

# Children and Young People Select Committee Agenda

Wednesday, 13 March 2019  
**7.00 pm**, Committee Room 3 - Civic Suite  
Civic Suite  
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 24 January 2019	5 - 12
2. Declarations of interest	13 - 16
3. Responses to Referrals to Mayor and Cabinet	17 - 20
4. In-depth review - Exclusions from school - third evidence session The committee will receive presentations from: <ul style="list-style-type: none"><li>• Lewisham Education Group – represented by Janet G and Susan Rowe</li><li>• No More Exclusions – represented by Cedric Whilby, Alanna O’Garro, Zahra Bei, Jonathan Bob-Amara, Joshua Moses</li></ul>	21 - 68
5. Early Help Review Terms of Reference	69 - 96
6. New arrangements post-Lewisham Safeguarding Children Board	97 - 104
7. Corporate Parenting and Looked After Children Annual Report	105 - 128
8. Recruitment and Retention of School Staff - 6 month update	129 - 150
9. Primary SATs and validated secondary results	151 - 176
10. Select Committee work programme	177 - 198
11. 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 March 2019.

Janet Senior, Acting Chief Executive  
Tuesday, 5 March 2019

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Andre Bourne	
Councillor Octavia Holland	
Councillor Coral Howard	
Councillor Caroline Kalu	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Lilian Brooks	Parent Governor Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Kate Ward	
Gail Exon	Church Representative
Monsignor N Rothern	Church Representative

## **MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE**

Thursday, 24 January 2019 at 7.00 pm

PRESENT: Councillors Luke Sorba (Chair), Liz Johnston-Franklin (Vice-Chair), Andre Bourne, Octavia Holland, Coral Howard, Caroline Kalu, Hilary Moore, Jacq Paschoud, John Paschoud, Lilian Brooks (Parent Governor Representative - primary schools), Kevin Mantle (Parent Governor Representative - special schools), Kate Ward (Parent Governor Representative - secondary schools), Gail Exon (Church Representative) and Monsignor N Rothon (Church Representative)

APOLOGIES: None.

ALSO PRESENT: Councillor Chris Barnham (Cabinet Member for School Performance and Children's Services), Sara Williams (Executive Director, Children and Young People), Emma Aye-Kumi (Scrutiny Manager), Ruth Griffiths (Service Manager for Access Inclusion and Participation), Angela Scattergood (Assistant Director for Education Services), Lucie Heyes (Assistant Director of Children's Social Care), Caroline Hirst (Joint Commissioner, Children and Young People's Services), Harold Bennison Harold Bennison (Interim Service Director, CAMHS at South London and Maudsley NHS Foundation Trust (SLaM)), Martin Wilkinson (Managing Director of NHS Lewisham Clinical Commissioning Group (CCG)), Dr Omer Moghraby (Clinical Lead and Consultant Psychiatrist at Lewisham CAMHS, SLaM), Michael Roach (Interim Director of Lewisham Learning Needs), Helen Delaney and Nicky Dixon (both representing ParentENGage)

### **1. Minutes of the meeting held on 6 December 2018**

1.1 The order of the agenda was changed, and items were considered as follows:

Item 1 – Minutes

Item 2 – Declarations of Interests

Item 3 – Responses to referrals to Mayor and Cabinet

Item 6 – Lewisham Safeguarding Children Board Annual Report

Item 4 – CAMHS waiting times

Item 7 – Safeguarding Services 6 monthly report

Item 5 – Lewisham Learning Partnership

Item 8 – Provisional secondary school results

Item 9 – Elective Home Education

Item 10 – Select Committee work programme

Item 11 – Referrals to Mayor and Cabinet

- 1.2 It was RESOLVED that the minutes of the meeting held on 6 December be agreed as a true and accurate record of the proceedings.

## **2. Declarations of interest**

- 2.1 Councillor Sorba declared an interest in the CAMHS waiting times. He is a member of the Council of Governors of South London and Maudsley (SLaM) Trust. He also delivers workshops for the SLaM Recovery College.
- 2.2 Kevin Mantle declared that he is a Trustee of Signal – a charity supporting families in Lewisham with autistic children. His son is also a CAMHS service user.
- 2.3 Councillor Holland declared that she authored the report on mental health provision for children and young people in Lewisham and therefore was precluded from participating in scrutiny of that item, other than to be questioned as a witness.
- 2.4 Kate Ward declared an interest in the provisional secondary school results. She is the Vice Chair of Governors of the Leatherseller's Federation.

## **3. Responses to Referrals to Mayor and Cabinet**

- 3.1 It was NOTED that, although a written response to the referral the Committee made on 6 December was not yet due, the Mayor and Cabinet had agreed to pause proposals to cut health visitor posts, pending a review of the public health budget.

## **4. CAMHS waiting times**

- 4.1 Caroline Hirst – Joint Commissioner introduced the item. She was accompanied by Harold Bennison - Interim Service Director CAMHS at South London and Maudsley NHS Foundation Trust (SLaM), Martin Wilkinson – Managing Director of NHS Lewisham Clinical Commissioning Group (CCG), and Dr Omer Moghraby – Clinical Lead and Consultant Psychiatrist at Lewisham CAMHS, SLaM.
- 4.2 In response to questions from the Committee, the following was noted:
1. Lewisham works together with other boroughs as part of a 6-borough transformation plan. Mr Bennison took up post in 2018 and has worked to ensure that all boroughs are using the same approach and definitions so that data could be accurately compared.
  2. The “52 week wait” referred to the time taken between referral and assessment. There could be a further wait between assessment and commencing treatment.
  3. In most cases, the person carrying out the assessment would also provide treatment, unless a particular specialism was required.
  4. Although there were considerably more children waiting 52 weeks to assessment in Lewisham than in comparator boroughs, the time from assessment to treatment in Lewisham had a tighter range than in these boroughs.

5. Around 40% of cases waiting 52 weeks for assessment had resolved or moved away by the time assessment came around. It was thought that in some cases the condition may be self-limiting, the patient may have practiced self-help or sought help privately. In some cases, an untreated condition could get worse and the service had received calls to that effect.
6. SLAM's objective was that the number of patients waiting 52 weeks would be brought in line with other boroughs by 31 March 2019.
7. The number of referrals waiting 52 weeks had risen to 138 because the number of cases reaching a 52 week wait was rising faster than assessments were happening.
8. SLAM colleagues gave assurances that the focus on reducing the time between referrals and assessment would not grow the time between assessment and treatment.
9. Some Members expressed concerns about the high numbers of temporary staff (15.2 out of 64 roles). Mr Bennison explained that funding uncertainty had caused significant disruption, however recent collaboration between the commissioner and provider resulted in a different 'feel' and service was beginning to attract new recruits.

4.3 Councillor Holland presented the highlights of a review of mental health support for children and young people in Lewisham that she had prepared at the request of Councillor Barnham, Cabinet Member for School Improvement.

4.4 A discussion following during which the following was noted:

1. Members asked for a report back on CAMHS waiting times in 3-6 months. Officers suggested that 6 months would allow a more accurate picture.
2. Members recognised the links between mental health and the review into exclusions from school. The committee expressed its commitment to making mental health part of both the Exclusions and Early Help reviews.
3. The Cabinet Member for School Improvement and Children's Services formally thanked Councillor Holland for conducting the review. The committee heard that the review would inform the future development of services. The review would be considered by Mayor and Cabinet, and was also of relevance to the violence reduction agenda.
4. The CCG requested that Cllr Holland present the findings of her report to them.
5. Although transformation grants and pupil premium were time limited, there was nothing to suggest that pupil premium would stop soon. The CAMHS transformation fund had been retained in the budget allocation for next year.
6. There would be a mental health strand in the Early Help review.
7. Some Committee Members stressed the need for greater patient and user group involvement, including the views of young people.
8. Mr Wilkinson invited members of the committee to visit CAMHS services.

4.5 It was RESOLVED that:

1. the report be noted.
2. An update on waiting times be provided in 6 months' time.

## **5. Lewisham Learning Partnership**

5.1 The time being 9:20pm, it was MOVED, SECONDED and RESOLVED that standing orders be suspended to allow for the completion of committee business.

- 5.2 The Chair proposed, and it was agreed that the items: Lewisham Learning Partnership, Provisional Secondary School Results and Elective Home Education would be considered together.
- 5.3 As regards the results, the committee noted that a more detailed report would be available in March, and would provide a breakdown of results by several categories such as eligibility for Free School Meals, gender, ethnicity, school by school. Officers had that day received the validated results and assured the committee that there was very little difference between the results as presented and the validated results.
- 5.4 The Chair invited Nicky Dixon and Helen Delaney of local parent education network ParentENGage to address the committee.
- 5.5 Ms Dixon informed the committee that:
- ParentENGage had over 100 members and 500 followers on Facebook. It considers itself to be a group of positive parents trying to promote Lewisham's schools, with the aim that every Lewisham school should be good enough for every Lewisham child, whatever their needs.
  - In her view, Lewisham Learning needed to engage more with parents. She argued that it was not transparent and needed better communication.
  - In her view, GCSE results did not entice parents to apply for schools. Rather they wanted to know about the culture and ethos of schools.
  - ParentENGage had arranged coffee mornings for prospective parents to meet parents of Y7 students to find out about the schools. This had not been sustainable so they had come up with the concept of a Lewisham Education Week, where all of Lewisham's secondary schools could gather in one location and set out their stalls. This would happen in Year 5 as the time between Year 6 term starting and the deadline for applications was too short.
  - Her view was that doing GCSEs over 3 years was not in the best interests of the child, and she was not in favour of Saturday catch-up tutoring.
  - ParentENGage were involved in a parent resilience programme. They were training with MIND to teach resilience skills to parents in schools. They had secured some funding and were working with a primary school and 11 parent volunteers. They were keen to work with the council.
- 5.6 The committee then heard from Helen Delaney, also representing ParentENGage. Ms Delaney is a Trustee of Signal, a parent support group for autistic children and their families in the borough of Lewisham. Ms Delaney informed the committee that hers was not an exceptional case, rather it was similar to the experiences of many families that she had encountered at Signal.
- 5.7 Ms Delaney explained how her autistic son became so depressed and anxious upon transitioning to secondary school, that he required CAMHS support. She asserted that the school had failed to protect him from bullying and had not provided the SEN support described in his EHCP. She alleged that he had been punished for behaviours directly related to his autism, and felt that the school and its SENCO had had a very poor understanding of autism.

5.8 The committee heard that while the family could ill afford to electively home educate, Ms Delaney felt she had no option as the school as her son's needs were not being met by the school. She reported that she home educated him for one year, and he now attends a large mainstream school out of the borough, where she feels he has been well supported and is happy. She commented that the measures that have helped him at that school have not necessarily had budget implications.

5.9 A discussion followed in which the following points were noted:

1. The terms Electively Home Educated and Educated Otherwise Than at School are not interchangeable. The latter is used where a child the local authority cannot provide an appropriate place but retains responsibility for the child's education. The Hospital Outreach Programme was given as an example.
2. Results are important to many parents, who do consider outcomes when looking at schools, including Ofsted reports.
3. Ofsted's recent announcement to change the framework of inspection to focus on the quality of education would help parents to understand the work of schools more widely.
4. There are also families with SEND children who have had very positive experiences in Lewisham schools.
5. The new Assistant Director for Education had already arranged to meet with both ParentENGage and Lewisham Education Group and was encouraging of positive parental involvement.
6. In addition to losing pupils with high prior attainment to schools out of the borough, Lewisham has high numbers of pupils with no documented prior attainment joining its secondary schools. The current Ofsted inspection regime looks at attainment between KS2 and KS4 but many pupils come to the borough in Y7 with no prior data. Therefore looking at attainment data alone is an insufficient indicator of the work that schools do.
7. The committee felt that parents do have a strong voice in schools and on the CYP Select committee, as they are represented by parent governors.
8. Officers were adamant there was no secrecy around the work of Lewisham Learning Partnership. Its business was partnership working between schools and therefore communicating the detail of its work to the wider population was not its top priority but the information was available in the public domain.
9. LLP was discussing a communications strategy and working with parents to promote schools continuously, and not just in the lead up to primary to secondary transition.
10. LLP was also promoting good governance and quality teaching.

5.10 Referring to the provisional secondary results, it was noted that:

1. The focus to improve maths results had paid off
2. Lewisham had the lowest Progress 8 figure in London. Research recently launched by the University of Bristol highlighted the shortcomings of Progress 8 as a measure, recognising that it favours schools in advantaged areas.

5.11 Referring to elective home education, it was noted that:

1. Some members had heard anecdotes of parents that had been encouraged to electively home educate as an alternative to prosecution for non-attendance. Officers were clear that this was unacceptable and gave assurances that if they were aware of any such cases, they would stamp down on it.

2. Members asked for detail on schools where parents had removed a child because they felt the education provided was inadequate. In particular they wanted details of where EHCP and SEND support plans were not being implemented properly, to see if this was a pattern in particular schools.
3. Officers advised that the SEND Advisory team works with schools where SEN provision needs strengthening.

5.12 The Chair thanked Nicky Dixon and Helen Delaney for their contribution to the discussion.

5.13 It was RESOLVED:

1. That the report be noted
2. That information would be circulated of schools where parents had removed a child because they felt the education provided was inadequate, and where EHCP and SEND support plans were not being implemented properly, and any identified patterns.

## **6. Lewisham Safeguarding Children Board Annual Report**

6.1 Nicky Pace, Independent Chair of the Lewisham Safeguarding Children Board (LSCB), introduced the item. She highlighted that new partnership arrangements were being implemented which would mean that, by September 2019, the LSCB would be abolished, and responsibility for safeguarding would be shared between health, police and the local authority. Therefore the next annual report of the LSCB, due in approximately three months' time, would be the last.

6.2 The following was noted in response to questions:

1. Unaccompanied minors were not covered in the report because responsibility for these children lay with the Corporate Parenting Board. The LSCB looks specifically at safety, for example where children have gone missing. Some of these children may be unaccompanied minors, but not exclusively so.
2. The difference between private fostering and a private fostering agency was clarified. The former includes, for example, a child going to live with extended family or a family friend, as had been the case for Victoria Climbié.
3. The Multi-Agency Safeguarding Hub (MASH) was being reorganised to streamline the process of referrals to Children's Social Care and to make thresholds more easily understood by partner agencies, such as schools, police, etc.
4. Early help was outside the remit of the LSCB.
5. The next report would provide an update on work done with fathers, as well as with children with complex needs, both of which had been subjected to high levels of scrutiny from the LSCB.
6. Two out of three serious case reviews that had been conducted in the reporting period had now been published. The other was waiting for criminal proceedings to conclude.
7. The LSCB considered that the increased risk to children of cuts to school nursing had been effectively mitigated.

6.3 It was RESOLVED that the report be noted.

## **7. Safeguarding Services 6 monthly report**

7.1 Lucie Heyes, Assistant Director – Children’s Social Care, introduced the item.

7.2 The following was noted in discussion:

1. Schools consistently reported that the threshold for CSC involvement was too high. This was not unusual, however the threshold document had caused some confusion. A new document had been prepared and was currently out for consultation. Officers hoped that this would make the thresholds clearer for partners to understand.
2. There was no single threshold. Cases had to meet thresholds at various points in the process, for example
  - Threshold for assessment
  - Threshold for CP plan
  - Threshold for care proceedings
3. The low number of referrals had caused officers to wonder whether the initial threshold was too high. However Lewisham’s figures were comparable with Southwark, Greenwich and Waltham Forest. Early decision-making in the MASH had been externally audited and found to be right and safe, and officers had confidence that the initial threshold was right.
4. The thresholds for Child Protection plans and care proceedings were comparatively low. This meant that the wrong type of intervention might be happening too soon, and threshold needed to be raised.
5. The way in which threshold decisions were made was changing. A review of Child Protection plan decisions showed that some children could have been kept safe with a Child In Need plan.
6. Caseloads were around 15 children per social worker, rising to 25 in some cases. There was a trigger when a social worker’s caseload hit 20 children.
7. The vacancy rate in January 2019 was 33%. Nearly all these vacancies were filled with agency staff, and therefore the number of actual vacancies was very low.
8. Quality of agency staff was not an issue.
9. Quality of supervision and skills of management at all levels were areas that needed work.
10. Recruitment of skilled, experienced social workers was a national problem. Lewisham usually recruits newly qualified social workers, then trains them up.
11. Capacity issues within the performance team meant that only the statutory data had been provided. A strategy had been drawn up with a view to providing data that would give a more complete picture. Councillor John Paschoud asked to see this report.
12. Schools were having to support every-increasing need in the community on decreasing budgets. It was hoped that the Early Help review would address some of these resourcing tensions.
13. Initial scoping of the Early Help review was underway. It was agreed that the committee would consider the Terms of Reference of the review to inform the scope.

7.3 It was RESOVLED that:

1. The report be noted;
2. A copy of the data strategy would be shared with Councillor John Paschoud; and
3. The Early Help Review Terms of Reference would be added to the select committee work programme.

**8. Provisional Secondary school results**

8.1 This item was considered at the same time as Item 5 – Lewisham Learning Partnership.

**9. Elective Home Education**

9.1 This item was considered at the same time as Item 5 – Lewisham Learning Partnership.

**10. Select Committee work programme**

10.1 The following amendments to the work programme were discussed and agreed:

- 1. Add Terms of Reference for the Early Help Review;
- 2. Remove duplicate item “SATs results and Secondary Challenge Update”;
- 3. Add “new arrangements post Lewisham Safeguarding Children Board”;
- 4. Move the Children’s Social Care sufficiency strategy from March to May;

10.2 The Chair drew the Committee’s attention to proposed changes to the Ofsted framework and suggested that the Committee submit a response. The Chair and Vice Chair agreed to prepare an initial draft to circulate by email, and collate the committee’s comments.

10.3 Members of the Committee requested that future agendas be shorter to allow for longer discussion of fewer items.

10.4 It was RESOLVED:

- 1. That the report be noted.
- 2. That the work programme be amended as follows:
  - a. Add Terms of Reference for the Early Help Review;
  - b. Remove duplicate item “SATs results and Secondary Challenge Update”;
  - c. Add “new arrangements post Lewisham Safeguarding Children Board”;
  - d. Move the Children’s Social Care sufficiency strategy from March to May.

**11. Referrals to Mayor and Cabinet**

None.

The meeting ended at 10.55 pm

Chair: \_\_\_\_\_

Date: \_\_\_\_\_

# 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>	Xx 2016

## Declaration of interests

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

### 1 Personal interests

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

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

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

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

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

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

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

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

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

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

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

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

- (a) Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take 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

CYP Select Committee		
Report Title	Public health grant cuts: revision to proposal for Health Visiting	
Ward	All	Item No.
Contributors	Executive director for children and young people	
Class		Date: 13/03/19

## 1. Summary and Purpose of the Report

- 1.1 The purpose of this report is to update CYP Select Committee on the revised proposal for the cut to the Health Visiting budget, agreed by Mayor and Cabinet on 13<sup>th</sup> February 2019, as part of the Public Health grant proposals originally presented to Mayor and Cabinet on 12/12/18.

## 2. Recommendations

- 2.1 CYP Select is asked to note the decision of Mayor and Cabinet on 13<sup>th</sup> February 2019 to accept the revised proposal for cuts relating to health visiting to balance the cut to the Public Health Grant for 2019/20.

## 3. Policy Context

- 3.1 The Health Visiting service contributes to the 2018-2022 Corporate Strategy, specifically the following priorities:
- Giving children and young people the best start in life - Every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential.
  - Building an inclusive local economy - Everyone can access high quality job opportunities, with decent pay and security in our thriving and inclusive local economy.
  - Delivering & defending: Health, Social Care and Support - Ensuring everyone receives the health, mental health, social care and support services they need.
- 3.2 Lewisham's Children and Young People's Strategic Partnership vision is: "Together with families, we will improve the lives and life chances of the children and young people in Lewisham". This is achieved through a focus upon closing the gaps in outcomes achieved by our children and young people and agreement to ensure that children's and families' needs are prevented from escalating and are instead lowered. The ideal is for all children and young people to require only universal services and where further support is needed this should be identified and provided as early as possible.

## 4. Background

- 4.1 In the Spending Review and Autumn Statement 2015 the government announced an in-year cut to the ring-fenced Public Health grant, with further cuts for each subsequent year to 2019/20. In Lewisham the grant is £24,325,000 for 2018/19

and the cut for 2019/20 will be £642,000. This will reduce the grant for 2019/20 to £23,683,000 and take the total cuts in the grant to date to £3,985,000.

- 4.2 Proposals for the management of this cut to the public health grant were developed in 2018 and presented to Mayor and Cabinet for review and agreement on 12<sup>th</sup> December 2018.
- 4.3 Scrutiny from Healthier Select Committee and Children and Young People's Select Committee highlighted concerns from Members on the potential impact of the cut on front line staff and Health Visitor to child ratios in the borough.
- 4.4 As a result, Mayor and Cabinet deferred their decision for reconsideration of the impact on staffing resources for this service.

## **5. Revised proposal**

- 5.1 The proposed cut to the Health Visiting service budget is £196,306 against a budget of £6,096,224. If accepted, this would leave a budget of £5,899,918.
- 5.2 The pricing schedule submitted by Lewisham and Greenwich NHS Trust in their 2016 tender has a contract value of £6,053,976 in 19/20. This means a reduction in funding of £154,058 to the service should the cut be taken; this would be implemented through a change to the contract with Lewisham and Greenwich NHS Trust to bring into effect a revised contract value of £5,899,918.
- 5.3 Lewisham and Greenwich NHS Trust have confirmed that the cut can be taken without being put against the Health Visitor establishment, with the Trust accommodating the cut from overheads.
- 5.4 This will mean that a contract variation is issued for 19/20.
- 5.5 The Trust also welcome an opportunity to contribute to the planned strategic review of Early Help during the coming year.
- 5.6 This reduction, and any future year changes to the public health budgets once announced, will need to be the subject of further officer proposals to ensure expenditure on services matches the available grant.

## **6. Legal Implications**

- 6.1 Legal implications are as set out in the report.

## **7. Financial Implications**

- 7.1 Expenditure on public health in Lewisham is funded through the ring-fenced Public Health Grant. In 2019/20 this grant will reduce by £0.642m.
- 7.2 The cut of £196,306 in this report is being taken from the Health Visiting budget line within the Council's Public Health Budget.

- 7.3 If the cut is taken, it would result in a reduction of £154,058 from the contract value with LGT for 19/20. LGT has confirmed that it will be realised with no impact on the current Health Visiting staffing establishment.
- 7.4 The cut presented in this report is part of a number of cuts proposals that deliver the level of savings required for the Council to balance its budget as a result of the cut to the Public Health Grant in 19/20.

## **8. Crime and Disorder Implications**

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

## **9. Equalities Implications**

- 9.1 The proposal in this report has been considered for equalities impact and it is considered that there will be no impact in 19/20.
- 9.2 A full EAA will be undertaken as part of the Early Help Review, including any changes to the Health Visiting service in 20/21 as a key part of any Early Help offer

## **10. Environmental Implications**

- 10.1 There are no environmental implications arising from this report.

This page is intentionally left blank

<b>Children and Young People Select Committee</b>			
<b>Title</b>	In-depth review of exclusions from school – Evidence Session 3	<b>Item No</b>	
<b>Contributors</b>	Scrutiny Manager		
<b>Class</b>	Part 1	<b>Date</b>	13 March 2019

## 1. Purpose of paper

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review of exclusions from school, the scope of which was agreed at the meeting on 5 September.
- 1.2 This paper presents evidence to the Committee in response to some of the Key Lines of Enquiry (KLOE). Two previous evidence sessions were held on 17 October and 6 December. This is the last evidence session. The final report will be considered at the first meeting of the next municipal year, date to be confirmed at the Council AGM.
- 1.3 This evidence session will address the following KLOE:
  - What is the practice in Lewisham schools in relation to behaviour management and early intervention? What evidence is there that these practices work?
  - What can we learn from pupil and parent experiences of exclusion in Lewisham?
  - What support is there for mental health, and what evidence is there of that this support is working?
  - What does best practice look like in engaging parents and pupils effectively in the exclusions process?
  - How are excluded pupils supported through reintegration, whether to the school they were excluded from, or a when starting a new school?
  - How are excluded pupils supported to reduce their risk of further exclusions?
  - What are Lewisham schools doing to reduce inequalities in school exclusion, in particular looking at:
    - Ethnicity
    - Gender
    - Those eligible for Free School Meals
    - Children and young people with SEND.

## 2. Recommendations

2.1 The Select Committee is asked to consider and comment on the evidence presented.

### **3. Policy context**

3.1 The Council's new Corporate Strategy 2018-2022 sets out 7 corporate priorities that drive decision making in the Council. Lewisham's corporate priorities are the principal mechanism through which the Council's performance is reported.

3.2 The Council's corporate policy of "Giving children and young people the best start in life" seeks to ensure that "every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential."

3.3 There is particular emphasis on:

1. Securing Ofsted Good or Outstanding ratings for all of Lewisham's educational settings, and delivering a broad curriculum.
2. Making sure children are protected from abuse and neglect
3. Delivering inclusive provision, so that children and their families can access the support they need to achieve their full potential

3.4 The Children and Young People's Plan 2015 – 2018 also sets strategic vision and a key aspect 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.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

### **4. Disproportionality and exclusions**

- 4.1 At the evidence session on 6 December, the committee considered a report by the Centre for Research in Race and Education at the University of Birmingham “Exclusion of Black Caribbean and Mixed: White/Black Caribbean students”, and committed to look further at disproportionality at this meeting.
- 4.2 The committee will hear evidence from No More Exclusions (NME) and Lewisham Education Group (LEG).
- 4.3 **No More Exclusions** is a grassroots coalition movement that seeks to see an end to race disparity in school exclusions and campaigns for quality inclusive education for all. NME will be represented by the following people:
- 4.3.1 **Cedric Whilby** - a trained Youth & Community worker with over 12 years experience as a senior manager in education. His training specialisms include Alternative Provision commissioning, contract managing, project monitoring, evaluation, offsite KS3/4 programme development and pastoral coaching. Recently appointed Executive Lead for Attendances and Wellbeing for an Alternative Provision Providers in East London, he has also as sat on a number of pan-London Local Authorities strategic panels on Alternative Provision and PRUs. Cedric has also made contributions to key policy briefing and reports on the quality of Alternative Provisions for those children who are excluded from, or who for some other reason unable to attend school. **Co-Founder of No More Exclusions.**
- 4.3.2 **Joan Hall** - Educational Advocate for Parents/Carers and CYP from Communities Empowerment Network, a grassroots charity working at the coalface on exclusions. No More Exclusions Core Strategy Member. **No More Exclusions Parental Advocacy and Partnerships Working Group Lead.**
- 4.3.3 **Alanna O’Garro** - Managing Director of Rivers Coaching. Alanna is also an educational and social activist who is extremely tired of a broken system. She runs the educational social enterprise called Rivers Coaching which coaches teachers (who work in resource-deprived areas) to embed radical processes that will counter social inequality. No More Exclusions Teacher Training and Curriculum Working Group Lead.
- 4.3.4 **Zahra Bei** - a qualified secondary school teacher with twenty years in education in both mainstream and alternative provisions. Recently completed a Master’s Degree in Social Justice and Education at UCL/loE. In January 2019 produced empirical research study focusing on ‘race’, SEND, school exclusions and the lived experience of Black excluded boys from an East London PRU. **Co- Founder of No More Exclusions.**
- 4.4 **Lewisham Education Group** is a sub-set of Ubuntu Social Living Networks, a Social Enterprise and Youth Leadership programme based in Lewisham that supports and nurtures young people in the African Caribbean diaspora. LEG will be represented by Janet G and Susan Rowe.

## **5. Evidence from school visits**

- 5.1 Since the last evidence session, members of the committee have visited Myatt Garden Primary School and Abbey Manor College, Lewisham's Pupil Referral Unit. Notes of these visits are attached at Appendix A. Members who attended these visits are invited to share their observations and lessons learned with the committee.

## **6. Officer evidence**

- 6.1 An officer report is attached at Appendix B. This sets out:
- supplementary information from the 2017/18 exclusions report relating to SEN support, Free School Meals (FSM), Pupil Premium, ethnic background and Elective Home Education (EHE).
  - deep dive into children referred to primary phase alternative provision during 2017/18; and
  - deep dive into Year 9, 10 and 11 permanent exclusions from Lewisham schools during 2017/18.

## **7. Further implications**

- 7.1 At this stage there are no specific financial, legal, environmental or equalities implications to consider. However, each will be addressed as part of the review.

## **Appendices**

Appendix A – Notes of visits to Myatt Garden Primary School and Abbey Manor College (Pupil Referral Unit)

Appendix B – Officer evidence

## **Background Papers**

- Annual Report on Attendance and Exclusions, report to CYP Select Committee, 5 September 2018
- Exclusions from school – an in-depth review, report to CYP Select Committee, 5 September 2018
- In-depth review: Exclusions from school – first evidence session, report to CYP Select Committee 17 October 2018
- In-depth review: Exclusions from school – second evidence session, report to CYP Select Committee 6 December 2018

## Visit to Abbey Manor College - 14 January 2019

Present: Councillors Luke Sorba, Liz Johnston-Franklin, John Paschoud, Caroline Kalu, Coral Howard, Monsignor Rotheron, Emma Aye-Kumi

Meeting with Heather Johnston (head teacher)

### About Abbey Manor College

1. Abbey Manor College (AMC) is the borough's Pupil Referral Unit, where the majority of permanently excluded pupils spend part of their secondary education. The College is split across two sites: KS3 (Y7-9) is housed in the former dining rooms of a Victorian workhouse in Ladywell, while KS4 (Y10&11) occupies a former retirement home in Lee. Despite being modified, neither building is well-suited to use as a school, and they each present challenges.
2. The KS4 site in Lee is very small, with tiny classrooms that can only take up to 6-8 pupils, which makes timetabling challenging. It has no sports hall. Corridors are narrow and movement around the school needs close supervision to avoid bumping and tensions arising over encroachment of personal space.
3. The KS3 building in Ladywell has a vaulted roof which creates an echo chamber. Every sound reverberates around the school building, giving the impression that it is a lot rowdier than it actually is. It has no outside space. Students make occasional use of a nearby sports hall, and of the Youth First provided portacabins at the Ladywell Fields Adventure Playground. Under the floor there is asbestos which means the entire building flooring will need to be replaced. The head teacher advised that this work will most certainly be carried out during term time due to the extensive amount of time it will take.
4. Both buildings have high maintenance costs as they have been heavily modified to provide the facilities needed to operate as a school.
5. When the current head teacher took up post approximately 18 months ago, she made a number of changes. Previously, AMC used a college model, with pupils of all ages split across both sites. Now the two key stages are on different sites, wear uniform, have a wider curriculum offer that now puts them on a level with their peers in mainstream. An assessment hub has been created and intervention room to accommodate the wider needs of those with SEN.

### Students

6. Black boys are the highest represented group at AMC, and the school reports that the number of girls on the roll is increasing. Currently around 50% of AMC students are female.
7. AMC receives Pupil Premium for all of its students, and child hunger and poor nutrition are prevalent. The school provides free breakfast - cereal, toast, fruit – as well as bagels and fruit at break time, and a hot lunch. School uniform is free and

trainers are not allowed. The school has a bank for hygiene products. A significant number of students have Child Protection or Child in Need plans, and the College currently has 9 Looked After Children on the roll.

8. Students join the school at different times throughout the year. The school operates an assessment hub where students' individual needs are assessed including Speech and Language, dyslexia, Ed Psych, past progress. The school also does a family genogram. Pupils have access to the school nurse, dentist, and PHSE support particularly around staying safe. There is the equivalent of a full time school counsellor at the school.
9. In some cases the screening indicates that a student should go straight back into mainstream education. In most cases the screening highlights a number of complex needs that AMC needs to address.
10. On the whole, the school reports a positive relationship with children's social care. Students at AMC tend to be at the top of the hierarchy of needs, and therefore they find that children's social care is responsive. However, turnover of social workers can present challenges.

### **Working with families**

11. AMC has done a lot of work to improve its relationships with parents, including the introduction of parent evenings which have been well attended. Generally, parents do care about their child's education but often have high levels of dysfunction which make it difficult to be able to support appropriately due to domestic violence, mental illness etc.
12. The school has a strict behaviour policy and parents are called in where behaviour falls far below the required standard, for example in the event of a fight. AMC uses a whole school approach to behaviour management ("Ready, Respectful, Safe") with layers of consequence.

### **Curriculum**

13. The curriculum at KS3 mirrors mainstream school. Subjects offered include English, Maths, Science, Humanities, Sport, and Hospitality. At KS4 students complete 2x vocational qualifications in Y10. In Year 11 they undertake GCSE English, Maths, 2 x vocational subjects e.g. catering, IT, health and social care, sport, construction, and one High Project Qualification (HPQ) this is a GCSE equivalent that can be done on any subject.
14. KS4 students work towards 5- 7 GCSEs or equivalent, which - if they are successful - is sufficient to gain access to mainstream 6th Form or Further Education College.
15. Last year, 100% of students achieved level 1-9. Some 26% achieved level 4 and above, compared with 4% nationally (PRUs), and 59% (mainstream).
16. In addition to teaching the curriculum, the school teaches social and emotional skills.

## **Attendance**

17. Attendance is above average for a PRU, at 85% including authorised absences. The College currently employs 2 attendance officers. This figure is unlikely to improve as it includes some non-attendees. Punctuality is important to the school and the sanction for lateness is detention.

## **Reintegration**

18. KS3 operates as a revolving door, aiming to support students back into mainstream as soon as possible. For many students, this approach is successful, but some – around 26 students last year - do transition to the school's KS4 campus.
19. Students that are excluded in KS4 are harder to get back into mainstream. Often they have been excluded for involvements in gangs, knives etc. Secondary schools follow different curricula and use different exam boards and therefore most KS4 students stay at Abbey Manor until the end of Y11, sitting their GCSEs at AMC.

## **Budget**

20. Budget cuts continue to threaten current staffing levels. The school receives ~~per~~ place funding of £10,000 per place from the High Needs Block, which is top sliced from the Dedicated Schools Grant, plus an additional £14,000 top up per place from the local authority. The budget is based on funding for 160 children – last year pupil numbers ranged from 120 in September to 212 by the end of the academic year.

## **Ambassadors**

21. Members of the committee shared lunch with some KS4 students who had been appointed ambassadors of the school. All spoke positively about AMC and their futures, and had clear plans of what they wanted to do post-16.

This page is intentionally left blank

## **Visit to Myatt Garden Primary School - 17 January 2019**

Present: Councillors Luke Sorba, Octavia Holland, Jacq Paschoud, Monsignor Nicholas Rothon, Emma Aye-Kumi - Scrutiny Manager, Oraine MacDonald – Pastoral Care and Learning Support Manager (PCLSM), Elaine Dempsey – SENCo and Designated Safeguarding Lead, Sally Williams – Head Teacher

### **About the school**

1. Myatt Garden Primary school is a 2-form entry community primary school in Brockley. The school reports that the demographic of the school is changing, with up to 40% of pupils towards the top of the school eligible for Pupil Premium, and significantly lower levels in the infant school. 2018/19 is the first year that the school has not been oversubscribed. Suggested reasons for the drop in applications include the general drop in demand for primary places, other nearby schools increasing their intake, Brexit causing families to return to their home countries. The school continues to enjoy a good reputation in the local community and, following a recent Ofsted inspection, retained its 'Good' rating.
2. The school building is unusual. It was built as a community school with no internal partitions or corridors. Partitions have been installed to create classrooms. The lack of corridors has the upside of making all learning open and visible.
3. Class teachers have a good relationship with the Pastoral care/ SENCo team, and meet regularly to discuss progress and challenges.

### **Relationship building**

4. The school focuses on building relationships with families. The ethos of the school is to commit to the child as an individual. School uniform is not compulsory. The school aims to provide consistency, love and care to all children. Learning is individualized according to the needs of each student.
5. Home visits are made to all Nursery and Reception children. Families starting Reception are offered an individual 30 minute meeting with the head teacher to start building the home-school relationship. The head sees the relationship between school and parents as critical – she described it as a 7-8 year relationship and which benefits from early investment of time.
6. Key points made about relationship building with families:
  1. Having a strong relationship before a crisis happens is “money in the bank”.
  2. The parent and child always need to have a voice.
  3. Keep focus on the child and not what the parents have or have not done. This helps focus on the shared goal of nurturing the child.
  4. The school has only ever experienced 1 or 2 families that would not engage at all with the school. Families, regardless of their challenges, generally want to engage with the school to benefit their child’s journey.
  5. Where things go wrong, the school’s approach is to “repair, restore and go again”.

## **SEN/ SEMH**

7. There are 8 children with EHCPs currently on the roll at Myatt Garden, and another 2-3 being monitored and /or waiting to be assessed. The profile of children receiving SEN support is varied, with approximately 3-4 children in each class. None of the EHCPs relate to physical disability. The multi-level school site is not suitable for children with mobility needs.
8. The school reported experiencing a backlog with the Educational Psychology element of EHC Needs assessments, with a couple of children having to wait more than the 20 weeks for initial assessment. There have been a couple of cases where school have had to request an increase in the banding level. One parent sought mediation to resolve this issue. Children with SEMH needs are often the most complex, especially when Children's Social Care are involved.

## **Transition**

9. The SENCo and PCLSM attend transition day at Kaleidoscope, and arrange extra visits to schools for the children that will need additional support around secondary transition.
10. The head was confident that the school gives good quality information around transition, but reported that some secondary schools do not always act on that information until much further down the line, once problems have arisen. The head sees relationships as critical to a successful transition as the environment at secondary school is quite different to primary. Children have a 'safe' person at primary but without this familiar support can struggle at secondary.
11. When asked what could be put in place at secondary school to aid transition, the following suggestions were put to the committee:
  - All secondary children having house classroom/ tutor base with multi age registration
  - Keeping form teacher for more subjects
  - Primary school retaining links with struggling children do they have a go-to person with an established relationship, who knows their challenges
  - Secondary transfer day in April/ May is too long before September. Could do a Team Around the Family (TAF) in early September with the primary and secondary school, so both are accountable for any actions arising and jointly responsible for helping the child to settle
  - Parental involvement is key, but there is naturally less contact with parents at secondary school as children usually take themselves to and from school.
  - Secondary schools benefit where joint working with the family is established early.

## **Children's Social Care**

12. The school currently has no Looked After Children. The school has a relatively large number of adoptive parents – 11 families at one point. The head believes this is due in part to the inclusive nature of the school and a larger than average proportion of same sex couples. Families are often signposted to the school because of its reputation as understanding attachment needs, and offering support in this area. The school has an adoptive parents' group who meet regularly.
13. There are a number of children with Child Protection/ Child in Need plans in the school, and the school works closely with Children's Social Care.

### **Outreach/ support services/ other agencies**

14. Funding is a big challenge for all schools. The support services bought in are very good. These include a link Educational Psychologist, specialist teachers from the Specific Learning Difficulties Team, sensory team and ASD outreach team. There is an increasing demand for provision for children with SEMH, with this demand having to be met out of borough.
15. The threshold for CAMHS is high. Staff reported witnessing self-harm, aggression, refusal to comply with instructions, damage to property, risk-taking behaviour – but due to other factors, noticeably domestic abuse where the child still has contact with the perpetrator of the abuse, CAMHS is not able to be involved. This includes some children who have been talking about death or suicide.

### **Behaviour management**

16. Committee members were provided with a copy of the school's behaviour policy and a quick-refer sheet of interventions and positive strategies to try (Appendix A3).
17. The school does its best to avoid excluding children, and the consistent and positive reinforcement of rules and behaviour expectations enable children to make positive choices. When mistakes are made, children are supported to reflect and consider what harm may have been caused, what needs to be done to make amends and how to make better choice moving forward. Occasionally, when children are presenting with challenging behaviours, a fixed term exclusion will be considered as the most appropriate response. These are rare. Ultimately, the most effective tool in helping children manage their behaviour is the certainty that any misbehaviour will be followed through by an adult. It is this certainty that keeps children safe.

This page is intentionally left blank

# ALWAYS REMAIN CALM AND START WITH LEAST INTRUSIVE INTERVENTION ENSURE YOU AVOID HUMILIATION

## ESCALATING INTERVENTIONS

Catch being good

Look / gesture / touch on shoulder/  
proximity

Praise others doing desired

Planned ignoring

Redirect / distract

Remove distractions / move child

Take aside for a quiet reminder

Use name to describe behaviour "X, you  
are shouting out"

Give a rule reminder "X, in this classroom  
we put our hand up"

Give a direct request "X, use your hand  
when you want to contribute, thank you"

Give direct choice "X, I've ask you to put  
your hand up and not shout out, either use  
your hand or you will need to have time  
out"

Time out—short and returned with remind-  
er fo expectations

Keep back to discuss at play-time

Verbalise disappointment briefly / clarify  
expectations / explain you know they'll be  
able to do it

Agree how it will be different / what you  
want to see

Refer to consequence chart

Speak to parents—phone call / quick word  
at end of day / arranged meeting

Red zone

Refer to SLT

## REMEMBER

It's critical that we work at building rela-  
tionships with challenging pupils  
(Emotional bank)

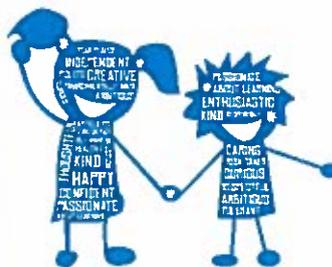
Say calm and keep emotion out of the  
situation

Use confident, assertive tone and keep it  
simple (not too many words)

Give take up time and ignore secondary  
behaviours

Check learning is meeting need

Record in behaviour book



## POSITIVE STRATEGIES TO TRY

Know triggers and pre-empt problems

Take care with seating / grouping

Use picture cues to address issues e.g.  
noise-o-meter

Positive incentives—marble jar, sticker  
chart, individual reward chart

Consider

- Use of timer
- Planned breaks
- Reflection time
- Sending work home if on-going is-  
sue
- Giving the children a responsibility

## **MYATT GARDEN PRIMARY SCHOOL GOVERNING BODY'S STATEMENT OF BEHAVIOUR PRINCIPLES**

This statement has been developed in accordance with the responsibilities of governing bodies under the Education and Inspections Act 2006, the Education Act 2002, the Equality Act 2010, children's safeguarding and welfare and the Department of Education guidance (Behaviour & Discipline in Schools 2006). The purpose of this statement is to give guidance to the Head in drawing up the behaviour policy by stating the principles which governors expect to be followed. It is underpinned by the agreed values of our school community.

### Values

At Myatt Garden Primary School, we believe in the inherent worth of every individual and that there is nothing the children and adults in our community cannot achieve. We are committed to:

- ensuring fairness in all we do
- behaving respectfully with everyone we meet
- promoting equality of opportunity across our curriculum and in all of our policies and practice
- being open and honest with ourselves and each other
- working together to create community and to help everyone achieve their best.

### **Myatt Garden Behaviour principles: positive, fair and safe**

We focus on behaviour to support our vision that all Myatt Garden children enjoy and excel at learning and life. We aim to create a positive and supportive learning environment in which all of our pupils are able to fulfil their ambition and potential, whilst ensuring that behaviour which adversely affects the learning opportunities of others is always challenged.

We have positive and high expectations of children, parents and staff and everyone is on board with our vision and approach.

Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. We model, acknowledge and promote good behaviour and good learning in all we do and encourage pupils to have respect for themselves and for others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community. We all have the right to learn, to be treated respectfully, to be heard and to feel safe.

We take our legal responsibilities seriously – including equality of opportunity, safeguarding and attending to the needs of individual children.

We encourage self-regulation and self-reflection, enabling children to be aware of their behaviour and its impact on others. Pupils are encouraged to take responsibility for their behaviour and be actively involved in finding solutions.

We ensure fairness and place emphasis on attempts to identify and address causes of misbehaviour rather than just treating symptoms.

We place importance on reinforcing positive behaviour rather than punishing misbehaviour. We understand rewards are motivators and reinforce the positive behaviour we want to see: sanctions are indicators of unacceptable behaviour and consequences. We positively recognise achievement and

celebrate success. This can be summarised in the phrase 'Catch them being good'. Rewards and sanctions are applied consistently and fairly.

We recognise that some pupils will need additional support to achieve the expected standards of behaviour.

We expect that pupils' behaviour will be monitored and that parents or carers will be kept informed of their children's behaviour.

Creating a positive learning environment requires partnership between home and school. Therefore the school will have an effective and easily understood behaviour policy developed by the Head and staff, in consultation with pupils and parents.

More details of the Behaviour Policy can be obtained from the school office/ school website. This statement of principles is reviewed annually alongside the behaviour policy.

#### For discussion

Specific reference should be made in the policy regarding

- Screening and searching pupils
- The power to use reasonable force or make other physical contact
- The power to discipline outside the school gates

# Myatt Garden Primary School



# Behaviour Policy

Date Agreed: March 2018

Review Date: March 2019

# Myatt Garden Primary School

## Behaviour Policy

### Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel happy, safe, valued and motivated to achieve. At Myatt Garden we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.

### Aims

The aim of this policy is

- to outline the schools' expectations of behaviour and the systems used
- to ensure we promote and develop good behaviour
- to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well
- to help children to become positive, responsible and increasingly independent members of the school and wider community

### Expectations

We believe that good behaviour is essential in order to enable all of our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others. Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

The school has a set of golden rules of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy.

**Do be gentle**

**Do be kind and helpful**

**Do work hard**

**Do look after property**

**Do listen to people**

**Do be honest**

**Do not hurt anyone**

**Do not hurt people's feelings**

**Do not waste your and other people's time**

**Do not waste or damage things**

**Do not interrupt**

**Do not cover up the truth**

## Myatt Garden Primary School

The school expects every member of the school community to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices. By using the language of choice we

- promote self-management of behaviour and enable some reflection on what behavioural choices exist
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to 'catch' good behaviour.

Children are encouraged to make good choices at all times. They will be supported to

- follow the golden rules
- understand what good behaviour means
- be aware of their behaviour and its' impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Staff will

- ensure all children are clear about our expectations of behaviour at the beginning of the year
- treat each child fairly, with respect and understanding
- model positive relationships
- regularly discuss the golden rules and remind children of school's expectations
- plan quality learning tasks which engage and motivate learners
- praise good choices
- catch children behaving well
- ensure they are fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- follow the guidance in the school behaviour policy in a fair and consistent way
- display the consequences of their behaviour choices
- use school guidance to ensure they are consistent when deciding on consequences
- keep a record and relevant notes on any misbehaviour
- keep parents/carers informed about their child's behaviour and relationships
- ensure the health, safety and welfare of all children

We work in partnership with families and expect parents and carers to

- be aware of the school rules
- celebrate their child's achievements and show an interest in their school life
- ensure that children arrive at school on time

## Myatt Garden Primary School

- work with the school to model high expectations of behaviour
- work with the school to support us in improving children's behaviour
- act promptly at the request of the school by telephone or letter in the instance of a discipline problem
- support the school's decision when applying consequences

We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. This can be summarised in the phrase 'Catch them being good'. To support this we believe the school needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.

### **Rewards**

At Myatt Garden we believe that it is important that children know that their good behaviour is acknowledged. Rewards reinforce and sustain good behaviour and encourage other pupils to behave well.

Rewards include verbal praise and acknowledgement, smiles, postcard home, being sent to another adult for acknowledgement, certificates, sharing success with the class, recognition in assembly, being chosen for roles of responsibility e.g. mentor.

Each week golden tickets will also be awarded to children doing the right thing – e.g. moving around the school calmly, being polite, acts of kindness. The child's name will be written on the ticket and the child will take it to their class for teacher and peer acknowledgement. The tickets will then be placed in the golden ticket box. One ticket will be drawn out in whole school assembly and the child will receive a prize.

Where appropriate, in order to promote a sense of community and belonging, classes may also work towards an agreed shared target which will be rewarded at the end of a half-term.

### **Sanctions**

Myatt Garden employs a number of sanctions to reinforce the rules of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and ensure that sanctions are related, respectful and reasonable. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter others from similar behaviour.

Sanctions can range from a warning, to being asked to move, to time-out in another class, to attending Red Zone, to meeting with parents or in extreme circumstances to exclusion. We have a clear framework which we all use to ensure consistency across the whole team (see attached)

## Myatt Garden Primary School

Red Zone involves children staying in during a playtime in a designated classroom supervised by a teacher. Children will be expected to reflect on the reason for their attendance at Red Zone. Parents or carers will be notified if children attend Red Zone more than 3 times in any term.

### Restorative approach

We use a restorative approach in order to resolve conflict. It promotes being honest, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. It is based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem.

Restorative justice focuses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. It ensures the process is seen as fair, therefore encouraging honesty and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

### Special Needs

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens we will work closely with parents/carers to provide additional interventions which may include

- establishing an individual behaviour plan
- support from the Pastoral Support and Learning mentor
- targeted interventions e.g. The Emotional Toolbox, 5 point scale
- working with external agencies e.g. Trefor Lloyd, New Woodlands School, CAMHS.

### Handling pupils

Children will only be restrained when absolutely necessary e.g. they are in danger of seriously hurting themselves or others. A number of staff have been trained to de-escalate situations and restrain safely. A record will be made of any incidents and reported to parents.

### Exclusions

The decision to exclude a pupil will be taken in the following circumstances

- In response to a serious breach of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Myatt Garden Primary School

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the member of SLT who is acting in that role)

All exclusions will be reported to governors.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a pupil either permanently or for fixed period the Head teacher will

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her /his versions of events
- Check whether the incident may have been provoked.

### Exclusion procedure

Most exclusions are fixed term and are of short duration. The DCSF regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Parents /carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Body and the local authority as directed in the letter.

The governors have arrangements to promptly review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

The governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a student to being excluded for over 15 days in a school term or missing a statutory examination.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility. Work will be provided by the class teacher.

A return to school meeting will be held following the expiry of the fixed term exclusion.

### Permanent exclusion

The decision to exclude a pupil permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered

- The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.
- When a serious criminal act has been committed, the school will involve the police in any such offence.

## Behaviour guidelines

### General expectations

- We are ALL responsible for ensuring children are clear about our expectations of their behaviour
- If you see you are 'on duty'
- Our most effective tool is the certainty of our pupils that any misbehaviour will be followed through by any adult
- All staff need to deal confidently with incidents as children can sense if we're not
- If children don't respond to your intervention, it is important to follow procedure so that they know you expect compliance and aren't an easy touch
- If you deal with an incident make sure you tell children's class teacher
- Record all incidents regarding your class in your behaviour book
- Under no circumstances, should children ever be left unsupervised anywhere

### Establishment phase

- Each class will invest quality time in establishing our expectations at the beginning of term
- We will need to explicitly teach children how we want them to go about routines
- We must allow time for this
- Class expectations will be displayed in class
- Staff will regularly refer to the class expectations to ensure all children are clear
- They will remain high profile
- A copy will go home with every child
- These expectations will form the basis of how we do things around here
- Having high expectations of the way they treat each other and property is essential from day one
- It is crucial we don't let these standards slide

### Low level classroom disruption

- Our classrooms will be positive classrooms where we try to catch children doing the right thing
- Often it will be appropriate to tactically ignore behaviour in one child, but instead explicitly acknowledge someone doing what you expect in the vicinity
- This can be followed up with acknowledgement of the target child once they have done the right thing
- We will always start with the least intrusive interventions
- We will always remain calm and keep our emotion out of any exchange
- We will address the child using their name, describe the behaviour and remind them our rule e.g. '*Name*' you are swinging on your chair
- Never ask '*Why are you swinging on your chair?*'

- Use a confident, assertive voice which doesn't doubt that they'll do it
- If needed provide a rule reminder e.g. *'Name' in this classroom we keep all chair legs on the floor* or *'Name' well done for keeping all chair legs on the floor*
- Keep it simple - don't use more words than necessary consider the key words that the child needs to process
- If child doesn't comply use a direct request followed by thank you to convey your expectation of compliance e.g. *'Name' sit on your chair properly, thank you*
- Look away and continue
- Always give 'take up time' as processing slows when we are anxious/stressed
- Tactically ignore secondary behaviours
- If child has still not complied give them a direct choice with a clear consequence e.g. *I've asked you to sit on your chair properly, either you sit on it as asked or you will have to kneel on the floor*

### **Sending children out of class**

- Children should only be sent out of class when other strategies e.g. directed choice, have failed to have an impact
- Children should be sent to your Year group partner for a short amount of time
- Sending a child out of class should be recorded in the class behaviour book and always be followed up with a discussion with the teacher who sends them out at the end of the lesson
- Additional sanctions should be considered for any child who is sent out of class regularly. This may include discussions with parents, going to Red Zone or discussion with Pastoral and Learning Support manager.

### **Resolving disputes /conflict**

- We will remind children that they ONLY have 3 choices
  - walk away / ignore it
  - sort it out through talking to other person
  - ask an adult for help
- We will remain calm and listen to both points of view
- We will encourage and value honesty
- Where there is no agreement, we will try our hardest to find reliable witnesses
- We will discuss which rule has been broken
- We will use the consequences chart in order to achieve consistency in sanctions
- Sanctions should always be related, respectful and reasonable
- Where appropriate restorative justice will be used

- Red zone takes place every morning play
- Teachers cover Red Zone on a rota
- Red Zone should be an uncomfortable experience for the children
- Children should use their time in Red Zone to reflect on the reasons for them being there. This could be through writing a letter of apology or using the Red Zone pro-forma
- Children's names need to be recorded with the reason for attendance
- The PLS mentor will monitor attendance
- A third attendance within any term will be recorded in amber as an alert
- At this point the PLS mentor and teacher will meet with the child & phone home to alert parent
- Any child attending five times in a term, will have a letter sent home and a meeting will be arranged.

### **Assembly**

- Children will line up in a manner that ensures bad combinations are separated
- Children will not leave the classroom until the line is silent
- They will be led to assembly by their class teacher
- Children will sit with legs crossed and hands in their laps
- Teachers will monitor their class throughout assembly and take care not to talk themselves
- Children exit silently

### **Moving around the school**

- Children should walk quietly around the school on LHS of staircases and corridors, being aware of others
- Children should avoid going through classrooms
- Children must not run

### **Playtime**

- Staff on duty must be out promptly
- It is essential that staff patrol the designated area and are vigilant at all times
- Prevention is better than cure – careful observation of children helps to anticipate conflict situations. Watch out and intervene early to distract / redirect certain combinations of children or games
- Any incidents need to be reported to the class teacher
- One member of staff needs to ensure all children have left the playground
- On first bell children stand still. On second bell children collect clothes and walk back to class calmly.

### **Lunchtime**

- Staff on duty must be out promptly
- Staff will actively work the playground – listening & responding, locating key children, intervening early.
- Teachers will ensure that packed lunch boxes are sent down at the appropriate time, preventing pupils from re-entering unsupervised classrooms
- Pupils will walk to and from the dining hall through the well, in a calm & orderly fashion
- In the dining hall staff will greet pupils and dispense hand wash
- Pupils will use quiet voices in the dining hall
- Staff will circulate & talk to pupils, ensuring that polite, well-mannered behaviour is in evidence at all times

### **Lining up**

- Pupils will walk to class and form a calm line
- Staff will be ready to receive them as they start to form a line
- Children will enter the classroom quietly going straight to their seat, ready to learn.

### **Guidelines for intervening in fights**

- Our first duty is to prevent harm
- We need to stay calm and set an example of how to handle difficult situations
- Assess the situation and send a child to get help if necessary
- Verbally move other children away
- Tell children to STOP in an clear and assertive voice
- If known, use children's names.
- Standing between the pupils may be appropriate to stop the fight
- Whilst we should always try to stop a fight verbally, as a last resort we may need to intervene physically to prevent harm
- Some pupils will need time to calm down in a safe place within adult view before discussing the incident, especially boys who often find it hard to hear or reflect when in a heightened state!
- Quiet discussion should take place away from the scene giving each pupil the opportunity to tell their side of events – this may need to be at a later time when both parties are calm
- We will always listen
- Refer to consequence chart when deciding on sanctions
- Restorative justice may well be appropriate

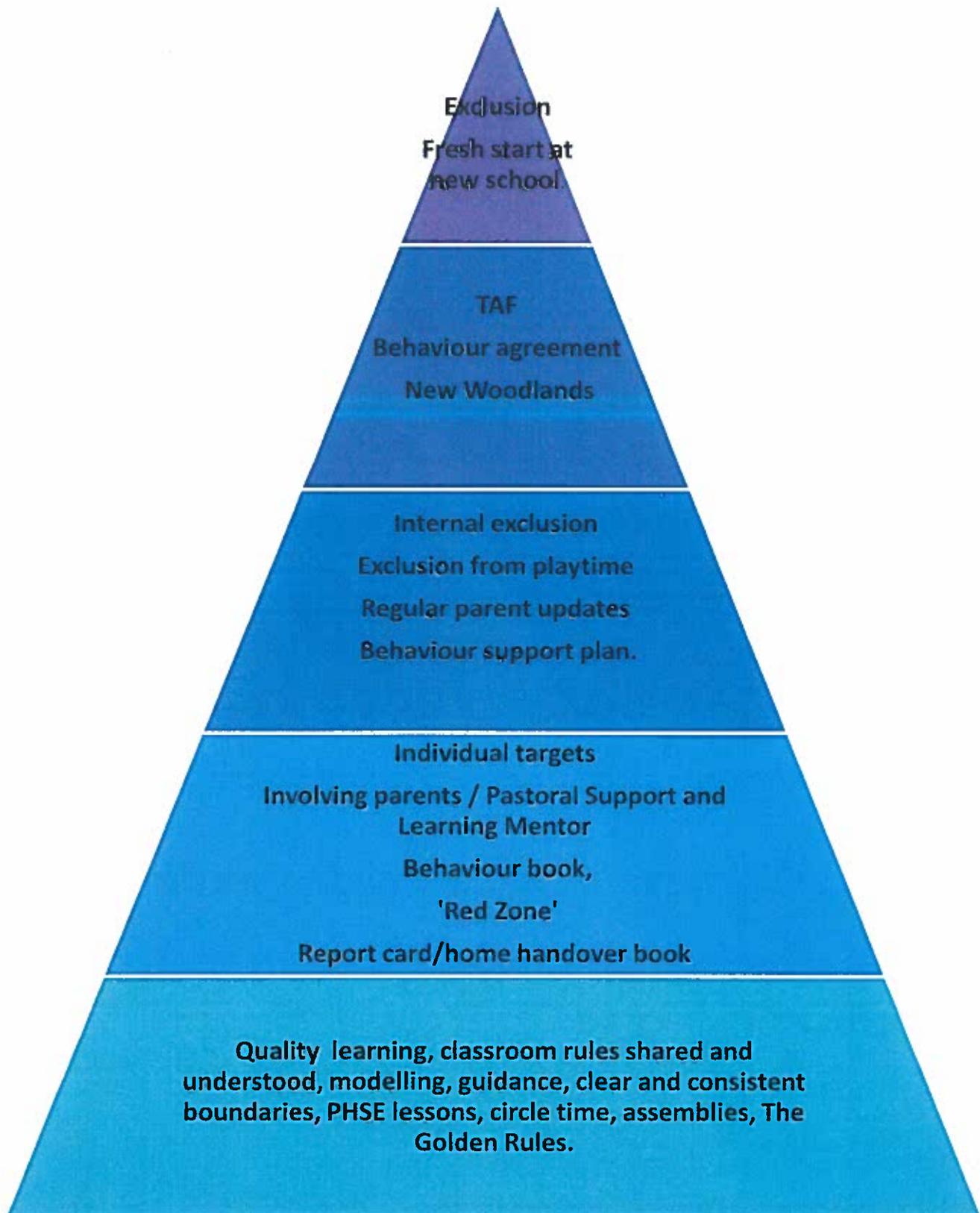
## Children with challenging behaviour

- Some children will need additional support
- It is essential that we keep parents informed and work in partnership with them
- SEND screening information for 'behavioural, emotional and social difficulties' (BESD) is available on the server
- Behaviour will need to be closely monitored so we can review and analyse incidents and look for patterns, e.g. triggers, frequency, durability and generality using our ABC charts
- It may be appropriate to work with the SENCO, Pastoral and Learning Support Manager or member of SLT
- There are a range of strategies that may be appropriate
  - Individual behaviour plan
  - Specific intervention e.g. 5 a day
  - Home / school report
  - TAC meetings
  - Outside agency support / advice

### Suggested scripts:

- *'Name something has happened. Talk and I will listen.'*
- *'Name you're upset. I will help you sort it out. Let's walk.'*

## Strategies to Manage Behaviour



Level	Behaviour	Action
1	<p>Calling out / constant chatting  Interrupting, silly noises  Ignoring instructions  Pushing in line  Throwing / flicking small objects to be irritating / silly  Wandering around the classroom  Not following established procedures</p>	<p>Rule reminder  Planned ignoring  Objects to be picked up by child and handed to teacher  Proximity praise to others  Teacher 'look' or agreed visual signal  If outside asked to walk with teacher or stand by wall for 5mins</p>
2	<p>Repeat occurrence of Level 1 behaviour after reminder  Refusing to work  Answering back / walking away  Kissing teeth  Disrupting teaching and learning  Rude / inappropriate responses  Rude /threatening gestures  Taunting / teasing / winding up  Name-calling / cussing  Rough play  Continued poor behaviour at lunchtime</p>	<p>Warning and choices  Rule / consequence reminder  Children asked to move/isolated in class  Apology (written or verbal)  Time taken from break/lunch to complete work  Recorded in behaviour book if appropriate  Casual chat with parent  Follow-up conversation  Walk with member of staff in playground  Excluded from specific section of playground</p>
3	<p>Continued repetition of any of above  Deliberately aiming and throwing objects at someone  Leaving classroom without permission  Harming someone  Intimidating others  Damage to property  Swearing at someone  Racist / homophobic name calling</p>	<p>Time out in other classroom (always followed by discussion in child's own time)  Teacher informs parents by phone  Loss of break in 'Red Zone'  Loss of lunch-time  Incident recorded in teacher's behaviour book</p>
4	<p>Continued repetition of any of above  Fighting/ biting /serious harm to others  Throwing dangerous objects  Complete non-compliance after above measures employed  Serious damage of property  Threatening physical violence  Sexualised behaviour (not age appropriate)  Stealing  Serious racist/homophobic name calling  Serious incident in playground</p>	<p>SLT notified by completion of behaviour incident record  Involvement of learning mentor / SENCO  Internal exclusion from playground / classroom  Meeting with parents, teacher and senior staff and possible fixed-term exclusion  Privileges may be removed  Behaviour plan drawn up  Referral to outside agency  Exclusion at break / lunchtime</p>
5	<p>Continued repeat of any of the above after behaviour support plan implemented  Extremely violent behaviour  Serious physical abuse to children  Verbal / Physical abuse to staff  Leaving school premises</p>	<p>SLT called to withdraw child  Office / police informed (runners)  Meeting with parents and fixed term exclusion  Possible permanent exclusion</p>

## Protocol for Internal Exclusions

Internal exclusions will be sanctioned by the Head teacher (or Deputy if HT absent)

They will involve

- A meeting with the child's parents at the beginning and end of the exclusion period
- Time set and location established at outset
- Playtime will be in red Zone
- Lunch-time in Head or Deputy Head's office
- Parent will deliver and collect their child from the HT at the beginning and end of day
- Record will be placed on child's file

In class

- Class teacher will talk to their own class in advance so they know to ignore excluded child
- Seated in isolation (where possible)
- Expected to work independently
- Clear expectations shared about how much work should be completed in set time frame

Excluded child's teacher will

- Set work that can be completed independently
- Where possible this will be the same learning as the rest of the class
- It may need to be basic tasks – maths sheets, handwriting, independent story
- Meet with HT, child and parent to reintegrate back into class and agree clear targets and reporting mechanism

Exclusion / New Woodland / Managed move

Internal exclusion  
Exclusion from playground

Work with external professionals

Behaviour agreement – signed by parent

TAC meeting

Report card / Handover book

Behaviour support plan

RED ZONE

<b>Children and Young People Select Committee</b>			
<b>Title</b>	Evidence for CYP Select Committee Exclusions Review	<b>Item No</b>	
<b>Contributors</b>	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
<b>Class</b>	Part 1	<b>Date</b>	March 2019

## 1. Purpose of report

- 1.1 As part of Exclusions Review the Committee has requested a report on the work of the Reducing Exclusions Group and a deep dive into 2017/18 permanent exclusions.
- 1.2 This report sets provides member with details of the:
- supplementary information from the 2017/18 exclusions report relating to SEN support, Free School Meals (FSM), Pupil Premium, ethnic background and Elective Home Education (EHE).
  - deep dive into children referred to primary phase alternative provision during 2017/18; and
  - deep dive into Year 9, 10 and 11 permanent exclusions from Lewisham schools during 2017/18.

## 2. Recommendations

The Select Committee is asked to note the contents of this report.

## 3. Supplementary information regarding 2017/18 permanent exclusions

- 3.1 'Other' in 2017/18 permanent exclusions were reasons 'unknown' at the time. We are now aware that there were two permanent exclusions for persistent disruptive behaviour and one for physical attack on an adult.
- 3.2 The overall percentage of students in Lewisham secondary schools receiving SEN support was 1192 or 12.6 per cent (2017/18 spring census). From the 43 students excluded in 2017/18 from Lewisham schools three or 6.9 per cent of these students were receiving SEN support.
- 3.3 Overall percentage of students receiving Free School Meal eligible in Lewisham secondary schools is 17.9 per cent (2017/18 spring census). From the Lewisham secondary schools exclusion total in 2017/18, 44 per cent of those young people were in receipt of Free School Meals (FSM), 36 per cent were not entitled to FSM and the rest had not registered.
- 3.4 The overall percentage secondary school students who were eligible for of Pupil Premium was 44.8 per cent (2017/18 spring census). This information was not collected during 2017/18.

Pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Schools receive funding for each pupil registered as eligible for free school meals (FSM) at any point in the last six years.

### 3.5 Ethnic breakdown of the secondary school population

A large proportion of exclusion affect Black British/Black Caribbean pupils, Black African, there is a slight increase of White British pupils being excluded during 2017/18 academic year from previous years.

<b>Ethnicity</b>	<b>2017/18 Cohort number / % of ethnic group</b>	<b>Overall cohort = 10,748 Cohort number / % of overall cohort</b>
Any other Ethnicity given	2 / 0.6%	<b>334</b> 3.2%
Any other Mixed background	1 / 0.2%	<b>509</b> 1.0%
Any other white background	1 / 0.1%	<b>1012</b> 9.4%
Black African	3 / 0.13%	<b>2211</b> 20.6%
Black Caribbean	18 / 1%	<b>1835</b> 17.1%
Mixed White/Black African	1 / 0.4%	<b>223</b> 2.2%
Mixed White/Black Caribbean	5 / 0.84%	<b>589</b> 5.5%
Not Known	2 / 0.8%	<b>254</b> 2.4%
Refused	1 / 0.4%	<b>263</b> 2.4%
White British	9 / 0.3%	<b>3193</b> 29.7%

3.6 The average fixed term exclusion for a student, prior to a permanent exclusion, is five days whilst the investigation surrounding the incident. In terms of the average that students have before the permanent exclusion incident this information is not provided by the school at the point of notification.

3.7 From the minutes of 17 October meeting “In 2017/18 a total of 59 sessions had been missed through fixed term exclusions from Lewisham’s special schools, and not 164 as recorded on [www.gov.uk](http://www.gov.uk). The committee would be provided with a full set of accurate figures in due course. Officers gave assurances that the school was working to rectify the recording error and prevent similar inaccuracies going forward.”

The special school’s inaccurate recording of fixed term exclusions was New Woodlands School. This administrative error has now been rectified and the following data provides an accurate position of the fixed term exclusions at the school:

<b>Year</b>	<b>KS3</b>	<b>KS1-2</b>	<b>Total</b>
2014-15	181	39	<b>220</b>
2015-16	70	35	<b>105</b>
2016-17	37	43	<b>80</b>
2017–18	30	27	<b>57</b>
Autumn 2018	18	6	<b>24</b>

3.8 EHE off-rolling figures for Y10 students this academic year to date, 17/18 and 16/17 with a breakdown by schools

<b>Sept 2018 – Feb 2019</b>	<b>2017-2018</b>	<b>2016- 2017</b>
<b>Y10 = 5</b> 2 – Abbey Manor College 1 – Knights Academy 2 – Out of Borough	<b>Y10 = 10</b> 3 – Sedgehill School 1 - Bonus Pastor 1 – Deptford Green 1 – Sydenham 1 – Prendergast Ladywell 3 – Out of borough	<b>Y10 = 5</b> 1 – Forest Hill 1 – Bonus Pastor 1 – Sedgehill School 2 – Out of borough
	<b>Y11 = 2</b> 1 – Knights Academy 1 – Out of borough	<b>Y11 = 2</b> 1 – Abbey Manor College 1 – Out of borough

When a school notifies the local authority of a student electing to home educate the EHE Officer always follow up with the school and the family (where possible) to understand the reasons behind the decision. Any evidence of poor practice is taken up with the individual school by senior managers within Lewisham Education. Whilst there has been significant improvement in this regard as far as Lewisham schools are concerned, schools in other local authorities, particularly academies.

**4. Initial deep dive: Primary children at Kennington Park Academy (Lambeth PRU) 2017/18**

There are 10 commission places at Kennington Park Academy (KPA) all filled.

**4.1 Graduated Response**

All the students referred were from different schools, though one primary school had two children in other alternative provision and all students were at risk of permanent exclusion. Schools provided a comprehensive graduated response.

**4.2 Diagnosis**

There are diagnoses of ADHD, ASD, SEMH.

**4.3 Social Care**

Some families have had CSC involvement or early help and family support but more students could have been referred, however one of the issues has been getting consent for referral.

**4.4 Elective Home Education (EHE)**

None of the students were EHE.

**4.5 Gender and Ethnicity**

All referrals have been boys. 25 percent Mixed white and black Caribbean, 50 per cent BAME, 20 per cent WB and five per cent unknown.

**4.6 Free School Meals**

Four of the 10 referrals were Pupil Premium (free school meals), although two were new to borough and status may not have been gathered.

**4.7 Trends and concerns**

All the students referred to KPA displayed challenging behaviour and were in receipt of one to one classroom support.

Students were not accessing the curriculum or making progress and in most cases their challenging behaviour was putting themselves and other students at risk.

## **5. Initial deep dive: Y9 - 11 permanently excluded students 2017/18**

There were 39 permanent exclusions from Lewisham schools of year 9, 10 and 11 students. An initial deep dive into has provided an analysis of the demographics of the cohort.

### **5.1 Year 9 permanent exclusions from Lewisham schools 2017/18**

- 13 permanent exclusions with three girls and 10 boys. Only one student in receipt of free school meals and one with SEN support. Ethnicity - 80 per cent BAME and 20 per cent White British.
- The exclusions came from a broad range of Lewisham secondary schools. Nine exclusions were for persistent disruptive behaviour, one for verbal assault, two for physical assault and one for damage.
- Two of the exclusions followed a failed managed move.
- In terms of school movement:
  - Nine out of 13 students attended one primary school and one secondary school.
  - Two out of 13 students attended two primary schools and one secondary school.
  - One out of 13 students attended four primary schools and one secondary school.

### **5.2 Year 10 Permanent Exclusions from Lewisham schools 2017/18**

- 13 permanent exclusions with five girls and eight boys. Only one student in receipt of free school meals and one with SEN support. Ethnicity - 70 per cent BAME and 20 per cent White British and 10 per cent other.
- The exclusions came from a broad range of Lewisham secondary schools. Five exclusions were for persistent disruptive behaviour, three weapon offences, two for physical assault and three others.
- Five of the exclusions followed a failed managed move.
- In terms of school movement:
  - 11 out of 13 attended one primary school and one secondary school.
  - One out of 13 attended two primary schools and one secondary school.
  - One out of 13 attended one secondary school only.

### **5.3 Year 11 Permanent Exclusions from Lewisham schools 2017/18**

- 13 permanent exclusions with three girls and 10 boys. Ethnicity – 66.6 per cent BAME and 33.3 per cent White British.
- The exclusions came from a broad range of Lewisham secondary schools. Four exclusions were for persistent disruptive behaviour, with an increase to seven weapon offences, one for drugs and one for theft.
- Three of the exclusions followed a failed managed move.
- In terms of school movement:
  - Five out of 13 attended one primary school and one secondary school.
  - Five out of 13 attended two primary schools and one secondary school.
  - One out of 13 attended one primary schools and two secondary schools.
  - Two out of 13 attended two primary schools and two secondary schools.

#### 5.4 Trends and concerns

- School 'churn' or movement effects a small number of students who were permanently excluded.
- Some students who were permanently excluded did experience a failed managed move but this is not a high number. It would suggest that schools and families on the whole are working to avoid disruption to the student's education.
- Poor attendance and persistent absence is presented as being a precursor to permanent exclusions.
- However where students were permanently excluded for persistent disruptive behaviour, intervention logs show that many displayed behaviour concerns since transition Year 6 to 7.
- Schools provide a strong graduated response and a large proportion of students received outreach support at some point.
- Low numbers of students were recorded as in receipt of SEN support or being assessed for an EHCP.
- Low numbers of referrals of children in receipt of early help for families with children who are struggling to access a mainstream education.

#### 5.5 Mapping of permanent exclusions and managed transfers 2017/18 across Lewisham:

### 6. Conclusion

The initial evidence and analysis from the Deep Dive, and further associated work, will support the work of the Reducing Exclusions Group and the development of the Inclusion Strategy moving forward and for September 2019.

### 7. Financial implications

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

### 8. Legal implications

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

### 9. Crime and Disorder Implications

9.1 There are no crime and disorder implications.

### 10. Environmental Implication

10.1 There are no environmental implications.

### 11. Equalities Implication

11.1 There are no direct equality implications arising from this report. The proposals and initiatives set out in this report are intended to eliminate unlawful discrimination and harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

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

This page is intentionally left blank

# NO MORE EXCLUSIONS

A NEW GRASSROOTS COALITION MOVEMENT IN  
EDUCATION. NOT AFRAID TO BE RADICAL.

13.3.19



# WHO ARE WE?



- **Zahra Bei** - Qualified secondary school teacher with twenty years experience in both mainstream and alternative provisions. Co-Founder of No More Exclusions. NEU school representative for six years. NEU Black Equality Officer for Waltham Forest. Co-Founder of Mentoring Great Minds and Youth Club Manager in Redbridge. Recently completed a Master's Degree in Social Justice and Education at UCL/IOE. In January 2019 produced empirical research focusing on 'race', SEND, school exclusions and the lived experience of Black excluded boys from an East London PRU.
- **Cedric Whilby** - Trained Youth & Community worker with over 12 years experienced as a senior manager in education. His training specialisms, includes alternative provision commissioning, contract managing, project monitoring, evaluation, offsite KS3/4 programme development and pastoral coaching. Recently, appointed Executive Lead for Attendance's and Wellbeing for an Alternative Provision Providers in East London. He has also as sat on a number of pan-London Local Authorities strategic panels on Alternative Provision and PRU's. Cedric as also made contributions to key policy briefing and reports on the quality of alternative provisions for those children who are excluded from, or who for some other reason unable to attend school. Co-Founder of No More Exclusions.
- **Alanna O'Garro** - Managing Director of Rivers Coaching. Alanna is also an educational and social activist who is extremely tired of a broken system. She runs the educational social enterprise called Rivers Coaching which coaches teachers (who work in resource-deprived areas) to embed radical processes that will counter social inequality. No More Exclusions Teacher Training and Curriculum Working Group Lead
- **Joshua Moses** - Advocate at CEN, advising, supporting and representing parents on their child's exclusion issue. I served previously as an elected youth councillor in Southwark identifying solutions to the three areas of concern for young people within the borough: fear of crime, lack of employment opportunities and raising aspirations."
- **Jonathan Bob-Amara** - Community leader in the London borough of Croydon, who sits on the local authority strengthening communities board. Lead on community cohesion and diversity in Croydon, Chairman, board of directors Parade of Nations Croydon. Youth Lead, mentor, counsellor and Exclusions Advocate U.K.

# WHAT IS NME?

No More Exclusions is a new **grassroots coalition movement in education** made of community activists, organizations and individuals **united to take radical and structural actions.**

No More Exclusions will contribute to the creation of a **new quality inclusive model of education.**

No More Exclusions' shared values are:  
**social justice, equality, inclusion, solidarity, empathy and quality education for all children.**

Current membership: 105

Founded: 14<sup>th</sup> October 2018

## Who are NME's Change Initiators:

*Young people and ex-PRU students, teachers, mental health practitioners, union reps and other union members, published authors, academics and researchers, undergraduate and postgraduate students, parent advocates, registered nurses, parents, film makers, media and PR specialists, ICT specialists, local councillors, a council deputy mayor, journalists and various other campaigners and activists.*



# OUR **NME** SHARED VISION



NME's mission is:

To bring about **an end to the persistent race-disparity in school exclusions** in the next 5 years.

To affect **change at legal, policy, practice and cultural level in education and society** over the next 10 years.

**We want an education system that works for all**



# NME: WHOSE VOICE?



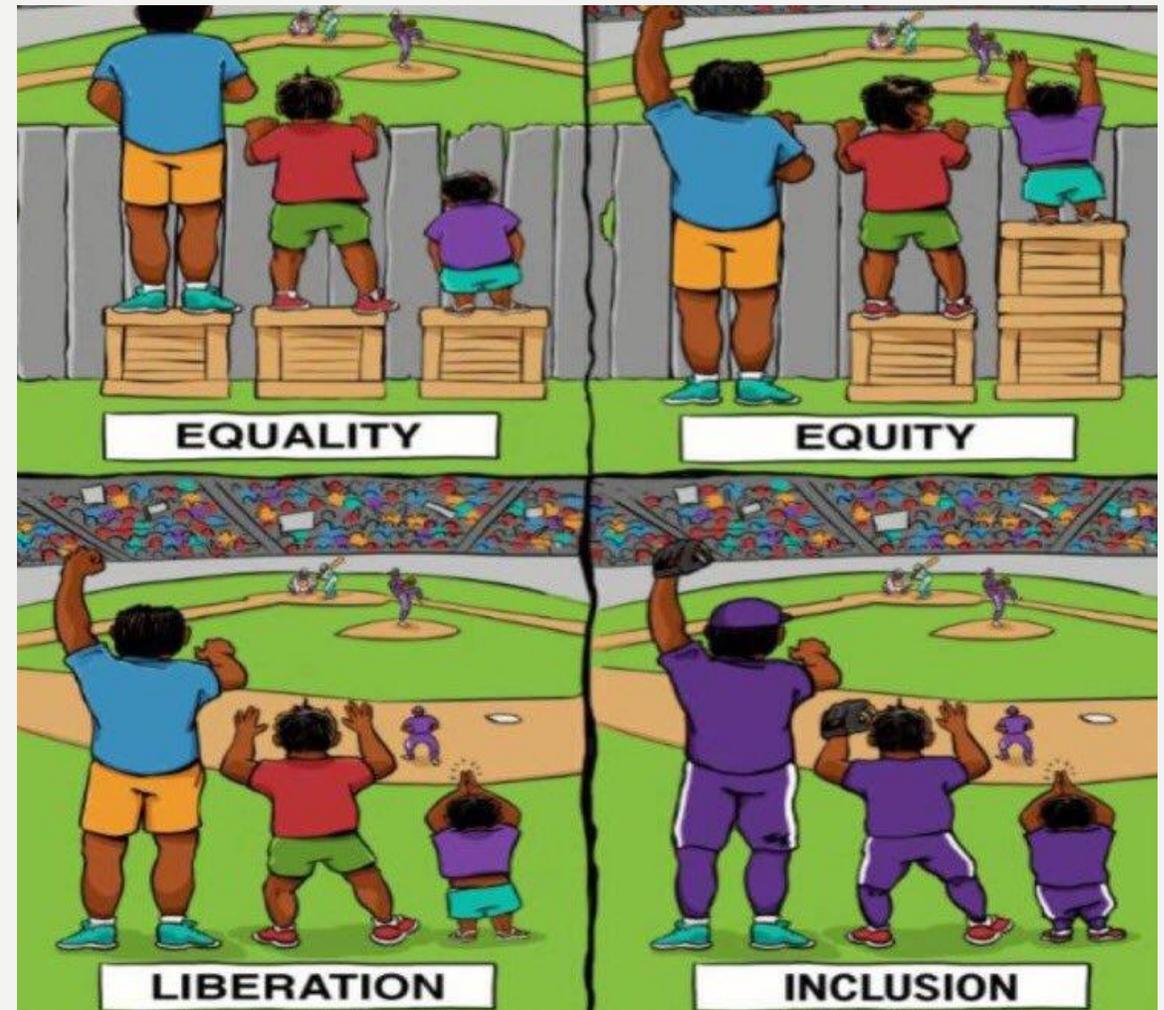
No More Exclusions has a 'bottom-up' approach and a decentralized structure.

No More Exclusions privileges the voices of children, young adults and families who have experienced school exclusion in their lives.

NME will **always** centre marginalized and silenced voices until they are no longer marginalized nor silenced.

## Message from Jerry

<https://www.youtube.com/watch?v=vxe5ifuwPdc>



# NME: AIMS



1. To tackle disproportionality in school exclusion for Black children, particularly boys.
2. To campaign for the abolition of school exclusion in Britain. This will be a demand for radical, legal (law and policy) and cultural change (practice and attitudes) in Britain, grounded in a RIGHTS-of-the-CHILD-based approach.
3. To raise awareness and democratise knowledge.
4. To build confidence and capacity in the community, especially amongst parents and excluded or at risk children, to address school exclusion, including advocacy work.
5. To develop strategies to engage statutory and non-statutory bodies in reducing school exclusions.

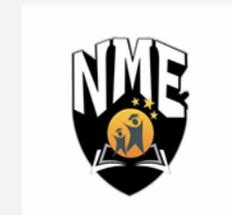


# REDUCING EXCLUSIONS



1. **Make a Pledge - Zero Exclusions and Quality Inclusive Education for All**
2. **Relationships focus in schools**
3. **Restorative justice focus (not punitive) i.e. Solution-focused coaching**
4. School counselling; Pastoral care; Health and well-being focus
5. Ban Zero Tolerance Behaviour Policies and practice
6. Demand greater transparency from ALL schools
7. Create Greater Accountability
8. Review and Update Teacher Training Core Standards
9. Work in partnerships with parental advocates, community support and services signposted i.e. CEN, PARC
10. Work in partnerships with SEND Specialist advocates. Disseminate their knowledge and expertise i.e. Teacher Training
11. Set up new standards, monitoring systems and penalties i.e. to prevent off-rolling
13. Record, monitor and notify parents anytime a child is taken out of a lesson
14. Implement lesson by lesson registers
15. Define what counts as "being in school"
16. Be clear that: Inclusion units/isolation booths/managed moves/off-rolling are still exclusion

# WHY THE **DISPARITY?**



Detailed qualitative research has revealed that:

1. The persistent problem of **stereotyping and unconscious bias** in the treatment of Black students. Sometimes despite their best efforts, research consistently demonstrates that White teachers tend to have **much lower academic expectations for Black students** and to be **wary of them as a potential source of disciplinary problems**.
2. These patterns of stereotyping often saturate the fabric of education and can be rightly described as **institutional racism**.
3. Black students tend to experience these negative teacher expectations **regardless of their gender and social class**, but the **patterns are most pronounced for Black boys and young men**.
4. Teachers' greater sensitivity to the behaviour of Black students can lead to them being singled out for **harsher treatment**. Research suggests that this is particularly problematic where Black boys and young men are subject to a **cumulative process of mounting disciplinary sanctions** for relatively low-level disruption that might go unpunished for other ethnic groups.
5. Community-members and advocates have raised concerns that the problems may be **especially acute in Academy schools**. Greater clarity from official data is urgently required on this matter.

# ACTIONS AT POLICY LEVEL TO TACKLE DISPROPORTIONALITY IN SCHOOL EXCLUSIONS



- A. **Targeted action** to reduce rates of exclusion has been shown to be effective. Rates of Black exclusion showed the greatest reduction where schools were strongly encouraged to find **alternative responses in less serious cases**.
- B. Ofsted has a crucial role to play. **Race equality is no longer a mandated part of school inspections** and stakeholders believe that this has had a profoundly damaging impact.
- C. **Good teacher education** is vital. Initial teacher education is especially important and should be required to address the decades of evidence-based understanding and good practice that has built up in this field.
- D. **Meaningful Impact Assessments:** properly conducted impact assessments could help to address these, and other, injustices as an important part of the policy formation process.
- E. Official data can be exceptionally important in helping to expose current injustices and shed light on the processes involved. It is crucial that **data of sufficient quality and transparency is collected and made widely available**. It is important that the material is considered in light of previous research and that appropriate ethnic categories are used in order to illuminate, not obscure, key issues.

# SOME NME'S PARTNERS & SUPPORTERS SO FAR...



- ✓ Runnymede Trust – NME is part of the Runnymede Common Cause Network  
<https://www.runnymedetrust.org/projects-and-publications/common-cause-network.html>
- ✓ Near Neighbours [www.nearneighbours.com](http://www.nearneighbours.com)
- ✓ NEU Hackney and Waltham Forest
- ✓ Global Support Services Consultancy
- ✓ PARC – Parents Action and Resource Centre  
[www.parentactionresource.org.uk](http://www.parentactionresource.org.uk)
- ✓ CEN – Communities Empowerment Network  
[www.cenlive.org](http://www.cenlive.org)
- ✓ Members of Peoples Momentum
- ✓ Jules Daulby - WomenEd , Transparency on exclusions @OnExclusions and @banthebooths
- ✓ Lady Phyll Founder of UK Black Pride – Supporting NME with media campaign, official launch and networking [www.ukblackpride.org.uk](http://www.ukblackpride.org.uk) Livesey Exchange – [www.liveseyexchange.com](http://www.liveseyexchange.com)
- ✓ Faiza Shaheen – Director of @Classthinktank
- ✓ Gary Younge - The Guardian
- ✓ Barnardos (discussions underway)
- ✓ Amnesty International (discussions underway)
- ✓ Kin Folk Network
- ✓ Professor David Gillborn from the University of Birmingham CRRE (Centre for Research in Race and Education).

# NME'S RECOMMENDATIONS TO LEWISHAM



PHASE 1. Pledge. Lead. Set an Example. Be brave.

PHASE 2. Set up round table with local stakeholders to discuss solutions suited to the demographics and history of Lewisham. A round table that **includes and privileges marginalised groups who are directly affected by school exclusion.**

PHASE 3. Set up working groups that **include and privilege marginalized groups who are directly affected by school exclusion** to develop and coordinate prevention and intervention programmes and strategies in collaboration with other organisations, to act upon the recommendations of the round table.

PHASE 4. Pilot a range of strategies with a minimum of 5 schools for 3-5 years.

PHASE 5. Review pilot



<https://www.tes.com/news/prison-schools-show-exclusion-not-answer>

This page is intentionally left blank

<b>Committee</b>	Children and Young People Select Committee	Item No.	5
<b>Title</b>	Early Help Review		
<b>Wards</b>	All		
<b>Contributors</b>	Service Manager, CYP Joint Commissioning		
<b>Class</b>	Part 1	<b>Date</b>	13 March 2019

## 1. Purpose of Paper

- 1.1. The purpose of the report is to advise and update Committee members of the framework and scope for the Early Help review in Lewisham in 2019.

## 2. Recommendations

- 2.1. Members of the Committee are asked to note and comment on the report and presentation at Appendix A.

## 3. Policy Context

### National Context

- 3.1 There are a number of reviews that inform that national and local policy context and inform the review of Early Help, including:
- Graham Allen's report on intervening early in a child's life
  - Field report on preventing inter-generational poverty
  - Munroe review of Children's Social Care
  - Tickhill review of early years
  - Marmot review of health inequalities

### Local Context

- 3.2 An effective Early Help offer will contribute to the deliver of Lewisham's Corporate Strategy 2018-2022, with particular impact on the following priorities:
- Open Lewisham - Lewisham is a welcoming place of safety for all where we celebrate the diversity that strengthens us.
  - Giving children and young people the best start in life - Every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential.
  - Building an inclusive local economy - Everyone can access high quality job opportunities, with decent pay and security in our thriving and inclusive local economy.
  - Delivering & defending: Health, Social Care and Support - Ensuring everyone receives the health, mental health, social care and support services they need.
  - Building safer communities - Every resident feels safe and secure living here as we work together towards a borough free from the fear of crime.

#### **4. Drivers to the Review**

- 4.1 Early Help has been a long-standing approach in Lewisham, often referred to as early intervention, and is a fundamental means for us to achieve the priorities set out in our Children and Young People's Plan. Our existing Early Help Strategy ends in 2020 and so it is timely to review and refresh our approach and offer now. There are a number of key drivers to our review, these are set out below.
- 4.2 **Ofsted, and Lewisham's CSC Improvement Programme:** Lewisham's Early Help offer must address Ofsted recommendations relating to Early Help following the inspection in 2015, and the focused visit in September 2018. This is being governed through the CSC improvement programme.
- 4.3 **National and Local CAMHS reviews:** which prioritise the early intervention pathway for emotional wellbeing and Early Help.
- 4.4 **Ensuring efficiency, value for money and that we spend our resources where they have the most impact for our children and young people:** a number of externally provided services critical to a system level early help offer have contracts which end in March 2020. Additionally, the Early Help review will develop current savings proposals for 2020 and beyond.
- 4.5 **Lewisham's public health approach to Youth Violence:** which seeks to ensure early intervention and improved multi-agency working around youth violence.

#### **5. Early Help Review 2019**

- 5.1 A full review of Early Help (our approach to early intervention and prevention of escalation) will refresh a partnership vision for Lewisham, with shared understanding and outcomes, and a collective delivery model to ensure that we work with children, young people and their families to improve outcomes and meet needs quickly so that problems do not escalate and eventually require specialist services.
- 5.2 The framework for the Early Help review is provided in the presentation at Appendix A.

#### **6. Financial Implications**

- 6.1 The table below shows the various funding streams that support our Early Help offer in 2018/19. The projected outturn position is currently showing an overspend of £1.6m. The overspend relates to £600k for a youth service contract and £1m for a savings target from 2015/16. With regards the £1m overspend, this relates to a savings option from 2015/16 which suggested that the outcomes of the Troubled Families Grant could assist in reducing costs in children's social care and thereby deliver a saving of £1.1m.

Funding Body	Total	CYP -General Fund	CCG	Public Health	Troubled Families Grant
	£m	£m	£m	£m	£m
Children & Family Centres inc facilities and data management	2.50100	2.50100			
The budget above also funds:					
<ul style="list-style-type: none"> <li>Young Father's Service (Working With Men), £75,000</li> </ul>					
<ul style="list-style-type: none"> <li>Lewisham Autism Support, £90,000</li> </ul>			0.04500		
<ul style="list-style-type: none"> <li>Parent Support Group, £13,000</li> </ul>					
Young Carers (Carers Lewisham & Family Action)	0.05300	0.05300			
Safer Stronger Families Service (Core Assets)	1.07000				1.07000
Family Support Service Pilot (Core Assets)	0.07000	0.07000			
Health and Wellbeing Service (Compass)	0.75000		0.15000	0.65000	
Youth Service (Youth First)	1.94300	1.94300			
Volunteering Service (Family Lives)	0.04500	0.04500			
Parental Resilience (Parent Engage & Bromley Mind)	0.00400		0.00400		
Children's Wellbeing Practitioner Programme (SLAM)	0.08600		0.08600		
Therapeutic Support (Core Assets)	0.01500		0.01500		
Liaison and Diversion Post & Trauma Informed Work in the YOS & (ICoN)	0.08500		0.08500		
Health Visiting & FNP (LGT)	6.00000			6.00000	
Maternity (LGT)	27.00000		27.00000		
Mindful Mums (Mind)	0.02200		0.02200		
Perinatal Mental Health Midwife (LGT)	0.02800		0.02800		
Therapies (SLT, OT, PT)	3.28700		3.28700		
Children's Community Nursing (inc H@H)	1.36600		1.36600		
Community Paediatrics	2.14300		2.14300		
School Health Service	£0.15			£0.15	
	<b>£46.62</b>	<b>£4.61</b>	<b>£34.23</b>	<b>£6.80</b>	

6.2 It should be noted that the table above is based on 2018/19. Funding in relation to future years does potentially carry some risk and any reductions arising from our partners or

income streams will have an impact on the ability of this project to support the overall savings targets for CYP.

- 6.3 With regards Troubled Families Grant. The grant is currently in phase 2 of the national initiative, with 2019/20 being the final year of the allocated funding. At the time of writing it is not clear if there will be a phase 3, that decision is subject to the comprehensive spending review for the next Government spending round.
- 6.4 It should however be noted that without early preventative work the service's ability to deliver on wider savings could be compromised.

## **7. Legal Implications**

- 7.1 Any procurement undertaken connected to the Early Help review will have to follow our legal obligations.
- 7.2 Our approach to Early Help will also have to ensure we are compliant with our statutory duties.

## **8. Crime and Disorder Implications**

- 8.1 There are no Crime and Disorder implications arising from this report

## **9. Equalities Implications**

- 9.1 A full Equalities Analysis Assessment (EAA) will be completed as part of the Early Help Review.

## **10. Environmental Implications**

- 10.1 There are no environmental implications arising from this report.

# Early Help Review 2019

- ***Scoping the Review***

*What are the drivers, what do we mean by Early Help?*

- ***Early Help in Lewisham***

*Context for the review - current offer, resources and risks, cost of late intervention*

- ***Undertaking the Review***

*Aims and ambitions, timeline*

- **Ofsted, and Lewisham's CSC Improvement Programme – whole systems approach**
- **National and local CAMHS reviews – an integral part of the MH pathway**
- **Ensuring efficiency, value for money and that we spend our resources where they have the most impact for our children and young people**
- **Lewisham's public health approach to Youth Violence.**

# Ofsted recommendations:

## 2015

- Ensure that a revised Early Help strategy is implemented so that early help is effectively targeted, coordinated and evaluated so that families receive appropriate support when need is first identified
- Monitor and evaluate the effectiveness of step-up and step-down arrangements between early help and children's social care to ensure that appropriate actions are taken to improve services

## 2018

- To improve: the business processes and systems to progress and record work into the MASH and the integration of early help and assessment records; the range and accessibility of performance data; clarification of thresholds and access to services; the effective use of information in the MASH; and the quality and consistency of assessments

## CAMHS Transformation Action Plan

- Develop Single Point of Access (SPA) – review of thresholds / self-referral access points
- School Offer – Development of designated mental health leads
- Additional capacity for mental health supervision and consultation in community settings
- Demand and capacity mapping to reduce waiting times
- Development of integrated systems
- Development of ‘NICE guidance’ compliant pathways e.g. self harm, suicidal ideation, challenging behaviour
- Identify clinical lead for CYP mental health
- Adopt borough-wide model e.g. iThrive
- Establish clinically-led CYPMH system delivery group by refreshing CYP IAPT steering group
- Extend CWP offer to prevent escalation
- Review self harm risks, current gap in service offer
- Revise contracts and service specs to include KPIs/outcomes and national drivers such as access targets
- Establish data sharing agreements
- Develop effective SLaM waiting list management and booking system

## Early Help Review

- To consider cross over with CSC front door (MASH) and Early Help when developing a SPA
- Develop the evidence base within universal and targeted services for CYP and families
- Revise Early Help contracts and service specs to incorporate mental health and wellbeing outcomes for CYP and families
- Facilitation of Mental Health Workforce Development across Early Help Services– e.g. Mental Health First Aid or AMBIT
- Development of trusted relationships
- Development of young people peer on peer support
- Increased opportunity for communities of practice
- Provide regular opportunities for NHS and non-NHS providers to come together to review good practice/ areas of challenge
- Understanding of pathways across universal services (schools and primary care)
- MH school offer – link with Lewisham Learning
- Focus on BAMER, harder to reach groups and those at risk of exclusion
- Establish data sharing agreements between providers
- To incorporate ‘evidence based’ whole family approaches to parental MH
- Establish effective oversight via CYPSP Board

## ***An approach, not a service.***

- **Identifying** and **providing support** to children, young people and families who are at risk of poor outcomes at the **earliest point of need**
- **Prevent** problems occurring, or **tackle** them before they get worse
- **Reduce risk factors** and **increase the protective factors** in a child's life
- Not only what happens in the early years; whilst the years before a child starts school are a particularly important stage of development, problems can arise at any age. **Effective interventions can improve children's life chances at any point during childhood and adolescence.**
- It can take many different forms, but it must be proven and effective with a **rigorous evidence base.**

# A life cycle



## ***The continuing opportunity for change***

***‘...there is no evidence that there is some age beyond which intervention fails to make a difference.’***

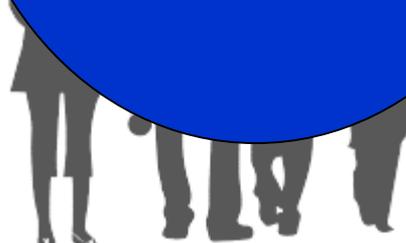
***(Perry)***



# A whole system



*Being Breastfed*  
*Mentoring*  
*Swimming lessons*  
*Speech and*  
*Language Therapy*  
*Youth Work*  
*Counselling*  
*Play Sessions*  
*Work experience*

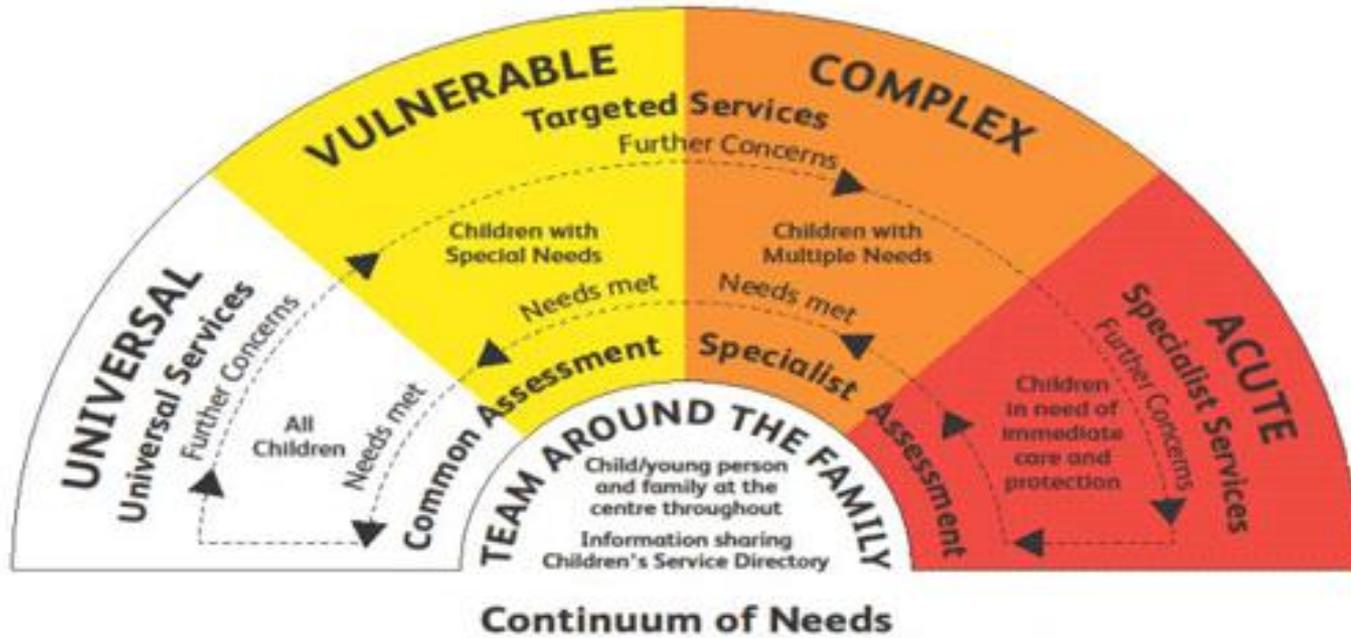


*Breastfeeding Peer*  
*Support*  
*Perinatal MH*  
*Parental Employment*  
*Support*  
*Parenting Support*  
*Substance Misuse*  
*Programmes*  
*ESOL*



*Housing*  
*Community Cohesion*  
*Networks of Support*  
*Places to go*  
*Workforce*  
*Development*

# Thresholds



# Early Help in Lewisham

The basis of our early help offer is high quality universal services.

- Schools & education settings
- GPs
- Lewisham Children and Family Centres
- Midwifery
- Health Visiting & School Health Service
- Early Years- nurseries and childcare
- Youth Services
- Young People's Health and Wellbeing Service
- Parenting Support – groups, services, interventions

## Where needs rise - Early Help assessment and more targeted support

- Safer Stronger Families Service
- FNP and MESCH
- CFC specialist offer
- Athena (VAWG)
- Community Health Services
- EHCPs
- Perinatal MH midwife
- Young Carers support

Early Intervention		CYP budgets	Other budgets (CCG, PH grant, TF grant)
These services directly contribute to our Early Help offer. Some are funded by the LA, through General Fund, the PH Grant and Troubled Families income. Some services are jointly funded with the CCG and CAMHS funding.	Children & Family Centres (PSLA, Dowlerry, KG&EB) inc facilities and data management	£2,501,000	
	This budget also funds: Young Father's Service, Lewisham Autism Service, Parent Support Group		£45,000
	Young Carers (Carers Lewisham & Family Action)	£53,000	
	Safer Stronger Families Service (Core Assets)		£1,070,000
	Family Support Service Pilot (Core Assets)	£70,000	
	Health and Wellbeing Service (Compass)		£750,000
	Youth Service (Youth First)	£1,943,000	
	Volunteering Service (Family Lives)	£45,000	
	Parental Resilience (Parent Engage & Bromley Mind)		£4,000
	Children's Wellbeing Practitioner Programme (SLAM)		£86,000
The budget covers our contracts for parenting and family support services, youth services, Children and Family Centres.	Therapeutic Support (Core Assets)		£15,000
	Liaison and Diversion Post & Trauma Informed Work in the YOS & (ICoN)		£85,000
		<b>£4,612,000</b>	<b>£2,055,000</b>

<b>MATERNITY &amp; HEALTH VISITING</b>	<b>Budget Lines &amp; Contracts</b>	
<p>Maternity and Health Visiting Services are a critical part of an early help offer.</p> <p>Maternity services are locally commissioned for the CCG as part of the wider STP. Health Visiting Services are commissioned through the Public Health Grant. In Lewisham, the Health Visiting service offers both FNP and MESCH.</p>	Health Visiting & FNP (LGT)	£6,000,000
	Maternity (LGT)	£27,000,000
	Mindful Mums (Mind)	£22,000
	Perinatal Mental Health Midwife (LGT)	£27,500
		<b>£33,049,500</b>

<b>CHILDREN'S COMMUNITY HEALTH</b>	<b>Budget Lines &amp; Contracts</b>	
<p>Children's Community Health services are provided by Lewisham and Greenwich NHS Trust. The majority are grouped into a single contract with the CCG, though within LGT's structure a number of Public Health Grant or NHSE funded services are also included. Those services that are most integral to Early Help are listed</p>	Therapies (SLT, OT, PT)	£3,287,000
	Children's Community Nursing (inc H@H)	£1,366,000
	Community Paediatrics	£2,143,000
	School Health Service	£150,000
		<b>£6,946,000</b>

- Early Help Savings proposal to deliver savings of £800,000 in 2020/21
- Corporate Strategy and our commitment to Children and Family Centres
- Troubled Families grant ends in March 2020 – and funds the Lewisham Safer, Stronger Families service
- Services delivered by the Public Health grant – dependent on future allocations
- Youth First contract and budget pressures
- Non-statutory status of many of these services make them vulnerable
- Estate costs and rationalisation
- Lack of financial and service flexibility around health services

# Review aims and ambitions

# *What we want to achieve....*

## Predict & prevent

- Identify risks to wellbeing and development and mitigate them

## Find & fix

- Target the children and young people and families who need us most
- Timely access and clearer pathways to evidence based interventions
- Collective will to collaborate and respond to need
- Children, young people and families know where to get help

## Use it & prove it

- Evidence our impact

## .....*And how we will achieve it*

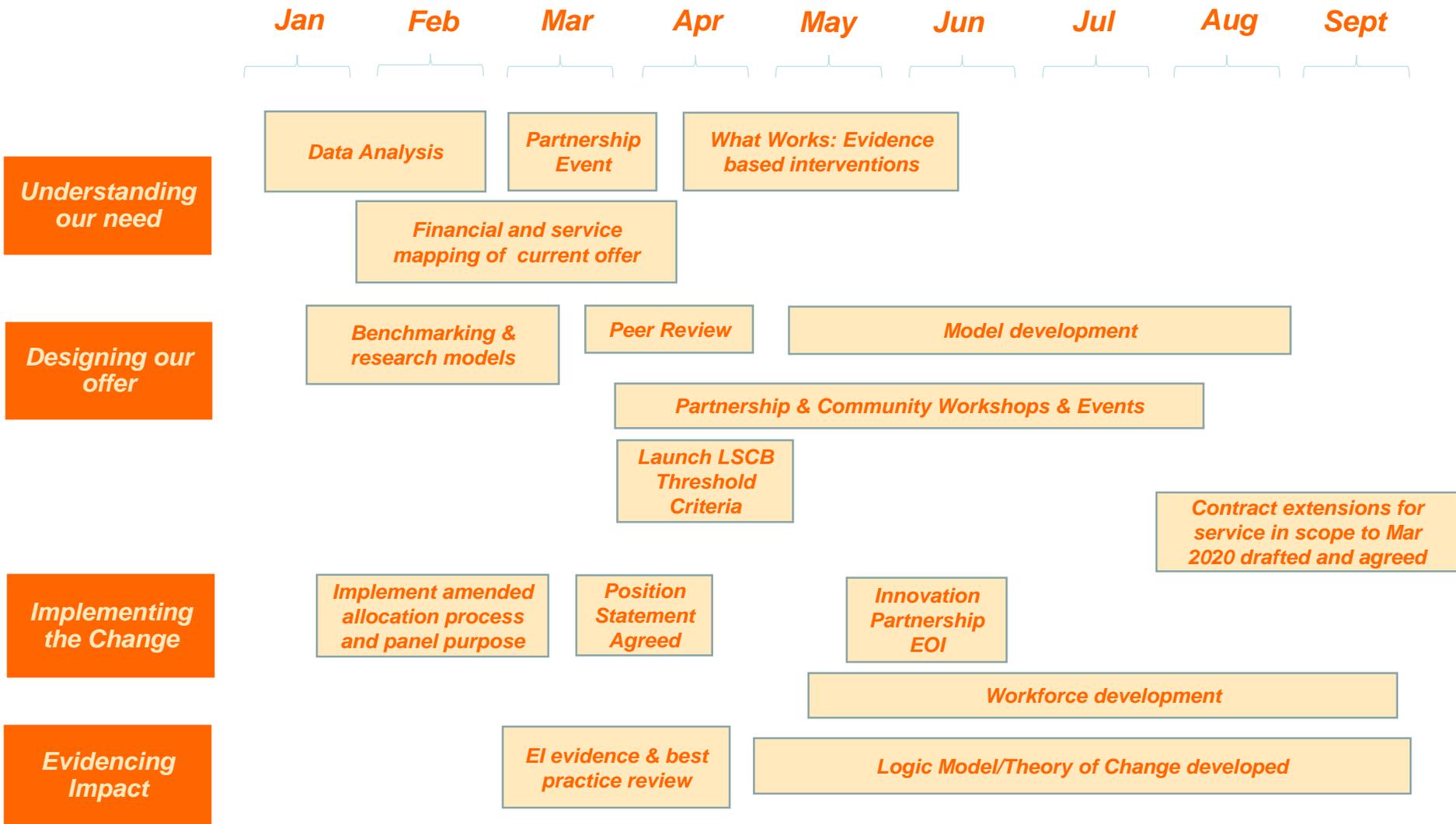
- **A clear understanding of need:** what does our data tell us, mapping provision and gaps, researching what works and the evidence base, what do our CYP, families and communities want?
- **Designing our offer:** making the case for change (social /economic), coproduction of services and pathways and understanding the child and young person's journey, how do we deliver it best, successful interventions
- **Implementing the change:** Leadership, vision, framework and a shared language, culture change and workforce development, service design and procurement
- **Evidencing and review our impact:** the right outcomes, logic models & theories of change, aligned performance monitoring, financial impact

# ***Resilience***

- ***Individual***
- ***Family***
- ***Community***
- ***Professional***



# Timeline



Oct      Nov      Dec      Jan      Feb      Mar      Apr      May      Jun

**Understanding our need**

**Designing our offer**

**Implementing the Change**

**Evidencing Impact**



CYP SELECT COMMITTEE			
<b>Report Title</b>	<b>LOCAL SAFEGUARDING PARTNERSHIP - FUTURE ARRANGEMENTS</b>		
<b>Key Decision</b>	NO	Item No.	6
<b>Ward</b>	ALL		
<b>Contributors</b>	EXECUTIVE DIRECTOR FOR CHILDREN AND YOUNG PEOPLE		
<b>Class</b>	Unrestricted	Date:	13 <sup>th</sup> March 2019

## 1. Summary

- 1.1 The statutory framework for local multi-agency safeguarding arrangements has changed and the council, together with its statutory partners the police and health (the Clinical Commissioning Group (CCG)), is required to agree new arrangements. Lewisham is part of an 'Early Adopter' arrangement with Bexley and Greenwich so is required to agree its new arrangements by the end of April 2019. This report sets out those arrangements for discussion by and comment from the Select Committee.

## 2. Purpose

- 2.1 This report seeks views on the proposed new arrangements for partnership working to safeguard children in Lewisham, in line with the Children and Social Work Act 2017

## 3. Recommendation/s

The Committee is recommended to:

- 3.1 Note the legal requirement for the Council to replace the Lewisham Safeguarding Children Board (LSCB) with new Multi Agency Safeguarding Arrangements.
- 3.2 Comment on the proposed Multi Agency Safeguarding Arrangements outlined in this paper so that any views can be reflected in the report to Mayor and Cabinet on 27<sup>th</sup> March 2019.

## 4. Policy Context

- 4.1 Ensuring strong multi-agency children's safeguarding arrangements will contribute to four of the key priority outcomes of Lewisham's Corporate Strategy 2008-2020 which replaces the 2009 Community Strategy:

- **Open Lewisham** – Lewisham is a welcoming place of safety for all where we celebrate the diversity that strengthens us.

- **Giving children and young people the best start in life** – every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential
- **Delivering and defending** – Health, Social Care and Support – ensuring everyone received the health, mental health, social care and support services they need
- **Building safer communities** – every resident feels safe and secure living here as we work together towards a borough free from the fear of crime.

4.2 This also aligns with the priorities in the Children and Young People’s Plan 2018-21:

- children and young people have the best start in life and are protected from harm
- children and young people to have good physical and emotional health
- children and young people develop, achieve and are ready for adulthood

## 5. Background

5.1 In 2015, the Government commissioned Alan Wood CBE, a former President of the Association of Directors of Children’s Services and ex-Director of Children’s Services in Hackney, to lead a review of the role and function of Local Safeguarding Children Boards (LSCBs) within the context of local strategic multi agency working. This was to include the child death review process, and consideration of how the intended centralisation of serious case reviews (SCRs) would work at local level. This review took place between January and March 2016. The review team consulted a number of leaders and experts in children’s services including Lord Laming and Baroness Jay and in total, the review considered over 600 responses.

5.2 The report concluded that although there were highly effective LSCBs, the ‘duty to cooperate’<sup>1</sup> was not a sufficient vehicle to bring about effective collaboration between the key agencies of health, the police and local government. It recommended that Local Safeguarding Boards should be replaced by a stronger statutory partnership of the key agencies (police, Clinical Commissioning Groups and local authorities) who would in turn determine local safeguarding arrangements.

5.3 The intent was to:

- Introduce a more effective statutory framework to focus the arrangements of child protection and to ensure key agencies collaborate to deliver more effective services
- Move away from an over prescriptive system to one that encourages and authorises local areas to determine how they organise themselves to improve outcomes for children

5.4 The government response in May 2016 endorsed the findings of the report and stated that the goal was to support and enable local agencies to work

---

<sup>1</sup> Section 10, Children Act 2004

together in a system where:

- Excellent practice is the norm
- Partner agencies hold one other to account effectively
- There is early identification of 'new' safeguarding issues
- Learning is promoted and embedded
- Information is shared effectively
- The public can feel confident that children are protected from harm

5.5 The Children and Social Work Act 2017 received Royal Assent in April 2017. Section 30 of the Act removes the requirement for local areas to have Local Safeguarding Children Boards. Sections 16 – 23 introduce a duty on three key partners (local authorities, police and CCG) to make arrangements with other partners as locally determined to work together to protect and safeguard children. These arrangements must identify and respond to the needs of children in the area and also identify and review serious child safeguarding cases which raise issues of importance in relation to the area.

5.6 Where a case is reviewed under the supervision of the safeguarding partners, they must:

- Ensure that the reviewer provides a report on the outcome of the review
- Ensure that the reviewer makes satisfactory progress
- Ensure that the report is of satisfactory quality
- Provide the report to the Secretary of State and the Child Safeguarding Practice Review Panel.

Other key elements of the duty are:

- The safeguarding partners must publish the arrangements
- The arrangements must include the provision of a scrutiny function by an independent person of the effectiveness of the arrangements
- The child death review partners for a local authority area in England must make arrangements for the review of each death of a child normally resident in the area.

5.7 The DfE issued the revised version of *Working Together to Safeguard Children* in 2018. This statutory guidance sets out the requirements for the three safeguarding partners, while allowing them freedom to determine how they organise themselves to meet those requirements and improve outcomes for children locally.

Since that time, council officers have been in discussion with partners, especially the Metropolitan Police and the CCG and with the London Boroughs of Bexley and Greenwich which are part of the same police command and are also part of a DfE funded 'Early Adopter' scheme for the new arrangements.

5.8 The reforms aim to simplify and strengthen the existing system – putting children first and helping them to be better protected. This paper seeks to set out the proposals for the new arrangements in Lewisham.

## **6. Timescales**

- 6.1 The implementation of the new safeguarding arrangements require the partnership to publish a plan by end of June 2019 and to implement this by end of September 2019 by which time LSCBs will be abolished. As part of an Early Adopter programme, the expectation is that our partnership arrangements are signed off by April 2019

## **7. Early Adopter programme**

- 7.1 The Early Adopter Project funded by the DfE was established to look at how the three boroughs of Lewisham, Bexley and Greenwich could work more closely together focusing on a number of areas;
- To establish an annual programme of safeguarding partnership improvement and delivery priorities that are shared across the new police borough command area and three neighbouring London Boroughs
  - To establish a shared mechanism and processes for initiating local learning reviews, which incorporate a shared tri-borough serious incident and learning sub group acting as the initial sponsor of local learning reviews to be led by one of the three participating local authorities and published across the local area. This strand is also considering the provisions of a bi-annual learning and improvement report for the local tri-borough area
  - To establish a tri –borough arrangement for reviews of child deaths.
  - To complete the implementation of the Bexley local learning hub (which brings frontline practice challenges to the board) and to consider roll–out of the hub model and priorities as part of the tri- borough arrangement.

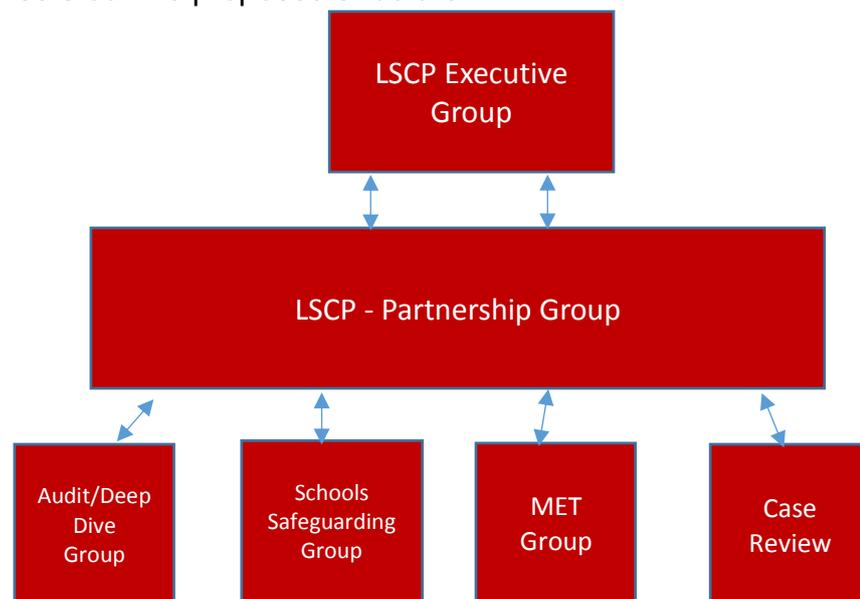
This gives the opportunity for greater effectiveness and stronger tri-borough working going forwards.

## **8. Proposals**

- 8.1 It is proposed that the new arrangements be called the Lewisham Children's Safeguarding Partnership.
- 8.2 Key strategy and decision making would sit with an Executive Group comprising the lead representatives and a senior advisor from each of statutory partners (council, health, police) with flexibility to co-opt other relevant professionals where appropriate. The Executive would be a strategic leadership group responsible and accountable for the effectiveness of safeguarding arrangements in Lewisham borough.
- 8.3 A Partnership Board with representatives from key relevant agencies (as defined in The Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018) (such as probation, housing, the voluntary sector) will work closely with the Executive to inform and support the development of priorities, share learning and ensure that their agencies meet their statutory responsibility to safeguard children. The Lead Member for Children's Services will sit on this Board as a 'participant observer', a role he currently plays on the existing LSCB.
- 8.4 The current LSCB operates through a number of sub-groups which identify and action service improvements. This will be rationalised into the following:

- Audit – responsible for involving frontline operational leads, managers, staff and parents and children (where appropriate) in multi-agency audits to determine what is working and what needs to improve in multi-agency safeguarding practice. This makes recommendations for change to the Executive and Partnership Board.
- Schools Safeguarding Group – a model where schools meet to steer their work on safeguarding and ensure active involvement in the partnership. This is a new sub-group based on a model used successfully in RB Greenwich and which is supported by our schools.
- Learning From Individual Cases – responsible for recommending when notifications to the National Child Safeguarding Practice Review Panel should be made, undertaking rapid reviews and reviewing cases locally that raise issues of importance in relation to safeguarding in the area
- MET (missing, exploited, trafficked) – responsible for working collaboratively to provide oversight of the Lewisham response to CSE, sexually harmful behaviour, exploitation by criminal gangs, modern day slavery and county lines, online abuse and extremism.

8.5 The chart below sets out the proposed structure:



8.6 Each local authority will maintain and be responsible for its own safeguarding arrangements. However, in recognition of the tri-borough police Basic Command Unit and the similar safeguarding issues and movement of children and families across borough boundaries, a Tri Borough Strategic Executive group composed of representatives from the Greenwich Executive Group, the Lewisham Executive Group and the Bexley Working Group will meet twice a year to develop shared priorities and approaches.

8.7 The Child Death Overview Panel will no longer be a sub group of the Lewisham partnership. The chair of Lewisham’s current CDOP has been instrumental in

developing a new Child Death Review process which will cover Lewisham, Bexley and Greenwich.

## **9. Scrutiny**

- 9.1 There is no longer a requirement to have an independent chair but there is a requirement to ensure that there is independent scrutiny of the safeguarding arrangements. Therefore the 'leadership' role of the independent chair is no longer required and the three statutory partners (council, health, police) will need to consider who will speak on behalf of the partnership in promoting safeguarding but also on publication of serious case reviews.
- 9.2 It is therefore proposed, as is being introduced in other boroughs, to establish the role of Independent Scrutineer. This Independent Scrutineer will seek assurance that all agencies are fulfilling their responsibilities to safeguard and promote the welfare of children.
- 9.3 The Scrutineer needs to be independent from the statutory partners and have expertise in child safeguarding and an understanding of local need and effective partnerships. They should oversee the development of the scrutiny system and the delivery of an annual scrutiny plan. Scrutiny should be informed by the following areas:
- Reviewing the Partnership's annual report
  - Reviewing audits and performance data, including s11 audits
  - Determine the effectiveness of arrangements to identify and review serious child safeguarding cases
  - Involvement in the escalation and conflict resolution process
  - Have a direct line of sight to frontline practice including conversations/feedback with frontline practitioners
  - Ensuring the voice of the child and service users is at the heart of all aspects of scrutiny by talking with and receiving direct feedback from children, young people and families to test the interconnectedness between performance, practice and the voice of the child, young person and family
- 9.4 Scrutiny can also be enhanced by development of peer review with other boroughs. The three borough arrangements is considering developing a framework of peer review which could consider how effectively the arrangements are working for children and families as well as for practitioners, as well as how well the safeguarding partners are providing leadership. The Safeguarding Partnership will report annually to the council's Children and Young People's Select Committee in the way that the LSCB does currently. Its Annual Report will also go to other partners for consideration.

## 10. Financial implications

- 10.1 Working in partnership means organisations and agencies should collaborate on how they will fund their arrangements. The three safeguarding partners and relevant agencies for the local authority area should make payments towards expenditure incurred in conjunction with local multi-agency arrangements for safeguarding and promoting welfare of children.
- 10.2 The safeguarding partners should agree the level of funding secured from each partner, which should be equitable and proportionate, and any contributions from each relevant agency, to support the local arrangements. The funding should be transparent to children and families in the area, and sufficient to cover all elements of the arrangements, including the cost of local child safeguarding practice reviews.
- 10.3 The table below shows the various partners and the funding contribution from each. Lewisham CYP supports the partnership with £83,280. The total funding available is £182,550 for the year.

<b>Funding Body</b>	<b>2018/19 Budget £</b>
Lewisham Council	83,280
CAFCASS	550
Lewisham and Greenwich NHS Trust	22,555
London Community Rehabilitation Company	1,000
London Fire Brigade	500
NHS Lewisham CCG	45,110
London Probation	2,000
South London and Maudsley	22,555
Metropolitan Police	5,000
<b>Total Contribution</b>	<b>182,550</b>

- 10.4 In 2018/19 the budget was spent as follows:

<b>2018/19 Spend</b>	<b>£</b>
Salaries *	154,970
Training	15,000
Stationery	12,580
<b>Net Budget 2018/19</b>	<b>182,550</b>

\* includes cost of serious case reviews

- 10.5 At the time of writing it is anticipated that 2019/20 will be in line with the current 2018/19 funding level in totality and individual contribution from each partner. Lewisham CYP is currently liaising with each partner to gain confirmation. Until this is confirmed the total value of funding remains a risk, although we are hopeful the full funding will be confirmed as has been the case in previous years.

## **11. Legal implications**

- 11.1 This report sets out the new requirements imposed by the Children and Social Work Act 2017, and there are no additional legal implications to comment upon.

## **12. Crime and Disorder Implications**

- 12.1 The police are a key partner in the safeguarding partnership and crime as it relates to the Safeguarding of children is part of the considerations of the safeguarding partnership, mindful of the parallel role of the Safer Lewisham Partnership which has some overlap in representation.

## **13. Equalities Implications**

- 13.1 Equalities considerations are vital throughout the working of an effective children's safeguarding partnership, considering such issues as overrepresentation of groups among those experiencing harm and/or underrepresentation in those accessing help and support. The partnership will also pay particular attention to vulnerabilities such as disability. It will be important that the partnership is representative of the local community and promotes a diverse workforce for children.

## **14. Environmental Implications**

- 14.1 There are no specific environmental implications arising from this report.

## **15. Conclusion**

- 15.1 Members are asked to agree to the arrangements proposed in the report.

If there are any queries arising from this report, please contact

<b>CYP SELECT COMMITTEE</b>			
<b>Report Title</b>	Corporate Parenting Annual Report		
<b>Key Decision</b>	No	Item No.	7
<b>Ward</b>	All		
<b>Contributors</b>	Assistant Director (Children's Social Care)		
<b>Class</b>		Date:	13 <sup>th</sup> March 2019

## 1 Purpose and summary of the Report

- 1.1 This report provides a summary of corporate parenting activity in Children's Social Care Service (CSC) between July 2018 and December 2018.

## 2 Recommendation/s

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

## 3. Policy Context

- 3.1 Good support for children who are looked after by the local authority contributes to four of the key priority outcomes of Lewisham's Corporate Strategy 2008-2020 which replaces the 2009 Community Strategy:

- **Open Lewisham** – Lewisham is a welcoming place of safety for all where we celebrate the diversity that strengthens us.
- **Giving children and young people the best start in life** – every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential
- **Delivering and defending** – Health, Social Care and Support – ensuring everyone received the health, mental health, social care and support services they need
- **Building safer communities** – every resident feels safe and secure living here as we work together towards a borough free from the fear of crime.

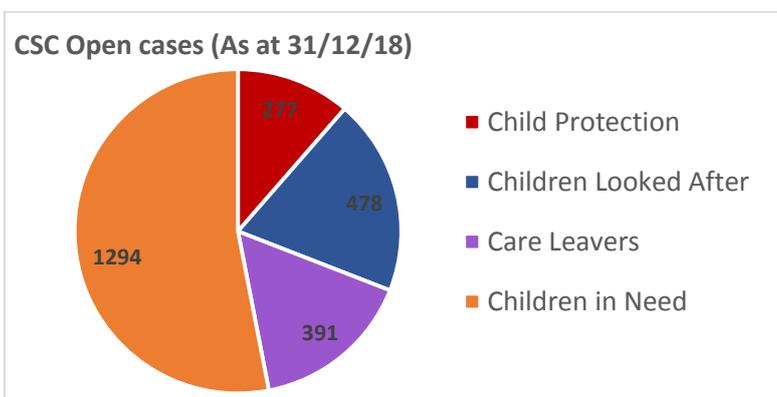
- 3.2 This also aligns with the priorities in the Children and Young People's Plan 2018-21:

- children and young people have the best start in life and are protected from harm
- children and young people to have good physical and emotional health
- children and young people develop, achieve and are ready for adulthood

## 4 Introduction

4.1 In preparation for the forthcoming Ofsted inspection Children’s Social Care has been undertaking a comprehensive self-assessment of the service. The self-assessment scrutinised the quality and impact of practice over the last 6 months (July – December 2018). This report provides key performance information and draws out key learning themes from quality assurance audit and feedback activity, in relation to Children Looked After, Permanence Planning, Placements and Care Leavers. This information was shared with the Corporate Parenting Group on 30<sup>th</sup> January 2019.

## 5 What are the experiences and progress of children in Lewisham’s care?



5.1 As at the end of December 2018, CSC were working with a total of 2,440 children and young people. 478 are children looked after, this includes 50 Unaccompanied Asylum Seeking Children. We have 391 Care Leavers, of which 52 were Unaccompanied Asylum Seeking Children.

5.2 During Listening & Learning week (December 2018) of all the audits and observations undertaken, approximately **40% of practice was judged to be ‘good’, the remainder requires improvement to be good.** The activity in Listening & Learning week reached across the whole of CSC services, the table below sets out what we found to be our generic practice strengths and areas requiring improvement.

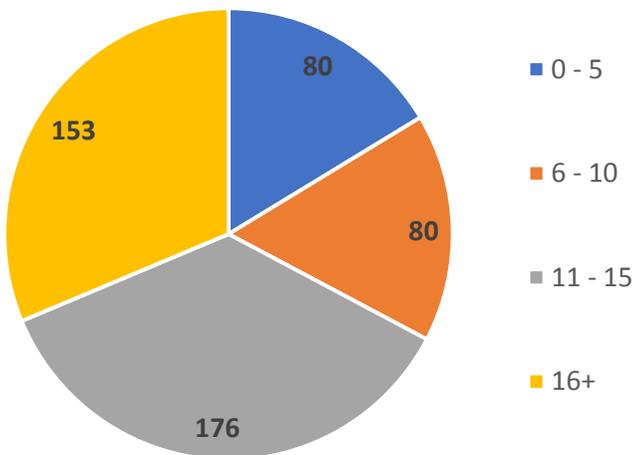
What is going well?	What are our areas for improvement?
<p>Social Workers know their children &amp; families well, they are committed, passionate, persistent and tenacious in getting families the right services.</p> <p>Practice is in the main culturally competent</p> <p>Some practice is respectful and empathetic, child focused, purposeful, thoughtful and creative.</p>	<p>We need to use less professional jargon when talking to families.</p> <p>Greater use of interpreters needs to occur to ensure the families understanding.</p> <p>The culture of practice needs to shift to manage risk more proportionately. There are threshold decisions to commence high level intervention where change could be achieved in lower intervention processes.</p> <p>Practice can be pre-occupied with processes, losing focus on the child and lacking clear purpose.</p>

<p>A survey of 34 parents and children receiving services gave a satisfaction rate average of 6.8 (score of 0-10 with 10 = high satisfaction)</p> <p>80% said they knew why CSC were involved. Communications with other partners, family relationships &amp; access to services improved. CSC helped families feel safer and parent better</p>	<p>Lower satisfaction comments related to</p> <ul style="list-style-type: none"> <li>• Families feeling ignored, unnoticed and not responded to urgently.</li> <li>• Service users were frustrated when social workers were away or difficult to contact,</li> <li>• Slow decisions.</li> <li>• Resources withheld.</li> </ul>
<p>Good direct work is happening with children and young people.</p>	<p>Visits need to consistently take place in time. Recording of visits require more detail.</p>
<p>Some examples of good partnership working</p>	<p>Multi-agency work needs stronger co-ordination, some practice is occurring in silo's</p>
<p>Practice is decisive when children are at risk of harm. Decision making is timely when risk is clear, rationale is provided for decisions.</p>	<p>Analysis and decision making needs to show clear rationale for thinking &amp; decisions. Better use of history is required in risk assessing. Decision making is pushed upwards, de-skilling frontline practitioners.</p>

## 6 Key Performance Information

Indicator	Monthly Performance											Target	Latest Benchmarking 2017			
	Apr 18	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19			Lew	SN Avg	Inner Lon	Eng
No. of CLA as at (end of month)	485	492	487	490	483	486	488	489	489	489	→	No Target				
No. of CLA as at, rate per 10,000 population (end of month)	71.0	72.1	71.3	71.8	70.7	71.2	71.5	71.6	71.6	71.6	→	Under Review	71.0	63.4	58.0	64
No of children becoming CLA	16	27	18	16	18	20	16	16	9	12	↓	No Target				
No. of children ceased to be CLA	15	17	24	8	16	15	9	13	16	6	→	No Target				
% of CLA who had a visit within the last 6 weeks	90.5%	89.4%	92.0%	93.3%	88.6%	89.7%	87.1%	85.3%	48.5%	92.2%	→	90.0%				
% of CLA cases reviewed within timescale	92.6%	98.4%	99.2%	96.6%	100.0%	100.0%	99.1%	95.1%	91%	85%	↓	95.0%				
% Initial Health Assessments in time	46.7%	75.0%	68.2%	53.8%	44.4%	60.0%	62.5%	75.0%	70%	88%	↑	95.0%				
% Health Assessments up to date	89.8%	90.9%	90.4%	91.0%	94.7%	93.3%	95.0%	96%	97%	98%	↑	95.0%				
% Dental Assessments up to date	82.0%	79.6%	77.7%	75.1%	72.8%	69.2%	63.0%	58%	53%	47%	↓	85.0%				
Immunisations	64%	63%	63%	63%	62%	60%	58%	58%	58%	57%	→	87%				
% of Eligible CLA with a Personal Education Plan	53.6%	56.2%	58.0%	62.8%	63.4%	57.2%	64.3%	72.2%	72%	66%	↑	90.0%				
% of long term CLA placements stable for at least 2 years (NI63)	75.2%	76.8%	76.4%	77.8%	76.6%	72.7%	75.9%	77.1%	76.8%	77.5%	→	75.0%	77%	68%	68%	70%
% of CLA who have had 3 or more placements - rolling 12 months	10.1%	10.4%	10.9%	9.8%	10.1%	10.3%	15.4%	9.8%	10.4%	9.6%	→	10.0%	10%	11%	11%	10%

Children looked after by age range (Nov 18)

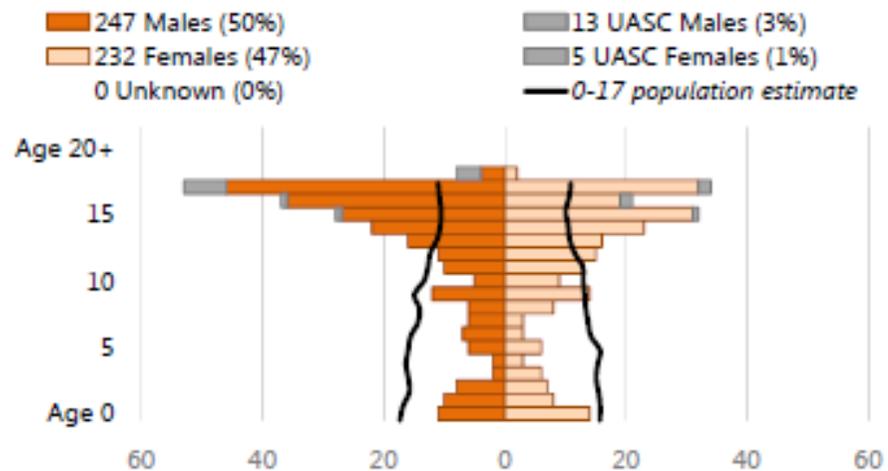


Ethnic background

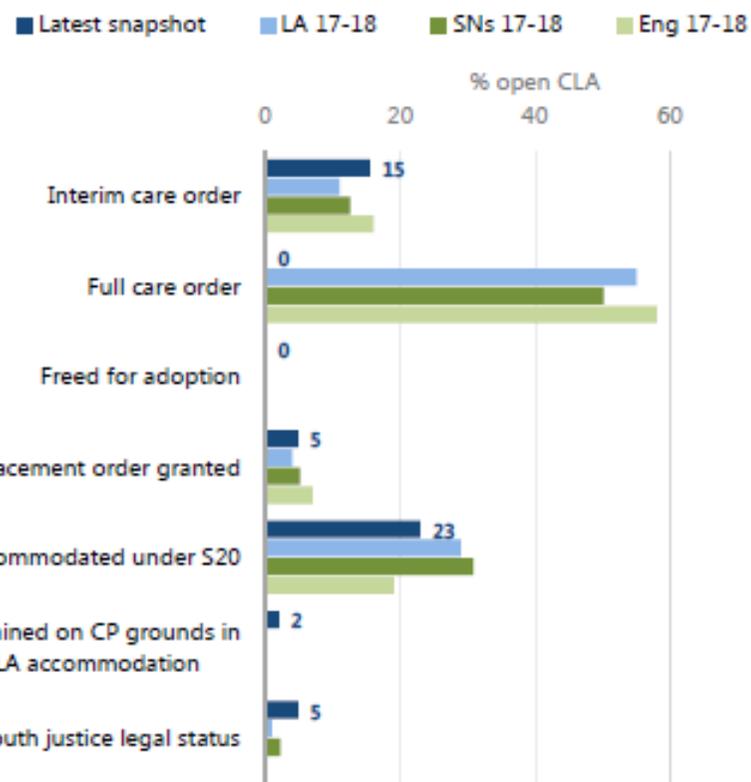
	All CLA	Not UASC	UASC
White	30%	30%	22%
Mixed	23%	24%	0%
Asian or Asian British	4%	4%	6%
Black or black British	37%	37%	39%
Other ethnic group	6%	5%	33%
Not stated	0%	0%	0%
Not recorded	0%	0%	0%

53 children (11%) with a disability

Age and gender



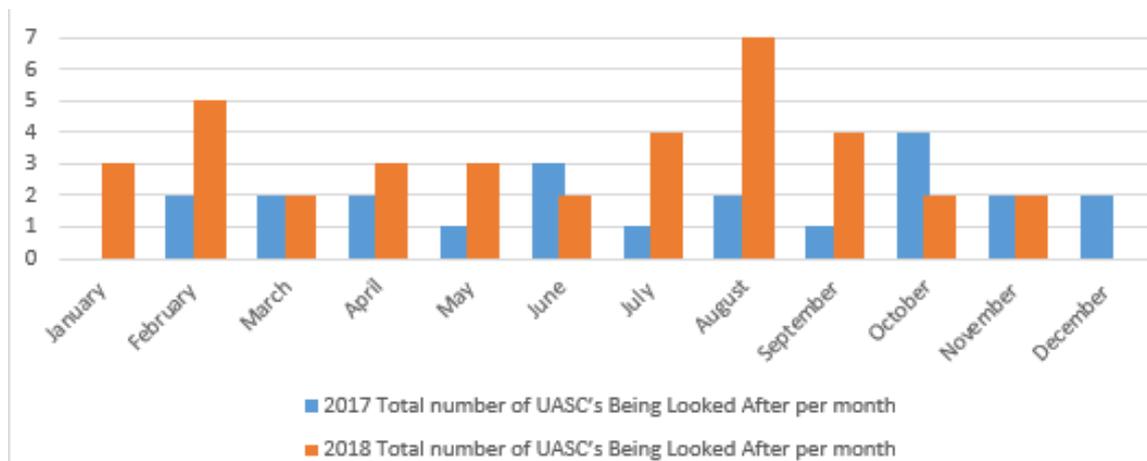
Comparing legal status of open CLA (snapshot)



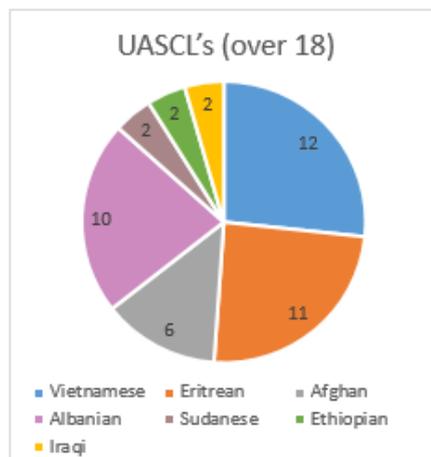
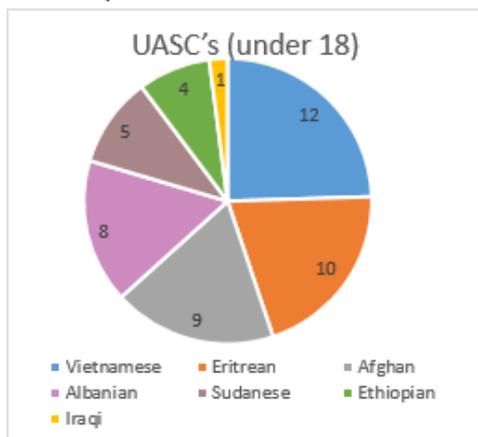
## 7 Unaccompanied Asylum Seeking Minors (UASC)

7.1 An unaccompanied asylum-seeking child (UASC) is child/young person (u18) seeking asylum and have no supporting adult taking responsibility for them. The Local Authority has a duty to assess and provide services, the young person will continue to be eligible for services where they are granted refugee status, humanitarian protection or unaccompanied asylum seeking children leave to remain, which may continue up to their 18th birthday. Young people presenting as UASC are assessed by a social worker in the Assessment Service and then transferred to the Children Looked After & Care Leaver Service.

7.2 **Lewisham is currently caring for a total of 50 Unaccompanied Asylum Seeking Children (UASC) and 52 Unaccompanied Asylum Seeking Care Leavers (UASCL).** This is the equates to 10% of the overall CLA population. Total UASC's who were referred and became looked after by Lewisham Children services since 2017: **Total 2017 = 22. Average 1.8pcm. Total 2018 = 39. Average 3pcm**



Total number of UASC's and UASCL's according to Nationality:



Accommodation UASC's	Total	Inside Lewisham	Outside Lewisham	Accommodation UASCL's	

Fostering Placement	23	20	3	Staying Put	13
Agency Fostering (IFA)	12	3	19	Supported Lodgings	6
Semi-independent	13	10	3	Semi-independent	12
Supported Lodgings	1	0	0	Temp. Accommodation	1/2 (TBC)
Missing	1	0	0	Missing	3
				Training Flats	1

## 8 Education, Training & Employment-The Virtual School

8.1 Lewisham Virtual School is the key statutory service for ensuring the best possible outcomes for the education of CLA. The team leads on education to ensure that all professionals in the team around the child are working together in the best interests of the student. The service runs for early years to the end of KS5 and supports social workers to ensure an effective transition into care leaving services. The virtual school focuses on metacognition, ensuring our young people are ready to learn and employs a multi-disciplinary team based on an extended school model, including teachers, clinical and educational psychologists, specialist mentors and family therapists. The team use trauma-informed practice to address the individual barriers to learning and develop individual learning plans for each student.

2016-2018 Lewisham CLA (%)	Reading			Writing			Maths			RWM		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>KS1 Met Standard</b>	78	71	<b>100</b>	67	50	<b>80</b>	56	57	<b>80</b>	56	43	<b>80</b>
<b>KS2 Met Standard</b>	54	67	<b>58</b>	85	73	<b>68</b>	62	67	<b>58</b>	38	53	<b>53</b>

KEY STAGE 4 2016-2018	5+ good GCSE passes including maths & English		
	2016	2017	2018
Lewisham CLA (%)	16	20	<b>26</b>

Fixed Term Exclusions CLA	2015-16	2016-17	2017-18
% days lost to FTE			
Number of days lost to FTE			

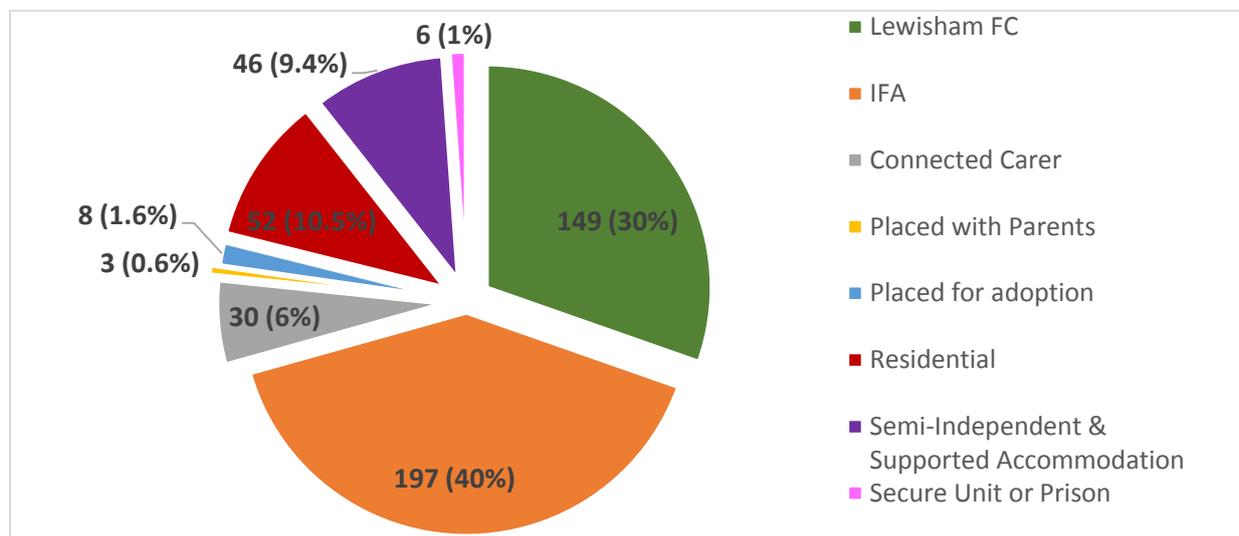
### Attendance CLA (2018-19)

Overall attendance	<b>93%*</b>
Authorised absence	<b>4%*</b>
Unauthorised absence	<b>3%*</b>

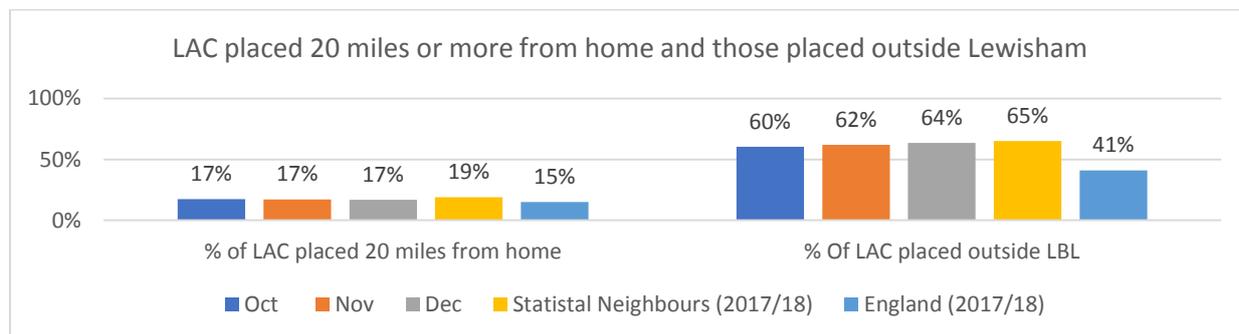
## 9 Placements

9.1 There is a dedicated placements team which consists of a team manager, two social workers and four placements officers. This team is responsible for sourcing and setting up contracts for placements including in-house fostering, Independent Fostering Agencies (IFA) Residential, SEND, Welfare Secure and Outreach / Outward-bound provisions. In 2018 decision has been made to align placement finding with the commissioning function. The benefits of bringing these services together aims to manage the provider market and ensure that there are effective and efficient external placement contracts.

9.2 Looked After Children's Placements (Q3 18/19)



NB: Residential also includes Semi-independent placements for 16/17 year olds.



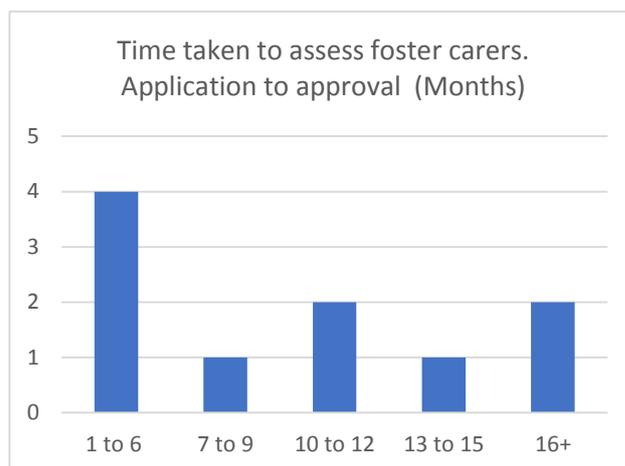
## 10 Foster Carers

10.1 Section 22 of the Children Act 1989 places a duty on Local Authorities to secure sufficient accommodation to meet the needs of children in their care. To meet this duty Lewisham has a Sufficiency Strategy which is currently being updated for 2019 – 2020.

10.2 Currently there are three teams in the service; Fostering Support and Development Teams 1 & 2 and Special Guardianship Assessment Team. A new Recruitment and Assessment team is currently in formation. The Specialist Fostering Service will be rolled out from April 2019, focusing specifically on developing Specialist Carers, Post SGO support, Supported Lodgings and Staying Put Schemes to improve our offer of suitable local foster placements for complex and hard to place young people. In addition the SGO support scheme will assist and support foster carers to consider SGO for long term settled foster children while the Supported Lodging and Staying Put scheme will recruit, support and coordinate bespoke provision for young people in transition. The service aims to achieve 200 fostering households, a net increase of 80 additional carers within the next 3 years so Lewisham has significantly more in-house fostering placements.

No. of fostering households	126
No. of fostering spaces/ placements.	183
Current Vacancies	13
Approvals between March and December 2018	10 (includes 3 connected carers)
Foster Carers leaving - resignations and retirements	4
Net gain of foster carer	6
Temporary Approved carers.	6
No of CLA living in 'in house' foster placements. (DEC 18)	170
No of Staying Put arrangements (18+ years)	19

Fostering data as at Dec 2018



## 11 Adopters

- 11.1 A separate Adoption team recruits adopters who can offer a permanent family to children who are waiting, working in partnership with voluntary adoption agencies and other London Adoption Consortia to find placements for those children who are harder to place. A range of services are provided to meet the lifelong needs of individuals whose lives are affected by adoption; including services for birth parents who lost the children for adoption.

Number of Adopters approved	April 15 Mar 16	April 16 Mar 17	April 17 Mar 18	April 18 Dec 18
Number of applicants approved to adopt	25	12	9	6
<b>Adopters</b>	<b>Percentage</b>			<b>2018 applications to the Adoption Support Fund:</b>  71  Average of 6 per month £182,824 received from Adoption Support Fund.
Enquiries-conversion of enquiry to assessment (WITHIN TARGET DAYS)	100%			
Time from first visit to allocation for assessment (WITHIN TARGET DAYS)	59%			
Assessment to panel/approval WITHIN 5 MONTHS OF ALLOCATION.	50%			
Disruptions	0%			

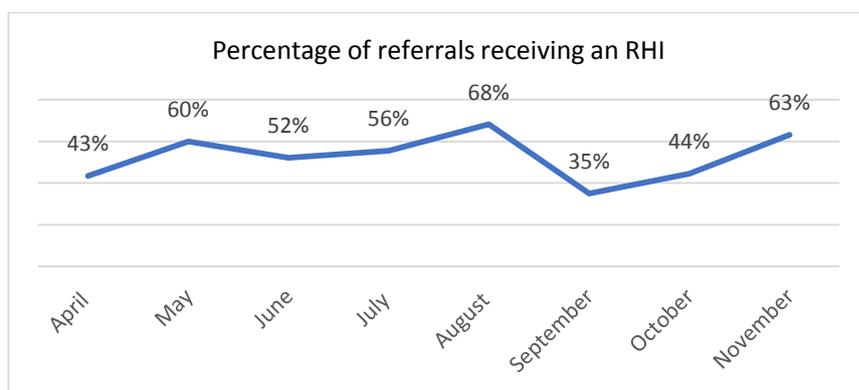
## 12 Missing from Care

Missing : Apr 18 - Nov 18	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov

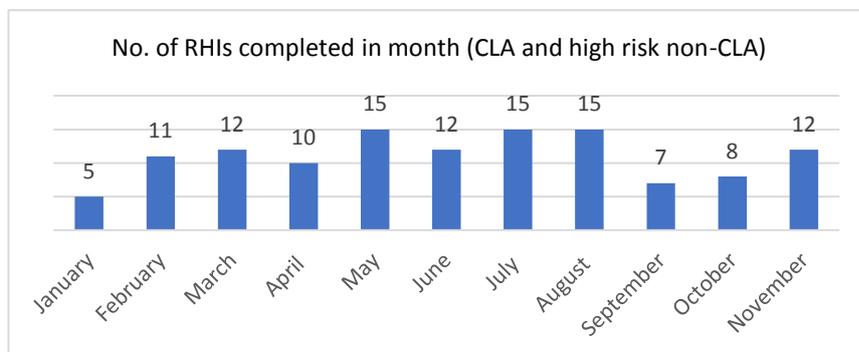
No of CLA - Missing from placement	46	48	45	49	49	54	53	49
No of missing episodes for CLA	122	140	123	156	129	139	144	118

12.1 The last Missing and Exploitation report covered May – July 18, the next report is due in January 2019.

12.2 The team supporting social workers with sexual exploitation (CSE) and missing episodes is situated within the Assessment Service and provides guidance to social workers, works with young people, represents CSC on multi-agency panels and tracks cases to ensure that that essential safeguarding activities are taking place. Lewisham holds a weekly multi-agency MET (Missing, Exploited & Trafficked) Panel which reviews all young people vulnerable to CSE and those going missing. This includes input from CAMHS, Athena, Safer London and Compass who provide 1:1 support for the children identified as required. Return Home Interviews (RHIs) for CLA are carried out by St. Christopher's, an independent provider commissioned by Lewisham. The contract with St Christopher's ends on 31<sup>st</sup> July 2019, it is currently under review.

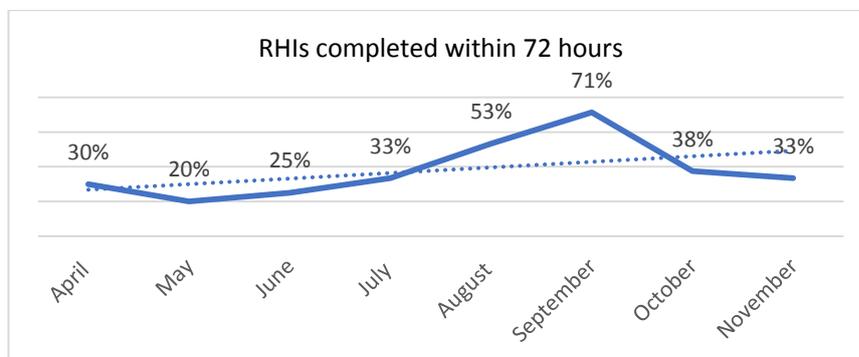


12.3 As well as completing RHIs, St. Christopher's are commissioned to provide additional support to missing young people and their families which aims to reduce repeat episodes, this includes one-to-one support and family mediation.



12.4 In 2018, the average number of RHIs completed per month is 12.

12.5 RHIs take an average of 5 hours to complete.



12.6 On average, 53% of referrals result in an RHI.

12.7 The most common reason for an RHI not being completed is the young person declining after being offered an interview. This happens in 20% of cases on average. The second most common reason is

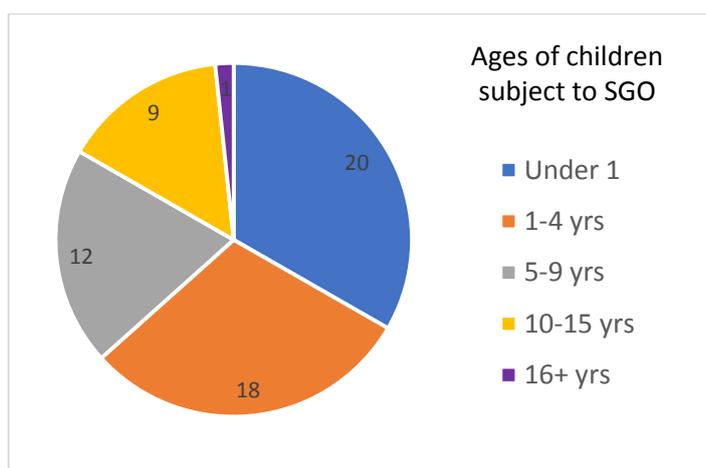
that the young person goes missing again, after the initial episode.

## 13 Permanence Planning

### 13.1 Special Guardianship

13.1.1 Lewisham's Connected Carer and Special Guardianship Team assess applicants who come forward, to see if they meet the requirements of the Special Guardianship regulations, in order that they can care for a child permanently. Assessments take around three months to complete but can be ended early if the initial viability assessment concludes they would not meet the requirements of a Special Guardianship Order (SGO). **The total number of children subject to SGO in April - November 2018 is 15**

July 18 – Nov 18	No.
No. negative SGO assessments:	8
No. positive SGO assessments:	14
No. assessments filed in court/panel:	44
<b>No of children where the permanence plan of SGO is/was considered.</b>	<b>53</b>
No of SGO granted	8



### 13.2 Adoption

13.2.1 When adoption is the care plan for the child, the Adoption and Adoption Support teams' role is finding and supporting stable and secure adoption placements for children where the identified plan is adoption. The team progress a range of different ways to promote adoption and permanence for children including concurrent placements, Fostering for Adoption and the 'Foster to Adopt' programme.

April - December 2018	Total		Aged 0-2	Aged 2-3	Aged 3+	
No. of children waiting by time & age	15		6	2	7	
Timeliness between Placement Order to matching child and prospective adopter.	Within 2 months	2-6 months	6 months +	Average	Highest	Lowest

	3	2	10	148 days	283 days	NA
Matching to placement				40 days	223 days	NA
Placement order to Adoption Order				761 days	1272 days	250 days

Adoption Performance Information	April 15 Mar 16	April 16 Mar 17	April 17 Mar 18	April 18 Dec 18
Number of Placement Orders	24	14	22	19
Number of Adoption Orders	36	16	16	2
Adoption orders, child placed with family who have been approved by Lewisham	27	13	9	1
Adoption orders, child placed with family who have been approved by another adoption agency (not Lewisham)	9	3	7	1

## 14 The Quality & Impact of Our Services-Key Issues from the Self-Assessment

14.1 This section of the report summaries the learning identified through a range of quality assurance activity that has taken place over the last 6 months. This includes audits, internal, external reviews and feedback for partners and children and families that use our services. The source of the information is referenced in italics. *NB. PI = Performance Information*

What is going well?	What are our areas for improvement?
<p><b>CHILDREN LOOKED AFTER</b></p> <p><i>IRO Annual Report 17/18:</i></p> <ul style="list-style-type: none"> <li>72% of Care Plans considered good standard.</li> <li>97% of cases monitoring did not require formal IRO escalation process. The majority of escalations are resolved at service level.</li> <li>76% of children / young people are satisfied with their care plan.</li> </ul> <p>Care Plans were reviewed on time and involved other professionals. Timely actions are being recorded at statutory CLA reviews by IROs. <i>(PI) Listening &amp; Learning week (Dec 18) A thematic Care Plan Audit was undertaken ( No. 25 cases)</i></p> <p>CLA are being visited regularly by their social workers. <i>(PI)</i></p> <p>Health assessments are up to date and held in time. <i>(PI)</i></p>	<p>The Council Corporate Parenting &amp; CLA strategy needs updating. The rate of children looked after is higher than statistical neighbours. Entries into care rate is comparable (2017/18 data), but the rate of care applications is high. Exits from care are lower than statistical neighbours. This suggests permanence planning needs more frequent reviewing and stronger management oversight.</p> <p>Dental checks and Initial Health Assessments need to reach targets <i>(PI)</i>. However some of these figures are effected by recording cycles. Business support systems for maintaining good recording need strengthening.</p> <p>SDQ scores need to be meaningfully used to inform care plans and compiled to inform strategic planning.</p> <p>More work needs to been done to strengthen the impact of the IRO role and the effectiveness of the IRO escalation process. <i>(IRO Annual Report 2017/18)</i></p> <p>64% of care plans graded as requiring improvement to be good. Plans need to be clearer, outcomes more evident &amp; different aspects of care</p>

<p>Staff 16 Ramadan boxes were distributed, to keep young people safe after breaking fasting.</p>	<p>plans i.e. health, education, permanence, placements more joined up. <i>Listening &amp; Learning week (Dec 18)</i></p> <p>There are some delays in citizenship / passport applications.</p> <p>Too many Social Work reports for CLA Reviews are not presented or delayed.</p> <p>Reasons for CLA requiring advocacy services relate to finance. E.g. late payments (<i>Commissioning Report to CPB Dec 18</i>)</p>
<p><b>UASC</b></p> <p>The UASC Project team started in Sept. The 18 month project is has 2 key components:</p> <ol style="list-style-type: none"> <li>1) Recruit of 20 new foster care placements</li> <li>2) Provide tailored support to UASCL</li> </ol> <p>My Foster Family are being commissioned to recruit 5 Muslim foster placements.</p> <p>Community Partnership building has been established with local and pan London refugee, migrant and asylum seeking services, to deliver the project and build resilience in the community.</p> <p>11 UASC's were accompanied to attend theatre performance 'Pizza Shop Heroes' with a group of former UASC on 3/12/18.</p>	<p>The specific nature of this area of work requires specialist knowledge. At present UASC are allocated across the CLA Service. A dedicated team needs to be developed to provide a service with specialist knowledge, to provide better services.</p> <p>At the foster carers forum (Oct 2018) concerns were raised about the reliability of age assessments, this is especially important for single carers.</p>
<p><b>EDUCATION</b></p> <p>Virtual school (VS) holds real-time education data for CLA which is quality assured on a daily basis. There is swift notification to VS of children entering care</p> <p>2018 - Highest ever attendance of CLA, lowest ever fixed term exclusions. 0 permanent exclusions. All Lewisham schools have agreed not to permanently exclude CLA.</p> <p>Very low numbers of CLA Missing Education</p> <p>2018 High attainment at KS 1; at KS 2 for reading/writing/maths combined and at KS 4. 2019 - on course to meet 100 hour (by Y13) IAG target</p> <p>2019 - 16 Students are on course to begin university courses. This would represent Lewisham's highest ever cohort (there were 15 in 2018)</p>	<p>While performance has been improving on PEPs there is still more to do to reach targets consistently. 72% of PEP's are recorded. (PI)</p> <p>SEND - improve monitoring of CLA receiving SEND support below EHCP threshold</p> <p>Work towards 100% of KS4 cohort achieving some form accreditation- by identifying appropriate individual pathway.</p> <p>Improve impact of student voice in service design</p> <p>Improve links between Virtual School and YOS.</p>

<p>Lewisham is nationally recognised for outstanding impact of pupil premium (<i>peer challenge</i>)</p>	
<p><b>MISSING &amp; CONTEXTUAL SAFEGUARDING</b>  <i>April 2018 review of commissioned RHI contract:</i></p> <p>Since April 2018 Lewisham service commissioners have worked with St. Christopher's to oversee improvements. Up until September 2018, this led to a steady increase in the number of RHIs completed, and those within 72 hours.</p> <p>St. Christopher's contributes information to the Serious Youth Violence (SYV) and Missing Exploited Trafficked (MET) panels. The Missing Co-ordinator in CSC and St. Christopher's Manager meet fortnightly to review young people have been offered a service.</p> <p>The recent government launch on violence reduction policy (MOPAC) led the introduction of the Rescue and Response Service. So far it presents as being an effective service for children involved in county lines and criminal exploitation.</p> <p>The CSE module in LCS was introduced (June 18) and includes a revised comprehensive CSE Risk Assessment. Training has been provided to social workers, this is expected to improve the recorded rates of CSE identification and safety planning.</p>	<p>A strategic approach to contextual safeguarding is required across the council and multi-agency partnership. Which includes the review and rationalisation of the MET and Violence Reduction panels.</p> <p>The RHI service is perceived not to be sufficiently responsive. On average, 40% of RHIs are carried out within 72 hours. The most common reason for a delay in an RHI being completed is the young person not attending pre-arranged appointments. September &amp; October saw performance on RHIs drop after a high number of referrals for repeat missing cases that had already been offered the service previously and declined. Engagement with this group is more difficult due to them going missing before an RHI can take place.</p> <p>More needs to be done to gather intelligence during RHIs for use in a strategic way, to build a local profile and inform our overall approach. Information sharing across boroughs is problematic, as well as knowing what all the agencies are doing needs improving.</p> <p>Review and updating of the joint Missing from Home and Care Protocol needs to take place.</p> <p>Children's and Adult Social Care need to develop safety planning for transition into adulthood.</p> <p>Future planning for young people leaving secure units should occur more and be anticipated earlier.</p>

<p><b>PERMANENCE PLANNING</b></p> <p>Permanence/adoption planning is being considered at an early stage. (Listening &amp; Learning Week)</p> <p>CLA plans evidenced some good life story work (Listening &amp; Learning Week)</p> <p>There have been no disruptions on adoptions over the last 10 years (PI)</p> <p>The 2014-2017 DfE Adoption Scorecard (Mar 2018) confirmed Lewisham consistently performs above national average.</p> <p>Prospective adopter applicants were fully prepared and aware of the applicant process on all occasions No.12 (Adoption Panel Report Sept 2018)</p> <p>Over 90% of reports to Adoption Panel are of good quality. (Adoption Panel Report Sept 2018)</p> <p>Since July the SGO team have been undertaking training and introducing new mechanisms to improve working relationships across the service and practice standards.</p>	<p>There are some delays in permanence planning &amp; more life story work needs to be undertaken. (Listening &amp; Learning Week)</p> <p>Policies and procedures around permanency and matching need development, to enable more consistent approach and clear expectations. (IRO Annual Report 2017/18)</p> <p>Performance on numbers of adoptions has fallen this year, largely due to contested hearings and a change in approach by the courts, this is a pattern across London. The drop of adoption orders is also believed to be as a result of more children being harder to place (PI &amp; Management Oversight).</p> <p>More work needs to be done to attract prospective adopters who are BME and who can care for children who are harder to place.</p> <p>Assessment to panel approval for Adopters within 5 months of allocation was 50%. In last 9 months, due to staff shortages. The length of completed assessments was also longer for reasons including applicants' health issues, moving housing, outstanding DBS.</p> <p>There is no effective module on LCS for recording Connected Carer &amp; SGO assessment activity.</p>
<p><b>PLACEMENTS &amp; SUFFICIENCY</b></p> <p>Placement stability is high compared to statistical neighbours. (PI) &amp; (Listening &amp; Learning Week)</p> <p>Foster to adopt placements are being used successfully. (Listening &amp; Learning Week)</p> <p>Foster Carer project groups have been set up jointly led and run by foster carers &amp; supervising social workers to support to attract and retain good foster carers.</p> <p>Timeliness of assessments of foster carers has improved in 2018, compared to 2017.(PI)</p> <p>With additional support to existing foster carers, 115 households have increased capacity to look after more children. Currently there are 170 in-house, which equates to 35% of CLA as compared to 112 (24%) as of 31<sup>st</sup> March 2018.</p>	<p>There are a number of CLA who are in 'out of borough' placements. 61%. This is comparable with our statutory neighbours but still higher than we would like. 40% of those placed outside Lewisham are in neighbouring Boroughs. (PI) 34% of Lewisham CLA are placed with Lewisham carers. Compared to 39% in our statistical neighbours and 53% nationally. (PI)</p> <p>A qualitative matching tool is needed to ensure placements options are well matched to CLA and to maintain good stability.</p> <p>There are a number of carers in Lewisham choosing to work for IFA's. Lewisham needs to become the employer of choice for foster carers.</p> <p>Support for Special Guardianship carers needs strengthening and payments need reviewing to ensure it does not act as a disincentive to foster carers who can provide permanent care.</p>

<p><b>FOSTER CARERS</b></p> <p><i>In October 2018 a foster carers forum was held and provided the following feedback:</i></p> <p>Some foster carers were positive about the support they receive from Lewisham and their supervising social workers (SSW).</p> <p>Foster carers are positive about being involved in recruitment</p>	<p>Some foster carers are dissatisfied with the level of support and are concerned about SSW workloads and not enough Personal Advisors.</p> <p>Morale was described as low partially due to staff turnover fostering. The relationship between carers and Lewisham CSC needs to be more collaborative.</p> <p>More information needs to be provided to foster carers when children are being placed with them, delegated authority needs further clarity. Messages and information given to foster carers needs to be more consistent, policies and procedures need to be written down and widely distributed.</p>
--	---

## 14.2 What are the experiences of our care leavers?

14.2.1 Lewisham has statutory duties to provide a leaving care service to those young people aged 16-25 years who have been, or are, 'cared for' and who leave the care of the Local Authority. A care leaver is defined:

- Eligible: aged 16 or 17, are currently in care and have been cared for 13 weeks (or periods amounting to 13 weeks) which began after reaching aged 14 and must include at least one day whilst they were 16 or 17 years old.
- Relevant: no longer being cared for by the LA but were 'eligible' and will be 16 or 17 years old.
- Former relevant: is aged between 18 and 21 and before reaching 18 was a relevant or eligible. If at the age of 21, or before reaching the age of 25, they remain in full time education or training, then they will remain a former relevant young person until the end of the agreed programme of study.
- A qualifying care leaver is at least 16 years but under 21, was cared for prior to the making of a Special Guardianship Order which was in force when they reached 18 or, after reaching the age of 16 was still cared for, or was privately fostered and assessed to be in need.
- Unaccompanied Asylum Seeking Children (UASC) receive the same support as a Care Leaver if the above criteria

14.2.2 Care leavers up to 21 are allocated a Personal Advisor (PA) in the Children Looked After & Leaving Care Service, and our local offer makes them aware they can return for support up to their 25<sup>th</sup> birthday. In addition to the PA's a dedicated Careers Adviser sits in the service who provides 1:1 and targeted support, this additional focus is for all 18-25 year olds.

14.2.3 In response to feedback from Care Leavers, since December 2018, Lewisham has been planning the re-align the service to create a dedicated Leaving Care Service and UASC hub by February 2019. The Council has also identified a dedicated building which is currently under refurbishment to provide a dedicated location for the Care Leaving team and for young people to access services.

14.2.4 The I-Aspire programme that commenced in late 2018 delivered by DePaul UK, focuses on the 18-21 cohort but some young 16-17 year olds can be referred to undertake transition or preparation work and housing need support to improve tenancy stability. It can also offer some returning 21-25 year olds who are coming to the end of a custodial sentence or are young parents ready to re-enter job opportunities. It offers 1:1, personalised and assertive outreach over a 3 year period to care leavers to increase their prospects and access to training, education and employment.

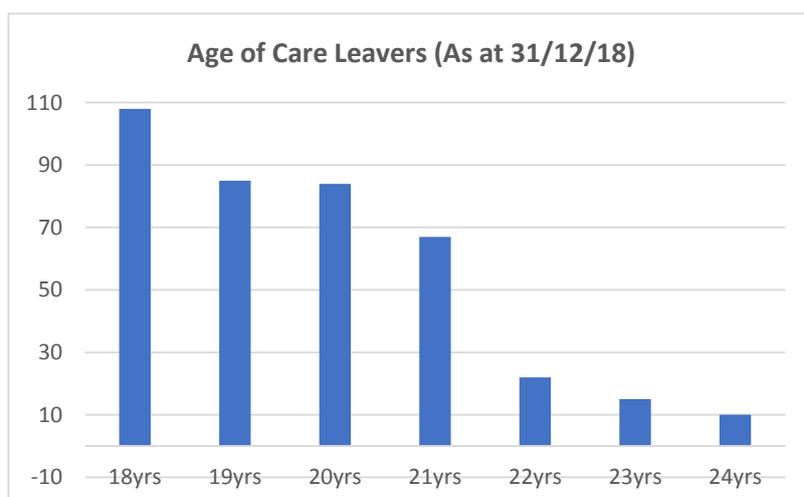
14.2.5 The Money House project helps prepare our care leavers for taking on their own tenancy in the future and focuses on areas around tenancy readiness, independence skills, budgeting support and when assessed as having these necessary skills, we aim to move our young people towards accommodation that best suits their needs.

14.2.6 The health needs of our care leavers are overseen by Child Health to when they become an adult. A number of our care leavers have low confidence. Work has commenced in the design of a new health and well-being tool that will help identify the right support to our young people and increase their resilience and improve their emotional well-being. For pregnant care leavers we have an arrangement with the Family Nurse Partnership and an enhanced health visitor service to work with our care leavers. We have a pre-birth process to ensure any need is met earlier and support can be provided. The Meliot Outreach service provides focused group work to care leavers, there's a Focused Attention to Babies (FAB) group and a Caring Father's project where we can signpost to.

### 14.3 Key performance indicators

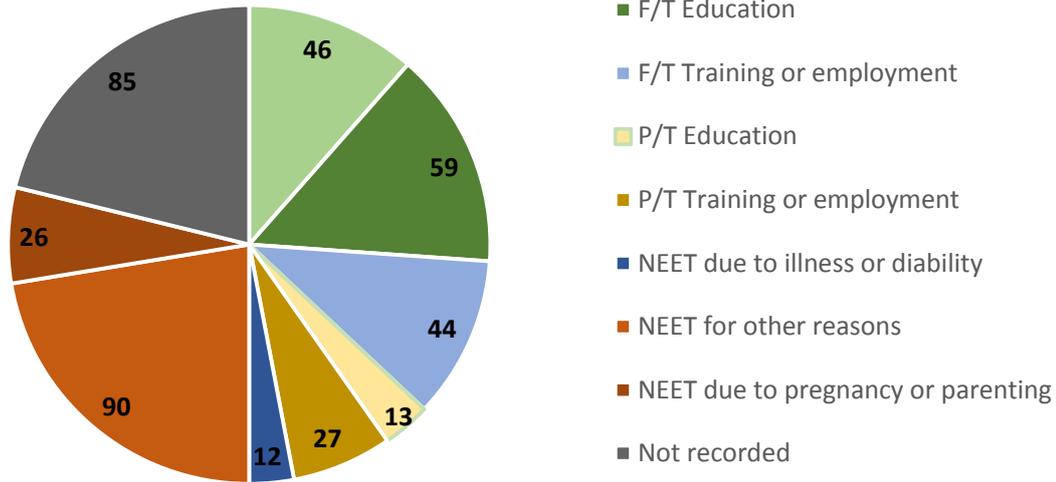
14.3.1 The Leaving Care service performance data is currently under review, as there are several areas of recording that need improving through practice and LCS re-design. E.g. Pathway plans are not currently recorded on LCS due to the poor form design. Subsequently this does not enable data collection. The re-design of LCS is scheduled for Jun- July 2019.

Indicator	Monthly Performance									
	Apr 18	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19
No. of care leavers age 18 – 24	325	330	340	347	359	369	326	380	392	396



14.3.2 Our numbers of care leavers have steadily increased over the last three years. These numbers are anticipated to increase further linked to the older age profile of our CLA with many now coming into care later and more specifically numbers of UASC and the extension of our duties contained in the Children and Social Work Act 2017.

**Care Leavers: Education, Employment & Training  
(As at 31/1//18)**



	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan
% of care leavers in suitable accommodation	82.2%	80.9%	78.8%	77.2%	74.9%	72.9%	71.5%	70.8%	74%	69%

*NB This data is currently under review for accuracy.*

What is going well?	What are our areas for improvement?
<p>Evidence of good and helpful 'Staying Put' placements in Pathway Plans (L&amp;L)</p> <p>PAs were described as knowing their young people, making positive interventions and being pro-active in their work with care leavers. (L&amp;L)</p> <p>Care Leavers have priority nomination to local housing &amp; Lewisham has 6 training flats to assist transitions into independence</p> <p>43 young people have already been identified for the I-Aspire programme.</p> <p>Council Tax exemption is available to all care leavers who live in Lewisham up to 25 years</p> <p>A good number of care leavers remain in a Staying Put and good arrangements are in place with the Supported Housing Pathway.</p> <p>Most of our care leavers are in suitable accommodation. The exceptions being those in custody and a small number who no longer engage with the service.</p>	<p>Performance data for our Care Leaver population needs significant improvement.</p> <p>Dedicated Care Leavers Service to be developed, with associated strategy and action plan to strengthen the strategic management of the service.</p> <p>Caseloads of PA's inhibits the ability to do good work. (L&amp;L)</p> <p>100% (No.9) pathway plans were graded at 'Requires Improvement' (L&amp;L) Pathway plans need to be reviewed more regularly &amp; SMART (L&amp;L) &amp; (PI)</p> <p>Increase management oversight on care leaver's cases evidencing better oversight and tracking of actions and management directions on files. (L&amp;L)</p> <p>More suitable accommodation options are required.</p> <p>Need to annually review the financial entitlements</p> <p>The Local Offer to Care Leavers needs stronger prominence and better publicity.</p>

<p>A good number of care leavers are attending university &amp; their outcomes are consistently high</p> <p>The audits highlighted good engagement with other agencies and co-ordination of services</p> <p>8 young ambassadors have been appointed who helped develop the Care Leaver Local Offer, are engaged in recruitment and training of Foster Carers.</p> <p>65 (of 100) young people have completed the Money House Programme a simulated independent living programme <i>(Senior Management Report to CPB Dec 18)</i></p>	<p>Offer for 21+ care leavers needs clearer definition on information and performance systems</p> <p>Care leavers to have access to their full health histories / passports and can understand this with support from Child Health and their PA.</p> <p>Strengthening transition pathways for vulnerable care leavers into adult services</p> <p>Reduce the waiting lists for care leavers who require emotional wellbeing or mental health support.</p> <p>We need to take a more strategic approach to the 189 Care Leavers who are in EET.</p>
---	---

## 15 What are we doing to improve our services?

15.1 The following information has been extracted from the Children's Service Improvement Plan, highlighting the specific areas relating to Corporate Parenting

Area	Objectives	Activities	Timescale
<b>LEADERSHIP &amp; GOVERNANCE</b>	LCS case recording systems support good practice and underpin the practice framework	Comprehensive recording form re-design programme in place. CLA work commences Feb 2019 – July 201	Starts Feb 2019
	Performance information is available and routinely used by manager to manage services to ensure discipline in meeting practice standards e.g. visits	Performance clinics (monthly) introduced Senior Management performance scrutiny cycle introduced Performance Information strategy developed Performance data requirements across the service specified	July 2018 Nov 2018 Dec 2018 Dec 2018
	Threshold decision making is consistent, proportionate and provides clear rationale.	Access to Resource & Care - threshold decision making panel for issuing proceedings and for children becoming looked after.	Jan 2019 Feb 2019
	Interpreting services are easily available and provide a sufficiently skilled service.	Review of interpreting services	Q2 2019
<b>GENERIC PRACTICE</b>	Practice with families is respectful, purposeful, child focused and the family are fully engaged.  Risk is managed proportionately.	Introduce Signs of Safety Practice framework – emphasising: <ul style="list-style-type: none"> <li>Working 'with' families – keeping children safe in their family</li> <li>Strengthening analysis of risk</li> <li>Use of plain English</li> <li>Reduction of processes to enable focus on child</li> </ul>	Starts Jan 2019
	Practice is consistent across the teams. Social Workers have the knowledge, skills and tools to deliver to a good standard.	Practice standards and guidance to be developed for all core areas of practice	Start Feb 2019
		Training to be delivered on practice standards	Start Mar 2019
	Tri-X procedures for practice to be updated		
	Joint training & learning sessions to be established with key partners to build multi-agency collaborative practice.		Start Q1 2019/20

	There is sufficient specialist knowledge in CSC to work effectively with families where the Toxic Trio is a feature.	Proposal to be made for specialist social work posts for domestic violence and parental mental health  Specialist training to be provided & practice guidance issued.	Q1 2019/10
<b>Children Looked After</b>	Corporate Parenting duties are actively and fully exercised to ensure children in care in Lewisham receive good service, are kept safe and positive outcomes are actively promoted.	SOS practice framework to embed new ways of working  Strengthen the edge of care service – first response to provide intensive support to families in crisis  Refresh the Corporate Parenting Strategy to set out the plan for how we will improve care provided	Start Jan 19  Q1-2 2019  Q1 2019
	Reduce overall numbers and rate of CLA to be comparable with London Boroughs and statistical neighbours, ensure we have the right children in care and permanence plans are timely.	ARC panel – gateway to ensure constant thresholds applied to court applications and entries to care  Best Care panel – reviews high cost placements to ensure exit strategies are in place for family placements	Jan 19  Sep 19
	Corporate Parenting Group develops to further promote the role of Corporate Parenting across the council	Self assessment of CPG conducted (Jan-19) Develop draft work-plan of activities	Mar 2019
	Ensure all children who are not returning home fully understand their story	Life story work – workshops to increase and improve quality of practice	Started Q4 2018/19
<b>Permanence planning</b>	Strengthen permanence planning for Special Guardianship and maintain good adoption performance	Review Special Guardianship payments to ensure they do not act as a disincentive  Permanency panel refreshed to ensure children in care have timely permanence plans	Q1 2019  Jan 2019
	Support smooth transition to the South London Regional Adoption Agency	Formal TUPE consultation Work with Project Board (Southwark) for planning	Mar 2019 July 2019
<b>UASC</b>	UASC project to deliver on its two key aims - Development of local services - Increasing no. of specialist foster carers for UASC	Agree contract for 'My Foster Family' to commission specialist recruitment service to source Muslim carers.  Develop dedicated UASC hub team – to deliver specialist services	Mar 19  May 19

<b>Placements</b>	Sufficiency Strategy refreshed to improve the number and type of in-house foster cares in Lewisham. increase the number of in house foster carers	Strengthen support for carers to increase their capacity, promote placement stability & enable carers to manage more challenging placements	Q1 2019/20
		Advertising & recruitment campaign to increase the number of in house carers	Q1 2019
		Manage the market of external independent fostering agencies, semi-independent and residential accommodation providers for best value	Q1-2 2019
	Maintain good placement stability	Re-engage the Foster Cares association with the co-production of training, support and development of therapeutic foster care  Introduce improve matching processes when placing children with foster carers  Ensure all foster carers are quality assured annually.	Q1-2 2019  Q1 2019  Started Dec 2019
<b>Care Leavers</b>	Implement a dedicated Leaving Care service & UASC hub to improve standards of practice in: - Pathway Planning: supporting independence - Staying in touch - Improve numbers of care leavers who in EET - Suitable accommodation & staying put	Disaggregate Personal Advisors from the current CLA & Leaving Care Service to create a specialist Leaving Care team. Develop the I-aspire innovation programme, increasing referrals to work with Care Leavers who are NEET Redesign pathway plan format on LCS Review joint protocol with housing for care leaver accommodation	4 Mar 19  Mar–Sep 19  Jun 19 Apr 19
	Ensure the Local offer is well publicised and financial entitlements are clear.	Agree financial entitlements policy Develop communication strategy for Local offer – publish and promote	Apr 19 May 19
	Improve transitions to adult services	Develop closer working arrangements with adult services where vulnerable young people	May 19

## **16 Financial implications**

- 16.1 The Children and Young Peoples Service, currently has a net general fund budget of £54.7m. Of this £43.4m relates to Children's Social Care. The CSC budget is expected to overspend 2018/19 by £6.9m. The main drivers behind the overspend is demand and price.
- 16.2 For 2019/20 the CSC budget will be realigned to support the budget pressure, however the service will be required to meet savings of £1.550m 2019/20 and £1.350m 2020/21 -as agreed by full council.
- 16.3 This report is an activity update report and therefore doesn't have financial implications per se, Further reports will need to be presented to detail actions and strategy arising from this activity report. Financial Implications would need to be considered on the basis of each individual report.

## **17 Legal implications**

- 17.1 There are no specific legal implications arising from this report.

## **18. Equalities Implications**

- 18.1 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.
- 18.2 By describing the work that the Council is undertaking to promote and safeguard the well being of vulnerable children in the borough, this report directly contributes to the following CES objectives:
- tackling discrimination, victimisation and harassment
  - improving access to services
  - closing the gap in outcomes
  - increasing participation and engagement

## **19 Environmental Implications**

- 19.1 There are no environmental implications arising from this report.

## **20 Background documents and originator**

If there are any queries on this report, please contact Lucie Heyes on 020 8314 8140.



Children and Young People's Select Committee			
Report Title	<b>Review of Recruitment and Retention of School Staff: 6 month update</b>		
Key Decision	No	Item No.	8
Ward	All		
Contributors	Angela Scattergood, Assistant Director, Education		
Class	Open	Date:	13 March 2019

## 1. Purpose of the paper

- 1.1. As part of its work programme the CYP Select Committee undertook an in-depth review into issues relating to the recruitment and retention of school staff between June 2017 and December 2017. In June 2018 the committee reported on its findings and made a series of recommendations.
- 1.2. This paper provides an update six months on from the publication of the report, on action taken and planned towards each of the recommendations, mainly from the Children and Young People Directorate.

## 2. Summary

- 2.1 This paper updates the committee on the actions taken following the CYP Select Committee's review.

## 3. Recommendation

- 3.1. The committee is recommended to comment on progress and note the report.

## 4. Update on progress on action taken/ planned towards recommendations

- 4.1. Please see Appendix One below for updates from the first six months for each of the 21 recommendations made by CYP Select Committee.
- 4.2. Some key points to note:
  - 4.2.1. A significant piece of work has been undertaken to develop 'Lewisham's commitment to managing teaching staff and support staff workload' (recommendation 7) through a working group of officers and headteachers, in consultation with teaching and support staff trade unions. It sets the context, identifies key principles and good practice, and proposes a commitment for headteachers and governors to

consider. This has been well received by stakeholders and will be finalised during March.

4.2.2. As the Lewisham Learning school improvement partnership develops, so do opportunities for professional development, career progression and support for teaching and support staff in schools. This is a theme running through many of the updates below- particularly in recommendation 3 update, where the development of the new Learning Hubs will provide opportunities for professional networking around crucial issues and recommendation 13 update which outlines support pathways for teachers through Lewisham Partnership of Teaching School Alliances (LTSAP)

4.2.3. Lewisham Learning and the LA have been working in partnership to develop Lewisham's Education Communications Strategy and Plan - April 2019/August 2020. Encouraging people to work in Lewisham schools is one of the three key strands of the strategy.

## **5. Financial implications**

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

## **6. Legal implications**

6.1. The legislative provisions relating to the appointment and dismissal of school staff is contained in sections 35 and 36 of the Education Act 2002 and the School Staffing Regulations 2009 (as amended). Local authorities with responsibility for education employ the staff working at community schools. The governing body is the employer of staff working at voluntary aided and foundation schools. Notwithstanding the local authority being the employer in community schools it is the governing body who has responsibility for all staffing matters including the appointment and dismissal of all staff and accordingly the local authority must generally follow the instructions given to it by the governing body in respect of appointments and dismissals.

6.2. The officer actions set out in the report appear consistent with the limitations on the local authority's powers in relation to staffing matters within maintained schools.

## **7. Equalities implications**

7.1. 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.
- 7.2. 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 at 5.2. above.
- 7.3. 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.
- 7.4. 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>
- 7.5. 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
- 7.6. 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>

7.7. The council and schools have to balance the need to support staff recruitment and retention in shortage areas with the need to be fair to all staff and to promote equalities and all times. Of course the sufficiency and quality of education is an equalities issue for our wider population.

## **8. Crime and Disorder Implications**

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

## **9. Environmental Implications**

9.1. There are no specific environmental implications arising from this

**APPENDIX 1- CYP Select Committee Review of Recruitment and Retention of School Staff: 6 month update on recommendations**

	<b>Recommendations</b>	<b>Executive response</b>	<b>Agreed actions June 2018</b>	<b>Feb 2019 update</b>
1	That, where appropriate, teaching assistants are actively encouraged to qualify as teachers and given appropriate mentoring to facilitate this.	Many schools have already supported teaching assistants to qualify as teachers as ‘growing your own’ is a recognised strategy by senior leaders and governing bodies. This is an approach that we should welcome and encourage. Providing appropriate support and training for teaching assistants is the responsibility of each school. Non-teaching staff are entitled to an annual performance appraisal at which their learning and development should be discussed. Schools regularly include teaching assistants in their whole school training plan and often support individuals to progress in their learning by identifying additional training/ support they need to progress and succeed. Mentoring, may be important for some TAs but for others different help may be required. There will be some financial and equality implications which will need to be considered on an individual basis by each school.	<b>Officers will remind headteachers of the value in actively encouraging teaching assistants to qualify as teachers and remind them of the need to make available appropriate advice and support to enable such individuals to select the best possible pathway and access the help they may need to achieve this.</b>	This work is done by officers and members of the School Improvement Board from Lewisham Learning during school visits. Schools in the borough already do this and have done for some time. Lewisham Partnership of Teaching School Alliances (LTSAP) are also promoting this model to school leaders on an annual basis. This includes promoting the Schools Direct Training route to schools.  This will also be addressed as part of the Education Communication Strategy which is being developed, Spring 2019.
2	That financial incentives to encourage teachers to join struggling schools be considered.	Financial incentives – while not the only consideration – can be an important element in attracting good staff. The School Teachers’ Pay and Conditions <sup>1</sup> Document 2017 already covers the ability for schools to do this under section 27 recruitment and retention incentives, but not all headteachers / Governing Bodies may be familiar with this. Each Governing Body will need to be clear about the pros and cons of this approach and	<b>Officers will remind governing bodies and headteachers to carefully consider the mechanisms identified within the School Teachers’ Pay and Conditions document 2017 (or any future documentation) which can support schools</b>	Schools HR and school improvement officers are advising schools to consult the School Teachers’ Pay and Conditions document regarding mechanisms which can support schools who are struggling to recruit and retain quality staff. This advice is given to governing bodies and senior

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		make decisions based on need and circumstance. There may be financial and equalities implications for schools if this approach is taken which will need to be considered by each Governing Body. Any incentives agreed would need to form part of the school's pay policy.	<b>who are struggling to recruit and retain quality staff.</b>	leaders at the point of individual recruitment and when revising pay policies to ensure such measures are fair and equitable.
3	That schools support the development of social networks (both online and 'in person') for their teachers, where ideas, concerns and solutions can be shared. An informal mentoring scheme could be a useful element of such networks.	Most schools have a variety of support available to all staff (teachers and non-teachers). This may include social networks (which need to be properly regulated) as well as staff forums and informal support networks/ mentors. Schools use a range of mechanisms to share ideas and solutions including through a range of networks and professional development opportunities. Some schools also have Health and Safety Committees which can provide a helpful forum for staff to share concerns which are impacting on health and safety in the workplace – including workload.	<b>Officers will ask Lewisham Learning to identify good practice in schools ensuring that teaching and non-teaching staff have the support they need through social media and other channels and ensure that all schools are active participants in Lewisham Learning, sharing ideas and best practice with other schools in Lewisham and beyond.</b>	Lewisham Learning is launching (March 2019) the introduction of Learning Hubs that will address this point. The hubs will facilitate sharing ideas and best practice among Lewisham schools on key issues. The first hubs will cover: <ul style="list-style-type: none"> <li>• humanities</li> <li>• the creative arts (music, art and dance)</li> <li>• mental health and well-being</li> </ul>
4	That schools consider increasing Continuous Professional Development from the usual five days per year to seven or more.	It is important that schools consider whether additional CPD could improve performance and impact on recruitment and retention. Maintained schools do however need to abide by the Teacher terms and conditions which are set within the School Teachers' Pay and Conditions Document 2017 and cannot be amended. This sets the number of inset days staff can be expected to work as 5. These days are in addition to the 190 days of education which maintained schools are required to provide for children as a minimum. Again this is a	<b>That Lewisham Learning look for models of good practice in organisation of CPD in ways that fits with teachers' terms and conditions and other statutory requirements.</b>	This is ongoing and Lewisham Learning is working in conjunction with LTSAP. Our current model of delivery is in line with both local and national approaches but we looking at models which allow schools greater flexibility. The LA and the partnership are working hard to ensure that our CPD offer is relevant (through our

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		statutory requirement on maintained schools. Academies have much greater flexibility.		knowledge base from working in many schools and identifying key areas for CPD, such as unconscious bias); and efficient in terms of time and accessibility- condensing full day courses to half day, for example
5	<p>(A) That schools supply the following data to the Council on an annual basis:</p> <ul style="list-style-type: none"> <li>- teacher numbers per school</li> <li>- any vacancies lasting longer than 3 months</li> <li>- turnover rates</li> <li>- NQT numbers</li> <li>- a summary of reasons given by teachers for leaving [see (C) below].</li> </ul> <p>The Council will share this</p>	<p>The LA is required to collect some data every November as part of the annual School Workforce Data Census. Teacher numbers per school are already collected as part of this data capture. However, the other data listed in A) and B) above is not collected as part of this census. Collecting data on this scale would be both time consuming for schools and the LA. There would also be potentially significant financial implications of undertaking this activity for both schools and the LA which would need to be considered.</p>	<p><b>Officers will work with Lewisham Learning and with LTSAP to consider the data regarding staff retention and recruitment which could be useful to collect and analyse across the borough, and agree which body would be best placed to lead this activity and how this could be resourced.</b></p>	<p>Schools HR and Lewisham Learning are working on developing a standardised exit interview proforma for use in schools- collecting examples of good practice from other Local Authorities.</p> <p>As noted in June 2018, expanding data collection requirements for schools would be both time consuming for schools and the LA. There would also be potentially significant financial implications of undertaking this activity for both schools and the LA.</p>

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
	<p>information with the Schools Forum.</p> <p>(B) That schools keep a record of NQT pathways (recording whether they stay in the borough and for how long).</p> <p>(C) That schools conduct online anonymised entry and exit interviews and provide the information collected to the council on an annual basis, in addition to using it to inform their recruitment and retention policies.</p>			
6	<p>That the Council works with schools to enlist Lewisham's Teach First Alumni as advocates for the borough's schools, as good places to</p>	<p>LTSAP (Lewisham Teaching School Alliance Partnership) is the partnership which is responsible for supporting schools to find and recruit NQTs (newly qualified teachers). There are 4 Teaching School Alliances in Lewisham and these are the organisations which are responsible for the provision of continuous professional development for schools. This partnership already undertakes an</p>	<p><b>Officers will work with LTSAP to develop a mechanism to ensure that all NQTs who train and then secure employment in Lewisham (including Teach First Alumni) are encouraged to become advocates for the borough's schools, and</b></p>	<p>Lewisham's four Teaching Schools all recruit School Direct trainees. The LA will work with the Teaching Schools to produce case studies from trainees who are still teaching in the borough.</p>

	<b>Recommendations</b>	<b>Executive response</b>	<b>Agreed actions June 2018</b>	<b>Feb 2019 update</b>
	work, as part of a formal advocate programme.	annual 'Teach in Lewisham' event which is co-ordinated across the 4 Teaching Schools in addition to supporting individuals through the training and support offered to NQTs.	<b>actively use these advocates where appropriate and possible to support the recruitment of trainee teachers and NQTs to the borough.</b>	LTSAP has also hosted 3 'Teach in Lewisham' events on Saturday mornings to promote teaching in Lewisham.
7	That the Council, in partnership with schools and unions, creates a fair workload charter and promotes the concept across all Lewisham schools.	<p>We recognise and applaud the hard work and dedication of our school leaders and their teaching and non-teaching staff. It is obviously in the interests of everyone involved in our schools that they are as far as possible places of work in which all staff are able to lead healthy and productive working lives. That will benefit the adults who work there, but also contribute to a learning environment in which our children are most likely to thrive. That is why the new Mayor has signalled his strong support for the idea of our schools developing a Fair Workload Charter.</p> <p>This kind of initiative appears to have been welcomed in other authorities and the Council will work with partners, including teachers, to consider the best approach for our schools. The creation and agreement of a 'Charter' may of course take time and effort to develop, and it will be of benefit only in proportion to the extent that school governing bodies choose to adopt it. The LA could not require this. Any local initiative would also have to take account of the legislative background: the School Teachers' Pay and Conditions Document 2017 includes a great deal of information which must be followed by all schools including work/ life</p>	<b>Officers will organise a task and finish group with Headteachers and Chairs of Governors, working with trades unions to explore the process of developing and agreeing a Fair Workload Charter to support the recruitment and retention of teachers in Lewisham.</b>	<p>Lewisham schools through their Headteachers and Governors and Trustees are determined to address issues relating to workload of teaching and support staff. This is to meet reasonable needs of staff to work effectively for the benefit of children and young people. It is also a fundamental part of securing school improvement. By doing so standards of achievement and attainment will further improve in Lewisham schools and contribute to strengthening communities.</p> <p>A Working Group of Headteachers and officers has prepared a draft document 'Lewisham's commitment to managing teaching staff and support staff workload'. That document sets the context,</p>

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		<p>balance, working hours and planning and preparation time, among other things. The LA Schools' HR team is funded entirely from schools purchasing of the Service Level Agreement packages which are provided to them. As this would be the team who would need to lead the development of a Fair Workload Charter, this would need to be agreed with schools in the first instance. It would be important to ensure that schools leaders and governors explore this concept and are fully on board before committing resources to the process.</p>		<p>identifies key principles and good practice, and proposes a commitment for Headteachers and Governors to consider.</p> <p>Officers have consulted the School Teachers' Joint Committee.</p> <p>Lewisham schools recognise the importance of recruiting and retaining good staff.</p> <p>It is for each Lewisham school to determine its response to issues relating to the workload of teaching staff and support staff since responsibility sits with Governors/Trustees but schools have welcomed the recent work in this area.</p>
8	That schools are allowed to advertise vacancies on the Council website free of charge if they are experiencing acute staffing problems.	All schools currently have a very good deal on advertising costs, paying only £265 per year for unlimited advertising across the Council website and other publications as part of a deal arranged by the Schools' HR team. Without this deal it would cost schools £710 per advert for the same cover. Schools with acute staffing problems and high numbers of posts to advertise do not have to pay	<b>It is proposed not to change the current policy as it represents good value for money for schools.</b>	We are developing our use of social media to support schools advertising positions. Lewisham Learning tweets Headship and other Senior Leader adverts from its twitter feed. These are

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		any additional money to cover the costs of additional adverts, paying only the flat fee.		frequently then retweeted by others.
9	That schools co-ordinate recruitment across more than one school in subject areas where there is a shortage of teachers.	<p>A number of schools have discussed this strategy already and schools do refer good candidates onto other schools where they have more than one good candidate, but there are potential contractual issues relating to more formal arrangements such as 'joint appointments'. Whilst schools could jointly advertise for similar positions, this could generate an increase in interest to the roles available, but does risk a 'bidding war' to recruit and retain the best candidates. Alternatively, one school could appoint a skilled member of staff to support other schools (this has been done within Lewisham Learning and the ATLAS teaching school as part of the Secondary Challenge work) but this can have contractual issues too and there are aspects of financial and reputational risk which individual schools would need to consider.</p> <p>4.9.2 However, working together across a number of schools to recruit highly skilled staff can be highly successful – but this is most easily achieved when schools are in a formal hard federation as contractual issues are many fewer if staff are appointed to the federation. There are already 7 hard federations within the borough comprising a total of 16 schools along with the Haberdashers academy chain (which enjoys the same benefits) and 3 Infant and Junior schools which have realised that amalgamation into primary schools is a pragmatic and positive solution so more and more schools in Lewisham are realising the</p>	<b>The local authority and Lewisham Learning will continue to promote collaborative models of working including hard federation and/ or amalgamation and other collaborative solutions to ensure that governing bodies are well placed to recruit and retain staff.</b>	We have continued to promote collaborative models such as supporting the ongoing e.g. Partnership work between Stillness Infant and Junior Schools, the new Learning Hubs (see 3, above). Several schools have created arrangements to give staff opportunities to work in other schools where there are subject shortages, or a need for admin/finance capacity and reports of these arrangements are very positive (from heads and staff)

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		benefits of partnership working to address the issues of staff recruitment and retention.		
10	That schools provide travel subsidy as an incentive to those teachers who move out of borough to remain in employment in Lewisham.	School Teachers' Pay and Conditions Document 2017 already covers the ability for schools to do this under section 27 recruitment and retention incentives, but not all headteachers / Governing Bodies may be familiar with this. If schools use this provision they will need to consider the financial and equalities implications of any such decision. Any incentives agreed would need to form part of the school's pay policy.	<b>Officers will remind governing bodies and headteachers to carefully consider the mechanisms identified within the School Teachers' Pay and Conditions Document 2017 (or any future documentation) which can support schools who are struggling to recruit and retain quality staff.</b>	Schools HR and school improvement officers are advising schools to consult the School Teachers' Pay and Conditions document regarding mechanisms which can support schools who are struggling to recruit and retain quality staff. This advice is given to governing bodies and senior leaders at the point of individual recruitment and when revising pay policies to ensure such measures are fair and equitable.
11	A) That the Council explores the ways that new intermediate housing supply can best support key workers, including teachers. This will include schemes where the Council partners with a commercial sector organisation. Consideration	Lewisham like the rest of London is facing a housing crisis. 70% of the nation's homeless households are in temporary accommodation in London. In Lewisham the number of social/affordable rented homes that become available for families to rent each year is around 1,200 while Lewisham has over 10,000 households in need registered for housing and 2,000 homeless households in temporary accommodation. The supply of affordable rented homes has reduced by almost 50% over the last 10 years while the number of homeless households has increased by 90%. There is therefore a chronic shortage of good quality affordable housing. In this context it is almost impossible to ring fence any housing that	<b>The Council's Housing Team will explore with its housing delivery partners the ways that new intermediate housing supply that best support key workers, including teachers is marketed and opportunities are brought to the attention of teachers and other keyworkers as they become available. This will include the Besson Street scheme and other similar innovative schemes where the Council partners with a commercial</b>	The Council now works with the GLA to promote intermediate affordable homes that are delivered within Lewisham through the Homes for London property search tool. This pooling of resources means that the marketing of the homes has a wider reach, while scheme specific location eligibility criteria means that Lewisham residents are prioritised for intermediate housing built within the borough.

	<b>Recommendations</b>	<b>Executive response</b>	<b>Agreed actions June 2018</b>	<b>Feb 2019 update</b>
	<p>should be given, for example, to ring-fencing London Living Rent housing for teachers, tied to a contract requiring employment in a Lewisham School for a fixed period or for the whole length of a tenancy.</p> <p>B) When granting planning permission for large scale private housing developments, the Council should consider the feasibility of requiring a percentage of the homes available for rent to be let at the 'London Living Rent' level and ring fenced for key workers, including teachers, who do not qualify for social housing and are not currently</p>	<p>becomes available to specific groups of key workers. Nevertheless there are schemes available to help teachers and other key workers access intermediate housing properties. These schemes already have criteria attached such as lower income levels and residential and/or employment periods of time in the borough.</p>	<p><b>sector organisation for affordable and London Living rented as well as low cost home ownership properties.</b></p>	

	<b>Recommendations</b>	<b>Executive response</b>	<b>Agreed actions June 2018</b>	<b>Feb 2019 update</b>
	in a position to enter into home ownership.			
12	That the practice of allowing teachers in secondary schools without a sixth form to teach part time in neighbouring schools which do, is encouraged.	The issues relating to this recommendation are very similar to the response provided for recommendation 9 as the ability for teachers to work in different schools does have some contractual and equalities issues.	<b>Officers will remind schools with sixth forms to consider partnering with nearby 11 to 16 schools, especially for shortage or niche subjects where sharing staff is feasible and does not cut across employment rules and policies.</b>	Lewisham's new Post 16 strategy has identified three key areas for development with regards to sharing and developing teaching expertise: <ul style="list-style-type: none"> <li>▪ Teacher exchanges</li> <li>▪ Subject specialism</li> <li>▪ Support networks for middle leaders</li> </ul> Part of this work will include developing a borough wide network of subject leads, building on existing 11-16 partnerships.  A programme of subject teacher visits are being planned, with priorities identified by schools and Lewisham and out of borough exchanges to enable teacher access to exemplar A Level practice.
13	That systematic additional support is put in place for NQTs in their third year post	Teaching School Alliances (TSA) are responsible for the continuing professional development programme for all school staff. We are fortunate in Lewisham to have LTSAP which is the partnership between all 4 TSAs in the borough. Individual schools are responsible for the support and professional development of all their staff and must	<b>Officers will request that LTSAP creates a strategic map of all courses and support offers which are available through the partnership to teaching staff who need additional support</b>	LTSAP has produced a Visual Pathway which includes the Improving Teacher Programme and Recently Qualified Teacher Programme.

	<b>Recommendations</b>	<b>Executive response</b>	<b>Agreed actions June 2018</b>	<b>Feb 2019 update</b>
	qualification when “wobbles” can occur.	have an appropriate performance management policy in place for all staff. If staff such as NQTs in their third year require additional help and support, this should be identified by their school and provided as appropriate and in line with existing policies and procedures. There may be financial implications for individual schools who may need to provide additional support which will need to be taken into account by schools. In general schools should have arrangements to support all teachers, not just those in their third year of teaching, who experience difficulties and require additional help and support.	<b>as well as to those staff who want to advance and further their careers and communicate this throughout Lewisham.</b>	LTSAP provides CPD opportunities and support for early career teachers and their mentors. The support is detailed on TSAs 4 individual websites and on the LTSAP page on Lewisham, Services for Schools website.
14	That additional responsibility allowances are given to non-teaching staff who agree to take on duties beyond their core function, such as enrichment activities	This practice would contradict the Single Status Agreement which the Council and schools have signed up to. The agreement advocates ‘clean pay’ with job descriptions that are properly evaluated. There would be significant legal, financial and equalities implications if this recommendation were implemented.	<b>Proposed action: It is not proposed to take this proposal further given the terms and conditions of non-teaching staff.</b>	No action taken
15	That the provision of bespoke courses for teachers who are struggling or who are ready for promotion is explored.	Teaching School Alliances (TSA) are responsible for the continuing professional development programme for all school staff. Many courses are already provided by the partnership including bespoke courses for struggling teachers as well as leadership development courses. However, not all schools may be aware of these opportunities. There may be financial and equalities implications	<b>Officers will request that LTSAP creates a strategic map of all courses which are available through the partnership to teaching staff who need additional support as well as to those staff who want to advance and further their careers and</b>	This is covered by LTSAP’s Visual Pathway which includes the Improving Teacher Programme and Recently Qualified Teacher Programme.

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		<p>for individual schools which identify staff who need further training which will need to be considered. Where teachers have been identified as struggling, there are clearly set out contractual obligations which schools must follow which include providing a clearly defined bespoke package of support, which may include access to additional training, for teachers in need.</p> <p>The need to provide additional professional development for teaching staff is very similar to the previous recommendation 13 which related to the specific needs of NQTs in their third year of teaching.</p>	<b>communicate this throughout Lewisham</b>	<p>LTSAP CPD opportunities and support for early career teachers and their mentors is detailed on TSAs 4 individual websites and on the LTSAP page on Lewisham, Services for Schools website.</p> <p>The pathway forms part of the Coordinated Offer and details were sent to all schools in Sept 2018</p>
16	<p>That schools clearly define their complaints procedures and provide parents with a copy when their children start school. This should state that parents should refrain from posting the details of any individual complaint online.</p>	<p>Government guidance was provided to all schools in January 2016 regarding school complaints policies and procedures (see: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf</a>)</p> <p>The LA's advice is always, where appropriate and relevant, to follow DfE guidance. This document provides comprehensive advice to schools regarding their complaints procedures including recommending that their complaints procedure should be easily accessible and published. This guidance also provides a sample policy for how to deal with unreasonable complaints. This includes the following guidance: "A complaint may also be considered unreasonable if the person making the complaint does so either</p>	<b>Officers will remind schools that they must use the DfE guidance 'Best Practice Advice for School Complaints Procedures 2016' (or any further updates of this guidance) when writing their own complaints procedures and ensure that their own school policy is easily accessible and publicised to all parents as soon as their child starts school and, as part of that, parents are informed of the school's policy on use of social media.</b>	<p>In the past six months, best practice regarding complaints has been promoted to schools and their governing bodies through a variety of forums- schools mailing, chairs briefing and the schools consultative group.</p> <p>Guidance was sent to schools in Summer term 2018 to support schools specifically on parent/carer use of social media so that is clearly communicated to all parents the potential safeguarding and legal ramifications of inappropriate</p>

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		<p>face-to-face, by telephone or in writing or electronically:-</p> <ul style="list-style-type: none"> <li>• maliciously;</li> <li>• aggressively;</li> <li>• using threats, intimidation or violence;</li> <li>• using abusive, offensive or discriminatory language;</li> <li>• knowing it to be false;</li> <li>• using falsified information;</li> <li>• publishing unacceptable information in a variety of media such as in social media websites and newspapers “</li> </ul> <p>The LA has undertaken a lot of work recently to highlight the importance of school complaints policies and procedures including providing training to governors and school leaders as well as addressing this matter regularly at termly Designated Safeguarding Leads Meetings and in e-newsletter items. The emphasis has been on the importance of ensuring the policies are accessible to their parent community and the process for raising a concern is made transparent and simple for those who wish to do so.</p> <p>Guidance about the content of a robust procedure has been provided through a checklist and there has also been signposting to other existing exemplars of good practice upon which schools could model their own. We have also been working separately on guidance to support schools specifically on parent/carer use of social media so that is clearly communicated to all parents the potential safeguarding and legal ramifications of inappropriate posts about school children and/or</p>		<p>posts about school children and/or staff on an online platform.</p>

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		staff on an online platform. This guidance is being released to schools this term.		
17	That the Church of England and Catholic dioceses consider making all teaching positions available to non-faith teachers.	The Church of England and Catholic dioceses are fully aware of the recruitment and retention challenges within their schools in Lewisham and are responsible for their own policies and procedures.	<b>The Executive Director for CYP will raise the issue of recruitment and retention with the CofE and Catholic Dioceses at her regular meeting with them.</b>	Informal discussions have taken place with the relevant representatives. It must be reiterated that both dioceses are aware of the challenges within their schools in Lewisham (and across London) and are responsible for their own policies and procedures.
18	That those schools that control their own admissions policy consider giving priority to the children of staff members.	Between 2014 and 2016 five schools within Lewisham have consulted on and amended their admissions policy to give priority to children of staff members. This includes the governors of The Leathersellers' Federation of school (Prendergast School, Prendergast Ladywell School and Prendergast Vale School), St Stephen's CE Primary School and Tidemill Academy. Lewisham, as the admissions authority for all community mainstream schools, administer the admissions arrangements for those schools. Voluntary Aided Schools, Foundation Schools, Free Schools and Academies are responsible for consulting and determining their own admissions policy. Any amendments to an existing admissions policy must be consulted on and determined following a statutory timetable. The School Admissions Code sets out the statutory basis for maintained school admissions arrangements (see:	<b>Officers will continue to explore the equalities and legal implications of introduction get priority for children of staff in school admissions and pursue the following actions: (A) Lewisham School Place Planning and Admissions Forum will approach the five schools who have recently amended their admissions code to understand the impact of this change in policy in their schools. (B) Officers will write to governing bodies of those mainstream schools in Lewisham that are responsible for their own</b>	Research is underway to explore such admission arrangements in other LAs. The question of priority admissions for children of school staff is an agenda for the School Place Planning and Admission Forum on 14 March, which gives time for a soft consultation over the summer term prior to any more formal action around consultation and/or advice to schools as part of the determined admissions arrangements.

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
		<p><a href="https://www.gov.uk/government/publications/school-admissions-code--2">https://www.gov.uk/government/publications/school-admissions-code--2</a> )</p> <p>Admissions policies for the admission year 2019/20 have now been determined. Consultation for the 2020/21 admissions year may not start until October 2018. The provision to give priority to 'children of staff' within an admissions policy must be agreed by the Governing Body or, in the case of Lewisham's admissions policy, by the Mayor and Cabinet. There may be equalities and legal implications (as per the School Admissions Code) which will need to be considered by any admissions authority who consider consulting on introducing a policy to give priority to 'children of staff'.</p> <p>It should be noted that there are conditions attached to the definition of 'children of staff'. These are:</p> <p>a) Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or</p> <p>b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</p> <p>Lewisham Local Authority previously consulted on the introduction of 'children of staff' criterion for the 2015/16 policy. Following this Lewisham decided not to introduce priority for children of staff but did indicate that this should be reviewed with modelling carried out to determine its possible impact (see: <a href="http://councilmeetings.lewisham.gov.uk/ieListDocuments.aspx?CIId=139&amp;MID=2855">http://councilmeetings.lewisham.gov.uk/ieListDocuments.aspx?CIId=139&amp;MID=2855</a>)</p>	<p><b>admissions policy (admission authority schools) to request that they consider giving priority to the 'children of staff members' as defined in paragraph 1.39 of the School Admissions Code with effect from the 2020/21 admissions year, and that they therefore consult on this during the autumn of 2018.</b></p> <p><b>(C) That Lewisham as the Admission Authority for community mainstream schools via the Place Planning and Admissions Forum, undertakes a soft consultation with headteachers to establish whether there is an appetite for introducing a priority for children of staff in its admissions arrangements before formally consulting on amendments to the arrangements during the autumn of 2018.</b></p>	

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
19	<p>(A) That the Council lobbies the government to make the application process for Pupil Premium automatic for eligible pupils, and not reliant on parental action.</p> <p>(B) That schools consider ways in which they might 'sell the benefits' of the pupil premium to parents and incentivise parents to register their children for the pupil premium.</p>	<p>)</p> <p>Currently parents have to apply to see if their child qualifies for free school meals. Parents cannot apply for the pupil premium – this is automatically given to schools for:</p> <ul style="list-style-type: none"> <li>• Children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.</li> <li>• Children who are or have been looked after under local authority care for more than one day. These children are awarded a premium of £2300.</li> <li>• Children from service families who receive a child pension from the Ministry of Defence. They are awarded £300</li> </ul> <p>There would be positive financial implications for schools if they could ensure that all pupils who are entitled to Free School Meals apply and receive this.</p>	<p><b>A) The Lead Member will lobby the government to make the application process for Free School Meals automatic for eligible pupils, and not reliant on parental action.</b></p> <p><b>B) Schools will be recommended to consider ways in which they might 'sell the benefits' and incentivise parents to apply for Free School Meals if appropriate and potentially eligible.</b></p>	<p>B) We are currently working with schools to support them to promote free school meal applications in a variety of ways, such as ensuring the link is easily spotted on their websites.</p>
20	<p>That schools streamline marking, lesson planning and data management requirements to reduce teacher workload.</p>	<p>As this recommendation related to the issues identified within the report concerning workload and the ability to share ideas/ share the 'load', with the associated potential legal, financial and equalities implications, this lines up with the previous recommendations about sharing of good practice between schools.</p>	<p><b>Officers will remind governing bodies and headteachers that they must ensure that there are adequate and appropriate mechanisms within their school to ensure that teaching and non-teaching staff have the support they need and that their school is an active participant in</b></p>	<p>This work is done by officers and members of the School Improvement Board from Lewisham Learning during school visits. The work outlined in 7, above has prompted discussion during school visits and at leadership and governance forums, which has provided opportunities to convey this</p>

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
			<b>Lewisham Learning sharing ideas and best practice with other schools in Lewisham and beyond.</b>	message about managing workloads.
21	<p>(A) That the Council assists schools in developing a “Lewisham Brand” that promotes and celebrates the public duty ethos to prospective and existing teachers and promotes local loyalty.</p> <p>(B) That the Council considers banning advertisements for non-Lewisham schools in Council publications and council controlled advertising spaces.</p>	<p>The Council is working in partnership with both LTSAP and Lewisham Learning to promote and celebrate the opportunities to work in Lewisham schools. Developing and promoting a ‘Lewisham Brand’ will continue to be an important part of our work this year. There are likely to be financial and resource implications which will need to be considered to undertake this work effectively. The Council is currently reviewing advertising in council publications, including Lewisham Life magazine. While the review is taking place we have decided not to include any advertising from schools outside of Lewisham in our publications. When the review is complete we will introduce a new advertising policy.</p>	<p><b>Officers will continue the work with LTSAP, Lewisham Learning and the council communications team to ensure the development of a ‘Lewisham Brand’ and will feed the results of the CYP Select Committee review into the work on the new advertising policy for Lewisham.</b></p>	<p>Lewisham Learning and the LA have been working in partnership to develop Lewisham’s Education Communications Strategy and Plan - April 2019/August 2020. The draft plan will be developed in collaboration with the education community and focuses on three key messages:</p> <ul style="list-style-type: none"> <li>• Choose Lewisham schools for your children</li> <li>• Work in Lewisham schools as a teacher or support staff</li> <li>• Join our group of dedicated Governors representing all our communities</li> </ul>

This page is intentionally left blank

<b>Children and Young People’s Select Committee</b>			
<b>Report Title</b>	Standards Report Primary and Secondary schools		
<b>Key Decision</b>	No	Item No.	9
<b>Ward</b>	All		
<b>Contributors</b>	Angela Scattergood, Assistant Director of Education		
<b>Class</b>	Open	<b>Date:</b>	13 March 2019

**1. Purpose of Report**

- 1.1. This report aims to give the Committee an in-depth understanding of attainment in Lewisham schools and forms a basis of information to underpin borough-wide and school level action to improve attainment, especially of underperforming groups.

**2. Summary**

- 2.1. This report sets out the final and validated results for Lewisham schools in 2018. It offers a headline analysis and outlines in summary the action being taken to address the issues highlighted in the report.

**3. Recommendations**

- 3.1. The committee is recommended to comment on and note the report.

**4. Policy Context**

- 4.1. Lewisham’s 2018-2022 Corporate Strategy sets out the Council’s ambitions making a difference and changing lives for Lewisham residents. For Lewisham’s children and young people this is about giving them the best start in life and ensuring that *‘every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential’*. The Children and Young People’s Plan recognises that education improving outcomes also encompasses improving attendance and engagement in school at all levels as well

as raising achievement and progress for all our children at key stages and closing the gaps between under-achieving groups at primary and secondary school.

## **5. Background**

- 5.1. Every year officers report to the CYP Select Committee on School results at all key stages. These results include the results of all maintained schools in the borough, including the academies. These results are only part of the story of education in Lewisham, but attainment is very important for each individual child in terms of affecting job opportunities and wider life chances. It is a genuine outcome measure for children and young people in Lewisham.
- 5.2. Holding schools to account and supporting them to address the achievement of different groups amongst their pupils is crucial to ensure that high expectations and appropriately high quality education ensure that all are able to reach their full potential in line with Lewisham's corporate priority above. In order to be able to support schools we have developed a comprehensive data pack which allows us to interrogate achievement of different groups of pupils.
- 5.3. This data will be used across the education system partnership to help us continue to develop strategic and school level approaches to support and challenge, which will enable schools and other agencies to identify and address underachievement as part of a self-improving school system and in the wider societal context, encompassing and complementing our strategic plans and work around Special Education Needs and Disabilities (SEND), reducing exclusions, post 16 participation, parent engagement and wider children's services plans.
- 5.4. A detailed report is attached as Appendix 1.

## **6. Primary outcomes summary**

- 6.1. Lewisham has generally performed well for the primary phase
- 6.2. At Early Years Foundation Stage Profile (EYFSP), Lewisham has continued to be a top achiever of the headline measure of good level of development (GLD) with 78% of pupils achieving this measure in 2018, placing Lewisham 5th nationally.
- 6.3. However Lewisham settings showed a low Average Point Score (APS) reflecting low rates of children assessed as exceeding the expected level.
- 6.4. For KS1, Lewisham, like its statistical neighbours, performs largely above the national average. Performance in reading is slightly better than writing and maths. Phonics performance has improved.

- 6.5. For KS2 Lewisham has improved for every indicator at a higher rate than national. The area of concern to be addressed is writing at KS2, which is noticeably worse than other indicators with progress from KS1 as a particular concern.

## 7. Secondary outcomes summary

- 7.1. At KS4, Lewisham has improved on most indicators but still does not perform well when benchmarked against other LAs. It should be noted though that Lewisham improved at a higher rate than national for every indicator, thereby reducing the gap to national.

Progress 8	2017	2018	Latest change
Lewisham	-0.28	-0.22	+0.06
National	-0.03	-0.02	+0.01

*Table 1- Comparison 2017 & 18 Progress 8, Lewisham and national*

Attainment	2017	2018	Latest change
Lewisham	44.2	44.9	+0.7
National	46.4	46.6	+0.2

*Table 2- Comparison 2017 & 18 Attainment 8, Lewisham and national*

- 7.2. At KS5, the APS for Lewisham pupils has generally improved at a higher rate than national figures. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.3. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.4. At KS5, the APS for Lewisham pupils has generally improved at a higher rate than national figures. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.
- 7.5. Lewisham is below average for academic qualifications but above national APS for applied general and tech level qualifications.

## **8. Equalities analysis**

8.1. The new data pack enables to pull out a picture of progress and attainment for groups of children by different characteristics and make comparisons between different groups- girls and boys; those entitled to free school meals and those not entitled; different groups by ethnicity. We can also look at the impact of disadvantage on specific groups- looking at data for black girls entitled to free school meals, compared to girls in general, for example. This can be done at LA level to inform our overall strategies and is also provided to individual schools at school level so that they can identify children at risk of under achievement and target specific interventions. We have included some of the key findings at LA level.

### **8.2. Disadvantage (i.e. children eligible for Pupil Premium)**

8.2.1. The attainment gap between disadvantaged and non-disadvantaged cohorts begins in EYFS and grows through KS1 and KS2 and on to KS4. There is a similar pattern across London and nationally.

8.2.2. With regards to children achieving at least expected (expected+) levels in Reading, Writing and Maths (RWM), the 12% gap at KS1 increases to 19% at KS2. (58% of disadvantaged pupils achieved the expected+ M compared to 77% of non-disadvantaged)

8.2.3. At KS2, disadvantaged pupils are making poor progress at -0.69 (below national average) with a gap of 1.13 points between them and the non-disadvantaged cohort.

8.2.4. At KS 4, average Attainment 8 score for the disadvantaged cohort is 38.6 compared to 49.1 for non-disadvantaged cohort. This is stronger than the national Attainment 8 for disadvantaged children.

8.2.5. Progress 8 scores for children entitled to Free School Meals (FSM) and the disadvantaged (Pupil Premium) cohort are noticeably below the national averages for both cohorts- e.g. average Progress 8 score for FSM pupils in Lewisham is -0.71 compared to the national average of -0.53

### **8.3. Ethnicity and Language**

8.3.1. Progress scores at KS2 are higher for those who have a first language other than English than those who do not but progress scores for both cohorts are lower than national averages.

8.3.2. Black or black British pupils are 4% points below the overall LA average across EYFSP, KS1 and KS2. At KS2 the cohort is performing is on a par with the national average.

8.3.3. Outcomes are low for the Black Caribbean cohort at EYFSP and KS1; and by KS2, they are the lowest achieving cohort by ethnicity. This continues on to KS4 where 25% of black British Caribbean students achieve 9-5 in English and Maths compared to the LA average of 41%. National data shows that black Caribbean underachievement has been a persistent issue during at least the past ten years and nationally they are the lowest performing ethnic group. In Lewisham there are however a number of individual schools at primary and secondary where black Caribbean pupils are outperforming the national cohort.

#### **8.4. Disadvantage and Ethnicity**

8.4.1. Disadvantage has the most significant impact on Lewisham's white British cohort- i.e. the cohort of children who are White British and eligible for Pupil Premium- a picture that is largely mirrored across London and nationally.

8.4.2. At EYFSP, 66% of the disadvantaged white British cohort have achieved GLD in contrast to the 84% of non-disadvantaged white British pupils. This gap increases by KS2 where 48% of disadvantaged white British pupils achieve expected+ in RWM compared to 82% of non-disadvantaged white British pupils, a 34% point gap.

8.4.3. At KS4, progress in Lewisham is +0.06, higher than the national average of -0.02. However, for the disadvantaged white cohort, the progress score is -1.03. However, the disadvantaged white British cohorts in four schools in Lewisham achieved the EBacc 9-5 at a better rate than the national average.

8.4.4. For white and black Caribbean pupils, deprivation also seems to play a role in attainment. On average, 14% of white and black Caribbean FSM pupils achieve 9-5 in English and Maths compared to 44% of non-FSM white and black Caribbean pupils. The progress score gap between these two cohorts is 0.79, with white and black Caribbean pupils on FSM scoring lower at -1.03.

#### **8.5. Special Educational Needs and Disabilities**

8.5.1. At EYFSP, 30% of pupils on SEND support achieve a GLD, lower than statistical neighbours, but above national average.

8.5.2. At KS2, progress for those with no SEND and those on SEN Support are broadly in line with the national. In contrast, for those children with Education, Health and Care Plan (EHCP) progress is significantly better than the national average.

8.5.3. At KS4 attainment for the SEND support cohort performs above the national average for equivalent pupils and the EHCP cohort performs below EHCP pupils nationally.

### **9. Key actions to address the issues highlighted.**

- 9.1. We will continue to improve our use of data to effectively focus the work of the education system partnerships led by the LA and Lewisham Learning in developing our education strategic plan. This will involve further analysis of the data to identify trends over time and address key issues (such as improving progress and attainment in writing from EYFS to KS2; securing rapid progress for prior attainers at all levels between KS2 and KS4; improving participation and outcomes post 16 via the new post 16 strategy). We will continue to track the impact of specific practice and interventions in our schools to capitalise on success. The committee has recently received reports on the school improvement work of Lewisham Learning and the LA. The focus and priorities of this work will continue to be informed by what our local data is telling us.
- 9.2. We will continue to improve our use of data to support individual schools, senior leaders, middle leaders and teacher networks to support improved outcomes across the curriculum for all pupils and narrow achievement gaps for underachieving groups of pupils. All schools have received their individual school-level data pack outlining performance of groups by characteristics. We will work with schools to set ambitious targets and identify appropriate interventions for closing the gaps for identified groups of children.
- 9.3. We will continue to work schools to support more effective use of Pupil Premium to reduce progress and attainment inequality for those most affected by disadvantage, notably the white British cohort.
- 9.4. We will use the local/national/international evidence base and work with schools, partners and key stakeholders, including parents and young people to develop Lewisham's strategy to narrow the achievement gap for black Caribbean pupils.

## **10. Financial implications**

- 10.1. There are no direct financial implications arising from this report.

## **11. Legal implications**

- 11.1. There are no specific legal implications arising as a result of this report.

## **12. Crime and Disorder Implications**

- 12.1. There are no specific crime and disorder implications

## **13. Environmental Implication**

- 13.1. There are no environmental implications.

## **14. Equalities Implications**

14.1. Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding. This report does not include any recommendations that will have any adverse impact on equality groups. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BME groups, where there is underachievement.

## Appendix 1

### Report on school attainment in Lewisham – analysis by key stage and by groups, including comparison with statistical neighbours and national data

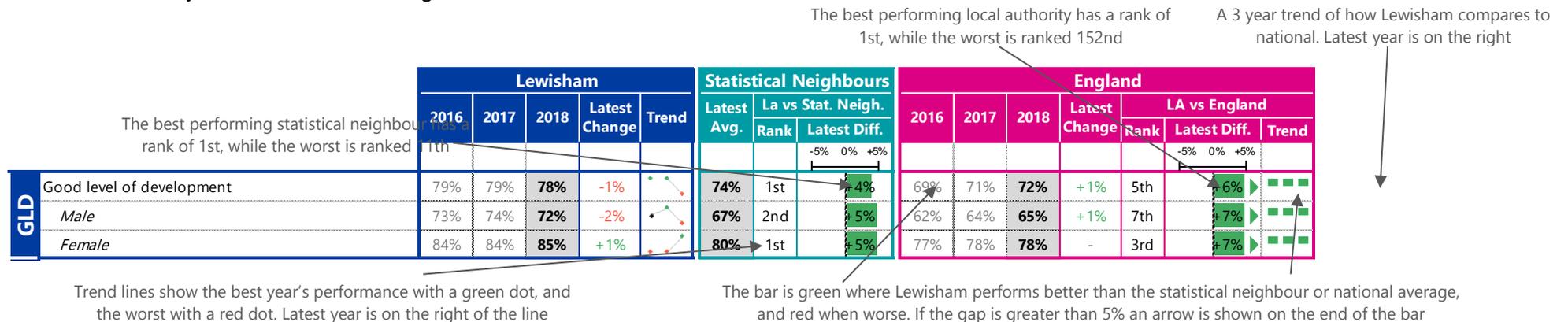
#### 3.4 Guidance on reading the report

1.1 The aim of this report is to provide a summary of attainment and progress data in Lewisham across school phases. The report highlights areas where Lewisham’s performance is noticeably different from statistical neighbours and also the difference in performance between subgroups of pupils. The report is split into primary and secondary phases.

1.2 How to interpret the analysis

Each section includes a graphical summary of outcomes. Each indicator in the summary has:

- a trend line to show Lewisham’s change over the past three years (subject to availability of the data)
- a rank of Lewisham against its ten statistical neighbours and the 152 local authorities in England (although in some instances some data is suppressed and therefore excluded from the rankings). "-" means data is unavailable
- two bar charts showing the difference to Lewisham’s statistical neighbour average and the national average. Note that if the indicator is a percentage the difference is shown in percentage points; for example, 20% vs 23% is a 3% point difference. If the indicator is a number, the difference is a percentage, for example, 100 vs 110 is a 10% difference
- a three-year trend showing how Lewisham performs against national using the same basis as the national bar chart. The latest year of data is on the right.



1.3. Statistical neighbours are a way of benchmarking your performance against other local authorities that have similar characteristics, rather than simply being geographically close. The statistical neighbours for Lewisham are listed below along with their approximate school population size.

<b>LA</b>	<b>School population</b>
Croydon	64,000
Enfield	58,000
Brent	50,000
Southwark	46,000
Greenwich	45,000
Waltham Forest	44,000
Hackney	43,000
Lewisham	43,000
Haringey	41,000
Lambeth	38,000
Islington	25,000

**3.5 Primary Outcomes**  
**2.1. Early Years Foundation Stage Profile Summary of Outcomes**

		Lewisham					Statistical Neighbours			England						
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh. Rank	Latest Diff.	2016	2017	2018	Latest Change	LA vs England		
															Rank	Latest Diff.
EYFSP	GLD	Good level of development					74%	1st	+4%	69%	71%	72%	+1%	5th	+6%	■ ■ ■ ■
		<i>Male</i>					73%	2nd	+5%	62%	64%	65%	+1%	7th	+7%	■ ■ ■ ■
		<i>Female</i>					84%	1st	+5%	77%	78%	78%	-	3rd	+7%	■ ■ ■ ■
	APS	Average Point Score					34.5	10th	-3%	34.5	34.5	34.6	+0.1	126th	-3%	■ ■ ■ ■
		<i>Male</i>					32.5	10th	-2%	33.2	33.3	33.4	+0.1	109th	-2%	■ ■ ■ ■
		<i>Female</i>					34.0	11th	-4%	35.7	35.7	35.8	+0.1	141st	-5%	■ ■ ■ ■
	CLL	Listening & attention - expected or exceeding					89%	1st	+3%	86%	86%	86%	-	25th	+3%	■ ■ ■ ■
		Understanding - expected or exceeding					89%	1st	+4%	86%	86%	86%	-	31st	+3%	■ ■ ■ ■
		Speaking - expected or exceeding					88%	1st	+3%	85%	85%	86%	+1%	35th	+2%	■ ■ ■ ■
	PD	Moving & handling - expected or exceeding					93%	1st	+4%	90%	90%	90%	-	5th	+4%	■ ■ ■ ■
		Health & self-care - expected or exceeding					94%	1st	+4%	92%	91%	91%	-	6th	+4%	■ ■ ■ ■
	PSED	Self-confidence & self-awareness - expected or exceeding					92%	1st	+2%	89%	89%	89%	-	24th	+2%	■ ■ ■ ■
		Managing feelings & behaviour - expected or exceeding					91%	1st	+3%	88%	88%	88%	-	11th	+3%	■ ■ ■ ■
		Making relationships - expected or exceeding					92%	1st	+3%	90%	90%	90%	-	15th	+2%	■ ■ ■ ■
	Lit	Reading - expected or exceeding					83%	1st	+4%	77%	77%	77%	-	13th	+5%	■ ■ ■ ■
		Writing - expected or exceeding					81%	1st	+4%	73%	73%	74%	+1%	6th	+6%	■ ■ ■ ■
	Math	Numbers - expected or exceeding					86%	1st	+4%	79%	79%	80%	+1%	9th	+5%	■ ■ ■ ■
		Shape, space & measures - expected or exceeding					88%	1st	+4%	82%	82%	82%	-	11th	+4%	■ ■ ■ ■
	UTW	People & communities - expected or exceeding					90%	1st	+5%	86%	86%	86%	-	10th	+4%	■ ■ ■ ■
		The world - expected or exceeding					90%	1st	+5%	86%	86%	86%	-	10th	+4%	■ ■ ■ ■
	Technology - expected or exceeding					95%	3rd	+2%	92%	93%	93%	-	51st	+2%	■ ■ ■ ■	
EAD	Exploring and using media & materials - expected or exceeding					93%	1st	+4%	89%	89%	89%	-	9th	+5%	■ ■ ■ ■	
	Being imaginative					93%	1st	+5%	88%	88%	89%	+1%	8th	+5%	■ ■ ■ ■	

- 1.2.1 Lewisham has continued to be a top achiever of the headline measure of GLD at EYFSP, though other Local Authorities (LAs) are catching up. In total, 78% of pupils achieved GLD in 2018, down slightly from 2017 and 2016 levels, placing Lewisham 5th nationally. This is due to consistently high performance across all aspects. Lewisham ranks highest amongst its statistical neighbours for all aspects bar technology, which is still ahead of average.
- 1.2.2 Achievement of GLD for both boys and girls is amongst the top ten LAs in the country, 7th and 3rd respectively. Boys achievement has decreased by two percentage points bringing the gap to girls to 13 percentage points. This is in line with the national gender gap.
- 1.2.3 In contrast, Lewisham ranks below average for the total average point score. Overall pupils average 33.4 points, 1.2 points below the national average. This places Lewisham 126<sup>th</sup> nationwide. Deeper investigation revealed that Lewisham schools have very low rates of assessment for *exceeding* the expected standard across aspects, in contrast to their very high rates of assessment for *achieving* the expected standard. This contributes to the very strong performance across the GLD indicators compared to the low ranking for APS.
- 2.1.4 For APS, the gap between boys and girls has increased from last year to 1.4 points, in comparison to the national gap which remains at 2.4 points for the past two years. Girls in particular are performing worse in relation to other girls across the country, ranking 141<sup>st</sup>, compared to boys who rank 109<sup>th</sup>.

## 2.2 Year 1 Phonics and Key Stage 1 Summary of Outcomes

		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
							-5% 0% +5%			-5% 0% +5%							
Phonics	Meeting year 1 phonics standard	83%	81%	<b>84%</b>	+3%		<b>84%</b>	9th	0%	81%	81%	<b>82%</b>	+1%	61st	+2%		
	Male	80%	77%	<b>80%</b>	+3%		<b>81%</b>	7th	-1%	77%	78%	<b>79%</b>	+1%	60th	+1%		
	Female	86%	84%	<b>87%</b>	+3%		<b>87%</b>	8th	0%	84%	85%	<b>86%</b>	+1%	63rd	+1%		
KS1 Attainment	Reading	KS1 reading expected or greater depth	79%	80%	<b>78%</b>	-2%		<b>78%</b>	6th	0%	74%	76%	<b>75%</b>	-1%	37th	+3%	
		Male	75%	76%	<b>75%</b>	-1%		<b>74%</b>	4th	+1%	70%	71%	<b>71%</b>	-	24th	+4%	
		Female	82%	83%	<b>81%</b>	-2%		<b>82%</b>	7th	-1%	78%	80%	<b>80%</b>	-	56th	+1%	
	KS1 reading greater depth	28%	25%	<b>26%</b>	+1%		<b>27%</b>	8th	-1%	24%	25%	<b>26%</b>	+1%	73rd	0%		
	Male	24%	22%	<b>22%</b>	-		<b>24%</b>	8th	-2%	20%	22%	<b>22%</b>	-	70th	0%		
	Female	32%	29%	<b>29%</b>	-		<b>30%</b>	8th	-1%	27%	29%	<b>29%</b>	-	77th	0%		
Writing	KS1 writing expected or greater depth	73%	73%	<b>73%</b>	-		<b>73%</b>	7th	0%	65%	68%	<b>70%</b>	+2%	29th	+3%		
	Male	67%	68%	<b>68%</b>	-		<b>67%</b>	5th	+1%	59%	62%	<b>63%</b>	+1%	18th	+5%		
	Female	79%	78%	<b>78%</b>	-		<b>79%</b>	9th	-1%	73%	75%	<b>77%</b>	+2%	57th	+1%		
	KS1 writing greater depth	18%	18%	<b>16%</b>	-2%		<b>19%</b>	10th	-3%	13%	16%	<b>16%</b>	-	78th	0%		
	Male	14%	14%	<b>12%</b>	-2%		<b>15%</b>	9th	-3%	10%	11%	<b>12%</b>	+1%	74th	0%		
	Female	23%	22%	<b>20%</b>	-2%		<b>23%</b>	10th	-3%	17%	20%	<b>20%</b>	-	80th	0%		
Maths	KS1 maths expected or greater depth	78%	78%	<b>78%</b>	-		<b>78%</b>	7th	0%	73%	75%	<b>76%</b>	+1%	43rd	+2%		
	Male	77%	77%	<b>78%</b>	+1%		<b>77%</b>	6th	+1%	72%	74%	<b>75%</b>	+1%	35th	+3%		
	Female	79%	78%	<b>79%</b>	+1%		<b>80%</b>	8th	-1%	74%	76%	<b>77%</b>	+1%	61st	+2%		
	KS1 maths greater depth	22%	22%	<b>22%</b>	-		<b>25%</b>	9th	-3%	18%	21%	<b>22%</b>	+1%	68th	0%		
	Male	24%	25%	<b>25%</b>	-		<b>27%</b>	9th	-2%	19%	22%	<b>24%</b>	+2%	52nd	+1%		
	Female	21%	19%	<b>19%</b>	-		<b>23%</b>	10th	-4%	16%	19%	<b>20%</b>	+1%	89th	-1%		

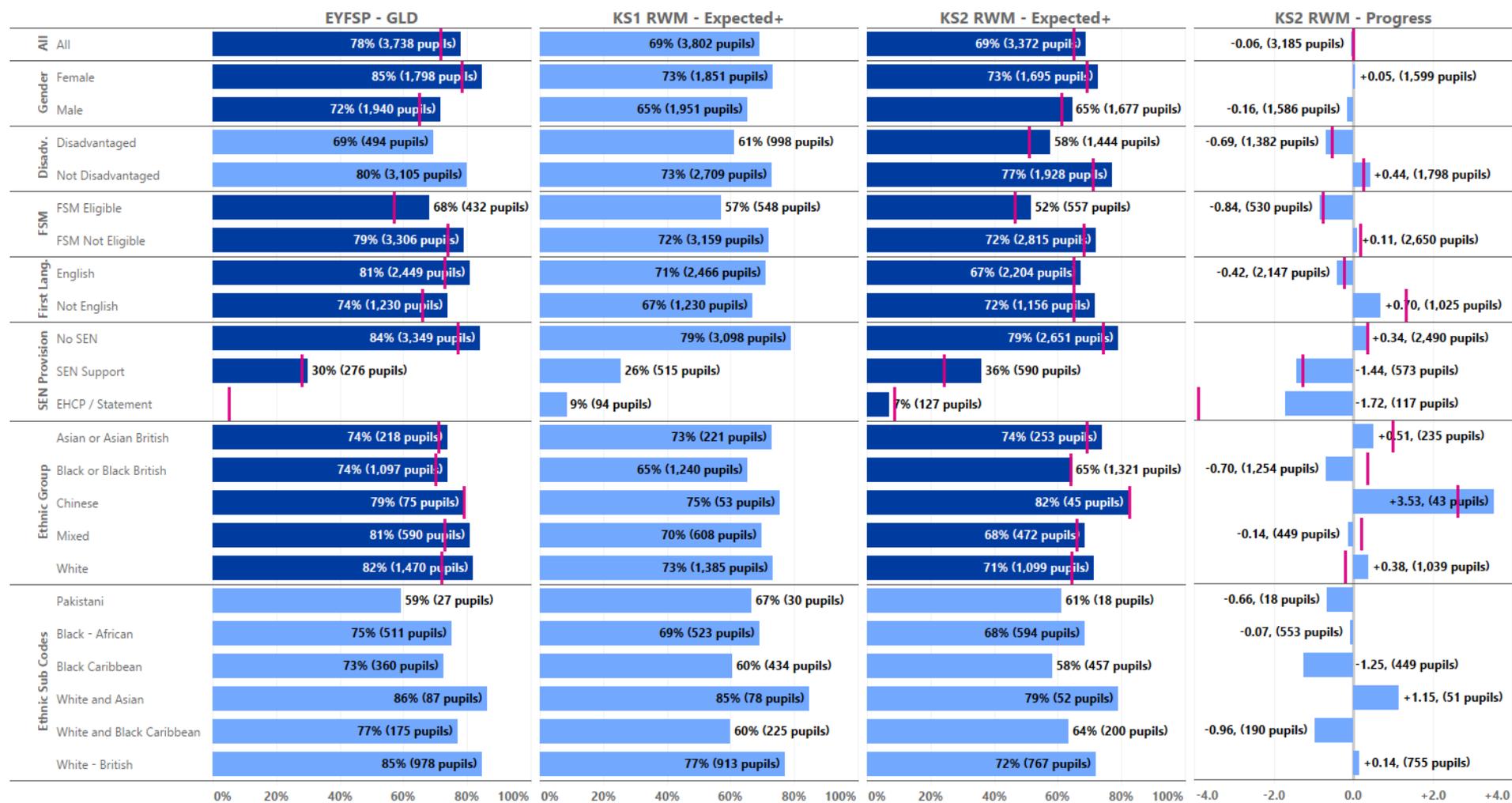
- 2.2.1 The proportion of pupils meeting the expected standard for phonics attainment in Year 1 has improved for boys and girls in 2018, both at a greater rate than national. Overall, pupils meeting the expected standard has increased by 3% points to 84%. This is now above the national average, though it is worth noting that phonics attainment is generally good in London, giving Lewisham a rank of 9th amongst statistical neighbours. The gender gap for meeting the expected standard has remained constant at 7% points, in line with the national average.
- 2.2.2 At key stage 1, the percentage of pupils achieving the expected standard or above in reading has fallen below 2016 levels to 78%, placing Lewisham 37<sup>th</sup> nationally and 6<sup>th</sup> amongst statistical neighbours. Writing and maths attainment of the expected standard are unchanged from the previous two years and rank 29<sup>th</sup> and 43<sup>rd</sup> respectively across the country.
- 2.2.3 The proportion of pupils achieving greater depth in Lewisham has not followed the national recent trend of improvement in each subject. For example, in maths, since 2016 nationally attainment has increased by four percentage points whereas there has been no improvement in Lewisham.
- 2.2.4 Despite this, Lewisham, like its statistical neighbours, performs largely above national averages at Key Stage 1.

### 2.3 Key Stage 2 Summary of Outcomes

		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
KS2 Attainment	Reading	KS2 reading expected or higher standard	67%	72%	<b>79%</b>	+7%		<b>77%</b>	3rd	+2%	66%	72%	<b>76%</b>	+4%	34th	+3%	
		Male	62%	67%	<b>75%</b>	+8%		<b>73%</b>	3rd	+2%	63%	69%	<b>72%</b>	+3%	38th	+3%	
		Female	72%	76%	<b>82%</b>	+6%		<b>81%</b>	5th	+1%	70%	76%	<b>80%</b>	+4%	38th	+2%	
		KS2 reading higher standard	19%	25%	<b>31%</b>	+6%		<b>30%</b>	2nd	+1%	19%	25%	<b>28%</b>	+3%	31st	+3%	
		Male	15%	22%	<b>28%</b>	+6%		<b>26%</b>	2nd	+2%	16%	22%	<b>24%</b>	+2%	25th	+4%	
		Female	23%	29%	<b>35%</b>	+6%		<b>34%</b>	2nd	+1%	22%	28%	<b>33%</b>	+5%	40th	+2%	
	Writing	KS2 writing expected or greater depth	77%	78%	<b>79%</b>	+1%		<b>81%</b>	9th	-2%	74%	77%	<b>79%</b>	+2%	74th	0%	
		Male	71%	71%	<b>74%</b>	+3%		<b>75%</b>	7th	-1%	68%	71%	<b>73%</b>	+2%	67th	+1%	
		Female	84%	84%	<b>85%</b>	+1%		<b>86%</b>	9th	-1%	81%	83%	<b>85%</b>	+2%	90th	0%	
		KS2 writing greater depth	18%	17%	<b>19%</b>	+2%		<b>23%</b>	10th	-4%	15%	18%	<b>20%</b>	+2%	97th	-1%	
		Male	12%	13%	<b>15%</b>	+2%		<b>18%</b>	9th	-3%	11%	13%	<b>15%</b>	+2%	81st	0%	
		Female	23%	21%	<b>23%</b>	+2%		<b>28%</b>	10th	-5%	19%	23%	<b>25%</b>	+2%	109th	-2%	
	Maths	KS2 maths expected or higher standard	73%	74%	<b>79%</b>	+5%		<b>79%</b>	5th	0%	70%	75%	<b>76%</b>	+1%	35th	+3%	
		Male	71%	73%	<b>78%</b>	+5%		<b>78%</b>	5th	0%	70%	75%	<b>76%</b>	+1%	46th	+2%	
		Female	75%	76%	<b>81%</b>	+5%		<b>80%</b>	4th	+1%	70%	76%	<b>76%</b>	-	33rd	+5%	
		KS2 maths higher standard	18%	24%	<b>28%</b>	+4%		<b>27%</b>	6th	+1%	17%	23%	<b>24%</b>	+1%	33rd	+4%	
		Male	19%	26%	<b>29%</b>	+3%		<b>29%</b>	7th	0%	18%	25%	<b>26%</b>	+1%	39th	+3%	
		Female	17%	24%	<b>26%</b>	+2%		<b>26%</b>	6th	0%	15%	21%	<b>22%</b>	+1%	29th	+4%	
RWM	KS2 RWM expected or higher standard	56%	62%	<b>69%</b>	+7%		<b>68%</b>	7th	+1%	54%	62%	<b>65%</b>	+3%	35th	+4%		
	Male	51%	58%	<b>65%</b>	+7%		<b>64%</b>	5th	+1%	50%	58%	<b>61%</b>	+3%	37th	+4%		
	Female	61%	66%	<b>73%</b>	+7%		<b>72%</b>	7th	+1%	58%	66%	<b>69%</b>	+3%	39th	+4%		
	KS2 RWM higher standard	6%	9%	<b>11%</b>	+2%		<b>12%</b>	8th	-1%	5%	9%	<b>10%</b>	+1%	51st	+1%		
	Male	5%	7%	<b>9%</b>	+2%		<b>10%</b>	10th	-1%	5%	7%	<b>8%</b>	+1%	64th	+1%		
	Female	8%	10%	<b>13%</b>	+3%		<b>14%</b>	8th	-1%	6%	10%	<b>12%</b>	+2%	48th	+1%		
KS2 Progress	KS2 reading progress score	+0.4	+0.1	<b>+0.2</b>	+0.1		<b>+0.7</b>	8th	-0.5	0.0	0.0	<b>0.0</b>	-	61st	+0.2		
	KS2 writing progress score	+1.0	-0.1	<b>-0.6</b>	-0.5		<b>+0.9</b>	11th	-1.5	0.0	0.0	<b>0.0</b>	-	124th	-0.6		
	KS2 maths progress score	+0.7	+0.2	<b>+0.3</b>	+0.1		<b>+1.0</b>	11th	-0.7	0.0	0.0	<b>0.0</b>	-	69th	+0.3		

- 2.3.1 Lewisham has continued to improve levels of attainment at Key Stage 2 in 2018, with all measures improving on 2017 results. Lewisham has also improved at a greater rate across the board than the national averages, further demonstrating a successful 2018 in the primary phase.
- 2.3.2 Achievement of the expected standard in reading, writing and maths (RWM) has improved by seven percentage points to 69%, a significant improvement on 2017 and taking Lewisham above the national average. The trend is also reflected at the higher standard, with the borough improving by two percentage points to 11% achievement. In comparison 10% of pupils in schools across England, and 12% in statistical neighbours achieve the higher standard of reading, writing and maths.
- 2.3.3 The gap between boys and girls achieving the expected standard in RWM remains at 8% points, in line with statistical neighbours and the national average. However, there is a slight increase in the gap at higher standard achievement, now at 4% points. This is again in line with both statistical neighbours and the national average.
- 2.3.4 Attainment of the expected standard in reading and in maths is 79%, comfortably above the national average of 76%. Writing attainment in Lewisham lags behind its statistical neighbours, despite the improvement in attainment to both the expected standard and greater depth – 1% and 2% points respectively.
- 2.3.5 Girls outperform boys in achieving at least the expected standard in each subject, however the gap in reading and writing has narrowed by 2% points each. Interestingly, whilst fewer boys reach the expected standard in maths, more boys reach the higher standard than girls.
- 2.3.6 Pupils at Key Stage 2 have demonstrated positive progress in reading and maths but this is still well below the statistical neighbour averages. It is worth noting that Key Stage 2 progress scores are generally very good across London.
- 2.3.7 Progress in writing is not as positive and continues a decline in year on year performance, dropping 0.5 points to -0.6. This is in comparison to a statistical neighbour average of +0.9, and places Lewisham 124th nationally. The low levels of progress in writing are found consistently over the majority of pupil groups, including boys and girls, disadvantaged and not disadvantaged and the majority of ethnic groups. However, the Chinese cohort have positive progress in writing, with a score of +1.9 in 2018. Similarly, eight primary schools in Lewisham have a writing progress scores of over +2.0.
- 2.3.8 Further analysis showed that those with low prior attainment at KS1 make an average of +0.58 progress points. This is much higher than those with middle or high prior attainment who make on average -0.06 and -0.20 progress points respectively.
- 2.3.9 Lewisham Learning is working with primary school leaders to reflect on the teaching and assessment of writing in order to ensure that lessons can be learned from those schools in the borough bucking this trend as well as look to schools in neighbouring boroughs for good practice. There is also a need to build on the good work being done in schools around the teaching of reading to ensure that this further impacts on writing.
- 2.3.9 Across London there are eight primary schools not meeting the 2018 floor standard, two of which are in Lewisham. There are 18 primary schools in London that are meeting the coasting definition, two of which are in Lewisham. All of these schools are being supported via Lewisham Learning and have a full package of support in place.

## 2.4. Primary Phase Summary of Outcomes by Pupil Group<sup>1</sup>



<sup>1</sup> Dark blue bars are based on publicly available data, Light blue bars are based on Lewisham own data. Red lines show England averages.

## **2.5. Disadvantaged and FSM eligibility at primary**

- 2.5.1 A higher proportion of the free school meal (FSM) eligible cohort achieves a GLD in Lewisham compared to statistical neighbours and national averages; this trend continues in KS1 and KS2. The EYFSP attainment gap between those eligible for FSM and those who are not is also lower in Lewisham than national.
- 2.5.2 Sixty nine percent of disadvantaged pupils in Lewisham achieve GLD, compared to 80% of non-disadvantaged students, an 11% point gap. When broken down by gender, 61% of disadvantaged boys achieve GLD compared to 74% of non-disadvantaged boys: a gap of 13% points. This contrasts with the 7% point gap between disadvantaged (79%) and non-disadvantaged girls (86%) achieving GLD.
- 2.5.3 The difference in attainment between the disadvantaged and non-disadvantaged cohort is present through KS1 and KS2 and grows. At KS1, the difference in the percentage achieving the expected standard in RWM between the disadvantaged and not disadvantaged cohorts is 12% points and this increases to 19% points in KS2. At KS2, 58% of disadvantaged pupils achieved the expected standard in RWM compared to 77% of non-disadvantaged pupils.
- 2.5.4 For progress scores at KS2, disadvantaged pupils are making low progress at -0.69 and this is less than the national average; the gap between the disadvantaged and the non-disadvantaged cohort is 1.13 points. It is worth noting that pupils who are not disadvantaged progress above the national average at +0.44 and so the gap is wider on both ends.

## **1.6 Ethnicity and language at primary**

- 2.6..1 81% of pupils with English as a first language achieve GLD at EYFSP compared to 74% of pupils with English as an additional language (EAL). The gap between the two cohorts is roughly in line with statistical neighbour and national averages and continues into KS1 as a smaller gap of 4% points. However, this trend changes at KS2 where a higher percentage of pupils with EAL achieve the expected standard in RWM (72%) than those with English as a first language (67%). This transition is more marked in Lewisham than the national trend where the two are equal.
- 2.6.2 Progress scores at KS2 are higher for those who have EAL than those who have not but progress scores for both cohorts are lower than national averages.
- 2.6.3 The white and Asian cohort through the primary phase consistently have the highest results of the ethnic sub codes analysed. In contrast, the Pakistani cohort in Lewisham has the lowest results with only 59% of EYFSP pupils achieving GLD, though this improves in later key stages. It is worth noting, however, that both the Pakistani and white and Asian cohorts are small. Overall, the Asian/Asian British cohort tends to do very well for their maths progress scores but has negative progress scores for reading and writing.
- 2.6.4 Black or black British pupils are 4% points below the overall LA average across EYFSP, KS1 (RWM expected standard) and KS2 (RWM expected standard), though the cohort is still performing on a par with the national average. At EYFSP, the black cohort's lower performance is mainly driven by boys, of whom only 66% achieve a GLD; in contrast, 83% of black girls make this expected standard.
- 2.6.5 Within the black cohort, the black Caribbean cohort performs the worst with 73% achieving GLD at EYFSP. This percentage decreases through the key stages with 60% achieving the expected standard in RWM KS1 and only 58% achieving this measure at KS2. By KS2, they

are the lowest performing cohort by ethnicity, however, this isn't a consistent pattern across at all schools. In ten schools black Caribbean pupils exceed the LA average for all pupils, including one school with 93% of black Caribbean pupils achieving the expected standard in RWM.

## **2.7. Ethnicity with disadvantage at primary**

- 2.7.1 At EYFSP, the disadvantaged white cohort had 66% of pupils achieving GLD in contrast to the 84% of non-disadvantaged white pupils. This gap between white disadvantaged pupils and non-disadvantaged pupils increases even more by KS2 where 48% of disadvantaged white pupils achieve the expected standard in RWM compared to 82% of non-disadvantaged white pupils, a 34% point gap. Three schools with disadvantaged white British cohorts achieved the expected standard in RWM at a greater rate than Lewisham as a whole.
- 2.7.2 In contrast, the Asian cohort performs well, even for the disadvantaged cohort: at KS1, 68% of the disadvantaged Asian cohort achieves the expected standard in RWM compared to 74% of the non- disadvantaged Asian cohort. In KS2, we even see the opposite trend where the disadvantaged cohort outperforms the non-disadvantaged cohort: 76% of disadvantaged Asian pupils achieve the expected standard in KS2 RWM, compared to 73% of non-disadvantaged Asian pupils.

## **2.8. Special Educational Needs and Disabilities (SEND) at primary**

- 2.8.1 At EYFSP, 30% of SEN support pupils achieve a GLD, this is a smaller number than statistical neighbours, but still exceeds the national average of GLD attainment. The gap between SEN support pupils and pupils with no identified SEN is 54%. The gap closes slightly by KS1 to 53%, with 26% of SEN support pupils reaching the expected standard in RWM.
- 2.8.2 At KS2, 17% of EHCP pupils achieved the expected standard in maths compared to only 13% achieving the expected standard in reading or writing. Interestingly, boys with an EHCP statement have performed better across all measures compared to girls with an EHCP. For boys with an EHCP, 21% of them achieved the expected standard in maths (and 17% in reading and 13% for writing). These percentages are much higher than the female EHCP cohort. For those with no SEN and those on SEN Support, progress levels are broadly in line with the national average at KS2. In contrast, the EHCP progress is significantly better than the national average: the gap in progress between EHCP pupils and SEN Support pupils is only 0.2

### 3. Secondary outcomes

#### 3.1. Key Stage 4 Summary of Outcomes

		Lewisham					Statistical Neighbours			England							
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
								-5% 0% +5%						-5% 0% +5%			
KS4	Attainment and Progress	KS4 - attainment 8	47.5	44.2	<b>44.9</b>	+0.7		<b>46.7</b>	9th	-3.9%	50.1	46.4	<b>46.6</b>	+0.2	103rd	-3.7%	
		Male	44.2	41.5	<b>41.8</b>	+0.3		<b>44.0</b>	11th	-5.0%	47.8	43.8	<b>43.9</b>	+0.1	109th	-4.9%	
		Female	51.2	47.2	<b>47.9</b>	+0.7		<b>49.4</b>	9th	-3.0%	52.4	49.1	<b>49.4</b>	+0.3	97th	-3.1%	
		KS4 - progress 8	-0.14	-0.28	<b>-0.22</b>	+0.06		<b>+0.12</b>	11th	-0.34	-0.03	-0.03	<b>-0.02</b>	+0.01	124th	-0.20	
		Male	-0.35	-0.49	<b>-0.45</b>	+0.04		<b>-0.10</b>	11th	-0.35	-0.17	-0.24	<b>-0.25</b>	-0.01	129th	-0.20	
	Female	+0.10	-0.05	<b>+0.02</b>	+0.07		<b>+0.35</b>	10th	-0.33	+0.11	+0.18	<b>+0.22</b>	+0.04	124th	-0.20		
	KS4 - 9-4 English & Maths	56%	59%	<b>61%</b>	+2%		<b>64%</b>	9th	-3%	63%	64%	<b>64%</b>	-	108th	-3%		
	Male	49%	56%	<b>56%</b>	-		<b>61%</b>	11th	-5%	59%	61%	<b>61%</b>	-	119th	-5%		
	Female	64%	62%	<b>66%</b>	+4%		<b>67%</b>	8th	-1%	67%	68%	<b>68%</b>	-	103rd	-2%		
	KS4 - 9-5 English & Maths	-	38%	<b>41%</b>	+3%		<b>44%</b>	9th	-3%	-	43%	<b>43%</b>	-	92nd	-2%		
Male	-	36%	<b>37%</b>	+1%		<b>41%</b>	9th	-4%	-	40%	<b>40%</b>	-	99th	-3%			
Female	-	40%	<b>45%</b>	+5%		<b>46%</b>	9th	-1%	-	46%	<b>47%</b>	+1%	90th	-2%			
Ebacc	KS4 - English Baccalaureate APS	-	-	<b>4.0</b>			<b>4.2</b>	9th	-4.8%	-	-	<b>4.1</b>		80th	-1.3%		
	Male	-	-	<b>3.7</b>			<b>3.9</b>	10th	-5.1%	-	-	<b>3.8</b>		90th	-3.0%		
	Female	-	-	<b>4.3</b>			<b>4.4</b>	8th	-2.3%	-	-	<b>4.3</b>		69th	0.0%		
	KS4 - English Baccalaureate Entries	42%	40%	<b>44%</b>	+4%		<b>51%</b>	10th	-7%	40%	38%	<b>38%</b>	-	48th	+6%		
	Male	35%	33%	<b>36%</b>	+3%		<b>46%</b>	11th	-10%	35%	33%	<b>33%</b>	-	55th	+3%		
	Female	51%	48%	<b>52%</b>	+4%		<b>55%</b>	9th	-3%	45%	44%	<b>44%</b>	-	36th	+8%		
	KS4 - English Baccalaureate (9-4)	23%	22%	<b>25%</b>	+3%		<b>28%</b>	7th	-3%	25%	24%	<b>24%</b>	-	50th	+1%		
	Male	16%	17%	<b>18%</b>	+1%		<b>23%</b>	10th	-5%	20%	19%	<b>19%</b>	-	76th	-1%		
	Female	30%	28%	<b>33%</b>	+5%		<b>33%</b>	6th	0%	30%	29%	<b>30%</b>	+1%	45th	+3%		
	KS4 - English Baccalaureate (9-5)	-	19%	<b>16%</b>	-3%		<b>19%</b>	8th	-3%	-	21%	<b>17%</b>	-4%	62nd	-1%		
Male	-	15%	<b>11%</b>	-4%		<b>16%</b>	11th	-5%	-	17%	<b>13%</b>	-4%	84th	-2%			
Female	-	23%	<b>21%</b>	-2%		<b>23%</b>	7th	-2%	-	26%	<b>21%</b>	-5%	53rd	0%			

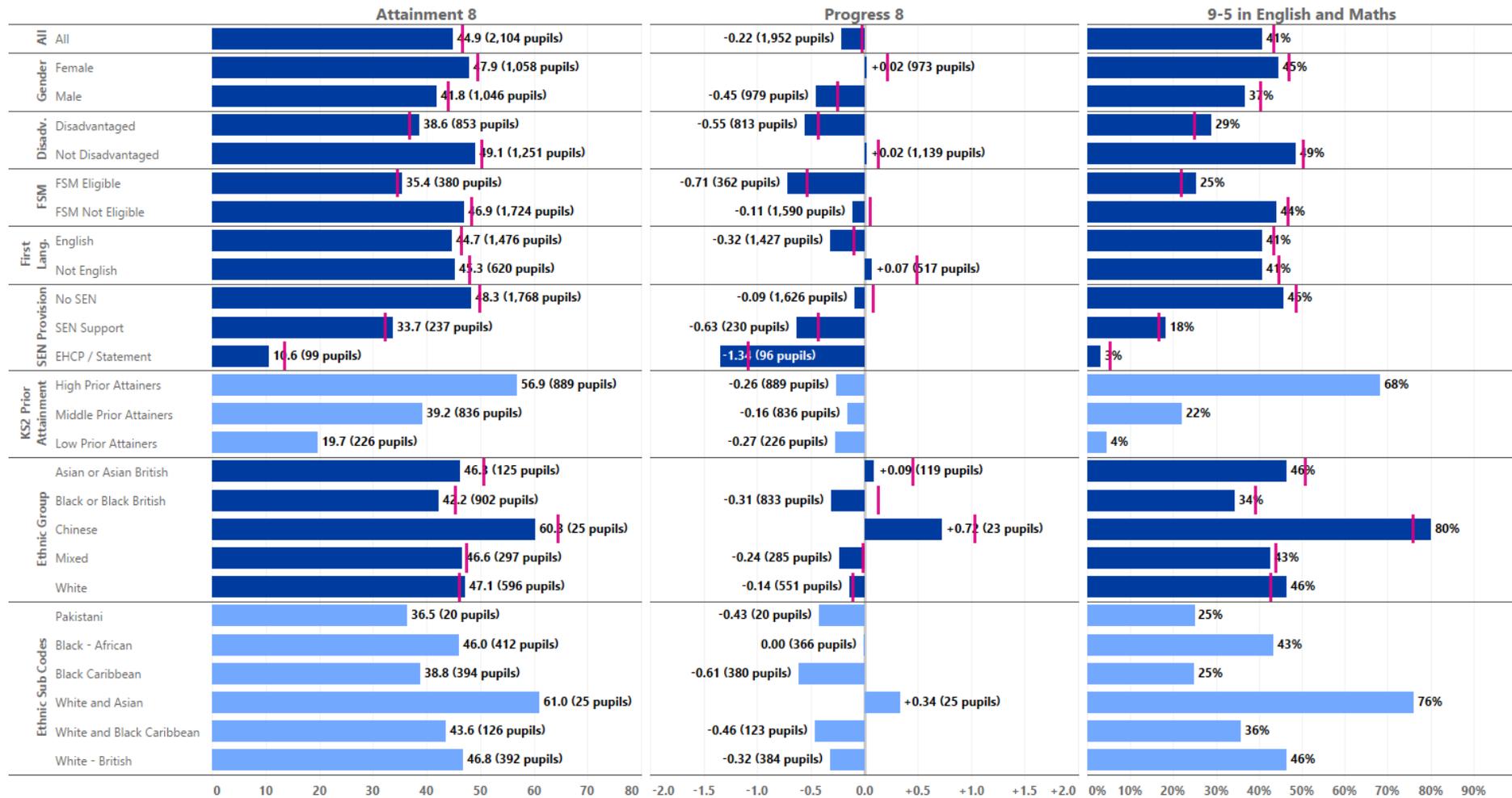
- 3.1.1 Lewisham has improved for most KS4 indicators but still does not perform well when benchmarked against other LAs. It should be noted though that Lewisham improved at a higher rate than national for every indicator, thereby reducing the gap to national. For example, 61% of pupils achieved 9-4 in English and maths at KS4, a 2% point increase from last year. Though this is below the national average of 64%, the improvement in Lewisham is more than the improvement made nationally. For Progress 8 scores for boys, Lewisham improved from last year to -0.45 even though the national average decreased. Further analysis showed that there was not much difference in progress scores between cohorts when split by prior attainment at KS2. The biggest gap was between those with middle prior attainment who made on average -0.16 progress points compared to those had low prior attainment who made -0.27 progress points.
- 3.1.2 Boys generally performed slightly worse when benchmarked against statistical neighbours than girls; 56% of boys achieved 9-4 in English & maths ranking Lewisham last out of statistical neighbours. In contrast, 66% of girls achieved this threshold (an increase of 4% points from 2017), ranking Lewisham 8<sup>th</sup> out of statistical neighbours.
- 3.1.3 For EBacc results, Lewisham again has shown an improvement for most indicators but again does not perform well when benchmarked against other similar LAs. It should be noted, however, that Lewisham's statistical neighbours have performed well and above the national average. Fifty two percent of girls were entered for the EBacc in Lewisham and though this was 9<sup>th</sup> highest out of statistical neighbours, Lewisham ranked in the top 40 nationally. Sixteen percent of pupils achieved EBacc 9-5 in Lewisham. Whilst this is slightly below the national average of 17%, the decrease in Lewisham of 3% points is less than the national decrease of 5% points which reflected a change from A\*-G to 9-1 grades in EBacc subjects<sup>2</sup>.
- 3.1.4 In Lewisham, there are two schools not meeting the 2018 secondary floor standard<sup>3</sup>. Of the 12 schools that are meeting the coasting definition in London, 3 of them are in Lewisham. All of these schools are receiving targeted support via the Lewisham Secondary Challenge.

---

<sup>2</sup> Other than English and maths which changed to 9 to 1 grades in 2017

<sup>3</sup> Conisborough College and Sedgehill School

### 3.2. Key Stage 4 Summary of Outcomes by Pupil Group<sup>4</sup>



<sup>4</sup> Dark Blue: Publicly available data, Light Blue: Lewisham own data, Red: England

### **3.3. Disadvantaged and FSM eligibility at KS4**

3.3.1 For attainment, the disadvantaged cohort in Lewisham perform below the non-disadvantaged cohort but better than the national average for disadvantaged pupils. The average Attainment 8 score for the disadvantaged cohort is 38.6, compared to the average for the non-disadvantaged cohort which is 49.1. However, this is stronger performance than the national average Attainment 8 score for disadvantaged pupils. The progress scores for the FSM and disadvantaged cohorts are noticeably below the national averages for the equivalent cohorts. For example, the average Progress 8 score for FSM pupils in Lewisham is -0.71 compared to the national average of -0.53. It is also worth noting that Progress 8 is lower in Lewisham than national averages for all cohorts studied.

### **3.4 Ethnicity and language at KS4**

- 3.4.1 The best performing ethnic group in Lewisham is Chinese for both KS4 attainment and progress: 80% of Chinese pupils achieve 9-5 in KS4 English and Maths compared to the LA average for all pupils of 41%. Progress scores are lower than the national average but the Chinese group is one of the only groups to achieve positive progress in Lewisham at +0.72 points. The white and Asian cohort also have positive progress at +0.34 points and also perform well for Attainment 8, actually performing better than the Chinese cohort with an average of 61.0.
- 3.4.2 Black students are the lowest performing of the broad ethnic groups across KS4. Of the black cohort, black Caribbean pupils perform the worst. Twenty five percent of black Caribbean students achieve 9-5 in English and maths compared to the LA average of 41%. There are two secondary schools where black Caribbean pupils are out performing their peers nationally in both attainment and progress.
- 3.4.3 It should be noted that the gap between girls and boys within the black Caribbean cohort was small with 23% of black Caribbean boys achieving 9-5 in English and maths compared to 27% of girls. This gap is smaller than that of the white British cohort: 43% of white British boys achieve 9-5 in English and maths compared to 50% of girls, a 7% point gap. The gap for white and black Caribbean pupils was the smallest though at 1% point. Overall the black Caribbean cohort has a Progress 8 score of -0.61. However, the picture varies across Lewisham and in two schools they have positive Progress 8 scores. For Attainment 8 scores, ethnic groups in Lewisham generally perform below the national average for their respective cohorts. The exception is the white cohort where the average Attainment 8 score is 47.1, which is above the national average. Forty six percent of them achieve 9-5 in English and maths which is also above the national average.
- 3.4.5 For Attainment 8 scores, ethnic groups in Lewisham generally perform below the national average for their respective cohorts. The exception is the white cohort where the average Attainment 8 score is 47.1, which is above the national average. Forty six percent of them achieve 9-5 in English and maths which is also above the national average.
- 3.5.6 Attainment scores for pupils with English as an additional language (EAL) and those without were the same for those achieving 9-5 in English and Maths. Forty one percent of students with EAL and 41% of those without achieved this measure. The average Attainment 8 score for EAL pupils and those without EAL was also similar: there was a 0.6 point gap. In contrast, the cohort without EAL had much lower progress scores (-0.32) than those pupils with EAL (+0.07).

### **3.6 Ethnicity with disadvantage at KS4**

- 3.5.1 Interestingly, the disadvantage gap for the black Caribbean cohort is smaller across KS4 attainment measures. The average KS4 Attainment 8 score for disadvantaged black Caribbean pupils is 36.8 compared to 40.6 for non-disadvantaged black Caribbean students, though both scores are lower than the LA average. Twenty four percent of disadvantaged black Caribbean pupils achieve 9-5 in English and maths compared to 26% of non-disadvantaged black Caribbean pupils.
- 3.5.2 In contrast, disadvantage appears to have a significant impact on the white British cohort. The average Attainment 8 score for non-disadvantaged white British is 54.1 and their progress is +0.06, higher than the national average of -0.02. However, for the disadvantaged white cohort, the average Attainment 8 score is a much lower 3.6 and the progress score is -1.03. Nonetheless, the disadvantaged white British cohorts in four schools in Lewisham achieved the EBacc 9-5 at a better rate than the national average.
- 3.5.3 For white and black Caribbean pupils, deprivation also seems to play a role in attainment. On average, 14% of white and black Caribbean pupils who are eligible for FSM achieve 9-5 in English and Maths compared to 44% of white and black Caribbean pupils who are not FSM eligible. The progress score gap between these two cohorts is 0.79, with white and black Caribbean pupils on FSM scoring lower at -1.03.

### **3.6 SEND at KS4**

- 3.6.1 For attainment, the SEN support cohort performs above the national average for equivalent pupils whilst the EHCP cohort performs below EHCP pupils nationally. The average Attainment 8 score for SEN support pupils is 33.7 which is above the national average, in contrast to the average score for EHCP pupils which is 10.6. Progress scores for all SEND were lower than national averages in keeping with the trend in Lewisham.

4. Post 16

4.1. Key Stage 5 Summary of Outcomes

		Lewisham					Statistical Neighbours			England									
		2016	2017	2018	Latest Change	Trend	Latest Avg.	La vs Stat. Neigh.		2016	2017	2018	Latest Change	LA vs England					
								Rank	Latest Diff.					Rank	Latest Diff.	Trend			
							-5% 0% +5%			-5% 0% +5%									
KS5	APS per entry	KS5 - APS per entry - all level 3	26.9	28.6	<b>28.1</b>	-0.5		<b>29.9</b>	9th		-6%	31.4	32.3	<b>31.8</b>	-0.5	138th		-12%	
		Male	-	27.1	<b>27.1</b>	-		<b>29.0</b>	8th		-7%	-	31.2	<b>30.9</b>	-0.3	138th		-12%	
		Female	-	29.8	<b>28.8</b>	-1.0		<b>30.5</b>	9th		-6%	-	33.4	<b>32.6</b>	-0.8	139th		-12%	
		KS5 - APS per entry - academic	24.5	26.0	<b>27.6</b>	+1.6		<b>29.9</b>	9th		-8%	30.6	31.3	<b>32.3</b>	+1.0	141st		-15%	
		Male	-	24.1	<b>27.1</b>	+3.0		<b>29.0</b>	8th		-6%	-	30.2	<b>31.3</b>	+1.1	137th		-14%	
	Female	-	27.2	<b>28.0</b>	+0.8		<b>30.6</b>	10th		-9%	-	32.2	<b>33.1</b>	+0.9	144th		-15%		
	KS5 - APS per entry - applied general	32.3	33.6	<b>29.1</b>	-4.5		<b>28.9</b>	6th		+1%	34.7	35.7	<b>28.4</b>	-7.3	41st		-2%		
	Male	-	31.0	<b>27.2</b>	-3.8		<b>28.4</b>	9th		-4%	-	33.6	<b>26.8</b>	-6.8	51st		-1%		
	Female	-	35.9	<b>30.5</b>	-5.4		<b>29.2</b>	4th		+4%	-	37.7	<b>29.8</b>	-7.9	46th		-2%		
	KS5 - APS per entry - tech level	30.2	31.0	<b>28.5</b>	-2.5		<b>28.5</b>	9th		+0%	30.8	32.3	<b>28.1</b>	-4.2	68th		-1%		
Male	-	30.7	<b>27.4</b>	-3.3		<b>26.5</b>	9th		+3%	-	31.8	<b>28.5</b>	-3.3	86th		-4%			
Female	-	31.8	<b>32.2</b>	+0.4		<b>29.8</b>	4th		+8%	-	32.8	<b>27.8</b>	-5.0	27th		+16%			
A Level	KS5 - 3 A*-A grades or better at A level	3%	4%	<b>5%</b>	+1%		<b>8%</b>	8th		-3%	11%	11%	<b>11%</b>	-	137th		-6%		
	Male	-	3%	<b>6%</b>	+3%		<b>9%</b>	8th		-3%	-	13%	<b>12%</b>	-1%	130th		-6%		
	Female	-	5%	<b>4%</b>	-1%		<b>8%</b>	9th		-4%	-	10%	<b>10%</b>	-	137th		-6%		
	KS5 - AAB inc. two facilitating subjects	5%	7%	<b>7%</b>	-		<b>10%</b>	7th		-3%	14%	14%	<b>14%</b>	-	136th		-7%		
	Male	-	6%	<b>9%</b>	+3%		<b>12%</b>	7th		-3%	-	17%	<b>16%</b>	-1%	124th		-7%		
Female	-	7%	<b>5%</b>	-2%		<b>9%</b>	10th		-4%	-	12%	<b>12%</b>	-	142nd		-7%			

- 4.1.1 Average Point Scores (APS) for boys and girls have generally improved at a higher rate than national figures, closing the gap with national. In 2018, the KS5 APS for academic subjects averaged 27.6, an increase of 1.6 points. This is compared to a 1.0 point increase nationally, though Lewisham is still behind the national average of 32.3. Girls have performed better than boys for APS throughout when benchmarked against statistical neighbours. For applied general courses, girls have an average of 30.5 points, 1.3 points above the statistical neighbour average ranking Lewisham 4<sup>th</sup>. In contrast, boys have an average of 27.2 points ranking them 9<sup>th</sup> out of statistical neighbours. Though results for both have decreased from last year, they have decreased at a lower rate than national and perform above the national average. This decrease is partly a result of the change to more stretching BTEC qualifications.
- 4.1.2 The pattern for tech level qualifications is similar to that of applied general courses; the APS per entry for KS5 tech levels for girls was 32.2, an increase from 31.8 ranking Lewisham 4<sup>th</sup> out of statistical neighbours and in the top 30 nationally. In contrast, boys achieve 27.4 points which is below the national average and ranks Lewisham 9<sup>th</sup> out of statistical neighbours. It should be noted that the number of entries in tech level subjects is relatively low.
- 4.1.3 For A level indicators it is interesting to note that boys have improved and performed better than girls in Lewisham, a reversal of the pattern that was seen in 2017. Nine percent of boys achieved AAB including two facilitating subjects compared to 5% of girls. Boys have improved by 3% points whilst girls have decreased by 2% points, though both scores are below the statistical neighbour and national averages.

## 5. Range of sources

9.1 Below is the list of data sources used in this report. Full footnotes and methodologies can be found within the individual sources. **Note** that if data in graphs is **light blue**, the data comes from Lewisham sources and is therefore unpublished.

### 9.2 Primary Outcomes

9.2.1 <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Section: Results at national and local-authority level

9.2.2 <https://www.gov.uk/government/collections/statistics-key-stage-1> Section: Phonics screening check and key stage 1 assessment - Phonics Tables

9.2.3 <https://www.gov.uk/government/collections/statistics-key-stage-1> Section: Phonics screening check and key stage 1 assessment - KS1 Tables

9.2.4 <https://www.gov.uk/government/collections/statistics-key-stage-2> Section: National curriculum assessments at key stage 2

### 9.3 Secondary Outcomes

9.3.1 <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4> Section: GCSE and equivalent results, including pupil characteristics

9.3.2 <https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: A level and other 16 to 18 result

## 6. Glossary

10.1 All 'national' comparisons compared within this analysis are comparisons to England.

10.2 In 2018, the primary school accountability technical guide defines a school is above the floor standard if either:

- at least 65% of pupils meet the expected standard in reading, writing and maths; or
- the school achieves sufficient progress scores in all three subjects: at least -5 in reading, -5 in maths and -7 in writing.

10.3 A school is defined as coasting if over three years:

- fewer than 85% of pupils achieved the expected standard at the end of primary school; and
- average progress made by pupils was less than -2.5 in reading, -2.5 in maths or -3.5 in writing.

6.1. In 2018, a school or college is below the secondary floor standard if:

- its Progress 8 score is below -0.5; and
- the upper band of the 95% confidence interval is below zero

10.5 A secondary school meets the definition of costing if:

- in 2016, 2017 and 2018, the school has a Progress 8 score below -0.25; and
- the upper band of the 95% confidence interval is below zero

<b>Children and Young People Select Committee</b>			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	10
Class	Part 1 (Open)	13 March 2019	

## 1. Purpose

To provide Members of the Select Committee with an overview of the work programme for 2018-19 and to advise on the process for agreeing the 2019-20 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 13 March is the last scheduled meeting of the Children and Young People Select Committee in the 2018-19 municipal year. The Committee's completed work programme is attached at Appendix B, which lists the issues considered in 2018-19. The Committee is invited to suggest items for the 2019-20 work programme.

## 3. Recommendations

- 3.1 The Committee is asked to:
- prioritise themes for the 2019/20 work programme, having regard for the prioritisation process illustrated in this report
  - note the Committee's Terms of Reference at **Appendix A**;
  - note the completed work programme attached at **Appendix B**;
  - review the issues covered in 2018-19 municipal year;
  - take note of the notice of key decisions attached at **Appendix C**;
  - consider any matters arising that it may wish to suggest for future scrutiny.

## 4. Children and Young People Select Committee 2018-19

The Committee had six meetings in the 2018-19 municipal year. The completed work programme is attached at Appendix B. The Committee undertook an in-depth review of exclusions from school. This has formed a large part of the Committee's workload over the year. The final report will be considered at the first meeting of the new municipal year, date to be confirmed.

## 5. Priorisation and planning for 2019-20

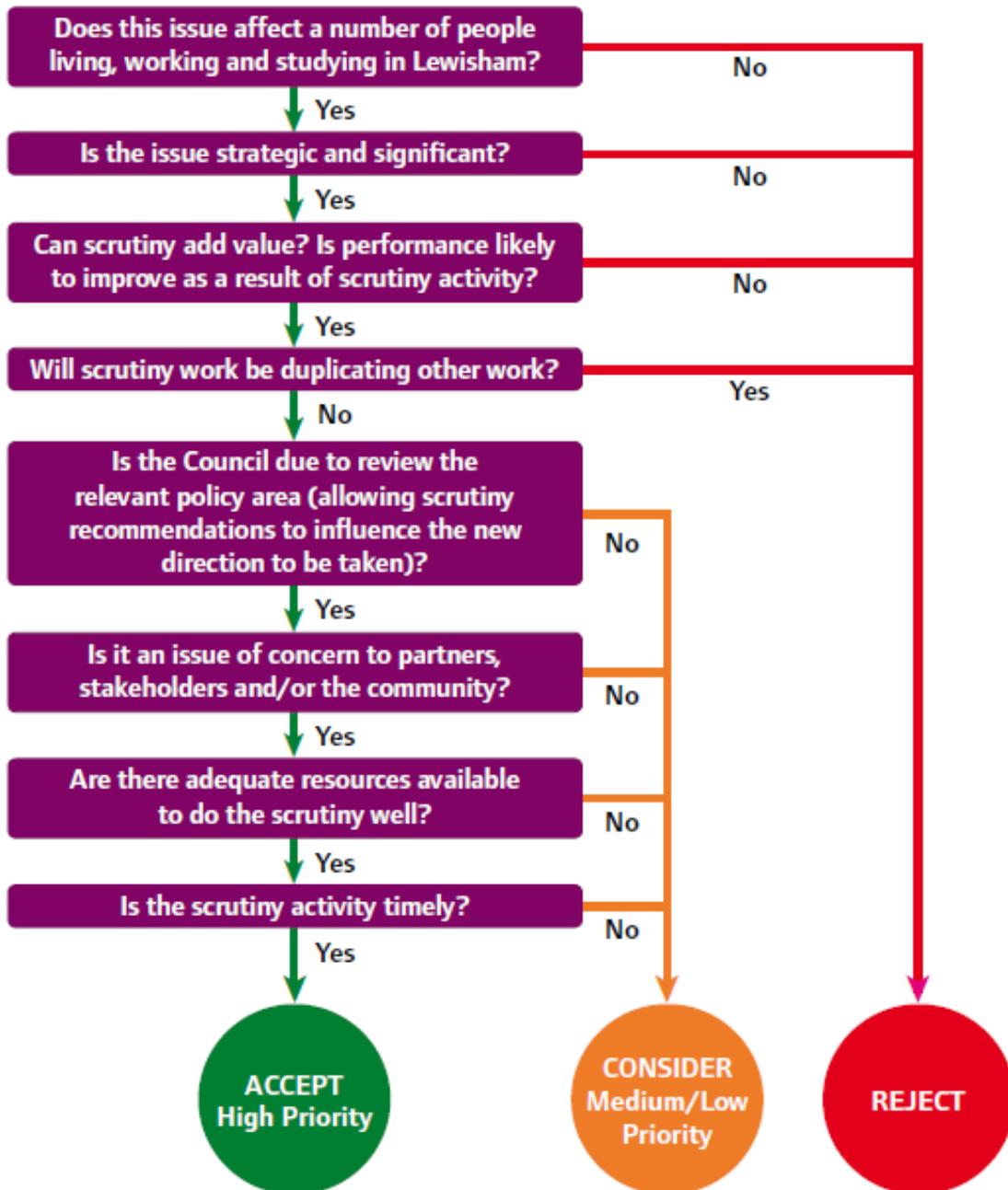
- 5.1 Eight meetings will be scheduled for 2019-20 municipal year. A work programme report will be put forward at the first Children and Young People Select Committee meeting of the 2019-20 year for members to discuss and agree. The report will take account of the Committee's previous work and may incorporate:
- The scrutiny prioritisations process and potential key themes and priorities for 2019/20
  - issues arising as a result of previous scrutiny;
  - issues that the Committee is required to consider by virtue of its terms of reference;
  - items requiring follow up from Committee reviews and recommendations;
  - issues suggested by members of the public;
  - petitions;
  - standard reviews of policy implementation or performance;
  - suggestions from officers;
  - relevant decisions due to be made by Mayor and Cabinet.
- 5.5 When deciding on items to include in the work programme, the Committee should have regard to:
- the criteria for selecting and prioritising topics;
  - the Committee's terms of reference;
  - the capacity for additional items in terms of the Committee's time and resources;
  - the context for setting the work programme and advice from officers;

### Children and Young People Select Committee Terms of Reference

- 5.6 The Committee's terms of reference are included at **Appendix A**. The Committee should familiarise itself with the Terms of Reference and consider its remit when selecting items for scrutiny.
- 5.7 The Select Committee's role is to examine issues relating to but not limited to matters such as: child protection; early years provision; special needs provision; schools; youth service; young offending; leaving care services; and any other matters relating to children and young people.
- 5.8 The remit of the Children and Young People Communities Select Committee is broad and for the Committee to ensure its work programme is as tailored and focussed as possible delivering robust scrutiny, it is important to ensure items are prioritised and key outcomes identified. It is likely that due to the volume of work, the Committee will have to make difficult decisions considering where it can most add value and influence and which items are of most importance to the Council and Lewisham residents. Particular care needs to be taken regarding the potential for duplicating work by other committees and boards.

The flow chart below, based on the model from the Centre for Public Scrutiny (CfPS) is designed to help Members decide which items should be added to the work programme.

## Scrutiny work programme – prioritisation process



5.9 As well as using the prioritisation process above, the Committee may wish to highlight key themes which they believe to be of strategic importance for the Committee for 2019/20. These can then be used by the Committee to help determine whether items should be added to the work programme.

## **6. Different types of scrutiny**

6.1 It is important to agree how each work programme item will be scrutinised. Some items may only require an information report to be presented to the Committee and others will require performance monitoring data or analysis to be presented. Typically, the majority of items take the form of single meeting items, where members:

- (a) agree what information and analysis they wish to receive in order to achieve their desired outcomes;
- (b) receive a report presenting that information and analysis;
- (c) ask questions of the presenting officer or guest;
- (d) agree, following discussion of the report, whether the Committee will make recommendations or receive further information or analysis before summarising its views.

6.2 For each item, the Committee should consider what type of scrutiny is required and whether the item is high or medium/low priority (using the prioritisation process). Allocating priority to work programme items will enable the Committee to decide which low and medium priority items it should remove from its work programme, when it decides to add high priority issues in the course of the year.

### In-depth review

6.3 Some items might be suitable for an in-depth review, where the item is scrutinised over a series of meetings. Normally this takes at least four meetings to complete:

- Meeting 1: Scoping paper (planning the review)
- Meetings 2 & 3: Evidence sessions
- Meeting 4: Agreeing a report and recommendations

6.4 If the Committee wants to designate one of its work programme items as an in-depth review, this should be done at the first meeting of the municipal year to allow sufficient time to carry out the review. A scoping paper for the review will then be prepared before the summer recess.

## **7. Financial implications**

There are no financial implications arising from the implementation of the recommendations in this report.

## **8. 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.

## **9. Equalities implications**

- 9.1 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.
- 9.2 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.
  -
- 9.3 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 at 12.2 above.
- 9.4 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.
- 9.5 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>

- 9.6 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
- 9.7 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>

### **Background documents**

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

## Children & Young People Select Committee

### Terms of Reference

(a) To fulfil all overview and scrutiny functions as they relate to the social care of children and young people up to the age of 19 years including but not limited to the following activities:-

(i) the social services functions of the Council under the Children Act 2004, and all functions of the Council under the National Assistance Act 1948, the Mental Health Act 1983, Children Act 1989, the NHS and Community Care Act 1990, Children Act 2004, Children and Families Act 2014 and all other relevant legislation in force from time to time

(ii) to invite representatives of other service providers to children and young people in the area to give account of their performance and to answer questions.

(b) In so far as they relate to the provision of services for those under the age of 19 years, the exercise of all of the Council's powers under all relevant legislation pertaining to education from time to time in force. Without limiting the generality of this, this shall include, in particular, schools and school related services.

(c) The exercise of the overview and scrutiny powers of the Council in 39 so far as they relate to people under 19 years of age in the provision of opportunities for education, training and learning outside the school environment, including pre-school services.

(d) In so far as they relate to children and young people under 19 years of age, to make comments and recommendations to the Executive on the contents and proposed contents of the plans making up the Council's policy framework.

(e) In so far as they relate to people under the age of 25 years, to make comments and recommendations on the provision of education, training and learning by those with special educational needs.

(f) Without limiting the remit of the Select Committee, its terms of reference include the following matters:

- Child protection - covering provision for vulnerable children including children in need and children looked after, placements, foster care and adoption
- Early years provision
- Special needs provision
- Schools and related services
- Youth Service
- Youth offending and challenging behaviour
- Transitional services for those leaving care
- Other matters relating to children and young people

(g) To receive and consider referrals from the Healthwatch in so far as they relate solely to people under 19 years of age. Otherwise such referrals will be made to the Healthier Communities Select Committee

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

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

**Children and Young People Select Committee 2018/19**

**Programme of Work**

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	28-Jun	05-Sep	17-Oct	06-Dec	24-Jan	13-Mar
Lewisham Future Programme	Standard item	High	CP10	Ongoing			Budget Cuts			
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Jun						
Select Committee work programme 2018/19	Constitutional requirement	High	CP10	Jun						
Response to referral - SEND provision	Referral response	High	CP2&CP7	Jun						
Response to referral - CAMHS funding	Referral response	High	CP2&CP7	Jun						
Response to referral - recruitment and retention of school staff indepth review	Referral response	High	CP2&CP7	May						
Update on Ofsted Improvement Plan (Children's Social Care)	Standard Item	High	CP7	June						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	Sep						
Children's Centres	Standard Item	High	CP2&CP7	Sept						
Children's Social Care sufficiency strategy (to include Out of Borough Placements)	Standard item	High	CP2&CP7	Sept						
School place planning	Standard Item	High	CP2	Oct						
Primary to Secondary transition - update	Performance Monitoring	High	CP2&CP7	Oct						
Update on Youth First	Standard item	High	CP 2							
SEND update- 1 year on from inspection	Standard item	High	CP2							
Cuts to Health Visiting Service	Standard Item	High	CP2 & CP7							
Children's Social Care Improvement Plan	Standard Item	High	CP2&CP7	Jan						
Provisional secondary school results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7							
Safeguarding Services 6-monthly Report	Performance monitoring	High	CP2&CP7	ongoing						
Lewisham Safeguarding Children's Board Annual Report	Performance monitoring	High	CP7							
Lewisham Learning Partnership - measuring outcomes/ success	Performance monitoring	High	CP 2							
Home Education	Standard Item	High	CP2 & 7							
CAMHS waiting times for Lewisham Children	Performance Monitoring	High	CP2 & 7							
In-depth review - school exclusions	In-depth review	Hgh	CP2 & CP7	Jan		Scoping	Evidence 1	Evidence2		Evidence 3
Primary SATS results and validated secondary results	Performance Monitoring	High	CP2 & CP7							
Recruitment and retention of school staff - 6 month update	Performance Monitoring	High	CP2&CP7							
Corporate Parenting and LAC Annual Report	Performance monitoring	High	CP2&CP7							
New arrangements post- Lewisham Safeguarding Children Board	Standard Item	High	CP7							
Response to referral from Mayor and Cabinet - proposals to cut the health visiting service										
Early Help review Terms of Reference	Standard Item	High	CP2 & CP7							
Children and Young People's Plan	Standard item	High	CP2&CP7							

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

Meetings			
1)	Thursday 28 June	4)	Thursday 6 December
2)	Wednesday 5 September	5)	Thursday 24 January
3)	Wednesday 17 October	6)	Wednesday 13 March

This page is intentionally left blank

## FORWARD PLAN OF KEY DECISIONS

### Forward Plan March 2019 - June 2019

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](mailto:kevin.flaherty@lewisham.gov.uk). However the deadline will be 4pm on the working day prior to the meeting.

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

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

**FORWARD PLAN – KEY DECISIONS**

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
December 2018	<b>Financial Regulations and the Directorate Schemes of Delegation</b>	27/02/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
November 2018	<b>Annual Budget 2019-20</b>	27/02/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
November 2018	<b>Adoption of Charter against Modern Slavery and Approval of 1st Annual Modern Slavery and Human Trafficking Statement</b>	27/02/19 Council	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
February 2019	<b>Corporate Strategy</b>	27/02/19 Council	Janet Senior, Executive Director for Resources & Regeneration and Mayor Damien Egan, Mayor		
January 2019	<b>Lewisham Homes Articles Amendment - Governance</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>Redevelopment of PLACE/Ladywell site</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for		

<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
			Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
January 2019	<b>Waldron Health Centre S106 Bid</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
February 2019	<b>Longfield Crescent</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018 February 2019	<b>Parking Policy Update</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
December 2018	<b>Beckenham Place Park update</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		

**FORWARD PLAN – KEY DECISIONS**

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2019	<b>Commissioning of Extra Care Housing at Conrad Court</b>	13/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
December 2018	<b>Learning Disability Framework - shortlisting approval</b>	13/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
January 2019	<b>Pay Statement</b>	13/03/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
February 2019	<b>Extension of Sexuak Health Clinic Contract with LGT</b>	13/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
February 2019	<b>Residential Portfolio Acquisition</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
February 2019	<b>New Homes Development</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell,		

**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 Housing		
February 2019	<b>Community Grant Appeals</b>	27/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Jonathan Slater, Cabinet Member for Community Sector		
February 2019	<b>Catford Regeneration Partnership Limited 2019-20 Business Plan</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
January 2019	<b>Retendering of the Occupational Health and Employee Assistant Programme</b>	27/03/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
October 2018	<b>Neighbourhood CIL Strategy</b>	27/03/19 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Mayor Damien Egan, Mayor		
February 2019	<b>Local Democracy Review</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		

**FORWARD PLAN – KEY DECISIONS**

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2019	<b>Boundary Commission Review</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
February 2019	<b>Local Safeguarding Partnership - Future Arrangements</b>	27/03/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
February 2019	<b>Annual Lettings Plan</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
February 2019	<b>Pre-Tender Authorisation for Procurement of a supplier to operate CCTV control room</b>	27/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
February 2019	<b>Local Democracy Review</b>	03/04/19 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		

**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
January 2019	<b>Pay Statement</b>	03/04/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
November 2018	<b>Neighbourhood CIL Strategy</b>	03/04/19 Council	Janet Senior, Executive Director for Resources & Regeneration and Mayor Damien Egan, Mayor		
February 2019	<b>Catford Regeneration Partnership Limited 2019-20 Business Plan</b>	03/04/19 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
February 2019	<b>Boundary Commission Review</b>	03/04/19 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
December 2018	<b>Heathside and Lethbridge Phases 5 &amp; 6 Land Assembly. Part 1 &amp; 2</b>	24/04/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		

<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
December 2018	<b>Commissioning of Older Adults Day Services parts 1 and 2</b>	24/04/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
December 2018	<b>New Woodlands School Remodelling works Contract Award</b>	24/04/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
February 2019	<b>Watergate Special School Expansion Contract Award</b>	24/04/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
December 2018	<b>Proposals for private rented sector licensing in Lewisham</b>	24/04/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
February 2019	<b>Re-Procurement of Tier 4 Substance Misuse framework Contract for adult substance misuse services</b>	24/04/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
February 2019	<b>Community Grant Appeals</b>	24/04/19	Aileen Buckton,		

**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
	<b>Outcomes</b>	Mayor and Cabinet	Executive Director for Community Services and Councillor Jonathan Slater, Cabinet Member for Community Sector		
February 2019	<b>Business Rates Revaluation Support Scheme'</b>	24/04/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Amanda De Ryk, Cabinet Member for Finance, Skills and Jobs (job share)		
May 2018	<b>Stillness School Kitchen and Dining Hall Contract</b>	07/05/19 Executive Director for Children and Young People	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
October 2018	<b>Chelwood Nursery Expansion</b>	07/05/19 Executive Director for Resources and Regeneration	Kevin Sheehan, Executive Director for Customer Services and Councillor Chris Barnham, Cabinet Member for School Performance		
October 2018	<b>Rockbourne Community Centre Refurbishment</b>	07/05/19 Executive Director for Resources and Regeneration	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		

**FORWARD PLAN – KEY DECISIONS**

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2019	<b>Lewisham Homes Acquisitions Programme</b>	08/05/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
February 2019	<b>Authorisation to consult on adoption of new Conservation Area Appraisal and Article 4 Direction Deptford High Street Conservation Area</b>	08/05/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
August 2018	<b>Lewisham Strategic Heat Network Business Case</b>	05/06/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
February 2019	<b>Adoption Lewisham Park Conservation Area, accompanying Article 4 direction, and appraisal document</b>	26/06/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
February 2019	<b>Provision of Services to Adults with Learning Disabilities - Contract Award</b>	26/06/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
February 2019	<b>Children and Young People's Plan 2019-21</b>	17/07/19 Council	Sara Williams, Executive Director, Children and Young People and Councillor Chris		

<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
			Barnham, Cabinet Member for School Performance		
February 2019	<b>Insurance Renewal</b>	30/10/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Amanda De Ryk, Cabinet Member for Finance, Skills and Jobs (job share)		

**FORWARD PLAN – KEY DECISIONS**

<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>