

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

	Recommendations	Executive response	Agreed actions June 2018	Feb 2019 update
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.	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.	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 ¹ 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	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	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

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		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.	who are struggling to recruit and retain quality staff.	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.	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.	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"> • humanities • the creative arts (music, art and dance) • mental health and well-being
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	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.	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

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		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"> - teacher numbers per school - any vacancies lasting longer than 3 months - turnover rates - NQT numbers - a summary of reasons given by teachers for leaving [see (C) below]. <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>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.</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>

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	<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>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</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>

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	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.	actively use these advocates where appropriate and possible to support the recruitment of trainee teachers and NQTs to the borough.	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>	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.	<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>

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		<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	It is proposed not to change the current policy as it represents good value for money for schools.	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

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		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>	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.	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)

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		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.	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.	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	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	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.

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	<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>sector organisation for affordable and London Living rented as well as low cost home ownership properties.</p>	

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	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.	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.	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"> ▪ Teacher exchanges ▪ Subject specialism ▪ Support networks for middle leaders 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	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	LTSAP has produced a Visual Pathway which includes the Improving Teacher Programme and Recently Qualified Teacher Programme.

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	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.	as well as to those staff who want to advance and further their careers and communicate this throughout Lewisham.	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.	Proposed action: It is not proposed to take this proposal further given the terms and conditions of non-teaching staff.	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	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	This is covered by LTSAP’s Visual Pathway which includes the Improving Teacher Programme and Recently Qualified Teacher Programme.

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		<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>	communicate this throughout Lewisham	<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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf)</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>	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.	<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>

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		<p>face-to-face, by telephone or in writing or electronically:-</p> <ul style="list-style-type: none"> • maliciously; • aggressively; • using threats, intimidation or violence; • using abusive, offensive or discriminatory language; • knowing it to be false; • using falsified information; • publishing unacceptable information in a variety of media such as in social media websites and newspapers “ <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>

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		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.	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.	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:	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	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.

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		<p>https://www.gov.uk/government/publications/school-admissions-code--2)</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: http://councilmeetings.lewisham.gov.uk/ieListDocuments.aspx?CId=139&MID=2855)</p>	<p>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.</p> <p>(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.</p>	

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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"> • 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. • 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. • Children from service families who receive a child pension from the Ministry of Defence. They are awarded £300 <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>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.</p> <p>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.</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>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</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>

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			Lewisham Learning sharing ideas and best practice with other schools in Lewisham and beyond.	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>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.</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"> • Choose Lewisham schools for your children • Work in Lewisham schools as a teacher or support staff • Join our group of dedicated Governors representing all our communities