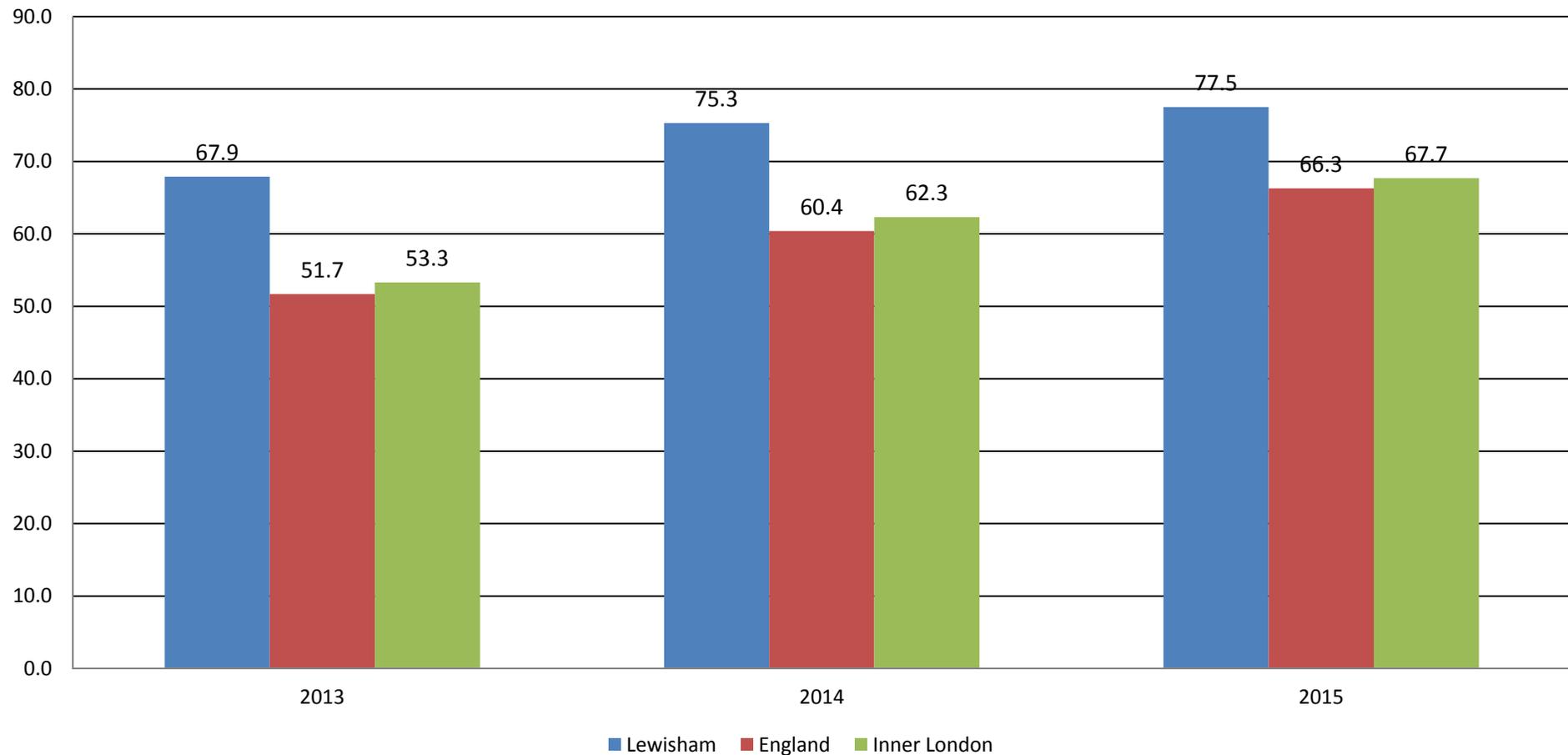


CYP Select Committee APPENDIX A

Lewisham's School Improvement and Effectiveness Strategy

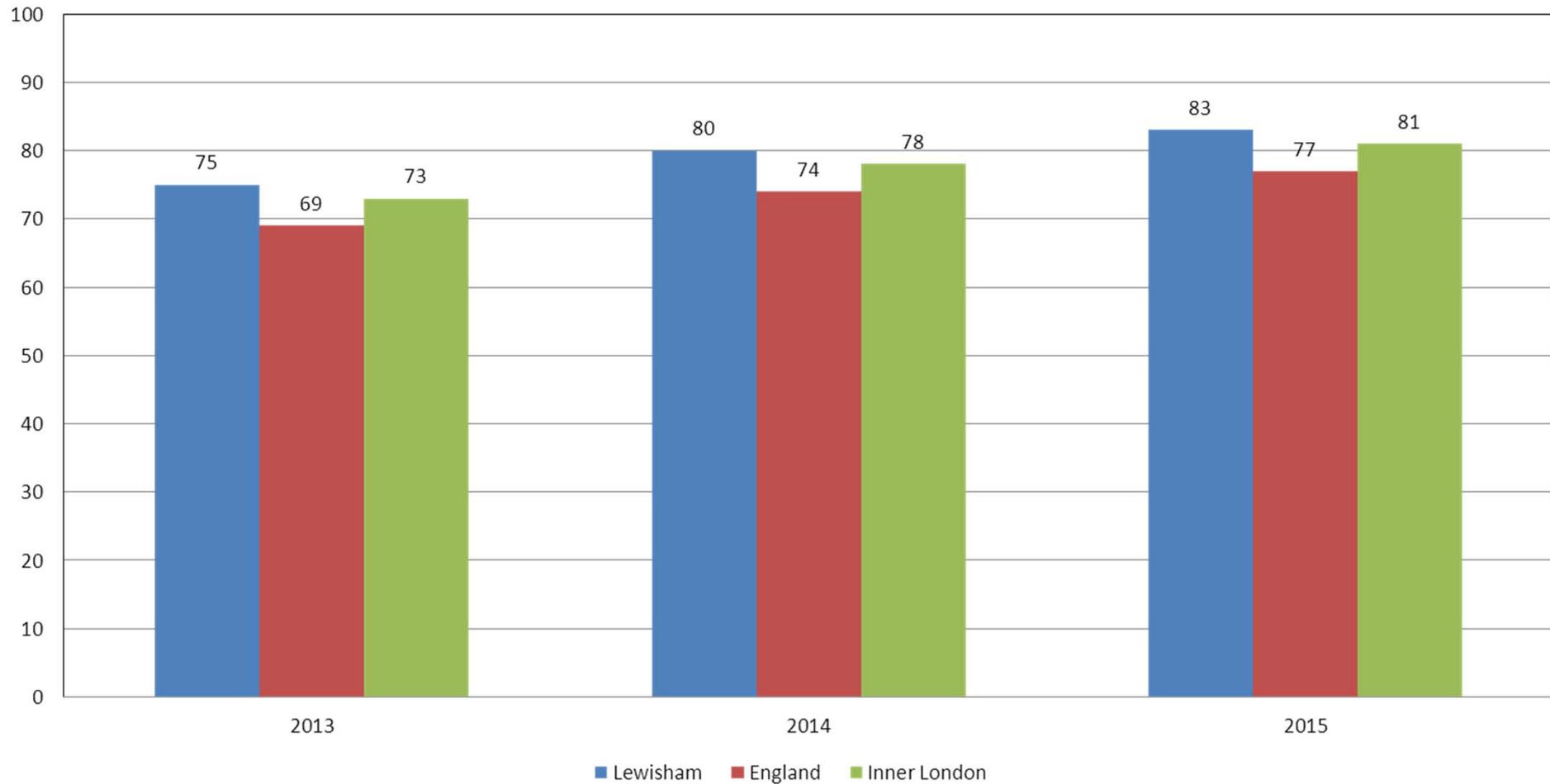
Wednesday 18 November 2015

Percentage achieving a Good Level of Development at Early Years Foundation Stage



At 77.5% the performance of Lewisham's children at the end of their Reception year is better than anywhere else in the country as measured by those who achieve a 'Good Level of Development'

Percentage of Year One Pupils Meeting Required Standard of Phonics Decoding



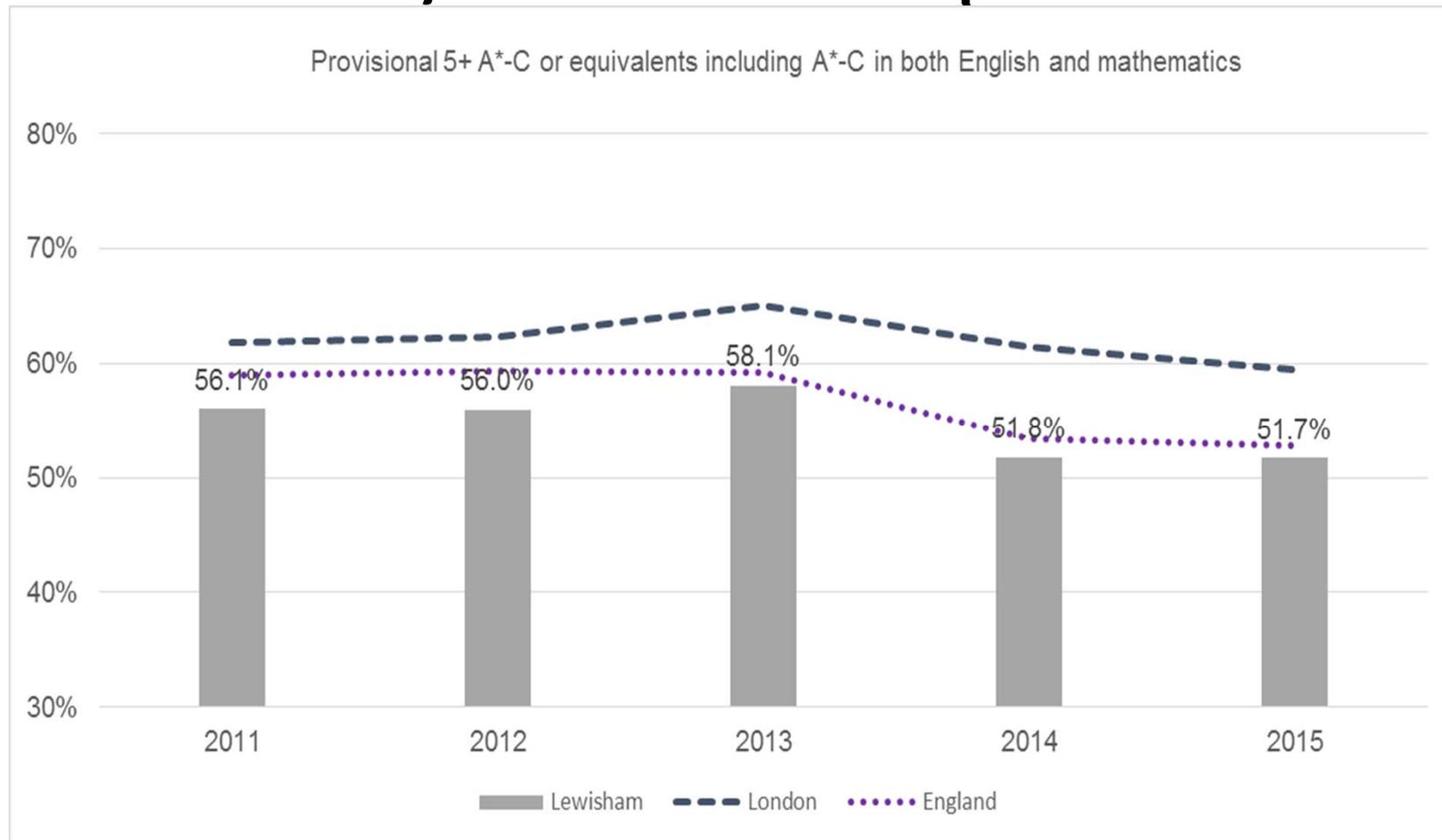
At 83% the performance of Lewisham’s Year 1 children is better than the national average (77%) and the Inner London average (81%) as measured by those children who meet the required standard of phonics decoding

Key Stage Two Level Four + for Reading Writing Maths (combined): All pupils



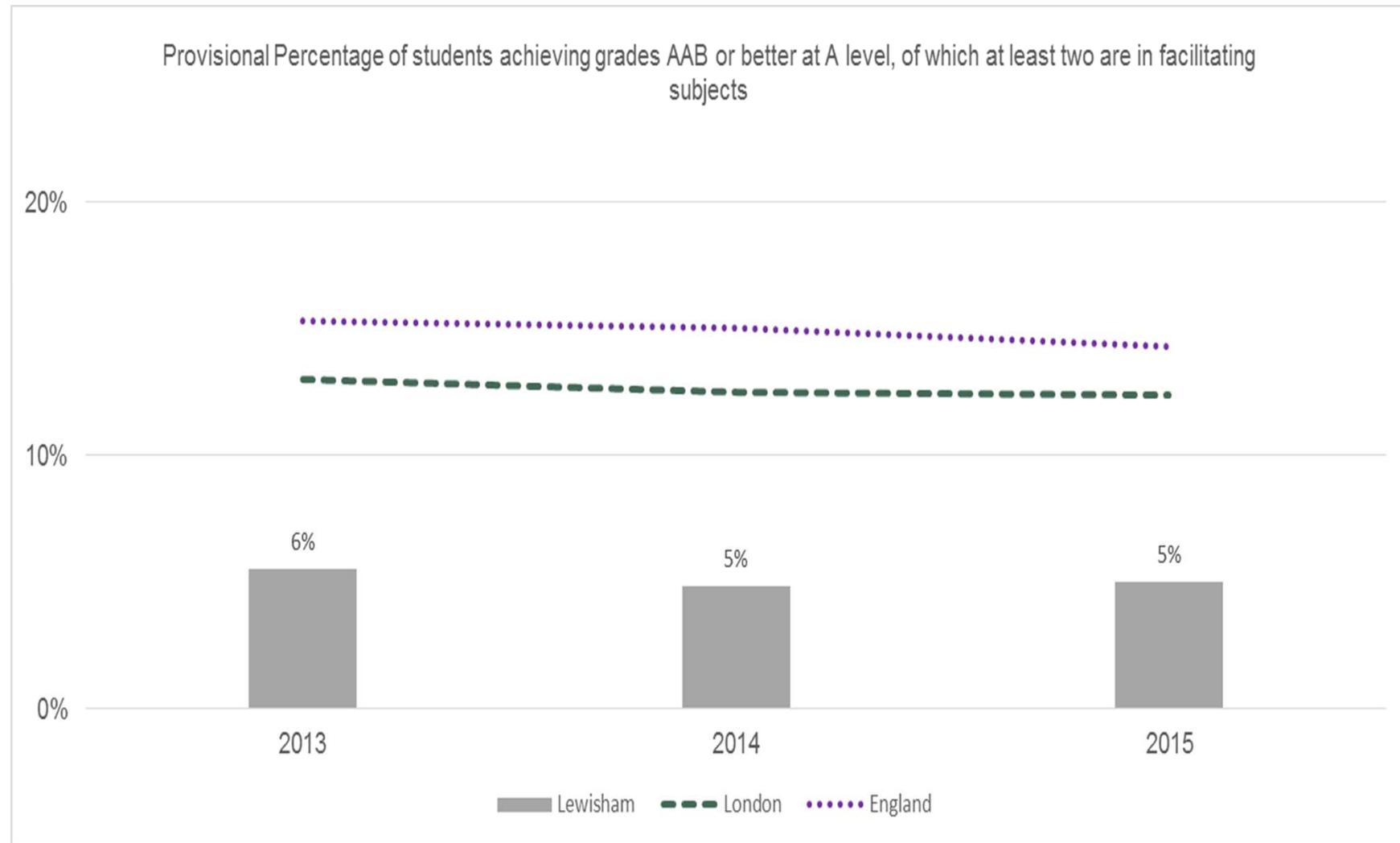
The percentage of pupils in Lewisham achieving a level 4+ for Reading, Writing and Mathematics (combined) has been consistently higher than the national average for the period (2013 – 2015) and is now equal to the Inner London average (2015 provisional results).

London/National Gaps - GCSE



The *provisional* 2015 performance of local pupils at KS4 is similar to 2014. 51.7% of Lewisham pupils achieved 5 A*-C GCSE passes including English and Maths (*provisional results*). This is lower than London (59.5%) and England (52.8%)

London/National Gaps – A Level



The *provisional* 2015 performance of local pupils at KS5 is similar to 2014.

5% of Lewisham pupils achieved AAB or better grades at A level of which at least two are in facilitating subjects (*2015 provisional results*). This is lower than London (12.4%) and England (14.3%).

'Outstanding and inclusive'

Lewisham's School Improvement and Effectiveness Strategy 2015 – 2017

How we have developed the Lewisham School Improvement and Effectiveness Strategy

This strategy responds to the needs and priorities which have been identified through data analysis and needs assessments, associated plans and strategies and conversations with Headteachers, Governors, elected members and other stakeholders including children and young people.

It has also been informed by our analysis and understanding of what has and hasn't worked previously in Lewisham and elsewhere; and with our understanding of how we need to re-align our work to ensure we are delivering our core roles and responsibilities with regard to:

- education excellence,
- pupil place planning,
- safeguarding
- championing the needs of our most vulnerable children and young people.

This strategy outlines the key actions we will take to achieve the 7 Raising Achievement and Attainment priorities and associated targets within Lewisham's Children and Young People's Plan 2015 – 2018 to ensure that all Lewisham's schools and settings are outstanding and inclusive.

The statutory obligations of the LA

- Encourage good and outstanding schools to take responsibility for their own improvement and to support other schools
- Build strong working relationships with education leaders in their areas and encourage high calibre leaders to support and challenge others
- Delegate funding to frontline so that as much as possible reaches pupils
- Enable maintained schools to purchase from a diverse market of excellent providers
- Signpost where schools can access appropriate support

The statutory obligations of the LA

- Have a good understanding of the performance of schools in its local area using data to identify those schools that require improvement and intervention
- Take swift and effective action when failure occurs in a maintained school, using Warning Notices and Interim Executive Boards (IEBs) and any other actions necessary to ensure leadership quickly becomes good and standards improve.
- Intervene early where performance of a maintained school is declining, ensuring that schools secure the support needed to improve to be judged at least good
- Secure strong and effective leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors
- Seek to work constructively with academies and alert the Regional Schools Commissioner when they have concerns about standards or leadership in an academy

CYP Plan Priority Outcome Areas

Build Child and Family Resilience	Be Healthy and Active	Raise Achievement and Attainment	Stay Safe
<p>BR1: Optimising the outcomes of pregnancy and the first 1001 days, including reducing toxic stress for children and securing attachment</p> <p>BR2: Preventing poor outcomes and escalation of need, including for children in families at risk of crisis through early intervention</p> <p>BR3: Promoting healthy relationships throughout childhood and adolescence</p> <p>BR4: Mitigating the negative impact of insecure or unsuitable housing for children, young people and families</p>	<p>HA1: Improving our rate of immunisations</p> <p>HA2: Ensuring our children and young people are a healthy weight</p> <p>HA3: Improving mental and emotional wellbeing</p> <p>HA4: Improving sexual health</p> <p>HA5: Reducing the prevalence and impact of alcohol, smoking and substance misuse</p> <p>HA6: Encouraging access to and usage of culture, sport, leisure and play activities</p>	<p>AA1: Ensuring there are sufficient school places for every Lewisham child</p> <p>AA2: Ensuring all our children are ready to participate fully in school</p> <p>AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points</p> <p>AA4: Raising participation in education and training, reducing the number of young people who are NEET at 16-19</p> <p>AA5: Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school</p> <p>AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them</p>	<p>SS1: Identifying and protecting children and young people at risk of harm and ensure they feel safe, especially from:</p> <ul style="list-style-type: none"> • SS1a: Domestic violence and abuse • SS1b: Child sexual exploitation • SS1c: Serious youth violence • SS1d: Child abuse and neglect • SS1e: Deliberate and accidental injury <p>SS2: Reducing anti-social behaviour and youth offending.</p>
<p>BR5: Providing stable and consistent support for our Looked After Children</p>	<p>HA7: Ensuring our Looked After Children are healthy</p>	<p>AA7: Raising achievement and attainment for our Looked After Children at all key stages and Post 16</p>	<p>SS3: Ensuring that our Looked After Children are safe</p>

Lewisham's Children and Young People's Plan 2015 – 2018
4 outcome areas (resilience, health, achievement, safety) all underpinned by the SEND Strategy

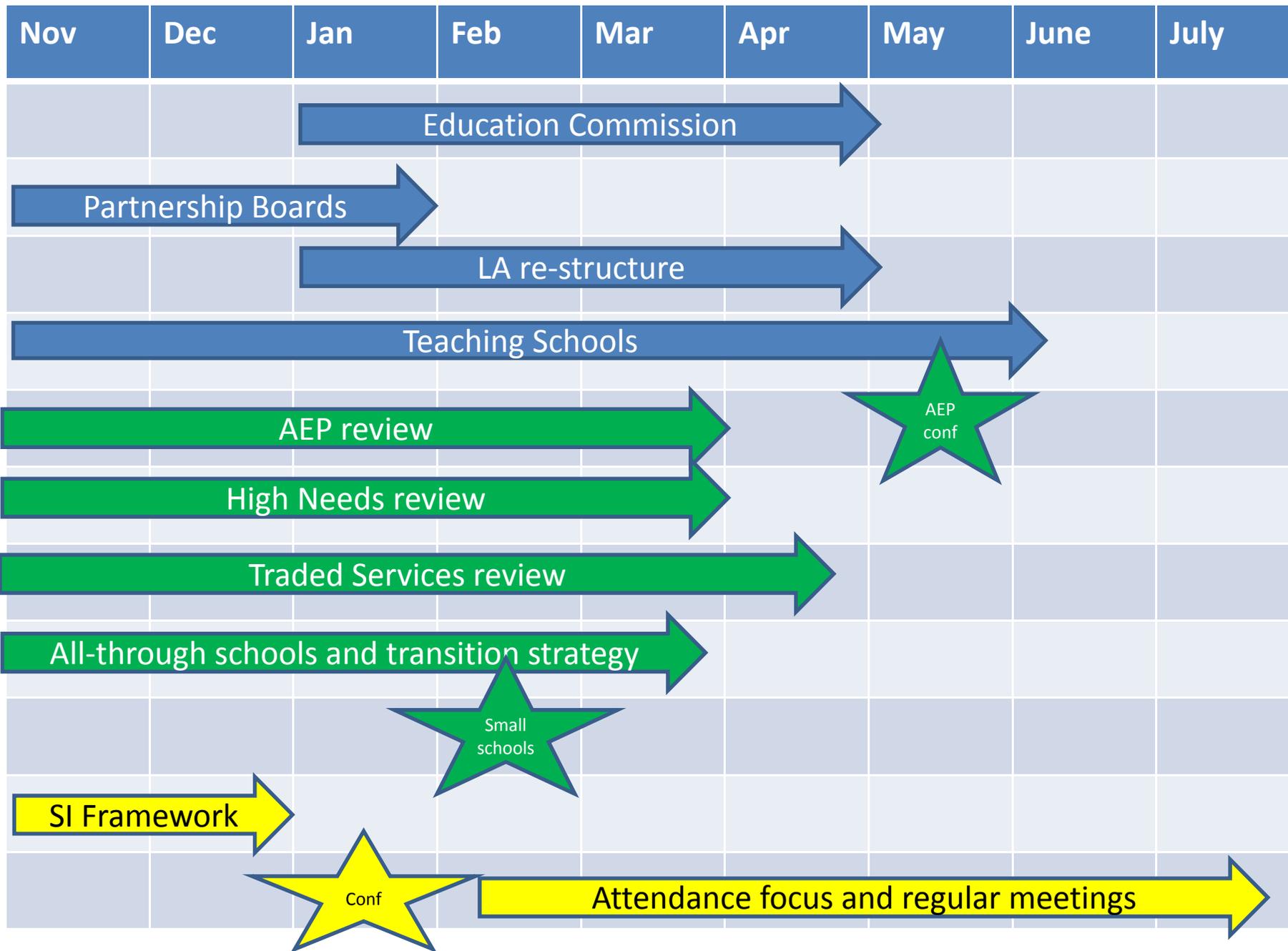
Outcome Area: To raise attainment and achievement of children and young people

7 Priorities	AA1	AA2	AA3	AA4	AA5	AA6	AA7
	School places	Early Years	Attendance at school	Engagement post-16	Attainment at school	Attainment post-16	LAC attainment

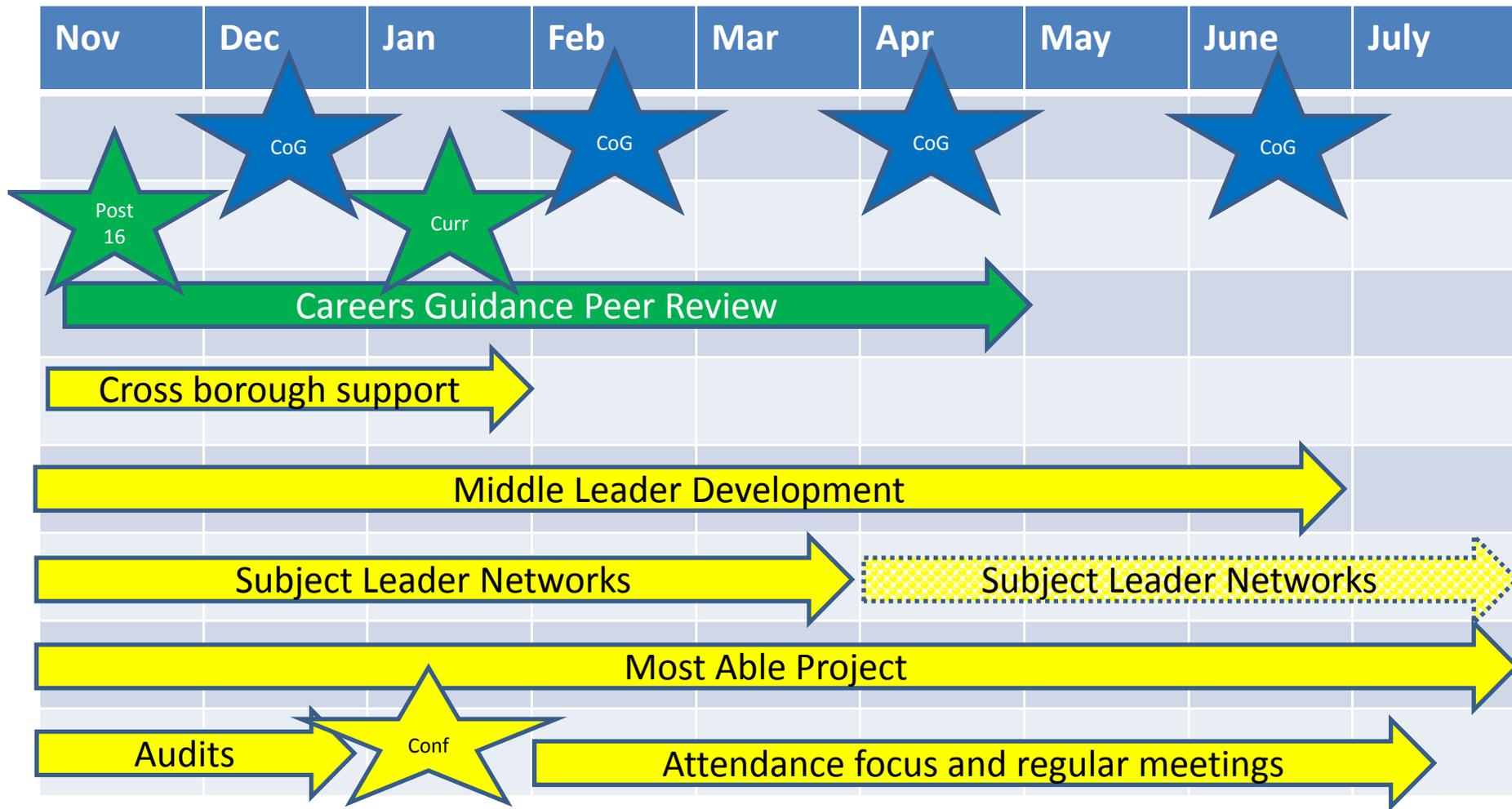
Lewisham's School Improvement and Effectiveness Strategy
'Outstanding and inclusive'



5 Principles	Holistic Approach	Targeted	Inclusive	Accountable	Collaborative
4 Key Areas	Clarify roles and responsibilities and improve accountability	Review provision to ensure we can meet need	Improve school leadership, management and governance	Provide targeted support to individual schools	
Key Work-streams	<ul style="list-style-type: none"> ✓ Education Commission + long term vision ✓ Partnership Boards ✓ LA re-structure ✓ Teaching Schools 	<ul style="list-style-type: none"> ✓ AEP review ✓ High Needs Review ✓ Traded Services Review ✓ All-through schools/ transition strategy ✓ Small schools summit 	<ul style="list-style-type: none"> ✓ School Improvement Framework ✓ Attendance Focus 	<ul style="list-style-type: none"> ✓ School categorisation (risk and resource) ✓ Team around the school and school to school support 	
Additional work streams for KS3, KS4 & KS5	<ul style="list-style-type: none"> ✓ Governors' role in raising standards across the sector 	<ul style="list-style-type: none"> ✓ Post 16 Provision Review ✓ Careers Guidance Peer Review 	<ul style="list-style-type: none"> ✓ Cross-borough learning ✓ Middle Leader ✓ Subject Leader ✓ More Able Project ✓ Attendance Focus 	<ul style="list-style-type: none"> ✓ Subject Specialist ✓ Big Lottery (Headstart) ✓ ESF bid re: NEEET 	



Timeline



KS3, KS4 and KS5 additional workstreams - timeline

School Improvement Framework

effective as of November 2015

School Improvement Framework



A school will be placed in one of four categories based on risk and resource required to improve:

GREEN – High performing and self-improving

YELLOW – Performing well and self-improving

AMBER – Challenge and possible intervention required

RED – Serious concerns and rapid intervention required

- The LAs final **category** decision will be informed by a meeting with the School Improvement Officer (SIO), the Headteacher and Chair of Governors in the Autumn Term.
- A letter will formalise this, including details of the LA's offer to schools.
- **Schools with more than one phase** – the overall categorisation grade will be decided based on the judgements of effectiveness at all phases combined. Where a particular phase forms a significant proportion of the cohort size, and its judgement is lower than the other phases, this judgement will determine the school's categorisation.

School Improvement Framework



Criteria: How a school will be judged - factors and evidence that will be considered:

- **Outcomes for all pupils:** most recent, including national benchmarks (closing the gap for groups e.g. SEND, LAC, FSM etc & destinations at KS4 and KS5)
- **Pupil behaviour, welfare & safety:** including safeguarding, attendance (PA) & exclusions.
- **Strength of leadership, management and governance:** capacity to improve, financial management and partnerships.
- **Quality of teaching, learning & assessment.**
- **Curriculum:** broad, balanced & effective including alternative pathways.
- **Social, moral, spiritual & cultural development:** promotion of fundamental British values.
- **Stakeholders confidence in effectiveness**
- **Ofsted judgement:** most recent, including overall effectiveness & any risk attached to this.

GREEN

- Lead and contribute to collaborative work with schools & the LA to improve standards across Lewisham.
- Contribute a CPD offer.

YELLOW

- Lead, contribute to & attend seminars and conferences.
- Share good practice.

AMBER and RED

- Headteachers, senior leaders and Governors attend seminars and make effective use of support provided by LA and other schools/ partners
- Governors implement a **RAISING ATTAINMENT BOARD**: Chaired by a Governor and attended by the LA to interrogate and monitor the School Improvement Plan.
- The school needs to address actions in the last Section 5 Ofsted and any actions identified by the LA – failure to take appropriate and timely action to ensure rapid improvement may result in a warning notice

**Robust Improvement Plan
monitored by GB. CoG attend
SIO visits and Seminars**

**School Improvement Framework: what
we expect schools to do**



Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
<ul style="list-style-type: none"> ✓ Weekly e-bulletins to Headteachers (copied to Chairs of Governors) ✓ Half-Termly Headteacher Meetings with Primary/ Secondary Forums <ul style="list-style-type: none"> ✓ Termly CoG Briefing ✓ Annual Director's Briefing for both Headteachers and Chairs of Governors <ul style="list-style-type: none"> ✓ Termly Briefing for Early Years Leads (charged) ✓ Headteacher conference in November (charged) ✓ Deputy Headteacher conference in March (charged) <ul style="list-style-type: none"> ✓ Governors' Conference in May (charged) ✓ Governor Training SLA 				

School Improvement Framework: Communications and Engagement



Primary or Nursery Schools	Secondary Schools or PRU/ Special	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
2 days	5 days	6½ days	7 days	1½ - 4½ days
1 day Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	1½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	2½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	3½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	½ day relationship visit during the year with HT and Sponsor
1 x ½ day Improving Attendance Conference in January 1 x ½ day Inclusion Conference in May				
Assessment and Moderation CPD/ SLA (charged) Termly Primary Attendance Officer Meetings	Secondary Most Able Project 2 x SIO days per school + conf & twilights Secondary Middle Leader 6 x twilights November – April (charged) Secondary Subject Leader 3 x twilights November – April (charged) 11 -19 Curriculum Summit 1 x ½ days in November Half-termly Secondary Senior Leads for Attendance Meetings Secondary Chairs of Governors Meetings re: ATTAINMENT and PROGRESS		Can attend as appropriate to phase	
		Post-16 Summit 1 x ½ days in January and networks		
Attendance at Headteacher interviews				LA will attend by invitation

School Improvement Framework: CORE OFFER FOR ALL



Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
2½ days	5½ days	7 days	7½ days	2 - 5 days
CORE OFFER PLUS THE FOLLOWING				
1 x ½ day Innovation Conference in Summer Term for Headteachers, Senior Leaders and Chair of Governors				

**School Improvement Framework:
categorisation GREEN**



Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
4½ days	7½ days	9 days	9½ days	2 - 5 days
CORE OFFER PLUS THE FOLLOWING				
1 x ½ day Innovation and Improvement Conference in Spring Term for Headteachers, Senior Leaders and Chair of Governors				
<i>1x 1 day Spring Term Standards Visit with SIO/ SEN Officer (incl. report)</i>				<i>Can request and will be charged</i>
<i>1 x 1 day Summer Term Standards Visit with SIO/ SEN Officer (incl. report)</i>				

School Improvement Framework: categorisation **YELLOW**



Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
10 days	15 days	17½ days	19½ days	2½ - 5½ days
CORE OFFER PLUS THE FOLLOWING				
1 x 1 day School Improvement Seminar in Spring Term for HT, Senior Leaders, Chair of Governors and Chair of the Raising Attainment Board				
<i>1x 1 day Spring Term Monitoring Visit with SIO/SEND Officer (incl. report) 1 x 1 day Summer Term Monitoring Visit with SIO/ SEND Officer (incl. report) 6 x attendance at half-termly Governing Body Raising Attainment Board (i.e. 3 days)</i>				<i>The RSC will be informed</i> <i>Can request and will be charged</i>
<i>2 x 1 day targeted support / audits</i>	<i>4 x 1 day targeted support / audits</i>	<i>5 x 1 day targeted support / audits</i>	<i>6 x 1 day targeted support / audits</i>	

School Improvement Framework: categorisation **AMBER**



Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
Min 13 days	Min 18 days	Min 20 days	Min 22 days	2½ - 5½ days
CORE OFFER PLUS THE BELOW				
1 x 1 day School Improvement Seminar in Spring Term for HT, Senior Leaders, Chair of Governors and Chair of the Raising Attainment Board				
3 x 1 day <i>Monitoring Visits with SIO/ SEND Officer (so visit every half-term)</i> 1 x 1 day <i>Spring Term Monitoring Visit with SIO/ SEND Officer (incl. report)</i> 1 x 1 day <i>Summer Term Monitoring visit with SIO/ Officer (incl. report)</i> 6 x attendance at half-termly Governing Body Raising Attainment Board (i.e. 3 days)				The RSC will be informed Can request and will be charged
2 x 1 day targeted support / audits	4 x 1 day targeted support / audits	5 x 1 day targeted support / audits	6 x 1 day targeted support / audits	
<i>Bespoke support as required (some may be charged for)</i> <i>Individual plan to be agreed</i>				

School Improvement Framework: categorisation: RED



The **LA** will:

- Use data and wider evidence to categorise schools
- this risk assessment will then inform resource allocation (clarity)
- Target our resources to meet the greatest need whilst providing collaborative learning opportunities for *all* schools (collaboration)
- Rigorously monitor and evaluate progress and encourage honest conversations and actions which tackle the most difficult issues (courage)

School Improvement Framework:
Roles and Responsibilities for LA



Chairs of Governors, Sponsors, Executive Headteachers and Headteachers will:

- Attend and engage with the categorisation process to understand the risk and actions required (clarity)
- Work together to target resources to meet the greatest need and ensure the school accesses all the support and opportunities available (collaboration)
- Rigorously monitor and evaluate progress and encourage honest conversations and actions which tackle the most difficult issues within school (courage)

**School Improvement Framework:
Roles and Responsibilities for schools**



Mayor, cabinet and elected members will:

- provide the vision and direction for Lewisham's School Improvement and Effectiveness Strategy and ensure resources are allocated to this work (clarity)
- require the Lead Member to work closely with senior officers to ensure that the aims and objectives of the School Improvement and Effectiveness Strategy are achieved (collaboration)
- ensure the scrutiny process rigorously monitors and evaluates outcomes and encourages honest conversations and actions which tackle the most difficult issues (courage)

School Improvement Framework:
Roles and Responsibilities for Members



Appendices

- Priorities identified by Headteachers and Governors in Autumn 2015
- Detailed CYP Plan 2015 - 2018 Priorities and Targets for AA1 – AA7

Priorities identified by Headteachers and Governors

In addition to the priorities identified by the CYP Plan and detailed performance analysis of individual schools and settings the LA worked with Lewisham's Headteachers on 8 October 2015 to identify the 8 key issues impacting schools which need to be addressed to support and facilitate school improvement. Conversations with governors and other stakeholders have raised similar issues. These included:

- Managing budget reductions in school finances, specifically supporting smaller schools and 6th forms where viability may be at risk
- Managing in year admissions and pupil place planning to minimise potential negative impacts on individual schools
- Supporting teacher and Headteacher recruitment and retention
- Meeting the needs of CYP with challenging behaviour
- Meeting the needs of CYP with SEND;
- Meeting the needs of CYP and their families who need Early Help and support (including CAHMS support, family support and working with and through Children's Centres)
- Ensuring consistency in assessment and moderation and improving Y6 – Y7 transition
- Ensuring the provision of quality CPD (continuing professional development) and teacher training

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA1: Ensuring there are sufficient school places for every Lewisham child	<ul style="list-style-type: none"> <input type="checkbox"/> We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility. <input type="checkbox"/> We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.
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Why this is a priority

The council is responsible for ensuring that the right numbers of school places are in the right areas at the right time in order to meet changing demand. It is also responsible for ensuring that sufficient finance is available to secure school places in high quality environments.

This continues to be a challenging area for the authority. Demand has exceeded supply since 2009/10 and is forecast to continue at this higher level until at least the end of this decade. This includes demand for places for children with disabilities and special educational needs (SEND).

Alongside ensuring that there are sufficient places overall, the council is responsible for ensuring that there is an accessible and fair admissions system in place to place children in schools. As overall demand for school places increases, meeting parental preference for schools also becomes more challenging. In 2015 92.8% of parents were allocated their first school preference at primary and secondary school. This is below national and London averages.

What we are doing

Putting in place a mixed programme of temporary additional classes to ensure that additional needs can be met in the short-term and implementing long term enlargement plans in our existing schools estate. To date 2 secondary schools have become "all through" each opening 2 form entry primary provision, 17 primary schools have been permanently enlarged by between 0.5 and 1.5 form entry.

The borough has undertaken a further study of all school sites to identify those which can be expanded further to meet future demand. It is also working to identify sites for future new provision and this will be underpinned by a capital financing plan to facilitate the building of a new secondary school and special school by the end of the decade.

We will continue to work with boroughs across London to ensure that systems for the administration of school admissions are seamless and timely and increase the take up of electronic applications.

We will continue to publish annual policies built on good practice and engagement with parents and schools which set out how admissions decisions and establish clear and fair guidelines for appeals enabling parents to make informed choices during the admissions process.

How we will know if we have been successful

Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
Number of additional school places created	645 (in 2014)	N/A	120	↑	Pupil Places Strategic Board
% parents allocated a preferred school at reception	92.8%	96.5%		↑	Pupil Places Strategic Board
% parents allocated a preferred school at secondary transfer	92.8%	96.4%		↑	Pupil Places Strategic Board

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA2: Ensuring all our children are ready to participate fully in school
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- We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility.
- We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.

Why this is a priority

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

A growing body of evidence shows that high quality early years provision is the key to improving life-long outcomes for children and their families. Research shows that those children from the most deprived families who access high quality early years provision, combined with a good home learning environment, see real developmental benefits.

Lewisham's Early Years Foundation Stage (EYFS) partners have a strong track record of excellence, with performance for children achieving a good level of development at this age the highest in the whole country for the last two years. Fundamental to these achievements to date is the strong partnership between, schools, children's centres and early years providers and the Council. Our commitment to sustaining this excellence will continue and our partnerships will be critical to achieving this so that expertise can be shared, leadership embedded and professional development for all practitioners supported.

What we are doing

- We will continue to work with children's centres, schools and all other registered Early Years providers to ensure that the EYFS framework is embedded into practice. This will focus on ensuring that children are ready for school through the delivery of varied and evidence based programmes covering the core development areas:
 - Communication and language development
 - Physical development
 - Personal, social and emotional development
 - Literacy development
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- We will explore opportunities to maximise the impact of our Early Years provision through further integration of service models and co-location of services across the partnership.
- We will ensure that early intervention approaches are embedded into our early years provision so that young children at risk of poor outcomes receive the targeted interventions they need, for example through the delivery of our Maternal Early Childhood Sustained Home-Visiting programme.

How we will know if we have been successful

Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
% of children achieving a good level of development at EYFS	77.5%	66.3%	83%	↑	School Improvement Board
EYFS Free School Meals gap	8.7%	N/A	5.2%	↓	School Improvement Board
% of children who have attended children centres 6 or more times with good level of development at EYFS	70.1%	N/A	75%	↑	0-5 Steering Group

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points	<input type="checkbox"/> We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility. <input type="checkbox"/> We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.
	Why this is a priority		What we are doing	

School absence is a major factor in low attainment, poor wellbeing and lack of progression. Research indicates that low attendance in early years frequently leads to poor school attendance later on. Persistence absence, defined as 15% or more absenteeism during an academic year, is a particular concern for ongoing attainment.

Primary school attendance in Lewisham continues to improve, the persistent absence rate was 2.6% in 2013/14, up 0.1% from 2012/13 and down to 2.0% in 2014 which is better than the national average. The focus remains on reducing secondary school absence, particularly persistent absence. Our persistent absence rate in secondary schools has reduced from 6.3% 2012/13 to 6% in 2013/14, and although improving, it is 1.1% worse than both statistical neighbours and national in 2014.

Although we had a reducing trend for exclusions, this has recently become more variable, with recent increases in fixed and permanent exclusions. Permanent exclusions from all Lewisham schools in 2013/14 was 0.15%, up from 0.07% in 2012/13 and above the 0.05% target.

- All Lewisham schools are working hard to improve attendance and engagement in school. The authority will continue to work proactively with schools to support and monitor attendance levels and through working across the range of agencies ensure that vulnerable children and young people with entrenched poor attendance are supported are barriers are removed to improve their overall attendance so they can achieve.
- We will ensure that a range of statutory and non-statutory interventions are used to support and challenge entrenched poor attendance. This will include taking a holistic approach to issues of poor attendance and those associated factors impacting on children and young people.
- The Attendance, Welfare and Inclusion Team has undergone significant changes in the way they provide support to schools. This includes a targeted approach to tackling poor attendance across primary and secondary schools, particularly those with higher levels of persistent absence.

How we will know if we have been successful

Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
Overall attendance – primary schools in Lewisham	96%	96% (national)	97%	↑	School Improvement Board
Persistent Absence – primary schools in Lewisham	3.2%	2.7% (national)	2.6%	↓	School Improvement Board
Overall attendance – secondary schools in Lewisham	94.7%	94% (national)	95%	↑	School Improvement Board
Persistent Absence – secondary school in Lewisham	6.2%	5.5%	5.4%	↓	School Improvement Board
% pupils permanently excluded from primary and secondary school	0.15%	N/A		↓	School Improvement Board

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA4: Raise participation in education and training, reducing the number of young people who are NEET at 16-19
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- We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility.
- We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.

Why this is a priority

Young people who remain in education and training until at least 18 are more likely to improve their qualifications and skills with resulting enhanced employment prospects along with social and economic rewards. Lewisham young people who are NEET, at 4.3% (at the end of May 2015), is relatively low compared with national benchmarks but above London benchmarks: London NEET 3.8%, young people nationally who are NEET 4.6%. Since December 2011 the number of 16-18 year olds who are NEET has consistently fallen. For most young people, being NEET is temporary as they move between different education and training options.

Current Lewisham 16 to 18-year-olds who were 'unknown' (i.e. we do not know whether they are in education or training) are 8.1%. Rates vary considerably with age – 0.5% of 16-year-olds, 1.5% of 17-year-olds and 6.1% of 18-year-olds. This is compared to national and local benchmarks: statistical neighbours 'unknowns' 11.1%, London 'unknown' 7.5% and young people who are 'unknown' nationally 7.1%.

In 2013/14, Lewisham had 76.3% of care leavers in education, employment or training, up 6.3% from March 2010 but down from 80% in 2012/13. In addition, Lewisham had 82% of its young offenders in education, employment or training in March 2011 but given that the number of young offenders classified as NEET is 19.2% it would be reasonable to estimate this figure is closer to 80% now. This is also better than the national average of 73% and better than our statistical neighbours at 76%.

What we are doing

Our strategies to reduce the number of 'unknowns' are under constant review and proposals are in place to consider other strategies to reduce the number of 'unknowns' and these include:

- Working with Lewisham Electoral Services to canvas young people through existing communication methods.
- Formalising data sharing agreements with various national agencies including Job Centre Plus and other Department for Work and Pensions agencies and the Probation Service for example.
- Being involved in LGA and ADCS sector-led action learning sets to reduce 'unknown' rates.

We will work collaboratively across the partnership to support the ongoing engagement of 16-24 year olds in education, employment and training for example by introducing or further embedding the following interventions:

- 14-19 Team resource to track and monitor NEET young people and their outcomes and destinations.
- A Youth Support Service keyworker support offer
- Get Young People Working – The Youth Offer: Application for funding to City Bridge Trust to support NEET young carers, teenage parents and looked after children (LAC).
- Job Centre Plus – Work Coach support.

How we will know if we have been successful

Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
% 16-18 years old not in employment/Edu/Training (NEET) – Quarter (Nov, Dec, Jan 14)	5%	7.6% (national)	5%	➔	Participation and Engagement Strategy Group & 14-19 Forum
% 16-18 year old unknowns – Quarter (Jan, Feb, Mar 14)	10%	N/A	10%	➔	Participation and Engagement Strategy Group & 14-19 Forum

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA5: Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school	<ul style="list-style-type: none"> <input type="checkbox"/> We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility. <input type="checkbox"/> We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.
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Why this is a priority What we are doing

Education is one of the key factors in determining and transforming young people's life chances. By raising standards in our primary and secondary schools, more of our children and young people can reach their full potential.

In 2012, the number of children achieving results at KS2 in line or above age related expected attainment was 85%, this rose slightly in 2013 to 86% but has since reduced and for 2014, the number of children achieving at least age related expected attainment was 83.4%. In 2014, 51.3% of our young people achieved five A*-C including maths and English. The Lewisham average was 2% below the national average of 53.0%, although six out of 14 schools were above this figure. Provisional 2015 outcomes suggest the gap to national has remained at a similar level, but with eight schools now above the provisional national average.

In 2014, two major GCSE reforms were introduced following Professor Alison Wolf's Review and an early entry policy to only count a pupils first attempt at a GCSE examination. Comparisons between outcomes after 2014 and those before 2014 should not be made. In 2014, although Lewisham showed a gap of 21% on the 5 A*-C including English and maths measure at GCSE between the achievement of disadvantaged pupils and the wider population, this gap was less than the equivalent national gap of 27% (2014 DfE Performance Tables). From 2016 onwards, the threshold measure at GCSE of 5 or more A*-C including English and maths will be replaced by two new measures, Attainment 8 and progress 8.

To secure school improvement and school effectiveness we have the following principles:

- Taking a holistic and evidence based approach to school improvement
- Demonstrating equity and a targeted approach – meaning that we target the limited school improvement resources to meet need
- Being inclusive through championing the most vulnerable and disadvantaged children and young people including: looked after children (LAC); young carers; those with special educational needs and disability (SEND); those who are underperforming; those at risk of child sexual exploitation (CSE); those at risk of becoming a young offender, those at risk of witnessing or being a victim of domestic violence, children missing education (CME), those at risk of exclusion and those at risk of becoming not in education, employment or training (NEET)
- Being accountable and transparent by focusing on school leadership, management and governance
- Collaborating and working towards a school-led system of self-improvement which is based on peer to peer support, partnership working and school autonomy

How we will know if we have been successful

Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
KS2 In line or above age related expected attainment	83.4% level 4+ combined reading, writing and maths	82.0%	89.0%	↑	School Improvement Board
KS2 FSM in line or above age related attainment	76.8% level 4+ combined reading writing and maths	64.0%	86.0%	↑	School Improvement Board
Gap between FSM at KS2 and non FSM for reading, writing and maths combined at the national expectation	6%	19%	3%	↓	School Improvement Board
Progress 8 Score	0 (2014)	0 (All Years)	At or above national avg & closing the gap with London avg	NEW	School Improvement Board
Attainment 8	46.4 (2014), 46.6 (provisional 2015)	47 (2015)	Exceeds zero and closing the gap with the local non-disadvantaged average	NEW	School Improvement Board
Progress 8 for Disadvantaged Pupils	New	New	Exceeds zero and closing the gap with the local non-disadvantaged average	NEW	School Improvement Board
KS4 FSM gap (5A*-C including English and maths)	27%	14%	15.0%	↓	School Improvement Board

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them	<input type="checkbox"/> We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility. <input type="checkbox"/> We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.
Why this is a priority			What we are doing	

We need to make sure that all young people start adult life with the skills, qualities and attributes they will need to access the best employment opportunities. Ensuring that young people are prepared for work relies upon good quality education opportunities for children beyond age 16. The council has a statutory obligation to ensure there are sufficient school places, promote the participation of young people in education and training and track those who are not participating.

The vast majority of 16-19 year olds in Lewisham are participating 'in learning' (84.6%) and 42.1% of our young people study in borough. For those who study out of borough, significant numbers travel to Bromley, Greenwich and Southwark. The percentage of young people educated in Lewisham post-16 institutions, who achieve Level 3 by 19 was at 56% in 2014.

Based on Lewisham residents (aged 16-19) who currently stay in borough for post-16 study (3085) and imported learners (2195) there are sufficient places in Lewisham institutions to meet these learner needs (5260 against 7523 places). This spare capacity could absorb growth in the 16-19 population, changes in travel to study patterns and any in or out of borough changes to the post-16 landscape.

Of the 11 current post-16 providers, eight are graded by Ofsted as good and better.

- The Local Authority will continue to support and monitor Lewisham schools and colleges to deliver the duty and will work with school to focus on the transitions throughout secondary education and into post-16 education to ensure informed choices for Lewisham young people and prevent the risk of becoming NEET or dropping out.
- In addition to our work with schools we will continue to collaborate with professionals across our partnership who interact with young people who will be making choices about ongoing education and skills (i.e. Youth Service/ JobCentre Plus) to ensure that we have a coherent and joined up message and approach to encouraging participation.
- The local authority monitors closely attainment of those pupils eligible for Pupil Premium to ensure that their aspirations are high and that they follow pathways that are commensurate with their potential.

How we will know if we have been successful

Performance measure	Baseline	Comparator Baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
A Level grades A*-E	98%	98.5%	Above national avg	↑	14-19 Strategic Forum
% young people educated in post-16 institutions achieving level 3 by 19	56%	57% (national)	59%	↑	14-19 Strategic Forum
% of post 16 providers graded as good/outstanding by OFSTED	73%	N/A	81%	↑	14-19 Strategic Forum

Partnership commissioning Intentions 2015-18

Outcome Area	Raise Achievement and Attainment	Priority Aim	AA7: Raising achievement and attainment for our Looked After Children at all key stages and Post 16	<input type="checkbox"/> We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility. <input type="checkbox"/> We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.
	Why this is a priority		What we are doing	

Looked After Children (LAC) have a right to expect the outcomes we want for every child. To achieve these five outcomes for looked after children, local authorities as their 'corporate parents' must demonstrate the strongest commitment to helping every child they look after, wherever the child is placed, to achieve the highest educational standards he or she possibly can.

Ensuring that Looked After Children are actively engaged in school and supporting good attendance is critical for their achievement. Currently, the overall % of school sessions lost due to absence for our LAC is 7% which is in line with the national average.

At a national level, there is a significant gap between the educational achievement of looked after children and the young person population as a whole. The current data on GCSE results for our virtual school provisionally shows that 19% of our LAC achieved 5 A*-C at GCSE. Whilst this is a 58% increase on the previous year and above the national average, it is still significantly lower than the school population as a whole which was 56.2%.

In 2015, 6.6% of our care leavers were NEET, this is a significant reduction on previous years but still higher than the figure for the young person population as a whole which is 3.5%. A key priority for us will be ensuring that we work proactively with young people, not only to enrol them into education but also to support the ongoing retention in further education.

Our Virtual School for Looked After Children has the responsibility for supporting the overall educational development and achievement of our Looked After Children. We will continue to work proactively across all settings to drive the commitment to educational outcomes for our LAC. As part of this, some specific areas of improvement have also been identified including:

- Ensuring that schools supporting our LAC across the country comply with their duties in relation to LAC and develop inclusive school communities in which they can thrive.
- Improving the quality of our Personal Education Plans so that they are more easily accessible to young people and the professionals that support them
- Supporting our LAC to be more work ready through our education provision as well as through work experience programmes
- Building the capacity of our workforce to identify and respond to the needs of Looked After Children in education.
- Embedding a dedicated CAMHS worker to provide bespoke and targeted support for our LAC to ensure that they can access targeted support quickly if it is needed.

How we will know if we have been successful

Performance measure	Baseline	Comparator Baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
% LAC school sessions lost to overall absence	7%	3.9% (national)	6%	↓	LAC Virtual School Governing Board
% LAC achieving A*-C (inc. Eng & Maths)	19% (provisional)	N/A	20%	↑	LAC Virtual School Governing Board
% Care Leavers age 19 in Employment/Edu/Training	66.7%	66%	80%	↑	LAC Virtual School Governing Board