

# Children and Young People Select Committee Agenda

Monday, 11 December 2017

**7.00 pm**, Committee Room 1 - Civic Suite 1

Civic Suite

London SE6 4RU

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

## Part 1

Item		Pages
1.	Minutes of the meeting held on 1 November 2017	F_PRO
2.	Declarations of interest	F_PRO
3.	Responses to Referrals to Mayor and Cabinet No responses are due.	F_PRO
4.	Mental Health and Wellbeing in Schools - guest speaker Presentation by Ammar Al-Ghabban, education consultant - social, emotion & mental health, behaviour & relationships and inclusion.	F_PRO
5.	The Mayor The Mayor will address the committee on what he sees as the major challenges facing children and young people for the new Mayor during his or her term of office.	F_PRO
6.	SEND update on transport and short breaks	F_PRO
7.	Provisional GCSE results and update on Secondary Challenge	F_PRO
8.	In-depth review of recruitment and retention of school staff - final report	F_PRO
9.	Select Committee work programme	F_PRO
10.	Referrals to Mayor and Cabinet	F_PRO

# Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Monday, 11 December 2017.

Janet Senior, Acting Chief Executive  
Thursday, 30 November 2017

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor Joyce Jacca	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Councillor Alan Till	
Lilian Brooks	Parent Governor Representative
Gail Exon	Church Representative
Monsignor N Rothern	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

# Agenda Item 2

<b>Committee</b>	Children and Young People Select Committee	<b>Item No.</b>	2
<b>Title</b>	Declarations of Interest		
<b>Wards</b>			
<b>Contributors</b>	Chief Executive		
<b>Class</b>	Part 1	<b>Date</b>	Xx 2016

## Declaration of interests

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

### 1 Personal interests

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

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

### 2 Disclosable pecuniary interests are defined by regulation as:-

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

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

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

### **(3) Other registerable interests**

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

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

### **(4) Non registerable interests**

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

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

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

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

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

## **(6) Sensitive information**

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

## **(7) Exempt categories**

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

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

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<b>Children and Young People Select Committee</b>			
<b>Report Title</b>	SEND Strategy Update		
<b>Key Decision</b>	No	Item No.	6
<b>Ward</b>	All		
<b>Contributors</b>	Executive Director, Children and Young People's Services; Head of Joint Commissioning and Targeted Services; Service Manager Children with Complex Needs Service; Joint Commissioner, Children with Complex Needs		
<b>Class</b>	Part 1	Date:	11 <sup>th</sup> December 2017

## 1. Introduction

1.1. This report provides the Children and Young People's Select Committee with an update on the delivery of key strands of work in relation to Lewisham's SEND strategy 2016-19 and an update on the effectiveness in fulfilling our duties in implementing the provision of support for children and young people with special educational needs and/ or disabilities (SEND) as set out in the Children and Families Act 2014 and SEND code of practice 2014. These key strands include:

- Short Breaks and Special School Afterschool Clubs and Holiday Clubs
- Travel Assistance

1.2. This report also provides detail on the outcome of the inspection by Ofsted and the Care Quality Commission (CQC) on Lewisham's local areas effectiveness in meeting their SEND duties.

## 2. Recommendations

2.1. The Select Committee is asked to note and comment on this report.

## 3. Policy Context

### Children and Families Act 2014 – Overview

3.1 The Government introduced the most significant changes to the Special Educational Needs system in 30 years, which came into effect on the 1st September 2014 through the Children and Families Act 2014 (Part 3).

3.2 The key changes brought in by the Children and Families Act 2014 were:

- Ensuring that children and young people are at the center of planning and decision making by ensuring the views, wishes and

feelings of the family, child and young person are central to the statutory process.

- Statements of Special Educational Needs (SEN) have been replaced by Education, Health and Care plans (EHC plans) with an increased age range for children and young people 0-25 years.
- Children and young people with a SEN and/or a learning difficulty assessment (LDA) have to have their current SEN or LDA converted to an EHC plan through a planned transition process completed by April 2018.
- Greater multi agency working bringing together education, health and social care through a single assessment process for children and young people 0-25 years. In some cases, where a person is over 18, the “Care” part of the EHC plan will be provided for by adult care and support, under the Care Act.
- Children and young people assessed as needing an EHC plan or with an EHC plan will have the option of a personal budget.
- A published local offer that provides comprehensive, accessible and up to date information in one single place from education, health and social care for children and young people who have SEN or a disability.
- An expectation that services across education, health and social care should support children and young people with SEND to prepare for adult life help them go on to achieve the best outcomes in employment, independent living, health and community participation.
- An aspiration from children and young people with SEND to achieve their potential and achieve positive life outcomes and live as "ordinary a life" as possible.
- A requirement to ensure early intervention and holistic and integrated planning across Adults and Children Services.

#### **4 London Borough of Lewisham Context**

- 4.1 Lewisham has a population of some 301,000 (the 13<sup>th</sup> largest in London and 5<sup>th</sup> largest in Inner London). The population of the borough has increased by some 16,000 since the 2011 Census and over the next 20 years is forecast to be among the fastest growing in London. Population growth in Lewisham is driven primarily by the birth rate (rather than in-migration) there are some 5,000 live births each year.
- 4.2 There are 43,537 pupils attending Lewisham’s 90 schools. In 2017, 12.7% of children and young people in Lewisham’s schools are classified as receiving SEN Support (5,499). This is higher than the National and London averages, but in line with the Inner-London average (11.6%, 11.4% and 12.8% respectively).
- 4.3 In September 2017, there were 2,024 Lewisham residents (or children/young people who are looked after to Lewisham but residing elsewhere) with a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP). 28.3% were accessing mainstream schools (574), 30.3% maintained special schools (614),



7.8% were accessing Independent schools (159) and 7.5% were accessing maintained resource bases/units attached to mainstream schools (153). In addition, 11.7% were accessing further education or specialist post 16 provisions (237) and 7.6% were accessing Academy provisions (155). Other provisions, including registered early years settings, non-maintained special schools, free schools and other alternative provisions accounted for 6.5% (132).

- 4.4 Of the children and young people with a Lewisham SSEN or EHCP, 27.6% are placed in out-of-borough provisions (560), of which only 14.4% are of primary school age (81). ASD, Speech, Language or Communication Need and Social, Emotional or Mental Health difficulties are the most common diagnosis in children and young people placed out of borough (accounting for 65% combined, or 365).
- 4.5 19 to 25 year olds account for 16.8% of young people with SSEN/EHCPs placed out of borough (94), predominantly attending FE Colleges and Specialist Post-16 Institutions, such as Bromley College and NASH College of Further Education. 5.3% (5) of these young people are placed in residential provisions, costing between £50,000 to £100,000 per pupil, per annum. This cohort of young people will continue to be supported by Adult Social Care.
- 4.6 In January 2017, there were 1197 children and young people diagnosed with ASD in Lewisham primary, secondary and special schools (including SEN Support and SSEN/EHCPs). This represented 17.7% of the total SEN cohort in these provision types (6775) and is higher than any other London or Inner London borough. This pattern was not observed in any other type of primary need.
- 4.7 There are approximately 499 children and young people known to the Children with Disabilities Social Work team.
- 4.8 There are currently 253 children/young receiving a specialist Short Break Service and 251 children/young people receiving a Targeted Short Break Services (not all of these will be known to CWCN social work team).

## **5. Lewisham's SEND Strategy**

- 5.1 Lewisham Council Children with Complex Needs service has developed a partnership SEND strategy 2016-19. Our SEND partnership strategy sets out our vision and priorities for improving life outcomes for children and young people with SEND and that of their families. This strategy forms an integral part of the Lewisham Children and Young People's Plan for 2015-18.
- 5.2 This strategy is updated yearly to reflect the changing needs and priorities of the service and those that access support. The SEND strategy was last updated in December 2016. The SEND strategy will be updated following the outcomes of the SEND inspection, which took place in October 2017.

- 5.3 Our vision for the strategy is for Lewisham to be an inclusive community that is welcoming of all and that all key professionals have the knowledge and skills to meet the needs of children and young people (0-25yrs) with SEND to enable them to play, learn and work.
- 5.4 Our vision is underpinned by three priority areas for change:
1. Children and young people (0-25yrs) with SEND and their families are informed and empowered to be more resilient and independent within their communities
  2. Children and young people with SEND who have been identified as requiring additional support across Health, Social Care and Education receive the right support at the right time in order to enable them to become as independent as possible
  3. Children and young people with SEND have the opportunity to be educated within Lewisham education provisions and are provided with the right support to enable them to achieve their full potential
- 5.5 The overall objective of the strategy is that Children and Young People with SEND and their families have improved life outcomes.
- 5.6 The strategy builds on the work that has been achieved following the introduction of the Children and Families Act 2014 which came into effect on 1<sup>st</sup> September 2014. This strategy provides direction for the Partnership and sets out the outcomes and priorities for all agencies working with children and young people with SEND across Lewisham and builds on what has been achieved so far. The strategy also establishes how partner agencies will continue to work together to improve those outcomes that will make significant improvements to the lives and life-chances of our children and young people with SEND.
- 5.7 Key strands of work set out in the strategy are:
- Local offer
  - Health
  - Specialist Placement Planning
  - Early Years
  - Quality Teaching
  - Education, Health and Care plans, Transfers and Annual Reviews
  - Social Care and Short Breaks
  - Travel Assistance
  - Personal Budget and Personalisation
  - Preparing for Adulthood
  - ASD review
- 5.8 This report sets out key updates specifically in relation to:
- Short Breaks, which includes Special School afterschool and holiday clubs
  - Travel Assistance

## **6. Short Breaks and Special Schools Afterschool Clubs and Holiday Clubs**

### **6.1 Short Breaks**

6.1.1 The Children with Complex Needs Service has a Short Breaks service which enables the Local Authority to meet its legislative duties in relation to social care for disabled children and young people and that of their parents/carers. The legislative duties include:

- Breaks for Carers Regulations 2011
- Children and Families Act 2014
- Children Act 1989 & 2004
- Chronically Sick & Disabled Act 1970

6.1.2 The Short Breaks service provides two types of short break services; a Targeted Short Breaks service and a Specialist Short Breaks service. These services are aimed at disabled children and their parent/carers young people and with different levels of needs.

- Targeted Short Breaks Service – is for eligible families with a disabled child/young person who has additional needs that prevents them from accessing activities that would otherwise enable their parent/ carers to take short breaks from their caring responsibilities.
- Specialist Short Breaks Service - is for eligible families with a disabled child/young person who need more breaks from caring because their child/young person's needs are so high that they have to spend much more time caring for them than they would if their child was not disabled. This service is for children/young people and their families with the highest levels of need and is accessed through a Children's Social Care assessment.

### **6.2 Targeted Short Breaks Review**

6.2.1 The Children with Complex Needs Service is committed to continually looking to improve services for disabled children and young people to ensure that it meet their needs and improve life outcomes for them and that of their parents/ carers. This level of demand for this service has been continually rising and without taking action it would lead to an overspend of the budget next year. As such it has been undertaking a review of its Targeted Short Break Service over the last year, to ensure that services can be provided to meet need within the available budget. The Short Breaks service is currently considering options to develop the service while ensuring the budget is not overspent. These were outlined in the last select committee report, they are attached to appendix 1 for reference. This review will also take into consideration the recommendations made from the recent SEND inspection. A report with recommendations will go to Mayor and Cabinet in early 2018.

### **6.3 Wraparound and Holiday Childcare Guidance**

6.3.1 The Department of Education published guidance, in May 2016, for local authority maintained schools, academies and free schools on 'wraparound and holiday childcare'. This guidance aims to maintain

school autonomy and avoid imposing unnecessary administration burdens on schools, whilst ensuring schools understand the basis on which they should be responding to requests for wraparound childcare. The overall aim of this policy is to help parents to work, or work for longer, if they choose to do so, by making more quality childcare available during the week and school holidays.

- 6.3.2 There is a strong expectation from the government that if parents request that their child's school establish wraparound and/ or holiday childcare that they consider it and should only refuse if there is a reasonable justification. Schools are expected to take the lead in managing the requests from parents and the final decision about what action to take. Governing bodies will want to ensure that any provision is consistent with the school's long term strategic vision.
- 6.3.3 The government has put measures in place to make it easier for schools to provide wraparound childcare or holiday provision. These include:
- Revising before and after-school childcare or holiday provision staffing levels so that providers have more discretion to determine how many staff are needed to ensure the safety and welfare of the children.
  - Making it easier for schools and providers to collaborate by allowing childcare providers to work in multiple locations with only one registration with Ofsted.
  - Removing the need for schools to follow advice from local authorities and the Secretary of State for Education when establishing community facilities, such as wraparound childcare.
  - Giving schools the power to determine the length of the school day, and
  - For afterschool clubs, removing the requirement to provide the learning and development element of the EYFS for reception aged children who are already being taught during the school day.
- 6.3.4 This is not to say that all schools have to provide out of school care themselves, some do, but others out-source the provision. If schools can demonstrate that there is little or no demand for extended services, they can satisfy the Government requirements merely by signposting to other local provision, such as childminders or nearby out of school clubs.
- 6.3.5 Schools are able to charge for the provision of extended and community services such as wraparound childcare if they wish. However, the provision should be broadly cost neutral and any profits that a school makes from providing these services must be reinvested in the service or in the school.
- 6.3.6 The Childcare Act 2006 and 2016 places a duty on local authorities to secure sufficient childcare, so far as is reasonably practicable, for working parents. Local authorities should also support schools in their area to offer out of hours childcare and encourage existing providers to

expand their provision and new providers to enter the local childcare market.

#### 6.4 Extended School Services in Lewisham's Special Schools

6.4.1 Lewisham Council currently have 5 special schools within the borough, these are New Woodlands, Watergate, Brent Knoll, Drumbeat and Greenvale.

6.4.2 When Drumbeat was set up, as part of the establishment of the school it was agreed that the school would have an extended school service which included afterschool and holiday clubs. This model was set up to support families with childcare. This provision is only available to children and young people who attend Drumbeat. Drumbeat school manages and arranges this provision.

6.4.3 Brent Knoll has an afterschool provision which they set up to provide children and young people with extra-curricular activities. It provides children and young people with a range of different out of school activities such as football, cookery, computing, cycling and playgroup. It has not been designed specifically to meet childcare needs.

6.4.4 Watergate had afterschool and holiday provision until last summer, when the school governors made the decision that the school could no longer afford to subsidise the provision from their main school budget and that it had become difficult to get the staff to run it.

6.4.5 There is no extended school provision at Greenvale or New Woodlands. This is the common pattern across London's special schools more widely.

#### 6.5 Funding of Lewisham's Extended School Services in Lewisham

6.5.1 Brent Knoll runs 8 afterschool activity clubs throughout the week during term time, which is funded by the school's pupil premium. Learning Support Staff (LSA) run the provision at a cost of £12.75 per hour (including overheads). The staff ratio per child can vary depending on the activity. For football they can have a staff ratio of 8:1 but for cookery it would be 3:1, this would also be dependent on individual pupil risk assessments. Non pupil premium pupils are charged £2 per session. The estimated annual costs for the afterschool clubs is £14-15K. This is an extra-curricular activity offer and not a child care offer.

6.5.2 Drumbeat currently runs an afterschool club Monday to Thursday from 3.30 to 5pm, term time. They also have a holiday club that runs from 9 to 4 pm for 8 weeks a year (4 weeks over the summer, 1 week at Easter and the 3 half term weeks). The LSAs run the provision at a cost of on average £18 per hour (including overheads). Drumbeat is a PFI school and one of their overheads is the cost of paying for use of the building for 50 weeks of the year, which is an additional annual cost of £70K. The extended provision at Drumbeat costs an estimated £375K per year. The staff ratio at Drumbeat is a minimum of 3:1 and in some cases 2:1 or 1:1 dependent on risk assessments.

6.5.3 When Drumbeat was set up it was agreed that funding from the High Needs Funding Block of the Dedicated Schools Grant (DSG) could be used to fund the extended school service. In addition Drumbeat receives an estimated £30k per year funding from the Short Breaks social care budget for Short Breaks placements. They also receive an estimated £25K contributions from parents for places and for transport cost. The additional £20k is paid from the school's pupil premium.

6.5.4 In December 2015, a paper went to the School Forum with recommendations on how to reduce the overspend on the DSG High Needs budget. As a result it was agreed that it was no longer appropriate for the DSG to be spent on Drumbeat's extended school services as after school provision is not a legitimate call on the DSG. The Local Authority has agreed to continue to fund the extended school services at Drumbeat until early 2018 from General Fund, to give the school an opportunity to look at and consider their options to develop a new extended school services model that is affordable to them and to families. There is no identified budget within the Local Authority to continue funding this provision in the long term. However, officers are working in partnership with Drumbeat to look at how to develop an achievable model. As this work progresses, a significant consideration is also the equity of extended provision across other special schools.

## 6.6 Short Breaks

6.6.1 The Short Breaks Service within the Children with Complex Needs Service commissions a number of sessions at the afterschool club and holiday club at Drumbeat for 30 children who have been assessed by social care as needing short breaks support. Drumbeat is not a Short Breaks service but the services have developed a service model that will allow a number of places to be commissioned to meet the children and young people who have been assessed by social care as needing short break support. However, these places can only be given to Drumbeat pupils. Should the services at Drumbeat end, these services users will continue to have their needs met through a different short breaks support offer.

## 6.7 Future of the Extended School Services at Special Schools

6.7.1 The government provides clear guidance and a set process for schools for when a parent requests a wraparound and holiday childcare. Through the engagement work recently undertaken, parents at Drumbeat have expressed their views on the benefit of the current extended school programme service and the importance of a continuation of the extended school services at Drumbeat. Some of the key points that the parent/carers made about the value of the extended school services at Drumbeat were:

- They were able to use the provision for childcare to enable them to work
- It was the only provision their child or young person was able to access because the provision was set up to meet the needs of

children and young people with ASD and their child or young person is unable to access universal provision

- The provision has trained staff with the knowledge to be able to meet the additional needs of their children and young people
- It provided some parent/ carers with a short break
- Some parents are willing to pay a reasonable contribution for the provision on the basis that all parents pay towards provision elsewhere
- Parents who use the provision for childcare would be willing to use provision at a different site, unlike those who use it for short breaks
- It is essential that transport is provided.

6.7.2 The Children with Complex Needs Service has been working in partnership with parents and Special School Heads to look at extended school services. The Special School Heads, other than Brent Knoll, have acknowledged that their current key challenge is that they do not have a budget for extended school services. They would also find it difficult to develop a charging model for parents that would be financially affordable for parents, unless it was subsidised due to the need for high staffing levels to meet the needs and the health and safety of the vulnerable pupils. For Greenvale they also have a current restriction on the use of their school outside of school hours due to the terms and conditions of their PFI.

6.7.3 The next step is for officers to work with Drumbeat and other Special Schools to understand the demand from parents and to follow the governments' recommended process in looking at potential affordable models for wraparound and holiday childcare, using a charging model. They will explore whether they can review their finances to subsidize the provision if needed. They will also work with the Short Breaks service to look at the possibility of a Special School being a Short Breaks commissioned provider with the flexibility to develop this model for extended school services. The ultimate decision on whether any Special School has an extended school provision will be the school's decision. The Local Authority will continue to work in partnership with Special Schools and parents to look at how to make this work. Once this work is complete, proposals regarding the Local Authority funding to Drumbeat will need to come back to Mayor and Cabinet in early 2018. These proposals will be dependent on whether or not Drumbeat is able to fund childcare provision; if not, there will need to be a decision to end the LA funding, or to commit additional resources to continue it. This decision will need to take account of the other special Schools who also do not fund after school childcare.

## 7. **Travel Assistance**

7.1 Lewisham has a travel assistance policy which is published on the local offer and the council website. Since 2016 we have increased the available forms of Travel Assistance support to families with children and young people eligible for support.

- 7.2 When awarding travel assistance the Council aims to offer the form of assistance that contributes to the development of children and young people's ability and opportunity to travel more independently to their chosen destination.
- 7.3 Lewisham provides Travel Assistance support for children with SEND to access education. During the 2015/16 academic year there were 651 children in receipt of this assistance which was approximately 45% of those children/young people currently with an Education Health and Care (EHC) plan, 44% (LPS or taxi/ minibus) of the 45% (1% personal budget) have transport arranged by the council which picks them up from their home address. Compared to other London Councils, Lewisham was 5% higher than the average which was attributed to the lack of alternative options for assistance, such as Direct Payments or Independent Travel Training. In September 2017 the percentage of children/young people currently with an EHC plan accessing travel assistance was 35% of which 33% are accessing transport arranged by the Council.
- 7.4 During the 2016/17 academic year there were changes made to the organizational arrangements for the Travel Co-ordination Team (TCT), moving both location and directorates to the Children with Complex Needs Service. This has created closer working relationships between the TCT and the other services and teams within CWCN service, facilitating access to expertise and advice for specific additional needs and family circumstances to ensure the right support and provision is provided. Systems and processes have been strengthened including the initial transport assessment and the annual review process. This has ensured the policy has been applied consistently and exceptions considered as necessary on a case by case basis.
- 7.5 The numbers with travel assistance in Sept 2015 was 642. As a result of the service improvements introduced during the summer term (2015/16) the service has seen a reduction in number of child/young people in receipt of Travel Assistance to 606, which represents a reduction of 6% compared with the same period the previous academic year. During this period the Council has pro-actively been promoting the use of Direct Payments and Independent Travel Training as alternative travel options for young people.
- 7.6 Legislation requires Councils to review assistance provision annually to ensure the correct support is in place, promoting and supporting independence where suitable. To facilitate this, the Council has undertaken a review of all travel assistance to ensure all provision meets the eligibility criteria in the Council's Travel Assistance policies. Reviews began for those attending one of the SEN Schools in Lewisham, the initial review was completed in May 2017 when families were informed of the outcome of the initial assessment. Schools were engaged with as part of the review process to assist the reviewing officers understand the specific needs of the each child, this information was considered when deciding the outcome of each review. On receipt of the outcome families



were given the opportunity to request that the outcome was reviewed again by providing additional information for consideration. 390 children's travel assistance were reviewed, 67 were originally identified as no longer requiring Travel Assistance from the Council, following submission of additional information from the families this number was reduced to 41 with assistance ending at the end of the Summer Term 2017.

- 7.7 A similar review will be undertaken for those children and young people attending resource bases or other educational establishments previously not reviewed to ensure provision reflects the individual needs of the child. The review will take place between January 2018 and June 2018, families will have the opportunity to provide additional information to support a continuation of existing arrangements which will then be taken into account and assessed on a case by case basis.
- 7.8 Lewisham has historically had a significant overspend on the whole of the SEN Travel Assistance budget. The continuing review of our travel assistance offer (which is part of the corporate Transport Board's work on the Council's transport provision) has already begun to reduce the overspend. Current forecasts project that the overspend will be cleared by July 2018.
- 7.9 In November 2016 Lewisham commissioned an established Independent Travel Training (ITT) scheme to support children and young people to learn valuable life skills that enable them to travel independently to their chosen destination. National Star College were identified to deliver their LIFT (Learning Independence For Travel) programme. Over a 2 year period it is expected that 60 children and young people will be successfully trained, travelling independently to their place of education. In October 2017 11 young people had successfully completed the training and are now travelling independently to their place of education, 6 of whom attend/ed Greenvale School. 7 of the 11 successfully trained have also re-engaged with the programme and have received additional training to support a change in education placement, attending College. 7 young people are currently in the middle of their individual training programme and a further 14 are in the process of being assessed for suitability to add to the waiting list for training.
- 7.10 The LIFT Programme is available to children and young people who are eligible for Travel Assistance. Referrals can be made by families, schools, young person, or other professionals, however a separate assessment will be carried out by the Travel Trainers to ensure they are suitable to be trained. If identified at the time of the assessment as not suitable to begin training then they will be placed on a waiting list to have a further assessment at an agreed date in the future. These skills have allowed individuals more flexibility in terms of time of travel, as well as opening up future opportunities for future independence and employment where transport historically has been seen as a barrier. Currently, a young person can re-engage to the programme for additional support/training if it is identified that due to changing

needs/circumstances that additional training is required. For example, a number of young people had additional training in September to allow them to travel to college, following their transfer from School.

- 7.11 A workshop was held in June 2017 to review the success and future of the LIFT Programme. In attendance were families whose children had participated in the training, other interested families, School staff, and other Professionals including SEN and Social Care. Families fed back to the group how beneficial and life changing the training had been for them and their child. General feedback supported the programme as a valuable service that should explore extending to accommodate those at adult age and to support accessing other activities/services, not just places of education. Further options and models are currently being explored.
- 7.12 As part of reviewing the commissioning arrangements for the service we have introduced a Dynamic Purchasing System (DPS) to source transport provision from the commercial market. Since going live in April 2017 we have seen an increase competition with an average of 13 bids per mini-competition over the summer, improved the payment process making working for Lewisham more attractive, reduced admin/manual tasks easing work pressures to focus on providing improved customer service. As a result rates for transport services sourced externally were approximately 11% lower than in previous years.
- 7.13 The continued reduction in numbers requiring specialist support provided by Lewisham Passenger Service has initiated a review of types of vehicles required to provide the necessary support more effectively. Any efficiencies identified as part of this process will reduce the pressure on both existing and future budgets.
- 7.14 Joint working to develop the Travel Assistance offer continues with Schools, parents and numerous services within the council. The intention that the joint working will be used to continually develop the service to meets the needs of the users of the service as well as meeting the financial pressures on the Travel Assistance budget.

## **8. Local Area Inspection**

- 8.1 The Department for Education has tasked Ofsted and the Care Quality Commission (CQC) with inspecting the effectiveness of local areas, (including the Local Authority both children and adults services, Clinic Commissioning Groups, Public Health, NHS England, Early Years Settings, Schools and Further Education providers) in fulfilling their duties contained in the Children and Families Act 2014 (Part 3) and SEND code of practice 2014. Details of the framework for the inspection has been published on the Ofsted website.
- 8.2 The inspection looks for evidence to make a judgement on the following three questions:

- (a) How effectively does the local area identify children and young people who have special educational needs and/ or disabilities?
- (b) How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/ or disabilities?
- (c) How effectively does the local are improve outcomes for children and young people who have special educational needs and/ or disabilities?
- 8.3 All local areas are being inspected, with inspections taking place over a five year period, starting from the end of May 2016. On Monday 25<sup>th</sup> September 2017 Sara Williams, Executive Director of Children Services, and Martin Wilkinson, Chief Officer CCG received formal notification of Lewisham’s local area inspection which would take place on Monday 2<sup>nd</sup> October for one week.
- 8.4 The inspection team lead was Brian Oppenheim (HMI Lead inspector), Ms Karen Collins-Beckett (CQC inspector), Roger Rickman (Ofsted Inspector) Ms Hannah Daughtrey(Ofsted observer) and Ms Lucy Harte (CQC observer).
- 8.5 Sara Williams Executive Director, Martin Wilkinson CCG and Paul Aladenika, Local Area nominated officer were the main point of contact for the inspection.
- 8.6 Information in advance
- 8.6.1 Prior to the inspection on site, the inspectors reviewed information that was in the public domain. They also requested various data and information, which was to be provided by Thursday 28<sup>th</sup> September by 5pm. The data and information included:
- SEND Strategy
  - Commissioning and Performance data on delivery of healthy child programme(previous 12 month)
  - Commissioning & Performance delivery of school nursing service (previous 12 month)
  - Commissioning & Performance data on neonatal screening programme
  - Commissioning & Performance data on 0-25 services for CAMHS, SALT, Physiotherapy (to include commissioned care Pathways & specialist arrangements for children with SEND)
  - Copies of the STP proposals, as they relate to SEND 0-25
  - Copies of any peer review, CCG assurance or benchmarking activity.
  - Role description of DMO/DCO & any annual report

## 8.7 Timetable for the inspection week

8.7.1 The timescale for the inspection was extremely compact. During the period on site a number of interviews and focus groups were required to be arranged with relevant people. An indicative timetable was provided by the inspectors the week before the inspection so that arrangements could be made in advance of the inspection on site. It also included site visits to a number of identified schools.

8.7.2 On the first morning of the inspection there was an introductory meeting with the inspectors and key staff from the Local Authority and Health. At this meeting there was a presentation which set out an overview of local area and details of the local area self-assessment. There were keeping in touch meetings every morning. At the end of the week the inspectors provided verbal feedback.

8.7.3 The inspectors spoke with children and young people with disabilities/and/or special educational needs, parents and carers, local authority, and National Health Services (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms.

8.7.4 Inspectors looked at a range of information about performance of the local area, including the local areas self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

8.7.5 The following interviews and focus groups took place over the week:

- Early Years
- Identification of SEND and Early Intervention (as opposed to early years)
- Participation, involvement and engagement with parents/ carers
- LAC meeting with designated LAC health professionals
- Vulnerable groups with SEND
- Support for children with disabilities and transition to adulthood
- Interview with DMO
- Outcomes and impact of local area improvements on raising standards
- Assessment and meeting needs
- Universal Family Nurse Services
- Information, Advice and Support
- SEN Panel – arrangements for moderating requests for additional funding / statutory assessments
- Participation, involvement and engagement with parents / Carers
- Community Children's Nursing team
- Joint commissioning
- Parents, Carers and Young People (18-25yrs)

- Speech and Language Therapy (SALT)
- Occupational Therapy/Physiotherapy combined therapies
- Social care meeting – to discuss CIN, short breaks, respite
- Child Development Unit
- CAMHS- including case reviews
- SEN Support and School Improvement

8.7.6 The inspectors undertook site visits to the following education settings:

- Rushey Green Primary School
- Childeric Primary School
- Trinity Church of England Secondary School
- Sir Francis Drake Primary School
- Dalmain Primary School
- St James's Hatcham Church of England Primary School
- Lewisham Opportunity Pre School
- Christ the King Sixth Form College
- Greenvale Special School
- Clyde Nursery School

8.8 Outcome from Lewisham Local Area Inspection:

8.8.1 The Local Area received verbal feedback on the last day of the inspection (6<sup>th</sup> Oct) which set out the findings. This information remains confidential until the Inspection letter is published. The inspection team provide the draft letter to the Local Area 33 days after the conclusion of the inspection. The Local Area has 10 days for factual accuracy check. Once this is agreed the letter is then published. At the point of writing this report the Local Area received the draft report on the 13<sup>th</sup> November and is currently completing its factual check. The final outcome letter has been published 30<sup>th</sup> November and is attached to this report.

## 9. **Local Government Ombudsman's Report**

9.1 In September this year, the Local Government Ombudsman published a report following an investigation into a complaint to the Children with Complex Needs Service. The LGO report and the officers report which subsequently went to Mayor and Cabinet and Council can be accessed below:

<http://councilmeetings.lewisham.gov.uk/documents/s52661/LGO%20Social%20Care.pdf>

<http://councilmeetings.lewisham.gov.uk/documents/s52660/Local%20Government%20Ombudsman%20WCN%20Service%20Complaints%20Service.pdf>

## 10. **Financial Implications**

- 10.1 There are no specific financial implications to this report although it concerns the council's finances both in terms of the General Fund or Dedicated Schools Grant.
- 10.2 There are no specific capital implications arising directly from this report
- 10.3 School transport and the shortbreaks budget is met from the general fund. There is currently a grant, known as the SEND reform grant that meets the cost of converting statements of need to the new EHCP. This grant is expected to end at the 31 March 2018. The rest of the high needs expenditure, such as the cost of special schools and placements is met from the Dedicated Schools Grant.
- 10.4 The shortbreaks budget is expected to be overspent by £0.3m at the year end, the transport budget is currently predicated to overspend by £0.7m this year.
- 10.5 The government will introduce a new national funding formula for the high needs block element of the Dedicated Schools Grant in April 2018. Under the changes Lewisham loses funding but our high needs block has been protected to the current level and an additional of £0.9m has been made to reflect some growth.
- 10.6 The high needs block is expected to be in balance at the end of this financial year and the next. It then goes into deficit if the growth in pupil numbers and current cost profile continues.

## **11. Legal Implications**

- 11.1 In addition to those legal implications previously referred to in this report, members attention is drawn to the following.
- 11.2 The Human Rights Act 1998 safeguards the rights of children in the borough to educational provision which the local authority is empowered to provide in compliance with its duties under domestic legislation.
- 11.3 Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.
- 11.4 The Education and Inspections Act 2006 requires local authorities to consider and respond to parental representations when carrying out their planning duty to make sure there is sufficient primary and secondary provision and suitable Special Educational Needs provision in their area.
- 11.5 Departmental guidance requires that when proposals are being developed for reorganising or altering special educational needs

provision local authorities and/or other proposers will need to show how they will improve standards, quality and/or range of educational provision for children with special educational needs.

- 11.6 Part 3 of the Children and Families Act 2014 introduced major reforms to the statutory framework for children and young persons with special educational needs. The local authority retains the pivotal role in identifying, assessing, and securing the educational provision for children and young people with special educational needs.
- 11.7 The Children and Families Act 2014 requires: that in exercising their functions in relation to special educational needs local authorities must have regard to four guiding principles:
- the views , wishes and feelings of the child and their parent , or the young person;
  - ensure children young people and parents participate in decision-making;
  - provide the necessary information and support to help children, young people and parents participate in decision making; and
  - support children, young people and parents in order that children and young people can achieve the best possible educational and other outcomes.
- 11.8 The Equality Act 2010 introduced a new public sector equality duty. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 11.9 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.
- 11.10 The duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 11.11 The Equality and Human Rights Commission has recently 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:

<http://www.equalityhumanrights.com/legal-andpolicy/equality-act/equality-act-codes-of-practice-and-technical-guidance/>

11.12 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

1. The essential guide to the public sector equality duty
2. Meeting the equality duty in policy and decision-making
3. Engagement and the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty

11.13 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: <http://www.equalityhumanrights.com/advice-andguidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

## **12. Crime and Disorder Implications**

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

## **13. Equalities Implications**

13.1 The initial equality analysis assessment indicates that the proposals in this report would not unlawfully discriminate against any protected characteristics but would positively promote equality of opportunity for children and young people with special educational needs and disabilities.

## **14. Environmental Implications**

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



## **Background documents – Appendix 1 Short Breaks Review**

### **Short Breaks**

The Children with Complex Needs Service has a Short Breaks service which enables the Local Authority to meet its legislative duties in relation to disabled children and young people and that of their parents/carers. The legislative duties include:

- Breaks for Carers Regulation 2011
- Children and Families Act 2014
- Children Act 1989 & 2004
- Chronically Sick & Disabled Act 1970

The Short Breaks service provides two types of short break services; a Targeted Short Breaks service and a Specialist Short Breaks service. These services are aimed at disabled children and young people with different levels of needs and that of their parent/carers.

- Targeted Short Breaks Service – is for eligible families with a disabled child/young person who has additional needs that prevents them from accessing activities that would otherwise enable their parent/carers to take short breaks from their caring responsibilities.
- Specialist Short Breaks Service - is for eligible families with a disabled child/young person who need more breaks from caring because their child/young person's needs are so high that they have to spend much more time caring for them than they would if their child was not disabled. This service is for children/young people and their families with the highest levels of need and is accessed through a Children's Social Care assessment.

These are explained in more detail below.

### **Specialist Short Breaks**

Under Section 17 of the Children Act 1989, all children with a disability are considered to be 'Children in Need' without any further test. Therefore all children with a diagnosed disability are eligible to be considered for a Children's Social Care needs assessment by the London Borough of Lewisham. Lewisham has a set criteria in line with legislation which they use in considering whether an assessment would take place or not. This is available on the Lewisham website.

The Specialist Short Break Service was retendered this year after Mayor and Cabinet Agreement. The new contract for two of the three lots was awarded to Ravensbourne who will provide the weekend, holiday and overnight Short Breaks provision from July 2017. The current provider is providing this service until then. The third lot was awarded to Young People Relate to provide a Buddying and Mentoring Service. This service

started in April 2017 and provides support for young people from 12 years of age to develop strategies and approaches to enable them to prepare for adulthood and achieve optimum levels of independence as soon as they are able.

The new commissioned service providers are expected to provide a range of support programmes based on the assessed needs of the children / young people and that of their parent/carers, in order for them to meet the child or young person's identified outcomes.

The identified programmes of support are aimed to enable children and young people to be able to fulfil their potential, become as independent as possible and prepare them for adulthood and help parents/carers to be provided with a greater understanding and confidence to be able to care for their child or young person.

Following an assessment by a social worker, if a child and or parent/carer is assessed as needing a Specialist Short Breaks package in order to meet their needs and identified outcomes, this recommendation is taken to the Care Panel for discussion and agreement. Following agreement at Care Panel the social worker will then inform the Short Breaks service and they will be responsible for arranging and procuring the Specialist Short Breaks package detailed within the care plan.

Depending on the assessment of need the Specialist Short Breaks package could include:

- Direct Payments – which are payments made available to parents/ carers to enable them to identify, choose and buy the required short break support needed to meet their child's additional needs as detailed within their child or young person's care plan.
- Short Breaks In-House Service, commissioned provision and spot purchases of places at:-
- Rockbourne Short Breaks Service (weekday, and holiday service)
- The Saturday Club (Saturday service)
- Ravensbourne Project (Weekend and holiday service)
- House on the Hill, (Residential service)
- Drumbeat Special School (weekend and holiday service)
- Domiciliary care - to assist disabled children or young people with activities of daily living which they are unable to provide for themselves without assistance, such as personal care or carers.
- Brokerage Support – where the required short break support is procured and arranged by the Short Breaks coordinators to meet the disabled child's additional needs to access mainstream activities.
- Young Person Relate – Mentoring and Buddying Service

### **Current Targeted Short Break Criteria**

The Targeted Short Breaks scheme was set up in 2013 and the agreed eligibility criteria for Targeted Short Breaks put in place at that time was that a child or young person must be:

- under the age 18 years
- living permanently within the London borough of Lewisham
- diagnosed as having a disability
- in receipt of the higher rate care component of the disability living allowance
- not already in receipt of a specialist short breaks service.

If children /YP met the above criteria they were automatically eligible to receive the Targeted Short Breaks offer without any further assessment.

If a child or young person was not in receipt of the higher rate care component of the disability living allowance, Short Breaks coordinators would undertake an assessment to establish whether the child/YP were:

Unable to access any activities without support from the Targeted Short Breaks service to meet their additional needs, due to their disability.

Eligible families with disabled children and young people are currently provided with 100 hours of short breaks per annum from caring for their disabled child or young person. Families are offered one of the following options to use their 100 hours:

- Direct Payments – which are payments made available to parents/ carers to enable them to identify, choose and buy the required short break support needed to meet their child's additional needs, while they have a short break. The payments are £10.94 per hour, which works out to be a total of £1,094 per year on a pro rata basis.
- Brokerage Support - Short break support is procured and arranged by the Short Breaks coordinators to meet the disabled child support needs.
- Domiciliary care – a carer who will look after the child or young person for a Short Break in their own home.
- In House Short Breaks Services or young person Lewisham Council Short Breaks Services or young person Rockbourne or the Saturday Club Short Breaks services.

### **Targeted Short Breaks Review**

The Children with Complex Needs Service is committed to continually looking to improve services for disabled children and young people to ensure that it meet their needs and improve life outcomes for them and that of their parents/carers. However, level of demand has been rising, and without taking action would lead to an overspend of the budget next year. As such it has been undertaking a review of its Targeted Short Break Service over the last year, to ensure that services can be provided to meet need within the available budget.

Since the Targeted Short Breaks scheme was established in April 2013, there have been 536 families who have applied for the Targeted Short Breaks. Of those 536 families, 342 families were eligible to receive Targeted Short Breaks. Of those 342 families, as of June 2017, there are 251 receiving a service.

Of the 342 families who were eligible for the service, 259 were automatically eligible because they had the higher rate of disability living allowance, 83 families were assessed and agreed at Care Panel. Of the 83, 16 were as a result of a change from a specialist package to a targeted package.

Of the 342 families who were eligible for the service, the child or young person's age at the date of referral was: 99, 0 – 4 years, 170, 5 -11 years and 73 were 12 + years.

Of the 342 families who were eligible for the service, the primary need of the children and young people was: 258 (75%) children and young people - behaviour, communications, social interaction and learning difficulties, 33 (10%) complex needs, 16 (5%) had a mobility condition, 13 (4%) had health conditions, 9 (3%) had Downs Syndrome, 5 (1%) had global developmental delay, 5 (!%) had parents who had no-one to support to give them a short break, 1 had mental health issues (child), 1 had mental health issues (parent and child) and 1 family circumstances. Of the 342, 251 (73%) had an ASD diagnosis as part of their identified needs.

The data shows that families were accessing services to enable them to have a short break. Whilst their child or young people benefits from developing new skills, having fun and making new friends. It is however felt that further development work is needed within the Short Breaks Service to look at the challenges and barriers that families have in accessing universal activities within the community and how these challenges can be addressed with both the providers and families in order that children and young people are able to access these activities as independently as possible.

### **Targeted Short Breaks Consultation**

The Children with Complex Needs Service undertook a consultation of its Short Breaks offer to families. The aim of this review was to ensure that the services and offer were meeting the needs of the eligible child and young person with disabilities, and that of their parent/ carer and was improving outcomes.

The consultation and engagement activities took place between June 2016 and February 2017 and included the following:

- Consultation events with parent/carers in partnership with Parent Carer forum June 2016

- Two further consultation events held on the 23rd and 27th February for families, children and young people and for representatives from Lewisham parent/ carer forum and Contact a Family
- Questionnaire sent out to all families currently receiving a Targeted Short Break
- Email and telephone contacts given to families to enable them to give individual and personalised feedback.
- In addition there was an arts and craft session held with children and young people receiving the service.

The aim was to seek views on:

- The current service
- The proposed changes
- Ideas on how to provide services

Feedback from the consultation events included:

- The current targeted short break service does enable parents/ carers to access facilities / activities for their children, but that families had to take their children to and from activities themselves, which they did not feel gave them a sufficient short break.
- Most parents felt it would useful to be able to have a more detailed telephone assessment in order to be able to describe their child/young person's needs.
- Most parents felt that it was right that the service matched the child/young person's needs and did not give an automatic amount of hours.
- Some families felt that sessions rather than whole days would not meet their young person's needs
- Most parents identified as a major issue, trying to cope with difficult behaviour at all ages, but particularly in adolescence. They also identified behaviour as the barrier to accessing universal services.
- Families wanted somewhere to go to where the staff were trained and understood the needs of their child or young person.
- There was also a consensus of requests for help with independent living skills / travel training for teenagers.

The key points from the children and young people's art and craft session activity were:

- That the children and young people enjoy the same activities as other children and young people, such as computers, bowling, the cinema, swimming, boxing, cycling, music and going out.
- Friendship was really important to the young people and enjoying activities with other young people.
- They preferred to do activities as a group rather than by themselves.
- The young people would like to go out more and do more activities.

After taking into account the feedback from the consultation activities and analysis of the service a number of proposed changes to the service were identified which will be presented to Mayor and Cabinet in July 2017 for approval.

These Proposed changes include:

- New eligibility criteria
- Up to 100 hours of support rather than an automatic 100 hours
- Introducing AM and PM sessions rather than automatic all day support at the in-house provision at Rockbourne and Saturday Club

The proposed new eligibility criteria for Targeted Short Breaks is the child or young person must be:

- under the age of 18 years
- living permanently within the London Borough of Lewisham
- diagnosed as having a disability
- not already in receipt of a specialist short breaks service
- in receipt of disability living allowance
- unable to access any activities without support from Targeted Short Breaks to meet their additional needs, due to their disability.

Out of the current 251 individuals currently receiving a service, 220 are automatically eligible for a service through having the higher rate care component of the disability living allowance. This will mean that if the change is implemented all of those families who received the service through automatic eligibility will be required to undergo the further review. The data shows that 75 service users are currently spending their direct payment on mainstream activities. The assessment will enable Short Breaks coordinators to check if these services users are able to access these activities independently and whether they have any barriers due to their disability. If they are able to access the activities independently these service users may no longer meet the proposed new eligibility criteria.

This proposed change to the eligibility criteria will enable the Short Breaks service to focus on and identify those children and young people who are unable to activities without support from Targeted Short Breaks to meet their additional needs, due to their disability. It will also enable the Short Breaks service to have a greater understanding of the child and young person's barriers and challenges to accessing activities so that they can work more closely with families to address these with the family's individual Short Breaks offer.

The Short Breaks service will also be putting in place new processes to support those families who are do not meet the eligibility criteria but need signposting and support in accessing mainstream services to enable parent/carers to receive a short break. These processes will include

working with mainstream providers to build their capacity and knowledge to meet the needs of children and young people with SEND.

### **Proposed Change to the Targeted Short Breaks offer to eligible families**

Currently families with disabled children and young people who are eligible for the Targeted Short Breaks service are provided with 100 hours from the service.

The proposed new eligibility criteria (detailed above) removes the automatic entitlement to receive the Targeted Short Breaks offer of 100 hours. This will mean that every family who meets the former eligibility criteria will on review be checked for future eligibility. This will then be reviewed by the Care Package Panel, which is a decision-making panel, which considers the assessments and recommendations put forward by social workers and short breaks coordinators. The Care Package Panel is in place to ensure that all single assessments of children and young people are robust, fair and are appropriately challenged.

Families will be offered the following targeted short breaks service provision options in which to use their short break hours, including:

- Direct Payments
- Brokerage Support
- Domiciliary care
- In House Short Breaks Service – access to Lewisham’s Council’s in house Short Breaks services, Rockbourne or the Saturday Club Short Breaks services, where places are available.

The proposed new offer to families who are eligible for the Targeted Short Breaks will be provided with up to 100 hours of short breaks from caring for their disabled child or young person. If they require more support than the 100 hours then a referral will be made to social workers so that a social work assessment can be carried out under Section 17 Children Act 1989.

To begin to address the barriers and challenges that families are having in accessing mainstream activities it is **proposed** that the use of Direct Payments becomes more focused on:

- Employment of carers
- The additional cost of specialist activities,
- Additional support at activities,
- Specialist services,
- Or specialist equipment to ensure access to activities
- Or other costs that can be demonstrated as required to meet the additional costs of the parent/ carer to access activities.

The Children with Complex Needs service is currently in the process of re-commissioning the preferred provider framework for carers. The service is looking at adding a new Lot for mentors/ buddies (with skills in working with young people with challenging behaviour). When the framework is recommissioned in January 2018, families could have the potential to access this service to use their Targeted Short Breaks offer, which could look at addressing their young person's barriers.

To address the challenges and barriers that families have with accessing universal activities, the Children with Complex Needs service are continuing to consider what additional support options are needed. Also the Council has undertaken an ASD review and the outcome of this review will also help inform what changes are needed to support families who are unable to access universal activities and services due to their child or young person's disability.

### **In House Short Breaks Service (Rockbourne and Saturday Club)**

The Targeted Short Break service review evidenced that parents and young people wanted more access to services where there are trained staff who understand the children/YP's needs and will work with them to develop their skills and increase their independence.

Currently eligible families can use their short break hours to access our in house Short Break Service, Rockbourne or the Saturday Club. However, these services are now at full capacity during holidays and weekend and there isn't any capacity or budget to increase the numbers these services take. There is some availability during the sessions on a weekday evening but take up is low during these times.

The proposed changes to both our in house Short Break Services, Rockbourne and Saturday Club would enable more capacity to be created for the children and young people by creating morning and afternoon sessions rather than all day sessions. Those who need all day sessions will continue to receive them. However not all children and young people need all day sessions.

Currently Rockbourne, Cyberzone and Saturday Club provide the following services:

- Rockbourne which runs short break activities Monday and Wednesday (6.30pm – 8.30pm) and during the school holidays (8am – 6pm). Target age group: 11-17 years (last day of their 17th birthday).
- Saturday Club, run activities to different age groups on alternative Saturdays (10.30am – 3.30pm). Target age group: 8–12 and 13–17 (last day of their 17th birthday).
- Cyber zone, is a self-referral service where children and young people with SEND can attend with their parent/ carer to access the computer suite on a Saturday from 10-4 with two Lewisham Council present to facilitate the session.



Proposed changes to:

- Rockbourne holiday club run a morning session from 9.30 – 12.30 and an afternoon session from 1.30 – 4.30.
- Saturday club run a morning session from 9.30 – 12.30 and an afternoon session from 1.30 – 4.30.
- The evening clubs at Rockbourne reduce from two evening to one evening, due to limited demand for these sessions and increased numbers within the one evening session remaining.
- Closure of the Cyberzone due to limited numbers attending this club and these staff would then be used to increase the numbers at the Saturday club sessions.
- We would expect there to be 24 places in the morning session and 24 places in the afternoon session, during holiday and Saturday sessions. This is an increase from the current number which is approximately 15 at Rockbourne and Saturday Club.
- There may be times when the provider will be expected to take children and young people across both the morning and afternoon session, both at Rockbourne and Saturday Club, this will count as 2 places.
- It is expected that the provider will provide a 1:3 ratio for these children, unless they have been assessed as requiring additional staffing support assessed by the Children with Complex Needs service in partnership with the short breaks club manager. If additional staff ratio is required to meet their additional needs this will count as 2 places for 1:2 staff ratio and 3 places for 1:1.

These changes will enable the service to offer more places to children to attend the holiday club and weekend clubs. But still ensures that those who need additional support can access these services across a whole day.

These changes are in line with the model that we are using for the retendering of our commissioned service to increase from 20 places to 24 places per session for specialist service users. These are service users with the highest level of need as assessed by a social worker under Section 17.

The Children and Complex Needs Service is confident that should these proposals be agreed it will provide greater flexibility for families and allow more families to be able to access services as appropriate.

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**29 November 2017**

Sara Williams  
Director of Children's Services  
London Borough of Lewisham  
1 Catford Road  
Lewisham  
SE6 4RU

Martin Wilkinson, Chief Officer, Lewisham CCG  
Paul Aladenika, Local area nominated officer

Dear Ms Williams

### **Joint local area SEND inspection in Lewisham**

Between 2 October 2017 and 6 October 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Lewisham to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a children's services inspector from the Care Quality Commission (CQC).

Inspectors spoke with children and young people who have special educational needs (SEN) and/or disabilities, parents and carers, local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the SEN reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

This letter outlines our findings from the inspection, including some areas of strength and areas for further improvement.

### **Main findings**

- Leaders are strongly committed to working together to implement the reforms and drive improvement. They have established a range of effective partnerships between education, health and social care teams. These are having a positive impact on the way the local area provides services to meet children's and young people's needs.

- Self-evaluation is accurate. Leaders evaluate the performance of services thoroughly across all ages and use their findings to identify where improvements are needed. For example, the recent review of services for children identified with autistic spectrum disorder (ASD) has bolstered the local area service provision. However, there is still a long waiting time for their assessment to be completed.
- Training for professionals and parents, including in the early years, across the local area is of high quality and available free of charge. This helps to ensure effective communication so that the needs of children and young people are identified accurately and met successfully.
- Joint working between professionals from different services is a positive development. The breadth of services housed at the Kaleidoscope centre is valued by professionals and enables them to meet the needs of children and young people effectively.
- The allocation of a dedicated educational psychologist to work three days each week with children looked after is a strength. This contributes effectively to ensuring that the safeguarding of children and young people who have SEN and/or disabilities is a high priority. This includes all children looked after and young people from Lewisham regardless of where they live, including those placed out of area.
- There have been improvements in meeting statutory timescales for completion of education, health and care plans (EHCPs). For example, the educational psychology service has eliminated its backlog. Similarly, the rate at which statements of special educational needs are being converted to EHCPs has improved and there is a realistic plan to complete these by the 31 March 2018 deadline. However, overall timescales are behind those in other areas of the country but similar to those in other London boroughs.
- There have been improvements in the quality of EHCPs. However, outcomes relating to social inclusion and participation are not always included in the plans. In addition, communication between the different professionals contributing to the plans is not always effective and this limits their impact.
- The special educational needs coordinators' (SENCo) forum is effective. It supports SENCos from Lewisham schools well by providing training, opportunities to discuss issues and support. The SEN panel and the SEN advisory board are also effective. The involvement of the designated medical officer (DMO) in SEN panel meetings is a particular strength and this contributes significantly to joint working.
- The involvement of child and adolescent mental health services (CAMHS) with young people is strong. For example, CAMHS professionals attend a monthly meeting run by the young people to support those who have emotional and mental health difficulties. In addition, young people contribute to the monthly CAMHS advisory board meetings to share their views.
- Parents' and professionals' knowledge of the local offer is very limited. While some parents said that they know about it, many more said that they did not. Even where parents know about the local offer, few find it a useful way to find out about the range of services offered.

- The number of tribunals has been high for some time but there has been a recent reduction. This demonstrates a high level of dissatisfaction among parents that is now starting to diminish.
- Outcomes for pupils at the end of key stages 1 and 2 are positive but those for key stage 4 are less so. Leaders take effective action to identify and provide support for improvement in those schools where outcomes are not good enough. This work is proving to be successful in improving the quality of education in some schools.
- The local area has successfully reduced the proportion of young people who have SEN and/or disabilities and are not in education, employment or training. The numbers compare favourably with national figures.
- Children and young people who receive SEN support are more likely to be excluded from school than their peers.

## **The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities**

### **Strengths**

- Leaders use a range of information effectively to understand the needs of the local area. They use this to identify those children and young people who have SEN and/or disabilities and to ensure that services are provided in a timely manner.
- The daily speech and language drop-in sessions are a strength. These are open to all children and young people up the age of 19 and are held in different parts of the borough on different days. This helps to ensure that children, young people and their parents have easy access to the services.
- Training for professionals and parents across the local area is strong. Many staff, including school SENCos and providers from the private, voluntary and independent sector, noted that training was often of high quality and readily available. In addition, training is often free to professionals, parents and providers. This is having a positive impact on the knowledge and ability of practitioners to identify children and young people's needs accurately.
- Following the new-born bloodspot screening process health visitors offer joint home visits with a specialist nurse to discuss the results and ongoing needs, if appropriate. These joint home visits enable health professionals to support families when problems are identified early in a child's life.
- Most schools in Lewisham report that access to support services for children and young people is good. They are especially positive about the service level agreements they have with the different services. This is because the agreements define clearly the service to be provided and how it is to be delivered.
- Although parents' views are mixed, many feel that their children's needs are identified quickly and early. An example is the identification of children with complex needs. Parents are especially complimentary about the social care team

for complex needs, including 'team around the child' meetings. Professionals work with parents at each stage of the EHCP process to identify what is best for the child.

- There has been positive action to tackle the backlog of statements of special education needs that need converting to EHCPs. For example, the number of statements remaining to be converted has fallen from over 700 in May 2017 to 400 in October. The local area has a credible action plan to complete the remaining conversions by the 31 March 2018 deadline.
- The co-location of services at Kaleidoscope is valued by professionals and by many parents. This is because it enables professionals from different services to liaise effectively and this supports appropriate onward referrals. Parents feel that the ability to make one visit for a range of services is especially valuable. It cuts down travelling time and reduces the number of absences from school to attend appointments.
- The health visiting service supports pupils who are moving from nursery provision to early years classes effectively through the targeted three-and-a-half year reviews. As a result, pupils' needs are identified before they transfer into Reception classes.
- There has been an improvement in the proportion of annual health checks completed by GPs for young people over 14 years of age who have SEN and/or disabilities. This area of work is supported by the transforming care partnership and has seen the health checks rise from 40% to 55% over the past year.
- Following a recent review of the ASD pathway, the local area has made changes to ensure that needs can be met as early as possible. These changes included:
  - a pilot of an educational psychologist contributing to the ASD assessment clinic one day per week
  - a contribution to the SENCo forum offering tailored training
  - the development of processes to increase the involvement of SENCos from identification through to diagnosis
  - providing greater clarity to schools about how to support pupils by responding to their needs while waiting for an ASD diagnosis.
- The development of the joint strategic needs assessment (JSNA) focusing specifically on the youth offending service is especially positive. Together with the training of staff across the different professional areas, this has enabled the service to spot previously unidentified needs. For example, a liaison and diversion officer visits young people who are held at police stations. This enables professionals to identify needs and provide support, including speech and language assessment.

### **Areas for development**

- Despite recent improvements in meeting statutory timescales for completing EHCPs, the local area has struggled. The figures show that the timescales are

consistently behind those in other areas. This means that not all children and young people are having their needs identified quickly enough.

- Parents' views about access to services in the local area are inconsistent. While many are confident about the way their child's needs are recognised, others feel that service is poor.
- Where services have been recently recommissioned, local area partners are not always clear about what is included. For example, the current lack of clarity about the school health service means that there is a gap in the way some children's needs are identified in primary schools. This is because schools, school nurses and other partners do not have a common understanding of the recommissioned arrangements.
- There has been a significant backlog in the reports prepared by the educational psychology service for EHCPs. Between April 2016 and March 2017, 75 plans were more than 12 weeks late. While this has improved, there are still some delays.
- The one-year and two- to two-and-a-half-year reviews cover between 70% and 75% of children. Around a quarter of all children do not attend. This limits the opportunity for the early identification of needs.
- The two-year reviews for children are not integrated with those carried out in early years settings. This lack of coordination limits the opportunity for joint working and the 'tell it once' approach.
- Not all schools understand that the requirement for evidence of a child's need to be gathered over four terms is flexible. This results in delays in referring children to the SEN panel to request formal assessment.

## **The effectiveness of the local area in meeting the needs of children and young people who have SEN and/or disabilities**

### **Strengths**

- Leaders have an accurate understanding of how well services perform. They use their knowledge to pinpoint exactly where improvements can be made to best effect.
- Joint working, where experts from different services work together to meet the needs of children and young people, is a positive development. Staff are enthusiastic about this approach to their work. They value the benefits it brings to working conditions as well as how effectively children and young people's needs are met.
- The short breaks service, including direct payments, provides support for over 300 children and young people. For example, young people are enabled to walk to school or college by themselves, helping them to develop their ability to take part socially. In addition, social workers help parents to make the most of their benefits. This enables parents to better support their child.
- The SENCo forum is effective in supporting SENCos and providing well-developed

multi-agency opportunities to discuss issues. The forum is chaired by the principal educational psychologist and provides access to a wide range of specialist training. Staff consider this training to be first rate. As one SENCo noted, 'This is the best training I have ever had.'

- The way the SEN panel and the SEN advisory board make decisions is robust but fair and transparent. The involvement of the DMO in SEN panel meetings provides a broad health perspective that helps to inform decision-making, as does the attendance of representatives from therapy teams. This helps to ensure that the work of the panel and the advisory board is effective and consequently it is rated highly by staff and some parents.
- A strength of the work of the SEN panel is that it offers a team around the child meeting to all parents who are not given an assessment or provided with an EHCP. This means that any disappointments can be managed sensitively and that children and young people receive alternative support. This is helping to reduce the number of tribunals.
- Links between health visitors and GPs are strong. This supports the prompt identification of needs and appropriate referral where necessary. It also supports the 'tell it once' principle.
- The service level agreement with CAMHS has had a positive impact on the assessment of children and young people with possible ASD. This enables CAMHS to offer consultation to those children being assessed for ASD, even if they are not currently open to CAMHS. This recent development has strengthened the assessment process in line with best practice guidance.
- The hospital at home nursing team provides care that would traditionally have required an inpatient stay. As well as reducing bed pressures, this has a positive impact on children and families by keeping them together during treatment.
- The 'Drumbeat' service provides effective training and support for professionals and parents. Its ASD outreach work is valued by parents, who feel it supports their children successfully.
- The speech and language therapy service works with those schools that commission additional input for children who do not meet the threshold for specialist speech and language services. This has a positive impact on outcomes for this group of children.
- Therapists support pupils transferring from primary to secondary school well. They offer a range of activities that enable pupils to deal with the anxiety of moving schools.
- CAMHS participation with young people is strong and influences service design and delivery. Young people attend and contribute to the monthly CAMHS Advisory Board meetings as well as meeting with commissioners to share the views of young people. They work with professionals in the recruitment of staff, forming part of interview panels. As a result, the service meets the needs of Lewisham children and young people more effectively.
- Children and young people are offered a collaborative service through the joint initial assessment (JIA) clinic if it is considered likely that they will need



multidisciplinary health treatment. This reduces the need for several appointments and ensures that the different services work together to provide comprehensive treatment and care. In addition, this ensures that needs can be more accurately identified and met.

- The quality of EHCPs has improved over time. Health and social care factors are more likely to be included than previously and outcomes are more focused. This is resulting in plans that better meet the child or young person's needs.
- The special needs nursing team offers a strong service for children with complex needs in special schools and for those who attend mainstream schools and have an EHCP. As a result, these children receive well-coordinated support for their health needs.
- Health visitors, children's centres and midwives have developed an information 'pathway' that helps parents understand the universal 0 to 5 services. This is a welcome development and exemplifies the emphasis on joint working.
- Specialist equipment for children and young people with complex needs is readily accessible. A weekly equipment panel that includes leaders from health, social care, and the local authority ensures balanced and responsive decision-making.

### **Areas for development**

- Although the short breaks service offers a wide range of services for children and young people up to the age of 18, these taper off as they become older. This is especially the case for activities that encourage young people aged 18 to 25 to take part in social events. Parents, too, feel that there are fewer activities to access once young people reach adulthood.
- The take-up of personal budgets is low. This includes direct payments and personal health budgets. The local area recognises that there is more work to do to promote this service and provide case study examples. Increasing the use of personal budgets is part of the local area's SEND strategy but this has not yet had an impact on the rate of take-up.
- Children and young people identified with ASD wait too long for their assessment to be completed. Although this waiting time has been reduced significantly, it is currently nine months. Leaders recognise that more needs to be done to improve these waiting times.
- While there have been improvements in EHCP plans, some inconsistencies remain. For example, health professionals who have contributed to the plans do not always see the draft or receive the final version. Similarly, social participation outcomes are not routinely integrated into the plans, including those identified by the short breaks service. As a result, joined-up working and effective communication for some children is not consistent.
- Although many parents are positive about the way professionals work together to assess their children's needs, there are others who are not. This mixed picture means that a large minority of parents do not feel that they, and their children, are getting a good enough service.

## **The effectiveness of the local area in improving outcomes of children and young people who have SEN and/or disabilities**

### **Strengths**

- Pupils of primary school age benefit from a high standard of educational provision. As a result, outcomes for pupils at the end of key stage 1 and key stage 2 are positive.
- The number of young people who have SEN and/or disabilities and are not in education, employment or training is reducing over time. The proportion who stay in education, employment or training is broadly average.
- Therapy services use outcome measurements to plan and evaluate the effectiveness of their work. For example, the speech and language service is using therapy outcome measures (TOMs) to track speech and language development and a child or young person's overall well-being. The evaluation of this process is used to better understand the impact of the interventions. There is a pilot to share TOMs with schools to help staff understand the impact of therapy intervention. This supports school staff in making appropriate referrals although it is too early to judge its impact.
- The quarterly multi-agency transition meeting provides an appropriate forum to discuss young people over 14 years of age. All professional groups at Kaleidoscope are represented at the transition meetings, which increases the chances of young people improving their outcomes into adulthood.
- Young people value travel training, which helps them to travel to school or college independently. They feel that the training has been successful. For example, a Year 13 student was proud that he could walk to school 'by myself'. Similarly, a Year 12 student currently going through the training was keen to finish so she could travel to college independently.
- Recent developments in health services for young people preparing for adulthood are positive. For example, CAMHS has developed strong relationships with the adult 'improving access to psychological therapies' (IAPT) service. This has resulted in an agreement that young people referred to IAPT, who are approaching adulthood, will be accepted by the adult service before they are 18 years old. Young people referred into CAMHS, who are approaching the age of transition and experiencing self-harm and/or suicidal ideas, are prioritised on the waiting list. This helps to ensure that young people receive a more timely service.
- The focus of the JSNA process on the youth offending service has resulted in some positive outcomes. For example, the early intervention with young people held at police stations is helping to reduce reoffending rates.

### **Areas for development**

- Outcomes in key stage 4 are less positive than those in key stages 1 and 2. There has been a small improvement in outcomes over the past two years but, as leaders recognise, this is still not strong enough. Leaders have taken clear action

to identify those schools where outcomes are not good enough and have intervened to effect improvement. This includes all, schools regardless of whether they are a maintained school or an academy.

- The proportion of young people not in education, employment or training is higher for those who have SEN and/or disabilities than for others.
- EHCPs' health outcomes are not always sharp enough. As a result, the interventions are not easily understood and mean that parents may have unrealistic expectations of what the service can deliver.
- Children and young people who receive SEN support are more likely to be excluded from school than their peers. For example, 36% of all fixed-term exclusions were of those pupils identified as SEN support. This group makes up around 17% of the total school population and they are thus over-represented in the overall figures of fixed-term exclusions. While this is similar to the national picture, it nevertheless presents a challenge to the local area.

Yours sincerely

Brian Oppenheim

**Her Majesty's Inspector**

<b>Ofsted</b>	<b>Care Quality Commission</b>
Michael Sheridan Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Brian Oppenheim HMI Lead Inspector	Karen Collins-Beckett CQC Inspector
Roger Rickman Ofsted Inspector	

Cc: DfE Department for Education  
Clinical commissioning group(s)  
Director Public Health for the local area  
Department of Health  
NHS England

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<b>Children and Young People Select Committee</b>		
<b>Report Title</b>	Secondary Schools GCSE Results including update on Secondary Challenge	
<b>Key Decision</b>		Item No. 7
<b>Ward</b>	All	
<b>Contributors</b>	Head of Standards and Inclusion Service Manager for School Improvement and Intervention	
<b>Class</b>	Part 1 - open	Date: 11 <sup>th</sup> December 2017

## 1 Summary

1. This report follows on from the presentation and report to the Children and Young People Select Committee in October 2017. That report gave borough wide results at Key Stages 1,2,4 and 5 based on the then provisional results. The provisional GCSE results have now been published on a school by school basis so this report provides that headline data. These results are still subject to appeals and re-marks and it is not yet possible to analyse them by contextual factors such as eligibility for free school meals and ethnicity.

## 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 Across the London Borough of Lewisham there is a widespread working commitment to the vision, set out in Lewisham Council's Sustainable Community Strategy 2008-2020, to "*make Lewisham the best place in London to live, work and learn*". Education's distinct contribution to the achievement of this vision is to improve the lives and life chances of children and young people in Lewisham.
- 3.2 The Children and Young People's Plan 2015-18 includes improving attainment at Key Stage 4 as a top priority.
- 3.3 In 2016, Lewisham Council published the report of its Education Commission which identified a series of actions which needed to be put in place to improve educational standards in the borough.

## 4 Background

- 4.1 Changes to GCSE examinations

- 4.1.1 The examinations taken in English and Mathematics were the first to be taken that had no coursework and were assessed on a 9-1 scale. Grade 5 being judged as a strong pass and Grade 4 a standard pass.
- 4.1.2 Ofsted as well as Ofqual have made it clear that comparisons with the 2016 English and Mathematics results are not feasible due to the significant changes in the way these subjects have been assessed in 2017.
- 4.1.3 As usual at this time of the year the results are pending appeals and remarks so they may change before publication of the validated results in January.
- 4.1.4 The information in the table below is from the DfE Performance tables published on 12<sup>th</sup> October 2017. This is still the **unvalidated** data.

#### 4.2 Year on Year summary

Measure	Improvement/Decline
5+ passes including 4+ in both English and mathematics	+5%
Basics 4+ in both English and mathematics	+2%
English 4+	+3%
Mathematics 4+	+1%
English 5+ (new performance measure)	59.3%
Mathematics 5+ (new performance measure)	42.7%
Science (2 A*-C from 3 subjects or double award)	-1%
Languages A*-C	+2%
Humanities A*-C	-1%

4.2.1 It is pleasing to see some improvements in the majority of the measures above. However, these improvements are not sufficient for the borough's students especially in mathematics, given that we aspire to reach London averages. The decline in science and humanities is disappointing especially as this was the last year of the old examination specification. As borough averages, these figures mask the large variation between individual schools, some of which improved significantly.

#### 4.3 School by school performance data

4.3.1 A factsheet which explains Progress 8 (P8), Attainment 8 (A8) and EBacc is attached as Appendix 1.

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %
Addey and Stanhope School	119	-0.63	39.9	53	32	12	10
School	Year 11 cohort	P8	A8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBACC %	5+ EBACC %
Bonus Pastor Catholic College	141	0.4	51.8	73	51	21	20
Conisborough College	168	-0.37	39.9	46	32	7	6
Deptford Green School	191	-0.34	39.7	50	29	16	13
Forest Hill School	227	-0.74	42.0	55	33	19	15
Haberdashers' Aske's Hatcham College	203	0.16	52.5	72	50	34	29
Haberdasher's Askes' Knights Academy	172	-0.5	42.1	58	24	16	12
Prendergast School	115	0.43	56.5	75	56	40	35
Prendergast Ladywell School	159	-0.76	39.5	47	26	23	17
Prendergast Vale School	110	-0.13	47.0	60	47	38	35
St Matthew Academy	142	0.23	48.6	69	50	23	23
Sedgehill School	161	-1.03	35.4	41	24	8	6
Sydenham School	191	0.3	51.5	70	48	42	36
Trinity Church of England School	107	-0.42	46.1	69	43	19	19

School	5 passes at GCSE including 4+ in both English and mathematics %	Comparison with 2016 %
Addey and Stanhope	53	-5
Bonus Pastor Catholic College	70	+5
Conisborough College	47	+4
Deptford Green School	50	-12
Forest Hill School	53	+14
Haberdashers' Aske's Hatcham College	72	+7
Haberdashers' Aske's Knights Academy	49	+7
Prendergast School	74	+8

Prendergast Ladywell School	47	+13
Prendergast Vale School	57	+5
St Matthew Academy	70	+15
Sedgehill School	39	+4
Sydenham School	67	+3
Trinity Church of England School	62	+9

4.3.2 It should be noted that although the old measure of 5 GCSE passes at 4+ including English and mathematics has been included this is not one that is used nationally any more. It has been included for comparison in a year of change. This measure shows an improving picture across the majority of Lewisham secondary schools.

4.3.3 In all schools, leaders have undertaken a detailed analysis of the outcomes to ascertain the reasons for areas of underperformance. From this analysis action plans as well as pupils progress meetings focus on the strategies needed to address the areas of concern.

#### 4.4 Lewisham in the national and London context

	<b>9-4% pass</b>	<b>9-5% pass</b>	<b>P8 average</b>	<b>A8 average score per pupil</b>
Lewisham	57.9	37.4	-0.27	44
Inner London	65.3	45.5	0.21	47.8
London	67.3	47.7	0.22	48.6
England (state funded schools)	63.3	42.2	-0.03	46

4.4.1 Lewisham is likely to be at bottom of the London tables again in all measures except the average Attainment 8 score when the final results are published. The work of Lewisham Secondary challenge is visible in the individual school results but the work to turn around the full borough picture is a longer term endeavour.

#### 4.5 Lewisham Secondary Challenge

4.5.1 2016/17 was the first year of the Lewisham Secondary Challenge's work to raise standards across the secondary schools. In the first year of the Challenge the focus was on 3 improvement areas:



- GCSE outcomes in mathematics
- GCSE outcomes in science
- The quality of middle leadership

4.5.2 These results, while they show some improvement are only the first stage in a process that will take more than one year to embed. All our secondary school leaders are committed to improvement and continue to prioritise improvement in the quality of teaching, leading to better provision in all our schools.

4.5.3 A report was commissioned by the Secondary Challenge Operational Group (made up of headteachers plus the LA) to assess its impact after the first year and make recommendations for its future direction. Headteachers were asked to respond to a survey which looked at the activities and support provided by the Challenge.

4.5.4 Positive impact was identified as:

- There were slight increases in the proportion of students gaining passes at the new standard 4+ grade in both English and mathematics, which contributed to an improved Basics figure at 4+.
- A larger increase came in the number of students gaining five or more passes at GCSE, including 4+ levels in English and mathematics.
- In the non-reformed subjects, although science and humanities saw a slight decrease, languages gained a slight increase in A\*-C grades.
- There is clear evidence of an upward trend in terms of Ofsted inspection outcomes. Two schools in the partnership have received Ofsted inspections in the last academic year and moved from Requires Improvement into Good. Only one school remains in the Inadequate category. This is directly attributable to the vast array of support and actions taken over the past year, detailed in The Lewisham Menu and Outcomes Update document. Hence, the improvement in these two schools can be related to the impact of the valuable work carried out throughout the Lewisham Secondary Challenge partnership. This academic year, one of the Good schools has risen to Outstanding, while another has retained Outstanding.

4.5.5 Areas for further development have been identified as:

- Provide further support and development for middle leaders in order to increase their level of accountability and ownership, as well as building leadership capacity.
- Provide additional support and training for senior leaders to develop their evaluative skills and deepen their understanding of the big picture.
- Organise more frequent collaborative Heads of Department meetings in all subject areas in order to share effective practice and engage in peer mentoring.
- Further improve outcomes for all students but particularly those who are disadvantaged and/or have special educational needs.

- Increase the proportion of students achieving higher grades – 7, 8, 9 in the new reformed specifications.
- Continue improvement in Basics grades – English and mathematics.

4.5.6 The Lewisham Secondary Challenge programme is being greatly extended this year, following a successful bid (involving ATLAS, the Haberdashers' Teaching School Alliance) for the DfE's Strategic School Improvement Fund. Lewisham gained £750k which is the largest successful bid in the country. All schools will access support under this programme, but there will be targeting at those with greatest need. These needs have been identified through a rigorous process of peer review carried out in each school, involving external partnership such as Hackney Learning Trust.

## **5 Financial Implications**

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

## **6 Legal Implications**

6.1 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.

## **7 Equalities Implications**

7.1 The performance of pupils at all assessment points in their schooling is analysed by schools both by the whole cohort as well as by different groupings such as:

- Gender
- Disadvantaged
- Special Needs and Disabilities
- English as an Additional Language

7.2 These group's progress and attainment will be analysed in the report that will be written when the validated results are available after January 2018.

## **8 Environmental Implications**

8.1 There are no environmental implications arising from this report.



## **9 Crime and Disorder Implications**

9.1 There are no crime and disorder implications arising from this report

Report author - Jackie Jones, Service Manager for School Improvement and Intervention.

## Appendix 1

The key measures against which a secondary school is judged are **Progress 8 and Attainment 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.

These 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.

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.

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.

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.

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.

The EBACC (English Baccalaureate) is a group of 5 subjects: English, mathematics, science, humanities and a modern foreign language. To achieve the EBACC pupils must gain at least a C/4 grade in all 5 subjects.

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<b>Children and Young People Select Committee</b>			
<b>Title</b>	Transition from Primary to Secondary School	<b>Item No.</b>	8
<b>Contributors</b>	Scrutiny Manager		
<b>Class</b>	Part 1	<b>Date</b>	11 December 2017

**1. Purpose of paper**

- 1.1 As part of the work programme for 2016/7 municipal year, the Select Committee agreed to carry out a review of the recruitment and retention of school staff. The review was scoped in April 2017 and evidence gathered at the meetings in June and September 2017 and at visits to schools in June and July 2017.
- 1.2 The attached report presents the evidence received for the review. Members of the Committee are asked to agree the report and suggest recommendations for submission to Mayor and Cabinet.

**2. Recommendations**

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

**3. The report and recommendations**

- 3.1 The draft report attached at **Appendix 1** presents the written and verbal evidence received by the Committee. The recommendations and conclusion will be inserted once the draft report has been agreed and the finalised report will be presented to a Mayor and Cabinet at the earliest opportunity.

**4. Legal implications**

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

**5. Financial implications**

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

## **6. Equalities implications**

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

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



# Overview and Scrutiny

## Review of recruitment and retention of school staff

Children and Young People's Select Committee  
December 2017



### Membership of the Children and Young People's Select Committee in 2017/18:

Councill Luke Sorba (Chair)

Councillor Liz Johnston-Franklin (Vice-Chair)

Councillor Chris Barnham

Councillor Andre Boume

Councillor Joyce Jacca

Councillor Helen Klier

Councillor Hilary Moore

Councillor Jacq Paschoud

Councillor John Paschoud

Councillor Alan Till

Kevin Mantle (Parent Governor Representative)

Sharon Archibald (Parent Governor Representative) until July 2017

Lilian Brooks (Parent Governor Representative) from October 2017

Gail Exon (Church Representative)

Monsignor Nicholas Rothon (Church Representative)

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DRAFT

## Chair's Introduction

Alongside funding shortfalls, the recruitment and retention of school staff, especially teachers, is a major challenge facing State-provided education today. In a recent survey, 76% of secondary school leaders reported it as a difficulty coming only second to budget pressures as their area of highest concern. Between 2011 and 2014 the number of teachers leaving the profession rose by 11% with 28% of Newly Qualified Teachers abandoning their career within five years of starting. A Guardian Survey in 2016 reported that 43% of teachers in England were planning to leave the profession within five years (exclusive of retirement).



Clearly this is not a challenge specific to Lewisham but a national one and as such is controlled by factors often outside of Lewisham Council's direct influence such as central government policy. It also has to be set against a regional background such as the cost of living (particularly housing costs) in London and the South East. Significantly, the "wastage rate" in London of 1 in 8.5 teachers is one of the highest in the developed world. Finally there is the local context with Lewisham's position as one of the most deprived boroughs in the country and an estimated 11% drop in real term funding facing our schools between now and 2020.

One motivation for conducting this research is the lack of evidence of nationally driven systematic solutions to address the growing crisis. The Institute for Fiscal Studies predicts a 450,000 rise in secondary school places over the next three years requiring an additional 30,000 teachers yet the National Audit Office in 2016 concluded "the Department (DfE) has **not** set out in a coherent way and shared with schools and the teaching profession how they can work together to improve the teaching workforce." While the most recent School Teachers' Review Body report concluded "the trends in recruitment and retention evident last year have continued... we consider that this presents a substantial risk to the functioning of an effective education system."

While the Children and Young People Select Committee recognises the varying degrees of autonomy granted to Head Teachers and Governing Bodies, even more so in Academy Schools, and previous efforts made in this area, we felt there remains a deficit in successful strategic thinking around teacher (and other staff) recruitment and retention which we might contribute toward filling. So our recommendations below are made in the spirit of partnership with all those who work with and within Lewisham's schools, many of which we witnessed on our visits fostering the same culture of mutual support and commitment to positive change embraced by this committee.

With that in mind I would like to thank not only my fellow Committee members, both Councillors and non-Councillors alike, for their efforts but also the schools themselves whose staff gave up precious time to support our investigations; and Council officers, particularly our Scrutiny Manager who shouldered the heaviest burden in compiling this report.

### **Councillor Luke Sorba**

Chair of the Children and Young People Select Committee

## 1. Introduction

- 1.1. The London Borough of Lewisham is committed to raising standards in its secondary schools. In support of this aim, the CYP Select Committee agreed to look in-depth at the recruitment and retention of school staff across the borough's schools.
- 1.2. Multiple studies have shown unequivocally that good quality teaching leads to better learning outcomes across all ability groups. Recruiting, preparing, and retaining good teachers is key to raising attainment levels in our schools.
- 1.3. This review looks at the challenges for Lewisham schools and recommends ways in which recruitment and retention rates and practices could be improved.

## 2. Purpose and structure of Review

- 2.1. At its meeting on 18 April 2017, the Committee agreed the scope of the review. It was agreed that the review would address the following key lines of enquiry:
- 2.2. **Financial context**
  - What are the challenges and constraints faced by schools?
    - New Funding Formula
    - Inflationary pressures including changes to employer contributions
    - Pupil place planning, forecasting and forward planning
    - Changes in curriculum and government legislation
    - Demographics of local population
    - Balancing budgets – experience and quality versus cost?
- 2.3. **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?
- 2.4. **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?
- 2.5. The timetable for the review was as follows:
  - **28 June 2017** - first evidence taking session to consider evidence relating to the national context, including school finances.
  - **13 July 2017** – second evidence taking session to consider recruitment and retention issues in Lewisham, and to look at current practices.
  - Survey of school head teachers and governors (April – June 2017)
  - **13 September 2017** – recommendations and final report.

- 2.6. The Committee agreed to extend the timeframe due to the unforeseen general election, to ensure sufficient time for evidence gathering. As a result the second evidence session was postponed until 13 September 2017. The final report was considered on 11 December 2017.
- 2.7. As part of their evidence gathering, Members of the Committee attended the following visits to schools:
- On 13 June to St William of York R. C. Primary School where Councillors Johnston-Franklin, Jacca and Monsignor Rother met the head teacher.
  - On 12 July to Brindishe Green Primary School, where Councillors John Paschoud, Jacq Paschoud and Luke Sorba met the Executive head teacher and head teacher
  - On 29 June to Haberdasher Aske's Hatcham College where Councillor Klier met the Principal of HAHC and HR Director for the Haberdasher Aske's Academy Federation (HAAF).
- 2.8. On 3 July 2017 the Scrutiny Manager attended a seminar hosted by Nottingham City Council to find out about England's first fair workload charter for school staff, and the findings were reported to the Committee on 13 September.

### **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 a strategic vision for the London Borough of Lewisham and partners and a key aspect is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:
- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
  - AA2: Ensuring all our children are ready to participate fully in school.
  - AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.

- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- 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. National context

**“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.”**

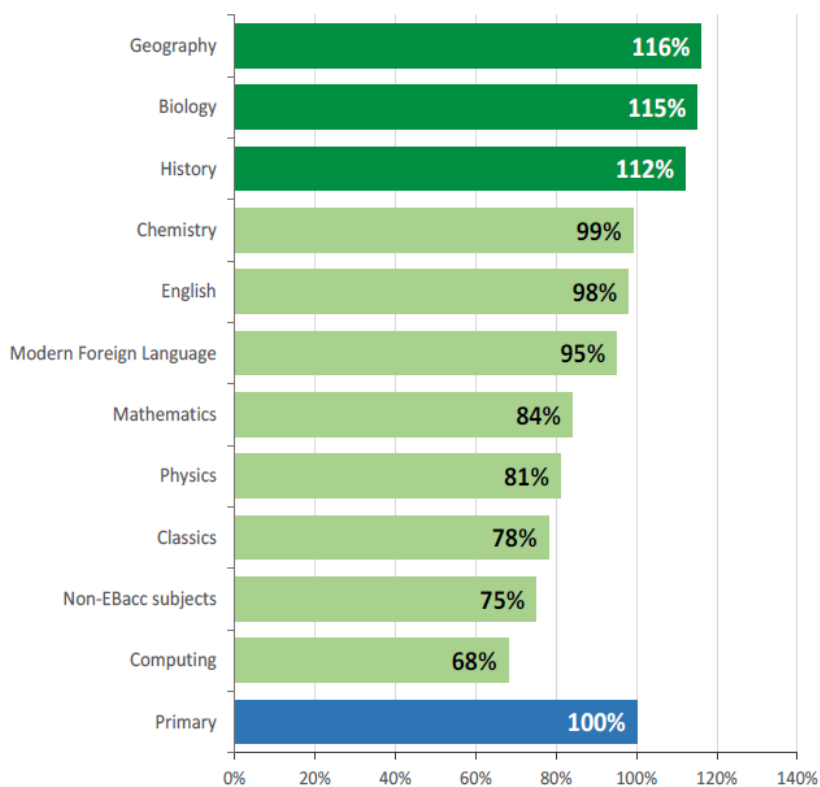
*Education Excellence Everywhere, Department for Education, March 2016*

- 4.1. The recruitment and retention of teachers is a key issue nationally. Birth rates have been rising since 2002, leading to increased pressure for places in primary school from 2010. Between 2015 and 2024, pupil numbers in state-funded secondary schools have been projected to increase by 20%.<sup>1</sup>
- 4.2. There is a teacher shortage. Schools are finding it hard to attract quality candidates. The problem is felt more acutely in secondary schools.
- 4.3. Some subjects are harder to recruit to than others. The table below shows the percentage recruited against the 2016-17 targets set out in the Teacher Supply Model, a statistical model that seeks to predict the future national need.

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<sup>1</sup> Department for Education “Schools, pupils and their characteristics: January 2016” published 28 June 2016.

Recruitment against TSM targets varies by subject and phase



- 4.4. The State of Education Survey Report 2016<sup>2</sup> highlights that more than half of leaders in London schools stated that they were facing a shortage of teachers, which the percentage rising further in secondary schools.
- 4.5. While the total number of full-time equivalent (FTE) teachers working in state funded schools in England has continued to rise, the FTE number of teachers in secondary schools has reduced by 2500 (a reduction of 1.2%).<sup>3</sup>
- 4.6. In 2016 the rate of qualified teachers entering the profession was the lowest it has been in five years.<sup>4</sup>

<sup>2</sup> State of Education Survey Report, 2016 [http://anep.mx/boletin/pdf\\_infos/2016-05\\_survey\\_keyorg.pdf](http://anep.mx/boletin/pdf_infos/2016-05_survey_keyorg.pdf)

<sup>3</sup> Department for Education "Schools, pupils and their characteristics: January 2016", published 28 June 2016

<sup>4</sup> Schools Week, page 8-9, Friday, 20 June 2017

TEACHERS ARE CONTINUING TO LEAVE FASTER THAN EVER						
	Year qualified	Recorded in service by	Number of newly qualified entrants entering service	1 year	2 years	3 years
First, the good news: the percentage of teachers remaining in the profession after one year has remained stable - at 87%.	1996	March 1997	18,100	91%	84%	79%
	1997	March 1998	18,900	90%	83%	77%
	1998	March 1999	17,800	89%	81%	77%
	1999	March 2000	18,300	88%	82%	77%
	2000	March 2001	17,600	89%	83%	78%
Now, the bad news: after three years in the job, they are leaving faster than ever.	2001	March 2002	18,600	89%	82%	78%
	2002	March 2003	20,700	89%	83%	78%
	2003	March 2004	23,000	90%	83%	77%
	2004	March 2005	25,200	89%	81%	77%
Just 74% of teachers that started working in 2013 were still in a teaching post three years later - that's the lowest figure since records	2005	March 2006	25,700	86%	81%	77%
	2006	March 2007	24,000	87%	81%	77%
	2007	March 2008	24,400	88%	82%	78%
	2008	March 2009	24,400	88%	82%	80%
	2009	March 2010	22,300	87%	83%	79%
	2010	November 2010	24,100	87%	82%	77%
	2011	November 2011	20,600	88%	83%	77%
	2012	November 2012	23,000	88%	81%	75%
	2013	November 2013	23,600	87%	80%	74%
	2014	November 2014	24,200	87%	79%	
2015	November 2015	25,500	87%			
2016	November 2016	24,400				

- 4.7. Schools have also seen an increase in numbers of unqualified teachers working in schools, usually in free schools or academies.
- 4.8. There are six main routes in 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 four years. and the problem is getting worse. In 2012/13 the Department for Education (DfE) missed its overall target for filling training places by 1%. By 2014/15 this had risen to 9%. The reporting method was changed in 2015/16 to cover only post graduate trainees but the target was still missed by 6%.
- 4.9. In 2015/16 some 14 out of 17 secondary subjects had unfilled training places. The harder to fill the place, the more likely training providers will accept applicants with lower qualifications<sup>5</sup>. The number of routes into teaching and plethora of providers has also been criticised for causing confusion and discouragement to potential candidates.<sup>6</sup>
- 4.10. Although the national primary target has been met, some primary head teachers “are struggling to recruit enough teachers and are doubtful about

<sup>5</sup> NAO, Training New Teachers, February 2016 <https://www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers-Summary.pdf>

<sup>6</sup> ibid



the teacher supply model suggestion that we are overtraining on primary teachers”.<sup>7</sup>

- 4.11. The Wellcome Trust, in its report “Primary Science: is it missing out?”<sup>8</sup> reported a lack of science and maths expertise in primary schools, as well as weak strategic leadership in these subjects.
- 4.12. The Institute for Fiscal Studies estimates that, in order to maintain the current pupil: teacher ratio, there would need to be an additional 30,000 teachers in the profession by 2020 compared to today, as the pupil population is expected to rise by 450,000 between 2016 and 2020.<sup>9</sup>

### **New teachers are leaving the profession faster than ever**

- 4.13. Whereas 87% of teachers entering the profession remain in teaching at the end of 1 year, the figure drops dramatically and by the end of 3 years, just 74% remain, the lowest figure since records began in 1996.
- 4.14. Teacher ‘wastage’ – the number of teachers leaving the profession for reasons other than retirement – is at the highest rate for 10 years, at 9.4% for full time teachers and 14% for part time. Teacher wastage rates are greater in London than in any other region – a rate of around 1 in every 8-9 teachers.<sup>10</sup>

### **Reasons for leaving**

- 4.15. 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%) calling it a *very serious problem*.

### **Staff working beyond timetabled hours**

- 4.16. Changes to the National Curriculum and exams and tests have brought additional pressures for teachers. A recent article in the Guardian states that: “Recent analysis by the Education Policy Institute found teachers in England are working longer hours on average than in most other countries. Full-time teachers in England reported working 48.2 hours a week on average, including evenings and weekends.
- 4.17. It was 19% longer than the average elsewhere of 40.6 hours. Only Japan and Alberta reported longer average working hours than teachers in England.

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<sup>7</sup> James Noble-Rogers, Universities Council for the Education of Teachers, giving evidence to the House of Commons Education Committee, report published 21 February 2017

<sup>8</sup> Primary Science: is it missing out? – recommendations for reviving primary science, Wellcome Trust, September 2014.

<sup>9</sup> Institute for Fiscal Studies “English schools will feel the pinch over the next 5 years” 2015, available at: <http://www.ifs.org.uk/publications/8027>

<sup>10</sup> Martin Powell-Davies, London Regional Secretary, NUT, giving evidence to the GLA Education Panel on 17 November 2016. A transcript of the meeting can be found at <https://www.london.gov.uk/moderngov/documents/b14896/Minutes-%20Appendix%201-%20Transcript%20of%20Item%205%20Thursday%2017-Nov-2016%2014.00%20Education%20Panel.pdf?T=9>

The analysis found that half of full-time teachers work between 40 and 58 hours, while a fifth of teachers work 60 hours or more.”<sup>11</sup>

### **Other factors**

- 4.18. Britain’s decision to leave the EU may impact on the recruitment and retention of school staff, but the full implications are yet to be understood. Department of Education figures show that nearly 5000 of those gaining QTS in the year 2015-16 were from the European Economic Area (EEA), up from 2000 in 2010.<sup>12</sup>
- 4.19. Schools with “requires Improvement” or “Inadequate” Ofsted ratings find recruitment even more challenging<sup>13</sup>. Local factors such as reputation, accessibility, cost of housing also affect schools’ ability to attract good quality candidates.

### **Stress**

- 4.20. Research commissioned by the charity *Education Support Partnership* indicated that 81% of people working in education experienced mental health symptoms stemming from their work.
- 4.21. Of those, 77% experienced stress, 60% experienced anxiety and 38% experienced depression. Some 81% blamed workload for their mental health issues, and 77% of those surveyed had already or were considering leaving education due to pressure on mental health.<sup>14</sup>

### **Schools’ finance and budgetary pressures**

- 4.22. At the time of embarking upon this review, the government was planning to introduce a national funding formula for schools. This looked set to see the majority of London schools lose funding.
- 4.23. The new national formula will be introduced in April 2018. It will be operated by the Department of Education, who will run the national formula for each school, add up the sum generated for each local authority and then pass it to the LA for distribution amongst their schools. This does not need to be the same method as the national funding formula but the funding can be distributed in line with the Local Authority’s own current funding formula mechanism. This arrangement is currently planned to last for two years.
- 4.24. When proposals for the new formula were introduced, it was anticipated that Lewisham schools would lose a significant amount of funding. The government had previously committed to protecting the worst affected schools by ensuring that no school would lose more than 3% of its annual

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<sup>11</sup> [https://www.theguardian.com/education/2017/jul/08/almost-a-quarter-of-teachers-who-have-qualified-since-2011-have-left-profession?CMP=Share\\_AndroidApp\\_Email](https://www.theguardian.com/education/2017/jul/08/almost-a-quarter-of-teachers-who-have-qualified-since-2011-have-left-profession?CMP=Share_AndroidApp_Email)

<sup>12</sup> Initial Teacher Training Census 2016/17, Department for Education [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/572290/ITT\\_Census\\_1617\\_SFR\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/572290/ITT_Census_1617_SFR_Final.pdf)

<sup>13</sup> The NAHT school recruitment survey 2016

<sup>14</sup> <https://www.educationsupportpartnership.org.uk/resources/research-reports/2015-health-survey>

budget. Under the original proposals every one of Lewisham schools was at the 3% funding floor.

- 4.25. However, since the policy was announced, a general election had taken place and in their manifestos all parties committed to providing more funding for schools. Following the election, government ministers confirmed their commitment to introducing the national funding formula. However they also gave reassurances that no school would lose out under the formula. The government also provided a guarantee that there would be sufficient funds to provide a 0.5% increase in the per pupil sum for both the next two years.
- 4.26. Over the past few years, schools' funding settlements have been frozen in Lewisham, meaning that schools have faced a real terms loss due to inflationary pressure. Inflation is expected to amount to 8% over the next three years with the additional funding of 0.5% in the next two years, means schools in Lewisham are likely to see a real terms reduction of 7% over this period.
- 4.27. The pupils projections show that pupil numbers overall are falling in Lewisham, this has reversed the trend in the last few years, and schools will need to address the consequent reduction in funding.
- 4.28. As schools are feeling the pinch, so are teachers. Austerity pay limits imposed by central government mean teachers' salaries have been subject to a pay cap, initially of 0% and then 1%, since 2010. According to the NUT, 7 successive years of below-inflation pay deals has seen teachers' pay fall in real terms by 13%.<sup>15</sup>
- 4.29. The School Teachers' Review Body is an independent pay body that provides recommendations to ministers about the pay of more than 500,000 teachers in England and Wales. The review body was obliged to keep pay rises to 1% but has expressed concern about exacerbating problems of teacher shortages and funding pressures, a view shared by the teaching unions<sup>16</sup>.

## **Budget 2017**

- 4.30. On 22 November 2017 Chancellor Phillip Hammond delivered the autumn 2017 Budget, which made the following commitments affecting schools:
- £40m teacher training fund for underperforming schools in England. Worth £1,000 per teacher
  - £84m to triple the number of full-qualified computer science teachers, totalling 8,000 additional teachers.
  - Secondary schools and sixth-form colleges to get £600 for each new pupil taking maths of further maths at A-level, at an expected cost of £177m.
- 4.31. No further details are available at the time of writing.

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<sup>15</sup> <http://www.bbc.co.uk/news/education-40557378>

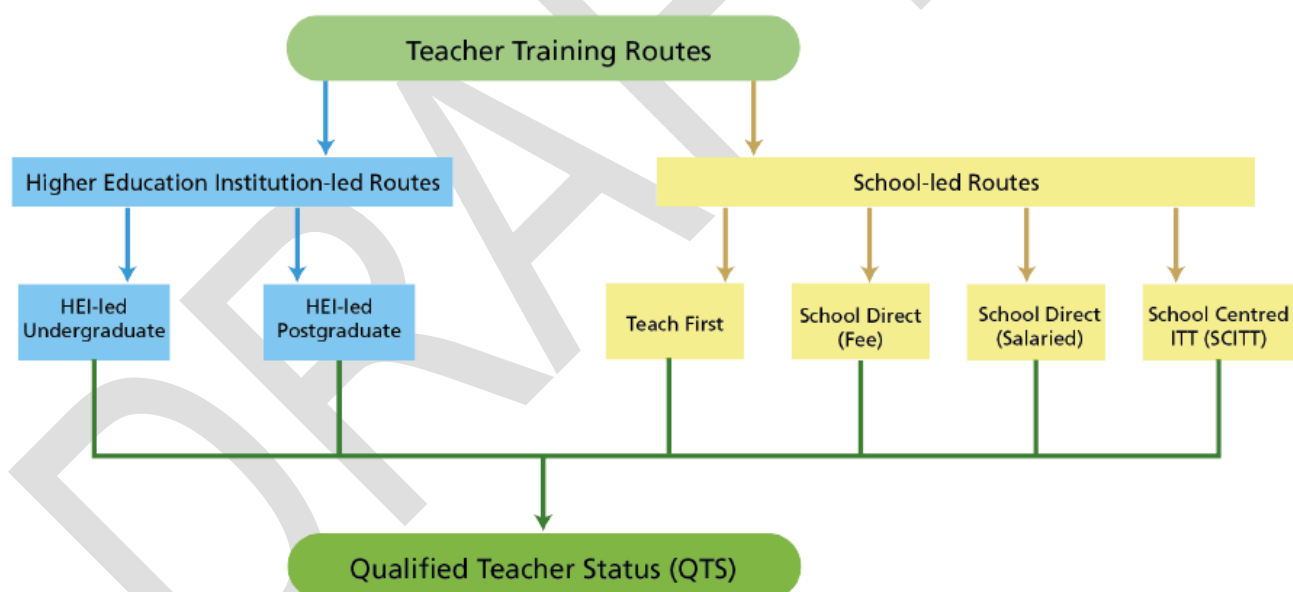
<sup>16</sup> Ibid

## 5. Barriers to recruitment and retention

- 5.1. On 8 February 2017, the House of Commons (HoC) Education Committee published a report on the recruitment and retention of teachers<sup>17</sup>. The report identified a number of barriers to recruitment and retention as follows:

### ITT routes

- 5.2. Firstly, the range of available of routes to teaching can be confusing. Currently, Initial Teacher Training (ITT) can be undertaken through a higher education institute (HEI)-led route or a school-led route. School-led routes include salaried options (Teach First or School Direct) or fee-based options (School Direct or School Centred ITT). Just over half of teachers entered the profession via the school-led route in 2016/17.<sup>18</sup>



- 5.3. The HoC Education Committee found that:

“The number of different routes into teaching are not always well understood by applicants and can be confusing. The absence of a central application system for school-led ITT leads to inefficient application systems and does little to address regional shortages”.<sup>19</sup>

### Pay

<sup>17</sup> House of Commons Education Committee, Recruitment and Retention of Teachers, Fifth Report of Session, published 21 February 2017

<sup>18</sup> DfE Initial Teacher Training census for the academic year 2016 to 2017

<sup>19</sup> Recruitment and Retention of Teachers, Fifth Report of Session 2016-17

- 5.4. Pay may impact on both recruitment and retention. Teaching offers a lower salary than many of the career options available to graduates. The House of Commons Public Accounts Committee heard that:

“A graduate can earn far more money going to work in Aldi than they can from being a teacher”.<sup>20</sup>

- 5.5. Teachers of certain subjects – such as Science, Technology, Engineering and Maths (STEM) – are perhaps more likely to have lucrative alternative employment options. However a National Foundation for Educational Research report showed that science teachers were most likely to leave teaching at 31%, whereas only 17% of maths teachers were considering leaving<sup>21</sup>.

## Workload

- 5.6. Heavy workloads have been well documented as a problem in teaching. Workload may be a factor that deters new recruits to the profession, and it certainly has a bearing on retention rates. In a Guardian survey<sup>22</sup> of more than 4,000 teachers in 2015/16, 82% described their workload as “unmanageable”, with more than three-quarters reportedly working between 49 and 65 hours a week.
- 5.7. A survey published in October 2015 by the NUT and YouGov found that over half of teachers were thinking of leaving teaching in the next two years citing ‘volume of workload’ (61%) and ‘seeking better work/life balance’ (57%) as the two top issues causing them to consider this<sup>23</sup>.
- 5.8. This view is supported by The Key, an information service for school leaders, which reported that 44% of primary leaders and 42% of secondary leaders thought the pressure of workload was the main reason teachers’ left their school.<sup>24</sup>
- 5.9. The Education Policy Institute (EPI) found teachers in England work on average 48.2 hours per week, some 19% longer than the average in other OECD countries, with 20.4 hours spent teaching. This is the same as the average across OECD countries.<sup>25</sup>
- 5.10. Over the past six years, schools have had to face changes to the curriculum, assessment and the accountability system as well as uncertainty about school structures and funding, all of which have added to workload.

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<sup>20</sup> Oral evidence of Rachel Shaw – Head teacher of Branston Junior Academy in Lincolnshire, to House of Commons Education Committee, 7 March 2016

<sup>21</sup> Engaging Teachers: NFER analysis of Teacher Retention, September 2016

<sup>22</sup> <https://www.theguardian.com/education/2016/mar/22/teachers-plan-leave-five-years-survey-workload-england>

<sup>23</sup> Source: NUT commissioned YouGov poll of 1020 teachers carried out in June/July 2015 and published in October 2015. Available at: <https://www.teachers.org.uk/news-events/press-releases-england/nutyougov-teacher-survey-government-education-policy>

<sup>24</sup> The Key, State of Education survey report, May 2016, p 30

<sup>25</sup> Teacher workload and professional development in England’s secondary schools: insights from TALIS, available at [http://dera.ioe.ac.uk/27930/1/TeacherWorkload\\_EPI.pdf](http://dera.ioe.ac.uk/27930/1/TeacherWorkload_EPI.pdf)

## *Continuing Professional Development*

- 5.11. There is no requirement for teachers to complete CPD so long as they meet the Teachers' Standards, as defined by Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003 and The Education (School Teachers' Appraisal) (England) Regulations 2012.
- 5.12. Analysis by the Education Policy Institute of the Teaching And Learning International Survey (TALIS) 2013<sup>26</sup> showed that teachers in England carried out fewer days of CPD than most other OECD countries, averaging 4 days a year. Giving evidence to the House of Commons, the EPI advised that "60% of teachers agreed that one of the key barriers to accessing professional development was their work schedule."<sup>27</sup>
- 5.13. Heavy workload and access to CPD are linked, but CPD can improve teacher retention, as well as teaching practice.
- 5.14. Quality of CPD available can also be an issue. Schools often carry out CPD in-house which is often very effective but exposure to external expertise can be beneficial. One witness reported to the House of Commons that most CPD currently being provided is driven by regulatory or statutory frameworks, eg curriculum change, Ofsted, Prevent. Subject specific training is necessary to retain and develop subject knowledge and practice, and especially so for teachers teaching outside of their specialism. A culture of valuing and encouraging CPD needs to come from senior leadership within each school.

## **6. Local context**

- 6.1. Lewisham is the fifth largest inner London borough and the thirteenth largest in London. It is a relatively young borough. Children and young people aged 0-19 years make up almost a quarter of residents, and there are approximately 39,000 pupils within Lewisham's 90 schools.
- 6.2. Lewisham ranks 48th most deprived nationally of 326 local authority district in the overall Index of Multiple Deprivation<sup>28</sup>. This puts Lewisham within the 20% most deprived Local Authorities in the country. The proportion of children in income deprivation is very high and Lewisham ranks as the 19th most deprived in the country for this category.
- 6.3. 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. Standards and pupil outcomes in early years and primary are amongst the best in the country, however 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.

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<sup>26</sup> <http://www.oecd.org/edu/school/talis-2013-results.htm>

<sup>27</sup> <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/19908.htm>

<sup>28</sup> Office of National Statistics, Indices of Multiple Deprivation 2015, File 10: local authority district summaries  
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

- 6.4. Many of the barriers to recruitment and retention described above affect Lewisham and Lewisham schools. In addition, Lewisham has its own barriers to overcome.
- 6.5. Lewisham Secondary Challenge was created to encourage schools to work collaboratively across the borough to improve progress, raise standards, close attainment gaps, improve perception and support secondary schools to become financial sustainable.
- 6.6. The Secondary Challenge is working towards the following successes 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.
- 6.7. Getting recruitment and retention of school staff right is a key to delivering this.

## **7. The role of Lewisham council**

- 7.1. Lewisham's schools are responsible for their own recruitment and retention. Schools can buy services from Lewisham council, such as schools HR – outsourcing recruitment, staff contracts, managing teacher absence – or NQT training through the the local authority of one of the Teaching School Alliances in the borough.
- 7.2. There are four Teaching School Alliances in Lewisham, which together make the Lewisham Teaching School Alliance Partnership (LTSAP). There are South Thames Early Education Partnership (STEEP), Altas Partnership (delivered through Haberdasher Aske's Federation), Endeavour Teaching School Alliance (Tidemill Academy) and the Education Teaching Alliance (ETAL) Haseltine Primary.
- 7.3. Lewisham's schools can choose how they recruit trainee teachers. Schools can procure services from the Teaching School Alliances to recruit trainees to employment-based routes to achieving QTS. Teaching School Alliances offer school to school support and CPD for staff. To be a teaching school, the school must achieve an outstanding Ofsted rating.
- 7.4. While the council's role in teacher training is limited, the local authority with LTSAP recently ran a "Teach in Lewisham" event, with the aim of attracting a greater pool of good quality candidates, mainly through the School Direct route, but open to all potential ITT candidates regardless of training route. Over 50 delegates attended, including non-graduates. As a result, STEEP

received three School Direct applications, and recruited two. The third was not early years trained and so was redirected to other Lewisham TSAs but applied too late. Two further events are planned for the academic year 2017-18.

- 7.5. Because responsibility for recruitment and retention lies with schools and not with the council, data is not centrally gathered and therefore little is known about teacher numbers, vacancies and wastage rates within the borough. There is also a lack of data on how many of its NQTs Lewisham retains after they have passed their induction period as the local authority is not required to report this information to the National College for Teaching and Leadership. Nor is there a requirement for Lewisham schools to register their NQTs with Lewisham council as the 'Appropriate Body' (AB). The AB has responsibility for the registration, monitoring and assessment of NQTs.
- 7.6. Schools can use any local authority or teaching school for the AB role. Similarly there is no collated data on whether teachers trained in Lewisham schools on an employment-based route to Qualified Teacher Status (QTS) stay within the borough or otherwise, and no data on where teachers move on to. The council has a limited role in recruitment and therefore does not collate this data. There is no requirement on schools to gather this information either.

## **8. Teach First**

- 8.1. To gain some insight into the numbers of teachers being trained and retained in Lewisham schools, Teach First was invited to provide some statistics. These represent the alumni of Teach First only, and inferences cannot be drawn about the retention levels in the borough more widely.
- 8.2. Teach First is a charity that recruits and trains participants to teach in schools serving low-income communities. Teach First has placed 216 participants in Lewisham in the last 15 years. Some 24 of these are part of the 2017 cohort who started in their schools in September 2017. Excluding those 24, of the 192 already started in school, 177 completed the first year of the programme and to date 139 have completed the full two years. Some 2015 starters have yet to complete all of the requirements to formally complete the second year of the Teach First Programme, so this may be an underestimate. Of these Teach First teachers, 111 are in teaching, the overwhelming majority in London. There are currently 56 Teach First alumni working in teaching positions in Lewisham, 16 of whom trained in other parts of London.
- 8.3. Schools can only be eligible for Teach First participants by a combination of their attainment and the deprivation of the communities they serve. In addition, schools must commit to employing a Teach First participant for the full two years of their training. According to Teach First, teachers trained with Teach First are over seven times more likely to be in leadership positions.
- 8.4. The local authority's involvement with Teach First is limited to acting as a broker, which means that the relationships are between individual schools, the Lewisham Teaching Schools Alliance Partnership (LTSAP) and Teach



First. Teach First is keen to develop relationships with Lewisham secondary schools in particular.

## **9. The NUT's view**

- 9.1. A teacher at Sydenham School and representing the Lewisham branch of the NUT, gave evidence to the Committee on 28 June 2017. In his experience, recruitment problems were more acute in London than in the rest of the country due to the high cost of living. The biggest issue faced by local NUT members was workload, followed by the high cost of living.
- 9.2. The committee heard that in England teachers work 20% longer than in other OECD countries, but spend the same amount of time in class.
- 9.3. Increased workload has a human cost, impacting on physical and mental health, and on relationships inside and out of school. Teachers working long hours are unlikely to perform to their best ability in the classroom. Conversely, teachers with a manageable workload have time and energy for their class time, which benefits the children.
- 9.4. NUT members report that excessive data collection is a contributing factor to increasing workloads. As many as 6-8 data sets per pupil per per subject per year are being gathered. Too much focus on statistics can mean that creative, interesting one-off staff are being pushed out.
- 9.5. Increasing class size impacts on workload, with some A-level classes having close to 30 pupils.
- 9.6. Performance Related Pay and performance management targets within schools focused on staff outputs and not on the children, and added to workload.
- 9.7. The NUT highlighted two tasks which, in his opinion, were not a productive use of time, namely photographing children participating in activities participating in activities as part of the monitoring of progress for Early Years pupils and preparing end of year reports for all pupils. It was the NUT's representation that if an activity did not benefit the child then stopping it could be an easy workload win. However, the committee heard that there was support among parents and school governors for both photographs and reports.
- 9.8. Although the local authority is not involved in the day to day running of schools and therefore has no direct control of workloads, the NUT called for the committee to look at creating a fair workload charter, as Nottingham had done and Coventry was seeking to do.

## **10. The Nottingham Fair Workload Charter**

- 10.1. The Nottingham Fair Workload Charter (FWC) came about as part of a drive to improve recruitment and retention. In November/ December 2013, 8 of the

secondary schools in Nottingham City were Ofsted inspected and as a result, 7 went into special measures.

- 10.2. Towards the end of 2015, Nottingham City Council (NCC) set up an Education Improvement Board (EIB) made up of representatives from MATs, primary schools, FE providers, the DfE, the University of Nottingham and the local authority. The EIB drew up a strategic 10-year plan following the inspections, which it consulted on. Some 150 responses were received from teachers, pupils, parents and other interested parties. Notably, despite a 6-year pay freeze for school staff, just one response mentioned pay. The highest mentioned single factor was workload, which was revealed to be a systemic issue and was not limited to any particular type of school, nor was it limited to teachers, but to all staff, including leaders and support staff. Recognising that good teaching was key to improving outcomes, the EIB set up a 'workload reduction' subgroup in an effort to improve recruitment and retention of school staff.
- 10.3. Around the same time, three government working parties looking at reducing workload (i) around marking, (ii) around planning and teaching resources and (iii) with data management, reported:

***on eliminating unnecessary workload around marking:***

'... We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'... One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'<sup>29</sup>

***on eliminating unnecessary workload around planning and teaching resources:***

'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'<sup>30</sup>

***on eliminating unnecessary workload with data management:***

"do not routinely collect formative assessment data"

"... summative data should not normally be collected more than three times a year per pupil".<sup>31</sup>

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<sup>29</sup> "Eliminating unnecessary workload around marking" Report of the Independent Teacher Workload Review Group, March 2016

<sup>30</sup> "Eliminating unnecessary workload around planning and teaching resources" Report of the Independent Teacher Workload Review Group, March 2016

<sup>31</sup> "Eliminating unnecessary workload associated with data management" Report of the Independent Teacher Workload Review Group, March 2016

- 10.4. A copy of the Charter is attached at Appendix C.
- 10.5. The Charter gained in principle support from Sean Harford, HMI Ofsted's national director, as well as from the Department for Education and eTeach.
- 10.6. Schools that decide to adopt the charter receive the EIB fair workload logo to use on their adverts and publicity. The logo is akin to a kitemark - potential applicants will be reassured about the workload they might experience in choosing a FWC school over one elsewhere that has not adopted the charter.
- 10.7. There are four broad elements to the Charter, namely:
  - ensuring staff have a fair and reasonable workload
  - providing high quality training and professional development opportunities that meet the needs of individual members of staff
  - offering competitive and attractive pay and rewards packages
  - prohibiting the use of 'probationary period type' contracts in schools.
- 10.8. The charter seeks to explicitly define what 'reasonable' means in terms of the additional hours teachers are expected to work beyond directed time each day. Schools are expected to assess the likely workload impact of their policies on their staff and to share this assessment each year. Schools must ensure their policies are deliverable within no more than an additional two hours a day beyond directed time for teachers (and three hours a day for those with leadership responsibilities). For staff other than teachers, policies should be reasonably deliverable within contracted hours.
- 10.9. The charter also commits schools to ensuring staff are well trained and appropriately qualified and to enabling staff to access EIB promoted training and to access the 'ladder' of EIB generic training programmes we are developing, linked to the different stages of career progression.
- 10.10. Essentially, the charter is a commitment by the school to nurturing and protecting its staff.
- 10.11. Some 10% of Nottingham City schools adopted the charter almost immediately. Another group of schools was enthusiastic about the charter but has yet to adopt it, including the UK's biggest national MAT. Sticking points for these schools vary but (according to NCC) include:
  - being keen, but not a priority for the Head Teacher
  - individual schools wanting to do their own version, which Nottingham City Council will not allow as the point of the Charter is to be a gold standard
  - general instability within school staff, in particular churn of head teachers
  - lack of confidence in Senior Leadership Teams to have open dialogue with staff
  - a culture of head teachers believing that if staff are unhappy, the head teacher is doing something right
  - fear of falling foul of Ofsted

- some MATs use ‘sharp’ recruitment practices.
- 10.12. For successful take up, the FWC needs to be a priority for the local authority and needs a senior lead with conviction and capacity.
  - 10.13. The FWC has received lots of national interest, with enquiries from around 20 local authorities and having given evidence to the House of Commons Education Select Committee. No London local authority has adopted such a charter however.
  - 10.14. The first schools to adopt the Charter did so with effect from September 2016 therefore it is too soon to measure the impact. The first results are expected in December 2018, which should give schools time to resolve some of their local and systemic issues.
  - 10.15. Coventry is following suit and creating its own fair workload charter, building on the principles set down in the Nottingham charter. The NUT hopes it will go further and address weekend working.

## **11. Northern Ireland has a teacher surplus**

- 11.1. The committee heard evidence that Northern Ireland is a net exporter of teachers, each year training more than it can recruit. According to a representative of the teachers union ATL Northern Ireland, entry requirements are high to enter teaching colleges in Northern Ireland, as is the calibre of the teachers that qualify. The high numbers are due to the tripartite system of Catholic, Protestant and non-denominational training colleges and schools. Less than a quarter of Northern Ireland’s newly qualified teachers are able to secure a teaching job upon qualification. Australia offers incentives to Northern Ireland’s newly qualified teachers who are willing to relocate.
- 11.2. Recent articles in the Scottish press reveal that Scotland is also tapping into Northern Ireland’s surplus of new teachers<sup>32</sup>.

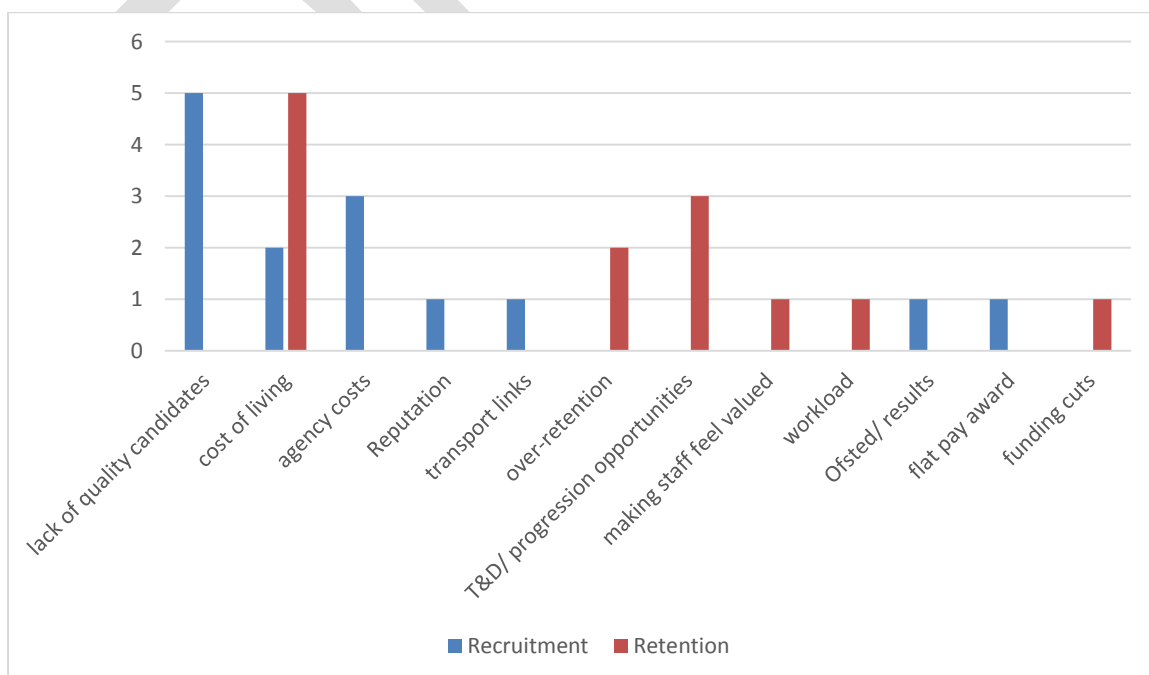
## **12. Evidence from Lewisham schools**

- 12.1. In order to gather evidence from schools, committee members visited St William of York Catholic Primary School (SWOY), Brindishe Green Primary School (BG) and Haberdasher Aske’s Hatcham College (HAHC).
- 12.2. Forest Hill School, Sedgemoor School and Deptford Green School were all approached for a visit but either declined or did not respond.
- 12.3. SWOY is a small, single form entry Catholic primary school in Forest Hill. Members of the committee met the head teacher.

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<sup>32</sup> <http://www.scotsman.com/news/education/worldwide-search-for-teachers-to-address-scotland-s-classroom-shortage-1-4357854> and [http://www.dunfermlinepress.com/news/15391723.Fife\\_recruits\\_staff\\_from\\_Northern\\_Ireland\\_to\\_help\\_tackle\\_teacher\\_shortage/](http://www.dunfermlinepress.com/news/15391723.Fife_recruits_staff_from_Northern_Ireland_to_help_tackle_teacher_shortage/)

- 12.4. BG is a 3-form entry primary school in Hither Green. It is federated with 2 other Brindishe schools: Brindishe Lee and Brindishe Manor. Over-arching responsibility for all three schools lies with the Executive Head. BG has its own head teacher.
- 12.5. HAHC is a 3-18 through school in New Cross which comprises Hatcham Temple Grove Primary School, Hatcham Temple Grove Free School (also primary), and the secondary phase, Hatcham College.
- 12.6. HAHC forms part of the Haberdasher Aske's Federation (HAAF) together with Crayford Academy and Knight's Academy. HAAF is a Multi-Academy Trust (MAT). Altogether, the MAT incorporates 5 x primary schools, 3 x 11-16 schools and 3 x 6th Form Colleges. Evidence was gathered from the Principal of HAHC/Deputy Chief Executive of the HAAF, who has responsibility for HR and Recruitment and Retention across the academy chain.
- 12.7. In addition, a short survey (Appendix A) was circulated to all Lewisham schools to try to gauge the level of concern about recruitment and retention. Of the 87 (including special schools and the Pupil Referral Unit) schools in the borough, 10 schools responded. Surveys were all completed by head teachers except for one, which was completed by a school governor. A summary of the results can be found at Appendix B.
- 12.8. Of the responses received, 7 were primary schools, 2 were all-through schools, and one was a secondary school.
- 12.9. Schools were asked to identify their key challenges/ barriers to recruitment and to retention. The chart below displays the results. A range of issues were mentioned, with lack of quality candidates being the most commonly cited problem for recruitment, and cost of living, and specifically housing costs, being the most commonly experienced barrier to retention.



12.10. Schools were also asked what they thought LBL could do to support recruitment and retention.

### **Advertising**

- 12.11. According to the survey responses, schools felt Lewisham should offer free and wider advertising for schools trying to fill vacancies.
- 12.12. Advertising can be expensive. An advert in the TES can cost between £500-£1000. Other sources of advertising that schools use include Jobs Go Public and eTeach. Some Catholic schools advertise vacancies in the Catholic Teachers Gazette. The committee heard that it can cost up to £10,000 to recruit a Catholic head teacher. All forms of advertising are costly but often the response is limited.
- 12.13. LBL charges schools £265 per annum for unlimited use of both the Council Website and Jobs Go Public to advertise vacancies. Without this negotiated arrangement, Jobs Go Public would charge schools £500 per advert.
- 12.14. Given the high cost of recruiting, it is important that schools select the right candidate.
- 12.15. In addition to being expensive, the recruitment process is very time consuming. In federated schools, the Executive Head is able to take this on and to enable heads of schools to focus on pedagogy.

### **Recruiting NQTs**

- 12.16. Survey responses revealed that some schools felt LBL could do more to actively promote Lewisham to NQTs.
- 12.17. Schools' HR attends NQT recruitment fairs annually to promote Lewisham. Schools' HR tends to visit the more local training establishments such as Greenwich, Goldsmiths and the Institute of Education, but does go out as far as Roehampton where there has been keen interest in Lewisham Schools.
- 12.18. LB Lewisham and the Lewisham Teaching School Alliance Partnership (LTSAP) hosted 'Teach in Lewisham' events in March and October 2017. The events provided information for people interested in training to become a teacher. Attendees were invited to complete evaluation forms following the event. Feedback from the events was good, with all attendees reporting that they found the event useful.
- 12.19. One person who came to both events has now applied for Schools Direct Salaried programme and his school is now a new placement school with ETAL. Another person is attending the School Experience Programme at Endeavour.

## **Strategic recruitment**

- 12.20. Several schools called for a coordinated approach to recruitment across the borough, wanting a clear vision of what working in Lewisham means. These schools suggested that subject clusters could be coordinated across the borough as they would be in a Multi-Academy Trust (MAT).
- 12.21. Subject clusters or networks are beginning to be established now at secondary level as part of the Secondary Challenge.

## **Subject Specific Problem Areas**

- 12.22. Schools were also asked to identify any specific problem areas. Secondary schools revealed that there were particular problems recruiting Science, Maths, Geography, Modern Foreign Languages (MFL), and Computing teachers, as well as middle leaders and subject leaders.
- 12.23. Responses from primary schools indicated that there were difficulties across the board with recruitment, with particular examples given of difficulties finding a Year 6 class teacher, Early Years teachers, Head Teachers and Catholic staff.

## **Agency Costs**

- 12.24. Agency costs were reported to be a problem for primary schools in general. Both the cost of supply teachers, and to a greater extent the cost of finder's fees when recruiting Newly Qualified Teachers (NQTs) through an agency, were cited as a barrier to recruitment for schools. Schools reported that the majority of NQT appointments are handled through recruitment agencies.

## **Retention**

- 12.25. See **Housing** below.
- 12.26. In some primary schools over-retention was a problem. Retaining a high number of staff for many years can result in a disproportionate number of employees sitting towards the top end of the pay scale. Some churn is good for a school and in a time of budget cuts, schools would prefer to make staff cuts through natural wastage – staff resigning and the vacancy not being backfilled – than through forced redundancies.

## **Housing**

- 12.27. High housing costs were a major concern for every school that the committee visited, and for those that responded to the survey. High housing costs are a barrier to both recruitment and retention. All schools reported that one of most common reasons for staff resigning was because they were moving out of London in search of more affordable and spacious accommodation.
- 12.28. There was evidence that good transport links could partially overcome this issue, enabling staff to move to more affordable areas, such as Kent, and

travel into school. However, unreliable train services can make this unsustainable.

- 12.29. The committee heard that high housing costs are contributing to teacher poverty. An example is a newly qualified Reception teacher who, after paying rent and bills, is left with just £25 per week.
- 12.30. Some schools reported that the highest levels of staff turnover is among middle leaders. In the experience of HAHC, recently qualified teachers are often happy to live in relatively lower cost shared accommodation. Salaries for senior leaders are generally high enough to cope with the cost of housing. Unless already on the property ladder or having a high-earning partner, middle leaders are often priced out of the nearby area as their housing needs and expectations increase, the committee heard.
- 12.31. Support for key worker housing was the most commonly-raised suggestion in the survey responses. It was suggested that a percentage of all the new developments in Catford and Lewisham be set aside for fixed rent key worker accommodation.

## **Incentives**

- 12.32. Some schools offer incentive packages for middle and senior leaders. Local authority schools must adhere to the School Teacher's Pay and Conditions (STPCD) Document, which prevents them from offering incentives to senior leaders (Headteachers, Deputy Heads and Assistant Headteachers). Instead financial incentives are built into the salary offer.
- 12.33. MATs have more freedom to offer incentive packages for senior leaders, although some chose to follow the STPCD.
- 12.34. Having a sixth form in a secondary school is a big attracting factor for candidates, and from a career-development point of view can be a retention tool, as is the opportunity to gain teaching experience across both primary and secondary phases in an all-through school.
- 12.35. Valuing staff wellbeing also aids retention. The committee heard evidence of the various ways in which schools engage their staff. Some of the examples given included an annual staff survey, creating a staff association to identify issues affecting happiness and wellbeing, encouraging networking, peer mentoring, and teacher lunches.
- 12.36. One school identified that its teachers commonly have a 'wobble' in the third year post-qualification and has put in place additional support for all teachers at this point.
- 12.37. Offering incentive allowances for working in more challenging schools and offering NQT incentives such as help with travel costs or help finding accommodation were both mentioned in the survey responses.
- 12.38. Recruitment and Retention allowances for teachers such as travel, accommodation, private medical care or financial incentives are available to



be used. However, offers must be part of the school's pay policy and careful thought should be given to using such incentives. The basis for giving these allowances needs to be explicitly clear to avoid individual challenge.

- 12.39. Evidence gathered on the visits did not support the NUT's evidence. Schools found that Performance Related Pay (PRP) could be beneficial.
- 12.40. In contrast, the committee heard that the single status job evaluation for support staff was too restrictive for schools when recruiting support staff with additional skills. Teaching and Learning Responsibility (TLR) payments can only be made to classroom teachers who take on additional responsibility, but are not payable to support staff.
- 12.41. Use of Honorarium Payments can be given to support staff fulfilling additional duties relevant to their role and on a time limited basis.

### **Career Development**

- 12.42. The survey showed that lack of career progression opportunities was a problem in smaller schools, particularly one-form entry primary schools or faith schools.
- 12.43. Evidence from the visit to SWOY highlighted that small schools provide the opportunity for staff to move into positions of responsibility very quickly, but career development opportunities can also be limited in a small school. Small schools have to think creatively about how to create opportunities for ambitious staff with leadership potential, finding a balance between retaining good staff and allowing them to grow.
- 12.44. The committee heard some of the creative ways that SWOY had enabled development opportunities for its staff, such as putting some of its teachers through the lead practitioner programme at Bonus Pastor Catholic College<sup>33</sup> participating in Getting Ahead London<sup>34</sup>, and working for the National Centre for Excellence in the Teaching of Mathematics (NCETM).
- 12.45. In contrast, larger schools such as federations and multi-academy chains are better able to provide staff development opportunities internally and organically. Schools Direct candidates are required to move between different classes at the same stage, which is an opportunity that small single-form entry schools can only offer in partnership.
- 12.46. At secondary level, large schools that are part of a MAT can offer talent acceleration programmes, and provide access to an internal market. HAHC

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<sup>33</sup>The SSAT Lead Practitioner accreditation programme recognises the work of teachers that demonstrate outstanding practice in their field and lead colleagues to improve their practice, leading to a positive impact on student learning.

<sup>34</sup> Getting Ahead London is a scheme run by the Mayor of London to help helps talented senior leaders (current associate, acting, deputy or assistant heads) to become future headteachers or principals of some of the most rewarding and challenging primary, secondary, special or all-through schools in London. The scheme is in its second year.

provided evidence of staff movement between federated schools, although loss of inner London weighting meant staff were less likely to move from inner London schools to outer.

### **Bulge classes**

- 12.47. Several primary schools suggested looking at funding issues related to bulge classes. Sometimes bulge classes, which are at capacity in Reception, begin to empty as the class moves through the school. As numbers reduce, funding reduces. Once school reported that numbers were so reduced as to necessitate a cut in support staff as the depleted bulge class reached Year 6, only to need to re-recruit support staff for the bulge class as it started again in Reception.
- 12.48. Bulge classes can also have training implications. EYFS is a specialist area and children benefit most from teaching by specialist staff. If existing staff without the necessary expertise are required to teach the additional class in Reception, they need to be trained to do so.
- 12.49. All school places are funded on a per capita basis. Additional funding is not available for bulge classes except at the start up stage when additional funding may be required to purchase, for example, additional chairs and tables. Once up and running, the usual per capita funding arrangements continue. Having a critical mass of pupils attracts a larger budget, which schools can come to rely on. The impact of a reduction in funding resulting from diminishing pupil numbers is often more pronounced in smaller schools.
- 12.50. Diminishing pupil numbers in Years 4 to 6 is a pattern that repeats across the borough as a whole and is not confined to bulge classes. Parents make decisions about the future of their children's education as they get closer to secondary school age, and some families choose to move away in search of bigger homes and gardens. Increasingly, families in temporary accommodation are being housed on the outskirts of London, and end up settling there and moving their children to a local school.
- 12.51. The School Place Planning and Admissions Forum is a group which includes six head teachers and meets twice per term. The group has worked with schools to convey the message early on that there is no anticipated need for bulge classes in 2018-19, either new or recycled. Place planning can be a "mystical art" and subject to unknown quantities, such as the impact of Brexit, for example.
- 12.52. 2017-18 has seen a 5% drop in primary admissions, and an increase in late applications, which suggests a higher rate of 'churn' – people moving into and out of the areas - than in recent years. Target spare capacity in primary schools is around 3% in London, and the council anticipates between 2.5% and 4.5% spare capacity in Lewisham's schools. This figure takes into account permanent planned expansions and assumes no bulge classes are recycled.
- 12.53. The impact of the UK's decision to leave the EU has already begun to impact on pupil numbers. Michael Roach, Interim Director of Lewisham Learning

Partnership and substantive head teacher of John Ball school one day per week, gave evidence of his experience of the impact of Brexit to date. His school had had a very stable pupil population for last 10 years, however the last 18-24 months had seen a rapid increase in mobility. He mentioned 9 children that had left the school in the last 6 months for Brexit-related reasons.

### Pressure from Parents

- 12.54. A significant source of stress for teachers is pressure from parents. There was evidence that in some cases, disgruntled parents have taken to social media to criticise the school or personally attack individual teachers. This is extremely damaging for the school's reputation, as well as for the mental health and wellbeing of the staff affected.
- 12.55. One school felt that this was an issue that LBL could help to tackle. Managing parental expectations is time consuming for schools and some parents need to be discouraged from expecting the school to get involved with every minor issue that the child encounters.

### Overseas checks

- 12.56. Statutory Guidance produced by the Department for Education entitled "Keeping Children Safe in Education" (KCSIE) 2016 sets out the legal duties with which schools and colleges must comply in order to keep children safe, and provides guidance about how to fulfil these duties.
- 12.57. At paragraph 114 it provides:
- "Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, **schools and colleges must make any further checks that they think appropriate so that any relevant events that occurred outside the UK can be considered.**"*
- 12.58. DBS checks detail all criminal convictions an individual has in the United Kingdom. DBS checks do not cover criminal records held overseas and therefore may not provide a complete view of an employee's criminal record if they have lived outside the United Kingdom. Overseas checks are required to provide the equivalent information as DBS checks but pertaining to any convictions overseas.
- 12.59. Given the continued emergence of historical sex abuse cases, the London Borough of Lewisham (LBL) is of the view that in order to complete criminal record checks and to ensure the safeguarding of children, overseas checks should also be undertaken for all staff working within Lewisham schools who have, since the age of 18, spent over 3 months abroad in any one place.
- 12.60. Additionally, in the course of inspecting schools, Ofsted routinely looks at whether overseas checks have been made.

- 12.61. For new employees, the statutory guidance must be followed, and that although it can be complex and slow, the safeguarding checks are necessary to ensure the same level of assurance as to the suitability of staff who have worked overseas, as for employees who have only worked in the UK.
- 12.62. For existing staff that were appointed prior to these requirements coming into force, overseas checks are only required where there are concerns about the employee's "suitability to work with children".
- 12.63. This need for overseas checks can create obstacles for schools. In some cases it can be near impossible to carry out the necessary checks, for example where member of staff in their 60s had been an au pair overseas more than 40 years ago, and their overseas employers had since passed away. Furthermore, some countries do not have adequate systems in place to provide this information.
- 12.64. A Working Party has been set up to review the current situation and formalise a risk-based approach to pursuing overseas checks. The aim is to produce a formal statement and accompanying protocol around this newly agreed process by Christmas 2017.

### **Faith schools**

- 12.65. The Catholic Diocese prefers schools to recruit teachers from the Catholic faith. While not an absolute requirement for teaching and non-teaching staff, deputy or head teacher posts are reserved for practising Catholics. This results in career development opportunities being closed to existing non-Catholic staff (which can negatively impact on retention) , and limits an already narrow pool of candidates even further. It is possible for non-Catholic staff to fill these roles on an interim basis.
- 12.66. This issue was raised in the survey responses, and compounded by the evidence gathered at the visit to SWOY.
- 12.67. Whereas this was a major concern for Catholic schools, the committee heard evidence from St Stephen's Church of England Primary School. The school had recently recruited a Deputy Head and had not found the faith requirement to be a complicating factor.
- 12.68. There are specialist suppliers of Catholic teaching staff, such as St Mary's University College, which is a Catholic college for the education of teachers and is based in Strawberry Hill.
- 12.69. The faith criteria also applies to families applying for a place at the school for their child. Whereas some Church of England schools give priority to the children of staff, the Catholic Diocese will not allow it. This can negatively impact on non-Catholic teaching staff with primary age children.

### **Pupil premium**

- 12.70. Primary schools provided evidence of low uptake of Pupil Premium among eligible families. Eligible families have to 'opt in' in order for the school to

receive Pupil Premium for their child. There is little direct incentive for families to do so: there is a universal free school meals offer to all infants, and many families on benefits qualify for Free School Meals into Key Stage 2. Pupil Premium entitlement endures for 6 years, which means that the school continues to benefit even if a child ceases to be eligible for Free School Meals .

- 12.71. To the school, the financial benefit of getting all eligible families to apply for Pupil Premium, is significant. The rate of Pupil Premium for primary schools in 2016/17 was £1,320 per pupil, and £935 for secondary schools..
- 12.72. The Committee found that if Pupil Premium payments were to be automatically awarded to the school without requiring eligible families to opt in, the financial benefit to schools would be great. Brindishe Green school suggested that the committee might lobby the government to make Pupil Premium automatically available to eligible families rather than requiring them to opt in.

### **Workload**

- 12.73. Just one survey response cited workload as a problem. It is worth bearing in mind that the survey responses do not necessarily represent the views of teachers and other staff as they were completed by head teachers.
- 12.74. Through the visits to the school, the committee heard that heavy workload is an issue for all staff. The committee observed a sense of acceptance of heavy workload as something that schools had little direct control over. External pressures, such as changes to the curriculum had generated a lot of additional work, which schools hoped would settle down now that the new curriculum was starting to embed.
- 12.75. All schools that the committee visited reported that they were looking at activities such as homework, assessment and marking with a view to reducing teacher workload.

### **The Power of a Federation**

- 12.76. Through the visits, the committee gathered evidence from a primary and a secondary federation. Both schools felt there was a benefit to being in a federation in terms of partnership working and resource sharing. One of the key advantages was having an Executive Head to coordinate overarching matters such as recruitment and IT. There was also evidence that Federations can act as a protective barrier between external pressures and teaching staff, due to the size of the Federation and the clout of the Executive Head.

### **The Lewisham 'brand'**

- 12.77. Some schools felt that working for a local authority was a unique selling point that would attract teachers who do not want to work for a MAT or a free school. Evidence from the survey and the visits revealed that some schools felt that LBL could do more to promote the borough as a place to work.

- 12.78. One survey response felt that Lewisham's reputation was a deterrent to recruiting good candidates. This same school reported that low Ofsted grading and poor results contributed to recruitment problems.
- 12.79. In contrast, HAHC was able to attract candidates relatively easily. Its Ofsted Outstanding rating, the school's reputation, its proximity to central London and good transport links made it an attractive employment proposition.
- 12.80. Lewisham Learning Partnership is a way of addressing reputation and image.

### **13. Conclusion**

- 13.1. The review summarises evidence received by the Committee regarding recruitment and retention across Lewisham. It draws on the experiences of a range of primary and secondary schools – both under local authority control and belonging to a MAT, the NUT, Nottingham City Council – and presents it against national evidence.
- 13.2. There are many examples of excellent teaching in Lewisham schools. It is imperative that schools are able to recruit and retain high calibre candidates if the borough is to raise standards and attainment for all Lewisham school children.

### **14. Monitoring and Ongoing Scrutiny**

- 14.1. The recommendations from the review will be referred for consideration by the Mayor and Cabinet at their meeting on 10 January 2018 and their response reported back to the Children and Young People Select Committee within two months of the meeting. The Committee will receive a progress update in six months' time in order to monitor the implementation of the review's recommendations.

## Appendix A

**Primary**

(please tick as appropriate)

**Secondary**

### Survey

#### Recruitment and Retention of staff in Lewisham schools

The Children and Young People Select Committee is conducting an in-depth review into recruitment and retention of school staff.

The committee is looking to understand the main issues regarding recruitment and retention in Lewisham's schools. Please help by responding to this brief survey.

The committee would like to hear from as wide a range of primary and secondary schools as possible. Please be assured that the purpose of the survey is information gathering - it is not intended to be judgmental. The information you provide will assist the committee to identify any areas where the council could offer support. The review is expected to conclude in the autumn.

If you need any further information or would like to discuss in person, please contact Emma Aye-Kumi, Scrutiny Manager, on 020 8314 9534 or [emma.aye-kumi@lewisham.gov.uk](mailto:emma.aye-kumi@lewisham.gov.uk).

Should you prefer to reply anonymously, please respond by post to: Emma Aye-Kumi, Scrutiny Manager, 2<sup>nd</sup> Floor, Civic Suite, Catford Road SE6 4RU.  
Many thanks in advance for your time and input.

1. What are the key challenges/ barriers to recruitment for your school?

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2. What are the key challenges/ barriers around retention for your school?

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3. Are there any specific areas (e.g. subject, specialist roles) where staff recruitment or retention is a particular problem? If so, please provide details.

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4. What, in your view, could the council do to support you to overcome any recruitment or retention issues in your school?

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5. Using a scale of 1 to 10 where 1 is 'not at all concerned' and 10 is 'extremely concerned', please respond to the following statements:

How concerned are you about recruitment of staff (teaching and/ or non-teaching) in your school?

1    2    3    4    5    6    7    8    9    10

How concerned are you about retention of staff (teaching and/or non-teaching) in your school?

1    2    3    4    5    6    7    8    9    10

Please explain your answer

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6. Are there any other comments you wish to make about recruitment and retention?

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Thank you for taking part in this survey. If you would be prepared for you and/or your staff to be involved in the review, please leave your contact details below.

Name:

Position:

School:

Email:

Tel:

DRAFT

## Appendix B – Summary of Survey Findings

### PRIMARY (7 Schools)

### No of mentions

#### **Barriers to Recruitment**

Lack of good quality/ experienced candidates	3
Agency costs	2
Recruitment agencies handling NQT teachers	1
Small/ one form/ catholic	2
Transport links	1
Cost of living/ housing	1

#### **Retention challenges**

Housing – staff moving out of London	4
Over-retention - most experienced teachers reluctant to move on	2
Training up NQTs only for them to move elsewhere for promotion	1
Limited career progression opportunities	2
Workload – changes in government policies/ exams	1

#### **Specific problem areas**

Middle leaders with interest in developing leadership skills	1
Impact of bulge class	1
Year 6 class teacher	1
Head teacher recruitment	1
Early years	1
Catholic teachers	1

#### **What can the council do?**

Key worker housing support	2
Address funding issues resulting from reducing bulge classes	1
Promote what's special about living/ working in Lewisham	1
Offer incentive allowances for working in more challenging schools	1
Free and wider advertising	1
Actively promote Lewisham to NQTs	1
NQT incentives	1
Strategic policy/ action plan on recruitment	1

#### How concerned – recruitment?

2  
2  
5  
8  
10  
10  
10

#### How concerned – retention?

3  
4  
7  
7

7  
8  
9

### **ALL-THROUGH SCHOOL (2 Schools)**

#### **Barriers to Recruitment**

Lack or quality of candidates	2
Reputation of Lewisham as a 'tough' place to work	1
Diverse community	1
Ofsted rating	1
House prices	1
Flat pay award	1
Poor results in London league tables	1

#### **Retention challenges**

Housing costs	1
Salary	1
Government cuts	1
Workload – pressure of changes in government policies/ exams	1

#### **Specific problem areas**

Subject leaders – English, maths, science	1
Science teachers	2
Maths teachers	2
MFL teachers	1
Geography teachers	1
computing teachers	1

#### **What can council do?**

Key worker housing	2
Recruitment strategy	1
More dynamic and creative leadership and more joined up in thinking	1

#### **How concerned – recruitment?**

6  
5

#### **How concerned – retention?**

9  
4

### **SECONDARY (1 School)**

#### **Barriers to Recruitment**

Lack of candidates

#### **Retention challenges**

Making staff feel valued

Investing in development and training

**Specific problem areas**

Science

Maths

Geography

**What can the council do?**

Make Lewisham more attractive to work in

Fund school improvement

Coordinate subject clusters/ consultants like MATs do

Coordinate the approach across the borough. Teachers work for MATs because they know what the deal is – produce a clear image of what working in Lewisham means

**How concerned – recruitment?**

7

**How concerned – retention?**

4

DRAFT

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It is clear from the Education Improvement Board's consultation on its strategic aims, and from national surveys, that excessive workload is a major obstacle to our schools being able to successfully recruit and retain the best teachers and teaching assistants. Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

### On marking<sup>1</sup>, the working party said:

'We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'

### On planning<sup>2</sup>, the working party said:

'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'

### On pupil performance data<sup>3</sup>, the working party said:

'Do not routinely collect formative assessment data'

'Summative data should not normally be collected more than three times a year per pupil.'

## FAIR ✓ Workload

The Education Improvement Board's 'Fair Workload Charter' sets out what teachers and other staff can expect from the schools that sign up. Participating schools will be able to utilise the 'EIB fair workload' logo in their advertisements and publicity. Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

The EIB wants to be able to recruit and retain staff by:

- ensuring they have a **fair and reasonable workload**
- providing **high quality training and professional development opportunities** that meet the needs of individual members of staff
- offering **competitive and attractive pay and rewards packages**
- prohibiting the use of 'probationary period type' contracts** in schools.



<sup>1</sup> 'Eliminating unnecessary workload around marking', DfE March 2016

<sup>2</sup> 'Eliminating unnecessary workload around planning and teaching resources', DfE March 2016

<sup>3</sup> 'Eliminating unnecessary workload associated with data management', DfE March 2016

Staff working in an EIB 'Fair Workload Charter' school can expect:

- a. a **fair and reasonable workload** which will be ensured by:
- adopting schemes such as the '5 minute lesson plan' model or by staff teaching directly from high quality schemes of work
  - the marking policy clarifying what will and won't be marked. The policy will be based upon research evidencing practices that have been demonstrated to raise achievement.
  - policies, and especially those governing marking, assessment and data entry, being reviewed during the school's usual cycle and a workload impact assessment for each carried out.
  - for **teachers**, the workload requirements of all policies should be reasonably deliverable within an additional maximum two hour period, unless other contractual arrangements apply. For those with additional leadership responsibilities, a further one hour a day may be required.
  - for **staff other than teachers**, the requirements of policies should be reasonably deliverable within contracted hours.
  - providing a time budget in June each year setting out how the principles above will be implemented in the following year.
  - employers exercising their duty of care to employees with regard to workload, including for head teachers.
  - individual workloads being monitored and the school's overall data shared openly. The EIB Fair Workload Charter sub-group will monitor workloads at participating schools.
  - staff having recourse to an external adjudication process managed by the EIB Fair Workload Charter sub-group where they believe their school has not delivered on the principles it has signed up to.

- b. **high quality training and professional development opportunities** that meet the needs of individual members of staff by:
- enabling staff to access the EIB promoted City-wide training programmes
  - enabling staff to access the EIB 'ladder' of generic training programmes linked to different stages of career progression
  - ensuring staff are well trained and appropriately qualified
  - supporting teaching assistants in progressing to qualified teacher status where they choose to do so.
- c. an **attractive pay and rewards** package.
- d. **no use of 'probationary period type' contracts** in schools.



This Charter was drawn up with representatives from UNISON, the National Union of Teachers, the National Association of Head Teachers, the National Association of Schoolmasters Union of Women Teachers, and the Association of Teachers and Lecturers.



Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	x
Class	Part 1 (Open)	11 December 2017	

## 1. Purpose

To advise Committee members of the work programme for the 2017/18 municipal year, and to decide on the agenda items for the next meeting.

## 2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme. The Overview and Scrutiny Business Panel agreed a co-ordinated work programme. The work programme for each individual committee can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

## 3. Recommendations

3.1 The Committee is asked to:

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

## 4. The work programme

4.1 The work programme for 2017/18 was agreed at the Committee's meeting on 19 April 2017.

4.2 The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria.

4.3 The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

## 5. The next meeting

5.1 The following reports are scheduled for the meeting on 30 January 2017:

Agenda item	Review type	Link to Corporate Priority	Priority
Safeguarding Services 6-monthly report	Standard Item	Young people's achievement and involvement; protection of children	CP2&7
Child Sexual Exploitation Update	Standard Item	Young people's achievement and involvement; protection of children	CP2&7
Children's Social Care Roadmap	Performance monitoring	Protection of children	CP7

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

## 6. Financial Implications

There are no financial implications arising from this report.

## 7. Legal Implications

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

## 8. Equalities Implications

8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2 The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8.3 There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.

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

9.1 The date of the next meeting is Tuesday 30 January 2018.

### **Background Documents**

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

## Scrutiny work programme – prioritisation process



Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	19-Apr	28-Jun	13-Jul	13-Sep	01-Nov	11-Dec	30-Jan	14-Mar
Lewisham Future Programme	Standard item	High	CP2 & CP7	Ongoing					Savings and overspend			
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								
School budgets	Performance monitoring	High	CP2	jun		joint with PAC						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	jun								
SEND provision, including ASD, transport, short breaks	Information Item	high	CP2&CP7	jun								
Update on Ofsted Improvement Plan	Performance monitoring	High	CP2&CP7	ongoing			final report					
Human Trafficking (external speaker)	Information Item	high	CP7	jul								
Lewisham Learning - legal status	Standard Item	high	CP2	sep								
Autumn term school performance	Performance monitoring	High	CP2	Sep								
Lewisham Music Service - implementation of new Trust arrangements	Performance monitoring	Medium	CP2	sep								
Indepth review - Recruitment and Retention of School Staff	Indepth review	High	CP2	Sep	scoping	first evidence		second evidence		draft final report		
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 - Melliot Road	Performance monitoring	High	CP7	nov								
The Mayor - challenges facing children and young people for the new Mayor during his/her term	Information Item	High	CP2&CP7	Dec								
SEND: update on transport and short breaks, and response to Ombudsman's findings	Performance monitoring	High	CP2&CP7	Dec								
Provisional GCSE results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7	Dec								
Mental health and wellbeing in schools - guest speaker Ammar Al-Ghabban	Information Item	High	CP2&7	December								
Update on Lewisham Southwark College	Information item	High	CP2&7	December								
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	ongoing								
Child Sexual Exploitation Update	Standard Item	High	CP2&CP7	ongoing								
Children's Social Care Roadmap	Performance monitoring	High	CP7	ongoing								
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								
Changes to school funding formula	Information Item	High	CP2	TBC								

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

Meetings			
1)	19-Apr	5)	01-Nov
2)	28-Jun	6)	11-Dec
3)	13-Jul	7)	30-Jan
4)	13-Sep	8)	14-Mar

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