



## Children and Young People Select Committee

### Holistic School Improvement

**Date:** 23<sup>rd</sup> November 2023

**Key decision:** No. Information item.

**Ward(s) affected:** All

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### Outline and recommendations

#### Outline

The Committee has requested a report on Lewisham's pupil outcomes 2022-23 and 'Holistic School Improvement'. Officers produce a pupil outcomes report annually as part of accountability and performance monitoring.

#### Recommendations

The Select Committee is asked to note the content of this report that focuses on:

- Lewisham schools' Ofsted judgements.
- Lewisham schools performance (all key stages).
- Pupil Premium Grant.
- Extracurricular opportunities in schools and delivering a broad curriculum.
- Schools and safeguarding.
- Schools and inclusive practice.

## 1. Summary

- 1.1 The Committee has requested a report on pupil outcomes 2022-23 and Lewisham's 'Holistic School Improvement'. This report provides initial information on pupil outcomes in the summer of 2023, together with information about the wider education and learning offer available to our children. We have sought to cover the areas suggested by the Chair and Vice-Chair of the committee and understand that committee Members are also interested in visiting schools in order to explore these areas further.

## 2. Recommendations

- 2.1 The Select Committee is asked to note the content of this report that focuses on:
- Lewisham schools' Ofsted judgements.
  - Lewisham schools performance (all key stages).

- Pupil Premium Grant.
- Extracurricular opportunities in schools and delivering a broad curriculum.
- Schools and safeguarding.
- Schools and inclusive practice.

### 3. Policy Context

- 3.1 Lewisham's 2022-26 Corporate Strategy will continue the fantastic work of the last four years, supporting our schools to improve and increasing the opportunities for young people in Lewisham. Lewisham's Education Strategy 2022-27 has high aspirations for all our children and young people, whatever their starting point. We want all our children and young people to have access to excellent education in Lewisham, so they can fulfil their true potential.

### 4. Ofsted Judgements

#### 4.1 Lewisham schools

94.7% of maintained schools and academies in Lewisham are 'Good' or 'Outstanding'. This compares well to National (89% in December 2022). No schools are inadequate compared to 3.3% in England.

#### 4.2 Primary Phase Ofsted judgements

100% of primary provision in Lewisham maintained schools and academies are 'Good' or 'Outstanding'. This compares well to National (90% in December 2022).

#### 4.3 Secondary Phase Ofsted Outcomes

86% of secondary provision in Lewisham maintained schools and academies are 'Good' or 'Outstanding'. This compares well to National (81% in December 2022).

Two secondary schools are judged 'requires improvement'. One of these schools received a positive monitoring inspection from Ofsted. Positive comments include:

- *At the time of the last inspection, there were inconsistencies in the quality of curriculum thinking and implementation. Since then, you have acted swiftly to ensure that the curriculum is both ambitious and well sequenced. Pupils can now build up their knowledge and skills in a coherent way, including in mathematics, physical education and design and technology.*
- *Since the last inspection, you have taken a rigorous and intelligent approach to school improvement. You have been supported in this by other leaders and by governors. Governors now take a central role in monitoring progress towards clearly identified improvement priorities. They hold you and other leaders to account effectively. You have also involved staff in the improvement planning process. Staff have responded well and you have ensured that their workload has remained manageable. Your leadership has resulted in greater consistency in the quality of education that pupils experience.*

#### 4.4 Special School Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

#### 4.5 Maintained Nursery Schools Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

#### 4.6 Quality of post-16 provision in Lewisham

Ofsted inspects post-16 providers. Of the 10 current post-16 providers, all sixth forms are graded by Ofsted as good and better:

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School / College	Date of Last Ofsted	Overall Effectiveness
<b>School Sixth Form</b>		
Forest Hill School (SFH6)	October 2021	Requires Improvement Sixth Form – Good
Haberdashers' Hatcham College	February 2019	Good Sixth Form – Good
Haberdashers' Knights Academy	July 2017 / March 2023	Good Sixth Form – Good
Prendergast School	November 2013	Outstanding
Sedgehill School	September 2022	Good Sixth Form – Good
Sydenham School (SFH6)	May 2017 / September 2022	Good
<b>Special Sixth Form</b>		
Greenvale School	June 2023	Good
Drumbeat School and ASD Service	April 2019	Good (16-19 – 1) Sixth Form – Outstanding
<b>FE or Sixth Form College</b>		
Lewisham College (NCG)	January 2022	Good
Christ the King Catholic Sixth Form College	April 2017	Good

## 5. Lewisham school performance –2022/23

Outcomes for all key stages remains provisional with no data relating to statistical neighbours – this data including pupil characteristic data should be released in December 2023.

### Key messages:

- Early Years GLD (Good Level of Development) remains above national for the past two years.
- Phonics at Key Stage 1 remains below England and below pre pandemic levels.
- KS2 combined (reading, writing and maths) is above national, however the gap to pre pandemic levels in 2019 is not closing as quickly as we would like.
- KS4 GCSE outcomes have returned to pre pandemic levels in 2019, with many schools demonstrating improvements in attainment 8 or progress 8.
- Reducing the variability of outcomes across all key stages is a key action for Lewisham Learning as it engages with school leaders.

### 5.1 Early Years, Key Stage 1 (KS1) attainment and phonics

- 70% of Lewisham pupils achieved the good level of development (GLD) at the end of Reception. This is above England by 3%.
- 77% of Year 1 pupils met the phonics standard, 2% below England and 4% below outcomes in 2019 compared to 3% gap to national averages over the same time.
- Lewisham was in line with England averages in the proportion of pupils meeting the expected standard in reading (68%) and writing (60%) and 1% point below national in Maths (69%).

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- 56% of Lewisham pupils achieved the combined (RWM) outcome, which meant that they were in line with the England average. The combined gap to 2019 remains at 10% for Lewisham pupils and 9% for pupils nationally.

## 5.2 Key Stage 2 (KS2) attainment and progress

- In 2023, 60% of pupils in Lewisham met the expected standard or higher in reading, writing and maths (RWM). This was 1% above England averages. The combined gap to 2019 remains at 8% for Lewisham pupils and 6% for pupils nationally.
- In reading 72% of Lewisham pupils achieved the expected standard, which was 1% below England.
- In writing 71% of Lewisham pupils achieved the expected standard in writing, which is in line with England.
- In Maths, 74% of Lewisham pupils achieved the expected standard, which is 1% above England.
- Pupils made more progress than expected in reading and maths, with a score of +0.3 in both subjects. Less progress was made in writing at -0.4. National average for progress is measured at 0.

## 5.3 Key Stage 4 (KS4) Attainment and Progress

- Lewisham had a positive Progress 8 score of +0.003 in 2023, indicating that pupils in Lewisham made more progress, on average, than pupils with similar levels of attainment in Key Stage 2. This is an improvement compared to Progress 8 in 2019 which was -0.27.
- At 48.8, Lewisham's average Attainment 8 score demonstrates an improvement of +2.1 since 2019.
- Combined English and Maths (9-4) is 67%, a 4% improvement on 2019 outcomes (63%).
- Combined English and Maths (9-5) is 46%, a 8% improvement on 2019 outcomes (38%).
- Ebacc (9-4) is 27%, a 5% improvement on 2019 outcomes (22%).
- Ebacc APS is 4.2, an +0.3 improvement on 2019 outcomes (3.9).

## 5.4 Key Stage 5

- 6.1% of Lewisham students achieved A\*, which was an improvement of +2.9% since 2019. This figure remains below England by 2.5%.
- 21.2% of Lewisham students achieved A\*- A, which was an improvement of +8.1% since 2019. This figure remains below England by 5.3%.
- 45.7% of Lewisham students achieved A\*- B, which was an improvement of +11.4% since 2019. This figure remains below England by 7.0%.
- 71.3% of Lewisham students achieved A\*- C, which was an improvement of +7.5% since 2019. This figure remains below England by 4.1%.

The Lewisham Post-16 Strategy continues to support the improvement of post-16 outcomes for pupils in Lewisham. It also focuses on the effective promotion of a high quality, comprehensive and inclusive local post-16 offer.

## 6. Pupil Premium Grant

- 6.1 All schools are required to publish how they plan to spend their pupil premium funding. Ofsted will review all Pupil Premium plans as part of the quality assurance processes for schools. Schools are required to use a standard template issued by the DfE. Schools must account for raising the educational attainment of disadvantaged pupils.

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Schools must develop a three-tiered approach (based on the Education Endowment Fund) that includes the following:

- supports high-quality teaching, such as staff professional development
- provides targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)
- tackles non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing
- All schools that are required to publish a strategy statement for the academic year 2023/24 must do so by 31 December 2023

## **7. Extracurricular opportunities in schools and delivering a broad curriculum**

- 7.1 **Ofsted comment – Lewisham Primary School (good):** *“Staff and leaders work effectively to support pupils’ personal development. Pupils learn about wider society. For example, they find out about how democracy works through the school’s student council. Sports councillors support their peers during competitions and personal sports challenges. Pupils are proud of how well the school’s sports teams have done in cross-borough competitions. Pupils take part in team-building activities during the autumn residential trip. They also have many opportunities to visit museums and galleries to broaden their education.”*

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## 7.2 A Primary School example

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WHOLE SCHOOL ENRICHMENT 2023 - 2024	EYFS:	EYFS: Forest School	EYFS: Forest School	EYFS: Forest School	EYFS: Forest School	EYFS: Forest School Art Week
	KS1: Trip to the Horniman Museum Forest School	KS1: Trip to St Saviour's Church Forest School	KS1: Trip to Migration Museum	KS1: Trip to Devonshire Road Nature Reserve Great Fire of London Walk	KS1: Local Nature walk and picnic	KS1: Trip to Horniman Museum Trip to Science Museum
	LKS2: Trip to Rivoli Ballroom Cricket sessions	LKS2: School Council trip to Houses of Parliament Turning of the year concert Supporting workshops <del>September</del> Trip to the Science Museum	LKS2: Philosophy Trip to Natural History Museum Trip to Tate Modern	LKS2: River View Walk / Terrible Thames Trip to the British Museum	LKS2: Residential trip to Naturesbase Trip to Devonshire Road Nature Reserve	LKS2: Trip to Horniman <del>Museum</del>
	UKS2: Philosophy Action Tutoring Open City project STEM Rail project Trip to Kingswood Trip to local synagogue	UKS2: School Council trip to Houses of Parliament Turning of the year Supporting workshops <del>September</del> Philosophy Debate Mate Trip to Planetarium Trip to Horniman Museum Action Tutoring	UKS2: Mural workshop Anthony Gormley studio visit Action Tutoring Debate Mate Trip to Science Museum	UKS2: Centre of the Cell Live Dance – Catford Broadway <del>Bikeability</del> Action Tutoring Debate Mate	UKS2: Trip to Horniman Museum Trip to the British Museum Action Tutoring Debate Mate	UKS2: Action Tutoring BEAM workshops River Thames walk Make £5 grow Year 6 Leavers' Production
	Whole School/Assemblies: Writing Laureate European Day of Languages Citizenship Awards Jeans for Genes day World Food day International Day of Democracy School/eco council National Poetry week Spirit of the Wild	Whole School/Assemblies: Marie Curie birthday Armistice Day Mary Seacole's birthday World Science Day Diwali Citizenship awards Harvest Anti-bullying week Gay men's choir Unite the Uniforms Human Rights Day Writing Laureate Safer Internet Day <del>September</del>	Whole School/Assemblies: Martin Luther King Day Rosa Parks' birthday Citizenship awards Mental Health Week World Religion Day Lunar New Year Writing Laureate	Whole School/Assemblies: Writing Week Writing Laureate World Book Day Reading Week Red Nose Day Citizenship awards International Day for the Elimination of Racial Discrimination World Down Syndrome Day World Autism Awareness Day Easter Celebration Science Week Holi Assembly Purim Assembly Ramadan Assembly Pi day	Whole School/Assemblies: Eid Earth Day Bike to School day Citizenship awards International Day against Homophobia, Transphobia, and Biphobia Writing Laureate	Whole School/Assemblies: Writing Laureate Citizenship awards Millicent Garrett Fawcett's birthday Emmeline Pankhurst's birthday Mandela Day Windrush Day World Environment Day World Refugee Day
	Sport: Cricket sessions Borough Sport Festivals Blackheath Schools Football League	Sport: Borough Sport Festivals Blackheath Schools Football League	Sport: Borough Sport Festivals Blackheath Schools Football League	Sport: Borough Sport Festivals Blackheath Schools Football League	Sport: Borough Sport Festivals Blackheath Schools Football League	Sport: Sports Day Sports Assembly Borough Sport Festivals Blackheath Schools Football League
	Instrument Lessons: Djembe Brass	Violin Ukulele	Saxophone Recorder	Piano Guitar	Flute Clarinet	Cello
	Curriculum Clubs: Karate Drawing Tennis	Dance Netball <del>YoBallet</del>	Football Multi-skills Cricket	Arts & Crafts Lego Choir	Board Games Coding	Mindfulness Performing Arts

7.3 **Ofsted comment – Lewisham Secondary School (recently retained outstanding):**  
*“As well as a strong academic curriculum, pupils have lots of opportunities to become involved in a wide range of extracurricular activities. Many do so. These range from clubs and societies to award programmes, sports and positions of responsibility. The strong curriculum is extended most effectively by a wide range of extracurricular activities. The breadth of after school clubs and activities is eclectic. It ranges from, for example, a history society, science, art scholarship, geography, Young Enterprise, choir and music, to all kinds of sports such as netball, football, rugby and handball. In addition, The Duke of Edinburgh’s Award scheme, a link with a local independent school and trips to museums, local places of interest and overseas provide further opportunities to extend learning.”*

**Ofsted comment – Lewisham Secondary School (recently retained good):**  
*“Leaders offer pupils a wide range of rich experiences as part of their daily life at school. There are numerous clubs to choose from and regular visits, for example to museums and galleries. Pupils with SEND are very much included, such as the Addey’s Special League Football Team, which takes part in the Southern Special League. Careers provision is a significant strength. Pupils learn about a vast range of job roles. For example, pupils in Year 7 science study a ‘we are midwives’ unit, hearing directly from midwives about their work. Pupils are well prepared for life after school.”*

**Ofsted comment – Lewisham Secondary School (monitoring visit for a school requiring improvement):**  
*“A range of extra-curricular programmes has recently relaunched, including opportunities in sport and music. Pupils benefit from a strong curriculum for their personal, social, health and economic education lessons and are prepared well for life in modern Britain. Pupils at the school recently received an award for their work to promote awareness of LGBTQ+ equalities.”*

## 7.4 Example of Careers development – Lewisham Secondary School

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	Ernst and Young Employability Event	Princes Trust Enterprise Challenge Ernst and Young Employability Event	Urban Synergy Seminar
<b>Year 8</b>	Oxford University Event Ernst and Young Employability Event	Princes Trust Enterprise Challenge Ernst and Young Employability Event	Urban Synergy Seminar <b>FE/HE Provider Event (BC)</b> <b>IAG Adviser Presentation and Q&amp;A (BC)</b>
<b>Year 9</b>	Alchemy Project	<b>Apprenticeship/T Level Presentation (BC)</b> Princes Trust Enterprise Challenge <b>GCSE Options Event (BC)</b> <b>IAG Adviser Presentation and Q&amp;A (BC)</b> Alchemy Project UCL Mentoring Deloitte Mentoring	Goldsmiths University Introductory Event Oxford University Introductory Event Queen Mary University Introductory Event Alchemy Project Urban Synergy Seminar Deloitte Mentoring
<b>Year 10</b>	Community Apprentice Alchemy Project EY Foundation Mock Interviews Citi Events and Trading Day	Apprenticeship Presentation T-Level Presentation Careers/Destinations Interviews Community Apprentice Princes Trust Enterprise Challenge Princes Trust Mentoring Alchemy Project Cambridge University Event Oxford University Event Deloitte Mentoring	Urban Synergy Seminar Community Apprentice Alchemy Project <b>Post-16 Taster Event (BC)</b> Goldsmiths University Introductory Event Oxford University Introductory Event Queen Mary Introductory Event Work Experience Urban Synergy Seminar
<b>Year 11</b>	<b>Post-16 Taster Event (BC)</b> <b>Post-16 Event at Deptford Green (BC)</b> <b>Careers/Destinations Interviews (BC)</b> Urban Synergy Seminar Alchemy Project <b>T-Level Presentation (BC)</b> <b>Apprenticeship Presentation (BC)</b> <b>Meet the Post-16 Student Event (BC)</b> EY Foundation Mock Interviews Goldsmiths University Introductory Event	<b>Careers/Destinations Interviews (BC)</b> Princes Trust Enterprise Challenge Alchemy Project Urban Synergy Mentoring Princes Trust Mentoring Ernst & Young Mentoring Deloitte Mentoring	Alchemy Project Urban Synergy Mentoring Ernst & Young Mentoring Deloitte Mentoring Alumni Data Capture
<b>All Year Groups</b>	Pastoral Provision – STEPS booklets ( <i>careers, work-related learning and pathways resource</i> )		
<b>All Year Groups</b>	Pastoral Provision – Skills Builder Platform ( <i>an online tool that develops eight key employability skills with students</i> )		
<b>All Year Groups and Parents/Carers</b>	Pastoral and Home Provision – Access to START Profile ( <i>an online careers, work-related learning and pathways resource</i> )		
<b>All Year Groups</b>	Careers, Work-Related Learning and Pathways talks in the Futures Room. These are open to all students. Matched to aspirations.		
<b>General Provider Access</b>	<b>The school has a dedicated key stage four revision space (Futures Room) which is open before school, during lunch and after school. We welcome all providers at these times and actively encourage engagement. Providers can have access to students in Y8, Y9, Y10 and Y11. (BC)</b>		



7.5 **How do pupils feel about independent careers IAG:** The Lewisham Education Business Partnership supports the raising of achievement, motivation, confidence and abilities of the young people in Lewisham to help them prepare for education, employment, training or progression to higher education.

The teamwork with employers and schools to develop skills for the world of work. The team achieve this through a range of activities like work experience and Careers education, information, advice and guidance (CEIAG).

The teamwork with a range of employers and businesses to provide young people with a rewarding and realistic introduction to the world of work. This offer is available at Key Stage 4 (aged 14-16) and Key Stage 5 (aged 16-18).

The programme engages fully trained careers guidance practitioners to deliver the Lewisham provision, working towards the guidelines and specification set at all times.

The programme offers:

- one-to-one interviews and small group advice and guidance sessions.
- attendance at option evenings and parents' evenings.
- action plans and on-going programme of support targeted at young people identified at risk of NEET, or not making a post-16 transition.
- support with post-16 applications.
- in-school support on GCSE/results days.
- support schools in their broader careers education activities.
- facilitate school and borough wide careers events, industry days, progression; apprenticeships or HE events.
- employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors.
- a centrally organised borough wide Post-16 Opportunities event. With all local schools and colleges available to promote their post-16 provision at a neutral venue.

The programme has resulted in over 1030 pupils, during 2023-23, receiving tailored information on career pathways, Apprenticeships, Further Education and Higher Education as well as the future labour market.

7.6 **Pupil perceptions of the relevancy of the curriculum in terms of preparation for employment:**

**Lewisham Young Woman's Hub:** *"Very beneficial for the students. The one to one sessions really gave the students a chance to see what opportunities are available for them once they leave school and being able to speak directly to someone really helped them with their further education options, what qualifications they needed and how to apply for colleges and Apprenticeships etc. the students feedback of the service speaks for itself, they all found the practitioner very easy to talk to and very informative about their decisions Post-16."*

**Y10-11 work experience programme:** Pupils are encouraged to engage with employers to find work experience placements. Throughout the process students learn valuable communication skills and increasing their self-confidence. They use the internet to search for employers in their chosen field, are given advice on how to construct a CV or a covering letter, send out emails to employers and follow them up with telephone calls, sometimes just going into the business and talking to the manager. Pupils who find their own placement take ownership of their work experience and therefore get an enhanced experience.

### **Pupil quotes as part of the evaluation process**

**Solicitors' placement:** *"I now understand how to become into a better person, in a working environment and negotiating with solving problems or assisting customers, and so I am pleased to use these newfound skills and put them into practice in the future with my next work placement elsewhere."*

**The London Labour Party placement:** *"Helped me further understand what goes into a working career. Helped me see how the skills I learnt at school can be used in a place of work and gave me possible career paths and more knowledge and peoples experience about further education. Really liked it."*

**Lewisham Youth Theatre placement:** *"This has helped me to understand the different roles or jobs involved in theatres and productions. Also, this has helped me to widen my career opportunities and what I want to do in my future education."*

**Guy's & St Thomas' NHS Trust placement:** *"I realised how important time keeping is and communication, working within a team. I also learned that I will spend more time at work than home, being on my feet most of the day, attending meetings and having in house training. I made lots of friends and learned a lot about engineering."*

## **8. Collaboration between schools to improve teaching and learning**

- Lewisham Learning has allocated a School Improvement Partner (SIP) to each of the Lewisham schools (not academies).
- Each SIP undertakes three formal visits over the academic year as part of its core offer. The autumn term visits have been completed and reports confirm that the school's self-evaluation and school development plan priorities are accurate and appropriate to bring about further improvements to pupil outcomes. Some schools are evaluated as requiring medium support. These schools are provided with six visits over the academic year. Schools receiving medium support identify three core objectives that will bring about sustained improvement and these are reviewed every half term. In the academic year 2023/24 there are six schools (primary and secondary) receiving this type of support.
- Schools in the "Ofsted" window are provided additional support, that includes a Quality of Education Review to support improvements in the delivery of the national curriculum.
- Ten School Develop Groups (SDG) have been created this academic year. The SDGs are 2/3 schools working collaboratively on three agreed aspects of school improvement. This year there are common themes emerging that schools are focusing on, these include: SEND, writing outcomes at greater depth (more able writers) and developing middle leadership in light of curriculum areas.
- With the return of published data for all key stages, Lewisham Learning will be refreshing the use of published data and how this might be used to support schools going forward.
- Lewisham Learning will be reviewing, priority four of the Education Strategy to identify improvements.

## **9. Schools and safeguarding**

- 9.1 **Consistency of safeguarding practices:** The Safeguarding and Inclusion Service, within Lewisham Education regularly supports schools and Designated Safeguarding Leads (DSLs) to keep abreast of statutory requirements with respect to safeguarding.

A monthly newsletter is shared with DSLs highlighting local and national safeguarding

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requirements. There is also the termly network meeting which is very well attended by all settings including alternative provisions connected with Lewisham.

Training is also created and promoted based on these same requirements as well as local issues that have been identified through school visits, audits and reviews.

The local authority bi-yearly safeguarding self-assessment, which fulfils the local authority's s11 requirement and the s157/175 element for which schools are responsible, also helps to monitor and influence the consistency of safeguarding practice in Lewisham.

In addition to the work done directly with DSLs, there is additional strategic oversight through the Safer Schools Network which is chaired by the Director of Education. This group is comprised of representatives from all phases of education as well as a range of partners from all three statutory LSCP (Lewisham Safeguarding Children's Partnership) partners; the Council, Police and Health. This forum is also attended by the LSCP which contributes to the agenda items to assist the collaborative working relationship with the LSCP and ensure that there is a consistent approach to supporting schools to work in partnership with the LSCP to fulfil their wider objectives.

Through the Safer Schools Policing Team there is clear evidence of the consistent effort to support safeguarding in schools across the borough through police led intelligence, either derived from more extensive tri-borough information or that of the local Safer Schools' Officers that are linked to schools in the borough.

Governors continue to play a vital role in supporting schools, especially when it comes to safeguarding. The Single Central Record (SCR) is checked by either the Chair of Governors or the Safeguarding-Link-Governor. Governors responsible in checking the SCR have attended SCR training, which is a positive, however, not all governors have attended safeguarding and child protection training. In some cases, governors are only asked to read part one of Keeping Children Safe in Education (KCSIE), however it is recommended they also read part two which sets out the responsibility of the governing body. In addition, governors should also be tested on their knowledge and understating of KCISE, which does not happen in all schools.

- 9.2 **Pupil perceptions of safety in schools:** The Safeguarding and Inclusion Service has evidence, through the school auditing process, that pupil perceptions of safety in schools is captured by schools in annual surveys. While schools do not share details of this directly, the service is aware that this evidence is used to inform practice, curriculum and improve the safeguarding approach in general.

Safeguarding reviews are offered to schools as part of a Service Level Agreement. As part of the reviews some pupil interviews took place. Pupils are randomly selected to be interviewed across each key stage:

- They are able to articulate how they can keep themselves safe in and outside of school and online.
- They spoke confidently of how they have learnt about safeguarding in school and have covered topics such as child on child abuse, sexual violence and harassment, contextual safeguarding, consent and cyberbullying.
- Pupils stated they feel safe, and are kept safe, in school. They recognise that staff care about them and know that there is a trusted adult they can speak with if they need to.

## 10. Schools and inclusive practice

### 10.1 Intervention and support for pupils' with SEND and other targeted pupils

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Through the Quality and Inclusion Team support is provided to support EYFS Providers to ensure they offer a high quality, inclusive educational experience for all children in the early years whilst meeting the Safeguarding and Welfare requirements of the EYFS. Providers include; nursery schools, primary schools nursery and reception classes, Private, Voluntary and Independent (PVI) providers and childminders.

The team also allocates, monitors and coordinates the Early Years Inclusion Fund and supports providers with guidance advice and strategies to enable them to meet the needs of children with SEN.

There is a schedule of visits, with schools identified through school accountability meetings, their Ofsted window, judgements on capacity to improve and overall effectiveness.

Priority schools can access support across the school year which can include:

- Support visit – initial visit to identify areas for development alongside EYFS leader, leadership team creating action plan/work plan and/or audit on a particular aspect of provision – focusing on any areas identified e.g. SEND & Inclusion, communication and language etc.

Advisers will also:

- Identify any training sessions that may support knowledge and understanding, sharing training menu and ensuring EYFS Leader is able to access EYFS Leader meeting.
- Offer INSET session (where relevant) for whole staff team. A menu of INSET training is available but on occasion an adviser may create bespoke session dependant on the settings needs and adviser capacity.
- Observe teaching and learning, providing feedback and recommendations.
- Review and analyse EYFSP data and assessment systems, including moderation of assessment and EYFSP judgements.
- Organise a visit/visits to another schools where leading practice in a particular area has been identified.
- Recommend referring to Area SENCO/EY SEND Adviser in cases where there may be systemic SEN issues, where targeted SEN services may need to be involved or where a child has been identified as needing EHCP.
- Suggest resources to support improvement e.g. developing mud kitchens, creating opportunities for writing etc.

Priority schools where EYFS has been identified as an area of need will be contacted in Autumn Term one to arrange an initial visit to identify areas for development. Planned programme of support will continue across academic year and will include above activities.

Priority schools where EYFS has not been identified as area of concern will be contacted in autumn term and offered support as part of priority school status.

Non-priority schools are able to request support at any time. Adviser will agree package of support according to needs and capacity of both school and adviser. Reports and monitoring of priority schools will be shared with the school improvement adviser through Lewisham Learning.

Schools will be reviewed and monitored at half termly Schools Monitoring Meeting. Information and progress will be shared with Service Manager for input at Schools Accountability Meetings (termly).

## 10.2 **Send Advisory Team:** All Lewisham Settings; Primary and Secondary Schools, Post-

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16 providers and Alternative Provisions have an allocated SEND Advisor (local authority service). Within the team there are two advisors, who are managed by the SEND Standards Quality and Inclusion Lead. Everyone in the team has extensive school and SEND experience. All settings have, at least a termly visit, from their allocated SEND Advisor, who supports the setting with their strategic SEND Policies and Practices, with a particular focus on children and young people on SEND Support (Pre-EHC plan). During the visits data is collected on all children on SEN support and those who are going through the EHC process. This gives the local area a picture of what are the SEND needs across the system. To ensure that there are no gaps in provision, this information is shared with services to support with future planning and commissioning.

Prior to the visits the settings websites are checked to ensure that they are statutorily compliant in relation to SEND. The policies that are linked with SEND are also reviewed and feedback is provided to school on the information that they have available to their families.

Information is collated on interventions that children and young people receive in settings to meet their SEND differences. A document has been co-produced with SENCOs on 'What Works in Lewisham Schools' this is a brochure of interventions that are used by settings, to determine the right interventions and support for the children and young people to make accelerated progress and to close the gap between their peers.

A SEND Support Toolkit has been produced with relevant professionals for staff in schools to provide strategies, audits, and guidance on the four areas of need within the Code of Practice. This is used within settings to support individuals on a universal and targeted level, to ensure that the right support is received at the right time. If these strategies have not been successful, then this information is then required to make referrals to external professionals.

Another function of the SEND Advisory Team is to perform NASEN Whole School SEND Reviews. To date 35 SEND reviews have been completed in Lewisham Settings, with a further five planned before Christmas. From the SEND Reviews the school receive a report and are supported to write an action plan and support is provided to implement this over the year. Schools have reported that this is a very useful process, especially those who are in the 'Ofsted' window.

The team lead on the SENCO Forum which supports SENCOs in keeping updated on both national and local trends. The agenda for SENCO Forum is co-produced with SENCOs so that the themes and presentations are based on what they feel that is required to ensure that they have the knowledge and skills to perform their roles. It also gives them the opportunity to network with other colleagues doing the same roles.

Whole staff training is available, and has been provided to a number of settings, on topics such as; The Graduated Response, Roles and Responsibilities in schools according to the SEND Code of Practice, the school's Universal Offer and Outcomes training. These have been delivered in several primary and one secondary school. Feedback from the training has highlighted that all staff have taken away some learning that they are able to implement into their practices in the classroom, which will have a positive outcome on the children and young people in their schools.

**10.3 The Lewisham Outreach Service (OIS):** provides specialist support and guidance to Lewisham's mainstream Primary and Secondary schools, as well as the Lewisham Primary Phase Alternative Provision, Rockborne Park.

As a local authority service, the purpose is to positively impact the lives of Lewisham's

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children and young people, with a primary objective to reduce the number of children who are excluded from school, including, internal suspensions, fixed term suspensions and permanent exclusions.

The OIS work with and on behalf of Lewisham's school aged residents (4-16 yrs) and wherever possible, we also extend our services beyond Lewisham's borders to work in partnership with those out of borough schools, which our vulnerable residents attend.

It is an early intervention service and as such this means, working with children and their schools, at the earliest indication that they require support over and above what their school can provide. For many of the young people referred into our service, the social and emotional challenges that they are experiencing, become evident through their behaviour and in many cases, it is these behaviours, or the potential escalation of these behaviours, that without the additional concerted support and effort of key professionals and their families, would make them vulnerable, not only to exclusion from education but also social exclusion.

The service works closely and collaboratively with a range of other colleagues and agencies and educational providers, such as, the SEND advisory Service, Spark2Life, the School CAMHS Team and the Drumbeat, Autism Outreach Service.

- 10.4 **Consistency of approaches to behaviour management:** The Inclusion Strategy 2022 – 25, key priorities for 2023- 24 includes the priority to continue to reduce the number of suspensions and permanent exclusions and support the work of the Lewisham Tackling Race Inequality Strategy:

**Consult with all Lewisham schools to review the support for children at risk of exclusion and challenge the schools' behaviour policies so that practice is more inclusive.**

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 late October 2023.

**Positive findings:**

- Most behaviour policies are easy to find and on the school website.
- Some behaviour policies are clear and purposeful.
- Some behaviour policies are written so that the school's positive and nurturing ethos really come through.
- A few behaviour policies are written in conjunction with DfE guidance and hyperlinks.
- Some behaviour policies mention behaviour as a form of communication.
- Most schools record and monitor behaviour.
- Most schools have 'interventions' in the form of individualised plans.
- A few behaviour policies include 'restorative' approaches.
- Nothing highlighting race 'inequality' practice.

**Areas requiring follow up:**

- Most behaviour policies are punitive in approach.
- Behaviour policies typically focused on actions to take where there are breaches to the policy.
- Not much evidence of collaborative working with children/parents/carers.
- Little evidence of graduated response and relation between behaviour / SEND.
- Little focus on supporting children communicating a need for help.
- Little evidence of the link between behaviour and safeguarding.
- Lacking referrals to other agencies, policies and complaints procedures.
- Little evidence of any review of behaviour trends.
- Too many schools using zero tolerance approaches.

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- Too many schools using suggestive language around children making behaviour 'choices'.
- Disproportionate use of internal exclusion units.
- Lack of review of children with EHCP / SEN Support where behaviour is causing a concern.
- Those children vulnerable at transition are still not being effectively supported.

See **Appendix one** for charts and details.

**What we expect to see as next steps:**

- Opportunities for Primary and Secondary schools to share approaches / good practice.
- Difference between challenging SEMH and SEND?
- Parent Carer forums at local authority level – pupil voice.
- Schools in Hubs to be linked and to work collaboratively.
- Restorative placement – criteria to be determined.
- Challenge schools on exclusion.
- Call to Action Conference – No Reason to Exclude – part of the long-term school improvement strategy. Relationships and safe schools.

## **11. Financial implications**

11. There are no financial implications arising from this report.

## **12. Legal implications**

12. There are no legal implications arising from this report.

## **13. Equalities implications**

- 13.1 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

## **14. Climate change and environmental implications**

14. There are no climate change and environmental implications.

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## 15. Health and wellbeing implications

15. There are no health and wellbeing implications.

## 16. Report author(s) and contact

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## 17. Appendices

17.1 **Appendix one: Behaviour Policies** - We would like to see lower numbers generally. These numbers indicate where policy links were NOT included.

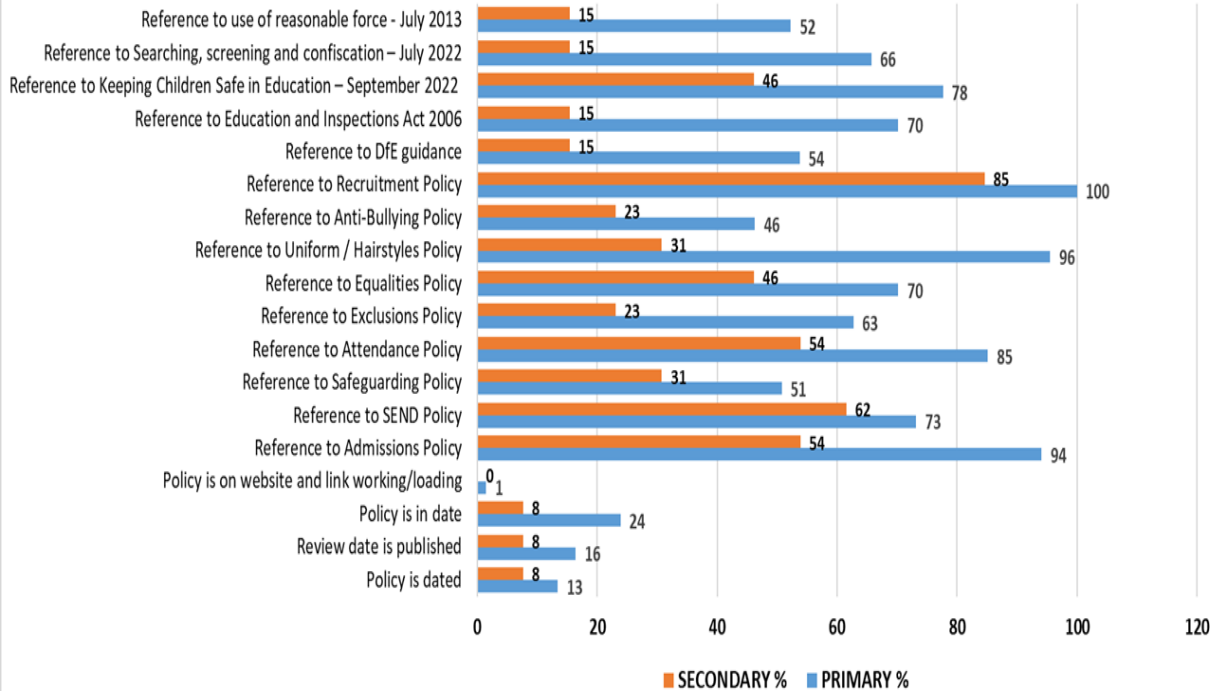
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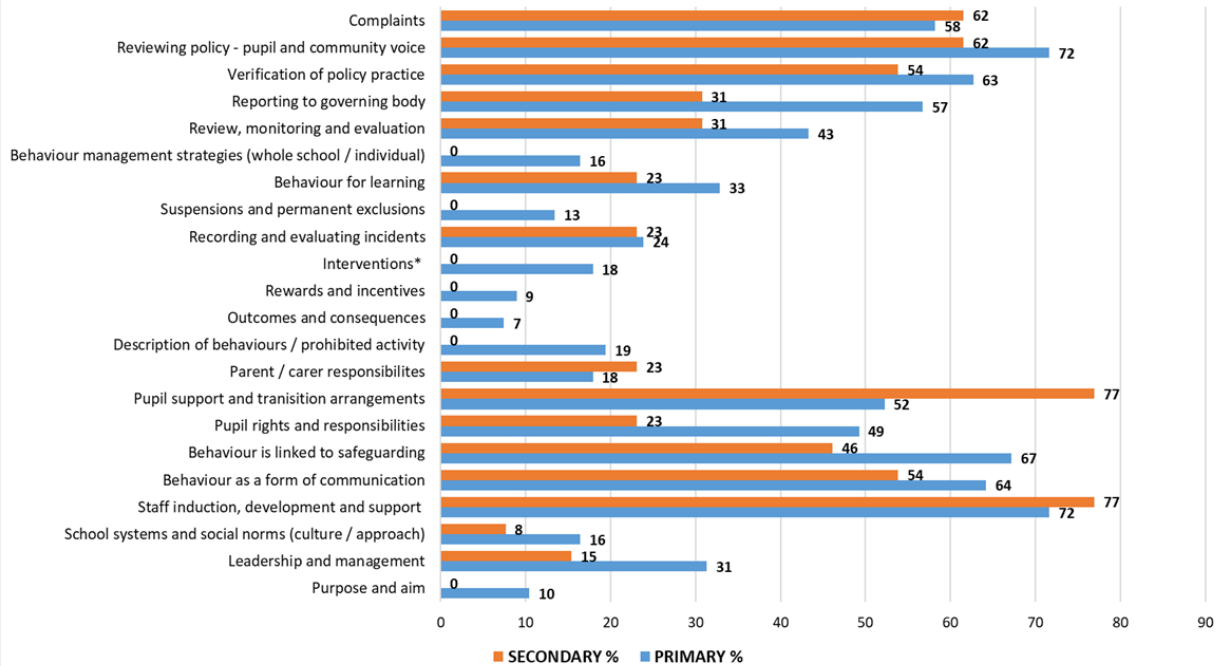
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### Behaviour policy/written statement



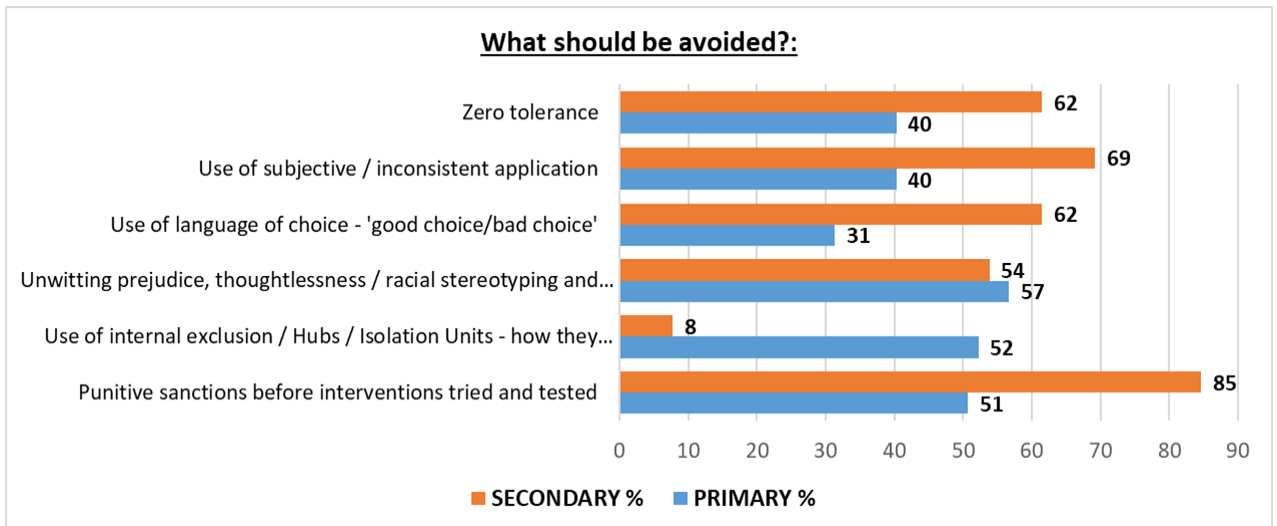
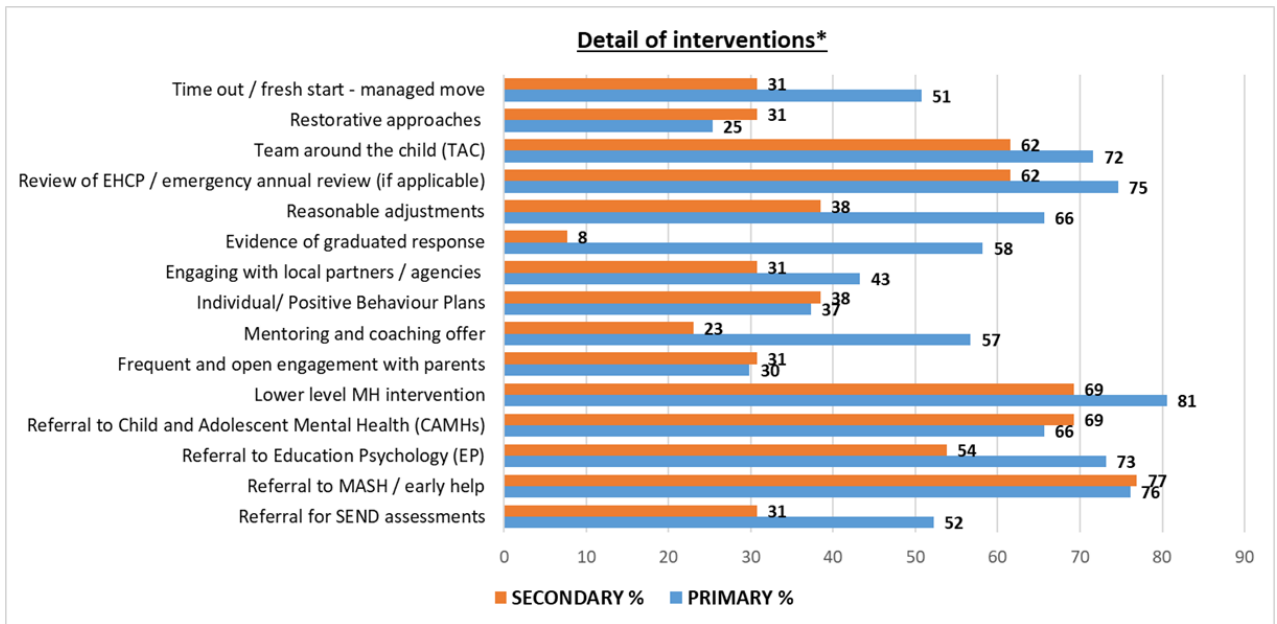
### Policy includes the following:



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