

Children and Young People Select Committee Agenda

Tuesday, 28 February 2017

7.00 pm

Committee Room 1

Civic Suite

Catford Road

London SE6 4RU

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

Item	Pages
1. Minutes of the meeting held on 11 January 2017	1 - 8
2. Declarations of interest	9 - 12
3. Response to referrals from this Committee	13 - 20
4. Transition from Primary to Secondary In-depth Review - draft final report	21 - 42
5. Human Trafficking - external speaker CANCELLED due to the guest speaker being unavailable	
6. Childcare Strategy Update - including increase provision for 3 year olds	43 - 68
7. Looked After Children Annual Report	69 - 82
8. School Funding	83 - 112
9. 2017/18 Draft work programme	113 - 138
10. Referrals to Mayor and Cabinet	

Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Tuesday, 28 February 2017.

Barry Quirk, Chief Executive
Thursday, 16 February 2017

David Austin	
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	Church Representative
Monsignor N Rothern	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 11 January 2017 at 7.00 pm

PRESENT: Councillors Hilary Moore (Chair), Luke Sorba (Vice-Chair), Chris Barnham, Andre Bourne, David Britton, Simon Hooks, Liz Johnston-Franklin, Jacq Paschoud, Alan Till, Gail Exon (Church Representative) and Monsignor N Rotheron (Church Representative)

APOLOGIES: Councillors Helen Klier, Sharon Archibald and Kevin Mantle.

1. Minutes of the meeting held on 10 November 2016

RESOLVED: that the minutes of the meeting held on 10 November 2016 be agreed as a true and accurate record of the proceedings

2. Declarations of interest

Gail Exon declared a non-pecuniary interest as a Trustee on the Southwark Diocesan Board and as Governor of Trinity and Edmund Waller schools.

Councillor Sorba declared a non pecuniary interest as a governor of South London and Maudsley (SLaM) NHS Foundation Trust.

Councillor Paschoud declared a non pecuniary interest as Trust Governor of Watergate School.

3. Responses to Referrals to Mayor and Cabinet

None.

4. In-depth Review Transition from Primary to Secondary School - second evidence session

The Committee heard evidence from Dr Frances Rice, Senior Lecturer at Cardiff University and co-author of the School Transition and Adjustment Research Study (STARS).

She highlighted that the pastoral and academic aspects of school are linked and therefore support during the transition process is beneficial to both. The study found that *how* transition activities were carried out was more important than *what* was done.

A discussion followed in which the following was noted:

- There was no clear evidence either way to suggest whether transition would be better at 11 or 13. The research was clear, however, that fewer transitions led to better academic outcomes
- The all-through school model could potentially be beneficial to pupils
- Pastoral needs must be met in order to achieve academic success, but the Chief Inspector of Schools had said there was too much emphasis on pastoral support at the cost of academic learning.

The Chair thanked Dr Rice for her participation.

The Chair invited Members that had been on the recent visits to local primary and secondary schools to present their key findings.

The following was noted:

- The level of contact between primary and secondary staff was good
- Primary school children were anxious about what secondary school children are like. One school takes Year 7 pupils to visit Year 6 children which Members felt was beneficial for the primary children to dispel the myths and for the secondary children as a skills building exercise
- There is a huge time burden in dealing with transition, with primary schools wanting secondary schools to do more. Schools had a difficult task in balancing classroom teaching with transition. Schools were concerned about budget pressures impacting on their capacity to support transition.
- Prompt exchange of information from primary to secondary, in a standard format and on time, was necessary but not always happening
- Primary children were fearful of secondary children but with good support that fear quickly evaporated and rarely materialised
- The most talented children were going out of borough for secondary school. Lewisham needed to offer a high standard of secondary education to stop this from happening.
- The visits had revealed a lot of anxiety among both Y6 and Y7 children around the journey to and from school, which was a particular concern for children facing long journeys, often without local friends to travel with. This was particularly so for children travelling longer distance, for example to grammar school
- Members had been impressed that children between the ages of 10 and 12 had such clear ideas about their life and career plans
- Children considered community links an important factor in their school choice, such as being at the same school as cousins and other family members
- Thought was to be given to whether specific responsibility for transition should fall to a nominated school governor
- Thought was also to be given to whether Pupil Premium could be specifically allocated to transition work.

Officers informed the Committee that the back page advert of Lewisham Life would now be used to advertise Lewisham schools.

Jackie Jones, Service Manager – School Improvement, provided an update on the Transition Working Group (TWG) which had met earlier in the day. Key points to note were:

- Officers advised that to the draft Pupil Information Form the TWG proposed to add:
 - Language spoken at home
 - Secondary school the child is going to
 - How they like to learn
 - Embolden “**if possible**” so as to avoid raising hopes
- It was also planned to change the order of questions so “what are you looking forward to at secondary school?” came ahead of “what worries do you have”.
- The TWG had ascertained that the best time for Y6 to complete the leaflet was just before the May half term once SATS were completed as this was when primary schools tended to turn their focus to transition.
- Secondary schools would benefit from receiving the leaflets ahead of the Induction Day in July.
- The self-evaluation document had not been tested as there was a reluctance among secondary schools to engage given the size of the task. Work would continue to get secondary schools to test the document.
- Consideration was being given to creating an additional day, along the lines of the SEN day in March, for Children in Need (CIN) and children subject to a Care Order.
- The purpose of the day would be to enhance information sharing.

Officers were pleased to inform the Committee that there had been an approach made by the Globe Theatre to run a free transition activity around A Midsummer Night’s Dream for one Lewisham secondary and primary school.

RESOLVED: that the evidence of Dr Rice and Jackie Jones and the contents of the report be noted.

5. Safeguarding Services 6-monthly report

Stephen Kitchman (Director for Children’s Social Care) and Karen Neil (Service Manager – Qualitative Assurance) introduced the report.

The following points were made in discussion:

- Children cease to be subject to Child Protection Plans (CPP) for a range of reasons. Most ending of CPPs result in the child becoming categorised as a Child In Need (CIN), some become subject to care proceedings resulting in supervision or care orders.
- Referring to the table “CP Plans by Ethnicity”, Members noted that the combined total of Black children (Caribbean and African) subject to care plans was greater than the total number of White children (British and Other). However, a larger proportion of White children relative to the White

population of the borough have CPPs than the proportion of Black children relative to the Black population.

- Members inquired about the ethnicity of parents of children in the “Mixed Ethnicity” category
- Neglect is the biggest issue for White British children with CPPs, but the reasons for this correlation are unknown. Stephen Kitchman outlined that Neglect is a priority of the Lewisham Safeguarding Children Board and work is planned regarding patterns of need and response in the Borough.
- Sara Williams (Executive Director for Children and Young People) outlined her intention to approach Barking and Dagenham regarding tackling neglect..
- Reporting peaks in July and dips in August due to the school holidays. Summer holiday programmes cannot capture the same level of information as schools as there is no statutory obligation for children and young people to attend, and relationships take time to build.

RESOLVED:

1. that the report be noted
2. that Stephen Kitchman be requested to provide the number of children subject to supervision orders
3. that Stephen Kitchman be requested to provide a breakdown of Mixed Ethnicity by ethnicity of the parents

6. Child Sexual Exploitation Update

Stephen Kitchman, Director for Children’s Social Care, and Geeta Subramaniam, Head of Service – Crime Reduction, introduced the item.

The Committee heard the progress update and the implementation of the Missing Exploited and Trafficked (MET) strategy and associated action plan. Officers updated regarding schools based awareness raising programmes.

RESOLVED:

1. that the report be noted

7. Update on Q11 Savings Proposal - Meliot Road

Stephen Kitchman presented the report, with Heather Brown (Development Manager).

In response to questions, the Committee heard that:

- The timetable had been devised to take account of the existing offering, and to fit around the core contact hours of 10am-5pm. Some flexibility had been built into the programme
- Meliot Road would be able to manage demand for court ordered assessments. The centre had capacity to deal with up to 120.

- The centre was currently offering support to Social Workers on Child Protection (CP) and Public Law Outline (PLO) which would with planned support be embedded into the work of field social workers.
- Work was underway to upskill the Social Work team.
- There was likely to be a savings gap of up to £134,000. It was hoped that this would be mitigated by other savings.

RESOLVED:

1. That the Committee agrees to review the full savings report to Mayor and Cabinet
2. That the Committee reviews this item after Meliot Road has been operational under the new arrangement for a full quarter.

8. Recommissioning School Nursing and Health Visiting

Under Section 100 (A) (4) of the Local Government Act 1972, the public were excluded from the meeting during discussion of this item because it involved the likely disclosure of exempt information as defined in paragraph 3 of part 1 of Schedule 12A of the Act as set out below and the public interest in maintaining the exemption outweighed the public interest in disclosing the information:

Information relating to the financial or business affairs of any particular person (including the authority holding that information).

Warwick Tomsett, Head of Targeted Services and Joint Commissioning, introduced the item. Members were informed that there had been extensive consultation prior to procurement around what services should be provided. It was not possible to consult on who should provide the services as this would undermine the procurement process, nor was it possible to express a preference for a public or voluntary organisation over a profit-making organisation, for example.

Officers outlined how bids were evaluated for each contract, and gave an indication of the level of interest and profiles of organisations that had bid or expressed interest in bidding for the contracts.

RESOLVED:

- 1) that the content of the contract award report for the School Health Service be noted;
- 2) that progress on the tenders for the Young People's Health & Wellbeing Service and Health Visiting & Children's Centres tenders be noted.

9. School Place Planning Update - Draft Strategy and update on Free Schools

Councillor Paschoud declared a personal interest as Trust Governor of Watergate School.

Matthew Henaughan, Service Manager – School Place Planning, introduced the item.

The Committee heard that:

- officers were looking for potential sites for new schools
- greater special school provision is required within the borough
- Consideration had been given to part-funding schools with neighbouring boroughs for schools close to the border, but neighbouring boroughs were experiencing the same land constraints

The time being 9:20pm, it was MOVED, SECONDED and RESOLVED to suspend standing orders to allow the meeting to continue beyond two and a half hours.

- Some smaller schools were sharing resources. An example was sharing a member of staff or sharing IT services. In these cases one school would need to take the lead.
- 6 forms of entry were vital to the financial viability of Addey and Stanhope, and to any new secondary school.
- Reusing bulge classes was a cost-effective option as it attracted no additional capital cost. However, where children had left bulge classes midway through primary school, this impacted on the Dedicated Schools Grant (DSG) received by schools since schools received funding for the actual number of children on the roll, rather than the Published Admission Number (PAN).
- There were concerns regarding the availability of local teachers given the rising cost of living in London and school budgets tightening.
- Lewisham was in a good position to attract new talent, with Teaching School Alliances in the borough. Schools needed a range of staff for budgeting and affordability purposes.
- Lewisham was not unique in facing these issues – all London schools were in similar positions. The key would be to market the borough's schools well.
- It was not known what impact Brexit would have on school roll projections.

RESOLVED: that the report be noted.

10. Select Committee work programme

Emma Aye-Kumi (Scrutiny Manager) summarised the work programme. Members were reminded that they were invited to attend the next meeting of Safer Stronger Select Committee on 17th January 2017 for the Youth Justice item.

RESOLVED: that the contents of the report be noted.

11. Referrals to Mayor and Cabinet

No referrals were made.

The meeting ended at 9:40pm

Chair:

Date:

This page is intentionally left blank

Agenda Item 2

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	29 January 2014

Declaration of interests

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

1 Personal interests

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

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

2 Disclosable pecuniary interests are defined by regulation as:-

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

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

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

(3) Other registerable interests

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

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

(4) Non registerable interests

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

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

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

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

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

(6) Sensitive information

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

(7) Exempt categories

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

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

This page is intentionally left blank

Children and Young People Select Committee			
Title	Response from Mayor & Cabinet - Review of Careers Information Advice and Guidance	Item No.	3
Contributors	Scrutiny Manager		
Class	Part 1	Date	28 February 2017

At a meeting of the Mayor & Cabinet on 15th February 2017, the following was resolved:

“Response to CYP Select Committee Review into Careers Information Advice and Guidance

Having considered an officer report and a presentation by the Cabinet Member for Children & Young People, Councillor Paul Maslin, the Mayor agreed that the response prepared by the Executive Director for Children & Young People be approved and reported to the Children & Young People Select Committee.”

A copy of the response is attached.

This page is intentionally left blank

Mayor and Cabinet			
Title	Response to CYP Select Committee Review into Careers Information Advice and Guidance		Item No
Key Decision	No	Item No.	
Ward	All		
Contributors	Sara Williams – Executive Director for Children and Young People		
Class	Part 1	Date	15 February 2017

1. Purpose of paper

- 1.1 As part of its work programme in 2016 the CYP Select Committee undertook an in-depth review into independent advice and guidance (IAG) in Lewisham secondary schools.
- 1.2 This paper provides further detail to Mayor and Cabinet regarding the Select Committee's view that a Champion for Children's Rights be appointed following discussion regarding the response to recommendation 11 within the initial report.

2. Recommendations

It is recommended that the Mayor:

- 2.1 Approves the response from the Executive Director for Children and Young People to the comments from CYP Select Committee.
- 2.2 Agrees that this report should be forwarded to the Children and Young People's Select Committee.

3. Background

- 3.1 On 12th October 2016, the Children and Young People Select Committee considered a report entitled *Response to recommendations of the review into Careers, Information, Advice and Guidance*. The Committee resolved to advise Mayor and Cabinet of the following:

3.2 Referral 1

- 3.2.1 The Committee recommends that the Mayor appoint a Champion for Children's Rights with a focus as outlined in recommendation of the review.

3.3 Response

- 3.3.1 Whilst the CYP Select Committee has asked for the Mayor and Cabinet to consider whether a Champion for Children's Rights should be appointed, the Mayor is asked to note the current provisions which ensure appropriate champions are in place

within Lewisham and nationally to ensure the rights of children are respected. Given the very clear statutory guidance below it could be argued that the Council already has a number of Champions for Children's Rights including the Executive Director for Children and Young People, the Lead Member for Children's Services as well as the Young Mayor.

4. Context and background

- 4.1 The CYP Select Committee consulted with Young Advisors through the Lewisham Young Mayor programme and heard from young people about their concerns on the quality and amount of guidance and support they and their peers had received in relation to careers education at Key Stages 4 and 5 as well as for higher education. These concerns, and a number of recent legislative changes, meant that reviewing careers information, advice and guidance was particularly relevant at this time.
- 4.2 The review investigated the current situation in Lewisham including providing analysis of the statistics around those young people not in education, employment or training (NEET) and destination data of school leavers. It also had a strong emphasis on good practice looking closely at the London Ambitions Framework and also drawing on the evidence in the Gatsby report and from practitioners within Lewisham and other local authorities. There was also a strong focus on those young people who are most vulnerable such as looked after children and care leavers.
- 4.3 The review focussed its recommendations on areas where the local authority retains the statutory responsibility and where the local authority can provide support and guidance to support improvements in schools and educational setting across Lewisham. Every young person in Lewisham should receive one to one guidance and have as much exposure to the world of work as possible and that there should be as comprehensive as possible support to all vulnerable young people.
- 4.4 The review resulted in eleven recommendations, the responses to which were discussed and accepted by the committee. The final response to recommendation 11 resulted in further discussion regarding the possibility of appointing an elected member to be a Champion for Children's Rights in Lewisham as the committee acknowledged that a Children's Rights Officer was not necessarily a requirement.

5. Recommendation 11 and response

5.1 Recommendation 11

Support should be put in place to ensure young people are apprenticeship/work or college ready. This should include skills such as time management, financial awareness, resilience, emotional support and understanding their rights and requirements. Further, a children's rights officer should be appointed to work across the borough and support young people.

5.1.1 Response 11

The Lewisham Apprenticeship programme has been running since April 2009 and aims to create real and valuable training opportunities for 16 to 24 year olds that will enable them to build a career. So far the programme has placed 400 16 – 24 year

olds into opportunities across the borough and been very successful; 75% of apprentices have entered jobs so far.

- 5.1.2 The local authority continue to provide support to the apprentices during their programme this includes developing skills in time management, financial awareness, resilience etc. Every apprentice has access to a mentor in addition to their college tutors and line managers. The council facilitates a monthly Apprenticeship forum to allow apprentices to meet and discuss matters of interest, as well as find out what is happening across the programme. It is expected that most quality apprenticeship programmes would offer some of this support.
- 5.1.3 The appointment of Children's Rights Officer does not sit with current statutory duties in relation to the Raising of the Participation Age or Careers Education and would require an additional resource to be identified.

6. A Champion for Children's Rights

- 6.1 The CYP Select Committee discussed the response to recommendation 11 as above in detail and understood that a Children's Rights Officer was not required to meet the Council's statutory obligations and that much is already being done to ensure children and young people have the support and help they need with regard to Information, Advice and Guidance. The Committee asked if the Mayor would like to consider appointing an elected member as a Champion for Children's Rights.
- 6.2 In April 2013 the DfE published statutory guidance regarding the roles and responsibilities of the Director of Children's Services and Lead Member for Children's Services. A few key extracts from this document are below for reference:

"The DCS and LMCS should each have an integrated children's services brief, ensuring that the safety and the educational, social and emotional needs of children and young people are central to the local vision. Between them, the DCS and LMCS provide a clear and unambiguous line of local accountability.

The DCS has professional responsibility for children's services, including operational matters; the LMCS has political responsibility for children's services. Together with the Chief Executive and Leader or Mayor² the DCS and LMCS have a key leadership role both within the local authority and working with other local agencies to improve outcomes for children and young people.....

The Lead Member for Children's Services (LMCS)

3) Section 19 of the Children Act 2004 requires every top tier local authority to designate one of its members as Lead Member for Children's Services. The LMCS will be a local Councillor with delegated responsibility from the Council, through the Leader or Mayor⁵, for children's services. The LMCS, as a member of the Council Executive, has political responsibility for the leadership, strategy and effectiveness of local authority children's services. The LMCS is also democratically accountable to local communities and has a key role in defining the local vision and setting political priorities for children's services within the broader political context of the Council.

4) The LMCS is responsible for ensuring that the needs of all children and young people, including the most disadvantaged and vulnerable, and their families and carers, are addressed. In doing so, the LMCS will work closely with other local partners to improve the outcomes and well-being of children and young people. The LMCS should have regard to the UNCRC and ensure that children and young people are involved in the development and delivery of local services.¹

6.3 This final paragraph specifically references the obligation of the Lead Member for Children's Services to have regard to the United Nations Convention on the Rights of the Child². Given the very clear statutory guidance it could be argued that the Council already has a number of Champions for Children's Rights including Executive Director for Children and Young People and the Lead Member for Children's Services.

6.4 In addition, Lewisham, unlike many other councils, also has the long established Young Mayor's programme supported by Young Advisors who are regularly consulted and actively involved in many initiatives and the formal decision making process. The role of the Young Mayor as published on the Council's website is set out below:

“The Young Mayor serves a one year term and:

- supports, and is a spokesperson for, the borough's young people*
- informs and advises the current Mayor, Sir Steve Bullock, on issues relating to young people*
- works with the young advisers and Young Citizens' Panel to inform the work of the Mayor, Council and other decision-making bodies*
- oversees a budget of at least £25,000.³*

7. National Children's Commissioner for England

7.1 In 2005 England's first Children's Commissioner was appointed following on from the Children's Act 2004. The Children's Commissioner for England has a legal duty to promote and protect the rights of all children in England. They must focus on children and young people in particular who are living away from home, in or leaving care, or receiving social care services, as well as other vulnerable groups of children whose voice is less likely to be heard. A brief extract from their website is below for information.

“The Children's Commissioner

The Children's Commissioner for England is Anne Longfield OBE.

She has a statutory duty to promote and protect the rights of all children in England in accordance with the United Nations Convention on the Rights of the Child.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271429/directors_of_child_services_-_stat_guidance.pdf

² <http://www.childrenscommissioner.gov.uk/about-us/childrens-rights-and-uncrc>

³ <http://www.lewisham.gov.uk/mayorandcouncil/youngmayor/Pages/About-the-young-mayor.aspx>

The Children and Families Act 2014 gives her special responsibility for the rights of children who are in or leaving care, living away from home or receiving social care services.

She speaks for wider groups of children on non-devolved issues including immigration (for the whole of the UK) and youth justice (for England and Wales).

It is her job to make life better for all children and young people by making sure their rights are respected and realised and that their views are taken seriously.

The Commissioner is supported in her work by [a team of staff](#). Together, they are responsible for the rights of all children and young people until they are 18 years old, or 25 years if they have been in care, are care leavers or have a disability.

A brief history of the Children's Commissioner for England

A number of children's sector charities called for the post of Children's Commissioner to be established following a recommendation made by Lord Laming in the [Victoria Climbié Inquiry](#). In its advice on implementing the [UNCRC](#), the UN Committee on the Rights of the Child recommends that countries should ideally have an individual such as a Children's Commissioner or Ombudsman responsible for children's rights.

The post of Children's Commissioner was initially established by the [Children Act 2004](#) and the remit strengthened through the [Children and Families Act 2014](#).

Commissioners to date

Sir Al Aynsley Green, Children's Commissioner 2005-2009

Dr Maggie Atkinson, Children's Commissioner 2009-2015

Anne Longfield OBE, Children's Commissioner 2015-present⁴

8. Financial implications

8.1 There are no financial implications arising from this report.

9. Legal implications

9.1 These are addressed in the body of the report.

10. Equalities implications

10.1 Equalities are central to children's rights and vice versa.

Background documents

<http://councilmeetings.lewisham.gov.uk/ieListDocuments.aspx?CId=134&MId=4149&Ver=4>

If there are any queries arising from this report, please contact Kate Bond, Head of Standards and Inclusion, telephone 0208 314 6142.

⁴ See <http://www.childrenscommissioner.gov.uk/about-us>

Children and Young People Select Committee			
Title	Transition from Primary to Secondary School	Item No.	4
Contributors	Scrutiny Manager		
Class	Part 1 (open)	Date	28 February 2017

1. Purpose of paper

- 1.1 As part of the work programme for 2016/7 municipal year, the Select Committee agreed to carry out a review of transition from primary to secondary school. The review was scoped in October 2016 and evidence gathered at the meetings in November 2016 and January 2017, and at visits to schools in December 2016 and January 2017.
- 1.2 The attached report presents the evidence received for the review. Members of the Committee are asked to agree the report and suggest recommendations for submission to Mayor and Cabinet.

2. Recommendations

- 2.1 Members of the Select Committee are asked to:
 - Agree the draft review report
 - Consider any recommendations the report should make
 - Note that the final report, including the recommendations agreed at this meeting, will be presented to Mayor and Cabinet

3. The report and recommendations

- 3.1 The draft report attached presents the written and verbal evidence received by the Committee. The Chair’s introduction, recommendations and conclusion will be inserted once the draft report has been agreed and the finalised report will be presented to a Mayor and Cabinet at the earliest opportunity.

4. Legal implications

- 4.1 The report will be submitted to Mayor and Cabinet, which holds the decision making powers in respect of this matter.

5. Financial implications

- 5.1 There are no direct financial implications arising out of this report. However, the financial implications of any specific recommendations will need to be considered in due course.

6. Equalities implications

- 6.1 There are no direct equalities implications arising from the implementation of the recommendations set out in this report. The Council works to eliminate unlawful discrimination and harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

For more information on this report please contact Emma Aye-Kumi, Scrutiny Manager, on 020 8314 9534.

Overview and Scrutiny

Review of Transition from Primary to Secondary School

February 2017

Membership of the Children and Young People's Select Committee in 2016/17:

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)

Kevin Mantle (Parent Governor Representative)

Mark Saunders (Parent Governor Representative)

Gail Exon (Church Representative)

Monsignor Nicholas Rothon (Church Representative)

Contents

Chair's introduction

Executive summary

- 1. Introduction**
- 2. Purpose and structure of Review**
- 3. Policy Context and Legislative Background**
- 4. National context**
 - STARS
 - What does "successful" transition look like?
- 5. Local context**
 - Parental choice
 - Pupil attainment
 - Data collection
 - Transition Working Group
 - Secondary Challenge
 - School Governors
- 6. Transition**
 - Preparation/ life skills for secondary school
 - Special Educational Needs
 - Nurture
 - Pupil Information
 - Support with the application process
 - Academic momentum
 - From the children's' perspectives
- 7. Conclusion**
- 8. Monitoring and ongoing scrutiny**

Sources

Appendix 1 - Destinations of 2016 Year 6 Leavers going to non-Lewisham secondary schools

Chair's Introduction

To be inserted.

Executive Summary

To be inserted

Recommendations

To be agreed

DRAFT

1. Introduction

- 1.1. The London Borough of Lewisham is committed to raising standards in its secondary schools. In support of this aim, the CYP Select Committee agreed to look into Transition between Key Stage (KS) 2 and KS3 (Year 6 primary to Year 7 secondary school).
- 1.2. Transition from primary to secondary school is an important life transition that can impact children's attainment and wellbeing in the longer term. What happens in the first weeks and months of transition can affect psychological adjustment and academic attainment beyond the school years [Rice et al]. According to a report published by the Department for Children, Schools and Families in 2008, successful transitions between key stages "are key drivers to raising standards". Where transfer 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".
- 1.3. Although transfers between all key stages present challenges, the issues raised in the transition from primary to secondary school are the most challenging for schools, pupils and families. There are a number of reasons for this:
 - transition typically occurs at age 11 and coincides with biological changes and the start of adolescence;
 - pupils have to negotiate a more challenging school setting with unfamiliar academic structures and increased expectations upon them;
 - changes in social interactions with teachers and peers.
- 1.4. In 2015, Her Majesty's Chief Inspector commissioned a survey, which formed the basis for a report entitled "Key Stage 3: the Wasted Years", The report highlighted that "primary schools had continued to improve but the performance of secondary schools had stalled". The report also noted that a major contributing factor to this was that the transition from primary to secondary school was often poorly handled and the gains made at primary school were not embedded and developed at Key Stage 3. Her Majesty's Inspectors found that too many schools focused on the pastoral side of transition to the detriment of the academic. Where this was the case, it was the most able children who suffered the most. For many schools, Inspectors found that KS3 was not considered a high priority for secondary leaders and this meant pupils' prior learning was not being sufficiently built on, leading to repetition of work done in KS2.

2. Purpose and structure of Review

- 2.1. At its meeting on 12 October 2016, the Committee agreed the scope of the review. It was agreed that the review would look at
 - Local and national context
 - Transition in Lewisham
 - Defining and identifying good practice

to try to identify current practice and any areas for improvement.

2.2. The timetable for the review was as follows:

- **10 November 2016** - first evidence taking session to consider the evidence of Jackie Jones, Service Manager – School Improvement, and the Mayor’s Young Advisors
- **December 2016/ January 2017** – visits to primary and secondary schools
- **11 January 2017** – second evidence session to consider the evidence of Dr Frances Rice, co-author of the STARS report and feedback from the visits

3. Policy Context and Legislative Background

3.1. The Council’s overarching vision is “Together we will make Lewisham the best place in London to live, work and learn”. In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham’s corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council’s performance is reported.

3.2. The Council’s corporate policy of “Young people’s achievement and involvement” promotes raising educational attainment and improving facilities for young people through working in partnership. The Council’s Sustainable Community Strategy’s priority of “Ambitious and Achieving” aims to create a borough where people are inspired and supported to achieve their potential.

3.3. The Children and Young People’s Plan 2015 – 2018 also sets a strategic vision for the London Borough of Lewisham and partners and a key aspect is “Raising the attainment of all Lewisham children and young people” and this has a number of specific outcome areas:

- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
- AA2: Ensuring all our children are ready to participate fully in school.
- AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

4. National context

- 4.1. The 2015 Ofsted report “Key Stage 3: the wasted years?”¹ highlighted the importance of pupils getting off to a good start at secondary, but found that ineffective transition was a widespread problem nationally. The report found that in many schools, academic progress and achievement was not good enough at KS3 and that lack of challenge was felt most acutely by the most able pupils. Many schools focused on pastoral support over the academic needs of pupils, which had an effect on all pupils, and was particularly detrimental to the most able pupils.
- 4.2. 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 (Y6), 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.
- 4.3. The report also found that some school leaders were not using the pupil premium funding effectively to close gaps quickly in KS3, and that homework was not consistently providing the opportunities for pupils to consolidate or extend their learning.

School Transition and Adjustment Research Study (STARS)

- 4.4. The Committee considered a report entitled “Identifying factors that predict successful and difficult transitions to secondary school”² The report summarised the results from a UCL research study – the School Transition and Adjustment Research Study (STARS). The study followed a group of approximately 2000 pupils from South-East England as they made the transition from primary to secondary school. At three points, starting at the summer term of Y6 and ending in the summer Term of Year 7 (Y7), the study gathered information from pupils, parents and teachers, covering pupils’ well-being, academic achievement, and their views about school and relationships with their peers and teachers.
- 4.5. The study found that a successful transition involved functioning well in two areas: 1) being academically and behaviourally involved in the school and 2) feel a sense of belonging to the school.
- 4.6. Dr Frances Rice advised the Committee that pastoral and academic needs were linked and therefore support during the transition process was beneficial to both aspects. Children’s psychological adjustment had been shown to affect academic attainment. Rather than sticking rigidly to stated policies, Dr Rice advised that that flexibility within schools to work in the spirit of good transition was most beneficial to pupils.

¹ “Key Stage 3: the wasted years?” Ofsted, September 2015

² by Frances Rice, Norah Frederickson, Katherine Shelton, Chris McManus, Lucy Rigling, Terry Ng-Knight

4.7. Dr Rice informed the Committee that Y7 was a state of flux in peer group friendships, in large part due to transition, but also due to physiological changes at that stage of life. Research had shown that some 75% of children listed a different best friend at the end of Y7 to the end of Y6, but that children who kept the same very best friend did better academically and like school more. Schools should be aware that pupil concerns around transition did not always align with those of their teachers and parents. Whereas parents worried about their child making new friends, children were more worried about losing old friends, and throughout Y7 this was their greatest concern.

	End of Year 6	Start of Year 7	End of Year 7
1.	Getting lost	Losing old friends	Losing old friends
2.	Losing old friends	Discipline & detentions	Discipline & detentions
3.	Homework	Homework	Being bullied
4.	Being bullied	Getting lost	Homework
5.	Discipline & detentions	Older children	Older children
...			
6.		<i>Being bullied</i>	
9.			<i>Getting lost</i>

What does “successful” transition look like?

4.8. 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.

4.9. A 2008 study³, based on responses from 550 children and families living in 16 local authority areas across the country, described a successful transition as one where:

³ “What Makes a Successful Transition from Primary to Secondary School?” DCSF Report DCSF-RR019 (2008)

- 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 Y6 to be very useful for the work they were doing in Y7.
- 4.10. 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 included help with getting to know their way around the school, relaxing rules in the early weeks, visits and taster days.
- 4.11. 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.
- 4.12. Dr Rice concurred: STARS found that “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”⁴. 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.

5. Local context

- 5.1. The Local Authority’s statutory duties as regards transition from KS2 to KS3 principally relates to the admission process for secondary school, and to providing additional support for students who have an EHC (Education, Health and Care Plan) or a Statement of Special Educational Needs. For these students, their school of choice will be stated on their EHCP or Statement.
- 5.2. The transition process for all children is designed and managed locally on a school by school basis. The borough holds a Transition Day in July for all Year 6 children moving onto Lewisham secondary schools.
- 5.3. Within the borough there are currently 72 schools that take children of primary age. This includes four all-through schools: Haberdashers Aske’s Knights Academy, Prendergast Vale, Prendergast Ladywell and Trinity Church of England School. There are currently 15 state-funded secondary schools in the borough including the previously mentioned all-through

⁴ “Identifying factors that predicts successful and difficult transitions to secondary school” Nuffield Foundation, 2014 <https://www.ucl.ac.uk/stars>

schools. At the move from Y6 to Y7, Lewisham loses around one quarter of its Y7 students to schools in other boroughs or to private education and just 15% of the Y7 intake is made up of pupils from out of the borough. This in contrast with the average across London boroughs where 80% go to a school in their home borough and 20% come from other boroughs. In the primary sector about 10% leave Lewisham.

Parental choice

- 5.4. In November 2015 data on first preferences made by Lewisham residents for September 2016 showed that just 59% of all parents chose a Lewisham secondary school as their first choice. Three of the secondary schools were over-subscribed: 2 of these were Ofsted rated “outstanding” and the other was a faith school.

Census	Summer		=>	Autumn	
School Year	2015		=>	2016	
NC Year	6		=>	7	
Cohort	2838		=>	2484	
To Our Year 7	1882	66.3%	=>	1882	75.8%
Not to our Year 7	956	33.7%	=>		
Not from Our Year 6			=>	602	24.2%
Comparative analysis from the Summer 2015 Census to the Autumn 2016 Census shows that Lewisham retained 66.3% of the Year 6 pupils, meaning 33.7% went out of borough. In the following year 7 the retained Cohort accounted for 75.8% of that years pupils, meaning 24.2% have been educated out of borough.					

Analysis on Primary Feeders to Lewisham Secondary Schools, based on the Unique Pupil Numbers.

Appendix 1 provides a list of destinations of Lewisham primary school leavers not continuing on to a Lewisham secondary school.

Pupil attainment

- 5.5. In terms of pupil attainment in Lewisham it can be useful to look at the progress made by pupils from KS2 to KS4. Previous reports to the CYP Select Committee have looked at English and Maths using the RAISEonline and Ofsted definition of “expected progress” based upon measuring pupils’ progress in terms of whole levels across a key stage. In the secondary phase, a pupil finishing anywhere in level 4 at the end of KS2 in English and Maths and who goes on to gain a grade at least a C at GCSE in KS4 (3 levels of progress), has made the “expected progress”. Pupils are deemed to have made “good” progress when they make four or more levels of progress

from their KS2 starting points. “Expected” progress is interpreted as “satisfactory” progress by Ofsted.

- 5.6. In 2015 the percentage of Lewisham pupils who made expected progress between KS2 and KS4 was 69.8% in English, this was lower than previous years and lower than London and National averages. The percentage meeting expected progress in Maths in 2015 was 61.9% which again was lower than London and National average.

Table 1: progression between Key Stage 2 to 4 in English

Progression between Key Stage 2 to 4 in English - % meeting expected level or above										
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	□	□	□	□	□	□	□	□	□
Lewisham	68.3	67.9	67.0	73.2	69.6	72.0	76.0	69.8	-6.2	1.5
Stat. Neighbour	65.3	68.1	72.8	74.7	73.0	76.9	78.4	76.3	-2.2	11.0
Inner London	69.5	68.6	72.3	76.2	74.0	76.9	77.4	76.8	-0.6	7.3
London	68.4	70.6	74.6	77.1	73.8	77.0	78.2	76.1	-2.1	7.7
England	64.1	64.7	69.3	71.8	68.0	70.4	71.6	71.1	-0.5	7.0

Table 2: progression between Key Stage 2 to 4 in Maths

Progression between Key Stage 2 to 4 in Maths - % meeting expected level or above.										
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	□	□	□	=	□	□	□	□	□
Lewisham	57.0	59.9	58.1	68.4	68.4	70.5	62.4	61.9	-0.5	4.9
Stat. Neighbour	60.4	64.2	67.4	70.7	73.7	77.6	71.0	70.0	-0.9	9.6
Inner London	61.0	63.6	67.7	72.5	75.2	77.0	71.4	70.7	-0.7	9.7
London	63.2	66.0	69.2	72.5	75.3	77.4	72.0	71.6	-0.4	8.4
England	56.8	57.9	62.0	64.8	68.7	70.7	65.5	66.9	1.4	10.1

Data Collection

- 5.7. 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 is expected to be published on RAISEonline in March 2017. 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.

- 5.8. 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.
- 5.9. Most schools benchmark Y7 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.

Transition Working Group

- 5.10. A Transition Working Group (TWG) was set up in Lewisham in the summer term of 2016 to improve practice across Lewisham schools, as well as to increase numbers of pupils choosing Lewisham secondary schools. The TWG 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. At the time of writing, the TWG was working to improve collaboration between schools by looking at clusters of schools working together in improving sharing best practice, curriculum development, maintaining academic progress and sharing of pupil information.
- 5.11. The TWG is working to produce a pupil information form aimed at providing a standardised and simple way of pupils sharing key information about themselves with their secondary school. This form will include information such as favourite subjects, extracurricular activities, languages spoken at home, what the child is looking forward about secondary school, worries about secondary school, things that the child might need help with, friends, whether there is anyone they would like to avoid being in the same tutor group as, etc.
- 5.12. The TWG is also working on a self-evaluation form for schools aimed at identifying areas of relative strength and areas for improvement.

Secondary Challenge

5.13. The Lewisham Secondary Challenge is a collaborative programme involving all secondary schools in Lewisham working with the London Borough of Lewisham to develop an outstanding secondary school sector. All state funded mainstream secondary schools are part of the collaborative regardless of status. The council is working with schools to develop and deliver a programme of support and challenge over the next five years that will help achieve the vision of:

‘Every Child Achieving, Every School Outstanding, No One Left Behind’

Additional support for vulnerable and disadvantaged children

5.14. In Lewisham, children with Education, Health and Care Plans (EHCP) or Special Educational Needs (SEN) are additionally supported through transition. In April of 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.

5.15. 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 Y7 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.

5.16. Schools are practiced at targeting vulnerable, disadvantaged and low-ability pupils and the “Wasted Years” report concluded that in many schools, pastoral transition for the most vulnerable children was an area of relative strength.

5.17. 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.

School Governors

- 5.18. At present, training for school governors does not provide any transition-specific training, and there is no requirement for any one governor to have oversight of transition arrangements.

6. Transition

- 6.1. To gain an understanding of what transition involves, Members of the Committee visited two primary schools, a secondary school and an all-through school in the borough, and heard evidence from Jackie Jones, Service Manager – School Improvement, following a visit she had made to a secondary school out of borough. On these visits, Members heard evidence from head teachers, key staff involved in transition, and a range of pupils in Y6 and Y7. In addition, the Mayor's Young Advisors met with the Chair and attended Committee where they shared some of their experiences of transition.
- 6.2. Common to all schools was the wide and disparate range of schools that their children with came from or went on to. Secondary schools reported as many as 50 feeder primary schools, and primary schools reported up to 20 leavers' destinations in any one year group.
- 6.3. This range of schools presents a number of challenges for primaries and secondaries alike, particularly in terms of sharing information about pupils and building on prior learning.

Preparation/ life skills for secondary school

- 6.4. Transition activities vary on a school by school basis. Typically, primary schools increase the amount of homework given to Y6 children in preparation for the increased workload at secondary school. Primary schools also arrange activities such as anti-gang lessons, drama workshops aimed at confidence building, and counselling for highly anxious children.
- 6.5. Secondary schools find that many pupils entering Y7 lack the necessary skills get to the right place at the right time, bring the necessary equipment to each lesson, take responsibility for their personal possessions and navigate their way around the school to their subject-specific lessons. They called for primary schools to do more to foster this kind of independence. In reality, in the comparatively small setting of a primary school where children are well known to their teachers, these skills are not easily gained. Children do not generally have the opportunity to travel around the school between lessons, since lesson are provided by the class teacher.
- 6.6. An example was given regarding PE kit. In primary school, children who forget their PE kit often have the safety net of a parent reminding them, a spare kit being available, or doing in regular school uniform or normal clothes

(where there is no mandatory school uniform). At secondary school, failure to bring PE kit would likely involve a sanction.

- 6.7. Primary children are usually escorted to school by a parent/ carer, whereas secondary children usually take themselves to school. Secondary schools would like primary schools to encourage children to start making their journey to school independently in Y6.
- 6.8. Secondary schools provide some information to parents/ children in the summer term of Y6, after offers are made. Some schools host summer school or allow the Y7 new starters into school before term begins, to give the Y7 students a chance to find their way around the school and to meet their peers in a calmer environment.

Special Educational Needs

- 6.9. Once secondary offers are made, primary and secondary SENCOs attend an event organised by Lewisham council to share information about children with EHCP and Statements of SEN, to ensure a seamless transition in terms of support for these children. How effective this support was depended on the individual secondary school. Often the primary school SENCO had to be proactive about chasing the secondary school to make sure arrangements were in place.

Nurture

- 6.10. Nurture is a dominant feature of primary schools, and the primary schools visited felt that more needed to be done by secondary schools to create a nurturing environment. While recognising that the format of secondary school presented challenges - having a form tutor and a range of subject tutors rather than a single teacher that children can build a relationship with – secondary schools need to pay close attention to primary school recommendations to tailor support to each individual child. To quote the Head Teacher at Baring primary “happy and settled children make the best learners”, a view that is supported by the findings of STARS.
- 6.11. However, unfilled secondary school places and budget deficits impact on secondary schools’ ability to fund pastoral support staff.

Pupil Information

- 6.12. Although there is no standardised practice, primary schools are easily able to identify children that are likely to require extra support with transition. At Baring Primary School, vulnerable children create “passports” to take with them to secondary school as a handy quick reference for secondary staff. These passports contain key information about the child.
- 6.13. Too often, no plans are in place for vulnerable children at the start of Y7. Primary school files, which contain detailed information about the child’s journey through primary school, and include things like school progress

reports, incident reports, details of attendance and illness, any involvement with SENCO or pastoral support, are sent to the relevant secondary schools in the summer holidays, or in September.

- 6.14. Children remain on the roll of primary school until 31 August which creates a situation where primary schools are unable to part with their paperwork during the summer term, with some retaining the files until the children leave the roll, which is too late for secondary schools to make arrangements for the start of term.

Support with application process

- 6.15. For primary schools, supporting parents to complete secondary school applications is resource intensive, and begins at the start of Y6. Secondary school application forms must be completed online, which creates issues for some parents who lack the skills to complete the form. While free access to computers is available in libraries, knowledgeable face-to-face support is not always available, and this can place significant demands on primary schools who bear the brunt of having to support parents through the process.
- 6.16. Primary schools encourage children to visit secondary schools with their parents, not least because it is not always possible for the children's preferred secondary schools to visit their primary schools due to the broad range of schools involved. It is common for the children in the borough's primary schools to go out of borough for secondary school, with some of the most able children going to grammar schools in Bromley and Bexley. Both primary and secondary schools referred to marketing strategies of schools from out of the borough which actively sought to attract the most able children from Lewisham primary schools.
- 6.17. Throughout Y6, primary schools work towards preparing the children for secondary school by supporting good homework habits and encouraging independent work. Primary schools focus on practical preparations in the summer term following the completion of SATS.

Academic momentum

- 6.18. Members of the Committee heard conflicting accounts of attainment levels at the top end of primary school.
- 6.19. Primary schools say their children work hard and achieve good results, with the most able children achieving at Y7 or Y8 level. Baring Primary School felt unable to comment on the level of work in Y7. Rangefield Primary felt that too often good progress made in primary school with the most able children was lost upon transition to secondary school.
- 6.20. There exists a degree of mistrust in secondary schools regarding the accuracy of primary-assessed levels, with secondary schools regarding these as over-inflated. Some secondary schools undertake a benchmarking

exercise early in Y7, finding that children are not working at the level at which they were assessed in Y6.

- 6.21. Y6 children largely cease academic work in May when SATS are completed, until starting September when they start Y7. This extended break from formal learning could account for a dip in attainment.
- 6.22. The visit revealed a general lack of familiarity between primary and secondary schools as to their respective curricula, which impacts on schools' ability to produce a seamless academic transition. Ruth DeGroot-Incoom, Head of the primary phase at Prendergast Vale, having teaching experience of both KS2 and KS3, was confident that the primary assessed levels were accurate, and that rather than questioning the progress made in primary school, secondary schools should rise to the challenge of building on that academic success. She could cite examples of children who had achieved and behaved well in primary school, disengaging upon reaching secondary school, and called on secondary staff to identify and address the reasons for the slowdown in achievement. The Head of Conisborough College acknowledged that the best creative writing in primary school can exceed anything produced in Y7 or Y8 as the secondary curriculum focuses less on this kind of work.
- 6.23. For secondary schools, the time commitment involved in delivering the pastoral elements of transition can impact on classroom teaching, particularly in an environment of increasing competition for ever-decreasing resources.
- 6.24. As a way of maintaining academic progress, the STARS report recommended the use of bridging units – pieces of work started in primary school and completed at secondary school. These are not used in Lewisham schools, mainly due to the numbers of schools involved in transition.

From the children's' perspectives

- 6.25. Y6 children revealed that their biggest worries about secondary school were around the behaviour of older children, and going from being the biggest in primary school to the smallest in secondary school. They were also worried about the amount and frequency of homework, and about safety on the journey to school. Fears about the school journey were most acutely felt by children having to travel significant distance such as those hoping to go to Kent grammar schools.
- 6.26. Y7 students all felt they had settled well. Their fears prior to starting had been around safety on the journey from school, particularly in the winter months in the dark, the behaviour of older children and feeling vulnerable as the youngest children in the school. The children had also worried about levels of homework. All found that their fears had soon dissipated and that the older children looked out for them and were generally helpful.

- 6.27. Y7 pupils reported an overlap in the curriculum and felt they had already covered much of their work in primary school. Some children viewed homework as a positive as it gave them something to do in the evening.
- 6.28. Without exception, every pupil that Members spoke to as part of this review was full of ambition and able to clearly describe their career and life plans at Y6/7.

7. Conclusion

- 7.1. The review summarises evidence received by the Committee regarding transition practices across Lewisham. It draws on the experiences of current Y6 and Y7 pupils, the Mayor's Young Advisors, and key staff involved in transition in Lewisham's primary and secondary schools. It presents this evidence alongside the national context, as defined by academic research and the national findings of the Office for Standards in Education, Children's Services and Skills (Ofsted).
- 7.2. There are many examples of good work in Lewisham in providing supporting children in making the transition from primary to secondary school. This needs to be further developed and emulated to ensure that the high standards achieved in Lewisham's primary schools are built upon and that children receive the best possible start to their secondary education.

8. Monitoring and Ongoing Scrutiny

- 8.1. The recommendations from the review will be referred for consideration by the Mayor and Cabinet at their meeting on [date tbc] and their response reported back to the Children and Young People Select Committee within two months of the meeting. The Committee will receive a progress update in six months' time in order to monitor the implementation of the review's recommendations.

Sources

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

“Key Stage 3: the wasted years?” Ofsted, 2015

“What makes a successful transition from Primary to Secondary School?”
Department for Children, Schools and Families, 2008

DRAFT

Appendix 1

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

LA Name	School Name	Qty	% Of
Greenwich	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%
Southwark	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%
Bromley	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%
Bexley	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%
Croydon	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%
Kent	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%
Lambeth	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%
		74	100.0
		3	%

CHILDREN & YOUNG PEOPLE'S SELECT COMMITTEE			
Report Title	Update on Lewisham Early Years Policy, to include quality, sufficiency and funding		
		Item No	6
Contributors	Executive Director (<i>CYP</i>) Head of Targeted Resources & Joint Commissioning (<i>CYP</i>)		
Class	Part 1 (open)	Date	28 February 2017

1. Purpose

- 1.1. The purpose of this report is to provide an update on the Lewisham Early Years strategy for childcare sufficiency and quality of provision, including the implementation of the 30 hours funded childcare policy in September 2017.

2. Recommendations

- 2.1. It is recommended that Members agree:

- To note and comment on the content of the report.

3 Background

3.1 The Childcare Act 2006 requires local authorities in England to ensure a sufficiency of childcare for working parents, parents studying or training, and for disabled children.

3.2 Childcare sufficiency relates to the provision of registered childcare for children aged 0-14 years old, and up to 18 years old for disabled children and children with additional needs.

3.3 The duties in the Act require local authorities to shape and support the development of childcare in their area in order to make it flexible, sustainable and responsive to the needs of the community. This role is described as a 'market management' function, supporting the sector to meet the needs of parents, children and young people, parents and stakeholders.

- Under **section 6** of the Act there is a requirement on local authorities to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. This information should be made available to parents and elected members. To meet section 6 duties, local authorities need to collect and publish information on the supply of provision and demand for childcare in their area. Statutory guidance provides clear indication of what '*must*' be included in the annual review, and what '*should*' be included.
- **Section 7** requires local authorities to secure prescribed early years provision free of charge. This provision is for children aged 2, 3 and 4

years of age. In the region of 40% of two year olds nationally are legally entitled to free early years provision, and all three and four year olds.

- **Section 12** places a duty on local authorities to provide information, advice and assistance to parents and prospective parents relating to the provision of childcare, services or facilities that may be of benefit to parents and prospective parents, children and young people, something that aims to be strengthened in the Childcare Act (2016).

3.4 The Childcare Act (2016) became law in March 2016. The 2016 Act extends the universal 3 and 4 year old entitlement to 570 hours a year over no fewer than 38 weeks to an additional 570 hours for qualifying children (*Section 1 of the 2016 Act*). Section 2 of the 2016 Act allows the Secretary of State to discharge her duty under Section 12 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children. Section 5 of the 2016 Act amends the Childcare Act 2006 to allow regulations to require local authorities to publish information of a prescribed description, interval and manner.

3.5 **Statutory Framework for the Early Years Foundation Stage** - *Setting the Standards for learning, development and care for children from birth to five.*

3.5.1 This framework is mandatory for all early years providers (from 1 September 2014): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency.

3.5.2 The legislation the framework refers to:

- The learning and development requirements are given legal force by an Order made under section 39(1) (a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

3.6 **Working Together to Safeguard Children (2013)**: Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

3.7 **The Children and Families Act 2014** states, that the local authority has a statutory duty towards its children and young people up to 25 years old with Disabilities and Special Educational Needs.

3.8 **Special educational needs and disability code of practice: 0 to 25 years**: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

3.9 **The Ofsted Common Inspection Framework, new revision September 2015**, sets out how the general principles and processes of inspection are applied to schools and other types of provider in England. It states the statutory basis for inspection and summarises the main features of inspection carried out under **section 5** of the Education Act 2005. The revised guidance distinguishes good and outstanding schools.

3.10 **The Ofsted Early Years Inspection Framework, September 2015**, sets out how the general principles and processes of inspection are applied to registered early years provision required to deliver the Early Years Foundation Stage. It describes the main activities inspectors undertake when they conduct inspections of early years providers in England under sections 49 and 50 of the Childcare Act 2006. The handbook also sets out the judgements inspectors will make and on which they will report.

3.11 **The Health and Social Care Act 2012** gives local authorities the responsibility for providing services or facilities to promote healthy living and providing incentives to live more healthily. With effect from April 2013, Public Health is integrated within the local authority and will strengthen the focus on the health, wellbeing and safety of children and young people in the Borough.

3.12 **Supporting economic well-being**

There are clear links between the Child Poverty Strategy and supporting parents into work through the Work Programme, Help to Work scheme and flexible support through Jobcentre Plus. These schemes rely upon the availability of good quality, affordable childcare. For some families, this need is at least partially satisfied by informal childcare arrangements (e.g. family and friends) but for no means all. Single parent households and families without established social structures may not have access to informal care. For those that do, informal care may not support the social and cognitive outcomes associated with good quality pre-school learning.

3.13 **Links to the Government's Troubled Families programme**

In Lewisham, the Government's Troubled Families programme is embedded in our approach to supporting families through early intervention as set out in our Children and Young People's Plan. For some families, access to childcare and out of school activities can provide structure and routine, supporting socialisation and school attendance. Childcare can support a parent to attend counselling, training, or to take up employment.

3.14 **Supporting children to achieve their potential**

3.14.1 There is a large body of evidence demonstrating the lasting impact of good quality early years' childcare and the savings in future expenditure that can be made by investing in children aged under five years old (*e.g. Field 2010*). In 2008 a Joseph Rowntree Trust report concluded that appropriate childcare could move between a sixth and a half of children out of poverty today. A

2012 DfE research report evidenced that early education starting at an early age had a direct impact on the attainment of children.

3.14.2 The body of evidence is large and growing; studies find a quality pre-school experience can boost children's all-round development, and is particularly beneficial for the most disadvantaged children.

3.15 **Policy direction**

There are a number of policy initiatives that will impact on childcare sufficiency. These include:

- National living and national minimum wage
- Automatic enrolment for employee's pensions from April 2016
- Tax free childcare
- 30 hours' childcare
- National Early Years Funding Formula
- Right to Request
- Benefit changes

4. **Local Context**

4.1 In Lewisham, the Children and Young Peoples Plan (CYP 2015 – 18) sets out the vision, values and culture which will underpin our approach to working with children and young people across the partnership. The CYPP also critically sets out priority outcome areas, action plans and joint commissioning intentions linked to these and how we will go about monitoring the impact of our work.

The 2015-18 plan identifies the following key priorities:

Building child and family resilience:

- **BR1:** *Optimising the outcomes of pregnancy and the first 1001 days, including reducing toxic stress for children and securing attachment*
- **BR2:** *Preventing poor outcomes and escalation of need, including for children in families at risk of crisis through early intervention*
- **BR3:** *Promoting healthy relationships throughout childhood and adolescence*
- **BR4:** *Mitigating the negative impact of insecure or unsuitable housing for children, young people and families*
- **BR5:** *Providing stable and consistent support for our Looked After Children*

Be healthy and active:

- **HA1:** *Improving our rate of immunisations*
- **HA2:** *Ensuring our children and young people are a healthy weight*
- **HA3:** *Improving mental and emotional wellbeing*
- **HA4:** *Improving sexual health*
- **HA5:** *Reducing the prevalence and impact of alcohol, smoking and substance misuse*

- **HA6:** Encouraging access to and usage of culture, sport, leisure and play activities
- **HA7:** Ensuring our Looked After Children are healthy

Raise achievement and attainment:

- **AA1:** Ensuring there are sufficient school places for every Lewisham child
- **AA2:** Ensuring all our children are ready to participate fully in school
- **AA3:** Improving and maintaining attendance and engagement in school at all key stages, including at transition points
- **AA4:** Raising participation in education and training, reducing the number of young people who are NEET at 16-19
- **AA5:** Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school
- **AA6:** Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them
- **AA7:** Raising achievement and attainment for our Looked After Children at all key stages and Post 16

Stay safe:

- **SS1:** Identifying and protect children and young people at risk of harm and ensure they feel safe, especially from:
 - **SS1a:** Domestic violence and abuse
 - **SS1b:** Child sexual exploitation
 - **SS1c:** Serious youth violence
 - **SS1d:** Child abuse and neglect
 - **SS1e:** Deliberate and accidental injury
- **SS2:** Reducing anti-social behaviour and youth offending.
- **SS3:** Ensuring that our Looked After Children are safe

4.2 Early years provision in Lewisham is a key component of supporting children and their families to achieve the outcomes in the CYPP. All early years providers are expected to work within our strategic priorities; and all play a role in delivering strategies that are aligned to the CYPP – for example, Early Help and SEND.

4.3 Early years providers also work closely in partnership with other key services working with children and their families – health visiting, children’s centres and portage particularly.

4.4 Early Years Arrangements in Lewisham:

4.4.1 In April 2016, the Early Years Improvement Team which sat within the Standards and Achievement Division was re-aligned into the Targeted Services and Joint Commissioning division and amalgamated with the early entitlement Team. The team is now known as the Early Years Quality and Sufficiency Team (EYQST).

4.4.2 This organisational structure has enabled a more comprehensive and strategic overview to be developed that encompasses the sufficiency of childcare places from a perspective of ensuring high quality.

4.4.3 Since June 2016 the areas of focus have been wide reaching and varied. With the introduction of the government's policy of 30 hours extended entitlement for working parents, there have been a number of elements that have needed drawing together.

4.4.4 The team has 6 overarching priorities and these are listed below:

- **Priority One:** *Links to Children and Young Peoples Plan (CYP) BR – 1,2,3,5; AA-1,2; SS-1,2*
To secure sufficient childcare places for all eligible 2, 3 and 4 yr olds and increase take up - Section 7 Childcare Act
- **Priority Two:** *Links to CYP AA-1; SS-1,2*
To successfully implement the 30 hr offer to working parents
- **Priority Three:** *Links to CYP AA- 5; SS-1,2*
To close the gap in the EYFS attainment:
- **Priority Four:** *Links to CYP BR – 1,2,3,5; AA1-7, SS-1,2*
To improve the quality of EYFS provision across all EYFS providers - Section 12 Childcare Act
- **Priority Five:** *Links to CYP BR – 1,2,3,5; AA1 – 7; SS-1,2*
To raise attainment overall in the EYFS:
- **Priority Six:** *Links to CYP BR1,2,3,5 HA-2,3,5,6; SS-1,2*
To develop provider knowledge and understanding of health and well-being

4.4.5 In order to meet the legislation and guidance set out in the first section, a successful local authority will have the following attributes. These attributes guide the work of the EYFS improvement work of Lewisham LA officers with its EYFS Providers. The local authority will:

- Have a good understanding of the performance of EYFS Providers in its local area using data to identify those EYFS Providers that require improvement and intervention
- Take swift and effective action when failure occurs in an EYFS provider, to ensure leadership quickly becomes good and standards improve in line with the Lewisham Early Years Improvement Framework.
- Intervene early where performance of an EYFS provider is declining, ensuring that providers secure the support needed to improve to be judged at least good in line with the Lewisham Early Years Improvement Framework

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

5. Take up, quality and performance

Lewisham has a very good reputation for the high standard of its early years provision. It has for the last 3 years been in the top three local authorities in England for children achieving a good level of development (GLD) in the Early Years Foundation Stage Profile (EYFSP) which is the assessment completed for children at the end of their reception year. Lewisham has a lower free schools meals (FSM) gap than the national picture however the FSM gap increased by 2% in the last year where nationally it remained the same. However we still have a significantly smaller gap than nationally.

GLD is a measure made up of children attaining at least the expected level in the Early Learning for Personal Social and Emotional Development, Communication and Language Development, Physical Development and the ELGs for Literacy and Mathematical Development

EYFSP GLD Good Levels of Development				
	2013	2014	2015	2016
<i>All - National</i>	52%	60%	66%	69%
All - Lewisham	68%	75%	78%	79%
<i>FSM - National</i>	36%	45%	51%	54%
FSM - Lewisham	60%	68%	71%	70%
<i>No FSM - National</i>	55%	64%	69%	72%
No FSM - Lewisham	71%	78%	79%	80%
<i>FSM Gap - National</i>	19%	19%	18%	18%
FSM Gap - Lewisham	11%	10%	8%	10%
<i>Children with EHC Plan - National</i>	2%	3%	4%	4%
Children with EHC Plan - Lewisham	-	10%	6%	-
<i>Children on SEN support National</i>	16%	21%	24%	26%
Children on SEN support Lewisham	29%	39%	35%	31%

5.2 The Lewisham Early Years Improvement Framework sets out the processes and procedures by which the Local Authority (LA) and EYFS settings will work

together to ensure all providers offer the highest quality of care and education to all children. It is also expected that each EYFS setting is judged good or outstanding by Ofsted as a result of inspection. In recent years there have been significant changes in legislation and national guidance that has an impact on the organisation of EYFS provision and the expectations of what EYFS settings should provide. This framework reflects that latest guidance as well as national best practice.

5.3 The overriding principle is that EYFS providers, being largely autonomous, are responsible for meeting the statutory requirements of the EYFS. They also have to meet the needs of the local community whilst fulfilling the conditions of funding as an eligible provider. The local authority has a role to ensure all EYFS providers offer the highest quality of sufficient and appropriate care and education, and keep children and young people healthy and safe. The local authority acts as a champion for families, children and young people, particularly vulnerable groups and convenes the children’s partnership in which schools are key participants.

5.4 In order to deliver this the local authority work together and in partnership with all our EYFS providers including maintained schools, academies, and our EYFS business sector that would include Private Voluntary and Independent settings and childminders to ensure that they are meeting their legal duties as an early years provider to meet the statutory requirements of the EYFS and address areas of weakness and share good practice.

5.5 In terms of EYFS provision in Lewisham there are currently:

- Two maintained nursery schools
- 52 nursery classes in Primary Schools
- 138 private, voluntary and independent settings
- 450 registered childminders (*although not all currently have children*)
- Four special schools with EYFS provision
- 71 After school/breakfast clubs. (*This is an approximate figure as current data sources do not provide accurate information*)

5.6 The 3 & 4 year old free entitlement offer is a universal offer which means that the child need only meet the age eligibility criteria set out in the chart below:

Third birthday between:	Eligible from:
1 st April – 31 st August	Autumn term starting in September
1 st September – 31 st December	Spring term starting in January
1 st January – 31 st March	Summer term starting in April

Children can access their 15 hours free entitlement through schools, private voluntary and independent providers including childminders.

The take up figure for 3 & 4 year olds for autumn term 2016 is 3,956.

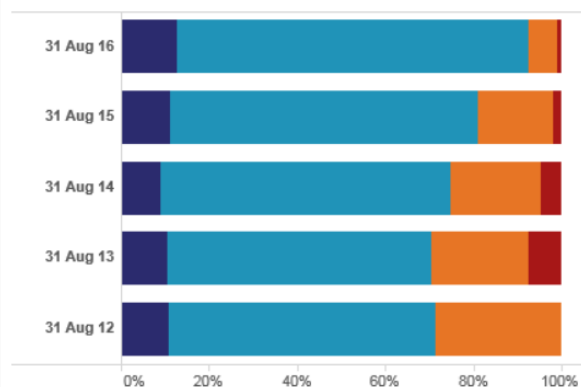
The breakdown of delivery is: **PVI** 1,928
Schools 2,028

5.7 The 2 year old entitlement offer is a targeted offer which means that parents need to meet the free school meal eligibility criteria or the child must be in receipt of either Disability Living Allowance or be a child that is looked after by the local authority. The current target number of 70% take up for 2 year olds is provided by the Department for Education by way of a list compiled by the Department for Work & Pensions based on the 40% economically disadvantaged families in Lewisham. The number of children eligible for the 2 year old early learning entitlement offer in the Autumn term 2016 was 1707, with 1,087 children having taken a childcare place in PVIs and school nurseries which represents a total of 63% of the target group.

PVI Settings Performance

Date	Outstanding	Good	Requires Improvement	Inadequate	% good or better	Total number of settings with Ofsted Inspection judgements	New (registered with Ofsted but awaiting inspection) Or re-registered	New & unregistered	Total settings - including new + unregistered
4th November 2016 Lewisham % *Including CDP (Childcare on Domestic Premises)	13% (13)	77% (73)	8% (8)	1% (1)	90.5%	95	33	4	128 + 4
5th December 2016 Lewisham % *Including CDP (Childcare on Domestic Premises)	14% (13)	75% (71)	9% (9)	2% (2)	89%	95	33	4	128 + 4
December 2016 OFSTED National %	17%	77%	4%	1%	91%				

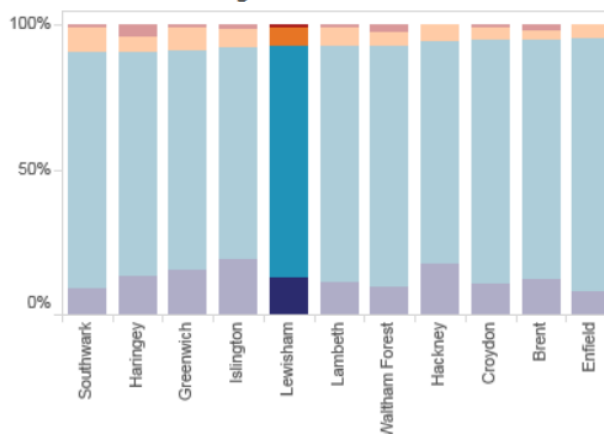
Lewisham in London
Click a date to see similar data



This chart shows the percentage of **PVI** settings at each grade of inspection judgement over the last 4 years.

Red = Inadequate
Amber = Requires Improvement
Light blue = Good
Dark Blue = Outstanding

Local authority areas similar to Lewisham as at 31 Aug 16



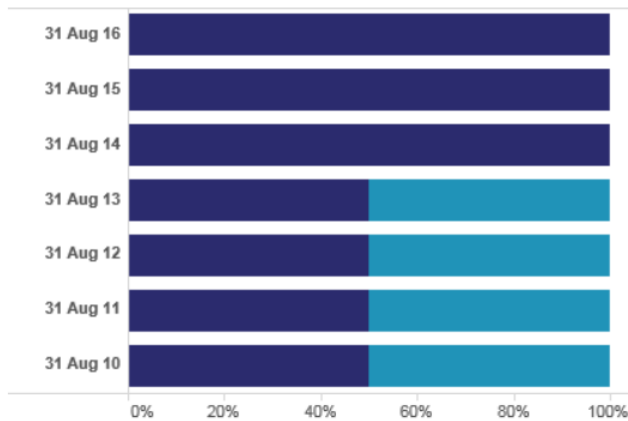
This chart shows how Lewisham did in comparison to other similar LA's at 31st Aug 2016

Schools:

Date	Outstanding	Good	Requires Improvement	Inadequate	% good or better	Total number of schools with Ofsted EYFS Inspection judgements
December 2016 Lewisham % Maintained Nursery Schools	100% (2)	0% (0)	0% (0)	0% (0)	100%	2
December 2017 Maintained Nursery classes in Primary Schools	27% (14)	71% (37)	2% (1)	0% (0)	98%	52
December 2016 OFSTED National %	2%	51%	42%	5%	53%	

Lewisham in London

Click a date to see similar data



This chart shows the percentage of **maintained nursery schools** at each grade of inspection judgement over the last 4 years.

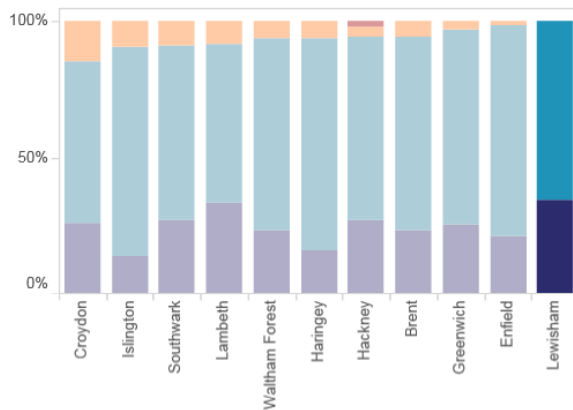
Red = Inadequate

Amber = Requires Improvement

Light blue = Good

Dark Blue = Outstanding

Local authority areas similar to Lewisham as at 31 Aug 16



This chart shows how Lewisham's **primary schools with nursery classes** did in comparison to other similar LA's at 31st Aug 2016

The key being the same as above

To secure EYFS improvement and provider effectiveness we adhere to the following principles:

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

- e. Collaborating and working towards a school/setting-led system of self-improvement which is based on peer to peer support, partnership working and school/setting autonomy.
- 5.8 Overall, 86% of children aged 3 and 4 years take up funded early education, with 85% doing so in good or outstanding quality settings as at January 2016. It is less so for children aged 2 years where 62% accessed their funded early education entitlement and a little over 65% do so in good or outstanding quality settings. Improving quality of settings and take-up by children of their early education entitlements are key priorities for Lewisham. We currently have a project underway which is focussing on improving the quality of provision for 2 yr olds, concentrating amongst other things on environment, high quality interaction and meeting the particular needs of two year olds.
- 5.9 Early years settings in Lewisham are especially keen for additional support to improve quality, and particularly so from:
- (a) The Early Years Quality and Sufficiency Team;
 - (b) More relevant and affordable professional development and;
 - (c) Networking and collaborative learning opportunities.
6. The success achieved in attainment levels (EYFSP) and the quality of EYFS provision in Lewisham has allowed us to focus on the underpinning principles of building child and family resilience which we understand is at the core of promoting the best possible start in life. A vision for EYFS as part of the overall Lewisham partnership vision for children and young people is that
- “Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS Statutory Framework)*
- 6.1 The EYQST is focussing on raising awareness across services and the wider council, of the importance of a child’s first 1001 days (*Conception to age 2 – the age of opportunity*) and the benefits of high quality early years provision (*EPPSE Research*) and the impact this can have on children’s long term outcomes.
- 6.2 Evidence clearly demonstrates this will enable the ability, to engage socially, academically; improving academic attainment, and positive engagement in work and relationships and physical health. In response to this and in order to increase the effectiveness of multi-disciplinary partnership working. Lewisham is incorporating the ‘Five to Thrive’ Approach to promoting positive attachment

relationships. The approach uses a simple 5 step approach and facilitates the use of a shared and easily communicated vocabulary that practitioners can use when talking to families about the importance of developing healthy attachment relationships.

6.3 The EYFS Provider Categorisation process in Lewisham

The Early Years Quality and Sufficiency Team undertake an initial desktop review at the start of the autumn term in order to prioritise support, this is then reviewed at termly EY Provider Categorisation meetings and will be based on the following information:

- Current Ofsted judgements
- Complaints to Ofsted
- Cycle of Ofsted inspection
- Multi-agency information sharing through partnership working eg. SaLT, SEN, Drumbeat Outreach, EP, PSLA, Portage, PSLA/Clyde Children's Centres, Social Care, Virtual School, Entitlement Team, Teaching Schools, Performance Team (data), SIO SAR reports
- Safeguarding concerns via LADO
- Provider engagement/ partnership with the Local Authority / EYIT
- Social deprivation information/ contextual social economic info of setting /IDACI / EYPP/ location of eligible 2 year olds
- Issues of EYFS compliance
- Staff qualifications / EYFS experience/ Early Years Teacher and Teaching standards
- Changes to registration details e.g. changes in leadership and management of a Provider/ buildings or redevelopment* (Ofsted data feed e.g. via Tribal)
- *Progress and tracking data where available**
- *2 year progress check data where available**
- *Attendance information**

(* this additional data though not currently available would support an improved picture and analysis of needs).

6.4 The early years sector changes rapidly with new settings opening and closing throughout the year and changes in Ofsted judgements occurring frequently. For this reason, the EYQST also works in a responsive way as changes occur but using the same criteria for prioritising support.

7. Childcare Sufficiency Assessment

7.1 Under **section 6** of the Childcare Act local authorities are required to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. This information should be made available to parents and elected members. To meet section 6 duties, local authorities need to collect and publish information on the supply of provision and demand for childcare in

their area. Statutory guidance provides clear indication of what 'must' be included in the annual review, and what 'should' be included.

- 7.2 In response to its Statutory Duty in the spring of 2016 Lewisham commissioned a Childcare Sufficiency Assessment (CSA) to look at demand for childcare and early years provision given the rising population and the changing landscape of EYFS policy and funding. The assessment used data, and information from parents and providers to reach conclusions.
- 7.3 The Childcare Sufficiency Assessment identifies a changing population where key growth wards for children aged 0-4 years in Lewisham are concentrated in Children's Centre Service Area (CCSA) 1 (Evelyn and New Cross wards particularly) and the wards of Lewisham Central and Blackheath in CCSA 2.
- 7.4 By contrast, all wards in CCSAs 3 and 4 are predicted to see reducing numbers of children aged 0-4 years across 2015- 2019 (*except Rushey Green in CCSA 3 which will remain broadly the same*). Evelyn, New Cross and Lewisham Central wards need to have more provision for eligible 2 year olds reflecting their relative deprivation. These wards are where the affordability of childcare is most significant and where there is least ability to pay.
- 7.5 With government plans for an extended early education entitlement for eligible children aged 3 and 4 years from September 2017, Rushey Green, Lewisham Central, Forest Hill, Evelyn, New Cross and Perry Vale wards will have greater total numbers of children eligible for these places. This points to greater requirements in these wards for more flexible early education and childcare to meet the needs of working families. In the surveys undertaken parents were very positive about the introduction of the extended entitlement, although few parents with young children had heard of this entitlement.
- 7.6 Primary objectives for parents in relation to the extended entitlement were found to be to:
- a. Limit the number of settings that children attend.
 - b. Access the extended entitlement during school holiday periods and after 3pm.
 - c. Have any setting make available additional hours if required for purchase; and ideally existing settings their children attend will offer the extended entitlement.
 - d. For parents with children that are attending school, they want any younger children to have access to the extended entitlement at the school nursery.
- 7.7 This is a picture that is reflected nationally and will impact the existing market. Most parents report that they will move children so that they benefit as much as possible from access to their early education entitlement in a single setting. This is likely to affect school nurseries and pre-schools/play groups the most;

and will benefit those early years settings which make available more flexible provision.

- 7.8 There are likely to be enough places to meet the anticipated demand for the extended early education entitlement in Lewisham. This is because there are already plans for expanded supply and many existing early years settings have low to medium levels of occupancy (*57% occupancy for childminders and 73% occupancy for PVI settings*). In addition Lewisham successfully submitted 4 capital funding bids to the EFA which means that 4 providers will be able to expand their provision to offer more 3 & 4 yr olds places. Further places will be available for funded entitlements, if necessary, in settings that rate at least 'satisfactory'/'requires improvement' or better from September 2017. Where this is necessary the team will work closely with providers to ensure that there is significant improvement in time for their next Ofsted inspection.

8. 30 hours of funded childcare entitlement for working parents

- 8.1 In September 2017 an extra 15 hours of funded childcare will be available across England for eligible 3 and 4 year olds who live in households where either a 'single' parent or in the case of a couple both parents work, or otherwise meet the criteria. This is in addition to the existing 15 hours of free early education, which is available to all three- and four-year-olds and eligible two-year-olds. This will provide eligible parents with a total of 30 hours of free childcare per week, over 38 weeks or the equivalent number of hours across more weeks per year. The total annual entitlement will be 1,140 hours of early education. This has wide reaching implications for the entire early year's sector as it is highly likely that there will be huge parental demand. It is anticipated that by providing additional free childcare, more parents will be supported into work or to increase their working hours should they wish to do so.
- 8.2 In addition, from April 2017 the government is changing the way early years providers are funded. This will take the form of an Early Years national funding formula (*EYNFF*). The principle change is the introduction of a universal base rate for all providers. This means that it is no longer possible to have different hourly funding rates for nursery schools, primary schools and private, voluntary and independent (PVI) providers. The effect of this is to increase the hourly funding rate for PVI providers (up to 28%) whilst decreasing the rate for schools (*4% for primaries and 36% for nursery schools*).
- 8.3 Lewisham Council hourly rates for funded early education are consistent with the average hourly rate charged to fee paying parents with children aged 2 years and between 8- 14% less than the average hourly rate charged to fee paying parents with children aged 3 and 4 years. Approximately 5% of PVI settings and 15% of all childminders report that they plan to increase fees by more than £10 per week for local families in the next 12-18 months.

The table below shows the current hourly funding rate and what it will be over the next two years.

	Current Hourly Rate		Rate from April 2017	Rate from April 2018
Maintained Nursery Schools	£7.70		£4.94*	£4.94*
Maintained Nursery Classes	£5.13		£4.94	£4.94
Private, Voluntary and Independent Providers	Basic Rate	Quality Rate	£4.84	£4.94
	£3.85	£4.67		

*Nursery schools will receive supplementary funding from the DfE on top of the hourly rate

- 8.4 In recognition of the important role of maintained nursery schools, as beacons of high quality, with 58% of those in England having received an Outstanding rating from Ofsted compared to only 10% of other setting-based early years providers, and 7% of primary schools, the DfE is allocating additional funds for the life of this Parliament to protect nursery schools. During this time, further consultation on the role of nursery schools will be held by the DfE. The final level of this protection is not yet known, but the DfE's current position is that the protection will not cover any additional free hours (*full time places*) that have in the past been offered to disadvantaged pupils as this is not statutory provision. This would leave a shortfall of £56k across the two nursery schools.
- 8.5 Up to and including the 2016/17 financial year, 3&4 year old funding rates have been based on a provider's OfSTED rating. This is no longer permissible under the new funding arrangements. The allocation of additional funding to providers that take the most disadvantaged pupils will continue and will represent 5% of the total available funding.
- 8.6 The EYNFF also introduces a cap which means that 5% is the maximum proportion of the available funding that can be centrally retained for council costs.
- 8.7 From 2017/18 local authorities will be required to implement an Inclusion Fund. Lewisham is setting aside £200k (*1% of the available funding*). This fund will be available for providers to access to support children at SEN support. The details of how this fund will be managed are in the process of being established and agreed by the Early Years Multi-Disciplinary Group (EYMD). It will be financially administered by the Early Years Quality and Sufficiency Team and will provide resources to support inclusion and intervention for a child with additional needs over a term.

- 8.8 With 5% for council costs, 5% allocated to providers for deprivation and 1% allocated to providers for SEN support, the remaining 89% is used for the hourly funding rate.
- 8.9 On top of this funding, the DfE is creating a Disability Inclusion Fund which will allocate over £615 per year to providers that have a child on roll that receives Disability Living Allowance. This fund is intended to remove the barriers to provision for these children.
- 8.10 The total funding available to Lewisham for the 3&4 year old formula is £24.6m with £2.8m of this being for the new 15 hours entitlement extension for working families. The funding forms part of the Dedicated Schools Grant and no funding comes from the Council's General Fund. Lewisham receives £5.62 per hour for provision in the borough. This is the second lowest hourly rate in inner London and is 20% lower than the average for inner London. The rate is calculated taking account of FSM eligibility, English as an additional language and Disability Living Allowance entitlements. An area cost adjustment based on general labour market costs and NNDR is applied to the data, resulting in the £5.62 rate.
- 8.11 The DfE has also decided that local authorities should no longer be able to use the Dedicated Schools Grant (*DSG*) to provide full time places to any pupils other than those eligible under the working families extension being introduced in September 2017. This means that the full time places currently offered to disadvantaged pupils will have to cease by April 2019, effectively allowing just one more academic year of provision. These places have tended to be offered to children identified as having additional needs. Under the new rules, these children will not be eligible for full time provision unless their parents are working.
- 8.12 There has been consultation regarding both the changes to the funding formula and the implementation of 30 hours extended entitlement with the Early Years Sub Group which has reported to Schools Forum. The sub group is made up of representatives from across the EYFS sector including both maintained nursery school head teachers, primary school head teachers, PVI managers and owners and childminders.

9. Key priorities for childcare market development in Lewisham

- 9.1 The Early Years Quality and Sufficiency Team is working with the range of providers in the borough on both the 30 hrs policy implementation and on wider issues around quality and health and well being issues, this is done through provider meetings, bespoke sessions, and the Early Years sub-group of the school forum. There are also regular mailings and web-based information available. The views of parent's and carers were sought through the childcare sufficiency assessment. We seek feedback from providers on developing ideas around the provision of the 30 hours entitlement, and as partners in ensuring successful sufficiency levels will continue to consult them.

9.2 Sustainability

- 9.2.1 A key area that is already being developed is supporting EYFS providers across the sector to think about their business sustainability and to start to plan for the implementation of the 30 hours funded childcare. A series of sessions are being provided under the following headings:
- Are you Prepared?
 - Estimating the Effects
 - How to deliver Profitably
- 9.2.2 These sessions are tailored to the needs of each type of provider and there have been sessions for Schools, PVI's and Childminders.
- 9.2.3 Further sessions will take place over the next term, including sessions that bring together a mix of providers across each area. These sessions will focus on examples of good practice and ideas for innovation that will build sustainability.
- 9.2.4 A particular focus will be on supporting schools on the sustainability of their nursery classes. There have already been a couple of school nursery classes that have closed and there are more who have challenges with their sustainability.
- 9.2.5 In helping families and the local early years childcare market prepare for the introduction for the extended entitlement and address parent priorities for childcare that meets their needs, we need to:
- a. Encourage more flexible provision and opportunities for children to access early education and childcare in a single setting.
 - Especially by encouraging longer opening hours and childcare availability during school holidays (*this includes for parents stretching early education entitlements across more than 38 weeks*). This includes targeting PVI settings and school nurseries and especially those in faster growing wards in Children's Centre Service Areas (CCSA) 1 and 2 i.e. Evelyn, New Cross, Lewisham Central, Blackheath and Brockley wards (*as well as Sydenham ward in CCSA 4*) where more than 9 in 10 early education places are available from PVI settings and school nurseries.
 - Through supporting innovative collaborations between early years settings such as schools and childminders to offer longer opening hours and childcare availability during school holidays.
 - Work to improve the low occupancy rates for many childminders as well as encouraging greater supply of childminders in the fast growing wards of Evelyn, New Cross, Lewisham Central, Blackheath and Brockley.

b. The EYQST will work with early years settings to agree a refreshed provider agreement. This offers scope to set out the roles and responsibilities of early years settings that offer funded early education and the council (*ie the Early Years Quality and Sufficiency Team and the Family Information Service*).

- In clarifying partner roles and responsibilities, the Early Years Quality and Sufficiency Team has the opportunity to establish a clear plan for taking childcare forward. This includes setting out the Team's focus and scope of their support for early years settings quality improvement, sufficiency and networking/ collaboration. This includes supporting the roll out of the extended entitlement in September 2017.

9.3 Stakeholder Engagement

9.3.1 The early years quality and sufficiency team has good existing relationships with EYFS providers across the sector. However there is some work to be done with our 450 childminders, as engagement with providers in this sector can be variable due to their large numbers and the quality of the data we have had to rely on in the past. The upgrade to the family information service will do much to address this, as it will mean that all EYFS providers will be contactable directly and they have a reliable means by which to update their childcare details and occupancy levels.

9.3.2 We use a range of methods to engage EYFS providers and these include the following:

- Termly briefings for Head teachers and EYFS Leaders
- Termly briefings for PVI Managers and Owners
- Termly briefings for Childminders
- Training sessions for Governors on what's new in EYFS
- Termly newsletters
- Regular contributions to schools mailing
- Core training sessions marketed through the STEEP Teaching school alliance

9.3.3 Alongside these existing approaches, we plan to increase the use of social media by establishing a Lewisham EYFS facebook page, and a twitter feed which will all be co-ordinated by the proposed post of family information service/data officer.

9.3.4 The family information service will act as a conduit for all information about early years. It will ensure that information is clearly available about services and provision, and is easily accessible to parents. It will also enable us to identify links and connections much more easily and therefore ensure that we are operating at optimum impact.

9.4 **SEND provision**

9.4.1 In terms of childcare entitlement, the recent Childcare Sufficiency Assessment identified provision and access to early entitlement for children with SEND as an area of focus. This is a picture reflected nationally where according to a recent report by Contact a Family, 25% of children with SEND are not accessing their early entitlement. EYFS settings in Lewisham have also identified a need for additional support in this area.

9.4.2 The Lewisham Local Offer is now available on-line <http://www.lewishamlocaloffer.org.uk/#/> and as the family information service is developed (see section 9) will be linked together so that all information and advice for parents of children with additional needs/disabilities is more integrated and accessible from one point.

9.4.3 Developing the quality of the local offer continues to be a priority and work is ongoing to ensure that early years services are joined up for children and families. An aspect of ensuring that the needs of children with SEND and their families are met, also includes clarifying the available targeted early interventions for children that do not have an EHC Plan and the available advice, guidance and resources that will support early year's staff to confidently manage children's behaviour and other needs. In response to this and in partnership with other departments such as Educational Psychologists, Drumbeat ASD Early Years Outreach Team and the Children with Complex Needs Service within the authority, a 'Promoting the Inclusion of Children with Special Educational Needs and Disabilities' pathway has been produced, which clearly identifies the steps providers should take and follow in order to ensure they are making the necessary reasonable adjustments to offer inclusive provision. In addition a variety of support and collaboration is also offered to early years providers including:

- Half termly SENDCO forums, which are very well attended.
- A wide range of training in SEND from specialist providers
- Attendance and contribution to the Early Years Multi-Disciplinary Group (EYMD) which focusses on developing the EYFS workforce to improve capacity, developing knowledge, skills and understanding in SEN.
- Working to ensure that information for families on all aspects of the local offer is accessible through the family information service.

9.5 **Increasing take up**

9.5.1 Multiagency practitioners who work with families with children aged 0-4 will be encouraged to continue raising awareness of early education entitlements and the benefits of these entitlements for families they interact with; together with providing practical help to families to take up these entitlements. We will

develop a marketing campaign, holding information events and ensuring that information about childcare entitlements and what to look for in high quality provision is as widely available as possible. This could include supermarkets, shopping centres, GP surgeries, and libraries and will be a significant aspect of the family information service, with a whole section on Early Years and Childcare which will include the types of childcare available, local availability, partnership working, benefits and entitlements, as well as sections to develop professional practice.

- 9.5.2 We will also link closely with health visiting and children's centres, who are working directly with children and families, especially regarding families eligible for the funded entitlement for children aged 2 years. A continuing focus on building the quality of funded early education for children aged 2 years is also a priority. This is especially so for settings in CCSA 1 (*Evelyn and New Cross wards most particularly*).
- 9.5.3 The Early Years Quality and Sufficiency Team will partner with Employment, Skills and Adult Education leads to ensure families they are supporting to return to work, know about the early education entitlements and can help parents with taking these up.
- 9.5.4 The team will also identify and work with our largest employers to ensure they are able to share information about entitlements with staff, so that they can increase their hours if they wish to do so.

10. Family Information Service

- 10.1 In order to deliver on the Childcare Act 2006 section 12 duty, the Family Information Service (FIS) must build a more comprehensive, up to date directory of childcare and early education services for families across Lewisham. This includes setting out the minimum standards that parents can expect of childcare provision. This will also assist future sufficiency planning, better inform parents about their childcare options and help early years settings with their business planning and marketing.
- 10.2 The existing FIS Directory needs to be updated and also needs to set out the new minimum standards. A temporary post within the team has been created to address this in the first instance with a view to creating a permanent post in order to ensure continued accuracy and accessibility of information. Changes will be in place to support the delivery of 30 hrs free childcare.
- 10.3 Parents have a choice about the types of childcare and early education they wish to use, although this varies between wards and Children's Service Areas (CCSAs). Families and early year's settings identify that a key gap is having a single comprehensive directory of childcare provision which provides information about all childcare and early education options in Lewisham.
- 10.4 Starting with an update of childcare information the service will be able to offer up to the minute, free and reliable information to suit parents and professionals

needs. This information will be safe and quality assured to provide peace of mind.

- 10.5 In addition we will be launching a new easy to search web site which will show a variety of services available across the borough. This will include a co-ordinated approach to information about health visiting and children's centres; voluntary and community organisations; school places; the latest events will be easy to access and with a specialist search facility users will be able to search in a variety of ways. These changes will be starting in the next few weeks and will be rolled out across the spring with events where we will gather a wide range of feedback and views.

11. Next steps and key milestones:

Focus	Action	By
All EYFS Providers registered on the Provider Portal	<i>Ensure that all EYFS providers have a provider portal account that can be used to update their childcare details and occupancy levels. This system will also be used to administer EYPP to all providers, this should increase claims by making the process smoother which will in turn improve provision for children</i>	<i>April 2017</i>
Extend capacity and increase impact	<i>Build on existing relationships and working practices with newly appointed Children's Centre providers, to ensure that services for families are as joined up as possible. Work with Children's Centres and other partners to provide regular networking sessions for providers to share good practice and ways of working</i>	<i>April 2017</i>
Increase awareness of childcare benefits	<i>Work with our largest local employers to ensure that they are aware of and are promoting childcare benefits for parents. This will support parents to understand their entitlements and utilise them for best possible effect</i>	<i>April / May 2017</i>
ECS Checking System	<i>Ensure that the ECS checker is installed and functioning, so that eligibility for 30 hrs childcare can be validated.</i>	<i>May 2017</i>
Parental awareness campaign	<i>Ensure that all childcare entitlements are cohesively branded and that parental awareness is increased. This will increase take up of disadvantaged 2 yr old entitlement, universal 15 hrs and 30 hrs childcare for working parents. This, as a result, will establish positive relationships within settings, impact on</i>	<i>May/June 2017</i>

	<i>attainment, ie a good level of development and increase financial security for our lowest income families. This is linked to FIS which will continue this work on a sustainable footing.</i>	
Family Information Service	<i>Ensure FIS is successfully re-launched; meet with and consult all stakeholders establishing systems for maintaining accurate and comprehensive information that is intuitively and easily accessed.</i>	<i>June 2017</i>
Nursery School provision	<i>Work in partnership with nursery schools to establish ways of sustainably retaining this high quality provision.</i>	<i>March 2017 - 2020</i>
30 Hrs funded childcare	<i>Ensure we have sufficient EYFS providers ready to provide this entitlement as high quality provision and sustainably.</i>	<i>September 2017</i>

12. Legal Implications

- 12.1 There are no legal implications that have arisen in regards to the Early Years Quality and Sufficiency Team

13. Financial Implications

- 13.1 The DFE have issued a new funding formula for Early Years providers. The overall outcome will be that Nursery schools will see very significant reductions in funding, Maintained school nursery classes will see some reduction, generally in the region of £9k per class and the private, voluntary and independent sector will see increases.

13.2 Revenue Implications

- 13.2.1 The DFE have issued a new funding formula for Early Years providers. The overall outcome will be that Nursery schools will see very significant reductions in funding, Maintained school nursery classes will see some reduction, generally in the region of £9k per class and the private, voluntary and independent sector will see increases.

- 13.2.2 The funding available for Early Years forms part of the Dedicated Schools Grant. The sum available for Early Years has provisional been set by the Department for Education at £24.6m. This sum will be revised to reflect the actual number of children in settings both in January 2017 and January 2018.

- 13.2.3 As the revenue funding is provided through the Dedicated Schools Grant it will not impact on the Council's General Fund

13.3 Capital Implications

- 13.3.1 There are no capital implications arising directly out of this report. The sufficiency review may in the future highlight the need for capital expenditure and this will be separately reported to members.
- 13.3.2 The DFE have issued a new funding formula for Early Years providers. The overall outcome will be that Nursery schools will see very significant reductions in funding, Maintained school nursery classes will see some reduction, generally in the region of £9k per class and the private, voluntary and independent sector will see increases.

14 **Equalities Implications**

- 14.3 There is a need to be mindful of the need to increase access to Early Years entitlement for children with SEN, this is particularly true for the extended entitlement. The recent Childcare Sufficiency Assessment identified provision and access to early entitlement for children with SEND as an area of focus. This is a picture reflected nationally where according to a recent report by Contact a Family, 25% of children with SEND are not accessing their early entitlement. EYFS settings in Lewisham have also identified a need for additional support in this area. See section on SEND page 20

15 **Crime & Disorder Implications**

16

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

17 **Environmental Implications**

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

18 **Background Documents & Originator**

The Childcare sufficiency report can be found AT

<http://www.lewisham.gov.uk/myservices/education/earlyyears/Pages/Childcare-Sufficiency-Assessment.aspx>

The 30 Hrs implementation key task document can be found at **Appendix 1**

If there are any queries about this report, please contact Warwick Tomsett (*Head of Targeted Services & Joint Commissioning*) on extension 48362 or at warwick.tomsett@lewisham.gov.uk.

30 Hours
Sept '17

Parents
information for parents
Branding, advertising and marketing of free entitlement information

Ensuring parents understand their entitlements and as many as possible are taking places up.
30 hours extended entitlements
Focus on 2 yr olds
Ensure delivery of 30 hrs does not impact on places for those only entitled to 15 hrs
LA Wide Ad campaign - Lewisham Life , Website, Hoardings, Buses, Social Media

Ensure that School Governors and SAO's are included in the briefing sessions for schools. In addition there is a school Governors session planned for Spring this will also include information on 30 Hrs

30 hrs Briefing Events
Schools - Jan - March
PvIs - Feb & Mar
Childminders - March

FIS
Overhaul current information
establish ownership with a manager
Ensure information is accurate and up to date
Provides a joined up overview of all services available to families in Lewisham

Ensure this is a fully functioning, efficient and accessible system for parents that provides accurate information on the services and provision for families in Lewisham. *Also see Breakfast ASC section*
This was highlighted as a key issue by the Govt response to 30 Hrs delivery
strengthen the regulations and guidance to make clear that local authorities will be required to update and publish their childcare information on a termly basis.
• require local authorities to publish the information by electronic means via their websites, and also to continue to provide the information in other formats where it is needed (such as where parents have no internet access) and to signpost parents to other information or services that will benefit them.
• make clearer in guidance where local authorities could publish other helpful information for parents beyond the list set out in schedule 1 to the Childcare Act 2006, such as where childcare providers work in partnerships to offer more wraparound services for parents, and stating the outreach activity they undertake to publicise the childcare offer, especially to under-represented groups that are not accessing their entitlements.

Business Support
Deliver sessions to support providers with business planning. This will be tailored to meet the needs of each area of the sector

Funding
Establish funding rates and inform the sector ASAP

Local Business
Engage with largest local employers provide information about Free entitlement so that they can inform employees
Job Centre +
Ensure they are informing parents about entitlements

Learning Hubs and Networks
work with Childrens Centres and other partners
to provide regular networking sessions for providers to share ways of working

Partnership working
Promote partnerships between providers wherever appropriate ensuring that the child is kept at the centre of 'ways of working'

Breakfast and ASC and holiday clubs
These organisations will be entitled to register as eligible providers

We do not currently keep information on this sector. It will present a huge shift in terms of monitoring and supporting quality of provision and will need to be included in the payment process. FISO will be key

SEND
Links and partnership with SEND Team and promoting high quality inclusion practice in all EYFS settings

Systems and processes
Current systems will need reviewing
This will include a number of different departments across the LA

Capacity
In order to fulfil all aspects going forward we will need to increase capacity

Commissioned Partners
Work in alignment with all commissioned services

Early Help
Ensure all appropriate aspects of work link to the Early Help strategy

School nursery classes
how we promote partnerships and keep them sustainable without jeopardising the delivery of 30 hrs

Nursery Schools
Drop in funding has big implications what is LA role in supporting? This will have major impact on most disadvantaged children

This page is intentionally left blank

CYP SELECT COMMITTEE		
Report Title	Outcomes for Looked After Children	
		Item No. 7
Contributors	Director of Children’s Social Care Service Manager, LAC, Leaving Care & Adoption	
Class	Open	Date: 28 February 2017

1. Summary of the Report

1.1. As corporate parents for Looked after Children, the Council has a responsibility to ensure all children and young people have the best opportunities and life chances. The report summarises the outcomes they have achieved in the last year in the areas of placement stability, health and education attainment. It also provides information regarding incidence of children going missing or being at risk of child sexual exploitation.

2. Purpose

2.1 This report updates CYP Select Committee on outcomes for Looked after Children.

3. Recommendations

3.1 Members are asked to note and comment on this overview of the key outcomes for Looked after Children.

4. Policy Context

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

- a) identifying and protecting children and young people at risk of harm and ensuring they feel safe, especially from:
 - Domestic violence and abuse
 - Child sexual exploitation
 - Serious youth violence
 - Child abuse and neglect
 - Deliberate and accidental injury
- b) Reducing anti-social behaviour and youth offending.
- c) Ensuring that our Looked After Children are safe.

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

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

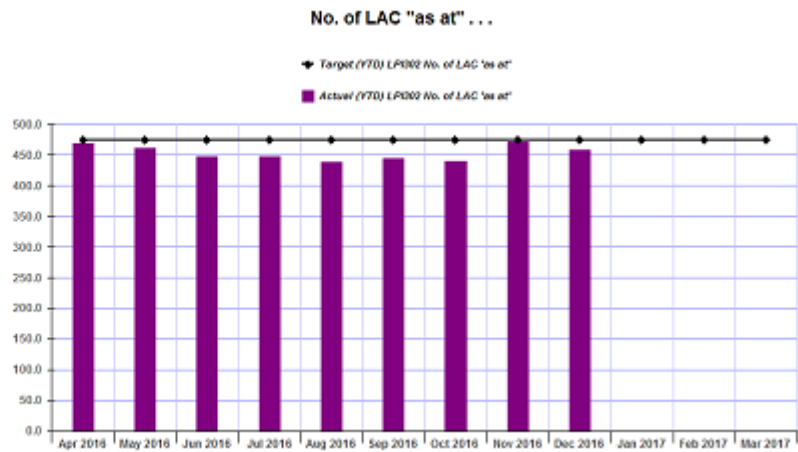
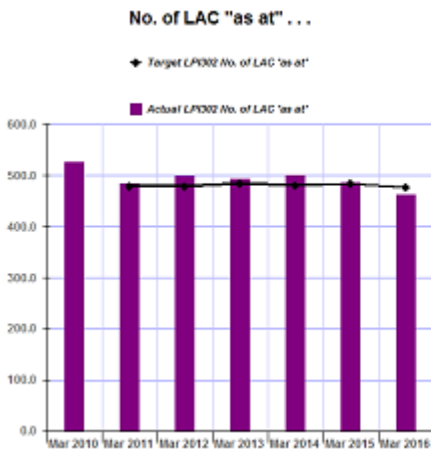
- **Ambitious and achieving** – where people are inspired and supported to fulfil their potential
- **Safer** – where people feel safe and live free from crime, antisocial behaviour and abuse
- **Empowered and responsible** – where people are actively involved in their local area and contribute to supportive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

5. Ofsted Inspection of 2016

- 5.1 Following the Ofsted Inspection which concluded in January 2016, Ofsted approved the Department's action plan drawn up to address the recommendations. This committee has had oversight of this document and regular updates.
- 5.2 The Ofsted recommendation for the LAC service was to ensure that life story work is completed for all looked after children. Life Story work as it suggests, is work social workers undertake with children looked after, to help them understand why they are not able to live with their birth parents. It helps them come to terms with this decision and in most cases allows us to ensure the children and their extended families can continue to have appropriate levels of contact. It is also important to support the children's emerging identity and supports positive self-esteem.
- 5.3 Such work needs to be ongoing, to reflect changes in the children's age and developmental stage. As a service we have made life story work a priority in supervision, team and service meetings over the last twelve months.
- 5.4 The advanced practitioner has run workshops and provided individual sessions to support social workers to undertake what can be emotionally challenging work. The independent reviewing service is monitoring the progress of life story for all children at six monthly intervals, during the children's LAC reviews.

6. Number of Looked After Children

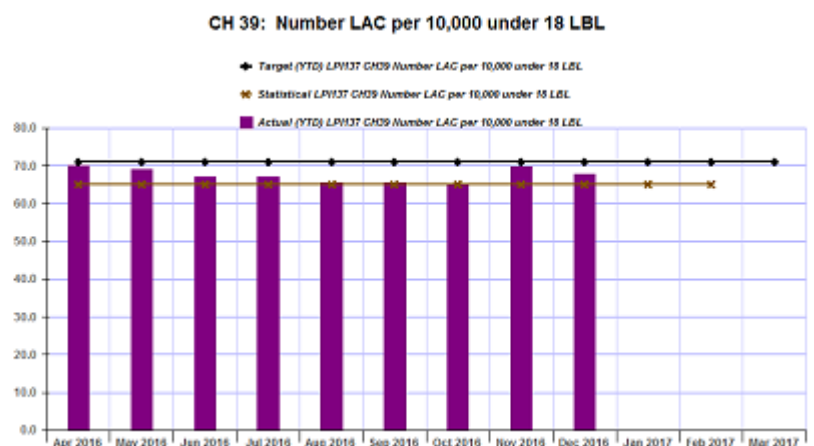
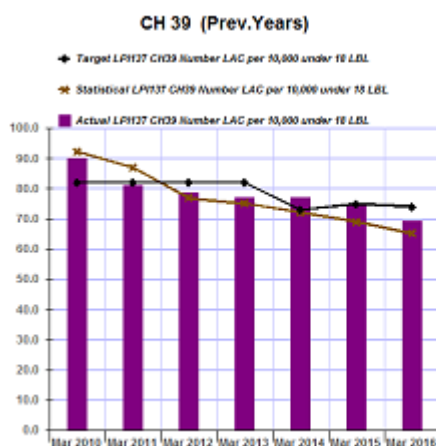
- 6.1 Since the last report was submitted, the number of looked after children has remained stable at around 475. The current figure is 458. This excludes regular respite arrangements (as at 31/12/16).
- 6.2 Of the total cohort 47 are permanently looked after disabled children (as at 31/12/16). Of these children, 30% (14 children) are placed in residential provision due to their high level of need. The remaining 70% (33 children) are looked after by foster carers and receive community support to address their needs arising from their disabilities.



6.3 Performance (as at March 2016) for the number of children who leave care as a result of permanent arrangements via Special Guardianship and adoption remains strong. For both Adoption and SGO's Lewisham performs better than our statistical neighbours and just below the England average.

The LAC per 10,000 population in Lewisham under 18

6.4 The graphs below indicate the number looked after as 67.8 per 10,000 of the under 18 population. (Dec 2016) This figure has reduced for the last two years, bringing us closer to with our statistical neighbours. We have systems in place to ensure that children do not become looked after unnecessarily and where possible that support is provided within family or community networks. Family support services are provided by a variety of community organisations and we have recently reviewed and expanded our Early Help offer to better support and co-ordinate provision, this includes a new Early Help team, recommissioning of our Family Intervention Service, which is now delivered by the 'Core Assets' organisation and the development of our edge of care rapid response service, 'Families First'. In addition all children who become looked after are reviewed at a weekly panel.



7. Placement Stability

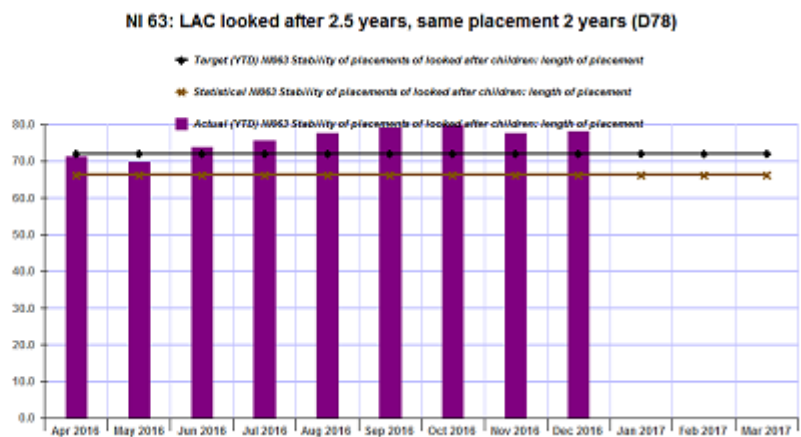
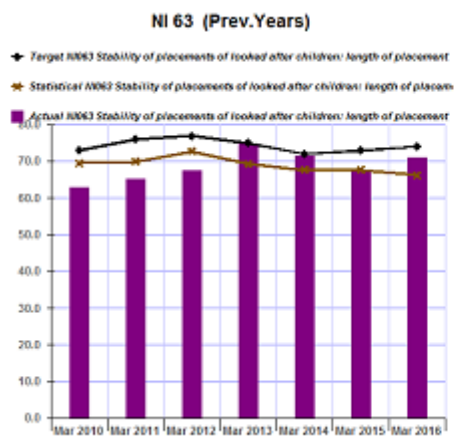
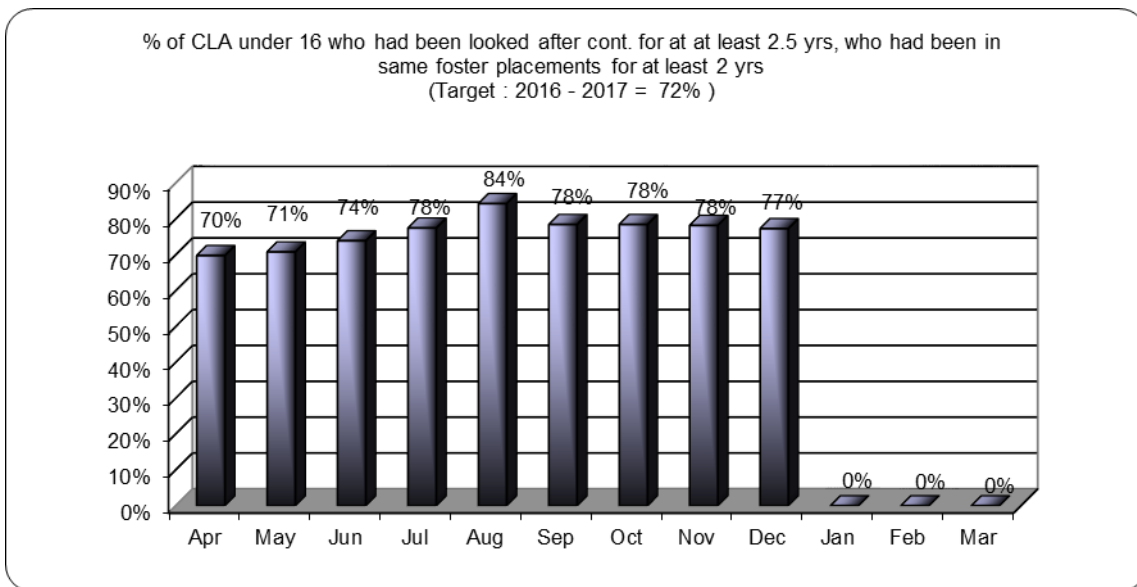
7.1 The stability which our looked after children experience is a priority for the Council and continues to be among the highest priorities for the service. Achieving placement stability for children in long term care is key to improving their outcomes in other areas.

- 7.2 Every child and young person looked after by Lewisham has an individual care plan which reflects their individual and unique needs. We have a statutory duty to review these plans within a month of them becoming looked after, a second review is held after three months and at six monthly intervals thereafter.
- 7.3 Each review considers whether remaining in care is the correct plan. Where it is safe for them to do so, children will return to the care of their parents or another extended family member. If this arises as a result of care proceedings, appropriate orders are given to ensure the carer has parental responsibility.
- 7.4 For all children under 10 we consider whether a plan for adoption is in their best interests. Adoption provides both stability and good outcomes for children. We try to achieve this for as many children as possible, if the court has agreed adoption is the best outcome and has granted the appropriate order.
- 7.5 From 1/4/16 until 31/12/16 fourteen children have been adopted. A further eleven children have been placed with adoptive families.
- 7.6 As at Dec 2016 78.4% (359 children) of our looked after children are living with foster carers. The remainder live in semi-independent, residential units, YOI's or specialist health units. A small number are being assessed with parents as part of a rehabilitation plan. We would like as far as possible to increase the numbers of children living with foster carers as family life provides better outcomes and is a more cost effective option. This is difficult to achieve for all young people due to the complexity of their needs and challenging behaviours. Currently 18.6% of our young people live in residential care which is higher than our statistical neighbours.
- 7.7 At the end of March 2016 17% of the children looked after by Lewisham lived more than 20 miles from their primary address. This is lower than our statistical neighbours but higher than the England average.
- 7.8 For most children we would want them to be in close proximity to Lewisham, for consistency at school and family contact. For a small number of young people distance is part of an agreed care and safeguarding plan. In other cases the type of specialist provision is not available within 20 miles and therefore a 'distant' placement is agreed. All such decisions have to be agreed by the Director of Children Social Care (CSC).
- 7.9 Since July 2014 we have been developing 'Staying Put' arrangements. This initiative allows young people to remain in foster care until the age of 21. If they are in full time education they can also remain with their foster family during holidays from college/university. Encouraging the use of Staying Put is likely to support placement stability in the longer term. Currently we have 35 young people subject to Staying Put arrangements. The figure in this report last year was 26.
- 7.10 Over the last three years we have introduced an evidence based approach known as The Secure Base. Ongoing training (for new staff) in this model is provided and together with colleagues in the child's network, for example CAMHS, they provide support to try and prevent placement breakdown. This is a therapeutic approach in addition to practical support provided to both the children and their carers.
- 7.11 Social workers and IRO's work together to identify children who may be living in fragile placements. This is done in order to ensure we convene a placement stability meeting

at an early stage. Placement moves are not agreed until everything possible has been done to resolve the difficulties.

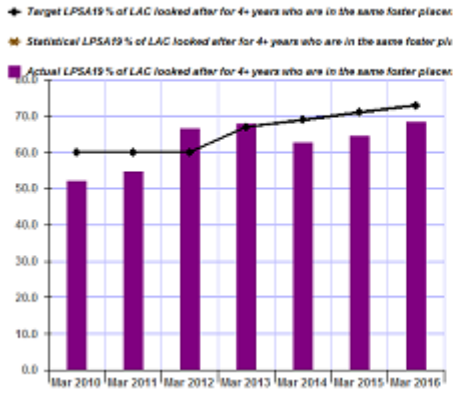
7.12 When the social worker recommends a move this is agreed at a panel chaired by the Director of Children’s Social Care and includes representation from others, for example the Independent Reviewing Officer service and the Virtual School.

7.13 Performance in this area is measured in two ways. The chart below looks at the under 16 cohort and measures those who have been looked after 2.5 years and have been in the same foster placement for at least 2 years. The total number of children in this cohort is 150 of which 116 meet the target. Team managers look in detail at the circumstances of the remaining 34. The reasons for instability are complex and as described above each child has an individual care plan which includes a strategy to manage the instability.

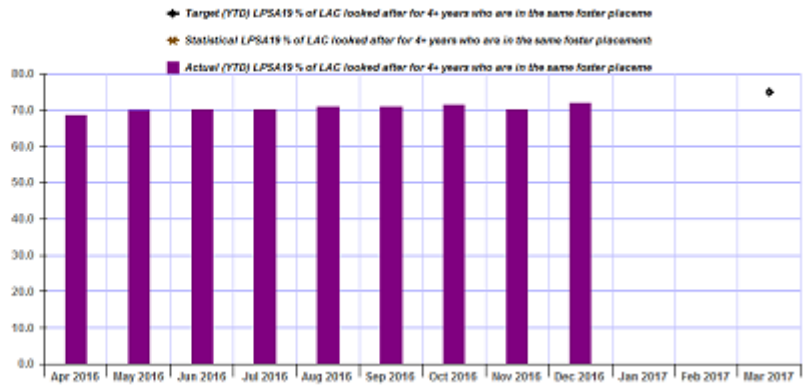


7.14 The chart below looks at the looked after children population including 16-18 year olds who have been looked after continually for 4 years or more and who have been in the same foster placement for at least two years. The DFE has ceased publishing data for this indicator, which means we can no longer compare ourselves with statistical neighbours.

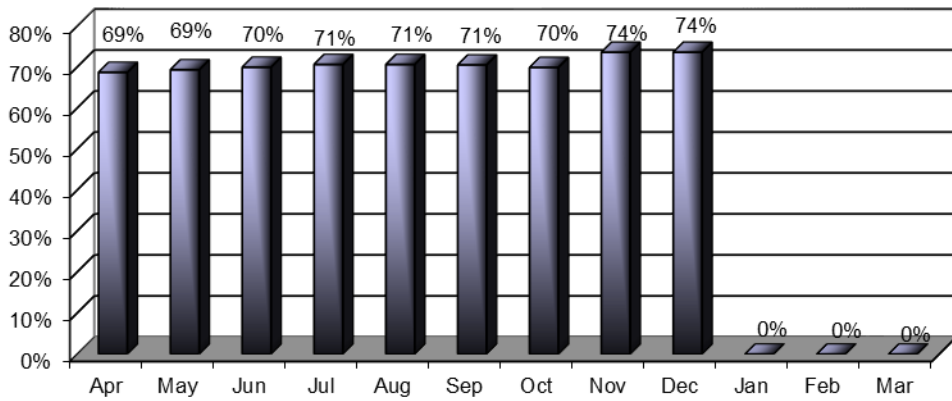
PAF D35 (Prev.Years)



PAF D35 % LAC looked after 4 yrs, same foster p'ment 2 years

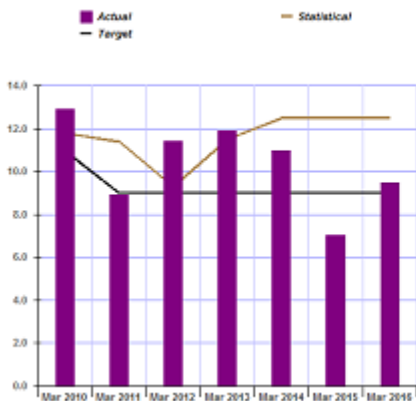


% of CLA who had been looked after cont. for at least 4 yrs, who had been in same foster placements for at least 2 yrs (Target : 2016 - 2017 = 75%)

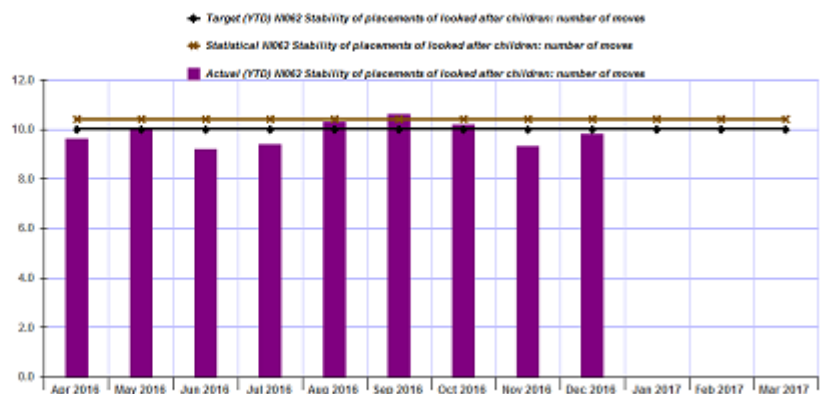


7.15 The bar charts below show the number of children and young people who have experienced 3 or more placement moves in the last 12 months. For some younger children 3 moves may be seen as positive for example, a child safeguarded in a foster placement, assessed with a parent and then placed permanently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

NI 62 % LAC 3 or more placement moves

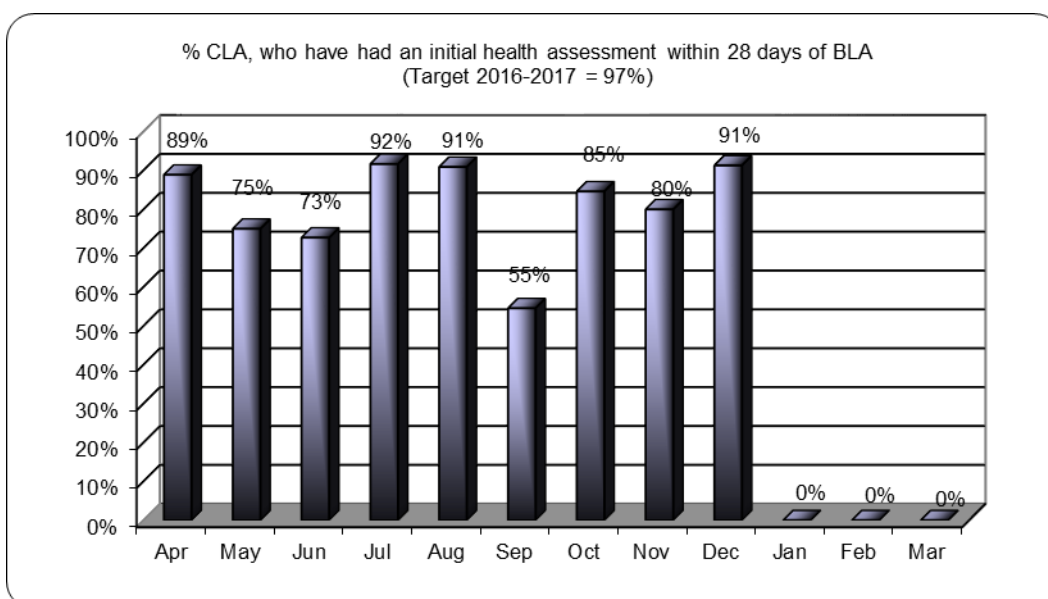


NI 62 PAF A1 % LAC 3 or more placement moves during year

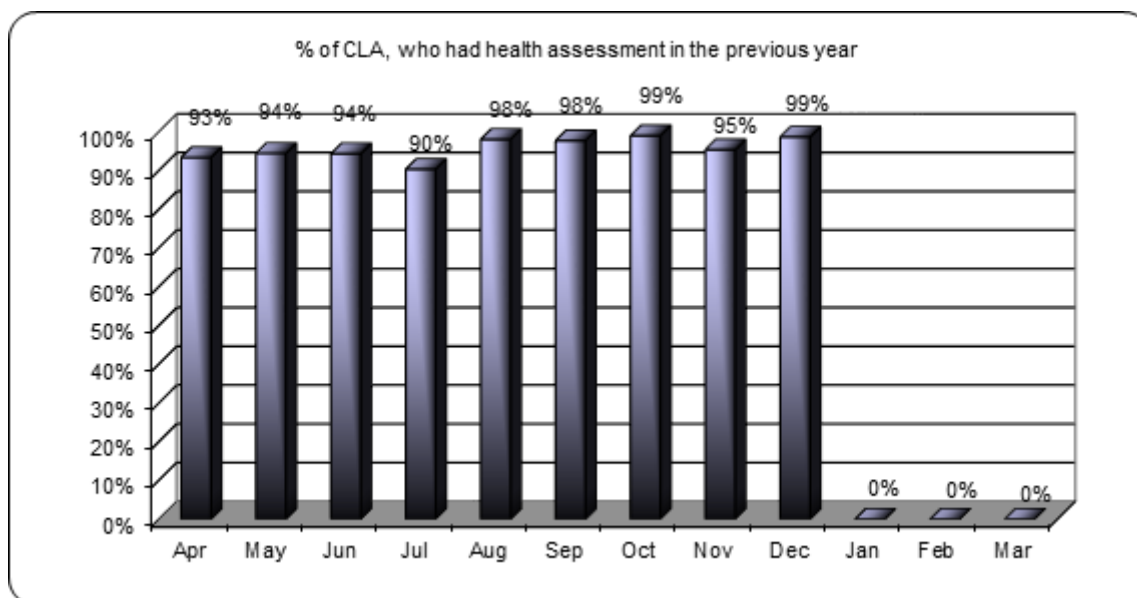


8. Health Outcomes

- 8.1 Many of the children looked after by Lewisham have experienced abuse and neglect. Their physical health needs have often not been met, many of them have not received adequate primary health care including universal services such as immunisations and dental care.
- 8.2 Within 20 working days of becoming looked after, all children are required to have an initial health assessment which will assess their needs and plan appropriate treatment. Some of the older young people are reluctant to attend such appointments which largely explains the figures below. These young people are tracked by our Looked after Children's nurse and the majority do eventually agree to the assessment when the adults caring for them provide the appropriate support.
- 8.3 The variations below reflect two significant issues including parents refusing to grant consent until the matter proceeds to court and those young people who are resistant. The DFE does not publish comparative data for this indicator.



- 8.4 The chart below represents the number of looked after children who have received an annual health assessment. As with initial assessments it is often the older group in this cohort who will refuse to comply with this expectation. The Lewisham figure at the end of March 2016 was 95.4. This was an improvement on the 2015 figure when the figure was 91.4%. This figure is higher than our statistical neighbours (91%) and the England average (at 90%). This demonstrates the ongoing progress which started following the appointment of a second LAC nurse. It also evidences the ongoing joint work undertaken by social workers and the LAC nurses to ensure those young people who refuse a health assessment when they first become looked after do agree at a later stage once they have developed trusting relationships with professionals.



8.5 To support close working the LAC nurses now offer a monthly drop in session at Laurence House. This allows the staff to discuss a variety of issues, and ensure outstanding concerns are addressed and each child's care plan is being addressed in a timely manner.

8.6 The emotional wellbeing of the children in our care is an additional health area we place significant focus on. In Lewisham we have a dedicated team within CAMHS known as Symbol who provide a service to children in borough and within reasonable travelling distances. For those children placed any distance from Lewisham we refer to local services and ensure their needs are met with the support of colleagues from the commissioning team. Carers for children assess their wellbeing through the use of a standardized strength and difficulty questionnaire. In Lewisham (as at March 16) the average score was 13.7% this places Lewisham in line with statistical neighbours and the England average.

9. Safeguarding Looked After Children

9.1 In addition to the six monthly report to Select Committee on all missing children, the following is an update in relation to LAC. In March 2016 there had been 140 episodes of young people going missing, these episodes relate to 56 young people who have been missing during the year on more than one occasion. The indicators to date in this financial year, show the number and frequency of children going missing has increased.

9.2 Officers consider that the learning regarding missing children presented to this Committee, and the links to sexual exploitation means there is increased reporting both in relation to children living at home and LAC. A number of the LAC who became looked after as teenagers, have been missing from home on frequent occasions and this has become part of their behaviour and response to difficult situations. We are also concerned that a small number of children are going missing in circumstances which links them to gangs and criminal activity. With this cohort we are working closely with colleagues in YOS, the police and community safety to address the concerns.

9.3 In December 2016 a new independent service was commissioned from the St Christopher's Runaways Project to work with missing children. St Christopher's will provide return interviews for all LAC children who go missing. They also attend a weekly operational multi agency meeting, for Missing, Exploited and Trafficked (MET)

children, as detailed within the MET strategy. This meeting looks at these children both individually and collectively across the Borough. As a service this also allows for analysis of findings and reporting of trends. Additional data and trend analysis will be used to inform practice and planning.

- 9.4 Social workers and independent reviewing officers continue to work together to ensure all those children for whom we have concerns are the subject of strategy meetings and Missing from Care meetings which result in robust plans to keep them safe.
- 9.5 In March 2016 8% of young people were identified as having a substance mis-use problem this is slightly higher than our statistical neighbour at 7% and the England average at 4%. The Young Person's Health and Wellbeing Service is offering an integrated and accessible service that focuses on the three main risk predictors of teenage ill-health (substance misuse, risky sexual behaviour and poor mental health). The service prioritises prevention and early help, enabling young people to better manage their own health and wellbeing.
- 9.6 The number of young people aged 10/17 who were convicted or subject to youth caution was 11% in 2016. This figure has risen and now puts Lewisham above our statistical neighbor at 7% and the England average at 4%.
- 9.7 This is obviously of concern and demonstrates the need for even closer working relationships between CSC and Lewisham YOS and those in other areas where children are placed. Key to reducing the offending figure will be the early identification of young people at risk and implementing interventions to assist for example the use of mentors. This is an area where the LAC & Leaving Care service also work closely with the Virtual school as there are also links between young people being excluded/absent from school and offending. CSC is active, following the recent YOS inspection in implementing an improvement plan.

10. Adoption

- 10.1 In order to undertake a full range of duties the service is required to be a registered Adoption agency. This allows us to undertake statutory duties in relation to both adopters and children who require adoptive families.
- 10.2 In 2014/15 33 of our children left care as a result of being adopted and in 2015/16 the figure was 36. So far this year 14 of our children have been adopted. A further 11 children have been matched and placed with adopted families during that timeframe. It is likely that most of these children will be adopted before the end of the year. However even if all 11 orders were granted this would still show a significant drop from the two previous years.
- 10.3 The reason for this is a reduction in the number of placement orders (the order required to legally place a child for adoption) granted in 2015/16. This change in practice within the courts relates to case law issued in 2013. Officers are aware from the South London Adoption consortium, in which we are active members, that other LAs are experiencing a similar trend.

- 10.4 Adoption performance is measured in a three year rolling scorecard. The outcomes for 2013/16 are represented in the chart below

Children placed for adoption	Apr 13- Mar 14	Apr 14- Mar 15	Apr 15- Mar 16
Number of children placed for adoption	27	36	19
With families approved by Lewisham	20	23	12
With families through inter-agency placements	7	13	7
Number of children placed with single adopters	3	5	1
Number of children placed with gay/lesbian adopters	3	3	2
Number of children placed with foster carers	1	1	2
Male / Female	14/13	20/16	13/6
Ethnicity			
White UK (including European)	18	15	8
Mixed heritage (incl mixed white parentage)	7	13	7
Black African Caribbean	2	3	1
Black African	0	3	3
Black African Caribbean / Black African	0	0	0
Asian	0	2	0

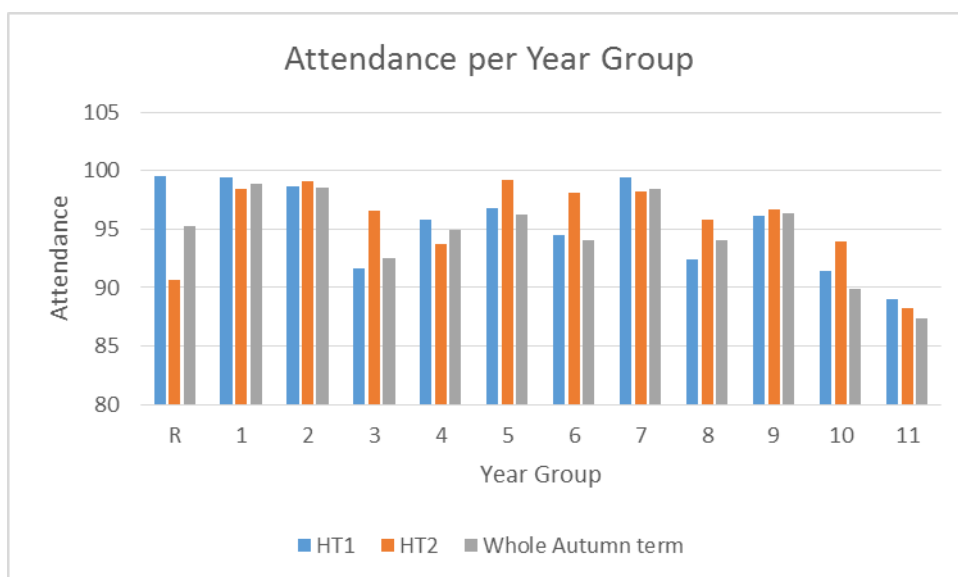
- 10.5 These figures demonstrate that Lewisham has good outcomes in terms of the numbers of children adopted but they also achieve positive outcomes for BME groups and older children, sometimes considered 'hard to place' and that this is still achieved in the best possible timescale for the children.

- 10.6 Since May 2015, the Adoption Support Fund has been fully implemented. The team undertakes adoption support assessments and makes applications to the Adoption Support Fund. As of 31 March 2016, 22 adoptive families received therapeutic support via the fund.

11. Education

- 11.1 Appendix one provides the outcomes for KS2 (age 11) and GCSE(age 16) results at the end of the last academic year (July 2016).
- 11.2 The Virtual School has provided the following data from its own monitoring.
- 11.3 The service currently supports 35 young people up to the age of 25 who are attending University.
- 11.4 In addition to individual care plans, all looked after children have a Personal Education Plan. This plan is drawn up jointly with the school and foster carers to ensure all of those involved with the child or young person are supporting their educational potential and achievement.

- 11.5 The Virtual School works very closely with the LAC & Leaving Care service in order to improve educational outcomes for our Looked after Children Head teacher
- 11.6 The additional CAMHS staff placed within the Virtual school provide clinical and behavioural support to children and young people as the need arises. They can also provide an out reach service which prevents children living outside of the borough experiencing delays. Ensuring our LAC remain in school and reach their academic potential supports outcomes in other areas of their life, particularly placements stability, emotional well being, resilience and opportunities to go to higher education and employment.
- 11.7 The Virtual School is working with social workers, foster carers, and schools both within and outside Lewisham to ensure the children’s educational needs are prioritised They manage the pupil premium grant and ensure the funds are spent on resources which directly impact on the education attainment of individual children rather than generic supports in schools.
- 11.8 The Virtual School has developed a website which like other schools will give information to pupils, parent/carers and Social workers.
- 11.9 One of the priorities for the Virtual School is the monitoring of children’s attendance. The graph below demonstrates the current position.



Half Term 1 data was collated for the period 01/09/16 – 21/10/16. Half Term 2 data was collated for the period 31/10/16 – 21/12/16. The whole half term data was collected for the period 01/09/16 – 31/12/16. This data is not an average of the two half term but real time data collated in January 2017 once all attendance had been collected by Welfare Call. Marks are often changed daily therefore the data is as real as the time it is collected.

- Every year group except Y11 has above 90% attendance for Half Term 1 (HT1) and Half Term 2 (HT2).
- Whole Autumn Term attendance is above 90% in every year group except for Y10 and 11.

Half Term 1

- 1 Overall attendance = 93.7% (01/09/16 - 21/10/16)
- 2 140/279 children 49.8% of children maintained 100% attendance for half a term
- 3 37/279 children had UA* = 13.3%

4 42/279 children were PA* - 15.1%

Half Term 2

- 1 Overall attendance = 93.8% (31/10/16 - 21/12/16)
- 2 142/281 children 50.5% of children maintained 100% attendance for half a term
- 3 39/281 children had UA = 13.9%
- 4 37/281 children were PA = 13.2%

Whole Autumn Term

- 1 Overall attendance = 95.3% (01/09/16 - 21/12/16)
- 2 95/281 children 33.8% of children maintained 100% attendance for the whole term
- 3 57/281 children had UA = 20.3%
- 4 45/281 children were PA = 16%

UA* – *Unauthorised absence*

PA* – *Persistent absence = attendance below 90%*

12. Financial Implications

- 12.1 The placement budget for Looked after Children for 2016/17 is £22.3 million.
- 12.2 There are no direct financial implications arising from this report.

13. Legal Implications

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

14. Crime and Disorder Implications

- 14.1 There is significant evidence nationally that looked after children come into contact with the youth justice system at a higher rate than the general population. There has been a reduction in these numbers since 2010. Looked after children are still more than twice as likely to be drawn into the criminal justice system. Currently, 20% of cases open to Youth Offending Service are looked after children. (This rises to 40% of those sentenced to custody). 25% of these are looked after by other local authorities, 15% by Lewisham.
- 14.2 The offending rates of looked after children vary in accordance with the length of time spent in care and by type of placement. However, the reoffending rates for looked after children are in line with others in the youth offending service cohort.
- 14.3 Risk factors that may predict involvement in criminal activity are similar to those that may predict looked after status.
- 14.4 The youth remand provisions in the Legal Aid Sentencing and punishment of Offenders (LASPO) Act 2012 came into force in December 2012. This made significant changes to the remand framework for 10-17 year olds. The Act imposes a new scheme for remands of children. All children and young people that are remanded to youth detention accommodation will become a looked after child. If this period is for 13 weeks or more they will meet the criteria of a leaving care child.

15. Equalities Implications

- 15.1 Lewisham's Comprehensive Equalities Scheme (CES) 2016-2020 sets out the Council's strategic objectives with regard to improving the life chances and quality of

life of Lewisham residents. The Equality Act 2010 provides the statutory framework for the CES.

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

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

Looked after children are a significant group in equalities terms as they are at high risk of poor outcomes.

16. Environmental Implications

16.1 There are no environmental implications arising from this report.

17. Background documents and originator

If there are any queries on this report, please contact Tina Benjamin on 0208 314 7808.

Appendix One

Primary – 2016 SATs Results

Total cohort 19

6 children disapplied of which 5 have SEN

KS2 Expected +	Reading	Writing	Maths	RWM	Grammar, Punctuation & Spelling
Lewisham LAC (13)	54% 67%	85% 77%	62% 73%	38% 56%	77% 75%
Male (8)	50% 62%	88% 71%	63% 71%	38% 51%	75% 69%
Female (5)	60 % 72%	80% 84%	60% 75%	40% 61%	80% 81%

These are age related expectation and based on previous year on year data we can assume that they will be above the national average for CLA. Figures in blue are for Lewisham Y6 cohort (not LAC) in 2016.

Secondary – 2016 GCSE Results

5 A-C Including English and Maths

11/50 students were targeted

8/50 achieved

Child	Surname	In Care for more than 12 months	Gender	GCSE 5 A-C	Final Result A-C
A	A	Y	M	Yes	Yes
B	C	Y	M	Yes	Yes
C	K	Y	F	Yes	Yes
D	M	Y	M	Yes	Yes
E	M	Y	F	Yes	Yes
F	O	Y	F	Yes	Yes
G	O	Y	M	Yes	Yes
H	R	Y	F	Yes	Yes

16% (8/50) achieved Grade C or above for English and Maths

(figure also applies to basics indicators) 5 A-C Including English and Maths

- 26% (13/50) achieved Grade C or above for English
- 22% (11/50) achieved Grade C or above for Maths
- 22% (4/8) of males and 12.5% (4/32) females achieved Grade C above for English and Maths

5 A-Gs

- 46% (23/50) achieved 5 A-G

CHILDREN & YOUNG PEOPLE'S SELECT COMMITTEE		
Report Title	SCHOOL FUNDING	
Key decision	No	Item No. 8
Contributors	EXECUTIVE DIRECTOR FOR CHILDREN AND YOUNG PEOPLE EXECUTIVE DIRECTOR FOR RESOURCES & REGENERATION	
Class	Part 1	Date: 28 FEBRUARY 2017

1. Summary

- 1.1 Schools budgets have come under increasing pressure over the last few years, through a combination of cash frozen funding settlements (per pupil basis) and increasing financial pressures through inflation, national insurance and pension increases. This report highlights the current financial position, explains the Local Authority's relationship with schools and, sets out the processes in place to help schools manage their budgets.
- 1.2 This report then looks at the future proposed national funding changes and sets out the likely impact in Lewisham.

2. Purpose

- 2.1 This report seeks to update members of the current financial position in schools and how the proposed national changes will impact in the future

3. Recommendations

That Members note

- i) The arrangements in place to challenge schools on their budgets
- ii) The role of the Governors in the stewardship of school budgets
- iii) The lobbying currently underway on the national funding formula

4. Policy Context

- 4.1 "Shaping our future" 2008- 2020 is a summary of Lewisham's Sustainable Community Strategy. There are six priority outcomes which say what our communities should look and feel like in the future. One is "ambitious and achieving" where people are inspired and supported to fulfil their potential by removing the barriers to learning and to encourage and facilitate access to education, training and employment opportunities for all our citizens.

- 4.2 One of the Council's corporate priorities is for young people's achievement and involvement; raising educational attainment and improving facilities for young people through partnership working. This report looks at ensuring that the school can provide these in the longer term.

5. Background

- 5.1 The 1988 Education Reform Act removed the financial control of schools from Local Authorities and gave it to the governing body of the school (and by extension, headteachers). The Local Authority has some continuing responsibilities however particularly in relation to 'community schools' in that it employs schools' staff and owns the land and buildings. However it does not "run" the school on a day to day basis or have the ability to override decisions of the headteacher and the governing body. The Local Authority does have powers of intervention but these have to be considered only in extreme cases.
- 5.2 Councils provide some services to schools but the schools are not obliged to take them up and can choose to look elsewhere – this can include diverse things like school meals, payroll services and financial services.
- 5.3 Under the School Standards and Framework Act 1998, Local Authorities (LA) are required to draw up a scheme for financing schools (The Scheme). This scheme sets out the financial relationship between the LA and the maintained schools which it funds. It contains requirements relating to financial management and associated issues, which are binding on both the LA and on the schools. Any proposed revisions to the scheme are subject to consultation of Schools Forum for approval pursuant to regulation 27 of The Schools and Early Years Finance (England) Regulations 2015. The Scheme for Lewisham is updated annually, in consultation with the Schools Forum. The next meeting of the Forum on the 16 March 2017 will again update the Scheme.
- 5.4 In line with national requirements which have been in place for many years, the Scheme gives schools freedom to exercise choice over their spending plans. Like other local authorities, Lewisham can only impose regulations which are consistent with the need for accountability and control over expenditure of public funds. The Scheme expects all schools to set a balanced budget and manage within the resources made available to them. This is specifically a duty on the governing body of the school.
- 5.5 The Scheme provides that in exceptional circumstances a school may have a licensed loan to cover a deficit/loan. Under this provision the school is able to apply to the LA for permission for a loan which will be paid back in subsequent years. A licensed loan to cover a deficit/loan is usually granted where a school has found itself in a deficit position due

to changes in circumstances e.g. significant fall in pupil numbers. The licensed deficit/loan will be granted on the basis that some cost reductions may not be possible immediately either logistically (contracts with staff or service providers) or because of risks of detrimental impact on the curriculum or because the reduction in staffing levels may be temporary so that it does not make sense to incur unnecessary redundancy costs.

- 5.6 Before a loan is approved, the school must be able to demonstrate that through its recovery plan it will be able to pay back the loan over the agreed timescale.
- 5.7 Under the scheme any loan in respect of a deficit that is in excess of £500k must be approved by the Mayor as it is a very serious matter for a school to accumulate a deficit of this size. The agreement of smaller loans against deficits is delegated to the Executive Director for Children and Young People.
- 5.8 The school's governing body is responsible for setting the schools' budget within its resources and is required to continually monitor the spending. The governing body is required to send a budget to the Local Authority by the 1 May and during the financial year submit two budget monitoring returns: one at the end of September and one at the end of December.

6 School Budgets

- 6.1 There are currently 8 secondary schools and one primary school which have a deficit budget. This compares with 2 in the last financial year. While schools across the country have to manage within their means, there have been some cost increases which schools have had to absorb and some secondary schools in Lewisham have seen significant fluctuations in their rolls. Schools have also struggled with legacy issues around funding of alternative education places and special educational needs. Nonetheless, schools in Lewisham remain well-funded compared with the majority of schools in the country and LA officers have been working with them to encourage benchmarking with similar schools in less well funded boroughs.
- 6.2 Since 2010 the schools financial settlement has seen school resources cash frozen, with schools needing to find savings to meet cost pressures such as inflation. This has been particularly acute over the past two years as there have been significant increases in pension contributors and national insurance rates. The total of this amounts to 2.8% this year and in 2015/16 it was 2.0%.
- 6.3 The pupil numbers in the primary sector have been growing steadily over the last few years and this has helped cushion the effect of cost pressures for that sector. The primary bulge in numbers has not yet worked its way into the secondary sector but will do so in 2017/18. The

current planning data shows the following increases over the next few years

2016/17	2417
2017/18	2557
2018/19	2768
2019/20	2817
2020/21	2968

- 6.4 For those secondary schools currently operating below pupil capacity, this anticipated increase provides a challenge since they need to downsize to meet current resourcing level while at the same time planning over the next few years to expand. In particular they are rightly anxious not to incur unnecessary redundancy and recruitment costs.
- 6.5 In projecting pupil numbers there is always an element of uncertainty. It is estimated that by September 2018 the number of pupils in secondary education in Lewisham will exceed the number of current places available. The unknown factor is the extent to which parents will be able to access schools in neighbouring boroughs where school places are also under increasing pressure. The LA is part of a London Councils project to ensure secondary sufficiency London-wide and it is important through this to avoid over-provision as well as under-provision.
- 6.6 Currently the position is that there are
- Schools in deficit in 2016/17 9
 - Schools projecting deficit in 2017/18 17
 - Schools operating an in-year deficit 50
(Their outgoings are exceeding their income for the year)
 - Schools who have balanced the budget to zero 26

It may be legitimate for a school's outgoings in-year to exceed income because of one-off expenditure but governors would need to be articulating a clear rationale.

- 6.7 Two schools namely Prenderdast Ladywell and Forest Hill had deficits in excess of £500k and under the scheme of delegation their recovery plan is required to be approved by the Mayor. The Mayor agreed the plans on the 9 November 2016 and the report that was considered is shown in Appendix A.

7 Budget process and Escalation process for schools in deficit

7.1 Schools for this current financial year had to submit budget plans to the Local Authority by the 31 May (with the agreement of the Schools Forum, the Executive Director has changed this deadline to 1 May for future years – under national regulations it cannot be before this date). When those returns are submitted, officers undertake a number of checks. These are based on the reasonableness of the information provided by schools. Such checks include

- Does the income line in the budget plan agree with the funding notification to the school?
- Is the carry forward quoted in the budget plan correct?
- Do the budgets set align to previous year's income and expenditure? For example, is there a big jump or reduction in previous costs?

Given the numbers of deficits which have come through from the last financial year, officers have introduced a much stronger focus on schools' in-year position – to avoid the situation where a school is storing up problems by balancing its budget by burning through its balances. There is also a stronger focus on questioning schools' income assumptions beyond their budget share, pupil premium etc. e.g. income from lettings to ensure that they are not making over-optimistic projections in order to balance the budget artificially.

7.2 A more systematic escalation process has been introduced
When a school has a deficit as shown below

Step 1	Review by the Schools Finance Team.
Step 2	Joint School visit by the Schools Finance Team / School Improvement.
Step 3	If the deficit < £500k, Chair & Headteacher may be called in to meet the Executive Director of CYP.
Step 4	If the deficit > £500k, Chair & Headteacher will be called in to meet the Executive Director of CYP.
Step 5	A budget plan and accompanying action plan will be agreed. If this cannot be agreed, a warning notice will be given.
Step 6	If the warning notice is not complied with, suspension of delegation or the establishment of an IEB will be considered.

The Executive Director of Children and Young People has called in 6 of schools to discuss their budget recovery plans. Two schools, Forest Hill and Prendergast Ladywell have had their budget recovery plans agreed by the Mayor. The remaining schools have had their plans agreed by the Executive Director in accordance with the scheme of delegation.

7.3 Action by schools

- 7.3.1 Schools generally take a set course of action when reviewing their budgets. Initially they will review their non-pay headings to make sure all the services they are procuring offer value for money. The next is to review their admin function followed by their other non-teaching support staff. This is then followed by a review of the teaching staff, this may include teacher loading, management structures and the way the curriculum is timetabled to see if there are alternative approaches or whether there are surplus periods in departments. Benchmarking will be undertaken but this will include average salaries costs, contact time as well as financial benchmarking.
- 7.3.2 Individual schools positions will vary, leading to different management action. Some schools will be full and have little scope to increase pupils numbers while some will be able to increase numbers allowing further possibilities to be brought into the budget plan. Consideration will be given to turnover of staff and whether this offers a less painful way of managing the reductions but being conscious of the need to continue delivering the curriculum.
- 7.3.3 The most important and difficult aspect for the school is drawing up a recovery plan that not only in the long term balances the budget but maintains the standards, culture and values of the school.

7.4 Challenge and support to schools

- 7.4.1 To ensure that schools are managing their finances, a mixture of briefing and training sessions are being held with all schools. This year the provision has been stepped up and targeted at those who need it most, with much greater emphasis on the role and effectiveness of governing bodies who take responsibility for school budgets.
- 7.4.2 Budget roadshows were held on both the 1st and 8th March 2016, these roadshows helped schools understand the budget and were designed to assist schools who needed to undertake staffing reorganisations. Two roadshows are again set up for this year.
- 7.4.3 A 'Deficit Workshop' was held on the 21 June 2016 to help schools with budget problems to face up to their difficulties and to challenge them on their thinking.
- 7.4.4 A presentation on school finances was made to well-attended meeting for all Lewisham Chairs of Governors on 12 September 2016 and 9 January 2017 highlighting the financial issues – the risks and challenges for schools and the dire consequences of not interrogating the budget properly. The presentation is attached as Appendix B.
- 7.4.5 On the 1st November a further session was held to explain the cost pressures facing school budgets coupled with the likely future

reductions in funding, how to balance the challenge of increasing educational standards as delivering a balanced budget.

- 7.4.6 On the 1ST December a further session was held with the same purpose of assisting schools but we invited groups from schools: the whole team from a school who are responsible for the budget (managers and governors) are invited to learn and be challenged together on helping them plan change in these uncertain financial times.
- 7.5 In order to provide a holistic support service to schools a number of the council's professional disciplines work closely together and with school to help a school in deficit map the best way forward.

The package of support offered for schools is as follows

Finance

- Challenge budget plans / recovery plan
- Check the budget plans
- Help with benchmarking
- From the next financial year schools will be offered a new traded service built around strategic financial planning

HR

- Help with reorganisation, redundancy and redeployment processes
- HR health checks
- The Schools' HR Team work with the majority of Lewisham Schools on a Service Level Agreement basis providing transactional services and an advisory service. The advisory service covers discipline, grievance, capability (performance and ill health), absence management, conditions of service and re-organisations. As part of the service an annual health check covering all of the foregoing issues and some additional ones is offered to schools. During the last academic year the team members have actively encouraged schools to take up this offer and are working with a number of schools on reviewing their staffing structures. The aim is to help schools prepare for more challenging financial times so that changes do not have such a profound impact. The team continues to work closely with Schools' Finance and School Improvement as school data emerges and have a presence at workshops, roadshows and training events.

School Improvement

- Assessment of the impact on the curriculum

8. Schools' General Financial Position

- 8.1 The government is proposing to introduce a new national funding formula for schools in April 2018. There was a consultation document issued in spring 2016. Its purpose was to
- Introduce a funding formula where the funding each pupil attracts is determined nationally
 - Allocate some funding to local authorities for ongoing duties
 - Ensure stability for schools through the minimum funding guarantee

- 8.2 The consultation looked at the
- The principles that underpin the formula
 - The factors to include in the formula

Under the proposals we were predicting a 10% cash reduction for schools in Lewisham and alongside London Councils the schools forum argued that no schools should lose funding and for local flexibility.

- 8.3 A second stage consultation was issued in December 2016, its purpose to
- Introduce a national "Soft" funding formula from April 2018. This means that each local authority will receive their funding according to the new national formula but will be able to distribute it to their own schools via their own local formula.
 - Introduce a national "hard" funding formula from April 2019, where all the calculations are undertaken nationally.

The Department for Education has issued modelling figures of the impact. There is a redistribution of resources across Local Authorities, whereby some schools gain some lose. Following lobbying by London Councils and individual boroughs, the 'hit' on our schools has been greatly reduced.

- 8.4 Nevertheless schools in Lewisham will be on the cash floor and will lose 3% per pupil. Split evenly over two years. 1.5% in 2018/19 and another 1.5% in 2019/20. In cash terms this is £6m.

70% of schools across London lose funding and Lewisham is amongst the four highest losers in London. The details are shown in the attached appendices.

- 8.5 The Government are also implementing a new early years funding formula
- Nursery schools will see significant reductions in funding, initially some protection
 - Maintained school nursery classes will see some reduction, generally in the region of £9k per class

- Private, voluntary and independent sector providers will see increases.
- Extra funding to support working parents with up to 30 hours of childcare - £2.8m from Sept 2017
- The funding we provide for children from deprived backgrounds for 30 hours will no longer be permissible after April 2019 unless the parent is working

8.6 There are significant cost pressures within the schools funding system A National Audit Office Report in December 2016 highlighted these cost pressures and Estimated at 8%. Nationally the cost to schools is £3billion, the DFE expects that schools will need to make efficiency savings through better procurement (estimated at £1.3 billion) and by using their staff more efficiently (the balance of £1.7 billion).

The 8% is in line with local predictions on Pay Awards, the new Apprentice Levy, and Teachers' Pension Increase and with General Inflation Increasing.

Taken with the National funding formula reduction of 3% this totals an 11% reduction.

8.7 The potential impact on typical schools are shown below

	School Budget	National Funding Formula	Cost Pressures	Total
	£'000	£'000	£'000	£'000
Small Primary	1,000	30	80	110
Medium Primary	2,500	50	200	250
Large Primary	3,500	75	280	355
Small Secondary	5,000	150	400	550
Large Secondary	10,000	200	800	1,000

8.8 This is a fairly bleak outlook for schools' finances and it is important that schools get their finances into shape. While the impact of all these changes is highly uncertain, there is no doubt that it will add to the pressures schools are facing.

8.9 The Schools Forum has set up a task group to respond to the national funding formula consultation. The Mayor has already written to the Department of Education highlighting the current financial position of

schools and plans to write in response to the latest proposals and the detrimental impact on Lewisham and London Schools.

9. Legal Implications

- 9.1 Section 48 of the Schools Standards and Framework Act 1998 requires every local authority to maintain a scheme dealing with such matters connected with the financing of its schools. In accordance with the Scheme of Delegation to Schools, schools are required to abide by the local authority's requirements on financial controls and monitoring. Schools are required to comply with the Schools Finance Manual, the Council's Standing Orders and Financial Regulations.
- 9.2 The School and Early Years Finance (England) Regulations 2015 specifies those matters connected with the financing of maintained schools which must be set out in the scheme which includes the carrying forward from one funding period to another of surpluses and deficits arising in relation to schools budget shares.
- 9.3 In accordance with the provisions of the local authority's Scheme of Delegation to Schools, the local authority has no power to write off the deficit balance of any school. The Scheme does however permit deficit budgets in particular circumstances. The funding to allow such a deficit budget is provided from the collective surplus of school balances held by the local authority on behalf of schools.
- 9.4 Under the local authority's Licensed Deficit/loan Scheme the amount of the deficit can be no higher than 10% of the school's Individual Schools Budget. Applications for a licensed deficit/loan above £500,000 are required to be authorised by the Mayor.

Equalities Legislation

- 9.5 The Equality Act 2010 (the Act) introduced a public sector equality 5ty (the equality duty or the duty). It covers the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 9.6 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.

- 9.7 It is not an absolute requirement to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct, or to promote equality of opportunity or foster good relations between persons who share a protected characteristic and those who do not. It is a duty to have due regard to the need to achieve the goals listed at 11.6 above.
- 9.8 The weight to be attached to the duty will be dependent on the nature of the decision and the circumstances in which it is made. This is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. The Mayor must understand the impact or likely impact of the decision on those with protected characteristics who are potentially affected by the decision. The extent of the duty will necessarily vary from case to case and due regard is such regard as is appropriate in all the circumstances.
- 9.9 The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at:
<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice>

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance>
- 9.10 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:
- [The essential guide to the public sector equality duty](#)
 - [Meeting the equality duty in policy and decision-making](#)
 - [Engagement and the equality duty: A guide for public authorities](#)
 - [Objectives and the equality duty. A guide for public authorities](#)
 - [Equality Information and the Equality Duty: A Guide for Public Authorities](#)
- 9.11 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more

detailed guidance on key areas and advice on good practice. Further information and resources are available at:
<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance#h1>

11. Financial Implications

The school budget forms part of the Dedicated Schools Grant. In the event that the school deficit was not to be recovered, no costs will fall upon the General Fund of the Council.

12. Crime and Disorder Implications

There are no direct or indirect Crime and Disorder implications.

13. Equalities Implications

These schools, like most in Lewisham, have high proportions of BME pupils and have promoting equality and social mobility as part of their mission to improve children's lives.

14. Environmental Implications

14.1 There are no environmental implications arising from this report.

If you have any questions on this paper, please contact Dave Richards – Group Finance Manager, Children and Young People Finance Team, 3rd Floor, Laurence House, SE6 4RU (telephone 0208 314 9442 or email Dave.Richards@lewisham.gov.uk).

Chairs Briefing

12 September 2016

Jackie Jones - Strategic Leader - Secondary, School Improvement Team

Dave Richards – CYP Group Finance Manager



Background

Budget planning is going to become more difficult



Background

Schools cannot operate a deficit budget without approval

**If the deficit is greater than £500k the Mayor needs to approve the deficit
The reports will be in the public domain**

**If it is lower than £500k approval can be given by the Executive Director
of Children and Young People**

The deficit will be funded as a loan

**The loan will be interest free and need to be repaid over a three year
period for Primary or a five year period for Secondary.**

**A school cannot run out of cash; cash flow is a separate issue from a
budget deficit.**

Current Position

Schools with deficits 2016/17
9

Schools with deficits by 2017/18
15

Schools with in-year deficits
45



26 Schools are showing a zero carry forward

Background

The deficits and recovery plans in Lewisham have had a distinct pattern over the past few years.

The deficit is identified as the budget comes overspent at the year end and a budget recovery plan is put in place



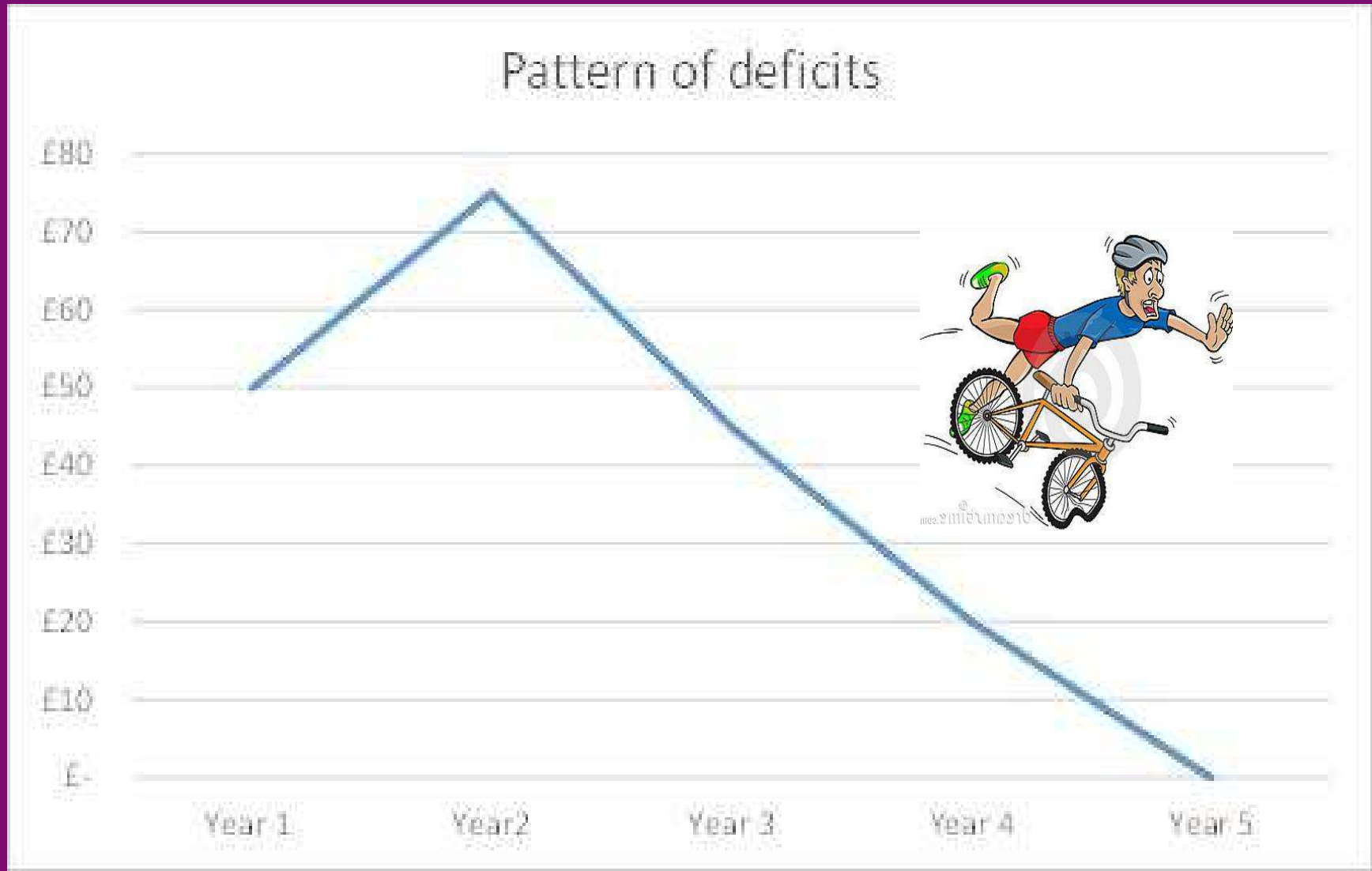
In the first year of the recovery plan the deficit rises further before it falls and the school eventually comes back into balance,



The fact that a deficit increases in the second year is often a product of management action that is taken too late. This is often as a consequence of the deficit not being identified early enough.

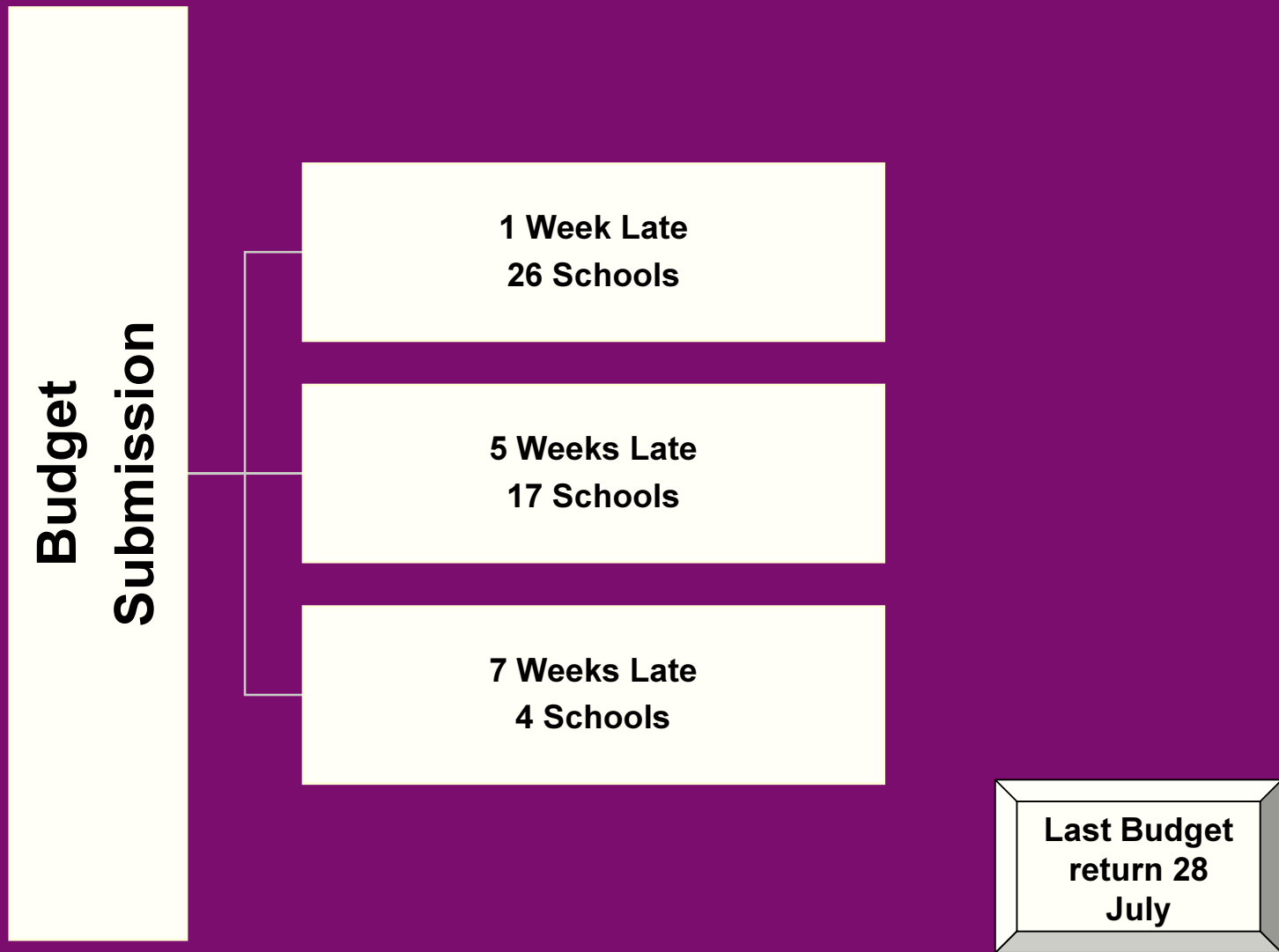
Don't get caught sleeping at the wheel

Background



Escalation process

Budget returns and monitoring returns



What's the problem

	Deficit In Year	Accumulated Deficit
Year 1	£100,000	£100,000
Year 2	£900,000	£1,000,000
Year 3	£400,000	£1,400,000
Year 4	£0	
Year 5		
Year 6		

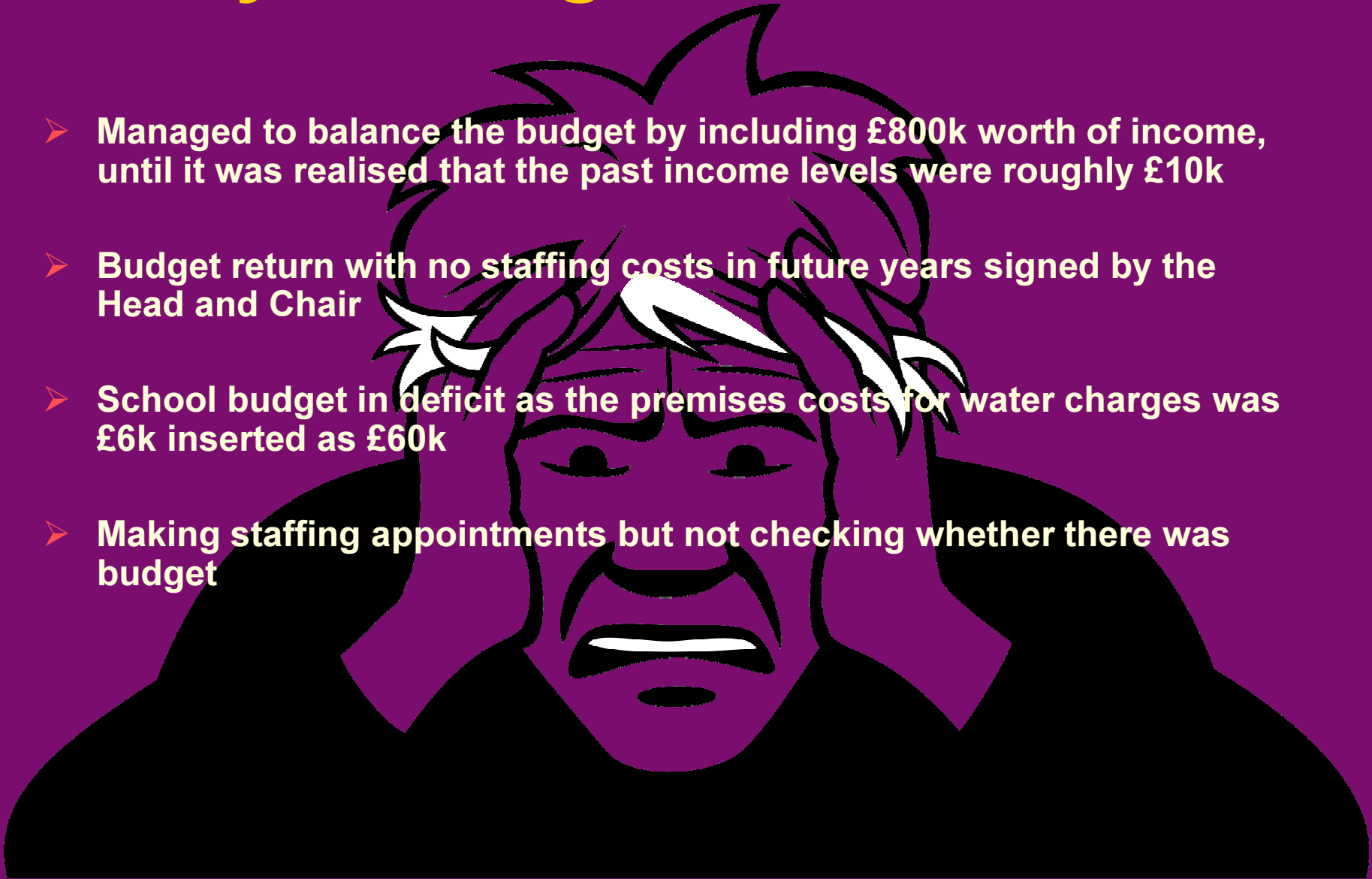
**In the September of year 3
budget reductions of £500k are
implemented**

What's the problem

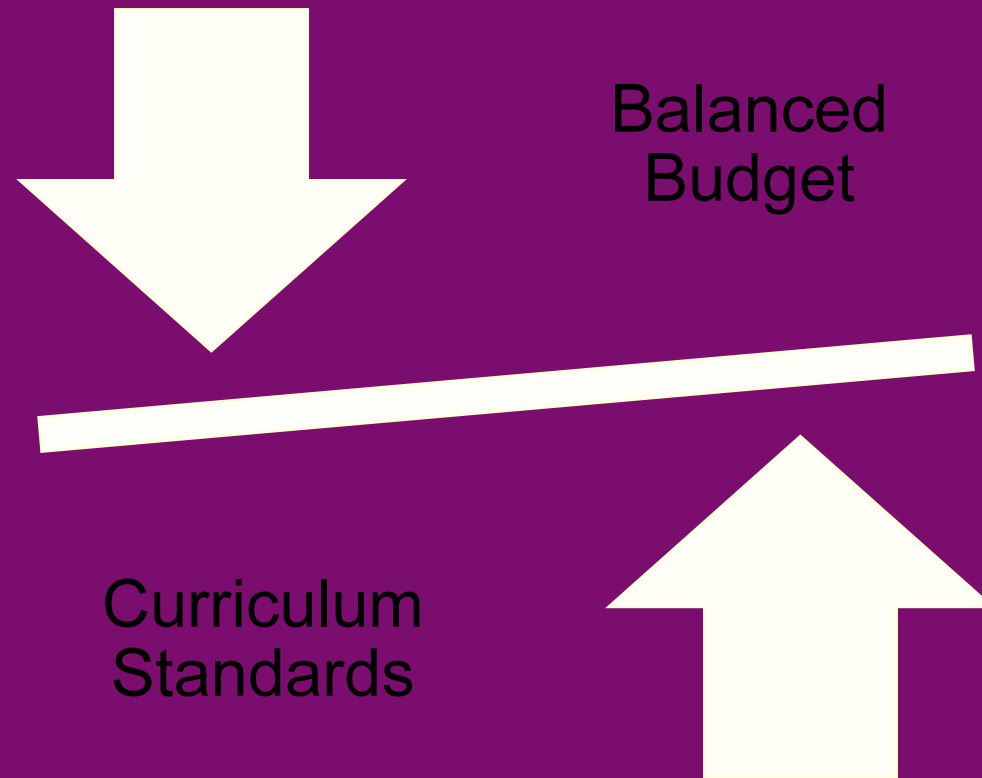
	Deficit In Year		Accumulated Deficit
Year 1	£100,000		£100,000
Year 2	£900,000		£,1000,000
Year 3	£200,000	Saving £700,000	£1,200,000
Year 4	£-400,000	Saving £600,000	£800,000
Year 5	£-400,000		£400,000
Year 6	£-400,000		£0

Quality of Budget Plans

- Managed to balance the budget by including £800k worth of income, until it was realised that the past income levels were roughly £10k
- Budget return with no staffing costs in future years signed by the Head and Chair
- School budget in deficit as the premises costs for water charges was £6k inserted as £60k
- Making staffing appointments but not checking whether there was budget



The dilemma



Escalation process – Recovery Budget Plan

Step 1

- Review by the Schools Finance Team

Step 2

- Joint School visit by the Schools Finance Team / School Improvement

Step 3

- If the deficit > £500k, Chair & Headteacher called into meet the Executive Director of CYP

Step 4

- If the deficit < £500k, Chair & Headteacher maybe called into meet the Executive Director of CYP

Step 5

- If necessary a warning notice given with an action plan

Step 6

- If not compiled with a withdrawal of delegation or IEB set up

The Schools Forum have asked that for those schools showing a deficit in 2017/18 that the recovery plan process starts this Autumn.

Questions To Be Addressed

Looking back

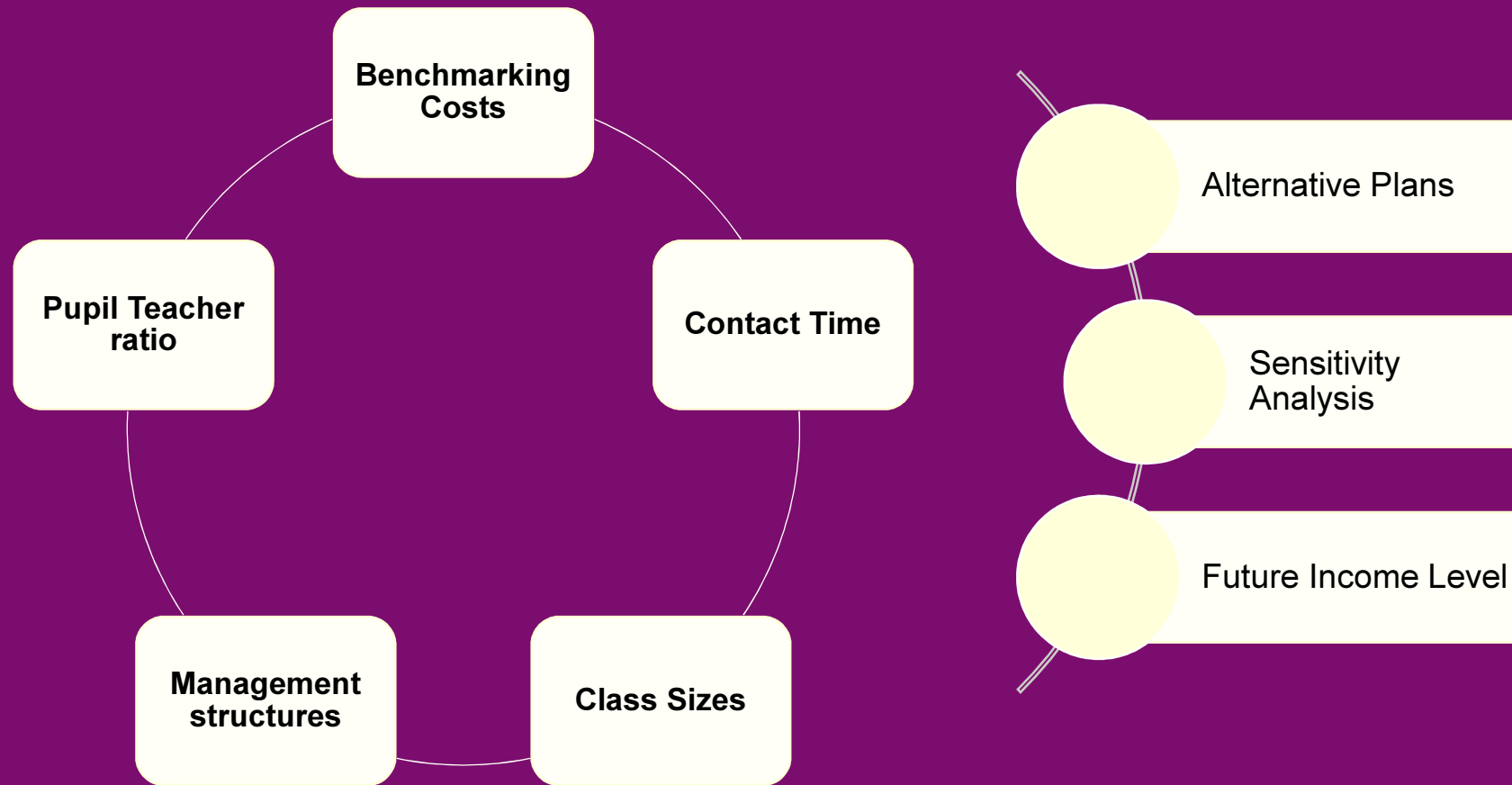
- How has the deficit arisen?
- How early were school leaders including governors alerted to the situation and could this have happened earlier?
- Have the governors fulfilled their statutory role of monitoring the budget?
- What management action was taken and could it have been taken earlier?
- What action has been taken to prevent a deficit recurring?
- Costing of the School Development Plan – how was this monitored?

Questions To Be Addressed

Looking Forward

- **How will you minimise the impact on curriculum delivery and on students?**
- **What assumptions is the budget plan is built on?**
- **What is your action plan to deliver savings and when will each saving be implemented?**
- **How long is your recovery plan and what is the rationale for this?**
- **How will the implementation of savings be monitored?**

Questions To Be Addressed



Support

Package of support

Crosses a number of professional disciplines

Finance

Challenge budget plans / recovery plan

Check the budget plans

Help with benchmarking

Seek the necessary Local Authority approval

If needed, write the report for the Mayor

Share that report before it is published

HR

Help with reorganisation, redundancy and reemployment process

School Improvement

Impact on the curriculum

The Technical Side Of The Loan

Signed legal agreement

Interest free

Loan period will vary

Repayments may or may not be standard through the life of the loan

Loan will be the maximum value of the deficit during the recovery period

Loan comes from the accumulated balances of schools

**On agreement of the loan, a credit is processed in the school accounts.
The accounts will not show the school is in deficit.**

How can the School Improvement Team help?

- Support for school leaders in the review of the curriculum.
- Help to assess the impact on pupils so that the impact on them is minimised.
- Support for governors in asking the right questions about the school's budget and the impact on provision.
- Sharing best practice.

Children and Young People Select Committee		
Title	Select Committee Work Programme	
Contributor	Scrutiny Manager	Item 9
Class	Part 1 (open)	28 February 2017

1 Purpose

- 1.1 To provide Members of the Select Committee with an overview of the work programme for 2016-17 and to propose a draft work programme for 2017-18.

2 Summary

- 2.1 At the beginning of the municipal year, each select committee is required to agree a work programme for submission to the Overview and Scrutiny Business Panel. The Panel considers the suggested work programmes and coordinates activities between select committees in order to maximise the use of scrutiny resources and avoid duplication.
- 2.2 The meeting on 28 February 2017 is the last scheduled meeting of the Children and Young People Select Committee in the 2016-17 municipal year. The Committee's completed work programme is attached at **Appendix A**; it lists the issues considered in 2016-17. The Committee is being asked to put forward suggestions and agree its priorities for the 2017-18 work programme.

3 Recommendations

- 3.1 The Select Committee is asked to:
- note the completed work programme attached at **Appendix A**;
 - review the issues covered in 2016-17 municipal year;
 - take note of the notice of key decisions attached at **Appendix B**;
 - consider the suggested in-depth review topics contained in this report (paras 5.9-5.12), make any further suggestions and agree a topic for review;
 - Consider the draft work programme for 2017/18 at **Appendix C**;
 - work through the prioritisation process at **Appendix D**;
 - suggest and agree items for inclusion in the work programme for 2017/18.

4 Children and Young People Select Committee 2016-2017

- 4.1 The Children and Young People Select Committee had eight meetings in the 2016-17 municipal year:
- 13 April 2016
 - 8 June 2016

- 13 July 2016
- 14 September 2016
- 12 October 2016
- 10 November 2016
- 11 January 2017
- 28 February 2017

4.2 Along with all other select committees, in 2016-17 the Children and Young People Select Committee devoted considerable attention to reviewing savings proposals put forward as part of the Lewisham Future Programme.

4.3 The Committee's completed work programme is attached at **Appendix A**.

5 Prioritisation and planning for 2017-18

5.1 Eight meetings will be scheduled for 2017-18 municipal year. The Committee is asked to consider a draft work programme report for 2017-18 year for members to fine tune and agree. The draft work programme takes account of the Committee's previous work and incorporates:

- The scrutiny prioritisation process and potential key themes and priorities for 2017/18
- issues arising as a result of previous scrutiny
- issues that the Committee is required to consider by virtue of its terms of reference
- items requiring follow up from Committee reviews and recommendations
- issues suggested by members of the public
- petitions
- standard reviews of policy implementation or performance, which is based on a regular schedule
- suggestions from officers
- decisions due to be made by Mayor and Cabinet.

Council Finances

5.2 The Council has already made savings of £138.4m to meet its revenue budget requirements since May 2010 and is proposing further savings of £23.2m in 2017/18. It is expected that the Council will need to identify further savings of circa £32.6m for the following two years, 2018/19 to 2019/20. This will bring the total savings in cash terms made by the Council in the decade to 2020 to just short of £200m. Monitoring the impact of savings on service delivery and performance will continue to be of importance to scrutiny committees. Lessons learnt from this process can be used to help shape the scrutiny of future savings proposals as and when they are put forward.

5.3 The latest budget monitoring returns show that there are now 17 schools predicting to be in deficit at the year end. There are 52 schools who are operating an in-year deficit in 2016/17, the schools have balanced their budget by using their carry forward. There are 26 reporting a zero balance at the year end. Budget pressures are most acutely felt by secondary schools due to reduced pupil numbers. These

pressures should ease as bulge classes work their way from primary to secondary schools.

- 5.4 There is a budget pressure of £1.7m in the high needs spending block as a result of increased numbers of pupils with high needs. High needs block spending will be supported by built in growth of £500,000 to the funding settlement for the dedicated schools grant. Schools face continued spending pressures. The schools forum has agreed that all schools will have some reduction in their funding.
- 5.5 There are also significant budget pressures in children's social care, amounting to £3.8m. This includes a forecast underspend of £0.2m on the *no recourse to public funds* budget. Overspends are forecasted in *Children leaving care* (£0.4m), *looked after children* (£2.3m), *Section 17* unrelated to no recourse to public funds (£0.7m), schools transport (£0.7m), short breaks (£0.3m). There were savings proposals to put forward on Attendance and Welfare, Occupational Therapy, Education Psychologists and Multi agency planning that will not be delivered in full this year and a shortfall of £0.4m is expected.

Issues arising from the 2016/17 work programme

- 5.6 The Committee has already agreed that the following items should be put forward or deferred for consideration as part of the 2017-18 work programme:
- Child Sexual Exploitation
 - Annual Schools Standards Report (Primary and secondary)
 - Meliot Road update

Suggested priorities for 2017/18

- 5.7 An Ofsted inspection of 'Services for Children in Need of Help and Protection, Children Looked After and Care Leavers' in October/ November 2015 judged Lewisham's services to children who need help and protection to be in need of improvement. There has been a drive across Children's Social Care to improve standards. In line with Council priorities, the Chair has suggested that the Committee focuses on safeguarding.
- 5.8 The Chair has indicated her view that the Committee should also focus on secondary school improvement. Secondary school improvement is a priority for Lewisham. The Council has committed to improving outcomes at KS4 and KS5 and has, in pursuit of this aim, created a Lewisham Secondary Challenge, based loosely on the London Secondary Challenge model. The CYP Select Committee has already begun to look in depth at some aspects of secondary schooling, such as the transition from primary to secondary, and careers information, advice and guidance. It is the Chair's view that further scrutiny of issues affecting the borough's secondary schools improvement, should be a priority for the Committee.

Topics for in-depth review

- 5.9 When considering topics for an in-depth review, Members should work through the prioritisation process flowchart at **Appendix D**.

Suggestions from Members

- Getting Best Value out of Pupil Premium
- Recruitment and Retention of School Staff
- Low academic achievement in low income White children – reasons for and responses to
- School deficits
- Teacher workload (Secondary schools)
- Review of progress against Education Commission recommendations
- Autism/ SEND - update on the autism review; support given to non-statemented pupils on the ASD spectrum in mainstream schools; and their progress; bullying and harassment of disabled pupils; post 16 destinations of statemented pupils

Suggestions from Young Advisors

- 5.10 The Chair attended a meeting of the Mayor's Young Advisors on 6 February 2017 where she sought their input as regards selecting a topic for in-depth review. Their suggestion was to look at secondary results and the holistic aspects of secondary education. They considered that such a review would follow on from the committee's work on Transition from primary to secondary school.

Suggestions from Officers

- 5.11 Many of the suggestions above could be incorporated into a larger review of Secondary Education in Lewisham. Such a review could cover:
- Results and attainment
 - Behaviour
 - Parental/ pupil perception of schools
 - Places planning
 - Finances
 - Wider development of young people
 - Recruitment and retention of staff
 - Special Educational Needs
- 5.12 Should the Committee decide to take this route, it is suggested that a longer timescale than usual be allowed for completion of the review, to allow additional time for gathering evidence given the breadth of the review topic.

Requests from OSBP

- 5.13 At a meeting of OSBP in January 2017, it was requested that CYP Select Committee monitors the implementation of the new Trust arrangements for the Music service. This has been added to the work programme for consideration at the July meeting.

6 Children and Young People Select Committee Terms of Reference

- 6.1 The Council's constitution sets out the Committee's powers, as defined by the Terms of Reference. These are included at **Appendix E**. The Committee should

familiarise itself with the Terms of Reference and consider its remit when selecting items for scrutiny.

- 6.2 The Select Committee's role is to examine issues relating to but not limited to matters such as: child protection; early years provision; special needs provision; schools; youth service; young offending; leaving care services; and any other matters relating to children and young people.

7 Financial implications

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

8 Legal implications

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

9 Equalities implications

- 9.1 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.
- 9.2 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.
- 9.3 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.

Background documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

This page is intentionally left blank

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								
Update on implementation of SEND Strategy	Performance monitoring	High	CP2&CP7	Jul								
Early Help Strategy	Performance monitoring	High	CP2&CP7	Jul								
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								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	Nov								
Update on secondary school improvement strategy inc provisional results	Performance monitoring	High	CP2	Oct								
Music Services Proposals	Policy development	Medium	CP2	Oct								
In-depth review Transition from Primary to Secondary School	Indepth review	High	CP2&7	Ongoing				Informa discussion	Scope	Evidence 1	Evidence 2	Report
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	Jan								
Child sexual exploitation Update	Standard item	High	CP2&CP7	Ongoing								
School's Places Strategy Update	Performance monitoring	Medium	CP2	Jan								
Recommissioning school nursing and health visiting	Performance monitoring	High	CP2	Jan								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	Nov								
School finances and changes to the funding formula	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								
Work planning and prioritisation 2017/18	Standard item	High	CP10	Feb								
Human Trafficking Organisation -External speaker	Information Item	High	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		

This page is intentionally left blank

FORWARD PLAN OF KEY DECISIONS

Forward Plan February 2017 - May 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. However the deadline will be 4pm on the working day prior to the meeting.

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

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

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
December 2016	Contract Award Provision of School Kitchen Condition Surveys	31/01/17 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		
November 2016	Animal Welfare Charter	08/02/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
December 2016	Caretaker properties Disposal and Lease Award	08/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Damien Egan, Cabinet Member Housing		
January 2017	Determination of Admission Arrangements	08/02/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
January 2017	IT Strategy	08/02/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		

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
November 2016	Pay Statement	08/02/17 Mayor and Cabinet	Phil Badley and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	2017/18 Budget	08/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
November 2016	Waste & Recycling Services Update	08/02/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
December 2016	Agreement to consult on changes to Targeted Short Breaks Offer for children and young people with complex needs	08/02/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	Community Equipment Contract Award under London Consortium Framework Agreement	08/02/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
November 2016	Award of Contract for Specialist Short Breaks	08/02/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and		

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
		(Contracts)	Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	Budget Update	15/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
January 2017	Award of contract for Sexual Health clinics	21/02/17 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2016	Council Budget 2017-18	22/02/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
November 2016	Pay Statement	22/02/17 Council	Phil Badley and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	Library Savings Programme update - Manor House	01/03/17 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and		

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
			Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
December 2016	New Homes Programme	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	Lewisham Homes Management Agreement and Articles of Association	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	Proposed Heathside and Lethbridge Estate, Lewisham - Phase 6 Compulsory Purchase Order 2017	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
August 2016	The Wharves Deptford - Compulsory Purchase Order Resolution	01/03/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2016	Children's Centres - Award Report	01/03/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
January 2017	Health Visiting Contract Award	01/03/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
January 2017	Library Savings Programme Preferred Provider Manor House	01/03/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
November 2016	Young Person's Health and Wellbeing Service Award Report	01/03/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
January 2017	Better Place Programme	02/03/17 Better Place Joint Committee	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
December 2016	Statutory Funerals Contract	09/03/17 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and Councillor Rachel Onikosi, Cabinet Member		

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
			Public Realm		
January 2017	Award of contract for Sexual Health e-service	09/03/17 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
December 2016	Brasted Close development	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2017	Deptford Anchor Action Plan	22/03/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2017	Approval to Transfer Our Lady & St Philip Neri Primary School to Catholic Archdiocese of Southwark	22/03/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2016	Lewisham Place Planning Strategy 2017-2022	22/03/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young		

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
			People		
January 2017	Catford Regeneration Programme Parts 1 and 2	22/03/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2017	Annual Lettings Plan	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	Results of Handypersons consultation	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
January 2017	Private Rented Sector Offer Policy	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	Stage 1 of 2-stage procurement for the proposed expansions of Ashmead Primary School and Addey & Stanhope Secondary School (Mornington Centre) and to enter into a Pre-Construction Services Agreement.	22/03/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	Transforming Construction	22/03/17	Janet Senior, Executive		

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
	Skills - Lewisham Construction Hub, Training, Apprenticeship and Employment Service	Mayor and Cabinet (Contracts)	Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2016	Transforming Construction Skills - Lewisham Construction Hub, Local Supply Chain Development Services	22/03/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2017	Appointment of Landscape Architects for Delivery of Beckenham Place Park Regeneration	04/04/17 Overview and Scrutiny Business Panel	Scrutiny Work Programme and Councillor Rachel Onikosi, Cabinet Member Public Realm		
January 2017	Children and Young People's Advocacy Service	04/04/17 Overview and Scrutiny Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
January 2017	Volunteering Service for Children & Young People subject to Children in Need and Child Protection Plans	04/04/17 Overview and Scrutiny Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	Community Premises Management Contract Award	19/04/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and		

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
			Councillor Joan Millbank, Cabinet Member Third Sector & Community		

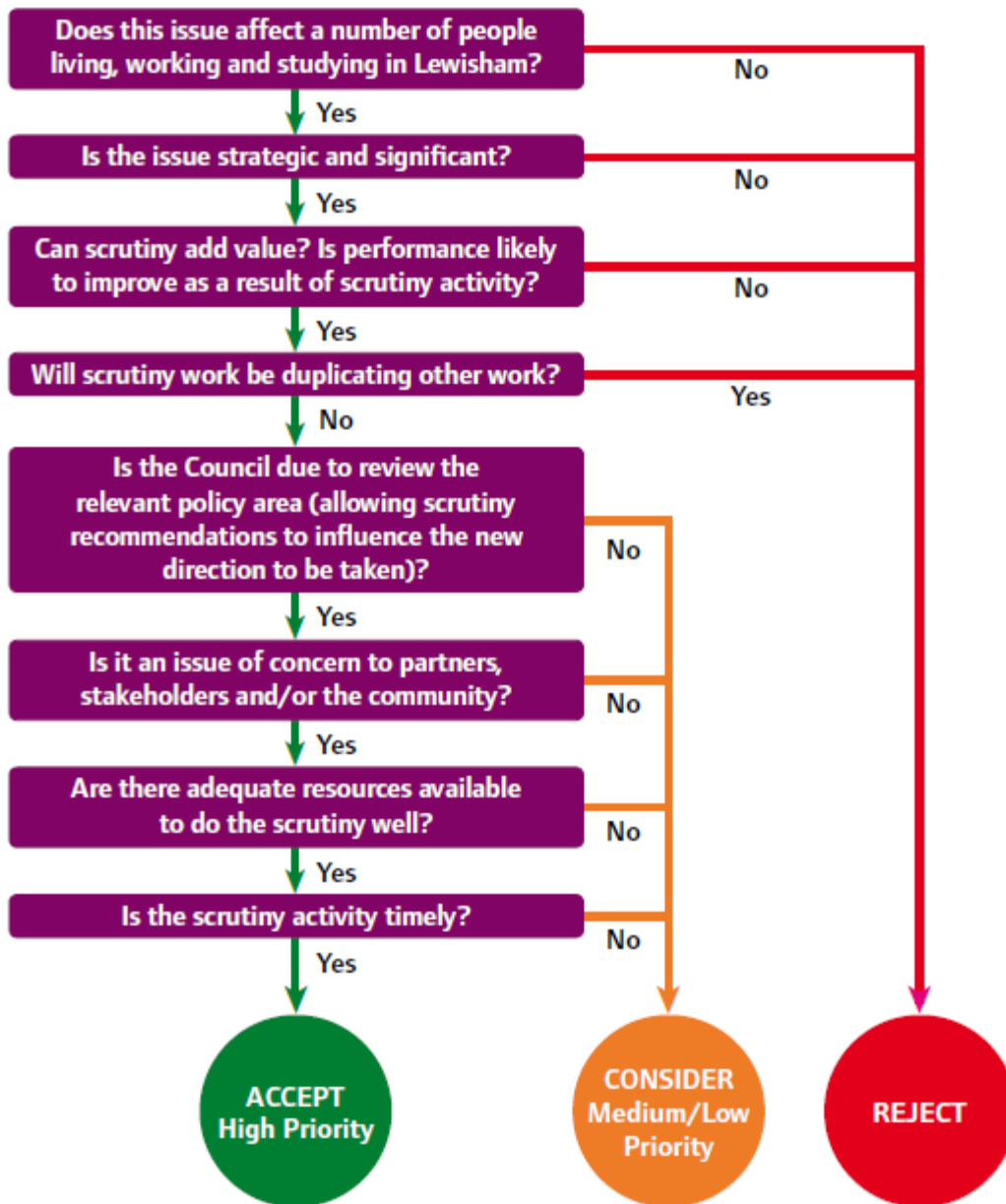
FORWARD PLAN – KEY DECISIONS

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

This page is intentionally left blank

This page is intentionally left blank

Scrutiny work programme – prioritisation process



Appendix E

Children & Young People Select Committee

- a) To fulfil all Overview and Scrutiny functions as they relate to the social care of children and young people up to the age of 19 years including but not limited to the following activities:-
 - i. the social services functions of the Council under the Children Act 2004, and all functions of the Council under the National Assistance Act 1948, the Mental Health Act 1983, Children Act 1989, the NHS and Community Care Act 1990, Children Act 2004, Children and Families Act 2014 and all other relevant legislation in force from time to time
 - ii. to invite representatives of other service providers to children and young people in the area to give account of their performance and to answer questions.
- b) In so far as they relate to the provision of services for those under the age of 19 years, the exercise of all of the Council's powers under all relevant Education Acts from time to time in force. Without limiting the generality of this, this shall include, in particular, schools and school related services.
- c) The exercise of the overview and scrutiny powers of the Council in so far as they relate to people under 19 years of age in the provision of opportunities for education, training and learning outside the school environment including pre-school services.
- d) In so far as they relate to children and young people under 19 years of age, to make comments and recommendations to the Executive on the contents and proposed contents of the plans making up the Council's policy framework.
- e) In so far as they relate to people under the age of 25 years, to make comments and recommendations on the provision of education, training and learning by those with special educational needs.
- f) Without limiting the remit of the Select Committee, its terms of reference include the following matters:
 - Child Protection - covering provision for vulnerable children including children in need and children looked after, placements, foster care and adoption
 - Early Years provision
 - Special Needs provision
 - Schools and related services
 - Youth Service,
 - Youth offending and challenging behaviour
 - Transitional services for those leaving care
 - Other matters relating to children and young people
- g) To receive and consider referrals from the Healthwatch in so far as they relate solely to people under 19 years of age. Otherwise such referrals will be made to the Healthier Communities Select Committee

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

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

This page is intentionally left blank