

Children and Young People Select Committee Agenda

Wednesday, 13 September 2017

7.00 pm

Civic Suite

Catford

SE6 4RU

For more information contact: Emma Aye-Kumi (020 8314 9534)

Part 1

Item	Pages
1. Minutes of the meeting held on 13 July 2017	1 - 6
2. Declarations of interest	7 - 10
3. Responses to Referrals to Mayor and Cabinet No responses are due.	
4. In-depth review: recruitment and retention of school staff - second evidence session	11 - 36
5. Lewisham Learning Partnership - legal status	37 - 42
6. Lewisham Music Service - implementation of new Trust arrangements	43 - 64
7. Autumn Term school performance	65 - 72
8. Select Committee work programme	73 - 102
9. Referrals to Mayor and Cabinet	

Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 13 September 2017.

Barry Quirk, Chief Executive
Tuesday, 5 September 2017

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor Joyce Jacca	
Councillor Helen Klier	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Gail Exon	Church Representative
Monsignor N Rothern	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

Thursday, 13 July 2017 at 7.00 pm

PRESENT: Councillors Luke Sorba (Chair), Liz Johnston-Franklin (Vice-Chair), Chris Barnham, Andre Bourne, Councillor Joyce Jacca, Helen Klier, Jacq Paschoud, John Paschoud, Alan Till, Sharon Archibald (Parent Governor Representative), Gail Exon (Church Representative) and Monsignor N Rotheron (Church Representative)

APOLOGIES: Councillors Hilary Moore and Paul Maslin

ALSO PRESENT: Stephen Kitchman (Director of Children's Social Care), Sara Williams (Executive Director, Children and Young People) (London Borough of Lewisham), Emma Aye-Kumi (Scrutiny Manager), Jackie Jones (School Improvement Officer), Michael Roach (Headteacher - John Ball School), Gary Connors (Crime Reduction Service Manager) and Tom Stevenson (Interim Service Manager – Quality Assurance)

1. Minutes of the meeting held on 28 June 2017

- 1.1. The minutes were agreed as an accurate record of the proceedings.
- 1.2. The Committee noted its regret that a small minority of the public had used the meeting to heckle and personally insult a councillor who had attended the meeting. While the committee wanted public representation at meeting, it did not wish to see a repeat of this behaviour.

2. Declarations of interest

- 2.1. None.

3. Responses to Referrals to Mayor and Cabinet

- 3.1. No responses were due.

4. Human Trafficking

- 4.1. Tamara Barnett from the Human Trafficking Foundation (HTF) gave a short presentation. The committee heard that HTF was acting as secretariat to the All Party Parliamentary Group on human trafficking and modern slavery, and was working with Local Authorities (LAs) to raise awareness of statutory duties.

- 4.2. Tamara explained that:

LAs have a statutory duty to identify victims of slavery and to complete a National Referral Mechanism (NRM) form. The NRM is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.

- Human trafficking was part of modern slavery but it was also possible to have slavery without trafficking. The example given was of the sexual abuse of British children in Rochdale.
- The Modern Slavery Act created life sentencing for traffickers, as well as a new statutory defence to victims compelled to commit crimes.
- The Modern Slavery Act left gaps around supporting child victims. The assumption was that LA could fund safe accommodation. In reality, victims were vulnerable to going missing and foster carers needed specialist training to prevent children from being re-targeted. No additional funding was available to LAs for this.
- HTF recommended that each LA set up a Task and Finish Group to create simple pathways for victims. The aim would be to look at trafficking, bringing together local NHS, Community Safety and other relevant bodies. HTF would provide free support if requested.

4.3. In response questions, to the Committee heard that:

- The offer of support was noted and would be explored further following the meeting.
- The government was reviewing the NRM in response to criticism. Child Advocates (CA) had been piloted in Croydon. These CA were independent from the LA. It was not yet clear how the use of CA would be rolled out, but the intention was that every child victim would have a CA.
- HTF was keen for LAs to lobby the government for additional funding for LAs supporting trafficked/enslaved children.

4.4. The Committee thanked Tamara for her involvement.

5. Lewisham Learning Partnership

5.1. Michael Roach, Interim Director of Lewisham Learning Partnership (LLP) and Head of John Ball Primary School gave an introduction.

5.2. The following was noted:

- Although the consultation response rate was low, officers were satisfied that every head teacher had heard about the plans, and governors had been made aware through a recent governors' conference. Officers had received overwhelmingly positive feedback from heads and governors.

- All secondary schools were on board. A small minority of primary schools had chosen not to engage.
- Initial funding of £500,000 would be needed. This was comparable to current spend on school improvement.
- The priority for the LLP was firmly on school improvement. Traded services were a possibility as a peripheral activity only.
- Officers were looking to understand why some primary schools had not engaged.
- The Committee was not convinced of the need to create a separate legal entity and requested that officers bring a further report to the Committee in September making the case for doing so.

5.3. It was RESOLVED that:

1. The report be noted
2. A further report be brought to Committee in September setting out the business case for creating a legal entity.

6. Safeguarding Services 6-monthly report

6.1. Stephen Kitchman – Director for Children’s Social Care, and Tom Stevenson – Interim Service Manager Quality Assurance presented the report, and explained that:

- Dips in the number of referrals coincided with school holidays
- The issues with white families largely related to entrenched neglect
- Black African families were over-represented in section 47 enquiries. This was being explored further. It was possible that this may be due to cultural discipline styles, as most such cases did not progress to a Child Protection Conference.
- The main issue with White families was entrenched neglect.
- Sexual abuse figures were low and there was concerned that it may be hidden under the blanket of wider neglect.

6.2. The following was noted in discussion:

- Trafficking was automatically considered in all child safeguarding referrals through the Multi-Agency Service Hub (MASH) triage process.
- Work to raise awareness of trafficking and CSE was ongoing and a report to the committee in January would provide more information about this work.
- The “No Wrong Door” policy was helping to identify those who needed additional help at key childhood transition points, notably at age 4 – starting school and at age 11 – transition to secondary school. Improvements were being made to tracking families to make sure that they accessed the support they needed.
- A schools representative had been recruited to the MASH.
- One Member expressed concern about lack of support for parents whose children were subject to care proceedings, citing an anonymous example of a resident of that Member’s ward. The Committee heard that care proceedings are stressful for all concerned and that while the focus had to be on the child’s wellbeing, there was a lot of intervention and signposting

to support the parent(s). The desired result was always to support the parent to make the necessary changes to enable the child to return home.

- No further case reviews were in progress. The reason why some case reviews were not published was usually to protect the identity of the family, particularly if siblings were still living at home.
- No Lewisham officers had been disciplined as a result of any of the case reviews. The focus was on learning to improve future practice.

6.3. It was RESOLVED that the report be noted.

7. Child Sexual Exploitation Update

7.1. Stephen Kitchman, Director for Children's Social Care, introduced the report.

7.2. The committee heard that:

- A "trauma informed approach" - an evidence-based intervention that recognises trauma - had been piloted locally, and social workers were trained in this intervention model.
- 13 children aged 9-14 were affected, with the majority being towards the top end of the age range. Most were female.

7.3. It was RESOLVED that the report be noted.

8. Update on Ofsted Improvement Plan

8.1. Stephen Kitchman - Director for Children's Social Care introduced the report.

8.2. He explained that although the ongoing actions all related to IT, the infrastructure was now running on a modern platform. All Social Workers had access to mobile phones and iPads to enable remote working, were undertaking a mandatory training programme, and felt well supported by the digital team. The committee heard that delivering the required IT improvements was a struggle within the resource envelope.

8.3. It was RESOLVED that the report be noted.

9. Select Committee work programme

9.1. The Scrutiny Manager introduced the item and highlighted upcoming items for the next meeting.

9.2. Officers suggested that the social care roadmap item be incorporated into savings/budget proposals rather than as a stand-alone item.

9.3. The committee requested:

- a report on school funding once more information was available about changes to the National Funding Formula. Date tbc.
- A briefing on provisional GCSE and KS2 SAT results at the meeting on 13 September.

- A report setting out the business case for LLP being a legal entity be considered at the meeting on 13 September.
- That the pay settlement for teachers be considered as part of the indepth review of recruitment and retention of teachers.
- That a report on Human Trafficking be considered at the meeting on 11 December.

9.4. It was RESOLVED that the following be added to the work programme:

- A report on school funding/ changes to National Funding Formula. Date tbc.
- A briefing on provisional GCSE and KS2 SAT results at the meeting on 13 September.
- A report setting out the business case for LLP being a legal entity be considered at the meeting on 13 September.

10. Referrals to Mayor and Cabinet

10.1. No referrals were made.

10.2. The Chair thanked Sharon Archibald, who was resigning from her role as parent-governor representative for primary schools, for her 6 years of service.

10.3. The meeting ended at 9.23 pm

Chair:

Date:

This page is intentionally left blank

Agenda Item 2

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	13 September 2017

Declaration of interests

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

1 Personal interests

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

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

2 Disclosable pecuniary interests are defined by regulation as:-

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

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

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

(3) Other registerable interests

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

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

(4) Non registerable interests

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

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

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

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

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

(6) Sensitive information

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

(7) Exempt categories

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

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

This page is intentionally left blank

Children and Young People Select Committee		
Title	Recruitment and retention of school staff – Second Evidence Session	
Contributor	Scrutiny Manager	Item 4
Class	Part 1 (open)	13 th September 2017

1. Purpose of paper

- 1.1. As part of its work programme the Committee has agreed to undertake an in-depth review of recruitment and retention of school staff.
- 1.2. This evidence report, together with the first evidence report that was considered on 28 June 2017, addresses the Key Lines of Enquiry that were set out in the scoping paper as agreed by the Committee on 19 April 2017.

2. Recommendations

- 2.1. Select Committee is asked to consider and discuss:
 - the contents of this report
 - the verbal evidence of Members who attended schools visits
 - the verbal evidence of Rose McNamee, Teach First.

3. Summary

- 3.1. The evidence that follows is mixed and sometimes contradictory. What has become clear through gathering evidence for this review is that different schools face a wide range of different issues, which means there is unlikely to be a single solution to the issues raised.
- 3.2. At the last meeting, the Committee heard from a local secondary teacher and NUT committee member who advocated for the creation of a fair workload charter in response to the biggest issue for teachers as reported by their members, namely workloads that they considered increasingly unmanageable.
- 3.3. The evidence gathered from schools in Lewisham makes little mention of workload. This may be because it is so widely accepted as to go without saying, or it could be because those responding see the national frameworks as a 'given'.

4. Evidence - Visits to schools

Committee members visited St William of York Catholic Primary School, Brindishe Green Primary School and Haberdasher Aske's Hatcham College. Forest Hill School, Sedgehill School and Deptford Green School were all approached for a visit but either declined or did not respond.

St William of York Catholic Primary School (SWOY)

4.1. SWOY is a small, single form entry Catholic primary school in Forest Hill. Councillors Johnston-Franklin, Jacca, Jacq Paschoud and Monsignor Rotheron met with the head teacher, Sharon Lynch.

4.2. Below is a summary of the evidence gathered on the visit.

Recruiting staff

4.3. The school enjoys stable staffing with low turnover. Retention is less of an issue than recruitment and the three most common reasons for staff to leave are retirement, maternity or to move out of London.

4.4. The school prefers to 'grow its own' teachers – it employs Teaching Assistants (TAs) post A-level or degree and supports them to train as teachers. In the last 6 years, approximately 8 teachers had been recruited in this way. The school also uses Teach Direct and currently has two graduates.

4.5. The school has a good relationship with an agency that provides teachers from Australia whenever short term cover is needed.

4.6. SWOY prides itself in being a community school, with many staff choosing to send their own children there, and the school has recruited former pupils. When the school was expanded to accommodate a bulge class, it looked to its own community to design the space, appointing local architects with children enrolled at the school.

Advertising

4.7. Advertising can be expensive and yields a poor response. There is no free advertising any more. The main source of advertising is TES, where prices range from £500-£1,000. Whereas advertising on the council website used to be free, there is now a charge. The school also uses Jobs Go Public, eTeach and the Catholic Teachers Gazette. All forms of advertising are costly for sometimes a limited response. Members heard that it can cost up to £10,000 to recruit a Catholic head teacher.

Faith requirement

4.8. The Catholic Diocese prefers schools to recruit teachers from the Catholic faith. While this is not an absolute requirement for teaching and non-teaching staff, deputy or head teacher posts are restricted to practising Catholics. This can result in career development opportunities being closed to existing non-Catholic staff, and also limits an already narrow pool of candidates even further. It is possible for non-Catholic staff to temporarily act up into these roles. The school works closely with St Mary's University College, which is a Catholic college for the education of teachers and is based in Strawberry Hill.

4.9. Ms Lynch stressed that this is a real factor for Catholic schools. Following the meeting, the Scrutiny Manager contacted Frances Holland, head of St Stephen's Church of England Primary School. The school had recently recruited a Deputy

Head and Ms Holland had not found the faith requirement to be a complicating factor.

- 4.10. The faith requirement also applies to families applying for a place at the school for their child. Whereas some Church of England schools give priority to the children of staff, the Catholic Diocese will not allow it. This can negatively impact on non-Catholic teaching staff with primary age children.

Career Development

- 4.11. Ms Lynch advised that small schools provide the opportunity for staff to move into positions of responsibility very quickly, but career development opportunities can also be limited in a small school. The school has to think creatively about how to create opportunities for ambitious staff with leadership potential, finding a balance between holding on to good staff and allowing them to grow. Some examples given were of the Assistant Head studying for a MA and being a local authority moderator, and members of staff participating in Getting Ahead London and working for the National Centre for Excellence in the Teaching of Mathematics (NCETM). The school has put forward three teachers at a cost of £500 per person who will train to become lead practitioners through the lead practitioner programme at Bonus Pastor Catholic College.
- 4.12. Ms Lynch was in favour of Executive headships as a way of offering career development opportunities in small schools with little capacity to expand.

Housing and transport

- 4.13. Cost of housing is a major factor for staff recruitment and retention. The School loses staff who decide to move out of London in search of more affordable and spacious accommodation. However, good transport links mean that staff can move to more affordable parts of London such as Sidcup or Welling and still travel into school.

Workload

- 4.14. Heavy workload is an issue for all staff. External pressures such as changes to the curriculum had generated a lot of additional work but Ms Lynch hoped that was settling down now that the new curriculum was starting to embed. The school is looking at marking and planning with a view to reducing the amount of time spent on these activities without impacting on effectiveness. The school was also adopting new IT to speed up assessment processes.

Pupil numbers

- 4.15. Intake for September 2017 Lewisham primary schools was down 5%. The vote to leave the EU was already impacting the school with some European families having left. To avoid redundancies, the school would need another bulge class in 2018. It was hoped that pressure for Reception places in the area would ensure that the school could fill 60 Reception places next year.

Overseas checks

- 4.16. The new requirement for all new staff who have been out of the country for more than 30 days (continuously) at any time since they turned 18 to have overseas police checks is onerous and causing significant delays to recruiting staff.

Leadership Forum

- 4.17. All Lewisham Heads meet half-termly as the Leadership Forum, which is coordinated by Ms Lynch and Nikki Oldhams, Head of Chelwood Nursery. The Forum offers Heads the opportunity to share practice, discuss ideas and raise challenges.

Pupil Premium

- 4.18. Pupil Premium is an important source of funding for the school. Since the introduction of universal free school meals for KS1 children, the number of parents registering for pupil premium has dropped significantly.

Brindishe Green Primary School (BG)

- 4.19. BG is federated with 2 other Brindishe schools: Brindishe Lee and Brindishe Manor. The head teacher of BG is Sarah Gorbutt. Over-arching responsibility for all three schools lies with the Executive Head, Dame Vicki Paterson. Councillors Sorba, Johnston-Franklin, John Paschoud, Jacq Paschoud and Monsignor Rother met with both Ms Gorbutt and Dame Vicki Paterson.
- 4.20. The Brindishe Federation came about as a means of school improvement. Dame Vicki Paterson had been head of Brindishe Lee. Nearby, Hither Green Primary School, as Brindishe Green was then known, was an undersubscribed, failing school. The schools formed a partnership to improve Hither Green, and 3 years later formally federated. The third school, Brindishe Manor, joined subsequently. Now all three schools share a governing body.
- 4.21. Large-scale recruitment was necessary for Hither Green, but as failing schools are generally unappealing to candidates, recruitment was to the partnership rather than to the school directly. Sarah Gorbutt, the current Head, was one of the early appointments.
- 4.22. A summary of the evidence gathered at the meeting follows.

Recruitment

- 4.23. According to Dame Vicki Paterson, teaching is a vocation and teachers generally see their role as a “moral imperative”. Successful candidates are more concerned about training, support and development as well as being aligned with the school’s values and mission, rather than salary.
- 4.24. Staff recruitment is hugely time consuming. The Executive Head takes on this role to enable Head Teachers to focus on pedagogy.

- 4.25. The Federation tries to grow its own teachers in the first instance, seeking to recruit TAs with the potential to become teachers. Other teachers are recruited through Schools Direct.

The Power of a Federation

- 4.26. One of the core values of the Federation is respect for individuality. This applies to staff and children. There is no set teaching style or method in Brindishe schools, the focus is on outcomes, which are monitored by Heads. All three Brindishe schools are different and have their own identity.
- 4.27. The role of Executive Head is wide-ranging. At times it is a trouble-shooting role, at other times the Executive Head refers to herself as “the highest paid support staff”. Having an Executive Head means that teachers have the opportunity to focus on the children, leaving the Executive Head to deal with all non-teaching matters.
- 4.28. For a Federation to be successful, in addition to strong partnership working, the schools need to be close enough that staff can get move between federated schools and back in a lunch break.
- 4.29. The Federation employs 2 full time year-round IT managers across the 3 schools at a cost of £33,000 each. The schools share a Managed Learning Environment (MLE) and can share information over the MLE staff noticeboard. An example was of a class teacher finding their modelling clay had hardened. Through the noticeboard, the teacher was able to source clay from another school, and somebody to deliver the clay.
- 4.30. The Federation tries to give as much control to teachers as possible to limit stress. Teachers can define slots for parent meetings to suit their own circumstances such as offering early morning slots, late evening slots.
- 4.31. Teachers feel protected within a strong federation and with an Executive Head with the clout, experience and reputation to challenge external demands. For example, schools are required to publish “British Values” on their website. Brindishe Schools do not do this. Instead they publish “Brindishe Values” which focus on celebrating difference rather than tolerating it.
- 4.32. The size and scale of a Federation brings opportunities for staff which aids retention. Schools Direct candidates move between different classes at the same stage, which is an opportunity small single-form entry schools can only offer in partnership. Having an Executive Head gives a different perspective and wider connections.

Support for new teachers

- 4.33. The school facilitates a number of specific measures to limit teacher drop out:
- Encouraging networking and connections and peer mentoring
 - Running an internal NQT programme and putting in place additional support in the third year post-qualification when many teachers have a ‘wobble’.

Pupil Premium

- 4.34. Like SWOY, Brindishe schools experience has a lower number of pupils taking up Pupil Premium than are probably eligible for it. Dame Vicki Paterson suggested that the Committee might lobby the government to make Pupil Premium automatically available to eligible families rather than requiring them to opt in. This relatively simple change would benefit schools to the tune of thousands of pounds each year, and would enable additional TA recruitment. Pupil Premium endures for 6 years, so the school would continue to benefit even if a child ceases to be eligible for Free School Meals.

Pay

- 4.35. Performance Related Pay can be positive. The bigger threat is single status job evaluation for support staff, which can be very restrictive and limiting when recruiting support staff with additional skills. An example was given of a janitor with the skills to redecorate the school in the holidays. The school has no capacity to vary the salary for increasing the role. The school can make honorarium payments, however Teaching and Learning Responsibility (TLR) payments can be only made to classroom teachers who take on additional responsibility, but are not payable to support staff.

Pressure from parents

- 4.36. A significant source of stress for teachers is pressure from parents. In some cases disgruntled parents have taken to social media to lambast the school or to 'bully' individual teachers. This is extremely damaging for the school's reputation, and for the health and wellbeing of the staff. Dame Vicki Paterson's view was that the local authority could play a role in reducing this by managing parental expectations and discouraging parents from expecting the school to handle every issue, however trivial.

Teacher Poverty

- 4.37. The biggest threat to retention for Brindishe Schools is the cost of housing. An example was given of a newly qualified Reception teacher who, after paying rent and bills, was left with just £35 per week. Staff leave to move out of London. Some staff have tried to commute in from Chatham or the south coast but unreliable train services have meant that this is unsustainable.

The Lewisham Brand

- 4.38. Dame Vicki Paterson said that for a teacher, belonging to a local authority is a unique selling point. Some people want to work for a local authority rather than a MAT or a free school, however more needs to be done to consistently define Lewisham as a brand so that trainees looking at working in Lewisham schools know what Lewisham 'means'.

Haberdasher Aske's Hatcham College (HAHC)

- 4.39. HAHC is a 3-18 through school in New Cross which comprises Hatcham Temple Grove Primary Schools, Hatcham Temple Grove Free School (also primary), and the secondary phase, Hatcham College.
- 4.40. HAHC forms part of the Haberdasher Aske's Federation (HAAF) together with Crayford Academy and Knight's Academy. HAAF is a Multi-Academy Trust (MAT). Altogether, the MAT incorporates 5 x primary schools, 3 x 11-16 schools and 3 x 6th Form Colleges. Councillor Klier and the Scrutiny Manager met with Declan Jones, Principal of HAHC and Deputy Chief Executive of the HAAF, with responsibility for HR and Recruitment and Retention across the academy chain.
- 4.41. A summary of the evidence gathered follows.

Recruitment

- 4.42. HAHC is an attractive employment option for young teachers wanting to experience life in the capital. Its proximity to central London and its transport links help, as does its reputation and Outstanding Ofsted rating. Typically young teachers stay with the school for about 5 years before retention becomes a problem. Usually staff move on for relationship or housing issues, with many choosing to move out of London. Some staff move out to Bexley or Croydon and keep working at the school, but any further afield and the travelling time is too onerous to sustain.
- 4.43. For each appointment a Talent Manager Report is completed. This looks at 6 Matrices, including success of the campaign, quality of the candidates, and the percentage success rate of candidates at 3 months.
- 4.44. HAHC has about an 85% success rate of recruits. The cost of recruiting is high and therefore the school wants to ensure that it recruits the right person for the job. Any staff that are struggling are placed on a 12 week Improving Teacher Programme (ITP). This comes at a financial cost, but the success rate is just under 90%. All NQTs are automatically placed on an ITP.

Retention

- 4.45. High-performing staff that are ready to move ahead in their careers are placed on an Outstanding Teacher Programme (OTP) to further develop their teaching and leadership skills.
- 4.46. Middle and senior leaders who are already on the property ladder or who have a high-earning partner tend to stay longer than the usual 5 years. The school offers middle and senior leadership packages. The highest turnover is found among middle leaders, which is an area for concern. The remuneration package for senior leaders is sufficient to enable senior leaders to stay.
- 4.47. Having a 6th form is a big attracting factor for candidates, and from a career-development point of view can be a retention tool, as is the opportunity for teaching across primary and secondary phases in an all-through schools. The Vice Principal of KS3 at HAHC previously taught in the Primary phase.

- 4.48. Valuing staff wellbeing was also raised as a way of aiding retention, with things like a staff survey, creation of a staff association helping to identify issues affecting staff happiness and wellbeing.
- 4.49. Mr Jones advocated making policies clear to staff as an aid to retention, such as clearly defined rules on pay progression, access to talent acceleration programmes, and setting out dates and expectations in advance so that teachers know what is expected of them and when.

Reputation of Lewisham

- 4.50. Mr Jones was supportive of Lewisham Learning – a school-led model school improvement - and saw it as an opportunity to move away from the local authority 'brand'. The roll out of Lewisham Learning would, in his opinion, upskill the network of schools in Lewisham. He did not see Lewisham's reputation more generally as a hindrance to recruitment and retention – it was his experience that the reputation of the individual school was more significant to candidates.

The Power of a Federation

- 4.51. Mr Jones explained the power of a federation was that all HAAF staff have a vested interest in outcomes at all schools. He cited Knight's Academy, formerly Malory Secondary School, as an example. It had been in Special Measures for safeguarding. Staff across HAAF had played a part in sharing staff, good practice and covering sickness absence.
- 4.52. There are also advantages to being an all through school. Year 6 class teachers observe pupils' progress in secondary school to ensure there is not dip or levelling off in attainment upon transition to secondary school.
- 4.53. Federations also create an internal market. The Principal of Crayford Academy was previously the Vice Principal at HAHC. There is some staff movement between federated schools, however staff from the outer London schools tend to want to travel in to HAHC more than HAHC staff want to travel out, as this would mean the loss of their London weighting.

Workload

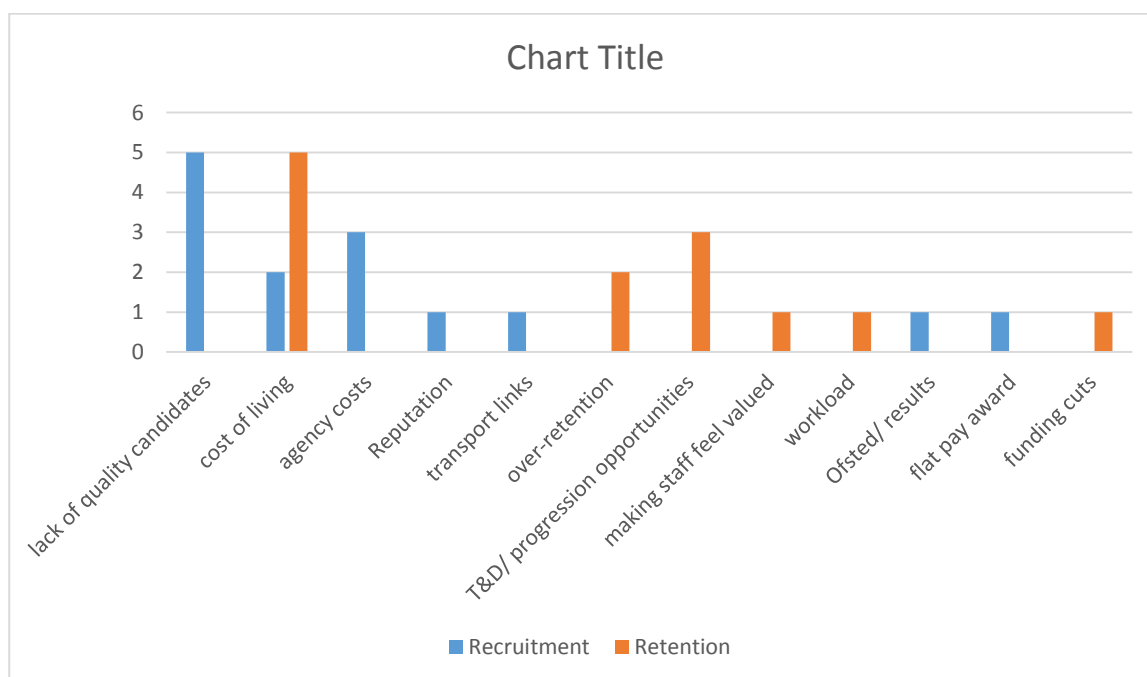
- 4.54. Workload is an issue for all teachers/ schools. Non-contact time is set aside for all teachers across all phases. It is standard for teachers to be allowed 5 professional learning days in an academic year. Teachers at HAAF get 9.
- 4.55. The school is looking at the homework it sets with a view to reducing marking. It has reduced the frequency of school reports in a year, and is reducing the number of traditional assessments in favour of moderated work.

Advertising costs

- 4.56. Although advertising costs are high, the school receives around 60 applicants for each recruitment round so the cost, which is shared across the federation, is justified by the talent pool.

5. Recruitment and retention - challenges faced by schools

- 5.1. A short survey (Appendix A) was circulated to all Lewisham schools to try to gauge the level of concern about recruitment and retention. Of the 87 (including special schools and the Pupil Referral Unit) schools in the borough, 10 schools responded. Surveys were all completed by head teachers except for one, which was completed by a school governor. A summary of the results can be found at Appendix B.
- 5.2. Of the responses received, 7 were primary schools, 2 were all-through schools, and one was a secondary school.
- 5.3. Schools were asked to identify their key challenges/ barriers to recruitment and to retention. The chart below displays the results. A range of issues were mentioned, with lack of quality candidates being the most commonly cited problem for recruitment, and cost of living, and specifically housing costs, being the most commonly experienced barrier to retention.



- 5.4. Lack of career progression opportunities was a problem in smaller schools, particularly one-form entry primary schools or faith schools.
- 5.5. One school felt that Lewisham's reputation was a deterrent to recruiting good candidates. This same school said that Ofsted grading and results contributed to recruitment problems.
- 5.6. In some primary schools over-retention was a problem. Retaining a high number of staff for many years can result in a disproportionate number of employees sitting towards the top end of the pay scale. Some churn is good for a school and in a time of budget cuts, schools would prefer to make staff cuts through natural wastage – staff resigning and the vacancy not being backfilled – than through forced redundancies.

- 5.7. Agency costs were a problem for primary schools in general, particularly when recruiting Newly Qualified Teachers (NQTs).
- 5.8. Just one school cited workload as a problem. It is worth bearing in mind that this survey does not necessarily represent the views of teachers and other staff as it was completed by head teachers.
- 5.9. Schools were also asked to identify any specific problem areas. The following was highlighted:
- Subject-specific problem areas at secondary school – Science, Maths, Geography, Modern Foreign Languages (MFL), Computing
 - Middle leaders/ subject leaders
 - Year 6 class teacher
 - Early Years
 - Head Teacher Recruitment
 - Catholic staff
 - The impact of bulge classes
- 5.10. While all secondary/ all through schools had experienced difficulties in recruiting Science and Maths teachers, schools with lower Ofsted ratings experienced wider difficulties across a range of subjects.
- 5.11. The comments around Catholic staff and bulge classes echo the findings of the visit to SWOY. These points were made by two separate primary schools, neither of which was a school that Members visited.
- 5.12. Finally, schools were asked what they thought the council could do to support recruitment and retention.

Housing

- 5.13. Support for key worker housing was the most commonly-raised suggestion. It was suggested that a percentage of all the new developments in Catford and Lewisham be set aside for fixed rent key worker accommodation.

Reputation

- 5.14. Schools felt that Lewisham should do more to promote Lewisham as a place to live and work.

Advertising

- 5.15. Schools felt Lewisham should offer free and wider advertising for schools trying to fill vacancies. Additionally, and linked to reputation, the council could do more to actively promote Lewisham to NQTs.

Strategic recruitment

- 5.16. Several schools called for a coordinated approach to recruitment across the borough. There should be a clear image of what working in Lewisham means. Subject clusters should be coordinated across the borough as they would be in a Multi-Academy Trust (MAT).

Incentives

- 5.17. Offering incentive allowances for working in more challenging schools and offering NQT incentives such as help with travel costs or help finding accommodation were both mentioned.

Bulge classes

- 5.18. Several schools suggested looking at funding issues related to bulge classes. Sometimes bulge classes, which are at capacity in Reception, begin to empty as the class moves through the school. As numbers reduce, funding reduces. Once school reported that numbers were so reduced as to necessitate a cut in support staff in as the deplete bulge class reached Year 6, only to need to re-recruit support staff for the bulge class as it started again in Reception.
- 5.19. Bulge classes can also have training implications. EYFS is a specialist area and children benefit most from teaching by specialist staff. If existing staff without the necessary expertise are required to teach the additional class in Reception, they need to be trained to do so.

6. Officer Responses

- 6.1. Officers have provided the following responses to the issues brought up during the evidence-gathering visits and in the survey responses:

Advertising charges

- 6.2. A charge of £265 per annum is charged to schools for the use of the Council Website and Jobs Go Public combined on an unlimited use basis. Without this negotiated arrangement, Jobs Go Public would charge schools £500 per advert.

Promoting Lewisham to NQTs

- 6.3. Schools' HR attends NQT recruitment fairs annually to promote Lewisham... Schools' HR tends to visit the more local training establishments such as Greenwich, Goldsmiths and the Institute of Education, but does go out as far as Roehampton where there has always been keen interest in Lewisham Schools.
- 6.4. LB Lewisham and the Lewisham Teaching School Alliance Partnership (LTSAP)¹ hosted a 'Teach in Lewisham' event in March. The event was aimed at providing information for people interested in training to become a teacher. Attendees were invited to complete an evaluation form following the event, and 15 completed forms were received. All respondents found the event "extremely useful" or "very useful".
- 6.5. Further events are scheduled for 14 October 2017 and 3 February 2018

¹ The LTSAP comprises the four Teaching School Alliances. They are:

- Education Teaching Alliance Lewisham (ETAL- Haseltine and Fairlawn plus partners)
- South Thames Early Education Partnership (STEEP - Chelwood and Clyde Nursery Schools plus partners)
- Atlas (Haberdashers' Aske's Leathersellers Federation plus partners)
- Endeavour (Tidemill Academy plus partners)

Incentives

- 6.6. Recruitment and Retention allowances for teachers such as travel, accommodation, private medical care or financial incentives are available to be used. However, offers must be part of the school's pay policy and HR would always suggest caution and careful thought about using such incentives as the basis for giving these needs to be explicitly clear to avoid individual challenge.

Strategic recruitment

- 6.7. Subject clusters or networks are beginning to be established now at secondary level as part of the Secondary Challenge work.

Bulge classes

- 6.8. The issue of depleting class numbers is not limited to bulge classes, but is seen across the borough as parents make decisions about the future of their children's education as they get closer to secondary school age.

Overseas checks

- 6.9. The DfE Statutory Guidance "Keeping Children Safe in Education" (KCSIE) 2016 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe.
- 6.10. At paragraph 114 it provides:
- "Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, **schools and colleges must make any further checks that think appropriate so that any relevant events that occurred outside the UK can be considered.**"*
- 6.11. Overseas checks are, in effect, the equivalent of DBS checks, which detail all criminal convictions an individual has in the United Kingdom. DBS checks do not cover criminal records held overseas and therefore may not provide a complete view of an employee's criminal record if they have lived outside the United Kingdom.
- 6.12. In the current climate and the continued emergence of historical sex abuse cases, the London Borough of Lewisham (LBL) is of the view that in order to complete criminal record checks and to ensure the safeguarding of our children, overseas checks should be undertaken for all staff working within Lewisham schools who have since the age of 18 years spent over 3 months abroad in any one place.
- 6.13. LBL is aware of the obstacles that this requirement can create for schools and is facilitating a Working Party to review the current situation and formalise a risk-based approach to pursuing overseas checks. Following meeting with this Working Party, LBL will produce a formal statement and accompanying protocol around this newly agreed process.

- 6.14. In the interim, schools are required to complete these checks for new staff, and only complete the checks for existing staff members (that were appointed before these requirements were in place) where there are concerns about their “suitability to work with children”.

7. Nottingham Fair Workload Charter

- 7.1. At the first evidence session of the review on 28 June, the Committee was introduced to the Coventry Fair Workload Charter, which came about after the inception of the first such charter which was drawn up in Nottingham.
- 7.2. The Scrutiny Manager attended a seminar in Nottingham on 3 July to learn about its Fair Workload Charter.
- 7.3. The Nottingham Fair Workload Charter (FWC) came about as part of a drive to improve recruitment and retention. In November/ December 2013, 8 of the secondary schools in Nottingham City were Ofsted inspected and as a result, 7 went into special measures.
- 7.4. Approximately 18 months ago, Nottingham City Council set up an Education Improvement Board made up of representatives from MATs, primary schools, FE, the DfE, the University of Nottingham and the local authority. The EIB drew up a strategic 10-year plan following the inspections, which it consulted on. Some 150 responses were received from teachers, pupils, parents and other interested parties. Notably, despite a 6-year virtual pay freeze for school staff, just one response mentioned pay. The highest mentioned single factor was workload, which was revealed to be a systemic issue and was not limited to any particular type of school, nor was it limited to teachers, but to all staff, including leaders and support staff. Recognising that good teaching was key to improving outcomes, the EIB set up a ‘workload reduction’ subgroup in an effort to improve recruitment and retention of school staff.
- 7.5. Around the same time, three government working parties looking at reducing workload (i) around marking, (ii) around planning and teaching resources and (iii) with data management, reported:

on eliminating unnecessary workload around marking:

'... We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'... One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'

on eliminating unnecessary workload around planning and teaching resources:

"Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'

on eliminating unnecessary workload with data management:

"do not routinely collect formative assessment data"

"... summative data should not normally be collected more than three times a year per pupil".

- 7.6. The FWC resulted from the EIB workload reduction subgroup. A copy of the Charter is attached at Appendix C.
- 7.7. The Charter has in principle support from Sean Harford, HMI Ofsted's national director, as well as from the DfE and eTeach.
- 7.8. Schools that decide to adopt the charter will receive the EIB fair workload logo to use on their adverts and publicity. The logo is akin to a kitemark - potential applicants will be reassured about the workload they might experience in choosing a FWC school over one elsewhere that has not adopted the charter.
- 7.9. There are four broad elements to the Charter, namely:
 - ensuring staff have a fair and reasonable workload
 - providing high quality training and professional development opportunities that meet the needs of individual members of staff
 - offering competitive and attractive pay and rewards packages
 - prohibiting the use of 'probationary period type' contracts in schools.
- 7.10. The charter seeks to explicitly define what 'reasonable' means in terms of the additional hours teachers are expected to work beyond directed time each day. The charter expects schools to assess the likely workload impact of their policies on their staff and to share this assessment each year. School policies should be deliverable within no more than an additional two hours a day beyond directed time for teachers (and three hours a day for those with leadership responsibilities). For staff other than teachers, policies should be reasonably deliverable within contracted hours.
- 7.11. The charter also commits schools to ensuring staff are well trained and appropriately qualified and to enabling staff to access EIB promoted training and to access the 'ladder' of EIB generic training programmes we are developing, linked to the different stages of career progression.
- 7.12. Essentially, the charter is a commitment by the school to nurturing and protecting its staff.

- 7.13. Some 10% of Nottingham City schools adopted the charter almost immediately. Another group of schools was enthusiastic about the charter but has yet to adopt it, including the UK's biggest national MAT. Sticking points for these schools vary but (according to NCC) include:
- being keen, but not a priority for the Head Teacher
 - individual schools wanting to do their own version, which Nottingham City Council will not allow as the point of the Charter is to be a gold standard
 - general instability within school staff, in particular churn of head teachers
 - lack of confidence in Senior Leadership Teams to have open dialogue with staff
 - a culture of head teachers believing that if staff are unhappy, the head teacher is doing something right
 - fear of falling foul of Ofsted
 - some MATs use 'sharp' recruitment practices
- 7.14. For successful take up, the FWC needs to be a priority for the local authority and needs a senior lead with conviction and capacity.
- 7.15. The FWC has received lots of national interest, with enquiries from around 20 local authorities and having given evidence to the House of Commons Education Select Committee. No London local authority has adopted such a charter however.
- 7.16. The first schools to adopt the Charter did so with effect from September 2016 therefore it is too soon to measure the impact. The first results are expected in December 2018, which should give schools time to resolve some of their local and systemic issues.

Northern Ireland

- 7.17. One point of note that arose in discussion at the seminar was that Northern Ireland is a net exporter of teachers, each year training more than it can recruit. Mark Langhammer, of teachers Union ATL Northern Ireland explained that entry requirements are high to enter teaching colleges in Northern Ireland, as is the calibre of the teachers that qualify. The high numbers are due to the tripartite system of Catholic, Protestant and non-denomination training colleges and schools. Mr Langhammer said that less than a quarter of newly qualified teachers are able to secure a teaching job upon qualification, and that Australia is offering incentives to Northern Ireland's newly qualified teachers who are willing to relocate.
- 7.18. Recent articles in the Scottish press reveal that Scotland is also tapping into Northern Ireland's surplus of new teachers.
<http://www.scotsman.com/news/education/worldwide-search-for-teachers-to-address-scotland-s-classroom-shortage-1-4357854> and
http://www.dunfermlinepress.com/news/15391723.Fife_recruits_staff_from_Northern_Ireland_to_help_tackle_teacher_shortage/.

8. Key lines of enquiry

- 8.1. This evidence session has been designed to enable members of the Committee to address the key lines of enquiry as set out in paragraph 8.4 of the scoping report, which was considered on 19 April 2017. In particular to consider:

- What are the challenges faced by schools at primary and secondary level?
- What are the challenges for Lewisham and Lewisham schools?
- Are there school specific issues that make recruitment and retention more challenging?
- What is the role of the Council?

If you have any questions, please contact Emma Aye-Kumi (Scrutiny Manager) on 020 8314 9534.

Appendix A

<input type="checkbox"/>
<input type="checkbox"/>

Primary (please tick as appropriate)
Secondary

Survey
Recruitment and Retention of staff in Lewisham schools

The Children and Young People Select Committee conducting an in-depth review into recruitment and retention of school staff.

The committee is looking to understand the main issues regarding recruitment and retention in Lewisham’s schools. Please help by responding to this brief survey.

The committee would like to hear from as wide a range of primary and secondary schools as possible. Please be assured that the purpose of the survey is information gathering - it is not intended to be judgmental. The information you provide will assist the committee to identify any areas where the council could offer support. The review is expected to conclude in the autumn.

If you need any further information or would like to discuss in person, please contact Emma Aye-Kumi, Scrutiny Manager, on 020 8314 9534 or emma.aye-kumi@lewisham.gov.uk.

Should you prefer to reply anonymously, please respond by post to: Emma Aye-Kumi, Scrutiny Manager, 2nd Floor, Civic Suite, Catford Road SE6 4RU.

Many thanks in advance for your time and input.

1. What are the key challenges/ barriers to recruitment for your school?

2. What are the key challenges/ barriers around retention for your school?

3. Are there any specific areas (e.g. subject, specialist roles) where staff recruitment or retention is a particular problem? If so, please provide details.

4. What, in your view, could the council do to support you to overcome any recruitment or retention issues in your school?

5. Using a scale of 1 to 10 where 1 is 'not at all concerned' and 10 is 'extremely concerned', please respond to the following statements:

How concerned are you about recruitment of staff (teaching and/ or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

How concerned are you about retention of staff (teaching and/or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

Please explain your answer

6. Are there any other comments you wish to make about recruitment and retention?

Thank you for taking part in this survey. If you would be prepared for you and/or your staff to be involved in the review, please leave your contact details below.

Name:

Position:

School:

Email:

Tel:

Appendix B – Summary of Survey Findings

PRIMARY (7 Schools)

No of mentions

Barriers to Recruitment

Lack of good quality/ experienced candidates	3
Agency costs	2
Recruitment agencies handling NQT teachers	1
Small/ one form/ catholic	2
Transport links	1
Cost of living/ housing	1

Retention challenges

Housing – staff moving out of London	4
Over-retention - most experienced teachers reluctant to move on	2
Training up NQTs only for them to move elsewhere for promotion	1
Limited career progression opportunities	2
Workload – changes in government policies/ exams	1

Specific problem areas

Middle leaders with interest in developing leadership skills	1
Impact of bulge class	1
Year 6 class teacher	1
Head teacher recruitment	1
Early years	1
Catholic teachers	1

What can the council do?

Key worker housing support	2
Address funding issues resulting from reducing bulge classes	1
Promote what's special about living/ working in Lewisham	1
Offer incentive allowances for working in more challenging schools	1
Free and wider advertising	1
Actively promote Lewisham to NQTs	1
NQT incentives	1
Strategic policy/ action plan on recruitment	1

How concerned – recruitment?

2
2
5
8
10
10
10

How concerned – retention?

3
4
7
7

7
8
9

ALL-THROUGH SCHOOL (2 Schools)

Barriers to Recruitment

Lack or quality of candidates	2
Reputation of Lewisham as a 'tough' place to work	1
Diverse community	1
Ofsted rating	1
House prices	1
Flat pay award	1
Poor results in London league tables	1

Retention challenges

Housing costs	1
Salary	1
Government cuts	1
Workload – pressure of changes in government policies/ exams	1

Specific problem areas

Subject leaders – English, maths, science	1
Science teachers	2
Maths teachers	2
MFL teachers	1
Geography teachers	1
computing teachers	1

What can council do?

Key worker housing	2
Recruitment strategy	1
More dynamic and creative leadership and more joined up in thinking	1

How concerned – recruitment?

6
5

How concerned – retention?

9
4

SECONDARY (1 School)

Barriers to Recruitment

Lack of candidates

Retention challenges

Making staff feel valued
Investing in development and training

Specific problem areas

Science

Maths

Geography

What can the council do?

Make Lewisham more attractive to work in

Fund school improvement

Coordinate subject clusters/ consultants like MATs do

Coordinate the approach across the borough. Teachers work for MATs because they know what the deal is – produce a clear image of what working in Lewisham means

How concerned – recruitment?

7

How concerned – retention?

4

This page is intentionally left blank



It is clear from the Education Improvement Board's consultation on its strategic aims, and from national surveys, that excessive workload is a major obstacle to our schools being able to successfully recruit and retain the best teachers and teaching assistants. Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

On marking¹, the working party said:

'We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'

On planning², the working party said:

'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'

On pupil performance data³, the working party said:

'Do not routinely collect formative assessment data'

'Summative data should not normally be collected more than three times a year per pupil.'

FAIR ✓ Workload

The Education Improvement Board's 'Fair Workload Charter' sets out what teachers and other staff can expect from the schools that sign up. Participating schools will be able to utilise the 'EIB fair workload' logo in their advertisements and publicity. Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

The EIB wants to be able to recruit and retain staff by:

- ensuring they have a **fair and reasonable workload**
- providing **high quality training and professional development opportunities** that meet the needs of individual members of staff
- offering **competitive and attractive pay and rewards packages**
- prohibiting the use of 'probationary period type' contracts** in schools.



¹ 'Eliminating unnecessary workload around marking', DfE March 2016

² 'Eliminating unnecessary workload around planning and teaching resources', DfE March 2016

³ 'Eliminating unnecessary workload associated with data management', DfE March 2016

Staff working in an EIB 'Fair Workload Charter' school can expect:

- a. a **fair and reasonable workload** which will be ensured by:
 - adopting schemes such as the '5 minute lesson plan' model or by staff teaching directly from high quality schemes of work
 - the marking policy clarifying what will and won't be marked. The policy will be based upon research evidencing practices that have been demonstrated to raise achievement.
 - policies, and especially those governing marking, assessment and data entry, being reviewed during the school's usual cycle and a workload impact assessment for each carried out.
 - for **teachers**, the workload requirements of all policies should be reasonably deliverable within an additional maximum two hour period, unless other contractual arrangements apply. For those with additional leadership responsibilities, a further one hour a day may be required.
 - for **staff other than teachers**, the requirements of policies should be reasonably deliverable within contracted hours.
 - providing a time budget in June each year setting out how the principles above will be implemented in the following year.
 - employers exercising their duty of care to employees with regard to workload, including for head teachers.
 - individual workloads being monitored and the school's overall data shared openly. The EIB Fair Workload Charter sub-group will monitor workloads at participating schools.
 - staff having recourse to an external adjudication process managed by the EIB Fair Workload Charter sub-group where they believe their school has not delivered on the principles it has signed up to.

- b. **high quality training and professional development opportunities** that meet the needs of individual members of staff by:
 - enabling staff to access the EIB promoted City-wide training programmes
 - enabling staff to access the EIB 'ladder' of generic training programmes linked to different stages of career progression
 - ensuring staff are well trained and appropriately qualified
 - supporting teaching assistants in progressing to qualified teacher status where they choose to do so.
- c. an **attractive pay and rewards** package.
- d. **no use of 'probationary period type' contracts** in schools.



This Charter was drawn up with representatives from UNISON, the National Union of Teachers, the National Association of Head Teachers, the National Association of Schoolmasters Union of Women Teachers, and the Association of Teachers and Lecturers.

Children and Young People Select Committee		
Report Title	Lewisham School Improvement Partnership	
Key Decision	No	Item No. 5
Ward	All	
Contributors	Executive Director for Children and Young People	
Class	Part 1	Date: 13th September 2017

1. Summary

- 1.1 This paper outlines the general direction of travel for Lewisham Learning, a new school improvement partnership in Lewisham, particularly in response to questions raised by CYP Select Committee in July 2017.

2. Recommendations

- 2.1 It is recommended that the CYP Select Committee note the report and comment on the next steps.

3. Policy Context

- 3.1 As set out in Lewisham Council’s Sustainable Community Strategy 2008-2020, there is a Borough-wide commitment to “make Lewisham the best place in London to live, work and learn”. To support this priority the Council is committed to working with partners to:

- Inspire young people to achieve their full potential by removing the barriers to learning.
- Encourage and facilitate access to education, training and employment opportunities for all our citizens.
- Celebrate local achievements so people feel proud of their area and eager to be a part of its success.

- 3.2 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.

4. Background

4.1 In December 2015, the Mayor agreed to the establishment of the Lewisham Education Commission to support the development of a vision for education in Lewisham.

4.2 The Lewisham Education Commission 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 special educational needs and disabilities (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.

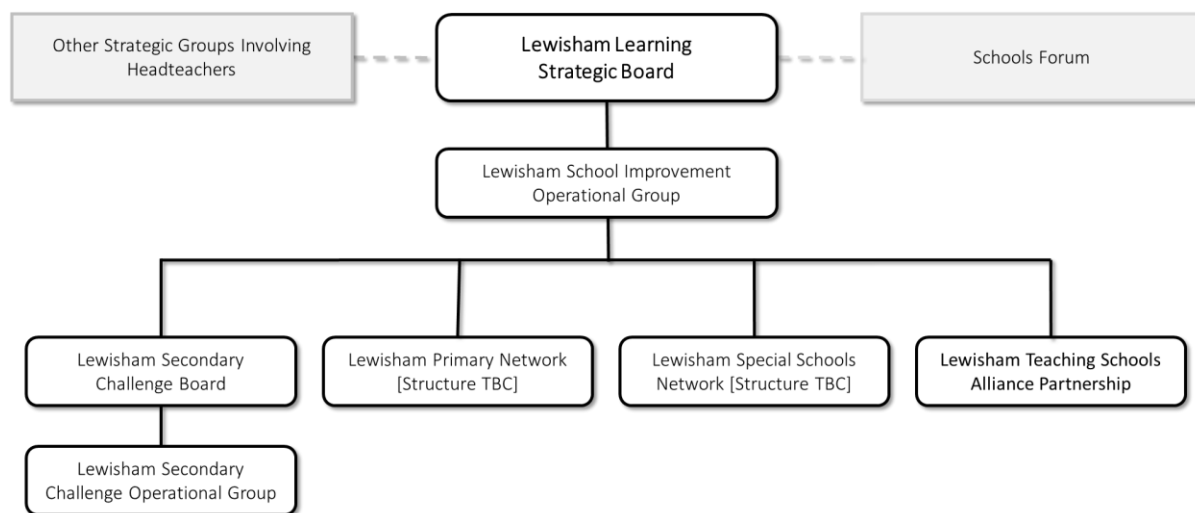
4.3 The Commission recommended that there should be an agreement between the local authority, headteachers and governors to set up a partnership to establish a school-led system of school improvement. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals.

4.4 The Education Commission Steering Group produced a draft vision and values, roles and details of governance and funding arrangements for the partnership. These draft proposals were consulted on with Headteachers, Governors and other stakeholders in June 2017 and the findings were reported to CYP Select Committee in July 2017. Of the 23 respondents representing maintained schools, 100% agreed with the principle of establishing Lewisham Learning. Officers ascribe the low response rate to the extensive discussion which has happened among heads and governors at conferences, forums and LA meetings and the acceptance that a local school partnership is the next logical step.

5. Partnership Approach

5.1 To date, officers have been supporting the School Improvement Partnership Steering Group. The end of the last school year saw the recruitment of an interim director for the Lewisham Learning Partnership. The secondment is being funded from the School Improvement Budget and a headteacher from an ‘Outstanding’ Lewisham primary school is performing this role as a secondee to the School Improvement Team.

5.2 Following the consultation process, the proposed way forward is that a ‘soft partnership’ is established with a strategic board appointed including representation from headteachers, governors and the local authority. The Lewisham Learning partnership will bring together existing strategic school improvement groups as outlined in the below governance structure:



5.3 Under this partnership arrangements, staff supporting the partnership will either be council employees, via the School Improvement Team or employees of a Lewisham school.

5.4 When the headteachers and governors on the School Improvement Partnership Steering Group were discussing the development of a formalised partnership, it was agreed that partnership’s main raison d’etre was the development of school to school improvement. Other activities such as joint

procurement or trading with schools to provide services currently run by the LA were very much second order considerations. Once more established, Lewisham Learning may decide to establish a formalised legal entity. This will be up to the board of the organization.

- 5.5 When the formation of a company was discussed by the heads and governors exploring future options for Lewisham learning, it was identified that this development would allow for the vision and values of Lewisham Learning to be formally enshrined, with legal character and responsibilities. Lewisham Learning would formally act as a unifying body. A legal entity offers longevity and stability as the range of legally defined responsibilities cannot rely on one or two keen individuals who could move on.
- 5.6 Should Lewisham Learning be established as a legal entity, as opposed to a formalised but 'soft' partnership (without legal status), it would have the ability to employ its own staff and enter into its own contracts. School partnerships in other boroughs have found this valuable as a vehicle for bringing together and maximizing different sources of funding: from schools (individually or collectively through DSG), from the LA and from other partners/sources.
- 5.7 Such an entity can access funding streams which the local authority is unable to or unlikely to be successful in obtaining: for example, the DfE's Strategic School Improvement Fund, the Education Endowment Foundation or from private companies or charitable bodies.
- 5.8 The Steering Group has consulted schools and other stakeholders on the legal status of the partnership; 62.5% of respondents thought that the partnership should be established as a legal entity, and the remainder responded that they did not know. It will be a matter for the Partnership whether to establish a legal entity. If the legal entity is established, the decision for the council will be what form the relationship should take, for example, to contract with the legal entity.

6. Next Steps

- 6.1 An interim director of Lewisham Learning has been seconded from a school and will now work to drive forward the development of the partnership.
- 6.2 The paper which outlined proposals for Lewisham Learning for the consultation will be developed with headteacher and governor representatives into a finalised proposal paper; this will detail the structure, process for nomination to the strategic board and terms of reference for Lewisham Learning. The proposal paper will be a basis on which schools individually can decide to become part of the partnership.
- 6.3 At the Mayor and Cabinet meeting on 25th October 2017, details of the partnership will be presented and it will be recommended that Lewisham Council formally joins Lewisham Learning. At this point, the Mayor will be asked to agree that the partnership is used as the main vehicle for school improvement. Any expenditure will continue to require approval through the council's processes, through schools or teaching school alliances, depending on where the funding sits.

- 6.4 Following this, a formal launch of the partnership will take place and the strategic board will be appointed.
- 6.5 The Executive Director for CYP will keep CYP Select Committee informed on the development of the partnership, including the legal status and associated benefits, and provide update reports as required.

7. Financial Implications

- 7.1 There are no direct financial implications arising out of this report.
- 7.2 The Schools Forum has already agreed annual funding of £300k from the Dedicated Schools Grant to support school-led school improvement which was decided in anticipation of the establishment of the partnership. This funding represents investment in the partnership on the part of all maintained schools.
- 7.3 The council's school improvement budget and DSG funding to support schools causing concern will need to be spent in a way that complements this funding. Discussing the best use of the all the school improvement resources, financial and in kind, in the borough will be a key function of the partnership but the council is not being asked to commit funding to a new legal entity at this point.
- 7.4 The council's current school improvement budget (within General Fund) totals £475k and reflects the council's statutory duties and the challenges which Lewisham in particular faces, especially the need to improve attainment at KS4 and KS5. Given the council's overall position, this funding is under pressure/threat given the many other calls on the council's increasingly scarce finances and the Lewisham Learning Partnership is potentially a vehicle for a more self-sustaining approach which can reduce reliance on council school improvement budgets.

8. Legal Implications

- 8.1 This report sets out the intended next steps in relation to the School Improvement Partnership and the pros and cons of setting up a partnership arrangement or a legal entity. Should the Partnership determine that it wishes to establish a legal entity, the Board would need to seek independent legal advice regarding the form of the legal entity (e.g. company limited by shares) and also source support in setting up the company. For its part, the council would need to establish what relationship it would have with any such entity, whether contractual or otherwise.
- 8.2 The proposals and next steps set out in this report, developed as a result of the work of the School Improvement Partnership Steering Group, the recent consultation exercise and responses, will assist the Council in complying with its general statutory responsibilities in relation to school improvement and the promotion of high standards.

9. Equalities Implications

- 9.1 Education is the principal driver of equalities in an area of high deprivation such as Lewisham. Our schools have a large majority of pupils of BME origin and high proportions with special educational needs and disabilities. It is very important therefore that inclusiveness and equalities are at the core of the schools partnership for Lewisham and that the moral purpose of such a partnership is very clearly articulated and constantly re-emphasised.

10. Environmental Implications

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

11. Crime and Disorder Implications

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

Report Author

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

Children and Young People Select Committee		
Report Title	Lewisham Music – Implementation of new Trust arrangements	
Key Decision	No	Item No. 6
Ward	All	
Contributors	Kate Bond, Head of Standard and Inclusion	
Class		13 th September 2017

1 Summary

- 1.1 This report provides a brief update regarding the successful transfer of the Lewisham Music Service and Hub (previously managed by Lewisham Council) to Lewisham Music – a new charity established on 1 April 2017.

2 Recommendations

- 2.1 That the Committee note and comment on the report and additional information provided by Lewisham Music.

3 Policy Context

- 3.1 Nationally, ring-fenced central government funding for those music services functioning as music hubs in England reduced from £82.5m (2010/11) to £58m (2014/15) alongside ongoing reductions in LA grants for music education. Over the last few years there have also been significant reductions in Lewisham Council’s general fund revenue budget as well as cost pressures of 8% identified for schools.
- 3.2 As a service funded predominantly by an Arts Council England (ACE) grant and through the purchasing of services by schools and parents, Mayor and Cabinet agreed that Lewisham Music would be better placed to secure the future of high quality music provision for the children and young people of Lewisham by becoming an independent charity.

4 Background

- 4.1 The transfer of the Music Service took place on 1 April 2017 following consultation with staff and stakeholders and the formal establishment of

Lewisham Music with the Charity Commission and completion of the TUPE process.

- 4.2 Four trustees oversaw the transfer and a further three trustees are expected to join the Board in September 2017.
- 4.3 Officers consider that the new service is making good progress from a good starting point and all the components for success are in place in terms of finance, staffing, leadership and governance. Attached as Appendix 1 is a detailed report from Lewisham Music which updates on the progress of the service.

5 Financial Implications

- 5.1 There are no further financial implications to Lewisham Council since the Music Service has transferred out of the Council and become an independent charity.
- 5.2 Lewisham Music has provided detailed information regarding 2017 – 2018 charges for schools, after school groups and the Saturday Centre along with the funding agreement feedback letter from Arts Council England (ACE) and information relating to their ACE approved budget plan. Charges for schools and parents have been maintained at 2016 -2017 levels and the charity is forecasting a reserve of at least £85,000 at the end of this financial year which is required by the Charity Commission.
- 5.3 School programmes have been maintained at 380 hours per week and an additional 25 hours per week of provision has been requested by schools for the Autumn term.

6 Legal Implications

- 6.1 The legal implications of the transfer have been detailed in previous reports and in the transfer agreement which came into effect on 1 April 2017. There are no further legal implications arising from this report.

7 Equalities Implications

- 7.1 Music provision is especially important for disadvantaged young people, those at risk of underachievement and children with disabilities.
- 7.2 Council officers have asked Lewisham Music to collect and monitor data regarding the uptake of services by children and young people to ensure that their offer continues to meet the needs of diverse groups and enables children and young people from all backgrounds to access quality music provision.

This will enable them to evidence that they are continuing their inclusive approach, an approach which values all cultures in the borough and which is highly aspirational.

8 Environmental Implications

8.1 There are no environmental implications of this report.

9 Crime and Disorder Implications

9.1 There are no crime and disorder implications of this report.

10 Report Author

Kate Bond, Head of Standards and Inclusion.

List of background papers

Paper 1 – Lewisham Music Services to schools 2017-18

Paper 2 – Charges for after school groups

Paper 3 – Charges for Saturday Music Centre

Paper 4 - ACE email of 12th July 2017

Paper 5 – Implementation of new trust arrangements

This page is intentionally left blank



Lewisham Music Services to Schools 2017 - 18

All schools and academies are entitled to receive the following services free of charge

- Music education hub partnership status
- Access to regular music teacher network meetings
- Access to a two yearly advisory meeting with a Lewisham Music senior manager
- Music Mark membership
- Monthly Lewisham Music Hub newsletter

Additional services for schools and academies where charges may apply

- Access for pupils to after school ensembles, Saturday Music Centre and holiday courses (charges apply for parents and carers)
- Access to borough performances such as *Lewisham Live* and our *Summer Music Gala* with provision of a certificate of participation
- Access to special projects with partner organisations
- Access to music training for tutors, music leaders, music curriculum teachers and class teachers

Traded Services

(N.B. Charges are not based on full cost recovery. Programmes are subsidised through use of the Music Education Hub Grant from Arts Council England).

TUITION in Maintained schools, Free schools and Academies (All classes are provided weekly and run for 10 weeks per term)	
<i>Type of programme</i>	<i>Tutor charge per hour</i>
Whole class ¹	£39
Individual and group tuition ²	£39
Ensembles and choirs	£39

INSTRUMENT HIRE ³	
<i>Type of programme</i>	<i>Hire charge per term</i>
Individual, group and after school tuition and ensembles	£19 per instrument ⁴
First access whole class programme in KS2	Free of charge (one class set per school)

¹ In the National Plan for Music Education (DfE, February 2011) it is recommended that this programme should be accessible to pupils for a minimum of one term.

² Recommended group size is 4 pupils for primary and 3 pupils for secondary. Larger groups may be set up with the agreement of the Lewisham Music. (Group sizes need to be assessed on sound musical and educational grounds and also need to take full account of health and safety issues).

³ Instruments may be available for hire and purchase for instrumental programmes provided by school-based tutors or Music Hub partners subject to availability and agreement with terms and conditions (contact Lewisham Music for details).

⁴ Please note **additional charges** may be levied for tuning and maintenance of some types of instrument, and for accessories (e.g. replacement strings, ear plugs etc). Lewisham Music will confirm in advance if such charges may apply.

INSTRUMENT COLLECTION AND DELIVERY	
Annual charge in September for schools hiring or receiving free loan of instruments ⁵	£50 per year

WHOLE CLASS SET OF 32 INSTRUMENTS FOR KS1, KS3 OR ADDITIONAL SET FOR KS2	
Type of instrument	Hire charge per term
Cello/Double Bass	£384
Djembe	£384
Flute & clarinet	£384
Guitar	£224
Mixed brass	£480
Mixed strings (including violin, cello and double bass)	£342
Recorder – descant	£96
Recorder – treble	£160
Samba	£300
Trumpet	£384
Ukulele	£160
Violin	£320

INSTRUMENT PURCHASE (subject to availability, some second-hand instruments can be purchased directly from us for use in our individual, group or ensemble programmes)	
Type of instrument	Purchase price
Ukulele	£10 per instrument
Guitar	£15 per instrument
Other instruments	Please enquire

SUPPORT SERVICES FOR SCHOOLS AND ACADEMIES	
Specialist advice and support for singing, curriculum and extra-curricular music; in-school bespoke staff training; music lesson observations. ⁶	£140 (half day) £250 (full day)

Please note

- Parents can be charged by schools and academies for all in-school Lewisham Music programmes with the exception of whole class instrumental tuition which we require to take place as a curriculum offer during the normal school day.
- Looked After Children should not be charged for individual or group tuition during the school day under guidance set out in DCSF Regulation No. 2239, 2007. Please contact the Lewisham Music office for further information on supporting the costs of lessons for pupils in this category.
- Lewisham Music recommends use of Pupil Premium to reduce or eliminate charges of music lessons for eligible children.
- Schools will be charged for damage to instruments beyond normal wear and tear. Lost instruments will be charged at replacement cost.

⁵ The annual charge is to cover the costs of instrument deliveries and collections to and from schools by Lewisham Music from September 2017 for all programmes where Lewisham Music instruments are provided and used. If schools wish to deliver and collect instrument themselves to our store room, and not make use of our delivery or collection service, we will reimburse this charge at the end of the school year.

⁶ There is no charge for the observation of lessons delivered by Lewisham Music staff in schools or for two yearly advisory meetings with a Lewisham Music senior manager.



CHARGES FOR AFTER SCHOOL GROUPS

AFTER SCHOOL GROUPS

Length of session	Charge per term (10 sessions)	<i>Charge per term for Pupil Premium and Free School Meals pupils, and Looked After children</i>
1 hour	£40	£10
1 hour 30 minutes	£60	£15

INSTRUMENT HIRE

£19 per term
£5 per term (<i>Pupil Premium and Free School Meals pupils, and Looked After children</i>)

- There is a 25% reduction for siblings taking part in after school programmes.
- After School Group fees must be paid by the deadline set out on your child’s invoice and before commencement of the programme for the coming term. If fees are not paid by the deadline then we reserve the right to impose an administration fee of £10.00.
- Please note, there are minimum levels of attainment necessary for entry to some ensembles, and for some others entry is by audition.
- For ensembles and choirs, the target minimum number is 10 pupils. We cannot guarantee that the class will continue if numbers fall significantly below 10. Alternatively, charges may need to be raised.
- Families in circumstances of need whose children do not meet the criteria for subsidies for Pupil Premium and Free School Meals pupils or Looked After children may apply for financial support by writing to Lewisham Music. In exceptional circumstances, applications will be assessed on merit and availability of support funding but cannot be guaranteed.
- Places may be available for children and young people from neighbouring boroughs. Each application will be considered on a case by case basis.
- We reserve the right to withdraw your child from the programme if fees remain unpaid.

ENTRY CRITERIA

Lewisham Music After School programmes are available to all children and young people in Year 3 and above who attend Lewisham maintained schools and academies and/or are resident in the borough of Lewisham. Where places are limited and where other entry criteria have been met, priority will be given by order of listing as follows:

- Children and young people entitled to Pupil Premium and Free School Meals, and Looked After children resident in the borough of Lewisham.
- Children and young people attending Lewisham maintained schools, free schools and academies.
- Children and young people resident in the borough of Lewisham.

This page is intentionally left blank

CHARGES FOR SATURDAY MUSIC CENTRE

INSTRUMENTAL AND VOCAL TUITION

Length of lesson	Size of group	Eligibility	Charge per term (9 lessons)	Charge per term for Pupil Premium and Free School Meals pupils, and Looked After children
30 minutes	1	Grade 3+	£171 (£19 per lesson)	£55
30 minutes	2	Up to Grade 3	£85.50 (£9.50 per lesson)	£25
30 minutes	3	Up to Grade 3	£57.60 (£6.40 per lesson)	£17

ENSEMBLES, GROUPS AND THEORY CLASSES

Length of session	Charge per term	Charge per term for Pupil Premium and Free School Meals pupils, and Looked After children
30 minutes	£20	£5
60 minutes	£40	£10

INSTRUMENT HIRE

Charge per term	Charge per term for Pupil Premium and Free School Meals pupils, and Looked After children
£19	£5

- There is a 25% reduction for siblings taking part in Saturday Centre classes, this is applied to siblings with the lowest overall cost per term.
- Saturday Music Centre fees must be paid by the deadline set out on your child's invoice and before commencement of the programme for the coming term. If fees are not paid by the deadline, then we reserve the right to impose an administration fee of £10.00. This fee may be increased for invoices that remain long overdue.
- One half term's notice is required to terminate or change lessons. Changes are subject to timetable and tutor availability.
- There are normally ten sessions each term. One session per term is normally a pupil concert, in which all ensemble students are invited to perform; on these days, pupils do not receive their standard ensemble session or instrumental session.
- If a student is absent, the session will not be made up.
- If the Centre cannot carry out a planned lesson, then the lesson will be made up at a mutually agreeable time, and failing that, a refund will be made.
- Please note, there are minimum levels of attainment necessary for entry to some ensembles, and for some others entry is by audition.
- If numbers in a group lesson drop below 2 or 3, they will be made up with pupils of a similar ability from the waiting list. If this is not possible, the Centre reserves the right to reduce the length of lessons or increase charges.
- Families in circumstances of need whose children do not meet the criteria for subsidies for Pupil Premium, Free School Meals pupils or Looked After children may apply for financial support by writing to the Lewisham Music. In exceptional circumstances, applications will be assessed on merit and availability of support funding but cannot be guaranteed.
- Places may be available for children and young people from neighbouring boroughs. Each application will be considered on a case by case basis.
- We reserve the right to withdraw your child from the programme if fees remain unpaid.

ENTRY CRITERIA

Lewisham Music Saturday programmes are available to all children and young people in Year 3 and above who attend Lewisham maintained schools and academies and/or are resident in the borough of Lewisham. Where places are limited and where other entry criteria have been met, priority will be given by order of listing as follows:

- Children and young people entitled to Pupil Premium and Free School Meals, and Looked After children resident in the borough of Lewisham.
- Children and young people attending Lewisham maintained schools, free schools and academies.
- Children and young people resident in the borough of Lewisham.

This page is intentionally left blank

Email 12 July 2017

Dear Peter

Thank you for taking part in our recent progress meeting. I'm writing to outline the development areas that we would like Lewisham Music to address during the 2018–20 funding agreement negotiation period and in your mandatory documents:

Music Education Hub delivery

You deliver consistently well against the core and extension roles outlined in the National Plan for Music Education. A varied programme is underpinned by a thorough understanding of available resources/facilities/partnerships and how they can contribute to a broad offer for CYP. A strongly collaborative network of artistic, community, Local Authority, and school partnerships has been key to driving an often innovative approach to delivery. This includes:

- (1) High quality performance platforms including the Lewisham Music Gala, Lewisham Live, and Turning of the Year
- (2) Ensembles, courses, and project/learning opportunities cover a range of musical styles and are accessed by CYP in school and out-of-school settings.
- (3) Opportunities for cross art-form, creative, and digital learning are supported by the Lewisham Live partnership, and by involvement in the SRMP delivered Animate programme.
- (4) Valued networking/training opportunities for school-based music teachers and co-ordinators. You also offer school visits and 'auditing' of music provision, and have an increased focus on how you can best support national curriculum delivery.
- (5) Proactive support for harder to reach groups including via direct programming i.e. support for looked after children with Lewisham's Virtual Head teacher, and a planned local programme in Bellingham which will target provision at an area of high need and low engagement.
- (6) A consistent approach to SEN/D delivery underpinned by practical partnerships, including with schools.
- (7) There is a thorough approach to understanding and responding to local need, based on research, consultation, and feedback processes via a range of stakeholders. The move to independent status is also broadening and deepening opportunities for community engagement.

As a new organisation, you have outlined a clear programme of specific priorities / areas of focus which will be relevant to your 2018-20 business plan. They include:

- (1) Diversifying school programming, in order to further extend coverage, respond to the risk around funding, and to reflect the needs of CYP
- (2) Ensuring that CYP continue to be able to access a wide range of musical styles, including by broadening provision and establishing new partnerships
- (3) Strengthening continuation and progression rates including in singing
- (4) Strengthening and diversifying the music education workforce

- (5) Establishing the Fellowship Inn as a centre of operation and developing new delivery areas as a result (including an enhanced early years offer, and more activity for 14-19 year olds for example)
- (6) A continued commitment to supporting and contributing to local and regional arts/creative initiatives, notably Lewisham Live, and Cultural Education Challenge activity
- (7) You have referenced an ongoing commitment to the opportunities offered by the SRMP – plans for this group going forward should be included in your 2018-20 Business Plan.
- (8) We also suggest that you review your approach to collecting data which will support your capacity to describe the reach and impact of your offer.

Financial viability

As a new organisation, you are transitioning to new financial and management processes. You are nevertheless in a stable financial position with healthy reserves, and appropriate financial controls are in place. You continue to ensure that at least 80% of Arts Council funding is directed at frontline delivery. Income is secured from a variety of sources, including from schools and parents. You have identified a need to enhance your fundraising capacity and appropriate plans are in place to support this, including at board level. You regularly support applications to Grants for the Arts from other local deliverers as a named partner. Collaboration with partners in order to identify gaps in provision and fundraise collectively should be a continued focus.

You have identified a risk around school funding, with Lewisham schools anticipating a decrease in their budgets and altering the ways in which they want to engage with your programmes. Plans to mitigate against this risk are clearly considered in your stated objectives and delivery is likely to benefit from strong school relationships. This should be reflected in a school engagement plan as part of your 2018-20 Business Plan.

Leadership, governance and management

There are no immediate plans to change the governance structure of the Hub which has a relatively new Board of Trustees. This group will expand to 8 or 9 members by 2018, and there is clear thinking around recruitment and about the kinds of skills which would best support ongoing development. Plans to re-establish the Hub Steering Group in order to provide oversight and advice around delivery are appropriate and likely to provide the management team with strong support. A potential decision-making role for CYP should be considered.

Delivery is driven by a skilled management team, and by strong and collaborative cross-sector partnerships. You continue therefore to be in a good position to identify and respond to the changing needs of the borough and to opportunities which present themselves. You have identified management/staffing as a risk, including around contracting arrangements and about ensuring that there is sufficient capacity to deliver against your objectives. You have suggested that this is an area around which you are interested in securing external support/input.

We are keen to see the profile of the Hub raised more widely through continued involvement in national and London wide initiatives where appropriate.

Arts Council England's approach to supporting Hubs is outlined in our Ensuring Quality document. We plan to enhance our offer with opportunities for all Hubs to engage in the Peer Development Programme and with Peer Mentoring. We ask that all Hubs consider these opportunities as part of their on-going development. Further information will be shared in July.

When you submit your mandatory documents for the 2018–20 period, we expect them to clearly demonstrate your approach to meeting the expectations of Hubs and to address any ongoing issues raised in the progress meeting. It is also very important that you express how the core and extension roles will be delivered, and what your key performance indicators (KPIs) are. For Hubs where serious concerns remain, we may choose not to offer a two year funding agreement and we may also consider a Transfer of Leadership. We will be in touch on 12 July 2017 with further guidance.

As ever, please do get in touch if you have any queries or I can offer any support.

Best

Maria

Maria Turley
Relationship Manager, Music
Arts Council England

0207 2689 637
21 Bloomsbury Street, London, WC1B 3HF

This page is intentionally left blank



Supported using public funding by



**ARTS COUNCIL
ENGLAND**

Lewisham Music
Registered Charity Number 1169721
The Green Man
355 Bromley Road
London SE6 2RP

020 3637 8088
info@lewishammusic.org
www.lewishammusic.org

Lewisham Music

A Report for Lewisham Council's CYP Select Committee

Implementation of new trust arrangements

Peter Hayward, Chief Executive Officer, Lewisham Music

25 August 2017

1. Summary

1. This paper provides information about the implementation of the transfer of Lewisham Music Service & Hub to charitable status, together with an outline report of the operation of the new organisation, Lewisham Music, since its inception on 1 April 2017.

2. Background

- 2.1. The transfer of the Music Service took place on 1 April 2017. It came about as a result of a detailed and rigorous process from 2015 to 2017 which included implementation of Mayor and Cabinet recommendations in a series of reports (13 January 2016, 7 September 2016, and 11 January 2017), consultation with staff and stakeholders, establishment of a board of trustees, registration of Lewisham Music with the Charity Commission and completion of the TUPE (Transfer of Undertakings (Protection of Employment)) process.
- 2.2. Arts Council England (ACE), the Music Service & Hub funding body, expressed support for the transfer plan and the process was also approved by Lewisham Music Service & Hub's Advisory Board. Agreement for ACE funding to transfer in full to Lewisham Music was secured on 17 March 2017.

3. The transfer process

- 3.1. The transfer agreement documents the details of the transfer which include legal, financial and pension arrangements.
- 3.2. Lewisham Council has provided a number of guarantees which have enabled the trustees to manage business and financial risks. These are set out in the transfer

document and include pension scheme admission costs, exit costs and potential redundancy costs.

4. Governance

- 4.1. Lewisham Music's board of trustees is registered with the Charity Commission. The Constitution provides for a maximum of twelve trustees with a quorum of two. The trustees oversaw the transfer. The trustees are as follows:

Frank Doran, Retired MP and lawyer (Chair)

Carolyn Unsted, Education Adviser to DfE and former Lewisham Headteacher (interim Chair)

Greg Shea, Business Consultant

Dr Esther Cavett, Lawyer and Musician (left the Board on 14 July 2017)

- 4.2 Three new people with skills in strategic development, community engagement, business, finance, and arts organisation administration are expected to join the Board in September 2017. The Board will continue to look for more trustees to extend the available range of skills and experience further including members that reflect the cultural diversity of Lewisham borough's resident population.
- 4.3 The Hub Advisory Board has been reconvened and will meet on 4 October 2017. It comprises representatives from schools, higher education, partner organisations and the community including headteachers, music teachers, and music and arts practitioners. It is anticipated that parents and young people will join in due course.
- 4.5 Other representative groups will include youth- and parent-led support groups for out of school centres and ensembles, together with a new 'Friends' group for Lewisham Music to help with fund-raising and to provide voluntary support.

5. Programmes and services for schools

- 5.1 Lewisham Music continues to provide individual, group and whole class vocal and instrumental lessons for children in schools, as prescribed by ACE music hub core and extension roles. Approximately 1,600 pupils learn in individual and small group lessons and over 3,000 pupils learn in whole class and ensemble groups.
- 5.2 Lewisham Music's Singing Leader visits schools to lead rehearsals for choirs and vocal ensembles taking part in projects and performances, as well as providing training for music teachers and vocal specialists.
- 5.3 Lewisham Music's Schools Leader leads regular meetings with school leaders about music provision within and outside the curriculum. Our audit service helps school senior leaders assess provision and plan for future development of music opportunities within their school community.

5.4 Since the transfer, school programmes have been maintained at 380 hours per week and an additional 25 hours per week of provision has been requested by schools for the Autumn term.

6. After school and Saturday Centre

6.1 100 pupils attend weekly after school ensemble sessions as members of Lewisham Schools Brass and Concert Bands, and Lewisham Youth Choir. In addition we run instrumental ensembles in 10 schools. At the Saturday Music Centre (based at Prendergast Vale School) pupil numbers have risen to 200. Pupils receive tuition on a wide range of instruments as well attending a diverse range of around 20 different instrumental and vocal groups, from samba, rock, jazz and folk to orchestra and choir.

6.2 75 children took Associated Board grade examinations in July 2017 in association with The Conservatoire in Blackheath.

7. Summer term projects and events

7.1 Concerts for schools and Lewisham Music ensembles in the Summer term included the biennial Summer Music Gala at the Royal Festival Hall in which over 800 children and young people from 25 schools performed to an audience of 1,200 people. Guests included the Mayoress, councillors, our Arts Council representative, headteachers and leaders of hub partner organisations. A DVD of the event has been produced and circulated to schools, participants and guests.

7.2 Two courses took place during the summer half term for orchestral and rock and pop musicians age 9 to 16.

7.3 Led by our Singing Leader, a new choir was established at Blackheath Halls, Lewisham Youth Choir in May. Formed from 40 KS2 and KS3 children from 6 different schools, the choir took a leading role in the Blackheath Community Opera in July. The singers have also been invited to perform in the Multi-Story Orchestra BBC Prom at the Peckham Car Park on 26 August. The choir will continue with weekly rehearsals next term with a concert scheduled for 16 December.

7.4 Overall, 3,950 Lewisham pupils performed in Lewisham Music Service & Hub and Lewisham Music concerts and projects to 5,650 audience members in 2016/17.

8. Partnerships

8.1 Lewisham Music Service & Hub's partner organisations have expressed their commitment to continue to work with Lewisham Music in its role as music education hub for Lewisham. They include Centre for Young Musicians, Goldsmiths, Heart n Soul, Horniman Museum & Gardens, Lewisham Education Arts Network, London Music Fund, London Symphony Orchestra, Midi Music Company, Sound Connections, and the South Riverside Music Partnership (Greenwich, Lambeth, Lewisham Music and Southwark Music Hubs, London Philharmonic Orchestra, and Trinity Laban Conservatoire of Music & Dance).

- 8.2 Lewisham Music is a member of the Bellingham Arts Regeneration Group, part funded by A New Direction. Other partners include Greenwich and Lewisham Young People's Theatre, Lewisham Education Arts Network, Phoenix Community Housing and Trinity Laban. With a focus on activities at The Fellowship in Bellingham (our new home from summer 2018), this initiative will result in the development of the new young cultural leaders for South Lewisham able to initiate and promote greater cultural engagement for young people in the area.
- 8.3 Lewisham Live is an annual music and dance festival which takes place each spring term. It is run by a steering group representing around 10 local venues and arts and youth organisations including Lewisham Music, Trinity Laban, Lewisham Education Arts Network, The Albany and the Young Mayor's Team. In recent years the festival has been successful in securing funding from ACE to develop its reach and creative programming. Another funding application has been submitted to ACE for support for an ever bigger and more diverse festival in March 2018.
- 8.4 Lewisham Music aims to be a major player in Lewisham Council's 'London Borough of Culture' bid.

9. Business Plan

- 9.1 ACE has approved the February 2017 version of our Business Plan. A revised Business Plan will be prepared this Autumn as part of the process for the securing of ACE funding from 2018 to 2020.
- 9.2 Lewisham Music has been admitted into the new ACE mentoring and peer development schemes. This will help us develop our organisation through sharing and reflecting upon the issues we face with other independent music hubs from around the country.

10. Data and KPIs

- 10.1 Pupil data is currently being collected from schools and partner organisations and includes pupil numbers in lessons and ensembles by gender and age, types and numbers of ensembles across the borough, numbers of SEN and Pupil Premium pupils accessing services, and numbers and types of opportunities for children and young people to experience high quality music making. Partners provide financial information about how their funding is used to support and enhance music making in Lewisham. We also collect feedback on schools, parents and partners views of Lewisham Music's work, its quality and value for money.

11. Staff

- 11.1 It was included within the TUPE Measures that it may be necessary to review the staff structure and look at discretionary payments to staff for economic, technical and/or organisational reasons. No staff consultations have yet taken place, but it is anticipated that, as a result of a vacancy in the senior management team, a management re-structure will be outlined in the autumn term 2017 with a review of other staff contracts, terms and conditions in 2018.

11.2 8 new music tutors were recruited in July 2017 to replace tutors who have left the organisation.

12. Finance

12.1 Charges for schools and parents have been maintained at 2016-2017 levels with one rate of charge now applying to all types of schools which are entitled to benefit from our services under ACE grant conditions (see Appendices 1, 2 and 3).

12.2 Demand for provision of music services in schools remains high. The potential risks posed by the new requirement for schools to pay in advance and/or reduction in demand for our services on account of school funding difficulties have not as yet materialised.

12.3 The ACE process for approval of funding for 2018 to 2020 is underway and will be completed by January 2018. New funding agreements will be finalised by 16 February 2018. ACE has provided a review of the plans we have already put forward within stage one of the process (see Appendix 4).

12.4 We are forecasting a reserve of at least £85,000 for the charity at the end of this financial year. Building up an adequate reserve is required by the Charity Commission.

12.5 The finance summary below is from our ACE approved budget plan:

Forecast income 2017-2018	
ACE music education hub grant	£396,890
Schools	£532,680
Parents and carers	£59,198
Instrument hire	£98,392
Performances and projects	£15,000
Partners (including in-kind)	£22,100
Other (including donations and 16/17 budget surplus)	£165,426
TOTAL INCOME	£1,289,686
Forecast 'front-line' expenditure 2017-2018	
Programme delivery (staff costs)	£736,153
Resources, premises	£42,971
Instruments	£23,899
Training and tutor support	£50,919
Performances and projects	£62,755
Fee concessions and bursaries	£14,000
TOTAL	£930,697
Forecast 'back office' expenditure 2017-2018	
Staff	£134,252
Administration, business support and development	£56,274
Contingency and reserve	£103,436
TOTAL	£293,962

TOTAL EXPENDITURE	£1,224,659
Forecast unrestricted funds to carry forward to 18/19	£65,027

13. Operations

- 13.1 The majority of LBL policies do not transfer across under TUPE. New policies have been approved by our trustees for Safeguarding, Staff Code of Conduct, Safer Recruitment, Health and Safety and for the music tutor contract policy pack which includes disciplinary, equality, and use of electronic media policies. Draft policies for all other areas of our operation will be reviewed by the trustees by the end of September 2017.
- 13.2 HR support has been purchased from an independent provider on a needs basis. We are considering whether a regular support package would provide better value for money.
- 13.3 Payroll is now administered by Moorepay. The new system has enabled our 50+ claims-based music tutors to claim online. This has proved very popular with staff.
- 13.4 New IT systems have been introduced permitting efficient working at our new office premises in The Green Man alongside the ability for staff to work remotely. We have set up a new website **www.lewishammusic.org**. There is a link through to our website from Lewisham Council's music hub webpage.

14. Future developments

- 14.1 Building work has begun at the Fellowship Inn, Bellingham which will be the new base for Lewisham Music in 2018 (scheduled July 2018). The new premises will provide rehearsal and training spaces, a recording studio, office and storage space plus access to a performance hall.

15. Conclusion

- 15.1 It is our belief that charitable status is enabling Lewisham Music to maintain and develop its services for schools, children and young people in a sustainable way, enhancing creativity and value, as well as offering new opportunities for new users. It is extending our ability to work closely with new and existing partners as well as furthering our engagement with emerging new strategic directions across London and beyond.
- 15.2 In due course, charitable status will facilitate access to new funding streams, improve resilience to the inevitable strategic and financial changes within the cultural and educational sectors, and give the Service the freedom to re-structure services and operations as required in order to maintain the provision of high quality services to its users. New governance arrangements have already brought about new insights and access to new areas of expertise.

15.3 The launch of Lewisham Music has been a new and exciting chapter in our 17 year history. We believe Lewisham Music is already establishing itself as a thriving, successful and sustainable organisation with a long and exciting future.

Attached background Papers

1. Charges for schools 2017-2018
2. Charges for after school groups 2017-2018
3. Charges for Saturday Centre 2017-2018
4. ACE funding agreement feedback 2018-2020

For further information or queries about this report, please contact Peter Hayward at the address above or by email peter.hayward@lewishammusic.org

This page is intentionally left blank

Children and Young People Select Committee		
Report Title	Autumn Term school performance	
Key Decision		Item No. 7
Ward	All	
Contributors	Head of Standards and Inclusion	
Class	Part 1	13 th September 2017

1. Summary

1.1 This report is an initial review of the results achieved by pupils and students at Lewisham schools and colleges in the summer of 2017. The report looks at attainment for the following groups:

- Early Years Foundation Stage pupils
- Year 1 pupils phonics assessment
- Year 2 pupils completing Key Stage 1
- Year 6 pupils completing Key Stage 2
- GCSE
- A levels

1.2 It should be noted that at this stage the outcomes have not been validated and so may be subject to change. In addition we do not have progress data for the pupils or comparisons with other London boroughs. A more detailed report will be written once the validated results are available. This should be December for primary results and January for secondary.

2. Recommendations

2.1 The Committee is recommended to comment on and note the report.

3. Policy Context

3.1 Across the London Borough of Lewisham there is a widespread working commitment to the vision, set out in Lewisham Council's Sustainable Community Strategy 2008-2020, to "*make Lewisham the best place in London to live, work and learn*". Education's distinct contribution to the achievement of this vision is to improve the lives and life chances of children and young people in Lewisham.

3.2 The GCSE results follow the first year of the Lewisham Secondary Challenge. In the first year of the Challenge the focus has been on 3 improvement areas:

- GCSE outcomes in mathematics

- GCSE outcomes in science
- The quality of middle leadership

3.3 These results, while they show some improvement are only the first stage in a process that will take more than one year to embed. All our secondary school leaders are committed to improvement and will continue to prioritise change, leading to better provision in all our schools.

4. **Background**

Changes to A Level examinations

The examinations taken in this academic year were the first where AS levels did not count towards the final A level grade. 13 subjects were assessed purely by terminal exams.

Changes to GCSE examinations

The examinations taken in English and Mathematics were the first to be taken that had no coursework and were assessed on a 9-1 scale. Grade 5 being judged as a strong pass and Grade 4 a standard pass.

Ofsted as well as Ofqual have made it clear that comparisons with the 2016 English and Mathematics results are not feasible due to the significant changes in the way these subjects have been assessed in 2017.

As usual at this time of the year the results are pending appeals and remarks so they may change before publication of the validated results in January.

4.1 A Level results

The table below shows the borough average, which includes academies and 6th Form Colleges, compared to national average.

Measure	2016	Outcome 2017	Improvement	JCQ England average
Average points score per entry	24.5	30.2	+5.7	Published October 2017
Average grade per entry	D+	C	+	Published October 2017
A*-B	32.8%	35.5%	+2.7	52.9%
A*-C	63.0%	65.1%	+2.1	77.3%
A*-E	97.9%	96.8%	-1.1	97.9%

This analysis does not include Lewisham Southwark College, which has not shared its results. The largest provider in Lewisham is Christ the King with 1629 entries. The majority of sixth forms/colleges showed an improvement.

4.2 GCSE results

The initial analysis of results indicated the following:

- 4% increase in students achieving 5 or more standard passes including English and mathematics.
- Standard passes (Grade 4) in English rose by 3% and mathematics by 1%.
- Standard Basics (both English and mathematics at Grade 4+) rose by 2%.
- Improvements across the majority of secondary schools.

Comparisons with London and all England results are not yet available so while the improvements are welcome, the council's position in national league tables is not yet known.

The table below sets out the borough average, which includes academies as well as maintained schools.

Measure	2016	Outcome 2017	Improvement	JCQ England average
Basics 4+	56%	58.4%	+2.4	Not available until October 2017
5 or more standard passes including English and mathematics	51%	54.2%	+3.2	
English 4+	71%	73.9%	+2.9	
Mathematics 4+	62%	63%	+1	

4.3 Key Stage 2 results

In 2016 the new format for Key Stage 2 tests was introduced. This assessed pupils on two years' work in the new National Curriculum. Pupils in 2016 found the reading test much more demanding than the previous format and many were unable to complete the paper. Schools worked throughout the academic year to address the new demands of the test as well as developing resilience. Consequently, pupils in Lewisham improved their reading results. However, they also improved across the board.

As with the GCSE and A Level results these are still provisional results, but they do indicate that schools in Lewisham have improved on the outcomes of 2016.

KS2 Expected +		National	Lewisham
			Overall
Reading	2017	71.5	72.6
	2016	65.5	66.0
Writing	2017	76.3	77.3
	2016	72.9	76.7
Maths	2017	74.8	75.7
	2016	69.7	71.9
GPS*	2017	76.9	78.3
	2016	72.3	73.7
RWM**	2017	61.1	62.8
	2016	52.3	54.6

*GPS = grammar, punctuation and spelling

**RWM = reading, writing and mathematics

Every Key Stage 2 subject was up this year on last and all were again better than the national averages. Our best improvement from 2016 was the combined result, which also had the largest margin above the National average performance.

Comparison with 2016

Combined (reading, writing and mathematics)

Improved on 2016	72% (46 schools)
Lower than 2016	28% (18 schools)

It should be noted that while 18 schools saw a drop in 2017 compared to 2016 in many cases this was marginal and the schools are still, at least Ofsted rated 'good' schools and had results that were still above the national average. In a minority of schools, the results are a cause for concern and these schools will be supported through the school improvement framework.

4.4 KS1 results

KS1 Expected +		National	Lewisham
			Overall
Reading	2017	75.6	79.5
	2016	74.0	78.6
Writing	2017	68.2	73.0
	2016	65.5	72.7
Maths	2017	75.2	77.6
	2016	72.6	77.7

Key Stage 1 overall performance here was up, though mathematics went down from 2016 by 0.05%. In effect it flat-lined.

Comparison with 2016

Combined (reading, writing and mathematics)

Improved from 2016	50% (34 schools)
Equal to 2016	1% (1 school)
Lower than 2016	49% (33 schools)

It should be noted that while some schools saw a drop in 2017 compared to 2016 in most cases this was marginal and the schools are still, at least Ofsted rated 'good' schools and had results that were still above the national averages.

4.5 Year 1 Phonics

Phonics Year 1	National	Lewisham
		Overall
2017	81.3	80.9
2016	80.6	83.1

Phonics is the only primary measure to show a reduction from last year. The overall factor which seems to be driving this outcome is the significant drop in SEN Pupil performance of 40.9% down by 10.1% points from 2016, whereas the Non-SEN declined only 1.4% from 88.1%. Of the schools with 10 or more SEN pupils doing Year 1 Phonic, 3 improved (1 significantly) and 12 declined (5 Significantly). This will be investigated further.

Comparison with 2016

Improved on 2016	56% (38 schools)
Equal to 2016	1% (1 school)
Lower than 2016	43% (29 schools)

As with Key Stages 1 and 2, for the majority of schools the drop in results was marginal.

4.6 Early Years Foundation Stage Good Level of Development

EYFS GLD*	National	Lewisham
		Overall
2017	70.7	79.1
2016	69.3	78.5

*GLD= Good Level of Development, which assesses children against a number of areas including social and communication skills as well as literacy and numeracy.

Early Years Foundation stage has improved again, as it has every year since the measure was introduced in 2013. In previous years we have been ranked nationally in the top 3 twice, including 2 years at the top of the country. This result looks strong enough for us to be there again.

5. Financial Implications

5.1 There are no financial implications arising directly from this report.

6. Legal Implications

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

7. Equalities Implications

7.1 The performance of pupils at all assessment points in their schooling is analysed by schools both by the whole cohort as well as by different groupings such as:

- Gender
- Disadvantaged
- Special Needs and Disabilities
- English as an Additional Language

These groups' progress and attainment will be analysed in the report that will be written when the validated results are available after January 2018.

8. Environmental Implications

8.1 There are no environmental implications arising from this report.

9. Crime and Disorder Implications

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

10. Report Author

10.1 Jackie Jones, Service Manager for School Improvement and Intervention

This page is intentionally left blank

Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	8
Class	Part 1 (Open)	13 September 2017	

1. Purpose

- 1.1 To advise Committee members of the work programme for the 2017/18 municipal year, and to decide on the agenda items for the next meeting. This report also includes the addition of **Appendix D**, to inform members of the policy and legislative intentions of the new Conservative government.

2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme. The Overview and Scrutiny Business Panel agreed a co-ordinated work programme. The work programme for each individual committee 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;
- consider the policy and legislative intentions of the new Conservative government, outlined at **Appendix D**.

4. The work programme

- 4.1 The work programme for 2017/18 was agreed at the Committee's meeting on 19 April 2017.
- 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.
- 4.3 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 1 November 2017:

Agenda item	Review type	Link to Corporate Priority	Priority
In-depth review: recruitment and retention of school staff – draft report	In-depth review	Young people's achievement and involvement	CP2
In-depth review: transition from primary to secondary school – 6 month update	Performance monitoring	Young people's achievement and involvement	CP2
Update on Q11 Savings proposal – Meliot Road	Performance Monitoring	Protection of children	CP7
Savings proposals	Standard item	Efficiency, effectiveness and equity	CP10
Lewisham Safeguarding Children Board	Standard Item	Protection of children	CP7

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

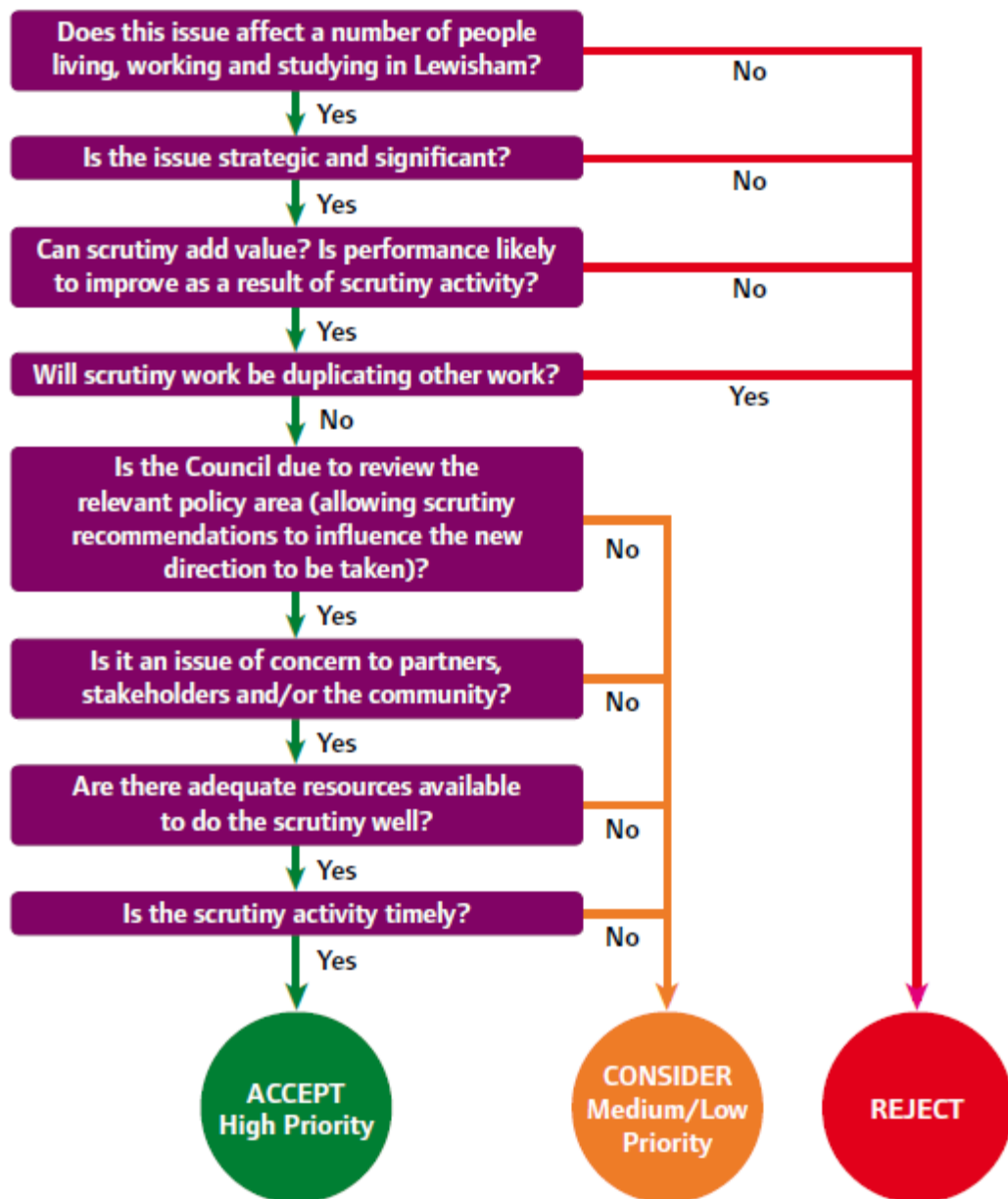
9.1 The date of the next meeting is Thursday 1 November 2017.

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 2017/18

Programme of Work

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	19-Apr	28-Jun	13-Jul	13-Sep	01-Nov	11-Dec	30-Jan	14-Mar
Lewisham Future Programme	Standard item	High	CP2 & CP7	Ongoing					Savings			
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Apr								
Select Committee work programme 2017/18	Constitutional requirement	High	CP10	Apr								
Annual school Standards Report 2015/16 (primary and Secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP3	Apr								
School budgets	Performance monitoring	High	CP2	jun		joint with PAC						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	jun								
SEND provision, including ASD, transport, short breaks	Information Item	high	CP2&CP7	jun								
Update on Ofsted Improvement Plan	Performance monitoring	High	CP2&CP7	ongoing			final report					
Human Trafficking (external speaker)	Information Item	high	CP7	jul								
Lewisham Learning - legal status	Standard Item	high	CP2	sep								
Lewisham Music Service - implementation of new Trust arrangements	Performance monitoring	Medium	CP2	sep								
Indepth review - Recruitment and Retention of School Staff	Indepth review	High	CP2	Sep	scoping	first evidence		second evidence	draft final report			
6-month Update: Transition from Primary to Secondary School in-depth review	Indepth review	High	CP2&7	Ongoing								
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7	Nov								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	nov								
The Mayor - details TBC	Information Item			Dec								
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	ongoing								
Child Sexual Exploitation Update	Standard Item	High	CP2&CP7	ongoing								
Children's Social Care Roadmap	Performance monitoring	High	CP7	ongoing								
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7	Mar								
Annual Schools Standards Report 2016/17 (primary and secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP2	Mar								
Changes to school funding formula	Information Item	High	CP2	TBC								

	Item completed
	Item on-going
	Item outstanding
	Proposed timeframe
	Item added

Meetings					
1)	19-Apr	5)	01-Nov		
2)	28-Jun	6)	11-Dec		
3)	13-Jul	7)	30-Jan		
4)	13-Sep	8)	14-Mar		

This page is intentionally left blank

FORWARD PLAN OF KEY DECISIONS

Forward Plan September 2017 - December 2017

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.

	Blackheath Joint Events Policy 2017-2020	13/09/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
	Housing Infrastructure Fund - Bids for Catford town centre, Lewisham Interchange and Lewisham Gateway	13/09/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith,		

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
			Deputy Mayor		
	Fostering Strategy	13/09/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2017	Telephony re-procurement	13/09/17 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2017	New Homes Programme	13/09/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2017	Agreement to enter into a contract to deliver a Training and Work Experience Programme in Good Hope Cafes with For Jimmy	13/09/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Sangley and Sandhurst Road Highway Improvement Scheme Contract Award	13/09/17 Mayor and Cabinet (Contracts)	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
April 2017	Proposed revision to the contract structure of the Downham Health & Leisure Centre PFI	13/09/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
	Foster Care Preferred Provider Framework Extension	13/09/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2017	Audited Accounts and Pension Fund Accounts 2016/17	20/09/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Financial Regulations and Directorate Schemes of Delegation	20/09/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
	Insurance Renewal Contracts	26/09/17 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
March 2017	Achilles Street Regeneration Proposals	04/10/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
June 2017	Joint Strategic Depot Review	04/10/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
June 2017	PLACE / Deptford: Precision Manufactured Temporary Accommodation	04/10/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
	Discretionary Business Rates Scheme 2017/2018 Revaluation Support	04/10/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
June 2017	Update and preferred provider position refurbishment of Ladywell Playtower.	04/10/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
	Debts write-off for Recoupment of Invoices	04/10/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Cabinet Member for Children and Young People		
	Response to Consultation regarding changes to Targeted Short Breaks Provision	04/10/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2017	Community Services Youth Theatre and Performing Arts Review	04/10/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
May 2017	Transfer of the Applications Support Function to the LB Brent Shared Service	25/10/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
	Lewisham Homes Business Plan	25/10/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
June 2017	Gypsy and Traveller Local Plan Update	25/10/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith,		

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
			Deputy Mayor		
	School Improvement Partnership	25/10/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
	Introduction of a new Public Space Protection Order	25/10/17 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Janet Daby, Cabinet Member Community Safety		
May 2017	Report of the Barriers to Participation Working Party	22/11/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Suzannah Clarke, Chair Planning Committee C		
May 2017	Lewisham Future Programme 2018/19 Revenue Budget Savings	06/12/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
June 2017	Deptford Lounge & Tidemill School Facilities and Centre Management	06/12/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Children and Young People		

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

Overview and Scrutiny Committee			
Report Title	Conservative Party Manifesto, Conservative-DUP Agreement, Queen's Speech and Brexit Update		
Contributors	Executive Director for Resources and Regeneration	Item	
Class	Part 1 (Open)	Date	11 July 2017

Introduction

1. This report sets out the policy and legislative programme of the new Conservative administration. The above mentioned programme reflects the commitments set out in the Conservative Party Election manifesto published in May as well as the contents of the Queen's Speech and the Conservative-Democratic Unionist Party Agreement, both of which were released in June 2017. In addition, this report includes an update on Brexit.

Background and context

2. The 2017 UK General Election was called just two months after the Government had triggered Article 50, signalling the UK's intention to leave the European Union. Citing the need for a clear mandate to commence the Brexit negotiations as a rationale, on 18 April 2017, the Prime Minister Theresa May announced she would seek an Election on 8 June.
3. The Prime Minister had previously indicated that she had no plans to call a snap poll. However, a House of Commons motion to allow this was passed on 19 April, with 522 votes for and 13 against (a majority of 509) meeting the required two-thirds majority to permit the early dissolution of Parliament as required by the Fixed Term Parliaments Act of 2011.
4. The Election result, saw the Conservative Party win the largest number of seats in Parliament (318) but short of the 326 required to form a majority Government. In total the Conservatives lost 13 seats compared to 2015. By contrast, Labour won 262 seats (up 30 compared to 2015), the Liberal Democrats 12 seats (up 4 on 2015), whilst the Scottish Nationalists won 35 seats (down 21 on the last General Election). The Green Party held on to the one seat secured in 2015.
5. Crucially in the context of this Election, the Democratic Unionist Party (DUP) won 10 seats. Following days of negotiation, it was to the DUP that the Conservatives turned to secure the working majority necessary to form a Government.

Policy programme

6. This section of the report covers the manifesto commitments made by the Conservative Party that specifically affect local government or the broader public

sector. Some of these manifesto commitments have made their way into the Government's legislative programme over the term of the new administration.

7. The Conservative Party manifesto set out, what it describes as, the five giant challenges as follows:
 - the need for a strong economy
 - Brexit and a changing world
 - enduring social divisions
 - an ageing society
 - fast-changing technology
8. Set out under the sub-headings below (taken directly from the manifesto text) is a summary of key elements of the broader policy programme of the new Government.

A strong economy that works for everyone

9. The manifesto sets out that a strong economy is the basis for everything the Conservatives want to achieve for the nation. Key commitments under this theme are as follows:

9.1 The economy

- increase the personal allowance to £12,500 and the higher rate to £50,000
- continue to ensure that local residents can veto high increases in Council Tax via a referendum
- make longer term reforms to the business rates system to address concerns about the way it currently works (to include a full review of the system to make sure that it is up to date for a world in which people increasingly shop online)
- simplify the tax system
- continue to increase the National Living Wage to 60 per cent of median earnings by 2020 and after that, by the rate of median earnings
- take steps to ensure that people working in the 'gig' economy are properly protected
- ask the independent Migration Advisory Committee to make recommendations to the Government about how the visa system can become better aligned with the administration's modern industrial strategy

A strong and united nation in a changing world

10. The manifesto pledges: an orderly and smooth exit from the European Union, to strengthen democracy and recognise the role played by the public sector. Key commitments under this theme are as follows:

10.1 Brexit legislation

- enact a Great Repeal Bill that will convert EU law into UK law, allowing Parliament the ability to pass legislation to amend, repeal or improve any piece of EU law that it chooses
- bring forward additional bills to ensure that when the UK has left the EU, there is a clear statutory basis for UK authorities to exercise powers that are currently exercised through EU law and institutions

10.2 Democratic institutions

- legislate to ensure that a form of identification must be presented before voting
- continue with the current boundary review, enshrining the principle of equal seats, while reducing the number of MPs to 600
- make sure that Councils receive help to deal with asylum seekers and refugees as they arrive and establish schemes to help individuals, charities, faith groups, churches and businesses to provide housing and other support for refugees
- take new powers to force Councils to remove roadside litter and prosecute offenders
- place new duties on Councils to consult when they wish to cut down street trees
- establish in law, the freedom for employees to mutualise, where appropriate within the public sector

The world's great meritocracy

11. The manifesto pledges to make Britain the world's Great Meritocracy, with "more" to be done to support millions of people who live in "ordinary working families". Key commitments under this theme are as follows:

11.1 Education and employment

- prohibit Councils from creating any new places in schools that have been rated either 'inadequate' or 'requires improvement' by Ofsted
- introduce new funding arrangements so that a specialist maths school can be opened in every major city in England
- lift the ban on the establishment of selective schools, subject to conditions, such as allowing pupils to join at other ages as well as eleven
- strengthen the teaching of literacy in the early years so that all pupils regardless of background get the best possible start in life
- make funding fairer and ensure that no school has its budget cut as a result of the new formula
- increase the overall schools budget by £4 billion by 2022 and continue to protect the Pupil Premium to support those who need it
- offer a free school breakfast to every child in every year of primary school, while children from low-income families will continue to receive free school lunches
- break down the barriers to public sector workers taking on more qualified roles because of their prior educational attainment (eg: teaching assistants)

can become qualified teachers and healthcare assistants can become qualified nurses via a degree apprenticeship route)

- offer a full-year National Insurance Contributions holiday to those employing former wards of the care system, ex-offenders, those with disabilities, people with chronic mental health problems and those who have been unemployed for a year

11.2 Communities and social integration

- bring forward a new integration strategy
- work with schools to ensure that those with intakes from one predominant racial, cultural or religious background teach their students about pluralistic British values
- take further steps to reduce immigration from outside the European Union

11.3 Tackling crime and criminal justice

- consider what new criminal offences and aggravated offences need to be established to defeat extremists
- takes steps to address pay gaps for gender and race as well as the experiences of those affected by mental health problems of who are disabled
- legislate to enshrine a definition of domestic violence and abuse in law, providing the legal underpinning for everything in the new act
- create a domestic violence and abuse commissioner in law to stand up for victims and survivors
- ensure that victims who have life-time tenancies and flee violence are able to secure a new lifetime tenancy automatically
- enshrine victims entitlements in law, making it clear what level of service they should expect from the police, courts and criminal justice system
- widen the role of police and crime commissioners to help them cut crime for their local communities
- create a national community sentencing framework that punishes offenders and focuses on the measures that have a better chance of turning people around and preventing crime such as curfews and orders to tackle drug and alcohol abuse

A restored contract between the generations

12. The manifesto sets out a commitment to restore the contract between generations, providing older people with security against ill health, whilst ensuring that the promise of opportunity and prosperity for young people is maintained. Key commitments under this theme are as follows:

12.1 Social care and health

- maintain the pensions triple lock until 2020, thereafter introduce a new double lock – meaning that pensions will rise with earnings or inflation
- align the future means-testing for domiciliary care with that for residential care so that people are looked after in the place that is best for them

- introduce a single capital floor, for care costs, set at £100,000 (more than four times the current means test threshold)
- extend freedom to defer payments for residential care to those receiving care at home, so that no-one will have to sell their home in their life-time to pay for care
- introduce a new statutory entitlement to carers leave – in recognition of the fact that the majority of care is informally provided mainly by families
- as part of Brexit negotiations, make it a priority that the 140,000 staff from EU countries can continue to work in the NHS
- enable more care to be delivered closer to home by building and upgrading primary care facilities, mental health clinics and hospitals
- increase the Immigration Health Surcharge to £600 for migrant workers and £450 for international students
- implement the recommendations of the Accelerated Access Review to make sure that patients get new drugs and treatments faster while the NHS gets better value for money and remains at the forefront of innovation
- retain the 95 per cent Accident & Emergency target, and the 18 week elective care standards, so that those needing care receive it in a timely fashion
- review the NHS' own internal market and, in time for the start of the 2018 financial year, make non-legislative changes to remove barriers to the integration of care
- extend the scope of the Care Quality Commission to cover the health-related services commissioned by local authorities
- legislate for an independent healthcare safety investigations body in the NHS
- recruit up to 10,000 more mental health professionals and require medical staff to have a deeper understanding of mental health

12.2 Housing

- deliver on the reforms proposed in the Housing White Paper to free up more land for new homes in the right places, speed up build-out by encouraging modern methods of construction and give Councils powers to intervene where developers do not act on their planning permissions
- enter into new Council Housing Deals with ambitious, pro-development local authorities to help them build more social housing
- reform Compulsory Purchase Orders to make them easier and less expensive for Councils to use and to make it easier to determine the true market value of sites
- give housing associations greater flexibility to increase their housing stock, building on their considerable track record in recent years
- reform and modernise the home-buying process so that it is more efficient and less costly

12.3 Children and families

- introduce, in 2017, thirty hours of free childcare for three and four year olds for working parents who find it difficult to manage the costs of childcare
- institute a capital fund to help primary schools to develop nurseries where they do not currently have the facilities to provide one

- publish a Green paper on young people’s mental health before the end of this year
- ensure that Councils provide consistency of care and cannot relocate vulnerable children far from their home when it is not in their best interests to do so
- demand all local authorities be commissioners of the highest quality family support and child protection services, removing these responsibilities from the weakest Councils and placing them in trust

Prosperity and security in a digital age

13. Responding to the opportunities, challenges and threats of the digital age, the manifesto commits to assure the British people of security and fairness and strengthen the UK’s position as one of the world’s leading digital economies. Key commitments under this theme are as follows:

- develop a digital charter, working with industry and charities to establish a new framework that balances freedom with protection for users and offers opportunities alongside obligations for businesses and platforms
- publish operational performance data of all public-facing services for open comparison as a matter of course – helping people to hold their local services to account or choose other better services if they prefer
- set out a strategy to rationalise the use of personal data within Government, so that the wider public services comply with the ‘once-only’ principle by 2025
- support new providers seeking to use digital technology to monitor long-term conditions better, deploy carers to patients or support domiciliary care away from hospitals

The Conservative- Democratic Unionist Agreement

14. Following the General Election, the Conservatives emerged as the party with the largest number of seats. Unable to meet the threshold of 326 seats (required to form a Government outright) the Conservatives approached the DUP in an effort to form a governing majority. As part of the agreement, that facilitated the deal, the DUP will support the Conservatives in Parliament in an arrangement commonly known as ‘confidence and supply’.

15. A confidence and supply agreement is one whereby a party or independent members of parliament will support the Government in motions of confidence and appropriation or budget (supply) votes, either by voting in favour or abstaining. However parties and independent members normally retain the right to otherwise vote in favour of their own policies or on conscience on legislative bills.

16. The main elements of the above-mentioned agreement, which were revealed on 26 June 2017 are as set out under the sub headers below.

confidence and supply agreement in the UK Parliament

17. The DUP agrees to support the Government on all motions of confidence; and on the Queen's Speech; the Budget; finance bills; money bills, supply and appropriation legislation and estimates.
18. In line with the parties' shared priorities for negotiating a successful exit from the European Union and protecting the country in the light of recent terrorist attacks, the DUP also agrees to support the Government on legislation pertaining to the United Kingdom's exit from the European Union; and legislation pertaining to national security. Support on other matters will be agreed on a case by case basis.
19. The DUP agrees to support the Government in votes in the UK Parliament, in line with this agreement.

policy agreement

20. Both parties have agreed that there will be no change to the Pensions Triple Lock and the universal nature of the Winter Fuel Payment. The parties agree to meet the NATO commitment of spending 2% of GDP on the armed forces. Both parties are committed to the Armed Forces Covenant and to its implementation throughout the United Kingdom.
21. Both parties agree to work together to consider options to support the highly successful reserve forces in Northern Ireland. The parties recognise the importance of the agriculture sector to Northern Ireland and the opportunities for growth that exist. Agriculture will be a critical policy area during the EU exit negotiations.
22. The parties agree to continue to commit the same cash total in funds for farm support until the end of the Parliament. Further discussions will take place on the future framework for farming support.

financial support

23. The UK government will allocate £200 million per year for 2 years and with sufficient flexibility as to the choice of project to ensure the Executive is able to deliver the York Street Interchange (infrastructure) Project and other priorities.
24. The UK government will contribute £75 million per year for 2 years to help provide ultra-fast broadband for Northern Ireland. In order to target pockets of severe deprivation, the UK government will provide £20 million per year for 5 years to support the Northern Ireland Executive to deliver this measure.
25. The UK government will, allocate an additional £50 million per year for 2 years to enable the Executive to address immediate pressure in health and education. The UK government will allocate £100 million per year for 2 years to support the Northern Ireland Executive's delivery of its priority of health service

transformation. The UK government will provide £10 million per year for 5 years to support the Northern Ireland Executive for mental health.

The Queen's Speech 2017

26. The Queen's Speech, which sets out the Government's legislative programme for the Parliamentary session, was delivered on 21 June 2017. A briefing paper circulated by the Cabinet Office set out that: *this Queen's Speech is about recognising and grasping the opportunities that lie ahead for the United Kingdom as we leave the European Union:*

- *delivering a Brexit deal that works for all parts of the United Kingdom;*
- *building a stronger, fairer country by strengthening our economy, tackling injustice and promoting opportunity and aspiration.*

27. In total the Government is proposing to bring forward 27 Bills in this Parliament. A number of these (eight in total) focus specifically on Brexit. Notable Bills in the Queen's Speech are as follows:

- **Repeal Bill** - this Bill will allow for a smooth and orderly transition as the UK leaves the EU, ensuring that, wherever practical, the same rules and laws apply after exit and therefore maximising certainty for individuals and businesses.
- **Customs Bill** - the Bill will ensure that the UK has a standalone UK customs regime on exit; provides flexibility to accommodate future trade agreements with the EU and others and ensures that changes can be made to the UK's VAT and excise regimes to ensure that the UK has standalone regimes on EU-exit.
- **Trade Bill** - the Bill will cement the United Kingdom's status as a leading trading nation, driving positive global change through trade, whilst ensuring UK businesses are protected from unfair trading practices.
- **Immigration Bill** - With the repeal of the European Communities Act, it will be necessary to establish new powers concerning the immigration status of EEA nationals. The Bill will allow the Government to control the number of people coming here from Europe while still allowing us to attract the brightest and the best.

28. A summary of other key Bills introduced in the Queen's Speech are attached to this report as an Appendix A, whilst a summary of relevant non-legislative measures is set out at Appendix B.

Brexit update

29. The following paragraphs summarise the legislative and policy and decision-making framework guiding Britain's exit from the European Union. These

summaries update the position, since the last briefing to the Overview and Scrutiny Committee in January 2017.

The United Kingdom's Exit from and New Partnership with the European Union: White Paper

30. In February 2017, the Government published a White Paper which set out the Government's broader vision for Brexit going forward. The document achieved three things; firstly it underlined the Government's commitment to follow through with plans to withdraw from the EU and honour the outcome of the EU Referendum; secondly, it set out the first stage in the legislative process for EU withdrawal and finally, it set out the 12 key priorities for the UK's exit.

European Union (notification of withdrawal) Act

31. The European Union (notification of withdrawal) Bill was introduced in Parliament on 31 January 2017 and sought to confer power on the Prime Minister to notify, under Article 50(2) of the Treaty on European Union, the United Kingdom's intention to withdraw from the EU. The Bill received Royal Assent and became an Act of Parliament on 16 March 2017.

Article 50

32. Article 50 of the EU Treaty is a basic five-point plan of action, should any country wish to leave the European Union. Once Article 50 is activated a nation state is cut out of EU decision-making at the highest level and there will be no way back unless by unanimous consent from all other member states. Article 50 was triggered on 29 March 2017.

Great Repeal Bill White Paper

33. Building on the formal triggering of Article 50 the day before, on 30 March 2017, the Great Repeal Bill White Paper was published. The Bill sets out the Government's proposals for ensuring a functioning statute book once the UK has left the EU. In simple terms, the Great Repeal Bill will convert the body of European legislation – into UK law at the moment the European Communities Act (the governing charter for EU law) is repealed.

Formal negotiation

34. Formal Brexit negotiations commenced on the 19 June 2017. The initial focus of the discussions has been the rights of some 3 million EU nationals living in the UK and the 1 million UK citizens living in the EU. On 26 June, the Government published a policy paper, which sets out proposals for addressing this issue specifically. As part of this, the paper makes clear that EU citizens looking to remain in the UK can do so. The paper also confirms the creation of a new 'settled status' for EU citizens who arrive before a cut-off date, which is yet to be specified and will be agreed as part of the negotiations with the EU.

35. Under the proposals, applicants who already have five years' continuous residence in the UK will be immediately eligible for settled status. Those who arrived before the specified date but do not yet meet the five year threshold by exit day will be allowed to stay until they reach that milestone and can also secure settled status. EU citizens who are granted settled status will be treated like a comparable UK national, entitled to broadly the same rights and benefits.
36. A grace period of up to two years will be in place for all EU citizens, including those who arrive after the cut-off date, allowing them to regularise their status to remain in the country.
37. In terms of the UK's wider negotiating stance, a statement to Parliament by Brexit Secretary David Davis, after the Queen's Speech, underlined the Government's commitment to exit both the Single Market and the Customs Union. Although in the same statement, the Secretary of State made clear that leaving the Single Market does not mean losing access to the Single Market.

Legal implications

38. At the time of writing, it is premature to be specific as to exact legal implications, save for noting that we will need to keep this under review. In any event, the obligations for us as a Local Authority pursuant to, for example, the provisions of the Equality Act, will continue.
39. The Equality Act 2010 (the Act) introduced a public sector equality duty (the equality duty or the duty). It covers the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
40. In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
41. It is not an absolute requirement to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct, or to promote equality of opportunity or foster good relations between persons who share a protected characteristic and those who do not. It is a duty to have due regard to the need to achieve the goals listed above.
42. The weight to be attached to the duty will be dependent on the nature of the decision and the circumstances in which it is made. This is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. The Mayor

must understand the impact or likely impact of the decision on those with protected characteristics who are potentially affected by the decision. The extent of the duty will necessarily vary from case to case and due regard is such regard as is appropriate in all the circumstances.

43. The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at:

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice>

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance>

44. The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

- [The essential guide to the public sector equality duty](#)
- [Meeting the equality duty in policy and decision-making](#)
- [Engagement and the equality duty: A guide for public authorities](#)
- [Objectives and the equality duty. A guide for public authorities](#)
- [Equality Information and the Equality Duty: A Guide for Public Authorities](#)

45. The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice.

Further information and resources are available at:

<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance#h1>

Financial implications

46. There are no direct financial implications in noting this report.

Crime and disorder implications

47. Section 17 of the Crime and Disorder Act 1988, as amended, places a duty upon Local Authorities to consider crime and disorder implications and in particular, “to exercise its various functions with due regard to the likely effect of the exercise of

those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.” This statutory obligation is the same for the Authorities “responsible partners” too. The level of crime and its impact is influenced by the decisions and activities taken through the day-to-day functions of local bodies and organisations.

48. The Queen’s Speech outlined that new legislation will be brought forward to protect the victims of domestic violence and abuse. This may have implications for a range of statutory services when the detail is laid out.

Information relied upon in the preparation of this report	
1.	Forward Together: Our Plan for a Stronger Britain and Prosperous Future; The Conservative and Unionist Party Manifesto, May 2017
2.	Standing Strong for Northern Ireland: the DUP Manifesto for the 2017 Westminster Election
3.	The United Kingdom’s Exit from and Partnership with the European Union, March 2017
4.	The Great Repeal Bill White Paper, UK Parliament, March 2017
5.	The Queen’s Speech and Associated Background Briefing, on the Occasion of the Opening of Parliament, June 2017
6.	Conservative-DUP Agreement, June 2017
7.	Safeguarding the position of EU citizens in the UK and UK nationals living in the EU, June 2017

Appendix A: Queen's Speech - Key Bills

Repeal Bill

This Bill will allow for a smooth and orderly transition as the UK leaves the EU, ensuring that, wherever practical, the same rules and laws apply after exit and therefore maximising certainty for individuals and businesses.

Customs Bill

The Bill will ensure that the UK has a standalone UK customs regime on exit; provides flexibility to accommodate future trade agreements with the EU and others and ensures that changes can be made to the UK's VAT and excise regimes to ensure that the UK has standalone regimes on EU-exit.

Trade Bill

The Bill will cement the United Kingdom's status as a leading trading nation, driving positive global change through trade, whilst ensuring UK businesses are protected from unfair trading practices.

Immigration Bill

With the repeal of the European Communities Act, it will be necessary to establish new powers concerning the immigration status of EEA nationals. The Bill will allow the Government to control the number of people coming here from Europe while still allowing us to attract the brightest and the best.

Smart Meter Bill

In order to help deliver more transparent energy bills and allow households to monitor their use effectively.

National Insurance Contributions Bill

The Bill will legislate for National Insurance contributions (NICs) changes announced at previous fiscal events (Budget 2016 and Autumn Statement 2016).

Courts Bill

The Bill will reform the courts system in England and Wales to ensure it is more efficient and accessible, and in doing so utilise more modern technology.

Draft Tenants' Fees Bill

Tackling unfair fees on tenants will make the private rental market more affordable and competitive.

Draft Domestic Violence and Abuse Bill

In line with the manifesto commitment, draft proposals will be published to update the law to help tackle the evil of domestic abuse and violence. Proposals will be published in draft for scrutiny by MPs and peers to help build a consensus and raise the profile of this issue.

Civil Liability Bill

This Bill will crack down on fraudulent whiplash claims and is expected to reduce motor insurance premiums by about £35 per year.

Financial Guidance and Claims Bill

The Bill will combine three financial advice bodies into one, ensuring that people across the UK are able to seek the help and advice they need to manage their finances.

Goods Mortgage Bill

The Bill will implement recommendations from the Law Commission to update Victorian era law on logbook loans.

Data Protection Bill

The Bill will fulfil a manifesto commitment to ensure the UK has a data protection regime that is fit for the 21st century.

Draft Patient Safety Bill

The draft Bill will set out a framework to help improve patient safety in the NHS and instil greater public confidence in the provision of healthcare services in England.

Appendix B: Queen's Speech - Non legislative measures

Counter Terrorism Review

This review of counter-terrorism legislation is part of a broader review of our whole approach to counter-terrorism. Urgent work is already underway which will ensure that Government is doing everything possible to address the threat from terrorism and keep the public safe, drawing on lessons from the recent attacks in London and Manchester.

Commission for Countering Extremism

This Government is committed to identifying and stamping out extremism across society, promoting pluralistic British values and reducing tolerance of extremism. To support this we will be establishing a statutory Commission for Countering Extremism that will play a key role in supporting communities and the public sector to identify and confront extremism wherever it exists.

Public Inquiry into the Grenfell Tower Fire

On 15 June 2017, the Prime Minister announced a full public inquiry would take place to look into the circumstances behind the tragic fire which broke out in Grenfell Tower in the Royal Borough of Kensington and Chelsea.

Independent Public Advocate

The purpose of the Independent Public Advocate is to keep the bereaved and surviving victims of disasters informed of progress in any relevant investigation and make them fully aware how they can contribute to that investigation. The Public Advocate will be able to access information held by public bodies and will, where appropriate, report on or share that information with representatives of the victims.

Mental Health Reform

The Mental Health Act 1983 sets out the legal framework in England and Wales for the treatment and detention of people with mental ill health, including when such action may be compulsory. The Act has not been fully updated for 34 years, although the Mental Health Act 2007 made changes. The Government will now begin to consider what further reform of mental health legislation is necessary, including changes in how the Act is implemented on the ground.

Social Care

The Government will work to address the challenges of social care for our ageing population, bringing forward proposals for consultation to build widespread support.

Digital Charter

The Government will develop a Digital Charter that will create a new framework which balances users' and businesses' freedom and security online. The Charter will have two core objectives: making the UK the best place to start and run a digital business and the safest place in the world to be online.

Public Finances

The Government will reflect on the message voters sent at the General Election – while always remembering that we have to balance the books and eliminate the

deficit we inherited following the financial crisis. This is to ensure that future generations do not pay when we fail to live within our means. The Government values the important work that public sector workers do in delivering essential public services. We can only have well-funded public services and high standards of living if we deliver a stronger economy and increase our productivity.

Schools and Technical Education

The Government will continue to encourage more people, schools and institutions with something to offer to come forward and help deliver more good school places. To continue the growth of good or outstanding school places, we have made available to academies and maintained schools a £140 million Strategic School Improvement Fund. We will continue to convert failing maintained schools into academies so that they can benefit from the support of a strong sponsor, and we are focused on building capacity across the system to enable this, including through growing new multi academy trusts.

National Living Wage

We want to make sure employment rules and rights keep up to date to reflect new ways of working, and that is why in October we asked Matthew Taylor to conduct an independent review into modern employment practices. The Matthew Taylor Review of Employment Practices is an important step towards us ensuring fairness for everyone in work and we look forward to receiving the report shortly.

Tackling the Gender Pay Gap and Discrimination

The Government will make further progress to tackle the gender pay gap and discrimination against people on the basis of their race, faith, gender, disability or sexual orientation.

Housing

The Government will deliver the reforms proposed in the White Paper to increase transparency around the control of land, to “free up more land for new homes in the right places, speed up build-out by encouraging modern methods of construction and diversify who builds homes in the country. The Government will consult and look to take action to promote transparency and fairness for leaseholders. We will look at the sale of leasehold houses and onerous ground rents, working with property developers, the Competition and Markets Authority and others as outlined in the Housing White Paper.

Consumer Markets, including the Energy Market

The Government will publish a green paper that will closely examine markets which are not working fairly for consumers, and is prepared to act where necessary.