

Overview and Scrutiny



Children and Young People Select Committee Agenda

Thursday, 11 January 2024

7.00 pm, Civic Suite

Civic Suite

Lewisham Town Hall

London SE6 4RU

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

Part 1

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The public are welcome to attend committee meetings. However, occasionally, committees may have to consider some business in private. Copies of reports can be made available in other formats upon request

Children and Young People Select Committee Members

Members of the Committee, listed below, are summoned to attend the meeting to be held on Thursday, 11 January 2024.

Jeremy Chambers, Monitoring Officer
Wednesday, 3 January 2024

Members	
Councillor Luke Sorba (Chair)	
Councillor Luke Warner (Vice-Chair)	
Councillor Yemisi Anifowose	
Councillor Liz Johnston-Franklin	
Councillor Jack Lavery	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
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 Rudi Schmidt (ex-Officio)	
Councillor Ese Erheriene (ex-Officio)	

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MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Thursday, 23 November 2023 at 7.00 pm

IN ATTENDANCE: Councillors Luke Sorba (Chair), Luke Warner (Vice-Chair), Yemisi Anifowose, Liz Johnston-Franklin, Hilary Moore, Jacq Paschoud and Monsignor N Rothern.

APOLOGIES: Councillor Jack Lavery and Clive Caseley.

ALSO PRESENT: Pinaki Ghoshal (Director for Children and Young People), Lucie Heyes (Director of Children's Social Care), Anthony Doudle (Head of Lewisham Learning), Ruth Griffiths (Head of Access, Inclusion and Participation), Benjamin Awkal (Scrutiny Manager), Olivia Mardling (Young Advisor), Kehinde Onasanya (Young Advisor) and Susan Rowe (Lewisham Education Group and Lewisham Black Parent Forum).

ALSO PRESENT VIRTUALLY: Sara Rahman (Director of Families, Quality and 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. Minutes of the meeting held on 19 September 2023

RESOLVED

That the minutes of the meeting held on 19 September 2023 be agreed as an accurate record.

2. Declarations of interest

There were none.

3. Holistic School Improvement

Witnesses

Pinaki Ghoshal, Director for Children and Young People
Ruth Griffiths, Head of Access, Inclusion and Participation
Anthony Doudle, Head of Lewisham Learning

Susan Rowe, Lewisham Education Group and Lewisham Black Parent Forum

Key points from discussion

The Children and Young People Directorate Officers introduced the item. Key points included:

- 3.1. Lewisham pupils exhibited good behaviours for learning, were receiving a quality, well-taught curriculum, and demonstrated respect for one another and school staff.

- 3.2. Assessment against the Good Level of Development Framework needed to be more consistent.
- 3.3. More support was to be provided for Key Stage 2 pupils exceeding the expected standard, particularly in writing so that those pupils' performance mirrored national performance outcomes.
- 3.4. Phonics in Year 1 needed to improve.
- 3.5. Key Stage 4 outcomes had largely returned to 2019 levels.
- 3.6. Since the report had been drafted, CTK Aquinas had received an Ofsted grading of Good.
- 3.7. The proportion of schools rated Good or better given in the report was inaccurate: the actual figure was 97.1 per cent.
- 3.8. The Council played an important role in careers guidance (the statutory responsibility of schools), particularly in relation to the work experience programme, in which all schools still engaged.
- 3.9. Lewisham had consistent safeguarding practice, and structures which enabled collaboration.
- 3.10. An audit of schools' behaviour policies had been undertaken in connection with the Tackling Race Inequality in Education Programme. Next steps were being considered.

The Committee then put questions to the witnesses. Key points from the discussion included:

- 3.11. Initial Key Stage 5 results for vocational courses were positive.
- 3.12. The proportion of Key Stage 1 pupils achieving the expected standard in reading, writing and maths had been revised up to 60 per cent due to continuing validation. Final validated results would be provided to the Committee in March.
- 3.13. SATs papers had assessed knowledge pupils were expected to acquire in Years 3 and 4, when there were Covid-19 lockdowns. There was an expectation that outcomes would return to pre-2019 levels.
- 3.14. Phonics had also been impacted by Covid-19 lockdowns, when it had been taught online to Reception pupils. The rate of subsequent improvement was quick and outcomes were approaching the pre-2019 level of 84 per cent. Year on year improvement was expected, Lewisham had well-taught, high quality programmes which began when pupils were in Reception and were underpinned by robust professional development.
- 3.15. Safeguarding training for Governors was provided throughout the year by the Access, Inclusion and Participation (AIP) Service, but take-up could be better. The Service promoted training opportunities through governor and designated safeguarding lead networks and during visits to schools.
- 3.16. The audit of behaviour policies was triangulated with AIP's understanding of their application in schools. In some cases, where policies seemed lacking, good and inclusive practice had been found in reality.
- 3.17. The process for the planned consultation regarding behaviour policies needed to be developed and discussed with the Tackling Race Inequality in Education Steering Group, which had commissioned the review. The review needed to be conducted in collaboration with schools, parents and pupils.

- Potential outputs might be a pledge for schools to sign up to or an exemplar policy.
- 3.18. Behaviour policies were largely legacy documents developed over a number of years, and predated the Education Strategy. As part of the wider Tackling Race Inequality in Education programme, the Council wanted to engage schools in a conversation regarding what it is like to be a child in Lewisham and the system's collective responsibilities towards children are. The Council could not direct schools but could provide coordination and leadership.
 - 3.19. The Young Advisors reported that behaviour management in schools was inconsistent – both within and between schools; and that teachers sometimes wanted to deter poor behaviour by punitively responding to instances of poor behaviour, which sometimes didn't take into consideration that pupils were children.
 - 3.20. There was sometimes a disparity between behavioural expectations at school and home.
 - 3.21. Historically, Newly Qualified Teachers had received one year of training after qualifying. Now, Early Career Teachers received two years of post-qualification training, which usually incorporated the impacts of trauma on behaviour. This better prepared new teachers and encouraged more consistent behaviour management. Poor behaviour contributed to by trauma should not be excused and consequences and boundaries remained necessary, but it was important understand what trauma has done to a young person and how that might manifest as poor behaviour.
 - 3.22. The sharing of information about vulnerable pupils at transition from Primary to Secondary Phase was improved. However, some other practices remained inconsistent.
 - 3.23. Nationally, young carers had lower attainment at GCSE, reported high levels of stress and received insufficient support from schools and colleges. Identifying young carers was a challenge. The Head of Lewisham Learning undertook to consider the issue. The new provider of support for young carers had recently met with headteachers.
 - 3.24. A Young Advisor reported that the safeguarding training provided to pupils could be inadequate. The importance of contextual safeguarding was promoted to schools by the Council. There was a self-audit process for schools; and AIP conducted audits which engaged pupils, teachers and governors. The Safeguarding Children Partnership ensured that there was a minimum standard of education provided to all children and young people in Lewisham on safeguarding and keeping themselves safe.
 - 3.25. It was difficult to capture the extracurricular offer in schools and how it impacted pupil experience and attainment. Ofsted comments from full inspections were insightful. It was clear from visits to schools that there was a high-quality music and art offer.
 - 3.26. It was noted that a case study in the report showed a school had visited a church and a synagogue but not a mosque.
 - 3.27. The Chair noted that he and the Vice-Chair would consider site visits and witnesses re holistic school improvement subsequent to the meeting.

ACTION

The Head of Access, Inclusion and Participation to share Key Stage 5 vocational results.

RESOLVED

That the report be noted.

4. Children's Social Care Improvement

Witnesses

Pinaki Ghoshal, Director for Children and Young People

Lucie Heyes, Director of Children's Social Care

Sara Rahman, Director of Families, Quality and Commissioning

Key points from discussion

The Director of Children's Social Care introduced the report. Key points included:

- 4.1. The report was based on the Council's 2022/23 Ofsted self-assessment. In the first half of the year, children's services had continued to be adversely affected by the legacy of the pandemic, experiencing increased demand in combination with significant workforce challenges, including high turnover, vacancies and caseloads. Towards the end of 2022, services began to recover: demand had levelled off (at higher rate than before the Covid-19 pandemic) and the workforce had stabilised, although it was inexperienced (a mitigating strategy was in place to address associated risks).
- 4.2. Two thirds to three quarters of practice was believed to be Good, up from 15 per cent in 2018. Fewer children were on child protection plans, fewer children were being removed from their families, and fewer children were in care. This was largely due to investment in services to prevent high levels of statutory interventions and the Signs of Safety practice model enabling more children to stay with their families. Caseloads were reasonable with strong management oversight in place. There was a healthy practice culture. The Joint Targeted Area Inspection on safeguarding in November 2022 had recognised improvement across children's services and its health and police partners.
- 4.3. Early Help was at an earlier stage of its improvement journey than Children's Social Care.

The Committee then put questions to the witnesses. Key points from the discussion included:

- 4.4. The staff turnover rate was better when the London boroughs formula was applied.
- 4.5. The education, training and employment rate for care leavers (58 per cent) was significantly lower than for the wider cohort of young people but not dissimilar to the rate for care leavers in other boroughs. The target was 75 per cent. A new support offer for care leavers was being commissioned with the intention of launching in January.
- 4.6. Due to the high number of Newly Qualified Social Workers (NQSWs) in the workforce, additional management oversight panels and coaching had been implemented. More-senior social workers ('consultant social workers')

based in the Academy were supporting NQSWs' Assessed and Supported Year in Employment to reduce the burden on managers. Team managers' experiences of supporting such high numbers of NQSWs was being considered.

- 4.7. Children's Social Care expected it was at the peak of staff inexperience, which it expected to begin to fall in six to twelve months. The attrition rate for NQSWs was around 40 per cent. Many NQSWs had their first professional experiences during the Covid-19 pandemic, when staff were working remotely, providing them with less rich pre-qualification experience. Services were, therefore, seeking to diversify their recruitment of NQSWs and introduce more family practitioners, who tended to have more life and professional experience. A recently launched recruitment campaign was aimed at experienced social workers, as there was a large pool of NQSWs to draw from.
- 4.8. The latest children's services workforce survey found staff morale to be high, which was important given recruitment and retention challenges. There was a safe environment for staff with a no blame culture, appropriate support and challenge, and offering professional autonomy.
- 4.9. There was often lots of support available to care experienced young people in further education; this should be promoted to encourage declaration of their status when entering further education or changing setting. Guidance could also be provided to settings to encourage sensitive conversations about care experience.
- 4.10. Personal advisors were able to provide targeted support to young people who had been in the care of Lewisham Council. It was harder to know whether young people being educated in the borough had been in the care of other boroughs, as the quality of information shared under the relevant protocols was not always good.
- 4.11. The London Care Leavers Compact was seeking to agree a pan-London offer for care leavers entailing reciprocal arrangements around housing, council tax and care experience being treated as a protected characteristic.
- 4.12. The new Integrated Adolescent Service comprised Safe Spaces and the Youth Justice Service. There was an aspiration for the Service to refer young people to youth services and provide targeted youth work, such as mentoring, for the most at risk young people.
- 4.13. It was increasingly difficult to find appropriate and reasonably priced placements for looked-after children. The number of children in the highest cost placements had risen significantly in the past 18 months and could rise or fall in future; every child entering or leaving such placements had a significant budgetary impact.
- 4.14. The Council was exploring creating in-house provision to support the most complex children.
- 4.15. Due to the level of demand for residential placements for the most traumatised and complex young people, providers were able to select the least challenging young people, in addition to charging high fees. Providers were increasingly risk adverse and using higher staffing ratios. Many young people in high-cost placements were subject to deprivation of liberty orders.

- 4.16. The regulation of semi-independent placements for 16- and 17-year-olds had increased the cost of such placements.
- 4.17. The development of the Integrated Adolescent Service and the Sufficiency Strategy aimed to prevent young people entering care in the first place.
- 4.18. Sharing costs with health partners where young people's health needs were driving high placement costs was being explored.
- 4.19. Complex factors relating to criminal exploitation also featured among the most complex looked-after children.
- 4.20. There was a dedicated unaccompanied asylum-seeking children (UASC) service comprising specialist social workers. UASC were not generally challenging to place. Culturally appropriate placements were arranged where possible.
- 4.21. Being in the Commissioning Alliance was preferable to acting independently but had not delivered savings, due to market volatility, but may have avoided costs. Being part of the Alliance was providing more placement options.
- 4.22. The recent increases in girls and 13-year-old children going missing from home were fairly new phenomena. Data on missing children was better than previously, and the number of young people completing return home interviews had increased. Missing child cases were to be audited by the Multi-Agency Child Exploitation partnership. All young people who went missing were offered a return home interview within 24 hours of returning home. Children who had multiple missing incidents in a short period needed to be distinguished in the reporting system. There were also young people who didn't engage in return home interviews and missing incidents where there weren't high levels of risk, e.g. where a child was reported missing by a worried parent but then returned home.

Standing orders were suspended until 9.45 pm at 9.23 pm.

- 4.23. Key areas affecting recruitment and retention were pay, terms and conditions and the authority's Ofsted grading. A social worker pay benchmarking exercise was being undertaken.
- 4.24. The high number of UASC presenting in Kent was not driving a significant increase in UASC cases in Lewisham. The maximum head count experienced was 45-55 young people. As a Borough of Sanctuary, the Council had reached out to struggling boroughs at times.
- 4.25. The in-house fostering recruitment campaign had been relaunched with refreshed marketing material. A fostering hub was being established using Department for Education funding: foster carers would be employed to act as the foster carer recruitment team.

ACTIONS

1. The Director of Children's Social Care to provide the method for calculating the staff turnover rate.
2. The Director of Children's Social Care to provide an updated version of the table at paragraph 7.20 of the report.

RESOLVED

That the report be noted.

5. Dedicated Schools Grant

5.1. The Chair invited the Committee to send any written questions regarding the report to the Directorate via the Scrutiny Manager.

RESOLVED

That the report be noted.

6. Select Committee work programme

RESOLVED

That updates on the Family Hubs programme and the outcome of the Adventure Playground tendering process be provided to the January 2024 meeting.

The meeting ended at 9.36 pm.

Chair:

Date:

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Children and Young People Select Committee

Declarations of Interest

Date: 11 January 2024

Key decision: No

Class: Part 1

Ward(s) affected: All

Contributors: Director of Law and Corporate Governance

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 and Corporate Governance
jeremy.chambers@lewisham.gov.uk, 020 8314 7648



Children & Young People Select Committee

Tackling Race Inequality in Lewisham Schools

Date: 11 January 2024

Key decision: No.

Ward(s) affected: All

Contributors: Anthony Doudle, Head of Lewisham Learning

Outline and recommendations

This report seeks to provide an update on the work schools and the Council is currently doing to address race inequality and to improve educational outcomes for Black Caribbean Heritage pupils.

1. Summary

There is a Council-wide commitment to tackling race inequalities, which includes work in various services across the Council and a key piece of this work is actively tackling race inequality in our schools. A steering group of Head Teachers, stakeholders and local authority officers has been working to drive this work forward. Tackling race inequality is a three year approach, funded by Lewisham Learning involving all Lewisham schools and the college. It started in September 2021. It is a three year project that will be reviewed and next steps identified.

The existing approach is based on the recommendations of national and local research and focuses on Black Caribbean pupils. The main aims are to:

- Close the historic attainment gap which was 7-10% at the start of the programme and improve life chances;
- Tackle systemic bias and racism;
- Address and reduce disproportionately high rates of exclusions; and
- Support parents and communities;

Following initial research, recommendations emerged which led to the development of a three year action plan which is now in its third year.

We are seeking to evaluate the evidenced-based activity that research tells us will secure long term improved outcomes for Black pupils. We recognise that this work is part of a long term commitment to a programme of improvement. Measuring impact, particularly in the context of the pandemic is a challenge and it must be noted that data included here is still unvalidated. A full review will take place once validated examination results are available.

2. Recommendations

Members are asked to note the information and suggested actions contained in the report under each of the headings.

3. Background

Nationally certain groups identified by ethnicity underachieve at school and one of the groups which have been impacted by this across London and indeed across the country are children and young people with a Black Caribbean heritage. This has been recognised in many reviews and reports over the years. This issue has also been recognised previously by the CYP Select Committee.

Young people with a Black Caribbean heritage, including those with a mixed heritage background constitute nearly a quarter of the school population in Lewisham.

Over the last few years the Council, through Lewisham Learning have been working with schools across the borough to address concerns about race equality and in particular the educational outcomes of pupils with a Black Caribbean heritage. As part of this work recent research in this area has been considered in addition to good practice in other Local Authority areas and specific research carried out in Lewisham.

Lewisham is an open borough that celebrates diversity, and has a history of standing up to racism and inequalities, from the Battle of Lewisham in 1977 to more recently becoming a Borough of Sanctuary.

There remains a Council-wide commitment to tackling race inequalities, which includes work in various services across the Council and a key piece of this work is actively tackling race inequality in our schools, bringing new energy, expertise and a fresh collaborative approach.

The impact of Covid continues to have a disproportionate impact on families of lower incomes and also certain minority ethnic groups. Lewisham schools have used additional funding from the Department of Education to provide catch up opportunities for pupils most impacted, however the inequality the borough is trying to address is a national issue and long-standing. The Tackling Race Inequality in Education (TRIE) commitment is addressing this complex issue, however this will remain a long term commitment.

3.1 STRAND UPDATES – it is important to acknowledge that no single initiative will bring about the change needed.

Leadership - How can we make sure that more of our black staff progress to senior leadership jobs; there are more black parents and community members on governing boards; that school leaders have engaged with racial literacy and bias training; that we know and understand any barriers to tackling race inequality, at school level, and provide appropriate bespoke support to school leaders and governors where it is needed <https://schoolsservices.lewisham.gov.uk/Page/21668>

Governors Toolkit

Three governor training sessions have been delivered to Lewisham education settings. 128 governors across the borough have engaged in the Governor Toolkit training offer.

Table 1 summarises attendance at training for 46 primary settings (including nursery schools) and **Table 2** summarises attendance at training for five secondary schools. A total of 51 educational settings have participated since 2021 - 2023

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Table 1:

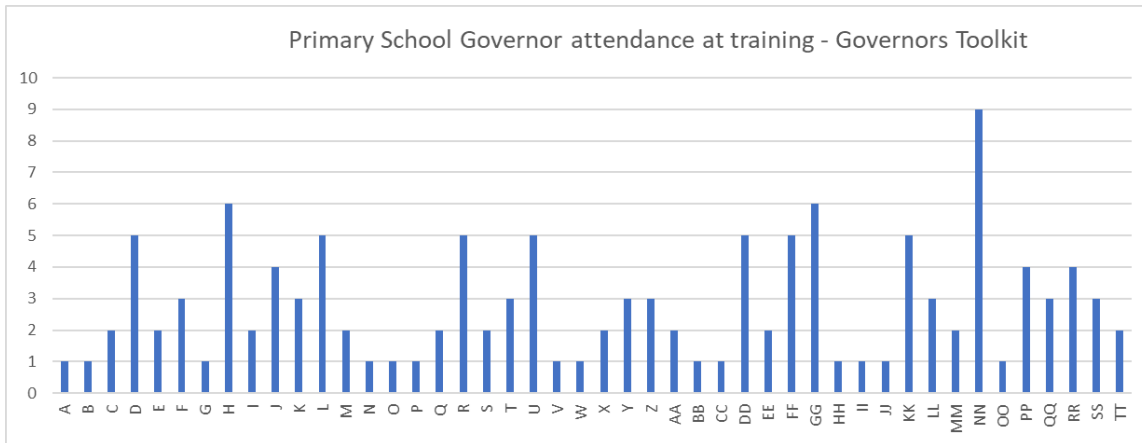


Table 2:

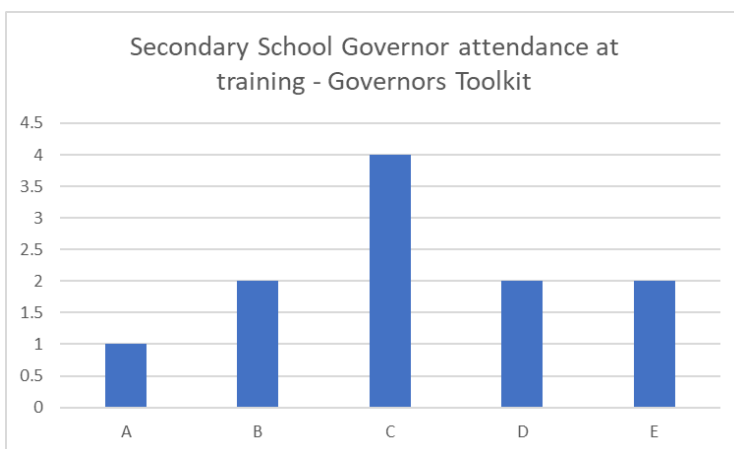
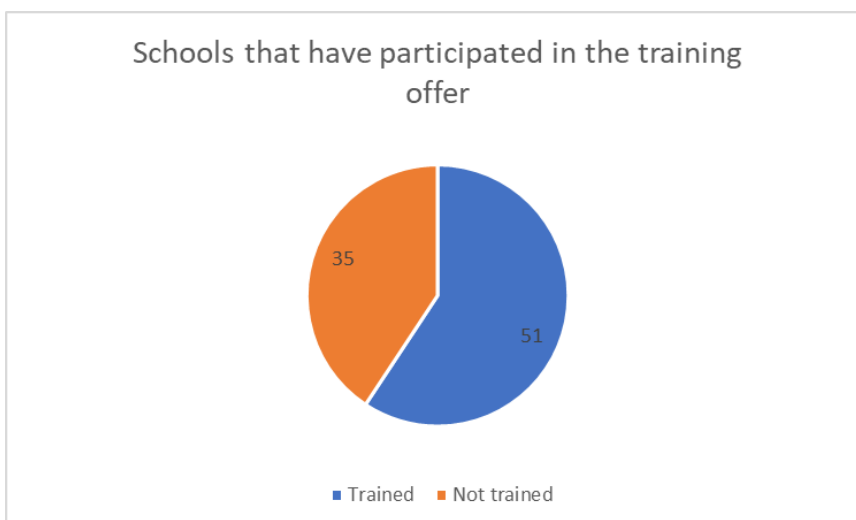


Table 3 is a summary of training across the borough. 51 settings (60%) have now participated in training to support governors in schools. 35 settings (40%) have not yet participated in the offer provided by Lewisham. It is proposed to offer the training and to invite these schools to attend.

Table 3:



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Published outcomes for those schools who have not participated in the offer of the Governor Toolkit training does vary. Outcomes in fourteen primary schools indicated that for Black Caribbean pupils compared to all pupils in each school, the gap in attainment ranges from 5% to 47%. This exceeds the ambition of the project which aims to reduce the gap by 7 – 10%. In eleven primary school outcomes for Black Caribbean pupils exceeds all pupils at the end of Key Stage 2.

Outcomes in eight secondary school which have not taken up the governor toolkit training offer present a similar picture. Attainment 8 outcomes in five secondary schools for Black Caribbean pupils are below national outcomes for the same group and the gap between these pupils and all pupils in the schools ranges from 0.5 to 0.9. In three secondary schools outcomes for Black Caribbean pupils at Attainment 8 are above national for this group, however the gap to all pupils ranges from 0.3 to 1.4.

Attainment 8 outcomes for the five secondary schools that have participated in the training offer have achieved better gains in closing the gap between Black Caribbean pupils compared to all pupils at the school. This reducing gap ranges from 0.1 to 1.4. However, it is worth noting that for Black Caribbean pupils in three of these schools their outcomes compared to their peers nationally are still below national averages.

Pupil, Staff and Senior Leadership Surveys:

A baseline survey of young people's views of school was undertaken in June/July 2021 to support and ensure that our programme development and implementation is targeted correctly. This analysis includes responses from:

- 1,035 pupils in 27 schools.
- 333 staff in 40 schools.
- 36 senior leaders in 32 schools.

A request has been sent to all schools and colleges to update the survey. The outcomes of this will be available later in January 2024.

Actions:

- To hold a Governor's Conference on the impact of the "Governors Toolkit" and the impact of the tool on the school community.
- To write to governing bodies who have not yet attended the training and highlight the importance of the training as part of the pledge.
- To survey those schools who have attended the training to gain insights into how they are now using the Governors Toolkit to bring about change.

3.2 Curriculum - How can we make sure that the curriculum better reflects our communities here in Lewisham?

At the time of writing this report, 97% of Lewisham schools are judged good or better. The current framework of inspection focuses on the quality of education which requires schools to ensure that the curriculum offer for pupils is diverse and relevant to their local communities. All schools are required to demonstrate how they meet the requirements of the Equality Act 2010 and how this is reflected in the curriculum.

Since the previous report to the CYP Select Committee three curriculum conferences have been held. These remain popular with schools. The most recent conference was held in [July 2023](#).

Lewisham Learning School Improvement Partners were requested to report on school activity in relation to tackling race inequality. All schools were able to engage in the conversation and

Is this report easy to understand?

Please give us feedback so we can improve.

Go to <https://lewisham.gov.uk/contact-us/send-us-feedback-on-our-reports>

below are a sample of activities that were included in school reports:

- Participation in Anti-racism for leaders course/Tackling race inequality/Nicola Rollock re Racial equality
- DHT/Inclusion lead – Racial Literacy course
- Literacy Lead – racial equality training
- Unconscious Bias to develop an awareness and understanding of our own biases, developing the language to address and tackle (racial) inequalities
- Participation in Migration Stories Project
- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- Review of History schemes of work and other curriculum areas
- Actively recruited staff and governor diversity
- Review of exclusions 2017/18 to 2021/22
- Review of policy documents
- Participation in community conversations
- Establishing an equalities working party and developing a race equalities action plan
- Appointing an Equalities governor
- Curriculum mapping, targeting positive role models representative of the school (pupil) demographic within the curriculum across year groups throughout the year, developing beyond Black History Month
- Auditing the school Library to ensure that inspirational literature reflects the rich cultural diversity of the school.

In 2022/23 schools identified the need to embed actions listed above.

In addition to the above, 66 school leaders have participated in Intensive Leadership Course from 2021 – 2023. 33 Inclusion leaders have participated in Inclusion leads course during the same period.

Going forward all school improvement partners have been asked to include an update on the work schools are doing to tackle race inequality in Spring and Summer visits to schools.

Migration Stories: A Place For Me

A theatre based project to investigate and immerse our children and young people in the stories of members of our community that migrated and settled here in Lewisham.

[Peoplescape Theatre](#) were commissioned to create this work by devising a performance inspired by life stories collected during reminiscence sessions in local schools with the Elders and Grandparents of children attending. We would like to thank the schools who helped facilitate the reminiscence sessions - Rathfern Primary, Adamsrill Primary and Haberdashers' Knights Academy.

Once the reminiscence based performance was created, [A Place For Me](#) was performed in all the participating schools across two academic years (2021/22 & 2022/23). Following on from the performances a practitioner then returned to the schools and provided eight workshops culminating in the class creating their own performance about migration; taking themes and inspiration from their own stories making every performance unique to their school, class and community. In most cases the schools then held performances of these pieces for the parents of that year group.

Over the past two years the project has engaged with:

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16 Primary schools and four Secondary schools across Lewisham.

Reaching approximately 1,500 pupils, age 8-12 year olds.

544 workshops across all schools.

Actions:

- Re-deliver “Unpacking the Pledge” training, showcasing the effective practice in Lewisham schools and targeting year groups in 5, 6, 7, 8 and 9.
- Launch the Race Equality Audit Toolkit for schools in Summer 2024. This is to provide schools with the opportunity to highlight the strengths and areas of further development of their curriculum offer.
- Deliver the 4th Conference in Summer 2024 as part of launching the Race Equality Audit Toolkit and to celebrate the success of the pledge and the identifying the next steps
- Work with Peoplescape to explore the possibility of developing an in depth arts based intervention on Adulthood.

3.3 Parents and Community - How can we make sure that our schools are collaborating with parents and the community?

<https://schoolsservices.lewisham.gov.uk/Page/21672>

The ‘community conversation spaces framework’ has developed across Lewisham schools. In January 2022 training was provided for five schools. In July 2023, three schools shared their experiences of holding community conversations and as a result this has now expanded to seventeen schools across the borough.

KS2 and KS4 outcomes remain varied across all seventeen schools. Overall absence and persistent attendance continue to be a challenge, please note that this is a significant national issue since the pandemic. However, 2 schools participating in community conversations are now reporting that there are currently no barriers to persistent absence for pupils of Black Caribbean heritage.

All schools participating in community conversations are reporting zero suspensions for pupils of Black Caribbean heritage.

The [Lewisham Young Leaders Academy](#) continues to provide support for Black Caribbean and dual heritage (Black Caribbean/White) pupils in Lewisham. The academy focuses on the following aspects:

- Black History
- Critical thinking/problem solving
- Financial Literacy
- Health and Fitness
- Home Economics/Life Skills/Cooking Skills
- Identify (Who am I)
- Influence
- Introduction to Entrepreneurship
- Presentation Skills
- Study Skills and Revision Techniques
- The traits of Leadership

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- 13 Steps to Success

Diversity of governing bodies continues to be a focus. The table below indicates the impact of this work in Lewisham:

September 2019	September 2020	August 2023	December 2023
23% (BAME)	29% (BAME)	38% (non white)	TBC

Since January 2023, a new agreed protocol has been agreed for LA appointed governors. This is in line with [Lewisham Council's Corporate Strategy priorities](#) which includes the commitment to "We will recruit more Black, Asian and minority ethnic school governors to better reflect our diverse borough". In Autumn 2022, the Lewisham Education Strategy 2022-2027 was launched. Developing inclusive, equitable schools is at the heart of the strategy. Strengthening leadership of diversity will be key to this.

Lewisham Learning is encouraging Black and Asian heritage individuals to become LA governors for Lewisham schools to make governing bodies more representative of the young people they serve. All appointments are approved by the Executive Director to ensure that there is a focus on the ethnicity of the proposed governors.

In addition, updates on tackling race inequality are now a standard item on termly model agendas for school governing body agendas.

Actions:

- To encourage more governors to register their ethnicity and to continue to promote the importance of governing diversity in support schools.
- Support the manifesto pledge to engage with Lewisham Young Leaders Academy through regular visits and interview pupils attending to understand their experience.
- To use the 17 community conversation schools to embed and support practice more widely across the local authority through creating case studies to share with all schools.
- Support schools to have community conversations that focus on attendance and outcomes that will support pupils of Black Caribbean heritage

3.4 Relationships - How can we make sure that the relationships between teachers and students are positive, productive, and backed up by the right school policies? <https://schoolsservices.lewisham.gov.uk/Page/21670>

Work continues with schools and partners to minimise school exclusions and support children to thrive in mainstream education. The focus of this support is to reduce disproportionality. We continue to recognise external issues such as housing, cost of living crisis and mental health needs all contribute to exclusions, suspensions and attendance at school.

Summary of Pupil Absence: 2023 (Appendix 1 pages 6 - 7)

Mixed White & Black Caribbean pupils had the highest absence rate of any ethnic group in Lewisham. However, at 9.8%, this was in line with the England average.

- While Black Caribbean pupils had a much higher absence rate than Black African pupils, this is a trend seen across England.
- Additionally, while the absence rate of Black African pupils was in line with the England average, the rate of Black Caribbean pupils in Lewisham was slightly below the England average.

Exclusions and Suspensions 2021/22

In 2022/23 exclusion figures saw a slight improvement on the previous year, which experienced

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the significant and challenging impact of the Covid pandemic. Schools have continued to support their pupils facing challenges and barriers to learning and Lewisham Secondary schools withdrew a further four permanent exclusions and implemented alternative resolutions. The external factors that pupils face day to day and present in school have been amplified by the effects of the Covid pandemic. Persistent disruptive behaviour (possibly linked to special education need) anxiety, mental health and wellbeing and serious youth violence have continued to impact heavily on exclusions this academic year. This has been reported as similar experiences for neighbouring boroughs.

Primary exclusions (per 1,000) 2021/22

- The permanent exclusion rate for Lewisham primary schools remained at zero per cent which was better than England at 0.02 per cent and London and Inner London at 0.01 per cent.
- The suspension rate for Lewisham primary schools was 1.01 per cent which is below England at 1.42 per cent but above London at 0.45 per cent and Inner London at 0.81 per cent. All statistical neighbour boroughs saw an increase in suspensions.

Primary exclusions by ethnicity (per 1,000) 2021/22

- The data shows disproportionality in Lewisham Primary schools for 'Black African', 'Black Caribbean' and 'White and Black Caribbean' background with suspensions.

Secondary exclusions (per 1,000) 2021/22

- The permanent exclusion rate for Lewisham secondary schools declined slightly from 0.07 to 0.11 per cent better than England at 0.16 per cent, but above London at 0.08 per cent.
- The suspension rate for Lewisham secondary schools declined to 11.90 per cent which is below England at 13.96 per cent but above London at 8.84 per cent and Inner London at 9.56 per cent.
- However, most statistical neighbour boroughs saw an increase in permanent exclusions and suspensions. This can be attributed to the first academic year without the COVID pandemic disruption but also the factor of increased mental health issues as a result.

Secondary exclusions by ethnicity (per 1,000) 2021/22

- The data shows disproportionality in Lewisham Secondary schools for, 'Black African', 'Black Caribbean' and 'White and Black Caribbean' with suspensions; also for 'Black African', 'Black Caribbean' and 'White Black Caribbean' and 'White British' with permanent exclusion.

Permanent exclusions and managed transfers by ethnicity – Lewisham schools only (includes percentage of ethnic breakdown per secondary cohort). Permanent exclusions have increased to 0.22 per cent affecting White British pupils. Permanent exclusions at 0.42 per cent and managed transfers at 0.62 per cent affecting Black British / Black Caribbean pupils are similar to 2021/22. Permanent exclusions for Black British / Black African pupils were at 0 per cent and 0 per cent for managed transfers which is an improvement on 2021/22.

Special Educational Needs (SEN):

- No pupil with an EHCP was permanently excluded from a Lewisham school. However, nine pupils permanently excluded in 2022/23 from Lewisham were receiving in school SEN support, three excluded for persistent disruptive behaviour, two for physical assault on a pupil, two for offensive weapons/knives, one for sexual misconduct and one for theft. Of the managed transfer pupils in 2022/23, eight were receiving in school SEN support, two excluded were for persistent disruptive behaviour and one for drugs / alcohol and two for physical assault on an adult, two for physical assault on a pupil and one for damage.

During 2022/23 the main reasons for permanent exclusion and managed transfer are persistent disruptive behaviour and verbal/physical assault on another pupil.

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- Persistent disruptive behaviour: Permanent exclusions – eight and managed transfers - six in 2022/23 and represents a decrease. The data for those pupils permanently excluded and managed transferred for persistent disruptive behaviour are in Year 7 (one), Year 8 (one), Year 9 (six) and Year 10 (six), varied in ethnicity and this year - nine were female.
- Verbal/physical assault on another pupil: Permanent exclusions – five and managed transfers - six in 2022/23 and this represents an increase. The data for those pupils permanently excluded and managed transferred for verbal/physical assault on another pupil are in Year 7 (one), Year 8 (five) and Year 9 (six), varied in ethnicity and this year – eight were female.

Review of borough wide behaviour policies:

During the summer term of 2022/23 the Access, Inclusion and Participation Service undertook an audit of Lewisham behaviour policies with the view to making suggestions, provide clear questions and messages, whilst considering language and relationships with statutory guidance. The findings of the audit were shared at a cross borough behaviour policy workshop, with a small group of local authority colleagues and school leaders, in October 2023.

Positive findings of the audit include:

- Accessibility to policies on school websites
- Policies are clear and purposeful that articulates the schools positive and nurturing ethos
- Some policies refer to behaviour as a form of communication
- Schools record and monitor behaviour and have 'interventions' in the form of individualised plans
- There was no evidence highlighting race 'inequality' practice.

Areas that the audit highlighted include for further discussions with schools:

- Most behaviour policies are punitive in approach and typically focus on actions to take where there are breaches to the policy. Policies do not often make the link between behaviour and communicating a need for help
- Some schools are using a zero tolerance approach, which does not support a graduated response and relation between behaviour/SEND
- Behaviour trends are not being reviewed to inform behaviour policies.

Evidence suggests that more needs to be undertaken to develop collaborative working with children/parents/carers and making referrals to other agencies, policies and complaints procedures.

Actions:

- Implement the [attendance guidance](#) to support schools increasing attendance at school by increasing the number of schools registered with 'Study Bugs'
- Increase the levels of engagement with Early Help to address factors that will help to mitigate rates of exclusion and suspensions and increase attendance
- Reduce exclusions and suspensions through working with schools and senior leaders to develop:
 - Opportunities for Primary and Secondary schools to work collaboratively and share approaches/good practice by creating school hubs
 - Provide training and support that differentiates between challenging SEMH and SEND
 - Create Parent Carer forums at local authority level – pupil voice.

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- Develop a restorative placement offer – criteria to be determined.
- Provide more challenge to schools on exclusion, including A Call to Action Conference – No Reason to Exclude – part of the long-term school improvement strategy that focusses on developing Relationships and safe schools.

4. Outcomes

Outcomes in 2023 – Appendix 1 (pages 2 – 5)

Please refer to Appendix 1 Race Equality Analysis for further detail. It is worth noting that the Key Stage 2 outcomes in 2023 are a reflection of the disruption caused by the pandemic when this cohort of Year 6 pupils were in Year 3 and 4. This is similar to pupils in Year 11 who were in Years 8 and 9 during both national lockdowns.

A full analysis will be carried out when validated data is available in February 2024. Current provisional data reflects the effects of the pandemic and, as elsewhere in the country, these effects are not uniform but usually have had a larger impact on disadvantaged students than those that are not disadvantaged. They vary greatly from ward to ward and school to school. The ambition is to reduce the gap by 7 – 10% over time. The table below demonstrates the current provisional gap in relation to 2023 outcomes.

Attainment	Early Years	KS1 (RWM)	KS2 (RWM)	Attainment 8
All Pupils	70%	56%	60%	45.3
Black African	61%	53%	58%	45.2
Black Caribbean	61%	44%	50%	38.8
Any other Black	64%	53%	56%	39.9
White and Black African	68%	66%	77%	52.0
White and Black Caribbean	64%	37%	44%	38.7

- While outcomes for Lewisham pupils were in line with the England averages, there remains variation between ethnicities.
- In Early Years the gap to all Lewisham pupils is smallest for White and Black African (2%) while the largest gap is for pupils of Black African and Black Caribbean heritage (9%).
- In Key Stage 1 the largest gap to all Lewisham pupils is White and Black Caribbean pupils (19%) followed by Black Caribbean (12%), while White and Black African pupils perform better than all Lewisham pupils.
- In Key Stage 2 the largest gap to all Lewisham pupils is Black Caribbean pupils (10%) followed by White and Black Caribbean (6%), while White and Black African pupils perform better than all Lewisham pupils. White and Black African pupils perform better than all Lewisham pupils.
- Attainment 8 at Key Stage 4 gap is most pronounced for White and Black Caribbean (-6.6), Black Caribbean (-6.5) and Any other Black (-5.4). White and Black African perform better than all pupils.

Progress scores are measured against the figure of zero. Scores above zero indicate more progress has been achieved and scores below zero indicate that less progress has been achieved. Both key stages below have been significantly impacted by school closures during periods of lockdown experienced as a result of the pandemic.

Progress	KS1 - KS2	Progress 8
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	(RWM)	
All Pupils	+0.05	0.00
Black African	-0.13	+0.06
Black Caribbean	-1.04	-0.37
Any other Black	-0.50	-0.22
White and Black African	+0.15	+0.26
White and Black Caribbean	-1.76	-0.48

- White and Black Caribbean pupils had the lowest progress scores at both Key Stage 2 and Key Stage 4, indicating that they made less progress compared to pupils with similar prior attainment. However, their Progress 8 score was in line with the England average for White and Black Caribbean pupils, indicating these pupils made similar progress in Lewisham compared to their peers across England
- Pupils from a Black Caribbean background had the second lowest progress scores at both Key Stage 2 and Key Stage 4. At -0.37, their Progress 8 score was lower than the England average of -0.24, indicating that Black Caribbean pupils are making less progress in Lewisham than their peers across England
- When taken as a whole ethnic group, Black pupils have a negative Progress 8 score. However, this masks differences between Black African and Black Caribbean pupils. Black African pupils have a positive Progress 8 score, while the score for Black Caribbean pupils is negative.

Outcomes 2019 – 2023 (KS2) – Appendix 1 (pages 10 – 12)

- Overall, the proportions of pupils from almost all ethnic backgrounds that reached the expected or higher standard in reading, writing and maths in Lewisham fell from 2019 to 2023. However, the progress scores of these pupils were generally much higher in 2023, indicating more progress from Key Stage 1 to Key Stage 2 in Lewisham compared to their peers in 2019.
- Outcomes in 2019 compared to 2023 at Key Stage 2 (RWM) are a decline for Black African pupils at 10%, Black Caribbean at 5%, Any other Black Background at 8%, White and Black African at 1%, however the gap for White and Black Caribbean pupils widen to 20%. Progress for all of the named groups above continued to decrease over the same period with the exception of Black Caribbean pupils which increased. These outcomes vary greatly across all schools and it correlates with the ongoing challenge of persistent absence from school. Work with primary schools with combined reading, writing and maths outcomes in conjunction with attendance issues will be meeting with the Head of Lewisham Learning in Spring 2024 to gain further insights and progress towards improving outcomes in Summer 2024. Five primary schools are currently receiving medium level support from Lewisham Learning, with a focussed lens on improving outcomes for all groups.
- White and Black Caribbean pupils saw a large change in the proportion of pupils that achieved the expected or higher standard in reading, writing and maths.
- The proportion of White and Black Caribbean pupils that reached the expected or higher standard in reading, writing and maths saw a decrease from 64% in 2019 to 44% in 2023.
- Pupils from White and Black Caribbean background had the lowest progress score of any ethnic group in both years. This progress score decreased by 0.12 points from 2019 to 2023, making White and Black Caribbean pupils the only ethnic group that made less progress in 2023 than in 2019.

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Outcomes 2019 – 2023 (KS4) – Appendix 1 (pages 13 – 15)

- Pupils from any Black ethnic background saw an improvement in their Progress 8 scores. The positive Progress 8 score of Black African pupils in 2023 indicated that, unlike in 2019, these pupils made positive progress at Key Stage 4.
- Additionally, pupils from Black Caribbean background saw a 2.8 point increase in their average Attainment 8 score in 2023 compared to 2019. The Progress 8 score of these pupils increased by 0.29 points in 2023, indicating that Black Caribbean pupils made more progress in Lewisham compared to their peers with similar prior attainment in 2019.

Actions:

- School Improvement Partners from Lewisham Learning to support school leaders to focus on improving outcomes for all pupils, with a particular focus on reducing disproportionality for identified ethnic groups.
- Core visit reports to schools to include a detailed breakdown on actions the school has undertaken to improve the diversity of the curriculum, reduce exclusions and suspensions and improve attendance for ethnic groups that have overtime been disproportionately disadvantaged.

5. Legal implications

There are no legal implications

6. Equalities implications

Under the Equality Act 2010, public authorities are required to have due regard to equality impacts when making decisions in the exercise of their functions (Public Sector Equality Duty, PSED). In particular, public authorities are required to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:

- Age
- Disability
- gender reassignment
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

Lewisham Education strategy 2022-2027 reflects the Council's commitment to reducing achievement gaps and negative disproportionality in educational outcomes for specific groups of children and young people. This involves recording and reporting on data around protected characteristics by groups, as presented in this report. This data informs both how we deliver our

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business as usual functions and the development of strategies and programmes to tackle these inequalities.

The work of the schools’ Tackling Race Inequality Steering Group is specifically focussed on addressing the poorer education outcomes achieved by young people from a Black background and in particular with a Black Caribbean heritage.

7. Climate change and environmental implications

There are no climate change and environmental implications

8. Crime and disorder implications

There are no crime and disorder implications

9. Health and wellbeing implications

There are no health and wellbeing implications

10. Financial implications

Tackling Race Inequality in Education (TRIE) is a three-year project, allocated £300,000 to support its work. 2023-24 is the final year and an option to extend the project will be reviewed by the Tackling Race Inequality in Education Steering Group.

11. Background papers

Children and Young People Select Committee, January 2023 – [Tackling Race Equality in Education](#)

12. Glossary

Term	Definition
AP	Alternative provision: places that provide education for children who are unable to go to a mainstream school.
Attainment Eight (8)	Accountability measure introduced in 2016. This calculates how well each pupil did across four 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 three other subjects
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
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 required in a school
EYFS	Early Years Foundation Stage- learning, development, and care of children from birth to 5 years

Term	Definition
GCSE	General Certificate of Secondary Education: main qualification at year 11 (age 16)
GLD	The Good level of Development: as assessed at the end of early years foundation stage
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)
KS4	Key Stage 4: school years 10 and 11 (ages 15 to 16)
Lewisham Learning	Partnership established by school leaders and the local authority to deliver high quality school improvement to all Lewisham schools.
Progress Eight (8)	Progress Eight is determined by comparing each student's Attainment 8 score to those nationally of other students who had the same KS2 SATs results. This measures the progress each student has made from Year 6 to Year 11.
PRU	Pupil referral unit: provision for children excluded from mainstream school or in need of specialist provision because unable to attend school
SATs	Standard Assessment Tests measure children's educational achievement in years 2 and 6
SEND	Special Educational Needs and Disability

13. Report author(s) and contact

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14. Appendices

Appendix 1: Race Equality Analysis (December 2023) Provisional Data

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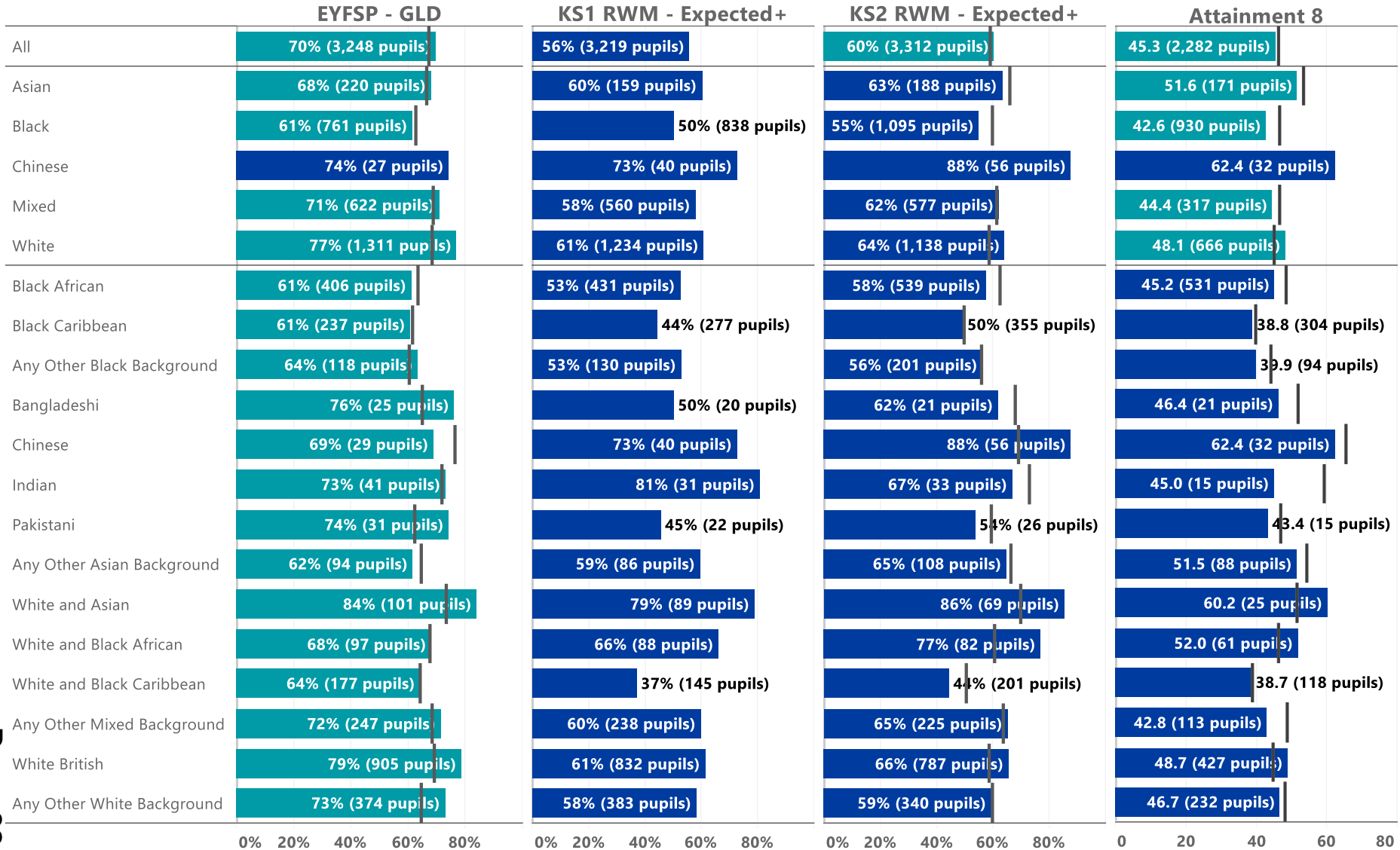
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Race Equality Analysis (*DRAFT*)

Lewisham

December 2023

All Phases - Attainment (2023)



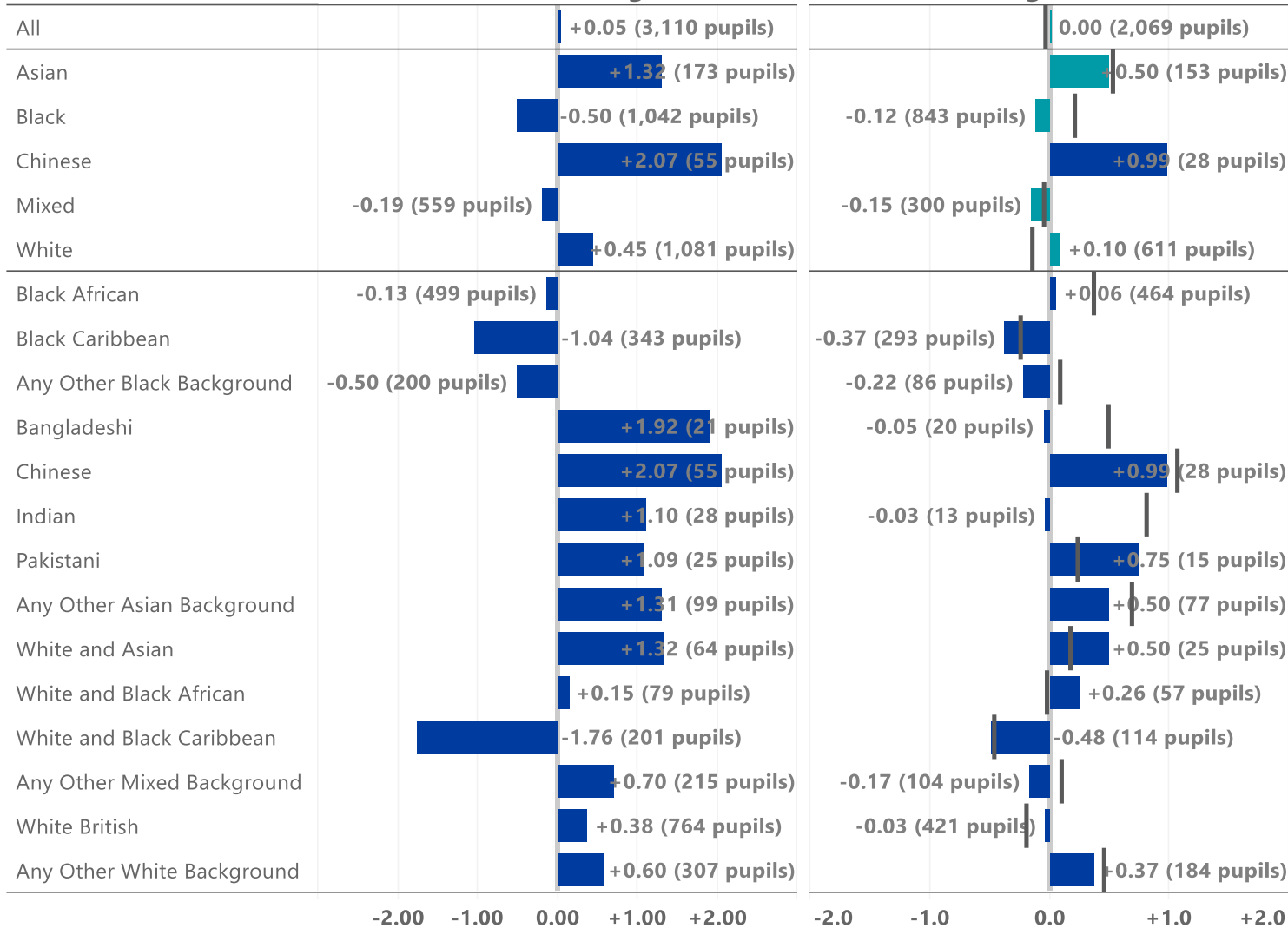
■ Lewisham (Internal Data)
■ Lewisham (Published Data)
 England

- While outcomes for Lewisham pupils as a whole were relatively in line with the England averages, there is a lot of variation between ethnicities
- Pupils from a **White and Black African** and **White and Asian** ethnic background in Lewisham **outperformed** their peers across **England** at both **Key Stage 2** and **Key Stage 4**
- In contrast, **White and Black Caribbean** pupils were the **lowest performing** ethnic group at **Key Stage 1, Key Stage 2** and **Key Stage 4**
 - However, while they had the **lowest average Attainment 8 score** of any ethnic group in Lewisham, this was **in line with** the **England average**
- Similarly, at 38.8, **Black Caribbean pupils** had the **second lowest Attainment 8 score** of all ethnic groups in Lewisham, but this was only **slightly below** the **England average**
- Analysing attainment for Black pupils as a whole masks relatively large differences between **Black African** and **Black Caribbean pupils**
 - For example, there was **more than half** a grade's difference in the average Attainment 8 score between **Black African** and **Black Caribbean pupils**
- Additionally, there was a lot of within-group **difference** for **Asian pupils**, with **Indian pupils** outperforming **Pakistani** and **Bangladeshi pupils** at both **Key Stage 1** and **Key Stage 2**
 - However, at **KS4 Indian pupils fell the furthest below** their **England average Attainment 8 scores**. With an **average Attainment 8 score** of 45.0, Indian pupils in Lewisham scored almost one and a half grades **lower** than the **England average**
 - These numbers should be treated with caution as there were very small numbers of Indian, Bangladeshi and Pakistani pupils at Key Stage 4

All Phases - Progress (2023)

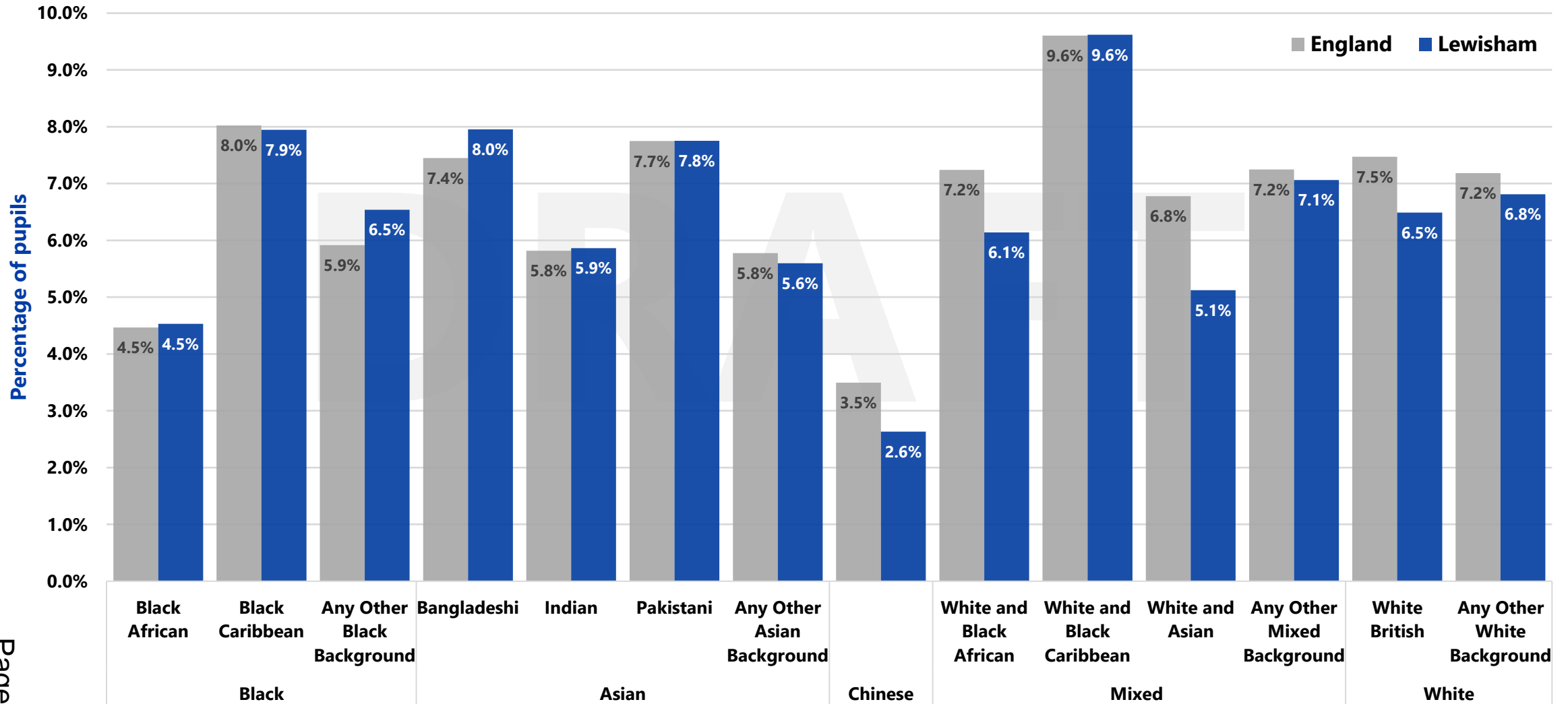
KS2 RWM - Progress

Progress 8



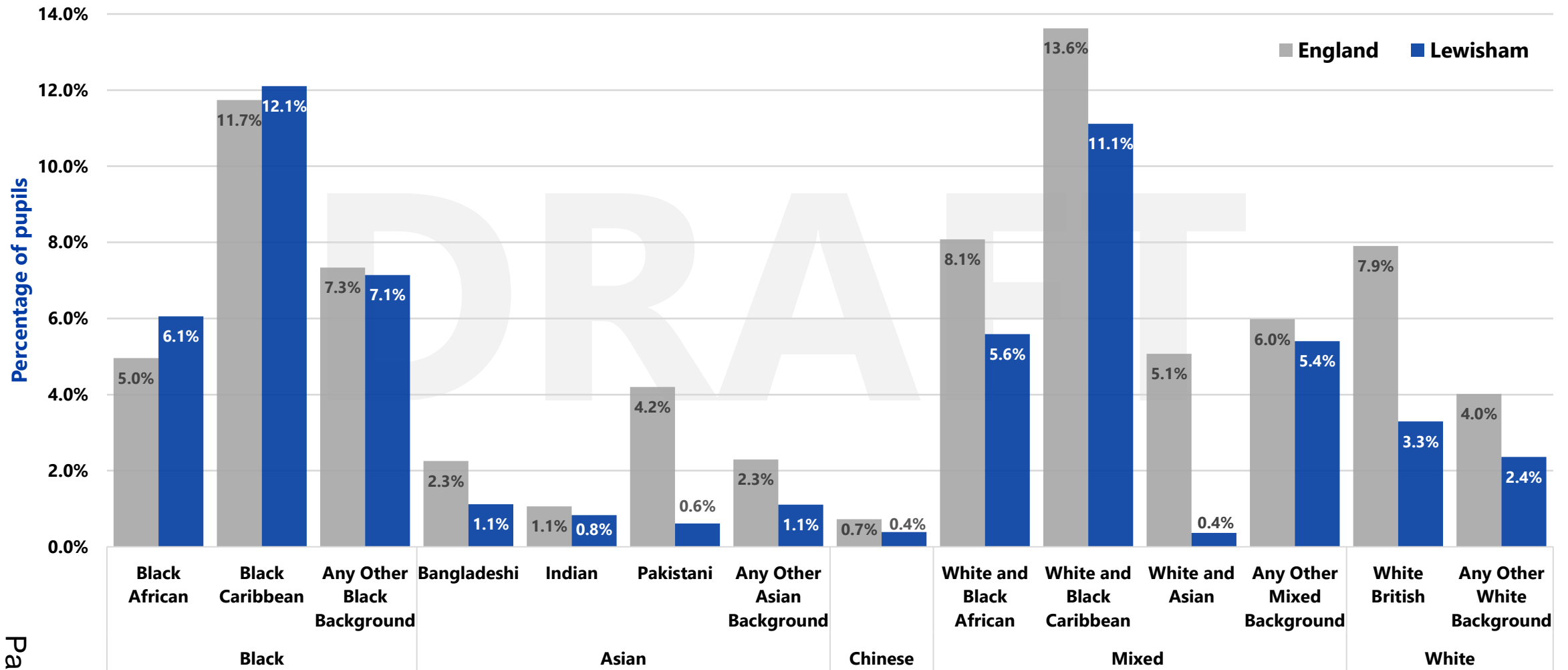
- **Asian** pupils had some of the **highest progress** scores in **Key Stage 2**. However, performance at Key Stage 4 was more mixed, with negative Progress 8 scores for Bangladeshi and Indian pupils
- Pupils from a mixed **White and Asian** ethnic background had **positive progress scores**, indicating a better than expected performance when considering prior attainment
 - They also had a higher Progress 8 score than the England average, indicating these pupils made more progress in Lewisham than their peers across England
- Similarly, **White British** pupils had a **higher Progress 8 score** compared to their peers across England
- **White and Black Caribbean** pupils had the **lowest progress scores** at both **Key Stage 2** and **Key Stage 4**, indicating that they made less progress compared to pupils with similar prior attainment
 - However, their Progress 8 score was in line with the England average for White and Black Caribbean pupils, indicating these pupils made similar progress in Lewisham compared to their peers across England
- Pupils from a **Black Caribbean** background had the **second lowest progress scores** at both **Key Stage 2** and **Key Stage 4**
 - At -0.37, their **Progress 8** score was **lower** than the **England** average of -0.24, indicating that Black Caribbean pupils are making less progress in Lewisham than their peers across England
- When taken as a whole ethnic group, **Black** pupils have a negative Progress 8 score. However, this masks differences between **Black African** and **Black Caribbean** pupils. Black African pupils have a positive Progress 8 score, while the score for Black Caribbean pupils is negative.

All Phases – Absence (2023)



- The overall **absence rate** of pupils from a mixed **White and Asian** ethnic background was **below** the **England average**
 - At 1.7% points, this was the **largest difference** between **Lewisham** and the **England** average of any ethnic group
- Similarly, **White British** pupils in Lewisham also had a **lower** absence rate compared to the **England average**
 - Specifically, with an absence rate of only 6.5% in Lewisham, this was 1.0% points lower than the England average
- **White and Black Caribbean pupils** had the **highest absence rate** of any ethnic group in Lewisham. However, at 9.8%, this was **in line** with the **England** average
- While **Black Caribbean pupils** had a much **higher absence** rate than **Black African pupils**, this is a trend seen across England
 - Additionally, while the **absence rate** of **Black African** pupils was **in line** with the **England** average, the rate of **Black Caribbean** pupils in Lewisham was **slightly below** the **England** average
- There was also variation within the Asian ethnic group. The **absence rate** of **Bangladeshi, Indian and Pakistani pupils** was **slightly above** the **England** average, while **Chinese pupils** in Lewisham had **lower** absence rates compared to the **England** averages

All Phases – Suspensions (2022*)

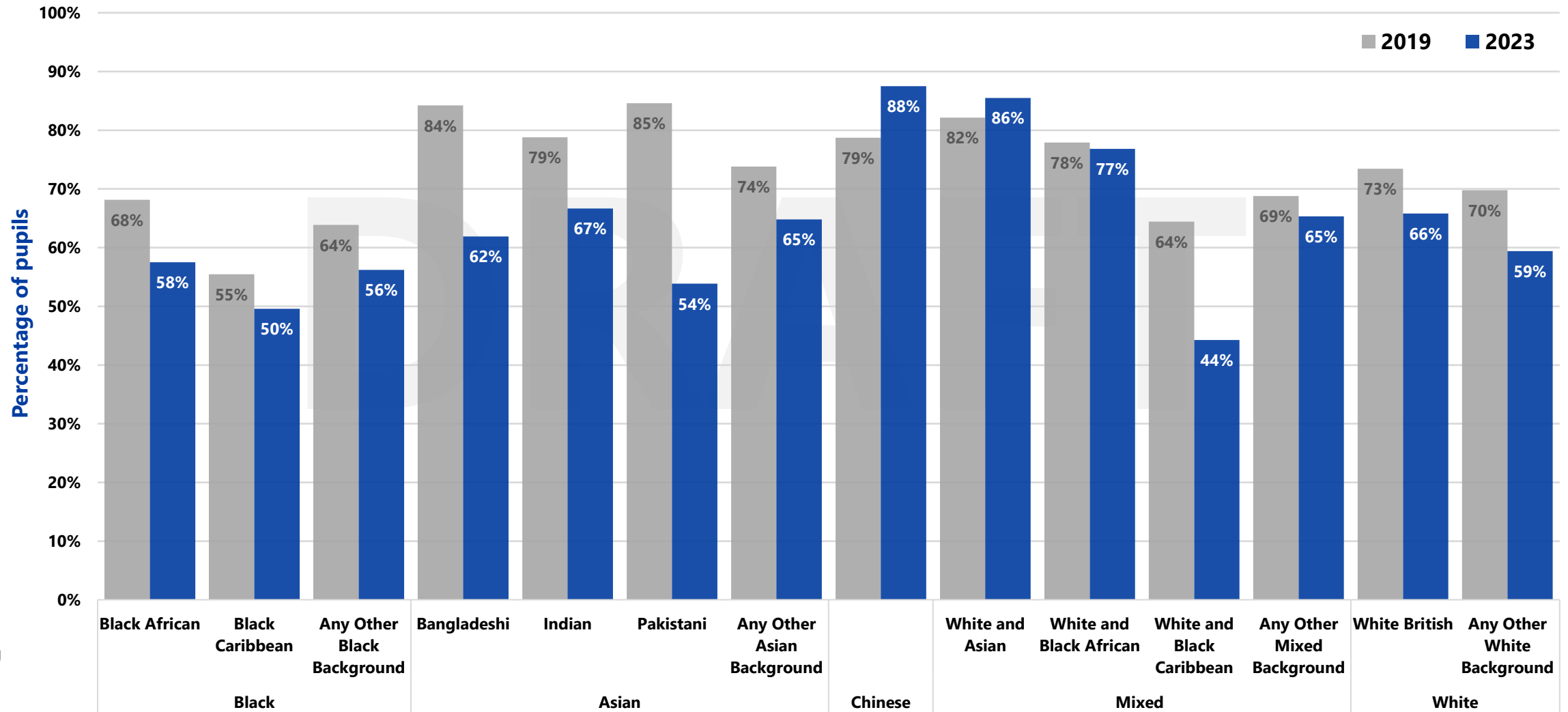


* This is the most recent data for a full year of suspensions (previously known as fixed term exclusions)

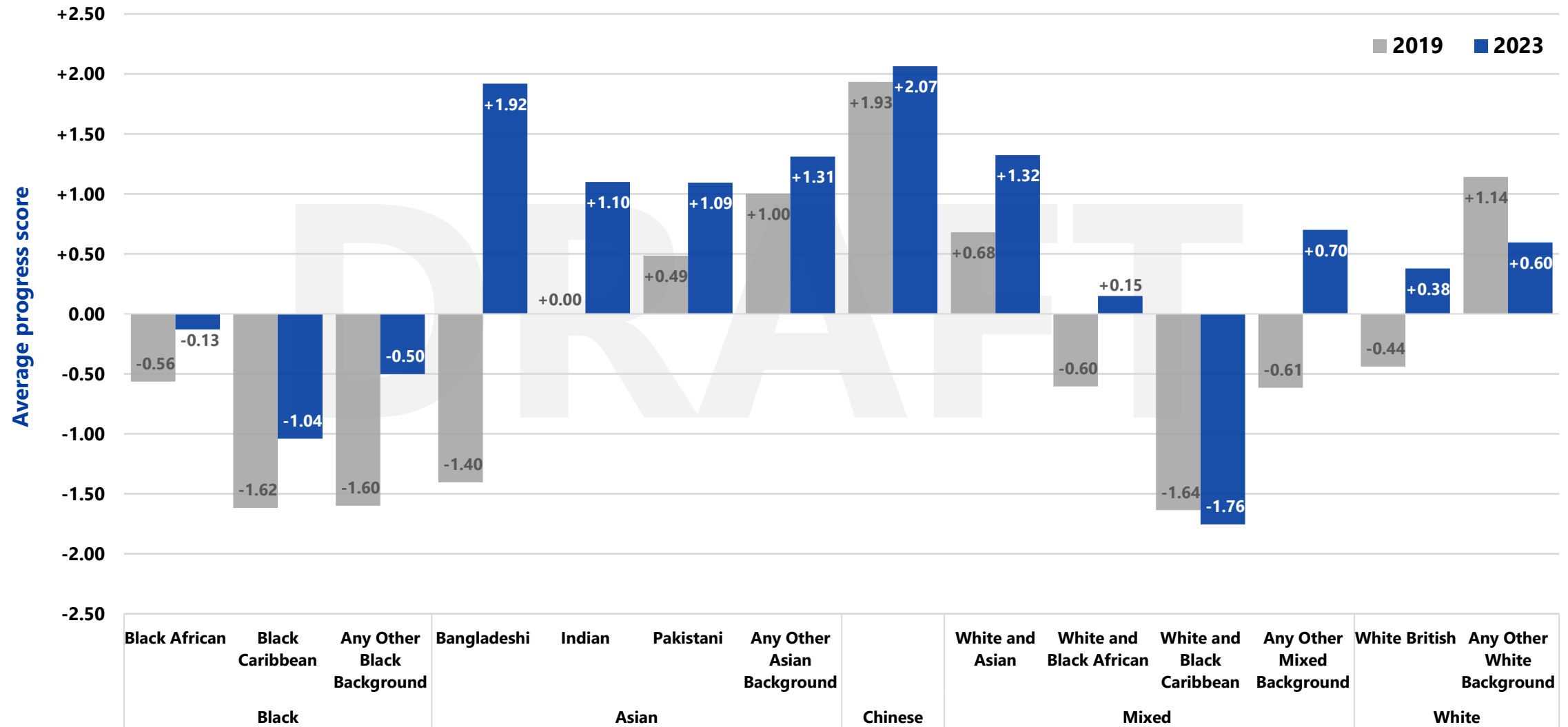
All Phases – Suspensions (2022*)

- Across the **majority of ethnic groups**, the **suspension rate** in **Lewisham** was **below** the **England** average. The only exceptions were for **Black Caribbean** and **Black African** pupils, where the suspension rate was **above** the **England** average
 - This was most marked for Black African pupils where, at 6.1%, their suspension rate was 1.1% points higher than the England average
- **Black Caribbean** pupils had the **highest suspension rate** in Lewisham, but at 12.1%, this was very similar to the England average of 11.7%
- Pupils from a mixed **White and Black Caribbean** background had a suspension rate in Lewisham that fell far below the England average
 - With a suspension **rate** of only 11.1%, this was 2.5% points **below** the **England** average
- Similarly, at only 0.4%, the **suspension rate** of **White and Asian** pupils in Lewisham was 4.7% points **lower** than the **England** average
- This small rate of suspensions was also seen for Pakistani pupils. At only 0.6%, the **suspension rate** of **Pakistani** pupils was particularly **low** compared to the **England** average rate of 4.2%
- **White British pupils** also had a suspension rate that was **much lower** than the **England average**
 - Specifically, only 3.3% of **White British pupils** in Lewisham were **suspended** compared to the England average of 7.9%

Key Stage 2 - Attainment (2019 vs 2023)

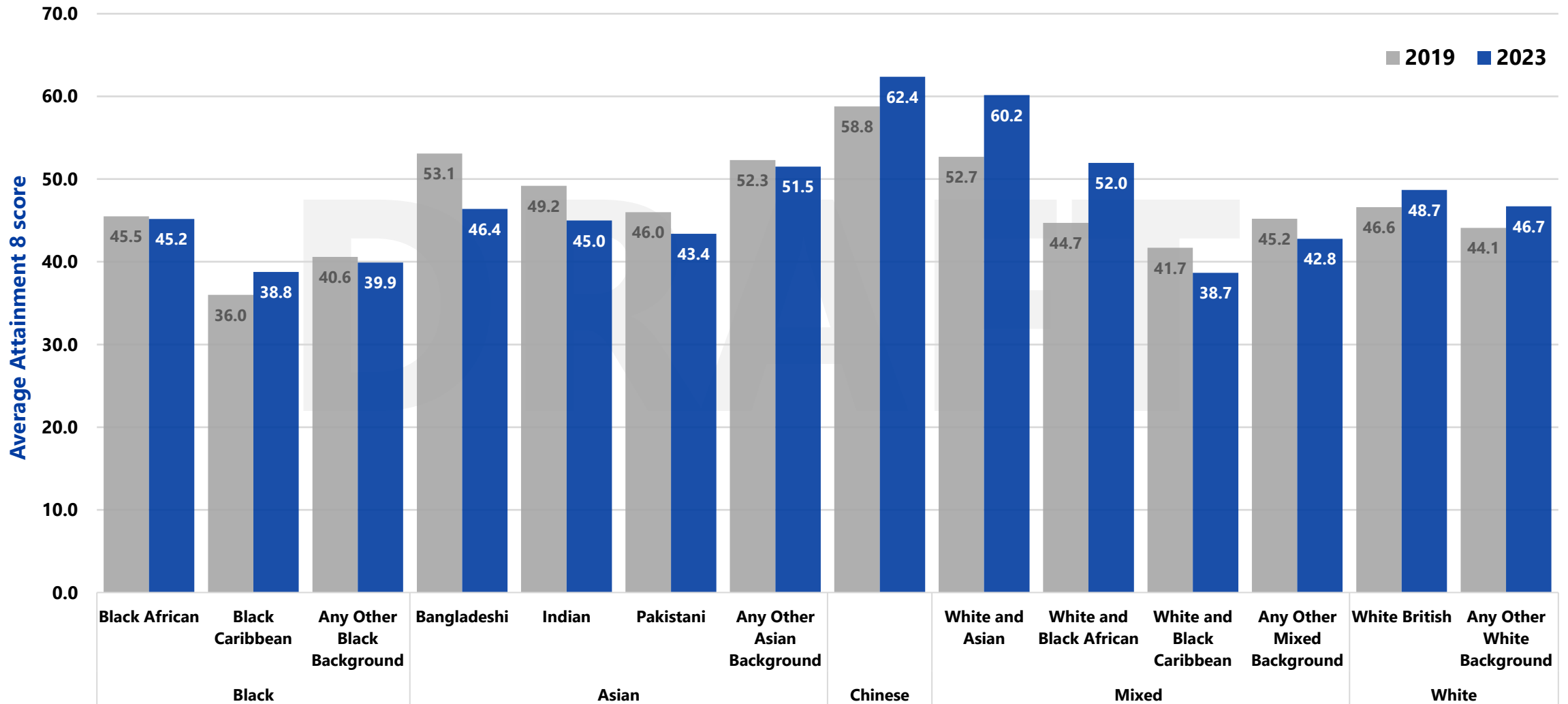


Key Stage 2 - Progress (2019 vs 2023)

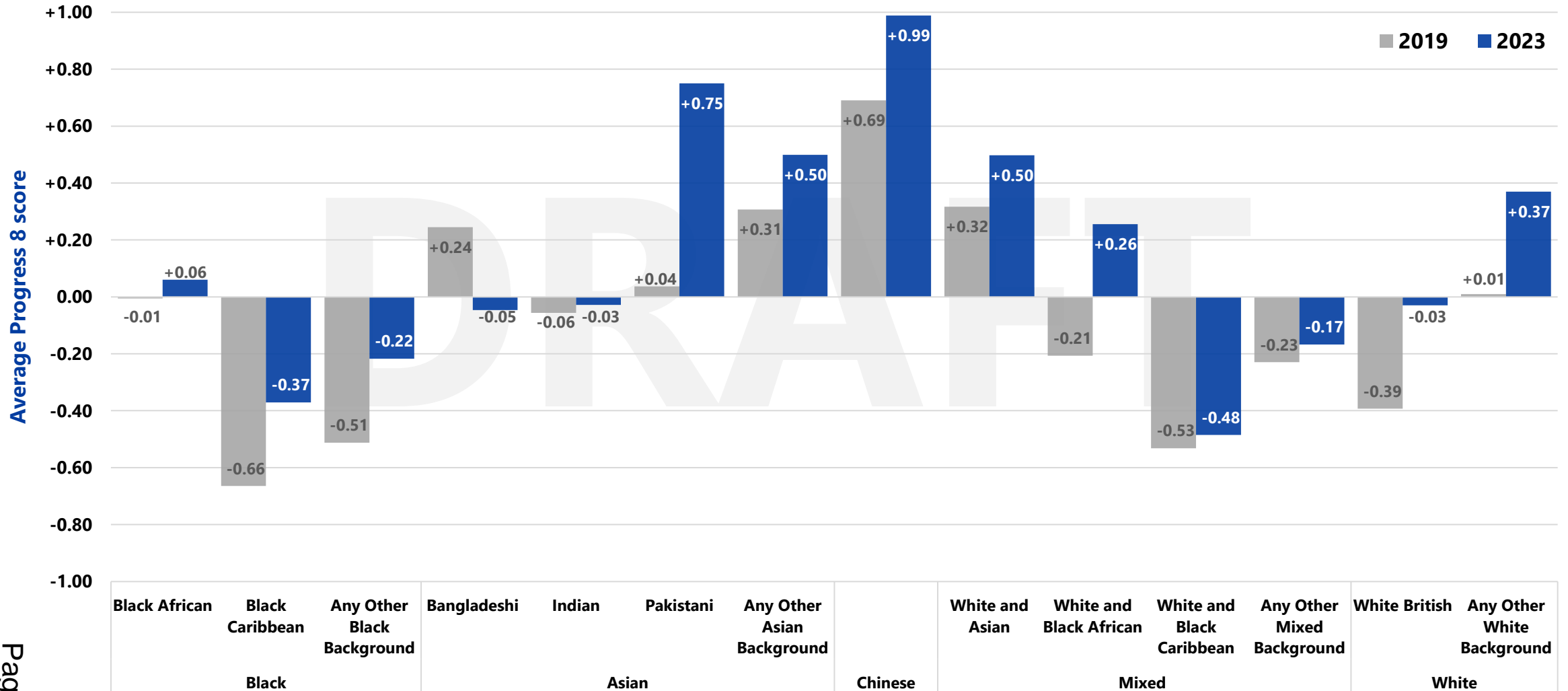


- Overall, the proportions of pupils from almost all ethnic backgrounds that reached the **expected or higher standard in reading, writing and maths** in Lewisham **fell** from **2019 to 2023**. However, the **progress scores** of these pupils were generally much **higher** in 2023, indicating **more progress** from Key Stage 1 to Key Stage 2 in Lewisham compared to their peers in 2019
- The proportion of pupils from any **Asian** ethnic background achieving the **expected or higher standard in reading, writing and maths** saw particularly **large decreases** from 2019 to 2023, but they had the **highest increases** in **progress scores** in 2023
 - However, these values should be treated with caution due to small numbers of Pakistani, Indian and Bangladeshi pupils
- **White and Black Caribbean** pupils saw a **large change** in the proportion of pupils that achieved the **expected or higher standard in reading, writing and maths**
 - The proportion of **White and Black Caribbean pupils** that reached the **expected or higher standard in reading, writing and maths** saw a **decrease** from 64% in 2019 to 44% in 2023
 - Pupils from **White and Black Caribbean background** had the **lowest progress score** of any ethnic group in both years. This **progress score decreased** by 0.12 points from 2019 to 2023, making **White and Black Caribbean** pupils the only ethnic group that made **less progress** in 2023 than in 2019
- In contrast, **White and Asian pupils** continued to perform **particularly well**, with the proportion of pupils that achieved the **expected or higher standard in reading, writing and maths increasing** in 2023
 - Additionally, the **progress score** of these pupils **almost doubled** in 2023 from 2019, indicating that pupils from a **White and Asian background** made far **more progress** from Key Stage 1 to Key Stage 2 in 2023
- Additionally, pupils from any **Black ethnic background** saw an improvement in their progress scores at **Key Stage 2**
 - In particular, the **progress score** of **Black Caribbean pupils increased** by 0.58 points from 2019 to 2023

Key Stage 4 - Attainment (2019 vs 2023)



Key Stage 4 - Progress (2019 vs 2023)



Key Stage 4 - Change from 2019 to 2023

- Pupils from a mixed **White and Asian** ethnic background saw the **largest increase** in their average **Attainment 8** score from 2019 to 2023
 - Specifically, there was a 7.5 point **increase** in their **average Attainment 8 score** from 52.7 in 2019 to 60.2 in 2023
- In contrast, the average **Attainment 8** score of pupils from any **Asian** ethnic background **fell** from 2019 to 2023
 - In particular, **Bangladeshi pupils** saw the **largest decrease** in the **average Attainment 8 score** between 2019 and 2023 of any ethnic group
 - However, despite a **decrease** in the **Attainment 8 score**, **Pakistani pupils** had by far the **largest increase** in their **Progress 8 score** of any other ethnic group
 - These values should be treated with caution due to small numbers of these pupils at Key Stage 4
- Pupils from any **Black** ethnic background saw an **improvement** in their **Progress 8 scores**
 - The **positive Progress 8** score of **Black African** pupils in 2023 indicated that, unlike in 2019, these pupils made **positive progress** at **Key Stage 4**
- Additionally, pupils from **Black Caribbean background** saw a 2.8 point **increase** in their **average Attainment 8 score** in 2023 compared to 2019
 - The **Progress 8 score** of these pupils **increased** by 0.29 points in 2023, indicating that **Black Caribbean pupils** made **more progress** in Lewisham compared to their peers with similar prior attainment in 2019
- Although the **Progress 8 score** of **White British pupils** remained slightly **negative** in 2023, it **increased markedly** from 2019
 - Specifically, this score has **increased** by 0.36 points in 2023 from -0.39 in 2019, indicating that White British pupils made considerably **more progress** at **Key Stage 4** in 2023 than their peers in 2019

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Children and Young People Select Committee

Report title: School Place Planning update

Date: 11 January 2024

Key decision: No

Class: Part 1

Ward(s) affected: Whole Borough

Contributors: Head of Business, Infrastructure, Compliance and Education Operations

Outline and recommendations

This report provides an update on Lewisham's position regarding school place planning, specifically in relation to the changes to primary and secondary forecasts, mitigations in place and an overview of the changes being made to special educational needs and disability (SEND) provision.

CYP Select Committee members are recommended to note and comment on the contents of the report and the attached presentation (Appendix 1)

1. Summary

- 1.1 The report details the falling birth rate in Lewisham (and across the UK) and the impact this has on place forecasting and how the system is dealing with these reductions. It also covers the increased preference for Lewisham secondary schools and the work underway to increase the provision of special educational needs and disability (SEND) places within the borough.

2. Recommendations

- 2.1 CYP Select Committee are recommended to note and comment on the contents of the report and the attached presentation at Appendix 1.

3. Policy Context

- 3.1 Ensuring sufficiency of school places contributes to the following key priority outcome of Lewisham's Corporate Strategy 2022-2026:

Supporting our schools to improve and increasing the opportunities for young people in Lewisham.
- 3.2 Specifically we are helping our schools plan for the future by ensuring that they know how many pupils they are likely to have and reducing the potential for excess spaces within schools. Additionally we are working to increase the provision for children with SEND to meet children's learning needs within the borough.
- 3.3 The Local Authority has a duty to ensure the provision of sufficient places for pupils of statutory school age

4. Background

- 4.1 As previously reported, the UK and London in particular has suffered from two 'shocks' over the past few years that have impacted pupil numbers, namely Brexit and Covid.
- 4.2 Together these have impacted on both the number of families within Lewisham (and surrounding areas) but also the number of people planning to have families.
- 4.3 This has come after a near 10 year boom of pupil numbers which peaked in Reception in 2017.
- 4.4 Alongside this, whilst our primary schools have typically had a very strong reputation, the Secondary sector had been less widely regarded, although we can see this is starting to change following an improvement in educational outcomes.
- 4.5 A lot of work has been put in to ensure that we don't have excessive oversupply of school places in Lewisham, and that we take advantage of spare physical capacity to enable us to cater more widely for Lewisham children in Lewisham, particularly those with Special Educational Needs and Disabilities (SEND).
- 4.6 The presentation at Appendix 1 outlines the current position, actions that have been taken and what the near future holds.

5. Financial implications

- 5.1. Whilst there are no immediate financial implications for the General Fund, there are potential implications for individual schools who could be negatively impacted from falling numbers.
- 5.2. Where this is the case, there is an associated risk that a school in deficit could result in

a pressure on the councils overall funding position

6. Legal implications

- 6.1 The Education Act 1996, Section 14 lays you a local authority's functions in respect of provision of primary and secondary schools:

A local authority] shall secure that sufficient schools for providing primary education and education that is secondary education by virtue of section 2(2)(a) are available for their area.

The schools available for an area shall not be regarded as sufficient for the purposes of subsection unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. In subsection (2) "appropriate education" means education which offers such variety of instruction and training as may be desirable in view of—

- (a) the pupils' different ages, abilities and aptitudes, and*
- (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.*

A local authority in England shall exercise their functions under this section with a view to—

- (a) securing diversity in the provision of schools, and*
- (b) increasing opportunities for parental choice.*

7. Equalities implications

- 7.1 There are no direct equalities implications

8. Climate change and environmental implications

- 8.1 There are no direct climate change implications

9. Crime and disorder implications

- 9.1 There are no direct crime and disorder implications

10. Health and wellbeing implications

- 10.1 There are no direct health and wellbeing implications

11. Background papers

- 11.1 Appendix 1 School Place Planning presentation

12. Glossary

Term	Definition
PAN	Published Admission Number
FE	Forms of Entry
SEND	Special Educational Needs and Disabilities

Term	Definition
PAN	Published Admission Number
FE	Forms of Entry
ASD	Autism Spectrum Disorder

13. Report author and contact

13.1 Matt Henaughan, Head of Business, Infrastructure, Compliance and Education Operations Matt.Henaughan@lewisham.gov.uk 0208 314 3321

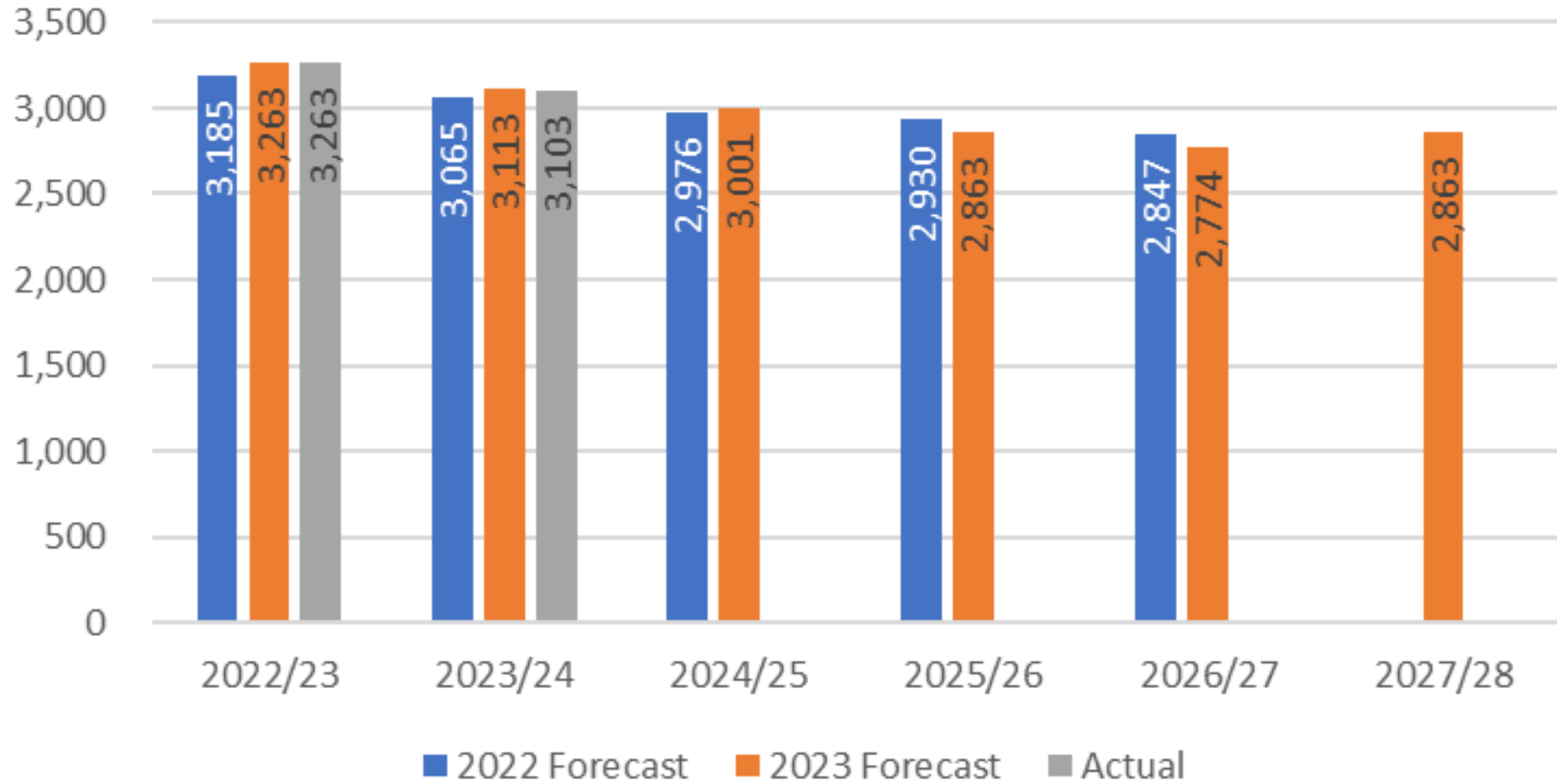
Lewisham School Place Planning

CYP Select Committee – 11 January 2024

Headlines - Primary

- 2023 forecasting predicts a slight increase in numbers compared to previous for the next couple of years. This is driven by the higher than expected numbers for the past 2 years. 2022 actuals were 78 pupils higher than forecast.
- Since 2018 we have taken circa 600 reception places out of the system. But moving forward there is still more work to do.
- Data from the Councils school admissions records for this year's intake shows that the revised forecasting is pretty accurate, with 3,103 on roll as at 6 December 2023 (versus 3113 forecast).
- Bearing this in mind, the current plan of reductions by 1-2FE per year will continue.

Reception



NB. Current PAN 3420

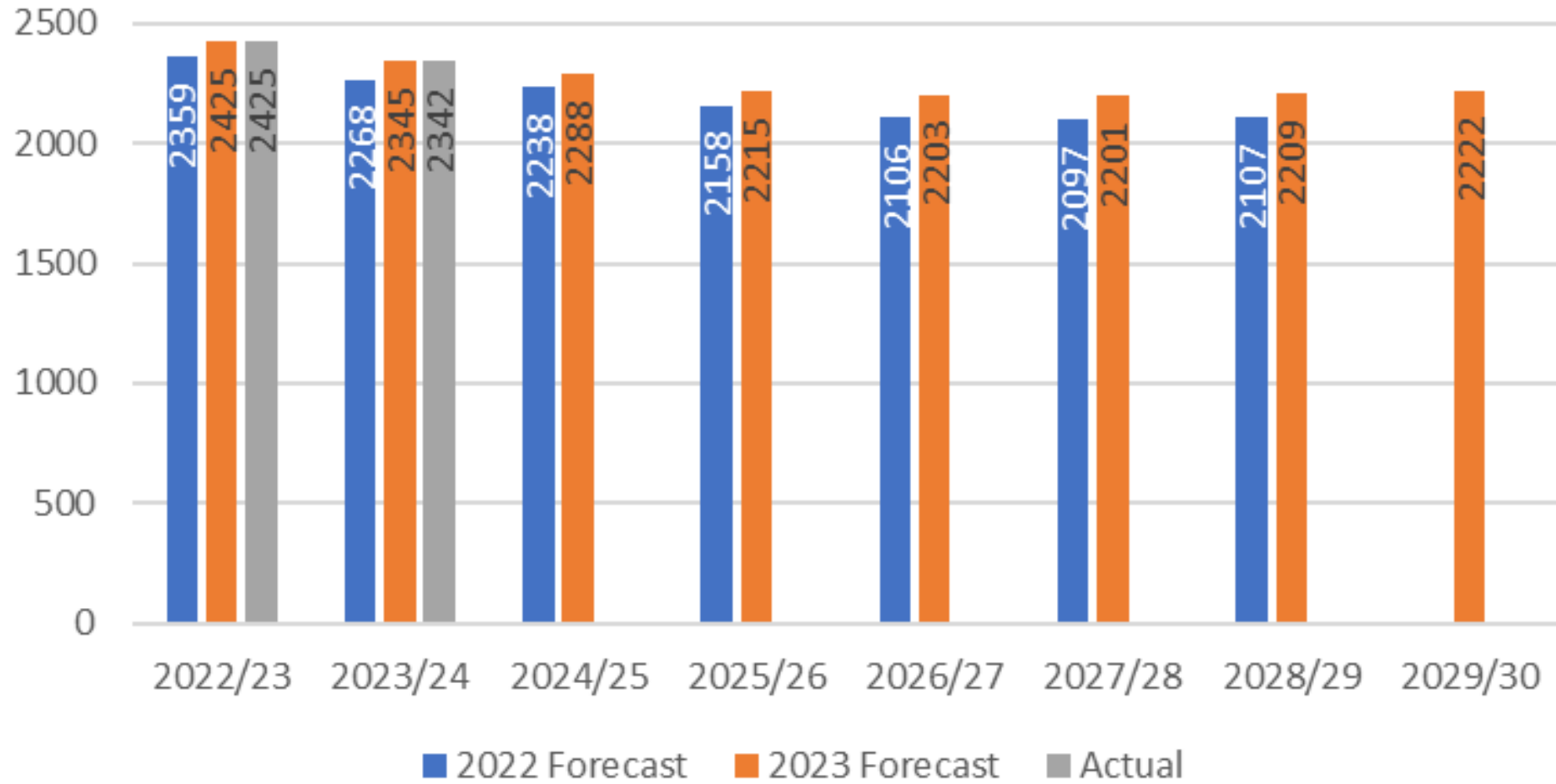
Actions

- Short term – Caps in place in for this academic year 2023/24.
Conversations with schools regarding further actions once Reception rolls known.
- Medium term – Continue working with schools to consider the possibility of in-year Office of the Schools Adjudicator (OSA) applications for Published Admissions Number (PAN) reductions dependent upon application numbers, where appropriate.
Expectations continue to be that we need to reduce numbers by approximately 1-2FE per year either via PAN reduction or capping.

Headlines - Secondary

- Following an increase in applications for 2022/23 which resulted in over-offering at undersubscribed schools we saw a similar pattern for 2023 whereby we over-offered in a number of schools again.
- The highpoint for the primary bulges coming through was in 2022/23, so this is showing that typically Lewisham schools are becoming more popular. The Year 7 cohort in 2022/23 was 66 higher than forecast.
- Data from our admissions records suggests that the new forecasting is pretty accurate with 2,342 on role as at 6 December 2023 versus a forecast of 2,345
- Current primary year group numbers are relatively consistent with cohorts around 3,300 so there should be a steady number of pupils coming through to Year 7 moving forwards.

Year 7



NB. Current PAN 2412

Actions

- Continuing discussions via Secondary Heads regarding future over-offering if needed.

Reminder of options for Reducing Numbers

LA Allocations Cap

- Can vary across year groups
- Not an official reduction in PAN, so cannot override parental choice
- Can be put in place at any point, and removed at any point

In year PAN reduction

- Only applies to that years' 'entry'
- Requires an application to the Office of the Schools Adjudicator
- Needs clear evidence that demand not there
- Decision is not ours
- Takes up to 8 weeks post submission

Options for Reducing Numbers *(cont.)*

Determined Admissions Arrangements PAN reduction

- Next determined admissions arrangements consultation in train for 2025 entry (for community schools)
- Will be a permanent change in PAN
- Decision taken by the Mayor and Cabinet on 24 January 2024

NB – all decisions need input from Governing Body

Wider work on Strategy

- The School Place Planning and Admissions Forum have set up a task and finish group to look at how we go about dealing with over- and under-supply of places.
- First meeting has taken place and a new draft set of over-arching principles has been developed for further discussion.
- Once agreed we will share with Heads and GBs for further discussion and agreement.

SEND – Special Schools and Resource Bases

- Watergate planning application is being submitted. Meanwhile use of the Ladywell Children’s Centre is providing 70 interim places.
- Launcelot Primary School Resource Base agreed for opening January 2024, providing up to 16 places for primary aged pupils with Autism (ASD). This completes the current need for additional primary resource provision.
- Further expression of interest issued for Secondary schools to host Resource Bases.

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Children and Young People Select Committee

Update Report on Adventure Playground (APG) Play Service and Site Maintenance/Development Service Procurement – December 2023

Date: 11 January 2024

Key decision: No

Class: Update

Outline and recommendations

This report provides a status update on the procurement process for the Adventure Playground (APG) Play Service and APG Site Maintenance and Development Service for the CYP Select Committee. The intention is to procure the two services at the same time so that both services are aligned with one another, and they work in partnership with each other. The overall progress has been going well since the start of the project, although some new complexities have necessitated further market engagement and service model reviews, leading to slight delays in the original anticipated timeline.

Timeline of engagement and decision-making

June 2023 – Mayor and Cabinet Pre-Procurement Approval

April/May 2024 – Mayor and Cabinet Award of Contracts

1. Summary

- 1.1. This report provides a status update on the procurement process for the Adventure Playground (APG) Play Service and APG Site Maintenance and Development Service for the CYP Select Committee.
- 1.2. The intention is to procure the two services at the same time so that both services are aligned with one another, and they work in partnership with each other. The overall progress has been going well since the start of the project, although some new complexities have necessitated further market

engagement and service model reviews, leading to slight delays in the original anticipated timeline.

2. Recommendations

- 2.1. This report is an update on the procurement process for the APGs therefore there are no specific recommendations resulting from this report. In summary, whilst there have been some delays in the procurement process, the overall progress is positive, with a focus on refining service specifications as part of the quality assurance process to meet our specific requirements of the APG Play Service and Site Maintenance and Development Service. The revised timeline reflects a commitment to thoroughness and quality in procurement practices, ensuring the successful delivery of services when they go live in July 2024. Further updates will be provided as the procurement process advances.

3. Policy Context

- 3.1 This report aligns with Lewisham's Corporate Priorities, as set out in Lewisham Council's [Corporate Strategy \(2022-2026\)](#):
- Cleaner and Greener
 - A Strong Local Economy
 - Quality Housing
 - Children and Young People
 - Safer Communities
 - Open Lewisham
 - Health and Wellbeing
- 3.2 This report also aligns to Lewisham Council's [Play Strategy 2023-28](#) vision that all Lewisham children will have a variety of supervised and unsupervised places for play within walking distance of their home, and the strategy's three co-produced aims:
- 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.
- 3.3 In addition, this report supports Lewisham Council to meet the Key Recommendations from the Play Strategy:
- The council is 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 use including financial and legal implications and community engagement.

- The council will 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.

4. Background

- 4.1. There are five adventure playgrounds (APGs) in Lewisham: The Dumps; Home Park; Honor Oak; Ladywell Fields and Richard MacVicar. These services form part of the universal offer to children and young people (CYP) and are free to access.
- 4.2. Currently, there are two contracts relating to adventure playgrounds – the Site and Ground Maintenance Contract and the Play Service. Since June 2021, the Site and Ground Maintenance Service is delivered by London Play Design and since April 2021, the Play Service is delivered by Youth First as an added service to their main contract for the provision of youth services. Youth First offers two sessions at three APGs after school and includes activities during school holidays. Play sessions are delivered at the Dumps, Honor Oak and Home Park (Ladywell Fields remains closed due to health and safety reasons). Richard MacVicar is currently operating as a Youth Club but has recently started to provide one APG session per week. London Play Design works across all the APG sites as these sites need continuous maintenance to ensure the safety of CYP.
- 4.3. Lewisham Council is proud to be one of the top five London boroughs in terms of the number of adventure playground sites and is committed to retaining this achievement. However, maintaining and developing the APGs (including the wider sites/grounds) comes with challenges - particularly given the sustained cuts local authorities have faced due to austerity. Since 2009-10, central government funding has reduced significantly and has made it extremely difficult for local authorities, like Lewisham, to maintain APGs and provide sustainable play sessions year-round.

5. APG Play and Site Maintenance Procurement Update

The Service Model

- 5.1. In June 2023, Mayor and Cabinet approved the procurement of two interconnected services – APG Play Service and APG Site Maintenance and Development Service. The contracts for these services will be five-years with the option to extend for a further two-years. Each service carries its own set of responsibilities but will work together in partnership with Lewisham Council to increase play sessions and enhance the APG sites over the lifetime of the contract. The service specific are as followed:

APG Play Service Responsibilities:

- Delivery and growth of APG play sessions across the five sites.
- Income generation – commercialisation and fundraising initiatives.
- Leading the development of a comprehensive five-year master development plan - focusing on reducing and replacing large play structures across APG sites to modernise and increase the life cycle.

Site Maintenance and Development Service Responsibilities:

- Execution of routine equipment and ground maintenance across all five APG sites so they remain safe and open throughout the lifetime of the contract.
- Implementation of the five-year master plan (refreshed annually) formulated in partnership with the Play Service.
- Work collaboratively to ensure the upkeep and development of APG sites.

Overall Objectives:

- Enhance play services and facilities at APG sites so that more Lewisham young people can benefit from the sites.
- Implement the master development plan to increase the life span of the structures.
- Foster collaboration between the Play Service, Site Maintenance and Development Service, and the Council with a partnership approach to meeting our shared objectives.
- Achieve a cohesive and integrated approach to service delivery.

5.2. The service models delineate the specific roles of each service but also emphasise the importance of working together in partnership to achieve our shared goals. The partnership with the Council will further underscore the commitment to a holistic and comprehensive enhancement of our APG sites, recognising that the Council alone cannot meet the challenges of operating and maintaining the sites. The partnership approach is designed to draw on the considerable knowledge and expertise of the voluntary and community sector.

5.3. Procurement Update:

The procurement process for both the APG Play Service and Site Maintenance and Development Service has advanced significantly. The initial stages involved stakeholder consultations and market assessments to ensure a thorough understanding of service requirements and provider capabilities. This was to ensure the services could be procured to meet our objectives of increasing APG play sessions, maximising site usage, and developing a sustainable operating model that will generate funding to replace/redevelop the sites as required over the lifetime of the contract.

5.4. Progress Achieved to Date:

- **Stakeholder Engagement:** Extensive consultations with relevant stakeholders have been conducted to gather input on service specifications and requirements. Feedback has been instrumental in refining the procurement approach and service models.
- **Market Assessment:** A comprehensive analysis of the market has been undertaken to identify potential providers and assess their capacity to meet our specified needs.

- **Service Specification Development:** The development of service specifications has been a collaborative effort involving engagement with potential providers. This iterative process aims to align service expectations with provider capabilities and the borough's needs.

5.5. Challenges and Delays:

- **Complexities in Service Specifications:** Some additional complexities in defining precise service specifications for both service models and understanding the nuances between them have arisen. This has required additional engagement with potential providers and quality assurance to maximise the chances of a successful procurement. This will also avoid complications in the life of the contract due to uncertainties/ambiguity with the service models. This step is crucial to ensure that the final specifications align with provider capabilities and our expectations for high-quality service provision for our children and young people.
- **Extended Market Engagement:** To address the identified complexities, an extended period of market engagement has been necessary. This ensures that the service specifications and tender documentation adequately reflect the nuances of the APG Play Service and APG Site Maintenance and Development Service. This has taken the form of individual meetings with potential suppliers to test the proposed models and take on board any additional feedback.
- **Complexities with the APG Site Leases:** Good progress was also made at resolving the issues related to seeking permission from the freeholder of Honor Oak APG for the Council to be able to lease the site to another party and the removal of a legal restriction placed by the Community Fund on the title deeds of Home Park APG. In addition, officers also complied with S123 of the Local Government Act 1972 which required for a public notice to be advertised in a local paper that set out the Council's intention to lease the APG sites.

5.6. Whilst the procurement is ongoing, the current APG Play Service, which is provided by Youth First, will remain in place.

5.7. Next Steps / Revised Timeline

Commissioning Task	Timeline	Comments
Extended one to one market engagement sessions	November – December 2023	To maintain the interest of the market and ensure that the service model is deliverable.
Executive Director Contract extension report sign off for extending the contracts for the Play Service and the Site and	December 2024	To ensure that services are running during finetuning of the APG procurement process

Ground Maintenance Service		
Revised specification/tender documents sign off by procurement/legal team:	Early January 2024	The specifications and tender documents are required to be signed off by procurement/legal teams.
Tender Live (Originally planned for October/November 2023)	Mid - January 2024	Tender will be live for a minimum of 30 days.
Tender Evaluation	End of February / early March 2024	Estimated two-week turnaround.
Mayor and Cabinet Approval of Contract Award and granting of leases (Originally planned for January 2024)	April or May 2024	Awaiting confirmation of dates for 2024-25 Mayor and Cabinet to confirm.
Services go live (Originally planned for April 2024)	July 2024	To be confirmed once Mayor and Cabinet dates for 2024-25 are set.

6. Financial implications

- 6.1. The costs of the Adventure Playground (APG) Play Service and APG Site Maintenance and Development Service are met from the Commissioned Contracts for Youth Services budget, which is currently £1.743m.
- 6.2. The cost of the APG service in 2023/24 is expected to be £138k and the Maintenance Contract is £94k.
- 6.3. The budget also funds the youth service, currently contracted to Youth First at a cost of £1.25m, with the remainder of the budget funding youth service grants and repairs and maintenance of the estate.

This is an update report and no decisions are required that impact financially.

7. Legal implications

- 7.1. This is an update report and no decisions are required and therefore no legal implications.

8. Equalities implications

- 8.1. An Equalities Impact Assessment is being completed as part of the tender and procurement plan and will be shared as part of the full Mayor and Cabinet

Report.

9. Climate change and environmental implications

9.1. This is an update report and no decisions are required that impact this area.

10. Crime and disorder implications

10.1. This is an update report and no decisions are required that impact this area.

11. Health and wellbeing implications

11.1 This is an update report and no decisions are required that impact this area.

12. Report author and contact

12.1 Simon Whitlock, Head of Joint Commissioning

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Children and Young People Select Committee

Report title: **Update Report on Family Hubs and the Start for Life Programme January 2024**

Date: 11 January 2024

Key decision: No

Class: Update for information only

Ward(s) affected: all

Contributors: Lorraine Harker, Family Hubs Project Manager

Outline and recommendations

In November 2021, the National Government Policy on Family Hubs was announced with all local authorities needing to establish Family Hubs by 2025. Lewisham was selected as one of 75 local authorities to receive funding (approximately £4m) to create Family Hubs and Start for Life Services.

Family Hubs offer support to families with children from 0-19 or up to 25 for those with special educational needs.

The purpose of this paper is to provide a brief update to the Select Committee on progress made so far in the introduction of Family Hubs and the Start for Life Programme.

Timeline of engagement and decision-making

November 2021: Government policy on Family Hubs announced.

April 2022: Lewisham selected as local authority area to receive Start for Life funding.

July 2022: Recommendation to extend Children and Family Centre contracts for one year agreed by Mayor and Cabinet.

August 2023: Executive Director approves development of plans to review, redesign, and integrate the Children and Family Centre provision into the developing Family Hub offer.

September 2023: Consultation and co design of new offer with Children and Family Centres.

September – October 2023: Public and Stakeholder Consultation.

6 November 2023: Application submitted to Department for Education's Families First for Children Pathfinder Programme (Wave 2).

December 2023: Outline of new early childhood offer presented to Mayor and Cabinet for approval.

March 2024: Mayor and Cabinet approval of options to implement new early childhood offer and accept DfE Families First for Children Pathfinder Programme (if bid is successful)

1. Summary

1.1. Family Hub sites

Family Hubs operate under a hub and spoke model with a central Hub providing the main activities, supported by spokes across each area including Children's Centres, Health Centres, Libraries and Youth Centres (table 1).

Table 1 - Family Hubs and Potential Spokes

Areas	Family Hubs	Potential Spokes				
		Children and Family Centres	Youth Centres	Adventure Playgrounds	Health Centres	Others
Area 1	Clyde Family Hub (Clyde Nursery) Honor Oak Family Hub (Youth Centre)	Evelyn Children and Family Centre	Riverside Youth Centre Woodpecker Youth Centre	Richard MacVicar Adventure Playground Honor Oak Adventure Playground	Mulberry Hub at Waldron Health Centre Honor Oak Health Centre	
Area 2	TBC	Ladywell Children and Family Centre		Ladywell Fields Adventure Playground	Lee Health Centre Kaleidoscope	Catford Library Glass Mill Leisure Centre Lee Health Centre Lewisham Shopping Centre Lewisham Library Manor House Library
Area 3	Dowderry Family Hub (Children and Family Centre)	Marvel Lane Children's Centre	Bromley and Downham Youth Centre Grove Park Youth Centre		Downham Health and Leisure Centre	Goldsmith Community Centre Phoenix (Green Man) Torridon/Corbett Community Library
Area 4	Bellingham Family Hub (Children and Family Centre)	Kelvin Grove and Eliot Bank Children and Family Centre	Bellingham Gateway Youth Centre TNG Youth Centre	Dumps Adventure Playground Home Park Adventure Playground	Sydenham Green Health Centre	Forest Hill Library Sydenham Library

1.2. Of the £4m provided to Lewisham, only £192k could be used for capital spend which meant that wherever possible existing assets have been used.

1.3. Area 1 Clyde Family Hub

Located in Clyde Nursery, the Clyde Family Hub was opened in April 2023 as the pilot Family Hub with a launch event in May 2023. Services on site include advice and guidance by the Family Navigator, antenatal education sessions and clinics by midwifery, child development checks and baby weigh-in clinics by Health Visitors, employment advice from Lewisham Works and the Department of Work and Pensions, who also provide benefit and debt advice along with the Family Information Service. Stay and Play sessions are run which provide an opportunity for the Family Navigator and other services to talk to families about any their needs and any support they may require.

An independent evaluation was undertaken during October 2023 of the pilot of Clyde Family Hub focusing on what had gone well during the implementation and identifying any areas of improvement for the future Hubs. It captured feedback from service users, staff and partners and actions are being put in place for improvement where necessary. See section 7.

1.4. Area 1 Honor Oak Family Hub

A second Family Hub will open in Area 1 in Honor Oak Youth Centre by March 2024. This is due to the geographical divide in the area and will enable us to expand the Hub offer to young people who already use the site. This is a large building which is currently only used twice a week in the late afternoon/event for youth club activities.

1.5. MOPAC funding has been received to provide a more secure entrance and reception area and building work commences in the New Year to transform it into a Family Hub providing activities and support during the day for families whilst enhancing its youth activities later in the day.

1.6. Area 2 Family Hub to be confirmed

Discussions are underway with health colleagues about the possible use of the Kaleidoscope Child Development Centre as the Area 2 Family Hub.

1.7. A Project Board has been established and the Family Hub space requirements have been provided to the Project team including all activities that ideally will need to be on site.

1.8. It has been stressed to the Project Board that the Area 2 Family Hubs needs to be open by March 2025 to meet the DfE's requirements.

1.9. Area 3 Donderry Family Hub

As a Children and Family Centre, Donderry was already providing many of the activities required of a Family Hub.

1.10. Building works on an unused creche area in the centre have been completed to provide a base for the Family Thrive team and other partners such as Department of Work and Pensions.

1.11. IT are working to improve network access so that Lewisham staff can access systems and once this is resolved the Donderry Family Hub can officially open.

1.12. Area 4 Bellingham Family Hub

Bellingham Children and Family Centre has become the Family Hub for Area 4.

1.13. Again as an existing Children's Centre many of the Family Hub activities were already taking place on site. Building works on 111 Randlesdown Road transformed this into open plan space and meeting rooms for Family Hub staff, Health Visitors and other partners and teams are now on site.

1.14. A launch event was held in December 2023.

1.15. **Start for Life Programmes**

Most of the funding provided by the DfE is for the Start for Life Programmes for: -

- Early Learning and Home Learning Environment
- Infant Feeding
- Parenting
- Perinatal Mental Health and Parent-Infant Relationships

1.16. Commissioning activities have been undertaken and programme leads have been recruited to. Work has begun on the development of pathways to services and training of staff in programmes such as Triple P Baby, Solihull Approach Parent-Infant Relationship for roll out from January 2024.

1.17. **Training**

A programme of training for Family Hub staff has been commenced including: -

- Violence against women and girls (VAWG), Risk Identification Checklist (RIC) and Multi-Agency Risk Assessment Conferences (MARAC)
- Making it REAL (Raising Early Achievement in Literacy)
- Perinatal and Infant Mental Health and specific sessions for LGBTQ+
- Responding to disclosures of domestic abuse
- Free Vitamin D, Healthy Strat and Emergency Infant Formula Pathway
- Trauma Informed Practice
- Social Graces

1.18. **Integration of the Children and Families Centres into the Family Hubs Model**

Children and Family Centres are core partners of Family Hubs as the initial focus of development has been on early years support. The intention is for them to be an integral part of the delivery model going forward.

1.19. Agreement was given by the Mayor and Cabinet in December 2023 to a co-produced early childhood offer which includes: -

- Stay and play
- Baby massage
- Parenting support and evidence-based parenting and relationship programmes
- Family support
- Healthy eating, healthy lifestyles workshops and evidence based healthy eating programmes
- Information, advice, and signposting
- Support and signposting for CYP and parent/carers experiencing domestic abuse

1.20. The existing Children and Family Centre contracts have been extended to end September 2024 so that options to deliver the early childhood offer can be explored either through in-sourcing, outsourcing or a combination of both and the preferred option put in place by 1st October 2024

1.21. **Population Needs Assessment**

Lewisham was also selected to work with Foundations, the What Works Centre for Children and Families on the development of our local population needs assessment.

1.22. Workshops were held with data colleagues from health, public health, children's social care and the corporate insight team to identify the data required to give a clear picture of the needs of each area so that the Family Hub offer could be tailored to meet local needs.

2. Recommendations

2.1. The committee is requested to note the content of the report. Good progress has been made in Lewisham on the creation of Family Hubs and implementation of the Start for Life Programmes with two Family Hubs being officially opened in Clyde and Bellingham in 2023. Feedback from the DfE has been that our 'delivery plan and progress narrative are very strong across policy strands'. Next year will see the official opening of two more Family Hubs in Donderry and Honor Oak and during 24/25 a third in Area 2, either in Kaleidoscope or, if there is insufficient capacity there, in an alternative site.

2.2. A preferred option to deliver the Early Childhood Offer will be implemented by end September 2024. This, together with progress with health colleagues about the use of Family Hub space to improve health outcomes, will support the long-term sustainability of Family Hubs once the DfE funding has ceased in March 2025.

3. Policy Context

3.1. This report aligns with Lewisham's Corporate Priorities, as set out in the Council's [Corporate Strategy \(2022-2026\)](#):

- Cleaner and Greener
- A Strong Local Economy
- Quality Housing

- Children and Young People
- Safer Communities
- Open Lewisham
- Health and Wellbeing

3.2. This report is closely aligned to the priorities for Children and Young People, increasing the opportunities for young people in Lewisham and ensuring the most vulnerable are protected from harm; and priorities for Health and Wellbeing because we will collaborate with other organisations to deliver the places, activities and programmes our residents need to feel empowered to live a physically active and healthy lifestyle.

3.3. Following the publication of 'The best start for life: a vision for the 1,001 [critical days](#)' in March 2021, more local authorities are moving towards transforming Children and Family Centres into Family Hubs. The national [Family Hubs and Start for Life programme](#) aimed to drive forward this mobilisation within early years services, and Lewisham was selected as one of 75 local authorities to receive funding to accelerate this ambition. Under the policy, local authorities are required to have Family Hubs in place by 2024.

4. Background

4.1. In Autumn 2021, the government committed investment into a Family Hub and Start for Life Programme to transform services into a Family Hub model and achieve integration at a systems level, as well as improving the Start for Life offer in 75 local authorities. Lewisham was one of the local authorities selected with funding provided until to 31 March 2025.

4.2. Family Hubs are a community-oriented approach to coordinating and delivering a range of local family support services, including maternity, infant feeding, health visiting, school readiness support, housing support, mental health (perinatal, parental, and young people), youth services and other services depending on local need. They amalgamate various services to enhance accessibility, strengthen connections among families, professionals, services, and providers, and prioritise family support and relationship-building. Family Hubs provide support to families from conception to the age of two and cater to those with children aged 0-19, or up to 25 for those with SEND.

4.3. In Lewisham, we have co-produced a vision for our Family Hubs (which includes early childhood services) that supports our CYP and families to '**connect, grow and thrive**'. The vision is to create a system-wide model of integrated, high-quality, whole-family support services. Our Family Hubs will be open, accessible, physical, and virtual single points of contact, that are welcoming to families, children and young people.

5. Financial implications

5.1. The current Children and Family Centres budget is £1.59m, of which £0.95m is funded by Public Health Grant.

5.2. The budget contains provision of £1.4m for the current contracts and service level agreements in place to deliver the early childhood offer. In addition to this, £0.25m of government grant, in respect of the Start for Life and Family Hubs programme, further contributes to the contracts for service delivery. This grant ends on 31 March 2025.

- 5.3. The proposed contract extension can be met from the current provision and has no financial impact on the General Fund.
- 5.4. Section 9 sets out the implementation timeline for the implementation and sets out the parameters for sustainability, including the intention to work with partners to identify new and additional funding sources. The chosen delivery model will be affordable within current budget levels and will no financial implications on the General Fund.
- 5.5. The outcome of bid for funding from the Families First for Children Pathfinder Programme (Wave 2) will be known in January 2024, with implementation to take place in the 2024-25 financial year. If successful, the council will receive a grant of up to £4m from the Department for Education to fully cover the cost of the programme. There are no financial implications on the General Fund.

6. Legal implications

- 6.1. This is an update report for information only and no direct legal implications are expected to arise.

7. Equalities implications

- 7.1. An Equality Analysis Assessment (EAA) is being completed as part of this process to establish if families using Children's Centres are representative of the population in the areas they are located in and highlighting groups that need to be targeted for outreach work from Family Hubs e.g., those from minority ethnic groups and deprived areas. The final EAA will be presented to EMT and M&C as part of the proposals for the family hubs, incorporating the children's centre offer.
- 7.2. An evaluation of Clyde Family Hub was undertaken in October 2023 incorporating feedback from families and professionals. Some of the themes that have come out of the evaluation will inform the development of all the hubs for example, increased awareness raising and communication about the hub offer to families and professionals, further work required to develop the offer for older children and creating a welcoming environment.

8. Climate change and environmental implications

- 8.1. The buildings being used as Family Hubs are primarily existing Children and Family Centres so the impact of them becoming Family Hubs will be nominal.
- 8.2. Honor Oak Youth Centre will become an Area 1 Family Hub which will increase use of the building as it is currently only used 2 evenings a week. However, external funding has been secured for replacement windows, heating, LED lighting and solar panels which will minimise the environmental impact.

9. Crime and disorder implications

- 9.1. No direct crime and disorder implications, this is an update report for information only

10. Health and wellbeing implications

- 10.1. No direct health and wellbeing implications, this is an update report for information only.

11. Report author and contact

- 11.1. Angelique Lewis, Head of Prevention and Early Help. Lorraine Harker, Family Hubs Project Manager



Children and Young People Select Committee

Report title: Select Committee Work Programme Report

Date: 11 January 2024

Key decision: No

Class: Part 1

Ward(s) affected: Not applicable

Contributors: Benjamin Awkal (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 recommended to:

- Review the work programme attached at Appendix D.
- Consider the items for the next meeting and specify the information required.
- Review the forward plan of key decisions attached at Appendix E and consider whether there are any items that should be considered for scrutiny.

Timeline of decision-making

Children and Young People Work Programme 2023/24 – draft agreed on 15 June 2023

Children and Young People Work Programme 2023/24 – approved by the Overview and Scrutiny Committee on 4 July 2023

1. Summary

- 1.1. The committee proposed a draft work programme at the beginning of the municipal year. This was considered and approved, alongside the draft work programmes of the other select committees, by the Overview and Scrutiny Committee on 4 July 2023.

- 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:
- Review the work programme attached at Appendix D.
 - Consider the items for the next meeting and specify the information required.
 - Review the forward plan of key decisions attached at Appendix E and consider whether there are any items that should be considered for scrutiny.

3. Work Programming

- 3.1. When reviewing the work programme the Committee should consider the following:

The Committee's terms of reference (Appendix A)

- 3.2. 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 has a key role in scrutinising the performance and supporting the development of the council's health and care-related strategies and policies. It also has a role in engaging and reflecting the views of residents in relation to health and care-related matters.

Whether any urgent issues have arisen that require scrutiny

- 3.4. If there is any urgent issue that is brought to the Committee's attention, it should consider the prioritisation process (Appendix B) and the Effective Scrutiny Guidelines (Appendix C) before deciding on its priority.

Whether a committee meeting is the most effective forum for scrutinising the issue

- 3.5. When scrutinising an issue of interest, the Committee should consider if there are any alternative methods for receiving information on the issue that would be more appropriate. For example, would a briefing or a written summary be more effective and appropriate for the issue in question?

Whether there is capacity to consider the item

- 3.6. The Committee should consider which work programme items could be removed or rescheduled to make space for the full consideration of more important issues.

Whether the item links to the priorities set out in the Corporate Strategy

- 3.7. A new corporate strategy has been developed¹ – which sets out the Council's values, priorities and focus for the next four years (2022-2026). These are categorised under the following headings:

- Cleaner and Greener
- Strong Local Economy

¹ <https://lewisham.gov.uk/mayorandcouncil/corporate-strategy>

- Quality Housing
 - Children and Young People
 - Safer Communities
 - Open Lewisham
 - Health and Wellbeing
- 3.8. The work of the Children & Young People Select Committee will relate most closely to the 'Children & Young People' priority, which commits the Council to:
- supporting our schools to improve and increasing the opportunities for young people in Lewisham;
 - working with our schools and communities to build on the inclusive and high-achieving system of local comprehensive schools;
 - ensuring our most vulnerable children are protected from harm, driving improvement in Children's Social Care and aiming to reduce the number of children coming into care through earlier targeted support for families in crisis;
 - helping to create new breakfast clubs at schools and continuing to lobby the government to expand their free school meals programme.
- 3.9. The Committee should consider how its work programme reflects these priorities. The Committee might also consider whether there are suggestions that should be put forward for consideration in the new municipal year.

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 steers 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 the effective scrutiny of the item.

Agenda Item	Review type	Corporate Priority
Holistic School Improvement	Policy development	Children and Young People
School standards	Performance monitoring	Children and Young People

5. Financial implications

- 5.1. 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.

6. Legal implications

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

7. Equalities implications

- 7.1. 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.
- 7.2. 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.
- 7.3. 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.

8. Climate change and environmental implications

- 8.1. 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)². 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.

9. Crime and disorder implications

- 9.1. 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.

10. Health and wellbeing implications

- 10.1. 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.

11. Report author and contact

If you have any questions about this report please contact Benjamin Awkal (Scrutiny

² See <https://lewisham.gov.uk/TacklingTheClimateEmergency> for a summary of the Council's work in this area.

Manager) benjamin.awkal@lewisham.gov.uk

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
- To consider matters referred to it in accordance with the Council's Petition Scheme

(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

(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 and local people about their activities and performance
- To question and gather evidence from any person outside the Council (with their consent where the law does not require them to attend).
- 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 and/or Positive Ageing Council 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 and/or Positive Ageing Council 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 and the Positive Ageing Council.

- To keep the Council's local ward assemblies and Positive Ageing Council 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 and 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 (Part IV E 10), 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 Committee. Once approved, 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 to place an item on the agenda of that select committee for discussion.
- The Council and the Executive will also be able to request that an 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 Overview and Scrutiny Committee 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.

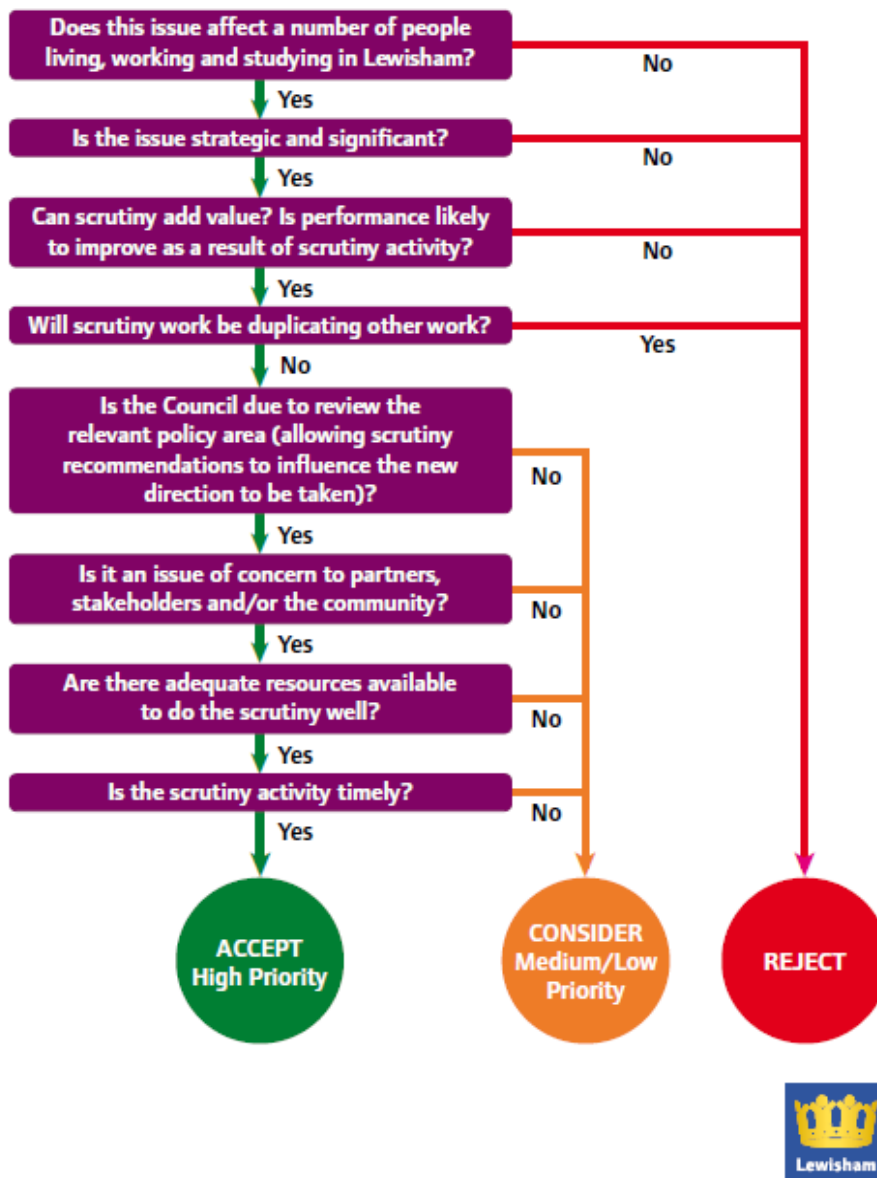
(h) Without limiting the remit of the Select Committee, to hold the Executive to account for its performance in relation to the delivery of Council objectives in the provision of services to children and young people.

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 Overview and Scrutiny Committee shall determine the Select Committee which shall deal with the matter in question.

Appendix B

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 C

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 2023-24

Work Item	Type of item	Strategic Priority	15-Jun	19-Sep	23-Nov	11-Jan	12-Mar
Select Committee work programme 2023/24	Constitutional requirement	All					
Children and Young People's Emotional Wellbeing and Mental Health	Performance monitoring	CP3 and CP5					
Post-16 education and career pathways	Policy development	CP3 and CP4					
Youth violence	Performance monitoring	CP3 and CP7					
Holistic school improvement	Policy development	CP3					
Children's social care improvement	Performance monitoring	CP3					
Primary and secondary school organisation	Policy development	CP3					
Embedding race equality in education	Performance monitoring	CP3					
School standards	Performance monitoring	CP3					
Holistic school improvement	Policy development	CP3					

Information reports, briefings, events and visits			15-Jun	19-Sep	23-Nov	11-Jan	12-Mar	
Action plan following Joint Targeted Area Inspection	For information	CP3, CP5 and CP7						
Note of visit to Green Vale School	For information	CP3 and CP5						
School standards (unvalidated)	For information	CP3						
Dedicated Schools Grant briefing	For information	CP3						
Admissions numbers	For information	CP3						
Exclusions and managed transfers	For information	CP3						
Attendance and exclusions	For information	CP3						
Family Hubs	For information	CP3						
Adventure Playground Tendering	For information	CP3						
Children's Safeguarding Partnership Annual Report	For information	CP3	Circulated on 26/09/2023					

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FORWARD PLAN OF KEY DECISIONS

Forward Plan January 2024 - April 2024

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

Any questions relating to this plan should be sent to committee@lewisham.gov.uk

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.

December 2023	Council Tax Base Report	17/01/24 Council	Katharine Nidd, Head of Strategic Finance, Planning and Commercial and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
August 2023	Gambling Policy 2023-2026	17/01/24 Council	Richard Lockett and Councillor James-J Walsh, Cabinet Member for Culture, Leisure and Communication		

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
September 2023	Young Mayor's Budget	17/01/24 Council	and		
June 2022	Approval to appoint operator for concessions contract at Beckenham Place Park Lake	24/01/24 Mayor and Cabinet	Peter Maynard, Contract Officer, Green Scene and Councillor Andre Bourne		
November 2023	Approval to procure 100% Stock Condition Survey Contract	24/01/24 Mayor and Cabinet	and Councillor Will Cooper, Cabinet Member for Housing Management and Homelessness		
November 2023	Approval to procure a workspace provider to deliver affordable workspace at Town Hall Chambers	24/01/24 Mayor and Cabinet	James Lee, Director of Communities, Partnerships and Leisure, Joe Lee, Small Business and Enterprise Officer and Councillor James-J Walsh, Cabinet Member for Culture, Leisure and Communication		
May 2023	Approval to procure School Minor Works Programme 2024 (SMWP 24)	24/01/24 Executive Director for Children and Young People	Akweley Badger, Project Support Officer and Councillor Chris Barnham, Cabinet Member for Children and Young People		
November 2023	BfL - Capital Budget Approval and Procurement Strategy	24/01/24 Mayor and Cabinet	Patrick Dubeck, Director of Inclusive Regeneration and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
November 2023	BfL Fairlawn and Ladywell Appropriation for Planning purposes	24/01/24 Mayor and Cabinet	Luke Riley, Head of New Initiatives and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
December 2023	Catford Regeneration Partnership Limited (CRPL) Business Plan	24/01/24 Mayor and Cabinet	Kplom Lotsu, SGM Capital Programmes and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
December 2023	Determined Admissions Arrangements	24/01/24 Mayor and Cabinet	Matthew Henaughan, Head of Business, Infrastructure, Compliance and Education and Councillor Chris Barnham, Cabinet Member for Children and Young People		
April 2023	Grant of Leases for Adventure Playground Sites	24/01/24 Mayor and Cabinet	Harsha Ganatra, Joint Commissioner (FQC) and Councillor Chris Barnham, Cabinet Member for Children and Young People		
November 2023	Green Space Management and Maintenance Contract	24/01/24 Mayor and Cabinet	Vince Buchanan, Green Spaces Contracts Manager and Councillor		

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
			James-J Walsh, Cabinet Member for Culture, Leisure and Communication		
December 2023	Housing Rents and Service Charges 2024/25	24/01/24 Mayor and Cabinet	Greg Russell, Programme Director for Adult Social care and Health Modernisation and Councillor Will Cooper, Cabinet Member for Housing Management and Homelessness		
November 2023	Period 8 Budget Monitoring	24/01/24 Mayor and Cabinet	Nick Penny, Head of Service Finance and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
November 2023	Permission to procure repair and maintenance of Ventilation Plant and controls, and duct Cleaning of former Lewisham Homes properties and other Lewisham properties	24/01/24 Mayor and Cabinet	Peter Whittington, Head of Compliance • Assets, Compliance and Safety. and Councillor Will Cooper, Cabinet Member for Housing Management and Homelessness		
December 2023	Procurement of the CYP Transport DPS	24/01/24 Mayor and Cabinet	Paul Creech, Senior Joint Commissioner • Joint Commissioning FQC and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
December 2023	Thomas Lane Yard - Acquisition and Planning Submission	24/01/24 Mayor and Cabinet	Charlotte Harrison, Head of Strategic Regeneration and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
September 2023	Council Budget 2024/25	07/02/24 28/02/24 Mayor and Cabinet Council	and Councillor Amanda De Ryk, Cabinet Member for Finance and Strategy		
September 2023	Adventure Playgrounds Grant of Leases and Contract Award	13/03/24 Mayor and Cabinet	Harsha Ganatra, Joint Commissioner (FQC) and Councillor Chris Barnham, Cabinet Member for Children and Young People		
January 2023	Annual progress update on the Autism Strategy Action Plan	13/03/24 Mayor and Cabinet	and		
	Approval to procure cycle hangar contract	13/03/24 Mayor and Cabinet	Martha Lauchlan, Transport Planner and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
September 2023	Building for Lewisham - approval for new homes on Small and Complex Sites	13/03/24 Mayor and Cabinet	Monique Wallace, Planning Manager, Strategic Housing and Councillor Brenda		

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
			Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
December 2023	Building for Lewisham: Achilles Street	13/03/24 Mayor and Cabinet	Luke Riley, Head of New Initiatives and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
December 2023	Building for Lewisham: small and complex sites	13/03/24 Mayor and Cabinet	james guckian, Transpoert Programme Manager and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
September 2023	Climate Emergency Action Plan update 2023/24	13/03/24 Mayor and Cabinet	Martin O'Brien, Climate Resilience Manager and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
December 2023	Lewiham Modern Slavery Report 2024-25	13/03/24 Mayor and Cabinet	James Lee, Director of Communities, Partnerships and Leisure and		
September 2023	Permission to procure the Honor Lee / Rokey House	13/03/24 Mayor and Cabinet	Jonathan Scarth and Councillor Paul Bell,		

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
	Supported Housing contract. The extension of two additional supported housing contracts		Cabinet Member for Health and Adult Social Care		
	Planning Enforcement Plan	13/03/24 Mayor and Cabinet	Michael Forrester, Head of Development Management and Councillor Brenda Dacres, Deputy Mayor and Cabinet Member for Housing Development and Planning		
March 2023	Public Space Protection Order consultation outcome	13/03/24 Mayor and Cabinet	James Lee, Director of Communities, Partnerships and Leisure and Councillor Louise Krupski, Cabinet Member for Environment and Climate		
	Sustainable Streets - Existing CPZ reviews	13/03/24 Mayor and Cabinet	Martha Lauchlan, Transport Planner and Councillor Louise Krupski, Cabinet Member for Environment and Climate		

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
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