

# Public Document Pack

## Children and Young People Select Committee Agenda

Thursday, 10 November 2016

**7.00 pm,**

Committee Room 2 2

Civic Suite

Lewisham Town Hall

London SE6 4RU

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

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# Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Thursday, 10 November 2016.

Barry Quirk, Chief Executive  
Tuesday, 1 November 2016

Councillor Hilary Moore (Chair) Councillor Luke Sorba (Vice-Chair) Councillor Chris Barnham Councillor Andre Bourne Councillor David Britton Councillor Simon Hooks Councillor Liz Johnston-Franklin Councillor Helen Klier Councillor Jacq Paschoud Councillor Alan Till Sharon Archibald (Parent Governor Representative) Mark Saunders (Parent Governor Representative) Gail Exon Monsignor N Rothern Kevin Mantle (Parent Governor Representative) Councillor Alan Hall (ex-Officio) Councillor Gareth Siddorn (ex-Officio)	Church Representative Church Representative Parent Governor representative for special schools
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## **MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE**

**Wednesday, 12 October 2016 at 7.00 pm**

PRESENT: Councillors Hilary Moore (Chair), Luke Sorba (Vice-Chair), Chris Barnham, Andre Bourne, Simon Hooks, Liz Johnston-Franklin, Helen Klier, Jacq Paschoud, Alan Till, Sharon Archibald (Parent Governor Representative), Monsignor N Rothon (Church Representative) and Kevin Mantle (Parent Governor representative for special schools) (Parent Governor Representative)

APOLOGIES: Councillors David Britton and Gail Exon

ALSO PRESENT: Miranda Beaton (Business Manager), Kate Bond (Head of Standards & Achievement), Stephen Kitchman (Director of Children's Social Care) and Salena Mulhere (Overview and Scrutiny Manager)

### **1. Minutes of the meeting held on 14 September 2016**

#### **RESOLVED:**

That the minutes of the meeting held on the 14 September be agreed and the Chair be authorised to sign them.

### **2. Declarations of interest**

Cllr Barnham declared a personal interest in item 8 as he was the Council representative on the Board of the Music Service.

Cllr Sorba declared a personal interest in item 3 as he was a member of the Council of Governors for SLaM.

### **3. Response to recommendations on the review into Careers Information, Advice and Guidance**

**3.1** Kate Bond introduced the response. In response to questions the Committee was advised:

- It is difficult to track at 18+ but the NEET figure is higher at that stage. Kate will double check the figure with her team and if any trends have been noted and report back
- Kate Bond confirmed LAC received lots of support with work experience, but she will feed back the specific figures about the numbers of LAC who have actually received 100 hours of work placement
- Further detail will be provided regarding the achievement of targets set around apprenticeships offered within the council, and also specifically regarding the benefits of the amount of development taking place across the borough

- The council could recommend, but not demand, that a lead governor for CIAG was appointed on all governing bodies, but it could ensure it was included within the training programme offered. Kate undertook to ensure it was given a higher profile.
- All staff have a responsibility to understand and promote children's rights, and the Young Mayor represents young people across the borough and acts as their champion

### **3.2 RESOLVED:**

to receive the further detail as requested and to refer to Mayor and Cabinet the view that a Champion for Children's rights be appointed, in line with the recommendation made within the review

## **4. Response to referral to Mayor and Cabinet on Public Health Savings**

### **4.1 RESOLVED:**

That the response be noted

## **5. Education Commission Action Plan**

**5.1** Kate Bond introduced the report. In response to questions the Committee was advised:

- A lot of progress has been made over the summer, the secondary heads have set up a group and will be meeting with primary and early years heads too.
- Secondary challenge is a written statement of commitment to work collaboratively to raise attainment. An experienced head from another borough has been selected by the heads, with the Councils approval to lead the process.
- Trust and relationships are being built across the schools; 10 out of 14 secondary heads in the borough have changed in the last year, coming from a wide range of boroughs.
- Sharing experiences and admitting to issues takes a good trusting relationship which takes a while to build
- When the Committee looks at places planning in January it will look at ASD place provision as part of that item
- Sponsors of applications for free schools and potential sites would be advised to members where appropriate, in a closed session if appropriate. The need for ward members to be advised where appropriate was recognised.

**5.2 RESOLVED:** to note the report

## **6. Lewisham Safeguarding Children's Board Draft Annual Report**

**6.1** Stephen Kitchman introduced the report. In response to questions, the Committee was advised:

- Initial work setting up the Multi Agency Safeguarding Hub (MASH) had been very positive, with the initial "go live" now scheduled for January. There will be a launch event to which the Committee will be invited.

- Schools had been actively involved in the set up too and connections had been made between schools and children's social care
- Neglect is a huge issue which often involves a multitude of factors (substance misuse, domestic violence, mental health etc. A greater focus is to be placed on tackling neglect and a strategy is being drafted.
- As part of the MASH approach an early help team is being set up to signpost people to support and the family intervention programme will also be involved and a focus on targeting help where needed across the borough will be developed
- Support is offered immediately if a school is impacted by a bereavement, senior officers are in touch immediately and the support required by the school is sent in ASAP
- Those at risk of offending is an area of focus for the Youth Offending Team (YOT) as we are currently outliers in the figures, attempts are being made to focus on early intervention ( improve attendance, reduce exclusions) as this is known to be an early indicator
- Custody numbers are high because of the gravity of the offences means it is on the only option
- Reoffending rates are also very high and there is a lot of work being done in tackling this
- Places as secure units are in high demand nationally, and young people can be placed all around the country wherever a space can be found
- The MASH enables appropriate support to be given, which is not always from Children's social care. Adults Social Care, Housing, the Police, Health partners, the probation service are all involved. Co-location and information sharing is still being further developed starting with the early intervention team.
- Youth offending is an issue across the borough and is not solely in high density, private rented sector areas
- There is a designated officer to investigate allegations against adults. Sometimes it is a safeguarding issue but other times it is a training need so responses are based on findings on a case by case basis
- Resources are limited so interventions need to be effective
- There was a typo on the report and Sara Williams was the interim chair, not the independent chair; an independent chair has now been appointed

## **6.2 RESOLVED:**

To receive an update on Youth Offending work at a future meeting and to thank officers for a detailed and useful report.

## **7. Update on secondary school improvement strategy**

**7.1** Kate Bond introduced the report. In response to questions the Committee was advised:

- Comparison with previous results is challenging given the changed approach to testing and reporting nationally; the data is still being reviewed
- Early years and KS1 remains a positive – further work to understand why this is the case will be shared with the Committee

- The offer at 16+ makes a difference to the pupils choosing to stay on, 55% go to Christ the King because of the range of subjects offered, Forest Hill and Sydenham work well together to offer a range of subjects, Sedgehill has lower numbers and Addey and Stanhope is considering ceasing 16+ provision because of low numbers
- Less funding is provided per 16+ pupil
- Schools can decide to expand and offer bulge classes if they choose to; if they aren't required by the local authority to meet an identified need then we don't fund the provision of the additional places

## **7.2 RESOLVED:**

To note the report and require more detailed information in the new year

## **8. Music Service Proposals**

**8.1** Kate Bond introduced the report. In response to questions the Committee was advised:

- This was a well-respected service and the proposals were designed to safeguard its future.
- Pensions issues were being worked through.
- Responding to the consultation, and completing the equalities monitoring, was self-selecting on the website. There was no statutory requirement to consult but the Mayor asked for it to be carried out. There were lots of discussions with parents and staff as well.
- Staff are peripatetic often working across a number of London boroughs, so the staffing numbers are not all full time employed staff.
- The property (equipment) will be protected and transferred appropriately

## **8.2 RESOLVED:**

To note the report

## **9. Successful Transition between Primary and Secondary School - scoping paper**

**9.1** Salena Mulhere introduced the scoping report. The Committee agreed the scope of the review as outlined in the report, although noted that all-through schools and special needs schools weren't specifically highlighted, transition across all schools would be included within the review.

## **9.2 RESOLVED:**

That the scope of the review be agreed.

## **10. Select Committee work programme**

**10.1 RESOLVED:** That

The work programme be agreed

the Chair thanked Katie Wood for her work with the committee in recent months.

**11. Referrals to Mayor and Cabinet**

**11.1 RESOLVED:**

In relation to item 3 on the agenda, the Committee resolved to advise Mayor and Cabinet of the following:

- That the Committee recommends that the Mayor appoint a Champion for Children’s Rights with a focus as outlined in recommendation 11 of the review.

The meeting ended at 9.00 pm

Chair:

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Date:

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# 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>	10 November 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)

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# Agenda Item 3

Children and Young People Select Committee		
Title	Transition from Primary to Secondary School – First Evidence Session	
Contributor	Scrutiny Manager	Item 3
Class	Part 1 (open)	10 November 2016

## 1. Purpose of paper

- 1.1. As part of its work programme the Committee has agreed to undertake an in-depth review into successful transition between primary and secondary schools (Key Stage 2 to Key Stage 3).
- 1.2. This evidence report provides an initial response to the Key Lines of Enquiry that were set out in the scoping paper as agreed by the Committee on 12 October 2016.
- 1.3. Jackie Jones, Service Manager for School Improvement and Intervention, will attend the meeting to answer questions that the Committee may have regarding transition planning in Lewisham and the issues affecting children and schools.
- 1.4. The Young Mayor's Advisors will also attend to answer questions about their experiences of transitioning from primary to secondary school.
- 1.5. Visits will be arranged between November and January to allow the Committee to talk directly to schools and pupils.
- 1.6. A second evidence session is scheduled for 11 January 2017 when the Committee will receive feedback from the school visits as well as evidence from external organisations.
- 1.7. Visits to schools will be held in December 2016 and January 2017. Details and options for dates will be provided to Committee members as soon as possible to ensure as many members as wish to, are able to attend.

## 2. Recommendations

- 2.1. Select Committee is asked to:
  - Consider the contents of the report and the evidence from Jackie Jones, School Improvement Officer.
  - Consider comments raised by the young advisors taking part in the review process

## 3. Background

- 3.1. In September 2016, approximately 3000 children left Lewisham's primary schools to start secondary school. Of these, around 75% entered a Lewisham secondary

school. This is lower than the average across London boroughs. Around 15% of the Year 7 intake was made up of pupils from other boroughs.

- 3.2. Data on first preferences made by Lewisham residents for September 2016 showed that only 59% of all parents chose a Lewisham secondary school as their first choice.
- 3.3. At their meeting on 17 October 2016, the Advisors explained that there were children in their peer groups in primary school whose parents had required them to take the 11+ and they believed this led to 'brain drain' going into Year 7 as the most able children moved onto grammar schools outside the borough, or to the independent school sector. They also referred to negative perceptions of Lewisham secondary schools as an issue, recommending that schools focus more widely than on GCSE results to promote themselves such as strength in performing arts, or sporting success.
- 3.4. A table showing destinations of Year 6 leavers going to secondary school outside Lewisham<sup>1</sup> is attached at Appendix 1.

#### **4. Defining successful transition**

- 4.1. While it is widely known that the transition from primary to secondary school impacts on pupils' attainment, there is no agreed definition of successful transition.
- 4.2. According to a UCL study, the School Transition Adjustment Research Study (STARS), "successful transitions to secondary school are likely to be multi-dimensional and include aspects of academic performance, behavioural involvement, perceptions of school, and affective experiences in school"<sup>2</sup>. The study reported that a successful transition involved functioning well in two areas: 1) being academically and behaviourally involved in the school and 2) feeling a sense of belonging to the school.
- 4.3. This accords with the findings of longitudinal research published by the Institute of Education in 2008<sup>3</sup>. The research was based on responses from 550 children and families living in 16 local authority areas across the Country. It described a successful transition as one where:
  - children had greatly expanded their friendships and boosted their self-esteem and confidence once at secondary school
  - children had settled so well in school life that they cause no concerns to their parents
  - children showing more interest in school and work in comparison to primary school
  - children finding it very easy getting used to new routines
  - children finding work completed in Year 6 to be very useful for the work they were doing in Year 7.
- 4.4. The research revealed that children who felt they had a lot of help from their secondary school to settle in were more likely to have a successful transition. This

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<sup>1</sup> This is the best information available but may not be 100% accurate as all leavers' destinations may not be known.

<sup>2</sup> "Identifying factors that predicts successful and difficult transitions to secondary school" Nuffield Foundation, 2014 <https://www.ucl.ac.uk/stars>

<sup>3</sup> "What Makes a Successful Transition from Primary to Secondary School?" DCSF Report DCSF-RR019 (2008)

included help with getting to know their way around the school, relaxing rules in the early weeks, visits and taster days.

- 4.5. Bullying, problems in dealing with different teachers and subjects or making new friends were all factors in leading to a negative transition. The report also found an association with less positive transitions for children with lower socio-economic status.
- 4.6. Further information on principles that underpin effective transfers and transitions can be found at Appendix 2.

## **5. Transition in Lewisham**

- 5.1. Transition in Lewisham varies on a school by school basis. There is little evidence, other than anecdotal, on how successful transition in the borough is. The application process is managed by the council and the council sends a transition booklet out to all Year 6 parents. In addition to the booklet attached at Appendix 4, the Council's website has further information available to parents at the website address below: [www.lewisham.gov.uk/secondarytransitions](http://www.lewisham.gov.uk/secondarytransitions)  
Transition plans, including visits, are, however, coordinated by the schools. Secondary schools publish varying amounts of information on their websites in respect of their transition activities.
- 5.2. At their meeting on 17 October 2016, the Young Mayor's Advisors discussed their own experiences of transition and made a number of useful observations as follows:
  - Primary schools spoon feed children and so some children found it difficult to get used to fact that have to be independent and self-supporting eg with homework and detention risks that follow
  - Pupils suffer a loss of support network. They have less connection with teachers at secondary school eg one teacher plus teaching assistant in primary and then 10 subject-specific teachers, and limited contact with tutor each week
  - The Advisors gave some good examples of where students were given buddies from Year 10 or 11
  - The Advisors found that induction could be useful, and felt the best idea would be to have the last two weeks of primary school to meet with and attend new school and also meet mentors/buddies
  - The transition between Years 8 – 10 was also identified as a weak point. Many felt Year 9 was a lost year
  - It could be counterproductive to integration to create a separate 'safe' area for Year 7
  - Bullying was stated to be a problem in some Lewisham schools – some examples were given where they felt that the bullying had not really been addressed
  - Academically Year 7 could be too easy and not be a step up, leading to difficulties in Year 8 and upwards. The Advisors felt a better balance needed to be struck between them to settle but also integrating them into the schools as a whole with buddy idea/mentor support

## **6. Data collection**

- 6.1. The 2015 Ofsted report “Key Stage 3: the wasted years?”<sup>4</sup> found that ineffective transition was a widespread problem nationally. Of those interviewed for the report, some 85% of senior leaders admitted that they prioritised Key Stages 4 and 5 over Key Stage 3 when allocating staff. The report also found that many schools focused on pastoral support over the academic needs of pupils. It was reported that while this had an effect on all pupils, it was particularly detrimental to the most able pupils.
- 6.2. The Ofsted report identified that many schools do not build sufficiently on pupils’ prior learning, citing examples of pupils repeating the same work they had been doing in Year 6, or finding the work too basic. Mathematics was the area of most concern, but for the most able, a number of subjects failed to challenge sufficiently.
- 6.3. The key findings of the Ofsted report and its recommendations are attached at Appendix 3.
- 6.4. Lewisham state schools use a data collection system called 4Matrix. There is no statutory obligation for schools to collect KS3 data and so any KS3 data that has been collected will have been done locally within the school(s) and for internal use. Year 11 data is collected most regularly, between 3 and 5 times a year. The most up to date information held would be the outcomes for Year 11 pupils who left at the end of the previous academic year. Current data will be published on RAISEonline in December. School Improvement Officers, as part of their Autumn visit to schools, collect what data the school has available for the different year groups, however this is not nationally validated until the GCSE outcomes are known.
- 6.5. Currently, pupils’ results are measured at the end of KS2 and again at the end of KS4. The cohort at KS4 is markedly different to the cohort at the end of KS2 and therefore a direct comparison between expected progress and actual progress must consider that in addition to the loss of 25% of primary school pupils to schools outside the borough and the intake of 15% of Year 7 students from outside the borough, in-year admissions further complicate the picture with some students arriving new to the borough with no KS2 results.
- 6.6. Most schools benchmark Year 7 pupils in the first half term so they can assess progress. Schools generally collect progress, attendance and behaviour data to report to parents, with each school using its own benchmarking assessments. This data is not collected by the Council but is available in each individual schools. Looking in more depth at the data collected could be useful for the transition review to assess good practice both in terms of how the data is collected, how this links to data from primary schools, how schools are using it and to what level of success in terms of ensuring progress and successful transition.
- 6.7. The second evidence session and proposed visits will give the Committee the opportunity to enquire about data collection and schools’ transition arrangements in more detail.
7. **Additional support for vulnerable and disadvantaged children**
- 7.1. In Lewisham, children with Education, Health and Care Plans (EHCP) or Special Educational Needs (SEN) are additionally supported through transition. In April of

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<sup>4</sup> “Key Stage 3: the wasted years?” Ofsted, September 2015

their final year of primary school, a meeting between SEN Coordinators at their primary and secondary schools is convened to put in place any additional support that the child may need during the transition process.

- 7.2. Some schools use Pupil Premium funding to support transition. School websites are required to show how they use their Pupil Premium funding as well as the impact of their spend. The following schools use some of this money to support transition:
- Bonus Pastor – funding for the Year 7 residential trip. 3 months additional progress made by pupils attending this outdoor residential.
  - Deptford Green – additional transition teacher to support the funding of smaller class sizes so that students received individual attention when needed. Impact PP students made greater progress than non-PP students in English between 1 and 3 sublevels.
  - Prendergast School (Hilly Fields) – summer school and supporting 25 students to attend school journey to Kent.
  - St Matthew Academy - supported 85 students attending summer school which included development of social skills.
  - Sydenham School – supported PP students to attend Year 7 residential trip.
- 7.3. Schools are practiced at targeting vulnerable, disadvantaged and low-ability pupils and the Ofsted report concluded that in many schools, pastoral transition for the most vulnerable children was an area of relative strength.
- 7.4. In contrast, the review found that it was the most able pupils whose progress was particularly affected when secondary schools did not build on prior learning. As a result, Ofsted has recommended that secondary schools focus as much on their most able pupils as on their low-ability, vulnerable and disadvantaged pupils, including the “most able” in its definition of “disadvantaged” pupils.

## **8. Transition Working Group**

- 8.1. Lewisham’s Transition Working group was set up in the Summer Term of 2016 to improve practice across Lewisham schools. It consists of Jackie Jones, Service Manager for School Improvement and Intervention, as well as secondary school leaders and governors, primary school leaders and governors and a representative of the local authority’s admissions team.
- 8.2. So far the group has agreed the focus for its initial work as follows:
- Agree a common process and practice
  - A self- evaluation form for secondary schools
  - Review and reworking of the common transfer form.
- 8.3. The aim is for these to be ready to go out to schools in November for review and completion.
- 8.4. The Group will then begin to look at how to improve the collaboration between schools by looking at clusters of schools working together in improving sharing best practice, curriculum development and sharing of pupil information. This will be an on-going and evolving piece of work with the clear aim of improving the whole process for Lewisham’s pupils, and recognising that maintaining academic progress is vital as pupils move from Year 6 to Year 7.

## **9. Key lines of enquiry**

- 9.1 This evidence session is designed to enable members of the Committee to address the key lines of enquiry as set out in paragraphs 7.2 to 7.4 of the scoping report. In particular to consider the local and national context in terms of successful transition, transition in Lewisham, and what good practice looks like and how can this be successfully embedded and emulated. These key lines of enquiry will be further explored in subsequent evidence sessions and during scheduled visits.

## **10. Appendices**

- Appendix 1 – Destinations of Year 6 leavers going out of borough for secondary school
- Appendix 2 – Excerpt from “Strengthening transfers and transition: Partnerships for progress DCSF 2008”
- Appendix 3 - Executive summary of the Ofsted report “KS3: the wasted years?”

If you have any questions, please contact Emma Aye-Kumi (Scrutiny Manager) on 02083149534.

## Appendix 1

### Destinations of 2016 Year 6 Leavers going to non-Lewisham secondary schools

LA Name	SchoolName	Qty	% Of
<b>Greenwich</b>	Eltham Hill School	58	7.8%
	Thomas Tallis School	52	7.0%
	St Ursula's Convent School	31	4.2%
	International Academy of Greenwich	30	4.0%
	Harris Academy Greenwich	18	2.4%
	The John Roan School	15	2.0%
	Colfes School	7	0.9%
	St Thomas More Roman Catholic Comprehensive School	6	0.8%
	Blackheath High School	3	0.4%
	Stationers Crown Woods Academy	2	0.3%
	Riverston School	1	0.1%
<b>Southwark</b>	Kingsdale Foundation School	72	9.7%
	Harris Boys' Academy East Dulwich	34	4.6%
	Harris Academy Bermondsey	24	3.2%
	Harris Girls' Academy East Dulwich	22	3.0%
	The St Thomas the Apostle College	19	2.6%
	Bacon's College	13	1.7%
	Ark Globe Academy	5	0.7%
	University Academy of Engineering South Bank	5	0.7%
	Ark Walworth Academy	4	0.5%
	Harris Academy Peckham	3	0.4%
	St Michael's Catholic College	3	0.4%
	Sacred Heart Catholic School	2	0.3%
	The Charter School	2	0.3%
	Compass School Southwark	2	0.3%
	Dulwich College	2	0.3%
	Notre Dame Roman Catholic Girls' School	1	0.1%
	St Saviour's and St Olave's Church of England School	1	0.1%
	Alleyn's School	1	0.1%
	James Allen's Girls' School	1	0.1%
	City of London Academy (Southwark)	1	0.1%
Newlands Academy	1	0.1%	
<b>Bromley</b>	Harris Girls Academy Bromley	53	7.1%
	Chislehurst School for Girls	27	3.6%
	Newstead Wood School	26	3.5%
	Kemnal Technology College	16	2.2%
	Coopers School	16	2.2%
	Harris Academy Beckenham	16	2.2%
	St Olave's and St Saviour's Grammar School	14	1.9%
	Bullers Wood School	7	0.9%
	The Ravensbourne School	6	0.8%
	Langley Park School for Boys	3	0.4%
	Langley Park School for Girls	2	0.3%
	Bishop Justus CofE School	2	0.3%

	Bishop Challoner School	1	0.1%
	Baston House School	1	0.1%
	Ravens Wood School	1	0.1%
	Darul Uloom London	1	0.1%
	Darrick Wood School	1	0.1%
	Hayes School	1	0.1%
	Harris Academy Orpington	1	0.1%
<b>Bexley</b>	Townley Grammar School	21	2.8%
	Chislehurst and Sidcup Grammar School	17	2.3%
	Bexley Grammar School	7	0.9%
	Beths Grammar School	3	0.4%
	Cleeve Park School	2	0.3%
	St Catherine's Catholic School	1	0.1%
<b>Croydon</b>	Coloma Convent Girls' School	11	1.5%
	Harris City Academy Crystal Palace	10	1.3%
	Virgo Fidelis Convent Senior School	2	0.3%
	St Mary's Catholic High School	1	0.1%
	Al-Khair School	1	0.1%
	Edenham High School	1	0.1%
	Harris Academy South Norwood	1	0.1%
<b>Kent - See also</b>			
<b>Medway</b>	Dartford Grammar School for Girls	8	1.1%
	Dartford Grammar School	7	0.9%
	Wilmington Grammar School for Girls	2	0.3%
	Tonbridge Grammar School	2	0.3%
	Weald of Kent Grammar School	1	0.1%
	Wilmington Grammar School for Boys	1	0.1%
<b>Lambeth</b>	La Retraite Roman Catholic Girls' School	2	0.3%
	Bishop Thomas Grant Catholic Secondary School	2	0.3%
	The Elmgreen School	1	0.1%
	St Martin in the Fields High School for Girls	1	0.1%
	London Nautical School	1	0.1%
	Lilian Baylis Technology School	1	0.1%
		<b>743</b>	<b>100.0%</b>

## Appendix 2

### Key messages about transfer and transition

Source: Strengthening transfers and transition: Partnerships for progress DCSF 2008

#### 7 key principles that underpin effective transfers and transitions

Partnership working is essential for effective transfers and transitions for progress.

1. Transfers and transitions are the key drivers to raising standards

Every transfer between schools or key stages and year groups is a potential barrier to progress. Where this is strongest, the social, emotional, curricular and pedagogical aspects of learning are managed in order to enable pupils to remain engaged with, and have control of, their learning.

2. Assessment for learning principles underpin progress across transfers and transitions

The principles behind effective learning and teaching are the same for transfers and transitions as for other aspects of education. The challenge is to apply them in more complex and disparate conditions.

3. Pupils need the confidence, understanding and skills to advance their own progress across transfer and transition

Effective transfers and transitions happen inside the minds of pupils. Their ability to engage with and take control of their learning remain critical elements.

4. Partnership working is essential for effective transfers and transitions for progress

The stronger the partnerships between stakeholders, the greater the potential for progress. The pupils experience one learning journey and only through working together can schools and Las establish the conditions for continuous learning.

5. Effective partnerships are built on a common vision, shared responsibility and trust

High level of mutual professional esteem are essential. Partners need a clear understanding of the priorities, issues and scope of the work being undertaken. There can be no sense of hierarchy, and all partnerships are responsible for the progress of the pupil before and after the transfer or transition.

6. Partnership working requires mutual understanding through shared experience and a common language

Different approaches to learning and teaching have evolved in the different phases of education. An understanding of these is needed if patterns are to provide the right conditions for continued pupil progress. Professional discussions relating to pedagogy, progress, levelling of work, and expectations can contribute to this, as can teachers visiting each other's schools, observing practice and working with the pupils.

7. Sustained collaboration requires structures and systems that support formal and ongoing links between partners

Structures and systems provide a framework for consistent partnership working that can be evaluated each year. They work best when responsibilities are identified in job descriptions and expectations are agreed by all partners.

## Appendix 3

### Executive summary of the Ofsted report “Key Stage 3: the wasted years?”, September 2015

The importance of a good start to a pupil’s secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school’s high expectations for behaviour and conduct, and they have a clear understanding of pupils’ achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies, for example in stressing the importance of reading often and widely.

In his Annual Report 2013/14, Her Majesty’s Chief Inspector reported that primary schools had continued to improve but the performance of secondary schools had stalled<sup>5</sup>. The report noted that one of the major contributory factors to this was that, too often, the transition from primary to secondary school was poorly handled. Consequently, the gains made by pupils at primary school were not embedded and developed at Key Stage 3.

As a result, the Chief Inspector commissioned this survey to look at the effectiveness of Key Stage 3 in more detail. It takes into account the findings from:

- approximately 1,600 routine section 5 inspections carried out between September 2013 and March 2015
- 318 monitoring inspections carried out between September 2014 and March 2015
- 55 routine section 5 inspections in June and July 2015 that provided additional evidence on teaching and learning in modern foreign languages (MFL), history and geography at Key Stage 3 – the English Baccalaureate (EBacc) subjects with the fewest number of pupils entered<sup>67</sup>
- 100 interviews with senior leaders
- 10,942 questionnaire responses from pupils in Years 7 to 9
- 14 good practice visits.

Overall, the survey found that, while pupils generally had the opportunity to study a broad range of subjects throughout Key Stage 3, in too many schools **the quality of teaching and the rate of pupils’ progress and achievement were not good enough.**

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<sup>5</sup> The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2013/14, Ofsted, December 2014; [www.gov.uk/government/collections/ofsted-annual-report-201314](http://www.gov.uk/government/collections/ofsted-annual-report-201314)

<sup>6</sup> The English Baccalaureate (EBacc) is a secondary school performance measure that shows the proportion of pupils who achieve grades A\* to C in English, mathematics, two sciences, a foreign language and history or geography at GCSE level; [www.gov.uk/government/publications/englishbaccalaureate-ebacc](http://www.gov.uk/government/publications/englishbaccalaureate-ebacc). Data source Department for Education (2014). Statistical first release: Provisional GCSE and equivalent results in England: 2013 to 2014. Retrieved from: [www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014](http://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014).

<sup>7</sup> Lesson observation was derived from 51 of the 55 inspections and student responses from 39 of the 55.

Inspectors reported concerns about Key Stage 3 in one in five of the routine inspections analysed, particularly in relation to the **slow progress made in English and mathematics** and the **lack of challenge for the most able pupils**.

Inspectors observed MFL, history and geography lessons at Key Stage 3 in 51 routine inspections carried out during June and July 2015. Inspectors reported significant weaknesses in all three subjects. Too often, inspectors found teaching that failed to challenge and engage pupils. Additionally, low-level disruption in some of these lessons, particularly in MFL, had a detrimental impact on the pupils' learning. **Achievement was not good enough in just under half of the MFL classes observed, two-fifths of the history classes and one third of the geography classes.**

It is no surprise, therefore, that there is low take-up in these subjects at GCSE. Some pupils told inspectors that they were not taking these EBacc subjects at Key Stage 4 because they did not enjoy them or had found them difficult at Key Stage 3, particularly MFL. A small number made an explicit link between their choices and the quality of teaching that they had received at Key Stage 3. **This is a serious concern given the government's ambition for all pupils starting Year 7 in September 2015 to take the EBacc subjects when they reach their GCSEs in 2020.**<sup>8</sup> Improving the Key Stage 3 provision in these subjects will be crucial to raising the EBacc success rate in the coming years.

The weaknesses in teaching and pupil progress identified by inspectors reflect **the lack of priority given to Key Stage 3 by many secondary school leaders**. The majority of leaders spoken to as part of this survey said that they **staffed Key Stages 4 and 5 before Key Stage 3**. As a result, some Key Stage 3 classes were split between more than one teacher or were taught by non-specialists.<sup>9</sup>

The status of Key Stage 3 as the poor relation to other key stages was exemplified in the way schools monitored and assessed pupils' progress. Inspectors found that **too many secondary schools did not work effectively with partner primary schools to understand pupils' prior learning and ensure that they built on this during Key Stage 3**. Worryingly, some secondary leaders simply accepted that pupils would repeat what they had already done in primary school during the early part of Key Stage 3, particularly in Year 7.

In addition, half of the pupils surveyed said that their homework never, or only some of the time, helped them to make progress. Inspectors found that, too often, homework did not consolidate or extend pupils' learning.

It was evident that some school leaders did not use **the pupil premium effectively in Key Stage 3 to ensure that gaps between disadvantaged pupils and their peers continued to close on transition to secondary school**. Instead, any additional support was typically focused on intervention activities in Key Stage 4,

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<sup>8</sup> Policy paper: English Baccalaureate (EBacc), Department for Education, June 2015; [www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc](http://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc)

<sup>9</sup> A 'non-specialist' is defined as a teacher who does not have that subject as part of their undergraduate or teaching qualification.

which often sought to compensate for ineffective practice in the earlier years of secondary education.

In general, careers education, information, advice and guidance (CEIAG) was particularly sparse in Year 8 and improved only slightly in Year 9. In schools that offered it, CEIAG typically focused on option choices for Key Stage 4 but lacked any advice on the GCSEs required for different careers.

Nevertheless, inspectors also found examples of good practice. In the best secondary schools, leaders set the right culture and ethos to create the kind of orderly, purposeful learning environment that is the bedrock for successful learning. Teachers had a comprehensive understanding of pupils' prior learning, gained through well-established ways of working with their partner primary schools. As a result, they were able to ensure that they built on this at Key Stage 3. The headteachers in these schools made Key Stage 3 a high priority for all staff, pupils and parents. In order for secondary schools to continue to improve, this good practice needs to become the norm.

## Key findings

- **The Key Stage 3 curriculum in the schools surveyed is generally broad and balanced.** Almost all schools offer the full range of Key Stage 3 national curriculum subjects. Most senior leaders reported that they allocate around two fifths of curriculum time to core subjects.
- **Inspection evidence highlights weaknesses in Key Stage 3.** From September 2014 to March 2015, one in five inspection reports identified Key Stage 3 as an area for improvement. Where weaknesses are identified, these concerns are typically around the leadership, challenge for pupils and quality of teaching.
- **Too frequently, teaching in MFL, history and geography at Key Stage 3 does not lead to good levels of achievement.** Evidence from 51 routine inspections chosen randomly in the summer term 2015 indicates that in just under half of the classes observed in MFL, approximately two fifths in history and one third in geography, achievement was not good enough. In these lessons, pupils were not challenged or engaged sufficiently. Low-level disruption was a key detractor from the pupils' learning, particularly in MFL.
- **Key Stage 3 is not a high priority for many secondary school leaders in timetabling, assessment and monitoring of pupils' progress.** Eighty five per cent of senior leaders interviewed said that they staff Key Stages 4 and 5 before Key Stage 3. Key Stage 3 is given lower priority, where classes are more often split between more than one teacher or where pupils are taught by nonspecialists.
- **Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school.** While this affects all pupils, it can have a particularly detrimental effect on the progress and engagement of the most able.

□ **Many secondary schools do not build sufficiently on pupils' prior learning.** Many of the senior leaders interviewed said that they do not do this well enough and accepted that some pupils would repeat some of what they had done in Key Stage 2.<sup>10</sup> Pupil responses indicate that repeating work is more of an issue in mathematics and English than in the foundation subjects.

□ **Some school leaders are not using the pupil premium funding effectively to close gaps quickly in Key Stage 3.** Inspection evidence and senior leaders' comments indicate that this is another area where Key Stage 4 often takes priority.

□ **Developing pupils' literacy skills in Key Stage 3 is a high priority in many schools. This same level of priority is not evident for numeracy.**

The headteachers we spoke to were able to explain how they were improving literacy at Key Stage 3 but only a quarter could do the same for numeracy. This is reflected in inspection evidence, for example from monitoring inspections, where Her Majesty's Inspectors reported improvements in literacy nearly three times more than they did numeracy.

□ **Homework is not consistently providing the opportunities for pupils to consolidate or extend their learning in Key Stage 3.** Approximately half of the pupils who responded to the online questionnaire said that their homework never, or only some of the time, helps them to make progress.

□ **Careers education, information, advice and guidance (CEIAG) in Key Stage 3 is not good enough.** In the Year 8 questionnaire, 45% of pupils said that they either received no CEIAG or that what they had received was insufficient. In Year 9, 37% of pupils responded in the same way.

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<sup>10</sup> This type of repetition is distinct from the 'mastery' approach, which is studying the same topic or concept but in greater depth. It develops deep and comprehensive knowledge, skills and understanding; a command of a subject.

## Recommendations

### Secondary school leaders should:

- make Key Stage 3 a higher priority in all aspects of school planning, monitoring and evaluation
- ensure that not only is the curriculum offer at Key Stage 3 broad and balanced, but that teaching is of high quality and prepares pupils for more challenging subsequent study at Key Stages 4 and 5
- ensure that transition from Key Stage 2 to 3 focuses as much on pupils' academic needs as it does on their pastoral needs
- create better cross-phase partnerships with primary schools to ensure that Key Stage 3 teachers build on pupils' prior knowledge, understanding and skills
- make sure that systems and procedures for assessing and monitoring pupils' progress in Key Stage 3 are robust
- focus on the needs of disadvantaged pupils in Key Stage 3, including the most able, in order to close the achievement gap as quickly as possible
- evaluate the quality and effectiveness of homework in Key Stage 3 to ensure that it helps pupils to make good progress
- guarantee that pupils have access to timely and high quality careers education, information, advice and guidance from Year 8 onwards<sup>11</sup>
- have literacy and numeracy strategies that ensure that pupils build on their prior attainment in Key Stage 2 in these crucial areas.

### Ofsted will:

- make sure that inspections focus even more sharply on the progress made by Key Stage 3 pupils
- report more robustly on how schools ensure that all pupils make the best possible start to their secondary education.

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<sup>11</sup> Schools have a legal duty to secure independent careers guidance for all pupils in Years 8-13. The statutory guidance that underpins this duty can be found at:  
[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools).

## Is my child likely to be offered a place at a school?

Where there are more applicants for a school than places available (oversubscribed), the admissions criteria is used to decide who should be offered a place. The criteria vary from school to school. You should use them to find out whether your child has a good chance of being offered a place at the schools you prefer.

## How do I apply?

You should apply online at [www.eadmissions.org.uk](http://www.eadmissions.org.uk). You can apply for up to six state schools, either in Lewisham or outside the borough. You list them in order of preference. You can apply online from 1 September 2016 until the closing date on 31 October 2016.

Apply online: closing date 31 October 2016.

## When will I find out which school my child has been offered a place at?

If you applied online, you will get an email during the evening of National Offer Day, Wednesday 1 March 2017. It will tell you where your child has been offered a place and how to accept the offer.

**From 1 September 2016 you can find all the information you need to apply for secondary school places at [www.lewisham.gov.uk/secondaryadmissions](http://www.lewisham.gov.uk/secondaryadmissions). If you cannot find the information you need, contact us on 020 8314 8282 (9am–12 noon, Monday–Friday).**

## Children and young people with special educational needs and disabilities

Most children and young people with special educational needs and disabilities can get the support they need at local mainstream schools.

If your child has a statement of special educational needs or an education, health and care plan, you need to follow a different process. Find out more at [www.lewisham.gov.uk/SENadmissions](http://www.lewisham.gov.uk/SENadmissions).

## Free email reminders



Sign up to get free emails with open day reminders, application tips and more at:

[www.lewisham.gov.uk/secondaryadmissions](http://www.lewisham.gov.uk/secondaryadmissions)

# Applying to start secondary school 2017–18

Information about admissions arrangements

Apply online:  
closing date for  
applications 31 Oct 2016



Get free emails with open day reminders and application tips at:  
[www.lewisham.gov.uk/secondaryadmissions](http://www.lewisham.gov.uk/secondaryadmissions)

Get free emails with open day reminders and application tips at:  
[www.lewisham.gov.uk/secondaryadmissions](http://www.lewisham.gov.uk/secondaryadmissions)

## Is your child due to start secondary school in September 2017?

If your child permanently lives in the UK and was born between 1 September 2005 and 31 August 2006, you can apply for a secondary school place for September 2017.

Now is the time to:

- start looking at schools in the borough and those outside the borough
- visit the schools on their open days
- carefully consider the admissions criteria for schools you are interested in.

From 1 September 2016 you can visit our website, [www.lewisham.gov.uk/secondaryadmissions](http://www.lewisham.gov.uk/secondaryadmissions) for everything you need to know about applying for secondary school places, including:

- what schools are in Lewisham and which are closest to you
- school open days
- how to apply
- how decisions are made
- what happens once you have applied
- important dates in the application process.

## Deciding which schools to apply for

The first step is to decide which schools you would like to apply for. There are 14 secondary schools in the Lewisham borough. Each one has its own values and offers different opportunities:

- Addey and Stanhope School
- Bonus Pastor Catholic College
- Conisborough College
- Deptford Green School
- Forest Hill School
- Haberdashers' Aske's Hatcham College
- Haberdashers' Aske's Knights Academy
- Prendergast Ladywell School
- Prendergast School
- Prendergast Vale School
- Sedgemoor School
- St Matthew Academy
- Sydenham School
- Trinity Church of England School, Lewisham

The Citizen School is a new free school opening in September 2017 and will be accepting direct applications from parents/carers from 1 September 2016. If you are interested in your child attending the school, please visit their website at [www.citizenschool.org.uk](http://www.citizenschool.org.uk) to complete an online expression of interest form.

## School open days

Visiting schools is important. It gives you a chance to look around, get a feel for the facilities and what each school offers. You can also talk to headteachers, teachers and students.

### Addey and Stanhope School

Tuesday 20 September, 9am  
Wednesday 21 September, 9am  
Thursday 22 September, 9am  
Thursday 22 September, 6pm  
Friday 23 September, 9am

### Bonus Pastor Catholic College

Thursday 22 September, 6.30pm and 7.30pm  
Monday 26 September, 9.15am

Tuesday 27th September, 9.15am  
Wednesday 28 September, 9.15am  
Thursday 29 September, 9.15am  
Friday 30 September, 9.15am  
Each session will involve a talk and tour

### Conisborough College

Tuesday 20 September, 9.15–11am for parents of children with surnames beginning A–H  
Friday 23 September, 9.15–11am for parents of children with surnames beginning I–P  
Tuesday 27 September, 9.15–11am for parents of children with surnames beginning Q–Z  
Thursday 29 September, 6–8pm

### Deptford Green School

Monday 26 September, 9am  
Tuesday 27 September, 9am  
Wednesday 28 September, 9am  
Wednesday 28 September, 6pm  
Thursday 29 September, 9am

### Forest Hill School

Wednesday 28 September, 9.15–12 noon  
Thursday 29 September, 9.15–12 noon  
Friday 30 September, 9.15–12 noon  
Wednesday 5 October, 9.15–12 noon  
Thursday 6 October, 9.15–12 noon  
Friday 7 October, 9.15–12 noon  
All visitors are asked to please arrive promptly at main reception on Dacres Road in readiness for tours of the school to begin at 9.15am. The headteacher will give his welcome talk to visitors in the school theatre from about 11am, and the visits conclude by noon at the latest.

### Haberdashers' Aske's Hatcham College

Wednesday 21 September  
Please check the College's website for further information.

### Haberdashers' Aske's Knights Academy

Tuesday 20 September, 5–8pm  
Tuesday 27 September, 9.15am  
Tuesday 4 October, 9.15am  
Tuesday 11 October, 9.15am

### Prendergast Ladywell School

Tuesday 13 September, 6pm  
Thursday 15 September, 9.15am  
Tuesday 20 September, 9.15am  
Thursday 22 September, 9.15am  
Tuesday 27 September, 9.15am

### Prendergast School

Thursday 15 September, 5.30–7.30pm  
Wednesday 21 September, 5.30–7.30pm  
Thursday 22 September, 1.30–3.30pm

### Prendergast Vale School

Tuesday 13 September, 9.15am  
Wednesday 14 September, 9.15am  
Monday 19th September, 9.15am  
Wednesday 21 September, 9.15am  
Thursday 15 September, 5pm  
Thursday 22 September, 5pm

### Sedgemoor School

Monday 26 September 6–8pm  
Wednesday 28 September, 9–10.30am  
Thursday 29 September, 9–10.30am

### St Matthew Academy

Tuesday 27 September, 4.30–7.30pm  
Tuesday 4 October, 9.15–11.15am  
Friday 7 October, 9.15–11.15am

### Sydenham School

Tuesday 13 September, 9.15–10.45am  
Wednesday 21 September, 9.15–10.45am  
Saturday 24 September, 9.30–11.30am  
Thursday 6 October, 9.15–10.45am

### Trinity Church of England School, Lewisham

Thursday 29 September, 6–8pm

Apply online:  
closing date for  
applications **31 Oct 2016**

<b>Committee</b>	<b>Children and Young People's Select Committee</b>		<b>Item</b>	4
<b>Title</b>	Ofsted Improvement Plan Update			
<b>Wards</b>	All			
<b>Contributors</b>	Executive Director for Children & Young People, Director of Children's Social Care			
<b>Class</b>	<b>Part 1</b>	<b>Date</b>	10 November 2016	

## 1. Introduction

- 1.1 This report sets out progress made to date in implementing the improvement plan which was developed following the statutory inspection of children's social care in Lewisham by Ofsted.
- 1.2 A report, with a draft improvement plan appended to it, was presented to the Children and Young People's Select Committee on 1 March 2016 and approved by the Mayor on 23 March 2016. A progress monitoring update is attached to this report as an Appendix.

## 2. Recommendations

- 2.1 The Children and Young People's Select Committee is recommended to:
  - i) Note and comment on the contents of this report; and
  - ii) Note the extension of a small number of target completion dates as set out on P3 of this report

## 3. Policy context

- 3.1 The purpose of an Ofsted inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. This inspection was conducted under s136 Education and Inspections Act 2006.
- 3.2 The actions described in this report are consistent with the Council's corporate priorities as set out in the Borough's Sustainable Community Strategy 2008-2020. In particular, the proposals relate to the Council's priorities regarding young people's Achievement and Involvement, Protection of Children and Community Leadership and Empowerment. The actions are also in line with the Children and Young People's Plan 2015-18 and the four outcomes of building resilience, staying safe, being healthy and active and raising achievement and attainment.

3.3 Progress monitoring for the Ofsted improvement plan is subdivided into four reporting periods as follows: February to April 2016; May to July 2016; August to October 2016 and November 2016 to January 2017. Separate arrangements will be made for reporting on any actions with completion deadlines extending beyond January 2017.

3.4 The appended quarterly report contains detailed information on progress against the 19 actions due for completion during this reporting period. The approach used to categorise progress is as follows:

- Actions completed by the target completion date are rated 'green'
- Actions that are not completed by the target completion date are rated 'red'

3.5 The table below provides a snapshot of progress for the second quarter (May to July 2016).

<b>Criteria</b>	<b>Number</b>
Total number of actions due for completion this quarter	<b>19</b>
Actions completed by deadline	<b>16</b>
Actions that are not completed by deadline	<b>2</b>

3.6 Examples of the 13 actions completed during this reporting period include the following:

- Refresh Learning and Development plan for Referral and Assessment service
- Confirm endorsement of partner engagement via LSCB
- Refresh CSE, governance arrangements, including CSE strategic forum/MASE and operational group linkage with LSCB and Safer Lewisham Partnership
- Roll out laptops/lpad/mobile phones within CSC to enable mobile working

3.7 The 2 actions not completed during this reporting period are as follows:

- Undertake awareness raising programme within LSCB and partners including business community to ensure timely identification and referral of concerns to relevant agencies
- Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda and CSE

3.8 For completeness, the table below summarises progress against all 61 actions in the improvement plan. This additional information is provided to give the Partnership an overall view with regard to direction of travel. The classification for this dashboard includes: actions ongoing within deadline (rated 'amber') and actions that are not completed by deadline or are unlikely to be completed by deadline (rated 'red').

<b>Criteria</b>	<b>Number</b>
Total number of actions in the improvement plan	<b>61</b>
Actions completed by deadline	<b>37</b>
Actions ongoing within deadline	<b>19</b>
Actions that are not completed by deadline or are unlikely to be completed by deadline	<b>5</b>

3.9 It should be noted that in developing this plan, officers have been keen to expedite work on areas for improvement. However, in some instances and for differing reasons, the anticipated completion target dates have not been met. For these actions, some of which are rated 'red' and others 'amber', the quarterly report makes recommendations for the completion deadline to be extended and the reasons for the delay.

3.10 The above-mentioned revisions are proposed with the agreement of the relevant action owner and on the understanding that the revised completion target date will be met by the time of the next agreed reporting period. The Proposed revisions to completion deadlines are set out in section 4 of this report.

#### **4. Deadline revisions**

4.1 The Children and Young People's Select Committee is invited to note the deadline revisions for improvement plan actions. These revisions were agreed by the Children & Young People's Strategic Partnership Board:

<b>Action</b>	<b>Old deadline</b>	<b>New deadline</b>	<b>Reason for deadline revision</b>
Implement revised Referral and Assessment Service arrangements	30/10/16	31/01/17	The completion of this action is linked to a suite of service changes that have significant interdependencies i.e. for one to be complete another must also.
Implement MASH (Multi-agency safeguarding Hub) development plan	30/10/16	31/01/17	As above
Complete review of Referral and Assessment service to include capacity and response of the Emergency Duty Team	30/09/16	31/03/17	As above

Action	Old deadline	New deadline	Reason for deadline revision
Introduce performance scorecard for Referral and Assessment and MASH	30/10/16	31/01/17	As above
Implement new performance framework for Early Help, including quality assurance	30/10/16	31/01/17	As above
Design, pilot and launch Early Help assessment arrangements and request for service systems across partnership	30/11/16	31/01/17	As above
Implement revised guidance within CSC for step down arrangements to Early Help services	30/10/16	31/01/17	As above
Roll out single assessment training as core development requirement	30/09/16	15/12/16	As above
Undertake awareness raising programme within LSCB and partners including business community to ensure timely identification and referral of concerns to relevant agencies	30/07/16	30/11/16	As above
Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda and CSE	31/07/16	30/11/16	The completion of this action is linked to the reporting schedule of Public Health, which begins in November 2016.

## 5. Legal implications

5.1 This inspection was conducted under s136 Education and Inspections Act 2006. Following the inspection a report must be provided to the Local Authority and published, containing any recommendations. The Local Authority, in its turn, must address those recommendations by way of an action plan, again ensuring that this is published, for ongoing audit by OFSTED

## 6. Financial implications

6.1 There are no direct revenue implications arising for this report. The improvement plans may identify that extra expenditure is required in the future. In the first instance this will be managed through the current Children and Young People's budget. There are no capital implications from this report.

## 7. Crime and disorder implications

7.1 Section 17 of the Crime & Disorder act 1998 places a duty on partners to do all they can to reasonably prevent crime and disorder in their area. The level of crime and its impact is influenced by the decisions and activities taken in the day-to-day of local bodies and organisations. The Local Authority as a responsible Authority has a key statutory role in contributing to reducing crime and improving the quality of life in their area.

## 8. Equalities implications

8.1 The development, implementation and monitoring of the Ofsted improvement plan sits within the ambit of Lewisham's Comprehensive Equalities Scheme (CES) 2016-20. Specifically, the Ofsted improvement plan accords with the following CES objectives:

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

# Ofsted Improvement Plan

## Monitoring Report: Quarter Two (May - July) of 2016

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# 1. Introduction

This report brings together performance monitoring information for the Ofsted improvement plan. The information contained in this report is made up of the following:

- Progress dashboard for all actions to date
- Progress summary for actions in the current quarter
- Progress summary for all actions in the improvement plan

## 2. Progress dashboard for all actions to date

The table below provides an overview of all actions currently **in progress, completed or slipped to date**.

Action plan			
Total number of actions in improvement plan	Actions completed by deadline	Actions ongoing within deadline	Actions not completed by deadline
61	37	19	5

## 3. Progress summary for actions in the current quarter

The methodology used to assess the completion of actions is set out in the dashboard below. A detailed summary of progress against specific actions **commenced and scheduled for completion this quarter**, is also set out below.

Action plan		
Number of actions due for completion this quarter	Actions completed by deadline	Actions not completed by deadline
19	16	2

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
<b>A. Early help and safeguarding</b>					
1.	Develop project plan for review of Referral and Assessment service	Paul King	G	This action has been completed, shared with colleagues at SMT and is awaiting SMT sign-off.	31/07/16
2.	Refresh Learning and Development plan for Referral and Assessment service	Paul King	G	Sharon Scott was identified as the new action owner on 8 <sup>th</sup> August. On 23 <sup>rd</sup> August Sharon advised that Paul King was responsible for this action. Paul has since been emailed to confirm this.	30/05/16
3.	Confirm endorsement of partner engagement via LSCB	Karen Neill	G	This action was completed within designated timescales.	30/05/16
4.	Undertake awareness raising programme within LSCB and partners including business community to ensure timely identification and referral of concerns to relevant agencies.	Marinda Beaton/ Geeta Subramaniam	R	The LSCB website launched recently, and included updated information regarding how to make a referral.  In addition, Paul King and the LSCB intend to hold a Multi-Agency event in September/October 2016 to launch the early help/threshold document.  To this aim, an action deadline of 30 <sup>th</sup> November was requested.	30/11/16
5.	Develop/roll out revised quality assurance strategy within CSC	Karen Neill	G	The QA strategy has now been developed, audit programme has been rolled out; Senior Management Team sign off completed 31/10/16.	31/10/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
6.	Implement review system to monitor frequency and quality of supervision arrangements and required corrective action	Karen Neill	G	This action was completed within designated timescales.	31/07/16
7.	Undertake review of CSE against Ofsted HMIC standards to inform MET strategy	Karen Neill	G	Final checks being undertaken by Stephen Kitchman to explore if this action can be signed off as complete.	10/10/16
8.	Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda and CSE	Geeta Subramaniam	R	Work is being undertaken by Carlene Firmin (University of Bedfordshire) and Public Health England, and the first reporting date is Nov 2016. Therefore, the action owner requested that the deadline be extended until 30 <sup>th</sup> Nov 2016.	30/11/16
9.	Refresh CSE governance arrangements, including CSE strategic forum/MASE and operational group and linkage with LSCB and Safer Lewisham Partnership	Geeta Subramaniam/ Stephen Kitchman/Andy Furphy	G	This action was completed within designated timescales and will be reviewed on a six monthly basis.	30/06/16
<b>B. Looked after children and permanence</b>					
10.	Deliver workshops on life story work for LAC/Leaving care social workers	Tina Benjamin/Jackie Stirling/ Jo Hill	G	This action was completed and remains part of a rolling programme of work.	30/06/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
11.	Review guidance and recirculate regarding life story work and standards	Tina Benjamin	G	This action was completed and is part of an on-going agenda to review case quality jointly with frontline social workers.	30/05/16
12.	Refresh Performance framework regarding missing/CSE, to ensure indicators are linked to impact and data is good quality.	Geeta Subramaniam/ Stephen Kitchman/Andy Furphy	G	This action was completed within designated timescales.	30/06/16
<b>C. Leadership and management</b>					
13.	Procure external performance partner for twice yearly service challenge, reporting to the Chief Executive and Cabinet Member	Sara Williams/ Barrie Neal	A		30/06/16
14.	Ensure Care Plans are available and updated as required following each review, Chair to address quality of plan in recommendations of review meeting	Sarah Sturge	G	IRO team have been briefed re review of care plans and link to recommendations of review. Monthly qualitative report in place to SMT regarding LAC reviews. CP Chairs review quality of CP work and feed into subsequent plan. CP minute takers are now in place freeing up Chair capacity. CIN procedures have now been endorsed.	31/07/16
15.	Implement revised audit programme linked to key	Karen Neill	G	This action was completed within designated timescales.	31/05/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
	standards of Quality Assurance strategy				
16.	Review, disseminate via workshops and audit quality of chronologies within monthly audit schedule	Naeema Sarkar	G	This action was completed within designated timescales.	30/06/16
17.	Agree a new system and protocol for data cleansing/data quality checks	Karen Neill/ Paul Aladenika	G	This action was completed within designated timescales.	31/07/16
18.	Roll out laptops/lpad/mobile phones within CSC to enable mobile working	Duncan Dewhurst	G	This action was undertaken within designated timescales.	30/05/16
19.	Ensure digital strategy reflects CSC requirements with associated SMT/DMT endorsement	Duncan Dewhurst	G	Final checks being undertaken by Stephen Kitchman to explore if this action can be signed off as complete.	30/05/16

## Key Leads and Those Responsible for Actions

Job Title	Current Post-Holder (as of date of Plan Submission)
Chief Executive	Barry Quirk (BQ)
Executive Director for Children and Young People	Sara Williams (SW)
Director of Children's Social Care	Stephen Kitchman (SK)
Head of Crime Reduction	Geeta Subramaniam (GS)
Head of Targeted Services and Joint Commissioning	Warwick Tomsett (WT)
Service Group Manager Policy and Analysis	Paul Aladenika (PA)
Head of Service Change and Technology	Duncan Dewhurst (DD)
Service Group Manager Business Planning, Service Redesign and Performance	Jo Feeney (JF)
Interim Service Manager Quality Assurance	Karen Neill (KN)
Service Manager Referral & Assessment and Early Help	Paul King (PK)
Service Manager Family Social Work	Heather Brown (HB)
Service Manager Looked After Children	Tina Benjamin (TB)
Service Manager Children with Complex Needs	Ann Wallace (AW)
Organisational Learning and Development Consultant	Sharon Scott (SS)
LAC Manager	Sarah Sturge (SSt)
Prevention and Inclusion Manager	James Lee (JL)
Project Manager (Early Help)	Katherine Manchester (KM)
Lewisham Safeguarding Children Board Business Manager	Marinda Beaton (MB)
Serious and Acquisitive Crime, Metropolitan Police	DCI Andy Furphy (AF)
Head of Corporate Policy and Governance	Barrie Neal (BN)

## 4. Progress summary for all actions in improvement plan

### A. EARLY HELP AND SAFEGUARDING

1. *Review processes within the duty team to ensure that systems to manage contacts and referrals, including domestic abuse notifications, are secure and enable social workers and other professionals to keep children and young people safe and protected, in a timely manner.*

<b>Lead:</b>	Paul King, Service Manager Referral and Assessment
<b>Linked Plan:</b>	SS1 CYPP 2015-18 CSC Business plan 2016-17
<b>Key Partners:</b>	Police, Crime Reduction, Community Safety, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, National Probation, Adult Social Care

#### a) Expected outcome (what will be different?)

- Clear processes in place from initial referral to CSC to transition to longer term social work team or early help engagement.
- Multi-agency triage in place in line with best practice, with associated performance framework in place
- All service activity within referral and assessment will be completed within 45 working days.
- Detailed service performance information allows capture of efficiency, effectiveness and demand trends to inform service and commissioning development.

#### b) Measures of success (how will we know we have achieved it?)

- Suite of performance indicators in place in new Early Help Strategy with clear targets and evidence that targets are met
- Multi Agency safeguarding Hub (MASH) in place with required partnership engagement; associated performance indicators evidence targets met
- Performance framework evidences impact regarding, timeliness and safeguarding activity
- Service standards met against quality assurance framework
- Audit activity indicates required processes adhered to and undertaken in a timely manner

c) Actions	Completion deadline	By whom	Status
1. Develop project plan for review of Referral and Assessment service	31 <sup>st</sup> July 2016	Paul King	G

2. Complete review of Referral and Assessment service to include capacity and response of the Emergency Duty Team	30 <sup>th</sup> Sept 2016	Paul King	R
3. Implement revised Referral and Assessment Service arrangements	30 <sup>th</sup> Oct 2016	Paul King	A
4. Implement MASH (Multi-agency safeguarding Hub) development plan	30 <sup>th</sup> Oct 2016	Paul King	A
5. Introduce performance scorecard for Referral and Assessment and MASH	30 <sup>th</sup> Oct 2016	Paul King	A
6. Include Referral and Assessment Service in thematic audit arrangements with particular focus on thresholds for service and response	1 <sup>st</sup> April 2016	Eileen Collier	G
7. Refresh Learning and Development plan for Referral and Assessment service	30 <sup>th</sup> May 2016	Paul King	G

**MONITORING AND IMPACT**

**d) Action Plan Progress**

**Action 2: Complete review of Referral and Assessment service to include capacity and response of the Emergency Duty Team**

This action is linked to the go live of the new MASH/Early Help service in January 2017. An extension to the deadline will be discussed at the Children and Young People Strategic Partnership Board.

**e) Impact: Data and Commentary**

Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan.

**f) Recommendations for Further Action**

## A. EARLY HELP AND SAFEGUARDING

**2. 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.**

<b>Lead:</b>	Stephen Kitchman
<b>Linked Plan:</b>	BR2 CYPP 2015-18 LSCB Business plan
<b>Key Partners</b>	Police, Crime Reduction, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, National Probation Service, Children's Centre Providers, Voluntary Sector Partners, Adult Social Care

**a) Expected outcome (what will be different?)**

- Children and young people receive timely, focussed support responsive to need.
- Focussed co-ordinated activity in place to ensure clear commissioning, delivery and monitoring of early help to vulnerable children and their families.
- Information is triaged effectively at the point of CSC referral to ensure need is clearly understood for appropriate response
- Children's workforce are clear on arrangements and roles and have required skills to ensure vulnerable children's needs are met at an early stage.

**b) Measures of success (how will we know we have achieved it?)**

- Numbers of Common Assessment Framework (CAF) / Team Around the Child (TAC) arrangements in place with clear targets and qualitative review arrangements in place.
- LSCB/Children's workforce Learning and Development delivered to develop lead professional role.
- Reduction in repeat referrals to CSC
- Revised early help performance framework in place and understood by partnership
- Audit arrangements in place to monitor quality, effectiveness and for corrective action and assurance

**c) Actions**

	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Convene multi-agency Early Help Board with clear governance arrangements in place	28 <sup>th</sup> February 2016	SK/JS	<b>G</b>
2. Agree new Early help Strategy and disseminate (to be signed off by CYP strategic partnership and LSCB)	30 <sup>th</sup> Sept 2016	SK/KM	<b>G</b>

3. Revise and re launch early help and safeguarding guidance (thresholds document/ Continuum of Need) with endorsement by LSCB.	30 <sup>th</sup> Oct 2016	PK/MB	A
4. Implement new performance framework for early help, including qualitative assurance.	30 <sup>th</sup> Oct 2016	KM	A
5. Review the impact of interventions for alcohol and drug using parents and revise the framework for the targeting of these services to parents and their children	31 <sup>st</sup> March 2017	JL	G
6. Design, pilot and launch Early Help assessment arrangements and request for service systems across partnership	30 <sup>th</sup> Nov 2016	PK	A
<b>MONITORING AND IMPACT</b>			
<p><b>d) Action Plan Progress:</b></p> <p><b>Action 2: Agree new Early Help strategy and disseminate (to be signed off by CYP strategic partnership and LSCB)</b> This action is complete and awaiting final sign-off by the Children and Young People Strategic Partnership Board on 14<sup>th</sup> November 2016.</p> <p><b>Action 3: Revise and re launch early help and safeguarding guidance (thresholds document/ Continuum of Need) with endorsement by LSCB</b> This action only requires sign-off from LSCB in order to meet full completion.</p> <p><b>Action 4: Implement new performance framework for early help, including qualitative assurance</b> Due to refreshed data warehouse and testing process, it has been highlighted that this action may not be completed until Jan 17, in line with the service launch. Affected parties are currently discussing what measures could be put in place in the interim.</p> <p><b>Action 6: Design, pilot and launch Early Help assessment arrangements and request for service systems across partnership</b> In line with action 4 above, completion of this action may be delayed until Jan 2017.</p>			
<b>e) Impact: Data and Commentary</b>			

Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan.	
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<b>f) Recommendations for Further Action</b>
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## A. EARLY HELP AND SAFEGUARDING

**3. 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.**

<b>Lead:</b>	Paul King
<b>Linked Plan:</b>	CSC Business plan 2016-17
<b>Partners:</b>	Police, Crime Reduction, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, National Probation Service, Children's Centre Providers, Voluntary Sector Partners, Adult Services

**a) Expected outcome (what will be different?)**

- Clear, understood arrangements and systems are in place across the children's workforce for referral and exit from Children's Social Care
- Clear arrangements and guidance in place for support to Children in Need under S17 of the Children Act
- Children who require a statutory response receive this in a timely way as well as clear step down support
- Early Help practitioners respond appropriately to risk and harm

**b) Measures of success (how will we know we have achieved it?)**

- Audit evidence of processes against revised requirements
- Audit of congruence of early help/CSC assessments evidence appropriate decision making
- Re-referrals are minimised

<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Implement revised guidance within CSC for step down arrangements to Early Help services	30 <sup>th</sup> Oct 2016	PK	A
2. Implement revised arrangements for service provision to children in need and their families	30 <sup>th</sup> Sep 2016	HB	G
3. Develop new Audit framework with LSCB re CSC/early help decision making and process requirements	30 <sup>th</sup> Sep 2016	KN/MB	R

4. Update performance framework for children in need	30 <sup>th</sup> Sep 2016	HB	G
5. Roll out single assessment training as core development requirement	30 <sup>th</sup> Sep 2016	PK	R
6. Monitor single assessment quality within monthly audit tool.	30 <sup>th</sup> Oct 2016	KN	A
<b>MONITORING AND IMPACT</b>			
<b>d) Action Plan Progress</b>			
<p><b>Action 3: Develop new Audit framework with LSCB re CSC/early help decision making and process requirements</b></p> <p>The deadline for the completion of this action has now been exceeded. An update has been requested from the action owner.</p> <p><b>Action 5: Roll out single assessment training as core development requirement</b></p> <p>A request to extend this deadline will be discussed at the Children and Young People Strategic Partnership Board.</p>			
<b>e) Impact: Data and Commentary</b>			
Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan			
<b>f) Recommendations for Further Action</b>			

## A. EARLY HELP AND SAFEGUARDING

4. *Ensure that initial strategy discussions include relevant professionals to inform timely decision-making and planning in child protection investigations, as required by guidance.*

<b>Lead:</b>	Paul King
<b>Linked Plan:</b>	CSC Business plan 2016-17
<b>Partners:</b>	Police, Community safety, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, Children's Centre Providers, Adult Services

**a) Expected outcome (what will be different?)**

- Strategy discussions are informed by timely information from relevant partner agencies
- Strategy meetings include attendance of relevant professionals involved and salient information for decision making

**b) Measures of success (how will we know we have achieved it?)**

- S47 enquiries are routinely informed by relevant partner information at the earliest point of enquiry
- Audit framework evidences compliance with required standards for information sharing and engagement of partners at initiation of enquiries.

<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Recirculate guidance on initial strategy discussions to relevant social work practitioners and managers	30 <sup>th</sup> April 2016	PK	G
2. Confirm endorsement of partner engagement via LSCB	30 <sup>th</sup> May 2016	KN/RR	G
3. Implement revised audit framework to include strategy discussion/meeting engagement of partners, including monitoring within the LSCB Monitoring and Evaluation sub group	30 <sup>th</sup> Sep 2016	KN/MB	A
4. Review the LADO (Local Authority Designated Officer - who is responsible for allegations against the children's workforce) capacity to ensure that systems can allow for increases of referrals.	30 <sup>th</sup> April 2016	SK	G

**MONITORING AND IMPACT**

**d) Action Plan Progress**

**Action 3: Implement revised audit framework to include strategy discussion/meeting engagement of partners, including monitoring within the LSCB Monitoring and Evaluation sub group**

Final sign-off by Karen Neill is the only remaining task, in order for this action to be listed as complete.

**e) Impact: Data and Commentary**

Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan

**f) Recommendations for Further Action**

## A. EARLY HELP AND SAFEGUARDING

5. *Take action to improve information and intelligence sharing across partners regarding children at risk of sexual exploitation and/or going missing and use this to improve prevention and disruption activity.*

<b>Lead:</b>	Stephen Kitchman, Geeta Subramanian
<b>Linked Plan:</b>	SS1 CYPP 2015-18, LSCB Business Plan 2016-17, CSC Business Plan 2016-17
<b>Partners:</b>	Police, Community safety, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, Children's Centre Providers, Safer London Partnership, Voluntary sector partners; Croydon Council

**a) Expected outcome (what will be different?)**

- Systems, processes and professional practice ensure partnership information is shared and positively impacts on children at risk of missing/CSE  
Risk is identified swiftly and children receive an agile and responsive service that promotes being and feeling safe.

**b) Measures of success (how will we know we have achieved it?)**

- Performance framework outlines timely decrease in risk rating for young people identified as at risk of CSE/Missing
- The key risk factors for young people in Lewisham are proactively addressed including: county lines/ serious youth violence and CSE and rating for young people identified as at risk of CSE/Missing
- Audit framework outlines that procedures are adhered to and effective in delivering best practice to reduce harm
- Repeat episodes of missing children are reduced

<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Undertake awareness raising programme within LSCB and partners including business community to ensure timely identification and referral of concerns to relevant agencies.	30 <sup>th</sup> Nov 2016	MB/GS	<b>A</b>
2. Implement Liquid Logic CSE module	30 <sup>th</sup> April 2017	DD/SK	<b>A</b>
3. Refresh Performance framework regarding missing/CSE, to ensure indicators are linked to impact and data is good quality.	30 <sup>th</sup> June 2016	GS/SK/AF	<b>G</b>
4. Refresh CSE governance arrangements, including CSE strategic forum/MASE and operational group and linkage with LSCB and Safer Lewisham Partnership	30 <sup>th</sup> April 2016	SK/GS/AF	<b>G</b>

5. Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda and CSE	30 <sup>th</sup> Nov 2016	GS	A
6. Include CSE/Missing in CSC and LSCB thematic audit programme	31 <sup>st</sup> March 2016	EC	G
7. Undertake review of CSE against Ofsted HMIC standards to inform MET strategy	30 <sup>th</sup> May 2016	KN	G
8. Commission Independent organisation for delivery of return interviews for all missing children and young people	30 <sup>th</sup> Sept 2016	PK	G
9. Ensure Return Interviews analysed monthly to link with service planning and development and partnership response.	30 <sup>th</sup> Sept 2016	PK	A

#### MONITORING AND IMPACT

##### d) Action Plan Progress

###### Action 9: Ensure Return Interviews analysed monthly to link with service planning and development and partnership response

There has been a delay with the new service provider confirming contract arrangements for the go live of our new missing and return interview service, this is due to be initiated in November and analysis of return interviews will be delivered on a monthly basis from there on.

##### e) Impact: Data and Commentary

Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan

##### f) Recommendations for Further Action

## B. LOOKED AFTER CHILDREN AND PERMANENCE

5. *Ensure that life story work is completed for those children and young people in long-term care who need to know and understand their life histories.*

<b>Lead:</b>	Tina Benjamin
<b>Linked Plan:</b>	CSC Business plan 2016-17
<b>Partners:</b>	Commissioned Training providers

**a) Expected outcome (what will be different?)**

- High quality Life story work is undertaken for all children in long term care at required specification and frequency
- Children have a clear sense of their history and are supported with this.

**b) Measures of success (how will we know we have achieved it?)**

- IRO confirmation that life story work initiated/completed at relevant statutory reviews
- Audit evidence that life story work has been initiated/completed to required standards

<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Deliver workshops on life story work for LAC/Leaving care social workers	30 <sup>th</sup> July 2016	TB/JSt/JH	G
2. Review guidance and recirculate regarding life story work and standards	30 <sup>th</sup> May 2016	TB	G

3. Include life story work in revised monthly quality assurance report from statutory reviews	30 <sup>th</sup> April 2016	EC	G
4. Undertake audit to establish that requirements met based on agreed service standards	February 2017	KN	A
<b>MONITORING AND IMPACT</b>			
d) Action Plan Progress:			
e) Impact: Data and Commentary			
f) Recommendations for Further Action			

## C. LEADERSHIP AND MANAGEMENT

6. *Improve executive management governance so that there is effective oversight, support and challenge of children's services by the executive management, the political executive, Children and Young People's Select Committee and the Corporate Parenting Panel to drive and monitor service improvement.*

<b>Lead:</b>	Sara Williams/Stephen Kitchman		
<b>Linked Plan:</b>			
<b>Partners:</b>	External challenge partner, Local Government Association (LGA) tbc		
<b>a) Expected outcome (what will be different?)</b>			
<ul style="list-style-type: none"> <li>A clear structure is in place whereby executive management, Elected Members and Scrutiny bodies are clear how they are challenging performance and championing scrutiny in Children's Social Care.</li> </ul>			
<b>b) Measures of success (how will we know we have achieved it?)</b>			
<ul style="list-style-type: none"> <li>Clear forward programme for all relevant bodies which reflects areas where performance needs to improve.</li> <li>Demonstrable performance improvements reflect challenge by executive managers and elected members.</li> </ul>			
<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Introduce formalised at least bi monthly meetings where the Chief Executive challenges performance and pace of change in CSC, establishing a clear dataset which is also reported to the Cabinet member	31 <sup>st</sup> April 2016	BQ	G
2. Procure external performance partner for twice yearly service challenge, reporting to the Chief Executive and Cabinet Member	30 <sup>th</sup> June 2016	SW/BN	A
3. Ensure Children and Young People's Select Committee forward plan reflects key development areas for CSC	27 <sup>th</sup> April 2016	BN/ SW	G
4. Deliver LGA development session for Children and Young people's Select Committee and CYP Cabinet Member on best practice in elected members' scrutiny of Children's Services.	3 <sup>rd</sup> Oct 2016	TA	G
5. Deliver development sessions for Corporate Parenting Board in line with NCB/LGA Toolkits	30 <sup>th</sup> April 2016	SK/TB	G

6. Review Corporate Parenting Board Terms of Reference	30 <sup>th</sup> April 2016	SK/TB	G
7. Review training offer for all elected members on Safeguarding and key challenge issues.	30 <sup>th</sup> April 2016	SK/BN	G
8. Ensure forward plan for Corporate Parenting Board reflects the key development areas for Looked After Children services in the Borough	30 <sup>th</sup> April 2016	SK/TB	G
9. Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership.	30 <sup>th</sup> Oct 2016	SK/BN	A
<b>MONITORING AND IMPACT</b>			
<b>d) Action Plan Progress</b>			
<b>e) Impact: Data and Commentary</b>			
<b>f) Recommendations for Further Action</b>			

## C. LEADERSHIP AND MANAGEMENT

**7. Ensure that all plans for any child or young person receiving a service: focus on reducing risk; identify the needs of all children in the family; and are understood by parents and young people. Plans should be specific, measurable and time-bound.**

<b>Lead:</b>	Eileen Collier
<b>Linked Plan:</b>	CSC Business Plan 2016-17
<b>Partners:</b>	Police, Crime Reduction, National Probation Service, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, Children's Centre Providers, Adult Services, Safer London Foundation.

**a) Expected outcome (what will be different?)**

- All plans are specific, measurable and timely and address risk, permanence and contingency

**b) Measures of success (how will we know we have achieved it?)**

- Plans are reviewed and updated in line with timescale requirement
- All children/ young people and parents have a copy of their plan
- Quality assurance activity indicates changes in line with plans
- Clear contingency arrangements in all plans

<b>c) Actions</b>	<b>Completion deadline</b>	<b>By whom</b>	<b>Status</b>
1. Review Plan templates on Children's Social Care ICS for Children in Need, Children subject to Child Protection Plans, Children Looked After and Care Leavers; ensure plans are child focussed and accessible to children, young people and their carers.	30 <sup>th</sup> Sept 2016	KN	R
2. Deliver workshops to promote best practice in care planning and use of ICS	Align to the roll-out of ICS V12 – Date?	SSt	A
3. Review procedures to ensure adequate guidance on use and development of plans	30 <sup>th</sup> Sept 2016	KN	R

4. Ensure Care Plans are available and updated as required following each review, Chair to address quality of plan in recommendations of review meeting	31 <sup>st</sup> July 2016	SSt	G
5. Review, disseminate via workshops and audit quality of chronologies within monthly audit schedule	30 <sup>th</sup> June 2016	HB	G
6. Review minute taking arrangements and capacity within Review Child Protection Case Conferences	30 <sup>th</sup> April 2016	MB	G
7. Include audit of plans in the thematic audit schedule	31 <sup>st</sup> March 2016	EC	G

**MONITORING AND IMPACT**

**d) Action Plan Progress**

**Action 1: Review Plan templates on Children’s Social Care ICS for Children in Need, Children subject to Child Protection Plans, Children Looked After and Care Leavers; ensure plans are child focussed and accessible to children, young people and their carers**

The deadline for the completion of this action has now been exceeded. An update has been requested from the action owner.

**Action 3: Review procedures to ensure adequate guidance on use and development of plans**

The deadline for the completion of this action has now been exceeded. An update has been requested from the action owner.

**e) Impact: Data and Commentary**

Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan

**f) Recommendations for Further Action**

## C. LEADERSHIP AND MANAGEMENT

9 *Improve performance management and information systems to ensure that managers at all levels have timely, relevant and accurate performance information to enable them to work effectively and deliver a consistently good service.*

**Lead:** Stephen Kitchman/Barrie Neal

**Linked Plan:** CSC Business Plan 2016-17

**Partners:** Police, Crime Reduction, Lewisham and Greenwich NHS Trust, Housing Services, Community Rehabilitation Company, National Probation Service, Adult Services (Partners linked to MASH development)

**a) Expected outcome (what will be different?)**

- Agreed set of National and local Performance measures in place with clear targets/benchmark information.
- Data quality is ensured through system of checks and balances
- Performance culture is visible across CSC
- Data is linked to Business and service plans to drive performance
- Comprehensive Quality Assurance systems ensure consistently good provision is in place
- IT Platform is stable allowing upgrade to latest version of ICS
- IT equipment is in place to meet needs of CSC workforce.
- Digital strategy has clear, achievable and measurable aims/objectives for CSC including delivery schedules

**b) Measures of success (how will we know we have achieved it?)**

- Timely qualitative and quantitative information is delivered in line with Business Plan objectives
- Audits confirm data is timely and accurate
- Performance information shows clear trajectory of improvement allowing systems, with challenge where necessary to enable corrective action
- Latest version of ICS being used consistently by all CSC staff
- Mobile working in place for CSC staff to improve efficiency and effectiveness
- Digital strategy in place with clear evidence of added value for CSC

c) Actions	Completion deadline	By whom	Status
1. Review performance data requirements and develop a new performance management framework for CSC, including staff development to promote a performance culture	30 <sup>th</sup> Oct	SK/PA	A

	2016		
2. Develop/roll out revised quality assurance strategy within CSC	31 <sup>st</sup> Oct 2016	KN	G
3. Implement revised audit programme linked to key standards of Quality Assurance strategy	30 <sup>th</sup> May 2016	KN	G
4. Agree a new system and protocol for data cleansing/data quality checks	31 <sup>st</sup> July 2016	KN/PA	G
5. Upgrade ICS to current version following roll-out of new council IT platform	1 <sup>st</sup> August 2016	DD	G
6. Roll out laptops/lpad/mobile phones within CSC to enable mobile working	30 <sup>th</sup> May 2016	DD	G
7. Ensure digital strategy reflects CSC requirements with associated SMT/DMT endorsement.	30 <sup>th</sup> May 2016	SK/SW/DD	G
8. Develop and implement updated sufficiency strategy for Looked After Children's placements.	30 <sup>th</sup> Oct 2016	JH	A
9. Implement review system to monitor frequency and quality of supervision arrangements and required corrective action.	31 <sup>st</sup> July 2016	KN	G
<b>MONITORING AND IMPACT</b>			
<b>d) Action Plan Progress</b>			
<b>e) Impact: Data and Commentary</b>			
<b>f) Recommendations for Further Action</b>			

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<b>Children and Young People SELECT COMMITTEE</b>		
<b>Report Title</b>	Children's Social Care Workforce Strategy	
<b>Key Decision</b>	No	Item No. 5
<b>Ward</b>	All	
<b>Contributors</b>	Stephen Kitchman, Director of Children's Social Care	
<b>Class</b>	Open	Date: 10 <sup>th</sup> November 2016

## 1. Summary and Summary of the Report

- 1.1 The purpose of this report is to provide information to members regarding the Children's Social Care Workforce Strategy to retain and recruit high quality staff within the Directorate.
- 1.2 The strategy is set within the context of a broad transformation programme for Children's Social Care (CSC) following the Single Inspection of Lewisham by Ofsted in 2015, the need to drive efficiency and maximise budget impact as well as being part of our drive for continuous improvement in outcomes for vulnerable children. It sets out the policy context underpinning the strategy and the processes to be employed to deliver the strategy.
- 1.3 The report acknowledges that capable and talented workers keep children safe, help them flourish and support parents to understand what they need to do to improve and deliver the care they give them.
- 1.4 It clarifies our objective to have a qualified, experienced and permanent workforce, where best practice is continually promoted and consistently delivered.

## 2. Recommendations

- 2.1. It is recommended that Members:
  - Note and comment on the Children's Social Care Workforce Strategy.
  - Agree to receive annual updates on the development and impact of the Strategy moving forward.

## 3. Policy Context

- 3.1 There have been significant national changes over the past five years which have impacted on workforce planning and development for the children's social care workforce including:- *The Munro Review*; *The Social Work Reform Board*; *Professional Capabilities Framework (PCF)*; The Assessed and Supported Year in Employment (ASYE) and the Knowledge and Skills Statements (KSS).

3.2 Building on these national changes the department has developed a clear vision for improving outcomes and making a difference to the well-being and life chances of children and young people in the Borough. At the same time recognising the crucial impact our workforce has on achieving this vision at a time of challenge in relation to social worker sufficiency and capability and the general recruitment challenges for experienced social workers across the sector.

#### **4. Details**

4.1 The Children's Social Care Workforce Strategy has been developed to assist in the development of a permanent, skilled, talented and well supported workforce, who are guided by capable managers to ensure good outcomes are realised for vulnerable children in the Borough.

4.2 To support this we have analysed the needs of our current workforce and are using this analysis to identify both current and future workforce requirements, skills and competencies.

4.3 There are currently 250 workers within CSC within five services areas – Referral & Assessment; Family Social Work; Looked After Children, Leaving Care & Adoption; Business Strategy, Fostering & Placements and Quality Assurance. The Director of Children's Social Care also has an aligned responsibility for the social work aspects of the Children with Complex Needs service in the Targeted Services & Joint Commissioning Division.

4.4 The priorities we have set for the Strategy include:-

- **Recruitment & Retention:** This includes a broad range of activities, including: Marketing & Recruitment activity; support for Newly Qualified Social Workers; supporting career pathways for more experienced staff; pay and reward.
- **Learning & Development:** Ensuring a coherent learning and development offer is in place for social workers at different points in their career, including: coherent , induction arrangements; completion and follow up of a training needs analysis; alignment to and dissemination of research and best practice; maximising opportunities through our work as a member of the Dfe funded Teaching partnership.
- **Models of Practice:** Promoting support to service delivery through effective, evidence based models of intervention, that social workers are trained and confident in delivering these and that we are reviewing and understand the impact of these.
- **Resources & Support:** Ensuring that workers are supported through effective and efficient use of digital technology, including mobile working; that business support promotes efficient delivery of statutory requirements through effective process design and promotes social work time being protected to allow greater 'face to face' work with children and their families; performance systems, including IT and management scrutiny, are in place to ensure that work is timely and meets standards set and delivers.

#### **5. Monitoring, delivery and review of the Strategy**

5.1 In order to deliver these priorities clear governance arrangements have been put in place, this includes a Workforce Strategy Board, chaired by the Director of Children's

Social Care. The arrangements are supported by newly developed structures such as a monthly 'All Managers Meeting' and bi-annual 'All Staff Forum,' to promote open communication and ongoing service development.

5.2 The delivery of the Strategy is further assisted by the Corporate Policy Team as well the Borough's Human Resources service; a Principal Social Worker is soon to be recruited to further strengthen delivery.

5.3 The strategy is the driver for our broader Children's Social Care Transformation program, branding of this has been consulted on by staff and feedback is currently being sought from children and young people to decide on the name for this.

5.4 An action plan is in place which is tracked by the Workforce strategy group. Performance measures for the strategy are soon to be delivered; this will include statistical measures such as retention and recruitment rates but more qualitative indicators such as feedback from children and young people, parents and partner agencies.

## **6. Financial implications**

6.1 The work in the strategy is all within existing budgets but the service is also seeking funding from external sources wherever possible to benefit from nationally funded initiatives.

## **7. Legal implications**

7.1 The legal implications are that the Council is required to fulfil its social care functions in accordance with statute and under the direction of the Secretary of State (Local Authority and Social Services Act 1970), and is also subject to inspection from time to time from OFSTED as to efficiency and efficacy of its services.

7.2 In order to work as a social worker, it is a legal requirement that an employee be qualified and registered with the HCPC. Anyone the council employs as a social worker therefore must meet these statutory requirements. As part of the clearance process, the HR Team checks their social work qualification and registration. They are then required to keep their registration updated whilst in our employment.

## **8. Crime and disorder implications**

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

## **9. Equalities implications**

9.1 Lewisham is committed to creating an inclusive culture based on the values of dignity, courtesy and respect and as a public body, has duties under equality legislation.

9.2 When implementing this workforce strategy we will ensure that, in conducting our work, we integrate consideration of equality and diversity issues into each item of business with a view to valuing and promoting equality and diversity and eliminating discrimination.

## **10. Environmental implications**

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

## **11. Background documents and originator**

11.1 Please see accompanying Workforce Strategy

If there are any queries about this report, please contact Stephen Kitchman (Director Children's Social Care) Tel: 020 8314 8140 email: [stephen.kitchman@lewisham.gov.uk](mailto:stephen.kitchman@lewisham.gov.uk)

**LEWISHAM CHILDREN'S SOCIAL CARE  
WORKFORCE STRATEGY  
2016-18**



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## **Foreword**

Lewisham has a clear vision for our children and young people and a relentless focus on improving outcomes and making a difference to the well-being of children and young people. Together with families we will improve the lives and life chances of children and young people.

We recognise the crucial impact our workforce has in achieving this vision. The aim of our workforce strategy is to have a competent, motivated and highly skilled workforce working together to deliver relevant, responsive, high quality, child centred services.

Good social workers keep children safe and help them thrive. We know that good social work can help parents understand what they need to do to improve the care they give their children. Our objective is to have a qualified and experienced permanent workforce so that children experience stability and where good practice and excellence is paramount.

This strategy sets out our commitment to the children and young people's social care workforce, ensuring that we recruit and retain suitably qualified and experienced staff and that staff have the support, development and information they need to deliver highly effective services.

In line with the above the strategy has been updated in 2016 as part of an annual review cycle to ensure responsiveness to the changing internal and external environment for Children's Social Care in Lewisham.

## **Our Vision**

*All agencies across Lewisham who work for our children and young share a single vision*

*Together with families we will improve the lives and life chances of children and young people in Lewisham*

## **Our Values**

*We will put children and young people first every time*

*We will have the highest aspirations and ambitions for all our children and young people*

*We will make a positive Difference to the lives of Children and young people*

## **Our Culture**

Together with our partners we constantly strive to improve services for our children, young people and families to improve lives and life chances. Our culture is underpinned by the following across all partners:

- We all work for children
- All Lewisham's children are all of our concern
- All money is children's money – we will make every penny count
- We intervene early and target children and families at risk of poor outcomes – including siblings
- We all have personal responsibility to integrate and share information

- There can be no resignation from the Team Around the Child – we do not just refer on
- We have no wrong door

## **Our Community**

Lewisham is the fifth largest inner London borough and the thirteenth largest in London. The borough was home to 292,000 people in 2014 – an increase of 17,000 since 2011 (office for national statistics). Lewisham has a slightly younger age profile than the rest of the UK; children and young people aged 0-19 years make up 24.5% of our residents, compared to 22.4% for inner London and 23.8% nationally. Lewisham has 38,805 pupils within its 90 schools.

Whilst 40% of our residents are from black and minority ethnic backgrounds, this rises to 77% within our school population, where over 170 different languages are spoken by our pupils.

Deprivation is increasing in Lewisham. The 2010 Index of Multiple Deprivation ranked Lewisham 31<sup>st</sup> out of 354 local authorities in England compared to a rank of 39 in 2007. It is estimated that 20,355 children (ages 0-18) live in poverty in Lewisham.

## **The National Context**

There have been considerable national changes over the past 5 years which have impacted on workforce planning and development for the children's social care workforce.

### **1. *The Munro Review***

The Munro Review of Child Protection published in 2010 looked to realign the social work system away from a compliance focussed, bureaucratic system, to one which values and develops professional expertise and which is focussed on the safety and welfare of children and young people. A system where 'doing the right thing' is as important as 'doing things right'. Social workers should be able to exercise professional judgement which relies on greater capability and competence from initial training through to programmes of continuous professional development.

### **2. *The Social Work Reform Board***

Following the Munro Review, the Social Work Task Force set up to identify changes that needed to happen, led to the establishment of the Social Work Reform Board to take forward the 15 recommendations made by the Task Force. These recommendations focus on the 'education and training, development, regulation and working conditions of social workers'

*(Building a safe and confident future: maintaining momentum progress report from the SWRB, June 2012)*

### **3. *Professional Capabilities Framework (PCF)***

The work of the SWRB led to the development of the PCF which:

- Sets out consistent expectations of social workers at every stage in their career;
- Provides a backdrop to both initial social work education and post qualifying continuing professional development;

- Informs the design and implementation of a national career structure;
- Gives social workers a framework around which to plan their careers and professional development.

#### **4. The Assessed and Supported Year in Employment (ASYE)**

The ASYE was implemented alongside the PCF which sets out the expectations of newly qualified social workers (NQSW) and Skills for Care worked with employers to develop an ASYE for NQSWs during their first year of practice. The ASYE was introduced in 2012. With appropriate support, reduced caseloads and regular supervision, NQSWs are able to gain confidence in their judgements and practice in a safe environment, whilst employers can be confident that social workers new to the profession are able to meet the expected high standards of practice.

#### **5. Knowledge and Skills Statements (KSS)**

Recent guidance on the knowledge and skills statements provide more detail on what a children and family social worker should be able to do and was introduced in November 2014 at ASYE level. The new set of standards for supervisors and leaders of social workers sets out in one place what practice supervisors and practice leaders need to know and be able to do in order to deliver top quality front-line social work for vulnerable children and families.

#### **6. Demand and supply**

One of the most significant challenges facing employers across the country is social worker sufficiency and capability, with the subsequent impact on workforce stability and services to children and young people.

Whilst there are generally sufficient numbers of NQSWs available in the market place, the challenge is the ability to recruit and retain more experienced social workers. The general lack of experienced social workers across the sector

suggests that social workers are leaving the profession. Pay drift as employers vie to attract those who are available has also been affected by permanent staff moving to the agency workforce where agencies can demand higher rates to fill the gaps in the experienced workforce.

## **7. Memorandum of Cooperation**

Initiated by Chief Executives in London, Heads of HR, together with Directors of Children's Social Care are seeking to address the migration to agencies by establishing a joint response to containing agency pay rates. As at January 2016, twenty-nine of the thirty-two London Boroughs (including Lewisham) have signed a Memorandum of Cooperation, committing to abide by a maximum agency pay rate. It is hoped that this joint approach will provide some control over escalating agency pay rates.<sup>1</sup>

### **The Lewisham Context**

#### **1. The Social Care Workforce**

The Division is made up of five services areas – Family Social Work; Referral & Assessment; Adoption & looked After Children; Business Strategy, Fostering & Placements and Quality Assurance. The Director of Children's Social Care also has an aligned responsibility for the social work aspects of the Children with Complex Needs service in the Targeted Services & Joint Commissioning Division.

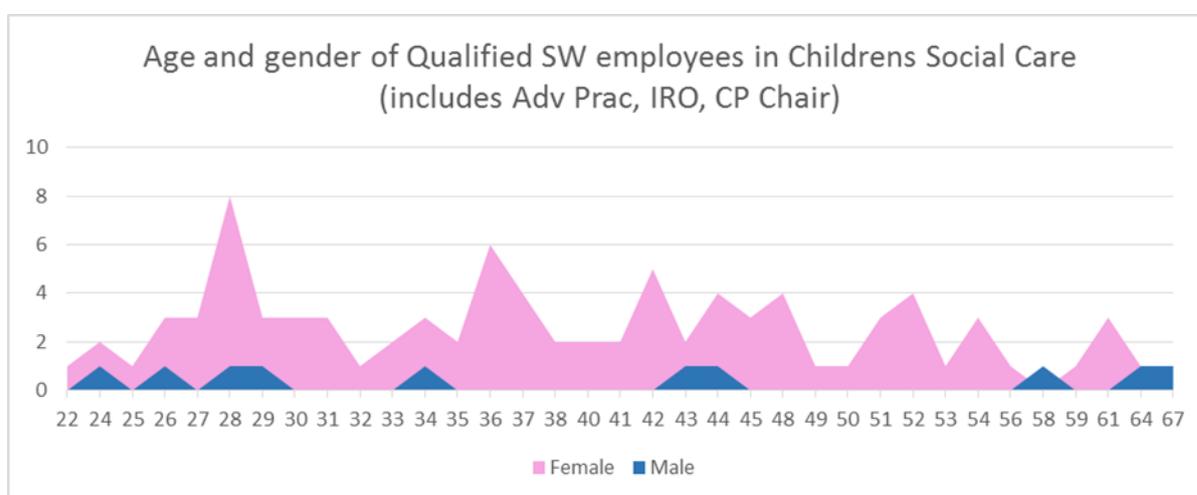
As at 1 April 2016, the 250 posts in Children's Social Care (not including Director) are:

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<sup>1</sup> <http://www.communitycare.co.uk/2016/02/11/london-childrens-services-leaders-collaborate-drive-agency-pay/>

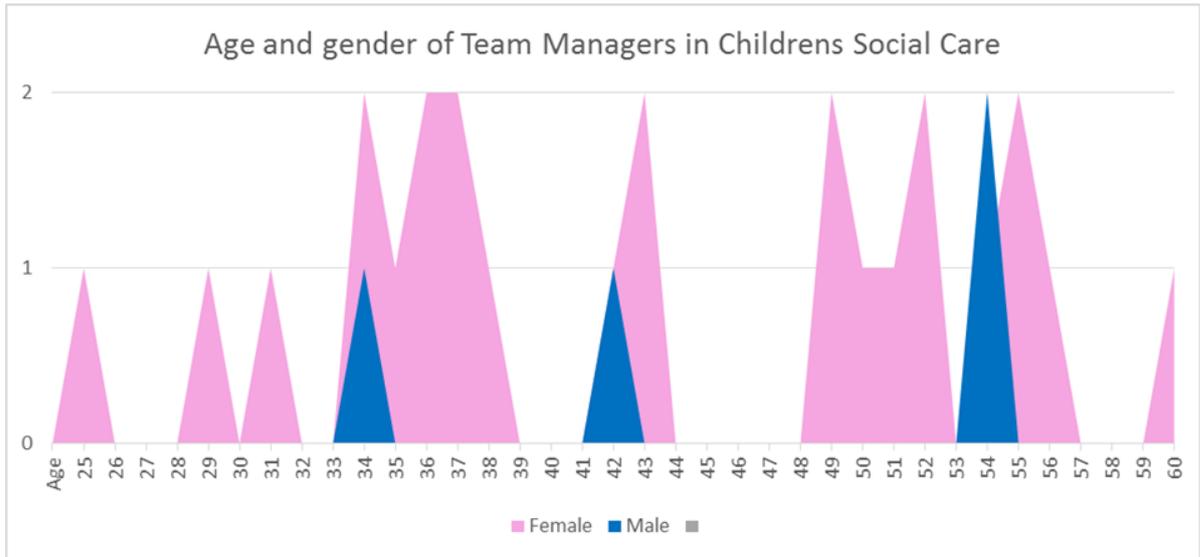
Posts in Childrens Social Care - not inc Director									
	SW	SSW	AP	IRO	CPC	TMgr	SMgr	Others	Total
F&P	12	4				4	1	4	25
FSW	46	13	3			9	1	7	79
LAC	34	11	1			8	1	10	65
R&A	19	17	1			7	1	6	51
Q&A				7	5	2	1	7	22
EI							1	7	8
<b>Total</b>	<b>111</b>	<b>45</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>30</b>	<b>6</b>	<b>41</b>	<b>250</b>

The age and gender of 'qualified' social work roles as at April 2016 are set out in the table below.

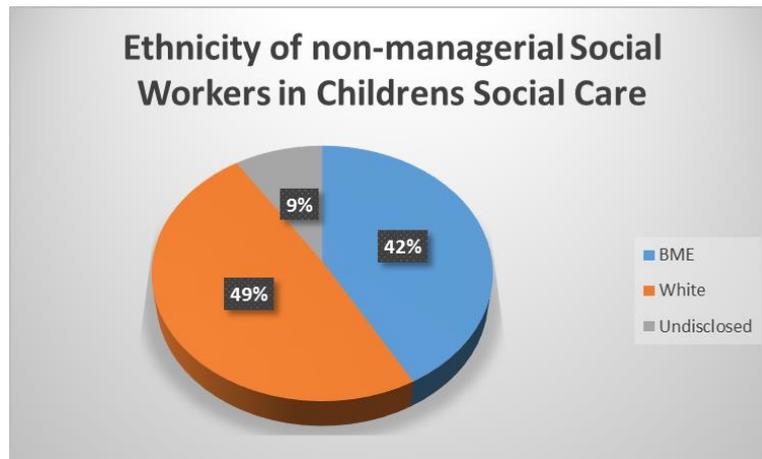


Whilst there is a balanced distribution across the age ranges, succession planning in areas such as Quality Assurance and at Team Manager level where there are more staff who can choose to retire if they wish, needs to be given consideration.

There are significantly more women in the division at all grades than there are men in post.



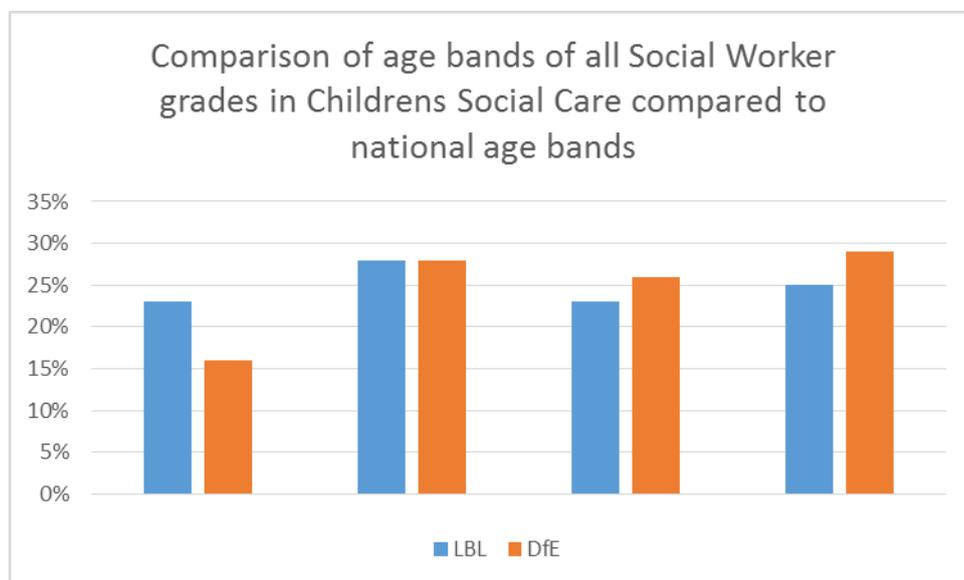
At 42% the percentage of BME SW's in the Division as at April 2016 is higher than the BME percentage of all Council employees (38.2%) and the economically active makeup of the Borough (38.8%) ensuring that the workforce positively reflects the community.



At Team Manager level 27% of staff are BME. By comparison, 20% of Council employees in the grade band PO6 to PO7 are BME. Through CPD and leadership development opportunities, the Division would expect to see more BME staff progressing their careers in the Council.



The chart below outlines the age of all grades of Social Workers in Children’s Social Care (including managers and Service managers) compared to national figures (DfE survey)<sup>2</sup> . Social Workers in the age band ‘20 to 29’ comprise 23% of the Service, compared to the national level rate of 16% in this age band. The percentages of social workers in the age band ‘30 to 29’ are similar, whilst the percentage of Lewisham social workers in the age bands ‘40 – 49’ (23%) and also ‘50+’(25%) are both lower than the national levels of 26% and 29% respectively in these two age bands.



<sup>2</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/503071/SFR07\\_2016\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503071/SFR07_2016_Main_Text.pdf)

## **2. Our Workforce Priorities**

- A sufficient and stable workforce who are appropriately skilled and competent to deliver excellent services and outcomes for children and young people within our diverse community
- A range of effective marketing and recruitment and retention strategies that increase the number of good quality staff who apply and are appointed with the commitment to deliver our vision
- An organisation that supports succession planning by encouraging and supporting post qualifying learning and personal and professional continuous development within a career pathway
- Quality social work practice which captures the views and feedback of children, families and staff and uses this information to inform continuous improvement supported by effective learning development, supervision and management
- Working with partners in other boroughs and HEIs to support the effective education of the future local workforce

## **3. Delivering our Workforce Priorities**

### **3.1 Recruitment and Retention**

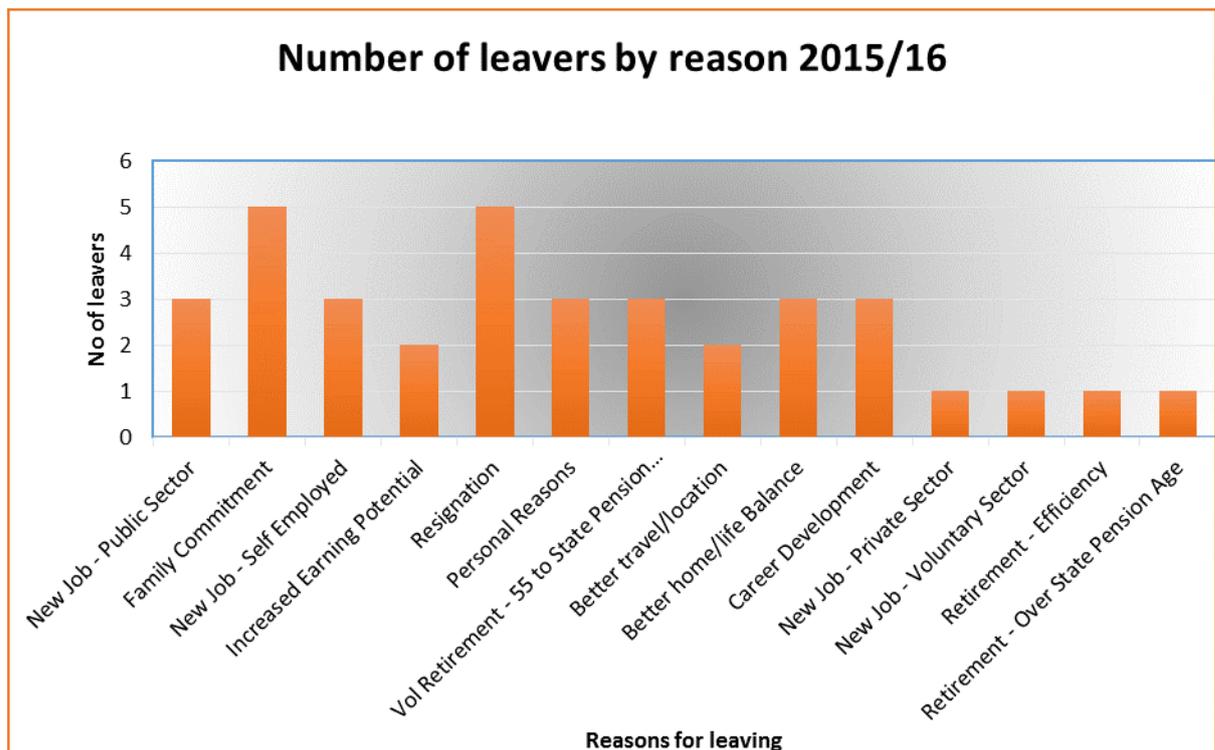
The biggest national challenge facing the children's social care workforce, is an insufficient number of available experienced social workers. In Lewisham we are able to recruit good newly qualified social workers (NQSW), but recruiting and retaining experienced social workers is a key priority.

Although the sufficient number of NQSWs in the market place should help with future demand for more experienced social workers provided these social workers remain in the profession.

An annual analysis report of recruitment and retention activity is undertaken in April which helps inform any specific areas or issues

that need to be monitored or addressed.

Whilst most social workers leaving the Council appear to have enjoyed working for the Council, the main reasons for leaving during the financial year 2014/15 were “family commitment” and “resignation” with numbers of leavers and reasons for leaving outlined in the chart below.



There are a range of very positive reasons why social workers would want to work for Lewisham, including:

- Supportive management/supervision
- Small teams
- Low/managed caseloads
- Excellent post qualifying/CPD opportunities including Twilight workshops on latest research based practice as part of Education Partnership with Goldsmiths
- Innovative approaches such as Theraplay, ADAM, Secure Base
- Excellent ASYE programme
- Career pathway
- Administrative support

- Childcare vouchers
- Paid parking on site

Most staff are motivated by having a positive and supportive working environment, where they are developed and valued. In line with this our annual staff survey indicated that key retention factors are a supportive team and manager. Whilst financial remuneration is usually less important, the upward drift of pay across London and agency pay rates for experienced social workers would appear to be having some impact on recruitment and retention in Lewisham and this is being closely monitored.

A range of options and strategies are kept under review. We are proposing to launch our workforce transformation programme, with the focus over the next 2 years on :

- A clear programme of change management to encourage, develop and support our workforce to deliver excellent social work to children and their families.
- Reviewing models of social work intervention and the introduction of a Lewisham branded model to further improve practice
- Marketing of the benefits of working for Lewisham
- Agency cost control and retaining and attracting permanent workers
- Continuing and expanding learning and development opportunities; including opportunities arising out of the Teaching Partnership
- Review of induction arrangements
- Provide a clear post qualifying framework aligned to career pathways
- Reviewing our recruitment process
- Keeping remuneration under review

### **3.1.1 Practice Education**

Recruitment and retention of NQSWs is a key part of our strategy to provide our experienced social workers of the future. Lewisham is one of 3 boroughs Teaching Partnership with Goldsmith's College, University of London (the other boroughs being Southwark and Greenwich). Working closely with Goldsmiths we will not only continue to provide high quality student placements, but our staff will provide input to the education of students, as 'Teaching Consultants,' through delivery of various sessions to bring practice into the classroom. Lecturers will also be provided with opportunities to undertake activities within the Division to support their own currency and to ensure that employer pressures and priorities in practice inform the delivery of education in the classroom.

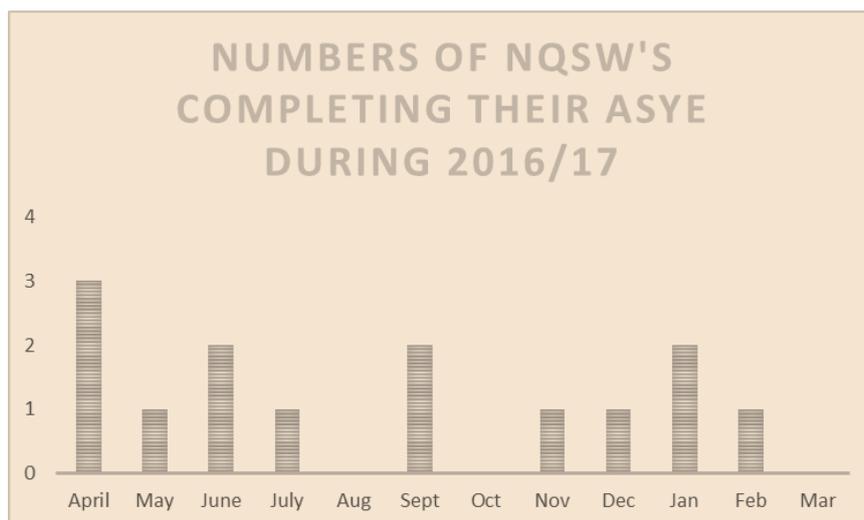
Although our objective is to recruit excellent NQSWs from across London and the South East, our involvement in the Partnership and relationship with Goldsmiths will provide great opportunities to recruit NQSWs who will have had experience of working in our locality through their placements within the partnership and where, as an employer, we will have had some input and influence on their course programme.

Staff are positively encouraged to become Practice Educators as part of their own continuous development and to provide opportunities for career progression.

### **3.1.2 ASYE**

As part of our retention strategy all NQSWs in Lewisham are supported through an excellent ASYE (Assisted & Supported Year in Employment) programme to ensure a positive experience of starting in practice and to ensure that wherever possible NQSWs pass their ASYE and remain with Lewisham. Since the introduction of the ASYE in 2012, the Division has supported 39 NQSWs to successfully complete their ASYE with the Council (as at April 2016)

During the financial year 2015/16, 11 NQSW's completed their ASYE with a further 14 NQSW's scheduled to complete their ASYE in 2016/17 as outlined below.



It appears that the initiatives that the Council currently employs (ie working in Partnership with Goldsmiths University, Step up to Social Work, encouraging NQSW's to apply) is leading to a talent pipeline of younger Social Workers joining the Council. Developing staff through CPD and management development programmes needs to remain a priority to ensure effective succession planning.

***Step Up to Social Work (Surrey and South East London partnership)***

We have participated in the Step-Up programme for the last 3 years. Most of the Step-Up students placed with us have been appointed to posts in the Council. We will continue to support the programme should it continue.

**3.1.4 Agency Pay rates**

The last London Council's Children's social worker agency pay rates survey (April 2015) showed that the average rate of pay for an agency workers was:

Social Worker	
All London	28.17
Inner London	25.36
Outer London	29.20
<b>Lewisham</b>	<b>26.50</b>

### Senior Social Worker

All London	29.90
Inner London	26.46
Outer London	32.14
<b>Lewisham</b>	<b>29.02</b>

London Chief Executives (led by Barry Quirk, Lewisham's Chief Executive), raised their concerns about the escalation of agency pay rates and its impact on permanent social worker recruitment and retention with the London Heads of HR Group early in 2015. As a result a Memorandum of Cooperation has been developed and signed up to by 29 of the 33 London boroughs as at January 2016. The MOC sets out an agreement between participating boroughs on parameters for agency rates and an understanding that boroughs will not 'poach' agency workers from each other. The Heads of HR Have developed and introduced guidance and protocols to assist boroughs in maintaining a united front in managing agency rates.

A common template for providing references for social worker placements was also introduced early in 2016 to ensure that good and safe practice is confirmed and that checks for the agency workforce have the same rigour as for the permanent workforce.

The Council currently operates an approved supplier arrangement under the umbrella management of Reed. There are currently 15 agencies supplying social workers for Children's social care. Over the last financial year to 31 March 2016, there have been 162 agency qualified social work placements at all levels (SW/SSW/Advanced Practitioner/ IRO/CPC and Team Managers – not just SW placements) at a cost of around £3.4 million. At a micro level this arrangement has helped to avoid increasing hourly rates as agencies compete with each other (maintaining a Lewisham agency rate of around £29 an hour). The managed service arrangement also ensures robust clearance processes are in place and are audited. The cost to the Council of using Reed (and being part of the ESPO) to manage the 162 placements during the 2015/16 year was £9,871 of the total £3.4 million spend.

The current arrangement needs to be kept under review, particularly in light of the MOC and whether or not that will help with standardising agency pay rates in London. It is hoped that

greater control of agency rates in London will encourage fewer permanent staff to leave to pursue agency work and will encourage agency workers to seek permanent employment.

Over reliance on agency workers does not provide consistency and stability for children and young people and impacts financially on the Division.

We will continue to monitor the number of agency placements, recruiting promptly where possible to vacancies.

### ***3.1.6 Social Worker pay***

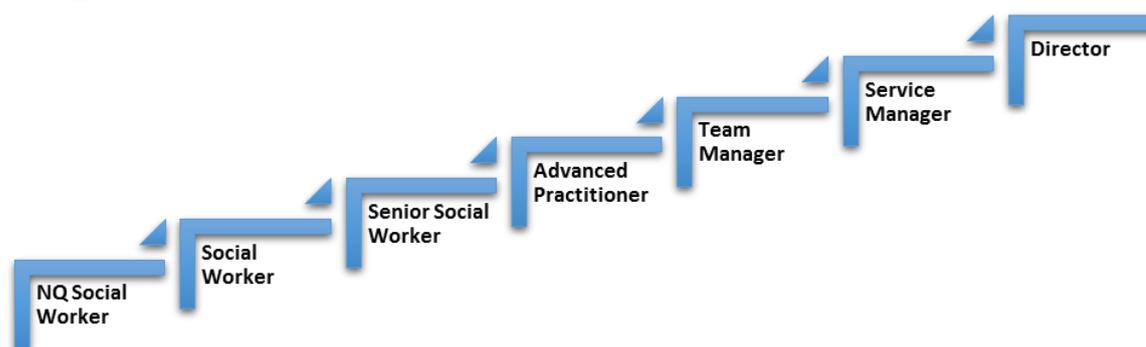
Social Workers in Lewisham are paid well in comparison to other public professionals, and until recently were paid well in comparison to other London boroughs:

However, the problems arising out of the supply and demand of experienced social workers. Pay across London has been steadily rising in a 'leap frog' effect as boroughs strive to compete with each other. A national pay framework for social workers (similar to that for teachers), is not currently being pursued. Without regulation of some sort, pay will continue to be an issue until the supply of experienced social workers meets demand.

### ***3.1.7 Career Pathways***

A suggested career pathway was one of the recommendations coming out of the Social Work Reform Board. Lewisham introduced a new role of Advanced Practitioner (AP) 3 years ago. These posts are paid above the Senior Social Worker rate, but below Team Manager and provide an opportunity to take on more of a coaching/mentoring/education role either as a preferred career option, or to develop skills to step into management. The role plays a key part in working with NQSWs during their ASYE, whilst also providing advice for social workers and senior social workers on more complex case work. AP' also carry a small caseload to maintain their own practice. The Advanced Practitioner role provides a career route for those either wanting to specialise in Practice Education, or as a step into management and leadership.

The Lewisham structure is therefore:



We are also looking at management development opportunities for senior social workers looking to move into management. Our participation in the Teaching Partnership provides an opportunity to look at leadership development for both senior social workers and Team Managers. Management development for Senior Social Workers and Advanced Practitioners will help the organisation with succession planning for future Team Manager roles. A clear career pathway supports both recruitment and retention and a number of current Team Managers have been promoted internally from AP roles.

The Principle Social Worker role is currently part of the responsibilities of one of the Service Managers. This will be reviewed to consider whether or not a specific post should be created.

### **3.2 Learning and Development**

Continuous professional development is a key workforce priority for the Division. It is essential that our workforce is highly competent and skilled, both in the interests of our children and young people and to support retention.

During 2016 a post qualifying framework linked to the career pathway will be developed to clarify expectations for both staff and the service on prioritisation of post qualifying training opportunities.

On an annual basis the Director, Senior Management Team (SMT) and the HR Children's Learning & Development Officer identify learning and development priorities for the Division, which inform the divisional *Learning and Development Plan*. This includes

access to a comprehensive range of safeguarding training provided by the Local Children's Safeguarding Board (LCSB). Staff have access to a range of learning activities and management development programmes provided on a corporate basis. The division subscribes to Making Research Count and Research in Practice evidence based practice development (via the Teaching partnership), this includes current research, a book club, seminars, practice workshops and internal sessions facilitated by Kings College London. The Teaching Partnership also provides opportunities for staff to attend Twilight Sessions.

Key areas of the current *Learning and Development Plan 2016-17* include:

- Induction
- ASYE support programme
- Safeguarding, including Child Sexual Exploitation
- Court Skills
- Service specific development activities
- Research & Practice Guidance
- Leadership & Management
- CPD through PQ, PE and specialist routes
- Electronic Learning methods – MeLearning and Learning Pool

Our workforce development requirements will be achieved through:

- Access to an on line system (LMS) which enables staff to take responsibility for their own continuous learning, quality improvement and effectiveness
- Commissioning (both internally and externally) and implementing learning programmes and opportunities which meet identified needs and ensure staff are equipped to provide high quality practice
- Maximising opportunities through the Teaching Partnership



## **4. Models of practice**

During 2016 consideration will be given to the Division's approach to social work to ensure this reflects best current practice. Research on models used effectively by other local authorities will inform discussion on what model would work best in the Lewisham context. A consistent and cohesive approach that improves outcomes for children and young people also provides the opportunity for staff to reflect on practice and continue to develop approaches and strategies that can support them in undertaking their challenging role. A refocussing on the Council's approach and expectations can provide a new and creative opportunity for staff to engage with.

## **5. Resources & Support**

### **5.1 ICT**

Effective ICT is key to enabling social care staff across the division to work efficiently, and to ensure accurate recording and monitoring.

All staff have access to a work station and are provided with relevant training to use both corporate systems and the Division's Electronic Recording System. Recently the Department has upgraded to the latest version of the Liquidlogic system and enhanced capabilities of this will be rolled out within 2016-17.

The Council has recently updated its ICT strategy and entered into a shared service arrangement with Brent Council to improve ICT resources and systems across the Council. The digital strategy has included the roll out of i-pad and i-phones to all practitioners and managers. Mobile working enhancements will be piloted and rolled out throughout 2016-17. A business process review is planned to complement this and ensure that social work processes are supported and IT is aligned with service needs.

## **5.2 Business Support**

Effective business support for those working in the Children's Social Care Division is essential in ensuring that social work professionals can focus on their core activities. Business Support is provided centrally in the Council and there is a team focussing on children & young people. Managers within the hub and in the Children's Social Care Division work closely together to ensure that support is aligned to the needs of the Division.

## **6. Performance management**

Managing performance effectively is an essential management function within the division. Managers within the division are supported by a number of functions to help them do this including the Finance Division, Performance Team and the HR Division.

Effective staff performance is managed through supervision, where professional practice, attendance and capability matters can be raised and measures put in place to support staff to meet the standards expected. Poor performance, including poor attendance impacts on our services to children and young people, and colleagues. Effective staff management is therefore a key expectation of managers. The Council has a range of employment policies to support fair and consistent staff management, and advice and support can be provided through the HR Division should this be necessary.

The Directorate Management Team are provided with a HR performance monitoring report on a monthly basis, and the Director of Children's Social Care is also provided with a monthly Management Information report for the Division.

A review of the current supervision policy and effective use of reflective supervision forms part of action for 2016.

## **7. Monitoring and review of the Workforce Strategy**

This strategy covers the period 2015 – 2018 and is subject to a full review in 2018. The strategy will be reviewed annually. Implementation of the strategy is supported by the annual

recruitment and retention analysis report and the divisional Learning and Development Plan.

Action required for delivering the Workforce Strategy is tracked by a cross Departmental working group, chaired by the Director of Children's Social Care.

<b>CYP Select Committee</b>			
<b>Title</b>	Update on the London area based review of Further Education and the implications locally	<b>Item No</b>	6
<b>Contributors</b>	Sara Williams – Executive Director for Children and Young People Robyn Fairman – Head of Strategy		
<b>Class</b>	Part 1	<b>Date</b>	10 <sup>th</sup> November 2016

## 1. Purpose of paper

- 1.1 To update the Committee on the progress being made in the Area Review of Further Education in London, with a specific focus on the implications locally.

## 2. Recommendations

- 2.1 That the Committee consider and comment on the report.

## 3. Background to the Area preview process

- 3.1 The overall objectives and context for the area review process are set out in the government policy document: *Reviewing post-16 Education and Training Institutions*.

- 3.2 The guidance says that each area review should establish the appropriate set of institutions to offer high quality provision based on the current and future needs of learners and employers within the local area.

- 3.3 Reviews should deliver:

- *Institutions which are financially viable, sustainable, resilient and efficient, and deliver maximum value for public investment.*

- 3.3.1 This should take account of the scale of the public finances challenge over the next few years. It should also reflect the findings of a review by BIS, DfE and HMT which identified wide variation in costs at FE colleges, indicating potential for greater efficiency especially in terms of administration costs. This review confirmed that the most efficient and financially strong colleges understood their costs and took them into account in driving efficiencies. An important part of the analysis of each review will be to compare key cost drivers at institutions to national benchmarks identified by the FE Commissioner.

- *An offer that meets each area's educational and economic needs.*

- 3.3.2 This will mean (a) assessing what these needs are, taking account of any local outcome agreements being put in place, (b) considering how existing provision and delivery structures can be adapted to deliver them more effectively and efficiently,

and (c) understanding and, where appropriate, mitigating any adverse impact on other parts of the wider education system including higher education. This should result in closer links between colleges and employers and provision which adapts to the current and future needs of employers and learners. There is a particular role in ensuring individuals have the relevant up to date digital skills increasingly required in the workforce, as well as the basic digital skills needed to engage in an increasingly digital world.

#### **4. Providers with strong reputations and greater specialization**

Providers should focus on what they can deliver effectively and to a high standard. An important outcome of each review will be the establishment of clearly aligned progression routes, from schools through to specialised institutions including new Institutes of Technology, and National Colleges.

#### **5. Provision which reflects changes in government funding priorities and future demand.**

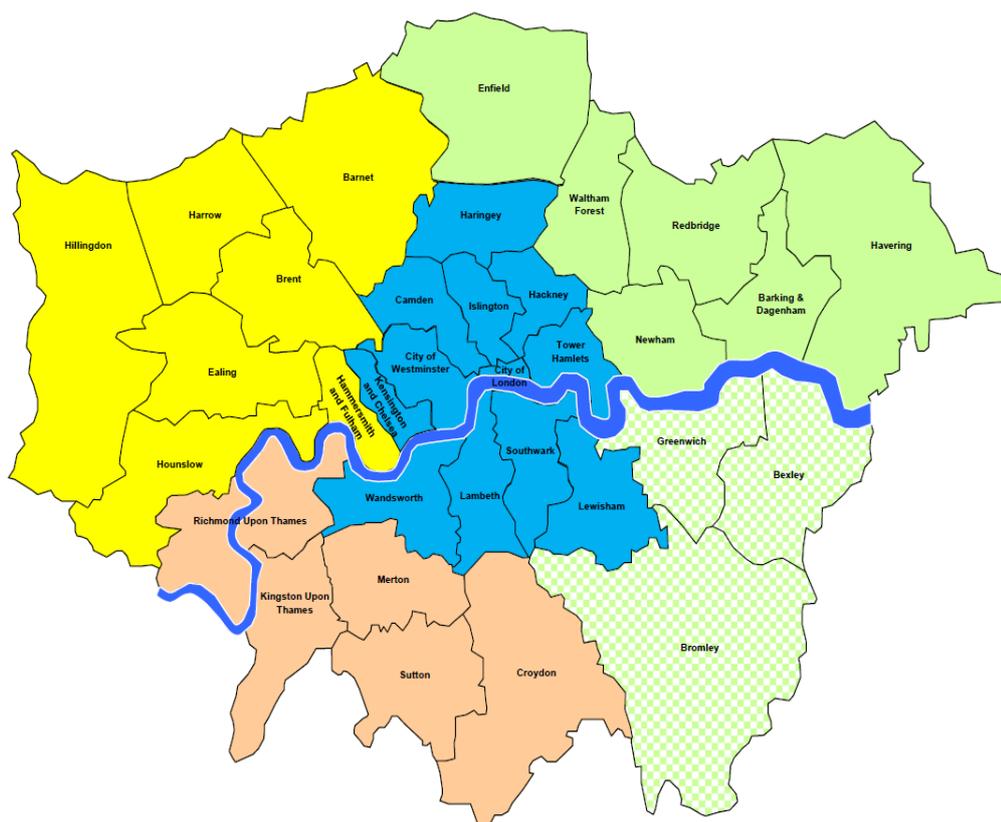
In particular this will mean creating the capacity to support the delivery of 3 million apprenticeships nationally over the life of this parliament. This significant increase in the quantity and quality of apprenticeships will require a step change in funding, routed through employers and supported by the apprenticeship levy. Increasing their delivery of apprenticeships will enable colleges to diversify their sources of income.

#### **6. Governance of area reviews– local area review steering groups**

- 6.1 Each review is led by a local steering group composed of a range of stakeholders within the area. Members include the chairs of governors of each institution, the FE and Sixth Form College Commissioners, local authorities, LEPs, the funding agencies and Regional Schools Commissioners. The Department for Business, Innovation and Skills and the Department for Education are also represented, either through or alongside the funding agencies, reflecting government's responsibility for protecting students.
- 6.2 The local steering group is chaired by someone who is independent from the providers involved in the review. In London as we have a devolution deal the chair is the Mayor of London, in other cases we would expect the chair to be either the FE Commissioner or the Sixth Form College Commissioner.
- 6.3 The local steering group oversees and steers the review's work. They are able to call on wider expertise such as the Commissioners' advisers in curriculum and financial matters, as well as experts in areas such as special educational needs and disabilities. It is for the governing bodies of each individual institution to decide whether to accept the review's recommendations, reflecting their status as independent bodies. Governing bodies are therefore expected to engage proactively in the review process, and in particular to ensure that the analysis covers the options they would wish to be considered, taking account of their legal responsibilities...

## **7. What is happening in London?**

- 7.1 A London wide review of Further Education is being conducted by the London Local Enterprise Panel. There are four sub-regions in London which are feeding into the London-wide review.
- 7.2 The London area based review aims to develop and deliver a more resilient, high quality and stable post-16 skills and education landscape in London focused on meeting business and local social and economic needs.
- 7.3 It is focused on FE colleges and large standalone sixth form colleges, with adult and community learning and school sixth forms being able to opt in to the review if they choose. In Lewisham, Lewisham Southwark College and Christ the King Sixth Form College have to be part of the area review, and Adult Learning Lewisham opted to be part of the review (although this is being dealt with in a separate process).
- 7.4 In previous statements the Department for Business has made it clear that they see the outcome of area reviews as rationalisation and consolidation of FE provision. Where area reviews have been conducted, this has led to the merging of colleges and sharing of services. In Birmingham for instance, the area review resulted in recommendations for a radical overhaul of post-16 provision in the city reducing the number of colleges from the seven to four.
- 7.5 Although the area review process is not the same as skills devolution to London, the processes are aligned. Negotiations are on-going to devolve the Adult Skills Budget to the London Local Enterprise Panel by 2018. The area review process is being led by the LEP and the FE Commissioner/ Department for Business Innovation and Skills.
- 7.6 The area review process has been carried out over the summer, with recommendations and implementation of the review emerging from late Autumn 2016. The process is not led by local government, but has local government input through chairs of the sub-regional area review groups. In the rest of the country the Area reviews are chaired by the FE Commissioner
- 5.7 The London Area Review Steering Group is chaired by the Mayor of London, with Deputy co-chairs in the form of a Borough Leader & LEP business representative. Its membership consists of Chairs of the Sub Regional groupings, the FE Commissioner, Deputy FE Commissioner, Sixth Form College Commissioner, Regional Schools Commissioner, SEN representative, College Principals (4 FE and 1 SFC from across the sub-regions), College governor representative, LEP business representatives, and central Government representatives.
- 7.8 London has been split into 4 sub regions for the review. Lewisham is in the central sub region and each of the 4 sub-regions will feed into the pan London area review steering group for a single London set of recommendations. The East region is coloured in Green and includes Greenwich, Bromley and Bexley.



- 7.9 Lewisham is in the central sub region, whose steering group consists of Cllr Peter John (Leader of LB Southwark )(LEP member and Chair), and Members being the FE Commissioner, Deputy FE Commissioner, Sixth Form College Commissioner, Regional Schools Commissioner, Local authority representatives -Sean Harris (Chief Executive LB Lambeth) and Lesley Seary (Chief Executive LB Islington), and Chairs of Governors and Principal (Lewisham Southwark College and Adult Learning Lewisham), representative from large / small businesses, and central government (BIS, DfE, SFA, EFA, Joint Area Review Delivery Unit (JARDU)).
- 7.10 Colleges to be included in the central London area review are City and Islington College, City of Westminster College, College of Haringey, Enfield and North-east London, Hackney Community College, Kensington and Chelsea College, Lambeth College, Lewisham Southwark College, South Thames College, Westminster Kingsway College, Brooke House Sixth Form College (BSIX), Christ the King Sixth Form College, St Charles Catholic Sixth Form College, St Francis Xavier Sixth Form College and Tower Hamlets College.
- 7.11 The sub-regional steering groups started meeting in March and will finalise recommendations in November which will feed into the London area based review steering group. The London wide steering group will make recommendations to the FE colleges on potential mergers, curricular needs, areas of specialism and Institute of Technology Colleges in September.
- 7.12 The Colleges do not have to accept the recommendations of the Area Based Review, as they are all independent Corporations. If they choose not to implement the recommendations they will have to present a case to the Steering group on an alternative course of action.

- 7.13 The council is engaged in supporting the sub-regional central Area Based Review steering group through the provision of data on the needs of our residents and on local labour market information identifying employer need. An internal officer group from across the council will feed data and evidence into central London area review steering group.
- 7.14 Officers have worked with Lewisham Southwark College on sharing data, evidence and information to feed into the process. We have also been working closely with the College through the Skills Funding Agency/ Education Funding Agency case conference system instigated when the College was graded inadequate by Ofsted. The College has been in a turnaround programme, and achieved an improved Ofsted rating of 3 in its recent inspection, with some aspects of their work praised.
- 7.15 School Sixth Forms are not part of the FE review. CYP officers are however working with school leaders and governors to support improvement and, where appropriate, rationalisation of provision. At this stage the only change planned is that the governing body of Addey & Stanhope School has consulted on closing its Sixth Form due to non-viability.
- 7.16 As said in a previous All Member briefings on FE, ultimately the council wants the very best FE for our residents and is working with other stakeholders to achieve this.

## **8. Emerging findings from the Area Review process**

- 8.1 The process is moving towards the end of the steering groups and the Pan London financial steering group will take place at the end of November.
- 8.2 All the Colleges within the Central London region have been in merger discussions with other institutions to ensure their financial viability in the new funding regime. The FE commissioner has been clear with Colleges about whether a future exists in a stand-alone model.
- 8.3 Lewisham and Southwark College has been having merger conversations with a variety of potential partners. They have been in a process of options appraisal on a number of merger options, and due diligence on their preferred option which is a merger with the Newcastle College Group. They have presented this option to the Central London Steering Group.
- 8.4 For the council, our single concern is that we have a high performing local provider meeting the needs of our residents and learners, with a great vocational offer and a good pathway to jobs or higher education. Officers will work with the College whatever merger options are pursued as we will wish to ensure that the College has the right curriculum offer that meets the local need and the needs of employers, is performing well and that learners are achieving well. We are also mindful of the negative impact of the last merger between Lewisham College and Southwark College which saw Lewisham College moving from a Grade 2 to a Grade 4, and will wish to be re-assured of the strategic and operational planning being undertaken.

- 8.5 The sixth forms have not been subjected to the same expectation of merger. Christ the King College is already a very large institution, with a site in Bexley as well as the two sites in Lewisham and plans to remain as it is.
- 8.6 The area review has many objectives, outlined at the beginning of this briefing. In reality the clear focus has been the financial health and ensuring that mergers and groupings are recommended that satisfy Skills Funding Agency financial criteria. Many of the issues that we as local authorities are particularly interested in have not been covered in depth- local need and curricula, impact on estates and footprints, employer demand and engagement, provision for young people and adults with special educational needs and disabilities. It is clear that this area review will be the start of a reorganisation of FE and there will be a need for on-going continuing engagement to ensure that our colleges meets our needs.
- 8.7 At the beginning of the review, the Adult and Community Learning providers such as our Adult Learning Lewisham proposed that they wished to 'opt in' to wider FE review. The area review's focus has been largely on ensuring the financial sustainability of the FE sector so a separate ACL review has been conducted, with its recommendations scheduled to be presented to Steering Group 6 in November.
- 8.8 Final recommendations of the Central Steering Group will be fed into the Pan London Steering Group for the final London report.
- 8.9 As pointed out earlier in this brief there is an inextricable link between the Area Based Review and the devolution of skills to London. The GLA will be responsible for the funding of London based post 19 education from 2017/7, it already controls the FE Capital pot, and a further devolution ask is being negotiated between London Councils/ GLA and HM Treasury.
- 8.10 There will be a need for a new London wide governance for skills devolution and a new London skills strategy. At a central London level there is also likely to be a sub-regional skills board established, but the role and structure of this will depend upon the nature of the skills devolution gained. This will become clearer in the Autumn statement.

## **9. Legal implications**

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

## **10. Crime and Disorder Implications**

- 10.1 There are no specific crime and disorder implications arising from this report

## **11. Equalities implications**

- 11.1 There are no specific equalities implications arising from this report.

## **12. Environmental implications**

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

**13. Background documents and originator**

13.1 If there are any queries on this report, please contact Robyn Fairman on 0208 314 6635

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<b>CYP SELECT COMMITTEE</b>		
<b>Report Title</b>	Realignment of Meliot Road Family Assessment Provision	
<b>Key Decision</b>	No	Item No. 7
<b>Ward</b>	All	
<b>Contributors</b>	Stephen Kitchman, Director of Children's Social Care	
<b>Class</b>	Open	Date: 10 <sup>th</sup> November 2016

## 1. Summary of the report

- 1.1 Further to the Select Committee of 14<sup>th</sup> September 2016 and Mayor & Cabinet Meeting of 28<sup>th</sup> September 2016, this report provides a progress update on the development of proposals for the redesign of the Meliot Road Family Assessment Centre and consequent budget savings.

## 2 Recommendations

- 2.1 The Committee is asked to note and comment on the contents of the report and to agree to review the full savings report to Mayor and Cabinet at the January 2017 Select Committee.

## 3. Policy Context

- 3.1 The proposals within this report are consistent with 'Shaping Our Future: Lewisham's Sustainable Community Strategy' and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding young people's achievement and involvement, including inspiring and supporting young people to achieve their potential, the protection of children and young people and ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community.
- 3.2 It supports the delivery of Lewisham's Children & Young People's Plan (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing ensuring children Stay safe by
- a) identifying and protect children and young people at risk of harm and ensure they feel safe, especially from:
    - Domestic violence and abuse
    - Child sexual exploitation
    - Serious youth violence

- Child abuse and neglect
- Deliberate and accidental injury
- b) Reducing anti-social behaviour and youth offending.
- c) Ensuring that our Looked After Children are safe.

3.3 The National Family Justice Review 2011 recommended that criteria for using expert evidence in family proceedings should be strengthened to avoid the lengthy delays which commissioning and unnecessary or superfluous reports can create. Provisions in the Children and Families Act 2014 and changes to the Family Procedure Rules 2010 mean that expert evidence can now only be ordered where the judge deems it to be necessary to resolve the case justly, and where the information sought cannot be obtained from one of the parties. This has significantly reduced the requirement for expert witnesses and Independent Social Worker use by the Court.

#### 4. Details

4.1 At Select Committee of 14<sup>th</sup> September 2014 a referral was made that:

*“The Committee was concerned regarding the potential effects of changing staffing structures and requested that should this proposal be agreed by Mayor and Cabinet, the full report for Mayor and Cabinet on the proposed service change be provided to the Children and Young People Select Committee for scrutiny prior to it going to Mayor and Cabinet.”*

4.2 This report represents a progress update on proposed changes to the Meliot Road Family Assessment Centre. It is intended that the final full report regarding detailed proposed changes will be provided to Select Committee at the meeting of 28<sup>th</sup> January 2017. The changes proposed are complex and require thorough analysis of financial spend, patterns of contact, demand for assessment as well as analysis of capacity and consultation/feedback from staff affected. This will be completed prior to the January Committee.

4.3 The Meliot Road Family Assessment Centre currently provides:

- Assessment of parenting capacity for children within Care Proceedings, where it has been deemed by the Court to be unsafe for a parent to care for their child at that point in time.
- Assistance with assessment of parental care when a child is subject to a child protection plan.
- Assistance with rehabilitation plans of children in Local Authority care to their parents

4.4 Within care proceedings, in most circumstances, when children are removed from their parents care, the court will order contact with parents, which often requires supervision. It is the responsibility of the Local Authority to organise and facilitate this supervision. Currently supervised contact is arranged via spot purchase of contact via 3 main providers. The current arrangements have been reviewed and officers assess them as not representing best value for money nor is this provision benchmarked by the Local Authority against quality standards.

4.5 In line with the above changes have been proposed to:

- Help meet the savings requirements applied to Children's Social Care in line with the impact of the Government's austerity measures.
- Maximise the skills, development and learning for front line practitioners.
- Deliver a service in line with arrangements used in most other local authorities.
- Improve the service for parent-child contact by developing an in house contact service, allowing quality assured, flexible and appropriate provision to our most vulnerable children.
- Ensure that services are provided are value for money and delivered within the most effective and efficient arrangements.

4.6 To facilitate the above change programme as well as impact assessment the following activity has been completed to date:

- Management arrangements have been put in place to ensure that the change process works smoothly and to ensure that the full proposal to elected members addresses all of members' concerns and the needs of service users.
- The manager responsible has met with HR to begin the formal consultation process in relation to staff, as necessary.
- Informal consultation has been held with the responsible team manager of the Meliot Centre; this was undertaken and helped shape the original proposal.
- The Director of Children's Social Care has met with the affected staff team at the Meliot Road Centre. The Team had already been seeking some changes to current arrangements as they felt that the current arrangements were not always maximising the use of skills within the team. This proposal seeks to address this concern.
- Proposals on changes to the Meliot Centre have also been shared at the Children's Social Care Managers meeting, a forum for all managers within the service and at the recently developed All Staff Forum, a meeting for all staff within the service.
- Initial analysis has been undertaken by the Looked after Children Commissioner on contact demand, quality and savings in conjunction with our Finance team.
- Discussion has been held with our Principal Solicitor as well as informal discussion with our link Judge within the Central Family Court.

Next steps

4.7 The output of this initial consultation process will inform the next iteration of the proposals. These will be written up and will form the basis for discussion with managers and front line staff across the service. The resulting report will come to CYP Select Committee in January 2017 followed by Mayor and Cabinet in February 2017.

## **5. Financial implications**

5.1 There are no specific financial implications from this report as it updates members on the work that is progressing to deliver proposed budget savings which have already been subject to a wider report. When the final report on the specifics of this proposal is complete it will have financial implications and these will be detailed at that time.

## **6. Legal implications**

- 6.1 The statutory requirement to provide child protection and child in need services obviously rest with the Local Authority, which also has the responsibility of issuing and conducting care proceedings, should the need arise in order to protect the children in any family. As part of that process, parenting and family functioning assessments are undertaken, and, if the children are removed from the parents care on an interim basis, the Local Authority has a duty to promote contact between the children and parents, unless it is not in the children's interests to do so. Ongoing contact maintains family relationships, so that if it is possible for the children to return home, the relationships have been maintained. Contact can reassure children as to the welfare of their parent/s, particularly if there have been health issues or other matters which impair the parents functioning and about which the children have anxiety. Contact arranged during the currency of the care proceedings themselves can also be observed and if necessary supervised, to ensure that the children's emotional and physical safety is not endangered, and such observation/ supervision may also provide valuable material upon which professional judgement may be based as to the ongoing care planning.

## **7. Crime and disorder implications**

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

## **8. Equalities implications**

- 8.1 There will be an equalities impact assessment as part of the final report on this proposal.

## **9. Environmental implications**

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

## **10. Background documents and originator**

If there are any queries on this report please contact Stephen Kitchman on 020 8314 8140.

# Agenda Item 8

Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	8
Class	Part 1 (Open)	10 November 2016	

## 1. Purpose

To advise Committee members of the work programme for the 2016/17 municipal year, and to decide on the agenda items for the next meeting.

## 2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme for submission to the Business Panel for consideration.
- 2.2 The Business Panel considered the proposed work programmes of each of the select committees on 24 May 2016 and agreed a co-ordinated overview and scrutiny work programme. However, the work programme can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

## 3. Recommendations

3.1 The Committee is asked to:

- note the work plan attached at **Appendix B** and discuss any issues arising from the programme;
- specify the information and analysis required in the report for each item on the agenda for the next meeting, based on desired outcomes, so that officers are clear on what they need to provide;
- review all forthcoming key decisions, attached at **Appendix C**, and consider any items for further scrutiny.

## 4. The work programme

4.1 The work programme for 2016/17 was agreed at the Committee's meeting on 13 April 2016.

4.2 The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria. The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider

which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

## 5. The next meeting

5.1 The following reports are scheduled for the meeting on 11 January 2016:

Agenda item	Review type	Link to Corporate Priority	Priority
<b>Evidence Session – In-depth review on Transition from Primary to Secondary</b>	In-depth review	Young people’s achievement and involvement and Protection of Children	High
<b>Human Trafficking Organisation – External speaker</b>	Information Item	Young people’s achievement and involvement and Protection of Children	Medium
<b>Safeguarding Services 6-monthly report</b>	Performance monitoring	Protection of Children	High
<b>Child Sexual Exploitation Update</b>	Performance monitoring	Protection of Children	High
<b>School Places Strategy Update</b>	Performance monitoring	Young people’s achievement and involvement and Protection of Children	High
<b>Recommissioning school nursing and health visiting</b>	Performance monitoring and Policy Development	Young people’s achievement and involvement and Protection of Children	High

5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these item, based on the outcomes the committee would like to achieve, so that officers are clear on what they need to provide for the next meeting.

## 6. Financial Implications

There are no financial implications arising from this report.

## 7. Legal Implications

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

## **8. Equalities Implications**

- 8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 8.2 The Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
  - advance equality of opportunity between people who share a protected characteristic and those who do not.
  - foster good relations between people who share a protected characteristic and those who do not.
- 8.3 There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.

## **9. Date of next meeting**

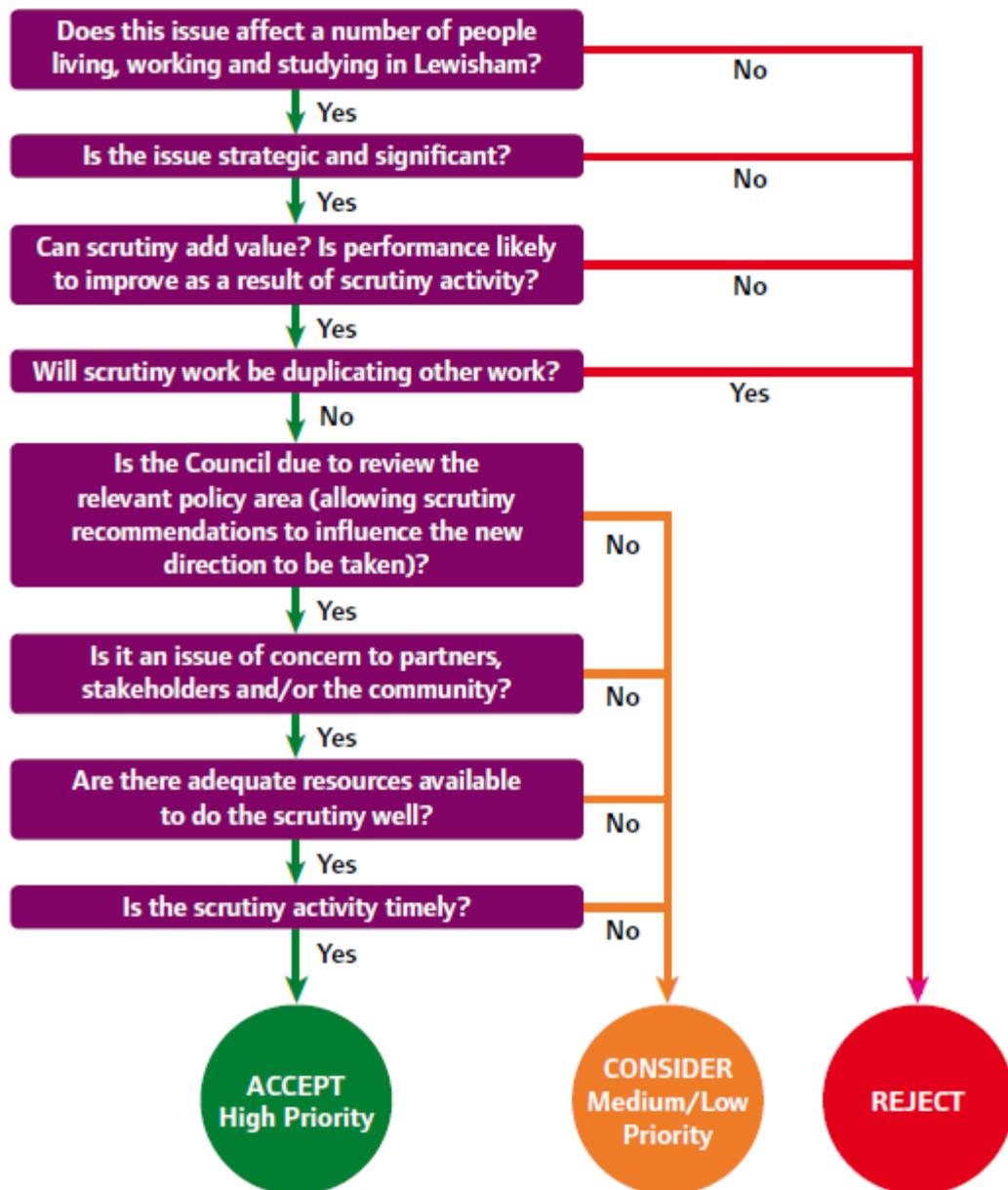
- 9.1 The date of the next meeting is Wednesday 11 January 2016.

### **Background Documents**

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

## Scrutiny work programme – prioritisation process



Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	13-Apr	08-Jun	13-Jul	14-Sep	12-Oct	10-Nov	11-Jan	28-Feb
Lewisham Future Programme	Standard item	High	CP2 & CP7	Ongoing				Savings				
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Apr								
Select Committee work programme 2015/16	Constitutional requirement	High	CP10	Apr								
Independent Advice & Guidance in School	in depth review	High	CP2&CP7	Apr		report			Response to recs			
Report of Education Commission	Performance monitoring	High	CP2	Apr	UPDATE				Action Plan & referral response			
Employee Led mutual for the Youth Service	Information Item	Medium	CP2 & CP7	Apr	UPDATE	UPDATE						
Introduction to Young Mayor and Advisors	Information Item	Medium	CP2	Apr								
Annual Report on attendance and exclusions	Performance monitoring	Medium	CP2&CP7	Jun								
Response to referral on Ofsted Action Plan	Performance monitoring	Medium	CP2&CP7	Jun		RESPONSE						
Alternative Education Provision	policy development	Medium	CP2	Jun								
Childrens Social Care Ofsted Action Plan	Performance monitoring	High	CP2&CP7	Jul								
Udate on implementation of SEND Strategy	Performance monitoring	High	CP2&CP7	Jul								
Early Help Strategy	Performance monitoring	High	CP2&CP7	Jul								
In-depth review Transition from Primary to Secondary School	Indepth review	High	CP2&7	Ongoing				Informa discussion	Scope	Evidence 1	Evidence 2	Report
Health Savings -school nursing and health visiting	Performance monitoring	high	CP2&CP7	Sep								
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7	Oct								
Childrens Social Care Workforce Strategy	Performance monitoring	High	CP2&CP7	Nov								
Further Education - update on area reviews	Information Item	Medium	CP2	Nov								
Human Trafficking Organisation -External speaker	Information Item	High	CP7	Nov								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	Nov								
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	Jan								
Update on secondary school improvement strategy inc provisional results	Performance monitoring	High	CP2	Oct								
Child sexual exploitation Update	Standard item	High	CP2&CP7	Ongoing								
Music Services Proposals	Policy development	Medium	CP2	Oct								
School's Places Strategy Update	Performance monitoring	Medium	CP2	Jan								
Recommissioning school nursing and health visiting	Performance monitoring	High	CP2	Jan								
Annual Schools Standards Report (primary and secondary)	Standard item/performance monitoring	High	CP2	Feb								
Childcare Strategy Update -including increase provision for 3 yr olds	Policy development	Medium	CP2	Feb								
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7	Feb								

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

Meetings			
1)	13 April	5)	12 october
2)	8 June	6)	10 November
3)	13 July	7)	11 January
4)	14 September	8)	28 February

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## FORWARD PLAN OF KEY DECISIONS

### Forward Plan November 2016 - February 2017

This Forward Plan sets out the key decisions the Council expects to take during the next four months.

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Kevin Flaherty, the Local Democracy Officer, at the Council Offices or [kevin.flaherty@lewisham.gov.uk](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
August 2016	<b>Recommendations of the Broadway Theatre Working Group</b>	19/10/16 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
August 2016	<b>Deptford Reach Development</b>	19/10/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>Financial Forecasts 2016/17</b>	19/10/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	<b>Heathside &amp; Lethbridge Phase 5 Compulsory Purchase Order</b>	19/10/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>Heathside &amp; Lethbridge Phase 6 Parts 1 &amp; 2</b>	19/10/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>Private Rented Sector Discharge Policy</b>	19/10/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for		

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			Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>Treasury Management Mid-Year Update</b>	19/10/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	<b>Update on action plan following Education Commission Report</b>	19/10/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Family Support Service Contract Award</b>	19/10/16 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Footways Contract Award</b>	19/10/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
September 2016	<b>Supported Living Services to Adults with Learning Disabilities Call-Off contracts</b>	19/10/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and		

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			Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
September 2016	<b>Children and Young People's Personalised Care and Support Preferred Provider Framework Contract Extension</b>	19/10/16 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Re-Procurement Managed Service Interpretation, Translation and Transcription Services Contract award</b>	01/11/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	<b>Annual Complaints Report</b>	09/11/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Joe Dromey, Cabinet Member Policy & Performance		
April 2016	<b>Autistic Spectrum Housing</b>	09/11/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
September 2016	<b>Catford Regeneration Programme Update</b>	09/11/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		

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			Councillor Alan Smith, Deputy Mayor		
August 2016	<b>Discretionary Rate Relief Review</b>	09/11/16 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2016	<b>Disposal of Copperas Street Depot Creekside</b>	09/11/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
	<b>Lewisham Homes Business Plan and Articles</b>	09/11/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2016	<b>New Bermondsey Housing Zone Bid Update</b>	09/11/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
	<b>Private Rented Sector: Additional Licensing Scheme for Houses in Multiple Occupation above/below commercial premises</b>	09/11/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>Regionalising Adoption</b>	09/11/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and		

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			Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
September 2016	<b>Restoration and Re-Purposing of Buildings within Beckenham Place Park</b>	09/11/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
August 2016	<b>Review of National Non Domestic Rates - Discretionary Discount Scheme for Businesses Accredited to Living Wage Foundation</b>	09/11/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	<b>Schools with License deficits</b>	09/11/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Carriageway Resurfacing Contract Award</b>	09/11/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
	<b>Options for a new Enterprise Resource Planning solution for</b>	09/11/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources &		

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	<b>Lewisham</b>	(Contracts)	Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	<b>Deptford High Street (North) Contract Award</b>	22/11/16 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
August 2016	<b>Consultant Appointment 2016 Schools Minor Works Contract</b>	22/11/16 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Deptford Parish Council Petition and Community Governance Terms of Reference</b>	23/11/16 Council	Kath Nicholson, Head of Law and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	<b>Main Grants Programme 2017-18 Appeals Against Proposals</b>	30/11/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
	<b>Air Quality Action Plan</b>	07/12/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member		

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			Public Realm		
September 2016	<b>Ashmead Primary School Expansion: Results of Consultation</b>	07/12/16 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2016	<b>2017-18 Council Tax Reduction Scheme</b>	07/12/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
	<b>356 Stanstead Road - Property Acquisition</b>	07/12/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	<b>The Wharves Deptford - Compulsory Purchase Order Resolution</b>	07/12/16 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
	<b>Waste &amp; Recycling Services Update</b>	07/12/16 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		

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August 2016	<b>Contract Extensions for Accommodation Based Services and Floating Support Service</b>	07/12/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
	<b>Managed Service Contract for the procurement of their agency workers</b>	07/12/16 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	<b>Fusion Leisure Contract Variation</b>	07/12/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2016	<b>Main Grants Programme 2017-18 Allocation of Funding</b>	07/12/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
May 2016	<b>Re-procurement of Existing Core Contract Adult Substance Misuse Services and Budget Setting for Substance Misuse Services</b>	07/12/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Janet Daby, Cabinet Member Community Safety		

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August 2016	<b>Prevention Inclusion and Public Health Commissioning Contract Award</b>	07/12/16 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
August 2016	<b>School Minor Works Programme 2017</b>	07/12/16 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
	<b>2016 School Minor Works Contact Consultancy Appointment</b>	13/12/16 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
September 2016	<b>Lewisham Music Business Plan and Transfer Terms</b>	11/01/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	<b>Community Premises Management Contract Permission to Tender</b>	11/01/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third		

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			Sector & Community		
May 2016	<b>Council Tax Reduction Scheme 2017-18</b>	18/01/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
	<b>Animal Welfare Charter</b>	08/02/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
	<b>Budget Update</b>	15/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	<b>Council Budget 2017-18</b>	22/02/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	<b>Community Premises Management Contract Award</b>	19/04/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		

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