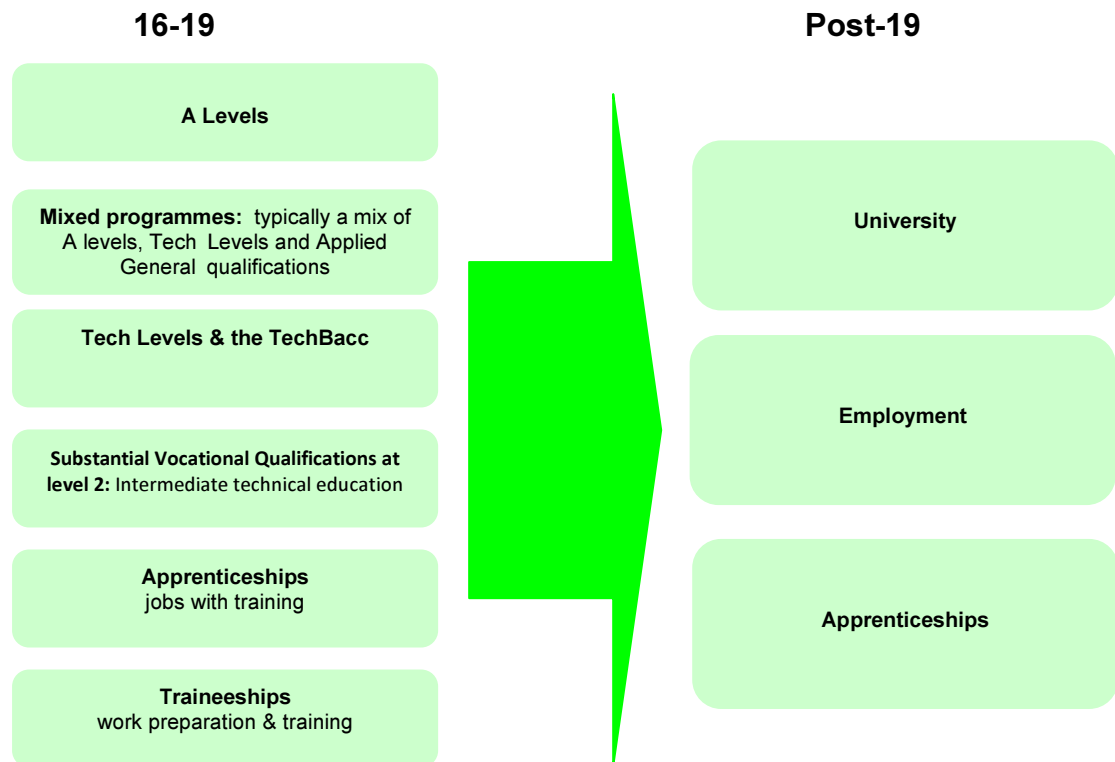
- 4.1 This report is consistent with the Council's corporate priorities and the Mayoral commitment to raising educational attainment and improving facilities for young

people. In particular, it relates to the Council's priorities regarding *young people's achievement and involvement*, including *inspiring and supporting young people to achieve their potential*, reducing the achievement gap between our most disadvantaged pupils and their peers, and *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community*.

- 4.2 The Lewisham Children and Young Peoples' Plan (2012-15) sets out a clear vision that: *"together, with families we will improve the livelihood and life chances of children and young people"*. The Plan presents that more needs to be done to raise attainment at every Key Stage, and particularly at GCSE and post 16; and that there is a need to close achievement gap between underachieving groups and their peers so that that young people can fulfil their potential. The Council commitment is to raise educational attainment which includes:
- To ensure that young people continue to study English and maths by 2018; and
 - to increase the number of Apprenticeships to 1,000 by 2018 and support the provision of high quality vocational training.
- 4.3 The statutory guidance on Careers Guidance is issued under section 42A and section 45A of the Education Act 1997 and schools, governing bodies, school leaders and school staff must have regard to it. **(See Appendix 1: Careers guidance and inspiration in schools statutory guidance, March 2015)**
- 4.4 Lewisham schools have statutory duties relating to securing independent careers guidance for young people which include Destination Measures.
- 4.5 Schools should assess their success in supporting their learners to take up education or training which offers good long term prospects. One way of doing this is through use of destination measures data. These data are produced and published by the Department for Education using existing data collections and are based on sustained participation¹. They show the percentage of a school's former learners who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data are broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at Key Stage 4, disadvantaged learners who would have attracted the Pupil Premium. Schools can use the data to consider the destinations into which former learners progressed and how successful their transition into those options were. They can use this information to ensure that all learners receive the support needed to prepare for and take up education, employment or training which offers good long term prospects. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.
- 4.6 Local authorities also track young peoples' progress after they leave school in order to identify those who are not in education or training. This can be used to give an early picture of young people's post-16 destinations. Schools are encouraged to work with their local authority to ensure that the information they collect is as complete as possible, and to ask their local authority to share information on young people's progress with them.

¹ The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.

- 4.7 Under the Raising Participation Age Statutory duty young people (aged 16-19 (up to 25 for LLDD)) are required to study / train in one of three 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; and
 - an Apprenticeship / Traineeship.
- 4.8 In terms of post-16 participation and education young people can choose an academic or vocational progression route and have the opportunity to participate through a number of pathways:



5. Background

- 5.1 Education Destination Measures were published for the first time on 17th July 2012, publishing 2009/10 data. The Measures show the percentage of learners continuing their education in school, Further Education or Sixth Form College or Higher Education Institution, and the percentage training through an apprenticeship or work-based learning.

Destination Measures provide clear and comparable information on what young people do when they leave school or college. Two Destination Measures were published. These show the destinations of young people the year after Key Stage 4 (KS4) or taking A level or equivalent qualifications:

- The KS4 Measure is based on activity at academic age 16 (i.e. the year after the young person left compulsory schooling).
- The Key Stage 5 (KS5) Measure is based on activity in the year after the young person took A level or equivalent qualifications.

5.2. Timeline for Statistical First Releases – Destination Measures

July 2012	Destinations of Key Stage 4 and Key Stage 5 learners, academic year 2009/10 (experimental) ²
August 2013	Destinations of Key Stage 4 and Key Stage 5 learners, academic year 2010/11 ³
November 2014	Destinations of Key Stage 4 and Key Stage 5 learners, academic year 2011/12 ⁴
January 2015	Destinations of Key Stage 4 and Key Stage 5 learners, academic year 2012/13 ⁵

5.2.1 Summary of Statistical First Releases Destinations Measures for KS4

See Appendix 2: Statistical First Releases Destinations Measures for KS4 2009 – 2013.

This table has been collated from the Statistical First Releases and refers to the destinations at post-16 of KS4 learners in Lewisham schools. The key headlines for in Education, Employment / Training (ETT), FE, Sixth Form and Apprenticeships (including Free School Meal FSM) are highlighted below:

KS4 Destinations Year	EET	Further Education	School Sixth Forms	Sixth Form Colleges	Apprenticeships
2012/13 Lewisham	90%	22%	46%	19%	3%
2012/13 Lewisham (FSM)	88%	30%	34%	21%	3%
2012/13 Inner London	91%	24%	46%	17%	2%
2012/13 Inner London (FSM)	89%	28%	39%	18%	2%
2012/13 England	91%	34%	38%	12%	5%
2012/13 England (FSM)	83%	40%	25%	10%	4%
2011/12 Lewisham	81%	24%	37%	17%	2%
2011/12 Lewisham (FSM)	79%	32%	28%	17%	2%
2011/12 Inner London	88%	25%	42%	17%	2%
2011/12 Inner London (FSM)	87%	28%	37%	18%	2%
2011/12 England	89%	33%	37%	12%	5%
2011/12 England (FSM)	81%	40%	23%	12%	5%
2010/11 Lewisham	90%	24%	54%	9%	3%
2010/11 Lewisham (FSM)	83%	34%	31%	17%	1%
2010/11 England	89%	33%	37%	12%	5%
2010/11 Inner London	87%	27%	41%	17%	2%
2010/11 Inner London (FSM)	88%	31%	35%	18%	3%
2010/11 England (FSM)	82%	40%	23%	10%	5%
2009/10 Lewisham	88%	25%	43%	18%	2%
2009/10 England	85%	33%	36%	12%	4%

- Inner London figures have been available from 2010/11.
- Lewisham has increased EET figures in 2012/13 but is marginally below national and Inner London. Lewisham is above national for FSM learners.
- Participation in Further Education has declined and is below the national and Inner London for all learners. The quality of the local FE College could be a factor for this. Officers are currently working with Southwark local authority and the governing body of Lewisham Southwark College to improve the appropriateness and quality of the curriculum offer, to enable more Lewisham learners to access good progression routes.

² <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-academic-year-2009-to-2010>

³ <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2010-to-2011>

⁴ <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012>

⁵ <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013>

- Lewisham School Sixth Form participation is above national and comparable with Inner London, although FSM is slightly below.
- Lewisham Sixth Form College (Christ the King Sixth Form College) participation is above national and comparable with Inner London, including FSM learners.
- Inner London and Lewisham Apprenticeships are comparable and increasing year on year, but below national.

5.2.2 Summary of Statistical First Releases Destinations Measures for KS5

See Appendix 3: Statistical First Releases Destinations Measures for KS5 2009 – 2013.

This table has been collated from the Statistical First Releases and refers to the destinations at post-19 of KS5 learners in Lewisham schools and colleges. The key headlines for in Education, Employment / Training (ETT), Apprenticeships and Higher Education (including Free School Meal FSM) are highlighted in the table below:

KS5 Destinations Year	EET	Apprenticeships	Higher Education	Russell Group	Oxbridge
2012/13 Lewisham	75%	2%	52%	10%	2%
2012/13 Lewisham (FSM)	82%	x	57%	10%	x
2012/13 Inner London	74%	2%	58%	13%	1%
2012/13 Inner London (FSM)	78%	3%	63%	9%	1%
2012/13 England	77%	4%	56%	15%	1%
2012/13 England (FSM)	77%	3%	54%	8%	-
2011/12 Lewisham	74%	4%	56%	10%	1%
2011/12 Lewisham (FSM)	79%	4%	58%	6%	0%
2011/12 Inner London	77%	2%	65%	13%	1%
2011/12 Inner London (FSM)	75%	2%	61%	8%	1%
2011/12 England	81%	4%	62%	15%	1%
2011/12 England (FSM)	77%	4%	56%	7%	-
2010/11 Lewisham	71%	-	51%	5%	1%
2010/11 Lewisham (FSM)	71%	2%	50%	2%	x
2010/11 Inner London	70%	2%	54%	5%	-
2010/11 Inner London (FSM)	74%	2%	59%	3%	-
2010/11 England	69%	3%	48%	8%	1%
2010/11 England (FSM)	67%	3%	45%	3%	1%
2009/10 Lewisham	72%	1%	52.1%	6%	0%
2009/10 England	64%	2%	58%	8%	1%

(x) Means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers (1's and 2's) in the reporting lines. Results are not shown because of the risk of an individual student being identified. All totals have been rounded to the nearest 10. Zeros are shown as zeros. All remaining breakdowns have been rounded to the nearest 5. Suppression of small numbers is reflected in the associated percentages.

(-) Means the percentage is less than 0.5% but greater than 0%.

- Inner London figures have been available from 2010/11.
- There is a significant improvement for Lewisham EET figures for FSM but below national for non-FSM. Lewisham is above Inner London for all learners.
- Lewisham Apprenticeships are below Inner London and national. The percentage of Lewisham FSM learners taking up Apprenticeships has declined.
- Lewisham Higher Education participation has increased for 2 years running but below Inner London and national for non-FSM learners. However progression of FSM learners to Higher Education is higher than national.

- Russell Group participation is increasing and above Inner London and national for FSM learners.
- Oxbridge participation is increasing and above national in 2012/13.

5.3 Current Priorities

From the data analysis there are two key areas that demand further scrutiny:

- **Apprenticeships and Traineeships** for Lewisham young residents, as well as young people educated in Lewisham schools and colleges (as per the Statistical First Release data), especially for FSM learners.
- **Higher Education destinations** and in particular progression to top universities for all learners.

5.3.1 Lewisham Apprenticeship and Traineeships Participation

The end of March 2015 Lewisham Apprenticeship / Traineeships participation figures (7,607 YP resident cohort) are:

- **Year 12 Apprenticeship/Traineeship participation:** 32 (0.95%) / 4 (0.1%)
- **Year 13 Apprenticeship/Traineeship participation:** 71 (1.3%) / 2 (0.1%)

(Source NCCIS: database for tracking of Lewisham 16-19 year old residents)

5.3.2 Traineeships were introduced nationally in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an Apprenticeship or other work.

5.3.3 The Lewisham Apprenticeship Programme has been running successfully since April 2009 and aims to create real and valuable training opportunities for 16 to 24 year olds that will enable them to build a career. So far the programme has placed 400 16 – 24 year olds into opportunities across the borough and been very successful; 75% of Apprentices have entered jobs so far. The local authority works closely with partner organisations, across both the private and voluntary sector, to develop apprenticeships that match employer's needs and to facilitate the apprenticeship from end to end. Apprenticeship opportunities have included: construction; caretaking; digital media; childcare; surveying; and tend to recruit twice a year.

5.3.4 Also the introduction of 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. A similar programme is being piloted by Community Education Lewisham and this targets post-16 unemployed Lewisham residents.

5.3.5 Building on the aims of the Lewisham Apprenticeship Programme to increase participation in Apprenticeships and Traineeships for Lewisham 16-24 year olds the 14-19 Strategy Team propose to improve the awareness and participation of Traineeships and Apprenticeships. This will be in partnership with all Lewisham secondary schools, Lewisham post-16 providers and for Lewisham young people through the Lewisham IAG, Employability and Skills Framework. This is in line with the Mayor's pledge for employability, Traineeships and Apprenticeships.

5.3.6 Lewisham University Challenge

As the Statistical First Release data shows, Lewisham is below national for progression to the Top Third and Russell Group universities. As a result of this the 14-19 Strategic Partnership has established the initiative of the Lewisham University Challenge. This initiative, now in its second year, aims to see more Lewisham learners gaining and sustaining places in top universities in the UK, including Oxbridge and Russell Group, than is the case at present. It recognises the impact of Information, Advice and Guidance in ensuring that learners, who do achieve required grades, receive the advice, guidance and support so that they feel confident to apply for competitive Higher Education. It also recognises that aspirational targets for learner outcomes can have a positive impact on exam grades. The key are:

- To set aspirational targets for student outcomes recognising that these can have a positive impact on achievement at KS5;
- to increase the numbers of young people entering higher education and with more Lewisham learners gaining and sustaining a place in top universities than they do at present;
- to ensure that where learners do achieve required grades they get the advice, guidance and support so that they feel confident to apply for competitive universities; and
- to achieve higher rates of Higher Education participation among Children Looked After, Black and Minority Ethnic and Pupil Premium learners.

5.3.7 The Lewisham University Challenge Operational Group has set targets:

- To increase the percentage of Lewisham students progressing to Russell Group and the top third universities to match national; and
- To increase number of Lewisham students progressing to Oxbridge to 20 by 2016

The local authority with Lewisham post-16 provides has delivered a 2014/15 University Challenge programme. Over the last year the focus has been on developing an Oxbridge programme. Forty students in five Lewisham schools have been involved in the Y12 programme to date. Proposals for developing the programme in 2015/16 are:

- To broaden the scope of the programme to include a small number of subject specific events e.g. a medicine workshop and a law/business workshop in January /February 2016.
- To offer a BMAT (Biomedical admissions test) workshop - June /July 2015
- Student visits to Russell Group / Red Brick universities.
- Develop Lewisham Alumni /link with Lewisham Pupil Ambassadors.
- An event to focus on HE progression opportunities for students following vocational programmes.

7. Equalities Implications

7.1 There are no equalities implications arising from this report.

8. Financial implications

8.1 There are no direct financial implications from this report.

9. Legal implications

- 9.1 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.
- 9.2 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.
- 9.3 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.
- 9.4 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.
- 9.5 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.
- 9.6 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.
- 9.7 The Equality and Human Rights Commission 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/equality-act-codes-of-practice-and-technical-guidance/>

9.8 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 the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty

9.9 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.

Background Documents

Appendix 1: Careers guidance and inspiration in schools statutory guidance, March 2015

Appendix 2: Statistical First Releases Destinations Measures for KS4, 2009 – 2013

Appendix 3: Statistical First Releases Destinations Measures for KS5, 2009 – 2013

If there are any queries on this report please contact Ruth Griffiths, 14-19 Strategic Lead, 020 8314 3499.

This page is intentionally left blank



Department
for Education

Careers guidance and inspiration in schools

**Statutory guidance for governing bodies,
school leaders and school staff**

March 2015

Contents

Summary	3
About this guidance	3
Review date	3
What legislation does this guidance refer to?	3
Who is this guidance for?	3
Key Points	4
Statutory Duty	6
What must the governing body do?	6
Responsibilities of Schools	6
Inspiring young people	7
Building strong connections with employers	8
Careers and enterprise company	9
The National Careers Service	10
Helping pupils to access information on the full range of education and training options and engage with other local learning providers	10
Securing support for choices and progression	12
Face-to-face careers guidance	12
Duty to participate in education or training after 16	13
Working with local authorities	13
Information sharing	13
Targeted support for vulnerable and disadvantaged young people	14
Ensuring adequate support for pupils with special educational needs or disabilities	15
Working with Jobcentre Plus	16
Evaluation and monitoring of advice and guidance	16
Quality assurance and feedback	16
The role of Ofsted	17
Destination Measures	17

Summary

About this guidance

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to careers guidance¹. If they decide to depart from it, they will need to have clear reasons for doing so. The statutory guidance outlines why schools (and local authorities that maintain pupil referral units) 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.
2. We use the term 'must' when the person in question is required to do something in law and 'should' when we are setting out a requirement in the statutory guidance to which they should have regard.
3. Recipients should read this statutory guidance alongside the non-statutory departmental advice on careers guidance and inspiration in schools², which provides case studies and suggestions, based on good practice, for ensuring that all pupils have access to high quality advice and guidance.

Review date

4. The statutory guidance contains minor updates to the previous version issued in April 2014. This guidance will be reviewed on an annual basis: but it will only be revised if it is no longer considered fit for purpose.

What legislation does this guidance refer to?

5. Section 42A and section 45A of the Education Act 1997.

Who is this guidance for?

6. This guidance is for:
 - Governing bodies, school leaders and school staff in maintained schools³ and local authorities that maintain pupil referral units

¹ For the purposes of this statutory guidance, 'careers guidance' refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

² <https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

³ For the purposes of this statutory guidance, references to 'maintained school' or 'school' means a community, foundation or voluntary school, community or foundation special school (other than one established in a hospital) that provide secondary education. It also includes pupil referral units. References to a 'governing body' include a local authority that maintains a pupil referral unit.

- Academies and free schools (including alternative provision academies and free schools)⁴ .

Key Points

7. Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.
8. Careers guidance in schools has long been criticised as being inadequate and patchy. Ofsted reported in 2013 that “only one in five schools were effective in ensuring that all students were receiving the level of information they needed”. Young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.
9. The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.
10. Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils⁵. This should reflect the school’s ethos and meet the needs of all pupils. Schools should consider the following principles for good practice when developing their strategy:
 - Provide access to a range of activities that [inspire young people](#), including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an an important part of delivering against the duty as it develops the character and confidence needed to build a successful career.

⁴ Many academies and free schools are subject to the duties relating to careers guidance 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.

⁵ The non-statutory departmental advice on careers guidance and inspiration in schools sets out some common features of inspirational, high quality careers guidance.

- [Build strong links with employers](#) who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
 - Offer high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum.
 - [Widen access to advice on options](#) available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route. This should also include giving other post-16 providers opportunities to engage with pupils on school premises.
 - Provide [face-to-face advice and guidance](#) to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
 - [Work with local authorities](#) to identify vulnerable young people, including those with [special educational needs](#) and those at risk of not participating post-16, and the services that are available to support them.
 - Provide information to students about the [financial support](#) that may be available to help them stay in education post-16.
 - [Work with Jobcentre Plus](#) to develop a smoother pathway between education and work.
 - Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
11. Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.
12. Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
13. [Ofsted](#) has been giving careers guidance a higher priority in school inspections since September 2013, taking into account how well the school delivers advice and guidance to all pupils in judging its leadership and management.
14. Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.
15. Schools can use [destination measures](#) data, published by the Department for

Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

Statutory Duty

16. The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

17. The governing body must ensure that the independent⁶ careers guidance provided:

- Is presented in an impartial⁷ manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

What must the governing body do?

18. Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should be informed by the requirements and the key principles for good careers guidance set out in this document – see key points in particular.

Responsibilities of Schools

19. Good careers guidance is distinctive to the needs of individual pupils so the school's overall strategy should be shaped accordingly. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.

20. In particular schools should make clear to pupils that if they do not achieve a grade C or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work

⁶ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

⁷ Impartial is defined as showing no bias or favouritism towards a particular education or work option.

towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

21. Schools should also ensure that, as early as possible, pupils understand that a wide range of career choices require good knowledge of maths and the sciences. Schools should ensure that pupils are exposed to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. Schools should be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.
22. Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment – and make it clear to them that working for themselves is a viable option (in fact it will be necessary for many). Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers – whether real or perceived.
23. Schools should ensure that high attaining pupils are supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education. Universities in the UK take students from all backgrounds and locations, based on their ability and potential. Apprenticeships, including higher level apprenticeships, are available in a wide range of industries and locations across the UK.
24. Schools should ensure that all students are aware of out of school opportunities that could help them with their career aspirations, such as the [National Citizen Service](#) and other voluntary and community activities.

Inspiring young people

25. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.
26. Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. This approach can particularly

benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Work experience⁸ plays an important role for post-16 pupils.

27. More contact with real employers, enthusiastic and passionate about their own careers, not only inspires pupils but also challenges pre-conceived ideas about jobs. Having the opportunity to talk to people in those jobs and visit workplaces helps to build knowledge and understanding of the full range of careers available in a particular sector. This can help to broaden horizons, challenging stereotypical thinking about the kind of careers to which individuals might aspire.

Building strong connections with employers

28. There is currently a mismatch between the careers that young people want to pursue and the opportunities available. Choices made at school should be based on a clear view of the current labour market and how opportunities may change in the future.

29. Employers can demonstrate the opportunities available and advise on how to access them. They can explain the skills needed, and where pupils should be prepared for a level of competition in gaining access to courses or employment. [Evidence from the Education and Employers Taskforce](#) shows that access to a network of employers is associated with better outcomes for young people. Employers can pass on the benefits of their experience to both pupils and teachers, helping to link curriculum subjects to employment and providing an overview of the different routes into careers.

30. Every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. Different interventions will work for different schools and pupils, but it could mean in practice:

- Mentoring and coaching
- Speakers from the world of work in schools
- An insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

31. A number of organisations are working to change the culture of education business relationships, making it easier for employers and educators to work together to benefit pupils. Business in the Community's Business Class programme provides a framework for developing long term relationships between schools and businesses.

⁸ The Department for Education has published [non-statutory advice to help schools deliver work experience](#)

Mosaic offers a package of mentoring support, using positive role models to improve students' confidence and employability. Schools can sign up to Career Academies UK, who provide structured programmes giving 16-19 year olds access to the world of work. Inspiring the Future has a national network of volunteers from different professions, jobs and sectors available to visit schools to share their knowledge and experience with pupils face-to-face⁹.

32. A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. Increasing contact with employers will help to raise the profile of the importance of career choices but the school's overall strategy for advice and guidance should recognise that some pupils will need additional support before they are ready to make decisions about their next steps.

Careers and enterprise company

33. In 2014 the Secretary of State for Education announced the creation of a new careers and enterprise company for schools, to transform careers and enterprise provision for young people and inspire them about the opportunities offered by the world of work.

34. The core purpose of the company will be to broker relationships between employers on the one hand, and schools and colleges on the other, in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. It will hold a distinctive voice and position as the leading, umbrella body with an overview of activity on careers, inspiration, enterprise and employability work – driving better quality and coverage.

35. The company will:

- Provide advice to schools and colleges, helping them choose effective careers organisations to partner with, through a local network of advisors;
- Assist in breaking down perceived barriers between schools and colleges and employers – private, public and third sector - and increasing the level of employer input in careers provision;
- Map the extent of engagement between schools and employers across the country and stimulate more activity in areas where evidence suggests it is needed;
- Develop a system which motivates young people to take part in activities to build their employability, through the development of the Enterprise Passport recommended by Lord Young. The passport is a digital record of all extra-curricular and enterprise-related activities that students take part in;

⁹ The non-statutory departmental advice on careers guidance and inspiration in schools sets out details of these and other programmes aimed at supporting schools to deliver inspirational careers guidance.

- Provide feedback to Government on how well young people are being prepared for work;
- Administer a £5 million investment fund to support innovation and stimulate good practice;
- Support a network of advisors to broker strong local links - the company will assist schools to choose the best careers and enterprise organisations to partner with.

36. It will work closely with the National Careers Service, which will continue to support adults and young people and help the company to bring employers, schools and colleges together.

The National Careers Service

37. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Pupils and their parents can access support via a website, helpline and web chat (<https://nationalcareersservice.direct.gov.uk>, or National Contact Centre 0800 100 900). A mobile website and app are also available. To support customers with pay-as-you-go mobiles and no access to a landline, there is a facility to book a free call back through the website.

38. Schools can choose to commission additional support from contractors engaged in delivering the National Careers Service. The National Careers Service has expanded its offer to schools and colleges. The National Careers Service brokers relationships with and between schools, colleges, local communities and employers, working with Local Enterprise Partnerships and local Jobcentre Plus where appropriate, to help young people benefit from inspiring first-hand experience of the world of work and opportunities available in the local and national labour market. Schools can contact the National Careers Service through the National Contact Centre, which will provide information and support on engaging with employers. Local area based contractors will also be able to work with schools on local arrangements. Contact details for these will be available through the National Contact Centre and on the website, along with other resources.

Helping pupils to access information on the full range of education and training options and engage with other local learning providers

39. Schools must secure independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post-14: GCSEs; options offered by local university technical colleges¹⁰ and studio schools¹¹; opportunities for 14 year old enrolment at local colleges
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

40. All pupils aged 16 to 19, whether doing academic or vocational studies or a mix of both, are already expected to be following a study programme tailored to their prior attainment by age 16 and future education and career aspirations. A core principle of study programmes is that they support and encourage progression to the next level of education or employment. Schools with post-16 pupils, should ensure that pupils are aware of progression routes they can pursue after the study programme they are following.

41. Visits to colleges, universities and workplaces can help pupils to make informed decisions, helping them to progress successfully at key transition points. Access to course information, open days and careers fairs can also inform the decision-making process.

42. Schools should also encourage pupils to use websites which display information about opportunities (“portals”). From October 2015, the Government plans to make information on the full range of post-16 opportunities available via a national database which portals can present to young people in a way that helps them make choices effectively. Schools should support their year 11 pupils in particular to use portals as part of their careers advice and guidance provision. They should recommend good quality portals, whether national or local in scope, that present the full range of opportunities in an objective way that will help pupils make good choices about post-16 options.

43. Schools should make sure pupils can find out more about the range of options available by giving other providers who wish to do so the opportunity to engage with pupils, on school premises, to inform them directly about what they offer. These could include further education and sixth form colleges, studio schools, university technical colleges and employers and other providers delivering apprenticeships. Schools can work within local partnerships with other schools, the local authority and other partners to understand pathways locally, and embed intelligence on the local economy. Schools have a responsibility to act impartially and recognise that some pupils will flourish most successfully by pursuing education or training options beyond

¹⁰ UTCs are new academies, backed by employers and universities, for 14 -19 year olds and specialising in one or two curriculum areas, e.g. engineering and construction. They teach core GCSEs and A levels alongside vocational qualifications, and prepare young people for a range of careers and pathways at 19.

¹¹ Studio Schools are new academies for 300 students, aimed at those in the 14-19 age range who learn in more practical ways. They offer GCSEs in English, maths and science, alongside work placements and projects linked directly to employment opportunities in the local area. Students stand to gain a broad range of employability and life skills.

the school. The primary consideration when advising on options should be the best interests of the young person.

Securing support for choices and progression

44. Different pupils will need different support to make good choices based on their aspirations and the information they can access¹². Some will need convincing that having a successful career is a positive and attainable option. Some will need help in thinking about their current position; their strengths; the opportunities and risks in different career paths and what it will take to get there. Others will be more advanced in their thinking but will still benefit from encouragement to explore alternative options before finalising their choices. Schools should ensure that the individual needs of all pupils are considered.
45. In addition to the National Careers Service website, which includes job market information and job profiles, there is a further range of digital resources that can help pupils self-assess their skills and research career options. For example, plotr.co.uk can help to inspire and inform young people about the career and training pathways available to them. Created with input from teachers, young people and employers, it promotes inspiration, exploration and discovery of the world of work, and allows teachers and schools to connect with local and national employers. Teachers and students can access expert careers advice, knowledge and information from one single digital platform.

Face-to-face careers guidance

46. Pupils can gain confidence and motivation from the opportunity to explore career ideas through individual, face-to-face discussions with a range of people:
- Role models and inspiring individuals from the careers to which they aspire.
 - Alumni who can pass on the benefits of their experience from vocational courses, apprenticeships and degrees. Pupils can often relate to successful former students, who can help change their perceptions of what they are capable of achieving.
 - Mentors or coaches who can provide a more nurturing influence, helping young people to build their confidence and resilience.
 - Careers advisers who can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements.
47. Schools should secure access to face-to-face careers guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for

¹² A Future First study showed that over 80% of students surveyed said that they feel more confident that they will succeed in the world of work as a result of hearing from alumni.

children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities.

Duty to participate in education or training after 16

48. The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 were required to continue in education or training for at least a further year. Those who left year 11 in summer 2014 are the first cohort required to continue until at least their 18th birthday.
49. Schools must ensure that young people are clear about the duty and what it means for them. In particular they must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:
- Full time study in a school, college or training provider;
 - An apprenticeship, traineeship or supported internship;
 - Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with local authorities

50. Local authorities¹³ have a range of duties to support young people to participate in education or training which are set out in [statutory guidance on the participation of young people](#).
51. Schools should work with local authorities to identify those at risk of not participating post-16. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.
52. Schools should also work in partnership with local authorities to ensure they know what support services are available, and how they can refer young people for this support

Information sharing

53. All schools (including academies and other state-funded educational institutions) must provide relevant information about all pupils to local authority support services¹⁴. This includes:
- i) basic information such as the pupil's name, address and date of birth.

¹³ For the purpose of this guidance, local authorities includes services subcontracted by the local authority to deliver services to support young people's participation as set out in the Education and Skills Act.

¹⁴ Section 72 of the Education and Skills Act 2008

ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This may include for example: young people's contact details, information to help identify those at risk of becoming not in education, employment or training (NEET) post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must ensure that they do not provide this additional information if a pupil aged 16 or over, or the parent of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents the opportunity to ask for personal information not to be shared.

54. Schools must also notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion¹⁵. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place.
55. It is for schools and local authorities to agree local arrangements for ensuring these duties are met.

Targeted support for vulnerable and disadvantaged young people

56. Schools should work with local authorities to identify young people 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 a range of education and training support services available locally.
57. Pupils in alternative provision (AP) are a particular group who may require targeted support in order to achieve their full potential. Local authorities maintaining pupil referral units, AP academies and AP free schools should have high aspirations for these pupils and consider developing links with mainstream schools in order to broaden the experiences and advice that are provided to them.
58. Ofsted's report ['The Pupil Premium. How schools are spending the funding successfully to maximise achievement'](#) includes an example of how one school used the pupil premium to provide carefully targeted advice and experiences related to work for all their disadvantaged pupils.
59. Schools should ensure that young people understand that the [16 to 19 Bursary Fund](#) has been set up to support those in financial hardship, and that they need to speak to their post-16 education or training provider to find out more information.
60. Schools may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on Free School Meals.

¹⁵ Section 13 of the Education and Skills Act 2008

Ensuring adequate support for pupils with special educational needs or disabilities

61. The overwhelming majority of young people with special educational needs (SEN) and disabilities are capable of sustainable paid employment, with the right preparation and support. All professionals working with them should share that presumption, and should help young people to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. Independent and impartial advice for young people with SEN and disabilities should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid employment. This includes supported internships for young people with Education, Health and Care (EHC) plans, traineeships and apprenticeships; and qualifications that will enable young people to study in higher education, where appropriate.
62. When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community. Schools should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them from an early age.
63. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. For children with Education, Health and Care plans, Personal Budgets can be used to help children and young people with SEN to access activities that promote greater independence and learn important life skills.
64. For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Where a student has an EHC plan or a 'Statement', all reviews of that Plan or Statement from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society. All schools should consider how to link employers with young people from year 9 onwards, as a critical part of helping young people with SEN raise their aspirations and develop their own career plans.
65. Schools should make use of the local offer published by the local authority which must set out details of SEN provisions in their area - including the full range of post-16 options. Schools must co-operate with local authorities, who have an important role to play, in particular through the provision of SEN support services and EHC plans. Statutory guidance on the SEN duties is provided in the new 0-25 Special Educational Needs Code of Practice.

Working with Jobcentre Plus

66. Jobcentre Plus can play a role in supporting an effective transition from school to work for young people. Schools could work with their local Jobcentre Plus to develop a smoother pathway between education and work. This may mean in practice:

- Jobcentre Plus sharing its knowledge and experiences of the needs of employers with schools
- Schools and Jobcentre Plus pooling their knowledge on setting up successful work experience placements
- Forging greater links between Jobcentre Disability Employment Advisers to support the transition for those with special educational needs or disabilities into work.

Evaluation and monitoring of advice and guidance

Quality assurance and feedback

67. In developing careers provision for pupils, there are currently three aspects of quality assurance that schools should take into consideration:

- The quality of the school careers programme. The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. The national validation, the [Quality in Careers Standard](#), will assist schools to determine an appropriate quality award to pursue. There are currently twelve quality awards that are recognised as meeting the Quality in Careers Standard.
- The quality of independent careers providers. The recognised national quality standard for information, advice and guidance (IAG) services is the matrix Standard. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Schools can access an online register of organisations accredited to the [matrix Standard](#).
- The quality of careers professionals working with the school. The Career Development Institute has developed a set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. The main qualifications for careers professionals are the Qualification in Career Guidance (QCG) (which replaced the earlier Diploma in Careers Guidance) and the Level 6 Diploma in Career Guidance and Development. Schools can view a [register of careers professionals](#) or search for a career development professional who can deliver a particular service or activity.

68. Schools should monitor and evaluate the activity taking place whether that involves school staff, volunteers or external providers. This could for example include

observations by senior members of staff. Schools can also take into account pupils' feedback. This can be done informally or formally, for example via school councils or other mechanisms. Feedback from parents and from employers engaged in the activities can also be useful. Schools can use this feedback to evaluate different activities and delivery options to inform future provision.¹⁶

The role of Ofsted

69. Ofsted inspectors will take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form.

Destination Measures

70. Schools should assess their success in supporting their pupils to take up education or training which offers good long term prospects. One way of doing this is through use of [destination measures data](#). These data are produced and published by the Department for Education using existing data collections and are based on sustained participation¹⁷. They show the percentage of a school's former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data are broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at key stage 4, disadvantaged pupils who would have attracted the pupil premium. Schools can use the data to consider the destinations into which former pupils¹⁸ progressed and how successful their transition into those options were. They can use this information to ensure that all pupils receive the support needed to prepare for and take up education, employment or training which offers good long term prospects. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.

71. Local authorities also track young peoples' progress after they leave school in order to identify those who are not in education or training. This can be used to give an early picture of young people's post-16 destinations. Schools are encouraged to work with their local authority to ensure that the information they collect is as complete as possible, and to ask their local authority to share information on young people's progress with them.

¹⁶ Useful documents to help schools evaluate their careers provision and draw up an effective careers strategy include '[A Guide to Best Practice and Commissioning Careers Guidance Services](#)' by the Career Development Institute and '[Careers engagement: a good practice brief for leaders of schools and colleges](#)' by ASCL, ATL, NFER and 157 Group.

¹⁷ The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.

¹⁸ The data published in January 2015 relate to those students who were included in the 2011/12 KS4 or KS5 Performance Tables and show their destinations in 2012/13.



Department
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00111-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk

Appendix 2: KS4 Destination measures since 2009

KS4 Local Authority: Percentage of the 2011/12 KS4 cohort going to, or remaining in, an education or employment destination in 2012/13												
Local Authority	Number of learners	Overall education or employment / training destination	Any education destination	Further education college	Other further education provider	School sixth form - state funded	Sixth form college	Specialist post-16 institution	Apprenticeships	UK higher education institution	Sustained education combination destination	Sustained employment and/or training destination
Lewisham	2,200	90%	90%	22%	3%	46%	19%	0%	3%	0%	x	X
Outer London	49,940	93%	92%	23%	2%	56%	10%	-	3%	-	-	1%
Inner London	23,360	91%	90%	24%	3%	46%	17%	0%	2%	x	-	-
ENGLAND - Mainstream schools (state-funded only)	551,580	91%	88%	34%	3%	38%	12%	-	5%	-	-	1%

Source: [DFE SFR01/2015]. Please note: x=Number suppressed as values too low for meaningful representation.

KS4: Percentage of 2010/11 KS4 cohort going to, or remaining in, an education or employment destination in 2011/12												
Local Authority	Number of learners	Overall education or employment / training destination	Any education destination	Further education college	Other further education provider	School sixth form - state funded	Sixth form college	Specialist post-16 institution	Apprenticeships	UK higher education institution	Sustained education combination destination	Sustained employment and/or training destination
Lewisham	2,140	81%	80%	24%	2%	37%	17%	0%	2%	0%	x	-
Outer London	50,150	91%	90%	24%	2%	54%	9%	x	3%	x	-	1%
Inner London	22,840	88%	87%	25%	2%	42%	17%	0%	2%	x	-	-
ENGLAND - Mainstream schools (state-funded only)	557,360	89%	86%	33%	4%	37%	12%	-	5%	-	-	2%

Source: [DFE SFR19/2014]. Please note: x=Number suppressed as values too low for meaningful representation.

KS4: Percentage of 2009/10 KS4 cohort going to, or remaining in, an education or employment destination in 2010/11												
Local Authority	Number of learners	Overall Education or Employment /Training Destination	Any education destination	Further Education College	Other Further Education Provider	School Sixth Form	Sixth Form College	Apprenticeships	UK Higher Education Institution	Sustained Education Combination Destination	Sustained Employment and/or Training Destination	
Lewisham	50,510	90%	89%	24%	2%	54%	9%	3%	-	-	1%	
Outer London	2,120	86%	85%	27%	1%	40%	16%	2%	0%	x	1%	
Inner London	22,560	88%	87%	27%	2%	41%	17%	2%	-	-	1%	

ENGLAND - Mainstream schools (state-funded only)	568,410	89%	86%	33%	4%	37%	12%	5%	-	-	2%
---	---------	-----	-----	-----	----	-----	-----	----	---	---	----

Source: [DFE OSR19/2013]. Please note: x=Number suppressed as values too low for meaningful representation.

KS4 Local Authority: Percentage of the 2008/09 KS4 cohort going to, or remaining in, an education or employment destination in 2009/10 (experimental)												
	Number of learners	Any education destination	Further Education College	Other Further Education Provider	School Sixth Form	Sixth Form College	Apprenticeships	Work Based Learning	Higher Education Institution	School/college combination	Education destination not sustained	Not Captured in Data
Lewisham	2,080	88%	25%	2%	43%	18%	2%	0	0	0	7%	6%
England Mainstream schools (state-funded only)	569,110	85%	33%	4%	36%	12%	4%	0	0	0	9%	6%

Source: [DFE OSR13/2012]. Please note: x=Number suppressed as values too low for meaningful representation.

KS5 Local Authority: Percentage of students¹, in 2011/12, who entered an A Level or other Level 3 qualification², going to, or remaining in, an education or employment destination in 2012/13

LA	No of learners	Overall education or employment / training destination ⁷	Any education destination ⁸	Further education college	Independent school	Other further education provider ⁹	School sixth form - state funded	Sixth form college	Specialist provision ¹⁰	Apprenticeships ¹¹	UK higher education institution	Top third of HEIs ¹²	Oxford or Cambridge	Russell Group (incl. Ox. and Cam.)	All other HEIs	Other HE providers ¹³	Sustained education combination destination ⁴	Sustained Employment and/or Training destination ⁵
Lewisham	690	75%	69%	5%	0%	5%	7%	x	x	2%	52%	16%	2%	10%	36%	1%	0%	5%
Inner London	7,470	74%	71%	4%	1%	4%	4%	-	x	2%	58%	22%	1%	13%	36%	1%	x	2%
Outer London	22,260	78%	74%	4%	1%	3%	3%	-	-	2%	63%	29%	1%	18%	34%	1%	-	4%
ENGLAND - Mainstream schools (state-funded only)	169,400	77%	70%	7%	-	3%	3%	-	-	4%	56%	23%	1%	15%	33%	1%	-	6%

Source: [DFE SFR01/2015]. Please note: x=Number suppressed as values too low for meaningful representation.

KS5: Percentage of students¹, in 2010/11, who entered an A Level or other Level 3 qualification², going to, or remaining in, an education or employment destination in 2011/12

LA	No of learners	Overall education or employment / training destination ⁷	Any education destination ⁸	Further education college	Independent school	Other further education provider ⁹	School sixth form - state funded	Sixth form college	Specialist provision ¹⁰	Apprenticeships ¹¹	UK higher education institution	Top third of HEIs ¹²	Oxford or Cambridge	Russell Group (incl. Ox. and Cam.)	All other HEIs	Other HE providers ¹³	Sustained education combination destination ⁴	Sustained Employment and/or Training destination ⁵
Lewisham	700	74%	72%	5%	x	5%	7%	x	0%	4%	56%	17%	1%	10%	38%	1%	0%	1%
Inner London	6,930	77%	76%	3%	1%	3%	4%	-	0%	2%	65%	22%	1%	13%	43%	1%	-	1%
Outer London	21,600	80%	77%	3%	-	3%	3%	-	-	2%	68%	27%	1%	16%	40%	-	-	3%
ENGLAND - Mainstream schools (state-funded only)	164,580	81%	74%	6%	-	3%	3%	-	-	4%	62%	22%	1%	15%	39%	1%	-	6%

Source: [DFE SFR19/2014]. Please note: x=Number suppressed as values too low for meaningful representation.

This page is intentionally left blank

Agenda Item 4

Children and Young People Select Committee			
Title	Leathersellers' Consultation		
Contributor	Scrutiny Manager	Item	4
Class	Part 1 (Open)	13 May 2015	

Reasons for lateness and Urgency:

The consultation process ends on 8 June 2015. Therefore, in order for the Children and Young People Select Committee to have an opportunity to input into the consultation prior to this date, this needs to be discussed at the committee meeting on the 13th May 2015. In accordance with the Code of Recommended Practice on Local Authority Publicity 2011 issued by the Department for Communities and Local Government, it was deemed that it would not be appropriate to include information on the consultation or discuss this at a meeting prior to the general election on May 7th 2015 and therefore documentation has only been published by the Council after this date.

1. Purpose

To provide committee members with details of the Consultation on a proposed change of Prendergast School, Prendergast Vale School and Prendergast Ladywell School to Academy Status

2. Summary

2.1 The Children and Young People Select Committee is being asked to look at the attached consultation document and the link to the consultation documentation on the Leathersellers' Schools' website as part of the consultation process.

3. Recommendations

3.1 The Committee is asked to:

- Consider the consultation documents from the Leathersellers' Federation governing body about Academy conversion
- Agree that, if possible, the Committee's views be included in a single Local Authority response to the consultation

4. Financial Implications

There are no financial implications arising specifically from this report.

5. Legal Implications

5.1 The Academies Act 2010 requires that before a maintained school enters into Academy arrangements with the Secretary of State there must be consultation with

such persons as the consuler considers appropriate on whether arrangements should be entered into. The Academies Act 2010 contains no provision on the scope of the consultation required (such as duration of the consultation or the particular persons or organisations to be consulted) , however DfE Guidance on Academy conversion advises that consultation should include consultation with local bodies or groups having strong links with the school.

6. Equalities Implications

- 6.1 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.
- 6.2 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.

Background Documents

Appendix A – Leathersellers’ Consultation Letter - 20 March 2015

Leathersellers’ Consultation Website

<http://www.leathersellers-federation.com/206/mat-consultation-papers>

This page is intentionally left blank

Leathersellers' Federation of Schools



20 March 2015

Dear Colleagues,

Consultation on a proposed change of Prendergast School, Prendergast Vale School and Prendergast Ladywell School to Academy Status

The Governing Board of the Leathersellers' Federation of Schools is currently considering whether Prendergast School, Prendergast Ladywell School and Prendergast Vale School should become academies. The proposal is for the schools to become converter academies under a Multi Academy Trust. The decision to change status rests with the Federation's Governing Board, however the Governors are committed to consider the views of all interested parties and we explain below how you may make your views known.

Prendergast School is currently a Voluntary Aided School. Prendergast Vale School and Prendergast Ladywell School are currently Foundation Schools. All staff are employed by the Governing Board of the Leathersellers' Federation of Schools. There would be three key differences if we convert to Academy status:

- The schools will cease to be maintained by the Local Authority but will, instead, be funded and maintained directly by the Department for Education (DfE). The funding of the schools will be through an Academy Agreement with the Department for Education, and the amount of funding we will receive will increase slightly through the payment of additional Education Support Grant (ESG).
- A charitable Academy Trust will be set up to hold ownership of the schools' land and buildings, and to receive funding from the DfE. The Board of Trustees will oversee the running of all three schools within the MAT. In addition there will be a local governing body of each school, which will include staff representatives, elected parents and members of the school community. In making decisions on the composition of the Academy Trust and each school's local governing body, the governors are determined to give parents and staff appropriate representation after conversion. It is currently proposed that two elected parent governors, as well as two elected staff and two appointed community governors sit on each local governing body. The Board of Trustees will also take into account parent, staff and local community representation when making its appointments of Co-opted Directors to the Trust Board.
- The school and Federation staff will become employed by the Trust. The Governing Board of the Leathersellers' Federation of Schools prides itself on having excellent relationships with the staff of all three schools. The employment rights of all members of staff will be protected by TUPE, Transfer of Undertakings (Protection of Employment) Regulations, which came into force in 2006. This means that these employment rights will transfer to the Trust under the same terms and conditions of employment. Pension rights and continuity of service record will be preserved. If the proposal to move to academy status is approved by Governors, then a full TUPE consultation process will be undertaken with staff and unions.

The Governing Board is committed to exercising the increased autonomy which Academy status brings, within the framework of fair funding and fair admissions. Academy status is intended to promote innovation and secure greater educational success by giving school leaders more freedom to decide how best to meet the learning needs of their pupils. These arrangements increase accountability to parents and wider community. Governors are committed to providing outstanding education to the local community in Lewisham. We believe academy status will help us to achieve this vision.

We regard the following as some of the potential advantages of a change of status:

- Greater autonomy to determine our own priorities and actions.
- Direct control over all school funding (including our share of that currently held by the LA for centralised services) and decisions on how it is spent in the best interests of the school.
- More flexibility in designing and investing in a curriculum which best meets the needs and interests of all Prendergast students.
- Greater accountability and representation in the governance of each school

- The ability to recruit and retain the highest quality of staff at a level that ensures outstanding teaching and support.
- Maintain existing, and create new, partnerships that support our students' progress.

We believe Prendergast School, Prendergast Vale School and Prendergast Ladywell School are held in high regard by parents and the local community and we remain committed to serving the local community. If we decide to become an Academy, we will carry on being our own admissions authority and we will retain our published admissions criteria. We will act in accordance with the Government's Code of Practice for admissions and continue to consult on our admissions policy in accordance with the Admissions Code.

We believe that we have the experience and expertise to use the additional autonomies of Academy status to continue the development of the schools and to further raise standards. It is very clear that the Government sees greater autonomy for schools as the next stage in the development of the education service and wants schools to be more proactive in developing their individual strengths in response to the needs of the local community. There is an expectation from government that schools will take a lead in raising attainment and removing barriers to learning. The additional freedoms open to us as an Academy and our commitment to co-operation with other agencies will, we believe, be an important component in our school's development of these initiatives.

Some important matters would not change if we were to become an Academy:

- We will continue to be named Prendergast School, Prendergast Vale School and Prendergast Ladywell School and our uniform and logos will not change.
- The curriculum, extra-curricular programme, school day, pastoral support and guidance and general organisation of the school will not be affected.
- Collaborative working, the teaching and the resources currently provided to our partner primary schools and other schools in the area will all continue.

This letter is part of our consultation process which commences on **Monday 23 March 2015** and ends on **Monday 18 May 2015**. Responses must be received by the end of consultation date of 18 May 2015. The next step will be a meeting of the Federation's Governing Board after 25th May 2015 to consider all responses and make a decision as to whether we continue with the process.

We welcome any comments you may wish to make in writing:

The Clerk to the Governors
c/o Prendergast School
Adelaide Avenue
London, SE4 1LE

or by email to: consultation@leathersellers-federation.com. Please mark your email 'Academy Conversion Question'.

If you would like to make representations in person, Governors will be available at Prendergast School on Monday 13 April, Prendergast Ladywell School on Tuesday 14 April and Prendergast Vale School on Thursday 16 April. These meetings will take place at 7pm.

The schools we have included in this consultation process will receive three copies of this letter for the Headteacher, the Chair of Governors and the Chair of the Parents' Association. Headteachers are also asked to inform their parents and staff at their school of the contents of this letter or direct them to the school and federation websites.

Yours sincerely



Christopher Barrow
Chair of Governors

Executive Headteacher: **David Sheppard, MA**

c/o Prendergast School, Adelaide Avenue, London SE4 1LE

T: 020 8690 3710 F: 020 8690 3155 E: admin@prendergast-school.com W: www.leathersellers-federation.com

Digest.

The Governors of the Leathersellers Federation of Schools' vision.

Outstanding schools. Outstanding teaching. Small inclusive schools serving communities in Lewisham. The progress and achievement of all pupils and groups of pupils as our first priority. No change to admissions authority.

Preserve the identity and ethos of each school, the autonomy of Headteachers and school leaders within a more representative and accountable multi academy trust.

Governors shown some capacity to ensure outstanding education. We recognise there is more to do. Accountability measures are more stringent.

Governors examined carefully how this vision might be implemented in practice:

Governors identified the need for: a more strategic Trust Board. Representation at school Governing Board level over the medium and long term secures the accountability of schools to their communities.

The academy programme is national policy. All RI schools to be academies? It is the structure adopted by the majority (60%) of secondary schools nationally.

Local Authorities cannot embrace their new role as champions of local children families and employers, rather than of schools themselves without codification of their roles in relation to academies. We are seeking partnership with you so we may best resolve these new realities.

Our immediate aims are to raise attainment as rapidly as possible under the current assessment regime: to improve sixth form provision: to develop greater capacity to work across schools, to ensure resilience in relation to Ofsted, to use the financial simplification to ensure greater financial control and efficiency – with those benefits put into classroom provision.

Governors identified the drivers for curriculum and academic improvement. Curriculum control; matching curriculum and resource to need. Decisions made about the curriculum are best made by teachers and leaders and academy status gives more control of the curriculum to teachers. Shortest accountability route.

The Leathersellers have and always have had a long term perspective.

For children, parents and the community it is the quality of education, not the status of the provider which is the measure of success. Governors are determined to raise the quality of education.

This page is intentionally left blank

Agenda Item 5

Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	6
Class	Part 1 (Open)	13 May 2015	

1. Purpose

To advise Committee members of the work programme for the 2015/16 municipal year, and to decide on the agenda items for the next meeting.

2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme for submission to the Business Panel for consideration.
- 2.2 The Business Panel considered the proposed work programmes of each of the select committees on 28 April 2015 and agreed a co-ordinated overview and scrutiny work programme. However, the work programme can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

3. Recommendations

3.1 The Committee is asked to:

- note the work plan attached at **Appendix B** and discuss any issues arising from the programme;
- specify the information and analysis required in the report for each item on the agenda for the next meeting, based on desired outcomes, so that officers are clear on what they need to provide;
- review all forthcoming key decisions, attached at **Appendix C**, and consider any items for further scrutiny.

4. The work programme

4.1 The work programme for 2015/16 was agreed at the Committee's meeting on 22 April 2015.

4.2 The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria. The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider

which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

5. The next meeting

5.1 The following reports are scheduled for the meeting on 23 June 2015:

Agenda item	Review type	Link to Corporate Priority	Priority
Update on Young Carers	Standard item	Young people's achievement and involvement and Protection of Children	Medium
Sedgehill – Mayoral response to CYP referral.	Standard item	Young people's achievement	Medium
Lewisham Safeguarding Children's Board	Standard item	Protection of children	Medium
Young People's Mental Health Review – implementation of recommendations	Standard item	Young people's achievement and involvement Protection of children	Medium

5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these item, based on the outcomes the committee would like to achieve, so that officers are clear on what they need to provide for the next meeting.

6. Financial Implications

There are no financial implications arising from this report.

7. Legal Implications

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.

9. Date of next meeting

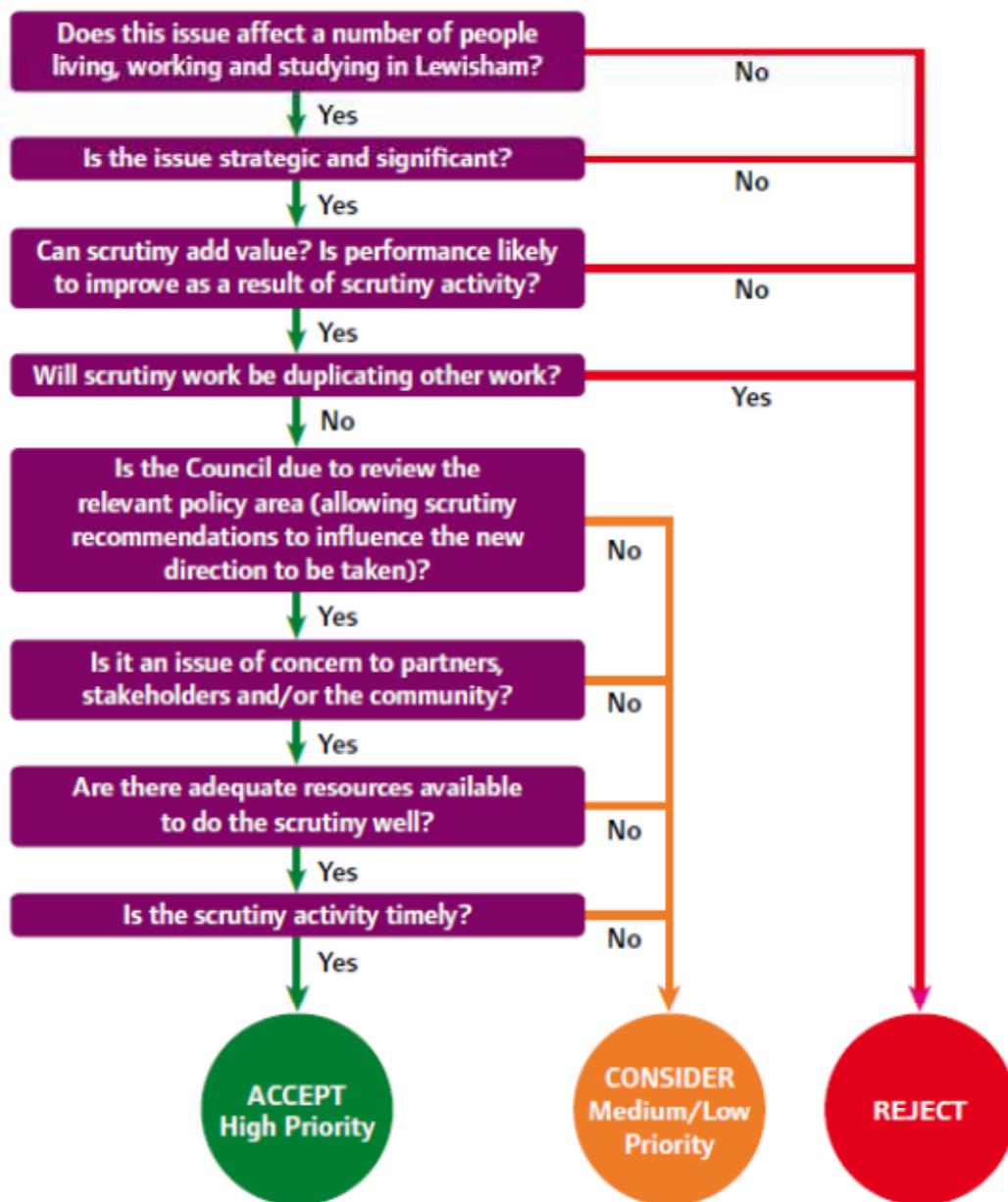
9.1 The date of the next meeting is Tuesday 23 June 2015.

Background Documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

Scrutiny work programme – prioritisation process



Children and Young People Select Committee 2015/16

Programme of Work

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	22-Apr	13-May	23-Jun	08-Sep	20-Oct	18-Nov	12-Jan	01-Mar
Lewisham Future Programme	Standard item	High	CP2 & CP7					Savings				
Election of the Chair and Vice-Chair	Constitutional requirement	High		Apr-15								
Select Committee work programme 2015/16	Constitutional requirement	High		Apr-15								
Children and Young People's Plan	Standard item	High	CP2&CP7	Apr-15								
Post 16 education and the progress to employment/university	Standard item	Medium	CP2	May-15								
Transition of Children with complex needs/preparing for adulthood	Standard item	Medium	CP2	Oct-15								
Leathersellers' Consultation	Standard item	High	CP2	May-15								
Update on Young Carers	Standard item	Medium	CP2 & CP7	Jun-15								
Sedgehill - Mayoral response	Standard item	Medium	CP2	Jun-15			Response					
Employee Led mutual for the Youth Service	Policy development	High	CP2	Nov-15								
Service level agreements with schools	Performance monitoring	High	CP2	Oct-15								
Lewisham Safeguarding Children's Board	Standard item	Medium	CP7	Jun-15								
Report on the diversity of Governing Boards	Performance monitoring	High	CP2	Nov-15								
Young people's mental health review -implementation of any agreed recs	Standard item	Medium	CP7	Jan-16			Response				Update	
School admissions policy and banding	Standard item	Medium	CP2	Nov-15								
School's Capacity Planning	Standard item	High	CP2	Jan-16								
Child sexual exploitation report	Standard item	High	CP7	Mar-16								
Corporate Parenting and LAC update	Standard item	Medium	CP7	Mar-16								
Secondary School Improvement Monitoring	Standard item	High	CP2	Mar-16								
All Schools results	Standard item	High	CP2	Sep-15								
Safeguarding update	Standard item	High	CP7	Mar-16								
Childrens Centres savings proposal - implementation monitoring	Standard item	High	CP2	Jan-16								

	Item completed	Meetings					
	Item on-going	1) Wed	22 April		5) Tue	20 October	
	Item outstanding	2) Wed	13 May		6) Wed	18 November	
	Proposed timeframe	3) Tue	23 June		7) Tue	12 January	
	Item added	4) Tue	8 September		8) Tue	1 March	

Shaping Our Future: Lewisham's Sustainable Community Strategy 2008-2020		
	Priority	
1	Ambitious and achieving	SCS 1
2	Safer	SCS 2
3	Empowered and responsible	SCS 3
4	Clean, green and liveable	SCS 4
5	Healthy, active and enjoyable	SCS 5
6	Dynamic and prosperous	SCS 6

Corporate Priorities		
	Priority	
1	Community Leadership	CP 1
2	Young people's achievement and involvement	CP 2
3	Clean, green and liveable	CP 3
4	Safety, security and a visible presence	CP 4
5	Strengthening the local economy	CP 5
6	Decent homes for all	CP 6
7	Protection of children	CP 7
8	Caring for adults and older people	CP 8
9	Active, healthy citizens	CP 9
10	Inspiring efficiency, effectiveness and equity	CP 10

FORWARD PLAN OF KEY DECISIONS

Forward Plan May 2015 - August 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 0208 3149327, 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
May 2015	Main Grants Programme Appeals	Monday, 11/05/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
December 2014	Catford Town Centre CRPL Business Plan 2015/16	Wednesday, 13/05/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2015	Consultation on change of Prendergast School, Prendergast Vale School and Prendergast Ladywell School to Academy Status	Wednesday, 13/05/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Issue raised by Scrutiny No Recourse to Public Funds	Wednesday, 13/05/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
March 2015	Leathersellers Federation of Schools Academy consultation	Wednesday, 13/05/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		

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
April 2015	Governing Bodies Reconstitution	Wednesday, 13/05/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
April 2015	Making of Instrument of Government - The Fairlawn and Haseltine Primary Schools Federation	Wednesday, 13/05/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
March 2015	Allocation of Main Grants Programme	Wednesday, 13/05/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
May 2015	Carers Lewisham Contract Extension	Wednesday, 13/05/15 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	Variation of Contract with Bailey Partners Provision of Services to Primary Places Programme	Tuesday, 26/05/15 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		

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	Variation of contract for works at Forster Park Primary School	Tuesday, 26/05/15 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		
May 2015	Prendergast Ladywell Primary: Authority Notice of Change 3	Tuesday, 26/05/15 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		
May 2015	Edmund Waller: works required to admit 30 additional Reception pupils in 2015	Tuesday, 26/05/15 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		
March 2015	Adoption Statement of Purpose 2015-16	Wednesday, 03/06/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
March 2015	Fostering Statement of Purpose 2015-16	Wednesday, 03/06/15	Frankie Sulke, Executive Director for Children 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
		Mayor and Cabinet	Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Discretionary Licensing of the Private Rented Sector	Wednesday, 03/06/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2015	Final Budget Outturn 2014-15	Wednesday, 03/06/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2015	Flood Risk Strategy	Wednesday, 03/06/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2015	ICT Service Review	Wednesday, 03/06/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
March 2015	Licensed Deficit Application Sedgemoor School	Wednesday, 03/06/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin,		

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
			Cabinet Member for Children and Young People		
May 2015	Proposals by Archdiocese of Southwark St Winifred Infant School, St Winifred Junior School and Our Lady & St Philip Neri	Wednesday, 03/06/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Section 75 Agreements between CCG and Council	Wednesday, 03/06/15 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2015	Disposal of Land interest at Arcus Road/Chingley Close	Wednesday, 03/06/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2015	Deferral of the expansion of Sir Francis Drake primary school	Wednesday, 03/06/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Demolition of 127 Mayow Road and secular of site	Wednesday, 03/06/15	Kevin Sheehan, Executive Director 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
		Mayor and Cabinet	Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2015	Children's Centres Contract Extension	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Housing Grounds Maintenance Contract	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2015	Ladywell Pop Up Village Contract Award	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
September 2014	Prevention and Inclusion Framework Contract Award	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
March 2015	Procurement of Occupational Health and Employee Assistance Programme Provider	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia,		

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
			Cabinet Member Resources		
May 2015	Procurement of Children's Weight Management Services.	Wednesday, 03/06/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2015	Broadway Theatre Working Group	Wednesday, 24/06/15 Council	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
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		
May 2015	Constitutional Matters	Wednesday, 24/06/15 Council	Kath Nicholson, Head of Law and Councillor Alan Hall, Chair of Overview & Scrutiny Committee		
March 2015	Housing Strategy	Wednesday, 24/06/15 Council	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 (version 7)	Wednesday, 24/06/15 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2015	Award of New Block Contractual Arrangements for Nursing Homes	Wednesday, 01/07/15 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2015	Capital and Revenue Budget Monitoring	Wednesday, 15/07/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2015	Children's Centres Consultation	Wednesday, 15/07/15 Mayor and Cabinet	Frankie Sulke, Executive Director for Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2015	Formal Designation of Crystal Palace & upper Norwood Neighbourhood Forum and Area	Wednesday, 15/07/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2015	New Local Plan for Lewisham	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
	first round of Public Consultation	15/07/15 Mayor and Cabinet	Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
June 2014	Surrey Canal Triangle (New Bermondsey) - Compulsory Purchase Order Resolution	Wednesday, 15/07/15 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2015	Waste Strategy Consultation	Wednesday, 15/07/15 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
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		
May 2015	Voluntary Sector Accommodation Implementation Plan	Wednesday, 21/10/15 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third		

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
			Sector & Community		
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		

This page is intentionally left blank