

# Children and Young People Select Committee Agenda

Wednesday, 14 March 2018  
**7.30 pm**, Committee Room  
Civic Suite  
Lewisham Town Hall  
London SE6 4RU

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

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

## Part 1

Item		Pages
1.	Minutes of the meeting held on 30 January 2018 <i>To follow.</i>	
2.	Declarations of interest	3 - 6
3.	Responses to Referrals to Mayor and Cabinet <i>No responses are due.</i>	
4.	Outcomes for Looked After Children and Care Leavers	7 - 30
5.	Annual Schools Standards Report 2016/17 (primary and secondary)	31 - 42
6.	Select Committee work programme and end of administration report <b>Appendix A</b> <i>to follow.</i>	43 - 48
7.	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, 14 March 2018.

Janet Senior, Acting Chief Executive  
Tuesday, 6 March 2018

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	
Lilian Brooks	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)	

# Agenda Item 2

<b>Committee</b>	Children and Young People Select Committee	<b>Item No.</b>	2
<b>Title</b>	Declarations of Interest		
<b>Wards</b>			
<b>Contributors</b>	Chief Executive		
<b>Class</b>	Part 1	<b>Date</b>	14 march 2018

## Declaration of interests

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

### 1 Personal interests

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

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

### 2 Disclosable pecuniary interests are defined by regulation as:-

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

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

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

### **(3) Other registerable interests**

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

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

### **(4) Non registerable interests**

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

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

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

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

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

## **(6) Sensitive information**

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

## **(7) Exempt categories**

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

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

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<b>CYP SELECT COMMITTEE</b>		
<b>Report Title</b>	Outcomes for Looked After Children(LAC) and Care Leavers	
<b>Key Decision</b>		Item No. 4
<b>Ward</b>	All	
<b>Contributors</b>	Director of Children’s Social Care Service Manager LAC, Leaving Care & Adoption	
<b>Class</b>	Open	Date: 14 March 2018

**1. Summary of the Report**

- 1.1 The report provides Members with an overview of our work to support and improve outcomes for Lewisham’s looked after children and care leavers and provides the Select Committee with information which is also scrutinised by the statutory Corporate Parenting Group (CPG). The CPG is chaired by the Cabinet Member for Children & Young People and includes representatives from partner agencies as well as foster carers and young people themselves.
- 1.2 As corporate parents for looked after children, the Council has a responsibility to ensure all children and young people have the best opportunities and life chances. The report summarises the outcomes they have achieved in the last year in the areas of placement stability, health and educational attainment. It also provides information regarding incidence of children going missing or being at risk of child sexual exploitation, trafficking or involvement in county lines.

**2. Purpose**

- 2.1 This report updates CYP Select Committee on outcomes for looked after children and care leavers.

**3. Recommendations**

- 3.1 Members are asked to note and comment on this overview of the key outcomes for looked after children and care leavers.

**4. Policy Context**

- 4.1 All Councillors have a special responsibility for looked after children and care leavers and are accountable for the corporate parenting of some of the most vulnerable children in Lewisham and are responsible for supporting children and young people to receive appropriate parenting, education and health care so that they can reach their full potential. Services are provided in the context of the relevant legislation and the Children and Young People’s Plan sets out the priorities for our looked after children and care leavers as follows:

a) identifying and protecting children and young people at risk of harm and ensuring they feel safe, especially from:

- Domestic violence and abuse
- Child sexual exploitation
- Modern Slavery
- Trafficking
- County Lines
- Serious youth violence
- Child abuse and neglect
- Deliberate and accidental injury

b) Reducing anti-social behaviour and youth offending.

c) Ensuring that our looked after children are safe.

4.2 The proposals are also aligned with the corporate priority of promoting young people's achievement and involvement and protection of children: better safeguarding and joined up services for children at risk.

4.3 The report contributes to five of the key priority outcomes of Lewisham's Sustainable Community Strategy 2008-2020:

- **Ambitious and achieving** – where people are inspired and supported to fulfil their potential
- **Safer** – where people feel safe and live free from crime, antisocial behaviour and abuse
- **Empowered and responsible** – where people are actively involved in their local area and contribute to supportive communities
- **Healthy, active and enjoyable** – where people can actively participate in maintaining and improving their health and well-being
- **Dynamic and prosperous** – where people are part of vibrant communities and town centres, well connected to London and beyond.

## 5. Ofsted Inspection of 2016

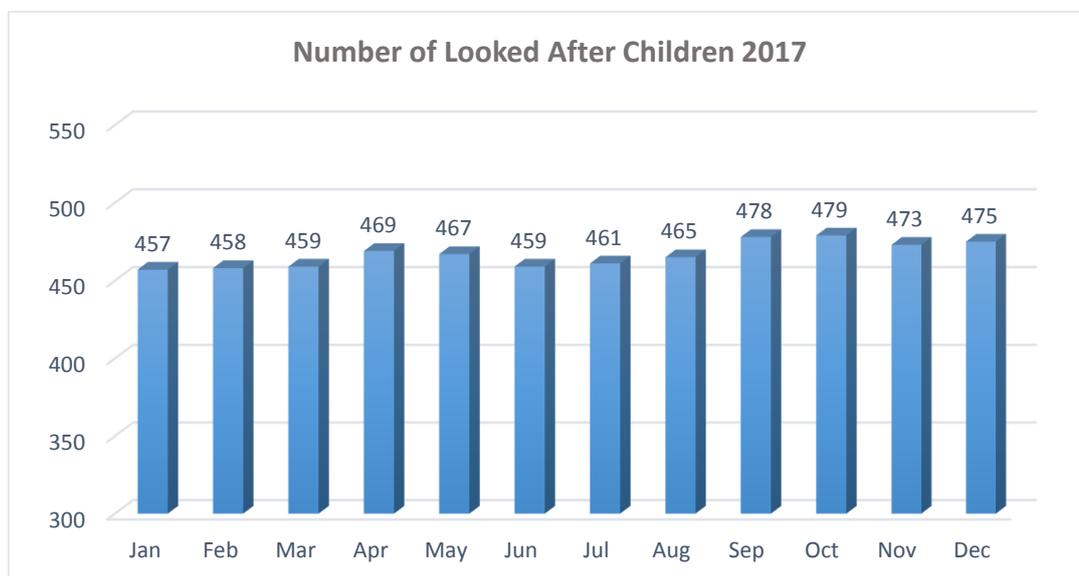
5.1 Following the Ofsted Inspection which reported in January 2016, Ofsted approved the Council's action plan drawn up to address the recommendations in the inspection report. This committee has had oversight of this document and regular updates.

5.2 The Ofsted recommendation for the LAC service was to ensure that life story work is completed for all looked after children. Life Story work as the name suggests, is work social workers undertake with children looked after, to help them understand why they are not able to live with their birth parents. It helps them come to terms with this decision and in most cases allows us to ensure the children and their extended families can continue to have appropriate levels of contact. It is also important to support the children's emerging identity and supports positive self-esteem.

5.3 Such work needs to be ongoing, to reflect changes in the children's age and developmental stage. As a service we have made life story work a priority in supervision, team and service meetings over the last twelve months. In March 2018, as part of our vision to drive permanency work we are going to introduce Life Story work for the Special Guardianship carers. We have successfully

sourced funding from the Adoption Support Fund to support ten SGO carers, with Life Story work. Discussions are in place with colleagues to move towards digital Life Story books for our looked after children and care leavers.

- 5.4 Our advanced practitioner has run workshops and provided individual sessions to support social workers to undertake what can be emotionally challenging work. The independent reviewing service is monitoring the progress of Life Story for all children at six monthly intervals, during the children's LAC reviews.
- 5.5 Rightly over the last decade national and local expectations have risen with regards to performance in relation to a number of key areas involving looked after children and care leavers including a greater focus on adoption. The Children and Families Act 2014 including many changes including the rights of care leavers to "Staying Put" with their foster carers and the extension of the duration of leaving care services.
- 5.6 An overview of the population, trends and key emerging issues from reviewing local and benchmarking data where available. As follows:-
- Lewisham has improved the timeliness of care proceedings significantly.
  - Lewisham now generally concludes care proceedings within the 26 week timeframe.
  - The number of Lewisham LAC has increased slightly at 475 December 2017 from 450. This increase reflects demographic and other factors which have seen numbers rise nationally by 3.3% in 2017.
  - Lewisham's rate of Looked After Children per 10,000 population in September 2017 was 70.0 and at the end of December 2017 was slightly lower at 69.6. This is one of the higher rates in London.
  - Our LAC cohort is increasingly skewed towards adolescents reflecting our success in achieving permanency for younger children and reflecting a wider trend of vulnerable teenagers entering care.
  - Our LAC population is slightly skewed to boys and this is particularly affected by our Unaccompanied Asylum Seeking Children (UASC) cohort. At the end of December we had 256 boys and 219 girls (total number of LAC 475).
- 5.7 At the end of December the UASC cohort was 23 of which 20 were boys.
- 5.8 The reasons for children becoming looked after remain relatively stable. Of the total cohort 56 (12%) are permanently looked after disabled children (as at 31 December 2017). Of these children, 30% (17 children) are placed in residential provision due to their high level of need. The remaining 70% (39 children) are looked after by foster carers and receive community support to address their needs arising from their disabilities.

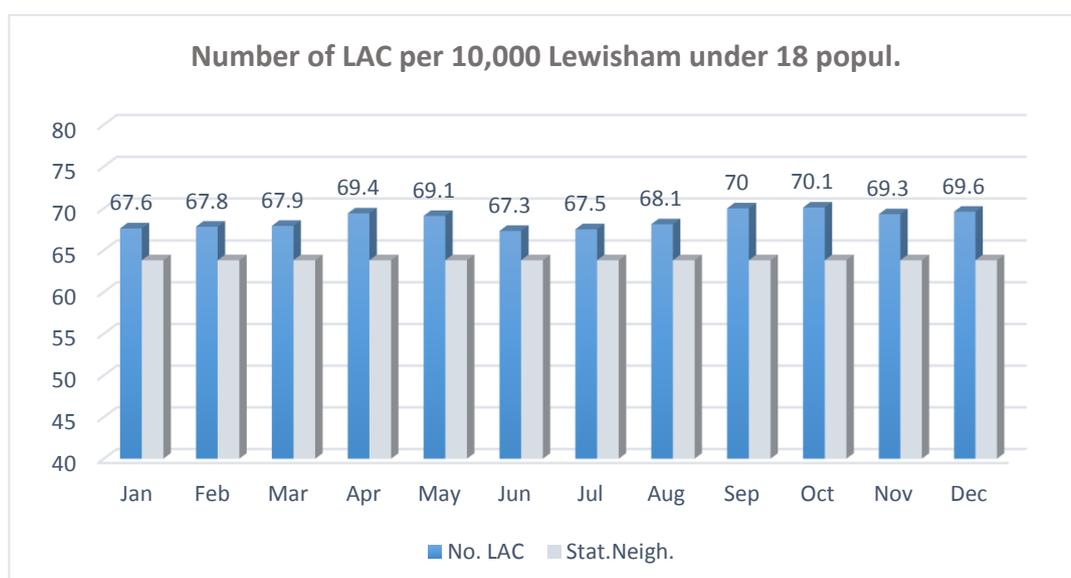


Of the cohort of 475 LAC at 31 December 2017 a total of 101 were in residential placements including those living semi-independently. Of those, 32 were in children’s homes and 9 were in young offenders institutions. A total of 360 children (76%) were in foster placements of which 42% were placed by Lewisham Fostering Service and 58% were placed by Independent Foster Agencies. Of the 475, 36% were placed in Borough and 64% were placed out of Borough.

- 5.9 In 2017 the number of children who left care as a result of permanent arrangements via Special Guardianship Orders and Adoption orders was 32 (14%). The combined Adoption and SGOs percentage in Lewisham is slightly below the 2016 Inner London average (17%). *2017 stats not yet published*

#### The number of LAC per 10,000 population in Lewisham under 18

- 5.10 The graph below shows the number of looked after children per 10.000 of Lewisham’s under 18 population (68,250). This figure has remained relatively stable for the last three years (2015 69.9 – 2017 69.6) but we remain higher than our statistical neighbours (63.8).

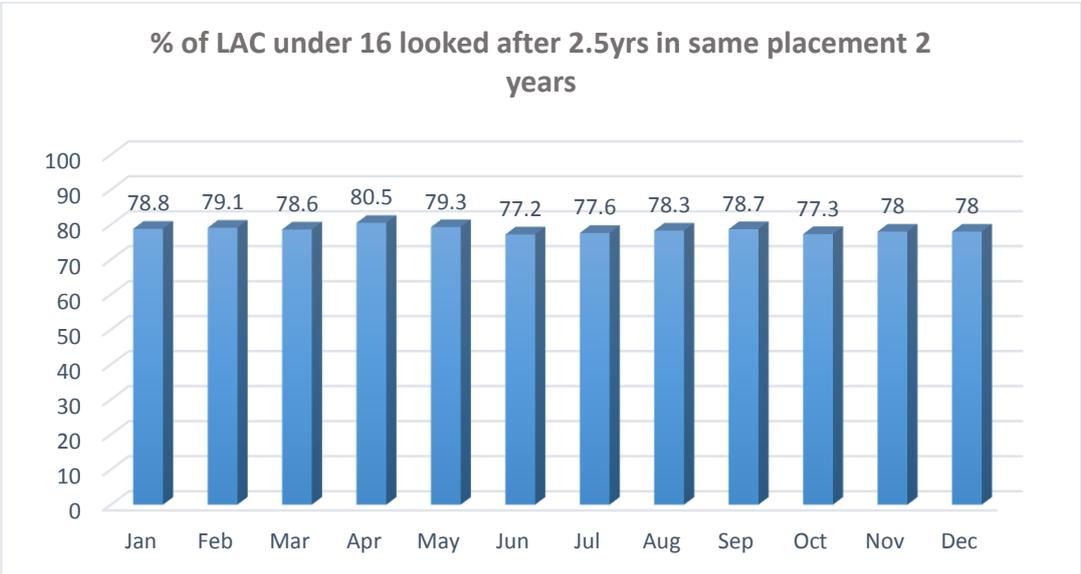


We have systems in place to ensure that children do not become looked after unnecessarily and where possible that support is provided within family or community networks. Family support services are provided by a variety of community organisations and we have recently reviewed and expanded our Early Help offer to better support and co-ordinate provision, this includes a new Early Help team, recommissioning of our Family Intervention Service, which is now delivered by the 'Core Assets' organisation and the development of our edge of care rapid response service, 'First Response' (see attached case study). In addition all children where there is a request to become looked after or become looked after in an emergency situation are considered and reviewed at a weekly panel.

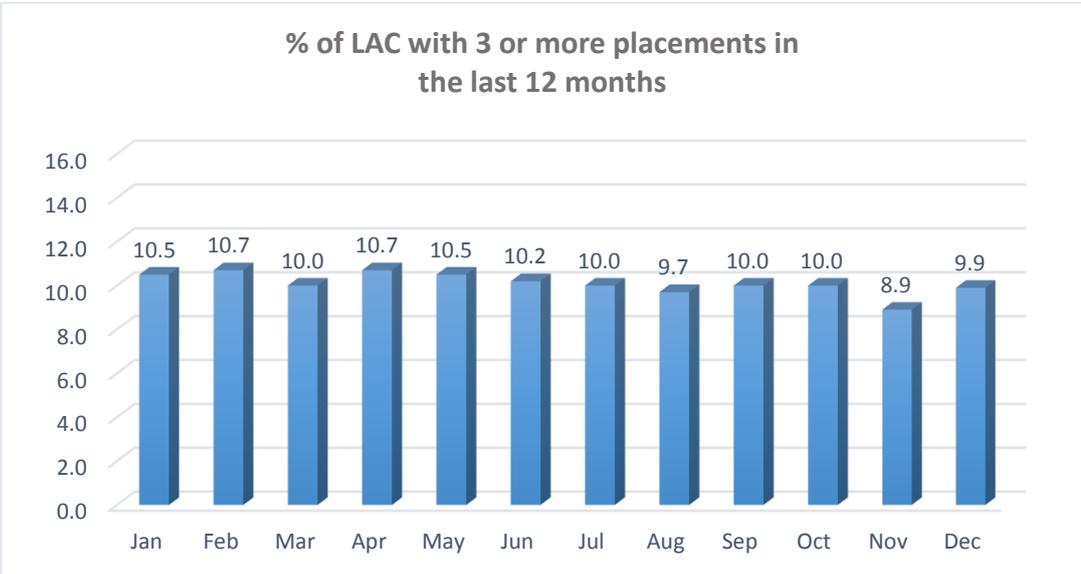
## **6. Placement Stability**

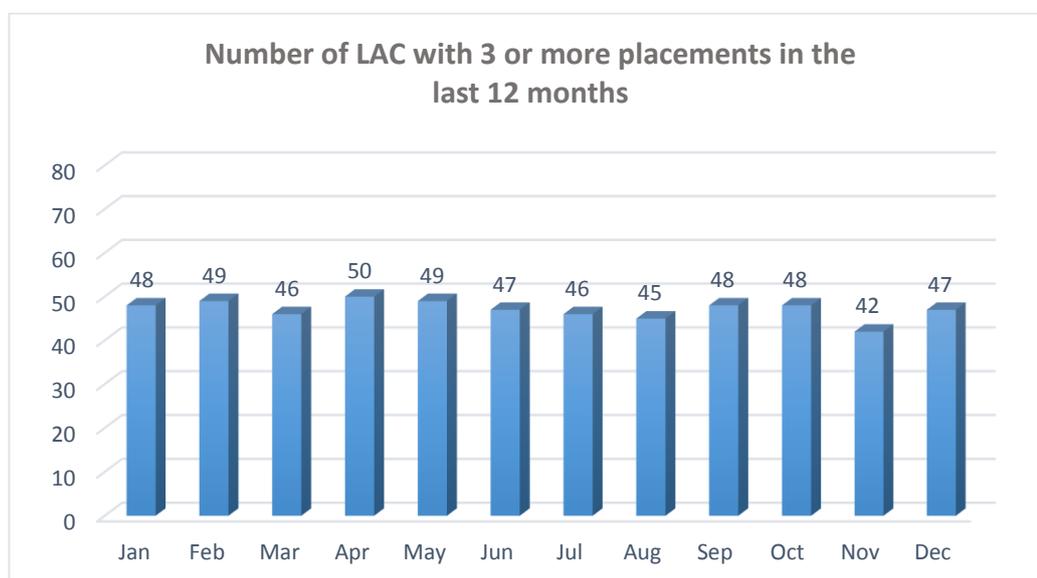
- 6.1 In Lewisham we are ambitious for all our children and young people, particularly so for all children who become looked after by our authority (see Appendix 1, 2, 3). The stability which our looked after children experience is a priority for the Council and continues to be among the highest priorities for the service. Achieving placement stability for children in long term care is key to improving their outcomes in other areas.
- 6.2 Every child and young person looked after by Lewisham has an individual care plan which reflects their individual and unique needs. We have a statutory duty to review these plans within a month of them becoming looked after, a second review is held after three months and at six monthly intervals thereafter.
- 6.3 Each review considers whether remaining in care is the correct plan. Where it is safe for them to do so, children will return to the care of their parents or another extended family member. If this arises as a result of care proceedings, appropriate orders are given to ensure the carer has parental responsibility.
- 6.4 For all children under 10 we consider whether a plan for adoption is in their best interests. Adoption provides both stability and good outcomes for children. We try to achieve this for as many children as possible, if the court has agreed adoption is the best outcome and has granted the appropriate order.
- 6.5 Between 1 April 2017 and 31 December 2017 14 children have been placed with adoptive families and 10 children have been adopted in the same period.
- 6.6 As at 31 December 2017, 76% of our looked after children were living with foster carers. The remaining 24%: live in semi-independent accommodation (9%), residential units (10%), remand centres (2%), placed for adoption (2%), and other specialist placement (1%). A small number are being assessed with parents as part of a reunification plan. We would like as far as possible to increase the numbers of children living with foster carers as family life provides better outcomes and is a more cost effective option. This is difficult to achieve for all young people due to the complexity of their needs and challenging behaviours. The data shows that 21% of our young people live in residential care (including semi-independent) which is higher than our statistical neighbours' average (15%).

- 6.7 At the end of December 2017, 22% of the children looked after by Lewisham lived more than 20 miles from their primary address. This is higher than our statistical neighbours (19%) and the England average (14%)
- 6.8 For most children we would want them to be in close proximity to Lewisham, for consistency at school and family contact. For a small number of young people distance is part of an agreed care and safeguarding plan. In other cases the type of specialist provision is not available within 20 miles and therefore a 'distant' placement is agreed. All such decisions have to be agreed by the Executive Director of Children and Young People.
- 6.9 The 'Staying Put' arrangement allows young people to remain in foster care until the age of 21. If they are in full time education they can also remain with their foster family during holidays from college/university. Encouraging the use of 'Staying Put' is likely to support placement stability in the longer term. Currently we have 34 young people subject to 'Staying Put' arrangements.
- 6.10 Over the last three years we have introduced an evidence based approach known as 'Secure Base.' Ongoing training in this model is provided and together with colleagues in the child's network, for example CAMHS, they provide support to try and prevent placement breakdown. This is a therapeutic approach in addition to practical support provided to both the children and their carers.
- 6.11 Social workers and Independent Reviewing Officers work together to identify children whose placements may be fragile or at risk. This is done in order to ensure we convene a placement stability meeting at an early stage. Placement moves are not agreed until everything possible has been done to resolve the difficulties.
- 6.12 When the social worker recommends a move this is agreed with manager, independent reviewing officer and can be taken to a scrutiny panel chaired by the Director of Children's Social Care, which also includes representation from others, for example the Independent Reviewing Officer Service, Placements, Commissioning and the Virtual School.
- 6.13 Performance in this area is measured in two ways. The chart below looks at the under 16 cohort and measures those who have been looked after continuously for 2.5 years or over and have been in the same placement for at least 2 years. The total number of children in this cohort is 141 of which 110 (78%) meet the 2017-18 target (77%). Team managers look in detail at the circumstances of the remaining 31 children. The reasons for instability are complex and as described above each child has an individual care plan which includes a strategy to manage any instability.



6.14 The bar charts below show the number of children and young people who have experienced 3 or more placement moves in the last 12 months. For some younger children 3 moves may be seen as positive for example, a child safeguarded in a foster placement, assessed with a parent and then placed permanently with an adopter within 12 months. Three or more moves for older children are more likely to reflect their challenging needs and instability. Currently, performance for Lewisham (9.9%) is slightly better than our statistical neighbours (11%) and the national average (10%).





6.15 A particular priority is to ensure that all of our looked after children and young people are provided with good quality, safe placements appropriate to their needs that allows them to develop the skills necessary to move into adulthood when they are ready to do so. In February 2018, we introduced a pilot Exit Placement Interview where we will ask a child or young person who has had three or more moves within the last six months what are their views about the placement.

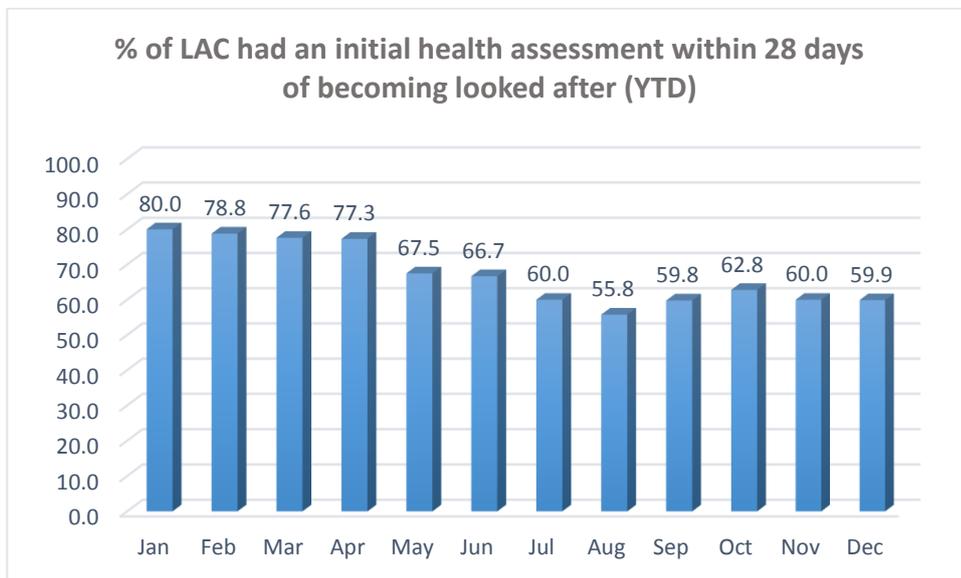
6.16 Findings from these interviews will be taken to the Corporate Parenting Group as part of a report about children's placements.

## 7. Health Outcomes

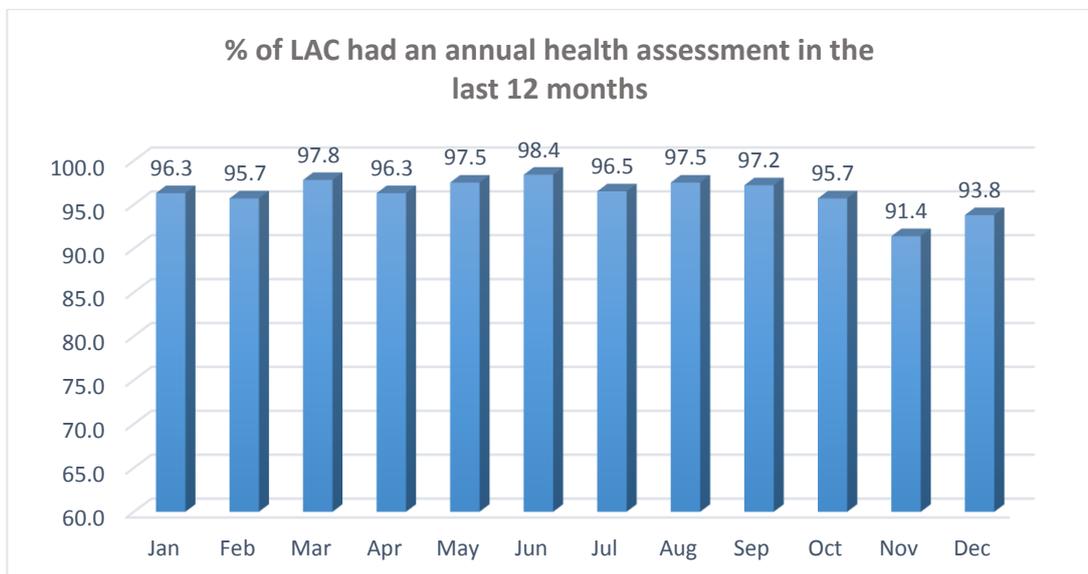
7.1 Many of the children looked after by Lewisham have experienced abuse and neglect. Their physical health needs have often not been met, many of them have not received adequate primary health care including universal services such as immunisations and dental care.

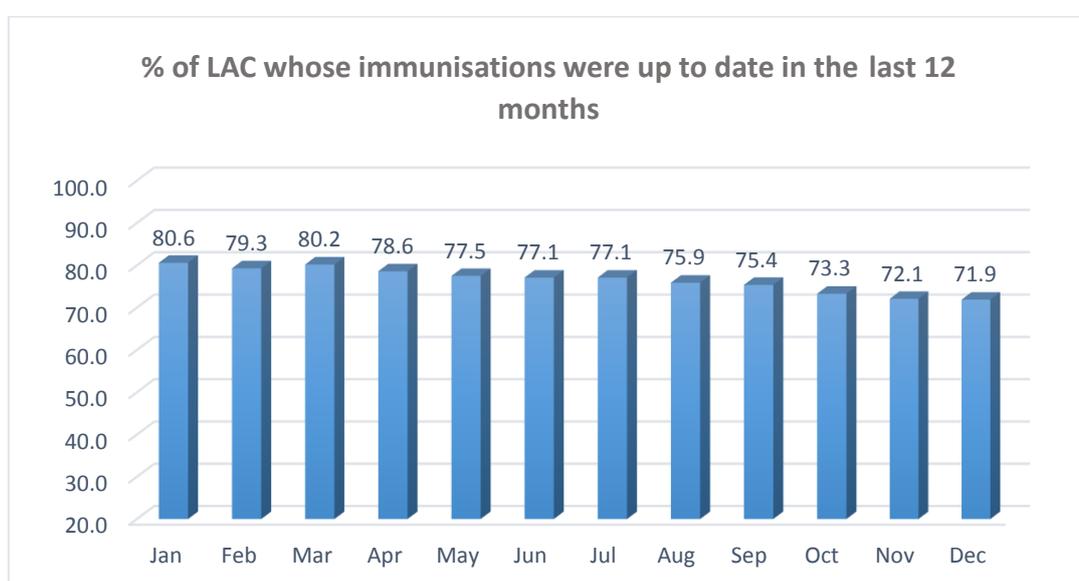
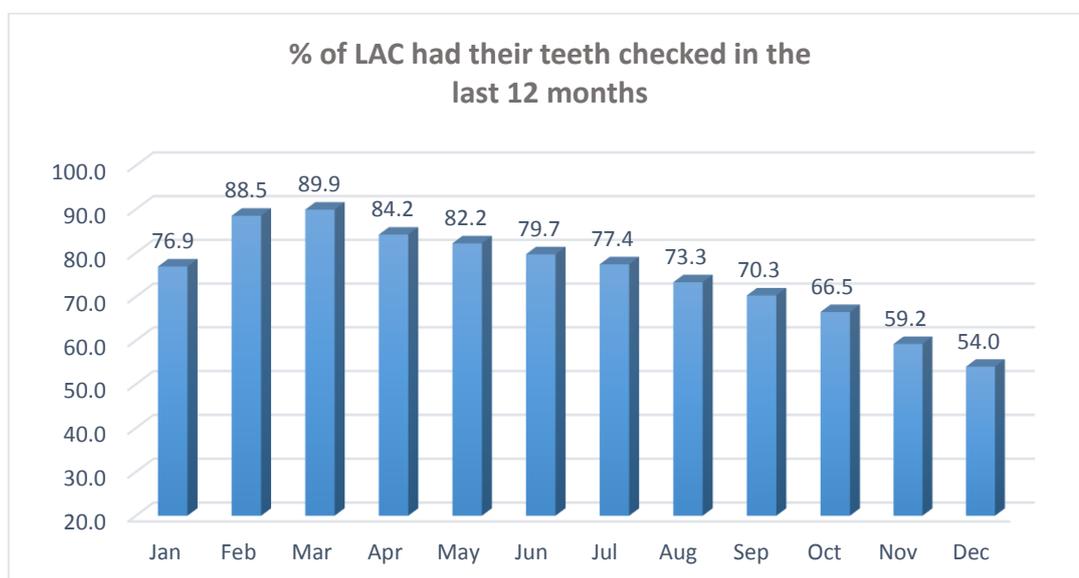
7.2 Within 20 working days of becoming looked after, all children are required to have an initial health assessment which will assess their needs and plan appropriate treatment. Some of the older young people are reluctant to attend such appointments which largely explains the figures below. These young people are tracked by our Looked after Children's nurse and the majority do eventually agree to the assessment when the adults caring for them provide the appropriate support.

7.3 The variations below reflect two significant issues including parents refusing to grant consent until the matter proceeds to court and those young people who are resistant. The DfE does not publish comparative data for this indicator but the drop in performance is clearly a concern. Strategies are in place to address this including a new style consent form which will help address consent as a barrier.



7.4 The chart below represents the number of looked after children who have received an annual health assessment. As with initial assessments it is often the older group in this cohort who will refuse to comply with this expectation. As the chart shows, performance tends to dip slightly around this time of year then recover in Spring/Summer. The Lewisham figure at the end of December 2017 was 93.8%. This figure is nevertheless higher than our statistical neighbours average (91.8%) and the England average (90%). This evidences the ongoing joint work undertaken by social workers and the LAC nurses to ensure those young people who refuse a health assessment when they first become looked after do agree at a later stage once they have developed trusting relationships with professionals.





7.5 To support close working the LAC nurses now offer a monthly ‘drop in’ session at Laurence House. This allows the staff to discuss a variety of issues, and ensure outstanding concerns are addressed and each child’s care plan is being addressed in a timely manner. Health and Dental checks tend to fluctuate within the year and in line with previous years we are collating all information for our end of year return which tends to align with a rise in performance in this area.

7.6 The emotional wellbeing of the children in our care is an additional health area we place significant focus on. In Lewisham we have a dedicated team within CAMHS known as Symbol who provide a service to children in borough and within reasonable travelling distances. For those children placed any distance from Lewisham we refer to local services and ensure their needs are met with the support of colleagues from the commissioning team. Carers for children assess their wellbeing through the use of a standardised strength and difficulty questionnaire. In Lewisham the 2016-17 average score was 13.7 (lower is better), which places Lewisham in line with statistical neighbours (13.4) and the England average (14.0).

## **8. Safeguarding Looked After Children**

- 8.1 In addition to the six monthly report to Select Committee on all missing children, the following is an update in relation to LAC. In 2017 (calendar year) there have been 142 episodes of young people going missing in the year, which relate to 55 young people who have gone missing in the year on one or more occasion. The number and frequency of children reported as missing has increased during the year (see 8.2).
- 8.2 Officers consider that the learning regarding missing children (presented to the last meeting of this Committee) and the links to sexual exploitation, means there is increased reporting both in relation to children living at home and LAC. In addition, a number of the LAC who became looked after as teenagers have been missing from home on frequent occasions and this has become part of their behaviour and response to difficult situations. We are also concerned that a small number of children are going missing in circumstances which links them to gangs and criminal activity. With this cohort we are working closely with colleagues in the Youth Offending Service, the police and community safety to address the concerns.
- 8.3 St Christopher's Runaways Project, an independent service, was commissioned to work with missing children and provide return interviews for all LAC children who go missing. They also attend a weekly operational multi agency meeting, for Missing, Exploited and Trafficked (MET) children, as detailed within the MET strategy. This meeting looks at children both individually and collectively across the Borough. As a service this also allows for analysis of findings and reporting of trends. Additional data and trend analysis will be used to inform practice and planning.
- 8.4 Social workers and independent reviewing officers continue to work together to ensure all those children for whom we have concerns are the subject of strategy meetings and Missing from Care meetings which result in robust plans to keep them safe.
- 8.5 In 2017 4.3% of young people were identified as having a substance misuse problem, lower than our statistical neighbours (7%) but similar to the England average at 4%. The Young Person's Health and Wellbeing Service is offering an integrated and accessible service that focuses on the three main risk predictors of teenage ill-health (substance misuse, risky sexual behaviour and poor mental health). The service prioritises prevention and early help, enabling young people to better manage their own health and wellbeing.
- 8.6 In 2017 the percentage of young people aged 10-17 years who were convicted or subject to a youth caution was 4.3%, lower than our statistical neighbours at 7% and the England average at 5%.

## **9. Adoption**

- 9.1 In order to undertake a full range of duties the service is required to be a registered Adoption agency. This allows us to undertake statutory duties in relation to both adopters and children who require adoptive families.
- 9.2 In 2016-17 16 of our children left care as a result of being adopted. So far this year in 2017-18, 10 of our children have been adopted. 14 children have been matched and placed with adopted families during this timeframe. It is likely that a further 4 of these children will be adopted before the end of the financial year. However even if 4 adoption orders are granted this will show a drop from the previous year.
- 9.3 The reason for this is a reduction in the number of placement orders (the order required to legally place a child for adoption) granted in 2017/18. The change in practice within the courts relates to case law issued in 2013. Officers are aware from the South London Adoption Consortium, in which we are active members, that other local authorities are experiencing a similar downward trend.
- 9.4 Adoption performance is measured in a three year rolling scorecard. The outcomes for 2015 and 2016 are represented in the chart below

Adoption Scorecard December 2017	quarterly average			3 years average (published scorecard)		
	2017/18 Q1	2017/18 Q2	2017/18 Q3	2012 - 2015	2013 - 2016	England Average
A1 - Average time between a child entering care and moving in with its adoptive family, (days)	424	431	403	532	501	558
A2 - Average time between a local authority receiving court authority to place a child and the local authority match to family (days)	189	191	187	181	173	226
A3 - % Children who wait less than *18 months between entering care and moving in with their adoptive family	*77%	*70%	*69%	48% (2012-15)	n/a  (changed to 16 mths in 2016)	51% (2012-15)

<b>Children placed for adoption</b>	<b>Apr 14- Mar 15</b>	<b>Apr 15- Mar 16</b>	<b>Apr 16- Mar 17</b>	<b>Apr 17- Dec 17</b>
<b>Number of children placed for adoption</b>	36	19	<b>12</b>	<b>14</b>
With families approved by Lewisham	23	12	<b>10</b>	<b>9</b>
With families through inter-agency placements	13	7	<b>2</b>	<b>5</b>
Number of children placed with single adopters	5	1	<b>5</b>	<b>1</b>
Number of children placed with LGBT adopters	3	2	<b>0</b>	<b>4</b>
Number of children placed with foster carers	1	2	<b>5</b>	<b>2</b>
Male / Female	20/16	13/6	<b>6/6</b>	<b>8/6</b>
<b>Ethnicity</b>				
White UK (including European)	15	8	<b>2</b>	<b>3</b>
Mixed heritage (incl mixed white parentage)	13	7	<b>8</b>	<b>7</b>
Black African Caribbean	3	1	<b>1</b>	<b>1</b>
Black African	3	3	<b>1</b>	<b>2</b>
Black African Caribbean / Black African	0	0	<b>0</b>	<b>0</b>
Asian	2	<b>0</b>	<b>0</b>	<b>0</b>
Other	0	<b>0</b>	<b>0</b>	<b>1</b>

- 9.5 The above figures demonstrate that Lewisham has good outcomes in terms of the numbers of children adopted but they also achieve positive outcomes for Black Minority Ethnic (BME) groups and older children, sometimes considered 'hard to place' and that this is still achieved in the best possible timescale for the children.
- 9.6 We believe that wherever we have decided that adoption is the plan for a child, we should aim to place the child as early as possible with the carers who are likely to become their adoptive parents. We use an early permanence approach when appropriate to ensure attachments are formed at the earliest opportunity and to reduce the number of placements experienced by a child. We recognise however that as only relatively small numbers of looked after children are adopted; any delay in even one case results in a disproportionate impact to our overall performance and distorts our reported figures. Despite the challenges of small cohorts and complex cases year on year, we are able to demonstrate a trend of improvement in the average time it takes for a child who goes on to be adopted from entering care to moving in with his or her adoptive family.
- 9.7 Since May 2015, the Adoption Support Fund has been fully implemented. The team undertakes adoption support assessments and makes applications to the Adoption Support Fund. As of 31 December 2017, 31 adoptive families received therapeutic support via the fund. The total amount granted was £121,575.09.
- 9.8 In December 2017, the adoption team placed a relinquished baby within a two week period with the right cultural placement match.

- 9.9 In 2016-17 Lewisham had 16 children who were adopted. Factors which can cause delays in the adoption process are:
- Complexity of care proceedings
  - Complexity of the child's needs (e.g. disability, age)
  - Sibling groups

## 10. Education

The Virtual Headteacher has highlighted the following from the Virtual School Management Committee report:

### 10.1 Virtual School Key Highlights

- Largest ever cohort of students entering University (15 Students, a 50% increase from 15/16)
- Best ever results at KS2 with 53% of students meeting the combined English and Maths standard. This is only 1% below the overall Lewisham figure
- A further 21% year on year drop in Fixed Term Exclusions (182-142 days)
- Highest ever number of students in good or outstanding schools (87%)
- Further drop in unauthorised absence to 3%.

### 10.2 Challenges to Progress

- Varying standards of provision in other local authorities, having a negative impact on outcomes.
- Higher numbers of students in the criminal justice system or secure estate
- PEP completion rates remaining low and failing to support multi-agency outcomes. This correlates with the introduction of our E-PEP system. We have ensured that staff are trained and associated system support is being provided as well as tracking systems to improve performance. All PEP's are Quality Assured prior to sign off by our Virtual School. The system is much more robust than previously and we anticipate a rise in completion, as well that given quality enhancement that this further impacts on outcomes also.

### 10.3 Pupil Premium Update 2018/19

The LAC Pupil Premium is due to increase to £2,300 for the financial year 2018/19.

This is expected to impact on our service in the following ways:

- Enabling the Virtual School to maintain its current CAMHS offer to schools.
- Ensuring we have a permanent employability offer to all LAC in and out of borough.
- Enabling us to maintain the current Day 1 and Day 6 exclusion offer

- Increasing support for students vulnerable to CSE/SYV through targeted mentoring. The increase in funding means this is achievable without reducing the current devolved offer to schools.

#### 10.4 Post 16 Cohort

##### Key Data

- 83% in good or outstanding educational providers 6th forms/colleges/training providers
- Employability (100 hrs): Year 13 engagement low at 23% / Year 11 35% on track
- Resits: GCSE English - 55% gained C (allowed to sit Legacy Specification with grades) double national average at 26% / GCSE Maths only 12% national average 23%
- Year 12 resit group cohort of 11 down from 15 2016/17
- 63 Educational providers up from 58 2016/17

#### 10.5 University Cohort

- 15 young people increase of 2 young people from 2015/16

50% accessed university via BTEC route a good trend as employment led increase in UASC from 1 2016/17 to 3 this year.

<b>YEAR</b>	<b>12</b>	<b>72</b>
<b>YEAR</b>	<b>13</b>	<b>90</b>
<b>YEAR</b>	<b>12</b>	<b>7%</b>
<b>YEAR</b>	<b>13</b>	<b>13%</b>

- 1 of the university cohort attended the young mums' weekend at Brunel 2 years ago and has been inspired to attend university
- Year 12 SEND 100% destinations / Year 13 SEND 83% destination
- 2 not known to YOS and being supported

#### 10.6 Year 14 SEND 2016/17 Post 8 Virtual School Leavers – 28 young people

- 22 Appropriate pathway / 5 NEET / 1 Sectioned

#### 10.7 NEET Update

- First Choice destinations: Year 12 Destinations, 76% this year, down from 78% 2016/17 but in light of cohort and changes to Maths/English grading held up well.

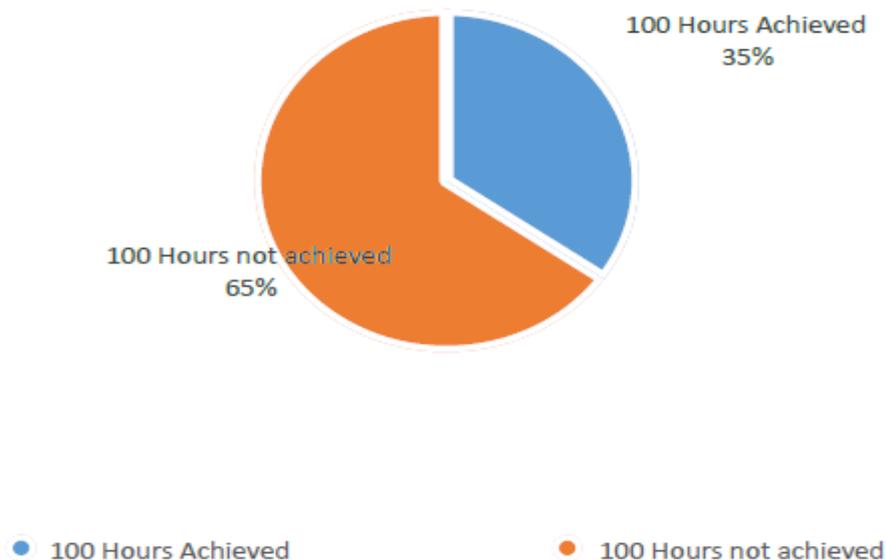
#### 10.8 Employability

2016-2017 Year 10 (Current Year 11) LAC

Careers Education Information, Advice and Guidance (CEIAG)

On target to complete 100 Hours and Work Experience Breakdown

### 100 CEIAG HOURS ACHIEVED YEAR 10 2016-2017



A number of measures are in place 2017/2018 to support the increase of young people achieving the required 100 hours:

- Transition meeting with Year 7 students
- School Designated Teacher to receive the Virtual School 100hr log form for completion during Y7 – Y11 (supplied at point of transition meeting - manage expectations going forward)
- Meeting with all Y10 LAC in and out of Borough with reference to Work Experience and Post 16 options
- Extended Work Placements offered as part of high intervention support
- Revisit offer of intentions to any Y11 not placed/new into care/ deferred
- Timely transition by Easter Y11 to implement Transition Mentor for High Profile cases
- Supported applications for Y12 places by start of Y11
- Manage and collate 100 hours data from schools on all Y11 by start of Summer Term

## 11. Care leaver population and outcomes

11.1 Due to the requirements to support care leavers according to their needs to up to 25 years of age, the numbers we are supporting, currently 215, has been growing and will continue to increase.

11.2 A considerable amount of work is ongoing and planned within Children's Social Care to further develop our work with care leavers. Key data for this cohort include:

- In the SSD903 return for 2016-17 we reported that the percentage of care leavers aged 17- 21 years who were 'in touch' was 83%. As of 31 December 2017 98.6% of our care leavers aged 17-21 are now allocated a personal advisor and this reflects a significant amount of work undertaken by the LAC & Leaving Care Service to build and maintain relationships with their young people.
- In the SSD903 return for 2016-17 we reported that 88% of care leavers contacted aged 17- 21 years were living in suitable accommodation. The 2017-18 figure will not be available until the end of the financial year once all young people have been contacted regarding their accommodation.
- The 2016-17 figure of 88% in suitable accommodation shows a dip in performance from 2015-16 (98%). This dip mainly relates to the number of Unaccompanied Asylum Seeking young people who have left their official accommodation due to removal/repatriation concerns, and some young people who are in prison.
- In the Annual Care Leaver Survey all care leavers who responded said they felt safe or very safe in their placement.
- In the SSDA903 return for 2016-17 we reported that 49% of care leavers aged 19-21 years were in education, employment or training. The Inner London average for 19-21 year olds in 2015-16 was 53%  
(SSDA903 2016-17 local authority figures have not yet been published)

11.3 DfE innovation fund

In 2017, jointly with London Borough of Bromley Council and London Borough of Greenwich Council we have secured 2.18 million as part of the Children's Social Care Innovation Programme . This is for the development of a joint project specifically for Care Leavers with Depaul UK, a proven innovative delivery agency that has significant experience in the delivery positive outcomes for Care Leavers.

The project will target 60 young people, including Care Leavers and will capture outcomes around:

- Relationships
- Learning & Personal Development
- Accommodation
- Financial Stability

. The key drivers for this work will focus on:

- a. Housing – limited social housing and high-cost rents means Care Leavers find it harder to achieve independent accommodation and unable to confidently plan their career aspirations.
- b. Wellbeing – experience of care, fractured family networks, high rates of poor mental and physical health limit Care Leavers aspirations to achieve in education and gain qualifications.
- c. Local employment market – entry-level jobs are often short-term and insecure, alongside a complex benefits system, discourages Care Leavers from entering the job market.

#### 11.4 Controlling Migration Fund

Lewisham has seen an increase in the number of unaccompanied asylum seeker children (UASC) in its care over the last 5 years. This increase has put extra pressure on Lewisham's Foster Team and with in-house foster at capacity it has also led to an increase in the number of Independent Foster Agency (IFAs) placements that are used. Lewisham successfully bid for funding for an additional funding to recruit and support more in-house foster placements so that high quality, well-matched foster placements for UASCs can be found. A Foster Placement Recruitment Specialist will be responsible for developing and delivering a plan to recruit a minimum of 20 new foster care placements over a two year period. Their role will also include administering training to further develop the in-house foster placement recruitment function so that sustained recruitment of UASC specialist in-house foster carers can be maintained.

#### 11.5 Unaccompanied Asylum Seeker Care Leavers

Our controlling migration proposal also allows for funding to develop enhanced support for our UASCs once they have left care (unaccompanied asylum seeker care leavers; UASCLs). In order to provide the specific and tailored support that UASCLs need to allow them to successfully integrate into Lewisham's community, a new programme will be developed. An Advanced Practitioner (AP) will develop and deliver in conjunction with other organisations the support programme. The programme may include some of the following depending on individual care leavers needs:

- ESOL
- CV building
- Work readiness
- English for the labour market
- Classes geared around British values and culture
- Support accessing mental health, health and other support services

The programme will be run over a two year period, and aims to work with at 50 care leavers.

The funding for this totals £363,220, this is the second highest amount for any single authority awarded funding nationally.

## 11.6 Building Hope

The Building Hope Academy has been designed for care leavers, aged 16-25, to support their progression into employment, training and independent living. It is delivered by Barnardo's in partnership with Barking and Dagenham College, Saint Gobain and Phoenix Housing, combining accredited and pre-employment training, work experience and personal support and skill development.

As part of the recruitment process a dry lining course was held with three half day taster session at the Meadows Community Centre in Catford in February and March 2018. See Appendix 4.

## 12. Financial Implications

12.1 The placement budget for Looked after Children for 2017/2018 is £26 million.

12.2 There are no direct financial implications arising from this report.

## 13. Legal Implications

13.1 There are no particular legal implications arising from this report.

## 14. Crime and Disorder Implications

14.1 There is significant evidence nationally that looked after children come into contact with the youth justice system at a higher rate than the general population. There has been a reduction in these numbers since 2010. Looked after children are still more than twice as likely to be drawn into the criminal justice system. Currently, 16% of cases open to Youth Offending Service are looked after children, (This rises to 58% of those sentenced to custody).

14.2 The offending rates of looked after children vary in accordance with the length of time spent in care and by type of placement. However, the reoffending rates for looked after children are in line with others in the youth offending service cohort.

14.3 Risk factors that may predict involvement in criminal activity are similar to those that may predict looked after status.

14.4 The youth remand provisions in the Legal Aid Sentencing and punishment of Offenders (LASPO) Act 2012 came into force in December 2012. This made significant changes to the remand framework for 10-17 year olds. The Act imposes a new scheme for remands of children. All children and young people that are remanded to youth detention accommodation will become a looked after child. If this period is for 13 weeks or more they will meet the criteria of a leaving care child.

14.5 In July 2017 the Youth Offending Service and LAC Service created a regular 'interface' meeting with representation from virtual school, health, CAMHS as

well from the two lead services. Outcomes from this initiative have been the creation of a comprehensive joint working protocol, a checklist for community and custodial orders outlining roles and responsibilities for case management and a collaborative group work program focusing on music skills for service users who are LAC and known to the YOS. Themes which are explored at each monthly meeting are:

- Working together – key issues for interface- joint service themes, needs analysis, data and collaboration.
- Transition – at 18 but also out of borough and custody
- Best practice models – to identify, explore and share best practice
- Health of LAC – including complex mental health
- Role of Virtual school
- Care, custody and resettlement – joint working and protocols, role of YOS Resettlement Panel.
- Prevention/early intervention/Missing/CSE
- Quality assurance – standards for best outcomes and supporting measurement.

## **15. Equalities Implications**

15.1 Lewisham’s Comprehensive Equalities Scheme (CES) 2016-2020 sets out the Council’s strategic objectives with regard to improving the life chances and quality of life of Lewisham residents. The Equality Act 2010 provides the statutory framework for the CES.

15.2 By describing the work that the Council is undertaking to promote and safeguard the wellbeing of vulnerable children in the borough, this report directly contributes to the following CES objectives:

- tackling discrimination, victimisation and harassment
- improving access to services
- closing the gap in outcomes
- increasing participation and engagement

## **16. Environmental Implications**

16.1 There are no environmental implications arising from this report.

## **17. Background documents and originator**

If there are any queries on this report, please contact Shirley Gounder on 020 8314 7808.

## Appendix 1

### INDIA – BEYOND BOUNDARIES PROJECT

#### VIRTUAL SCHOOL AND LOOKED AFTER CHILDREN AND LEAVING CARE

This was a project in partnership with Basti Ram ([www.bastiram.org.uk](http://www.bastiram.org.uk)), Lewisham Social services, Lewisham Virtual School and the wider Lewisham Family. 9 young people, in public care, ranging from 15-19 years old, with 3 members of Lewisham staff travelled to Dharamshala in the Himachal Pradesh state, Northern India to volunteer in an orphanage for 2 weeks (25<sup>th</sup> July- 8<sup>th</sup> Aug' 2017).

After a rigorous selection procedure and a 6 month preparation period, each young person needed to fundraise £500. From cake sales, raffles, sponsored bike ride, running a stall at Lewisham day, quizzes to carwashes - they all managed to raise their funds. The Jack Petchy Foundation also offered a £220 Grant per young person.

The young people shared rooms in a local youth hostel, with each day teaching lessons in pairs. Evenings were spent preparing the next day's lesson and experiencing cultural workshops. Some of the young people had their own talents - singing, dancing and knitting. They used their skills to plan imaginative lessons around teaching basic English and Numeracy to local children.

In India, education is still viewed as a privilege, with many children still not having the chance to learn in school. By giving their time our young people helped the children learn the basics so that they can grow, achieve and build their own brighter futures. This had a profound effect on our young people.

The final part of project was a presentation held at Goldsmith's University in late September. This allowed young people to reflect on their experiences and think how they can put their newly gained skills to good practice, either volunteering in their own communities, career paths or even just promoting similar opportunities through the Children In Care Council. The group are worked with poet and rap artist Adam Kammering to create spoken word pieces and sound installations to capture their experiences. These pieces formed part of the celebration event alongside photos and videos .The event allowed the young people to thank everyone who supported them on their amazing journey.

## Appendix 2

### VIRTUAL SCHOOL MURAL PROJECT

Over an eight week period during the summer term 2017, The Virtual School partnered with John Reardon, the artist in residence at Goldsmith's University, to deliver a mural project with our UASC (Unaccompanied Asylum Seeking Children).



The mural was text-based, and can be found at Ladywell Place. 15 young people took part, either at Evening Support Service during the design period or the week of construction (July 31st and August 4<sup>th</sup>).

The aim of the project was to allow the young people an opportunity to speak English outside a formal classroom, mix with other ESOL young people, build team working skills and create a sense of community involvement.

The young people decided on the word 'here' as the focus, as they felt Lewisham was where they wanted to be at this moment in time in their lives and felt supported in their aspirations.

The project brought together many Lewisham agencies from:

- The Virtual school
- Young Lewisham Project
- Lewisham, LSEC and Tower Hamlets Colleges
- Goldsmiths University
- Lewisham Regeneration department

## Appendix 3

### Case Study

First Response (a team of council staff in Children's Social Care whose role is to work with adolescents at risk of coming into local authority care) were asked to intervene following referral to CSC as a mother had contacted them advising that she was at the end of her tether with her daughter aged sixteen years old and was advising that if she did not receive support that afternoon then she would be asking her daughter to present at Laurence House to move into care.

First Response Worker were allocated immediately and made contact with mother that day. First Response worker had an initial meeting with mother, at which mother disclosed that she is struggling as she herself is seriously ill with kidney failure and has to go onto a dialysis machine which is having an impact upon her as a mother to manage her daughter's negative behaviours.

Mum advised the First Response Worker that she wants her daughter to go into Care. At this meeting the First Response worker was able to connect with mother through using a restorative approach to understand how relationship situations can be built and renewed.

Mother then consented for the First Response Worker to work with her daughter on a one to one basis as well as working with them as a family utilizing the restorative approaches.

The initial meeting with the young person and the First Response Worker took place at her school. Through having a restorative meeting the young person was able to advise that she feels that she is always in the wrong or getting into trouble by her mother and that "home" had been very challenging for her since her father had a heart attack and that she completed CPR on her father when he had this heart attack.

What was identified at this meeting was that the young person was suffering from the trauma in which she endured from performing CPR on her father; seeing her father who she loves being so distressed, and furthermore trying to keep him alive until emergency services arrived. The young person advised that up until this day she had never spoken to anyone about this and was continually fearful that he might die.

First Response worker was able to work intensively by having one to one restorative sessions with the young person unlocking her feelings of being afraid and the shame attached to how she was feeling; working also in turn with her mother and father separately and together and then having restorative meetings with mother and the young person so that her mother was able to understand and hear from her as to how afraid she was of possibly losing both her parents.

The First Response Worker was able identify support in school so that her teachers were aware of how she was feeling and making sure that appropriate strategies were in place for her as and when she felt low or needed someone to talk too, as previously there were concerns about her challenging behaviour and questions were being asked by her school if it was appropriate for her to be there.

By the First Response Worker building trust, the young person agreed to meet with her GP and at this meeting she asked if her First Response Worker could be present to enable her to support her to talk about the trauma, anxiety and depression that she had been experiencing. This liked to ongoing dialogue and understanding between both the family, GP and school.

The First Response Worker continued to carry out restorative sessions with the young person, her parents and sessions with the family unit, as well as with school in order to ensure tailored support. The young person started to engage better at school and was able to open up as she felt that "she was being held at school" as she verbalised that the teachers "started to care about her".

In summary mother had lost her way in understanding the needs of her child. First Response was able inform, support and help mother to understand the impact of what took place regarding her husband's

heart attack and how this in turn affected their daughter. Direct work with the young person helped to gain an understanding of her wishes and feeling and issues that had not previously been verbalised.

First Response managed to build a good working relationship with all parties where we were able to address the needs of the family and get to a level of understanding whereby productive solutions were introduced to help and make the necessary improvements required to rebuild their relationship with each other.

The work carried out was really focused upon understanding the needs of all of the family members by using the restorative model to address the shame and blame factors that have been running through the complex issues attached to this case. The responses have been addressed in terms as behaviours happen when there is an unmet need. Taking the family through this process with their willingness and ability to engage has brought some positive outcomes. For example mother and daughter have improved their relationship and mother has told her daughter how proud she is of her when she works hard at school. School have now identified the young person to be "outstanding and gifted" she has now received awards and positive certificates from her school.

The First Response Worker has received praises of gratitude from the family including the young person as to how she has worked with the family and thereby using herself as a tool to enable the family to understand one another and in so doing this to stay together as a family unit.

<b>Children and Young People Select Committee</b>		
<b>Report Title</b>	Annual Standards Report - Primary and Secondary Schools	
<b>Key Decision</b>		Item No. 5
<b>Ward</b>	All	
<b>Contributors</b>	Head of Standards and Inclusion Service Manager for School Improvement and Intervention	
<b>Class</b>	Open	14 <sup>th</sup> March 2018

## 1 Summary

- 1.1 The report follows on from the presentation and report to the Children and Young People Select Committee in October 2016. That report, based on the then provisional results, described the trends in primary and secondary school performance, with the information that was then available on national and London outcomes for Key Stages 1, 2, 4 and 5. The final results have now been published nationally so this report sets out the background to 2017 outcomes, provides context in terms of inspection outcomes and summarises the action being taken.

## 2 Recommendations

- 2.1 The Committee is recommended to comment and note the report, in particular the actions underway and planned.

## 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 vision is underpinned by three shared values:
- we will put children and young people first every time
  - we will have the highest aspirations and ambitions for all our children and young people
  - we will make a positive difference to the lives of children and young people

- 3.3 In December 2015, the Mayor approved the establishment of an education commission to support the development of a future vision for education in Lewisham.
- 3.4 The Lewisham Education Commission considered how the Council should best fulfil its role in ensuring high quality education for all children and young people in Lewisham, including the most vulnerable, and made recommendations on the future structures and systems based on national research and good practice.
- 3.5 The Commission made a number of recommendations, including that there should be an agreement between the local authority, headteachers and school governors to set up a partnership to establish a school-led system of school improvement. This partnership would enable schools to work together across the borough, to draw on each other's strengths and thus complement existing improvement partnerships between smaller groups of schools. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals. Schools took forward the work of the Partnership, the Schools Forum agreed funding to support it from the Dedicated Schools Grant and in February 2018 the Mayor agreed that the Council would formally join Lewisham Learning.

#### 4. Primary schools in Lewisham

This section of the report summarises the borough level 2017 results at the end of Early Years, year 1 phonics, Key Stage 1 and Key Stage 2.

##### 4.1 The Early Years Foundation Stage

4.1.1 Children at the end of year R are assessed using the Early Learning Goals and are judged as to whether they have achieved or exceeded an overall good level of development (GLD). These results are only published at local authority level (not school level). All Lewisham primary and infant schools have children aged 5 who are assessed at the end of the Early Years Foundation Stage.

Table 1: Percentage of children achieving or exceeding an overall good level of development

	<b>2015</b>	<b>2016</b>	<b>2017</b>
All children - Lewisham	78%	79%	79%
All children England	66%	69%	71%
Children eligible for FSM - Lewisham	71%	70%	71%
Children not eligible for FSM- Lewisham	79%	80%	81%

4.1.2 Lewisham has maintained its high level of attainment for all children. It places the borough at the top of all local authorities in England.

4.1.3 The gap between those pupils eligible for the Pupil Premium and others remains at 10%. The gap is similar to that for Inner London, but significantly smaller than the national gap, which is around 18%.

#### 4.2 Year 1 phonics screening

4.2.1 At the end of year 1 (6 years old) all pupils are assessed against the national phonics standards. The majority of pupils pass at the end of year 1, but those who do not reach the expected standard then are re-assessed at the end of year 2 (7 years old).

Table 2: Percentage of pupils achieving the expected standard in phonics at the end of year 1.

	<b>2016</b>	<b>2017</b>
All children – Lewisham	83.1	80.8
All children England	81.0	81
All children Inner London	84	84
Children eligible for FSM - Lewisham	70	70.8
Children not eligible for FSM- Lewisham	80	83.1
Children eligible for FSM - England	54	68
Children eligible for FSM- Inner London	63	77

4.2.2 Nationally, in terms of the gap between FSM and non-FSM, there was a 14% gap in 2016 and a 15% gap in 2017. The gap in Lewisham in 2017 was 12.3%. This shows that, although bigger than we would want, the gap between those pupils entitled to Free School Meals and others in 2017 was smaller than the national average.

4.2.3 There was a drop in results in this academic year. These decreases were mainly in schools which dropped from significantly above national average attainment to around national average. Schools report that the make-up of cohorts in the schools which declined was significantly different, for example an increase in numbers of pupils who had had a disrupted or unsuccessful reception year in another school, a history of poor attendance and family problems.

#### 4.3 Key Stage 1

4.3.1 When children reach the end of year 2 (age 7 or soon to be 7) they are assessed by their teachers using the National Curriculum standards in reading, writing and mathematics. They are assessed as meeting age related expectations or above.

4.3.2 The table below compares 2016 with 2017 outcomes as these now give us direct comparisons using the current measures, which came into place for the 2016 assessment period.

**Table 3: Attainment at the end of Key Stage 1**

	2016			2017			Improvement 2016 - 2017
	Lewisham	National	Inner London	Lewisham	National	Inner London	
Reading expected standard (attainment)	79%	74%	78%	80%	76%	79%	+1%
Reading higher standard (attainment)	28%	24%	26%	25%	25%	27%	-3%
Writing expected standard (attainment)	73%	65%	73%	73%	68%	73%	=
Writing higher standard (attainment)	18%	13%	17%	18%	16%	18%	=
Mathematics expected standard (attainment)	78%	73%	77%	78%	75%	79%	=
Mathematics higher standard (attainment)	22%	18%	23%	22%	21%	24%	=

4.3.3 This was a mixed picture of some improvement, some remaining static and some declining. While Lewisham children did better than those nationally in 2017 the national averages improved compared to 2016.

4.3.4 Schools that improved their reading, writing and mathematics results and were significantly above national averages included All Saints, Ashmead, Dalmain, Edmund Waller, Grinling Gibbons, John Ball, Kilmorie, Sir Francis Drake, St Michael's, St Stephen's, St William of York and Trinity.

4.3.5 Where schools saw a drop in their Key stage 1 results this was often from a high base in 2016, but their results were still significantly above the national averages. These included Adamsrill, Beecroft Garden, Downderry, Fairlawn, Holy Cross, Rathfern, St Augustine's and Stillness Infants.

#### 4.4 Key Stage 2

4.4.1 When children are in year 6, the last year of primary or junior school, before they transfer to secondary school they take SATS in reading, writing and mathematics. Reading and mathematics are assessed by external examinations whilst writing is teacher assessed using clear criteria from the Standards Testing Agency (STA).

4.4.2 The combined reading, writing and mathematics results are the benchmark for schools at the expected standard, but pupils can also achieved higher standard or greater depth in the single subjects.

4.4.3 The table below sets out the Lewisham averages compared to the national ones for 2016 and 2017. 2016 was the first year of these new assessments and pupils had only had 2 years of teaching of the new National Curriculum.

**Table 4: Attainment at the end of Key Stage 2**

	2016		2017		Improvement 2016 - 2017
	Lewisham	National	Lewisham	National	
Combined expected standard	56%	53%	61%	61%	+5
Combined progress	+3%	0%	0%	0%	-3%
Reading expected standard	67%	74%	71%	72%	+4%
Reading higher standard	19%	24%	25%	25%	+6%
Writing expected standard	77%	74%	77%	76%	=
Writing higher standard	18%	15%	17%	18%	-1%
Mathematics expected standard	73%	73%	74%	75%	+1%
Mathematics higher standard	18%	17%	24%	23%	+4%
Grammar, punctuation and spelling expected standard	75%	73%	76%	77%	+1%
Grammar, punctuation and spelling higher standards	24%	23%	35%	31%	+11%

4.4.4 While there was an improvement in almost all subjects' attainment, the progress made by Lewisham pupils from KS1 declined.

4.4.5 The combined score for all pupils rose from that achieved in 2016, which was the first year of the new SATS, however, that was true across England. Therefore, Lewisham was in line with the national average.

4.4.6 The gap in attainment between the group of pupils who are eligible for the pupil premium and others is a measure that schools look at carefully. The table below shows these results. The data below shows that this gap is remaining constant.

Table 5: Lewisham KS2 combined compared to Inner London

	Expected Standard		Higher standard	
	2016	2017	2016	2017
Lewisham	56%	62%	6%	9%
Inner London	60%	68%	8%	11%

Table 6: Scaled score for Reading and mathematics for those children eligible for the Pupil Premium and others.

	2016	2017	Improvement
Pupil Premium	101.0	102.4	1.4
Non-Pupil Premium	104.8	106.2	1.4
Gap	3.8	3.8	=
National average for all pupils	102.7	104.6	1.9

A **raw score** is a **score** without any sort of adjustment or transformation, such as the simple number of questions answered correctly. A **scaled score** is the results of some transformation applied to the **raw score**. The purpose of **scaled scores** is to report **scores** for all examinees on a consistent **scale**.

4.4.7 Schools that improved their combined Key Stage 2 results and were significantly above the national and Inner London averages in 2017 included All Saints, Brindishe Manor, Childeric, Holbeach, Horniman, Our Lady and St Philip Neri, St Joseph's, St Mary Magdalen's, St Saviour's.

4.4.8 A number of our schools improved, but were still below national and Inner London averages. These included Baring, Deptford Park, Grinling Gibbons, Kender, Launcelot, Rangefield, Sandhurst Junior, St Mary's and Torridon Junior.

4.4.9 A couple of our schools that marginally declined from 2016 were still significantly above national and Inner London averages. These were Gordonbrock and Brindishe Lee.

## 5. Secondary Schools in Lewisham

### 5.1 GCSE

5.1.1 The examinations taken in English and mathematics in the summer of 2017 were the first to be taken with no coursework and were assessed on a 9-1 scale. Grade 5 was judged to be a strong pass and Grade 4 a standard pass. Grade 4 is

the equivalent of a C grade so some comparison can be made between 2017 and 2016 although not with Grade 5. Grade 5 sits somewhere between the old top C grade and low B grade.

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

5.1.3 Attainment 8 is one of key benchmarks for assessing schools, as well as pupil performance. Attainment 8 measures pupil's scores over a basket of 8 subjects: these include English language and literature, mathematics, the 3 highest scores in the EBACC subjects and another 3 highest scores from EBACC subjects not already used or other approved qualifications. In 2017 Lewisham's Attainment 8 score was 44.2. The national for England state funded schools was 46.3.

5.1.4 Progress 8 measures a pupil's progress from the end of key stage 2 to the end of key stage 4 over the same subjects as used for their Attainment 8 score. Progress 8 is cohort specific so it is hard to compare this between different academic years. In 2017 Lewisham's Progress 8 score was -0.28. The national score was -0.03.

5.1.5 The tables below show how Lewisham pupils at the end of year 11 did across a variety of measures.

**Table 7: Percentage of pupils gaining both a Grade 4 and Grade 5 pass in both English and mathematics**

	<b>2016</b>	<b>2017</b>	<b>Improvement</b>	<b>Inner London 2017</b>	<b>National average 2017 (England state funded schools)</b>
Grade 4 in both English and mathematics	51%	58%	+7%	66.1%	62%
Grade 5 in both English and mathematics	N/A	38%	N/A	46.0%	43%

5.1.6: Although there was an improvement in the Grade 4 measure, the borough is still significantly below both the national and Inner London averages.

**Table 8:** Percentage of pupils gaining both a Grade 4 and Grade 5 in English and mathematics.

	2016	2017	Improvement	National average 2017 (England state funded schools)
English Grade 4	71%	73%	+2%	75%
English Grade 5	N/A	59%	N/A	60%
Mathematics Grade 4	62%	63%	+1%	69%
Mathematics Grade 5	N/A	42%	N/A	48%

5.1.7 There was an improvement in English and mathematics in 2017. English results are closer to national averages, which is encouraging. However, mathematics results still need to make better gains in order to be closer to the national averages.

**Table 9:** Percentage of pupils gaining Grade 4 and Grade 5 in EBACC

	2016	2017	Improvement	Inner London 2017	National average 2017 (England state funded schools)
Grade 4	23%	22%	-1%	31.6%	24%
Grade 5	N/A	19%	N/A	27.8%	21%

5.1.8 It is disappointing that EBACC outcomes went down by 1% from 2016. Science performed less well than humanities or languages. These subjects were still judged on the A\*-C measure. Science 50.3%, humanities 62.6% and languages 68.2%. In 2016 the results for these subjects were: science 60%, humanities 62.5% and languages 65%.

**Table 10:** School performance in 2017

Settings	2016 E&M C+	2017			16-17 E&M
		Attainment 8	Progress 8	E&M Grade 4+	
National (all schools)	59.5%	44.6		59.10%	-0.4
National (state-funded schools)	63.0%	46.3	-0.03	63.90%	+0.90

LA (state-funded school)	56.2%	44.2	-0.28	58.70%	+2.5
<b>Performance by school</b>					
Addey and Stanhope	59%	39.9	-0.66	54%	-5%
Bonus Pastor	71%	51.9	0.39	73%	+2%
Conisborough College	51%	40.2	-0.37	47%	-4%
Deptford Green	66%	40.4	-0.34	52%	-14%
Forest Hill	43%	42.5	-0.76	56%	+13%
Haberdashers' Aske's Hatcham College	70%	52.7	0.13	73%	+3%
Haberdashers' Aske's Knights Academy	51%	42.6	-0.48	59%	+8%
Prendergast School	67%	56.6	0.41	75%	+8%
Prendergast Ladywell	43%	39.5	-0.78	47%	+4%
Prendergast Vale	59%	47.2	-0.13	61%	+2%
St Matthew Academy	60%	48.8	0.22	70%	+10%
Sedgehill School	42%	35.5	-1.05	41%	-1%
Sydenham School	72%	51.7	0.31	71%	-1%
Trinity School	58%	46.3	-0.43	69%	+11%

**Table 11: Performance of key groups 2017**

	<b>Attainment 8</b> (whole numbers have been rounded)	<b>Progress 8</b>	<b>English and mathematics at Grade 4</b>
All pupils	44.2 ↑	-0.27	58 ↑
Disadvantaged pupils	38 ↑	-0.53	47 ↑
Non-Disadvantaged pupils	48 ↑	-0.06	66 ↑
White British	45 ↑	-0.30	59 ↑
Black African	45 ↑	-0.11	64 ↑
Black Caribbean	40 ↑	-0.55	49 ↑

The arrows show the movement in results from 2016. The arrows have not been added for Progress 8 because it is so cohort dependent.

5.1.9 As with the overall picture for the borough the picture shows improvement on the 2016 results. However, this needs to be accelerated and the gaps closed especially between disadvantaged pupils, Black Caribbean pupils and all pupils.

## 5.2 A Levels

5.2.1 The A level examinations taken in 2017 were the first when AS levels did not count towards the final A Level grade.

5.2.2: Some A-level subjects are more frequently required for entry to degree courses than others. These subjects are commonly known as 'Facilitating Subjects' which are: Biology; Chemistry; English Literature; Geography; History; Maths and Further Maths; Modern and classical languages; Physics.

5.2.3: The reformed A Level subjects, which did not include AS Level grades were Art & Design, Biology, Business, Chemistry, Computer Science, Economics, English Language, English Literature, English Literature and Language, History, Physics, Psychology, Sociology, Welsh First Language

5.2.4 The table below shows how Lewisham students did across a range of measures sat in 2017.

Table 12: A Level performance 2017

	Average grade per entry		Average Point score per entry		Achieving AAB or higher in at least 2 facilitating subjects	Grade and points for best 3 A levels
	2016	2017	2016	2017	2017	2017
Lewisham	D+	C	24.5	30.2	6.7%	C 28.51
England state funded schools	C+	C+	32.1	32.39	17%	B- 35.12

5.2.5 As can be seen from the table there has been a small improvement, but these figures do not include Lewisham Southwark College.

## 6. Ofsted inspections in 2016-2017

6.1 Lewisham started the academic year with 31 schools expecting to be inspected. During the academic year 22 schools were inspected: 1 school (Grinling Gibbons) that was previously Outstanding was inspected as there were concerns about a drop in its performance.

6.1.2 Holbeach Primary dropped from Good to Requires Improvement. This meant that for the first time in a number of years not all our primary schools were Good or better. It has since however achieved a Good inspection result.

6.1.3 Four schools improved their gradings. As a result by the end of the academic year there was only 1 school in the borough that was graded as Inadequate.

6.1.4 The following table shows the outcomes of these inspections.

Table 13: Ofsted inspections 2016-2017

School	Type of inspection	Date and outcome	Improvement
Chelwood Nursery	Section 8	Sept 2016 Outstanding	=
Trinity Church of England School	Section 5	October 2016 Good	↑
Rushey Green Primary School	Section 8	November 2016 Good	=

Prendergast Ladywell	Section 5	December 2016 Requires Improvement	=
Holy Cross Primary School	Section 5	December 2016 Outstanding	↑
Holbeach Primary School	Section 5	December 2016 Requires Improvement	↓
Athelney Primary School	Section 8	January 2017 Good	=
Launcelot Primary School	Section 8	January 2017 Good	=
Coopers Lane Primary School	Section 8	February 2017 Good	=
Watergate Special School	Section 8	March 2017 Outstanding	=
Clyde Nursery School	Section 8	March 2017 Outstanding	=
Kilmorie Primary School	Section 5	March 2017 Outstanding	↑
Elfrida Primary School	Section 8	March 2017 Good	=
St Stephen's Primary School	Section 8	March 2017 Good	=
Turnham Foundation Primary School	Section 8	March 2017 Good	=
Sydenham School	Section 8	March 2017 Good	=
Grinling Gibbons	Section 5	May 2017 Good	↓
St Matthew Academy	Section 5	June 2017 Requires Improvement	↑
Ashmead	Section 8	July 2017 Good	=
St James Hatcham	Section 8	July 2017 Good	=
Childeric	Section 8	July 2017 Good	=
Deptford Park	Section 8	July 2017 Good	=

6.1.5 During the academic year concerned a Section 8 inspection was carried out over one day to confirm that a school was still Good or was a monitoring visit where a school had been judged to require Improvement or was Inadequate. Where this was not the case the inspections were converted within 2 working days: as a result 2 schools declined in their grading and 3 improved.

6.1.6 A Section 5 inspection remained as two day inspection.

#### Work to improve school performance

Work to improve school performance is now through the Lewisham Learning Partnership:

- The Secondary Challenge, supported by the DfE via the ATLAS Teaching School, has been operation since the beginning of the 16/17 academic year, working initially on the improvement of Maths and Science plus leadership support. It is now providing a much wider programme of school improvement

- The implementation of the School Improvement Framework which enables early identification of schools requiring support and the brokering of school to school support
- The implementation of peer review for nearly all schools in Lewisham
- Cross cutting projects on key issues such as transition.

6.1.7 Work is in place to drill down further into this year's results and comparisons with statistical neighbours, particularly in relation to the attainment of underachieving groups. Officers have commissioned a detailed piece of work looking specifically at the outcomes for Black Caribbean and Black African pupils in our secondary schools. This project is using the research undertaken nationally by LB Lambeth and a number of key academics, as well as meeting with school leaders, young people and their parents. The aim is to generate a series of recommendations for schools to help them raise attainment, improvements which will be beneficial not just for these groups but for all pupils.

## **7. Financial Implications**

There are no financial implications arising from the agreements of the recommendations to this report.

## **8. Legal Implications**

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.

## **9. Equalities Implications**

As stated in paragraph 5.1.9 the gaps between our more vulnerable groups at GCSE need to be closed. This is a priority for the Lewisham Learning Partnership, for the council in relation to its statutory functions and for individual schools.

## **10. Environmental Implications**

There are no environmental implications arising from this report.

## **11. Crime and Disorder Implications**

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

## **Report Author**

Jackie Jones, Service Manager for School Improvement and Intervention.

Children and Young People Select Committee		
Title	Select Committee work programme	
Contributor	Scrutiny Manager	Item 6
Class	Part 1 (open)	14 March 2018

## 1. Purpose

- 1.1. To provide Members of the Select Committee with an overview of the work programme.

## 2. Summary

- 2.1. At the beginning of the municipal year each select committee is required to draw up a work programme for submission to the Overview and Scrutiny Business Panel. The Panel considers the suggested work programmes and coordinates activities between select committees in order to maximise the use of scrutiny resources and avoid duplication.
- 2.2. The meeting on 14 March is the last scheduled meeting of the Children and Young People Select Committee in the 2017-18 municipal year, as well as the last meeting of the 2014-18 Council administration. An end of administration report has been prepared (attached at **Appendix A**). It provides an overview of the Committee's work in the 2014-18 administration and as such, it provides the background for the development of the 2018-19 Committee work programme.

## 3. Recommendations

- 3.1. The Select Committee is asked to:
  - note the completed work programme attached at **Appendix B**;
  - consider the contents of the **end of administration report** at **Appendix A**;
  - put forward ideas and suggestions for Members of the Committee to consider for the development of their work programme in 2018-19 - and into the next administration.

## 4. Planning for the next administration

- 4.1. A work programme report will be put forward at the first Children and Young People Select Committee meeting of 2018-19. The report will take account of the committee's previous work, and will draw on a range of sources for ideas and suggestions.
- 4.2. As with the development of all new work programmes, suggestions will also be incorporated by drawing on:

- items suggested by the Committee in the course of the previous year- and at the last meeting of the previous municipal year.
- items suggested by Council officers
- issues arising as a result of previous scrutiny
- those items that the select committee is required to consider by virtue of its terms of reference
- monitoring of the recommendations of recent reviews

4.3. The Committee will also need to give consideration to:

- issues of importance to Local Assemblies
- decisions due to be made by Mayor and Cabinet.

4.4. The end of administration report includes a summary of the Committee's scrutiny over the last four years, however key issues for the Committee have included:

- Secondary school improvement
- School standards
- Safeguarding services
- School attendance and exclusions
- Ofsted Improvement Plan
- School Budgets
- SEND provision

## **5. The Lewisham Future Programme**

5.1. The Council is in the process of delivering a decade long programme of savings. It is expected that in the in the years to 2020-21 the Council will need to find an additional £35m of savings, bringing the total amount since 2010 to almost £200m. The Committee has been closely involved in the scrutiny of each year of the Lewisham Future Programme. It is overseen by senior council officers on the Lewisham Future Programme board, who have identified these areas for the delivery of savings:

- Smarter and deeper integration of social care and health
- Supporting people
- Efficiency review
- Asset rationalisation
- Management and corporate overheads
- School effectiveness
- Drugs and alcohol
- Culture and community services
- Strategic housing
- Environmental services
- Public services
- Planning and economic development
- Early intervention and safeguarding.

5.2. All select committees have a role to play in ensuring that the Council is making effective use of its resources. In the upcoming administration, the Committee may decide to allocated further time and resources to ensuring that it is scrutinising the effective delivery of savings on areas covered by the committee's remit.

## **6. Financial Implications**

- 6.1. There are no financial implications arising from the implementation of the recommendations in this report. However, there will be implications arising from the work carried out by the Committee and these will need to be considered at the appropriate time.

## **7. Legal Implications**

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

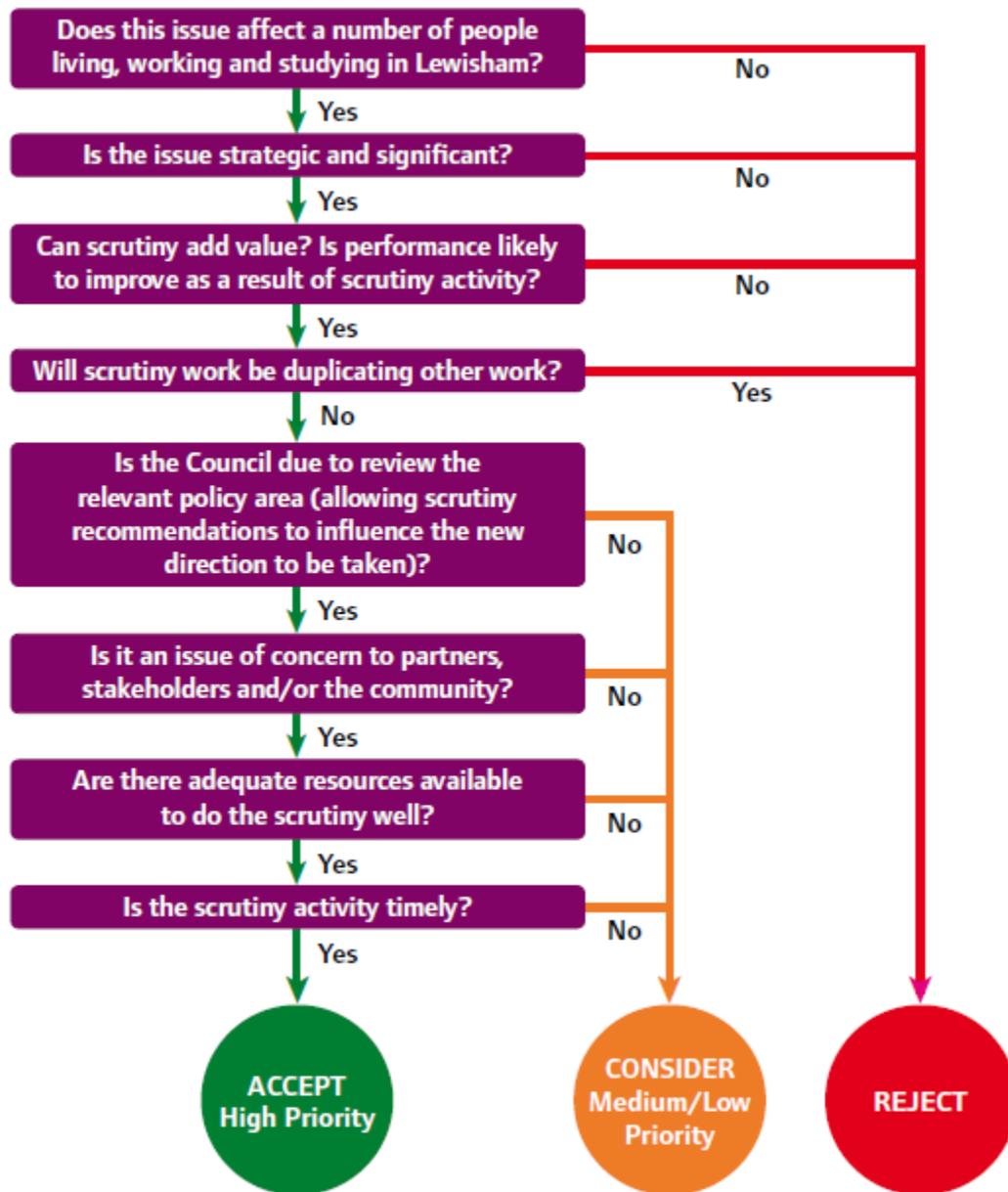
## **8. Equalities Implications**

- 8.1. The Equality Act 2010 (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.
- 8.2. 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.
- 8.3. 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.
- 8.4. There are no direct equalities implications arising from the implementation of the recommendations in this report. However, there may be equalities implications arising from items on the work programme and all activities undertaken by the Committee will need to give these due consideration.

## **Background Documents**

Lewisham Council's Constitution

## Scrutiny work programme – prioritisation process



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 and overspend			
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								
Autumn term school performance	Performance monitoring	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 - challenges facing children and young people for the new Mayor during his/her term	Information Item	High	CP2&CP7	Dec								
SEND: update on transport and short breaks, and response to Ombudsman's findings	Performance monitoring	High	CP2&CP7	Dec								
Provisional GCSE results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7	Dec								
Mental health and wellbeing in schools - guest speaker Ammar Al-Ghabban	Information Item	High	CP2&7	December								
Update on Lewisham Southwark College	Information item	High	CP2&7	December								
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								
Ubuntu Social Living Networks - external speaker	Information item		CP2	Jan								
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

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