

Children and Young People Select Committee Agenda

Wednesday, 19 April 2017

7.00 pm

Council Chamber

Civic Suite

Lewisham Town Hall

London SE6 4RU

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

Part 1

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 19 April 2017.

Barry Quirk, Chief Executive
Tuesday, 11 April 2017

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor Joyce Jacca	
Councillor Helen Klier	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Gail Exon	Church Representative
Monsignor N Rotheron	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools

Agenda Item 1

Committee	Children and Young People Select Committee	Item No.	1
Report Title	Confirmation of Chair & Vice Chair of the Children and Young People Select Committee		
Contributors	Chief Executive (Head of Business & Committee)		
Class	Part 1	Date:	19 April 2017

1. Summary

Further to the Annual General Meeting of Council on 27 March 2017, this report informs the Select Committee of the appointment of a Chair and Vice Chair of the Children and Young People Select Committee.

2. Purpose of the Report

To issue directions to the Select Committee regarding the election of their Chair and Vice Chair.

3. Recommendations

The Select Committee is recommended to:

- (i) Confirm the election of Councillor Luke Sorba as Chair of the Children and Young People Select Committee.
- (ii) Confirm the election of Councillor Liz Johnston-Franklin as Vice Chair of the Children and Young People Select Committee.

4. Background

4.1 On 27 March 2017, the Annual General Meeting of the Council considered a report setting out an allocation of seats on committees to political groups on the Council in compliance with the requirements of the Local Government and Housing Act 1989.

4.2 The constitutional allocation for both chairs and vice chairs of select committees is:

Labour: 6

5. Financial Implications

5.1 There are no financial implications arising from this report.

6. Legal Implications

- 6.1 Select Committees are obliged to act in accordance with the Council's Constitution.

BACKGROUND PAPERS

Council AGM Agenda papers 27 March 2017 – available on the Council website <http://www.lewisham.gov.uk/> or on request from Kevin Flaherty, Business and Committee manager (0208 314 9327)

If you have any queries on this report, please contact Emma Aye-Kumi, Scrutiny Manager (020 8314 9534)

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Tuesday, 28 February 2017 at 7.00 pm

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

APOLOGIES: Councillors David Britton and Simon Hooks

ALSO PRESENT: Stephen Kitchman (Director of Children's Social Care), Warwick Tomsett (Head of Targeted Services and Joint Commissioning), Sara Williams (Executive Director, Children and Young People) (London Borough of Lewisham), Councillor Paul Maslin (Cabinet Member for Children and Young People), Tina Benjamin (Service Manager for Adoption & LAC & LCS (Looked After Children and Leaving Care Services)) and Nikki Sealy (LB Lewisham)

1. Minutes of the meeting held on 11 January 2017

Apologies were received from Councillors Britton and Hooks, and from Cllr Bourne for lateness.

The Chair opened the meeting and advised that the Human Trafficking item 5 on the agenda had been cancelled due to unavailability of the guest speaker. This would be rescheduled for later in the year as an all-Member briefing, to include non-councillor members of CYP Select Committee.

The Chair changed the order of the agenda as follows: item 7 – Looked After Children Annual Report - to be taken after Item 4.

RESOLVED that the minutes of the meeting held on 11 January be agreed as a true and accurate record of the proceedings.

2. Declarations of interest

In respect of Item 6 – Childcare Strategy Update – Monsignor Nicholas Rotheron declared a non-pecuniary interest as the Chair of Governors of St Matthew Academy.

In respect of Item 6 – Childcare Strategy Update – Councillor Jacq Paschoud declared a non-pecuniary interest as Trustee of the Ravensbourne Project.

3. Response to referrals from this Committee

- 3.1 Sara Williams, the Executive Director for Children & Young People, presented the response. She advised that whether to appoint a children's champion was a "political" decision. The Lead Cabinet

Member for Children and Young People and the Executive Director for Children and Young People currently play an overview role. The Executive Director outlined the various complaints mechanisms available to children and young people, including externally provided advocacy services that the council procures from a voluntary sector organisation.

3.2 **RESOLVED:**

That the response be noted.

4. **Transition from Primary to Secondary In-depth Review - draft final report**

4.1 Emma Aye-Kumi, Scrutiny Manager, introduced the report and at the Chair's request, tabled draft recommendations for the Committee to consider.

4.2 Members made the following comments:

- Add St Matthew Academy to the list of all through schools at para 5.3
- Post-publication, Monsignor Rothon hoped the report would be turned into a booklet for wider circulation
- Add a recommendation that ties the recommendations into the remit of the Transition Working Group
- Recommendation 4 - change "higher" to "high"
- Recommendation 13 – add "schools are reminded to ensure that" to the beginning of the recommendation
- The Young Mayor's Advisors (the Advisors) preferred the word "rigorous" to "challenging" in recommendation 12. They also cautioned against 'pigeon-holing' children too early by applying labels such as "most able"
- The Advisors welcomed the recommendation to give equal importance to academic and pastoral needs, citing an example of PHSE classes being dropped in favour of additional academic classes
- Change to "vulnerable and disadvantaged" in recommendation 9 to mirror the wording used throughout the report.
- The Committee had found no evidence that all through schools do transition better. It was noted that the secondary cohort in an all through school tends to be much larger than the primary and so most secondary pupils come new to the school in Year 7. In addition some primary pupils at all through schools choose to go elsewhere for secondary school.
- The Committee heard that despite the primary and secondary phases of all through schools Trinity and St Matthew Academy being separate, there were still benefits to transition, such as cross teaching, sharing staff, continuity of curriculum and challenge.

4.2 **RESOLVED:**

That, subject to the amendments detailed above, the report and recommendations be agreed and submitted to Mayor and Cabinet for consideration and response.

Members thanked the officers, schools, Advisors and fellow members who had visited schools for their time and involvement in the review.

5. Human Trafficking - external speaker

CANCELLED due to the external speaker being unavailable.

6. Childcare Strategy Update - including increase provision for 3 year olds

6.1 Warwick Tomsett, Head of Commissioning, Strategy and Performance and Nikki Sealy, Acting Manager of the Early Years Quality and Sufficiency Team, introduced the report. The following points were noted:

The increased provision for 3 year olds came about as part of the government's back to work agenda and not about improving the quality of the Early Years Foundation Stage, and therefore the focus was on ensuring sufficiency of places and encouraging uptake.

The value of the increased childcare could be as much as £5000 per annum to low income families and monitoring was underway to ensure that providing additional places for 2 year olds did not impact on the universal offering of 15 hours for 3 and 4 year olds.

6.2 In response to concerns about school nursery classes closing, the Committee was advised that:

- the reasons for school nursery classes closing varied - undersubscription and building problems were cited as examples
- changes to the funding regime were a further threat to school nursery classes since schools were not able to cross-subsidise the nursery from the rest of the school's budget, but it was hoped that the flexibility to offer longer sessions would appeal to working parents and may improve take up of places
- All early years childcare providers are required to following the early years education framework, and Ofsted judges them against this framework
- Attainment at the end of Reception is good in Lewisham, which is attributable not only to schools, but also to early years provision
- Take up by SEND children has been low. The council is improving its support to settings to make reasonable adjustments
- More work needed to be done to share information about available facilities with parents of SEND children
- A marketing campaign was underway to promote take up – 14% of 3 year olds and 37% of two year olds were not using their entitlement.

6.3 **RESOLVED:**

That the report be noted.

7. Looked After Children Annual Report

7.1 Stephen Kitchman, Director of Children's Social Care, and Tina Benjamin, Service Manager – Looked After Children, highlighted the key points in the report. The following points were noted:

- Officers were confident that relationships were improving with Youth Offending Services despite the complicating factor of many of Lewisham's Looked After Children being located out of borough. Officers considered that a follow-up Ofsted inspection was a possibility for the Lewisham Youth Offending Service
- Members wanted the report to look more widely at all destinations, in addition to numbers of LAC going to university
- the DfE would be launching progress indicators specifically for Looked After Children which ought to better reflect progress and achievement
- Members wanted the report to describe the cohort, and use some anonymised examples that reflected progress, even if that progress could not be captured by looking at results, as well as case study examples of successes of the virtual school. Officers cautioned that the cohort of looked after children was small and therefore care would need to be taken to protect the anonymity of the cohort
- 9 of Lewisham's Looked After Children were currently in Youth Offending Institutions either on remand or serving sentences.

7.2 **RESOLVED:** that:

- 1) the report be noted
- 2) destinations of all Looked After Children be included
- 3) description of the cohort, and examples of progress, be included.

8. School Funding

8.1 Sara Williams, Executive Director for Children and Young People, Introduced the report. The following points were noted:

- the deadline for responding to the Schools National Funding Formula: Stage 2 consultation was 22 March. It was suggested that Members may wish to publicise this to parents within their wards
- Reasons for the deficits varied from school to school, including over-optimism of pupils numbers on the roll and issues with budget management.
- The most common problem area was staffing costs in secondary schools
- No more £500k+ deficits were expected but deficits could mount quickly
- Officers were working with Heads and governing bodies to have tight control of their school budgets
- The council can withdraw delegation from maintained schools and take back responsibility for budget management but in reality the council is not resourced to do that. The council was working with schools to get their budgets in shape

- Some schools have a lots of senior staff at the top of the payscale which can be problematic for budget management
- Budget problems are felt more acutely in smaller schools and some schools were looking at sharing posts and costs, reducing natural wastage etc
- Members flagged the risk of children with additional needs that are below the threshold for support being seen as a drain on a schools' finances. Officers explained that targets and smart use of support staff for these children was key and that inclusive schools were of benefit to everybody. For children with SEN below the threshold, quality teaching was the biggest influence

8.2 The time being 21:24 it was **MOVED**, **SECONDED** and **RESOLVED** that standing orders be suspended to allow for business to be continued.

8.3 **RESOLVED:**

That the report be noted.

9. 2017/18 Draft work programme

9.1 Emma Aye-Kumi, Scrutiny Manager, introduced the work programme report. She advised that the work programme for 2017/18 would be agreed formally at the next meeting, which would be the first of the new municipal year. The date for that meeting, and membership of the CYP Select Committee, would be confirmed following the Council AGM on 27 March. Members were asked for their suggestions for the incoming Select Committee work programme.

Members discussed topics for in-depth review. Officers advised that the suggested topics of school deficits/ budgets, autism, Education Commission review would be duplicating work that was already in progress.

There was support among Members for a review of teacher workload. Officers advised that the Council's influence in this area was limited as teacher workload is subject to national guidance.

Members were also supportive of a review of recruitment and retention of school staff, both primary and secondary, and felt a review could cover issues such as perception of Lewisham schools, transport, and housing.

9.1 **RESOLVED:**

That the draft work programme be noted and that a review of recruitment and retention of staff in Lewisham schools be scoped in time for the first meeting of the next municipal year.

10. Referrals to Mayor and Cabinet

See Item 4.

The meeting ended at 10.06 pm

Chair:

Date:

Agenda Item 3

Committee	Children and Young People Select Committee	Item No.	3
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	19 April 2017

Declaration of interests

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

1 Personal interests

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

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

2 Disclosable pecuniary interests are defined by regulation as:-

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

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

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

(3) Other registerable interests

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

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

(4) Non registerable interests

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

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

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

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

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

(6) Sensitive information

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

(7) Exempt categories

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

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

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CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE		
Report Title	Annual Standards Report Primary and Secondary Schools including update on Secondary Challenge	
Key Decision		
Ward	All	
Contributors	Head of Standards and Inclusion Service Manager for School Improvement and Intervention	
Class		Date: 19 th April 2017

1. Purpose of paper

- 1.1 The report follows on from the presentation and report to the Children and Young People Select Committee in October 2016. That report, based on the then provisional results, highlighted the trends in primary and secondary school performance in relation Lewisham compared with national and London outcomes for Key Stages 1, 2, 4 and 5. The final results have now been published nationally so this report sets out the background to 2016 outcomes, provides context in terms of inspection outcomes and summarises the action being taken to promote improvement.

2. Recommendations

- 2.1 The Committee is recommended to comment on and note the report, in particular the actions underway and planned.

3. Policy context

- 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 strategic vision and a key aspect is "Raising the attainment of all Lewisham children and young people". The plan's aim is for all Lewisham children and young

people to achieve the best that they can supported by the best education, employment and training opportunities. The specific outcome areas are:

- 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 schools.
- 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.

4. Key points

- 4.1 Early Years continues to be a strength within the borough.
- 4.2 Key Stage 1 is another area of strength as in all subjects Lewisham shows up well in the national rankings.
- 4.3 Key Stage 2: These results dropped nationally in 2016 as SATs became more challenging. Lewisham slipped from near the top of the London Boroughs to the middle. However, achievements were all 1-3% points better than the relevant National subject outcomes and the majority of schools were in the second quartile for the national performance LA rankings.
- 4.4 GCSE results continue to put the borough at the bottom of the London boroughs. However, in 2016 there was an improvement in the Basics (A*-C in both English and maths) outcomes of 1.8% from 2015.
- 4.5 Post-16: while there was an improvement in outcomes for students they are still behind London and national results especially at the higher grades of A*/A.
- 4.6 The Lewisham Secondary Challenge came into operation as a strategy to improve the outcomes for all pupils in Key Stages 3 and 4 in the borough.

5. Primary Schools in Lewisham

- 5.1 This section of the report summarises the borough-level 2016 provisional school results at the end of each key stage.
- 5.2 The Early Years Foundation Stage
 - 5.2.1 Children at the end of the reception year are assessed using Early Learning Goals and are judged as to whether they have achieved or exceeded an overall good level of development (GLD). These results are only published at local authority level (not school level). All Lewisham primary and infant

schools have children who are aged 5 and are assessed at the end of the Early Years Foundation Stage. There are national and London averages with which Lewisham LA can compare itself.

Table 1 – Percentage of children achieving or exceeding an overall good level of			
	2014	2015	2016
All children Lewisham	75%	78%	79%
All children – Inner London	62%	68%	71%
All children - England	60%	66%	69.3%
Children eligible for FSM Lewisham	68%	71%	70%
Children eligible for FSM – Inner London	54%	60%	63%
Children eligible for FSM – England	45%	51%	54%
Children not eligible for FSM – Lewisham	78%	79%	80%
Children not eligible for FSM – Inner London	65%	70%	73%
Children not eligible for FSM - England	64%	69%	72%

5.2.2 As can be seen from the above data, a further improvement in the number of children achieving or exceeding a GLD across the authority of 1% has been achieved in 2016. This means that since 2014 there has been a 4% improvement over three years. There is also an increase in the number of children who are eligible for free school meals achieving the benchmark, although there was a slight decrease in 2016. The gap between those children eligible for free school meals and those who are not has stayed at around 10%.

5.2.3 Achievement of GLD2013 means that once again Lewisham remains as a constant top 3 ranked performer out of all England's Local Authorities (150+).

5.3 Key Stage 1

5.3.1 When children are at the end of Year 2, aged 7, or soon to be 7, they are assessed by teachers using the National Curriculum levels in reading writing and mathematics. Children are assessed as meeting age related expectations or above.

5.3.2 The table below sets out the Lewisham average and the national and regional averages (for comparison) of teacher assessment of children at the end of year 2.

Table 2						
Attainment at the end of Key stage 1 - % achieving						
	2013	2014	2015	New measure into 2016	2016	Improvement 2013-2016
Reading Level 2+	89%	91%	91%	Reading Expected +	79%	-10%
Inner London average	89%	90%	91%	Inner London average	78%	-11%
England average	89%	90%	90%	England average	74%	-15%
Reading Level 3+	31%	34%	36%	Reading Higher Std	28%	-3%
Inner London average	28%	28%	30%	Inner London average	26%	-2%
England average	29%	31%	32%	England average	24%	-5%
Writing Level 2+	85%	89%	89%	Writing Expected +	73%	-12%
Inner London average	85%	87%	88%	Inner London average	73%	-12%
England average	85%	86%	88%	England average	65%	-20%
Writing Level 3+	20%	23%	25%	Writing Higher Std	18%	-2%
Inner London average	14%	16%	18%	Inner London average	17%	3%
England average	15%	16%	18%	England average	13%	-2%
Mathematics Level 2+	92%	94%	94%	Mathematics Expected +	78%	-14%
Inner London average	91%	92%	93%	Inner London average	77%	-14%
England average	91%	92%	93%	England average	73%	-18%
Mathematics Level 3+	26%	28%	30%	Mathematics Higher Std	22%	-4%
Inner London average	21%	23%	24%	Inner London average	23%	2%
England average	23%	24%	24%	England average	18%	-5%

5.3.3 Levels became standards into this year, but our 2016 achievements were all 4-8% points better than the relevant LA subject outcomes

The subject national rankings have all improved significantly as shown below:

Table 3			
Subject	2015 Level 2 Ranks	2016 Ranking	Ranks improved
Reading	50	11	39
Writing	28	10	18
Maths	18	12	6
Science	69	40	29

5.4 Key Stage 2

5.4.1 When children are in Year 6, the last year group in the primary or junior school, before they transfer to secondary education they take standard

assessment tasks (SATs) in reading writing and mathematics and are assessed by teachers as to their attainment in science. The combined reading, writing and mathematics results are the key bench mark for primary schools. Pupils are assessed as achieving the expected standard in reading, writing and maths. In addition pupil can achieve greater depth in writing and high for reading and maths.

5.4.2 The table below sets out the Lewisham average and the national and regional averages (for comparison) of the SATs tests assessment of children at the end of year 6.

Table 4						
Attainment at the end of Key Stage 2						
RWM L4+	2013	2014	2015	Expected +	2016	Improvement 2013 - 2016
Lewisham	83%	80%	84%	Lewisham	56%	-27%
Inner London average	79%	82%	84%	Inner London average	60%	-19%
England average	75%	78%	80%	England average	53%	-22%

RWM L5+	2013	2014	2015	Higher	2016	Improvement 2013 - 2016
Lewisham	27%	28%	29%	Lewisham	6%	-21%
Inner London average	23%	25%	26%	Inner London average	8%	-15%
England average	21%	24%	24%	England average	5%	-16%

5.4.3 The introduction of new Key Stage 2 tests in 2016 had a significant impact on results across the country. While Lewisham remains above national results our position among the top of the London boroughs has slipped to the midpoint. However, achievements were all 1-3% points better than the relevant National subject outcomes and the majority were in the second quartile for the national performance LA rankings.

5.4.4 All primary schools have analysed the tests and have put strategies in place so that the pupils in 2017 will be better prepared especially for the reading test, which is where most schools saw a dip in results.

5.5 Key Stage 2 Pupil Premium data

Table 5						
Pupil premium attainment at the end of Key Stage 2						
RWM L4+	2013	2014	2015	Expected +	2016	Improvement 2013-2016
Eligible for PP funding	75%	72%	77%	Eligible for PP funding	40%	-35%
Gap between PP and all	8%	8%	7%	Gap to overall	16%	8%
RWM L5+	2013	2014	2015	Higher/GDS	2016	Improvement 2013-2016
Eligible for PP funding	16%	19%	18%	Eligible for PP funding	2%	-15%
Gap between PP and all	11%	9%	11%	Gap to overall	6%	-5%

5.5.1 It is not possible to do a direct comparison between the 2015 and 2016 results. However, what it is possible to compare is the closing of the

attainment gap between those pupils entitled to the Pupil Premium and those who are not. In 2016 the gap widened considerably at the expected level, but closed for those pupils achieving the higher or greater depth standard. The new Key Stage 2 tests did impact on the attainment of all pupils, but the disadvantaged pupils, especially those with low prior attainment, found the demands of the tests more difficult than other pupils.

5.5.2 Gordonbrock Primary School, however, as the result of close tracking of all their pupils and effective targeted support achieved above the national scores for the progress in reading, writing and maths for their low prior attaining disadvantaged pupils. Their middle ability disadvantaged pupils also were above national scores for progress in maths.

5.6 Expected progress between Key Stage 1 and Key Stage 2

Table 6				
Progress from Key Stage 1 to Key Stage 2: % making expected levels of progress				
RWM L4+	2014	2015	2016	Improvement 2014- 2016
Expected or above expected progress at	92%	91%	92%	0%

5.6.1 The percentage of pupils making expected progress between Key Stage 1 and Key Stage 2 has remained constant at 91/92%. This is above national figures.

6 Secondary Schools in Lewisham

6.1 There are 19 schools in Lewisham with provision for Key Stages 3 and 4. They are set out in the table below. The 5 schools that are Special Schools and the Pupil Referral Unit have been judged by Ofsted to be good or better and this has been the case for a number of years.

6.2 There were 14 mainstream local secondary schools with 2016 GCSE cohorts. Results for 2016 are not comparable to years before because of the major change in the exams and the reporting framework (see Appendix 2). Notwithstanding changes to methodology the 2016 results shown in this report are the final results for schools, Lewisham, London, Inner London and England.

Name of School	Status	Latest Inspection*	Since Last Inspection	Age Range
Addey & Stanhope	Voluntary Aided	G	=	11-16
Bonus Pastor Catholic College	Voluntary Aided, Catholic	G	=	11-16
Conisborough College	Community, Partnership	R	↓	11-16
Deptford Green School	Community, Partnership	R	=	11-18
Forest Hill School	Community	G	=	11-19
Haberdashers' Aske's Hatcham College	Academy, Federated	O	=	3-18
Haberdashers' Aske's Knights Academy	Academy, Federated	R	↑	3-19
Prendergast Ladywell School	Foundation, Federated	R	=	11-16
Prendergast School	Voluntary Aided, Federated	O	=	11-18
Prendergast Vale School	Foundation, Federated	R	↓	3-16
Sedgehill School	Community	I	↓	11-18
St Matthew Academy	Academy, Catholic	I	↓	3-16
Sydenham School	Community	G	=	11-18
Trinity Church of England School	Voluntary Aided, Anglican	G	↑	4-16

Name of School	Status	Latest Inspection	Since Last	Age Range
Abbey Manor College	Special, Community, PRU	G	=	11-19
Brent Knoll	Special, Trust	G	=	4-16
Drumbeat	Special, Community	G	=	5-19
Greenvale	Special, Community	O	=	11-19
New Woodlands	Special, Community, KS 3 Only	G	↓	5-14

* as OFSTED published 28th February 2017

O - Outstanding	G - Good	R - Requires Improvement
I - Inadequate		

6.3 This table shows that a relatively high number of schools 'require improvement' with the result that only 53% of secondary pupils in Lewisham are in a good or outstanding school, one of the lowest percentages in London. All schools requiring improvement are targeted for support under the Council's current School Improvement Framework, along with Good or Outstanding schools where there are concerns. These schools are also the main recipients of support from Secondary Challenge.

6.4 Attainment using 5+A*-C, including English and maths

6.4.1 Table 8 sets out the percentage of students achieving at least five good GCSEs (at grades A*-C) including for English and Maths across schools in Lewisham in relation to outcomes nationally, across London, Inner London and statistical neighbours.

6.4.2 This was the key attainment measure used for Key Stage 4 as the expected national level of achievement. While there were changes to this key measure introduced in 2016, it is still a measure which can be used to benchmark and show progress over time. The measure for a good (currently A*-C) GCSE pass for English and maths combined will remain. This is known as the Basics measure. In 2016 there was an improvement for this outcomes of 1.8% from 2015.

Table 8

School name	Cohort	5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs											
		2008	2009	2010	2011	2012	2013	2014	2015	2016	P2F	Yr on Yr Change	2008-2016 Change
Mainstream Secondary Schools													
Addey and Stanhope School	119	59%	55%	59%	68%	62%	70%	62%	46.8%	58.5%	↓	+ 11.7%	- 0.5%
Bonus Pastor Catholic College	148	51%	54%	58%	67%	64%	63%	67%	64.5%	64.9%	↑	+ 0.4%	+ 13.9%
Conisborough College	158	32%	35%	39%	50%	60%	45%	41%	42.2%	43.4%	↑	+ 1.2%	+ 11.4%
Deptford Green School	180	50%	41%	54%	48%	47%	52%	44%	46.4%	62.3%	↑	+ 15.9%	+ 12.3%
Forest Hill School	221	52%	50%	52%	57%	66%	66%	58%	58.5%	39.4%	↑	- 19.1%	- 12.6%
Haberdashers' Aske's Hatcham College	196	94%	90%	68%	78%	74%	70%	64%	57.6%	65.3%	↓	+ 7.7%	- 28.7%
Haberdashers' Aske's Knights Academy	170	19%	35%	38%	57%	40%	56%	53%	53.2%	42.4%	↑	- 10.8%	+ 23.4%
Prendergast Ladywell	160	31%	29%	29%	41%	38%	37%	38%	34.0%	34.4%	↑	+ 0.4%	+ 3.4%
Prendergast Vale	103									52.4%	↑		
Prendergast School	118	65%	66%	70%	70%	68%	74%	77%	72.5%	65.3%	↑	- 7.2%	+ 0.3%
St Matthew Academy	154	23%	23%	43%	59%	44%	59%	50%	40.4%	55.0%	↑	+ 14.6%	+ 32.0%
Sedgehill School	238	40%	36%	36%	45%	51%	53%	44%	55.5%	35.0%	↑	- 20.5%	- 5.0%
Sydenham School	213	45%	50%	47%	64%	66%	67%	56%	59.2%	64.3%	↓	+ 5.1%	+ 19.3%
Trinity Church of England School	110	28%	44%	53%	64%	69%	62%	33%	54.5%	52.7%	↑	- 1.8%	+ 24.7%
Lewisham	2403	45.9%	47.0%	48.0%	56.1%	56.0%	58.1%	51.8%	51.9%	50.6%	↑	- 1.3%	+ 4.7%
London	76,847	50.7%	54.0%	58.0%	61.9%	62.4%	65.1%	61.5%	60.9%	60.6%	↑	- 0.3%	+ 9.9%
All England	538,623	47.6%	49.8%	53.5%	59.0%	59.4%	59.2%	53.4%	53.8%	53.7%	↑	- 0.1%	+ 6.1%

NB: Results for 2015 are not comparable to years before 2014 for the reasons set in the report. This is indicated by the dashed line between 2013 and 2014 outcomes.

Source: <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=209&superview=sec>

Local provisional 2015 based on DFE AAT adjusted for known regrades and discounts.

P2F = Provisional to Final results change (if applicable)

Table 9

Outcome	5 or more A*-C grades at GCSE including English and Maths										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	P2F	2008-2016 Change
DoT	-	↑	↑	↑	↓	↑	↓	↓	↓		↑
Lewisham	45.9	47.0	48.0	56.1	56.0	58.0	51.8	51.9	50.6	↑	+ 4.7
Stat. Neighbour	44.9	49.1	53.3	57.4	58.6	63.2	59.0	58.3	58.4	↑	+ 13.5
Inner London	45.5	49.6	54.2	59.6	60.8	63.1	59.5	59.7	59.7	→	+ 14.2
London	50.7	54.0	58.0	61.9	62.4	65.1	61.5	60.9	60.6	↑	+ 9.9
England	47.6	49.8	53.5	59.0	59.4	59.2	53.4	53.8	53.7	↑	+ 6.1

Table 10

Ranked over time	5 or more A*-C grades at GCSE including English and Maths										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	P2F	2008-2016 Change
Stat. Neighbour Rank	5	6	10	8	8	10	11	11	11	→	6
Inner London Rank	6	9	12	12	12	13	13	12	13	→	7
London Rank	22	25	31	29	29	31	32	31	32	→	10
England Rank	87	107	136	106	113	111	124	124	134	↓	47

Gaps over time	5+ A*-C or equivalents including A*-C in both English and mathematics										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	P2F	2008-2016 Change
To Statistical Neighbours Average	1.0%	-2.1%	-5.3%	-1.3%	-2.6%	-5.2%	-7.2%	-5.4%	-7.8%	↓	-8.8%
To Inner London	0.4%	-2.6%	-6.2%	-3.5%	-4.8%	-5.1%	-7.7%	-6.0%	-9.1%	↑	-9.5%
To London	-4.8%	-7.0%	-10.0%	-5.8%	-6.4%	-7.1%	-9.7%	-7.8%	-10.0%	↓	-5.2%
To England	-1.7%	-2.8%	-5.5%	-2.9%	-3.4%	-1.2%	-1.6%	-1.1%	-3.1%	↓	-1.4%

6.4.3 In 2008 the gap with national stood at -2%, with 6 schools above the national average. In 2015, the gap with national is -2.9% with 7 local schools above the national average.

6.4.4 However, the period from 2008 to 2016 has seen significant improvements across schools in London. When Lewisham is compared to Inner London outcomes therefore, our schools have moved from just above the Inner London average in 2008 to 9.8% below in 2016. Five of Lewisham’s secondary schools were above the Inner London average of 59.7% in 2016. One school was very close to the Inner London average (missing it by less than 1%). The national increase from 2008 to 2016 was 6.1%, Inner London 14.2%, London 9.9% and Lewisham 4.7%. In terms of improvement over time Lewisham secondary schools are just about keeping pace with national averages, but falling behind Inner London and London averages.

6.4.5 In terms of individual trajectories of improvement between 2008 and 2016, 8 of 14 mainstream schools assessed improved their outcomes at a faster rate than national. However only five improved at a faster rate than Inner London.

Table 11

Attainment 8, Progress 8 and Basics (E&M) (including trends over time)

Settings	2015	2016			15-16
	E&M	Attainment 8	Progress 8	E&M	E&M
National (all schools)	55.8%	48.6%	-0.08	59.5%	+ 3.7%
National (state-funded schools)	59.2%	50.0%	-0.03	63.0%	+ 3.8%
Lewisham (state-funded schools)	54.1%	47.5%	-0.14	56.2%	+ 2.1%
Sydenham School	59.7%	54.6%	+0.33	72.3%	+ 12.6%
Bonus Pastor Catholic College	66.7%	53.6%	+0.40	70.9%	+ 4.2%
Haberdashers' Aske's Hatcham College	59.6%	54.1%	+0.16	69.9%	+ 10.3%
Prendergast School	74.3%	55.7%	+0.25	66.9%	- 7.4%
Deptford Green School	46.4%	47.5%	-0.00	66.1%	+ 19.7%
St Matthew Academy	46.1%	48.5%	+0.21	59.6%	+ 13.5%
Addey and Stanhope School	48.6%	45.5%	-0.48	59.3%	+ 10.7%
Prendergast Vale School		50.6%	+0.25	59.2%	
Trinity Church of England School, Lewisham	55.7%	49.3%	-0.27	58.2%	+ 2.5%
Haberdashers' Aske's Knights Academy	55.5%	45.7%	-0.43	51.2%	- 4.3%
Conisborough College	51.9%	45.3%	-0.37	50.9%	- 1.0%
Forest Hill School	60.8%	46.6%	-0.40	43.0%	- 17.8%
Prendergast Ladywell School	34.0%	43.2%	-0.25	42.5%	+ 8.5%
Sedgehill School	56.3%	41.3%	-0.69	42.2%	- 14.1%
Brent Knoll School	0.0%	5.9%	-1.59	0.0%	+ 0.0%
Drumbeat School and ASD Service	0.0%	1.0%	-1.72	0.0%	+ 0.0%
Greenvale School	0.0%	0.0%	-1.51	0.0%	+ 0.0%

6.4.6 Attainment 8 was calculated last year for the first time in 2015. In 2016 the borough's score rose by 0.6% points.

6.4.7 It is worth noting that the GCSW cohort is different from the cohort that left primary 5 years earlier. This is not an excuse for the low results in some schools and no Lewisham school is adopting an excuse culture. This does however highlight the challenges. In our GCSE cohort 25.5% (625 of 2,454) did their primary KS2 education outside of Lewisham. 40% of this cohort 25% (250 of 625) were disadvantaged pupils. This out of borough primary educated disadvantaged cohort accounts for over 10% of the whole cohort.

6.4.8 This GCSE cohort from year 6 to 7 lost 46% (1,128) of their numbers to other LAs, and the better their KS2 outcomes then the larger the volume that left. Of those pupils who achieved an averaged Level 5 or better in RWM then 52% (567) of them left Lewisham and those who achieved an averaged Level 6 in RWM then 67% (33) of them left Lewisham

6.5 Underachieving and Low Attaining Groups

6.5.1 A key focus across all schools is the gaps for underachieving groups. The tables below set out the outcomes for disadvantaged pupils. Disadvantaged pupils are those eligible for the Pupil Premium (eligible for free school meals, looked after, post adoption).

Table 12

	Attainment 8										
	Disadvantaged				Non-Disadvantaged				Gap		
	2015	2016	P2F	15-16	2015	2016	P2F	15-16	2015	2016	P2F
DoT		↘				↗				↘	
Lewisham	46.1	42.6	→	- 3.5	48.4	51.5	→	+ 3.1	-2.2	-8.9	→
Stat. Neighbour		46.3	-	-		54.4	-	-	-	-8.1	→
Inner London		47.8	-	-		55.4	-	-	-	-7.6	↓
London		46.4	-	-		55.4	-	-	-	-9.0	→
England	39.0	41.2	↑	+ 2.2	52.0	53.5	↑	+ 1.5	-13.0	-12.3	↓

6.5.2 The main outcomes for disadvantaged pupils remain some way above the national average for pupils similarly deprived. Conversely, the outcomes for non-disadvantaged pupils remain some way below the national average for similar pupils. The 2016 local gap between disadvantaged and non-disadvantaged pupils is narrower than the national gap and consistently in line or narrower than the London average gap.

6.5.3 All schools drill down further in their analyses of potential underachieving groups, as does Ofsted. In Lewisham the groups that have been a focus for recent intervention have been the Black Caribbean pupils and those White British pupils eligible for the Pupil Premium. At the end of 2016 in Lewisham Black Caribbean pupils achieved an Attainment 8 score of 42.5. At the end of 2016 the Attainment 8 score for White British pupils was 47.2. The Attainment 8 score for the Disadvantaged pupils was 42.6, but the non-disadvantaged group's was 51.5 which meant the gap was -8.9. This was wider than London overall, but smaller than Inner London.

Table 13

	Attainment 8											
	White British				Black African			Black Caribbean				
	2015	2016	P2F	15-16	2015	2016	P2F	15-16	2015	2016	P2F	15-16
DoT		↗				↗				↘		
Lewisham	46.1	47.2	↓	+ 1.1	48.4	49.4	→	+ 1.0	43.0	42.6	↑	- 0.4
Stat. Neighbour		50.0				48.3				48.3		
Inner London		52.1				48.7				48.7		
London		51.7				49.2				49.2		
England	48.1	49.8	↑	+ 1.7	48.1	48.9		+ 0.8	48.1	48.9	↓	+ 0.8

Characteristics of A8 2015 not recorded

6.5.4 Local Authority and regional outcomes for Black Caribbean and White British pupils are not in the public domain nor is comparative data on White/Black Free School Meals groups so the above tables are of limited value. End of Key Stage 4 outcomes for the wider ethnic groups (Black, White, Asian, Other and Chinese) are available and this enables comparisons to be drawn with statistical neighbour and London averages. The tables do show however that outcomes for both wider pupil groups are a real cause for concern. Outcomes for local White pupils have improved very slightly this year, but remain behind all London and national comparators for White pupils. Furthermore table 18 below shows that overall the lowest performing group is White FSM pupils. Outcomes for Black pupils are largely the same as last year and remains behind all London and national comparators for Black pupils. In this group the gap between FSM and non FSM is much smaller.

6.5.5 Outcomes data is also interrogated for ethnicity within the different pupil groups such as Free School Meals and the gaps between the different groups. Table 14 below shows the trends over time.

Table 14

FSM	2012	2013	2014	2015	2016	Trend	Yr 2 Yr
AOEG	61.4%	70.0%	60.0%	50.0%	72.2%		
ASIA	58.3%	61.0%	36.6%	50.0%	48.8%		
BLAC	47.4%	43.5%	41.5%	40.5%	41.2%		
CHIN	75.0%	82.4%	70.0%	68.4%	82.4%		
MIXD	48.2%	45.3%	49.1%	39.0%	44.0%		
UNCL	56.3%	26.3%	47.2%	40.9%	35.1%		
WHIT	35.9%	39.4%	30.9%	37.4%	26.2%		

Other	2012	2013	2014	2015	2016	Trend	Yr 2 Yr
AOEG	57.6%	76.2%	66.7%	56.3%	59.0%		
ASIA	65.8%	67.9%	50.7%	67.9%	67.4%		
BLAC	57.0%	67.1%	54.1%	54.8%	51.3%		
CHIN	91.7%	75.0%	77.8%	14.3%	65.0%		
MIXD	63.5%	74.5%	63.0%	63.6%	70.8%		
UNCL	82.4%	59.1%	52.6%	54.8%	64.5%		
WHIT	70.9%	71.8%	71.1%	66.8%	62.2%		

Gap	2012	2013	2014	2015	2016	Trend	Yr 2 Yr
AOEG	3.8%	-6.2%	-6.7%	-6.3%	13.2%		
ASIA	-7.5%	-6.9%	-14.1%	-17.9%	-18.6%		
BLAC	-9.6%	-23.6%	-12.5%	-14.2%	-10.1%		
CHIN	-16.7%	7.4%	-7.8%	54.1%	17.4%		
MIXD	-15.3%	-29.3%	-13.9%	-24.6%	-26.8%		
UNCL	-26.1%	-32.8%	-5.4%	-13.9%	-29.4%		
WHIT	-35.0%	-32.4%	-40.3%	-29.4%	-36.0%		

LA	2012	2013	2014	2015	2016	Trend	Yr 2 Yr
AOEG	59.7%	72.1%	63.5%	53.3%	65.3%		
ASIA	61.9%	65.0%	45.5%	61.3%	61.2%		
BLAC	52.8%	55.5%	48.0%	48.3%	46.4%		
CHIN	81.3%	79.3%	73.7%	45.5%	73.0%		
MIXD	56.4%	60.9%	56.3%	53.7%	59.1%		
UNCL	67.6%	39.7%	49.4%	43.8%	46.5%		
WHIT	57.1%	58.6%	54.3%	55.2%	49.0%		

6.5.6 Higher attainers have been a particular focus of efforts to improve. Historically showing as an issue in Ofsted reports higher attainers represent 27% of the local 2016 GCSE cohort. This is close to the national figure of 30.8%. Lewisham’s cohort has remained at 27% for two years whereas the national figure has declined from 34.5%.

6.5.7 The School and College Performance Tables now publish all outcomes by low, middle and high attainers. These are broadly defined as those pupils entering secondary school at Level 3, Level 4 and Level 5 equivalents respectively. As can be seen in the Table 7, below, 2016 outcomes for these groups of pupils in Lewisham as measured through Progress 8 are below national scores. However, no group is below the floor measure of -0.5.

Table 15

Progress 8	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	- 0.14	- 0.28	- 0.11	- 0.10
England	+ 0.05	-	-	-

English Element	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	- 0.06	- 0.21	- 0.02	- 0.03
England	+ 0.05	-	-	-

Maths Element	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	- 0.16	- 0.20	- 0.15	- 0.18
England	+ 0.05	-	-	-

Ebacc Element	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	- 0.19	- 0.29	- 0.20	- 0.09
England	+ 0.06	-	-	-

Open Element	All	Low Attainers	Middle Attainers	High Attainers
Lewisham	- 0.14	- 0.37	- 0.06	- 0.12
England	+ 0.05	-	-	-

7 Progress from Key Stage 2 to Key Stage 4

7.1 English and Maths

7.1.1 In English and Maths, RAISEonline and Ofsted use a definition of “expected progress” which is based upon measuring pupils’ progress in terms of whole levels across a key stage. Sub-levels are not taken into account.

7.1.2 In the secondary phase, a pupil who finishes anywhere in level 4 at the end of Key Stage 2 in English and Maths and who goes on to gain a grade at least a C at GCSE in Key Stage 4 (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 Key

Stage 2 starting points. “Expected” progress is interpreted as “satisfactory” progress by Ofsted.

7.2 English

7.2.1 The table overleaf sets out the progress for English across Lewisham Secondary schools.

Table 16

Progression between Key Stage 2 to 4 in English											
	2008	2009	2010	2011	2012	2013	2014	2015	2016	Yr. on Yr. Change	Change from 2008
DoT		↘	↘	↗	↘	↗	↗	↘	↗	↘	↗
Lewisham	68.3	67.9	67.0	73.2	69.6	72.0	76.0	69.0	69.4	0.4	1.1
Stat. Neighbour	65.3	68.1	72.8	74.7	73.0	76.9	78.4	75.0	No longer published here		9.8
Inner London	69.5	68.6	72.3	76.2	74.0	76.9	77.4	74.7			5.2
London	68.4	70.6	74.6	77.1	73.8	77.0	78.2	74.6			6.2
England	64.1	64.7	69.3	71.8	68.0	70.4	71.6	70.0			5.9

7.2.2 In 2016, pupil progress in English in Lewisham secondary schools declined from 2014 and is 1.1% below the national average. Overall, 69.4% of pupils made the progress expected by the DFE from the end of Key Stage 2 to the end of Key Stage 4. There was a small increase of 0.4% from 2015.

7.2.3 Lewisham has remained below Inner London for Expected Progress in English since this measure was first published in 2008.

7.3 Maths

7.3.1 The table below sets out the progress for maths across Lewisham Secondary schools.

Table 17

Progression between Key Stage 2 to 4 in Maths											
	2008	2009	2010	2011	2012	2013	2014	2015	2016	Yr. on Yr. Change	Change from 2008
DoT	-	↗	↘	↗	=	↗	↘	↘	↗	↘	↗
Lewisham	57	59.9	58.1	68.4	68.4	70.5	62.4	62	62.2	-0.4	5
Stat. Neighbour	60.4	64.2	67.4	70.7	73.7	77.6	71	69.8	No longer published here		9.4
Inner London	61	63.6	67.7	72.5	75.2	77	71.4	70.4			9.4
London	63.2	66	69.2	72.5	75.3	77.4	72	71.3			8.1
England	56.8	57.9	62	64.8	68.7	70.7	65.5	66.6			9.8

7.3.2 Generally the progress made in maths is not as strong as English. Since 2010 progress in maths has been below the national average for pupils. The gap between Lewisham pupils’ progress and that of other pupils nationally widened in 2015. Overall, 62.2% of pupils made expected progress compared with 67% of pupils nationally.

7.3.3 Lewisham has remained below Inner London for expected progress in maths since this measure was first published in 2008. In 2015 the gap has widened to 9%.

7.4 DFE Floor Standards

7.4.1 In 2016 the DfE introduced a new floor standard for secondary schools of a Progress 8 score of -0.5. This is the minimum standard that schools are expected to obtain.

7.4.2 In 2016 only Sedgehill School was below this floor standard.

7.5 Baseline of intake

7.5.1 The Local Authority has been collating the attainment of pupils on entry using the benchmark of Level 4+ in English and maths combined at Key Stage 2 across all secondary schools. At school level, this must be used with caution as it is matched data and so is not representative of the whole cohort. At borough level, it can be used with more statistical confidence. It has been a good indicator of attainment trends across the whole cohort.

7.5.2 Until 2008, outcomes for primary pupils in Lewisham were below national averages and Inner London averages. They moved above in 2008 but dropped below again in 2009. Outcomes remained broadly in line for 2 years and then moved significantly above both national and Inner London in 2013.

7.5.3 For those who transferred to Lewisham secondary schools, up until 2010, there has always been a gap between attainment on entry (Level 4+ English & maths combined) and national Key Stage 2 averages. In 2010 the gap closed, but stood at 6% and 5% respectively in 2008 and 2009.

7.5.4 This means that 2015 was the first Year 11 cohort that entered secondary schools in line with national and the cohort with the significant step change in primary outcomes will be Year 11 in 2017.

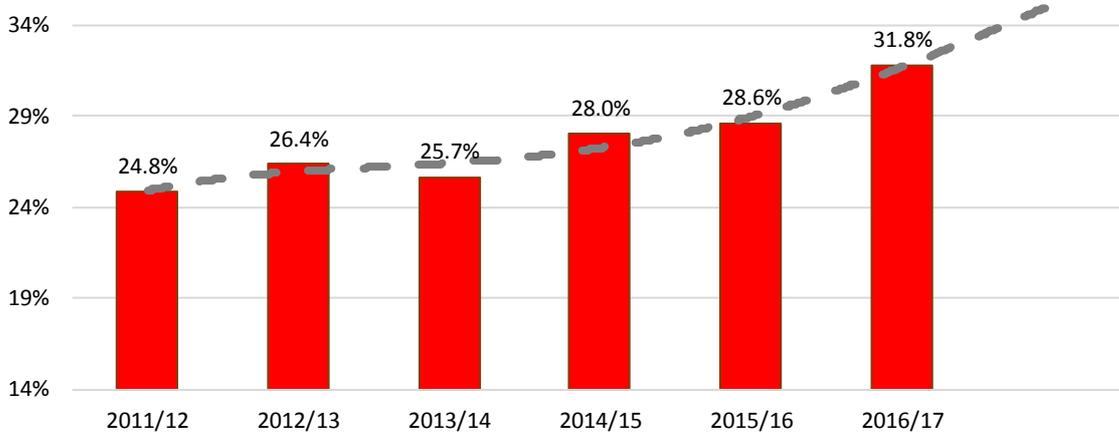
7.5.5 The trend of Lewisham's Y6 residents transferring from Lewisham primary schools to Lewisham secondary schools has been fairly constant over the past 5 years, ranging from 75% (2010) to 78% (2012) and was at 76% in 2014. Recent analysis of the schools attended in Key Stage 2 by the 2015 GCSE cohort shows 74% attended a Lewisham Primary school, 17% an out of borough primary and 9% are unmatched to Key Stage 2 and are assumed arrived from abroad or from the independent sector.

Table 18

Secondary admissions since 2012.

Secondary Year into	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Trends	
Places available	2576	2574	2584	2554	2532	2568		
Applications received	2812	2626	2692	2845	2916	3040		
Of all offers, Numbers	no Offer	145	89	102	1	210	244	
	within LA	2120	1934	2001	2047	1932	1907	
	another LA	701	692	691	797	774	889	
Of all offers, % from	Out of Borough	24.8%	26.4%	25.7%	28.0%	28.6%	31.8%	
	Lewisham	75.2%	73.6%	74.3%	72.0%	71.4%	68.2%	

Of all offers, % from Out of Borough



Of all offers, % from Lewisham

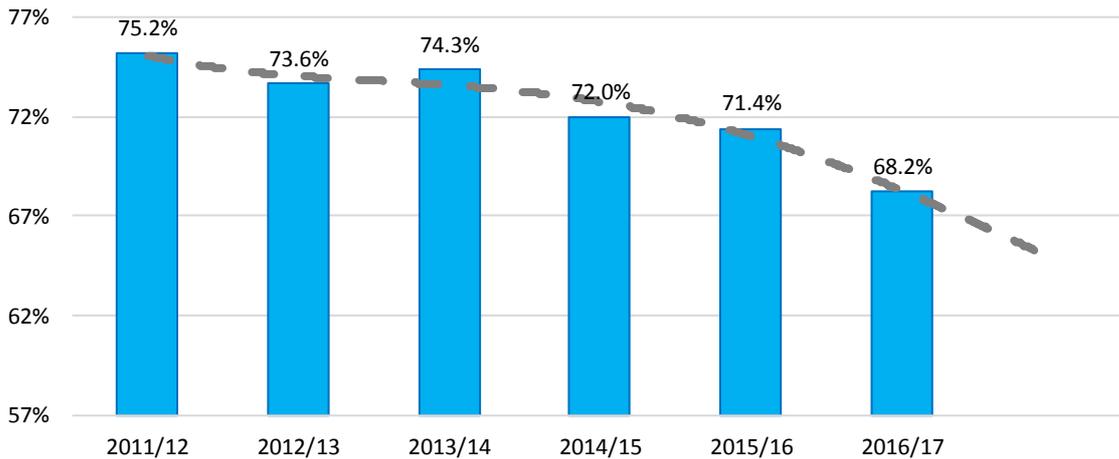


Table 19

Prior Attainment Review of the Most Recent Attainment 8				
GCSE 2016	National	Lewisham	Retained LBL Primary	Imported into LBL
All Pupils	539,803	2338	1774	564
No KS2 PA - Number	28,295	197	2	195
No KS2 PA - %	5.2%	8.4%	0.1%	34.6%
Number Low	93,141	419	355	64
% Low	17.3%	17.9%	20.0%	11.3%
Number Average	260,794	1153	960	193
% Average	48.3%	49.3%	54.1%	34.2%
Number High	157,573	569	457	112
% High	29.2%	24.3%	25.8%	19.9%

Five Years Earlier			
Key Stage 2 2011	Lewisham	Retained LBL Primary	Imported into LBL
All pupils	2796	1774	1022
No KS2 PA - Number	9	2	7
No KS2 PA - %	0.3%	0.1%	0.7%
Number Low	350	318	32
% Low	12.5%	17.9%	3.1%
Number Average	1825	967	858
% Average	65.3%	54.5%	84.0%
Number High	612	458	154
% High	21.9%	25.8%	15.1%

7.5.6 Table 19 shows the prior attainment profile of the latest Key Stage 4 cohort was the same as national. 83% of pupils matched to 2010 Key Stage 2 records were middle and high attainers at the end of Key Stage 2. The ratio of middle to high is different locally than nationally with proportionally fewer higher attainers and more middle attainers.

7.5.7 Five secondary schools continue to have vacancies in Y7 in Lewisham (Deptford Green School, Prendergast Ladywell School, Prendergast Vale School, Sedgehill and St Matthew Academy.School). This means that they tend to have vacancies in all year groups, making them vulnerable to mid-phase admissions and late admissions in Key Stage 4. This can affect final outcomes adversely in a number of ways not least because

pupils experiencing a turbulent schooling do not tend to perform well at 16.

7.5.8 By September 2017 11 Year 6 bulge classes will be entering Year 7. Therefore, the huge increase in the primary school population will reach secondary schools reducing the scope for vacancies and generating requirement for additional secondary places. In addition the projected biggest expansion of secondary places is forecast to be in 2018/19.

8. Measuring Key Stage 5 Attainment

Table 20

	Lewisham	England	London	Stat Neighbours
3+ A grades at GCE/Applied GCE A Level and Double Awards	2.8	13.2	10.4	8.2
% AAB or better at GCE A level, Applied GCE A level and Double A level	6.3	22.1	18.3	15.4
Av pt score per entry A Level Cohort (New)	24.5	31.8	30.5	29.3
AAB or better A level, 2 facilitating subjects (New)	4.7	17.0	14.6	11.7
Av pt score per entry - Tech Level (New)	30.2	30.8	31.5	33.5
Av pt score per entry - General Studies (New)	32.3	34.7	33.3	33.8
Av pt score per entry - Best 3 A Levels (New)	27.2	35.0	33.7	32.8

Green is Up on Provisional and Red down.

8.1 Table 13 above shows Key Stage 5 outcomes across the borough are low in comparison with the national averages across all measures. In general and on average outcomes in the borough's seven mainstream schools with sixth forms are better than those in local 6th form colleges but both remain some way behind national and London averages.

8.2 There are indications that student outcomes are improving, however performance, particularly at A Level is still well below England averages and below the Inner London averages. For example the borough ranks 11th out of the 13 Inner London Boroughs on the average point score per student, 12/13 for AAB including two facilitating subjects and 13/13 for average point score per subject entry.

8.3 The percentage of students at the end of KS5 achieving at least two substantial Level 3 qualifications is 88.2% compared to the England average of 91.4% and the Inner London average of 90.8%.

8.4 Only three providers Christ the King Sixth Form College, Haberdashers' Aske's Hatcham College and Prendergast School have over 80% of their end of KS5 cohort achieving 3 A Level A*-E.

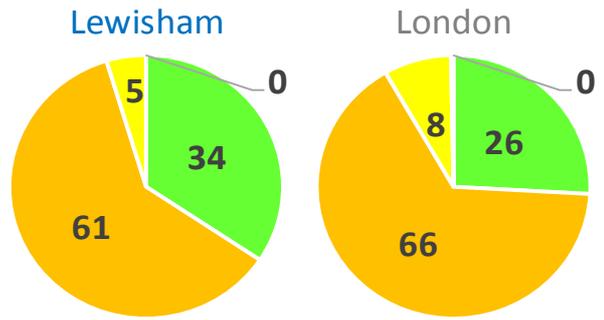
- 8.5 Christ the King Sixth Form College alone has over 80% of its end of KS5 students achieving three substantial Level 3 vocational qualifications. Much of the vocational provision in schools is offered as part of a combined A level and Vocational package.
- 8.6 Two schools, Sydenham School and Prendergast School are at or above the England averages for point score average for A Level subject.
- 8.7 No provider is at or above the England point score average for Level 3 per student. Prendergast School is closest with an average point score per student of 749 compared to the England average of 763 points per student.
- 8.8 Prendergast School and Haberdashers' Aske's Hatcham College are above the England average for % AAB including two facilitating subjects.
- 8.9 In general female students outperform male students. For example the point per subject entry and points per student there is a nearly a 30 point difference between female and male. However the percentages achieving AAB including two facilitating subjects and in three facilitating subjects males perform better. This pattern is reflected in national and Inner London averages.

9. Inspection Outcomes

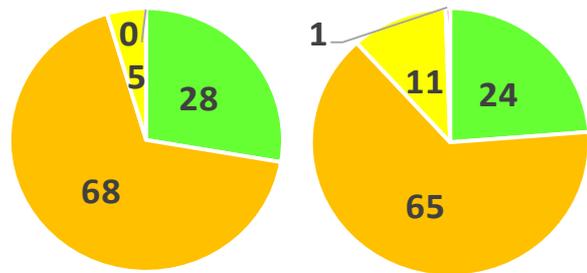
- 9.1 **Overall effectiveness of mainstream Primary Schools over time.**
At the start of the 2016/17 academic year all of Lewisham's primary schools were rated as Good or better by Ofsted. This has now changed as one of the primary schools (Holbeach) was judged to Require Improvement in December 2016. The Local authority is working closely with the school and its governors to address the areas for improvement identified by Ofsted. In addition one school (Holy Cross) moved from Good to Outstanding in December 2016.
- 9.2 **Overall effectiveness of mainstream Secondary Schools over time (Ofsted Outcomes)**
Two schools (Haberdashers' Aske's Hatcham College and Prendergast School) have been judged by Ofsted as Outstanding more than once since 2008. Four schools (Addey & Stanhope, Bonus Pastor, Forest Hill and Sydenham) have been consistently judged by Ofsted as Good since 2008. In 2016 Trinity School was also judged to be Good. There are 5 schools (Conisborough College ,Deptford Green, Haberdashers' Knights Academy, Prendergast Ladywell, Prendergast Vale) judged to be Requiring Improvement by Ofsted.
- 9.3 In 2016 2 schools were judged, by Ofsted to be Inadequate. Sedgehill was placed in special measures and St Matthew Academy identified as having serious weaknesses. The Local Authority is working with the Interim Management Boards of both schools to address the areas for improvement identified in the Ofsted report.

- 9.4 It is important that those schools judged to be Requiring Improvement improve rapidly so that all Lewisham secondary school pupils attend a good and better school.
- 9.5 Deptford Green is continuing its journey of improvement since being rated inadequate in 2013. Although it is currently judged to Require Improvement, it now assesses itself as a good school and is awaiting inspection to confirm this. The school was inspected in May 2016 and remained Requiring Improvement, but with many positive comments. Haberdasher's Knights Academy came out of category in May 2015 and is currently rated by OfSTED as Requiring Improvement.
- 9.6 Both Prendergast Ladywell School and Trinity School, judged to require improvement in the autumn term of 2015, received positive monitoring visits from HMI December 2015. At Ladywell HMI noted that 'the Leathersellers' Federation of Schools is providing significant support to the school's work in many areas. This is making a real difference to the pace of improvement'. However, when inspected in December 2016 the school was judged still to require Improvement.
At Trinity, she noted, 'This is a school which is taking determined action to improve. Leaders have responded positively to the outcomes of the last inspection, to ensure early improvement in all identified areas.' When the school was inspected in October 2016 it was judged to be Good.
- 9.7 Prendergast Vale School was inspected in December 2015 and given an overall judgement of 'Requires Improvement.' The previous inspection found the school to be good. Prendergast Vale is an all through school with pupils aged 3 to 16. OfSTED found the school was not improving securely because in Years 7 to 11, leaders, managers and governors did not tackle effectively the key areas for improvement identified at the last inspection. The monitoring visit in July 2016 identified that 'Senior leaders are taking effective action to tackle the areas requiring improvement ... in order to become a good school.'
- 9.8 The Table 21 below shows the effectiveness of primary and secondary schools in Lewisham compared with those in London between 2013 and 2016.

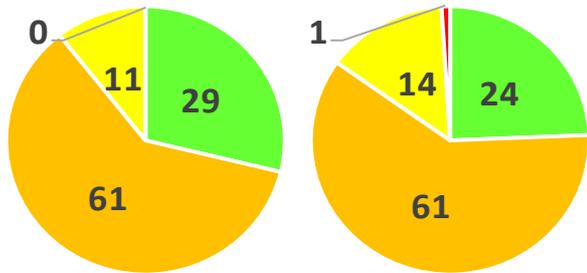
Overall Primary August 2016					
% of schools	G+	O	G	RI	I
Lewisham	95	34	61	5	0
London	92	26	66	8	0



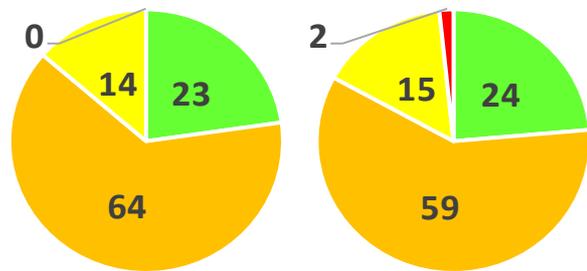
Overall Primary August 2015					
% of schools	G+	O	G	RI	I
Lewisham	95	28	68	5	0
London	88	24	65	11	1



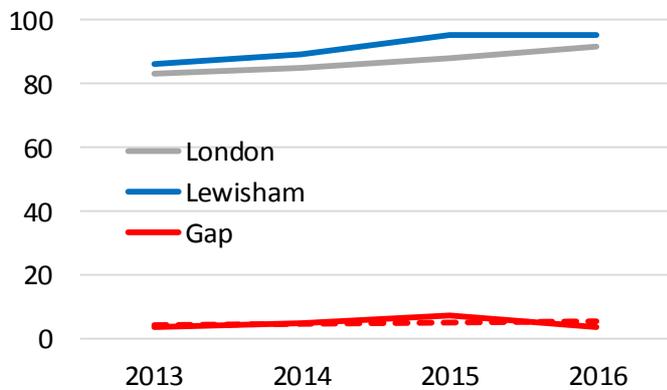
Overall Primary August 2014					
% of schools	G+	O	G	RI	I
Lewisham	89	29	61	11	0
London	85	24	61	14	1



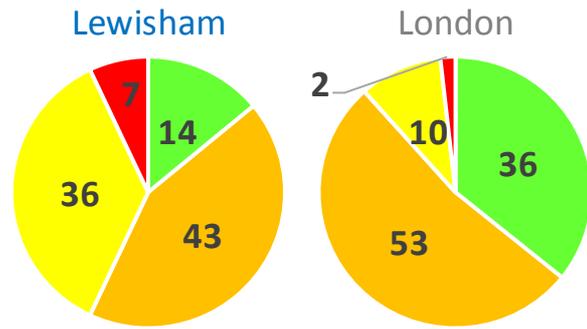
Overall Primary August 2013					
% of schools	G+	O	G	RI	I
Lewisham	86	23	64	14	0
London	83	24	59	15	2



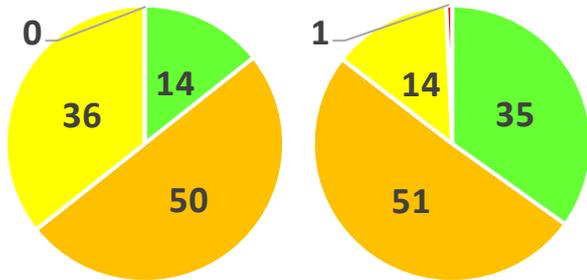
Good+ Primary Since 2013				
% of schools	2013	2014	2015	2016
Lewisham	86	89	95	95
Gap	3	5	7	4
London	83	85	88	92



Overall Secondary August 2016					
% of schools	G+	O	G	RI	I
Lewisham	57	14	43	36	7
London	88	36	53	10	2



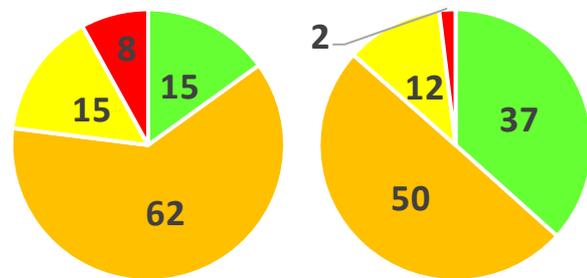
Overall Secondary August 2015					
% of schools	G+	O	G	RI	I
Lewisham	64	14	50	36	0
London	85	35	51	14	1



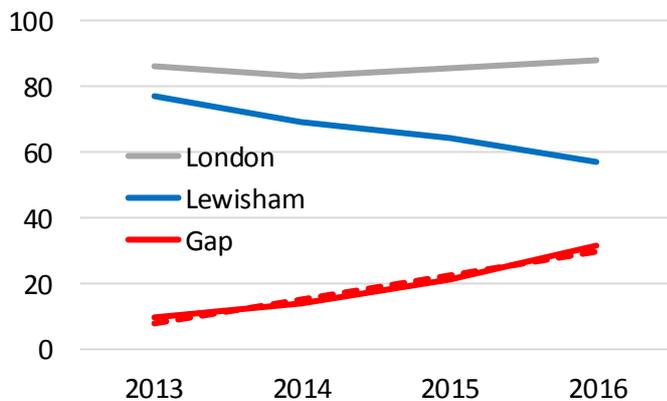
Overall Secondary August 2014					
% of schools	G+	O	G	RI	I
Lewisham	69	15	54	15	15
London	83	35	48	15	1



Overall Secondary August 2013					
% of schools	G+	O	G	RI	I
Lewisham	77	15	62	15	8
London	87	37	50	12	2



Good+ Secondary Since 2013				
% of schools	2013	2014	2015	2016
Lewisham	77	69	64	57
Gap	10	14	21	31
London	87	83	85	88



10. The strategy for improvement of secondary schools

- 10.1 The Council's School Improvement Team and other officers working with schools aim to work in a collaborative way with schools, engendering trust and openness. There is clearly sometimes a tension between being supportive and being challenging and we are constantly working to find the right balance and to understand what schools need to succeed.
- 10.2 The current Framework for School Improvement, developed in 2015/16, clearly sets out the criteria for school categorisation and the support and intervention that is put in place for each of the four different categories of green, yellow, amber and red. All of the secondary schools across the borough are now fully engaged with the new framework.
- 10.3 All schools receive an autumn visit from a school improvement officer and are categorised in line with the criteria set out in the framework. As outlined in the framework, additional resources have been specifically targeted at the schools graded 'amber' or 'red' in order to bring about rapid improvement, with schools rated as 'yellow' or 'green' receiving less support than has previously been the case.
- 10.4 In April 2016 an Education Commission was established. It reported in the summer and from that came the setting up of the Lewisham Secondary Challenge. The aims of the programme are:
- improve educational outcomes for all pupils
 - close the gap: raising attainment of underperforming groups
 - reduce the number of under-performing schools
 - improve good and outstanding schools
 - ensure Lewisham secondary schools are the destination of choice for Lewisham pupils and parents
 - contribute to the development of a strong school led system of improvement for the Borough and beyond
 - support all Lewisham secondary schools to become financially sustainable.
- 10.5 An Operational Group, a Programme Director as well as a Strategic Board were established. The main areas where the work has been focused since September are maths, science and school leadership. The Programme Director has visited all secondary schools, drawn up action plans for each school, undertaken reviews and has spent time supporting headteachers where the need is greatest.
- 10.6 Key achievements of secondary challenge to date are as follows:
- A clear picture of improvement needs in all secondary schools
 - More schools accessing external provision in SE London Maths and Science Hubs
 - Support given to all new headteachers
 - Improved self-evaluation in preparation for Ofsted

- Better joint working on maths and science
- Heads involved in peer review of schools

11. Legal Implications

- 11.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential by persons under the age of 20 and in relation to persons aged 20 or over for whom an Education Care and Health Plan is maintained.

12. Financial Implications

- 12.1 There are no financial implications arising from the agreement of the recommendations to this report.

13. Crime and Disorder Implications

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

14. Environmental Implication

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

Background Documents

Appendices

1. Lewisham's School Improvement and Effectiveness Strategy
2. 2016 results: impact of reforms and changes to reporting measures
3. The definition of coasting schools
4. Lewisham Secondary Challenge prospectus
5. Lewisham Secondary Challenge 4 year plan
6. Recommendations from the Sutton Trust on the effective spending of Pupil premium money

Sources

School Performance Outcomes: http://www.education.gov.uk/schools/performance/download_data.html

National and regional OfSTED Outcomes:

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>

Local OfSTED Outcomes: <http://reports.ofsted.gov.uk/>

Neighbour averages: <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Statistical neighbours: Waltham Forest, Croydon, *Lambeth*, *Hackney*, *Haringey*, Greenwich, Enfield, *Islington*, Brent, and *Southwark*

Lewisham's Children and Young People's Plan 2015 – 2018							
4 outcome areas (resilience, health, achievement, safety) all underpinned by the SEND Strategy							
App en di P riorities 1	Outcome Area: To raise attainment and achievement of children and young people						
	AA1	AA2	AA3	AA4	AA5	AA6	AA7
	School places	Early Years	Attendance at school	Engagement post-16	Attainment at school	Attainment post-16	LAC attainment



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

Appendix 2

2016 results – the impact of reforms to examinations and changes to reporting of performance measures

3.4.6 In 2014, two major reforms were introduced that have had an impact on future GCSE and equivalent results. These should be taken into consideration when looking at the results for 2014 and 2016 alongside previous years. The DfE's notes that accompanied the Statistical First Release (SFR) analysing national data explain the two reforms thus:

A – Reform of vocational qualifications

GCSE performance table measures from 2014:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalent of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

B – Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2014. This rule came into effect immediately with regard to English Baccalaureate subjects **and expanded** to apply to all subjects in 2015.

3.4.7 The key measure in the future will be **Progress 8 and Attainment 8**.

3.4.8 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

3.4.9 The new performance measures are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

- 3.4.10 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
- 3.4.11 Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including Ebacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 3.4.12 A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
- 3.4.13 A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- 3.4.14 The Local Authority Progress 8 training for Governors in February was well attended with most schools sending a delegate.

Appendix 3

3.10 Coasting Schools

3.10.1 Last summer the Secretary of State for Education announced “coasting” schools would be asked to come up with a credible plan for improvement for consideration by the government’s eight regional schools commissioners, with the commissioner deciding whether the school should be allowed to continue or whether it should be taken over by an academy chain.

The definition of a coasting school is one where:

In 2014 fewer than 60 percent of pupils achieved at least 5 GCSEs A*-C including English and Maths AND

The proportion of pupils making the expected progress between Key Stage 2 and Key Stage 4 in English and maths were both below the national median

AND

In 2015 fewer than 60 percent of pupils achieved at least 5 GCSEs A*-C including English and Maths AND

The proportion of pupils making the expected progress between Key Stage 2 and Key Stage 4 in English and maths were both below the national median

AND

In 2016 the school failed to score highly enough on “Progress 8” – the government’s new accountability measure that shows a child’s progress between the end of primary school and their GCSEs.

A school must meet the definition in each of the three years to be classed as a coaster. From 2016 onwards, secondary schools that fail to score highly enough over a three-year period on “Progress 8” will be classed as coasting.

In 2014 three schools met the single year coasting criteria. These schools were Trinity (below Floor Standards), Sedgehill and Sydenham.

In 2015 three different schools met the single year coasting criteria. These schools were Addey and Stanhope School, Forest Hill School and Prendergast Ladywell School (below Floor Standards).

No school has been below the single year coasting criteria in both 2014 and 2015 therefore no Lewisham school is currently at risk of classification as a coasting school in 2016 – although the criteria have not yet been finalised by DfE.

LEWISHAM SECONDARY CHALLENGE COLLABORATIVE

PROSPECTUS FOR CHANGE

WHO ARE WE?

We are a collaborative of 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. Together we will develop and deliver a programme of support and challenge over the next five years that will help us achieve our vision of:

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

OUR MISSION

To make a real difference by raising standards, improving progress, closing the gap and ensuring all Lewisham children have access to an outstanding secondary school.

OUR VALUES

Our shared core values will guide our behaviour and actions. We will be:

- *Aspiring*
- *Solution focused*
- *Driving improvement*
- *Sharing and trusting*
- *Transparent*
- *Accountable*

WHY ARE WE WORKING TOGETHER?

Education is a means to overcome disadvantage and achieve social mobility. Excellent education is therefore particularly important to the lives of Lewisham children and to the development of Lewisham as a strong and vibrant place to live and work. Our standards and pupil outcomes in early years and primary are amongst the best in the country. The borough’s secondary school system sits in stark contrast, with average pupil outcomes being well below those of Inner London and London as a whole. Lewisham does face the challenges of poverty and deprivation; however, other Inner London Boroughs have shown that these challenges can be overcome and we do not accept these as excuses.

In Spring 2016 the Mayor of Lewisham established an independent Education Commission to make recommendations on the future of education in the borough with a particular emphasis on the secondary sector. The Commission worked collaboratively with local stakeholders to shape a vision for education in Lewisham and to make recommendations for future development.

The Commission’s work coincided with the publication of the Government’s White Paper, Education Excellence Everywhere, which, together with recent consultation on school funding signals the government’s intention to reform school improvement policy in the context of the overall drive towards a school led system and the expectations that all local authorities will step back from school improvement.

Whatever the statutory definition of its role, as community leader, Lewisham Council recognises the importance of education to our communities. The Council shares a strong moral purpose with Lewisham schools in wanting to raise aspirations for educational outcome and improving levels of achievement.

In line with the recommendations of the Education Commission we have come together to form a Secondary Challenge Collaborative which builds on existing positive examples of collaborative working in Lewisham, between schools and between schools and the local authority, but is fully focused on improving progress, raising standards and closing gaps.

The Education Commission outlined the ambition for the Lewisham Secondary Challenge to ensure that all schools become good or better, as judged by Ofsted, by 2020. We want to go further and aspire for all schools to progress towards being Outstanding within five years. We will do this through the delivery of a time limited programme of interventions and targeted support.

CHALLENGE PROGRAMME AIMS

- *improve educational outcomes for all pupils*
- *close the gap: raising attainment of underperforming groups*
- *reduce the number of under-performing schools*
- *improve good and outstanding schools*
- *ensure Lewisham secondary schools are the destination of choice for Lewisham pupils and parents*
- *contribute to the development of a strong school led system of improvement for the Borough and beyond*
- *support all Lewisham secondary schools to become financially sustainable.*

PROGRAMME PRIORITIES

A detailed review of authority and school level data and insight, together with school self-evaluations and externally published reports has informed the identification of the following programme priorities:

- strengthening senior leadership
- improving middle leadership and management of teaching and learning
- improving the quality of teaching and learning with a focus on Maths and Science.

Detailed delivery plans for each of our priorities will be developed ready for implementation from November 2016.

COLLECTIVE SUCCESS MEASURES

By 2020

- All schools with secondary provision will be good or better, as judged by Ofsted
- Performance at Key Stage 4 will be at least the London average, with some schools competing with very best performers in London
- The vast majority of parents in Lewisham have confidence to choose local schools
- Every pupil in a Lewisham secondary or all through school will feel proud of their school and want to continue learning
- Teachers will feel proud of an ambitious and successful education system in Lewisham.

PRINCIPLES OF COLLABORATION

We have identified a set of principles, based on our core values, that all members of the collaborative share. These are important to us as they help define how we will work together and the things we as a group collectively care about. Our principles build on those developed for the Lewisham School Improvement Framework but also include other ways of working that will ensure the success of the Secondary Challenge based on research findings into effective collaborative working.

We will:

- accept **no excuses** for underperformance
- have **courage** to do things differently to ensure a step-change in outcomes
- **challenge and support** each other to secure improvement
- recognise and **respect individual autonomy** whilst being committed to achieving our collective mission
- **collaborate** to ensure the best use of resources, knowledge, skills and experience
- have **clarity** about our individual and collaborative roles, responsibilities and plans
- be **inclusive** through championing the most vulnerable children and member schools
- take an **evidence based** approach to improvement, using both local insight and wider research
- ensure **equity** with all members contributing and benefitting from participation in the collaborative
- take a **targeted** approach to ensure our limited combined resources meet need and help us achieve our aims
- be **accountable** to each other and to our respective governing bodies
- be **transparent**, open and honest with each other
- invest in effective **communication** across the collaborative, with staff, with respective governing bodies, with key partners and most importantly with the families and communities we serve.

GOVERNANCE

We are an informally constituted collaborative however all members have signed an agreement that clearly articulates our commitment to the Secondary Challenge.

Each member of the collaborative, secondary schools and Lewisham Council, has two seats on the Lewisham Secondary Challenge Board. The two representatives are for schools:

- Chair of Governors
- Headteacher.

For London Borough of Lewisham:

- Director of Children's Services
- Cabinet Member for Children and Young People

The Board collectively reports to the Lewisham Education Partnership and individual members report to their respective governance body on a termly basis.

DELIVERY PARTNERS

Secondary Heads Group

The existing Secondary Heads group has a wider remit than the Secondary Challenge Collaborative Programme and will continue to offer schools opportunities to work collegially and supportively on a range of areas during and after the lifetime of the Challenge. In line with the Education Commission's recommendations the Secondary Heads group is looking to be more focus on professional learning and development and the Secondary Challenge will work closely with the leadership of the group to avoid duplication, develop complementary activities and to embed relevant activities in their work at the end of the Challenge Programme.

Alternative Providers

Although the formal members of the Secondary Challenge are mainstream schools we recognise that we need to work closely with our commissioned Alternative Providers to ensure that improvements in Challenge Schools benefit all Lewisham children, including the most disaffected.

Primary, Special Schools and Post 16

Secondary schools are one part of the wider education system across Lewisham. We acknowledge that there is a wealth of experience and expertise across the education system in the Borough and that this should inform the solution to the challenges facing the secondary sector. To this end we will work with our colleagues in the primary, special and post 16 sectors to develop and deliver interventions that make a real difference, improving progress, raising standards and closing the gap.

Teaching School Alliances

Teaching School Alliances (TSAs) are a crucial school led resource for school improvement. They lead on school to school initiatives, leadership development and continuing professional development within a school led system of improvement as well as supporting school based initial teacher training.

We are working with Atlas Teaching School Alliance and with the Lewisham Teaching Schools Alliance Partnership, the coordinating body for the four TSAs in Lewisham, to design the Challenge Programme and maximise opportunities for support.

Multi Academy Trusts, Federations and Collaboratives

Many of our member schools are also involved in other collaborative partnerships including formal Multi Academy Trusts, Federations, collaboratives and networks. Many of these extend beyond the Borough's boundaries.

These existing partnership and relationships remain important to our member schools and the Secondary Challenge will not replace them. The Secondary Challenge is a time limited programme focused on achieving specific aims by 2020/21 and therefore needs to support and engage with existing partnerships as they will provide access to wider expertise and experience that can help us achieve our aims.

Other partners

We will develop relationships with key partners that will help us build greater capacity for rapid change and improvement including the Education Endowment Foundation and Office of the Mayor of London.

INVESTMENT

The financial climate is challenging for both local authority and many secondary schools in the Borough. However, despite this each member of the collaborative has committed to pooling resources both in kind and where possible financial to ensure the success of the programme.

The London Borough of Lewisham is repurposing funds previously used to directly employ senior school improvement staff to pump prime the development and delivery of the Challenge Programme. In year one a significant proportion of LA school improvement consultancy time will also be offered up to be used more flexibly under the direction of the Challenge Board. Where possible local authority data analysis and insight services will be tailored to meet the needs of the Challenge programme.

The local authority's contribution in year 2 onwards will depend on a number of factors, including whether the government goes through with its plans, signalled in the recent White Paper, to take school improvement responsibilities away from local authorities.

The Lewisham Schools Forum has previously agreed to create to a pooled budget for targeted support of schools categorised as red or amber when assessed under the terms of the Lewisham School Improvement Framework. The Schools Forum has agreed to earmark £50,000 of this to support Challenge activities in year 1. We will work with the Schools Forum to extend this arrangement for years 2 – 5.

The Challenge Board will review the option of seeking funding contributions from member Schools as the programme progresses and as the impact of schools funding reform become clearer however all members remain committed to prioritising school improvement resources to achieve the collaborative aims of the Challenge Programme.

We will actively pursue new sources of programme funding and resources from charitable trusts, government, research bodies and sponsors.

Back page to have logos of all member schools and the Council's logo.

Plus:

For further information, contact:

Programme Director
Lewisham Secondary Challenge
c/o Deptford Green School
Edward St
London, SE14 6AN

Tel: 020 8691 3236

Email: TBC

LEWISHAM SECONDARY CHALLENGE: 4 YEAR DEVELOPMENT PLAN – 2016-2020

This Development Plan is a response to the report of the Lewisham Education Commission (April 2016) and the subsequent agreement of Lewisham Secondary Headteachers, Governors and the Local Authority, to institute a school-led system of school improvement across the borough.

It seeks to plan practical and collaborative ways to address the major issues of secondary achievement in Lewisham secondary schools. It will achieve this by both challenging and supporting all the schools to raise standards across the secondary age range in order that Lewisham students receive some of the best education in London. This will include investigating and sharing the best practice, high quality professional learning and mutual support through such practices as peer review. The plan is built around a commitment from all schools for transparency and trust, and also recognizes that the starting point of schools varies considerably both in terms of student achievement, and in Ofsted terms.

Aims are that, within the time-scale of the Challenge:

- All schools with secondary provision will be good or better, as judged by Ofsted
- Performance at Key Stage 4 and Key Stage 5 will be at least the London average, with some schools competing with very best performers in London
- The vast majority of parents in Lewisham will have confidence to choose local schools
- All students in Lewisham secondaries or all through schools will feel proud of their school and want to continue learning
- Teachers will feel proud of an ambitious and successful education system in Lewisham.

To achieve this, headteachers will work in partnership with:

- the Local Authority and in particular its School Improvement Team, which has been consulted and contributed to the plan;
- the Atlas Teaching School, which has begun to provide a wide range of school improvement activities;
- local primary schools
- regional and national support services – e.g. regional subject hubs

STUDENT ACHIEVEMENT					
Performance Indicator	2015-16 baseline	2016-17 target	2017-18 target	2018-19 target	2019-20 target
GCSE					
Attainment 8	47.3 (L av)	50.0	52	53	54
A-C E/M	55.9	62	64	66	70
Basics (English & Maths)	55.8	62	64	66	70
E.Bacc	22.5	26	30	32	35
Progress 8	-0.14	0.1	0.2	0.3	0.35
English	69.6	75	80	85	90
Maths	61.7	70	75	80	85
A level	APS 24.2 (Eng av: 30.4) % AAB including 2 facilitating subjects: 5% (Eng av: 14%)	APS: 30.4 %AAB including 2 facilitating subjects: 10%	APS:		
Position in London League Tables	15/15	11-9/15	9-7/15	7-5/15	Top 5/15
SCHOOLS BY OFSTED JUDGEMENT					
Performance Indicator	2016	2017	2018	2019	2020
Outstanding	2	3	4	5	5

Good	4	7	10	9	9
Requires Imp.	6	4			
Serious Concern	1				
Special Measures	1				
PUPIL NUMBERS IN SECONDARY PHASE					
	2016	2017	2018	2019	2020
Number of 1st choice applications for Year 7	2085				
Total no of applications (preferences 1-6) for Lewisham Year 7 places	8869				
Number of places as per PAN in Year 7	2667				
Number of Year 7 on roll	2391				
STUDENT WELFARE AND SAFETY					
Performance Indicator	2016	2017	2018	2019	2020
Exclusions	77; 0.66%	70	60	50	40
Attendance	5.1% London average: 4.7%	4.8%	4.5%	In line with London average	Better than London average

Persistent Absence	12.8% London average: 12.3%	12.4%	12%	In line with London average	Better than London average
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DEVELOPMENTS TO ACHIEVE TARGETS

Aspect of Development	2016-17	2017-18	2018-19	2019-20
1. Establish a school-led system of school improvement in which all secondaries are involved in focused school-to-school support; headteachers to be accountable to the Operational Group and thence to the Challenge Board for delivery of the plan.	<p>Establish remit of Secondary Challenge in light of L.A. statutory responsibilities, funding arrangements etc.</p> <p>Establish structure; appointment of Programme Director with clear remit and action plan; plans in place for Years 1 and 2. Year 1 plan delivered successfully, agreed by Operational Board and reported to Challenge Board.</p>	<p>Evaluation of Year 1 agreed by Challenge Board; amend plans for Year 2 based on priorities identified by borough data. Year 2 plan delivered successfully, agreed by Operational Board and reported to Challenge Board</p> <p>Evaluate impact against targets & report to Challenge Board. Make amendments based on evaluation.</p>	<p>Evaluation of Year 2 agreed by Challenge Board; amend plans for Year 3 based on priorities identified by borough data. Year 3 plan delivered successfully, agreed by Operational Board and reported to Challenge Board.</p> <p>Evaluate and amend as before.</p>	<p>Evaluation of Year 3 agreed by Challenge Board; amend plans for Year 4 based on priorities identified by borough data. Year 4 plan delivered successfully. Challenge Board evaluated success of 4 year project.</p> <p>Final evaluation report to Challenge Board, against targets.</p>

	Develop a funded, sustainable secondary School Improvement Programme			
2. All secondary schools to be Good or Outstanding by end of 4 year period.	<p>Prioritise S.M. and R.I. Schools:</p> <ul style="list-style-type: none"> • Establish roles, responsibilities and accountabilities of involved groups (heads, L.A., Challenge, Governors) and how they will work together to improve schools; • Identify needs and put in place coordinated programme of support and challenge for R.I. and S.M. schools; • Evaluate in terms of examination results, Ofsted judgements, borough reviews; report to Challenge Board and School Improvement Group includes amended plans for Year 2. 			

<p>3. Put in place sustainable system to support and build capacity of headteachers (including new) and senior teams.</p>	<p>Establish systems and procedures for differentiated support by:</p> <ul style="list-style-type: none"> • Headteachers; • Programme Director; • Consultants; • L.A. SOIs (commissioned) • Atlas Teaching School <p>Programme Director and SIOs work with R.I. and SM heads and senior teams.</p> <p>Headteachers' and Deputy Heads' meetings focus on sharing good practice as well as disseminating information;</p>	<p>Evaluation of Year 1; Year 2 plans agreed by Operational Board and reported to Challenge Board.</p> <p>Internal capacity building programmes on offer – e.g. NPQSL, NPQH – and taken up by a wide range of senior leaders.</p> <p>Aspiring headteachers' programme in place and taken up by at least 10 senior leaders</p> <p>Operational Board commissions specific work from SIOs and consultants.</p>	<p>Evaluation of Year 2; Year 3 plans agreed by Operational Board and reported to Challenge Board.</p>	<p>Evaluation of Year 3; overall evaluation of 4 year project by Operational Board – reported to Challenge Board.</p>
<p>4. Support Good schools to become Outstanding</p>		<p>Put in place programme for schools to move to Outstanding. This to include:</p>	<p>Embed programme to reach all schools.</p>	<p>Targets met.</p>

		<ul style="list-style-type: none"> • Head to head support; • Bought in programmes through Training Schools 		
5. Improve student performance at GCSE	<ul style="list-style-type: none"> • Focus on Maths and Science – subject leader meetings established in liaison with South East London Maths and Science groups; • Head/Deputy groups set up to focus on Attainment & Progress 8, EBACC performance etc. 	<ul style="list-style-type: none"> • Focus according to 2017 results; 	<ul style="list-style-type: none"> • Focus according to 2018 results; 	
6. Improve student performance at A level and retention into Lewisham Sixth Forms. All schools to increase APS points and AAB		<ul style="list-style-type: none"> • Programme put in place to support schools and colleges to improve outcomes, based on audit of strengths/weaknesses. 		

<p>7. Establish rigorous and sustainable CPD programme to address all aspects of the 4 year plan, with new priority areas identified each year from performance tables.</p>	<p>School visits and discussion with heads identify need; Provision for priority areas begins to be coordinated – i.e. Teaching School, external and internal courses.</p> <p>Specific CPD on Maths, Science and Middle Leadership (identified areas for Year 1).</p>	<p>New priorities identified, planned and agreed by all heads. Teaching School takes lead in wider range of provision, coordinated across the borough.</p> <p>Common cross-borough INSET day facilitates effective CPD for all secondary teachers and leaders.</p> <p>Evaluation of impact by PD and Operational Group.</p>	<p>Extension of provision to cover further priority areas. Impact evaluation common in all schools.</p>	
<p>8. Improve behaviour, welfare and safety across the borough.</p>	<p>LA to ensure all schools have safeguarding reviews, backed up by SIO monitoring visits. All schools where this identified issue to review policies, with support from Programme Director and SIOs.</p>	<p>Heads share good practice on improving behavior, attendance, punctuality etc. Statistics and learning walks demonstrate improvements in student motivation across the borough.</p>	<p>Improvements reflected in results, retention at 11 and 16, borough profile etc.</p>	

<p>9. Establish a system of peer review and challenge</p>	<p>Investigation into models used by other boroughs, organisations – proposal to Operational Board;</p> <p>Audit skills of headteachers to begin system of focused school-to-school support and challenge.</p>	<p>Institute small scale trial of models, including departmental peer review. Decision re Lewisham’s model by Challenge Board.</p>	<p>Evaluate and report to Challenge Board on successes and way forward.</p>	
<p>10. Raise the profile of Lewisham secondary schools within Lewisham and across London</p>	<p>Identify where the best practice lies:</p> <ul style="list-style-type: none"> • subject departments, • middle leaders; • outstanding practitioners • closing the gaps • inclusion etc. <p>Begin process of capturing this good practice with a view to publication of case studies.</p>	<p>Create systems for sharing the good practice, through:</p> <ul style="list-style-type: none"> • Teaching School • Lead Practitioners; • Lead Departments • Schools with specialisms etc. <p>Publish case studies.</p>		
<p>11. Ensure at least good governance in all schools</p>	<p>Governance reviews where these have been identified by Ofsted or LA monitoring.</p>	<p>Governors begin to share good practice in addition to official training programmes.</p>		

	Building capacity of governance through information-sharing, sharing good practice etc.	Improvement in Ofsted ratings for L&M.		
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Appendix 6 Sutton Trust Recommendations for use of Pupil Premium 2015

□ Continued support for the pupil premium, to improve attainment for disadvantaged pupils.

The pupil premium should remain as a key lever to raise the attainment of disadvantaged pupils. Its success will depend on the degree to which it is spent effectively. This means schools working together more to maximise impact and build capacity, and a sustained effort by the Department for Education, Ofsted and others to make a genuine improvement in the attainment of disadvantaged pupils, with appropriate accountability.

□ Continue paying the pupil premium on the basis of disadvantage, not prior attainment.

It is important that the premium is paid for all disadvantaged pupils, without discrimination between low and high attainers. Doing otherwise - as some have suggested - would be bad for social mobility. It would also send perverse signals to successful schools. Recent Sutton Trust research has shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.

□ A strong commitment to the promotion of rigorous evidence, particularly where it has been tested in randomised control trials.

Evidence is a crucial tool which schools should use to inform their decision making and ensure that they identify the “best bets” for spending, but it must be acted upon. The EEF’s own qualitative research is consistent with this view. Even where money is spent on strategies which research shows have not always been effective, evidence can help schools identify steps which make success more likely. A good example is the way in which the EEF has evolved its evidence on the use of teaching assistants to show how they can make a difference with the right structures.¹ Ofsted should consider a schools’ use of evidence in their inspections and schools should be supported to evaluate approaches themselves. As we move towards a more school-led system, opportunities to build capacity on the effective use of evidence between schools and across trusts should be encouraged and recognised.

□ Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.

Questions in the National Foundation for Educational Research (NFER) Teacher Omnibus Survey for the Sutton Trust showed that only 4 per cent of teachers would spend the money first on improving feedback between teachers and pupils, a relatively inexpensive measure that could add eight months to pupils’ learning. Research shows that improving feedback can be a highly effective way to improve teacher development. And only 1 per cent would use peer-to-peer tutoring schemes, where older pupils typically help younger pupils to learn, an equally cost-effective measure to deliver substantial learning gains. Of course, any such

4

measure requires effective implementation, but it is important that schools consider cost effectiveness where it can enable their premium funding to go further. Resources such as the Teaching and Learning Toolkit provide a good entry point to research, but more could be done through initial teacher training and professional development to equip teachers with the skills needed to engage with education research and to foster an understanding of the ways in which research can be used.

□ **More effective systems to allow schools to identify pupils eligible for pupil premium funding.**

Schools are currently reliant on individual parents to apply for free school meals for their child, which means that schools only receive pupil premium funding for those pupils if their parents have been pro-active. The Government should consider introducing a data sharing system so that schools are automatically informed when pupils are entitled to free school meals and, therefore, pupil premium funding.

□ **Extension of pupil premium awards so that schools that successfully and consistently improve results for all while narrowing the attainment gap are properly rewarded.**

Government should also consider linking some of the pupil premium systematically to school rewards, so that schools that successfully and consistently improve results for all while narrowing the attainment gap are properly recognised. The Pupil Premium Awards scheme is a welcome initiative, and it has rewarded over 600 schools this year, but consideration should be given to making this more systematic in future so successful schools are automatically rewarded. The opportunities to innovate that exist in a system with increasing autonomy increase the importance of doing this. In particular, schools should be rewarded for evaluating innovation robustly. In addition, where new school networks and structures exist these should be designed in such a way that increases the spread of knowledge to other schools, so that greater autonomy does not lead to increased isolation, and the pupil premium could help facilitate shared innovations that improve standards for disadvantaged pupils.

Committee	Children and Young People Select Committee		Item	6
Title	Ofsted Improvement Plan Update			
Wards	All			
Contributors	Executive Director for Children & Young People, Director of Children's Social Care			
Class	Part 1	Date	19 April 2017	

1. Introduction

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

2. Recommendations

- 2.1 The Children and Young People Select Committee is recommended to:
 - i) Note and comment on the contents of this report; and
 - ii) Note the extension of a small number of target completion dates as set out on pages 3 & 4 of this report

3. Policy context

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

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

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

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

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

Criteria	Number
Total number of actions due for completion this quarter	16
Actions completed by deadline	10
Actions that are not completed by deadline	6

3.6 Examples of the 16 actions completed during this reporting period include the following:

- Agree new Early help Strategy and disseminate (to be signed off by CYP strategic partnership and LSCB)
- Implement revised arrangements for service provision to children in need and their families
- Update performance framework for children in need
- Monitor single assessment quality within monthly audit tool
- Revise and re launch early help and safeguarding guidance (Continuum of Need) with endorsement by LSCB
- Commission Independent organisation for delivery of return interviews for all missing children and young people

3.7 The 6 actions not completed during this reporting period are as follows:

- Develop new Audit framework with LSCB re CSC/early help decision making and process requirements
- Ensure Return Interviews analysed monthly to link with service planning and development and partnership response
- Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership

- Review procedures to ensure adequate guidance on use and development of plans
- Review performance data requirements and develop a new performance management framework for CSC, including staff development to promote a performance culture
- Develop and implement updated sufficiency strategy for Looked After Children's placements

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

Criteria	Number
Total number of actions in the improvement plan	61
Actions completed by deadline	46
Actions ongoing within deadline	15
Actions that are not completed by deadline or are unlikely to be completed by deadline	0

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

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

4. Deadline revisions

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

Action	Old deadline	New deadline	Reason for deadline revision
Introduce performance scorecard for Referral and Assessment and MASH	31/01/17	31/4/17	Performance reports have already been built, however the MASH

Action	Old deadline	New deadline	Reason for deadline revision
			service has only been live for three weeks to date. Therefore, an extension to the deadline until 31/04/17 has been requested to allow time for new additions, revisions and testing to the suite of indicators and performance card, as necessary.
Implement new performance framework for early help, including qualitative assurance.	31/01/17	31/4/17	As above
Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda and CSE	30/11/16	28/2/17	Training dates were revised due to reduced take-up levels at that time, which impacted on the ability to complete to timescale.
Review procedures to ensure adequate guidance on use and development of plans	30/09/16	31/4/17	A training programme on new CIN procedures has dates set in place and will be rolled out imminently. A training programme on CP and LAC plans will be taken forward by the QA & CPC Manager and the IRO Manager. A request for an extension until 31 st March 2017 has been made to ensure all work is completed.
Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership.	30/10/16	31/4/17	The completion of this action is linked to a suite of service IT changes that have significant interdependencies i.e. for one to be complete another must also.
Develop new Audit framework with LSCB re CSC/early help decision making and process requirements	30/09/16	31/3/17	As above

5. Legal implications

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

6. Financial implications

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

7. Crime and disorder implications

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

8. Equalities implications

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

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

Ofsted Improvement Plan

Monitoring Report: Quarter Three (Aug – Oct) of 2016

1. Introduction

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

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

2. Progress dashboard for all actions to date

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

Action plan			
Total number of actions in improvement plan	Actions completed by deadline	Actions ongoing within deadline	Actions not completed by deadline
61	46	15	0

3. Progress summary for actions in the current quarter

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

Action plan		
Number of actions due for completion this quarter	Actions completed by deadline	Actions not completed by deadline
16	10	6

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
A. Early help and safeguarding					
1.	Agree new Early help Strategy and disseminate (to be signed off by CYP strategic partnership and LSCB)	Stephen Kitchman / Katherine Manchester	G		30/09/16
2.	Revise and re launch early help and safeguarding guidance (Continuum of Need) with endorsement by LSCB	Paul King/ Marinda Beaton	G	Continuum of Need was signed off by the LSCB in December 2016 and will go live at the end of January 2017.	30/10/16
3.	Implement revised arrangements for service provision to children in need and their families	Briege Gilhooly	G		30/09/16
4.	Develop new Audit framework with LSCB re CSC/early help decision making and process requirements	Karen Neill / Marinda Beaton	A	This action is partially complete: the audit framework is in place but the new Early Help Assessment and associated TAF processes are still in draft and now awaiting launch.	30/09/16
5.	Update performance framework for children in need	Briege Gilhooly	G		30/09/16
6.	Monitor single assessment quality within monthly audit tool	Karen Neill	G	The single assessment audit has been completed.	30/10/16
7.	Implement revised audit framework to include strategy discussion/meeting engagement	Karen Neill / Marinda Beaton	G	Marinda advised that the new MESI audit framework states that multi-agency findings from single agency audits should be shared via the	30/09/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
	of partners, including monitoring within the LSCB Monitoring and Evaluation sub group			MESI group and this will be standard practice across the partnership. In addition, Children's Social Care now has an internal audit programme and process in place. Therefore, the action is now complete.	
8.	Commission Independent organisation for delivery of return interviews for all missing children and young people	Paul King	G		30/09/16
9.	Ensure Return Interviews analysed monthly to link with service planning and development and partnership response.	Paul King	A	St Christopher's have now been commissioned and are delivering independent return interviews; a monthly report of the analysis of these has been agreed.	30/09/16
B. Looked after children and permanence					
	N/A				
C. Leadership and management					
10.	Deliver LGA development session for Children and Young people's select committee and CYP Cabinet Member on best	Timothy Andrews	G		03/10/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
	practice in elected members' scrutiny of Children's Services.				
11.	Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership.	Stephen Kitchman/ Barrie Neal	A	This has interdependencies with the go live of Early help arrangements and links to our new Children in Need procedures.	30/10/16
12.	Review procedures to ensure adequate guidance on use and development of plans	Karen Neill	A	A training programme on new CIN procedures has dates set in place and will be rolled out in March 2017. A training programme on CP and LAC plans will be taken forward by the QA & CPC Manager and the IRO Manager. A request for an extension until 31 st March 2017 has been made to ensure all work is completed.	30/09/16
13.	Review performance data requirements and develop a new performance management framework for CSC, including staff development to promote a performance culture	Stephen Kitchman/ Jo Feeney	A		30/10/16
14.	Develop/roll out revised quality assurance strategy within CSC	Karen Neil	G		31/10/16
15.	Upgrade ICS to current version following roll-out of new Council IT platform	Duncan Dewhurst	G		01/08/16

Ref	Action	Action owner	Status	Progress summary	Target Completion deadline
16.	Develop and implement updated sufficiency strategy for Looked After Children's placements	Jo Hill	A	Partially complete; the strategy has been submitted to Stephen Kitchman as a draft and dates have been booked for formal sign off at DMT.	30/10/16

Key Leads and Those Responsible for Actions

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

4. Progress summary for all actions in improvement plan

A. EARLY HELP AND SAFEGUARDING

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

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

a) Expected outcome (what will be different?)

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

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

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

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

2. Complete review of Referral and Assessment service to include capacity and response of the Emergency Duty Team	31 st March 2017	Paul King	A
3. Implement revised Referral and Assessment Service arrangements	31 st Jan 2017	Paul King	G
4. Implement MASH (Multi-agency safeguarding Hub) development plan	31 st Jan 2017	Paul King	G
5. Introduce performance scorecard for Referral and Assessment and MASH	31 st Jan 2017	Paul King	A
6. Include Referral and Assessment Service in thematic audit arrangements with particular focus on thresholds for service and response	1 st April 2016	Karen Neill	G
7. Refresh Learning and Development plan for Referral and Assessment service	30 th May 2016	Paul King	G

MONITORING AND IMPACT

d) Action Plan Progress

Action 5: Introduce performance scorecard for Referral and Assessment and MASH

Performance reports have already been built, however the MASH service has only been live for three weeks to date. Therefore, an extension to the deadline until 31/03/17 has been requested to allow time for new additions, revisions and testing to the suite of indicators and performance card, as necessary.

e) Impact: Data and Commentary

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

f) Recommendations for Further Action

A. EARLY HELP AND SAFEGUARDING

2. Ensure that a revised early help strategy is implemented so that early help is effectively targeted, coordinated and evaluated so that families receive appropriate support when need is first identified.

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

a) Expected outcome (what will be different?)

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

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

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

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

3. Revise and re launch early help and safeguarding guidance (Continuum of Need) with endorsement by LSCB.	30 th Oct 2016	PK/MB	G
4. Implement new performance framework for early help, including qualitative assurance.	31 st Jan 2017	PK	A
5. Review the impact of interventions for alcohol and drug using parents and revise the framework for the targeting of these services to parents and their children	31 st March 2017	JL	G
6. Design, pilot and launch Early Help assessment arrangements and request for service systems across partnership	31 st Jan 2017	PK	G
MONITORING AND IMPACT			
d) Action Plan Progress: Action 4: Implement new performance framework for early help, including qualitative assurance Performance reports have already been built, however the MASH service has only been live for three weeks to date. Therefore, an extension to the deadline until 31/04/17 has been requested to allow time for new additions, revisions and testing to the suite of indicators and performance card, as necessary.			
e) Impact: Data and Commentary Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan.			
f) Recommendations for Further Action			

A. EARLY HELP AND SAFEGUARDING

3. Monitor and evaluate the effectiveness of step-up and step-down arrangements between early help and children's social care to ensure that appropriate actions are taken to improve services.

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

a) Expected outcome (what will be different?)

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

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

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

c) Actions	Completion deadline	By whom	Status
1. Implement revised guidance within CSC for step down arrangements to Early Help services	31 st Jan 2017	PK	G
2. Implement revised arrangements for service provision to children in need and their families	30 th Sep 2016	BG	G
3. Develop new Audit framework with LSCB re CSC/early help decision making and process requirements	30 th Sep 2016	KN/MB	A
4. Update performance framework for children in need	30 th Sep 2016	BG	G

5. Roll out single assessment training as core development requirement	15 th Dec 2016	PK	G
6. Monitor single assessment quality within monthly audit tool.	30 th Oct 2016	KN	G
MONITORING AND IMPACT			
d) Action Plan Progress Action 3: Develop new Audit framework with LSCB re CSC/early help decision making and process requirements This action is partially complete: the audit tool requires completion and is linked to the Monitoring and Evaluation sub group discussions with partners. An extension until the end of March 2017 has been requested.			
e) Impact: Data and Commentary Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan			
f) Recommendations for Further Action			

A. EARLY HELP AND SAFEGUARDING

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

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

a) Expected outcome (what will be different?)

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

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

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

c) Actions

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

MONITORING AND IMPACT

d) Action Plan Progress

e) Impact: Data and Commentary

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

f) Recommendations for Further Action

A. EARLY HELP AND SAFEGUARDING

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

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

a) Expected outcome (what will be different?)

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

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

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

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

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

MONITORING AND IMPACT

d) Action Plan Progress

Action 5: Undertake local awareness process and awareness raising to increase understanding of the interface between domestic violence and the wider VAWG agenda on CSE

Request to extend this action to the end of February 2017. The training sessions were moved to Feb 17 due to cancellations and the dates have now been confirmed as March and April 2017.

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

Action owner advised there is now a system in place which is working well but will require some review and analysis before signing off as complete. The role of the Missing Child Liaison Officer (MCLO) requires refining to include more strategic oversight.

e) Impact: Data and Commentary

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

f) Recommendations for Further Action	

B. LOOKED AFTER CHILDREN AND PERMANENCE

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

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

a) Expected outcome (what will be different?)

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

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

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

c) Actions	Completion deadline	By whom	Status
1. Deliver workshops on life story work for LAC/Leaving care social workers	30 th July 2016	TB/JSt/JH	G
2. Review guidance and recirculate regarding life story work and standards	30 th May 2016	TB	G
3. Include life story work in revised monthly quality assurance report from statutory reviews	30 th April 2016	KN	G
4. Undertake audit to establish that requirements met based on agreed service standards	February 2017	KN	A

MONITORING AND IMPACT

d) Action Plan Progress:

e) Impact: Data and Commentary

f) Recommendations for Further Action

C. LEADERSHIP AND MANAGEMENT

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

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

6. Review Corporate Parenting Board Terms of Reference	30 th April 2016	SK/TB	G
7. Review training offer for all elected members on Safeguarding and key challenge issues.	30 th April 2016	SK/BN	G
8. Ensure forward plan for Corporate Parenting Board reflects the key development areas for Looked After Children services in the Borough	30 th April 2016	SK/TB	G
9. Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership.	30 th Oct 2016	SK/BN	A
MONITORING AND IMPACT			
d) Action Plan Progress			
<p>Action 9: Deliver a revised Children's Social Care Performance Framework including reporting framework to elected Members and CYP strategic partnership.</p> <p>Although there has been movement in many areas (new MASH scorecard including local indicators, new CIN indicators and training being rolled out, workforce development strategy indicators being developed with HR), this action is to remain open until the first reporting phase has been undertaken. Extension until the end of April 2017 has been requested.</p>			
e) Impact: Data and Commentary			
<p>Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan</p>			
f) Recommendations for Further Action			

C. LEADERSHIP AND MANAGEMENT

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

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

a) Expected outcome (what will be different?)

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

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

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

c) Actions	Completion deadline	By whom	Status
1. Review Plan templates on Children's Social Care ICS for Children in Need, Children subject to Child Protection Plans, Children Looked After and Care Leavers; ensure plans are child focussed and accessible to children, young people and their carers.	Align to roll-out of ICS v12 Aug 2017	Spencer Dainton	A
2. Deliver workshops to promote best practice in care planning and use of ICS	Align to the roll-out of ICS v12 Aug 2017	Spencer Dainton	A

3. Review procedures to ensure adequate guidance on use and development of plans	30 th Sept 2016	KN	A
4. Ensure Care Plans are available and updated as required following each review, Chair to address quality of plan in recommendations of review meeting	31 st July 2016	SSt	G
5. Review, disseminate via workshops and audit quality of chronologies within monthly audit schedule	30 th June 2016	HB	G
6. Review minute taking arrangements and capacity within Review Child Protection Case Conferences	30 th April 2016	MB	G
7. Include audit of plans in the thematic audit schedule	31 st March 2016	KN	G

MONITORING AND IMPACT

d) Action Plan Progress

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

A training programme on new CIN procedures has dates set in place and will be rolled out in March and April 2017. A training programme on CP and LAC plans will be taken forward by the QA & CPC Manager and the IRO Manager. A request for an extension until 31st March 2017 has been made to ensure all work is completed.

e) Impact: Data and Commentary

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

f) Recommendations for Further Action

C. LEADERSHIP AND MANAGEMENT

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

Lead: Stephen Kitchman/Barrie Neal

Linked Plan: CSC Business Plan 2016-17

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

a) Expected outcome (what will be different?)

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

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

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

c) Actions	Completion deadline	By whom	Status
1. Review performance data requirements and develop a new performance management framework for CSC, including staff development to promote a performance culture	30 th Oct 2016	SK/JF	A
2. Develop/roll out revised quality assurance strategy within CSC	31 st Oct 2016	KN	G
3. Implement revised audit programme linked to key standards of Quality Assurance strategy	30 th May 2016	KN	G
4. Agree a new system and protocol for data cleansing/data quality checks	31 st July 2016	KN/PA	G
5. Upgrade ICS to current version following roll-out of new council IT platform	1 st August 2016	DD	G
6. Roll out laptops/lpad/mobile phones within CSC to enable mobile working	30 th May 2016	DD	G
7. Ensure digital strategy reflects CSC requirements with associated SMT/DMT endorsement.	30 th May 2016	SK/SW/DD	G
8. Develop and implement updated sufficiency strategy for Looked After Children's placements.	30 th Oct 2016	JH	A
9. Implement review system to monitor frequency and quality of supervision arrangements and required corrective action.	31 st July 2016	KN	G
MONITORING AND IMPACT			
d) Action Plan Progress Action 1: Review performance data requirements and develop a new performance management framework for CSC, including staff development to promote a performance culture			

<p>This action remains partially complete, and has been delayed due to dependencies upon an IT programme of work on the Council's systems. A request has been made to extend the deadline until 31st March 2017.</p> <p>Action 8: Develop and implement updated sufficiency strategy for Looked After Children's placements. The action is awaiting sign-off by Stephen Kitchman and DMT therefore remains partially complete.</p>	
<p>e) Impact: Data and Commentary</p> <p>Progress on delivery of the above recommendation is being made and any proposed extensions to action deadlines still fall within the overall lifetime of the plan</p>	
<p>f) Recommendations for Further Action</p>	

Children and Young People Select Committee		
Title	Select Committee work programme 2017-18	
Contributor	Scrutiny Manager	Item 7
Class	Part 1 (open)	19 April 2017

1. Purpose

To ask Members to agree an annual work programme for the Children and Young People Select Committee.

2. Summary

This report:

1. Informs Members of the meeting dates for this municipal year.
2. Invites Members to agree the Committee's priorities for the 2017-18 municipal year.
3. Informs Members of the process for Business Panel approval of the work programme.
4. Outlines how the work programme can be monitored, managed and developed.
5. Provides the Committee with the scope for a review into "Recruitment and Retention of staff in Lewisham Schools" for consideration and approval.

3. Recommendations

The Select Committee is asked to:

- Note the meeting dates for the Children and Young People (CYP) Select Committee meetings for 2017/18
- Consider and agree the proposed key lines of enquiry for a review into the recruitment and retention of staff in Lewisham schools. (Appendix A).
- Note the Terms of Reference for the CYP Select Committee at Appendix B
- Consider the provisional work programme at Appendix C
- Note the key decision plan, attached at Appendix D, and consider any key decisions for further scrutiny
- Agree a work programme for the municipal year 2017/18
- Review how the work programme can be developed, managed and monitored over the coming year

4. Meeting dates

The following Committee meeting dates for the next municipal year were agreed at the Council AGM on 27 March 2017:

2017:

- 19 April
- 7 June

- 13 July
- 13 September
- 1 November
- 11 December

2018:

- 30 January
- 14 March

5. Context

- 5.1. The Committee has responsibility for carrying out the duties of the Overview and Scrutiny Committee as they relate to the social care of children and young people up to the age of 19 years of age. It can make comments and recommendations on the provision of education, training and learning by those with special educational needs up to the age of 25.
- 5.2. The Committee's terms of reference include examining issues relating to: 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. The Committee's terms of reference are set out in Appendix B.
- 5.3. The Committee's terms of reference also include receiving and considering referrals from Healthwatch Lewisham as they relate solely to people less than 19 years of age. Otherwise, such referrals would be made to the Healthier Communities Select Committee.

6. Provisional 2017/18 work programme

- 6.1. At its last meeting of the last municipal year, held on 28 February 2017, the CYP Select Committee considered a number of items for inclusion in the work programme.
- 6.2. At its meeting on 28 March 2017, Overview and Scrutiny Business Panel agreed that all select committees be reminded that 2017-18 is the last year of the administration, and therefore they may want to consider work done to date and also focus their attention on key policy areas going into the new municipal year.
- 6.3. The Scrutiny Manager has incorporated the comments of the Committee into a provisional work programme for the Committee to consider, which is attached at Appendix C.
- 6.4. The work programme includes:
 - suggestions from the Committee in the previous year;
 - suggestions from officers;
 - 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;
 - standard reviews of policy implementation or performance, which is based on a regular schedule;
 - an in-depth review.

In-depth review

- 6.5. At its meeting on 28 February 2017, the last of the municipal year 2016/17, the Committee agreed that one of the work programme items for 2017/18 should be an in-depth review of recruitment and retention of school staff.
- 6.6. The review is expected to take four meetings to complete:
- Meeting 1 (19 April): Scoping paper - planning the review (attached at Appendix A)
 - Meetings 2 (7 June) & 3 (19 July): Evidence sessions
 - Meeting 4 (13 September): Agreeing a report and recommendations

Deciding on items for the work programme

- 6.7. When deciding on items to include in the work programme, the Committee should have regard to:
- priority areas for the council;
 - budget pressures;
 - items the Committee is required to consider by virtue of its terms of reference;
 - the criteria for selecting and prioritising topics;
 - the capacity for adding items;
 - the context for setting the work programme and advice from officers;
 - Issues of importance for local assemblies.

Priority areas for the council

- 6.8. 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 Committee may chose to focus on safeguarding.
- 6.9. 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 suggested that the Committee prioritises scrutiny of issues affecting the borough's secondary schools improvement.

Budget pressures

- 6.10. 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.

- 6.11. 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.
- 6.12. 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.
- 6.13. 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.

Decisions due to be made by Mayor and Cabinet

- 6.14. Members are asked to review the most recent notice of key decisions at Appendix C and, if appropriate, suggest any additional items for further scrutiny.

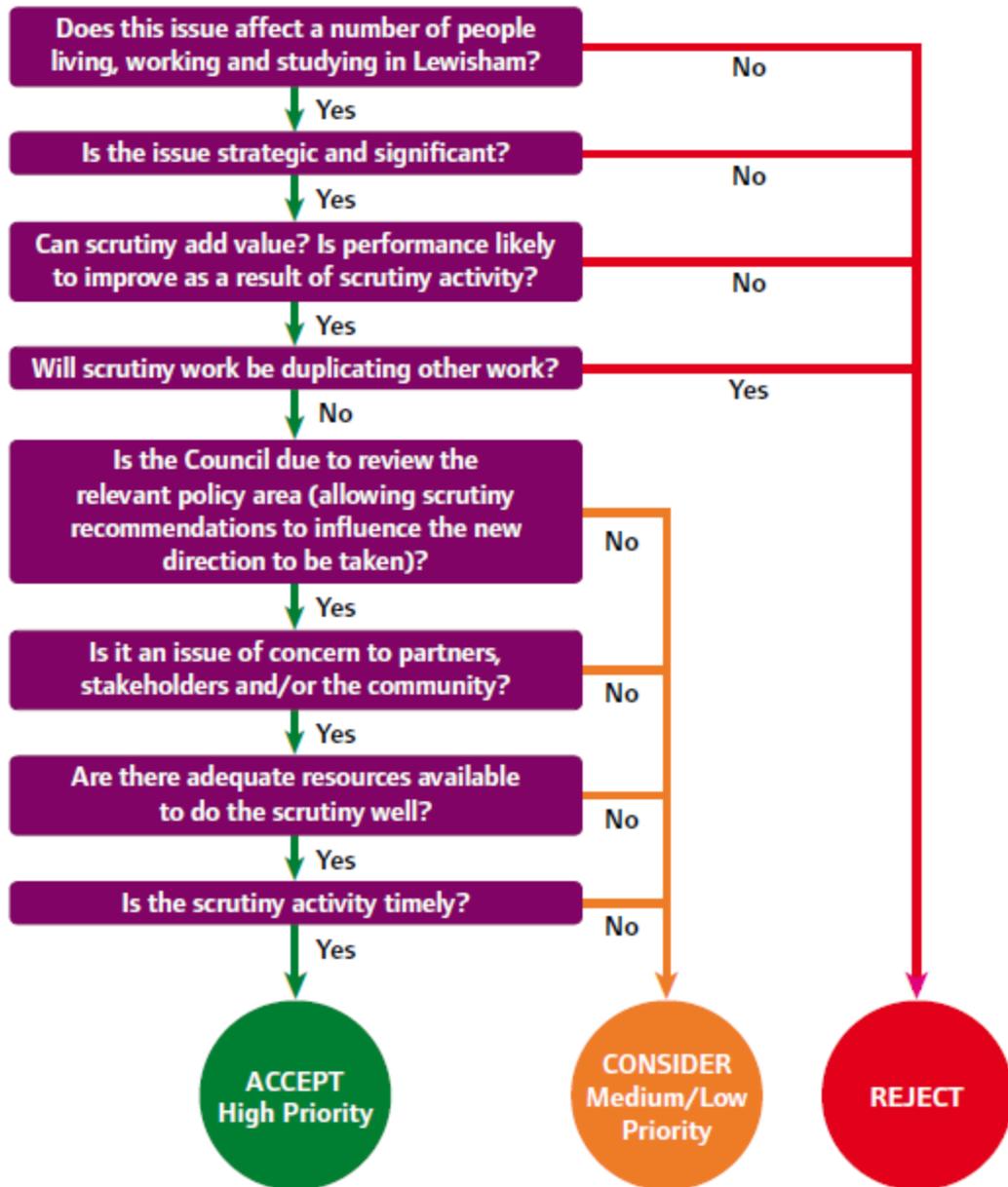
7. Different types of scrutiny

- 7.1. It is important to agree how each work programme item will be scrutinised. Some items may only require an information report to be presented to the Committee and others will require performance monitoring data or analysis to be presented. Typically, the majority of items take the form of single meeting items, where members:
- (a) agree what information and analysis they wish to receive in order to achieve their desired outcomes;
 - (b) receive a report presenting that information and analysis;
 - (c) ask questions of the presenting officer or guest;
 - (d) agree, following discussion of the report, whether the Committee will make recommendations or receive further information or analysis before summarising its views.
- 7.2. For each item, the Committee should consider what type of scrutiny is required and whether the item is high or medium/low priority (using the prioritisation

process). Allocating priority to work programme items will enable the Committee to decide which low and medium priority items it should remove from its work programme, when it decides to add high priority issues in the course of the year.

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

Scrutiny work programme – prioritisation process



8. Approving, monitoring and managing the work programme

- 8.1. In accordance with the Overview and Scrutiny Procedure rules outlined in the Council's constitution, each select committee is required to submit its annual work programme to the Overview and Scrutiny Business Panel. The Business Panel will meet in May to consider provisional work programmes and agree a co-ordinated Overview and Scrutiny work programme, which avoids duplication of effort and which facilitates the effective conduct of business.
- 8.2. The work programme will be reviewed at each meeting of the Committee. This allows urgent items to be added and items which are no longer a priority to be removed. Each additional item added should first be considered against the criteria outlined above. If the Committee agrees to add additional items because they are high priority, it must then consider which medium/low priority items should be removed in order to create sufficient capacity. The Committee has eight scheduled meetings this municipal year and its work programme needs to be achievable in terms of the amount of meeting time available.
- 8.3. At each meeting of the Committee, there will be an item on the work programme presented by the Scrutiny Manager. When discussing this item, the Committee will be asked to consider the items programmed for the next meeting. Members will be asked to outline what information and analysis they would like in the report for each item, based on the outcomes they would like to achieve, so that officers are clear on what they need to provide.

9. Financial implications

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

10. Legal implications

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

11. Equalities implications

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

- 11.3. It is not an absolute requirement to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct, or to promote equality of opportunity or foster good relations between persons who share a protected characteristic and those who do not. It is a duty to have due regard to the need to achieve the goals listed at 12.2 above.
- 11.4. The weight to be attached to the duty will be dependent on the nature of the decision and the circumstances in which it is made. This is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. The Mayor must understand the impact or likely impact of the decision on those with protected characteristics who are potentially affected by the decision. The extent of the duty will necessarily vary from case to case and due regard is such regard as is appropriate in all the circumstances.
- 11.5. The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at: <https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice>

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance>

- 11.6. The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:
- The essential guide to the public sector equality duty
 - Meeting the equality duty in policy and decision-making
 - Engagement and the equality duty: A guide for public authorities
 - Objectives and the equality duty. A guide for public authorities
 - Equality Information and the Equality Duty: A Guide for Public Authorities
- 11.7. The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at: <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance#h1>

Background documents

Lewisham Council’s Constitution

Appendices

Appendix A – Recruitment and retention of staff in Lewisham Schools Scoping Paper

Appendix B – Committee’s terms of reference

Appendix C – Provisional work programme

Appendix D – Key decision plan

Children and Young People Select Committee			
Title	Recruitment and retention of staff in Lewisham schools	Item No	7 (Appendix A)
Contributors	Scrutiny Manager		
Class	Part 1	Date	18 April 2017

1. Purpose of paper

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review into recruitment and retention of staff in schools.
- 1.2 This paper sets out the rationale for the review, provides some background information on the work that has already been carried out in relation to this topic within Lewisham and sets out proposed terms of reference for discussion and agreement by the Committee.
- 1.3 The in-depth review process is outlined at Appendix 1.

2. Recommendations

The Select Committee is asked to:

- note the contents of the report
- consider and agree the proposed key lines of enquiry for the review outlined in section 8, and the timetable, outlined in section 9.

3. Policy context

- 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 strategic vision and a key aspect is "Raising the attainment of all Lewisham children and young people." The plan's aim is for all Lewisham children and young people

to achieve the best that they can supported by the best education, employment and training opportunities. The specific outcome areas are:

- 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.
- 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.

4. Background

“The quality of teaching is more important to pupil outcomes than anything else a school can control, so it is essential that the education system can recruit, train, develop and retain the best possible teachers.”

Education Excellence Everywhere, Department for Education, March 2016

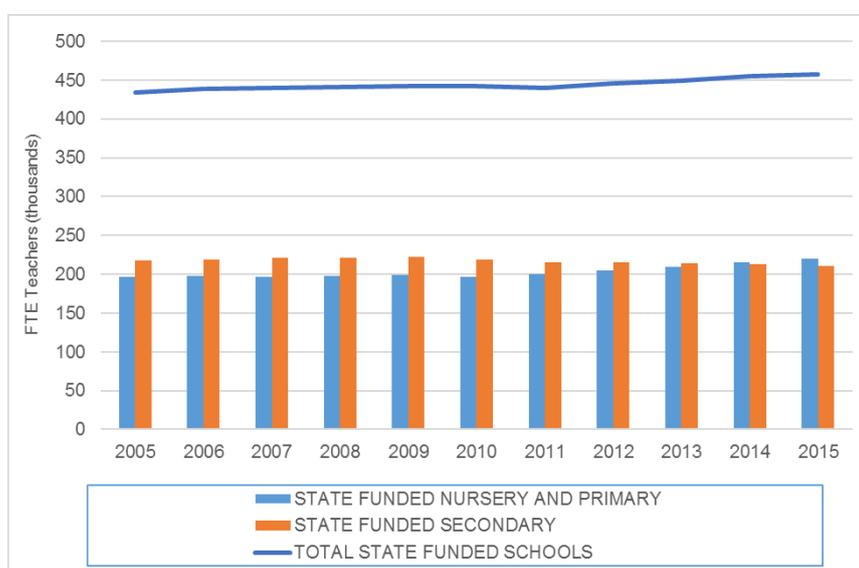
- 4.1 Recruitment and retention of teaching staff is a key issue nationally with 62% of school leaders reporting that it was a difficult area to manage over the last 12 month period.¹ Teacher workload and staff morale also featured highly nationally on concerns by schools leaders, 84% and 61% respectively.² According to the same survey, recruitment and retention of teachers is the second highest concern for the next 12 months after budget pressures. Recruitment and retention of teaching staff was an even greater concern for secondary schools with 76% saying they found it difficult to manage.
- 4.2 The State of Education Survey 2016 also highlights that 56% of Leaders in London schools stated they were facing a shortage of teachers with this percentage rising further in secondary schools.

¹ State of Education Survey Report, 2016 http://anep.mx/boletin/pdf_infos/2016-05_survey_keyorg.pdf

² State of Education Survey Report, 2016 http://anep.mx/boletin/pdf_infos/2016-05_survey_keyorg.pdf

4.3 Table 1 below³ shows the total number of FTE (full time equivalent) teachers working in the state funded sector in England. The graph shows a slight increase since 2010 in nursery and primary school teacher numbers and a decrease in secondary teacher numbers. Table 2 shows the changes in pupil numbers over the same period. There are currently a total of 8.56 million pupils in schools in England, an increase of 1.4% since 2015. Total number of pupils has grown every year since 2009 and there are now 467,265 pupils more than at that point.⁴ There is an expectation that as the increasing numbers in primaries move up the school this will have an increasing effect on pupil numbers in secondary schools.

Table 1- Number of full time teachers in England

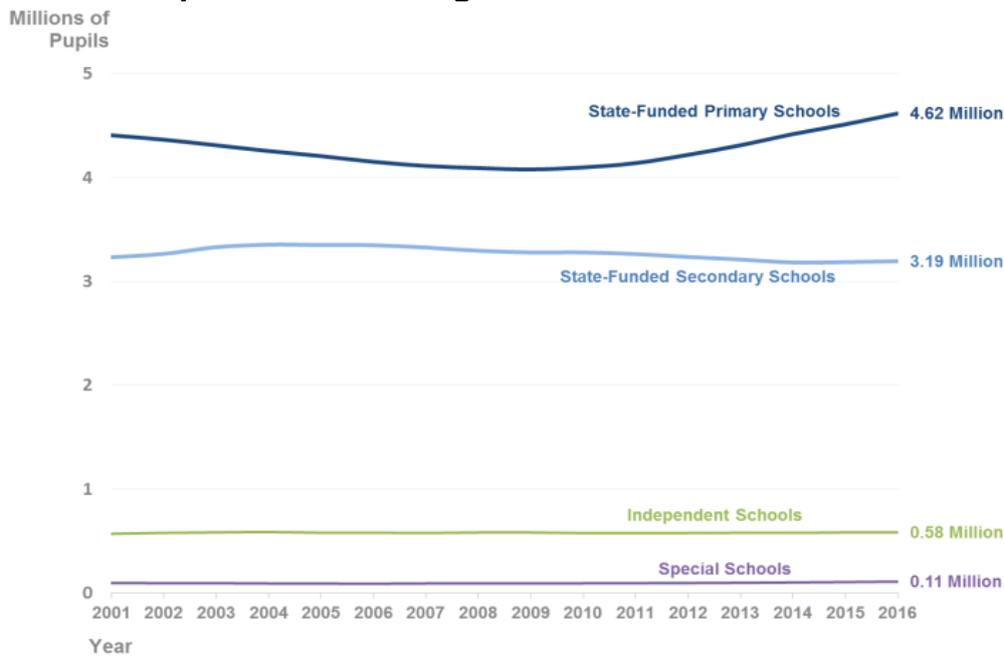


Source: DfE SFR 21/2016, 30 June 2016

³Schools Workforce in England November 2015: DfE July 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/533618/SFR21_2016_MainText.pdf

⁴Schools, Pupils and their Characteristics, Department for Education, January 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf

Table 2 – Pupil Numbers in England



Source: ONS⁵

Teacher Training

4.4 There are 6 main routes into teaching in the UK: University-led undergraduate; university-led postgraduate; Teach First; Schools Direct (fee); Schools Direct (salaried); and school-centred initial teacher training. The Department for Education has missed its overall target for filling training places over the last 4 years with this being more acutely felt in secondary schools and particular subject areas being hardest hit. In 2012/13 the DfE targets were missed by just 1%, this rose to 9% in 2014/15. The reporting method was changed in 2015/16 to cover only post graduate targets but this target was still missed by 6%. In particular secondary subjects were the hardest to recruit in, meaning that in 2015/16, 14 out of 17 secondary subjects had unfilled training places. This compares to just 2 subject areas with unfilled places in 2010/11. The harder to fill the place, the more likely training providers will accept applicants with lower qualifications.⁶ The number of routes into teaching and providers of teacher training has also been cited as being confusing and possibly discouraging to potential applicants.⁷

⁵ School Pupils and their Characteristics, January 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf

⁶ NAO, Training New Teachers, February 2016 <https://www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers-Summary.pdf>

⁷ NAO, Training New Teachers, February 2016 <https://www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers-Summary.pdf>

Reasons for teachers leaving the profession

- 4.5 Nationally, the numbers of teachers leaving the profession has been gradually increasing in recent years. Between 2011 and 2014, the number of teachers leaving the profession rose by 11%. Of Newly qualified teachers (NQTs), 12% left state-funded schools within one year of joining and 28% had left within 5 years.⁸ High workload is sometimes cited as one of the factors for teachers leaving the sector. The 2016 Teacher Workload Survey highlighted that the majority (93%) of respondents stated that workload in their school was at least a *fairly serious problem* with just over half of those surveyed (52%) cited workload as a *very serious problem*. This reflects staff working beyond their timetabled hours. In addition the rapid pace of change in the National Curriculum and exams and tests have brought pressures. Also planned changes to pension rules have spurred some to take retirement sooner rather than later. Other factors such as the impact of Britain leaving the EU and potentially the European Economic Area (EEA) may have on recruitment and retention, are yet to be understood. Department of Education figures show that nearly 5000 of those gaining qualified teacher status in the year 2015 – 2016 were from the EEA, up from 2000 in 2010.⁹

Schools' Finance and budgetary pressures

- 4.6 Recruitment and retention of staff cannot be considered in isolation from budgetary pressures faced by schools and this is one of the main challenges schools report. Financial pressures in Lewisham schools are set to increase over the next few years. The implications of the new schools funding formula are likely to see the large majority of Lewisham schools worse off. Across London 70% of schools will be worse off with the new funding formula. LB Lewisham jointly with Lambeth, Hackney and Camden look likely to see the greatest budget reductions as a result of the new formula (see table 3 below).
- 4.7 The Department for Education estimates that mainstream schools will have to find savings of £3.0 billion (8.0%) by 2019-20 to counteract cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and the teachers' pension scheme.¹⁰ It expects that schools will need to make efficiency savings through better procurement (estimated savings of £1.3 billion) and by using their staff more efficiently (the balance of £1.7 billion). This is broadly in line with local estimates. With the national funding formula proposed reductions of 3% for Lewisham schools and the cost pressures above, schools will have to find reductions of 11% over the next three years.

⁸ Training New Teachers, National Audit Office, February 2016.

⁹ Initial Teacher Training Census 2016/17, Department of Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/572290/ITT_Census_1617_SFR_Final.pdf

¹⁰ Financial Stability of Schools, NAO, December 2016 <https://www.nao.org.uk/press-release/financial-sustainability-of-schools/>

Table 3

Borough	% change total allocations between current rate and NFF rates
Barking and Dagenham	-0.1%
Barnet	-1.0%
Bexley	1.0%
Brent	-1.9%
Bromley	-0.3%
Camden	-2.8%
Croydon	5.6%
Ealing	2.3%
Enfield	2.5%
Greenwich	-2.3%
Hackney	-2.8%
Hammersmith and Fulham	-2.7%
Haringey	-2.7%
Harrow	-0.7%
Havering	0.6%
Hillingdon	2.6%
Hounslow	0.3%
Islington	-1.5%
Kensington and Chelsea	-2.6%
Kingston upon Thames	1.0%
Lambeth	-2.8%
Lewisham	-2.8%
Merton	4.3%
Newham	-2.6%
Redbridge	4.1%
Richmond upon Thames	1.2%
Southwark	-2.7%
Sutton	1.9%
Tower Hamlets	-2.7%
Waltham Forest	-2.0%
Wandsworth	-1.5%
Westminster	0.7%

- 4.8 Other financial challenges to successful recruitment and retention include: balancing the level of experience of staff with costs associated from different pay grades; advertising costs; costs of supply staff; forecasting, pupil place planning and growth modelling; scarcity of applicants particularly at secondary; and quality of applicants.

5. Recruitment and Retention in Lewisham

- 5.1 Within the borough there are currently 72 schools that take children of primary age. This includes the all-through schools: Haberdashers Aske's Knights Academy, Prendergast Vale, Prendergast Ladywell and Trinity Church of

England School. There are currently 15 state-funded schools that take secondary children including the previously mentioned all-through schools.

- 5.2 As part of the scope for this review, a survey has been sent out to all headteachers in Lewisham and analysis of the results will form part of the evidence the committee receives to help understand the specific Lewisham context and challenges different schools face around recruitment and retention. Nationally, the State of Education 2016 survey highlights that some schools face very different challenges such as if the school or area suffers from negative reputation or high housing and living costs in certain areas. Size of school also affects its ability to attract candidates. It is also suggested through this scope, that this review canvass the opinions of school governors through a survey at the Lewisham Governor Association Annual Conference.

6. Working in collaboration with Young Advisors

- 6.1 This scrutiny review by the Children and Young People Select Committee will aim to work in a way that takes into account the views of, and works in collaboration with representatives from, the Young Advisors. The young advisors could work with their peers in schools to look at the work done by pupil panels in recruiting teachers and the opportunities for young people to be involved as ambassadors for their schools in highlighting the benefits of working in their schools and living and working in Lewisham.

7. Meeting the criteria for a review

- 7.1 A review into recruitment and retention of staff in schools meets the criteria for carrying out a scrutiny review, because:
- it is a strategic and significant issue
 - a scrutiny review would be timely as recruitment and retention of teachers is becoming an increasingly salient issue nationally and locally with additional challenges such as future predicted funding reductions.

It is important, however, for Members to note that few, if any, of the recommendations likely to arise from this review would be within the power of the Local Authority to implement, given the high level of autonomy in schools and very limited role of the Local Authority in this area.

8. Key lines of enquiry (KLOE)

- 8.1 It is proposed that the review draws on national research on recruitment and retention of teachers and teaching staff and uses data sets such as the Schools Workforce Survey and data from the Department of Education, as well as the recent work by the House of Commons Education Select Committee entitled "Teacher Recruitment and Retention in England".
- 8.2 The review could also use questionnaires for Head Teachers and governors in Lewisham to help gain a thorough understanding of the Lewisham context as well as drawing on evidence from officers in the Children and Young People

Directorate, local schools, partnerships and alliances and other local stakeholders.

8.3 **Financial context**

- What are the Challenges and constraints faced by schools?
 1. New Funding Formula
 2. Inflationary pressures including changes to employer contributions
 3. Pupil place planning, forecasting and forward planning
 4. Changes in curriculum and government legislation
 5. Demographics of local population.
 6. Balancing budgets – experience and quality versus costs?

8.3 **National Context – Recruitment and retention**

- What is the data showing us in terms of numbers training, qualifying and remaining in teaching?
- What are the challenges faced by schools at primary and secondary level?
- What are the barriers to successful recruitment and retention of staff?

8.4 **Recruitment and retention in Lewisham**

- What are the challenges for Lewisham and Lewisham schools?
- Are there school specific issues that make recruitment and retention more challenging?
- What is the role of the Council?

9. **Timetable**

9.1 The Committee is asked to consider the outline timetable for the review set out below. It is suggested that two evidence sessions are held: one focussing on the national context and challenges including changes in schools funding; and one focussing on the Lewisham context hearing evidence from local schools and local stakeholders.

9.2 **First evidence-taking session** - National Context including Finances (June 2017)

1. Receiving evidence from officers providing information on the financial challenges faced by schools including changes to the funding formula.
2. Receiving verbal and/or written evidence from national organisations and practitioners. This could include: Department for Education; Teachers and Heads organisations and unions, National Audit Office.
3. Questioning officers and witnesses on their evidence.

9.3 **Second evidence-taking session** – Lewisham specific context. (July 2017)

1. Receiving verbal and written evidence from Lewisham officers.

2. Receiving evidence from local stakeholders with a strategic Lewisham view such as: Chairs of the Primary and Secondary Heads Partnership; Lewisham Governors' Association; Teaching School Alliance;
3. Considering good practice and experience from schools considered to have developed successful strategies to manage challenging recruitment issues or experiences with retention of teachers.

9.4 **Survey of School Heads and School Governors** (March 2017 – June 2017)

1. To help the Committee assess good practice and the challenges faced by schools, pupils and families; questionnaires will be given to Headteachers through the Headteachers' bulletin and the Headteacher's conference and to Governors through the Lewisham Governor's Association annual conference.
2. The data will then be compiled and provided to the committee as evidence and to help shape questioning and challenge of witnesses.
3. Young advisors could work with peers to gather evidence from school pupil panels.

9.5 **Recommendations and final report** (September 2017)

1. Considering a final report presenting all the evidence taken and agreeing recommendations for submission to Mayor and Cabinet.

10. **Further implications**

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

Background Papers

Education Excellence Everywhere, Department for Education

Financial Stability of Schools, NAO, December 2016

<https://www.nao.org.uk/press-release/financial-sustainability-of-schools/>

Recruitment and Retention of Teachers, House of Commons, Education Select Committee, February 2017

<https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/199.pdf>

School, Pupils and their characteristics, Department for Education, January 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf

Schools Workforce in England 2015, Department for Education, 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/533618/SFR21_2016_MainText.pdf

State of Education Survey Report 2016, http://anep.mx/boletin/pdf_infos/2016-05_survey_keyorg.pdf

Teacher Workload Survey 2016, Department for Education, February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594696/TWS-2016_FINAL_Research_brief_Feb_2017.pdf

For further information please contact Katie Wood, Scrutiny Manager on 020 8314 9446

How to carry out an in-depth review



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Appendix B – Terms of Reference

The following roles are common to all select committees:

(a) General functions

- To review and scrutinise decisions made and actions taken in relation to executive and nonexecutive functions
- To make reports and recommendations to the Council or the executive, arising out of such review and scrutiny in relation to any executive or non-executive function
- To make reports or recommendations to the Council and/or Executive in relation to matters affecting the area or its residents
- The right to require the attendance of members and officers to answer questions includes a right to require a member to attend to answer questions on up and coming decisions

(b) Policy development

- To assist the executive in matters of policy development by in depth analysis of strategic policy issues facing the Council for report and/or recommendation to the Executive or Council or committee as appropriate
- To conduct research, community and/or other consultation in the analysis of policy options available to the Council
- To liaise with other public organisations operating in the borough – both national, regional and local, to ensure that the interests of local people are enhanced by collaborative working in policy development wherever possible

(c) Scrutiny

- To scrutinise the decisions made by and the performance of the Executive and other committees and Council officers both in relation to individual decisions made and over time
- To scrutinise previous performance of the Council in relation to its policy objectives/performance targets and/or particular service areas
- To question members of the Executive or appropriate committees and executive directors personally about decisions
- To question members of the Executive or appropriate committees and executive directors in relation to previous performance whether generally in comparison with service plans and targets over time or in relation to particular initiatives which have been implemented
- To scrutinise the performance of other public bodies in the borough and to invite them to make reports to and/or address the select committee/Business Panel and local people about their activities and performance
- To question and gather evidence from any person outside the Council (with their consent)
- To make recommendations to the Executive or appropriate committee and/or Council arising from the outcome of the scrutiny process

(d) Community representation

- To promote and put into effect closer links between overview and scrutiny members and the local community

- To encourage and stimulate an enhanced community representative role for overview and scrutiny members including enhanced methods of consultation with local people
- To liaise with the Council's ward assemblies so that the local community might participate in the democratic process and where it considers it appropriate to seek the views of the ward assemblies on matters that affect or are likely to affect the local areas, including accepting items for the agenda of the appropriate select committee from ward assemblies.
- To keep the Council's local ward assemblies under review and to make recommendations to the Executive and/or Council as to how participation in the democratic process by local people can be enhanced
- To receive petitions, deputations and representations from local people and other
- stakeholders about areas of concern within their overview and scrutiny remit, to refer them to the Executive, appropriate committee or officer for action, with a recommendation or report if the committee considers that necessary
- To consider any referral within their remit referred to it by a member under the Councillor Call for Action, and if they consider it appropriate to scrutinise decisions and/or actions taken in relation to that matter, and/or make recommendations/report to the Executive (for executive matters) or the Council (non-executive matters)

(e) Finance

- To exercise overall responsibility for finances made available to it for use in the performance of its overview and scrutiny function.

(f) Work programme

- As far as possible to draw up a draft annual work programme in each municipal year for consideration by the overview and scrutiny Business Panel. Once approved by the Business Panel, the relevant select committee will implement the programme during that municipal year. Nothing in this arrangement inhibits the right of every member of a select committee (or the Business Panel) to place an item on the agenda of that select committee (or Business Panel respectively) for discussion.
- The Council and the Executive will also be able to request that the overview and scrutiny select committee research and/or report on matters of concern and the select committee will consider whether the work can be carried out as requested. If it can be accommodated, the select committee will perform it. If the committee has reservations about performing the requested work, it will refer the matter to the Business Panel for decision.

The following roles are specific to the Children and Young People Select Committee:

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.*

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Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	19-Apr	07-Jun	19-Jul	13-Sep	01-Nov	13-Dec	31-Jan	14-Mar
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 2017/18	Constitutional requirement	High	CP10	Apr								
Annual school Standards Report 2015/16 (primary and Secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP3	Apr								
Update on Ofsted Improvement Plan	Performance monitoring	High	CP2&CP7	Apr								
Indepth review - Recruitment and Retention of School Staff	Indepth review	High		Sep	scoping	first evidence	second evidence	draft final report				
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7									
SEND provision, including ASD, transport, short breaks	Information Item											
School budgets	Performance monitoring	High										
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	ongoing								
Lewisham Music Service - implementation of new Trust arrangements	Performance monitoring	Medium	CP2									
Child Sexual Exploitation Update	Standard Item	High	CP2&CP7									
Children's Social Care Roadmap	Performance monitoring	High										
6-month Update: Transition from Primary to Secondary School in-depth review	Indepth review	High	CP2&7	Ongoing								
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7	Nov								
Update on Q11 Savings proposal - Melliott Road	Performance monitoring	High	CP7									
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7	Mar								
Annual Schools Standards Report 2016/17 (primary and secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP2	Mar								

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

Meetings			
1)	19-Apr	5)	01-Nov
2)	07-Jun	6)	13-Dec
3)	19-Jul	7)	31-Jan
4)	13-Sep	8)	14-Mar

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FORWARD PLAN OF KEY DECISIONS

Forward Plan March 2017 - June 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 0208 3149327, 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.

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		

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	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		
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		
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		
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		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2017	Bill Payment Services Contract	09/03/17 Overview and Scrutiny Business Panel	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
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 Public Realm		
February 2017	Children and Young People's Advocacy Service	09/03/17 Overview and Scrutiny Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
February 2017	Volunteering Service for Children and Young People subject to Children in Need and Child Protection Plans	09/03/17 Overview and Scrutiny Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2016	Lewisham Homes Management Agreement and Articles of Association	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

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	New Homes Programme	22/03/17 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	22/03/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
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		
February 2017	Excalibur Update - Part 1 & 2	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2017	Deptford Southern Housing Sites - Part 1 & Part 2	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

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	Approval to Transfer land at 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 People		
December 2016	Library Savings Programme update - Manor House	22/03/17 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
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		
February 2017	School Expansion Proposals Addey & Stanhope School and Ashmead Primary School	22/03/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for		

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
			Children and Young People		
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		
February 2017	Resettlement of Refugee Households	22/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
January 2017	Library Savings Programme Preferred Provider Manor House	22/03/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
December 2016	Stage 1 of 2-stage procurement for the proposed expansions of Ashmead Primary School and Addey & Stanhope Secondary School (Morningson Centre) and to	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		

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
	enter into a Pre-Construction Services Agreement.		People		
November 2016	Transforming Construction Skills - Lewisham Construction Hub, Training, Apprenticeship and Employment Service	22/03/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive 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		
February 2017	Appointment of a Systems Integrator for Oracle Cloud	22/03/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2017	Selection of Payroll & Human Resources Software Platform and System Integrator	22/03/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2017	Provision of Passenger Transport Services - Establishment & Use of Dynamic Purchasing System	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		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2017	Replacement of Fleet Vehicles	22/03/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
January 2017	Appointment of Heritage 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	Award of contract for Sexual Health e-service	04/04/17 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
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		

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Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2017	Short Term Contract Extension for Kitchen FM Services for Council Managed School Meals	04/04/17 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		
February 2017	Permission to award Stage 1 of a 2-stage procurement for proposed expansions Ashmead Primary School and Addey & Stanhope Secondary School (Morningson Centre) Pre-Construction Services Agreement	04/04/17 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		
February 2017	New Homes Programme	19/04/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2017	Beckenham Place Park Programme Update	19/04/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
February 2017	Provision of Textile Collection Bring Back Service - Appointment to Framework	19/04/17 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer 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		
February 2017	Award of Contract for two Extra Care Services at Cinnamon Court and Cedar Court	19/04/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
August 2016	Community Premises Management Contract Award	19/04/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
February 2017	Appointment of Landscape Architects for Delivery of Beckenham Place Park Regeneration	02/05/17 Overview and Scrutiny Business Panel	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
January 2017	Catford Regeneration Programme Parts 1 and 2	10/05/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2017	New Homes Programme	10/05/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
February 2017	Award of Contract for Extra Care Service at Hazlehurst Court	10/05/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
February 2017	IT Network re-procurement	10/05/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2017	Contract award report for 2 x bulge class schemes	23/05/17 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		
February 2017	Extending the shared IT service to Southwark	07/06/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2017	New Homes Programme	07/06/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		

FORWARD PLAN – KEY DECISIONS

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February 2017	Telephony re-procurement	07/06/17 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		

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