

Overview and Scrutiny



Children and Young People Select Committee Agenda

Wednesday, 16 March 2022

7.00 pm, Council Chamber - the public are welcome to observe via the Council's website at <https://lewisham.public-i.tv/core/portal/home>

Civic Suite

Lewisham Town Hall

London SE6 4RU

For more information contact: Beate Hellowell (Beate.Hellowell@lewisham.gov.uk)

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

Part 1

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 16 March 2022.

Kim Wright, Chief Executive
Tuesday, 8 March 2022

Members	
Councillor Luke Sorba (Chair)	
Councillor Caroline Kalu (Vice-Chair)	
Councillor Colin Elliott	
Councillor Octavia Holland	
Councillor Liz Johnston-Franklin	
Councillor Jack Lavery	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Oluwafela Ajayi	Parent Governor - Special Schools
Clive Caseley	Parent Governor - Secondary Schools
Bryan Strom	Parent Governor – Primary Schools
Monsignor N Rotheron	Catholic Church Representative
Rev. Erica Wooff	CofE Representative
Councillor Paul Maslin (ex-Officio)	
Beate Hellowell (Scrutiny Manager)	

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MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE Wednesday, 26 January 2022 at 7.00 pm

IN ATTENDANCE: Councillors Luke Sorba (Chair), Caroline Kalu (Vice-Chair), Liz Johnston-Franklin, Hilary Moore and Jacq Paschoud, and Monsignor Nicholas Rotherham (Catholic Church Representative)

ALSO JOINING THE MEETING VIRTUALLY: Councillor Jack Lavery, Clive Caseley (Parent Governor - Secondary Schools), Bryan Strom (Parent Governor – Primary Schools) and Rev Erica Wooff (Church of England Representative)

APOLOGIES: Councillor Colin Elliott

ALSO PRESENT: Councillor Chris Barnham (Cabinet Member for Children's Services and School Performance), Pinaki Ghoshal (Executive Director for Children & Young People), Angela Scattergood (Director of Education Services, Education Standards and Inclusion), Sara Raman (Director of Families, Quality and Commissioning), Ruth Griffiths (Service Manager, Access, Inclusion and Participation), Sandra Robert (Director Lewisham Learning), Naheeda Maharasingham (Head Teacher, Rathfern) and Beate Hellawell (Scrutiny Manager)

NB: Those Councillors listed as joining virtually were not in attendance for the purposes of the meeting being quorate, any decisions taken or to satisfy the requirements of s85 Local Government Act 1972

1. Minutes of the meeting held on 25 November 2021

RESOLVED that the minutes of the last meeting held on 25 November 2021 be agreed as a true and accurate record.

The Chair formally welcomed Bryan Strom (Parent Governor, Primary Schools) as newly co-opted member.

Matters arising:

The Chair confirmed that an informal meeting with the Young Mayor and advisors (21 February 22, 6-7pm), an informal visit to a Nurture provision (1 February 22, 11am) and an informal virtual meeting with apprentices (10 February 22, 10-11am) had been organised for members of the committee.

The committee wanted it noted that the recent letter from Ofsted following their annual conversation with senior leaders was a welcome reminder of the significant improvement journey that Children's Social Care has been on and that officers should be commended for it.

2. Declarations of interest

Cllr Johnston-Franklin declared an interest in item 6 as she is the Council representative on the Youth First Board which is mentioned in the play strategy report.

3. Responses to Referrals to Mayor and Cabinet

There were no responses.

4. Budget cut proposals

- 4.1 Pinaki Ghoshal, Executive Director Children & Young People's Services, introduced the report and the meeting discussed three additional budget cut proposals that were recommended.
- 4.2 It was confirmed that the proposed specialist social care support review (C-35) would not result in redundancies or cuts to provision.
- 4.3 Clarification was received that the children's centre implicated in the review of commercial opportunities (D-13) had not been in operation since 2016. The private nursery already operating in the building wants to expand into the empty space. The new services will add to the quality of the commercial nursery's offer to their families, but it will not be a free service to the community. It will generate additional income for the Council as well as reduce operational costs. Legal advice is currently being sought to ensure compliance. The committee expressed concern that members might have been misled by the text of the proposal. They wanted reassurance that the space and facilities offered to the local community from a commercial nursery would remain affordable.
- 4.4 Work on the reduction in cost of commissioned care leaver housing (C-36) has already started by moving away from spot-purchasing and by achieving improved commissioning arrangements that will not impact on quality. The service is reasonably confident that the savings can be achieved, based on work already completed. It is unlikely that a young person would have to move from their current accommodation to a new one. The meeting wanted to underline that care leavers who are already in established homes should not be moved out of them.

RESOLVED

1. That the proposed budget cuts be noted.
2. That committee members' desire be noted that facilities offered to local community groups by a commercial nursery should remain affordable.
3. That care leavers in established homes should not be adversely affected by the reduction in cost of commissioned care leaver housing.

5. Embedding race equality in Lewisham's schools

- 5.1 Sandra Roberts, Director Lewisham Learning, introduced the report and outlined achievements and progress so far. Whilst data around impact was currently limited, it is hoped that the next update can provide this. Naheeda Maharasingham outlined some of the soft evidence for the significant commitment of schools to this potentially uncomfortable journey. This includes a very well attended conference, enthusiasm for accessing training offers from school staff and governors, and buy-in to community conversations that will be cascaded later this year. The committee welcomed the update and expressed their wish to have more

soft/qualitative data included in future reports, for example in the details around positive engagement with the pledge, rather than simply that all schools had signed it.

- 5.2 The 'fixed period' exclusion measure used in the report follows national guidance and is measured in morning and afternoon sessions. The service will challenge schools where there is a concern that less stringent measures are employed.
- 5.3 The exclusion figures are returned according to statutory requirements. The Covid-related disruption makes the reduction in exclusions difficult to interpret, and there is anecdotal evidence that persistent disruptive behaviour might have been exacerbated by Covid.
- 5.4 Whilst the service is aware of local groups that want to introduce a complete ban on exclusions in Lewisham schools, the current Education Act gives head teachers the right to do so.
- 5.4 The significantly higher rate of boys recorded as 'Children Missing Education' this year is assumed to be a one-off rather than a trend.

RESOLVED

1. That the report be noted.
2. That future reports should provide qualitative as well as quantitative data when reporting on impact, outcomes and progress made.

6. Adventure playground and play strategy update

- 6.1 Sara Rahman, Director of Families, Quality and Commissioning introduced the report and confirmed that London Play was providing professional expertise to support the development of the strategy. Members of the committee emphasised that they wanted to be part of the process and didn't want any surprises.
- 6.2 Members of the committee highlighted the long and proud history of the adventure playgrounds (APG) in Lewisham and expressed concern about the currently very brief opening times and the move to sessional offers. There was also concern around maintenance and upkeep and seeing some APGs in a state of disrepair. Members highlighted that contact with a supervising adult gives an opportunity for a youth worker to pick up on problems a child or young person might have. Other members noted that traditional APGs might be outdated in more ways than one, that many children don't want to be supervised when playing, and that risk-taking is an important aspect of play. The scope of the strategy is wider than APGs and developing the strategy offers an opportunity to be more aspirational.

RESOLVED

1. That the report be noted.
2. That the committee has a commitment from officers to be fully consulted and updated as the play strategy takes shape, and that Ward Councillors will be approached for opportunities to be actively engaged in the process.

7. Select Committee Work Programme Report

- 7.1 The Chair introduced the report and requested that the scheduled information report on school standards should become a substantive item for the next committee meeting. **ACTION:** Scrutiny Manager
- 7.2 Two forthcoming information reports (Corporate Parenting and Looked After Children Annual Report; Safeguarding Annual Report) will now be sent out in April or May 2022, rather than in March 2022 as originally planned, to coincide with the established data reporting cycle. **ACTION:** Scrutiny Manager
- 7.3 The Chair confirmed the intention to nominate a climate change champion for the committee in response to a request from the Overview and Scrutiny Committee. This is an informal and evolving appointment. Cllr Jack Lavery was nominated by the committee.

RESOLVED

- 1. That the work programme be amended to reflect the following:
 - The annual school standards report will become a substantive item for the next committee meeting.
 - Two forthcoming information reports will be sent to members in April or May 2022.
- 2. That Cllr Jack Lavery be nominated as Climate Change Champion.

The meeting ended at 9:07pm

Chair:

Date:



Children and Young People Select Committee

Declarations of Interest

Date: 16 March 2022

Key decision: No

Class: Part 1

Ward(s) affected: All

Contributors: Director of Law, Governance and Elections

Outline and recommendations

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

1. Summary

- 1.1. Members must declare any personal interest they have in any item on the agenda. 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.
- 1.2. Further information on these is provided in the body of this report.

2. Recommendation

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

3. Disclosable pecuniary interests

3.1 These 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.

4. Other registerable interests

4.1 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.

5. Non registerable interests

- 5.1. 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).

6. Declaration and impact of interest on members' participation

- 6.1. 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 not 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.**
- 6.2. 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 6.3 below applies.
- 6.3. 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.
- 6.4. 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.
- 6.5. 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.

7. Sensitive information

- 7.1. 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.

8. Exempt categories

- 8.1. 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).

9. Report author and contact

- 9.1. Jeremy Chambers, Director of Law, Governance and Elections,
Jeremy.Chambers@lewisham.gov.uk, 020 8314 7865.



Children and Young People Select Committee

Report title: Standards Report Primary and Secondary schools

Date: 16 March 2022

Key decision: No.

Class: Part 1

Ward(s) affected: All

Contributors: Angela Scattergood, Director of Education

Outline and recommendations

This report sets out the final and validated 2021 results for Lewisham schools. The level of detail is less than we would have had before the Covid 19 pandemic and the impact this has had on learning and the assessment of pupils. It offers a headline analysis and outlines the action being taken to address the issues highlighted in the report. The report aims to give the Committee an understanding of achievement in Lewisham schools and forms a basis of information to underpin borough-wide action to improve achievement, especially of underperforming groups.

1. Recommendations

1.1 The committee is recommended to comment on and note the report.

2. Policy Context

2.1 Lewisham's 2018-2022 Corporate Strategy sets out the Council's ambitions making a difference and changing lives for Lewisham residents. For Lewisham's children and young people this is about giving them the best start in life and ensuring that 'every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential'. The Children and Young People's Plan recognises that improving educational outcomes also encompasses improving attendance and engagement in school at all levels as well as raising achievement and progress for all our children at key stages and closing the gaps between under-achieving groups at primary and secondary school.

3. Background

3.1 Every year officers report to the CYP Select Committee on School outcomes at all key stages. The data in this report is from a range of sources as outlined in Appendix 1(i). It is used across the education system to identify and address underachievement as part of a self-improving school system. It helps shape our strategic plans and work around Special Education Needs and Disabilities (SEND), reducing exclusions, post 16 participation, parent engagement and wider children's services plans. The areas reported on are reduced this year, compared to previous years, as a result of the pandemic and national decisions about publishing school data.

3.2 A detailed report, provided by the Director of Lewisham Learning, is attached as Appendix 1.

4 Standards Report Primary and Secondary Schools

4.1 The aim of this report is to provide a summary of achievement data for Lewisham across school phases, highlighting areas where Lewisham's performance is noticeably different from statistical neighbours, London and national averages.

4.2 The data available this year is significantly less than in previous years. The DfE has published limited national and LA level performance data for KS4 and KS5 only. There is no performance data available for EYFS, KS1 or KS2 and no published performance data about individual schools, sixth forms or colleges at any phase.

4.3 The report focuses on Ofsted ratings for all schools and secondary school outcomes, which includes attainment, and pupil destinations data. The KS4 and 5 analysis highlights differences in performance between pupil groups, including gender, disadvantaged, SEND, EAL and ethnic groups.

4.4 The analysis of KS4 and KS5 attainment focusses on the continued impact of teacher assessed grades (TAGs) in 2021. This includes comparing changes from 2019 to 2020 and from 2020 to 2021. There is also a particular focus on different pupil groups to understand the impact of TAGs on certain groups of pupils.

4.5 Ofsted judgements

89.6% of schools in Lewisham are 'Good' or 'Outstanding'. This compares well to National (86.6%) but is below London (93%). No schools are inadequate compared to 3.3% in England.

4.6 Primary Phase Ofsted judgements

95.2% of primary schools in Lewisham are 'Good' or 'Outstanding'. This compares well to London (94.3%) and is 6.9 percentage points above the national average. No primary schools are inadequate.

4.7 Secondary Phase Ofsted Outcomes

64.3% of secondary schools in Lewisham are 'Good' or 'Outstanding', which is below the National and London averages. No secondary schools are judged to be inadequate compared to 3.3% in London and 6.6% in England. 4 secondary schools require improvement.

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4.8 KS4 Attainment

Attainment – Lewisham’s increases in attainment matched the increases that were seen across England and therefore Lewisham remains below England, London and statistical neighbour scores for attainment.

Gender – Lewisham’s Attainment 8 gender gap widened in 2021 but the gap narrowed in EBacc entries, with a 4% point increase in male pupils entering the EBacc.

Disadvantage – Lewisham’s Attainment 8 disadvantage gap widened in 2021 but remained smaller than the gap seen across England. While disadvantaged pupils perform better in Lewisham than the England average, they still lag behind other London boroughs.

SEND – Pupils with an EHCP saw an improvement in attainment from 2020 to 2021, while outcomes worsened for pupils with SEN Support.

Ethnicity – Asian pupils in Lewisham saw the greatest increase in their Attainment 8 scores of any ethnic group, while pupils from a Mixed ethnic background were the only ethnic group to see a fall in attainment.

4.9 KS5 Attainment

Attainment – While Lewisham saw an increase in the average point score for academic entries, it remains below London, England and statistical neighbour averages. Lewisham continued to have a relative strength in vocational qualifications, ranking in the top ten London local authorities.

Level 2 and 3 by age 19 – In 2021, Lewisham had higher percentages of students qualified to both Level 2 and Level 3 by age 19 than the averages across England. However, this is not the case for achievement of Level 2 including English and maths by age 19, where Lewisham is in the bottom quartile of England’s local authorities.

Pupil Destinations - Destinations following KS4 and KS5 – The overall percentage of students in Lewisham who remain in education, employment or training after KS4 is slightly lower than the England average. However, this is not the case for pupils who are disadvantaged or receive SEN Support, who are more likely to be in education, employment or training compared to their peers across England. As is the case across London, Lewisham pupils continue to follow **academic pathways** (school sixth forms/higher education) at much higher rates than the England average and go on to further education or apprenticeships at lower rates.

5 Key issues requiring rapid improvement across all phases in 2021-22

- Bring about rapid improvement in the schools judged as requiring improvement.
- Narrow the achievement gap for Black Caribbean pupils.
- Narrow the achievement gap for disadvantaged pupils.

5.1 Specific Primary Issues- Raise attainment in phonics at Key Stage 1 and reading at Key Stage 2.

5.2 Specific Secondary Issues- Continue to improve attainment overall for all students.

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5.3 The LA in partnership with Lewisham Learning will:

- Continue to work with the LA, schools, partners and key stakeholders, including parents and young people, to develop and implement Lewisham's education strategy.
- Continue to support and challenge individual schools, governors, senior leaders, middle leaders and teacher networks to bring about improved outcomes.
- Continue to develop the Lewisham Learning School Improvement Framework to provide more rigorous monitoring and hold school leaders and providers to account.
- Continue to develop the Lewisham Learning partnership to ensure it builds capacity and uses it effectively through a school led approach to school improvement.
- Develop and pilot a robust approach to peer review in primary and secondary schools to improve the accuracy and validity of school self-evaluation.
- Prioritise work to address the key issues identified above.
- Evaluate the impact of specific practice and interventions in our schools to capitalise on success and ensure the best use of resource.

6. Financial Implications

6.1 Lewisham Learning provides the school improvement service for Lewisham Schools. It receives funding from the Monitoring and Brokering Grant provided by the DfE. This is a formula driven grant and was estimated to be circa £300k for 2022/23. However the DfE has confirmed that the grant will cease from 2023/24 with a 50% reduction actioned in 2022/23. Schools forum has agreed to increase de-delegation by £5.25 per pupil in 2022-2023 to meet the shortfall for one year while a longer term strategy is developed. Reducing or removing the funding to support school improvement would significantly increase the risk of schools underperforming and outcomes declining.

6 Legal implications

7.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training functions 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

8.1 Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding. This report does not include any recommendations that will have any adverse impact on equality groups. In analysing the data, consideration has been given to gaining an understanding of the inequality issues for specific groups of children and young people, by gender, ethnicity, first language, special educational needs and disabilities. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BAME and disadvantaged groups, where there is underachievement. In particular there is significant development work underway across all Lewishams schools to improve outcomes for pupils

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with Black Caribbean heritage and tackle race inequality. This work was reported to CYP Select Committee at the meeting held on 26 January 2022.

8 Climate change and environmental implications

9.1 There are no environmental implications.

9 Crime and disorder implications

10.1 There are no specific crime and disorder implications.

10 Health and wellbeing implications

11.1 There are no specific health and implications.

11 Background papers

12.1 Lewisham Learning Report on pupil achievement in Lewisham.

12 Glossary

Term	Definition
SEND	Special Education Needs and Disabilities
GLD	Good Level of Development
EYFS	Early Years Foundation Stage
KS1, KS2, KS4 and KS5	Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5
EHCP	Education health care plan
EAL	English as an additional language
GCSE	General Certificate of Secondary Education
APS	Average Point Score
TAGs	Teacher Assessed Grades

13 Report author

14.1 Angela Scattergood, Director of Education

14 Appendices

15.1 Appendix 1

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Lewisham Learning

Report on 2021 pupil achievement in Lewisham

Analysis by key stage and groups, including comparison with statistical neighbours and national data

Sandra Roberts, Director Lewisham Learning - February 2022

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2. Ofsted outcomes - Primary and Secondary
3. Early Years, KS1 and 2 Commentary
4. Secondary Attainment
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 - Attainment 8 by Pupil Group
 - EBacc entries by school
 - Key Stage 5 Attainment Headlines
 - Key Stage 4 Attainment by Ethnic Group
 - Level 2 and 3 attainment by age 19
5. Pupil Destinations

Appendix (i) - Sources

Appendix (ii) - Statistical neighbours

Appendix (iii) -

1. Executive Summary

- 1.1 The aim of this report is to provide a summary of achievement data for Lewisham across school phases, highlighting areas where Lewisham's performance is noticeably different from statistical neighbours and national averages.
- 1.2 As a result of the pandemic the data available this year is significantly less than in previous years. The DfE has published limited national and LA level performance data for KS4 and KS5 only. There is no performance data available for EYFS, KS1 or KS2 and no published performance data about individual schools, sixth forms or colleges at any phase.
- 1.3 Using the data available the report focuses on Ofsted ratings for all schools and Key stages 4 and 5 outcomes, which includes attainment, and pupil destinations. The KS4 and 5 analysis highlights differences in performance between pupil groups, including gender, disadvantaged, SEND, EAL and ethnic groups. The analysis of KS4 and KS5 attainment focusses on the continued impact of teacher assessed grades (TAGs) in 2021. This includes comparing changes from 2019 to 2020 and from 2020 to 2021. There is also a particular focus on different pupil groups to understand the impact of TAGs on certain groups of pupils.
- 1.4 **Ofsted judgements** - 89.6% of schools in Lewisham are 'Good' or 'Outstanding'. This compares well to National (86.6%) but is below London (93%) No schools are inadequate compared to 3.3% in England.
- 1.5 **Primary Phase Ofsted judgements** - 95.2% of primary schools in Lewisham are 'Good' or 'Outstanding'. This compares well to London (94.3%) and is 6.9 percentage points above the national average. No primary schools are inadequate compared to 2.7 Nationally and 1% in London.
- 1.6 **Secondary Phase Ofsted Outcomes** - the percentage of secondary schools in Lewisham judged 'Good' or 'Outstanding', is below the National and London average. No secondary schools are judged to be inadequate which is better than London and National averages.
- 1.7 **Early Years Foundation Stage, Key Stage 1 and Key Stage 2 Assessment outcomes 2021** - as a result of the pandemic statutory assessments at EYFS, KS1 and KS2 were not carried out in 2021.
- 1.8 **KS4 Attainment**
 - **Attainment** – Lewisham's increases in attainment matched the increases that were seen across England and therefore Lewisham remains below England, London and statistical neighbour scores for attainment
 - **Gender** – Lewisham's Attainment 8 gender gap widened in 2021 but the gap narrowed in EBacc entries, with a 4% point increase in male pupils entering the EBacc

- **Disadvantage** – Lewisham’s Attainment 8 disadvantage gap widened in 2021 but remained smaller than the gap seen across England. While disadvantaged pupils perform better in Lewisham than the England average, they still lag behind other London boroughs
- **SEND** – Pupils with an EHCP saw an improvement in attainment from 2020 to 2021, while outcomes worsened for pupils with SEN Support
- **Ethnicity** – Asian pupils in Lewisham saw the greatest increase in their Attainment 8 scores of any ethnic group, while pupils from a Mixed ethnic background were the only ethnic group to see a fall in attainment.

1.9 KS5 Attainment - while Lewisham saw an increase in the average point score for academic entries, it remains below London, England and statistical neighbour averages. Lewisham continued to have a relative strength in vocational qualifications, ranking in the top ten London local authorities.

Level 2 and 3 by age 19

In 2021, Lewisham had higher percentages of students qualified to both Level 2 and Level 3 by age 19 than the averages across England. However, this is not the case for achievement of Level 2 including English and maths by age 19, where Lewisham is in the bottom quartile of England’s local authorities.

1.10 Destinations following KS4 and KS5 - the overall percentage of students in Lewisham who remain in education, employment or training after KS4 is slightly lower than the England average. However, this is not the case for pupils who are disadvantaged or receive SEN Support, who are more likely to be in education, employment or training compared to their peers across England. As is the case across London, Lewisham pupils continue to follow academic pathways (school sixth forms/higher education) at much higher rates than the England average and go on to further education or apprenticeships at lower rates.

1.11 Key issues requiring rapid improvement across all phases in 2021-22

- Bring about rapid improvement in the small number of schools judged as requiring improvement.
- Narrow the achievement gap for Black Caribbean pupils.
- Narrow the achievement gap for disadvantaged pupils.

Specific Primary Issues

- Raise attainment in phonics at Key Stage 1 and reading at Key Stage 2.

Specific Secondary Issues

- Continue to improve attainment overall.

1.12 The LA in partnership with Lewisham Learning will:

- Continue to work with the LA, schools, partners and key stakeholders, including parents and young people, to develop and implement Lewisham's education strategy.
- Continue to support and challenge individual schools, governors, senior leaders, middle leaders and teacher networks to bring about improved outcomes.
- Continue to develop the Lewisham Learning School Improvement Framework to provide more rigorous monitoring and hold school leaders and providers to account.
- Continue to develop the Lewisham Learning partnership to ensure it builds capacity and uses it effectively through a school led approach to school improvement.
- Develop and pilot a robust approach to peer review in primary and secondary schools to improve the accuracy and validity of school self-evaluation.
- Prioritise work to address the key issues identified above.
- Evaluate the impact of specific practice and interventions in our schools to capitalise on success and ensure the best use of resource.

2. Ofsted outcomes - Primary and Secondary

Report on 2021 pupil achievement in Lewisham

2.1 Ofsted judgements - 89.6% of schools in Lewisham are 'Good' or 'Outstanding'. This compares well to National (86.6%) but is below London (93%) No schools are inadequate compared to 3.3% in England.

2.2 Primary Phase Ofsted judgements

95.2% of primary schools in Lewisham are 'Good' or 'Outstanding'. This compares well to London (94.3%) and is 6.9 percentage points above the national average. No primary schools are inadequate.

2.3 Secondary Phase Ofsted Outcomes

64.3% of secondary schools in Lewisham are 'Good' or 'Outstanding', which is below the National and London average. No secondary schools are inadequate compared to 3.3% in London and 6.6% in England. 4 secondary schools require improvement.

All schools	Outstanding Oct 21	Outstanding Jan 22	Good Oct 21	Good Jan 22	At least good Oct 21	At least Good Jan 22	Requires improvement Oct 21	Requires improvement Jan 22	Inadequate Oct 21	Inadequate Jan 22
National	17.7%	16.7%	68.1%	69.9%	85.8%	86.6%	10.7%	10%	3.5%	3.3%
London	33.3%	27.8%	60%	65.2%	93.3%	93%	5.2%	5.5%	1.5%	1.5%
Lewisham	26%	24.7%	63.6%	64.9%	89.6%	89.6%	10.4%	10.4%	0%	0%
Primary Schools	Outstanding		Good		At least good		Requires Improvement		Inadequate	
National Primary	17.1%	16.1%	70.6%	72.2%	87.7%	88.3%	9.4%	9%	2.8%	2.7%
London Primary	31.7%	26%	63.1%	68.3%	94.8%	94.3%	4.3%	4.7%	1%	1%
Lewisham Primary	27%	25.4%	68.3%	69.8%	95.3%	95.2%	4.8%	4.8%	0%	0%
Secondary Schools	Outstanding		Good		At least good		Requires Improvement		Inadequate	
National Secondary	20.8%	19.9%	55.3%	58.1%	77.7%	78%	17.1%	15.4%	6.9%	6.6%
London Secondary	39.8%	34.8%	47.7%	53.6%	87.7%	88.4%	9.1%	8.3%	3.4%	3.3%
Lewisham Secondary	21.4%	21.4%	42.9%	42.9%	64.3%	64.3%	35.7%	35.7%	0%	0%

Table 1 – Ofsted % of schools on 27/01/2022 (source Watchsted website)

3. Early Years Foundation Stage, Key Stage 1 and Key Stage 2 Assessment outcomes 2021

As a result of the pandemic statutory assessments at EYFS, KS1 and KS2 were not carried out in 2021.

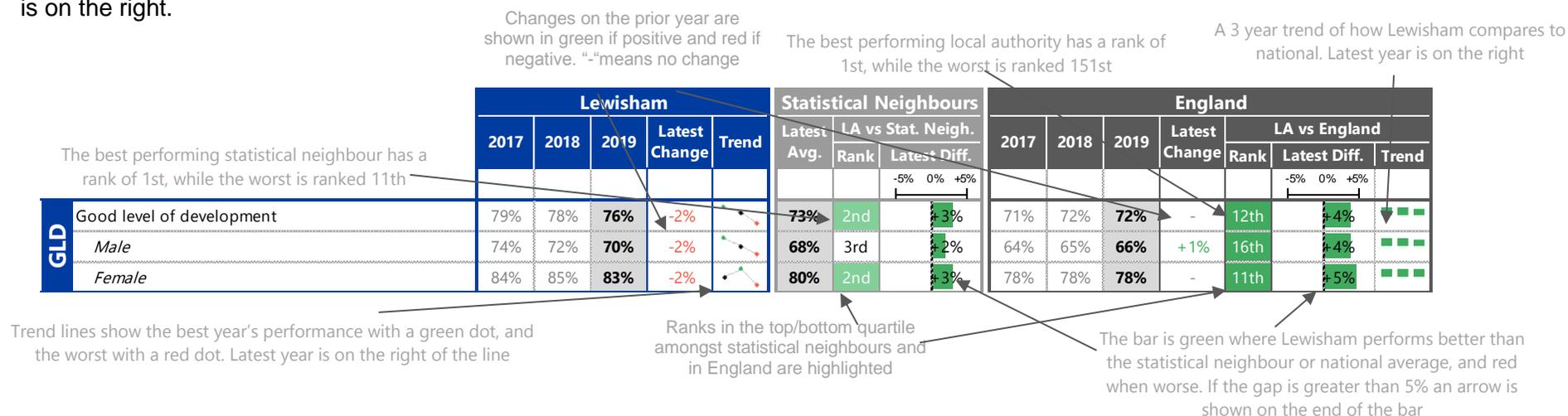
4. Secondary Attainment

Key Stage 4 and 5 Attainment including the impact of the 2021 grading system

How to interpret the analysis:

Each section includes a graphical summary of outcomes. Each indicator in the summary has:

- A trend line to show Lewisham's change over the past three years (subject to availability of the data).
- A rank of Lewisham against its ten statistical neighbours and the 151 local authorities in England (although in some instances some data is suppressed and therefore excluded from the rankings). "-" means data is unavailable. London ranks discussed in this report are generally out of 32 London local authorities (excluding the City of London).
- Two bar charts showing the difference to Lewisham's statistical neighbour average and the England average. Note that if the indicator is a percentage the difference is shown in percentage points; for example, 20% vs 23% is a 3 percentage point difference. If the indicator is a number, the difference is a percentage, for example, 100 vs 110 is a 10% difference.
- A three-year trend showing how Lewisham performs against national using the same basis as the national bar chart. The latest year of data is on the right.



Key Stage 4 Attainment Headlines

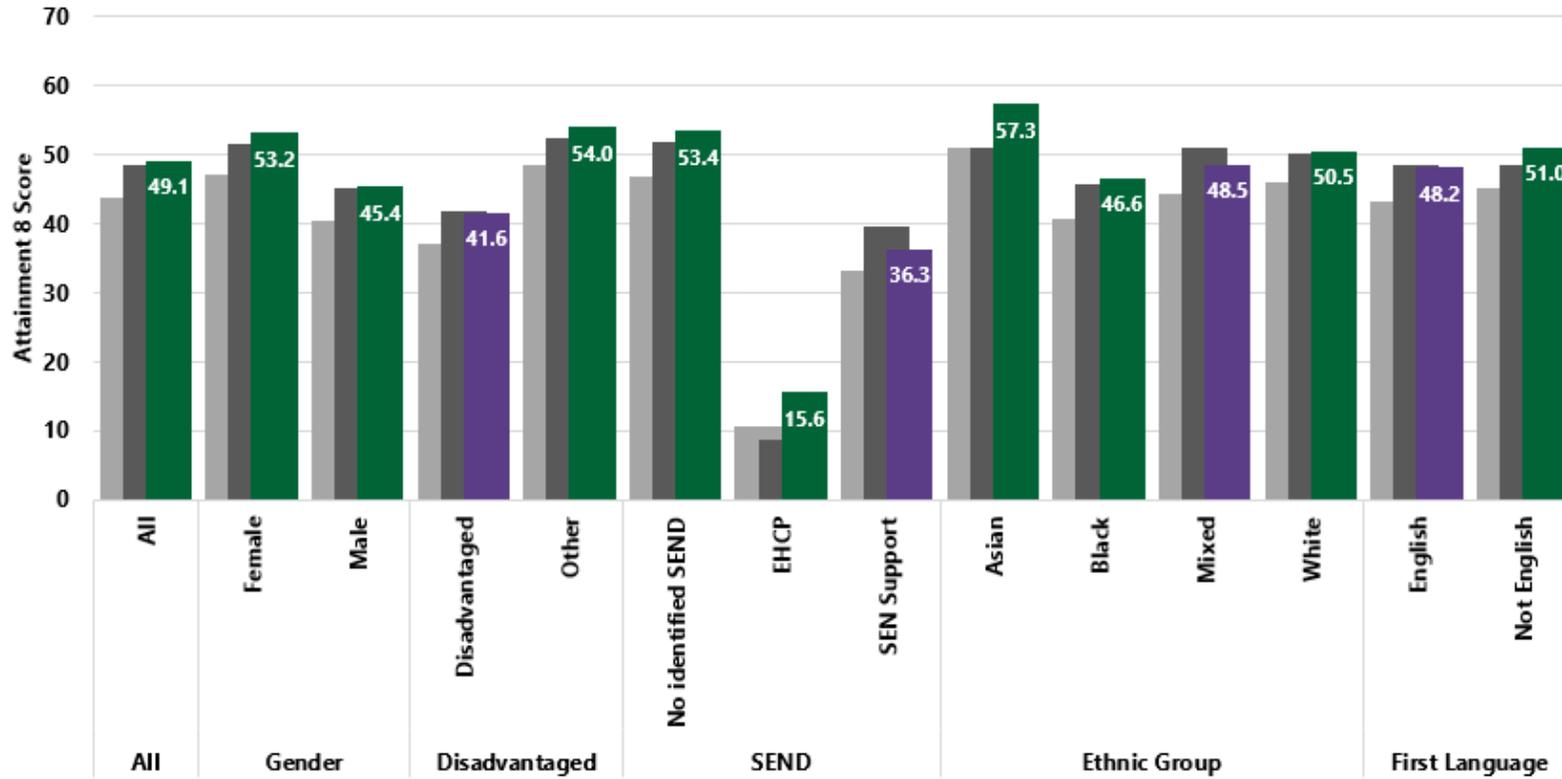
		Lewisham					Statistical Neighbours			London		England							
		2019	2020^	2021^	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020^	2021^	Latest Change	LA vs England			
								Rank	Latest Diff.							Rank	Latest Diff.	Trend	
								-5% 0% +5%								-5% 0% +5%			
KS4	Attainment 8	43.7	48.4	49.1	+0.7		52.4	11th	-3.3	54.1	32nd	46.8	50.2	50.9	+0.7	109th	-1.8		
		Male	40.4	45.3	45.4	+0.1		49.3	11th	-3.9	51.3	32nd	44.2	47.4	48.1	+0.7	115th	-2.7	
		Female	47.2	51.7	53.2	+1.5		55.5	11th	-2.3	57.0	32nd	49.6	53.1	53.9	+0.8	82nd	-0.7	
		Disadvantaged	37.1	41.7	41.6	-0.1		45.6	11th	-4.0	46.7	31st	36.8	40.2	40.3	+0.1	43rd	+1.3	
		Other	48.5	52.4	54.0	+1.6		56.6	11th	-2.6	57.8	31st	50.5	53.7	54.7	+1.0	86th	-0.7	
		SEN Support	33.2	39.5	36.3	-3.2		40.1	10th	-3.8	40.3	30th	32.6	36.4	36.7	+0.3	81st	-0.4	
		EHCP	10.6	8.6	15.6	+7.0		17.2	9th	-1.6	18.4	26th	13.7	15.2	15.7	+0.5	77th	-0.1	
		First Language: English	43.2	48.4	48.2	-0.2		52.7	11th	-4.5	53.9	32nd	46.6	50.2	50.8	+0.6	115th	-2.6	
	First Language: Not English	45.1	48.4	51.0	+2.6		52.5	9th	-1.5	54.6	30th	48.3	50.9	52.1	+1.2	86th	-1.1		
	9-4 English & maths	58%	67%	68%	+1%		73%	11th	-5%	76%	32nd	65%	71%	72%	+1%	120th	-4%		
		Male	55%	63%	62%	-1%		69%	11th	-7%	73%	32nd	61%	68%	69%	+1%	135th	-7%	
		Female	61%	70%	74%	+4%		76%	8th	-2%	79%	29th	69%	75%	75%	-	97th	-1%	
		9-5 English & maths	37%	46%	48%	+2%		54%	11th	-6%	57%	32nd	43%	50%	52%	+2%	109th	-4%	
			Male	34%	41%	44%	+3%		50%	11th	-6%	54%	31st	40%	46%	48%	+2%	109th	-4%
Female			41%	51%	54%	+3%		58%	11th	-4%	61%	32nd	47%	54%	56%	+2%	96th	-2%	
EBacc	English Baccalaureate APS	3.9	4.3	4.4	+0.1		4.7	10th	-6.4%	4.9	31st	4.1	4.4	4.5	+0.1	81st	-1.1%		
	Male	3.5	3.9	4.0	+0.1		4.4	11th	-9.1%	4.6	32nd	3.9	4.1	4.2	+0.1	97th	-4.5%		
	Female	4.2	4.6	4.8	+0.2		5.0	9th	-4.0%	5.2	30th	4.3	4.7	4.7	-	57th	+1.9%		
	English Baccalaureate Entries	41%	43%	46%	+3%		54%	7th	-8%	54%	23rd	40%	40%	39%	-1%	34th	+7%		
	Male	31%	30%	34%	+4%		48%	10th	-14%	49%	31st	34%	34%	34%	-	64th	0%		
	Female	53%	57%	58%	+1%		60%	6th	-2%	59%	17th	46%	46%	44%	-2%	19th	+14%		
	English Baccalaureate (9-4)	22%	30%	31%	+1%		38%	8th	-7%	40%	29th	25%	30%	30%	-	57th	+1%		
	Male	15%	20%	21%	+1%		32%	11th	-11%	34%	32nd	20%	24%	24%	-	88th	-3%		
	Female	29%	39%	42%	+3%		44%	7th	-2%	46%	24th	31%	36%	35%	-1%	36th	+7%		
	English Baccalaureate (9-5)	15%	20%	22%	+2%		27%	8th	-5%	30%	29th	17%	21%	22%	+1%	60th	0%		
Male	10%	13%	14%	+1%		22%	11th	-8%	25%	32nd	13%	17%	17%	-	91st	-3%			
Female	20%	27%	31%	+4%		32%	6th	-1%	35%	23rd	21%	26%	26%	-	38th	+5%			

Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 KS4 results are not directly comparable with prior years

Attainment 8 by Pupil Group

Key:

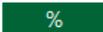
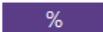
- 2019
- 2020
- 2021 (Increase from 2020)
- 2021 (Decrease from 2020)



EBacc Entries by School

School	Pupils	EBacc Entries	EBacc Humanities entries	EBacc Language entries	EBacc English entries	EBacc Maths entries	EBacc Science Entries
Addey and Stanhope School	120	10%	57%	24%	93%	96%	96%
Bonus Pastor Catholic College	159	55%	92%	59%	100%	100%	100%
Conisborough College	174	12%	53%	26%	92%	95%	94%
Deptford Green School	183	31%	72%	44%	98%	98%	97%
Forest Hill School	211	23%	82%	35%	99%	99%	98%
Haberdashers' Aske's Hatcham College	202	29%	98%	29%	100%	99%	98%
Haberdashers' Aske's Knights Academy	190	34%	84%	44%	98%	98%	98%
Prendergast Ladywell School	143	33%	84%	41%	100%	100%	100%
Prendergast School	142	83%	98%	83%	99%	99%	98%
Prendergast Vale School	115	83%	100%	83%	100%	100%	100%
Sedgehill Academy	163	50%	96%	52%	95%	95%	93%
St Matthew Academy	158	58%	82%	65%	99%	99%	99%
Sydenham School	227	84%	97%	85%	99%	99%	99%
Trinity Church of England School, Lewisham	110	89%	99%	89%	99%	99%	99%

Key:

Top 3 Schools	
Bottom 3 Schools	

4.1 Attainment

As in 2020, KS4 attainment in 2021 was measured through Teacher Assessed Grades (TAGs) instead of exams. This led to a slight increase in grades across England but this increase was much smaller than was seen from 2019 to 2020. It may therefore be more relevant to compare attainment to statistical neighbour, London and England averages, rather than looking at trends over time. However, comparing to 2019 and 2020 allows us to understand the impact of TAGs for different groups of students.

Lewisham's average Attainment 8 score rose by 0.7 points from 2020 to 2021, matching the 0.7 point increase that was seen across England. Similarly, the percentage of pupils achieving 9-5 in English and maths rose by 2% points from 46% to 48%, the same increase as the

England average. Therefore, despite the improvements, Lewisham still scores below England, statistical neighbours and London averages for these measures.

As with Attainment 8 scores, Lewisham's EBacc average point score (APS) saw the same point increase as across England at 0.1 points. However, **Lewisham saw a 3% point increase in EBacc entries from 43% to 46%, taking them well above the English average of 39%.** Lewisham's increase in EBacc entries bucks the overall England trend, which saw EBacc entries fall by 1% point from 2020 to 2021. In 2021, 22% of pupils in 2021 scored 9-5 in their EBacc, bringing Lewisham up to the England average.

There was a large amount of variation in EBacc entries between schools, ranging from 10% of pupils at Addey and Stanhope to 89% of pupils at Trinity. This variation was mainly driven by differences in percentages of pupils entering a language and, to a lesser extent, a humanities GCSE. Just under a quarter (24%) of pupils at Addey and Stanhope entered a language compared to 89% of pupils at Trinity. EBacc language entries are consistently a barrier for schools. No school had more than 90% language entries and seven out of the 14 schools in Lewisham had an EBacc language entry rate of less than 50%. For Haberdasher's Aske's Hatcham College, EBacc entries would be almost 100% if not for language entries. Increasing the number of language entries is a key step in increasing the percentage of EBacc entries overall. Two schools in particular, Addey and Stanhope and Conisborough, have very low levels of EBacc entries both overall and for each subject type.

4.2 Gender

Lewisham's Attainment 8 gender gap widened in 2021, from 6.4 points in 2020 to 7.8 points in 2021, 2 points higher than the average England gender gap of 5.8 points. Male pupils in Lewisham had just a 0.1 point increase in their Attainment 8 scores, compared to a 1.5 point increase for female pupils. A gender gap was also seen in the percentage of pupils achieving 9-4 in English and maths. Female pupils saw a 4% point increase compared to the 1% point decrease in male pupils achieving 9-4. There were also large gender differences in EBacc entries and grades. In 2021, 58% of female pupils entered the EBacc compared to around a third (34%) of male pupils. However, this gap has narrowed since 2020 and Lewisham saw a 4% point increase in male pupils entering the EBacc. This gap is often explained by male pupils being less likely to take a language or a humanities subject than female pupils, which is a requirement for EBacc entry. Indeed, in Lewisham in 2021, 89% of female pupils entered a humanities subject compared to 79% of male pupils. This gender gap was even bigger for languages where 62% of female pupils took a language, compared to just 42% of male pupils.

This gap has knock-on effects for EBacc attainment. More than double the percentage of female pupils achieved 9-5 in the EBacc compared to their male peers with 31% of female pupils achieving 9-5, compared to just 14% of male pupils. In fact, the percentage of female pupils achieving 9-5 in the EBacc is 5% points higher in Lewisham than the England average. The percentage of male pupils scoring 9-5, on the other hand, is 3% points lower than the England average. There has been concern that this widening of the gender gap may be due to implicit gender bias in TAGs. Indeed, nationally, girls outperformed boys in GCSE maths for the first time in several years and similar gender differences were seen in A-Level results. However, as we saw in 2020, the average point score increase for EBacc scores was very similar for both male and female pupils, suggesting there was no bias in EBacc subjects. Average Attainment 8 scores, on the other hand, increased much more for female pupils than male pupils and this

difference is due to subjects that are included for Attainment 8 but not the EBacc. For example, across England, 85.6% of female pupils who sat religious studies scored 4 or over, compared to 74.5% of male pupils. Additionally, differences between male and female pupils in the threshold measures – scoring 4 or above – do not necessarily mean that these two groups have experienced different increases in their grades overall as demonstrated by the average point score.

4.3 Disadvantaged pupils

There was also concern in 2020 that the move to TAGs would lead to unconscious bias against disadvantaged pupils, bringing down their scores in comparison to their peers. Ultimately, this was not the case and the attainment gap narrowed between disadvantaged pupils and their peers in 2020. Nevertheless, this was a concern again in 2021, with 38% of disadvantaged students surveyed by the Social Mobility Foundation concerned that their grades would not reflect their ability. There is some justification for this as there is growing evidence that the disadvantage gap in access to learning and education has grown over the pandemic. As education recovers from the COVID-19 pandemic, disadvantaged students have been slower to recover their lost learning. By the 2021 summer term, secondary pupils overall were 1.2 months behind on reading compared to pre-pandemic levels but this doubled to 2.4 months behind for disadvantaged pupils.

In Lewisham, the disadvantage gap in Attainment 8 widened to 12.4 points in 2021 compared to 10.7 points in 2020. While this is slightly higher than the 11.1 point difference seen between disadvantaged pupils and their peers in London, it is lower than the average England Attainment 8 disadvantage gap of 14.4 points. Additionally, this is wider than the 11.4 point disadvantage gap in 2019, when grades were determined by exams. The gains made by disadvantaged students with TAGs in 2020 may therefore have slowed or reversed in 2021. Disadvantaged pupils were also less likely to achieve a grade 4 or higher in English and maths. In 2021, 55.1% of disadvantaged pupils had a score of at least 4 in English and maths, compared to 75.6% of their peers. As English and maths qualifications are often crucial for progression after KS4, this disadvantage gap is particularly concerning.

Disadvantage gaps were also seen in EBacc entry and attainment. 35% of disadvantaged pupils in Lewisham entered the EBacc compared to 53% of their peers. This 35% is also much lower than the 46% of disadvantaged pupils who enter the EBacc across London and the 47% across Lewisham's statistical neighbours. Just 13% of disadvantaged pupils in Lewisham achieved 9-5 in the EBacc, lower than the 28% of their non-disadvantaged peers in Lewisham and the 19% of disadvantaged pupils across London who achieved a grade of 5 or above. However, a higher percentage of disadvantaged pupils in Lewisham scored 9-5 in their EBacc than the England average, where just 10% achieved a grade of 5 or above.

Overall, across both Attainment 8 and the EBacc, disadvantaged pupils appear to be doing better in Lewisham than the England average but are still lagging behind other London boroughs.

4.4 English as an additional language (EAL)

Lewisham pupils who spoke English as an additional language saw a 2.6 point increase in their average Attainment 8 score from 2020 to 2021, more than double the 1.2 point increase seen by EAL pupils across England. However, despite these increases, pupils with English as an additional language in Lewisham have a lower average point score for Attainment 8 than EAL pupils in London, England and Lewisham's statistical neighbours. Pupils with English as an additional language were more likely to have entered the EBacc and to have achieved grades 4 or above compared to their peers with English as a first language. In 2021, 48% of EAL pupils entered the EBacc compared to 45% of pupils with English as their first language. One explanation is that pupils who speak languages other than English are more likely to take a language GCSE, often in their first language. This is evidenced in wider London data, where language entries are high and there are also high proportions of pupils with English as an additional language.

In summary, while pupils with EAL are performing better than their peers with English as a first language, their Attainment 8 scores are still lower than London, England and statistical neighbour averages.

4.5 Special educational needs and disabilities (SEND)

The average Attainment 8 score for pupils in Lewisham who receive SEN Support dropped by 3.2 points from 39.5 in 2020 to 36.3 in 2021. At 36.3, this is also lower than the London and England averages for pupils receiving SEN Support. Conversely, pupils with an EHCP saw a 7.0 point increase in their Attainment 8 score from 8.6 in 2020 to 15.6 in 2021. This brings Lewisham close to the average score for England at 15.7. Pupils in Lewisham without an identified SEND scored 53.4 on average, highlighting the attainment gap between students with and without an identified SEND. Differences between SEND pupils and their peers were also seen in the EBacc. Just 3% of pupils with an EHCP and 25% of pupils with SEN Support entered the EBacc. Looking at Lewisham's statistical neighbours, these saw 8% of pupils with an EHCP and 34% of pupils with SEN Support entered into the EBacc. However, EBacc average point scores for pupils in Lewisham with an EHCP doubled from 0.6 points in 2020 to 1.2 points in 2021. This brings Lewisham in line with the England average of 1.2 points. The EBacc average point score for pupils with SEN Support, on the other hand, fell slightly from 3.3 in 2020 to 3.1 in 2021. While this is above the England average of 3.0 points, it is below the 3.4 points seen in Lewisham's statistical neighbours.

Overall, pupils with an EHCP saw an improvement from 2020 to 2021 whilst outcomes worsened for pupils with SEN Support. As with disadvantage, pupils in Lewisham with an EHCP or SEN Support are seeing similar or better outcomes to their peers across England for the EBacc but are below averages for London and Lewisham's statistical neighbours. Lewisham has higher percentages of pupils with an EHCP or SEN Support compared to the England percentages. Having a larger cohort can often mean that children and young people with less complex needs are given an EHCP or SEN Support which, in turn, leads to these groups having higher attainment measures compared to the England averages. This may explain why pupils with SEND are in line with England averages when it comes to the EBacc average point score, which is not something we see for their peers with no SEND.

4.6 Ethnicity

Asian pupils in Lewisham saw the greatest average increase in their Attainment 8 scores out of any ethnic group. Their average Attainment 8 score rose by 6.4 points, almost five times higher than the England average increase for Asian pupils of 1.3 points. Both White and Black pupils also saw their Attainment 8 scores increase marginally at 0.3 and 0.8 points respectively. Note that looking at the White and Black ethnic groups as a whole may mask important differences, but data is not currently available for any more detailed breakdown of ethnic groups. For example, across England, White Gypsy and Roma students tend to have lower Attainment 8 scores than their White British counterparts. Similarly, Black Caribbean pupils tend to have lower outcomes than Black African pupils. The only ethnic group to see a **decrease in their average Attainment scores were pupils from a Mixed ethnic background** whose scores fell by 2.5 points from 51.0 in 2020 to 48.5 in 2021. However, as with other ethnic groups, pupils from Mixed backgrounds still had a higher average Attainment 8 score than before the pandemic in 2019. While Chinese pupils appear to be performing well at KS4, they are an extremely small cohort of just 17 pupils across Lewisham and it is therefore not possible to draw any meaningful conclusions from the data.

Similar trends were seen for average point scores in the EBacc. Average point scores increased for both Asian and Black pupils, while staying the same for White pupils and falling for pupils from a Mixed ethnic background. Average point scores for Asian pupils rose by 0.7 points from 4.5 to 5.2, taking Lewisham 0.2 points above the England averages for Asian pupils. **EBacc entries increased for all ethnic groups**, with the greatest increase for Asian pupils from 43% in 2020 to 51% in 2021. However, 55% of Asian pupils entered the EBacc in 2019 so this measure has not returned to pre-pandemic levels. Additionally, there are big differences in EBacc entries and attainment between male and female Asian pupils. For example, 68% of female Asian pupils in Lewisham entered the EBacc compared to 42% of male Asian pupils. In addition, just 29% of male Asian pupils achieved a 4 or above in the EBacc, compared to 55% of female Asian pupils. The EBacc entry percentages for Mixed and White students in Lewisham were also higher than those seen across England.

In summary, Asian students saw the greatest improvement in attainment from 2020 to 2021. Pupils from a Mixed ethnic background, on the other hand, were the only ethnic group to see grades fall from 2020 to 2021, although the percentage of pupils from a Mixed ethnic background entering the EBacc did increase.

Key Stage 4 Attainment by Ethnic Group

		Lewisham					Statistical Neighbours			London		England							
		2019	2020^	2021^	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020^	2021^	Latest Change	LA vs England			
								Rank	Latest Diff.							Rank	Latest Diff.	Trend	
KS4	Attainment 8																		
		Asian	50.9	50.9	57.3	+6.4	57.8	11th	-3.3	59.2	32nd	51.5	54.5	55.8	+1.3	74th	+1.5		
		Black	40.8	45.8	46.6	+0.8	49.1	10th	-2.5	50.5	30th	45.2	48.9	50.0	+1.1	117th	-3.4		
		Chinese	58.8	63.6	69.9	+6.3	65.1	4th	+4.8	70.8	20th	64.5	67.6	69.2	+1.6	66th	+0.7		
		Mixed	44.3	51.0	48.5	-2.5	51.9	11th	-3.4	53.1	29th	47.7	50.8	51.3	+0.5	111th	-2.8		
		White	46.0	50.2	50.5	+0.3	53.5	8th	-3.0	53.5	24th	46.2	49.7	50.2	+0.5	62nd	+0.3		
		9-4 English & maths	58%	67%	68%	+1%	73%	11th	-5%	76%	32nd	65%	71%	72%	+1%	120th	-4%		
		Asian	76%	73%	80%	+7%	82%	7th	-2%	83%	23rd	71%	77%	78%	+1%	82nd	+2%		
		Black	53%	63%	64%	+1%	70%	10th	-6%	72%	31st	60%	69%	71%	+2%	116th	-7%		
		Chinese	81%	89%	100%	+11%	90%	1st	+10%	94%	1st	90%	91%	93%	+2%	1st	+7%		
Mixed	58%	71%	66%	-5%	71%	9th	-5%	73%	26th	65%	71%	72%	+1%	116th	-6%				
White	61%	68%	69%	+1%	73%	8th	-4%	75%	25th	64%	71%	72%	+1%	104th	-3%				
KS4	EBacc	English Baccalaureate APS	3.9	4.3	4.4	+0.1	4.7	10th	-6.4%	4.9	31st	4.1	4.4	4.5	+0.1	81st	-1.1%		
		Asian	4.6	4.5	5.2	+0.7	5.3	6th	-1.9%	5.4	20th	4.6	4.9	5.0	+0.1	71st	+3.6%		
		Black	3.5	4.0	4.1	+0.1	4.4	8th	-6.8%	4.5	28th	4.0	4.3	4.4	+0.1	103rd	-7.2%		
		Chinese	5.3	5.7	6.5	+0.8	6.2	5th	+4.8%	6.7	22nd	6.0	6.3	6.4	+0.1	64th	+0.9%		
		Mixed	3.9	4.5	4.3	-0.2	4.7	10th	-8.5%	4.8	28th	4.2	4.5	4.5	-	94th	-4.9%		
		White	4.1	4.5	4.5	-	4.9	8th	-8.2%	4.8	24th	4.0	4.3	4.4	+0.1	45th	+3.4%		
		English Baccalaureate Entries	41%	43%	46%	+3%	54%	7th	-8%	54%	23rd	40%	40%	39%	-1%	34th	+7%		
		Asian	55%	43%	51%	+8%	59%	8th	-8%	62%	27th	51%	52%	51%	-1%	70th	0%		
		Black	40%	42%	43%	+1%	51%	7th	-8%	51%	24th	47%	48%	46%	-2%	65th	-3%		
		Chinese	33%	44%	53%	+9%	68%	10th	-15%	72%	27th	62%	64%	62%	-2%	94th	-9%		
Mixed	42%	45%	48%	+3%	55%	8th	-7%	52%	22nd	44%	44%	42%	-2%	41st	+6%				
White	41%	44%	47%	+3%	55%	7th	-8%	51%	21st	38%	37%	36%	-1%	25th	+11%				

Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 KS4 results are not directly comparable with prior years

Key Stage 5 Attainment Headlines

		Lewisham						Statistical Neighbours			London		England							
		2019	2020^	2021^		Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020^	2021^	Latest Change	LA vs England			
				Value	Cohort				Rank	Latest Diff.							Rank	Latest Diff.	Trend	
KS5	APS per entry	APS per entry - academic	28.6	35.8	37.8	820	+2.0		40.7	10th	-2.9	41.1	29th	33.0	38.4	40.4	+2.0	131st	-2.6	
		Male	26.7	34.9	36.5	316	+1.6		39.8	10th	-3.3	40.1	29th	32.2	37.4	40.7	+3.3	132nd	-4.2	
		Female	29.7	36.3	38.6	504	+2.3		41.4	10th	-2.8	41.8	29th	33.7	39.2	42.7	+3.5	136th	-4.1	
		APS per entry - applied general	30.6	34.2	34.7	603	+0.5		33.7	4th	+1.0	32.3	8th	28.9	31.2	32.8	+1.6	34th	+1.9	
		Male	28.9	32.8	31.5	223	-1.3		32.6	9th	-1.1	31.0	18th	27.3	29.4	30.8	+1.4	56th	+0.7	
		Female	31.8	35.0	36.3	380	+1.3		34.5	5th	+1.8	33.7	7th	30.3	32.8	34.5	+1.7	39th	+1.8	
		APS per entry - tech level	28.5	35.2	36.0	46	+0.8		34.2	5th	+1.8	32.2	7th	28.6	29.8	31.7	+1.9	24th	+4.3	
Male	28.3	33.7	35.5	42	+1.8		32.6	5th	+3.0	32.1	10th	28.9	29.6	31.3	+1.7	29th	+4.2			
Female	30.3	42.7	40.4	4	-2.3		36.7	5th	+3.7	32.5	6th	28.4	29.9	32.1	+2.2	12th	+8.3			
A Level	3 A*-A grades or better at A level	5%	13%	18%	817	+5%		25%	8th	-7%	27%	27th	11%	20%	25%	+5%	128th	-7%		
	Male	6%	11%	18%	314	+7%		25%	8th	-7%	27%	27th	12%	19%	28%	+9%	118th	-10%		
	Female	5%	14%	17%	503	+3%		25%	10th	-8%	27%	29th	10%	20%	30%	+10%	132nd	-13%		
	AAB inc. two facilitating subjects	7%	12%	17%	817	+5%		26%	9th	-9%	28%	28th	14%	21%	25%	+4%	127th	-8%		
	Male	9%	14%	19%	314	+5%		28%	8th	-9%	30%	27th	16%	23%	30%	+7%	117th	-11%		
	Female	6%	11%	15%	503	+4%		24%	9th	-9%	27%	28th	13%	20%	28%	+8%	128th	-13%		

4.7 KS5 Overall

As with KS4 and continuing the trend from 2020, the continued use of TAGs resulted in increases in attainment across England. While Lewisham did see improvements in average point scores and the percentage of students achieving three A*-As or AAB including two facilitating subjects, these improvements were lower than the England averages. However, Lewisham's average point scores for applied general entries are above the averages seen for England, highlighting this as a particular strength.

4.8 Academic qualifications

The average point score (APS) per academic entry in Lewisham was 37.8, 2.0 points higher than in 2020. The England average point score for academic entries also rose by 2.0 points. Therefore, Lewisham's average point score has remained below London, England and statistical neighbour averages.

Lewisham saw an increase in the percentage of students achieving 3 A*-A grades or AAB including two facilitating subjects. From 2020 to 2021, the percentage of pupils achieving 3 A*-As or better rose by 5% points from 13% to 18%. Compared to 2019, when just 1 in 20 (5%) pupils achieved 3 A*-As, the impact of moving to TAGs for Lewisham is clear. The increase was particularly marked for male pupils, who saw a 7% point increase compared to the 3% point increase in the percentage of female pupils achieving 3 A*-A grades. This reverses the gender gap seen in 2020 as a slightly higher proportion of male pupils achieved 3 A*-As at A-Level than female pupils in 2021. Despite these improvements, Lewisham still has a lower percentage of students achieving either 3 A*-As or AAB including two facilitating subjects compared to London, England and statistical neighbour averages.

4.9 Vocational qualifications

Across Lewisham schools and colleges, 603 students entered an Applied General qualification, while 46 entered a Tech level. **In 2021, Lewisham continued to have a relative strength in these vocational qualifications, ranking in the top ten London local authorities for average point scores.** The average point score per entry rose by 0.5 points and 0.8 points for applied general and tech level entries respectively. This is a smaller increase than seen in academic entries and is likely to be due to the increased focus on coursework in vocational qualifications. As these have consistently been assessed by more coursework, the move to TAGs is likely to have made less of a difference compared to qualifications that have a smaller or non-existent coursework component.

Key Stage 5 Attainment by Ethnic Group

KS5	APS per entry	Lewisham						Statistical Neighbours			London		England						
		2019	2020^	2021^		Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2019	2020^	2021^	Latest Change	LA vs England		
				Value	Cohort				Rank	Latest Diff.							Rank	Latest Diff.	Trend
	APS per entry - academic	28.6	35.8	37.8	820	+2.0		40.7	10th	-2.9	41.1	29th	33.0	38.4	40.4	+2.0	131st	-2.6	
	Bangladeshi	19.5	40.0	41.6	13	+1.6		39.6	4th	+2.0	39.6	9th	30.2	36.1	38.6	+2.5	28th	+3.0	
	Indian	24.3	27.7	37.0	11	+9.3		42.1	11th	-5.1	43.9	29th	34.1	40.1	42.8	+2.7	131st	-5.8	
	Pakistani	30.9	38.0	37.6	12	-0.4		39.7	9th	-2.1	39.6	26th	29.2	35.1	37.4	+2.3	71st	+0.2	
	Any Other Asian Background	26.1	33.5	35.3	35	+1.8		40.1	10th	-4.8	40.9	29th	31.9	38.1	40.5	+2.4	125th	-5.2	
	Black African	25.4	32.7	34.2	248	+1.5		37.5	11th	-3.3	37.8	28th	29.3	35.4	37.5	+2.1	107th	-3.3	
	Black Caribbean	26.2	32.7	34.5	75	+1.8		36.9	9th	-2.4	36.5	24th	27.7	34.1	36.0	+1.9	72nd	-1.5	
	Any Other Black Background	24.4	31.3	32.9	33	+1.6		37.6	10th	-4.7	37.1	27th	28.8	34.8	36.8	+2.0	91st	-3.9	
	White And Black African	27.0	38.2	35.3	22	-2.9		39.0	10th	-3.7	40.0	28th	31.5	37.2	39.2	+2.0	107th	-3.9	
	White And Black Caribbean	24.6	40.6	40.1	25	-0.5		40.3	8th	-0.2	38.8	16th	30.4	36.5	38.3	+1.8	42nd	+1.8	
	Any Other Mixed Background	29.8	36.5	36.5	41	-		40.3	10th	-3.8	40.6	29th	33.3	38.4	40.7	+2.3	122nd	-4.2	
	White British	33.6	41.7	44.3	148	+2.6		44.4	6th	-0.1	43.3	14th	33.3	38.9	40.9	+2.0	17th	+3.4	
	Any Other White Background	32.2	37.8	39.5	60	+1.7		41.6	9th	-2.1	41.5	24th	33.1	39.2	41.2	+2.0	104th	-1.7	
	Any Other Ethnic Group	28.1	35.6	40.1	35	+4.5		40.1	5th	+0.0	40.3	12th	31.6	37.9	39.8	+1.9	53rd	+0.3	
	APS per entry - applied general	30.6	34.2	34.7	603	+0.5		33.7	4th	+1.0	32.3	8th	28.9	31.2	32.8	+1.6	34th	+1.9	
	Bangladeshi	29.1	32.2	34.2	6	+2.0		33.5	6th	+0.7	33.8	14th	29.3	32.2	33.4	+1.2	58th	+0.8	
	Indian	36.4	42.5	39.1	5	-3.4		32.9	4th	+6.2	34.5	6th	29.1	31.8	33.7	+1.9	26th	+5.4	
	Pakistani	37.5	30.0	28.9	5	-1.1		33.6	8th	-4.7	32.2	20th	27.8	31.2	32.3	+1.1	83rd	-3.4	
	Any Other Asian Background	29.4	33.8	39.0	20	+5.2		36.2	3rd	+2.8	32.8	3rd	28.2	30.2	32.3	+2.1	16th	+6.7	
	Black African	30.6	34.7	35.0	240	+0.3		32.7	4th	+2.3	31.1	6th	26.9	30.0	30.4	+0.4	24th	+4.6	
	Black Caribbean	29.7	32.6	32.6	80	-		32.8	7th	-0.2	30.6	16th	27.3	29.6	30.3	+0.7	34th	+2.3	
	Any Other Black Background	30.0	32.8	34.6	52	+1.8		30.2	3rd	+4.4	30.7	8th	26.9	28.9	30.0	+1.1	22nd	+4.6	
	White And Black African	34.2	28.3	36.4	15	+8.1		32.2	4th	+4.2	31.5	8th	28.1	30.0	30.6	+0.6	24th	+5.8	
	White And Black Caribbean	29.0	32.1	32.7	11	+0.6		33.1	4th	-0.4	31.1	12th	27.3	29.8	31.3	+1.5	47th	+1.4	
	Any Other Mixed Background	32.9	34.1	31.6	29	-2.5		33.0	6th	-1.4	31.4	15th	28.4	29.9	31.2	+1.3	67th	+0.4	
	White British	29.3	34.7	35.0	49	+0.3		34.8	6th	+0.2	33.0	13th	28.5	31.5	33.3	+1.8	41st	+1.7	
	Any Other White Background	27.3	35.1	36.3	40	+1.2		34.8	3rd	+1.5	33.1	5th	28.0	30.6	32.1	+1.5	20th	+4.2	
	Any Other Ethnic Group	32.0	35.1	35.7	26	+0.6		33.1	2nd	+2.6	32.3	6th	28.5	31.0	32.2	+1.2	22nd	+3.5	

2021 cohort numbers are shown here as there are some very small cohorts. Care should be taken when drawing conclusions from these small cohorts.

4.10 Key Stage 5 Ethnicity

In 2021 there were clear differences in KS5 attainment based on ethnicity. However, some of the cohort sizes, particularly for Asian students, are too small for comparisons to be meaningful.

White British students performed the best out of any ethnic group when it came to academic entries, with an average point score of 44.3 in 2021. This is 3.4 points above the England average for White British students and puts Lewisham in the top quartile of local authorities. In contrast, **students from any Black background had the lowest average point score per academic entry out of any ethnic group**. In 2021, Black African students had an average point score of 34.2, 3.3 points lower than the England average while Black Caribbean students had an average point score of 34.5, 1.5 points lower than England averages. This bucked the England trend, where Black African students tended to outperform their Black Caribbean peers. **White British students scored, on average, around 10 points more than their Black African and Caribbean peers**, which is the equivalent of about one A level grade. This reflects overall trends in England, which saw the gap in the percentage of students achieving top A level grades widen for Black and disadvantaged pupils from 2019 to 2021. More evidence is needed to assess whether this was the result of lost learning or TAGs. However, our data indicates that the gap in average points scores between White British and Black students has not widened.

These ethnicity gaps in attainment were less pronounced for applied general entries and, overall, performance in Lewisham was good. For eight out of the 13 ethnic groups, Lewisham is ranking in the top quartile of England local authorities and no ethnic group is in the bottom quartile. While cohort sizes are too small to draw any meaningful conclusions, **the relatively high number of Black African students entering an applied general qualification** is of note. In 2021, 240 Black African students entered an applied general qualification, equivalent to 53% of all the Level 3 students in Lewisham in 2021 from a Black African background. This compares to just 49 White British students, equivalent to 27% of all the White British Level 3 students. The reasons behind the comparatively higher likelihood of a Black African student entering a vocational, rather than academic, qualification are worth exploring.

Level 2 and 3 Attainment by Age 19

		Lewisham					Statistical Neighbours			London		England						
		2018	2019	2020	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2018	2019	2020	Latest Change	LA vs England		
								Rank	Latest Diff.							Rank	Latest Diff.	Trend
								-5% 0% +5%								-5% 0% +5%		
Level 2	Qualified to Level 2 by 19 - All Pupils	82%	80%	82%	+2%		83%	8th	-1%	85%	28th	82%	82%	81%	-1%	66th	+1%	
	Male	79%	73%	76%	+3%		79%	9th	-3%	81%	30th	79%	78%	78%	-1%	97th	-1%	
	Female	85%	88%	88%	+1%		88%	4th	+0%	89%	18th	86%	86%	85%	-0%	30th	+3%	
	FSM Eligible	71%	67%	71%	+4%		73%	7th	-2%	75%	20th	63%	63%	62%	-1%	22nd	+9%	
	Not FSM Eligible	85%	83%	85%	+1%		86%	7th	-1%	87%	26th	85%	85%	84%	-1%	66th	+1%	
	No SEN	87%	86%	87%	+2%		88%	7th	-1%	90%	25th	88%	87%	86%	-1%	65th	+1%	
	SEN Support	70%	64%	65%	+1%		68%	8th	-3%	70%	25th	62%	61%	61%	-0%	51st	+4%	
EHCP	43%	36%	33%	-3%		34%	7th	-2%	35%	21st	31%	30%	29%	-1%	45th	+4%		
Level 2 & 3 by 19 Level 2 inc E & M	Level 2 including Eng & maths by 19 - All Pupils	64%	62%	63%	+1%		68%	10th	-5%	71%	31st	69%	69%	68%	-0%	125th	-6%	
	Male	62%	55%	58%	+4%		63%	10th	-5%	68%	31st	65%	65%	64%	-1%	121st	-6%	
	Female	66%	69%	67%	-2%		72%	11th	-5%	75%	32nd	72%	73%	73%	-	125th	-5%	
	FSM Eligible	48%	46%	47%	+1%		54%	11th	-7%	57%	29th	44%	44%	44%	-0%	42nd	+3%	
	Not FSM Eligible	69%	66%	67%	+1%		71%	10th	-4%	75%	31st	73%	73%	72%	-1%	126th	-5%	
	No SEN	72%	69%	69%	+1%		75%	11th	-5%	78%	32nd	76%	75%	75%	-1%	125th	-5%	
	SEN Support	40%	36%	34%	-3%		41%	10th	-7%	43%	29th	36%	36%	36%	+0%	87th	-3%	
EHCP	20%	13%	14%	+1%		15%	7th	-1%	17%	24th	15%	15%	15%	-0%	79th	-1%		
Level 3	Qualified to Level 3 by 19 - All Pupils	59%	58%	62%	+3%		64%	9th	-3%	67%	27th	57%	57%	57%	+0%	39th	+4%	
	Male	57%	52%	54%	+2%		58%	9th	-4%	61%	29th	52%	52%	52%	+0%	51st	+3%	
	Female	62%	65%	69%	+4%		71%	8th	-2%	73%	25th	63%	63%	63%	+1%	32nd	+6%	
	FSM Eligible	43%	44%	46%	+2%		51%	8th	-5%	54%	22nd	35%	35%	36%	+1%	24th	+10%	
	Not FSM Eligible	64%	62%	66%	+4%		68%	9th	-2%	70%	26th	61%	61%	61%	+0%	36th	+5%	
	No SEN	66%	64%	67%	+3%		70%	9th	-3%	72%	28th	63%	62%	63%	+0%	41st	+4%	
	SEN Support	38%	38%	40%	+2%		43%	8th	-3%	44%	25th	31%	31%	32%	+1%	33rd	+8%	
EHCP	22%	14%	16%	+2%		18%	7th	-2%	19%	21st	13%	13%	13%	+0%	37th	+3%		

The latest data on attainment by age 19 is from 2020 and is the first year of data that could have been impacted by the move to TAGs in 2020

5. Pupil Destinations - Key Stage 4 and Key Stage 5 Destinations (2018/19 leavers)

Destinations		Lewisham					Statistical Neighbours			London		England							
		2018	2019	2020	Latest Change	Trend	Latest Avg.	LA vs Stat. Neigh.		Latest Avg.	LA Rank	2018	2019	2020	Latest Change	LA vs England			
								Rank	Latest Diff.							Rank	Latest Diff.	Trend	
KS4 (mainstream & special)	Education, employment or training after KS4	93.4%	93.3%	92.8%	-0.5%		93.1%	8th	-0.3%	94.1%	26th	94.1%	94.1%	93.6%	-0.5%	108th	-0.8%		
	Male	91.3%	92.2%	92.8%	+0.6%		91.9%	3rd	+0.9%	93.1%	16th	93.4%	93.3%	92.9%	-0.4%	81st	-0.1%		
	Female	95.7%	94.4%	92.8%	-1.6%		94.3%	10th	-1.5%	95.1%	31st	94.8%	94.8%	94.4%	-0.4%	122nd	-1.6%		
	Disadvantaged	91.0%	90.0%	90.7%	+0.7%		91.0%	6th	-0.3%	91.5%	19th	88.5%	88.4%	88.1%	-0.3%	24th	+2.6%		
	Other	95.3%	95.5%	94.5%	-1.0%		94.8%	7th	-0.3%	95.6%	25th	96.2%	96.2%	95.7%	-0.5%	129th	-1.2%		
	SEN Support	90.4%	90.3%	90.9%	+0.6%		89.1%	2nd	+1.8%	89.8%	9th	89.4%	89.3%	88.9%	-0.4%	33rd	+2.0%		
	EHCP	90.1%	90.9%	89.4%	-1.5%		91.5%	8th	-2.1%	92.0%	25th	90.9%	90.2%	89.9%	-0.3%	95th	-0.5%		
	FE college or other FE provider	19.0%	21.4%	24.0%	+2.6%		24.7%	7th	-0.7%	25.5%	15th	34.5%	34.8%	36.0%	+1.2%	125th	-12.0%		
	School sixth form or sixth form college	67.8%	66.7%	64.7%	-2.0%		64.2%	6th	+0.5%	64.2%	19th	50.2%	50.0%	49.2%	-0.8%	23rd	+15.5%		
	Apprenticeships	1.3%	0.9%	0.5%	-0.4%		0.9%	10th	-0.4%	1.3%	28th	4.3%	4.1%	3.6%	-0.5%	146th	-3.1%		
	Special/AP/independent/other provision	2.9%	2.9%	1.6%	-1.3%		1.9%	8th	-0.3%	1.7%	17th	2.0%	2.0%	1.7%	-0.3%	80th	-0.1%		
	Destination not sustained	5.1%	4.9%	3.8%	-1.1%		4.6%	1st	-0.8%	4.1%	12th	5.0%	5.0%	5.1%	+0.1%	24th	-1.3%		
KS5 (mainstream, Level 3)	Education, employment or training after KS5	85.6%	87.9%	88.6%	+0.7%		86.7%	3rd	+1.9%	87.2%	10th	87.8%	88.2%	87.6%	-0.6%	47th	+1.0%		
	Male	81.7%	84.5%	85.0%	+0.5%		84.3%	4th	+0.7%	85.2%	16th	85.9%	86.4%	85.7%	-0.7%	83rd	-0.7%		
	Female	88.8%	90.3%	91.1%	+0.8%		88.6%	2nd	+2.5%	89.0%	7th	89.5%	89.8%	89.3%	-0.5%	30th	+1.8%		
	Disadvantaged	85.6%	90.8%	89.0%	-1.8%		86.6%	3rd	+2.4%	86.8%	7th	84.1%	84.7%	84.4%	-0.3%	8th	+4.6%		
	Other	85.6%	86.2%	88.6%	+2.4%		86.6%	4th	+2.0%	87.4%	10th	88.6%	89.0%	88.4%	-0.6%	73rd	+0.2%		
	SEN (school)	81.0%	75.9%	88.9%	+13.0%		85.3%	3rd	+3.6%	85.8%	11th	86.4%	86.7%	86.2%	-0.5%	47th	+2.7%		
	LLDD (college)	87.6%	86.2%	89.4%	+3.2%		75.6%	1st	+13.8%	82.5%	2nd	85.2%	85.5%	84.2%	-1.3%	8th	+5.2%		
	FE college or other FE provider	6.6%	3.9%	2.3%	-1.6%		3.9%	10th	-1.6%	5.5%	23rd	6.0%	4.8%	6.0%	+1.2%	132nd	-3.7%		
	Apprenticeships	3.3%	2.9%	1.9%	-1.0%		2.4%	9th	-0.5%	3.0%	25th	7.1%	6.8%	6.1%	-0.7%	141st	-4.2%		
	UK higher education institution	58.7%	63.8%	68.4%	+4.6%		60.9%	2nd	+7.5%	59.9%	8th	48.9%	51.0%	49.9%	-1.1%	8th	+18.5%		
	Sustained employment	16.3%	15.6%	13.9%	-1.7%		14.5%	7th	-0.6%	15.4%	19th	23.4%	23.3%	23.3%	0.0%	132nd	-9.4%		
	Destination not sustained	9.1%	8.4%	7.0%	-1.4%		8.7%	3rd	-1.7%	8.2%	9th	8.6%	8.1%	8.6%	+0.5%	20th	-1.6%		

Qualification to Level 2

Looking at the percentage of students qualified to Level 2 by age 19, Lewisham is performing well in comparison to England averages. The percentage of Lewisham students qualified to Level 2 by age 19 rose by 2% points from 80% in 2019 to 82% in 2020. This takes Lewisham above the England average, where the percentage qualified fell by 1% points to 81% in 2020. The biggest increases were seen for male students and students eligible for free school meals, who saw a 3% point and 4% point increase respectively in the percentage of students qualified to Level 2 by 19. **Lewisham scores in the top quartile of local authorities when it comes to the percentage of students who are eligible for free school meals achieving a full Level 2 by age 19.**

The picture is less positive when it comes to the percentage of students achieving Level 2 by age 19 including English and maths. In 2020, less than two-thirds (63%) of students had Level 2 including English and maths by age 19, putting Lewisham in the bottom quartile of England local authorities. The only students to do better than the England average are those who are eligible for free school meals. In 2020, 47% of students eligible for free school meals were qualified to Level 2 with English and maths by 19, 3% points higher than the England average of 44%.

Qualification to Level 3

Similarly, Lewisham saw larger increases in the percentage of students qualified to Level 3 by age 19 than the averages seen across England. The overall percentage of students qualified to Level 3 by age 19 rose by 3% points from 58% in 2019 to 62% in 2020, compared to no change seen in the England averages. While Lewisham has a higher percentage of students qualified to Level 3 by age 19 than England averages, it remains lower than London and statistical neighbours. **All student groups have higher percentages of Level 3 qualifications by age 19 than England averages but this is particularly marked for students who are eligible for free school meals or receive SEN Support.** For example, 46% of students who are eligible for free school meals are qualified to Level 3 by age 19, a full 10% points higher than the 36% of FSM eligible students in England who are similarly qualified. This percentage means **Lewisham ranks 24th out of all English local authorities.**

The latest published data is for the destinations in 2019/20 of the 2018/19 KS4 and KS5 cohorts, meaning these cohorts won't have received TAGs but may have experienced disruption in their destinations due to the COVID-19 pandemic.

KS4 destinations

The overall percentage of students in Lewisham who were in education, employment or training after KS4 is slightly lower than the England average. However, this was not the case for pupils who were disadvantaged or received SEN Support who were more likely to be in education, employment or training in Lewisham compared to their peers across England. In 2020, 90.7% of Lewisham students who were disadvantaged were in education, employment or training after KS4, compared to 88.1% of disadvantaged students across England. Similarly, 90.9% of students who received SEN Support were in education, employment or training, 2% points higher than the 88.9% of students with SEN Support across England who were also in education, employment or training.

Pupils in Lewisham were more likely to take an academic path after KS4 than to move into employment or training. As with other London boroughs,

students in Lewisham were more likely to attend a sixth form school or college after KS4 than other KS4 pupils across England. Almost two-thirds (64.7%) of Lewisham pupils went to a sixth form school or college after KS4 compared to just under half (49.2%) of pupils across England. Conversely, just 0.5% of Lewisham pupils went on to an apprenticeship after KS4 compared to 3.6% of pupils across England.

There was some school-level variation when it came to destinations after KS4. Sydenham and Haberdasher's Aske's Knights Academy were performing particularly well, with 96% of their students progressing to employment, education or training after KS4. For both schools, the majority of pupils progressed to a school sixth form. Both schools have a sixth form and it is therefore likely that their pupils stayed at their KS4 institution. This is a trend seen across Lewisham, with the five schools who have a sixth form all in the top five for percentage of pupils progressing to a school sixth form. In contrast, Deptford Green and Prendergast Ladywell have the lowest levels of students in education, employment or training after KS4 with 87% of students at both schools progressing to these destinations.

KS5 destinations

After KS5, 88.6% of Lewisham students are in education, employment or training, which is slightly higher than the England average of 87.6% and the London average of 87.2%. Disadvantaged students are doing particularly well in Lewisham compared to the averages across London and England, with 89.0% of disadvantaged students in Lewisham in education, employment or training after KS5 compared to 86.8% and 84.4% of disadvantaged students in London and England respectively.

As for destinations after KS4, students in Lewisham are more likely to take an academic route after KS5 and stay in education rather than move into employment or training compared to students across England. Over two-thirds (68.4%) of Lewisham students went on to a UK Higher Education Institution (HEI) after KS5 compared to around half (49.9%) of students in England. Lewisham also had a higher percentage of students going on to a Higher Education Institution compared to other London boroughs and its statistical neighbours. This reflects the strong percentage of Lewisham students who have achieved Level 3 qualifications by age 19, as this is generally the requirement for university entry. Again, as with KS4, students in Lewisham are far less likely to go on to an apprenticeship after KS5 compared to England, London or statistical neighbour averages. However, this may not be the case across all schools and colleges. For example, students at Haberdashers' Aske's Knights Academy are far more likely than their peers at other schools or colleges to progress to a HEI. In 2020, 81% of students progressed to an HEI, compared to 66% of students at Sydenham, the next highest percentage.

Evidence from UCAS found there was an 11% increase in students being accepted to higher tariff universities and courses from 2020 to 2021¹⁷. This, coupled with the increases seen in average point scores for academic entries and percentage of students achieving 3 A*-As may mean there are likely to be more Lewisham students at university than pre-pandemic. The consequences of this are yet to be seen and will be clearer once the destination data for students who finished KS5 in 2020 is published in October 2022. It may lead to a greater number of students dropping out of university or may have given students the opportunity they needed to succeed.

There was a slight drop in the percentage of students in sustained employment in the year from 15.6% in 2019 to 13.9% in 2020. This may be due to the impact of the pandemic, although this drop was not seen across England. Data from the ONS indicates that there is a higher percentage of people in Lewisham working in the retail sector compared to England and these jobs, in particular, may have been impacted by the pandemic.

Appendix (i) - Range of sources

Below is the list of data sources used in this report.

Secondary Attainment

<https://www.gov.uk/government/collections/statistics-gcse-key-stage-4> Section: GCSE and equivalent results, including pupil characteristics

<https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: A level and other 16 to 18 results

<https://www.gov.uk/government/collections/statistics-attainment-at-19-years> Section: Level 2 and 3 attainment

<https://www.gov.uk/government/collections/statistics-destinations> Section: Destinations after key stage 4 and 16 to 18 (KS5) study

<https://www.watchsted.com/tables> Section: Ofsted ratings

Mime - Lewisham 2021 Secondary Outcomes Report

<https://schoolsworld.co.uk/gcse-results-2021-8-interesting-things-we-learned/>

The Guardian, Girls overtake boys in A-level and GCSE maths, so are they 'smarter'?:

<https://www.theguardian.com/education/2021/aug/13/girls-overtake-boys-in-a-level-and-gcse-maths-so-are-they-smarter>

Higher Education Policy Institute, 'Systematic bias against boys'? Unexplained differences in Teacher Assessed Grades between boys and girls in this year's A level results:

<https://www.hepi.ac.uk/2021/08/23/systemic-bias-against-boys-unexplained-differences-in-teacher-assessed-grades-between-boys-and-girls-in-this-years-a-level-results/>

Mime, 2021 GCSE Results Analysis Tool: <https://www.mimeconsulting.co.uk/uk-2021-gcse-results-analysis-tool/>

100,168 male pupils and 121,226 female pupils were entered for Religious Studies in 2021

The Guardian, Disadvantaged pupils will be the biggest winners from GCSE results:

<https://www.theguardian.com/education/2020/aug/19/disadvantaged-pupils-will-be-biggest-winners-from-gcse-results>

BBC, Disadvantaged pupils fearful over exam grades: <https://www.bbc.co.uk/news/education-57519321>

The Guardian, Disadvantaged pupils lag behind in COVID learning catch-up:

<https://www.theguardian.com/education/2021/oct/29/disadvantaged-pupils-in-england-lag-behind-in-covid-learning-catch-up>

<https://www.mimeconsulting.co.uk/dfes-data-release-key-stage-4-performance/#EBacc>

GOV.UK, GCSE Results (Attainment 8, By ethnicity: <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/11-to-16-years-old/gcse-results-attainment-8-for-children-aged-14-to-16-key-stage-4/latest#by-ethnicity>

House of Commons, Educational outcomes of Black pupils and students: <https://researchbriefings.files.parliament.uk/documents/CBP-9023/CBP-9023.pdf>

[A-level attainment gap widens for black and poorer pupils \(schoolsworld.co.uk\)](https://www.schoolsworld.co.uk/a-level-attainment-gap-widens-for-black-and-poorer-pupils/)

[Covid knocks permanent exclusions to lowest level since 2013 after pre-lockdown rise \(schoolsworld.co.uk\)](https://www.schoolsworld.co.uk/covid-knocks-permanent-exclusions-to-lowest-level-since-2013-after-pre-lockdown-rise/)

UCAS, More high achieving students secure competitive university places: <https://www.ucas.com/corporate/news-and-key-documents/news/more-high-achieving-students-secure-competitive-university-places>

ONS Business Register and Employment Survey:

<https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey>

Appendix (ii) - Statistical neighbours

Statistical neighbours are a way of benchmarking performance against other local authorities that have similar characteristics, rather than simply being geographically close. The statistical neighbours for Lewisham are listed below along with their approximate school population size.

Rank (1 = Most alike)	LA	School population
-	Lewisham	39,000
1	Lambeth	37,000
2	Croydon	57,000
3	Haringey	38,000
4	Waltham Forest	42,000
5	Hackney	34,000
6	Southwark	43,000
7	Enfield	57,000
8	Brent	48,000
9	Greenwich	44,000
10	Hammersmith and Fulham	20,000

Appendix (iii) – the 2021 KS4 and KS5 Assessment Process

The system used to assess students at the end of KS4 and KS5 in the Summer of 2021 was different from both formal exams and the approach that was used in 2020. It is not possible to make direct comparisons with other years. The 2021 approach was based on teachers using a range of assessment methods to make a holistic judgement on the appropriate grades for their students with these judgements then being subject to quality assurance processes. No algorithm was used and schools and colleges in Lewisham worked diligently to implement this system and provide fair and accurate grades.

How were grades determined?

In 2021 students were awarded Teacher Assessed Grades (TAGs) with all schools and colleges expected to have a school or college Centre Policy. The Centre Policy outlined the approach the school or college took. Grades were largely determined by a TAG, which was quality assured by the exam boards. This process included:

- Writing a Centre Policy which was approved by the exam boards.
- Working with curriculum leaders to determine what evidence to base TAGs on, based on content that students have been taught.
- Evidence base and Centre Policy shared with students.
- Working with SENCO to ensure that access arrangements were in place and taken account of.
- Assessing students holistically against national grade descriptors and exemplar materials.
- Clear process communicated to students about how to let us know of any mitigating or special circumstances.
- Sign off by two subject experts, including the curriculum leader, within school or college.
- Internal quality assurance including comparisons to historical data.
- Head of Centre declaration.
- Sending a sample of work to the exam boards.
- Submitted grades not being challenged and therefore accepted by the exam boards/some grades likely to be challenged by the exam boards and a correction exercise undertaken.
- Appeals process clearly communicated.

The appeals process for each school was set out in the Centre Policy. All students could appeal any qualification result, although by appealing, their grade could go down as well as going up or staying the same.

The appeals process was in two stages:

- Centre Reviews – conducted by the school to check for any administrative or procedural errors.
- Awarding Organisation Appeal – conducted by the exam board to check for exam board admin errors, procedural errors, and errors of academic judgement.



Children and Young People Select Committee

Children's Social Care Improvement

Date: March 2022

Key decision: No.

Class: Part 1

Ward(s) affected: All

Contributors:

Pinaki Ghoshal, Executive Director, Children & Young People's Services

Sara Taylor, Principal Social Worker

Outline and recommendations

This report provides the Children and Young People Select Committee with a progress update on the ongoing actions and activities undertaken by Children Social Care Services, in response to recommendations from their July 2019 Ofsted inspection and follow-up focussed visit. It also provides the outcome of the latest Ofsted Social Care annual engagement meeting held in November 2021.

Timeline of engagement and decision-making

Not applicable

1. Summary

- 1.1. Following the launch of the inspection of Local Authority Children's Services (LACS) framework, Lewisham Children Service was subject to an unannounced three-week inspection in July 2019, and the service was graded as 'required improvement' (RI) The Service has further received a follow-up Ofsted focussed visit in July 2021 which was published on their website on 31 August 2021 and can be viewed [here](#)

- 1.2. Children's social care has been on an improvement journey since 2018 and developed an improvement plan for delivery of the service. This was formerly overseen by the Children Social Care Improvement Board. Governance and oversight of the plan are now provided through the Children and Young People Directorate management. Key milestones of the improvement activity are tracked and monitored through an annual self-assessment. The next annual self-assessment will be completed in May/June of this year and will be the key document used for any inspection we receive in the following 12 month period.
- 1.3. Despite the impact of the Covid-19 pandemic, we have made significant and continued progress in meeting our objectives and commitment to improving outcomes for Lewisham Children and Young People. We however recognise that there is still much more to do to reach and sustain all our targets on course to deliver children's social work to a consistently good standard by the end of 2022.

2. Recommendations

- 2.1 Members are asked to note and comment upon the contents of this report.

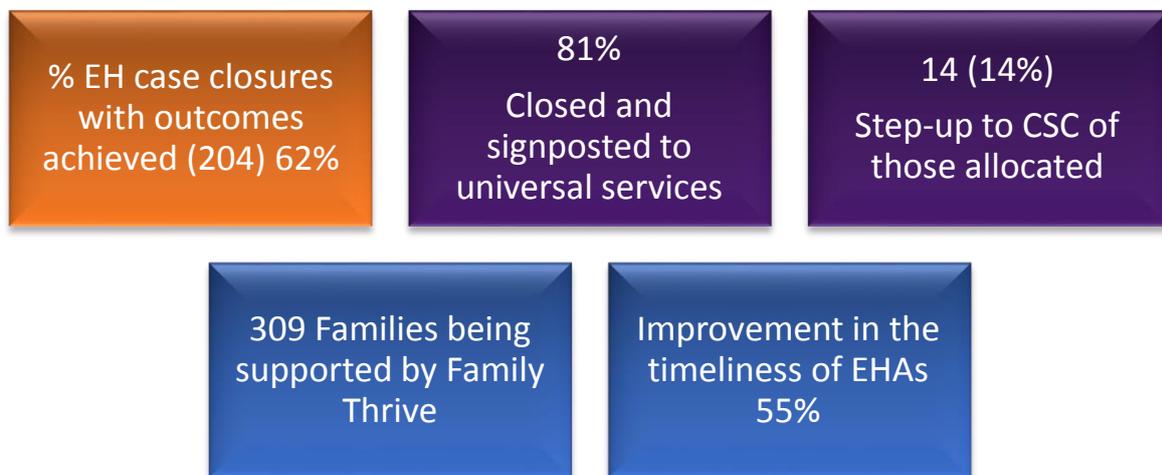
3. Policy Context

- 3.1 The Children's Social Care improvement programme contributes to the following key priority outcome of Lewisham's Corporate Strategy 2018-2022
- 3.2 Giving children and young people the best start in life by ensuring that every child has access to an outstanding education and is given the support they need to keep them safe, well, and able to achieve their full potential
- 3.3 The CSC improvement programme specifically helps deliver against the following commitments:
 - We will improve our children's social care services to provide support for families at the earliest opportunity.
 - We will ensure that the children in our care are safe and supported to achieve the very best in life.
 - We will work tirelessly with our partners to keep Lewisham's children and young people safe from exploitation, violence, and serious youth crime.
 - We will monitor the services we provide for children and young people to ensure they deliver the best outcomes and best value.
 - We will ensure that families from our BAME communities have equal access to care and support.
 - We will work with our partners to ensure that young people transitioning into adulthood achieve the best possible outcomes in relation to education, work, healthy lives and strong community connections.

4. Background – Profile of Children supported by Children’s Social Care (8 Aug 2021 - 8 Feb 2022)



4.1 Children and Families support by Targeted Early Help & Family Support (As at February 2022)



4.2 CSC has experienced a significant increase in demand during 2021, in both volume and complexity.

Since March 2021, we have seen an increase in MASH contacts and if current demand continues at the same rate, we are forecast to receive 1,500 more referrals and subsequent social work assessments over the last 12 months, representing a 40% increase in demand. Subsequently, we also have more Child Protection (CP) enquiries and children subject to CP plans and to a lesser extent there is also a rise in court proceedings and children coming into care.

- 4.3 Caseloads in safeguarding teams have consequently risen above our guide no.15, which has been impacting on the positive trajectory of practice and performance. In response, an additional investment of £1m is enabling Children’s Social Care to increase the staffing establishment, to manage this additional demand.

5. Progress on the improvements

- 5.1 The table below summarises the recommendations from the focussed visit by Ofsted in July 2021 in the first column, the second column outlines the actions delivered to date

Ofsted Focussed Visit July 2021 Recommendations	What have we done so far
<ul style="list-style-type: none"> • The quality of children’s plans, pathway plans, and review letters to children, to include child-friendly language • Placement sufficiency, to ensure the range and choice of suitable homes for children • Consultation and notification to host authorities of children placed at a distance • Case recording of visits, supervision, and rationale for decision-making and the matching of placements • The timeliness of initial health assessments and personal education plan meetings 	<ul style="list-style-type: none"> • We have developed a new format for care plans which is now on LCS • New Practice Guidance - Chronologies/Case Summary/Recording Home Visits/Care Plans • Supervision forms redesigned to ensure tasks are followed through and supervision policy refreshed so children are discussed at least once every month • Bespoke service training through Practice Standards, including a more child centred approach • Refreshed Sufficiency Strategy with dedicated improvement programme, additional capacity & and oversight board chaired by the DCS, supported by four delivery groups • Increased capacity in the Commissioning and Placements team to undertake monitoring visits and set up local meetings with providers to improve relationships. • Unregulated placement panel has been introduced chaired by Director of Children’s Social Care • DfE bid to open a new 2 bedded residential unit in Lewisham, together with accommodation for 16/17 year olds and care leavers (internal business case agreed) • Redevelopment of LCS episode for placements using the Islington model – This has involved a redesign of the placement

	<p>referral form which will improve evidence of placement matching</p> <ul style="list-style-type: none"> • Where children are placed at a distance, consultation with host Authorities where there are complex needs now routinely taking place • Re-drafted policy for 24-Emergency Placements with Connected Persons and the Assessment of Potential Connected Carers Increased performance management monitoring re: PEP's, IHA's • Following agreement with NHS colleagues streamlined consent process agreed as part of IHA referral process • In partnership with the Police new Missing Procedures launched in July 2021 with tighter time scales for Missing - Strategy Meeting and centralised recording process
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5.2 Development of new services and strategies within CSC:

There have been a number of developments over the last year, including the following:

- Family Thrive Service - Providing **targeted support intervention** within the Early Help model in Lewisham
- Early Help and Prevention Strategic Plan 2020-2023
- A new Child Exploitation Strategy
- A refresh of the Meliot Centre, with further investment to support families and children who might otherwise enter care
- A Domestic Abuse strategy and a domestic abuse hub within Children's Social Care
- Further work to embed our social care practice model - Signs of Safety - to improve the overall quality of our learning and development offer
- Continued focus on workforce development and implementing the Lewisham CSC Workforce Strategy with the support of our Partners in Practice arrangement with Islington
- A new Corporate Parenting Strategy

6. Ofsted Annual engagement meeting

- 6.1 The annual engagement meeting with Ofsted took place in November 2022 and the subsequent letter was shared with Members of the Committee earlier this year. The meeting was held virtually with two Ofsted HMIs and eleven members of the CSC Senior leadership team.
- 6.2 Inspectors gave feedback in recognition that the Children's social care has undergone a redesign with the creation of a new directorate 'Family, Quality and

Commissioning', the allocation of YOS from Adults to Children's Services, the establishment of Early Help and Prevention board, and the Domestic Abuse Strategic Board.

- 6.3 They reported that adjustments and flexibilities put in place to mitigate the impact of Covid-19 were effective. This included assessments of children and prioritising those at risk, services put in place to support vulnerable families, distribution of resources and extra funding for foster carers, flexibility in working arrangement for staff, and ensuring that staff are engaged through various means of communication to boost morale and promote health and wellbeing.
- 6.4 They recognised the development of new initiatives within the Early Help Service and active recruitments to the service. There is however acknowledgment from senior officers that this is work in progress with more focus on timely assessments and intervention.
- 6.5 Inspectors noted the marked increase in demand both in volume and complexity over the past year, and that should this trend persist, it is projected that the number of contacts and demand for service would further increase significantly.
- 6.6 Inspectors acknowledged the success that has been achieved in ensuring that the number of children coming into care continues to fall, and now more comparable to other London Boroughs. They further noted that service leaders have a good understanding of the service, and have identified and put measures in place for improvement. For instance, increase in managerial capacity, increase participation of children in matters pertaining to their care, and ensuring that independent advocacy arrangements are reinforced.
- 6.7 They noted the good outcomes for Care Leavers with 55 entering employment or training and 27 having completed qualifications and/or commenced higher education despite the challenges of the pandemic. Though this accounts for 57% of Care Leavers in education, employment and training, it is progress towards our aspirational target of 70%.
- 6.8 Inspectors commended the continued bi-annual Listening and Learning practice weeks and our commitment to continuous improvement, evidenced in the increase of cases regarded as 'good' and a decrease in cases rated 'inadequate.' They further recognised the commitment in recruiting a permanent and stable workforce that includes an increasingly strong leadership team.

8. Financial Implications

- 8.1 The overall funding for Children's Services has been set out in the budget recently agreed by Full Council.

9. Legal implications

Not applicable

11. Equalities implications

- 11.1 The Council's Comprehensive Equality Scheme for 2016-20 provides an overarching framework and focus for the Council's work on equalities and helps ensure compliance with the Equality Act 2010.

12. Background Papers

The Ofsted report was published August 2019:

<https://files.api.ofsted.gov.uk/v1/file/50101634>

13. Report Author and Contact

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14. Appendices

Appendix 1 - Lewisham Children's Social Care 2020/21 Annual Self-Assessment

15. Glossary

Term	Definition
ILACS	Ofsted Inspection of Local Authority Children's Services. Details of the framework for inspection can be found here: https://assets.publishing.service.gov.uk/government
CSC Children's Social Care.	The service area of Children's Services that provides statutory social work services to children in need, including those with complex disabilities, children in need of protection, children who are looked after (in care) and young people who her previously been in care.

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Children and Young People Select Committee

End of administration work programme report

Date: 16 March 2022

Key decision: No.

Class: Part 1

Ward(s) affected: none specific

Contributor: Assistant Chief Executive

Outline and recommendations

The committee is asked to:

- note the completed work programme for 2021-22 (appendix B)
- reflect on the work programmes for the previous years of the administration (appendix B)
- note the four strategic themes of the borough's recovery plan: 'Future Lewisham' and the Council's corporate priorities for 2018-22
- put forward suggestions for the draft 2022-23 work programme

Timeline of engagement and decision-making

There were 23 meetings of the Children and Young People Select Committee in the years 2018-22. At each meeting, the committee discussed, prioritised and agreed the work programme for subsequent meetings.

1. Summary

- 1.1. Local government elections are due to take place in May 2022. This meeting of the Children and Young People Select Committee is the final scheduled meeting of the municipal year 2021-22 and as such it is also the last of the 2018-22 administration.
- 1.2. Members are asked to note the work that has been completed over the course of the administration – and put forward suggestions for members of the incoming committee in the new administration (2022-26).

2. Recommendation

- 2.1. The committee is asked to note the completed work programme for 2021-22 – in addition to the completed work programmes in the preceding years – and put forward suggestions for the draft 2022-23 programme.

3. Policy context

- 3.1. The [Corporate Strategy for 2018-2022](#): set out these priorities:
- [Open Lewisham](#) - Lewisham is a welcoming place of safety for all, where we celebrate the diversity that strengthens us.
 - [Tackling the housing crisis](#) - Everyone has a decent home that is secure and affordable.
 - [Giving children and young people the best start in life](#) - Every child has access to an outstanding and inspiring education, and is given the support they need to keep them safe, well and able to achieve their full potential.
 - [Building an inclusive local economy](#) - Everyone can access high-quality job opportunities, with decent pay and security in our thriving and inclusive local economy.
 - [Delivering and defending: health, social care and support](#) - Ensuring everyone receives the health, mental health, social care and support services they need.
 - [Making Lewisham greener](#) - Everyone enjoys our green spaces, and benefits from a healthy environment as we work to protect and improve our local environment.
 - [Building safer communities](#) - Every resident feels safe and secure living here as we work together towards a borough free from the fear of crime.
- 3.2. The committee should also note and take into account the four strategic themes of the borough's Covid-19 recovery plan, 'Future Lewisham':

3.3. An economically sound future

We are working to get the borough back in business, with a future where everyone has the jobs and skills they need to get the best that London has to offer.

We are a borough with businesses that are adaptable and prepared for change, a thriving local economy that sees 'local' as the first and best choice, with digital inclusion at the heart of our plans. We do all we can to support residents into jobs that pay fairly and provide families with the opportunities and security they deserve.

3.4. A healthy and well future

Good health and wellbeing should be something we can all depend on, something that is equally accessible to everyone.

We know this is much wider than 'medicine' and the NHS. Our health and well-being is also dependent on our housing, the air we breathe, our support networks and more. We will make sure to pay as much attention and invest as much effort into improving these wider factors and taking action on inequality at every turn. Rectifying health inequalities and developing good mental health & wellbeing for everyone drives what we do.

3.5. **A greener future**

Our next steps will be our greenest yet, continuing our efforts to preserve our climate for future generations and ensuring everyone can enjoy the place we call home.

We will capture and build on the best of what we saw from the increase in walking and cycling locally, and all the other ways our environment benefitted from behaviour changes over the last year. We will nurture and protect the place we call home so that we can continue to appreciate its benefits for generations to come.

3.6. **A future we all have a part in**

We work together as one borough, within our communities and identities, to harness the power of volunteering and community spirit that has helped get us through the last year.

We will work alongside our strongest asset – our community – to strengthen and enhance our borough for everyone. We achieve more together and being connected and taking an active role in our borough benefits us all. Our year as Borough of Culture 2022 will be Lewisham's best year yet, celebrating our fantastic part of London and providing opportunities for everyone to connect and get involved in our local community.

4. Children and Young People Committee 2018-22

- 4.1. There were 23 formal committee meetings in the years 2018-22 with most meetings lasting between two and three hours. There were many more briefings, visits and workshops outside the scheduled programme. Of particular note are regular meetings with the Young Mayor and Advisors to directly seek views from young people. Committee members also made numerous visits to primary and secondary schools as well as Alternative Provisions; and they met with members of the Children In Care Council, with Apprentices and with staff at Kaleidoscope.
- 4.2. Members considered 82 reports – totalling thousands of pages of reading, reporting and analysis.
- 4.3. The committee made three referrals to Mayor and Cabinet – sharing its views for improvements to Council policy and the efficient implementation of new proposals. These related to school exclusions and children living in temporary accommodation and concerns around proposed cuts to the health visiting service. The committee also made a referral to the Public Accounts Committee in 2018 to comment on budget cut proposals, and a joint referral with Healthier Communities to the Health and Wellbeing Board in 2019 regarding concerns around Black, Asian and minority ethnic mental health inequalities.
- 4.4. Over the course of the administration the committee has had one chair – Councillor Luke Sorba. Councillor Liz Johnson-Franklin was vice-chair from 2018-2019 and Councillor Caroline Kalu from 2019-2022.
- 4.5. The coronavirus pandemic resulted in some disruption to the committee meeting cycle in early 2020 – but meetings quickly moved online – and subsequently into a 'hybrid' format, with some members attending remotely and some in person.
- 4.6. In the last year of the administration, the scrutiny process was modified as part of the response to the [Local Democracy Review](#). This resulted in the creation of 'task and finish groups' to carry out in-depth scrutiny – and a reduction in the frequency of formal committee meetings.
- 4.7. Nonetheless, the committee has looked at a number of issues in depth over the course

of 2018-22, including:

School Exclusions (2018/19 In-depth review)

- 4.8. The committee received evidence over the course of the review highlighting that exclusions from Lewisham schools are reducing, in part due to an increased focus on inclusion and intervention in schools, schools being supported by and sharing expertise through the Fair Access Panel, and aided by a culture shift towards arranging managed moves for children at risk of exclusion to provide a fresh start at a new school before crisis point is reached.
- 4.9. However, the evidence the committee considered on exclusions emphasised that, as is the case nationally, some groups of children are disproportionately excluded from school, with Black Caribbean children – boys in particular - being substantially more likely to be excluded than White children. The evidence also highlighted a lack of unconscious bias training for new teachers which was a concern to many committee members.
- 4.10. The report highlighted good practice examples of working to reduce disproportionality, in particular looking at suggestions put forward by community groups that support Black inclusion and reduce the risk of exclusion.
- 4.11. The need for intervention at a sufficiently early stage was a theme repeated throughout the report. The report included evidence from many schools that are working increasingly innovatively to deliver targeted interventions where they are most needed, in the face of increasing demand for already stretched services, such as the Child and Adolescent Mental Health Service (CAMHS) and Children's Social Care (CSC), with thresholds becoming ever higher. As a result, schools were having to plug the gaps, against a backdrop of shrinking school budgets.
- 4.12. The review made 20 recommendations, including improving transition arrangements, strengthening the role and skills of governors and closely monitoring off-rolling in order to address the disproportionate numbers of Black children being excluded. Schools were encouraged to choose from a menu of possible actions recommended by local community groups. A further recommendation was for the local authority to improve information packs for parents so the role of each aspect of the permanent exclusion process and each body involved is clearly explained in a concise and accessible way.

How living in temporary accommodation affects children (2019/20 In-depth review)

- 4.13. This review followed 6 lines of enquiries: (1) What are the homelessness and temporary accommodation rates in Lewisham and in London? What percentage of households living in temporary accommodation include school age children? (2) What is the geographic spread of Lewisham families in temporary accommodation? (3) How does living in temporary accommodation affect children? What data is available that illustrates the impact on children's physical and mental health, cognitive development, academic attainment and school attendance, opportunities in adulthood, and engagement with Children's Social Care, Missing, Exploited and Trafficked (MET)? (4) What impact does the quality and location of the temporary accommodation have (e.g., Out of Borough placements)? (5) What can we learn from the lived experience of families living in temporary accommodation? (6) How do schools support children living in temporary accommodation?
- 4.14. Evidence was gathered from visits to schools, from parents living in temporary accommodation, officers in Children's Social Care, Ombudsman's reports, desk-based research and through a visit to one of Lewisham's temporary accommodation hostels.
- 4.15. Extensive evidence was found regarding the negative impact that living in temporary accommodation has on children and the crucial role of schools to mitigate was highlighted.

- 4.16. The review made 10 recommendations, including that the the Council ceases to place families with children under 18; 16 & 17 year olds; and care leavers in nightly paid accommodation with shared amenities. The review also recommended that clear and accessible information be provided to all households on their rights, pathways for resolving issues with temporary accommodation, the location of local amenities such as the GP, dentist, shops, library, together with regularly updated advice on the anticipated length of stay so families can make informed decisions around school placements.

Other key issues considered during 2018-22:

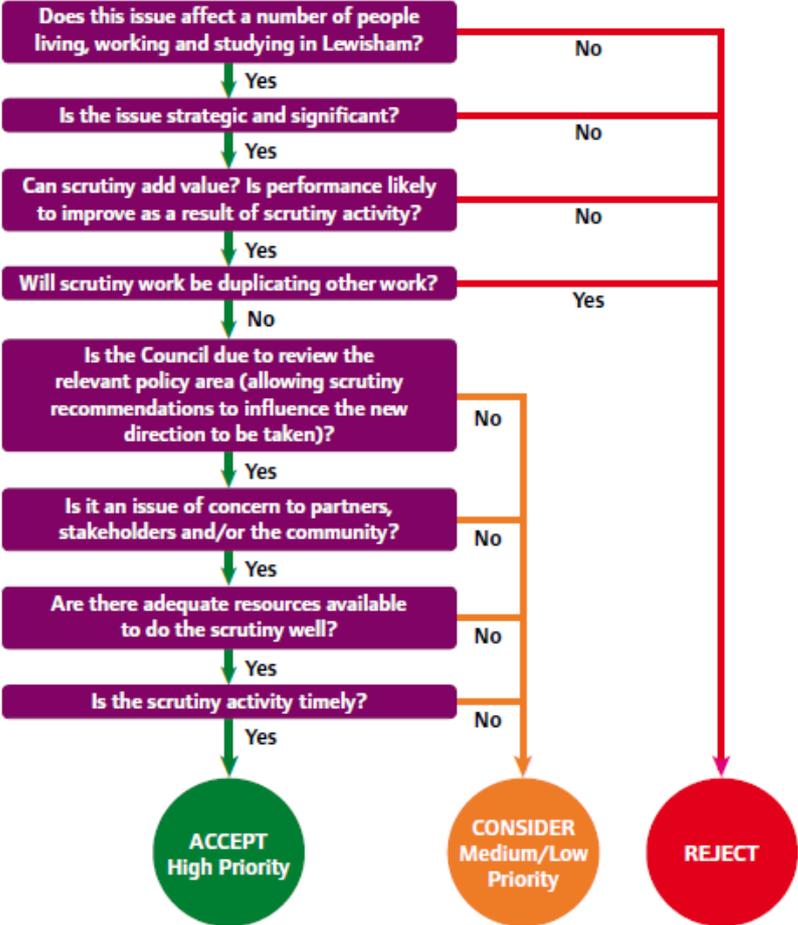
- 4.17. The Committee closely scrutinised the Children’s Social Care (CSC) Improvement Plan following an Ofsted inspection and received regular updates on encouraging progress made. It also reviewed the cost and quality of CSC placements and its sufficiency planning.
- 4.18. The Early Help and Prevention Strategy established how the Council works with all partner agencies (including schools) to improve outcomes through an approach (Prevent, Identify, Respond) and a framework (the i-Thrive framework) by which to deliver change for early help and prevention in the borough. The strategy set out improvement plans through seven priority areas and its progress is regularly reviewed by the committee.
- 4.19. The committee received a number of reports addressing mental health and wellbeing concerns for children and young people (CYP), focusing on long CAMHS waiting times and BAMER (Black, Asian, minority ethnic and refugee) mental health inequalities. The committee also paid close attention to the negative effect of the Pandemic and lockdowns on the mental health of CYP.
- 4.20. The committee considered the special educational needs and/or disability (SEND) and Education strategies and important work on embedding race equality in schools with a focus on practical solutions for raising attainment a recurring theme. It reviewed arrangements for Elective Home Education, school places planning, the transition of young people with SEND into adult services and progress made on apprenticeships. It also considered recruitment and retention of school staff and the transition arrangements from Y6 to Y7.
- 4.21. The committee is currently engaged in pro-actively shaping the renewed Play Strategy.
- 4.22. The Committee also received a number of annual performance monitoring reports (corporate parenting and children looked after (CLA); safeguarding; attendance and exclusions; school standards and attainment).

5. Planning for the next administration

- 5.1. A work programme report will be put forward at the first Children and Young People Committee meeting of 2022-23. The report will take account of the committee’s previous work and will draw on a range of sources for ideas and suggestions, including:
- items suggested by the committee in the course of the previous year
 - items suggested by Council officers
 - issues arising as a result of previous scrutiny
 - those items that the Children and Young People Select Committee is required to consider by virtue of its terms of reference
- 5.2. The new committee will also need to give consideration to decisions due to be made by Mayor and Cabinet.

5.3. Members are asked to put forward suggestions for the committee to consider in 2022-23 – having regard to the scrutiny prioritisation process:

Scrutiny work programme – prioritisation process



6. Financial implications

6.1. There are no financial implications arising as a result of the implementation of the recommendations in this report.

7. Legal implications

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

8. Equalities implications

8.1. The [Equality Act 2010](#) (The Act) legally protects people from discrimination in the workplace and in wider society. It replaced the previous anti-discrimination laws with a single act, making the law easier to understand and strengthen protection in certain situations. 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 Act also imposes a public sector equality duty. This means that in public bodies, of

which this Council is designated, they must consider all individuals in carrying out their day-to-day work when shaping policy, in delivering services and in relation to their own employees. It also requires public bodies to:

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities

8.3. The Council recognises that diversity is one of its strengths and is committed to creating a more inclusive community. Therefore, having due regard to the Act, is confirmation of the Council's commitment to eliminating all forms of discrimination against any group within the community and to actively promote an equality of opportunity and positive community partnership.

8.4. The delivery of the Council's equalities objectives is to be achieved through the delivery of all of the Council's strategies, plans and procedures. As such, all select committees and other scrutiny bodies, when planning their work and scrutinising items, bear in mind the delivery of the Council's equality objectives.

8.5. Scrutiny tries to make sure that its work reflects the diversity of Lewisham's communities and that the views of residents are fairly represented in scrutiny processes. Any recommendations arising from scrutiny work support the Council's corporate strategy and reflect the needs of local residents

9. Climate change and environmental implications

9.1. There are no direct climate change or environmental implications arising from the implementation of the recommendation in this report. However, in February 2019 Lewisham Council declared a Climate Emergency and proposed a target to make the borough carbon neutral by 2030. Items on the work programme will have climate change and environmental implications and all reports considered by the Committee should acknowledge this.

9.2. At the Overview and Scrutiny Committee meeting held on 30 November 2021, it was recommended that each select committee should appoint a climate change champion to ensure that (a) the annual work programme takes climate change matters into account; and (b) officers are given appropriate steers in relation to the reports for specific items, to ensure they include relevant climate change considerations. The Children and Young People Committee considered this recommendation at its meeting in January 2022 and appointed Cllr Jack Lavery to this important role.

10. Crime and disorder implications

10.1. There are no crime and disorder implications arising from the implementation of the recommendations in this report.

11. Health and wellbeing implications

11.1. There are no health and wellbeing implications arising as a result of the implementation of the recommendations in this report.

12. Background papers

12.1. Full details of the committee's agendas, decisions and minutes on the Council's website [link to the committee pages on the Council's website.](#)

13. Glossary

13.1. [Link to Oxford English Dictionary here.](#)

Term	Definition
Municipal year	A term used in local government to describe the period between annual general meetings of the Council (typically May to April the following year).

14. Report author and contact

14.1. If you have any questions about this report please contact Beate Hellawell (Scrutiny Manager) beate.hellawell@lewisham.gov.uk (07393 801029)

15. Appendices

- Appendix A – select committee terms of reference
- Appendix B – completed select committee work programmes 2018-22

Appendix A - Select Committee terms of reference

The following roles are common to all select committees:

(a) General functions

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

(b) Policy development

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

(c) Scrutiny

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

(d) Community representation

- To promote and put into effect closer links between overview and scrutiny members and the local community
- To encourage and stimulate an enhanced community representative role for overview and scrutiny members including enhanced methods of consultation with local people
- To liaise with the Council's ward assemblies so that the local community might participate in the democratic process and where it considers it appropriate to seek the views of the ward assemblies on matters that affect or are likely to affect the local areas, including accepting items for the agenda of the appropriate select committee from ward assemblies.
- To keep the Council's local ward assemblies under review and to make recommendations to the Executive and/or Council as to how participation in the democratic process by local

people can be enhanced

- To receive petitions, deputations and representations from local people and other stakeholders about areas of concern within their overview and scrutiny remit, to refer them to the Executive, appropriate committee or officer for action, with a recommendation or report if the committee considers that necessary
- To consider any referral within their remit referred to it by a member under the Councillor Call for Action, and if they consider it appropriate to scrutinise decisions and/or actions taken in relation to that matter, and/or make recommendations/report to the Executive (for executive matters) or the Council (non-executive matters).

(e) Finance

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

(f) Work programme

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

Children and Young People has specific responsibilities for the following

(a) To fulfil all overview and scrutiny functions as they relate to the social care of children and young people up to the age of 19 years including but not limited to the following activities:-

(i) the social services functions of the Council under the Children Act 2004, and all functions of the Council under the National Assistance Act 1948, the Mental Health Act 1983, Children Act 1989, the NHS and Community Care Act 1990, Children Act 2004, Children and Families Act 2014 and all other relevant legislation in force from time to time

(ii) to invite representatives of other service providers to children and young people in the area to give account of their performance and to answer questions.

(b) In so far as they relate to the provision of services for those under the age of 19 years, the exercise of all of the Council's powers under all relevant legislation pertaining to education from time to time in force. Without limiting the generality of this, this shall include, in particular, schools and school related services.

(c) The exercise of the overview and scrutiny powers of the Council in so far as they relate to people under 19 years of age in the provision of opportunities for education, training and learning outside the school environment, including pre-school services.

(d) In so far as they relate to children and young people under 19 years of age, to make comments and recommendations to the Executive on the contents and proposed contents of the plans making up the Council's policy framework.

(e) In so far as they relate to people under the age of 25 years, to make comments and recommendations on the provision of education, training and learning by those with special educational needs.

(f) Without limiting the remit of the Select Committee, its terms of reference include the following matters:

- Child protection - covering provision for vulnerable children including children in need and children looked after, placements, foster care and adoption
- Early years provision
- Special needs provision
- Schools and related services
- Youth Service
- Youth offending and challenging behaviour
- Transitional services for those leaving care
- Other matters relating to children and young people

(g) To receive and consider referrals from Healthwatch in so far as they relate solely to people under 19 years of age. Otherwise such referrals will be made to the Healthier Communities Select Committee

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

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

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	28-Jun	05-Sep	17-Oct	06-Dec	24-Jan	13-Mar
Lewisham Future Programme	Standard Item	High	CP10	Ongoing			Budget Cuts			
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Jun						
Select Committee work programme 2018/19	Constitutional requirement	High	CP10	Jun						
Response to referral - SEND provision	Referral response	High	CP2&CP7	Jun						
Response to referral - CAMHS funding	Referral response	High	CP2&CP7	Jun						
Response to referral - recruitment and retention of school staff indepth review	Referral response	High	CP2&CP7	May						
Update on Ofsted Improvement Plan (Children's Social Care)	Standard Item	High	CP7	June						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	Sep						
Children's Centres	Standard Item	High	CP2&CP7	Sept						
Children's Social Care sufficiency strategy (to include Out of Borough Placements)	Standard Item	High	CP2&CP7	Sept						
School place planning	Standard Item	High	CP2	Oct						
Primary to Secondary transition - update	Performance Monitoring	High	CP2&CP7	Oct						
Update on Youth First	Standard Item	High	CP 2							
SEND update- 1 year on from inspection	Standard Item	High	CP2							
Cuts to Health Visiting Service	Standard Item	High	CP2 & CP7							
Children's Social Care Improvement Plan	Standard Item	High	CP2&CP7	Jan						
Provisional secondary school results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7							
Safeguarding Services 6-monthly Report	Performance monitoring	High	CP2&CP7	ongoing						
Lewisham Safeguarding Children's Board Annual Report	Performance monitoring	High	CP7							
Lewisham Learning Partnership - measuring outcomes/ success	Performance monitoring	High	CP 2							
Home Education	Standard Item	High	CP2 & 7							
CAMHS waiting times for Lewisham Children	Performance Monitoring	High	CP2 & 7							
In-depth review - school exclusions	In-depth review	High	CP2 & CP7	Jan		Scoping	Evidence 1	Evidence2		Evidence 3
Primary SATS results and validated secondary results	Performance Monitoring	High	CP2 & CP7							
Recruitment and retention of school staff - 6 month update	Performance Monitoring	High	CP2&CP7							
Corporate Parenting and LAC Annual Report	Performance monitoring	High	CP2&CP7							
New arrangements post- Lewisham Safeguarding Children Board	Standard Item	High	CP7							
Response to referral from Mayor and Cabinet - proposals to cut the health visiting service										
Early Help review Terms of Reference	Standard Item	High	CP2 & CP7							
Children and Young People's Plan	Standard Item	High	CP2&CP7							

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

Meetings		
1)	Thursday 28 June	4)
2)	Wednesday 5 September	5)
3)	Wednesday 17 October	6)
		Thursday 6 December
		Thursday 24 January
		Wednesday 13 March

Children and Young People Select Committee 2019/20

Programme of Work

Work Item	Type of Item	Strategic Priority	30-Apr	12-Jun	11-Jul	17-Sep	18-Oct	06-Dec	23-Jan	10-Mar
Lewisham Future Programme	Performance monitoring					Budget Cuts				
Election of the Chair and Vice-Chair	Constitutional requirement									
Select Committee work programme 2019/20	Constitutional requirement	CP3								
Children and Young People's Plan	Performance monitoring	CP3								
Safeguarding Services 6-monthly Report and update on new safeguarding arrangements, inc update on CSC Improvement Plan	Performance monitoring	CP3 & CP5								
Young Mayor and Advisors	Verbal update	CP3 & CP5								
BAME achievement	Performance Monitoring	CP3								
Annual Report on Attendance and Exclusions	Performance monitoring	CP3								
Public Health cuts	performance monitoring	CP5					M&C response			
In-depth review - school exclusions	In-depth review	CP3					M&C response			
Children's Social Care budget, including sufficiency strategy, staffing, fostering	Performance monitoring	CP3 & CP5								
SEND Strategy	Performance monitoring	CP3 & CP5								
Provisional school results	Performance monitoring	CP3								
Education Strategy	Policy development	CP3								
CAMHS waiting times for Lewisham Children	Performance monitoring	CP3 & CP5								
BAMER mental health inequalities referral	Policy development	CP3 & CP5					H&W response			
Children's Social Care Improvement Plan	Performance monitoring	CP3 & CP5								
Early Help review	In-depth review	CP3 & CP5								
Unregulated educational settings	Performance monitoring	CP3								not done
Safeguarding Services 6-monthly Report	Performance monitoring	CP3 & CP5								not done
New safeguarding arrangements	Performance monitoring	CP3 & CP5								not done
Exclusions from school - in-depth review follow up	Performance monitoring	CP3								not done
Annual Schools Standards Report 2018/19 (primary, secondary, post 16 and AP)	Performance monitoring	CP3								not done
How living in temporary accommodation affects children and young people	Investigation	CP3								recommendations
Corporate Parenting and LAC Annual Report	For information	CP3 & CP5								not done
Lewisham Safeguarding Children Board annual report (for information only)	Performance Monitoring	CP3 & CP5								not done

Item completed	Meetings
Item on-going	1) Tuesday 30 April 4) Tuesday 17 September 7) Thursday 23 January
Item outstanding	2) Wednesday 12 June 5) Wednesday 16 October 8) Tuesday 10 March
Proposed times/when	3) Thursday 11 July 6) Thursday 5 December
Item added	

Giving Children and young people the best start in life.	CP 3
Delivering and defending: health, social care and support	CP 5
Building Safer Communities	CP 7

Children and Young People Select Committee 2020/21

Programme of Work

Work Item	Type of item	Strategic Priority	21-Sep	26-Nov	21-Jan	04-Mar
Election of the Chair and Vice-Chair	Constitutional requirement					
Select Committee work programme 2019/20	Constitutional requirement	CP3				
Stabilisation Budget	standard item	CP3				
Children's Social Care update	Performance monitoring	CP3 & CP5				
BAME school attainment, inc diversity of governing bodies	standard item	CP3				
Budget and cuts proposals	standard item	CP3&5				
CAMHS transformation plan - Norman Lamb	performance monitoring	CP3&5				
Corporate Parenting and LAC Annual Report	performance monitoring	CP3 & CP5				
SEND - transition between young people and adult services	Performance monitoring	CP3&5				
Early Help	policy development	CP3 & 5				
Safeguarding, inc child exploitation	standard item	CP3, 5 & 7				
How living in temporary accommodation affects children and young people - 6 month follow up	In-depth review	CP3				

Briefings and visits

Young Mayor and Advisors	informal meeting	CP3 & CP5			14-Dec	
Impact of GCSE/ A Level results algorithm on Lewisham pupils	For information	CP3	cancelled due to insufficient data			
Elective Home Education, inc unregulated education settings	for information	CP3				postpone to next municipal year
Response from Mayor and Cabinet: children in temporary accommodation indepth review	In depth review	CP3 & CP5				consider alongside 6 month follow up
Briefing - how the Comprehensive Spending Review will affect Lewisham	briefing	CP3&CP5				
Safeguarding annual report (formerly LSCB)	Performance Monitoring	CP3 & CP5				availability to be

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

Children and Young People Select Committee work programme 2021-22

Work Item	Type of item	Strategic Priority	17-Jun	22-Sep	25-Nov	26-Jan	16-Mar
Election of the Chair and Vice-Chair	constitutional requirement						
Select Committee work programme 2021/22	constitutional requirement	CP3					
Children and Young People's wellbeing and mental health: status and trends	standard item	CP3 & CP5					
Early Help review progress report	policy development	CP3 & CP5					
Financial stabilisation - budget update and medium term plan	performance monitoring	All					
Children's Social Care Placements - cost and quality	performance monitoring	CP3&5					
Elective Home Education	standard item	CP3 & CP5					
School places planning and children going out of borough	standard item	CP3 & CP5					
Apprenticeships	standard item	CP3 & CP4					
Play Strategy	policy development	CP3 & CP5					
Budget out proposals	standard item	All					
Embedding race equality in Lewisham's schools - to include data on exclusions, alternative provision attainment	performance monitoring	CP3 & CP5					
Annual school standards report	performance monitoring	CP3					
Safeguarding - Ofsted Improvement Plan	performance monitoring	CP3 & CP5					

Information Items, events and visits							
Young Mayor and Advisors	informal meeting	CP3 & CP5					
Play strategy update	policy development	CP3 & CP5					
Annual report on attendance and exclusions	performance monitoring	CP3					
Corporate Parenting and Looked After Children annual report	performance monitoring	CP3 & CP5					agreed to delay until April or May
Safeguarding annual report (formerly LSCB)	performance monitoring	CP3 & CP5					agreed to delay until April or May
Meeting with Young Mayor and Advisors	informal meeting	CP3 & CP5				21-Feb	
Meeting with Apprentices	informal meeting	CP3 & CP4				10-Feb	
Visit to 'Nurture' Provision in a school	informal meeting	CP3				02-Feb	

		Corporate Priorities	
Item completed		CP1 Open Lewisham	CP5 Delivering and defending - health, social care, support
Item on-going		CP2 Tackling the Housing Crisis	CP6 Making Lewisham greener
Item outstanding			

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