

Overview and Scrutiny



Children and Young People Select Committee Agenda

Thursday, 22 September 2022

6.30 pm, Civic Suite

Civic Suite

Lewisham Town Hall

London SE6 4RU

For more information contact: Katie Wood

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 Thursday, 22 September 2022.

Kim Wright, Chief Executive
Tuesday, 13 September 2022

Members	
Councillor Luke Sorba (Chair)	
Councillor Luke Warner (Vice-Chair)	
Councillor Yemisi Anifowose	
Councillor Coral Howard	
Councillor Liz Johnston-Franklin	
Councillor Jack Lavery	
Councillor Carol Webley-Brown	
Oluwafela Ajayi	Parent Governor Representative - Special Schools
Clive Caseley	Parent Governor Representative - Secondary Schools
Bryan Strom	Parent Governor Representative - Primary Schools
Monsignor N Rotheron	Catholic Church Representative
Rev. Erica Wooff	Church of England Representative
Councillor Ese Erheriene (ex-Officio)	
Councillor Mark Ingleby (ex-Officio)	

Members of the public are welcome to attend committee meetings. However, occasionally, committees may have to consider some business in private. Copies of agendas, minutes and reports are available on request in Braille, in large print, on audio tape, on computer disk or in other languages.

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 29 June 2022 at 7.00 pm

IN ATTENDANCE: Councillors Luke Sorba (Chair), Luke Warner (Vice-Chair), Yemisi Anifowose, Liz Johnston-Franklin, Carol Webley-Brown, Monsignor N Rothon and Mark Ingleby

ALSO JOINING THE MEETING VIRTUALLY: Councillor Coral Howard and Bryan Strom

APOLOGIES: Councillor Jack Lavery, Clive Caseley and Erica Wooff

ALSO PRESENT: Emma Aye-Kumi (Scrutiny Manager) and Pinaki Ghoshal (Executive Director for Children & Young People)

ALSO PRESENT VIRTUALLY: Councillor Chris Barnham - Cabinet Member for Children's Services and School Performance, Caroline Hirst - Head of Joint Commissioning, Claude Jousselin - Deputy Director CAMHS, SLaM NHS Foundation Trust, Johanna Dench - Joint Commissioner and Sara Rahman - Director of Families, Quality & Commissioning.

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. Election of Chair and Vice-Chair

RESOLVED that Councillor Luke Sorba be appointed Chair and Councillor Luke Warner Vice Chair of the Children and Young People Select Committee.

2. Minutes of the meeting held on 16 March 2022

RESOLVED that the minutes be agreed as an accurate record of the meeting.

3. Declarations of interest

There were no declarations of interest.

4. Responses to referrals to Mayor and Cabinet

There were none.

5. Select Committee work programme

- 5.1 The Chair introduced the report and highlighted that some suggestions had been received but were yet to be incorporated into the draft work programme. These were school places planning, amplifying the voices of children and young people,

and the Birmingham and Lewisham African Caribbean Health Inequalities Review (BLACHIR).

The following was noted in discussion:

1. School places planning would cover changes in demand and popularity of schools. The general trend was a downturn in primary pupil numbers and it was expected that that trend would continue. Meanwhile the secondary school population was increasing.
2. Members asked that it include information on church schools. It was explained that Lewisham did not hold that information, but the two diocesan co-opted members may be able to provide that information.
3. The item on school places planning should be added for consideration in January. ***ACTION: Scrutiny Manager to add school places planning to work programme for January***
4. Amplifying voices of children and young people could be heard in March as a single, stand-alone item for in depth scrutiny. It should cover how best to engage young people in policy making and service design and delivery. ***ACTION: Scrutiny Manager to add "amplifying the voices of children and young people" to work programme in March***
5. The Chair encouraged Members to make a greater effort to attend forums that are 'owned' by young people. Members were reminded that there would be a pizza evening with the Young Mayor and Advisors on 6 July at the Bank of Things in Lewisham Shopping Centre.
6. The Chair requested that a meeting with the Children in Care Council be arranged. ***ACTION: Scrutiny Manager to arrange***
7. Councillor Ingleby suggested that the schools response to climate emergency could be incorporated into this item. Others felt it could be a great opportunity to engage children and young people in policy making.
8. The Committee was keen to scrutinise the Birmingham and Lewisham African Caribbean Health Inequalities Review. As Healthier Communities Select Committee was due to look at this on 7 September, the most efficient use of resources would be to seek an invitation from the HCSC Chair to enable CYP Select Committee members to fully participate in that discussion. The Committee could then decide whether to look at BLACHIR further, under the work programme item at its September meeting. ***ACTION: Scrutiny Manager to liaise with HCSC Chair.***
9. One Member highlighted that not all schools were trauma informed and that mental health provision for children and young people needed to be looked at. They asked how many schools had gone through trauma informed training, how many have Place2Be and whether Place2Be therapists with representative of the children they work with.
10. One Member said there was a crisis in children and young people's mental health provision. She said there was a shortage of young

people's beds, and the closest such available bed in the week prior to the meeting was in Weston-Super-Mare. She also said that vulnerable children were being brought into hospital in handcuffs by the police and predicted that the summer holidays would be challenging for mental health services due to a lack of activities for young people. She told the Committee that social workers were handing out McDonald's vouchers to parents of children suffering from mental health issues to try to help them to re-engage with their children. She urged the Committee to visit children's A&E to see the challenges facing children and young people's acute mental health services for themselves. ***ACTION: Scrutiny Manager to arrange***

11. Members of the Committee felt that the cost of living crisis was resulting in increased poverty affecting families. One Member was keen to visit schools to find out good practice on how schools are supporting families in poverty. The Education Strategy report on 13 September could include schools' actions on poverty and the Schools White Paper. ***ACTION: Scrutiny Manager liaise with report author***
12. Members asked for a briefing on what youth and food provision was in place over the summer holidays, as well as an update on Youth First. The summer holiday briefing would be circulated by the end of term. ***ACTION: Scrutiny Manager to add to work programme.***
13. The Youth First update would be shared in time for the September meeting and should include how the new contract is going, where referrals are coming from, how staff are managing programmes, Riverside refurbishment. ***ACTION: Scrutiny Manager to add to work programme***
14. The Overview and Scrutiny Committee would be looking at the cost of living crisis in September. There was consensus that the CYP Select Committee should look at the cost of living crisis on 9 November and schedule visits as part of its evidence gathering. ***ACTION: Scrutiny Manager add to work programme.*** The report could include how grant and other support funding was being utilised, taking a medium term view as the cost of living crisis was not likely to end soon.
15. The Cost of Living crisis was felt to be a good topic for a Task & Finish Group.

RESOLVED that:

1. The Scrutiny Manager arrange visits for the Committee to:
 - a. Children's A&E to better understand the care experience of Children and Young People during an acute mental health episode
 - b. Schools
2. Scrutiny Manager to ask the Chair of Healthier Communities Select Committee (HCSC) to invite CYP Select Committee to participate in their scrutiny of BLACHIR at the HCSC meeting on 7 September;

3. An item on the cost of living crisis be scheduled for consideration at the 9 November meeting. In particular this item will look at best practice gained from visiting schools and other frontline settings;
4. An information item providing an update on the youth service be scheduled for September;
5. An information item providing information about holiday activities and food should be added to the work programme for July;
6. An item on school places planning to be added to work programme for January;
7. An item on amplifying the voices of young people to be added to work programme for March.

6. Presentation - Children and Young People's Emotional and Mental Health

6.1 A presentation was made and the slides are available on the council website.

In response to questions from the committee, it was noted:

1. Steps were being taken to ensure the workforce was culturally aware
2. Young people were producing and delivering training that covers religion, gender identity, race etc
3. The Child wellbeing practitioners eg the Mental Health Schools Team was attracting a different workforce who may have prior schools experience, but not so much mental health experience. They were being trained on mental health.
4. Acceptance criteria differed according to problem and need level. The threshold was lower criteria for routes involving child wellbeing practitioners and MHST than CAMHS.
5. Young people and stakeholders have been involved in service development.
6. Recruitment continued to be a concern both in Lewisham and NHS-wide. However, crucial roles had been recruited to. To counter some of the recruitment difficulties, the service was trying to find creative solutions, also thinking about early intervention and prevention roles.
7. Members sought an explanation for why the number of young people waiting more than 52 weeks had doubled on the previous month. This was due to an increase in demand and recruitment difficulties. Work was underway to reduce the number of 52 week waits, as well as those waiting 6 or 3 months for an initial assessment
8. To mitigate the impact of the 52 week wait, a volunteer programme had been implemented to bridge the gap. This meant volunteers would keep in touch and offer assurance to young people on the waiting list, and signpost, where relevant.
9. Mental health support after school was available in the form of KOOTH online counselling, which had been re-procured until 2024, with the option to extend up to 2026. KOOTH provides children and young people aged 10-25 with immediate counselling and is available till 10pm. Work was also underway with children and family centres to build therapeutic offers within community settings.
10. There was a GP pilot in north of borough working with CAMHS service focusing on emotional and mental health.
11. There are lots of services available, but access is but fragmented. Having a single point of access and consistency and common language was key.

12. GPs are the largest source of referrals to CAMHS, followed by schools and social care. The quality of referrals from schools has improved which speeds up the response.

It was MOVED SECONDED and RESOLVED that the meeting be extended beyond 9:30pm to allow for the discussion to conclude.

13. There was some concern that the process for simplifying access to services seemed more complex than the existing arrangements.
14. The MHST statistics skewed towards girls and white pupils. The data sample was small but included 2 all girls schools which could explain the larger number of girls involved.
15. Ethnicity needs some thinking. Taking it seriously want to be thinking how to make sure access those who need it. Involve diverse YP in all service planning.
16. There was sufficient capacity in the area for mental health-related hospital admissions of young people. There was sufficient bed capacity in SE and SW London and had been for some time. However, there may be some specialist areas that cannot be met locally.
17. In response to concerns raised by a committee member about lack of beds locally, the committee heard that young people are never admitted to adult wards. The CAMHS Deputy Director at SLaM NHS Foundation Trust invited members to send him details of individual cases that they had concerns about.
18. Members were concerned that difficulties access GP appointments may be another barrier to young people accessing services, but no change to GP referring patterns had been detected.
19. A walk-in youth clinic was being developed with GP practices.

RESOLVED that the presentation be noted.

The Chair brought the meeting to a close and Councillor Ingleby reminded the committee to consider appointing a climate change champion. The Chair said this would be considered at the next meeting and that there had been no evidence of impact of the champion in the previous year.

The meeting ended at 21:47.

Chair:

Date:

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Children and Young People Select Committee

Declarations of Interest

Date: 22 September 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 7648



Children and Young People Select Committee

Report title: Lewisham Education strategy 2022-2027

Date: 22 September 2022

Key decision: No

Class: Part 2

Ward(s) affected: All wards

Contributors: Angela Scattergood, Director of Education

Outline and recommendations

This report is seeking comments from the Children and Young People's Select Committee on the new Education Strategy for Lewisham. The strategy has been developed in partnership with schools, parents and pupils during the 2021/22 academic year and seeks to improve the education outcomes that our children and young people achieve.

It is recommended that the Children and Young People's Select Committee:

- Note and comment on the new Education Strategy for the period 2022 – 2027

Timeline of engagement and decision-making

- In October 2021, the Executive Director for Children & Young People and Director of Education launched an engagement and consultation programme with school leaders and key stakeholders to develop a new vision and strategy for education & learning in Lewisham. The views and priorities of stakeholders have been included in the strategy and informed the development of the principles and priorities.
Consultation events included:
 - 14/10/21 Headteachers, Executive Headteachers, Principals
 - 26/01/22 School Improvement Partners
 - 10/03/22 Headteachers, Executive Headteachers, Principals
 - 28/03/22 Young people (Young Mayor's advisers)
 - 22/04/22 Parents & community (including representatives from Lewisham Education Group and Parent Engage)
 - 25/04/22 Lewisham Learning Strategic Board
 - 09/05/22 Chairs of Governors
 - 26/05/22 Chief Executive and Corporate Senior Leadership Team
 - 16/06/22 Headteachers, Executive Headteachers, Principals
- A first draft of the key principles and priorities was shared with headteachers at Lewisham's Education Conference on 16 June 2022. Feedback from this event further informed the development of the strategy
- Once finalised, the document will be professionally produced, with a supporting accessible video.

1. Summary

- 1.1. Lewisham is ambitious and aspirational for our children and young people and with recent changes both nationally and locally, now is a great time for us to reset our priorities for their education and learning.
- 1.2. We have needed to use the lessons learned during the pandemic in our planning. We cannot underestimate its impact upon children, young people and families. Lewisham schools and settings showed great resilience and dedication in facing the challenges of the pandemic, making sure learning could continue, whilst keeping everyone safe. At the heart of their communities, schools supported children and their families, particularly those who were more vulnerable, in partnership with one another, the Council, including Public Health, and community organisations. We want to ensure that we build on these experiences to develop the very best education and learning partnership for Lewisham and for our children and young people.
- 1.3. Global events in recent years have shone a light on long standing inequalities and discrimination in society, including education outcomes in the UK, London and in Lewisham, particularly for Black Caribbean and dual heritage (White/Black Caribbean) pupils. Children and young people have told us about their determination to strive for race, gender, disability and LGBTQ+ equity and equality of opportunity for everyone. This strategy builds on the work of Lewisham schools (through the Tackling Race Inequalities in Education programme). Children and Young people also told us that the school curriculum should take into consideration the rapid changes taking place in society, technology, employment and leisure.

2. Recommendations

- 2.1. It is recommended that the Children and Young People's Select Committee:
 - Note and comment on the new Education Strategy for the period 2022 – 2027

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3. Policy Context

- 3.1. The Education Strategy is in line with Lewisham's Corporate Strategy and its ambition in ensuring that Children and Young People have the best start in life
- 3.2. The 2022 Schools White Paper was published in 2022, mid way through the development of this strategy and so the strategy has also sought to take into consideration the key elements of this White Paper, which has subsequently become a Bill. However, in Lewisham we also need to be clear about what we want locally for our children and young people and the principle of partnership working across the borough, including the role of the Local Authority. While the White Paper states that all schools should be in a multi-academy trust by 2030, schools locally have expressed no ambitions to make such a change. Currently there are just 12 academies in Lewisham.
- 3.3. In a shifting policy landscape, the Local Authority (LA) still has a legal duty, '*to promote high standards and ensure that every child fulfils his or her educational potential.*' We see our role as championing all children and young people, particularly those who are vulnerable and those with special educational needs and disabilities (SEND).
- 3.4. Lewisham remains committed to supporting the 'family of Lewisham schools' and playing a brokering role amongst schools and settings and between schools and key partners which we know is key to driving up standards, promoting inclusion, broadening opportunities for all.
- 3.5. Lewisham Learning is the schools/LA partnership which delivers and brokers school improvement to Lewisham schools. It is overseen by a partnership board and has developed successful collaboration, school to school support and strategic curriculum hub models which have supported improved Ofsted outcomes. There is still work to do however, to improve outcomes, particularly for our 16 year olds and for those groups who our system has not supported well enough to achieve their potential. We are working with school leaders and governors to plan the next steps for school improvement in Lewisham.
- 3.6. Children and young people are at the heart of our Education Strategy as well as that of the Council's Corporate Strategy. The strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Lewisham, including:
 - Special Education Needs and Disability Strategy
 - Early Help and Prevention Strategy
 - Play Strategy
 - Corporate Parenting Strategy
 - Child Exploitation Strategy
 - Participation Strategy

4. Background

- 4.1. Lewisham has good schools (96% judged good or outstanding by Ofsted), run by highly skilled, committed leaders and governors, who are managing a range of challenges, notably financial challenges.
- 4.2. Primary pupil numbers have fallen by 10% in the last five years impacted by lower birth-rates and high mobility (exacerbated by Brexit and the cost of living in London). Secondary schools face competition for applications from cross-border schools, although work to promote our secondary schools resulted in a 9.3% increase in first

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preferences for Lewisham secondaries between 2021 and 2022.

- 4.3. The DfE did not collect or publish any statistics for primary school assessments for the 2019/20 and 2020/21 academic years. Therefore, the latest benchmarked results we have are for the 2018/19 academic year. At key Stage 2, in 2019 67% of Lewisham pupils achieved the expected combined standard in Reading, Writing and Mathematics, which was above the national average of 65%.
- 4.4. At Key stage 4, in 2019 59% of Lewisham pupils achieved GCSE Maths and English Standard Pass (Grade 9-4) which was below the national average of 65%. 38% of Lewisham pupils achieved GCSE Maths and English Strong Pass (Grade 9-5) which was below the national average of 43%.
- 4.5. In 2020/21 GCSE exams did not take place; teacher-assessed grades were used. At key stage 4, in 2021 68% of Lewisham pupils achieved GCSE Maths and English Standard Pass (Grade 9-4) which was below the national average of 72%. 48% of Lewisham pupils achieved GCSE Maths and English Strong Pass (Grade 9-5) which was below the national average of 52%.

5. Shared Vision for Education in Lewisham

- 5.1. In Lewisham we have high aspirations for all our children and young people, whatever their starting point. We want all our children and young people to have access to outstanding education in Lewisham and we want them to have quality learning pathways from early childhood to adulthood which enable them to thrive and develop the life skills they will need.
- 5.2. We have really listened to what stakeholders told us during our conversations. Children and young people, parents and carers, school leaders and our community and statutory partners are passionate about education in Lewisham. They helped us to define key principles which will guide us in our task over the coming years.
- 5.3. The identified six fundamentals or key principles underpinning and guiding the Lewisham Education Strategy:
 - Collective responsibility – for all our children and young people
 - Inclusion – where every child knows they belong, are celebrated and can fulfil their potential
 - Equity – promoting respect and equity and actively tackling inequality
 - Collaboration – harnessing our collective capacity and fostering innovation
 - Proactivity and Prevention – anticipating issues early and developing the strengths and resources we need to improve outcomes
 - Sustainability – ensuring our system is financially sustainable
- 5.4. In support of this the strategy has identified five priorities which are described in more detail in the strategy itself, with the key actions we need to take to achieve them and the success measures we will use to identify if these have been achieved (the detail can be found in the Strategy document – Appendix 1):
 1. A place in a good school/setting for all our children and young people
 2. Supporting all children and young people to reach their potential
 3. Embedding a culture of inclusion and equity
 4. Collaborative school improvement to raise standards
 5. Supporting the physical and emotional health and wellbeing of all our

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children and young people

- 5.5. We must maintain a focus on learning and teaching and improving outcomes for all children and young people. School leaders told us that we need to build on the Lewisham Learning model towards a self-sustaining system by strengthening and increasing collaborative partnerships. At the same time we need to build on centrally co-ordinated support around priorities, such as contextual safeguarding, tackling race inequality, inclusion, SEND and provide good services to schools. To build expertise, we need to recruit and retain good people with succession planning fostering tomorrow's leaders.
- 5.6. In collaboration with our education and learning providers locally we will produce an annual delivery plan identifying key outcomes, measures and timeframes. Our annual plan will identify how we will work on the priorities. We will report to this
- 5.7. Strong leadership, management and governance structures across the partnership will drive the work of the Education Strategy forward providing quality and assurance. We propose that the Children and Young People's Select Committee form a crucial part of that governance.

6. Financial implications

- 6.1. There is no direct additional expenditure arising from this report. Services are expected to be delivered within the approved budget, should there be any changes in service delivery then a further report with the appropriate financial implications will need to be considered.

7. Legal implications

- 7.1. As set out in Section 13A of the Education Act 1996, local authorities have a legal duty to promote high standards and ensure that every child fulfils his or her educational potential.
- 7.2. The Council as an education authority has school place planning duties (s13-14 Education Act 1996), to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties
- 7.3. Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.
- 7.4. The Council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties include the provision of advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998).
- 7.5. Section 19 of the Children and Families Act 2014 ("CAFA") sets out the general principles that local authorities must have regard to when supporting disabled children and young people and those with SEN. Under section 22 of CAFA local authorities are to use [their] functions with a view to securing that they identify children and young people in their areas who have or may have SEN, and all those who have a disability.
- 7.6. Under section 436A Education Act 2006 (introduced by section 4 Education and Skills Act 2008), Local Authorities have a duty to identify children not receiving an education. Local Authorities must make arrangements to identify children of compulsory school

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age in their area who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

- 7.7. The local authority has a duty (s45 etc. School Standards and Framework Act 1998, School Finance Regulations 2008 and 2011) to determine school and PRU budget shares in accordance with the school finance regulations; establish a schools forum for the area; maintain a scheme for financing schools and provide accounting information to the DfE under the Consistent Financial Reporting Regulations.
- 7.8. Under sections 6,7,9 Childcare Act 2006 (“CA”) the local authority has a duty to secure sufficient childcare places, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children). S 17 of the CA the local authority is to
- 7.9. The local authority has a duty to appoint parent governor representatives to local authority committees dealing with education (s499 Education Act 1996); to appoint local authority governors to all maintained school governing bodies (s19 School Standards and Framework Act 1998); and to provide training and information for school governors (s22 Education Act 2002)
- 7.10. The local authority has a duty to produce an action plan if a school goes into special measures following an OFSTED inspection; to comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006) and to comply with any direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006).
- 7.11. The local authority is the employer together with the governing body of all staff in community, voluntary-controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer. Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff with several LA duties largely devolved to schools. The LA retains the following duties:
 - To act as the Appropriate Body in the statutory induction process for maintained schools, jointly responsible with the head teacher for the supervision and training of Newly Qualified Teachers and deciding whether they have passed their induction (s19 Teaching and Higher Education Act 1998)
 - To establish a performance management policy for teachers (s21 Education Act 2002)
 - Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers’ Pension Regulations)

8. Equalities implications

- 8.1. 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.
- 8.2. Equalities, equity and inclusion are key principles informing the priorities of the strategy. Any subsequent plans will outline actions and initiatives which will seek to

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contribute to the Council's duty to eliminate discrimination and advance equality of opportunity by seeking to close achievement gaps and foster inclusive cultures. In analysing data, consideration will at all times be 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. Plans will seek to improve the attainment and progress of all groups of pupils, including BAME and disadvantaged groups, where there is underachievement. The strategy will build on the work underway across all Lewisham schools to improve outcomes for pupils.

9. Climate change and environmental implications

- 9.1. There are no direct climate change or environmental implications arising from the implementation of the recommendations in this report. In February 2019 Lewisham Council declared a Climate Emergency and proposed a target to make the borough carbon neutral by 2030. Plans devised under the Education Strategy will consider opportunities to support this commitment.

10. Crime and disorder implications

- 10.1. The Crime and Disorder Act 1998 places a duty on local authorities to identify community safety implications in all our activities. Plans under the Education Strategy will seek to promote school inclusion and community cohesion and consider the evidence base for educational policy, practice and initiatives which are shown to increase engagement, safeguard and reduce risk of offending and exploitation for children and young people.

11. Health and wellbeing implications

- 11.1. Health and wellbeing is a key strand in the Education Strategy, with a focus on supporting schools and settings, through a multi-disciplinary approach in providing early support for those children and young people who may be at risk or showing signs of needing further help. Plans under the Education Strategy will take account of the evidence base for educational policy, practice and initiatives which are shown to promote healthy physical and emotional development.

12. Glossary

- 12.1.

Term	Definition
Academy	A state-funded school which is run by an academy trust (not-for-profit companies) and directly funded by the Department for Education
GCSE	General Certificate of Secondary Education: main qualification at year 11 (age 16)
Key Stage 2	School years 3 to 6 (juniors) (ages 8 to 11)
Key Stage 4:	school years 10 and 11 (ages 15 to 16)
Multi Academy Trust	A not-for profit company which runs more than one state-funded school which is directly funded by the Department for Education
OFSTED	Office for Standards in Education, Children's Services and Skills. Inspects services providing education and skills for

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Term	Definition
	learners of all ages. It also inspects and regulates services that care for children and young people

13. Report author(s) and contact

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- 13.2. Comments for and on behalf of the Executive Director for Corporate Resources provided by Nick Penny, Head of Service Finance, nick.penny@lewisham.gov.uk
- 13.3. Comments for and on behalf of the Director of Law, Governance and HR provided by Sohagi Patel, Commercial Education and Employment Lawyer, sohagi.patel@lewisham.gov.uk

14. Appendices

- 14.1. Appendix 1, Lewisham Education Strategy 2022-2027

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Lewisham Education Strategy

2022-2027

Introduction to Lewisham Education Strategy 2022-2027

Cllr. Chris Barnham

**Cabinet Member for Children's Services
and School Performance**



I know from personal experience how important education can be in opening doors for young people. In ensuring that any child, whatever their background and starting point, can achieve their ambitions.

Great things are already achieved by Lewisham young people. Almost all our schools are rated good or outstanding by Ofsted. Many more of our children progress to higher education than the national average.

But there is more to be done to ensure that every child has the best chance to succeed. And there is a determination in our community to work with our schools to make that happen.

This document sets out how our schools will work together, and how we as the local authority will work with them, to build an inclusive and high-achieving system of local comprehensive schools, trusted by our community, in which all children can succeed; a network of local schools which promotes a positive culture to foster and celebrate achievement, respect equality, and reflect our diversity.

Recent years have been a challenge for schools and children, and they have not had the support from central government that they deserve, but we will not let that deflect us from doing everything we can locally to support them; to enable them to work within a framework of values and ambitions that is shared with parents, local community, other schools, and the local authority and related agencies.

I strongly believe – and growing evidence supports this – that schools are more likely to succeed if they work within this kind of supportive local ecology. That is what this strategy will build. On behalf of the local authority, and the people we represent, I am happy to pledge our every effort to help our schools and our children to achieve the success they deserve.

Chris Barnham

An education strategy for our time and place

Our children and young people are ambitious and aspirational and now is a great time for us to reset our priorities for their education and learning to meet this ambition and aspiration. To do this, we need to reflect on their life experiences and the world we are preparing them for.

"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela

We need to use the lessons learned during the pandemic in our planning. We cannot underestimate its impact upon children, young people and families. It worsened educational outcomes and widened inequalities¹. Those who had access to fewer resources found it more difficult to learn at home and young people told us how it affected their social lives, physical and mental health and families' economic situations.

Lewisham schools and settings showed great resilience and dedication in facing the challenges of the pandemic - making sure learning could continue, whilst keeping everyone safe. At the heart of their communities, schools supported children and families - particularly those who are more vulnerable- in partnership with one another, the Council, Public Health and community organisations. The current economic crisis means that more young people and their families are experiencing hardship and poverty. School leaders told us about some of the ways they continue to support them and the need for even more support. This strategy will align with wider Council work to work on issues such as food poverty and digital exclusion.

"The evidence is conclusive: equity in education pays off. The highest performing education systems ... combine high quality and equity".
(OECD 2012)

Global events in recent years have shone a light on long-standing inequalities and discrimination in society. There are historic, systemic inequalities in educational outcomes² – not just in Lewisham, but in London and the UK- particularly for Black Caribbean and dual heritage (White/Black Caribbean) pupils. Children and young people told us about their determination to strive for race, gender, disability and LGBTQ+ equity and equality of opportunity for everyone. We believe that the diversity of our population is one of our greatest strengths. Our strategy will build on the work of Lewisham schools (through the Tackling Race Inequalities in Education (TRIE) programme), the community and the Council to collaborate in striving for equity.

Preparing for the future

We are living in times of incredible pace of change in technology, society, employment, leisure; alongside critical financial and environmental sustainability issues. Young people told us that the school curriculum should take account of these issues, particularly how they communicate, connect and access information and prepare them for the world of work. We will support schools to collaborate to build on the new ways of working, teaching and learning which emerged during the pandemic and develop a rich and relevant curriculum which prepares their pupils for the future.

"The purpose of education should be about learning to thrive in a transforming world."
Valerie Hannon

¹ Education Endowment Foundation, (2022) [The Impact of Covid-19 on Learning](#)

² OECD (2012), Equity and quality in education: Supporting disadvantaged students and schools.

The context for Lewisham schools and settings

Lewisham has great schools (96% judged good or outstanding by Ofsted), run by highly skilled and committed leaders and governors, who are managing a range of challenges, notably financial challenges. Primary pupil numbers have fallen by 10% in the last five years impacted by lower birth-rates and high mobility (exacerbated by Brexit and the cost of living in London). Secondary schools face competition for applications from cross-border schools, although work to promote our secondary schools resulted in a 9.3% increase in first preferences for Lewisham secondaries between 2021 and 2022.

School budgets have reduced in recent years as a result of a combination of falling rolls, increasing staffing, energy, building and supplies costs and funding settlements which have not matched these increases. This financial pressure will continue and the financial advice we give to schools will be crucial.

The 2022 schools white paper also argued for changes in national education policy which will shape how we plan and deliver services to schools. This includes a commitment by the current Government of a fully multi academy trust (MAT) led system for 2030. There are currently 12 academies in Lewisham. Lewisham does not believe that the governance of a school (LA maintained, single Academy, Free School, MAT, Voluntary

Aided or Controlled, Foundation Trust), is the key mechanism of ensuring that children have the very best of educational outcomes. What is more important is the leadership within the school, the quality of learning and teaching, the relevance of the curriculum and how the school works within its community.

In a shifting policy landscape, the Local Authority (LA) still has a legal duty, '*to promote high standards and ensure that every child fulfils his or her educational potential*'³. We see our role as championing all children and young people, particularly those who are vulnerable and those with special educational needs and disabilities (SEND).

We remain committed to supporting the 'family of Lewisham schools' with Lewisham Learning and the Council playing a brokering role amongst schools and settings and between

schools and key partners. Evidence shows us that successful partnerships can drive up standards, promote inclusion and broaden opportunities for all⁴. These partnerships are also crucial to keeping children and young people safe and well- physically and mentally. The 2022 white paper includes plans to strengthen this role for the LA, to support children with low school attendance.

Improving schools

Lewisham Learning is the schools/LA partnership which delivers and brokers school improvement to Lewisham schools. It is overseen by a partnership board and has developed successful collaboration, school to school support and strategic curriculum hub models which have supported improved Ofsted outcomes. There is still work to do however, to improve outcomes, particularly for our 16 year olds (Appendix 3) and for

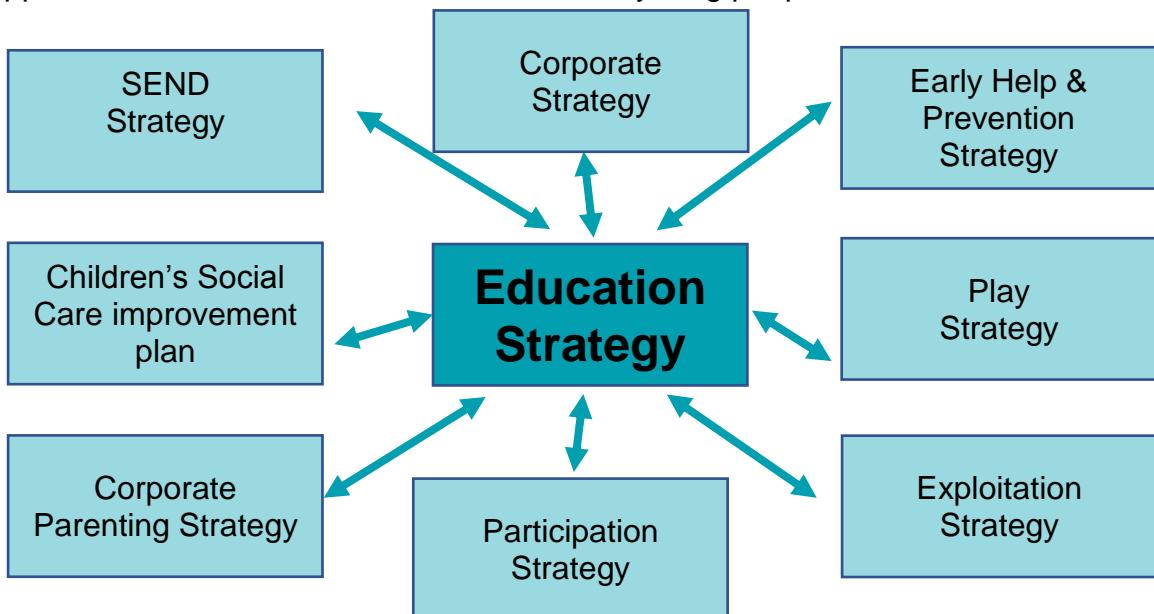
³ Section 13A of the Education Act 1996,

⁴ Armstrong, P. and Ainscow, M. (2018) School-to-school support within a competitive education system: views from the inside. *School Effectiveness, School Improvement*, 29:4, 614-633

those groups of children our system has not supported well enough to achieve their potential. This includes continuing to reduce school exclusions and address disproportionate representation of specific groups of young people. We are working with school leaders and governors to plan the next steps for school improvement in Lewisham.

The partnership working to support our children and young people

Children and young people are at the heart of our Education Strategy as well as that of the Council's Corporate Strategy. The strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Lewisham.



Some of the broader aims for Children and Young People in Lewisham are:

- A single access point for families and children for services so that children can access the right help more quickly, including emotional and mental health support, as well as wider family support.
- Redesigning our local SEND system to provide earlier support and improve outcome for those with SEND.
- The development of a wider adolescent strategy which will incorporate our current exploitation strategy but offer a more joined up response to our young people who are struggling to achieve their potential.
- Development of Family Hubs and area based Family Help/Family Thrive teams.
- Help more children to live within their extended family or friends' network if they cannot remain at home.
- Build trust with our local communities that we are here to make a positive difference with their and our children, despite the context of wider structural inequalities.
- A great Children's Service for our children and young people.

Co-production of the strategy

Lewisham Education strategy 2022-2027 has been developed in consultation with key stakeholders: children and young people; parents/carers; community groups; head teachers and governors; members of Lewisham Learning board and the schools' Tackling Race Inequality steering group, the local area SEND partnership board and wider Council services.



Ambitious, aspiring learners in Lewisham

We asked Lewisham's children and young people what they want from their education. This is what they told us:

'Aspiration, ambition, confidence, resilience.'

'Good physical and mental health.'

'To feel safe at home, school and out and about.'

'To be treated with fairness, honesty and trust.'

'Opportunities for all which build talent and celebrate the successes of every child.'

'Help to overcome things that make learning difficult.'

'To be ready for future opportunities - able to work, give to our community and deal with the pressures of life.'

'Meaningful, relevant learning; creativity, enterprise and life skills as well as grades.'

'Schools talking openly about today's issues- racism, misogyny, climate change, poverty.'

'Modern teaching- using up-to-date technology and communication.'

'Information and preparation for successful transitions.'

'More help for parents/carers to understand what school is like for us.'

'To have our say in their education and in helping to shape plans.'



Ambitious, aspiring parents, carers and communities in Lewisham

Parents and carers and the community are ambitious for their children. They told us that they want clear information to be able to make the best choices for them. They want good schools and colleges in Lewisham where children from all backgrounds and heritages are included and do well and where this is the expectation of everyone in the school. They welcome the work in schools to tackle inequality, particularly the TRIE programme, but reminded us that there is still much work to do, in addressing inequalities in exclusions, qualifications and opportunities.

They feel that the Council needs to celebrate the incredible achievements of their children. They want to have confidence in Lewisham schools and feel that schools too should celebrate their own achievements and those of their children.

They want more opportunities to work with schools; to have shared expectations of each other, particularly at secondary transfer when rules and expectations change. They want schools to support them to help their children learn and develop and use the lessons from home learning during the pandemic to think about how we do this for all families. Access to technology for learning and on-line safety are key concerns.

Above all, parents, carers and communities want their children to be safe, well and able to thrive and learn so they are ready to embrace their futures.

Ambitious, aspiring school leaders in Lewisham

School leaders told us that we must maintain a focus on learning and teaching and improving outcomes for all children and young people. We need to build on the Lewisham Learning model towards a self-sustaining system by strengthening and increasing collaborative partnerships. School leaders recognise that, whilst schools are responsible for their own high performance and academic achievement, collaboration with other schools and settings is key to their success, alongside high quality support services to schools.

To have expertise in schools and settings, we need to recruit and retain good people and develop their skills, with succession planning fostering tomorrow's leaders. Planning for sustainability is a real concern for school and setting leaders.

We also need to build on centrally co-ordinated support around priorities, such as contextual safeguarding, tackling race inequality, inclusion, SEND, climate change and Public Health issues. They need support from a 'joined-up' local authority and multi-agency partnerships which promote good health and wellbeing, inclusion and positive cultures, with early help for those who need it.

There is a consensus among school leaders that they want clear accountability frameworks-not just through published outcomes, Ofsted etc. but also accountability around inclusion and equality, based upon shared responsibility for all our children and young people. School leaders want to work in a culture where they can be reflective and open in sharing and learning from good practice.



Our shared vision for education in Lewisham

2022-2027



In Lewisham we have high aspirations for all our children and young people, whatever their starting point.

We want all children and young people to have access to excellent education in Lewisham, so they can fulfil their true potential.

We want them to have quality learning pathways from early childhood to adulthood which enable them to thrive and develop the life skills they will need.

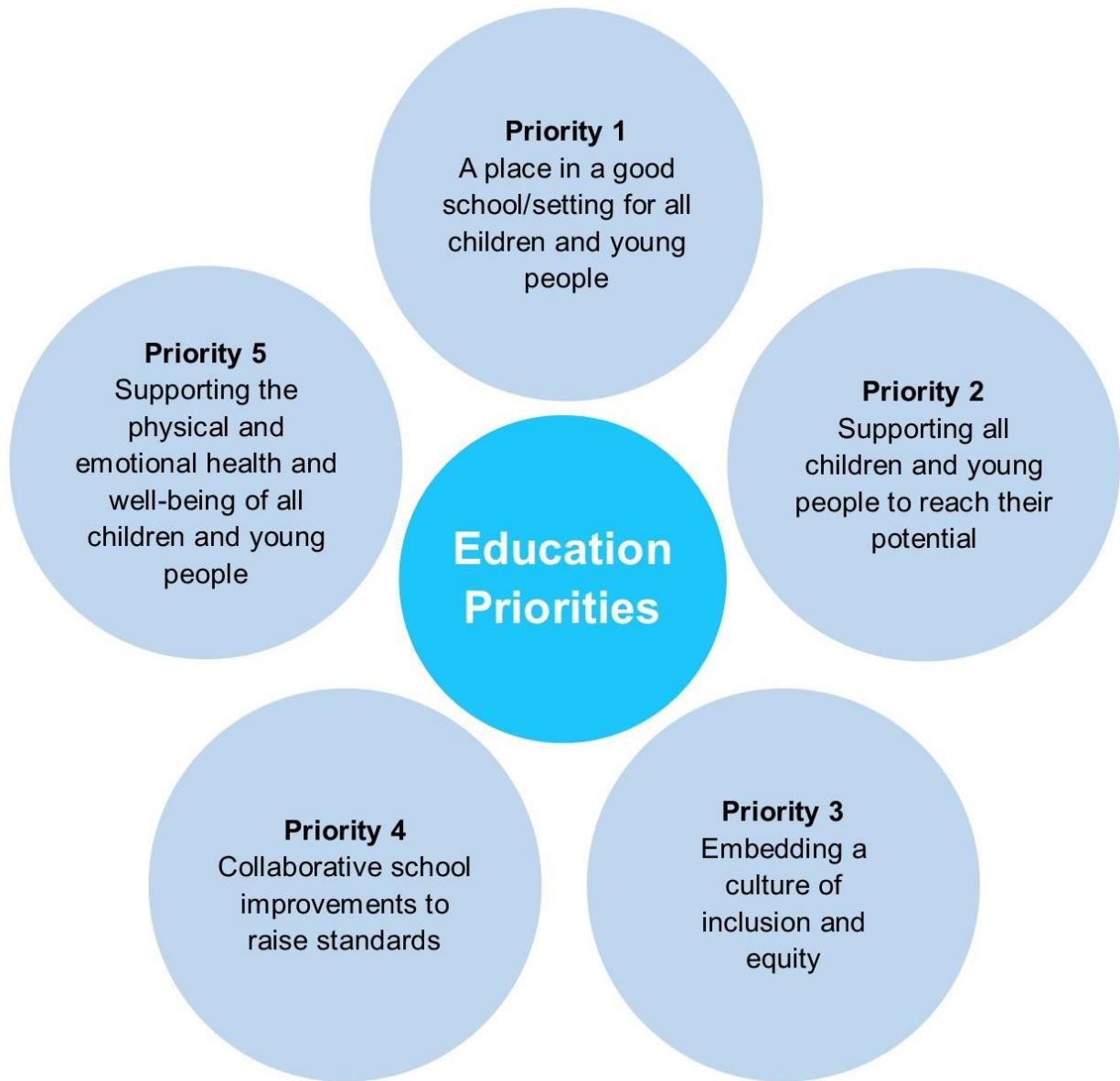
We want inclusive education where everyone has a sense of belonging and can be confident they will fit in, feel safe in their identity and in their community.

Six fundamentals- the key principals underpinning and guiding Lewisham Education Strategy

Collective responsibility	Developing collective responsibility for the wellbeing and achievement of all our children and young people, wherever they are educated.
Inclusion	The ambition to have an inclusive education system and inclusive schools where every child and young person knows they belong, are celebrated, and can fulfil their potential.
Equity	A wider system and individual schools with strong, positive cultures which promote respect & equality; actively tackle inequality; celebrating diversity. Equity is our road to excellence.
Collaboration	Harness collective capacity, foster innovation and excellent achievement.
Proactivity and prevention	Anticipating issues early and developing the strengths and resources needed to proactively improve wellbeing and outcomes for our children and young people, avoiding reactive and often expensive intervention.
Sustainability	Provide structures that are financially sustainable over the course of the strategy and beyond, increasing resilience and maximising expertise to improve outcomes.

Priorities

In support of the key principles, we worked with stakeholders to identify five priorities with the key actions we need to take to achieve them and the success measures we will use to identify if these have been achieved.





Priority 1: A place in a good school/setting for all children and young people

What we need to do	Measuring success
<ol style="list-style-type: none"> 1. Effective planning of high-quality school places to meet demand through continuous monitoring and review of population projections. 2. Work proactively with schools to develop clusters and collaborations, particularly where there needs to be re-organisation or change to existing provision for sustainability. 3. Lewisham schools for Lewisham children and young people: increase provision locally for our more complex children and young people. 4. Review Lewisham's alternative provision, to ensure it meets need and supports inclusion across the sector. 5. Continue to promote Lewisham schools, with a focus on secondary transfer. 6. Sufficient early years education through strategic planning and support to the local childcare market and quality of provision. 7. Work in partnership with providers to develop a comprehensive post-16 offer for Lewisham, including apprenticeships. 8. Develop costed, sustainable LA services to schools which support their efficient running, sustainability, health and safety, people management and financial stability. 9. Support schools to develop recruitment and retention plans to ensure there are well qualified, skilled staff in schools and settings to support pupils. 	<p>School places reflect demand</p> <p>Reduced number of vacancies in schools</p> <p>Increased number of applications to Lewisham secondary schools</p> <p>Sufficient early years places available and increased percentage settings that are OFSTED good or outstanding</p> <p>Increased proportion of young people accessing post 16 provision in the borough</p> <p>Increased take-up levels of services to schools</p>



Priority 2: Supporting all children and young people to reach their potential

What we need to do	Measuring success
<ol style="list-style-type: none"> 1. Ensure high take up of Early Years government funded places for eligible 2, 3 & 4 year olds. 2. Continue to build upon the Early Years partnerships to support home learning; personal, social and emotional, communication and physical development (Healthy Early Years, Making it Real early language programme). 3. Strengthen information sharing to support effective transitions from EY settings in to primary school. 4. Build on work to develop consistent two-way information sharing at secondary transfer. 5. Strategic focus on core skills of English and Maths across the age sectors. 6. Support schools and settings to maximise the use of multi-faceted teaching and learning opportunities, for example, promoting coding and e-safety. 7. Support the development of comprehensive pathways that will enable school leavers to progress their learning and secure positive labour market outcomes, including children looked after and those with SEND. 8. 2023 review of SEND strategy. 9. Refine use of LA and school level data to identify target areas for improvement (demographic/attainment groups and subjects). 10. Facilitate best practice sharing around strategies to support parents to engage in their children's learning, working in partnership with community and parent groups. 11. Work with young people, community groups, business and enterprise to maximise opportunities for learning life skills; inspirational advice around careers and motivation. 12. Work with Young Mayor's Team to build on development of Lewisham Curriculum for Life, participation and engagement and service planning. 	<p>Increased take up of 2, 3 & 4 year olds Early Years entitlements</p> <p>Increased proportion of pupils achieving at and above expected in English and Maths at KS2 (overall and for underachieving groups)</p> <p>Increased proportion of pupils achieving standard passes at GCSE in both Maths & English (overall and for underachieving groups)</p> <p>Low percentage and reduced disproportionality for pupils that become NEET</p>



Priority 3: Embedding a culture of inclusion and equity

What we need to do	Measuring success
<ol style="list-style-type: none"> 1. Work with schools to define a Lewisham inclusive, equitable school and develop a framework for self-evaluation and accountability. 2. Continue to work with schools and settings to address the attainment gap for identified groups of children and young people. 3. Proactively increase early support for children at risk of permanent exclusion or suspension through developing our offer of early intervention and supportive alternative education. 4. Implement new duties around recording, monitoring and improving attendance. 5. Effectively track and support children in need and those with a child protection plan in education. 6. Continue implementation of TRIE programme, with a heightened focus on behaviour and inclusion, addressing disproportionality for black Caribbean and mixed heritage pupils. 7. Multi-agency approach to supporting schools to build positive cultures for all, including race, gender, disability and LGBTQ+ positivity. 8. Refine use of data from a range of sources so that schools, setting and services have a true picture of the equity of their policies, procedures and curriculum. 9. Ensure schools and settings are at the heart of Lewisham Council's digital inclusion strategy, maximising opportunities for support for children and young people. 	<p>Reduced permanent exclusions at secondary</p> <p>Rate of suspensions at both primary and secondary decrease</p> <p>Maintained high levels of school attendance, especially for the most vulnerable cohort of pupils</p> <p>Reduction in the number of suspensions for pupils with SEND</p> <p>Reduction in the attainment gap of identified groups of pupils in comparison to their peers (see Priority area 3)</p>

Priority 4: Collaborative school improvement to raise standards

What we need to do	Measuring success
<ol style="list-style-type: none"> 1. Continue to focus school/setting improvement activity on teaching and learning, inclusion and narrowing the attainment gap between identified groups of pupils and their peers. 2. Continue to develop the Lewisham Learning school improvement framework and model of school improvement so as to develop expertise within the school community to drive up standards. 3. Continued support for school leaders and governors to ensure national and local priorities are addressed, with a focus on closing attainment gaps and supporting a culture of safeguarding. 4. Further development of traded services to ensure the continuity of support for schools beyond statutory functions. 5. Continue to build and develop collaborative networks through engaging school leaders and governors to develop a self-sustaining, system led model. 6. Ensure that schools who are at risk of falling into an Ofsted Requires Improvement/Inadequate category are proactively supported to avoid this outcome. 7. Facilitate the sharing of expertise and evidence building to foster innovation and excellent achievement. 	<p>Percentage of schools are OFSTED rated as good or outstanding</p> <p>Percentage of children and young people attending a good or outstanding school</p> <p>Reduction in the attainment gap for identified groups of pupils in comparison to their peers</p> <p>Improve Borough performance in key indicators, benchmarked against London and national performance</p>



Priority 5: Supporting the physical and emotional health and wellbeing of all children and young people

What we need to do	Measuring success
<ol style="list-style-type: none"> 1. Ensure schools and settings are at the heart of Lewisham's Early Help and Prevention Strategic Plan. 2. Maximise opportunities for support for mental health and wellbeing in schools: roll out of a range of initiatives including Mental Health Support Teams in Schools (MHST) and developing offer of support in schools not yet able to access MHST. 3. Review of 'healthy schools activity' in the borough to identify where action is needed. 4. Ensure early identification and proactive intervention for pupils with behaviours resulting from anxieties and post-pandemic issues. 5. Strong partnership approach to safeguarding in schools, incorporating locality safeguarding hubs; multi-agency work to protect those at risk of exploitation and policy, process and a curriculum (including Relationships and Sex Education) which empowers children and young people to stay safe. 6. Improve information to schools and availability/co-ordination of therapeutic services for all children and young people who need them. 7. Support school to maximise opportunities for providing school food and deliver key initiatives such as the Holiday Activity and Food (HAF) programme. 8. Promote opportunities to develop outdoor education and other extra-curricular activities to ensure they are promoted to vulnerable groups of pupils to support emotional health and wellbeing. 9. Maximise opportunities to support parents and families in their role of bringing up their children. 	<p>More children and young people accessing, engaging and participating in education</p> <p>Improved health and wellbeing outcomes for children and young people, as measured by evidence-based programmes</p> <p>Decrease in acute presentations at paediatric services due to earlier recognition and referrals of children and young people in crisis</p> <p>Increase in the take up of eligible children of places provided through the Holiday Activity and Food programme during school holidays</p>



Delivery and monitoring of the Education Strategy

We will produce an annual delivery plan identifying key outcomes, measures and timeframes. Our annual plan will identify how we will work on the priorities and ensure.

Strong leadership and collaboration across the partnership will drive the work of the Education Strategy forward providing quality and assurance, reporting to Lewisham Learning Board and the Children and Young People's Select Committee.

We will ensure that stakeholders are fully engaged and involved, and their interests taken into consideration by continuing to talk to children and young people, parents and carers, community groups and our schools and settings.

We will be developing policies, practices and processes that reflect the changing needs of our schools and communities, guided by data, evidence and the experiences of children, young people and their families

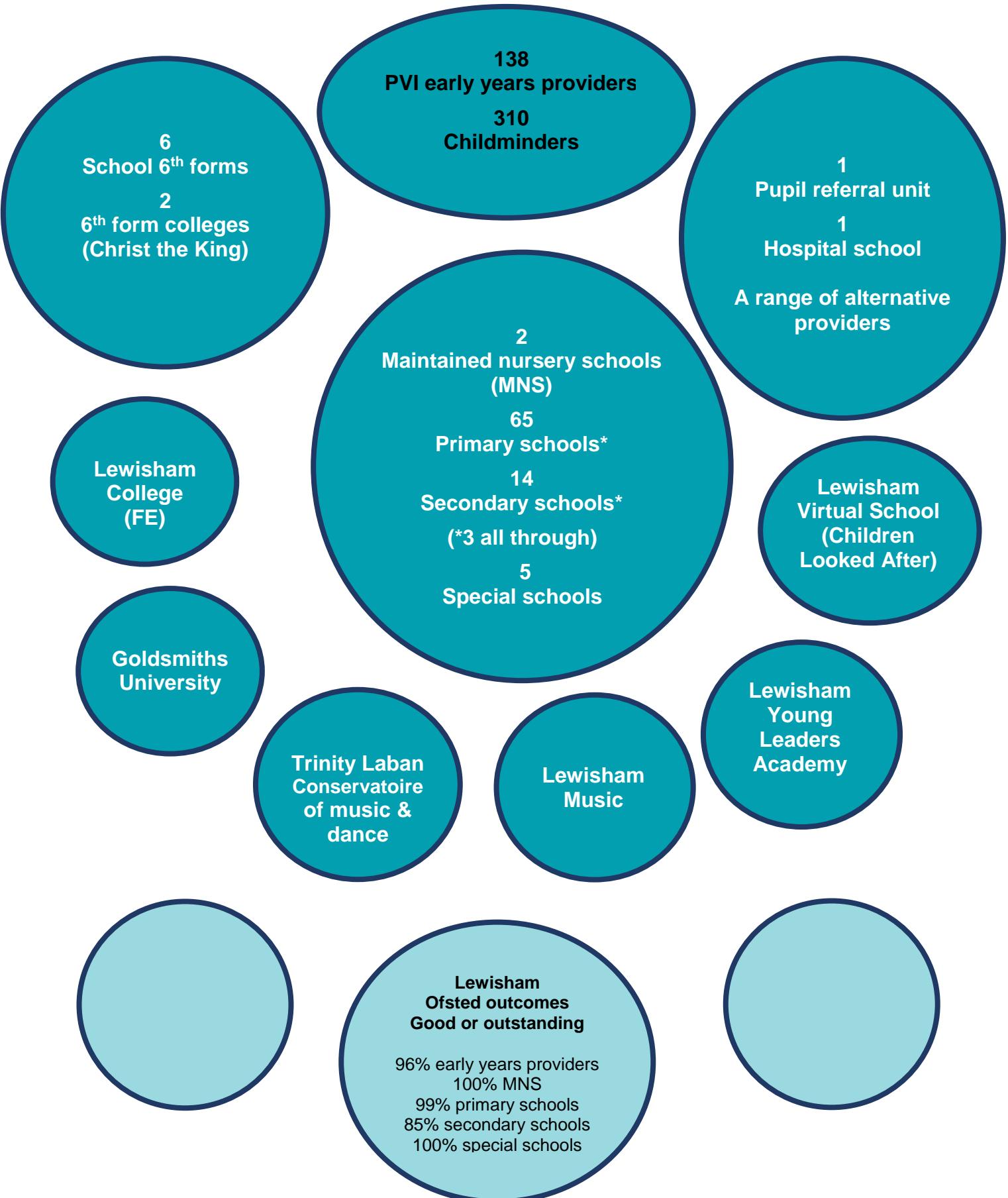


Appendix 1 Glossary

Term	Explanation
Academy	A state-funded school which is run by an academy trust (not-for-profit companies) and directly funded by the Department for Education
A Level	Advanced Level qualifications for students aged 16 and above.
AP	Alternative provision: places that provide education for children who are unable to go to a mainstream school.
ARP	Additionally resourced provision for children with special educational needs which is part of a mainstream school
Attainment 8	Accountability measure introduced in 2016. This calculates how well each pupil did across 4 elements (or 'buckets'): <ul style="list-style-type: none"> • English – double weighted and best result of English Language or English Literature; • Mathematics – double-weighted; • English Baccalaureate (EBacc) – three EBacc GCSEs (best results in science, humanities (history / geography) and languages); • Other best results in 3 other subjects
Brexit	British exit from the European Union: the withdrawal of the United Kingdom from the European Union
CAMHS	Child and adolescent mental health services that support young people with their mental health.
DfE	Department for Education: a department of the UK Government responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England
Digital learning	Learning facilitated by technology
DSG	Dedicated Schools Grant: is a ring-fenced grant of which the majority is used to fund individual school budgets in maintained schools, academies and free schools
DWP	Department for Work and Pensions: government department responsible for employment and benefits
EBacc	English Baccalaureate: a set of subjects designated by central government as giving a collection of qualifications at GCSE which gives young people wide and flexible career choices. In 2022 this is English language and literature, maths, the sciences, geography or history, a language
EEF	Education Endowment Foundation
EHCP	Education, Health and Care Plan: a document setting out the education, health and social care needs of a child or young person for whom extra support is needed in school
EAL	English as an additional language
ESOL	English as a second or other language
EYFS	Early Years Foundation Stage- learning, development and care of children from birth to 5 years
EU	European Union: an economic and political partnership between 27 countries
GCSE	General Certificate of Secondary Education: main qualification at year 11 (age 16)
GLD	Good level of development: as assessed at the end of early years foundation stage
IAG	Information, advice and guidance: to assist in career, training and academic choices and pathways
IT	Information technology
KS1	Key Stage 1: school years 1 and 2 (infants) (ages 5 to 7)
KS2	Key Stage 2: school years 3 to 6 (juniors) (ages 8 to 11)

Term	Explanation
KS3	Key Stage 3: school years 7 to 9 (ages 12 to 14)
KS4	Key Stage 4: school years 10 and 11 (ages 15 to 16)
KS5	Key Stage 5: school years 12 and 13 (sixth form)
Lewisham Learning	Partnership established by school leaders and the local authority to deliver high quality school improvement to all Lewisham schools.
LGBTQ	Lesbian, gay, bisexual, transgender and questioning
MAT	Multi Academy Trust a not-for profit company which runs more than one state-funded school which is directly funded by the Department for Education
NEET	Not in employment, education or training post 16
NHS	National Health Service: Government-funded medical and health care services that everyone living in the UK can use without being asked to pay the full cost of the service
OECD	Organisation for Economic Cooperation and Development: intergovernmental economic organisation with 38 member countries founded in 1961 to stimulate economic progress and world trade
OFSTED	Office for Standards in Education, Children's Services and Skills. Inspects services providing education and skills for learners of all ages. It also inspects and regulates services that care for children and young people
ONS	Office for National Statistics: the UK's largest independent producer of official statistics, and the recognised national statistical institute of the UK. It is responsible for collecting and publishing statistics related to the economy, population and society at national, regional, and local levels
PAN	Published Admission Numbers the maximum number of pupils that the school/admission authority will admit to each year group
Phonics Screening	Assesses how well children can use phonic decoding at the end of Year 1. Phonic decoding is using the sounds that letters and groups of letters make when spoken to learn to read
PRU	Pupil referral unit: provision for children excluded from mainstream school or in need of specialist provision because unable to attend school
PVI	Private, voluntary or independent early years setting
SEND	Special Educational Needs and Disability

Appendix 2 Borough Education



Appendix 3 Outcomes for Lewisham's children and young people

Primary attainment in 2021⁵

Early Years

- 76% of Lewisham children in settings achieved a 'good' level of development (includes schools and PVI sector) which was above the national average (72%)

Year 1 Phonics Screening

- 81% of Lewisham Year 1 pupils met the required standard of phonic decoding which was just below the national average (82%)

Key stage 2

- 67% of Lewisham pupils achieved the expected combined standard in Reading, Writing and Mathematics, which was above the national average (65%)
- 76% reached their expected standard in reading which was above the national average of 73%
- 78% reached their expected standard in writing which was above the national average of 78%
- 81% reached their expected standard of mathematics which was above the national average of 79%

Secondary attainment in 2021⁶

Key Stage 4

- Attainment 8 for Lewisham pupils was 49.1, which was below the national of 50.9
- 68% of Lewisham pupils achieved GCSE Maths and English Standard Pass (Grade 9-4) which was below the national average of 72%
- 48% of Lewisham pupils achieved GCSE Maths and English Strong Pass (Grade 9-5) which was below the national average of 52%
- 46% of Lewisham pupils were entered for all components of the English Baccalaureate (EBaac) which was above the national average of 39%
- 31% of Lewisham pupils achieved all EBaac components at grades 9-4, which was above the national average of 30%
- 22% of Lewisham pupils achieved all EBaac components at grades 9-5, which equalled the national average of 22%

Key stage 4 destinations

⁵. The DfE did not publish any national or local statistics for primary school assessments for 2019/20 and 2020/21

⁶ In 2020/21 GCSE, AS and A level exams did not take place. Teacher-assessed grades (TAGs) were used

- 93% of Lewisham's 2018/19 KS4 cohort went on to education employment or training in 2019/20, equal to the national average of 93%.
- 24% went on to a Further Education College (compared to 36% nationally) and 65% went on to a school sixth form or sixth form college (compared to 49% nationally)

Post 16 outcomes 2021

Key Stage 5

- Key Stage 5 – Average Point Score (A-Levels)
- The average points per entry of pupils Lewisham school sixth forms was 34.7 for all Level 3 qualifications, higher than the national average of 32.8
- The average points per entry of pupils Lewisham school sixth forms for A-levels only was 37.8, lower than the national average of 40.4

KS5 destinations

- 89% of Lewisham's 2018/19 KS5 leavers went on to education, employment or training in 2019/20, higher than 88% nationally.
- In 2019/20, 89% of Lewisham's disadvantaged students were in education, employment or training after KS5 compared to 84% nationally.
- In 2019/20 68% of Lewisham students went on to a UK Higher Education Institution after KS5 compared to 50% of students nationally.

Level 2 and 3 Attainment by Age 19 in 2020

- 82% of all Lewisham students qualified to Level 2 by age 19, better than the national average of 81%.
- 71% of 19 year olds eligible for Free School Meals qualified to Level 2, better than 62% nationally
- 33% of 19 year olds who have an EHCP qualified to Level 2, better than 29% nationally
- 62% of all Lewisham students qualified to Level 3 by age 19, above the national average of 57%.
- 46% of 19 year olds eligible for Free School Meals qualified to Level 3, above 36% nationally
- 16% of 19 year olds who have an EHCP qualified to Level 2, above 13% nationally

Attendance, exclusions SEND

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Children and Young People Select Committee

Report title: Lewisham Play Strategy.

Date: 22 September 2022

Key decision: No

Class: Part 1

Ward(s) affected: All Wards

Contributors: Sara Rahman, Director of Families Quality and Commissioning, Ikwi Mkparu, Service Development Co-ordinator

Outline and recommendations

The purpose of this report is to seek Select Committee views on the draft Lewisham Play Strategy 2023 – 2028. The strategy captures and demonstrates Lewisham's commitment to play and promotes social inclusion.

It is recommended that the CYP Select:

- Reviews and comments on the draft Play Strategy for the period 2023 – 2028

Timeline of engagement and decision-making

- In late 2021, Lewisham commissioned London Play to support the development of the Borough's first Play Strategy, to carry out an audit of Lewisham's fifty parks and Adventure Playgrounds
- In January 2022, a Play Strategy Steering Group was formed with members from across Children and Young People directorate and other Council departments, including: James Lee, Director of Communities Partnerships and Leisure, Vincent Buchanan, Head of Parks and Leisure, Katy Brown, Young Mayors Team, Michael Grant, Early Intervention Business Manager, Helen Buttivant, Public Health Consultant, Nikki Sealy, Head of Early Years, Paul Hocker, London Play, Gill Amas, Communications Team, Sara Rahman Director of Families Quality and Commissioning
- Late January 2022, Play audit commenced and concluded 31 January 2022
- In February 2022, borough wide consultation with children in primary and special schools commenced
- In March 2022, consultation concluded
- In April 2022, steering group review of the draft play strategy
- April –July 2022, draft play strategy was with Members

1. Summary

- 1.1 The Play Strategy is to be launched in the same year that Lewisham was named Borough of Culture by the Mayor of London. This unifying honour celebrates the borough's history and rich diversity through public arts, music, dance and more. Play is likewise a universal creative act. Through play children discover the differences between themselves, others and the world in which they live. These discoveries help them become individuals and independent, self-sufficient and autonomous.
- 1.2 The Council has a statutory duty to secure adequate leisure and recreation facilities for children and young people . The strategy in its entirety, captures and demonstrates the borough's ongoing commitment to Play for all its residents. This is the borough's first five year Play Strategy that covers 2023 to 2028.
- 1.3 The Play Strategy aims to highlight the opportunities for play in the borough, reflecting an audit of current play provision and spaces, and resident's views gathered during a month of public engagement and consultation and will set in motion a 5-year plan that will put Lewisham on track to be a borough leader on play. The Council acknowledges that not everything can be achieved at once, but the strategy is a mechanism to set out what can be done within a short to medium term, and to take stock of opportunities and barriers for going further.
- 1.4 Following comments from Select Committee and future approval from Mayor and Cabinet, a five year plan will be developed outlining actions to ensure progress is made towards accomplishing Lewisham's vision for play.

2. Recommendations

- 2.1 CYP Select Committee is asked to:
- Comment and share views on the draft Play Strategy for the period 2023 – 2028

3. Policy Context

- 3.1 Article 31 of the United Nation Convention on the rights of Child ‘Every Child has the right to rest, relax, play and to take part in cultural and recreational activities¹. Children need time, place and resources to play in the best way they know how, and want to express themselves.
- 3.2 Prevalence of Childhood obesity data from Public Health England 2020/21 -14.4% of reception age children (age 4-5) are obese, with a further 13.3% overweight. At age 10-11 (year 6), 25.5% are obese and 15.4% overweight. It is acknowledged that the impact of the Covid 19 Pandemic have greatly influenced this data however, this highlights the importance of promoting physical play opportunities and support for children and young people and their families, to embrace play as an essential need for childhood development.
- 3.3 The statutory Children’s Trust guidance 2008 stipulates:
“To improve local play offers requires a strategic approach to play across the local area, with the full involvement of children, local communities and the third sector in decision-making. Delivering excellent outdoor play opportunities for all children will require working closely with the broader Local Strategic Partnership on issues such as town and highways planning and the management and maintenance of public space, in order to promote communities that are more child-friendly”²
- 3.4 The Play Strategy is also in line with Lewisham Corporate Strategy and its ambition in ensuring that Children and Young People have the best start in life.
- 3.5 The Lewisham Parks and Open Space Strategy 2020 contains a commitment to preserve and, where possible, enhance the quality of existing green and open spaces, to deliver eco-system service and a range of benefits – including ‘play’ habitat creation, landscape improvement and flood storage³.

4. Background

- 4.1 This is the borough’s first Play Strategy.
- 4.2 The Strategy captures and demonstrates the borough’s commitment to play, and promotes social inclusion whilst meeting the play needs of its children and young people. The play strategy aims will guide the council and its partners in defining a framework for the borough’s investment in play workforce development, finance and action plan from 2023 until 2028. It further highlights the opportunities for Play in the borough, reflecting views gathered from residents through engagement and consultation.
- 4.3 It includes an audit of quality, utilisation and accessibility of Lewisham current play offers and ongoing plan to develop play in the borough.

5. Audit and Consultation on the Play Strategy

- 5.1 The first audit focussed on fifty Lewisham’s parks and open spaces whilst the second audit looks exclusively at the borough’s five staffed adventure playgrounds along with a cost benefit analysis of the funding options. Full details of the findings and

recommendations can be found in Appendix 1 of the Play Strategy.

5.2 Some of the recommendations from the audit include:

- Provide more details on signage to advertise existing play opportunities
- Widen play opportunities to include riverbanks, forest school activities, nature trails and incorporate more natural play elements
- Celebrate popular or successful playgrounds and their play offer via social media
- Provide basic structures to support youth fitness such as pull-up bars and wooden rings
- Increase adventure playground provision – offering self-led play opportunities for local young people along with inspiring mentors and role models on staff
- Develop opportunities in existing large green spaces to cater for observational or thoughtful activities such as nature study, reading and exploring

5.3 Consultation and Engagement

Consultation and engagement for the play strategy was undertaken between February and March 2022.

Views were sort from a variety of groups and sources including:

- Adult and children online survey monkey
- Engagement with schools
- Schools competition
- Council citizen space
- Vox pops consultation at Lewisham shopping centre
- Engagement with Council Members
- Engagement with internal council officers from SEND, Public Health, Early Years, Young Mayors and Young Advisors
- Children and family centres

5.4 Consultees where asked to answer five key questions on the location, accessibility, barriers, quality and benefits of play.

1. Where do you like to play?
2. Is this close enough to walk from home?
3. Is there anything that puts you off playing where you want to?
4. What new play things would you like to see in Lewisham?
5. Why is play important to you?

5.5 Nine hundred and two (902) responses in total were received. The vast majority of the respondents reported that they appreciate and regularly use Lewisham play spaces. Some of the other issues highlighted were in relation to feeling safe in the play area, increasing the opening hours of play spaces and the maintenance of play spaces. These results will be taken forward as part of the action plan resulting from this strategy. Details on the responses and comments are set out in the play strategy Appendix 1

6. Play Strategy 2023 – 2028

6.1 Lewisham's vision for Play is that children and young person in the borough should have

a variety of supervised and unsupervised safe and well maintained places for play, within walking distance from home, and play offers are welcoming, engaging and accessible to all including children with SEND, and children from minority ethnic groups in the borough. Play as a key offer is well promoted and children and young people, their families and community through consultations, will play a key role in the design and development of local play spaces.

6.2 Aims and Objectives

The aims of the strategy are:

- To oversee the development of a high quality, accessible play service
- To ensure that all residents have play facilities within walking distance
- To make sure that all play developments are created in consultation with users

6.3 Objectives:

- Create a Play Advocacy Group that identifies budgets and regularly reports on Play Strategy aims
- To create a holistic cross-cutting approach to play, coordinated across all Lewisham Council departments.
- Develop a consultation model which can be applied to all new developments
- Develop a cost-benefit analysis plan which outlines the most cost-effective way of managing adventure playgrounds
- Add recommendations for creating play opportunities to existing council guidance for new developers

6.4 Scope

The strategy acknowledges the variety of play opportunities available and enjoyed by children and young people every day, however, it does not have the scope to include other equally important exponents of Lewisham play offers such as:

- Play street sessions
- Soft play centres or commercial play facilities
- Stay & play or baby & toddler groups
- Play in schools and libraries
- Play in children centres
- Play on screens
- Non-designated or incidental play spaces such as scraps of undeveloped land or shopping precincts (although play undoubtedly occurs there too)
- Sports

6.5 As well as outdoor play, children and young people also spend significant amount of time engaging in play at home. Appendix 3 of the Play Strategy provides play ideas to explore at home.

6.7 Key recommendations from the play strategy

- We are committed first and foremost to developing and promoting play opportunities in the borough, and in doing so, we will ensure that this is undertaken through ongoing consultation and co-production with children and

young people and their families, on design and development of new play provision and play spaces.

- Ensure that our current play provision and spaces, including the adventure playgrounds, are in locations where they are needed, and for the Council to consider how best to manage, maintain and drive their utilisation including financial and legal implications and community engagement.
- To ensure that consideration is given to 'play' in all plans, designs, and developments within the borough and making sure play is always in mind across all council activities.

7. Financial implications

- 7.1 Any expenditure to maintain/repair play equipment will need to be managed from within existing budget, the expenditure for the current playgrounds is paid within the Council's Grounds Maintenance Contract. Should additional costs over and above the budgeted level arise over the life of the strategy a further report with the appropriate financial implications will need to be considered.

8. Legal implications

- 8.1 Article 31 of the UN Convention on the Rights of the Child recognises engagement in play as a fundamental right of all children.
- 8.2 The Education Act 1996 imposes a duty on local authorities to secure adequate leisure and recreation facilities for children and young people.
- 8.3 The Childcare Act 2006 introduced a general duty on local authorities to improve the wellbeing of young children in their area.
- 8.4 Through the Childcare Act 2016, working parents of three and four-year-old children will have their free childcare entitlement extended from 15 to 30 hours a week.
- 8.5 Under the Children Act 1989, local authorities should provide services designed to minimise the effect of children's disabilities, to give disabled children the opportunity to lead lives which are as normal as possible, and to assist individuals who provide care by giving them breaks from caring.
- 8.6 Under the short breaks regulations, local authorities have a legal duty to provide short breaks for disabled children and their families, and these should meet a range of needs.
- 8.7 The Children and Families Act 2014 sets out how support should be offered to children with special educational needs and disabilities (SEND). For children with SEND, local authorities should secure provision specified in an Education, Health and Care plan. For young children this could include support with play at nursery, or the development of certain skills through play.
- 8.8 Through the Children and Families Act 2014, local authorities have to publish a Local Offer to provide information about the services they expect to be available for children with SEND in their area. This should include play services.

9. Equalities implications

The Equality Act 2010 requires the Local Authority, when exercising its functions, to have due regard to eliminate discrimination, harassment, victimisation; advance equality of

opportunity; and to foster good relations between persons who share a relevant protected characteristic and those who do not ("the Public Sector Equality Duty").

An Equalities Assessment has been conducted for the strategy and is attached as Appendix 2.

The Equality Impact Assessment has found no negative impact for groups with protected characteristics.

10. Climate change and environmental implications

- 10.1 The Play Strategy ensures families and young people have good quality places to play within walking distance of their home, this will reduce the need to travel by vehicle to play, and therefore the collective carbon footprint (748 residents asked in the consultation phase said they were able to walk to their favourite play space while only 125 said they could not). Making play a local feature across the borough, and that play is possible on the doorstep via play streets, and in the built environment through all future public space designs to incorporate play features and initiatives will contribute to Lewisham's aim to be a leading borough in the provision of play and therefore the development of all Lewisham children.
- 10.2 Ensuring natural elements and sustainable materials are the key characteristics of all the council's future play construction are also a direction the Play Strategy encourages.

11. Crime and disorder implications

- 11.1 The correlation between crime and anti-social behaviour where play provision is limited or non-existent is under researched, however what available evidence exists suggests that "play deprived children become disturbed, aggressive and violent adults" (Hughes, 2003, Insights and understandings: Developments in playwork theory.).
- 11.2 A 2011 academic paper (Lauer , Play Deprivation: Is It Happening In Your School Setting?) concludes:
Negative effects resulting from play deprivation include an increase in violent crimes, decreases in brain and muscle fiber development, and reduction in communication, problem-solving, and social skills.
- 11.3 Lewisham's Play Strategy is ambitious and serious in its plans to ensure play sufficiency across the borough. Exploring ways to reinvigorate their Adventure Playgrounds will re-establish a reliable and regular opportunity for young people to enjoy an exciting space where their creativity, physical abilities and social skills can be honed and shaped through activities provided by skilled playworkers.
- 11.4 The Mayor of London recognised the importance of keeping London's young people engaged in after-school activities. In 2019 the Mayor announced London's Violence Reduction Unit would fund:
- 11.5 Expanding after-school provision in high-crime areas - data shows that violent incidents involving young people aged 10-16 are more likely to happen at the end of the school day.

12. Health and wellbeing implications

- 12.1 The Strategy recognises that play is integral for child development, psychological well-being, and physical health.
- 12.2 Play is also proven to be extremely beneficial to psychological wellbeing and mental health in children. Through play, children develop their emotional intelligence; learn how to express their feelings, build self-esteem, and understand emotional aspects of life.

- 12.3 Lewisham's Play Strategy, in line with the Council's corporate strategy is committed to ensuring that Children and Young People have the best start in life.

13. Glossary

Table of Glossary

Term	Definition
Adventure Playground	A free to use play setting, staffed by playworkers, where children can play with friends in a purpose-built environment. Lewisham has five Adventure Playgrounds.
Play Streets	A play street is a resident-led initiative supported by local councils. It enables residents to close their road to through traffic for several hours on a regular basis (weekly/fortnightly/monthly), to create a space for children to play on their doorstep as well as an opportunity for neighbours to socialise.
Free Play	Spontaneous play that children engage in outside of structured activities or prescribed environments.

14. Report author(s) and contact

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Provide the name of the author of the financial implications.

Nick Penny, Head of Service Finance

Comments for and on behalf of the Director of Law, Governance and HR

Sohagi Pate, Commercial, Education and Employment Lawyer

15. Appendices

Appendix 1 – Lewisham Play Strategy 2023-2028

Appendix 2 – Equality Impact Assessment

**Lewisham
Play Strategy
2022 - 2027**

DRAFT

To Be Added

2. Young Persons Foreword

“Every child has the right to rest, relax, play and to take part in cultural and creative activities.”

Article 31—UN Convention on the Rights of the Child

The great outdoors. The original learning space for children. A place to develop young thoughts and grow together as individuals and as a community. A beautiful place of make believe, wild imagination and evolving friendships. A place that needs protecting by adults at all costs.

There are 190 learning days of school each year and playing is a key part of education and learning is a key part of play. Playing outside with friends in good quality fresh air allows you to be happy and free.

Encouraging individual and team sports with excellent equipment helps to foster gamesmanship and sportsmanship. I am the London Youth Games Ambassador for Lewisham a role that I am enjoying very much.

I want to play my part in making this borough more active and playful and look forward to meeting fellow young people in parks and play areas to discuss how to make sustainable improvements to these precious spaces. A comprehensive play strategy for children and young people in Lewisham is a great start, with the aim of having fun and upholding the UN Convention on the Rights of the Child.

Emmerson Sutton, aged 15
London Youth Games Ambassador - Lewisham

3. Members’ Foreword

Play is crucial to children’s development and wellbeing. Play is of course not something that a local council ‘provides’ – children will play in all circumstances. But we can help to ensure local services take into account the importance of children’s opportunities to play. We can also strive to lead the community to recognise play’s importance and support a positive environment for it. I’m proud of the commitment we have made to:

“Launch a ground-breaking Play Strategy, to support children’s quality of life, well-being and development, creating a new long term investment programme to refurbish or replace all Lewisham’s play areas.”¹

This document sets in motion a five-year plan to put Lewisham on track to be a leading borough on play, with its importance for children and families recognised in everything we do.

As any child in a playground understands, not everything can be done at once. The strategy sets a long-term ambition, and outlines what can be tackled in the short to medium term. Some of our early priorities naturally focus on parks and playgrounds. But over time we want to be more ambitious than that, considering ways in which we can make the wider environment – streets, buildings and public space – as child-and play-friendly as it can be.

We have developed this strategy in conversation with children and community. It is however only a first step, and we look forward to continuing the conversation as we go further.

¹ Lewisham Labour manifesto, May 2022

4. About this Play Strategy

Play is an innate and universal human activity, regardless of ability, gender, ethnicity, or any other characteristic. It begins when we are babies and is at its most beneficial in childhood. How each individual plays are as unique as their fingerprint, so defining play is tricky. However, there are broad characteristics: it is a creative act, sometimes interior (e.g. imaginary worlds), and sometimes exterior (e.g., playing adventure games in the woods with friends). It is pleasurable, it can require a bit of pluck, yields self-learning and an understanding of the world around us. Often it has no end product. Play also gives children the opportunity to recognise and manage risk, a crucial skill for life and develops social skills and builds confidence. Play, like art and music, is a process of expression limited only by our imaginations. Play also has a role in adult lives, particularly as an aide to better mental and physical health. In this play strategy, play is conceived of as a lifelong pleasure.

During children's early years, play is fundamental to a child's development and learning and it is a crucial factor in determining later academic outcomes for children. It is not just physical. It involves cognitive, imaginative, creative, emotional, communicative, and social aspects. It is the main way that children explore, experiment, and understand. Post pandemic, it is more important than ever that children have as much space, time, and opportunity to play as possible. In Lewisham there is a focus on developing early communication, language, and literacy, as research has consistently shown that these are key aspects of closing the gap in outcomes for children. Across Lewisham residents enjoy their local parks. Families of younger children can find playgrounds that feature fun for under 5s set within a natural environment that children can enjoy exploring in all weathers. In our libraries, young residents and families start with RhymeTime, Baby Bounce, and follow the opportunities that play offers throughout life with Summer Reading Challenges, arts and craft workshops, board games, modelling, and much more. Adult Learning Lewisham also offers a range of Family Learning courses which include activities such as Sensory make and play, Messy Play, Fun with music and rhymes, Arts and Crafts, Pottery, Cooking for fun, Dance and Yoga etc. All of which are delivered across Lewisham in Adult learning centres and community venues such as children's centres and schools.

This play strategy is launched in the same year that Lewisham was named Borough of Culture by the Mayor of London. This unifying honour celebrates the borough's history and rich diversity through public arts, music, dance and more. Play is likewise a universal creative act. From a baby's first joyful gurgle to the colourful storytelling of Aboriginal art, a playful mindset widens our creative potential. Indeed, David Hockney, perhaps Britain's greatest living artist, said, "People tend to forget that play is serious." It is serious and Lewisham is serious about play.

This play strategy aims to highlight the opportunities for play in the borough, reflecting resident's views gathered during a month of public engagement and consultation and will set in motion a 5-year plan that will put Lewisham on track to be a borough leader on play. Not everything can be achieved at once, but the strategy is a mechanism to set out what can be done within a short to medium term, and to take stock of opportunities and barriers for going further.

To avoid this strategy running into hundreds of pages it has been necessary to limit its scope to the everyday places children play in their neighbourhood. It does not therefore have the scope to include other exponents of play that take place in Lewisham every day, such as:

- Play street sessions
- Soft play centres or commercial play facilities
- Stay & play or baby & toddler groups
- Play in schools and libraries
- Play in children centres
- Play on screens
- Non-designated or incidental play spaces such as scraps of undeveloped land or shopping precincts (although play undoubtedly occurs there too).

The council have an aspiration in this borough to make its streets safe for children to play in, envisioning a borough where children can play where they live, school, socialise and can move about their places with as much independence as possible. Council initiatives such as Controlled Parking Zones, Cycle loan schemes and free cycle lessons contribute to creating a pleasant and balanced travel environment that children, along with all Lewisham residents, will benefit from.

Play Streets sessions are now an everyday part of London life. Residents work together with their councils to pause traffic for a few hours every week for children to play on their doorstep and for neighbours to get to know each other better. Lewisham supports residents to set up regular Play Streets via a dedicated webpage with an online application process.

Visit: www.lewisham.gov.uk/myservices/roads-and-transport/closing-a-road-for-a-play-street-event

That close cousin of play – sport – is also a significant part of Lewisham’s play offer that will get its own report soon. In its many parks and multi-use games spaces and outdoor gyms, the borough’s residents enjoy resources for keeping active and healthy with opportunities to jog, swim, kick or throw a ball and work out in the open air.

To find out more about parks in Lewisham you can find the councils Parks and Open Spaces Strategy 2020-2025 here:

<https://councilmeetings.lewisham.gov.uk/documents/s73570/Parks%20and%20Open%20Sport%20Strategy%202020.pdf>

We also acknowledge that a lot of play happens in the home, so in Appendix 3 you’ll find 20 brand new play ideas to try out where you live.

Although this strategy doesn’t include in detail all the ways Lewisham plays, the intention is that it shows the council’s ambition to work toward growing a borough where obstacles to children playing freely are identified and altered or removed.

In writing this play strategy we have aimed to keep the language simple and accessible. However, through necessity some play jargon has snuck in. A brief glossary is included at the end of the strategy to explain a handful of terms that might be unfamiliar to some readers.

5. Lewisham’s Vision for Play

All Lewisham children will have a variety of supervised and unsupervised places for play within walking distance of their home. These local play spaces will be safe, accessible, and well-maintained. In future, new, or renovated play spaces will feature considered designs developed in consultation with the community and characterised by bespoke and exciting features. Lewisham's children and young people, their families and community will play a key role in the development of local play spaces. Lewisham's parks and green spaces as well as libraries and Adult Learning Lewisham will promote play as a key offer.

Lewisham is a proudly diverse borough, and all play opportunities should reflect this. Providers of play services and facilities will ensure their offer is welcoming, engaging, and accessible for all, particularly local children and young people, including disabled children and children from minority groups.

6. Aims and Objectives of this Play Strategy

This play strategy aims to capture Lewisham Council's existing play offer and its vision for the future of play in the borough. It demonstrates the council's commitment to play for all its residents. To achieve this and sustain it over the coming years there are three simple aims and six objectives for the council to work towards.

Aims

1. To oversee the development of a high quality, accessible play service
2. To ensure that all residents have play facilities within walking distance
3. To make sure that all play developments are created in consultation with users

Objectives

1. Create a Play Advocacy Group that identifies budgets and reports monthly on Play Strategy aims
2. To create a holistic cross-cutting approach to play, coordinated across all Lewisham Council departments.
3. Develop a consultation model which can be applied to all new developments
4. Develop a cost-benefit analysis plan which outlines the most cost-effective way of managing adventure playgrounds
5. Add recommendations for creating play opportunities to existing council guidance for new developers

7. Why Play is Important

Children will play if given the time and space to - it is within local, regional, and national governments purview, in line with U.N. Convention on the Rights of the Child, to take account of the importance of facilitating that and enriching play. Those with public platforms such as local councillors should strive to secure recognition of play's importance in all the actions of council and its partners. Play should not be an optional extra – it should be at the forefront of all considerations and plans that concern children's wellbeing.

Research has proven that play is important for a child's healthy development. Play makes crucial contributions to language and communication development, as well as vital cognitive and emotional processes.²

The benefits children gain from play are vast, but include:

- Cognitive development skills: problem solving, idea creation etc.
- Behavioural development: cooperation, turn-taking, giving, and following instructions
- Relationship building: teamworking, making friends, sharing through play
- Building confidence and self-esteem: resilience and challenging themselves

These skills have a huge impact in adulthood. As children get older, play supports their understanding of the world and their ability to think through ideas as an adult – essential for study, work, and relationships.

Importantly, play is also proven to be extremely beneficial to psychological wellbeing and mental health in children.³ Through play, children develop their emotional intelligence; learn how to express their feelings, build self-esteem, and understand emotional aspects of life. The concept of play helping children through stressful situations is supported by a large volume of psychological and physiological research.⁴

Mental health benefits also stem from children making friends and playing with others. These relationships are vital. In a similar vein, parent/child play helps secure family bonds and enhances a child's feeling of being loved and secure with their parents. In the Cambridge University report *The Importance of Play* Dr David Whitebread states: "playful children are securely attached emotionally to significant adults."⁵

A range of evidence has indicated that playfulness in children is both an indication of mental well-being and is supported by it.⁶ There is increasing evidence that spending time in natural environments can help children who are regularly exposed to stressful events to be less anxious and have a stronger sense of self-worth.⁷

The physical activity of play also provides multiple physical health benefits. Physical play throughout childhood helps build strong bones, muscle strength and lung capacity. It also helps to develop fine and gross motor skills and coordination. Play is an important and enjoyable form of exercise for children of all ages; and active play is the most common form of physical activity for children outside school.⁸ Active play therefore plays a vital role in helping children achieve a healthy level of physical activity and maintain a healthy weight. There is also some evidence that if children are physically active when they are young, they are more likely to adopt healthy lifestyles as they grow up.⁹

Playing with words in seemingly puerile sequences builds incredibly effective language, logical, and expressive skills. Participating in storytelling develops imagination, creativity in the young and recall and emotional exchange in the old (e.g. Lewisham's StoryFriends to combat social isolation in the old

² Vygotsky,L.S. (1978) *Mind in society: The development of higher psychological processes* (London: Harvard University Press)

³ Steptoe A, Butler N (1996) Sports participation and emotional wellbeing in adolescents. (*Lancet*)

⁴ For example, Berk, L. E., Mann, T. D., & Ogan, A. T. (2006). Make-Believe Play: Wellspring for Development of Self-Regulation (Oxford University Press)

⁵ Whitebread, D (2012) *The importance of play* (Cambridge University)

⁶ Whitebread, D (2012) *The importance of play* (Cambridge University)

⁷ The Power of Play: an evidence base (2012) Issy Cole-Hamilton, Play Scotland

⁸ The Power of Play: an evidence base (2012) Issy Cole-Hamilton, Play Scotland

⁹ The Power of Play: an evidence base. Issy Cole-Hamilton, Play Scotland (2012)

through sharing stories, books...). Lewisham recognises the power that the promotion of the love of books and reading can add to the play experience of residents throughout life.

Screen play has its place too in a varied ‘play diet’ with its social and creative benefits as well as giving children the opportunity to master skills and understanding so crucial to the modern workplace.

Play deprivation – not playing enough – denies children experiences that are essential to their development. Those affected may be both biologically and socially disabled¹⁰. Unfortunately, children suffering like this do not simply miss out on the benefits of play but can also suffer abnormalities in their neurological development.¹¹

Research has proven that children living in urban environments suffer from play deprivation more than those living outside of cities.¹² This is enhanced for those in situations of poverty as they are likely to have other priorities which they are focused on such as housing, financial worries etc, all of which takes them away from recognising the importance of play.

However, it is important to note that some of these negative impacts can be partially combatted through the provision of public play opportunities,¹³ underlining the importance of developing a play strategy for Lewisham that maximises the opportunities for all children and young people to experience the benefits of play.

Play deprivation is not limited to those children experiencing poverty. Children who are over-supervised and over-scheduled may not have the independence or freedom to play in a way that brings long-term benefits.¹⁴ Studies show that even in the most supportive households in cities, many children are suffering from play deprivation due to a lack of play space and perceptions of environmental risk.¹⁵

Play is important because it is integral for child development, psychological well-being, and physical health. Play is sometimes viewed as the antithesis of work, but play **is** the work of children. In all its rich variety, access to play will enable children to develop essential life skills and reach their potential.

Coming out of the pandemic, many children have missed out on their usual play opportunities and all the benefits that come with them. Prior to this, access to play was already declining due to economic, social, and environmental factors. These include increasing urbanisation, stress in family life and changes in education systems placing greater emphasis on testing against ever-narrower outcomes. Right now, providing play opportunities for children in London is more important than ever. They are needed to enhance mental and physical health, and ensure they enjoy all the developmental benefits play offers.

¹⁰ Play Wales (2003) Play Deprivation,

¹¹ Whitebread, D (2012) [The importance of play](#) (Cambridge University)

¹² Lester S and Russell W (2010) Children's Right to Play: An Examination of the Importance of Play in the Lives of Children Worldwide (Bernard van Leer Foundation)

¹³ ibid

¹⁴ Veitech et al (2006) Where do children play? A qualitative study of parents' perceptions of influences on children's active free-play (Pubmed)

¹⁵ ibid

8. The story of play in Lewisham

Play is widely acknowledged as being crucial for healthy child development. Yet sadly, its importance is rarely reflected in political decision-making, particularly in this country. The UK ratified the United Nations Convention on the Rights of the Child in 1991. This includes Article 31, the right of every child ‘to rest and leisure, to engage in play and recreational activities appropriate to the age of the child.’ However, some 21 years later this right is yet to be enshrined in UK law.

There have been some positive developments since then; most notably in 2007 with the publication of the Children’s Plan. Marking a new level of commitment to play nationally, it announced the government’s intention to fund local authorities to build or upgrade 3,500 playgrounds and to publish the first ever national play strategy. This committed more than £235m to a three-year play building programme and set out a vision that by 2020, “children and young people will be able to access world-class play and recreation spaces near where they live, within communities that are child-friendly.”

During this period, every local authority in London developed a play strategy; and Lewisham was one of 122 ‘Playbuilder’ councils to be awarded £1m in government funding, with plans to develop 20 new natural play areas. The council was also awarded £700k from the Lottery to support play. This was real progress!

But this positive trajectory was short-lived. In 2010 the national Play Pathfinder and Playbuilder schemes were among the first sacrifices to be offered up as the incoming coalition government sought to implement its much-vaunted austerity drive; and set the tone for play for the next decade.

Since then, both Wales and (more recently) Scotland have imposed a Play Sufficiency Duty on local authorities to assess and secure sufficient play opportunities for children in their area. But in England, unlike education or social care, play provision is not a statutory duty. Instead, many councils mistakenly view it as an ‘optional extra’, making play services and facilities highly vulnerable to cuts. Inevitably, as local authority budgets were slashed dramatically, hundreds of playgrounds and play services have been downsized or closed across the country. Lewisham alone has endured budget cuts of more than 40 per cent in the past decade and faces having to make another £40m in savings over the next three years.

Despite these intense financial pressures, Lewisham has staunchly resisted diminishing its play offer. To protect and sustain its youth service and adventure playgrounds, it was one of the first boroughs to pioneer a staff-led mutual model to take over these services. As detailed elsewhere in this document, there are challenges; but while in other boroughs adventure playgrounds have closed permanently, Lewisham is one of the top five London boroughs for adventure play as it continues to keep the adventure play flame alive.

These past five years have been far from smooth sailing, with ongoing cuts and rising crises in social care, climate change and housing demanding ever greater focus from local authorities. Play moved further down the priority list for many. Then, as the coronavirus pandemic hit in 2020, children playing with their friends was literally made illegal. Play advocates were rightly in despair, but two years on, the pandemic has proven to be something of a double-edged sword. For while it placed unprecedented pressure on families, schools, charities, businesses, and government, perhaps one of the few silver linings is that, as children were stopped from

playing together, many, many more people woke up to the vital importance of play. The profound impacts of play withdrawal are only now becoming clear in terms of the toll on young people's mental and physical health, happiness, and future prospects. Wider society is finally understanding that play is a serious business.

So as we emerge from the worst of the pandemic, by committing to this strategy, Lewisham Council seeks to demonstrate its understanding that play is not a 'nice to have' extra. It is crucial. Despite all the challenges ahead, an investment in play is an investment in a strong and sustainable future for the borough.

Annual play events in Lewisham include National Play Day, which takes place on the first Wednesday in August. The Early Years Alliance also has a National Week of Play in June.

Lewisham's Family Information Service is accessible via the council website, where you can get further information about play services near you.

9. Illustrated Lewisham Play Maps

Artwork from Chrissy with Tim

Below is the link to a Google map of the play spaces featured on the illustrated map
<https://www.google.com/maps/d/u/0/edit?mid=1XDfojEibmntXyRxKdv0Q9SuD6uGLzLv7&usp=sharing>

10. Lewisham Playground Audit Summary

Play happens across the borough both within spaces designed specifically for play but also in all its public spaces. Creating a public realm sympathetic to children's play, a child friendly borough, is a broad ambition but it is an ambition Lewisham council want to pursue.

However, this strategy looks at those deliberate play spaces available in Lewisham which are provided (in the main) by or for the council. This ranges from staffed adventure playgrounds to pocket parks where play is an expected activity. This first audit focussed on Lewisham's parks and open spaces and provides a benchmark for improvement in play spaces and will support future development across Lewisham. The second audit contained looks exclusively at the borough's five staffed adventure playgrounds and can be found in detail in Appendix 1.

But it is evident that play happens daily in other public spaces such as our public and community libraries across the whole of the borough.

For the consultation element of this strategy, we spoke to 902 adults and children; the vast majority said they appreciate and regularly use the borough's play spaces.

The audit of 50 Lewisham parks was undertaken over three weeks by the London Play team. For each space they recorded the following information:

- 1. Description of the play space.**
- 2. The age range at which it is primarily aimed.**
- 3. The facilities available.**
- 4. The condition of the play space/equipment.**
- 5. Any incidental/informal play opportunities.**
- 6. Suggested improvements to the space.**

The detailed audit has been submitted to Lewisham Parks services to follow up on. Lewisham's parks enjoy robust and regular inspection to ensure safety and upkeep, but our audit found areas for improvement. London Play's audit team came up with a series of recommendations for the council to consider. These included:

- Provide more details on signage to advertise existing play opportunities.
- Encourage an early years 'bike culture' in playgrounds for under-fives.
- Provide more opportunities for under 12s and under 16s, e.g., BMX tracks.
- Widen play opportunities to include riverbanks, forest school activities, nature trails and incorporate more natural play elements.
- Celebrate popular or successful playgrounds and their play offer via social media.
- Expand the Mayor's water point initiative scheme to keep young people hydrated and reduce plastic bottle use.
- Add more 'loose parts' to playgrounds and sandpits with dedicated storage areas (e.g., pots and pans, bits of wood and rubber tyres). This facilitates self-led and shared creative play.
- Provide basic structures to support youth fitness such as pull-up bars and wooden rings.
- Increase adventure playground provision – offering self-led play opportunities for local young people along with inspiring mentors and role models on staff.
- Develop opportunities in existing large green spaces to cater for observational or thoughtful activities such as nature study, reading and exploring.

Bright ideas from young people collected during consultation sessions:

- Baskets of balls: place a basket or bucket in play areas, for the community to donate pre-loved balls to be enjoyed by all.
- Canopies: more protection from rain and sun with covered areas and benches
- Phone box library: place old phone boxes near play areas so local people can exchange pre-loved books and toys.

In May 2022 a case study (presented in full, Appendix 4) on a successful community and council collaboration demonstrated a commitment to children's play through the development of a more adventurous play space in Luxmore Gardens. Using Section 106 funds a steering group was able to attract match funding which enabled:

- The play space in Luxmore Gardens has completely transformed the use of the park, creating a larger and more engaging play space. It has become a destination park as opposed to a cut-through with a tired and limited playground.
- The park is buzzing after school and at weekends and provides an engaging space for younger children during the school day and often frequented by childminders and local nurseries. Now children over 6 years old and up to 12 regularly use the play space, as well as older teenagers utilising the table tennis table and hanging out in the park.
- The park is now so well used by families and children it feels like a much safer place, there is organic surveillance of what is happening in the space and there has been a significant drop in the anti-social behaviour of dog fouling, fly tipping and drug dealing seen in years past.

11. The Difference between Adventure Playgrounds and other Playgrounds

An adventure playground, at its heart, belongs to the children who use it. They are places for children to test themselves, be loud, messy, silly, creative... all the stuff that kids excel in. They are ever-changing landscapes that accommodate all types of play.

In these unique places, children learn to assess and manage risks. In doing so, they develop self-esteem, confidence, and resilience: 'I can do this'. Adventure playgrounds provide an environment where children can experiment and push their boundaries: try and fail and try again.

Adventure playgrounds provide a natural space for kids who might not have a garden or even a balcony to play outside on. They give children the experience of the elements – earth, air, fire, and water – in way that municipal parks do not.

Adventure playgrounds are often located in economically deprived neighbourhoods where children can have difficult or complex lives. An adventure playground offers children a safe haven, with trusted adults who listen to and are interested in the children as people and the ideas they bring. Playworkers do not work to any agenda or specific outcomes; they are interested only in supporting the child, on the child's own terms. They are therefore often better at engaging kids who are marginalised than staff at other, more formal settings.

The goal of an adventure playworker is to facilitate children's play, not to direct it.

12. Adventure Playgrounds Audit Summary

Along with the national umbrella organisation Play England, London Play considers adventure play to be the gold standard in the field. This claim is supported by the huge popularity of Lewisham's adventure playgrounds in London Play's public consultation for this strategy.

London Play commissioned its sister organisation London Play Design to audit Lewisham's current adventure playground provision and provide a cost-benefit analysis of different funding options.

What follows is an abbreviated executive summary. The detailed analysis can be found in the full text / appendix 1.

Executive summary

Key recommendations in detail

1.1 Intent

As one of the top three boroughs for adventure play in the capital (only Islington and Lambeth have more adventure playground sites) Lewisham Council should make a public statement

and/or produce a formal undertaking to recognise adventure play as the gold standard for children's play, and commit to keeping its five adventure playgrounds open, adequately staffed/operated and in good repair.

1.2 Staffing

The LB of Lewisham should commission one or several organisations to provide adventure play (as defined by Play England) at all five adventure playground sites during core opening hours (after school, Saturdays and during school holidays). Staff from the organisation(s) in question need to hold playwork qualifications and facilitate all aspects of adventure play. This includes insurance for staff to carry out play structure maintenance and construction as well as den building and other adventure play activities with children and young people.

1.3 Sustainability

The LB of Lewisham should issue a tender for an appropriate site management organisation (ideally competent in adventure play/playwork, play safety regulations, design/construction/engineering, community liaison as well as procuring sources of low-cost labour) to increase the sustainability of its five adventure playground sites and drastically reduce their maintenance costs.

Increasing sustainability would involve:

- a) working with the site management organisation to devise a phased, costed design master plan to reduce the amount of large telegraph pole play structures (and their corresponding excessive repair bills) over a period of five years to an amount that can be maintained by user groups with a set minimal yearly budget. Reducing the number of large wooden structures would also substantially increase the play value of sites in line with Play England guidance.
- b) working with the site management organisation to maximise the number of community groups that use the sites outside of core adventure playground opening hours (e.g., schools, youth work providers, tenants' associations, community groups etc.) in return for a contribution (monetary, labour, promotional/acknowledgements or in kind) towards the upkeep of the playgrounds.
- c) working with the site management organisation, to carry out essential repairs to keep the sites safe and secure, in line with reports by independently commissioned play safety inspectors. Where the nature of the repairs allows, they should be done with sources of low-cost labour such as teams of corporate volunteers or probationers under the supervision of the site management organisation, to further reduce maintenance costs.
- d) working with the site management organisation to introduce a commercial premises hire programme (outside of core opening hours) such as children's parties, photo shoots or corporate team building days. Funds raised by the programme should be ringfenced for adventure playground site maintenance and the development of new features and equipment.

13. 21st Century Adventure Playgrounds

Lewisham Council have an ambitious mind set when it comes to play and are open to exploring new ideas to keep its adventure playgrounds sustainable. Recognising these valuable community spaces as locations for new partnerships to extend their range of services is part of this effort. The Richard MacVicar Adventure Playground offers a recent example of innovation through collaboration.

Climate Home is a temporary creative space where young people in Lewisham gather with the community to build the future they want. It is a space co-designed, built and led by young people, where the community decides what matters and discover ways to act upon it.

Climate Home was created for the Lewisham Borough of Culture 2022 based at the Richard MacVicar Adventure Playground, the proposal includes enhancing the indoor and outdoor space, as well as community engagement to deliver a new model of community space: a local cultural asset whose programme is shaped by residents and local organisations and where ideas and innovation can take root and grow. Climate Home will put the unique, vital experiences and imaginations of young black people and working-class communities in Lewisham at the heart of local culture and climate justice; using creativity as a tool to facilitate local solutions to the global climate crisis. The proposal aims to create a more sustainable and accessible space for residents in the heart of the Evelyn ward community.

In line with the existing situation across Lewisham Adventure Playgrounds, the structures at the RMV have been continually evolving since it was founded. Over the last decade, due to challenges with funding and a context of austerity, this aspect of the RMV has been reduced and the existing timber structures present a significant maintenance challenge to the local authority. They are in urgent need of adaptation / removal / repair.

There is a desire from stake-holders for adaptations to consider long-term maintenance costs and to take the opportunity to increase the variety of play opportunities within the landscape.

14. Consultation Results in Graphs TO BE ADDED

The consultation process ran over one month. We asked **902** Lewisham residents of all ages the same five questions:

- Where do you like to play?
- Is this close enough to walk from home?
- Is there anything that puts you off playing where you want to?
- What new play things would you like to see in Lewisham?
- Why is play important to you?

How people responded:

427 adults completed the survey online via the council's Citizen Space consultation hub.

282 people (116 adults and 166 children) gave their views online via Survey Monkey.

79 people gave their views to London Play's survey team in person at Lewisham Shopping Centre.

35 parents, carers and children gave their views in person at a focus group session at Kelvin Grove and Eliot Bank Children and Family Centre.

21 people gave their views in person at an open forum hosted at Dumps Adventure Playground.

15 young people gave their views in person at a focus group hosted by the Young Mayor's Group at Unit 19.

12 young people gave their views in person at a focus group hosted by Lewisham Young Leaders' Academy.

10 parents, carers and children gave their views in person at a focus group session at Ladywell Children's Centre.

8 pupils at Watergate School gave their views in person at a focus group session.

2 consultation sessions provided Lewisham councillors with a forum to contribute their views and ideas

15. Future Play

As part of the consultation process Lewisham primary school pupils were invited to design a playground of the future to win a prize for their school. The Lewisham schools that participated were Brindishe Green, Haseltine, Prendergast, Dalmain and Horniman primary schools. The winning design was by Nahla Mitchell Hylton at Prendergast Primary School.

DESIGN COLLAGE HERE

16. Next Steps

The suggestions gathered during the consultation will feed into a prioritised action plan which will be overseen by the yet to be formed council Play Advocacy Group. The group will publish an annual report on the council's website including updates on progress against the action plan's aims and milestones. Further public consultations regarding key points will also be scheduled in.

KEY RECOMMENDATIONS FROM THE PLAY STRATEGY

- We are committed first and foremost to developing and promoting play opportunities in the borough, and in doing so, we will ensure that this is undertaken through ongoing consultation and co-production with children and young people and their families, on design and development of new play provision and play spaces.
- Ensure that our current play provision and spaces, including the adventure playgrounds, are in locations where they are needed, and for the Council to consider how best to manage, maintain and drive their utilisation including financial and legal implications and community engagement.
- To ensure that consideration is given to 'play' in all plans, designs, and developments within the borough and making sure play is always in mind across all council activities.

17. Glossary

Adventure playground: a free to use play setting, staffed by playworkers, where children can play with friends in a purpose-built environment. Lewisham has five Adventure Playgrounds.

Free play: spontaneous play that children engage in outside of structured activities or prescribed environments.

Play community: this includes the formal play sector (see below) but also extends to academia, play street organisers, museums etc.

Play provider: a group or individual that works to deliver play services. This could range from free stay and play groups to commercial soft play centres.

Play sector: this describes organisations that have play delivery or development as their core aim, for example a local play association, play group or adventure playground.

Play streets: a play street is a resident-led initiative supported by local councils. It enables residents to close their road to through traffic for several hours on a regular basis (weekly/fortnightly/monthly), to create a space for children to play on their doorstep as well as an opportunity for neighbours to socialise.

The Lewisham Play Strategy is a collaboration between Lewisham Council, London Play and London Play Design. Acknowledgement to others involved goes to:

- *Lewisham Shopping Centre, Lewisham Young Mayors Group, Unit 19, Watergate School, Ladywell Childrens Centre, Downderry Children's and Family Centre, Kelvin Grove & Eliot Bank Children and Family Centre, Youth First, Dumps Adventure Playground, Lewisham Young Leaders Academy, Violence Reduction Team, Leaving Care Team, 0-5 speech and Language Group, Future Men, Early Years Alliance, KGEB CFC, Metro LGBTQ, Mentoring Service, Maternity Voices Partnership Group, YOS, Grove Park Youth Club, Lewisham Public Health and all the members of Lewisham Council.*

DRAFT

APPENDICES 1-3

Appendix 1

Adventure Playgrounds Audit

Along with the national umbrella organisation Play England, London Play considers adventure play to be the gold standard in the field. This claim is supported by the huge popularity of Lewisham's adventure playgrounds in London Play's public consultation for this strategy.

London Play commissioned its sister organisation London Play Design to audit Lewisham's current adventure playground provision and provide a cost-benefit analysis of different funding options. These are the findings:

Key recommendations in detail

1.1 Intent

As one of the top five boroughs for adventure play in the capital (only Islington, Southwark, Hackney, and Lambeth have more adventure playground sites) Lewisham Council should make a public statement and/or produce a formal undertaking to recognise adventure play as the gold standard for children's play, and commit to keeping its adventure playgrounds, adequately staffed/operated and in good repair. In order to follow best practice, examples from other London Boroughs could be emulated, e.g., in Islington where adventure playground land is protected by a Deed of Dedication.

1.2 Staffing

The LB of Lewisham should consider various options including in-house or commission one or several organisations to provide adventure play (as defined by Play England) at their adventure playground sites during core opening hours (after school, Saturdays and during school holidays). Staff from the organisation(s) in question can hold playwork qualifications and facilitate all aspects of adventure play. This includes insurance for staff to carry out play structure maintenance and construction as well as den building and other adventure play activities with children and young people. The organisation would need to provide a development plan showing how it will deliver work to Play England standards. A phased return over five years to full-time opening during core hours (after-school, Saturdays and all-day during school holidays) should complement the phased 5-year physical redevelopment of the sites (see below).

1.3 Sustainability

The LB of Lewisham should issue a tender for an appropriate site management organisation (ideally competent in adventure play/playwork, play safety regulations, design/construction/engineering, community liaison as well as procuring sources of low-cost labour) to increase the sustainability of its five adventure playground sites and drastically reduce their maintenance costs. This recommendation is based on the cost-benefit analysis (see 3.) below.

Increasing sustainability would involve:

- a) working with the site management organisation to devise a phased, costed design master plan to reduce the amount of large telegraph pole play structures (and their corresponding excessive repair bills) over a period of five years to an amount that can be maintained by user groups with a set minimal yearly budget. Reducing the number of large wooden structures would also substantially increase the play value of sites in line with Play England guidance, by creating opportunities for other play types currently missing at the playgrounds.

b) working with the site management organisation to maximise the number of community groups that use the sites outside of core adventure playground opening hours (e.g., schools, youth work providers, tenants' associations, community groups etc.) in return for a contribution (monetary, labour, promotional/acknowledgements or in kind) towards the upkeep of the playgrounds. Additional user groups would likely bring additional funding to individual sites (as is already underway as of Spring 2022 at Richard MacVicar AP though the Albany Theatre / Environmental Youth Hub scheme).

This measure, at small cost to the Council, will save money, lever in external development funding, increase ownership and pride of place, improve community relations, and enhance the Council's reputation as a champion of grass roots groups and adventure play in accordance with 1.1 above.

c) working with the site management organisation, to carry out essential repairs to keep the sites safe and secure, in line with reports by independently commissioned play safety inspectors. Where the nature of the repairs allows, they should be done with sources of low-cost labour such as teams of corporate volunteers or probationers under the supervision of the site management organisation, to further reduce maintenance costs. This would continue and expand the successful programme of low-cost maintenance that has been established so far. As the design masterplan is implemented and high-maintenance equipment is replaced with low maintenance features, play value increases and maintenance costs fall.

d) working with the site management organisation to introduce a commercial premises hire programme (outside of core opening hours) such as children's parties, photo shoots or corporate team building days. Funds raised by the programme should be ringfenced for adventure playground site maintenance and the development of new features and equipment.

2. Current state of the adventure play offer and assessment method

The basis for assessing the current adventure play offer in Lewisham is "*Adventure Playgrounds – the essential elements*", a guide to adventure play issued by national umbrella body Play England. The guide should be consulted in parallel with this document. It draws on the work of an expert group of play theorists and practising playworkers convened by Play England to identify the unique characteristics of the adventure playground model of play provision. The assessment of Lewisham's sites uses the elements set out in the guide's twelve sections.

The additional recommendations below are a result of consultation with the current service providers and visits to the playgrounds to assess the range and condition of the buildings, the outdoor space as well as the play equipment. In addition, we used the latest inspection reports for all five sites (to July 2021) compiled by independent play safety inspection company Children's Play Advisory Service.

a.) Health and safety, current state of repair and outlook

Indoors

The buildings and facilities at four sites (The Dumps, Richard MacVicar, Home Park, and Honor Oak Park) overall appear to be in satisfactory repair, with the Council implementing a regime of all necessary inspections, tests, and maintenance visits (further evidence of this are satisfactory inspections and risk assessments carried out by Health and Safety officers of HM Probation Service on behalf of Community Payback schemes). One exception is Ladywell AP where mould from a roof leak is impairing air quality indoors (an air quality report was commissioned by the Council in 2021) preventing users from accessing the building except for brief periods of time (e.g., probationers using the toilet). A further exception is the workshop section at Honor Oak AP where a roof leak has led to

the deterioration of the inner ceiling and electricity circuits. While the workshop isn't essential for running adventure play sessions, future maintenance of the playgrounds would be made difficult if the workshop space deteriorated further.

Recommendations for indoors:

The Council should install auxiliary roofs at Honor Oak Park (workshop section) and Ladywell AP. The inner ceilings at HOP and Ladywell should be replaced to restore air quality and make the indoor space usable again. Repairs to the electricity circuit at HOP should also be carried out. Within five years, the installation of auxiliary roofs at the other sites with container-style buildings (Honor Oak main building, Home Park) is strongly recommended as leaks will develop in a similar fashion and damage to circuits is likely. Costs for simple auxiliary roofs can be covered via user group fundraising (for materials) and installation via corporate volunteer teams under the supervision of the site management organisation (see below).

Outdoors

Following repairs to the play structures commissioned by the Council throughout 2021/22 and an implementation of regular basic maintenance by Community Payback, the structures appear to be in adequate repair. However, a forthcoming independent play safety inspection is likely to identify new issues and risks reflecting the deterioration from wood rot.

The outdoor play equipment at the five sites mostly stems from a rebuilding scheme carried out around 2009. Unfortunately, the scheme was based on 1980s-style designs that relied on large telegraph pole structures with timber foundations in ground contact and liable to wood rot. The design had some merit in the 1980s - timber then was protected against rot by creosote, telegraph poles would be donated for free by British Telecom, and staff had full time hours and skills for maintenance. Since 2005, timber treatment is far less toxic, but the downside is rot in the ground within 5 – 7 years. Staff from the current operators have neither the skills nor the necessary insurance or spare hours for maintenance. Timber prices, already high before the pandemic, have nearly doubled. In short, the design of the play structures is highly unsustainable and produces excessive maintenance and repair costs.

Wood rot is having an effect across all sections, from telegraph pole supports and foundations to supporting joists and decking planks. Repairs in 2021/22 alone cost an average of £12.5k per site (£65k overall), involving less than 5% of play equipment timbers. A simple extrapolation for repairing 100% of the equipment gives $(5\% \times 20) \times £65k = £1.3M$ (a complete rebuild/replacement 'like for like', using other London APs as a guide, would cost an estimated £200k - £250k per site, resulting in a similar total). At the current rate of deterioration of the timber, this cost is likely to be incurred within the next 5 years (as the equipment was all built roughly at the same time, simultaneous failure across all sites is likely).

A basic maintenance scheme using teams of probationers is in place. While this will delay and mitigate the effects of wood rot, it cannot prevent it. As probationers cannot carry out the more complex repairs (due to insurance restrictions - replacing heavy telegraph poles, working at height, using power tools), repairs will have to be carried out using professional construction companies at great cost. A logical alternative would be to reduce the number of outmoded telegraph pole structures and replace them with low-maintenance features (that also happen to provide higher play value – see below) according to a costed, phased design and maintenance plan.

Recommendations for outdoors:

- commission an independent annual safety inspection for all sites for June/July 2022 as normal

- commission a phased, fully costed design and maintenance plan for the five sites that looks at replacing, over a period of 5 years, the majority of old high-maintenance equipment with low-maintenance features, giving equal or higher play value in line with Play England adventure play guidance
- repair some of the equipment (by risk priority identified in the safety inspection reports) and remove other outmoded items, in line with the design plan
- work with adventure playground operators (current and/or new) to establish high play-value activities such as den-building, mud kitchens, forest school zones etc. to change the culture at the APs, increase play value and compensate (in the short term) for the loss of some of the equipment until new features are established in the future.

b.) Adventure play offer – current operators, staffing, and activities

Following funding cuts in 2021, the current operators are running an average of two staffed sessions per site per week in term time, with further sessions during the school holidays. The sessions have a youth work focus and are led by youth workers. Youth work with its strong focus on co-ordinated social and educational programmes and interventions is a very different discipline from adventure play where children freely choose their play and adults act as facilitators and providers of materials and tools, led by the children's actions.

While staff are diligent, experienced, and qualified in their field, a lack of playwork qualifications, adventure play ethos and absence of adventure play activities (den building, cooking outdoors, play with sand and water, children using tools to shape their own play environment, growing food, looking after animals etc.) is evident. The organisation is not insured for their staff to carry out playground maintenance, construct new equipment or work with children to allow them to shape their play environment – a key requirement in adventure play. This leads to an overall impression of the sites operating as Youth Clubs where old-school adventure play equipment happens to be in the vicinity.

An assessment using Play England criteria shows an absence of adventure play elements in key areas (playwork qualifications, design/modification/maintenance of play structures by staff and children, creating a shared flexible space, involving children as co-creators and the use of risk-benefit assessments rather than traditional simple risk assessments).

This document does not intend to discredit youth work activities or their value and countless benefits for young people or society as a whole. However, it seems obvious that the running of five adventure playgrounds should have an adventure play focus, be carried out by staff holding adventure play qualifications and facilitate actual adventure play activities. The current providers have indicated that the organisation would be keen to employ staff with playwork qualifications and get the necessary additional insurance. However, its funding is too short-term (currently a nine-month contract) to attract suitable candidates. These extremely short funding cycles are a major obstacle for any organisation to plan and deliver services and they need to be replaced with longer contracts to allow the commissioned organisation to provide a quality service along the lines described in this document.

Recommendations

For change to come into effect, the current operators would need to obtain playwork qualifications for their staff (or employ additional qualified playworkers), embrace and implement Play England guidance for their sessions at the adventure playgrounds and get additional insurance that allows the activities described.

If this is not feasible, the current operators should share the sites (and possibly overlap session times) with another operator with playwork-qualified staff and suitable insurance, e.g., with youth work sessions being delivered later in the day during term time (such as currently happens at Ladywell adventure playground). This would also be a step towards the multi-use scenario (described in key recommendation 1.3 b) in the executive summary above). Regardless of the means, the delivery of actual adventure play as described throughout this document needs to be phased in by way of a service level agreement of at least five years, to allow the operators to employ and retain suitably qualified and experienced staff.

It is highly desirable that the playgrounds return to full-time opening, with genuine adventure play being delivered during core opening hours after school, on Saturdays and all-day during school holidays. Options to achieve this with budget considerations in mind are described in section 3.4 below, with a phased 5-year implementation suggested to run in parallel with the phased 5-year physical redevelopment of the sites.

c.) Play offer – indoor and outdoor physical space, grounds and play equipment

Based on the Play England guide, the physical space at the five adventure playground sites offers a number of features listed under ‘Section 7 – a rich play environment’ (the guide cites Hughes, B. (1996) *Criteria for an Enriched Play Environment, in Play Environments: A Question of Quality. London: PLAYLINK*).

On most or all sites, indoor spaces have:

- accessible toilets
- washing and cooking facilities
- storage for tools, equipment, and materials
- space for a range of play opportunities
- space for rest and relaxation
- recycled and other materials for arts, crafts, dressing up and ‘messy’ play
- opportunities for children to be involved in cooking, music, and drama
- areas where children can ‘chill out’ with friends
- areas for being quiet, contemplative or reading in peace

The only feature on the list that is missing is ‘sensory areas or specially furnished rooms to help disabled children enjoy the indoor area’.

Outdoors similarly features a number of desirable items such as:

- challenging play structures and features
- quiet ‘chill-out’ areas
- wild and cultivated natural areas
- informal sports areas
- accessible play equipment (i.e., wheelchair-accessible walkways)
- changes of level in landscaped features as well as in built structures
- nooks and crannies, natural features, and forms
- opportunities to experience the elements (air/height, earth/soil/sand, water, and fire) as part of their play

However, some key adventure play features are missing (see recommendations below). In addition, a key obstacle is the nature of the large telegraph pole play structures. Because of their size, it's almost impossible for children to change, extend or develop them using their own (smaller sized) tools and timber. They also take up the lion share of the space where other adventure play activities (den building, mud kitchens, cooking fires etc.) could happen. Gradually removing some large structures would both address the maintenance cost problem and introduce a much wider variety of adventure play opportunities.

It is also noted that, while there are basic features to allow disabled children to join in (accessible walkways, some 'basket-style' swings), additional play features, better access and sensory equipment / materials / spaces should be introduced. This can be done using low-cost materials (fabric, herbs, and flowers) sourced from neighbourhood groups such as scrap projects or community-run gardens and allotments.

Recommendations:

a.) Phase in materials, equipment and features that facilitate adventure play currently missing from the offer, namely:

- tools and materials and corresponding storage to build and modify a flexible and evolving play space
- regular access to bonfires and cooking outdoors
- 'Loose parts' materials and objects such as (usable, not rotten) lengths of timber, fabric, rope, re-usable discarded equipment (such as cable drums, tractor tyres, old prams etc.)
- den building opportunities
- performance spaces / stages (exception: The Dumps where this already exists)
- dressing-up and costume making materials and storage

b.) Phase in better provision for children with disabilities. This should be included in a delivery plan of activities and staff training by adventure play delivery organisations.

The phasing in of a.) and b.) should happen parallel to the phasing-in of increased opening days and times and the phasing-out of high-maintenance play structures as per the suggested 5-year design and maintenance master plan.

3. Cost-benefit analysis

The following analysis explores different cost options for improving the future running of the adventure playgrounds based on the findings in section 2.) above. It aims for a qualitative comparison of options rather than an exact prediction of costs. It looks at four scenarios across the

full range of funding (from closures to full funding / repair) including a middle-ground solution to maximise value for money.

Following the qualitative overview is a table with estimates for the different options, giving the total cost of repairs, maintenance, and construction for years one to twenty from when this strategy is implemented.

3.1 Option one – Playground closures

This scenario imagines the permanent closure of all five sites and a 100% cut to operator funding.

Benefits

- Revenue cost savings (cutting two days per week of funding for current operators)
- Routine maintenance and operation cost savings (e.g., for plumbing or roof repairs, fire extinguisher inspections, electricity, and water costs etc.)

Costs

- Ongoing repair costs for outside play structures (to keep them at a very basic level of safety to avoid injury to trespassers)
- Alternatively, demolition and site clearance costs
- Potentially spiralling costs for site security if squatting / anti-social behaviour / trespassing starts to occur as a result of a perceived abandoned site and building (approximately £500/day or £180k per year per site for 24-hour security guards, as happened after Lambeth closed Loughborough Park adventure playground in 2018)
- Loss of an important service to young people and their families
- Likely negative impact on community and public relations
- Likely rise in local youth crime and anti-social behaviour
- Land may not lend itself to repurposing or sale

3.2 Option two – Continuing the status quo

This option continues the current state of affairs with playgrounds opening two sessions a week run by the current providers and basic site maintenance by probationer teams / Community Payback.

The cost estimate table for option 2 below assumes ongoing patch repairs of the deteriorating wooden play equipment. Patch repairs will lead to a ‘critical mass’ moment in year 5 when the majority of the timber will fail simultaneously and incur a large repair bill. From year 6 to 10, the cycle will repeat, as repairs carried out in year one (and so on) will, in turn, have deteriorated and needing repairs. The end result after 10 (viz. 20) years will be ‘zombie’ playgrounds being held together by steel splints, patched boards, and other provisional repairs.

Benefits

- Relatively low services and operator costs (staff, water, electricity etc.)
- Basic presence of staff twice a week is likely to delay trespassing / anti-social behaviour / squatting for a time
- Youth worker-led sessions twice a week offer a limited service to children and young people

Costs

- Youthwork-only focus, absence of playwork qualifications/ethos as well as insufficient insurance (play structure building by staff is no longer covered by the current operators’ insurers) severely restricts the potential of the adventure playground facilities
- Outmoded 1980s-style play equipment with an emphasis on large telegraph pole structures are very costly to maintain (yearly repair bills are over £65k for five playgrounds and rising) and restrict the play value of the sites

- The play structures at the five sites are of similar age and state of disrepair. Damage from wood rot is progressing and will result in the need for complete replacement or repair of most structures within the next 5 years, with a repair / replacement cost of £185k - £265k per site, i.e. an overall cost of £1.2M (some of these costs can be delayed / slightly lowered by continuing work with teams from HM Probation Service / Community Payback but the structural complexity means low-cost labour teams cannot carry out the more technical repairs, such as pole replacements).
- Necessity for building roof repairs at two sites (immediately) and a further three sites within five years
- Continuation of difficult community and public relations, as the sites are closed for most of the week
- Deteriorating and unwelcoming ‘zombie’ playgrounds barely made safe by provisional repairs

3.3 Option three – Return to full funding for current operators and site maintenance

This option describes a return to the service as it was pre-2021, with funding restored to the current operators to run sessions every day.

Investing 1.2M in a complete rebuild of the outside play equipment ‘as is’ and replicating the old design would drastically reduce repair costs from year five onwards but the cycle of deterioration and rising repair costs would repeat after year 10, giving the highest overall construction, repair, and maintenance costs of the four options over the 20-year total.

Benefits

- Sites seen to be open and used again full-time will improve community and public relations
- Likely fall in youth crime and anti-social behaviour
- Presence of staff all week is likely to prevent trespassing/anti-social behaviour /squatting out of hours
- Sessions every day offer a service to young people with a focus on youth work
- New playground structures (albeit in an outmoded design) will initially reduce maintenance costs

Costs

- See option two – lack of actual adventure play, high maintenance costs, roof repair costs for buildings, looming repair / replacement bill for play equipment in region of £1.2M.
- Return to high revenue costs to fund operators
- Repeat of the deterioration cycle of the play structures due to outmoded design, resulting in previous levels of wasteful repairs after year 10 despite a substantial reconstruction investment

3.4 Option four – a mixed funding/operating model

This option aims to combine the advantages of the three options above while trying to reduce their disadvantages. It describes a state of affairs likely to occur after the key recommendations above (1.1 – 1.3) have been implemented.

Benefits

- Sites seen to be open and used to their full potential will improve community and public relations

- Almost certain fall in youth crime and anti-social behaviour
- Presence of staff all week is very likely to prevent trespassing/anti-social behaviour/squatting out of hours and prevents excessive security guard bills
- Sessions by qualified adventure play workers will offer the full range of adventure play activities as outlined by Play England. A phased return over five years to full-time opening during core hours (after-school, Saturdays and all-day during school holidays) would complement the phased 5-year physical redevelopment of the sites.
- Use of the sites outside core opening hours will offer additional services to the community (e.g., school classes using the site for informal PE in the morning, community groups running allotment / food growing schemes in the early afternoon / Sundays, youthwork providers offering sessions in the evenings (or during core opening hours shared with playworkers)
- Sense of local ownership, pride of place and increased sustainability
- Different community groups are likely to lever in funding for maintenance and site development at no cost to the Council
- Redesign of sites and targeted maintenance using low-cost labour (corporate volunteer teams and Community Payback) will bring maintenance costs down to a nominal yearly minimum
- Ringfenced returns from a premises hire scheme will lower maintenance costs further
- Admin work by Council officers for maintenance is likely to be reduced due to dealing with a single site management organisation rather than many different user groups
- Any investment in new play equipment will be safeguarded by modern design principles which will prioritise durability and low maintenance costs while putting children in control of their environment

Costs

- Funding will be needed for one (or several) organisations to deliver adventure play activities. Options include to commission the current providers (with the above provisos), or to commission additional providers to deliver further sessions. Costs for the latter could be lowered if the organisation(s) in question already have funding to deliver services and/or will accept support in kind, such as free or subsidised tenancy at one of the playground sites (a current example would be the adventure play activities provided by the charity BuildUp at Richard MacVicar AP during the February 2022 half term which were run at no cost to the Council). Organisations like BuildUp could be offered the use of some of the playground's facilities / premises in return for delivering regular adventure play sessions.
- Funding will be needed for a service level agreement with a site management organisation to implement recommendations 1.3 (a to d). However, it is anticipated that the savings associated with this would far outweigh the costs of implementing either of the options one to three above (closures, status quo or return to full funding).
- In order to use the sites to their full potential and work with as many groups as possible, funding is needed to carry out repairs to some site buildings, e.g., installing auxiliary roof structures at Honor Oak Park and Ladywell AP to stop leaks and replace the inner ceilings. However, some of these costs can be reduced by working with user/community groups to fundraise for repair materials, and the work could be carried out by corporate volunteers and/or Community Payback teams under the guidance of the site management organisation.

Estimated repair, maintenance, and construction costs for the external play equipment at the five Lewisham adventure playgrounds

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total - first 10 years	Total for years 10 - 20	Total over 20 years
Option 2	60000	90000	12000	15000	18000	60000	90000	12000	15000	180000	£1,200,000	£1,200,000	£2,400,000
		45000	46500	25500									
Option 3	60000	0	0	0	5000	5000	5000	8000	10000	15000	£1,278,000	£1,200,000	£2,478,000
	12500	12500	12500	12500	12500								
Option 4a	0	0	0	0	0	75000	75000	75000	75000	75000	£1,000,000	£750,000	£1,750,000
Option 4b	95000	95000	95000	45000	45000	45000	45000	45000	45000	45000	£700,000	£750,000	£1,450,000

Notes on the figures above

General

The figures above are estimates for play equipment maintenance and construction costs only. They don't contain costs for buildings or operators / playworkers.

Option 1 - permanent site closures

This option is not listed in the table as the monetary cost of land lying unused is difficult to determine. However, please note the cost of security guards to prevent squatting / illegal parties described in 3.1 above.

Option 2 – status quo and continuing patch repairs

The figures are based on recent repair costs (2017 – 2022) and assume that continuing patch repairs will lead to the bulk of the aging timber will fail simultaneously in year five. Even after year five's large bill, the deterioration / repair cycle will repeat leading to 'zombie' playgrounds. Option 2 has the second highest cost overall.

Option 3 – return to old funding levels and replacing play equipment with identical structures 'as is'

The figures assume patch repairs in year 1 (while reconstruction is planned and organised) followed by the reconstruction of Honor Oak Park (est. construction cost £265k) and Home Park (est. construction cost £185k) APGs in year 2, Richard MacVicar (est. construction cost £225k) and Ladywell (est. construction cost £240k) APGs in year 3 and The Dumps (est. construction cost £255k) in year 4. From year 5 to year 10, maintenance costs would be comparatively low (at £1k per site in years 6 and 7) but rising by year 10. The same deterioration and patch repair cycle as in option 2 would recur from year

10 due to the life span of the outmoded design timber equipment. Option 3 has the highest cost overall, in return for new (but quickly deteriorating) structures.

Option 4 – a mixed funding / operational model

The figures denote costs for employing a management organisation to deliver key recommendations 1.1 – 1.3. In terms of maintenance and construction costs, this would include a mixture of essential repairs in years one to five, but more importantly, delivery of a design masterplan resulting in the reduction of large telegraph pole structures and installation of low-maintenance features that require little maintenance and provide for genuine adventure play in line with Play England guidance. Consequently, the yearly costs would fall to £15,000 per site (£75,000 overall) from year five onwards (or £9,000 per site / £45,000 overall if you count premises hire income). The investment would include all the other services and benefits listed in 3.1, namely:

- liaison with teams of probationers carrying out weekly free maintenance at all five sites (delivering approx. £140k of free maintenance per year at equivalent minimum wage)
- delivering one-off corporate volunteer days for larger repairs and construction tasks (approx. 60 days per year, at 25 volunteers per day, across equalling 9,000 volunteer hours per year)
- liaising with additional community groups using the sites outside adventure play hours, maximising sustainability, and site use
- implementing a commercial premises hire scheme which would generate around £30,000 per year to be ringfenced for site maintenance (example calculations assume a conservative 20 days of premises hire per year across 5 sites, at 3 hours per hire and £100 per hour hire charge). This would result in a reduction of the actual site maintenance cost to £45,000 for all five sites (£9,000 per site, per year) from year 5.
- The figures in black (option 4a) denote the gross cost, the figures in green (option 4b) are net costs taking into account income from premises hire.

Despite the range of additional services and benefits (absent in options 1 – 3), option 4 is over 30% cheaper than the other options, due to the extensive use of free labour from corporate volunteers and probationers.

Appendix 2
20 Ideas for play in the home

Shooting Stars

Get complete darkness in a room, lie on the floor with torches and play chasing the spots of light across the ceiling, like a luminous 'tag'. For a take on Hide and Seek, everyone shuts their eyes bar one person who shines their torch as out of sight as possible. Then on the word 'go' everyone else opens their eyes and the first person to spot the light and put their light on it wins. Another game is for one person to suggest how the light beams move across the ceiling such as in zig zags, or like bees or moving without bumping into each other.

Bath tub boats

There are many ways to build boats from junk materials - the simplest being an empty margarine tub with a pebble taped to the bottom of it for ballast – but for a more sophisticated design create a catamaran using two empty plastic bottles with their lids on, glue gun or gaffer tape them together - then add a cabin and with chopsticks or wooden skewers make a mast with a bit of scrap material as the sail. Make it your way, luxury yacht or even a pirate ship and then fill up a bathtub and float those beauties me hearties.

Giant Puppets

Use recycled plastic bottles, cardboard boxes, and yoghurt pots etc. to create a puppet. Thread string through the materials to create arms, legs, and a head for a, for example, dog, robot, or astronaut figure. Eventually you will have around five strings (eg. two arms, two legs and a head) that you can attach to a coat hanger or stick. Decorate the puppet with paint, buttons, feathers etc.) then stand on the bed, climb a tree, or go to the upstairs bannister and dangle the puppet over and try it out.

Eyeball

You'll need round stones and acrylic paint and brushes. Paint your stones as much like an eyeball as you can. Spend the next few months hiding your eyeballs around the house to scare your parents: when they open the cupboards; find it in their shoes or in their lunchbox.

Are you there Moriarty?

You need 2+ players: Both players are blindfolded and given a rolled-up newspaper or foam hand or something- you lie on the floor, heads about a metre apart. Player 1 says 'Are you there Moriarty?' When player 2 says, 'Yes,' player 1 tries to hit them and vice versa- object is to avoid being hit as long as possible. Most fun for those watching

Bubble and Hoop

Hang a hula hoop or a similar ring shape in a doorway or balance on a flat surface. Make some bubble mix using washing up liquid and place in a shallow bowl. One by one each player makes a circle with their thumb and forefinger, dips it in the bubble solution and takes aims at the hoop. If the bubble goes through the hoop the player gets a point and another go and continues until their bubble misses the hoop

Remote-Control

On a rectangle of card draw a few simple remote-control button, forward, rewind pause, go etc. Someone volunteers to be the robot and when a button is pressed on the remote control (the instruction has to be said out loud too) the robot has to obey. Send Dad to the bathroom or Granny under the stairs. Add pick or grab buttons and have a snack brought to you.

Bridges

You need a shoebox with a variety of building materials like ice lolly sticks, Blutack, string, paperclips, pegs. Pebbles and a bowl of water. The game is simple – each team or player needs a building kit and a bowl of water. You have 20 minutes to build a bridge that crosses your bowl of water. At the end of the 20mins, each bridge is tested for strength by adding pebbles one at a time, until the bridge collapses – the strongest bridge wins!

Spider's web

You need masking tape and a doorway. build a spider's web/ criss cross mess of masking tape spanning the doorway – sticky side facing the room you're playing in – make sure you leave enough space to crawl in and out of the room. Take it in turns to catch stuff in the web- soft toys, socks, flies made from tissue, paper balls, your little brother...

Fishing

You need a big bowl, chopsticks, and dominoes (or any matching pair game). You need to 'fish' out the pairs from a bowl using chopsticks, just cause we all need a little extra challenge in life hey?

Fortune Sticks

You need a cup/can, lots of lolly sticks and pen and paper. Using stickers or paints, number your lolly sticks and decorate your can. On a piece of paper come up with as many 'fortunes' as you have lollysticks – (stuff like 'you will uncover a great secret' or 'beware one eyed cats' is good). To play, a person shakes the can (tilting it slightly downward) until one stick falls out or sticks slightly above the others. To read their fortune match the number on the stick with your oracle. I foresee this being a good game.

Balloonies

Place notes inside un-inflated balloons. Each note has a different animal named on it. Blow up the balloons - now each containing a note - and throw them in the air (keeping all the balloons in the air at the same time is a game in itself). Everyone grabs a balloon, pops it, and get there note and one by one everyone acts out their animal for others to guess.

Bag Grab

Into a paper bag put several small items such as 10 Lego minifigures, smooth pebbles or herbal tea bags. Blindfold one person and hand them one of the items in the bag. Give them a few seconds to feel it, sniff it, taste it, listen to it, and then put it back into the bag. The blindfold is removed, the contents of the bag emptied and see if they can guess which item they chose earlier. You can add a time limit for extra thrills.

Flour Mountain

Fill a bowl with flour, and pack firmly. Empty the flour mound onto a large plate or small tray, so that it retains the shape of the bowl. Place a small toy on the top. Players take turns to use a spoon to slice a part of the mound and slide it away from the rest. Eventually, one person will do it and the toy will fall into the pile of flour. That person must remove the toy from the flour with their nose or chin.

Grape Gob

Players have to see how many grapes (or marshmallows/peas/raspberries etc.) they can stuff into their mouths and still coherently say "I'm smooth talker". The winner is the one who can manage the highest number.

Mud balls

Find or make a small hole full of water outdoors. Everyone makes a ball using mud, leaves, twigs, feathers etc. Find a space clear of passers-by, test by throwing each one at a time in the air, the higher the better, to see which ball splats the best or which survives the drop.

Egg Roulette

Sacrifice a cheap box of six eggs for this game. Hard boil 3 of them, leaving 3 raw and put them all back in the box (you might choose to decorate the eggs but do it knowing they will get smashed at some point). Find a space and stand three footsteps apart. Pick one egg at random. Everyone starts the games with six points. Gently throw the egg from player to player. After each round everyone takes a step back making the throwing area larger. After each round the space keeps growing. The first player to miss a catch (which may result in an egg splattering) loses a point. The winner after six eggs have been destroyed is the player with the most points.

Banana Surgery

Each player or team needs a banana, cutting board and plastic knife. Each group should cut the banana into 4 or 5 equal sized pieces. (don't tell them what the next steps are at this point). Then hand out banana surgery kits - pins, string, tape, toothpicks, rubber bands etc. The game is for each team of banana surgeons to reassemble the nana, bringing it back to life!

Make-up Artist

You will need some make up (maybe check before you steal anyone's best lippy) and a blindfold. Take it in turns to be the blindfolded make-up artist, we find that dads seem to love being painted with lipstick the most.

Paint Pop

Fill up small balloons with water and poster paint. There two ways to play this. The first involves hanging an old sheet or large sheet of paper on a wall with 4 or 5 circles of differing sizes, the smaller the circle the more points gained. Each player then takes turns from a distance to hit the targets. Most points win. Or lay the sheet or paper on the floor/lawn, lob the paint bombs on it (stomp on the balloons that don't explode automatically) and create a work of art. Other ideas - if it rains throw the paint bombs in to puddle and best of all dispatch them when snow has fallen.

Hide and Listen

Everyone makes a shaker – eg. rice or lentils in a bottle or small container. One player is the listener and is blindfolded. The listener sits in the middle of the room. Everyone else moves around shaking their shaker. When the listener says 'Stop' everyone freezes but keeps shaking. The listener's job is to find all the shakers by either moving around the room or pointing from where they sit. To make it harder at the listener says 'Stop' the shakers freeze AND go silent. When the listener says shake everyone must shake their shaker giving the listener a chance to identify the shakers whereabouts. The listener only gets to ask for 3 shakes.

Appendix 3

Play Strategy Case Study – May 2022

Friends of Luxmore Gardens (FoLG), LBL, Glendale.

A community-led project to improve the local park and playground.

Why? FoLG and Lewisham wanted to create more exciting and adventurous play opportunities in Luxmore Gardens using natural and recycled materials and to increase the age range catered for in the park. They also wanted to be as sustainable as possible, repurposing any existing play equipment that was still in good order and enjoyed by children.



Play before Improvement Project

How? FoLG ran a series of public consultation exercises and surveys.

- July 2017 FoLG utilised Brockley Assembly money to conduct face-to-face surveys in the park -

- 90 people over a 2-week period were questioned over different time periods to ensure representation of a diverse range of park users. 46 people also completed the survey online. 70% of users questioned had children in their household and 51% wanted improved play space (highest ranked on the wish list).
- 300 people attended the Garden Party community engagement day in 2017, 70 of whom confirmed the importance of improved play opportunities.
- FoLG created a vision document for play in Luxmore, looked into how they could work with Lewisham Council to use Section 106 funding as match-funding for external funders. FoLG put in successful bids to Veolia and Sport England who agreed to fund the improvements to the play space and an outdoor table tennis table.
- In 2018 various events were held in the park to build up community engagement. Every household in the surrounding area was leafleted asking people to have their say on the plans for the park at a summer Garden Party. This event was hugely successful, attended by 500 local people.

Next Steps - A steering group was set up including Chairs of FoLG, Lewisham Council Parks and Open Spaces officer, Glendale representative and local Brockley Ward Councillor to help direct the progress of the project.

- 2018 - members of FoLG visited other recently created playgrounds e.g., in Bethnal Green and attended Natural Play training from Groundwork
- A workshop was held with children in the closest primary school, Myatt Gardens. This, alongside the collated feedback, was fed into the brief sent out to prospective contractors in October 2018. Four contractors were approached, and each made a site visit and drew up plans. The FoLG committee discussed the options and decided that a local designer was their preference as they best fulfilled the brief. FoLG presented their favoured design to Lewisham Council and the steering group, who agreed and approved the design to go ahead.

Outcome - This project is an example of a group successfully using Section 106 funds to attract additional match funding, pro-actively engage with the local community and effectively assess feedback/data and gear aims to those responses.



Play after Improvement Project

- The play space in Luxmore completely transformed the usage of the park, creating a larger and more engaging play space it has become a destination park as opposed to a cut-through with a tired and limited playground.
- During the pandemic it provided an incredible hyper-local outdoor resource for local families, particularly those with limited space of their own and when travel restrictions prevented people going further afield.
- The park is buzzing after school and at weekends and provides an engaging space for younger children during the school day and often frequented by childminders and local nurseries. Now children over 6 years old and up to 12 regularly use the play space, as well as older teenagers utilising the table tennis table and hanging out in the park.
- The park is now so well used by families and children it feels like a much safer place, there is organic surveillance of what is happening in the space and there has been a significant drop in the anti-social behaviour of dog fouling, fly tipping and drug dealing seen in years past.



'When we first arrived in Brockley six years ago, some people told us that Luxmore wasn't safe enough to be alone there at dusk or in the night. Its transformation has made it a routine stop for our young family, a place for picnics and playing, a vital venue for connecting (and reconnecting after the last two years) with the community.'

Park user

'Luxmore has been transformed from a space that was relatively hidden and unused, to one that is now known to and accessed by many. It is a safe, picturesque communal garden, park and playground that now benefits a much larger part of the local community. It is a fantastic hub for residents.'

Park user

Appendix A: EAA Template

An EAA should be done and this template completed when the need for a new policy has been identified, or when an existing one needs to be reviewed. The EAA process is a continuous one, analysis of impact has to be done throughout the life of the project or policy change, to ensure that groups are not inadvertently impacted by circumstances that were not foreseen at the start of the project. The EAA can follow a decision or project along the service user journey, beyond team boundaries. If ownership of a project is unclear then the EAA should be jointly undertaken.

A completed copy of this document should be attached to all reports – even if this EAA simply notes that a full assessment is not required and why. EAAs have to be produced even where there is no evidence based data available. Lack of data should not be a barrier to any consideration of equalities – where there isn't the best evidence available, it's still essential that the process is followed and the decision makers are made aware of any limitations.

This template is also available as a stand-alone document on the intranet.

Author	Ikwi Mkparu	Directorate	Family, Quality and Commissioning
Title	Lewisham Play Strategy		
Date	17 August 2022	Service	Strategy and Improvement

1. The project or decision that this assessment is being undertaken for

Lewisham Council wants to ensure that Children and Young People in the borough have safe, accessible and well-maintained local place spaces where they are free to express themselves, foster friendships, and engage in activities that promote physical and mental and wellbeing. The strategy captures and demonstrates the borough's ongoing commitment to Play for our children. This is the borough's first five year Play Strategy that covers 2022 to 2027.

The aims of the Play Strategy is to identify existing play provisions and offers, and develop future quality opportunities in the borough to ensure that children and young people have play facilities within walking distance.

In order to achieve this, the borough sets out to:

- Create a holistic cross-cutting approach to play, coordinated across all Lewisham Council departments.
- Develop a co-design model which can be applied to all new developments
- Add recommendations for creating play opportunities to existing council guidance for new developers

The Play Strategy is closely linked with:

Lewisham Parks and Open Space Strategy 2020-2025

Health and wellbeing strategy

Lewisham Local Offer

1.1 Who is intended to benefit or be affected by the implementation of the service or project and in what way?

The Play Strategy is intended to benefit all Lewisham children and young people and their families, Children and young people will benefit from having a variety of safe, accessible and well maintained play spaces local to their homes. In developing this strategy, we engaged with children and young people and their

Corporate Equalities Policy

families, across the borough to understand their view on the availability and utilisation of current play provisions in the borough, how this can be improved, and their aspirations for future models of play. Lewisham council is committed to improving the health and wellbeing of its children and young people by ensuring that obstacles to children playing spaces are altered or removed, and issues of play deprivation are adequately addressed.

1.2 How does the service/policy/project link with Lewisham Council Corporate priorities?

The play strategy fits with priority's one and three of the Lewisham corporate strategy 2018-22 which are:

- Open Lewisham
- Giving children and young people the best start in life

How?

- The Play Strategy aims to provide quality supervised and unsupervised safe play opportunities within walking distance of children and young people's homes
- The play action plan from the strategy will provide current and future play provisions that are accessible to all children and young person irrespective of age, sex, disability status, sexual orientation, ensuring that no child or young person and their family is left behind
- A fundamental part of the play action plan will ensure that play is an integral part of Lewisham early years curriculum and there is quality spaces and tools to achieve this within schools and in the community
- The play action plan will ensure that all providers of play services and facilities offer is welcoming, engaging, and accessible for all local children and young people
- Children and young people, their families and the community will play an active role in the design and development and location of play provisions

1.3 Evidence (Consideration of data and information)

The following engagements has been considered

902 Lewisham residents (adults and children) engaged with us through online surveys, face to face interaction, council's citizen space, and focus groups, over a four week period. Residents were asked to answer five key questions on location, accessibility, barriers, quality and benefits of play. The vast majority of the respondents reported that they appreciate and regularly use Lewisham play spaces.

Alongside the resident engagement, an audit of fifty Lewisham's parks and the current five Adventure playgrounds provisions was undertaken which has also informed the Play Strategy.

2. The protected characteristics or other equalities factors potentially impacted by this decision

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Ethnicity/Race	<input checked="" type="checkbox"/> Religion or belief	<input checked="" type="checkbox"/> Language spoken	<input type="checkbox"/> Other, please define:
<input checked="" type="checkbox"/> Gender/Sex	<input type="checkbox"/> Gender identity	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Household type	
<input type="checkbox"/> Income	<input type="checkbox"/> Carer status	<input type="checkbox"/> Sexual orientation	<input checked="" type="checkbox"/> Socio Economic	
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy and Maternity	<input type="checkbox"/> Refugee/Migrant/Asylum seeker	<input type="checkbox"/> Health & Social Care	
<input type="checkbox"/> Nationality	<input type="checkbox"/> Employment			

Equality Group	Impact What Impact will the policy/service have on specific groups	Potential barriers / Reason(s) for choice of impact

Corporate Equalities Policy

	Positive	Negative	Neutral	
Protected Characteristics				
Age	X			<p>Depending on the play provision, location and nature of play, younger children or older young people may feel excluded.</p> <p>As part of the development of the play strategy, an audit of the current play provisions was undertaken and this has highlighted that limited opening times and lack of age appropriate equipment excludes some age groups.</p> <p>Solutions</p> <p>The play strategy action plan will ensure that all play spaces and opportunities are available and accessible to all Lewisham children and young people 0 to 17 or 25 for CYP with SEND</p> <p>The strategy however acknowledges that there is need for targeted play for specific age groups, for instance: transition age groups (14-17years).</p> <p>Opportunities will also be available for intergenerational play, where adult family members can participate and enjoy play</p> <p>We will achieve this through the co-design of services</p>
Disability	X			<p>Children and young people with disabilities may be negatively impacted if:</p> <ul style="list-style-type: none"> • Play spaces and provision are inaccessible • Children and young people with disabilities are not involved in consultations and design of play • Play workers do not have the necessary training to support children and young people with disabilities and their families <p>Solutions</p> <p>The play strategy will ensure that all Lewisham play provisions new and existing, are accessible with appropriate reasonable adjustments to allow full participation from children and young people with all types of disabilities.</p> <p>We will seek to include Children and young people with disabilities and their families in the design and development of play opportunities in the borough</p>
Ethnicity/Race	X			<p>Some communities may feel excluded or unable to access provisions if cultural practices and considerations and customs are not considered.</p> <p>Solution</p>

Corporate Equalities Policy

				<p>As a borough of culture, Lewisham proudly celebrates its rich diversity and this will be reflected in the action plan of the play strategy by way of ensuring that play spaces exhibit a multicultural themes and are responsive to cultural needs</p> <p>Through on-going consultations, the strategy aims to identify and address potential barriers of play for children and young people from diverse backgrounds and to actively seek to ways of meeting the needs and expectations of families from different backgrounds.</p>
Gender/Sex	X			<p>There is a risk of gender inequality if play spaces and provisions exclude a particular sex from participating in play or dedicates play for a specific gender.</p> <p>Solution The play strategy promotes equality and will ensure that all Lewisham play providers embed equality in their practice.</p> <p>The strategy will hold Lewisham play providers responsible for ensuring that prejudices and anti-discriminatory practices are actively challenged, and children and young people and their families have the freedom of choice of play.</p>
Socio Economic	X			<p>Children and young people and their families may be excluded if:</p> <ul style="list-style-type: none"> • Play spaces and provision are not affordable • Play spaces and provisions are not evenly located around the borough • Play spaces and provision are further than walking distances from children's homes <p>Solution The strategy action plan commits to consider the recommendation of the audit to ensure that current and new play spaces are at the right locations, for the right demographic and at walking distances from children's homes.</p> <p>The strategy further commits to working in partnership with play providers in continued consultation with children and young people, their families and the community, to ensure that play provisions and spaces are well utilised.</p>
Religion/belief and Language spoken	X			Some communities may feel excluded or unable to access provisions if cultural practices

Corporate Equalities Policy

				<p>and considerations and customs are not considered.</p> <p>Solution</p> <p>The play strategy aims for all play spaces and provisions to be accessible to all Lewisham children and young people and their families irrespective of religious affiliations, belief or language.</p> <p>In development of play provisions we will actively seek ways of meeting the needs and expectations of families expressing different religions/beliefs.</p>
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3. Action planning

To complete upon approval for the development of the Play Strategy five year Action Plan

Signature of Director	Sara Rahman, Director of Families, Quality & Commissioning 
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Children and Young People Select Committee

Report title: Select Committee Work Programme Report

Date: 22 September 2022

Key decision: No.

Class: Part 1

Ward(s) affected: Not applicable

Contributors: Katie Wood, Scrutiny Manager

Outline and recommendations

This report gives committee members an opportunity to review the committee's work programme and make any modifications required.

The Committee is asked to:

- To review the work programme attached at Appendix B.
- To consider the items for the next meeting and specify the information required.
- To review the forward plan of key decisions at Appendix E to consider whether there are any items for further scrutiny.

Timeline of decision-making

Children and Young People Work Programme 2022/23 – draft agreed on 29.06.22

Children and Young People Work Programme 2022/23 – agreed by Business Panel on 19.07.22

1. Summary

- 1.1. The committee proposed a draft work programme at the beginning of the municipal year. This was considered alongside the draft work programmes of the other select committees and agreed by Business Panel on 19 July 2022.
- 1.2. The work programme should be reviewed at each meeting to take account of changing priorities.

2. Recommendations

- 2.1. The Committee is asked to:
 - To review the work programme attached at Appendix B.
 - Consider the items for the next meeting and specify what evidence is required, including being clear about the information the committee wishes to be included in officer reports.
 - To review the forward plan of key decisions at Appendix E to consider whether there are any items for further scrutiny.

3. Work Programming

- 3.1. When reviewing the work programme the Committee should consider the following:
- 3.2. The Committee's terms of reference (Appendix A). The Committee's areas of responsibility, include, but are not limited to:
 - Schools and related services
 - Children's Social Care
 - Transition for care leavers
 - Youth services
 - SEND provision for children and young people up to age 25
- 3.3. The Committee is from time to time invited to participate in or contribute to the work of the Safer Stronger Communities Select Committee where the work of that Committee affects children and young people, for example youth offending or County Lines. The Committee also has a role in engaging and reflecting the views of residents, especially young people, in relation to CYP-related matters.
- 3.3. Whether any urgent issues have arisen that require scrutiny. If so, consider to the prioritisation process (Appendix C) and the Effective Scrutiny Guidelines (Appendix D)
- 3.4. Whether a committee meeting is the most effective forum for scrutinising the issue. For example, would a briefing be more appropriate?
- 3.5. Whether there is capacity to consider the item - could any work programme items be removed or rescheduled?
- 3.6. Whether the item links to the priorities set out in the [Corporate Strategy for 2018-2022:](#)
 - [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.

- 3.7 A new Corporate Strategy is currently in development, which will include a refreshed set of priorities and describe how the Council will address the social, economic and environmental challenges facing the borough up to 2026. Once this is in place, the Committee may wish to review its work programme in light of the new strategy.
- 3.8 The committee should also note and take into account the four strategic themes of the borough's Covid-19 recovery plan, Future Lewisham, which support what we want for every single resident and that we know are what we need to focus on locally: *An economically sound future; A healthy and well future; A greener future; and a future we all have a part in.*

4. The next meeting

- 4.1. The following items are scheduled for the next meeting. For each item, the Committee should clearly define the information and analysis it wishes to see in officer reports. If the Committee has designated one of its members as a climate change champion, that member should work with the Chair to ensure that officers are given appropriate steer in relation to the reports, to ensure they include relevant climate change considerations.
- 4.2. The Committee should also consider whether to invite any expert witnesses to provide evidence, and whether site visits or engagement would assist the effective scrutiny of the item.

Agenda Item	Information and analysis required	Review type	Corporate Priority
Budget Cuts		standard item	ALL
Children's Social Care report including update on Corporate Parenting and Children's Social Care improvement work		performance monitoring	CP5
Cost of living crisis		standard item	CP3

5. Scrutiny between meetings

- 5.1. Below is a tracker of scrutiny activity, including briefings, visits and engagement, that has taken place outside of the committee meetings.

Agenda Item	Date due	Outcome	Corporate Priority
Young Mayor and advisors Pizza evening	6 July	Start of conversation about how best to give our young people voice across the work of the Council.	CP3, CP5
Multi Agency Safeguarding annual report (LSCP) 2021/22	July 2022	Circulated to members	CP3, CP5
Update on Summer holiday activities and food provision	July 2022	Circulated to members	CP3, CP5
Initial unvalidated data on summer examinations	To be Circulated in September.		CP3
Update on the Youth Service	To be circulated in September.		CP3

6. Referrals

- 6.1. Below is a tracker of the referrals the committee has made in this municipal year.

Referral title	Date of referral	Date considered by Mayor & Cabinet	Response due at Mayor & Cabinet	Response due at committee

7. Financial implications

- 7.1. There are no direct financial implications arising from the implementation of the recommendations in this report. Items on the Committee's work programme will have financial implications and these will need to be considered as part of the reports on those items.

8. Legal implications

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

9. Equalities implications

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

10. Climate change and environmental implications

- 10.1. There are no direct climate change or environmental implications arising from the implementation of the recommendations 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. An action plan to achieve this target was subsequently agreed by Mayor and Cabinet (following pre-decision scrutiny by the Sustainable Development Select Committee)¹. The plan incorporates all areas of the Council's work. Items on the work programme may well have climate change and environmental implications and reports considered by the Committee should acknowledge this.

11. Crime and disorder implications

- 11.1. There are no direct crime and disorder implications arising from the implementation of the recommendations in this report. Items on the Committee's work programme may have crime and disorder implications and these will need to be considered as part of the reports on those items.

12. Health and wellbeing implications

- 12.1. There are no direct health and wellbeing implications arising from the implementation of the recommendations in this report. Items on the Committee's work programme may have health and wellbeing implications and these will need to be considered as part of the reports on those items.

13. Report author and contact

If you have any questions about this report please contact: Katie Wood, 020 8314 9446, katie.wood@lewisham.gov.uk

¹ See <https://lewisham.gov.uk/TacklingTheClimateEmergency> for a summary of the Council's work in this area.

Appendix A – Children and Young People 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.

The Children and Young People Select Committee 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 Services
- 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.

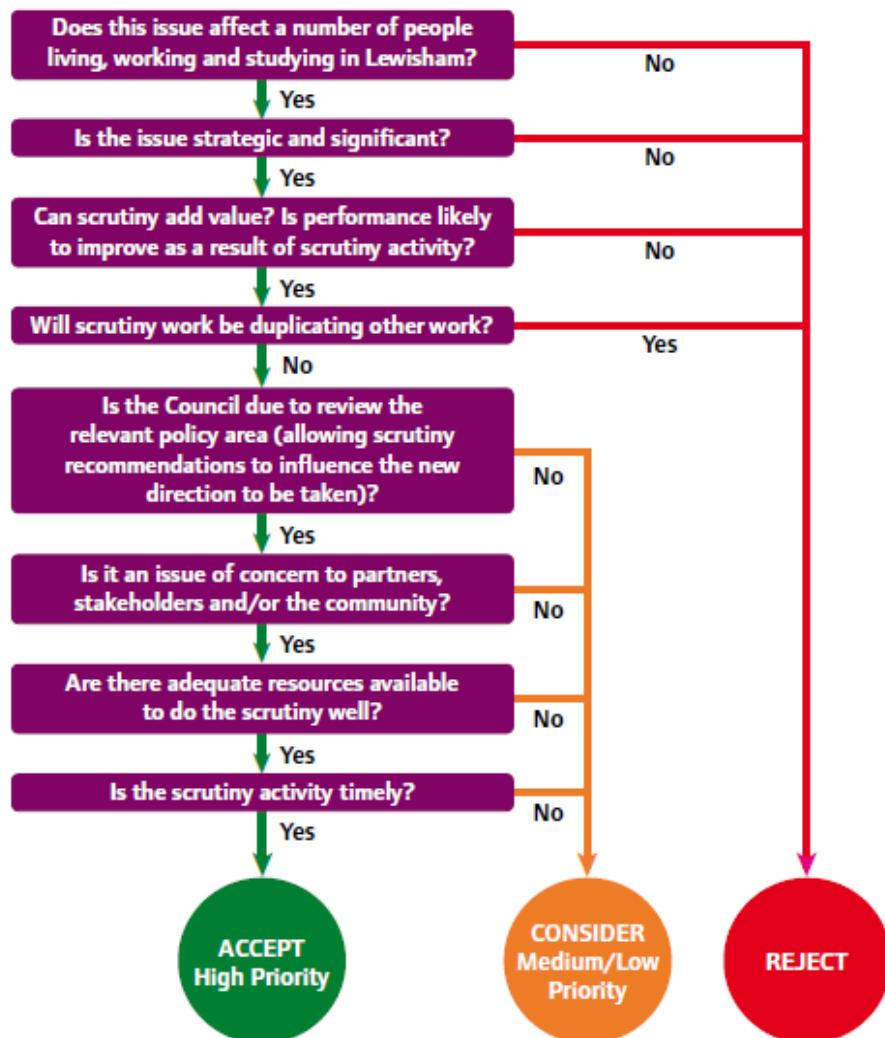
(h) Without limiting the remit of the Select Committee, to hold the Executive to account for its performance in relation to the delivery of Council objectives in the provision of services to children and young people.

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.

Appendix C

The flowchart below is designed to help Members decide which items should be added to the work programme. It is important to focus on areas where the Committee will influence decision-making.

Scrutiny work programme – prioritisation process



Appendix D

Effective Scrutiny Guidelines

At Lewisham we:

1. Prioritise

It is more effective to look at a small number of key issues in an in-depth way, than skim the surface of everything falling within scrutiny's remit. We try to focus on issues of concern to the community and/or matters that are linked to our corporate priorities. We only add items to the work programme if we are certain our consideration of the matter will make a real and tangible difference.

2. Are independent

Scrutiny is led by Scrutiny Members. Scrutiny Members are in charge of the work programme and, for every item, we specify what evidence we require and what information we would like to see in any officer reports that are prepared. We are not whipped by our political party or unduly influenced by the Cabinet or senior officers.

3. Work collectively

If we collectively agree in advance what we want to achieve in relation to each item under consideration, including what the key lines of enquiry should be, we can work as a team to question witnesses and ensure that all the required evidence is gathered. Scrutiny is impartial and the scrutiny process should be free from political point scoring and not used to further party political objectives.

4. Engage

Involving residents helps scrutiny access a wider range of ideas and knowledge, listen to a broader range of voices and better understand the opinions of residents and service users. Engagement helps ensure that recommendations result in residents' wants and needs being more effectively met.

5. Make SMART evidence-based recommendations

We make recommendations that are based on solid, triangulated evidence – where a variety of sources of evidence point to a change in practice that will positively alter outcomes. We recognise that recommendations are more powerful if they are:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Children and Young People Select Committee work programme 2022-23

Work Item	Type of item	Strategic Priority	29-Jun	13-Sep	09-Nov	25-Jan	15-Mar
Election of the Chair and Vice-Chair	constitutional requirement						
Select Committee work programme 2022/23	constitutional requirement						
Children and Young People's Emotional and Mental Health presentation	performance monitoring	CP5 CP3					
Education Strategy	policy development	CP3					
Play Strategy	policy development	CP3					
Budget cut proposals	standard item	ALL					
Children's Social Care report including update on Corporate Parenting and Children's Social Care improvement work	performance monitoring	CP5					
Cost of living crisis	standard item	CP3					
Race Equality in Schools	performance monitoring	CP3					
School places planning	standard item	CP3					
School standards report inc DfE benchmarked data progress made re digital inclusion task and finish group	performance monitoring	CP3					
Amplifying the voices of children and young people	standard item	CP3					
Any CYP Inspection - placeholder (date tbc if/when inspection happens)		CP5					
Responses to the climate emergency in schools - timing tbc		CP4					

Information Items, events and visits							
Young Mayor and Advisors	informal meeting	CP3 & CP5	event scheduled for 6 July				
Initial unvalidated data on summer examinations	performance monitoring	CP3					
Summer holiday activities and food initiatives over summer							
Annual report on attendance and exclusions	performance monitoring	CP3				if DfE data is available	
Multi Agency Safeguarding annual report (LSCP) 2020/21	performance monitoring		outstanding item from 2021/22 - has been circulated				
Multi Agency Safeguarding annual report (LSCP) 2021/22	performance Monitoring	CP3 & CP5		slipped from June/July			
Update on the Youth Service	performance monitoring	CP3					

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			

Corporate Priorities	
Priority	
1	Open Lewisham
2	Tackling the Housing Crisis
3	Giving Children and young people the best start in life.
4	Building an inclusive local economy
5	Delivering and defending: health, social care and support
6	Making Lewisham greener
7	Building Safer Communities
	CP 1
	CP 2
	CP 3
	CP 4
	CP 5
	CP 6
	CP 7

FORWARD PLAN OF KEY DECISIONS

Forward Plan September 2022 - December 2022

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

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Emma Aye-Kumi, the Local Democracy Officer, at the Council Offices or emma.aye-kumi@lewisham.gov.uk. However the deadline will be 4pm on the working day prior to the meeting.

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

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

November 2021	Award of Corporate Estate Maintenance Programme Phases 1 & 2 works contract	28/06/22 Executive Director for Housing, Regeneration & Environment	Akweley Badger, Project Support Officer and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
May 2022	Catford Library Winslade Way works - Contract Award	28/06/22 Executive Director for Corporate Services	Kplom Lotsu, SGM Capital Programmes and Councillor Andre Bourne, Cabinet Member for Culture and Leisure (job)		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			share)		
January 2022	Contract for Statutory Funeral Provision	28/06/22 Executive Director for Community Services	Corinne Moocarme, Joint Commissioning Lead, Community Support and Care, Community Services, LBL and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	Digital Infrastructure Fibre Wayleave	28/06/22 Executive Director for Corporate Services	and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
May 2022	Expert Assessors services for Concessionary Award Schemes	28/06/22 Executive Director for Corporate Services	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Expert Assessors Services for Concessionary Award Services	28/06/22 Executive Director for Corporate Services	and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
May 2022	Procurement of a replacement Housing Management System and implementation of a Customer Relationship Management System.	28/06/22 Executive Director for Corporate Services	and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
May 2022	Procurement of Learning and Development Services Provider	28/06/22 Executive Director	and Councillor Amanda De Ryk, Cabinet Member		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		for Corporate Services	for Finance and Strategy		
June 2022	Procurement of Replacement Housing Management System and implementation of Customer Relationship Management System	28/06/22 Executive Director for Corporate Services	and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Authority to procure ASD Post Diagnosis Parent Support	19/07/22 Executive Director for Children and Young People	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Authority to Procure Mediation and Disagreement Resolution Service	19/07/22 Executive Director for Children and Young People	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Authority to procure SEN and Disabilities Advice and Support Services	19/07/22 Executive Director for Children and Young People	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Authority to Procure SEN Transport - Dynamic Purchasing System Licence	19/07/22 Executive Director for Children and Young People	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Authority to procure Specialist Short Breaks - Mentoring Programme	19/07/22 Executive Director for Children and	and Councillor Chris Barnham, Cabinet Member for Children's		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		Young People	Services and School Performance		
May 2022	Meliot Centre Relocation Contract Award	19/07/22 Executive Director for Housing, Regeneration & Environment	and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	Approval for Contract Award - Works contract for the former Catford Constitutional Club Pt1 & P2	14/09/22 Mayor and Cabinet	Iqbal Iffat, Project Manager Capital Programme Delivery and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
May 2022	Approval for s106 monies to go to Deptford Challenge Trust	14/09/22 Mayor and Cabinet	and Councillor Kim Powell, Cabinet Member for Businesses, Jobs and Skills		
May 2022	Approval for the Local Development Scheme (LDS)	14/09/22 Mayor and Cabinet	David Syme, Head of Strategic Planning and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
May 2022	Approval of the Lewisham Local Plan - Regulation 19 Proposed Submission document for public consultation	14/09/22 Mayor and Cabinet	David Syme, Head of Strategic Planning and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for		

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			Housing Development and Planning		
August 2022	Authority to Procure NHS health checks provision	14/09/22 Mayor and Cabinet	Jason Browne, Public Health Commissioning Manager and Councillor Kim Powell, Cabinet Member for Businesses, Jobs and Skills		
February 2022	BfL Programme - Approval to enter into contract	14/09/22 Mayor and Cabinet	James Ringwood, Housing Delivery Manager and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	Carer Information Advice and Support Services - permission to procure	14/09/22 Mayor and Cabinet	Joanne Lee, Contracts Monitoring Officer and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	Catford Regeneration Partnership Ltd Update	14/09/22 Mayor and Cabinet	Kplom Lotsu, SGM Capital Programmes and Councillor Kim Powell, Cabinet Member for Businesses, Jobs and Skills		
June 2022	Lewisham and Lee Green LTN Monitoring Update	14/09/22 Mayor and Cabinet	Zahur Khan, Director of Public Realm and Councillor Louise Krupski, Cabinet Member for Environment and		

FORWARD PLAN – KEY DECISIONS					
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			Climate		
January 2022	Lewisham Autism Strategy	14/09/22 Mayor and Cabinet	Polly Pascoe, Integrated Commissioning Manager and Councillor Chris Best		
August 2022	Lewisham Homes Business Plan	14/09/22 Mayor and Cabinet	Fenella Beckman, Director of Housing and Councillor Sophie Davis, Cabinet Member for Housing Management and Homelessness		
June 2022	Maximising Wellbeing of Carers	14/09/22 Mayor and Cabinet	Tristan Brice, Associate Director, Community Support and Care and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	Permission to Procure for refurbishment works and registered provider for Supported Accommodation for Young People for Site 1 and Site 2	14/09/22 Mayor and Cabinet	Kevin Chadd, Senior Planning Lawyer and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Permission to procure for the provision of Temporary Agency Staff/Managed Service Provider	14/09/22 Mayor and Cabinet	Karin Courtman, Service Manager, Family Support and Intervention and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		

FORWARD PLAN – KEY DECISIONS					
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May 2022	Permission to Procure new registered provider for supported accommodation and building management (Northover and Amersham).	14/09/22 Mayor and Cabinet	and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	Reduction and Recycling Plan 2023-2025	14/09/22 Mayor and Cabinet	Wendy Nicholas, Strategic Waste and Environment Manager and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
August 2022	Request to extend three Children and Family Centre contracts and client record system for 12 months from 1 April '23 - 31 March '24	14/09/22 Mayor and Cabinet	Caroline Hirst, Joint Commissioner, Children and Young People's Services and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
June 2022	To approve the procurement strategy for a Lewisham based Healthwatch service	14/09/22 Mayor and Cabinet	Tristan Brice, Associate Director, Community Support and Care and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
May 2022	Watergate Special School Expansion budget approval and approval to procure	14/09/22 Mayor and Cabinet	Iqbal Iffat, Project Manager Capital Programme Delivery and Councillor Chris Barnham, Cabinet Member for Children's		

FORWARD PLAN – KEY DECISIONS					
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			Services and School Performance		
June 2022	Young Mayor's Budget 2021-22	14/09/22 Mayor and Cabinet	Katherine Kazantzis, Principal Lawyer and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
	Award of Corporate Estate Maintenance Programme Contract 2, Phase 1	27/09/22 Executive Director for Housing, Regeneration & Environment	Akweley Badger, Project Support Officer and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
	Award of Corporate Estate Maintenance Programme Contract 3, Phase 1	27/09/22 Executive Director for Housing, Regeneration & Environment	Akweley Badger, Project Support Officer and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Approval of the Lewisham Local Plan (Regulation 19 'Proposed Submission' document for public consultation	28/09/22 Council	David Syme, Head of Strategic Planning and		
June 2022	Catford Regeneration Partnership Limited (CRPL) - Update	28/09/22 Council	Kplom Lotsu, SGM Capital Programmes and		
June 2022	Catford Regeneration Partnership Ltd Update	28/09/22 Council	Kplom Lotsu, SGM Capital Programmes and Councillor Kim Powell,		

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			Cabinet Member for Businesses, Jobs and Skills		
June 2022	Approval to procure - Beckham Place Park Eastern side works	05/10/22 Mayor and Cabinet	Adam Platts, Project Manager and Councillor Andre Bourne, Cabinet Member for Culture and Leisure (job share)		
	Authority to Procure Adult Weight Management Services: Universal offer; Targeted offer	05/10/22 Mayor and Cabinet	Iain McDiarmid and Councillor Paul Bell, Cabinet Member for Health and Adult Social Care		
June 2022	BfL Appropriation for Planning purposes	05/10/22 Mayor and Cabinet	James Ringwood, Housing Delivery Manager and Councillor Sophie Davis, Cabinet Member for Housing Management and Homelessness		
June 2022	BfL Programme - Approval to enter into contract	05/10/22 Mayor and Cabinet	James Ringwood, Housing Delivery Manager and Councillor Sophie Davis, Cabinet Member for Housing Management and Homelessness		
	Brownfield Land Release Fund (BLRF)	05/10/22 Mayor and Cabinet	Monique Wallace, Planning Manager, Strategic Housing and Councillor Brenda		

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			Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
June 2022	Church Grove - Lease of Affordable Housing Units	05/10/22 Mayor and Cabinet	Angela Bryan, Strategic Development Officer and Councillor Sophie Davis, Cabinet Member for Housing Management and Homelessness		
June 2022	Consultation on a borough-wide Public Space Protection Order	05/10/22 Mayor and Cabinet	and Councillor Andre Bourne, Cabinet Member for Culture and Leisure (job share)		
	Contract for Microsoft Licences - EMT approval to use framework. Mayor and Cabinet to note procurement and delegate authority for award to ED of Corporate Resources.	05/10/22 Mayor and Cabinet	Philippa Brewin and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Highways Planned and Unplanned Maintenance Contract	05/10/22 Mayor and Cabinet	Zahur Khan, Director of Public Realm and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
June 2022	Lewisham Education Strategy	05/10/22 Mayor and Cabinet	Angela Scattergood, Director of Education Services, Education Standards and Inclusion and Councillor Chris		

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			Barnham, Cabinet Member for Children's Services and School Performance		
May 2022	Lewisham Play Strategy 2022 - 2027	05/10/22 Mayor and Cabinet	Sara Rahman and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		
	Microsoft Office 365 E5 licencing (part 2 report)	05/10/22 Mayor and Cabinet	Wendy Carr and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
May 2022	On Street Advertising Contract Variation and Extension	Not before 05/10/22 Mayor and Cabinet	and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Part 1 - Recommendation for the delivery of Extra Care Services at Hazlehurst Court, Catford	05/10/22 Mayor and Cabinet	Heather Hughes, Joint Commissioner, Learning Disabilities and Councillor Juliet Campbell, Cabinet Member for Communities, Refugees and Wellbeing		
June 2022	Public Realm Call Off Framework	Not before 05/10/22 Mayor and Cabinet	Louise McBride, Head of Highways & Transport and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		

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June 2022	Public Realm Framework contract award	05/10/22 Mayor and Cabinet	Zahur Khan, Director of Public Realm and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
June 2022	Service Charge Policy	05/10/22 Mayor and Cabinet	Fenella Beckman, Director of Housing and Councillor Sophie Davis, Cabinet Member for Housing Management and Homelessness		
June 2022	Treasury Management Strategy Mid-Year Review	05/10/22 Mayor and Cabinet	David Austin, Director of Corporate Services and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
	Walsham - Budget Requirement	05/10/22 Mayor and Cabinet	James Ringwood, Housing Delivery Manager and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
	Award of a Contract for Microsoft Licences.	Not before 11/10/22 Executive Director for Corporate Services	Philippa Brewin and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Accommodation Procurement	02/11/22	Fenella Beckman,		

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	Strategy	Mayor and Cabinet	Director of Housing and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
June 2022	Award of Contract (Stop Smoking Service)	02/11/22 Mayor and Cabinet	Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning and Councillor Juliet Campbell, Cabinet Member for Communities, Refugees and Wellbeing		
June 2022	Highways and Traffic Works Partnering Contract	02/11/22 Mayor and Cabinet	Zahur Khan, Director of Public Realm and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
August 2022	Management of Parks and Open Spaces	02/11/22 Mayor and Cabinet	James Lee, Director of Communities, Partnerships and Leisure and		
	Oak Hill Nursery expansion of Commercial Lease into Designated Children Centre	02/11/22 Mayor and Cabinet	Michael Grant, Early Intervention Business Manager and Councillor Chris Barnham, Cabinet Member for Children's Services and School Performance		

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June 2022	Part 1 - Notification of the transfer of Conrad Court Extra Care Housing	02/11/22 Mayor and Cabinet	Beate Hellawell, Scrutiny Manager and Councillor Juliet Campbell, Cabinet Member for Communities, Refugees and Wellbeing		
June 2022	Permission to Tender Lawrence House Ground Floor Refurbishment Works	02/11/22 Executive Director for Housing, Regeneration & Environment	Gavin Plaskitt, Programme Manager and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Right to Buyback 2	02/11/22 Mayor and Cabinet	Kathy Freeman, Executive Director for Corporate Resources and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
	Award of Corporate Estate Maintenance Contract Phase 2	15/11/22 Executive Director for Housing, Regeneration & Environment	Akweley Badger, Project Support Officer and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
June 2022	Approval to appoint operator for concessions contract at Beckenham Place Park Lake	Not before 01/12/22 Mayor and Cabinet	Vince Buchanan, Green Spaces Contracts Manager and Councillor Andre Bourne, Cabinet Member for Culture and Leisure (job share)		

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June 2022	Parts 1 & 2 - Recommendation regarding the delivery of Extra Care Services by Housing 21 at Cinnamon Court Deptford	07/12/22 Mayor and Cabinet	Beate Hellawell, Scrutiny Manager and Councillor Juliet Campbell, Cabinet Member for Communities, Refugees and Wellbeing		
June 2022	Building for Lewisham Budget requirements Pt1 & Pt2	11/01/23 Mayor and Cabinet	James Ringwood, Housing Delivery Manager and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
June 2022	Council Tax Base Report 2023/24	11/01/23 Mayor and Cabinet	Katharine Nidd, Strategic Procurement and Commercial Services Manager and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
August 2022	Financial Monitoring Period 8	11/01/23 Mayor and Cabinet	Nick Penny, Head of Service Finance and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		

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