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Children and Young People Select Committee Agenda

Wednesday, 8 June 2016
7.00 pm,
Access Point
Ground Floor
Laurence House

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

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Part 1

Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 8 June 2016.

Barry Quirk, Chief Executive
Tuesday, 31 May 2016

Councillor Hilary Moore (Chair)	
Councillor Luke Sorba (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor David Britton	
Councillor Simon Hooks	
Councillor Liz Johnston-Franklin	
Councillor Helen Klier	
Councillor Jacq Paschoud	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Mark Saunders (Parent Governor Representative)	
Gail Exon	Church Representative
Monsignor N Rothon	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 13 April 2016 at 7.30 pm

PRESENT: Councillors Hilary Moore (Chair), Luke Sorba (Vice-Chair), Simon Hooks, Liz Johnston-Franklin, Helen Klier, Jacq Paschoud, Alan Till, Sharon Archibald (Parent Governor Representative), Monsignor N Rothon (Church Representative) and Kevin Mantle (Parent Governor representative for special schools)

APOLOGIES: Councillors Chris Barnham, Andre Bourne and Gail Exon

ALSO PRESENT: Councillor Paul Maslin (Cabinet Member for Children and Young People)

1.   Confirmation of Chair and Vice-Chair

1.1   **RESOLVED:** That

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

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

3.   Councillor John Paschoud and Councillor Jonathan Slater be formally thanked for their work on the Children and Young People Select Committee.

2.   Minutes of the meeting held on 1st March 2016

2.1   **RESOLVED:** That

The minutes of the meeting of Children and Young People Select Committee held on the 1 March 2016 be agreed as an accurate record of proceedings and the Chair be authorised to sign them.

3.   Declarations of interest

There were no declarations of interest.

4.   Introduction to Young Mayor and Advisors

4.1   **RESOLVED:** That

The Young Mayor and Deputy Young Mayor sent there apologies as they were unable to attend the meeting. The item would be rescheduled for a later meeting.

The Committee wished them well in their forthcoming exams.

5. Select Committee work programme

5.1 Katie Wood, Scrutiny Manager introduced the item, during the presentation to Committee the following key points were highlighted:

- The Committee should consider and agree the provisional work programme and make comments and suggestions as necessary.
- The draft work programme incorporated items already suggested by the Committee, suggestions from officers and suggestions by virtue of the Committee's terms of reference.
- In light of the recent Ofsted inspection in Autumn 2015 and the subsequent action plan; the work programme included regular updates on the Ofsted Action Plan.

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

- The report for the Committee's review into Independent Advice and Guidance would come to the Committee's meeting in June.
- The Chair of Children and Young People Select Committee had recently attended the Young Advisors Group and discussed topics for the Committee's in-depth review. From these discussions, the proposal of a review into the transition from primary to secondary schools was raised.
- A review into childcare provision in Lewisham could be a topic for an in-depth review. This could include changes to legislation such as the increase in hours to 30 free hours for 3 year olds from 2017. The Council currently didn't have a childcare strategy and therefore this review could be timely in helping to shape policy in this area.
- Although, the Committee had undertaken a review into childcare provision which was published in December 2013, there had been a number of legislative and provisional changes meaning it could still be a timely and relevant topic for an in-depth review.
- A one-off report looking at further education provision in the borough was put forward as a proposal, this was thought to be particular important in the light of the ongoing area reviews and the implications for future provision in the borough.
- A proposal of a report on Academisation was put forward. The Education Commission would be looking into this and the report to Committee in June would include their findings prior to going to Mayor and Cabinet.
- The possibility of having a report to Committee on best practice for Pupil Premium Grant spend was put forward. It was agreed that a copy of the recent review into this by London Borough of Brent would be circulated to Committee members.

- It was important that reviews and reports were timely and focused on areas where the Committee's intervention could make a difference. Transition from primary to secondary could feed into good practice work being undertaken. The nursery provision was also a relevant topic as the Council needed to produce a childcare strategy and this review would therefore be timely.
- An additional report on the children's social care workforce strategy should be added to the 2016/17 work programme as a one-off report for the Committee.
- The report on attendance and exclusions going to Committee in June should be entitled "Annual report on attendance and exclusions" on the work programme.

5.3 **RESOLVED:** That

1. An additional report on the Children's Social Care Workforce Strategy be added to the work programme.
2. The report on attendance and exclusions going to Committee in June should be entitled "Annual report on attendance and exclusions" on the work programme.
3. That the Chair consider the proposals listed by the Committee and propose an amended work programme for consideration by Business Panel. The Committee would be able to review this at its next meeting.

6. Update on Youth Service Mutual

6.1 Cllr Moore, Chair of Children and Young People Select Committee introduced the item to the Committee and explained that it was an update report for keeping the Committee up to date with the process and was for noting.

6.2 In response to question and challenge from members of the Committee, the following key points were highlighted:

- The advert inviting tenders was open until the week ending 22 April 2016. Any organisation could submit a tender and there would be a desktop analysis to score each proposal once the closing date had passed.
- The tender evaluation process and then subsequent preparation of an award report was due to conclude by end of May 2016 with the final decision be made by Mayor and cabinet in June 2016.
- There was no further scrutiny scheduled as part of the award process prior to Mayor and Cabinet but the usual call-in options were available to members. An update could however be brought to the next meeting of Children and Young People Select Committee.
- In response to concerns raised regarding the Equalities Analysis Assessment that listed the impact of the mutualisation as likely to be largely positive, the Committee were informed that the current level

of service would be funded for three years and the ability to generate further income by the mutual would therefore allow the overall impact to be positive.

6.3 **RESOLVED:** That

The report be noted.

An update on progress be reported to the Committee at its meeting in June 2016.

7. Lewisham Education Commission Progress Report

7.1 Sara Williams, Executive Director for Children and Young People, introduced the report to the Committee and noted that the full report highlighting the full findings of the Commission would come to the next meeting of the Committee in June.

7.2 Following questions and challenge from members of the Committee the following key points were raised:

- Concerns were raised regarding the consultation process in particular regarding the consultations with school governors and with the Co-optees on the Children and Young People Select Committee. The Director of Children and Young People would investigate this. There would be further opportunity for Committee members to comment and in-put into the proposals at the Committee's next meeting.

7.2 **RESOLVED:** That

The report be noted.

8. Referrals to Mayor and Cabinet

9.1 **RESOLVED:** That

There were no referrals to Mayor and Cabinet.

The meeting ended at 8.20 pm

Chair:

Date:

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	8 June 2016

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 not part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**

(b)   Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the

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

(c)   Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.

(d)   If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.

(e)   Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

(6)   Sensitive information

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

(7)   Exempt categories

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

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

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Children and Young People Select Committee		
Report Title	Lewisham Education Commission Progress Report	
Key Decision	No	Item No. 4
Ward	All	
Contributors	Executive Director for Children and Young People	
Class	Part 1	Date: 8th June 2016

1 Summary

1.1. A proposal for the establishment of an Education Commission was agreed at Mayor and Cabinet on 9th December 2015.

1.2. This paper accompanies the Lewisham Education Commission Report which details the findings of the Commission and makes recommendations for the future of education in the London Borough of Lewisham.

2 Recommendations

2.1. It is recommended that Children and Young Select Committee consider and note the report its recommendations.

3 Policy Context

3.1. A key priority within the Children and Young People's Plan 2015 – 2018 is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:

- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.

- AA2: Ensuring all our children are ready to participate fully in school.

- AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.

- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.

- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.

- AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at Key Stage 5 and Post 16 so that all our young people are well prepared to access the best education and employment opportunities for them.

- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

3.2. In March 2016, the Secretary of State for Education published the White Paper, *Educational Excellence Everywhere*. The White Paper signalled the Government's intentions relating to academisation and a drive towards a school-led system which would mean that local authorities would step back from running school improvement from the end of the 2016/17 academic year.

4 Background

4.1. At the Mayor and Cabinet meeting on 9th December 2015, it was resolved that:

- Having considered an officer report, and a presentation by the Cabinet Member for Children & Young People, Councillor Paul Maslin, the Mayor agreed that the establishment of an education commission to support the development of a future vision for education in Lewisham to report in April 2016 as set out be approved.

5 Key Questions

5.1. The Lewisham Education Commission has considered the following key questions:

- Given the national and regional context, what is the best form of organisation for Lewisham's schools going forward?

- Is there a school-led model of school improvement which would put Lewisham's work on a more sustainable footing, given the council's financial constraints?

- Lewisham needs additional secondary and SEND places. What are the best means to achieve this, alongside ensuring all our existing schools are schools of choice?

- Given Lewisham's strong commitment to improving outcomes at KS4 and KS5, are any more radical or leading edge models or approaches that Lewisham could adopt at borough level?

- Underpinning all these questions is the central theme of how Lewisham's system serves the most vulnerable.

6   Process

6.1.   A team of three national experts was established to support the work of the Education Commission in Lewisham, supported by a fourth member to provide operational support. A biography for each member of the team is set out below:

- Christine Gilbert is chair of the Commission. She is currently visiting professor at the Institute of Education, UCL. Christine was previously a head teacher, director of education, local authority chief executive and Her Majesty's Chief Inspector at Ofsted.

- Robert Hill, a visiting senior research fellow at King's College London, is an educational consultant, researcher and writer. He was a senior policy adviser to the Labour government.

- David Woods is a visiting professor at Warwick University and chair of the London Leadership Strategy. Formerly, David was a senior education adviser at the Department for Education and chief adviser for London Schools and the London Challenge.

- Michael Pain is Director of Forum Education. He was previously at the National College and is supporting the work of the Commission.

6.2.   Particularly over the first two weeks of the Commission, significant desktop analysis was undertaken. Commissioners conducted an analysis of recent school Ofsted reports, with particular focus on the secondary sector, in order to identify strengths and weaknesses, themes and issues.

6.3.   Throughout the course of the Education Commission, Commissioners attended a number of existing fora and hosted a number of bespoke events as part of a comprehensive programme of stakeholder engagement.

6.4.   Commissioners attended a number of existing meetings, including Children and Young People Select Committee, the System Leaders' Breakfast and meetings of primary, secondary and special school head teachers.

6.5.   Christine Gilbert met with the Mayor and the Cabinet Member for Children and Young People to ascertain their vision for Education for Lewisham.

Additionally, Commissioners met with a number of other Councillors, including the Chair of Children and Young People Select Committee and the Chair of Overview and Scrutiny Committee.

6.6. Two bespoke evening governors' events took place, led by Christine Gilbert; these sessions provided an outline of the work of the Education Commission followed by discussion around the key questions for Commission.

6.7. Children and Young People were given the opportunity to present their thoughts to the Commission through the Young Advisers group in addition to a separate meeting of a smaller focus group of students who are educated within the Borough.

6.8. Residents and other stakeholders were offered the opportunity to meet with Christine Gilbert for a bespoke 30 minute meeting as part of the 'open sessions'; these sessions consisted of 24 separate meetings including a number of sessions held on a Saturday. The sessions were advertised on the Lewisham Council website, through the Headteachers' Weekly Bulletin, to all Councillors, and directly to other stakeholders. During the 'open sessions', Christine Gilbert met with, among others, residents groups, voluntary and community sector representatives, union representatives and individual parents.

6.9. Throughout the course of the Education Commission, visits have been made to 17 schools (1 nursery school, 6 maintained primary schools, 5 maintained secondary schools, 2 maintained 'all-through' schools, 1 academy, 1 special school and 1 pupil referral unit).

7   Summary of Findings and Recommendations

7.1. The Commission recognises that there should be no isolated school and expects the local authority to extend the good partnershipwork, making the most of the Heads' Leadership Forum and through capitalising on the new skills brought by a number of new secondary headteachers.

7.2. The Commission has identified that there is local interest in some schools establishing multi-academy trusts (MATS) and recommends that the local authority harnesses this positively to support weaker schools and help address the need for school places.

7.3. The Education Commission recommends that a 'Lewisham Secondary Challenge' is established to develop school led borough wide approach to see improvement with external support; headteachers should take on system ownership by leading on professional development across schools, engaging better with external organisations (including those outside the borough) and through listening harder to parents.

7.4.   The Commission found that the local authority, schools and stakeholders had pride in the place and a commitment to the community, and suggests that this should be harnessed to articulate a shared local vision and a shared plan for success.

7.5.   The local authority must continue to have an important role in education matters, regardless of the statutory position. As part of this role, the local authority must hold schools to account, help make connections and act as guardians of the most vulnerable.

7.6.   Commissioners recommend that the local authority review planning (for place numbers and new schools) and develop and consult on a clear School Place Planning Strategy for the next 5 years. The Commission noted that Lewisham is reliant on secondary places within other boroughs, and suggested that these arrangements should be formalised.

7.7.   The Commission recommends that an agreement between the local authority, headteachers and governors to set up a partnership to establish a school-led system of school improvement. In September, a Partnership Steering Group, with an independent chair, should be established to produce a detailed set of proposals with a view to beginning consultation in October 2016.

7.8.   In order to ensure sufficient place planning, the Commission recommends that the local authority has close contact with the Education Funding Agency (EFA) about potential free school proposals encourage the best schools to lead trusts to set up new schools and seek out school providers with similar values.

7.9.   The Education Commission recommends that the London Borough of Lewisham set itself the following targets to be achieved by 2020:

- All schools will be judged good or better by Ofsted.
- Performance at 16+ and 18+ will be at least the London average.
- The most vulnerable will be served better than most other LAs.
- The vast majority of parents have confidence in their choice of school.
- Young people will have huge pride in their school.
- Teachers will be proud to work in an ambitious and successful system.
- The council will be considered to have done a good job.

8   Next Steps

8.1.   The Education Commission report will be presented to Mayor and Cabinet on 29th June to agree the direction of travel and will be published on the Lewisham Council website.

8.2.   Officers will continue the dialogue with partners and return to Children and Young People Select Committee as more specific proposals are developed to implement the Commission's recommendations in Lewisham.

9   Financial Implications

9.1.   There are no immediate financial implications which arise from agreeing the recommendations to this report.   However, there will be a cost to developing any future partnership arrangement and as part of the early stages of that process, an initial financial business case will need to be undertaken. This business case will be used to consider the future financial viability of such a partnership organisation being established. Officers will update members in due course of how available resources will deployed to fund the establishment of the partnership organisation.

10   Legal Implications

10.1. There are no legal implications arising from this report.

11   Equalities Implications

11.1. The Commission has made every effort to draw views and ideas from across the community, including black and ethnic minority groups and parents of children with disabilities. The Commission has visited many different schools throughout the course of their work, including a special schools and specialist resource provision.

12   Environmental Implications

12.1. No specific environmental implications have been identified as arising from this report.

13   Crime and Disorder Implications

13.1. No specific crime and disorder implications have been identified as arising from this report.

14   Background Documents and Report Author

14.1. Appendix A: Lewisham Education Commission Report (April 2016).

14.2. If you require further information about this report please contact Sara Williams (sara.williams@lewisham.gov.uk).

Lewisham Education Commission

Commissioners

Christine Gilbert (chair) ● Robert Hill ● David Woods

Lewisham Education Commission Report

Contents

Chapter 1: Introduction and overview

Background

Education is important to Lewisham. It is important to the life of its residents and to the development of Lewisham as a strong and vibrant place to live and work. The council recognises this and in establishing this Education Commission was seeking to ensure that the significant advances so evident in primary schools over recent years were consolidated and extended to the secondary sector.

It is clear from all we have done in undertaking this Commission that school improvement and raising educational outcomes, most particularly for young people in the secondary sector, are top priorities for the council, as indeed they must be for Lewisham itself. The establishment of an Education Commission underlines their importance to the council and seeks to accelerate change by bringing in an external team to work collaboratively with local stakeholders to shape a vision for education in Lewisham and make recommendations to the Mayor and to the community of schools in Lewisham for future development.

If the council's ambitions are to be realised, we believe there will need to be a widespread and working commitment to making more of a difference. This requires the emergence of a driving coalition for change from both within and beyond the council which not only increases pride in what is being achieved but also ambition for achieving more in the future. There also needs to be a proactive approach to the national change agenda. Both of these key aspects have influenced our approach in undertaking the work of the Commission.

The council set a very ambitious and challenging time frame - 11 weeks - for the work of the Commission. We understand the rationale for this speed. However, not only did it mean that we had to maintain a very disciplined and strategic approach to our work but also that some of our recommendations would inevitably point to the need for more detailed work or follow up in certain areas. Within the constraints of the timeframe, we sought to make the process of stakeholder engagement as inclusive as possible and we have gained a great deal of insight from having done so. The details of our visits and meetings are set out in Appendix 1.

The council's specification for the work of the Commission pointed to five key lines of enquiry that provided the strategic focus for our work, namely:

- school organisation, given the national and regional context
- sustainable, school-led model of improvement for Lewisham
- the best means of providing additional secondary and SEND places in Lewisham and of ensuring existing schools are schools of choice
- leading edge practice at Key Stages 4 and 5 that could benefit Lewisham
- improving how Lewisham's system serves the most vulnerable.

As expected, there was considerable overlap in undertaking these five key areas of investigation. Nevertheless, we have provided separate chapters on the first four areas and ensured that the fifth is addressed within each of those.

The White Paper and role of the local authority in education

During the sixth week of the Commission's work, the Secretary of State for Education published the White Paper, **Educational Excellence Everywhere**, which has been taken into account in making our recommendations. As was signalled by the recent consultation document on school funding, the government is:

"…..reforming school improvement policy in the context of the overall drive towards a school-led system. This means that we expect LAs to step back from running school improvement from the end of the 2016/17 academic year and therefore they will not require funding for this function."[1]

The White Paper makes clear that the local authority's education duties will focus on three areas:

- ensuring every child has a school place
- ensuring the needs of vulnerable pupils are met
- acting as champions for all parents and families.

Whatever the statutory definition of its role, the local authority's democratic base gives it leverage locally and local people will continue to look to local councillors to ensure education is of good quality.

As community leaders, Lewisham councillors recognise the importance of education to their local communities, especially to parents of children at local schools and to prospective parents. They share strong moral purpose in wanting to raise aspirations for educational outcomes locally so the achievements of those leaving schools and colleges improve. They will continue to listen hard to the needs of children and their parents and help them navigate the system. Certainly, councillors will expect to play a key role in shaping provision in the area, particularly given the emphasis in the White Paper on their role in securing a school place for every child.

As guardians of children in the area, Lewisham councillors are already vigilant about the needs of the most vulnerable, such as looked after children or those with special educational needs and disabilities (SEND). As they do now with health, councillors may want to continue to scrutinise how the needs and interest of young people are being served and seek to improve this by pressure and influence even if their statutory role is reduced. They may well want to promote the interests and needs of children in Lewisham by reporting on local quality and provision and by engaging with those providing it. Many local authorities will want to scrutinise too what happens to young people when they leave school and to find active ways of supporting young people's transition into the world of work.

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[1] Department for Education, 2016, Educational Excellence Everywhere, Cm 9230, Her Majesty's Stationery Office

Local authorities already see themselves as champions for parents and families and for children too. The councillors we spoke to certainly understand the importance of education as a powerful force for regenerating and sustaining the life of the local area as well as the main driver of social mobility. The Commission believes that many councils will continue to see themselves having a role in stimulating and articulating a local and ambitious vision for education locally, tied in perhaps to a borough or community plan. This should give active support to schools in their drive for improvement. Finally, as champions, Lewisham council will continue to be keen to make connections across people, services and places in the area that could benefit young people.

The performance of pupils in Lewisham schools

The context for Lewisham's education system is aptly described as a tale of two halves. Standards and pupil outcomes in early years and primary are amongst the very best in the country and Inner London. No school performs below the national floor standards and the vast majority of groups achieve well above average outcomes. The borough's secondary system sits in stark contrast, with average pupil outcomes being far below those for Inner London and London as a whole. Indeed, performance tables for London show the borough's schools as having the worst GCSE results in London. A much lower than average percentage of Lewisham's Key Stage 5 students go on to higher education study.

Many people spoke to the Commission about the poverty and deprivation in Lewisham. Without doubt, this affects a significant proportion of Lewisham's children; in 12 of Lewisham's 18 wards, 22 per cent or more children live in poverty. At least one quarter of the borough's 0-19 year olds live in workless households: the same as the Inner London average. As shown in Appendix 2, the proportion of low income households is reflected in the number of children in receipt of free school meals (FSM) but here the figures are more positive than for Inner London. So, although the challenges of poverty are great in Lewisham, they are no harder than for most other Inner London boroughs. Poverty therefore cannot be offered as a reason for Lewisham's poor average performance in the secondary sector.

As shown an Appendix 2, it is clear that children of all backgrounds generally perform far below both the Inner London and the national average for their groups. The significantly below- average performance of black and mixed heritage pupils reflects a long-term trend of below-average outcomes amongst these groups. Lewisham's white pupils have also underperformed in comparison to their national counterparts over a number of years – although the discrepancies in performance are generally less marked for this group than for those pupils of black and mixed heritage.

The performance tables also reveal an issue relating to the attainment of pupils with higher prior attainment. The national proportion of these pupils gaining at least 5 A*- C (including English and maths) has been declining slightly over the last three years. In Lewisham, this proportion has also been declining, but at a faster rate than found nationally.

The picture is a little brighter in terms of disadvantaged pupils and those pupils with SEND. In terms of achieving 5 A* - C (including English and maths), disadvantaged pupils, using those in

receipt of free school meals as a proxy, perform significantly above the national average for these groups. However, the gap between disadvantaged pupils and their peers from more advantaged backgrounds has remained static over the last three years. Only 39 per cent of pupils receiving free school meals achieved 5 A* – C (including English and maths) at GCSE, compared to 59 per cent of pupils not receiving free school meals. In contrast, in the top performing local authorities (Newham and Tower Hamlets), the gap between the numbers of receiving free school meals and those pupils not receiving free school meals is under 10 per cent.

There was little discussion of absence from school as an issue during the work of the Commission but persistent absence remains a serious issue for the borough's secondary sector. Worryingly, the primary sector has recently also seen an increase in persistent absence. This has been picked up as a priority by the Executive Director in the Children and Young People Plan and the new school improvement strategy.

Lewisham's primary sector has experienced no permanent exclusions within the last few years. Unfortunately, this is in notable contrast to the secondary sector, where permanent exclusions are almost at the national average and far higher than Inner London.

Ofsted judgements on schools in Lewisham reflect the same disparity between primary and secondary that we see in test and examination results. HMCI's Annual Report for 2014/15[2] shows Lewisham as fifth in the national primary school league table with 95 per cent of pupils in good or outstanding schools. This represents an increase of seven percentage points from 2014. In the secondary school league table, Lewisham languishes in the bottom quarter of the table with only 65 per cent of pupils in good or outstanding schools, a slippage of two percentage points from 2014.

The desire to tackle poor average performance at secondary level was a major driver behind the establishment of the Education Commission. All stakeholders have engaged constructively in discussion about how to work together to improve the quality of education and performance so that more children and young people have the qualifications, skills and confidence in their ability to learn that they will need when they leave school. As pointed out by the council's chief executive, London is increasingly one of the world's most competitive labour markets with many jobs in inner London at graduate level and above.

A school-led system for improvement

Developments over the last 10 years or so mean that we have already reached a tipping point in England in favour of schools themselves as the primary drivers of systemic improvement. The days of local authorities vigorously leading and managing school improvement have long since gone, although many, as in Lewisham's case, have continued to take their statutory responsibilities seriously, especially for schools causing concern. This is evidenced by Lewisham's recently introduced improvement strategy and its organisation of school improvement adviser visits. Even without the publication of a White Paper[3] that signals the removal of councils'

2 Ofsted, 2015, The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15, Her Majesty's Stationery Office

3 Ibid

statutory school improvement responsibilities, it is clear there can be no turning back from a school-led model of improvement. The logic of a self-improving system is that schools themselves take on responsibility, and even accountability, for ensuring that every individual school has the support they need to improve. The system is driven by schools with school leaders, teachers and governors playing key roles.

Teaching schools are outstanding schools which are intended to provide a major strand of the support for a school-led system. This is explored more fully in chapters 2 and 5. Each teaching school establishes a broader group called a teaching school alliance which then provides school-based initial teacher training, school to school support to improve practice, and a range of professional development opportunities for teachers and leaders. Later chapters provide more detail of their activities and potential. Although the borough has four teaching schools, all with linked alliances, only one of these has a secondary dimension and the work of that school is focused primarily on its own multi-academy trust (MAT). Some secondary schools work with teaching school alliances in other boroughs but the majority do not. It is important that secondary schools and more all-through schools find ways of accessing the opportunities offered by teaching school alliances not least because school improvement funding is likely to be increasingly routed through teaching schools from September 2017.

Beyond teaching schools, we have seen many excellent examples of schools in Lewisham, both primary and secondary, working in active partnerships to effect improvement. This has been at a range of levels. Examples have included improvement through:

- shared headship for an interim period
- time-limited 'soft' federations or collaborative partnerships, often with interim or executive headteachers generally sourced by the local authority
- seven 'hard' federations with executive leadership
- high quality professional development across schools or groups of schools, including some innovative programmes operating across a MAT.

In addition, headteachers across the borough have themselves put in place arrangements at primary and secondary level for meeting together to share thinking and commission some joint professional development activity.

The positive impact of collaboration is clear in Lewisham and offers a good foundation on which to build a more systematic and consistent approach to school partnerships. A number of heads reported that they see becoming a MAT as the next logical step in their development and even those more hesitant about this have been spurred on to discuss their future options by the publication of the recent White Paper[4]. This would have the advantage for the borough of enabling some local schools to become 'home-grown' MATs. If accredited as sponsors, 'home-grown MATs' could not only step in and give support to schools experiencing difficulties but also promote and run free schools to help meet the demand for additional pupil places. This is explored more fully in Chapter 2.

4 Ibid

Many schools are still not interested in becoming or joining a MAT but the Commission recommends that they all work more systematically as part of some collaborative group, be that small or large. Such groups might be the basis for sharing practice and expert practitioners, for undertaking peer review, and for organising professional development – including forensic, classroom-based development of practice in teaching and reviewing its impact on learning. Developing real depth to collaborative working would help prepare schools for forming sound MATs in the event that the government's proposals are enacted in legislation. However, we also recommend that Lewisham should form an overarching partnership that encompasses individual schools, informal groups of schools, federations, MATs and teaching schools. This partnership would enable schools to work together across the borough, to draw on each other's strengths and thus complement improvement efforts within local groups of schools.

We have been impressed by the strength of the Heads' Leadership Forum in supporting headteachers, both operationally and strategically. The Forum gives all schools in Lewisham access to a professional learning partnership and this is much appreciated by the primary heads with whom we spoke. Although open to all headteachers, the Forum is run by primary heads and its most active participants are from the primary sector. It is unusual to have primary schools so much more engaged in collaborative activity than secondary schools. The Forum offers a potential base for taking on greater responsibility for school-led improvement across Lewisham and developing an ambitious programme designed by the schools themselves for Lewisham schools.

In our discussions with headteachers, parents and governors, we have found pride and a sense of belonging to Lewisham as a place, as well as a strong and shared moral purpose to do the best for all Lewisham's children and young people. We found a working commitment to the principles of public service, collaboration and integrity. An overarching schools' partnership, rooted in these principles, with its focus on securing the best possible outcomes for Lewisham children and young people could lessen the potential for local fragmentation and the risk of vulnerable children and young people not being well served in a diverse and more independent system. We recommend that headteachers, governors and the local authority should establish a steering group to do the detailed planning to set up such a partnership.

As part of their deliberations, they should investigate the benefits and feasibility of establishing an independent company through which the partnership would work. Such a company would be owned by the schools themselves and all surplus funds would be used for investment in further development. It would provide or broker a range of services to support the improvement of schools in Lewisham. As with the Wigan model described in Chapter 3, it might work in depth in separate primary and secondary groupings, coming together to address shared issues, such as Year 6 and 7 transfer and transition, at regular intervals. The partnership would also liaise with the local authority on those issues for which it remains responsible:

- admissions
- special educational needs
- champion for children

We recommend too that Lewisham Governors' Association (LGA) should be a key part of this company. The role of governors is critical in supporting and challenging schools. This has been recognised in the local authority's new school improvement strategy which has a strong emphasis on governance and working with governors. Indeed, in an academised system, governance is more important than ever and it is crucial that experience and practice is shared and the skills of governors are developed well. Governance in MATs is different from that in individual schools or academies and will require appropriate support and training too.

Lewisham's partnership would use the schools themselves, including teaching school alliances and MATs, to ensure that it was able to:

- develop a good working knowledge of all Lewisham schools
- establish effective and energising approaches to monitoring, challenge and support
- ensure underperforming schools, or schools in need for a particular reason, receive targeted support
- liaise with external bodies, such as the DfE or the Regional Schools Commissioner, about performance issues
- offer all schools access to a professional learning partnership rooted in peer learning and development of classroom practice, giving a range of opportunities to work across schools
- build skills, knowledge and practice across Lewisham making effective use of increasingly scarce resources and key partnerships, such as nearby universities and the world of work
- ensure training is available as needed, particularly for more school-to-school work, for school staff and for governors
- broker partnerships for peer review, for support in particular areas and for development of best practice
- trial new approaches
- be confident that schools in Lewisham improve well
- input to the development of strategies, policies and practice that impact on children and schools

It might also offer a wider range of highly rated traded services.

To ensure the company is given a strong start, we recommend that Lewisham council should allocate the money needed to pump prime this initiative. Such support would be essential in helping it become established and sustainable.

Lewisham Secondary Challenge

A major focus of the Commission's work has been on the relatively poor performance of the secondary sector. Chapter 5 sets out a number of very practical suggestions to support improvement. Chaired for the second year running by a system leader with experience of successful school-to-school support, and by September comprising a large number of new headteachers, the Secondary Heads' Group offers the potential for steering the intensive

development programme described in Chapter 5. However, the programme itself would best be managed by an external director with the expertise and time to ensure effective implementation, including ongoing support and challenge.

The suggestions in Chapter 5 emphasise the establishment of a Lewisham Secondary Challenge, based loosely on the model of the London Challenge. There is a need to lift aspiration across the secondary sector and to persuade young people, their teachers and key stakeholders not only that they can achieve more but that they can acquire the sorts of skills, knowledge and confidence in learning to make more of the opportunities open to them in London. The aim of this initiative would be, within four years, to lift Lewisham to at least average performance in London with some of its individual schools competing with the very best performers across London. It would require commitment from all secondary schools, be they maintained schools, academies, faith schools, in federations or MATs.

Lewisham's Secondary Challenge would focus specifically on improving progress, raising standards and closing gaps, and ensuring that all schools become good or better, as designated by Ofsted. It would require some resourcing and a part-time director to ensure pace and external challenge. We see the Challenge as owned by the Lewisham secondary heads, but operating best as a sub-group, and in time becoming part of the wider borough partnership.

Meeting the demand for school places

Lewisham's population has been growing faster than either nationally or the London average, with one in four people being under the age of 19. The need for more pupil places in Lewisham schools has therefore been huge with an increase of over 20 per cent in places provided in reception in the eight years between 2008/9 and 2016/17. The Commission was asked to focus on the best means of achieving additional secondary places as these children move through the system. Although we have done that, we need to report the dissatisfaction of parents in some areas of the borough with plans and provision in the primary sector. This dissatisfaction is reflected more generally in DfE statistics which show the proportion of Lewisham parents offered primary schools at any of their preferences is lower than both the national and Inner London averages[5].

One strategy that the local authority has adopted to provide extra places – namely the expansion of individual year groups through 'bulge classes' – has resulted in unintended consequences in small primary schools. Allocating priority places to siblings means that the brothers and sisters of children in bulge year groups, who live slightly further away, have taken places in reception that would previously have gone to pupils living near the schools.

Given the White Paper has now made clear its intentions about academisation, and many schools in Lewisham are actively considering establishing a MAT, the Commission would urge the council to make greater use of academies or free schools to secure extra provision – in addition to considering the locations of schools where extra forms of entry are feasible. The example already given of an existing high performing primary school or federation establishing a 'home-

5 Department for Education, Statistical First Release 17/2015 Secondary and primary school applications and offers: 2015

grown MAT', would not only better meet the demand for places but also parental preferences. It would also be more cost effective for the local authority.

This issue is explored further in Chapter 2 and Chapter 4.

Expansion in the secondary sector is inevitably linked to pupil achievement, particularly at 16, and Ofsted designation. Parents want good schools where their children thrive, are safe and achieve well. The places in Lewisham's least popular schools will only be filled when parents are confident that improvement is clearly underway.

Nevertheless, the Commission is concerned that even if all the current surplus places were filled, the council's place planning strategy relies not only on neighbouring boroughs accommodating Lewisham pupils at the current rate but increasing that outflow. However, if, as we believe, performance in secondary schools improves over the next few years, fewer parents would be inclined to opt for a school preference out of the borough. Secondly, even if performance does not improve significantly, we do not see the incentive for neighbouring boroughs to create places for Lewisham pupils.

As with the primary sector, there is a need for the borough to find high quality sponsors and providers when seeking to establish one or more new schools. If the authority is proactive about this, it could select sponsors and providers whose values and beliefs accord well with those of Lewisham. We do recognise, however, the relative lack of sites for new schools in Lewisham.

In terms of special school places, the Commission recommends that the council considers these further in developing its SEND strategy for 2016-2019. This is explored more fully in Chapter 4.

The borough is projecting a minimum 7.7 per cent increase in the number of children with SEND over the next 10 years. As part of planning for this, it is forecasting the need for an additional 120 special school places by 2020. There seems to be general agreement that expansion on two of the existing special school sites is appropriate but some concern too that establishing a new special school is, on its own, not necessarily the right answer. We are concerned not only by the size of the projected rise but also by the lack of emphasis on appropriate provision within mainstream schools – particularly secondary schools – for many of these pupils. We agree with the points made to us by a number of teachers and governors that the skills and expertise needed to teach pupils with SEND yield benefits for the teaching and learning of all the children in mainstream schools.

A particular concern is the large number of children assessed as having autistic spectrum disorder (ASD), particularly as the figures are so disproportionate to either the national picture or that of Inner London. We heard anecdotes of how parents had manipulated the system to get the special school of their choice by emphasising the ASD elements of their children's needs. The authority is aware of this issue and needs to undertake an in-depth scrutiny of its assessment practice. It also needs to be rigorous in the annual review process for each child with a statement

of special educational needs or an education, health and care (EHC) plan, particularly in considering integrated pathways for support.

Engaging parents and the local community

A number of parents used the opportunity afforded by the Commission to express their concerns about practice in individual schools. At the same time, we had representations from parents concerned about the council's approach to place planning in primary schools. Some third sector groups also emphasised the need for the council to engage with them better.

We recognise that numerically these voices are relatively small and that parents rarely make the effort to comment when they are content. Nevertheless, we believe that their points raised more general issues which both schools and council should consider. As the White Paper[6] stresses, 'The role of parents is crucial; from supporting their child to holding schools to account'.

Research has consistently shown that parental involvement in children's education has a positive impact on pupils' achievement. Parents told us they feel very involved in their children's primary schools but far less so at secondary level. At secondary level, schools are larger; the links between individual teachers and parents are generally less close; and, as they get older, children themselves are more reluctant for parents to be closely involved in school life. Nevertheless, the best schools find ways of involving parents and making communication an effective two-way tool.

All schools should help parents to be involved with their children's learning. They should also encourage parents to express their views on the education provided by the school. We heard too many examples where parents could not make their views heard, responsiveness was insufficient or where communication was very poor. The complaints we heard came from a range of schools, including those designated as outstanding by Ofsted. We would urge all secondary schools to involve parents in reviewing their current engagement and communication strategies. In particular, those schools with federated arrangements and executive headteachers need to clarify to parents exactly how these arrangements add value to the life of the school and their children's education. Too many parents drew unfair connections between the cost of executive arrangements and the cuts on books and equipment.

The White Paper points to a number of innovations that will be introduced over the next few years to "help parents to support their child's education, making it easier for them to understand and navigate the schools' system". This includes a new, online Parent Portal intended to clarify in some detail the key things a parent needs to know about schools, including how they can support their child's development and achievement. Sitting alongside the portal will be a new performance table website, 'where it will be easier for parents to find out how well their child's school is performing and to compare schools across a range of key measures'[7] .

The best schools already know themselves well and so these promised innovations are unlikely to provide much greater insight. They use what Ofsted gives them now in terms of the dashboard

6 Op.cit

7 Ibid

and inspection reports as well as the information provided in league tables. Many also use the views of pupils, parents and the community to inform planning and action for improvement. The Commission urges all secondary schools to review their processes for self-evaluation and development planning to improve involvement of key stakeholders. Such feedback will bring the quantitative data to life. Indeed, it will often highlight emerging problems or dissatisfaction before these have a chance to translate into poor test results or inspection findings. More positively, engaging parents and key stakeholders in this way also creates a powerful sense of common purpose and urgency in the drive for improvement.

Key messages

We have made a number of detailed recommendations as set out below which are repeated at the end of each of the chapters to which they relate most closely. However, we want to reinforce our 5 key messages.

First, we would urge Lewisham to build on its strengths in collaborative working across schools.

The borough should extend the good collaborative work we have seen working well between schools be that in time-limited projects, clusters, federations or in multi-academy trusts. We think there are dangers in isolation and that every school would benefit from being part of a collaborative group. Much of the effective work we have seen has been in the primary sector but we know also about plans for greater collaboration between secondary schools. The latter hold considerable promise.

The Heads' Leadership Forum, run expertly by primary headteachers but open to all heads, is highly valued and a much respected part of the education service in Lewisham. Primary heads in particular use it to develop their collective, professional knowledge and skills as well as to give active support to each other. Although still relatively young, it offers a potential base for building the cross borough partnership we think will be a powerful way of keeping the Lewisham family of schools together and focused keenly on the needs of the community.

The Secondary Heads Group is collegial and supportive and will be enriched from the freshness and expertise brought by many new headteachers joining it this year. The latter come with an ambition and determination to improve their schools that should bring a new energy to the Group.

We think establishing a school-led, borough wide partnership for improvement will build on existing strengths, avoid fragmentation and provide a comprehensive programme to meet needs and interests. Governors are key players in the drive for improvement and more important than ever with increasing academisation. They should work with the heads and the local authority in designing the partnership. This would be an inclusive partnership that would include individual schools and groups of schools, be they federations, MATs or teaching schools.

Second, the local authority should be more vigorous about shaping the government's academisation policy to the needs of Lewisham. A number of heads and governors are actively planning to establish MATs. We think the council should support these 'home-grown MATs' and use them as potential academy sponsors for schools in difficulties and even as promoters of free schools, which is the only way new schools can now be opened.

Third, there needs to be an intensive boost to improve Lewisham's secondary sector. Headteachers in these schools want to succeed and should be supported in doing so. We believe Lewisham's secondary and all-through schools have within them much of the capacity needed to improve and the heads themselves must drive this change. But they need some extra, well targeted support, most particularly from experienced system leaders to build both greater capability and skills. A customised programme of intensive support, based loosely on the successful model of the London Challenge should be introduced. This programme would be enriched by looking at practice and initiatives beyond Lewisham and engaging with external organisations to lift aspirations and expectations. A three year Secondary Lewisham Challenge programme will need external support to ensure it proceeds with speed and makes progress at pace.

Fourth, all those involved in education should nurture the collective pride in Lewisham as a place and the passionate commitment to the local community that was evident from headteachers, governors, third sector groups and the council. We think this shared moral purpose could be channelled more profitably into an ambitious and shared vision for education locally that engages key stakeholders, lifts aspirations and is supported by an inclusive plan for success.

Finally, we believe that whatever change comes about in its legal responsibilities, the council should maintain an important role in the future development of education in Lewisham. Education remains of fundamental importance to local people particularly those with children. It remains a powerful force for regenerating and sustaining the quality of life in Lewisham and for promoting social mobility. Local people will continue to look to local councillors to ensure education is of good quality. Lewisham council will want to support its schools, even work in active partnership with them, but it will also want to hold an increasingly autonomous system to account on behalf of the local community. There will be a number of ways in which that can be done.

Recommendations

Establishing a new approach to school organisation

- School federations in Lewisham should be supported if their governors decide that they wish to convert to academy status, with these '**home-grown' MATs** being seen as potential academy sponsors for schools experiencing difficulties and as promoters of free schools where these are required across the borough in the next few years.

- The local authority, headteachers and governors should work together to ensure that **every school in Lewisham is part of a formal and effective school collaborative group** – whether as part of a MAT or through developing and deepening the work of a local cluster, collaborative or federation.

- The development of **MATs and local clusters of schools should be seen alongside** – and not as a substitute for – a **borough-wide school-improvement partnership**. The borough-wide partnership that we propose should be tasked with identifying those heads that have the potential and interest in moving into executive leadership and providing them with the **development and support to take on this role** as more schools move to working through federations, MATs or other school groups.

Developing a school-led model of improvement

- By July, 2016, an agreement should be established **between headteachers, Lewisham Governors' Association and the local authority to set up an overarching partnership that establishes a school-led system of improvement** for Lewisham, where schools themselves increasingly take on the primary responsibility, collectively, for supporting improvement and standards.

- From September, a **Partnership Steering Group, with an independent chair but involving headteachers, governors and the local authority** should be set up to work out exactly how the partnership would work, and how it might be resourced. It should also devise appropriate arrangements for governance and accountability. This Group should reproduce a set of **proposals for consultation by October** half-term 2016.

- To ensure momentum, while the Partnership is being developed, the Leadership Forum should **liaise with the London Leadership Strategy to develop Lewisham's system leadership and school-to-school support.**

Achieving more school places

- The local authority should **review whether sufficient additional primary places are being planned for the next five years** bearing in mind the relatively low proportion of parents obtaining their first preference in 2015. This review should include consideration of whether additional places will come on stream quickly enough in those primary planning localities facing the greatest pressure and the option of seeking promoters for a primary free school to help address this challenge.

- The local authority should **set out a clear and comprehensive School Place Planning Strategy** which sets out plans for the next five years as well as criteria for expanding schools, seeking to promote new free schools and addressing the relevant recommendations in this document. This will also enable the local authority to be more open and consultative about its strategy and plans for providing additional places than it has been in the past.

- The local authority should work closely with governors, headteachers and the Regional Schools Commissioner to **ensure that those schools in the secondary sector with low numbers of first parental preferences and unfilled places urgently address the school improvement challenges** and the associated reputational issues facing these schools.

- The local authority should **consider seeking the provision of a further secondary free school, run by a proven education provider** (in addition to the Citizen Free School and the free school that is already under discussion with the EFA), with a view to **increasing options for parents** and the proportion of pupils educated within the borough.

- The local authority should f**ormalise both the process for cross-borough discussions on pupil place-planning and any resulting agreements**, if there is to be an increased reliance on neighbouring boroughs providing additional secondary school places to meet the growth in numbers of secondary school-age Lewisham pupils.

- The local authority should **investigate the underlying reasons for the high incidence of ASD** among its school population and **review whether the annual assessments and reviews of pupils with Statements or EHC Plans are sufficiently rigorous and precise** in identifying and specifying the needs of each pupil.

- The local authority should **satisfy itself that there are clear integrated pathways across the mainstream and special school sectors so that children are educated and supported in the setting best suited to their needs**. In particular, the authority should ensure that pressure on special school places – particularly in the secondary sector – is not increasing because of a lack of appropriate support and/or patterns of provision in mainstream settings.

- The local authority should seek to **mitigate its funding shortfall in planning for school places by maximising the use of centrally-approved free schools that share Lewisham's values.** It can do this by:

  ➤ continuing to keep in close contact with the EFA so that central free school proposals are matched to the borough's place-planning needs;

  ➤ exploring the White Paper proposal to provide funding, in advance of developers' contributions, for new free schools linked to housing developments within the borough;

  ➤ encouraging some of its best schools to lead academy trusts and become proposers of free schools in the borough; and

  ➤ seeking school providers with values that are similar to those held by the local authority and encouraging their interest in providing places within the borough.

Creating Lewisham Secondary Challenge

- Working with the Secondary Heads' Group, the local authority should **establish and resource a Lewisham Secondary Challenge** (including post 16) to provide intensive and bespoke support. This initiative should be managed by an experienced, external adviser working to the Secondary Heads' Group. It would make use of system leaders, focused school to school support, intensive programmes and forensic data analysis to improve progress, raise standards, and close gaps. The aim would be that within 4 years, all schools in Lewisham would be judged good or better, performance at Key Stage 4 and Key Stage 5 would be at least at the London average, and the vast majority of parents would have confidence in their choice of local schools.

- Supported by the local authority, the Leadership Forum should facilitate a small scale **trial of different models of peer review** so that the Lewisham Improvement Partnership could broker such a **process across all schools and settings beginning no later than April 2017.**

- Supported by the local authority, and using an external resource, the Heads' Leadership Forum should **raise Lewisham's positive profile** and agree a process for identifying and sharing **best practice,** in both the primary and secondary sectors, including **the publication of a set of Lewisham case studies by January, 2017.**

- The Secondary Heads' Group should establish strategic groups of **senior and middle leaders to meet to develop collective solutions to particular issues of concern or requiring development**, such as Progress 8 and EBacc performance, improving 'A' level performance at the highest grades, behaviour, attendance and exclusions.

- The Secondary Heads Group should **work closely with the London Leadership Strategy** which is one of the largest and most effective providers of school-to-school support in London, **enabling access to a wide range of system leaders and teaching school alliances.** Their programmes support schools at every point of development including specific professional development opportunities and leadership development.

- The Secondary Heads' Group, working with the local authority, should also **engage with other organisations outside the borough to help raise aspirations and build greater capacity** for the development of a school-led system of improvement , for example, the Education Endowment Foundation, universities, the Innovations Unit and Office of the Mayor of London.

General

- The local authority should allocate funding to **pump prime** the establishment of **a borough-wide, school-led partnership for improvement** in Lewisham. We see this partnership operating as a family, sharing strong roots and commitment to the local community but with schools sometimes working alone, sometimes in different groups and sometimes all together, to add value to the whole Lewisham education service.

- The **local authority should stimulate an ambitious vision for education locally** and engage **constructively with a range of key stakeholders and third sector groups** who share the council's ambitions for improvement and will have much to contribute to the **development of a plan for success.**

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

Chapter 2: Establishing a new approach to school organisation

Given the national and regional context, what is the best form of organisation for Lewisham's schools going forward?

The national context

Three main trends are shaping the work and organisation of the school system in England:

1. Reform of curriculum, assessment and accountability arrangements

Schools are in the midst of coming to terms with a complete overhaul of the curriculum, assessment and accountability system. The curriculum of each Key Stage (KS) has been reformed to focus more on knowledge and the mastery of key core skills. In general the bar has been raised in terms of the standards that children and the young are expected to achieve.

Assessment arrangements have been changed to reflect the curriculum reforms:

- This summer children are being assessed on the new primary curriculum for the first time at KS1 and Year 6 pupils will sit revised national curriculum tests. The tests will produce 'scaled scores' that will report pupils' progress relative to a new and higher expected standard of attainment.

- There may be further changes at both KS1 and KS2 in 2017 with the government considering the introduction of more 'rigorous' assessment for seven-year-olds and the inclusion of times-tables at KS2.

- Year 6 pupils not achieving the expected standard at KS2 will have to re-sit the tests in the first term of their Year 7 secondary schooling.

- Year 11 pupils will sit new GCSE in mathematics and English in 2017 and in other subjects from 2018 onwards. From 2017 a 1-9 grading system will replace the current A*-G model.

- Summer 2016 also sees students starting to take new AS level exams and they will sit new A levels from 2017 onwards.

Schools' anxieties about these changes were made clear to us in our discussions with headteachers, particularly primary headteachers.

Other changes to the accountability regime are also wide-ranging and demanding. The 2016 performance tables will report for each primary school the percentage of pupils reaching the 'expected standard' and a 'high standard' in the national curriculum tests for reading, writing and mathematics. Average scaled scores and average progress since KS1 will also be reported across these three subjects. In the secondary sector Progress 8, Attainment 8 and the percentage of students attaining the EBacc threshold form the new performance framework from this summer onwards, while 16-19 providers also have new performance metrics based on student progress, attainment, retention and destination.

The government has also revised the minimum floor standards that primary and secondary schools are expected to meet and introduced a new category of 'coasting schools'. Schools judged inadequate by Ofsted will be compulsorily academised and regional schools commissioners will have powers to intervene in coasting schools.

Taken together these changes increase the pressure on schools to improve teaching and learning and they raise the stakes still further in terms of pupil achievement and progress. They are having to do this while at the same time being expected to practise high standards of safeguarding, to look after the mental health and wellbeing of their pupils, to support efforts to reduce obesity, to extend the availability of childcare for working parents and to take action to prevent extremism. This is a stretching agenda for any school to manage on its own and, and at a time of declining local authority support, points to a need for schools to come together to address these challenges jointly.

2. School funding changes

Two separate but important policies will affect schools across England and will have a particular impact on schools in Lewisham.

First, the government has committed to protecting day-to-day per pupil school spending on a cash basis during this parliament. As there will be more pupils in the system the actual spend on schools will rise. However, cash protection means that there is no allowance for inflation from one year to the next. The Institute for Fiscal Studies calculates that this policy, along with projected wage rises and increases in National Insurance and pension contributions, is likely to mean that school spending per pupil will fall by around 8 per cent in real terms between 2014/15 and 2019/20[8].

Second, the government is proposing to introduce a national funding formula for schools from 2017/18[9]. Funding would be allocated to LAs to distribute for the first two years, and then allocated directly to schools from 2019/20. At this stage the government has only published the architecture for the proposed new arrangements rather than projected detailed allocations. However, Lewisham is the ninth highest per pupil funded authority in the country and so it is reasonable to assume that most, if not all schools, in Lewisham would be losers rather than gainers from the new arrangements – although the single funding formula will be phased in over time and there will be some protection for schools that lose out.

8 See www.ifs.org.uk/publications/8027 as accessed on 11th March 2016. This assessment was made before the Chancellor of the Exchequer announced further increases in employer pension contributions for school staff in the Budget on March 16th 2016.
9 Department for Education, 2015, Schools national funding formula: Government consultation – stage one

The introduction of a single funding formula also has important implications for LAs – which are discussed below.

The combination of these funding changes again points to the need for schools to work and join together to share resources, posts, expertise, costs and procurement. The government has indicated that it will make an 'invest-to-save' fund available in 2016/17 to help schools plan for operating on a lower budget. The Commission recommends that schools in Lewisham should consider applying for this funding linked to the development of the partnership strategies and options described in this report.

3 Moving towards a school-led system

The government's ambition is to move to a system where schools – rather than national programmes or agencies or local authority officers and consultants – are driving school improvement. Figure 1 below explains in more detail what a school-led system means. The government's vision is based on every school being an academy but a school-led system has a much wider reach and ambition: it involves schools leading improvement and taking responsibility for ensuring that all schools receive the challenge and support they need.

Figure 1: What is meant by a school-led system?

- Leaders, teachers and schools are in control of their own improvement and are responsible for this.

- Leaders, teachers and schools learn from each other so that effective practice spreads more quickly.

- The best schools and leaders extend their reach across other schools so that all schools improve.

- MATs, federations, clusters and teaching school alliances act as facilitators, commissioners and brokers in terms of support and challenge to individual schools and groups of schools.

- Within a school led system of 'supported autonomy', institutions can collaborate and access the support that they need.

Progress towards this school-led system is being supported by three policies:

- **Teaching school alliances (TSAs). Teaching schools are** outstanding schools, designated by the National College for Teaching and Leadership, to work with other schools, universities and LAs to provide high quality training and development to new and experienced school staff. The alliances they form have been focused on six areas of activity – though, as Figure 2 explains, the government's recent education White Paper[10] consolidates the six roles into three. There are four TSAs in Lewisham – as well as a number in neighbouring authorities. This is a rich resource for the borough. The local authority has started to have a more strategic relationship with the TSAs in the borough and meets the leaders from the four TSAs on a regular basis. The potential to develop the impact of TSAs across Lewisham is discussed in Chapter 5

Figure 2: Current and future roles of teaching school alliances

Current roles	Future priorities
- school-led initial teacher training - continuing professional development - supporting other schools (including deploying national and local leaders of education) - identifying and developing leadership potential - recruiting, accrediting and deploying specialist leaders of education - undertaking research and development	- co-ordinating and delivering high quality school-based initial teacher training - providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most - providing evidence-based professional development for teachers and leaders across their network

Source: www.gov.uk/guidance/teaching-schools-a-guide-for-potential-applicants and Department for Education, (2016)

[10] Ibid

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Multi-academy trusts (MATs) – the government's rationale for academy status is that it has:

"…freed thousands of headteachers and leaders to drive improvement in their own schools and across the system. Autonomy and accountability align in academy trusts, where leaders are free to take decisions they believe will improve standards, and are held to account for the outcomes they achieve".[11]

Originally, the government was happy for schools to convert to academy status on a stand-alone basis but since then it has shifted its position. Now it encourages schools – particularly primary schools – to convert as groups of schools working through MATs. There are over 800 MATs and Figure 3 below shows how at the end of 2015 a far higher proportion of academies were part of a MAT than in 2011. There are, however, differences between the primary and secondary sectors. As of March 2016, 18 per cent of primary schools were academies and around two-thirds of them were in MATs. In contrast 65 per cent of secondary schools were academies but over half were standalone.

Figure 3: Number of academies, by size of multi-academy trust, in 2015 compared with 2011

Group range	2011		2015	
	Number	%	Number	%
1	649	59%	2093	41%
2	132	12%	519	10%
3-5	128	12%	932	18%
6-10	57	5%	547	11%
11-20	31	3%	443	9%
21-30	25	2%	126	2%
31-40	18	2%	136	3%
41+	55	5%	283	6%
Total	1095		5079	

Note: The term 'Group Range' refers to the number of academies within a MAT
Source: Department for Education

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[11] Para 4.3. of Educational Excellence Everywhere

The move towards MATs is set to accelerate still further as the education White Paper, Educational Excellence Everywhere, signals a step change in the government's approach to academisation. The government now intends that every school will become an academy and that by the end of 2020 every school will either have gained academy status or be in the process of acquiring it. The government proposes to achieve this objective in three ways:

First, it will continue to encourage schools to convert to academy status. For example, the DfE has been incentivising primary schools to move towards becoming an academy within a MAT. A one-off development grant of between £75,000 and £100,000 has been available to groups of three or more schools that want to convert to academy status and become a MAT, providing that the majority of them are primaries[12]. The government has said that it will continue to provide capacity-building support and has set up a MAT Growth Fund and expects most schools to convert as part of a MAT.

Second, it will continue to use compulsion in respect of schools judged 'inadequate' by Ofsted. The Secretary of State for Education, acting through the eight regional school commissioners (RSCs), will use new powers in the Education and Adoption Act (2016) to automatically place all 'inadequate' schools in trusts run by approved academy sponsors. Some coasting schools may also be allocated to MATs as a means of supporting their improvement. The free school presumption (discussed in Chapter 4) that requires all new schools to be free schools[13] will also fuel both academy and MAT expansion.

Third, the government intends to take new powers to direct schools to become academies in underperforming local authority areas or where the local authority no longer has capacity to maintain its schools; or where schools have not yet started the process of becoming an academy by 2020. The requirement for all schools to become academies will include church schools and they will normally be expected to become part of diocesan MATs or MATs linked to a diocese.

- **The diminution of the LA role in school improvement** – Local authorities currently have a substantial number of statutory duties in respect of the quality of schooling within their authority. For example, Section 13A of the 1996 Education Act states:

"A local authority in England must ensure that their relevant education functions … are (so far as they are capable of being exercised) exercised by the authority with a view to a) promoting high standards, b) ensuring fair access to opportunity for education and training, and c) promoting the fulfilment of learning potential by every person to whom this subsection applies".

Ofsted still inspects local authorities and holds them to account for their effectiveness in discharging these duties. However, the combination of the move towards a school-led system combined with budget pressures means that most if not all local authorities are constrained in the level of staffing and resource they can allocate to their school improvement functions. In some authorities, the capacity to know or track the performance of schools has all but

12 There is a cut off date for applying for this particular round of grant funding of 30th April 2016.
13 Free schools are legally academies and have the same funding and governance arrangements.

disappeared. The schools' funding settlement for 2016/17 saw a reduction in the Education Services Grant as a prelude to phasing out the grant entirely. The grant is the principal means of funding school support and improvement functions.

The proposals contained in the government's consultation for a national funding formula for schools, published at the beginning of March 2016 and reinforced in the education White Paper, make clear the government's thinking for the future. It is proposed that

- Local authority involvement in and funding for running school improvement should cease from the end of the 2016/17 academic year and local authorities' statutory functions should be reviewed and amended accordingly

- Local authorities' statutory role in education should be confined to three areas: school place planning and ensuring fair access through admissions; ensuring the needs of vulnerable pupils are met; and acting as champions for all parents and families[14]

- Local authorities should be allowed to retain some of their maintained schools' grant funding to cover the statutory duties that they carry out for maintained schools. However, this would have to be agreed by the maintained school members of the schools forum, with recourse to the Secretary of State of Education if they are unable to agree. These changes mean that if schools want their local authority to provide a governor training and development programme or offer a school improvement adviser to assess their schools' performance and progress, this will have to be paid for either via a pay-as-you-go traded service or through top-slicing the money from the schools' budget.

The implications of the national context

This chapter has described the scale of the curriculum, assessment and accountability challenges facing schools. With previous reforms, schools were able to look to national agencies (such as the National College for School Leadership, the Qualifications and Curriculum Authority) or local authority for support. Most of these national agencies have now been abolished and/or the scope of their work has been drastically reduced. The ability of local authorities to support schools is being phased out – or only sanctioned to the point where maintained school agree to fund it.

How should schools and local authorities respond? A school-led system presents many opportunities for schools to learn and benefit from working with each other. Moreover the scale and volume of change makes it risky for schools to try and navigate the whole education change agenda on their own. Funding pressures reinforce the logic of schools collaborating to maximise economies of scale.

[14] There is a fuller description of three roles at Paragraph 4.77 on page 7 of Educational Excellence Everywhere

Lewisham has a strong foundation on which to build a more systematic approach to school partnership. For example, the borough has:

- seven federations encompassing 16 schools

- four collaborative partnerships, two of which are led by executive heads[15]

- one multi-academy trust comprising two all-through schools, a primary free school and one school in another borough

- two academies, one of which is part of a MAT that operates across the country and the other which is part of the Roman Catholic Diocese

- a network of more informal collaboratives across the borough – though some of these engender greater commitment and have a greater impact than others

It would seem sensible to build on this foundation in four ways.

First, a number of the federations have told the Commission that they see the shift to becoming a MAT as a natural and positive move. It would enable them to extend and deepen how they work together as a group of schools. However, they have hesitated to convert because they believed the local authority to be opposed to academisation and had not wanted to 'break ranks' with what they understood to be the prevailing view in the borough. However, given the proposals in the White Paper, the Commission considers that moving to becoming a MAT would be a logical next step for these federations to extend and deepen their partnership working.

One other advantage of encouraging the development of what might be termed by some as 'home-grown' MATs is that it would enable local schools (if the MATs also applied to be accredited as sponsors) to promote and run free schools to help meet the demand for additional pupil places - an issue that is discussed further in Chapter 4.

Second, much of the formal partnership activity in the borough has tended to come about on an ad hoc or opportunistic basis. For example, a school has faced a major crisis and the local authority has asked an experienced, effective headteacher to help out. Formal collaboration has been a response to a problem rather than a strategic policy or goal. The Commission recommends that the local authority, headteachers and governors should work together to ensure that every school in Lewisham is part of a formal school collaborative group. In some cases, this might mean some schools joining an existing federation as they convert to becoming a MAT. Faith schools might seek to join with other faith schools through, for example, forming a MAT linked to their diocese. Some schools might feel it right to link up with schools sharing their ethos but based in a neighbouring borough. For other schools, it might not mean joining or forming a MAT at this stage. Rather it could involve formalising and deepening the existing work of a local cluster or collaborative through sharing practice and expert practitioners, committing to peer review and organising

15 There have been a number of other collaborative partnerships led by executive heads that have now ended mostly because the circumstances that gave rise to the partnership (e.g. school improvement challenges or a failure to recruit a head) have been addressed.

professional development jointly – including classroom-based coaching and teachers working together to improve their practice through inquiry-led learning. This partnership strategy will also require discussion and consultation with parents and the trade unions.

Developing a network of school groups across the borough and bringing real depth to collaborative activity would ensure that schools were in a strong position, whether or not parliament approves the government's proposals for every school to become an academy. The basis for coherently-formed and mostly locally-based MATs would be in place rather than there being a mad rush to join a MAT or find a partner following enactment of the legislation. This strategy would also pave the way for implementing the new statutory duty that is being placed on local authorities to "facilitate the process of all maintained schools becoming academies"[16].

As noted above, federations or other school groups planning to join a MAT would be eligible to apply for funding from the government's MAT Growth Fund.

The DfE will be providing guidance on becoming a MAT and will be publishing 'design principles' for MATs based on the experience of those that are most successful. In the meantime, schools and school leaders might like to have regard to the advice set out in Figure 4 below as they consider how to get together in formal collaborative groups and/or MATs. The 10 points are drawn from research reports on school improvement partnerships and federations[17], a tool[18] developed by Sir David Carter, the Commissioner for Schools, and the experience of the Lewisham commissioners in working with federations, school partnerships and MATs.

[16] Para 4.7 c. of Educational Excellence Everywhere

[17] Muijs, D, & Chapman, C, 2011, A study of the impact of school federation on student outcomes, National College for School Leadership Christopher Chapman, Daniel Muijs, James MacAllister August 2011

[18] DfE, 2015, Characteristics of successful multi-academy trusts: A tool developed by the Regional Schools Commissioner for the South West for multi-academy trust, their boards and senior leaders

Figure 4: Advice on forming and developing formal school partnership groups and multi-academy trusts

- Schools should look to build in the first instance on existing partnerships such as federations, collaboratives and teaching school alliances – though in some cases schools may find that they share the values of a MAT or other school group that currently operates in a neighbouring or nearby borough.

- Schools coming together to form a MAT or formal collaborative should take time to consider and agree a shared vision and mission for what they want to achieve together.

- Schools should visit MATs and federations to understand how to develop an effective school group on sound organisational principles. They should use the DfE capacity-building and invest-to-save funding so that they can afford to bring in external expertise and fund a senior leader to work on a dedicated basis on developing their culture, organisation and systems.

- The geographical location of the schools in the proposed MAT or formal collaborative group should enable and facilitate leaders and staff to easily work with and support each other.

- Schools should discuss and agree a balance between doing things together and agreeing shared systems and procedures while still respecting and valuing each school's individual identity.

- Arrangements for governance should be defined so that there is clarity about those issues and policies that will be decided at a MAT or school group level and those that will be delegated to individual schools.

- School groups and MATs should expect to adopt an executive leadership model while also fostering a culture of distributed leadership, shared leadership roles across schools in the group and using the group to identify and nurture leadership talent.

- Schools should ensure that, while working together can bring benefits on a number of fronts (including back office support functions), the main focus of their work should be on improving teaching and learning.

- School groups and MATs should ensure that their membership incorporates sufficient expertise to address the school improvement challenges facing the schools in the group.

- School groups and MATs should build quality assurance into their joint work and regularly evaluate the impact the group or MAT is making towards improving pupil outcomes and school performance.

Third, Lewisham has been adept at building a cadre of executive heads – particularly in the primary sector – to lead federations and wider school improvement work. Research indicates that formal school groups are more likely to be effective where executive leadership is exercised[19]. This does not necessarily mean establishing an additional post. Having an executive head – which may sometimes start with one of the heads in a group of schools taking on wider responsibilities for two or three days of the week – can bring a number of benefits. It can help with leading school improvement in specific areas, deploying expertise across schools, facilitating joint training, development and coaching between schools, consolidating common ways of working, realising economies of scale and introducing new models for sharing leadership across schools. However, taking on an executive role does require new skills and perspective. A key role for the Lewisham partnership that we propose should be to identify those heads that have the potential and interest in moving into executive leadership and providing them with the development support to take on this role as more schools move to working through federations, MATs or other school groups.

The fourth way that schools in Lewisham could build on the foundations of their current collaborative activity is by developing and strengthening their borough-wide school improvement activity through the establishment of a more formal borough partnership. Being part of a MAT or local group of schools does not mean that schools need to lose their Lewisham identity or structures. It is clear to the commissioners that there is a strong sense of pride in and commitment to Lewisham and the achievement, progress and wellbeing of children across the borough. Many leaders have worked in the borough for a long time. There are good links and relationships between many schools and school leaders. The development of MATs and other local school groupings within the borough need not and should not be at the expense of also working through borough-wide structures, teaching school alliances and other collaborative activities. MATs should be outward looking as well as inward facing. The shared goal should be to promote the life chances of all children in Lewisham.

One of the issues raised with commissioners was the possibility of the local authority establishing its own academy trust to enable it to sponsor academies. Given the white paper's vision for local authorities, it is doubtful whether the DfE would determine, as it would have to, that Lewisham council is an 'appropriate body' to become an academy trust. However, this sector-led partnership, if it were a legal company, could, in time, set up a subsidiary company as an academy sponsor. This may be something worth investigating further in the future once the partnership has established its capacity, expertise and credentials in leading and supporting school improvement.

The next chapter will set out the options for working together through a broader borough-wide Lewisham partnership. It will describe how some other London boroughs and local authorities outside London are combining cluster work and the development of MATs with a strategic commitment to work with each other on a range of school improvement functions through a collaborative system and structure to which all schools in the authority are committed.

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[19] Muijs, D, & Chapman, C, 2011, Op cit

Recommendations

- School federations in Lewisham should be supported if their governors decide that they wish to convert to academy status, with these 'home-grown' MATs being seen as potential academy sponsors for schools experiencing difficulties and as promoters of free schools where these are required across the borough in the next few years.

- The local authority, headteachers and governors should work together to ensure that every school in Lewisham is part of a formal and effective school collaborative group – whether as part of a MAT or through developing and deepening the work of a local cluster, collaborative or federation.

- The development of MATs and local clusters of schools should be seen alongside – and not as a substitute for – a borough-wide school-improvement partnership. The borough-wide partnership that we propose should be tasked with identifying those heads that have the potential and interest in moving into executive leadership and providing them with the development and support to take on this role as more schools move to working through federations, MATs or other school groups.

Chapter 3: Developing a school-led model of improvement

Is there a school-led model of school improvement which would put Lewisham's work on a more sustainable footing, given the council's financial constraints?

There are a wide range of different models of school-led improvement developing around the country and later in this section we give a number of specific examples about borough wide initiatives. Chapter 2 set out the key elements of a school led-system of improvement and in this chapter, we describe what system leadership can do. We believe that, once established, it offers a sustainable model of improvement for schools that would not depend on the council for expertise or resourcing.

Given the right model and infrastructure, system leadership can:

- empower the real leaders, at all levels within the school, who can make change happen
- find time and create the space for innovation
- keep the work where it needs to be: close to the frontline
- sustain a sense of shared endeavour and a climate for improvement
- influence the system at all levels and develop future leaders.

There are many virtues in system leadership and evidence suggests that schools are more likely to improve if they work collaboratively. The principal benefits of collaboration, including carefully planned sharing of expertise and resources to develop practice in the classroom, are better teaching and learning. Disciplined and well-focussed collaboration within and across schools can also stimulate greater creativity and innovation, leading to better outcomes for students. The sustainability of a school-led system of improvement is helped by spreading leadership and teaching expertise among more schools and staff. System leadership offers both strategic and operational support to school improvement which builds competence and capacity.

We are not defining system leaders just as executive heads, national, local and specialist leaders of education, or national leaders of governance although they all play a key role, but rather leaders at all levels. They might be leaders of phase, subject and aspects of the curriculum, who are prepared to work across a local system. We see governors as having the potential to be influential system leaders.

It is probably better in some circumstances to use the term 'systemic leadership' rather than system leadership – going system wide and system deep. Systemic leaders at all levels have a strong professional motivation to collaborate to share and develop common solutions, develop teacher and leadership capability and raise standards. In providing support and challenge, they seek reciprocal benefits that lead to self-improvement through observation, reflection,

evaluation, the development of better practice together as well as the sharing of best practice. System leaders take professional responsibility for leading, co-ordinating and delivering sustainable school improvement across schools to raise standards for students. Peer review, as described in more detail in Chapter 5, is an essential part of this process.

A key shift within the English school system over the last few years has been the increase in the number of schools working together in both formal and informal arrangements on a range of school improvement issues as the role of local authorities change. All schools in Lewisham should now be involved in focused, productive networks within which leaders, teachers and students challenge, support, involve and learn from each other with measurable improvement in outcomes.

The current drive to creating a school-led self-improving system is weighted heavily on the premise that groups of schools will work with, learn from, and support one another to develop localised solutions to the problems they face. This includes much better systems of sharing professional knowledge as described in other chapters. A range of collaborative models have emerged and the role, size and shape of these school-led systems reflect local contexts. They include local strategic partnerships with teaching school alliances and MATS as well as free schools, schools owned and schools led by not for profit companies and school-led research and development hubs as centres of excellence. Some are legal entities and others are voluntary with a loose grouping of clusters and networks.

Ever since the White Paper of 2010[20] signalled the beginning of a school-led system of improvement, some local authorities, either by choice or necessity, scaled back their involvement in school improvement to a bare minimum. Other local authorities maintained a reduced but still effective school improvement service. However, in other areas, local authorities anticipating the future have worked with schools to maintain a framework for a strong, local school improvement partnership where individual schools and system leaders play a leading role.

There is no simple recipe for success and empirical evidence of partnership models is sparse but schools talk with enthusiasm of progress and potential. Typically in these arrangements, schools own, govern and lead the partnership with the local authority as a minority player. Schools take responsibility for peer challenge and support and commission individual support packages, often with some facilitation from the local authority working closely with teaching schools, federations and national leaders of education. In one sense, these school-led partnerships have been 'growing the green' – building collective leadership and teaching capacity and sharing best practice across the local area. However, the 'heavy lifting' in terms of a range of interventions in underperforming schools has often been left to the local authority which might, of course, broker and commission some support from other schools.

Up and down the country there is a range of developing models of school improvement partnerships with local authorities. Some are very much school-led and some are mainly driven

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20 DfE, 2010, The importance of teaching: the schools White Paper, Her Majesty's Stationery Office

by the local authority. To some extent this is determined by where, historically, expertise and leadership for school improvement has been located in a particular area. In local authorities with many academies, federations, trusts and teaching schools, school-led systems of school improvement have emerged quickly but where the reverse is true, the local authority is still driving school improvement, although often commissioning and brokering work with individual and groups of schools.

Where schools have a closer history of forms of cluster working, there is more openness in moving towards a model which is predicated on executive leadership and governance functions across groups of schools. In such circumstances, the local authority role has already shifted quite dramatically – towards being a convenor or facilitator of partnerships and a champion for parents and children – rather than in any real sense a provider of school improvement services.

An interesting example is that of Wigan, which is a metropolitan borough council with some 130 schools

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The Wigan model

All Wigan schools, including academies, are in one of nine education improvement consortia that are organised by phase and locality across the borough. There are five primary and four secondary consortia. Each consortium is led by an elected headteacher who has to meet particular criteria such as being an NLE or outstanding in terms of leadership and management as judged by Ofsted. Each consortium has a constitution which covers its remit, terms of reference and ways of working. Although there is some variance in organisation, all the consortia are committed to four basic principles:-

- focusing primarily on improving standards of teaching and learning and leadership and management
- supporting the self-improvement of the whole consortium so that all children achieve their potential
- working collaboratively to prevent schools falling into requiring improvement categories as judged by Ofsted or below floor standards
- working together to pool consortium resources and to share best practice

The local authority and the consortia have an agreed process for identifying schools that are vulnerable in terms of underperformance, as well as highlighting those with the best practice, based on evidence and data and of providing the best support for vulnerable schools. Further, there is a shared agreement on how leadership and teaching and learning can best be developed and improved. The local authority is also a strategic partner in the overall teaching school alliance and leaders of teaching schools are represented on the education improvement boards (EIBs) brokering school-to-school support and providing CPD and leadership development opportunities.

Too often decisions about the form, constitution and governance of a school improvement partnership become problematic and muddled because the fundamental purpose behind the partnership has not been agreed sufficiently clearly. It is crucial that this is really clear to all from the outset. In Lewisham, it would only be worth investing time, energy and resources if the goal was to be accelerated improvement and higher standards of achievement.

One of the key differences between the various approaches is whether the partnership has developed in order to promote a successful trading relationship in school support services or whether the locus for school improvement is in smaller school-based clusters and therefore the role of the overlaying partnership is more around strategic co-ordination rather than delivery.

Herts for Learning is probably one of the most developed partnerships. It is predicated upon a strong and well-established trading relationship between the local authority and schools. Its annual turnover is now over £23 million and after its first year of trading it generated a profit of £600,000 some of which is distributed to its shareholders (Hertfordshire schools) by way of funded additional services or benefits. At the other end of the spectrum, the Wigan partnership encompasses no real trading activity but seeks to generate improvement through cluster working at school level with some strategic oversight. The Lincolnshire model is another which focuses on school-led peer review and network development rather than an extensive traded offer in training, school improvement or consultancy.

Partnerships as a legal entity

Some of the partnerships are seeking to form a hybrid between these two extremes. For example, the Camden Schools Led Partnership (CSLP) combines a traded model with an increasingly integrated teaching school offer and school-led research and development hubs. Harrow and Brent both encompass the notion of schools-based centres of excellence within what is essentially a traded-service model.

There is quite a clear distinction in partnership arrangements between those which have opted to establish a legal vehicle in which the partnership is located (Herts for Learning, Newham, Brent, Harrow, Camden, North Tyneside, Croydon) and those which have opted for a collaborative arrangement which is not legally binding (Lincolnshire, Wigan, Oldham, Birmingham).

Some of the advantages that come with establishing the partnership as a separate legal entity are that it ensures longevity for the governance arrangements, even when individuals move on, and it creates a form of organisation which is separate from both the authority and individual schools to trade, employ staff, enter into contracts and so on. Such a body might well be in a stronger position to attract funding and grants. However, it will only be worth doing this if it serves the stated purposes of the partnership and may be most relevant to those which envisage an ongoing trading relationship.

One of the areas in which there is less variety is the type of legal vehicle used to support the partnership arrangement. Although different partnerships have different names (for example, trust or collaborative), the large majority which have some legal basis, rather than simply being an informal arrangement, are either companies limited by guarantee or companies limited by shares. This status imposes certain requirements in terms of the involvement of the local authority. Some partnerships established as companies have also taken a decision to register as either a charity or a co-operative.

The Croydon model

An example of a company model is that established by the London Borough of Croydon which has 115 schools. Working with the headteacher associations, the council has established a partnership company (Octavo) with schools which became operational in April 2015. The Croydon Headteacher Association has a 40 per cent stake in the Octavo partnership with remaining shares owned by Croydon Council and the partnership's own employees. Representatives of the headteacher association have been appointed to the board of directors and have a key role in shaping the strategic direction of the company and the services offered.

Octavo has two main functions. It delivers 'statutory services' on behalf of Croydon Council such as early years education, assessment and moderation, monitoring school performance and supporting schools at risk, as well as NQT training and operating a recruitment pool. Support for vulnerable pupils in local authorities' maintained schools is funded through the Direct Schools Grant (DSG). Octavo also sells school improvement services to schools (including academies and MATs) at reduced rates to members. These include leadership development, performance management, teaching and learning, primary assessment, RAISEonline support, subject support networks, pupil premium reviews, and behaviour and safeguarding support. Croydon also has three teaching school alliances and half termly meetings are held with Octavo to understand each other's plans and offers and to avoid duplication. A wide range of other services are also traded such as human resources, finance services, governor services, information systems, education welfare and education psychology.

An interesting example of a school-led system of school improvement is that of the City of Birmingham which was established as a co-operative model. Birmingham Education Partnership (BEP) was launched in 2014 as a membership and subscription organisation for Birmingham schools and by summer 2015, the local authority had contracted responsibility and accountability for all school improvement services to the partnership, with appropriate delegated funding.

The Birmingham model

The Birmingham Education Partnership is governed by a BEP Board with an independent chair, managing director, director of continuous school improvement, five headteachers and a post connected to finance and higher education. The partnership is a city-wide strategic organisation with three main pillars of activity:

- universal school Improvement
- system leadership and innovation
- partnership and engagement

The BEP model puts headteachers firmly in the driving seat with the city being divided into 10 districts led by part-time, seconded serving headteachers as the more local face of education backed up by district co-ordinators. They offer ongoing support to schools as well as ensuring that every school is part of an effective cluster. They also gather information to be fed back to the school commissioning group. This group consists of successful, recently serving headteachers with an independent chair and the director of continuous school improvement (a full-time post). Their role is to commission and broker support for schools requiring improvement and to intervene where more challenge is required, whilst also maintaining good links with both Ofsted and the regional schools commissioner. Working alongside the school improvement commissioning group is the system leadership and innovation group which is charged with building the capacity for system change and system leadership, particularly through teaching schools and their alliances. It is chaired by a serving headteacher and has headteacher representatives from all the districts, plus representatives from nursery and special schools and a national leader of governance.

A particular aspect of this group's work is to ensure that peer review is embedded across the system, working in partnership with the Education Development Trust. The local authority retains responsibilities for safeguarding, vulnerable pupils, and what are deemed to be 'cross-cutting issues' acting as a champion for parents, families and communities as well as ensuring that every child has a school place. It has also retained responsibilities for data services, including the performance of schools, in-depth analysis of the performance of groups of children across the city, and benchmarking comparative data. The BEP is able to commission performance data and evidence on trends and anomalies, as required.

There is thus an emerging, city-wide schools-led improvement system close to the front line and fully accountable for the progress of Birmingham's schools.

The publication of the White Paper[21] raised issues about the role of local authorities in the future, not least the responsibilities of the director of children's services and the lead member for children. There is certainly an expectation in terms of school improvement that local authorities will use their democratic authority to encourage MATs and clusters of schools to take the lead and facilitate an effective school-led system of improvement. In terms of doing this, the example of Essex is instructive.

21 Ibid

The Essex model

In 2015, through a small pump-priming grant, the local authority incentivised the whole system in Essex to move into formal self-improving school-led clusters. This has required a cultural shift across the system. Some schools had, through opportunity or need, already moved into MATs or teaching school alliances. Others were exploring other partnerships.

To support this work, Essex has created a joint partnership agreement between the County Council, Essex Primary Heads Association, Association of Secondary Heads in Essex, Essex Special Schools Education Trust and Essex School Governors Association. The joint partners have developed a strategy for a self-managing, self-improving school system with co-operation and trust at its heart and key components such as shared values and a common moral purpose, mutual accountability, deep and tight partnerships with high ambition, strong governance, developing and sharing outstanding practice and a willingness of school leaders to operate as system leaders.

In parallel to local partnerships, models of 'peer review' have been developed across the county. Leaders at all levels are being trained to review and assess each other within triads or larger partnerships. It is recognised by all partners that peer review will be crucial to the success of a self-improving school system providing the key to quality assurance. Further to this, the partnership is developing a new vehicle for schools to undertake self-evaluation that embraces the culture of 360 degree feedback. School Effectiveness Plus is an online tool which schools can either use individually or in trusts and collaborations.

Essex believes that schools can thrive outside the 'formal' local authority structure and that groups of schools can develop and commission collectively the support that is required. They also provide the necessary accountability. Of course, the role of the local authority remains strong as the local champion of children and families. As part of this duty, councillors will always be interested in the quality of schools and if necessary will report concerns to the regional commissioner.

We see the green shoots in Lewisham of many of the conditions necessary for effective collaboration in a borough wide partnership at headteacher, governor and local authority levels. Establishing a borough wide partnership would build on:

- an existing culture of schools working together at all levels with positive relationships and trust

- well established structures that can be further developed

- sufficient outward looking and forward thinking leadership able to organise for systemic change at a local level

- a clearly articulated and shared moral purpose and focus on student outcomes and the establishment of common improvement agendas, priorities and plans related to all stakeholders

- headteachers, senior leaders and governors who are committed and skilled enough to drive collaboration forward, take collective responsibilities and deal with uncertainties

- external support from credible consultants (from the local authority or elsewhere) who have the confidence to learn alongside school partners and develop new roles and relationships where necessary

- creativity and flexibility to adapt to changing circumstances and new developments.

Lewisham local authority should consider bringing together the main groups representing headteachers and governors to agree formally to establish an overarching partnership for a school-led system of improvement. This group might want to look in more detail at particular elements of systems introduced in other local authorities, including those given here, to develop this partnership. For example, the partnership would need to decide whether it wanted to establish a company. This would be owned by the schools themselves and all surplus funds would be used for investment in further development. It would provide or broker a range of services to support the improvement of schools in Lewisham. Alternatively, it might wish to become a trust or co-operative, formalising its partnership arrangements and agreeing a structure for its governance with all schools becoming members. Whatever the model, it would need to establish a strategic board and agree representation on this body.

As mentioned in Chapter 1, in our discussions with headteachers, parents and governors, we have found pride and a sense of belonging to Lewisham as a place as well as a strong and shared moral purpose to do the best for all Lewisham's children and young people. This included a working commitment to the principles of public service, collaboration and integrity. An overarching schools' partnership, rooted in these principles, could lessen the potential for local fragmentation and the risk of vulnerable children and young people not being well served in a diverse and more independent system. We recommend that headteachers, governors and the local authority should establish a steering group to do the detailed planning to set up such a partnership.

The partnership would also liaise with the local authority, both strategically and operationally, on those issues for which it remains responsible:

- admissions
- special educational needs
- champion for children.

Recommendations

- By July, 2016, an agreement should be established **between headteachers, Lewisham Governors' Association and the local authority to set up an overarching partnership that establishes a school-led system of improvement** for Lewisham, where schools themselves increasingly take on the primary responsibility, collectively, for supporting improvement and standards.

- From September, a **Partnership Steering Group, with an independent chair but involving headteachers, governors and the local authority** should be set up to work out exactly how the partnership would work, and how it might be resourced. It should also devise appropriate arrangements for governance and accountability. This Group should reproduce a set of **proposals for consultation by October** half-term 2016.

- To ensure momentum, while the Partnership is being developed, the Leadership Forum should **liaise with the London Leadership Strategy to develop Lewisham's system leadership and school-to-school support.**

Chapter 4: Achieving more school places

Lewisham needs additional secondary and SEND places. What are the best means to achieve this, alongside ensuring all existing schools are schools of choice?

Pupil place expansion to date

Lewisham's population has been growing at a faster rate than either the national or London average – in 2014 there was a two per cent increase compared with 1.5 per cent for London and 0.8 per cent nationally. More families with school age children move out of the borough than move in but since 2008 the overall growth in the school-age population has been such that the pressure to find additional school places has been acute.

In 2008/09 the number of places in the reception year (Year R) of Lewisham primary schools was 3,203. In September it is projected to be 3,893 – an increase of 21.5 per cent. The borough has achieved this through a combination of:

- lowering the age of entry at two existing secondary schools to enable them to add a primary phase
- temporary enlargements (i.e. bulge classes for specific year groups)
- permanent new provision through the enlargement of existing schools

Appendix 4 summarises the distribution of the extra provision of places since 2008/09 across the six primary place-planning localities in Lewisham.

The main surge in pupil numbers has yet to reach the secondary phase but four extra forms of entry have been provided at Prendergast Vale and Prendergast (Hillyfields) is taking a bulge class in September 2016.

The expansion programme seems to have been well managed with a good level of consultation between the local authority, headteachers and governors. In our conversations with headteachers we found that they were generally supportive of the approach and style that the borough has adopted. A key element in this success has been that in most cases the provision of extra classroom capacity for the increased number of pupils has been accompanied by improvements in a school's buildings and facilities. Commissioners have been impressed with the quality of the buildings in the schools that we have visited.

However, despite this broadly positive picture there remains pressure on primary places in general and in certain parts of the borough in particular. The Commission has received well-argued representations from parents living in the Brockley, Lewisham and Telegraph Hill area regarding their inability to obtain any of their parental preferences for a place. For example, one parent reported that he had been unable to obtain a place for his child at any of the six schools

nearest his home. Statistics published by the Department for Education (DfE) confirm the extent of this problem. Figure 1 shows that the proportion of parents of primary age children obtaining their first preference school is significantly lower than both the Inner London and national averages. Only two other local authorities have a lower proportion of parents obtaining their first preference primary school.

Figure 1: Proportion of parents in 2015 offered a primary school place at their first preference, one of their first three preferences and any of their preferred schools
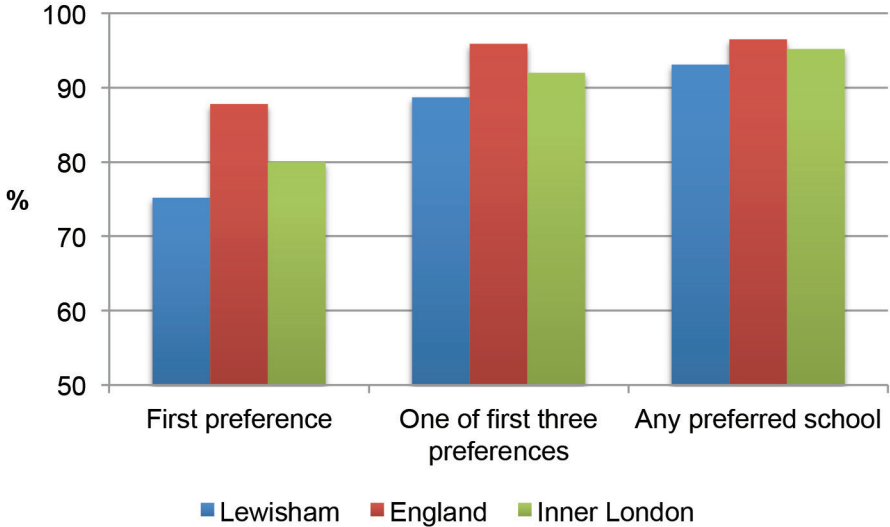
Source: Department for Education, Statistical First Release 17/2015 Secondary and primary school applications and offers: 2015

Pupil place projections until 2021/22

Forecasting the demand for places is not straightforward – especially in a London context where there is a substantial cross-borough flow of pupils. Appendix 5 provides details of the projections made by the borough for increases in the number of primary and secondary pupils.

Between 2016/17 and 2019/20 the numbers in Year R are projected to rise by another 140 pupils from 3,893 to 4,033. The demand for primary places is concentrated in four of the six place-planning localities: Forest Hill and Sydenham; Lee Green; Brockley, Lewisham and Telegraph Hill; and Catford, Bellingham and Grove Park.

In the secondary phase, Year 7 pupil numbers are projected to rise over the same period by nearly 460 – from 2,672 to 3,130. That is equivalent to 15 forms of entry.

In terms of the basis for its projections, the borough draws on statistics for live births from the Office for National Statistics (ONS), census and mid-year estimate data from ONS and the Greater London Authority, and actual pupil numbers. There is a perception among some schools and parents that the local authority has been slow to pick up on the consequences of new housing in the borough. However, the borough's pupil places forecasting methodology does factor in housing developments with planning approval, boundary changes, expected migration and error margins. The projections also track those schools converting or moving to academy status – this change can be significant as the local authority is not in a position to direct an academy to increase its intake. Funding additional places in academies also involves the Education Funding Agency (EFA).

The local authority currently maintains 1,582[22] statements of special educational needs, education, health and care (EHC) plans and learning difficulty assessments (LDAs). There are currently 534 places in five special schools[23] but around a quarter of the children with statements/EHC plans are placed in or choose placements out of the borough or in independent provision. The total spend on SEND provision (covering mainstream, special school and out of borough placements) is £35 million[24]. The local authority is forecasting an increase in the demand for special school places of 120.

The Commission has found no cause to question the basis for the projections, but considers that there are issues relating to the planning and provision of additional places in primary, secondary and special schools that require detailed consideration.

Meeting the projected demand for primary school pupil places

The borough's strategy, as reported to the Children and Young People Strategic Board on 2 February 2016 and the Regeneration Board on 19 February 2016, is to continue using a combination of bulge classes, expanded provision and new schools. It will not be possible to recycle all the existing bulge classes when the bulge moves to Year 7 because, for example, they are in the wrong area. Moreover, bulge classes store up problems in terms of having to earmark a disproportionately large number of places in future years for siblings of children from both the permanent provision as well as the bulge provision within a school. The borough is therefore planning 9.5 extra forms of primary school entry in the four priority place-planning localities listed above by 2021.

The borough has conducted an exhaustive evaluation of potential sites and has narrowed down its plans to seven primary schools potentially having the extra forms of entry. Preliminary discussions have been held with the headteachers and governing bodies concerned. In some cases headteachers and governors are supportive but in at least one case governors and parents are resistant to expansion.

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22 This total includes post-16 students and was the total reported to the Children and Young People Committee on 12th January 2016
23 Source: DfE SFS 16/2015, Schools, pupils and their characteristics, January 2015, LA Tables
24 Report to the Regeneration Board on 19th February 2016

Of necessity, these plans have to be flexible. There is the possibility, for example, that if a site is found for the Citizen Free School (whose establishment has been approved in principle by the DfE), this could provide three additional forms of entry at Year R.

The local authority is also mindful of plans for two substantial housing projects in the borough and is in discussion with the developers about including appropriate primary school provision in their plans. Although any provision created on these sites would for the most part only meet the increased demand arising from the developments, there is still a potential for them to contribute to the authority's broader strategy. The recent education White Paper[25] contains this sentence:

"DfE will also consider providing funding for schools that are part of housing developments to be built in advance of contributions from developers being paid, to bridge the gap between places being required and funding being available."

It may assist with current place pressures if it is possible for these new schools (which would have to be free schools) to be, as it were, front-loaded and built in the initial rather than the later phases of development – particularly where they are in a locality in which there is a pressing need for primary places.

In summary, therefore, the Commission has three concerns regarding the authority's overall strategy on primary places:

a) Are sufficient additional places being planned bearing in mind the relatively low proportion of parents obtaining their first preference? Should the local authority also be seeking promoters for a primary free school in at least one of the primary planning localities facing the greatest pressure on places? Should the authority be seeking to use DfE funding to bring forward the building of free schools on sites of major housing development?

b) Are the additional places being made available quickly enough? The Brockley, Lewisham and Telegraph Hill place-planning locality referred to earlier is not, for example, due to receive additional places until September 2018.

c) Is the authority being open enough about its future plans for primary place provision? While the borough does discuss plans for expanding individual schools with heads, governors and parents, is there a case for a more strategic consultation on the local authority's overall projections and plans for primary school places over the next five to 10 years? This would enable parents who want extra places more quickly, as well as those who object to the expansion of particular schools, to communicate their views and for the authority to listen to and assess these competing concerns.

25 Ibid

Meeting the projected demand for secondary school pupil places

At one level, planning for an increase in pupil provision in the secondary sector is straightforward as the numbers coming through the school system from the primary phase are very evident. However, cross-borough flows at the age of transfer complicate the picture considerably. Lewisham is a major net exporter of pupils at Year 7. Over a quarter of pupils go out of the borough for their secondary education, as Figure 2 below illustrates. The corresponding figure for the primary sector is 10 per cent. There are only three other London boroughs – Croydon, Greenwich and Ealing – that have a net export of more pupils than Lewisham.

Figure 2: Import and export of pupils from London at Year 7 in 2015

Total imports from all LAs to Lewisham	Total pupil imports from all LAs as % of all pupils going to schools in Lewisham	Total exports to all LAs from Lewisham	Total pupil exports from Lewisham to all LAs as % of all pupils living in Lewisham	Net Export
1,890	14.60%	3,923	26.20%	2,033

Source: London Councils

Figure 3 shows that Lewisham is a net exporter of pupils to all five of its neighbours.

Figure 3: Import and export of pupils to Lewisham from neighbouring London boroughs

	Exports to Lewisham	Imports from Lewisham	Net import from Lewisham
Southwark	799	986	187
Greenwich	470	781	311
Bromley	359	1125	766
Lambeth	78	130	52
Croydon	70	278	208
Total			1524

Source: London Councils

In the primary sector, the level of pupil export seems to be driven by a general insufficiency of places, whereas in the secondary sector there are enough places but the performance of secondary schools would appear to be a much more dominant factor in parents opting for out of borough placements. Put simply, quantity is the issue in the primary sector and quality in the secondary sector. Figure 4 shows for each secondary school in the borough the number of first parental preferences in 2015 and 2016 as a percentage of the school's planned admission number (PAN). Only three schools are oversubscribed on first parental preference with just two others close to 100 per cent.

Figure 4: Parental first preferences in 2015 and 2016 as a percentage of each secondary school's Planned Admission Number (PAN)
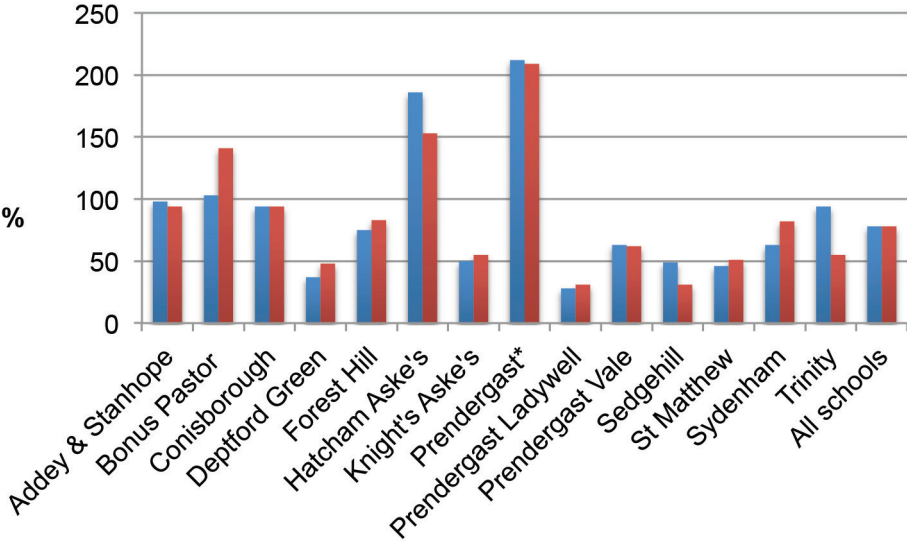
Note: In 2016 Prendergast will admit a bulge class raising its intake to 150 but the calculation in the table above is based on parental first preferences as a proportion of its permanent PAN.
Source: London borough of Lewisham

Most secondary schools were able to fill their PAN in September 2015 when other preferences and allocations were taken into account but three schools had a total of 195 surplus places between them: Sedgehill, Prendergast Ladywell and Deptford Green. Data for provisional secondary school allocations in September 2016 indicate that there may be a reduction in the number of surplus places at these three schools but this will only be achieved if a significant number of parents (31 at Deptford Green, 77 at Prendergast Ladywell and 131 at Sedgehill) accept an allocation to a school that was not one of their six preferences.

As with the primary sector, the government reports the percentage of parents that were offered a place at their first preference secondary school and at one of their top three preferences. Figure 5 shows that in 2015, the respective figures for secondary school first preferences in Lewisham lagged behind the national averages and, more significantly, the Inner London averages.

Figure 5: Proportion of parents in 2015 offered a secondary school place at their first preference, one of their first three preferences and any of their preferred schools
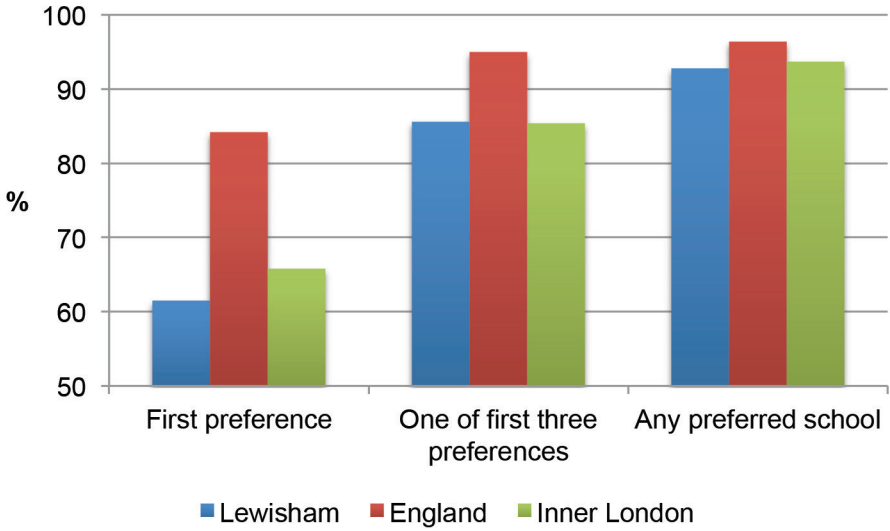
Source: Department for Education, Statistical First Release 17/2015 Secondary and primary school applications and offers: 2015

The combination of the level of pupil export and parental reservations about applying for Lewisham schools have a number of implications for meeting the demand for secondary school places in the borough.

First, it reinforces the need to implement the recommendations on school improvement contained in this report. These should, if enacted, benefit the existing cohort of students. Securing improved performance is vital because it provides the key to enhancing both the individual and the collective reputation of the borough's secondary schools. This in turn would help to reduce or even eliminate the surplus places in the three schools identified above that have a level of admissions below their PAN. Filling these surplus places from parental preferences would, on the 2015 figures, be the equivalent of creating over six forms of entry. A further two forms of entry are planned for Addey and Stanhope in 2018/19 and they will need to ensure that their performance is such that they can attract applications to fill those places.

Second, it points to the need to seek proven high quality sponsors and providers when seeking to establish a new school or encourage a free school to come into the borough. The borough is in discussion with the EFA over a possible site for a school that would provide an additional six forms of entry in 2019/20. The borough should be seeking to ensure that the selected school provider has a strong track record of delivering high quality education that will make it attractive for parents to want to send their child to the school. A further three forms of entry will also come on stream in 2017/18 if the EFA finds a site for the Citizen Free School.

Third, the level of pupil export at Year 7 poses the issue of whether the 11 extra forms of entry proposed (even presuming the Citizen Free School comes on stream) are going to be sufficient to meet the needs of the borough through to 2020 – given the 460 place (15+ forms of entry) shortfall identified. The local authority's strategy assumes that the borough's surplus places are filled and that post 2020 the surrounding boroughs will be able not only to accommodate Lewisham pupils at the current rate but increase their level of imports from the borough. Officers in the school planning team have been liaising with their colleagues in the surrounding boroughs and consider that this is not an unrealistic assumption. However, there must be a degree of risk attached to this assumption. Providing extra places is expensive for local authorities (see below) and it is hard to see what the incentive is for any other authority to build places for Lewisham pupils.

A more prudent course might be to extend the conversations with the EFA to include discussion about establishing a further free school run by a proven provider. This would increase options for parents and also potentially enable the borough to increase the proportion of pupils educated within the borough. However, the difficulty associated with this proposal is identifying suitable land and/or buildings for another secondary school. This challenge is not peculiar to Lewisham and the EFA is becoming increasingly adept at identifying sites and seeing the potential of less obvious locations. The location issue should not therefore of itself be used as a reason for not pursuing these discussions.

In addition, if there is to be an increased reliance on secondary school provision in neighbouring boroughs, the Commission recommends formalising both the process for cross-borough discussions and also any arrangements agreed as a result of the discussions.

Meeting the projected demand for special educational needs school pupil places

The borough is projecting a minimum 7.7 per cent increase in children with special educational needs (SEN) over the next 10 years. In particular it is expected that there will be a rise in the numbers of children diagnosed with severe learning disability and high-function autism spectrum disorder (ASD) – especially among boys. The combination of these factors means that the borough is forecasting a requirement for an additional 120 special school places by 2020. The plans for meeting this demand include expanding provision on two of the existing special school sites and providing new provision on a fresh site that has potentially been identified.

There are, however, issues concerning the pattern of existing SEND assessment and provision in Lewisham that need to be considered alongside expansion plans. Lewisham's profile of SEND pupils is similar to the national profile except in three categories. Lewisham has a higher proportion of pupils assessed as having speech, language and communications needs but the figure for the borough is almost exactly in line with the Inner London average. However, in the two other categories the Lewisham assessment of need is significantly out of step with both the national and Inner London averages. As Figure 6 shows, a much smaller proportion of pupils in both the primary and secondary sectors are assessed as having moderate learning difficulties (MLD) and a much higher proportion as having ASD.

Figure 6: Proportion of special educational needs pupils in primary and secondary schools assessed as having Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorder (ASD)
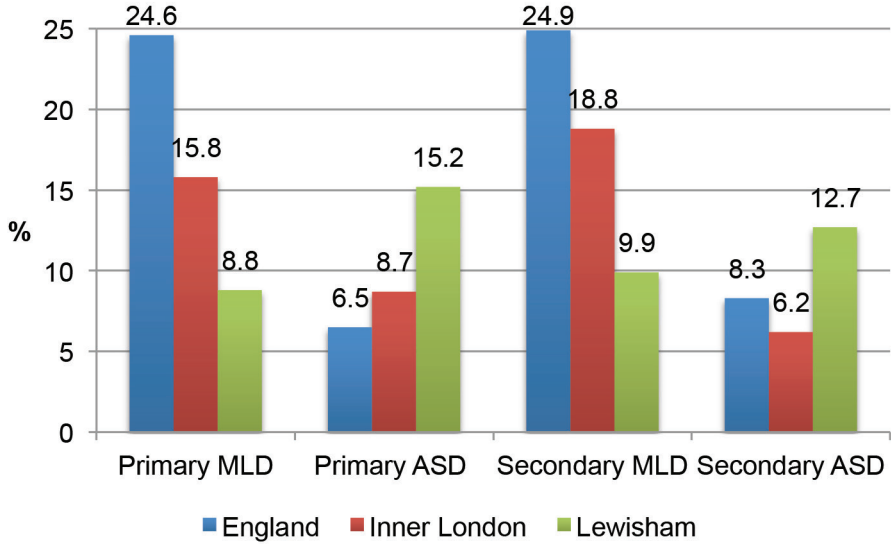
Source: Department for Education, Statistical First Release 25/2015: Special educational needs in England, January 2015, LA Tables

This relatively high level of assessment of ASD feeds through into the profile of pupils in the authority's special schools. Figure 7 demonstrates that a far higher proportion of these places are filled by pupils with ASD compared with Inner London and the rest of the country[26].

It is not clear what lies behind these disparities – whether it reflects the particular circumstances and characteristics of young people in Lewisham, differences in assessment practice or a combination of the two. The Commission understands that the local authority is aware of this situation but would recommend that the council investigates the underlying reasons for the high incidence of ASD among its school population. Another area that warrants investigation is whether the annual assessments and reviews of pupils with statements or EHC plans are sufficiently rigorous and precise in identifying and specifying the needs of each pupil. For example, discussions with special educational needs co-ordinators (SENCOs) indicated that their close observations over several years of some children identified as ASD, might lead to them being re-assessed as having attachment disorders.

26 The 60 per cent is also a proportion of a relatively high baseline figure. Lewisham has more special school places than the Inner London average: 534 compared with 402 (excluding the City of London) – see DfE SFR 16/2015, Schools, pupils and their characteristics: January 2015, Local Authority and Regional Tables.

Figure 7: Proportion of pupils in special schools assessed as having Autistic Spectrum Disorder (ASD)
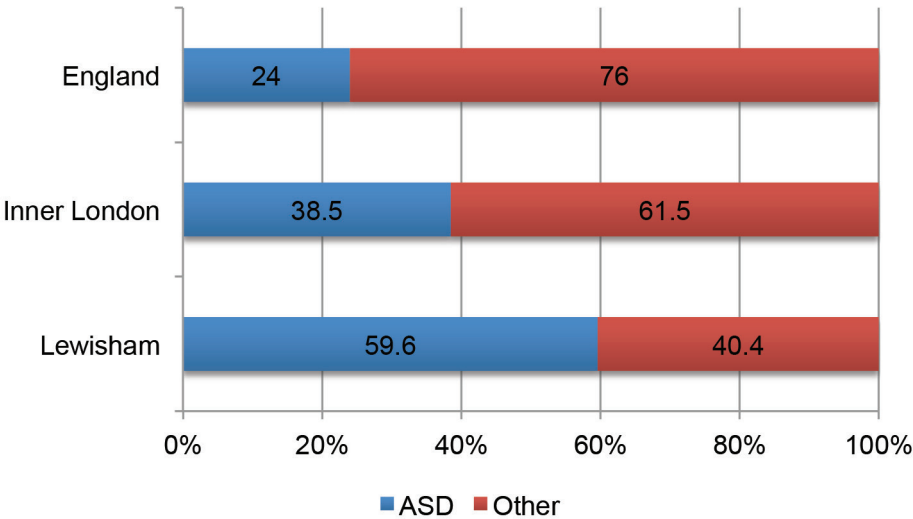

Source: Department for Education, *Statistical First Release 25/2015: Special educational needs in England, January 2015, LA Tables*

In terms of how this issue relates to planning for additional places, the key issue is whether at both primary and secondary level there are integrated pathways supported by consistent criteria that determine whether pupils with a statement or EHC plan are educated in mainstream, in specialist resource provision, or a special school. Given the overall rise in the pupil population, an increase in the number of special school places may well be necessary. However, without the appropriate pathways and support also being in place, all that will happen, as the chair of the governing body of one of the special schools told the Commission, is that:

"Build a new school and the children will arrive to fill it up."

The Commission recommends, therefore, that the local authority satisfies itself that there are clear integrated pathways across the mainstream and special school sectors so that children are educated and supported in the setting best suited to their needs. In particular, the authority needs to ensure that pressure on special school places is not increasing because of a lack of appropriate support or patterns of provision in mainstream settings. The authority has already started reviewing the pathways for providing support for ASD pupils.

On the face of it the system would seem to be working better in the primary than the secondary sector. A significantly greater number of ASD pupils are being educated in mainstream provision

in Lewisham's primary schools than in its secondary schools – 488 compared with 276[27]. The same applies for all pupils with a statement or EHC plan. As Figure 8 illustrates, proportionately more primary than secondary pupils with a statement or EHC plan are being educated in mainstream provision. Secondary pupils aged 11-16 with a statement or EHC plan fill 57 per cent of the places in special schools and account for three-quarters of the out-of-borough placements.

Figure 8: Education settings for Lewisham pupils aged up to 16 with a Statement or EHC Plan

	Mainstream (including Resource Bases and units attached to academies)	Special Schools	Out of borough placements (including independent provision)	Total
Primary	377	189	52	618
Secondary	294	252	153	699
Total	**671**	**441**	**205**	**1,317**

Source: London borough of Lewisham, as provided at March 2016

School quality may again provide part of the explanation. Mainstream schools that are performing well with strong leadership, good behaviour systems and high quality teaching and learning are more likely to be able to manage and provide a good offer for pupils with a range of special needs. The relative strength of the primary schools in Lewisham is therefore likely to be contributing to the overall capacity of the sector to manage ASD. Moreover, Commissioners observed several examples of primary schools where good teaching and learning for children with SEND was having a positive impact on the teaching in the rest of the school. The fact that there is also a network of four specialist resource bases for ASD pupils across the borough also strengthens the capacity of the primary sector. Although the work of these resource bases is under review, at their best they provide additional excellent expertise to work with pupils potentially capable of managing in mainstream but needing extra support to prepare them for teaching and learning in mainstream classrooms.

In the secondary sector, there are proportionately greater problems with both performance and behaviour. This provides a weaker teaching and learning and pastoral platform for meeting the needs of pupils with special educational needs in general and ASD pupils in particular. In addition, the development and impact of a 35-place resource base at Conisborough College has been affected by a serious lack of clarity about the role and remit of the unit. The pathways for ASD pupils in secondary schools in Lewisham could, therefore, be strengthened. Significantly the borough has begun placing some ASD pupils with a small independent mainstream provider just outside the borough – not only does this indicate the lack of capacity in Lewisham but is indicative of the type of provision that is needed.

27 The figures are taken from DfE SFS 25/2015, Special educational needs in England, January 2015, LA Tables.

Creating extra capacity for special needs pupils in secondary schools through a combination of better teaching and learning, improved pastoral systems, good leadership, specialist support and access to effective specialist resource provision in schools could bring a double benefit. It could relieve pressure on special schools and out of borough placements and result in more of Lewisham's high special needs budget being retained and used within the borough.

None of the above necessarily negates the case for the 120 additional special school places but it would ensure that they were being planned in the context of a more comprehensive and holistic strategy.

Funding the growth of pupil places

The local authority's plans for expanding the number of pupil places over the next five years leave it with a projected shortfall of at least £36 million – though that sum is based on an estimate of the basic need funding the borough might receive from the government and so the actual figure might be higher or lower. The authority is planning to reduce that gap by reviewing the specifications for the various building works, securing efficiencies through improved procurement and project management and maximising contributions from the community infrastructure levy. However, that is likely to still leave a funding shortfall.

The borough might be able to reduce the gap by the policy stance it adopts on free schools. As noted above the borough is planning a number of new schools: two primary schools linked to housing developments, a special school and at least one new secondary school. All these schools will by law have to be free schools. However, there are two distinct routes for establishing free school provision.

The central free school route has been set up to deliver the government's commitment to open 500 free schools during this parliament. Proposers can apply to the DfE to open a school in a particular area and, if approved and subject to finding an appropriate site, the EFA will pay for the capital costs. Free school proposers may enlist the support of a local authority for their bid and/or local authorities may encourage and support a promoter to make a bid. To date most free schools have been set up through the central free school route – and increasingly applications are being made that have the support of the relevant local authority.

The so-called free school presumption route is used where there is no appropriate free school proposal to meet the demand for local places and the local authority needs to establish a new school. In these circumstances the local authority is required to run a competition and invite proposals for opening a free school that meets the authority's specification. However, under the presumption route the local authority is responsible for providing the site for the new school and meeting the associated capital and pre-/post-opening costs. Local authorities are also required to meet the revenue costs of the new provision. They must make provision in their growth funds to support increases in pupil numbers relating to basic need. School funding arrangements allow local authorities to retain funding centrally to cover these costs.

There is therefore an incentive on authorities to encourage free schools via the central route and thus minimise their own capital commitments. Despite this incentive some local authorities have been reluctant to adopt this approach. They have had concerns about the nature of the education offer being made by some providers and the new provision has not always supported a place-planning strategy. However, the borough could address these concerns by:

- continuing to keep in close contact with the EFA so that central free school proposals are matched to the borough's place-planning needs

- exploring the DfE proposal to provide funding, in advance of developers' contributions, for new free schools linked to housing developments within the borough

- encouraging some of its best schools to lead academy trusts and become proposers of free schools in the borough (schools have to have academy status and be approved as a sponsor in order to be able to propose a free school)

- seeking out school providers with values that are similar to those held by the local authority and encouraging their interest in providing places within the borough

This strategy may not entirely resolve the funding shortfall and the government may change the funding goalposts but the Commission recommends pursuing and testing the feasibility of each of them.

Recommendations

- The local authority should **review whether sufficient additional primary places are being planned for the next five years** bearing in mind the relatively low proportion of parents obtaining their first preference in 2015. This review should include consideration of whether additional places will come on stream quickly enough in those primary planning localities facing the greatest pressure and the option of seeking promoters for a primary free school to help address this challenge.

- The local authority should **set out a clear and comprehensive School Place Planning Strategy** which sets out plans for the next five years as well as criteria for expanding schools, seeking to promote new free schools and addressing the relevant recommendations in this document. This will also enable the local authority to be more open and consultative about its strategy and plans for providing additional places than it has been in the past.

- The local authority should work closely with governors, headteachers and the Regional Schools Commissioner to **ensure that those schools in the secondary sector with low numbers of first parental preferences and unfilled places urgently address**

the school improvement challenges and the associated reputational issues facing these schools.

- The local authority should **consider seeking the provision of a further secondary free school, run by a proven education provider** (in addition to the Citizen Free School and the free school that is already under discussion with the EFA), with a view to **increasing options for parents** and the proportion of pupils educated within the borough.

- The local authority should **formalise both the process for cross-borough discussions on pupil place-planning and any resulting agreements**, if there is to be an increased reliance on neighbouring boroughs providing additional secondary school places to meet the growth in numbers of secondary school-age Lewisham pupils.

- The local authority should **investigate the underlying reasons for the high incidence of ASD** among its school population and **review whether the annual assessments and reviews of pupils with Statements or EHC Plans are sufficiently rigorous and precise** in identifying and specifying the needs of each pupil.

- The local authority should **satisfy itself that there are clear integrated pathways across the mainstream and special school sectors so that children are educated and supported in the setting best suited to their needs**. In particular, the authority should ensure that pressure on special school places – particularly in the secondary sector – is not increasing because of a lack of appropriate support and/or patterns of provision in mainstream settings.

- The local authority should seek to **mitigate its funding shortfall in planning for school places by maximising the use of centrally-approved free schools that share Lewisham's values.** It can do this by:

➤ continuing to keep in close contact with the EFA so that central free school proposals are matched to the borough's place-planning needs;

➤ exploring the White Paper proposal to provide funding, in advance of developers' contributions, for new free schools linked to housing developments within the borough;

➤ encouraging some of its best schools to lead academy trusts and become proposers of free schools in the borough; and

➤ seeking school providers with values that are similar to those held by the local authority and encouraging their interest in providing places within the borough.

Chapter 5: Creating Lewisham Secondary challenge

Given Lewisham's strong commitment to improving outcomes at Key Stage 4 and Key Stage 5, are there any more radical or leading edge models or approaches that Lewisham could adopt at borough or school level?

Earlier chapters explained the Commission's views about the best forms of organisation for schools in Lewisham and the importance of school-led models of effective collaboration for school improvement, particularly linked to system leadership. Clearly, improved outcomes should be facilitated by whatever organisational structures are adopted. However, whatever the organisational structure, the primary responsibility for improvement rests with schools and colleges themselves. This chapter sets out a number of very practical suggestions to support improvement. Better outcomes for students continue to depend upon school leaders and governors forensically monitoring and evaluating progress and standards, focusing above all on students' experiences of teaching and learning and robustly tackling the key issues identified for improvement. The suggestions outlined in this chapter would need to be built into each school's own priorities and development planning.

For all school leaders to get results they need three kinds of focus – 'inner' focus attuned to their own institutions, 'other' focus connecting to their local communities and 'outer' focus for navigating in a larger system. Leaders need the full range of inner, other and outer focus for their schools to improve and excel. As we have indicated in earlier chapters, school leaders need to work with each other in much better ways to develop localised solutions to the challenges they face and to share their professional knowledge and skills more effectively. The secondary sector, in particular, needs to look beyond the borough to widen knowledge and understanding of effective practice and to use that when developing localised solutions.

Lewisham as a borough, in consultation with its schools, has produced a relatively new school improvement framework that clearly sets out principles, priorities and performance indicators together with school categorisation and risk assessments. The local authority support and challenge to schools is based on the well-established model of 'intervention in proportion to success' with both core and additional offers to schools depending on their circumstances.

For underperforming schools, the framework requires both raising attainment plans and raising attainment boards which include governors. The framework generally aims to develop capacity for school-led self-improvement and improved partnership working, with the intention of better leadership, management and governance. However, the local authority's School Improvement Board is made up only of officers although there is now an intention, which we strongly endorse, to add headteachers and governors to the Board

This chapter sets out a range of school-led, collective solutions to support Lewisham's school improvement framework and accelerate progress. The most important proposal is to boost

support for secondary education by establishing a Secondary Challenge for Lewisham. This will need to be owned by the secondary and all-through schools and post 16 institutions themselves if outcomes are to be transformed.

As Chapter 1 showed, the stark fact is that only 65 per cent of secondary pupils in the borough are in a good or outstanding school. Lewisham collectively at Key Stage 4 and Key Stage 5 finds itself at the bottom, or near the bottom, of most London benchmarked data and also below national averages, though some institutions are exceptions to this. An intensive programme of tailored support is therefore both necessary and urgent. However, Lewisham averages will not improve significantly just by turning around schools requiring improvement. The message of the London Challenge was that all schools need to improve on their previous best performance. Lewisham needs to 'grow the top' as well as dealing with underperformance.

A Secondary Challenge for Lewisham

We believe there needs to be an intensive boost to improve Lewisham's secondary provision. Headteachers in those secondary and all-through schools want to succeed and, collectively, they need to get behind a focused and energetic project to drive the huge change that is needed. We believe that Lewisham secondary and all-through schools have within them much of the capacity needed to improve but need targeted and supportive intervention to bring about the step change needed. We are recommending that a customised programme of support, based loosely on the model of the London Challenge, should be introduced. If managed well, this could bring about a change of culture, most particularly a change in aspiration and expectations with achievement not far behind.

We believe that the heads themselves should drive the change but they need to work closely with the local authority over the next 15 months or so in doing that. One of the distinctive features of the London Challenge was its focus on partnership between schools and local authorities. It was impressive too in the way it avoided stigmatising schools and this provides an important and useful precedent. For example, the schools requiring the most intervention were known as 'key to success' schools, as these schools were crucial to success in London overall. Importantly, and particularly relevant given the current discussions about a school-led system, was that a series of 'sector led' support mechanisms were put in place. School to school support, for example, was a key feature of the programme. Strong monitoring and evaluation, including forensic use of individual student data, were central to its success.

We think it would be important to emulate the use by London Challenge of experienced educational professionals, system leaders who are expert in their fields. London Challenge Advisers, many of them recently retired headteachers, with strong records of leadership success, were appointed on a part time basis to support individual schools and they were highly effective and well regarded. The adviser worked with each school to develop a bespoke and time-limited support programme, which was then kept under close review and adjusted as necessary to keep progress on track. Something similar should be developed in Lewisham.

Lewisham's Secondary Challenge would be established and resourced to give intensive support across the sector for a period of 3 years. It would seek to lift aspirations across the sector and to persuade young people, their teachers, parents and key stakeholders not only that they can achieve more but that they can acquire the sorts of skills, knowledge and confidence to make the most of the opportunities open to them in London. By the end of 4 years, our expectation is that:

- all schools with secondary provision would be good or better, as judged by Ofsted

- performance at Key Stage 4 and Key Stage 5 would be at least the London average, with some schools competing with the very best performers in London

- the vast majority of parents in Lewisham would have confidence in their choice of local schools

- every pupil in a Lewisham secondary or all-through school would feel proud of their school and want to continue learning

- teachers would feel proud of an ambitious and successful education system.

To ensure the Lewisham Secondary challenge is managed well, consideration should be given to establishing a Lewisham Secondary Challenge Board to focus on implementation and outcomes. If the headteachers are prepared to take ownership of the Secondary Lewisham Challenge, this Board could be a sub-group of the Secondary Heads Group. It would look specifically at improving progress, on raising standards, and closing gaps. The Board would include leadership from within the heads themselves, and perhaps a primary headteacher. The Challenge would need to be managed, on a part-time basis, by an external expert with experience of such work. He or she would organise some part-time secondments to ensure co-ordination and detailed support for schools. The local authority would need to secure funding for the Challenge, initially perhaps through the DSG or other grants or subscription.

We believe the Challenge would lift aspiration across the secondary sector and energise schools to develop greater capacity, competence and confidence. It could be used to persuade young people, their teachers and key stakeholders that improvement can be accelerated and more can be achieved. Most important of all, it should help young people acquire the knowledge, skills and commitment to lifelong learning that would enable them to make more of the opportunities open to them in London and beyond.

Another borough, which also sits near the bottom of the London league tables, has established its own intensive programme for change with some funding from the DSG. It is led by the heads themselves with two project directors, seconded for a day a week, and an executive group with an independent chair reporting to a wider strategic education partnership in the local authority. It has some interesting collective programmes which are worth describing in detail:

InsiInsight Raise: In 'learning threes' headteachers / principals and some senior staff team up to provide peer review of each other's performance data that is available in September. The review is based on 'cold facts' with an early RAISEonline typed analysis. It is held early in September, before confirmed data have been published, to allow the maximum time for action planning.

Subject networks organised in geographical hubs meeting after school – with a published timetable and a commitment to participate.

Best practice visits and Teachmeets also run after school on a hub basis.

Teacher development programmes: These include the Improving Teaching Programme (ITP) and the Outstanding Teacher Programme (OTP) delivered through existing teaching school alliances.

Quality assurance peer reviews managed for the partnership by Challenge Partners, including training and development.

An Innovation Fund providing for innovation projects with a strong action research component linked to improved outcomes for students such as closing the gap.

Beyond the Lewisham Secondary Challenge, but complementing it, we would like to see secondary headteachers focus collectively on both peer and professional development with an emphasis on issues that are of pressing concern for them all. We outline below a number of developments that headteachers of secondary and all-through schools should consider. None is costly to implement but they have the potential for strengthening the work already underway in their schools as well as helping to create a more positive image about education in Lewisham.

Peer review

Increasingly, schools are using peer review as a reciprocal process to help school leaders develop their evaluation skills, reflect and learn with each other. These are reviews not inspections but they have the great merit of being undertaken by current leaders and practitioners with the objective of being solution focused rather than simply judging current performance. They offer very valuable professional opportunities too. In the interest of rigour, it is important that senior leaders are trained as reviewers and that there is an agreed formal process. Being prepared to engage in scrutiny by peers and for peers can help schools improve. Peer review, as on-going process rather than a one-off event, can be a vital element in transforming practice and extending knowledge across schools.

There are different models of peer review. Some use pairs or triads of schools which have agreed to work together. Challenge Partners[28] is a charity, owned and led by over 300 schools, who work together to lead school improvement. Peer review is an essential element of their work. Training is given to participants on the process and skills needed for review and Challenge Partners organises quality assurance programmes. Each year, every school has a two day review resulting in a written report. Reports often look at performance relative to the most recent Ofsted inspection but they also identify and validate outstanding practice. In undertaking these professional audits, Challenge Partners balances peer support with peer challenge, which supports reflection and learning for all involved.

Two Lewisham headteachers talked to us not only about the value of peer review in terms of school self-evaluation and planning but also for the professional development of staff involved. There is always a series of actions stemming from the reviews, which might involve constructive collaboration about school improvement programmes and initiatives, including the Improving Teaching and Outstanding Teacher programmes (ITP and OTP). Other more general outputs include the production of a school support directory which identifies good practice across all schools in Challenge Partners, a 'closing the gap' project with the EEF and a range of working groups on particular issues.

Another national model of peer review is that of the Education Development Trust[29] (formerly CfBT), called the Schools' Partnership Programme (SPP). This offers a bespoke programme of review not focused on Ofsted inspection. Schools work in partnerships, their chosen clusters, and their leaders are trained in the key components of the SPP model. Each cluster must have at least one good or outstanding school. As part of the SPP, inspirational leaders and future system leaders known as 'Improvement Champions', take on wider responsibilities by becoming experts in 'evidence-based improvement strategies'. Headteachers report that professional development is evident at every level of the peer review process and it builds a culture of coaching and professional dialogue within and across schools. There is no written report.

A few Lewisham schools already use peer review programmes and secondary schools should consider collectively whether there is a model they might all use. It is an essential part of strong

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28 www.challengepartners.org
29 www.educationdevelopmenttrust.com

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school self-evaluation and development planning. Peer review should have an enabling impact on the relationships within and between schools, driving the development of professional capital and the sharing of excellent practice. It can be a significant catalyst for change and improvement.

Identifying and sharing good or interesting practice

It is important for any local system of school improvement, whether at school or local authority level, to challenge itself by seeking evidence about what is working well and what is not working. Good use of data is not focused just on the quantitative. In discussions with officers, one commissioner asked: 'Does Lewisham know what Lewisham knows in terms of the best practice throughout the borough?' It is clear it does not and indeed, the local authority no longer has the resource to be able to answer this question fully.

This question, of course, applies to all schools and institutions but in terms of secondary and post-16 provision we need to ask more specific questions. For example, where are the best subject departments in terms of attainment and progress? Where are the best middle leaders in terms of subjects and aspects of the curriculum and could they lead others? Where are the outstanding practitioners in terms of teaching and its impact on learning? Where are the best schools in terms of pupil premium provision planning and the best outcomes in closing gaps? Where are the best schools for inclusion, attendance and behaviour? Which schools are the most advanced in terms of action research and evidence based practice?

Working with the local authority, schools themselves should identify their best practice. We think this should be done in both the primary and secondary sectors as it will showcase the work of schools and raise the profile of the excellent work that is happening in Lewisham. Some of this may be identified partly through published data and inspection reports as well as local authority and other reviews. Some might be validated by internal quality assurance and external evidence. Some might be validated by peer review. These case studies could be specific examples of excellence in addressing whole school issues such as behaviour or provision for vulnerable students, a focus on particular aspects of teaching and learning, or initiatives that have improved the quality of professional development or leadership development. Once there is greater collective intelligence of best practice, plans for learning from that practice could be developed, including the identification of 'centres of excellence' in schools across the borough.

Individual schools now often write case studies of their best practice which go beyond mere description to reflect evidence based practice. Where schools have made this a regular practice, they tend to publish an annual collection and encourage their staff to contribute as part of their professional development.

There will be examples of good or interesting practice in all Lewisham's secondary or all-through schools. It would be a mark of a thriving school-led system if all schools were able to contribute at least one best practice case study every year to be shared electronically and published as a Lewisham collection. Collections of case studies are good evidence of self-evaluation in practice

and demonstrate each school's reflective intelligence. They also increase enquiry and innovation amongst staff and can create a buzz of excitement around the best practice that can make a real difference to school improvement. We would recommend that Lewisham publishes a collection of case studies as soon as possible and propose that this be done by the Leadership Forum, supported by the local authority. This would help raise the profile of Lewisham's education service, promote the image of the borough and, as a consequence, also assist with recruitment.

Excellence visits

The principle behind this activity is that schools and colleges can learn from seeing good practice in action. This exercise would need to be approached with professional commitment and appreciative enquiry in order for all participants to get the most learning from each other. Appreciative enquiry focuses on the best of what is taking place in terms of creativity, questioning and dialogue to promote further improvement. These visits are often organised as focused half days, with preparatory briefing papers, and then observations and questioning sessions, taking care not to disrupt the routine of the host school. They should lead to further reflection and follow up action plans from the visiting school and further partnership work, particularly joint practice development where teachers reflect, observe, plan and evaluate their teaching together.

In Lewisham, these visits could be cross-borough given the size and scale of secondary and college provision. However, sometimes schools might prefer to work in triads, or geographical clusters or trusts. The principle is the same and there may be more opportunities for sustained joint practice development with a smaller group of schools. The effective identification and sharing of best practice should result in the establishment of 'leading' subject departments for the borough, such as Bonus Pastor School for maths or Prendergast School for English. Staff in schools and colleges identified as leading on particular aspects of provision, system leaders, could then be consulted by others for advice and support.

Strategic meetings and workshops for senior and middle leaders on whole school issues

Some meetings for middle or senior leaders already operate in Lewisham, for example, post-16 summit meetings and raising attainment groups. These are rated positively by schools. A similar approach that has been used elsewhere is the exchange of policies and programmes ('swap shops') in order to learn from each other.

A good example is an exchange of pupil premium plans and 'gap busting' strategies. All schools are required to have pupil premium plans and yet they usually vary considerably in quality, even in the same locality. Every institution has a senior leader responsible for the pupil premium sometimes known as 'pupil premium champions'. The disadvantage gap is wider in Lewisham than in both statistical neighbours and Inner London boroughs and so it is right that closing the attainment gaps of the performance of specific groups of students is a key priority. This especially applies to the performance of some minority ethnic groups such as Black Caribbean pupils.

Establishing a pupil premium group of senior leaders to meet regularly and exchange practice should stimulate a better set of pupil premium plans with many practical ideas to close gaps in performance. Such a group would, for example, use the latest research from the Education Endowment Foundation, liaise directly with this organisation as it is based in London, and call on other expertise. The group could produce a Lewisham strategy and toolkit for school leaders and governors to use in support of their work on the pupil premium, or closing attainment gaps more generally. Schools requiring improvement are often required by Ofsted to commission an external pupil premium review and such a group of senior Lewisham leaders could offer this service. The group might also choose to investigate further the many schools in London which do exceptionally well in transforming outcomes for these students and make good connections with them through the London Leadership Strategy, for example.

Another example of specialist strategic meetings might be on whole curriculum and assessment, particularly related to getting the best outcomes from Attainment 8 and Progress 8 in the future and also EBacc performance. The latter is of particular concern in Lewisham, with only 18.8 per cent of students achieving the EBacc, in contrast to 30.2 per cent across Inner London boroughs and 24 per cent nationally Again, there would be a direct exchange between a specialist group of senior curriculum leaders of internal curriculum models and some external stimulus of the best practice elsewhere. This is not to preclude specialist workshops and conferences for a wider audience or ongoing reviews such as those now taking place in Lewisham on two issues of concern: maths performance and the performance of the more able students.

The need to tackle both attendance and exclusions in secondary schools are key priorities for consideration by a specialist group. In a school-led system, groups of senior leaders should organise and lead on 'specialist' issues focused on improvement and outcomes. Although this chapter focuses on the secondary sector, this sort of approach would bring benefits at primary too, for instance, in looking at the problem of increasing absence from school that is emerging in the primary phase.

Subject networks

Subject networks are a fairly traditional way of sharing practice and discussing common issues such as the subject curriculum and assessment, teaching and learning, and variable student outcomes. However, in emerging school-led systems, subject leaders themselves are beginning to step up to lead these groups themselves and meetings are hosted by schools. Of course, their success depends upon several schools participating and how practical and relevant they are to subject leaders. In the best examples, these meetings can provide compelling evidence of what works well and they are extremely practical with ideas to take away and put into practice. The best are also well linked to research and evidence from subject associations, higher education and subject web sites. Many of those that work well have a number of subject examiners and organise additional external inputs from chief examiners. In the worst examples, they are talking shops, poorly attended, and defensive about why progress cannot made.

Teachmeets and forums

Sometimes the work stemming from the meetings and processes already suggested do not reach classroom teachers. The Secondary Heads Group might therefore want to launch a series of Teachmeets which teachers often find both useful and energising.

Teachmeet invitations, open to all teachers on a range of topics, have proved very popular in different parts of the country although more in primary and early years than secondary. They are usually organised on a 'hub' basis often through teaching school alliances, federations, MATs or other collaboratives and can lead to the very best joint practice development. They are almost all hosted in schools, taking place after school, and are a good way of informing and energising practitioners to improve practice with better outcomes for students. A particular feature of the best examples is the use of electronic communications through blogs and Twitter, creating virtual communities of interest.

Teaching school alliances

There are now well over 600 teaching school alliances in England (almost 100 in London) and, according to the recent White Paper[30], their numbers are set to increase significantly alongside a rise in the national leaders of education. As indicated in earlier chapters, their focus is on supporting school-based initial teacher training, school to school initiatives, leadership development and continuing professional development within a school-led system of improvement.

Teaching schools and their alliances have a range of national and local leaders of education and specialist leaders of education to call upon to help them with their school-to-school support function. Working strategically with a range of partners including local authorities, federations, MATs and other collaboratives, teaching schools can help all schools, not just those requiring improvement, to build capacity through coaching and mentoring, modelling best practice and strengthening teaching and leadership in order to improve outcomes.

Lewisham currently only has one teaching school alliance that encompasses the secondary sector and that is focused primarily on its own MAT. The majority of Lewisham's secondary schools are therefore not part of a teaching school alliance. There seem to be very few specialist leaders of education in the secondary sector in contrast to primary and the secondary numbers need to be expanded as a priority. The White Paper refers to a targeted approach focused on areas where teaching schools and national leaders of education are most needed. Lewisham should take advantage of this.

All Lewisham's secondary and all-through schools, particularly those requiring improvement, should be part of a teaching school alliance. It may be there could be some development of the range of the borough's current teaching alliances and this option should be explored through the recently established joint meeting of the 4 teaching schools, which has been brokered by the local authority. Alternatively, the secondary sector should use the London Leadership Strategy to access provision outside the borough so that they can take advantage of the resourcing going into teaching schools for particular school improvement programmes. These programmes cover a range of opportunities for leadership and teacher development.

30   Ibid

Other partnerships

Secondary and all-through schools usually have a range of partnerships helping them to better serve their students. We heard of several interesting examples of schools working with small third sector organisations to target underachieving groups, such as the use of a small local company selling the services of expert mathematicians who had attended Lewisham schools. These alumni were able to relate well to students and to have an impact not only on their knowledge and skills in mathematics but on their motivation overall. We also heard from a number of small third sector organisations who had worked effectively with particular groups in schools. Such examples of success should be shared across the borough.

If secondary and all-through schools are to accelerate their performance at Key Stages 4 and 5, it is vital that they all have strong transitional arrangements with 'feeder' primary schools. As mentioned earlier, the level of criticism from primary schools underlines the urgency of the need for headteachers from both the secondary and primary sectors to come together to agree and implement improvements in transfer and transition. The Commission heard many concerns from primary headteachers that secondary and all-through schools underestimated the skills and achievements of transferring pupils who, as a consequence, became bored or slipped back in both progress and attainment. Many primary heads are eager to work with secondary and all-through schools to support improvement in the early years of secondary education.

We heard from some parents of children in all-through schools that transitional arrangements could be more effective between the primary and secondary phases which in some cases were seen as operating very separately from each other.

Transitional arrangements should be strong too between secondary and all-through schools and post-16 institutions.

Similarly, for 11-18 and post-16 settings there should be good arrangements with higher education. Lewisham has established a university challenge and seems to have a good partnership with Goldsmiths but it should also approach other local higher education (HE) institutions such as the University of Greenwich and the UCL Institute of Education as well as the Russell Group universities. All secondary schools with sixth form settings should have a direct HE – school partnership including HE governors where possible.

Lewisham's secondary sector also needs to make sure that it is connecting positively with national agencies and organisations such as Teaching Leaders (programmes for middle leaders), Future Leaders (programmes for senior leaders), and Teach First. Links with some of these exist already with individual schools and groups of schools but we believe that there should be a more strategic partnership with these organisations. They are all London based and offer considerable opportunities to build teaching and leadership capacity to boost outcomes.

Given Lewisham's priority of closing gaps in attainment and progress, the Education Endowment Foundation (EEF) offers a useful strategic resource for the borough giving easy access to

evidence based practice. The EEF is a grant-making charity dedicated to breaking the link between family income and educational achievement. The local authority should explore with headteachers, and a local university, the potential of preparing a bid to the EEF for funding a research project in Lewisham.

Other strategic partnerships include the office of the Mayor of London which has an Excellence Fund and a Gold Club together with some excellent curriculum materials. The London Leadership Strategy (successor trust body to the London Challenge) also provides access programmes for schools, such as 'Securing Good', and school-to-school support through its NLE and system leadership networks. Currently, links with Lewisham are limited and there is much to be gained from greater involvement.

Key Stage 5

Key Stage 5 outcomes across the borough are low in comparison with London and national measures across all measures. For example, in 2015 the borough ranked 11 out of 13 out of all inner London boroughs on the average point score per students, 12/13 for grades AAB, including two facilitating subjects, and 13/13 for average point score for subject entry.

Progress has been made in rationalising post-16 provision into 11 settings with some of these in consortia but there is considerable variation between settings and little evidence of practice development initiatives designed to improve the quality to teaching and learning.

Lewisham has sought to address some of these issues and two of the major priorities in the Raise Achievement and Attainment section of the Children and Young People's Plan relate to post 16:

- Raise participation indication and training, reducing the number of young people who are NEET at 16-19.

- Raise achievement and progress for all our children, closing the gaps between under-achieving groups at Key Stage 5 and post-16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them.

A post-16 summit and a curriculum summit have been held with recommendations although these remain to be implemented. There are regular meetings of heads of sixth form but no regular systems of identifying and sharing and developing practice as outlined above.

There is a particular need to address the issue of getting the highest grades, particularly in facilitating subjects, as this holds the key to entry to the best universities. This could be facilitated through post-16 specialist subject networks linked to subject examiners and other Inner London boroughs.

In conclusion

If owned by the headteachers and principals themselves, the approaches and models outlined in this chapter would give Lewisham's secondary and post-16 institutions opportunities to get the best out of each other to raise standards. They could harness knowledge, talent, creativity and energy to raise standards at Key stages 4 and 5 but also to meet the needs of the most vulnerable students more effectively.

The Secondary Heads' Group works collegially and supportively but needs to focus more on professional learning and development. Working collaboratively, the Group needs to develop interests and expertise across schools. Headteachers also need to be more thoughtfully outward facing, seeking out best practice in other London boroughs and linking to a range of London and national school improvement programmes.

Headteachers themselves told us they see the Group as being refreshed and enriched by the many new heads recently in post or arriving in September. The latter come fresh to new headships with an ambition and determination to improve their schools that should bring energy to the Group.

Recommendations

- Working with the Secondary Heads' Group, the local authority should establish and resource a Lewisham Secondary Challenge (including post 16) to provide intensive and bespoke support. This initiative should be managed by an experienced, external adviser working to the Secondary Heads' Group. It would make use of system leaders, focused school to school support, intensive programmes and forensic data analysis to improve progress, raise standards, and close gaps. The aim would be that within 4 years, all schools in Lewisham would be judged good or better, performance at Key Stage 4 and Key Stage 5 would be at least at the London average, and the vast majority of parents would have confidence in their choice of local schools.

- Supported by the local authority, the Leadership Forum should facilitate a small scale trial of different models of peer review so that the Lewisham Improvement Partnership could broker such a process across all schools and settings beginning no later than April 2017.

- Supported by the local authority, and using an external resource, the Heads' Leadership Forum should raise Lewisham's positive profile and agree a process for identifying and sharing best practice, in both the primary and secondary sectors, including the publication of a set of Lewisham case studies by January, 2017.

- The Secondary Heads' Group should establish strategic groups of senior and middle leaders to meet to develop collective solutions to particular issues of concern or requiring development, such as Progress 8 and EBacc performance, improving 'A' level performance at the highest grades, behaviour, attendance and exclusions.

- The Secondary Heads Group should work closely with the London Leadership Strategy which is one of the largest and most effective providers of school-to-school support in London, enabling access to a wide range of system leaders and teaching school alliances. Their programmes support schools at every point of development including specific professional development opportunities and leadership development.

- The Secondary Heads' Group, working with the local authority, should also engage with other organisations outside the borough to help raise aspirations and build greater capacity for the development of a school-led system of improvement , for example, the Education Endowment Foundation, universities, the Innovations Unit and Office of the Mayor of London.

Appendix 1 Education Commission members, remit, process and acknowledgements

Education Commission: team members

Christine Gilbert is chair of the Commission. She is currently visiting professor at the Institute of Education, UCL. Christine was previously a headteacher, director of education, local authority chief executive and Her Majesty's Chief Inspector at Ofsted.

Robert Hill, a visiting senior research fellow at King's College London, is an educational consultant, researcher and writer. He was a senior policy adviser to the Labour government.

David Woods is a visiting professor at Warwick University and chair of the London Leadership Strategy. Formerly, David was a senior Education adviser at the Department for Education and chief adviser for London Schools and the London Challenge.

Michael Pain is Director of Forum Education. He was previously at the National College and is supporting the work of the Commission.

The remit

In establishing the Education Commission, the council emphasised that school improvement and raising educational outcomes are top priorities for Lewisham. We were asked to work collaboratively with key stakeholders to help shape up a vision for education in Lewisham and to make recommendations to the Mayor and to the community of schools for future development.

The council set an ambitious and challenging timetable of 11 weeks for the work of the Commission. However, the specification for the Commission's work helpfully set five questions that provided strategic focus and directed the key lines of enquiry.

Within the short timeframe, the 5 questions provided a particularly helpful discipline:

- Given the national and regional context, what is the best form of organisation for Lewisham's schools going forward?

- Is there a school-led model of school improvement which would put Lewisham's work on a more sustainable footing, given the council's financial constraints?

- Lewisham needs additional secondary and SEND places. What are the best means to achieve this, alongside ensuring all existing schools are schools of choice?

- Given Lewisham's strong commitment to improving outcomes at Key Stage 4 and Key Stage 5, are there any more radical or leading edge models or approaches that Lewisham could adopt at borough level?

- Underpinning all these questions is the central theme of how Lewisham's system serves the most vulnerable.

Education Commission: Process

- Significant desktop analysis was undertaken. Commissioners have considered a number of key strategies, plans, reports and other documentation.

- The team commissioned an analysis of recent school Ofsted reports with particular focus on the secondary sector.

- Extensive data analysis at both school and local authority level has been undertaken and this was supported by Lewisham's Policy, Service Design and Analysis hub.

- Throughout this period, commissioners attended a number of existing fora and have hosted bespoke sessions as part of a broad programme of stakeholder engagement.

- Commissioners have attended a number of existing meetings, including the

- Children and Young People Select Committee and meetings of primary, secondary and special school headteachers, including the Heads' Leadership Forum, and the Special Educational Needs Co-ordinator (SENCO) Forum.

- The chair met with the Mayor and the Cabinet Member for Children

- The chair also met with other councillors, including the Chair and Vice-chair of the Children and Young People Select Committee, the Chair of Overview and Scrutiny Committee, the Cabinet Member for Community Safety (also equalities) and the Chair of Safer Stronger Communities Select Committee.

- The chair met with Lewisham's Young Advisers and attended one of their meetings

- Commissioners have had discussions with a number of officers, including those responsible for school improvement and place planning.

- In addition to existing fora, headteachers were invited to arrange meetings with commissioners. Throughout the project, commissioners have met with executive headteachers, headteachers and chairs of governors of early years settings, primary

schools, secondary schools, special schools and academies. The chair also met with the chief executive of a MAT.

- During the Commission, visits have been made to 18 schools (1 nursery school, 7 maintained primary schools, 5 maintained secondary schools, 2 maintained 'all-through' schools, 1 academy, 1 special school and 1 pupil referral unit).

- Two bespoke evening governors' events have taken place, led by the chair.

- Residents and other stakeholders were offered the opportunity to meet with the chair as part of the 'open sessions' held by the Commission; these sessions consisted of 25 separate meetings. During these sessions, Christine Gilbert met with, among others, residents' groups, voluntary and community sector representatives, union representatives, parent groups and individual parents.

- The chair spoke to the Regional Schools Commissioner.

- She also spoke with the directors of education at both Dioceses.

- Written submissions were received and considered by commissioners from, among others, individual parents, teachers, residents groups, voluntary and community sector representatives and providers.

Acknowledgements

Appendix 2 Lewisham in context: data analysis

Overview

Lewisham is one of London's largest boroughs, being home to approximately 292,000 people – and it is steadily growing. The borough's population is relatively young, with one in four people under the age of 19.

Lewisham is one of the most ethnically diverse local authorities in England, with around 130 languages spoken by its inhabitants[31].

The borough is one of the most deprived local authority areas in the UK (48th most deprived out of 326 local authority districts). [32]Indeed, Lewisham ranks as the 19th highest local authority in the UK for the proportion of children living in income deprived households, although this proportion is still less than other Inner London boroughs of Tower Hamlets, Islington, Hackney, Lambeth, and Southwark.[33]The proportion of 18 to 24 year-olds claiming Jobseekers Allowance is the highest of any Inner London borough, and is double the UK average.

Population

The population is expected to grow significantly in the next five years. Most of this population growth will be driven by a significant increase in the number of children between 0–14 years of age. It is projected that between 2013 and 2018, the number of children under the age of 15 will have increased by almost 5,000 – representing over a third of Lewisham's population growth during that period[34].

31 http://content.tfl.gov.uk/2015-factsheets-london-borough-of-lewisham.pdf

32 www.gov.uk/government/uploads/system/uploads/attachment_data/file/465791/English_Indices_of_Deprivation_2015_-_Statistical_Release.pdf

33 Lewisham's joint strategic needs assessment- http://www.lewishamjsna.org.uk/a-profile-of-lewisham/demography/population

34 Ibid.

Figure 1: Lewisham's Population by Age Group
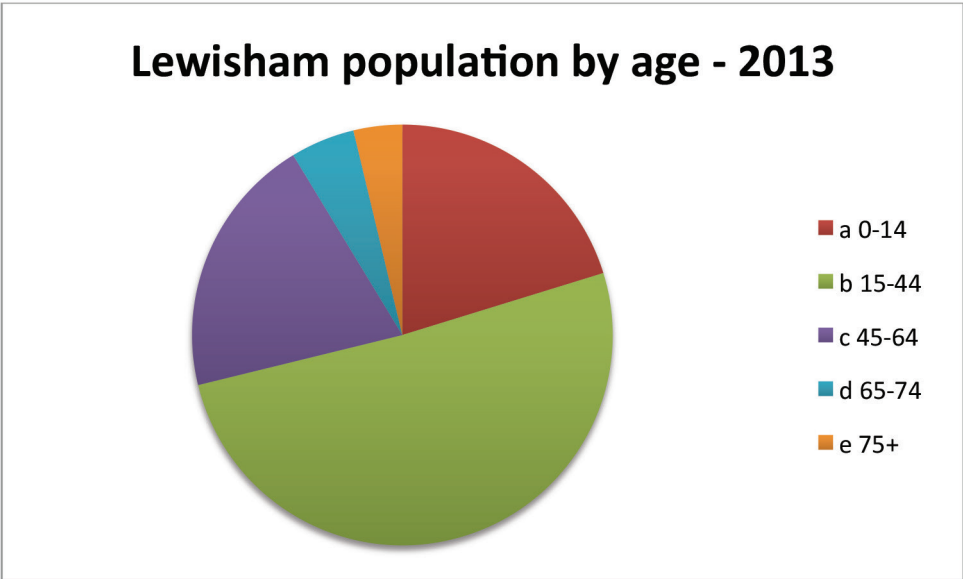
As highlighted in the report, significant increases in Lewisham's pupil population are expected in wards that demonstrate the greatest levels of disadvantage and child poverty (namely Evelyn, New Cross, Lewisham Central, Rushey Green).[35]

Income and economy

The government uses the Index of Multiple Deprivation (IMD) to assess relative levels of deprivation in local authorities – dividing up each local authority into a series of small areas known as Local Super Output Areas (LSOAs). According to the IMD 2015, Lewisham is the 48th most deprived of the 326 local authorities in the UK.

Lewisham has higher than average levels of employment than both London and the wider UK. This may partly be driven by a higher than average economically active population – with almost three quarters of Lewisham's residents being aged between 16 and 65.

A higher percentage of Lewisham's workforce is employed in managerial and/or professional job roles (Soc 2010 Major Group 1-3) than in both London and the wider UK. However, Lewisham also has a significantly higher than average number of people working in low grade service sector roles – such as caring, leisure and customer services. This is reflected in the average level of gross weekly pay of full-time workers in the borough, with Lewisham's citizens being paid just under £63.26 less per week than the average pay for Inner London[3637]. The service sector dominates Lewisham's economy.

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35   www.lewishamjsna.org.uk/a-profile-of-lewisham/demography/population

36   www.nomisweb.co.uk/reports/lmp/la/1946157254/subreports/asher_compared/report.aspx?

37   LRelates to 12 Inner London Boroughs and excluding City of London.

Lewisham's children

A significant proportion of Lewisham's children live in economically disadvantaged homes. Whilst unemployment has declined during the past three years, in twelve of the borough's eighteen wards, 22 per cent or more of children live in poverty[38]. In 6.5 per cent of Lewisham households with dependent children all adults were unemployed. The borough is the 21st highest-ranking authority against this measure in the country, however four other Inner London boroughs rank higher.[39] Thirty six per cent of those households with dependent children are lone-parent households, which is significantly higher than the UK average (24.6 per cent) and the London average (27.6 per cent) [40] [41] [42]

Figure 2: Percentage of pupils in receipt of free school meals
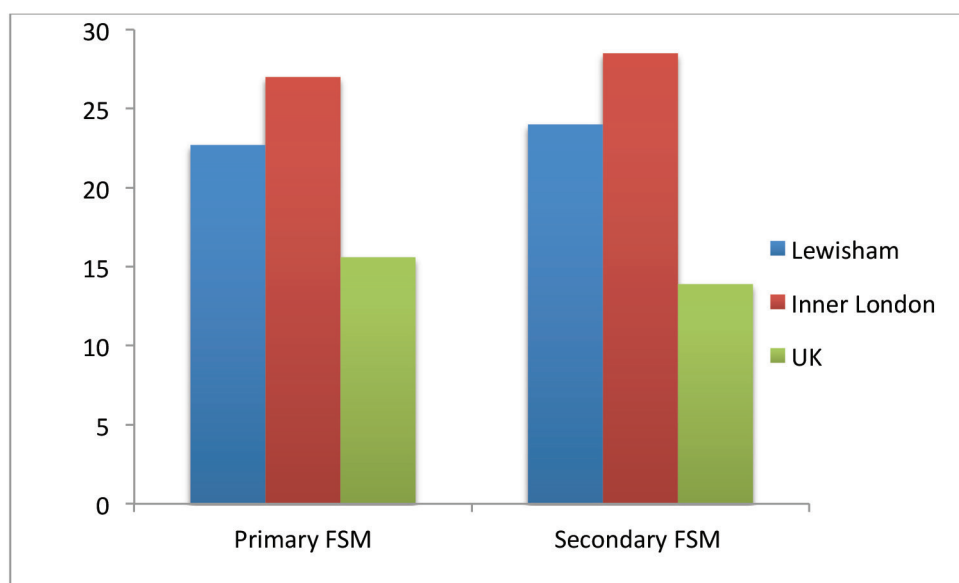
The number of low income households is reflected in the proportion of pupils that are in receipt of free school meals. On average, 22.7 per cent of the borough's primary and nursery pupils receive free school meals (FSM), compared to 27 per cent of primary and nursery pupils in Inner London as a whole, and 15.6 per cent of primary and nursery children nationally. Of Lewisham's secondary-age pupils, 24 per cent receive free school meals, compared to 28.5 per cent of secondary pupils in Inner London as a whole, and 13.9 per cent of secondary pupils nationally.

The borough's children come from a wide range of ethnic backgrounds. The majority of primary-age children are of either white British (23 per cent), African or white African (19 per cent) and Caribbean or white Caribbean (20 per cent) heritage[43]. There are a wide range of other minority ethnic groups represented, including but not limited to children of Chinese, Indian, Pakistani and Bangladeshi heritage.

38 www.londonspovertyprofile.org.uk/indicators/topics/income-poverty/child-poverty-by-borough/

39 www.lewisham.gov.uk/inmyarea/Documents/2011CensusSecondReleaseDec2012.pdf; www.google.co.uk/#q=No+adults+in+employment+in+household:+With+dependent+children

40 2011 Census - www.lewisham.gov.uk/inmyarea/Documents/2011CensusSecondReleaseDec2012.pdf

41 www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/articles/householdsandhousehold-compositioninenglandandwales/2014-05-29#dependent-children-in-households

42 www.nomisweb.co.uk/census/2011/KS105EW/view/2013265927?cols=measures

43 LA RAISE Online

Approximately one third of primary-age children have a first language other than English, compared to 19.4 per cent nationally. This figure is slightly less (27.2 per cent) for secondary-age pupils.

In Lewisham 17.3 per cent of children[44] are identified as having some form of special educational needs (which is just above average for Inner London, where the proportion stands at 17%). Across England, 15.4 per cent of pupils have identified special educational needs.[45]

Pupil and school performance in Lewisham

The context for Lewisham's education system is best described as a tale of two halves.

Standards and pupil outcomes in Key Stage 1 and Key stage 2 are amongst the very best in the country and Inner London, with no primary schools falling below floor standards and the vast majority of pupil groups achieving well-above average outcomes at the end of their primary education.

The borough's secondary system sits in stark contrast, with Lewisham's pupils generally achieving outcomes far below those attained by secondary pupils across Inner London and England as a whole.

Lewisham secondary students perform significantly below the national average and are therefore placed at a significant disadvantage when looking to apply to higher education or to the jobs market. A much lower than average percentage of Lewisham's Key Stage 5 students go on to further study at higher education institutions.

Lewisham's early years sector

The performance of Lewisham's Early Years Foundation Stage (EYFS) is well above both the inner London and national average. In 2015, 77.5 per cent of children 'attained a good level of development' compared with 67.7 per cent in Inner London and 66.3 per cent nationally.

This is consistent with a three-year trend between 2013 and 2015 (see Figure 3 below).

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44 LA RAISE Online 719/3044 KS2 pupils & 457 / 2124 KS4 pupils.

45 January 2015 School Census (DfE): www.gov.uk/government/uploads/system/uploads/attachment_data/file/447917/ SFR25-2015_Text.pdf

Figure 3: Percentage of children attaining a good level of development at EYFS, 2013-2015
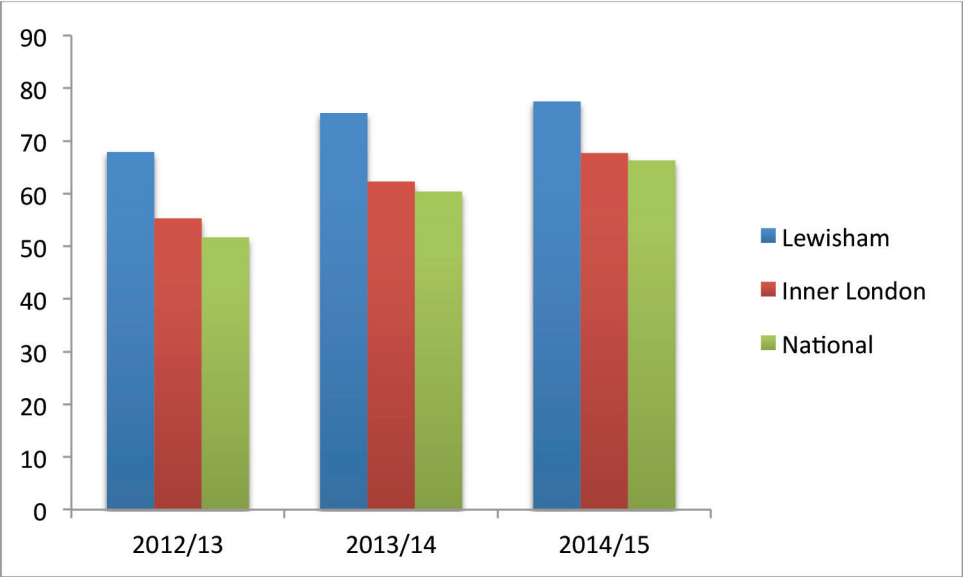
The percentage of both Lewisham's boys and girls attaining a good level of development is far higher than the Inner London and national average for both groups. As is the case nationally, Lewisham's girls outperform boys at EYFS – however the gap between girls and boys in Lewisham is much smaller than the gap between girls and boys in Inner London and in England as a whole.

Lewisham's primary sector

Key Stage 1
Performance at Key Stage 1 is also strong – 83 per cent of pupils achieved the expected level in phonics decoding in Lewisham in 2015, compared to 80.9 per cent in Inner London and 77 per cent nationally. Of pupils receiving free school meals in Lewisham, 78 per cent achieved the expected level in phonics decoding in 2015, compared to 72 per cent in London and 65 per cent nationally.

Figure 4: Percentage of Year 1 pupils meeting required standards of phonics decoding in 2015
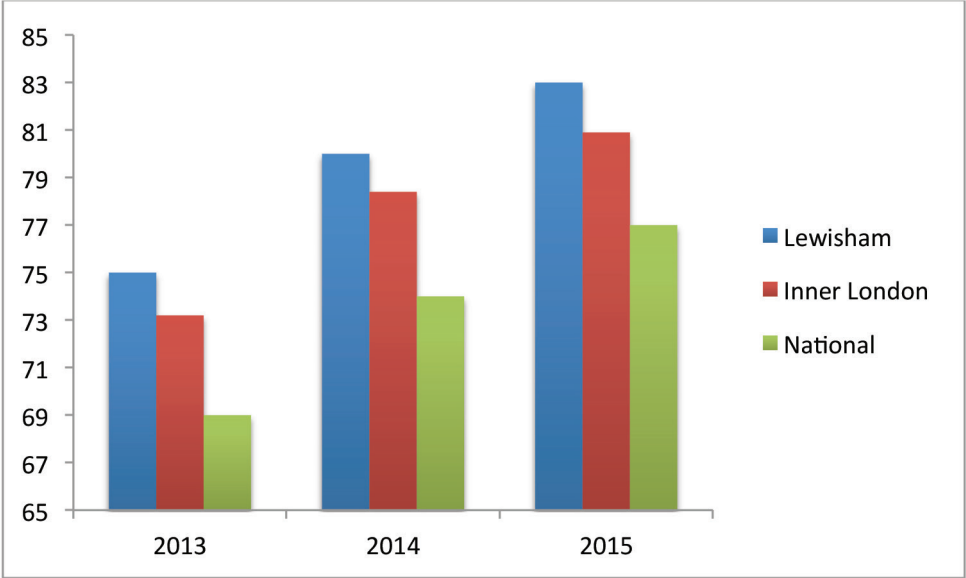
Pupils in receipt of free school meals, pupils with identified SEND, and children from most minority ethnic backgrounds perform – on average - above the national levels for their group in the Year 1 phonics assessment. This places the majority of the borough's children on a strong footing for learning. However, this is not the case for pupils with Pakistani heritage or Gypsy/ Roma pupils.

In terms of average point score for all national curriculum core subjects at Key Stage 1, most of Lewisham' s pupils perform above the national average for their cohort. This is not the case for travellers of Irish heritage or pupils with a statement of special educational needs or an Education, Health and Care (EHC) Plan.

However, there are no pupil groups that perform statistically significantly below the national average at Key Stage 1.

Key Stage 2
In 2015, there were no primary schools in Lewisham that did not meet the floor standard of 65 per cent of pupils achieving level 4+ in reading, writing and mathematics. This compares to 1.7 per cent of schools in London and 5 per cent of schools nationally.

The borough sees a significantly high percentage of pupils (84 per cent) achieve level 4+ in reading, writing and maths combined. This compares with the Inner London average of 84.6 per cent of pupils and is well above the national average (80 per cent). The number of Lewisham's pupils achieving level 5+ in reading, writing and mathematics (29 per cent) is 5 per cent higher than the national average. This is a crucial statistic, as attainment at Level 5 is a strong predictor that children will achieve 5 A* – C (including maths and English) at GCSE.

Figure 5: Percentage of pupils achieving KS2 level 4+ reading, writing, and maths.
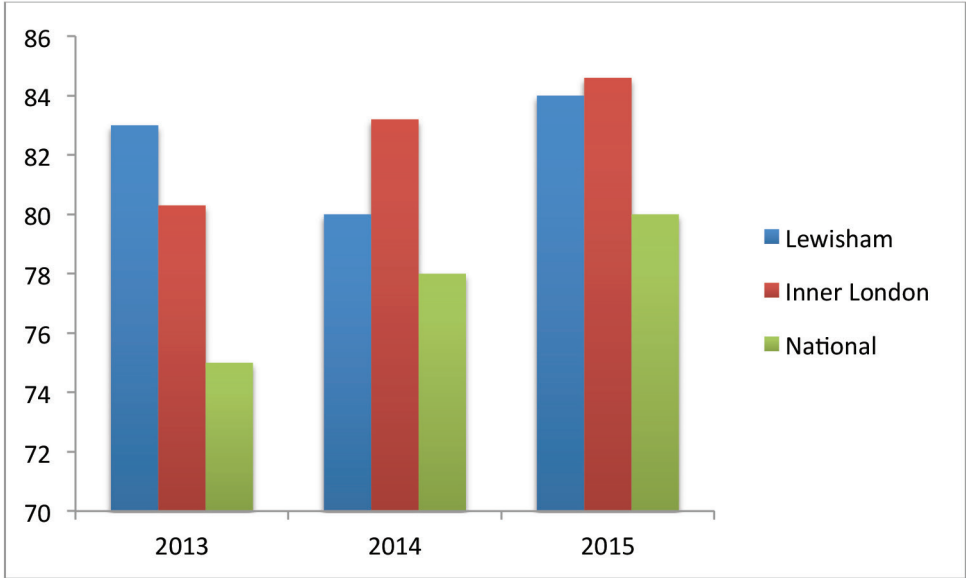
Disadvantaged pupils also do relatively well when compared with other boroughs. Of those pupils in Lewisham who are in receipt of free school meals, 75 per cent achieve level 4+ in reading, writing and mathematics combined. This performance is identical to the rest of London as whole, but nine percentage points higher than for the whole of England. Despite the good performance of pupils in receipt of free school meals as a group (when compared to the national average), in Lewisham the gap between the performance of all pupils and those in receipt of free schools meals at Key Stage 2 has remained static over the past three years.

The percentage of Lewisham pupils with a statement of SEN achieving a level 4 or above in reading, writing and maths, has gone down by 7 per cent to 10 per cent in the period 2013-15. This is the only group in Lewisham whose performance is statistically worse at KS2 than the national average for the same group.

When considering the attainment of those from different minority ethnic backgrounds, all groups, aside from Chinese pupils, perform above the national average for each group. Pupils of Chinese background in Lewisham achieve Key Stage 2 results that are far below the outcomes achieved by this ethnic group across Inner London and wider England[46].

Lewisham's secondary sector
Secondary pupils in Lewisham achieve GCSE results that are significantly below the national average. The gap between the percentage of Lewisham pupils achieving 5 or more A* – C (including maths and English) and both the Inner London and the national average has widened over the past three years.

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[46] www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-revised

Figure 6: Percentage of pupils achieving 5 A* – C GCSE, including English and maths, (or equivalent) 2012 – 15[47]
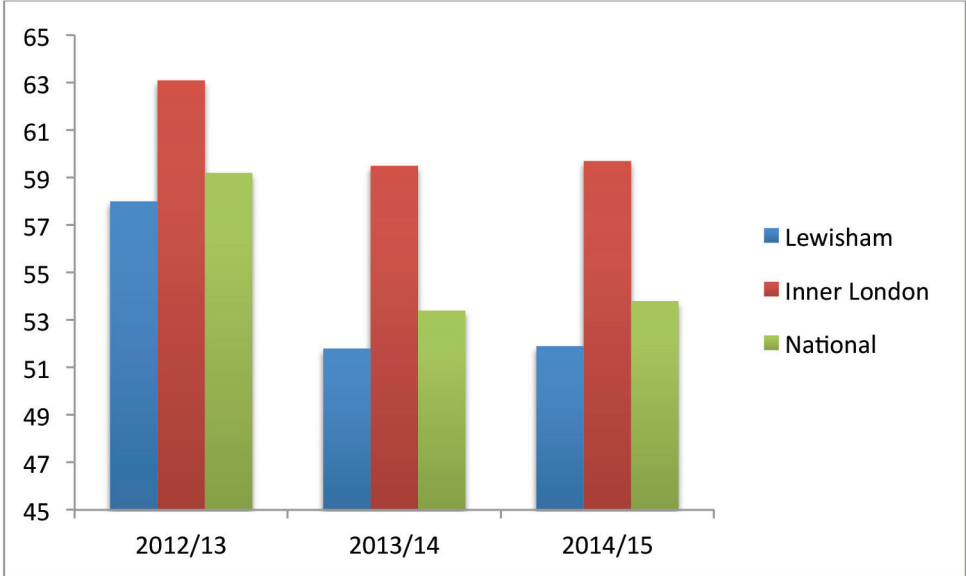
In 2014/15 51.9 per cent of Lewisham's pupils achieved 5 A* – C (including maths and English), compared to 59.7 per cent across Inner London. Lewisham is the lowest performing of all Inner London boroughs against this measure for the past three years[48]. The gap between Lewisham pupils and secondary pupils in Inner London and England as a whole is widening over time.

The percentage of Lewisham pupils attaining the EBacc stands at 18.8 per cent in 2015, compared to an average of 30.2 per cent of pupils across Inner London boroughs. Indeed, the proportion of pupils attaining the EBacc in Lewisham has fallen since 2013 by 0.5 per cent.

Both boys and girls in Lewisham perform significantly below the Inner London and the national average for their cohorts at GCSE. Whilst girls perform better than boys in Lewisham (as they do nationally), Lewisham's girls fall significantly behind their peers across both Inner London and England as a whole, with 55.5 per cent of Lewisham's girls achieving 5 A* – C (including maths and English), compared with 63.7% per cent in Inner London and 58.9 per cent nationally.

In 2015, 69.8 per cent of Lewisham's secondary pupils made expected progress in English between Key Stage 2 and Key Stage 4, compared with 71.1 per cent nationally, and 61.9 per cent of pupils made expected progress in maths, compared with 66.9 per cent nationally. Lewisham falls far behind its statistical neighbours in terms of expected progress in English and maths between Key Stage 2 and Key Stage 4; the percentage of pupils making expected progress was 76.25 per cent (English) and 70 per cent (maths). There is one outlier group, however, with Lewisham's lower attainers making better progress in Maths between Key Stage 2 and Key Stage 4 than the national average for their group.

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47 The implementation of the Wolf reforms in 2013/14 led to a general decline in the number of pupils attaining
    5 A* – C GCSE, including maths and English

48 www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015

Figure 7: Percentage of pupils making expected progress, between KS2 and KS4, in maths by prior attainment (2015)
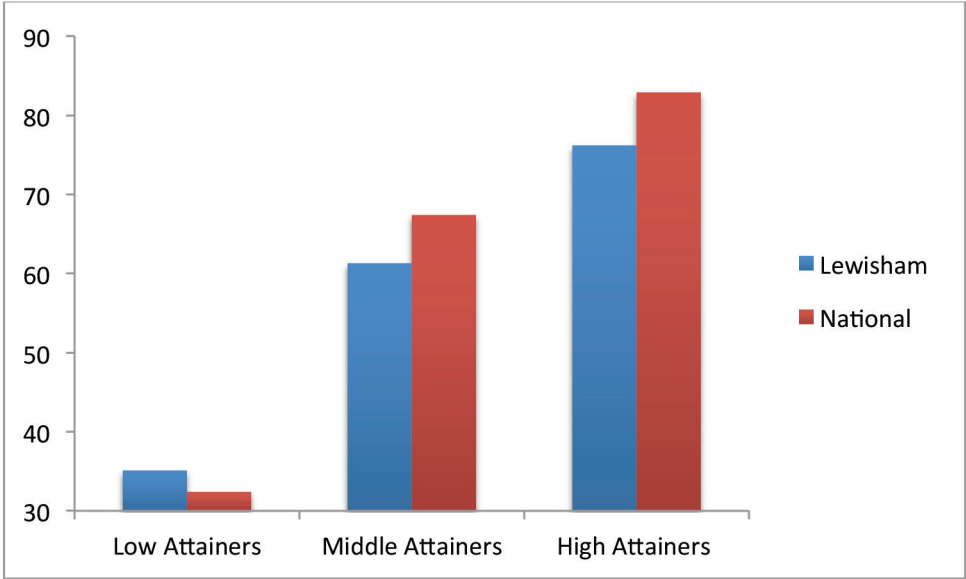
Figure 8: Percentage of pupils making expected progress in English by prior attainment (2015)
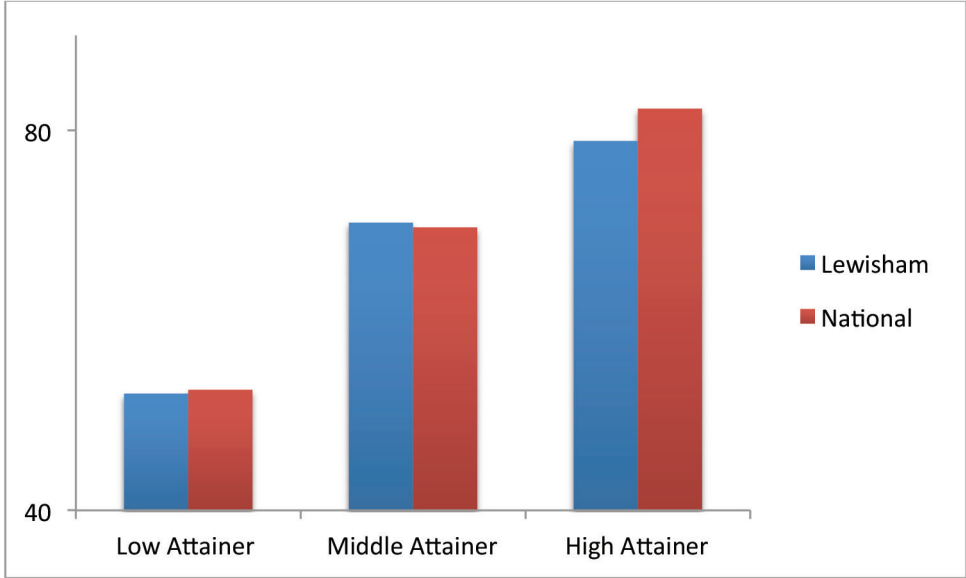
When considering Lewisham's performance by minority ethnic groups, it is clear that children of all backgrounds generally perform far below both the Inner London and the national average for their groups.

Children of mixed ethnicity, black heritage and Chinese heritage perform significantly below the average performance of their respective groups across Inner London and England.

Figure 9: Pupil performance by ethnicity at GCSE (% of children achieving 5 + A* − C including English and maths)
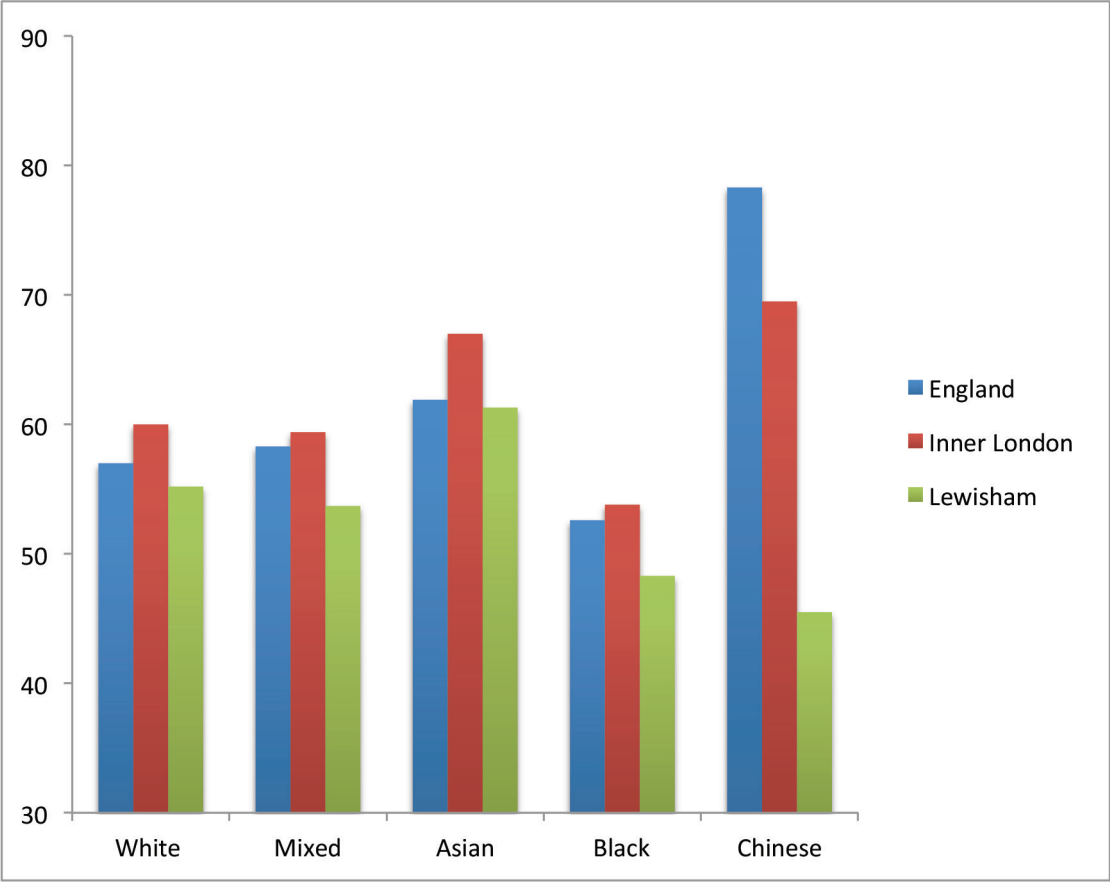
Whilst the significantly below average performance of children of Chinese heritage reflects a considerable year on year drop in performance between 2014 and 2015, the significantly below average performance of black and mixed heritage pupils reflects a long-term trend of below average outcomes amongst these groups. White pupils in Lewisham schools have also underperformed in comparison to their national counterparts over a number of years – although the discrepancies in performance are generally less stark for this group than for those pupils of black and mixed heritage.

The performance tables also reveal another issue for Lewisham relating to higher attaining pupils. The national proportion of these pupils gaining at least 5 A*- C (including English and maths) has been declining slightly over the last three years. In Lewisham, this proportion has also been declining, but at a faster rate than found nationally. In 2015, 86.8 per cent of Lewisham's high attaining pupils reached this benchmark compared with 91.1 per cent nationally. The gap has widened tenfold since 2013. There are eight schools where higher ability pupils' attainment in 2015 fell below the national average and only two where it was higher. This is a weaker profile than in 2014 or 2013 when six schools had higher attaining pupils achieving above the equivalent national average.

The picture is a little more positive in terms of disadvantaged pupils and those pupils with SEND. In terms of achieving 5 A* – C (including maths and English), disadvantaged pupils, using those in receipt of free school meals as a proxy, perform significantly above the national average for these groups. However, the gap between disadvantaged pupils and their peers from more advantaged backgrounds has remained static over the last three years. Only 39 per cent of pupils receiving free school meals achieved 5 A* – C (including maths and English) at GCSE, compared to 59 per cent of pupils not receiving free school meals. In contrast, in the top performing local authorities (Newham, Tower Hamlets), the gap in attainment between the proportion receiving free school meals and those not receiving free school meals is under 10 per cent.

In 2015, the percentage of Lewisham's pupils with a statement of SEN achieving 5 A* – C (including maths and English) was 12.3 per cent, which was higher than both the national average (8.8 per cent) and the borough's statistical neighbours (10.1 per cent). However, when one considers the percentage of Lewisham's pupils with a statement of SEN who are achieving 5 A* – G (including maths and English), the borough's figure of 32.1 per cent falls some way below both the national average (36.1 per cent).

Ofsted judgments on Lewisham's schools
As judged by Ofsted, Lewisham's performance as a local authority in terms of the number of pupils attending good or outstanding primary schools is in stark contrast to its performance in the secondary sector.

Lewisham has a very strong primary and nursery sector. Indeed, it is the fifth highest performing local authority in the country in terms of the percentage of primary-age pupils attending a good or outstanding school (95 per cent)[49]. This is reflected in the performance data at these stages.

Of the 72 schools providing state-funded primary education, 23 are currently judged by Ofsted to be 'outstanding', 42 are 'good', and seven are judged as 'requires improvement'. Four of those schools that are judged as 'requires improvement' are all-through schools. Five of the borough's primary schools (including three all-through schools) are academies.

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[49] Lewisham sits below North Tyneside where 99 per cent of pupils attend a good or outstanding school, Newcastle upon Tyne (97 per cent), Kingston upon Thames (97 per cent) and Camden (96 per cent).

Figure 10: Overall judgment of primary schools' quality based on most recent Ofsted inspections (March 2016)
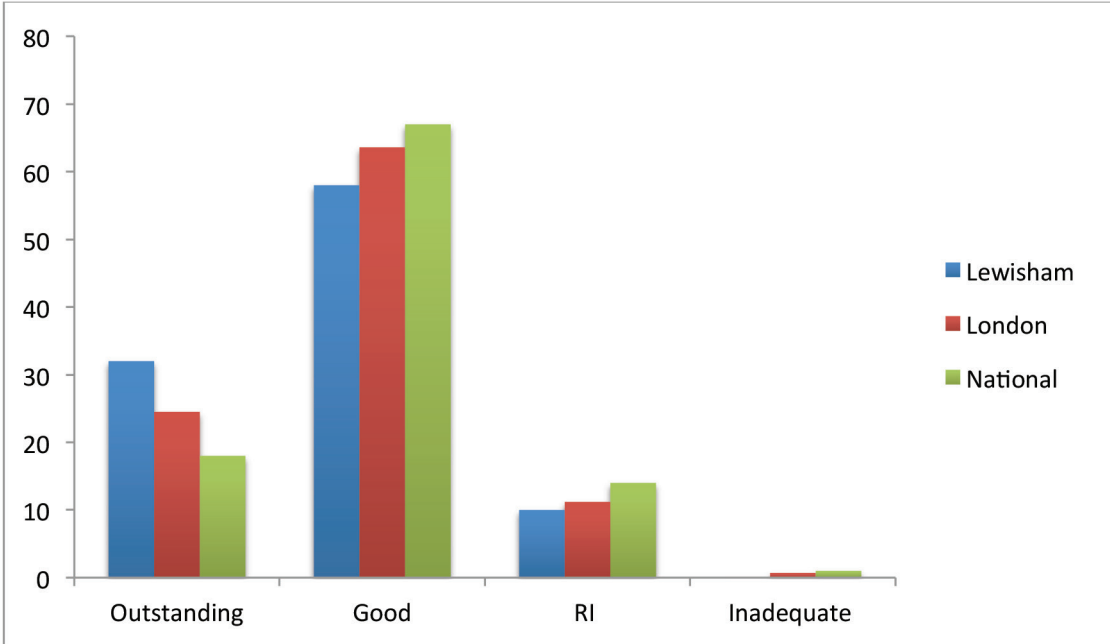
The picture within the secondary sector is less positive. HMCI's Annual Report for 2014/15 reported that 74 per cent of secondary schools were good or better at their last inspection. Lewisham's equivalent proportion is only 57 per cent. This reflects significant variability in the quality of provision across the borough's secondary schools. Two of the borough's eight secondary schools are currently judged by Ofsted to 'require improvement', five are judged to be 'good', and one is judged 'outstanding'. All are currently community schools. There are six 'all through' schools, of which four are currently judged to 'require improvement', one is 'good' and one is 'outstanding'. Three of the borough's all-through schools are academies, of which one is outstanding and two are judged to 'require improvement'.

Figure 11: Secondary providers by most recent overall Ofsted judgment (national figures taken from Ofsted Annual Report 2015)
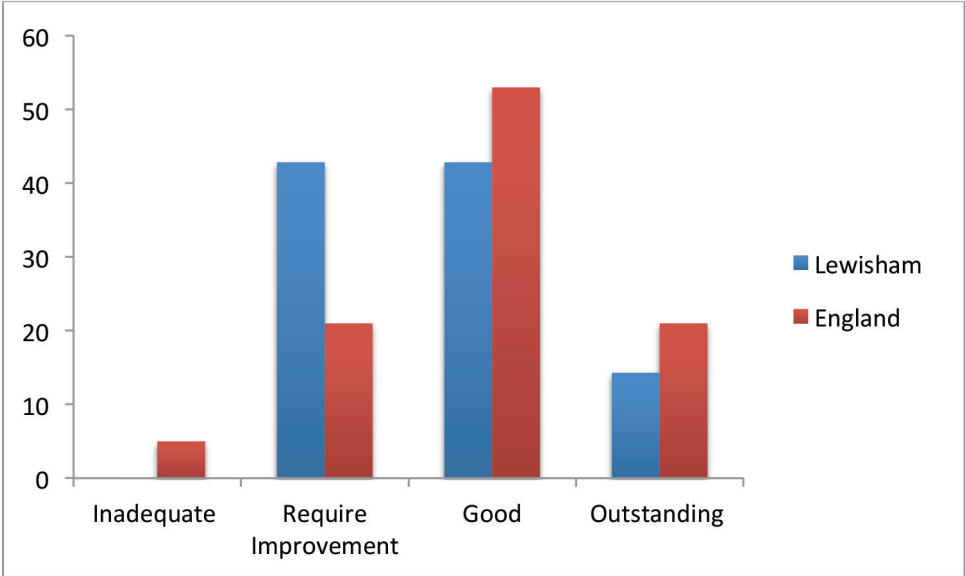
Of the schools that are either secondary or all-through, 43 per cent are below good (the national percentage of secondary schools below good is 26 per cent).

There are five state-funded special schools within the borough, three of which are rated as 'good' and two judged as being 'outstanding'. The borough has one PRU, on two campuses, which is rated 'good' by Ofsted.

The local authority currently maintains 1,582[50] statements and EHC plans. There are currently 534 places in five special schools[51] but nearly a quarter of the children with statements or EHC plans are placed in or choose placements out of the borough.

Lewisham's post-16 sector
Ninety-one per cent of KS4 pupils went on to full-time further education in 2013/14, which is 1 per cent higher than the national average. Most of Lewisham's KS4 pupils attended either a sixth form college, school-based provision, or further education college.

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50 This total includes post-16 students
51 Source: DfE SFS 16/2015, Schools, pupils and their characteristics, January 2015, LA Tables

Figure 12: Destinations of Lewisham's students at post-16
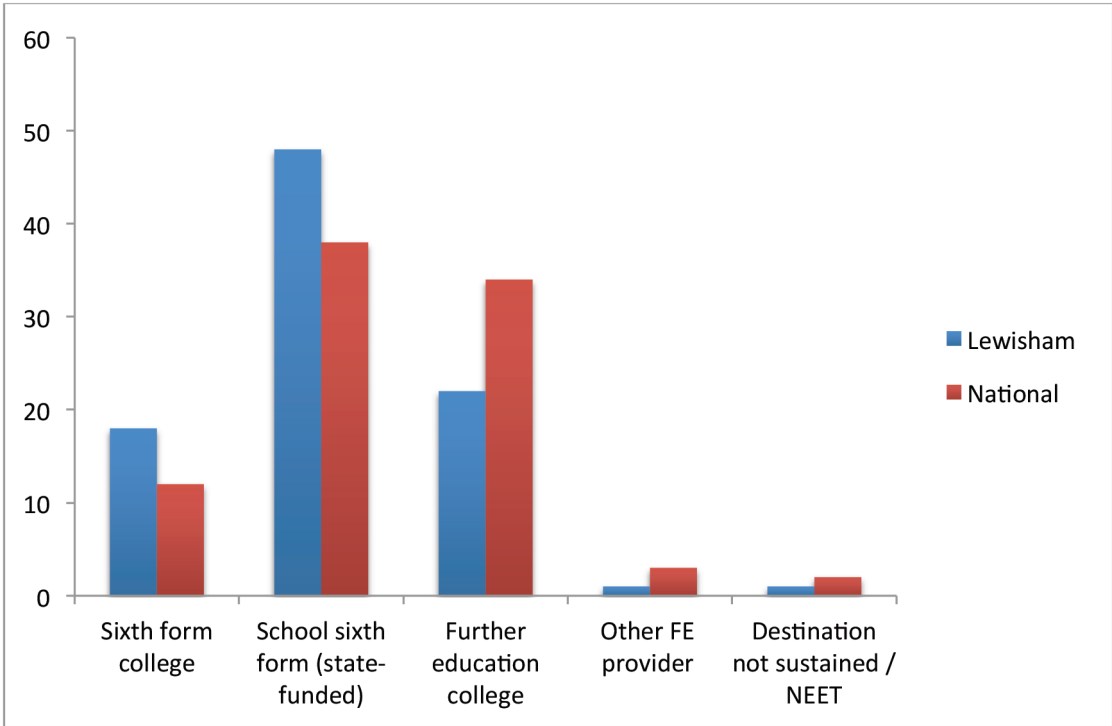
Of Lewisham's cohort of disadvantaged pupils, 51 per cent attend a school or college sixth form compared with 36 per cent nationally.

Eight of Lewisham's 14 state-funded secondary schools provide Key Stage 5 provision. In addition, two further education institutions (one sixth form college and one general FE college) also provide KS5 provision. When translated into student numbers, the non-school FE sector dominates with 4,654 students attending either the sixth form or general further education college, compared with 1,986 students attending state-funded school sixth forms.

Performance in Lewisham's further education sector is very variable. In terms of Ofsted judgments, three of the 10 institutions providing further education provision are either judged as 'requires improvement' or 'inadequate'. Of those students attending a further education institution in Lewisham, 39 per cent attend one that is either judged by Ofsted to 'require improvement' or as 'inadequate'. Two institutions are judged to be 'outstanding' and the remaining five are currently judged to be 'good'[52].

The two independent sixth forms within Lewisham achieve strong results in comparison with most state-funded sixth form provision and provide an alternative avenue of provision for some pupils on completion of Key Stage 4.

52 www.education.gov.uk/schools/performance/download/pdf/32_ks5.pdf

The percentage of those students in Lewisham institutions achieving 3 A levels at A* - E grade is 78.2 per cent, which is 1 per cent above the national average for state-funded institutions. However, when taking into account those students achieving A-levels qualifications and equivalent qualifications (at the same level of performance) the figure falls to 77.4 per cent - 1 per cent below the national average.

Figure 13: Achievement of students attending Lewisham's further education institutions
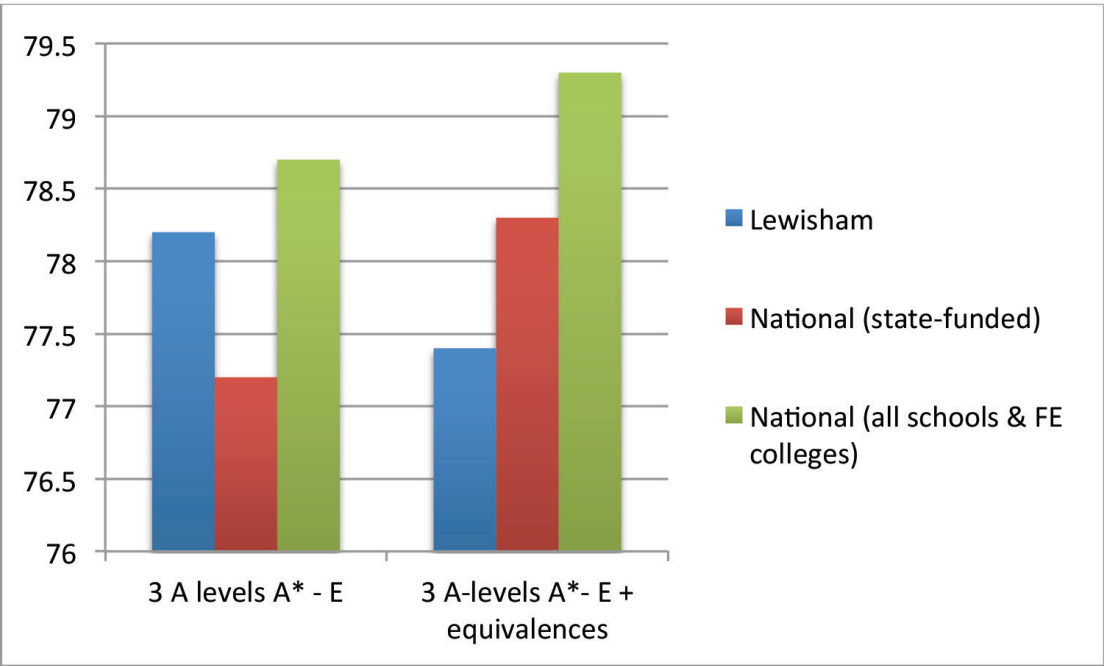
Performance on entry to KS5 is below the national average[53]. More stark, however, is the average point score attained by students on completion of A levels or equivalent qualifications. As the table below shows, Lewisham students perform significantly below the national average and are therefore placed at a significant disadvantage when looking to apply to higher education or to the jobs market:

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[53] www.education.gov.uk/schools/performance/download/pdf/32_ks5.pdf

Figure 14: Average points achieved by students at A level and/or equivalent qualifications
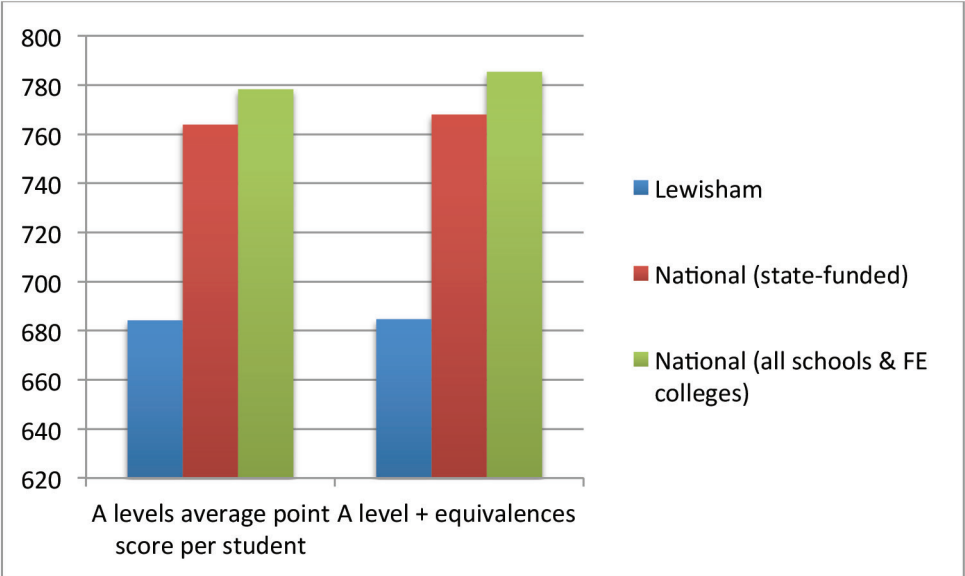
Given this performance it is also no surprise that the percentage of students gaining AAB or higher in at least two facilitating subjects is less than half that of the national average. Just 5.5 per cent of students attained this standard on completion of KS5, compared to a national average of 11.8 per cent of students in state-funded institutions, and 14.7 per cent of students in all institutions.

Students of Caribbean heritage perform significantly below their peers at Key Stage 5, with the average point score per student for this group being 588.5 points (against an LA average of 639.3points[54]). Pupils of White British and African heritage perform above this and the relevant national average measure.

In terms of progress to higher education, 49 per cent of Lewisham students who entered an A level or other level 3 qualification went on to a higher education institution, compared to 62 per cent of such students across Inner London, and 58 per cent nationally. Eleven per cent of students went on to attend a Russell Group university (including Oxford or Cambridge). This contrasts with 14 per cent of pupils across Inner London and 17 per cent nationally.

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[54] N.B. These figures are taken from the Local Authority's Post 16 LA Profile and include some qualification outcomes that the DfE methodology for vocational and A-level routes (cited on the previous page and chart) does not include.

Absence and exclusions

Absence and persistent absences

Lewisham has experienced a recent increase in levels of persistent absence in the primary sector, with the borough now being above the national average for this measure. This is particularly concerning given that persistent absence is a significant issue for the borough's secondary sector.

Figure 15: Percentage of persistent absences amongst primary-age pupils
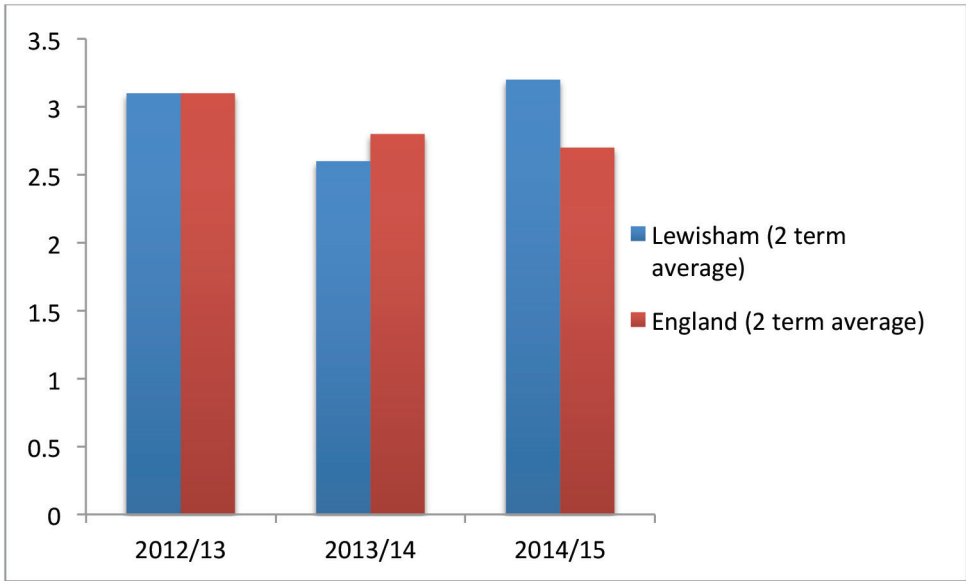
At primary phase, Bangladeshi children have over **double** the level of persistent absence (7.2 per cent) compared with their national counterparts (3.3 per cent). In addition, white British, white Irish and mixed white and Caribbean pupils are higher than the national average for their groups.

The level of unauthorised absences amongst primary age pupils has remained high for a number of years, and is above the national average.

Figure 16: Percentage of unauthorised absences in Lewisham primary schools 2012/13 – 2014/15
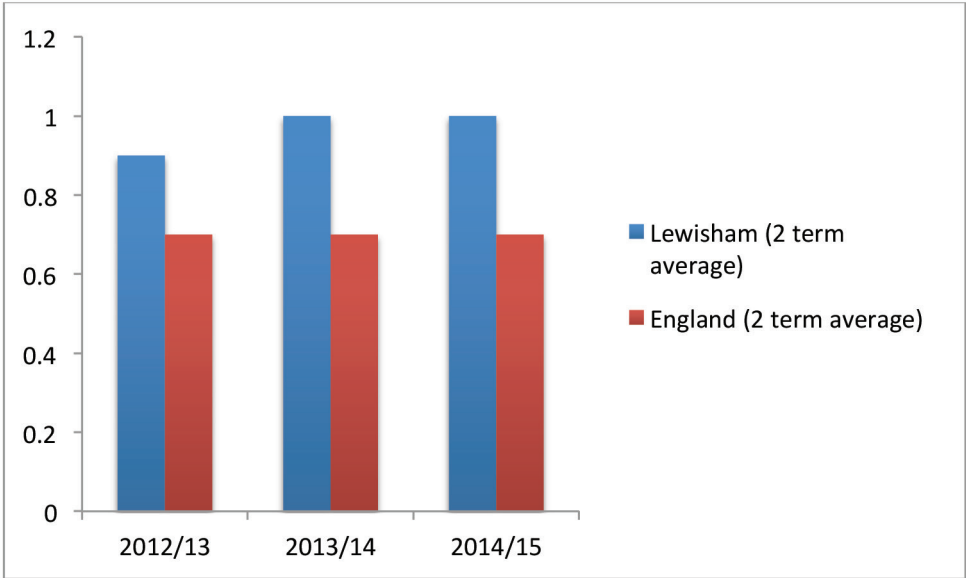
Lewisham's secondary sector experiences very high and growing levels of persistent absence. Whilst levels of persistent absence have decreased nationally over the past three years, Lewisham has seen levels increase by 0.3 per cent. The borough is the worst ranking authority in both Inner London (and London as a whole) in terms of levels of persistent absence amongst its secondary pupils. The borough also performs worst of all against this measure when compared with its statistical neighbours.[55] In the secondary phase, white British students have almost double the level of persistent absence (11.3 per cent) as their national counterparts (6 per cent). In addition, mixed white and black Caribbean students (10.8 per cent) are higher than the national average for this group (8.3 per cent).

The number of unauthorised absences amongst secondary age pupils has also been significantly above the national average for the last three years.

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[55] Autumn 2014/Spring 2015 School Census Data – DfE Statistical Release

Figure 17: Percentage of persistent absences amongst secondary age pupils
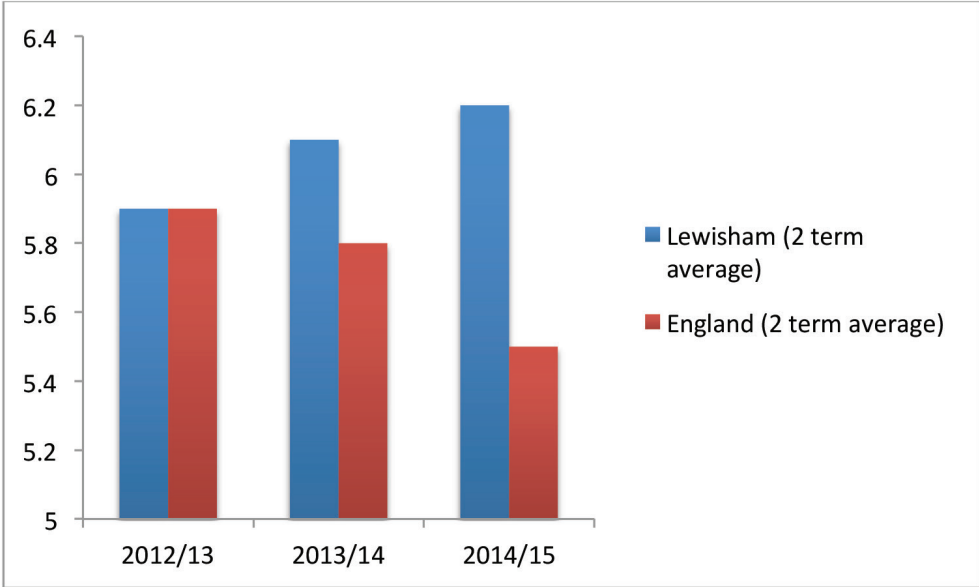
Persistent absentees are more likely to come from disadvantaged backgrounds. Three in four persistent absentees reside in super-output areas (SOAs) in the bottom three deciles for deprivation nationally, and seven in 10 were in receipt of free school meals at some point in the last six years. Pupils with special educational needs, many of whom are transported to and from school, were less likely to be persistent absentees than non–SEN pupils. One in two persistent absentees is in either Year 10 or Year 11[56].

White British pupils have almost double the level of persistent absences when compared with the national average for this group. In addition, white mixed and black Caribbean pupils are overly represented – with 10.8 per cent being persistent absentees (compared to the 8.3 per cent national average for this group).

Exclusions

Lewisham's primary sector has experienced no permanent exclusions within the last few years. This compares to a national average of 0.02 per cent of the school population having been permanently excluded within each year for the last three years (2011/12; 2012/13; 2013/14). This is in stark contrast with Lewisham's secondary sector, where permanent exclusion rates are almost treble the national average and are over double the percentage in Lewisham's statistical neighbours. Permanent exclusion rates across Lewisham's secondary sector have been above average for over six years running.

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56   Autumn and spring term 2014/15

Appendix 3 Review of secondary school performance in the London Borough of Lewisham

Michael Chisnall, 11 March 2016

Background to the review

1. This report was commissioned by Christine Gilbert to support the work of the Lewisham Education Commission. The brief was to analyse the most recent Ofsted inspection reports, and other key performance data, to identify any trends or issues that might explain the current performance of Lewisham's secondary schools.

Context of Lewisham's secondary schools

2. The 2015 5 A*-C GCSE (including English and maths) performance of secondary schools in Lewisham (51.9 per cent) is below the national average for all state funded schools (57.1 per cent) and the lowest of all London boroughs. The gap between Lewisham and the national picture is widening over time. This is despite the performance of Lewisham pupils at Key Stage 2 being above the national average for at least the last four years.

3. The majority of the most recent inspection reports for Lewisham's secondary schools make reference to attainment on entry to Year 7: four are noted to be around average, five below average and only one is noted to be slightly above average. Four reports made no reference to attainment on entry. The earliest inspection reports date from 2012; from this year Lewisham's primary school outcomes have been above average.

4. There are 14 relevant schools, including academies and free schools, one of which has not yet generated GCSE results. All of these schools have higher than average proportions of disadvantaged pupils, those from minority ethic heritages, and those with English as an additional language. Nine of them have higher proportions of pupils with disabilities or special educational needs than found nationally.

Summary of main findings

5. Lewisham's secondary schools do not paint a strong picture in relation to GCSE attainment and progress. Not only are these below national averages, they are also in decline. Too many schools require improvement as judged by inspectors, although none is deemed inadequate.

6. In reviewing the most recent inspection reports and performance tables over a number of years, it is clear that there are several factors that are common to many schools and may well be having a negative impact on overall attainment. The local authority may wish to consider the following areas for improvement in its support for schools:
   - pupils' progress in mathematics in KS3 and KS4
   - the quality of marking and feedback to pupils
   - the promotion of literacy and numeracy across the curriculum
   - progress and attainment of higher ability pupils

Analysis of the most recent Ofsted inspection reports

7. Fourteen reports were analysed, dating from 2012 to late 2015. At their most recent inspection, two schools were judged to be outstanding overall, six were good and six required improvement. HMCI's Annual Report for 2014/15 reported that 74 per cent of secondary schools were good or better at their last inspection. Lewisham's equivalent proportion is only 57 per cent.

8. Most schools (9) maintained their overall effectiveness grade at their last inspection, two declined but only three showed an improvement. Of this latter group, two emerged from serious weakness and special measures.

9. Pupils' achievements were judged to be good or better in nine of the schools. Inspectors raised concerns about the promotion of literacy skills across the curriculum in three schools; either mathematics progress or numeracy across the curriculum in another four schools; and concerns about both literacy and numeracy in one more school.

10. The quality of teaching was found to require improvement in six of the 14 schools. It was outstanding in just two schools. The most consistent factor in why teaching was not of higher quality was that of marking. Inspectors reported that this was a weakness to a greater or lesser extent in 12 of the 14 schools; two of these references were linked specifically to marking and feedback in maths.

11. Behaviour and safety were reported as being good or better in 10 of the schools; in five of them they were outstanding. In two of these and a further two that required improvement, low level disruption was noted in some classes. This is clearly not a major issue for Lewisham where behaviour overall is good.

12. Leadership and management were judged to be good or better in 12 of the 14 schools. In four of them they were outstanding. Inspectors referred to a variety of strengths: the most often cited was effective governance (10 schools). Capacity for improvement was noted to be strong in six schools; in a further five, strong capacity for improvement was implied. In a minority of schools (mainly those requiring

improvement), the monitoring of teaching was noted to be weak; this was sometimes linked to the development of middle leadership.

13. In all the inspections, inspectors identified what the schools should do further to improve their effectiveness. The issues were varied but there was one issue that was identified in nine schools: that of the quality of marking. Progress or attainment in mathematics were cited in three schools as an area for development.

Scrutiny of performance tables

14. Lewisham's performance using the 5 A*-C (including English and maths) measure has been below the national average for at least the last three years and the gap is widening. This is most pronounced when compared with state funded schools nationally. In 2015, the gap was 5.2 per cent, up from 4.8 per cent the previous year and 2.5 per cent in 2013. In 2015, five of 13 schools showed a decline in this measure from 2014.

15. Low and declining primary school average points score for the relevant years might explain this position, but this has not been the case. The table below shows Lewisham's improving primary performance alongside the equivalent cohort's GCSE performance five years on.

Figure 1: Relative performance from Y6 to Y11

Primary APS relative to national average for state funded schools		Secondary % 5 A*-C (E&M) relative to national average for state funded schools	
2008	-0.5	2013	-2.5%
2009	-0.4	2014	-4.8%
2010	+0.1	2015	-5.2%
2011	0.0	2016	
2012	+0.6	2017	
2013	+0.7	2018	
2014	+0.6	2019	
2015	+0.5	2020	

16. As primary performance has improved from a below average position, the same cohort five years later has declined in its performance becoming still further behind the national average. These figures do not take account of any inward or outward migration of Lewisham's pupils in the intervening five years. Just two of the inspection reports referred to above noted high levels of pupil mobility.

17. Clearly, the upward trend in primary performance should impact positively on GCSE results five years later. This has not been the case up to 2015.

18. The performance table figures relating to expected progress in English and maths point to where there are some significant variations between schools and which might explain weaker overall attainment.

Figure 2: Expected progress in English and maths in Lewisham's secondary schools over three years: relative difference in maths

	2015			2014			2013		
	En	Ma	Diff	En	Ma	Diff	En	Ma	Diff
National average	71	67	**-4**	72	66	**-6**	70	71	**+1**
LA average	70	62	**-8**	76	62	**-14**	72	71	**-1**
School									
Addey & Stanhope	61	52	**-9**	85	77	**-8**	77	74	**-3**
Bonus Pastor	75	74	**-1**	94	67	**-27**	68	72	**+4**
Conisborough	79	56	**-23**	80	53	**-27**	78	74	**-4**
Deptford Green	76	58	**-18**	81	67	**-14**	74	67	**-7**
Forest Hill	69	64	**-5**	75	74	**-1**	69	73	**+4**
HAHC	65	69	**+4**	75	74	**-1**	80	84	**+4**
HAKA	79	56	**-23**	80	60	**-20**	62	74	**+12**
Prendergast Ladywell Fields	45	53	**+8**	77	43	**-34**	56	59	**+3**
Prendergast	89	76	**-13**	88	79	**-9**	87	79	**-8**
Sedgehill	74	62	**-12**	67	57	**-10**	68	61	**-7**
St Matthew	61	68	**+7**	80	59	**-21**	81	64	**-17**
Sydenham	81	64	**-17**	71	65	**-6**	79	80	**+1**
Trinity CE	77	68	**-9**	69	49	**-20**	83	73	**-10**

Red – where the difference between En and Ma is greater than the national average
Green – where the difference between En and Ma is less than or reversed from average

19. This table shows some significant issues:

- The proportion of Lewisham's pupils that make expected progress in English is similar to that found nationally

- The proportion of Lewisham's pupils that make expected progress in mathematics is lower than average and the gap between progress in English and mathematics is wider than average. This has been the case for the last two years.

- In more than half of schools (9), the gap between expected progress in English and maths is wider than found nationally; in six the gap is in double figures.

- This maths issue has been the case in eight schools for the last three, or two out of the last three, years.

20. The performance tables also reveal another issue for Lewisham; this relates to the attainment of higher ability pupils. The national proportion of these pupils gaining at least 5 A*– C (incl En and Ma) has been declining slightly over the last three years. In Lewisham this proportion has also been declining, but at a faster rate than found nationally. In 2015, 86.8 per cent of Lewisham's pupils reached this benchmark against 91.1 per cent nationally. The gap has widened tenfold since 2013. There are eight schools where higher ability pupils' attainment in 2015 fell below the national average, and only two where it was higher. This is a weaker profile than in 2014 or 2103 where six schools had more able pupils attaining above the equivalent national average.

21. GCSE attainment (5A*– C EM) has declined in seven schools since their last inspection year, remained about the same in six. In only one school is attainment up since its last inspection.

Published inspection reports scrutinised as part of this review
Addey and Stanhope Secondary School (2012)
Bonus Pastor Catholic College (2013)
Conisborough College (2012)
Deptford Green School (2014)
Forest Hill School (2013)
Haberdashers' Aske's Hatcham College (2014)
Haberdashers' Aske's Knights Academy (2015)
Prendergast Ladywell School (2014)
Prendergast School (2013)
Prendergast Vale College (2015; no GCSE results as yet)
Sedgehill School (2013)
St Matthew Academy (2013)
Sydenham School (2013)
Trinity Church of England School, Lewisham (2014)

Appendix 4

Distribution of additional primary school places in Lewisham since 2008/09

School	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Primary place-planning locality 1: Forest Hill and Sydenham									
Adamsrill		√	√	√	√	Expanded			
Dalmain		√	√	√	Expanded				
Eliot Bank					√				
Fairlawn		√				√			
Haseltine					√	YR & Y1	√		
Horniman				√				√	
Kelvin Grove			√	√	Expanded		√		
Kilmorie		√	√	√	Expanded	√			
Perrymount			√			√			
Rathfern				√	√				
St Bartholomews					√	Expanded			
St George's			√					Expanded	
St Michael's						√			
St William of York				√					
Primary place-planning locality 2: Lee Green									
All Saints									√
Brindishe Lee			√			√			
John Ball		√		√					
Brindishe Manor			√						
Trinity CE						New provision			
St Winifred's						√	√	√	√
Primary place-planning locality 3: Brockley, Lewisham and Telegraph Hill									
Ashmead			√		√				
Beecroft Gardens	√				Expanded		√		
Brindishe Green									√
Edmund Waller			√					√	
Gordonbrock				√	Expanded				
Holbeach	√	√						Expanded	
John Stainer		√			√	√	Expanded		
Lucas Vale				√			√		
Myatt Garden				√					
Prendergast Primary							New provision		
Prendergast Vale					√				
St Stephens CE				√					
Turnham			√	√				Expanded	

School	2008 /09	2009 /10	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17
Primary place-planning locality 4: Catford, Bellingham and Grove Park									
Athelney			√	√					
Baring			√						
Coopers Lane				√	√	√	Expanded		
Elfrida					√		√	√	
Forster Park		√	√		√	√	√	Expanded	
Rushey Green			√	√	√		Expanded		
Sandhurst		√	√	√	Expanded				√
Torridon			√				√		
Primary place-planning locality 5: Deptford and New Cross									
Deptford Park		√	√				√		
Grinling Gibbons				√	√				
Kender			√	√	Expanded		√		
St Josephs				√	√	√		√	
Primary place-planning locality 6: Downham									
Downderry					√				
Good Shepherd				√					
Launcelot			√						
Marvels Lane						√			
Haberdashers Aske's Knights Temple Grove					√	Expanded			
Rangefield				√					

Appendix 5 Forecast of school places in Lewisham

Primary places – borough wide

Forecast year	R	1	2	3	4	5	6
2014/15	3865	3708	3747	3545	3391	3231	2993
2015/16	3946	3877	3681	3683	3508	3390	3218
2016/17	3893	3968	3858	3628	3652	3514	3385
2017/18	3898	3921	3956	3807	3605	3667	3516
2018/19	3944	3921	3903	3899	3796	3613	3649
2019/20	4033	3957	3903	3877	3910	3777	3589

Primary places by planning area

Area name:	Primary place-planning locality 1: Forest Hill and Sydenham						
Forecast year	R	1	2	3	4	5	6
2014/15	978	1025	1050	936	902	822	739
2015/16	1044	1009	973	950	885	848	761
2016/17	1035	1047	1001	956	939	884	844
2017/18	995	1040	1041	985	947	940	883
2018/19	1014	998	1031	1022	981	946	933
2019/20	1044	1018	998	1025	1026	977	942

Area name:	Primary place-planning locality 2: Lee Green						
Forecast year	R	1	2	3	4	5	6
2014/15	390	401	317	345	363	341	309
2015/16	393	411	360	370	367	347	348
2016/17	391	397	411	353	368	370	348
2017/18	423	394	396	406	350	370	371
2018/19	431	427	396	394	408	355	370
2019/20	441	433	431	394	397	405	354

Area name:	Primary place-planning locality 3: Brockley, Central Lewisham and Telegraph Hill						
Forecast year	R	1	2	3	4	5	6
2014/15	881	796	846	758	708	741	697
2015/16	943	923	853	830	737	748	714
2016/17	904	946	916	839	821	736	745
2017/18	961	907	940	903	830	822	735
2018/19	979	963	900	925	899	829	816
2019/20	1004	981	959	892	926	894	826

Area name:	Primary place-planning locality 4: Catford Bellingham and Grove Park						
Forecast year	R	1	2	3	4	5	6
2014/15	695	602	669	637	640	575	510
2015/16	702	665	657	695	643	648	652
2016/17	698	705	660	647	688	639	645
2017/18	724	706	705	653	644	692	639
2018/19	710	727	703	694	649	645	689
2019/20	719	711	726	698	693	643	637

Area name:	Primary place-planning locality 5: Deptford and New Cross						
Forecast year	R	1	2	3	4	5	6
2014/15	542	530	487	475	444	425	405
2015/16	512	467	479	467	478	419	413
2016/17	499	521	471	477	470	484	425
2017/18	453	508	525	469	480	477	490
2018/19	463	463	510	522	472	486	479
2019/20	477	469	459	509	526	473	485

Area name:	Primary place-planning locality 6: Downham						
Forecast year	R	1	2	3	4	5	6
2014/15	379	354	378	394	334	327	333
2015/16	352	402	359	371	398	380	330
2016/17	366	352	399	356	366	401	378
2017/18	342	366	349	391	354	366	398
2018/19	347	343	363	342	387	352	362
2019/20	348	345	330	359	342	385	345

Secondary places – borough wide

Forecast year	7	8	9	10	11	12	13
2014/15	2360	2239	2330	2427	2087	1028	804
2015/16	2478	2372	2269	2332	2323	959	791
2016/17	2672	2501	2414	2282	2243	1078	749
2017/18	2816	2705	2554	2436	2204	1050	849
2018/19	2919	2843	2754	2569	2378	1043	821
2019/20	3038	2943	2890	2766	2509	1117	799
2020/21	2992	3063	2991	2903	2657	1167	847
2021/22	3130	3003	3074	3002	2913	1227	887

CHILDREN & YOUNG PEOPLE'S SELECT COMMITTEE		
Report Title:	Update On The Youth Service Mutual	
Key Decision:	Yes	**Item No: 5**
Ward:	All	
Contributors:	Executive Director (Children & Young People) Head of Targeted Services & Joint Commissioning (Children & Young People)	
Class:	Part 1	**Date:** 8 June 2016

1. Purpose

1.1. The purpose of this report is to provide an update on the mutualisation of the Youth Service, following the previous report presented to CYP Select Committee in April 2016.

2. Recommendation

2.1. It is recommended that Members agree:

- To discuss and note the summary of progress to date and next steps (as outlined in sections 3 and 4)
- To note the content of the confidential contract award report presented to Mayor & Cabinet on 1 June 2016 (found at **Appendix 1**)

3. Progress To Date

3.1. The tender process for the provision of youth services was undertaken between January and May 2016 under Regulation 77 of the Public Contracts Regulations 2015**.**

3.2. An overview of the key activities is provided below:

January – March 2016	Preparation of tender documentation
23 March 2016	Contract notice published in OJEU & tender documentation available
22 April 2016	Deadline for tender submissions
Late April/May 2016	Tender evaluation process & preparation of award report
1 June 2016	Award report presented to Mayor & Cabinet

3.3. The award report provides an overview of the evaluation process, including the criteria, approach and scoring methodology used, a synopsis of the bids received and the rationale for the recommendation of the contract award.

4. Next Steps

4.1. It is anticipated that the contract will be in place by July 2016, assuming that the recommended provider is appointed.

4.2. Key activities for the implementation and transition phase include:

- Finalisation of contract details
- TUPE transfer of staff from the Council
- Infrastructure arrangements for the mutual organisation (including buy-back of any corporate services and 'disentangling' of Council functions)

5. Conclusion

5.1. Although the timescales for this project have always been challenging, the tender process was completed successfully and officers are confident that the recommended provider will be able to deliver a high-quality service for Lewisham's young people.

6. Financial Implications

6.1. There are no new financial implications that have arisen since the contract award report was presented to Mayor & Cabinet.

7. Legal Implications

7.1. There are no new legal implications that have arisen since the contract award report was presented to Mayor & Cabinet.

8. Equalities Implications

8.1. There are no new equalities implications that have arisen since the contract award report was presented to Mayor & Cabinet.

9. Environmental Implications

9.1. There are no specific environmental implications arising from this report.

10. Background Documents & Originator

10.1. The contract award report and supporting documents can be found at **Appendix 1**. These items are restricted as they contain exempt information as defined in paragraph 3 of Part of Schedule 12A of the Local Government Act 1972.

10.2. If there are any queries about this report, please contact Warwick Tomsett (Head of Targeted Services & Joint Commissioning) on extension 48362 or at warwick.tomsett@lewisham.gov.uk.

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Children and Young People Select Committee			
Title	Lewisham Attendance and Exclusions	Item No	6
Contributors	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
Class	Part 1	Date	8th June 2016

1. Purpose of report

1.1 As part of its work programme the Committee has requested a report on Lewisham's current attendance and exclusion performance indicators and outcomes. Officers anticipate producing this report annually as part of accountability and performance monitoring.

1.2 This report sets out the context, legal framework and position in relation to attendance and exclusions in Lewisham. It also provides an analysis of Lewisham performance indicators and the actions that the local authority and Lewisham education providers are taking to effect progress.

1.3 This report should be read in conjunction with the Lewisham Alternative Provision Review Report which outlines in detail the actions we are taking to improve attendance and reduce exclusions.

2. Recommendations

The Select Committee is asked to note the content of the report and monitor the actions and progress on an annual basis:

- Implement a programme to improve levels of attendance of children and young people in Lewisham and attending Lewisham Alternative Provision.
- Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- Increase the number of children and young people who are re-integrated back in to Lewisham Schools.

3. Summary

- Total **school absence** (authorised and unauthorised) across all schools in Lewisham for 2014/15 was **4.5%.** Lewisham was ranked 48th and in the second quartile.
- Total **absence from primary** schools (unauthorised and authorised) in Lewisham for 2014/15 was **3.90**%. Lewisham primary schools were in the top quartile and ranked 36th nationally.
- Total **absence from secondary** schools (authorised and unauthorised) in Lewisham for 2014/15 was **5.3%**, in line with England but worse than its statistical neighbours.
- Total **persistent absence** from all schools in Lewisham for 2014/15 was **4.10%.** This puts Lewisham as rank 115 and in the bottom quartile.

1

- Lewisham overall **fixed term exclusions** at **3.72%** were worse than its statistical neighbours **(3.55%)**, London **(2.9% and rank at 28)** and England averages **(3.5%)** for 2014/15.
- Lewisham **secondary fixed term exclusions** were at **7.9%** for 2014/15, worse than its statistical neighbours **(7.45%)**, London **(5.94% and rank at 28)** and England averages **6.2%)**.
- The **primary fixed term exclusions** have reduced to **0.91%** and were better than statistical neighbours (**0.97%**) and England averages **(1.02%),** but worse than London **(0.68% and rank at 26)** for 2014/15.
- Lewisham overall **permanent exclusions** were at **0.13%** and worse than its statistical neighbours **(0.07%)**, London **(0.07%)** and England averages **(0.06%)** for 2014/15.
- **Primary permanent exclusions** have remained at 0% since 2008.
- However **secondary permanent exclusions** were at **0.38%**, worse than statistical neighbours **(0.16%)**, London **(0.15%)** and England averages **(0.13%)** for 2014/15.

4. Policy context

4.1 **The Lewisham's Children and Young People's Plan 2015 – 2018: Together with families, we will improve the lives and life chance of the children and young people in Lewisham.**
Six specific areas have been prioritised to raise the attainment and achievement of secondary age pupils and young people. These are providing sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement.

AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
- To increase attendance at primary and secondary schools from our performance in all measures which are below the London average in 2015, to be in line with the London average by 2018.
- To reduce exclusions at secondary schools from our performance which are well below the England average in 2015 to be in line with the London average by 2018.

5. The legal framework for the attendance and exclusions (fixed and permanent)

5.1 **What are the legal requirements on local authorities in relation to school attendance?**
Details on the legislative requirements are set out in **Appendix 1** but they can be summarised as:
The government expects schools and local authorities to:
- Promote good attendance and reduce absence, including persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled;
- Act early to address patterns of absence;
- Encourage parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly; and
- Ensure all pupils are punctual to their lessons.

5.2 **What are the legal requirements on local authorities in relation to pupil exclusion?**

2

Details on the legislative requirements are set out in **Appendix 2** but they can be summarised as:

- The legislation governs the exclusion of pupils from: maintained schools; Academy schools / Free Schools; Alternative Provision Academies / Free Schools; and pupil referral units in England.
- The legislation provides statutory guidance to head teachers; governing bodies; local authorities; Academy Trusts; independent review panel members; independent review panel clerks; and special educational needs experts must have regard when carrying out their functions in relation to exclusions.

6. Background

Attendance - national context – pupil absence in schools in England 2014/15

6.1 **Context of how data is sourced**

Pupil-level attendance data for primary, secondary and pupil referral units is collected once each term via the Department for Education (DfE) School Census data collection return and published in a Statistical First Release (SFR). Full-year attendance data for special schools is collected once annually at the Autumn School Census[1].

6.2 The **national** pupil absence data outlined below is published in the DfE Statistical First Release (SFR) in March 2016 and gives annual attendance data for 2014/2015.

- The **overall absence** rate across state-funded primary, secondary and special schools has increased slightly from **4.5%** in 2013/2014 to **4.6%** in 2014/15.
- Overall **absence rates** have followed a generally downward trend since 2006/2007 when the overall absence rate was **6.5**%.
- The **overall absence** rate in **primary** schools increased from **3.9%** to **4%** between 2013/14 and 2014/15.
- Overall absence in secondary schools increased from **5.2%** to **5.3%**
- Overall absence in special schools the rate increased from **9%** to **9.4%**.
- The total number of days missed across all state-funded primary, secondary and special schools due to overall absence has risen from 52.0 million in 2013/2014 to 54.5 million in 2014/15. This reflects both the slight increase in overall absence and the higher total number of pupil enrolments in 2014/15 compared to 2013/14.

(Further details on national absence data is in Appendix 3)

7. The Lewisham Context – Pupil Absence

7.1 **Absence in Primary Schools (see Table A, Appendix 4)**

Total absence from primary schools (unauthorised and authorised) for 2014/15 in Lewisham was **3.90**%. Lewisham primary schools were in the top quartile and ranked 36th nationally. Lewisham's total absence has increased slightly since 2014 by **0.20%** but is still better than England, London and its statistical neighbours.

7.2 **Absence in Secondary Schools (see Table B, Appendix 4)**

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[1] The data collected through the School Census is one-term retrospective; that is, the recording period relates to the preceding academic school term.

3

Total absence from secondary schools (authorised and unauthorised) for 2014/15 in Lewisham was **5.3%.** Lewisham secondary schools were in the second quartile and ranked 76th nationally. Lewisham's total absence has increased slightly since 2014 by **0.30%**, but in line with England though worse than all statistical neighbours apart from Enfield. Overall there has been a positive trend since 2008 and attendance has improved (similar with primary).

7.3   **Absence in all Lewisham Schools**
Total school absence (authorised and unauthorised) across all schools in Lewisham for 2014/15 was **4.5%.** Lewisham was ranked 48th and were in the second quartile. Total absence has increased from 2014 and is worse than London and England averages.

7.4   **Persistent Absence in all Lewisham Schools**
Total Persistent Absence from all schools in Lewisham is **4.10% (Table D)** for 2014/15. This puts Lewisham as rank 115 and in the bottom quartile. Only one statistical neighbour fares worse. This is worse than London and England averages. The secondary Persistent Absence rate in Lewisham is **6.10%,** worse than London and England averages **(Table E).** The Primary Persistent Absence rate in Lewisham is **2.50%** and worse than London and England averages **(Table F).**

7.5   **Summary of main findings from Lewisham data 2014/2015**
  ▪ **11.2%** of primary phase pupil overall absence is coded as having "no reason yet" compared to **1.4%** nationally.
  ▪ Illness is under-represented as a reason code (**58.7%** in Lewisham compared to **68.3%** nationally).
  ▪ At secondary phase, illness was recorded as the reason for absence for **45.9%** of missed sessions compared to **60.9%** nationally.
  ▪ Lewisham has a higher proportionate overall absence for "other authorised" (**9.0%** to **5.9%**) "no reason yet" (**8.9%** to **2.0%**) and "other authorised" (**22%** to **17%**).
  ▪ Schools at primary and secondary phase record up to **51%** of absence sessions as "other unauthorised" (the national average is **17%**).
  ▪ Three in four persistent absentees reside in super-output areas in the bottom three deciles for deprivation nationally (source IDACI 2015) i.e. the most deprived areas.
  ▪ Seven in 10 persistent absentees were eligible for free school meals at some point in the last six years (the figure is **42%** cross-phase for overall absence).
  ▪ At secondary phase White British students in Lewisham have almost double the level of persistent absence as White British students nationally (**11.3%** v **6.0%**).
  ▪ Mixed White and Black Caribbean students have high persistent absence relative to the national average for this group (**10.8%** v **8.3%**).
  ▪ One in five secondary school persistent absentees were also excluded from school in autumn and spring term 2014/15.
  ▪ One in four (**27%**) sessions missed by secondary school persistent absentees were due to illness compared to 55% of sessions for students beneath the persistent absence threshold.
  ▪ Half of secondary school persistent absentees were in Year 10 or 11.

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7.6   Pupil absence at the Lewisham PRU was worse than national for 2014/15. The First Statistical Release 2014-2015 shows overall absence at **36%** which is worse national at **31.5%** and London at **27.4%**. The PRU has worked successfully to improve attendance subsequent to the data release.
(Terminology and factors affecting attendance can be found in Appendix 5)

8.   Lewisham's model of attendance intervention

8.1   **Statutory local authority attendance, enforcement and safeguarding for all Lewisham local authority maintained schools and academies**
This work is funded from General Fund and includes tracking and preventing Children Missing Education, enforcing and licensing Child Employment and Performance, the administration of Penalty Notices and the investigation and implementation of statutory attendance enforcement. It also includes a register check at each school on an annual basis.

8.2   **The Attendance Welfare and Inclusion Service – support to schools**
Currently the Service supports Lewisham schools through a Service Level Agreement and Traded Service where schools purchase attendance support depending upon the needs of their school. The Lewisham Model of Attendance Intervention has been devised to deliver attendance support to schools.

Lewisham's Model of attendance intervention support to schools is replicated in this three stage single framework. This enables the local authority to provide a service to schools and academies to help support our vulnerable children and improve overall attendance, achievement and attainment. In 2015/16 66 Lewisham schools have purchased Service Level Agreement attendance support from the Attendance Welfare and Inclusion Service.

8.3   **Lewisham's model of attendance intervention: Traded service to local schools and academies**
When a school purchases the service an Attendance Welfare Officer is appointed to identify how the school can effectively to address attendance and punctuality concerns. An action plan would then be agreed and reviewed on a termly basis to meet the needs of the school during the academic year.

Stage 1 – (universal): early intervention and whole school support strategies.

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Stage 2 - (targeted): early attendance support for individual pupils and families - attendance level is between 80% and 90% over a 12 week period.

Stage 3 – (specialist): legal intervention (statutory functions – no charge).

8.4 **Network meetings primary and secondary Attendance Leads**

These meetings with school attendance staff are coordinated and led by the Attendance Welfare and Inclusion Service and are held every term (six times a year). There are Terms of Reference for both secondary and primary. These meetings are very well attended and valued. This year the meetings have covered:

▪ Lewisham Model of Staged Attendance Intervention ▪ Legal Processes and Penalty Notices ▪ Updating guidance and protocols ▪ Children Missing Education ▪ Attendance Audits ▪ Review of Service Level Agreement ▪ Children affected by Parental Imprisonment	▪ Managing school attendance ▪ Registration and Absence management ▪ Temporary Housing ▪ Opportunities to ask questions and raise concerns ▪ Networking

8.5 **Attendance audits – all schools**

All schools in Lewisham have been offered an attendance audit. This was undertaken in December 2015 to ensure that schools were complying with legal requirements and statutory advice on keeping admission registers and the attendance register. This has been carried out in all Secondary Schools. The Primary audits are being completed in the summer term 2016.

8.6 The feedback has been positive and schools have found the audit process helpful and supportive. Action plans have been devised following the audits and these will be reviewed with the school and further support offered if necessary. Overall there is evidence of very good practice in schools in a number of areas. The audits have also picked up common areas for improvement.

▪ Induction programmes for Year 7 and visits to primary schools are helpful to ensure a positive and smooth transition.
▪ Good practice in closing of registers and monitoring lateness.
▪ Evidence of a good understanding of processes.
▪ Efforts made to track children at risk of missing education.
▪ Implementation of revised processes and systems following more detailed analysis of attendance data.
▪ Evidence of robust first day calling systems.
▪ In year admissions – induction meetings.
▪ Medical absences are high and a challenge for some schools.
▪ Information about the pupil was varied with some gaps.
▪ Live register not always used for evacuation procedures.
▪ Some excluded pupils not recorded accurately.
▪ Use of DfE codes not always accurately used in particular for pupils educated off site.
▪ Some schools do not undertake a regular enough analysis of vulnerable groups in relation to attendance and take action.

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8.7 **Revised and additional guidance for schools**
All schools in Lewisham have been issued with revised guidance for a number of areas:
- Attendance Guidance and Procedures for Schools.
- Lewisham Penalty Notice Code of Conduct.
- Children Missing Education Policy and Off Rolling Guidance for Education Providers.

8.8 **Children Missing Education (CME)**
The Attendance Welfare and Inclusion Service is responsible for the local authority's statutory work in relation to Children Missing Education. Meeting legislative guidance, the team has systems to enable us to establish the identities of children of statutory school age in our borough, as far as it is possible to do so, who are not registered pupils at a school, and are not receiving "suitable education" otherwise than at a school. The team has **robust procedures** and **policies** in place to enable us to meet our duty in relation to these children; has a named person to whom schools and other agencies can make referrals; undertakes regular reviews and evaluates our processes to ensure that these continue to be fit for purpose in identifying and dealing with CME in Lewisham.

8.9 The Department for Education (DfE) defines CME as:
"a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)".

8.10 **Lewisham CME Headlines** (data collected locally)
- Referrals 14/15 – 422.
- Referrals 15/16 – 265 (part year).
- Autumn term being the highest term for referrals.
- 70% of referrals from the local authority.
- Highest referral category is those who have stopped attending school – 30%; 25% next highest referral – new to Lewisham.
- Same number of referrals for females as for males.
- 20% of referrals were for year 1 pupils - over half of these failed to start primary at primary transfer stage.
- Over 50% of year 7 referrals were for pupils who failed to start school at secondary transfer.

8.11 **Lewisham CME Outcomes**
- 90% of children have a positive outcome in that local authority gains proof of their location and steps are taken to ensure that they access education.
- 50% of pupils are placed on a school role either in Lewisham or out of the Borough.
- For 5% there is an indication that they have moved abroad (such as notes on Council Tax system, or verbal account from extended family member) although no written proof.
- The local authority has been unable to locate 5% of pupils referred despite implementing our checks – database, discussion with other agencies, home visit and letters.

8.12 **Key actions**
Implement a programme to improve levels of attendance of children and young people in Lewisham and attending Lewisham Alternative Provision.

8.13 **What is already happening to improve attendance in Lewisham (since September 2015)**
- There is an established Children Missing Education Monitoring Board.
- Termly Primary and Secondary Network Leads Meetings taking place - discussing a variety of topics.
- The local authority hosted the Attendance Conference, February 2016 to consider strategies to improve attendance within Lewisham schools and Alternative Provision settings.
- Secondary Register Audits have been completed
- Complex Cases Panel has been established to take a multi agency approach to the most challenging cases.
- Children Missing Education Lunchtime Briefings as part of the LSCB training programme.
- Revised Code of Conduct September 2015 to make it more user friendly and for schools to consider the use of a Penalty Notice or Warning as an early intervention school without having to make a formal request to the Service.
- Attendance Guidance and Procedures for Lewisham Schools - issued in July 2015.
- Revised Children Missing Education Policy and Off Rolling Guidance - issued in July 2015.
- Attendance Guidance and Procedures for Lewisham Schools - issued summer 2015.
- Attendance at Abbey Manor College has increased by 11.1% since 2014/15 and 20% in comparison to the same point in 2013/14. Also persistent absence has reduced from 25 pupils to eight in since the beginning of the academic year (2015/16). This is a significant improvement.

8.14 **Further actions already planned for 2016/17**
- Primary register audits (this term, some already completed).
- Follow up on actions from the Attendance Conference and developing a Lewisham Framework.
- Extend the best practice of the Virtual School and the use of Welfare Call to monitor attendance as our looked after children mainly have better attendance than their peers.
- Devise and implement a Lewisham Coding Guidance document that also can be applied to children and young people who are educated in Alternative Provision.
- Embed and implement the Lewisham Staged Model of Attendance Intervention so that schools are clearer about pathways.
- Deliver a training programme for Attendance Leads in Lewisham.
- Ensure that schools are fully aware of their statutory responsibilities in respect of monitoring the attendance of children who are on their roll but are in Alternative Provision.
- Implement the role of the Safeguarding in Education Coordinator in the CYP department to ensure that the local authority's obligations regarding safeguarding in education and alternative provision settings are being fulfilled and risk is reduced.
- Learn about good practice within other local authorities.

9.   Exclusions (fixed and permanent) and reintegration

9.1   **What are exclusions? The definitions**
There are two types of exclusion – fixed period (suspended) and permanent (expelled). Lewisham schools are responsible for providing high-quality education provision for all children on their roll. Where it is necessary to exclude a child or young person for a fixed period, schools should set and benchmark work for the first five school days.

A fixed period exclusion is where a child or young person is temporarily removed from school. If the exclusion is longer than five school days, the school is responsible for arranging full-time education from the sixth school day onwards. The child can only be removed for up to 45 school days in one academic year.

Schools also have the authority to direct children and young people to off-site provisions for reasons of behaviour, or to provide alternative education to meet specific needs. The placement must be kept under evaluation and involve parents/carers and the children and young people in the assessment of his/her educational needs.

9.2   **Fixed term exclusions and how does Lewisham compare?**
  ▪ Lewisham overall fixed term exclusions at **3.72%** were worse than its statistical neighbours **(3.55%)**, London **(2.9% and rank at 28)** and England averages **(3.5%)** for 2014/15.
  ▪ In particular secondary fixed term exclusions were at **7.9%** for 2014/15, which were worse than its statistical neighbours **(7.45%)**, London **(5.94% and rank at 28)** and England averages **6.2%)**.
  ▪ The primary fixed term exclusions have reduced and were at **0.91%,** better than its statistical neighbours (**0.97%)** and England averages **(1.02%), but below** London **(0.68% and rank at 26)** for 2014/15. **(See Appendix 4: Tables G,H & I).**

9.3   **Permanent Exclusions and how does Lewisham compare?**
Permanent exclusion means that a pupil is expelled. The local authority is responsible for arranging suitable full-time education for all permanently excluded pupils. This means that the local authority must arrange full-time education from the sixth school day onwards. In Lewisham Abbey Manor College generally provides an alternative education for children and young people who are permanently excluded.

9.4   During the school academic year 2014/15 62 pupils were excluded from Lewisham schools and so far in 2015/16 it is currently 77 pupils. Pupils were excluded for a variety of reasons, such as carrying offensive weapons, disruptive and violent behaviour and bringing banned substances on to school premises.

9.5   Lewisham overall permanent exclusions:
  ▪ Were at **0.13%** were worse than its statistical neighbours **(0.07%)**, London **(0.07%)** and England averages **(0.06%)** for 2014/15.
  ▪ Primary permanent exclusions have remained at 0% since 2008.
  ▪ However secondary permanent exclusions were at **0.38%**, which were worse than its statistical neighbours **(0.16%)**, London **(0.15%)** and England averages **(0.13%)** for 2014/15. **(See Appendix 4: Tables J,K & L).**

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9.6 Exclusions by gender

Generally more boys are more likely to be excluded than girls; this is consistent over time.

Gender	Exclusion 2014/15	Exclusion 2013/14	Exclusion 2012/13	Exclusion 2011/12
Male	50	45	32	22
Female	12	17	9	8
Total	**62**	**62**	**41**	**30**

9.7 Exclusion by year group

Most of the exclusions for 2014/15 came from Year 9 pupils and this seems to be a consistent with previous years.

Year group	Exclusion 2014/15	Exclusion 2013/14	Exclusion 2012/13	Exclusion 2011/12
Year 5	0	0	1	1
Year 7	10	8	5	2
Year 8	10	12	8	8
Year 9	17	21	11	5
Year 10	13	12	10	11
Year 11	12	9	6	3
Total	**62**	**62**	**41**	**30**

9.8 Exclusion by ethnicity

The majority of exclusions affect Black British/Black Caribbean pupils, Black African. There is an increase in the number of White British pupils excluded last academic year compared with previous years.

Ethnicity	Exclusion 2014/15	Exclusion 2013/14	Exclusion 2012/13	Exclusion 2011/12
Any other Black background	1	4	0	4
Any other Ethnicity given	1	0	0	1
Any other Mixed background	2	0	0	4
Any other white background	**0**	**0**	**13**	**2**
Black African	**8**	**17**	**3**	**4**
Black British/Black Caribbean	**20**	**19**	**12**	**8**
Information not available	3	3	3	2
Mixed White/Black African		3	3	0
Mixed White/Black Caribbean	8	4	3	0
Not Known	0	1	0	0
Pakistani	0	0	0	0
Refused	0	0	0	0
White British	**15**	**11**	**4**	**5**

9.9 Exclusion reasons

The main reason for exclusion continues to be is "**Persistent Disruptive Behaviour**" 21 pupils were excluded for this reason last year:

9.9.1 **Persistent Disruptive Behaviour**

Most of these pupils will have ASD/ADHD/Behavioural difficulties/Additional needs that have not met the threshold for an EHC Plan/statement. Schools are resourced to support students with Additional Needs but whilst schools offer support they for one reason or another find that they can no longer manage the child in the school. These pupils in KS3 often have gone on to access education at Abbey Manor College - John Evelyn where the smaller class sizes and building make this a more suitable environment for their learning, however there is an increasing pressure on these placements.

9.9.2 **Weapon/Knife Crime***

In 2014/15 Lewisham had a total of **14** Exclusions for Weapon/Knife Crime.
- **Eight** specifically mention exclusions for pupils bringing a knife into school.
- **Six** Exclusions for pupils bringing a weapon into school, where it has not been described as a knife but as an object to cause damage if used as a weapon.

Exclusion 2014/15	Exclusion 2013/14	Exclusion 2012/13	Exclusion 2011/12
14	16*	7*	5*
* Possible weapon knife crime previously recorded as Other.			

9.10 **Children Looked After (CLA) and low rates of exclusions**

The term 'Looked After' was introduced by the Children Act 1989 and refers to children and young people:
- under the age of 18
- who live apart from their parents or family
- who are supervised by a social worker from the local council children's services department.

Presently, there are just under 500 Children Looked After registered within Lewisham. In order to support these Children Looked After, a Virtual School (VS) model has been adopted by Lewisham. The Virtual School is an organisational tool to enable effective coordination of educational services for Children Looked After at a strategic and operational level. The Virtual School does not exist in real terms as a building, and children do not attend; they remain the responsibility of the school at which they are enrolled. The Virtual School in Lewisham is specifically geared up to avoid exclusions and support attendance at school. Welfare Call contacts every school that has a Children Looked After on roll every day to ascertain if they are in school. The Virtual School also contacts Alternative Provision where appropriate. The 'Welfare Call' data is managed in real time by a specialist attendance officer.

The following information relating to exclusion rates places Children Looked After and the Virtual School in a very favourable position:
- Educated in Alternative Provision – 4.6%

- Temporary exclusions – 33 pupils: a total of 174 days (3 pupils at 7 days)
- Permanent exclusions – 0%
- Children missing in education – 0%

This low exclusion rate has been achieved by the Virtual School ensuring that the local authority is immediately aware of any fixed-term exclusion. The local authority is then able to instantly intervene and support the school in managing the behaviour and thus avoid further permanent exclusions. This support may include accessing immediate or temporary Alternative Provision where appropriate at day one after a six day fixed term exclusion.

9.11 **Alternative education and exclusion**
A school must tell parents/carers about any alternative education they or the local authority arrange. It is then the parent/carer's responsibility to ensure their child attends. The information provided to help parents comply with the legislation indicates they should:
'… *contact the school (for fixed period exclusions) or the local council (for permanent exclusions) if they haven't arranged anything after five days, or if you have a complaint about the education[2]'.*
our current data does not show any complaints received from parents/carers about children and young people who have had fixed-term exclusions and have not had provision after five days.

9.12 Information gathered by local authority officers attending Governor Discipline Committee meetings highlighted that not all schools are sending work home for excluded pupils. Parents/carers have also raised this as an issue. Additionally, parents/carers voiced concerns about a lack of information received following exclusion and the time taken to be contacted by Abbey Manor College. Measures have since been taken by the local authority to address these concerns.

10. **Key actions to reduce exclusions**

10.1 Last year officers in Lewisham took action to understand the reasons for high levels of exclusions (particularly in secondary schools). Between October 2015 and April 2016, the London Borough of Lewisham Children and Young People Directorate engaged an external educational consultant to work with local authority officers and collaborate with key stakeholders to undertake a review of the existing strategy, structures and systems for Alternative Provision at all Key Stages.

This involved a series of information and data-gathering activities, including an in-depth review of Abbey Manor College (along with the Hospital School and Medical Programme that Abbey Manor College manages), New Woodlands School and its behaviour Outreach Team.

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[2] Draft Policy and Protocols for Pupils Out of School FAP Lewisham Borough

The Alternative Provision Review evaluated and interpreted a wide range of performance indicators and analysed data from the main agencies and services that support children and young people in Alternative Provision settings.

10.2 This review has identified ten key findings and ten key recommendations for action. All are relevant to this report, but the first three actions are particularly pertinent:
- Key Action 1: Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- Key Action 2: Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham Schools.
- Key Action 3: Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.

10.3 Further details about these key actions include and what the local authority is already doing to reduce exclusions can be found in section 7 of the Lewisham Alternative Provision Review: 'Ensuring the best and most inclusive provision for every learner' Report also scheduled for discussion at CYP Select Committee on 8 June 2016.

11. Financial implications

11.1 The are no direct financial implications arising from this report.

11.2 The cost of the attendance and welfare service is met by schools through a traded service with a contribution of £359k from the Council's general fund for statutory work of this service.

11.3 The remaining costs are met from the Dedicated Schools Grant.

12. Legal implications

12.1 There are no legal implications arising as a result of this report.

13. Crime and Disorder Implications

13.1 There are no crime and disorder implications.

14. Environmental Implication

14.1 There are no environmental implications.

For further information please contact Ruth Griffiths, Service Manager – Access, Inclusion and Participation on 020 8314 3499

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Appendix 1: Legislation in relation to school attendance

These requirements are contained in:
- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Education Act 1996 - Parental Duty (S.7): *"The parent of every child of compulsory school age[3] shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and any special educational needs he may have, either by regular attendance at school or otherwise. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The term 'parent' includes those who have parental responsibility for, or care of, a child."*

Under Section 576 - Parents/Carers: The term parent refers to either one/both parents or the child's carer. **S.576** defines parent to include:
- All natural parents whether they are married or not.
- Any person who although not a natural parent has parental responsibility for a child or young person.
- Any person whom although not a natural parent 'has care' of a child or young person.

Under section 444 - prosecution for irregular Attendance: If a pupil fails to attend school regularly, the local authority can prosecute a parent unless the parent can prove that one of the statutory defences apply.

Under sections 437- 443 - School Attendance Order: The local authority must serve a School Attendance Order on the parent of a child who fails to prove the child is receiving suitable education where the local authority believes that the child should attend school. Failure to comply with a School Attendance Order is an offence unless the parent can prove that the child is receiving suitable education outside of school.

Children Act 1989 - Education Supervision Order (Section 36): An Education Supervision Order makes the local authority responsible for educating a child of compulsory school age. Local authorities may apply for an Education Supervision Order instead of, or as well as, prosecuting parents for poor attendance.

Education (Pupil Registration) Regulations 2006: These regulations govern the creation and administration of the admission and attendance registers. They contain details relating to:
- Putting pupils on the admission and attendance register on the expected/agreed date the pupil should start.

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[3] Compulsory school age is defined as the start of the term commencing on or after a child's fifth birthday, until the last Friday in June in the school year that they reach their sixteenth birthday.

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- The information that must be obtained and recorded about a pupil and their parents/carers.
- When schools should take the register and recording of absence/attendance.
- The criteria that permits a school to remove a registered pupil from their roll.
- The circumstances in which a school must notify the local authority of nonattendance or the removal of a pupil from roll.
- The preservation of registers.

Under the Education and Inspections Act 2008 (Sections 103, 104 and 105): Any parent of any pupil found in a public place whilst excluded from school in the first 5 days of any exclusion may be issued with a Penalty Notice or be prosecuted. The Lewisham Council Code of Conduct on the issuing of Penalty Notices sets out the arrangements for implementing this in Lewisham.

Under the Anti-Social Behaviour Act 2003: Section 19 relates to the making of Parenting Contracts for **exclusion from school** or **poor attendance**. Section 20 refers to the use of Parenting Orders in relation to exclusion from school or poor attendance. Section 23 refers to the use of Penalty Notices for poor attendance (see Lewisham's Penalty Notice Code of Conduct (Attendance).

Under Children and Young Persons Act 1993: This deals with child employment and child health and safety. Any employer of a child of compulsory school age must ensure that they have a work permit which legally entitles them to work. An employer may be prosecuted for employing children and young people illegally (see Lewisham's Child Employment details etc).

Under the Children (Performance) Regulations 1968 and Child and Young Person's Act 1963: The licensing for children employed in entertainment and the licensing of Chaperones. All children from birth until they cease to be of compulsory school age must be licensed to performance. The law states the hours children may work and when they may do this.

Government Guidance: The recently issued by the Department for Education (DfE) revised statutory guidance on School Attendance Departmental advice for maintained schools, academies, independent schools and local authorities. October 2014 gives education providers clear guidance about their responsibility in regards to school attendance. It says:
"pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.
The government expects:
- *Schools and local authorities to:*
- *Promote good attendance and reduce absence, including persistent absence;*
- *Ensure every pupil has access to full-time education to which they are entitled; and,*
- *act early to address patterns of absence.*
- *Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.*

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- *All pupils to be punctual to their lessons"*

"If a child of compulsory school age fails to attend regularly at a school at which they are registered or at a place where alternative provision is provided for them the parents may be guilty of an offence and can be prosecuted by the local authority. Only Local authorities can prosecute parents and they must fund all associated costs. Local authorities should consider the Attorney General's Guidelines for Crown Prosecutors in all prosecution cases. Local authorities must conduct all investigations in accordance with the Police and Criminal Evidence (PACE) Act 1984......"[4]

Appendix 2: Legislation in relation to exclusions (fixed and permanent)

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[4] Advice on School Attendance, Department for Education, March 2013, p17

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The principal legislation for exclusions is:
- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the

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panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Appendix 3: Information about national absence figures and data

Reason for increase
Increase in overall absence is driven by an increase in illness, whilst levels of absence of other reasons are relatively unchanged. Absence due to illness has increased from **2.6%** in 2013/14 to **2.8%** in 2014/15. Illness remains the most common reason for absence accounting for **60.1%** of all absences and heavily influences overall absence rates.

Persistent absence
Pupils are identified as persistent absentees by comparing the number of overall absence session they have against a standard threshold of 15% (old threshold) of possible sessions, equating to 56 or more sessions across the full academic year and 46 or more sessions across the full academic year for pupils aged 15.

The percentage of pupils are persistently absent has increased slightly and the percentage across state-funded primary and secondary schools has increased from **3.6%** in 2013/14 to **3.7%** in 2014/15. Persistent absence rates have followed a general downward trend since 2010/11.

From the beginning of academic year 2015/16 the DfE reduced the persistent absence threshold from **15%** to **10%**. Therefore a pupil is considered to have persistent absence if their attendance falls below **90%**.

The percentage of pupil enrolments who are persistent absentees has increased slightly. For primary schools, secondary schools and special schools the percentage of pupils who are persistently absentees has increased from **3.6**% in 2013/14 to **3.7**% in 2014/15.

Persistent absentees accounted for around a fifth of all absence. In 2014/15 persistent absentees accounted for **20.2**% of all absence compared to **19.9**% in 2013/14. Longer term, that has been a decreased in the proportion of absence that persistent absentees account for – down from **26.6%** in 2010/2011.

Absence rates for persistent absentees are considerably higher than for all pupils. The overall absence rate for persistent absentees across all schools was **25.9%** over five times higher than the rate for all pupils. This is a slight decrease from 2013/14 when the overall absence rate for persistent absentees was **26%**.

Reasons for persistent absence
Illness (not medical or dental appointments) accounted for **60.1%** of all absence compared to **57.9%** in 2013/14. **2.8%** of all possible sessions were missed through illness compared to **2.6%** in 2013/14.

In 2014.15 82.7% of pupil enrolments had missed at least one session due to illness, an increase from 80.6% in 2013/14.

Term time leave (family holidays authorised and unauthorised) accounted for **7.5%** of all absences in 2014/15 compared to **8.5%** in 2013/14. The percentage of all possible

sessions missed due to all term time leave decreased slightly from **0.4%** to **0.3%** between 2013/14 and 2014/15.

Distribution of absence
- Nearly half of pupils were absent for five days or fewer.
- 48.8% of pupil enrolments across state-funded primary, secondary and special schools had five or fewer days of absence in 2014/15 down from 50.6% in 2013/14.
- 4.4% of pupil enrolments had more than 25 days of absence in 2014/15. These pupils enrolments accounted for 22.6% of days missed.
- Pupils in primary school miss fewer days on average. Per pupil enrolment the average total absence in primary schools was 7.2 days. This compares to 16.3 days in special schools and 9.2 in secondary schools.

Absence by pupil characteristics
The findings have been broadly consistent across recent years, with slight changes in rates reflecting changes in overall absence rates.

Absence levels for FSM pupils are higher than the national average. The overall absence rates for pupils who are known to eligible for and claiming free school meals was **7%** compared to **4.1%** for non FSM pupils. The percentage of FSM eligible pupils that were persistent absentees was **8.9%** compared to **2.7%** of pupil enrolments that were not eligible for FSM.

Absence rates are highest in Year 11. Pupils in national curriculum Year 11 have the highest overall absence rates at **6.2%.** Pupils in national curriculum Year Groups 3,4 and 6 have the lowest overall absence rates at **3.9%.**

Absence levels for SEN pupils are higher than the national average. Pupils with a statement of special educational needs (SEN) and pupils with an education health care plan (EHCP) had an overall absence rate of **7.7%** compared to **4.2%** for those with no identified SEN.

The percentage of pupils with a statement of SEN or an EHCP that are persistent absentees is at **11.6%** four times higher than the percentage for pupils with no identified SEN. Due to SEN reforms, figures for 2014/15 are not directly comparable to earlier years.

Absence rates for Traveller of Irish Heritage and Gypsy/Roma pupils[5] are higher than any other pupil ethnic group. The highest overall absence rates were seen for this group of pupils who had rates of **18.1%** and **13.2%** respectively. Traveller of Irish Heritage pupils had the largest decrease in overall absence rates since the same period last year compared to other ethnic groups of **1.1%** points.

Overall absence rates for pupils of a Chinese and Black African ethnicity were substantially lower than the national average of **4.6%** at **2.6%** and **2.9%** respectively.

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[5] Note the number of Traveller of Irish Heritage pupils is much lower than in other ethnic groups.

A similar pattern is seen in persistent absence rates, Traveller of Irish Heritage pupils have the highest rate at 35.2% and Chinese pupils have the lowest at **0.7%**.

Overall absence rates in the most deprived areas are higher than in the least deprived areas. The rate of overall absence for pupils living the most deprived areas **5.6%** was **1.6%** time higher than for pupils living in the least deprived areas **3.5%.** The persistent absence rates for pupils living in the most deprived areas (**5.8%**) is over three times higher than the percentage for pupils living in the least deprived areas (**1.7%**).

Overall absence rates for pupil referral units in 2014/15 was **31.5%,** down from **31.9%** in 2013/14. The percentage of enrolments in pupil referral units who are persistent absentees was **38.3**% in 2014/15 down from **37.6%** in 2013/14.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Appendix 4:

Table A shows Lewisham Absence in Primary Schools

Lewisham - Statistical Neighbour View			
Change Authority	Topic		Indicator
Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only from 2011)			

Statistical Neighbours

		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
203	Greenwich	6.73	5.74	5.69	5.26	4.97	4.80	4.10	4.10	3.60	3.80
209	Lewisham	6.01	4.95	5.34	5.26	5.04	4.80	4.20	4.10	3.70	3.90
208	Lambeth	6.40	5.76	6.03	5.65	5.15	5.00	4.10	4.30	3.80	3.90
210	Southwark	6.21	5.41	5.73	5.50	5.36	5.30	4.50	4.50	3.70	3.90
204	Hackney	6.45	5.64	5.66	5.37	5.26	5.20	4.30	4.30	3.90	4.00
304	Brent	6.29	5.75	6.28	5.99	5.76	5.40	4.50	4.40	3.90	4.00
306	Croydon	6.46	5.89	5.87	5.70	5.69	5.00	4.40	4.50	3.80	4.10
320	Waltham Forest	6.21	5.33	5.73	5.54	5.50	5.30	4.40	4.50	4.00	4.10
309	Haringey	6.62	5.66	5.85	5.76	5.62	5.50	4.60	4.80	4.30	4.20
206	Islington	7.25	6.28	6.25	6.10	5.62	5.60	4.70	4.90	4.10	4.30
308	Enfield	6.20	5.27	5.51	5.43	5.24	5.10	4.40	4.60	4.50	4.50
	Statistical Neighbours	6.48	5.67	5.86	5.63	5.42	5.22	4.40	4.49	3.96	4.08
970	**England**	5.76	5.18	5.26	5.30	5.21	5.00	4.40	4.70	3.90	4.00

		Trend	Change from previous year	National Rank		Quartile Banding
209	Lewisham	▲	0.20	36		A
986	London	▲	0.20			
970	England	▲	0.10			

The averages presented here are simple averages for the authorities listed (excluding the LA selected). They provide a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority. Where data does not exist for an LA it is excluded from the mean calculation.

Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only 2011)

Table B shows Lewisham Absence in Secondary Schools

Lewisham - Statistical Neighbour View			
Change Authority	Topic	Indicator	
Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools only from 2010)			

Statistical Neighbours

		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
204	Hackney	7.06	7.27	6.84	7.33	6.07	5.90	5.10	4.90	4.60	4.40
210	Southwark	9.16	8.90	7.07	6.46	6.45	6.10	5.30	5.10	4.30	4.40
208	Lambeth	6.95	7.46	6.91	6.96	6.39	6.10	5.40	4.90	4.60	4.70
306	Croydon	8.55	8.61	8.06	7.24	6.61	6.00	5.30	5.10	4.80	4.90
304	Brent	7.47	7.46	6.76	6.80	6.64	6.20	5.30	5.60	5.20	4.90
320	Waltham Forest	7.74	6.96	6.95	7.00	6.39	6.30	5.60	5.30	4.80	5.00
206	Islington	9.08	9.49	8.21	7.51	6.77	6.40	5.60	5.40	4.80	5.00
203	Greenwich	9.48	9.33	7.55	7.32	6.76	6.50	5.40	5.20	4.80	5.10
309	Haringey	8.88	7.71	7.34	7.34	7.01	6.50	5.40	5.30	4.90	5.20
209	Lewisham	8.39	8.44	7.70	7.49	6.78	6.50	5.50	5.30	5.00	5.30
308	Enfield	7.46	7.26	7.15	7.15	6.58	6.50	5.70	5.70	5.20	5.40
	Statistical Neighbours	8.18	8.05	7.28	7.11	6.57	6.25	5.41	5.25	4.80	4.90
970	England	8.24	7.86	7.33	7.21	6.88	6.50	5.90	5.90	5.20	5.30

		Trend	Change from previous year	National Rank		Quartile Banding
209	Lewisham	▲	0.30	76		B
986	London	▲	0.10			
970	England	▲	0.10			

The averages presented here are simple averages for the authorities listed (excluding the LA selected). They provide a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority. Where data does not exist for an LA it is excluded from the mean calculation.

Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools onl 2010)

Table D: Persistent Absence in Lewisham Schools

							2011	2012	2013	2014	2015
	Lewisham - Statistical Neighbour View										
Change Authority			Topic			Indicator					
	State Funded Total persistent absence rates (New definition)										

Statistical Neighbours

		-	-	-	-	-	2011	2012	2013	2014	2015
204	Hackney	-	-	-	-	-	5.80	4.30	3.40	3.00	2.90
304	Brent	-	-	-	-	-	5.70	4.20	3.70	3.10	3.10
210	Southwark	-	-	-	-	-	6.50	5.30	4.30	2.90	3.20
203	Greenwich	-	-	-	-	-	5.70	4.10	3.40	2.90	3.30
208	Lambeth	-	-	-	-	-	5.70	4.70	3.90	3.20	3.40
306	Croydon	-	-	-	-	-	5.60	4.40	3.90	3.10	3.40
320	Waltham Forest	-	-	-	-	-	6.00	4.80	3.70	3.10	3.40
206	Islington	-	-	-	-	-	6.90	5.60	4.70	3.10	3.40
309	Haringey	-	-	-	-	-	6.20	4.60	4.10	3.20	3.70
209	Lewisham	-	-	-	-	-	6.20	5.20	4.00	3.60	4.10
308	Enfield	-	-	-	-	-	6.10	5.10	4.70	3.90	4.20
	Statistical Neighbours	-	-	-	-	-	6.02	4.71	3.98	3.15	3.40
970	England	-	-	-	-	-	6.10	5.20	4.60	3.60	3.70

		Trend	Change from previous year	National Rank		Quartile Banding
209	Lewisham	⬆	0.50	115		**D**
986	London	⬆	0.20			
970	England	⬆	0.10			

The averages presented here are simple averages for the authorities listed (excluding the LA selected). They provide a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority. Where data does not exist for an LA it is excluded from the mean calculation.
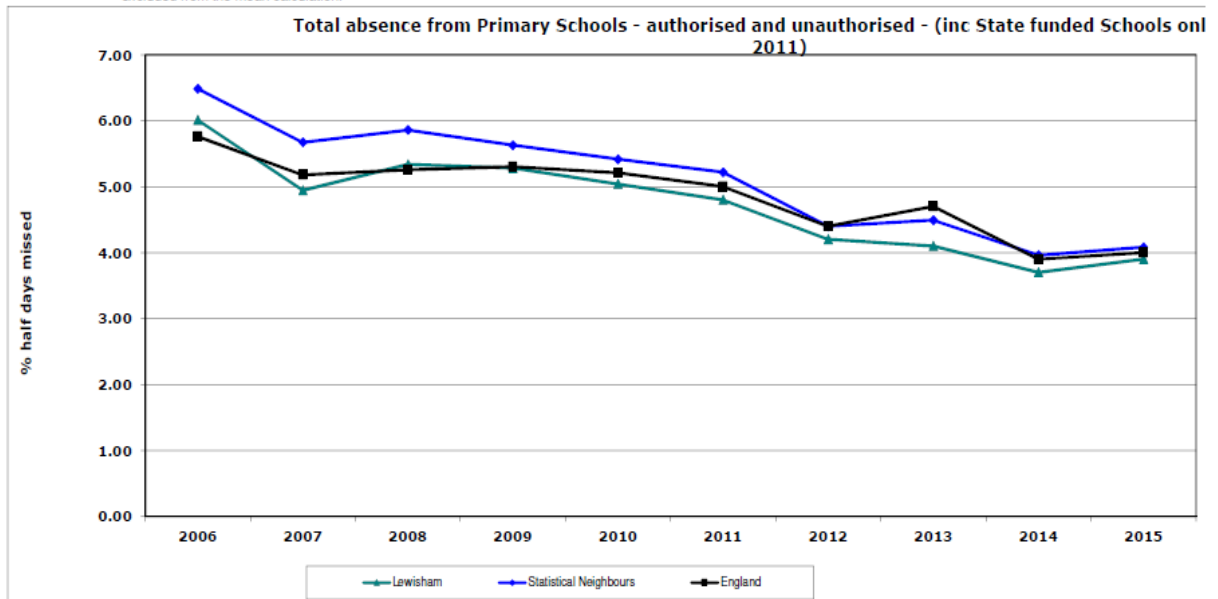

State Funded Total persistent absence rates (New definition)

Table E shows Persistent Absence in Lewisham Secondary Schools

Lewisham - Statistical Neighbour View		
Change Authority	Topic	Indicator
State Funded Secondary persistent absence rates (New definition)		

Statistical Neighbours

		-	-	-	-	-	2011	2012	2013	2014	2015
204	Hackney	-	-	-	-	-	7.80	5.60	4.50	4.10	3.70
210	Southwark	-	-	-	-	-	8.20	6.90	5.60	3.70	4.20
320	Waltham Forest	-	-	-	-	-	7.50	6.20	4.90	4.00	4.30
304	Brent	-	-	-	-	-	7.20	5.60	5.40	4.40	4.30
206	Islington	-	-	-	-	-	8.50	7.10	5.80	3.80	4.30
306	Croydon	-	-	-	-	-	6.90	5.90	5.00	4.60	4.40
208	Lambeth	-	-	-	-	-	7.40	6.80	5.20	4.10	4.60
203	Greenwich	-	-	-	-	-	8.90	6.00	5.10	4.40	5.20
309	Haringey	-	-	-	-	-	8.30	6.30	5.20	4.50	5.60
308	Enfield	-	-	-	-	-	8.30	6.90	6.30	5.10	5.60
209	Lewisham	-	-	-	-	-	9.00	7.30	5.60	5.40	6.10
	Statistical Neighbours	-	-	-	-	-	7.90	6.33	5.30	4.27	4.62
970	England	-	-	-	-	-	8.40	7.40	6.50	5.30	5.40

		Trend	Change from previous year	National Rank		Quartile Banding
209	Lewisham	↑	0.70	116		D
986	London	↑	0.20			
970	England	↑	0.10			

The averages presented here are simple averages for the authorities listed (excluding the LA selected). They provide a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority. Where data does not exist for an LA it is excluded from the mean calculation.
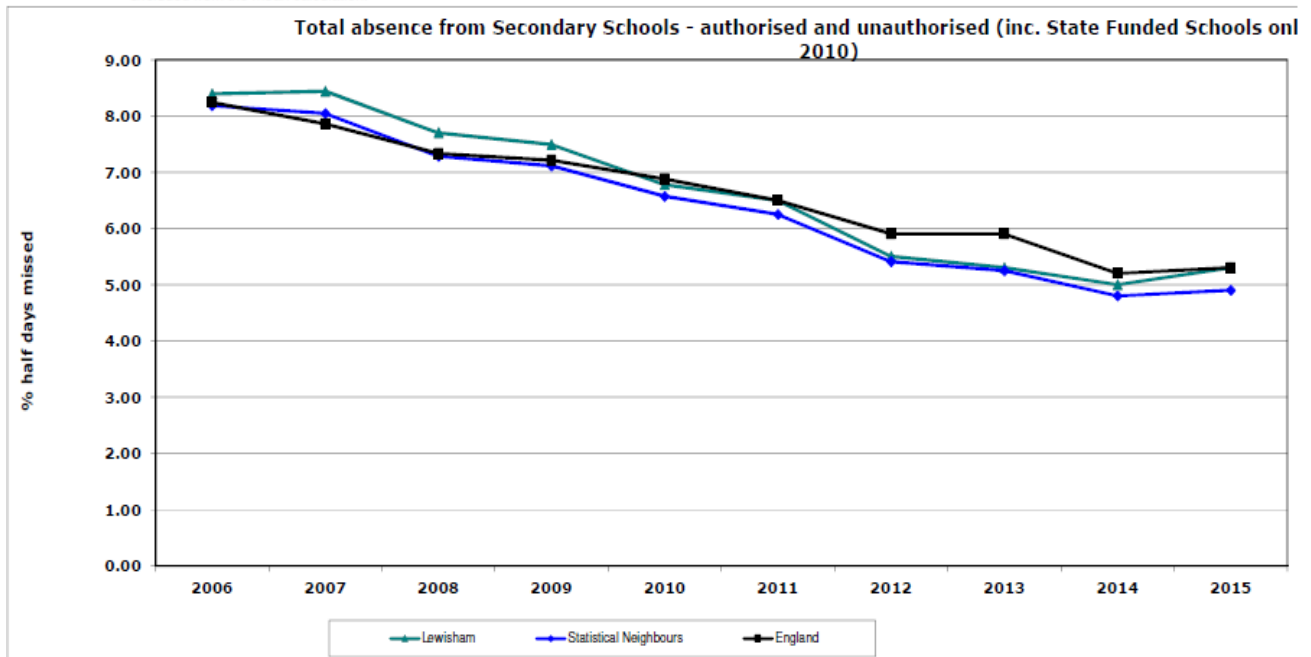
State Funded Secondary persistent absence rates (New definition)

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Table F shows Persistent Absence in Lewisham Primary Schools

Lewisham - Statistical Neighbour View										
Change Authority			Topic			Indicator				
State Funded Primary persistent absence rates (New definition)										

Statistical Neighbours

		-	-	-	-	-	2011	2012	2013	2014	2015
203	Greenwich	-	-	-	-	-	3.30	2.60	2.20	1.80	1.80
304	Brent	-	-	-	-	-	4.40	3.10	2.40	1.90	2.00
204	Hackney	-	-	-	-	-	4.40	3.20	2.40	2.10	2.20
208	Lambeth	-	-	-	-	-	4.30	3.10	2.80	2.20	2.30
320	Waltham Forest	-	-	-	-	-	4.40	3.20	2.50	2.00	2.30
306	Croydon	-	-	-	-	-	4.20	3.10	2.90	2.00	2.40
309	Haringey	-	-	-	-	-	4.60	3.30	3.20	2.20	2.40
210	Southwark	-	-	-	-	-	5.00	3.90	3.20	2.00	2.40
209	Lewisham	-	-	-	-	-	3.70	3.30	2.50	2.10	2.50
206	Islington	-	-	-	-	-	5.40	4.10	3.70	2.30	2.50
308	Enfield	-	-	-	-	-	4.10	3.50	3.40	2.80	3.10
	Statistical Neighbours	-	-	-	-	-	4.41	3.31	2.87	2.13	2.34
970	England	-	-	-	-	-	3.90	3.10	2.70	1.90	2.10

		Trend	Change from previous year	National Rank		Quartile Banding
209	Lewisham	⬆	0.40	115		D
986	London	⬆	0.20			
970	England	⬆	0.20			

The averages presented here are simple averages for the authorities listed (excluding the LA selected). They provide a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority. Where data does not exist for an LA it is excluded from the mean calculation.
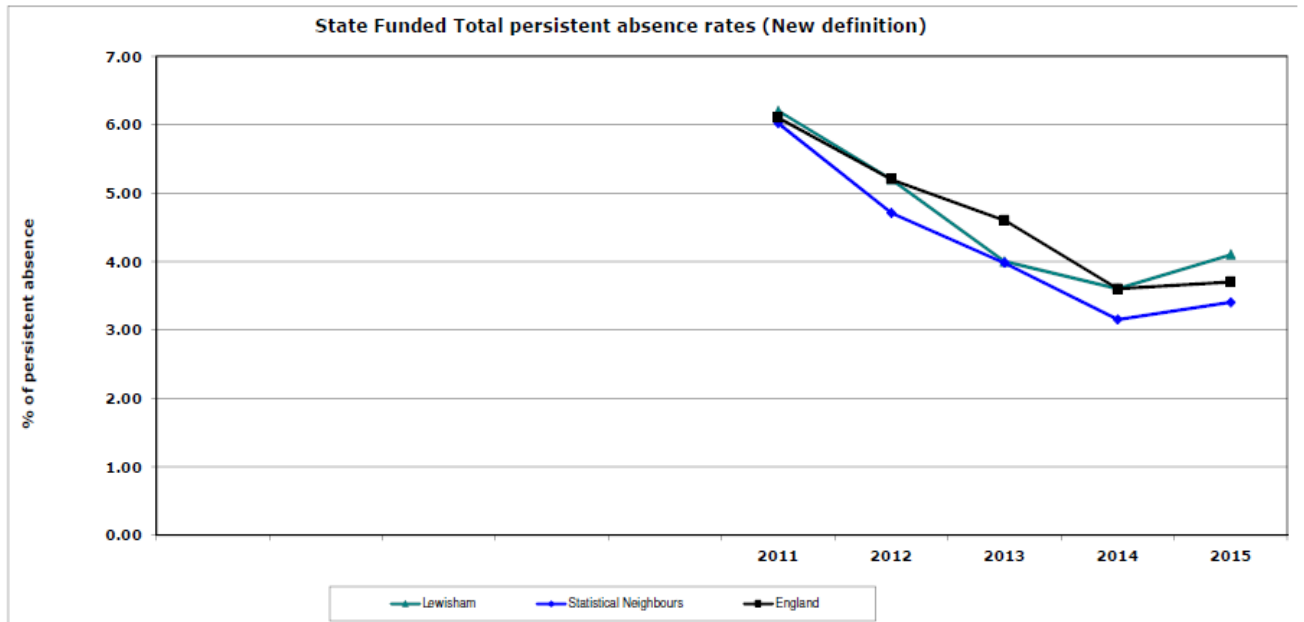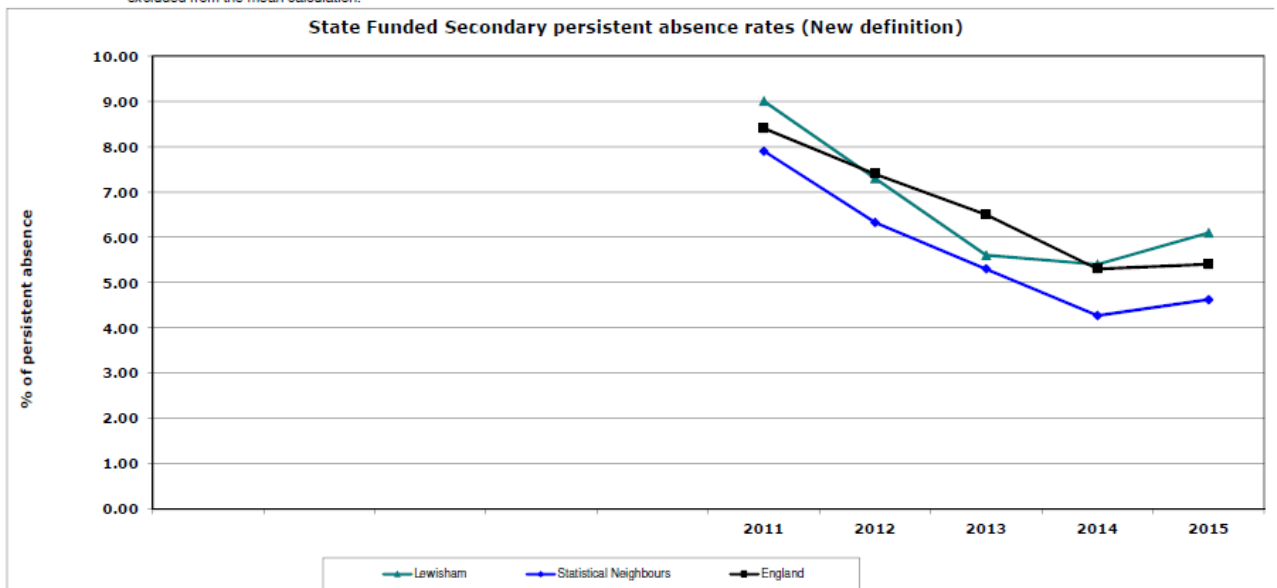

State Funded Primary persistent absence rates (New definition)
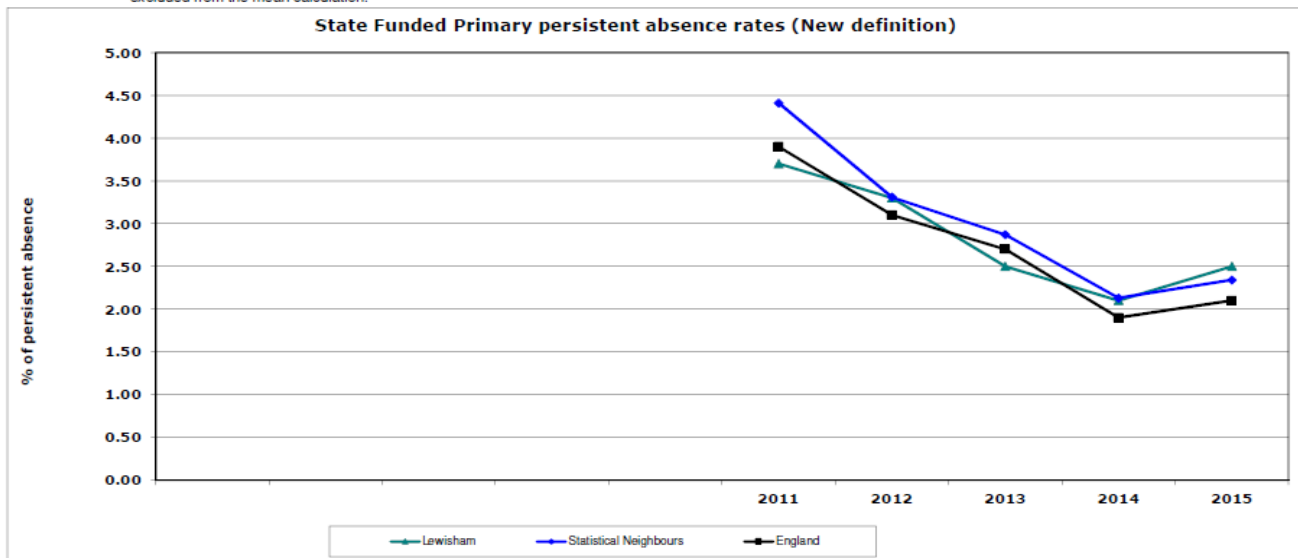
Table G shows % Total Fixed term exclusions

	% Total Fixed term exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	3.53	3.67	3.51	3.73	3.26	3.31	3.72	-
Stat. Neighbour	5.08	5.15	5.17	5.08	4.35	3.91	3.55	-
Stat. Neighbour Rank	3	2	2	1	1	3	8	-
London	4.49	4.34	4.05	4.02	3.57	3.13	2.91	-
London Rank	9	10	14	16	15	20	28	-
England	5.14	4.89	4.46	4.34	4.05	3.52	3.50	-
England Rank	25	30	43	58	42	71	101	-

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Table H shows % Secondary Fixed Period Exclusions

	% Secondary Fixed Period Exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	6.10	5.48	7.35	8.27	6.85	7.07	7.90	-
Stat. Neighbour	10.13	10.62	11.30	11.30	9.62	8.49	7.45	-
Stat. Neighbour Rank	2	1	3	2	1	3	7	-
London	8.74	8.67	8.31	8.36	7.49	6.45	5.94	-
London Rank	7	3	15	16	14	19	28	-
England	9.78	9.26	8.59	8.40	7.85	6.75	6.62	-
England Rank	19	15	60	79	59	90	115	-

Table I shows % Primary Fixed Period Exclusions

	% Primary Fixed Period Exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	1.59	1.56	1.08	0.90	1.07	1.06	0.91	-
Stat. Neighbour	1.41	1.22	1.18	1.11	0.95	0.90	0.97	-
Stat. Neighbour Rank	8	9	6	4	8	7	7	-
London	1.02	0.88	0.81	0.75	0.70	0.66	0.68	-
London Rank	27	29	26	21	28	28	26	-
England	1.06	0.97	0.91	0.91	0.90	0.88	1.02	-
England Rank	124	131	115	89	114	116	79	-

Table J shows % Total Permanent Exclusions

	% Total Permanent Exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	0.06	0.10	0.11	0.16	0.09	0.10	0.13	-
Stat. Neighbour	0.14	0.11	0.11	0.08	0.08	0.07	0.07	-
Stat. Neighbour Rank	3	4	5	10	6	7	10	-
London	0.13	0.11	0.10	0.08	0.08	0.07	0.07	-
London Rank	28	20	9	1	9	3	1	-
England	0.11	0.09	0.08	0.07	0.07	0.06	0.06	-
England Rank	29	76	100	133	97	107	132	-

Table K shows % Secondary Permanent Exclusions

	% Secondary Permanent Exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	0.18	0.21	0.28	0.42	0.24	0.29	0.38	-
Stat. Neighbour	0.31	0.24	0.25	0.19	0.19	0.18	0.16	-
Stat. Neighbour Rank	3	6	8	10	7	10	10	-
London	0.28	0.23	0.22	0.17	0.17	0.16	0.15	-
London Rank	8	17	24	31	26	31	28	-
England	0.21	0.17	0.15	0.13	0.14	0.12	0.13	-
England Rank	64	87	118	130	117	129	131	-

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Table L shows % Primary Permanent Exclusions

	% Primary Permanent Exclusions							
	2008	2009	2010	2011	2012	2013	2014	2015
Lewisham	0.00	0.00	0.00	-	0.00	0.00	0.00	-
Stat. Neighbour	0.03	0.02	0.02	0.02	0.01	0.02	0.02	-
Stat. Neighbour Rank	1	1	1	-	1	1	1	-
London	0.03	0.01	0.01	0.01	0.01	0.01	0.01	-
London Rank	1	1	1	-	1	1	1	-
England	0.02	0.02	0.02	0.01	0.02	0.02	0.02	-
England Rank	1	1	1	-	1	1	1	-

Appendix 5: Absence terminology and factors

Differentiation of absence terminology
The national codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence.

Authorised absence
The school has either given approval in advance for a pupil to be away as justification for absence:
- Leave of absence authorised by the school in exceptional circumstances.
- Excluded by not alternative provision made.
- Holiday authorised by the school (in exceptional circumstances and discretionary).
- Illness (not medical or dental appointments.
- Medical or dental appointments.
- Religious observance.
- Study leave.
- Gypsy, Roma and Traveller (travelling for occupational purposes).

Unauthorised absence
The school is not satisfied with the reasons given for the absence:
- Holiday not authorised by the school.
- Reason for absence not yet provided
- Absent from school without authorisation.
- Arrived in school after registration closed.

Factors affecting children and young people's attendance:
- At risk of harm and neglect and live in complex and chaotic homes
- Known to the Youth Justice System
- Moving in and out of the borough
- Families who actively seek to avoid contact with professionals
- Periods of homelessness or temporary housing
- Trafficked and/or exploited children
- Children who have experienced domestic abuse
- Children who are at risk of female genital mutilation
- Children with disabilities or medical conditions
- Children who are young carers
- Children who are at risk of forced marriage
- Children who are at risk of peer on peer abuse
- Children who are at risk of radicalisation
- Children who are bullied and victims of crime
- Children involved in the gang culture and antisocial behaviour and drug and substance misuse
- Children at risk of exclusion

Children and Young People Select Committee			
Title	Lewisham Alternative Provision Review: 'Ensuring the best and most inclusive provision for every learner'	**Item No**	7
Contributors	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
Class	Part 1	**Date**	8th June 2016

1. Purpose of the report

1.1 This report informs Members of the outcome of the review of the local authority's overall approach, structures and systems to deliver Alternative Provision at all key stages. The aim of the review was to evaluate and analyse current practice, highlight best practice and develop a new Lewisham Alternative Provision strategy with a three year action plan. The Review included arrangements for key stakeholders from Lewisham schools, special schools and Pupil Referral Units, local authority services and key agencies to contribute to the review by sharing information and best practice, including the views of parents and young people themselves.

2. Recommendations

2.1 That Members discuss and note the report.

3. Policy context

3.1 The report is consistent with the Council's policy framework. It supports the delivery of the Sustainable Community Strategy priority *Ambitious and Achieving* – where people are inspired and supported to achieve their potential and the Council priority to improve young people's achievement and involvement.

3.2 The Statutory Guidance on Alternative Provision, January 2013[1] sets out the duties of the local authority in relation to Alternative Provision:
- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
- Schools may also direct pupils off-site for education, to help improve their behaviour.
- Statutory guidance sets out the government's expectations of local authorities and maintained schools who commission Alternative Provision and Pupil Referral Units.

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[1]https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

1

3.3   The SEND code of Practice and advice for school governing bodies/proprietors, Senior Leadership Teams, SENCOs and classroom staff, September 2014 set out the statutory duties and responsibilities under the Children and Families Act 2014 in relation to children in their care who have or may have special educational needs or disabilities (SEND).

3.4   Nationally Ofsted carried out a three-year survey of schools' use of off-site Alternative Provision[2] and the DfE commissioned the Taylor Review[3] the outcomes of which line up with the key findings within this report.

3.5   **CYP Plan Priorities and key targets summary**
The Lewisham's Children and Young People's Plan 2015 – 2018:
Together with families, we will improve the lives and life chance of the children and young people in Lewisham.

Six specific areas have been prioritised to raise the attainment and achievement of Lewisham's children and young people. These are ensuring sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement. **(See Appendix 1 for more detail)**.

4.   Purpose of the review

4.1   The Review was designed to consider and evaluate existing Alternative Provision at all key stages to ensure appropriate structures and systems are in place to meet current and future needs of Lewisham's vulnerable and at risk children and young people. The Review assessed and analyse current practice, highlighting best practice with the view to facilitating improvement of the Lewisham Alternative Provision strategy through a three-year action plan with a focus on:
  - an appropriate Lewisham offer at all phases
  - fairer and more transparent responsibilities, structures and systems
  - transparent funding streams which recognise best practice and deliver value for money
  - a pupil-centred fair access process
  - the right pupil referral and placement (inclusive of medical reasons), including a suitable curriculum offer, progress tracking and assured attendance monitoring
  - appropriate referral settings for pupils with a suitable curriculum offer leading to high levels of attainment, standards and destinations
  - a robust safeguarding framework
  - a smooth reintegration process with monitoring and follow-up support
  - an effective and transparent flow of information regarding attendance, progress, attainment and current and future curriculum offer
  - a robust and collaborative quality assurance framework to support schools' statutory duties.

2

5. Alternative Provision Review process

5.1 Between October 2015 and April 2016, the London Borough of Lewisham Children and Young People Directorate engaged an external educational consultant to work with local authority officers and collaborate with key stakeholders to undertake a review of the existing strategy, structures and systems for Alternative Provision at all Key Stages.

5.2 This involved a series of information and data-gathering activities, including an in-depth review of Abbey Manor College (along with the Hospital School and Medical Programme that Abbey Manor College manages), New Woodlands School and its behaviour Outreach Team.

5.3 The Alternative Provision Review evaluated and interpreted a wide range of performance indicators and analysed data from the main agencies and services that support children and young people in Alternative Provision settings.

5.4 Discussions also took place with other lead personnel from a range of key agencies and services that support the most vulnerable and at risk children and young people:
- Headteachers (schools and PRUs including Chairs and existing working Groups).
- CYP Directorate.
- Virtual Headteacher.
- Secondary School improvement and Primary School improvement Leads.
- Children with Complex Needs
- Youth Support Service.
- Providers of Alternative Provision.
- Youth Offending Service.
- Early Intervention Services.
- Pupil Places Planning Officers.
- Troubled Family Support.
- School Nurse Service.
- Elective Home Education.
- CYP Finance Officers.
- Schools Forum and the Higher Needs Sub-group.
- Mental Health HeadStart Commissioning Team.
- Child and Adolescent Mental Health Services (CAHMS)

5.5 At the outset of the review, a Task and Finish Group was established to maintain a constant, secure focus and provide clarity and purpose. The Task and Finish Group membership comprised the following:
- Headteacher/Principal or senior leadership team (SLT) from Lewisham primary and secondary schools, special schools and Pupil Referral Units (PRUs).
- Alternative Provision representatives.
- Local authority representatives from the CYP Directorate.

A member of the group chaired the meetings within the terms of reference.

6. Lewisham context and background

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6.1 Alternative Provision is contextually defined as a setting that children and young people attend on a part-time or full-time basis away from their regular school setting, teachers and timetable due to them not being able to engage in mainstream education. Lewisham schools (in common with schools elsewhere) can use Alternative Provision as a destination for excluded pupils, in an attempt to prevent permanent exclusions, or to re-engage pupils in their education. Pupil Referral Units (PRUs), along with schools for children with Emotional and Behavioural Difficulties (SEBD), are themselves a form of Alternative Provision.

6.2 The Lewisham Review identified ten key findings:

6.2.1 **High levels of exclusion**
There are high levels of permanent and fixed term exclusions from Lewisham secondary schools in comparison to our Statistical Neighbours, London and England averages. In Lewisham there were 62 Permanent Exclusions in 2014/15 and 77 so far in 2015/16. Reasons for permanent exclusion include children and young people carrying offensive weapons, disruptive and violent behaviour and bringing drugs or banned substances on to school premises.

Lewisham has increased its overall percentage of pupils who are permanently excluded and is performing worse than our Statistical Neighbours, London and England averages. Secondary permanent exclusions have increased since 2008 and are worse than our Statistical Neighbours, and the London and England averages at 0.38% (2014/15).

Lewisham has also increased in the overall percentage of fixed term exclusions with higher fixed term exclusion rates, worse than our Statistical Neighbours, and the London and England averages at 3.72% in 2014.   Secondary fixed term exclusions have increased since 2008 and are at 7.90% in 2014, which is worse than our Statistical Neighbours, and the London and England averages. **(Also see Report on Lewisham Attendance and Exclusions, June 2016).**

6.2.2 **Low levels of reintegration**
There are low levels of re-integration for children and young people back into Lewisham Schools at Key Stage 3 and 4 once they have been permanently excluded. From New Woodlands Primary into Lewisham Primary schools in 2014/15 there were 11 reintegrations. From New Woodlands Primary into Lewisham Secondary schools (Year 6 to 7 transition) in 2014/15 there were 10. From Abbey Manor Key Stage 3 in 2014/15 there were 15. However there were no reintegration in Key Stage 4. **(Also see Report on Lewisham Attendance and Exclusions, June 2016).**

6.2.3 **Low attendance**
Pupil attendance at the Lewisham PRU is below national. Pupil absence data for Autumn / Spring 2014-15 shows overall absence from Lewisham secondary schools is at 5.3% and in line with the national average of 5.2%, but higher than the London average of 4.8% and the

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Inner London average of 4.7%. The First Statistical Release 2014-2015 (six half terms) for Abbey Manor College (Lewisham's PRU) shows overall absence at 36% which is worse than national absence at PRUs at 31.5%. and London PRUs at 27.4%. The associated risks with absence and persistent absence are poor progress and outcomes, safeguarding concerns, risk of exclusion, risk of offending and risk of NEET.

However due to the concerted leadership and action this year, rates of attendance at Abbey Manor College have improved by 11% and the number of pupils who are classed as 'persistently absent' has been reduced from 25 pupils to eight in since the beginning of the academic year (2015/16).

6.2.4   **Inadequate structure and partnership arrangements**
The Alternative Provision structures and collaborative partnerships for accountability required to make the systems work in children and young peoples' interests are not in place. Although there are forums discussing Alternative Provision including the 14-19 Strategic Forum, the Fair Access Panel and the Inclusion Managers Group, there is no partnership body in place to exclusively consider how effectively Alternative Provision arrangements are meeting the needs of Lewisham's children and young people.

6.2.5   **Fair Access arrangements need to improve**
The current Fair Access Protocols and Referral Process need updating to be in line with best practice. The Alternative Provision Review team held meetings with school inclusion managers and organised focus group events with current and prospective Alternative Provision. One-to-one discussions were held with lead officers from the local authority, all of whom raised crucial concerns regarding the effectiveness of the current Fair Access Panel (FAP) 'placement panel' in helping schools to select the right provision for their pupils. Concerns also related to the processes and transparency of the Fair Access Panel.

The current composition of the panel is not reflective of schools or expertise e.g. Special Education Needs and Education Psychologists and there are insufficient Heads present to enable debate and robust decision making. This means that the remit of the Fair Access Panel is limited and decision making is often challenged after the fact. The Fair Access Panel is not being used effectively to reduce exclusions e.g. through managed moves. Many participants of the Fair Access Panel have complained that the information presented to Fair Access Panel is inconsistent and unstandardised; and there are no consistent monitoring arrangements to confirm that placements are working in the best interests of children and young people. Also lacking is good understanding about the range of Alternative Provision at all key stages with the risk that sometimes the best placement is not recommended. School Leaders fed back that there is lack of clarity and transparency around the difference in the role of the Fair Access Panel and Pupil Placements Panel.

6.2.6   **A new managed moves protocol is needed**
The Lewisham managed moves process appears to not be consistently supporting the prevention of Permanent Exclusion for Lewisham children and young people. The Review found it hard to evaluate the process due to the unreliability of information collected.

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Lewisham LA was notified of 60 plus managed moves in 2014–15 and 30 so far in 2015-16. The Review established that far more managed moves take place informally across Lewisham, and the evidence of how successful managed moves have been is unreliable and it is clear that cases are becoming increasingly complex and need a more holistic approach. A new clearer protocol is needed.

6.2.7 **Poor value for money**

The costs of Alternative Provision for the local Authority and Lewisham schools are high. Each year over 500 children and young people attend Alternative Provision (full and part time) including New Woodlands and Abbey Manor College. The approximate cost of this provision is £7m or £14,000 per pupil place. The number of places is currently as follows:

- Five – 10 children (primary) attend full time offsite provision.
- Over 140 young people (secondary) attend full time and part time at Lewisham Southwark College Key Stage 4 provision:
  - Full time provision – alternative education including core subjects at GCSE / Functional Skills and vocational pathways (up to 40 places).
  - Full time provision – EAL – new arrivals in Y11 with English as a second language. Core subjects and vocational pathways (up to 30 places).
  - Part time provision – one day a week provision with vocational pathways (up to 70 learners).
- Other offsite secondary Alternative Provision (Up to 60 places)
- Provision at New Woodlands School (112 places)
- Provision at Abbey Manor College (170 places) and the Hospital School Medical Programme.

Rising costs of Alternative Provision are adding to spending pressures of £2.9m on the High Needs Block in 2015/16. This probably grows to £4.1m in 2016/17.

Proposals to make immediate changes to funding of Alternative Provision were presented to the Schools Forum in March 2017 and were agreed. These changes iron out a number of anomalies and will ensure the following:

- Funding should follow the pupil and the amount should be based on pupil need.
- Pupil Place funding will be based on national guidelines.
- Top-up funding will be based on a locally agreed banding arrangement that meets pupil need.
- The methodology for Special Educational Needs / Alternative Provision at New Woodlands and Abbey Manor College should be in line with other specialist provision.

There remains a need to ensure more equitable and transparent resourcing for Alternative Provision in Lewisham at costs comparable with its statistical neighbours.

6.7.8 **Lack of consistency in Quality Assurance**

There is lack of consistent approaches to Quality Assurance of Alternative Provision at all Key Stages. Although Lewisham LA quality assures Key Stage 4 Alternative Provision and publishes a Key Stage 4 Alternative & Collaborative Provision Directory, which is updated

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annually, there is no similar Directory for Key Stages 1 - 3. The Review included visits to many of the Alternative Providers accessed by Lewisham's schools and it is clear that schools are not always sufficiently clear about their responsibilities for ensuring the quality and suitability of children and young people's placements at all key stages; and have not always visited or regularly revisited to check that the Alternative Provision continues to be fit for purpose for each child.

Even though the current quality assurance system is in place to assess the suitability of Alternative Provision, addressing the safety and quality of those settings, the Review has highlighted low levels of progress, achievement and attendance in some Alternative Provision. This emerging evidence, alongside the associated problems of safeguarding, presents a major concern, particularly as many pupils who attend Alternative Provision are the most vulnerable and at risk of losing out in our education system.

The systemic issue is that the local authority and Senior Leadership Teams of both primary and secondary schools need to pay greater attention to the safeguarding, progress and attainment of children and young people in Alternative Provision who are not achieving as well as they should. This will become more prominent, particularly in light of the recent changes to the Ofsted Inspection Framework as school inspections teams are now more rigorously assessing how thoroughly schools ensure any Alternative Provision they use is safe for pupils, that pupils are making progress and are behaving and attending well. A minority of schools have already demonstrated good improvements in this aspect of their work. But Ofsted will continue to pay close attention to Alternative Provision as part of the inspection of schools under the 'Common inspection framework'.

6.2.9 **Local structures need to improve**
The local structures and governance need to be reviewed. There are two reasons for this. Firstly the designation of New Woodlands School is a 'Special School' while currently only a small proportion of children being educated there are being assessed for or have an Education, Health and Care Plan. Secondly there are currently two community vacancies on the Abbey Manor College Management Committee, which ideally, according to government guidance should be filled with local headteachers.

6.2.10 **There are gaps in the provision available**
There is demand for provision which is not being met locally by Lewisham PRUs, Special Schools and Alternative Provision. There is a lack of suitable provision for those with high and low functioning Autistic Spectrum Disorder and Special Educational Needs as well as a lack of provision for Early Years Foundation Stage and primary aged pupils, in particular the lack of provision for girls.

7. **Key Recommendations**

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The Review aims overall to improve the Alternative Provision model, over the next two to three years, to better meet the needs of children and young people in Lewisham. The following recommendations will be implemented through the delivery of an action plan:

7.1   Key Action 1: Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.

- Ensure that schools are aware of the responsibilities for reducing exclusions.
- Develop an inclusion strategy that sets out the local authority commitment to reducing exclusions and working with schools to ensure that inclusive practice is adopted. The strategy will include evidence of best practice that exists and identify resources that are available to support schools to reduce exclusions and ensure that children and young people achieve the best outcomes.
- Increase the range of high quality Alternative Provision for children and young people at risk of exclusion, both in school and within borough by working with existing good and outstanding Alternative Providers;
- Improve the offer and pathways for early intervention and targeted family support, targeting children at a younger age where there is evidence that they are at risk of permanent exclusion
- Implement the role of the Safeguarding in Education Coordinator in the CYP Directorate to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled.
- Ensure the provision of Behaviour Support in schools at Key Stage 4 taking into account that many schools in Lewisham are starting Key Stage 4 in Year 9.
- Review the Behaviour Support strategy to ensure the New Woodlands School Behaviour Support Team's working with schools is more tactical and targetted. The strategy will be in line the recently introduced local authority Framework for School Improvement and the categorisation of schools.
- Extend the best practice of the Virtual School in preventing and reducing permanent exclusions, given the Virtual School's success with Children Looked After.
- Ensure more engagement with parents/carers to ensure that they are better guided through the process and have a greater voice in terms of the future education of their child or young person.
- Review the role of the Police and the Youth Offending Service in relation to supporting the prevention of permanent exclusions.

7.1.1   **What is already being done to decrease the number of permanent exclusions?**
Since September 2015, a revised system has been introduced meaning all children and young people who are permanently excluded are referred to the local authority in the first instance (Inclusion & Reintegration Officer). Each case is looked at on an individual basis to ascertain the following:

- Current academic levels, potential GCSEs or other qualifications.
- Risks in terms of reason for exclusion.
- Any risk posed to the children and young people attending Abbey Manor College or other provision in the borough.

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- Links with the Youth Offenders Service (YOS).
- Links to other services such as Children Social Care (CSC).

These case-by-case assessments are carried out via weekly meetings. Each case is looked at and a decision is made regarding where the child should continue his/her education.

This means that during this academic year (2015–2016), Lewisham has continued to offer places to permanently excluded children and young people at Abbey Manor College if deemed appropriate in terms of level of need, risks posed to the pupil and others based at the school/any known connections to gangs and criminal activities. This has enabled Lewisham to place children and young people more appropriately and elsewhere if necessary to ensure that their needs are fully met.

7.1.2 Lewisham has hosted high level meetings/briefing sessions with Chairs of Governors and Headteachers to raise the issue of increasing number of exclusions at secondary level. Lewisham has offered training sessions for governors advising them of their role on Governors Discipline Committee, setting the national and Lewisham context in respect of exclusions.

7.1.3 Partnership working is taking place with neighbouring authorities to provide places for some of our children at risk of exclusion where we do not currently have provision in borough (e.g. primary aged girls). Lewisham is now engaging more with parents/carers to ensure that they are guided through the process and have a greater voice in terms of the future education of their child.

7.2 Key Action 2: Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham Schools.
- Develop an inclusion strategy that sets the local authority commitment to reduce exclusions and work with schools to ensure that inclusive practice is adopted.
- Develop a more robust, transparent system for reintegration at all stages and ages for children and young people in Lewisham.
- Develop a system to track excluded pupils who are ready for reintegration.

7.2.1 **What is already happening to improve reintegration?**
The Lewisham reintegration system is currently being reviewed, including the development of a method which is a 'Readiness for reintegration scale and action planning' tool, which is still at an embryonic stage. This method gathers information from all involved professionals along with the parents' and children and young people's view, and will eventually facilitate a populated interactive database and tracking system, thus enabling a more effective decision-making process.

7.3 Key Action 3: Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.
- Ensure that schools are fully aware of their statutory responsibilities in respect of monitoring the attendance of children who are on their roll but placed in Alternative Provision.

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- Implement the role of the Safeguarding in Education Coordinator in the CYP Directorate to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled and risk is reduced.
- Rigorously monitor schools' role in monitoring attendance in Alternative Provision.
- Exercise the best practice of the Virtual School and the use of Welfare Call to monitor attendance.

7.3.1 **What is already happening already**
- Attendance is a key priority of the CYPP 2015 / 18.
- Lewisham hosted the Attendance Conference, February 2016 to consider strategies to improve attendance within Lewisham Schools and Alternative Provision settings.
- There is an established Children Missing Education Monitoring Board that includes a focus on Alternative Provision.
- Revised Children Missing Education Policy and Off Rolling Guidance was issued in summer 2015.
- Children Missing Education Lunchtime Briefings as part of the LSCB training programme to include Alternative Providers.
- Termly Primary and Secondary Network Leads Meetings taking place discussing a variety of topics and sharing best practice.
- Lewisham Staged Model of Attendance Intervention - Staged process to implement attendance support.
- Complex Cases Panel Meeting Forum.
- Revised Code of Conduct issued last September - more user friendly and enabled schools to consider the use of a Penalty Notice or Warning as an early intervention strategy without having to make a formal request to the Service.
- Attendance Guidance and Procedures for Lewisham Schools - issued summer 2015.
- Attendance at Abbey Manor College has increased by 11.1% since 2014/15 and 20% in comparison to the same point in 2013/14. Also those pupils classed as being persistently absent has reduced from 25 pupils to eight since the beginning of the academic year (2015/16). This is a significant improvement.

7.4 **Key Action 4: Establish an Inclusion Programme Board that reports within the Children and Young People Directorate structure and to Schools Forum. This should include schools, colleges, Alternative Providers and local authority officers to work in conjunction with the Fair Access Panel.**
- The board should:
  - consider and review the inclusion strategy, regularly receive monitoring data/reports regarding managed moves, permanent and fixed term exclusions; and
  - consider and review the Alternative Provision strategy, obtain accountability reports for outcomes to the School Forum for money spent on Alternative Provision.
  - consider and review reports from the Lewisham Inclusion Managers Forum and the Lewisham Alternative Providers Forum and the Lewisham Safeguarding in Education Coordinator and the Fair Access Panel (including reports on Managed Moves).
- Implement the role of the Fair Access Panel, Alternative Provision and EHE Manager to have overall responsibility for the Alternative Provision in the local authority including

commissioning and quality assurance.

- Implement the role of the Safeguarding in Education Coordinator to ensure that the local authority's obligations regarding safeguarding in education and Alternative Provision settings are being fulfilled.
- Ensure that there are clear lines of communications between schools – key outreach and Alternative Provision contacts and the local authority.

7.5a   Key Action 5a: Review the Fair Access Panel's processes and procedures, as well as the restructuring of the composition of the panel, with the formation of separate primary and secondary panels.

7.5b   Key Action 5b: Have a clear process to enable schools to access sixth day provision for pupils who have been excluded.

- Ensure that the Fair Access Panel (FAP) implements more transparent rigorous and robust ways to ensure consistency, factual accuracy and effective tracking of the progress of vulnerable and at risk children and young people in order to prevent prolonged delays before they are placed and that their placement meets their needs.
- Ensure that the Fair Access Panel has relevant representation and expertise.
- The Fair Access Panel needs to challenge schools to ensure that all possible strategies and methods of support have been exhausted by the school before agreeing a referral.
- Ensure that for cases where there is known attendance issues this is presented by the school or the Attendance and Welfare Officer at the Fair Access Panel.
- Adopt a strategic approach to Pupil Place Planning which includes exploration of suitable and appropriate educational placements for all children, including those who have SEND or meet the criteria for FAP, excluded pupils, those with medical needs and those who are new to the borough.
- All Fair Access documentation needs reviewing and minutes produced at every meeting.
- All referrals should be referred on a standard form which includes core educational information on educational history, attainment and attendance.

7.6a   Key Action 6a: Improve the managed moves process by so that it is operating in the best interests of the children and young people.

7.6b   Key Action 6b: Review and update the Managed Moves Protocol.

- Review and monitor more closely the outcomes of managed moves.
- Ensure targeted intervention support provided from the Attendance, Welfare, & Inclusion Service by facilitating managed moves to enable fresh starts for those children who are at risk of permanent exclusion. It must be clear on the types of intervention, how it links to Targeted Family Support and other support.
- Ensure that schools present their own pupils' cases to the Fair Access Panel, including those who are requesting a transfer to an alternative mainstream school in Lewisham.
- Ensure that once a parent submits an admissions request, the home school should present the case to the Fair Access Panel.
- The Fair Access Panel should be used in cases of complex managed moves.

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- Review the current Managed Moves Protocol and develop an alternative strategy for managing unsuccessful managed moves.
- Ensure that the role of the Alternative Provider, the School and the local authority in relation to manage moves is clear.

7.6.1 What is already happening
- The Attendance & Inclusion Service regularly works with schools and parents to facilitate a managed move, in particular when there is evidence of a breakdown in the relationship between the parents and the school. In some instances, if there are complex issues to resolve, these cases are referred to the Fair Access Panel to agree a new school or Alternative Provision placement.
- Schools are now expected to notify the local authority of all managed moves.

7.7 Key Action 7: Implement the recommendations of the High Needs Sub-group Alternative Provision Review work stream which were agreed by Schools Forum on 17th March 2016. This includes savings to the High Needs Block and the opportunity for central local authority resources to enable a more strategic, proactive and flexible approach that can be directed where needed most.
- The Alternative Provision Review workstream was presented to the Schools Forum in December 2015 and the Higher Need Sub Group in January 2016. The groups agreed strategies to manage predicted pressures and includes savings of between 20% - 30%. This equates to annual saving between £300k and £450k from 1st September 2016.

7.7.1 Changes for 2016/17 to 2018/19:

	New Woodlands	Abbey Manor College
Where we are now	Average funding per pupil (based on 112) @ £20,000 = £2,217,000 (Plus Outreach Service £585,000)	Average funding per pupil (based on 160) @ £22,000 = £3,563,000 (Plus Hospital and Home Tuition £235,000)
Where we want to be	Average funding per pupil (max 140) @ £16,800 = £2,352,600 (Plus Outreach Service £585,000)	Average funding per pupil (max 170) @ £18,000 = £3,060,000
Savings (Higher Needs Block)	16/17: £115,000 17/18: £165,000	16/17: £115,000 17/18: £200,000 Hospital and Home Tuition: £30,000
Local authority resource/ Commissioning	16/17: £55,000	16/17: £287,000 17/18: £119,000 Hospital and Home Tuition: £40,000

7.7.2 This is the summary of agreed changes and the following table shows that it is a staged approach:

Ref	Saving	Amount (£)	Establish
1	**Support for Special Educational Needs**	421	Abbey Manor College

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	Learners (£244 in 16/17 & £177 in 17/18)		
2	**Intervention Funding** (£158 in 16/17)	158	Abbey Manor College
3	**Equalisation of funding bands** (£170 in 16/17 & £120 in 17/18)	290	New Woodlands
4	**Medical Programme** (£70 in 17/18)	70	Abbey Manor College
5	**Social Worker** (£45 in 17/18)	45	Abbey Manor College
6	**Social Worker** (£45 in 17/18)	45	New Woodlands
7	Teenage pregnancy budget and excluded pupils (£97 in 17/18)	97	Abbey Manor College
Higher Needs Block saving 2016/17 2017/18		**(£)** 230 395	
LA resource and commissioning 2016/17 2017/18		**(£)** 342 159	

7.7.3 **Rationale for savings**

Support for Special Educational Needs Learners (Abbey Manor College)

Currently, there is limited Special Educational Needs support at Abbey Manor College because very few learners have high levels of identified Special Educational Needs Disabilities or requirements. Special Educational Needs Disabilities funding will be allocated to Abbey Manor College learners in the same way as learners in other schools, i.e. through Educational Health Care Plans. Therefore, Schools Forum agreed to cease allocating this block sum as that all required Special Educational Needs Disabilities funding would be allocated through place funding and top -up.

Schools Forum agreed that this saving will be recycled to improve coordination of placements into Alternative Provision by the local authority and also for commissioned places where Abbey Manor College is not suitable.

Intervention Funding (Abbey Manor College)

Intervention places will be fully funded by schools. Hitherto, schools have been paying for intervention places but there is a Higher Needs Block allocation of £158,000 which is in effect double funding. Schools Forum decided that this Higher Needs Block allocation ceases from September 2016.

Equalisation of funding Bands (New Woodlands)

In 2014/15, the special school top-up funding bands were standardised across all special schools. Prior to this, an Autistic Spectrum Disorder pupil would have a different top-up rate if they were placed in one school when compared to another special school. Largely the differences were minimal.

There was an exception to this for New Woodlands, where the standardisation of funding rates would create a reduction on funding of £290k. In 2014/15, it was decided at the time to protect the New Woodlands budget while work was undertaken to assess the nature of the pupil needs in the school.

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Schools Forum has now agreed to implement (over two years) the equalisation of special school funding for New Woodlands. This removes the additional funding for New Woodlands and brings the allocation in line with other special schools in Lewisham. The top-up rate for the school would be £6,800.

Medical Programme (Abbey Manor College)

Schools Forum has made a 30% reduction to the budget of the Hospital School and Medical Programme totalling £70,000. This is because the Home Tuition element does not meet statutory requirements and is being withdrawn. The Hospital School budget remains. This saving will need to be recycled into the local authority budget for centrally commissioned places.

Social Worker (Abbey Manor College)

Schools Forum has removed the extra Social Worker budget of £45,000. Abbey Manor College could consider funding such a post from their core budget, but will first discuss how best they can work with Children's Social Care and early help services.

Social Worker (New Woodlands)

Schools Forum has removed the extra Social Worker budget of £45,000. New Woodlands will need to consider whether to fund from core budget, but will first discuss how best they can work with Children's Social Care and early help services

Teenage pregnancy budget and excluded pupils (Abbey Manor College)

Schools Forum has removed the Intensive Programme, Pupils not Permanently Excluded and Teenage Pregnancy budget of £97,000, because these services were not being provided through Abbey Manor College. Schools Forum has agreed that part of this saving will be recycled to improve coordination of placements into Alternative Provision by the local authority and also for commissioned places where Abbey Manor College is not suitable.

7.8a **Key Action 8a: Review the Alternative Provision Quality Assurance Framework to ensure all Key Stages.**

7.8b **Key Action 8b: Ensure that all provision accessed for Lewisham children and young people is Department for Education Registered.**

7.8c **Key Action 8c: Raise the awareness and importance of schools' responsibility to ensure the quality and suitability of children and young people placements at all Key Stages and encourage schools to regularly visit to check that the Alternative Provision continues to be fit for purpose.**

7.8d **Key Action 8d: Ensure further coordination and sharing of information data sets and systems between the multi-agencies and services that are directly involved in supporting the family, carer or individual vulnerable and at risk children and young people.**

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- Ensure that the Alternative Provision Quality Assurance Framework delivered by the Access, Inclusion and Participation Team provides a service at all key stages and with the following:
  - A collaborative approach with schools so that they undertake their statutory duties in relation to Alternative Provision.
  - Pre-placement health and safety and safeguarding checks.
  - Visits to providers, including checks on the attendance, quality of teaching learning and assessment, standards of attainment, achievement, personal development, well-being and behaviour.
  - Supporting the requirements and processes to report daily on attendance and at least once every half term. This data to then be analysed and evaluated by schools and action taken where necessary.
  - Supporting accurate and regular pupil progress tracking information to be exchanged between Alternative Provision and schools, with feedback from schools to be given on at least a half-termly basis.
- Introduce processes to ensure that children and young people are placed in Alternative Provision within a shorter timescale.
- Ensure that contractual arrangements are embedded into placements for all schools and providers for vulnerable and at risk children and young people, with clarity in terms of expectations and responsibilities for all concerned to avoid the failure of placements.
- Ensure that all Alternative Provisions where children and young people are referred to by Lewisham Schools are 'Department for Education registered'.
- Work with the Teaching School Alliances to provide a CPD offer for staff in schools and in Alternative Provision settings and ensure that training levels meet statutory requirements.
- Develop a collaborative Lewisham CPD offer for Alternative Providers.

7.9a   Key Action 9a: Ensure that the cohort of learners at New Woodlands School is in line with the legal designation of a 'special school'.
- Carry out an audit of all pupils currently attending New Woodlands School and put in place a transition plan for any child who is inappropriately placed in this provision.
- Ensure that the designation reflects the needs of pupils it educates and that the school's admission policy is inclusive and that it is published on the school website.

7.9b   Key Action 9b: Work with secondary schools and Abbey Manor College to expand the current membership of the Abbey Manor College management committee to ensure better representation from secondary schools.
- Ensure promotion of the Abbey Manor College to ensure the additional membership is in place for September 2016.
- Ensure that the Abbey Manor College website provides access to all policies.
- Offer a KS3 and GCSE programme in line with the national framework and that gives some pupils the opportunity to be reintegrated into schools.

7.10a **Key Action 10a: Develop and implement provision that fills the gaps identified in the Review.**
- Primary nurture provision

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- Sixth day placements and short term intervention for two, six and 12 weeks
- Assessment placements to support Special Education Needs, New Arrivals and English as a second language (year 10 and Y11)
- Provision for primary girls (SEMH and EBD)
- Provision for primary boys (with less complex needs)
- A Key Stage 4 GCSE Alternative Provision Pathway
- Special Educational Needs Provision for High Functioning Autistic Spectrum Disorder, SEBD and other issues to be provided in Lewisham– linked with the SEND Strategy and Schools Places Strategy
- Improved and enhanced Mental Health Specialist provision at Key Stage 3 and 4
- Behaviour support at Key Stage 4
- Transition support for those at risk of exclusion
- Provision that meets the needs of Youth Offenders
- Provision that meets the needs of Children Looked After

7.10.1 Needs estimates and projections

	2015/16		2016/17		2017/18		2018/19	
	Need	Provider	Need	Provider	Need	Provider	Need	Provider
Primary Nurture (Reception and Year 1)	?	None	16		16		16	
KS1 Alternative Provision (boys)	10	NW	10		12		14	
KS2 Alternative Provision (boys)	52	NW	54		56		58	
Primary girls (SEMH & SEBD)	10	Out of borough	10		10		10	
KS3 Alternative Provision (boys)	70	NW	72		74		76	
Outreach at KS 1 – 3	280	NW	30		330		360	
6th day provision (fixed term KS1 - 4)	40	None	40		40		40	
Short term intervention – 2 ,6 & 12 weeks (KS1 – 4)	40	None	40		40		40	
Assessment placements (LAC / SEN)	30	NW	30		35		40	
SEN (ASD HF & SEMH KS1 – 4)	110	Out of borough	110		115		120	
PEX and Alternative Provision (KS 3 - 4)	160	AMC	170		170		170	
Mental Health Specialist Provision (KS 1 - 4)	30	Range of providers	30		40		40	
Outreach at KS4	70	None	80		90		100	
Transition Support	?	None	?		?		?	
EAL & late arrivals programme (Y11)	30	L S College	40		50		60	

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GCSE Pathway (KS4)	20	None	20		20		20	
Other KS3 - 4 Alternative Provision (f/t and p/t)	170	L S College and AEP	150		120		100	
Total			1172		1218		1264	

7.10b. Key Action 10b: Alternative Providers. Ensure that Pupils who are referred to the Medical Programme receive the statutory requirements for education.

▪ The Hospital School will remain as it is to meet the educational needs of children and young people admitted to the hospital ward. The Home Tuition Medical Programme will be centrally commissioned by the local authority to provide tuition places and / or education through an online learning tool.

8. Expected outcomes

Based on the review outcomes, there is an expectation and intention that the following be implemented:

▪ Identified recommendations that will form a Lewisham statement for Alternative Education Provision and Pathways at all Key Stages.
▪ A three-year Action Plan with key milestones, success criteria and a timeline to deliver the strategy.
▪ As a result, permament exclusions should reduce so that Lewisham's performance is in line with London averages.

9. Timeline for the current academic year

September 2015 – March 2016	▪ Alternative Provision Review: Collection of evidence and evaluation ▪ Schools Forum and Higher Needs Task Sub Group – re AP savings ▪ Alternative Provision Task and Finish Group
17 March 2016	▪ Schools Forum for decision making on budget – AP budget
6 April 2016	▪ DMT – Draft Report
W/C 11 April 2016	▪ Meeting with AMC and NW to discuss Report and findings
13 April 2016	▪ Alternative Provision Task and Finish Group – to comment on draft recommendations, consider strategy and action plan
18 April 2016	▪ Task and Finish Group responses
21 April 2016	▪ Secondary Heads Meeting
W/C 2 May 2016	▪ Meeting with Alternative Providers to plan places
W/C 2 May 2016	▪ Draft Strategy and Action Plan available to Standards and Achievement
W/C 2 May 2016	▪ DMT – Final Report for sign off, draft Strategy and Action Plan
W/C 2 May 2016	▪ Alternative Provision Task and Finish Group – to comment on Strategy and Action Plan (Inclusion Board – ToR and membership)
4 May 2016	▪ Schools mailing – Final Report and Action Plan published
W/C 9 May 2016	▪ Higher Needs Task Sub Group – breakdown of LA resource and commissioning
W/C 16 May 2016	▪ Final strategy and Action Plan Published

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W/C 16 May 2016	▪ Schools mailing – Report, Strategy and Action Plan
17th May 2016	▪ Primary Strategic Group meeting
24th May 2016	▪ Leadership Forum (Primary)
8th June 2016	▪ Children and Young People Select Committee with Draft Report findings (dispatch 27th May 2016)
9 June 2016	▪ Inclusion conference to launch Report, Strategy and Action Plan
29th June 2016 (provisional)	▪ Mayor and Cabinet. If any designation changes to NW
30 June 2016	▪ Schools Forum – breakdown of LA resource and commissioning

10. Financial implications

The proposals are forecast to result in DSG savings of £625k (£230k in 2016/17 and £395k in 2017/18) which will contribute towards the pressure on the High Needs Block. A further £501k (£342k in 2016/17 and £159k in 2017/18) will be made available through these proposals and will be used to implement the required improvements to the borough's Alternative Provision.

There are no financial implications for the general fund

11. Legal implications

11.1 There are no legal implications arising as a result of this report.

12. Crime and Disorder Implications

12.1 There are no crime and disorder implications.

13. Environmental Implication

13.1 There are no environmental implications.

Background Documents

Appendix 1: The Lewisham's Children and Young People's Plan 2015 – 2018 (extract):

AA1: Ensuring there are sufficient school places for every Lewisham child	To increase the percentage of parents allocated a preferred school at secondary from 92.8% in 2015 to be closer to the comparator baseline
AA2: Ensuring all our children are ready to participate fully in school	To increase the percentage of children achieving a good level of development at EYFS from 77.5% in 2015 to 83% in 2018 (although this measure will no longer be nationally required from 2016 – an alternative measure may be required)
AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points	To increase attendance at primary and secondary schools from our performance in all measures which is below the London average in 2015, to be in line with the London average by 2018 To reduce exclusions at secondary schools from our performance which is well below the London average in 2015 to be in line with the London average by 2018
AA4: Raising participation in education and training, reducing the number of young people at 16 – 19 who are NEET	To maintain our level of NEETs to be in line with or better than London averages in 2018
AA5: Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school	To maintain our performance at Key Stage 2 for outcomes and closing the gap to be above the national and London averages To significantly improve our performance at Key Stage 4 from being at the bottom of the London performance table in 2015 to being in line with or above national averages and closing the gap with London averages by 2018
AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them	To increase the % young people educated in post-16 institutions achieving level 3 by 19 from 56% in 2015 to 59% in 2018 To increase the percentage of post-16 providers rated as good or outstanding from 73% in 2015 to 81% in 2018
AA7: Raising achievement and attainment for our Looked After Children at all key stages and Post-16	To maintain performance at GCSE to be above the national average To increase the percentage of care leavers in employment, education or training from 67% in 2015 to 80% in 2018

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Children and Young People Select Committee			
Title	Information, Advice and Guidance in Schools Review	**Item No.**	8
Contributors	Scrutiny Manager		
Class	Part 1	**Date**	8 June 2016

1. Purpose of paper

1.1 As part of the work programme for 2015/6, the Select Committee agreed to carry out a review on Information, advice and guidance in schools. The review was scoped in October 2015 and evidence gathered between November 2015 and April 2016.

1.2 The attached report presents the evidence received for the review. Members of the Committee are asked to agree the report and suggest recommendations for submission to Mayor and Cabinet.

2. Recommendations

2.1 Members of the Select Committee are asked to:

- Agree the draft review report
- Consider any recommendations the report should make
- Note that the final report, including the recommendations agreed at this meeting, will be presented to Mayor and Cabinet

3. The report and recommendations

3.1 The draft report attached at **Appendix 1** presents the written and verbal evidence received by the Committee. The Chair's introduction, recommendations and conclusion will be inserted once the draft report has been agreed and the finalised report will be presented to a Mayor and Cabinet at the earliest opportunity.

4. Legal implications

4.1 The report will be submitted to Mayor and Cabinet, which holds the decision making powers in respect of this matter.

5. Financial implications

5.1 There are no direct financial implications arising out of this report. However, the financial implications of any specific recommendations will need to be considered in due course.

6. **Equalities implications**

6.1 There are no direct equalities implications arising from the implementation of the recommendations set out in this report. The Council works to eliminate unlawful discrimination and harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

For more information on this report please contact Katie Wood, Scrutiny Manager, on 020 8314 9446

Overview and Scrutiny

Independent Advice and Guidance in Schools
Children and Young People Select Committee

June 2016

Membership of the Children and Young People Select Committee in 2015/16 and 2016/17:

Councillor Hilary Moore (Chair)

Councillor Luke Sorba (Vice-Chair)

Councillor Chris Barnham

Councillor Andre Bourne

Councillor David Britton

Councillor Simon Hooks (2016/17)

Councillor Liz Johnston-Franklin

Councillor Helen Klier (2016/17)

Councillor Jacq Paschoud

Councillor John Paschoud (2015/16)

Councillor Jonathan Slater (2015/16)

Councillor Alan Till

Sharon Archibald (Co-optee)

Gail Exon (Co-optee)

Kevin Mantel (Co-optee)

Monsignor Nick Rothon (Co-optee)

Mark Saunders (Co-optee)

Additional in-put:

Young Advisors: Tyreese Hines, Liam Islam, Saffron Worrel

Contents

Chair's Introduction

To be inserted.

Photograph of Chair

Councillor XXX
Chair of the XXX Select Committee

Executive summary

[Insert text here]

[Exec Summary should include the key findings of the review]

Recommendations

The Committee would like to make the following recommendations:

[Insert recommendations]

3.   Purpose and structure of review

3.1   Following consultation with the Young Advisors Panel and after discussion at Committee, the Children and Young People Select Committee, resolved to carry out a review into Information, Advice and Guidance (IAG) in secondary schools including special schools, Pupil Referral Units and post-16 and alternative education providers for children and young people in years 8 - 13.

3.2   At its meeting of 20 October 2015, the Committee received a scoping paper that set out the background and key lines of enquiry for the review. The key areas proposed to be considered were:

Analysis of legislation and statutory duties
- What is the legal framework for the provision of IAG?

Assessment of current situation in Lewisham including examples of best practice and work of the peer review
- What are the purpose and aims of the Peer review?
- What is the NEET (not in education, employment or training)strategy and how does the IAG strategy work with this?
- What is available for the most vulnerable young people? How are they being supported and is the service they are getting tailored to their needs?
- How does the Council's apprenticeship and work experience programmes support the IAG strategy?
- What does an analysis of destinations and NEET data tell us that can help improve outcomes for young people?
- Are there any funding constraints and how do we ensure value for money?

Working closely with young advisors to carry out focus groups
- How do we ensure that the experiences of young people in the borough are drawn upon to help shape best practice and support offered?
- What are the disparities between service provided at different schools or to those with different needs?

Good practice and experience from partner organisations and young people
- What are the best schools/local authorities doing in this area?
- Are there examples of innovative ways of working?
- What are the concerns of stakeholders and partner organisations?
- Are there specific issues for vulnerable young people that are not being addressed?
- Where are there examples from schools, colleges, educational establishments or local authorities where the IAG strategy is successful and working well and what can we learn from those?
- What additional resources are available to IAG providers to help them improve their offer?

3.3   The timeline for the review was as follows:

20 October 2015 – Review scope agreed and evidence received from Steve Besley, Pearson Education.

18 November 2015 - First evidence-taking session to cover the analysis of legislation and statutory duties and the assessment of the current situation in Lewisham.

6 January 2016 – Visit to the London Borough of Islington, looking at examples of good practice and different models of working.

12 January 2016 - Second evidence-taking session looking at best practice and evidence from partner organisations. Evidence was received from Pearson Education; London Councils; Lewisham Virtual School; National Careers Service; Prospects; and Youth Engagement Lewisham

April 2016 – Young advisors' questionnaire

27 April 2016 – Conference on "Championing a Careers Offer for Lewisham Young People" at Goldsmiths University.

8 June 2016 – Meeting of the Committee to consider its final report presenting all the evidence received and to agree recommendations for submission to Mayor and Cabinet.

4   Policy Context and Legislative Background

4.1   The Council's overarching vision is "Together we will make Lewisham the best place in London to live, work and learn". In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham's corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council's performance is reported.

4.2   The Council's corporate policy of "Young people's achievement and involvement" promotes raising educational attainment and improving facilities for young people through working in partnership. The priority of "strengthening the local economy" includes a focus on strengthening employment skills. The Council's Sustainable Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.

4.3   Youth unemployment remains high and nationally the youth unemployment rate is 13.7% for young people (aged 16-24) compared to 5.1% for the overall population.[1]

4.4   The Education Act 2011[2] requires schools to secure access to independent careers guidance for learners in years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the learners to whom it is given. According to the Department for Education[3], 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 information, advice and guidance ensures young people select pathways that are most suitable for their individual circumstances, aspirations and potential.

4.5   Destination measures for those in Year 11, 12 and 13 are published by the Department for Education quarterly. Having a low number of NEET young people can be used as one measure of a successful IAG strategy. In addition to this, ensuring there are low numbers of young people whose destination is "unknown" is important to ensure leavers are being accurately tracked. Understanding the Lewisham NEET figures including those amongst vulnerable young people such as Looked After Children, Care Leavers and those with Special Educational Needs or Disabilities can help form a more thorough assessment as to whether there are any gaps or discrepancies in IAG provision to young people. Full analysis of destinations statistics could also help to assess provision including university destinations, training courses and employment.

4.6   The changes as a result of the Raising the Participation Age legislation introduced in September 2013, mean that all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17 years old. From September 2015, this has risen to the year in which they turn 18. It is vitally important that these young people have the right advice to help them secure their future employment, training and education prospects.

4.7   Schools have three main points at which it is important to ensure young people have the right information available to make the most appropriate option choices:

        Post-14: GCSEs - options offered by local university technical colleges and studio schools and 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.

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[1] ONS: UK Labour Market Survey (May 2016)
http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/may2016

[2] See: http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf
[3] See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

Post-18: Further education courses - higher apprenticeships, undergraduate degrees, employment.

4.8 Schools are held to account for the destinations of their leavers through the annual publication of destination measures. 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 as well as by lower dropout rates, lower NEET figures and lower levels of those whose destination is unknown.

4.9 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 learners in judging its leadership and management. A report published in 2013 by Ofsted stated that 75% of schools visited were not carrying out their statutory duty to deliver impartial careers advice effectively.[4]

4.10 A number of recent studies have linked exposure to high quality careers talks at secondary school with higher future earnings. For example, a recent study by University of Bath has linked increased school mediated employer engagement activities at age 14-15 to increased earnings. The study shows a higher correlation particularly at the 14-15 age group than the same exposure at the 15-16 age group.[5] This is important in considering the stage at which careers information, advice and guidance is considered at school. The Gatsby Report on Good Career Guidance[6] published in 2014 makes a number of benchmarks for improving careers provisions in schools including: embedding a stable careers programme; learning from labour market information; addressing the needs of each pupil; linking curriculum learning to careers; opportunities for encounters with employers and employees; experiences of workplaces; encounters with further and higher education; and personal guidance.

The Findings

5 Lewisham Context

Lewisham Careers Guidance Peer Review 2015-16

5.1 A Lewisham Careers Guidance Peer Review for 2015-16 has been set up and implemented by the 14-19 Strategy Team in the Children and Young People Directorate in partnership with the Lewisham IAG Forum[7]. The review considered the careers guidance being offered at schools and other

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[4] https://www.gov.uk/government/news/careers-guidance-in-schools-not-working-well-enough

[5] Career Education that works: An economic analysis of….

[6] Good Careers Guidance http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

[7] The Lewisham Schools and Colleges IAG Forum is open to representatives working with schools, colleges or other relevant agencies in Lewisham with responsibility for Careers Education and IAG. It has been established since 2010. The Forum meets periodically and run an annual Conference to share policy and good practice.

educational settings throughout the borough and was undertaken to support senior leaders, managers and governors in schools and colleges to meet their statutory duty to secure careers advice for all those in years 8 -13. It was a peer review in so far as it encouraged those involved in Careers Information Advice and Guidance at schools in Lewisham to be part of the monitoring of other schools so they could mutually learn from each other's experiences.

5.2   The aims of the peer review were to help monitor and support schools in delivering their IAG strategy and promote and highlight good practice. The review was also intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every learner develop high aspirations and consider a broad and ambitious range of careers. Inspiring every learner through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

5.3   The Local Authority continues to support and monitor schools to deliver their statutory duty and still retains the duty to support vulnerable young people including Looked After Children, Care Leavers, Refugees, Asylum Seekers, Youth Offenders, Teenage Pregnant and Teenage Parents, learners with Learning Disabilities and/or Disabilities (LDD).[8]

5.4   Schools should have a strategy for the careers guidance they provide to young people and this should be embedded within a clear framework linked to outcomes for learners. The strategy should reflect the school's ethos and meet the needs of all learners.

5.5   From the Peer Review responses the 14-19 Team have highlighted a number of areas that were cited by the schools as areas they were most proud of relating to their Careers Information Advice and Guidance strategies. These included:
- Low numbers of young people who were NEET or whose destination was unknown and support for those who were;
- Positive relationships between school and the London Borough of Lewisham;
- The programme of links with Goldsmiths and UCAS for Year 12 learners:
- Post-16 options evening with year 11 learners and their parents;
- Raised profile of careers guidance in the school and more established links;
- Successful 'in house' work experience and increased preparedness of young people for the world of work;
- Assemblies on careers;
- The Not Going to University Programme;
- Increased departmental input at all Key Stages;
- The school careers guidance website and Twitter account[9].

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[8]See:https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf

[9] Supplied by LB Lewisham 14-19 Team following Peer Review analysis of results.

5.6 The 14-19 team also provided an analysis of actions that they recommended schools take following the review. These recommendations also draw on some of the good practice evidence such as the Gatsby Report and London Ambitions. The 14-19 team recommends that schools:

- Have a clear and coherent strategy and an explicitly publicised careers policy that provides a careers curriculum including learners' experiences of the world of work, links with business, careers provision and destination outcomes.
- Consider a Matrix Standard, Investor in Careers or Career Mark as a standard.
- Ensure that a governor has oversight for ensuring the school supports all learners to relate their learning to careers and the world of work and independent living. This is also highlighted in the Gatsby Report.
- Continue to work closely with the work experience manager and Lewisham Education Business Partnership to improve the number of 'own finds' at Year 10.
- Have one-to-one interviews for all learners.
- Build a relationship with Jobcentre Plus and / or the National Careers Service for up to date labour market intelligence and the needs of employers and use labour market intelligence to give constructive IAG to learners.
- Evaluate their performance using feedback from their own learners' experiences.
- Identify and monitor performance against key impact measures such as destination measures and learner satisfaction with careers work provision.
- Consider more careers activities for years 8 to 10.
- Challenge the perception of apprenticeships to bring positive messages about apprenticeships.
- Work more closely with local further education providers, university tech colleges and Sixth Form Colleges.

The Lewisham NEET Tracking Team, the analysis of NEET data and how it can improve outcomes for young people

5.7 The Lewisham NEET reduction strategy is central to the delivery of the statutory duty and Lewisham strategy on raising of the participation age. There is a participation and engagement strategy group in place to monitor the Lewisham raising participation strategy. It is led by the Children and Young People Directorate and comprises: Voluntary Action Lewisham; Community Education Lewisham; Secondary Schools Lewisham incorporating Southwark College and other post-16 providers; Lewisham Job Centre Plus; alternative providers; government funded providers and initiatives; and neighbouring local authorities. The Group engages with a variety of European Social Funded projects, Job Centre Plus and the Youth Contract provider to analyse NEET data with the aims of reducing the number of 16-19 year olds

who are NEET and get them back into education, employment or training (EET).

5.8   The NEET tracking team tracks the participation of young people in education and training, and ensure that young people who are not in education, employment or training are supported to participate. In line with national guidance, Lewisham has data sharing agreements with education providers, other public bodies and with some neighbouring boroughs. It continues to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16.

5.9   In Lewisham the NEET tracking team collects:
- data about Lewisham residents aged 16-19 e.g. telephone number, email addresses, EET/NEET status;
- data from intended destinations / September offer / activity survey (final destinations);
- Online forms completed by young people e.g. intended destination. Data collected this way is uploaded centrally on the NCCIS[10] system;
- data collected by telephone tracking; where it has not been possible to collect data from a young person via an online survey, calls will be made to them;
- data collected by door knocking following up on those who it has otherwise been impossible to contact;
- details of young people visiting Baseline[11];
- Lists from other agencies such as Job Centre Plus, Youth Offending Service, Looked After Children Team, Admissions Team and 15billion - a data and careers advice and brokerage service.

5.8   The data from the organisation 15billion shows that the vast majority of Lewisham young people continue in some form of education or training. In March 2016, the participation rate for young people in year 12 and 13 combined was 92.28%. The definition of participation includes those in full time learning and training. Appendix 1 includes a breakdown by ethnicity which shows the highest participation rate by ethnic group as being 100% (Chinese) and the lowest as being 95.1% (White British). The NEET figure as of March 2016 was 3.9% in LB Lewisham compared to a London average of 3.3% and England average of 4.3%.

5.9   The table below shows the percentage of Lewisham young people who are NEET in target groups where the local authority retains the statutory provision such as Looked After Children.

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[10] National Client Caseload Information System (NCCIS) to send data on young people's post-16 activities.
[11] Baseline is a one-stop shop where young people from Lewisham can go for IAG. It is located at Lewisham Library.

Table 1 – Lewisham Year 12/13 combined NEET and unknown for target groups

	Total % of resident cohort (total number of Young People)	% of NEET cohort (No. of Young People)	**% of target group who are NEET**	**% of target group "Unknown" (number of young people**
Looked after/in care	1.6% (138)	8.6% (27)	**19.6%**	**6.5%**
Care leaver	0.1% (8)	0.6% (2)	**25%**	**12.5%**
Pregnant	0.1% (12)	2.6% (8)	**66.7%**	**0%**
Teen mother	0.4% (33)	8.6% (27)	**81.8%**	**3%**
Refugee/asylum seeker	0.1% (13)	0.3% (1)	**7.7%**	**15.4%**
Supervised by YOT	1.6% (135)	9.6% (30)	**22.2%**	**10.4%**
Learning Disabilities or Difficulties	3.9% (339)	6.7% (21)	**6.2%**	**6.2%**
Substance misuse	0.2% (16)	1.9% (6)	**37.5%**	**6.3%**
Young carer	0.3% (23)	2.2% (7)	**30.4%**	**13%**

Source: MI report March 2016 15billion (note one young person may count under more than one target group and Total resident cohort = 8678 young people)

5.10 The numbers of young people whose destination is unknown is also important to consider as it could show a failure to successfully track student destinations and mask true NEET figures for any cohort. In March 2016 the number of unknowns for the combined year 12 and 13 cohort in Lewisham was 7.1%, a reduction of -0.84% compared to the March 2015 figure. This figure is exactly the same as the London average of 7.1% but higher than the England average of 6%.[12] Table 1 also lists the percentage of Lewisham young people whose destinations are unknown amongst target groups.

How the Lewisham IAG Strategy works

5.11 The Lewisham IAG forum was established in 2009 and is open to careers guidance representatives working with schools or colleges or other relevant agencies in Lewisham. The forum meets once a term and offers peer support, policy updates, information sharing and best practice as well as offering development opportunities in the sphere of careers, information, advice and guidance and an annual conference. The forum contributes to the Lewisham raising of the participation age strategy, the Lewisham IAG, employability and skills framework and the IAG Peer Review.

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[12] MI report March 2016 15billion

The Lewisham IAG, Employability and Skills Framework

5.12 The Lewisham IAG, Employability and Skills Framework is a centrally coordinated and brokered information, advice and guidance programme, including the coordination of post-16 pathways such as traineeship and apprenticeship awareness for all Lewisham secondary schools. For the first time it is being offered to a small number of schools, commencing September 2015, and extending to the remaining schools in Lewisham in September 2016.

5.13 The aim of the framework is to:
- support schools to address the gaps in provision highlighted through the Lewisham Careers Guidance Peer Review;
- complement the existing Lewisham apprenticeship programme and established practice in Lewisham;
- develop a real alternative to university and increase the participation of Lewisham young people including in traineeships and apprenticeships;
- improve borough wide awareness of post-16 employment pathways including traineeships and apprenticeships;
- provide access to traineeship and apprenticeship ambassadors for Lewisham schools; and
- offer post-16 events, assemblies, one-to-one advice and guidance, parents' evenings and employer talks.

5.14 The programme engages trained careers guidance practitioners to deliver the Lewisham provision, working towards the guidelines and specification set at all times. The programme offers:
- one-to-one interviews and small group advice and guidance sessions;
- attendance at option evenings and parents evenings;
- action plans and on-going programme of support targeted at young people identified at risk of NEET, or not making a post-16 transition;
- support with post-16 applications;
- in-school support on GCSE results days;
- support schools in their broader careers education activities;
- facilitate school and borough wide careers events, industry days, progression; apprenticeships or higher education events;
- employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors;
- a centrally organised borough wide post-16 opportunities event, with all local schools and colleges available to promote their post-16 provision at a neutral venue; and
- continuous professional development for school staff.

5.15 The 14-19 team and Lewisham education business partnership aim to report annually to both the school and school governors to demonstrate and evaluate the quality of the programme delivered to the schools. The report aims to collect learners' views regularly through a range of mechanisms and

would include results from various observations and on-going discussion with the school careers department and associated staff.

5.16 The 14-19 team and Lewisham education business partnership are developing and implementing an employer forum comprising local / national employers and local employer focused representatives for example: Job Centre Plus, National Apprenticeship Service, the National Careers Service and the Council's economic development team. The aim of this forum would be to ensure employers, schools and other partners work together to inspire young people about the world of work; opening their eyes to the range of learning and career opportunities.

Support for NEETs including the most vulnerable young people tailored to their needs

5.17 As listed in paragraph 5.8, the overall NEET figure in Lewisham in March 2016 was 3.9%; a reduction from 4.2% in March 2015.[13] Table 1 lists the figures for vulnerable groups in Lewisham in March 2016. The table below shows the last 3 years of NEET figures for vulnerable groups as of March in each respective year. This highlights where the percentage of those target groups who are NEET in March 2016 has risen or fallen compared to previous years.

Table 2 – Lewisham NEETs Vulnerable Groups - last 3 years

Group	March 2014 (% of NEET cohort)	March 2014 (%of target group)	March 2015 (% of NEET cohort)	March 2015 (%of target group)	March 2016 (% of NEET cohort)	March 2016 (% of target group)
LAC / in care	4.9% (17)	15.9%	6.7% (23)	18.9%	8.6% (27)	**19.6%**
Care Leavers	0.6% (2)	33.3%	0.9% (3)	42.9%	0.6% (2)	**25%**
Pregnant	2.3% (8)	72.7%	0.6% (2)	50%	2.6% (8)	**66.7%**
Teen mother	6.9% (24)	66.7%	8.1% (28)	75.7%	8.6% (27)	**81.8%**
Refugee/ Asylum	0% (0)	0.0%	0.6% (2)	33.3%	0.3% (1)	**7.7%**
Youth Offending Service	3.8% (13)	17.8%	8.7% (30)	28.8%	9.6% (30)	**22.2%**
Learning Difficulties or Disabilites	5.2% (18)	4.8%	5.5 % (19)	5.3%	6.7% (21)	**6.2%**
Sub misuse	1.2% (4)	44.4%	0.6% (2)	28.6%	1.9% (6)	**37.5%**
Young	1.7% (6)	60.0%	1.5% (5)	22.7%	2.2% (7)	**30.4%**

[13] 15billion MI report March 2016. http://www.15billionebp.org/wp-content/uploads/monthlyReports/2015%20-%2016/LEW_2016-03_MAR_-_web.pdf

Carers						

5.18 In Lewisham, the Local Authority retains the duty to support vulnerable young people which includes Looked After Children, Care Leavers, Teenage Pregnant, Teenage Parent, Refugee / Asylum seekers, Youth Offenders, those with learning difficulties or disabilities, Substance Misuse and Young Carers.

5.19 Through a collaborative approach, there is the infrastructure in place to deliver the statutory duties for raising the participation age, including targeted support with:
- support from Lewisham schools and post-16 providers;
- effective engagement with the Department for Work and Pensions and Job Centre Plus re-engagement keywork programme;
- 14-19 team resource to track and monitor NEET young people and their outcomes and destinations;
- Youth support service keyworker support (Baseline);
- the Lewisham NEET Traineeship;
- Working with LAC and YOS teams; and
- a range of private and voluntary sector organisation programmes e.g. Youth AID, Prince's Trust programmes and Building Lives Academy which is offering traineeships in painting and decorating.

5.20 The referral path is the route for young people, schools or colleges to access youth support services or other support programmes. This includes possible routes directly to employment, education and training opportunities. The diagram below depicts these data flows for supporting NEET prevention and reduction:
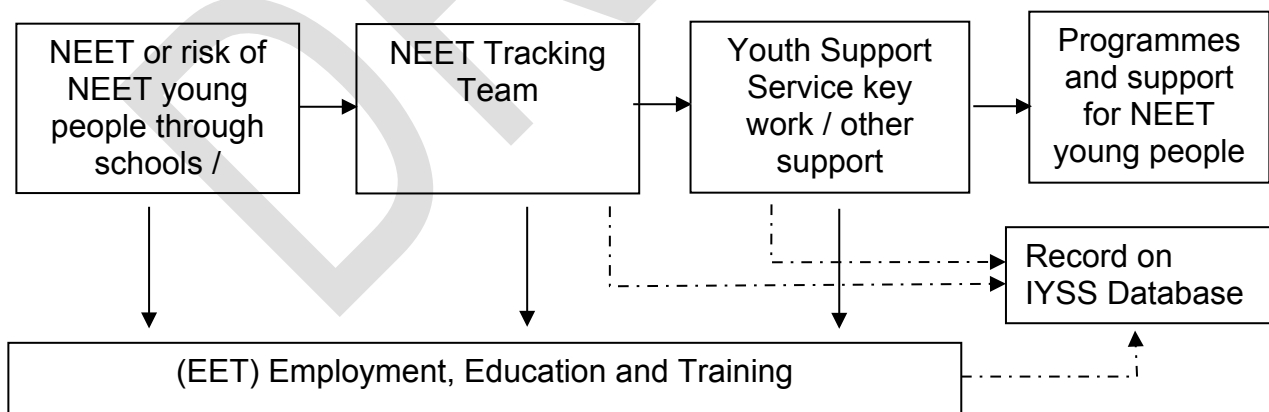
5.21 The Youth Service provides this support through Baseline, which is a drop-in service for targeted Lewisham young people staffed by Youth Support Services one-to-one key workers. The day-time services at Baseline are primarily aimed at young people aged 16-18 and up to 25 years for those with additional needs.The service consists of nine specialist one-to-one youth workers, each holding a maximum caseload of 15 cases at any one time, with an annual service reach of approximately 270 young people.

5.22 All of these activities and support systems take place at Council-run youth centres and adventure playgrounds, via street based work, at Baseline and at a variety of non-council run venues across the Borough. Services include:
- initial assessment of a young person's needs
- one-to-one key worker support in emergency situations
- 48-hour referral service for one-to-one key work support
- signposting to other services, e.g. sexual health advice, Job Centre Plus
- computer access for information, advice and guidance

5.23 In addition to this, 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 programme, 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.

The Councils' apprenticeship and work experience programmes and how they support the IAG strategy

5.24 The Lewisham apprenticeship programme has been running 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. To date the programme has placed 387 people into opportunities across the borough. The local authority works closely with partner organisations across both the private and voluntary sector, to develop apprenticeships that match employers' needs and to facilitate the apprenticeship from end to end. Apprenticeship opportunities have included: construction; caretaking; digital media; childcare and surveying.

5.25 Currently all apprentices must be aged 16 years or older on the first day of their training and must hold a full British passport, have indefinite leave to remain or have lived in the EU continuously for three years or more. Apprentices cannot be in full time education, have a qualification higher than a level 3 and must live within the borough of Lewisham. Apprentices are paid at the national minimum wage for 21 and over currently at £6.50 an hour. The apprenticeships must last for at least 12 months and can be as long as four years. Many apprenticeships also offer the chance to achieve level 2 – 4 qualifications (level 4 is equivalent to a foundation degree).

5.26 The local authority continue to provide support to the apprentices during their programme. Every apprentice has access to a mentor in addition to their college tutors and line managers. The local authority facilitates a monthly apprenticeship forum to allow apprentices to meet and discuss matters of interest, as well as find out what is happening across the programme.

5.27 The Lewisham Apprenticeship Programme supports the Lewisham IAG, Employability and Skills Framework. Lewisham apprentices are very proactive in helping to improve borough-wide awareness of post-16

employment pathways including traineeships and apprenticeships as ambassadors in apprenticeship talks in Lewisham schools.

5.28   The Lewisham education business partnership provides the work experience programme to Lewisham secondary schools on a traded basis:
- 13 mainstream secondary schools.
- Six special schools.
- Five sixth forms and one FE college.

5.29   The work experience programme can provide one or two week placements at Key Stage 4 (KS4) and post-16 as well as block and extended work experience placements. The programme also offers: talks at assemblies; parent/carer evenings; employer engagement with a vast range of industries and sectors; on-line placement selection and management; health & safety checks: job descriptions for placements; a placement recovery service; confirmation of placement service; tracking of placements; work experience diaries; and student certificates. The Lewisham education business partnership ensures that all work experience placements conform to national health and safety guidelines and quality standards.

5.30   Participation in the programme has increased over the last 10 years. Since 2007 the programme has grown from eight secondary schools sending out just over 1000 learners to over 2,800 positive placements in 2014/15. In 2007 26% of the students managed to find their own placement. This has increased year on year and in 2015 this figure is 58%. The Lewisham education business partnership maintain a vast database with over 5,000 employers from all employment sectors across London (1,486 of these employers are in Lewisham alone). The team have completed over 1,000 health & safety visits to ensure learner safety on work experience in the last two years.

5.31   The 14-19 team stressed that the peer reviews demonstrated that a strong feature of the careers guidance programme was the introduction to the world of work through the Lewisham work experience programme. Schools use the Lewisham work experience team to deliver this service. The preparation for work experience is thorough. There is learner feedback on their experience and schools are in the main confident that the whole experience is a positive one for their learners. There is also extensive employer feedback on learners' placement experiences which is a very thorough process.

5.32   The next target for the Lewisham Work Experience Programme is to enable successful access to world of work experiences for Lewisham's most vulnerable young people including children looked after and KS4 and post-16 learners at the pupil referral unit.

Analysis of destinations and how it can improve outcomes for young people

5.32 National destinations measures provide statistics on educational or employment destinations of KS4 and KS5 learners[14]. The tables below show the percentage of young people in KS4 and KS5 progressing to specified destinations in 2013/14. The KS4 measure is based on activity the year after the young person finished compulsory schooling. The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications. The statistics are derived mainly from DfE administrative data, but this is also matched to NCCIS to look for employment and NEET destinations after KS5. Schools are expected to be able to account for what happens to their young people post-16. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.

5.33 **Destinations for KS4 learners in 2012/13 cohort**

Destinations	Lewisham	Inner London	England (state funded)
Stay in education	91%	91%	90%
Further Education	22%	24%	34%
Other FE	2%	3%	4%
State funded school Sixth Form	49%	48%	39%
Sixth Form College	19%	15%	13%
Apprenticeship	2%	5%	5%

5.34 At KS4 Lewisham schools are comparable with national and inner London benchmarks. More young people progress to school sixth forms than across inner London boroughs and nationally. The take up of Apprenticeship opportunities at aged 16 compares lower than inner London and national benchmarks.

5.35 **Destinations for KS5 learners level 3 in 2012/13 cohort**

Destinations	Lewisham	Inner London	England (state funded)
Stay in education	69%	75%	72%
Further Education	12%	8%	10%
State funded school Sixth Form	6%	4%	3%
Sixth Form College	2%		
Apprenticeship	3%	3%	5%
UK HE	49%	62%	58%
HE top third	19%	25%	26%
Russell Group	11%	15%	17%
Oxbridge	1%	1%	1%
Destination not sustained	6%	6%	7%
Sustained employment and / or training	5%	2%	7%

5.36 At KS5 Lewisham schools perform lower than national and inner London benchmarks for those who stay in education and progress to Higher Education. However, more young people progress to Further Education than across inner London boroughs and nationally. The take up of Apprenticeship

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[14] published onGov.UK@ https://www.gov.uk/government/collections/statistics-destinations

opportunities at the end of KS5 compares better than inner London but below national benchmarks. The numbers of students who go on to Russell Group Universities is below London and England averages.

5.37 Since 2013 the student tracker tool has been devised by the 14-19 Team to support Lewisham schools in the analysis of their destination data. The tracker uses NCISS data and provides basic information on annual post-16 progression, drop out, HE progression etc. between Y11 to Y14. Each secondary school is provided with access to the tracker tool together with a school and local authority report that summarise the key findings. The student tracker enables the local authority and schools to consider and address issues that will in turn impact on published performance measures. The information may also be of value to parents selecting a secondary school. Schools without sixth forms ought to be able to see how well their Y11 learners do once they have left their school. Not only is this important information for them to provide to Ofsted, it can also help inform them about how well they have prepared their young people for post-16 and about the quality and impact of the IAG provided to their learners.

Funding constraints and value for money

5.38 The ongoing responsibilities for RPA, including Career Guidance that resides with the 14-19 team, Lewisham education business partnership, NEET tracking team and the youth support service, are not without challenges which are further increased by RPA being raised to 18. Like the Lewisham work experience programme, the Lewisham IAG, Employability and Skills Framework is a traded service.

5.39 The Youth Service contribution to RPA and targeted support is currently under review and subject to the reshaping of youth re-engagement programmes. This would include the re-specification and commissioning of specialist one-to-one service to become part of a broader targeted family support service. The service as part of cost savings proposals is likely to involve reduced management, be run differently and funded through the Government's troubled families grant.

5.40 The NEET traineeship programme is also the subject of savings proposals, and although this will not impact on the proposed changes detailed above, alternative funding is also being sought through schools, colleges, the City Bridge Trust, the EFA and European Structural Fund bids.

5.41 For activities related to RPA and targeted support the Youth Service will continue to have the ability to meet the statutory duties.

5.42 Individual schools have to budget for their careers and IAG responsibilities. The Gatsby Report recommends 1% of schools budgets to be spent on careers information advice and guidance, but in an increasingly tight financial environment for schools, budgets are stretched and money is not always prioritised for CIAG activities.

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Goldsmiths Conference

5.43   Members of the Children and Young People Select Committee were invited to attend a conference at Goldsmiths College on 27 April 2016, entitled "Championing a careers offer for Lewisham young people." This was organised by the Lewisham 14-19 team in conjunction with the IAG forum to support schools in Lewisham and share good practice and experiences. Attendees heard from a wide range of speakers around good practice and also discussed experiences. This section provides a brief summary and interpretation of the information presented at the conference.

5.44   The huge level of changes and uncertainty in the education sector was felt to be a challenge for people working within it and for young people. Education and exam reform including the introduction of Progress 8 and Attainment 8 as well as curriculum changes puts additional pressures on schools, teachers and young people. Academisation and changes in accountability structures such as the introduction of the Regional Schools Commissioner, changes in further education sector and to apprenticeships means teachers and careers advisors have a challenge to keep up to date with the breadth of options for individual learners. The importance of using modern technologies to improve the careers offer for learners and give them as much information as possible about pathways that were available was highjlighted as essential but also posed a challenge in ensuring these were up to date and of most use to the students..

5.45   Understanding and using up to date labour market Information was a challenge. If statistics were showing that there would be increasing demand for a higher skilled workforce, were young people being advised to reflect this?

5.46   Using good quality data sources and web tools was also seen as key to improving the offer to young people. LB Lewisham recently purchased UCAS Progress which is an admission service for students looking for post-16 study. Other applications such as "Skills Route" also provided lots of support and guidance.

5.47   During the conference, a workshop was carried out where advisors and practitioners considered what they were proud of and had worked well as well as where there had been areas that could be improved. High quality careers talks and presentations, organised events with employers and high quality one-to-one support were cited as of being the most successful. Practitioners cited occasions where there was a lack of individualised approach or lack available time for one-to-one support and sufficient follow-up as areas where they were least happy about quality.

6 London Borough of Islington

6.1 Members of the Children and Young People Select Committee met with Holly Toft, Head of Play, Youth and Post-16 and Lorraine Blyth, Post-16 Participation Manager in January 2016 to discuss Islington's approach to delivering quality outcomes for young people in relation to career planning and employability. This section summarises the information discussed.

6.2 From 1974 – 1994 there was a Universal Careers Service under the Employment and Training Act 1973[15]. In 2000 the newly elected Government introduced Connexions following the Learning and Skills Act 2000. In April 2012, the National Careers Service was launched and Connexions Service was wound up. Schools and colleges now have responsibility for delivering independent, impartial IAG to learners in years 8 to 13 with local authorities responsible for working with schools and partners to ensure the needs of the most vulnerable are met.

6.3 The skills of Job Centre + Advisors tended to be around placing and brokerage. These were important skills but not necessarily the skills needed for independent advice and guidance. There had been concerns that there may be a lack of knowledge around education and progression routes.

6.4 Understanding what quality looked like was key. The Gatsby report[16] and London Ambitions both provide information on good practice. The new Careers and Enterprise Company has recently been launched with a budget of £5 million for scaling up examples of good practice.

6.5 Data management skills and resources are increasingly important and managing and tracking destinations measures as well as Unknowns and NEETS is very important. It is important to have an officer in place with the relevant database skills to ensure accuracy of the database and keeping it as up to date as possible. Islington has been very successful in reducing its number of NEETs and unknown figures.

6.6 There have been a number of governmental changes to apprenticeships since 2010. These include reducing the minimum length to 1 year from 2 years and local authorities having no responsibilities for monitoring apprenticeships other than their own. National apprenticeships are monitored by the Skills Funding Agency. Apprenticeships vary in quality with the best offering very strong offers to young people however some are not of sufficient quality. A commitment to long-term careers prospects should form a basis of any apprenticeship.

6.7 The approach of the London Borough of Islington has been to ensure that schools deliver their responsibilities and create a "core offer" of progression

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[15] http://www.legislation.gov.uk/ukpga/1973/50

[16] http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

support focused purely on the most vulnerable and on NEET prevention and NEET intervention. Their core offer is delivered by Children's Services in-house staff comprising one advisor working in the YOS and two working with those who are NEET or unknown. In addition to this, short-term funding (some via New Homes Bonus) provides 1.5 posts for staff to work with those in alternative provisions, one advisor for the Pupil Referral Unit, a CEIAG specialist, an advisor to support young people wishing to pursue vocational pathways and a manager. The support for those with SEND has been moved to the SEND team within Pupil Services in order to support the provision of EHC plans.

7   London Councils

7.1   At its meeting of the 12 January 2016, the Committee looked at examples of innovative practice and experiences of experts in the fields of the Careers Information, Advice and Guidance. The aim was to understand the key issues faced by schools, local authorities, careers advisors and young people themselves and assess the evidence to draw out good practice and guidance that could be replicated in a Lewisham context.

7.2   Yolande Burgess, Strategy Director at London Councils, gave a presentation to the Committee on the work they had undertaken, their report "London Ambitions" and the challenges faced by young Londoners.

7.3   London Council's, the Mayor of London's Office and the London Enterprise Panel had worked with London Boroughs and Doctor Deirdre Hughes OBE to produce the report "London Ambitions – Shaping a successful careers offer for all young Londoners". The report made seven key recommendations:

   1) That every young Londoner should have impartial independent and personalised careers advice including face to face guidance;
   2) That every young Londoner should have 100 hours experience of the world of work;
   3) That every secondary school and college should have in place an explicit publicised careers policy and curriculum;
   4) That schools and colleges have a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age.
   5) All schools and colleges have up to date labour market intelligence and information available for students and parents.
   6) "Careers Clusters" should be developed to share resources and intelligence.
   7) The development of the London Ambitions portal for schools and colleges to easily find high-quality careers provision.

7.2   The report suggested that it was essential that employers were involved in careers guidance and in intelligence gathering on labour market trends. There were examples of good practice across London but the aim was that every

young person in London got a good careers offer irrespective of location or any other factor. The Committee heard that the Information, Advice and Guidance network in Lewisham was strong and robust.

7.3   The London Ambitions report stated that 100 hours of experience of the world of work could include a range of experiences and was not limited to work experience placements. These experiences could start from the age of seven years old. Yolande Burgess highlighted that there was evidence that some young people were closing off options to themselves from a very young age and in particular many girls were closing off STEM subjects (Science, Technology, Engineering and Maths) from as young as 5 years old due to perceptions of gender appropriateness.

7.4   In terms of involvement of employers in careers offers to young people, it was important to consider all types of employers including sole traders and micro businesses as well as larger employers. It was important to uncomplicate the requests to Small and Medium-sized Enterprises (SMEs) to reduce barriers to their involvement.

7.5   London Councils was consistently lobbying for schools to have funding for careers guidance. Once processes were embedded the resources needed to maintain them would reduce but it could be more resource intensive to embed a successful careers offer in the first instance. The Gatsby report recommended that less than 1% of a schools' budget was needed to support a successful careers offer embedded into the school culture and curriculum.

7.6   London Councils "London Ambitions Portal" was due to be available from March and would help local authorities and schools to navigate the information and offers available around information and careers guidance.

7.7   When listening to the evidence, members of the CYP Select Committee stressed the importance of ensuring there was a good offer for young people with Special Educational Needs and Disabilities (SEND). This group was statistically more likely to be NEET than other young people and the offer to those with SEND needed to be tailored to their particular needs. Some employers were closing off a talent pool by not adapting to support young people with SEND.

7.8   Up to date labour market intelligence (LMI) is a particular challenge for schools, career advisors and young people. Data is difficult to find and interpret and to fully understand the predicted trends. SkillsMatch London lists a number of factors in interpreting LMI including considering: The quality of the raw data used where predicted job demand data is based on a number of assumptions including around economic growth, regional and national migration and many other variables. In addition to this forecasting errors in industry trends are easily possible with changes in government and policy, geopolitics and rapid changes in technology being challenging to forecast.

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8   Patrick Ward, Virtual Head teacher, London Borough of Lewisham

8.1   Looked After Children and Care Leavers are one of the groups that the Councils retains a statutory responsibility for in terms of providing careers advice and guidance. This group also has higher NEET figures – in Lewisham 19.6% of LAC and 25% of care leavers in year 12 and 13 were NEET compared with the borough average of 3.9%[17]. Patrick Ward, Virtual Headteacher, addressed the Committee highlighting key areas in terms of the experiences for and offer to looked after children in Lewisham.

8.2   Looked After Children in Lewisham all had a Personal Education Plan (PEP) and a named professional so interests and talents could be understood and noted. Support for this group started from KS2 (Key Stage 2) as research indicated more success if young people had support from a younger age. From KS2 every child in care in Lewisham receives careers advice and by 18 years old every child in care had had 100 hours experience of the world of work.

8.3   The LAC team agree targets with the young people to ensure support is appropriate and targeted to their interests, talents and abilities. Only 50% of Lewisham looked after children attend mainstream schools in Lewisham – of those that do, 100% have received two weeks work experience by the age of 18 years. Young people in care were arguably more engaged about thinking about adulthood due to their backgrounds. A priority of the team was ensuring that those young people educated outside the borough or outside of mainstream schools also received the same offer. An additional challenge was for those young people with SEND. Currently the team had not seen the same level of uptake of work experience and employer engagement for those with SEND and this was a priority for improvement.

8.4   Reasons for LAC young people being educated outside mainstream schools or outside the borough are complex and include a number of factors. Reasons included the need for a specific educational offer that was not available within Lewisham or if a young person was at risk in a particular locality and therefore needed to be educated outside the borough. For the Looked After Children Team and Virtual School to improve the amount of oversight of these young people, increased focus could be made on strengthening partnership working with neighbouring boroughs.

9   Janice Pigott, National Careers Service, Prospects

9.1   The National Careers Service provides careers information, advice and guidance and is funded by the Department for Business, Innovation and Skills. The service is contracted out and in London provided by Prospects. The National Careers Service supported the principal of young people having a minimum of 100 hours of experience of the world of work.

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[17] See figure 1 – MI report March 2016 15billion

9.2 There was a national contact number that people could access to receive advice and guidance. Between April to December 2015, 2,500 Lewisham residents contacted the National Careers Service, of those 400 were aged 18-24 years old. This provides an indication of usage levels by those just outside the age range for the statutory offer.

9.3 The National Careers Service website contained information to support people of all ages. Priorities included: brokering deals with employers to provide information on the world of work; and focussing resources on schools that didn't have employer links already.

9.4 In 2015, Prospects on behalf of the National Careers Service, worked with 3000 young people across London. Work included mock interviews, inspirational talks and providing information on labour market trends.

9.5 It could be challenging to get information to young people. Working with lots of partners was stressed as being key. The Careers Service had used marketing approaches such as giving out Oyster card holders with QR codes on to generate interest and awareness of the website. In addition to this, working with partner organisations such as the London Enterprise Panel, London Councils and the Institute of Education post-14 network was noted as being important.

9.6 On hearing the evidence, some members of the Committee raised concerns that some organisations such as the Skills Funding Agency and the New Careers Enterprise Company were not sufficiently focussed on those groups who currently had a higher statistical probability of having poor outcomes in terms of their likelihood of becoming NEET.

Judith Denyer, Operations Director, Prospects

9.7 Prospects works across ten local authorities in London.

9.8 Examples of good practice of careers information, advice and guidance included the following examples from a policy point of view: The Gatsby Report; London Ambitions; and the Parliamentary Education Select Committee Review on Careers Guidance for Young People.

9.9 There were consistent themes across the guidance including: the importance of ensuring guidance was personalised for the individual young person and their specific circumstances; that there should be an opportunity for one-to-one consultations; the strategy adopted by the school or educational establishment should include sufficient knowledge about and access to employers and higher education establishments; that the importance of drawing on the expertise and networking opportunities from alumni networks should be recognised; and that there was access to mentors.

9.10 Prospects run a mentoring programme called "Youth Contract" which was supporting 16-17 year olds with no or few GCSEs. Experience from working with young people and listening to their feedback had showed that persistence

was very important in terms of contact from the mentor and that this was particularly the case with the most vulnerable young people. Prospects also worked with young people from Pupil Referral Units, Youth Offending Services, and Looked After Children. They also employ eight young people per year through their own apprenticeship scheme who had previously been NEET and reported a high success rate and very low dropout rate.

9.11   Prospects believe that mentoring needed to include resilience mentoring – helping young people understand and learn from set-backs and rejections and to see this as part of the process and think about how to learn from it and not as a failure.

9.12   Prospects agreed that in terms of quantifying the success of Careers Information Advice and Guidance, analysing NEET figures and "Unknown" figures was important. Some boroughs had low NEET levels but very high levels of "unknown" young people and it was important to focus on improving tracking in these instances.

10 Tony Cisse Youth Engagement Lewisham

10.1   Youth Engagement Lewisham provides information, advice and guidance to young people who were: Looked After or Care Leavers; in the Youth Offending System; Young Carers; Homeless; Teenage Parents; and those who were NEET or at risk of becoming NEET. The programme had two years of funding which has been extended by an additional six months to support those young people into positive employment, education or training outcomes. There was also the Lewisham Young Women's Resource Project provided support for young mothers in Lewisham.

10.2   In terms of good practice, their experience was that it was important to have open ended support for vulnerable young people and those with complex needs. One session would not be enough and it was important to be available for young people when the timing was right for them through drop-in sessions and following up with them.

10.3   Youth Engagement Lewisham provided a weekly jobs and opportunities bulletin for young people in Lewisham which had 500 subscribers and included apprenticeships, volunteering opportunities, part-time work and details of how to access information.

10.4   The experience of Youth Engagement Lewisham was that it was very important to liaise with parents and carers. Some had limited understanding of the UK systems with language barriers and lack of experience themselves often limiting the support they could offer and their understanding of what decisions the young person needed to make. Many of the young people supported had problematic schooling, some with no GCSEs. Youth Engagement Lewisham provided intensive surgeries for those most at risk.

10.5   The organisation highlighted that there were a lot of different variables and factors to consider when supporting young people to make the most

appropriate choices for their future. They highlighted that when considering apprenticeships and traineeships it was important for advisors and young people to be aware that these were not always uniform in quality. Some offered excellent development and career experience whereas others were of very poor quality. This had to be addressed to ensure that young people were getting the right guidance for them to make the right decisions for their future. It was important to take time to talk to young people about their experiences and interests to help them understand how to choose a career or progression path with the greatest relevance to their skills and interests.

10.6 Monitoring of apprenticeships was done on a national level and the London Borough of Lewisham was only able to monitor its own apprenticeships. Some positions being advertised as apprenticeships appeared to not meet quality standrads and were likely to offer poor opportunities for young people. It was important to educate young people and advisors to look for the signs to indicate whether the opportunities were as good as they first appeared. The NEET and EET statistics masked the fact that some of those in employment were in poor apprenticeships.

10.7 One of the problems faced by Youth Engagement Lewisham was a lack of robust labour market information both currently and predicting future trends. It was difficult for advisors to obtain this information and also difficult to interpret some of the data when it was available.

10.8 Another experience cited by Youth Engagement Lewisham was that there were still perceptions about how to get a job that were not always reflective of the reality for young people. Many employers now use questionnaires rather than interviews to select candidates and young people had to understand how to read applications to understand how to tailor CVs accordingly. It was also felt to be important to consider volunteering as a possible route for some young people and this could be very beneficial to improving job prospects and motivation.

10.9 Youth Engagement Lewisham supported the principal of 100 hours of experience of the world of work and believed this to be a positive step and stated that evidence had shown that young people who had visited three or more work places were less likely to become NEET.

10.10 Planning policy in Lewisham encouraged contractors to use apprenticeships where possible yet the experience of Youth Engagement Lewisham was that there was not many opportunities coming forward. This could be further looked into to see if there were any more possibilities to encourage apprenticeships in the construction industry for Lewisham young people.

11 View from Young Advisors

11.1 As part of the review, members of the Young Advisors Panel were involved in different stages including listening to and scrutinising the evidence. Tyreese Hines, Liam Islam and Saffron Worrell helped to shape the review and

highlight issues and experiences from their peers. This section highlights some of those comments.

11.2   Young people's mental health was an important issue that was relevant in the IAG context and often appeared to be left out of the discussions. There was very little support and preparation for the stresses of work and how to deal with them and what to do if something did go wrong. An example of this included panic attacks which many young people suffer from. Starting a new job was very scary and having no awareness or guidance on how to act if you should have a panic attack meant there was an extra stress.

11.3   Another issue which was felt to have been neglected was on budgeting and finance. This couldn't be seen in isolation and young people needed to have a clear understanding of the link between money and career and how to manage their money once they were working. If young people failed to manage their money successfully they often experienced stress and drop-out rates would be likely to increase.

11.4   Volunteering was very important but many schools did not support this and were often unhappy if students were spending too much time volunteering or doing paid work. The skills learnt through volunteering were often essential for securing further education or jobs and it was important that schools and education establishments understood this.

11.5   The London Ambitions framework was felt by the Young Advisors present to be a positive step and outside organisations coming into school was a definite advantage. However, currently, the young advisors present felt that too many young people were only getting one week of work experience and not always of a high quality. Students had to do further work experience themselves in school holidays. This was easier for some students than others and meant that many missed out – often those who had the least strong support networks and were more vulnerable.

12 SURVEY

12.1   As part of the consultation process, the CYP Select Committee and the Young Advisors were keen to get information from young people in Lewisham and produced a survey which was asked to 60 young people in Lewisham secondary schools to get a snapshot of their experiences. The aim was that this would sit alongside the comments from the Young Advisors Panel and provide a greater understanding of the issues young people faced. Questionnaires were completed by 55 young people in years 8 to 13 in April 2016. Overall the majority of young people questioned said they had received some form of careers information, advice or guidance at school (76%) and of those that said they had not, most were in the year 8 and 9. The size of the survey is relatively small but it was designed to sit alongside the evidence from the Young Advisors themselves to get a broader sense of some of the experiences of young people in the borough.

How good do you feel the advice/information and experiences have been/

- ■ Not answered ■ poor ■ basic ■ okay
- ■ good/excellent

12.2 The comments on the quality were mixed but a large number did rate it as have being good or excellent, however the main concern was the number of respondees that felt that the information was not tailored to them individually (67%) which was also reflected in the comments from the Young Advisors about experiences of them and their peers. This could be related to the numbers that said they had had a one to one interview with a careers advisors which was just 11% of respondents.

What form of IAG have you had?
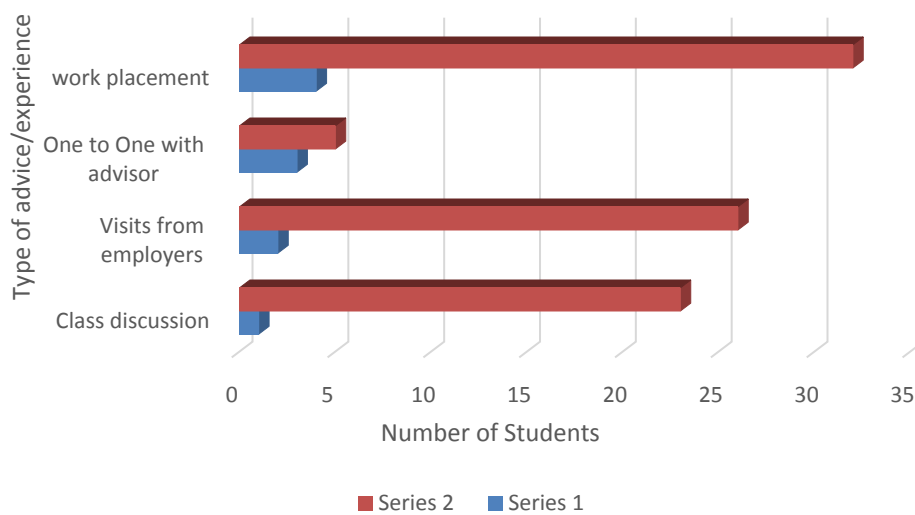
12.3 When asked about what would improve the provision, responses included: external speakers; a wider variety of information and more tailored support; and ensuring information or links to relevant organisations was accessible on a website. This reflects the evidence the committee received from practitioners around good practice. Students also gave examples of where they felt the careers advice had worked well. This included: employability days, good quality work experience placements, UCAS information sessions and "Skills London".

12.4 The experiences of these young people questioned and from the evidence of the young advisors who contributed to discussions shows that more could be done to ensure that one-to-one interviews with students always take place and their in a greater emphasis on tailoring advice to individual students' circumstances. Those questioned did rate employer talks and whole year

activities highly but stressed the need for those to take place in conjunction with an individualised approach to each learner as well.

13   Conclusion

13.1   The report summarises the evidence the Committee have received around good practice in careers information, advice and guidance looking at the National, London and Lewisham context. It draws on evidence from National studies and the experiences of Lewisham schools and students.

14   Monitoring and ongoing scrutiny

14.1   The recommendations from the review will be referred for consideration by the Mayor and Cabinet at their meeting on 29th June 2016 and their response reported back to the Children and Young People Select Committee within two months of the meeting. The Committee will receive a progress update in six months' time in order to monitor the implementation of the review's recommendations.

Sources

Careers Guidance in Schools, Department for Education
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

Gatsby Report
http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

Education Act 2011

Education Select Committee Report on Careers Guidance
http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63202.htm

London Ambitions
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276468/educational_achievement_of_looked_after_children.pdf

http://workitoutlewisham.co.uk/#about
The HeadStart Lewisham programme included a focus on support for parents and carers. This included an online resource called "Work it out Lewisham". This could be linked to careers advice services. (From minutes CYP select 12.01.16)

Mayor's fund for London – Impact Report
https://issuu.com/mayorsfundforlondon/docs/mfl_report_2014_web_singles_small_70bcc447f065f4

ONS: UK Labour Market Survey (May 2016)
http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/may2016

Participation of Young People in Education Employment or Training. Statutory Guidance for Local Authorities.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf

15billion M1 reports March 2016
 http://www.15billionebp.org/wp-content/uploads/monthlyReports/2015%20-%2016/LEW_2016-03_MAR_-_web.pdf

Appendices

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Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	9
Class	Part 1 (Open)	8 June 2016	

1. Purpose

To advise Committee members of the work programme for the 2016/17 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 24 May 2016 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 2016/17 was agreed at the Committee's meeting on 13 April 2016.

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 13 July 2016:

Agenda item	Review type	Link to Corporate Priority	Priority
Children's Social Care Ofsted Action Plan	Performance monitoring	Young people's achievement and involvement and Protection of Children	High
Update on implementation of SEND strategy	Performance monitoring	Young people's achievement and involvement and Protection of Children	High
Early Help Strategy	Performance monitoring	Young people's achievement and involvement and Protection of Children	High
Safeguarding Services 6-monthly report	Standard item	Young people's achievement and involvement and Protection of Children	High
Child Sexual Exploitation Update	Standard Item	Young people's achievement and involvement and Protection of Children	High

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 Wednesday 13 July 2016.

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 2016/17

Programme of Work

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	13-Apr	08-Jun	13-Jul	14-Sep	12-Oct	10-Nov	11-Jan	28-Feb
Lewisham Future Programme	Standard item	High	CP2 & CP7			Savings						
Election of the Chair and Vice-Chair	Constitutional requirement	High		Apr-16								
Select Committee work programme 2015/16	Constitutional requirement	High		Apr-16								
Independent Advice & Guidance in School	in depth review	High	CP2&CP7	Apr-16		report						
Report of Education Commission	Performance monitoring	High	CP2	Apr-16	Update							
Employee Led mutual for the Youth Service	Information Item	Medium	CP2 & CP7	Apr-16	Update	UPDATE						
Introduction to Young Mayor and Advisors	Information Item	Medium	CP2									
Annual Report on attendance and exclusions	Performance monitoring	medium	CP2&CP7									
Response to referral on Ofsted Action Plan	Performance monitoring	medium	CP2&CP7			RESPONSE						
Alternative Education Provision	policy development	Medium	CP2									
Childrens Social Care Ofsted Action Plan	Performance monitoring	High	CP2&CP7									
Upate on implementation of SEND Strategy	Performance monitoring	High	CP2&CP7									
Early Help Strategy	Performance monitoring	High	CP2&CP7									
In-depth review Transition from Primary to Secondary School	in depth review	High	CP2&7					SCOPE	Evidence 1	Evidence 2	Report	
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7									
Childrens Social Care Workforce Strategy	Performance monitoring	High	CP2&CP7									
Further Education - update on area reviews	Information Item	Medium	CP2									
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7									
Update on secondary school improvement strategy inc provisional results	Performance monitoring	High	CP2									
Child sexual exploitation Update	Standard item	High	CP2&CP7									
Music Services Proposals	policy development	Medium	CP2									
School's Places Strategy Update	Performance monitoring	Medium	CP2									
Annual Schools Standards Report (primary and secondary)	Standard item/performance monitoring	High	CP2									
Childcare Strategy Update -including increase provision for 3 yr olds	policy development	Medium	CP2									
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7									

Item completed				
Item on-going	**Meetings**			
Item outstanding	1)	13 April	5)	12 october
Proposed timeframe	2)	8 June	6)	10 November
Item added	3)	13 July	7)	11 January

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 June 2016 - September 2016

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

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

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

(a)   result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates;

(b)   be significant in terms of its effects on communities living or working in an area comprising two or more wards.

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2016	**Annual Lettings Plan**	05/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2016	**Development Agreement with the Education Commission for the Archdiocese of Southwark: St Winifreds**	05/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
January 2016	**Lewisham Homes Management Agreement**	18/05/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2016	**Miscellaneous Debts Write Off**	05/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
April 2016	**PLACE/Ladywell Residential Units Lease to Lewisham Homes**	18/05/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
April 2016	**Contract Variation Turnham Primary School Expansion**	18/05/16 Mayor and Cabinet	Sara Williams, Executive Director, 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**
		(Contracts)	Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
April 2016	**Extension of Capita CST (Revenue and Benefits) Support Services Contract**	24/05/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
April 2016	**Special Educational Needs and Disability Information Advice and Support Service**	24/05/16 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2015	**Discharge into Private Rented Sector Policy**	06/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2016	**Disposal of Land at Corner of Deptford Church Street and Creekside**	06/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2016	**Hostels/Private Sector Leased Service Transfer to Lewisham Homes**	06/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
			Councillor Damien Egan, Cabinet Member Housing		
April 2016	**Housing Development Programme Update parts 1 & 2**	01/06/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2016	**New Bermondsey Housing Zone Bid Update**	06/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
March 2016	**Lewisham Adoption Service Statement of Purpose and Childrens Guides**	06/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
March 2016	**Lewisham Fostering Service Statement of Purpose and Childrens Guides**	06/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2016	**Saville Centre options for future use of site**	06/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		

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**
June 2014	**Surrey Canal Triangle (New Bermondsey) - Compulsory Purchase Order Resolution**	06/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
April 2016	**Processing of Dry Recyclables Contract**	01/06/16 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
April 2016	**Youth Services Contract Award**	01/06/16 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2016	**Appointment of Shared Access to Deliver Small Cell Infrastructure on Council buildings**	14/06/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
March 2016	**LED Lighting Project Laurence House**	14/06/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2016	**Contract Extension for Cleaning and Planned and**	14/06/16 Overview and	Janet Senior, Executive Director for Resources &		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Preventative Maintenance	Scrutiny Business Panel	Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2016	**Pupil Places Bulge Programme 2016 Contract award**	14/06/16 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2016	**Temporary Modular Accomodation Turnham Primary School**	14/06/16 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
April 2016	**Education Commission Update**	29/06/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
April 2016	**Adoption Service Statement of Purpose and Children's Guides**	29/06/16 Mayor and Cabinet	Sara Williams, Executive Director, 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 2016	**Fostering Service Statement of Purpose and Children's Guides**	29/06/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2016	**Health and Social Care Devolution Pilot**	29/06/16 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
February 2016	**Contract Award Security**	29/06/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
April 2016	**Prevention and Inclusion Contract Award**	29/06/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Janet Daby, Cabinet Member Community Safety		
April 2016	**Austic Spectrum Housing**	13/07/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2016	**Beeson Street Scheme**	13/07/16	Kevin Sheehan,		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Approval and Proposed form of Investment partnership/procurement route	Mayor and Cabinet	Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
March 2016	**Campshill Road Extra Care Scheme**	07/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2016	**Lewisham Future Programme**	13/07/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	**Medium Term Financial Strategy**	13/07/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	**Lewisham Homes Loan Acquition Programme parts 1 and 2**	13/07/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2016	**Phoenix Community Housing Development parts 1 and 2**	13/07/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
May 2016	**The Future of Lewisham Music Service**	13/07/16 Mayor and Cabinet	Councillor Paul Maslin, Cabinet Member for Children and Young People and Councillor Damien Egan, Cabinet Member Housing		
February 2016	**Contract Award Planned and Preventative Maintenance**	07/09/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2016	**Contract Award Cleaning**	07/09/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2016	**Insurance Renewal**	09/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		

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